

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY OF ENGLISH
DEPARTMENT OF FKIP BUNG HATTA UNIVERSITY TO PRONOUNCE
ENGLISH DIPHTHONGS**

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Abstract

This research was aimed at describing the second year students' ability in pronouncing diphthongs at FKIP English Department Bung Hatta University Padang. The design of this research was descriptive in nature. The number of population members of this research was 102 students. The researcher used cluster random sampling technique to choose the sample. There are A, B, and C.

The instrument used to get the data was oral pronunciation test. The test was tried out to the students out of the sample. The researcher used inter-rater technique. It was found that reliability index of the test in the form of pronouncing diphthong was very high (.83) (see appendix 4). It means that the instrument is reliable.

The data of the study were the student's ability in pronouncing diphthongs. Generally, the result of the data analysis of pronouncing diphthongs showed that 6 students (20%) had high ability in pronouncing diphthongs. Specifically, from data analysis of oral pronunciation test showed that 12 students (40%) had moderate ability in pronouncing centering diphthongs and 24 students (80%) had moderate ability in pronouncing closing diphthongs.

Based on the finding of this study, a simple conclusion could be drawn that the students had moderate ability in pronouncing diphthong. So it is suggested to the students to practice more in pronouncing diphthongs. Besides the teacher should give more exercises in pronouncing diphthongs. For the next researcher, the researcher suggests to find what the reason why the students had moderate ability.

Key words: Pronunciation, Phonetics & Pnonology, English Diphthongs

Introduction

English is an international language; the country uses English for many kinds of activity. English is also the most important language spoken in almost all countries around world for communication. English

plays essential roles in many aspects of life such as education, trade, business, and scientific inquires. In Indonesian, English is decided to be one of many compulsory subjects that should be taught at junior

high school until university and as one of local content at kinder garten and elementary school.

In learning English, the students have to master four language skills very well. They are listening, speaking, reading and writing. In speaking skill we practice pronunciation. Pronunciation as a part speaking skill is, therefore very important and it should be mastered by the English students. Pronunciation is always connected to language sound, which is produced through oral communication. As you know, the production of speech sounds is through oral and nasal cavity.

According to Catford (2001:1), phonetics is the systematic study of human speech sounds. It provides means of describing and classifying virtually all the sounds that can be produced by human vocal tract. In phonetic, we can find the pronunciation aspects, how the words can be produced and how to pronounce it.

A standard pronunciation would also be useful to the foreign learner of English. Ability to speak in a standard way might be considered advantageous by some whose home language is a distinctly local form of speech; if their vocations require them to work in district remote from their home locality, they would not be problem by speaking in a manner differing considerably from the speech of those around them. Correct pronunciation

is one important part in learning speaking English because it helps the speaker to communicate with the listener. It plays role to avoid misunderstanding between them. Jones (1986:4) writes good speech may be defines as a way of speaking which is clearly intelligible to all ordinary people and bad speech is a way of talking which is difficult for more people to understand.

In Indonesia, the students always have problem with pronunciation, however it is not like the native speaker but it should be corrected to avoid misunderstanding. Based on experience; the researcher got some English Department students' difficulties in pronouncing diphthongs. They are study pronunciation in second semester. English is only used in circumstances while for daily speaking activities the students use their own language (mother tongue).

Considering the reason above the researcher is interested to study about the students' ability to pronounce diphthongs.

By looking at the previous point, there are some problems that influence in learning pronunciation. It is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet. According to Gimson in Marissa (2005:4) they are mother tongue inferences and habit inferences.

Pronunciations not just we find when pronounce consonant and vowel but also in diphthong. All aspects in pronunciation were called language sounds. Language sounds is learning about consonants and vowels.

Consonants are sounds produced by obstructing the stream of air coming out from the lungs by organs of speech somewhere in the mouth or nose (Zainuddin, Syafei and Darwis: 2007). Consonants may be classified: (i) according to the organ which articulate them, (ii) according to the manner in which the organs articulate them (Jones, 1986). A combination of two or more consonants pronounces in close succession we called consonant cluster (Zainuddin, Syafei, and Darwis, 2007). In addition Shanon in Marissa (2005) states that consonant cluster is a group or sequence of consonant that appear together in a syllable without a vowel between them.

When the tongue takes up a vowel position, a resonance chamber is formed this modifies the quality of tones produce by the voice and give rise to a distinct quality or timber which we call vowel (Jones, 1986). Vowel has classification to three parts: front, central and back vowels, high, mid and low vowels, also rounded and ungrounded vowels.

A combination of two vowels are diphthong, it is made by gliding from one

vowel position to another. According to Jones (1986:22) when a sound is made by gliding from one vowel position to another is called a diphthong. Diphthong are represented phonetically by sequence of two letter, the first showing the starting point (centering diphthong) and the second indicating the direction of movement (closing diphthong). The centering diphthong glide towards the ə (schwa) vowel, as the symbol indicate (Roach, 2000). In closing diphthongs, the two vowels starting point (or ‘first element’) and the finishing point (‘second element’) such as /a/ and /ɪ/ in high are not perceived as two separate vowels (Catford, 2001).

Each language has a speech sounds. Though English and Indonesian, have too. There is a sound that can be found in Indonesian but not in English. English has eight types of diphthong but Indonesian has two types of diphthong that has classified into falling diphthongs and rising diphthong.

This research was aimed how the students ability to pronounce English diphthongs

//ɪə//, //eə//, //ʊə//, //eɪ//, //aɪ//, //ɔɪ//, //əʊ//, //aʊ// that occur at English words and to answer the research questions mainly the students ability to pronounce the centering and closing diphthongs.

Methodology

This research was descriptive in nature. Gay (2009:175) states that descriptive research (survey research) involves collecting data to test hypotheses or to answer questions about people opinions on some topic or issue. She also says that descriptive is an instrument to collect data that describe one or more characteristic of a specific population and data are collected by asking members of a population or data are collected via a questionnaire or an interview. The researcher conducted this research to describe and analyze the second year students' ability of English Department of FKIP Bung Hatta University to pronounce diphthongs.

Gay (2009:124) says the population that the researcher would ideally like to generalize results to be referred to as the target population; the population that the researcher realistically selects from is referred to as the accessible population. The population of this study was the second year students of English Department of FKIP Bung Hatta University registered in 2011/2012 of the academic to pronounce language sounds, centering diphthong and closing diphthong. The researcher chose them because they had finished studying English Pronunciation on the second semester and

English Phonetic Phonology on the third semester.

Actually, registered at 2011/2012 of the academic's students are spread into three classes. They are A, B, C and the total number of the second year students was 102 students. And the researcher chose students to be sample. It can be shown in table 3.1

Table 3.1

The population of the Research

No	Classes	Number of students
1	A	35
2	B	35
3	C	32
	Total	102

Gays (2009:138) also says that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The selected individuals comprised the larger group that referred to the population. A good sample is representative of that population from which it is selected.

Cluster random sampling is select group, not individuals; identify clusters and randomly select them to reach desired sample size (Gay, 2009:129). Cluster random sampling may be the only feasible

method of selecting a sample when the researcher is unable to obtain a list of all members of the population. The researcher took the sampling cluster sampling using the following steps:

1. Identify and define the population.
2. Determine the desired sample size.
3. Identify and define a logical cluster
4. Determine the number of cluster.
5. Randomly select the needed number of clusters.
6. Include in the study all population members in each selected cluster.

The instrument used to collect data in this research was oral pronunciation test. In this test, the researcher asked the respondent to pronounce the words that consist of diphthong words.

1. 5 words containing the centering diphthongs, ending with //ə//: //iə//, //eə//, //ʊə//

Lascivious:	[ləsɪvɪəs]
Series :	[sɪəri:z]
Unbearable:	[ʌnbeərəbl]
Vowel :	[vaʊəl]
Overpower:	[əʊvəpaʊə(r)]

1. 5 words containing the closing diphthongs, ending with //ɪ//: //eɪ//, //aɪ//, //ɔɪ//

Laser :	[leɪzə(r)]
Late :	[leɪt]
Authorize :	[ɔ:θəraɪz]
Twilight :	[twɑɪlaɪt]
Moist :	[mɔɪst]

2. 5 words containing the closing diphthongs, ending with //ʊ//: //əʊ//, //aʊ//

Overlook :	[əʊvəlʊk]
Ovum :	[əʊvəm]
Vow :	[vaʊ]
Trauma :	[traʊmə]
Profound :	[prəfaʊnd]

Also the researcher used a tape recorder as an equipment to record the samples' pronunciation of the given words. Each sample had given 5 minutes to finish the test. So these tests run about 130 minutes or two hours and ten minutes.

The criteria of good tests are valid and reliable. A test is valid if it measures what is supposed to be measured (Gay, 2009). To validate the test the researcher used content validity in which the test materials are constructed based on the curriculum and syllabus. Test is valid if it fixes the material that has been given to

the students and it is based on the curriculum, syllabus and this test is constructed based on teaching materials and curriculum.

To find out the reliability of oral pronunciation test the researcher used inter-rater technique. It means that there were two scorers to analyze students' problem in pronouncing diphthongs. The first scorer was the researcher and the second scorer was Andre Suryadi. The researcher chose him because he had well in speaking and pronunciation.

To find out the reliability of oral pronunciation test, the researcher used Product Moment formula (Arikunto, 2009) as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where:

r_{xy} = the coefficient of two half of the test

N = the number of the students

x = the score from first scorer

y = the score from second scorer

The researcher used degree of coefficient correlation based on Arikunto's idea (2012: 89) as follows:

0.81 – 1.00 : very high

0.61 – 0.80 : high

0.41 – 0.60 : enough

0.21 – 0.40 : low

0.20 – 0.00 : very low

The result showed that the reliability of the test was 0.83 (very high), it means that the test was reliable (see appendix 3). The test was on Tuesday, 20 June 2013 at 10.00 a.m at Bung Hatta University.

In this research, the researcher followed the next procedures to gather data from oral pronunciation test. The data of this research were students' ability in pronouncing diphthongs.

1. Testing samples' oral ability by recording their pronunciation of centering diphthongs and closing diphthongs //ɪ ə//, //eə//, //ʊ ə//, //eɪ //, //aɪ //, //ɔ ɪ //, //əʊ //, //aʊ // at English words.
2. The researcher and the second scorer listen to the recording result severally based on the following criteria:
 - The students have ability in pronouncing diphthongs if they pronounce the diphthongs correctly and fluently.
3. Then the researcher checks and gave score the samples' oral ability by using samples' control sheet.
4. Scoring the samples' oral ability.

The correct response was valued 2 points and zero for wrong one. This was done until total score of each sample was gained.

In data analysis, the researcher used descriptive analysis. She found out the sample's score of pronunciation test by using the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

- S = score
- R = correct answer
- N = total number of test items
- 100 = standard score

The researcher found the average score (M) and standard deviation (SD). The researcher presents the raw scores of each sample; she calculates the average ability (M) and standard deviation (SD) by using the following formula:

$$M = \frac{\sum x}{n}$$

Where:

- M = Mean
- $\sum x$ = Total score of the students
- n = Number of the sample

$$SD = \sqrt{\frac{\sum X^2}{n} - \left(\frac{\sum X}{v}\right)^2}$$

Notes:

- SD = Standard deviation
- $\sum x$ = Total of x

$$\sum x^2 = \text{The Total of } x^2$$

After that the researcher classified the score based on the following categories:

- >M+ SD = High Ability
- M- SD until M+SD = Moderate Ability
- <M- SD =Low Ability

The researcher counted the percentage of the students who had high ability and less ability in pronouncing diphthongs, centering diphthongs and closing diphthongs by using formula suggested by Purwanto in Wananda (2012) as follow:

$$P = \frac{F}{n} \times 100\%$$

Where:

- P = Percentage
- F = Frequency of students who have ability
- n = Total number of the samples

Finding and Discussion

In general, based on the result of data analysis, it was found that 6 students (20%) had high ability in pronouncing diphthongs, 21 students (70%) had moderate ability and 3 students (10%) had low ability in pronouncing diphthongs. The result was supported by the result of data analysis of the record of oral pronunciation test. In specific, the students had moderate ability in pronouncing diphthongs. The students had difficulties

in pronounce diphthongs. The result can be shown in table 4.1.

Table 4.1 The General Result in Pronouncing of Diphthongs

No	Indicators	Number of Students	Percentage
1.	High	6	20%
2	Moderate	21	70%
3.	Low	3	10%

The result of data analysis of pronounce centering diphthongs revealed that 7 students (23.33%) had high ability in pronouncing centering diphthongs, 12 students (40%) had moderate ability and 11 students (36.67%) had low ability in pronouncing centering diphthongs. In short it is said the students had moderate ability in pronouncing centering diphthongs based on the data of oral pronunciation test. The result can be shown in table 4.2.

Table 4.2 The General Result in Pronouncing Centering Diphthongs

No	Indicators	Number of Students	Percentage
1.	High	7	23.33%
2	Moderate	12	40%

3.	Low	11	36.67%
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Based on the data analysis of pronunciation test, it was found that 5 students (16.67%) had high ability in pronouncing closing diphthongs, 24 students had moderate ability (80%) and 1 students (3.33%) had low ability in pronouncing closing diphthongs (see appendix 7). In short it is said the students had moderate ability in pronouncing closing diphthongs based on the data of oral pronunciation test. The result can be shown in table 4.3.

Table 4.3 The General Result in Pronouncing Closing Diphthongs

No	Indicators	Number of Students	Percentage
1.	High	5	16.67%
2	Moderate	24	80%
3.	Low	1	3.33%

Conclusion

From the data analysis, the researcher found that students had moderate ability in pronouncing centering diphthongs. The finding of the study indicated that the students could not pronounce centering such as / ɪə/. To make sure, an example of students' pronounce is given below:

Lascivious, series, unbearable, vowel and overpower

From the example above, the researcher found that students had problem in pronouncing ɪə, they did not pronounce ɪə but i.

Lascivious : [ləsɪvɪs]

Series : [sɪrɪːz]

The correct one is:

Lascivious [ləsɪvɪəs]

Series [sɪərɪːz]

As already informed, the researcher found that students had moderate ability in pronouncing closing diphthongs. There are 24 students (80%) had moderate ability in pronouncing closing diphthongs. The problem found when they pronouncing əʊ but they were pronouncing o. To make sure, an example of students' pronounces is given below:

Overlook: [ovəlʊk]

Ovum : [ovəm]

The correct one is:

Overlook: [əʊvəlʊk]

Ovum : [əʊvəm]

Based on the findings of this research, it can be concluded that:

1. Overall, the students had moderate ability in pronunciation diphthongs. It is supported by the data from oral pronunciation test that 6 students (20%) had high

ability, 21 students (70%) had moderate ability in pronouncing diphthongs and the students who had low ability were 3 students (10%).

2. The students had moderate ability in pronouncing centering diphthongs. It was revealed by the data from oral pronunciation test 7 students (23.33%) had high ability, 12 students (40%) had moderate ability and 11 students (36.67%) had low ability.
3. The students had moderate ability in pronouncing closing diphthongs. It was revealed by the data from oral pronunciation test 5 students (16.67%) had high ability, 24 students (80%) had moderate ability and 1 students (3.33%) had low ability.

5.1 Suggestion

The results of the study showed that the students had moderate ability in pronouncing centering and closing diphthongs. In relation to the conclusion, the researcher proposed suggestion as follow:

1. The lecturer is suggested to give more strategy and practice about the technique how to pronounce diphthongs. The lecturer can

explain it by using more interesting technique or media in teaching, so that the student can comprehend them well.

2. The students are suggested to learn and do practice more to pronounce centering and closing diphthongs.

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