

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

This study concludes that fourth-semester students face comprehensive pronunciation challenges that include segmental and suprasegmental phonetic barriers. In the segmental aspect, students exhibit fatal errors in distinguishing between long and short vowels as well as fricative consonants due to daily orthographic interference. Meanwhile, in the suprasegmental aspect, interaction with the local linguistic context specifically the Rejang, Pasemah, and Serawai dialects results in a monotonous, flat, and unvarying speech pattern lacking dynamic intonation. These findings reinforce phonological transfer theory, in which the sound system of the first language acts as a deep cognitive framework that systematically locks out the ability to articulate the target language, thereby distorting the natural melody of English.

Furthermore, social and psychological factors were found to interact strongly in influencing students' speaking performance in the classroom. Low self-confidence and social anxiety stemming from a fear of making pronunciation errors led the majority of students to employ defensive strategies. This psycholinguistic phenomenon triggers defensive actions in the form of pronunciation avoidance strategies, reaching as high as 80%. To maintain mechanical fluency and prevent the conversation from stalling, students consciously simplify language complexity, drastically lower their voice volume, and avoid complex vocabulary. Consequently, this failure in phonetic accuracy triggers systemic fluency disruptions that confuse the listener and prevent them from understanding the message.

Ultimately, the study's conclusions identified a profound conflicting dualism within the classroom learning environment. There is a

contradictory pedagogical dissociation between the affective environment and technical guidance. On the one hand, the classroom is highly emotionally supportive, thanks to strong motivation from instructors (74.3%) and positive peer feedback. On the other hand, however, this learning climate is not technically supportive due to the extreme scarcity of practical pronunciation exercises (82.9%) and the lack of corrective feedback. The failure to address phonetic errors without immediate evaluation causes the instructor's emotional motivation to fail in mitigating articulation errors, thereby cumulatively hindering the effectiveness of oral communication.

B. Suggestion

Based on the study's conclusions, it is recommended that English language instructors align emotional support with concrete technical-pedagogical interventions in the classroom. Instructors need to systematically integrate practical pronunciation training to address the extreme lack of practice (82.9%) and provide explicit corrective feedback to prevent phonetic errors from becoming ingrained. To achieve this efficiently, instructors are advised to incorporate mobile Computer-Assisted Language Learning (CALL) applications as supplementary autonomous training tools. Apps like ELSA Speak and BoldVoice can be assigned for targeted AI-driven segmental and suprasegmental feedback, while Speakometer and Duolingo can be leveraged for daily phonetic drills and habit formation. In addition, students are advised to increase their exposure to authentic audio to develop sensitivity to native speakers' prosody. Finally, future researchers are encouraged to conduct experimental studies on the effectiveness of adaptive audio-lingual or shadowing techniques tailored to local sociolinguistic contexts to reduce social anxiety and mitigate the prevalence of learners' pronunciation avoidance strategies.

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