CHAPTER V

CONCLUSION AND SUGGESTION

This part shows the main conclusion of the analysis of the study as well as the suggestion for further research with the same topic.

5.1   Conclusion

The conclusion of this study is based on the analysis of pronunciation error in diphthong production found in the videos of the third semester students of STKIP PGRI Sidoarjo. The conclusion of this study will be explained on the discussions below:

The researcher found 32 pronunciation errors in diphthong production that were categorized as two types of pronunciation error. The types of pronunciation errors were substitution and omission. 21 pronunciation errors were classified into substitution pronunciation error. Those pronunciation errors occurred in the word: 'saving', 'really', 'save', 'saving', 'actual', 'material', 'found', 'monolingual', 'association', 'found', 'controlling', 'control', 'how', 'essay', 'how', 'write', 'how', 'five-paragraph', 'write', 'writing', 'savings'. 11 pronunciation errors were categorized as omission pronunciation error: 'education', 'enable', 'latest', 'make', 'five-paragraph', 'make', 'highway', 'make', 'essay', 'page', 'education'. It means that the substitution pronunciation error was the dominant types of pronunciation error produced by research subjects because of its frequency.

The researcher found 3 factors causing pronunciation errors. Those factors are (1) the influence of spelling English pronunciation caused pronunciation errors in producing **/eɪ/,** /aɪ/, /ɪə/, /aʊ/, /ʊə/, and /əʊ/, (2) The sound system differences between L1 and L2 caused pronunciation error in producing /ɪə/, /ʊə/, and /əʊ/, (3) the inconsistency of English vowels caused pronunciation errors in producing /aɪ/.

5.2   Suggestion

Based on the results of this study, the following suggestions can be stated:

1. For the students, the researcher suggests them to learn English pronunciation especially in the diphthong production more seriously in order to avoid pronunciation error. The sudents can learn the English pronunciation by watching the pronunciation videos by the natïve speakers in order to understand how the native speakers produce the sound. By wathching the videos, the students can observe the speakers' articulation in pronouncing words.

2. For the teacher or lecturer, the researcher also suggests them to teach the English pronunciation effectively. The teachers or lecturers should use the effective methods. They can use the video of native speakers' pronunciation in order to show the students the right way of producing diphthongs. Moreover, the teachers or lecturers can also used the English Pronunciation application such in order to facilitate them in teahing English pronunciation. This study represented theories of the diphthong production, the teachers or lecturers can use this study as their teaching materials.

3. For the further researchers, it is expected that the results of the study can give clear information for other researchers, so that the study can be used as one of the references to enrich conducting other researches related to this study. However, this study still had limited discussions. This study was focused on pronunciation error in the diphthong production. The other researchers can explore the similar study by investigating pronunciation error in English consonant production. The researcher also suggests the next researcher to investigate the correlation between pronunciation error in diphthong and the improvement of students' speaking skill.