

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusion and suggestion based on the result of the research findings and discussion

Conclusions

After conducting the whole discussions in the previous chapters above, there were some conclusions that can be drawn from this research.

First, pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do spoken communication.

Second, the students' ability in pronouncing /eɪ/ (/ey/) sounds is poor. It is proved that there are many students cannot pronounce the /eɪ/ (/ey/) sounds correctly. Then, the students' ability in pronouncing /aɪ/ (/ai/) sounds is good enough. It is proved that there are more than a half students can pronounce the /aɪ/ (/ai/) sounds correctly. The students' ability in pronouncing /ɔɪ/ (/oi/) sounds is very good. It is proved that there are most of students can pronounce the /ɔɪ/ (/oi/) sounds correctly. Furthermore, the students' ability in pronouncing /əʊ/ (/ou/) sounds is under average. It is proved that there are more than a half students still cannot pronounce the /əʊ/ (/ou/) sounds correctly. The students' ability in pronouncing /ʊə/ (/ua/) sounds is good enough. It is proved that there are more than a half students can pronounce the /ʊə/ (/ua/) sounds correctly. The students' ability in pronouncing /eə/ (/ea/) sounds is good enough. It is proved that there are more than a half students can pronounce the /eə/ (/ea/) sounds correctly. The last diphthong sound is /iə/ (/ie/) sound; the students' ability in pronouncing /iə/ (/ie/) sounds is very good. It is proved that there are most of students can pronounce the /iə/ (/ie/) sounds correctly.

Third, the result showed that majority of the students at the second grade of SMKN 1 BATUDAA made mistakes in pronouncing diphthong /eɪ/ (/ey/) sounds, /aɪ/ (/ai/) sounds, and /əʊ/ (/ou/) sounds. This result was based on the data in research finding. Many students got problem when pronouncing diphthong /eɪ/ (/ey/) sounds, /aɪ/ (/ai/) sounds, and /əʊ/ (/ou/) sounds; for example students tend to substitute diphthong /əʊ/ with /ɒ/ when they are pronouncing words *phone*, *gold*, and *zero*. Most of them pronounced it with /fɒn/ than /fəʊn/, /gɒld/ than /gəʊld/, and /'zɪrɒ/ than /'zɪərəʊ/.

Finally, the researcher found that there are almost twenty students find it difficult to learn pronunciation. It is caused by their less concentration. They find it difficult even though they have consulted the dictionary. In pronouncing diphthong sounds (they are /eɪ/ (/ey/) sounds, /aɪ/ (/ai/) sounds, /ɔɪ/ (/oi/) sounds, /əʊ/ (/ou/) sounds, /ʊə/ (/ua/) sounds, /eə/ (/ea/) sounds, and /iə/ (/ie/) sounds) they find it difficult because they did not used to say it in daily conversation. Specifically for diphthong sounds such as /eɪ/ (/ey/) sounds, /aɪ/ (/ai/) sounds, /əʊ/ (/ou/) sounds, /ʊə/ (/ua/) sounds, /eə/ (/ea/) sounds some students find it because of unfamiliar words, and some students find it difficult because the inconsistency between the written words in English and the sounds.

Suggestions

Having a suitable curriculum

When teachers teach something, they start to help students acquire some primary concepts on which they can build more complex understanding. For example, when teachers teach science, they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

Being the student centre

Teachers have to know how to make students understand information given. For example, for teachers who cannot pronounce some English sounds need to have more knowledge about pronunciation. Additionally, the teachers can give more explanations to students. At that time, students learn through teachers experience how to pronounce English sounds.

Helping learners become self-reliant

Many students have wrong perceptions about what is involved in learning pronunciation or in learning a language in general. Teachers have to tell the students that pronunciation is a sub skill that involves remembering and practicing. Sometimes, different students' accent makes they lack of confident in learning pronunciation. They feel embarrass to pronounce English word, but they can learn from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.

Giving opportunities to practice.

In fact, pronunciation is a sub skill of speaking skill. Teachers' role is giving training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embarrassed. In this case, teachers have to make students more feel confident in practicing pronunciation.

A good method in teaching pronunciation is to use several repetitions saying together in the chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging; students love this kind of work.

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Appendix 1

The Description of Students' Pronunciation on Diphthong Sounds

No	Words	Correct Phonetic	Transcription of Students'	Category	
		Transcriptions	Incorrect Pronunciation	Correct	Incorrect
1	Pain	/peɪn/	/paɪn/	5	15
2	Remain	/ri'meɪn/	/ri'maɪn/	10	10
3	Rain	/reɪn/	/raɪn/, /rʌn/	10	10
4	Stay	/steɪ/	/stai/	15	5
5	Sale	/seɪl/	/sel/	2	18
6	Cable	/'keɪbl/	/'kaɪbl/	5	15
7	Stranger	/streɪndʒ/	/straɪndʒ/	5	15
8	Patient	/'peɪjnt/	/'peɪnt/	2	18
9	Train	/treɪn/	/traɪn/	10	10
10	Player	/'pleɪə (r)/	/'plɪə (r)/	10	10
11	Kind	/kaɪnd/	/kɪnd/	5	15
12	Flight	/flaɪt/	/flɪt/	5	15
13	Pride	/praɪd/	/preɪd/	17	3
14	Sight	/saɪt/	/seɪt/	10	10
15	Polite	/pə'laɪt/	/pə'leɪt/	15	5
16	Wise	/waɪz/	/wɪz/	18	2
17	Modify	/'mɒdɪfaɪ/	/'mɒdɪfɪ/	18	2
18	Trying	/traɪng/	/trɪng/	10	10
19	Wild	/waɪld/	/wɪld/	2	18
20	Final	/'faɪnl/	/'fɪnl/	5	15
21	Voice	/voɪs/	/vɔɪs/	19	1
22	Avoid	/ə'vɔɪd/		20	0
23	Join	/dʒɔɪn/		20	0

24	Destroy	/dɪ'strɔɪ/	/dɪ'straɪ/	18	2
25	Spoil	/spɔɪl/		20	0
26	Point	/pɔɪnt/		20	0
27	Employ	/ɪm'plɔɪ/		20	0
28	Annoying	/ə'nɔɪŋ/		20	0
29	Boy	/bɔɪ/		20	0
30	Exploit	/'eksplɔɪt/		20	0
31	Phone	/fəʊn/	/fhəʊn/	2	18
32	Home	/həʊm/	/həʊm/	5	15
33	Ocean	/'əʊʃn/	/'oʊʃn/	5	15
34	Suppose	/sə'pəʊz/	/sə'puz/	15	5
35	Gold	/gəʊld/	/gold/	2	18
36	Snow	/snəʊ/	/snəʊ/	18	2
37	Zero	/'zɪərəʊ/	/'zɪrə/, /'zɛrə/	2	18
38	Approach	/ə'prəʊtʃ/	/ə'prəʊtʃ/	5	15
39	Although	/ɔ:l'ðəʊ/	/ɔ:l'ðəʊg/	15	5
40	Close	/kləʊz/	/kloz/	10	10
41	Poor	/pʊə (r)/	/pu: (r)/, /pəʊ (r)/	2	18
42	Secure	/sɪ'kjʊə (r)/	/sɪ'kjʊ (r)/	5	15
43	Manicure	/'mænikjʊə (r)/	/'mænikjʊ (r)/	5	15
44	Mature	/mə'tjʊə (r)/	/mə'tju: (r)/	10	10
45	Effectual	/ɪ'fektʃʊəl/		20	0
46	Tour	/tʊə (r)/	/təʊ (r)/, /tu: (r)/	10	10
47	Sure	/ʃʊə (r)/	/ʃʊ (r)/	5	15
48	Moor	/mʊə (r)/	/mu: (r)/, /məʊ (r)/	10	10
49	Actually	/'æktʃʊəli/		20	0
50	During	/'djʊə.rɪŋ/	/'dʌ.rɪŋ/, /'dʊ.rɪŋ/	2	18
51	Hair	/heə (r)/	/hei (r)/, /haɪ (r)/	2	18

52	There	/ðeə (r)/	/ðeɪ (r)/	15	5
53	Square	/skweə (r)/		20	0
54	Stair	/steə (r)/	/steɪ (r)/, /stɑɪ (r)/	2	18
55	Prepare	/prɪ'peə (r)/	/prɪ'pæ (r)/	15	5
56	Scarce	/'skeəs/	/'skeɪs/, /'skɑɪs/	2	18
57	Air	/eə (r)/	/aɪ (r)/	18	2
58	Cairn	/keən/	/ke:n/, /keɪn/	5	15
59	Wear	/weə (r)/	/wæ (r)/, /weɪ (r)/	10	10
60	Mare	/meə (r)/	/meɪ (r)/	15	5
61	Here	/hɪə (r)/		20	0
62	Ear	/ɪə (r)/		20	0
63	Really	/'riəlɪ/		20	0
64	Near	/nɪə (r)/		20	0
65	Fear	/fiə (r)/	/fɪ: (r)/, /feə (r)/, /faɪ (r)/	10	10
66	Clear	/klɪə (r)/		20	0
67	Fierce	/fɪəs/		20	0
68	Dear	/dɪə (r)/		20	0
69	Year	/jɪə(r)/	/jeɪ(r)/, /jə(r)/	5	15
70	Tear	/tɪə (r)/		20	0

Appendix 2

List of Sample Students

(The Second Grade Students of SMKN 1 BATUDAA)

No	Name	Gender
1	Sumiyati Mile	Female
2	Ratin Surahim	Female
3	Zenab Hesanis	Female

4	Novita Karim	Female
5	Serlina Badarum	Female
6	Maryam N. Akuba	Female
7	Meyska Rahmawati Thaib	Female
8	Risawati Gubali	Female
9	Nirmawati S. Karim	Female
10	Riyanjani Ahmad	Female
11	Sintawati Bobihoe	Female
12	Oktaviani Polonta	Female
13	Supriyanto Karim	Male
14	Tiara Citra Putri Yusuf	Female
15	Ris Yunartika Hanunu	Female
16	Saleh Rais	Male
17	Lilis Umar	Female
18	Moh Said Rais	Male
19	Intan S. Kaluku	Female
20	Nirwan Ismail	Male

CURRICULUM VITAE



Hemas Lintang Pertiwi was born in Manado, October 10th 1990. Her father name is Tri Bandio, and her mother is Halimah Ui. She graduate her elementary of SD Negeri 54 Manado in 2002, then continued her study in MTs Negeri Manado, and graduate in 2006. In 2009, she graduate her senior high of SMA Terpadu Wirabhakti of Suwawa, then, she continued to state University of Gorontalo, she took program S1 Department of English Educational in faculty of Letter and Culture (FSB).

When she was studying in the university, she followed as a member and participant of:

- 1. Participant of Masa Integrasi Mahasiswa Baru (MIMBAR) held by students Executive Board in 2009**
- 2. The participant of PKL Program (job Training Practice) in DI Yogyakarta in 2012**
- 3. The participant of Kuliah Kerja Sibermas at Bolaang Mongondow Utara Desa Pangi, Kec. Sangtombolang. Kab, Sulawesi Utara.**
- 4. The participant of Teaching Practice II at SMK Negeri 1 Batudaa in 2013**
- 5. Participant of Work Field Program (PKL) in DI Yogyakarta in 2012.**
- 6. Participant of TOEFL in 2015.**