CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion. Conclusion is a general description for the overall results of the analysis carried out. While, suggestion os recommendations regarding research results for both general and specific purposes.

A. Conclusion

The research is classroom action research design which is aimed to improve students' pronunciation through Tongue twister technique. The participants of the research were the writer and also as a teacher, collaborator English teacher, and the students at eleventh grade Akuntansi A class in SMKN 1 Kelam Permai. The research obtained two data which related to the use of Tongue twister in improving students' pronunciation namely quantitative and qualitative data. Quantitative data answered the first research question which about how Tongue twister can improve the students' pronunciation and qualitative data answered the second research question which about how the students responses toward the use of Tongue twister technique to improve the students' pronunciation.

The result of test showed that there was an improvement in the students' score in both cycles after apply Tongue twister technique. As a result, there is belong to significant improvement between the first cycle and the second cycle which means teaching pronunciation using Tongue twister

technique can improve the students' pronunciation at eleventh grade in SMKN 1 Kelam Permai.

In cycle two, the application of tongue twister technique can improve students' pronunciation and also students' participation in learning activities. Through observation of students' activities in the classroom, students were enthusiastic and active in participating in learning activities. Students' participation in learning activities in cycle two almost all students actively participated in learning activities at this meeting.

Additionally, based on data results obtained from cycle one and cycle two showed that there was a significant increase in students' vocabulary and students' participation in learning activities. Students' pronunciation improved in four aspects, namely intelligibility, fluency, accuracy, intonation, and stress but in accuracy and fluency most students still have difficulties in pronouncing words correctly. In conclusion, the tongue twister technique significantly improved students' pronunciation and students' participation in learning activities in eleventh grade of SMKN 1 Kelam Permai.

B. Suggestion

Suggestions that can be concluded from the results of this research, the writer would like to propose some suggestions that may be useful, especially for the following: first, a suggestion for English teachers to use Tongue twsiter in teaching learning process, especially to improve students' pronunciation so that the learning process carried out is more active, effective and fun. Therefore, the students do not feel bored in participating in learning

which in turn can improve student learning abilities. And the second is for other researchers to be a reference in conducting research with a different discussion and focus.