

CHAPTER IV CONCLUSION AND SUGGESTION

4.1 Conclusion

Comparing the findings in the field to the assumptions, the writer can conclude that the result varies. For the first assumption they should pronounce all the vowels in the words given as short and/or lax vowels, it is not totally proved. If the focus of the attention is the vowels, some vowels are pronounced as short and/or lax and some others are pronounced as long and/or tense. If the focus of the attention is the Informants, one Informant pronounces a vowel as a short and/or lax vowel and the other Informant(s) pronounces the same vowel as a long and/or tense vowel.

About monophthongizing the diphthong, it is also not totally proved. The only vowel that every Informant monophthongizes is the vowel in the word *go*. The other finding is only Informant 1 who monophthongizes the diphthong /eɪ/ in *hate* to /e/ while Informant 2,3,4 and 5 substitute it to /E/.

Some regularisations are found in this study as found in the word *saw* and *foot/food*. In the word *saw*, they regularise that every vowel ended by the letter 'w' will be diphthongised as occurred in *show*, *row*, *low*, *now*, *how*, *wow*, etc. The double 'o' in the word *foot* and *food* are regularised to vowel /u/--it is not because they do not recognise vowel /U/ but only they do not realise it in the form of writing.

Regarding to the findings, especially the diphthong, it may arise a question: there is no diphthong in Javanese, but how can they pronounce the diphthong

whether or not correctly? One thing forgotten is that Indonesian has already been their lingua franca (for its position as a national language) and there are some diphthongs in it so it is not a problem for them.

Javanese is actually rich of short and/ or lax vowels as you can find in English. Javanese Students usually treat English like the way they treat Indonesian. For its position as a national Language, they treat Indonesian as somewhat higher than Javanese as a local language. This makes them treat English similar to Indonesian. What they have already known about the pronunciation in Indonesian, they try to make Indonesian as a guide to pronounce (in this case the vowels). Actually, there is no problem with it, you can see the existence of some diphthongs in Indonesian do help them to pronounce some diphthongs in English.

The informants observed in this study seem less representative because they never used English in the real situation either with the native Informants of English or with the Indonesians who can speak English. If the informants had belonged to an English speaking group or society, they would have been more representative as their English had lived and grown in the certain time and place.

4.2 Suggestion

In teaching English short/long vowels (or lax/tense vowels) for students whose mother-tongue is Javanese, The teacher can compare for example: a) the short and/or lax vowels: 'foot' as pronounced in the Javanese words *bellUt* 'eel', *watlIk* 'cough', *ngantIk* 'sleepy', etc. ; 'fit' as pronounced in *keceptI* 'stuck',

mobat-mablt, *demlt* 'ghost', etc.; 'hot' as pronounced in *holOt*, *klobOt*, *repOt* 'busy', etc.; 'head' as pronounced in *cl:t* 'paint', *mull:t* 'body stretching', *sill:t* 'razor', etc; b: the long and/or tense vowels: 'saw' as pronounced in *lura* 'sick', *sara* 'difficult', *mara* 'come'; 'food' as pronounced in *watu* 'stone', *ayu* 'beautiful', *kliru* 'wrong'; 'meet, meat and me' as in *lali* 'forget', *suri* 'comb', *klambi* 'outfit', etc.

In the matter of acquiring good pronunciation, students need more exposure to English aurally. They can get it from audiocassette, film, native Informants of English, etc. It is not sufficient to depend only on their teacher's pronunciation. Among some teaching methods that have been devised, teachers can use the ones that can help the improvement of the quality of the English vowels particularly and the English pronunciation generally.

BIBLIOGRAPY