

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, some conclusions can be stated as the following:

1. The students making sounds pronunciation errors can be seen from results of the pronunciation test, The four types of errors found in this research were found to be addition, omission, substitution, and ordering. The percentage of students making errors in the sounds / tʃ / and / dʒ / it was an addition error is 15 or (18.75%), the occurrence of omitted errors is 3 or (3.75%), the occurrence of substitute errors 62 or (77.5%), the ordering errors is 0. Or with (0%) occurrence. So the most common error case was a substitute error.
2. The factors that influence students' errors in pronouncing the sounds /tʃ/ and /dʒ/ can be seen from result of the interview it was found that 3 factor as follows: personality, aptitude and motivation.

B. Suggestion

Regarding the above conclusions, some suggestions can be made as follows:

1. For student
 - (a) To pay more concerned to the fluency of the pronunciation of the sounds /tʃ/ and /dʒ/.
 - (b) To don't neglect how to pronounce the word.
 - (c) To learn more about the pronunciation lesson.
2. For teacher
 - (a) The teacher should develop the pronunciation lessons by focusing on these problematic sounds.
 - (b) English teachers should explain how to pronounce English words correctly.
 - (c) The teacher should give more motivation to increase students' learning motivation.

3. For researcher

- (a) This research can be used as a important consideration if other researchers are on the same topic.
- (b) This research can be used as a reference for another researcher who wants to implement a research about error analysis.
- (c) This research can also develop further research based on more complete and extensive.

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