

Chapter Five

Conclusion and Recommendation

This chapter comprises two main parts namely conclusion and suggestion. The first part describes the summarization of this study findings. The second part presents the suggestions regarding the main issues in this study.

Conclusion

Having competency to teach pronunciation well can be a key to educate learners and add language skills to be used because pronunciation is the compulsory part of speaking (Boyer, 2002). However, to teach well, teachers need to know how to do it. Even though teachers know, they still either feel conscious or not in facing teaching problems. This study was conducted to identify teachers' problem in teaching pronunciation and to investigate teachers' strategies in solving the problems. The data were obtained by interviewing two teachers given responsibility to teach pronunciation. Thus, the findings of this study had addressed two research questions describes below.

To answer the first research questions, this study addressed some problems happened in teaching pronunciation. The findings showed that the problems faced by the teachers involved in four categories. Firstly, the problems were on the teachers themselves where the teachers feeling new again in teaching, delivering material, and afraid their students to feel bored. The second finding was the problem to familiarize the different sounds. The third finding was problems came from time included the lack of time to revise and need time to prepare in teaching. For the last finding, it was

about the problem which came from the students' side namely mispronouncing, lack of motivation, lazy, underestimating the practice, and the different levels of students.

The second research questions answered the strategies found from the participants. The strategies were covered into three main topics. The first strategy was about teaching quality where teachers need to increase and improve their teaching quality from many sources, find effective material, and do reflection to prepare the material in shorter time and evaluate past teaching to improve the next teaching performance. The second strategy was introducing students the pronunciation rules where this strategy suggested the teacher to introduce the knowledge of pronunciation to the students to make them understand and build basic knowledge of pronunciation. The third strategy was teaching techniques and classroom activities where the teachers could implement technique or classroom activities such as read aloud, do individual session, use games, tongue twisters, practice using dictionaries, practice using storytelling through song, video or audio, give feedback, teach phonetic transcription and become strict.

In conclusion, in teaching pronunciation, the teacher should have readiness and myriad of knowledge. Because as a teacher who teaches students in the country where English is not their second language with different background, the teacher must know how to teach pronunciation and make the students understand English pronunciation. Besides, teachers' knowledge is the key to the successful pronunciation teaching in order to reduce the chance of a problem arising.

Recommendation

This study proposed some suggestions related to the problems in teaching pronunciation and the strategies used to solve the problems in teaching pronunciation. The suggestions are intended for other researchers, teachers, and pre-service teachers. Therefore, the suggestions are presented in the following paragraphs.

For other researchers. Regarding the findings of this study, other researchers can add the knowledge about teaching pronunciation problems and strategies to solve them. Additionally, other researchers can use this as literature as the base to investigate more detail about problems or strategies in teaching pronunciation. Therefore, the researcher suggests other researchers to broaden future research in the scope of pronunciation teaching but in the different topic area.

For teachers. Applying the strategies provided in this study it might be useful to increase teaching quality, especially in teaching pronunciation. Teachers are suggested to always try to update pronunciation knowledge to succeed in delivering and making achievement. Teachers also hopefully do not run out of creativity in teaching pronunciation because the ways teachers teach impact students' quality. Teachers might apply tongue twisters activity to engage students in learning pronunciation while having fun saying the words. Teachers are suggested to take advantage of technology, material, and various resources to add knowledge and learn things related to pronunciation teaching. If teachers have implemented the strategies provided in this study, they might do self-reflection to evaluate and improve the strategies. Based on the conclusion above, the key in teaching is from the teachers'

knowledge. Thus, knowing the research results, the researcher suggested teachers to always keep learning, updating knowledge, strategies, and ideas or in official terms called as professional development.

For pre-service teachers. As pre-service teachers, they might prepare the quality of teaching in order to be future teachers from the problems and strategies obtained in this study. Pre-service teachers are suggested to provide different techniques and activities in the classroom. The researcher suggested the pre-service teachers to use dictionary, games, do individual session and other strategies in the future teaching. Besides, pre-service teachers are also suggested to access the internet, read books and learn from various resources to sharpen the understanding of pronunciation and add ideas in teaching pronunciation.