

Chapter V

Conclusion and Recommendation

A. Conclusion

In conclusion, teachers of English Education Department of Universitas Muhammadiyah Yogyakarta are completely aware of the importance of pronunciation for their students. Some of the teachers have been trying to improve students' ability in pronunciation by implementing pronunciation in speaking class. The teachers have been trying to improve students' pronunciation by having many kinds of methods and techniques. The teachers have their own reason to teach their students, dealing with the varieties of the methods in pronunciation. The teachers have been trying to improve the students' ability by having drilling, minimal pairs, tongue twister, direct and indirect correction, reading aloud, teaching with phonetic alphabet, and associating Arabic alphabet or *huruf hijaiyah* with English phoneme. One of the unique methods is associating Arabic alphabet with the English phoneme. Those methods are integrated in speaking class because the teachers believe that pronunciation is part of speaking that should be integrated in speaking class.

In addition, since the teaching and learning activities began in English Education Department of Universitas Muhammadiyah Yogyakarta, many problems are faced by the teachers. The problems in teaching pronunciation in

English Education Department come from background first language of the

students, intonation and rhythm and also unknown words or new words. Those problems are found by the teachers during teaching pronunciation in the classroom. Teachers of EED have been trying to solve those problems by mixing the methods and the techniques in teaching.

The teachers of EED solve the problem by mixing the method when teaching. For example, they use drilling for the students who have no background of English. On the other hand, they correct students' pronunciation direct and indirectly. The teachers also use minimal pairs that is mixed with tongue twister and reading aloud. Those methods are used to overcome the problems in teaching pronunciation in EED.

B. Recommendation

A. Recommendations for teachers:

1. Lesson plan of the teacher should include pronunciation. Teacher should include some words to be pronounced in their lesson in the beginning or in the middle or in the end of the class. If the particular subject is not exist.
2. Teachers should create particular subject in pronunciation, although with minimum credit of study. Pronunciation is not only pronouncing the word, but also there are phonetics alphabets that can be taught toward learner.
3. Teachers should Introduce the methods to the student in the class. Mentioning the methods and techniques to the students will be very useful for them. English Education Department has been adopting Competence Based Curriculum, it will help the students to be more autonomious learner if they know and recognize the methods that have been applied by teacher

B. recommendation for the student is:

1. Students may apply the new methods that derived from the teachers like associating Arabic alphabet or *Huruf Hijaiyah* with English phoneme. it can be used for teaching at school