

**LEMBARAN PENGESAHAN ARTIKEL ILMIAH**

**STUDENTS ABILITY IN PRONOUNCING ENGLISH DIPHTHONGS IN READING  
ALoud AT SECOUD SEMESTER OF ENGLISH STUDY PROGRAM AT  
UNIVERSITY OF PASIR PENGARAIAN**

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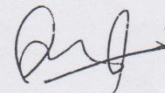
Ditetapkan dan disahkan di pasir pengaraian

pada tanggal 30 Juni tahun 2016

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**STUDENTS' ABILITY IN PRONOUNCING ENGLISH DIPHTHONGS' IN READING  
ALoud AT SECOND SEMESTER OF ENGLISH STUDY PROGRAM  
IN UNIVERSITY OF PASIR PANGARAIAN**

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**ABSTRAK**

Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam mengucakan *English diphthong*. Penelitian ini menggunakan teknik penelitian deskriptif kuantitatif. Penelitian dilakukan pada mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris di Universitas Pasir Pengaraian. Sampel dipilih melalui teknik total sampling dan hasilnya 35 mahasiswa. Peneliti menggunakan instrumentasi berbentuk tes, berupa teks bacaan. Dalam menganalisis data langkah-langkah berikut digunakan oleh peneliti yaitu identifikasi, kategori, analisis dan menyimpulkan data. Hasil analisis menyimpulkan bahwa kemampuan mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris dalam mengucapkan English diphthongs adalah 82,4 artinya kemampuan mereka dalam kategori bagus.

**Kata Kunci:** *pengucapan, English diphthong, membaca keras.*

**ABSTRACT**

*The purpose of this research was to know students ability in pronouncing English diphthong in reading aloud. This research used descriptive quantitative technique. This research is done at second semester of English study program at University of Pasir Pengaraian. The researcher used total sampling technique, consisted of 35 students. The instrumentation of this research is test. The test was reading text. In analyzing the data researcher used some steps such as, identifying, categorizing and analyzing and describing the data. The result of this research showed that the skill of second semester of English study program in pronouncing English diphthong was 82,4. It means their ability was in good category.*

**Keywords:** *pronouncing, English diphthong, reading aloud.*

**INTRODUCTION**

English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to University. As an English teacher, he or she demands to explore effective techniques, method, and approaches. The students have to master the four basic language skills. They are listening, speaking, reading, and writing.

In Indonesia, English is the first foreign language that is considered important for facing this globalization era. In learning English, a good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make misunderstanding in conversation. According to Dalton and Seidlhover (2005) the distribution of speech sound belong to one

or other of the four main classes known as vowels, consonants, diphthong and triphthongs.

Ramelan (1999), says a diphthong is a kind of vowel sound with a special feature. There is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. May cause Indonesian's students pronounce English words difficulty. In addition, the last reason the problem is the same sounds having different distributions. For some students English pronunciation is not very important because pronounce English words very difficult. In this case the researchers conduct interviews with second semester students of their pronunciation and don't know about how the pronounce of English words especially in English diphthongs but some of them do not care how good pronunciation and if they were given the task of reading aloud, the students just read without pronunciation. Lack of knowledge of English

diphthongs cause students often wrong in pronouncing English diphthongs.

Reading aloud the techniques that emphasize only on how to read a good stress, intonation and pronunciation. In this situation the researchers concluded that reading aloud is to say word for word with the emphasis on the correct intonation and pronunciation. Students make mistakes in reading loud is because lack of knowledge in pronunciation than students consider difficult pronunciation of the English language is spoken and a lack of motivation in learning pronunciation of English language support.

Base on researcher interview to reading lecturer, she states that students in reading aloud have the lack of attention to the pronunciation, the pronunciation of English diphthongs students still much wrong in pronouncing, intonation in spoken still unstable and the lack of knowledge of English diphthongs. Some students there were also a bit of mastering the pronunciation of English diphthongs. As for the error that was done in the students' pronunciation of English diphthongs there are: diphthong [ou] example coat student pronounced [kot] the answer is [kout], diphthong [aɪ] example lime student pronounced [leim] the answer is [laim], diphthong [ɪə] example dear student pronounced [der] the answer is [dɪə].

For that reasons the researcher is interested to conduct a research at the University of Pasir Pengaraian about students' mastery in pronouncing English diphthong and reading aloud in the second semester. After taking steps sightings of the researcher found some problems in the second semester in pronunciation.

## REVIEW OF RELATED LITERATURE

### A. Review of Related Theories

#### I. English Pronunciation

##### a. Definition of pronunciation

There are some experts define the term of pronunciation. First according to *Oxford Advanced Learner's Dictionary* (2005:1164), pronunciation is "the way in which the language or a particular word or sound is pronounced". The second meaning is the way in which a particular person pronounces the words of a language. Second Kelly (2000) states "the pronunciation is when we use all the same organs of speech to produce the sounds in particular a way". Third Dalton and Seidlhofer (2005), pronunciation 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 sounds of

speech. The second reason, it is used to achieve meaning in contexts of use. In this reason, pronunciation is in with reference to act of speaking. It can be concluded pronunciation is defined as the way in which a language is spoken.

##### b. The Distribution of Speech Sound

According to Dalton and Seidlhofer (2005), the distribution of Speech Sounds sound belongs to one or other of the three main classes known as vowels, consonants, diphthongs and triphthongs.

##### 1. Vowels

According to Jones (1975:23) a vowel (in normal speech) is defined as a voiced sounds in forming which the air issues in continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.

##### 2. Consonants

According to Roach (2009) the consonant is a sound, voiced and voiceless, in which the airstream an obstructed through a narrowing or complete closure of the mouth passage.

##### 3. Diphthongs

According to Jones (1975:23) a diphthong is defined as an independent vowel glide not containing within itself either a 'peak' or a 'through' of prominence.

##### 4. Triphthongs

The most complex English sounds of the vowel types are the triphthongs. According to Roach (2009:30): "A triphthongs is a glide from one vowel to another and then to a third, all produce rapidly and without interruption.

## II. English Diphthong

### a. Definition of English diphthong

There are some experts define the term of diphthong, they are: Based on *Oxford Learner's pocket dictionary* (2008:125) diphthong is "a combination of two vowel sounds or vowel letters, for example the sound /aɪ/ in *pipe* /paɪp/ or the letter *ou* in *doubt*". The origin of diphthong is from the Greek word, *diphthongos*. *Diphthongos* is from two words, *di* and *phthongos*. *Di* means 'twice', and *phthongos* means 'voice, sound'. A diphthong is a kind of vowel sound with a special feature. There is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable (Ramelan 1999). In this research English diphthong is normally represented by two symbols of vowel sounds, which have define tongue position.

#### a. Glide in a Diphthong

However Ramelan (1999) the term “*glide*” refers to the transitional sounds heard when the speech organs move from one position for a given sound to that for another. In such a glide, as we have in a diphthong, it is only the beginning and the end of it that have more or less definite tongue positions.

b. Syllabicity of Diphthongs

Although a diphthong is normally represented in phonetic writing by two vowel symbols, this does not follow that both vowel sounds are equally syllabic.

Ramelan (1999) writes that “a diphthong is pronounced in one syllable, or produced with one single impulse of breath. Therefore, when the sequence of two vowels is produced with two impulses of breath, it is not a diphthong, but it is said to be dissyllabic or just an ordinary sequence of two vowel sounds”.

c. Direction and Nature of the Glide

In producing a diphthong the tongue moves from the position for one vowel sound to that for another. For the diphthong [aɪ], for instance, the tongue moves from the position for the production of [a] in the direction of /ɪ/, though this vowel sound is not necessarily reached. The vowel [a] is an open vowel, while [ɪ] is a close vowel, so that the direction of the glide is toward a vowel with a close position.

d. English Diphthong

English diphthong is divided into two types. Those are “English closing diphthong and English centering diphthong”. The English closing diphthong is diphthongs that the second vowel is more “close” than the first vowel.

Moreover Ramelan (1999:84-98). The English closing diphthong consists of [eɪ], [oʊ], [aɪ], [aʊ], and [ɔɪ]. The English centering diphthong consists of [ɪə], [eə], [ʊə], and [ɔə].

However Indriani (2005:13) says there are eight diphthong in English. Those nine diphthong are : the English centering diphthong consist of [ɪə], [eə], [ʊə]. The English closing diphthong consists of [aɪ], [eɪ], [ɔɪ], [aʊ], and [əʊ].

From the experts it can be concluded there are nine diphthong in English, but some others say there are only eight, because the diphthong /ɔə/ can be replaced by the vowel /ɔ:/.

Based on the theory above the researcher use the theory from Indriani (2005:13) says there are eight diphthongs in English. Those eight diphthongs are: the English centering diphthong consist of [ɪə], [eə], [ʊə]. The English closing diphthong consists of [aɪ], [eɪ], [ɔɪ], [aʊ], and [əʊ].

a. Diphthong [eɪ]

The glide begins from slightly below the half-close front position and moves in the direction of /ɪ/, there being a slight closing movement of the lower jaw; the lips are spread. Examples: eight, veil, weigh, rein, they, prey, and grey.

b. Diphthong [aɪ]

The glide of /aɪ/ begins at a point slightly behind the front open position, and moves in the direction of position associated with /ɪ/, although the tongue is not usually raised to a level closer than C [ē]; the glide is much more extensive than that of [eɪ], the closing movement of the lower jaw being obvious. Example: time, write, bite, climb, cry, dry, by, and try.

c. Diphthong [əʊ]

The glide of /əʊ/ begins at a central position, between half-close and half-open, and moves in the direction of /ʊ/, there being a slight closing movement of the lower jaw; the lips are neutral for the 1<sup>st</sup> element, but have a tendency to round on the 2<sup>nd</sup> element. Example: ocean, over, open, cold, both, omen, only and those.

d. Diphthong [aʊ]

The glide of /aʊ/ begins at a point between the back and front open positions, slightly more fronted than the position for /a:/, and moves in the direction of /ʊ/, though the tongue may not be raised higher than the half-close level. Example: owl, ounce, down, brown, sound, our and towel.

e. Diphthong [ɪə]

The glide of /ɪə/ begins with a tongue position approximately that used for /ɪ/, centralized front half-close, and moves in the direction of the more open variety of /ə/ when /ɪə/ is final in the word; in non-final positions. Example: ear, era, here, fear, beer, dear and career.

f. Diphthong [ʊə]

/ʊə/ glides from a tongue position similar to that used for /ʊ/ towards the more open type of /ə/ which forms the end-point of all three centering diphthong with, again, a somewhat closer variety of /ə/ when the diphthong occurs in a closed syllable. Example: tour, moor, poor, sure, pure, and cure.

g. Diphthong [eə]

The glide of /eə/ begins in the half-open front position, approximately C [ē], and move in the direction of the more open variety of /ə/, especially when the diphthong is final; where /eə/ occurs in a syllable closed by a consonant the /ə/ element tends

to be a mid /ə/ type, the lips are neutrally open though-out. Example: heir, care, bare, where and chair.

h. Diphthong [ɔɪ]

For /ɔɪ/ the tongue glide begins at a point between the back half-open and open positions and moves in the direction of /I/. The tongue movement extends from back to centralized front, but the range of closing in the glide is not as great as for /aɪ/; the jaw movement, though considerable, may not therefore, be as marked as in the case of /aɪ/. Examples: boy, toy, noise, voice, boil, ointment, and point.

**e. Reading Aloud**

a. Definition of reading aloud

There are some experts define the term of reading aloud. According to Kindle (2009) say that Reading aloud is a common practice in primary classrooms and is viewed as an important vehicle for vocabulary development. Read-aloud are complex instructional interactions in which teachers choose texts, identify words for instruction, and select the appropriate strategies to facilitate word learning.

However Huang (2010), define reading aloud are the primary pivot connecting reading and oral English training. Reading aloud fluently not only helps to foster reading ability and basic skill, but helps to improve oral expression.

b. Techniques for reading aloud

Students should only read aloud after they have read silently and have understood what they are reading. Base on Jacobs (2011:12) there are techniques for reading aloud is as follows:

1. Be prepared to define new words, this does not have to be a formal definition; paraphrases, gestures, and pictures can be used.
2. Give the title and author.
3. Read with feeling and variety.
4. Make sure the listeners can comfortably see the reader.
5. Maintain eye contact.
6. Stop at interesting places.
7. Pay attention to whether your audience is paying attention and understanding.
8. Encourage student participation, example, predicting what will happen next, supplying words.

## RESEARCH METHODOLOGY

### A. Research Design

The design of this research is a descriptive quantitative research to search the answer of formulation of the problem that is to describe students ability in pronounce English diphthongs' in reading aloud, setting of the research, instrument of the research, procedure of the research, technique of the collecting the data, analyzing the data, and conclusion based on the data analysis. Wiersma (1995: 14), states that Quantitative research relies heavily on statistical result represented with number, and qualitative research relies heavily on narrative description.

### B. Setting of the Research

This research, the researcher was conducted at Second Semester of English Study Program at University of Pasir Pengaraian. Location of this research is in the class room situation, at the class room situation the researcher was used a test relate with the research that are being find it out.

1. Population

According to Arikunto (2010:173), population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher was interested to make the population of the research is the second semester students of English Study Program in academic year 2015/2016. There were 35 students.

2. Sample.

To take the sample, researcher was used total sampling. According to Sugiyono (2009:124) total sampling is a technique to determine the sample if all of the population is used as sample. It means the sample of this research were 35 students.

### C. Instrumentation of the Research

The research instrument plays an important role to collect data. According to Arikunto (2010:192), research instrument is a device used by the research while collecting the data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. The instrument in this research used test. The test is reading text, the reading test is The Legend of Tangkuban Perahu, which consists of 8 English diphthongs.

### D. Procedure of the Research

There are some steps that researcher doing in procedure of this research, that is about: The first, the researcher comes to the class and tech little bit

English diphthong to prefer their understanding of the English diphthong, second is researcher gives students reading text and students reading aloud the text one by one, third researcher records students pronounce and the researcher was analyzed the data that are being taken, end the last is about the researcher was made the conclusion about the data that are being collected.

### E. Technique of the Collecting the Data

According to Sherman and Webb (1988), “data collection begins as soon as the researcher has identifying a researchable problem and goes into the field”. In collecting data, researcher was collected the data by given a reading text to the students. The researcher was given a reading text to the students, students read aloud the text and then the researcher recording the students pronouncing in reading text.

### F. Technique of Analyzing the Data

In analysis the data, the researcher was used the raters. The raters are Andri Donal, M.Pd, Andi Riski Fauzi, M.Hum, and Ummi Rasyidah, M.Pd. In this research, researcher related to English phonetic theories. According to Indriani (2015:76) they are explanation of pronunciation and explanation of diphthong with the step of diphthongs and how to pronounce it. The step are identifying, categorizing and analyzing and describing the data. In analyzing the data they are some steps conducted by the researcher. They are identifying, categorizing and analyzing and describing the data

#### 1. Identifying

The researcher identifying pronounced English diphthong by students. They read the reading text in reading aloud and seen all English diphthong, after that researcher identifying a word that is pronouncing English diphthong by students, and the last the raters identifying students pronounced English diphthong.

#### 2. Categorizing

After the researcher had done those above steps, researcher was categorized the students pronounced English diphthong. Categorizing in terms of how many students are able to pronounced English diphthong.

#### 3. Analyzing and describing the data

After categorized students skills in pronouncing English diphthong, researcher was analyzed the English diphthong that the students pronounce in reading text. Analyzing students correct

and incorrect the pronouncing English diphthong, after that researcher describe the data and researcher makes a valid conclusion of the analysis that consist of a brief description of the result of the study.

- a. To find students percentage English diphthong, the researcher using the formula from (sudijono, 2009:43).

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

Were:

P = percentage of students

F = number percentage

N = number of students

- b. Find out the students scoring in English diphthong.

To find out the students scoring in pronunciation, the researcher was used the formula as follow:

$$\text{Pronunciation} = \frac{SR1 + SR2 + SR3}{\text{number of raters}}$$

SR = students score based on raters

After getting the scoring of students in pronunciation, the researcher was classified them in the level where they stand. The raters found this other value score for each aspect. However in classified them many level of students' pronunciation, the researcher was used the table of the students' rank of level in pronunciation. As suggested by Pandiya (2013:46) as follow:

Range Score	Category
89-100	very good
73-88	Good
57-72	Average
41-56	Poor
25-40	very poor

## FINDING AND DISCUSSION

### A. Research Finding

#### a. Description

University of Pasir Pengaraian was located at Jl. Raya Kumu, Rambah Hilir Sub District, Rokan Hulu Regency. This research was conducted to the second semester students of English Study Program on April 2016. Total population was 35 students and the researcher used total sampling method in conducting the research.

#### b. Analysis

In analyzing the data, the researcher used the score from 3 raters and from the researchers' analysis. There are eight English diphthongs that

were analyzed in this research. They are English centering diphthong consist of [ɪə], [eə], [ʊə]. The English closing diphthong consists of [aɪ], [eɪ], [ɔɪ], [aʊ], and [əʊ]. The raters identified students pronounce and the researcher analyzed was categorized into following table.

### 1. Diphthong [eɪ]

In this research there were English diphthongs [eɪ], they were “they, name, day, away, places, say, way, lake, celebrating, and make” is English diphthong. Researcher described in the follow table 2.

**Table 2 The Percentage of Students Score in Pronunciation**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	30	85,7%	very good
2	73-88	5	14,3%	Good
3	57-72	0	0%	Average
4	41-56	0	0%	Poor
5	25-40	0	0%	very poor
Total		35	100	
Average Score			75	Good

Based on table above, there are 30 students (85,7%) in very good category. It means from 16 diphthongs [eɪ], students can pronounce the words “they, day, away, make, and say”. Correctly, while other for example pronounced the word “day” [dei] as [dai]. There are 5 students (14,3%) in good category. It means from 16 diphthong [eɪ] students pronounced the words “places, lake, and celebrating”. Correctly, while other for example pronounced word “places” [pleis] as [pleises] the word “lake” [laik] as [leik]. From the explanation above it can be concluded that students’ mastery in pronouncing diphthong [eɪ] is 75 in category Good.

### 2. Diphthong [aɪ]

In this research there were English diphthongs [aɪ] they were “like, bye, finally, arrived, plains, earlier, realized, night, horizon, and light” is English diphthong. Researcher described in the follow table 3.

**Table 3 The Percentage f Students Scoren Pronunciation**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	1	2,9%	very good
2	73-88	6	17,1%	Good
3	57-72	14	40%	Average
4	41-56	14	40%	Poor
5	25-40	0	0%	very poor
Total		35	100	
Average			61,5	Average

Based on table 3 above, there are 1 student (2,9%) in very good category. It means from 10 diphthongs [aɪ], students pronounced the word “like, bay, light and night”. Correctly, while others for example pronounced the word “bay” [bei] so [bai]. There were 6 students (17,1%) in good category. It means from 10 diphthongs [aɪ], students pronounced the words “plains”. Correctly, while others for example pronounced word “plains [plen] so [plains]. There were 14 students (40%) in Average category. It means from 10 diphthongs [aɪ], students pronounced the word “horizon”. Correctly, while others for example pronounced the word “horizon” [horizon] as [hə:raizn]. There were 14 students (40%) in Poor category. It means from 10 diphthongs [aɪ] students it pronounced the words “realized” [realized] as [ri: əlaiz]. From the explanation above it can be concluded that students have problem in pronouncing diphthong [aɪ] is 61,5 in Average category.

### 3. Diphthong [əʊ]

In this research there were English diphthongs [əʊ] they were “go, no, own, home, boat, moment, almost, so, crowed, and over” is English diphthong, researcher described in the follow table 4.

**Table 4. the percentage of students score in pronunciation**

N o	Range score	Frequency	Percentage	Pronunciation level
1	89-100	17	48,6%	very good
2	73-88	13	37,1%	Good
3	57-72	4	11,4%	Average
4	41-56	1	2,9%	Poor
5	25-40	0	0%	very poor

Total	35	100	
Average Score		100	Very Good

Based on table 4 showed, that there were 17 students (48,6%) in very good category. It means, from 10 diphthongs [əʊ] students pronounced the words “no, home, go”. Correctly, while other for example pronounced the word “home” [hom] as [həʊm]. There were 13 students (37,1%) in good category. It means from 10 diphthongs [əʊ], students pronounce the word “no”. Correctly, while other for example pronounced the word “no [no] as [nəʊ]. There were 4 students (11,4%) in Average category. It means from 10 diphthong [əʊ], students pronounced the word “own”. Correctly, while other for example pronounced word “own” [own] as [əʊn]. There are 1 student (2,9%) in Poor category. It means from 10 diphthongs [əʊ], students pronounced the words “crowed”. Correctly, while other for example pronounced the word “crowed” [crow] as [krəʊ]. From the explanation above it can be concluded that students’ mastery in pronouncing diphthong [əʊ] is 100 in Very Good category.

#### 4. Diphthong [aʊ]

In this research there were English diphthongs [aʊ] they were “mountain, found, wounded, and out”. Researcher described in the follow table 5.

**Table 5 The Percentage of Students Score in Pronunciation**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	0	0%	very good
2	73-88	2	5,7%	Good
3	57-72	9	25,7%	Average
4	41-56	18	51,4%	Poor
5	25-40	6	17,2%	very poor
Total		35	100	
Average Score			48,2	Poor

5. Based on table 5 described, there were 2 students (5,7%) in Good category. It means from 5 diphthongs [aʊ], students pronounced the words “mountain”. Correctly, while other for example pronounced “mountain” [mauntən] as [maʊntən]. There were 9 students (25,7%) in Average category. It means from 5 diphthongs [aʊ], students pronounced the words “out”. Correctly,

while other for example pronounced the word “out” [out] as [aʊt]. There were 18 students (51,4%) in Poor category. It means from 5 diphthongs [aʊ], students pronounced the words “found”. Correctly, while other for example pronounced the word “found” [fond] as [faʊnd]. There were 6 students (17,2%) in Very Poor category. It means from 5 diphthongs [aʊ], students pronounced the words “wounded”. Correctly, while other for example pronounced the word “wounded” [wound] as [waʊnded]. From the explanation above can be concluded that st

#### 6. Diphthong [ɪə]

In this research there were English diphthongs [ɪə] they were “years and deer” is English diphthong. Researcher described in the follow table 6.

**Table 6 The Percentage of Students Score in Pronunciation**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	0	0%	very good
2	73-88	15	42,9%	Good
3	57-72	18	51,5%	Average
4	41-56	1	2,9%	Poor
5	25-40	0	0%	very poor
Total		35	100%	
Average Score			68	Average

6. Based on table 6 explained, there were 15 students (42,9%) in Good category. It means, from 5 diphthongs [ɪə], students pronounced the words “deer”. Correctly, while other for example pronounced “deer” [der] as [dɪər]. There were 18 students (51,5%) in Average category. Correctly, while other for example pronounced the word “years” [yirs] as [ɪər]. There are 1 student (2,9%) in Poor category. From the explanation above it can be concluded that students lack in

#### 7. Diphthong [ʊə]

In this research there were English diphthongs [ʊə] they are “during” is English diphthong. Researcher described in the follow table 7.



**Table 7 The Percentage of Students Score in Pronunciation**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	6	17,1%	very good
2	73-88	0	0%	Good
3	57-72	15	42,9%	Average
4	41-56	0	0%	Poor
5	25-40	14	40%	very poor
Total		35	100%	
Average Score			54,5	Poor

The data in table 7, it can be there were 6 students (17,1%) in Very Good category. It means, from 1 diphthong [ʊə], students pronounced the words “during”. Correctly, while other for example pronounced the word “during” [dʒʊəriŋ]. There were 15 students (42,9%) in Average category, there were 14 students (40%) in Very Poor category. From the explanation above can be concluded that students have problem in pronouncing diphthong [aʊ] is 54,5 in Poor category.

### 7. Diphthong [ɛə]

In this research there were English diphthongs [ɛə] they are “there” is English diphthong. Researcher described in the follow table 8.

**Table 8 The Percentage of Students Score in Pronunciation**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	14	40%	very good
2	73-88	0	0%	Good
3	57-72	18	51,4%	Average
4	41-56	0	0%	Poor
5	25-40	3	8,6%	very poor
Total		35	100%	
Average Score			100	Very Good

Based on table 8 showed, that there were 14 students (40%) in Very Good category. It means, from 1 diphthong [ɛə], students pronounced the words “during”. Correctly, while other for example pronounced the word “there” [ther] as [d̪ɛər]. There were 18 students (51,4%) in Average category, 3 students (8,6%) in Very Poor category. From the

explanation above can be concluded that students have problem in pronouncing diphthong [aʊ] is 100 in Very Good category.

### 8. Diphthong [ɔɪ]

In this research there were English diphthongs [ɔɪ] they are “boy” is English diphthong. Researcher described in the follow table 9

**Table 9 The Percentage of Students Score in Pronunciation**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	35	100%	very good
2	73-88	0	0%	Good
3	57-72	0	0%	Average
4	41-56	0	0%	Poor
5	25-40	0	0%	very poor
Total		35	100%	
Average Score			100	Very Good

Based on table 9 explained, there were 35 students (100%) in Very Good category. It means, from 1 diphthong [ɔɪ], students pronounced the word “boy”. Correctly, while other for example pronounced “boy” as [bɔɪ]. From the explanation above can be concluded that students’ Base on the result the data in content, diphthong [eɪ], [aɪ], [əʊ], [aʊ], [ɪə], [ʊə], [ɛə], and [ɔɪ]. The researcher accumulated the students’ pronounce score into all of diphthong that can be seen in the table 10:

**Table 10. The Percentage of Students Score in Pronunciation All of Diphthongs**

No	Range score	Frequency	Percentage	Pronunciation level
1	89-100	12	34,3%	very good
2	73-88	13	37,2%	Good
3	57-72	8	22,8%	Average
4	41-56	2	5,7%	Poor
5	25-40	0	0%	very poor
Total		35	100%	
Average Score			82,4	Good

## B. Discussion.

From the research finding, it showed that some students still have problems in English diphthong. In diphthong [eɪ] some of students still confused to pronounced English diphthong [eɪ] was in average score (75) in good category. It is also supported by Jones (1975:2) the students of spoken English or any other spoken language is faced at the out-set with difficulties of five kinds in the matter of pronunciation (1) students must learn to recognize readily and with certainly the various speech-sound occurring in the language. (2) Students must learn to make the foreign sounds which his own organs of speech. (3) Students must learn to use those sounds in their proper places in connected speech. (4) Students must learn the proper usage in the matter of 'sounds attributes' or 'prosodies' as they often called (especially length, stress, and voice-pitch). (5) Students must learn to contact sounds, i.e. to join each sound of sequence on to the next, and pronounce the complete sequence rapidly and without stumbling.

In diphthong [aɪ] some of students still confuse to pronounced English diphthong [aɪ] was in average score (61,5) in average category. It is also supported by Afifah (2011) findings who found that the sixth grade students of SDN 3 Cisaueun in pronouncing English diphthong was also in average category. Moreover, she mentioned three problems caused students ability in pronouncing diphthongs they are (a) Pronunciation of some English sounds are regarded difficult for the students. (b) The students difficult of pronunciation may come from several causes, such as mother tongue, personality, sociological aspect. (c) It is difficult to pronounce some sounds because the students need to spread the lips. In diphthong [aʊ] many students still confused to pronounced English diphthong [aʊ]. Their ability was in poor category. It was found that their score was 48,2. Pangesty et al (2013) promoted that inconsistency between the written words in English and the sounds become one factor made Indonesian learners difficulty to pronounce diphthong correctly. In English diphthong [ʊə] many students still confused to pronounced English diphthong [ʊə] where the students score was 54,5. It can be categorized also into poor category. Based on Oktaviani at al (2013) suggested to the students to practice more in pronouncing diphthong so that their diphthongs pronunciation can be improved.

In diphthong [ɪə] some of students still confuse to pronounced English diphthong [ɪə]. Where the students score was 68, it can be categorized also into average score. Similar to Aqilatul (2005) findings who found that English Education

Department of STKIP PGRI in pronouncing diphthong was also in fair category. Moreover, she mentioned three problems caused students ability in pronouncing diphthongs, they are (1) affected by students habit in imitating, mishearing and mispronouncing, (2) by orthographic writing, (3) by unrecognizeable words. The diphthong can pronounce correctly by students they are [ɛə], [ɔɪ], and [əʊ] students ability was in very good category. Rukmi (2009) mention that to keep and improve students' ability in pronouncing diphthong, educators might use English song. In edition she found use of English songs was effective in improving the ability in pronouncing English diphthongs of students with Javanese language background.

## C. Limitation of the Research

The researcher had afforded to conduct a better research to reach maximum research result. However, the researcher realized that still there is the limitation of the research as follow:

1. This research was only conducted in students' mastery in pronouncing English diphthong in reading aloud at second semester students of English study program in University of Pasir Pengaraian.
2. The distribution of speech sound they are four classes known as vowel, consonants, diphthong and triphthong. Based on explanation above the researcher limited the research because the researcher just analyzed about English diphthong, because researcher have limited time in this study and then, the researcher just want to know how is students ability in pronouncing English diphthong and don't talk about strategy or tips in pronouncing English diphthong. For the other researchers, the researcher hope to continue this research with different classes in distribution of speech sound as consonant, vowels and triphthong.

## CONCLUSION AND SUGGESTION

This research discussed about the conclusion and suggestion of this research. The conclusion of this research based on the result of the data which was analyzed by the raters and the researcher. The suggestion in this research aimed for the students, lecturers, and for the next researcher.

### A. Conclusion

The result of the research, the researcher would like to give conclusion about the research. Students' mastery in pronouncing English diphthongs' in reading aloud at second semester

students' of English Study Program in University of Pasir Pengaraian was 82,4 or in Good category.

While for English diphthong [eɪ] was category, students got (75%) in Good category for diphthong [eɪ] was in average score (75) were good category. While for English diphthong [aɪ] was category, students got (61,5%) in Average category for diphthong [aɪ] was in average score (61,5) were average category. While for English diphthong [əʊ] was category (100%) in Very Good category for diphthong [əʊ] was in average score (100) were very good category. While for English diphthong [aʊ] was category (48,2%) in Poor category for diphthong [aʊ] was in average score (48,2) were poor category. While for English diphthong [ɪə] was category (68%) in Average category for diphthong [ɪə] was in average score (68) were average category. While for English diphthong [ʊə] was category (54,5%) in Poor category for diphthong [ʊə] was in average score (54,5) were poor category. While for English diphthong [ɛə] was category (100%) in Very Good category for diphthong [ɛə] was in average score (100) were very good category. While for English diphthong [ɔɪ] was category (100%) in Very Good category for diphthong [ɔɪ] was in average score (100) were very good category. The score was taken from the raters and the researcher analysis.

## B. Suggestion

Based on the result of research, the researcher would like to give the suggestion as follows:

### a. For students

The students must have motivation and desire to learn English language especially in English diphthongs, the students should have more practices in Pronouncing English diphthong with teacher's guidance to get a good pronunciation.

### a. For lecturers

The teacher has to be a good pronunciation model for the students, the teacher role as a motivator for the students on learning English language, and he/she teacher role as a facilitator for the students on learning English language.

### b. For the next researcher

The researcher suggests this study will be continued by other researchers. The other researchers can conduct the research with the same themes in different topic.

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