

CHAPTER V

Conclusion and Suggestion

5.1 Conclusion

From the findings and analysis, it was found out that first, the students made phonological errors in all of the pronunciation of the five English consonantal sounds being observed in this study. Additionally, the phonological errors could be found in all three positions of occurrences. Secondly, the students made sixteen kinds of deviations in all. The sixteen kinds of deviations included the replacement of [v] with [f], the replacements of [ʃ] with [s], and [tʃ], the substitution of [ʒ] with [ʃ], [z], [s], [tʃ], [dʒ], and [g], the replacement of [dʒ] with [g], [dʒ], [tʃ], and the replacement of [tʃ] with [tʃ], [k], [ʃ] and [dʒ]. Then, it could also be figured out that one particular English sound, namely the sound of voiced palatal fricative, [ʒ], created many difficulties for the students if compared to the other four English consonantal sounds observed. On the other hand, English sound [ʃ], voiceless palatal fricative, created little difficulties for students.

Finally, from the percentage of error that was more than 50%, it could be concluded that all five consonantal sound investigated in this paper were pronounced in different way except [ʃ] in all positions, [dʒ] only in medial position, and [tʃ] also in medial position. It meant that mother tongue gave more influence to the way student pronounce English consonantal sounds [v], [ʒ], [tʃ], and [dʒ].

5.2 Suggestions

There were many errors done by student because of the influence of their mother tongue. Researcher suggested all readers of this paper, especially students to pay attention when dealing with some English consonantal sound that does not exist in Indonesian. According to the result of the analysis, student should focus on their vocal cord when producing the sound of [v] and [dʒ], and focus on the manner of articulation when producing the sound of [dʒ] and [tʃ]. Student had to pay more attention on [ʒ] sound; meant that they should focus on all the characteristics of this sound, include vocal cord, place of articulation, and manner of articulation.

This research was hopefully useful for both English learners and teachers especially, and readers generally whose mother tongue was Indonesian. They were also expected to become more aware that those five sounds were distinctive English sounds and should not be replaced by Indonesian sounds whatsoever. At the same time, it was hoped that by having this paper, the English teachers might be constantly reminded that these English sounds tended to generate problems on the students' pronunciation, and therefore, they could develop the pronunciation lessons by concentrating on those problematic sounds.

It is suggested to the next researcher to continue this research by focusing on the cause of pronunciation error done by student and find the suitable method to decrease the errors with the subject of the research is student who is preparing to study about phonology.