CHAPTER 1: INTRODUCTION

Background

This chapter described the basic consideration, problem statement, objective of the research, reason for choosing the topic, limitation of the research, and the significances of the research

Basic consideration

Language is a communication tool which consists of two kinds of communication. They are verbal language and non-verbal language. Verbal language refers sound of language to relay message while nonverbal language includes gestures, facial expression and body language.

Verbal language relates to the speech because in speech sound takes the important position. One of the components in speaker is pronunciation as stated by Hewings (2004.p.3) pronunciation of language is the main component of speech which combine together. It means that pronunciation refers to the production of sounds that includattention to the particular sounds of language aspect. In communication occur sounding pronunciation words processes that already study scientifically, usually call pronunciation process. Pronunciation in English is one of scientific studies that pointed to two fields, namely phonetics and phonology. Phonetic refers to the study of speech sounds (hearing and produce them), and phonology is the features of sound in language which is systematically structured. Phonetic and phonology divided into two main branches. First, the branch of supra segmental features including stress, intonation, pause, juncture, and rhythm. Second, the branch of segmental features including vowels, consonants, and diphthongs.

Vowels are continuous sounds with no interruption in the flow of air through the oral cavity. Different vowel sounds are caused by the changing shape of the mouth; each vowel is associated with a different configuration of the tongue and lips. For example, to say ‗ee'represented phonetically as [i], the lips are somewhat pulled back and the tongue is arched up toward the palate. To say ‗oo'as in woo and Sue, represented as [u], the tongue is raised toward the back of the mouth and the lips are rounded and pushed forward. For ‗ah' as in father and cot, represented as [a], the tongue is flattened and lowered.

Like consonants, each vowel is associated with a phonetic symbol. Vowel and consonants are produced in fundamentally different ways. Consonants are made with some kinds of obstruction in the oral cavity. While vowels are made by a relatively free flow of air .Vowels are the open sounds which made by shaping rather than blocking the vocal tract. The location and extent of this shaping give each vowel its particular quality.

Traditionally, a diphthong is a sound made by combining two vowels, specifically when it starts as one vowel sound and goes to another, like the /ɔɪ/ sound in *oil*. Diphthongs are double vowel sounds in word like *late*, *ride*, or *pout*. If two vowels in a row are the same, as in *boot* or *beer*, then it is not a diphthong.

Diphthong sounds are two vowel sounds which pronounced as one syllable. According to the Dillon (2003 p 21), there are seven kinds of diphthongs, they are:

1. /eɪ/ = day
2. /aɪ/ = dry
3. /ɔɪ/ = boy
4. /əʊ/ = go
5. /ʊə/ = poor

6. /eə/ = hair

7. /ɪə/ = here

From the reason and brief explanation before about diphthong, the researcher is interested in analyzing the students' pronunciation in diphthong sound at SMKN 1 BATUDAA Kab Gorontalo. The school was chosen as the object of this research because the researcher has made observation and found their ability in pronouncing diphthong sound. There were several students at the school especially the second grades that need to be analyzed regarding diphthong sound; this grade consisted of 30 students. Based on some considerations the researcher chose the second grade because this class was better than the other class, the researcher didn't choose the first class because they have still foundation, and the researcher didn't choose the third grade because they were in preparation for examination (UN). The students were still difficult to pronounce English diphthong sounds, although they got English lessons in their school but many of them couldn't master the English language with good pronunciation, because in English, it is because English words are different with are their sound. The spelling was not a reliable guide to know how a word is pronounced. It was one of the reasons why the students often felt difficult to pronounce English word correctly.

Based on explanation above, it is concerned to conducted the research about "A Descriptive Study on Students' ability in Pronouncing Diphthong Sounds" (A research will be conducted at second grade students' of SMK N 1 Batudaa)

Problem Statement

Concerning with the topic above, the problem of this research is how the students' pronunciation in pronouncing English diphthong sounds at SMK I Batudaa.

Objective of Research

The objective of this research is to find out the students' ability pronouncing in diphthong sounds.

Reasons for Choosing the Topic

Based on the researcher's experience in teaching practice (PPL), some student still difficult in pronouncing diphthong, for example, when a student met the word "poor", he pronounced /pu: (r)/. The researcher corrected his mistake by pronouncing the word "poor", and he pronounced it as/puə (r)/ clearly. Then, he repeated to pronounce "poor" \, and he pronounced it as/pʊə (r)/ as weel. However, when he repeated to pronounce the word "poor" in a sentences, he still pronounced it as /pʊ: (r)/ it seemed that to pronounce a word "poor" as/pu: (r)/ became a habit for him

This topic also helps the researcher to find out their ability in pronouncing diphthong sound.

Scope of study

This research was focused on English sounds which include diphthong; this research tried to find out their ability in pronunciation.

There are three kinds of sounds; they are vowel, consonant, and diphthong while my research project was limited on the diphthong sounds. There are seven kinds of diphthong sound according to Dillon (2003 p 21):

/eɪ/ = day

/aɪ/ = dry

/ɔɪ/ = boy

/əʊ/ = go

/ʊə/ = poor

/eə/ =hair

/ɪə/ = here

The significance of study

The significances of this research was as one input for students to improve their ability in pronouncing diphthong sounds on English conversation, this research helped the researcher as an educator to know more about how many students could pronounce words very well. Also, this research will help the students in understanding, motivating, and improving their ability in pronouncing diphthong sound**.** Furthermore, it will help to identify the nature problems and the manner, so that the teachers can find the appropriate method when they know what the students' problems are.