

CHAPTER FOUR

CONCLUSION

After collecting the data through observation supported by an interview to thirty-five seventh semester students of the English Department, Faculty of Letters, Maranatha Christian University and then discuss it in Chapter Three of my thesis, I arrive at some conclusions.

In Phonology, I find that there are twenty-four students pronounce the letter “x” as /ks/ in the word *example*. Twenty-three students make an error by pronouncing the phoneme /θ/ as /t/ in the word *thousand*, thirty-four students make an error in pronouncing the phoneme /ð/ as /d/ in the word *another* and in the word *knees*; all of the observed students (thirty-five students) mispronounce the phoneme /z/ as /s/. Then, twenty-three students pronounce the vowel /ə/ as /o/ in the word *political*. The phonemes /b/ and /z/ that can be found in the word *because* are pronounced as /au/ and /s/ by fifteen students. In the word *audience*, twenty-four mispronounce the phoneme /ɔ: / as /au/. Finally, nineteen students make an error by pronouncing the diphthong /əʊ/ as /o/ in the word *post*. The

phonemes /z/, as a final sound, and /ð/ are the English phonemes which often being mispronounced by most of the students. As the final sound of a word, the phoneme /z/ is pronounced as the phoneme /s/. Meanwhile, the phoneme /ð/ is pronounced as the phoneme /d/.

After making a further discussion in Chapter Three of my thesis, I see that there are two specific reasons for the students in making such phonological errors. First, it is because of the students' pronunciation habit in the Indonesian language which is brought to their English pronunciation. It is shown when the students pronounce the letter "x" as /ks/ instead of /gz/. The error happens because in their mother tongue, the letter "x" is realised by the sounds /k/ and /s/.

The second reason is because of the different sets of phonemes between the target language, the English language, and the Indonesian language. The English and the Indonesian language have different sets of phonemes. Some of the English phonemes do not exist in the Indonesian language. This causes the students to substitute the phoneme of the target language which do not exist in their mother tongue with a similar sound they can find in their mother tongue. It results in the students' pronunciation of the phoneme /ð/ in the word *another*. Because of the non-existence of the English phoneme /ð/ in the Indonesian language, the students make an error by substituting it with a similar sound in their mother tongue, which is the phoneme /d/. Meanwhile, in the syntactic area, there are three fields where errors often come up.

They are Aspect of Quantity (plurality), Subject-verb Agreement and Lack of a Grammatical Element. There are twelve students who often make errors in terms of Aspect of Quantity; twenty-seven students make errors in Subject-verb Agreement. Moreover, five students fail to put a grammatical element in their sentences while they are giving a presentation. Therefore, the area of syntax which is considered an obstacle by the students is the Subject-verb Agreement. In this area, the students make errors because in the Indonesian language, there is no rule about subject-verb agreement. In the Indonesian language, no matter what the subjects are, the verb is still the same.

Referring to Aspect of Quantity, I find that the non-existence of the rule of *numerous* in the Indonesian language causes problems. *Numerous* is the change of the form of the noun because of quantity. Furthermore, some of the students fail to put “to be” in their sentences. Such an error is classified in the lack of grammatical elements.

From the discussion it is clear that the errors the students make either in phonology or syntax come up basically because of the interference of their mother tongue, which in this case is the Indonesian language. Therefore, I am of the same opinion as Skinner that ‘...language is essentially set of habits, then when we try to learn new habits, the old ones will interfere with the new ones. This is what is called “mother tongue interference”....’ (Skinner in Norrish, 1983:22)

Considering the status of the English language in Indonesia, which is a foreign language, it is hard for the Indonesian students to apply their knowledge in English in their daily activities. This situation is made even worse by the students themselves who are still afraid of speaking in English. So, my suggestion for the

students is do not be afraid to make errors. Try to find a partner who is also able to speak English to practice with him or her. In pronunciation, the students should listen to the native speakers a lot. It may come from recordings, songs or movies. And if the students are not sure about the pronunciation of certain words, it is better to check the correct pronunciation in the dictionary, instead of asking another Indonesian student who is also learning English. They might be wrong. In grammar, the students should read more, for example foreign newspaper, novels, etc.

Meanwhile, my suggestion for the teachers to overcome the students' errors is that they had better correct the errors that the students make the moment they make the errors, so that they remember. In order to give the students enough exposure to the correct English pronunciation, the teachers should give good examples of the pronunciation of the words. Finally, the teachers should encourage the students to speak in good English.

It is difficult to ask the students to be willing to be the subjects of my thesis. They are still afraid to be interviewed using English for the simple reason that they are still afraid of making errors. Furthermore, they are afraid that their errors are recorded. That is why I believe it is better to record the students' English conversation while they are in a class. Yet, it is time consuming. Therefore, for those who want to make a thesis with the same topic, they should consider the above-mentioned constraints.

