CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The results of this research indicate significant problems with pronunciation elements faced by students in the English language teaching program at Jambi University when speaking in English. The difference between English as their second language and their first language, Indonesian, creates challenges in various language aspects, particularly intonation. Research participants consider incorrect intonation usage, which can lead to misinterpretation by the interlocutor, to be a crucial component of English communication that affects meaning, comprehension, and emotional expression in sentences. Another identified issue is the difficulty in pronouncing consonants and vowels. Differences between English and Indonesian in pronouncing specific letters such as 'ch' and 'th,' as well as pronouncing vowels 'A' and 'E' pose challenges for students. Errors in pronunciation can affect accurate understanding and communication.

In dealing with English pronunciation problems, this research reveals two strategies students use: Using Media and Practice. In the Using Media strategy, the use of the Duolingo and U-Dictionary applications is the main highlight, highlighting the role of technology in supporting the development of pronunciation skills. The second strategy is practice, including independent practice such as listening to music, watching films, and practicing with outside help, especially through interaction with classmates or the social environment. Discussions about learning experiences and English practice

with classmates or friends in a social environment are important in improving students' pronunciation skills. These strategies show students' awareness of the need for various methods of learning English pronunciation.

5.2 Suggestions

From the results of this research, several suggestions can be made. Theoretically, this research can serve as a recommendation for developing theories related to English pronunciation as a second language, especially concerning intonation and the differences between English and Indonesian.

Secondly, in practice, this research can be one of the ways to develop more effective English language learning materials and curricula, as well as to design learning applications that focus on pronunciation to improve students' English speaking skills.

Lastly, for future researchers, this research offers the potential for a more in-depth analysis of English pronunciation. Some topics that can be explored include the influence of the social environment on pronunciation, the use of technology in pronunciation learning, or comparisons between various pronunciation training methods. Further research utilizes the findings in this thesis as a foundation for further knowledge development.