

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher discusses the literature review. It consists of theoretical review about the research topic. In detail, the researcher describes about the pronunciation, diphthongs, freshmen students at EED of UMY, and also describe about review of related studies.

#### **Pronunciation**

In speaking English, learners need to speak clearly and accurately so they can communicate well. The Merriam-Webster dictionary defines pronunciation is way in which a language or a particular word or sound is spoken. To learn pronunciation, the non-native English learners have to find out the words and symbols to pronounce the word correctly because all the pronunciations are using the International Phonetic Alphabet (IPA). It can use square bracket [...] to show that each symbol refers to specific IPA characteristic of the sounds that occur in a wide variety of different language and many of these also occur in English, (Fromkin, et al., 2009). However, according to Allan, Bradshaw, Finch, Burrige, and Heydon (2010) phonemes are written between two slashes “/.../”. In this research, the researcher is going to use square bracket [...] in order to be consistent in the process of writing the study.

**Phonemes.** Phonemes are basic forms of a sound and “phonemes are the sounds that speakers identity as important the creation of words in their language” (Fromkin et al., 2009, p. 227). Then, Owens (2009) mentioned “a phoneme is the

smallest linguistic unit of sound that can signal a difference in meaning” (p.9).

Based on the early statements, it can be concluded that the phonemes is speech sound that makes a difference in meaning. An example to make definition clearer is from the ‘dine’ and ‘dime’ sound, it seems exactly alike except for the [m] and the [n], and also their meanings are different. Therefore, in these words phoneme [m] is contrast with phoneme [n], this makes the difference in meaning and these two sounds are called as English phonemes.

**Consonants.** Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Allan, Bradshaw, Finch, Burridge, and Heydon (2010) asserted that consonant is result from constriction or blockage in the oral activity. Fromkin et al. (2009) asserted those consonants are produce with some restriction or closure in the vocal tract that impedes the flow of air from the lungs.

Kelly (2000) mentioned that there are three ways of describing consonant sound namely the manner of articulation, the place of articulation and the force of articulation. Fromkin et al. (2009) asserted that manner of articulation is direction of the airflow and the degree of stricture that impedes the airflow. Kelly (2000) mentioned that the manner of articulation are: plosive or stop [p] [b] [m] [t] [d] [n] [k] [g] [ŋ], nasal [m] [n] [ŋ], affricate [tʃ] [dʒ], fricative [f] [v] [θ] [ð] [s] [z] [ʃ] [ʒ] [h], and approximant [j] [w] and [l].

Then, Fromkin et al. (2009) stated that the place of articulation is position within the vocal tract where the airflow restriction occurs. Debrovolsky and Katamba (1997) added that the place of articulation is found at the lips, within the

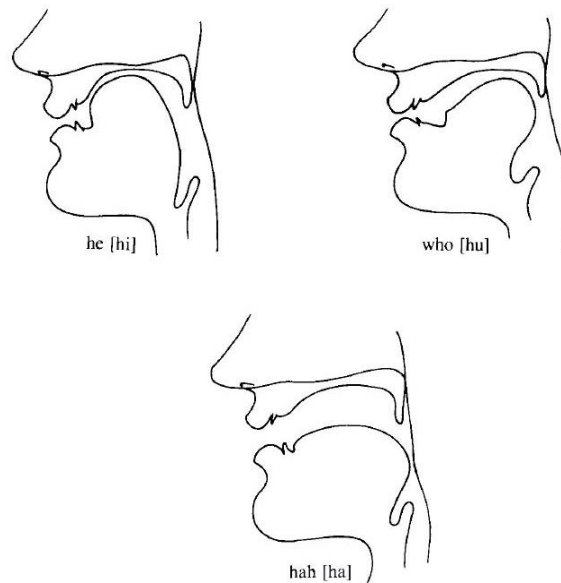
oral cavity. The places of articulation are: bilabials [p], [b], [m]; labiodentals [f], [v]; dentals [θ], [ð]; alveolars [t], [d], [n], [s], [z], [l]; postalveolar [ʃ], [ʒ], [tʃ], [dʒ]; palatal [j]; velars [k], [g], [ŋ]; uvulars [R], [q], [G]; glottal, [h].

Kelly (2000) mentioned that with regard to the force of articulation, the following terms are used: fortis or strong and lenis or weak. For explanation, fortis happens to equate with unvoiced sounds, and which require a more forcefully expelled airstream than lenis sounds, which in English happen to be voiced.

**Vowels.** Vowel is one of phonemes category. Dale and Poms (2005) mentioned that a vowel is a speech sound produced with vibrating vocal cords and a continuous unrestricted flow of air coming from the mouth. Kelly (2000) mentioned that vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth. Moreover, Fromkin et al. (2009) asserted that vowels are produced with no significant blockage of the air in the oral cavity as it is pushed out of the larynx.

English vowels are divided into two types, simple vowel (also called pure vowels or monophthongs) and diphthongs. Kelly (2000) mentioned that English language has twenty vowel sounds, twelve of them are pure vowels, those are: [i], [ɛ], [ɒ], [ʊ], [ɪ], [æ], [ɜ], [ʌ], [ɔ], [u], [ɑ], & [ə], and eight of them are diphthongs. Those are: [eɪ], [ɔɪ], [əʊ], [eə], [aɪ], [aʊ], [ɪə] and [ʊə].

*Figure 2.1 Position of the tongue in producing the pure vowels in he, who and hah, (Fromkin, et.al, 2009)*



*Simple Vowel (Pure vowels or monophthongs).* Kelly (2000) mentioned that the word ‘pure’ is used to differentiate single vowel sounds from diphthongs. Then, Allan, Bradshaw, Finch, Burrige, and Heydon (2010) mentioned that simple vowel (monophthong) is where the tongue holds just one position. The vowel of *pit, set, cat, but, dog, put* are examples all simple vowel. Fromkin et al. (2009) added that they can be prolonged without having to change the tongue position. Moreover, Kelly (2000) mentioned that “English speaker generally use twelve pure vowel” (p.29). There are [i], [ɛ], [ɐ], [ʊ], [ɪ], [æ], [ɜ], [ʌ], [ɔ], [u], [ɑ] and [ə].

*Diphthongs.* In here diphthong will be discussed in different sub chapter.

## Diphthongs

Diphthongs are important element of the English pronunciation. According to Hosseinzadeh, Kambuziya, and Shariati (2015), diphthongs are described into two vowels pronounced together, the two vocalic elements being members of the same syllable. Kelly (2000) mentioned that the diphthong is combination of vowel sound. Fromkin et al. (2009) asserted the diphthong is a vowel that must have gliding tongue movement during its production. It means that diphthong is represented phonetically by sequences of two vowels. It can be concluded that diphthongs are a combination of vowels which occur in the same syllable, the tongue moving smoothly from one position to the other, for example the sound [aɪ] in *pipe*. Diphthongs are usually represented by two vowel symbols to indicate the start and end points of glide.

**English Diphthong.** English diphthong is divided into two types. Those are English centering diphthong and English closing diphthongs. Based on Kelly (2000), English have eight diphthongs; they can be grouped in following way:

**Centering diphthongs.** The English centering diphthong is diphthongs end with a glide towards [ə]. They are called ‘centering’ because [ə] is a central vowel. For example: clear, sure, and there. The English centering diphthongs consist of [ɪə], [ʊə], and [eə].

**Diphthong [ɪə].** Kelly (2000) mentioned that the characteristics this diphthong are the glide begins in the position for [ɪ], moving down and back towards [ə]. The lips are neutral, but with a small movement from spread to open. For example: beard as [bɪəd], fear as [fɪə], here as [hɪə], and dear as [dɪə].

*Diphthong [ʊə].* Characteristic this diphthong is the glide begins in the position for [ʊ], moving forwards and down towards [ə]. The lips are loosely rounded, becoming neutrally spread. For example: sure as [ʃʊə], tour as [tʊə], obscure as [əb'skjʊə].

*Diphthong [eə].* The characteristic of this diphthong is the glide begins in the position for [e], moving back towards [ə]. The lips remain neutrally open. For example: where as [weə], rare as [reə], and dare as [deə].

***Closing diphthong ending in [ɪ].*** Closing diphthong is a diphthong when the movement of the tongue is carried out from the position of an open vowel to that of a closer vowel. Closing diphthong ending in [ɪ] is diphthongs end with a glide towards [ɪ]. The glide is towards a higher position in the mouth. For example: they, boy, mighty. It consists of diphthongs [eɪ], [ɔɪ], and [aɪ].

*Diphthong [eɪ].* The characteristic of this diphthong is the glide begins in the position for [e], then move up and slightly move back towards [ɪ]. The lips are spread, and gradually closing. For example: raid as [reɪd], pain as [peɪn], tail as [teɪl], and fail as [feɪl].

*Diphthong [ɔɪ].* The characteristic of this diphthong is the glide begins in the position for [ɔ:], then moving up and forward towards [ɪ]. Though in practice, it is never reached, [ɔɪ] sounds more or less like [ɔe]. The lips start open and rounded, and change neutral. For example: point as [pɔɪnt], coin as [kɔɪn], and coil as [kɔɪl].

*Diphthong [aɪ].* The characteristic of this diphthong is the glide begins in an open position, between front and centre, move up and slightly move forward

towards [ɪ]. The lips are moved from neutral, to loosely spread. For example: mine as [maɪn], rice as [raɪs], file as [faɪl], and lime as [laɪm].

***Closing diphthongs ending in [ʊ].*** This diphthong ends with a glide towards [ʊ]. The glide is towards a higher position in the mouth. For example: *go* and *now*. In closing diphthongs ending in [ʊ], there were two diphthongs, namely diphthong [əʊ] and diphthong [aʊ]. The characteristic of diphthong [əʊ] is the glide in begins a position [ə], move up and back towards [ʊ]. The lips are neutral, but change to loosely rounded. Then, the characteristic of diphthong [aʊ] are the glide begins in a position quite similar to [ɑ:], moving up towards [ʊ]. The lips start neutral, with a movement to loosely round. The glide is not always complicated, as the movement involved is extensive. For example: *now* as [naʊ], *found* as [faʊnd], *foul* as [faʊl], and *sow* as [saʊ].

### **Difficulties in Pronunciation**

There are a lot of people with strong desire to learn and speak English using correct pronunciation. However, there are many barriers that hinder them to speak by using good English pronunciation. Hassan (2014) mentioned “many studies have demonstrated that the mispronunciation of speaking English is something systematic rather than random” (p. 31). Carter and Nunan (2001); O’Connor (2003) noted that:

The mispronunciation that learners of English from different language backgrounds make is systematic and not accidental. They concluded that the main problem of the speakers of other languages who speak English is substitution of sounds. For example, they substitute the sound that they do

not have in their native language with other sounds which are close to them in place of articulation (as cited in Hassan, 2014, p. 31).

Hassan (2014) discussed the factors that hinder achieving native-like pronunciation among foreign language learners in general are mother tongue interference, the different sound system between the (L1) and (L2), and inconsistency of English vowels. These factors are known as linguistic factors, and all of them will be discussed separately in detail as follows:

**Mother Tongue Interference.** In the past, Brown (2000) found that a second language learner meets some difficulties because his L1 affects his L2 especially in adulthood, and this effect is a result of L1 transfer, so it is a significant source of making errors for second language learners (as cited in Hassan 2014). Many students confused about the way to pronounced English vocabulary, especially when they have to speak about English vowel and diphthongs. Their first language affect automatically to their understanding about new language. It makes confusion to receive information about new language, and it often happened to the new L2 learners. Then, Ladefoged (2001); Carter and Nunan (2001) showed that:

Mother tongue has clear influence on learning L2 pronunciation. Where L1 and L2 rules are in conflict, errors are expected to be committed by foreign language learners. All of that can be linked to what is known as the interference between L1 and L2. For example many learners use [p] as [b], others use [s] for [θ], and [z] for [ð] and [b] for [v] (as cited in Hassan 2014, p. 33).



In addition, O'Connor (2003); and Yule (2003) have studied pronunciation problems and the influence of L1. Therefore, many sounds of [p] and [b], [s] and [θ], [tʃ] and [ʃ], [b] and [v] are confusing (as cited in Hassan, 2014). For example in words (pit/bit), (thin/sin), (question/action), and (very/berry). All of those theories are talking about the language interference of L1 and L2 in consonants. However, this research is focusing in the vowels. If we discussed about vowels of course Indonesian language (L1) has different sound system of vowels from L2.

Hassan (2014) asserted that the mispronunciation of the above sounds is the result of the over practice of the first language, a process of fossilization. Then, Yule (2003); O'Connor (2003) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our L1 have strongly built up (as cited in Hassan, 2014, p. 33).

Based on earlier statement, that means L1 use new ways of hearing and new ways of using organs of speech. Therefore, it is too difficult to change such habit which a learner has obtained since his childhood or at least it needs very long years to be changed. Then, O'Connor (2003) concluded that the learners confused such sounds and replaces each of them with other sounds that are said to be nearest ones to them (as cited in Hassan, 2014).

**Sound System Differences between L1 and L2.** Learners with the different linguistic backgrounds would of course face different difficulties in order to produce English sounds, because of the differences between the two languages, for example English and Indonesia. Most of the Indonesian students of English

face such problem. Djatmika (2013) mentioned it happens because in Indonesia the vowel system is very simple and the learner can read an Indonesian word easily without any confusion. In contrast, Hassan (2014) mentioned “in English they may pronounce [i] for [e], for example *sit, set*” (p. 34). In addition, in English the [r] is distinctly pronounced only before a vowel, for example [r] after a vowel is not pronounced. However, in Indonesia the [r] sound is distinctly pronounced in all positions, before or after a vowel.

O’Connor (2003) mentioned that in English language there are twenty-four consonants and twenty vowels. This means there are forty-four phonemes in English language the learners should be able to produce them while learning English. Consequently, learners of different language backgrounds will of course face some difficulties to pronounce them (as cited in Hassan, 2014). In Indonesia, the total sound is less than the ones in English language. There are twenty six sounds in Indonesian. When the learner’s language sound system is not all the same as the forty-four English sounds, they will face difficulties to produce the sounds. For example sounds [ð], [θ], and [æ] do not exist in Indonesian sound system, so Indonesian students might not pronounce them accurately according to the target language. The reason for that is because the differences between sound system in L1 and L2.

**Inconsistency of English Vowels.** One of the important problems faced by the students of English in general and Indonesian students of English in particular is that each English vowel sound has more than just one pronunciation. Cruttenden (1994) noted that the inconsistency of English vowels causes

difficulties for other language learners of English (as cited in Hassan, 2014). For instance ‘o’ in some words like some, move, home, women, in each word it has different pronunciation as [ʌ], [u:], [əʊ], [i]. Therefore, the English learners who do not have the mastery of the pronunciation of such word will also face difficulties.

On the other hand, words such as book, butcher, could, wolf, in all these words, the letters “oo”, “u”, “ou” and “o” are all pronounced the same [u:], so in the first example, English has same letters with the different pronunciation, and in the other one have different letters with the same pronunciation. O’Connor (2003) mentioned “if the learner has no knowledge about this inconsistency, this will lead him to wrong in pronunciation” (as cited in Hassan, 2014, p. 35).

### **Freshmen at EED UMY**

According to Agnes, M. (2002) who said that freshmen as students in the first-year of the courses at a university, college, or high school. In this context, the freshmen are those who take courses at university. In their fresh year in EED UMY there are three classes of freshmen. In addition, they come from various different regions in Indonesia, in which, each regions has their own local language backgrounds. It means, they study at university and bring their local language dialect. After that, they also have differences of English first learning, it means when they started learning English in previous study before the college, they had different learning. It is because in their previous education, English was one of the compulsory subjects. Hence, when they enter the college they have different English proficiency level.

### **Related Study**

Related to the topic of pronunciation there are two studies to strengthen the analysis in this research. The first study was done by Mlinar, R. (2011) in MA thesis entitled “*Pronunciation of English Diphthongs by Speakers of Serbian: Acoustics Characteristics*”. He discussed the physical properties of the English diphthongs, as pronounced by the Serbian freshmen. In his study, he compared with the data from the fifteen Serbian speakers with only one RP speaker. This paper is a work in experimental phonetics, and for collection the data he used recordings of a written corpus. The participants were 15 freshmen students. The hypothesis of the paper is related to finding of experimental phonetics, about the differences in physical properties of speech sounds. In data analysis he using software Audacity to process the sound data, and whiles the measurements and segmentation were done by using Praat.

The second was done by Liang (2014) in research entitled “*Pronunciation of English Consonants, Vowels and Diphthongs of Mandarin-Chinese Speaker*”. He investigated to analyze the production of English consonants, vowels, and diphthongs of Mandarin-Chinese speakers and find out problems existing in their English pronunciation. In the research he used recording to collect the data. There were 50 participants in the study who were randomly chosen from non-English major undergraduate students in Shanxi Normal University. The findings may provide guidance for English Teachers and learners when teaching or learning English pronunciation. To analyze the data, the recordings were transcribed manually as the two columns.

Although there are some differences between the methods and the result of those studies, all of them are helpful to be a guideline and consideration to help the researcher. Actually, this study aimed to find out how the Indonesian freshmen pronunciation of English diphthongs. This study adopted qualitative research design to answer the research question and documentation to gather the data. Furthermore, this research has similarity with the previous studies especially in collecting the data. However, this study did not compare the participants on L1 and L2 like the first previous study. In this study, the researcher also did not use software such as Praat or Audacity to analyzed sounds. Thus, this research will give some description on pronouncing diphthongs by freshmen students.

### **Conceptual Framework**

The previous discussion has discussed some theories about pronunciation of English diphthongs. The discussions that are discussed previously are the definition of pronunciation, English diphthong, difficulties in pronunciation and freshmen at EED UMY. The literature review is discussed based on the experts who conduct the research previously which related to the discussion of this research.

From the discussion above, it is clear that English diphthongs are one of important things to deliver a message well in communication. Mispronunciation in diphthong can make different meaning. In this case, mispronunciations of diphthong happen in many students when they were speaking in non native language.

Thus, the researcher conducted this research to know Indonesian freshmen at EED UMY on how they pronounce the English Diphthongs. In this study, the researcher identified diphthong pronunciation by Indonesian freshmen. Then, the researcher identified the students' mispronounced diphthongs. The conceptual framework is figured out below:

*Figure 2.2 Conceptual Framework*

