

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language plays an important role for daily communication. Since English has become an international language in the world, the students should master it in order to survive in the global era. English use has grown fast in the last few decades. It gives the consequence that English becomes a lingua franca that is used widely for communication between people who do not share the same first language. It is no doubt that besides being spoken by at least a quarter of the world population, English is also used in the world of education and technology. Many scientists and researchers present their research findings in English and they published at mostly international journals. It gives the effect that English is taught and learnt around the world with variety of situations. In some countries, even good and proficient English is becoming one of the entry requirements at school. It gives the students a competitive advantage in the global market.

English is taught as a foreign language in Indonesia. Thus, students only get English at school. It makes them get difficulties when learning this language. As a result, students do mistakes and errors in learning this language both of skills and components. Language has four skills: reading, speaking, listening and writing, and three components: grammar, vocabulary, and pronunciation.

As one of language components, pronunciation need to be known by the students, but, the reality, Indonesian learners could not produce English words correctly. They get confused when producing English words. It is because there are differences between Indonesian language and English. The particular characteristic of English pronunciation are highlighted, together with important differences between English and other languages.¹ The first difference is in the number of vowel sounds. Indonesian language have six vowel sounds namely /i/, /u/, /o/, /a/, /e/ and /ə/ while English has twelve vowel sound; /i:/, /I/,

¹Martin Hewings, *Pronunciation Practice Activities a resource book for teaching English Pronunciation*, (Cambridge University Press, 2004:3)

/e/, /æ/, /ʌ/, /ɑː/, /ɒ/, /ɔː/, /ʊ/, /uː/, /ɜː/, and /ə/.² The second is English is known as inconsistent language. For example words *good* this word should be pronounced as /g^ud/. Contrary, Indonesian language is consistent language. The way words were spelling is the way to be pronounced. For example “*tadi*” it should be pronounced /tadi/. In addition, English has tense and lax sound while Indonesian language does not.

The writer choose diphthong because of some students often made errors in pronouncing diphthong. In addition, most of students only know the vowel and consonant, while for the diphthong students are still many who do not know and understand.

The writer choose the school of MA AL-ISHLAH because most of the students at the school are still many who have problem to pronounce English diphthong, although they get English lessons in their school but many of them who can't master the English language with good pronunciation. The writer hopes for the future to be more improved in learning pronunciation, especially in

²Daniel Jones, *The Pronunciation Of English*, (Cambridge University Press, 1956:24)

learning English diphthong. Besides, the writer hopes can helping students to know how to read the correct diphthongs. The writes also hopes the teachers could be more focused on pronunciation teaching in school.

According to the above reason, the researcher is interest to discuss about “An Analysis of Student’s Performance in Pronouncing English Diphthong at the eleventh grade student of MA Al-Ishlah Pandeglang”.

B. Statement of the Problem

The statement of the research is conducted into the following question:

1. What is the most difficult diphthongs pronounced by the students?
2. What factors cause student produce errors in pronouncing English diphthong?

C. The Aim of the Study

This research proposal is intended to meet the following aim:

1. To find out the most Difficulties diphthong pronounced by the students.

2. To find out the factors cause students produce errors in pronouncing English diphthong.

D. Scope and Limitation of the Study

The scope of this research is vowels. There are many kinds of vowel, simple vowel, diphthong, but the write limitation the scope only diphthong. The writer will analyze what the most problematic the students faced in pronouncing the English diphthong limitation, the study only is vowel diphthong for the limitation.

E. Significance of The Research

The significance of the study is pointed out into two elements. Those are the theoretical significances and the practical of significance.

1. For the Theoretical Significance

By doing this research, the writer expects that her knowledge of learning and diphthongs pronunciation especially related to teaching-learning process can be developed.

2. For The Practical Significance

It gives information of difficulties in pronouncing Diphthong for students. Therefore, the coming pre-service

teachers are able to devise appropriate lesson plan in diphthong pronunciation teaching. In addition, they can construct the material suitable for the different levels and needs of learners after reading this study.

F. The Organization of Writing

This final project consists of five chapters. The organization of this final project is as follows:

Chapter I is Introduction. This chapter contains the background of the study, statements of the problem, objectives of the study, scope and limitation of the problem, significance of the study and the organization of writing.

Chapter II is Theoretical Review. In this chapter, we can see the theory that can support this study. They are pronunciation, vowel, diphthong and error analysis.

Chapter III is Methodology of Research. This chapter describes the research method, population and sample, technique of collecting data and technique of analyzing data.

Chapter IV is Finding and Discussion. It contain description of data analysis, finding and discussion.

Chapter V is Conclusion and suggestion. It consist of conclusion for suggestion.

CHAPTER II

THEORETICAL REVIEW

A. Student's Performance

Based on oxford learner pocket dictionary definition of Performance as follow: act of performing a play or concert, way of performing, and how well or badly someone or something does something.³ Performance is something that actually people do and can be observed.

Mangkunegara state that "Performance is the result of the quality and quantity of work achieved by a person in performing their taks in accordance with responsibilities given to him".⁴

From the definition above, it can be conclude that student's performance is something that students in performing the tasks and depends pad capacity of students to achieve results in accordance with specific purpose.

³ Ferguson M.C. Gauran, *oxford learner's pocket dictionary, fourth Edition*, (New York: Oxford university Press 2000), p. 326

⁴ Undang Ahmad Kamiludin and Muhammad Alfan, *Etika Manajemen Islam* (Bandung: Pustaka Setia, 2010), p. 133

B. Pronunciation

1. The Definition of Pronunciation

Pronunciation is one of the main language component, and also the basic part of the four language skills. The effort to master sound system and to pronounce the word is one of the most important aspects to learn a second language.

In many English language classroom, teaching pronunciation in many school still least attention, because there are many students who have not been able to pronounce English vowels properly. There are many definition of pronunciation, one of definition is proposed by Marianne Celce that pronunciation is the language feature that most readily identifies speakers as non-native.⁵ Pronunciation (pronounce) verb that mean to create voice of the word and manner in which language or particular word or sound in speaking.⁶ Pronunciation is the act of giving proper sound and accent.⁷

Longman Advanced American Dictionary state that (2008:1262), Pronunciation is “the way in which the language

⁵ Marianna celce, *Teaching English as A Second or Foreign Language*, (Library of congress Cataloging-in-publication Data 2001), p.117

⁶ Ferguson M.C. Gauran, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2000), P.331

⁷ <http://www.brainyquote.com/words/pr/pronunciation207323.html>

or a particular word or sound is pronounced”. The second meaning is “the way in which a particular person pronounces the words of language”.⁸ Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do spoken communication.

Based on Dalton and seidlhofer, pronunciation is defined in general terms as “the production of significant sound in two senses”. For the first reason, it is used as part of code of a particular language. In this reason, pronunciation is as the production and the reception of sound speech. The second reason, it is used to achieve meaning in contexts of use. In this reason, pronunciation is in with reference to act speaking.⁹

From the explanation above, it can be concluded that pronunciation is the manner how to pronounce the word of language in which if there is different in pronunciation may have different meaning. The right pronunciation will be

⁸ *Longman Advanced American Dictionary* (Pearson Education Limited ,2008), P.1262

⁹ Christiane Dalton and barbara seidlhofer, *Pronunciation*, (Oxford University Press, 1994), P.3

understood by people, but the wrong pronunciation will be miscommunication and it will tell which are native speaker and non-native.

2. Factors that Effect Pronunciation Learning

Many students have difficulty in pronunciation of the English language, most likely due to many factors and specific effect that many students become difficult in pronunciation. There are several factors and the effect on students learning pronunciation is among them.

According to Joanne Kenworthy, factors that affect pronunciation learning as follow:

- a. The native language: the native language is an important factor in learning to pronounce.
- b. The age factor: someone pronounces a second language like a native, they probably started learning it as a child.
- c. Amount of exposure: it is tempting to view this simply as a matter of whether the learner is living in English-speaking country or not.
- d. Phonetic ability: it is commonly view that some people have a “better ear” for foreign language than others. This skill has

been variously termed aptitude for oral mimicry ‘phonetic coding ability’ or auditory discrimination ability.

- e. Attitude and identity: it has been claimed that factors such as a person’s sense of identity and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.
- f. Motivation and concern for good pronunciation some learners seem to be concerned about their pronunciation than others.¹⁰

From statement above that the native language, the age factor, amount of exposure, phonetic ability, attitude and motivation that all are factors that can affect learning pronunciation.

3. Aspect of Pronunciation

There are many aspect of pronunciation and Joanne Kenworthy state that aspect of pronunciation is as follow:

- a. Combination of sounds: sometimes combination sounds occur in groups, two consonant occur at the end of the word

¹⁰Joanne kenworthy,*Teaching English Pronunciation*, (New York:Longman Group 1988), P.4

“salt”. When this happens within a word it is called a consonant cluster.

- b. Linkage sound: when English people speak generally do not pause between each word, but move smoothly from one word to the next.
- c. Word stress: when an English word has more than one syllable (a ‘polysyllabic’ word) one of these is made to stand out more than the other.
- d. Rhythm: English speech resembles music in that it has a beat.
- e. Weak forms: when a word with only one syllable is unstressed in a sentence, its pronunciation is often quite different from when it is stressed.
- f. sentences stress: the emphasis in a sentences that would give a particular meaning.
- g. Intonation: speech also likes music in that it uses changes in pitch; speaker can change the pitch of their voice as they speak, making in higher or lower in pitch at will.¹¹

¹¹Ibid.,9.

Based on the statement above that the voice has a different character that can differentiated the condition of speaker.

C. Vowel

1. Definition of vowel

According to Jones define that vowel is the sound which the organs of speech are capable of uttering of many different.¹²

Gerald Kelly state that vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth.¹³ Vowel are the most sonorant, or intense, and the most audible sounds in speech.¹⁴

Based on Advance Learner's Dictioanry& thesaurus state that vowel is a speech sound produced by humans when

¹² Daniel Jones, *The Pronunciation of English*, (New York: Cambridge University Press, 1956), p.12

¹³ Gerald Kelly, *How To Teach Pronunciation*, (England: Longman Group, 2000), p.29

¹⁴ Nick Cipollone, Steven Hartman Keiser and Shravan Vasisht, *Language Files : Materials for an introduction to language & linguistic*, (Columbus: Ohio State University Press, 1998), p.43

the breath flows out through the mouth without being blocked by the teeth, tongue or lips.¹⁵

From statement above, the writer conclude that some continuous voice sounds are produced without obstruction in the mouth, unaccompanied by any frictional noises, they are called vowels.

2. Classification of Vowel

The qualities of vowel depend upon the position of the tongue and lips. It is convenient to classify them according to the position of the main part of the tongue. The position of the tip has no great effect on vowel quality.

In the production of most vowels the tongue is convex to the palate. Vowels may therefore be conveniently arranged according to the position of the highest point of the tongue. The classification of vowels as follow:

- a. Front vowels, in the production of which the “front” of the tongue is raised in the direction of the hard palate.
- b. Back vowels, in the production of which the “back” of the tongue is raised in the direction of the soft palate.

¹⁵<http://dictionary.Cambridge.org/dictionary/English/vowel>

- c. Central vowels, in the middle and upper part of the figure there are vowels intermediate between front and back.¹⁶

D. Diphthong

1. Definition of Diphthong

Learn pronunciation will focus on vowel, diphthong and consonant. They are the definition of diphthong from some expert.

Based on Longman Dictionary of Language Teaching & Applied Linguistic that diphthong is a vowel in which there is a change in quality during a single syllable, as in the English words boy, buy, bow. Diphthongs can be analyzed as a sequence of two vowels or as VOWEL+GLIDE.¹⁷ According to Andrian Underhill “A diphthong is perceived as one phoneme not two, and therefore as one syllable not two, so each diphthong occupies a single box on the chart”.¹⁸

Daniel Jones state that Diphthong is when a sound is made by gliding from one vowel position to another.

¹⁶ Daniel Jones, *The Pronunciation Of English*, ((New York: Cambridge University Press,1956), p.14

¹⁷ Jack C Richards and Richard Schmidt, *Longman Dictioanry of Language Teaching & Applied Linguistic*, (Britain: Pearson Education Limited, 2010), p.172

¹⁸ Andrian Underhill, *Sound Foundation Learning and Teaching Pronunciation*, (Macmillan Education, 2005), p.22

Diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement.¹⁹

From explanation above, the writer can take conclusion that diphthong is a vowel in which there is a noticeable sound change within the same syllable and the combination of two vowel sounds with special features.

2. English Diphthong

English diphthong is divided into two types. Those are English closing diphthong and English centering diphthong.

The English centring diphthongs end with a glide towards /ə /,

they called ‘centring’ because /ə / is central vowel. The English

closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/,

the glide is towards a higher position in the mouth.²⁰

¹⁹ Daniel Jones, *The Pronunciation Of English*,(New York: Cambridge University Press,1956), p.22

²⁰ Gerald Kelly, *How to Teach Pronunciation*, ((England: Longman Group, 2000), p.34

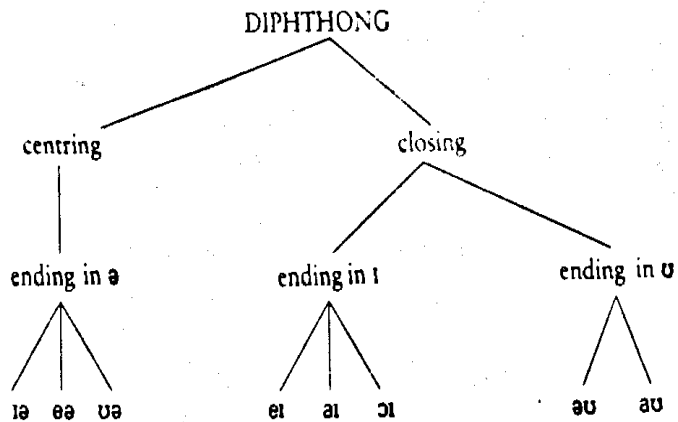
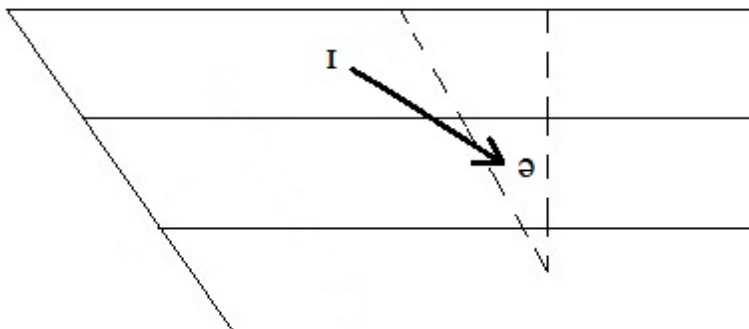


Figure 1: Centring diphthong and closing diphthong Diagram
(Source: Peter Rouch, 1991:20)

a. Diphthong [ɪə]

Diphthong [ɪə] is the glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open.



*Figure 2: Diphthong [ɪə] Diagram
(source: Gerald Kelly, 2000:35)*

For example:

Here [hɪ ə]

Beard [bɪ əd]

Fear [fɪ ə]

b. Diphthong [eə]

Diphthong [eə] is the glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open.

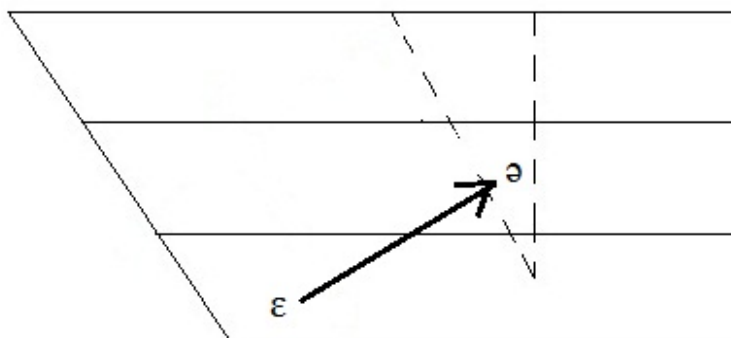


Figure 3: Diphthong [eə] Diagram

For example:

Hair [hɛ ə]

Pair [pɛ ə]

Bare [bɛ ə]

Rare [rɛ ə]

c. Diphthong [ʊə]

Diphthong [ʊə] is the glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.

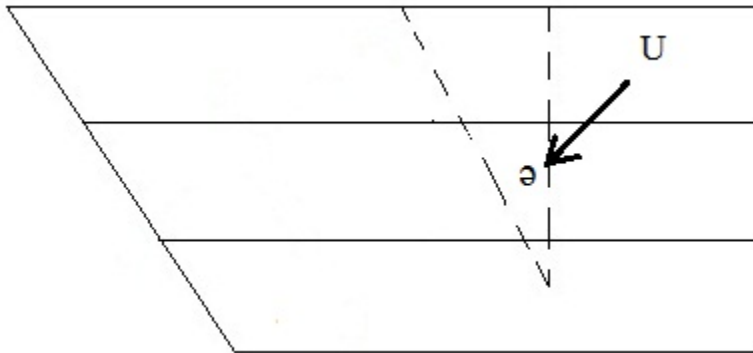


Figure 4: Diphthong [ʊə] Diagram

For example:

Sure [ʃʊə]

Tour [tʊə]

Cure [kjʊə]

d. Diphthong [eɪ]

Diphthong [eɪ] is the glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.

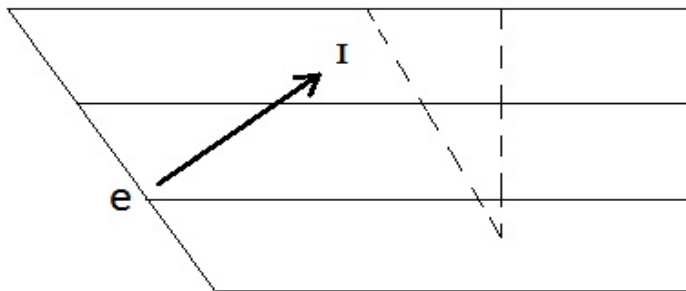


Figure 5: Diphthong [eɪ] Diagram

For Example:

Raid [reɪd]

Pain [peɪn]

Fail [feɪl]

Tail [teɪl]

e. Diphthong [oʊ]

Diphthong[oʊ] is the glide begins in the position for /o/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded.

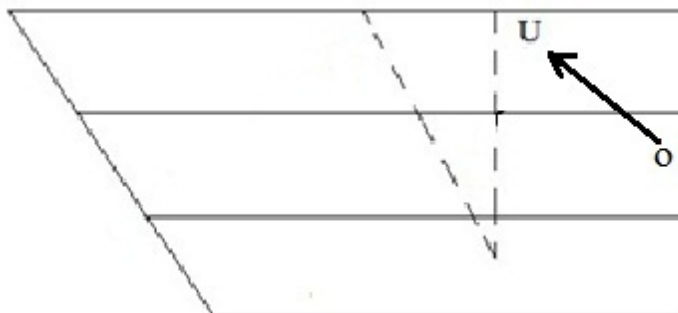


Figure 6: Diphthong [oʊ] Diagram

For example:

Cod [kɒd]

Coat [kəʊt]

Coast [kəʊst]

Tone [təʊn]

f. Diphthong [aɪ]

Diphthong [aɪ] is the glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread.

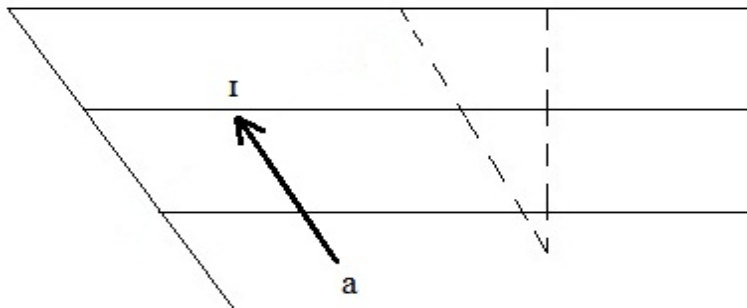


Figure 7: Diphthong [aɪ] Diagram

For example:

Mine [maɪn]

File [faɪl]

Rice [raɪs]

Lime [laɪm]

g. Diphthong [aʊ]

Diphthong [aʊ] is the glide begins in a position quite similar to /ɑː/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive.

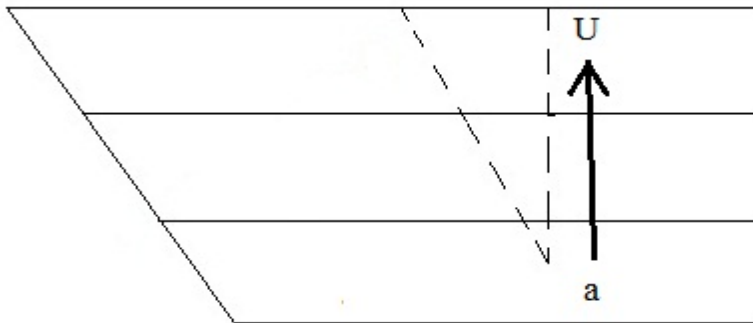


Figure 8: Diphthong [aʊ] Diagram

For example:

Sow [saʊ]

Found [faʊnd]

Foul [faʊl]

h. Diphthong [ɔɪ]

Diphthong [ɔɪ] is the glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and changes to neutral.

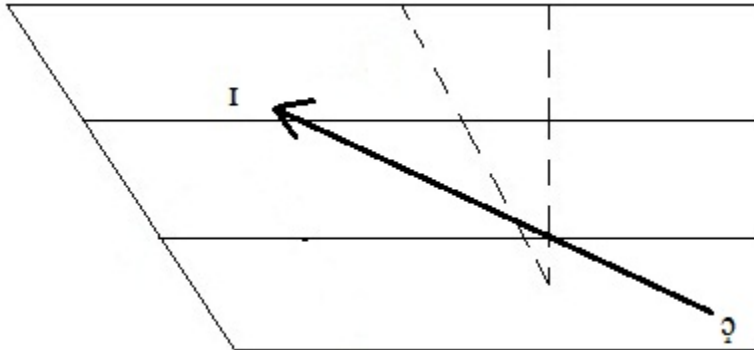


Figure 9: Diphthong [ɔɪ] Diagram

For example:

Soil	[sɔɪl]
Coil	[kɔɪl]
Point	[pɔɪnt]
Coin	[kɔɪn]

E. Analysis

1. Definition of Analysis

According to Meduna “ Analysis is an intellectual or material whole into its constituent parts for individual study. In

other word, it is the study of such constituent parts and their interrelationships in making up a whole.²¹

Richards states “ in qualitative research, analysis is the process of taking one case of data, developing a working hypothesis to explain it examining additional cases to see if the hypothesis explains them, revising the hypothesis as appropriate, and searching for negative cases to disprove the hypothesis.”²²

2. Definition Of Error Analysis

In learning any language, learners will always make hypotheses about the language rules and then they practice or use them in actual language performance. The rules that they use are correct if the forms they produce are acceptable in the target language, and on the other hand, they should correct the forms if they are unacceptable.

Learners, in learning a second language, often produce erroneous utterances whether in their speech or in their writing.

They find difficulties in learning the target language since its

²¹ Alexander Meduna, Grammar with context condition and their Application, (London, Wiley Publications, 2005). P. 126

²² Jack C Richards, Error Analysis Perspective on Second Language Acquisition. (Cambridge University Press, 2005). P.172

rules are different from those of their mother tongue. Those error happen because there are influences of the rules of their mother tongue on those of the target language.

Brown states that error analysis is the fact that learner do make errors and that these error can be observed, analyze, and classified to reveal something of the system operating within the learners. The purpose is to show some problem faced by the students. It is a key to understand the process of foreign language acquisition.²³

Another explanation was stated by Erdogan as the following:

Error analysis, a branch of applied linguistic, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behavioristic theory suggested.²⁴

From statement above that error analysis is a branch of applied linguistic and the act that learner do make or error can

²³ H Douglas Brown, *Principles Of Language Learning And Teaching*. (London: AddisonWelsey Longman Inc, 2004). P. 166

²⁴ http://efd.mersin.edu.tr/dergi/meuefd_2005_001_002/pdf/meuefd_2005_001_002_0261-0270_erdogan.pdf 24th mei 2016

be observed, analyze and classified. Besides, error analysis is a linguistic operation system to analyze the errors of language learners make.

3. Difference of Mistake and Error

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. According to the Brown, a mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly. In other hand, an error cannot be self-corrected while mistake can be self-corrected if the deviation is pointed out to the speaker.²⁵

According to Corder, he was distinguishing between error and mistakes, mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. An error, on the other hand, is systematic. That is,

²⁵Brown HD, Op.Cit, 217

it is likely to occur repeatedly and is not recognized by the learner as an error.²⁶

Julian edge suggest that “we can divide mistakes into three broad categories: ‘slips’ (that is mistake which students can correct themselves once the mistake has been pointed out to them), ‘error’ (mistakes which they cannot correct themselves and which therefore need explanation), and ‘ attempts’ (that is when a student tries to say something but does not yet know the correct way of saying it). Of these it is the category of errors that most concerns teachers, though the students’ attempts will tell us about their current knowledge and may well provide chances for opportunities teaching”.²⁷

Based on the explanation above it can be concluded that a mistake is a performance that is not correct because of some reasons. However, the performance realizes that they do incorrect action, and he/she tries to fix their action to be the correct one. On the other side, an error means a performance

²⁶Susan M. Gass and Larry Selinker. *Second Language Acquisition: An Introductory course*, (New Jersey: Lawrence Erlbaum Association, 2000), P. 78

²⁷Jeremy Harmer, *The practice English Language Teaching, Third Edition*, (London: Longman, 2001), p. 99

that is not correct because of some reasons, and the performance doesn't realize their incorrect action.

4. Source of Error

Source of error comes from inter-lingual transfer, intra-lingual transfer, context of learning and communication strategies.²⁸

- a. Inter-lingual. Mother tongue or native language of the learner has a great deal of influence in learning second language or foreign language and those attributed to the native language (NL). It has called interference of inter-lingual transfer.
- b. Intra-lingual. In learning second language, inter-lingual transfer is one of the source of the error that must be recognized, but it is now clear that the transfer within the target language (intra-lingual). Native intra-lingual transfer, or over generalization, has already illustrated in such utterance as "does John can sing?" other example like "he good", and "I don't know what time is it".

²⁸ H Douglas Brown, *Principles Of Language Learning And Teaching*. (London: AddisonWelsey Longman Inc, 2004). P. 223-227

- c. Context of learning. Context refers to the classroom with the teacher and the material in the case of the school learning or the social situation. some students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in the text book, or even because of the pattern, that was memorized in a drill but not properly contextualized.
- d. Communication strategies. Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these technique can themselves become a source of error.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

The writer uses a case study to conduct this research. Because according to Nunan, it most usefully as an intensive studies of a single unit or a small number of the cases²⁹. Dawson R Hancock and Robert Algozzine stated in *Doing Case Study Research, a Practical Guide For Beginning Researches*, that “case study is vary widely. It can be in programs, events, person, processes, institutions, social group, and other contemporary phenomena have been completed”.³⁰

In this research, the writer uses descriptive qualitative method. Such as stated in Wikipedia.org, that “the case studies should not be confused with qualitative research and they can be based on any mix quantitative and qualitative evidence”.³¹ In other

²⁹ David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p. 81

³⁰ Dawson R Hancock and Robert Algozzine, *Doing Case Study Research: A Practical Guide for Beginning Researches*, (New York: Columbia University, 2006), p.15

³¹ http://en.wikipedia.org/wiki/case_study (24th Mei 2016)

word is mix method. The writer uses percentage and describing the data. It will conduct to get an acceptable description about condition, in this case, about the students' error in pronouncing English diphthong.

B. The Time and Place of Research

This research conducted at MA AL-ISHLAH which located at Kp. Kananga Kec. Menes Kab. Pandeglang Banten. This research conducted for a weeks on September 2016 in which during the time school is in the first semester of 2016/2017 academic year.

C. Sample

The writer take the sample in the school of MA.AL-ISHLAH precisely in the eleventh class consisting of 25 students. In the class of 11th grade there are 11 boys and 14 girls.

D. Technique of Collecting Data

1. Questionnaire

Questionnaire is relatively popular means of collectig data. Questionnaire items can be relatively closed and open ended.³²

In this research, the writer gives the questionnaires to the students. She uses closed questionnaire consisting of 15 statements. It is classified into three categories; students' ability, students' knowledge and students' difficulty.

2. Test

In this research, the writer use a test as a instrument, that is the way to create questions for students in the form of sentences and tables that used the test. The writer use reading aloud as a test.

After getting the recorder reading in every student and analyzed the errors of his students in a vowel. Describe the students in a vowel error in the translation of research to be thorough.

E. Technique of Analyzing Data

³²David Nunan, *Research Method in Language Learning*,(New York: Cambridge University Press, 1992). P. 143

In this research the writer analyze the data after the data collect with use descriptive analysis technique as follow:

Description the data, the writer describe the result of students' pronounce analyzing using reading aloud. Then, analyze the data with used descriptive analysis technique (percentage) with percentage from the frequency of information and divided with number of causes.

Its formula is:

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

Note: P= Percentage

F= Frequency

N= Number of Student