

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

The results of this study revealed a significant level of misperception for several fricative consonants. Based on the data collected, the voiceless dental fricative [θ] was most frequently replaced by the voiceless alveolar plosive [t]. This was followed by the voiced dental fricative [ð], which the participants recognized as the voiced alveolar plosive [d]. Furthermore, the voiced palate-alveolar fricative [ʒ] was replaced by the participants with the voiceless palate-alveolar fricative [ʃ]. Meanwhile, the voiced labiodental fricative [v] was generally misperceived as the voiceless labiodental fricative [f]. Conversely, the fricative consonants with the least misperception were the voiced alveolar fricative [z] and the voiceless palato-alveolar fricative [ʃ]. For both of these sounds, the participants replaced them with the voiceless alveolar fricative [s].

The results of this study demonstrate participants' perceptions of English fricative consonant sounds. Some sounds were perceived accurately, while others were not. This occurs due to similarities and differences in the phonological systems of English and the participants' first languages. As evidenced by the absence of errors in the sounds [f] and [s], participants were able to pronounce these sounds accurately due to the similarities between the phonological systems of English and Indonesian. Meanwhile, participants experienced difficulty pronouncing sounds unfamiliar to their native language. For example, the sounds [v], [z], [θ], [ð], [ʒ], and [ʃ]. The differences in the phonological systems between the target language and the participants' native language caused errors in pronouncing the sounds of the target language.

The types of errors made by the participants consisted of three types. The first is *misinformation*, which occurred when there was a replacement or use of the wrong sound

in a word structure. For example, the sounds [v], [z], [θ], [ð], [ʒ], and [ʃ] were replaced by the participants with the sounds [f], [s], [t], [d], [ʃ], and [s]. The replacement of these sounds caused inaccuracy in the participants in producing fricative consonant sounds. The second type of error that occurred was addition, where additional consonant sounds or vowels were added that were not needed. For example, in the word *author*, the participant added the fricative [h], so that the pronunciation became ['ɔ:θər] instead of the pronunciation that should be ['ɔ:θər]. Then, the last type of error was omission, where the participant removed or deleted one of the sounds that were needed. For example, in the word *think*, the participant removed the consonant sound [k] at the end of the word, so that the resulting pronunciation became [tɪŋ]. The pronunciation that should be pronounced by the participant is [θɪŋk].

The errors made by the participants were caused by significant differences between the pronunciation in English and the pronunciation in their first language. The errors made were often caused by the interference of the mother tongue, which did not have similar sounds. The cause of this error is also called interlingual transfer. While other causes are a lack of knowledge or exposure to English, the participants tend to use inappropriate substitutions, which can cause confusion in communication. Or it can also be called intralingual transfer.

4.2. Suggestion

This study focused not only on identifying participants' perceptions of English fricative consonants but also on the types and causes of errors that occur during the acquisition of both their native and target languages. This allows participants to understand the process of accurately acquiring the target language and minimize errors in pronunciation, particularly with English fricative consonants.

Future research may consider examining the relationship between speech

perception and speech production in a more detailed and systematic manner. This can be achieved by participants conducting more controlled perception tests, such as identification tasks or discrimination tasks, to obtain clearer data regarding the accuracy of learners in recognizing English fricative consonants. Furthermore, future researchers are suggested to investigate additional factors that may influence students' perception and production of English fricatives, such as exposure to English input, learning motivation, and phonological awareness, which were not the focus of this study. Conducting longitudinal research may also provide deeper insights into how students' perception and production abilities develop over time, especially for problematic sounds such as [θ], [ð], and [ʒ]. In addition, future studies may compare learners from different first-language backgrounds or expand the research to include other phoneme categories, in order to develop a more comprehensive understanding of the influence of first-language phonology on the acquisition of English speech sounds.

