

CHAPTER V

CLOSURE

This chapter presents a summary of the study's findings, which are based on the three research questions established in the previous chapter. In addition, the researcher offers several suggestions regarding the implementation of pronunciation instruction using videos of native speakers in the Special English Language Program at the Al-Falah Islamic Boarding School.

A. Conclusion

Based on the analysis and discussion in the previous chapter, it was found that participants in the Special English Program at Al-Falah Puteri Islamic Boarding School had a positive experience learning English pronunciation using videos featuring native speakers. They demonstrated engagement in their behavior, emotions, and thinking during the learning activities by listening, imitating, practicing, and applying English pronunciation in everyday communication.

However, the students faced various challenges while learning pronunciation through videos of native speakers, such as difficulty pronouncing new English sounds, understanding word stress and intonation, adapting to more natural pronunciation, limited vocabulary, as well as psychological issues such as anxiety and a lack of self-confidence. Nevertheless, they continue to strive to improve their pronunciation skills through consistent practice, support from teachers, and interaction with peers.

Overall, the students gave positive feedback regarding the use of videos featuring native speakers in pronunciation learning. They consider these videos a valuable learning resource, as they provide accurate pronunciation models and help improve their understanding and self-confidence. Additionally, they recommend that the videos used be updated regularly and adapted to current trends and student interests to make the learning process more engaging and relevant.

B. Suggestions

1. For Students, students are encouraged to practice English pronunciation regularly, both in formal learning settings and outside of them. Students are also encouraged to use videos of native speakers as learning tools to improve their understanding of pronunciation, listening skills, and confidence when speaking English. In addition, students are encouraged to be more active in using English in their daily interactions within the dormitory setting so that pronunciation practice becomes part of their daily routine.
2. For Teachers and Instructors, teachers and instructors are encouraged to consistently use authentic learning materials, such as videos of native speakers, when teaching pronunciation. Using authentic pronunciation examples can help students become more familiar with natural English pronunciation, intonation, and speech patterns. Furthermore, teachers are expected to provide guidance, repeated practice, and a supportive learning setting so that students can overcome pronunciation challenges and build confidence when speaking English.

In addition, educators and teachers should be aware of each student's individual pronunciation abilities and learning experiences. Providing clear explanations, slower pronunciation examples, interactive activities, and consistent encouragement can help students feel more relaxed and engaged during the learning process.

3. For Future Researcher, Future researchers are encouraged to explore pronunciation learning experiences in greater depth by incorporating diverse educational contexts, a larger number of participants, or different types of learning media. Future research could also analyze students' pronunciation development over the long term, students' perceptions of various English accents, or the role of technology in supporting the pronunciation learning process.

In addition, future researchers could also explore the psychological and emotional aspects related to pronunciation learning, such as anxiety in speaking, self-confidence levels, and student motivation when learning English pronunciation using authentic learning media. Future research is expected to make a more significant contribution to the development of English pronunciation teaching practices, particularly in Islamic boarding school settings and other EFL contexts.