

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the findings and discussions presented in Chapter IV, there are some conclusions based on the objectives of this research, those are :

- a. According to Ball and Blachman (1991) about Phonemic Performance that pronounced accurately and inaccurately, the students can pronounce most of the consonant sounds in English with perfect sound. They also can pronounce most of the vowel sounds in English with perfect sound, as long as that sounds are exactly the same with what Bahasa have or make a small difference. Even to pronounce the phoneme inside English counties or regions that maybe sometimes sound a bit tricky, those students can pronounce it perfectly accurate.
- b. According to Ball and Blachman (1991) about Phonemic Performance that pronounced accurately and inaccurately, the students fail to pronounce some of consonant sounds like /s/, /d/ and /ə/ when they come to the ending syllable. Some of them may be find it easy to pronounce like /s/ sound—sometimes—but it still hard for them for applying to the rest. The /d/ sound quite often unpronounced by them and /ə/ sound is the second. The /ə/ sound is often pronounced as /t/ sound because in Indonesia there is no /ə/ sound as in English. The students also seem unfamiliar with *diphtong* in English. The *diphtong* sounds are also quite hard for them to pronounce like /au/ in “Paul”—for example—with Pa-ul

just like Indonesian did every time in Indonesian way, not P-au-l like English did. The students need more practice in there, so they will be capable of speaking like native. The students always find it easy to pronounce anything with the influence of Bahasa in there rather than trying to be like native, especially with the way they talk or read. The students also have some issues with the phonemes that just have sound look alike with another. Like /e/ with /ɛ/ and /ə/, /a/ with /ʌ/ and /æ/ or /i/ with /ɪ/ that sounds a bit like /ə/. The students seem hard to understand the difference between them and they choose to read the word or syllable with the same phoneme that Bahasa has.

- c. According to Peter Roach (2000) about primary stress, the students can understand and make it right when they read the passage with primary stress because most of the primary stress in English is located in the first syllable and for the words with two syllables only. More than that, the students seem difficult to guess where is the secondary stress in the words because how long the words they read. If it consists more than two syllables, technically there are two stresses also in a word but they feel confused by that and ended up reading it just like some words in Bahasa with no specific stress or read it only with primary stress in the beginning of the word.

2. Suggestions

The researcher thinks that the research is far away from being perfect. Hence, good criticism and suggestions are needed for future writer's improvement to create the better, informative and useful research. Here, the researcher would like to suggest some points bellow.

a. The English Students

Studying about phoneme is actually a must. Reading is the perfect skill for students if they want to get new information about how the words in English should be pronounced just like the native. Practice and practice a lot in reading, so that phonemic skill will improve also.

b. The English Teachers

Sometimes, the students can not just guessing how those words in English should be pronounced. It will be good for teacher to guide them to read those words in correct pronunciation with correct phoneme and stress so that the students can improve their phonemic and pronunciation skill just like a native.

Here, reading is one of the best for teacher to get to know how far their students knowledge about phoneme pronounced accurately or not and how their students work with stress in words and sentences.

c. The Other Researcher

Phonemic Performance is something that really complex in English. For the other researcher, they can conduct about how phonemic performance has been done in High School students or College and University students. It can also be conducted about how phonemic performance has been done for people in one of English spoken country like the United Kingdom but in its different region or county. For example, how that phonemic performance will go between Southerner and Northerner of England, even they speak the same English but their phonemic performances are absolutely different because a lot of things.