



**A CONTRASTIVE ANALYSIS OF DIPHTHONGS  
BETWEEN ENGLISH AND INDONESIAN**

**A THESIS**

*Submitted to the English Education Study Program of State College for Islamic  
Studies (STAIN) Padangsidempuan in Partial Fulfillment of the Requirement for  
the Degree of Islamic Educational Scholar (S.Pd.I) in English Program*

**BY**

**MUSLIHA DEWI SARTIKA**

**Reg. No.: 08 340 0024**

**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF TARBIYAH  
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)  
PADANGSIDIMPUAN**

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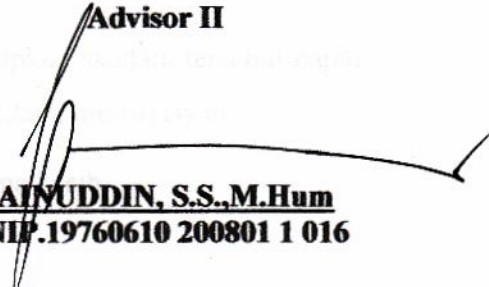
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**2013**



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*Assalamu 'alaikum wr.wb.*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Musliha dewi sartika, yang berjudul "A **Contrastive Analysis of Diphthongs between English and Indonesian**", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

*Wassalamu 'alaikum wr.wb.*

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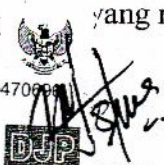
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Diuji di STAIN Padangsidimpuan pada tanggal 31 January 2013

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Skripsi Berjudul: **A CONTRASTIVE ANALYSYIS OF DIPHTHONGS  
BETWEEN ENGLISH AND INDONESIAN**

Ditulis Oleh : MUSLIHA DEWI SARTIKA  
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Telah dapat diterima sebagai salah satu syarat memperoleh  
gelar Sarjana Pendidikan Islam (S.Pd.I).

Padangsidimpuan, 31 Januari 2013





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In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

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3. Hj. Zulhimma, S.Ag, M.Pd., as a chief of Department of Tarbiyah STAIN Padangsidempuan.
4. Rayendriani Fahmei Lubis, M.Ag as a chief of Department of English section STAIN Padangsidempuan.
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6. My beloved parent, Jaidin Saragih (alm) and Siti Asny Tarihoran and also my grandma, Nurainah Sibarani who have given researcher support in moral

and material during and after finishing academic year in STAIN Padangsidempuan.

7. My beloved brothers and sisters, Siswadi Bing Slamet Saragih and Sari Yanti Saragih who have motivated me and support me to finish my thesis and for all families who cared me and support me in finishing this thesis.
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Eventually, researcher realizes that the thesis is still far from being perfect. Therefore, the constructive criticism and corrections from the examiners will be highly appreciated. Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and STAIN Padangsidempuan.

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### **ABSTRACT**

The research was taken based on fact that most of Indonesian students pronounce English diphthong incorrectly. Many students face troubles when they pronounce English word, because they sometimes pronounce them quite different from what the native speaker do. The researcher want to investigate the differences and the concords of diphthongs between English and Indonesian.

The aims of the research were to analyze and find English diphthongs, to analyze and find Indonesian diphthongs, to find out the concords between English and Indonesian diphthongs, to find out the differences between English and Indonesian diphthongs. The research was conducted with library research. The data were collected from English and Indonesian languages books and other references. The instrument in collecting data was documentation. Data was processed and analyzed with qualitative process.

The result are the number of diphthong in English are more than in Indonesian. Diphthong in English are [iə],[eə], [uə], [ei], [ai], [ɔi], [əu], [au]. Diphthongs in Indonesian are [ai], [au], [oi] and [ei]. The concords between English and Indonesian diphthongs are: [ai], [au], and [ei]. The differences between English and Indonesian diphthong is [oi], because vowel o in diphthong English, it is not so open. Then diphthongs [iə],[eə], [uə], [ɔi], [əu], is nothing in Indonesian diphthongs. After analyzing the data, it was concluded that there were the concords and differences between English and Indonesian diphthongs.

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Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut:

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Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud. Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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## CHAPTER I INTRODUCTION

### A. Background of the Problems

English is an international language. Language is an outcome of evolution and our understanding of it, and appropriate principles for its study is to help consider this perspective.<sup>1</sup> Language is useful for human to interact each other with language, people can get much needed information from many sources. Language is the most perfect instrument of communication and it develops knowledge and science. There are many languages in the world. One of them is English, which is taught as foreign language at school in Indonesia.

Thus, Indonesian language is one of the language in the world. Most of Indonesian students pronounce English diphthong incorrectly. Since English is taught in Indonesian schools and universities, many students face troubles when they pronounce English words, because they sometimes pronounce them quite different from what the native speakers do. Most of them pronounce English sounds using Indonesian accent and phonological system. So that their utterances are obscured and hard to understand.

Then, it is used by Indonesian society to communicate and the researcher has controlled the English and Indonesian language in terms of the diphthongs. English has become more and more important language, nowadays it is parallel to

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<sup>1</sup> M. Zaim. *Applied Linguistics Selected Readings for Classroom Discussion 1* (Padang: Postgraduate Program State University of Padang, 2005), p. 2-3.

the high development of science and technology, which is taught in Indonesian since kindergarten up to university level. All languages in the world are created in agreement with the creativity of the people who live at a certain place. Based on their spread and scope, language can be classified as international language, and national language.

The spirit of learning is mentioned in the Holy Qur'an that who search for knowledge would make human being civilized and thankful to god, the almighty's mercy and blessing, Allah SWT said in Holy Qur'an at An-Nisa: 162 as follows:

لَكِنِ الرَّاسِخُونَ فِي الْعِلْمِ مِنْهُمْ وَالْمُؤْمِنُونَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ  
وَمَا أُنزِلَ مِنْ قَبْلِكَ وَالْمُقِيمِينَ الصَّلَاةَ وَالْمُؤْتُونَ الزَّكَاةَ وَالْمُؤْمِنُونَ  
بِاللَّهِ وَالْيَوْمِ الْآخِرِ أُولَئِكَ سَنُؤْتِيهِمْ أَجْرًا عَظِيمًا

Means:

But those among them who are well-grounded in knowledge, and the believers, believe in what hath been revealed to thee and what was revealed before thee: And specially those who establish regular prayer and practice regular charity and believe in Allah and in the Last Day: To them shall We soon give a great reward. ( QS.An-Nisa: 162 ).<sup>2</sup>

One aspect of phonology is diphthong. Diphthong is a sound composed of two vowels pronounced, when a sound is made by gliding from one vowel position to another. Language as means of communication is a central fact of human existence and society.

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<sup>2</sup> Abdallah Yousuf Ali. *The Glorious Qur'an* ( Beirut libanon: DAR EL-FIKR, 2009), p. 149.

Allah SWT said in Holy Qur'an at Al-ahzab: 70 as follows:

﴿٧٠﴾ يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

Means:

“O ye who believe! fear Allah, and always say a word direction to the right.”<sup>3</sup>

According to Peter Roach, there are eight diphthongs in English, are: [iə] → beard / bied /, [eə] → air / ea(r) /, [uə] → tour / tuə(r) /, [ei] → day / dei /, [ai] → time / taim /, [ɔi] → oil / ɔil /, [əu] → home / heum /, [au] → loud / laud / and diphthongs in Indonesian are [ai] → pakai, [au] → pulau, [oi] → amboi, but because including the foreign word, so comes [ei] → survei. To know it more, researcher will discuss in the next chapter.

Therefore, this study is to investigate the differences and the concords of diphthongs between English and Indonesian. The findings of this study hopefully will be useful for Indonesian learners of pronunciation in English and Indonesian languages, especially in pronunciation of diphthong.

To overcome the problems, the Indonesian learners have to adopt and learn the sound system in English, so that they can pronounce English sounds correctly. To learn English system we need some practice and master many vocabulary items. Hopefully, it will make English learners easy to master English. Moreover this condition will make four skills of language mastery. So, the

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<sup>3</sup> *Ibid.*, p. 383.



researcher wants to research “A Contrastive Analysis of Diphthongs between English and Indonesian”.

### **B. Focus of the Problem**

Diphthong is one of language feature that must be used as good as possible. Based on the above problem the researcher will focus this research about the differences and the concords between English and Indonesian languages diphthongs.

### **C. Formulation of the Problems**

Here, the researcher formulates the problems as Follows:

1. How is English diphthongs?
2. How is Indonesian diphthongs?
3. What are English and Indonesian diphthong concords?
4. What are English and Indonesian diphthong differences?

### **D. Purposes of the Research**

Purposes of the Research are as follows:

1. To analyze and find English diphthongs.
2. To analyze and find Indonesian diphthongs.
3. To find out the concords between English and Indonesian diphthongs.
4. To find out the differences between English and Indonesian diphthongs.

### **E. The significances of the study**

Hopefully, the result of this research is useful for:

1. For researcher, Submitted to the English Education Study Program of State College for Islamic Studies (STAIN) Padangsidempuan in Partial Fulfillment of the Requirement for the Degree of Islamic Education Scholar (S.Pd.I ) in English Program.
2. For the readers, To add knowledge about diphthongs, especially in English and Indonesian diphthongs.
3. For the other researchers, to do further study in other fields of research or to compare another languages.

### **F. Definition of the Key Terms**

There are some words those are important to definite to avoid misunderstanding.

1. Contrastive analysis
  - a. Contrastive analysis is a method of linguistic analysis which shows the similarities and differences between two or more languages or dialects with the aim of finding principles which can be applied to practical problems in language teaching and translation, with special emphasis on transfer, interference, and equivalent.<sup>4</sup>

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<sup>4</sup> R.R.K.Hartman and F.C.Stork. *Dictionary of Language and Linguistics* (London: Applied Science Publishers LTD, 1972), p. 53.

b. Analisis kontrastif atau anakon adalah kegiatan memperbandingkan struktur B1 dan B2 untuk mengidentifikasi perbedaan kedua bahasa itu.<sup>5</sup> (contrastive analysis is to compare structure B1 and B2 to identify the different of two language).

## 2. Diphthong

A S Hornby state that *diphthong* is union of two vowel sounds or vowel letter.<sup>6</sup>

## G. Review of Related Finding

Research is a study about certain object to find out new facts about it. There have been many researchers done regard to this research problem, a contrastive analysis of diphthongs between English and Indonesian. They are shown to present related elements with the research to complete an empty side of the research focus. The related findings are, firstly a thesis of Nuris Syamsiah entitled by A Study of the pronunciation of English diphthongs made by English Department Students Having Madurese Language Background.<sup>7</sup> The concluding of his research are They are pronouncing English diphthong like a pure vowel, pronouncing English diphthong like a long vowel, pronouncing English diphthong as a triphthong, and pronouncing English diphthongs as they are written" The deviations could be because of the influence of the mother tongue and language development".

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<sup>5</sup> Henry Guntur Tarigan and Djago Tarigan. *Pengajaran analisis kesalahan berbahasa* (Bandung: Angkasa, 1990), p. 59.

<sup>6</sup> A S Hornby. *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1985), p. 242.

<sup>7</sup> Nuris Syamsiah. "A Study of the pronunciation of English diphthongs made by English Department Students Having Madurese Language Background" (<http://library.um.ac.id> accessed at June 9, 2012 retrieved on 9 pm ).

Secondly, a thesis of Seri Handayani in Faculty of Teacher Training and Education University Muhammadiyah of North Sumatera Medan 2006 entitled by a contrastive analysis on English and Angkola language's diphthongs.<sup>8</sup> The concluding of her research is there are the differences and the similarities between English and Angkola language's diphthongs.

Based on these researchers presentations, researcher finds there has no found yet a research for a contrastive analysis of diphthongs between English and Indonesian at vocation schools that is needed to be studied. Hopefully, this research will complete and contribute a finding in English and Indonesian diphthongs focus to enrich knowledge in teaching literature for students in specific schools.

## **H. Research of Methodology**

### **1. Research Design**

Kind of this research is library research. This research was the descriptive design with qualitative approach.

*Menurut Moleong, Penelitian kualitatif adalah penelitian yang bermaksud memahami fenomena tentang apa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah.*<sup>9</sup> (According to Moleong, Qualitative research is the phenomenon about what is the subject research undergone by using natural

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<sup>8</sup> Seri Handayani. "A Contrastive Analysis on English and Angkola Language's Diphthongs" (Skripsi, UMSU Medan, 2006), p. 24.

<sup>9</sup> Lexy J. Moleong, *Metode penelitian kualitatif* (Bandung: Remaja Rosdakarya, 2009), p. 126.

method). It described the differences and concords between English and Indonesian language diphthongs.

## **2. Sources of Data**

Therefore, the research collected through library research. Sources data of research consists of three kinds, namely are primary sources, secondary sources and tersier sources.

a. Primary data source is the main source is needed in the discussion of this thesis, such as:

- 1) English phonetics and phonology by Peter Roach
- 2) An outline of English phonetics by Daniel Jones
- 3) An introduction to the pronunciation by A.C. Gimson
- 4) English pronunciation by Anas Syafei
- 5) English pronunciation for Indonesian students by Zainuddin, dkk
- 6) Fonetik by Marsono
- 7) Fonologi Bahasa Indonesia by Abdul Chaer
- 8) Bahasa Indonesia untuk perguruan tinggi by Aleka & Achmad
- 9) Pengajaran analisis kesalahan berbahasa by Henry Guntur Tarigan & Jdago Tarigan
- 10) Fonologi bahasa Indonesia tinjauan deskriptif sistem bunyi bahasa Indonesia by Mansur Muslich

b. Secondary data sources are complementary sources of data needed in the discussion of this thesis, such as:

- 1) Prosedur penelitian suatu pendekatan praktek by Suharsimi Arikunto
- 2) Metode penelitian kualitatif by Lexy J. Moleong

b. Tersier data, is complementary source to make easy the researcher, like dictionary.

- 1) Oxford advanced learner's dictionary of current English by AS Hornby
- 2) Kamus Inggris Indonesia (An English – Indonesian Dictionary) by Jhon M. Echols dan Hassan Sadily

### **3. Instrument of collecting Data**

This thesis is library research, so in collecting the data the researcher use documentation method or document study. Dokumentasi, dari asal katanya dokumen, yang artinya barang- barang tertulis.<sup>10</sup> (Documentation word derives from *document* it means written things). The documents are related with English and Indonesian Diphthongs will be analyzed. In using documentation method, researcher use books and dictionary.

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<sup>10</sup> Suhasimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT Rineka Cipta, 2002), p. 135.

#### **4. Technique of collecting Data**

The researcher used contrastive analysis, according to Prof. Dr. M. Zaim, M.Hum, contrastive analysis also identifies a general approach to the investigation of language, particular as carried on a certain areas of applied linguistics, such as “language teaching”. The steps of collecting data as follows:

- a. Collecting the data and information likes books and dictionary that support the understanding of the issues above and then grouping to the primary data and secondary data.
- b. The researcher gathered by reading and studying some references books, especially English and Indonesian languages.
- c. The data was classified in the specific terms of English and Indonesian diphthongs.

#### **I. Outline of a thesis**

A description of this thesis organization is necessary to be presented in order to cover the face of thesis. It will make an easier way to store the content of the thesis for readers. The systematic of this research was divided into five chapters., they are :

In the chapter one, it was consisted of background of the problem, focus of the problem, The formulation of the problem, purposes of the research and The

significant of the research, definition of key term, relative review finding, research of methodology and outline of the thesis.

In the chapter two, it was consisted of the Theoretical framework, involve definition of Phonetic and Phonology, vowels, Contrastive Analysis, and English Diphthongs.

In chapter three, it was consisted of Indonesian diphthongs, kinds of Indonesian diphthongs and illustrate the diphthongs sounds.

In chapter four, it was consisted of Analysis Data, discussions of a Contrastive analysis of Diphthongs between English and Indonesian.

And the finally, in the chapter five consisted of Conclusion and Suggestion.



## CHAPTER II

### ENGLISH DIPHTHONGS

#### A. Phonetics and Phonology

Since the language became an object of ancient study, the terms had many different definition. Language word derives from Latin *lingua* (language,) with a reconstructed root of tongue, it is based on the use of the physical organ. Language is spoken to a listener through a set of sounds, that is what the speaker encodes or sends.

You probably want to know what the purpose of this course is, and what you can expect to learn from it. An important purpose of this course is to explain how English is pronounced in the accent normally chosen as the standard for people learning spoken English as an international language. However, at the comparative advanced level at which this course is aimed it is usual to present this information in the context of a general theory about speech sounds and how they are used in language; this theoretical context is called English phonetics and phonology.<sup>1</sup>

R. R. K. Hartman and F.C. Stork states: “The phonology study of speech sound of a language and their function within the sound system of that language”.<sup>2</sup> In contemporary usage the term covers not only the field of phonemics but also the study of sound changes in the history of a given language, i.e. diachronic Phonology. Phonology is the study of the system of sound and sound combinations in a language.<sup>3</sup> And according to Muhammad,

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<sup>1</sup> Peter Roach. *English Phonetics and Phonology A Practical Course* (Cambridge, Cambridge university press, 2000), p. 1.

<sup>2</sup> R.R.K.Hartman and F.C.Stork. *Dictionary of Language and Linguistics* (London: Applied Science Publishers LTD, 1972), p. 175.

<sup>3</sup> Nirmala Sari. *An Introduction To Linguistics* (Jakarta: P2LPTK, 1988), p. 104.

“Fonologi sebagai salah satu cabang linguistik yang mempelajari sistem bunyi bahasa manusia yaitu kaidah yang mengatur pelafalan bunyi”.<sup>4</sup> (Phonology is a branch of linguistics which studies the sound systems of human language that is the rules sounds pronunciation).

It is concerned with how these sound are systematically organized in a language, how they are combined to form words, how they are categorized by, and interpreted in, the minds of speakers. (The word phonology it self comes from the Greek word phone, which means ‘voice’).

In order to see how phonology works, let’s begin considering some observations we can make about the sound system of English.

Table I  
The chart of phonology

No	Word	Class	Pronunciations		Meaning	Information
			British	American		
1	Fight	Noun	/ fait /	/ fait /	<i>Perkelahi an</i>	It is produced by bringing together the top teeth and the bottom lip, and then blowing air between them
2	Can’t	Noun	/ ka:nt /	/ kænt /	<i>Tidak bisa</i>	It is produced with one continuous

<sup>4</sup> Muhammad. *Belajar Micro Linguistik* (Yogyakarta: Liebe Book Press, 2004), p. 61.

						motion of the vocal tract (lungs, tongue, lips, and so on), yet we interpret this motion as series of four separated speech sounds.
3	Pea Sea Me Key	Noun Noun Pronoun Noun	/ pi: / / si: / / mi: / / ki: /	/ pi: / / si: / / mi: / / ki: /	<i>Kacang</i> <i>Laut</i> <i>Saya</i> <i>Kunci</i>	All have the same vowel in each word is spelled differently.
4	Pea Key	Noun Noun	/ pi: / / ki: /	/ pi: / / ki: /	<i>Kacang</i> <i>Kunci</i>	<i>p</i> and <i>b</i> are alike in that they are both pronounced with the lips; <i>p</i> and <i>k</i> are different in that <i>k</i> is not pronounced with the lips.
5	Cab Cad Cap	Noun Noun Noun	/ kæb / / kæd / / kæp /	/ kæb / / kæd / / kæp /	<i>Taksi</i> <i>Org kasar</i> <i>Sumbat</i>	The vowels in the words <i>cab</i> and <i>cad</i> are longer than the

	Cat	Noun	/ kæt /	/ kæt /	<i>Kucing</i>	same vowels in <i>cap</i> and <i>cat</i>
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## B. Definitions of Contrastive Analysis

*To Contrast* means to compare, so that differences are made clear, to show a difference when it is compared.<sup>5</sup> Contrastive analysis is the comparison of linguistic system of two languages, for example the sound system or the grammatical system.

Contrastive analysis is a method of linguistic analysis which shows the similarities and differences between two or more languages or dialects with the aim of finding principles which can be applied to practical problems in language teaching and translation, with special emphasis on transfer, interference, and equivalents.<sup>6</sup>

Lado says that the importance of contrastive analysis is the errors and difficulties that occur in our learning and use of a foreign language which are caused by the interference of our mother tongue. Wherever the structure of the foreign language differs from mother - tongue we can expect both difficulties in learning and error in performance. Learning a foreign language is essentially learning to overcome these difficulties. Where the structures of the two languages are the same, not difficulty is anticipated and teaching is no necessary.<sup>7</sup>

The results of the contrastive analysis are therefore built into language teaching materials, syllabuses, tests and research. The function of contrastive

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<sup>5</sup> AS Hornby. *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1987), p. 186.

<sup>6</sup> R.R.K.Hartman and F.C.Stork. *Op.Cit.*, p. 53.

<sup>7</sup> M. Zaim. *Applied Linguistics Selected Readings for Classroom Discussion 1* (Padang: Postgraduate Program State University of Padang, 2005), p. 197-198.

analysis is to predict the likely errors of a given group of learners and there by to provide the linguistic input to language teaching materials.<sup>8</sup>

### C. Definitions of Diphthongs

Diphthong is a vowel sound within a syllable with a perceptible change in its quality during its production.<sup>9</sup> The tongue moves constantly and hence the quality changes constantly in the production of this type of sound, which makes any division into diphthong, suggesting only two sounds, and triphthong, suggesting three sounds, an arbitrary distinction, since in theory there is an infinite number of stages between the beginning and the end of the vowel. Phonetic symbols used to represent diphthongs suggest the beginning and the end of the vowel: e.g. [ ei ] for the sound in *day* or [ ou ] for the sound in *go*.

When a sound is made by gliding from one vowel position to another, it is called a diphthong. Diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement.<sup>10</sup> And also, diphthongs are speech of sound, which is usually considered as one distinctive vowel of particular language but really involves two vowels, with one vowel gliding to the other". According to Anas

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<sup>8</sup> *Ibid.*, p. 189.

<sup>9</sup> R.R.K.Hartman and F.C.Stork. *Op.Cit.*, p. 67.

<sup>10</sup> Daniel Jones. *The Pronunciation of English* (Cambridge: University Press, 1956), p. 22.

Syafei, a diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable.<sup>11</sup>

A diphthong is a sound made by gliding the position of the tongue from one vowel to another without a break at all in between. Diphthongs are represented by a sequence of two symbols, the first showing the starting point and the second indicating the direction of movement.<sup>12</sup>

#### **D. Vowels**

Vowels are sonorous, syllabic sounds produced with the vocal tract more open than it is for consonant and glide articulations.<sup>13</sup> Different vowel sounds (also called vowel qualities) are produced by varying the placement of the body of the tongue and shaping the lips. The shape of the cavity can be further altered by protruding the lips to produce rounded vowels, or by lowering the velum to produce nasal vowels. Finally, Vowels may be tense or lax, depending on the degree of vocal tract constriction during their articulation.

##### **1. Front, central, back vowels**

English front vowels are unrounded and the back vowels have a degree of lip rounding that generally increases with vowel height.<sup>14</sup> The

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<sup>11</sup> Anas Syafei. *English Pronunciation: Theory and Practice* (Jakarta: P2LPTK, 1988), p. 13.

<sup>12</sup> Zainuddin dkk. *English Pronunciation for Indonesian Students* (Padang: FBSS Universitas Negeri Padang, 2002), p. 45.

<sup>13</sup> O'grady, William D & Dobrovolsky, Michael, *Contemporary linguistic analysis* (Canada: COPP CLARK LTD, 1996), p. 32.

<sup>14</sup> Peter Ladefoged. *Vowels and Consonants an Introduction to the Sounds of Languages* (USA: Blackwell, 2001), p. 160.

terms *front*, *central*, and *back* refer to the part of the tongue raised and the area in the mouth toward which is raised. Front vowels are made by lifting the front part of the tongue toward the area nearest the upper teethridge. Central vowels are produced by raising the middle part of the tongue toward the area nearest the soft palate. Back vowels are made by bunching the back of the tongue toward the soft palate.

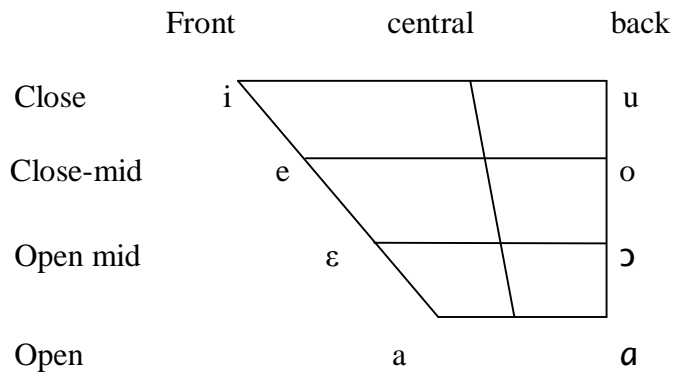


Figure 1  
Primary Cardinal Vowel

## 2. High, Mid, And Low Vowels

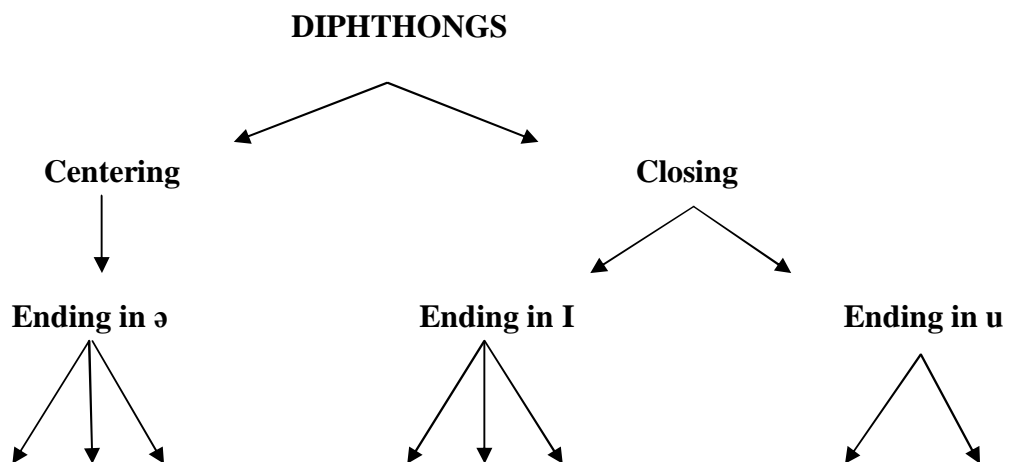
The terms *high*, *mid*, and *low* refer to the difference in tongue height. High vowels are made with the greatest bunching of the tongue; low vowels are made with least amount of bunching or arching. In some low vowels, the tongue is almost flat in the mouth cavity. Mid vowels are made with a degree of tongue bunching somewhere between the high and low positions. All the vowels in the centrals series are mid vowels.

There are no high central vowels in English. Mid vowels refers to the sounds made with a degree of tongue arching somewhere between the high and low positions all the vowels. Low vowels describes the vowels, the tongue is almost flat in the month cavity.

### E. The English Diphthongs

English has a large number of diphthongs sound that consist of a movement or glide from one vowel to another. A vowel which remains constants does not glide called a pure vowel, and one of the most common pronunciations mistakes that result in a learner of English having a “foreign” accent is the production of pure vowels where a diphthongs should be pronounced.

The total number of diphthong is eight (though **uə** is increasingly rare).<sup>15</sup> The easiest way to remember them is in terms of three groups divided as in this diagram:



<sup>15</sup> Peter Roach. *Op.Cit.*, p. 21.



iə   eə   uə                      ei   ai   oi                      əu                      au

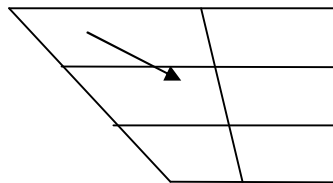
### 1. Centering diphthongs

*Centering diphthongs* are diphthongs which are made by making a pure vowel and then moving the tongue to the position of a central vowel, the schwa /ə/.<sup>16</sup>

For example: in the production of /iə/, in /hiə/ here, we start with the tongue in the position of /i/, that is high front and then change to the position of /ə/, which is central vowel; that is to say that the tongue position becomes centering. /iə/, /eə/, and /uə/ are centering diphthongs in English as indicated by the above diagram. Examples are /iə/ in here, /eə/ in rare, and /uə/ in poor.

The centering diphthongs glide towards the ə (schwa) vowel, as the symbols indicate.<sup>17</sup>

a. [ iə ]



The glide of / iə / begins with a tongue position approximately that use for / I /, centralized front half close, and move in the direction of the more open variety of / ə / when / iə / is final in

<sup>16</sup> Zainuddin dkk. Op. Cit., p. 46.

<sup>17</sup> Peter Roach. Loc. Cit.

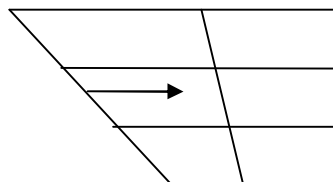
the word, a non final position such in bead, ‘fierce’ the glide may not be so extensive, the quality of the / ə / element being of mid type.<sup>18</sup>

The falling character of iə is effected by the use of ‘diminuendo stress.’ This means that the beginning part of the diphthong is uttered with stronger stress than the end part. This stress is felt subjectively to the hearer on account of the greater inherent sonority (carrying power) of ə as compared with i.

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Beard	Noun	/ biəd /	<i>Jenggot</i>	The starting point is a little closer than I in ‘bit’ ‘bin’.
2	Fierce	Adj	/ fiəs /	<i>Dahsyat</i>	

b. [eə]



The glide of / eə / begins in the half open front position, that is approximately [e] and moves in the direction of the more open variety of / ə /, especially when the diphthong is final, where / eə / occurs in

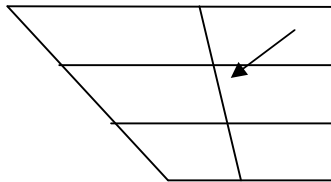
<sup>18</sup> A.C. Gimson. *An Introduction to The Pronunciation of English* (London: The English language book society and Edward Arnold (publishers) ltd, 1980), p. 142.

syllable closed by a consonant the / ə / type. The lips are naturally open throughout.

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Air	Noun	/ eə(r) /	<i>Udara</i>	This diphthong begins with the same vowel sound as the e of 'get', 'men'.
2	Cairn	Noun	/ keən /	<i>Keributan</i>	
3	scarce	Adj	/ skeəs /	<i>Langka</i>	

c. [uə]



The / uə / glides from a tongue position similar to that use for / u / towards the more open type of / ə / which forms an point of all three centering diphthong with, again, a somewhat closer variety of / ə / when the diphthongs occurs in a close syllable.

uə is a diphthong which starts at u and terminates at a sound of the ə type. It is 'falling' diphthong, It is falling character being effected by means of 'diminuendo stress.' This means that the beginning part of the diphthong is uttered with stronger stress than the

end part. This stress is felt subjectively by the speaker; it is not always apparent objectively to the hearer on account of the greater inherent sonority (carrying power) of ə as compared with u.

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Moor	Noun	/ muə(r) /	<i>Tambatan</i>	for speakers who
2	Tour	noun	/ tuə(r) /	<i>Perjalanan</i>	have this diphthong, this has a starting point slightly closer than u in 'put', 'pull'. Many speakers pronounce □: instead

## 2. Closing Diphthongs

*Closing diphthongs* are diphthongs which are made by making a pure vowel and then moving the tongue to a position of a higher vowel.<sup>19</sup>

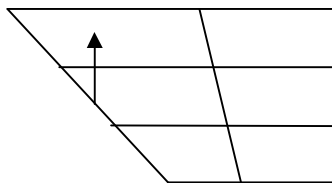
For example: In the production of /au/ in /kau/ cow, we start with the position of the mouth for /a/, that is open and then change it to the position needed for /u/, that is to say that the mouth opening becomes closing.

The closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the

<sup>19</sup> Zainuddin dkk. Op. Cit., p. 45.

diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively more close vowel is produced. Three of the diphthongs glide towards **i**, as described below:

**a. [ei]**



The glide begins from slightly below the half close front position and moves in the direction of /i/, there being a slight closing movement of the lower jaw; the lips are spread. Before [i] elements is often absorbed into the [ə] or [u] glide on to [i].<sup>20</sup> Ei is the so-called ‘long’ sound of the letter a, as in *came* **keim**, *make* **meik**. It is also the usual sound of ai and ay;<sup>21</sup>

The examples:

No	Word	Class	Pronunciation	Meaning
1	<i>Plain</i>	Adj	/ plein /	<i>Sederhana</i>
2	<i>Daisy</i>	Noun	/ deizi /	<i>Bunga aster</i>
3	<i>Day</i>	Noun	/ dei /	<i>Hari</i>
4	<i>Play</i>	Noun	/ plei /	<i>Bermain</i>

<sup>20</sup> A.C. Gimson. *Op.Cit.*, p. 128.

<sup>21</sup> Daniel Jones. *Op.Cit.*, p. 100.

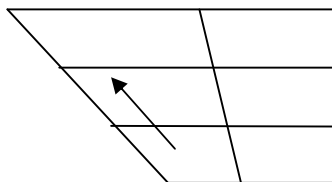
Ei and ea have the sound ei in a few words

No	Word	Class	Pronunciation	Meaning
5	Weigh	Verb	/ wei /	<i>Menimbang</i>
6	Veil	Noun	/ veil /	<i>Kerudung</i>
7	Great	Adj	/ greit /	<i>Besar</i>
8	Break	Noun	/ breik /	<i>Patah</i>

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Paid	Noun	/ peid /	<i>Upah</i>	The starting point is the same as the e of 'get', 'men'.
2	Pain	Noun	/ pein /	<i>Kesakitan</i>	
3	Face	Noun	/ feis /	<i>Muka</i>	

b. [ai]



The glide of [ai] begins at point slightly behind the front open position, and move in the direction of the position associate with [i], although the tongue is not usually raised to a level closer than [e], the glide is much more extensive than that of [ei], the closing movement of the lower jaw being obvious. The starting point may be similar to

articulations use in the advance type of /ʌ/. The lips change from a neutral toe loosely spread position. Before [i] the [i] elements is often absorbed into the [ə] or [u] glide on to the [i]. The English diphthong denoted here by **ai** is the so-called 'long' sound of the letters I and y;

The examples:

No	Word	Class	Pronunciation	Meaning
1	Time	Noun	/ taim /	<i>Waktu</i>
2	Idle	Adj	/ aidl /	<i>Bermalas-malas</i>
3	Night	Noun	/ nait /	<i>Malam</i>
4	Child	Noun	/ tʃaɪld /	<i>Anak</i>
5	Find	Noun	/ faɪnd /	<i>Penemuan</i>
6	Fly	Noun	/ flai /	<i>Lalat</i>

Ie has the value ai when final, as in *pie* **pai**, and in inflected forms such as *tried* **traid**, *cries* **kraiz**. Ei is pronounced ai :

The examples:

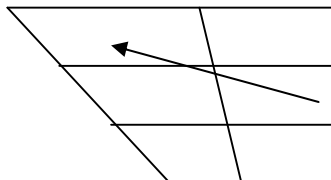
No	Word	Class	Pronunciation	Meaning
7	[Height]	Noun	/ hait /	<i>Tinggi</i>
8	[Sleight]	Noun	/ slait /	<i>Pelalaian</i>
9	[Either]	Adj	/ aiðə /	<i>Salah satu</i>
10	[Neither]	Adj	/ neiðə /	<i>Tidak ada</i>

Exceptionally spelt words are *buy* **bai**, *eye* **ai**, *choir* **'kwaiaə**,  
*aisle* **ail**.

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Tide	Noun	/ taid /	<i>Pasang</i>	This diphthong begins with an open vowel which is between front and back; it is quite similar to the $\Lambda$ of the words 'cut', 'bun'.
2	Time	Noun	/ taim /	<i>Waktu</i>	
3	Nice	Adj	/ nais /	<i>Baik</i>	

c. [ɔi]



For [ɔi] the tongue begins at the point between the back half open and open position and moves in the, direction of /i/. the tongue movement extends from back to centralized front, but the range



closing in the glide is not as great as for / ai / the jaw movement, though considerable, may not therefore be as mark as in the case of / ai/. The lips are open rounded for the first element, changing the neutral for the second. The English diphthong written phonetically **ɔi** is the regular sound of *oi* and *oy*.

The examples:

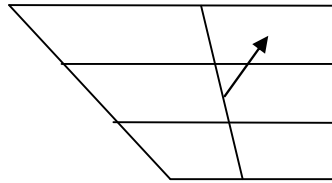
No	Word	Class	Pronunciation	Meaning
1	Oil	Noun	/ ɔil /	<i>Minyak</i>
2	Noise	Noun	/ nɔiz /	<i>Gaduh</i>
3	Boy	Noun	/ bɔi /	<i>Pria</i>
4	Employs	Verb	/ implɔiz /	<i>Mempekerjakan</i>
5	Employer	Noun	/ im'plɔie /	<i>Majikan</i>
6	Royal	Adj	/ rɔiel or rɔil /	<i>Megah</i>

Two diphthongs glide towards u, so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one again because the second part of the diphthong is weak.

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Void	Noun	/ vɔɪd /	<i>Kekosongan</i>	The first part of this diphthong has the same quality as [ɔ]: in 'ought', 'born'.
2	Loin	Noun	/ lɔɪn /	<i>Pinggang</i>	
3	Voice	Noun	/ vɔɪs /	<i>Suara</i>	

## d. [əʊ]



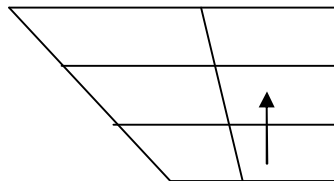
The glide of / əʊ / begins at a central position, between half close and half open and moves the direction of / u /, there being a slight closing movement of the lower jaw, the lips are neutral for the first element, but have a tendency to round on the second element.

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Most	Adj	/ məʊst /	<i>Terbanyak</i>	The vowel position for the beginning of this is the same as for the "schwa" vowel ə, as found
2	Load	Noun	/ ləʊd /	<i>Beban</i>	
3	Home	Noun	/ həʊm /	<i>Rumah</i>	

					in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards <b>u</b> , for which there is quite noticeable lip- rounding.
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e. [au]



The glide of / au / begins at a point between the back and front open position for / a: /, and moves in the direction of / u /, though the tongue may not be raised higher than the half close level. The glide is much more extensive than that use for / əu / and is systematically opposed to the front glide of / ai /, the lips change from neutrally open to a weakly rounded position. The English diphthong written phonetically au is the usual sound of *ou*;



The examples:<sup>22</sup>

No	Word	Class	Pronunciation	Meaning
1	Loud	Adj	/ laud /	<i>Keras</i>
2	House	Noun	/ haus /	<i>Rumah</i>
3	Out	Noun	/ aut /	<i>Keluar</i>
4	Bough	Noun	/ bau /	<i>Cabang</i>
5	Sprout	Noun	/ spraut /	<i>Toge</i>
6	Around	Prep	/ a'raund /	<i>Keliling</i>
7	About	Adverb	/ a'baut /	<i>Kira-kira</i>
8	Mountain	Noun	/ mauntin /	<i>Gunung</i>
9	Pound	Noun	/ paund /	<i>Pon(uang)</i>
10	Plough	Noun	/ plau /	<i>Bajak</i>

It is also a frequent sound of *ow*; examples: *cow* **kau**, *town* **taun**, *flower* **'flaue**. *Eo* has the value *au* in the name *macLeod* **mə'klaud**.

<sup>22</sup> Zainuddin dkk. *Op.Cit.*, p. 47.

The examples:

No	Word	Class	Pronunciation	Meaning	Info
1	Loud	Adj	/ laud /	<i>Keras</i>	this diphthong begins with a vowel similar to <b>a:</b> since this is an open vowel, a glide to <b>u</b> would necessitate a large movement. Usually in English the glide towards <b>u</b> begins but is not completed, the end of the diphthong being somewhere between close-mid and open-mid in tongue height. There is only slight lip-rounding.
2	Gown	Noun	/ gaun /	<i>Gaun</i>	
3	House	Noun	/ haus /	<i>Rumah</i>	



## CHAPTER III INDONESIAN DIPHTHONGS

### A. Indonesian Diphthongs

Language represents the communication means which we wear to submit the message to others on the change of what we send out for understandable by receiver order. Two aspects seem quite clear. First, it is obvious that language makes use of sound. Second, this sound is used to convey meaning from speakers to hear. Generally, one who wishes to learn a language, we must know that Indonesian is our union language.

Every language have the separate characteristics which can differentiate it from other language although still has the equation, like structure equation, morphology, and phonology. Therefore if wishing to learn an language, it is better we compare it with the language or at least with the language is we know. With the consideration of target and benefit, fund and available by time of research of diphthongs of Indonesian language.

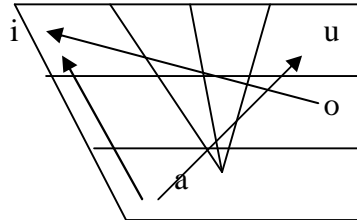
### B. Kinds of Indonesian Diphthongs

Diphthong obtained by mentioned in Indonesian language shall be as follows: Indonesian languages have three kinds of raising diphthongs.<sup>1</sup> There are ai, au, and oi. vowels diphthong make one sound that can't be separated.

---

<sup>1</sup> Marsono. *Fonetik* (Yogyakarta: Gadjah Mada University Press, 2008), p. 51.

Figure II. Raising of diphthongs



Diphthong in Indonesia: ai, au, oi.<sup>2</sup>

Table II  
The table of Indonesian diphthongs

Diphthongs	Example in a word		
	Front	Middle	End
Ai	Ai	Syaitan	Pandai
Au	Aula	Saudara	Harimau
Oi	–	Boikot	Amboi

Three kinds of diphthongs: That is raising diphthong, falling diphthong, centering diphthong. But in Indonesia only have raising diphthong.<sup>3</sup>

1. [ ai ] : Diphthong [ ai ] is rising diphthong.

“Diphthong menaik (rising diphthong) adalah diphthong yang ketika perangkapan bunyi vokoid itu diucapkan, vokoid pertama kurang atau menurun sonoritasnya dan mengarah ke bunyi non vokoid, sedangkan vokoid kedua menguat

<sup>2</sup> Aleka & Achmad. *Bahasa Indonesia untuk Perguruan Tinggi* (Jakarta: Kencana, 2010), p. 262.

<sup>3</sup> Abdul Chaer. *Fonologi Bahasa Indonesia* (Jakarta: Rineka Cipta, 2009), p. 44.



sonoritasnya”.<sup>4</sup> First vokoid is less or according to sonorities and direction to sound nonvokoid, while the second vokoid corroborate the sonorities.

Examples:

No	Word
1	<i>Pakai</i>
2	<i>Lalai</i>
3	<i>Pandai</i>
4	<i>Nilai</i>
5	<i>Tupai</i>
6	<i>Sampai</i>
7	<i>Pantai</i>
8	<i>Gulai</i>

---

<sup>4</sup> Mansur Muslich. *Fonologi Bahasa Indonesia Tinjauan Deskriptif System Bunyi Bahasa Indonesia* (Jakarta: Bumi Aksara, 2008), p. 70.

2. [ oi ] : Diphthong [ oi ] is rising diphthong. It is occurred if the second vowel higher than the first. “Diphthong naik (rising diphthongs) ialah jika vocal yang kedua diucapkan dengan posisi lidah lebih tinggi dari pada yang pertama”.<sup>5</sup>

Examples:

No	Word
1	<i>Amboi</i>
2	<i>Sepoi-Sepoi</i>
3	<i>Koboi</i>

3. [ au ] : Diphthong [ au ] is rising diphthong. It is occurred if the second vowel higher than the first.

Examples:

No	Word
1	<i>Saudara</i>
2	<i>Saudagar</i>
3	<i>Lampau</i>
4	<i>Surau</i>
5	<i>Pulau</i>
6	<i>Kacau</i>

---

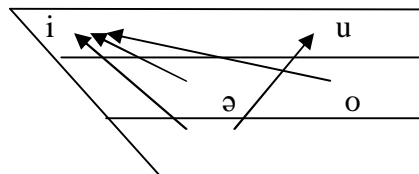
<sup>5</sup> Marsono. *Op.Cit.*, p. 50.

7	Walaupun
8	Kalau

4. [ei] : “Dengan masuknya sejumlah kata asing, muncul diftong /ey / dalam bahasa Indonesia yang ditulis ei. Diftong ini sering bervariasi dengan /ay / pada kata-kata tertentu, dan hal itu tercermin pula pada cara penulisan kata-kata itu”.<sup>6</sup>
- The include of a foreign word, comes the diphthongs *ei*. This Diphthong is often varied with *ai* in the particular words, and it is also reflected in the way of writing these words.

Figure III

Raising of diphthongs with adding diphthong ei



Examples:

No	Word
1	Survei – survai
2	Seprei – seprai
3	Perei – perai
4	Esei- esai

<sup>6</sup> Hasan alwi. *Tata Bahasa Baku Bahasa Indonesia* (Jakarta: Balai Pustaka, 2003), p. 62.

### C. Illustrate the diphthongs sounds

According to Abdul Chaer, “monofongisasi adalah proses perubahan dua buah vocal atau gugus vocal menjadi sebuah vocal”.<sup>7</sup>

Table III  
a. Sound / ai / and / e /

Sound	A pair of minimum
[ ai ]	Satai
	Damai
[ e ]	Sate
	Dame

Based on the above text, it can be concluded that sound [ ai ] and [ e ] are two phonemes which are different and having the same meaning word.

Table IV  
b. Sound / au / and / o /

Sound	A pair of minimum
[ au ]	Danau
	Kalau
[ o ]	Dano
	kalo

---

<sup>7</sup> *Ibid.*, p. 104.

Based on the above text, it can be concluded that sound [ au ] and [ o ] are two phonemes which different and having the same meaning word.

Table V

c. Sound / oi / and / a /

Sound	A pair of minimum
[ oi ]	sekoi
[ a ]	seka

Based on the above text, it can be concluded that sound [ oi ] and [ a ] are two phonemes that can be varied with the minimal partner.

**CHAPTER IV**  
**ANALYZING THE DATA**

**A. Diphthongs in English**

**1. [ ei ]**

The glide begins from slightly below the half close front position and moves in the direction of /i/, there being a slight closing movement of the lower jaw; the lips are spread. Before [i] elements is often absorbed into the [ə] or [u] glide on to [i].

Table VI

The examples of sound [ ei ]

No	Word	Class	Pronunciation	Meaning
1	<i>Plain</i>	Adj	/ plein /	<i>Sederhana</i>
2	Daisy	Noun	/ deizi /	<i>Bunga aster</i>
3	Day	Noun	/ dei /	<i>Hari</i>
4	Play	Noun	/ plei /	<i>Bermain</i>
5	Weigh	Verb	/ wei /	<i>Menimbang</i>
6	Veil	Noun	/ veil /	<i>Kerudung</i>
7	Great	Adj	/ greit /	<i>Besar</i>
8	Break	Noun	/ breik /	<i>Patah</i>
9	Name	Noun	/ neim /	<i>nama</i>
10	Table	Noun	/ teibel /	<i>meja</i>

## 2. [ ai ]

The glide of [ai] begins at point slightly behind the front open position, and move in the direction of the position associate with [i], although the tongue is not usually raised to a level closer than [e], the glide is much more extensive than that of [ei], the closing movement of the lower jaw being obvious. The starting point may be similar to articulations use in the advance type of /ʌ/. The lips change from a neutral toe loosely spread position. Before [i] the [i] elements is often absorbed into the [ə] or [u] glide on to the [i].

Table VII

The examples of sound [ ai ]

No	Word	Class	Pronunciation	Meaning
1	Time	Noun	/ taim /	<i>Waktu</i>
2	Idle	Adj	/ aidl /	<i>Bermalas-malas</i>
3	Night	Noun	/ nait /	<i>Malam</i>
4	Child	Noun	/ tʃaɪld /	<i>Anak</i>
5	Find	Noun	/ faɪnd /	<i>Penemuan</i>
6	Fly	Noun	/ flai /	<i>Lalat</i>
7	Height	Noun	/ hait /	<i>Tinggi</i>
8	Sleight	Noun	/ slait /	<i>Pelalaian</i>
9	Either	Adj	/ aiðə /	<i>Salah satu</i>

10	Neither	Adj	/ neiðə /	<i>Tidak ada</i>
----	---------	-----	-----------	------------------

### 3. [ɔi]

For [ɔi] the tongue begins at the point between the back half open and open position and moves in the, direction of /i/. the tongue movement extends from back to centralized front, but the range closing in the glide is not as great as for / ai / the jaw movement, though considerable, may not therefore be as mark as in the case of / ai/. The lips are open rounded for the first element, changing the neutral for the second. The English diphthong written phonetically **ɔi** is the regular sound of *oi* and *oy*.

Table VIII

The examples of sound [ ɔi ]

No	Word	Class	Pronunciation	Meaning
1	Oil	Noun	/ ɔil /	<i>Minyak</i>
2	Noise	Noun	/ nɔiz /	<i>Gaduh</i>
3	Boy	Noun	/ bɔi /	<i>Pria</i>
4	Employs	Verb	/ implɔiz /	<i>Mempekerjakan</i>
5	Employer	Noun	/ im'plɔie /	<i>Majikan</i>



6	Royal	Adj	/ rɔɪəl or rɔɪl /	<i>Megah</i>
7	coin	Noun	/ kɔɪn /	<i>koin</i>
8	toy	Noun	/ tɔɪ /	<i>mainan</i>
9	soil	Noun	/ sɔɪl /	<i>Tanah</i>
10	boil	Noun	/ bɔɪl /	<i>bisul</i>

#### 4. [ iə ]

The glide of / iə / begins with a tongue position approximately that use for / i /, centralized front half close, and move in the direction of the more open variety of / ə / when / iə / is final in the word, a non final position such in bead, ‘fierce’ the glide may not be so extensive, the quality of the / ə / element being of mid type.

The falling character of iə is effected by the use of ‘diminuendo stress.’ This means that the beginning part of the diphthong is uttered with stronger stress than the end part. This stress is felt subjectively to the hearer on account of the greater inherent sonority (carrying power) of ə as compared with i.

Table IX  
The examples of sound [ iə ]

No	Word	Class	Pronunciation	Meaning
1	Beard	Noun	/ biəd /	<i>Jenggot</i>
2	Fierce	Adjective	/ fiəs /	<i>Dahsyat</i>
3	Tire	Verb	/ taiə(r) /	<i>melelehkan</i>
4	Near	Adjective	/ niər /	<i>dekat</i>
5	Dear	Noun	/ diər /	<i>kekasih</i>
6	Here	Adjective	/ hiər /	<i>disini</i>
7	Hero	Noun	/ hiərəu /	<i>pahlawan</i>
8	Ear	Noun	/ iər /	<i>telinga</i>
9	Beer	Noun	/ biər /	<i>bir</i>
10	Fear	Noun	/ fiə(r) /	<i>ketakutan</i>

### 5. [ eə ]

The glide of / eə / begins in the half open front position, that is approximately [e] and moves in the direction of the more open variety of /

ə /, especially when the diphthong is final, where / eə / occurs in syllable closed by a consonant the / ə / type. The lips are naturally open throughout.

Table X  
The examples of sound [ eə ]

No	Word	Class	Pronunciation	Meaning
1	Air	Noun	/ eə(r) /	<i>Udara</i>
2	Cairn	Noun	/ keən /	<i>Keributan</i>
3	Scarce	Adj	/ skeəs /	<i>Langka</i>
4	Wear	Noun	/ weə(r) /	<i>Pakaian</i>
5	Bear	Noun	/ beə(r) /	<i>beruang</i>
6	Care	Adj	/ keə(r) /	<i>peduli</i>
7	Pear	Noun	/ peər /	<i>Buah pir</i>
8	Where	Adj	/ hweər /	<i>dimana</i>
9	Ware	Noun	/ weə(r) /	<i>barang</i>
10	Tear	Adj	/ teə (r) /	<i>Air mata</i>

## 6. [ uə ]

The / uə / glides from a tongue position similar to that use for / u / towards the more open type of / ə / which forms an point of all three

centering diphthong with, again, a somewhat closer variety of / ə / when the diphthongs occurs in a close syllable.

Table XI  
The examples of sound [ uə ]

No	Word	Class	Pronunciation	Meaning
1	Moor	Noun	/ muə(r) /	<i>Tambatan</i>
2	Tour	Noun	/ tuə(r) /	<i>Perjalanan</i>
3	Sure	Noun	/ suə(r) /	<i>pasti</i>
4	Poor	Noun	/ puə(r) /	<i>miskin</i>
5	Effectual	Adj	/ I' fektuəl /	<i>memperbaiki</i>
6	Caricature	Noun	/ kær'lkətjuə(r) /	<i>karikature</i>
7	Cure	Noun	/ kjuə(r) /	<i>obat</i>
8	Demure	Noun	/ dimjuə(r) /	<i>Berlagak sopan</i>
9	Casual	Adj	/ kæuəl /	<i>sederhana</i>
10	Habitual	Adj	/ hə'bitʃuəl /	<i>kebiasaan</i>

## 7. [ əu ]

The glide of / əu / begins at a central position, between half close and half open and moves the direction of / u /, there being a slight closing

movement of the lower jaw, the lips are neutral for the first element, but have a tendency to round on the second element.

Table XII

The examples of sound [ əu ]

No	Word	Class	Pronunciation	Meaning
1	Most	Adj	/ məʊst /	<i>Terbanyak</i>
2	Load	Noun	/ ləʊd /	<i>Beban</i>
3	Home	Noun	/ həʊm /	<i>Rumah</i>
4	Alone	Adj	/ ə'ləʊn /	<i>sendirian</i>
5	Patrol	Verb	/ pə'trəʊl /	<i>meronda</i>
6	Cold	Adj	/ kəʊld /	<i>dingin</i>
7	Devote	Verb	/ di'vəʊt /	<i>mencurahkan</i>
8	Dope	Noun	/ dəʊp /	<i>mengobati</i>
9	Dough	Noun	/ dəʊ /	<i>adonan</i>
10	Sallow	Adj	/ sæləʊ /	<i>pucat</i>

### 8. [ au ]

The glide of / au / begins at a point between the back and front open position for / a: /, and moves in the direction of / u /, though the tongue

may not be raised higher than the half close level. The glide is much more extensive than that use for / əu / and is systematically opposed to the front glide of / ai /, the lips change from neutrally open to a weakly rounded position.

Table XIII  
The examples of sound [ au ]

No	Word	Class	Pronunciation	Meaning
1	Loud	Adj	/ laud /	<i>Keras</i>
2	House	Noun	/ haus /	<i>Rumah</i>
3	Out	Noun	/ aut /	<i>Keluar</i>
4	Bough	Noun	/ bau /	<i>Cabang</i>
5	Sprout	Noun	/ spraut /	<i>Toge</i>
6	Around	Preposition	/ ə'raund /	<i>Keliling</i>
7	About	Adverb	/ ə'baut /	<i>Kira-kira</i>
8	Mountain	Noun	/ mauntin /	<i>Gunung</i>
9	Pound	Noun	/ paund /	<i>Pon(uang)</i>
10	Plough	Noun	/ plau /	<i>Bajak</i>

## B. Diphthongs in Indonesian

### 1. [ ai ]

[ ai ] : Diphthong [ ai ] is rising diphthong. It is occurred if the second vowel higher than the first.

Table XIV

The examples of sound [ ai ]

No	Word
1	<i>Pakai</i>
2	<i>Lalai</i>
3	<i>Pandai</i>
4	<i>Nilai</i>
5	<i>Tupai</i>
6	<i>Sampai</i>
7	<i>Pantai</i>
8	<i>Gulai</i>

## 2. [ oi ]

[ oi ] : Diphthong [ oi ] is rising diphthong. It is occurred if the second vowel higher than the first.

Table XV

The examples of sound [ oi ]

No	Word
1	<i>Amboi</i>
2	<i>Sepoi-Sepoi</i>
3	<i>Koboi</i>

### 3. [ au ]

[ au ] : Diphthong [ au ] is rising diphthong. It is occurred if the second vowel higher than the first.

Table XVI

The examples of sound [ au ]

No	Word
1	<i>Saudara</i>
2	<i>Saudagar</i>
3	<i>Lampau</i>
4	<i>Surau</i>
5	<i>Pulau</i>
6	<i>Kacau</i>
7	<i>Walaupun</i>
8	<i>Kalau</i>

### C. The Concords of English and Indonesian Diphthongs



1. The definition of diphthong in English and Indonesian is not different.
2. Both agreed that diphthong is a compilation of two vowels that producing one sound.
3. The concords between English and Indonesian diphthongs are: [ai], [au], and [ei]

#### **D. The Differences of English and Indonesian Diphthongs**

1. The number of diphthong in English are more than in Indonesian. Diphthong in English are [iə],[eə], [uə], [ei], [ai], [ɔi], [əu], [au]. Diphthongs in Indonesian are [ai], [au], [oi] and [ei].
2. The differences between English and Indonesian diphthong is [oi], because vowel *o* in diphthong English, it is not so open. Then diphthongs [iə],[eə], [uə], [ɔi], [əu], is no in Indonesian diphthongs.
3. Diphthongs in English have more complex information and explanation than diphthongs in Indonesian.

#### **E. Discussion**

In this research, the researcher searched a contrastive analysis of diphthongs between English and Indonesian. The researcher wanted to know the differences and the concords between English and Indonesian diphthongs. Diphthongs mastery would make the people were better in pronunciation. The researcher used library research or many books to collecting the data. The result

was there were the differences and he concords of diphthongs between English and Indonesian. The researchers' thesis was related to some previous researchers' concluding. firstly a thesis of Agus Muammar entitled by A Pronunciation Error Analysis of English Diphthongs (The Case of the Third Semester Students of the English Department of the State University of Semarang in the Academic Year of 2007/2008) and then Seri Handayani in Faculty of Teacher Training and Education University Muhammadiyah of Nort Sumatera Medan 2006 entitled by a contrastive analysis on English and Angkola language's diphthongs. For supporting that, it was proved by this thesis to research " a contrastive analysis of diphthongs between English and Indonesian".

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the explanation in the previous chapter, the conclusion can be drawn as follows:

1. When sound is made by gliding from one vowel position to another, it is called diphthong. Diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement. According to Peter Roach There are eight diphthongs in English, there are [iə]→ beard / bied /, [eə]→ air / ea(r) /, [uə]→ tour / tuə(r) /, [ei]→ day / dei /, [ai]→ time / taim /, [ɔi]→ oil / ɔil /, [əu]→ home / heum /, [au]→ loud / laud /.
2. Most of the length of the diphthongs and the stress are associated of diphthongs with the concentrated glide on the first element, the second element being only lightly sounded: diphthong of this type are said to be falling. All diphthongs in Indonesian are rising diphthongs, diphthongs in Indonesian are [ai]→ pakai, [au]→ pulau, [oi]→ amboi, but because including the foreign word, so comes diphthong [ei]→ survei.
3. English and Indonesian diphthongs has many concords they are:
  - a. The definition of diphthong in English and Indonesian is not different.

- b. Both agreed that diphthong is a compilation of two vowels that producing one sound.
  - c. The concords between English and Indonesian diphthongs are: [ai], [au], and [ei]
4. The differences both English and Indonesian diphthongs, they are:
- a. The number of diphthong in English are more than in Indonesian. Diphthong in English are [iə],[eə], [uə], [ei], [ai], [ɔi], [əu], [au]. Diphthongs in Indonesian are [ai], [au], [oi] and [ei].
  - b. The differences between English and Indonesian diphthong is [oi], because vowel *o* in diphthong English, it is not so open. Then diphthongs [iə],[eə], [uə], [ɔi], [əu], is no in Indonesian diphthongs.
  - c. Diphthongs in English have more complex information and explanation than diphthongs in Indonesian.

## **B. Suggestions**

After the conclusions, the researcher wants to give the suggestion as bellow:

1. For STAIN, STAIN Padangsidempuan as state college for Islamic studies is hoped to open the opportunities and funding for each researchers that supports science, especially in diphthongs.
2. For English department, to enhance and expand the syllabus of phonology in particular of diphthong.

3. For Other researchers who wants to observe diphthongs, it is not only in English and Indonesian, but compare to another languages.

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