

Chapter Five

Conclusion and Recommendation

This chapter provides the conclusion of this research. It provides conclusion of the background of this research, how this research is conducted by the researcher. In addition, it also provides the conclusion of the findings of this research and recommendation.

Conclusion

The findings of this research had answered research question which was what were factors affecting students' difficulties in pronunciation. There were nine findings of factors that affect students' difficulties in pronunciation. First, the first language affected students' difficulties in pronunciation; the participants had shared the same thoughts that the mother tongue interfered with their difficulties in pronunciation such as in word stress, intonation, accents, and pronouncing the sounds [p], [v], [f], and [e]. Second, the differences of sound system between first language and the target language; the confusion about short and long sounds in English were faced by the participants. In addition, the participants also stated that the different number of vowels was an issue for them.

Third, influence of word spelling its pronunciation. The participants stated the same thing that influence of spelling was an issue for them and it became a factor which brought them into difficulties in pronunciation. It was because the way the English words were pronounced did not follow the way they were spelled, as well as the existence of silent letters in English. Fourth, The inconsistency of English; the inconsistency of English such as in the letters "u", and "e", were faced by the participants, the pronunciation in "oo" was faced by the participants, and the pronunciation of the letter "s" was faced the participant as well. Fifth, pronunciation material; the lack material of pronunciation development was an issue for the participant in this research.

Sixth, motivation; the participant stated that lack of motivation about pronunciation matters had led him into difficulties with pronunciation. Seventh, attitude; the participants shared the same ideas that their negative attitude towards pronunciation had affected their difficulties in pronunciation. Eighth, input; all of the participants claimed that they often got limited exposure related to pronunciation, thus, it caused difficulties in pronunciation for them. Ninth, age; age was considered a factor in difficulties of pronunciation stated by the participant in this research. Tenth, environment; the lack of English environment contributed to the participant of this research as well.

Recommendation

By looking at the findings of this research, there are some suggestions for lecturers, students, the institution, and future researchers.

Lecturers. Based on findings revealed in this research, the researcher recommends lecturers, particularly pronunciation lecturers to put emphasis on teaching pronunciation on the differences between the spelling in pronunciation and written forms, sound differences between Indonesian language and English, and the inconsistency of phonetics in English. In addition, lecturers should allocate more time to discuss pronunciation especially in dealing with phonetics, and phonology which deals with sounds, word stress, intonation, syllabification, and others. Furthermore, lecturers should always remind and give more encouragement to students to pronounce better. Then, lecturers should use various techniques in teaching pronunciation such as drilling to spell that could be done through spelling bee competition in the classroom for one meeting.

Students. The researcher recommends all students in general who want to have better pronunciation to learn English at an early age since age factor affects pronunciation. In

addition, students should involve themselves as much as they can in an English environment. Then, students should keep in mind that learning English is important and should encourage themselves to learn English particularly in pronunciation.

The Institution. Looking at the findings, the researcher recommends the institution, especially the English Education Department of Universitas Muhammadiyah Yogyakarta that pronunciation is an urgent matter so that a pronunciation course should be taught, separate from, and not included in Capita Selecta on Grammar course.

Future researchers. The researcher recommends future researchers to start working on other topics dealing with pronunciation like strategies in learning pronunciation by high-achieving students.