

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion is derived from the analysis of the data which is discussed previously. The suggestion is presented to improve the study of English, particularly for those who are interested in conducting a research about pronunciation.

A. Conclusion

The conclusion is stated based on description in research findings and discussion in the previous chapter. It is also stated to answer the research problem in chapter 1. The conclusion is as follows:

1. According to the result of the test of English vowel sounds. It shows that there are six English vowels which were mispronounced by Javanese students. They are:[u:], [ə], [ɜ:], [ɔ:], [æ], [ɑ:] and [ɒ]. However, only three out of six vowels which are indicated to be interfered by Javanese. They are:[æ], [ɑ:] and [ɒ]. These English vowels are interfered by Javanese vowels [e], [a] and [u].
2. According to the result of the test of English consonant sounds. It shows that there are sixteen English consonant sounds which were mispronounced by Javanese students. They are:[p], [b], [t], [d], [k],

[g], [tʃ], [dʒ], [f], [v], [θ], [ð], [z], [ʃ], [ʒ] and [ŋ]. However, not all the consonants mispronounced because of the interference of Javanese consonants. Three out of sixteen consonant sounds were not interfered by Javanese. They are: [dʒ], [f] and [z]. While the other thirteen consonants were interfered by Javanese. They are: [p^h], [b], [t^h], [d], [k^h], [g], [tʃ], [v], [θ], [ð], [ʃ], [ʒ] and [ŋ]. Furthermore, Javanese consonant sounds which gave interference in producing English consonants are: [p], [b^h], [t], [d], [k], [g^h], [c], [f], [t], [s] and [n].

3. In addition, the researcher found 4 major causes beside the interference of Javanese vowels and consonants which lead the students' mispronunciation in pronouncing English words.
 - a. Borrowing. Some students pronounced the word which is similar to the word in their language. For example, the word 'cassette' in English is 'kaset' in Indonesia and Javanese.
 - b. Overgeneralization. The students pronounced the word based on the letter which exists in that word. For example the letter 'g' in final position of the word 'garage' should be pronounced as [ʒ] yet the student pronounced it the same as the letter [g].
 - c. Deletion. Many students deleted the sound that actually should be pronounced. As in the word 'pink' they deleted the sound [k] so it pronounced as /piŋ/ not /piŋk/.

- d. Devoicing. The students incorrectly produced certain consonants voiced sound or vice versa. For example, they produce the sound [z] as [s] or vice versa.

B. Suggestion

After conducting this research, several suggestions could be recommended by the researcher. The first suggestion is addressed to the next researcher who are going to conduct a research about linguistics especially phonology. The present researcher hopes that the next researcher can conduct a research related to the interference of Javanese in in pronunciation of English diphthongs in segmental aspects and also the interference of Javanese in suprasegmental phonetic features including stress, intonation and rhythm.

The second suggestion is addressed to the students in English Department of IAIN Kediri. The researcher hopes that by reading this thesis the students can be more aware of pronouncing a word because pronunciation plays an important aspect in speaking English, because if mispronunciation happened it could lead to a misunderstanding. Thus, learning pronunciation is important even the goal of speaking is to deliver the meaning from the speaker to the hearer but as the students of English department we are expected to have a good pronunciation since we will be a teacher and later on our students will copy what we are saying. Therefore having a good pronunciation is important.

The last suggestion is addressed to the lecturers, in order to make the students have a better pronunciation, the lecturers are expected to watch and correct the students' pronunciation during lecturing. The lecturers are also expected to give more explanation about phonology so that the students could understand and become more aware in pronouncing the words in English.

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