

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the research result, the question that is formulated in the introduction has been answered. Songs are effective to teach pronunciation to second grade of elementary school since they are fun and help the students to remember the sounds production by listening to the melody, music, variety of rhythms, instrumentations, different voices involved, and by its theme. The result in the eight meetings showed that the students' pronunciation was increased. The first four meetings, which was cycle 1, showed 116 point of improvement of the average total score with 21.19 point of the average improvement for each student, while the last four meetings, which was cycle 2, showed 85.78 point of improvement with 12.32 point of the average improvement for each student. The results strengthen the hypothesis that using songs are effective in teaching pronunciation.

Besides the collected data from pre-test and post-test, the result also stated that the students are capable to pronounce letters /ð/ and /θ/

which are included in the topic Family and Days of the Week. The students learned better in the process after being taught the songs by the teacher.

## **5.2 Suggestion**

In teaching pronunciation using song, the teacher must be careful in producing the sounds of vocabulary being taught. The teacher must know the correct and appropriate way to say the pronunciation as to not mislead the students into pronouncing in the wrong way. The teacher must know the stress of the word so that the students will not mispronounce in which can lead to a different meaning. Song should be appropriate to the vocabulary given and its meaning. If the word requires stress on its part, it should have the same stress on the song. Avoid using song that is mispronounced.

The teaching itself should be related to the song. Using song is fun but the activities should be fun too. The teacher may add another activity to avert students' boredom and keep their attention so that they still focused on the lesson. If the students stay out of focus, let them be for a few minutes before asking them again. The teacher may reprimand the misbehaved students with anything but violence. Let them experience the

flow of the situation in the class and instead of punishing; give them a chance to prove themselves in front of their friends.

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