CHAPTER V

CONCLUSION AND SUGGESTION

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As the conclusion of this study, the writer would like to summarize everything discussed in the previous chapters. Then, she would like to give some suggestions on how to improve the pronunciation of the students.

5.1 Summary

Being interested in the students' errors in pronouncing the English words, the writer decided to make a research on the errors made by the sixth-semester students of English Department of Widya Mandala Catholic University Surabaya. This study is used to see the phonological problems faced by the students and also to describe the way to improve the students' speech.

This study used the theory of error analysis to obtain the data and to analyze the students' errors. For the classification of errors the writer used Daniel Jones, Morton J. Morgan and Helene H. Wong; namely An Outline of English Phonetics and A Manual for Speech Improvement which can be applied in classifying the errors in pronouncing English words.

By recording the presentation done by the students, the writer got the data needed. Then, she noted down the recording, analyzed the errors, classified them according to their types, tried to find out the causes and the remedy.

Among those errors, the most frequent errors made by the students are the mispronunciation of the central mid lax unround vowel. It is because of the lack of knowledge of the voice-pitch. The second is the aspirated phonemes. In IOS, there are no aspirated phonemes. Therefore, the students have difficulties in pronouncing the aspirated ones, such as the phoneme [p]. The other frequent errors are the front high tense unround vowel. This error occurs because there are no long vowels in IOS. Not surprising if the students pronounce the back high and mid tense round vowels incorrectly, even the amount of them is small. Dental fricative and palato-alveolar affricate are the consonants that are often mispronounced by the students because they do not exist in IOS. Sometimes, the students missed in pronouncing the diphthongs because of the influence of the characteristic of IOS--one symbol represents one sound. Clusters are often broken up with a weak vowel in between or to neglect to pronounce the last consonant.

Through her whole research, the writer has been pointing out the students' bad pronunciation is caused by the interference of the native language. The interference has been made possible by the fact that two languages have a completely different system of sound. As a consequence, it leads to the serious problems for the students.

5.2 Suggestions

After the writer knew the kinds of errors the students made, the writer would like to give suggestions on how to improve the pronunciation. For the students, first of all, they should know the speech mechanism, especially the arch of tongue for

every new phoneme. Then, try to find out the sound of each phoneme through the cassettes of the recording of the native speakers as much as possible. After knowing the sound, it should be drilled with their book open because the written words strengthen the oral version and avoid any lack of short term memory. Learn the pronunciation of the minimal pairs and try to get the difference in the sounds. Do not be lazy to practice the pronunciation of new words that you meet. If the learners like watching television, they should use their hobby to help them in pronouncing their speech. They can watch western film through VCD or laser disc.

For the EFL teachers, they should know or be able to predict what sounds may cause a problem for the student and what sounds do not. They should drill the students regularly on those problem sounds, so that they can produce those sounds as closely as a native speaker produces them. A teacher should also be able to predict which sounds of both his students' native language and the English language. As Christina Bratt Paulston and Mary Newton Bruders (1976:97) say, "the most common technique for aural discrimination is the use of contrast, either with a similar sound in the native language or of two sounds in the target language." From this comparison, he can select which problem has to be taught first or what sounds come later. By listening to a language, one may learn unconsciously its pronunciation that is without any effort. However, listening and repeating are not enough. Learners should be taught how to produce these sounds, and because of this reason, it is advisable for every English teacher to have the knowledge about the production of the English sounds.

Finally since this study is a case study, the writer does not intend to claim that the findings of this study –i.e. the errors in pronouncing the English words made by the sixth-semester students of English Department of Widya Mandala Catholic University Surabaya are typical to the students of all universities in Indonesia.

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