**Chapter Five**

**Conclusion and Recommendation**

In this chapter, the researcher is going to presents the last part of the research. Those parts are divided into two. The first one is conclusion which reveal all the result of the research and the second one is about recommendation for all the elements that involved at PBI and in this research.

## Conclusion

This research had already showed the result that revealed the problems faced by students at PBI. One research question was formulated to know about the students' pronunciation problem faced by them and also planned to answer the curiosity of the researcher and the needs of this research. Based on the participants, there are three main topics that revealed the problem referred to the research question. The first one is about the pronunciation problems. This topic showed factors that hinder students to master the pronunciation. The first obstacle for students is bad pronunciation belief. They belief that pronunciation was one of tough material, they belief that this is difficult and indirectly affect their readiness to receive the subject. Therefore, it affected the material such as diphthong, vowel and phonetic symbols were become the greatest obstacles to master pronunciation. Most of them do not know how to deal with it. Besides, they have to deal with other problem which is problem in distinguishing the sounds. It happened because of lack of experiences and do not know about the sounds in English before. It also happened to the students that have accent from their mother tongue, listening problem and the facility to practice.

The second one is about the strategic problems in learning pronunciation. Students feel that lack of practice really affect to the input of pronunciation. It also hinder them to master pronunciation properly. They could not learn maximally, so the result was not good yet. Moreover, some of them feel that lecturer does not emphasize and encourage the students to give a concern in pronunciation so that the result of their pronunciation learning process was not maximal yet. On the other hand, the participants feel that the environment of pronunciation learning at PBI also does not maximal yet. Some of them said that even the students themselves could not cooperate to create a good learning environment. As the result, they barely practice their conversation and the drilling, and it straight to the bad result.

The last but not least is about miscellaneous issues in teaching pronunciation from the participants for the evaluation about the pronunciation focus concern. Some of participant agreed that the facility at PBI hinder their learning process. The participants also believe that the material should be given at the first of semester, it was too late to be given on semester three. All the participants agreed that the *sks* needs to be added more so that the learning process can be more intensive. On the other hand, they also feel that time allocation for pronunciation focus should be added. Besides, the number of lecturer should be added. They thought that PBI was out of number of the lecturer. They also suggested to make a continuation of pronunciation subject so that the material can be learned in advance level. It also help them recall the basic pronunciation that given on semester three. Thus, the suggestion from the participants. All they want are only make PBI greater than ever.

**Recommendation**

The researcher presents the recommendation based on the result of the research. This recommendation is for the lecturers, for students, and for the future researchers.

**For the lecturers.** Students PBI batch 2012 have a lot of pronunciation issues such as diphthong, vowel, phonetic symbol, and belief issue. The researcher hoped that lecturer find more methods to help the students learning pronunciation. The researcher also hoped lecturer could lead the students who need an expert guidance so that they could receive a good pronunciation material. In addition, the researcher recommend lecturer to encourage and emphasize students to learn pronunciation more than before.

**For the students.** Students can use this research as their references to evaluate their learning behaviour so that they could aware and anticipate the hard material of pronunciation and can create the better method to learn based of their needs. The researcher also hoped that students could learn from their senior's experiences and make it a motivation to learn pronunciation properly.

**For future researcher.** This research could be their references to study about pronunciation deeper in other perspective. The researcher hoped that the future researcher can study this research using another method so that the result will be wide and useful for PBI at the future. In addition, the future researcher could undertake the best strategies to learning pronunciation for beginner learner with strong L1 interference.