CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

This research is about error analysis of the students' pronunciation of English fricative sounds in the progress report video presentation of the English department, at Universitas Andalas. This research aims to find out the types and causes of the errors made by students. The data were taken from seniors, specifically from some of the 2017 and 2018 students. Because they have been dealing with English for 3 to 4 years, both actively and passively.

The result of data analysis shows that, from the 9 types of error in fricative sound; [θ], [ð], [s], [z], [f], [v], [ʃ], [ʒ], and [h] sound, there are 5 types of fricative sound discovered on the participant, there are [θ], [ð], [z], [v], and [ʒ] sound. The most common type of error that students make is the [ð] sound. In analyzing the data, this research utilized Giegerich's (1992) tree diagram and showed that according to the syllable level, most errors occurred at the onset, or the initial position of the syllable. Furthermore, based on the word level, most errors occurred in the initial position of the word.

According to the analysis, there are 3 possibilities that caused the pronunciation errors made by participants. The first possibility is the difference in phonological system between both languages, there are a lot of English phonological systems that do not exist in Indonesian. Therefore, they found it

difficult to pronounce. The second possibility is that English pronunciation is more complex. Therefore, they tend to pronounce based on how it is written. This factor also relates to mastery of participant is quite low. The last factor is the interlingual factor, which refers to the error that mirrors or follows the behavior of the native language structures, also the intralingual which makes them generalize certain sounds.

4.2. Suggestion

This research has tried to find erroneous fricative consonant sounds by foreign learners. The error is viewed by participants' English fricative consonants. It is limited to only English fricative. Therefore, the scope should have been expanded to diphthong sounds and certain vowels that do not exist in the Indonesian phonological system, such as [æ], [ɪə], [ɜ] and [ɒ]. In addition, for the students or participants better to develop their pronunciation skills by watching videos by native speakers and trying to speak English with confidence as often as possible.