

CHAPTER V

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To conclude this thesis, the writer summarized what has previously been discussed and she gave some suggestions to teach pronunciation English consonants.

1.1 Conclusion of the Findings.

The writer chose the subjects that had the same language background: they were considered as beginners because they have learned English for few months. The result of the analysis revealed that almost all of the subjects could not pronounce some English consonants in the initial, medial, final positions well.

The first part was voiceless consonants:

1. Apico post- alveolar affricates [tʃ].

The subjects failed in all positions as in the words 'chin', 'teacher', and 'much'.

2. Apico interdental fricative [θ].

The subjects failed in all positions as in the words 'thick', 'thank', 'nothing' and 'bath'.

3. Aspirated dorsovelar stop [k^h].

The subjects failed in the medial position as in the word 'cooking'.

4. Unaspirated dorsovelar stop [k].

The subjects failed in the final position as in the word 'mask'.

5. Unaspirated apico -alveolar stop [t].

The subject failed in the final position as in the word 'about'.

6. Unaspirated bilabial stop [p].

The subject failed in the final position as in the word 'shop'.

7. Aspirated bilabial stop [p^h].

The subjects failed in the initial position as in the word 'pet'.

The second part was voiced consonants:

1. Apico alveolar affricates [dʒ].

The subjects failed in the final position as in the word 'wage'.

2. Apico interdental fricative [θ].

The subjects failed in all positions as in the words 'than', 'mother', and 'with'.

3. Apico alveolar fricative [ʃ].

The subject failed in the initial position as in the word 'shop'.

4. Fronto palatal sibilant [ʒ].

The subjects failed in the medial and final positions as in the words 'vision'
And 'beige'.

5. Labio dental fricative [v].

The subjects failed in all positions as in the words 'vision', 'movie', and
'active'.

5.2 Suggestions.

According to Kenworthy (1987:1-2) parts of the role of the teacher is to help learners perceive sounds. The learners will have strong tendency to hear the sounds in English in terms of the sounds of their native language.

Teachers are responsible to solve the learners' problems to have correct pronunciation of English consonants. Here are some ways to overcome the problems which might be useful for the teachers:

1. Discriminating the voiced and voiceless sounds. Since voiced and voiceless sounds show different phonemes and they show grammatical consequences that is the different meaning; so it is important for learners to know it in order to get the meaning spoken by other learners. Secondly, voiced and voiceless sounds can form the allomorphs of affixes or suffixes. The teacher can do a demonstration during teaching aspiration by putting a piece of paper in front of his mouth, when he pronounces the aspirated consonant [p^h] the paper will move, then the students should do it too. Since the pronunciation of the words tend to change in the context, so the writer did not give the word chart in the context or in sentences.

2. Comparing the first language and the second language.

H.H Stern (1970: 57-58) summarized some common arguments that have cropped up to recommend a second language teaching method or procedure on the basis of first language acquisition:

- a During the language learning stage, a learner practices again and again like a small child learning his mother tongue so the learner must do it when he learns a foreign language.
- b Imitation is to teach pronunciation in learning target language, the learner must be a mimic and he imitates everything.
- c The natural order of to learn native language is to separate sounds, words, and then sentences. It is also can be done in learning a foreign language.
- d A learner must learn the skills in learning a foreign language that are the skill of listening then speaking practice. The learner should good motivation and strong willed in order to be able to speak English communicatively by practicing regularly, doing some drills, and having courage to communicate it.
- e The natural order language learning is listening, speaking, reading, and writing.
- f Translation is not needed to learn first and second language.

To end this thesis, the writer wants to emphasize that this thesis is only a little part of linguistic analysis. Still, there are many aspects of linguistics that can be analyzed such the English vowels, English suprasegmentals, English grammar, etc. The writer also gladly welcomes every suggestions or inputs from the readers, since this thesis is not perfect one.

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