

CHAPTER V

CONCLUSION

To conclude this thesis, the writer summarizes what has previously been discussed and give some suggestions to overcome the interference of L1 to the L2.

5.1. Summary

The result of the analysis proves that there is a big influence of the subject's mother tongue to her target language. Because Chinese consonants have a big difference with the English consonants, it causes a big errors too as we have seen in the chapter four. Although the subject has learned English since her childhood, it cannot be a guarantee for her to be perfect in English pronunciation. There should be some negative influences from her environment also in the process of the English pronunciation acquisition.

As we can see there are four types of errors that the subject made, they are addition, misformation, misordering, and mixed type of errors. The biggest number of error was misformation. It means that Chinese has a tendency to substitute one or more than one consonant when pronouncing the English words. This problem is a serious problem for the Chinese who want to learn English pronunciation. However, we cannot judge that all Chinese have the same tendency in learning the English consonants.

Based on the data, we can find that the subject tends to substitute the unavailable sounds in her mother tongue with the nearest phonemically similar sounds in her L1. Here the nearest phonemically similar sounds mean the sounds which are in the same type, for example the misformation of [d] becomes [t], both sounds are in the same type but, [d] is voiced and [t] is voiceless. So, the nearest phonemically similar sound means the voiceless stop sounds or voiceless aspirated sound because sometimes the subject substitutes [d] with [t^h] in the initial and medial position.

And for addition error, we can see that the subject made some errors in the environment of consonant cluster [nt]. Because there is no consonant cluster [nt] in Chinese, so the subject got difficulty in pronouncing it that she added [s] after the consonant cluster [nt] unintentionally. Chinese does not have consonant clusters, so sometimes Chinese make some errors in pronouncing English words using consonant clusters.

In misordering errors, the subject also made errors in the environment of consonant cluster. Here, she just made one error which is in the environment of consonant cluster [st]. However, in mixed type of error, the subject also made misordering error too which is on the word 'only'. The subject pronounced it as [oliŋ] instead of [ounli].

5.2. Suggestions

It is not easy to be good in English pronunciation especially in acquiring the English consonants. The subject needs to practice and practice again through listening to the recording of pronunciation of English consonants then imitates it until her pronunciation is good. Then she should practice again through reading some English short texts. One important thing that needs to be remembered is that in acquiring the English pronunciation, we should not be a native speaker, but it is a must to be a standard English speaker.

The writer hopes the English Department can be aware to this problem. Undeniably, there could be Chinese students who want to study in the English Department of Widya Mandala Catholic University next time. The writer suggests that English Department should prepare some materials for helping the Chinese to study English pronunciation especially for the Chinese consonants. Here, the lecturers can help the Chinese students through doing listening and imitating the recording of English words or texts then she/he should try to read some English texts also.

To end this thesis, the writer would like to say that this thesis is just a little part of linguistic analysis. Still, there are many other aspects of linguistics that can be observed such as English vowels, English grammar, and so on. The writer welcomes inputs and suggestions from the reader about this thesis since this thesis is not a perfect one. The writer hopes that the next researcher should master Chinese, besides she or he should know phonology more, then there should be more respondents, and

also there should be more Chinese library resources so that the researcher does not rely too much on Wikipedia only.



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