

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This thesis explored the phonemic awareness of English Education students, focusing on their recognition of English phoneme structures and the difficulties they identify in pronunciation and listening. The findings indicate that students demonstrate phonemic awareness primarily at a reflective, conceptual level; they can consciously recognize and explain phonemic structures, such as sound segmentation and pronunciation patterns, and self-diagnose specific challenges. These include difficulties with vowel distinctions, consonant articulation, spelling-sound inconsistencies, and accent variation. This demonstrates an emerging, analytical understanding of English as a sound-based system, moving beyond attributing communication issues solely to vocabulary or grammar.

However, the study reveals that this conceptual awareness remains underdeveloped. It does not reliably translate into accurate phoneme production or clear listening perception in real-time contexts. Consequently, while students possess foundational phonemic knowledge, their awareness is incomplete, characterized by a gap between theoretical recognition and functional application.

This underscores the need within English teacher education to strengthen phonemic awareness not merely as declarative knowledge, but as an integrated and sustainable skill foundational to oral competence and pedagogical preparation.

## **B. Suggestion**

### **1. Suggestions for English Education Students**

English Education students are encouraged to engage in continuous and active practice of phonemic awareness beyond formal coursework. Since phonemic awareness develops through repeated exposure and use, students should regularly practice listening to varied English input, focusing on phoneme distinctions, stress patterns, and connected speech. Incorporating self-monitoring strategies, such as recording one's own speech and comparing it with authentic models, may help bridge the gap between awareness and accurate production.

### **2. Suggestions for English Teacher Education Programs**

English teacher education programs should place greater emphasis on the sustained integration of phonemic awareness across courses, rather than limiting it to a single phonetics or phonology subject. Phonemic instruction should be reinforced in speaking, listening, and teaching methodology courses to support long-term retention and application. Providing opportunities for guided pronunciation practice and explicit phoneme-focused feedback may

help students develop both awareness and control of English phoneme structures.

### **3. Suggestions for English Lecturers and Instructors**

Lecturers are encouraged to incorporate phoneme-based instruction into classroom activities, particularly in pronunciation and listening lessons. Explicit discussion of common phoneme-related difficulties faced by learners can help students develop clearer phonological awareness. Additionally, exposing students to a range of English accents while guiding them in identifying phoneme variation may improve listening comprehension and reduce reliance on a single pronunciation model.

### **4. Suggestions for Future Researchers**

This research lacks sufficient quantitative data to solidify the findings of this thesis, thus future research may build on this study by employing additional data sources, such as pronunciation tasks, listening tests, or classroom observations, to complement interview data and provide a more comprehensive picture of phonemic awareness in practice. Future studies could also examine how phonemic awareness develops over time and how it influences teaching performance during teaching practicums. Expanding the participant pool across institutions may further enhance the variety of findings.