

A Diphthong Pronunciation Analysis Uttered by EFL Students in Microteaching Class Practice

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KEYWORDS	ABSTRACT
Diphthongs; EFL students; Reflective Microteaching; Phonetic; Phonology	The status of English as an important language is a fitting case in Indonesia. However, the fact of EFL (English as Foreign Language) creates issues when the students need to fully and correctly learn English. As a result, Indonesian students need help cause of their struggle to achieve a high level of English proficiency. The purpose of this study is to use a descriptive-qualitative method to analyze diphthong sounds made by 25 sixth-semester English Education students. The data were obtained from video teaching recordings of the Reflective Microteaching class. The result is that there are still many students mispronouncing [eɪ], [ɛə], [ʊə], [aʊ], [ɪə], [oʊ], and [aɪ] because some factors that should be under of consideration forward.

INTRODUCTION

English is currently regarded as one of the most important languages in the world. Lauer (2021) stated that English is a lingua franca used by the vast majority of education, science, media, economics, and political things globally. The Indonesian government has used English in education since the Dutch colonial era with the implementation of the (Alfarisy, 2021; Isadaud et al., 2022). Unfortunately, the fact that English is still a foreign language in Indonesia makes some issues related to language acquisition in daily life. It is different with some Southeast Asian countries in the outer circle of world English, but still, some aspects cannot touch perfection in the target language (Adipramono, 2016; Esquivel, 2019). Additionally, English as a second language could be established by Indonesia with habituation in daily life by both family and school (Adipramono, 2016). Furthermore, the most essential and complex consideration here is speaking skill to deliver effective communication that conveys the right idea, thought, feeling, etc. Furthermore, phonetic articulation or pronunciation skills are required, which frequently lead to misunderstanding, negative impressions, and miscommunication (Ponidi et al., 2021).

According to Roach (2009), in his English Phonetics and Phonology book, many aspects should be mastered from consonants to vowels. Besides that, there are diphthongs as sounds because of the movement or glide from the first vowel to the second one (Roach, 2009)— sound from two vowel combinations. Even though it appears simple, diphthongs can be a determining factor in creating proper pronunciation when speaking. There are two kinds of diphthongs such as closing (the tongue moves from the open vowel to the closer vowels that makes the second vowels weaker with ending ə (ɛə, ʊə, ɪə)) and centring (the second vowel get more center than the first vowel with the ending ɪ (eɪ, aɪ, əɪ) and ʊ (əʊ, aʊ)) diphthongs depends on the tongue' movement. On the contrary, Citadiyah (2018) stated that Indonesian diphthongs are usually combined with a consonant in the initial and the last position but a combination of two vocals is not always diphthongs but possibly become long vowels such as eʊ - ew, oʊ - ow, and ʊɪ - uy. Not only that, some vowels are not familiar in either Indonesian or Javanese (since Javanese is always the majority in Indonesia)

(Hambur, 2018; Pallawa & Alam, 2013). Eventually, it determined that students in the Reflective Microteaching Class, which was taught to sixth-semester college students who had taken an English Voice and Accent class, might have different things away from English such as using a diphthong. Even though microteaching itself is a teacher training practice to evaluate novice teachers in every single aspect (Wijaya, 2018) including language use. It is possible to conclude that errors in microteaching should be taken into account when novice teachers begin teaching real students in the future. Speaking is indeed tricky to be mastered, even for English Education sixth-semester students.

However, some researchers are investigating the role of pronunciation in the teaching and learning of EFL classes. Alzinaidi & Latif (2019) studied Saudi students' English consonant pronunciation, which resulted in different proficiency levels and influenced the number of errors such as /ʒ/, /ŋ/, /p/, /ɹ/ and /tʃ/; /t/ and /d/ from final and initial position. On the other hand, Ambalegin (2021) sought the vowel sounds by using British pronunciation (Received Pronunciation) that found /r/ produces a long vowel in the final, and /i/, /u/, /w/, and /y/ would produce triphthongs in vowel combination. With different subjects, Febrianto (2021) looked at the teacher errors from 62 words that yielded errors in monophthongs, diphthongs, and triphthongs because of internal and external factors. The same issues of this research and the previous above make a slight gap of different subjects will be investigated focusing on diphthongs pronunciation. Students of reflective microteaching as novice teachers, rather than the teacher, should be considered only to continue pronunciation when there are communication errors. The research objective is to know what kinds of diphthong errors are primarily made and what factors probably influence errors. At the end of the study, it may be useful for readers/researchers to obtain the newest information and for teachers/students to reinforce their knowledge to repair.

METHOD

In conducting this research, the researcher used the descriptive qualitative method since it is useful for explaining any phenomenon interpretively and naturally without intervention. It includes variables commonly used in education, like second language teaching and learning utterance analysis (Nassaji, 2015; Nazir, 2005). The subjects of this research were taken purposively from 25 sixth-semester English Education students in the Reflective Microteaching class. This research took video teaching recordings sent by the students, as the data would be analyzed without any suprasegmental features like looking at the intonation and stressing. In order to confirm the data, the researcher also conducted an open-ended interview about why some students made errors with particular words. The researcher used the comparison and contrast method by Clark to compare English phonetics grabbed from Oxford Dictionary with the actual utterance of the students as Indonesian students. The procedures in this research to get the result were collecting the video recordings, listening and comparing with English standard diphthong pronunciation, classifying with tabulation, and describing until concluding the result.

RESULTS AND DISCUSSION

From the research being conducted, the researcher found various unique things related to using English diphthongs by 25 sixth-semester English Education students in Reflective Microteaching teaching video practice. In brief, there are 74 words pronounced with incorrect diphthongs, such as /ɛə/ /ʊə/ /Iə/ /eɪ/ /aɪ/ /əʊ/ and /aʊ/ with two phonological processes (vowel deletion/syncope gotten when unstressed vowel deleted to remain only single vowel (Taylor, 1994); and replacement happens when a diphthong exchanged

by another diphthong). Nonetheless, /ɔɪ/ does not appear in the table below since every single word with this diphthong was pronounced correctly (e.g., joy /dʒɔɪ/, voice /vɔɪs/, avoid /ə'vɔɪd/, soil /sɔɪl/, point /pɔɪnt/) since the spelling-written words have the same vowels as how they should be pronounced. Furthermore, errors are decided in terms of exact repetition before concluding that the error was not made unconsciously.

Table 1. /εə/ /ʊə/ /ɪə/ Diphthongs Pronunciation Errors

Students' Number	Word	IPA	Wrong Pronunciation	Students' Number	Word	IPA	Wrong Pronunciation
3,17	Pair	/peə(r)/	/per/	1,2,3,4,5	Real	/rɪəl/	/rɪl/
10	Prepare	/prɪ'peə(r)/	/prɪ'pe(r)/	1,2,3,4,5,10, 22	Hear	/hɪə(r)/	/hɪ(r)/
25	Hair	/heə(r)/	/haɪr/	1,2,3,4,5,6,7, 8,9,10,11,12,13,14,15	Here	/hɪə(r)/	/hɪ(r)/
2,4,11,15, 17,19,25	Sure	/ʃʊə(r)/	/ʃʊ(r)/	25	Clear	/klɪə(r)/	/klɪ(r)/

Table 1 above displays data from /εə/ /ʊə/ /ɪə/ sounds with the pronunciation errors made by the students. Because they are in the centering position and end in the /ə/ sound, they produce fewer errors than other diphthongs. The reason is those diphthongs have close pronunciation with single/long vowels, yet frequently it becomes the students' trap to pronounce it with vowel deletion with only /e/, /ʊ/, or /ɪ/. Nevertheless, Ayyub (2019) debated that /εə/was found to be a dominant difficulty since both vowels are unavailable in Indonesian, leading to inaccurate results based on the standard. Then, Pratiwi & Indrayani (2021) supported some of the errors above regarding the carelessness of the right position. Furthermore, the last centering diphthong with most words uses two vowel combinations in the written-spelling; it shows easiness in pronouncing /ɪə/ (Pratiwi & Indrayani, 2021). In brief, students need only more practice and knowledge since other researchers could show that the difficulties differ for each student.

Table 2. /eɪ/ and /aɪ/ Diphthongs Pronunciation Errors

Students' Number	Word	IPA	Wrong Pronunciation	Students' Number	Word	IPA	Wrong Pronunciation
1, 8, 11	Mistake	/mɪ'steɪk/	/mɪ'stek/	15	Name	/neɪm/	/nem/
1,2,4,10,11,12, 13,16,17,19,21	Great	/greɪt/	/grɪt/ or /gret/	17	Way	/weɪ/	/waɪ/

Students' Number	Word	IPA	Wrong Pronunciation	Students' Number	Word	IPA	Wrong Pronunciation
2,7,13	Hesitate	/ˈhezɪteɪd/	/ˈhezɪted/	17,23	Statement	/ˈstetmənt/	/ˈstetmənt/
2,4,6,7,10,12,17,19	Today	/təˈdeɪ/	/təˈde/	17	Invitation	/ɪnvɪteɪʃn/	/ɪnvɪteɪʃn/
3,25	Eight	/eɪt/	/et/	22	Lake	/leɪk/	/lek/
3,14	Same	/seɪm/	/sem/	1,6,22,25	Conversation	/kɑːnvərˈseɪn/	/kɑːnvərˈsen/
3,16	Favourite	/ˈfeɪvərɪt/	/ˈfævərɪt/	2,4,8,12,15,17,20	Pray	/preɪ/	/praɪ/ or /pre/
3	Amazing	/əˈmeɪzɪŋ/	/əˈmezɪŋ/	2,4,8,13	Always	/ˈɔːlweɪz/	/ˈɔːlwaɪz/
4,7,15,18	Date	/deɪt/	/det/	3	Entertain	/entəˈteɪn/	/entəˈtaɪn/
4,7,22	Late	/leɪt/	/let/	3,5,9,12	May	/meɪ/	/maɪ/
4,22	Take	/teɪk/	/tek/	4,5,20	Main	/meɪn/	/maɪn/
5	Game	/geɪm/	/gem/	5,6	Play	/pleɪ/	/plaɪ/
6,13,17	Make	/meɪk/	/mek/	5	Raise	/reɪz/	/raɪz/
7,11,15,16,25	Wait	/weɪt/	/wet/	22	Stay	/steɪ/	/staɪ/
5,6,8,10,14	Break	/breɪk/	/brek/	1,2,5,13	Environment	/ɪnˈvaɪrənmənt/	/ɪnˈvɪrənmənt/
10	Face	/feɪs/	/fes/	7	Title	/taɪtl/	/ttɪl/
11	Stay	/steɪ/	/staɪ/	17	Virus	/vaɪrəs/	/vɪrəs/
12	Same	/seɪm/	/sem/	19	Like	/laɪk/	/lek/
12	Again	/əˈgeɪn/	/əˈgen/	20	Write	/raɪt/	/rɪt/
1,5,12	Earthquake	/ˈɜːθkweɪk/	/ˈɜːθkwek/	20	Psychology	/saɪˈkɑːlədʒi/	/sɪˈkɑːlədʒi/
13	Celebrate	/ˈselɪbreɪt/	/ˈselɪbret/	1,6	Slide	/slaɪd/	/sleɪd/

Students' Number	Word	IPA	Wrong Pronunciation	Students' Number	Word	IPA	Wrong Pronunciation
13	Relate	/rɪ'leɪt/	/rɪ'let/	4	Reply	/rɪ'plaɪ/	/rɪ'pleɪ/
15	Classmate	/klasmert/	/klasmet/	10,16	Time	/taɪm/	/teɪm/

As opposed to before, /eɪ/ and /aɪ/ as closing diphthongs with /ɪ/ ending sound reach the most errors until 37 and 9 words. Vowel deletion occurs with one vowel rather than two, and replacement occurs with both diphthongs from /e/ → /a/ or /a/ → /e/ (Fadillah, 2020). Uniquely, when 'great', sometimes use /ɪ/ or /e/ when the students mostly have the same preference error. Then, when pronouncing 'slide' with an /e/ vowel, students frequently pronounce the /a/ sound as another vowel instead of the/a/sound. Additionally, in the use word 'like' instead of /lak/ or /lɪk/ as others, it becomes /lek/. Most errors here are caused by the written-spelling of words, particularly vowels and diphthongs that students directly pronounce with the Indonesian system, and are caused by less intensive or extensive knowledge up to motivation. Therefore, neither the students nor the teachers can ignore the importance of pronunciation in English lessons to get the best outcome and fewer error's continuant.

Table 3. /əʊ/ dan /aʊ/ Diphthongs Pronunciation Errors

Students' Number	Word	IPA	Wrong Pronunciation	Students' Number	Word	IPA	Wrong Pronunciation
2,4,6,12,15,20, 23,25	Close	/kləʊs/	/kləs/	1,2,3,4, 6, 8, 9, 10,11,12,13,14,	How	/haʊ/	/həʊ/
2	Code	/kəʊd/	/kəd/	16,17,18,22, 2	Allow	/ə'laʊ/	/ə'ləʊ/
1,3,6,9,10,11,1 2,18,20,21,22	Home	/həʊm/	/həm/ or /ham/	1,23	Found	/faʊnd/	/fəʊnd/
7,15,20,24	Open	/əʊpen/	/əpen/	2	Now	/naʊ/	/nəʊ/
12	Frozen	/frəʊzn/	/frəzn/	3, 10	About	/ə'baʊt/	/ə'bət/
12	Stone	/stəʊn/	/stən/	5, 10, 11, 12	Down	/daʊn/	/den/
12	Stroke	/strəʊk/	/strək/	6,12	Town	/taʊn/	/tən/
14	Hope	/həʊp/	/həp/	15,22	Out	/aʊt/	/ət/
17,22,25	Smoke	/sməʊk/	/smək/				
22	Woke	/wəʊk/	/wək/				

Diphthongs with a /ʊ/ ending are also shown in table 3 with similar error numbers until the factors are the same as the previous closing diphthong member. Even though some students pronounce it /ham/ rather

than /həm/ this combination of two phonological processes results in the students pronouncing it with the /a/ sound plus eliminating the /ʊ/ sound. There are certainly some factors here, such as the careless and unavailable sound in Indonesia, particularly in Javanese, which has diphthongization without permission in using diphthong (Hambur, 2018; Pratiwi & Indrayani, 2021). It means that the different origins, even in the same country would show different kinds of English that should be under teachers' consideration. Another issue that contributes to pronunciation errors is the comfort action of loanwords and borrowed words (Damanik, 2017) which confuses students in pronouncing the correct or borrowed pronunciation. Take the example from the data above; there are pure (virus, game) and naturalized (psychology = psikologi, favorite = favorit, same = sama, name = nama, May = Mei) loan words that crucially make the students more into the loan words' sound than the standard English one.

CONCLUSION

In a nutshell, some differences between English are pronounced by Indonesian EFL students as both have different writing and spelling systems. It makes Indonesian EFL students risk mispronouncing English even though most words they use are at an accessible level. The result revealed 74 errors, with only /ɔɪ/ being perfectly correct and error-free. Vowel deletion and replacement are two phonological processes that affect error aside from a) written and spoken spelling differences, b) generalization of English sounds by Indonesian, c) loan words, and d) lack of habituation derived from lack of knowledge/motivation. In brief, the mother tongue always becomes the most prominent factor in language acquisition, even in diphthong pronunciation. With this research, it could also be seen that even English Education College students still find difficulties in uttering English based on the standard; then it should be a concern for the teachers to be aware of this problem and bring correction/feedback forward.

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