

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

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This chapter deals with the conclusion and the suggestions. In the conclusion part, the writer summarizes the main points that have been discussed in the previous chapters. While in the suggestions part, the writer gives some suggestions for the English teaching and recommendations for further research.

#### 5.1. Conclusion

Pronunciation as one of the language elements has an important role in learning English as a foreign language especially in supporting the speaking skill. In creating a successful communication, having a comfortably intelligible pronunciation is necessary. A comfortably intelligible pronunciation is one which can be understood with little or no conscious effort on the part of the listener. Therefore, although pronunciation is only one of the language elements besides grammar, vocabulary and spelling, pronunciation should also be given attention in class.

However, the fact shows that pronunciation is often given little attention, too difficult to be taught or even considered as something unnecessary to be taught by the teacher in class. In other words, pronunciation is often being passed by. Finally, as a consequence, many students still make many mistakes in their pronunciation which certainly can be a considerable barrier to the students' success in English especially to their speaking skill.

In this study, the writer presents a way in teaching pronunciation that is by using the drill technique. The writer also suggests a reinforcement means to strengthen the students' memorization of what they have learnt during the drills that is by giving pronunciation games. In this study, ear training is being focused as the first important step to be able to produce a correct sound. Here, ear training is used to train the students to distinguish English sounds. Thus, the writer selects and prepares pronunciation games which emphasizes on the ear training also. Games is chosen as a good reinforcement method in this study since games is a good means to motivate students to be active in learning, to avoid boredom, and to provide fun and relaxation.

The experiment is done in some sample classes of the first year students of SMU Kristen Petra 3, Surabaya within one and a half month period. The drills are given five times to each group – the experimental and control groups. The same drill materials and teaching procedure are applied to both groups but there is a reinforcement which is given only to the experimental group. After the experimental group finished the drills and the reinforcement (treatment) while the control group finished the drills and the self – working time, a post – test is given.

Based on the statistical calculation of the post-test scores, it is showed that there is a significant difference between the groups. The group which is taught pronunciation on English sound system by using drill technique plus pronunciation games as the reinforcement has higher mean scores than the group which taught pronunciation on English sound system without the reinforcement. It happens because the students are more motivated to learn since they are in a relax and full of fun situation. During the games, the students are more interested in recalling of what they have learnt before. They even compete during the games to get the highest score for their group that the class becomes alive but still remain within the learning situation.

To sum up, the finding of this study leads to the conclusion that games (pronunciation games) can be applied as a reinforcement means to the teaching of English sound system.

## 5.2. Suggestions

In this part, the writer would like to give some suggestions for the English teaching and recommendations for further research.

### 5.2.1. Suggestions for the English Teaching

To have a good way in pronouncing English depends much on the students' ability in distinguishing the English sound system. For this purpose, the writer suggests the use of pronunciation games as a means of reinforcement in teaching English sound system to SMU students.

In using pronunciation games in teaching English sound system, the teacher should pay attention on the selection of the games. The selection should fit the teaching – learning objective. If the teaching – learning objective is to make the students able to distinguish English sound system, the teacher should also choose the pronunciation games which has the purpose of distinguishing English sound system. Next, the teacher should also know which English sounds cause difficulties for the students. This matter can be a useful input for the teacher in constructing the game materials. It means that the game materials are based on the students' difficulty. Then, in order to draw students' attention and avoid boredom, the teacher should be creative in preparing the equipment for the game. For example by using colourful papers or pictures.

### 5.2.2. Recommendations for Further Research

For further research, the writer would like to recommend that it would be ideal if another researchers who want to conduct similar research use a research design which allows other people to conduct the experiment (non – participant experimenter) in order to avoid biased result. Realizing that 4 times of treatments is not enough, the writer recommends to give longer period of treatments to verify the findings of the study. Next, the result may also support the study more if two kinds of test (listening + oral test) are employed. Moreover, a wider selection of pronunciation games and drills materials (includes all English sound system) are also expected to allow students to learn more deeply. Then, it would be better if a wider subjects is employed in the experiment to achieve more complete and valid results.

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