

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presents conclusion and suggestion of the study. The conclusion is made referring to the purpose of the study, and findings of the research, while suggestions a made in line with the scope and limitation and also the significance of the study.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the eighth grade students of MTsN 1 Kutai Kartanegara in the academic year 2024/2025 pronounced English long vowels, including /i:/, /ɑ:/, /ɔ:/, /ɜ:/, and /u:/ correctly and accurately. Most students successfully pronounced the words tested with correct or right pronunciation. Indicating that they have a good foundational understanding of English long vowels pronunciation.

However, there were still some mispronunciations found, particularly in words containing /ɜ:/ such as “prefer,” where most students pronounced it as /pri:fɜ:/ instead of /pri'fɜ:/, and in the pronunciation of “oops” where /u:/ was sometimes replaced with /ʊ/. These mispronunciation occurred probably due to the influence of the students’ native language phonetic system and a lack of awareness of the subtle differences between English vowel sounds.

In general, the results showed that while students have demonstrated commendable progress in pronouncing English long vowels, consistent practice, direct phonetic correction, and exposure to native pronunciation models are still

necessary to help students refine their pronunciation skills, increase their confidence in speaking, and improve their intelligibility in English communication.

5.2 Suggestion

Based on the conclusions above, the researcher would like to provide the following suggestions:

1. **For English Teachers:** It is suggested that teachers provide focused pronunciation drills emphasizing the differentiation between similar vowel sounds such as /ɪ/ and /i:/, /ʊ/ and /u:/, and /ɜ:/ and /ə/. Teachers can use minimal pair activities, phonetic transcription exercises, and integrate listening to native speaker models to enhance students' phonological awareness.
2. **For Students:** Students are encouraged to practice pronouncing English words regularly by listening to English songs, podcasts, and watching English videos to develop their ear for vowel distinctions. Recording and listening back to their own pronunciation can also help students identify and correct their mistakes. Through consistent and structured pronunciation practice, it is expected that the eighth grade students of MTsN 1 Kutai Kartanegara will continue to improve their ability to pronounce English vowels accurately, leading to more effective communication in English.
3. **For Future Researchers:** Further studies may expand the analysis by including short vowels and diphthongs, and using a larger sample to identify broader patterns in pronunciation difficulties among junior high school students. Additionally, research on the effectiveness of phonetic-based

instructional interventions in improving students' pronunciation could contribute to teaching practices.