

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter presents: (1) conclusions, and (2) suggestions of the research.

5.1 Conclusions

In my research, I summarized some important informations about pronouncing errors on English plosive consonant from the fifth semester students of English Education Study Program UIN Raden Fatah Palembang in academic year 2018/2019 using comparative category taxonomy in interlingual error proposed by Keshavar's taxonomy (2008). Based on the findings and interpretations, it can be concluded that:

First, the fifth semester students of English Education Study Program UIN Raden Fatah Palembang in academic year 2018/2019 contributed 2 errors in pronouncing English plosive consonant sound based on Keshavar's taxonomy (2008) which were the absence of some target language phonemes and the differences which exist between the first and second language syllable structures. Those errors were: pronouncing sounds [p], [t], and [k] with aspirated, aspirated sounds in [d] and [g], making epenthesis e/a/ə/ɔ/l, replacing sound [p] with [f], [b], and [t], replacing sound [t] with [s] and [m], replacing sound [k] with [tʃ], [s], [ʃ], and [l], replacing sound [b] with [p], replacing [d] with [dʒ] and [t], replacing [g] with [dʒ], [k], and [ʃ], missing sound [t], [k], and [b], and no stop [t] and [g].

Second, the most frequent category of errors in pronouncing English plosive consonant sound made by the fifth semester students of English Education Study Program UIN Raden Fatah Palembang in academic year 2018/2019 were errors in the absence of some target language phonemes (63.20%). It were followed by the differences which exist between the first and second language syllable structures (36.80%).

Third, there were some difficulties in pronouncing errors of English plosive consonant faced by students. First, the students made errors of pronouncing English plosive consonant in interlingual, students had difficulties in distinguishing sounds [p], [t], [k], [d] and [g] in target language. Students replaced the main sound with another similar sound. They deleted final consonant voiced with voiceless or other final vowel sound. Next, they missed some sounds that might pronounced by them. Most of them forgot about patterns and rules how to pronounce English plosive consonant. Second, the students made errors of English plosive consonant in intralingual error which are pronounced as spelling pronunciation, such as "political", "potent", "proposal", "total", "tension", "casualty", and "portable". Students pronounced it exactly the ways it written. Next, the students clearly pronounced silent letter. They pronounced the word that did not to pronounce/ miss the sound. The last sources of errors in pronouncing English plosive consonant caused by "teacher-induced errors". Most students understood about teachers' explanation about material but students still had confused about how to

pronounce it correctly. There was student said that in his opinion the teacher lacked mastery sub material. The teacher just described the whole material and explained what students question are about the material.

5.2 Suggestions

Based on findings in my research, it was expected to lecturers of English especially who teach pronunciation and phonology. I would like to suggest some information about teaching and learning pronunciation and phonology. It important to lecturer teach pronunciation and phonology not only describing material and explaining questions from students but also giving some practice session on focusing sub material in pronunciation with some recorded from Native Speaker about the material. It is expected students that distinguish correct and incorrectly patterns and rules of target language.

Furthermore. It also give some beneficial knowledge practicing more in English pronunciation and eliminate their errors. The students must apply the theory including patterns and rules of target language in their communication in life. The last is for the other researchers, I expect that that the results of my research can be resolution in their research. I hope further researchers can apply some techniques on reducing errors deeply.