

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

This research is focusing on the phonological awareness especially speech pronunciation and speech perception errors committed by 20 students from 11th grade in Darul Arafah Raya Islamic School, especially in the speech production and speech perception of English fricative consonants. I conducted this research toward 20 students of the 11th grade of high school at Darul Arafah Raya Islamic Boarding School through reading aloud text. After analyzing the data, I found some patterns of errors committed by the selected 20 students of Darul Arafah Raya Islamic Boarding School. The patterns of the errors in producing the perceiving the English fricative consonants committed by the participants are identified into nine patterns such as /v/ → /f/*, /θ/ → /t/*, /ʃ/ → /s/*, /f/ → /p/*, /ð/ → /d/*, /ð/ → /t/*, /z/ → /s/*, /s/ → /ʃ/, /s/ → /t/*. The absent of those most fricative consonants in Indonesian language as their L1 was become the most influence of those errors. For instance, the fricative consonant /θ/ or known as /θɪŋ/ is more popular pronounced as /tɪŋ/*, because in our L1 rule most of the words that contain the letter “T” are pronounced as /t/* only, instead of /θ/ or /ð/. This reason also goes same to the fricative consonants /ʃ/ where in the participant’s L1, the sound /ʃ/ is written differently than in the L2. These aspects show that most of the students are still stick to the L1 rules while trying to acquire the L2. Most of the error committed by participants is the result of the reassurance when the researcher asked some of the participants to pronounce the words twice and they still committed the error especially in the sound /θ/ and /v/.

In analyzing the factors that influenced the participant’s erroneous in perceptions of

those mentioned English fricative consonants, I identified and divided the errors into couple of factors which interlingual factors and intralingual factors. Interlingual is the factor where the pronunciation of the first language effects the perception and production of the second language. For instance, as it described above, where the absent of the fricative consonant /ʃ/ influenced the error in pronouncing the sound into /s/*, this error occurred because of the participant's L1 which is Indonesian language, most of the sound that consist the letter "S" are pronounced as /s/* and there is no different between them, unless there is an addition of the consonant that can create a new sound similar to /ʃ/. On the other hand, intralingual factor is the condition where the second language rules are more complex than the L1 rules which causes the incapability of the language learners to fully acquire the rules. For example, when the participants perceived the sound /z/ as /s/* as they pronounced the word /bri:z/ into /bri:s/*, because the lack of the usage for this sound, the participants cannot identify the sounds and just spontaneously pronounce it based on their imaginary pronunciations, the false concept hypothesis, where they tend to pronounce the sound randomly as what they thought how it should be pronounced. The result shows that the most erroneous committed by the participants are the words that contained the fricative consonants /v/ and /θ/ and the factors that influenced the erroneous is the interlingual factors.

4.2 Suggestions

According to the result of the research above, I would love to propose some suggestions, as such:

For the students of Darul Arafah Raya Islamic Boarding School, the researcher suggests the students to read more and listen more and watch more to the some books, songs and movies that uses the English language to familiarize them to how the words

are should be pronounced and familiarizes them to the second language rules, so they will easily acquire the L2 facilitates their life and upgrading their skill in English language.

For the Darul Arafah Raya Islamic Boarding School, the researcher highly suggest to the teachers and all the language discipliners to be more aware about the student's skill of English language, since as a graduate student of this school, the researcher realized that the quality of English skill that the 11th grade students have now, is still same and stuck as what the students has since 5 years ago or even more, so hopefully this research will increase the awareness of the teachers and all the language discipliners in Darul Arafah Raya Islamic Boarding School to be more aware about the quality of the student's English language skills.

For the further researchers, the researcher suggests to be more focused on the student's pronunciations only, because some of the students are still struggling to pronounce even a simple word, but not only focus on the English Fricative consonants, but also some vowels.

