

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the findings and analysis, it was found out that first, the students made phonological errors in all of the pronunciation of the six English fricative consonants sounds being observed in this research. Additionally, the phonological errors could be found in all three positions of occurrences, with the exception for [f] in the initial position, since none of the participants observed made any error of this particular sound in that specific position. And I have an expectation that the participants that I have observed can make a lot of mistake in comparing between sound [f] with [p] but there is no one who do the errorneus of this kind of sound. But this expectation also can be proved with the replacement between sound [v] with [f] and [p], this case can make my indentification can be answered that the students with Sundanese background is difficult in comparing [v], [f], with [p] sounds.

Yet, it should also be noticed that although they made those phonological errors, the participants still managed to pronounce

some of the words correctly every now and then. Secondly, the students made thirteen kinds of deviations in all. Seventeen kinds of deviations included the replacement of [f] with [v] and [v] with [f] and [p], the replacements of [ð] with [t], [d], [θ] and [th], the replacement of [θ] with [t], [th], and [ð]. The replacement of [ʒ] with [z], [s], [j], [ʃ], [g], [tʃ], [s]. Then, it could also be figured out that one particular English sound, namely the sound of voiceless palatal affricate, [ʒ], created many difficulties for the students if compared to the other five English consonantal sounds observed.

B. Suggestion

This research is hopefully useful for:

1. English learners

For English learners whose mother tongue is Indonesian especially with Sundanese background. For one thing, by knowing that English department students tend to make the phonological errors in the pronunciation of the six observed English consonantal sounds, for English learners is expected to pay more attention to the articulation of those particular sounds.

Moreover, the students also expected to become more aware that those six sounds are distinctive English sounds and should not be replaced by Indonesian and Sundanese sounds whatsoever.

2. Teacher

At the same time, it is hoped that by having this paper, the English teachers may be constantly reminded that these English sounds tend to generate problems on the students' pronunciation, and therefore, they can develop the pronunciation lessons by concentrating on those problematic sounds. And the teachers can increase their learning methods in pronunciation subjects that can make the learners really understand how to pronounce English sounds correctly.