

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

This chapter contained the conclusion of the research that has been conducted as well as a suggestion that are needed. The conclusion and suggestion are obtained based on the findings and discussions in the previous chapter. This research explained the errors in pronouncing English fricative consonants made by English Literature students of 2019 at Universitas Andalas. This research aimed to find out what types of pronunciation errors are made by the participants, as well as to find out what causes of these errors. The data for this research were taken from the video presentation of English Literature students in the comprehensive examination. While the data for this research amounted to 20 participants.

The result of this research indicated that the pronunciation of English fricative consonants made by the participants, especially the sounds [f] and [s], was pronounced correctly and accurately without any obstacle. This was due to the similarities between the phonological systems of the two languages, where the sounds [f] and [s] were in the Indonesian phonological system. So, the participants can pronounce both sounds like a native speaker. In addition, there were also differences in the phonological system between the two languages, which result in inaccuracy of the participants in produced sounds, including the sounds [θ], [ð], [ʒ], and [ʃ]. This happened because these four sounds were not found in the Indonesian phonological system.

The types of errors made by the participants consisted of three types. The first is *misformation*, which occurred when there was a replacement or used of the wrong sound in a word structure. For example, the sounds [v], [z], [θ], [ð], [ʒ], and [ʃ] were replaced by the participants into the sounds [f], [s], [t], [d], [ʃ], and [s]. Thus, this sound replacement caused inaccuracy in the participants in producing fricative consonant sounds. The second

type of error that occurred was addition, which in this type there was the additional of consonant sounds or vowels that were not needed. For example, in the word because, the participant added the vowel [ʊ], so that the pronunciation became [bɪ'kəʊs], instead of the pronunciation that should be like [bɪ'kə:z]. Then, the last type of error was omission, where the participant removed or deleted one of the sounds that should be needed. For example, in the word think, the participant removed the consonant sound [k] at the end of the word, so that the resulted pronunciation became [tɪŋ]. In fact, the pronunciation that should be done by the participant is like [θɪŋk].

The errors made by the participants were caused by significant differences between pronunciation in English and pronunciation in their first language. Where 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 lack of knowledge or exposure to English, so that 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 research was conducted not only to find out the types of errors and their causes, but this research was also conducted with the aimed that the participants would know the errors in pronunciation that they had made. Thus, they can improve their understanding of English phonetics, especially in fricative sounds. The use of English movies, podcasts, and video tutorials on YouTube can help the participants understand and hear the differences in fricative sounds. In addition, by listening to pronunciation from native speakers, the participants can more easily mastered the correct way of producing sounds, thereby reducing errors in pronunciation.