

CHAPTER 5

CONCLUSION AND SUGGESTION

The results of this study indicated that English pronunciation is troublesome for the participants. It was proven by percentage of those who produced pronunciation errors. For those reasons, a serious attention must be given since the participants were supposed to be a good model of English pronunciation for their students. The fact that studies on this field is relatively few has become another reason for further studies from a wide variety of perspectives and approaches conducted in the future.

Conclusion

This study addressed three research questions. The first question investigated pronunciation. The second research question was the sources of errors. Finally, the last question investigated efforts to overcome their difficulties in pronouncing English sounds.

For the first research question, this study revealed that pronunciation errors consisted of segmental and suprasegmental errors. The segmental errors were the consonants, vowels and diphthongs. Of all types of sounds, the consonant sounds received most errors. The consonant errors comprised the voiceless post-alveolar fricative /ʃ/, the voiceless dental fricative /θ/, the voiceless palate-alveolar /tʃ/, the voiced dental fricative /ð/, the voiced palatal-alveolar affricative /dʒ/, and the voiced alveolar fricative /z/. Meanwhile, errors on vowels consisted of three long vowels: /ɪ:/, /ʊ:/ and /ɔ:/ . For the diphthongs, errors occurred to sound /aʊ/ and /ɔʊ/. Furthermore, the errors on suprasegmental features errors were also revealed in this study. The errors happened

to the penultimate-stressed words and ultimate-stressed words. In these errors, the study found that there was a tendency done by the participants to shift the penultimate and ultimate words to the pre-antepenultimate syllable.

Besides those errors, this study also exposed the sources of errors. The phonological difference between English and Bahasa Indonesia was the cause of errors. Due to this difference, transfers took place and interlingual transfers mainly occurred in this study. The interlingual transfers related a lot with the influence of the participants' native language to the second language. The interference of their language was manifested by the substitutions the participants made in English sounds, i.e. for consonant sound, voiceless post-alveolar fricative /ʃ/ substituted with voiceless alveolar fricative /s/. The substitution of voiceless alveolar fricative /s/ reflected their native language. By using contrastive analysis, both sounds have the same environments: voicing and manner of articulation. Yet, the difference lies on its place of articulation. The substitution in segmental features covered sound replacement/change and monophthongization.

Not only interlingual transfers as the main source of errors, intralingual transfer also became another source of errors. This transfer did not reflect the participants' native language's influence, i.e., errors on word stress. Penultimate-stressed words and ultimate-stressed words were overgeneralized into pre-antepenultimate syllables. This overgeneralization occurred due to the insufficient knowledge of the participants on English word stress.

This present study revealed that there were three efforts that the participants did: consulting friends, looking up on printed dictionary, and checking from online dictionary on internet. They were all self-driven efforts and did the efforts only when they found difficulties on how to pronounce English sounds and the meaning of English

words. Though looking up on printed dictionary, the participants were unable to read the phonetic symbols in the dictionary. Furthermore, the fact they consulted the dictionary only when they found problems gave less exposure. Unfortunately, English pronunciation is a form of behavior and concepts/cognitive aspects. Due to this serious problem, therefore, self-driven efforts are not enough and should be more than the efforts as described above. Moreover, support from institution is important to upgrade their pronunciation skills.

Suggestion

Since the participants in this study are the model for their students, it is a must for them to be aware of their shortages on English pronunciation. Their responsibility to give the very basic of English, which is English sounds, has to be the main concern and becomes very crucial because they teach English sounds in the students' golden age. This means during this age the students are much easier to adapt and adopt English sounds from their teachers.

Several suggestions based on the findings of this study are given. First, because the errors were drawn by contrastive analysis, giving comparison and contrast of both English and Bahasa Indonesia seems appropriate to be applied. As revealed in the findings, one of the causes of the errors was their insufficient knowledge. For adult learners, showing them the similarities and differences of sounds between the two languages will help increase not only their awareness but also their knowledge on English sounds.

The increased awareness of the fact that both English and Bahasa Indonesia have similarities and differences should also be entailed with ample exposure of practices and drillings of English pronunciation. Minimal-pair drillings, for example,

can give them chances to know and practice the distinctive features of English sounds. This effort should be done regularly and frequently so that they can minimize the errors they make. In the long run, they are expected to be more confident and can be a good model of pronunciation for their students. Additionally, building the awareness of the importance of being a good model should also be continuously done.

Another suggestion to give is that the effort of improving their pronunciation should not be only self-driven. Support from the institution or foundation is inevitable. The support can be by giving them teacher professional development program. Some possible programs suggested are English phonetic trainings/short courses and English pronunciation workshops. This is very crucial to notice since the teachers are the front-liners and have a very big influence and responsibility in their students' English pronunciation. Since pronunciation is a form of behavior, consequently, continuous pronunciation trainings should be given.

Recommendation for Further Studies on Pronunciation Errors

Investigating pronunciation errors might be very complex since there are many factor involved causing them to appear. Many perspectives can be used to investigate pronunciation errors. This study was limited to the kindergarten teachers working for the same foundation. Though the foundation has some branches in Surabaya, Sidoarjo and Malang, the participants were still limited. In regard with that, the next study can widen the range of number of participants by having more than one foundation.

Through the way, better look and insights on general causes of errors can be revealed.

This study was also limited on the individual sounds/words of English. It would be so much recommended if further studies use words in contexts since individual sounds/words are different from sounds/words in contexts. This way can give more

range of sound errors and later the findings can be used for better focus of sounds which need serious attention. Since there are a lot of components in each segmental and suprasegmental features, the next study is also suggested to focus on one of the features of pronunciation, e.g: only on consonant sounds.

Furthermore, it would also be interesting for further studies to find out more on efforts which can give more significant impacts towards participants' pronunciation. The findings on options of efforts will be giving more chances for language learners in improving their pronunciations. The idea might be important since teaching and learning pronunciation is not an easy task. They involve sufficient knowledge and skills to have better English pronunciation.

Lastly, during the process of this study, sources of pronunciation references on adult learners were relatively limited. Many experts stated that pronunciation is neglected. As a result, number of studies on this domain was considerably few. Therefore, further studies are recommended to investigate more on pronunciation errors on adult learners and strategies in overcoming the errors. The results can contribute more references for others who want to conduct the same research.

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