

A STUDY ON THE STUDENTS' ABILITY IN PRONOUNCING DIPHTHONGS AT STKIP PGRI PASURUAN

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Abstract

Speaking is a complex skill, which has different components such as: pronunciation, vocabulary, grammar, and fluency. In accordance with the problems of the study, this research is intended to know the students' ability in pronouncing diphthongs. The study was held in Pronunciation and Dictation class of second semester students of STKIP PGRI Pasuruan. This research is a descriptive study, the researcher analyzed their ability in pronouncing English diphthongs by classifying their score based on the classification of the score levels. Then the researcher analyzed the errors made by them in pronouncing English diphthongs. As a result, the researcher found that many students have incorrect pronunciation in pronouncing English diphthongs. Almost all of the students have difficulties in pronouncing diphthongs. The average score of the students is 73, laid between 60 – 74. The data showed that their ability in pronouncing English diphthongs was in “fair” category. The researcher found that the difficult diphthong was pronounce by the students is diphthong /oU/. And for the easiest diphthong was pronounce by them is diphthong /aU/

Key words: students' ability, pronunciation, diphthong

INTRODUCTION

Background of the Study

The uniqueness of language makes language has an important role in daily life. Language helps people to create their opinion or idea in social interaction, and it can help them to describe their meaning, things and events. Language is a means of communication. It is used as a means of communication for international affairs such as in business, politics, and many others. Communication is very important to be communicated between first speaker and another speaker. Ramelan (1988:3) says that man speaks a language. He uses language as a means of communication with other people, as a tool to express his ideas and wishes. Without language, it is hard to imagine how people can cooperate and get along with one another.

According to Rubin and Thompson (1982:13) there are many reasons for learning a foreign language. Most people need strong motivation to complete the complex task of mastering a foreign language.

Being aware of that need, people should realize that they need something which will make them understand the people's meaning or message and also make them comprehend to our own, that is the time they start to use a language as a media to express their opinion, idea, meaning, messages and also their feeling. From time to time, language has developed itself to many and different kinds, and used in different place in the world. English as one of the International Language is used almost in every part of the world, and also in Indonesia. That is why, English is important to be mastered by the people. Furthermore, English can give many advantages for people who mastered it. Mastering English orally and written is useful in participating in the global community era. People are expected to be fluency in their speaking ability.

Our government has tried to popularize English in Indonesia by introducing it as early as possible. As the result, English has been put in the national curriculum of education. And as the following action,

English has been introduced at elementary school moreover in kindergarten students. The expectation is the earlier the students study and longer period they learn, theoretically better result will be achieved. In fact, there is no warranty that someone will be able to speak English fluently although he / she receives an English lesson from the lowest grade of education. As stated by (Retmono, 1992, in Huda, 1999:151) English teaching in primary schools has a status as a local content in the curriculum. This status gives difficult problems to solve.

Fachrurrazy (2002:8) confirms that in language teaching methods we have the terms language skills and language components. There are four language skills, i.e. listening, speaking, reading, and writing. These four language skills can be grouped into passive or receptive skills (i.e. listening and reading), and active or productive skills (i.e. speaking and writing). From another point of view, they can also be grouped into spoken skills (i.e. listening and speaking) and written skills (i.e. reading and writing). Language components consist of pronunciation (including stress and intonation), grammar or structure, and vocabulary. These four language skills and three language components become the target of TEFL or TESL.

In learning English, people have to master all the skills in English, such as: speaking, listening, reading, and writing. And in learning those skills, people should learn in a formal education (in the classroom) or learn an informal education (course). From those language skills, speaking is the important skills, but these four skills have a close relationship to one another. According to Ur (1996:120) of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

So, in this study, the researcher emphasizes on speaking. Because, the

researcher has opinion that speaking can give some advantages to the people for their future. By having an ability to speak, people can compete with others in the globalization era. The potential and qualified human resources is needed to face the growth of globalization.

Although speaking skill is obviously very important, yet, we can not deny the fact that it is still a problem for Indonesian learners to have communicated in English. According to Kurniasih as quoted by Sukowati (2007:5) states that there are some evidence in which many senior high school or vocational high school graduates who have stard English for six years or more are still unable to communicate in English orally. It happened because the students did not use English when they communicate with their English teacher. As stated by (Henny and Yohanna, 2005, in Rini, 2008:1) students' inability in using spoken English caused by some reasons. They might be partly because the nature of speaking is different from writing in which we can edit and revise what we write or reading in which we can reread parts that we do not understand. Speaking often need spontaneous, spur of the moment utterances and responses.

Speaking is a complex skill, which has different components such as pronunciation, vocabulary, grammar, and fluency. So, in speaking English, we must have pronunciation ability in producing any kinds of English sounds. Concerning with pronunciation, some researchers chose it as the title of their study. Two of them are Herawati and Rahmawati. Herawati (2005) did a Study on Speaking Program at Advanced Level of English Conversation Course in Pasuruan. In her study, she found that students have a problem in speaking English. Besides, their pronunciation is poor and below from the target. Another researcher, Rahmawati (2007) also did a Study on the Pronunciation's Ability in Speaking Skill. In her study, she found that the pronunciation ability of the first year students at SMU Muhammadiyah I Pasuruan is low.

Diphthong as a part of vowels. Diphthong is a kind of vowel sound with a special feature, that is there is deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable (Ramelan, 1988:76).

The researcher chooses the second semester students because the subject (Pronunciation and Dictation) is a subject in school that gives in semester II. In short, that subject is given at that moment. The researcher chooses C class in her study because C class more homogenous ability than another classes. The researcher wants to observe the students' ability in pronouncing diphthongs of the second semester students. The reason why the researcher interests in diphthong because based on the observation before, the students still have a mistake when they pronounce English diphthongs.

Research Problem

Based on the background above, the research problem is to identify the students' ability in pronouncing diphthongs which are made by the second semester students, as follows: (1) How is the student's ability in pronouncing English diphthongs?

REVIEW OF RELATED LITERATURE

English Pronunciation

Pronunciation is one of the important components of speaking. As states by Djwandono (1996:68) speaking is integrated skill that consist four language components. These components are vocabulary, grammar, pronunciation, and the fluency of expressing ideas. In speaking English, we must have the ability of mastering the components of speaking above. Pronunciation includes pronunciation itself and it provides the basic knowledge of the sounds including the stress, syllable, rhythm, and intonation. Pronunciation can be defined as the way a certain sound or sounds are produced; stress (i.e the pronunciation of a word (in a sentence) or syllable (in a word) with more than the surrounding words syllables);

intonation (i.e the rise and fall of the pitch of the voice in speaking, especially as this affects the meaning of what is said) (Fachrurrazy, 2002:57). In order to avoid misunderstanding between the speaker and listener, so it is necessary for us to master the pronunciation itself. As stated by Brown (1994:271) stress, rhythm, and intonation are the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

Pronunciation related with spelling. According to Ur (1996:60) the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

Fachrurrazy (2002:57) also states that there are some activities which can be used for teaching pronunciation, they are: (1). Give a model for the correct pronunciation, stress, or intonation and ask students to repeat/imitate. (2). Give examples of sounds(s) or stress at the initial, medial, and final position, and ask students to read, (3). Put sounds in minimal pairs and ask students to pronounce, (4). Contrast the stress or sound(s) of the first and the target language, (5). Use a simple diagram of the organs of speech to show how to produce certain sounds, (6). Introduce students to regular patterns of stress or pronunciation, (7). Ask students to repeat/imitate in the order of whole class (to avoid shyness), groups, and then individuals, (8). Predict students' problems in pronunciation, stress, or intonation, and train them.

They are suggested that correcting student's errors in pronunciation, stress, or intonation should not disturb the meaning-focused activity.

According to Hornby (1995:928) pronunciation is 1. (a) the way in which a language is spoken, (b) the way in which a words is pronounced; 2. the way a person speaks the words of a language. There are

two types of pronunciation: "Good" speech, may be defined as a way of speaking which is clearly intelligible to all ordinary people. "Bad" speech is a way of talking which is difficult for most people to understand. It is caused by mumbling or lack of definiteness of utterance (Jones, 1972:4).

According to Harris (as quoted by Rahmawati, 2007:7) says that pronunciation includes segmental features-vowel and consonant, the stress and intonation patterns.

Furthermore, according to Robinett (1980:64) pronunciation is the act the result of the producing the sounds of speech sounds, including articulation, vowel formation, accent, inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.

As a good speaker, we must master in pronunciation in order to avoid misunderstanding between one another. Correct pronunciation is undoubtedly a very important part of learning to speak English. Good pronunciation is speaking clearly and correctly and being the listeners understood what we say. Improved pronunciation leads to more efficient communication skills, an enhanced self-image and greater confidence. According to Witherspoon (1943:201) explains that correct pronunciation requires the proper sounding of the letters and the correct placing of the stress or accent in words of more than one syllable (that is, in words of more than one group of letters which can be pronounced as a single sound). As states by Djwandono (1996:39) that pronunciation generally includes mastery of the sound system. They are consonant and vowels, rise and fall of the voice, stress in word and sentences, rhythm or intonation of the language.

Phonology has two important branches, namely phonetics and phonemics. Phonetics will study the mechanism and the production of speech sounds, and phonemics will study the organization of speech sounds into distinctive sounds which are called phonemes. Phoneme is a distinctive speech sound, that is sound that can distinguish meaning. The sound itself does not have meaning, but it has the

capability to make the meaning of two words different (Nurhadi, 1997:49). There are two kinds of phonemes: segmental phonemes and supra-segmental phonemes.

Segmental Phonemes

Segmental phonemes are phonemes that can be segmented into individual parts: it consists of consonants and vowels, including diphthongs (Nurhadi, 1997:50)

Consonants are sounds which are produced with some blocks in the air-stream (Harris, 1969, in Rahmawati, 2007:7). According to Nurhadi (1997:12) he states that consonants are speech sounds which are produced with some obstruction of the air-stream in the mouth cavity.

Vowels are sounds which are produced without obstruction in the mouth unaccompanied by any frictional noise. So, vowels are sounds which are produced without any blocks in the air-stream (Harris, 1969, in Rahmawati, 2007:7). While according to Nurhadi (1997:12), vowels are speech sounds which are produced without any obstruction of the air-stream in the mouth cavity. Another expert, Jones (1972:23) says that vowel (in normal speech) is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.

Nurhadi (1997:35) states that diphthong is a compound vowel made by producing two vowels quickly one after another. Ramelan (1988:56) says that diphthong is a vowel sound in which there is an intentional glide made from one vowel position to another vowel position, and which is produced in one single impulse of breath. While according to Jones (1975:58), diphthong is defined as a independent vowel-glide not containing within itself either a 'peak' or a 'trough' of prominence. By a vowel-glide we mean that the speech-organs start in the position of one vowel and move in the direction of another vowel. By 'independent' we mean that the glide is expressly made, and is not merely an

unavoidable concomitant of sounds preceding and following.

Supra-Segmental Phonemes

Supra-segmental phonemes are phonemes that are superimposed into words or sentences. It consists of stress, pitch, open-transition, and clause terminal.

Ramelan (1988:24) says that stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. The other feature of supra-segmental phonemes is pitch. Pitch is each syllable is said with some degree of lowness or highness of tone (Ramelan, 1988:31).

Based on Nurhadi (1998:47), open transition is a short pause often marks word division. It often coincides with word division, and consequently it is often not given any transcription symbol. If it is given, sometimes we use the symbol ◌° and in inserted between words. Terminal means stop; and clause terminal will mean a stop, which relatively long, at the end of the expressions (Nurhadi, 1998:48).

English Diphthongs

When a sound is made by gliding from one vowel position to another, it is called a diphthong. Diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement (Jones, 1972:22)

Diphthongs are types of vowels where two vowel sounds are connected in a continuous, gliding motion. They are often referred to as gliding vowels. Most languages have a number of diphthongs, although that number varies widely. A glide is the incidental transitory sound produced when the organs of speech are passing from the position for one speech-sound to that of another by the most direct route (Jones, 1975:1)

A vowel is a specific type sound, characterized by a lack of full obstruction to the air flow. Vowels can be contrasted with consonants, where there is such an obstruction. As air comes out when we are speaking a consonant, there is a build up of

pressure, the sound is simply shaped by the position of the tongue.

According to Nurhadi (1997:29), vowels are generally characterized by three different criteria: (1) The relative position of the tongue in the mouth. (2) The position of the lips. (3) The muscular effort in their production.

When vowels come together, they may either be two distinct syllables, or may merge into one syllable. When they merge, they form what are known as diphthongs. An example of a diphthong can be seen in the word mouse, in which the ou part of the word obviously consist of two distinct vowels, but there is no syllabic break between the two (McGuinan, 2003).

According to Ramelan (1988:77), he states that diphthong is divided into falling diphthong and rising diphthong. A diphthong in which the first element is louder than the second element is called a falling diphthong; and a diphthong in which the second element is syllabic is called a rising diphthong.

In producing a diphthong the tongue moves from the position for one vowel sound to that for another. For the diphthong /aI/, for instance, the tongue moves from the position for the sound is not necessarily reached. The vowel /a/ is an open vowel, while /I/ is a close vowel, so that the direction of the glide is toward a vowel with a close positions.

When the movement of the tongue is carried out from the position of an open vowel to that of a closer vowel, such as in the example above, the diphthong is said to be a closing diphthong (Ramelan, 1988:77)

When the movement of the tongue is carried out towards the central vowel /ə/, the diphthong is called a centering diphthong.

There are list of diphthongs based on Ramelan (1988:57):

Phonetic Symbol	Key-words in orthography	Phonetic Writing
1 /ei/	lay	/leI/
2. /oU/	nO	/noU/
3 /aI/	lie	/laI/

4	/aU/	how	/haU/
5	/ɔI/	boy	/bɔI/
6	/Iə/	here	/hIə/
7.	/ɛə/	hair	/hɛə/
8.	/uə/	poor	/puə/
9.	/ɔə/	yours	/yɔəz/

Problems in Pronunciation

As the people have more comprehension on the importance of pronunciation, they are also aware that there might be a problem within the pronunciation itself. In this case, English, which is well known as International language, also has difficulties. People who learn to speak English will figure out that learning process is not easy as they think because in English there are several aspects that need to be comprehended, such as grammar, vocabulary, intonation, pronunciation, and stress. If someone wants to learn a foreign language he will obviously meet with all kinds of learning problems. These difficulties have to do with the learning of the new sound system, the learning of the new vocabulary items and the learning of the unfamiliar ways of arranging the foreign words into sentences. In this treatment we will focus our attention only on the problems concerned with "pronunciation". According to Brown (1994:284) there are many factors that affect pronunciation: native language, age, exposure, innate phonetic ability, identify and language ego, motivation and concern for good pronunciation.

According to Ramelan (1988:7), the difficulty encountered by the student in learning a second language is caused by the different elements found between his language and the target language; the degree of difficulty in learning is also determined by the degree of difference between them, the less difficult it will be for the student to learn the foreign language. Different elements in sound system between the native and the foreign language may be of several kinds. One of them is the existence of a given sound in the latter, which is not found in the former.

Another learning problem may be caused by sounds which have the same phonetic features in both languages but differ in their distribution – that is, when and where they may occur in an utterance. There is still another source of difficulty that is caused by similar sounds in the two languages, which have different variants or "allophones". An allophones is a conditioned variant of a significant group of sounds which occurs in a fixed and predictable environment. Another difficulty may be caused by similar sounds in the two languages which differ only slightly in their phonetic features.

If we consider nature of pronunciation problems involved in learning a foreign language, it will appear that each problem is different in nature, and accordingly, needs a different way of tackling by the student. According to (Ramelan, 1988:9), these problems are: one problem is concerned with the identification of the foreign sounds. This means that he has to remember their acoustic qualities so that he will be able to directly identify them in utterance. Another problem has to do with the production of the foreign sounds by his organs of speech. Ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. The another problem of different nature, which is concerned with the production of the so-called 'suprasegmental features' like stress, length, pitch, and intonations. It is quite obvious that these features cannot be overlooked by the student because they are almost always different in different languages.

The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation (Jones, 1975;2).

RESEARCH METHOD

Research Design

In this study, the research design is a descriptive qualitative study. As stated by Arikunto (in Rahmawati, 2007: 16), a descriptive study is aimed to give original view of variable, indication or condition.

Next, Arikunto (in Perdasari, 2008: 21) states that descriptive research does not test the hypothesis but only describes what is being seen, faced, observed and known. The procedures in conducting this research design are as follows:

1. Determining the respondents of the research;
2. Constructing or choosing the research instruments;
3. Collecting the data;
4. Analyzing the collected data quantitatively by using percentage formula and classifying the results qualitatively based on the classification of the score levels;
5. Drawing a conclusion to answer the research problem.

So, related to this research, the researcher tries to know how the student's ability in pronouncing English diphthongs. This study is also used to identify the errors made by the second semester students in pronouncing diphthongs.

Subject of the Study

The subject of the research is the second semester students of English Department at STKIP PGRI Pasuruan in the 2012/2013 academic year. The reason why the researcher chose the second semester of English Department is because the Pronunciation and Dictation is subject in school that is given in semester II. Pronunciation and Dictation class is divided into four classes: A, B, C, and D. There are no specific criteria in distributing them into four classes. They have same competence in English. The researcher chose C class in her study because C class more homogenous ability than another classes. There are 35 students in this class and one male lecturer. So, to make the research focuses and more accurate, the researcher chose this class.

Research Instrument

According to Ary as quoted by Rahmawati (2007), there are three kinds of instruments, namely observation, questionnaire, and documentation. However, in order to make this research can

run effectively and efficiently, the researcher used documentation.

Documentation

The documentation is used to strengthen the data. It means that the writer collects the students' voice in pronunciation test that give by the lecturer. In this research, the lecturer gave achievement pronunciation test to all C class students of second semester in Pronunciation and Dictation class. In this test, the researcher documented the result of the study by using tape recorder because she wants to know the student's ability in pronouncing English diphthongs and to identify the errors that made by them. And test will be orally tested by reading 20 sentences which contain about diphthongs. The sentences are:

1. The *famous* patriot came safely that day.
2. They may stay away from the *lake*.
3. We don't know the goal of the *program*.
4. No one can *show* me the *bone* of the toe.
5. The *kite* is flying high up in the sky.
6. My *wife* likes ice cream.
7. *Count* how many flowers are in the town.
8. I found a sow crouching under a *bough*.
9. *Poison* comes out of this coin when boiled.
10. The *coy* girl heard no voice and no noise.
11. Be *careful* to put your a new *pair* of shoes.
12. My husband promises to stop smoking by whispering in my *ear*.
13. Her face bath in *tears* when hear a bad news.
14. I have good *idea* to promote this company in this year.
15. I'm sure that this *tour* will be held immediately.
16. He is *cruel* to your dog.
17. This *floor* mopped four days ago.
18. I have a *sore* arm.
19. Wait patiently, and don't make *haste*.
20. The bold *soldier* noticed his foe in the grove.

Those nine diphthongs that will be tested to the students. Every diphthong is represented in one word that is in italics

form. And the sentences that will be read by the students will be given in regular form.

Data Analysis

In this study, the researcher analyzed the data from pronunciation test. The data from pronunciation test were checked based on correctly and incorrectly pronunciation by the students. The researcher checked the students ability and students errors in pronouncing English diphthongs by identifying their pronunciations based on the nine kinds of diphthongs, there are : /eɪ/, /oʊ/, /aɪ/, /aʊ/, /ɔɪ/, /ɪə/, /ɛə/, /uə/, /ɔə/. Then, the researcher calculated their ability and errors in percentage. The data will be analyzed in percentage by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Where:

E : the percentage of the students achievement in test

n : the total score of the students of each item

N : the total maximum possible score of each item

(adopted from Lina, 2005: 27 in Perdasari 2008: 24)

The researcher will be helped by her friend in identifying the students' scores. It is aimed to compare the students' score in pronouncing English diphthongs.

The classification of the scores levels:

Scores	Category
85 – 100	Excellent
75 – 84	Good
60 – 74	Fair
40 – 59	Poor
0 – 39	Very Poor

(adopted from M. Avicinna , 2007 in Perdasari, 2008)

The last is all the data will be explained in the following description in Chapter IV.

FINDINGS AND DISCUSSIONS

Student's Ability in Pronouncing English Diphthongs

The researcher had done the research by joining the Pronunciation and Dictation class. The data of the student's ability in pronouncing diphthongs were gained from the second semester students of STKIP PGRI Pasuruan as respondents of this research. The number of respondents was 35 students. The respondents were tested one by one by the lecturer in the class. The researcher recorded their voice in tape recorder, when they read the sentences.

The test was conducted within 90 minutes. There were 20 sentences which contain about diphthongs. Dealing with scoring, each right in pronouncing English diphthong was scored 5, while the wrong pronunciation will get zero.

Thus, the total score of the test was 100. The researcher helped a friend who was still studying in English Department in eight semester at STKIP PGRI Pasuruan in identifying the students' scores. The scores were obtained from the mean of 2 scorers who scored the students' pronunciation test. The data of respondents' are presented on the following table.

Table 4.1. The Score of Students in Pronouncing Diphthongs Test.

No	Name	Score
1.	Mu F	100
2.	Sh Y	100
3.	Ia	100
4.	Ha	95
5.	De T	90
6.	Kh B	90
7.	So L	90
8.	Yu S	90
9.	Di Z	85
10.	Ra H	85
11.	Ri U	80
12.	Di I	80
13.	Ai Y	80
14.	Dw R	75
15.	La F	75
16.	Si U	75
17.	Ar	75
18.	Ev N	70
19.	Ra Z	70
20.	Si A	70

21.	Yu	70
22.	Mu N	70
23.	Nu M	70
24.	Ii Z	65
25.	Sy	65
26.	Di A	60
27.	Fe I	60
28.	Fi I	60
29.	Ad I	55
30.	Ba N	55
31.	Mu A	55
32.	Al S	50
33.	Ay N	50
34.	Sr P	50
35.	Fe C	35
Σ		2545

The complete data of respondents' pronunciation can be seen on Appendix III.

Based on the score above, there are 3 students who have the top score that is 100. The lowest score is 35, that is 1 student who gets score 35, the average of the score is 73.

The following is the percentage of right pronunciation in pronouncing diphthong made by the students in pronouncing diphthongs test:

Table 4.2 The Percentage of Students Ability in Pronouncing Diphthongs of Each Diphthong.

NO	KINDS OF DIPHTHONGS	%
1.	/eI/	81
2.	/oU/	94
3.	/aI/	56.5
4.	/aU/	54
5.	/ɔI/	89.5
6.	/εə/	78.5
7.	/Iə/	72.5
8.	/uə/	74
9.	/ɔə/	76.5

From the above percentage, it shows that the highest percentage is 94%. It means that almost all of the students be able in pronouncing diphthong /oU/. So, it can say

that diphthong /oU/ is the easiest diphthong for the students to pronounce. The lowest percentage is 54%, that is diphthong /aU/. It means that the most difficult diphthong by the students is diphthong /aU/.

The Analysis of Pronouncing Diphthongs Test Score

The following is the computation results in pronouncing diphthongs test score. It was done by the researcher to analyze the test score in the form of students' scores in pronouncing diphthongs test. It covered 20 sentences which contained about nine diphthongs. Then, it was aimed to calculate the percentage of the students pronunciation test results. The data were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Where:

E : the percentage of the students achievement in test

n : the total score of the students of each item

N : the total maximum possible score of each item

(adopted from Lina, 2005: 27 in Perdasari 2008: 24)

The Analysis Result of the Students' Scores of Pronouncing Diphthongs Test

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{2545}{3500} \times 100\% = 0,73$$

From the analysis above we can see that the percentage of the students achievement in pronouncing diphthongs test is 0,73.

After analyzing the respondents' pronouncing diphthongs score, the next step was finding the respondents' score frequency achieved based on the

classification of the score level. The following section presents the score frequencies obtained by the students. To make it clear, the result presents in the following table:

Table 4.3 The Score Frequencies and Classification of Students Pronouncing Diphthongs Ability

No	Score	Score Frequency	%	Score Classification
1.	85 – 100	10	28.6	Excellent
2.	75 – 84	7	20.0	Good
3.	60 – 74	11	31.4	Fair
4.	40 – 59	6	17.1	Poor
5.	0 – 39	1	2.9	Very Poor
Total		35	100	

Based on the table above, it can be described there are 10 students have scores between 85–100. After consulting to the table of the score classification, 28.6% of the students' scores of pronouncing diphthongs test are *excellent*. There are 7 students have scores between 75 – 84. After consulting to the table of the score classification, 20% of the students' scores of pronouncing diphthong test is *good*. There are 11 students have scores between 60 – 74. It means that 31.4% of the students' scores of pronouncing diphthongs test is *fair*. There are 6 students who have scores between 40 – 59. in the other words, there are 17.1% of the students' scores of pronouncing diphthongs test is *poor*. There was only 1 student has scored between 0 – 39, it means 2.9% the student' pronouncing diphthong ability is *very poor*.

**Discussion
Student's Ability in Pronouncing English Diphthongs**

Based on the Table 4.1, the writer makes computation for the mean score of

correct pronunciation in English diphthong by the second semester students at STKIP PGRI Pasuruan. The mean score of the students were 73. It means that the ability of the second semester students of English Department of STKIP PGRI Pasuruan in pronouncing English diphthongs is in *fair* category lay between 60 - 74. Based on the test was given there are 3 students are able to pronounce English diphthongs correctly, and only 1 student is very poor in pronouncing English diphthongs.

From the score frequency and classification of the students ability in pronouncing English diphthongs shows that 10 students are in excellent category; 7 students are in good category; 11 students are in fair category; 6 students are in poor category; and 1 student is in very poor category.

According to the data percentage in Table 4.2, that the highest percentage showed that 94% of the students be able in pronouncing diphthong /oU/. It means that diphthong /oU/ is easiest diphthong for the students to pronounce. The lowest percentage is 54%, that is diphthong /aU/. The students look like so difficult in pronouncing the words which contain diphthong /aU/. So, based on the percentage, it can say that diphthong /aU/ is the most difficult diphthong by the students.

When the writer had a research, she found that those students who were not able to pronounce English diphthong correctly did not really understand about how to pronounce it. Because it was a new words for them, for example the words: haste, bough, coy, and sore. Beside that, their mother tongue influence by their pronunciation. Their pronunciation was pronounced with a heavy accent, whether in Javanese accent or Madura accent. Some of the students were hurry to read the test given. So it was caused the students did not concentrate how to pronounce the English diphthongs correctly.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and analysis in Chapter IV, the students' ability in pronouncing diphthongs of the second semester students at STKIP PGRI Pasuruan is "fair". This statement is supported by Table 4.1 and from the analysis result of the students' scores of pronouncing diphthongs test. As shown in the table, the average score from the students is 73. It means that the ability of the second semester students of English Department of STKIP PGRI Pasuruan in pronouncing English diphthongs is in "fair" category lay between 60 – 74.

According to the data percentage in Table 4.2, that the highest percentage showed that 94% of the students be able in pronouncing diphthong /oU/. It means that diphthong /oU/ is easiest diphthong for the students to pronounce. The lowest percentage is 54%, that is diphthong /aU/. So, based on the percentage, it can say that diphthong /aU/ is the most difficult diphthong by the students.

When the writer had a research, the writer found some reason why the students made errors in pronouncing the English diphthongs. The first reason is because the words given are new words for them, for example the words: haste, bough, coy, and sore. So, they do not really understand about how to pronounce it. The second reason is their first language or their mother tongue. It will be difficult for the students to change the habit of moving his speech organs in such a way as to produce the foreign sounds. They need strong effort to learn in pronouncing some words in a new language. The last reason is some of the students are hurry to read the test given. So, it makes they do not concentrate how to pronounce it correctly.

Suggestions to the Students

The students must improve their vocabulary in English words, by reading the English book or magazines and listening the English program to be accustomed to their sense of listening to the English words

pronunciation correctly, beside improve their pronunciation by looking up the dictionary related with the phonetic symbols.

For the students who are not able to pronounce English diphthongs correctly, the researcher suggests that they should learn more about how to read English diphthongs.

Generally, all of the students must have more practices and exercises in pronouncing English words, especially for English diphthongs. If they do it continuously, they will know and understand more in the way how to pronounce correctly in English.

to the Lecturer

The lecturer should be able to give example correctly in pronouncing English words, especially in pronouncing English diphthongs to the students. He should give a motivation to the students to learn pronunciation subject in English. If the students have a strong motivation, slowly but sure they will be better and better in their ability in pronouncing English words.

Then, he should also interact with the students inside or outside the classroom to make the students practice in English. The lecturer must be sensitive to the students' pronunciation and directly make a correction if he found an incorrect pronunciation made by the students.

Next, the lecturer should to be more focus in giving correctly example in pronouncing diphthong /aU/, because as the result of this research diphthong /aU/ is the difficult diphthong for the students. So, it is necessary for the students to learn more how to pronounce diphthong /aU/ correctly.

To make the learning process achieve a maximal result, the lecturer may use audio to help the students more clearly in listening and learning English words. So, they will be able to pronounce those words correctly.

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