

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter consists of conclusions and suggestion. The conclusion is to draw an interpretation of the results of the research. While, the suggestions are written to address to teachers, students and to the future researcher.

A. Conclusions

1. Students' Score

Based on the results of data analysis in descriptive statistic, it showed that the mean score of the experimental group in pre-test was 49.00, and the mean score of the experimental in post-test was 73.25, while for the mean score of the control group in pre-test was 52.50, and the mean score of the control group in post-test was 65.50, this showed that there was an increase in the pronunciation of students between students who were taught using the Scientific approach and those who were taught using the Communicative Approach with reading aloud method. Meanwhile, based on the analysis of mann whitney u test in the pre-test, it showed that the Mann Whitney u test was 0.110, which is bigger than the significance of 0.05 ($0.110 > 0.05$). It means that H_0 is accepted in the Pre-Test data with the use of Reading Aloud and Scientific Approach, and based on the analysis of mann whitney u test in post-test, it showed that the Mann Whitney u test was 0.336, which is bigger than the significance of 0.05 ($0.336 > 0.05$). It means that the H_0 is accepted in the post-test with the use of Reading Aloud and Scientific Approach which mean there are no significant differences in teaching pronunciation between learners who

were taught using Scientific approach and those who were taught using Communicative Approach.

2. Implementing of Reading aloud and Scientific Approach

In implementing this Reading Aloud and Scientific Approach, the researcher didn't find difficulties in its use. It can be seen from the observations that the classes have become more active because of the creation of two-way communication between teacher and student from the ongoing learning process. Besides, participants also became more able to answer questions in English. Participants felt more like learning pronunciation words, especially with reading aloud method because they felt the method was easier to learn.

3. Students Difficulties

The difficulties faced by participants in skill pronunciation are related to the necessary mastery of English itself, such as vocabulary mastery, grammar, and also the use of English in daily activities. Participants found no difficulties in following the learning process regarding pronunciation and other supporting materials.

B. Suggestions

After conducting the research, the researcher would like to give some idea that might be useful as follows:

1. For English Teachers

For the English teacher, they should always afford to be a professional teacher by providing an interesting technique in teaching English

especially pronunciation. To be more creative and innovative, the teacher does not have to use expensive material. Through reading aloud, students get interactive learning activities that give them the opportunity to practice what they learn during the class. Students not only have a great opportunity to improve pronunciation skills but also get another benefit that is listening for listening to good pronunciation and speaking for good spelling. In order to improve the students' pronunciation skills, the researcher suggests for the English teacher should teaching pronunciation in class along with speaking, reading and listening to make students' ability better since proper pronunciation will give students opportunities to communicate naturally to the listener with the right pronunciation.

2. For Students

Both approaches are fun and simple to learn in the class, especially reading aloud technique because the technique For students, they can implement reading aloud as their technique to improve their pronunciation skill not only in the classroom but everywhere. Put reading aloud into practice will give them great opportunity to have such kind of pronunciation mastery.

3. For Other Researcher

The researcher realizes that this study is still far from being perfect. For the next researcher, they can use the result of this research as a before the researcher start to teach.