CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research dealing with phonological interference on students' speaking performance and the suggestion will be delivered to the next researcher.

A. Conclusion

From those research findings therefore the research wants to seek the kind of phonological interferences on students' performance and factors result those phonological interferences. Therefore, two main points are found.

1. Kind of phonological interference which is experienced by fourth semester students at English Teacher Education Department include (1) under-differentiation of phonemes occurs when there is distinction of several sounds in English language while Javanese language is not. The distinction may be experienced confusion by Javanese speakers include distinction between /æ/ and /e/, distinction between /ʤ/ and /j/, distinction between /ɵ/ and /t/, distinction between /ʒ/ and /s/, distinction between /ð/ and /d/, distinction between /ʧ/ and /c/ and last distinction between /ɒ/ and /o/, (2) over-differentiation of phonemes occurs when there is distinction of several sounds in Javanese language which may transfer to produce English sounds include distinction between /ʔ/ and /k/,

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distinction between /ɖ/ and /d/, and distinction between /ʈ/ and /t/, (3) reinterpretation of distinction occurs when there is different interpretation done by Javanese speaker on stressing some English words which then results on errors production, and the last (4) actual phone substitution occurs when there is different pronunciation of equivalent phonemes result on errors production consisting sounds /ŋ/ and /z/.

2. There are several factors causing phonological interference on students' performance include (1) absence of corresponding distinction in primary language results errors production consisting of several sounds including /æ/, /ʤ/, /ɵ/, /ʒ/, /ð/, /ʧ/ and /ɒ/, (2) presence of distinction (only) on primary system results errors production consisting of several sounds /k/, /d/, and /t/ replaced by the primary sounds /ʔ/, /ɖ/, and /ʈ/, (3) different phonemic system include different of number of sounds, different manner of articulation system, and different place of articulation system, and phonation system which may result on error production, and (4) different pronunciation of equivalent phonemes result on errors production consisting sounds /ŋ/ and /z/.

B. Suggestion

From the research finding and facts that have been discussed on the previous chapter, therefore the researcher gave some suggestions for teacher, students and next researcher.

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1. For the lectures

The lecturer should be more aware to students' error production regard to phonological interference. The lecture should correct and give students feedback if they mispronounce some English words in their performance, drill some common pattern error words because of phonological interference therefore the attitude to transfer their mother tongue system will be not habitual and established.

2. For the students

The students should know their kind of phonological interference and factor causing error production in their speaking skill. They should pay more attention to their interference product and always check the correct pronunciation of some English words using digital dictionary will be recommended.

3. For the next researcher

The researcher realizes that this study is not perfect enough to find phonological interference on students' speaking performance. Therefore, the researcher expects for the next researchers can seek further information of kind phonological interference and factors causing the phonological interference refer to another theory due to this research still use the basic

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theory of kind phonological interference formulated by Weinrich. Moreover, this study was limited to Javanese Surabaya dialect as the interfering language, the next researcher may conduct the study refer to other mother tongues which common find in students. Those will be expected to get the new and more information of phonological interference phenomenon as effort to overcome students' difficulty in spoken repertoire.

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