

## CHAPTER 5

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The researcher found that there were many pronunciation errors made by the seventh grade students in pronouncing English words. It was revealed that there were three kinds of pronunciation errors they were consonant errors, vowel errors and diphthong errors.

There were some consonants that were mispronounced. They were /t/, /s/, /z/, /θ/, /d/, /ʃ/, /r/, /ð/, /v/, /k/, /m/ and the rest is miscellaneous errors in consonants. The students tended to make pronunciation errors of the consonant /z/. It is due to the different phonological system especially in plural form of the first and the second language.

The pronunciation errors in the

The students tended to make errors in the pronunciation of the vowel /I/. It occurred 134 times out of 186 errors in vowel errors.

The last was the diphthong errors. There were four kinds of diphthong errors. They were /aI/, /oʊ/, /eI/ and /aʊ/. In the diphthong pronunciation errors, the students tended to make errors in diphthong/aI/. It occurred 79 times out of 94 diphthong errors. The words that were mispronounced are I and my.

From the data analysis, it was found that the errors occurred potentially because of the influence of the first language. The first possibility is the difference phonological system between Madurese as the first language and the English as the foreign language. The researcher has provided the complete explanation about the different way of pronouncing the consonant, vowel, and diphthong in English and Madurese.

The second cause of the error is the English knowledge of the students. It is because the limited knowledge of vocabulary. Therefore, the students often generalized in pronouncing

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the words. For example in the case of pronouncing the word *the*. The word *the* should be pronounced as /ði/ before a vowel. But the word *the* appears before the word *hottest* which start with consonant.

The errors in consonants, vowels and diphthongs are some errors that are deletion, addition or insertion, thrilling, consonant or vowel changes/ substitutions, aspirations, diphthongization and monophthongization.

This study addressed two research questions that need to be investigated. The first research question stressed out on the pronunciation errors and the second emphasized on the factors that cause the students produced the pronunciation errors.

For the first research question, this study focused on the pronunciation errors consisted of segmental and suprasegmental errors. It was categorized into vowels, consonants and diphthongs. For all the errors, the consonant errors dominated the number and percentage of other errors. The consonant errors most produced by the students in: /ʃ/, /tʃ/, /dʒ/, /r/, /z/, /θ/, ð/. The causes of the errors because those consonants do not exist in Madurese. The common errors of vowel produced by the students in: /i:/, /u:/, /æ/, /ə/ and /ʌ/. While in the diphthong, the pronunciation errors found in the: /aʊ/ and /ɔʊ/. From the result of this study, the writer also noted that the students pronunciation errors happened because of some factors: the first was the influence of their mother tongue that very strong with thick accent in /r/, /bh/, /ph/, /dh/ and /pp/.

The second was the different phonetic transcription between English and Madurese. In English some vowels can be sound as different vowels while in Madurese they pronounced the same with the written. The third was the unfamiliar words for them that rarely or never heard before. The fourth is the influence of the interlanguage and the intralanguage transfer.

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The interlanguage transfer can be influenced by the native language of the students, in this case Madurese language.

Another source of errors came from the intralanguage transfer can be influenced by the overgeneralizing the words stress that happened because of the insufficient knowledge of the participants and English word stress. For the time being, the effort to overcome the pronunciation errors in site of the students was still limited or it can be said that the students had lack motivation to learn pronunciation errors. This might be happen because they thought that pronunciation was not very important to be learnt. In site of the teacher, teaching pronunciation is still being neglected, the teacher focused only on grammar.

The practices to encourage the students to be more active to read any text was less to be done. The support from the institution as the take holder of teaching and learning also was rare to be done. The writer found that the students tried to do some efforts such as: asking to the teacher or friends, looking up the printed dictionary, even only some of them prepared themselves with printed dictionary. They opened their dictionary but they were confuse with the phonetic symbol how to read the correct words.

While the teacher, in the limitation of the time and insufficient strategies how to teach pronunciation, tended to skip the pronunciation target with the phonetic symbol provided in the end of each chapter in the students' book. The teacher did good efforts to teach the correct pronunciation by using the online dictionary but the limitation of the electricity in each class and the difficult preparation to use multimedia room became the next problem. In this case, high motivation and efforts both from students and teacher become the good trial to decrease the pronunciation errors. The supportive classroom, multimedia room and meaningful and fun teaching and learning process are very helpful to teach pronunciation.

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### 5.2 Suggestions

The suggestions in this study are addressed to English teachers in Madura, students and future researchers.

For the future researchers, this study needs a lot of improvements. This study needs a deeper analysis on the phonological aspects. The researcher does hope to other researcher that this study can give benefits for them as a guideline or reference to conduct many other studies in pronunciation errors. As the pronunciation test in this study was not tried out, it is recommended that a try out should be conducted for future research.

For English teachers in Madura, the researcher suggests that in pronouncing the English words they have to consider the good pronunciation, since different pronunciation will cause difference in meaning. This can be done by frequently listening to the original sound or pronunciation of the native speaker from offline dictionary as Cambridge Oxford Dictionary and imitate the correct pronunciation. This will not only improve the teacher's pronunciation but also give a good model to the students.

It is suggested that this study can be also applied in the teaching and learning process as reference for the teachers in mastering the basic knowledge in phonology. The teachers are able to develop material for the students based on the data analysis. It is suggested that teachers pay attention on the pronunciation errors that mostly occurred based on the study.

Therefore, teachers are recommended to apply the Audio-lingual Method, the Phonetic Method, pronunciation drills, Behaviorist Learning Theories (Sound Imitating), and Phonic-based Approaches to improve the students' pronunciation of the consonants and vowels sounds. They are recommended to implement the given methods to ensure that their students to pronounce the sounds correctly in order to avoid the intralingual errors caused by the interference of their L1.

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It is also suggested for English teacher to apply Audio-lingual method to improve the students' pronunciation. The Audio-lingual method is a style of teaching used in teaching English as a foreign language. The key of this method based on behaviorist theory that could be trained through a system of reinforcement. The focus on the correct model of a sentence and the students would have to repeat it. The teacher should present the new words for the students in order to drill the students to simply memorize them. The lessons are built on drill. Oral drills and pattern practice are suggested by Richard, J.C. et al. (1986) by repetition, inflection, replacement and restatement. Other suggestions can use phonetic method and drilling.

Madurese English teachers should know all aspects of English including accurate pronunciation. They are expected to continue learning to increase their capacity particularly in the crucial skills that the students need. Further study of English phonology is highly recommended for secondary school teachers. Besides, the teachers should learn to recognize interference and interlingual errors in the target language from L1 of the students, and be able to analyze the issues, and be competent to correct the errors and provide solutions for their students as to how to pronounce English words, phrases and sentences correctly.

Emphasizing the audio is one of the recommended suggestions for teacher to improve the students' pronunciation. By hearing the sound, articulation more accurate, with differentiation of sounds, memorization and internalization of proper auditory sounds. The possible materials that can be provided to improve pronunciation are: the new words, expressions or utterances that provided in the single word, phrase or sentence; words, phrase or sentence appear in dialogue.

After conducting the research of pronunciation errors, the writer may give some contribution to the teacher and students in teaching and learning English as a foreign language. The teacher and students should be aware with their English pronunciation. These

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suggestions may be considered as suitable strategies to overcome the students' pronunciation errors. The writer give it as follows:

### 1. Students

For the students, they should have high motivation to learn and pronounced the new vocabulary found in the reading text or other sourced. The students should pay more attention to the pronunciation practices. They can check the correct pronunciation from online or offline dictionary. The students also should read the words with correct phonetic transcription.

### 2. Teacher

The teacher should have good pronunciation because teacher is the good model pronunciation to their students. Each as the role model for their students' pronunciation should have sufficient knowledge in pronunciation and how to teach the correct pronunciation for the students.

From the previous studies that concerned with pronunciation errors, they provided some suggestions to overcome the students' pronunciation errors. In the context of this study that related to the Madurese participants, the writer suggests some strategies to overcome the students' pronunciation errors, such as: teach the vowels, consonants of with the phonetic symbol, in case of the limitation to do ths strategy, the teacher can use tongue twister to make the students clear with the articulation.

Next can be suggested to use Cambidge Oxford Dictionary to give the model pronunciation of UK and US but the teacher should be focused on US or UK only, in order to make their students will not be confuse with the different sound. But with the limitation of internet connection to use online dictionary, the teacher can use the offline dictionary by prepared the laptop with the dictionary.

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### **Recommendations for Further Studies on Pronunciation Errors**

This research is a first step towards describing and accounting for the pronunciation errors of vowel and consonants of a foreign language found in Madurese. Errors in realizing English vowels, intonation and stress are all important issues which need further research to fill out the Indonesian EFL picture. In term of depth, studies of EFL of Indonesians of various first languages using narrow phonetic transcription would shed mote light on pronunciation errors, and provide information that could be used for teaching strategies. For example, Madurese has an allophone of /s/ phonetically between /s/ and /θ/. In addition in the author's experience this sound can usefully be used as a starting-point to help taech English /θ/. In order to improve EFL pronunciation learning and teaching in Madurese that has strong accent, especially in pronouncing thick /r/. Investigating pronunciation errors might be very complex as proved that there were some studies have already done focused on pronunciation errors. The complexity of pronunciation errors can be caused fro many factors. The students as the object or participant in this study were the seventh grade stuents of a junior high school in Kamal which the first language is Madurese.

The participants were chosen only two classes, the 7 B and 7F. The 7 B represented female students while the 7 F represented the male students. The total number of the participants were 50 students. The recommendation for the furter study would be better to choose the nine grade of junior high school to measure their pronunciation. In that grade, hopefully the students would have the background knowledge to pronounce the words correctly.

This study was limited on the individual 30 words, 30 phrases and 30 sentences that contain vowels, consonants and diphthongs in it. It would be so much better for the further research that choose the words, phrases and sentences use in the context in a text or passage. This might be better for the students to be familiar with many words that found in the texts

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with various articulation of vowels, consonants and diphthongs. The students will also find the words that have almost the same sound. It will help students to be able to pronounce the different pronunciation. It also will be better to give students a minimal pairs of words. Even, pronunciation is one of the English component, it will be better for the next research that more focus on the vowels, consonants and word stress.

The next research hopefully will give more valuable and practical contribution for the students' pronunciation. The finding of the research will really help students and teacher to overcome the pronunciation errors. There will be many strategies to teach pronunciation for students, especially for junior high school students. It can be said that the teacher need more knowledge and ability as the role model of pronunciation for their students.

In the context of teaching pronunciation among Madurese students, hopefully the further research will be more focus not only for junior high school students but may be for children and adults. The number research of this pronunciation errors with many different level and background knowledge of the participants, but the research on pronunciation errors among Madurese speakers are quite difficult to be found.

This research hopefully can give meaningful contribution for teacher, students and institution generally not only for foreign teacher and students but also for Madurese speakers students and teachers. The next studies The appropriate strategies to overcome pronunciation errors would be more rich to help foreign English speakers to be more accurate and fluent in pronouncing the English words.

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