

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings of this study, students from diverse ethnic backgrounds experienced various challenges in English pronunciation. The most common challenges involved producing unfamiliar English consonants, particularly the dental fricatives /θ/ and /ð/, the voiced labiodental fricative /v/, the voiced postalveolar fricative /ʒ/, consonant substitution, vowel modification, consonant cluster simplification, word simplification, and consonant omission. These pronunciation challenges were primarily influenced by differences between the English phonological system and the students' first-language phonological systems. The findings also revealed that limited pronunciation practice and psychological factors, such as nervousness, embarrassment, and fear of making mistakes, affected students' willingness to practice speaking English. Although students from Javanese, Banjarese, and Buginese backgrounds demonstrated different pronunciation patterns, they shared similar challenges in producing English sounds that were unfamiliar in their first languages.

Based on the findings, the teacher implemented four main strategies to support students' English pronunciation learning, namely singing English songs, watching English movies, repetition, and Question-and-Answer (Q&A) activities. These strategies provided students with repeated exposure to English pronunciation,

opportunities for meaningful speaking practice, and immediate corrective feedback. The teacher also demonstrated multicultural awareness by recognizing that students from different ethnic backgrounds experienced different pronunciation challenges due to their first-language backgrounds. Rather than expecting identical pronunciation from all students, the teacher created an inclusive classroom environment by providing equal opportunities for participation, encouraging active practice, and giving supportive corrective feedback. As a result, students became more confident in practicing English pronunciation while respecting linguistic diversity among their classmates.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, students, and future researchers.

1. For Teachers

Teachers are encouraged to continue implementing interactive pronunciation teaching strategies, such as singing English songs, watching English movies, repetition, and Question-and-Answer (Q&A) activities, because these strategies provide students with meaningful opportunities to practice English pronunciation. Teachers are also encouraged to maintain an inclusive classroom environment by recognizing students' diverse linguistic backgrounds, providing equal opportunities to participate, and offering supportive corrective feedback to improve students' confidence in speaking English.

2. For Students

Students are encouraged to practice English pronunciation regularly both inside and outside the classroom by listening to English songs, watching English movies, imitating correct pronunciation models, and actively participating in classroom speaking activities. They should also be more confident in using English and view pronunciation mistakes as a natural part of the language-learning process.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies involving participants from more diverse ethnic backgrounds or different educational settings to obtain a broader understanding of pronunciation challenges in multicultural classrooms. Future studies may also investigate other pronunciation teaching strategies or explore how multicultural awareness influences English pronunciation learning in different learning contexts.