CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Having analyzed the data, the conclusions are drawn as the following.

1. The types of phonological speech errors in counseling interview produced by the students are put on four types namely utterances stop, redundancy, mind distraction, and habitual locution.

2. The students produced those phonological speech errors by saying their words in a low pitch, bowing head; sad mimic, sitting stiffly, looking at somewhere flatly, and they were not brave enough to look at the counselor's eyes.

3. The students were afraid and nervous when they were counselled by the counselor. These were triggered by some cultural context in Indonesia such as paternalistic, feudalism, and unfairness. The reasons of producing phonological speech errors in counseling interview refer to the three reasons, namely psychological reason, cognitive reason, and social reasons. Those reasons lead the students in producing phonological speech errors in counseling interview.

5.2 Suggestions

In relation to the conclusions above, suggestions are staged as the following.

1. The counselors should do their job based on their duty and right as well, those are counseling and giving guidance in a good mood and positive atmosphere to the students not to frighten, angry with and intimidate those

students who are counselled. Because this situation can halt students in producing speech. Moreover, the goal of the counseling will not be accepted by the students since they get the intimidation and threatened by the counselor.

2. The stakeholders at school should create an enjoyable situation and positive atmosphere at school so the students can feel comfortable studying at school. This can trigger the students' willingness to do the unexpected things at school if the school situation and atmosphere is bad, such as they run away from classroom when the teaching learning process is in progress.