

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer drew some conclusions and suggestions regarding the results obtained. They are described below;

#### **5.1. Conclusions**

There were 20 (twenty) questions given to the students to measure students' ability in using English puns. While there were 30 (thirty) students who were able to use English puns with deferent point. Therefore every student has his/her own ability in using English puns. Based on the results of the research discussed, the writer concluded that, there was 1 (one) student got 65 (sixty-five), 4 (one) students got 60 (sixty), while 1 (one) student got 55 (fifty-five). Furthermore, 4 (four) students got 50 (fifty), 6 (six) students got 45 (fifty-five) then 7 (seven) students got 40 (forty). Therefore, 3 (three) students got 35 (thirty-five), 3 (three) students got 30 (thirty) and there was 1 (one) student got 25 (twenty-five).

Moreover, it inferred that each student's ability in using English puns was not only the same but also different with each other. Where 25% English puns could be used by 1 (3.33%) student, 30% English puns were able to be used by 3 (10%) students, while 35% English puns could be used by 3 (10%) students and 40% English puns were able to use by 7 (23.33%) students. Furthermore, 6 (20%) students were able to use 40% English puns, 6 (20%) students can use 45% English puns

while 4 (13.33%) students were able to use 50% English puns and 1 (3.33%) student could use 55% English puns. Next, 4 (13.33%) students were able to use 60% English puns and 1 (3.33%) student was able to use 65% English Puns.

Meanwhile there were four kind of English puns used by the students where those averages could be concluded that the students got 56 as the highest score in using *Texting Puns*. While, the students got 48.09 in using *Lookalike Puns*, and the students got 39.33 in using *Soundalike Puns*. Finally the students got 27.77 in using *Close Sounding Puns* as the lowest score. Therefore, it could be said that, the most difficult kind of English puns was *Close sounding Puns* and the easiest one was *Texting Puns*. The average of the total students' ability in using English puns was 44.33.

Furthermore, one student (3.33%) got 65 and four students (13.33%) got 60. While one student (3.33%) got 55, four students (13.33%) got 50 then six students (20%) got 45 and seven students (23.33%) got 40. Therefore, three students (10%) got 35, three students (10%) got 30 and there was one student (3.33%) got 25. Finally the total average of students' level ability was 44.33. It could be inferred that, students' level ability in using English puns were; *average*, *below average*, *poor*, *very poor* and *bad*. Where one student (3.33%) got 65 and 4 students (13.33%) got 60 as *average* level, one student (3.33%) got 55 and four students (13.33) got 50 as *below average* level, six students (20%) got 45 and seven students (23.33%) got 40 as *poor* level, while six students (20%) got 35 and 30 as *very poor* level and one student

(3.33%) got 25 as *bad* level. Finally the total of students' level ability was 44.33 or *poor*.

## **5.2. Suggestions**

By seeing the results obtained on findings, the writer gave some suggestions dealing with the students' ability and level ability in using English puns at SMK Kencana Sakti Kupang in School Year 2018/2019.

### **1. SMK Kencana Sakti Kupang**

It was expected that SMK Kencana Sakti Kupang should know the students' ability and level ability in using English puns so that the English teachers can be remained with appropriate tools, ways, approaches, methods or strategies based on the experience in order to maintain and improve English to fulfill content standard of curriculum, syllabus and materials designing.

### **2. For English Teachers**

The results of this study should be known by the English teachers in order to;

1. Design and improve appropriate teaching learning matters based on how to make students be comfort, fun and joyful in learning English
2. Manage appropriate class setting or classroom management in case of creating comfortable classroom atmosphere in teaching learning process.
3. Use English puns as a way to reinforce, motivate, engage, and stimulate the students to study English.

4. Create, collaborate and combine English puns into each content of material designing in order to make fun and joyful in English teaching learning process.

### **3. For Students**

Based on the results of this research, the students of SMK Kencana Sakti Kupang know their ability and level ability in using English puns. Therefore, they could improve their ability in using English puns as an important way to make fun, comfortable and joyful in studying English. Moreover, by knowing and able to use English puns, the students are able to create English puns as jokes, where it can make them more attractive in learning English. Those could make the students easily study English base on what they needed.

### **4. For Other Researchers**

The results of this study were expected to be used by other researchers to conduct further research dealing with the students' ability and level ability in using English puns.

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## **APPENDICES**