**CHAPTER V**

**CONCLUSION AND SUGESTION**

**5.1 Conclusion**

This research has identified several key causes of English pronunciation errors among students in the English Department. Phonological errors, influenced by students' native languages, along with environmental and psychological factors, play significant roles. Addressing these issues through targeted pronunciation instruction, increased exposure to native speakers, and supportive teaching practices can significantly improve students' pronunciation proficiency. These findings underscore the importance of a comprehensive approach to pronunciation training in English language education. Here are some points can be concluded as follow.

1. **Phonological Errors**: The most prevalent pronunciation errors included substitution and omission of sounds. Students frequently substituted difficult English phonemes with similar sounds from their native language and often omitted final consonant sounds. For instance, the substitution of /θ/ with /t/ ("think" as "tink") and the omission of final sounds in words like "and" pronounced as "an" were common.
2. **Influence of Native Language (L1)**: Pronunciation errors were significantly influenced by the phonetic structures of the students' native languages. Students whose L1 lacked certain English phonemes demonstrated higher error rates. This was particularly evident in students from L1 backgrounds without the /v/ sound, leading to pronunciations like "wery" instead of "very."
3. **Learning Environment**: Limited exposure to native English speakers and inconsistent pronunciation instruction were major environmental factors contributing to pronunciation errors. Many students reported minimal interaction with native speakers, which deprived them of accurate pronunciation models. Additionally, variations in teaching methods and the degree of emphasis placed on pronunciation in the curriculum affected students' pronunciation proficiency.
4. **Psychological Factors**: Anxiety, motivation, and identity can influence pronunciation. For example, high levels of language learning anxiety can negatively impact pronunciation, while strong motivation and positive attitudes towards the L2 community can improve it.

## 5.2. Suggestion

### For the students

The students have to spend time practice pronunciation and try to recognized even simple words in the very beginning. Try to looking for various words and listen to native speakers, used media and application that will help and improve your progress in pronouncing words, learn how to pronounce the words correctly. And then after that, keep on practicing also pay attention on words that oftenly used in daily basis because sometimes, the students still make mistakes on words however that feel familiar to them.

### For the Lecturer

The researcher hopes that the lecturers could see this matter as an important basic thing to improve from the very beginning in learning English. Moreover, the researcher hopes, lecturer could give more attention to students and willing to help students in correcting and give them more knowledge in order to improve their pronunciation.

### For the other Researchers

The researcher hopes this study can be a references and a little inspiration in developing another research related to pronunciation especially in vowels.