

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions. The conclusion is a summary of the research results that have been described in the previous chapter. Meanwhile, suggestions are a form of recommendation to students, teachers, and future researchers based on the results of this study.

A. Conclusion

Based on the findings of this study, it can be concluded that the pronunciation patterns produced by students with a Serawai dialect background reflect systematic phonological interference rather than incidental speaking errors. The interference occurs due to structural differences between the Serawai phonological system and English phonology.

At the segmental level, the interference appears in consonant, vowel, and diphthong production. Several English consonants such as /v/, /θ/, /ð/, /ʃ/, and /ʒ/ are consistently substituted with the closest sounds available in the Serawai phonemic inventory. This substitution reflects the absence of equivalent phonemes in the Serawai sound system.

In the vowel system, certain English vowels such as /ə/, /ɜ:/, and /æ/ are modified according to Serawai vowel patterns. Similarly, English diphthongs such as /aʊ/, /ɪə/, /eə/, and /ʊə/ tend to be simplified into monophthongs or adjusted

to fit Serawai syllable structure constraints.

These pronunciation patterns demonstrate negative phonological transfer from Serawai to English. The interference is systematic and predictable, indicating that learners rely on their first language phonological framework when producing English sounds. Therefore, the findings confirm that structural differences in phoneme inventory, syllable structure, and sound distribution between Serawai and English significantly influence students' English pronunciation production.

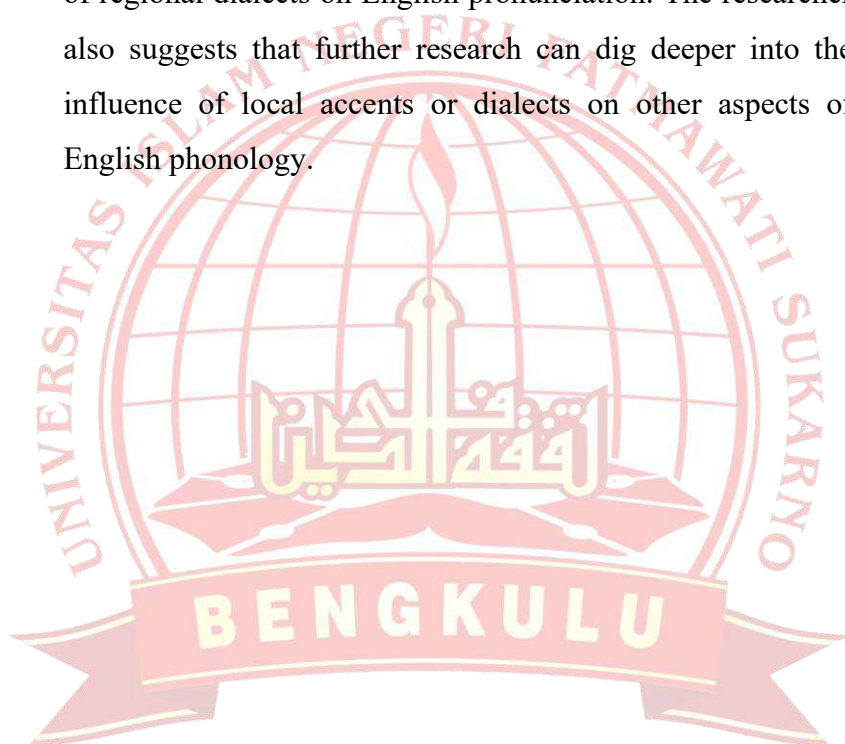
B. Suggestions

First, students with Serawai dialect background are suggested to start separating between mother tongue and target language (English), especially in the pronunciation of words that have been difficult for them to pronounce due to the influence of Serawai dialect, such as [v], [θ], [ð], [ʃ], [ʒ], [ə], [ɜ:], [æ], [əʊ], [ɪə], [eə], and [ʊə] sounds. Students are also advised to check the pronunciation of words through a dictionary or practice English pronunciation more often with native speakers, teachers, or friends, both inside and outside the classroom.

Second, teachers need to understand students' abilities in the aspect of pronunciation. At a minimum, teachers need to practice correct pronunciation and provide constructive feedback on students' pronunciation. In addition, support and

motivation from teachers are needed so that students are more confident in practicing their pronunciation skills.

Third, the researcher hopes that the results of this study can be useful for future researchers as additional information and references to conduct new research related to the influence of regional dialects on English pronunciation. The researcher also suggests that further research can dig deeper into the influence of local accents or dialects on other aspects of English phonology.



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