Chapter 5: Conclusions and Recommendations

The purpose of this chapter is to draw inferences from the research

findings and discussion, so it can assist the researcher to offer recommendations

for learners and further researchers. This chapter began with the research findings

that are summed up briefly, followed by the recommendations of this research.

Conclusions

From the findings and discussions in the previous chapter, it can be

concluded that four types of phonological processes and rules were discovered in

students' English pronunciation, such as assimilation, dissimilation, deletion, and

insertion. These types of phonological processes and rules occurred in consonant

and vowel sounds. Firstly, the assimilation processes which are progressive and

regressive assimilation in a vowel sound. The feature sounds are identified in the

progressive of assimilations which is the vowel sound /ə/→[i], /a/→[o], and

/a/→[ɔ], while in the regressive assimilation are identified in the feature sounds

/ɪ/→[e], /a/→[o], /ə/→[i], /ə/→[ɔ], and /w/→[u]. The students constantly take a

feature from the neighboring following sound or the preceding sound, so they can

resemble each other.

Secondly, the dissimilation processes are discovered in sounds /oʊ/→[o],

/θ/→[t], /ð/→[d], /ʃ/→[s], and /z/→[s] in the initial, medial and final position of a

word. The two adjacent sounds become less similar as students replaced them

with another sound of [-continuant] that is available in their phonological system.

Thirdly, the deletion processes are found in consonant sounds [t]→Ø and [k]→Ø

since they attempted to simplify their pronunciation by deleting one of the

consonants in words. While, the insertion processes were found when students

added the sounds [e], [ɪ], [t] and [w], the students still interfered with their native

language habits, in which pronouncing all of the letters in words, students then

preferred to pronounce all of the letters that should be silent in words. However,

mainly only one phonological process that occurred in one word, unexpectedly the

researcher also discovered there are two and even three distinct phonological

processes that occurred at the same time in one word, such as assimilation

deletion processes in word *society* /ə/→[ɔ] and /ə/→Ø, dissimilation insertion

processes in word *their* /ð/→[d] and Ø→[i], deletion dissimilation processes in

word *music* /y/→Ø and /z/→[s], insertion dissimilation processes in word *either*

Ø→[e] and /ð/→[d], assimilation dissimilation processes in word *emphasize*

/f/→[p] and /z/→[s], and deletion insertion assimilation processes in word *identify*

/a/→Ø, Ø→[t] and /ə/→[ɪ].

　　　Therefore, this research revealed that phonological processes and rules

found in students' English pronunciation occurred due to the neighboring sound,

loan words that have been adopted in Indonesia, and the tendencies of their

mother tongue itself. Since Bahasa Indonesia has been acknowledged as the

official language in the home country Indonesia, Bahasa Indonesia itself

unconsciously has interfered with the surface of the target language in many ways.

Students tend to use Indonesian pronunciation when pronouncing English words,

they replaced the vowel or consonant with a sound that is written in the word

since Indonesian words are spelled exactly as they sound. By that, students

adopted their Indonesian pronunciation into their English pronunciation process

by pronouncing all of the letters exactly what they are spelled. Moreover, the

differences in the phonological system between Indonesia and English also affect

the phonological processes. There are some English sounds that do not exist in the

Indonesian language system and it is rare to find the consonant cluster or

triphthong in the Indonesian language, students then tend to switch the target

sound with another sound that is available in their phonological system or they

just added or deleted the sound to simplify the pronunciation. Regarding this, all

of those factors that have been explained previously could take place in the

occurrence of the phonological processes in their English pronunciation, but all of

these characteristics cannot be generalized that all students might have the same

pronunciation, it might depend on the individual itself, which refers to their

education background of language users, environmental influence, and the prior

knowledge related to the English pronunciation.

Recommendations

        This research focused upon only four types of phonological processes and

rules in students' English pronunciation, since those categories have abounded the

most in their pronunciation, whilst other phonological processes and rules like

metathesis or coalescence are not included in the framework. Besides, this

research also only focuses on segmental features that changed without touching

upon the suprasegmental feature. This is because the phonological process and

rules mainly deal with the segmental phoneme, in which segmental feature is

easily recognized when the sound change in the speech event. For these reasons

above, this present research offers another researcher to take another phonological

processes and rules area and also consider the suprasegmental aspect as well in

addressing the issue. Thus, it can take the research in the field of phonology to the

next level.

Further, based on the data findings and discussion shown the first language

constantly appeared on the surface of the target language, instead of expecting

students to sound like native speakers, this research then expectedly can be useful

for providing a list of acceptable English pronunciation that pronounced by the

student and can enrich the readers' knowledge with the unfamiliarity of English

sounds that pronounced by the students to prevent miscommunication and

mispronunciation when being performed. Moreover, English has been expanded

broadly and the English accent itself comes up with diverse accents according to

where they come from such as Indian English, Scottish English, Singlish

(Singapore English), and Kiwi (New Zealand English). Thus, by conducting this

research with a strong framework through phonological processes and rules in

students' English pronunciation, the researcher expected the English sounds

pronounced by Indonesian students can offer practical contribution for promoting

intelligible English that acceptable among the English speakers.

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