

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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In this chapter, the writer would like to present the conclusion of this study and some suggestions that may be useful for English teachers when they want to put this suggested technique into practice.

#### **5.1 Conclusion**

Pronunciation is one of the language components which plays an important role in language learning. It is important because if the speakers make some mistakes in their pronunciation, the listeners will find difficulties to comprehend what is said and this can cause misunderstanding. Besides, a good knowledge of using correct stress and intonation is important, both for understanding and for speaking the language. Pronunciation also has a strong influence on the judgements other people make about the attitudes, character, and ways of behaving of a particular speaker.

Most teachers often teach pronunciation through drilling in which they offer themselves as a model of good pronunciation and correct any errors which the students make. Drilling is necessary in the teaching of pronunciation, however, the teachers' procedure of teaching which are always the same from day to day tend to make the students easily get bored. If the students get bored, their motivation in learning will decrease.

In order to arouse the students' motivation in learning, the teacher must find a way to bring variety and fun to the teaching and learning. In this study, games are proposed as a way of teaching pronunciation which can help teachers vary their teaching technique. The use of games can make the language classes become more interesting and the students will learn more enthusiastically.

The use of games as a means of teaching pronunciation at the university level can increase the students' motivation in learning because games have an element of fun and provide an enjoyable atmosphere. In addition, the suggested pronunciation games provide practice of some pronunciation points and raise the students' awareness of the aspects of English pronunciation. There are eight kinds of pronunciation games suggested in this thesis. They are "Finding the Path", "Making Tracks", "Bingo", "Match the Stress", "Join the Dots", "Flashcards Intonation", "Intonation Line", "Monopoly". The teachers can apply them in the pronunciation class.

## **5.2 Suggestions**

The writer expects that this study can give some useful ideas to readers, especially English teachers in teaching pronunciation. Here, the writer would like to give her suggestions on the use of games.

First, the teacher should be careful in selecting which games would be appropriate for the students. The teacher should consider the level of the students and the main aim of having games. The chosen games should also provide the students with motivation in learning, provide a useful practice of specific

language points, and make the classroom a more pleasurable place for both students and teacher.

Secondly, before games are used in a classroom the teacher should prepare all the material and equipment needed to play the games. Moreover, the teacher should be sure that the students understand what to do. The teacher needs to give explanation and demonstration of the game to show the students what language point they can practice as they play it. It is also important for the teacher to monitor the class carefully.

Since this study is not a field study, the writer hopes a further research will be done to carry out the suggested games in the classroom and to prove the effectiveness of the suggested games as one of the techniques in teaching pronunciation.

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