FOSSILIZED PRONUNCIATION ERRORS COMMITTED BY THE FIRST YEAR STUDENTS OF THE ENGLISH GRADUATE PROGRAM OF STATE UNIVERSITY OF PADANG REGISTERED IN 2014 ACADEMIC YEAR DURING CLASS DISCUSSION

THESIS

By

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ABSTRAK

Amri, Fauzia Rahmadiyani. 2015. *Fossilized Pronunciation Errors Committed By the First Year Students of the English Graduate Program of State University of Padang Registered in 2014 Academic Year during Class Discussion.* Tesis. Program Pascasarjana Universitas Negeri Padang.

Pengucapan bunyi dalam bahasa Inggris sangatlah penting, karena pendengar cenderung menilai kredibilitas pembicara dari ketepatan dan keakuratannya mengucapkan bunyi bahasa tersebut. Penelitian ini bertujuan menemukan, menganalisa, dan mendekripsikan fenomena fosilisasi kesalahan pengucapan bunyi Bahasa Inggris secara fonologis oleh mahasiswa Pasca Sarjana Universitas Negeri Padang angkatan 2014 yang ditemukan saat diskusi kelas berlangsung. Penelitian ini terfokus pada kesalahan pengucapan yang dibuat mahasiswa pada sebuah kata secara terus-menerus sehingga mereka sendiri tidak tahu lagi pengucapan bunyi yang benar dan salah. Kesalahan pengucapan bunyi tersebut akhirnya memfosil dan tidak bisa/sangat susah untuk dirubah. Hal ini mengakibatkan pengucapan bunyi bahasa Inggris mereka tidak akurat dan susah dipahami. Fosilisasi kesalahan pengucapan yang dibuat mahasiswa diklafisikasikan berdasarkan tipe bunyinya, penyebabnya, dan proses terbentuknya fenomena tersebut pada saat diskusi kelas. Metode penelitian yang digunakan adalah deskriptif-kualitatif. Data dikumpulkan menggunakan rekaman video ketika diskusi kelas berlangsung, dan di akhiri dengan wawancara, sehingga temuan dari penelitian diperoleh secara lengkap dan menyeluruh.

Temuan penelitian menunjukkan tipe fosilisasi kesalahan pengucapan ditemukan pada bunyi vokal (monoftong dan diftong) dan konsonan (bersuara dan tidak bersuara). Lalu penyebabnya adalah metode belajar, pengaruh bahasa asli, kesalahan yang terjadi berulang-ulang, kurangnya pemantauan diri mahasiswa terhadap kemampuan mereka dalam pengucapan bunyi, kurangnya pemahaman mahasiswa pada fitur pengucapan bunyi bahasa Inggris, kurangnya koreksi dari dosen, pengaruh lingkungan, dan umpan balik dari pendengar terhadap pengucapan bunyi mahasiswa. Sementara proses terbentuknya fenomena tersebut dilihat dari tiga fase, yaitu kesalahan bunyi yang dilakukan secara acak, kesalahan bunyi yang sudah fatal/terus-menerus, dan fossilisasi. Dapat disimpulkan bahwa tipe fosilisasi kesalahan pengucapan terbanyak terlihat pada konsonan, sedangkan penyebab utamanya adalah kesalahan yang terjadi secara berulang-ulang, kurangnya pemahaman mahasiswa terhadap pengucapan bunyi bahasa Inggris, dan pengaruh bahasa asli, sementara prosesnya dimulai dari kesalahan yang dilakukan mahasiswa secara acak.

ABSTRACT

Amri, Fauzia Rahmadiyani. 2015. Fossilized Pronunciation Errors Committed By the First Year Students of the English Graduate Program of State University of Padang Registered in 2014 Academic Year during Class Discussion. Thesis. Graduate Program of State University of Padang.

Pronunciation in English language is very crucial as the listeners have a tendency to judge speaker's credibility trough the accuracy and the precision of how s/he pronounce the sounds of that language. This research was intended to find out, determine, and analyze the fossilization errors phenomenon based on phonological view, which occur on the pronunciation of the graduate students of English language of State University of Padang Registered in 2014 Academic Year during class discussion. The research was focused on the errors that commit by the graduate students in pronouncing English word persistently that they no longer realize whether the sound they produced were accurate or not. Thus, the fossilization errors commit by the graduate students was fossilized and hardly difficult to be fixed. This situation makes their pronunciation were far from accurate and unintelligible. The fossilized pronunciation errors committed by the students were classified based on the sound types, the factor that causes the students to commit the fossilization errors, and the process of how the phenomenon occurs during the class discussion. The research method was descriptive-qualitative. The data were collected by using video recording during class discussion and finalized with interview, so that each finding was analyzed entirely.

The finding showed that fossilized pronunciation errors were found in the vowel sounds (monophthong and diphthong) and consonant sounds (voiced and voiceless). Then, the factor that causes the emergence of this phenomenon were learning method, L1 interference, persistent errors, lack of learner self-monitoring, lack of understanding of the English pronunciation, lack of correction by the lecturer, social influence, and the nature of the feedback on learner's use of L2. Lastly, the process of the phenomenon occur was perceived throughout three phases, they are random error, systematic deviation, and fossilization. Based on the finding, it is concluded that, the types of fossilized errors were mostly appear in the consonant sounds, meanwhile the main causes were persistent errors, L1 interference, and lack of graduate students understanding to the pronunciation, and the process of how its occur was started from the random errors made by students in the first place.

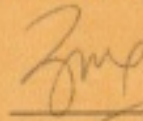# PERSETUJUAN AKHIR THESIS

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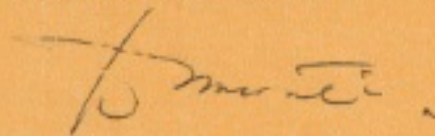| Nama	Tanda Tangan	Tanggal
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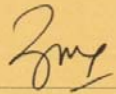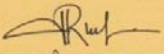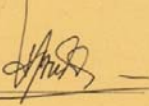Direktur Program Pascasarjana
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2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing, serta masukan dari mahasiswa Pasca Sarjana UNP yang hadir pada seminar proposal.

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Padang, Agustus 2015
Saya yang menyatakan,

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CHAPTER I

INTRODUCTION

A.   Background of the Problem

The main purpose of English college in Indonesia is to develop students'
ability to use English in an all-round way, especially in speaking. It is widely
known that English is now a global language that makes speaking become the
most essential skill that need to be mastered by the EFL students in terms of
communication needs. Fauziati (2010:15) pointed out that mastering the art of
speaking is the single most important aspect of learning a second or foreign
language, and success is measured in term of ability to carry out a conversation in
the language. By means of that, many colleges consider students' speaking
competence as a standard of students' achievement in learning language since it is
valuable for the academic and occupational purposes. This reason opens the gate
to the students' future work and social interactions as they could exchange
information effectively through oral communication, and at the same time, they
are able to enhance their ability to study independently and improve their cultural
quality in another country.

Besides that, people also have the tendency to evaluate and to judge
someone's language competence through speaking, rather than from any language
skills. That is why, in order to build a meaningful communication, it is expected
that EFL students are able to speak English fluently, accurately, and
understandably.

On the other hand, speaking skill is not an easy skill to be mastered in a short period of time. There are other sub-skills, such as pronunciation, grammar and vocabulary that should accomplished by the students at the same time. For that reason, they need to work hard and spend more time to practice in order to be a good English speaker and professional teacher/lecturer in the future. Therefore, considering to the importance of that skill, English Language Education of Graduate Program of State University of Padang has provided their students with one activity, which assist the students to speak in every single course per semester, known class discussion.

The class discussion activity becomes an effective strategy in teaching and learning process, especially for the postgraduate students. According to Jones (1994:1), discussion is an activity in which people talk together in order to share information about a topic, or problem, or to seek possible available evidence or a solution. This activity offer a great opportunity for the graduate students to communicate interactively in the spoken language, and assists them to speak as much as possible by delivering ideas, questions, and thoughts on certain topic given by the lecturer.

During class discussion, the graduate students are required to be actively involved in the activity that obliges them to communicate in English. This activity drives the students to be fluent and makes them able to pronounce the English words as accurate as possible, as well as to encourage the graduate students to build communication with others. Without a doubt, class discussion supports the lecturers' efforts that trigger the graduate students' to speak-up by delivering

argument or point of view based on the related topic. Then, throughout class discussion activity the students' are able to increases their self-confidence because a strong speaking skill is appreciated as an asset that can promote a lifetime of effective communication for the graduate students in real life communication.

However, the communication occurred in the class discussion is understood and acknowledged if it is also based on accurate pronunciation, not only correct on grammar and rich of vocabulary. Fraser (2000:5) explains that being able to speak English including a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking are vocabulary, grammar, and pragmatics). Besides, Thornbury (2005:8) states that pronunciation refers to someone's ability to produce comprehensible utterances to fulfill the task requirements, for example, the production of individual sounds, and the use of stress and intonation to convey the intended meaning in conversation. For that reason pronunciation is also perceived as an important sub skill of speaking along with other sub-skills that should be acquired by anyone who is studying English as a foreign language.

Having a good pronunciation not only during class discussion both in the classroom and real life communication can make the students more reliable in delivering good conversation and easy to understand by listeners, rather than the students whose pronunciation is inaccurate even though they have lots of vocabulary, or correct in grammar. In other words, good pronunciation is not necessarily like native, but should be accurate and understandable, so that, speakers and listeners can avoid misunderstanding during the communication.

Thus, mastering English pronunciation is very important and cannot be ignored as it makes communication become more comprehensible and natural.

Nevertheless, in English as Foreign Language settings, English pronunciation received less attention on the teaching and learning process as the attention has mostly been given to grammar, vocabulary, and the other language skills. This condition leads the EFL students to produce English pronunciation errors the moment they speak. Errors are the natural phenomena in the interlanguage (IL) if the students lack of input or prior knowledge about the target language they are learning or acquiring.

Errors in the acquiring process is unavoidable and a part of learning (Dulay et al., 1982: 65), as well as when the students commit errors in pronunciation. Yet, if the pronunciation errors permanently appear and there is no indication from the students to make it right, then it will become the permanent or *fossilized* on the students spoken language production. Han (2004:23) illustrates that fossilization involves early termination of development in defiance of optimal learning conditions that is hardly difficult to remove since it is persistent over the time. As a result, once the students commit the fossilized pronunciation errors, then it can be more difficult to recognize and to fix.

Moreover, based on the preliminary researches during class discussion at the English graduate program of State University of Padang on October 7th, 8th, and 14th, 2014, the graduate students registered in 2014 academic year have problem in pronunciation. The data were obtained the moment the students are

doing presentation, asking question, answering question, responding other students' statement, and delivering opinion orally.

The main problem was the graduate students committed of *fossilized pronunciation errors*. Some of the graduate students frequently mispronounced the English words that became strange to be heard, especially in terms of vowel and consonant sounds. This situation derived due to the graduate students' habits (bad habits) in producing the pronunciation errors every time they speak. Consequently, those persistent errors became fossilized. Here are the data found in the preliminary researches during the presentation and graduate students interaction in the class discussion:

Table 1. Graduate students' Fossilized Pronunciation Errors
Found in Preliminary Research

English Phonemes		English Words	Standard English Phonetic Transcription	Students' Fossilized Errors
Contsonants	/ /	English Establish Special	/ ŋgl / / stæbl / /spe əl/	/ ŋgl s/ / stablis/ /spəsial/
	/ð/	This Another	/ðis/ /ənʌðər/	/dis/ /anadər/
Vowels	/ʌ/	Among	/əmʌŋ/	/amoŋ/
	/ə/	Suggest	/səd est/	/sʌjes/

Based on the table above, the graduate students' fossilized errors in the consonant sound / / occur as they were commonly replace the / / sound with another sound that closely resembles to it, like /s/ repeatedly. That is why the sound of / / usually replaced with the sound /s/, even though both of them are voiceless. Moreover, the fossilized pronunciation errors in pronouncing the

vowels, which appeared in the sounds of /ə/ due to its appearance in English language, which always amerges in the initial, medial, and final positions, but in Bahasa Indonesia does not appear in the final position. Meanwhile, even though the /Λ/ sound is also occupies two places in initial and medial positions, the fossilization pronunciation of this sound happened because in most cases the English /Λ/ sound is spelt with most vowel letters and its combinations (-o- as in son, -u- as in tub, etc) and unknown in Indonesia phonological system.

After that, the graduate students' fossilized pronunciation errors in the consonant sound of /ð/ happened as the graduate students replace the /ð/ with /d/ sound; the graduate students conducted deviation with one feature of the /ð/ sound because /ð/ and /d/ shared the one identical characteristic, which was, voiced. Besides, this sound can appear in initial, medial, and final positions, but not in Bahsa Indonesia, because this sound is not known and exerted in the phonological sound and writing system of Bahasa Indonesia. Thus, the fossilized errors in pronunciation would inevitably change the sounds and the whole meaning of the word itself. This situation can bring misunderstanding to both listeners and speaker, as it brings the confusion in communication.

Another problem that also was discovered throughout the preliminary researches was the graduate students only consider about the fluency, rather than the accuracy. The more fluent the graduate students speak the more recognizable the fossilized pronunciation errors they commit. In particular, the first year graduate students of English language of Post Graduate Program of State University of Padang have good fluency in speaking; they speak confidently and

naturally, yet lack of accuracy. Some of the graduate students who take the role as the speakers or the listeners during discussion seems less attention to the accuracy in pronunciation; as if they did not care whether their pronunciation was accurate or not. As a result, they speak as fast as they can, which causes their pronunciation sounds poor. Consequently, the graduate students who had tendency in ignoring the accuracy were easily to commit fossilized pronunciation errors.

The last problem was the emergence of fossilized pronunciation errors found during class discussion proved the low quality of ability and comprehension of graduate students' of State University of Padang in the area of English pronunciation. From the graduate students' point of view, it was mentioned that they were only focused on the grammar the moment of speak, so that they had the least attention to the pronunciation. This situation occur because grammar positioned as the main sub-skill in teaching and learning process instead of pronunciation, especially in writing and speaking activity during their previous educations. That is why the graduate students who commit the fossilized pronunciation errors had no awareness that the sounds they were pronouncing were inaccurate because they merely emphasized on the grammar use since the very first they learned English.

Unfortunately, consciously or unconsciously, the fossilized pronunciation errors become permanent on the graduate students spoken language production, which was very difficult to change or fix. Whereas, the graduate students of this program are the advance learners, lecturers, teachers, and English practitioners who have more experiences in English teaching and speaking circumstances, yet,

only a few of them have good pronunciation. Then, the worse scenario for them who worked as teachers and lectures is that if they are performing and teaching in the classroom, eventually, their fossilized pronunciation errors will pass onto their graduate students who in turn become fossilized as well. This situation can be harmful not only for them as advanced English students, but also for the students they teach as it leads to failure in oral communication from one generation to another generation.

To sum up, in relation to that situation, this research was done comprehensively in order to gain more fact and understanding about the fossilized pronunciation errors phenomenon during class discussion committed by the first year students of the English graduate program of State University of Padang registered in 2014 academic year.

B.   Identification of the Problem

The main problem noticed during class discussion of the first year of the English graduate program of State University of Padang registered in 2014 academic year deals with the graduate students' pronunciation. First, the graduate students persistently produce errors the moment of speak. The persistent errors made by the graduate students turn out to be permanent or *fossilized*, especially noticeable in the vowel and consonant sounds. The graduate students were constantly committing the fossilized errors during class discussion, which there were no indication from the graduate students to change that bad habit into the

correct one. For that reason, the graduate students did not have awareness that the words they pronounced were wrong.

Second, the graduate students only focused on fluency rather than the accuracy. They speak fast and quick that it was hardly difficult to recognize the accuracy of their pronunciation. The graduate students who did not value the accuracy tend to worst in pronunciation. Then, the errors they produced were fossilized more quickly than the other graduate students could do.

Third, the graduate students simply put their mind about applying the correct grammar rule during communication. This situation made the graduate students ignore the accuracy of English pronunciation. During previous teaching and learning process, they had been taught that grammar become the most important sub-skills, in both speaking and writing; that was why they only have more knowledge about grammar, rather than pronunciation. As a result, it was easier for them to make errors regularly, until they were no longer aware that the errors were fossilized.

Therefore, as the advance learners of English Graduate Program, the fossilized pronunciation errors decreased the value of their speaking skill, hinder their ability to have good communication in the target language, and obstruct their chance to be good English speaker not only during class discussion, but also in the real life communication.

C.   Focus of the Research

The researcher focused on the fossilized pronunciation errors committed by the first year students of the English graduate program of State University of Padang registered in 2014 academic year during class discussion. This research emphasized into the graduate students' fossilized pronunciation errors related to English phonemes, both in *vowel sounds (monophthong and diphthong,* and in *consonant sounds*. Afterwards, the research was also conducted in order to determine the causes of fossilized pronunciation errors, and the process how it emerge on the graduate students' spoken language during class discussion.

D.   Formulation of the Problem

The problems of the research is formulated in the following question, "What are the types of fossilized phoneme sounds errors, the causes and how does the fossilized pronunciation errors occur on the spoken language of the first year graduate students of the English graduate program of State University of Padang registered in 2014 academic year during class discussion?"

E.   Research Questions

Based on the formulation of the problem above, the research questions were stated as follow:

1. What are the fossilized pronunciation errors of the vowel sounds types committed by the first year students of the English graduate program of

State University of Padang registered in 2014 academic year during class discussion?

2. What are the fossilized pronunciation errors of the consonant sounds types committed by the first year students of the English graduate program of State University of Padang registered in 2014 academic year during class discussion?

3. Why do the first year students of the English graduate program of State University of Padang registered in 2014 academic year commit fossilized pronunciation errors in the use of vowel and consonant sounds during class discussion?

4. How do the fossilized pronunciation errors occur on the spoken language of the first year students of the English graduate program of State University of Padang registered in 2014 academic year during class discussion?

F.   Purposes of the Research

This research was aimed at:

1. Revealing and explaining the fossilized pronunciation errors in the vowel sounds types committed by the first year students of the English graduate program of State University of Padang registered in 2014 academic year found during class discussion.

2. Revealing and explaining the fossilized pronunciation errors in the consonant sounds types committed by the first year students of the English

graduate program of State University of Padang registered in 2014 academic year during class discussion.

3. Evaluating and determining the causes that emerge the fossilized pronunciation errors committed by the first year students of the English graduate program of State University of Padang registered in 2014 academic year during class discussion.

4. Identifying and analyzing the process of how fossilized pronunciation errors occurred on the spoken language of the first year students of the English graduate program of State University of Padang registered in 2014 academic year during class discussion.

G.   Significance of the Research

The finding of this research was expected to give some contributions on the followings:

1. For science:

   The research can give contribution to English language and teaching fields, related to the pronunciation proficiency, as well as to those who are involved in its process. This research can also be funtioned as a reference, as well the foundation for further fossilized pronunciation errors study.

2. For the writer:

   The research developed and enhanced writer's mastery and understanding about the importance of pronunciation and the bad impact of fossilization in English speaking skill.

3. For the teacher/lecturer:

The research offered information, data, and fact about fossilized pronunciation errors and its negative effect to the students' speaking ability. By means of that, the teachers/lectures can find the way and solution in order to improve graduate students' awareness that pronunciation is also necessary in English speaking skill along with others sub skills.

4. For the students:

The research can be favorable to the English graduate students and others EFL students who want to do further research about the fossilized pronunciation errors in students' speaking skill. Besides, the findings can also be useful for the English graduate students who asked as the subject of the research because they can recognize their level mastery in pronunciation. If it is proven they are committed of fossilized pronunciation errors, then they will be motivated to produce good pronunciation, so that they can be a good English speaker in the future.

H. Definition of Key Terms

1. Pronunciation is the way in which the language is spoken or in which the words are pronunced. It shows someone capability and understanding in pronuncing the accuracy of English words.

2. Error is the condition of having incorrect or false/lack of knowledge of the correct rules of the target language in speaking or writing, which learners

believe about what s/he is saying is correct, and does not have any understanding of what the correct form should be.

3. Fossilization is the condition in which the incorrect language rules and forms of target language (TL) becomes habit and cannot easily to be corrected. This stage emerge as the students produces errors over and over again, repeatedly up to the point they no longer realize that it already fossilized, which known as fossilized errors.

4. Class discussion is a strategy to converse a certain topic in terms of communication setting, which facilitates the students in sharing ideas, perspectives and opinions to each other. Without a doubt, this activity can develops students' ability in pronouncing the accurate English words, as well as to expand the capacity of speaking, as it helps them to build good communication in delivering knowledge.

This research was far from perfect. Some limitations influence the quality of the research. The first one was this research analyzed and observed in the class discussion, which might limit the findings of the fossilized errors in the phoneme sounds. Because of that, the researcher could not obtain the data as much as expected.

The second one was the limitation of the instruments that applied were limit the collected information or fact regarding to the causes and how the fossilized pronunciation errors occurred. Besides that, this research was conducted in 7 meetings, which considered being a short time in analyzing the fossilized pronunciation errors occurred in the class discussion. That is why some of the findings were not as comprehensive as it estimated to be.

CHAPTER V

CONCLUSIONS

A.   Conclusions

Based on the research questions related to the occurance of fossilized pronunciation errors found during class discussion as committed by the English graduate students of UNP registered in 2014 academic year, the result can be concluded as follow:

1. **Types of Fossilized Vowel Sounds Errors**

The fossilized errors committed by the students in the vowel sounds were detected in 11 sounds, which 6 sounds belong to monophthongs and 4 sounds were diphthongs. The monophthong fossilized errors were visible in: (1) / /, which commonly pronounce by the students as /e/ and /ai/; (2) /ʌ/, commonly pronounce as / /, /o/, and /ə/; (3) / /, commonly pronounce as /o/ and /ʌ/; (4) /ə/, commonly pronounce as /o/, / /, /ʌ/, /i/, and /ju/; (5) /æ/, commonly pronounce as /e/, and (6) /ʌ/, commonly pronounce as / / and /ju/.

After that, the diphthong fossilized errors that were found in: (1) / ə/, which repeatedly pronounce as /eo/ and /io/; (2) /eə/, repeatedly pronounce as /ʌ/; (3) /a /, repeatedly pronounce as /o/, and (4) /e /, repeatedly pronounce as /ai/, /æ/, /ʌ/, and /e/.

2. **Types of Fossilized Consonant Sounds Errors**

The consonant sounds that fossilized in the students' spoken language were existing in 7 voiced sounds and 3 voiceless. The voiced consonant sounds are: (1) /v/, persistently pronounce as /f/; (2) /ð/, persistently pronounce as /d/, /t/, and /θ/; (3) /z/, persistently pronounce as /s/, (4) / / persistently pronounce as / /, /z/, /s/; (5) /b/, persistently pronounce as /p/; (6) /d/, persistently pronounce as /t/; and (7) / /, persistently pronounce as /j/, /g/, /d/, /t /. Meanwhile the voiceless are: (1) /θ/, usually pronounce as /t/; (2) /t /, usually pronounce as /c/, /t/, / , and /s/; and (3) / / was usually pronounce as /s/.

3. The Causes of The Occurrence of Students' Fossilized Pronunciation Errors during Class Discussion

There are 9 causes of fossilized pronunciation errors, however, in this research, it wfound that only 8 factors that became the reason of this phenomenon emerged, they are: lack of learning strategies, L1 interference, persistent error, lack of learner self-monitoring, lack of understanding to English pronunciation, lack of correction by the teachers, social influence, and the nature of feedback on leaner's use of L2. All of those factors above took an important role that emerge this phenomenon. However, those factors can be different in their appearance; it depends on the location, students, and circumstances in conducting the research.

4. The Process of How The Fossilized Pronunciation Errors Occur on The Graduate Students' Spoken Language during Class Discussion

Pronunciation errors produced by students that turn out to be fossilization occurred as the errors have become permanently established in IL of EFL students in a form that is deviant from the TL norms. The fossilization stage will always continue to appear in the students' pronunciation performance regardless of further exposure to the TL.

Fossilized pronunciation errors are chronic articulation mistakes made by language learners in the acquisition of the phonological system of the target language, which continue for a long time, and cannot easily to be solved. The main reason why language learners make fossilized pronunciation errors is that

they commonly apply the phonological rules of their mother tongue to those of the target language (English) and lack of knowledge to the phonological acquisition (pronunciation features) of the target language. Fossilized pronunciation errors are viewed as one of the most prominent impediments to second/foreign language learners in the speaking proficiency.

B.   Implications

There are some implications that are needed by the EFL students' related to understanding and ability in English pronunciation, such as:

1. People or listeners first impression to the speaker capability in speaking is focus on speaker pronunciation. That is why speaker need to have a good pronunciation in order to be a good speaker. In this case, the fossilized pronunciation errors that were found through the research damage students' performance and capability in the spoken language area.

2. The fossilized pronunciation holds students' speaking development in achieving the accuracy and fluency at the same time. As a result, it is difficult for them to sounds near-native or native-like fluency.

3. By conducting this research, the researcher, the students are able to acknowledge the bad effect of fossilized pronunciation errors on their speaking ability. In addition, as a candidate of English speaker and lecturer in the future, they are able to reflect on themselves and eager to have accurate pronunciation.

C.   Suggestions

Based on the conclusions and implications of the research above, there are some suggestions that can be identified, as follows:

1. It is suggested that the EFL students, not only the advance students but also the beginner, to raise their awareness and understanding related to the English pronunciation features (sounds, phonetic transcription, IPA symbol, and its cluster). By having more knowledge about English pronunciation, the EFL students can produce and pronounce the English sound accurately.

2. It is hoped that English institution and schools in Indonesia to put more attention to the pronunciation proficiency in their curriculum, along with other skills. Thus, they can enhance students understanding and accuracy in speaking by providing more additional time for the students to study about the English pronunciation in the classroom.

3. Knowing that pronunciation is also important in spoken language ability, not only the students but also the teachers/lecturers should pay attention to its accuracy. As a result, the pronunciation fossilization phenomenon can be reduced entirely on the students spoken language production, especially for the advance students. Thus, the students could be able to have a smooth communication, intelligible, and are able reach near-native or native-like fluency. Hence, having good English pronunciation could build students image and boost self-esteem in the real life communication, and might help the students in obtaining good career in the future as well.

4. It is suggested to other researcher to do the fossilization pronunciation research in wider range or circumstances, and with larger respondent. By doing so, they are able to generate new theories and ideas in order to find the solutions of this phenomenon. Besides, it is suggested to the future researchers to conduct on different skill, so that there will be different variety of skill to observed for the sake of the improvement of the English language learning and teaching at the same time.

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