CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is divided into two main parts: conclusion and suggestions.

5.1   Conclusion

After conducting the research, the writer found out that the research subjects made errors in pronouncing the English voiceless palatal fricative consonant which show that there were problems encountered by the eighth semester students of the English Department at a private university in East Java in pronouncing the English voiceless palatal fricative consonant. However, the finding also shows that these problems happen not because they cannot pronounce the [ʃ] sound correctly, but rather because they are careless or unaware of how to pronounce the words correctly. In other cases, the subjects also want to lessen the pronunciation burden especially in pronouncing the cluster with [ʃ].

From 1130 target words containing voiceless palatal fricative both in the individual sound and cluster, the total number of errors in the individual sound is 248 out of the 790 targeted words. While in the cluster with [ʃ], the total number of errors is 141 out of the 340 targeted words.

The problems they encountered, starting from the most to the least, were the problem with the (1) place of articulation in which the subjects changed the voiceless palatal fricative sound into voiceless alveolar

fricative sound [s], (2) cluster with [ʃ] at the final position, (3) cluster with

[ʃ] at the initial position, (4) manner of articulation in which the subjects

changed the voiceless palatal fricative sound into voiceless palatal

affricates sound [ʧ], (5) miscellaneous error in the individual [ʃ], (6)

voicing in which the subjects changed the voiceless palatal fricative sound

into voiced palatal fricative sound [ʒ], (7) place of articulation and manner

of articulation in which the subjects changed the voiceless palatal fricative

sound into voiceless velar stops sound [k], and (8)miscellaneous error in

cluster with [ʃ].

In the miscellaneous error in the individual [ʃ] and in cluster with [ʃ],

the research subjects changed the target words into another sound having a

different meaning.

5.2 Suggestions

After concluding the results of the study, the writer would like to give

some suggestions as follow:

a. For the English Department

They should provide a pronunciation course to accommodate students'

need for correct pronunciation of English sounds. The pronunciation

lecturers can identify the problems the students encounter and prepare a

lot of exercises for the students to overcome these problems.

b. For the lecturers of the English department

They should teach their students how to pronounce the English sounds correctly, especially the English voiceless palatal fricative consonant in individual sound and cluster. In order to teach them how to pronounce the sound correctly, they can use pictures of the facial diagram or other media.

c. For students of the English Department

They should be more aware of their pronunciation skills and they should always have a motivation to improve their skills in pronouncing English sounds. Besides learning in the classroom, the writer also suggests that students should do self-study outside the classroom.

d. For the further researchers

Future researchers are expected to extend the research by researching other English sounds that potentially cause problems to Indonesian learners.

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