# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

Every human being has a language. It is used to convey their ideas to the other people and without language every human didn't express their ideas and without language every human can't communicate each other. According to Dawson (2016: 2) states that Language touches every part of our lives: it gives words to our thoughts, voice to our ideas, and expression to our feelings". Language helps people to create their opinion or idea in social interaction, and it can help them to describe their meaning, things and events.

With language people can communicate not only things connected with their biological needs but also any other thing which may be necessary for people. People may not only communicate about objects which are their immediate surroundings but their can also talk about things which are remote in space and time. Communication not only happens between two people in one place but also in other place. Therefore, we use English as international language.

In learning a language, there are 4 skills. They are listening, speaking, reading and listening. One of the most important skills to learn language is speaking. Speaking is one of the language skills which are needed by the student for communication. Speaking is the productive skill in the oral mode. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice speaking is not easy for the students. Many students get problems when they practice their speaking. The problem like lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate

pronunciation. One of the difficulties is the difficulty in pronouncing English vowel and diphthong.

Pronunciation cannot be separated from communication since people use sounds to communicate. Pronunciation is one of the language component which are very important for the students to know. In fact, there are many difficulties for students to express everything in English because they lack of practicing and feel ashamed to pronounce it.

A good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make miss understanding in conversation. In relation to the writer's experiences while teaching training and practice (PPL) in SMP HKBP P. Bulan Medan some of students are not interested in English lesson, officially in speaking activity. In teaching learning and learning process, some students felt unable to say what they mean and they were afraid of being wrong if they speak. Some students were intimidated by the dominant participant and so didn't speak. They often find difficulties in producing it. When the researcher asks them read a novel, their handbook the researcher find some mistakes when they read it.

The other case, when they speak with their friends, researcher finds mistakes when they pronounce word by word include words that contain diphthong. This is the preliminary data from students when researcher ask them to read some words that contain of diphthong. The words are sight, boat, bear, pure, owl, avoid, square and sale.

**Table 1.1 The preliminary data from tenth grade students of SMA N.1 Pangururan**

| No | Name | sight (saɪt) | boat (boʊt) | bear (biər) | pure (pʊer) | owl (aʊl) | avoid (ə'vɔid) | square (skweər) | sale (seɪl) |
|----|------|------|------|------|------|-----|------|--------|------|
| 1 | AS | sait | bout | bi:r | piər | ol | əpoid | Skwer | seil |
| 2 | AGS | saik | bot | bi:r | Piur | ol | əvoid | sekwer | sell |

| 3 | EES | sait | bot | bier | Piur | əowl | əvoid | skwer | sell |
|----|-----|------|-----|------|------|------|-------|-------|------|
| 4 | ESR | sai:k | bot | bər | Piur | ol | əvoid | skwer | sell |
| 5 | GAN | saik | bot | bir | Pur | aol | əvoid | skwer | sell |
| 6 | HS | saik | bout | bir | Piur | ol | əvoid | skwer | sell |
| 7 | EM | syaik | bu:t | bir | piu:r | ol | əvaid | Skwer | sell |
| 8 | KV | syaik | bout | ber | Piur | ol | əvoid | Skwer | seil |
| 9 | HAS | saik | bu:t | bir | pi:ur | ol | əvoid | Skwar | seil |
| 10 | KS | sa:ik | bu:t | ber | pi:ur | el | əvoid | Skwer | sell |
| 11 | LN | said | bot | bir | pu:r | od | əvoid | skwer | sell |
| 12 | MS | said | bot | bir | pu:r | old | əvoid | skwer | sell |
| 13 | MSi | saik | bot | bi:r | Piur | ol | əvaid | skwer | sell |
| 14 | OL | saik | bot | bir | Piur | ol | əvoid | skwer | sell |
| 15 | PS | sait | bot | bir | Piur | ol | əvoid | skwer | sell |
| 16 | PT | sit | bout | bir | Piur | ol | əvoid | skwer | sall |
| 17 | TS | saik | bout | bir | Piur | ol | əvoid | skwer | seil |
| 18 | UN | saik | but | bir | Piur | au:k | əvoid | skwer | sell |
| 19 | SN | sik | but | bier | Piuri | ol | əvoid | skwer | sell |
| 20 | TT | saik | bot | bir | Piur | ol | əvoid | skwer | seil |

From the the preliminary data we can conclude that from 20 students said the words that contain of diphthong was wrong. All of them ignore how to said diphthong well. This case the researcher is interested to observe it. To know the student's ability in speaking and pronouncing. On the other hand, most pupil have been speaking by using mother tongue, it makes students difficult when they speak in foreign language, especially in producing foreign sounds such as diphthongs because their organ speech have influenced from mother tongue.

Diphthongs are made from two vowel sounds put together. The first of these two sounds are longer and the second is shorter. By pronouncing diphthong correctly in daily communication

can run fluently and clearly because it can avoid misunderstanding between them. We can imagine if someone speaks without diphthong, it can make the hearer cannot understand. Diphthong is helping to determine the meaning and help the hearer to know about information that you give. When we listen to someone speaking English, we get clear messages about their speaking from good pronunciation. English language has different way to produce its language either writing nor speaking. The word 'liable' for example, it pronounces /laiəbl/ in English, but in Indonesian students may pronounce it as /liəbl/ because they may just pronounce what their mother tongue is said, not following English Pronunciation. There is a diphthong sound /ia/ and it pronounces as /ai/.

According to Fromkin (2007: 208) states that adiphthong is sequence of two vowel sounds". Diphtongs comes from the Greek word diphthongs which mean "having two sounds". Notice the di-for "double". So diphthongs are double vowel sounds in words like *bout, ride or pout.* If two vowels in arrow are the same, as in boat or beer then it's not a diphthong Linguistics, scholars who study language, analyze diphthongs "which differ from language to language. Ironically, the word *diphthongs* have no diphthongs".

## 1.2 The Problem of Study

Based on the background of the study above, the writer formulate the research problem as follow:

1. What diphthongs are mispronounced by the students?

2. What is the most dominant type of error that is done by the students?

## 1.3 The Objectives of the Study

The objectives of the studies are:

1. To find out what diphthongs are mispronounced by the students

2. To find out what the most dominant error that is done by the students

## 1.4 The Scope of Study

The scope of the research is vowels. There are many kinds of vowel, simple vowel, diphthong, and monophtong but the writer limit the scope only on diphthong. The writer will analyze what error the students faced in pronouncing the English diphthong, they are */ei/, /ai/, /əʊ/, /iə/, /eə/, /aʊ/.*

## 1.5 The significances of study

The result of the study is expected to be useful theoretically and practically:

1. Theoretically,

   1) this further research will give information to the linguistic students who are interested in pronunciation.

   2) besides that, it will be as a reference for everyone who wants to investigate the error of pronunciation.

2. Practically

   1) the result of the study is expected to give some contribution in linguistic fields, especially about phonology

   2) can help students to improve their pronunciation skills, and suggest that they should be given a lot of training and practice with regard to pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing diphtong English properly.

## CHAPTER II

## LITERATURE REVIEW

**2.1**. **Theoretical Framework**

In theoretical framework, some theories will be needed to explain the relation between terms in the study that researcher does. Here, the writer presents a review of literature that explains some term.

**2.2 Error Concepts**

**2.2.1 Definition of Errors**

We know every learner make errors of different kinds. Pfingsthorn (2013: 14) stated that Errors are seen as competence-based and reflect a lack of knowledge that could not be self-corrected. It means error can be happen because the learner does not know what is correct and cannot correct by himself. In specific sentences errors are an unsuccessful bit of language. James (2013: 78) argued that Error is an instance of language that is unintentionally deviant and is not self-corrigible by its author.

From both of them about errors' explanation, writer can conclude error is the student's fault accidentally that could not be corrected by her/himself.

**2.2.2 Types of error**

According to Corder (19973:277), errors fall into four main categories, they are omission of some required element; Addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of elements

1. Omission of Some Required Element

   Certain linguistic forms may be omitted by the learner because of their complexity in production. In pronunciation consonant clusters often create problems for foreign learners and some of their constituents may be left unpronounced.

Omission happens when one or more elements of a word/sentence is omitted. The elements of sentence should be presented, but the learner does not present that word.

2. Addition of Some Unnecessary or Incorrect Element

Learners not only omit elements which they regard as redundant but they also add redundant elements. Addition means that some elements are presented which should not be there. It happens because the learners and some elements of a word or sentence where should not be added there.

3. Selection of an Incorrect Element

Learners commit errors in pronunciation due to the selection of the wrong phoneme, morpheme, structure or vocabulary item. At the phonological level this phenomenon may be characterized by interlingual transfer, the learner substituting a familiar phoneme from the mother tongue for a target phoneme that is difficult to pronounce. English consonants /o/ and /d/ are often mispronounced as /s/, /t/, /f/, or /z/, /d/, and /v/ respectively. Error of selection happens when some elements in a word or sentence are selected by another.

4. Misordering of Elements.

Misordering is the error where the elements presented are correctly but wrongly sequenced. Misordering can occur in pronunciation by shifting the position of certain phonemes, e.g., a speaker may say * fignisicant instead of significant.

**2.2.3 The difference of Errors and mistakes**

Ellis (2003: 17) stated that the difference of Errors and Mistake is errors reflect gaps in a learner's knowledge, they occur because the learner doesn't know what is correct. Mistakes

reflect occasional lapses in performance, they occur because in particular instance the learner is unable to perform what he or she knows.

Mistakes are of limited significance to the learning process, as they do an error cannot be self- corrected while mistakes can be self- corrected if the deviation is pointed out to the speaker.

**2.2.4 Classification of Errors**

Dulay (1982:146) stated that errors are classified into four items:

1)  Linguistic category

    These linguistics category taxonomies classify erros according to either or both the language component or the particular linguistics constituent the errors affect. Language components include phonology ( pronunciation), syntax and morphology (grammar), semantics and lexicon ( meaning and vocabulary) and discourse (style).

2)  Surface strategy

    Analyzing errors from a surface strategy perspective hold much promise for researchers concerned with identifying cognitive processes that underlie the learner's errors are based on some logic, they are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.

3)  Comparative Analysis

    The classification of errors in a comparative taxonomy is based on comparisons between the structure of $L_2$ and certain other types of constructions.

4)  Communicative effect

The communicative effect deals with the perspective of the listener or reader toward the language produced by the foreign language learner. The listener or reader understand the language produced by the foreign language learner or not becomes the focus in communicative effect.

## 2.2.5 Definition of Error Analysis

In language study cases, students do not always use correct English. They will make mistakes, when write something and speak with the other they make errors also. These errors can be observed, analyzed and classified something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.

Ellis (2003: 19) stated that Error analysis is a technique where the purpose this technique is to help learners learn a second language, there is need to evaluate errors". Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these. James (2013: 7) stated that Error Analysis was a methodology for dealing with data, rather than a theory of acquisition. Let those who want theory have theory, and those who want them, ways of dealing with data. Richards (1984: 189) said that error analysis is the study of error made by the second and foreign language learner. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

From explanation above, the writer can conclude error analysis is the fact that learner do make errors can be observed, analyzed and classified to reveal something of the system operating within the learners.

Error analysis is useful device in knowing the progress of the learner toward the foreign language, we can know about the learner ability in language by asking them to do some test. It can help the teacher prepare more intensive material to make the student better.

**2.2.6  Steps of Error Analysis**

Ellis (2003: 15) stated that steps of error analysis include to 5 steps, they are:

1.  Identifying errors

    The first step in analyzing learner error is to identify them. This is in fact easier said than done. To identify errors we have to compare the sentences learners produce with what seems to be the normal or 'correct' sentences in the target language which correspond which them.

2.  Describing errors

    Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. We could gather all the errors relating to verbs and then identify the different kinds of verb errors in our sample.

3.  Explaining Errors

    The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. Errors are not only systematic; many of them are also universal. Of course, not all errors are not universal. Some errors are common only to learners who share the some mother tongue or whose mother tongue manifests the same linguistic property.
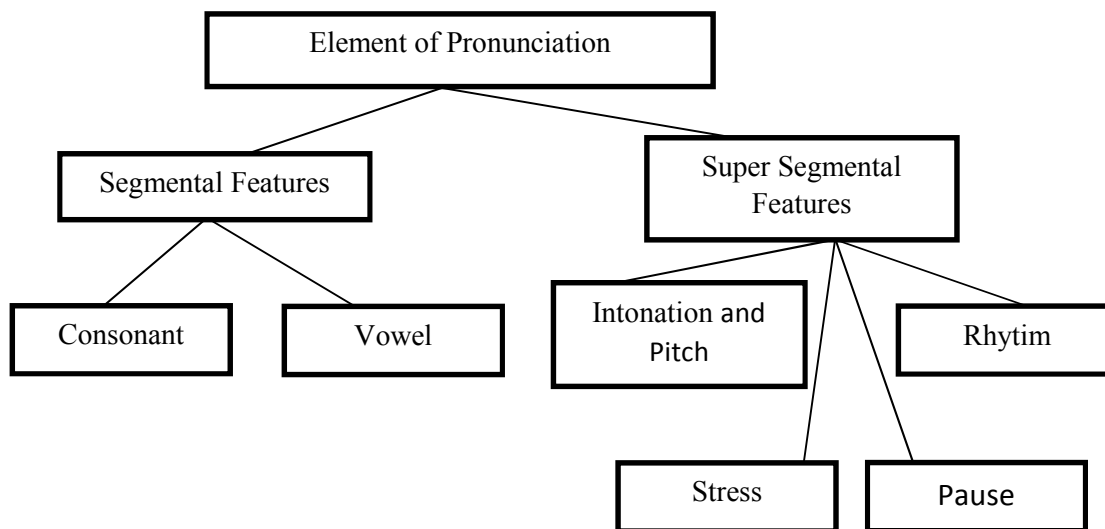
4.  Errors Evaluation

Where the purpose the errors analysis is to help learners learn a second language, there is need to evaluate errors". Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these.

## 2.3 Pronunciation

### 2.3.1 Definition of pronunciation

In many English language classrooms, teaching pronunciation must be attention, because there are many students who have not been able to pronounce English properly. Pronunciation is the production of sound by using our speech organs for communication. Kelly (2000: 12) shows the main features of pronunciation :

**Figure 2.3.1 Features of Pronunciation**

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                    Element of Pronunciation
                    /                    \
         Segmental Features      Super Segmental Features
           /        \               /     |     \
     Consonant    Vowel    Intonation and    Rhytim
                           Pitch
                                  |     |
                                Stress  Pause
```

English pronunciation has problem also, for example a native speaker of English most often have to confront with the spelling system of the language as writer, words whose meaning and pronunciation are well-know have to be writer down, and it is this situation that native speakers become very aware of the difficulties of the English spelling system. Sometime we

have attempted to write an unknown word. With non-native learners of English the dominant problem is usually how to pronounce an unknown word in a written text.

Hewings (2004:3) stated that Pronunciation is components of speech that range from the individual sound that make up speech, to the way in which pitch- the rise and fall of the voice- is used to convey meaning. Ur stated that Pronunciation is to say the sound right, to use the words to express the appropriate meaning, or to construct their sentence in a way that sound acceptable." It means that people can express their feeling and convey their meaning by using speech right.

Pennington (1988: 3) stated that Pronunciation is a much more important and pervasive feature of communication than is generally recognized. It is the crucial starting point for all spoken language, since thoughts must be articulated in sound in order to be heard and so to become a message that can be communicated to another person. Pronunciation is required not merely for talking, but for communicating and making sense to another person, that is, for making meaning in both an audible and an understandable form. A person's pronunciation ensures the clarity required for a listener to be able to pick out words from the stream of speech and put them together in meaningful, comprehensible patterns, and also projects information about the speaker and the context of communication that makes a certain impression and establishes the common ground between speaker and listener that is needed for effective communication. In both of these aspects, pronunciation is the foundation of messaging in speech— through articulating words and their combinations in grammatical and discourse units and through projecting multiple facets of social and contextual meaning.

**2.3.2  Teaching and Learning Pronunciation**

Kenworthy (1987: 1) stated that in teaching and learning Pronunciation teacher and learners have role. They are:

1. The teacher' role :

   a. Helping learners hear

   Part of the role of the teacher is to help learners perceive sounds, learners will have a strong tendency to hear the sounds of English in terms of the sound of English in terms of the sound of their native language. If you never seen a lime before you may think it is unripe lemon because that is the nearest equivalent of the fruits you are familiar with. You may continue in your misperception until you actually eat one or until someone points out the difference to you. Sounds aren't like fruit (sound images are different from visual images), but the process of the establishing categories is basically the same and each language has its own set of categories. Teachers need to check that their learners are hearing sounds according to the appropriate categories and help them to develop new categories if necessary.

   b. Helping learners make sounds

   Some sounds of English don't occur in other languages. Sometimes learners will be able to imitate the new sound, but if they can't the the teacher needs to be able to give some hints which may help them to make the new sound(s).

   c. Providing feedback

   The teacher must provide them with information about their performance. In other cases, learners may over do something- they may make in accurate assumptions about the way English is pronounced, perhaps because of the way it is written. This leads us to another task for the teacher.

d. Pointing out what's going on

Learners need to know what to pay attention to and what to work on. Because speaking is for the most part unconsciously controlled, learners may miss something important.

e. Establishing priorities

Learners themselves will be aware of some of the features of their pronunciation that are different, but they will be not able to tell if this is important or not. They may notice that something about their pronunciation is not like the way English people do it and may automatically try to change this, but their efforts are misplaced because that feature is a refinement, or acceptable to the English ear, or not essential for intelligible speech. Learners need the help of the teacher in establishing a plan for action, in deciding what to concentrate on and when to leave well enough alone.

f. Devising activities

Learning pronunciation is so complex that the teacher must consider what types of exercise and activities will be helpful. In designing activities for learning, teachers also must keep in mind that certain activities suit the learning styles and approaches of some learners better than others.

g. Assessing Progress

This is actually a type of feedback learners find it difficult to assess their own progress, so teacher must provide the information. This is especially difficult in the

elusive activity of "making sounds", but information about progress is often a crucial factor in maintaining motivation.

2. The Learner's Role :

Having listed the various aspects of the teacher's role, we could say very simply that all learners need to do is respond. But of course it is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learner puts into it. A major theme of part one will be the importance of the learner's willingness to take responsibility for his or her own learning. The teacher maybe highly skilled at noticing mispronunciations and pointing these out, but if learners take no action and don't try to monitor their own efforts, then the prospects of change or improvement are minimal.

### 2.3.3 Factors That Effect Pronunciation Learning

According to Kenworthy (1987:4) there are several factors and the effect on student learning pronunciation, they are:

1. The native language, the more differences there are, the more difficulties the learner will have in pronouncing English. We can even say that there are 'more favoured' and 'less favoured' languages. But we must be careful not to over- simplify the situation and think too much in terms of handicap or barriers to learning. To do this would be to ignore what we know to be demonstrable – that people from many different language backgrounds can and do acquire a near-native pronunciation in English and to deny the role of other factors.

2. The age factors, if a person doesn't begin to learn a second language until adulthood, they will never have a native –like accent event thought other aspects of their language

such as syntax or vocabulary may be indistinguishable from those of native speakers. These belief seem to supported by the many cases of adults who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years.

3. Amount of exposure, another factor is the amount of exposure to English the learner receives. It is tempting to view this simply as a matter of whether the learner is living in an English- speaking country or not. If this is the case, then the learner is 'surrounded' by English in this constant exposure should affect pronunciation skills. If the learner isn't living in an English- speaking environment, then there is no such advantage.

4. Phonetic Ability, One study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in which particular sounds are heard and the learner has to imitate again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented.

5. Attitude and identity, it has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language. As a mean of exploring the meaning of these terms and the role of such factors, let's start by considering how native speakers of a language react to different accents of their own languages.

6. Motivation and concern for good pronunciation, this concern is often expressed in statements about how 'bad' their pronunciations is and in requests for correction- both blanket request (please correct my pronunciation whenever I make mistake.) and frequent pauses during speech used to solicit comments on the accuracy of pronunciation.

There are 3 points are important aspects of the teacher' role, there are:

1) We can persuade of the importance of good pronunciation for ease of communication.

2) We can continually emphasize that a 'native- like' accent will not be imposed as a goal.

3) We can demonstrate concern for learners' pronunciation and their progress in it.

**2.3.4 Pronunciation Problems**

Deniatur on International Journal (2015) stated that there are some Pronunciation Problems faced by Indonesia students:

1. The identification of the foreign sounds. This means that the student has to remember their acoustic qualities so that he will be able to directly identify them in utterance.

2. Production of the foreign sounds by his organs of speech. Ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them.

3. Production of suprasegmentals features like stress, length, pitch, and intonation. It is quite obvious that these features cannot be overlooked by the students because they are almost always different in different languages.

**2.3.5 Aspects of Pronunciation**

According to Kenworthy (1987: 9) the aspects of pronunciation are:

1. Combinations of sounds, sometimes sounds occur in groups. Two consonants occur at the end of the word 'black'. When this happens within a word it is called a consonant cluster.

2. Linkage of sounds, when people speak, they generally do not pause between each word, but move smoothly from one word to the next. Example: the sentence "not at all", when said in this natural way, speakers don't pauses between the words, but move smoothly from the 't' sounds at the end of 'not' and 'at' to the vowel sounds at the beginning of 'at' and 'all'. In fact, when most speakers say the last word of the phrase it sounds like the word "tall".

3. Word stress, when an English word has more than one syllable, one of these is made to stand out more that the other (s). This is done by saying that syllable slightly louder, holding the vowel a little longer, and pronouncing the consonants very clearly. These features combine to give that syllable prominence or stress. In 'table', 'isn't' and 'any' the first syllables are stressed.

4. Rhytim, English speech resembles music in that is has a beat. There are groups of syllables, just like bars of music and within each group there are strong and weak beats. Strong beats fall on nouns, verbs, adjectives and adverb. Weak beats fall on prepositions, articles a pronoun.

   Example:

   What do you think of it?

   DA dadaDAdada

   So, it actually has a 'waltz rhytim'

5. Weak forms, when a word has special pronunciation in unstressed position. Example: the article 'The', when said by itself or stressed the vowel will sound like the word 'me', but when it unstressed the vowel made with the lips and tongue in neutral.

6. Sentence stress, giving an extra stress word in the sentence.

Example in this conversation:

A: there's plenty of salt

B: there isn't any salt on the table

In above conversation, B gives extra stress to 'table', the meaning: There may well be salt, but I want to point out to you that there isn't any in particular place –on the table. This aspect called by sentence stressed.

7. Intonation, speech is also like music in that it uses changes in pitch. Speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. So speech has a melody called by intonation.

## 2.4 Phonemes

## 2.4.1 Definition of Phonemes

According to Kelly (2001:1) "Phonemes are different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately". When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is this principle which gives us the total of number phoneme in a particular language.

According to Underhill (2015:2) "A phoneme is the smallest sound that can make a difference in meaning" .So if you change one phoneme for another you change the word. The word mine changes to *pine* and to *shine* if you change the phoneme /m/ to /p/ to /ʃ/. Based on the

statement above the writer concludes that we can still describe reasonably accurately how each sound is produced.

**Table 2.4.1 Fourty- four such significant sounds or phonemes**

| i:<br>READ | i<br>SIT | ʊ<br>BOOK | u:<br>TOOK | iə<br>HERE | ei<br>DAY | |
|---|---|---|---|---|---|---|
| E<br>MEN | ə<br>AMERICA | ɜ:<br>WORD | ɔ:<br>SORT | ʊə<br>TOUR | ɔi<br>BOY | əʊ<br>GO |
| Æ<br>CAT | Λ<br>BUT | ɑ:<br>PART | ɒ<br>NOT | eə<br>WEAR | ɑi<br>MY | ɑʊ<br>HOW |
| P<br>PIG | B<br>BED | T<br>TIME | D<br>DO | ʧ<br>CHURCH | ʤ<br>JUDGE | k<br>KILO |
| F<br>FIVE | V<br>VERY | ϴ<br>THINK | Đ<br>THE | S<br>SIX | Z<br>ZOO | ʃ<br>SHORT |
| M<br>MILK | N<br>NO | ŋ<br>SING | H<br>HELLO | L<br>LIVE | R<br>READ | W<br>WINDOW |

## 2.5 Vowels

### 2.5.1 Definition of Vowels

In English it must be true vocal pronunciation and accordingly, should not pronounce the letter was wrong. Letters were divided into three such as: Vowel, consonant, semi-vowel.

Skandera (2001: 25) stated that Vowel are produced without any obstruction of air and usually occur at the center of syllables" .According to Kelly (2001: 29) "Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of mouth" .The position of the tongue is a useful reference point for describing the differences between vowel sounds.

The diagram is representation of the 'vowel space' in the center of the mouth where vowel sounds are articulated.

1. 'Close', 'Mid' and 'Open' refer to the distance between the tongue and the roof of the mouth.

2. 'Front', 'Centre' and 'Back' and their corresponding 'vertical' lines refer to the part of tongue.

3. The position of each phoneme represents the height of the tongue, and also the part of the tongue which is (however relatively) raised.

Putting these together:

1. /iː/bead ( a close front vowel) is produced when the front of the tongue is the highest part, and is near the roof of the mouth.

2. /æ/ bat (an open front vowel) is produced when the front of the tongue is the highest part, but the tongue itself is low in the mouth.

3. /ɒ/ dog (an open back vowel) is produced when the back of tongue is the highest part, but the tongue itself is low in the mouth.

4. /uː/ food (a close back vowel) is produced when the back of tongue is the highest part, and is near a roof of the mouth.

**2.5.2 Difficulties in Analyzing Vowel Sounds**

Aside from the articulation differences, the length of short and long vowels (the long vowel phonemes being followed by the lengthening symbol /: /. For example, the sound / i / in the word *bid* /bid/ and *bit* /bit/, if the two words come in same time there is the way to different where is the long or short vowel. The /i/ in bid is longer than the /i/ in bit, because the rule here is that a short vowel is longer before a voiced consonant.

Pronunciation in English differs from pronunciation in Indonesian. There are some sounds in English that is not exists in Indonesian, one of those sounds is vowel /ə/ in the word about / əbo:t /, banana / bananə /. In Indonesian it will produces sound /about/ and /banana/. This native language influences the sounds that are spoken. So it makes the students do errors in pronouncing English sounds.

**2.6 Diphtong**

**2.6.1 Definition of Diphtong**

O'connor (1967: 84) stated that Diphtong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowels". The diphthongs of English are in three groups: those which end in/ʊ/, /əʊ/, /aʊ/, those which end in /i/,/ei/, /ai /, /ɔi / and those which end in /ə/, /iə/, /eə/,/ʊə/.

Kelly (2000:34) stated that Diphtong is a combination of vowel sounds". A slightly closer analysis shows us that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. The first sound in each phoneme is longer and louder than the second in English, but not in all languages. If we listen to the word '*house*' the diphthong in question is /aʊ/, we can hear that the /a/ part of the sound is longer than the final /ʊ/ part. If you try making the /ʊ/ part longer, you will hear the difference.
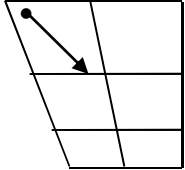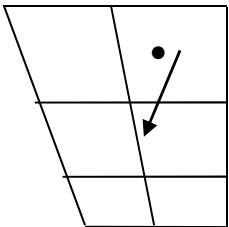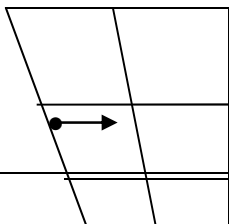
English is usually described as having eight diphthongs, and they can be usefully grouped in the following way:

1. Centering diphthong end with a glide towards /ə/. They are called centering because /ə/ a central vowel. Example: th<u>ere</u> (eə), s<u>ure</u> (ʊə).

2. Closing diphthongs end with a glide towards /I/ or towards /ʊ/. The glide is towards a higher position in the mouth. Example: go /əʊ/, now /aʊ/.

### 2.6.2 Centering Diphtongs

Centering diphthong is a diphthong during whose articulation the tongue moves toward the central vowel schwa, such as the diphthongs [ iə], [ʊə], [eə].
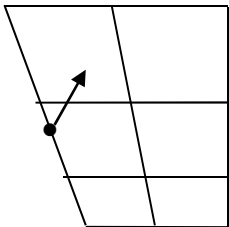
**Table 2.6.2 Types Of Centering Diphthongs**
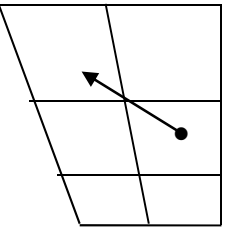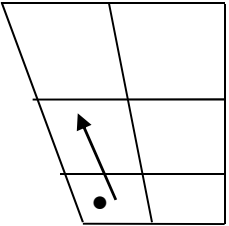
| iə | **Characteristics** |
|---|---|
|  | The glide begins in the position for /i/, moving down and back toward /ə/. The lips are neutral, but with a small movement from spread to open. Example : h<u>ere</u>, id<u>ea</u> |
| ʊə | **characteristics** |
|  | The glide begins in the position for /ʊ /, moving forwards and down toward /ə/. The lips are loosely rounded, becoming neutrally spread. Example : t<u>our</u>, obsc<u>ure</u> |
| eə | **Characteristics** |
|  | The glide begins in the position for /e/, moving back toward /ə/. The lips remain neutrally open. |

| | Example : w<u>here</u>, w<u>ear</u> |
|---|---|
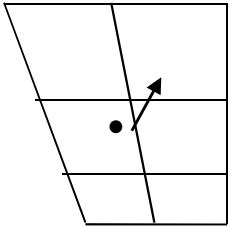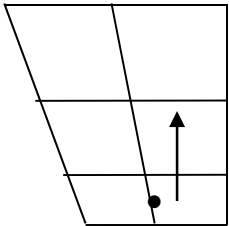
## 2.6.3        Closing Diphthongs

Closing diphthongs are those in which the second element is a closer vowel than the first: that is, the tongue ends higher in the mouth, such as [ei], [ɔi], [ai], [əʊ], [aʊ].

**Table 2.6.3 Types of Closing Diphthongs**

| ei | **Characteristics** |
|---|---|
| | The glide begins in the position for /e/, moving up and slightly back toward /i/. The lips are spread. Example : c<u>a</u>ke, w<u>ay</u> |
| ɔi | **Characteristics** |
| | The glide begins in the position for /ɔ :/, moving up and forward toward /i/. The lips start open and round and change to neutral. Example : t<u>oy</u>, av<u>oid</u>, v<u>oi</u>ce |
| ai | **Characteristics** |
| | The glide begins in an open position, between front and centre, moving up and slightly forward toward /i/. the lips move from neutral to loosely Spread. Example : h<u>igh</u>, t<u>ie</u>, b<u>uy</u> |
| əʊ | **Characteristics** |

| | |
|---|---|
|  | The glide begins in the position for /ə/, moving up and back toward /ʊ /. The lips are neutral, but change to loosely rounded. Example : g<u>o</u>, h<u>o</u>me, sn<u>ow</u> |
| **aʊ**  | **Characteristics**<br><br>The glide begins in the position quite similar to /ɑː /, moving up towards /ʊ /. The lips start neutral, with a movement to loosely rounded. Example h<u>ou</u>se, l<u>ou</u>d, d<u>ow</u>n. |

## 2.7 Phonetic Symbols

Every spoken language has its own set of sounds. A characteristic of this set is that all the sounds within it exist in some sort of relationship to each other, each sound helping to shape the contours and boundaries of its neighbors. Most of the students are still many who do not know what it is phonetic and how to pronounce English correctly.

According to Ogden "Phonetic is the systematic study of the sounds of speech, which is physical and directly observable". According to Gerald Kelly (2000: 9)"Phonetic is a wide - ranging field, and it doesn't necessarily have a direct connection with the study of language itself". While the phonetic disciplines listed above can be studied independently of one another, they are clearly connected: speech organs move to produce sounds, which travel in sounds wave, which are received by the ears and transmitted to the brain. Phonetic are the symbols used by most learner dictionaries, so working with them will also help learners develop the skills of finding for themselves the pronunciation and stress of any word in a learner dictionary.

**Table 2.7 Phonetic Symbols and Sounds**

| Vowels | Diphtong | Consonant | |
|---|---|---|---|
| /i / English | /ei / Pay | /p/ Play | /b/Bad |
| /æ/ Bag | /ɔi/ Boy | /t/ Pot | /d/Day |
| /ʊ / Put | /aʊ/ Doubt | /k/ Quick | /g/Got |
| /ʌ/ Come | /eə/ Mayor | /f/Food | /v/ Over |
| /ɑ:/ Art | /ɑi / Buy | /θ/Thin | /ð /They |
| /i :/ Bee | /əʊ / Broken | /s/Small | /z/Zoo |
| /e/ Bed | /i ə/ Here | /ʃ / Nation | /ʒ / Vision |
| /ə/ The | /ʊ ə/ Poor | /n/ Can | /m/Moon |
| /ɒ/ Because | | /tʃ /Chair | /ŋ/ Singer |
| /ɜ :/ Word | | /l/Look | /dʒ / Soldier |
| /ɔ :/ Or | | /j/ Yes | /r/Real |
| /u:/ too | | /h/ Hot | /w/ Window |

## 2.8  Previous Research

This study about An Error Analysis of the Students' Diphtong Pronunciation will be conducted by several research. In this case, the writer take previous research from journal, namely: "an Analysis of Students' Errors in Pronouncing English Diphtongs at the First semester of STAIN JURAI SIWO METRO" was done by Much Deiniatur (2016). This research is aimed to find out total errors of the students when they pronouncing English word containing diphthongs, to find out what type of diphthongs that students made the least frequently mispronounced, and to find out the factors influencing error pronunciation that the student made in English word containing diphthongs. In this research the writer used qualitative method.
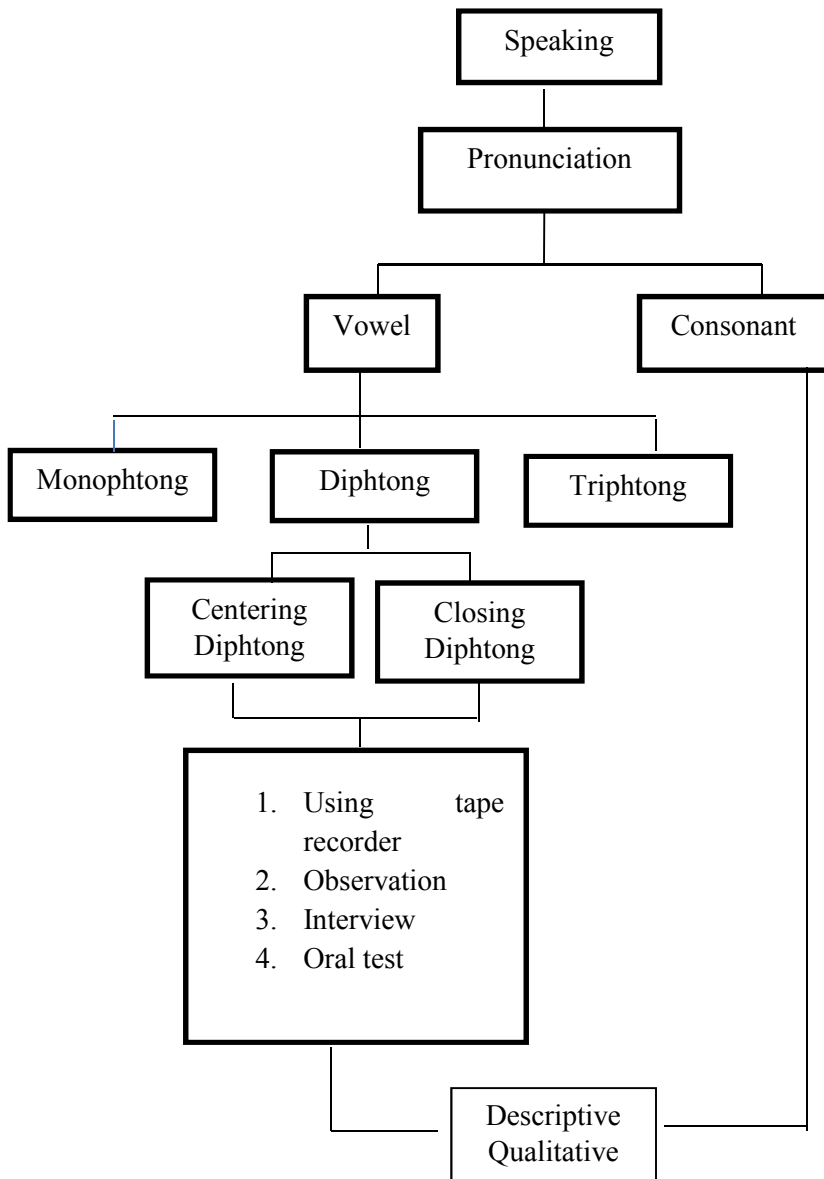
There is another previous study to relate the research was written by: Rachmad Dio Pratama (2017) with title: Error Analysis on Diphthong Sounds Pronounced by Fourteenth Semester Students in English Department UIN Sunan Kalijaga. This study deals with error analysis on diphthong sounds by students' fourteenth semester in English Department. This topic is chosen because there researcher wants to prove existing error in second language acquisition of students and affected factors in psychological aspects. The methodology being used is descriptive qualitative.

## 2.9 Conceptual Framework

Speaking is an interactive process of constructing meaning that involves producing and receiving processing information it can be seen when you pronounce the words. Speaking is closely related to pronunciation. When the students are asked by teacher to practice dialogue or text in English, they also have to correct to pronounce the words or sentences. To practice speaking is not easy for the students. Many students get problems when they practice their speaking. The problem like lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation. One of the difficulties is the difficulty in pronouncing English vowel and diphthong. Diphthongs are made from two vowel sounds put together. The first of these two sounds are longer and the second is shorter. By pronouncing diphthong correctly in daily communication can run fluently and clearly because it can avoid misunderstanding between them. We can imagine if someone speaks without diphthong, it can make the hearer cannot understand. Diphthong is helping to determine the meaning and help the hearer to know about information that you give. When we listen to someone speaking English, we get clear messages about their speaking from good pronunciation.

This research has goals to analyzing the error's pronunciation especially in diphthong. The researcher uses descriptive qualitative method to get data. To get the result, researcher use technique like observation, interview and oral test

Figure 2.9

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                        ┌─────────────┐
                        │  Speaking   │
                        └─────────────┘
                              │
                    ┌───────────────────┐
                    │   Pronunciation   │
                    └───────────────────┘
                              │
               ┌──────────────┴──────────────┐
          ┌─────────┐                   ┌───────────┐
          │  Vowel  │                   │ Consonant │
          └─────────┘                   └───────────┘
               │                              │
    ┌──────────┼──────────┐                   │
┌────────────┐ ┌──────────┐ ┌───────────┐     │
│ Monophtong │ │ Diphtong │ │ Triphtong │     │
└────────────┘ └──────────┘ └───────────┘     │
                    │                          │
            ┌───────┴───────┐                  │
    ┌────────────┐  ┌────────────┐             │
    │  Centering │  │   Closing  │             │
    │  Diphtong  │  │  Diphtong  │             │
    └────────────┘  └────────────┘             │
            │              │                   │
            └──────┬───────┘                   │
        ┌──────────────────────┐               │
        │  1. Using      tape  │               │
        │     recorder         │               │
        │  2. Observation      │               │
        │  3. Interview        │               │
        │  4. Oral test        │               │
        └──────────────────────┘               │
                    │                          │
              ┌─────────────┐                  │
              │ Descriptive │──────────────────┘
              │ Qualitative │
              └─────────────┘
```

# CHAPTER III

## RESEARCH METHODOLOGY

### 3.1 Research Design

Research design of the study was related to object of this study. Research was the systematic activity directed toward and objected investigating specific problem in order to discover the relationship between variables. This research used a descriptive qualitative research since the problems which have analyzed that needs a deep observation. Basically, the purpose of descriptive research was to recorded exactly what happened, whether the researcher was describing an experimental treatment or something occurring in the natural habitat of study participants. The writer takes the title: "An Error Analysis Of The Students' Diphtong Pronunciation At Tenth Grade Students Of SMA N. 1 Pangururan". A case is a single instance of a class of objects or entities and a case study is the investigation of that single instance in the context in which it occurs.

Case study here was form qualitative descriptive data. The qualitative case study can define as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. The writer here would identify and classifies the diphthong error in the student's pronunciation. The steps are identifying, categorizing, evaluating, and drawing the conclusion.

### 3.2 The Subject of the study

In this research, the subject of the study was all students at tenth grade of SMAN 1 Pangururan in academic year of 2019/2020. Tenth grade consist 6 class. Three class of Social

and three classes of Sains. And writer take tenth grade of social three as sample of research. Where X social three consists of 20 Students.

## 3.3 Instruments of Collecting Data

As the main instrument, the researcher plans the research, collects the data classifies the data, analyzes the data, make the interpretation and finally reports the result of research. In identifying the research, the researcher needs some supporting instrument like video recorder and note. It is used to collect the data so that the researcher can collected the data easily and the data can be accurate.

## 3.4 Technique of Collecting Data

For collecting the data in this research, the writer used instrument as follow:

1. Observation

    The writer was observed to the location to know the condition of the language learning process of that school both from the English teachers and from the students.

2. Interview

    The writer made an interview with an English teacher to get the accurately data about the students' ability and difficulties in pronouncing activity and interview to the student about English. The writer wants to know their ability in pronouncing English diphthong.

3. Test

    To get the data for this research, the writer used test technique as an instrument. The good test consist of quality, validity, reliability, and practically. The writer asked the students read a text. The students know whether their pronunciation is pronounced correctly. If the pronunciations are not correct, it can be revised directly by the teacher.

In technique collecting the data the researcher observed the school in three times. They are:

1. The first meeting the researcher observe the condition in teaching learning process

2. The second meeting the researcher came to class and introduce the material of this research to all students in tenth class.

3. The third meeting the writer made research in class tenth.

**3.5 The Technique of Analyzing Data**

The writer used the technique of data analyzing in pronouncing English diphthong as follows:

1. Sample collecting

   In this case, the writer gave a test to read some words contain diphtong that the writer gave to them. Then observing students in student reading words using recorder the data collect from students' result test. The test has a function as evidence to the writer for the research.

2. Identifying errors

   After getting the recording reading in every students and analyzed the errors in a vowel diphthong, then Identifying and describing kinds of errors do students made.

3. Classifying errors

   The data classified based on error type. Both in pronouncing English diphthongs symbol.

4. Calculating total of errors

Calculating total of error the students made based on frequency of wrong answer.

5. Analyzing of error and the source