

Chapter Four

Findings and Discussion

This chapter presents the finding and discussion of the research about The English Education Department of Universitas Muhammadiyah Yogyakarta students' perception on how they want to sound like. There are two major findings revealed from this study to answer the research questions. First is finding about what kinds of English pronunciation The English Education Department of Universitas Muhammadiyah Yogyakarta students want to sound like. Second one is finding the speakers they prefer to be as role model for their English pronunciation.

The Kinds of English pronunciation the Students of English Education Department of Universitas Muhammadiyah Yogyakarta Want to Sound Like.

In the beginning of the interview, the researcher asked the participants about the factors of good English language usage and the factors in speaking English so it can be called as a good English speaking. This question was introducing part that became bridge to lead the researcher found out the second findings which were related to students' opinion on they want to sounds like.

Finding 1: The factors of good English language usage. In this part, the participants mentioned some aspect that became the good English language factors. There were six language aspects that were mentioned by the participants such as pronunciation, understandable language, grammar, fluent, expression and last vocabularies.

Pronunciation. All participants mentioned the English pronunciation as the factors of this category. The clear and well pronunciation so the interlocutor will get the point of the conversation. This statement was supported by Gilakjani (2012) that stated clear pronunciation and word stress in need to make sure that student can understood and said what they want to say. “They need to master good pronunciation not perfect accent” (Gilakjani, 2012, p.121) Here were the samples of participants’ statements, as stated by participants:

(P.1.3) “*Pronounce*”.

(P.2.1) “the *pronunciation*, then the way they learn reading, writing, then how the application in their daily life”.

(P.2.2) “the *pronunciation* then understand how to write grammatically”.

(P.2.4) “of course the *pronunciation*, clearly, not twist in and out”.

(P.3.2) “we demand to be a good speaker that know to *pronounce* well and how to use grammar correctly”.

Understandability. This was mention by two participants. This result was supported by Efrizal (2012) that the most important goal of speaking was to speak the language correctly in order to be able to be understood by the people we are speaking to. It was proved by the statements coming from the P1 and four who stated that:

(P.1.2) “The point was *understandable*, it did not matter if grammatical error was happened as long as he got the point, understand, he could conclude the point even though the language dowlily”.

(P.4.2) “the point was *understandable*, although the grammatically error, the point is people understand what we talk about. It’s enough”.

Grammar. The grammar aspect was mentioned by three participants. They believed that besides the good pronunciation, grammar was being inseparable aspect of good English. This statement was supported by Subasimi and Kokilavani (2013), using the correct grammar was important to avoid misunderstandings and to help the listener to understand the speakers easily. These were the sample of participants’ statement:

(P.3.1) “The good English was the English that was having *grammar*”.

(P.3.2) “we demanded to be a good speaker that knew to pronounce well and to use *grammar* correctly”.

(P.4.1) “The good English was English language that was having attention in *grammar*. Speaking fluently and *grammatically* correct”.

(P.2.2) “The pronunciation then understand how to write *grammatically*”

(P.3.3) “*Grammar*”.

Fluency. Speaking English with fluency became one of statement from P4. She mentioned that spoke English fluently with grammatically correct was one of factors to be called as good English. This was based on the participant statement (P.4.1) “The good English was English language that having attention in *grammar*. Speaking *fluently* and grammatically correct”.

Expression. The right expression while speaking English was becoming one of the factors according to P2. Here the statement of the participant: (P.2.3) “learning English language with *expression* while they speaks”. According to Bachorowski (1999) the expression in speech was needed because from the speakers’ expression the listeners were able to accurately judge emotions and the purpose of the speech.

Vocabularies. The last element of good English was mention by the P3. (P.3.5) “*Mastering vocabularies* too”. Vocabularies were an essential part in foreign language learning as the meanings of new words that they learn. Therefore the P3 believed mastering vocabularies as the part of good English language. This result was supported by Cameron in Alqahtani (2015), who stated “vocabulary, as one of the knowledge areas in language played a great role for learners in acquiring a language” (p.22).

Finding 2: The English language preference to sound like. There were two main answer that researcher got from the all participants. There were three participants which were P1, P2, and P3 who directly stated their language preferences in speaking English, while the other one, P4 answer researcher’s question about how she wanted to sound like without mention any specific accent.

Sound like British English. This statement was found out from P1, P2 and P3. This statement was supported by Al-Asmari and Khan (2014) gaining proficiency in Standard English such as British and American was the ultimate goal of learning English. British as part of native speakers of English was still

used as English accent model for non-native speakers. This was supported by Shakouri and Shakouri (2014), they stated “many teachers and learners today still prefer a native speaker model” (p.223). Thus, this finding was also supported by Jenkins (2009) that stated English for expanding circle country such as Indonesia used English as performance language that used native speakers in inner circle as their English standard,. Here the three participants statements: (P.1.5) “*British*”, (P.2.15) “*British*”, (P.3.11) “*British*, because it feel more English, American a little bit rude”.

Sound like native but without specific accent. This statement was come from the P4. She did not mention any specific country or accent. (P.4.3) “as *fluently* as I can. Like the foreigner”. This statement assumed that the P4 language preferences was ‘the foreigner’ that direct to native speakers of English. This assumption was based on P4 answer that mentioned American singer as the sample of foreigner that she said before, (P.4.4) “For the foreigner I loved Taylor Swift”. This statement supported by Chomsky (1965) in Butler (2007, p.8) that stated “native speakers, namely, an “ideal speaker-listener, in a completely homogeneous speech community, who knows it language perfectly”.

In summary, there were six factors that take apart of good English language according to the data, such as pronunciation, the understandable language, grammar, fluent, vocabularies and expression. The good English usage became opening question that led the researcher to know the participants’ preference their English language sound like. Thus, there were two kinds of English language preferences that student of English Education Department of

Universitas Muhammadiyah Yogyakarta wanted to sound like, first was British English and second was sound like native but without any specific accent.

The Role Models That Students of English Education Department of Universitas Muhammadiyah Yogyakarta Prefer.

The second purpose of this study was to find out the participants role model in speaking English. This part was divided into two main finding. The first was finding about the media that participants used in learning English. This part became opening question directed to respondents' hobbies and habits in learning English related to their role model in speaking English. The second was finding the participants' role model in speaking English and the motivation of choosing the role model.

Finding 1: Learning English media. In this finding the researcher tried to know the participants' ways in learning English especially in speaking. From this media, the researcher also knew the person or the title that they used in learning English. This finding was expected to answer the language preference that participants want to sound like. There were three media mentioned by the participants.

YouTube. According to Seitz, Milroy, Orsini, Wyrick, Herring and Koech (2011), YouTube was a website which allowed the members to post videos for people to watch and also post comments to the video via online. This statement came from three participants. Here were the three participants' statements:

(P.1.16) "I loved to study using videos in *YouTube*".

(P.2.6) “watching *YouTube* channels that used English language”.

(P.4.7) “watching *YouTube*”.

From this media, the researcher found out some YouTuber name and channel that become sources of learning English by the participants such as Zoella and Alfie, Britain YouTuber and Cold in Cool an American YouTuber that mentioned by the P1, The Kadarshians, American reality show in YouTube Channel that mentioned by P2, Fatia Izzati and Wirda Mansyur, Indonesian YouTuber that mentioned by P4. This stated is indicated from the three participant:

(P.1.6) “I love to watch YouTuber named Zoella”.

(P.1.7) “Her boyfriend Alfie with initial name Pointless Blog”.

(P.1.8) “I also like American YouTuber Cold is cool”.

(P.2.7) “Kim Kadarshian”.

(P.4.4) “but I like an Indonesian YouTuber, her name is Fatia Izzati”.

(P.4.8) “Fatia Izzati and one more, Wirda Mansyur, ustadz Yusuf Mansyur daughter, she is also a YouTuber”.

Also, this media was used by the participants to practice their English by seen how the YouTuber speaks English. This was stated by P1 (P.1.17) “because it visual, then they spoke by using the accent and I could see how they pronounce it”. This statement supported by Cruse (2006) explain that viewing, while it may be look like passive, can involve high cognitive activity that necessary for active learning, even when learners seem to be behaviorally inactive.

Movie. This media was mentioned by P2 and three. (P.2.8) “listening music and watching *movie* that use English”. (P.3.7) “It could be movie, listening music, but I prefer to *movie*”. Movie that the participants used were kind of movies that they used to learning English such as (P.2.13) “Harry Potter” that mention by the P2 and (P.3.8) “Princess Diaries” that mentioned by P3. The P3 also added movie was ‘having expression’ which mentioned in (P.3.10) “how they spoke, it was like to the point, then it was *having expression*”. Besides that, the reason of choosing movie could be the same way of YouTube, because the media was visual.

Song. This learning media was indicated from three participants. According to Mishan (2005), songs have some benefits for the learners and therefore attest more productive in terms of discussion, analysis and others. Here the statements of the participants:

(P.1.18) “a lot of (*song*) but I loved most Over Again”.

(P.2.8) “listening *music (song)* and watching movie that used English”.

(P.2.10) “she (Adele) has karaoke video in YouTube, so there are a conversation and *song* too”.

(P.3.7) “It could be movie, listening *music (song)*, but I prefer to movie”.

The participant also mentioned the singer and the song that they like to be their learning speaking sources, such as (P.1.10) “My inspiration was my Idol One Direction”, (P.1.18) “a lot of (*song*) but I loved most Over Again” from P1, (P.2.9) “Adele” with (P.2.11) “All I ask, Hello” song from P2, and (P.4.3) “Taylor Swift” from P3.

Moreover, the participants supported their media learning by some statement such as the song beat was slow, so the participant could figure out the words that singer said. The other reason was the singer singing the song with clear pronunciation so the participant could understand what the singer delivered. These were statements coming from participants:

(P.1.19) “it was not that beat, it was slow, so it was calm and easy to understand”.

(P.2.12) “the English language in that songs were to the point, it was not twist in and out, the meaning was easy to understand and they had clear pronunciation”.

Finding 2: Role model of speaking English and the motivation of choosing the role model. According to Gauntlett (2008, p.1) role model was “someone to look up to, and someone to base your character, values or aspirations upon”. In this finding the researcher found that there were four category that became role model of their English, first was YouTuber, second was Singer, third was teacher, and last was friend.

First role model was YouTuber. This answer is came from P1 and P4 participants. The two participants’ statement are:

(P.1.6) “I loved to watch YouTuber named Zoella”.

(P.1.7) “Her boyfriend Alfie with initial name Pointless Blog”.

(P.1.8) “I also like American YouTuber Cold was cool”.

(P.4.4) “but I like an Indonesian YouTuber, her name is Fatia Izzati”.

(P.4.8) “Fatia Izzati and one more, Wirda Mansyur, ustadz Yusuf Mansyur daughter, she is also a YouTuber”.

Those statement previously mentioned in finding 3 of what kinds of English pronunciation The English Education Department of Universitas Muhammadiyah Yogyakarta students wanted to sound like. Both finding had a line that the media that participants used to learning English was affected the participants’ role model in learning.

On choosing the role model, the participants had several reasons. The P1 said she love to watch it because it helped her in practicing English (P.1.17) “because it was visual, then they spoke using the accent and I could see how they pronounce it”. The P2 choose Fatia Izzati and Wirda Mansyur as the role model because they were Indonesian but they could speak English fluently as good as native, those people inspired her in learning English more. She mentioned that:

(P.4.6) “She was Indonesian but all her YouTube channel spoke English, and she was so fluently”.

(P.4.9) “Wirda because she said that she totally could not speak English, but now she is so fluently. She said because she always study, reading books and watching movies”.

(P.4.10) “just like Wirda, they were don’t understand English but then they can study abroad”.

Second role model was singer. This finding came from the P1 and P4. The P1 stated that One Direction, boy group from Britain were her role model in speaking English (P.1.10) “My inspiration is my Idol *One Direction*”. The motivation of choosing the role model because they lived in Britain and spoke British, she thought that was relevant with her English preference to sound like, (P.1.11) “One D speaks British too, so it is fit”. Besides that, she also mentioned that their sing songs were easy to understand (P.1.19) “it was not that beat, it was slow, so it was calm and easy to understand”. The P2 mention (P.4.3) “Taylor Swift” as her singer role model. She mentioned Taylor Swift as the sample of foreigner that fluently in English (P.4.4) “If foreigner I loved *Taylor Swift*”.

Third role model was teacher. This finding was mentioned by P2. She mentioned that the role model of her English speaking was her private English course teacher, Mr. Joe. The teacher was Indonesian who worked as English private teacher in Tanjung Pinang, Riau. (P.2.17) “private course *teacher*, Mr. Joe”. This statement was supported by Moussu (2006, p.49) “teacher is a good model of language learner and/or speaker, which the students wish to emulate”. In choosing the role model, P2 had several reasons such as the teacher was having many experiences, he also had good pronunciation, sound like native and had interesting method in teaching English. The participants’ answer reflected the finding:

(P.2.18) “Mr. Joe had a lot of experience, perfectionist, had a woow pronunciation, he was sounds like a native”.

(P.2.19) “he taught us like friends talking but with correct English, so it was diverting”.

Last role model was friend. This last finding came from the third participant. She said that her friend became her role model in speaking English. (P.3.12) “I had a *friend* name Tani”. She mentioned the motivation of choosing Tani is role model because she speaks English fluently and helps P3 in improving her English. This was suitable with expert statement in choosing role model that the role model could improve the speakers’ English proficiency (Will, 2015). Here the P3 statements:

(P.3.13) “But when she talked everybody like wow, so fluently”.

(P.3.14) “The way she talked and writes something is like the real journalist”.

To sum up, all of the participants had role model for their speaking English which are YouTubers, singers, teacher and participant’s friend. Those answers also indicated the role model’s name and origin. From the answers, we found out that only one participant that mentioned native speakers as role model which was her idol, One Direction. The other three participants mentioned Youtubers, private teacher, and her friend who were non-native as their role model in speaking English, even though they loved watching English movie or listening English song as the sources of learning English. The non-native speakers as role model of speaking English had supported by expert such as Medgyes (1992) that argued non-native speakers had better abilities when teaching students a second language, because they were able to teach learning strategies more

effectively to the non-native speakers students such as provide learners with more information about the second language, anticipate students' needs and difficulties when learning the second language, be more concerned to the needs and problems of their students, and of course share the students' mother tongue when necessary and in order to achieve a greater experience and understanding when teaching learning the language.