

CHAPTER V

CONCLUSION AND SUGESTION

5.1 CONCLUSION

5.1.1 What are Indonesian ESL Learners' Problems in pronouncing θ and δ consonants

1. Explain the prominent issues encountered by Indonesian ESL learners when it comes to the pronunciation of θ and δ consonants in English. Through a meticulous exploration of phonological patterns and a comprehensive error analysis, it has become evident that these learners face significant challenges in acquiring the correct articulation of these sounds.
2. The findings of this study carry substantial practical implications. English language instructors (a) should acknowledge the specific difficulties associated with θ and δ in their teaching strategies, (b) prioritize these problematic areas in their curriculum design, and (c) develop tailored materials and exercises to address these pronunciation issues effectively.

5.1.2 What factors contribute to ESL learners' Fluency in pronouncing θ and δ consonants

1. Phonological Awareness and Native Language Influence: This study has revealed that phonological awareness plays a pivotal role in ESL learners' fluency in pronouncing θ and δ consonants. Learners who possess a strong awareness of the distinctions between these sounds in English and their native language tend to exhibit higher fluency levels. Furthermore, the influence of native language interference has been identified as a significant factor affecting fluency. ESL learners whose native languages lack these sounds face greater challenges in achieving fluency in their pronunciation.
2. Phonetic Training and Pronunciation Instruction: The findings emphasize the importance of targeted phonetic training and pronunciation instruction. ESL learners who receive explicit training and practice sessions focused on θ and δ consonants tend to show more significant improvements in fluency. This highlights the potential for educators to enhance fluency by integrating these

sounds into their teaching methodologies, including interactive exercises, drills, and feedback mechanisms.

3. **Individual Variation and Motivation:** It is essential to recognize that there is a considerable degree of individual variation among ESL learners in their ability to attain fluency in θ and δ pronunciation. Motivation and the willingness to engage in extensive practice are critical factors. Learners who are highly motivated and invest extra effort in practicing these challenging sounds tend to achieve higher levels of fluency. Therefore, fostering a supportive and motivating learning environment can significantly contribute to ESL learners' fluency in pronouncing θ and δ consonants.

1.1 Suggestion

5.2.1 Suggestions for English Teachers

Raise Awareness English teachers should raise awareness among students about the importance of accurate pronunciation, specifically focusing on the θ and δ consonant sounds. Explain the significance of proper pronunciation for effective communication and provide examples of how mispronunciations can lead to misunderstandings.

Model Pronunciation Teachers should serve as models of accurate pronunciation for their students. Practice and demonstrate the correct production of the θ and δ sounds during class activities, conversations, and while delivering instructions. This will help students develop a clear understanding of how these sounds should be articulated.

Phonetics Instruction Incorporate explicit instruction on phonetics and the specific techniques required to produce the θ and δ sounds. Provide step-by-step guidance on tongue placement, airflow, and mouth shape. Use visual aids, such as diagrams or videos, to enhance students' understanding and ability to imitate the correct pronunciation.

Multi-sensory Activities Engage students in multi-sensory activities that involve auditory, visual, and kinesthetic elements. Use videos, audio recordings, tongue twisters, and physical gestures to reinforce the correct pronunciation of the θ and δ sounds. This will cater to different learning styles and enhance students' overall comprehension and retention.

Minimal Pair Practice Incorporate minimal pair activities into classroom instruction. Provide pairs of words that differ only in terms of the θ and δ sounds and ask students to practice differentiating between them. This will help students develop their ability to perceive and produce these sounds accurately.

Individualized Feedback Provide individualized feedback to students on their pronunciation of the θ and δ sounds. Identify their specific errors and offer suggestions for improvement. Give students opportunities to record themselves and listen back to identify areas that require further practice.

Pronunciation Practice Materials Provide students with supplementary pronunciation practice materials that specifically target the θ and δ sounds. This can include online resources, pronunciation apps, or worksheets that offer targeted exercises and drills for individual practice outside of the classroom.

5.2.2 Suggestions for Students

Actively listen to and imitate native speakers' pronunciation of words with the θ and δ sounds. Watch videos, listen to audio recordings, and pay attention to the sounds produced by proficient English speakers. Try to mimic their pronunciation patterns and intonation.

Mimicry and Repetition Practice mimicking and repeating words and phrases with the θ and δ sounds. Focus on imitating the correct articulation and rhythm. Regular repetition and imitation will help train your muscles and develop muscle memory for accurate pronunciation.

Self-Assessment Regularly assess your pronunciation of the θ and δ sounds. Record yourself speaking and compare it with native speakers' models. Identify areas of improvement and work on specific sounds or words that pose difficulties for you.

Peer Practice Engage in pronunciation practice with your peers. Collaborate with classmates and practice conversational exchanges, role-plays, or pronunciation activities together. Provide feedback and support to each other in a non-judgmental and constructive manner.

Utilize Technology Take advantage of pronunciation apps, online resources, and interactive tools that offer practice exercises and feedback on pronunciation. These resources can provide additional support and allow for

independent practice and self-assessment.

Regular Practice Dedicate regular time for focused pronunciation practice. Set aside a few minutes each day to practice words, phrases, or sentences with the θ and δ sounds. Consistent practice will help develop muscle memory and improve your pronunciation skills over time.

Seek Guidance Don't hesitate to seek guidance from your English teacher or language tutor. Ask for feedback, clarification, or additional resources to support your pronunciation practice. They can provide valuable insights, corrections, and guidance on improving your pronunciation skills.

By following these suggestions, English teachers can effectively guide their students in improving their pronunciation of the θ and δ consonant sounds. Students, on the other hand, can take an active role in their learning by practicing regularly, seeking feedback, and utilizing available resources. With dedication and consistent effort, students can overcome pronunciation difficulties and enhance their overall English language proficiency.

5.2.1 Suggestions for Other Researchers

In the realm of English as a Foreign Language (EFL) education in Indonesia, a compelling avenue for research lies in delving into the challenges Indonesian learners encounter while attempting to articulate the interdental fricatives $/\theta/$ and $/\delta/$ in their pronunciation. These distinct phonemes, not present in the native Indonesian phonological inventory, often pose formidable hurdles for learners in achieving accurate pronunciation.

An exploration of Indonesian EFL learners' difficulties with these specific consonants promises to shed light on the underlying linguistic and pedagogical factors that contribute to the persistent struggles. This research could encompass a comprehensive analysis of phonetic and phonological patterns, socio-cultural influences, and classroom methodologies, ultimately providing valuable insights for educators, curriculum developers, and language learners alike. By unraveling the intricacies of these pronunciation challenges, this study has the potential to enrich our understanding of second language acquisition processes and lead to the refinement of instructional strategies tailored to the unique needs of Indonesian EFL learners.