

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, it can be concluded that the Minangkabau language has an influence on teachers' English pronunciation, particularly in the production of vowels and diphthongs. The interference identified in this study appeared in several forms, including vowel substitution, vowel simplification, long-vowel reduction, and diphthong reduction. For example, /ɪ/ was pronounced as /e/, /ʊ/ was changed to /u/, and the diphthong /əʊ/ was simplified to /o/. These findings indicate that teachers experienced difficulties in producing several English vowel and diphthong sounds that differ from the sound patterns commonly used in Minangkabau. Therefore, the findings of RQ1 show that vowel and diphthong production can be problematic for Minangkabau-speaking English teachers, particularly when the English sounds are unfamiliar or have different phonological characteristics from those in their first language.

The findings of RQ2 conclude that Minangkabau first-language interference in English pronunciation is partly caused by differences between the vowel systems of English and Minangkabau, particularly in the realization of the central vowels /ə/ and /ʌ/. These central vowels are not represented in the same way in the Minangkabau phonological system as they are in English. Consequently, when teachers produce the English central vowels /ə/ and /ʌ/, they tend to replace them with vowel sounds that are more familiar and

accessible within their first-language phonological system. The data particularly show that the English schwa /ə/ was realized as /e/, /a/, or /o/, indicating that the central vowel was shifted toward the front or back area of the vowel space. These findings demonstrate that teachers adapted unfamiliar English central vowel qualities to the vowel patterns available in their Minangkabau phonological repertoire. Thus, the interference reflects the role of first-language phonological patterns in shaping teachers' production of English central vowels, particularly /ə/ and /ʌ/.

Based on the findings of RQ3, it can be concluded that English pronunciation and speaking should be taught to students with a Minangkabau linguistic background through a systematic, model-based approach, as suggested by Kelly's (2000) pronunciation teaching model. Teaching should begin with the teacher providing an accurate pronunciation model, followed by guiding students to listen to and distinguish target English sounds from the sounds that are more familiar to them because of Minangkabau influence, such as /ɪ/ versus /e/, /ʊ/ versus /u/, and /ə/ versus the vowels that commonly replace it. This stage should be followed by guided drilling, moving from choral to individual repetition, accompanied by corrective feedback, and finally by integrating the target sounds into meaningful speaking activities such as dialogues, pair work, and short communicative tasks. However, the findings also show that this systematic sequence was not yet fully applied in the classroom practice observed at SMP Negeri 2 Solok, since pronunciation was not consistently taught through explicit modelling, sound discrimination,

structured drilling, and corrective feedback before being used in communicative practice. This indicates a gap between the recommended pronunciation teaching procedure and actual classroom practice, and suggests that teachers first need to strengthen their own pronunciation awareness before they can effectively apply this teaching sequence with students.

Overall, this study concludes that Minangkabau first-language interference affects teachers' English pronunciation, particularly in the production of vowels and diphthongs, through vowel substitution, vowel simplification, long-vowel reduction, and diphthong reduction. This interference is largely driven by differences between the English and Minangkabau vowel systems, especially in the realization of the central vowels /ə/ and /ʌ/, which teachers tend to replace with more familiar first-language vowel sounds. In relation to how pronunciation should be taught to students with a Minangkabau background, the findings show that a systematic approach following Kelly's (2000) model accurate modelling, sound discrimination, guided drilling, corrective feedback, and meaningful speaking practice — is needed, yet this sequence was not yet fully implemented in the observed classroom practice. Therefore, increasing teachers' awareness of their own Minangkabau L1 interference, together with strengthening their understanding of systematic pronunciation teaching procedures, is an important step toward helping teachers produce clearer English pronunciation and toward supporting students in developing more intelligible English speaking skills.

B. Suggestion

Based on the findings and conclusions of this study, several recommendations are proposed for teachers, schools, students, and future researchers.

1. For English Teachers

English teachers are encouraged to become more aware of their own pronunciation, particularly in producing English vowels and diphthongs that may be influenced by the phonological system of the Minangkabau language. Teachers should pay particular attention to pronunciation patterns such as the substitution of /ɪ/ with /e/, /ʊ/ with /u/, and /ə/ with /e/, /a/, or /o/, as well as the simplification of diphthongs. To improve their pronunciation, teachers can practice distinguishing English sounds through contrastive exercises and receive feedback from colleagues or other proficient speakers. This may help reduce the influence of first-language pronunciation patterns in their English speech.

2. For Schools and English Teaching Institutions

Schools and educational institutions are recommended to support teachers' professional development by providing training, workshops, or other activities that focus on English pronunciation. Such programs may be particularly beneficial for teachers whose first language has phonological characteristics that differ from English. Schools may also encourage teachers to use audio recordings for self-evaluation, allowing them to identify and reflect on aspects of their pronunciation that need improvement.

3. For Students

Students are encouraged to access a variety of English listening materials, such as audio recordings, videos, and other authentic English sources. Exposure to different pronunciation models can provide students with additional language input and help them develop their pronunciation beyond the model they receive during classroom instruction.

4. For Future Researchers

Future studies may broaden the scope of this research by involving more participants and examining other aspects of English pronunciation, including consonants, word stress, and intonation. Researchers may also compare the influence of different Indonesian regional languages on English pronunciation. In addition, quantitative or mixed-method research designs could be applied to investigate the degree and patterns of first-language interference in a more systematic manner.

UIN IMAM BONJOL
PADANG

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