

# **AN ANALYSIS OF DIFFICULTIES IN PRONOUNCING DIPHTHONGS AND LONG VOWELS BY THE STUDENTS AT ALIYAH KINDERGARTEN**

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## **ABSTRACT**

*The aims of the study are to know how many diphthongs and long vowels that can be mastered by the students at Aliyah Kindergarten and to investigate the difficulties in mastering diphthongs and long vowels experienced by the students at Aliyah Kindergarten. The types of this research belongs to a descriptive qualitative research where the researcher collects the data observing, recording, taking notes, and analyzing based on Abdul Chaer (2003). Based on the obtained result, it can be concluded that there are 3 words of diphthongs that can be mastered by the students such as five, phone and here, while there are 2 words of diphthongs that are difficult to say, such as are grape and pear. Then, there are 3 words of long vowels can be mastered by the students such as door, bee, and zoo, while the most difficult words spoken by the students are car and bird.*

*Keywords : Diphthongs, Long Vowels, Phonology, Kindergarten.*

## **Introduction**

Language or communication in child age is one aspect of the stage of development. Indeed, the development of children should not be out of the attention of educators in general and parents in particular. This study focuses on the achievements of the student at a kindergarten after 2 semester of study. Many researches study about how children learn to speak, understand and use a language, but very little information that we can receive about the actual process of language development. This is why this research is very important.

Humans interact with each other through communication in the form of language. Such communication occurs both verbally and nonverbally in writing, reading, and sign or symbol. The use of language requires a process in accordance with the stages of age. How humans can use language as a way of communicating that has always been interesting questions to discuss.

Tarigan (2009) stated that language can be accepted through the theory of acculturation which is the study and the level to learn a second language or called a foreign language. Language learning deals with the processes that occur when a child learns a second language, after the child has obtained his first language. The process is done in a formal level (learning in the classroom and taught by a teacher).

It is important to differentiate between learning by process the child learn to master his mother tongue with the process of the (generally adult) person learning in the classroom. Based on the description, it can be concluded that the acquisition of language is a process when children acquire the first language, while language learning is a process when the child acquires a second language.

Generally, the ability of in humans perceiving and understanding the speech of others is the first element that must be mastered by humans in the language. Language acquisition in adulthood brings out different forms of language than language acquisition since young children are closely related to the structure and pronunciation organization discussed by phonology studies. The object of the research is Aliyah Kindergarten. The reason of the researcher chooses Aliyah Kindergarten as the object.

The reason for English is getting into the compulsory lessons in school and different from other schools, both the majority of children who attend school in Aliyah Kindergarten are already english-speaking. The researcher will focus on diphthongs and long vowels which to find the words that are more familiar for the students and to ensure that diphthongs and long vowels are not recognized and found in Indonesian Language. From the definition researcher will discussion about "An analysis of difficulties in pronouncing diphthongs and long vowels by the students at Aliyah kindergarten".

## **Research Design and Methodology**

The research design of the study is a descriptive qualitative. Anhar (2016) explained that the data is a fact that describes an event and is a real unity that will be used as a basic material of information. This research includes 2 data: Primary data is data observed or collected directly from first-hand experience. From this research, they are all the words spoken (diphthongs and long vowels) by the 7 children, including number, name of fruits, and something that is familiar to the children. Secondary data is information from the background of all children who are sampled and recorded that has been taken by the researcher. In this research, the researcher used data analysis techniques according to Creswell (2012) this analysis divided into three stages, as follows: domain analysis, taxonomy analysis and componential analysis is the final of both the above analysis.

## **Finding and Discussion**

The researcher presents the findings of the research and analyzes it after collecting the data, the researcher uses the phonological theory by Abdul Chaer (2003). The phonological sounds here are diphthongs and long vowels.

### ***Diphthongs and Long Vowels Mastery***

#### ***Diphthongs***

In the research, there are tables of frequency of the correct words of diphthongs spoken by the students, as follows:

#### ***Sample F1***

From the first meeting until the fourth meeting, the sample F1 is able to pronounce several words as follows: the sample F1 can pronounce five /fəlv/ and phone /pəʊn/. The second meeting, the

same case in meeting one, and then, third meeting, the researcher find the increas because of sample F1 can pronounce five /*Faɪv*/, grape /*grɛɪp*/ and here /*hɪə(r)*/ in the meeting the child focus toward the teacher and always speaking. The fourth meeting, the researcher can not find the problems because of sample F1 can pronounce very influent all of word. So, for the sample F1, the researcher can conluded that sample F1 can pronounce correctly about 3 words. The words are *five* /*Faɪv*/, *grape* /*grɛɪp*/ and *phone* /*pəʊn*/.

### ***Sample F2***

The researcher found the result of sample F2 who is able to pronounce several words as follow:F2 can pronounce word: five, here and pear. The second meeting, the researcher found sample F2 can pronounce several words as follow: five, here and pear. And then, third meeting, the F2 can pronounce of word five, grape, here and phone. Therefore, the last meeting, F2 can speech five, pear, here and phone. After make an analysis, the researcher concluded that sampel F2 can pronounce about 2 words,*five*/*Faɪv*/ and *here*/*hɪə(r)*/.

### ***Sample F3***

The researcher have the result of sample F3 who is able to pronounce several words as follow:F3 can pronounce words: five, pear and here. The second meeting, the researcher found the same of meeting 1, she can pronounce words: five, pear, and here. Next, third meeting, F3 can pronounce of words: five, here, grape, phone. The last meeting, the researcher found F3 can pronounce words: phone, five, pear and here.The researcherconclude that F3 can pronounce about 2 words, *Five* /*Faɪv*/ and *here* /*hɪə(r)*/.

### **Sample F4**

The researcher did not find the problems because F4 is able to pronounce all of words and very clearly. There are table of sample words as follow: from the first meeting until the fourth meeting, the researcher concluded that the student F4 can pronounce about 5 words such as *five*, *phone*, *grape*, *here*, and *pear* very influencies.

### **Sample F5**

The student F5 is able to pronounce two of the sample of words of diphthongs. There are table of sample words as follow: the first meeting, the student F5 can pronounce words: five, grape, phone and pear. The second meeting, F5 can pronounce words: five, here and pear. Therefore, The third meeting, the researcher found that F5 can pronounce words: five, here and pear. The last, the F5 can pronounce five, grape, phone and pear. From an analysis, the researcher concluded that sample F5 can pronounce about 2 words. There are *Five*/*Faɪv*/ and *pear* /*peə(r)*/.

### **Sample F6**

The student F6 is mostly quiet and busy herself, she will talk if the teacher asked. So, the researcher have the result that show on the table of sample words as follow: the first meeting, the student F6 can pronounce words: five and phone. The second meeting, the researcher finds the student F6 can pronounce five, phone, pear and here. In other meeting, the child F6 can pronounce words five, phone and here. And the last meeting, the researcher found the child F6 can pronounce words: five, phone, pear and here. From the analysis above, the researcher concluded that F6 can pronounce of 2 words: *five* /*Faɪv*/ and *phone* /*pəʊn*/.

### **Sample F7**

From the first until the last meeting, the student F7 is able to pronounce all of word and very clearly. There are table of sample words as follow:the researcher concluded that the student F7 is very clearly spelling and pronounce 5words. There are *five, grape, phone, pear, andhere*.

After the finding analysis, the researcher concluded the mastering of the phonological pronounced participants that show on the table of frequency of the correct pronunciationof diphthongs as explanation below

**Table 1.**The phonological pronounced by children participants the result of diphthongs

<b>Code of name</b>	<b>Frequency of the mastering pronunciation</b>	<b>Percentage</b>
<b>F1</b>	3	60%
<b>F2</b>	2	40%
<b>F3</b>	2	40%
<b>F4</b>	5	100%
<b>F5</b>	2	40%
<b>F6</b>	2	40%
<b>F7</b>	5	100%

Based on the table above, it can be seen that only 2 students can pronounce correctly for 5 of the sample of words and the researcher conclude that the students are mastering pronounce 3words: *five, phone* and *here*.

### **Long Vowels**

In the research, there are table of frequency of the correct words of long vowels as below.

### **Sample F1**

The student F1 is able to pronounce several words. There are table of sample words as follow: at the first and the second

meeting, F1 can speech words: door, bee and zoo. The third and the fourth meeting, can pronounce words: car, door, bee and zoo. From an analysis above, the researcher concluded that F1 is able to pronounce 3 of the sample of words. There are *door*, *bee* and *zoo*.

### **Sample F2**

The student F2 is able to pronounce several words. There are table of sample words as follow: at the first and the second meeting, the student F2 can pronounce words: car, door, bee, and zoo. The third meeting, can pronounce words: car, door, bird, bee and zoo. The fourth meeting, can pronounce words: car, door, bee and zoo. From the table above, the researcher conclude that the student F2 is able to pronounce correctly for 3 words: *door*, *bee*, and *zoo*.

### **Sample F3**

From the first until the fourth meeting, the sample F3 is able to pronounce several words of long vowels that show on the table below. From the first meeting until the fourth meeting, the researcher conclude that the student F3 is able to pronounce correctly 3 words: *door*, *bee* and *zoo*.

### **Sample F4**

The researcher did not find the problems of words of sample F4. There are table of long vowels show of F4: after an analysis, from the first until the fourth meeting, the researcher concluded that F4 is able to pronounce 5 words. There are *car*, *door*, *bird*, *bee* and *zoo*.

### **Sample F5**

The researcher did not find the problems of sample F5. There are table of long vowels show of F5 as follow: the researcher

found that the student F5 is able to pronounce all of words because he is very smart and older than other children.

**Sample F6**

The researcher found the problems of sample F6. There are table of long vowels show of F6:the researcher concluded that the student F6 is mastering pronounce 3words: *door,bee* and *zoo*.

**Sample F7**

From the first until the last meeting, the researcher found the problems of sample F7. The student F7, the study case same like the student F6. She is able to pronounce 4 words: *car, door, bee* and *zoo*.

After the finding analysis, the researcher concluded the mastering of the phonological pronounced participants that show on the table of frequency of the correct pronunciationof long vowels as below.

**Table 2.**The phonological pronounced by children participants the result of long vowels

Code of name	Frequency of the mastering pronunciation	Percentage
F1	3	60%
F2	3	60%
F3	3	60%
F4	5	100%
F5	5	100%
F6	3	60%
F7	5	100%

Based on the table above, it can be seen that only 3 students can pronounce correctly for 5 of the sample of words and the researcher conclude that the students are mastering pronounce 3 words: *door, bee* and *zoo*.



### ***The Difficulties in Mastering Diphthongs and Long Vowels***

This is the section on the difficulties in mastering diphthongs and long vowels. There are explanation of sample F1 until F7 as follow:

#### ***Diphthongs***

##### ***Sample F1***

From the first meeting until the last meeting. the sample faced a problem in pronouncing several words such as the researcher concluded that sample F1 is not able to pronounce 2 words. There are *pear* and *here*.

##### ***Sample F2***

The researcher found the problems because of sample F2 is not able to pronounce several words as follow: based on the table above, It can be conclude that F2is not able to pronounce 3 words: *grape*, *phone* and *pear*.

##### ***Sample F3***

The researcher found the problems because of sample F3 is not able to pronounce several words as follow:the first and the second meeting, F3 can not pronounce word: *grape* /gerp/ and *phone* /pon/. Next, third meeting, the researcher only found wrong pronoun of word *pear* /peə(r)/ say /pier/. The last meeting, researcher found F3 pronounce word /grape/ become /jrep/. From an analysis, the researcher concluded that F3 is not able to pronounce 3 of the sample of words: *grape*, *phone* and *pear*.

##### ***Sample F4***

The researcher did not find the problems because the student F4 is able to pronounce all of words and very clearly. There are table of sample words as follow: after an analysis, from the first

meeting until the last meeting the researcher conclude that the student F4 is able to pronounce all of words very influences. There are *five, phone, grape, here, and pear*.

**Sample F5**

The researcher found the problem because the student F5 is not able to pronounce 3 words. There are table of sample words as follow: based on the table above, the researcher conclude that F5 is not able to pronounce 3 words: *grape, phone and here*.

**Sample F6**

The sample F6 is mostly quiet and busy herself. She will talk if the teacher asked. There are table of sample words as follow: after an analysis, the researcher conclude that the student F6 is not able to pronounce 3 words: *here /hlr/, grape /grep, and pear /pir/*.

**Sample F7**

From the first until the last meeting, reseacher did not find the problem because the student F7 is able to pronounce all of word and very clearly. There are table of sample words as follow: after an analysis, the researcher found that the sample F7 is able to pronounce all of words.

After the finding analysis, the researcher conclude that the difficulties of the phonological pronounced participants. There are table frequency of the difficulties in mastering diphthongs.

**Table 3.** The phonological pronounced by children participants the result of incorrect pronunciation of diphthongs

Code of name	Frequency of the incorrect pronunciation	Percentage
F1	2	40%
F2	3	60%
F3	3	60%
F4	0	0%
F5	3	60%

<b>F6</b>	3	60%
<b>F7</b>	0	0%

Based on the table above, it can be seen that only 2 students can pronounce correctly for 5 of the sample of words and the other have difficulties in pronounce some words and the researcher conclude that the students are difficulties in pronouncing of 2 words: *grape* and *pear*.

### **Long Vowels**

#### **Sample F1**

The researcher found the problems on sample F1. This is the table of long vowels show: based on the table above, F1 is not able to pronounce 2 words: *car/kar/*, and *bird /birt/*.

#### **Sample F2**

After an analysis, the researcher found the problems of sample F2. There are table of long vowels show of F2 as follow: the student F2 is not able to pronounce 2 words: *car* become */kar/* and *bird* become */bert/*.

#### **Sample F3**

From the first until the fourth meeting, the researcher found the problems of sample F3. There are table of long vowels show of F3: based on an analysis above, the researcher conclude that the student F3 is not able to pronounce 2 words: *car* become */kar/* and *bird* become */bert/*.

#### **Sample F4**

From the first until the fourth meeting, the researcher did not find the problems of sample F4. There are table of long vowels show of F4: after an analysis, the researcher conclude that

the student F4 is able to pronounce all words: *car*, *door*, *bird*, *bee* and *zoo*.

### **Sample F5**

From the first until the fourth meeting, the researcher did not find the problems of sample F5. There are table of long vowels show of F5: the researcher found that the student F5 is able to pronounce all of words because he is very smart and the age of F5 is older than other children.

### **Sample F6**

From the first until the last meeting, the researcher found the problems of sample F6. There are table of long vowels show of F6: the student F6, is not able to pronounce 2 words: *car* /kar/ and *bird* /bilzd/ while words such as *bee*, *door* and *zoo*, she is able to pronounce although not really perfect.

### **Sample F7**

From the first until the last meeting, the sample F7 is not able to pronounce one word. There are table of long vowels show of F7: the researcher conclude that the student F7 is not able to pronounce 1 word: *bird*, she get wrong pronounce /bert/.

After the finding analysis, the researcher concluded the correctly of the phonological pronounced participants. There are table frequency of the difficulties in mastering of long vowels.

**Table 4.** The phonological pronounced by children participants the result incorrect pronunciation of long vowels

<b>Code of name</b>	<b>Frequency of the incorrect pronunciation</b>	<b>Percentage</b>
<b>F1</b>	2	40%
<b>F2</b>	2	40%
<b>F3</b>	2	40%

<b>F4</b>	0	0%
<b>F5</b>	0	0%
<b>F6</b>	2	40%
<b>F7</b>	0	0%

Based on the table above, it can be seen that all of the students are able to pronounce correctly for 3 of the sample of words and the other have difficulties in pronounce 2 words: *car* and *bird*.

A vowel sound, occupying a single syllable, during the articulation of which the tongue moves from one position to another, causing a continual change in vowel quality, as in the pronunciation of a in English late, during which the tongue moves form position of (e) towards (i) is called diphthongs (Keraf, 1969). Based on the finding, the researcher has the result that the students have mastered in pronouncing words of diphthongssuch as *five*, *phone* and *here*. The student is familiar with the words especially words of *five*, because the word of five is always mentioned in everyday conversation. Then, the students have the difficulties of mastering words of diphthongs such as *grape* and *pear*, because they can not pronounce /eɪ/ and /eə/ and the sounds as like in Indonesian Language.

Futhermore, the students have mastered in pronouncing long vowel words, such as *door*, *bee* and *zoo* but they have difficulties to speak of words, especially *car* and *bird* because they are not able to pronounce /ɜ:/ and the sounds as like in Indonesian Language. This is same with Kelly's theory. Phonemic symbols for long vowel sounds have a /:/ to indicate length.

From those theories, the researcher concluded that almost all of the children at Aliyah Kindergarten is not able to pronounce long vowels, they are very difficult to sound several words, like *bird* and *car* words, but almost all of them have difficulties pronouncing

*bird*. Whereas diphthongs, they are not able to pronounce words such as *grape* and *pear*.

In the study case, the researcher found and the result of analysis can show that only 3 children are able to pronounce diphthongs and long vowels. Because, one of them is older than other. Although the teaching method used media photo's and to show in front of the students, the students have difficult pronounce like wrong pronounce /ɜ:/ and /ɑ:/ in long vowels.

### **Conclusion**

Based on the findings and analysis, the results of the research can be concluded as follows: The students of Aliyah Kindergarten is at the time of studying the teacher will bring the pictures, telling stories and spoken Indonesian Language then just asked what the English Language. The teacher used the example of the words of diphthongs such as *five*, *grape*, *phone*, *pear* and *here*. But the students have mastered in pronouncing 3 words: *five*, *phone* and *here*. Because, the students more familiar with the words: *five* and *phone*. While the example of the words of long vowels are *car*, *door*, *pear*, *bee* and *zoo*. And then, the students have mastered in pronounce 3 words: *door*, *bee* and *zoo*.

Furthermore, the example of words of diphthongs that difficulties pronounce by children are *grape* and *pear*. Because, they can not pronounce /eɪ/ and /eə/. While the most long vowels can not be uttered are *car* and *bird*, because they can not pronounce /ɜ:/ and /ɑ:/. It is mean that diphthongs and long vowels are not recognized and found in Indonesian Language.

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