CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusion and suggestion. Conclusion is drawn after getting research finding. Then, suggestion leads the next researchers who are interesting in doing similar research.

5.1 Conclusion

After conducting research and discussing the problem statement about how is the students' ability in using and identifying the English Homophone and English homograph in the sentences, researcher got data about students' ability in using homophone, identifying homophone, using homograph and identifying homograph. The data were obtained from the tests which were given to the students as participants. Based on the data, researcher finds that all students have good ability in four categories, it is proved by the students' ability in these categories are in "Highest" and "High" category, but of course there is a rank about the students' ability in these categories, starting from the best ability to the worst.

The students have the best ability in using homophone category, where the percentage of students' right answer in this category is higher than other categories. In the second place is students' ability in identifying homograph category, where the percentage of students' right answer in this category is lower than using homophone. In the third place is students' ability in identifying homophone, where the percentages of students' right answer in this category is lower than using homophone and

identifying homograph. The last is student's ability in using homograph category, where in this category, the students have lowest ability, it proved by the percentage of students' right answer in this category is lowest compared to other categories.

Based on four categories of the tests, the students have some strength and weaknesses; it could be seen in the students answer in every category of tests. Overall, the students' strength is the students know and understand about homophone and homograph, it proved by based on four categories, can answer the question well, and got the average classification "High and Highest". Meanwhile, of course the students also have some weaknesses, where those are influenced the students make the mistakes in answering. The weaknesses consist of the students' knowledge about the meaning of homophone and homograph, where this is the big problem which caused the students have mistakes in choosing the answer in homophone and also make the students did not make the answer in homograph. The next is listening ability, where the students choose the answer in listening based on the homophones which have pronunciation closer with the spelling and also based on the familiar words for the students.

5.2 Suggestion

Based on the result of the research, there are some suggestions for the next researchers who are interesting in doing similar research. This research will give some contribution in order to comprehend the students' ability in using end identifying homophone and homograph in the sentence. Hopefully, the research gives

inspiration and guidance for the further researchers to be more careful in doing research, so that, the result is better than this. For the next researcher, the issue about Homonym (homophone and homograph) is the good material in doing the research in semantic field, where these materials have a large field to discuss.

In this research, there is a part which is not discussed by researcher; the part is about differences between homonym and polysemy. These are the semantic field which have same characteristic, so for the next researcher who want to do the research about homonym, hopefully will enclose the polysemy.

For the university students who want to know more about the homophone and homograph in the sentence, they can use this research as the guidance for them to know about the students' ability in using and identifying English homophone and homograph in the sentence. This research will be more useful for university students to identify the homophone and homograph which exists in our daily life.

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