

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research on “An Error Analysis of English Vowel Pronunciation at SMP Negeri 10 Kota Serang,” it can be concluded that eighth-grade students often experience difficulties in accurately pronouncing English vowel sounds. The most common types of pronunciation errors found were substitution and insertion, with substitution being the dominant type. Errors frequently occurred in pronouncing long vowels and diphthongs, such as /i:/, /eɪ/, and /aʊ/, which were often replaced by simpler monophthongs or influenced by the students’ native language vowel system.

Furthermore, the findings reveal that the causes of these pronunciation errors are multifactorial. Linguistic factors, particularly first language interference, play a significant role in shaping students’ pronunciation habits. Psychological factors, such as shyness and low self-confidence, contribute to the students’ reluctance to speak and correct their pronunciation. In addition, a lack of exposure to native pronunciation models and insufficient emphasis on pronunciation in the teaching process further exacerbate these errors. These results emphasize the importance of integrating pronunciation instruction into the English language curriculum at the junior high school level, treating pronunciation as a core component of communicative competence rather than a peripheral skill.

#### B. Suggestion

In light of the research findings, the researcher offers the following suggestions to improve the teaching and learning of English pronunciation, particularly vowels, among junior high school students:

1. **For English Teachers:** Teachers should incorporate explicit pronunciation instruction into their teaching activities. This includes using phonetic transcription, minimal pair drills, and listening exercises that expose students to a variety of native English accents. Teachers should also be trained in phonetics and phonology to better address students' pronunciation issues.
2. **For Students:** Students are encouraged to be more active in practicing their English pronunciation both inside and outside the classroom. They should make use of available resources such as pronunciation apps, online videos, and audio dictionaries to practice independently. Developing a habit of listening to native English media can also enhance their auditory perception and pronunciation accuracy.
3. **For Future Researchers:** Further research could be conducted on other phonological aspects such as consonant errors, stress, and intonation. Additionally, future studies might explore the effectiveness of specific teaching interventions or technology-based solutions in reducing pronunciation errors among learners.

Through collaborative efforts between teachers, students, schools, and researchers, the challenges in English vowel pronunciation can be addressed more effectively, thus enhancing students' overall communication skills in English.