

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter the researcher presents about the conclusion and suggestion. The conclusion and suggestion are created based on the result of the study. The conclusion is considered from the data analysis and the suggestion is given for the teacher and the students.

#### **A. Conclusion.**

The objective in this study was to know what kind of phonological interference playing in the English pronunciation of the students of SD Plus Rahmat Kota Kediri. To gain the description of the research problem, the researcher conducts research and finally gets description of the interference which comes from Indonesian language system on segmental and suprasegmental aspect as follow.

#### **1. Segmental aspect**

On segmental aspect the researcher get description from the research if there are 11 interferences from first language (Indonesia) to English as foreign language which have effect on vowel and diphthong pronunciation to the students. They are:

- a. The interference of sound [ʌ] in Indonesian vowel and consonant system into the pronunciation of [ɔ:] in English
- b. The interference of sound [ʌ] in Indonesian vowel and consonant system into the pronunciation of [æ] in English
- c. The interference of sound [i] in Indonesian vowel and consonant system into the pronunciation of [ai] in English
- d. The interference of sound [o] in Indonesian vowel and consonant system into the pronunciation of [ou] in English
- e. The interference of sound [e] in Indonesian vowel and consonant system into the pronunciation of [i:] in English
- f. The interference of sound [e] in Indonesian vowel and consonant system into the pronunciation of [i] in English
- g. The interference of sound [i] in Indonesian vowel and consonant system into the pronunciation of [iə] in English
- h. The interference of sound [ʌ] in Indonesian vowel and consonant system into the pronunciation of [ei] in English
- i. The interference of sound [ʌ] in Indonesian vowel and consonant system into the pronunciation of [ʊ] in English
- j. The interference of sound [ʊ] in Indonesian vowel and consonant system into the pronunciation of [u:] in English
- k. The interference of sound [i] in Indonesian vowel and consonant system into the pronunciation of [i:] in English

While in the interference from first language which have effect on consonant pronunciation there are 8 interferences as describe below:

- a. The interference of sound [k] in Indonesian consonant system into the pronunciation of [tʃ] in English
- b. The interference of sound [t] in Indonesian consonant system into the pronunciation of [θ] in English
- c. The interference of sound [t] in Indonesian consonant system into the pronunciation of [θ] in English
- d. The interference of sound [d] in Indonesian consonant system into the pronunciation of [ð] in English
- e. The interference of the use of plural and singular form in Indonesian system into the pronunciation of plural and singular form [s] in English
- f. The interference of sound [t] in Indonesian consonant system into the pronunciation of [g] in English
- g. The interference of sound [s] in Indonesian consonant system into the additional pronunciation of [s] in English
- h. The interference of sound [r] in Indonesian consonant system into the additional pronunciation of [r] in English.

## **2. Suprasegmental aspect**

On suprasegmental aspect, the researcher find 20 word stress which seems misplaced, they are:

- a. Misplaced of word stress on the word [farv] into [farv]( do not put stress anywhere)
- b. Misplaced of word stress on the word [wi:k] becomes longer and slow pitches of [i:]
- c. Misplaced of word stress on the word [kæmp|saɪt] becomes [kæmp|saɪt]
- d. Misplaced of word stress on the word [θri:] becomes short [θrɪ]
- e. Misplaced of word stress on the word [hoʊm] becomes longer [hoʊm]
- f. Misplaced of the stressing word [fraɪ|deɪ] becomes [fraɪ|deɪ]
- g. Misplaced of the stressing word [sʌn|deɪ] becomes [sʌn|deɪ]
- h. Misplaced of the stressing word [stju|də nt] becomes [stju|də nt]
- i. Misplaced of the stressing word on [mem|bər] becomes [mem|bər]
- j. Misplaced of the stressing word on [pri|peər] becomes [pri|peər]
- k. Misplaced of the stressing word on [a:f.tə|nu:n] becomes [a:f.tə'nu:n]
- l. Misplaced of the stressing word on [bʊn|faɪər] becomes [bʊn|faɪər]
- m. Misplaced of the stressing word on [goʊ] becomes short.slow pitch of [goʊ]
- n. Misplaced of the stressing word on [nekst] becomes unclear and short [e]

- o. Misplaced of the stressing word on *Stay* [steɪ] becomes longer [ e ] after omitting the sound of [ ɪ ].
- p. Misplaced of the stressing word on *Leave* [li:v] becomes short [ i ].
- q. Misplaced of the stressing word on *Eight* [eɪt] becomes lengthen the vowel of [eɪ]
- r. Misplaced of the stressing word on *March* [mɑ:rtʃ]. shorten the sound of [ɑ:] becomes [mɑrtʃ].
- s. Misplaced of the stressing word on *Track* [ træk ] lengthen [æ] sound. becomes [ træ:k ]
- t. Misplaced of the stressing word on *Fun* [ʌ] longer than what it should be. So the pronunciation of *fun* becomes [fʌ:n] rather than [fʌn]

#### **B. Suggestion**

This research is far from perfectness, by the result of this research, the researcher hopes

##### 1. For the English teacher

By knowing the result of this study, the researcher hope that the result of the study will be useful for the teacher to take aware of phonological interference that caused by the use of their first language. By knowing kind of phonological interference that utters by the students, the researcher does hope it will encourage them to find the easy way to accomplish their teaching objective furthermore the teacher will able to



select appropriate technique in teaching speaking so that the pronunciation of the students is understandable.

2. For the students

The result of this study hopefully can increase and remake the students understanding of how to speak English correctly by paying more attention to the real phonological English should be without any interference from their first language or other.

3. For the next researcher

This study about phonological interference is still incomplete because the other part of suprasegmental aspects such as of intonation and rhyme were not included on this research. So the researcher hopes to the next researcher to continue it.