

## **CHAPTER V: Conclusion and Recommendation**

As the data findings and discussion have been explained in the previous chapter, thus this study then draws a big picture that is considered as the focus of this study on how the students' dealing with suprasegmental aspect in a speech. Hence this study leads to some conclusion as follows:

### **Conclusion**

Conclusion this undergraduate thesis focuses on the suprasegmental level which is intonation. Its aim is to summarize the suprasegmental level that are usually made by students in a speech, caused by the differences between English and Indonesian, and to find out how these suprasegmental levels are perceived by Indonesia speakers as well as by native speakers.

The theoretical background is based on findings of English and Indonesian phoneticians and mainly with the help of works by Birjandi (2005) English and Indonesian suprasegmental features are compared. Based on the differences between English and Indonesian phonetic system, it is found that concerning the suprasegmental level, Indonesian students make the most remarkable intonation when pronouncing final consonants which they, under the influence of Indonesian, devoiced even though these final consonants are voiced in English; what is more, they sometimes put the word stress on the syllable in a word, adapting the Indonesian habit of putting the word stress always on the first syllable, they also sometimes do not reduce the unstressed syllables enough and their speech tends to be generally monointonation or not dynamic enough because

of the lower variety of pitch in Indonesian intonation. All these may cause misunderstanding or reveal that the speaker is not native.

However, this hypothesis is disproved. The results show that suprasegmental may also be considered less serious because the listeners may ascribe them to some paralinguistic phenomena and not only to the speaker's lack of knowledge.

As far as the other hypotheses are concerned, it is confirmed that only when the Indonesian speakers are advanced, they are able to name some particular Intonation. This is caused by their concentration on vocabulary and grammar in the beginnings of their learning English. It is also shown that most of the Indonesian speakers think that they own current pronunciation of English is close to the one in the recording with suprasegmental aspect. They may think so because they are aware of the fact that English intonation is more dynamic and Indonesian speakers are usually not able to perform it properly, which is also proved by their other answers.

Therefore, this undergraduate thesis might therefore show which elements of pronunciation Indonesian speakers should focus on and remind them that every suprasegmental feature is worth mastering. It also gives ideas for the following research which could be done in the field of suprasegmentals.

### **Suggestions**

Seeing that suprasegmental aspect can exercise disadvantageous influence on English speaking skills, it is important that English teachers do not only recognize

the suprasegmental aspect as a major cause of students' lack of success in communication but also support them to overcome their ambiguity in using the correct intonation in a speech or in any other public speaking. Based on the findings of this research, the following recommendations are expected to be considered as the future assessment.

1. The English language lecturers or teachers should recognize the existence suprasegmental aspect in learning and particularly speaking the English language and then should take initiatives for its effective reduction. They should identify individuals with signs unequal suprasegmental aspect and they should apply appropriate strategies to help them responding to these problem.
2. The lecturers or teachers must behave in a friendly manner, be helpful and cooperative, make students feel comfortable when speaking in the class, ensure students' active participation in the classroom environment. This can also help the students to have better understanding about suprasegmental aspect particularly the intonation.
3. The lecturers or teachers should provide students with a maximum of speaking time in a nonthreatening environment. This is done by adding small group activities, role plays, and pair works into their lessons to practice more about the development of their suprasegmental aspect.
4. If students conveying lack of practice with speaking skills in their previous language learning experiences, respectively primary school education, the lecturers or teachers should adopt a communicative approach to provide students with more chances to practice their speaking skills.

5. It is important to base an activity on easy language so that the students can speak fluently with the correct suprasegmental aspect. A good way to make this work is to review the intonation before starting.

### **Recommendation**

Recommendation from this research is that every language lecturers or teacher can offer different ways of teaching suprasegmental aspect in speaking skills based upon his/her personal observation during the teaching process. Thus, during this process, the role of language lecturers or teachers is considered highly crucial and their particular beliefs, perceptions and attitudes towards language learning and the teaching process have the potential of both causing and reducing language incorrect suprasegmental aspect among the students.

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