

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the conclusions and suggestions of this research. The conclusions are formulated from the findings and discussions of the research. Furthermore, the suggestions are presented for the English teachers and future research.

5.1 Conclusions

There are three conclusions which are presented here. It relates to the research questions, including kinds of activities, media, and assessments which were implemented by the teachers in teaching English pronunciation to young learners.

Firstly, there were eight kinds of the activities applied by the teachers in teaching English pronunciation. It included practicing, drilling, role playing, singing a song, memorizing, modeling, mouth exercising, and performing. The variety activities applied by the teachers that support pronunciation can influence students' motivation in learning pronunciation.

Secondly, there were seven kinds of the media used by the teachers in teaching English pronunciation. It included whiteboard, textbook, song, workbook (LKS), worksheet, video, and card. The teachers' choices in employing media can influence communication between teacher and students in teaching learning

process. The interactive media that support pronunciation can influence students interact more with the teacher.

Thirdly, the assessment were employed by the teachers in teaching English pronunciation was oral assessment. The use of oral assessment properly by the teachers can influence students' performance in assessing process, especially in assessing English pronunciation to young learners.

5.2 Suggestions

Several suggestions are put forward below focusing the conclusions above. These suggestions are offered for English teachers and for future researchers.

After knowing the findings of this research, there are several suggestions that can be practical for English teachers who teach in teaching English pronunciation, particularly for young learners. Firstly, the teachers are suggested to apply more activities that support pronunciation activities, especially mouth exercising activity. Secondly, the teachers are recommended to use various media as creative as possible for young learners. Finally, the teachers are suggested to employ the written assessment in evaluating students' pronunciation improvement.

Based on the conclusions above, future researchers who are interested in teaching English pronunciation can conduct the research in quantitative approach. The research can be purposed to observe certain activities, media, and assessment in teaching English pronunciation. Besides, the future research is suggested to

investigate the process of teaching English pronunciation in different level such as junior high school or senior high school.

