



STUDENTS' DIFFICULTIES IN PRONOUNCING
DIPHTHONG AND TRIPHTHONG
TBI 1 FOURTH SEMESTER PERIOD 2018/2019
IAIN PADANGSIDIMPUAN

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

Written By :

AHMAD AYYUB
Reg. No. 15 203 00071

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2019



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**TARBIYAH AND TEACHER TRAINING FACULTY
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2019

LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Ahmad Ayyub
Item : 7 (seven) exemplars

Padangsidempuan, 12 September 2019
To:
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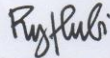
Assalamu 'alaikum.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ahmad Ayyub** entitled "**Students' Difficulties in Pronouncing Diphthong and Triphthong TBI-1 Fourth Semester Period 2018/2019 IAIN Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu 'alaikum wr. wb.

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DECLARATION OF SELF THESIS COMPLETION

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**AGREEMENT PUBLICATION OF FINAL TASK FOR
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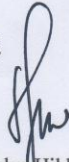


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EXAMINERS
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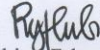
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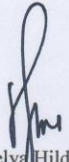
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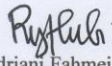


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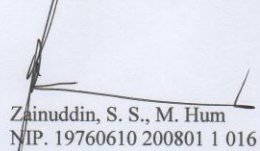
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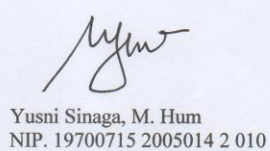
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LEGALIZATION

Thesis : **Students' Difficulties in Pronouncing Diphthong and
Triphthong TBI 1 Fourth Semester Period 2018/2019
IAIN Padangsidimpuan**

Written By : **AHMAD AYYUB**

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of
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ABSTRACT

This thesis was about an analysis on students' difficulties in pronouncing diphthong and triphthong TBI-1 fourth semester period 2018-2019 IAIN Padangsidimpuan. The purpose of this research was to know the students difficulties in pronouncing diphthong and triphthong , to know the dominant difficulties that faced by the students and the difficulties factor that faced by the students fourth semester IAIN Padangsidimpuan.

This research was done in IAIN Padangsidimpuan Jl. H. Tengku Rizal Nurdin KM. 4,5 Sihitang, Padangsidimpuan Tenggara, Kota madya Padangsidimpuan. This research was descriptive qualitative research, the informant of this research was ten students of TBI-1 IAIN Padangsidimpuan. In collecting the data the researcher used recording and interview as the instrument.

The researcher found the students' difficulties was in different elements between native language and the target language and similar sounds in two languages which differ only slightly in their phonetic features. The dominant difficulties was in different elements between native language and the target language and dominant difficulties in sound was diphthong /eə/ and triphthong /əuə/. There were three factors that made students difficult, they were mother tongue, lack of knowledge and borrowed English words.

Key word: diphthong, triphthong, difficulties, phonetic.

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Nim : 15 203 00071
Judul : **Students' Difficulties in Pronouncing Diphthong and Triphthong TBI 1 Fourth Semester Period 2018/2019 IAIN Padangsidimpuan**

ABSTRAK

Skripsi ini membahas tentang analisa kesulitan mahasiswa dalam mengucapkan diphthong dan triphthong pada semester 4 TBI -1 IAIN Padangsidimpuan tahun ajaran 2018-2019 di IAIN Padangsidimpuan. Penelitian ini bertujuan untuk mengetahui kesulitan mahasiswa dalam pengucapan diphthong dan triphthong, kesulitan yang paling dominant dan faktor yang menyebabkan kesulitan itu terjadi.

Penelitian ini di lakukan di IAIN Padangsidimpuan Jl. H. Tengku Rizal Nurdin KM. 4,5 Sihitang, Padangsidimpuan Tenggara, Kota madya Padangsidimpuan. Jenis dari penelitian ini adalah deskriptif kualitatif dengan informan sepuluh mahasiswa TBI-1 IAIN Padangsidimpuan. Dalam pengumpulan data peneliti menggunakan wawancara dan rekaman.

Peneliti menemukan kesulitan yang dihadapi mahasiswa adalah dalam berbedanya unsur yang ada dalam bahasa penutur asli dengan bahasa target dan kesamaan bunyi dalam kedua bahasa namun berbeda sedikit dalam sistem bunyinya. Kesulitan yang paling dominant dalam diphthong adalah suara /eə/ dan dalam triphthong adalah suara /əuə/. Faktor yang menyebabkan kesulitan itu terjadi adalah pengaruh dari bahasa ibu, kurangnya pengetahuan tentang system suara bahasa Inggris dan pengaruh dari kata serapan.

Kata kunci: diphthong , triphthong, kesulitan, fonetik.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now. My biggest gratitude goes to those who have helped the writer in finishing this thesis, they are:

1. Ms. Rayendriani Fahmei Lubis M. Ag., as the first advisor who has guided the researcher completing this research.
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3. Prof. Dr. H. Ibrahim Siregar, MCL., as a rector of Padangsidempuan State for Islamic Studies.
4. Dr. Lelya Hilda, M.Si., as a Dean of Tarbiyah and Pedagogy Faculty.
5. Ms. Fitri Rayani Siregar, M.Hum., as a Chief of English Education Department
6. Ms. Sri Rahmadhani, M.Pd., as the Secretary of English Education Department.
7. All lecturers and staff in English Education Department who have given their valuable advice and cooperation.

8. Chief of IAIN Library and all staffs for their cooperation for using many books and references.
9. Special thanks to my beloved parents (Mr. Mahmuddin and Ms. Delisma Nasution), all my brothers (Mr. Asad Tanjung, Mr. Akmal Tanjung, Mr. Askar Tanjung, Mr. Aidil Mahmud, Mr. Anzal Wahyu) and my sister MS. Aflah Tanjung.
10. My best friends Imam Tarmizi Situmeang, Feri Sandi, and Amilin who always give me advice and supporting to finish this research. The others family of TBI 1 Wardah, Wulan, Dian, Miranti, Adan, Yumna, Rahma, Riska Mul, Riska Nov, Ningsih, Fifah, Putri, Winda, Dewi, Tukma, Widy, Iki, Nisa, Manik, Murni, Amini, Dwi, Amel, Giant, Tia, Wardani, Meli, Yanti, Hotdal.
11. All my friends in IAIN Padangsidempuan, especially to DEMA I IAIN Padangsidempuan, DEMA FTIK and CEAS.
12. Special thanks to members of TBI 1 fourth semester that have given a big contribution in this research, and all my friends that i could not say one by one.

Padangsidempuan, 16 September 2019

Declaration maker,

Ahmad Ayyub

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English used as international language in the world, most of the people in the world used English to interact each other in all countries. The area of English has always become a special interest, it is because of the importance of English in any scope of our lives. As international language, English is so important to make someone succesful in mastering science and technology. So, if human master English well, they will get information or globalization essay easily.

In Indonesia, English is as a foreign language, it is not an official language but it is the first language learned at school untill university and being a complusory subject in our education system. English role in Indonesia is used as a medium of communication in such domains as the public media, educational system and technology. English language can help Indonesian students to immerse both science and social knowledge.

In learning English, there are four basic skills that must be mastered. The four basic skills are listening reading speaking and writing. Learning English is not only knowing the meaning of the words and structures but also knowing how the sounds are produced, and it is called pronunciation.

English language has mechanics, one of these mechanics is pronunciation. Good pronunciation should be one of the first things that students learn in English. Students can live without advanced vocabulary, students can use simple words to say what they want to, students can live without advanced grammar, students can

use simple grammar structures instead, but if students don't have good pronunciation, the students will probably negatively affected the message and the speakers image among listeners.

Pronunciation is an urgent factor to make people in conversation successfully. Pronunciation is important to avoid misunderstanding and to convey the meaning when human talk with someone. Pronunciation is the way to make a sound in a our mouth. Pronunciation is the way in which a language or a particular word or sound is spoken.¹ It means the sounds that produced in the organ of mouth.

A good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make misunderstanding in conversation. Indonesian students often make errors in pronunciation. The first reason is the different elements between target language and native language. The problem in pronouncing English words may be caused by the similar sounds between native language and target language with slightly different quality. The other reason is the same sounds between native language and target language but allophonic in target language.

Pronunciation is an essential part in a language, for the nature of a language is a spoken. The way to pronounce English words depends on how the word are heard on our ears. The important of pronunciation as a subcomponent of language skills is one of number of serious problem that faced by the learners of English as a foreign language.

¹ AS. Hornby, *Oxford Learner's Pocket Dictionary*, 4th ed. (New York: Oxford University Express, 2011), p.325.

The first important of pronunciation is to improve intelligible ways of speaking. Lessons should engage learners in using sounds in more personalized ways and through more spontaneous speaking. That is why, students must pay attention to pronunciation fully.

The second important of pronunciation is to keep affective consideration in mind. It is essential to realize that pronunciation practice normally takes in front of other students and teacher. This is an area for the teacher to provide learners with generous degrees of affective support.

The third important of pronunciation is the way to give feedback to the learner, teacher should give supporting, guide them and provide the best cues for improvement. Feedback can be given by you as the teacher of that class, by peers, and through self awareness training in conjunction with live research.

Diphthong is part of pronunciation. Diphthong is a movement from one vowel to another one without a break at all in between. Diphthong is a combination of two vowel sound. Diphthongs are transcribed by sequence of two symbols, the first showing the point and the second indicating the direction. It is so important to remember the first vowel is longer and stronger than the second vowel, so that the stress and the intonation sounded native, it is important too to know if diphthong is divided into two kinds, they are centering diphthong and closing diphthong.

Triphthong is also a part of pronunciation, triphthong is a movement from one vowel to another and then the third. If diphthong has two symbols, triphthong

is represented by three symbols. So the difference between diphthong and triphthong is triphthong has more symbols than diphthong.

Practice is the key word for four basic skills and the mechanics in English. It includes practicing pronunciation diphthong and triphthong, the learner of English must be able to pronounce the vocabulary correctly especially in diphthong and triphthong vocabulary when they speak up each other.

When the researcher was in the third semester of IAIN Padangsidimpuan, it was rather difficult to pronounce diphthong and triphthong. Based on the researcher's discussion with one of TBI 1 students. He and his friends still have problem to pronounce diphthong and triphthong eventhough they had been already in Ma'had Jamiah IAIN for a year.² In Ma'had Jamiah the students have obligation to speak English everyday. From the all above explanations, the researcher wants to research deeply about diphthong and triphthong that pronounced by students of TBI-1 fourth semester IAIN Padangsidimpuan.

B. The Focus of the Research

Actually the discussion of pronunciation is so large, such as consonant, long vowel, short vowel, stress, rythem and intonation. Here, the researcher only focuses the research on diphthong and triphthong.

C. The Defenition of the Key Term

To be clearly, the researcher wants to introduce the key term of this research, they are:

²Pidiwansyah, *Private Interview*, on 30 January 2019 in FTIK faculty IAIN Padangsidimpuan

1. Students' Difficulties

Students difficulties is a person who is doing or studying that face difficult and need effort to solve it.

2. Diphthong

Diphthong is sounds that have movement from one vowel to another vowel. Diphthong is sounds consists of a movement or glide from the first vowel to the second.

3. Triphthong

Triphthong is a type of vowel which there are two appear changes in quality during a syllable, as in common pronunciation of English *fire* and *tower* /*faiə*/ and /*taʊə*/.³ From this defenition the researcher takes the conclusion if triphthong is a movement from one vowel to the second and then finally to the third.

D. The Formulation of the Problem

Based on the background of the problem above, the formulation of this research is formed in three interogative sentences, they are :

1. What are students' difficulties in pronouncing diphthong and triphthong?
2. What are students' dominant difficulties in pronouncing diphthong and triphthong?
3. What makes students difficult to pronounce diphthong and triphthong?

³ David Crystal, *A Dictionary of Linguistics and Phonetics*, 6th ed. (USA: Blackwell, 2008), p.496-497, <https://libgen.is/book/index.php?md5=A18DCDD51F3A938486A18330942E353C>. On March 13th 2019.

E. The Objective of the Research

Based on the above formulation of the problem, it can be concluded that the objective of this research are:

1. To know students' difficulties in pronouncing diphthong and triphthong.
2. To know students' dominant difficulties in pronouncing diphthong and triphthong.
3. To know students' difficulties factors in pronouncing diphthong and triphthong.

F. The Significances of the Research

There are two significances of this research, the first is theoretically, the second is practically. It will be described as follows:

1. Theoretically

This research can be used as the review of learning material which has discussion about diphthong and triphthong. In diphthong material, it will be found the discussion about definition of diphthong, types of diphthong, and the example of diphthong. In the discussion of triphthong, it also will be found the definition of triphthong, types of triphthong and example of triphthong. In this research also the students will know the way in pronouncing diphthong and triphthong, so that the students can avoid mispronunciation in communication.

2. Practically

Practically, there are at least four significances, they are:

- a. Chief of English Department, to encourage lecturers to do the best in teaching.
- b. Lecturers, to help them to find out students' difficulties in pronouncing diphthong and triphthong.
- c. Students, to overcome their weakness in pronouncing diphthong and triphthong.
- d. Reseachers, to do further the same topic of the research.

G. The Outline of the Research

The systemic of this research was devided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

First chapter consisted of introduction, they were: *first*, the background of the problem. *Second*, the focus of the problem. *Third*, the defenition of the key term. *Fourth*, the formulation of the problem. *Fifth*, the objective of the research, *Sixth*, the significances of the research. *Seventh*, the outline of the thesis.

The second chapter consisted of: theoritical description involve; defenition of pronunciation, English vowel, difficulties, pronunciation difficulties, diphthong, kinds of diphthong, triphthong. In this chapter explained clearly diphthong, triphthong example and also kinds both of them.

The third chapter consisted of: kind of research, place and time of the research, subject of the research, data source, technique of collecting the data, technique of checking trustworthiness and technique of data analysis.

The fourth chapter consisted of finding and discussion. The finding described about students' difficulties in pronouncing diphthong and triphthong, students dominant difficulties in pronouncing diphthong and triphthong, students' difficulties factor in pronouncing diphthong and triphthong.

The fifth chapter consisted of conclusion and suggestion. The conclusion include the result of the research, the difficulties that faced by students to pronounce diphthong and triphthong, the dominant difficulties and difficulties factor. Suggestion include the suggestion to the head of English department, lecturer, students and another researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Review

1. Pronunciation

According to *Oxford Learner's pocket Dictionary*, “pronunciation is the way in which the language or a particular word or sound is spoken.”¹. Meanwhile David Nunan says, “pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use.”² “Pronunciation is the way we make the sounds of the language, how and where we place stress, and how we use pitch and intonation to show how we are feeling and what we mean.”³ From that definition the researcher concludes that pronunciation is the way to pronounce English word perfectly by using organ of mouth.

Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do communication.

2. English Vowel

According to Oxford Dictionary “vowel is speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the

¹ Hornby, *Oxford Learner's Pocket Dictionary*, p.352.

² David Nunan, *The Cambridge Guide to Teaching English Speakers of Other Languages* (New York: Cambridge University Press, 2001), p.56, <https://libgen.is/book/index.php?md5=47EB20DB21513D6AF5DC7C8063F2DB6C>. On February 25th 2019.

³ Jeremy Harmer, *How to Teach English* (England: Longman, 2007), p.281, <https://libgen.is/book/index.php?md5=3A6EC6CF00C463D15E484E4D41FD3764>. On March 5th 2019.

teeth.”⁴ A vowel is the nucleus a consonant a marginal element in the syllable.⁵ Vowels are sounds made by modulating the air stream leaving the lungs through the oral cavity freely, without any obstacle.⁶ In other words vowels are sound that produced with the opened mouth but the tongue do not touch the top and the button of the mouth.

Here is vowel sound in English pronunciation:

No	Vowel Sound	Example	Pronunciation	Meaning
a.	/i:/	Sheep	/ʃi:p/	Domba
b.	/i/	Ship	/ʃɪp/	Kapal
c.	/e/	Bed	/bed/	Tempat tidur
d.	/æ/	Bad	/bæd/	Jelek
e.	/ɑ:/	Father	/fɑ:ðə/	Ayah
f.	/ɔ:/	more	/mɔ:/	Melihat
g.	/ɑ/	Lock	/lɑk/	Mengunci
h.	/ʊ/	Pull	/pʊl/	Menarik
i.	/u:/	Spoon	/spu:n/	Sendok
j.	/ə/	About	/ə'baʊt/	Tentang
k.	/ʌ/	Above	/ə'bʌv/	Diatas
l.	/ɜ/	Bird	/bɜ:d/	Burung

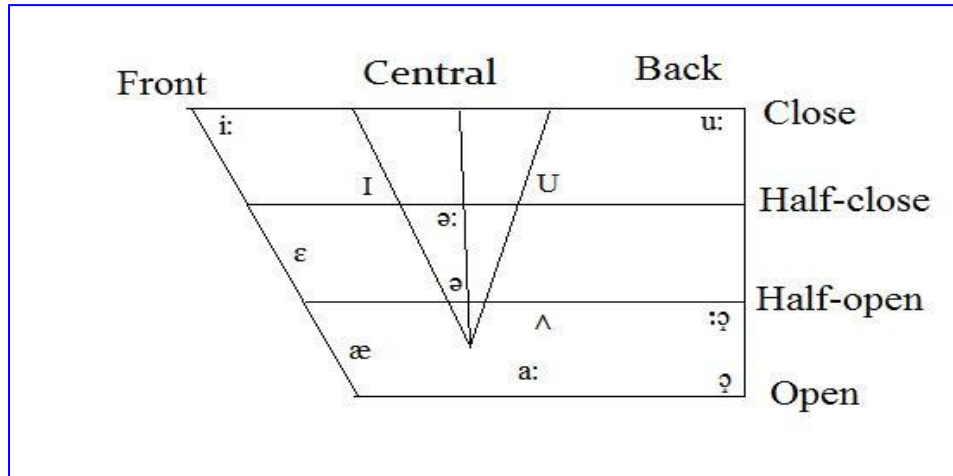
The following are diagrams showing approximately the mode of formation of the vowels and diphthongs used in one type of Received English. The position of the dots show :

⁴ Hornby, *Oxford Learner's Pocket Dictionary*, p.496.

⁵ Hamka, Erawadi, and Fitri Juliana Lubis, "The Analysis of Students' Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan," *English Education* 4, no. 2 (2017): p.46, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1169>. on May 14th2019

⁶ Hana Vančová, *Phonetics and Phonology A Practical Introduction to Pronunciation and Transcription* (Trnava: Učebné Texty, 2016), p.12, <http://pdf.truni.sk/download?e-skripta/vancova-phonetics-and-phonology-2016.pdf>. On March 13th2019.

Figure 1: Vowel diagram (source : Daniel Jones)



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 /i/.

3. Difficulties

a. Defenition of Difficulties

A.S Hornby stated that difficulty is the state or condition of being difficult.⁷ Difficulty is the fact or actuality of not being easy to do or understand.⁸ It means difficulties are conditions that need an effort to do or to understand.

b. Pronunciation Difficulties

According to Ramelan as quoted by Nunung that there are five pronunciation difficulties that faced by Indonesian students. They are:

⁷ A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.322.

⁸ Elizabeth Walter, *Cambridge Learner's Dictionary*, 4th ed. (Cambridge: Stella O'shea, 2012), p.35.

1. Transfer of Linguistic Habit

A foreign language learners usually meet the difficulties in learning language process because since childhood the foreign learners had been trained to speak by using mother tongue. The organ of mouth that used to pronounce word has been usual to pronounce the mother tongue. That is why the learners feel difficult to change that habit.

2. Different Elements between Native Language and the Target Language.

In English language there are some elements that different with Indonesian language. Such as the first sound of English word *she* [ʃi:] - *subject pronoun that indicate a woman*. Indonesian students will feel difficult to pronounce that sound because it does not exist in Indonesian language. The possibility sound that pronounced by the Indonesian students will be “s” sound. So instead of pronouncing [ʃi:] Indonesian students will pronounce [si:]. It is similar with “see” – *become aware of something or somebody by using eyes*. Eventually it will make misunderstanding between the speaker and listener.

3. The Same Phonetic feature in both Language but Differ in Their Distributions

This can be illustrated by the sound ‘voiced stop consonants’ /b.d.g/ which are found in both English and Indonesian, but differ in their distributions. In English those stops occur at utterance initial, medial, and final position such as in the following words: “book” [buk], “ago”

[ə¹gəʊ], “sad” [sæd]. In Indonesian, however, they occur only at word initial and medial position, but never at word final position, for instance in the words: *beras*, *kabar*. In Indonesian orthography the letters *b*, *d*, *g*, are sometimes found at word final position such as in: *sebab*, *abad*, *grobag*, but they are pronounced as ‘voiceless stops’ that is /p/, /t/, and /k/ respectively.

4. Similar Sounds in the Two Languages, which Have Different Variants or Allophones.

Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds. The sounds /s/ and /k/, for instance, are familiar in both Indonesian and English. However, in the latter the two sounds may occur consecutively or in an order one following the other, whereas in the former no such a sequence is found. It is no wonder that Indonesian students will have difficulty in pronouncing a cluster of sounds such as found in the following English words: *speak*, *spring*, *stand*, *street*, *sky*, *scream*, *twelfths*, *worlds*. In Indonesia instead of pronouncing *skai* Indonesian students often pronounced *sekai* or *sikai*

5. Similar Sounds in two Languages which Differ only Slightly in Their Phonetic Features.

In the following English words with italic letter are the examples of English with slight phonetic differences with Indonesia language: no [nəʊ], ice [*ais*] and make [*meik*]. In Indonesia usually found one sound

one letter, but in English there is a possibility that one letter has many sounds, for example sound “a”, this letter may have specific sound they are: [eɪ] in the word “pain” [peɪn], [æ] in the word “bad” [bæd], [ɑ:] in the word “task”, [tɑ:sk], [ə] in the word “breakfast” [brekfəst].⁹

Based on above explanation, the researcher concluded that pronunciation difficulties are: transfer of linguistic habit, the existence of the phonetic alphabets from the foreign sounds, the different distributions of sounds that similar in phonetic features, a cluster of sounds in some English words, two languages have similar sounds which differ only slightly in their phonetic features,

c. Factor of Difficulties in Pronunciation

There are some factors that make students feel difficult in pronouncing English words, Dulay as quoted by donal stated that there are three difficulties factor in pronunciation¹⁰. *First* is students’ mother tongue language. Since the students were born, mother tongue language has been deeply implanted to the students, it makes the students feel difficult when learning the new language. *Second* is the lack of knowledge in English sound system. Indonesian sound has similarity to letter or word. It is different with the English language there are so many letters or words that not same with the sound, for example : the letter “i” it can be sounded /ai/

⁹ Nunung Setiyo Rini, “Improving the Students’ Mastery in Pronouncing Consonants /f/ and /v/,” *English Language Teaching* 5, no. 1 (2016): p.3, <https://journal.unnes.ac.id/sju/index.php/elt/article/view/9886/6326>. on August 3rd 2019

¹⁰ Andri Donal, “Indonesian Students’ Difficulties in Pronouncing English Diphthong,” *Journal of English Education* 2, no. 2 (2016): p.60-61, http://e-journal.upp.ac.id/index.php/jee/article/viewFile/1305/pdf_21. on August 3rd 2019

as in mind [*maind*] or can be sounded “i” as in sit [*sit*]. *Third* is unsuccessfull in using borrowed english words, like horizon [*hə:raizn*] indonesian students said *horison*.

4. Diphthong

a. Defenition of Diphthong

Diphthong is a term that used in the phonetic classification of vowel sounds on the basis of their manner of articulation and has two vowel. Diphthong is in connection a vowel where there is a single (perceptual) noticeable change in quality during a syllable.¹¹ Diphthong is a vowel that has obvious change in tongue or lip shape. Diphthong is vowels whose quality changes when it is produced.¹² It means that diphthong is a vowel that has quality changes when we produce it.

Peter Roach says diphthong is soudns which contains of a movement from the first vowel to another. In term of length, diphthongs are similar to long vowel.¹³ Anas Syafei described diphthong is a sound that arranged of two sounds of vowel pronounced in succession within the limits of syllable.¹⁴ Diphthongs are vowels that exhibit a change in quality

¹¹ Crystal, *A Dictionary of Linguistics and Phonetics*, p.176.

¹² Francis Katamba, *An Introduction to Phonology*, 1st ed. (New York: Longman Group UK Limited, 1989), p.12,
<https://libgen.is/book/index.php?md5=8AAA4354A4E9E871487BE91E7B955347>. On March 5th 2019.

¹³ Peter Roach, *English Phonetics and Phonology*, 2nd ed. (Cambridge: Cambridge University Press, 1991), p.19,
<https://libgen.is/book/index.php?md5=0D8F3074FA21FC1C304E9DF2853160D6>. On April 4th 2019.

¹⁴ Anas Syafey, *English Pronunciation Theory and Practice* (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Pendidikan, 1998), p.13.

within a single syllable¹⁵ Based on the above definition the researcher concludes that diphthong is a movement in the mouth from one vowel to other vowel. Diphthong is a term in pronunciation that has a glide from a vowel to another.

The example of the above explanation, the word “say” /sei/ is one diphthong and syllable and the diphthong in word “cake” has the phonemic symbol /ei/, it shows that there is movement from /e/ to /i/, it describes the two extremes of vowel movement, the starting point or first element /e/, glides toward the second element /i/.

In term of length diphthongs are like the long vowel when it is pronounced. Perhaps the most important thing to remember all about diphthong is that the second part is weaker and shorter than the first part.¹⁶ It means when the diphthong sound will be pronounced, the speaker have to notice the first and the second part, and it must be remembered the first part must be stronger and longer than the second.

For example most of the diphthong “ai” as in eye, die, and may consists of the a vowel. It is the [a] vowel that is the main part, and the final [i] vowel is called an offglide.¹⁷ Only in a just around last quarter of the diphthong does the glide to i become noticeable. As the glide to i

¹⁵ William O’grady, *Contemporary Linguistics An Introduction* (United States: Bedford/St.Martin, 2005), p.45.

¹⁶ Roach, *English Phonetics and Phonology*, p.20.

¹⁷ David Deterding, “How Many Vowel Sounds Are There in English?,” *STETS Language & Communication Review*, 3, no. 1 (2004): p.21, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.721.646&rep=rep1&type=pdf>. On March 7th 2019.

happens, the loudness of the sound decrease. As a result the i sound shorter and quiter.

b. Kinds of Diphthong

English diphthong is divided in two types, and each type is divided into several parts. Sinurat in Herman said:

“There are two types of English diphthongs, they are the rising (closing) and the centring diphthongs. The rising diphthongs are those ending in high vowels such as / ɪ / and / ʊ /. The English rising diphthongs are / eɪ /, / aɪ /, / ɔɪ /, / aʊ /, and / oʊ /; and the centring diphthongs are those ending in / ə / such as / eə /, / ɪə /, and / ʊə /.”¹⁸

From this explanation the researcher concludes that diphthong is divided into two types, closing diphthong which is there is a sounds movement from one vowel to sound *i* and *u*, and centering diphthong which is a movement of vowel sound in to sound ə .

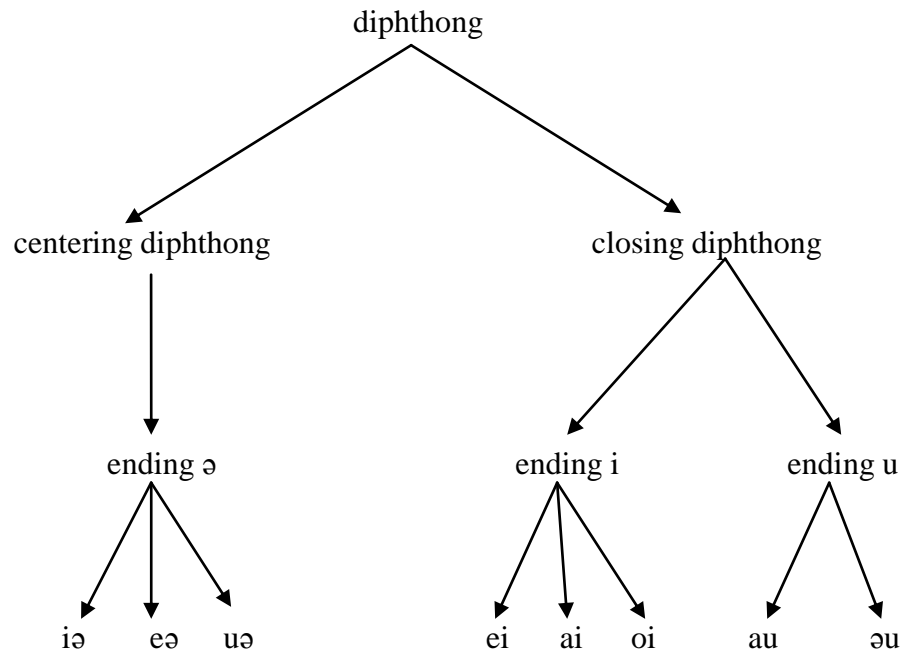
Indonesian has two most commonly used diphthongs, such as found in the words “sampai” [sɑmpɛi] and kerbau [kərbəu]. These diphthongs differ from their English partners in the nature of the first elements. It is therefore, the ordering for Indonesian students learning English to pay attention to the pronunciation of these English diphthongs.

To make us easier to remember and make the diphthong clear, let see the diagram below :

¹⁸ Herman, “Students ’ Difficulties in Pronouncing the English Labiodental Sounds,” *Communication and Linguistics Studies* 2, no. 1 (2016): p.3, <https://doi.org/10.11648/j.cls.20160201.11>. On February 4th 2019.

figure 2 diagram of diphthong

(source :Peter Roach)

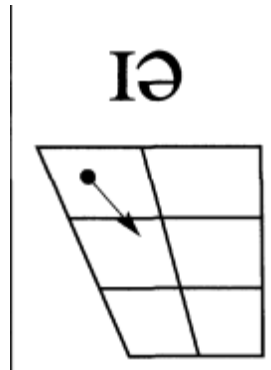


From the above diagram, we can see centering diphthong is divided into three types, they are iə, eə, uə. Closing diphthong is divided into five types they are ei, ai, oi, au, əu. And it will be discussed one by one as follows:

1. Centering diphthong

The centering diphthong glides towards the ə (schewa) vowel, as the symbol indicates :

Figure 3 (diphthong iə)

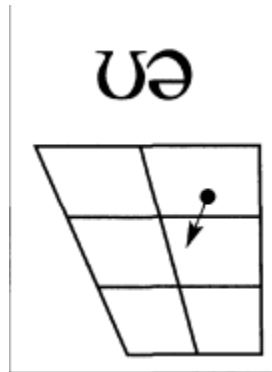


The glide begins in the position for /i/, moving down and back toward /ə/. The lips are neutral, but with a small movement from spread to open. the starting point is a little closer than *i* in bit and bin.¹⁹ Here are some examples of the (iə) :

No.	Centering diphthong	Pronunciation	Meaning
1.	Here	[hɪə]	Sini
2.	Fear	[fiə]	Takut
3.	Beard	[biəd]	Jenggot
4.	Tear	[tiə]	Air mata
5.	Sincere	[sɪnsiə]	Tulus
6.	Beer	[biə]	Bir
7.	Near	[niə]	Dekat
8.	Ear	[iə]	Telinga
9.	Minion	[miniən]	Anak buah

¹⁹ Roach, *English Phonetics and Phonology*, p.20.

Figure 4(diphthong uə)

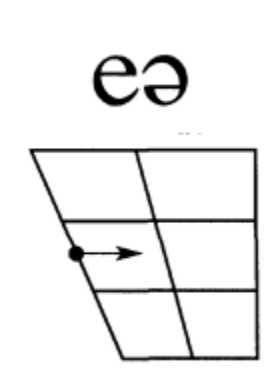


The movement is begun in the position for /u/, moving forwards and down toward /ə/ vowel. The lips are loosely rounded, becoming neutrally spread. This has a starting point slightly closer than u in ‘put’, ‘pull’.²⁰ This below are some examples of uə :

No.	Centering diphthong	Pronunciation	Meaning
1.	Sure	[sʊə]	Pasti
2.	Tour	[tʊə]	Perjalanan
3.	Cure	[kjʊə]	Obat
4.	Pure	[pʊə]	Bersih
5.	Residual	[rɪzɪdʒʊəl]	Sisa
6.	Rural	[rʊərəl]	Pedesaan
7.	Sanctuary	[sæŋktʃʊəri]	Tempat perlindungan
8.	January	[dʒænuəri]	Januari

²⁰ Roach, p.21.

Figure 5(diphthong eə)



The diphthong [eə], when described as a movement from the front, mid, lax, and unrounded vowel [e] into the mid, centre, tense [ə] vowel.²¹ This diphthong begins with the same vowels as the “e” in “get”.²² The following is the example of eə :

No.	Centering diphthong	Pronunciation	Meaning
1.	Hair	[heə]	Rambut
2.	Pair	[peə]	Sepasang
3.	Bare	[beə]	Gundul
4.	Rare	[reə]	Jarang
5.	Chair	[tʃeə]	Kursi
6.	Raring	[reəriŋ]	Penuh kegembiraan
7.	Repair	[ripeə]	Memperbaiki
8.	Air	[eə]	Udara

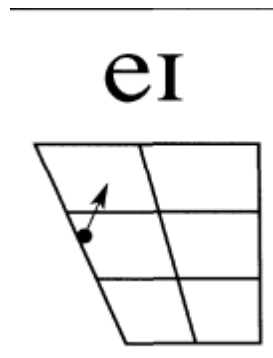
²¹ Hepy Adityarini, “Gliding Decrease of Pronouncing English Diphthong,” *Kajian Linguistik Dan Sastra* 20, no. 2 (2008): p.143, https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=gliding+decrease+of+pronouncing+english+diphthong&btnG=. On march 7th 2019

²² Roach, *English Phonetics and Phonology*, p.21.

2. Closing diphthong

The closing diphthongs have the characteristic that they all end with a glide towards a closer glide.”²³ The closing diphthongs can be further subdivided into fronting (moving towards a close *front* vowel [x]) and backing (moving towards a close *back* vowel [k]).²⁴ closing diphthongs glided down and back in a counter- clockwise direction, and backing, closing diphthongs shifted down and forward in a clockwise di- rection.²⁵ It means closing diphthong is devided into fronting (a movement to front vowel) and bakcing (a movement to back vowel).

Figure 6 (diphthong ei)



“The diphthong [ei], when described as gliding from the front, mid, tense vowel [e] into the front, high, lax vowel [i].”²⁶ The starting point is the same as ‘e’ in man and get. here are some examples :

²³ Roach, p.21.

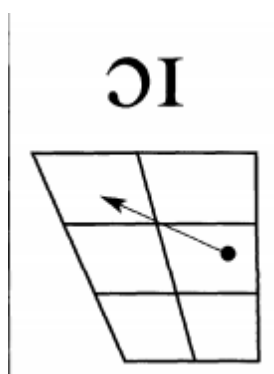
²⁴ Beverley Collins and Inger M Mees, *Practical Phonetics and Phonology*, 3rd ed. (New York: Routledge, 2013), p.106, <https://libgen.is/book/index.php?md5=EF324903729B686DA6F409EC7345C263>. On March 5th 2019.

²⁵ Shivonne M Gates, “Ethnic Stratification and Variation in the London Diphthong System,” *U. Penn Working Papers in Linguistics* 24, no. 2 (2018): p.39, https://www.researchgate.net/publication/328292521_Why_the_Long_FACE_Ethnic_Stratification_and_Variation_in_the_London_Diphthong_System. On March 7th 2019

²⁶ Adityarini, “Gliding Decrease of Pronouncing English Diphthong,” p.143.

No	Closing diphthong	Pronunciation	Meaning
1.	Raid	[reɪd]	Serangan
2.	Pain	[peɪn]	Sakit
3.	Fail	[feɪl]	Gagal
4.	Tail	[teɪl]	Ekor
5.	Same	[seɪm]	Sama
6.	Made	[meɪd]	Membuat
7.	Rain	[reɪn]	Hujan
8.	Bale	[beɪl]	Bandel
9.	Mate	[meɪt]	Jodoh
10.	Sale	[seɪl]	Penjualan
11.	Sane	[seɪn]	Bijaksana
12.	Sadism	[seɪdɪzəm]	Sadisme

Figure 7 (diphthong oi)

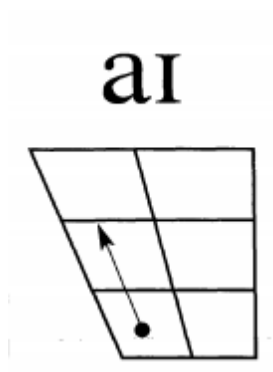


The glide begins in the position for /ɔ:/, moving up and forward toward /ɪ/. the lips start open and round and change to neutral. The first part of this diphthong has the same quality as ɔ: in ought and born

Examples :

No.	Closing Diphthong	Pronunciation	Meaning
1.	Soil	[sɔɪl]	Tanah
2.	Coil	[kɔɪl]	Gulungan
3.	Point	[pɔɪnt]	Menunjuk
4.	Coin	[kɔɪn]	Uang logam
5.	Moist	[mɔɪst]	Lembab
6.	Noise	[nɔɪz]	Ribut
7.	Foil	[fɔɪl]	Timah
8.	Boil	[bɔɪl]	Merebus
9.	Boy	[bɔɪ]	Anak laki
10.	Ointment	[ɔɪntmənt]	Obat salep
11.	Hoist	[hɔɪst]	Kesekan

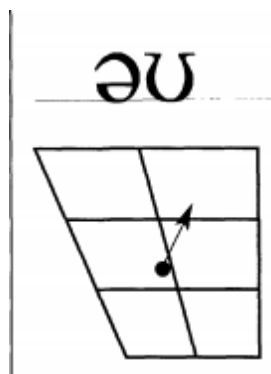
Figure 8 (diphthong ai)



The diphthong [ai], when described as gliding from the front, low, tense vowel [a] into the front, high, lax vowel [i],²⁷ it is quite similar to the ‘ʌ’ in word ‘cut’ and ‘bun’. For examples:

No.	Closing Diphthong	Pronunciation	Meaning
1.	Mine	[main]	Punyaku
2.	File	[faɪl]	Arsip
3.	Rice	[raɪs]	Nasi
4.	Ice	[aɪs]	Es
5.	I	[aɪ]	Saya
6.	Line	[laɪn]	Garis
7.	Knight	[naɪt]	Satria
8.	Mind	[maɪn]	Otak
9.	Right	[raɪt]	Benar

Figure 9(diphthong əu)



The diphthong [əu], when described as gliding from the mid, centre, tense vowel [ə] into the back, high, tense, and rounded vowel [u].

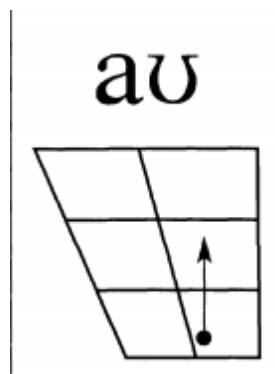
²⁷ Adityarini, p.143.

The lips may be slightly rounded in anticipation of the glide towards $ʊ$, for which there is quite noticeable lip-rounding.

Examples :

No	Closing diphthong	Pronunciation	Meaning
1.	Load	[ləʊd]	Memproses
2.	Home	[həʊm]	Rumah
3.	Most	[məʊst]	Sebagian besar
4.	Go	[gəʊ]	Pergi
5.	Fold	[fəʊld]	Lipatan
6.	Folk	[fəʊk]	Rakyat
7.	Follow	[fəʊləʊ]	Mengikuti
8.	Interpose	[ɪntəpəʊs]	Mengemukakan
9.	Know	[knəʊ]	Mengetahui
10.	Show	[ʃəʊ]	Menunjukkan

Figure 10 (diphthong au)



This diphthong is begun with a vowel similar to a : but a quite more front. The diphthong [aʊ], when described as gliding from the front,

low, tense, and rounded vowel [a] into the back, high,tense,\ and rounded vowel [u].

For examples :

No.	Closing Diphthong	Pronunciation	Meaning
1.	Sow	[səʊ]	Menabur
2.	Found	[faʊnd]	Menemukan
3.	Foul	[faʊl]	Kecurangan
4.	Now	[naʊ]	Sekarang
5.	Shout	[ʃaʊt]	Teriak
6.	Cow	[kaʊ]	Lembu
7.	Count	[kaʊnt]	Menghitung
8.	Council	[kaʊsl]	Dewan
9.	Couch	[kaʊtʃ]	Dipan
10.	Louse	[laʊs]	Kutu

5. Triphthong

“Triphthong is a sequence of three vowels.”²⁸ Triphthongs are made by adding the schwa element at the end of closing diphthongs.²⁹ Triphthong is a type of vowel which there are two appear changes in quality during a syllable, as in common pronunciation of English *fire* and *tower* /*faiə*/ and /*taʊə*/.³⁰ “A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption.”³¹ Triphthongs are referred to as

²⁸ Ulrike Gut, *Introduction to English Phonetic and Phonology* (Berlin: Peter Lang, 2009), p.60, <https://libgen.is/book/index.php?md5=D006A1B04A25CC4833A194D5C85EF083>.

²⁹ Vančová, *Phonetics and Phonology A Practical Introduction to Pronunciation and Transcription*, p.21.

³⁰ Crystal, *A Dictionary of Linguistics and Phonetics*, P.496-497.

³¹ Roach, *English Phonetics and Phonology*, p.23.

triple sounds. While pronouncing a triphthong, there is a movement or glide from the first vowel to the second and then last to the third.³² Based on the above definitions the researcher concludes that triphthong is movement from one vowel to the second and ending in the third vowel where there are two noticeable changes in quality during syllable.

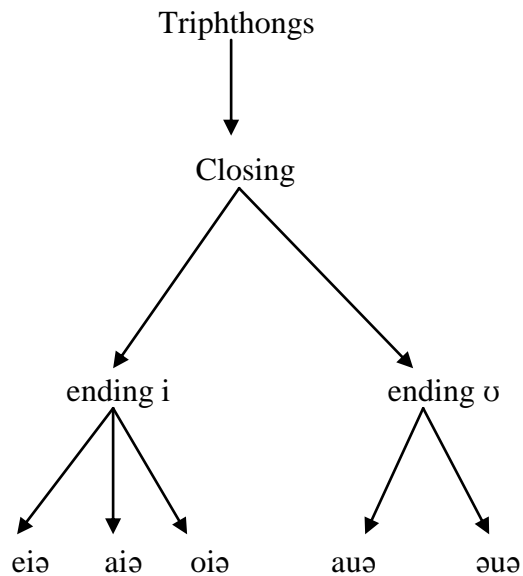
The most complex English sounds of the vowel type is triphthong. They can be rather difficult to pronounce and very difficult to recognize. The principal cause of difficulty for foreign learners is that in present day English the extent of the vowel movement is very small, except in very careful pronunciation.

The triphthongs can be looked on being composed of the five closing diphthong that described above, with ə added at the end. Triphthongs consist of five. They are / eɪə / for player ['pleɪə r], / aɪə / for iron [aɪən], / ɔɪə / for loyal ['ləɪəl], / aʊə / for hour [aʊə r], and / əʊə / for lower ['ləʊə r].³³ Thus it will be gotten :

³² Happy Dumbi Omenogor, Faith Fatima, and Oshioke Oyakhire, "Understanding Some Essentials of English Language and Its Global Status for Enhanced Productivity," *Knowledge Review* 26, no. 1 (2012): p.105, <http://www.globalacademicgroup.com/journals/knowledge-review/UNDERSTANDING SOME ESSENTIALS OF ENGLISH.pdf>. On March 7th 2019.

³³ Herman, "Students' Difficulties in Pronouncing the English Labiodental Sounds," p.3.

figure 11. (diagram of triphthong)



from the above chart, we can see if the triphthong only has closing part. it is by adding ə at the end of each in ending i or ending u. To make clearly let see the pattern below :

closing in ending i is ended by ə :

No.	Pattern	Example	pronunciation	Meaning
1.	[ei + ə = eiə]	‘player’	[pleiə]	Pemain
2.	[vi + ə = viə]	‘liar/fire	[lviə/fviə]	Pembohong
3.	[oi + ə = oiə]	‘loyal’	[loiə]	Setia

Closing in ending u is ended by ə :

No.	Pattern	Example	pronunciation	Meaning
A.	[vu + ə = vuə]	‘power’	[pvuə]	Kuat
B.	[əu + ə = əuə]	‘lower’	[ləuə]	Lebih lemah

B. Review of Related Finding

To strengthen the analysis in this study, some studies that concern to the same topics are used. They are taken from different sources. They are described as the followings.

First, the article of Andri Donald,³⁴ Donald found that the result of his study showed that the most difficult of English diphthong was [aʊ] sound. Factors influencing students have difficulties in pronouncing English diphthongs were mother language interfere, lack of knowledge in English sound systems and unsuccessful in using borrowed English words.

Second, the script of Necmettin Annil Albaglar, he found that diphthong ou is the most problem that the students faced, the students seemed to omit the second part of diphthong. In triphthong ouə is the most problem to be pronounced by the students. The students mostly pronounced it a monophthong /o:/ followed by the voiced bilabial fricativec.

Third, the article of Ninik Suryatiningsih.³⁵ She 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 was 73, laid between 60 – 74. The data showed that their ability in pronouncing English diphthongs was in “fair” category. He found that the difficult diphthong was pronounced by the students was diphthong /ou/. And for the easiest diphthong was pronounced by them was diphthong /au/.

³⁴ Donal, “Indonesian Students’ Difficulties in Pronouncing English Diphthong.”

³⁵ Ninik Suryatiningsih, “A Study on the Students’ Ability in Pronouncing Diphthongs at STKIP PGRI PASURUAN,” *Dimensi Pendidikan Dan Pembelajaran* 3, no. 2 (2015): 1–12, <http://garuda.ristekdikti.go.id/journal/article/701117>. On May 7th 2019.

Fourth, the article of Alice Y W Chan and David C S Li³⁶, they found that Cantonese students have problem in articulate certain diphthong and tend to replace them to short vowel. For instance, the word point [*point*] tended to be pronounced *pant*, with the short vowel “a” substituting for the diphthong “oi”. Similarly, the word ‘pair’ [*peə*] is often pronounced as [*pæ*] or [*pe*], with the short vowels /e/ or /æ/ substituting for the diphthong /eə/.

Fifth, the article of Fefei Han,³⁷ he found that the diphthongs could also cause difficulties. For instance, because of the mispronunciation of monophthongs [ɑ] and [ɪ], the diphthong [aɪ] resulting from [ɑ] and [ɪ] also tend to be misarticulated. In fact, Chinese learners were often confuse [aɪ] with [æ] and [ɛ]. Consequently, native English speakers often found it hard to follow Chinese learners when they tried to say “bide”, “bad” and “bed”. Likewise, the English diphthong [aʊ] tended to be mixed with [ɔ:] and [ɔ]. Therefore, it could be hard to distinguish Chinese learners’ pronunciation of “house” and “horse”.

Due to the above related findings above, the researcher created a new research for completing the research before. The researcher looked at the sameness even the differences from the students but in different place and time.

³⁶ Alice Y W Chan and David C S Li, “English and Cantonese Phonology in Contrast : Explaining Cantonese ESL Learners’ English Pronunciation Problems,” *Language, Culture and Curriculum* 13, no. 1 (2000): p.81, <https://doi.org/10.1080/07908310008666590>. on August 4th 2019.

³⁷ Feifei Han, “Pronunciation Problems of Chinese Learners of English,” *ORTESOL Journal* 30 (2013): p.27, <https://files.eric.ed.gov/fulltext/EJ1152473.pdf>. on August 4th 2019.

CHAPTER III

Research Methodology

A. Place and Time

This research had been done at State Institute for Islamic Studies (IAIN) Padangsidempuan which addressed on Jl. H. Tengku Rizal Nurdin KM. 4,5 Sihitang, Padangsidempuan Tenggara, Kota madya Padangsidempuan, North Sumatera, Indonesia. The researcher chose this place because this college had pronunciation subject. This research had been conducted from May until September 2019 at State Institute for Islamic Studies (IAIN) Padangsidempuan.

B. Method of Research

Research important to evaluate of science and knowledge of someone. Then research conducted for the purpose of applying or testing the theory and evaluating in solving educational problem.

1. Kind of the Research

Kind of this research was qualitative research, and the method of the research had been conducted by using the descriptive method. Qualitative research usually focused on in-depth interviews, observations and document analysis. Qualitative research is a research that uses the collection of the data not numerical data such as sentences, schema, observation and other.

2. Subject of the Research

The subject of this research was TBI-1 students IAIN Padangsimpuan. There are 34 students in TBI-1, but in this research the

researcher only took 10 students of Tadris Bahasa Inggris (TBI-1) of the fourth semester period 2018/2019 IAIN Padangsidempuan.

A. Data source

In doing this research, the researcher used qualitative descriptive research. The key instrument of this research was the researcher himself. The researcher took the data by himself and met directly with the subject of the research to collect the data validly. The researcher took the data from the research subject by using record and interview.

1. Record

The researcher used the record as the instrument for taking the data to know how their pronunciation was, how their fluency was, and in which part their difficulties in pronouncing diphthong and triphthong.

The researcher recorded students' pronunciation about diphthong and triphthong by giving them list of diphthong and triphthong. In every part of diphthong the researcher provided two words and one sentence that contained of diphthong. The same way in triphthong, the researcher gave to the student two words and one sentence that consisted of triphthong. So the amounts of list of the record were twenty four words in diphthong and fourteen words in triphthong. The researcher also used the record to get the data from interview.

2. Interview

Interview was used to gather information regarding on individual's experiences and knowledge, his or her opinions beliefs, and feelings.¹ It means the purpose of interviewing was to find out what was in or on someone else's mind. The lists of the interviews were in appendix II.

There were two kinds of interview, *first* unstructured interview, it was the question of the interview arise from the situation. *Second* structured interview in which the area of interest was chosen and question are formulated, but the interviewer were allowed to modify the format during interview process.

In this research the researcher used structured interview to get the specific answer of the informant and to make the interview process shorter in time. The questions of the interview formed from the theory factor of difficulties in pronunciation. The difficulties factors were students' mother tongue, lack of knowledge in English sound system and unsuccessful in borrowed English words.

B. Technique of Data Collection

In collecting the data, the researcher did several steps as follows:

- a. The researcher gave list of the diphthong and triphthong words to the subject of the research
- b. The researcher asked the subject of the research to pronounce the diphthong and triphthong words as correct as possible.

¹ Jhon W. Best, *Research in Education*, 10th ed. (United States: Pearson, 2006), p.267, <https://libgen.is/book/index.php?md5=A99A0FB3FE52F7ECCE3485438AF1AB2A>. On May 25th 2019.

- c. The researcher did the interview to the informants or subject of the research.
- d. The researcher analyzed the collected data as well as possible.

C. The Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. There are several strategies that can be used to check the trustworthiness of the data. Lexy J. Melong stated that checking trustworthiness of the data suggested several strategies as follows:

- a. Participations Prolongation
- b. Observing
- c. Triangulated
- d. Checking with friends by discussing
- e. References sufficiency
- f. Member checking
- g. Description detail
- h. Auditing.

Based on above several techniques the researcher only took triangulated as a technique to check the trustworthiness of the data. It was comparing the result of interview and the record.

D. Technique of Data Analysis

This research analyzed the data by using qualitative descriptive. In analyzing the data, the researcher used Bests' theory.² Best presented the

² Best, p.270.

steps in analyzing the data as organizing, description and the last interpretation.

a. Organizing

In organizing the data, the researcher did two steps, *first*, the researcher played the record many times in order to get the utterance from the subject of the research. *Second*, the researcher made transcription of utterance of the subject of the research.

b. Description

Description means describing the phenomenon that is gotten during the research process. So in this step the researcher described the utterance of the research subject that the researcher got in recording and made the correct pronunciation when the research subject did error utterance.

c. Interpretation

Interpretation involves explaining the finding, answering why questions, attaching significance to particular results. In interpretation step, the researcher identified students' difficulties based on Ramelans' theory that had been mentioned in chapter 2. In this step also the researcher described the students' difficulties factor in pronouncing diphthong triphthong based on the data that gotten in interview.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This chapter presented data analysis which deal with the data investigated from the research. The data were about students' difficulties in pronouncing diphthong and triphthong TBI 1 fourth semester period 2018/2019 IAIN Padangsidempuan, the dominant difficulties that they faced, and the factors that made them difficult to pronounce diphthong and triphthong.

As the researcher explained in the previous chapter, this research used record and interview as the instrument of this research. The record was to find out the students' difficulties and students' dominant difficulties in pronouncing diphthong and triphthong. Interview was used to know what factors made them difficult to pronounce diphthong and triphthong.

1. Students' Difficulties in Pronouncing Diphthong and Triphthong

In chapter II, it had been said that there were five pronunciation difficulties, they were: transfer of linguistic habit, different elements between native language and the target language, the same phonetic feature in both language but differ in their distributions, similar sounds in the two languages which have different variants or allophones and similar sounds in two languages which differ only slightly in their phonetic features. After doing this research, the researcher found the difficulties that faced by the students were: first, different elements between native language and the target

language, second, similar sounds in two languages which differ only slightly in their phonetic features.

a. Different elements between native language and the target language

English language has several elements that does not exist in Indonesia language, it can be seen in the second sound of “go” [gəʊ]. the possible sound that Indonesian students pronounce is [go] because there is no sound /əʊ/ in Indonesia.

1) Diphthong

Based on the students’ utterance, many students felt difficult in pronouncing diphthong /iə, uə, eə/ and /əʊ/ because there was no sounds diphthong like that in Indonesia language. It could be proved by looking the students’ utterance of diphthong /iə/, /uə, eə/ and /əʊ/.

a) Diphthong /iə/

Table 1
Example of diphthong /iə/

No.	Words	Transcription	Meaning
1.	Minion	[miniən]	Anak buah
2.	Beard	[biəd]	Jenggot
3.	Near	[niə]	Dekat

In this kinds of diphthong, from ten students there were six students mispronounced “minion”. Ten students in “beard”, and a student pronounced “near” inappropriately. It could be seen the students utterance in appendix III table 1.

In the students' utterance DAW, IF, LH,NS,NSS, and SWH pronounced minion as [minion], the students substituted sound /iə/ to sound /io/. All students pronounced beard as [bɜ:d], they substituted the diphthong /iə/ into long vowel /e:/. IF pronounced near as [ne:]. She changed the sound /iə/ to /e:/. However the correct pronunciation of minion was [miniən], beard was [biəd] and near was [niə].

Students tended to pronounce minion as [minion], because there was /io/ sound in Indonesia language. That was why most of the students pronounced it as [minion]. In the word 'beard' they tended to pronounce it as [be:d] and near to [ne:]. Students reduced the second sound of /iə/ and substituted it to long vowel /e:/.

b) Diphthong /uə/

Table 2
Example of diphthong /uə/

No.	Words	Transcription	Meaning
1.	Cure	[kuə]	Menyembuhkan
2.	Tour	[tuə]	Berkeliling
3.	Sure	[suə]	Pasti

In diphthong /uə/ they also felt difficult to pronounce it because of the existence in Indonesia language. From three examples (cure, tour, sure) that researcher made in this research, all of students pronounced cure and tour inappropriately and five students mispronounced sure. (See appendix III table 2)

All students pronounced the word cure as [ku:] except NSS pronounced it as [ko:]. They omitted the second sound and substituted into long vowel /o:/ and /u:/. Two students pronounced tour as [tour], they were WR and DAW, six students pronounced [tu:], they were SWH, AP, HR, IF, LH, NS. NSS pronounced [to:] and P pronounced [tauə].

Students' utterance showed WR, DAW, IF and NSS pronounced the word sure as [su:]. HR pronounced the word sure as [siu]. They tended to substitute sound /uə/ to sound long vowel /u:/. However the correct pronunciation of cure was [kuə], tour was [tuə] and sure was [suə]. It meant their pronunciation in diphthong /uə/ was poor.

c) Diphthong /eə/

Table 3
Example of diphthong /eə/

No.	words	Transcription	Meaning
1.	Chair	[tʃeə]	Kursi
2.	Bare	[beə]	Gundul
3.	repair	[ripeə]	Memperbaiki

In diphthong /eə/, from three examples (chair, bare, repair) almost all informants made mistake in pronouncing them. AP pronounced chair as [tʃɛ:], she changed diphthong /eə/ to long vowel /e:/. While nine students pronounced chair as [tʃəir], some of them omitted the second sound and substituted to /ei/ sound.

However the correct pronunciation was [tʃeə]. (see appendix III table 3)

All students pronounced the word bare as [bæ:]. In this example they also omitted the second sound of diphthong /eə/ and substituted it to long vowel /e:/. However the correct pronunciation of bare was [beə].

The last, five students pronounced repair as [ripei], they are WR, DAW, HR, LH, NS, and four students pronounced as [ripə:]. They are AP, IF,NSS, SWH. The correct pronunciation of repair was [ripeə].

They tended to substitute sound /eə/ in chair to sound /ei/ so that they pronounced chair as [tʃei], because /ei/ sound was found in Indonesia language. In bare the students substituted sound /ei/ to sound /e/ so that they pronounced it as [be:] and in repair they pronounced it as [ripei] and [ripə:], it was because the sound /ei/ and /e/ were available in Indonesia but sound /eə/ was not found.

d) Diphthong /əu/

Table 4
Example of diphthong /əu/

No	Words	Transcription	Meaning
1.	Load	[ləud]	Muatan
2.	Follow	[feləu]	Mengikuti
3.	Go	[gəu]	Pergi

Diphthong /əu/ also did not exist in Indonesia language, so that the students felt difficult to pronounce it. It could be seen from the students' utterance of three examples (load, follow, go) in this research. (See appendix III table 4). Nine students made mistake in pronouncing load, AP, DAW, HR, NS and IF pronounced load as [loud]. NSS, P, SWH, LH, pronounced as [lɔ:d].

Ten students mispronounced follow. AP pronounced follow as [fol], she substituted it to short vowel /o/ and the rest pronounced as [follou]. Most of the students that made mistake in this word pronounced follow as what it was written.

Eight students pronounced go incorrectly. In the word go, P and HR pronounced the correct pronunciation and the others were incorrect pronunciation, they (AP, DAW, HR and LH) pronounced as [gɔ:] and IF, NS, NSS, SWH pronounced as [gou]. However the correct pronunciation of load was [ləʊd], follow was [fələʊ] and go was [gəʊ].

They tended to pronounce load to be [loud] or [lod], follow [follou] and go [go]. It happened because the existence of /əu/ sound in Indonesia language and sound /ou/ and /o/ such as bos exist. They should pronounce them as [ləʊd], [fələʊ] and [gəʊ].

2) Triphthong

In triphthong, of course there was no three vowels sound in Indonesia. That was why it was not surprized that the students felt

difficult to pronounce triphthong. Triphthong was divided into five kinds they were /eiə, aiə, oiə, auə, əuə/. All triphthong that had been mentioned was not found in Indonesia language.

a) Triphthong /oiə/

Table 5
Example of triphthong /oiə/

No	Words	Transcription	Meaning
1.	Loyal	[loiə]	Setia
2.	Employer	[emploiə]	Pekerja

In the example of triphthong /oiə/ (loyal, employer), based on the students' utterance, seven students made mistake in pronouncing loyal and also seven students that made mistake in pronouncing employer. It could be seen clearly in appendix III table 9.

Students with the initial name in the bracket (DAW, IF, SWH and LH) pronounced loyal as [loyəl], NS, AP, NSS pronounced it as [loəl]. They substituted the sound /oiə/ to sound /oə/ and most of them pronounce loyal as what it was written. AP, LH, SWH pronounced employer as [emploər], the students omitted the second sound of triphthong /oiə/. IF pronounced it as [emplauə], IF substituted the triphthong /oiə/ to /auə/ sound, while NSS, P and WR pronounced [empaia], it was wrong pronunciation because they substituted sound /oiə/ to sound /aiə/. However the correct pronunciation of loyal was [loiə] and employer was [emploia].

In these two examples of triphthong, they sometimes substituted the triphthong to diphthong sound, sometimes they omitted part of sound of the triphthong. It happened because of the existence of triphthong sound in Indonesia language.

b) Triphthong /eiə/

Table 6
Example of triphthong /eiə/

No	Words	Transcription	Meaning
1.	Player	[pleiə]	Pemain
2.	Mayor	[meiə]	Walikota
3.	Payable	[peiəbl]	Dapat dibayar

Player, mayor, payable were the examples of triphthong /eiə/. In player they were success in pronouncing it, but in mayor they tended to pronounce it as [me:], [medʒe], [mayor]. Eight students that mispronounced mayor, they are AP, DAW, HR, IF, LH, NS, SWH and WR. AP and IF Pronounced it as [me], DAW, HR and WR pronounced as [medʒə] and NS, SWH and LH pronounced [mayor]. They substituted sound /eiə/ to closing diphthong /ei/, and also they pronounced it with what it was written.

In payable five students that made error in pronouncing it. NS, SWH and WR pronounced payable as [peibl], NSS and LH pronounced payable as [pliəbl]. They changed sound /eiə/ in to sound closing diphthong /ei/ and /lie/. Due to the difficulties in

pronouncing triphthong /eiə/, the students tended to pronounce triphthong to /ei/ as closing diphthong.

c) Triphthong /aiə/

Table 7
Example of triphthong /aiə/

No	Words	Transcription	Meaning
1.	Fire	[faiə]	Api
2.	Liable	[laiəbl]	Rawan
3.	Desire	[disaiə]	Hasrat

In triphthong /aiə/, they tended to pronounce fire as [fair], it was proved by looking at the utterance of the students. DAW and SWH pronounced fire as [fair] while IF pronounced as [faə]. They substituted sounds /aiə/ to closing diphthong /ai/. (See appendix III table 11).

In the words of liable, DAW and NS pronounced it as [liəbəl]. Their errors happened because of substituting triphthong sound into closing diphthong /ai/ and sound /aə/. However the correct pronunciation of fire was [faiə] and liable was [laiəbl].

In word desire there were many students made mistake. AP, DAW, NSS, SWH pronounced it as [disə:], the students tended to pronounce it to [disə:] because /e/ sound was found in Indonesia language. IF, WR and NS pronounced desire as [disai]. It was also happened because sound /ai/ was found in Indonesia, that was why they tended to pronounce [disai] instead of pronouncing [disaiə]. In

[desai] there was closing diphthong and in [disaiə] there was triphthong.

d) Triphthong /auə/

Table 8
Example of triphthong /auə/

No	Words	Transcription	Meaning
1.	Power	[pauə]	Kuat
2.	Flour	[flauə]	Tepung
3.	Sour	[sauə]	Asam

Triphthong /auə/ [power, flour, sour] students pronounced them as [power] by substituting sound /auə/ to /aw/ and /ou/. All of the students except P and NSS pronounced *power* as [pawə:]. (See appendix III table 12). If it was listened once, it seemed correct, but the correct pronunciation was [pauə]. It was only slightly different but it must be mastered by the students.

In pronouncing flour, DAW pronounced it as [flo:], SWH WR, NSS and HR pronounced as [flou], AP pronounced as [flu:] IF and LH pronounced it as [flau]. In this case, they also tended to substitute triphthong sound into long vowel /o:/ and to diphthong /ou/ and /au/ sound.

In pronouncing sour, AP, WR, LH HR and NSS pronounced it as [sou], DAW pronounced it as [so:], SAW and IF pronounced it as [soə]. They pronounced it by followed long vowel /o:/ and diphthong sound /ou/.

e) Triphthong /əuə/

Table 9
Example of triphthong /əuə/

No	words	Transcription	Meaning
1.	lower	[ləuə]	Lebih lemah
2.	sewer	[səuə]	Penjahit
3.	mower	[məuə]	Pemotong rumput

The last was triphthong /əuə/, in this kinds of triphthong /əuə/, all students made mistake to pronounce three examples (lower, sewer, mower). AP, IF and NS pronounced lower as [lowə:], HR pronounced as [lour], DAW, NSS, P, WR and LH pronounced as [lauə], while SWH pronounced [louə]. However the correct pronunciation was [leuə].

In word sewer, NSS, P, AP, DAW, SWH and LH pronounced it as [siwe:], HR and WR pronounced as [sewə:], IF pronounced as [soə], NS pronounced [siə]. However the correct pronunciation was [seuə].

The last word in example of this triphthong was mower. AP pronounced it as [mouə], DAW, HR, IF, NS and LH pronounced as [moə], NSS, P SWH and WR pronounced it as [mauə]. However the correct pronunciation was [meuə].

Based on the above explanation, this was the most difficult that students faced in triphthong. It could be seen from three examples (lower, mower, sewer), there was no even one students that made correct

pronunciation. Some of them pronounced those like what it was written some pronounced them by substituting sound /əue/ to /ou/.

The above explanation happened because of the existence of diphthong and triphthong in English and Indonesia language. It was not surprised that many students made mistake in pronouncing diphthong and triphthong . It was because diphthong /iə, uə, eə, əu/ and triphthong /eiə, aiə, oiə, auə, əuə/ could not be found in Indonesia language.

- b. Similar sounds in two languages which differ only slightly in their phonetic features

There are several English sounds that has slight phonetic differences with Indonesia language. For example make [meik] ice [ais] etc. In Indonesia usually found one letter one sound, but in English there are many letters has several sounds, such as sound /a/ than can be /ei, æ/ and /a/:. In English also the word that is written by ou for example “shout” is not always pronounced as ou too, because the pronunciation of shout is [ʃaut].

Based on students’ utterance of diphthong /ei, oi, ai, au,/ some students still felt difficult to pronounce that sounds evethough those sounds are found in Indonesia language. It is because similar sounds in two languages which differ only slightly in their phonetic features.

1. Diphthong/ ei/

Table 10

Example of diphthong /ei/

No	Words	Transcription	Meaning
1.	Tail	[teil]	Ekor
2.	Raid	[reid]	Serangan
3.	Made	[meid]	Membuat

Diphthong /ei/, in example (tail, raid, made), in “tail” they were successful in pronouncing it. (see appendix III table 4). In raid two students made mistake and in made also two students. LH pronounced raid as [red], WR pronounced raid as [rid]. They omitted the second sound of sound /ei/. However the correct pronunciation of raid was [reid]. They substituted sound /ei/ to /e/ and /i/. In [reid] there was closing diphthong, in [red] and [rid] there was short vowel.

In word “made” NS pronounced made as [med] and NSS pronounced made as [med]. However the correct pronunciation of made was [meid]. It happened because of the similar sounds that was found in Indonesia and English language and the one letter that had many sounds.

2. Diphthong /oi/

Table 11
Example of diphthong /ɔi/

No	Words	Transcription	Meaning
1.	Coil	[kɔɪl]	Gulungan
2.	Foil	[fɔɪl]	menggagalkan
3.	Noisy	[nɔɪsi]	keributan

In diphthong /oi/ in example of (foil, coil and noisy), AP pronounced foil and coil in the record as [foul] and [koul]. She substituted sound /oi/ to sound /ou/. However the correct pronunciation was [fɔɪl] and [kɔɪl]. LH pronounced the word noisy as [neizi], she substituted sound /oi/ to /ei/. The correct pronunciation was [nɔɪzi]. The students that made mistake tend to pronounce [foil] to [fol] and coil to [kol].

3. Diphthong /au/

Table 12
Example of diphthong /aʊ/

No	Words	Transcription	Meaning
1.	Louse	[laʊs]	Kutu
2.	Shout	[ʃaʊt]	Teriakan
3.	Count	[kaʊnt]	Menghitung

The students tended to pronounce diphthong /au/ as what was written, shout [ʃout], louse [lous]. It was happened because the sound of /ou/ were similar to /au/ that exist in both Indonesia and

English language and the students pronounced it the same with the what it was written.

Based on the students' utterance that there were 8 students of 10 students made mistake in pronouncing louse, they were ,AP, DAW, IF, LH, NS, NSS, SWH and WR. IF, NS,SWH pronounced louse as [lous]. WR and NSS pronounced [los]. AP, LH, DAW pronounced [lus]. They tended to substitute the sound /aʊ/ into short vowel /o/ and /u/. The correct pronunciation was [laʊs]. P and HR pronounced it correctly.

There were eight students also mispronounced shout, they were, DAW, IF, LH, NS, NSS, SWH,AP and HR. HR, NS and NSS pronounced the word shout as [ʃout]. The rest pronounced shout as [ʃu;t]. It seems that most of them omitted the second sound. However the correct pronunciation was [ʃaʊt].

The last was count, there were only three students made mistake in pronouncing it. They were DAW, AP and WR they pronounced as [kount]. The correct pronunciation was [kaʊnt]. From this description of diphthong /aʊ/, they still faced difficulties in pronouncing diphthong /aʊ/.

4. Diphthong /ai/

Table 11
Example of diphthong /ai/

No	Words	Transcription	Meaning
1.	Right	[rait]	Benar
2.	Knight	[nait]	Ksatria
3.	Mind	[maind]	Otak

In this kinds of diphthong all the students did not face any difficulties in pronouncing diphthong /ai/. All students pronounced right, knight and mind properly. It meant this kind of diphthong was the easiest to be pronounce by the students TBI 1 fourth semester IAIN Padangsidimpuan.

2. Students' Dominant Difficulties in Pronouncing Diphthong and Triphthong

Based on the above students' difficulties description, it could be concluded that the dominant difficulties that faced by the students TBI-1 IAIN Padangsidimpuan was different elements between native language and the target language. It could be proved by looking the the students' error in pronouncing diphthong and triphthong. In diphthong there were four kinds of diphthong that include to this difficulties, they are /iə, uə, eə/ and /əu/, and all kinds of triphthong included to this difficulties. However in difficulties of similar sounds in two languages which differ only slightly in their phonetic features only sound /ei, oi, au,/ that include to this difficulties.

The most dominant difficulties in pronouncing diphthong was in pronouncing diphthong /eə/, it could be proved by looking the transcription, only one students pronounced chair and repair correctly, and all students pronounced beard incorrectly.

In triphthong, the dominant difficulties that faced by the students was in pronouncing triphthong /əuə/. It could be looked from their transcriptions, there was no even one student that pronounced it correctly. It was also happened because different elements between native language and the target language.

3. Students' Difficulties Factor in Pronouncing Diphthong and Triphthong at the Fourth Semester of TBI 1 IAIN Padangsidimpuan.

It had been explained in chapter II that there were three factors that made students felt difficult in pronunciation. First, students' mother tongue language, second, lack of knowledge in English sound system and the last unsuccessful in borrowed English words.

Based on the interview that had been done by the researcher to students of TBI 1 IAIN Padangsidimpuan. The factor that had been mentioned truly faced by the students so that the students felt difficult in pronouncing diphthong and triphthong. The factor will be described as follows:

a. Mother tongue language

The first student with initial name IF said that mother tongue clearly affected to her pronunciation, she explained it was because

Indonesia language the word was read as what was written. HR said that mother tongue influenced to her pronunciation because she did not use English language as a language to communicate in daily life, so when she spoke by using English, it was still mixed with Indonesia language.

The third students was AP, she said in the interview that mother tongue caused difficult to pronounce English diphthong because the word was not familiar, even she had not ever heard the word before, and also she did not use English language in daily life so that when she used English language, her tongue was hard to move to pronounce diphthong and tirphthong.

The next students that researcher interview was DAW, she said mother tongue of course affected her pronunciation because the intonation that she used in the first language following to the intonation when she spoke English, and of course it included diphthong and triphthong sound.

According to LH, mother tongue language very affected to her pronunciation, she said mother tongue was the first language that she learned, so when she spoke English it influenced her and made difficult to pronounce English words especially diphthong and triphthong. NS said that her organ of mouth had been usual to speak mother tongue, so that when she wanted to speak English it was rather difficult to pronounce as a native speaker. Furthermore she said the students had to

know the word that include to diphthong and triphthong, it made the students easier to speak or pronounce the word.

During the interview, NSS told that the first factor made her difficult to pronounce diphthong and triphthong, it was because diphthong and triphthong sounds had different way to pronounce with the first language. WR said mother tongue influenced and made difficult to pronounce diphthong and triphthong because mother tongue language had different sound with English language especially diphthong and triphthong .

Mother tongue language frequently came as a difficulty when SWH spoke by using English language. She said it was because diphthong and triphthong sounds were so different with her first language. P said that mother tongue did not influence to his pronunciation. He explained that his first language was batakness language, that did not have diphthong and triphthong sound.

b. Lack of knowledge English sound system

In this kinds of factor, IF said that sometimes she could not differentiate between triphthong and diphthong, furthermore she said English pronunciation system must be mastered and become as habitual by the students so that the students could not face any difficulties anymore

In the interview HR said that she felt difficult to memorize or remember the rules that available in English sound system. It was

different with Indonesian language that easily to memorize. AP said that lack of knowledge English sound system also became as a factor to make her difficult in pronunciation because she did not know much about English sound system.

Less of knowledge made DAW felt difficult in pronouncing diphthong. The next was LH, she said because of the lack of knowledge made her rarely to speak English and made her not confident to speak English. NS said that lack of knowledge of course made her difficult in pronunciation, because of lack of knowledge, it made negative affected to the pronunciation, so the practicing was one way to solve the problem..

Based on the interview recording, NSS explained that she did not know much about English sound system, that was why her pronunciation was not good enough and felt difficult to pronounce English words. WR said that less understanding of English sound system and lazy to study affected to her pronunciation.

The next was SWH, she said that because of the lack of knowledge English sound system, she became not confident to speak English. P said that lack of knowledge about sound system language made him difficult to pronounce diphthong and triphthong because eventhough he was in English department it did not mean he knew everything about English sounds system.

c. Unsuccessful Borrowed English

In the record AP said that borrowed English made her difficult to pronounce English words because sometimes when she spoke English and wanted to pronounce borrowed English words she pronounced it as Indonesian language sound. For example in pronouncing product she pronounced it [produk].

The next student was HR, she pronounced the borrowed English word as Indonesia sound because she usually heard it and pronounced it. IF said it was so difficult to change the Indonesia sound if it was borrowed English. LH said that borrowed English words were often heard in Indonesia sound so when speaking English the borrowed English was pronounced as Indonesia sound.

The next student was SWH, she said that unsuccessful in borrowed English did not influence to her pronunciation, even she said that borrowed English words helped her to say the English words. WR said that when she found the borrowed English words she pronounced it with Indonesia sound. NSS said that when the borrowed English words are found in some texts her tongue went to pronounce Indonesia sound directly.

The next was NS, she said that borrowed English words of course made her difficult to pronounce in pronunciation. They were carried away when speaking English, for example when pronouncing product [pradʌkt] she pronounced it as [produk].

According to DAW, borrowed English word made her difficult in pronunciation, because when she spoke by using English language, borrowed English words were frequently pronounced with Indonesia sound, for example aquarium she often pronounced it as [akuarium], however the correct pronunciation was [əkweəriəm].

The last student was P, he usually interacted with the people by using Indonesia language and also expressed borrowed English words by using Indonesia sound so that when he spoke by using English language the borrowed English words that usually expressed with Indonesia language was expressed with Indonesia sound.

B. Discussion

The result of this research showed us the students dominant difficulties in pronouncing diphthong was in pronouncing diphthong /eə/. The difficulties happened because in Indonesia /eə/ sound was not found. It was different with what Ninik found in her research, Ninik found that the students' difficulties in pronouncing diphthong was /ou/ sound. It was also different with Donald's result in his article, he found the most difficult of English diphthong was diphthong /au/ sound, but with the same factors. The factor were mother language interfere, lack of knowledge in English sound systems and unsuccessful in using borrowed English words.

In Neccmetin's script, the most difficulties diphthong that faced by the students of Turkish University was /ou/ sound and in triphthong was /ouə/ sound. It meant the result of Nemetin's research was different with this research, because

this research found that the dominant difficulties in diphthong was eə sound, and triphthong was əuə sound.

This research strengthen the research result of Fefei han, alice Y W Chan and David C S Li that showed many students had difficult in pronouncing diphthong and tended to pronounce it to another vowel like short vowel. For example in this result the students pronounced beard as [be:d], students substituted sound /eə/ into /e:/ and also the students pronounced louse as [lus] by substituting it into short vowel /u/.

C. Threats of the Research

In doing this research, the researcher faced many threats, it was started from the time of the research subject. They only had class in afternoon, so when the researcher asked them to gather to get the data after class, they wanted to go home directly because it was too afternoon. If the researcher asked them in the morning, some of them were not at campus and some of them were following the TOEFL class.

The second threat was the noisy place in getting the data. Recording was done in class of TBI 1, when it was recording sometimes sound from outside the class disturbed me to get the data, so that the researcher closed the door to minimize the sound that can disturb me in getting the data. Finally this research had been done by helping that came from my friend and students in TBI-1.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely conclusion and suggestion. Conclusion aims to summarize the research finding. Suggestion consists of suggestion for the head of English department, lecturer, students and other researcher.

A. Conclusion

Based on the result and discussion in the previous chapter, it can be concluded that, three questions that had been formulated could be answered as follows:

1. There were two difficulties that faced by the students, first different elements between native language and the target language, second Similar sounds in two languages which differ only slightly in their phonetic features.
2. The students' dominant difficulties in pronouncing diphthong was diphthong /eə/, and in triphthong the dominant difficulties was triphthong əuə.
3. Factors that faced by the students were, mother tongue language, Unsuccessful in borrowed English words and lack of knowledge in English sound system.

B. Suggestion

Based on the above finding, the researcher wrote some suggestion to head of English department, lecturer and other researcheers as follows:

1. Head of English department to give motivation and attention of the English lecturer so that the English lecturer give their best teaching.
2. Lecturer, the lecturer need to explain the students the importance of English nowadays, then lecturer motivate the students to learn more about English especially in pronunciation. Lecturer should not design the material that focuses on only to the theory, the students must be forced to speak English at least in the classroom.
3. Students, practice is the key of English speaking and pronunciation. Try to speak and practice harder than before.
4. Other researcher, the researcher recommend this research to be used as the literature or example to analyze pronunciation difficulties. Future researcher can also develop the research not only in diphthong and triphthong but also in consonant or other vowels.

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CURRICULUM VITAE



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APPENDIX I

LIST OF RECORDING

a. Please pronounce the following words with the correct pronunciation.

No	Example of Diphthong
1.	Minion
2.	Beard
3.	Cure
4.	Tour
5.	Chair
6.	Bare
7.	Tail
8.	Raid
9.	Follow
10.	Load
11.	Louse
12.	Shout
13.	Coil
14.	Foil
15.	Right
16.	Knight

No.	Example of Triphthong
1.	Loyal
2.	Fire
3.	Liable
4.	Player
5.	Mayor
6.	Lower
7.	Sewer
8.	power
9.	Flour

b. Pronounce the following sentences, be sure that your pronunciation is correct.

1. I live **near** to your brother's house in Japan.
2. **Make sure my** document is in a good **place**
3. You have to **repair** your cellphone soon.
4. This speaker is **made** in China.
5. Please be **silent**. Don't be **noisy**
6. Do not **change** your **mind** just because of your friend.
7. **Go** to the **right direction**.
8. We have to **count** it carefully.
9. What do you **desire**?
10. friendship sometimes turn **sour**.
11. I never saw a **mower**.
12. do you like your **employer**?
13. your honesty is not **payable**.

APPENDIX II

LIST OF INTERVIEW

1. Do you think your first language affect your pronunciation especially in pronouncing English diphthong and triphthong sounds?
2. How it can influence you in pronouncing English diphthong and triphthong sound?
3. How about borrowed English words, does it also have a role in your difficulties to pronounce English diphthong and triphthong sounds?
4. When you do errors in pronouncing English sounds, do you think it is also caused by the lack of knowledge about English sound system?

APPENDIX III

Table 1
Students' utterance of diphthong /iə/

No	Initial	Words				Sentence	
		Minion	Correct transcription	Beard	Correct transcription	I live near to you house in Japan.	Correct transcription
1.	P	[miniən]		[bɜ:d]		[niə]	
2.	IF	[minion]		[bɜ:d]		[ne:]	
3.	LH	[minion]		[bɜ:d]		[niə]	
4.	NS	[minion]		[bɜ:d]		[niə]	
5.	NSS	[minion]	[miniən]	[bɜ:d]	[biəd]	[niə]	[niə]
6.	SWH	[minion]		[bɜ:d]		[niə]	
7.	AP	[miniən]		[bɜ:d]		[niə]	
8.	WR	[miniən]		[bɜ:d]		[niə]	
9.	HR	[miniən]		[bɜ:d]		[niə]	
10.	DAW	[minion]		[bɜ:d]		[niə]	

Table 2
students' utterance of diphthong /ʊə/

No.	Initial	Words				Sentence	
		Cure	Correct transcription	Tour	Correct transcription	Make sure my document is in a good place	Correct transcription
1.	P	[ku:]		[tauə]		[suə]	
2.	IF	[ku:]		[tu:]		[su:]	
3.	LH	[ku:]		[tu:]		[suə]	
4.	NS	[ku:]		[tu:]		[suə]	
5.	NSS	[kɔ:]	[kuə]	[to:]	[tuə]	[su:]	[suə]
6.	SWH	[ku:]		[tu:]		[suə]	
7.	AP	[ku:]		[tu:]		[suə]	
8.	WR	[ku:]		[tour]		[su:]	
9.	HR	[ku:]		[tu:]		[siu]	
10.	DAW	[ku:]		[tour]		[su:]	

Table 3
Students' utterance of diphthong /eə/

No.	Initial	Words				Sentence	
		Chair	Correct transcription	Bare	Correct transcription	You have to repair your cellphone soon	Correct transcription
1.	P	[tfeə]		[bə:]		[ripeə]	
2.	IF	[tʃəir]		[bə:]		[ripei]	
3.	LH	[tʃəir]		[bə:]		[ripei]	
4.	NS	[tʃəir]		[bə:]		[ripei]	
5.	NSS	[tʃəir]	[tfeə]	[bə:]	[beə]	[ripei]	[ripeə]
6.	SWH	[tʃəir]		[bə:]		[ripei]	
7.	AP	[tʃə:]		[bə:]		[ripei]	
8.	WR	[tʃəir]		[bə:]		[ripei]	
9.	HR	[tʃəir]		[bə:]		[ripei]	
10.	DAW	[tʃəir]		[bə:]		[ripei]	

Table 4
students' utterance of diphthong /ei/

No.	Initial	Words				Sentence	
		Tail	Correct transcription	Raid	Correct transcription	This speaker is made in China	Correct transcription
1.	P	[teil]		[reid]		[meid]	
2.	IF	[teil]		[reid]		[meid]	
3.	LH	[teil]		[red]		[meid]	
4.	NS	[teil]		[reid]		[med]	
5.	NSS	[teil]	[teil]	[reid]	[reid]	[med]	[meid]
6.	SWH	[teil]		[reid]		[meid]	
7.	AP	[teil]		[reid]		[meid]	
8.	WR	[teil]		[rid]		[meid]	
9.	HR	[teil]		[reid]		[meid]	
10.	DAW	[teil]		[reid]		[meid]	

Table 5
students' utterance of diphthong/ɔɪ/

No.	Initial	Words				Sentence	
		Coil	Correct transcription	Foil	Correct transcription	Please be silent. Dont be noisy	Correct transcription
1.	P	[fɔɪl]		[kɔɪl]		[nɔɪzi]	
2.	IF	[fɔɪl]		[kɔɪl]		[nɔɪzi]	
3.	LH	[fɔɪl]		[kɔɪl]		[neɪzi]	
4.	NS	[fɔɪl]		[kɔɪl]		[nɔɪzi]	
5.	NSS	[fɔɪl]	[fɔɪl]	[kɔɪl]	[kɔɪl]	[nɔɪzi]	[nɔɪzi]
6.	SWH	[fɔɪl]		[kɔɪl]		[nɔɪzi]	
7.	AP	[fɔʊl]		[kɔʊl]		[nɔɪzi]	
8.	WR	[fɔɪl]		[kɔɪl]		[nɔɪzi]	
9.	HR	[fɔɪl]		[kɔɪl]		[nɔɪzi]	
10.	DAW	[fɔɪl]		[kɔɪl]		[nɔɪzi]	

Table 6
Students' utterance of diphthong / aɪ /

No.	Initial	Words				Sentence	
		Right	Correct pronunciation	Knight	Correct pronunciation	Do not change your mind just because of your friend.	Correct pronunciation
1.	P	[Rait]		[nait]		[main]	
2.	IF	[Rait]		[nait]		[main]	
3.	LH	[Rait]		[nait]		[main]	
4.	NS	[Rait]		[nait]		[main]	
5.	NSS	[Rait]	[Rait]	[nait]	[nait]	[main]	[main]
6.	SWH	[Rait]		[nait]		[main]	
7.	AP	[Rait]		[nait]		[main]	
8.	WR	[Rait]		[nait]		[main]	
9.	HR	[Rait]		[nait]		[main]	
10.	DAW	[Rait]		[nait]		[main]	

Table 7
students' utterance of diphthong / əu /

No.	Initial	Words				Sentence	
		Load	Correct transcription	Follow	Correct transcription	Go to the right direction	Correct transcription
1.	P	[lɔ:d]		[follou]		[gəu]	
2.	IF	[loud]		[follou]		[gou]	
3.	LH	[lɔ:d]		[follou]		[gɔ:]	
4.	NS	[loud]		[follou]		[gou]	
5.	NSS	[lɔ:d]	[ləud]	[follou]	[fələu]	[gou]	[gəu]
6.	SWH	[lɔ:d]		[follou]		[gou]	
7.	AP	[loud]		[fol]		[gɔ:]	
8.	WR	[ləud]		[follou]		[gəu]	
9.	HR	[loud]		[follou]		[gɔ:]	
10.	DAW	[loud]		[follou]		[gɔ:]	

Table 8
students' utterance of diphthong / aʊ /

No.	Initial	Words				Sentence	
		Louse	Correct transcription	Shout	Correct transcription.	We have to count it carefully	Correct transcription
1.	P	[laus]		[faʊt]		[kaʊnt]	
2.	IF	[lous]		[fu;t]		[kaʊnt]	
3.	LH	[lus]		[fu;t]		[kaʊnt]	
4.	NS	[lous]		[fout]		[kaʊnt]	
5.	NSS	[los]	[laus]	[fout]	[faʊt]	[kaʊnt]	[kaʊnt]
6.	SWH	[loʊs]		[fu;t]		[kaʊnt]	
7.	AP	[lus]		[fu;t]		[kount]	
8.	WR	[los]		[faʊt]		[kount]	
9.	HR	[laus]		[fout]		[kaʊnt]	
10.	DAW	[lus]		[fu;t]		[kount]	

Table 9
Students' utterance of triphthong /oiə/

No.	Initial	Word		Sentence	
		Loyal	Correct transcription	Do you like your employer ?	Correct transcription
1.	P	[loiə]	[loiə]	[emplaiə]	[emploiə]
2.	IF	[loyal]		[emplauə]	
3.	LH	[loyal]		[emploər]	
4.	NS	[loəl]		[emploiə]	
5.	NSS	[loəl]		[emploiə]	
6.	SWH	[loyal]		[emplaiə]	
7.	AP	[loəl]		[emploər]	
8.	WR	[loiə]		[emploər]	
9.	HR	[loiə]		[empaiaə]	
10.	DAW	[loyal]		[emploiə]	

Table 10
Students' utterance of triphthong /eiə/

No.	Initial	Words				Sentence	
		Player	Correct transcription	Mayor	Correct transcription	your honesty is not payable	Correct transcription
1.	P	[pleiə]	[pleiə]	[meiə]	[meiə]	[peiəbl]	[peiəbl]
2.	IF	[pleiə]		[mei]		[peiəbl]	
3.	LH	[pleiə]		[mayor]		[pliəbl].	
4.	NS	[pleiə]		[mayor]		[peibl]	
5.	NSS	[pleiə]		[meiə]		[pliəbl].	
6.	SWH	[pleiə]		[mayor]		[peibl]	
7.	AP	[pleiə]		[mei]		[peiəbl]	
8.	WR	[pleiə]		[medʒə]		[peibl]	
9.	HR	[pleiə]		[medʒə]		[peiəbl]	
10.	DAW	[pleiə]		[medʒə]		[peiəbl]	

Table 11
Students' utterance of diphthong /aiə/

No.	Initial	Words				sentence	
		Fire	Correct transcription	Liabile	Correct transcription	What do you desire ?	Correct transcription
1.	P	[faiə]		[laiəbl]		[disaiə]	
2.	IF	[faə].		[laiəbl]		[disai]	
3.	LH	[faiə]		[laiəbl]		[disaiə]	
4.	NS	[faiə]		[liəbəl]		[disai]	
5.	NSS	[faiə]	[faiə]	[laiəbl]	[laiəbl]	[disə:]	[disaiə]
6.	SWH	[fair]		[laiəbl]		[disə:]	
7.	AP	[faiə]		[laiəbl]		[disə:]	
8.	WR	[faiə]		[laiəbl]		[disai]	
9.	HR	[faiə]		[laiəbl]		[disaiə]	
10.	DAW	[fair]		[liəbəl]		[disə:]	

Table 12
Students' utterance of riphthong /auə/

No.	Initial	Words				sentence	
		Power	Correct transcription	Flour	Correct transcription	friendship sometimes turn sour	Correct transcription
1.	P	[pauə]		[flauə]		[sauə]	
2.	IF	[pawə:]		[flau]		[soə]	
3.	LH	[pawə:]		[flau]		[sou;]	
4.	NS	[pawə:]		[flauə]		[sauə]	
5.	NSS	[pauə]		[flou]		[sou;]	
6.	SWH	[pawə:]	[pauə]	[flou]	[flauə]	[soə]	[sauə]
7.	AP	[pawə:]		[flu:]		[sou;]	
8.	WR	[pawə:]		[flou]		[sou;]	
9.	HR	[pawə:]		[flou]		[sou;]	
10.	DAW	[pawə:]		[flo:]		[so:]	

Table 13
students' utterance of triphthong əuə

No.	Initial	Words				Sentence	
		Lower	Correct transcription	sewer	Correct transcription	I never saw a mower	Correct transcription
1.	P	[lauə]		[siwe:]		[mauə]	
2.	IF	[lowə:]		[soə]		[moə]	
3.	LH	[lauə]		[siwe:]		[moə]	
4.	NS	[lowə:]	[lauə]	[siə]	[səuə]	[moə]	
5.	NSS	[lauə]		[siwe:]		[mauə]	[məuə]
6.	SWH	[louə]		[siwe:]		[mauə]	
7.	AP	[lowə:]		[siwe:]		[mouə]	
8.	WR	[lauə]		[sewə:]		[mauə]	
9.	HR	[lour]		[sewə:]		[moə]	
10.	DAW	[lauə]		[siwe:]		[moə]	

APPENDIX IV

STUDENTS' NAME AND INTIAL NAME

No.	Students' name	Initial name
1.	Pidiwansyah	P
2.	Indah Febrianingsih	IF
3.	Lia Hardianti	LH
4.	Nia Syahri	NS
5.	Nur Syafitri Simanjuntak	NSS
6.	Siti Wildayanti Hasibuan	SWH
7.	Ade Pratiwi	AP
8.	Winda Rahmadani	WR
9.	Hotni Rambe	HR
10.	Diah Ayu Wahyuni	DAW

APPENDIX V

DOCUMENTATIONS







