

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion based on the result of the findings and the discussions presented in the preceding chapter. The conclusion is drawn based on the formulated research problem and the suggestion is expected to provide motivation, so students can minimize the occurrence of slips of the tongue.

A. CONCLUSION

Based on the data in the previous chapter, the writer would like to draw a conclusion based on the research questions.

1. The slip of the tongue by students at MTs Roudhotul Falakh Pandeglang consists of several types which involve anticipation (8 utterances), preservation (8 utterances), addition/omission (28 utterances), and other speech unit (43 utterances). While, the type of metathesis is not found in all the data. The most frequent slip of the tongue is other speech unit with the total utterance 43 and the second is addition/omission with the total utterance 28. While, the fewer slip of the tongue are anticipation and preservation.

2. The slip of the tongue by students there are several factors causing it. Which involve nervous, overgeneralization, false concept hypothesized, and interlingual transfer and school environment. Nervous is the main cause of students experiencing slip of the tongue. The false concept hypothesized and school environment are the second leading causes of slip of the tongue. The fewer of cause slip of the tongue are overgeneralization, the context of learning, and interlingual transfer. While, intralingual transfer and ignorance of rule restriction does not have any impact. However, sometimes the error goes away without the student realizing that no one remind him.

B. SUGGESTION

After the writer carried out the research, she would like to give some suggestion related to this research. Hopefully it can be decrease student errors in speaking English.

1. For Students

- Students should be practice themselves in speaking English. If it's difficult to pronounce word for word, try to pronounce the letters in English first.

- When the students read the text, try to read slowly, do not read hastily.
- Students should be courage to ask an English teacher, what is difficult to say or what they do not know.

2. For Teacher

- The teacher should be chose a suitable and interesting method to teach pronunciation to students, so students are more enthusiastic in learning.
- The teacher should be able to say words and sentence with good intonation and grammar.
- The teacher should be careful in teaching pronunciation, at least if there are words that the difficult to pronounce, the teacher should be use tools.