

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and discussion of the study. The researcher divides into two parts. The first, in Research finding part the research shows and presents the data result. Then the second part, the researcher deduces from the findings about types of assimilation produced by fourth semester students at speaking class of English Teacher Education Department in UIN Sunan Ampel Surabaya and also to know what the caused assimilation difficult to find in students speaking.

A. Research Findings

The research has conducted the research started from April 29th – May 21st, 2015 through the techniques of collecting the data as mentioned in research method. The students had different topic in every week of speaking for formal class so that each of students has different vocabulary. Here, the researcher collects the data in two topics of speaking performances; they are presentation of journal and public speaking for speech. The topic speaking, presentation of journal, are done by the students in a group around two speakers and one moderator in every performance. The performance of journal presentation takes time 15 minutes in every group with ten minutes

presentation and five minutes discussion in question and answer session. While for the speech, students must do in individual performance. The duration of speech is also same with the journal presentation. Speaking for formal setting has 150 minutes with 3 system credit semester so that in every meeting consist of ten students for doing speaking performance.

1. Types of Assimilation Produced by Fourth Semester Students of English Teacher and Education Department in Speaking Class.

In this part, the researcher answers the first question, that is, types of assimilation produced by fourth semester students in speaking class. Then continue to the second question is about the students' difficulty to produce assimilation in their speaking performance. In describing the data, the researcher uses phonetic transcription to make an easy in deliver the utterance of words which are produced by fourth semester students in speaking class.

The table below is assimilation words are produced by fourth semester students in speaking for formal class. The researcher has categorized the word assimilation based on the types of assimilation. They are regressive assimilation, progressive assimilation, and coalescent.

13.	Good presented	/gʊd prɛzənt/	The phoneme /d/ before phoneme /p/	/gʊpprɛzənt/	regressive assimilation
14.	Ten participant	/tɛn pɑr'tɪsəpənt/	the phoneme /n/ before phoneme /p/	/tɛmpɑr'tɪsəpən t/	regressive assimilation
15.	Doesn't come	/dʌzənt kʌm/	The phoneme /n/ assimilates to /ŋ/ before /k/	/dʌzəŋ kʌm/	regressive assimilation
16.	Hand book	/'hænbʊk/	the phoneme /n/ before phoneme /b/	/'hæmbʊk/	regressive assimilation
17.	Lesson plan	/'lesən plæn/	the phoneme /n/ before phoneme /p/	/'lesəm plæn/	regressive assimilation
18.	Doesn't matter	/dʌzənt 'mætə/	the phoneme /n/ before phoneme /m/	/dʌzəm 'mætə/	regressive assimilation
19.	Should be	/ʃʊd bi/	The phoneme /d/ before phoneme /b/	/ʃʊb bi/	regressive assimilation
20.	Billion money	/'bɪljən 'mʌni/	the phoneme /n/ before phoneme /m/	/'bɪljəm 'mʌni/	regressive assimilation
21.	Should prepare	/ʃʊd prɪ'pɛr/	The phoneme /d/ before phoneme /p/	/ʃʊp prɪ'pɛr/	regressive assimilation
22.	Including	/ɪn'kludɪŋ/	The phoneme /n/ assimilates to /ŋ/ before /k/	/ɪŋk lʊdɪŋ/	regressive assimilation
23.	Increase	/ɪn'krɪs/	The phoneme /n/ assimilates to /ŋ/ before /k/	/ɪŋkrɪs/	regressive assimilation
24.	Second main	/sɛkənd meɪn/	the phoneme /n/ and /d/ before phoneme /m/	/sɛkəm meɪn/	regressive assimilation
25.	Second phase	sɛkənd feɪz/	The phoneme /n/ and /d/ before phoneme /f/	sɛkəm feɪz/	regressive assimilation

The diagram above displays that the most common types of assimilation is regressive assimilation with presentation 77%. The total of regressive assimilation which found in this research is 27 words. Whereas progressive assimilation and coalescent has same percentage with 9 % and total is 3 word for both.

From the result above, it is known that the assimilation process is rarely produced by fourth semester students in their speaking performance. Actually there are many possible words that belong to assimilation process but did not produced by the students. It is appropriate with the result of observation when the researcher took the data last time. Written in observation note, not all of fourth semester students do the process assimilation in their speaking performance. Some students speak carefully; they speak word by word, even read the text during speaking performance. The students who are nervous in doing speaking performance also cannot speak in connect words. It makes difficult to produce sound of assimilation. If their utterance meets the phonemes which can be assimilation process, they ignore it.

2. The Cause of Students' Difficulties in Producing the Assimilation Process in Doing Speaking Performance.

The researcher has conducted interview to get the data about the cause of students' difficulties in 17th-24th May, 2015. The target of

interview is the students from speaking class which observed and recorded last time. All questions in interview guideline have answered with kind of reasons.

From the result of interview, the researcher also deduces that there are some causes that show the fourth semester students feel difficult in producing assimilation. They are : students less understanding about assimilation process, the students do not have a routine to self-practice pronunciation, and the students of speaking class do not recognize the presents of assimilation in their speaking performance.

The first cause is the students less understanding about assimilation process. Furthermore all the students have already studied about phonology which includes assimilation process into. The students do not know what assimilation is actually. Some of the students did not get any information about assimilation in phonology class last semester. Moreover, almost of the students agree deal with the essential of learning phonology but they are ignore even forget about kind of phonological process. It is proven by the answer's All the interviewees have ever studied phonology. Some of them said that although it is only the basic of phonology. They have already taken phonology course in the third semester. One of the interviewees said that she known phonology from the senior high school because she took language major. Those answer shows that they know

about how sound are form. It signs that all of the students of fourth semester students have understanding with the phonology.

The second cause, the students do not have a habit to self-practice pronunciation. The benefits of practice pronunciation are so much and the students know it. It also caused by no spare time, students' laziness, and no pair for practice pronunciation. Some students said that they have many assignments from the lecturer so they do not have time for practicing pronunciation. The students also said that they need someone as a corrector to accompany while practicing pronunciation. During this time, they did not practice because they do not know whether the words pronounce is true or false. The students are lazy to do practice by themselves. Beside it, the students totally agree with the important to study pronunciation. They said it will improve their speaking ability. This research also finds that the students do not pay attention with the pronunciation or even the phonological rules while speaking. It expressions from the students' opinion which says six of the interviewees pay attention on pronunciation during speaking performance. They have reason because if the speaker do not pay attention with pronunciation it will make difficult for the other people who speak with us. Moreover, the students of English Teacher Education Department are learning English language, it is not the own language so we have to pay attention in order to avoid misunderstanding in communication. But, the rest of those said that paying attention on

language when they are speaking English. Indirectly, it will make students' difficult when producing assimilation in their second language.

The researcher estimates that there is an indication of language interference in the speaking of fourth semester students in English Teacher Education Department. This interference is influenced by the students' mother tongue which very strong. Beside that, the students' style in speaking is also one factors of language interference.

The other possible caused of this phenomenon is the students do not have brave to produce the language with the new pronouncing. The researcher considers that assimilation is like new for the fourth semester students in English Teacher Education Department. The students feel strange even afraid to sound new language furthermore it is not appropriate with the pronunciation that they know as usual. The students' faithful is also kind of interference factors which cause the speaker always brings their first language when they are speaking English.

Beside it, teacher or lecture can become a factor when the students did not produce assimilation. Students of English Teacher Education Department have two different lectures for English phonology course. One of both did not give assimilation during study. This is also influence why the students do not know what assimilation is.

