

CHAPTER V

THE CONCLUSION

As a final discussion of the study, a number of important points are to be raised separately in conclusion and suggestion.

5.1 The Conclusion

Ambai language is the largest language in surrounding Cenderawasih Bay in the north West Papua. This area includes five regencies, so that it can influence the Yapen Waropen's students of English in this area when they reading, speaking, listening, having dialogue, conversation and communication in the classroom. So that many problematic matters are found in the classroom when process teaching learning of English. For example : When they are reading a text, they can not pronounce words according to the role of English sound because their language has 51 phonemes. They are 22 consonants, 12 vowels and 18 diphthongs.

Almost each language in this area has 7-12 consonants, for example : Sentani language (Foley, 1986 : 59) has 9 consonants [p], [t], [k], [f], [h], [m], [n], [l] and [w]. Asmat language has 6 consonants (Foley, 1985, 1986 : 60) [t], [c], [k], [s], [n], [r], and [y].

Based on the factors above, it makes it difficult being expressed by the Yapen Waropen's students of English in pronouncing some English phonemes is not god way.

Based on the problem above, the writer wants to research and solve their problems in this study.

The implementation of teaching English in the Yapen Waropen regency still reflect many problems. One of the challenges come from the fact that some of English consonants and vowels are not found in Ambai language, so that the Yapen Waropen's students of English may have difficulties in pronouncing these speech sounds. Based on the result of this study, the following conclusion can be drawn :

(1) The difficulties faced and reasons expressed by the Yapen Waropen's students of English must be developed the table of phonetically. Through the table of phonetically can be use for control the difficulties faced and reasons expressed by the Yapen Waropen's students of English throughout : reading, speaking, listening, dialogue, conversation and communication in the classroom. (2) Based on the selected words from the reading text, speaking, listening, dialogue, conversation and communication in the classroom that given in the table phonetically. It will give contribution to the successfully for the students within to pronouce the difficulties words. (3) Throughout the table control of phonetically, we knew the target competences from the students in pronouncing some English phonemes which are not exist in Ambai language. (4) Based on the table control of phonetic transcription, can be contributed to all the English teachers in Papua for implementing their ability within process learning teaching English. (5) Based on the table control of phonetic transcription, all teachers can give score according to the target

competence by the students in the classroom since they study English at school.

There are three aspects of difficulties : (1) The Ambai language do not have consonants [ʃ], [ð], [θ], [l], [dʒ], [ʒ], [æ], [æ], [ə], [ɔ], [ɑ]. (2) The influenced of Ambai language's aspiration and intonation in pronouncing some English phonemes which are not found in Ambai language. (3) The Yapen Waropen's students of English still on the process of acquiring English. Based on the aspects above, the Yapen Waropen's students of English have many difficulties to pronounce some English phonemes which are not exist in Ambai language.

The characteristics of Ambai language as follows : Ambai language has 51 consonants have several aspirated phonemes such as [p], [t], [k], [c : tʃ] voiceless [f], [s],[h], [z], [j : dʒ] and voiced such as [b], [d],[g], [m], [n], [r], [w], [y],[p : f], [v : f], [ng : ŋ], [ngg : ŋŋ].

In this study, the writer introduces some difficulties faced and reasons expressed by the Yapen Waropen's students of English in pronouncing some English phonemes which are not found in Ambai language.

Based on the research problem of this study, so the writer focus to “ What difficulties are faced by the Yapen Waropen's students of English in pronouncing some English phonemes which are not exist in Ambai language and “ What are the possible reasons of the difficulties ?

According to the suggestions above, the writer selected several phonemes of English which are not found in Ambai language such as [ʃ], [ð], [θ], [l], [dʒ], [ʒ], [æ], [æ], [ə], [ɔ], [ɑ]

Ambai language has 52 phonemes and the phonemes consist of the consonants and vowels. The consonants sounds are the phonemes consist of [p], [t], [k], [f], [c : tʃ], [s], [h], [b], [d], [g], [j : dʒ], [m], [n], [r], [w], [y], [z], [p : f], [q : k], [v : f], [ng : ŋ], [ngg : ŋŋ] and vowel sounds are [i], [á], [u], [ɪ], [ʊ], [e], [o], [ɛ], [O], [ʌ], [æ], [a].

5.2 The Suggestion

Ambai language is a major language in Papua with five dialects such as Ambai dialect, Randawaya dialect, Ansus (*Woinap, Poom*) dialect, Waropen dialect, and Wandamen dialect. All the dialects have different intonation, the native people speak or talk. But the meaning of words are same or do not change the meaning.

Based on the factor above, the writer wants to prepare this study for writing several local contents Ambai language to use in the Yapen Waropen reGENCY, Nabire reGENCY and Manokwari reGENCY (*Wandamen*) surrounding in Cenderawasih Bay area in the north Papua.

And then all the local contents can translate into English. Based on the local contents, the writer wants several text books of local contents based on the culture in west Papua New Guinea which will in elementary schools, junior secondary high schools, senior high schools, colleges and university based on the curriculum.

However the important of this study is to know about the difficulties faced and reasons expressed by the Yapen Waropen's students of English in pronouncing some English phonemes which are not found in Ambai language

through pronunciation, reading, speaking, listening, dialogue, conversation and communication.

Based on the factors above, the writer wants to research about the students pronunciation through place of articulation and manner of articulation. Hence many students in Papua still mines within to pronounce phonemes in English. Because the Ambai language can influence them within processing teaching learning in English.

