

CONGCLUSION AND SUGGESTION

In this chapter, conclusions and suggestions from the research are presented which include all discussions of the results and discussion of this thesis. Consists of findings which are then concluded based on the researcher's perspective and suggestions which are summarized based on the researcher's experience in preparing a discussion of the study results as a basis for considering achieving the objectives and solving problems of this thesis.

1.1 Conclusion

Based on the qualitative data findings that have been analyzed by researcher, there are several data conclusions where these conclusions include two types of regional languages with two types of accents those are almost the same but still different. Based on the results of processing data on related aspects of the Jamee and Devayan language, the researcher drew conclusions based on the pronunciation in Jamee and Devayan language that the pronunciation had undergone changes or replacements caused by the mixture of vowel sounds in Indonesian. This causes the use of vowel capabilities in Jamee language to not be optimal. Apart from that, removal of a vowel also occurs, which researcher conclude is because the pronunciation is too fast so that the vowel sound is disguised.

Meanwhile, in terms of vocabulary in Jamee and Devayan language, researcher found cases those are almost the same as pronunciation, where it can be concluded that several words in Jamee language experienced changes or but the difference is in consonants replaces, deletions or removes and even additional use of consonants because participants used words in Indonesian. Because the

placement of consonant in the vocabulary between Devayan and Jamee languages is quite different, this may be due to emphasis when speaking which results in changes/replaces, additional and deletions/removing in a consonant in a word. But it all comes back to each individual and the personality of the research respondent.

Meanwhile, for stress, intonation and rhythm in Jamee and Devayan languages, researchers can conclude that these things usually happen when speaking because of the characteristics of the research participants who determine them or these aspects occur naturally without any influence. Relationship stress can impact communication sometime. Researcher suggests that relationship stress can lead to negative communication patterns, including increased conflict, reduced empathy, and difficulty understanding each other, and also communication breakdown can affect accent perception if communication is strained, it's possible that individuals may misinterpret or misperceive each other's accents, leading to misunderstandings or even negative judgments. But that is all about someone perspective not the consideration at all, because all the relationship between those aspects can change the meaning based on who will face it.

Based on the findings and analysis, it can be concluded that students' first language (L1) accent does influence their English accent at the third-grade Vocational High School level. The influence is evident in multiple aspects of spoken English, including pronunciation, consonant and vowel realization, stress, intonation, and rhythm. Both Jamee and Devayan speakers demonstrated consistent patterns of phonological transfer, where English sounds were produced according to the rules and habits of their regional languages. Vowel replacement was the most prominent feature, followed by consonant addition or substitution, exaggerated

stress, rising or long intonation, and non-native rhythmic patterns. These influences indicate that students have not yet fully separated their English phonological system from their L1 system.

However, this influence should not be viewed as an error or deficiency, but rather as a natural stage in second language acquisition. Accent transfer reflects students' linguistic background and their ongoing process of adapting to English sound patterns. With increased exposure, focused pronunciation practice, and awareness-based instruction, these influences can be gradually reduced. In conclusion, the study provides clear evidence that L1 accent plays a significant role in shaping students' English accent at the vocational high school level. Understanding this relationship is essential for English teachers, as it can help them design more effective pronunciation teaching strategies that acknowledge students' linguistic backgrounds rather than ignoring them.

1.2 Suggestions

The summary of the discussion of research results, the researcher realizes the difficulty in dealing with problems to achieve the research objectives but finds the benefits of these results at the same time makes the researcher need to convey suggestions to teachers, students and future researchers as the significance of this study. The researcher provides suggestions regarding the significance of this study, namely educators, students and recommendations from researchers for the further research with same method and instrument in the future as follow:

1.2.1 Educator

Researcher concluded that the cause of the influence of students' regional language accents on the English accents they use often occurs in the pronunciation of vowel sounds and in the vocabulary they use. Therefore, it is necessary for a teacher or educator to always pay attention to the progress of each student based on skills in English and give the appropriate solutions, motivation for the students' English speaking problems in daily conversation. Apart from that, researcher suggest that educators focus more on the student center by implementing learning practices to improve students' skills, especially students' English speaking skills. Apart from that, the influence comes from students' regional language accents, which often pronounce a word based on the spelling they remember without paying attention to the correct pronunciation, so that this habit interferes with their speaking. So that is why researcher wants to tell the teacher that they should be aware of the students' first language interference in the future.

1.2.2 Students

The suggestion that researcher can give to students is that introducing the accent of a language will be beneficial for the students themselves. Learning an accent in speaking is not only from school, but can be done from home or other places. Apart from that, students must continue to train and try to improve their English language skills by continuing to be curious about their accent. Improving students' reading skills first by looking while reciting the lyrics of a song can improve students' reading and speaking skills. Thus, it can answer students needs in speaking correctly, fluently and sound like native speaker step by step and show

that it is important for students to be aware of their students' first language disorders so that they can speak English with confidence in developing speaking English skill.

1.2.3 Recommendation

Based on the results or findings of this study, the researcher realise that both researcher in analyzing the findings and participants who responded incorrectly to the needs of this research, there are still some shortcomings or faults and limitations time or place of this research here are several recommendations for further research in order to obtain maximum results as follows:

1. Apply research form planning based on the needs of the data results that will be obtained, especially qualitative methods after the proposal seminar.
2. Contact potential research respondents and the validity of the research long before the research is conducted so that when conducting observations to select research respondents, the researcher does not take a lot of time and is more efficient without having to cross check and validate instrument files.
3. Conduct research grouping aspects and indicators for each respondent, so that when analyzing interview data it doesn't take too much time and too much writing. Compare and match the influence of student language aspects on research problems without having to analyze all respondents first.
4. Conduct the research when learning at school is normal and students are actively learning. Don't do research at the beginning of the learning semester, it will result in a lack of the number of participants needed due to a lack of potential respondents who will be observed at school.
5. Don't research more than one regional language at the same time with English as well, because researching just one language is very difficult, let

alone three languages. Completely master the regional language first or do not research regional languages that is not yet mastered, which will hinder the discovery of accurate data and will take more time.

6. Understand the use of phonetics in languages, namely regional languages and English first so that there are not many revisions when displaying the phonetics of a word. For example, understand the sounds of phonetic vowel intonation, diphthongs and consonants. This will prevent revisions to the writing which will waste writing time.

1.3 Research Weakness

. This study has several limitations due to the constraints faced by the researcher. The limitations of a study discussed in Chapter 5 generally include an unrepresentative sample, a limited number of variables, time or technical constraints, and the potential dishonesty of respondents. The researcher acknowledges these weaknesses in the concluding section to provide context for future studies. These limitations include the following:

- a. Sample and Scope size is too small because there are 7 participants who willingly join this study and also limited to a single location or school, making the results difficult to generalize to a broader population. The sample used in this study was limited to State Vocational High School (SMK) Negeri 3 Sinabang; therefore, the results obtained may differ if the study is conducted in other schools or different contexts.
- b. The data collection method in this study relied solely on structured interviews, which may not fully capture the phenomenon being studied. The research instruments (questionnaires/interviews) were not well

understood by the respondents, or the respondents did not provide honest answers.

- c. The variables used in this study do not yet represent all factors that influence changes in language accent. The independent variables used are limited and therefore unable to comprehensively explain other factors that may influence the dependent variable.
- d. Factors technical, time constraints and researcher limitations are the main limitations faced by the researcher in conducting this study. Limited time and technical difficulties encountered in the field resulted in less optimal or rushed data collection. Limited exploration of relevant theories or constraints in the researcher's ability to examine the topic in depth.