

## **CHAPTER V**

## **CONCLUSION**

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### CONCLUSION

This chapter consists of two parts. The first part is the summary of the thesis. It sums up the main points that have been discussed in the previous chapters. The second part deals with some suggestions.

#### 5.1. Summary

Classroom serves a place where the teacher can give comprehensible input in the form information, explanations, and questions. The students will easily follow the teacher's explanation or answer the teacher's question if the input comprehensible. The students sometimes may express their own opinions or feelings to their teacher or their friends. Therefore, pronunciation takes place in their interaction. In fact, many teachers are unaware of the important pronunciation in the classroom discourse. They often dominate the classroom talk which cause a much less active talk (pronunciation) by the students and which result in the students' lower second language acquisition.

The writer has conducted this study in examining how the Elementary School teacher gives the pronunciation material in the English

class of the fourth grade and the sixth grade of SD KATOLIK SANTA ANGELA SURABAYA belonging to the 2000/2001 school year.

The data was taken by recording the discourse in the classroom under investigation and analysis. It also was taken by comparing the English phonemes and the Javanese phonemes to determine the similarities and the differences between them.

The findings of the analysis and comparison lead to the following conclusions:

1. The English phonemes are more than the Javanese phonemes (Table 7)

|              | English phonemes          | Javanese phonemes      |
|--------------|---------------------------|------------------------|
| Plosives     | p, b, t, d, k, g          | p, b, t, t, d, d, k, g |
| Affricates   | č, ĵ                      | c, j                   |
| Nasals       | m, n, ŋ                   | m, n, ñ, ŋ             |
| Lateral      | l                         | l                      |
| Fricatives   | f, v, θ, ð, s, z, š, ž    | s, h                   |
| Trill        |                           | r                      |
| Semi-vowel   | w, r, y, h                | w, y                   |
| Vowel        | i, I, ə, æ, a, e, u, o, ɔ | i, I, ə, a, u, o, ɔ    |
| Stresses     | /, ^, \, v                | /                      |
| Pitches      | 1, 2, 3, 4                | 1, 2, 3, 4             |
| Juncture     | +, //, #, /               | +, //, #, /            |
| Total number | 45 phonemes               | 36 phonemes            |

2. In learning English pronunciation, the Javanese students have serious problems in the English segmental phonemes and the English supra-segmental phonemes
  - a. The English segmental phonemes involve voiced and voiceless sounds, vowel sounds, final stop consonant sounds, vowel diphthongs, and clusters.
  - b. The English supra-segmental phonemes involve stresses and intonation.

## 5.2. Suggestions

This study is just preliminary and it presents limited evidence about Pronunciation problems encountered by the Javanese students in the English class of the fourth grade and the sixth grade of SD KATOLIK SANTA ANGELA SURABAYA belonging to the 2000/2001 school year. However, the writer would like to give some suggestions that may be usefull for whom it may be concern:

1. The teacher should use more drills or repetitions than explanation.
2. The teacher should vary the method in teaching English pronunciation, so that the class should not be monotonous. Hence, it can help the students to acquire the English pronunciation correctly. For examples: The teacher uses teaching aids as a tape recorder, pictures, the figures of speech, songs, tongue twisters, or Jazz Chants.

At last, since this study is an observational study and it is only preliminary, this study did not use inferential statistics, the result could not be generalized. Therefore, the writer hope that there will be other studies on "Pronunciation problems encountered by the Javanese students" with more accurate statistics data so that what has been found in this study can be generalized to a larger population.

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