

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result of the study. It contains the findings and the discussions of the answer of the research questions. As stated on the first chapter, the writer proposed two research questions: 1.) What types of linking are used by students in their speech? And 2.) How fluent is the students' speech based on the use of linking? Thus, in this chapter, the writer tried to elaborate the answer of those two research questions separately, one by one. Also, this chapter will present the findings of the study first based on the research questions, then the discussions of the findings will follow them.

4.1 Findings

It shows the findings of types of linking which were used by students of SMA Negeri 47 Jakarta and the fluency of their speech based on the use of linking. For the first, the writer will present the findings of the types of linking in students' speech which were used by students of SMA Negeri 47 Jakarta.

4.1.1 Types of Linking Used by Students of SMA

Negeri 47 Jakarta

From the data analysis table, the writer found the types of linking in students' speech which were used by students of SMA Negeri 47 Jakarta.

The writer also classified the data based on each type of linking which were used by students as presented in overall result below:

4.1.1.1 Overall Result of Types of Linking which are Used by Students

The result shows from 32 students, it is found that there are 162 actual links and 3 types of linking used by students; Consonant to Vowel (C-V) linking, Vowel to Vowel (V-V) linking, and Linking-r. The overall results of frequency of the linking that were used by all students of SMA Negeri 47 Jakarta in students' speech can be seen in the following table:

No.	Types of Linking	Frequency
1.	Consonant to Vowel (C-V) Linking	114
2.	Vowel to Vowel (V-V) Linking	38
3.	Linking-r	10
	Total	162

Table 4.1 Overall Types of Linking in Students' Speech

The overall result of linking that can be found in all students' speech is 162, consists of 114 of Consonant to Vowel (C-V) linking, 38 of Vowel to Vowel (V-V) Linking, and 10 of Linking-r. The percentage of linking based on each types of linking that were used by all students can be shown in the following diagram.

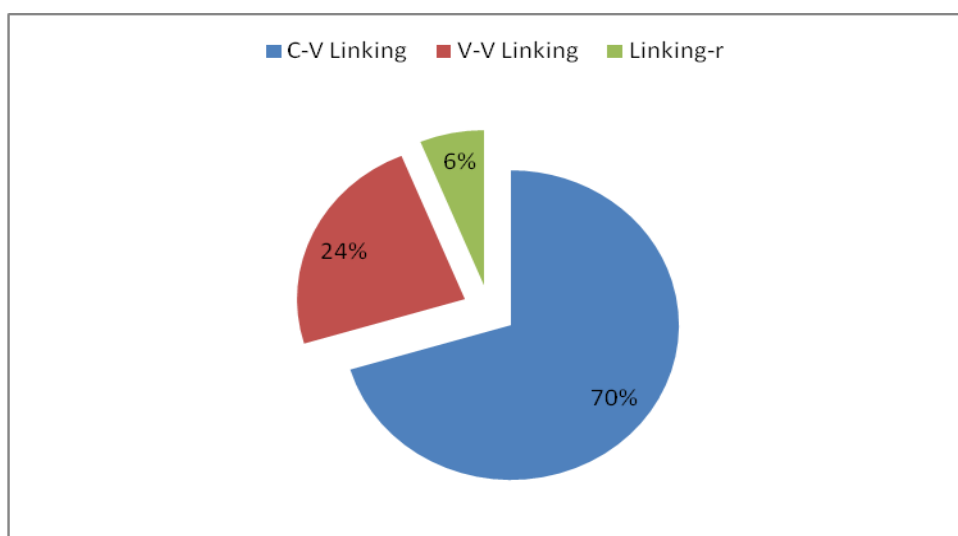


Chart 4.1 *Percentage of Types of Linking Used by Students*

It can be seen in the table above that *Consonant to Vowel (C-V)* linking becomes the dominant type of linking which used by students in overall students' speech; 70% of linking which are used by students.

4.1.1.2 Consonant to Vowel (C-V) Linking

There are 114 of Consonant to Vowel (C-V) linking in all students' speech. This actual links accounted for 70% of the total number of actual links identified. The following is the examples of Consonant to Vowel (C-V) linking which are found in the students' speech.

Student's Code	Latin Trancription Consonant to Vowel (C-V) Linking	Phonetic Trancription Consonant to Vowel (C-V) Linking
Ss1	all of	ɔ:l_əv
Ss2	first of	'fɜ:st_əv
Ss3	proud of	praʊd_əv
Ss4	that is	ðæt_ɪz
Ss5	That I	ðæt_'aɪ

Table 4.2. *Consonant to Vowel (C-V) Linking Used by Students*

4.1.1.3 Vowel to Vowel (V-V) Linking

There are 38 of Vowel to Vowel (V-V) linking in all students' speech. This actual links accounted for 24% of the total number of actual links identified. The following is the examples of Vowel to Vowel (V-V) linking which are found in students' speech.

Student's Code	Latin Trancription Vowel to Vowel (V-V) Linking	Phonetic Trancription Vowel to Vowel (V-V) Linking
Ss1	we attend	wiʋə'tend
Ss2	I am	'aɪʋəm
Ss3	do it	dəʋɪt
Ss4	The honorable	ði'ɔ:ɪ.nə.rə.bəl
Ss5	to introduce	tuʋ,ɪntrə'dju:ɪs

Table 4.3. *Vowel to Vowel (V-V) Linking Used by Students*

4.1.1.4 Linking-r

There are 10 of Linking-r in all students' speech. This actual links accounted for 6% of the total number of actual links identified. The following is the example of Linking-r which are found in students' speech.

Student's Code	Latin Transcription of Linking-r	Phonetic Trancription Linking-r
Ss1	your attention	jər_ə.'ten.ʃn
Ss2	leader of	'li:ɪdə_əv
Ss2	for all	fər_ɔ:l

Table 4.4. *Linking-r Used by Students*

4.1.2 Fluency of Student's Speech based on the Use of Linking

The fluency of students' speech is measured from the frequency of the use of linking.

The use of linking can be seen from the frequency of the actual links in the students' speech. It can be showed in the following table.

Student	Total of Potential Links	Total of Actual Links
1	29	2
2	25	3
3	40	7
4	31	5
5	25	2
6	46	3
7	22	6
8	35	7
9	40	10
10	45	10
11	28	2
12	22	0
13	55	5
14	22	4
15	43	16
16	21	5
17	47	9
18	30	10
19	16	2
20	32	5
21	36	5
22	40	4
23	45	8
24	46	12
25	20	1
26	30	5

27	22	2
28	20	0
29	14	0
30	22	0
31	28	9
32	22	3
Total	999	162

Table 4.5. *Frequency of the Linking Usage in Students' Speech*

Based on the overall analysis, the percentage of the frequency of linking that were used in the speech by the students is 16%. From 999 potential links in the students' speech, only 162 which are actualized by the students. It means the actual links only 16% of the total of potential links in the students' speech.

4.2 Discussion

In discussion, the writer tried to answer the following research questions:

1. What types of linking are used by students in their speech?
2. How fluent is the students' speech based on the use of linking?

4.2.1 Types of Linking Used by Students of SMA Negeri

47 Jakarta in Their Speech

Based on the transcriptions of students' speech that had been analyzed into the analysis table, the writer found out that the types of linking used by students are in line with the types of linking which were delivered by Alameen (2007); *Consonant to Vowel (C-V) linking*, *Vowel to Vowel (V-V) linking*, and *Linking-r*.

And, the type of linking that is mostly used by the students in their speech is *Consonant to Vowel (C-V) linking* (70%). It is also in line with the result of Hieke's (1984) study that the participants of his study linked the sounds of *Consonant to Vowel*. The result of this study also shows that the students of SMA Negeri 47 Jakarta as non-native students of English tend to link the *Consonant to Vowel (C-V)* sound of the words rather than the other types of linking. The *Consonant to Vowel Linking* which are used by students of SMA Negeri 47 Jakarta can be shown in this following examples.

Student 1

“And I hope you always remember forty seven senior high school, the teachers, and **all of** your friends”

[ənd 'aɪ həʊp ju 'ɔ:lweɪz rɪ'membə 'fɔ:ti 'sevn̩ 'si:nɪə 'haɪ sku:l, ðə 'tɪ:tʃəz ənd, **ɔ:l_əv** jə 'frendz]

Student 3

“and forty seven senior high school **prouds of** you”

[ənd 'fɔ:ti 'sevn̩ 'si:nɪə 'haɪ sku:l **praʊds_əv** ju]

Student 5

“I think **that is** enough from me”

['aɪ 'θɪŋk **ðæt_ɪs** ɪ.'nʌf frəm mi:]

The Consonant to Vowel Linking is followed by the Vowel to Vowel Linkings (24%); are found in students' speech. The students of SMA Negeri 47 Jakarta also used Vowel to Vowel linking in their speech. It can be proved that the students of SMA Negeri 47 Jakarta used this type of linking in following examples.

Student 2

“We hope you can be accepted in err accepted accept err accept in your favourite university.”

[wi hæʊp ju kən bɪvæk'septɪd ɪn <err> ək'septɪd ək'sept <err> ək'sept ɪn jə 'feɪvərət ju:nɪ'vɜ:sɪti.]

Student 4

“I am Mega Arlita.”

['aɪvəm <megə arlita>]

Student 7

“The honorable principle of forty seven senior high school”

[ðɪ 'ɑ:nə.rə.bəl 'prɪn.səp.əl əv 'fɔ:ti 'sev.ən 'si:niə 'haɪ sku:l]

In this study, there is a type of linking which is used by students of SMA Negeri 47 Jakarta as non-native students or non-native speakers which was not investigated in both Alameen's (2007) and Hieke's (1984) study. That type is Linking-r. In Alameen's (2007) study, she did not investigate the Linking-r, she only investigated the two common types of linking; *Consonant to Vowel (C-V) linking* and *Vowel to Vowel (V-V) linking*. However, in this study, besides the students used those two common types of linking, the students of SMA Negeri 47 Jakarta also used the Linking-r although the rate of the usage is less than the other types, only 6%. These are the following examples of linking-r which are used by students of SMA Negeri 47 Jakarta.

Student 3

“Thank you for your attention.”

[θæŋk ju fə jər.ə'tenʃŋ]

Student 8

“And thank you for all.”

[ənd θæŋk ju fər.ɔ:l]

Student 32

“I’m the leader of OSIS.”

[aɪm ðə 'liː.dər.əv <osis>]

The writer also found in overall result that the students used those 3 types of linking; *Consonant to Vowel (C-V) linking*, *Vowel to Vowel (V-V) linking*, and *Linking-r* in function words. It is because their speeches also consist a lot of function words. And also, the Consonant to Vowel (C-V) linking being the dominant type which is used by students because their speeches consist of this type of linking mostly in function words so the students could link the sounds easily, for example the words all of, first of, of all, to our, etc. It confirms the Alameen’s (2007) study. In her study, the participants, which also consists the native speakers of English, mostly linked the sound in function words rather than the content words.

4.2.2 The Fluency of Students’ Speech based on the Use of Linking

As what have been discussed in the literature review, fluency means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly (Harrell, 2007). It is the significance of linking that make the words can flow together and the sounds of the words become so smooth. By analyzing the use of linking, it can show the fluency of the speech (Hieke, 1985).

In the findings, from the phonetic transcription data of the students’ speech that had been analyzed through the analysis table, the

writer found out that from 999 potential links in the students' speech, the students just link a few number of links sound in their speech, only 162 which occurred in the students' speech. It means that the fluency of students' speech is only 16% based on their use of linking. They tend to separate the words when spelling them. It causes their speech sounds unnatural and become not so smooth.

The students only used 16% of linking means that their fluency in speech is low based on the use of linking. This case indicates that the students of SMA Negeri 47 Jakarta did not understand and aware to use linking when they were speaking in English. They only used a few number of linking. Whereas, linking is important to be used in their speech. If the students are more aware to use linking in their speech when they are speaking English, they will produce good quality sounds when saying the words in English

The ability of all students of SMA Negeri 47 Jakarta to link the sounds are almost the same. From a number of potential links in each students' speech, they just links a few number of the sounds. It means that they are less aware to link the sounds within the words and in the word boundaries. It must be have some factors that causes the students of SMA Negeri 47 Jakarta as non-native speakers of English are not aware to use linking in their speech.

Based on the writer's investigation, there are some reasons why the use of linking in students' speech is low. The students were still less aware to link the sounds of the words in their speech because they still tend to say the words individually or separately, word by word, rather than link the sounds of the words. This case is because they accustom to do that when they are speaking in their L1. This case makes them not fluent and sounds unnatural in speaking English. The following are the examples that shows the students' unawareness of using linking in the speech.

because of /bɪ'kɒz əv/

all of /ɔ:l əv/

leader of /'li:dər əv/

The other reason why the non-native students, in this case is the students of SMA Negeri 47 Jakarta students, are low in using linking in their speech is because of the high pausing rates in their speech. They often paused the speech because of the process of thinking or the hesitation phenomenon. In process of thinking or their hesitation of what words should they say when speaking English influence the students not to link the words. So the students also tend to say the words one by one because of this process. It is absolutely influence the use of linking and of course fluency of their speech.