

CHAPTER V**CONCLUSION**

After being discussed in chapter IV, we can conclude that segmental substitution occurs among the students of TK Mojo Indah in pronouncing the English consonant sounds. This may occur since it deals with learning English as a foreign language. Learning foreign language means learning another phonological system. This acquisition may be considered similar in some respects to learning phonology in the native language, there are some obvious and important differences (Komshian, Kavanagh, Ferguson, 1980:182). One of the differences deals with the different phonetical inventories, which basically may cause the segmental substitution. Yet, the writer does not further to compare both phonological systems, since the study is limited on the occurrence of the segmental substitution, the substituted, and the substituting sounds.

Another cause is dealt with the limitation capability of the students in producing some certain

sounds. As stated by Locke (in Catford, 1982:273) that young children has a limited articulatory capability. They cannot be sure which features are crucial and which are trivial and they cannot know how much phonetic precision is required to produce a certain sound.

Then the difficult consonant sounds, according to the findings, are as follows :

1. Interdentals :

- voiceless [θ] : in all positions.
- voiced [ð] : in all positions.

2. Alveopalatal fricatives

- voiceless [ʃ] : in all positions.
- voiced [ʒ] : in the middle positions.

3. Alveolars :

- voiced alveolar stop [d] : in the final position.
- voiced alveolar fricative [z] : in all positions.

4. Labiodental :

- voiced labiodental [v] : in all positions.

5. Bilabial :

- voiced bilabial stop [b] : in the final position.

6. Affricate :

- voiceless affricate [tʃ] : in the final position.
- voiced affricate [dʒ] : in final position

7. Glide :

- labiovelar [w] : in the final position.

The segmental substitutions can be considered as phonological disorders, since some certain sounds in the English phonological system is modified by the students in pronouncing them. Those phonological disorders can be captured by appealing to processes; they are stopping, fronting, devoicing, striding, alveolarizing, labiodentalizing, addition, and deletion.

SUGGESTION

The writer agrees with the English learning programme held by some kindergartens in Surabaya nowadays, since it is better to learn languages instead of the native one, in the earliest age of children.

Yet, there is an important thing to remember about the psychological characteristic of children in learning something; they usually imitate whatever the adults do. This can also be applied with the students in learning English in the matter of the pronunciation, since

kindergarten students only learn vocabulary, of the teacher. The speaking competence of the teacher must be good, so they will not give incorrect pronunciation. Another way is not letting the students do some mistakes in pronouncing sounds, although their capability of articulatory is limited. Because if they are allowed to do it, the mistakes will be rooted by them, and this condition, then, will be much difficult to correct.

