

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

This chapter is about the conclusion of the research and offers some suggestions. The conclusions and suggestions are explained based on the research findings and discussion in the previous chapter. In this research, the writer concludes that many pronunciation errors were found in the participants' utterances.

After analyzing the data it was found that the most common pronunciation errors are in the assimilation of allophones [-z]. It was found that the participants tended to change allophone [-z] into [-s] if it was preceded by the voiceless stop consonants like [-p], [-t], and [-k]. This type of error deviated from the English phonological rules that in pluralization, the allophone [-s] must be changed into allophone [-z] if it is preceded by the voiceless consonants [-p], [-t] and [-k]. The error of the plural marker of allophone [-Iz], it was found that the participants tend to change allophone [-Iz] into allophone [-s] in the final sound. The allophone of the plural morpheme and the third person of the plural allophone [-Iz], the vowel [ɪ] has been inserted after the roots ending in a sibilant. The errors of negative prefix allomorph [-iN-], a type of error was found changed of allomorph [-m-] to allomorph [-n-]. The sound of [-m-] refers to negative allomorph because the allomorph [-m-] has the same function but is spelled differently, it happens when the allomorph [-m-] in a word preceded by the nasal is allomorph [-m-] before the bilabial consonants, when one of [-p] follows.

The error of negative prefix allomorph [-n-], it was found that the participants tend to change allomorph [-n-] into allomorph [-m-] if it was preceded before alveolar consonant when [-t], [-n] and [-s] follows. In the negative prefix allomorph [-ŋ-], a type of error was found changed allomorph [-ŋ-] change into allomorph [-n-], the prefix allomorph [-ŋ-] before velar consonants when [-k] and [-g] follows. The error of negative prefix [-r-], the errors were found changed allomorph [-r-] change into allomorph [-n-], the allomorph [-r-] representation of the negative prefix assimilation the manner of articulation features of the liquid. In the negative prefix [-l-], a type of error was found changed allomorph [-l-] change into allomorph [-n-], the allomorph [-l-] of the definite article takes on the manner of articulation features of the initial root consonant and become indistinguishable from it, where the consonant was preceded by labial, dental and alveolar. Whereas in the past tense markers, allomorph [-d] errors were found in the form of palatalization of the stop consonant allomorph [-d]. The allomorph used different forms of the same morpheme, that express the past tense of a verb. It was found the participants tended to change allomorph [-d] into [-t] if it was preceded by verbs whose stem ends with voiced phonemes other than [-d]. The errors of the negative prefix allomorph [-t], it was found the participants tend to change allomorph [-t] into [-d], which is a verb whose stem ends with voiceless phonemes other than allomorph [-t]. The error of negative prefix allomorph [-id], it was found the participants tend to change allomorph [-id] into allomorph [-t] if verbs whose stem ends with the alveolar stops like [-t] or [-d].

The causes of the pronunciation errors were found by comparing the participants' interlanguage to the interference of the participants' first language. Participants' first language sound systems may influence interlanguage pronunciation and the process of pronunciation second language. Indonesian and English languages have different phonological features. The important factor that resulted in the phonological process is the speaker's lack of awareness of the sound in the pronunciation of the English words. Therefore the speakers are not familiar with the words and the spelling and phonological process can also be influenced by the neighbouring environment.

B. Limitation

The limitation of this research is taking the data only from the participants at Senior High School 2 Lubuk Basung. This research improves participants' pronunciation skills through text and students are given a list of words. The pronunciation assessment focused on the assimilation process and pronunciation errors made by the participants. The researcher also took the data and source theory from Katamba's book. The words are taken from the parts that have been explained in results or findings and adapted to the assimilation process that has been explained.

C. Suggestion

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. For the teachers :

The teacher should be able to give learned English vocabulary to the participants in correct pronunciation because the pronunciation has components of words in English. So the participants know how to pronounce English correctly and the teachers should teach the basic grammar to participants because in Senior High School the participants know about basic grammar.

2. For the participants :

The participants should learn English more and try to find out about English personally since the most important thing in English language is pronunciation. The participants can learn from everywhere not only in school, so if they listen to English in school or everywhere not only at school they can understand. The participants also may try to learn how to pronounce words in English, which can be by listening, watching some English songs, films, or videos on YouTube, or having short daily conversations on media social. So participants can get feedback on speaking English such as simple daily communication with their friends around them.