

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer discusses the conclusions and suggestions of the data and the results of this study, they included:

A. Conclusions

1. The most common errors which are frequently produced by students are repeating the same errors when pronouncing words that are difficult to pronounce. The writer thinks most students are influenced many native languages. That is why the writer concludes that the most common students' errors are the influence of L1.
2. The results showed that the most common students' errors often repeat the same errors when pronouncing words that are difficult to pronounce, may be concluded by the writer that most students of his speech influenced many native languages. For example, the word "finally" (finally) pronounced as (pinally), the word "father" (father) is pronounced as (pather), the word "heart" (liver) is pronounced as (liper), the word "lifter" (lever) is pronounced as (flat), and the word "trip" (travel) is pronounced as (trapel).

3. From the results of interviews it was found that the cause of students' errors who do not have knowledge of narrative text, do not have tenses vocabulary knowledge, and the teacher did not explain what narrative texts clearly. For example, some students do not know the difference between descriptive and narrative.

B. Suggestions

Based on experiences in conducting the research, the writer would like to give some advice for students, teachers, and other research. Suggestions are:

1. For students, the writer suggests that they increase their vocabulary by memorizing words that relate to the narrative text of the dictionary. Then increase the pronunciation properly.
2. For teachers, the writer suggests that they should be selective in choosing an interesting way of teaching narrative texts and activities used in the classroom. They also must create engaging classroom to make it fun for the students to reading. They may use other references such as the internet, magazines, books, etc. As a variety of resources in teaching narrative text. To improve the practice of reading, teachers must give students practice reading more about improving the ability to draw meaning from the printed page and interpret information accurately.

3. For other researchers who conducted a similar study, the writer suggested that they should try to get information about the themes in the likes of students'. To make students interested in reading, give a theme related to student life.

