CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter explains about the coclusion of the findings discussion on the previous study and some suggetion related for the next researcher.

A. CONCLUSION

From those research findings therefore this research seeks to reveal the students' word stress performance and the comment word stress type committed of their speaking performance at English education department. Therefore, two main points are found:

1. Students' word stress performances are showed that students often pronounced two syllables words correctly, but sometimes they confused to put the stress syllables when it is a word which has dual rule. Besides, most students are always committed the same mistakes of words stress placement when the word syllables contain short vowel, close /1/ and mid /ə/ vowels and the students' mother tongue is very affected on it. For the reasons, in both Javenese and Madurese sound, there are no long vowels; therefore students tend to always pronounce the English stress in short vowel. Whereas, in the phoneme of Javanese and Madurese vowels /1/ indicate high stress and /ə/ vowel indicate the mid stress. Therefore, they always stressed the word syllables which contains of /1/ and /ə/ vowels.

2. The common correct type of students' word stress performance inclined to verbs with two syllables there about 59%. Besides, this research also found the common misplacement of word stress is always in polysyllabic words, especially in more than two syllables; verbs 18%, nouns 42.7% and adjectives 66.7% since it has more incorrect option of stress placement, two incorrect options in three-syllable words, and even three incorrect options in four-syllable words. Therefore it is quite difficult for the ESL learners to determine the stress placement since they have limit practice and the poor knowledge of phonology also could be the factor that influenced on it.

Thus, word stress becomes one of the most visible weakness areas of Indonesian ESL learners. Therefore, it is necessary to provide special class of pronunciation to develop phonological awareness but the important one is the tight practices. Furthermore, the conclusion draws some idea to give some suggestion for the future researcher to explore about English word stress for Indonesian ESL learners deeply.

B. SUGGESTION

From the research finding and facts that have been discussed on the previous chapter, therefore the researcher gave some suggestions for the teacher, students and next researchers who will interested in having a research around the phonology aspects especially about the supra-segmental features.

a. For the lectures

The teacher should given a lot of drills and practices relating to the pronunciation especially in the term of stress of supra-segmental features. So that the students can acquire the habit of using the correct patter of English stress correctly regardless of language skill they are dealing with. Therefore, it can help the students improve their pronunciation proficiency.

b. For the students

The students should learn from their problem or difficulties in pronouncing word stress on their English spoken. They should pay much attention on the English word stress pattern. Furthermore, they also should increase their motivation in practicing the English stress on their English spoken frequently.

c. For further researchers

The researcher realizes that this research is not perfect enough to overcome the problems of students in performing English word stress in the correct pattern. The researcher also expects the further researcher can apply a suitable technique to teach the English stress for Indonesian ESL learners which has various mother tongues in order to make the students be able to pronounce English words combining with good stress pattern.