

CHAPTER FOUR

RESULTS

The previous chapter described the methodology and procedures used in the data collection as well as data analysis process. This chapter reports the results of the study with respect to the research problems stated in Chapter One.

4.1 PERCEPTION OF /V/

Table 1 presents the mean perception scores of /v/ according to word positions. It illustrates that the total mean perception score of /v/ is 9.8 out of 12, that is to say, on average, the subjects' performance in discrimination of the phonemes /f/ and /v/ is quite high. As for their perception scores in each word position, the subjects were able to perceive medial /v/ more correctly than initial /v/ and final /v/ ($\bar{X} = 3.9, 3.3$ and 2.8 out of 4) respectively. Hence, the results support the hypothesis of the study that the subjects' ability to perceive /v/ is different according to word positions. Obviously, the subjects have difficulty in perceiving final /v/, followed by initial and medial /v/, respectively.

Table 1. Mean Perception Scores of /v/ according to Word Positions

Phoneme	Word positions			
	Initial (\bar{X})	Medial (\bar{X})	Final (\bar{X})	Total \bar{X}
/v/	3.3	3.9	2.8	9.8

In terms of the relationship between the students' attitudes and their performance, 7 subjects have their perception scores higher than the total mean perception score ($\bar{X} = 9.8$), 3 of them very much enjoy studying English and always try to speak like a native speaker of English, whereas another 4 subjects enjoy learning English and sometimes try to speak English fluently. As for those who have

their perception scores lower than the mean perception scores, one of them really enjoy studying English and frequently try to speak English fluently while the other two subjects enjoy studying English and sometimes try to speak English like a native speaker.

4.2 PRODUCTION OF /v/

In Table 2, the total mean production score of /v/ is 7.2 out of 12. This means that, averagely, the subjects' performance on the production of /v/ is said to be lower than the total mean perception score ($\bar{X} = 9.8$). With respect to their performance in each word position, the subjects are able to produce final /v/ more correctly than medial /v/ and initial /v/ ($\bar{X} = 3.4, 2.7$ and 1.1), respectively. Thus, the findings approve that the hypothesis that the subjects' ability in producing /v/ in word-initial, medial and final position is different. This signifies that there is a relative degree of difficulty in producing /v/ according to word positions. That is to say, the subjects have difficulty to produce initial /v/, followed by medial and final /v/, respectively.

Table 2. Mean Production Scores of /v/ according to Word Positions

Phoneme	Word positions			
	Initial (\bar{X})	Medial (\bar{X})	Final (\bar{X})	Total \bar{X}
/v/	1.1	2.7	3.4	7.2

As for the mean total production score of 7.2 out of 12, we can divide the subjects into 3 groups. The first group consists of three subjects who have their production scores higher than the mean production score. According to the information from the questionnaire, these three subjects very much enjoy studying English and they always try to speak English fluently. The second group comprises three subjects who have their production scores lower than the mean production scores. The information from the questionnaire reveals that these three subjects in the

second group enjoy studying English very much and they frequently try to speak English like a native speaker. As for the third group, it includes four subjects who have their production scores lower than the total mean production score. They quite enjoy learning English and sometimes try to speak English like a native speaker.

4.3 ATTITUDES OF THE SUBJECTS

4.3.1 Students' Attitude towards Learning English

According to Table 3, the information from the questionnaire reveals that 50% of the subjects enjoy studying English very much whereas another 50% enjoy doing so. Obviously, they have high motivation in learning English.

Table 3. Students' Attitude towards Learning English

	Frequency	Percent
Very enjoy	5	50.0
Enjoy	5	50.0
Total	10	100.0

4.3.2 Students' Attempts in Pronouncing English

In Table 4, it can be explained that 40% of the subjects frequently try to speak English like a native speaker whereas 60% of them sometimes try to do so.

Table 4. Students' Attempts in Pronouncing English

	Frequency	Percent
Try hard	4	40.0
Sometimes	6	60.0
Total	10	100.0

The information from the questionnaire reveals that 50% of the subjects really enjoy learning English, whereas another 50% enjoy doing so. In

addition, 40% of the subjects always try hard in order to speak English like L₁ speakers of English, whereas 60% of them sometimes try to do so. This can be linked up with what Gardner (1985) cited in Harmer (1992) claimed about motivation. He noted that positive attitudes and motivation can help L₂ learners succeed in language learning.

4.3.3 The Correlation between Students' Attitude towards Learning English and Attempts in Pronouncing English

According to the information from the questionnaire, the subjects can be divided into 3 groups. The first group comprises 4 subjects who claimed that they very much enjoyed learning English and always tried to imitate native speakers of English. In this group, there was one subject (No. 8) who got both perception and production scores higher than the total mean perception and production scores ($\bar{X} = 9.8$ and 7.2 , respectively); meanwhile 2 subjects (No. 1 and 5) got their perception scores higher than the total mean score and their production scores were a little bit lower than the total mean score. Interestingly, only one subject (No. 3) from this group got both his perception and production scores lower than the total mean scores.

The second group consists of 5 subjects who enjoyed learning English and they sometimes tried to speak English like a native speaker. 2 subjects (No. 6 and 7) from this group performed well both in the perception and production tests since they got their scores in both tests higher than the total mean scores. Another 2 subjects (No. 2 and 9) got their perception scores a little bit higher than the total mean perception score, whereas their production scores were slightly lower than the total mean production score. Only one subject in this group (No. 10) got both perception and production scores lower than the total mean scores.

As for the third group, there was only one subject (No. 4) who enjoyed learning English very much and he sometimes tried to speak English fluently. Both his perception and production scores were slightly lower than the total mean scores.

The relationship between the subjects' attitude, their perception and production scores does not always correlate. That is to say, the attitude may be correlated with perception / production on some occasion. For example, subject (No.

8) who very much enjoyed learning English and always tried to imitate native speakers of English got both perception and production scores higher than the total mean scores. On the other hand, there may not be any correlation between subjects' attitude, their perception and production scores on other occasion. For instance, subject (No. 3) who very much enjoyed learning English and always tried to imitate native speakers of English got both perception and production scores lower than the total mean scores.

4.4 THE CORRELATION BETWEEN PERCEPTION AND PRODUCTION

In order to explore whether there is a correlation between the overall perception and production of English /v/ in each word position, the mean scores in the initial, medial and final position of both perception and production were investigated.

4.4.1 The Correlation between the Individual Perception and Production of /v/

Table 5 compares the total perception scores and production scores of /v/ by individual subjects. Based on the correlation between the two scores and the total mean scores, the subjects can be divided into three groups. In the first group, there are 5 subjects (No. 1, 2, 6, 7 and 9) whose perception scores are higher than the total mean score ($\bar{X} = 9.8$) but their production scores are said to be lower than the total mean score ($\bar{X} = 7.2$). This means that the subjects' performance on /v/ perception in this group is far better than that of the production.

In the second group, there are 3 subjects (No. 3, 4 and 10) whose scores in both perception and production tests are slightly lower than the total mean scores in both tests ($\bar{X} = 9.8$ and 7.2 , respectively). Obviously, the subjects' perception scores in this group are slightly higher than their production scores. This reveals that the subjects' performance on perception in this group is slightly better than their production.

As for the third group, there are 2 subjects (No. 5 and 8) whose both perception and production scores are higher than the total mean scores. This means that the subjects in this group have high proficiency level both in the perception and

production of English /v/. Interestingly, there is only one subject (No. 8) who has his production score a little bit higher than the perception score. This indicates that her performance on production is almost equal to that on perception.

Table 5. The total Perception and Production Scores of /v/ by Individual Subjects

Subjects	Scores	
	Perception ($\bar{X} = 9.8$) Total = 12	Production ($\bar{X} = 7.2$) Total = 12
	1	12
2	10	6
3	8	6
4	9	6
5	11	8
6	12	7
7	10	7
8	10	11
9	10	6
10	8	6

Generally speaking, the findings indicate that all the subjects perform better in perceiving English /v/ than in producing it.

4.4.2 The Overall Perception and Production Scores of /v/

From Table 6, it can be explained that in word-initial and medial position, the mean perception scores are higher than the mean production scores. This reveals that the subjects perform well in perceiving medial /v/ and initial /v/ ($\bar{X} = 3.9$ and 3.3, respectively). The final /v/ is the most difficult to perceive ($\bar{X} = 2.8$ out of 4).

As for the production scores, the initial /v/ is more difficult to produce than the medial /v/ and the final /v/ ($\bar{X} = 1.1, 2.7$ and 3.4 , respectively).

Table 6. Students' Overall Perception and Production Scores of /v/

Abilities	Word positions			
	Initial (\bar{X})	Medial (\bar{X})	Final (\bar{X})	Total \bar{X}
Perception	3.3	3.9	2.8	9.8
Production	1.1	2.7	3.4	7.2

The findings of the study will be summarized and discussed in the next chapter.