

## **CHAPTER V**

### **CONCLUSION**

In this chapter, the research presents the conclusions of the thesis and answering of the research problem in the previous chapter. Then it will be present at the main result of the research, type of mispronunciation and also the linguistic factors that contribute to the mispronunciations. So this chapter only consist of conclusion concerning to the next researcher. Based on the data analysis result and discussion concerning the problem. Language was developed since century ago. Human use language to communicate and deliver their needs, feels, wants and many other things. By deliver it, human are able to make a relation with others. Also they make understanding among them. However, even though they have same perception in many things, there is always miscommunication that appears in exchanging language. Many reasons are rising in this problem. One of them is mispronouncing. The appearing of mispronouncing influenced by various factor that coming from internal or external human being. People often mispronounce words by saying them incorrectly or some way other than how they are intended to be pronounced. Although some words do have a bit of variety in their pronunciation, the meanings of two or more possibillities are still correct, but still there are definite ways to say words imperfectly. Some of the reasons for mispronunciation are reading difficulties, nonstandard spellings, local or regional mispronunciations and also problems of hearing.

By the reason, researcher make this research that always becoming difficulties even for students of English department. Researcher will give English

reading text and ask them to record their speech. Researcher doing collecting, analyzing and compiling mispronouncing from the passage according to the subject data.

Mispronunciations have three type, first type of mispronunciations which is the problem in the pronunciations of non-native sound. Speakers will replace phonemes that do not exist in their original mother tongue (L1) with the closest sounding phoneme from their native language. The second type of mispronunciations which is the carry-over of pronunciation regularities, involves mostly phonological changes, such as the devoicing of final voiced stop consonants or the spelling to sound mapping of the mother tongue. The third type of mispronunciations is when a speaker applies a possible pronunciation in an unsuitable word.

Mispronunciations are very common; however, the occurrences of mispronunciations are predictable as they support the Theory of Language Transfer, which makes it easier to understand the reason behind the mispronunciations. The detection of mispronunciations is often influenced by the number of errors that are present in a word or phrase. Another factor that influences the detection of a mispronunciation is the position of the mispronunciation. The findings of this study provides an understanding of the errors that are occurring so that both students and teachers can be more aware of them and instead of taking those errors lightly, they should take the next step to correct them or at least begin by decreasing the frequency of those errors.

English words is almost the English department student using their oral reading text mixing with their mother language. After having analyzed the data, this research has come to the conclusion that mispronunciations in English oral reading among English department undergraduates at Muhammadiyah University of Surabaya, it has more variety according they environment in different situation between formal and informal situation. They very communicative to deal with the different mother language in some situation. It means that social background and first language on English department students are factors that cannot be changed as the students because the first language is something that is learned at a young age. Linguistic factors, however, such as mispronunciation, stuttering, and other slips of the tongue, are factors that can be identified in order to improve the level of English oral reading among university students.

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