

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### 4.1 Conclusion

This research is focused on the Phonological Awareness in Reading Aloud Texts by the EFL Fourth Year Students at English Department, Andalas University which is mainly focused on the pronunciation skill of the participants. In collecting the data, the writer gathered 9 male students and 11 female students. The applied method of the data collection is stratified random sampling method, which means taking samples from random students in English Department of the year of 2019. In analyzing the data, the writer also applied the theory of Crystal (2003) which categorizes errors into three categories, such as; sound addition, sound omission, and sound replacement. All of these error categories are identified and explained descriptively by the writer. The theory by Heinz J. Giegerich is also applied in analyzing the data. This theory helps the writer in doing a descriptive and thorough research by portraying diagrams and indicating the sonority levels of each syllables in a single word.

After analyzing the data, the writer found some errors made by Fourth Year EFL Students of English Department, Andalas University. The result of the analysis shows that most of the students make erroneous pronunciation on fricative consonants /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, and /θ/ and vowels /ɪ/, /ʌ/, /ə/, and /æ/. In Indonesian language, we do not use most of these pronunciations. For instance, the fricative consonant /θ/ does not exist in Indonesian phonological system. The phoneme /θ/ is often pronounced as /t/ in Indonesian language, resulting the pronunciation of the word 'thing' /θɪŋ/ is often pronounced as /tɪŋ/. Therefore, Indonesians would have struggled and mistaken in pronouncing English using these vowels and consonants. This aspect shows that most of the participants are not yet aware of most English phonological rules. Several participants pronounced some of the highlighted words

wrongly twice. The writer asked the participants to pronounce the word or read the whole sentence twice to obtain a more precise analysis and result. Several students pronounced the erroneous words differently on the second pronunciation.

In conducting a thorough research and analysis, the writer identified 12 vowels and 6 consonants erroneous pronunciation. The causes of these errors are interlingual and intralingual aspects. Interlingual, which basically defined as a factor where the pronunciation of the first language affects the pronunciation of the second language. For instance, in this research, it is indicated that the fricative consonants /f/ and /v/ in English have differences in its pronunciation. Meanwhile in Indonesian language, the fricative consonant /v/ are pronounced as /f/. Intralingual also affected the erroneous pronunciation made by the participants. Intralingual, defined as a factor where the second language pronunciation are more complex than the first language. For an instance, in English, the fricative consonant /s/ and /z/ are mostly used as an identification of plural forms. However, these plural forms are complex in their usages. Most singular nouns are made plural by adding a suffix, usually -s or -es. For instance, the singular noun 'book' takes the plural form 'books', as in 'three books' which is pronounced as /bʊks/. If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, you usually add -es to the end to make it plural. For instance, the word 'house' /haus/ takes the plural form 'houses', as in 'three houses' which is pronounced as /haʊzɪz/. Most singular nouns are made plural by simply putting an -s at the end. There are many different rules regarding pluralization depending on what letter a noun ends in. This plural form features does not exist in the Indonesian language. In Indonesian language, plural forms are in the form of repetitions. Therefore, resulting the erroneous and ambiguity in pronouncing English words.

#### **4.2 Suggestion**

According to the result of the research, the writer would love to make several suggestions, as such:

- 4.2.1 For the EFL Fourth Year Students of English Department, Andalas University, are expected to increase their awareness of English phonological rules or system. As EFL Fourth Year Students, they are demanded to master English language by the time they graduate, therefore being aware of the interlingual and intralingual factor should be mandatory to every EFL students.
- 4.2.2 For future researchers, it is expected to expand the participants' scope, in order to obtain more concrete data in doing their researchs. For instance, collecting the data not only from English Department of Andalas Univeristy, but from the entire Faculty of Humanity or Andalas University. Therefore, the data could be considered of having a greater value.
- 4.2.3 For the English Department, Faculty of Humanity, and Andalas University, are expected to be able to motivate and urge the students to study harder and learn how to speak English fluently. Being able to speak English fluently is immensely valuable for students as English has become the universal language.

