

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the research.

A. Conclusion

The research shows that the fourth semester students of English Department at IAIN Tulungagung made various kinds of errors which they had made in speaking class. There were two conclusion can be present based on researched problems liked following:

1. Students' errors were categorized into error of omission, misformation, misordering and addition. The students made the total of 210 errors of 1339 word. In other word, it can be said take a little portion of students pronouncing, it is 15.6%.

- a. The most type of errors which appeared in the students' pronunciation was error of misformation. This kind of error means that the students use of the wrong from of the phonemes or structure in pronouncing words to make intelligible sounds of language. The error of misformation or substitution was found 140 times. Error of misformation found in the students speaking consisted of misformation of voice sound (consonant), unvoiced sound (consonant), short vowel, and long vowel.

- b. Error of omission was the next type of error which occurred the most with 54 occurrences. The students made the error in forming the words they used in language. In the students speaking, the researcher found some features of pronunciation errors those were omission of *single vowel* error of *unvoiced sound* (consonant) omission of consonant sounds. Those aspects of pronunciation error in omission were ordered from the most frequent to the rare.
- c. The third type of error made by the fourth semester students of English Department at IAIN Tulungagung was error of addition. In this type of error, the students should not have put any additional phoneme or phonemes in the language they pronouncing. The features of pronunciation error in addition of short vowel *long vowel or long sounds* Also addition after/on consonant sounds.
- d. The last type is misordering which was found in the students speaking. It referred to any incorrect placement of a phoneme or a group of phonemes in an utterance. This happened in both pronouncing a letter or words. This misordering error consist of misordering of single vowel sound. Which total was 1 time. If the quantity of all those errors was seen separately based on each aspect of pronunciation error, and then ranked, it was found that misformation of Short Vowel, omission single vowel, misformation of Unvoiced Sound (Consonant), misformation of Long Vowel, and misformation Voice Sound (Consonant). Were the top five of the most common errors in

pronunciation of the fourth semester students of English Department at IAIN Tulungagung, look (table 4.6.).

2. The source of the errors were then uncovered and it was found that *prefabricated patterns* was the most source of the errors. There were *avoidance* errors which came from the source ignorance of phoneme was the next source of the errors, which was followed *language switch* and *appeal to authority*. In short, source of errors happen because of most of students just memorizing how to pronounce, avoidance the difficult phonemes as the result of the lack knowledge of correct pronunciation and the meaning of English word, the students' inability to recognize the words, the students' difficulty to pronounce those new sounds as they are not trained to pronounce such sounds since they were children.

B. Suggestion

1. Students

Students, especially the fourth semester students of English Department at IAIN Tulungagung, now viewing related books have known pronunciation errors they made. The students should learn more their mistakes and not to do the same again. The learner must also become part of the learning process, actively involved in their own learning. The students should pay attention on the errors, and, if necessary look for more information or explanation from teachers or related book.

2. Teacher

According to Morley (1991:488), “Intelligible pronunciation is an essential component of communication competence”. For this reason, teachers should incorporate pronunciation into their courses and expect students to do well in them. Teachers should pay attention to reassessing learner needs and learner goals, instructional objectives, and learning / teaching methodologies. They should attach importance to current directions in language learning and teaching theory and pedagogy. They should be primarily concerned with how pronunciation fits into communicative language teaching. There should be emphasis on meaningful communication when teaching pronunciation to the students. Without adequate pronunciation skills, the learner's ability to communicate is severely limited. Morley (1991:489) states that not attending to a student's pronunciation needs, “is an abrogation of professional responsibility”.

Teacher can then give treatment to the students towards their errors. The treatment can be made as a focus of developing students’ pronunciation proficiency weakness which can be seen by reviewing the tabulation of the pronunciation errors. The weakest features of their pronouncing proficiency can be indicated by the features of pronouncing error which occur the most. Table 4.6 May be helpful to indicate the point.