

CHAPTER IV

CONCLUSION AND SUGGESTIONS

4.1 Conclusion

Based on the research findings and data analysis, the researcher concludes that: Firstly, Senior High School 14 Padang students produced English fricative dental consonants by deviating, namely by placing the tip of the tongue behind the upper teeth, resulting a plosive alveolar consonants, in other words, students change the sound /θ/ to /t/ and the sound /ð/ to /d/, /t/, and /θ/. It was found that 35.67% of students changed voiced consonants to voiceless consonants. Students also changed the manners of articulation, from fricative to plosive (stop), and the place of articulation, from dental to alveolar. The number of errors made by students in producing fricative dental consonants with the sound /θ/ is 86.67%, 5.67% of students change the overall sound so that words containing dental consonants /θ/ lose their original sound and cannot be recognized. While for the sound /ð/ students make errors a total of 93.67%, also, 28.67% of students change the overall sound so that words containing dental consonants /ð/ lose their original sound and cannot be recognized.

Secondly, the causes of students' errors in producing dental consonants are interlingual which is caused by interference from the learner's mother tongue, intralingual which is caused because English is very difficult to produce by the learner, and developmental errors, students produce dental consonants based on what they have heard with limited experience. The factors influencing their pronunciation are the interference of the student's mother tongue and lack of exposure by the English teacher. The students of Senior High School 14 Padang use the Minang language which does not have fricative dental consonants and the language teacher did not teach them how to pronounce English correctly.

4.2 Suggestion

The researcher has some suggestions to improve students' English pronunciation, especially the students of Senior High School 14 Padang.

1. Suggestions for the Students

Students of Senior High School 14 Padang who want to master English should practice pronunciation constantly, watching English videos and movies and imitating the actors' pronunciation, by reading English books and making notes for words that are difficult to pronounce, then finding out how to pronounce them through online dictionaries or other sources.

2. For the Teachers

Teachers should use the target language a lot during lesson time. In addition, according to Larsen Freeman (2000), an effective way that teachers can expose the target language is by focusing on listening and speaking. Teachers should consistently ask students to practice their English in class and outside the school environment.

3. For future researchers

The researcher's suggestion for future researchers, the researcher hopes that future research that will study pronunciation problems should be carried out widely, with larger objects and populations, as well as examining the overall factors influencing pronunciation. So that this pronunciation problem can be resolved immediately in Indonesia.

4.3 Limitation

Based on the direct experience of the researcher in this study, there are several limitations experienced by the researcher, including difficulties in reaching the entire population. This

research was only conducted in one of the senior high schools in Padang City, namely Senior High School 14 Padang. The researcher only used 30 samples consisting of two different classes, the researcher took fifteen samples from each class. In addition, the researcher only examined three of the eight factors that can influence pronunciation.

