

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this study. The conclusions are drawn from the findings and discussions that have been discussed from the previous chapter of this study. It also offers some recommendations for teachers, students, and researchers who have willingness to conduct further study related to this topic.

5.1 Conclusions

This study aims to discover the pronunciation errors performed by Sundanese learners at the department of English education. The study merely focuses on segmental errors of fricative sounds of English that do not exist in Sundanese phonetic system. Further, it also aims to analyze the types of errors that were performed by the participants.

Overall, from the 138 words being tested, 70 words were mispronounced. It is about 51% words were pronounced differently compared with phonetic transcription from dictionary. This means, the participants mispronounced more than a half of the tested words incorrectly. In general, the total errors were found in pronouncing sound /f/ is 18%, sound /v/ is 92%, sound /θ/ is 42%, sound /ð/ is 50%, sound /j/ is 38%, and sound /z/ is 61%.

From the findings that have been discussed, it can be concluded that the category of errors performed by the participants can be classified into three types of pronunciation errors. Since the focus of the research is only on fricative sounds of English that do not exist in Sundanese, the majority of pronunciation errors is type 3, the sound is alien. Those kind of errors occurred as much as 91.8%. The second error appeared is pronunciation errors type 1, the difference in pronunciation of the letter sound 5.7%, and 2.8% of the errors is pronunciation error type 7, students do not expect sound to change.

As stated earlier, the second type of errors occurred during reading aloud is pronunciation error type 1, namely the difference in pronunciation of the letter sound. Celce, Brinton, & Goodwin (2008) exemplify some letters that might be pronounced as sound /ʃ/. It has been mentioned that some words like ‘sugar’ and ‘ocean’ were pronounced as /'sʊgə/ and /'əʊzən/ instead of /'ʃʊgə/ and /'əʊʃn/. This might be caused by participants who do not know that letter ‘c’, ‘t’, ‘s’, ‘sh’, and ‘ch’ can also be pronounced as /ʃ/ (Celce, Brinton, & Goodwin, 2008)..

This kind of errors also happened in ‘genre’ and ‘beige’. Mostly the participants pronounced them by using /dʒ/. Letter ‘g’ also represents sound /dʒ/ in words of French origin, such as in ‘beige’, ‘rouge’, ‘loge’, and ‘luge’. Another letter that represents sound / dʒ/ is letter ‘s’. This occurs in word-medial ‘s’ after a vowel letter and before an unstressed ‘u’ vowel or an iV sequence such as in ‘measure’, ‘leisure’, and ‘vision’.

The last type of errors performed by the participants is the pronunciation type 7, namely the students do not expect sound to change. There was 2.8% of this errors occurred. As mentioned before, this kind of errors might be caused by the difference in pronunciation of letter sounds between native language and target language. Participants tend to pronounce the English words based on the letter constituting the words (Sanusi, 2010). The example of this error as mentioned earlier as in ‘disclosure’. The participants mostly pronounced the words by using /ʃ/ as in ‘sure’. Meanwhile this word should be pronounced as/ dɪs'klɒʒə /. Therefore, this kind of errors can be categorizes as pronunciation type 7.

5.2 Recommendations

Based on the findings, discussions, and conclusions of the research result, some recommendations for teachers, students, and further research regarding to this topic are offered.

Firstly, for the teachers, after knowing learners errors in pronunciation, it is suggested that teachers or instructors pay more attention to those particular sounds without taking aside other sounds. Teachers play significant roles in helping learners with errors that might be produced. It is in line with Allwright (1993) who suggests that teachers have a duty to adjust their treatment of any error to the need of moment. It is also important for teachers to give a good example of pronunciation since learners might get the most exposure to particular language from the teachers' example. Touchie (1986) also offers several error treatments which is related with this study. They are correcting error which is affecting intelligibility that interferes with the general meaning and understandability of utterance; the highest frequent errors should be corrected more often than less frequent errors; and errors relevant to a pedagogical focus should receive more attention from the teacher than other errors.

Secondly, for the learners themselves, as regards to the findings, the learners might have a picture of what difficulty that they might face in acquiring pronunciation especially in individual sounds. By knowing this, it is hoped that the learners might do some individual exercises in order to improve their pronunciation.

Lastly, for further researchers, this study focuses on fricative sounds that do not exist in Sundanese. It mainly focuses on individual sounds produced by learners. It is suggested that further research should focus not only on individual sounds or segmental aspect but also in suprasegmental aspects such as stress and intonation. The reason is suprasegmental errors also contribute to the notion of intelligibility.