CHAPTER V
CONCLUSION AND RECOMMENDATIONS

A. Conclusions

Based on the research results and discussion that the researcher has explained, the researcher drew conclusions as follows :

1. There were three problems that faced by the 8th graders of Hasyim Asy'ari 02 Kudus in reading recount text. The first was difficulty in pronouncing English words, which most of the students did it. This was because English had special language features such as vowels, consonants, stress, intonation, and others. The second students' problem was the less practice. Most of the students did not pay attention to their pronunciation practice, some of them did not have a partner or friend to practice to. The third problem faced by the student was students' understanding. Every student had different level of understanding, it depended on the students' ability and the way the students thought. Besides some students did some errors in pronunciation, there were also some students who had good pronunciation.

2. There were two kinds of students pronunciation errors made by the 8th graders of Hasyim Asy'ari 02 Islamic Junior High School Kudus in reading recount text, namely misplaced word stress and errors in intonation. The total percentage of errors in misplaced word stress made by the students were 40,83 % or 147 errors. The misplaced word stress occured in two-syllable words, three-syllable words, four-syllable words, and five-syllable words. Some students even misplaced the same word stress. While, the total percentage of errors in intonation were 30,2 % or 94 errors. The researcher found that the students made errors in rising and falling.

3. There were three factors caused students' pronunciation errors in reading recount text. The first factor was students' mother tongue. Most of the students used to speak Javanese as daily conversation, so they got difficulties to pronounce English words. Students' mother tongue had not adapted with English words which were totally different. Mostly, the students' pronunciation errors were caused by the difference in the sound system and spelling symbols between English words and mother tongue. The second factor caused the pronunciation errors was social environment. The students'

social environment included family, friends, teachers, society, neighbors, and others. Every student had different lifestyle and personalities. They were sometimes easily influenced by their social environment on the way they spoke. The third factor caused the pronunciation errors was students' motivation. Most of the students had lack motivation and interest in learning English pronunciation. The lack motivation would make students felt harder to learn pronunciation.

B. Recommendations

After researching the analysis of students' pronunciation errors in reading recount text of the 8th graders at Hasyim Asy'ari 02 Kudus. Several recommendations from the reseacher appear that will be explained as follows :

1. For Students

Students should always practice their pronunciation skills wherever the place, whether at school or at home. They could practice English pronunciation by listening to the way native speakers pronounce English words, such as in the form of songs, movies, daily conversation, and others. Students also have to choose the best social environment to get in a community. Students have to select and filter people around them who support in improving pronunciation and also to avoid some negative influences that could affect pronunciation.

2. For English Teachers

English teachers are expected to be patient in teaching English pronunciation to the 8th graders of Hasyim Asy'ari 02 Islamic Junior High School Kudus. Most of the students did the pronunciation errors in reading recount text, so teachers should give motivation, support, and advices to the students to practice pronunciation regularly. Teachers also should employ several media to improve the students' interest in learning English pronunciation in the class by listening English songs, watching movies, playing games, and others.

3. For Further Researcher

Researcher hope that there will be a lot of theoretical developments that can support this research. The next researcher who is interest in English pronunciation can use other texts to be analyzed. Therefore, this research can be used as a reference for future researchers.