

CHAPTER IV

CONCLUSION

In this Globalization, English as an International language has been one of the important languages that should be learnt as a means to compete with other people. And learning English not limit people's age. Of course, the younger the people are, the easier people can learn it. Yet, there are other aspects that support the process of learning.

Forgetting happens all the time. We often forget things that are so easy to remember, such as: phone number, addresses, people's name, information, etc. For the first time, it seems like we still remember the data but suddenly when we are about to recall we just do not know what to speak about. That deals a lot with short term and long term memory. Forgetting is a case that also happens in the process of learning a language.

A study done by Bartlett did not focus on learners, second language learners. His respondents were english speaker so he just investigated the forgetting that happened to his respondents. The writer is very interested in adopting Bartlett's experiment to learners, language learners. This present study is concerned with how this forgetting happens to people who learn English as a second language. Three-month course is the experiment that the writer chose to do. She underlines the time period of three months because it is the minimum period of a general English course. And the course was conducted in two languages; Indonesian and English. The course was not only focused on the

pasive ability but also active ability of the respondents. This study emphasizes on the types of information producedd by the respondents. But as additional information, the writer also included the result of learning process. Grammatical errors, misspelled words, etc are found in the first reproductions. As the course went on, there was an improvement found in the data eventhough not all respondents showed this. Two respondents, EK and RR showed good improvement in their written (eventhough RR did all his reproductions in indirect speech). They showed a better skill from one reproduction to the next. They used the correct tenses and wrote the correct spellings compared with two other respondents. YS showed a little improvement in his written reproductions, but he raised his confidence in speaking during the course eventhough a lot of mistakes were still found. BAS showed the least improvement, misspelled words still emerged in the last reproduction. He did not use the appropriate tenses and he did not speak much.

From the analysis in Chapter III, the writer found that not all of the types of information in the schema theory were produced by the respondents. All data from the respondents, from one reproduction to another reproduction, do not share the same type of information. The most common types of information occurred are ommision and dominant theme. And the most common type of information missed is rationalization and the next one is transformation of sequence. The subject attitude is described only in the written data because it has the same description as in the oral data.

YS, the 1st respondent misses one type of information that is rationalization (both in his oral and written data). Omission occupies the highest rank in both his written and oral reproductions, and the maximum number is five ideas but the others only show two until three ideas. The next type in the second rank is dominant theme in his oral data. He only produces one until two different themes. It means that he produces new theme that is not part of the original version and he does not go far from the original story. Other types occurs but not as many as these first two types mentioned above

The 2nd respondents, BAS, from the writer's analysis does not shows any rationalization and transformation of sequence from the 1st until the 4th reproduction (only in BAS's written data). But he experiences omissions a lot that happen both in his written and oral. He omitted three until four ideas in his written and oral data. Dominant theme is considered to be the aspect that make him performs omissions a lot. As he omits part of the story, he creates a lot of new themes to fit the absence of the ideas. He even produces three until four different themes in his oral data. It means that during his reproductions, oral and written, BAS played a lot with his imagination and then retold a new style of "The War of the Ghost". In his written, rationalization and transformation of sequence do not occur. But the other types are found but not as many as the omission and dominant theme.

Omission occurred in the 3rd respondent's data plays the highest rank The respondent produces maximum three ideas both in the written and also in the oral. Dominant theme comes next. But he does not go far from the original story. He

still reproduced the meaning from the original story. The type missed in his written and oral reproduction is rationalization.

Finally, RR, the 4th respondent omitted approximately four until five ideas from the original version. Then he produced dominant theme starts from 2nd until 4th reproduction for both written and oral data, maximum two themes for each reproduction. Transformation of information occurred but not as many as the two types above. He misses rationalization and transformation of sequence in both of his written and oral data.

BIBLIOGRAPHY