CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this section, the researcher will provide conclusions and input on the research results. The Conclusion will elaborate on the results of the research and discussions that have been carried out. In the suggestion section, the researcher will provide suggestions for future teachers and researchers.

5.1 Conclusion

Based on the results of research and discussion. The researcher found that there are three types of stereotypes in linguistics that can be found in the *Mind Your Language* TV series including Mispronunciation due to accents, linguistic misconceptions, and catchphrases.

The first linguistic stereotype is mispronunciation due to regional accents. These mispronunciations are heavily influenced by the mother tongue of the speaker. The second is linguistic misconceptions in the foreign English class occurred when the students are unable to understand idiomatic, metaphoric, or figurative English expressions. The third type of linguistic stereotype is catchphrases which are habitual expressions of certain people uttered to express specific emotions. These stereotypes can produce humorous aspects, additionally as reflective materials for foreign English learners to comprehend English via the mistakes made by the actors and actresses.

The linguistic stereotypes induce humorous effects in the series on account of several reasons. The mispronunciations due to regional accents intervened in the

conversation between the student and the teacher and were often misleading. The English teacher, Mr. Brown, commonly had problems understanding the foreign students, furthermore as he tried to teach the students the correct pronunciation, the resolve led to other mistakes. The students' mispronunciations sometimes even occurred so often that the teacher was unconsciously influenced. These created a funny sensation for the audience. Linguistic misconceptions are generally confusing due to English's biased pronunciation and grammatical rules. The foreign students responded to these linguistic eccentricities with bewildered expressions that are humorous. Catchphrases are repetitive words or phrases expressing a certain emotion. In the series, the catchphrases uttered by the students are often untimely, or so predictable, thus creating a humorous effect.

5.2 Recommendation

After concluding the result of the study, the researcher draws several recommendations that may give a contribution to English teachers and future researchers.

5.2.1 Suggestions for English as a Foreign Language Teachers

Based on the research, the authors suggest to foreign English Teachers the importance of figurative, metaphors, and idioms that are often misunderstood by learners. Since figurative is not literal, foreign students who are not familiar with the context may have a hard time comprehending it. Using comedy TV Series in classroom settings, such as *Mind Your Language,* is a revolutionary and beneficial teaching medium. With it, the students can learn idioms, figurative, and metaphors

from the ones taught by Mr. Brown, learn from the mistakes and the feedback given, and from the teacher's additional elaboration of the scenes.

To solve linguistic issues, such as pronunciation mistakes and misconceptions, the researcher draws several suggestions. For pronunciation issues, from the educator's perspective, the teacher can focus the students more on practicing listening and speaking, or mimicking. The English teacher should pay attention to specific morphemes which are constantly mispronounced by foreign students and repetitively utter the words or expressions that consist of the morpheme, then instruct the student to mimic. This method was often applied by Mr. Brown in the series, such as when he taught Anna to correctly pronounce /w/ by making her repeat the phrase Mr. Brown said: "A wet weekend in winter". Exposure is another key to improving foreign learners' pronunciation, therefore the teacher can also encourage the students to consume English media, entertainment, or by engaging a conversation with native speakers.

As for linguistic misconception, reflecting on the findings and the teaching strategies used by Mr.Brown, the researcher suggests several significant points.

1. Start with familiar expressions: Begin by introducing figurative and idiomatic expressions that are similar to expressions used in the learners' native language. This can help them understand the concept of figurative language and make it easier for them to learn new expressions.

2. Provide context: When introducing a new expression, provide context and a clear explanation of its meaning. It can be helpful to

use examples or illustrations to help learners understand the meaning of the expression.

3. Practice using the expressions: Encourage learners to practice using the expressions in context by incorporating them into speaking and writing exercises. This will help them become more comfortable using the expressions and will also help them internalize their meanings.

4. Use visual aids: Visual aids, such as pictures or diagrams, can help explain the meanings of figurative and idiomatic expressions. These aids can help learners understand the meaning of the expression and how it is used in context.

5. Encourage learners to ask questions: Encourage learners to ask questions if they are unsure of the meaning of an expression or how it is used. This will help them become more comfortable using the expression and will also help them develop their understanding of figurative language.

6. Use authentic materials: Incorporating authentic materials, such as news articles, movies, or TV shows, into your lessons can be a good way to expose learners to a wide range of figurative and idiomatic expressions. This will help them become more familiar with these expressions and how they are used in real-world situations.

5.2.2   Agenda for Future Research

Based on the results of the study, the authors suggest future researcher to further explore similar topics. Future researchers may use TV series of different genres, such as horror or drama, in the light of different theoretical backgrounds. One suggestion of a theory is to analyze the phonological distinguishment of foreign students. This will broaden the knowledge of English education.

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