An Analysis of Third Year Students of English Department Faculty Languages and Arts UNP Ability in Pronouncing Diphthong of English Words

Mella Fauzia[1], Zul Amri[2], and Ratmanida[3]
[123]English Department, Faculty of Languages and Arts, Universitas Negeri Padang
Correspondence Email: mellafauzia10@gmail.com

Article History	Abstract
	The purposes of this study are to know-how is the pronunciation of the third-year students of English department Universitas Negeri Padang in pronouncing diphthong of English words and what diphthong that mostly mispronounced by the students. This research is a quantitative research method. The research population is the third year students; the class of 2015. There were 33 students taken as the research sample which selected through the cluster sampling technique. The data were collected through a pronunciation test. The students were asked to pronounce the list of diphthongs of English words. The pronunciation was recorded through tape recorder. Moreover, there were 48 words in the test. The words represented eight types of diphthong. The pronunciations were analyzed by using Cambridge Advanced Learner Dictionary and also help by two raters. The pronunciations were transcribed to answer the research problems. The results of the study show that students' ability in pronouncing diphthong of English words is sufficient. Also, the highest percentage of diphthong error is diphthong aʊ (24,81 %). The less percentage error is diphthong ɔɪ (2,90 %).

INTRODUCTION

There are many spoken languages in the world and people need to communicate each other with the same language. English is an international language which is used almost around the world. It is used in every field of life and it is frequently used for international communication (Crystal, 1977). It has an important role especially for them who want to communicate with others from different countries. So, they can convey and receive the message without any difficulty. That is the reason why people have international language to be able to communicate each other.

In mastering English, the learner has to learn at least four major skills; listening, speaking, reading and writing in the form of spoken and written. Speaking is one of major skill that is used for communication. People who have good English speaking skill will have a good communication skill. They may not get any misunderstanding when interacting with native speakers of English and speakers of other languages.

Moreover, in mastering English speaking, a good pronunciation is important because different pronunciation may have the different meaning, and the wrong pronunciation can make misunderstanding in conversation. She also points out "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas". (Fraser, 2000, p. 7). Mairi (2016, p. 162) also mentions that if someone has a good speaking fluency, it will make theirs English proficiency much better, sound more natural and impressive for the listener. Related to the statement above, Jufri (2016, p. 65) points out that to know if the students have already got the speaking competence, the teacher should observe the characters needed in real communication outside the classroom. The real life situation is the indicators of success in speaking. It is important because the majority of communication happens in the students' real life.

Moreover, the terms of pronunciation have been defined differently. According to Kelly (2000), he states pronunciation is the activity when we use all the speech organs to make sounds in a certain way. Oxford Advanced Learner's Dictionary (2005), also defines pronunciation is about how to produce a certain sound. Furthermore, Robinett (1978) defines pronunciation as the result of the act in producing of speech sounds, including articulation, vowel formation, accent, inflection, and intonation, often concerning the correctness or acceptability of the speech sounds. It is also defined as how languages or words are spoken (Manser, 1991). Fachrurrazy (2002) states pronunciation can be defined as the way a certain sound is produced; stress (i.e the pronunciation of a word (in a sentence) or syllable (in a word) with more than the syllables of the surrounding word); intonation (i.e the rise and fall of the pitch of the voice in speaking, especially as this affects the meaning of what is said).

Another point associated with pronunciation is pointed out by Dalton and Seidlhofer (1994, p. 3). They reveal in general terms of pronunciation as 'the production of significant sound in two senses'. The first reason, it is used as part of a code of a particular language. Pronunciation is the production and the reception of speech sound. Second, it is used to achieve meaning in use contexts. Pronunciation is in with relation to the speaking act. These two reasons are related to the process of pronunciation.

They also point out that pronunciation is an expression of such a self-image person. People have different living background; it can be their environment or country land, the area in which they grew up, the area in which they live now, whether if they have speech or voice disorder, their ethnic groups, their social class and their education. Different factors make people have a different speaking act. That's why a word can be spoken in different ways by individuals or groups.

Several points of pronunciation could be highlighted from the explanation above. First, it can be defined as the way people in producing the sound of speech. People use the entire speech organ in order to produce a sound of a language. Second, stress, intonation, articulation phrasing, timing, rhythm, voice quality, gestures, and expressions are several aspects that affected pronunciation whether it is clear or difficult to understand. Third, a word can be spoken differently by people. It depends on some factors that come both from external and internal factors. There are two types of pronunciation. Good speech which is the speaking is clearly understood by all the

people. Also, bad speech which is the speaking is difficult to understand for most of the people.

Besides, pronunciation is found to be difficult for most of the learners. Mother tongue is one of the major factors; it influences their pronunciation so that they cannot speak as fluent as a native speaker. Concerning the problems above, Indonesian learners make an error in producing English sounds. Djajaningrat (2011) states, "As the consequence of all the difficulties provided by the English pronunciation, many English language learners, including Indonesian learners tend to generate errors in the articulation of the sounds". The condition of the environment which does not provide the students to speak by using English more are also one of the sources. They do not have enough experience in practicing their English pronunciation. They cannot practice their English speaking well. That makes them tend to make error in pronunciation. Fitrawati (2015, p. 12) points out that before start to speak English, students have already worried to make mistake. They have paid too much attention to what are they going to say, whether it is correct or not. Students also have problems with their proficiency in English such as the ability in vocabulary, grammar and pronunciation. Those make students afraid to speak English.

Furthermore, Kelly (2000) states two features of pronunciation. There are segmental features and suprasegmental features. Phoneme such consonant and vowel are included in segmental features. Intonation, word stress, and sentence stress are the parts of suprasegmental features. Kelly, (2000) also defines diphthong as a combination of vowels sounds. There is a movement from one pure vowel sound to another. The first sound is longer and louder than the second one, but not in all languages. For example, the word house (the diphthong /aʊ/), the /a/ part of the sound is longer than the last /ʊ/. There are two types of diphthong; centering diphthong which ending in ə (ɪə, eə, ʊə) and closing diphthong which ending in ɪ (eɪ, aɪ, ɔɪ) and ʊ (əʊ, aʊ).

Furthermore, diphthongs seem to be one of the difficulties that learners have in Indonesia. Diphthong is one of the lesson or material that is included in the production of sounds in pronunciation. Jones (1972) states that diphthong as another branch of vowel produced gliding from one position of the vowel to another. The different way of how to pronounce the English word and their mother language sometimes becomes a problem of many English learners. If the speaker fails to produce of diphthong [ai] in "ride" instead of replacing it with a pure vowel [i:], the message received by the hearer will be different. If the words "paper" pronounces with vowel [e] not diphthong [ei], the meaning will be different. When the word "bite" pronounces with vowel [ɪ], not diphthong [aɪ] the meaning is different. Many Indonesian learners tend to make error in pronouncing English diphthong.

METHOD
Type of Research

This research is descriptive qualitative research. Creswell (2012) argues that descriptive qualitative research develops a detailed understanding of a central phenomenon. Arikunto (2007) reveals that descriptive research is aimed to give original view of variable, indication or condition. He also mentions that descriptive

research does not test the hypothesis but only describes what is being seen, faced, observed and known.

Population and Sample

Creswell (2012) points out the population as group of individual possesses one characteristic which distinguishes them from other group. The population of this research is the third year English Department students who took educational program registered in academic year of 2015.

Furthermore, Cresswell (2012) also states that sample is a group of participant of a study selected from target population from which the research generalize to the target population. So, the sample of this study will be a representative of the third year students of English Department student of UNP. The researcher choose randomly the class of students of the 3rd year English Department students as the participants of the research. Technique of sampling that is used is cluster sampling.

Instrumentation

According to Arikunto (2010), research instrument is a device used by the researcher while collecting the data to make work become easier and to get better result, complete and systematic in order to make the data easy to process. The instrument in this research is a test. The test consist of diphthong of English words. There are several words that is given to the students. The students asked to pronunce each of words (diphthong) as shown in the table.

Technique of Data Collection

In this research, the data is collected through recording. The sounds of the words that students produce in pronouncing diphthong of English words are recorded by using recorder. The procedures of collecting the data are: First, the researcher asked the students for gathering. Then, the researcher explained the procedure of the test to the students. Next, the students are asked one by one to pronounce the words find in the test papers. The researcher recorded the sounds that are produced by the students in pronouncing the words consisting diphthong.

Technique of Data Analysis

First, the researcher found out the error. The researcher listened to the recording of the diphthong pronunciation. Then, the pronunciation is transcribed in phonetic transcription. The researcher used Cambridge Advanced Learner's Dictionary as a standard pronunciation in deciding whether the pronunciation is correct or not. It is used to compare the students' pronunciation with native speakers' pronunciation. Next, the researcher identified the mispronounced. The data which have been collected and analysed is categorized. It is necessary to decide what kind of diphthong that mostly mispronounced by the students. The researcher calculated the amount of each mispronounced diphthong and get which one is the most. In order to know the frequency or percentage of error diphthong pronunciation, the data were calculated by using this formula:

$$P = \frac{f}{N} \times 100$$

Where:

P: Percentage of error

f: Frequency of error

N: Total number of element

After that, the researcher analysed the score of the students. To know how the pronunciation of the students, the researcher calculated the score as follows:

$$Score = \frac{number\ of\ correct\ diphthong\ words}{total\ number\ of\ diphthong\ words} \times 100$$

Then, the researcher took the students' mean in order to determine the score average of the students. It is done by following a formula proposed by Gay (2009):

$$M = \frac{\Sigma x}{N}$$

In which:

M = mean

Σ = the sum of score

N = the number of students

After the score has been obtained, the ability of students' pronunciation of diphthong is categorized by following criteria based on table as shown in the following:

Table 1. Student Score Category

Score	Grade	Level of Achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
0-39	E	Poor

Source: Arikunto

RESULT AND DISCUSSION

Research Finding

The data of this research were diphthong pronunciation. The test was conducted to the students for about two hours on July 10th, 2018. There were 33 students taken the test and each of them was asked to pronounce 48 diphthong words. There are 8 diphthongs and each diphthong has 6 items or words. The researcher gave a pronunciation test to the students. The test consists of 48 English diphthong words. The researcher asked the students to pronounce the words. The pronunciation was recorded through tape recorder. Then, the researcher checked the pronunciation by using Cambridge Advanced Learner Dictionary.

After checking the student pronunciation by using Cambridge Advanced Learner Dictionary, the number errors of diphthong words that are made by the students in pronunciation test were calculated. The numbers are put in the form of percentage by using the formula as shown in the chapter III. The result of frequency of diphthong error as follows:

Table 2. Percentage of Mispronounced Diphthong

No.	Diphthongs	Percentage of error
1.	/ɪə/	8,70%
2.	/eə/	6,52 %
3.	/ʊə/	6,52 %
4.	/eɪ/	18,84 %
5.	/ɔɪ/	2,90 %
6.	/aɪ/	11,23 %
7.	/aʊ/	24,81 %
8.	/əu/	20,47 %
	TOTAL	**100 %**

The first difficult one is diphthong /aʊ/ with the error percentage of 24,81 %. The second one is diphthong /əu/ with the error percentage 20,47 %. Diphthong /eɪ/ is the third one with the error percentage 18,84 %. The fourth one is diphthong /aɪ/ with the error percentage 11,23 %. Next is diphthong /ɪə/ with the error percentage 8,70 %. The diphthong /eə/ and /ʊə/ are the sixth one with the same percentage 6,52 %. The less percentage of diphthong error is diphthong /ɔɪ/ with the percentage 2,90 %.

After that, the researcher analyzed the score of the students to know how the pronunciation of the student. The students' score mean was also determined in order to get the score average of the students.

Table 3. Students Pronunciation Score

Student	Correct Pronunciation	Incorrect Pronunciation	Score
1.	27	21	56,25
2.	29	19	60,41
3.	31	17	64,58
4.	29	19	60,41
5.	30	18	62,50
6.	33	15	68,75
7.	34	14	70,83
8.	31	17	64,58
9.	33	15	68,75
10.	37	11	77,08
11.	30	18	62,50
12.	25	23	52,08
13.	33	15	68,75
14	31	17	64,58

15.	24	24	50
16.	31	17	64,58
17.	27	21	56,25
18.	29	21	60,41
19.	24	24	50
20.	35	18	72,91
21.	41	8	85,41
22.	46	2	95,83
23.	28	20	58,33
24.	21	27	43,75
25.	25	23	52,08
26.	27	21	56,25
27.	29	21	60,41
28.	38	10	79,16
29.	30	18	62,50
30.	25	23	52,08
31.	36	12	75
32.	29	21	60,41
33.	36	12	75
	TOTAL		2112,41
	MEAN		64,01

Based on table 6, the student number 22 gets the highest score. The highest score is 95,83 with the 46 correct answer. The student number 24 gets the lowest score. The lower score is 43,75 with the 21 correct answers. After the score has been obtained, the ability of students' pronunciation of diphthong is categorized by using student score category as shown in table 4. The score category of the students is shown in the table below:

Table 4. The score category

Student	Score	Level/Category
1.	56,25	Sufficient
2.	60,41	Sufficient
3.	64,58	Sufficient
4.	60,41	Sufficient
5.	62,50	Sufficient
6.	68,75	Good
7.	70,83	Good
8.	64,58	Sufficient
9.	68,75	Good
10.	77,08	Good
11.	62,50	Sufficient
12.	52,08	Fairly Sufficient
13.	68,75	Good
14	64,58	Sufficient
15.	50	Fairly Sufficient

16.	64,58	Sufficient
17.	56,25	Sufficient
18.	60,41	Sufficient
19.	50	Fairly Sufficient
20.	72,91	Good
21.	85,41	Excellent
22.	95,83	Excellent
23.	58,33	Sufficient
24.	43,75	Fairly Sufficient
25.	52,08	Fairly Sufficient
26.	56,25	Sufficient
27.	60,41	Sufficient
28.	79,16	Good
29.	62,50	Sufficient
30.	52,08	Fairly Sufficient
31.	75	Good
32.	60,41	Sufficient
33.	75	Good

As shown in the table 6, the highest score of the student number 22 is 95,83. The score is classified as excellent ability. The other student who gets excellent category is student number 21 with 85,41 score. The lowest score that the student number 24 gets is 43,75 and it categorized as fairy sufficient ability. For the score category, there is 2 students belong to excellent. The students that get good ability are 9 students. Moreover, many students belong to sufficient category, it is about 15 students. There are 7 students that belong to fairly sufficient category. No student belongs to poor category.

Furthermore, the researcher also consults the data to expert judgment to get validity. The data validates with 2 raters. The raters are the lecturers of English Department Universitas Negeri Padang. The table below shows the score of the students in this research:

Table 5. Students Average Score

No.	Researcher	Total Score	Mean
1	Researcher	2112,41	64,01
2.	Rater 1	2139,48	64,83
3.	Rater 2	2127,28	63,63
	Average		64,15

From the student average score above, the score for the students is 64,15. Based on the students score category table, it can be seen that the student has sufficient level ability.

Discussion

Arikunto (2010) categorized ability of the students into five grades: Excellent (A: 80-100), Good (B: 66-79), Sufficient (C: 56-65), fairly Sufficient (D: 40-55), and Poor (E: 00-39). The third year's student of English Department is varied in these categories. Moreover, the students made error in pronouncing the words. The mispronounced diphthong of English words that mostly did by the students is diphthong /aʊ/ despite of the other type of diphthongs. For example, the students pronounce goug with /godʒ/, and owl with /oʊl/

Furhermore, related to the theory from Richard (1971). He states errors are caused by negative transfer or the effect of his or her mother tongue, which are called inter-language errors and the students do not know the target language well; it belongs to intra-lingual errors. The raters adds that the cause of mispronounced are unfamiliar words. Some of the students do not familiar enough with the words in the test. She also states that one of the cause is interference spelling with Indonesian. For example, the word "climate", some students might be pronounced it with /ˈklɪ.mət/. They also pronounce the word "crisis" with /ˈkrɪ.sɪs/. It might be happened because in Indonesia the letter corresponding to the sound. For example the letter /i/ always pronounce /i/ such found in "duri" but in English the letter /i/ can be pronounce /ai/ such found in the word mica or can be pronounce /i/ such in bill. Then, they sometimes confuse the word with another word such as the word "bow" with "bough". They might think the pronunciation of "bow" is same as with "bought". Last is the inability of the students itself.

Related to the eight types of diphthong, the diphthong that mostly mispronounced by the students was diphthong /aʊ/. Then, it was followed by diphthong /əu/, diphthong /eɪ/, diphthong /aɪ/, diphthong /ɪə/, diphthong /eə/ and /ʊə/, and diphthong /ɔɪ/. Different from the result of the research done by Mustikareni (2013), the diphthong that mostly mispronounced was diphthong /əu/. The less frequently mispronounced diphthong was diphthong /ʊə/. Similarly, Suryatiningsih (2015) also found the most difficult diphthong was diphthong /əu/ but the easiest one is diphthong diphthong /aʊ/. Both Mustikareni and Suryatiningsih found that the mostly mispronounced diphthong was diphthong diphthong /əu/. Moreover, Werdiningsih (2013) found that diphthong /eə/ was most frequently error. Same as this research, the less frequently error found was diphthong /ɔɪ/.

CONCLUSION AND SUGGESTIONS

There are several conclusions that can be drawn. First is the diphthong that mostly mispronounce by the students. The first difficult one is diphthong /aʊ/ with the error percentage 24,81 %. The second one is diphthong /əu/ with the error percentage 20,47 %. Diphthong /eɪ/ is the third one with the error percentage 18,84 %. The fourth one is diphthong /aɪ/ with the error percentage 11,23 %. Next is diphthong /ɪə/ with the error percentage 8,70 %. The diphthong /eə/ and /ʊə/ are the sixth one with the same percentage 6,52 %. The less percentage of diphthong error is diphthong /ɔɪ/ with the percentage 2,90 %.

It is reflecting that the students tend to use their native tongue to convert the letters of the words into the spoken sounds. For example, the words which produce by the students are go /gəʊ/ /goʊ/, gouge /gaʊdʒ/, beard /bɪəd/ or /bɪrd/, foul /faʊl/, moor /mʊə r / or /mʊr /, mica /ˈmaɪ.kə/, owl /aʊl/, pint /paɪnt/ and crisis /ˈkraɪ.sɪs/. They

pronounce them with /go/, /godʒ/, /berd/, /foʊl/, /mor /, /ˈmɪ.kə/, /oʊl/, /pɪn/ and /ˈkrɪ.sɪs/. It might be happened because in Indonesia the letter corresponding to the sound. For example the letter /i/ always pronounce /i/ such found in duri but in English the letter /i/ can be pronounced/ai/ such found in the word mica or can be pronounced/i/ such in bill.

Moreover, the students' ability in pronouncing diphthong of English words at the third year English department students in Universitas Negeri Padang is sufficient. The mean of the score is 64,15. The researcher took K2 2015 class as the sample with the total students who participated is 33 students. There is no student is classified into poor category, 7 students are classified into fairly sufficient category with the score 40-55, 15 students are classified into sufficient category, the score is 56-65, 9 students are classified into good category with the range of score 66-79, and 2 students are classified into an excellent category with 80-100 score.

There are several suggestions offered. First, the English pronunciation subject need to be more highlighted. A separate teaching of pronunciation or pronunciation subject is needed to be included to the syllabus. Next, based on the findings, the researcher hopes that the teachers or lecturers could help students more in improving their ability in pronouncing English words by giving them more practice when teaching pronunciation in the class.

For other researchers, it would be worthwhile to study about factors that affect students' pronunciation. Other researchers could also dig deeper and improve or develop the instrument that the researcher used in investigating problems in pronouncing diphthong of English words. Thus, deeper analysis will be resulted. Last, it is as well advisable for other researchers to scrutinize not only diphthong, but other kind of vowel too.

REFERENCES

Arikunto, S. (2007). *Analisis Data Penelitian Deskriptif dalam Manajemen Penelitian*. Jakarta. Rineka Cipta

Arikunto, Suharsimi. (2010). *Prosedur Penelitian Pendekatan Praktik*. Jakarta: PT. Renika Cipta.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson.

Crystal, D. (1977). *English as a global language*. Cambridge: Cambridge University press.

Dalton, Christiane and Barbara Seidlhofer. (1994). *Pronunciation*. Oxford: Oxford University Press

Djajaningrat, I. (2011). *The Mapping of Pronunciation Error*. Jakarta: Universitas Darma Persada.

Fachrurrazy. (2002). *Teaching English as a Foreign Language*. Malang: State University of Malang.

Fitrawati. (2015). *Improving Student's Speaking Ability by Using Instructional Media for Advanced Learners*. Lingua Didaktika. Vol. 9, No. 1. http://ejournal.unp.ac.id/index.php/linguadidaktika/index

Fraser, H. (2000), *Coordinating improvements in pronunciation teaching for adult learners of English as a second language*. Canberra: Commonwealth of

Australia, Department of Education Training and Youth Affairs. Retrieved from https://helenfraser.com.au/wp-content/uploads/ANTA-REPORT-FINAL.pdf

Gay, L.R et al. (2009). *Educational Research*. Upper Saddle River, NJ: Pearson

Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary.* Oxford: Oxford University Press

Jones, Daniel. (1972). *The Pronunciation of English*. London: Cambridge University Press.

Jufri, (2016). *Teaching Speaking and Writing at Junior and Senior High Schools as Demanded by Curriculum 2013.* Lingua Didaktika. Vol. 10. No. 1. http://ejournal.unp.ac.id/index.php/linguadidaktika/index

Kelly, Gerald. (2000). *How to teach pronunciation*. Essex: Longman.

Mairi, Salam. (2016). *An Analysis of Speaking Fluency Level of the English Departments Students of Universitas Negeri Padang (UNP).* Lingua Didaktika. http://ejournal.unp.ac.id/index.php/linguadidaktika/index

Manser, H. (1991). *The Macmillan Dictionary of English Spelling*. California: Macmillan

Robinett, Betty Wallace. (1978). *Teaching English to Speakers of Other Languages*. Minnesota: University of Minnesota Press