

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter presents about conclusion and suggestion based on researcher's discussion and analyzing in previous chapter. This conclusion presents the teaching English pronunciation by using drilling and audiovisual, and also students' difficulties in pronouncing words. Then, the suggestion is about researcher's recommendation for English pronunciation lecturer, students, and other researchers taking research about pronunciation and lecturer strategy in teaching pronunciation.

#### **A. Conclusion**

Based on the result focusing on research problems, it can be concluded that teaching English pronunciation is little a bit difficult. In this case, the lecturers guiding the students with several problems and skill's background. Based on the data finding, the researcher speculates that teaching English pronunciation by using the same strategy in every meeting are not good enough for the students. It can cause the monotonous atmosphere in the class. The monotonous strategy can cause the low students interesting in learning activity. So, needs analysis of students' need become the important thing for the students and also the lecturer. While the students who have difficulties in English pronunciation, it is an usual thing for Indonesian learners because English is not their L1 and it is not only that, English pronunciation have the different characteristics with Indonesian pronunciation. So that it is not easy to practice in speaking ability. But, as university students in English department, they must try to minimize their

problems in English pronunciation because pronunciation is a fundamental aspect in speaking activity.

## **B. Suggestion**

Based on the research finding, the researcher wants to give some suggestion for English pronunciation lecturer, students, and other researchers. They are such as follows:

### **1. For English pronunciation lecturer**

Based on this research, the lecturer of pronunciation class should be more creative in creating the teaching strategy which make students enjoy the classroom activity. Besides that, the strategy must be effective in supporting students' mastery in English pronunciation. For example, the lecturer can use active learning to avoid monotonous effect of learning activity. The lecturer maybe can use game in teaching English pronunciation.

### **2. For students**

Hopefully students can do self-reflection. It means that they must know about their weaknesses in pronunciation. Then the students should solve their problem. For example, students whose have problem with hearing aspect, they should try to cover this problem such as they listen to English music while seeing the song's lyric or they can watch English movie while seeing the subtitle. The main point is students should practice more and they should read vocabularies with phonetic transcription frequently.

### 3. For other researchers

For next researcher who wants to conduct a research about pronunciation, hopefully this research can be used as the guiding or additional reference. Because there are several limitations in this research, such as the time used for investigating data is too limited and also there are only two lecturers that use different strategy, so the researcher suggests the further researcher to investigate pronunciation problem related suprasegmental features and also the other variation strategy used by the lecturer or teacher in teaching English pronunciation.