CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important tool in communication. By language human beings can take interaction with each other, they can understand what they are talking. Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntary symbols. From the definition above, it can be said that language is used by people to express their thoughts, feelings, ideas, and experiences toward others.

English is taught as a foreign language in Indonesia. The student only get english at the school, so that makes them difficulties when learning English. Language has four skill, reading, writing, speaking and listening, and three components: grammar, vocabulary and pronunciation.

Pronunciation need to be known by the student, but most of them could not produce English words correctly because there are differences between Indonesian and English. Pronunciation is important, because different pronunciation may have a different

meaning, and the wrong pronunciation makes misunderstanding in conversation. The particular characteristic of english pronounciation are highlighted, together with important differences between English and other language.[1]

Pronunciation is how someone produce a sound when they is speaking. Pronunciation helps speakers to distinguish the words. The knowledge of the speakers is important. It is necessary to know what an individual sound is, and how each sound differs from all others to describe speech sounds.[2] Thus, lacking knowledge of individual sound and how it is different from another will lead to mispronunciation in the form of sound changes.

The sound changes that were studied is English diphthong. Diphthong sounds as written by crystal in a dictionary of linguistics and phonetics, is a "term used in the phonetic classification of vowel sounds on the basis of their manner of articulation; it refers to a vowel where there a single (perceptual) noticeable change in quality a syllable, as in quality during a syllables, as in English time, loud etc. In English, all diphthongs have the first element as longer and more

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

[2] Fromklin, Rodman, Hyams, *An Introduction to Language*, (Wadsworth, 2011), p.190

prominent than the second and are known as a falling diphthong,[3] for example, most of the diphthong /ai/ (as in the word 'eye'/I/) consists of the vowel, and only about the last quarter of the diphthong does glide to /i/ become noticeable. Therefore many students have difficulty saying diphthongs.

The researcher choose the school of SMAN 1 MANCAK because most student at school still have problem with English diphthong pronunciation, even though they get English lessons at school, but most of them can't master English with good pronunciation. For example when, when a student meets the word " poor", he said [pu:], I correct his mistakes by the pronouncing word as [pʊə] clearly. Then he repeated to pronounce it as [pʊə] as well. However he still pronounce as [pu:] when he repeat pronounced in a sentence. Based on the case, it seems like he has the habit of saying the word "poor" as [pu:]. The researcher hopes for the future enchanced in learning pronunciation, especially in learning English diphthong. In addition, the researcher hope to help student to know how to read diphthong correctly.

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[3]April McMahoon, *An introduction to English phonology, (Edinburgh*: Edinburgh University Press,2002), p.73

The researcher also hopes that teacher can focus more on teaching pronunciation in school especially on diphthong pronunciation that has its own difficulties. According to the reason above, the researcher are interested in discussing " Investigating of Sound Changes in Pronuncing English Diphthong at First Grade Student of SMAN 1 MANCAK"

B. Statement of The Problem

Based on the previous background, the researcher formulate for research questions as follows :

1. What type of sound changes in pronouncing diphthong made by the student in SMAN 1 MANCAK?

C. The focus of The Study

This research proposal is intended to meet the following aim:

1. To find out the type of sound changes in pronouncing diphthong by the student.

D. Objective of The Study

In this research, the writer emphasize on the diphthong pronounce by the student. The researcher will investigating the sound changes in pronouncing diphthong by the student of SMAN 1 MANCAK.

E. Significant of The Study

The significant of the research is pointed out two element. Those are the theoretical significance, the practical signifance.

1. For the theoretical signifance

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

2. For the practical signifance

    It give information of difficulties in pronouncing Diphthong for student. 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. Previous study

    In this research, the researcher summarizes some previous studies:

1. **Phonological Investigation Into Student Mispronunciation of English Words Containing Phonemes Absent in Indonesian.[4]**

Firstly, previous study of this research is Arif rahman, Ahmad Idris Asmarandhani, and susanto. This research investigate the case by analyzing the learners phonological deviations. The result showed that there are many deviations in the students pronunciation of the words containing potential english phonemes absent in Indonesian.

Arif's research is different from this research. This research is investigate the learners phonological deviations of the student, meanwhile this research only focused on the diphthongs. The similarity with this research that is investigating student mispronounced by the student in phonology, because the diphthong are a part of phonology.

2. **The Sound Changes of English Diphthong [ɪə], [eə], [eɪ] in Monosyllabic Words By Native Javanese Bahasa Inggris 1 Student. [5]**

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[4] Arif Rahman, Ahmad Idris Asmaradhi, and Sutarto, *Phonological Investigation Into Students' Mispronunciation of English Words Containing Phonemes Absent in Indonesian, Vol.9 (*April, 2020), p.1620

[5] Ayu Nindya Harwadi, *The Sound Changes of English Diphthong [ɪə], [eə], [eɪ] in Monosyllabic Words By Native Javanese Bahasa Inggris 1 Student, (* Yogyakarta:2019*)*

Secondly, previous study of this research is Ayu Harwadi Nindya. This research is analysis the student pronunciation of the diphthong **[ɪə], [eə], [eɪ]**, and also to find the phonological processes that occur in pronunciation of the diphthong. In this research found two type of changes which diphthong to vowel and diphthong [ei] has the most high number phonological process, followed by monophthongization, vowel lowering, vowel raising, assimilation, insertion, new syllable forming. The factors that influence the sound processes is inconsistency of English pronunciation.

Ayu's research is different from this research. She only analyzed the sound changes by the Javanese student. The similarity with this research is to analyzed sound changes in pronouncing English diphthong.

G. The organization of the paper

The final project consists of five chapters. The organization of the final project is a follows:

Chapter I is Introduction. This chapter contain the background of the study, statement of the problem, the aim of the study, scope and limitation of the problem, significant of the study and the organization of paper.

Chapter II is thoritical review. In this chapter, we can see the theories that support this study. Those are definition of pronounciation, diphthong, and error analysis.

Chapter III is methodology of research. This chapter describe the research method, population and sample, technique of collecting data and technique of analyzing data.

Chapter IV is the result of the research that consist of description of data, analyzing of the data research and interpreting of result.

Chapter V is closing that consist of conclusion and suggestion.