CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present some conclusions and suggestions from the research findings and discussion. This chapter also shows the result from the data analysis.

A. Conclusion

Based on the research findings and discussion, the researcher draws several conclusions related to this study:

1. There are 20 letters that are silent, and the researcher gets 14 letters pronounced incorrectly by students. Based on the types of silent letters, the researcher gets 27 words pronounced incorrectly by students and she classifies into 4 types of silent letters. She gets 1 word categorized as Exocentric diagraph, 3 words categorized as Endocentric diagraph, 21 words categorized as empty letters, and 3 words categorized as silent diagraphs. It shows that empty letters are the most difficult to pronounce, it makes students confused when pronouncing the words, for example: *scene*, *wrist*, *laugh* and *isle*. She got 8 students pronouncing incorrectly in the silent letter [w]. The other 4 students pronounced incorrectly in the silent diagraph [gh]. There are 2 students who pronounced incorrectly in each letter. They are [b], [g], [o], and [p]. And also there is 1 student pronouncing incorrectly in each letter. They are [c], [e], [k], [l], [r], [s], [t], and [u]. It shows that the most commonly incorrectly pronounced in the silent letter [w].

2. The most factors causing the students make errors in pronouncing silent letters in English words are the native language. Most students, around 20 students feel difficult not only in learning English but also in pronouncing English words. This problem happens because English is not their native. They are accustomed to speak Indonesian not English language. The other factor comes from their motivation to learn and know about English language. Only some students are motivated to learn English seriously. Most of them seldom try to learn pronouncing English silent letters. Thirteen students ever heard about pronunciation of silent letters, but they also feel difficult to pronounce them correctly. Some students think that written English is different from the pronunciation, so they find it difficult to pronounce correctly. Many students state that they often pronounce silent letters incorrectly.

3. To deal with pronunciation errors of the students, the teacher always corrects directly when she gets the students pronounce English incorrectly. The teacher always asks the students to try to learn English more even outside the school. And she also asks the students to be aware in pronouncing English words.

B. Suggestion

In the end, the researcher gives some suggestion related to the result of this study. The suggestions are:

1. For the teacher

    The teacher should know the result from this study to make a special lesson for students' pronunciation especially in pronouncing silent letters in

English words. Giving more knowledge about pronunciation is to anticipate mispronunciation among the speakers. Even though pronunciation is not taught independently but it is important for students to make them fluent in speaking English.

2. For the students

   The students should learn from the errors they made and have to practice to pronounce English more. They should pay attention in English words that are pronounced by them to avoid misunderstanding among speakers or listeners. They also should increase their motivation in learning English, for example motivation to speak English even a little, learn about pronunciation, and always consult the dictionary if they do not know the correct pronunciation.

3. For Further Researcher

   The researcher realizes that this research is not perfect enough to overcome the problems of students made error in pronouncing silent letters in English words. She expects the further researcher can apply a suitable technique to cope with the problem of students in pronouncing silent letters in English words in order to make the students able to pronounce English words correctly.