

CHAPTER IV

CONCLUSION AND SUGESTION

4.1 Conclusion

This chapter presented some conclusions and suggestions about the pronunciation of English Fricative by twelve grader Students of MAN 1 Bukittinggi. The researcher used a qualitative approach to conduct this research. The conclusion and suggestion of this research are based on what the researcher found in the previous chapter.

Based on the result that has been discussed in Chapter III, it could be summarized. The total average score is 3.9 and classified as “Poor” at pronouncing English fricative consonants. Many of the students changed the fricative sound in the Indonesian consonant sound and pronounced the word in written form. The writer found difficulties in several fricative consonants, especially the consonant that doesn't exist in Indonesian. The students encountered some difficulty in pronouncing certain consonant sounds. Specifically, there were a total of 46 errors in the pronunciation of [θ], 37 errors in the pronunciation of [ð], 27 errors in the pronunciation of [v], and 21 errors in the pronunciation of [ʒ]. Additionally, the students also experienced difficulty in pronouncing consonants [f], [z], and [ʃ]. The writer found the errors made by the students by changing with other consonants. Firstly, the consonant sound [f] changes into [v], and the opposite for the consonant sound [v] changes into [f]. Secondly, the consonant sounds [θ] and [ð] were changed into [d] or [t] sounds. The third, consonant sound [ʃ] and [ʒ] students changed into

[s], [g], and [j]. Then, the consonant sound [z] changed into the [s] sound. Those errors depend on position, place, and manner. Some errors happened by changing another consonant besides fricative consonants.

The study investigated the origin of pronunciation differences among participants by examining their interlanguage and the influence of their native tongue. This exploration was motivated by the likelihood of participants relying on phonetic patterns from their first language when developing their interlanguage, especially considering the notable phonological disparities between Indonesian and English. Two primary factors were identified as instigators of pronunciation errors: intralingual and interlingual factors. Interlingual factors manifest when learners' linguistic habits, systems, or rules from their native language interfere with their acquisition of patterns and rules in a second language. On the other hand, intralingual factors arise due to participants' insufficient mastery of the target language, leading to struggles in its application. Moreover, the study highlighted participants' limited exposure to correct English pronunciation outside of the classroom as a significant contributor to errors. This deficiency stemmed from their tendency to confine their interlanguage to academic settings, neglecting its application in their daily lives. As a result, the main cause of errors in pronouncing English fricative consonants is the lack of practical experience in real-life situations.

The errors in pronunciation made by students also because of the influence of mother tongue, many students pronounced the word by of their habit in daily life communication. They tend to change, the correct consonant with other consonants

that they can pronounce easily. As a result, the students fail to pronounce English words correctly. In addition, when taking the data, the students also have a habit of pronouncing the words in written form. The writer discussed the influence of the mother tongue on the pronunciation of students. It was observed that most students tend to use their mother tongue's sound system in their daily speech. They tend to substitute consonants that are rarely used with those that are commonly used in their daily life. This substitution results in a similar sound, whether the consonants have a similar place or manner of articulation

4.2 Suggestion

Based on the findings, discussion, and conclusion above, the writer gave several suggestions as follows:

1. Especially for students of MAN 1 Bukittinggi, It is crucial for students to regularly practice their English language skills to ensure they are pronouncing English words correctly, no matter where or when they are communicating. Pronunciation plays a vital role in facilitating effective communication. Additionally, students should stay motivated and determined to study English, especially when it comes to mastering the pronunciation of fricative consonants.
2. The writer wishes the assistance of lectures of MAN 1 Bukittinggi to help the students learn English efficiently and easily. Teachers must encourage and motivate students to learn English by making an enjoyable environment.
3. The writer wishes this research could help another researcher to evaluate fricative consonants, this study can be a reference for the next research.