

CHAPTER VI

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter in relation to the research questions proposed. This chapter is into two parts, with the first part aimed at giving concluding remarks about the present research on the pronunciation errors made by the participants and the second part containing suggestions for related parties and future research in the related topic.

A. Conclusion

The study is aimed at finding out the kinds of errors made by students of the Fourth Semester of English Education Departement in IAIN Tulungagung Academic Year 2018/2019 in pronouncing English vowels, types of pronunciation error and also to find out the factors why these errors happen/occur.

The result of the analysis shows that the students are considered “good” in pronouncing English vowels according to best’s criterion. The total percentage of various errors in pronouncing English vowels is 28.97% from the total pronunciation 5800.

- a. There were eight major pronunciation errors made by students.

The result as the following:

- 1) The percentage of the students’ errors in pronouncing English vowel /ʊə/ is. 7,52%

- 2) The percentage of the students' errors in pronouncing English vowel /Iə/ is. 6,74%
- 3) The percentage of the students' errors in pronouncing English vowel /aIə/ is. 5,96%
- 4) The percentage of the students' errors in pronouncing English vowel /aʊə/ is. 5,64%
- 5) The percentage of the students' errors in pronouncing English vowel /ɔɪ/ is. 5,01%
- 6) The percentage of the students' errors in pronouncing English vowel /əʊ/ is. 4,71%
- 7) The percentage of the students' errors in pronouncing English vowel /æ/ is. 4,55%
- 8) The percentage of the students' errors in pronouncing English vowel /u:/ is. 4,55%.

b. The types of error occur in pronouncing English vowels are:

1) Substitution

The substitution occurrence is 93% as of the total error or 597 errors.

2) Insertion

The error number of insertion is 5% or 30

3) Omission

Omission is 2% error or 11

c. Based on the source of errors, the problems can be caused by factors:

1. Interference errors Interference errors occur as a result of the use of elements from one language while speaking another. The students' are often made errors because they non-active English speaker.
2. Intralingual errors The first category of intralingual error is overgeneralization. The second is the error in spelling rule confusion. The third is the errors of pronouncing in simplified in to the Indonesian sound.
3. Developmental errors Occur when the learner attempts to build up hypotheses about the target language of the basis of limited experience.

The errors are very difficult to be avoided. Based on the data, shows that there are eight vowel that often occur errors made by the fourth semester students of English Education departement that are /ʊə/, /Iə/, /aIə/, /aʊə/, /ɔI/, /əʊ/, /æ/, and /u:/ which the substitution error as the most common error, followed by the lower insertion error and the less number is omission error. To solve this error the participants need to study hard and always do practice to produce vowels of English well and correctly by waching carefully about the native speakers pronunciation and learn more the Phonology symbol.

Based on the conclusion above the researchers produce a new theory that to improve pronunciation skill it's more evective to

listening the pronunciation of native speaker or electric dictionary rather than reading Phonology symbol only.

B. Suggestion

Clear English vowel pronunciation is important in the efforts to convey message through speaking. Unless English is used only in writing, pronunciation mastery is needed by every language user. Poor pronunciation may cause communication breakdown, mainly due to possible misunderstandings or uncomfortable feeling that the hearer has to bear in trying to understand. Thus the pronunciation of every language user should be comfortably intelligible. Teachers' understanding of this should be reflected on the teaching and learning process.

The result of the analysis of this study shows that students the Fourth Semester of IAIN Tulungagung in the Academic Year 2018/2019 have a "good" level in pronouncing English vowels although there were some students who made errors. Based on the result of the study, the researcher would like to give some suggestions which hopefully will give valuable and useful contribution to the teachers and students in English pronunciations, especially in pronouncing English vowel.

1. For the teachers

- a. Give more drills practice to the students' in pronouncing dominant error English vowels.

- b. Be careful in providing and selecting pronunciation materials to improve their students' ability in pronouncing English words.
 - c. Give more practice in speaking English to the students in order to make them more fluent in speaking.
- 2. For the students
 - a. Look up the dictionary if they find some new vocabularies and try to pronounce it.
 - b. Have an English conversation either in the school or non-school like in everyday life with their friends, family, teacher or other people who can speak English.
 - c. Have good self-awareness in motivating themselves to pronounce English words correctly.
 - d. Give more attention to vocabulary, grammar, and pronunciation since learning English concern all of these skills.
- 3. For the next researcher by doing research in this topic, the researcher raises suggestion for the next researchers. They should find more varied solution to minimize the error on the pronouncing English vowels.