

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is the summary which contains all of the main points that have been discussed while the second part deals with the suggestions of the writer concerning with the teaching pronunciation through drilling that may be useful for teachers of English.

5.1 Summary

Language plays a role as a means of communication. As a means of communication, language is primarily speech. Hence, the main point of learning a second language should be the spoken form. To be able to communicate well and to avoid misunderstanding, the students should be able to pronounce the sounds correctly.

However, acquiring an intelligibility of the target language is commonly held to be the most difficult of all task in language learning. It is also happen to Indonesian elementary school students. It is better to teach them in the very beginning due to the fact that children is a good imitator. If they were taught earlier, it will be easy for them to face the

pronunciation problem that might occur in the process of learning later in their life.

They will encounter many problems concerning the pronunciation of the target language since they are not familiar with the sounds yet. Mainly, their pronunciation problems are to build a new speech habit – a way of hearing and a new way of using their vocal organs , and to break down their own speech habit which has been strongly built up.

In this study, drilling was chosen as a technique to teach pronunciation for the elementary school students. So far , in some studies that had been held at the English Department of Widya Mandala Catholic University Surabaya, drilling had been proved to be an effective technique to be used to teach grammar and to develop speaking ability. Drilling is considered to be a good technique dealing with forming a correct habitual response. If the students always receive drills after the lesson , they are expected to be able to produce the sounds correctly. After they get the treatment , they know how to produce the sound . They practice it and after that they will be able to produce the English sounds correctly.

This experimental study was done in Flory English Centre (FEC) at jalan . Rungkut Asri Tengah no 23, Surabaya. As the sample of this study was the Foundation 1 level students. They are all Elementary school students who are in third and fourth grade.

After drilling was given as the technique to teach pronunciation to elementary students (Foundation 1) of FEC , it was found out that there is significant difference between pre-test (before they got treatment) and the post – test (after they got treatment). To analyze the result, the writer used t-test. Having analyzed the result of the test , the writer found out that the score in the post-tst is higher than the score in the pre-test. The result of the study showed that at 0,05 level of significance the t-table was 1,697 and the t-calculation was 9,4532. Since the t-calculation was greater than the t-table at the 0,05 level of significance the alternative hyphothesis was accepted. For them , learning pronunciation through drilling is useful because they finally know how to produce the English sounds in the correct way.

This means that there is a significant difference between the pre-test and the post-test. It could be concluded that by using drilling technique , the students' pronunciation is improved.

5.2 Suggestion

Based on the result of the data analysis , the writer has proved that drilling can be as one of the alternative techniques to teach pronunciation to the elementary school students.. In order to teach the students to be able to pronounce the English sounds correctly , the writer would like to give some suggestions to the English techers especially in

using drilling technique. The teachers should consider the number of the groups and the corrections.

Before the teaching – learning activities begin , the teachers have to make sure that the class is not so big. Ten pupils in one class is enough. The teachers have to divide the class into two small groups and then into three smaller group. It is suggested that each of the groups consist of four or five students not more than that. If there are too many students , each will not get enough chance to practice and it will be difficult for the teachers to detect which students need more attention. It is show that drilling is proper for course activities which consists not more than 20 students in each class.

The correction of the students' mistakes should be done immediately. It is done with the purpose that they will not do the mistakes for several times.

Because of the limited time, the treatment in this experimental study was only held six times. The treatments were done in a short period of time. For other researchers, it will be better to give the treatments more than six times since it will give a better result and also make the result of the study more representatives. The writer also hopes that next researchers will take another phonemes, such as /-g /, /-b /, /tʃ /, such as chair, chalk as the object of the study . Eventhough in the pre test and post test the writer includes this phoneme /tʃ / in the test, yet the writer did

not talk about this phoneme. That is why the writer hopes that the next researcher will conduct the study on these others phonemes.

The population and samples of this study were taken from a small number of students as they were the only students available in Flory English Centre. Therefore, the writer realizes that this study is rather superficial. She suggests that a further research, be conducted with a large number of subjects in order to achieve more complete and satisfactory result.

All in all, the writer hopes that the English teachers will apply this technique as an alternative technique to teach pronunciation in a small class. The writer will also be really grateful if this study can contribute to the improvement of teaching pronunciation in the English Department of Widya Mandala Catholic University.

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