

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher presents conclusions and suggestions from the analysis results in this chapter. Here is the explanation.

5.1 CONCLUSION

Based on the findings in the previous chapter, we can conclude that the researcher found many errors in students' pronunciation. The error is due to interference in the first language, namely Indonesian. The interference is included in phonological interference. In phonological interference, there are three types, namely sound addition, sound omission, and sound replacement. The researcher classified the data with three types of phonological interference to calculate the percentage of each type. Then the researcher transcribed the words that often appeared errors in students' pronunciation and analyzed based on phoneme. Phoneme is divided into two, namely, vowels and consonants. In the results of the analysis, the researcher can conclude that the occurrence of phonological interference is due to the addition, subtraction and changes of phonemes so that there are errors in pronunciation. In Indonesian also does not have a phonetic symbol so that it refers to the alphabet (a, b, c, d, e, f, g, etc.), while English is more about studying how sounds are produced and accents are not on the alphabet.

Based on the analysis results, several factors contribute to the interference and are divided into two factors, namely internal and external. The first factor is a factor related to language, the purpose of this language is students' understanding of the language. Lack of understanding of students in the second language so that the first language enters the second language and does not understand the phonetic differences between the two languages so that interference occurs. Then these external factors relate to habits, classroom learning, and language attitudes. The researcher concluded that students lack interest in learning English and still underestimated English because it was not included in everyday language and considered it difficult in English lessons.

In this problem, the researcher implements the language interference used to develop language, especially in pronunciation and training in English learning, which helps increase student enthusiasm and improve skills in speaking English (pronunciation).

5.2 SUGGESTION

Based on the conclusions that have been described by the researcher, the researcher also gives suggestions to teachers, students, and other researchers:

5.2.1 For the Teacher

Based on the problems examined by the researcher above, English teachers carry out innovative and communicative activities in learning English and motivate students to have interest and enthusiasm in learning English. The English teacher can also give a little explanation regarding IPA (International Phonetic Alphabet).

5.2.2 For the Students

Students must change their mindset and foster interest and enthusiasm in learning English, mainly pronunciation. Students also get used to reading books or magazines, listening to songs, or watching movies.

5.2.3 For the Researcher

This research is worth trying because it discusses linguistics, and when analyzing data, one must understand the phonetic symbol