

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides conclusion of the study and suggestions for the future research.

5.1 Conclusion

The purpose of this study is to reveal the students' perception about Pronunciation Course that students have got in the first semester in the academic year 2014 and 2015 at the English Education Study Program of Widya Mandala Catholic University Surabaya. Sixty respondents participated in this study by filling in the questionnaire through a link of google form by the writer. The answers of the questionnaire were analyzed and an interview was held only to some students whose answers were contradictive or had all the same answers in the same part. They had to clarify their answers and shared their experience in class.

Based on the findings, the students' perception on Pronunciation Course was very positive. When asked about lecturer's teaching method, most students thought that their lecturers were good enough. When they taught the students, they gave enough attention to the students and gave relevant examples to pronounce every word, sound and sentence using a media. Students felt facilitated to practice pronouncing word, sound and sentence. In addition, students thought that pronunciation course was helpful especially when it was taught at the beginning of their study in the English Education Study Program. Through Pronunciation

Course, students could also improve their speaking skills and did not feel anxious when they spoke.

5.2 Suggestions

The suggestions are addressed to some parties. The first is for the English Education Study Program, the second is for lecturers, the third is for teachers or the writer's peers and the last is for further research.

5.2.1 For English Education Study Program

Unfortunately, in 2016, Pronunciation Course was omitted from the curriculum due to the curriculum change. However, having known students' perception about pronunciation course and how it had contributed to students' productive skills, the writer realizes that Pronunciation Course is needed for the students, particularly in the beginning of the semester.

Therefore, it would be suggested that the course is included in the future curriculum updates. And by considering all the inputs that have been obtained through this questionnaire, based on interview 11 page 83 it is proposed that the pronunciation course be given in 3 credits. It would be more effective if it is presented twice a week in 2x50 minutes & 1x50 minutes so that students have the time to practice by themselves at home, to avoid boredom and the lecturer will have enough time to cover all the materials and has ample of the chance to pay attention to each student individually and conduct the drilling, give examples and give exercise so students can master the correct pronunciation.

The department should at least give a kind of workshop to facilitate the students in learning and improving their pronunciation. This workshop should have the objectives of improving the students' pronunciation ability which actually could have been achieved through the eliminated pronunciation course.

5.2.2 For Lecturers

In order that the pronunciation course gives the best benefit to the students, lecturers play a very important role. To avoid the students' boredom, lecturers should be able to make the class situation lively and interesting. It would be advisable that they use different techniques so the students are more motivated to do the exercises and practice pronunciation in class.

Based on interview 10 page 82 until 83, it is also important that the lecturer can make the students feel less inhibited to practice. When it comes to correcting the students' pronunciation mistakes, the lecturer should do it in a way that the students will not feel embarrassed and intimidated.

Besides, there are 18 chapters of teaching material that must be discussed during Pronunciation Course and the allocation of 2x50 minutes per week seems not enough to discuss the entire material in detail, as in one meeting there will be drilling, examples and exercise. Therefore, a lecturer must be able to sort out which materials should be emphasized and given more proportion of time than others. Material where students experience many difficulties must be discussed in more detailed and the lecturer is expected to train students individually.

5.2.3 For Teachers to Be / The Writer's Peers

It is better that pronunciation is taught from the beginning since the students firstly study English. Therefore, as teachers to be, we should also observe our own pronunciation and try to improve our abilities. We must try to give the best by being a good role model.

Beside being a good role model, the teacher's job is helping the students to be able to have proper pronunciation. In order to achieve it, teachers must not overlook the students' mistakes. Teachers should not feel reluctant to pay attention to the students' mistakes. It is suggested that every teacher to realize his responsibility to provide the maximum opportunity for students to practice and improve their pronunciation.

The last, as teachers to be, we should do self-practice to reflect and improve our English proficiency especially pronunciation skill. Self-practice can be done in many ways, the easiest and fastest one is by using online resources, through the internet or Youtube. Some of the examples of trusted source in Youtube that the writer would like to suggest are *Rachel's English* and *mmmEnglish*.

5.2.4 For Further Research

It is suggested that a further research is conducted involving different respondents from different academic year of pronunciation program. Since this study only involve the perception of the students, it is better to look for the perception of the lecturer so that more reliable data could be obtained. The future

researcher could also investigate the effect of pronunciation course on the students' achievement in speaking class.

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