

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This last chapter presents the conclusions derived from the result of the study and recommendations for future especially on the similar topic about using AVAs in Pronunciation class.

5.1 Conclusions

There are two purposes of this study, namely to investigate the effect of Audio Visual Aids (AVAs) in students' English pronunciation and to find out the strengths and weaknesses of Audio Visual Aids in teaching English pronunciation.

Based on the result of this study, it was found that in general, students have good perception toward the effect of Audio Visual Aids (AVAs) in students' pronunciation. It was because according to the information gathered from the instruments, it was found that most of the students agree that by using Audio Visual Aids (AVAs) could indicate improvement in their pronunciation. Besides, learning pronunciation by using AVAs, it created very interesting and fun atmosphere. Also, watching videos of word stress made the students became more confident in speaking english.

Before the study conducted, it is found that most of the students do not know how to stress a word. Then, the researcher did an interview and observation to the English teacher and the students. From the interview and observation, it was found that there was a problem in pronunciation subject. Therefore, when the students spoke, the listener did not understand the meaning. It was because the students evenly seldom learnt about word stress in their school before. But, after the learning process of pronunciation especially about word stress, the students knew exactly how to stress a word. The students also could classify the number of syllables in each word. Whereas, it made them easier to find the word stress. Overall, this pronunciation material was really helpful for the students to solve their problem in daily activities.

Therefore, some words were successfully pronounced by the students. There were several reasons of it. First, after the researcher did a study, the students felt happy to study word stress by using this method. So, the students was very enthusiastic to do a repetition method. Then, the students were diligent to repeat what the teacher has been taught whether inside and outside the classroom. Thus, this method was useful to help students memorized the stress word. However, it could help the students to pronounce the word stress successfully. Second, the students often listened many english videos such as education, song, news, and social objects in the youtube videos. Regarding this, the students were familiar with some english words. Besides, the students also remember how the native speaker stress the word. So, it helped the students to answer the word stress correctly. Last, the use of videos as the instructional aids, it really inspired students to study more. The students claimed that they loved to study by hearing and seeing the videos. However, it made a memorable experience for students. So, it could help students to pronounce word stress succesfully.

On the other hand, some words were unsuccessfully pronounced by the students. There were several reasons of it. First, the students sometimes misplacing the stress. The students know where the stress is, but, the students get some difficulties to pronounce the stress word. In fact, the students pronounce the other syllables which is not the stress word. Second, the students also forgot the key word of how to stress the words where the word stress should be pronounce by louder, longer and hinger pitch. So, it made the students difficult in pronouncing the word stress. In fact, the students pronounce the word stress with no stress or flat. Last, before the post test was held, the students got stress becuse of family problem or individual problem. So, it made the students nervous. Besides, the students suddenly forgot the word stress that had been memorized by the students. However, these reasons made the students unsuccefully pronouncing the word stress.

5.2 Recommendations

After the study was conducted, due to some limitations of the study, some suggestions are proposed for the future better learning English especially Pronunciation.

First, for English teacher, the use of audio visual aids is recommended to be applied in teaching pronunciation. It offers a good innovation to the English teacher, especially in teaching pronunciation subskill. From the finding of this research, audio visual aids considered as an appropriate and effective aids to make the learning process more active, easy and fun. Besides, it makes the students' interest increased. So, the students learn pronunciation especially word stress through the senses of sight and hearing that makes the lesson more realistic. It will gives many benefits for the students in this digital era.

Second, for school authorities, regarding with the advantages of the effect of using AVAs, it is recommended to support their learning materials especially Pronunciation by using technology such as AVAs including video, radio, television and others.

Third, for further researchers. There are five points of suggestions for further researcher. They are: First, due to time constraints, this study only examined one of suprasegmental features in pronunciation which is about stress. Regarding this, it is really important for the further researcher to try changing the study from word stress into sentence stress. It is because the stress word may not be applicable to the sentence stress. It is only acceptable for word not sentence. However, to gain deep information about stress, it is good for the further researchers to try different focus of the study. Second, the further researcher also may enrich the study by focusing on suprasegmentals features in pronunciation such as intonation, stress and rhythm. Third, Other limitations of this study included the timing of treatment to the participants. The treatment to the participants only received ten meetings in three weeks. Since the researcher only did the treatment in ten meetings, hopefully further researcher will conduct the study for the longer period of time to get more better result of the study. Fourth, it is suggested to the further researchers to conduct this aids in higher grader students. The researcher suggests applying this aids in

pronunciation class. Last, the further researchers should try another AVAs types in conducting a study such as radio, television, and etc.

Moreover, the process to conduct this research is far from perfect. There are some suggestions to make the use of audio visual aids to improve students' pronunciation implemented well. First, it is important to make sure that the students understand with the instructions given by teacher. It can be done by asking students to repeat the instruction to make sure they understand with the instruction. Then, it is suggested to make homework in order, the students repeat the word stress outside the class to make them more remember the stress words.

Finally, for those who are interested to conduct similar study, it is suggested to deal with more various and wider contexts for better effect on the students' experience.