

Chapter V: Conclusion and Recommendations

This chapter consists of conclusion and recommendations of research based on the data finding. The conclusion intends to give short and clear explanation about the research result. Whereas recommendations are address to all of the readers; lectures, students and the next researchers.

Conclusion

This research aims to find out types of tip-of-the-tongue error on students classroom presentation. There are 10 sixth semester students participated in this research, they are English department class of 2014. They were presenting research proposal in seminar on language class.

Woodworth (1934) and Wenzl (1932, 1936) cited in R. Brown & Mcneil, (1966) state that there are two types of tip-of-the-tongue, they are partial recall and abstract recall. Research result showed that there are two types of tip-of-the tongue exist on English department speech. The total data from the 10 participants are 58 errors; consist of 15 partial recalls and 43 abstract recalls. The partial recall divided into word syllable recall, word similar form recall, word similar meaning recall, word antonym and synonym recall and word related recall. Meanwhile, the abstract recall divided into abstract word recall and abstract phrase recall. The data findings indicate that the common error on students' classroom presentation is the abstract recall.

In addition, this research reveals that errors found in English department affected by lack of English speaking practice, public speaking anxiety, and lack of self-confidence. These factors are identified from all of the participants who experienced tip-of-the-tongue in the classroom presentation.

Recommendations

There are several recommendations regarding to the research result for the readers.

The first recommendation is for the students. The students must be aware of to the existence of tip of the tongue in their speech. This phenomenon bothers their speech by disremembering the word, phrase or clause in the time of speaking. As the consequence they are unable to achieve the aim of their speech by the failure of sending ideas. In order to avoid this error, the first step to do is the students must understand the concept of tip of the tongue; the definition, the types and the way to evade the error.

The second recommendation is intend to the lecturers. In order to to avoid tip-of-the-tongue error in students' speech, they must teach the general concept briefly to the students in psycholinguistics subject. In addition the lecturers must guide the students to use English in the classroom, whether in conversation or in the classroom presentation. It is good for the students to practice English repeatedly because the English vocabularies will be use often and their nervousness will be reduced. using English often the students can avoid the tip of the tongue error.

The last recommendation goes to the next researchers. In this research tip-of-the-tongue theories are explained clearly, so that it can be the references for them to conduct more developed researches. It will be better if they conduct an experimental research with an approach to solve the problem of tip of the tongue error in students' speech. They are expected not only to analyze the existence, but also find the problem solving while experiencing this error in speaking.

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