CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

This research is about pronunciation error committed by the fourth year English Department students of Andalas University. It is also about to find out the level of phonological awareness of the students. The data are taken by asking the students to read out the list of words and giving them some questions regarding the cause of error and phonological awareness. The students consist of 5 male and 5 female students.

The result of this research showed that there are 65 pronunciation errors that are committed by the students. Those pronunciation errors are classified into 3 types of error that are *misinformation, addition* and *omission*. Firstly, *misinformation* is the use of the wrong form of the structure. For example, the student substitutes /z/ sound for /s/ sound as in *wifes*. Instead of pronouncing it as [waivz], the student pronounced it as [waifs]. Secondly, *addition* is an additional item that is not needed. For example, the student added /k/ sound as in *plough*. The student pronounced it as [plouk] instead of [ploʊ]. Thirdly, *omission* is the deletion of one item that is actully needed. For example, the student deleted front vowel /ɛ/ as in *embarrass*. The student pronounced it as [emˈbrəs] instead of [ɪmˈbɛrəs].

Besides, there are also another types of error that are found in this research. They are *stopping, devoicing*, *affrication* and *deaffrication*. *Stopping* is a

consonant or vowel is replaced by stop or plosive sound. For example, the plosive /t/ replaces voiceless fricative /θ/. *Devoicing* is a condition when voiced consonant is replaced by the voiceless consonant. For example, voiced fricative /ð/ is replaced by the voiceless fricative /θ/ *Affrication* is a condition where fricative sound is replaced by affricative sound. For example fricative /f/ is replaced by affricative /ʧ/. *Deaffrication* is a condition where affricative sound is replaced by fricative sound. For example, affricative /ʧ/ is replaced by the fricative /s/.

Those errors that are committed by the students occurred because English is neither mother tongue nor first language of them. English is categorized as foreign language in Indonesia. This cause is called *interference error*. In addition, another cause is they are still lack of space to broaden their knowledge in English. This cause is called as *intralingual error*.

However, even though they made errors in pronunciation, their awareness about English phonology is still in the standard level. They are still aware of phonemes, syllables and rhymes in English. Some of them could answer all the questions correctly. The rests answer at least 4 questions out of 5 questions correctly.

4.2   Suggestion

This research is not only to find out the types of error, but it is also expected that after this research was conducted, the students have already been aware about their errors they produced. If they have realized about it, they could improve their English and will be confident to speak up. The result of this study is not only for the students that had been tested, but also for the researcher of this

thesis and the rest of English Department students, Andalas University in order to

improve our quality as the students who learn English and other language