

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter draws conclusions related to the findings. Also, this chapter presents some suggestions that might be useful for future research related to pronunciation.

#### **5.1 Conclusions**

The results of this study are expected to elaborate the types and frequency of errors that committed by students from English Education Study Programme in pronunciation. By collecting, analysing and interpreting the data from 15 students regarding their pronunciation issues. This research presented different types and numbers of errors made by the students in the fourth semester of English department which indicates there some unintelligible speech and different pronunciation with the standard pronunciation. The results of the analysis showed that there were four most common pronunciation types of errors produced by the students in the segmental and suprasegmental aspects: consonants, vowels, diphthongs and word stress misplacement. The causes of their errors were their incomplete knowledge about phonetics and phonology, and how the sounds are produced in English. Moreover, in their speaking performance, the sound substitution were occurred due to L1 interference (Abayazeed & Abdalla, 2016; Styvant, Arasuli, & Afriazi, 2019). The awareness of the targeted pronunciation has also been observed as the causes of their errors due to the context where the students performed speaking while recording the video, so the focus were divided into two side. This study highlights on the English department students and hoped can be regarded as input for the betterment of future pronunciation instruction.

#### **5.2 Pedagogical Implications**

Pronunciation skill is an important skill that need to be acquired by language learners. Hence, the language learners need to master the skill in the same way as they master the other skill in English. Studying the student's pronunciation profile enables teachers to have a better understanding of the areas where students face the most difficulties while delivering a speech. Furthermore, the teacher will utilise pedagogical tools to achieve the goal in teaching pronunciation in EFL context.

In teaching pronunciation, the teacher should have an insight about how to produce the sound. The teacher needs to be understood when delivering the message. Speech intelligibility need to be enhanced both in teaching or communicating because the student or the interlocutor will receive all the information from the speakers. The more intelligible pronunciation, the more information will be received.

Generally, teachers can take a World Englishes approach in their teaching by plurarising students' perception. This can be accomplished by accepting cultural, rhetorical, and stylistic variations as well as by treating the students fairly when they use different English varieties in the classroom.

### **5.3 Limitations**

This research focuses on the students' pronunciation profiles focusing on the segmental and suprasegmental features analysed and identified by detecting which sounds are difficult to produce. The participants of this research were limited to the fourth-semester students of the English Education Study Programme who took Speaking in Academic Purposes class in the academic year 2019/2020. The data were analysed by referring to Cambridge Advanced Learner's Dictionary 4<sup>th</sup> Edition.

### **5.4 Suggestions**

Based on the research findings, some suggestions are formulated in the following paragraph. Specifically, the suggestions are intended for three main parties. Those are for English teachers, students who learn English or English department students, and the next researchers.

For English teachers, teachers should optimise their teaching in pronunciation, especially teaching English sound systems. More practices and drills should be given to the students to minimise their problems in pronouncing the words and increase awareness of the proper pronunciation. Also, the teachers should supervise and rectify the students' pronunciation during learning activities or when they are speaking. Thus, they will be accustomed to speak with the correct pronunciation.

For the student, they should practise more seriously in pronunciation, especially in producing the segment sounds and word stress. They should be aware

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of their pronunciation of certain words to assist their speaking skills with a proper pronunciation. Even though speaking aims to deliver the meaning without concerning pronunciation, they are still expected to have good, proper, and intelligible pronunciation since they are students of the English Education Department and will become a role model for their students in their future careers.

The last, this research suggests for the next researchers to investigate the English pronunciation variety based on the influence of Indonesian cultures and dialects. Also, future research can take the form of experimental design or classroom action research. This research is also expected to be helpful for the readers and especially for English Department students to learn, practise, and be aware of the pronunciation, especially for communication purposes.

