

## CHAPTER IV

### CONCLUSION

#### 4.1. Conclusion

There are 14 participants who contribute to this research. These participants are selected through stratified random sampling by using Tuckman's formula. They are categorized by their gender. Fifteen sentences with English fricative consonants and vowels are used for eliciting the data from the participants. Their utterance is manually transcribed into phonetic transcription.

In analyzing the data, the participants' pronunciation is compared with correct English pronunciation based on Meriam Webster Dictionary. Based on the analysis, the participants do three phonological processes. They are assimilation, dissimilation, and deletion. Assimilation occurs in both English fricative consonants and vowels [ə] and [æ]. Dissimilation arises in the English vowel [ə] and [æ] as well. Then, deletion appears in English fricative consonant [z]. The sound [z] is the most frequent error in English fricative consonants done by the participants. It is followed by the sounds [θ], [ð], [v], [ʒ], and [ʃ]. Then, the most frequent error in English vowel is the sound [æ]. It is followed by the sound [ə]. In the notion of markedness, language learners do this phenomenon because of the marked value of the target language. They got difficulties due to the complexity and the inconsistent of the target language. As a strategy, they find the neighboring segments in their native speech for reducing the marked sounds. The participants' difficulties are strongly in line with Eckman's hypothesis that

language learners are going to get difficulties if the target language is different from their native language. The target language is also considered as more marked than language learners' native language.

#### **4.2. Recommendation**

This research focuses on pronunciation error who committed by foreign language learners. The data is limited to the English Fricative consonant and vowels [ə] and [æ]. It is suggested to analyses other English consonants and vowels. For instance, back vowels (u, o, ɔ, and ʌ). Then, this research only discusses the segmental segments. For extended analyses, it is suggested to analyze supra segmental segments such as stress (word stress and sentence stress) and intonation. This is strongly suggested for the next research.

The vowel sonority hierarchy proposed by De Lacy is used to analyze the learners' difficulty in pronouncing English vowels [ə] and [æ]. However, this hierarchy is not accurate in some languages. This phenomenon happens in this research. Based on vowel sonority hierarchy, the mid-high peripheral vowel is considered more marked than the low vowel. Yet, it is found that low vowel is more marked than a mid-high peripheral vowel. It is suggested for the next researcher to take another theory that is mostly related to markedness. It aims to get a more accurate analysis.

Based on the result in this research, English learners and participants are suggested to practice and improve their skills in pronouncing English sounds and words. It aims to reduce and avoid pronunciation errors. It is important to be done

because English learners are expected to pronounce English correctly by other people.

