

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

In this chapter, the first section presents the conclusion of this study based on the findings and the discussion. The variations on the phonological errors and their characteristics as well as the causes were re-emphasized. The second section unpacks some recommendations for future research in the field of psycholinguistics.

5.1 Conclusion

This study aims to examine the phonological errors, characteristics, and causes in a person who stuttered. This study addressed three questions: (1) *What kind of phonological errors are produced by the participant in pronouncing the lexical items?* (2) *What kind of phonological characteristics appears in the participant's speech?* (3) *What factors caused the phonological errors made by the participant as manifested in the data?* Answering the first research question, this study finds that phonological errors that appeared on the participant's speech were mostly in feature substitution errors with 21 cases out of 45 or approximately 47 %. Meanwhile, 25% of the errors were anticipation errors as many as 11 cases out of 45. The rest 16% were preservation errors with 7 cases out of 45. The lowest are in sound-exchange errors and metathesis errors with 4 cases (8%) and 2 cases (4%). Based on the data, feature substitution errors appear because the speaker failed to control the air stream from the lung. Given the fact that the speaker was a stuttered person making the mistakes occurred easily as he cannot control the pace of his speech, that sometimes the speaker pauses abruptly or having heavy breath as he is talking. On the other hand, the anticipation and preservation errors are appeared because of two main reasons, those are: (1) The brain failed to activate the target word, and (2) The brain failed to inhibit the error word. In the condition of failed to activate word the target word or the consonants or vowels were given a little activation that makes the occurrence seems distracted. As a consequence, the brain will replace the error words or consonants, or vowels with the previous or later segments. Further, in sound exchange errors, the sounds switched affected the whole words that not only change the structure or the phonetic strain but also the

meaning of the words. While in metathesis error, the errors have usually involved the process of switching the order or transposition the order of the consonants or vowels. The errors usually appear when a speaker needs or tries to produce words that are unfamiliar or other than his/her mother tongue.

Regarding the characteristics of the errors, in most of the cases, the errors appeared as substitution errors, with 93% of the cases which are 42 cases out of 45. Meanwhile, the rest of 7% which is 3 out of 45 cases of the errors were in addition errors. In the substitution errors, the errors involved the exchange between consonants to consonants or vowels to vowels. The exchange also can go from voiced to voiceless or vice versa. Moreover, both in substitution errors and addition errors, the errors are mostly based on phonological similarity or based on a similar linguistics environment. Further, to answer the third question about the cause of the phonological errors that appeared in the participant's speech assessed from the communication strategy. The result shows that the cause of the phonological errors in the participant's speech is mostly appeared because of the cognitive and personality styles with (90%). Prefabricated patterns, code-switching, and avoidance are also giving a contribute to the cause of phonological errors in the participant's speech. Again, given the fact the participant is a stuttered person caused a bigger possibility of creating more errors.

In conclusion, the cognitive and personality styles do affect the phonological errors that appeared in the participant's speech. Different variations of phonological errors had their own characteristics as explained in the paragraph above. Moreover, it is also important for the speaker to pay attention to the grammatical rules since it affects the comprehension process to the listener. The speaker's lack of awareness of grammatical rules is fatal, in the sense that some of his utterances have no significant meaning and some of the structures are somehow hard to understand.

5.2 Implication

The findings of the study are expected to help a person who stuttered to be able to create better sentences to communicate smoothly in society. By understanding the phonological errors that appeared in the participant's speech, hopefully, other stuttered persons will try to avoid the same mistake to occur in

their speech. The data also can use by the therapist who is trying to help a person who stuttered to reduce the stuttering symptom. Further, it also suggests for the students to improve their knowledge, especially in the psycholinguistic field.

5.3 Recommendation

There are several suggestions that can be drawn from this study for further research related to phonological errors in stuttering. First, regarding the scope of the data, it might be worthwhile to conduct another study with a larger corpus. It is because the low data of this study may be biased in representing a certain characteristic of phonological errors in a stuttered person. By extending the corpus, it can be used to uncover whether the results of the current study are applicable in a bigger data set. Second, the author also can explore the different types of phonological errors that are not investigated in this study. Hopefully, creating the variation can make the research more diverse and able to help enrich the literature of phonological errors. Third, it is also highly suggested for the other students who tried to write their Skripsi in psycholinguistics, by giving them some notions in writing the topic. Fourth, it is also important for the lecturer to raise the issues of speech errors to create better communication skills.