

V. CONCLUSIONS AND SUGGESTIONS

In the last chapter, the data has been collected and discussed by the writer, therefore the writer determined the conclusions from the data, and also gave the suggestions.

5.1 Conclusions

Considering all data gathered after the research, the writer would like to determine the conclusion toward the process of teaching pronunciation through song.

5.1.1 Process of Teaching Pronunciation through Song

The process of teaching pronunciation through song was well accepted by the students as well as can improve students' pronunciation. The applications of this technique invited the students to be active and directly involved. The actions in this activity enable the students to enjoy their lesson and their experiences of pronouncing English words.

- a. The average of students' involvement percentages in teaching learning process of observation sheet 1 of "More Than Words" song were 73,6%.
- b. The average of students' involvement percentages teaching learning process of the observation sheet 2 of "Diamond" song were 84%.

5.1.2 Mispronounced Sounds in Pronouncing Fricatives Consonants

The students still found difficulties in pronouncing the words containing fricatives/friction consonants. Having done the pronunciation test, the writer found out the mispronounced sounds done by students.

In pronouncing the words sound in initial position, the students still found difficulties pronouncing the words containing /θ/, /ð/, /v/ sound. There were 34,2% students mispronounced /v/ sound. While in pronouncing /θ/ sound, there were 22,8% students mispronouncing the sound. There were 34,2% students mispronouncing /ð/ sound.

In pronouncing the sound in middle position, the students still found difficulties in the words containing /f/ and /v/ sound. There were 51,2% students mispronounced /f/ and /v/ sound. They found the difficulties to differentiate between /f/ and /v/ sound. Besides that, there were 67% students also mispronounced in pronouncing /ð/ sound.

In pronouncing the words in final position, the students mispronounced mostly in /z/ and /ʒ / sound. There were 54,2% students mispronounced /z/ sound and 51,4% students mispronounced /ʒ / sound, moreover the students also mispronounced /s/ and /θ/ sound.

From all the words pronounced by students, it could be seen that they still found difficulties in pronouncing the words containing fricatives/friction consonants. The highest mispronouncing done by students found in the words containing /θ/, /ð/, and /ʒ / sound.

The data from in discussion showed that the root cause of the students did the mistakes in pronouncing the words were their own mother tongue and also influenced by the unfamiliar sounds which did not in Indonesian Language. Therefore they found difficulties to differentiate several words, for example “offer” [ˈɑːfər] and “over” [ˈoʊvər].

The findings shows us clearly that the phonological systems of both languages (English and Bahasa) have some similarities and discrepancies in terms of phonemic oppositions and phonetic features. The differences, of course, put students in much difficult in learning English pronunciation, particularly in learning sound systems since Bahasa has its own sound systems that are different from any other languages, and so does English. Broadly speaking, some groups of English sound systems should be paid much attention carefully in teaching pronunciations since they made students in a big difficulty in pronouncing English words.

5.2 Suggestions

Having analyzed all the problems and the findings, the writer would like to give some suggestions toward the process of teaching pronunciation through song as follows:

1. It was suggested that the teachers pay attention to the students' mood in teaching English to the students by giving them familiar songs.
2. It would be better if the teacher teaches the friction consonants isolatedly, so that the students will be able to pronounce the consonant well.

3. There were still so many songs that appropriate for the students, so the teacher can use the other songs to motivate the students in pronouncing English words and at the same time learn the meaning of the words. It will force the students to interact with the song and relate the words in enjoyable ways, so that active learning may lead the students to find the meaning of words without being translated by the teacher.
4. As the writer only focused on his research on the process of teaching pronunciation through song and limited his supportive findings only in friction consonants, he recommends further research on students pronouncing other sounds.