

CHAPTER V

CONCLUSION AND SUGGESTION

Researchers will present results and suggestions resulting from the analysis in this chapter in the next section. The explanation is as follows.

5.1 CONCLUSION

It can be inferred from the observations in the preceding chapter that from the digital multimodal text used by the teacher, students tend to be understood in recognized word in intelligibility task compared to producing words. The percentage of students' intelligibility in the intelligibility task reached 73.5%. That means students are 73.5% recognized the English pronunciation from native speakers. In comparison as much as 26.5% is unrecognized of English sounds. Researchers classify data based on criteria for measuring intelligibility. There were 8 students with good criteria, 11 students with fair criteria, and 15 students with bad criteria. The researcher subsequently noted the words that frequently appeared in students' pronunciation mistakes and phonetically assessed them. Additionally, there are phonemic additions, deletions, and modifications that lead to pronunciation problems and a failure to meet the accuracy requirement for intelligibility.

According to the investigation, a number of factors, including student-side factors and teacher ability, determine student capacity to pronounce words well. Students' ignorance of the second language, specifically English, and their ignorance of the phonetic distinctions in English pronunciation are student-side linguistic-related factors. Then teacher ability is related to mastery of learning media, learning process, teacher creativity and obstacles in learning. The researcher concluded that the lack of teacher creativity in packaging learning and the lack of learning habits surrounded by pronounced practice contribute to students' intelligibility.

5.2 SUGGESTION

Researchers offer recommendations for teachers, students, and other researchers based on the results obtained.

5.2.1 For the Teacher

English teachers need to create digital learning resources that are efficient for learning in light of the issues that the researchers have looked at above. In addition, teacher creativity in innovating learning is also needed to build student enthusiasm. English teachers can also provide pronunciation exercises on each learning material and can give a brief explanation about IPA (International Phonetic Alphabet).

5.2.2 For the Students

Students need to foster their excitement and motivation in learning English, particularly in pronunciation. Students need to get in the habit of writing English words correctly in addition to learning proper pronunciation.

5.2.3 For the Researcher

This study is worthwhile since it addresses language understanding, namely intelligibility, with an analysis that involves linguistics in phonetic symbols. In the future, thus researchers can conduct similar research by discussing other language comprehension-related issues, such as comprehensibility, because these two things are interrelated.