

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the finding and analysis, it was found out that first, the students made phonological errors in all of the pronunciation of the seven English consonants sounds being observed in this research. Additionally, the phonological errors could be found in all three positions of occurrences.

The cause feature changes by Javanese student as the result of consonant differences are the absent of English in Javanese dialect Banten inventories and the participants has may have less understand about comparing the English consonant and Javanese dialect consonant sounds.

Based on the result of contrastive analysis, there are seven English consonants which are listed to be pronunciation problem for Javanese dialect Banten speakers. The participants still managed to pronounce some of the words correctly every now and then., The students made twenty four kinds of deviation in all. Twenty four kinds of deviation included the replacement of [v] with [f], the replacements of [θ] with [t], [s], and [tʃ], the replacement [ʃ] with [s], the replacement [ð] with [d], [t], [θ], and [tʃ], the replacement of [tʃ] with [k], [t],

[ʃ], and [s], the replacement of [ʒ], with [g], [dʒ], [ʃ], and [s], the replacement of [dʒ] with [j], [g], [z], [ʒ], [ʃ], and [d].

## **B. Suggestion**

This research is hopefully useful for:

### 1. English Learners

For English learners whose mother tongue is Indonesian especially with Javanese dialect Banten background. For one thing, by knowing that English department students tend to make the phonological errors in the pronunciation of the seven observed English consonantal sound, 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 seven sounds are distinctive English sounds and should not be replaced by Indonesian and Javanese dialect Banten sounds whatsoever.

### 2. Teacher

The same time, it 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 lesson 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.