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CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

1.1 Conclusions

This chapters displays the conclusions and recommendations of the current research. This research aimed to analyze students pronunciation of words suffix ed and es in SMA Plusbinabangsa Pekanbaru. This study aimed to explore (1) Students difficult in pronounced word suffix ending ed (2) Students difficult in pronounced word suffix ending es (3) Some factors that students difficult in pronounced words suffix ending in ed and es.

There were three research questions. Responding the first research question of this research, it concluded that the findings indicate several points. Firstly, most of students in second grade of SMA Plus Binabangsa felt difficult to pronounced words suffix ending in ed. Then, error pronunciation of words suffix ending in –ed often happened to make sound t and d.

In relation to the second question, after analyzing the collected data both from data docement and interview, the findings indicate that most of students in second grade of SMA Plusbinabangsa was felt difficult to pronounced words suffix ending in es . Then, error pronunciation of words suffix ending in –es often happened to make sound z and iz.

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The conclusion of the third research questions showed that it was found some factors made students difficult to pronounced words suffix ending in ed and es.

First, students habitually. According to the interview the students known about the concept or the rules at their mind how to pronounce words suffix ending in ed and es but they still made mistake when they try to pronounced it. According to Hadriana and Nababan (2009:1) Differences in the systems of the mother tongue of the learners and those the language being learned.

Second, less of explanation. As we know English as foreign language in Indonesia. Learning English started from elementary until senior high school. At the facts on the field, learning English just explained in general. There were no focuses of the material that explain how to pronounced word correctly. The teacher only give the topic then gave the students example how to pronounce word, after that students were asked to listened carefully. The copied the teacher pronunciation by using listening ability without know the formula.

Second, students

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1.2 Recommendations

In relation to the findings this study, some recommendations are provided for the educational practitioners and future study. For educational practitioners, especially teachers, there are some factors that made students difficult to pronounce words suffix *ed* and *es*. First, the teacher needs to explain about the rules how to pronounce words correctly first before asking them to pronounce words. Second, the students rarely practice how to pronounce words in their daily routines. The students can improve their ability in pronunciation if they know how the rules and practice in daily routines.

Additionally, for those researchers who are willing to conduct a study under the same topic area, it is suggested for the next researcher to find out the good theory or methodology that the teacher can use in learning English to improve students' ability in pronunciation.