THE REALIZATION OF ENGLISH DIPHTHONGS PRONOUNCED BY THE THIRD YEAR STUDENTS OF ENGLISH DEPARTMENT IAIN PALOPO

A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of the State Islamic Institute of Palopo in Paticial Fulfillment
of Requirement for Degree of Sarjana Pendidikan (S.Pd)
in English Study Program*

IAIN PALOPO

Composed By,

NURWAHIDA
Reg. Number 14.16.3.0106

**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER
TRAINING FACULTY STATE ISLAMIC INSTITUTE
OF (IAIN) PALOPO 2020**

THE REALIZATION OF ENGLISH DIPHTHONGS PRONOUNCED BY THE THIRD YEAR STUDENTS OFENGLISH DEPARTMENT IAIN PALOPO

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of the State Islamic Institute of Palopo in Paticial Fulfillment
of Requirement for Degree of Sarjana Pendidikan (S.Pd)
in English Study Program

IAIN PALOPO

Composed By,

NURWAHIDA
Reg. Number 14.16.3.0106

Supervised By:
1. **Wisran, S.S., M.Pd**
2. **Wahibah, S.Ag., M.Hum**

ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF (IAIN) PALOPO 2020

THESIS APPROVAL

This thesis, entitled **"The Realization of English Diphthongs Pronounced by the Third Year Students of English Department IAIN Palopo"** written by Nurwahida, Reg. Number 14.16.3.0106, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, September 09th 2020 M,** coincided with **Muharram 20th 1442 H.** It is authorized and acceptable as partial fulfillment of requrement for S.Pd. degree in English language teaching.

Palopo, September 09th 2020 M
Muharram 20th 1442 H

COMMITTEE OF EXAMINATION

1. Wahibah, S.Ag., M.Hum.   Chairman   (...................)

2. Amalia Yahya, S.E., M.Hum.   Examiner I   (...................)

3. Muhammad Iksan, M.Pd.   Examiner II   (...................)

4. Wisran, S.S., M.Pd   Consultant I   (...................)

5. Wahibah, S.Ag., M.Hum.   Consultant II   (...................)

Approved by;

The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Nurdin K, M.Pd.
NIP. 19681231 199903 1 014

PRONOUNCEMENT

Signature by:

Name   : Nurwahida

Nim   : 14.16.3.0106

Study Program   : Tadris Bahasa Inggris

Department   : Tarbiyah

With all awareness and consciousness, the researcher who sign bellow, pronounces that this is literary work of researcher herself. If somebody it is proven that this thesis is duplicated, copied or made by the other people as whole partially, so this thesis caused use this thesis invalid for low.

Palopo, March 2th 2020

Researcher

NURWAHIDA
14.16.3.0106

iv

CONSULTANT APPROVAL

Thesis Entitle:

Written By   :

         Name   : Nurwahida

         Reg. Num   : 14.16.3.0106

         Faculty   : Tarbiyah and Teacher Training

         Study Program   : English Education

Has been corrected and approved to be examined.

Palopo, March 2th 2020

Consultant I   Consultant II

Wisran, S.S., M.Pd   **Wahibah, S.Ag., M.Hum**
NIP. 19720611 200003 1 001   NIP. 19690504 200312 2 002

NOTA DINAS PEMBIMBING

Lampiran : -

Hal   : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

   Palopo

Assalamu 'Alaikum Wr.Wb.

   Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa tersebut di bawah ini :

   Nama   : Nurwahida
   NIM   : 14.16.3.0106
   Program Study : Pendidikan Bahasa Inggris
   Fakultas   : Tarbiyah dan Ilmu Keguruan
   Judul Skripsi :

menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

Consultant I   Consultant II

Wisran, S.S., M.Pd   **Wahibah, S.Ag., M.Hum**
Tanggal: 2 Maret 2020   Tanggal: 2 Maret 202

ACKNOWLEDGEMENTS

الْحَمْدُ لِلهِ رَبِّ اْلعَالمِيْنَ وَالصَّلاَةُ وَالسّلاَمُ عَلَى اَشْرَفِ اْلأَنْبِيَاءِ والْمُرْسَلِيْنَ

سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَابِهِ اَجْمَعِيْنَ

Alhamdulillahirabbil'alamin, the researcher express my highest gratitude to **Allah swt** for blessing, love, mercy on most of all change to finish this thesis although in a simple form. The researcher realize that there is much luckiness. Shalawat and salam are addressed to be beloved and chosen messenger the prophet **Muhammad Saw,** his family, his beloved friends and for the people who always follow his step and we hope we are the person that follow his step.

The researcher realize that this thesis cannot be accomplished without help guidance, critics, advice, and motivation from the others that help me along this research. Therefore, in this chance, the researcherwould like to express respecting and thanks, fullness to:

1. Dr. Abdul Pirol, M.Ag, as the head of IAIN Palopo, the first, the second,the third deputy head. All of the lecturers and their assistance and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance, during this study in IAIN Palopo.

2. Drs. Nurdin K, M.Pd as the dean of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic studies Palopo.

3. AmaliaYahya, S.E., M.Hum. The head of English study program IAIN Palopo, always support and give the best idea how to be a good person in understanding the English language.

4. Wisran, S.S., M.Pd as the first consultant who always give me support, suggest, motivation, and to revise this thesis.

5. Wahibah, S.Ag., M.Hum as the second consultant who always give me support, suggest, motivation, and to revise this thesis.

6. All the lectures and Staff of IAIN Palopo who have given me facilities and the references to accomplish this thesis..

7. Especially thanks to my beloved parents: Addas and Rezkyah who always make me strong. Beloved sisters Nur Adilah and Nur hasnah who always give me support, motivation, and moral encouragement finish my study. Beloved grandmother Siti Atikah who always accompany me in happiness and grief.

8. Thanks for my beloved friends Jusriana Watidewy, Fatimah, Nurul Ainun Islamia, Nurul Huda Mustama, Nurvianti Herman, Nurul Yuniarti, Asni, Nihlah audina, Riska Ayu Magfirah, Ririn Handayani, Rezky Eka Zaputri, Jusira Abdillah, Pretty Ayu, Zuriani Mohd Kasim, Haslinda, Maryam Nugraha, Asri, Rizal Dalle and Arif Haswad who helped, support, and spirit to finishing this thesis.

9. All of my friends class A, B, D and specially in BIG C FAMILY 2014, my friends in Dormitory, HATG Squad, and that the researcher can not mention one by one. Thanks for their friendship and give motivation, help to me to finish this thesis.

10. All of sahabat PMII IAIN Palopo

May Allah swt., show define judgment of service who helped the researcher. In the end, the researcher has a big expectation that this thesis can be useful and give positive contribution for the readers and the others.

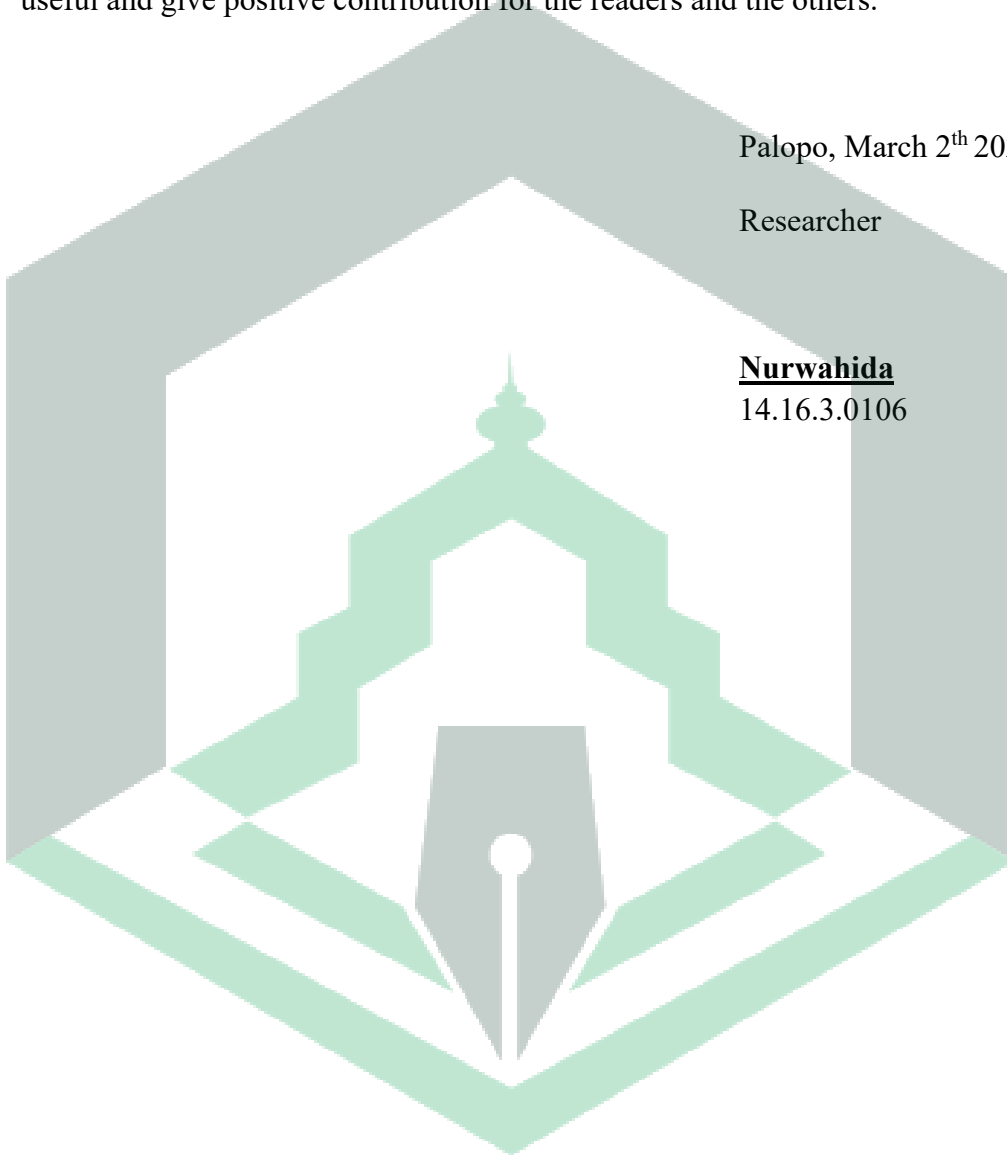Palopo, March 2th 2020

Researcher

Nurwahida
14.16.3.0106

TABLE OF CONTENTS

CHAPTER III: RESEARCH METHOD

CHAPTER IV: FINDINGS AND DISCUSSION

CHAPTER V: CONCLUSION AND SUGGESTIONS

REFERENCES

APPENDICES

LIST OF TABLES

ABSTRACT

Nurwahida, 2020.   **The Realization of English Diphthongs Pronounced by the Third year Students of English Department IAIN Palopo. Thesis English Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by: (1) Wisran S.S., M.Pd and (2) Wahibah S.Ag., M.Hum**

This thesis concerns the realization of English diphthongs pronounced by the third year students of English department IAIN Palopo about the problem statement of this research as follow: How is the realization of English vowel diphthong in the third year of English Department IAIN Palopo?. The objective of this research was to find out the realization of English vowel diphthong. This research was designed in qualitative descriptive research. The subject of the research are the third year students in English department of IAIN Palopo. Students of class C. The data were collected oral test and recording. The research determined were students sounds production and the producing sounds then auditory tabulated, analyzed and drawing the conclusion. The result of the research all students who can pronounce all monosyllabic English words of each diphthong appropriate with the intended pronunciation. Most students mispronounced the diphthong by pronouncing diphthong in certain vowels. Diphthong /eɪ/ is mispronounced as /aɪ/, /əi/, /i:/, and /ə/. Diphthong /ɪə/ is mispronounced as /ə/, /eo/, /ɪ/, /i:/, and /eə/. Diphthong /əʊ/ is mispronounced as /ɔʊ/, /aʊ/, /ɔ/, /oʊ/, and /ʊ/. Diphthong /ʊə/ is mispronounced as /ʊ/, /ɔ/, /ə/, and /oʊ/. Based on the data about students' pronunciation, it showed the students face the difficulties in pronounced the diphthong words.

Keywords: *Diphthongs, Realization Students', Pronunciation*

CHAPTER 1

INTRODUCTION

A. Background

The distinct phenomenon of language learning differentiates human communication from animals. Knowledge of more than one language is necessary to survive in the modern era. It is an acknowledged fact that English has emerged as an international language in the world. Many countries around the world are trying to learn it as a second language. English is the language of the English people, it is one of the most well-known languages and is used by billions of people as their mother tongue while several others learn and speak as their second language.

Good English pronunciation is very important, because it is the foundation of good communication. For students in Indonesia, English is the foreign language they are learning. In addition, they rarely use English in everyday conversation. Pronunciation is one of the skills that must be mastered by English learners. As it is known that the main purpose of language is communication, so the use of language to communicate which involves pronunciation must be central in all language learning in the classroom.[1]

---

[1]Novalina And Fiber Yun, *An Analysis Of Pronunciation Errors Made By The Fourth Semester Students Of English Education Study Program At Unika. Journal Suluh Pendidikan FKIP-UHN, 2016 Vol 3. P, 40-53.*

Based on Ramelan in Novarita (2017) as a non-native speaker, students of Indonesia often make mistakes in pronunciation. "The first reason is the different elements of the target language and the mother tongue. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target language (L2) with slightly different quality". Another reason is the same sound between the original language and the target language but allophonic in the target language.[2]

Learning pronunciation is very important because different sounds may have different meanings and pronunciations that one can create misunderstandings in the conversation. The different sounds between the original language and the target language can cause the students at IAIN Palopo pronounce English words with difficulty. So, the pronunciation is very important in the communication process.

Diphthong are defined as independent vocal slides which do not contain in themselves either a 'crest' or a 'through' of superiority. This means that diphthongs are represented phonetically with a sequence of two vowels, the first indicating the starting point and the second indicating the direction of movement. The diphthong is divided into three parts; vertical diphthong, center diphthong and diagonal diphthong. Vertical diphthongs consist of two sounds; /eɪ/, and /oʊ/. Centering diphthongs consist of three sounds; /ɪə/, /eə/, and /ʊə/. Diagonal diphthongs also consist of three sounds; /aʊ/, /ɔɪ, and /aɪ/.[3]

Based on researcher pre observation on the speaking class and interview at the fifth semester students class c of English Department at IAIN Palopo, more than 70% percent of them are wrong to pronounce some words such as in pronouncing word "eight" they pronounce it /eigh/, /eich/, /et/. It should be /eɪt/. Next word "engineer" they pronounce it /enginer/, it should be /ˌen.dʒɪˈnɪə(r)/. And then word "though" they pronounce it /taugh/,

[2]Novarita (2017). *The Students' Ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang Okus*. *International Journal of English Language and Teaching, Vol. 1.*

[3] Jones. Dipthong.Retrieved from http//dipthong.com. 2006.

/dough/. It should be /ðəʊ/. They said that pronunciation is very difficult to learn and to be mastering. Some of the students find the difficulties how to differentiate the words are written and pronounced.

In this study the writer wants to do research The Realization of English Diphthongs Pronounced by the Third year Students of English Department IAIN Palopo. The writer wants to know more about the students` realization in diphthong pronunciation that have been done by the students. Because of mother tongue interference many research explain about the difficulties to pronounce English phonemes. Particularly English language learner in Indonesia, they are influenced by their mother tongue. So that needs more focus on practicing pronunciation to improve their English pronunciation.

B. Problem Statement

Based on the explanation in the background above, the researcher formulates the problem statement

"How is the realization of English vowel diphthong in the third year of English Department IAIN Palopo?

C. Objective of the Research

Based on problem statement above, the objective of the research as follow:

"To find out the realization of English vowel diphthong in the third year of English Department IAIN Palopo"

E. Significances of the Research

The result of this qualitative researcher hopes to be useful for:

1. For teacher, this research can give information how to realization of English vowel diphthong pronounced.

2. For students, it can upgrade through this qualitative research, the learners can understand their English speaking ability with the good pronunciation.

3. This research also expected the learners to be increase knowledge of learning diphthongs pronunciation especially related to teaching-learning process can be developed.

D. Scope of the Research

This research focuses on analyzing students' realization in English diphthongs, particularly vowel sounds especially /eɪ, /ɪə/, /əʊ/, and /ʊə,/. Considering every aspect that can be useful for learners who learn English. The researcher will specify the vowel sounds on words and sentences.

Table 1.1 Pronunciation of Diphthongs

/eɪ/	/ɪə/	/əʊ/	/ʊə/
Explain	Period	Gold	Moor
Essay	Theory	Arrow	Cure
Patient	Cheer	Throat	Jury
Break	Clear	Though	Pure
Famous	Fearful	Soldier	Sure
Safely	Appearance	Grove	Tour

F. Definition of Term

1. Pronunciation refers to the production of sounds that we use to make meaning.

2. Realization is the actual pronunciation of the selected English sounds.

3. Diphthong is a kind of vowel sound with a special characteristic there is a deliberate slide that is carried out from one vowel position to another, and which is generated in one syllable.[4]

CHAPTER II

REVIEW THE RELATED LITERATURE

This chapter deals with previous studies, pertinent ideas, and conceptual framework.

A. Previous Studies

There are several researches concern about the difficulty to pronounce English phonemes because of mother tongue.

The first Rachmad Dio Pratama (2017) Error analysis on diphthong sounds pronounced by fourteenth semester students in English Department UIN Sunan Kalijaga" in his research used qualitative method. His stated that in pronouncing eight selected English diphthong examined in this study, the student are mostly influenced by their primary language. The production of non target sound are commonly caused by the interference of their primary of second language particularly in terms of substituting to the close equivalent sounds for the target sound.[5] The results of the influencing factors are: students 'aptitude has no meaning with students' pronunciation because some students show different results with regards to correct pronunciation. Lack of interest and motivation to learn in the correct pronunciation of diphthong sounds. The six students have introverted personalities, shyness,

---

[4] Ramelan. *English Phonetics*. Semarang: CV. IKIP Semarang Press. 1999.

[5] Pratama Dio Rachmad, *Error Analysis On Diphthong Sounds Pronounced By Fourteenth Semester Students In English Department UIN Sunan Kalijaga,* (Yogyakarta: UIN, 2017), p.43.

and anxiety in learning English which makes them unable to pronounce the correct diphthong sounds in English words.

The second is Anna Balas (2017) stated that English centering diphthong production by polish learners of English in her research used qualitative method. The paper shows how British English centering diphthongs are adapted to the vowel space of polish learners of English. The goal is to focus on complex vowels and the interaction of qualitative and quantitative features. Acoustic analysis revealed various processes used to overcome pronunciation difficulties: /j/ and /w/ breaking, /r/ insertion, substitutions of other vocalic qualities, changes in diphthong duration and diphthong phases duration, and changes in the rate of frequency change.[6]

The third is by Ayu Nindya Harwadi (2019) stated that the sound changes of English diphthongs /ɪə/, /eə/, /eɪ/ in monosyllabic words by native speaker javanese bahasa inggris 1 students in her research used qualitative method. There two types of changes which are diphthong to vowel and diphthong to diphthong changes. Diphthong /ɪə/ has the most high number the phonological processes followed by /eə/, and then/eɪ/. the phonological processes that occur are vowel deletion, monophthongzation, vowel lowering, vowel raising, assimilation, insertion, and new syllable forming. The factors that influence the sound processes is the inconsistency of English pronunciation.[7]

The similarity between this study and previous studies is that all of them equally analyze the English pronunciation of vowel diphthong. This study analyzes the pronunciation of diphthongs including the sounds diphthong /eɪ/, /ɪə/, /əʊ/, and /ʊə/, conducted by students

---

[6] Balas, Anna. *English centering diphthong production by polish learners of English. Journal of Research in Language, 2009. Vol. 70.*

[7] Harwadi, Ayu Nindya. *The sound changes of English diphthongs /ɪə/, /eə/, /eɪ/ in monosyllabic words by native speaker javanese bahasa inggris 1 students* (Yogyakarta, USD, 2019).

as learners. One of the reasons the writer wanted to analyze it was to find out the correct extent of the diphthong pronunciation by students, especially IAIN Palopo students.

B. Pertinent Ideas

1. Some Basic Concepts of Pronunciation

a. Phonology

There are many definitions of phonology, they are:

1) Phonology is the study of the sound patterns found in human language. We see that the word phonology is thus used in two ways, either as the study of sound patterns in language or as the sound pattern of a language. For native speakers, phonological knowledge goes beyond the ability to produce all the phonetically different sounds of their language. We have already seen that the relationship between the form and the meaning of a word is arbitrary one must learn both knowing the meaning does not tell you it pronunciation, and knowing the sounds of a word does not tell you what it means (if you did not now this already).[8]

2) Phonology is a branch of linguistic which studies the sound system of language.

3) Phonology is the study of how sounds are combined from words.

Based on some definitions above, it can be said that phonology concerns to study about human's sound in a language and how the sounds are combined from words.

b. Phonetic

Phonetic is the scientific study of speech sounds and he "laws" that describe their pattering. The scope and goals of this field can be bet appreciated by looking at the subdivisions of phonetics.

---

[8] Victoria Fromkin and Robert rodman, *An Introduction to Language*,(3rd Edition; New York: The Dryden press, 19780, p. 71.

Articulatory phonetics is the study of the human speech production mechanism. *Acoustic phonetics* is the study of the physical properties of the speech sound; uses laboratories instrument. *Auditory phonetics* concerned with hearing, perception and "processing" of speech by the brain. *Experimental phonetics* is an umbrella term for an experimental approach to the three areas mentioned. *Historical phonetics* examines changes in sounds that occur over time in all languages of the world. No language stays constant, and this field looks at e principles and regularities of sound.[9]

c. Phoneme

A phonetic unit or segment is called a phone. A phoneme is the idea of the phoneme is somewhat abstract. One must know the phonological rules of the language to know how to pronounce it, since one context it may be realized as one phone (for example, [i]). To distinguish between phoneme and phone we will use slashes / / to enclose phonemic segments or phonemic transcriptions of words and will continue to use the square brackets [ ] for phonetics segments or phonetic transcription. Thus, we will represent the vowel phoneme in bead and bean as /i/in both words.

2. **Definition of Pronunciation**

Pronunciation is the way in which the language or a particular word or sound is pronounced by *Oxford Advanced Learner's Dictionary*. The second meaning is the way in which a particular person pronounces the words of a language. Pronunciation is an essential part of speaking (oral communication), it involves making correct sounds of a particular language as well as how the sounds are put together in the flow of speech (not just in isolated words). A necessary part of intelligible pronunciation in English also involves understanding how to stress words correctly and how to use intonation appropriately.

---

[9] Ian R.A, MacKay, *Introduction Practical Phonetics,* (Bosto: Little Brown and Company: 1978, p. 27.

Moreover, based on Dalton and Seidholfer in pronunciation book, they stated that pronunciation in general terms as the production of significant sound in two senses. The first sense is talk about pronunciation as the production and reception of sounds speech. Then the second is talk about pronunciation with reference to acts of speaking.[10] In the simple word we can define pronunciation as a part of speaking skill that related with how to make correct sounds in order to achieve meaning in context of use.

Odden said phonology is one of the core fields that composed the discipline of linguistics, which is defined as the scientific study of language structure. In other words, phonology is the study of sound structure in language.[11]

Kreidler claims said phonology is concerned with the way speech sounds are organized into a system, the sound system of a specific language.[12] It means that phonology relates the physical facts of speech to other linguistic knowledge which speakers possess, knowledge of vocabulary and grammar.

Odden states said another way to analyze speech sounds is in terms of the arrangement of articulators – the lips, tongue and other organs of the vocal tract required to produce a particular speech sound.[13] By appropriate positioning of articulators, the shape of the vocal tract can be changed, and consequently the sound which emerges from the vocal tract can be changed.

3. **Aspects of Pronunciation**

---

[10] Dalton, Christiane and Barbara Seidlhofer. (1994). Pronunciation. Oxford: Oxford University Press.

[11] Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press.
[12] Kreidler, Charles W. 2004. *The Pronunciation of English*. Oxford: Blackwell Publishing
[13] Odden, David. 2005. *Introducing Phonology*. Cambridge: Cambridge University Press.

Pronunciation has two main features; there are segmental and super segmental features.[14] Segmental feature includes phoneme that consist of vowel and consonant. In addition, super segmental includes stressing and intonation.

a) Segmental.

The segmental feature concerns with the phonemes which includes of vowel and consonants of a language.

1. Vowels

Vowels are voiced sounds produced when there is vibration in vocal cords.[15] Vowel sounds may be single (like /e/ in / get/), or combination vowels, it involve a movement from one vowel to another (like /ei/ in /make/). This combination is known as diphthongs

English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth. Manner of articulations are defined as front and back and shape of the mouth are defined as open and close.

2. Consonants

Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element voicing (like /f/ in /fan/) and (like /v/ in / van/). In addition the presence of or absence of voicing, consonants can be described in term of the manner and place of articulation.

b) Supra Segmental

Based on Nasr supra-segmental phonemes are classified into seven classes; they are stress, intonation, pause, juncture, rhythm, pitch and length.[16]

1. Stress

---

[14] Roach, Peter, *English Phonetic and Phonology: A Practical Course (3rd Edition)*, Cambridge University Press, 2000, p. 2

[15] Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 5

[16] Raja, Nasr T,The Essentials of Linguistic science, London : 1978 P.32

The definition of the stress in English is the strength of voice placed on a particular syllable as in ‚particular˙ as on particular word or words.[17] Stress can fall on the first, middle or last syllables of words. English employs a four ways differentiation among level of stress.

2. Intonation

Intonation is the changes in the music of the voice while producing speech.[18] It fundamental part of the way we express our own thoughts and it enables us to understand those to others Pause. Pause is the silent between parts of an utterance.

3. Juncture

Juncture is a very short time of pause. It is the space in speech between sounds or words.

4. Rhythm

Rhythm is the beat of language. It is the stress-time.[19] There is tendency in English for the strong beats fall on nouns, verbs, adjectives, and adverbs and the weak beats to fall on prepositions, articles, and pronouns.

5. Pitch

Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word). For example, in Chinese there are four levels of sounds that can differentiate meaning.

6. Length

Length is the long or short a phoneme should be pronounced.

c). There is the voice quality strand.

---

[17] Earl W. Stefick. *A Workbook in Language Teaching With Special Reference to English as a Foreign Language*, (New York: Abidong Press, 1963), p. 44-45

[18] Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 86
[19] Keworthy, Joanne. *Teaching English Pronunciation*. (London: Longman, 1978), p. 10

Voice clarity is the more or less permanent auditory background that permeates the stream of person's speech. It may characterize the person himself, his social status, various personality traits, his regional accent and his native language.

4. Definition of Diphthong

Diphthong is a combination of two vowel sounds or vowel letters, for example the sound /aɪ/ in *pipe* /paɪp/ or the letter *ou* in *doubt* by *Oxford Advanced Learner's Dictionary.* The origin of diphthong is from the Greek word, *diphthongs*. *Diphthongs* is from two words, *di* and *phthongs*. *Di* means 'twice', and *phthongs* means 'voice, sound'. A diphthong is a kind of vowel sound with a special feature.

A diphthong is defined by Jones a sound made by gliding from one vowel to another, represented phonetically by sequence of two letters (pronunciation 22). A sound realized as a diphthong marks a change from one vowel quality to another, and the limits of the change are roughly indicated by the two vowel symbols (O'Connor, Phonetics 155).[20]

Otherwise, Roach claims the important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part. It means that foreign learners must always remember that the last part of English diphthongs must not be made too strongly.

It can be concluded that diphthongs are a combination of vowels which consist of movement from one vowel to another and must be pronounced strongly. It is not easy to pronounce the words containing the diphthongs, because a diphthong consists of two vowels. When we produce it we have to change our lips from one shape to another. During the production of a diphthong, our articulators glide from the position of the first vowel to the position of the second. For example, when pronouncing /eɪ/ as in *vein*, our articulators glide from the vowel /e/ to the vowel /ɪ/.

---

[20] Anonymous, *English Diphthongs.* Retrivet on 18th May 2019 from Http://www.languagebits.com/phonetics-english/english-diphthongs/

5. Syllabicity of Diphthongs

Diphthong vowels are always represented in phonetic writing with two vowel symbols, it does not mean that the two vowels are syllable. Diphthongs are pronounced in one syllable, or are produced with a ramelan breath. Consequently, when a two-vowel sequence is produced by two breath impulses, it is not a diphthong, but is said to be unsyllable or just a regular sequence of two vowel sounds. For example, cure pronounced [uə] here is diphthong. However, in the phrase to the end, the pronunciation of [uə] here is in the order of the vowels. Two vowels produced with a single breath push also implies that only one of the two vowel sounds is louder or louder than the other. In other words, only one of the two has syllables, while the other vowel sounds are non-syllable.

Diphthongs whose first element is harder than the second element are usually called fallen diphthongs, while diphthongs with the second element have syllables are called ascending diphthongs. English diphthongs such as [aɪ], [eɪ], [au], and [ou] are all fallen diphthongs because in them the first element is louder than the second.

Some examples of ascending diphthong as found in the French word [lui:] Louis. Nevertheless, if the first sound in the sequence of sounds as found in the words [uen] when, and [ies] yes are rated as rising diphthongs in English. In that vowel order it is the second syllable element and not the first, so [ue] and [ie]. Non-syllable vowel sounds are indicated by diacritics under the phonetic symbol, and non-syllable vowels before the syllable are called semi-vowels in phonetics. Indonesian has the two most commonly used diphthongs. This diphthong differs from its English counterpart in the nature of the first element, Indonesian students learning English must pay consideration to the pronunciation of this English diphthong.

6. Direction and Nature of the Glide

In producing a diphthong sound, the tongue moves from one position to another. For diphthong [aɪ] for example, the tongue moves from the production position [a] towards /ɪ/, although this vowel sound is not necessarily achieved. The vowel [a] is an open vowel, while [ɪ] is a close vowel, so that the direction it goes towards the vowel is closed. The closing diphthong is a diphthong when the tongue moves from the open vowel position to the closer vowel. When the tongue moves towards the middle vowel [ə], the diphthong is called the centering diphthong.

Nevertheless, phoneticians do not usually speak of opening diphthongs, because such diphthongs are not found in English. (Ramelan) The following vowel diagram:
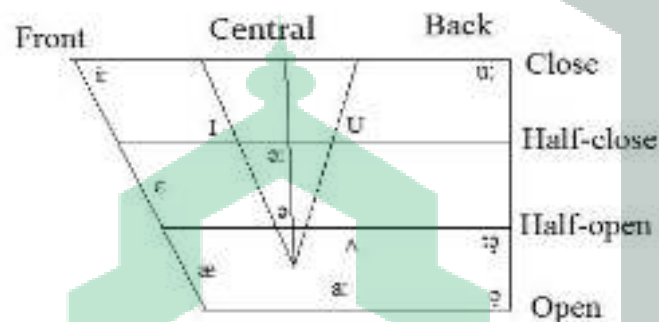
Figure 1

7. English Diphthongs

English diphthongs are divided into two types. The diphthong is the closing diphthong for English and the diphthong for English centering. The English closing diphthong is a diphthong where the second vowel is closer than the first. English closing diphthongs consist of / eɪ /, / oʊ /, / aɪ /, / aʊ /, and / ɔɪ /. English centering diphthong is a diphthong in which the second vowel is more central than the first. English centralized diphthongs consist of / ɪə /, / ɛə /, and / ʊə /.

a. ***Diphthong /eɪ/***

The diphthong /eɪ/ is the front cover diphthong. First, the tongue starts from the /e/ vowel position, the front vowel which is slightly lower than the half-closed position. Then, the

tongue moves towards the vowel 16 positions /ɪ/, which is slightly above the half-closed

position, although not always achieved lips opened, and gradually closed.

Figure 2: Diphthong /eɪ/
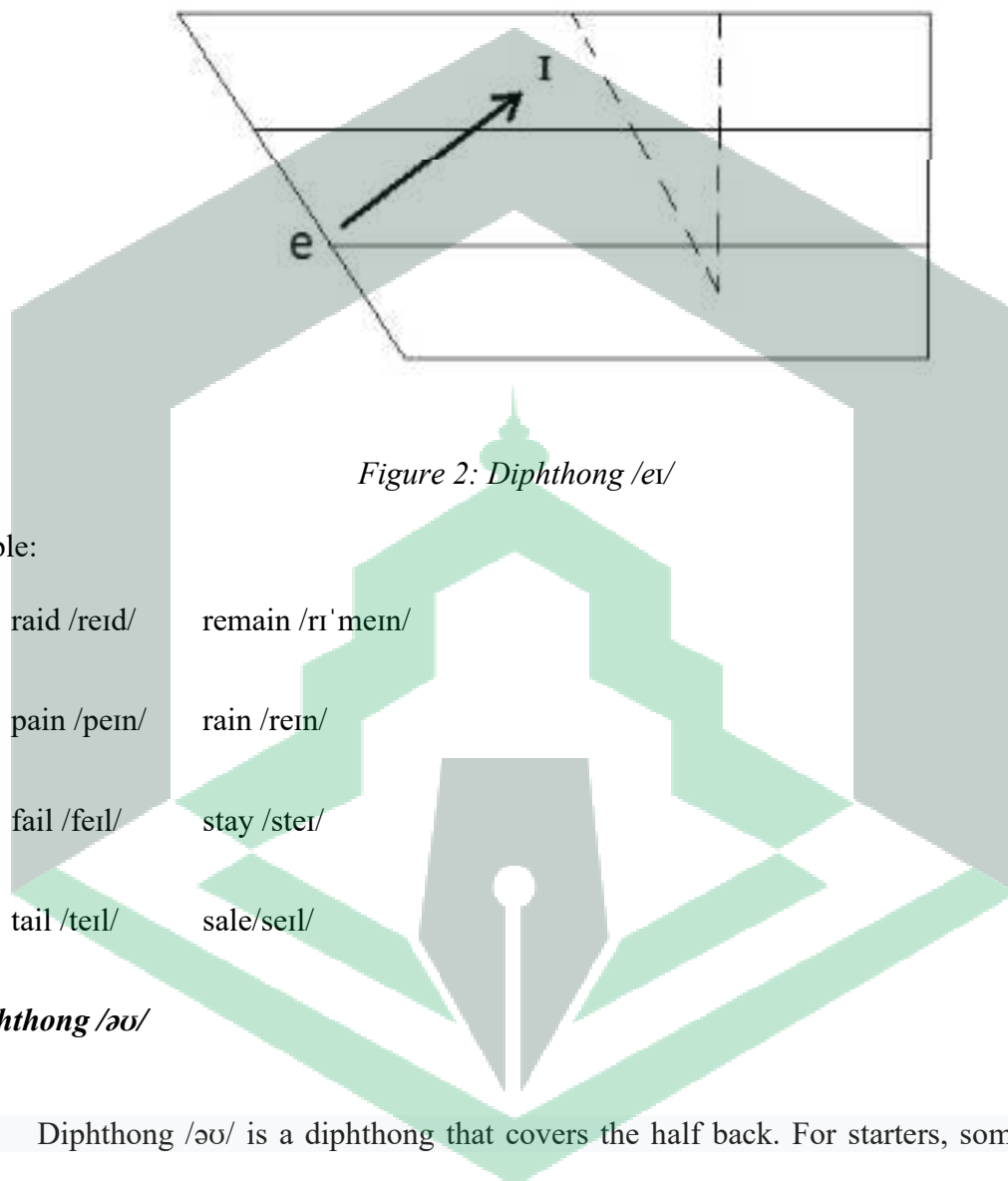
Example:

raid /reɪd/	remain /rɪˈmeɪn/
pain /peɪn/	rain /reɪn/
fail /feɪl/	stay /steɪ/
tail /teɪl/	sale/seɪl/

b. Diphthong /əʊ/

Diphthong /əʊ/ is a diphthong that covers the half back. For starters, some of the

tongue between the back and the middle is raised to a point among the half-closed and half-

open positions. Then, the tongue moves closer to the /ʊ/, dorsal centered vowel, which is

slightly above the half-closed position.

Figure 3: Diphthong /əʊ/

For example:

Told /təʊld/   propose /prəˈpəʊz/

Flow /fləʊ/   toast /təʊst/

Loaf /ləʊf/   coast /kəʊst/

October /ɒkˈtəʊ.bə r /   boat /bəʊt/

c. *Diphthong /aɪ/*

The diphthong /aɪ/ is the front-cover diphthong. First, the front of the tongue is raised slightly for the first element diphthong /aɪ/, which is a front vowel with a position between /æ/ and /a:/. Then, the tongue moves closer to the position as if it were going to produce /ɪ/ vowel sound, although this position is usually not reached (aɪ becomes æ). Lips open and slowly close.
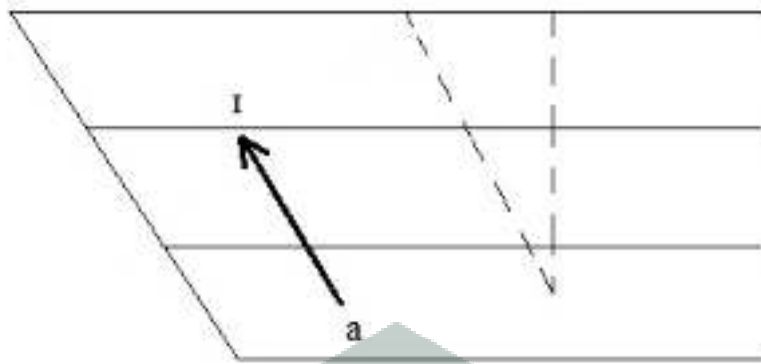
Figure 4: Diphthong /aɪ/

For example:

      mine /maɪn/   twine /twaɪn/

      file /faɪl/   height /haɪt/

      rice /raɪ/   pride /praɪd/

      lime /laɪm/   sight /saɪt/

d. **Diphthong /aʊ/**

The diphthong /a/ is a full front rear cover diphthong. First, the front and back (middle) of the tongue is slightly raised for the first element of diphthong /aʊ/. This vowel is more supported than the first element diphthong /aɪ/. Then, the tongue moves towards /ʊ/, even though it never reaches /aʊ/ becomes /ao/. Lips start from a neutral position, and slowly round up.
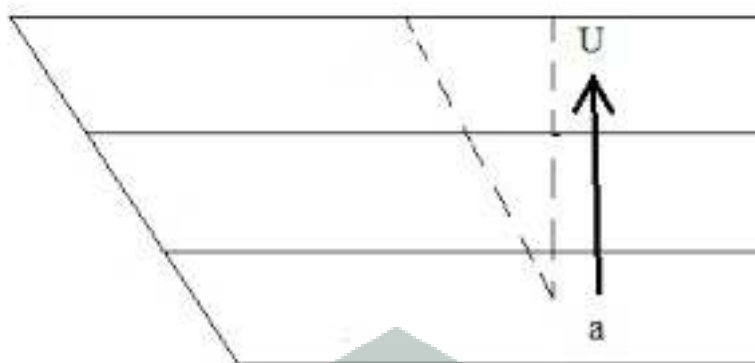
Figure 5: Diphthong /aʊ/

For example:

sow /saʊ/	owl /aʊl/
found /faʊnd/	about /əˈbaʊt/
foul /faʊl/	house /haʊs/
now /naʊ/	around /əˈraʊnd/

e. Diphthong /ɔɪ/

The diphthong /ɔɪ/ is the full diphthong of the rear-front cover. First, the back of the tongue is raised to the midpoint between /ɔ/ and /ɔ:/. Then the front tongue is gradually raised in the direction of /ɪ/, although in practice it is never reached; /ɔɪ/ sounds more or less like /ɔe/. The lips are rounded for the first element of the diphthong and gradually spread out.
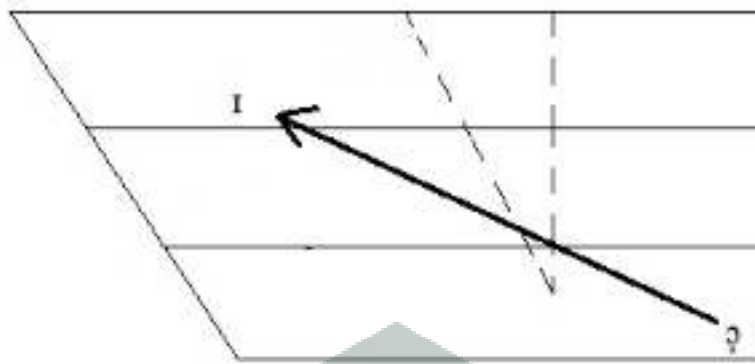
Figure 6: Diphthong /ɔɪ/

For example:

soil /sɔɪ/   employ /ɪmˈplɔɪ/

coil /kɔɪl/   avoid /əˈvɔɪd/

point /pɔɪnt/   lawyer /ˈlɔɪ.ə r /

coin /kɔɪn/   spoil /spɔɪl/

f. *Diphthong /ɪə/*

Diphthong /ɪə/ is a diphthong that is centered in front of the high. The tongue starts with the vowel /ɪ/, as found in bill or the second of the word skill (Javanese), and not from the close sound /i/ vowel sound then it slides toward the middle vowel /ə/. Both lips are in a neutral position as long as the vocals slide.
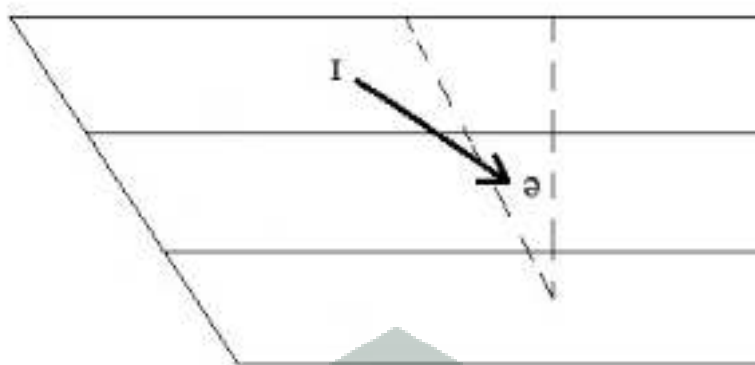
Figure 7: Diphthong /ɪə/

For example:

here /hɪə/   clear /klɪə r /

fear /fɪə/   ear /ɪə r /

dear /dɪə/   tear /teə r /

beard /bɪəd/   near /nɪə r /

g. *Diphthong /ɛə/*

The diphthong / ɛə / is a low front centered diphthong. The tongue starts from the open vowel position, slightly higher than the /æ/ sound position found in the word man then it slides toward the middle vowel /ə/. The lips will be open or neutral during slide. The lower jaw clearly feels slightly upward.
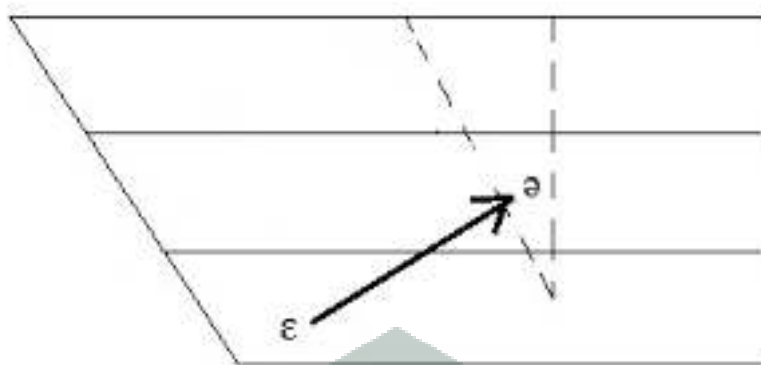
Figure 8: Diphthong /ɛə/

For example:

hair /hɛə/	there /ðeə r /
pair /pɛə/	square /skweə r /
bare /bɛə/	stairs /steə r /
rare /rɛə/	prepare /prɪˈpeə r /

h. Diphthong /ʊə/

The diphthong /ʊə/ is a diphthong centered on the high back. The tongue starts from the English vowel /ʊ/ position as found in the word good and not close to /u:/ then, it slides towards the central vowel /ə/. The lips are rounded for the first element, and then pulled back to a neutral position during slide.
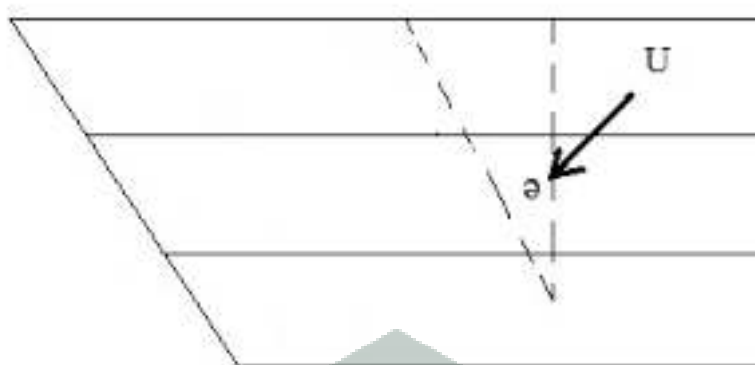
Figure 9: Diphthong /ʊə/

For example:

sure /ʊə/   secure /sɪˈkjʊə r /

tour /tʊə/   mature /məˈtjʊə r /

cure /kjʊə/   europe /ˈjʊə.rəp/

pure /pʊə/   manicure /ˈmæn.ɪ.kjʊə r / [21]

C. Conceptual Framework

From the discussion above, it can be concluded that the diphthong vowel in English is one of the important things for us to know when conveying messages well in communication. Mispronouncing diphthongs can have different meanings and meanings. In this case there is a mispronunciation of diphthongs in students. The diphthong is a kind of vowel sound with special characteristics such as an intentional slide made from one vowel position to another, and produced in one syllable.

---

[21] Mustikareni Dyah. *Error Analysis on English Diphthongs Pronouncedby The Students of SMA Negeri 1 Comal and SMANegeri 1 Banjarnegara in English Debate on "Relax" TVProgram of TVRI, A thesis* (Semarang: UNNES 2013), p. 15-23

Diphthong pronunciation is done by students deliberately sliding from one vowel position to another. That is, students aim to pronounce diphthongs, but they end up pronouncing vowels. For example, diphthong /eɪ/ is pronounced as an inconsistently long pure vowel being /e/. Another possibility that students pronounce diphthongs is diphthongs which must be in one syllable, heard in two syllables. I mean, they don't pronounce diphthongs, but vowels with different syllables. For example, diphthong /aʊ/ is pronounced as /a/ and /ʊ/. In this research, the writer will identify what diphthong the students said wrong.

Based on the conceptual framework below, the writer focused to the research toward the learners of English Department at IAIN Palopo. In this research the writer looking for about students' realization in English diphthong pronounced. To get data from the research the writer using some of procedure likes; observation, interview, and recording. According to the steps the writer gets the information and can make the conclusion in the end students' realization in English diphthong pronounced at the third year of IAIN Palopo.

The conceptual of framework in this research is given in the following flow chart:
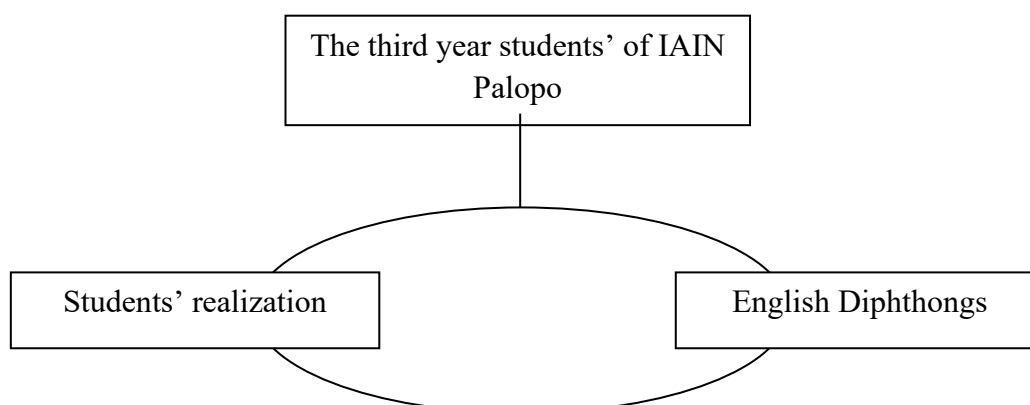
Students' of IAIN Palopo

Realization in English diphthong pronounced

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, location of the research, the subject of the research, instrument of the research, procedure of collecting data, and technique of data analysis.

A. **Research Design**

Adler and Clark in Sylviene, stated that descriptive research design is to describe groups, activities, event with focus on structure, attitude or behavior. One of characteristic of the descriptive research is that there is no control of treatment as it is around experimental research.[22]

This study used a qualitative descriptive method to find answers to the research objectives, namely to describe what was wrongly said by students about diphthongs, by collecting, analyzing data, and drawing conclusions based on data analysis.

They cannot be expressed in number, but in sentences. Qualitative research is a research that produces a procedure of analysis. It does not use a statistical procedure of analysis or the other quantitative method (Moleong).[23] Basically, the purpose of descriptive research is to record exactly what happened, whether the researcher is describing an experimental treatment or something occurring in the natural habitat of study participants (LeCompte et al,).[24]

B. **Location of the Research**

In this study the writer located at the third year class C of IAIN Palopo.

C. **The Subject of the Research**

The subject of the research are the third year students in English department of IAIN Palopo. There is one class C. This research uses random sampling technique, it means that the writer knows the total number of students are 30 and the samples are 10 samples in year 2019.

---

[22] Dayang Sylviene*, "Reading Strategies Used By Unesa-2006 Students In Comprenhending A Reading Text,"* (Surabaya: Library of UNESA,2007), p.14

[23] Moleong, Lexy J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT REMAJA ROSDAKARYA

[24] LeCompte, Margaret D., et al. (1993). *Ethnography and Qualitative Design in Educational Research*. Academic Press.

D. Instrument of the Research

This research will use oral test. The test consists of two kinds namely words and sentences. The word oral test consists of sixteen words and sentences are four sentences containing vowel diphthong /eɪ/, /ɪə/, /əʊ/. and /ʊə/. All tests will be recorded.

E. Procedure of Collecting Data

The procedures of collecting data were presented below:

1. The research records the respondent production by smart phone recorder.

2. The researcher leads the respondents to know procedures of the research by starting to pronounce some vocabularies such as break, patient, etc.

3. All the collected data were students sounds production and the producing sounds then auditory transcribing, tabulated, analyzed.

F. Technique of Data Analysis

The technique used in this research is descriptive analysis. The data collected in this research are raw data. Therefore, to make them meaningful, there are some steps to analyze it.

The steps of analyzing data are:

1. The researcher used a table to help analysis and make the analysis easier.

Table 3.1 Students' pronunciation of diphthongs

No	Monosyllabic English word	Intended Pronunciation	Students' Pronunciation

2. The final step is to draw conclusions from the above analysis. At this step, I must make valid conclusions from the analysis consisting of a brief overview of the research results.

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter is divided into two parts. The first part of the analysis is the discussion to answer first question of problem formulation. It only focused on list of words and students pronunciation toward the word containing diphthongs /eɪ/, /ɪə/, /əʊ/. and /ʊə/ as the data in this study. The second part is the explanation toward students pronunciation as listed in the first part in the analysis. From the observation, the rules of their pronunciation are known.

A. Findings

Students' pronunciation of diphthongs /eɪ/, /ɪə/, /əʊ/, /ʊə,/.

1. The students pronunciation of diphthong /eɪ/.

Based on the data in this study, there are six monosyllabic English words which contain diphthong /eɪ/. The students' pronunciation of six monosyllabic words containing diphthong /eɪ/ are not all appropriate with the intended pronunciation. The pronunciations of each students' can be seen in the table below.

Table 4.1 Students' realization of target sound /eɪ/ in word list.

No	Students	Explain /ɪkˈspleɪn/	Essay /ˈes.eɪ/	Patient /ˈpeɪ.ʃənt/	Break /breɪk/
1	Student I	/exˈplaɪn/	/ˈessaɪ/	/ˈpe.ʃənt/	/brɪk/
2	Student II	/exˈpleɪn/	/ˈesaɪ/	/ˈpeɪ.ʃənt/	/braɪk/
3	Student III	/exˈplaɪn/	/ˈiː.zi/	/ˈpaɪ.nt/	/brɪk/
4	Student IV	/exˈpləɪn/	/ˈes.eɪ/	/ˈpeɪ.ʃənt/	/brɪk/
5	Student V	/exˈplaɪn/	/ˈiː.zi/	/ˈpe.ʃənt/	/brɪk/
6	Student VI	/exˈplaɪn/	/ˈiː.zi/	/ˈpe.ʃənt/	/braɪk/

7	Student VII	/ex'pləɪn/	/'essaɪ/	/'pe.ʃənt/	/brɪk/
8	Student VIII	/ex'plaɪn/	/'essaɪ/	/'paɪ.nt/	/brɪk/
9	Student IX	/ɪx'pleɪn/	/'es.eɪ/	/'peɪ.ʃənt/	/breɪk/
10	Student X	/ex'pleɪn/	/'essaɪ/	/'pe.ʃənt/	/brɪk/

According to the result of diphthong /eɪ/ students` pronunciation in the table above, it can be seen that there is no students who can pronounce those all six word containing diphthong /eɪ/ appropriately. Below is the discussion of their pronunciation of diphthong /eɪ/.

In the first word with diphthong /eɪ/ is "explain". There are two students who pronounced diphthong in the word /eɪ/ "explain" appropriate with the intended pronunciation, while the others did not. There were eight students who pronounced the diphthong inappropriately. From those eight students, there were two variants students` pronunciations of diphthong /eɪ/. The first inappropriate pronunciation with the intended pronunciation by five students pronounced /eɪ/ as [aɪ] and another three pronounced /eɪ/ as [əi].

In the second word, "Essay", there were eight of ten students' pronounced diphthong /eɪ/ in the word "Essay" inappropriate with the intended pronunciation. Three students' pronounced /eɪ/ in the word "Essay" as [i:]. The other five students' pronunciation /eɪ/ in the word "Essay" as [aɪ]. Meanwhile, the other two students' pronounced the diphthong appropriate with the intended pronunciation /eɪ/.

In the third word, "Patient" there were only three students' pronounced diphthong /eɪ/ in the word "Patient" appropriate with the intended pronunciation. However, there were five students' pronounced diphthong /eɪ/ in the word "patient" inappropriate. The other two students' pronounced /eɪ/ in the word "Patient" as [aɪ].

In the fourth word, "Break" there was only one students' who could pronounced diphthong /eɪ/ in the word "Break" appropriate with the intended pronunciation, while the other nine students' could not. Seven students' pronounced diphthong /eɪ/ in the word "Break" as [ɪ]. The other two students' pronounced /eɪ/ in the word "Break" as [aɪ].

Table 4.2 Students' realization of target sound /eɪ/ in a sentence.

No	Student	The famous patriot came safely that day. /ðæt ˈfeɪ.məs ˈpæt.ri.ət keɪm ˈseɪ.fli ðæt deɪ/
1	Student I	/ðæt ˈfə.məs ˈpæt.ri.ət keɪm ˈse.fli ðæt deɪ/
2	Student II	/ðæt ˈfeɪ.məs ˈpæt.ri.ət keɪm ˈsɪ.fli ðæt deɪ/
3	Student III	/ðæt ˈfə.məs ˈpæt.ri.ət keɪm ˈse.fli ðæt deɪ/
4	Student IV	/ðæt ˈfɪ.məs ˈpæt.ri.ət keɪm ˈse.fli ðæt deɪ/
5	Student V	/ðæt ˈfə.məs ˈpæt.ri.ət keɪm ˈse.fli ðæt deɪ/
6	Student VI	/ðæt ˈfə.məs ˈpæt.ri.ət keɪm ˈse.fli ðæt deɪ/
7	Student VII	/ðæt ˈfə.məs ˈpæt.ri.ət keɪm ˈseɪ.fli ðæt deɪ/
8	Student VIII	/ðæt ˈfə.məs ˈpæt.ri.ət keɪm ˈse.fli ðæt deɪ/
9	Student IX	/ðæt ˈfeɪ.məs ˈpæt.ri.ət keɪm ˈseɪ.fli ðæt deɪ/
10	Student X	/ðæt ˈfə.məs ˈpæt.ri.ət keɪm ˈse.fli ðæt deɪ/

The first word, "Famous" two of students' pronounced diphthong /eɪ/ in the word "Famous" appropriate with the intended pronunciation. However, there were eight students' pronounced diphthong /eɪ/ in the word "Famous" inappropriate. Seven students' pronounced /eɪ/ in the word "Famous" as [ə] and the one students' pronounced /eɪ/ in the word "Famous" as [ɪ].

The second word, "Safely" there were eight of ten students' pronounced diphthong /eɪ/ in the word "Safely" inappropriate with the intended pronunciation. Eight students' pronounced /eɪ/ in the word "Safely" as [e]. Meanwhile, the other two students' pronounced the diphthong appropriate with the intended pronunciation /eɪ/.

2. The students pronunciation of diphthong /ɪə/.

Based on the data in this study, there are six monosyllabic English words which contain diphthong /ɪə/. The students' pronunciation of six monosyllabic words containing diphthong /ɪə/ are not all appropriate with the intended pronunciation. The pronunciations of each students' can be seen in the table below.

Table 4.3 Students' realization of target sound /ɪə/ in word list.

No	Student	Period /ˈpɪə.ri.əd/	Theory /ˈθɪə.ri/	Cheer /tʃɪər /	Clear /klɪər /
1	Student I	/ˈpɪə.ri.əd/	/ˈθɪə.ri/	/tʃɪːr /	/kleər /
2	Student II	/ˈpri.əd/	/ˈθeo.ri/	/tʃɪːr /	/klɪːr /
3	Student III	/ˈpɪə.ri.əd/	/ˈθeo.ri/	/tʃɪər /	/klɪːr /

4	Student IV	/ˈpɪə.ri.əd/	/ˈθeo.ri/	/tʃɪːr /	/klɪr /
5	Student V	/ˈpə.ri.əd/	/ˈθeo.ri/	/tʃəːr /	/klɪːr /
6	Student VI	/ˈpə.ri.əd/	/ˈθeo.ri/	/tʃɪːr /	/klɪːr /
7	Student VII	/ˈpə.ri.əd/	/ˈθeo.ri/	/tʃɪːr /	/kleər /
8	Student VIII	/ˈpri.əd/	/ˈθeo.ri/	/tʃəːr /	/klɪər /
9	Student IX	/ˈpə.ri.əd/	/ˈθeo.ri/	/tʃɪər /	/klɪər /
10	Student X	/ˈpɪə.ri.əd/	/ˈθeo.ri/	/tʃɪːr /	/kleər /

From the table above, it can be seen that there is no students who can pronounce those all six word containing diphthong /ɪə/ appropriately. Below is the discussion of their pronunciation of diphthong /ɪə/.

In the first, "period" there were four of ten students who could pronounce diphthong /ɪə/ in the word "period" appropriate with the intended pronunciation, while the others did not. There were six students who could not pronounce it appropriately. Those students pronounced diphthong /ɪə/ in the word "period" as [ə].

In the second word, "theory" there was one of ten students who could pronounce diphthong /ɪə/ in the word "theory" appropriately. However, there were nine students who could not pronounce /ɪə/appropriately. From nine students pronounce diphthong /ɪə/ in the word "theory" as [eo].

In the third word, "cheer" there were two of ten students who could pronounce diphthong /ɪə/ in the word "cheer" appropriate with the intended pronunciation, while the others did not. There were eight students who could not pronounce it appropriately. Those six students pronounced diphthong /ɪə/ in the word "cheer" as [ɪ] and two students pronounce diphthong /ɪə/ in the word "cheer" as [ə].

In the fourth word, "clear" there was one of ten students who could pronounce diphthong /ɪə/ in the word "clear" appropriate with the intended pronunciation. However, there were nine students who could not pronounce /ɪə/ appropriately. From those six students, there were six students pronounce diphthong /ɪə/ in the word "clear" as [i:]. The other three students pronounce diphthong /ɪə/ in the word "clear" as [eə].

Table 4.4 Students' realization of target sound /ɪə/ in a sentence.

No	Student	He has not a fearful appearance. /hiˈhæz nɒt eɪ fɪə.fəl /əˈpɪə.rənt s/
1	Student I	/hiˈhæz nɒt eɪ fɪr.fəl /əˈpə.rənt s/
2	Student II	/hiˈhæz nɒt eɪ fər.fəl /əˈpə.rənt s/
3	Student III	/hiˈhæz nɒt eɪ fɪr.fəl /əˈpɪə.rənt s/
4	Student IV	/hiˈhæz nɒt eɪ fɪə.fəl /əˈpə.rənt s/
5	Student V	/hiˈhæz nɒt eɪ fɪə.fəl /əˈpə.rənt s/
6	Student VI	/hiˈhæz nɒt eɪ fə.fəl /əˈpə.rənt s/
7	Student VII	/hiˈhæz nɒt eɪ fɪə.fəl /əˈpə.rənt s/
8	Student VIII	/hiˈhæz nɒt eɪ fɪr.fəl /əˈpə.rənt s/
9	Student IX	/hiˈhæz nɒt eɪ fər.fəl /əˈpə.rənt s/
10	Student X	/hiˈhæz nɒt eɪ fɪə.fəl /əˈpə.rənt s/

The first word, "appearance" there was only one student who pronounced diphthong /ɪə/ in the word "appearance" appropriate with the intended pronunciation, while the others did not. There were nine students who pronounced the diphthong inappropriately. The other nine students pronounced diphthong /ɪə/ in the word "appearance" as [ə].

The second sixth word, "fearful" there were six of ten students' pronounced diphthong /ɪə/ in the word "fearful" inappropriate with the intended pronunciation. Three students pronounced /ɪə/ in the word "fearful" as [ə]. Meanwhile, the other three students pronounced the diphthong appropriate with the intended pronunciation /ɪ/.

3. The students pronunciation of diphthong /əʊ/.

Based on the data in this study, there are six monosyllabic English words which contain diphthong /əʊ/. The students' pronunciation of six monosyllabic words containing diphthong /əʊ/ are not all appropriate with the intended pronunciation. The pronunciations of each students' can be seen in the table below.

Table 4.5 Students' realization of target sound /əʊ/ in word list.

No	Student	Gold /gəʊld/	Arrow /ˈær.əʊ/	Throat /θrəʊt/	Though /ðəʊ/

1	Student I	/gɔld/	/ˈær.əʊ/	/θroʊt/	/ðɔʊ/
2	Student II	/gɔld/	/ˈær. ɔʊ/	/θroʊt/	/ðɔʊ/
3	Student III	/gɔld/	/ˈær. ɔʊ/	/θrʊt/	/ðɔʊg/
4	Student IV	/gɔld/	/ˈær.əʊ/	/θrəʊt/	/ðɔʊg/
5	Student V	/gəʊld/	/ˈær.əʊ/	/θrəʊt/	/ðɔʊg/
6	Student VI	/gəʊld/	/ˈær. ɔʊ/	/θrʊt/	/taugh/
7	Student VII	/gɔʊld/	/ˈær. ɔʊ/	/θroʊt/	/ðɔʊ/
8	Student VIII	/gɔld/	/ˈær.əʊ/	/θroʊt/	/ðəʊ/
9	Student IX	/gɔld/	/ˈær.aʊ/	/θroʊt/	/taugh/
10	Student X	/gɔld/	/ˈær. ɔʊ/	/θrʊt/	/ðɔʊg/

According to the result of diphthong /əʊ/ students` pronunciation in the table above, it can be seen that there is no students who can pronounce those all six word containing diphthong /əʊ/ appropriately. Below is the discussion of their pronunciation of diphthong /əʊ/.

In the first word with diphthong /əʊ/ is "gold". There were two students who pronounced diphthong in the word /əʊ/ "gold" appropriate with the intended pronunciation, while the others did not. There were eight students who pronounced the diphthong inappropriately. From those eight students, there were two variants students` pronunciations of diphthong /əʊ/. The one inappropriate pronunciation with the intended pronunciation by one students was [ɔʊ] and another one pronounced /əʊ/ as [ɔ].

In the second word, "arrow", there were six of ten students' pronounced diphthong /əʊ/ in the word "arrow" inappropriate with the intended pronunciation. Five students' pronounced /əʊ/ in the word "arrow" as [ɔʊ]. The one student pronunciation /əʊ/ in the word "arrow" as [aʊ]. Meanwhile, the other four students pronounced the diphthong appropriate with the intended pronunciation /əʊ /.

In the third word, "throat" there were two only student pronounced diphthong /əʊ/ in the word "throat" appropriate with the intended pronunciation. However, there were eight students pronounced diphthong /əʊ/ in the word "throat" inappropriate. The other five

students pronounced /əʊ/ in the word "throat" as [oʊ] and the three students pronounced /əʊ/ in the word "throat" as [ʊ].

In the fourth word, "though" there was only one students' who could pronounced diphthong /əʊ/ in the word "though" appropriate with the intended pronunciation, while the other nine students' could not. Seven students' pronounced diphthong /əʊ/ in the word "though" as [ɔʊ]. The other two students' pronounced /əʊ/ in the word "though" as [aʊ].

Table 4.6 Students' realization of target sound /əʊ/ in a sentence.

No	Student	The bold soldier noticed his foe in the grove. /ðæt bəʊld ˈsəʊl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grəʊv/
1	Student I	/ðæt bəʊld ˈsɔʊl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grəʊv/
2	Student II	/ðæt bəʊld ˈsɔʊl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grəʊv/
3	Student III	/ðæt bəʊld ˈsɔl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grʊv/
4	Student IV	/ðæt bəʊld ˈsəʊl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grəʊv/
5	Student V	/ðæt bəʊld ˈsɔʊl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grəʊv/
6	Student VI	/ðæt bəʊld ˈsɔl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grəʊv/
7	Student VII	/ðæt bəʊld ˈsɔʊl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grʊv/
8	Student VIII	/ðæt bəʊld ˈsɔl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grʊv/
9	Student IX	/ðæt bəʊld ˈsəʊl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grəʊv/
10	Student X	/ðæt bəʊld ˈsɔl.dʒər ˈnəʊ.tɪs hɪz fəʊ ɪn ðæt grɔʊv/

The first word, "soldier" two of students' pronounced diphthong /əʊ/ in the word "soldier" appropriate with the intended pronunciation. However, there were eight students' pronounced diphthong /əʊ/ in the word "soldier" inappropriate. Four students' pronounced /əʊ/ in the word "soldier" as [ɔʊ] and the four students' pronounced /əʊ/ in the word "soldier" as [ɔ].

The second word, "grove" there were nine of ten students' pronounced diphthong /əʊ/ in the word "grove" inappropriate with the intended pronunciation. Six students' pronounced /əʊ/ in the word "grove" as [ɔʊ]. The other three students' pronounced /əʊ/ in the word "grove" as [ʊ]. Meanwhile, the one students' pronounced the diphthong appropriate with the intended pronunciation /əʊ/.

4. The students pronunciation of diphthong /ʊə/.

Based on the data in this study, there are six monosyllabic English words which contain diphthong /ʊə/. The students' pronunciation of six monosyllabic words containing diphthong /ʊə/ are not all appropriate with the intended pronunciation. The pronunciations of each students' can be seen in the table below.

Table 4.7 Students' realization of target sound /ʊə/ in word list.

No	Student	Moor /mʊər/	Cure /kjʊər/	Jury /ˈdʒʊə.ri/	Pure /pjʊər/
1	Student I	/mɔ:r/	/kjʊər/	/ˈdʒʊə.ri/	/pjʊər/
2	Student II	/mɔ:r/	/kjʊ:r/	/ˈdʒʊə.ri/	/pjʊər/
3	Student III	/mʊ:r/	/kjʊr/	/ˈdʒʊ.ri/	/pjʊər/
4	Student IV	/mʊər/	/kjʊər/	/ˈdʒʊə.ri/	/pjʊər/
5	Student V	/mɔ:r/	/kʊ:r/	/ˈdʒʊ.ri/	/pʊ:r/
6	Student VI	/mʊ:r/	/kjʊr/	/ˈdʒʊ.ri/	/pjʊ:r/
7	Student VII	/mɔ:r/	/kjʊ:r/	/ˈdʒʊ.ri/	/pʊ:r/
8	Student VIII	/mɔ:r/	/kʊ:r/	/ˈdʒʊ.ri/	/pʊ:r/
9	Student IX	/mɔ:r/	/kjʊ:r/	/ˈdʒə.ri/	/pə:r/
10	Student X	/mʊər/	/kjʊər/	/ˈdʒʊə.ri/	/pjʊər/

The table above displays the students pronunciation. The students pronunciation of diphthong /ʊə/ are still the same as the pronunciation of diphthong eɪ/, /ɪə/, /əʊ/. The similarities are the are students who could not pronounce all the words appropriately. However, there were also students who can be able pronounce some words appropriately.

In the first, "moor" there were two students of ten students who could pronounce diphthong /ʊə/ in the word "moor" appropriate with the intended pronunciation, while the others did not. There eight students who could not pronounce it appropriately. Six students pronounced diphthong /ʊə/ in the word "moor" as [ɔ]. Two students pronounced diphthong /ʊə/ in the word "moor" as [ʊ].

In the second word, "cure" there were three students who could pronounce diphthong /ʊə/ in the word "cure" appropriately. However, there were seven students who could not pronounce /ʊə/ appropriately. From seven students pronounce diphthong /ʊə/ in the word "cure" as [ʊ].

In the third word, "jury" there were four of ten students who could pronounce diphthong /ʊə/ in the word "jury" appropriate with the intended pronunciation, while the others did not. There were six students who could not pronounce it appropriately. Those five students pronounced diphthong /ʊə/ in the word "jury" as [ʊ] and one student pronounce diphthong /ʊə/ in the word "jury" as [ə].

In the fourth word, "pure" there were five of ten students who could pronounce diphthong /ʊə/ in the word "pure" appropriate with the intended pronunciation. However, there were five students who could not pronounce /ʊə/ appropriately. From those five students, there were four students pronounced diphthong /ʊə/ in the word "pure" as [ʊ]. The other one student pronounced diphthong /ʊə/ in the word "pure" as [ə].

Table 4.8 Students' realization of target sound /ʊə/ in a sentence.

No	Student	I am sure that this tour will be held immediately. /ɪ æm ʃʊər ðæt ðɪs tʊər wɪl biː held ɪˈmiː.di.ət.li/
1	Student I	/ɪ æm ʃʊər ðæt ðɪs tʊər wɪl biː held ɪˈmiː.di.ət.li/
2	Student II	/ɪ æm ʃʊər ðæt ðɪs toʊr wɪl biː held ɪˈmiː.di.ət.li/
3	Student III	/ɪ æm ʃʊər ðæt ðɪs tʊːr wɪl biː held ɪˈmiː.di.ət.li/
4	Student IV	/ɪ æm ʃʊːr ðæt ðɪs toʊr wɪl biː held ɪˈmiː.di.ət.li/
5	Student V	/ɪ æm ʃʊːr ðæt ðɪs toʊr wɪl biː held ɪˈmiː.di.ət.li/
6	Student VI	/ɪ æm ʃʊər ðæt ðɪs tʊːr wɪl biː held ɪˈmiː.di.ət.li/
7	Student VII	/ɪ æm ʃʊːr ðæt ðɪs toʊr wɪl biː held ɪˈmiː.di.ət.li/
8	Student VIII	/ɪ æm ʃʊːr ðæt ðɪs tʊːr wɪl biː held ɪˈmiː.di.ət.li/
9	Student IX	/ɪ æm ʃʊːr ðæt ðɪs toʊr wɪl biː held ɪˈmiː.di.ət.li/
10	Student X	/ɪ æm ʃʊər ðæt ðɪs tʊər wɪl biː held ɪˈmiː.di.ət.li/

The first word, "sure" there are five students who pronounced diphthong /ʊə/ in the word "sure" appropriate with the intended pronunciation, while the others did not. There were five students who pronounced the diphthong inappropriately. The other five students pronounced diphthong /ʊə/ in the word "sure" as [ʊ].

The second word, "tour" there were eight of ten students' pronounced diphthong /ʊə/ in the word "tour" inappropriate with the intended pronunciation. Three students pronounced /ʊə/ in the word "tour" as [ʊ]. Five students pronounced /ʊə/ in the word "tour" as [oʊ].

Meanwhile, the other two students pronounced the diphthong appropriate with the intended pronunciation /ʊə/.

B. Discussion

The result of needs data analysis which had been conducted in English education students of IAIN Palopo showed the students face the difficulties in pronounced the diphthong word, the researcher found there is no students who can pronounce all monosyllabic English words of each diphthong appropriate with the intended pronunciation.

Most students mispronounced the diphthong by pronouncing diphthong in certain vowels. Diphthong /eɪ/ is mispronounced as /aɪ/, /əi/, /iː/, and /ə/. Diphthong /ɪə/ is mispronounced as /ə/, /eʊ/, /ɪ/, /iː/, and /eə/. Diphthong /əʊ/ is mispronounced as /ɔʊ/, /aʊ/, /ɔ/, /oʊ/, and /ʊ/. Diphthong /ʊə/ is mispronounced as /ʊ/, /ɔ/, /ə/, and /oʊ/.

As in previous research (Rachmad dio pratama, 2017) explain the results of the influencing factors are: aptitude has no meaning with students' pronunciation because almost all students show different results with regard to correct pronunciation, pronunciation and phonetic scores and interviews. Lack of motivation or desire to learn pronunciation is less able to pronounce more diphthong sounds correctly, and the six students have anxiety, shyness, and an introverted personality in learning English which makes them rarely get the correct diphthong sound in language English words.

Based on some of explanation above of previous research it can be concluded that the research is different from previous research that in this research showed the students have many different ability in pronunciation especially sounds, intonation, and rhythm. Some students have good ability and many others have less ability in acquiring pronunciation.

From the result we can also see the students make some basic mistakes in pronunciation, they need more practice to develop their ability in pronunciation for example

teach about vowel diphthong, how to pronounce the word, and practice to speak with sound, rhythm, and intonation correctly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicates conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusions

Based on the findings, data analysis and discussions in the previous chapter, the writer draw conclusions as in following:

In the analysis in the previous chapter of students' realization in English diphthong pronounce at the third year of IAIN palopo. There is no students who can pronounce all monosyllabic English words of each diphthong appropriate with the intended pronunciation. Most students can not pronounce the diphthong appropriate with the intended pronunciation of each diphthong /eɪ/, /ɪə/, /əʊ/, and /ʊə,/ inappropriate pronunciation with the intended pronunciation.

B. Suggestions

In the end, the researcher gives some suggestions related to the result of this study, the suggestions are:

1. For the teachers

Teachers should provide a lot of exercises and exercises related to pronunciation so that students can get used to using the correct pronunciation of English words that contain English Vowels correctly regardless of the language skills they face. Therefore, it can help students improve their pronunciation skills.

2. For the students

Students must learn from the mistakes they make and must practice to pronounce more English. They must pay attention to the English words spoken by them to avoid misunderstanding between speakers or listeners. They should also increase their motivation to learn English, for example motivation to speak English even a little, learn about pronunciation, and always consult a dictionary if they do not know the correct pronunciation.

3. For the research

The researcher realize that this research is not a perfect enough research. In this case, she found that the students experienced several errors in pronouncing diphthong vowels. She hopes that this research can be an additional reference for further relevant research, of course with all diphthong vowels.

BIBLIOGRAFHY

Anna Balas. (2009). English centering diphthong production by polish learners of English. *Journal of Research in Language.*

Anonymous, *English Diphthongs.* Retrivet on 18th May 2019 from Http://www.languagebits.com/phonetics-english/english-diphthongs/

Ayu Nindya Harwadi (2019). The sound changes of English diphthongs /ɪə/, /eə/, /eɪ/ in monosyllabic words by native speaker javanese bahasa inggris 1 students Yogyakarta, USD.

Cambridge advanced learner`s dictionary 3rd edition

Dayang Sylviene. (2007). *"Reading Strategies Used By Unesa-2006 Students In Comprenhending A Reading Text,"* Surabaya: Library of UNESA.

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

Dyah Mustikareni. (2013) *Error Analysis on English Diphthongs Pronounced by The Students of SMA Negeri 1 Comal and SMANegeri 1 Banjarnegara in English Debate on "Relax" TVProgram of TVRI, A thesis* Semarang: UNNES.

Earl W. Stefick. (1963). *A Workbook in Language Teaching With Special Reference to English as a Foreign Language*, New York: Abidong Press.

Jones (2006). Diphthong.Retrieved from http//dipthong.com

Kelly, Gerald. (2005). *How to teach Pronunciation*. England: Longman.

Kreidler, Charles W. (2004). *The Pronunciation of English*. Oxford: Blackwell Publishing.

Keworthy, Joanne. (1978) *Teaching English Pronunciation*. London: Longman.

LeCompte, Margaret D., et al. (1993). *Ethnography and Qualitative Design in Educational Research.* Academic Press..

Moleong, Lexy J.(2010). *Metodologi Penelitian Kualitatif.* Bandung: PT REMAJA ROSDAKARYA

Novalina And Fiber Yun, (2016) *An Analysis Of Pronunciation Errors Made By The Fourth Semester Students Of English Education Study Program At Unika. Journal Suluh Pendidikan FKIP-UHN.*

Novarita.(2017). The Students' Ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang Okus. *International Journal of English Language and Teaching*.

Novia Siulani. (2018) *Indonesian Students' Pronunciations Of Diphthongs /Eɪ/, /ɪə/, And /Ʊə/ In Monosyllabic English Words*. (Yogyakarta: USD).

Odden, David.(2005). *Introducing Phonology*. Cambridge: Cambridge University Press.

Rachmad Dio Pratama, (2017) *Error analysis on diphthong sounds pronounced by fourteenth semester students in English Department UIN Sunan Kalijaga,* (Yogyakarta: UIN).

Ramelan.(1999). *English Phonetics*. Semarang: CV. IKIP Semarang Press.

Raja, Nasr T.(1978). The Essentials of Linguistic science, London.

Roach, Peter.(2000). *English Phonetic and Phonology: A Practical Course (3rd Edition)*, Cambridge University Press.
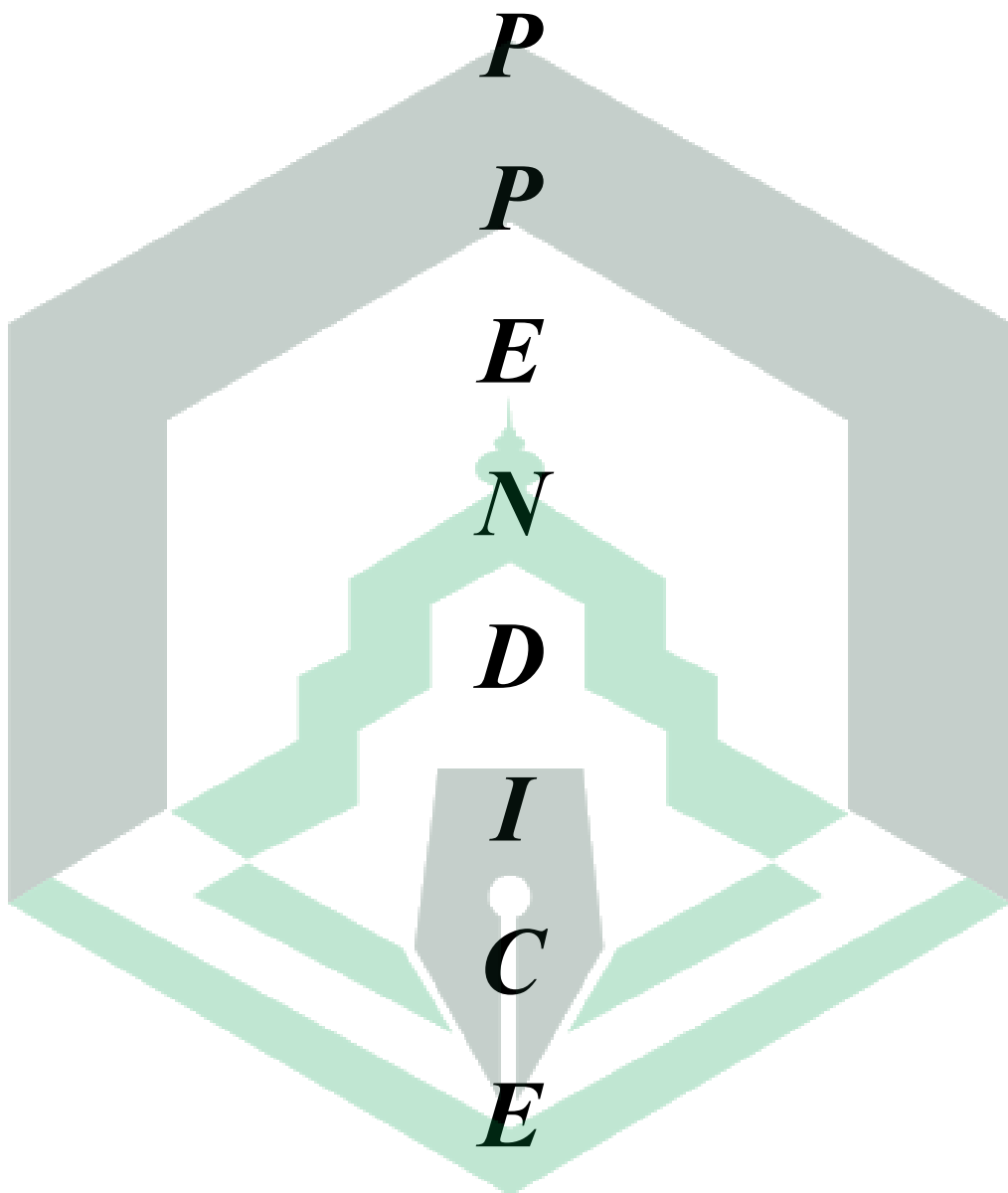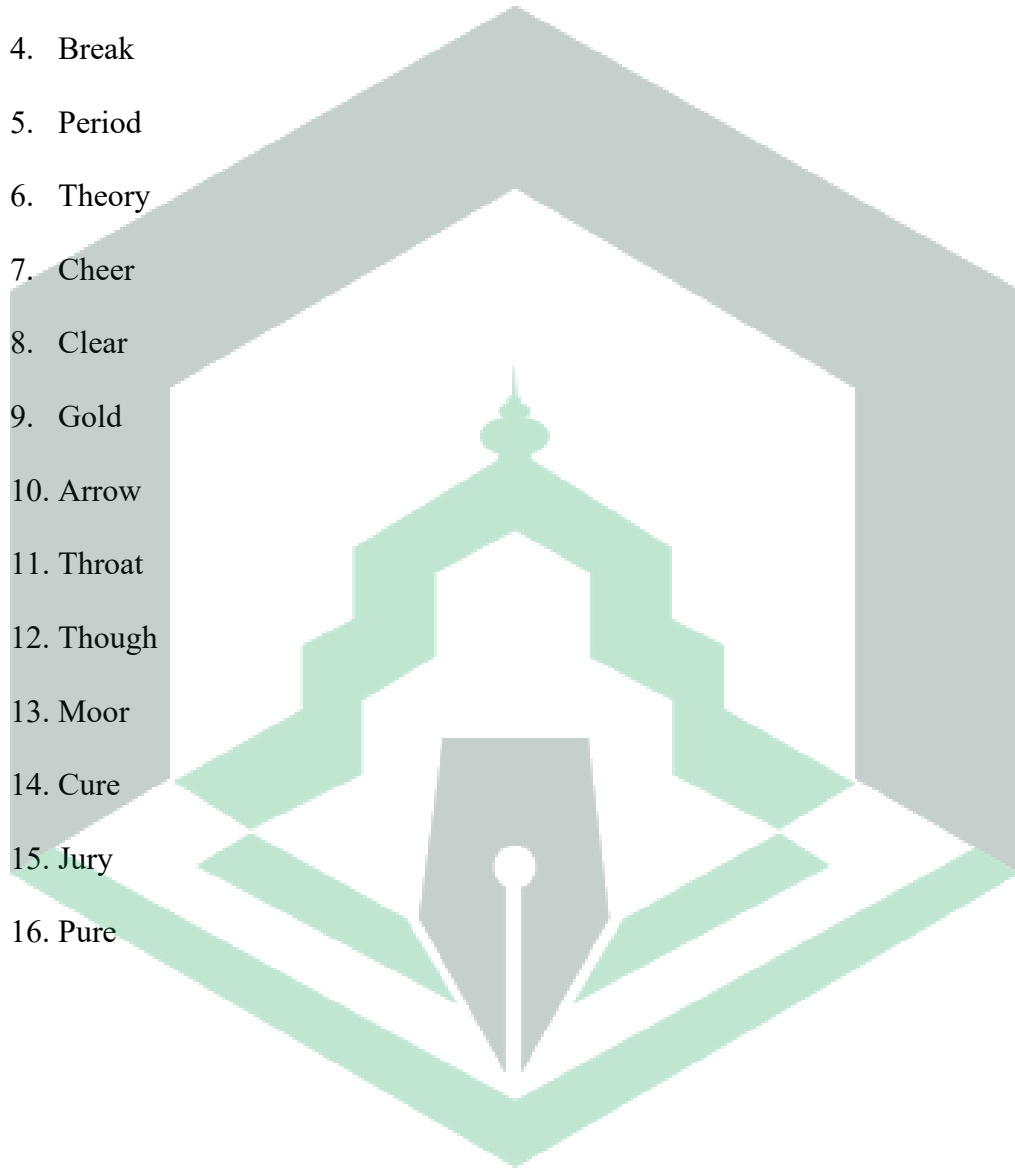
APPENDICES

THE PRONUNCIATION TEST

Pronounce the following words correctly!

1. Explain
2. Essay
3. Patient
4. Break
5. Period
6. Theory
7. Cheer
8. Clear
9. Gold
10. Arrow
11. Throat
12. Though
13. Moor
14. Cure
15. Jury
16. Pure

Pronounce the following sentences correctly!

17. The famous patriot came safely that day.

18. He has not a fearful appearance.

19. The bold soldier noticed his foe in the grove.

20. I am sure that this tour will be held immediately.

DOCUMENTATION

The researcher gave the students' Pronuncation test