CHAPTER V

CONCLUSION AND SUGGESTION

This chapter reviews the previous chapter, especially the findings and discussion. This chapter aims to provide conclusion of the research and suggestion for English teacher and prospective English teacher as well as suggestion to further researchers in the same field.

5.1 Conclusion

From the findings and analysis it was found out that first, the students had pronunciation difficulties in pronouncing dipthong sound observed in this study. Since they were difficult to pronounce those particular sounds, they tended to make deviation such as substituted the difficult sounds with the closest voicing and eliminated the sounds that occurred in the pronunciations of /eɔ /, /ɪə/, and /ʊə/. Additionally, the phonological errors could be found in all of three positions of occurrence; initial, medial, and final. Yet, it should also be noticed that although they made those phonological errors, they still managed to pronounce some of the words correctly every now and then. They made eleven kinds of deviations in all. The eleven kinds of deviation included the substitution of /eə/ was replaced with /ai/, /e/, and /eə/ sound was eliminated. They made four kinds of deviation, those are /ɪə/ was replaced with /ia/, /er/, /ie/, and /ir/ sound was eliminated. And the last, they made four kinds of deviation, those are /ʊə/ was replaced with /ur/, /om/, /ow/, and /wa/ sound was eliminated. Hence, it can be concluded that / eə /, / ɪə /, and / ʊə / named as centering diphthong sounds create

many deviations produced by the students as the representation of their difficulty in pronouncing English diphthong sounds if compared to the other three diphthong sounds observed.

From the findings we can also conclude that the students' difficulties in pronouncing centering diphthong sounds has its factors affects, as it shown in the findings of interview section. There were five factors affect students' pronunciation difficulties; those are L1 interference, amount of language learning, English habits, phonological background knowledge, and motivation. First language interference had become the most affecting factor since they interfer their mother tongue when they tried to produce the sounds in the target language that is, English. Based on the investigation, students explained that the difference between Indonesian and English leads them to be confused. L1 interference can be seen from the cultural background of the students.since their mother tongue is Indonesian and it is different in English culture. The next factor found out was amount of language learning. Some students reported that they just learned English in the recent year. This short term learning unconsciously affects to their pronunciation achievement since they did not accustomed yet in English. English habits also determine how they acquire the target language, especially pronunciation skill. The more they are accustomed with English habits in their daily life, better language achievement they will get, especially the pronunciation achievement of the target language. The next was phonological background knowledge. Regarding to the investigation of this study, the researcher found that all of the five students were not even understand about the aspect of English phonological system since it is different to Indonesian. Their inexperience of

phonetic symbol leads them into pronunciation difficulties. The last factor was student's motivation. This matter happened when the students do not have any efforts to fix their mistake in pronouncing English words. If someone wants to be success but there is no motivation from them, so they will not be successful.

5.2 Suggestion

Regarding to the students' difficulties in English pronunciation especially in centering dipthong sounds, the researcher suggest to every EFL teacher in Indonesia to accustom his/her the students with such kind of English phonological features since they are totally different to Indonesian phonological system. They would have difficulties if they have no guidance in pronunciation, furthermore they would have their own style pronunciation in producing English sounds. Hence, the teachers suggested to teach pronunciation as well as the four major skill of English; reading, speaking, listening, and writing. Absolutely, EFL teacher should have a good comprehension about pronunciation and the correct ones. It will lead into crucial impact if they are taught with the wrong one. Additionally, related to the findings gathered in this study, EFL teachers have to consider to the factors affects students' pronunciation difficulties when teaching pronunciation to his/her students.

With the respect to the limitation of time and capability, this research still can be developed. This study just involved with pronunciation test and face to face interview. The researcher also suggested to the further researcher who will conduct the research in the same field. The suggestion is related with the participants involved in the study. This study involved only five participants with

different grades. Hopefully, the further researcher would involve more participants in a wider range.

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APPENDICES

Interview Protocol

1. Do you like English? Why?
2. What do you think about English, is it difficult? If yes, why?
3. What is your daily language?
4. Have you ever taken English course before?
5. In what age do you learn English at the first time? Or what grade?
6. If you find it difficult to pronounce English words, what will you do?
7. Have you ever seen symbols included in English dictionary? What is that? What is the function? If yes, do you know how to pronounce it?
8. Do you like watching English movie? What language do you use as the subtitle?
9. Do you like listening to English songs?
10. Do you like English articles or English poems or another English literacy?
11. How often do you do those things?
12. What do you think about the words given in the test, are they difficult?
13. What do you think, what makes it difficult to pronounce?
14. Does your mood influnce your pronounciation?

Test Item

Read the words loudly and clearly.

1. Ear
2. Ursprache
3. Oom
4. Urdu
5. Allowance
6. Cowardly
7. Rowan
8. Ensure
9. Procure
10. Overture
11. Reindeer
12. Desire
13. Bonfire
14. Glacially
15. Trialist
16. Varietal
17. Earpiece
18. Adriamycin
19. Eardrum
20. Mohair
21. Impair
22. Necessaire
23. Share
24. Therefore
25. Hairshirt
26. Heir
27. Aircraft