

CHAPTER FOUR

CONCLUSION

This study analyzes the most problematic sub-standard English sounds produced by Indonesian senior students of an English Department. Having examined the students' sub-standard pronunciation, I find that the students' L1 has influenced their L2 pronunciation. The differences between the L1 and L2 sound production systems seem to influence the students in producing the standard English sounds.

This study has identified the areas of differences between L1 and L2 sound systems. The findings show that the students' L1 does interfere with the production of the L2 sounds which are absent in the L1 system, such as [æ], [p^h], [v], [ŋ], [ð], [ʒ], [θ], and [ʃ]. In addition, it also interferes with L2 sounds that are similar to L1 sounds, such as [dʒ] and [tʃ].

In their efforts to produce the above-mentioned sounds, the students have replaced those sounds with sounds which are available in their L1 sound system. In the case of allophone differences, for example, the students pronounce [p^h] without aspiration since there is no aspirated sounds in their L1 sound system. Moreover, instead of producing /g/ that appears in the final position of a syllable as a devoiced

[g̊], for example in the pronunciation of the word frog /frɒg̊/, the students follow the phonetic rule of their L1 and pronounce this sound as an unaspirated [k̊]. In the case of similar sounds, the students replace [dʒ] and [tʃ] with [ʃ] and [ç] because these L1 sounds have an auditory effect similar to the auditory effect of the L2 sounds. Therefore, the sounds are easier for them to articulate. The example for the substitution of these sounds are as in the mispronunciation of the word cheap [tʃ^hi:p] as [çi:p] and danger [deɪndʒə] as *[deɪnfə].

From the findings, I find that the most problematic L2 sounds for the students are [v] and [ʒ]. Four of them (80%) fail to produce [v] and [ʒ] with IPA standard. This problem happens probably because of the influence of their L1, which has neither voiced labio-dental sound nor palatal fricative sound in its sound production system. In the case of [v], the students pronounce another sound that has a similar auditory effect to it, namely voiceless labio-dental fricative [f]. Furthermore, the sub-standard pronunciation occurs probably for the reason that in the Indonesian language, [f] represents both phonemes /v/ and /f/. The same problem also goes for [ʒ]. The problem may happen because there is no palatal fricative sound in their L1 sound system. The fact that there is no [ʒ] or any sound similar to it in their L1 has made the students choose another sound, [z] or [ʃ], which are the closest sound to [ʒ] and [dʒ], and which they can pronounce more easily.

In addition to analyzing the data by using some theories of L1 and L2 sound production systems, this study uses Ellis' and Schmidt's motivation theories to reveal the reasons for the production of the sub-standard L2 sounds. From the findings, I find

that the students' motivation and the students' attitude towards the learning of the standard English pronunciation play important factors in the production of their sub-standard English sounds.

In view of the students' intrinsic motivation of learning standard English pronunciation, the production of their sub-standard English sounds may be due to the fact that (a) they think that it is not enjoyable for them to perform standard English pronunciation as they are not used to it; (b) they do not feel challenged to improve their English pronunciation so that they have no pleasure in themselves to prove that they are capable of pronouncing English sounds like native speakers; (c) they just want to have a communicatively acceptable English pronunciation; (d) they have little concern and little confidence in pronouncing English sounds and (e) they are having pressure from their peers.

The difficulty in training the students' speech organs to produce foreign sounds can be the reason for them not to enjoy learning the standard English sounds. In addition, feeling less challenged in sounding like native speakers leads to an opinion that the motivation of learning the standard English pronunciation does not come from their inner desire. It can be seen from the students' feeling that they feel no pleasure in learning to pronounce native-like sounds. Moreover, it is interesting that even though the students state that it is important to learn the standard English pronunciation (RP), they are not concerned with their pronunciation when they produce English sounds. Accordingly, they are not aware that inaccurate pronunciation may obscure the message they want to send. The reason for this problem can be that they have little confidence with their English pronunciation. Insufficient training on pronunciation up to the high school level and the students'

recognition of the big difference between the students' pronunciation and that of the native speakers are pointed out to be the reasons behind the students' little confidence. Moreover, the existence of peer pressure among the students can delay students from acquiring pronunciation accuracy. Therefore, the production of the students' sub-standard English pronunciation can be influenced by the students' intrinsic motivation.

From the findings, I find that the majority of the respondents are low-motivated learners. With respect to the students' instrumental motivation, rewards, such as good grades, also no desire to move to an English-speaking country in the future seem to be the contributing factors that influence the production of the students' sub-standard English pronunciation. The students' motivation of learning the standard English pronunciation can be limited to achieving their minimal goal, which is passing the examination. Probably, once the students find that their pronunciation is communicatively acceptable, they may be going to stop learning. In addition, they also think that having standard English pronunciation will give no influence in getting a better job with a better salary. As a result, they may do less effort in improving their English pronunciation.

Concerning the students' extrinsic motivation, less competitiveness seems to be the main factor that contributes to the production of the students' sub-standard English pronunciation.

Not having any time to make interactions with native speakers can be the integrative motivation factor that may contribute to the production of the students' sub-standard English sounds. As a result, they have less amount of exposure to English, as their target language. The implication for English teaching is that students

need to try hard to practice speaking with native speakers of English in order to improve their own pronunciation. Unfortunately, native speakers of English are scarcely found in the students' environment.

In conclusion to the students' motivation, I found that one student can have more than one type of motivation at the same time. He or she can be motivated instrumentally and integratively, intrinsically and extrinsically, intrinsically and integratively, extrinsically and instrumentally or etc. at the same time.

This study is expected to be the prelude of an extensive study of analyzing all the L2 sounds, not only the problematic ones as I did. The aim of this study is to find the difficulties that Indonesian learners might face in learning and acquiring standard English pronunciation. The research results are therefore can be contributed to the improvement of the English pronunciation teaching method in Indonesia.

In my opinion, the importance of the teaching of the standard English pronunciation will be dependent on the aim of the English teaching. If someone learns English just to communicate with others, they do not really have to concern about their phonological accuracy. On the other hand, if someone learns English to gain a proper ability to teach others, or to gain something valuable in their life, then they have to be concerned with accuracy, not only in written English but also in oral English. The fact that the participants of this study are English Department students may show that they are concerned with accuracy because they have greater chances to teach English in the future.

I hope the results of this study can provide necessary information to be contributed to the teaching of English Pronunciation classes. Accordingly, teachers and students in pronunciation classes are encouraged to put more emphasis on some

English sounds that are absent in the Indonesian sound production system, or that are similar but not identical to some Indonesian sounds.

I suggest further research on pronunciation analysis should be about explaining how to measure wrong pronunciation, how to monitor the speech organs when the sounds are articulated, or how the influence of L1 toward Indonesian learners can be very various. The further research can be perfected by making a video instead of just recording the participants' pronunciation. This way, the researchers can pay more attention to the movement of the participants' organ of speech when they are articulating English sounds. I believe the results of further research will be more accurate than those of this study. What is more, I suggest that future researchers should collect their data by using *corpus* method. It is the method that researchers use to gather data without the participants knowing it (Ellis 53). Therefore, their real competence can be valued.

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