

Chapter Five

Conclusion and Recommendation

This chapter is the last chapter of this research. This chapter is meant to conclude the answers of the research questions stated in Chapter One, which are:

1. How do students of English Language Education Department pronounce certain phones in English words used as the instrument in this research
2. ?Which English words adapted in Indonesian language used as the instrument in this research are pronounced similarly as pronounced in Indonesian?

Conclusion

In chapter four, this research presents an explanation regarding participants' tendency to add the phone /ə/ between consonant clusters and pronounce the sound /r/ (rhotic) at the end of words such as year and exposure. Furthermore, consonant clusters seem to be a challenge for participants. This research revealed not only do the participants add vowel sounds to help the pronunciation; the research found out that participants omit sounds in a consonant cluster, especially /t/ or in past tense words such as, granted. Participants tend to replace unfamiliar phones, such as /v/, /tʃ/, /ʃ/, /ð/, /θ/, /z/ and shorten or simplify long phones, diphthongs and triphthongs.

To answer the second questions of the research, “pencil”, “efficiency”, and “detergent” were pronounced almost identical to its pronunciations in Indonesian language. However, due to the small number of words that are pronounced as in Indonesian language, these two words are not enough to conclude that this phenomenon is a product of loanword interference.

Recommendation

Based on the findings in previous chapter, this research provides several recommendations for English learners, English language teachers, and future researchers.

For English learners. Being aware of which phones in target language that are absent in learners' first language will be beneficial to set learning goals. The researcher recommends that language learners practice more on phones that are absent from their first language for better pronunciations in target language.

For English language teachers. Understanding which phone is harder to pronounce by language learners will help the teachers to build a teaching plans in the future to encourage the language learners learn pronunciations. The researcher recommend that English Language teachers to emphasize phones that cannot be found in learner's first language when teaching pronunciations.

For future researchers. The researcher suggests focusing on fewer phones for future research. The researcher hopes with fewer phones to assess, future researchers may have a deeper and better insight of why participants pronounce these phones in certain way.