

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter mainly presents the conclusion and the suggestion of this thesis. The analysis in the previous chapter are concluded and finally the researcher attempted to suggest some important matter concerning to the discussion of this thesis. These suggestions are considered to be important for everyone especially teacher or other researcher who is going to conduct the research in the same field.

A. Conclusion

In accordance with the result of the data analyzed in the previous chapter, the researcher concludes that the second year students of SMP N 2 Menganti, Gresik produce many errors in their English pronunciation on vowels.

Related to the problem of the study, researcher concluded the problem of pronunciation of English words on vowels as follows:

1. There are 3 kinds of pronunciation errors on vowels which occur in the students' utterance. They are errors in short vowel, long vowel, and diphthong. The students made errors on the short vowel [ɪ], [ə], [ʌ], [ɒ], [æ] and [e]. Based on the description of the result in the previous section, it was known most of the students produce pronunciation error on short vowel [e]. It was proved for about

43,33% students pronounced /'rɪd.i/ for /'red.i/ in word “ready”. On the long vowels, students of SMP N 2 Menganti made errors on the vowel [ɜ:], [ɔ:], [u:], [i:], and [ɑ:] with the highest number errors on long vowel [ɑ:]. They pronounce /'hʌr.vest/ for /'hɑ:.vɪst/ in word “harvest”, that was for about 86,66% substituted long vowel [ɑ:] in the first syllable with [ʌ]. Moreover, The students made errors on diphthong [aɪ], [ɪə], [eɪ], [aʊ], and [ʊə]. In pronouncing word “plough”, most of the students made error in pronouncing diphthong [aʊ]. Diphthong [aʊ] in word “plough” substituted with short vowel [ɒ]. They pronounced /plaʊ/ with /plɒg/. The average of the students made those errors was about 93,33%. The result showed that majority of the students of SMP N 2 Menganti made pronunciation errors on diphthong [aʊ].

2. There are certain sources that explain why the errors can be happened when they are learning the language. On the research, the researcher found six sources of errors; they were pronouncing English word as written, error of substituting short vowels for long vowels, error substituting long vowel for short vowel, vowels for diphthong, overgeneralization and spelling rule confusion. The learners pronounced English as written or substituted the vowel is affected by learner’s native language, in this case is Javanese. I.e. In the Javanese sound, there is no long vowel like vowel [ɑ:]. Therefore, they tend to

pronounce word “Harvest” with /hʌr.vest/ instead of /hɑː.vist/. They substituted long vowel [ɑ:] with sound [ʌ]. Moreover, the other sources of students’ errors are the learners over generalize the rules and confuse the spelling rule. The learner’s failure to adopt the target language system. They transferred the rules of their first language into the target language. For example Javanese learners tend to pronounce the word “work” /wɒk/ instead of /wɜ:k/ like the sound [o] in many other English word i.e. “Box” /bɒks/ , “dog” /dɒg/ and “job” /dʒɒb/.

B. Suggestion

In the end, the researcher gives some suggestion related to the result of this study. The suggestions are:

1. For the teacher

The teacher should given a lot of drills and practices relating to the pronunciation so that the students can acquire the habit of using the correct pronunciation of the English words containing English vowels correctly regardless of language skill they are dealing with. Therefore, it can help the students improve their pronunciation proficiency.

2. For the students

The students should learn from the errors they made and have to practice to pronounce English more. They should pay attention in English words that are pronounced by them to avoid misunderstanding

among speakers or listeners. They also should increase their motivation in learning English, for example motivation to speak English even a little, learn about pronunciation, and always consult the dictionary if they do not know the correct pronunciation.

3. For Further Researcher

The researcher realizes that this research is not perfect enough to overcome the problems of students made error in pronouncing vowels in English words. She expects the further researcher can apply a suitable technique to cope with the problem of students in pronouncing vowels in English words in order to make the students able to pronounce English words correctly.