

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the results of the study conducted through observation and interviews at SMAN 3 Seunagan, it can be concluded that teachers use several effective strategies to improve students' pronunciation skills, namely Role Play, Drill, Discussion, and Communication Games. Each strategy has a different focus but complements each other in achieving learning objectives. The Role Play strategy helps students practice pronunciation in realistic contexts, build confidence, and understand the use of language in real situations. Drill focuses on repeating words and phrases to improve students' accuracy and intonation. Discussion allows students to practice pronunciation in a collaborative atmosphere, with an emphasis on fluency and spontaneity of speaking. Communication Games provide a fun learning atmosphere, encouraging students to practice pronunciation without pressure

Although the Storytelling strategy was not implemented due to time constraints, teachers believe that this method has the potential to improve pronunciation if implemented properly. In addition, effective feedback from teachers plays an important role in helping students correct pronunciation errors without damaging their confidence. Overall, the implementation of various strategies combined with constructive feedback has made a positive contribution to improving students' pronunciation skills at SMAN 3 Seunagan.

## 5.2 Suggestion

Based on the results of the research that has been conducted, there are several suggestions that can be applied to improve the effectiveness of pronunciation teaching at SMAN 3 Seunagan. For teachers, it is advisable to continue to develop and vary teaching strategies, including considering the application of Storytelling strategies that can provide emotional and creative dimensions in pronunciation learning. Teachers also need to provide specific, constructive feedback that is delivered in a supportive manner so that students feel more confident in correcting their pronunciation mistakes. In addition, more effective time management needs to be considered so that each strategy applied can be implemented optimally without sacrificing certain methods. Teachers can also consider the use of supporting technology, such as pronunciation applications and language learning software, to maximize teaching outcomes in the classroom.

For students, active participation in every learning activity, such as Role Play, Discussion, and Communication Games, is very important to maximize the benefits of the strategies applied by the teacher. Students are expected to have the courage and confidence to speak in front of classmates, and are willing to accept feedback from teachers as part of a constructive learning process. In addition, students are advised to practice pronunciation independently outside the classroom, for example by watching English videos, listening to podcasts, or using language applications that support pronunciation practice. With a combination of efforts from teachers and students, it is hoped that English pronunciation skills can improve significantly and more sustainably.