CHAPTER II

LITERATURE REVIEW

A. Errors

English is not spoken in Indonesian's daily basis since the status of its language is foreign language. Only some of the people master English well, so the possibility of Indonesian makes errors in speaking English is high. On the other hand, many people still not used to differentiate between errors and mistakes. Errors can be defined as systematic deviations from the rules of a target language, as they are believed to occur because a learner does not know a given rule or feature. On the other hand, mistakes are usually seen as unintentional, accidental slips resulting from simple laziness or forgetting, or insufficiently internalized rules (Botley, 2015: 83). Errors can be happened toward a non-native English speaker because the lack of awareness in breaking the rule relates to English that have not been mastered. While mistakes can be happened toward native English speakers that fully have mastered English well or native English speakers who forgets the language feature or mispronounce some words because of some influences they receive while speaking English. Someone who makes errors can easily correct it because the awareness of the rule that has been broken.

B. Pronunciation

The main goal of teaching language is to make the students able to communicate orally with the target language (Rohmawati and Suwartono, 2019: 1). Learning pronunciation is really important since oral communication can be

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formed if the speakers can deliver the ideas and understand each other. Communication is not only about delivering the idea, but also about the pronunciation in delivering the idea. Pronunciation consists of several aspects such as speech sounds, stress, intonation, and so on that are produced by speech organs.

Jones (1972: 1) stated spoken language consists of successions of sounds emitted by the organs of speech, together with certain attributes. These successions of sounds are composed of proper speech sounds and glides. The speech organs decide the production of sounds, whether it belongs to consonant, monophthongs or sounds with glides that we used to call it as diphthongs. Pronunciation has a big role in communication, moreover in transferring ideas. It can be imagined if someone mispronounces a word while speaking to other people or particullarly there is absence of some speech sounds, the ideas cannot be delivered well or might cause misunderstanding. As mentioned before, the researcher concludes that pronunciation is the key of communication.

C. The Importance of Pronunciation

Learning how to pronounce another language sounds' is very important in interaction and wrong in pronunciation can make misunderstanding in conversation (Donal, 2016: 56). Mispronouncing some words while communicating with other people can affect the meaning of the idea that the speaker wants to express. It is a matter, since even mispronounces single speech sound can affect the whole idea. For example, the word "ship" /ʃip/ and "sheep" /ʃiːp/ both have different meanings but almost have similar pronunciations, if

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someone wants to mention "ship" /ʃɪp/ instead of "sheep" /ʃiːp/ but he mention it as "sheep" /ʃiːp/ it can make misunderstanding.

Pronunciation is essential to the completeness of not only oral language development, but also for the skills of listening, reading and writing (Al-Azzawi and Barany, 2015: 154). When someone produces speech sounds through the vocal cords, when he speaks it has impact to the other skills such as listening, writing, and reading. He will memorize how he produces the words and can be applied when they are reading the word again, or write it on the paper. He can listen to his own ears, and it can train his ears with the word he memorizes. Once someone master pronunciation, it will affect the quality of his listening, reading and writing skills.

D. Pronunciation Problems

While learning pronunciation, particularly English diphthongs, students might experience some of difficulties. The researcher has summarized the difficulties that students experience in pronunciation, they are as follows:

1. Learning New Sound

English non-native speaker like Indonesian might always experience difficulty in learning English. According to Yiing and Islamiah (2012) in Saadah and Ardi (2020: 188) the influence of their mother tongue is one of the most problems, because in pronouncing foreign language, their mother tongue takes the important role in learning, therefore learners sometimes make mistakes and confused to pronounce English words, especially English diphthongs. Some students learn the mother tongue first before learning the

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L1 (First Language), after mastering both mother tongue and L1 they are introduced to the foreign language, for example English. They use the mother tongue to communicate with their family members in home or in their environment. When they still using their mother tongue on their daily live, and still struggling with the L1, it is quite hard to use English even it is in a simple conversation. On the other hand, they only use English at school and not on their daily live. The students experience difficulty in pronouncing English, and it cause errors.

Moreover, since they were in childhood period most of Indonesian has been speaking their mother tongue, which has been deeply implanted on their life as habit. The movements of their speech organs have been set to produce the speech sounds of his own language, consequently it will be difficult for them to change the habit of moving his speech apparatus in such a way as to produce the foreign speech sounds.

2. **Different Element in Sound System**

Jones (1972: 2) mentioned that people who want to learn English needs to learn the shapes of the conventional letters and the relations between the conventional orthography and the pronunciation. One may learn to speak English perfectly without ever seeing ordinary English orthography. However, those who wish to learn to speak and understand English almost always wish to be able to read and write it as well. People can pronounce words without learning the phonetic transcription of the word or the arrangement of speech sounds, but they cannot leave the idea how language is spoken and written, as it is used on daily live.

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There are some different elements in sound system between Indonesian and English, which can be potential problems for Indonesian learners in term of pronunciation. Both Indonesian and English have so many differences not only in term of pronunciation. Grammar, words, phrase, pronunciation even small aspects such as speech sounds are almost totally different. Some speech English speech sounds do not exist in Bahasa Indonesia's language system, so that is why different in sounds system can give difficulty to them in pronouncing English words. Indonesian has both vowel and consonant too, even diphthongs, but not as many as English. The differences in many aspects really influence the students in pronouncing English words particularly that consists diphthongs.

E. **Factors Influence Pronunciation Problems**

As English is foreign language in Indonesia, non-native English speakers here are possible to make error in pronouncing diphthongs. There are factors that influence their difficulty in pronunciation, they are as follows:

1. **Ear Training**

Each person in this world has different period of time to start knowing English. Some of them know when they were in pre-school, high school or even college. Ear training or more accurately 'cultivation of the auditory memory', can be one of the reasons why people have difficulties in pronouncing English speech sounds especially diphthongs. No one can hope to be a successful linguist unless he has a good ear (Jones, 1972: 3). If his ear is un-sensitive by nature, it may be made more sensitive by training, and if his ear is good by nature, it can be made still better by training. He also added the

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possession of a good ear is necessary to the linguist for two reasons: (1) if he has a good ear, he will be able to tell whether he pronounces the foreign sounds correctly or not. (2) A good ear helps him to understand the language readily when spoken by natives, he recognizes words instantly, and does not mistake one word for another. Even though the people have good ear but he does not try to improve the skill through practicing, still it is a waste. Ears will not receive good impulse in listening to sound or voice if those are left without training. For example, newborn babies will learn new words by listening to their parents speaking until they can speak the word by themselves.

2. **Language Interference**

Indonesia has many accents, and each accent represents a community of people or tribe. Not all of Indonesian directly has Bahasa Indonesia as their First Language (L1), some of the people speak using their tribe's accent as their mother tongue and starting to study Bahasa Indonesia at school or in formal institution, for example Javanese speak Javanese and study Bahasa Indonesia at school to communicate with other people. It is possible to people who have both mother tongue and L1 having difficulty in speaking foreign language, in this case is English. Wenrich (1953) as cited in Suwartono (2000: 4) mentioned when someone learn foreign language it is common happened something named old habit interference, this old habit refers to the learner's First Language (L1). For example, he discovered one of alumnus was invited to give a speech in front of freshmen, while giving speech he always mentioned English /Iŋgliʃ/ as /eŋliʃ/. That phenomenon happened might be caused by language interference from his L1 or mother tongue. He

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made error because the lack of awareness of the rule, it is counted as error the whole word is almost totally different with what it is should be pronounced.

3. Language Internal System

Ramelan (1985: 7) stated the difficulty encountered by the student in learning a second language is caused by the different elements found between his language and the target language. The degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater the similarity between them, the less difficult it will be for the student to learn the foreign language. Bahasa Indonesia and English have differences in many aspects such as in the term of grammar, pronunciation and so on. The differences in such aspects force students to select what is on their mind to speak appropriately using its language rule. The differences also can make students do many mistakes because once they speak they need to master all of aspects such as pronunciation, grammar, intonation and so on to deliver the idea. Based on the information mentioned, the students that learn English especially when they pronounce the speech sounds might experience difficulties.

F. Speech Features

Pronunciation aspects like speech sounds, stress, intonations, and so on are classified into two. (Ramelan, 1985: 22) classified speech features into two, they are segmental and supra-segmental feature. When a speaker produces an utterance, e.g "good heavens" two features can be distinguished:

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1. Segmental Feature

Segmental feature or just segmental which refers to sound units arranged in a sequential order, the example above has nine segmental features, phonetically transcribed in the following way /gʊd-hɛvənz/. The classification of speech sounds into vowels and consonants is based on the differences in their function in an utterance and in their ways of production.
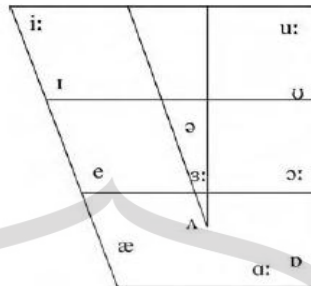
a. Vowel

A vowel may be defined as a voiced sound during the production of which the air passes out freely and continuously throughout the middle of the mouth without such narrowing as would cause any audible friction (Ramelan: 1985: 48). A vowel sound oral because in the production of it the air goes out through the mouth, and not through the nose. He also divided vowel into two, they are pure vowels (monophthongs) and diphthongs.

1) Pure Vowels (Monophtongs)

A single vowel can be called as pure vowel. Ramelan (1985: 56) stated a pure vowel is a vowel in the production of which the organs of speech remain in a given position for an appreciable period of time. A pure vowel is found for instance in the words 'he', 'who', 'far', etc.

Chart 2.1
Monophthongs Chart

(Jeffries, 2006: 32)

2) Diphthongs

As mentioned before in the introduction that the one that makes diphthongs are different from the monophthongs is the glide from one sound to another sound. A diphthong is a vowel sound in which there is an intentional glide made from one vowel position to another vowel position, and which is produced in one single impulse of breath (Ramelan,1985: 56).

Chart 2.2
Diphthongs Charts

(Jeffries, 2006: 32)

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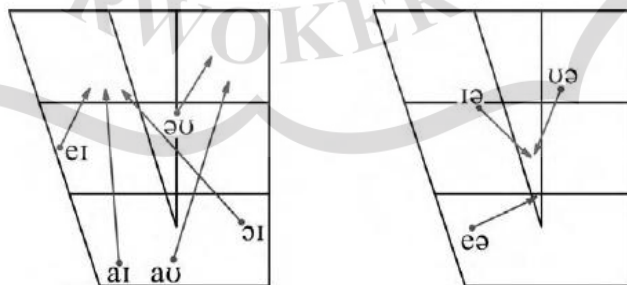
b. Consonants

A vowel is produced without any obstruction in the speech organs, while consonant is produced with obstruction in speech organs. In addition, someone can clearly feel that there is an obstruction in the mouth so it is difficult for the air to pass out trough the mouth. Example of consonants can be shown below:

Table 2.1
Consonant Table

THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993, updated 1996)

CONSONANTS (PULMONIC)   © 1996 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	N		
Trill	ʙ			r					R		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

(Jeffries, 2006: 19)

2. Supra-segmental Feature

Supra-segmental feature or just supra-segmental which refers to such features as stress, pitch, length, intonation, and other features that always accompany the production of segmental (Ramelan, 1985: 22). Improving the pronunciation of English supra-segmental can facilitate communication, boost self-esteem, and possibly lead to a better future (Suwartono, 2014: 81). Supra-segmental feature have to be comparatively or relatively described. For example, stress, intonation, and so on.

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G. English Diphthongs

Diphthongs are formed by the combination of two speech sounds and it should be pronounced with glide between the two speech sounds. Diphthong /dɪfθɒŋ/ according to Ramelan (1985: 56) is a vowel sound in which there is an intentional glide from one vowel position to another vowel position and which is produced in one single impulse of breath. The total number of diphthongs is eight, based on British accent. Diphthongs are easily to be identified using its phonetic transcription. Jones (1972: 6) stated phonetic transcriptions may be defined as an unambiguous system of representing pronunciation by means of writing, the basic principle being to assign one and only one letter to each phoneme of the language. The phonetic symbol of diphthong is being marked with a combination of two sounds, for example: /eɪ/. The point of pronouncing diphthongs is the glide from one vowel position to another, there is a connection between them. Kelly (2000) in Donal (2016: 57) explained the 8 groups of diphthongs are as follows:

1. Diphthong /ɪə/

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

2. Diphthong /ʊə/

This diphthong glides from a tongue position similar to that used for /ʊ/ towards the more open type of /ə/ which forms the end-point of all three centering diphthong with again a somewhat closer variety of /ə/ when the

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diphthong occurs in a close syllable. Example: "individual" /ɪndɪˈvɪdjʊəl/, "vowel" /ˈvaʊəl/, and "lower" /ˈləʊə/.

3. **Diphthong /ɛə/**

   The glide of /ɛə/ begins in the half-open front position, approximately /ɛ/, and move in the direction of the more open variety of /ə/, especially when the diphthong is final, where /ɛə/ occurs in a syllable closed by a consonant the /ə/ element tend to be a mid /ə/ type, the lips are neutrally open though-out. Example: "air" /eər/, "there" /ðeər/, and "compared" /kəmˈpeəd/.

4. **Diphthong /eɪ/**

   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. Examples: "pronunciation" /prəˌnʌnsɪˈeɪʃən, "waves" /weɪvz/, and "replacing" /rɪˈpleɪsɪŋ/.

5. **Diphthong /ɔɪ/**

   For /ɔɪ/ the tongue glide begins at a point between the back half-open and open positions and moves in the direction of /I/. The tongue movement extends from back to centralized front, but the range of closing in the glide is not as great as for /aɪ/; the jaw movement, though considerable, may not therefore, be as marked as in the case of /aɪ/. Examples: "voiced" /vɔɪst/, "avoid" /əvɔɪd/, and "pointed" /pɔɪntɪd/.

6. **Diphthong /aɪ/**

   The glide of /aɪ/ begins at a point slightly behind the front open position, and moves in the direction of position associated whit /I/, although the tongue is not usually raised to a level closer than C /ĕ/; the glide is much

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more extensive than that of /eɪ/, the closing movement of the lower jaw being obvious. Example: "spite" /spaɪt/, "vibration" /vaɪˈbreɪʃən/, and "like" /laɪk/.

7. **Diphthong /əʊ/**

The glide of /əʊ/ begins at a central position, between half-close and half-open, and moves in the direction of /ʊ/, there being a slight closing movement of the lower jaw; the lips are neutral for the 1st element, but have a tendency to round on the 2nd element. Example: "spoken" /ˈspəʊkən/, "phonetic" /fəʊˈnɛtɪks/, and "vocal" /ˈvəʊkəl/.

8. **Diphthong /aʊ/**

The glide of /aʊ/ begins at a point between the back and front open positions, slightly more fronted than the position for /a:/, and moves in the direction of /ʊ/, though the tongue may not be raised higher than the half-close level. Example: "sounds" /saʊndz/, "amount" /əˈmaʊnt/, and "how" /haʊ/.

H. Previous Studies

Some previous researches were conducted to find out the most difficult diphthongs to be pronounced, they are as follows:

1. **Indonesian Students' Difficulties in Pronouncing English Diphtongs. Andri Donal. 2016.**

Andri Donal conducted a research to find out the most difficult diphthongs to be pronounced by students and the factors influence students' difficulties in pronouncing diphthongs. The research was conducted involved

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students of English Study Program and the data was gained through test and observation. The test was used to find out the most difficult diphthongs to be used and the observation was used to find out the factor influence students' difficulties in pronouncing diphthongs. The result of the research showed that the most difficult diphthong to be pronounced was /ɪə/ with 68.0 average score. The data related to the factors influence students difficulties in pronouncing diphthongs were collected and he found some factors, they were as follows: language interference (mother tongue), lack of knowledge about English sound system, unsuccessfulness in using borrowed English words.

2. **An analysis of students' error in English Pronunciation Related to the Diphthong Sound at Muhammadiyah University of Metro. Suci Lestari and Dedy Subandowo. 2018.**

The goals of this research were to find what the errors are made by students in pronouncing diphthong, the percentage of the errors, what are the causes of the errors. The researchers used 3 kinds of data collection method they were test, interview and questionnaire. There were 30 students involved in this research. It was found that the most difficult diphthong to be pronounced was /əʊ/ with 48% of error. The researchers also found some factors, they were learning method and learning facilities.