

Chapter V: Conclusion and Suggestions

This chapter is the last chapter in the final undergraduate thesis. Researcher explains two parts, namely related to conclusion and suggestions. Conclusion is important to be explained briefly and clearly. The conclusion is the results that the researcher found in the previous chapter which is finding section. The last part of this chapter is suggestion. Suggestions are needed as a learning resource for students, other researcher and readers.

Conclusion

Based on the discussion in the previous chapter, namely chapter four related to findings and discussion, the researcher concludes several problems that influenced students making errors in pronouncing fricative consonants. As the researcher mentioned and explained before, this research used phonetics and phonological studies about manner of articulation, place of articulation, and voicing or grouped as distinctive features. The research question is about how the way errors pronunciations of fricative consonants produced by the students. After passing all the processes of conducting this research, it was found that there are six fricative consonants sound that produced errors by the English Department students. The sixth fricative consonants sounds that were produced errors are /v/, /z/, /ʃ/ /θ/, /f/, and /ð/. Besides, there are three fricative consonants sound did not found error on the data analysis, such as /s/, /h/, and /ʒ/. The reason the researcher did not found errors of these sound because the fricative /s/ and /h/ sound were exists in Indonesian Language so that all the students correct when produced that sound,

and sound /ʒ/ did not found error by reason of all the students did not produced all words which containing /ʒ/ sound.

To sum up, most of EFL (English Foreign Language) students at English Department *Universitas Negeri Gorontalo* error in pronouncing fricative consonants that categorized based on the distinctive features. The students have difficulties in pronouncing fricative consonants correctly because there are several reasons and factors that found by the researcher after doing this research. The reasons or factors are English Department students do not know the distinctive features or the way, place of articulation that used to produce fricative consonants, then the differences between voiced and voiceless sounds.

Suggestions

In the suggestions part of this research, the researcher provides several suggestions or recommendations regarding the research findings found from this research as follows.

Students.

First, students should pay attention and learn the English phonetics and phonology subject because that is one of theory which concerns how to produce the correct sound in English. Second, practice every day to avoid error in pronouncing English words by looking at the phonemic transcription of English words. Third, you must frequently check the pronunciation of English words using Cambridge dictionary or other dictionaries. Fourth, you must learning how to pronounce consonants sound by paying attention to place of articulation, manner of articulation and voicing so that you can easy to differentiate which sound that

voiced or voiceless. The last, students can listen to native English speakers to correct the errors in pronouncing English sounds. All the suggestions above can avoid pronunciation errors.

Lecturers.

Researcher gives recommendations to the educators, especially lecturers at the English Department *Universitas Negeri Gorontalo* in order to provide teaching, explanations, and exercises to students. Lecturers should explain more clearly the meaning of distinctive features particularly fricative consonants sound. This is related to the manner of articulations in producing fricative sounds, the place of articulation used, and the voicing sound; whether voiced or voiceless. In addition, it provides training for students to make transcriptions of words in English by playing the audio or lecturers can also command students to watch videos and directly make transcriptions according to the Standard English Language.

Next researchers.

As described in the previous chapters, this research is concerned with the errors of fricative consonants pronounced by English students. Researcher obtained data from student project videos that were shared on YouTube and Instagram. The process of data analysis is listen directly to the fricative sounds that are errors in pronouncing by students related to the incorrectly of manner of articulation, place of articulation, and voicing sound. In this study, the researcher suggests that next researchers choose the right source of data, and then choose the focus of research that often occurs in the field, such as voiced and voiceless. Next researchers can also conduct study about suprasegmental related to pitch, stress, and intonation.

The researcher hopes this research can be references for the future researchers that do similar study.

References

- Astuti L. & Prasiyanto, S. (2014). Consonants pronunciation errors made by Kindergarten 2 students in Stamford International Community School Semarang. Semarang: Faculty of Humanities Dian Nuswantoro University. Retrieved from:
https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Astuti%2C+L.+2014.+Consonants+Pronunciation+Errors+Made+by+Kindergarten+2+Students
- Brown, H. D. (2000). Principles of language learning and teaching. *Pearson Education Company*, (4th ed.). New York: San Francisco State University.
- Brown, H. D. (2007). Principles of language learning and teaching. *Pearson Education Company*, (5th ed.). New York: San Francisco State University.
- Chomsky, N., and Halle, M. 1968. The Sound Pattern of English. New York: Harper
- Corder, S. P. (1981). Error analysis and interlanguage. *Malden: Blackwell Publishing, Ltd.*,
 Oxford: Oxford University Press.
- Crystal, D. (2008). A dictionary of linguistics and phonetics. *Blackwell Publishing*, (6th ed.).
- Elvionita, E. (2019). Thesis: An analysis of students' errors in pronouncing English consonants at Senior High School Muhammadiyah 1 Pekanbaru.

Riau: State Islamic Pekanbaru. Retrieved from:

<https://core.ac.uk/download/pdf/300873704.pdf>

Fachrurrazy. (2002). *Teaching English as a Foreign Language*. Malang: State University of Malang. Retrieved from: <https://eprints.umm.ac.id/21780/>

Fadhilah, D. A. (2019). *An error analysis in pronunciation of English vowels of the fourth semester students of English education department in IAIN Tulungagung in the academic year 2018/2019*. Tulungagung: State Islamic Institute. Retrieved from: <http://repo.iain-tulungagung.ac.id/13083/>

Fauzi, F. (2014). *Skripsi: Error analysis of Sundanese English pronunciation on fricatives sound*. 20(1). Retrieved from <http://journal.uinjkt.ac.id/index.php/al-turats/article/viewFile/3756/2750>

Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language*. (7th ed.). Boston, Massachusetts 02210: USA.

Fromkin, V., Rodman, R., & Hyams, N. (2019). *An introduction to language*. (10th ed.). Boston, Massachusetts 02210: USA.

Gass, S. M., and Slinker, L. (2008). *Second language acquisition: An introductory course*. *Routledge, Taylor and Francis Group*, New York and London. 3(rd).

Gilakjani, A. P. (2016). *English pronunciation instruction: A literature review*.

International

Journal of Research in English Education, 1(1), Pp. 1-6.

- Gregersen, E. (2020). Consonant: Phonetics. *Enciclopedia Britanica*, Retrieved from <https://www.britannica.com/topic/consonant>
- House, L. I. (1998). *Introductory phonetics and phonology: a workbook approach*. Lawrence Erlbaum Associates, Publishers. Mahwah, New Jersey: London (LEA).
- Hudson, J. (2020). *The sound of English pronunciation: A Practical Course in Standard Modern British (GB) English*. Retrieved from <https://thesoundofenglish.org/fricative-consonants/>
- Jones, D. (1972). *The pronunciation of English*. London: Cambridge University Press.
- Ladefoged, P. (1982). *A course in phonetics*. Harcourt Brace Jovanovich, inc (HBJ) (2nd ed.). University of California, Los Angeles:
- Mohamad, H. (2021). A study on phonological process: A case on Indonesian EFL students' pronunciations. *Journal of Language Literature, Culture, and Education*, Retrieved from: <https://ejournal.transbahasa.co.id/index.php/jllce/article/view/49/24>
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Taylor and Francis Group, New York and London: Routledge.
- Oktaviani, I. (2019). The correlation between students reading comprehension on English text and their pronunciation mastery of State Islamic Junior High School Masmur Pekanbaru. Retrieved from: <http://repository.uin-suska.ac.id/23775/1/GABUNG.pdf>

- Pantoiyo, L. L. (2015). An analysis of students' errors in pronouncing voiced and voiceless consonants (a study conducted at seventh semester class D students of English Department).
- Ramasari, M. (2017). Students pronunciation error made in speaking for general communication. *Linguistic English Education and Art (LEEA) Journal*, 1(1). Doi: <https://doi.org/10.31539/leea.v1i1.32>.
- Richards, J.C. (1974). Error analysis: Perspectives on Second Language Acquisition. London: Longman.
- Seidlhofer, B. (1995). Pronunciation Awareness: Some thoughts on pronunciation in teacher education. *Newsletter of the IATEFL Pronunciation Special Interest Group*, 6, p.12 -16.
- Schane, S. A. (1973). Generative phonology. *Prentice Hall College Div*, (3rd ed.).
- Syaputri, W. (2014). Pronunciation errors made by senior high school students in reading English texts aloud. *English Educational Journal: State University of Semarang*. Retrieved from: suska.ac.id/23292/2/FILS%20SKRIPSI.pdf
- UKEssays, (2018). The Errors Vs Mistakes English Language Essay. Retrieved from <https://www.ukessays.com/essays/english-language/the-errors-vs-mistakes-english-language-essay.php?vref=1>
- Widyaningtyas, I. (2014). Error analysis on English consonants pronunciation produced by second semester students of study program of English Universitas Brawijaya. Retrieved from: <http://jimbastrafib.studentjournal.ub.ac.id/index.php/jimbastrafib/>

Yates, L., & Zielinski, B. (2009). Give It a Go: Teaching Pronunciation to Adults.

AMEPRC, Sydney, Australia. Retrieved from:

http://www.ameprc.mq.edu.au/resources/classroom/give_it_a_go