

Chapter Four

Findings and Discussion

This chapter discusses findings from the research conducted by the researcher. The findings are meant to answer the research questions stated in the first chapter of the research. Therefore, this chapter consists of the findings of the research followed by summary. The finding consists of how certain phones are pronounced by students of ELED of a private university in Yogyakarta and which English words pronounced as it is pronounced in Indonesia.

Findings

The findings in this research are described in straight forward manner. The findings are classified in two parts. Furthermore, the words “consonant phone” and “vowel phone” in this chapter refer phones or sounds and the IPA representations.

How certain phones are pronounced by the participants. There are three apparent patterns that occur in findings of the research. Participants tended to add, omit, and replace when they pronounced certain phones in words used as the instrument in this research. These findings are categorized into adding, omitting, and replacing as described as follows.

Adding. In the findings of this research, adding occurs in two occasions: adding /ə/ between consonant clusters and profound /r/ in words that have “r” as word-final stop or coda. The words of which these phenomena transpire are shown as follows:

Table 4.1 Adding vowel /ə/ (schwa)

	P1	P2	P3	P4
Department	/di'pɑ:rtəmən	/depa:rtəmən/	/depa:rtmənt/	/di'pɑ:rtmənt/
/di'pɑ:rtmənt, dɪ'pɑ:tmənt/	/			
Globe	/glɔʊbə/	/gəlob/	/glɔʊb/	/glɔb/
/glɔʊb, gləʊb/				

The table 4.1 shows Participant two pronounced the word “globe” as /gəlob/ in each of the recordings. Participant two added /ə/ between /g/ and /l/. Interestingly, Participant one added /ə/ at the end of the word “globe”, making an impression of Participant one pronouncing “e” at the end of the word. Bischoff and Fountain in their book *Linguistics: A Brief Introduction* (2011) mention that sometimes speaker of a non-native language tend to fixate on the orthographic representation of words. Participant one makes a minor relapse by pronouncing the letter “e” at the end of the word “globe” as Participant two may have been fixated into the spelling of the word, and not the pronunciation. Participant one and Participant two pronounced the word “department” /di'pɑ:rtmənt, dɪ'pɑ:tmənt/ as /di'pɑ:rtəmən/ and /depa:rtəmən/ respectively. This proves the theory poses by Yulianti (2014) regarding Indonesian English learners’ tendency to add vowel sound between consecutive consonants.

Table 4.2 Adding /r/

	P1	P2	P3	P4
Year	/jiər/	/jiər/	/jiər/	/jɜ:r /

'jiə, jɜ:/				
Exposure /ɪk'spəʊzə, ɪk'spəʊzə/	/ek'spəʊsər/	/ɪkspəʊzər/	/ek'spəʊsər/	/ek'spəʊzər/

English has two ways on pronouncing /r/, which are pronounced when it appears before a vowel sound and silent when it appears before a consonant sound or at the end of a word (Hudson, 2013). On the other hand, Indonesian does not possess this kind of rule on pronouncing /r/. Therefore, in words that have the letter 'r' as word-final stop, all participants pronounced the letter 'r' profoundly despite the sound should be silent. The finding showed that all participants pronounced the word “year” /'jiə, jɜ:/ with profound /r/ at the end of the word. However, although 'r' is not the last letter of the word “exposure” /ɪk'spəʊzə, ɪk'spəʊzə/, all participants pronounce it with rhotic /r/ in the end of the word which may occur because the participants are under the assumption that “e” at the end of the word is silent. Therefore, these participants unconsciously eliminate the /e/ sound.

Omitting. Indonesian language allows limited consonant clusters, which cause participants, who are of Indonesian origin, face difficulty in pronouncing consonant clusters at the end of a word. Aside from adding vowel sound, especially /ə/, the finding reveals that participants omitted some sound at the end of consonant clusters. /t/ sound often absents at the end of consonant clusters. This pattern occurs in words such as department, subject, detergent, and joint as shown in the Table 4.3. This finding in aligns with Yuliati (2014) who also mentions that Indonesian language lean towards an easier pattern that consist of consonant-vowel pattern and tend to eliminate sounds in consonant clusters.

Table 4.3 Omitting /t/

	P1	P2	P3	P4
Department /di'pɑ:rtəmɒnt, di'pɑ:rtmɒnt/ di'pɑ:tmɒnt/	/di'pɑ:rtəmən/	/depa:rtəmən/	/di'pɑ:rtmɒnt/	/di:'pɑ:rtmɒnt/
Subject /'sʌbdʒɪkt, 'sʌbdʒekt/	/sʌbdʒek/	/sʌbdʒek/	/sʌbdʒek/	/sʌbdʒekt/
Detergent /di'tɜ:rdʒənt, di'tɜ:dʒənt/	/detədʒən/	/detədʒən/	/detədʒən/	/detədʒən/
Joint / dʒɔɪnt/	/dʒɔɪn/	/dʒɔɪn/	/dʒɔɪn/	/ dʒɔɪnt/

In Indonesian Language, a consonant cluster or *gugus konsonan* (Indonesian) consists of no more than two consonants, rarely three consonants, for example in the word *struktur* (structure) to construct a syllable (Prihantini, 2015). Therefore, when an Indonesian speaker is challenged by three or more consonants in a cluster in onset position, she or he tends add schwa between consonants or omit one or more consonant sounds. The table 4.3 shows Participant one and Participant two omit /t/ at the end of the words. Indonesian language acknowledges “ng” /ŋ/ as the only consonant cluster as word final stop, in result, elimination of the /t/ sound in the end of the words occurs in this finding.

This occurrence also appears in pronouncing plural words and past form of verbs such as the words “months”, naturalized, and granted as showed in the following table.

Table 4.4 Omitting /d/, /θ/

	P1	P2	P3	P4
Months /mʌnθz/	/mʌns/	/mʌns/	/ mʌnt/	/ mʌnθs/
Naturalized /'nætʃərə, laɪzd, 'nætʃrəlaɪzd/	/nætʊrəlaɪz/	/nætʊrəlais/	/nætʊrəlais/	/nætʊrəlais/
Granted /'græntəd, 'grɑ:ntɪd/	/græn/	/græn/	/græntəd/	/græntəd/

From the table above, none of the participants pronounced /d/ at the end of the word “naturalized”. In the word “granted”, two out of four participants omitted three sounds at the end of the word which consists of a consonant cluster.

Replacing .Indonesian language has simpler and less phones in pronouncing both consonants and vowels (Whiteman, 2010). This create a barrier when it comes to pronouncing certain phones that absent in Indonesian phonetics, such as /v/, /tʃ/, /ʃ/, /ð/, /θ/, /z/ in consonants, and many more in vowels. The findings show that the participants replace “harder” phones to simpler ones as follow:

/ɪ/ → /e/ or /i/ in “efficiency” and “impulsive”

/ʃ/ → /s/ in “efficiency”, “Polish” and “French”

- /θ/ → /t/ in “theme”
- /v/ → /f/ or /p/ in “impulsive”, “kelvin” and “visiting”
- /oʊ/ → /ə/ or /o/ in “Polish”
- /ð/ → /t/ in “their”

This occurrence can be seen in table 4.5 bellow.

Table 4.5 Replacing unfamiliar phones

	P1	P2	P3	P4
Efficiency /ɪ'fɪʃənsi/	/efisiensi/	/efisiensi/	/episiensi/	/efisiensi/
Theme /θi:m/	/ti:m/	/ti:m/	/tem/	/θi:m/
Impulsive /ɪm'pʌlsɪv/	/ɪmpʊlsɪf/	/ɪmpʊlsɪf/	/ɪmpʊlsɪp/	/ɪmpʊlsɪf/
Polish (adj) /'pɔʊlɪʃ/	/pɔʊlɪs/	/pəlɪs/	/pəlɪs/	/pɔlɪʃ/
French /frentʃ/	/frens/	/fren/	/frentʃ/	/frentʃ/
Their /'ðer/, /ðeə/	/ðer/	/ðer/	/ter/	/ðeə/
Kelvin /'kelvən/, /'kelvɪn/	/kelfɪn/	/kelfɪn/	/kelpɪn/	/kelfɪn/
Visiting /vɪzɪtɪŋ/	/fɪzɪtɪŋ/	/vɪzɪtɪŋ/	/pɪzɪtɪŋ/	/vɪzɪtɪŋ/

'vɪzətiŋ/				
'vɪzɪtiŋ/				

In words such as “impulsive”, “kelvin”, and “visiting” that have the phone /v/ in it Participant one and Participant three tended to change the phone into more familiar and easier phones, /f/. Fascinatingly, Participant three has a tendency to change the phone /v/ and /f/ into /p/. This phenomenon can be seen in words such as “efficiency”, impulsive”, “kelvin” and “visiting. To add more curious mark, Participant three pronounce /f/ in the beginning of the word “French” as /f/, while being consistent by pronouncing the phone /v/ in “visiting” as /p/. The participants also tend to change the phones /tʃ/, /ʃ/, and /z/ into a simpler pronunciation, /s/. While /ð/, /θ/ tend to be simplified into /t/ or /d/.

Just like Indonesian Language, English has five vowels orthographic representations, which are, A, I, U, E , O with Y as an exception in some words, such as fly, dry, rhythm, etc. Indonesian people pronounce vowel as a sound per letter pattern, except in vowel cluster au, ai, oi which pronounced as /Λu/, /Λi/, and /oi/ respectively (Agussalim, 2016). In a word such as “*maaf*”, both vowels are pronounced /mΛ'Λf/. However, when it comes to pronouncing the vowels, English has more ways to pronounce them. These pronunciations include long vowels, such as /ɑ:/, /ɜ:/, /i:/, /ɔ:/, and /u:/, diphthongs, and triphthongs, which the last one absents in Indonesian language. Therefore, participants tend to shorten and simplify the pronunciations of time-based (long) phones and triphthongs. This phenomenon can be seen when the participants pronounced words such as “Polish” /'pouliʃ/ and “term” /'tɜ:m/.

In addition, participant three demonstrated a unique phenomenon with his/her inconsistency of pronouncing /f/ which is pronounced as /f/ in the beginning of a word and /p/ in the middle of in the end of a word. The participant also showed that participant pronounced /v/ in the middle of a word or at the end of a word as /b/.

English Words Pronounced as in Indonesian. This research revealed three words used as instrument of this research were pronounced similarly or exactly the same as its pronunciation in Indonesian language. However, the number of the words that exhibit the phenomenon is too small to proclaim whether it is a product of mother tongue interference or coincidental. Nevertheless, this phenomenon replicated the result of the research done by Araujo in 2014. These three words are shown in the following table.

Table 4.6 Words that pronounced as in Indonesian Language

	P1	P2	P3	P4
Detergent /dɪ'tɜ:rdʒənt, dɪ'tɜ:dʒənt/	/detədʒən/	/detədʒən/	/detədʒən/	/detədʒən/
Pencil /'pensl, 'pensəl/	/pensil/	/pensil/	/pensil/	/'pənsəl/
Efficiency /ɪ'fɪjənsi/	/efisiensi/	/efisiensi/	/episiensi/	/efisiensi/

In case of the pronunciation of the word “pencil” /'pensl, 'pensəl/, Participant one, Participant two, and Participant three demonstrated what may be the influence of L1 pronunciation of the Indonesian equivalent word “pensil” /pensil/. The three participants

pronounce it exactly as it is in Indonesian, by adding /i/ between /s/ and /l/. In the word “detergent”, all participants pronounce the word as it is pronounced in Indonesian language which is /detədʒən/ and omitted the sound /t/. The word “efficiency” was pronounced exactly how it is pronounced in Indonesian by participant one, participant two and participant four. Although participant three pronounced it almost similar to Indonesian pronunciation, she pronounced “ff” in “efficiency” as /p/ instead of /f/.

Summary

English is a widely spoken language. The number of non-native English speakers is growing rapidly and with that, the variations of English dialects as well. With the increase of non-native speakers that come from different parts of the world, with different backgrounds, fixating on enforcing Standard English pronunciation toward non-natives speakers seems to be somewhat redundant.

However, English is a lingua franca which is a language that has been agreed as a common language between speakers with different native language. With that in mind, understanding the Standard English is important for a non-native speaker to be understood, or intelligible. Intelligibility in English means the speaker’s pronunciation is recognized as English to help the listener to understand the meaning or –in other words– being comprehensive. In this research, researcher tried to point out the difficulties faced by the participants and map the pattern without supposing their pronunciation as “the wrong ones”. Furthermore, the number of participants of this research was too small to justify the findings as representative of the entire ELED students. Therefore, the findings presented in this chapter are exclusive for the participants of the research.