CHAPTER IV

CONCLUSION

4.1 Conclusion

In analyzing the data, the participants' pronunciation is compared with correct English pronunciation based on Merriam Webster Dictionary. Based on the analysis, the participants conduct two phonological processes. They are assimilation and dissimilation. Assimilation occurs in all of the six English vowel. They are open front vowel [æ]; half-open central vowel [ʌ], half-close central vowel [ɛ]; half-open back vowel [ɔ]; open central vowel [ɑ]; and open back vowel [ɒ]. Dissimilation arises in the open front vowel [æ], half-open central vowel [ʌ], half-open back vowel [ɔ], and open back vowel [ɒ]. The [æ] sound is substituted into [a] and [e], [ʌ] into [a] and [ə], [ɛ] into [e], [ɔ] into [a] and [o], [ɑ] into [a], and [ɒ] into [a] and [o].

The participants choose to conduct a neutralization process in six English vowel sounds because all of these English sounds are absent in their' phonological system. The other reason is because of the complexity and inconsistency of the English. In the notion of markedness, language learners conduct this phenomenon because of the marked value of the target language. Participants had difficulties because of the complexity and the inconsistency of the target language. As a strategy, the participants try to obtain the closest sounds or neighboring segments in their native speech for reducing the marked sounds. The participants' difficulties are very in line with Eckman's Markedness Differential Hypothesis. In this

hypothesis, Eckman argues that language learners will obtain difficulties if the target language is different from their native language. If it happens, the target language is regarded as more marked than language learners' native language.

4.2 Recommendation

This research discusses the interference of the student's first language in pronouncing English vowels in drama performance video at English Department Andalas University of the class of 2020. This interference produces some pronunciation errors. The data is limited only to the six English vowels. They are open front vowel [æ]; half-open central vowel [ʌ], half-close central vowel [ɛ]; half-open back vowel [ɔ]; open central vowel [ɑ]; and open back vowel [ɒ]. Dissimilation arises in the open front vowel [æ], half-open central vowel [ʌ], half-open back vowel [ɔ], and open back vowel [ɒ]. It is recommended to analyze other English vowels. Then, this research only discusses the segmental segments. For extended analyses, the researcher suggests the future researchers to analyze supra segmental segments such as stress (word stress and sentence stress) and intonation as well. This is strongly suggested for the next research.

The De Lacy's vowel sonority hierarchy is one of the concepts in Linguistics used to analyze the language learners' difficulty in pronouncing English vowels. However, the researcher finds that this hierarchy does not work properly in some languages, including Indonesian. Based on the analysis, researcher found three hierarchies that are opposite with vowel sonority hierarchy. Mid-high peripheral vowels are more marked than low vowels, mid-central vowels are more marked than low vowels, and mid-high peripheral vowels are more marked than mid-low

peripheral vowels. Yet, the phenomenon shows that low vowels are more marked than mid-high peripheral vowels, low vowels are more marked than mid-central vowels and mid-low peripheral vowels are more marked than mid-high peripheral vowels. It is extremely recommended for the future researcher to use another theory that is mostly related to markedness. It aims to get a more accurate and credible analysis.