

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the writer presents the conclusion and suggestions dealing with the result of data analysis as have been discussed in chapter four.

#### **5.1 Conclusion**

Based on the data analysis at the fourth chapter, here the writer would like to present some conclusion regarding this research. They are as follows:

1. The English teacher of SMPN 1 Amarasi applied ten types of strategy to correct students' spoken errors. They were ignore (4 times), interrupt (1 time), delay (7 times), attention (1 time), provide (2 times), repetition with change (4 times), repetition with change and emphasis (4 times), explanation (1 time), clue (2 times) and transfer (1 time). The most frequently strategy applied by teacher is delay. The total occurrence of delay was 7 times.
2. The spoken errors committed by the eighth grade students of SMPN 1 Amarasi in the school year 2013/2014 during the classroom interaction are pronunciation, intonation, and lexical errors

#### **5.2 Suggestion**

Based on the conclusion, the writer would like to give the following suggestions for the English teacher and the writer herself as follow:

1. For the English teacher, it is important to correct students' spoken error in order to help the students' produce the correct pronunciation or intonation

while speaking. But as teachers, they have to decide the best time to apply the correction. It means that teacher should decide when or how we should correct students' error and which errors should be corrected. Because if we correct every error committed by students it will make them nervous and afraid to speak, and it will not help the students to improve their language skills.

2. For the writer herself, as a teacher candidate, the writer should be familiarized with the strategy in correcting errors. So, in the future the writer will choose the appropriate time and strategy to apply in order to correct students' error.

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