

## **Chapter Five**

### **Conclusion and Recommendations**

This chapter is the final chapter of this research, and it contains the conclusions of the research. After the researcher has performed the interview, data coding, and data analysis, the final results of those processes are then put into several words to conclude the research: How do English Education Department students of a private university in Yogyakarta perceive the various different accents of English around the world, and has it helped them in learning the English language? The answer to that question, as well as a few recommendations the researcher can provide, will be written in the paragraphs below.

#### **Conclusions**

Using an open-ended yet in-depth interview, the researcher inquired about the perceptions of EED students from this particular university regarding the various accents of English. After the initial and following coding processes, the researcher has revealed that the students have different perceptions regarding the various accents of English, and that they feel helped in their English learning escapades by their preferred accent. Looking into this research, one keyword keeps popping up to explain this phenomenon: Familiarity. The respondents are familiar with the accents used by their lecturers and subconsciously mimic them, which may explain why all of the respondents use L1 accents to some degree. Because they have familiarized themselves with the accents, the time and brainpower that would have been required for switching accents are devoted into comprehension, making them think faster and more efficient.

This level of linguistic competence helps the students learn the materials better, giving them motivation and allowing them to achieve a higher level of understanding.

However, this does not necessarily mean that only Standardized English should be used in classrooms. Despite the lecturers of the private university using L1 accents, some participants still speak in a mixed accent, one that still has its roots on L1 accents, but mixed with the local dialect, embodying the flexibility of English as a language. This is proof that indigenization of English still exists and can help a student learn English instead of hindering them. As such, the diversity in English languages should be fostered, as it could help the students learn the World's most used language.

### **Recommendations**

Regarding the results of this research, the researcher can safely recommend that learners' familiarization of accents be taken into consideration in the teaching and learning process. As seen in the results above, the more familiar the learners are with an accent, the better they will perform. As such, the researcher recommends to students and lecturers of English Education to become more open to the idea of implementing familiarization into the teaching and learning process. Remember that students of English Education are likely to mimic their lecturers' accents, so teach accordingly. On the other side, the researcher also recommends that the lecturers do not get too frustrated if there are speech or articulation errors from the students. They are not necessarily wrong, they might be speaking in their own accent.

For students who read this research, the researcher would like to point out that English is a very vibrant and flexible language. If you are not speaking in an L1 variation of English, this does not mean that you are wrong. English has many variations, and those variations can include yours.

For future researchers that would like to elaborate more on this issue, the researcher recommends that they inquire further about the details of the mixed accents. It is important to see where these accents come from, and how they might aid in further advancing the teaching and learning process.