

CHAPTER V CONCLUSION

The conclusion of this study and suggestions for further researchers who may be interested in conducting a similar study are provided in this chapter.

5.1 CONCLUSION

Based on the data, it can be said that students still have trouble pronouncing segmental features, particularly vowel sounds, in tourist classes. The largest problem for students while practicing the job of a tour guide is vowel articulation, as evidenced by the 62% vowel pronunciation problems. 22% Additionally, diphthong errors were rather common, suggesting that students struggled to produce increasingly complex vowel combinations. At 12%, pronunciation errors of consonants were determined to be the least common. This demonstrates that, on average, pupils are more proficient with consonants than with vowels and diphthongs. These general results demonstrate that more focus and practice are still needed on the pronunciation component, particularly concerning vowels and diphthongs. A learning approach that is more cantered on practicing vowel and diphthong pronunciation must be employed regularly and constantly in order to enhance students' English language proficiency in the setting of tourism.

And according to the data, the most common segmental errors among students were vowel pronunciation errors, such as replacing the short vowel /ɪ/ with the long vowel /i:/. This demonstrates that students have trouble discriminating between vowel quality and length in English. Mispronunciations of /æ/, /ə/, /ʌ/, and /ɑ:/ were common due to L1 interference and a lack of pronunciation practice. Students' unfamiliarity with English gliding vowels led to diphthong errors with /eɪ/ and /əʊ/, which were trimmed short into monophthongs. Students' first language phonology altered the pronunciation of /ð/ as /d/ and /z/ as /s/, leading to consonant errors.

Overall, the segmental pronunciation errors revealed in this study suggest that students should be taught English phonology more specifically and repeatedly, particularly in identifying sounds that do not exist in Indonesian. These

pronunciation errors have the potential to undermine the professionalism and intelligibility of tourism-related communications.

5.2 SUGGESTION

The researcher has some suggestions for students, English teachers, and other researchers who are interested in undertaking a study on the topic of this research.

1. For students to improve English pronunciation, they should focus on recognizing and practicing the differences between similar vowel sounds and diphthongs. These are often the most difficult parts of pronunciation for non-native speakers. One helpful way to develop better pronunciation is by using the IPA (International Phonetic Alphabet) chart, which illustrates how each sound is uttered and assists pupils in associating the sound with its symbol. This is one useful tool for enhancing pronunciation. Additionally, by providing visual feedback, pronunciation apps such as Praat can assist in speech analysis and correction. It's also incredibly helpful to listen to native English speakers in movies, podcasts, or internet videos. Students benefit from this since they become accustomed to pronouncing words in natural settings. Students can progressively increase the accuracy of their pronunciation and comprehension of spoken English by combining practice with phonetic aids, vowel sounds, and listening exercises.
2. For future teachers and lecturers, especially those who teach speaking or tourism English, it is important to provide more focused pronunciation training that emphasizes segmental features. To help students become more accustomed to difficult sounds, teachers could incorporate exercises like guided listening, phonetic drills, and minimal pairings. Through these exercises, students can improve their pronunciation accuracy and confidence. Additionally, students should receive direct pronunciation corrections during speaking exercises so they can become more conscious of their errors and get better over time. Giving students regular, helpful criticism might help them improve their speaking abilities. In order to help students feel comfortable practicing their pronunciation without worrying

about making mistakes, teachers are also urged to establish a positive learning atmosphere. Students will be more inclined to participate and improve their general communication abilities as a result, particularly in tourist contexts where successful interactions with foreign visitors depend on accurate pronunciation.

3. Future researchers are advised to explore pronunciation errors in more specific segmental features, especially those related to the characteristics of voiced diphthongs and unvoiced diphthongs. Analysis in the expanding circle, such as the correlation between speech rate, stress, and fluency level and pronunciation variations in free-speaking exercises, can further broaden this research. Additionally, the Praat app's actual use in the classroom can be examined to see how it aids in students' pronunciation improvement. The goal of this more comprehensive method is to develop a greater comprehension of segment pronunciation clarity and how it affects impromptu communication. This is especially crucial in professional settings like travel, where even little pronunciation variations might have an impact on listener comprehension.