

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

After presenting the finding of this study then discussing it, the writer then has conclusion as follow:

1. There is negative and weak correlation between teacher's pronunciation accuracy and students' pronunciation accuracy.
2. Teacher's pronunciation accuracy is not significantly correlated with students' pronunciation accuracy at 5% level (2-tailed).
3. There is positive and weak correlation between teacher's pronunciation accuracy and students' interest.
4. Teacher's pronunciation accuracy is not significantly correlated with students' interest toward pronunciation at 5% level (2-tailed).

From those explanations, it was found that both correlations were not significant. It means that the correlations may result from chance or sampling error. In this case, the insignificant correlations can be done by sampling error. Sampling error can be predicted because of unbalance condition amount of participant between two independent samples group (teacher and students). Therefore, it cannot be statistically significance.

#### **5.2 Suggestion**

In the light of the findings and conclusions of the study, it was suggested that English language courses should include elements of pronunciation strategy

teaching to help students take charge of their own learning of speaking comprehension. Moreover, EFL teacher should take more attention on pronunciation skills to provide good pronunciation model for EFL students in speaking comprehension.

The following ideas for further research were also suggested. First, since it cannot be determined by using statistically procedure, a replication of this study may be conducted by using other research design such as qualitative methodology. Second, using the finding of this study, which the students still have many difficulties on pronouncing word as background of another study in term of pronunciation skill.