

CHAPTER V CONCLUSION AND RECOMMENDATION

This chapter summarize all the arguments from the research that has been done and present the key findings to draw conclusions and recommendations. The conclusion is the answer of the research objective. The number of conclusions is proportional to the number of research objectives. While recommendation consists of several points, including providing advice to certain parties, expressing expectations, offering suggestion and also providing solutions.

A. Conclusion

Based on the result of observations and interviews, the researcher received explanations from both the teacher and student interviewees regarding the use of tongue twister method to improve students' pronunciation skills, especially in pronouncing pure vowels and diphthongs as described above. Therefore, the researcher will conclude several important things from the research results. The researcher provided three questions in the research problem related to how the tongue twister method was applied at MTs Annur Daren, what difficulties they experienced when using this method, and how effective the method was in improving the student's pronunciation of pure vowels and diphthongs.

1. The use of tongue twister method is divided into several stages, including preparation, dictation, reconstruction, analysis, and correction. Before starting the lesson, the teacher prepares everything that must be prepared. The teacher checks student attendance, prepares tongue twister sentence for students, and divides students into several groups, each consisting of 4-5 students. The benefit of this preparation is to minimize problems during the process of applying the method.

Dictation is when a teacher dictates a tongue twister to their students, either through native speaker audio or manually. Reconstruction is the stage where the teacher gives students two opportunities to listen to the audio. At first opportunity, students can only listen. On the other hand, both students were able to record the words that they caught from the tongue twister according to their abilities.

During the analysis phase, the teacher analyzes each group's answers and helps them compose the sentences. The last stage is that the teacher corrects the answers by writing the students' versions of the sentence on the whiteboard so that they can see the original sentence and compare it with their version of the sentence. These steps are often referred to as applying the tongue twister method through the dictogloss activity. The English teacher also provides twisted sentences containing sounds of pure vowels and diphthongs for students to practice in class.

2. The difficulties in using a tongue twister method to pronounce pure vowels and diphthongs at MTs Annur Daren are that some students have some difficulties pronouncing English diphthongs, some students have difficulties differentiating English pronunciation from Indonesian, and students also have difficulties with internal and external factors, such as laziness and lack of motivation. To overcome these difficulties, the English teacher provides several solution options, including the teacher dictating the twister sentences slowly, the teacher explaining several times until the student understands, and the teacher always providing motivation and evaluation in each lesson.
3. At MTs Annur Daren, tongue twister method quite effective in improving students' pronunciation skills. After learning this method, students are more confident in speaking English, they can pronounce English words or sentences correctly, and they can pronounce some vowels (pure vowels and diphthongs) well. In addition, students also achieve better scores after learning the method.

B. Recommendation

Based on the conclusions obtained, the researcher gives some suggestions to English teacher, students and further researchers regarding the use of tongue twister method to improve students' ability to pronounce pure vowels and diphthongs.

1. English Teacher

The researcher suggests that the English teacher is consistent in teaching pronunciation using a tongue twister method because it is interesting and students can accept the

method easily. The English teacher also has to be more patient when teaching the material because students need to practice repeatedly so that they become better.

2. Students

It is recommended for students to practice English a lot, especially in vowel pronunciation. Students must always be enthusiastic and have a learning motivation inside. Besides that, students should apply this effective method to improve their pronunciation.

3. Further Researcher

The researcher hopes that the results of this thesis will be used as a reference for the next researchers to conduct research that has a correlation with the use of tongue twister method to improve students' ability to pronounce pure vowels and diphthongs. In addition, this research still has many shortcomings, so the researcher hopes that the next researcher will make this research better.

