CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher is presented as follows:

A. Conclusion

Based on the finding which deduced on the previous chapter, there are several points that can be conclude as following description:

The types of assimilation produced by fourth semester students in speaking class of English Teacher Education Department in UIN Sunan Ampel Surabaya are : I. Regressive Assimilation. Regressive Assimilation is one of assimilation types which produce as influence the following sound. The most common types of assimilation produced by the fourth semester students is regressive assimilation with the most total nasal alveolar /n/ before stop alveolar /k/,/g/, stop bilabial /p/,/b/ and nasal bilabial/m/, which occurred among the students in Speaking class faculty of English Teacher and Education Department in UIN Sunan Ampel Surabaya. They are categorized into 4 kinds of phoneme based on the place and manner of articulation form. They are stop alveolar /t/ /d/ before stop velar /k/ and stop bilabial /b/ /p/,

nasal Alveolar /n/ before stop alveolar /k/, /g/ and stop bilabial /b/, /p/,/m/, fricative alveolar /s/ before fricative palatal /ʃ/. All of the phonemes of regressive assimilation start from place of articulation alveolar.II. Progressive assimilation. The researcher only finds three example of progressive assimilation from all the students' speaking performance. They are Spirits /'spirits/ becoming /'spiritz/, Rich /ritʃ/ becoming /ritʃ/, Dogs /dog/ becoming /dbgz/. III. Coalescent. For the coalescent type, the researcher gets also three example of assimilation. They are want you /wont yu/ becoming /won^{d3}u/, did you /did yu/ becoming / di^{d3}u/, Get job /get d3ab/ becoming /get t^fab/

Based on the interview, there are three factors which cause of the Students' difficult to produce assimilation. They are students less understanding about assimilation process, Students do not have a routine to self-practice pronunciation, and students of speaking class do not recognize the presents of assimilation in their speaking performance.

B.Suggestion

Reflecting on the result of this study, there are some significant suggestions from the researcher stated as follows:

1. For the fourth semester students in Speaking Class

82

Based on the result of this study, the students do not have habit to practice pronunciation by themself. Practicing pronunciation will increase the students' speaking fluency. Indirectly, the students will get any information related to pronouncing the words. So, The students will be familiar with the terms in phonology such as assimilation.

2. For English Education and Teacher Department

The students need more practice about pronunciation. It is better if the Department has a class or provides a place for students in practicing pronunciation. The Department also conducts some activities which has benefit in improving students' pronunciation. Some students are beef about do not have pair for practicing pronunciation. Beside that, the students as the teacher to be will get into the habit of well English pronunciation.

3. For Further Researchers

Knowing the result and the significance of this study, the researcher comes with suggestion to further researchers who are interested to conduct the research about phonology especially in assimilation. As this study limit the scope only on types of assimilation in students speaking performance, the further researchers can conduct the same research in other dimension of assimilation. In addition, the further researcher can also enlarge the area or limitation of this study, such as fourth semester students in speaking class of English Education and Teacher Training in UIN Sunan Ampel Surabaya. By doing those researches, the further researchers can get broader knowledge than this recent study.

