

CHAPTER IV

CONCLUSION

4.1. Conclusion

The results of the data analysis show that deviations in the sample consisting of English-voiced consonants were mostly carried out by the participants. There were 11 pronunciation deviations made by participants. Participants also performed deviations on samples consisting of English voiceless consonants and long vowels. There are 5 deviations in English voiceless consonants, 3 deviations in long vowels, and also 3 deviations in short vowels. There were also 3 categories of deviations found in this study, namely sound replacements, sound omissions, and sound additions made by the participants. The phonological rules that were deviated include the change of the short vowels [ɔ]-[t], [æ]-[e], [e]-[a], [a]-[ɪ], [ʌ]-[o], [ɒ]-[u], long vowels [i:]-[e], [ɜ:]-[e], [ɜ:]-[o], [i:]-[e], [u:]-[u], voiced consonants [dʒ]-[g], [j]-[u], [n]-[d], [d]-[s], and voiceless consonants [ð]-[t], [tʃ]-[c], [θ]-[t], [ʃ]-[s].

The causes of the pronunciation deviations carried out by the participants were obtained when the researcher compared the participants' interlanguage and the involvement of the participant's first language in their interlanguage. This was because the participants may use the sound system in their first language for their interlanguage. Indonesian and English have several different phonological features. 2 main factors cause deviations in participants' pronunciation, namely intralingual factors and interlingual factors. Interlingual factors occur when a learner's habits (patterns, systems, or rules) interfere with or hinder him, to some extent, in acquiring the patterns and rules of a second language. The intralingual factor occurs because the participants do not know the target language well so they have

difficulty using it. Another main reason why the participants made deviations was their lack of understanding of the correct pronunciation in English. This was caused because the participants only used their interlanguage in class and did not apply it to their daily lives. This was the main reason why the participants made deviations in English pronunciation.

4.2. Suggestions

Based on the conclusion above, the researcher gives several suggestions as follows:

- For the Agriculture lectures

Lecturers must motivate their students to hone their English skills, especially in pronunciation, even though English is not their subject. Lecturers must guide their students that English as their second language is an international language that is often used to interact in social life.

- For the future research

For future researchers, it is hoped that the next researcher to expand and increase the scope of participants, to obtain more diverse data in conducting their research. For example, data collection is not only from the agricultural faculty of Universitas Andalas but from all faculties at Universitas Andalas. Therefore, the research data can be considered to have greater value.

- For the students

Students must realize the importance of learning English, especially in terms of pronunciation. Pronunciation is important to facilitate the communication process. Students can practice their English pronunciation skills every day. Students must

also instill the mindset that English must be learned and practiced daily, not only in English class.

