

AN ANALYSIS OF THE SECOND YEAR STUDENTS' PROBLEMS IN PRONOUNCING ENGLISH DIPHTHONGS AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The researcher used descriptive design in this research. The population of this research was the second year students at English Department of Bung Hatta University. The total number of population was 55 students. They were distributed into two classes; Class A and B. In selecting the sample, the researcher used cluster random sampling technique. The number of sample was 31 students. The instrument used to collect the data was pronunciation test. The researcher found the reliability index of this test was .73. The result of the data analysis showed that most of the second year students of English Department of Bung Hatta University had problems in pronouncing English diphthongs. It was proved by the fact that 70.96% students had problem and only 29.03% students had no problem in pronouncing them. Specifically, there were 77.42% students who had problems in pronouncing diphthong /ei/, 70.97% students had problems in pronouncing /ou/, 67.75% students had problems in pronouncing diphthong /iɔ/, 54.48% students had problems in pronouncing diphthong /eɔ/, 54.48% students had problems in pronouncing diphthong /uɔ/ and 90.33% students had problems in pronouncing diphthong /oɔ/. Based on the findings, it could be concluded that the second year students of English Department of Bung Hatta had problems in pronouncing English diphthongs. In line with such conclusion, it is suggested to the lecturers who teach pronunciation to create sufficient drills in teaching unfamiliar diphthongs. Besides, the students are also suggested to practice more in pronouncing unfamiliar diphthongs to improve their ability in pronouncing them.

Key Words : Pronouncing, English Diphthongs

A. INTRODUCTION

Speaking is one of important parts in learning English and it is included as one of four basic language skills. Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably

colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production. In speaking English we should be able to pronounce words correctly. As a matter of fact, pronunciation is one of the important aspects

in speaking skill. It talks about how to produce sounds through mouth for communication. As we know, the production of speech sound is through oral and nasal cavities. Correct pronunciation helps the communicators in communication.

Learning pronunciation deals with segmental and suprasegmental phonemes. Segmental phoneme is similar slightly different sounds within a language.

Diphthong is the gliding sound of combining vowels. According to Zainuddin et al (1995:47), diphthong is a sound made by gliding the position of the tongue from one vowel to another without a break at all in between. Diphthongs are represented by a sequence of two symbols. The first show the starting point and the second indicates the direction of movement. Jones (1960: 58) says that a diphthong is define an independent vowel-glide not containing within itself either a 'peak' or a 'trough' of prominence.

According to Zainuddin et al (1995: 47), there are nine diphthongs in English /ei/, /ai/, /au/, /oi/, /iɔ/, /eɔ/, /oɔ/, /əu/, and /uɔ/. They are clasified into two categories: closing and centering diphthongs. Closing diphthongs are made by making a pure vowel and then moving the tongue to a position of a higher vowel. There are five closing diphthongs in English that is /ei/, /ou/, /oi/, /ai/, and /au/. Centering

diphthongs are diphthongs which are made by making a pure vowel and then moving the tongue to the position of a central vowel.

As a matter of fact the result of informal interview conducted by the researcher toward some students, showed that there were some students who had problems in producing diphthongs. The researcher was interested in conducting a research entitled "An Analysis of the Second Year Students' Problems in Pronouncing English Diphthongs at English Department of Bung Hatta University".

Based on the formulation of problem above, the research questions of this study were as follows:

1. Do the second year students of English Department of Bung Hatta University have problems in pronouncing diphthong /ei/?
2. Do the second year students of English Department of Bung Hatta University have problems in pronouncing diphthong /ou/?
3. Do the second year students of English Department of Bung Hatta University have problems in pronouncing diphthong /iɔ/?
4. Do the second year students of English Department of Bung Hatta University have problems in pronouncing diphthong /eɔ/?

5. Do the second year students of English Department of Bung Hatta University have problems in pronouncing diphthong /oɔ/?
6. Do the second year students of English Department of Bung Hatta University have problems in pronouncing diphthong /uɔ/?

Research Method

The design of this research was descriptive research. Gay (1987: 189) states that descriptive research involves collecting data to test hypothesis or to answer the question concerning with the current status of the subject of the study. In this study, the researcher described the problems faced by the second year students of English Department of Bung Hatta University in pronouncing English diphthongs.

Population is the interest group to which the researcher would like the result of the study to be generalized (Gay :1987: 102). The population of this research was the second year students of English Department of the Faculty of Teacher Training and Education, Bung Hatta University who registered in academic year 2014/2015. Based on the data obtained from administration office, the second year students who registered in 2014/2015 were divided into two classes; they were class A and B. The total number of the second year

students was 55 students. The researcher took the sample by using cluster random sampling technique since the members of population were grouped into two classes; A and B. They got the same teaching materials, syllabus and same period of time in learning pronunciation.

To choose the sample, the researcher wrote the names of each class on two pieces of paper. They were rolled and mixed up in a box. Then, she chose one paper from the box. The class selected as the class sample of this study was class A. Total number of students in this class were 31, it means the total population were 56%.

In order to reveal the students' problems, the researcher administered an oral pronunciation test. Oral pronunciation test was used as an instrument to collect the data. The students were asked to pronounce the words listed on a piece of paper. There were 8 words containing the diphthons /iɔ/, 8 words containing the diphthongs /eɔ/, 8 words containing the diphthongs /uɔ/, 8 words containing the diphthongs /ɔɔ/, 8 words containing the diphthong /ei/, and 8 words containing the diphthong /ɔu/. The researcher gave 5 minutes to pronounce the given words. Also, she used a tape recorder as an equipment to record the sample's pronunciation of the given words.

To find out the reliability of the test the researcher used inter-rater method. The assessors also used Oxford application because this application was completed with correct pronunciation.

In gathering data, the students were asked to pronounce the words one by one. In gathering data, the researcher used the procedures as follows:

1. The researcher administered the pronunciation test to the students.
2. The researcher recorded students' pronunciation by using tape recorder

Then the assessors gave score 1 for correct response and 0 for wrong response

In analyzing the data, the researcher used the following procedures:

1. Researcher presented the raw scores of each student
2. Researcher counted the average score by using the following formula

$$\frac{\text{The First Scorer}' + \text{The Second Scorer}'}{2}$$

3. The researcher counted Mean (M) and Standard Deviation (SD) by using the formula below (Gay:1987:140):

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

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

To calculate the coefficient correlation between scores given by two scorers. The researcher used Pearson Product Moment Formula (Arikunto, 2009:72) as follows:

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

The degree of coefficient correlation of the test can be categorized as follows (Arikunto,2009:72):

- .81 – 1.00 = very reliable
- .61 – .80 = reliable
- .41 – .60 = reliable enough
- .21 – .40 = low reliable
- .00 – .20 = very low reliable

Based on the result of the data analysis it was found that the coefficient of correlation was .73. It means the test was reliable.

Findings

In general, this study found that the percentage of students who had problems in pronouncing diphthongs was higher than percentage of the students who had no problem. There were 77.42% students who had problems in pronouncing diphthong /ei/, 70.97 % students had problems in pronouncing /ou/, 67.75% students had problems in pronouncing diphthong /iɔ/, 54.48% students had problems in pronouncing diphthong /eɔ/, 54.48% students had problems in pronouncing diphthong /uɔ/ and 90.33% students had problems in pronouncing diphthong /oɔ/.

4.1.1 The Students' Problem in Pronouncing Diphthong

After analyzing the data, the researcher found that the mean of students' scores in pronouncing diphthongs was 32.5 and its standar deviation was 2.58. The result of data analysis also demonstrated that there were 9 out of 31 students (29.03%) who had no problem in pronouncing diphthong, and there were 22 out of 31 students (70.97%) who had problem in pronouncing diphthongs

4.1.2 The Students' Problem in Pronouncing Closing Diphthong /ei/

Based on result of the data analysis, the researcher found the highest score was 8 and the lowest score was 5. It was also found that the mean of the students' score in pronouncing closing diphthongs /ei/ was 6.21, and the standard deviation was .88. It also revealed that the number of students who had problem in pronouncing closing diphthongs /ei/ were 24 out of 31 students (77.42%) and, the number of students who had no problem in pronouncing closing diphthongs /ei/ were 7 out of 31 students (22,58%)

4.1.3 The Students' Problem in Pronouncing Closing Diphthong /ɔʊ/

Based on result of the data analysis, the researcher found the highest score was 7 and the lowest score was 4. It was also

found that the mean of the students' score in pronouncing closing diphthongs /ou/ was 5.82, and the standard deviation was .96. It also revealed that the number of students who had problem in pronouncing closing diphthongs /ou/ were 22 out of 31 students (70.97%) and, the number of students who had no problem in pronouncing closing diphthongs /ou/ were 9 out of 31 students (29,03%).

4.1.4 The Students' Problem in Pronouncing Centering Diphthongs /ið/

Based on result of the data analysis, the researcher found the highest score was 7 and the lowest score was 3. It was also found that the mean of the students' score in pronouncing centering diphthongs /ið/ was 5.11, and the standard deviation was 1.13. It also revealed that the number of students who had problem in pronouncing closing diphthongs /ið/ were 21 out of 31 students (67.74%) and, the number of students who had no problem in pronouncing closing diphthongs /ið/ were 10 out of 31 students (32.26%).

4.1.5 The Students' Problem in Pronouncing Centering Diphthongs /eð/

Based on result of the data analysis, the researcher found the highest score was 7 and the lowest score was 3. It was also found that the mean of the students' score in pronouncing centering diphthongs /eð/ was

5.15, and the standard deviation was 1.23. It also revealed that the number of students who had problem in pronouncing closing diphthongs /eð/ were 17 out of 31 students (54.84%) and, the number of students who had no problem in pronouncing closing diphthongs /eð/ were 14 out of 31 students (45.16%).

4.1.6 The Students' Problem in Pronouncing Centering Diphthongs /uð/

Based on result of the data analysis, the researcher found the highest score was 7 and the lowest score was 3. It was also found that the mean of the students' score in pronouncing centering diphthongs /uð/ was 5.21, and the standard deviation was 1.24. It also revealed that the number of students who had problem in pronouncing closing diphthongs /uð/ were 17 out of 31 students (54.84%) and, the number of students who had no problem in pronouncing closing diphthongs /uð/ were 14 out of 31 students (45.16%).

4.1.6 The Students' Problem in Pronouncing Centering Diphthongs /oð/

Based on result of the data analysis, the researcher found the highest score was 7 and the lowest score was 3. It was also found that the mean of the students' score in pronouncing centering diphthongs /oð/ was 5.13, and the standard deviation was 1.04. It

also revealed that the number of students who had problem in pronouncing closing diphthongs /oð/ were 28 out of 31 students (90.33%) and, the number of students who had no problem in pronouncing closing diphthongs /oð/ were 3 out of 31 student (9.67%).

4.2 Discussions

4.2.1 Students' Problem in Pronouncing Diphthongs

The result of the research led us to the conclusion that the students had problems in pronouncing English diphthongs. It was supported by the fact that 8 out of 31 students (25.81%) were classified to having no problems. Meanwhile, 23 students (74.19%) were classified to having problems in pronouncing English diphthongs. As a matter of fact more than a half of students had problem in pronounce English diphthongs.

The researcher assumed that this happened because the students rarely found those unfamiliar diphthongs in Indonesian language, they do not have enough knowledge about the way of producing English diphthongs.

4.2.2 Students' Problem in Pronouncing Closing Diphthong /ei/

Based on the result of analyzing the data, students had problem in pronouncing closing diphthong /ei/. It was proved by the fact that most students (77.42 %) made wrong pronunciation. For example in pronouncing:

1. "Daisy".

Students pronunciation: /dhezɪ/ and /daysɪ/

The correct one : /deɪzɪ/

2. "Game"

Students pronunciation: /gem/ and /ghem/

The correct one: /gem/

This problem probably was caused by the unfamiliar diphthong for Indonesian students.

4.2.3 Students' Problem in Pronouncing Closing Diphthong /ou/

The other finding of this study was that most students had problems in pronouncing closing diphthong /ou/. They could not pronounce it correctly. It was seen that only 9 students pronounced it correctly. The problems of the students might be caused by their lack of knowledge about how to pronounce it correctly. For example in pronouncing:

1. "Yolk"

The students' pronunciation: /yɔlk/ and /jɔlk/

The correct one: /jɔʊk/

2. "Bought"

The students pronunciation: /bɔgh/ and /baʊth/

The correct one: /bɔʊ/

The problem probably was caused by the unfamiliar of English diphthong for Indonesian students.

4.2.4 Students' Problem in Pronouncing Centering Diphthong /iɪ/

Based on finding above, the students had problem in pronounce centering diphthong /iɪ/. It was indicated by the fact that 21 students still got wrong in pronounce it. This problem was caused by the lack of knowledge about supra-segmental and segmental phonemes. If the students know about them, they will able to pronounce corectly since the suprasegmental and segmental phoneme is the important in order to make correct sound. For example in pronouncing:

1. "Clearly"

The students' pronunciation: /klɪrlɪ/ and /kle(r)lɪ/

The correct one: /klɪə(r)lɪ/

2. "Pier"

The students' pronunciation: /pɪ(r)/ and /peɪ/

The correct one: /pɪə/

This problem probably was caused by mother tongue of students.

4.2.5 Students' Problem in Pronouncing Centering Diphthong /eð/

As already discussed previously, most of students had problem in pronouncing centering diphthong /eð/, and it was proved by the fact that 17 students had problem to pronounce it. For example in pronouncing:

1. "Sarah"

The students' pronunciation: /sarah/ and /serah/

The correct one: /sɛðrah/

2. "Carefully"

The students' pronunciation: /kerfully/ and /karefully/

The correct one: /keðfoly/

This problem probably was caused by the English diphthongs was not familiar to Indonesian students since this sound does not exist in Indonesian language.

4.2.6 Students' Problem in Pronouncing Centering Diphthong /uð/.

Based on the result of analyzing the data, students had problem in pronouncing centering diphthong /uð/. It was proved by the fact that most students (54.84 %) made wrong pronunciation. For example in pronouncing:

1. "Endure"

The students' pronunciation: /endu(r)/ and /inju(r)/

The correct one: /m'djuð(r)/

2. "Poorer"

The students' pronunciation: /porer/ and /porIr/

The correct one: /pυð(r)/

This problem probably was caused by the English diphthong that was not unfamiliar because this sound rarely found in Indonesian Language

4.2.7 Students' Problem in Pronouncing Centering Diphthong /ɔð/.

The last finding of this research is that the students had problem in pronouncing centering diphthong /ɔð/. It was proved by the fact of the percentage of the students who got the scores below mean was 28 out of 31 students (90.3%). For example in pronouncing:

1. "Roaring"

The students' pronunciation: /row(r)ŋ/ and /ro(r)ŋ/

The correct one: /rɔð(r)ŋ/

2. "More"

The students' pronunciation: /mɔ(r)/

The correct one: /mɔð/

It might be because the students rarely improved their pronunciation and English diphthongs were not familiar

because this sound does not exist in Indonesian Language

Conclusions

Based on the discussions, several conclusions can be drawn about students' problems in pronouncing English diphthongs. In general, students had problems in pronouncing English diphthongs. It was proved by the result of data analysis. It showed that 70.97% of students had problem.

In more detail, the researcher divided students' problems in pronouncing English diphthongs into six classes. First, students had problems in pronouncing english Diphthongs /ei/. It was supported by the fact that 77.42% of students had problem. Second, students had problems in pronouncing English /ou/. It was supported by the fact that 70.97% students had problem. Third, students had problems in pronouncing English /ið/. It was supported by the fact that 67.74% students had problem. Fourth, students had problems in pronouncing English /eð/. It was supported by the fact that 54.84% students had problem. Fifth, students had problems in pronouncing English /uð/. It was supported by the fact that 54.84% students had problem. The last, students had problems in pronouncing English diphthong /oð/. It was supported by the fact that there was highest presentage 90.33% students had problem.

Based on explanation above, it can be concluded that the students had problem in pronouncing English diphthongs. The highest problems in pronouncing English diphthong /oð/ because there is only 9.67 % students pronounced it correctly.

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