

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research findings, it can be concluded that senior high school students at SMA Negeri Kapan face various significant challenges in learning English pronunciation as EFL learners. These challenges are closely related to six major factors: native language, age, exposure, innate phonetic ability, identity and language ego, and motivation. Each of these factors contributes to the students' pronunciation difficulties in different ways. Firstly, the interference of the native language strongly affects students' ability to pronounce unfamiliar English sounds. The absence of specific phonemes in Indonesian, such as [θ] and [ʃ], leads to substitution errors and mispronunciations. Students tend to rely on familiar phonological patterns, which limits their accuracy and fluency in English pronunciation. In terms of age, although most students began learning English early, focused pronunciation instruction came much later. Some students believe that younger learners have more flexibility to acquire native pronunciation, while others express that effort and consistent practice are more important than age itself. The findings also reveal that limited exposure to English in the students' daily environment hinders their ability to internalize correct pronunciation. Students rarely use English outside the classroom, and opportunities for real life practice are scarce. Although some students engage with English media, these exposures are often passive and lack interactive speaking practice. Furthermore, differences in students' innate phonetic ability influence how easily they perceive and produce

English sounds. Some students struggle to imitate pronunciation even after repetition, and many face difficulty distinguishing similar sounds, such as vowel contrasts, which affects the clarity of their speech. Emotional factors also play a crucial role. Students' self confidence is often affected by fear of making mistakes or being misunderstood, which reflects the influence of identity and language ego. These psychological barriers can lead to reduced participation and hesitation in practicing pronunciation. Lastly, although students show motivation and awareness of the importance of good pronunciation, many of them feel they lack sufficient guidance and structured feedback from teachers. While some take initiative to improve on their own, the absence of consistent support slows their progress. In conclusion, the findings confirm that pronunciation learning is influenced by a combination of linguistic, cognitive, psychological, and contextual factors. These interconnected challenges highlight the need for more focused pronunciation instruction, increased exposure to English, and emotional support from teachers. Efforts from schools, educators, and stakeholders are essential to help students overcome these barriers and improve their spoken English effectively.

5.2 Suggestions

Based on the research findings and conclusion, several suggestions are proposed to address the challenges faced by senior high school students in learning English pronunciation:

- 1) For English Teachers:

Teachers are encouraged to integrate more focused and consistent pronunciation instruction into their lessons. This can include the use of phonetic drills, minimal pair exercises, and regular listening and speaking practice. Teachers should also provide constructive and supportive feedback to build students' confidence, and actively correct common pronunciation errors in a non-threatening way. Additionally, creating a classroom environment where students feel comfortable speaking without fear of judgment is crucial for encouraging participation.

2) For Students:

Students should be more proactive in seeking opportunities to practice English pronunciation both inside and outside the classroom. They can use digital resources such as pronunciation apps, English songs, podcasts, and videos to improve listening and imitation skills. Students are also encouraged to read aloud, engage in peer-practice, and use self-recording techniques to monitor their progress. Most importantly, they should maintain strong motivation and view mistakes as part of the learning process.

3) For Schools and Administrators:

School leaders should support English teachers by providing training on effective pronunciation teaching methods and supplying adequate learning materials. It is also important to promote extracurricular programs such as English clubs, speaking competitions, or pronunciation workshops that can increase students' exposure and engagement with spoken English in real-life contexts.

4) For Future Researchers:

This study focused on one class in a specific school using a qualitative approach. Future research is suggested to involve a larger sample across multiple schools and use mixed-method approaches to gain a more comprehensive understanding of pronunciation challenges. Further studies could also explore the impact of specific teaching interventions or technologies on improving pronunciation skills among EFL learners.