

**ENGLISH MONOPHTHONG AND DIPHTHONG VOWEL  
ACCURACY OF THE HOSTEL MANAGERS  
AT DAARUL UKHUWWAH PUTRI 2 ISLAMIC BOARDING  
SCHOOL SINGOSARI, MALANG**

**THESIS**

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**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2023**

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OF THE HOSTEL MANAGERS  
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**THESIS**

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2023**

## STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**English Monophthong and Diphthong Vowel Accuracy of the Hostel Managers at Daarul Ukhuwwah Putri 2 Islamic Boarding School Singosari, Malang**” is my original work. I do not include any materials previously written or published by another person, except those that are cited as references and written in the references. Hereby, if there is an objection or claim regarding this research, I am the only person who is responsible for that.

Malang, 27 December 2023

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## APPROVAL SHEET

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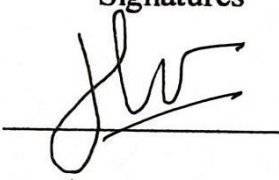
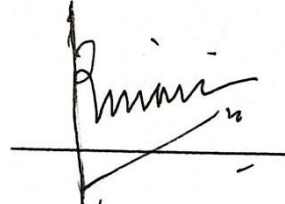
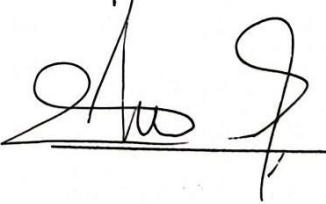
  
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## **MOTTO**

The journey of a thousand words starts with a single phrase.

(Lao Tzu, A Chinese ancient philosopher)

## **DEDICATION**

With the whole of gratitude and love, I dedicate this thesis to my parents, my little brother, my best buddy, my beloved friends, and all of who have always supported and never tired of encouraging me during this thesis work.

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Malang, 27 December 2023

The researcher,



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## ABSTRACT

**Widyapsaridhanti, Maystika Tsamara.** (2023). *English Monophthong and Diphthong Vowel Accuracy of the Hostel Managers at Daarul Ukhuwwah Putri 2 Islamic Boarding School Singosari, Malang*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Advisor: Rina Sari, M.Pd.

**Keywords:** Accuracy, PRAAT, Vowel sound, Monophthong, Diphthong

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This research aims to find out how accurate the pronunciation of monophthong and diphthong vowels is when the hostel managers in Daarul Ukhuwwah Putri 2 Islamic Boarding School Singosari, Malang pronounce their English words and sentences. This research used a descriptive qualitative method and the oral test material of the twenty four sentences form which contains monophthong and diphthong vowel words to know the hostel managers' pronunciation and then analyzed their pronunciation of monophthong and diphthong vowels. The PRAAT tool was used to analyze the pronunciation and produce numbers called formant 1 and formant 2. The results of this study show that the pronunciation inaccuracies that occur in some hostel managers are in the monophthong word 'Eat' with vowel sound / i:t /, the monophthong word 'New' with vowel sound / nju: /, and the diphthong word 'Mountain' with vowel sound / maʊntɪn /. It has been found that out of 24 examples of monophthong vowels and 24 examples of diphthongs, none of the hostel managers' pronunciation accuracy is close to or even equal to that of English native speakers. This happens because the hostel managers' fluency is still lacking in English pronunciation which results in the pronunciation of these words tending to be much different from the pronunciation of the English native speaker.

## ABSTRAK

**Widyapsaridhanti, MaystikaTsamara.** (2023). *Keakuratan Vokal Monoftong dan Diftong Bahasa Inggris Pengelola Asrama di Pondok Pesantren Daarul Ukhuwwah Putri 2 Singosari, Malang*. Undergraduate Thesis. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Dosen Pembimbing: Rina Sari, M.Pd.

**Kata Kunci:** Akurasi, PRAAT, Bunyi Vokal, Monoftong, Diftong

Penelitian ini bertujuan untuk mengetahui seberapa akurat pengucapan vokal monoftong dan diftong ketika pengelola asrama di Pondok Pesantren Daarul Ukhuwwah Putri 2 Singosari, Malang melafalkan kata dan kalimat dalam bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dan materi tes lisan berupa dua puluh empat bentuk kalimat yang mengandung kata vokal monoftong dan diftong untuk mengetahui pelafalan para pengelola asrama dan kemudian menganalisis pelafalan vokal monoftong dan diftong. Alat PRAAT digunakan untuk menganalisis pengucapan dan menghasilkan angka yang disebut formant 1 dan formant 2. Hasil dari penelitian ini menunjukkan bahwa ketidaktepatan pelafalan yang terjadi pada beberapa pengelola hostel terdapat pada kata monoftong 'Eat' dengan bunyi vokal /i:t/, kata monoftong 'New' dengan bunyi vokal /nju: /, dan kata diftong 'Mountain' dengan bunyi vokal / maʊntɪn /. Telah ditemukan bahwa dari 24 contoh vokal monoftong dan 24 contoh diftong, tidak ada satupun pengelola hostel yang ketepatan pelafalannya mendekati atau bahkan sama dengan penutur asli bahasa Inggris. Hal ini terjadi karena kefasihan para pengelola hostel yang masih kurang dalam pengucapan bahasa Inggris yang mengakibatkan pelafalan kata-kata tersebut cenderung jauh berbeda dengan pelafalan penutur asli bahasa Inggris.

## ملخص

ويديا باسار يداها انيني، ماسنيكا نامارا. (2023). الإنجل يزي Monophthong و Diphthong

دقة حرف العلة لمديري النزل ني مدرسة دارول أوخوواه بونري ٢ الإسمالية الداخلية سبنغوساري، مالنجل. أطروحة جامعية. نسم الأدب الإنجل يزي، كلية العلوم الإنسانية، جامعة الإسمال نجل يري موالنا مالك إبراهيم مالنجل، المسمشارة: ريذا ساري، M. Pd.

الكلمات المباحية: الدقة، PRAAT، صوت العلة، Monophthong، Diphthong

يهدف هذا البحث إلى معرفة مدى دقة نطق حروف العلة monophthong و diphthong عندما ينطق مديرو النزل ني مدرسة دارول أوخوواه بونري ٢ الإسمالية الداخلية سبنغوساري، مالنجل الكلمات الإنجل يزي. استخدم هذا البحث المنهج الوصفي النوعي ومادة الخبر الشبهائي لصيغة الجمل الأربع والعشرين التي تحتوي على حروف العلة أحادية ونزائية لمعرفة نطق مديري النزل ومن ثم تحليل نطقهم لحروف العلة أحادية ونزائية. تم استخدام أداة PRAAT لتحليل النطق وإنتاج أرقام تسمى الصياغة ١ والصياغة ٢. وتظهر نتائج هذه الدراسة أن أخطاء النطق التي تحدث لدى بعض مديري النزل موجودة في الكلمة الأحادية "Eat" مع صوت حرف العلة / i:t /، الكلمة الأحادية "جديد" مع صوت حرف علة / nju: /، والكلمة المزدوجة "جبل" مع صوت حرف علة / mauntin / . لؤد وجد أنه من بين الأربع والعشرين مثالاً على حروف العلة الأحادية والأربع والعشرين مثالاً على الإدغامات، لم تكن دقة نطق أي من مديري النزل دقيقة أو حتى مساوية لدقة المتحدثين الأصليين للغة الإنجل يزي. يحدث هذا لأن طلاقة مديري النزل ال تزال نمتور إلى نطق اللغة الإنجل يزي مما يؤدي إلى أن نطق هذه الكلمات يميل إلى الختالف كغيره عن نطق المتحدث الأصلي للغة الإنجل يزي

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## **CHAPTER I**

### **INTRODUCTION**

This chapter is composed of background of the study, research question, significance of the study, scope and limitation, and definition of key terms. Those points explain about how the research is being discussed.

#### **A. Background of the Study**

Clear pronunciation in English is still an obstacle for people who do not use English as their mother tongue. The ability to pronounce a word or sentence is usually related to the accuracy of the pronounced vowel sound. Inaccuracy of vowel sounds in foreign languages such as English is often found due to the influence of phonological interference of the mother tongue and also the presence of some unfamiliar English vowels in the mother tongue (Gusdian et al., 2022). Whether a person speaks with unclear vocal accuracy, this can potentially lead to a misunderstanding of the information being discussed. The importance of vowel accuracy, especially in monophthongs and diphthongs in English, is to avoid misunderstanding the information that will be obtained.

Pronunciation of good vowel sounds is also very important and needed in the learning process. Various information and knowledge that will be conveyed should be pronounced properly and clearly to minimize misunderstandings and make the learning process run smoothly. As *Kyai's* right-hand man and a substitute for the parents of students at the boarding school, as well as the supervisor of the student dormitory (Perawironegoro, 2019), the hostel manager

plays an important role in learning and familiarizing English conversation with the students and are required to always speak English with good and clear pronunciation. However, the pronunciation is often found to have inaccuracy of vowel sounds due to the influence of accents and dialects of the mother tongue, which causes misunderstanding of information. Since hostels managers are foreign English speaker, the issue of English as a Foreign Language (EFL) often occurs in the community in the process of mastering English.

As users of English, which is not their primary or second language, EFL users often experience problems such as mispronouncing certain words or sentences in English. Whereas good and correct pronunciation can avoid bad conversation between speakers that occurs and at the same time can improve their English language skills better. This phenomenon is caused by several factors, such as a lack of self-confidence, poor language practices, differences in pronunciation from the first language to a foreign language, and factors in spoken language that are different from the actual written language (Octaviana, 2019).

English pronunciation is different from Indonesian, making EFL users often experience pronunciation errors. English words like 'Sea', 'Cup', and 'Bite' are pronounced like / si: /, / kʌp / and / bat / (Hornby, 2010). This is different from Indonesian words such as 'Laut', 'Biru', and 'Tong', which are pronounced in IPA (International Phonetic Alphabet) that sound the same as these words, such as / la.ut /, / bi.ru / and / toŋ / instead of / lot / or / lɒt /, / baɪ.ru / and / taŋ / (Smith, 1999).

Several previous studies discussed error vowels. Some researchers previously investigated errors in English pronunciation only (Octaviana, 2019; Kirigia, 2020; Rahman & Tralala, 2021; Yumiza & Fatimah, 2022). While the others only focused on researching pronunciation errors on English monophthongs (Wangi, 2019; Aziz et al. 2020). They were also followed by the others researchers who only focused on pronunciation errors on English diphthongs (Indrayani, 2021; Nurjannah, 2022). Some of other researchers focused and discusses the pronunciation errors that occur in English monophthong and diphthong vowels (Marlina, 2020; Kamaruddin & Kamal, 2021). On average, the subjects they took as data were students in speaking classes or students in the English Department. The qualitative method is still the most frequently used method although there is a combination with the quantitative method and other methods.

The research about pronunciation errors by Sundanese speakers in Garut, in Garut, West Java, was studied by Octaviana (2019). She analyzed the main cause of ten students' English pronunciation errors of Class XII of one of senior high school in Garut and identified the types of their pronunciation errors. The research used a descriptive method for collecting and analyzing the data. The finding found that the main factors of pronunciation errors came from students' internal and external factors, such as lack of language practice, lack of confidence, and English pronunciation, which was often different from the original writing.

Research about monophthong analysis on students' pronunciation in pronouncing monophthong vowels by sixty eight pupils in SMAN 1 GIRI was

studied by Wangi and Apriliyanti (2019). The aim of the research is to find the types of errors in monophthong and the most common vowel errors in English. The research used a qualitative method and a cluster random sampling method, which tested respondents with an oral test and then analyzed them using a percentage formula. The findings stated that the type of error that often occurs in the students' pronunciation of monophthong vowels are the substitution and insertion of words by students. In addition, many of them mispronounce the vowel sound /ɪ/.

Research on the pronunciation of vowels that occur in the speaking class of students of the English Department, Padang State University was studied by Visoni and Marlina (2020). The purpose of this research is to investigate pronunciation errors of speech performance from six speeches as the data source. According to the research's findings, students frequently mispronounced on / æ /, / i: /, / ə /, / əʊ /, and / eɪ / vowels. This research suggested for the future researcher to do more in the context of spontaneous speech sample and to enhance more for varying research instruments, such as tests or interviews. Another suggestion is to deepen on the part of language suprasegmental features such as intonation, rhythm and connected speech.

Pronunciation errors that existed between Ekegusii L1 and Kimeru L1 students by Kenyan university students were studied by Kirigia and Ombati (2020). The research was conducted by using a qualitative method and a descriptive study for error analysis model. The results of this research showed that students often made some pronunciation errors because of the basic interlingual;

that is caused by their mother tongue condition, and intralingual sources, that is caused by their fear and unwillingness to speak English properly.

In another research, Aziz et al. (2020) found out the types of English monophthong pronunciation errors and their causes occurred in the second semester of B class at English Study Program of Politeknik Negeri Madiun in the Academic Year of 2019/2020. Their research used a mixed-method, which is a qualitative method to analyze errors in the test results that have been carried out, and a quantitative method was used in observations and interviews for more complete understanding. Their research found that the most common error monophthongs are / i /, / ʌ /, / e /, / æ /, / ʊ / and / ə /. Meanwhile, the errors were caused by the inter-lingual and intra-lingual transfers determined by the students' understanding of pronunciation and influenced by the students' first language and mother tongue.

Another research was done by Indrayani et al. (2021) who analyzed and described pronunciation errors in diphthongs made by nine post-graduate EFL students who were in their second year of linguistics studies. The students' English pronunciation as the data source was recorded using a smartphone and then analyzed using descriptive qualitative and quantitative methods for seeing the errors phenomena objectively. The results of this research found that pronunciation errors were more common in the first vowel than in the second or last vowel because when pronouncing diphthongs, the position of the tongue affects pronunciation and sound.

Research on the pronunciation of English monophthongs and diphthongs among Malay English native speakers was done by Kamaruddin and Kamal (2021). It aimed to ascertain the most frequently mispronounced English vowel sounds by Malay English native speakers as a result of the adaptation of sounds or phonemes from the Malay language (L1) to the English language (L2). The findings of this study showed that Malay English native speakers have difficulty pronouncing the monophthong /u:/ and diphthongs /əʊ/ and /ɪə/ due to assimilation and substitution of sounds that are absent from Malay phonology in comparison to the English phonological system.

Another research was done by Rahman and Tralala (2021) that examined the pronunciation of EFL students when the students presented their thesis proposals. Their research used a qualitative study to investigate what problems occurred in their pronunciation. It found that the research subject encountered a number of segmental pronunciation problems consisting of consonant sounds: which are the substitution of the sounds /v/, /ð/, /t/ and /z/ and the deletion of the sounds /k/ and /t/, and vowels including pure vowels such as substitution of sounds /ɪ/, /i:/, /ε/, /ʊ/, /ʌ/, /ɜ:/ and /ɒ/ and diphthongs of sounds /aɪ/, /aʊ/, /eɪ/, /ɪə/, /əʊ/ were monophthongized and sounds /eɪ/ and /ɪə/ were replacement with other diphthongs. Some suggestions on error pronunciation research recommended by them for the next researchers such as pronunciation problems related to suprasegmental phonetic features such as stress, intonation and rhythm, to deepen the quality change of sound problem based on its position of the



phonological environment and to find out the causes of common pronunciation problem.

Students' pronunciation errors in suprasegmental features were conducted by Yumiza and Fatimah (2022) who researched the most common English pronunciations errors produced by the students of the English Language and Literature Department at Padang State University. The research used a qualitative descriptive method. The results of the study found that some sounds that are often mispronounced by students are / ð /, / θ /, / k /, / ʒ /, / ʃ /, / ɔ: / & / ʊ /.

Research on the pronunciation errors based on the classification of both male and female pronunciation quality was done by Nurjannah (2022) who analyzed English diphthongs pronounced by ten Acehnese undergraduate students. It used a purposive sampling method. The elicitation technique was used to collect data, which was then recorded and transferred to the PRAAT software. The findings of her study show that both males and females produced little movement for / ei /, the students also did not produce / au / and / eə / but realized them as / ɔ / and / ε / because no movement is seen in the trajectory of these diphthongs in the vowel space from their F1 counterparts to their F2 counterparts. Nurjannah suggested to the future researcher to conduct the research specifically on acoustic phonetic measuring other types of vowels such as nasal vowel or triphthong vowel.

There is a research gap between this research and previous studies that have been briefly reviewed above. Although previous studies in the pronunciation errors of English monophthongs and diphthongs have often been studied, the researcher realizes that the determination of vowel accuracy in English

monophthongs and diphthongs has not been studied because many monophthong and diphthong phonemes in many words are read inaccurately by non-English native speaker and that is an opportunity for this research to analyze them.

Analyzing monophthong and diphthong vowel accuracies in the hostel managers' words pronunciation is crucial for linguistic research as it provides insights into their phonological development. This study aims to find out how accurate the pronunciation of monophthong and diphthong vowels when the hostel managers in Daarul Ukhuwwah Putri 2 Islamic Boarding School, Singosari Malang pronounce monophthongs and diphthongs words. Understanding how they produce and perceive these vowel sounds helps identify patterns, challenges, and potential language acquisition milestones. This analysis can contribute to refining language teaching methods and addressing specific difficulties that the hostel managers may face in pronunciation and communication.

The object of this research is one of the Islamic boarding schools in Singosari, Malang named Daarul Ukhuwwah Putri 2. In addition to the Al-Azhar curriculum, this boarding school also adapts the Gontor curriculum which requires all teaching and learning activities in bilingual, namely Arabic and English. Because of this curriculum, Daarul Ukhuwwah Putri 2 Islamic Boarding School automatically has programs and language classes that facilitate it in the form of conversation classes. In that conversation class, the hostel managers as the teacher and the students are both non-English native speakers, which means that there may be some inaccuracies in pronunciation, especially for teachers who convey vocabulary that contains monophthongs and diphthongs.

Hence in this research, the researcher interested to examine the accuracy of monophthong and diphthong vowel pronunciation in hostel managers at Daarul Ukhuwwah Putri 2 Islamic Boarding School in Singosari, Malang. The research aims to identify the accuracy and inaccuracy of pronunciation of English words and how potential hostel managers are in achieving language mastery in the tested words. Because of the study is based on the Gontor curriculum, which requires bilingual teaching and learning activities and the school's conversation classes, where both the hostel managers and their members are non-English native speakers, may lead to inaccuracies in pronunciation, particularly for hostel managers who convey vocabulary containing monophthongs and diphthongs. This analysis can help overcome the specific difficulties faced by dormitory managers when delivering English vocabularies.

## **B. Research Question**

Based on the explanation of the background, there are two research questions to be answered:

1. How is the accuracy of monophthong vowels pronounced by the hostel managers at Daarul Ukhuwwah Putri 2 Islamic Boarding School at Singosari, Malang based on Received Pronunciation?
2. How is the accuracy of the diphthongs vowels pronounced by the hostel managers at Daarul Ukhuwwah Putri 2 Islamic Boarding School at Singosari, Malang based on Received Pronunciation?

### **C. Significance of the Study**

The results of this research can be a reference material for the students of English Literature Department in and future research. They can learn the causes of mispronunciation in English since learn about English language and its linguistics feature like mispronunciation in some words. Meanwhile, the benefits that can be obtained from the research for the students of Daarul Ukhuwwah Putri 2 Islamic Boarding School are, it can help the students learn and speak English with the right pronunciation. They can know how to pronounce the words they have known before and learn about new vocabularies.

### **D. Scope and Limitation**

This research focuses on identifying the accuracy of monophthong and diphthong vowels uttered by the hostel managers in Daarul Ukhuwwah Putri 2 Islamic Boarding School Singosari, Malang, who use English words and sentences during the conversation activities. However, the researcher did not discuss errors in consonant sounds.

### **E. Definition of Key Terms**

For understanding the research, some key terms related to this research are provided:

1. English Monophthong Vowel Accuracy: the accuracy or not of someone's pronunciation in words or sentences that have monophthong vowels in English such as vocabulary examples 'Boss', 'Color', 'Eat', 'Fast', 'Good', 'Hair', and 'Look'. It relates to hostel managers' monophthong pronunciation in Daarul Ukhuwwah Putri 2 Islamic Boarding School, Singosari, Malang.

2. English Diphthong Vowel Accuracy: the accuracy or not of someone's pronunciation in words or sentences that have diphthong vowels in English such as vocabulary examples 'Cake', 'Train', 'Soil', 'Soldier', 'Mouse', 'Tie', and 'Fly'. It relates to hostel managers' diphthong pronunciation in Daarul Ukhuwwah Putri 2 Islamic Boarding School, Singosari, Malang.

3. Received Pronunciation: the official pronunciation which becomes a reference for correct language pronunciation. The pronunciation that is the basis for measuring accuracy and inaccuracy in pronunciation in research uses some accents, American English accent in particular, which practically often used by Indonesians when speaking English. American English accent becomes the reference in the hostel managers' monophthong and diphthong vowels pronunciation accuracy test in Daarul Ukhuwwah Putri 2 Islamic Boarding School, Singosari, Malang.

4. Hostel Manager: the students who are gathered in an organization of Islamic boarding schools that run programs or assist the programs of the Islamic boarding schools in order to develop the morals of their younger siblings in the Islamic boarding school environment. Usually they took this position in their fourth or fifth grades.

5. Daarul Ukhuwwah Putri 2 Islamic Boarding School Singosari, Malang: one of educational institutions based on *pesantren* (Islamic boarding school) in Singosari, Malang. This Islamic boarding school has the English language subject to be their extracurricular.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of relevant theoretical studies with the research topic. The researcher presents some subjects related to the topic such as vowel, monophthong, and diphthong.

#### **A. Vowel**

A vowel sound is a speech sound that is sounded by opening the mouth, not in a state of closing or constricting the mouth. If a consonant is divided into different ways and places of articulation, the vowel is produced differently. The vowels in common are produced on a pulmonic egressive airstream, an egressive pulmonic airstream is a common strength resource for speech sounds which is produced using outwards moving airstream mechanism through the lungs (O'Grady, 2013). Vowels are also all continuants which is sounded with the airflow through the oral is not significantly obstructed during vowels speech production. Therefore, if people found many manners of classification in consonants, it refers to the vowel that includes approximants (McMahon, 2002). The vowel sounds that appear when speaking through free flow air and their formation depend on how airflow is formed in the oral cavity through the tongue. Although the oral cavity is a space that has a front, back, top and bottom. Due to it, all vowels produced in a very limited "vowel cavity" in the centre of the oral tract, approximately between palatal and velar in consonantal terms.

Regarded to the description of oral cavity above, vowel pronunciation is divided into several parts such as high, mid, low, front, central, and back.

Determine the part of the vowel sound is determined by how the position and movement of the tongue and the degree of rounding of the lips (O'Grady, 2013). After all, all vowels are always be pulmonic egressive, voiced and oral. Vowels can be described accurately based on three different parameterers, those are: *height*, *frontness* and *rounding*. Vowels may be in the form of long or short (as the long ones are marked with a following “ : ”), monophthong and diphthong (McMahon, 2002). Front vowels are produced by the front of the tongue raised towards the hard palate such as pronunciation in words ‘Kit’ with / ɪ / and ‘Dress’ with / ɜ / . On the contrary, back vowels have the back of the tongue raised, against the soft palate or velum such as pronunciation in words ‘Lot’ with / ɒ / and ‘Foot’ with / ʊ / . Central vowels are well mentioned as front vowels and back vowels. It involve a raising of the body of the tongue towards the area where the hard and soft palate join. The pronunciation in words ‘a’ in ‘About’ with / ə / and ‘Cup’ with / ʌ / are the example of central vowels. The most common phoneme of central vowels known as “schwa” (/ ə /) and it only appears in unstressed syllable.

Apart of vowels beside the front-back dimension as mentioned above, there are the high-low dimensions. The high vowels have the tongue raised most towards the roof of the mouth such as the pronunciation in words ‘Kit’ with / ɪ / and ‘Foot’ with / ʊ / . Whereas the low vowels do not have the raising tongue at all but with the opening mouth and dropping jaw such as the pronunciation in words ‘Trap’ with / a / and ‘Palm’ with / ɑ : / . As well as central vowels in front-back dimension, high –low dimension has a mid vowels that depend on how the speaker pronounce the vowels is nearer to the high end of the scale or nearer to the low end



such as the pronunciation in words ‘Dress’ with / ɜ / and ‘Cup’ with / ʌ /. In the pronunciation of ‘Heat’ and ‘Hot’, there is a high-front vowel which is formed because the position of the front of the tongue raised. While in ‘Heat’, there is a high, front vowel which is formed because the position of the front of the tongue is raised. However, in ‘Hat’ pronunciation, the tongue is in the lower position which is called the low-back vowel. High-front and low-back vowels refer to the description chart of vowel sounds in English. The chart pronunciation, the tongue is in a lower position which is called the low, back vowel. High, front and low, back vowels refer to the description chart of vowel sounds in English. The chart below is a list of the main vowels words example which illustrates the spelling variations to each vowel present illustrates the spelling variations to each vowels present and it also be the phonetics chart for monophthong vowels.

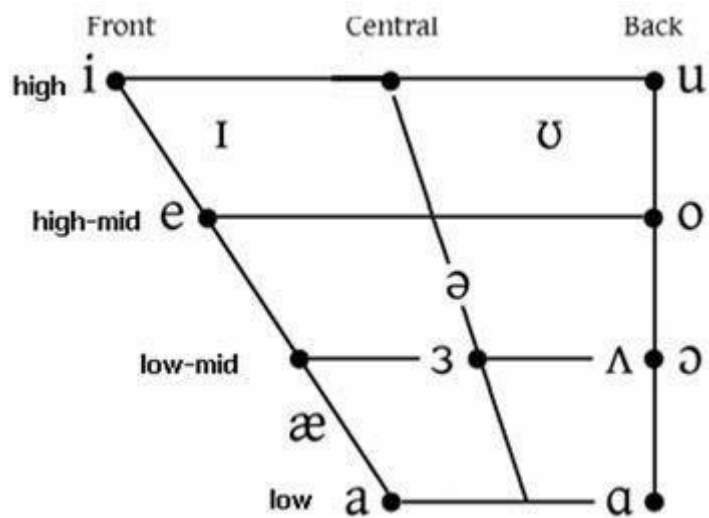


Figure 2.1. The main vowel or monophthong vowels phonetics chart

The picture above defines the vowel quadrilateral. Vowel Quadrilateral is a conventional diagram for plotting vowels. It is used to ease in comparing all

vowels together rather than defining vowels one by one when it comes to comparative perspective among speakers' accents and languages with the accurate vowels based on Received Pronunciation. The diagram represents an idealized vowel space where vowels, between palatal and velar, can be produced in the vocal tract (McMahon, 2002). The diagram is divided into six sectors, there are high, high-mid, low-mid and low vowels to be plotted, as well as front, central and back ones. Besides, the diagram uses an IPA symbol rather than a dot, because it is almost impossible to read information on rounding directly from the vowel quadrilateral.

## B. Monophthong

Monophthongs, according to McMahon (2002), are vocals that sound fairly consistent from start to finish. As it is generally known, based on the IPA chart, monophthongs have 12 vowels, namely /i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ʌ/, /ɜ:/, and /ə/. Monophthong vowels can also be referred to as original vowels because the existing diphthong vowels such as /eɪ/, /əʊ/, /oʊ/, /aɪ/, /ɔɪ/, /aʊ/, /ɪə/, /eə/, and /ʊə/ come from a combination of several monophthong vowels. The following table below is the examples of monophthongs in English.

Table 2.1 The Examples of Monophthong Words and Its Pronunciation

Word Example	Vowels Sounds Change Process	Word Pronunciation
Seat	/ea/ to be /i:/	Sɪt
Grin	/ɪ/ to be /ɪ/	Grɪn
Stop	/o/ to be /ɒ/	Stɒp
Dark	/ar/ to be /ɑ:/	Dɑ:k
Love	/o/ to be /ʌ/	Lʌve
Apple	/a/ to be /æ/	Æppəl
Walk	/al/ to be /ɔ:/	Wɔ:k
Earth	/ear/ to be /ɜ:/	ɜ:θ
Good	/oo/ to be /ʊ/	Gʊd

Head	/ea/ to be /e/	Hed
You	/ou/ to be /u:/	Y u:
About	/a/ to be /ə/	əbout

The monophthong vowels phonetics is being showed in sub chapter about vowel above.

### C. Diphthong

In contrast to the monophthong explanation which consists of single or main vowel sounds, a diphthong is a vowel sound formed from a combination of two single vowel sounds, namely /eɪ/, /əʊ/, /oʊ/, /aɪ/, /ɔɪ/, /aʊ/, /ɪə/, /eə/, and /ʊə/. When a diphthong is spoken, the vocal organ will move from one vowel to another, just as in ‘Hi’ or ‘Bye’, the vocal organ will move from the /a/ vowel to /ɪ/, producing the /aɪ/ vowel sound. The movement of the vocal organs moves from low to high front (Yule, 2010). Some of the differences in diphthong vowels include that the resulting diphthong vowel can change in quality depending on how the vowel is produced. Usually, the diphthong vowel is transcribed with a very different start and end point. In English, all types of diphthongs have one vowel sound that is longer and more pronounced than the others (McMahon, 2002).

Table 2.2 The Examples of Diphthong Words and Its Pronunciation

Word example	IPA	Word pronunciation
Price	/aɪ/	Praɪs
Mouth	/aʊ/	Maʊθ
Choice	/ɔɪ/	Çɔɪs/

The examples of diphthongs that are often found in English accents are ‘Here’, ‘Tour’, ‘They’, ‘Cry’, ‘Toy’, ‘Know’ and ‘Now’.

The vowel sounds produced by the high-mid front and back or closing front and back vowels such as ‘Face’ and ‘Goat’ are also characteristic of diphthongs.

Table 2.3 The Examples of Diphthong Words and Its Pronunciation

Word example	IPA	Word pronunciation
Face	/eɪ/	Feɪs
Goat	/oʊ/	Go:t

The last one is the centring diphthong, which is the last set of diphthongs that has the mid-central vowel schwa (/ ə /) as the second factor.

Table 2.4 The Examples of Diphthong Words and Its Pronunciation

Word example	IPA	Word pronunciation
Near	/ɪə/	Nɪr
Square	/ɜə/	Sqɜə
Force	/oə/ or /ɔ:/	Foərs or Fo:rs
Cure	/ʊə/	Kʃʊr

Diphthongs and monophthongs can be known to be wrong and right in their pronunciation using a table, namely through the Cardinal Vowel. In brief definition, the Cardinal Vowel itself is an idealized set of vowels for providing and describing a universal frame of reference for such examples above. This picture below is the cardinal vowel with quadrilateral plotting vowels on it as the diphthong phonetics chart.

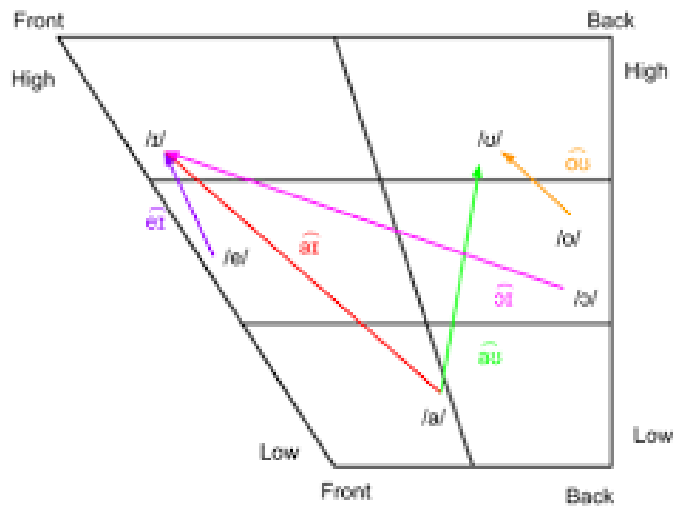


Figure 2.2. The diphthong phonetic chart

The reason why the cardinal vowels used in diphthong vowels but not in monophthong ones is because diphthongs are not well suited to the description in pure vowels or monophthong vowels since they are essentially trajectories of articulation starting at one point and moving to another. By using vowel quadrilateral, it is plotting the changes in pronunciation more easily, involved in the production of a diphthong using arrows (McMahon, 2002). It is undeniable that plotting some diphthongs in the vowel quadrilateral diagram can lead to a very messy chart, but it is nevertheless helpful in clarifying exactly how a particular diphthong is arranged, what its starting and stopping points are, and the notation reminds that a symbolic representation like /ɔɪ/ is actually short-hand for an articulatory and auditory movement phase.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the methods and steps of collecting and compiling data. It consists of research design, research instrument, data source, data collection and data analysis.

#### **A. Research Design**

This research used a descriptive quantitative approach. According to Leedy & Ormrod (2014), when investigating phenomena and their interactions in a methodical manner, quantitative research methods work with numbers and anything measurable. To understand, predict, and regulate a phenomenon, it is utilized to provide answers to inquiries about relationships within quantifiable variables. In addition, in this research, the researcher describes and explains how the accuracy of monophthong and diphthong vowels found in the pronunciation of the hostel managers' English words and sentences.

#### **B. Research Instrument**

This research used several research instruments. The first instrument is the researcher itself. The researcher came to a place where the subjects of this research were practicing English pronunciation. The second instrument is the oral test material of the twenty four sentences form which contains monophthong and diphthong vowel words. The third instrument is is the recording tools. The data collection process was carried out with a focus on recording the voices of ten hostel managers at Daarul Ukhuwwah Putri 2 Islamic Boarding School who were

giving new English sentences during the *Conversation* activity. The recordings were collected for listening, transcribed according to the IPA chart, and reviewed. The fourth instrument is pronunciation application. This android application was used as a basic reference for comparing and contrasting in transcription analysis process of the pronunciation of English words and sentences between the hostel managers' pronunciation as foreign speaker and English native speakers.

The last research instrument is PRAAT application as the additional instrument when the audio recordings are being transcribed and analyzed. PRAAT is a useful software for acoustic analysis and linguistic phonetics. By using PRAAT, this research can analyze both vowel sounds and consonant sounds more deeply in the acoustic data analyzed, such as how to determine the frequency value of the first formant (F1) which is related to the high-low position of the tongue and the second formant (F2) which is related to the forward-backward position of the tongue during the pronunciation of English words or sentences and other variables related to language pronunciation.

The accuracy and inaccuracies of a language's pronunciation can be discovered more easily using PRAAT than when not using it because PRAAT allows its users to analyze, synthesize, and manipulate speech, including studying the acoustic and perceptual properties of sounds. However, this tool also remains dependent on several factors such as audio input quality, user expertise, language, and dialect variations and there are still limited features on PRAAT itself.

### **C. Data Source**



The research data and the research data source are different. The data are in the form of words containing monophthong and diphthong vowels produced by the hostel managers at Daarul Ukhuwah Putri 2 Islamic Boarding School Singosari, Malang. While the data sources are three female hostel managers from fifth grade who are around sixteen to seventeen years old in the conversation class.

#### **D. Data Collection**

The data collection was done in several steps. The first step is the researcher proceeded directly to the boarding school after her permission letter was received by the Head of Daarul Ukhuwah Putri Islamic boarding school Singosari, Malang. After that, the researcher determined to the group class that had been provided at the beginning and put on some recording devices in the area around the hostel managers when they pronounced English words and sentences during conversation activities. The researcher recorded their pronunciations for six meetings as long as the data were sufficient. It should be noted that some hostel managers were placed separately and spaced so that the sound of the recorded object did not sound back and forth. Then, the researcher collected the recording outputs in a file for listening, checking and transcribing the recording outputs. After the transcript was checked with the recording, the researcher identified the data in the forms of words containing monophthong and diphthong vowels by the ten female hostel managers using the theory of how to distinguish monophthong vowel sound and diphthong vowel sound by (McMahon, 2002).

#### **E. Data Analysis**

The data were analyzed in several steps. The first step is the words that include monophthongs and diphthongs pronunciation produced by the ten female hostel managers of the fifth grade were classified by type of monophthong and diphthong vowels such as height-frontness vowel based on the Received Pronunciation by McMahon's (2002) theory. The second step is the monophthong and diphthong words classification were analyzed by PRAAT application for knowing its accuracies and inaccuracies further, compared with the English native speaker's pronunciations. The results of accuracies and inaccuracies' measurement and drawing were the pre final step along with the discussions and findings explanation. After the analysis was completed, then the researcher drew the conclusion.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings based on the research question in Chapter I. The result of the data was presented in the findings and the discussion along with the data analysis technique of the research findings is explained in the end of this chapter.

#### **A. Findings**

The following are the results of the data analysis used to categorize hostel managers' word pronunciations according to monophthong and diphthong vowel sounds from McMahon's 2002 vowel pronunciation study.

##### **1. Monophthong Vowel Accuracy**

As explained in the explanation of monophthong vowels in Chapter II, this sub-chapter describes some examples of monophthong vowel words which have been divided into three, namely front vowels, central vowels, and back vowels. This sub-section details the monophthong vowel sounds obtained from English native speakers which are then compared with the monophthong vowel sound by the hostel manager as the object of English non-English native speakers. The English native speaker's voice that has been used in this research is sourced from an Android application called Pronunciation by az-20 Apps. This sound is the standard reference in comparing native and non-English native speaker vowel sounds because English native speaker sounds are assumed to be more accurate than non-English native speaker vowel sounds.

After performing several steps in the data analysis, using the PRAAT tool, the researcher found the amount of tongue position on both sides of the native and non-English native speaker monophthong vowel sound and has divided it according to the parts described in Chapter II. The high-low tongue position symbolized by F1 and the forward-backward tongue position symbolized by F2 in the following table. The following table is the results of identifying English vowels sound by English native speakers through the PRAAT tool:

Table 4.1. Front Vowels of English native speaker

<b>Word</b>	<b>Vowel Sound</b>	<b>F1</b>	<b>F2</b>
Need	/ i: /	790	2474
This	/ ɪ /	893	1957

In the table above, it is known that the pronunciation of English native speakers in the word group of monophthong front vowels in the word 'Need' with the vowel sound / i: / has an F1 value of 790 and an F2 value of 2474. While the pronunciation of English native speakers in the word 'This' with vowel sound / ɪ / has an F1 value of 893 and an F2 value of 1957.

Table 4.2. Back Vowels of English native speaker

<b>Word</b>	<b>Vowel Sound</b>	<b>F1</b>	<b>F2</b>
Bought	/ ɔ: /	1074	1606
Fast	/ ɑ: /	1038	667
Good	/ ʊ /	499	505
Boss	/ ɒ /	1020	1484

In the table above, it is known that the pronunciation of English native speakers in the word group of monophthong back vowels in the word 'Bought'

with the vowel sound / ɔ: / has an F1 value of 1074 while the F2 value is 1606. Meanwhile, the English native speaker's pronunciation of the word 'Fast' with the vowel sound / ɑ: / has an F1 value of 1038 and an F2 value of 667. Then, the English native speaker's pronunciation of the word 'Good' with the vowel sound / u / has an F1 value of 499 and an F2 value of 505. Finally, the English native speaker's pronunciation of the word 'Boss' with the vowel sound / ɒ / has an F1 value of 1020 and an F2 value of 1484.

Table 4.3. Central Vowels of English native speaker

Word	Vowel Sound	F1	F2
Fun	/ ʌ /	909	1694
Hair	/ ε: /	913	2173

In the table above, it is known that the pronunciation of English native speakers in the word group of monophthong central vowels in the word 'Fun' with the vowel sound / ʌ / has an F1 value of 909 and an F2 value of 1694. While the pronunciation of English native speaker in the word 'Hair' with vowel sound / ε: / has an F1 value of 913 and an F2 value of 2173. The data for this study are words containing monophthong and diphthong vowels spoken by 10 hostel managers. Some of the tables below are research data on monophthong vowels based on front vowel, back vowel, and central vowel represented by 3 non-English native speaker hostel managers.

Table 4.4. Front Vowel of Hostel Manager of Non-English native speaker 1 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 1		English native speaker	
		F1	F2	F1	F2
Need	/ i: /	468	2706	790	2474
This	/ ɪ /	359	2621	893	1957

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 1 in the word group of monophthong front vowels in the word 'Need' with vowel sound / i: / has an F1 value of 468 and an F2 value of 2706. Then the pronunciation of the word 'This' with the vowel sound / ɪ / has an F1 value of 359 and an F2 value of 2621. Meanwhile, on the pronunciation of the word 'Need' with the vowel sound / i: / has an F1 value of 790 and an F2 value of 2474. The pronunciation of English native speakers on the word 'This' with the vowel sound / ɪ / has an F1 value of 893 and an F2 value of 1957.

Table 4.5. Back Vowel of Hostel Manager of Non-English native speaker 1 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 1		English native speaker	
		F1	F2	F1	F2
Bought	/ ɔ: /	511	1141	1074	1606
Fast	/ ɑ: /	623	2402	1038	667
Good	/ ʊ /	617	2274	499	505
Boss	/ ɒ /	529	1323	1020	1484

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 1 in the word group of monophthong back vowels in the word 'Bought' with the vowel sound / ɔ: / has an F1 value of 511 while the F2

value is 1071. Meanwhile, the pronunciation of the word 'Fast' with the vowel sound / ɑ: / has an F1 value of 623 and an F2 value of 2402. Then, the pronunciation of the word 'Good' with the vowel sound / ʊ / has an F1 value of 617 and an F2 value of 2274. Then the pronunciation of the word 'Boss' with the vowel sound / ɒ / has an F1 value of 529 and an F2 value of 1323. Meanwhile, the English native speaker's pronunciation in the word 'Bought' with the vowel sound / ɔ: / has an F1 value of 1074 while the F2 value is 1606. Meanwhile, the English native speaker's pronunciation of the word 'Fast' with the vowel sound / ɑ: / has an F1 value of 1038 and an F2 value of 667. Then, the English native speaker's pronunciation of the word 'Good' with the vowel sound / ʊ / has an F1 value of 499 and an F2 value of 505. Finally, the English native speaker's pronunciation of the word 'Boss' with the vowel sound / ɒ / has an F1 value of 1020 and an F2 value of 1484.

Table 4.6. Central Vowel of Hostel Manager of Non-English native speaker 1 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 1		English native speaker	
		F1	F2	F1	F2
Fun	/ ʌ /	631	1687	909	1694
Hair	/ ε: /	528	2174	913	2173

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 1 in the word group of monophthong middle vowels in the word 'Fun' with the vowel sound /ʌ/ has an F1 value of 631 and an F2 value of 1687. The pronunciation of the word 'Hair' with the vowel sound /ε:/ has an F1 value of 528 and an F2 value of 2174. While the pronunciation of the word 'Fun'

with the vowel sound /ʌ/ has an F1 value of 909 and an F2 value of 1694. Then the pronunciation of native English speakers on the word 'Hair' with the vowel sound /ε/ has an F1 value of 913 and an F2 value of 2173.

Table 4.7. Front Vowel of Hostel Manager of Non-English native speaker 2 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 2		English native speaker	
		F1	F2	F1	F2
Need	/ i: /	535	2682	790	2474
This	/ ɪ /	462	2445	893	1957

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 2 in the word group of monophthong front vowels in the word 'Need' with vowel sound / i: / has an F1 value of 535 and an F2 value of 2682. Then the pronunciation of the word 'This' with the vowel sound / ɪ / has an F1 value of 790 and an F2 value of 2474. Meanwhile, the pronunciation of English native speakers on the word 'Need' with the vowel sound / i: / has an F1 value of 790 and an F2 value of 2474. The pronunciation of English native speakers on the word 'This' with the vowel sound / ɪ / has an F1 value of 893 and an F2 value of 1957.

Table 4.8. Back Vowel of Hostel Manager of Non-English native speaker 2 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 2		English native speaker	
		F1	F2	F1	F2
Bought	/ ɔ: /	517	1295	1074	1606
Fast	/ ɑ: /	584	2180	1038	667
Good	/ ʊ /	526	1628	499	505
Boss	/ ɒ /	529	1594	1020	1484



In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 2 in the word group of monophthong back vowels in the word 'Bought' with the vowel sound /ɔ:/ has an F1 value of 517 while the F2 value is 1295. Meanwhile, the pronunciation of the word 'Fast' with the vowel sound /ɑ:/ has an F1 value of 584 and an F2 value of 2180. Then the pronunciation of the word 'Good' with the vowel sound /ʊ/ has an F1 value of 526 and an F2 value of 1628. Meanwhile, the pronunciation of the word 'Boss' with the vowel sound /ɒ/ has an F1 value of 529 and an F2 value of 1323. Meanwhile, the pronunciation of English native speakers in the word group of monophthong back vowels in the word 'Bought' with the vowel sound /ɔ:/ has an F1 value of 1074 while the F2 value is 1606. Then the English native speaker's pronunciation of the word 'Fast' with the vowel sound /ɑ:/ has an F1 value of 1038 and an F2 value of 667. Then the English native speaker's pronunciation of the word 'Good' with the vowel sound /ʊ/ has an F1 value of 499 and an F2 value of 505. Finally, the English native speaker's pronunciation of the word 'Boss' with the vowel sound /ɒ/ has an F1 value of 1020 and an F2 value of 1484.

Table 4.9. Central Vowel of Hostel Manager of Non-English native speaker 2 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 2		English native speaker	
		F1	F2	F1	F2
Fun	/ʌ/	687	1664	909	1694
Hair	/ɛ:/	478	2499	913	2173

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 2 in the word group of monophthong middle vowels in the word 'Fun' with the vowel sound /ʌ/ has an F1 value of 687 and an F2 value

of 1664. The pronunciation of the word 'Hair' with the vowel sound /ε/ has an F1 value of 478 and an F2 value of 2499. While the pronunciation of native English speakers in the monophthong middle vowel word group in the word 'Fun' with the vowel sound /ʌ/ has an F1 value of 909 and an F2 value of 1694. Then the pronunciation of native English speakers on the word 'Hair' with the vowel sound /ε/ has an F1 value of 913 and an F2 value of 2173.

Table 4.10. Front Vowel of Hostel Manager of Non-English native speaker 3 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 3		English native speaker	
		F1	F2	F1	F2
Need	/ i: /	335	1799	790	2474
This	/ ɪ /	386	2736	893	1957

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 3 in the word group of monophthong front vowels in the word 'Need' with the vowel sound / i: / has an F1 value of 335 and an F2 value of 1799. Then the pronunciation of the word 'This' with the vowel sound / ɪ / has an F1 value of 386 and an F2 value of 2736. Meanwhile, the pronunciation of English native speakers on the word 'Need' with the vowel sound / i: / has an F1 value of 790 and an F2 value of 2474. The pronunciation of English native speakers on the word 'This' with the vowel sound / ɪ / has an F1 value of 893 and an F2 value of 1957.

Table 4.11. Back Vowel of Hostel Manager of Non-English native speaker 3 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 3		English native speaker	
		F1	F2	F1	F2
Bought	/ ɔ: /	492	1132	1074	1606
Fast	/ ɑ: /	621	2239	1038	667
Good	/ ʊ /	480	1130	499	505
Boss	/ ɒ /	526	1463	1020	1484

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 3 in the word group of monophthong back vowels in the word 'Bought' with vowel sound / ɔ: / has a magnitude of F1 value of 492 while the magnitude of F2 value is 1132. Meanwhile, the pronunciation of the word 'Fast' with the vowel sound / ɑ: / has an F1 value of 621 and an F2 value of 2239. Then, the pronunciation of the word 'Good' with the vowel sound / ʊ / has an F1 value of 480 and an F2 value of 1130. Meanwhile, the pronunciation of the word 'Boss' with the vowel sound / ɒ / has an F1 value of 526 and an F2 value of 1463. Meanwhile, the pronunciation of English native speakers in the word group of monophthong back vowels in the word 'Bought' with the vowel sound / ɔ: / has an F1 value of 1074 while the F2 value is 1606. Then the English native speaker's pronunciation of the word 'Fast' with the vowel sound / ɑ: / has an F1 value of 1038 and an F2 value of 667. Then the English native speaker's pronunciation of the word 'Good' with the vowel sound / ʊ / has an F1 value of 499 and an F2 value of 505. Finally, the English native speaker's pronunciation of the word 'Boss' with the vowel sound / ɒ / has an F1 value of 1020 and an F2 value of 1484.

Table 4.12. Central Vowel of Hostel Manager of Non-English native speaker 3 in Comparing with English native speaker

Word	Vowel Sound	Hostel Manager 3		English native speaker	
		F1	F2	F1	F2
Fun	/ʌ/	661	1553	909	1694
Hair	/ɛ:/	669	1811	913	2173

In the table above, it is known that the pronunciation of Hostel Manager of Non-English native speaker 3 in the word group of monophthong middle vowels in the word 'Fun' with the vowel sound /ʌ/ has an F1 value of 661 and an F2 value of 1553. Then the pronunciation of the word 'Hair' with the vowel sound /ɛ:/ has an F1 value of 669 and an F2 value of 1811. While the pronunciation of native English speakers in the word group of monophthong middle vowels in the word 'Fun' with the vowel sound /ʌ/ has an F1 value of 909 and an F2 value of 1694. Then the pronunciation of native English speakers on the word 'Hair' with the vowel sound /ɛ:/ has an F1 value of 913 and an F2 value of 2173.

## 2. Diphthong Vowel Accuracy

This sub-chapter provides instances of diphthong vowel words that are separated into two categories: centring vowels and closing back vowels, as was discussed in the explanation of diphthong vowels after monophthong vowels in Chapter II. In this subsection, the hostel managers' pronunciation compares the diphthong vowel sounds that are obtained from English native speakers with those that are used by non-native English speakers. The voice of an English native speaker utilized in this study still was obtained from the same application, the Pronunciation by az-20 Apps Android application. Since English native-speaker vowel sounds are thought to be more accurate than those of non-native speakers,

this sound is the accepted reference when comparing native and non-native vowel sounds.

The researcher discovered the amount of tongue position on both sides of the diphthong vowel sound in native and non-native English speakers after carrying out multiple data analysis processes using the PRAAT tool. The researcher then separated the data according to the sections outlined in Chapter II. In the accompanying table, the high-low tongue position is represented by F1, and the forward-backward tongue position is represented by F2. The results of English native speakers' use of the PRAAT tool to identify English diphthong vowels are shown in the following table:

Table 4.13. Centring Vowels of English native speaker

<b>Word</b>	<b>Vowel Sound</b>	<b>F1</b>	<b>F2</b>
Cake	/ eɪ /	541	2461
Boil	/ ɔɪ /	929	1531
Tie	/ aɪ /	981	1871

In the table above, it is known that the pronunciation of the word 'Cake' with vowels sound / eɪ / on the centring vowels of English native speaker / eɪ / has an F1 value of 541 and an F2 value of 2461. Then the pronunciation of the word 'Boil' with the vowel sound / ɔɪ / has an F1 value of 929 and an F2 value of 1531. Finally, the pronunciation of the word 'Tie' with the vowel sound / aɪ / has an F1 value of 981 and an F2 value of 1871.

Table 4.14. Closing Back Vowels of English native speaker

Word	Vowel Sound	F1	F2
So	/ oʊ /	1034	1732
Mouse	/ aʊ /	1066	1678

Based on the table above, it is known that the pronunciation of the word 'So' with vowel sound / oʊ / by English native speakers in the closing back vowels table has an F1 value of 1034 and an F2 value of 1732. Then the pronunciation of the word 'Mouse' with the vowel sound / aʊ / has a magnitude of F1 value of 1066 and a magnitude of F2 value of 1678. Some of the tables below are research data on diphthong vowels based on centring vowel and closing back vowel represented by 3 non-English native speaker hostel managers.

Table 4.15. Centring Vowel of Hostel Manager of Non-English native speaker 1 in Comparing with English native speaker

Word	Vowel Sound	F1	F2	F1	F2
Cake	/ eɪ /	425	2766	541	2461
Boil	/ ɔɪ /	530	1193	929	1531
Tie	/ aɪ /	839	2125	981	1871

In the table above, it is known that the pronunciation of the word 'Cake' with vowels sound / eɪ/ in the centring vowels of the hostel manager of non-English native speaker 1 has an F1 value of 425 and an F2 value of 2766. Then in the pronunciation of the word 'Boil' with vowels sound / ɔɪ / has an F1 value of 530 and an F2 value of 1193. Finally, the pronunciation of the word 'Tie' with the vowel sound / aɪ / has an F1 value of 839 and an F2 value of 2125. Meanwhile, the pronunciation of the word 'Cake' with the vowel sound of the English native speaker / eɪ/ has an F1 value of 541 and an F2 value of 2461. Then the

pronunciation of the word 'Boil' with the vowel sound / ɔɪ / has an F1 value of 929 and an F2 value of 1531. Finally, the pronunciation of the word 'Tie' with the vowel sound / aɪ / has an F1 value of 981 and an F2 value of 1871.

Table 4.16. Closing Back Vowel of Hostel Manager of Non-English native speaker 1 in Comparing with English native speaker

Word	Vowel Sound	F1	F2	F1	F2
So	/ ɔʊ /	666	1421	1034	1732
Mouse	/ aʊ /	670	1610	1066	1678

Based on the table above, it is known that the pronunciation of the word 'So' with the vowel sound / ɔʊ / by the hostel manager of non-English native speaker 2 in the closing back vowels table has an F1 value of 666 and an F2 value of 1421. Then the pronunciation of the word 'Mouse' with the vowel sound / aʊ / has an F1 value of 670 and an F2 value of 1610. Whereas the pronunciation of the word 'So' with the vowel sound / ɔʊ/ by English native speakers has a magnitude of F1 value of 1034 and a magnitude of F2 value of 1732. Finally, the pronunciation of the word 'Mouse' with the vowel sound / aʊ / has a magnitude of F1 value of 1066 and a magnitude of F2 value of 1678.

Table 4.17. Centring Vowel of Hostel Manager of Non-English native speaker 2 in Comparing with English native speaker

Word	Vowel Sound	F1	F2	F1	F2
Cake	/ eɪ /	466	2742	541	2461
Boil	/ ɔɪ /	564	2017	929	1531
Tie	/ aɪ /	318	2114	981	1871

In the table above, it is known that the pronunciation of the word 'Cake' with vowels sound /eɪ/ in the centring vowels of the hostel manager's non-English native speaker 1 has an F1 value of 466 and an F2 value of 2742. Then the pronunciation of the word 'Boil' with the vowel sound /ɔɪ/ has an F1 value of 564 and an F2 value of 2017. Finally, the pronunciation of the word 'Tie' with the vowel sound /aɪ/ has an F1 value of 318 and an F2 value of 2114. Meanwhile, the pronunciation of the word 'Cake' with the vowel sound of the English native speaker /eɪ/ has an F1 value of 541 and an F2 value of 2461. Then the pronunciation of the word 'Boil' with the vowel sound /ɔɪ/ has an F1 value of 929 and an F2 value of 1531. Finally, the pronunciation of the word 'Tie' with the vowel sound /aɪ/ has an F1 value of 981 and an F2 value of 1871.

Table 4.18. Closing Back Vowel of Hostel Manager of Non-English native speaker 2 in Comparing with English native speaker

<b>Word</b>	<b>Vowel Sound</b>	<b>F1</b>	<b>F2</b>	<b>F1</b>	<b>F2</b>
So	/oʊ/	494	1611	1034	1732
Mouse	/aʊ/	709	1578	1066	1678

Based on the table above, it is known that the pronunciation of the word 'So' with the vowel sound /oʊ/ by the hostel manager of non-English native speaker 2 in the closing back vowels table has an F1 value of 494 and an F2 value of 1611. Then the pronunciation of the word 'Mouse' with the vowel sound /aʊ/ has a magnitude of F1 value of 709 and a magnitude of F2 value of 1578. Whereas the pronunciation of the word 'So' with the vowel sound /oʊ/ by English native speakers has a magnitude of F1 value of 1034 and a magnitude of F2 value of



1732. Then the pronunciation of the word 'Mouse' with the vowel sound / aʊ / has a magnitude of F1 value of 1066 and a magnitude of F2 value of 1678.

Table 4.19. Centring Vowel of Hostel Manager of Non-English native speaker 3 in Comparing with English native speaker

Word	Vowel Sound	F1	F2	F1	F2
Cake	/ eɪ /	416	2786	541	2461
Boil	/ ɔɪ /	516	2004	929	1531
Tie	/ aɪ /	401	2717	981	1871

In the table above, it is known that the pronunciation of the word 'Cake' with vowels sound /eɪ/ in the centring vowels of the hostel manager's non-English native speaker 1 has an F1 value of 425 and an F2 value of 2766. Then in the pronunciation of the word 'Boil' with vowels sound / ɔɪ / has an F1 value of 530 and an F2 value of 1193. Meanwhile, the pronunciation of the word 'Tie' with the vowel sound / aɪ / has an F1 value of 839 and an F2 value of 2125. Meanwhile, the pronunciation of the word 'Cake' with the vowel sound of English native speaker /eɪ/ has an F1 value of 541 and an F2 value of 2461. Then the pronunciation of the word 'Boil' with the vowel sound / ɔɪ / has an F1 value of 929 and an F2 value of 1531. Then the pronunciation of the word 'Boil' with the vowel sound / ɔɪ / has an F1 value of 929 and an F2 value of 1531. Finally, the pronunciation of the word 'Tie' with the vowel sound / aɪ / has an F1 value of 981 and an F2 value of 1871.

Table 4.20. Closing Back Vowel of Hostel Manager of Non-English native speaker 3 in Comparing with English native speaker

Word	Vowel Sound	F1	F2	F1	F2
So	/ oʊ /	571	1282	1034	1732
Mouse	/ aʊ /	446	1189	1066	1678

Based on the table above, it is known that the pronunciation of the word 'So' with the vowel sound / oʊ / by the hostel manager of non-English native speaker 3 in the closing back vowels table has an F1 value of 571 and an F2 value of 1282. Then the pronunciation of the word 'Mouse' with the vowel sound / aʊ / has a magnitude of F1 value of 446 and a magnitude of F2 value of 1282. Whereas in the pronunciation of the word 'So' with the vowel sound / oʊ/ by English native speakers has a magnitude of F1 value of 1034 and a magnitude of F2 value of 1732. Then in the pronunciation of the word 'Mouse' with the vowel sound / aʊ / has a magnitude of F1 value of 1066 and a magnitude of F2 value of 1678.

## B. Discussion

Previously in the sub-chapter findings, the results of which example words have a difference in the value of formant 1 and formant 2 have been drawn. On table 4.1 it can be noted that the frequency of F1 monophthong front vowels by English native speakers, namely /i:/ and /ɪ/, is quite different. The difference in formant value between the two indicates the variation in tongue position when the word is spoken. The frequency of the F1 sound value on the sound /i:/ in word 'Need' which is lower than the sound 'This' explains that in the pronunciation of the sound /i:/, the tongue position rises less than when pronouncing the sound /ɪ/. Conversely, the frequency of the F2 sound value on the sound /i:/ which is higher

than the sound /ɪ/ states that when pronouncing the word ‘Need’, the tongue position tends to be more forward than when pronouncing the word ‘This’. This is natural considering that both sounds belong to the front vowel category, but the sound /i:/ remains more forward than the sound /ɪ/.

In the table 4.2, the researcher placed four examples of words that represent four of the six categories of back vowel sounds. As explained in the Vowel sub-chapter in Chapter II, back vowels imply the movement of the tongue body position that is lifted backward in the oral cavity during the pronunciation of words that belong to the back vowels category. Because each word produces a different sound, the frequency of the resulting formant value will also be different. Formant 1, or abbreviated as F1, explains that the higher the frequency value of F1, the lower the position of the tongue during the pronunciation of a word. Conversely, formant 2 or F2 explains that if the higher the frequency value of F2, the more forward the position of the tongue will be when pronouncing a word. The highest F1 value frequency among the four example words is the word ‘Bought’ with the vowel sound /ɔ:/ which means that the lower tongue position when pronouncing it than when pronouncing the word ‘Good’ with the vowel sound /ʊ/ which is a higher tongue position has the lowest F1 value frequency. Meanwhile, the words ‘Fast’ with the vowel sound /ɑ:/ and ‘Boss’ with the vowel sound /ɒ/ do not really have a big difference in frequency value. The frequency of the highest F2 value found in the word ‘Bought’ with the vowel sound /ɔ:/ indicates that the position of the tongue is getting forward before ending with the consonant /t/. While the lowest F2 frequency value found in the

word 'Good' with the vowel sound / u / indicates that the tongue position is more pulled back. The word 'Bought' with the vowel sound / ɔ: / and the word Boss with the vowel sound / ɒ / have relatively the same frequency magnitude of formant 2 values, as well as the word 'Good' with the vowel sound / u / and the word 'Fast' with the vowel sound / a: / which are not much different.

Central vowels, which are midway between front vowels and back vowels, position the tongue body raised in the middle of the hard and soft palate area. In the table above, there are two words as examples of vowel sounds from the central vowel category. In the table 4.3, the F1 value in the word 'Fun' with the vowel sound / ʌ / has almost the same formant value as the word 'Hair' with the vowel sound / ε: / which means that the position of the raised tongue is almost aligned together on the same palate line. In formant 2, the word 'Fun' with the vowel sound / ʌ / and the word Hair with the vowel sound / ε: / have a considerable difference in value. The pronunciation of the sound / ε: / describes a more forward position of the tongue body than when pronouncing the sound / ʌ /.

Starting from Table 4.4. of the front vowel of non-English native speaker Participant 1 to Table 15 of the central vowel of non-English native speaker Participant 4, the tables will be compared directly with the frequency values of F1 and F2 of English native speakers to make it easier to see the difference in values together. The F1's front vowel value of the word Need with the vowel sound / i: / spoken by the hostel manager of non-English native speaker 1 has a lower formant value difference of 322 than the F1 value of the English native speaker. This state that during the pronunciation of the sound / i: /, the tongue position of the hostel

manager of non-English native speaker 1 is raised higher than the English native speaker's tongue position. The same thing also happened to the word 'This' with the vowel sound / ɪ /. The hostel manager of non-English native speaker 1's F1 value has a lower formant value difference of 534 than the English native speaker's F1 value, which indicates a tongue position that is also raised higher than the English native speaker's tongue position. Both F1 values of the hostel manager of non-English native speaker 1 indicate that the pronunciation of sound /i:/ and sound /ɪ/ is not much different from that of the English native speaker, it is just that it does not position the tongue any lower. Meanwhile, the frequency value of F2's front vowel belonging to the hostel manager of non-English native speaker 1 tends to be greater than the frequency value of English native speaker. The pronunciation of the word 'This' with the vowel sound / ɪ / by the hostel manager of non-English native speaker 1 has a formant value frequency difference of 232 more than the English native speaker and the pronunciation of the word 'Need' with the vowel sound / i: / has a formant value frequency difference of 664 more than the English native speaker. From the difference in the frequency of F2 values between the two, it can be seen that the tongue position of the hostel manager of non-English native speaker 1 in both examples of words tends to be more forward than the tongue position of the English native speaker.

Table 4.5. shows that the list of F1's back vowel hostel manager of non-English native speaker 1 has a smaller average formant value than the English native speaker. The word 'Bought' with the vowel sound / ɔ: / has a difference in formant value of 563 from the English native speaker. The word 'Fast' with the

vowel sound / ɑ: / has a difference in formant value of 415. The word 'Boss' with the vowel sound / ɒ / has a difference in formant value of 491. This means that when pronouncing the words 'Bought', 'Fast', and 'Boss', the tongue position of the hostel manager of non-English native speakers tends to be raised higher than the standard tongue position. Whereas the word Good with the vowel sound / ʊ / in hostel manager of non-English native speaker 1 is higher by 118 phantom values than the value of English native speaker. So it can be concluded that the tongue position of the hostel manager of non-English native speaker 1 is lower in position than when pronouncing other words. Meanwhile, on the magnitude of the F2's back vowel value, the pronunciation of the word Bought with the vowel sound / ɔ: / hostel manager of non-English native speaker 1 has a difference in formant value of 465 less and the word Boss with the vowel sound / ɒ / has a difference in formant value of 161 less than the standard English native speaker F2 value. This means that when pronouncing the word Bought, the tongue position is more forward than when pronouncing the word Boss. During the pronunciation of the word Boss, the tongue position of the hostel manager of non-English native speaker 1 almost matches the position of the English native speaker.

Based on the data in Table 4.6 in the sub-chapter findings above, the F1's central vowel value of the hostel manager of non-native speakers on the word Fun and the word Hair tends to be lower than that of the English native speaker who is the standard reference. In the word Fun with the vowel sound / ʌ /, the difference in F1 value from an English native speaker is 278 and in the word Hair with the

vowel sound / ε: /, the difference in F1 value from an English native speaker is 385. It can be seen from these differences that during the pronunciation of both the word Fun and the word Hair, the tongue position of the hostel manager of the non-native speaker is raised higher than the F1 value that should have been. However, in the magnitude of the F2's central vowel value in the pronunciation of the word Fun and the word Hair, it can be seen that the hostel manager of non-native speaker 1 and English native speakers have relatively the same F2 value. The F2 value of the hostel manager of non-native speaker's Fun word is 1687, which is only 7 numbers different from the English native speaker. Then the magnitude of the F2 value of the word Hair is 2174, which is even only 1 number difference from the standard formant value reference. The position of the tongue drawn between the hostel manager of non-native speakers and English native speakers is on the same diagram line, namely. This proves that the hostel manager of non-native speaker 1 is quite able to place the tongue position when pronouncing these two examples of central vowel words, although it is still less fluent.

The table 4.7 is a comparison of the magnitude of formant 1 and 2 values between the pronunciation of front vowels by the hostel manager of non-native speaker 2 who is not a native English speaker with native English speakers, based on Table 7 given. On the part of the hostel manager of non-native speaker 2, the word 'Need' with the vowel sound / i: / has a difference in F1 value magnitude of 255, and the word 'This' with the vowel sound / ɪ / has a difference in value magnitude of 431 with that of the English native speaker. As previously explained

in the initial paragraph of the comparison between the hostel manager of non-native speakers and English native speakers, if the magnitude of the F1 value is higher, the lower the position of the tongue. Since the F1 value of the hostel manager of non-native speaker 2 of the two words is lower than the standard value reference used, the tongue position of the hostel manager of non-native speaker when pronouncing both the word 'Need' and the word 'This' becomes more raised from the point where the English native speaker's tongue position is located. In the F2 score of hostel manager of non-native speaker 2 and English native speaker, it can be seen that between the word 'Need' and the word 'This' of hostel manager of non-native speaker 2, there is a big difference between English native speaker. In the word 'Need', the hostel manager of non-native speaker 2's F2 value has a difference of 208 numbers more. Whereas in the word 'This', the magnitude of the F2 value of the hostel manager of non-native speakers with English native speakers is 488 numbers more. The result of this larger number difference shows that the tongue position of the hostel manager of non-native speakers is more forward than the tongue position of English native speakers in both the pronunciation of the word 'Need' and the word 'This'.

On average in table 4.8, the F1 back vowel value of hostel manager of non-English speaker 2 tends to be lower than the F1 value of English native speaker, except for the word 'Good' which has a higher value than the standard. The F1 value of the hostel manager of non-English speaker 2 on the word 'Bought' with the vowel /ɔ:/ sound has a difference of 557 numbers less than that of the English native speaker. The F1 value of the hostel manager of non-English



speaker 2 on the word 'Fast' with the vowel sound / ɑ: / has a difference of 454 numbers less than that of the English native speaker. The F1 value of the hostel manager of non-English speaker 2 on the word 'Boss' with the vowel sound / ɒ / has a difference of 491 numbers less than that of the English native speaker. Unlike the other three example words, the F1 value of the hostel manager of non-English speaker 2 on the word 'Good' with the vowel sound / ʊ / has a difference of 27 numbers more than that of the English native speaker. The difference in the number of F1 values in the words 'Bought', 'Fast', and 'Boss' states that the tongue position of the hostel manager of non-English speaker 2 is raised higher than the standard value of the English native speaker, while the difference in the number of F1 values in the word 'Good' states that the tongue position of the hostel manager of non-English speaker 2 when pronouncing it is at the same tongue position point as the English native speaker. Meanwhile, in determining the forward-backward position of the tongue, namely on the F2 back vowel, the average value of the F2 hostel manager of non-native speaker 2 has a greater difference in value than that of the English native speaker. In the word 'Fast' with the sound / ɑ: / has a formant value difference of 1513 numbers greater than the value of the English native speaker. The word 'Good' with the sound / ʊ / has a formant value difference of 1123 numbers greater than the standard value. The word 'Boss' with the sound / ɒ / has a difference in the formant value of 110 numbers greater than the reference value. But the word 'Bought' with vowel sound / ɔ: / has a difference of 311 numbers lower than the formant value of English native speakers. The description above proves that in the F2 back vowel,

the tongue position of the hostel manager of non-native speaker 2 is more forward than the standard tongue position when pronouncing the words 'Fast', 'Good', and 'Boss' but when saying 'Bought', the tongue position of the hostel manager of non-native speaker 2 tends to be more pulled back from the standard tongue position point.

The table 4.9 is the last table sequence of the hostel manager of non-English speaker 2 and is the central vowel table. As can be seen in the table, the F1 values of the hostel manager of non-English speaker 2 have lower formant values on average than those of the English native speaker. As for the F2 values, the formant values are more varied. In line F1, the word 'Fun' with the vowel sound / ʌ / has a difference in formant value magnitude of 222 numbers lower than the English native speaker, as well as the word 'Hair' with the vowel sound / ε: / which has a formant value magnitude of 435 numbers lower. The difference in values described above represents that the tongue position of the hostel manager of non-English speaker 2 is higher than the tongue position of the English native speaker. Unlike the previous F1 value, the F2 value of the word 'Fun' with the vowel sound / ʌ / has a difference in the formant value of 30 numbers lower than the English native speaker while the word 'Hair' with the vowel sound / ε: / which has a formant value of 326 numbers higher than the F2 of the English native speaker. From the explanation of the two examples of words with the amount of formant value comparison results, it is identified that when pronouncing the word 'Fun', the tongue position of the hostel manager of non-English speaker 2 is slightly more forward than the tongue position of the English native speaker. On

the other hand, in the pronunciation of the word 'Hair', the tongue position of the hostel manager of non-English speaker 2 is quite pulled back from the standard tongue position.

As shown in table 4.11, the F1 back vowel belonging to the hostel manager of non English speaker 3 has a similar and lower F1 value magnitude compared to the English native speaker. The word 'Bought' with the vowel sound / ɔ: / has a formant value difference of 582 numbers lower than the English native speaker. The word 'Fast' with the vowel sound / ɑ: / has a formant value difference of 417 numbers lower. The word 'Good' with the vowel sound / u / has a formant value difference of 19 numbers lower. The word 'Boss' with vowel sound / ɒ / has a formant value difference of 494 numbers lower than the standard formant value of English native speakers. From the previous description of the difference in the magnitude of the F1 value, it can be seen that the position of the tongue of the hostel manager of non-English speaker 3 when pronouncing the words 'Bought', 'Fast', and 'Boss' is quite raised higher than the position of the English native speaker's tongue. While in the pronunciation of the word 'Good', the tongue position of the hostel manager of non-English speaker 3 only rises slightly from the standard tongue position. In the F2 value table, the word 'Bought' with the vowel sound / ɔ: / has a difference in the formant value of 474 numbers lower than the English native speaker. Furthermore, the word 'Fast' with the vowel sound / ɑ: / has a difference in the formant value of 1572 numbers higher than the standard formant value. Then the word 'Good' with the vowel sound / u / has a difference in the formant value of 625 numbers higher than the English

native speaker. Then the word 'Boss' with vowel sound / ɒ / has a difference in the amount of formant value of 21 numbers lower than the amount of formant value referred to. From the description mentioned above, it can be stated that when pronouncing the words 'Bought' and 'Boss', the tongue position of the hostel manager of non-English speaker 3 is raised more forward than when pronouncing the words 'Fast' and 'Good', where the tongue position is more backward than the English native speaker's tongue position.

In the last table of hostel manager on non-English speaker's monophthong vowels about central vowel, the researcher describes the magnitude of the difference between F1 and F2 values in the comparison of the word 'Fun' with the sound / ʌ / and the word 'Hair' with the sound / ε: /. In the F1 value table, the difference in the formant value of the hostel manager of non-English speaker 3 in the word 'Fun' is 248 numbers less than the formant value of the English native speaker and in the word 'Hair', the formant value difference is 224 numbers less. The explanation of the two F1 values proves that the tongue position of the hostel manager of non-English speaker 3 is raised higher than the position of the English native speaker when pronouncing the word 'Fun' and the word 'Hair'. Then in the F2 value table, both the word 'Fun' and the word 'Hair', have a value difference that is equally smaller than the standard F2 value. In the word 'Fast' with the sound / ʌ /, the difference in the formant value of the hostel manager of non-English speaker 3 is 141 lower than the formant value referred to. Meanwhile, the formant value of the word 'Hair' with the sound / ε: / is known to be 362 numbers lower. From the explanation of the magnitude of the F2 value, it can be concluded

that the position of the tongue of the hostel manager of non-English speaker 3 is slightly pulled back when pronouncing the word 'Fun' and the word 'Hair'.

One of the things that can distinguish between monophthong vowels and diphthong vowels is how the body of the tongue moves when pronouncing a word. In the former, if the tongue moves at one point in the front of the mouth, it can be known that it is the vowel sound /i:/ or /ɪ/. The stressed or unstressed intonation of a monophthong vowel can be known from how forward-backward and high-low the tongue body is located. In diphthong vowels, it is a bit different because the tongue moves from one point to another and becomes a vowel sound as listed in the diphthong vowels tables above.

Starting with table 4.13, the word 'Cake' with the vowel sound /eɪ/ has an F1 value of 541 and an F2 value of 2461. The magnitude of these formant values indicates that the position of the tongue body is slightly raised up and forward when the English native speaker pronounces the word 'Cake'. In the word 'Boil' with the vowel sound /ɔɪ/ the F1 value is 929 and the F2 value is 1531. Unlike the pronunciation of the word 'Cake', during the pronunciation of 'Boil', the position of the tongue body tends to be lower and not too forward. The word 'Tie' with the vowel sound /aɪ/ has a value that is only 52 points different from the word 'Boil' but has an F2 value that is quite far from the word 'Boil'. This means that when saying the word 'Tie', according to the magnitude of the F1 value, the position of the tongue body is almost the same as when saying the word 'Boil'. However, because the magnitude of the F2 value is higher for the word 'Tie' than for the word 'Boil', the position of the tongue body tends to be more forward.

In table 4.14, the word 'So' with the vowel sound / oʊ/ has a magnitude of F1 value that only disputes by 32 numbers with the word 'Mouse' with the vowel sound / aʊ/. This indicates that the position of the tongue body when pronouncing the two sentences is in almost the same low position. Meanwhile, the F2 value of the word 'So' has quite a lot of formant values than the F2 value of the word 'Mouse'. This can be stated that when saying the word 'So', the position of the tongue body is more forward than when saying the word 'Mouse'.

In Table 4.15 and the following tables, the researcher explains the comparison of the F1 value and F2 value between the hostel manager of non-English native speakers and English native speakers. In Table 4.15, the F1 value of hostel manager of non-English native speaker 1 on the word 'Cake' with vowel sound / eɪ / is lower than the F1 value of English native speaker with a difference of 116 numbers. However, in the F2 value of the word 'Cake', the hostel manager of non-English native speaker 1's formant value has a difference of 305 numbers greater than the English native speaker's formant value. This comparison suggests that when pronouncing the word 'Cake', the hostel manager of a non-English native speaker 1's tongue body position is lifted more than the English native speaker's tongue body position but tends to be pulled back more than the English native speaker's tongue body position. Then continued with the pronunciation of the word 'Boil with the vowel sound / ɔɪ / by the hostel manager non-English native speaker 1 with the F1 value which has a difference in frequency value of 399 numbers lower than the English native speaker, also at the F2 value on the word 'Boil with vowel sound / ɔɪ / has a difference in frequency value of 338

numbers lower than the English native speaker. This means that the position of the tongue body of the hostel manager non-English native speaker 1 tends to be more raised high and more pulled back than the position of the tongue body of the English native speaker. Finally, in the pronunciation of the word 'Tie', the F1 value of hostel manager non-English native speaker 1 has a difference in frequency value of 142 lower than that of an English native speaker and has a difference in frequency value of 254 higher than that of English native speaker. This indicates that the hostel manager's non-English native speaker 1's tongue body position is higher than the English native speaker's tongue body position but is more forward than the English native speaker's tongue body position when saying the word 'Tie'.

Then in table 4.16, the pronunciation of the word 'So' with the vowel sound /*ou* / by the hostel manager of non-English native speaker 1 has a frequency value of 368 numbers lower than that of the English native speaker. Similarly, the frequency value of F2 in the word 'So' has a difference in frequency value of 311 numbers lower than that of the English native speaker. This means that the tongue body position of the hostel manager of non-English native speaker 1 is more raised high and more pulled back than the tongue body position of the English native speaker. In the pronunciation of the word 'Mouse', the position of the tongue body of the hostel manager of a non-English native speaker 1 is also not much different from when pronouncing the word 'So' because the difference in the frequency value of F1 owned by the hostel manager of non-English native speaker

1 as well as F2 is 396 numbers and 612 numbers lower than that of the English native speaker.

In Table 4.17, the word 'Cake' spoken by the hostel manager of non-English native speaker 2 has a difference in the F1 frequency value of 75 numbers lower but has a difference in the F2 frequency value of 281 higher than the F1 and F2 frequency values of the English native speaker. So the position of the tongue body of the hostel manager of non-English native speaker 2 is almost as low as that of the English native speaker but more forward than that of the English native speaker. Then the word 'Boil' with the vowel sound / ɔɪ / has a difference in the F1 frequency value of 365 numbers lower than the English native speaker's F1 frequency value. The difference in the value of the F2 frequency is 486 numbers higher than the value of the English native speaker's F2 frequency. The descriptive explanation states that the position of the tongue body of the hostel manager of a non-English native speaker 2 when saying the word 'Boil' is raised higher and more forward than the position of the English native speaker's tongue body. Meanwhile, the word 'Tie' with the vowel sound / aɪ / has a difference in the F1 frequency value of 663 numbers lower than that of the English native speaker and a difference in the F2 frequency value of 243 numbers higher than that of the English native speaker. The two results of the difference in the magnitude of the F1 and F2 fractions state that the position of the tongue body of the hostel manager of a non-English native speaker 2 tends to be raised high, exceeding the point that the English native speaker's tongue body position is also slightly more forward.



In Table 4.18 of the pronunciation of the two example words, it can be seen that the high-low position of the tongue body of the hostel manager of non-English native speaker 2 is still much different than the position of the tongue body of the English native speaker. In the F1 frequency value of hostel manager of non-English native speaker 2, the word 'So' with vowel sound /oo/ has a difference in frequency value of 540 lower and also has a difference in the F2 frequency value of 121 lower than the F1 and F2 frequency values of English native speaker. Therefore, the position of the tongue body of the hostel manager of non-English native speaker 2 based on the results of both F1 and F2 frequency values is raised and more backward than the position of the tongue body of the English native speaker. Then, the word 'Mouse' with the vowel sound /au/ spoken by the hostel manager of non-English native speaker 2 also has a difference in the magnitude of the F1 and F2 frequency values which is almost as low as the previous word example after being compared with the magnitude of the F1 and F2 frequency values of the English native speaker. The F1 frequency value of the word 'Mouse' has a difference of 357 numbers lower and also has a difference in the F2 frequency value of 100 numbers lower than the F1 and F2 frequency values of the English native speaker. This means that the position of the tongue body in the pronunciation of the word 'Mouse' is almost at the same point as the tongue position when pronouncing the word 'So'.

Then in Table 4.19 the word 'Cake with vowel sound /ei/ spoken by the hostel manager non-English native speaker 3 has a difference in the F1 frequency value of 125 numbers lower and a difference in the F2 frequency value of 325

lower than the F1 and F2 frequency values of the English native speaker. So, based on the results of the calculation of the difference in the F1 and F2 frequency values, the position of the tongue body of the non-English native speaker 3 hostel manager tends to be higher and more backward than the position point of the English native speaker's tongue body. Then the F1 frequency value in the word 'Boil' with the vowel sound / ɔɪ / and the word 'Tie' with the vowel sound / aɪ / also both have the same difference in the F1 frequency value as the word 'Cake' than the English native speaker's F1 and F2 frequency values. In the F1 frequency value, the word 'Boil' has a difference of 413 lower and in the F1 frequency value the word 'Tie' has a difference of 580 lower than the English native speaker's F1 frequency value. However, since the F2 frequency values in both the word 'Boil' and the word 'Tie' of hostel manager non-English native speaker 3 are 473 higher and 846 higher than the F2 frequency values of English native speaker, it can be said that the tongue body position of hostel manager non-English native speaker 3 is higher and more forward than the tongue body position of English native speaker.

Finally, in table 4.20, the researcher explains that the tongue position of the hostel manager non-English native speaker 3 is again more raised and more pulled back than the position of the tongue body of the English native speaker who is the reference for the study of monophthong and diphthong vowels accuracies. The word 'So' with the vowel sound / oʊ / has a difference in F1 and F2 frequency values that are both lower than the reference formant frequency values, which are 463 numbers lower and 450 numbers lower. Followed by the word 'Mouse' with

the vowel sound /aʊ/ which has a difference in F1 frequency value of 620 numbers lower and a difference in F2 frequency value of 489 numbers lower than the English native speaker's F1 and F2 frequency values. From the previous explanation, it can be seen that the position of the tongue body in the pronunciation of both the word 'So' and the word 'Mouse' is both more upward and more pulled back than the position point of the English native speaker's tongue body.

From the comparison of the size of the value of monophthong vowel words owned by hostel managers of non-English native speakers 1, 2, and 3 with native speakers, the pronunciation of the hostel managers of non-English native speakers is still far from the accurate value. This is based on the comparison results that have been included in the finding sub-chapter and described in detail in the discussion sub-chapter. The results of this study are similar to the findings of Wangi and Apriliyanti (2019) who examined several words containing monophthong vowels that were mispronounced by students of SMAN 1 Giri and found that they made some errors in monophthong vowels that are /i:/, /u:/, /ɛ:/, /ɒ/, /ɑ:/, /æ/, /ɔ:/, /ʊ/, /e/, /ʌ/ vowels in substitution, /ɑ:/, /ɒ/, /ə/ vowels in omission, and /ʊ/ vowel in insertion or with 415 errors made by students include /æ/, /i:/, /ə/, /əʊ/, and /eɪ/ frequently mispronounced vowels by Visoni and Marlina (2020) who examined the mispronunciation of speaking performance in speaking class students at the Department of English, Padang State University, and also with Indrayani and Pratiwi (2021) who analyzed the mispronunciation of diphthongs made by nine EFL graduate students found that although they

mispronounced some diphthong pronunciation that effected from their language and educational background but they have better understanding in accent and diphthong pronunciation theory because of they learnt phonetics and phonology. Of course, this can happen because the researchers of this study and the researchers of the previous study are on the same theme, namely examining the accuracy of monophthong and diphthong vowels.

However, this research is different from previous studies in several factors such as differences in the age and gender of the objects studied as well as the educational environment, namely the hostel managers of non-English native speakers who are only female with the age range of sixteen to seventeen years old and conversing bilingually, English and Arabic, which results in them not focusing on how to speak in English. The hostel managers of non-English native speakers are still not accustomed to using English actively such as engaging in academic discussions or getting used to conversing above a basic level. Shyness and lack of confidence due to fear of grammatical errors that lead to easy blame in basic conversation also affect the inaccuracy of good and correct English pronunciation.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This last chapter consists of conclusion and suggestion. The conclusion of the findings and discussions are based on the data provided. Additionally, it presents the suggestion to other researchers regarding this scope of analysis.

#### **A. Conclusion**

From the research findings represented by three hostel managers of non-English native speakers stated in Chapter IV earlier that approximately on the pronunciation of monophthong vowels and diphthong vowels spoken by hostel managers of non-English native speakers, none of them can match all the native speakers' pronunciation on the example words that become the reference standard for the accuracy of English pronunciation except for only a few words from the example words such as in monophthong words the word 'Boss' with the vowel /ɒ/, the word 'Hair' with the vowel /ɛ:/, the word 'Need' with the vowel /i:/, the word 'Cake' with the vowel /eɪ/, and the word 'Fun' with the vowel /ʌ/; whose total size of the formant value is closer to the size of the native speaker formant value.

The accuracy measure obtained from comparing each word in the sub monophthong vowels and sub diphthong vowels shows that it turns out that none of the hostel managers of non-English native speakers can match the entire size of the formant value of native speakers on the accuracy of memorizing English words, both in words with monophthong vowels and diphthong vowels.

## **B. Suggestion**

Research on the theme of pronunciation accuracy will indeed continue to exist and appear in the world of academic linguistics and the results of this study, although still far from perfect, have more or less contributed to how the pronunciation of an English monophthong and or diphthong word is said to be accurate or not from the value of formant size. However, this should not be something that inhibits someone from continuing to learn English or other languages but rather it becomes a motivation for learning languages in the future. For hostel managers at Daarul Ukhuwwah Putri 2 Islamic Boarding School Singosari, Malang here are some suggestions: Hostel managers as language teachers in the dormitories need to have a deep understanding of monophthong and diphthong vowels in the context of English, so they should also be in charge of designing structured and progressive learning materials, starting from basic levels to more complex levels. Then English Literature Study Program students and boarding school students should focus on active pronunciation practice, such as in daily conversations, and utilize learning technology, such as pronunciation apps or online platforms that provide interactive exercises.

Finally, looking at the results of the research that have been presented previously, the researcher suggests next researchers enrich their understanding by researching the accuracy of monophthong and diphthong vowels. This should at least be done realizing that the researcher is limited by several things in which this research can only focus on the count of formant 1 and formant 2 numbers. The researcher believes that there will be research on the accuracy of monophthongs

and diphthongs in detail that will make many more contributions in academia, especially for linguistics learners.

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## CURRICULUM VITAE



Maystika Tsamara Widyapsaridhanti was born in Lampung on May 6, 1999. She graduated from Pondok Modern Darussalam Gontor Putri 4 in 2017. She took an active part in the teaching and learning of Arabic and English while attending the previous school. She enrolled in the English Literature Department at the Humanities Faculty of UIN Maulana Malik Ibrahim Malang in 2018 and completed her study there in 2023. During her study at the university, she had joined HMPS Sastra Inggris UIN Malang and has been actively involved in the programs for creative student work ever since. She used her semester break to concentrate on studying for the TOEFL and IELTS and to enroll in a Korean language course. She worked as a freelance translator of several fiction genres and continues to tutor junior and senior high school students in English.

## APPENDIX

### TABLE OF DATA CLASSIFICATION OF MONOPHTHONG VOWELS

No	Sentence	Monophthong Word	IPA Vowel Sound
1	I like to eat cake.	Eat	/ i:t /
2	We are going to travel by train.	Travel	/ travl /
3	Can you wash out this stain?	Wash	/ wɒʃ /
4	He can explain this.	-	
5	Not all birds can fly.	-	
6	She bought him a tie.	Bought	/ bɔ:t /
7	I want to dye my hair	Hair	/ he: /
8	We will climb that mountain.	-	
9	I saw the royal family.	Saw	/ sɔ: /
10	This soil is very good.	Good	/ god /
11	I have an appointment with your boss.	Your, Boss	/ jɔ: /, / bɒs /
12	You need to boil the water.	Water, Need	/ wɔ:tə /, / ni:d /
13	They will announce the winner.	Winner	/ wɪnə /
14	I need a new bank account.	New, Bank	/ nju: /, / bɒŋk /
15	I saw a mouse in the kitchen.	Kitchen	/ kɪtʃ(ɪ)n /
16	Fuji is the tallest mountain in Japan.	Tallest	/ tɔ:lɪst /
17	There more than a thousand languages.	More	/ mɔ: /
18	Children grow up so fast.	Fast	/ fɑ:st /
19	They both like cake.	Like	/ laɪk /
20	He was a brave soldier.	-	
21	This house is sold.	This	/ dɪs /

22	Look at the funny shadow.	Look, Funny	/ lʊk /, / fʌni /
23	My favourite color is yellow.	Color	/ kʌlə /
24	That is a nice blouse.	Nice	/ nʌɪs /

**TABLE OF DATA CLASSIFICATION OF DIPHTHONG VOWELS**

No	Sentence	Diphthong Word	IPA Vowel Sound
1	I like to eat cake.	Cake	/ keɪk /
2	We are going to travel by train.	Train	/ treɪn /
3	Can you wash out this stain?	Stain	/ steɪn /
4	He can explain this.	Explain	/ ɪk'spleɪn /
5	Not all birds can fly.	Fly	/ flaɪ /
6	She bought him a tie.	Tie	/ taɪ /
7	I want to dye my hair	Dye	/ daɪ /
8	We will climb that mountain.	Climb	/ klaɪm /
9	I saw the royal family.	Royal	/ rɔɪəl /
10	This soil is very good.	Soil	/ sɔɪl /
11	I have an appointment with your boss.	Appointment	/ə'pɔɪntm(ə)nt/
12	You need to boil the water.	Boil	/ bɔɪl /
13	They will announce the winner.	Announce	/ ə'naʊns /
14	I need a new bank account.	Account	/ ə'kaʊnt /
15	I saw a mouse in the kitchen.	Mouse	/ maʊs /
16	Fuji is the tallest mountain in Japan.	Mountain	/ maʊntɪn /
17	There more than a thousand languages.	Thousand	/ θaʊznd /
18	Children grow up so fast.	Grow	/ grəʊ /
19	They both like cake.	Both	/ boʊθ /
20	He was a brave soldier.	Soldier	/ səʊldʒə /
21	This house is sold.	Sold	/ soʊld /
22	Look at the funny shadow.	Shadow	/ sɑdəʊ /
23	My favourite color is yellow.	Yellow	/ jələʊ /
24	That is a nice blouse.	Blouse	/ blaʊz /