

**A DESCRIPTIVE STUDY OF STUDENTS' MISPRONUNCIATION ON
DIPHTHONG AT UNIVERSITAS MUHAMMADIYAH JEMBER**

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ABSTRACT

The way people do spoken communication becomes the first thing noticed by listeners whether the way the speaker produced the words/vocabs is understandable or not. Because the incorrect or incomprehensible pronunciation could lead the listeners to misunderstanding. This study aims to understand which diphthong is frequently mispronounced by students of 4th semester at English study of Universitas Muhammadiyah Jember.

This study design is descriptive qualitative whose data collecting method used test and recording as instrument. The test would be conducted by having students read an English text which was provided by the writer. The recording was being done when student who would perform reading the text would read it impromptu which then acquire any transcription and calculation to clearly get the result of which diphthong is frequently mispronounced.

The result obtained shows that there are four types of diphthong stays in the highest result of error while also having other classifications like medium and low level of mispronunciation. This mispronunciation also classified in points of pronunciation problem on how these mispronunciations on diphthong is done either adding the sound, removing the sound or using the wrong sound.

Understanding the result of this study, the teaching learning of English specifically in pronunciation subject must be considered on how it is taught. Because mispronunciation or

errors in pronouncing words in English is common in second language learners. Teaching pronunciation, therefore, is important to be integrated to teaching of other skills in English, especially which involve oral production of language. Students should also be taught strategies of recognizing their errors in pronouncing as well as fixing them.

Key Word: *Pronunciation, diphthong, communication*



Learning English as a L2 may have generated an issue on speaking or spoken communication aspect during its process which could slow down the learning process. This issue could be caused by various factors As Westwood (2008, p.15) stated that these factors may cause the issue occurred are first is internal factor which comprises of affective factors as motivation, self-confidence, self-esteem, and attitude, as how students with lack of motivation and high self-confidence put themselves in just understanding theory but not practicing it right. Second, the external factors which come from sociocultural elements like teacher, teaching learning aids, and culture in the classroom, as how the teacher does not bring the method of the teaching learning communicatively which make the student stay in the lack of participation and initiation to speak up.

Communication must have held its role in any fields which uses language as its tool.

As Rao (2019) stated that perfect communication is not possible for people without using language. Moreover, people could not achieve their aims, objectives and goals without using proper language to communicate. Speaking is a way to initiate communication or to communicate. In acquiring foreign or second language learning, speaking becomes the most important skill. The learning or study of speaking as one of English skills must not be undervalued like considering it just speak a word up but lack of attention on how a word is pronounced. Brown and Yuke (1983) stated, "Speaking is the skill that the students will be judged upon most in real life situations". Specifically, how through speaking the way the word produced (pronounced) is correct or not.

In a more specific manner, the study of speaking will not go any further from pronunciation as its sub study. Pronunciation is a golden key that plays a vital role in oral

communication; it is a fundamental component of communicative competence (Hismanonglu, 2006; Gilakjani, 2017). While Kristina et al (2006, p.1) define pronunciation as the act or the manner of pronouncing word; utterance of speech. From those statements, it becomes the first thing noticed by listeners whether the way the speaker produced the words/vocabs is understandable or not. Because the incorrect or incomprehensible pronunciation could lead the listeners to misunderstanding.

Related to L2 learning, the field of pronunciation is not becoming one of the priorities of the learning English language which happened in academic institution like high school in Indonesia because in the Curriculum 2013 (K-13) does not emphasize pronunciation learning specifically but only stating communicative English. It is therefore understandable that L2 teaching learning mostly focuses on grammar, vocabulary or writing. Mastering grammar

or vocabulary is essential to deliver the message structurally, however it will sound more acceptable if being capable in producing or pronouncing it correctly or comprehensively. Rajadurai (2001) writes about Malaysian students who took pronunciation learning saying, "... students felt that pronunciation classes had helped make them more conscious of their own pronunciation and aware of ways in which their pronunciation differed from the model offered (p. 14)". As the result, pronunciation as the significant issue is faced by Indonesia students in learning English language.

Moreover, Kenworthy (1987) stated the factors affecting pronunciation learning are native language, age factors, amount of exposure, phonetic ability, attitude and identity, and motivation and concern for good pronunciation. These factors become the cause of why an L2 learner undergoing their difficulties in speaking for communication. If students do not have the

opportunities to practice the correct pronunciation at the beginning of their learning, they may build their habits in pronouncing a word in the wrong way (Mathew, 2005; Kartyastuti, 2017; Singh, 2017). The way students pronounced word is one part from their speaking skills that could be clearly observed and known. When someone speaks or communicates in English then the person who listens will immediately identify how their pronunciation is. Therefore, it is more likely to advocate that the very beginning of the English lesson should deal with pronunciation.

From knowing some statements of those experts concerning to pronunciation. There has been many studies or research about pronunciation since years ago which brought specific topic of pronunciation about consonants, vowels, diphthongs, etc. like Melda (2019) who studied about error analysis in pronunciation of English vowels of NHU Pematangsiantar of second semester

students which took the data through testing the students then analyzed it. Then Visoni and Marlina, (2020) studied about pronunciation on error vowels of spoken English. The subjects of this research were 6 students of English department of Universitas Negeri Padang which resulted that the most mispronounced vowels spoken by students (subject) is the sound /æ/. The data collection techniques used was recording of the student who take the speech class or doing the actual performance. Yet, the speech sample they get was the prepared speech, which makes it less natural in pronouncing the words, because the student should have memorized the speech itself that required reading for couple of times.

This study focuses on the pronunciation errors on diphthongs, because the writer assumed that diphthong commonly never be realized on how it supposed to be pronounced. Additionally, the writer also had already conducting a

mini test on English students of 4th semester of MU which found they mispronounced some types of diphthong like /eə/, /əʊ/. The study would apply impromptu reading of English speech text performance to collect the data which aims to understand, to know or to catch which diphthong sound is frequently mispronounced. This method mirrors to the study of Pratiwi and Indrayani (2021) who collected the data through reading list of words and the study of Ramandhani, (2016) who collected the data by reading aloud method in his study. Nevertheless, to fill in the gap from previous studies, the use of impromptu reading of speech text sample would become more potential in catching the nature of pronunciation error of L2 Indonesian learners. This technique does not require them reading the text multiple times and to memorize it, so the learner would read it impromptu once they see. These indicate how effective the use of this data collecting

method in catching the nature of pronunciation error of diphthong. For additional limitation from the previous study is the writer would test the 4th-year students of college level whose graduates are expected to use their speaking ability in the fields of work which suppose them to communicate correctly and comprehensively.

METHOD

This thesis used descriptive qualitative analysis as it involved a deep observation of the issues that would be studied. The purpose of descriptive research is basically to document exactly what occurred, whether the researcher describes an experimental therapy or something that happens in the natural habitat of participants in the study. The writer took the title “A Descriptive Study of Students’ Mispronunciation on Diphthong at University Muhammadiyah Jember”. A case was a single instance of a class of objects or

entities and a case study was the investigation of that single instance in the context in which it occurs. Case study here formed qualitative descriptive data. The qualitative case study could be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. The writer here identified and classified the diphthong error in the student's pronunciation.

Research Area and Time

This research would have taken place at Faculty of Teacher Training and Education, University Muhammadiyah Jember. The writer chose this university because it has no further output as vocational college which implement practical and theoretical study which specifically would implement those knowledge and experiences for working as the output. The curriculum of the pronunciation subject has been formed and realized for students since at 2nd semester.

The object of this study would be 4th semester student which consisted about 6 students with a random gender who certainly had passed the pronunciation and phonetics subject. Therefore, the researcher specifically focused to identify which diphthong was frequently mispronounced by these students although they have got this subject implemented. The time of this research carried out on July 2021.

Techniques of Data Collection

Data is the most important part of a study, because with data researchers could find out the results of the study. In this study, data were obtained from various sources, using various data collection techniques and carried out continuously until the data was saturated. In accordance with the characteristics of the data needed in this study, the data collection techniques carried out were:

Test

To acquire the data for this research, the writer utilized test technique as instrument. The good test is consisting of quality, validity, reliability, and practically.

The test would be conducted by having students read an English text which was provided by the writer, which mirrors to statement Imelda (2012 in Egi) “When students read, they may check if the pronunciations they are speaking are accurate or not, if the pronunciation correct, it can be revised directly by the teacher”. The reading text test was functioning to catch students’ ability in pronouncing word especially diphthong.

Specifically, the writer would apply a text of speech consisting of some paragraphs which containing eight kinds of diphthong (/eɪ /, /aɪ /, /ɔɪ /, /əʊ /, /aʊ /, /ɪə /, /eə /, and /ʊə /).

Result and Discussion

Based on the research findings, the data result shows that there are not only one diphthong types being mispronounced by the student. Those types consist of /eɪ/, /əʊ/, /aʊ/, and /ɪə/, which has the same number of percentage. The test of using impromptu reading English speech text which not allowed them to make any exercise or sight made the writer learn that the students’ mispronunciation includes to some features of pronunciation problem. However, specifically, based on the writer analysis found that the types of mispronunciation made by students is discussed in some points below.

Classification of Mispronunciation

Diphthong mispronunciation that was committed by the students would be based on the theory of Poedjosoedarmo in Audy (2017) who stated that there are 7 features in pronunciation problems they were: (1) using the wrong sound, (2) removing the sound, (3) adding the sound,

(4) putting stress on the wrong syllable in a word, (5) putting stress on the wrong word in a sentence, (6) using the wrong intonation pattern, or (7) a combination of these problems. However, based on the writer analysis it was found that mispronunciation of diphthong committed by the student was just included on 3 features of pronunciation problems.

Using the Wrong Sound

Based on the findings in previous chapter which shows in table of mispronunciation transcription. There were some words of diphthong being mispronounced using the wrong sound. For the example is word blind /blaɪnd/ was being pronounced /blɪnd/ and /blend/, and word age /eɪdʒ/ was being pronounced as /edʒ/ which could be heard as edge /ɛdʒ/. This type of mispronunciation could lead misunderstanding to the listener when the listener did not understand the context.

Removing the Sound

Removing the sound of diphthong in this case was done by some students in some types of the diphthong itself. Removing the sound means it is like an item of the diphthong sound is not pronounced. Certain sounds were not produced – entire syllables or classes of sounds may be deleted. This feature of pronunciation problem being dominant committed by students. For the example word age /eɪdʒ/ is pronounced /edʒ/ by missing the /I/, then reading different word but the same diphthong like ‘dangers’ /deɪndʒəz/ is pronounced ‘dengers’ /dendʒəz/ which proved in the same case of removing the diphthong sound. The next examples are word ‘promote’ /prəˈməʊt/ and ‘smoke’ /sməʊk/ which has diphthong /əʊ/, the student repeatedly pronounced it by missing this symbol which sounded as /O/ so it became /prəˈmɒt/ and /smɒk/ or /smuk/.

Adding the Sound

Pronouncing additional sound in word was often done by learner. In this case, the word that the writer focused in collecting the data one of them was word 'appearances' which was being mispronounced. The writer found that there were some students who produced this feature of pronunciation problem in reading the English text. There were two students who committed this error types, that was in the word appearances /ə'piərənsɪz/ which was being pronounced as /ə'prənsɪz/ and /ə'preɪnsɪz/. The additional sound in the example of student 1 sounded adding the letter R which sounded 'apprenses' that also affected the diphthong /ɪə/ as well and student 2 sounded adding symbol /eɪ/ which sounded 'appreɪnses'.

Related Previous Studys' Findings

Throwing back to some previous studies had resulted on researching vowels and diphthong there had been result finding

which nearly similar with this study on which diphthong is frequently mispronounced. The first is the study of Visoni and Marlina (2020) who found some diphthongs sound pronounced error or mispronounced, they were /eɪ/, /əʊ/, /aʊ/, /aɪ/, and /ɪə/. Their study findings was nearly similar to this study which found frequently mispronounce diphthongs are /eɪ/, /əʊ/, /aʊ/, and /ɪə/ which just differ one type of diphthong that is diphthong /aɪ/. Some significant limitations need to be considered in their study. First, the scope of this study was limited in prepared speech performance. Second, the current instrument was limited by the recordings of the students. Third, the current research was not specifically designed to analyze factors related to suprasegmental features such as stress and connected speech.

By knowing the limitation of their study, the writer tended to develop those first and second point in this study. First,

this study whose data collecting method had implemented a test of impromptu reading English speech text which was aimed to get more potential nature of mispronunciation diphthong of Indonesian learners. That means student/sample must had been allowed to think or learn on how to pronounce it. Therefore, this study required the sample to read English text impromptu with no preparation so that the nature of samples' pronunciation could have clearly been showed up. Second, this study had implemented more instrument of data collecting method like test. On the other words, this method of study was tended to smoothly fit certain limitation of the previous study.

Implication toward the English Teaching Learning

The teaching learning of English specifically in pronunciation subject must be considered on how it is taught. Learning from the findings of this study,

mispronunciation or errors in pronouncing words in English is common in second language learners. Teaching pronunciation, therefore, is important to be integrated to teaching of other skills in English, especially which involve oral production of language. Students should also be taught strategies of recognizing their errors in pronouncing as well as fixing them.

Based on the result of data analysis in the previous chapter could be summed up that students' highest number of mispronunciation in pronouncing diphthong is in the number of percentage frequency 12% which consists of four types of diphthong they were /eɪ/, /əʊ/, /aʊ/, and /ɪə/.

These four types of diphthong finally found to be frequently mispronounced by 4th semester student. However, this research that used test of impromptu reading English speech text with the sample of students committed a lot of mispronunciation from other words of diphthong which was not

being focused. Therefore, it becomes the critical points on how or which diphthong should be pronounced correctly by students or the teachers. Because these four diphthong types above are frequently mispronounced by them. It is then being the obligation for the lecturer to emphasize the teaching of pronunciation on diphthong specifically. Especially on how mispronunciation could be prevented and by sharing the features of pronunciation problem which would make student more realize and aware to pronounce word correctly.

Conclusion

Based on the result of the data analysis and the explanation from the previous chapter. Clearly, this data could have answered this research question which identified that the diphthong which is frequently mispronounced are the diphthong /eɪ/, /əʊ/, /aʊ/, and /ɪə/ with each of the amount is 12% which included the features

of pronunciation problem they are using the wrong sound, removing the sound, and adding the sound. In which this data is obtained through impromptu reading English speech text which aimed to catch the nature of mispronunciation made by the 4th semester students of English department at Universitas Muhammadiyah Jember.

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