

INVESTIGATING STUDENTS' ENGLISH DIPHTHONG BASED ON CULTURAL DIVERSITY (A Contrastive Analysis Between Indonesian and Indian Students)

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Abstract

This study reports how the cultural diversities in students' English diphthongs between Indonesian and Indian students and to analyze the dominant differences of the students' English diphthongs between Indonesian and Indian students. There are six participants of students, they are three Indonesian students and three Indian students. For this reason, it is deemed necessary to analyze the differences between Indian and Indonesian ways of speaking, more specifically regarding diphthong. Then it feels very interesting if used as research material. A qualitative study depends on the view of the subject of a study. A qualitative research investigates what participants think and use contrastive analysis in conducting this research. The data result is in the extent of an analysis of the amount of frequency and sound intensity which is displayed in tables and spectrogram graphics. In the spectrogram, the measurements taken to the diphthong involve the formant (the spectral form that results from the acoustic resonance of the human vocal tract) and also the duration of the vocal chanted. The results of measuring pitch and intensity at several diphthongs that have been carried out by presenting table data and spectrograms. The study conclude that there is a relationship between diphthong with the high and low pitch and the intensity in the pronouncing the word.

Keywords: *Culture, Cultural Diversities, Diphthong, English Learning Process, Language*

INTRODUCTION

Most countries have practiced English as a compulsory school subject. The national education has commitment that English as a foreign language taught in schools. English also is learned started from primary schools up to university. In Indonesia, it is the first foreign language which is considered important to face this globalization era. A good pronunciation is important in learning English because different pronunciation means different meaning, and miss-pronunciation means serious misunderstanding in conversation

Dalton and Seidlhover (2005) declared that vowels, consonant, diphthongs and triphthongs are speech distribution of sound belong to one or other of the four main classes. Ramelan (1999), says a diphthong is a vowel-like sound with a special feature.

There is a deliberate glide developed from one vowel position to another vowel position, and which is sounded in one syllable. Diphthong is a vowel sound combined with two vowel sounds in the same syllable. In the first voice diphthong is clearly heard compared to the second voice, but most importantly, the two letters are voiced together in one syllable.

A falling diphthong is the initial element that is louder than the next one and a diphthong in which the next one is sounded syllabic is called a rising diphthong, cited in (Suryatiningsih, 2015, pp. 1-12). So, we can conclude, that a diphthong whose main component might be harder than the second one is called a falling diphthong; moreover, a diphthong whose both components are syllables, it can be called A climbing diphthong.

Diphthong is a sound produced by gliding from one vowel position to another. It is called a diphthong. Diphthongs are sounded phonetically by sequences of two letters, the first appearance shows the starting point and the second shows the direction of movement (Jones, 1972, p. 22 as cited in Suryatiningsih, 2015, pp. 1-12). Diphthongs are vowels-like where two vowel sounds are connected in a continuous and gliding motion. They are often addressed to gliding vowels. Most languages highly contain variety of diphthongs. A glide is the supplementary temporary sound produced when the organs of speech are transient from the position of one speech-sound to that of another by the most direct route (Jones, 1975, p. 1) cited in (Suryatiningsih, 2015, pp. 1-12).

The standard English diphthong clearly described by Collins and Mees (2013, pp. 106-108) "such as follow: Free diphthongs, Symbolization and lip-shape indicators, Fronting diphthongs /eɪ aɪ oʊ/, Backing diphthongs /aʊ əʊ/, Centring diphthongs /ɪə ʊə/.

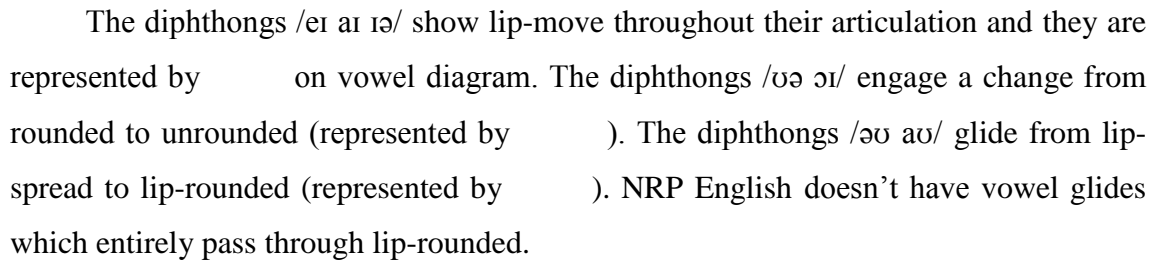
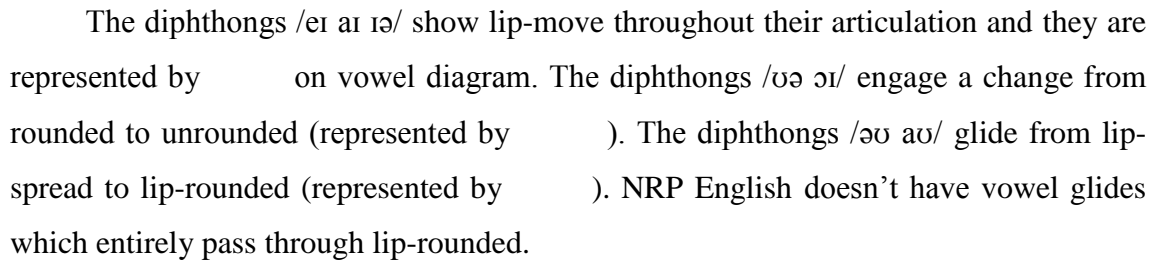
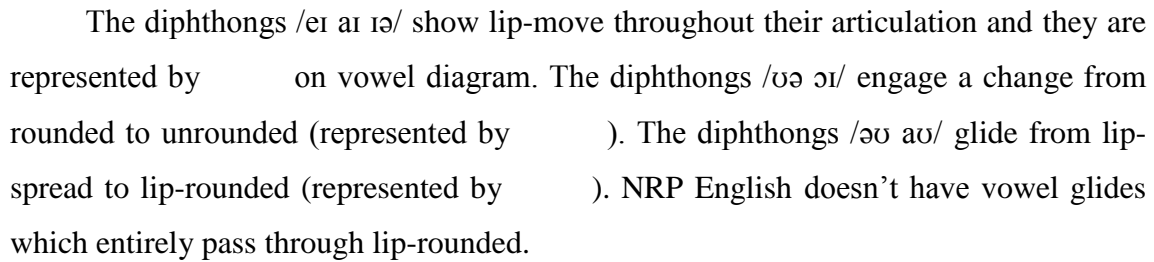
First is an explanation of free diphthongs. They are also called vowel glides – they are divided into a number of categories depending on course of tongue movement. English is equipped with closing diphthongs (tongue rises, thus closing the space between the tongue and the roof of the mouth) and centering diphthongs (tongue is directed towards the central vowel [ə]). The closing diphthongs can be further subdivided into fronting (moving towards a close front vowel [ɪ]) and backing (moving towards a close back vowel [ʊ]).

Second, symbolization and lip-shape indicators. All diphthongs are presented with two symbols consist of:

- fronting diphthongs finish with ɪ, e.g.
/eɪ/ FACE,

- backing diphthongs finish with ʊ, e.g. /aʊ/ MOUTH,
- centring diphthongs finish with ə, e.g.

/ɪə/ NEAR. C azq

The diphthongs /eɪ aɪ ɪə/ show lip-move throughout their articulation and they are represented by  on vowel diagram. The diphthongs /ʊə ɔɪ/ engage a change from rounded to unrounded (represented by ). The diphthongs /əʊ aʊ/ glide from lip-spread to lip-rounded (represented by ). NRP English doesn't have vowel glides which entirely pass through lip-rounded.

Third, it shows about fronting diphthongs /eɪ aɪ ɔɪ/, with the following example: /eɪ/ FACE front mid → ɪ; /aɪ/ PRICE central open → ɪ; /ɔɪ/ CHOICE back open-mid (rounded) → ɪ. Traditional RP had a closer starting-point for face, a more front starting-point for price, and a more open starting-point for choice. These may still be mentioned by some conservative speakers. Today, modern NRP shows the glide in face which is very slight where it is affected by pre-fortis feature but it can be found elsewhere. Before dark l, in FACE, PRICE, CHOICE, the final element is frequently [ə].

Fourth about, backing diphthongs /aʊ əʊ/, with the following example:

/aʊ/ MOUTH central open → ʊ, /əʊ/ GOAT central close-mid → ʊ, traditional RP had back starting-points for these diphthongs, and these are still mentioned by some older speakers. GOAT in particular still performs high variation. Many NRP speakers now perform more front articulation which can be heard similar to /eɪ/ to older-generation ears, which is confusing with pairs such as cone/cane, go/gay, etc. For such speakers, the [ʊ] least element or wholly lost before dark l, developing pairs such as pole/pearl, whole/hurl near-homophones.

most NRP speakers are originally from in London, or influenced by London speech, engage [ɔɪ] rather than [əʊ] before dark l, providing an extra diphthong of an [ɔɪ] type. This can be heard in words like gold, revolt, etc.

The last discuss about, centring diphthongs /ɪə ʊə/, are as follow: /ɪə/ NEAR front close → ə, /ʊə/ CURE back-central close → ə, despite the symbolization, most NRP speakers have a similar starting-point (similar to FLEECE) and probably have related words as being a sequence /i:/ + + /ə/. Very open terminations were found in some traditional RP, and are now considered by many to be 'affected'. Some younger NRP speakers particularly have a prolonged [ɪ:] vowel – losing the glide – in open syllables, e.g. beer [br:].

In the case of CURE, again many NRP speakers have a similar initial-point

(similar to GOOSE) and probably consider cure words as a sequence of /u:/ + /ə/. Increasingly, in common words, e.g., poor, /ʊə/ is substituted by the thought vowel and for some speakers, the /ʊə/ diphthong seldom exists. In words of the cure, tour type, it is replaced by /ɔ:/, whereas in words like brewer, jeweler it is thought of as a sequence /ʊ:/ + /ə/.

Furthermore, traditional RP included SQUARE as a third centering diphthong of [ɛə] type which can now be considered as a steady-state vowel (pp. 104–5).

On the other hand, culture and language are complicatedly interwoven so that one is connected at one another without losing the significance of either language or culture (Chodury, 2014, p. 1-20). Moreover, language is the carrier of culture and diphthongs are the part of basic in pronouncing the language. So, english native speaker may have different pronunciation with non-native, and between non-native speaker from different country may also Language reflect the cultural identity, but it is also related to refer to other phenomena and refer beyond itself, particularly when such speaker uses it to describe its purpose. Such a language indicates to the culture of such a social group. Thus, it can be concluded that language learning implicates to cultural learning due to the interdependence of language and cultural learning. Culture is a vague set of attitudes, beliefs, behavioral conventions, basic assumptions, and values that are provided by a number of people and that affects each member's behavior and each member's interpretations of the meanings of other people's behavior. And language is the tool to state and embody other phenomena. It states the values, beliefs and meanings provided by members of a given society to take the advantage of their socialization into it. Culture is also a biological impulse. Intercultural understanding and mutual respect for cultures are essential in order to build new bridges among communities.

Understanding a language, including in language learning, must put understanding first before its patterns of sound. All languages have fixed patterns of their sounds, the way those sounds are engega to form symbols, and the way those symbols are put in order into meaningful sentences (Kuo, 2015, pp. 1-10).

Learning occurs when an activity is originally changed entirely through the reaction to an encountered situation, or temporary conditions of the organism (e.g. fatigue or drugs, etc.) By (Hilgard, 1958, p. 3). Learning is also the process where behavior generally is the process organized or changes through practice or training (Kingsley and Garry, 1957, p. 12). From both statements, the conclusion show that learning is a process which can be related to the behavioral change of organism. The

behavior change can mean learning that may be overt or covert or partly overt and partly covert.

Language can be described as verbal, physical, biologically innate, and a basic point of communication. Culture is the features of such group of people, characterized by everything from language, religion, cuisine, social habits, music and arts. Hence, culture is expressed in language. Thus, learning a new language needs familiarity with its culture. Nowadays, English is most widely spoken over the globe because it has been spreading since the colonization period until now in line with the economic and political influence of the U.S.A. English has been used for various aims around the world such as education, commerce, tourism, and science (Choudhury, 2014, pp. 1-20).

Furthermore, the writer goes deeply into this research is regarding investigating students' English diphthong based on cultural diversity (YIN, 2014; Yousif & Ameen, 2018; Si, 2019; Abdalla & Ali, 2015; Widagsa, 2017). The first previous study was only focused on an instrumental comparison of diphthongs. The second have analyzed about analyzing the improper pronunciation of diphthongs. The third have analyzed about a study of how EFL is different from ESL for English classroom teaching. The fourth previous study attempted to investigate problems found among Sudanese EFL learners in pronouncing English diphthong sounds. The fifth study has discussed about closing diphthongs among Javanese learners of English.

The reason why the writer chose to involve research participants from Indonesia and India was because in the international forum Goals Model United Nations 3.0 Thailand, there were many Indians who were active in speaking, either conveying a response, a rebuttal or other matters, but when listened carefully it felt there was the difference with the Indonesian speaking style. For this reason, it is deemed necessary to analyze the differences between Indian and Indonesian ways of speaking, more specifically regarding diphthong. Then it feels very interesting if used as research material. Based on the background of the study, the research problem is arranged in the following questions: 1. How are cultural diversities in students' English diphthongs between Indonesian and Indian students? and 2. What are the dominant differences of students' English diphthongs between Indonesian and Indian students?

METHOD

A qualitative design was conducted for the present research researcher wants to know what the participants in a study are thinking (Fraenkel, Wallen, & Hyun, 2012, p. 710). A contrastive analysis was utilized in conducting this research that aims to identify between the first language and the target language in terms of structural differences and similarities based on the perspective that similarity gives learning and differences creates problems. By means of contrast analysis, problems can be identified and considered to be included in the curriculum.

The writer was collected the data by using semi structured interview administered to students. In conducting data analysis, the writer uses the application of English Pronunciation and Praat (Visual audio/Spectrogram). Which is the second application is very helpful for the author to distinguish the results of diphthong text recorded in the form of voice notes sent by participants. The English Pronunciation app supports learning and practicing British pronunciation and American pronunciation of words. The English Pronunciation app guides how to pronounce English text correctly. meanwhile Praat (Visual Audio/Spectrogram) is a visual representation of the spectrum of frequencies in a sound or other signal as they are changing in line with time or some other variable. This process is not similar with quantitative research in which the investigator obtains the data to be analyzed and written at the end (Creswell, 2014, p. 245).

Dealing with the theory of Creswell, in analyzing the data, the writer was focused on the steps such as follow: 1. Managing and setting the data for analysis; 2. Learning through all data; 3. Characterizing the themes; 4. Delivering descriptive information about each participant in a table; 5. Interrelating themes and description; 6. Interpreting the meaning of themes and description; 7. Make a conclusion.

FINDINGS AND DISCUSSION

After collecting the data from diphthongs text recorded in the form of voice notes and interview with video call media, the writer conducted the analysis that was described as follows:

The result of the participant from Indonesian students'

In the results of this study, each participant was given the same eight sentences, which contained diphthong, and the results of the audio recordings of each participant

were very clear when the comparisons were pronounced.

For the first sentence, participants from Indonesia pronounce the sentence “wait” with the sounding word “wait”, which is the same as the original transcription. For the sentence "baby" Indonesian participants pronounce it "baiby". It looks like there is an added letter "i" in the middle. Then, in the sentence "rain" Indonesian participants said "wrain", it sounded like there was an added letter "w" at the beginning of a sentence.

For the second sentence, namely "real" Indonesian students say "real". In the sentence "fear" Indonesian students say "fier", next is the sentence "here". Indonesian students say "hier".

In the third sentence, namely "boy" Indonesian students say it as if there is a curve when reading, in the sentence "coin" the pronunciation is different, from Indonesian students it sounds like "coin & kind". Participants from Indonesia pronounced the phrase "voice" not much differently, they are pronounce "voice" but had a distinctive accent.

For the sentence "like" Indonesian students pronounce it in a light tone, sound like the original "like", furthermore, for the sentence "eyes" Indonesian students sound like saying "ice". In the sentence "mine" Indonesian students pronounce it perfectly.

The next sentence is "tower", Indonesian students say exactly "/ taʊər /". Continue with the sentence "around", Indonesian students perfectly pronounce / ə'raʊnd /. Then in the sentence "now", all the participants seemed to sound not much different when they said the same word, only different from their accent.

In the sentence "slow" Indonesian students say "slow" in a light tone. Henceforth, the sentence "mosquito", in Indonesian students on average they pronounce it in the actual sentence, not paying attention to the transcription, which is read "mosquito" and "moskito" instead of

"/ məs'ki:təʊ /". Next is the sentence "grow", Indonesian students say "grow" and some say "groh".

Continue with the sentence "poor", some Indonesian students pronounce it perfectly, some sound like "por". For the next sentence, "tourist" sounded perfect, read by the three Indonesian students, and Indian students, only differing in the emphasis of the tone when pronouncing the sentence. Then the sentence "tour" was read very fluently by Indonesian students.

In the sentence "liar" Indonesian students do not seem to have any difficulty, they read and pronounce it perfectly. Then the sentence "bear" sounds like "ber" is

pronounced by Indonesian students, and it is pronounced differently by Indian students. Finally, the sentence "chair" by Indonesian students is read and pronounced "chair".

The result of the participant from Indian students

In the results of this study, each participant was given the same eight sentences, which contained diphthong, and the results of the audio recordings of each participant were very clear when the comparisons were pronounced.

For the first sentence "wait", participants from Indian showed a difference in the sound of the speech, the sound was the sentence "waitch", as if there was an added letter "ch" after wait. For the sentence "baby", Indian students have a different pronunciation, which is the same as the original sentence "baby" unlike the transcription "berbi". Then, in the sentence "rain", contrast to Indonesian students, they pronounced it exactly like the original transcription, still "rain".

For the second sentence, namely "real", Indian students it sounds like the original transcription, which is "real". In the sentence "fear", Indian students sound like "fio". Next is the sentence "here", Indian students say "hio".

In the third sentence, namely "boy", it is different with Indonesian students, Indian students are almost the same as saying the sentence "boy" in a straight tone without any indentation. In the sentence "coin" the pronunciation is different, from Indonesian students it sounds like "con & coyn". Participant, both from Indonesia and India, pronounced the phrase "voice" not much differently, both of them pronounced "voice" but had a distinctive accent.

For the sentence "like", there is a tonal emphasis when pronouncing the sentence from Indian students. Furthermore, for the sentence "eyes" Indian students are exactly like the original "eyes". In the sentence "mine", Indian students it sounds like "mind" there is an additional "d" at the end of the sentence.

The next sentence is "tower", Indian students sound like saying "towel". Continue with the sentence "around", Indian students say it sounds like "a ron" the letters "a" are separated and "eu raun". Then in the sentence "now", all the participants seemed to sound not much different when they said the same word, only different from their accent.

In the sentence "slow", Indian students there are those whose pronunciation sounds like "slo" while some sounds like "selo". Henceforth, the sentence "mosquito", in Indian students, they are heard saying "maskito". Next is the sentence "grow", Indian

students say "gro" without reading the letter "h" at the end of the sentence.

Continue with the sentence "poor", for Indian students different from Indonesian students, on average they say "poor" sounds like "pull / full". For the next sentence, "tourist" sounded perfect, read by the three Indonesian students, and Indian students, only differing in the emphasis of the tone when pronouncing the sentence. Then the sentence "tour" was read different from Indonesian students, Indian students which sounded "tu and tuer".

In the sentence "liar" Indonesian students do not seem to have any difficulty, they read and pronounce it perfectly. Another case with the three Indian students, each of them said "laye" "layout" and "layer". Then the sentence "bear" sounds like "ber" is pronounced by Indonesian students, and it is pronounced differently by Indian students. Some say "bieu" then "be" and "bieur". Finally, the sentence "chair" by Indonesian students is read and pronounced "ber", while by Indian students it is read and pronounced "cea", "ce" and "cer".

The cultural diversities in students' English diphthongs between Indonesian and Indian students

The first research question was emphasized on the cultural diversities in students' English diphthongs between Indonesian and Indian student. The purpose was to describe how the cultural diversities in students' English diphthongs between Indonesian and Indian students. Regarding the research questions and the purpose of the study, the first research question was answered by interviews with students.

In Indonesia, most people may speak more than one language. They can speak Indonesian language as the national language. In addition, they are able to speak their mother tongue as well. Besides, each region in Indonesia has their own local language. Indonesian language is able to be spoken among Indonesian people. Local language certainly bears historical and cultural values that must always be remembered. In this study, there were two participants who came from the original Sundanese tribe. When researchers interviewed them with several questions about diphthong that exist in the culture of their mother tongue, their answer about Sundanese culture in language was that there was no diphthong, only five vowels and two normal neutral vowels, 5 vowels like (a, é, i, o, u) and the remainder (e, eu), are very similar between the two. Then for the participant whose mother tongue is Indonesian, he said that Indonesian is the same as English, it is like two sounds but only produces one sound.

Meanwhile, for interviews with Indian students', the researcher got the following results, two out of three have the same mother tongue, namely Telugu. But they said that in their mother tongue there was absolutely no diphthong, they also never found out about it, because of them small English was their biggest concern. Then one of them says that in Telugu they have a mixture of two words, it's just that they don't mention it specifically and clearly. Meanwhile, for one more participant, the mother tongue he used was Tamil. In this Tamil language he reveals that there are two diphthongs that he knows, namely ai and au. In the process of learning English itself, the answers from them also vary. Some have made English their first language and their mother tongue is the second language at school.

The dominant differences of the students' English diphthongs between Indonesian and Indian students

The second research question was focused on the dominant differences of students' English diphthongs between Indonesian and Indian students. The aim of this research question was to analyze the dominant differences of the students' English diphthongs between Indonesian and Indian students. The second research question was answered by data in the form of words that contain diphthong text, and then recorded in the form of voice notes sent to researchers.

The results of measuring pitch and intensity at several diphthongs from Indonesian students

Below is an explanation of the results of pitch and intensity in the form of numbers, in eight sentences containing diphthong, which were tested on Indonesian students.

The first is the sentence, Wait baby, it still rain, for Indonesian student observers has a pitch property of 253, 495, 266 Hz, and an intensity of 67.9, 61.5, 56.1 dB. The second sentence is "The real fear is here", for Indonesian student observers have pitch properties of 215, 285, 308 Hz, and intensity 68.7, 63.3, 61.1 dB. The third is "The boy who brings the coin have a good voice", for Indonesian student observers has pitch properties of 258, 3063, 261 Hz, and intensity 68.3, 62.1, 65.0 dB. The fourth is the sentence "I like her eyes it look like mine", for Indonesian student observers has a pitch property of 584, 399, 281 Hz, and intensity 67.9, 61.2, 68.0 dB. Fifth, is the sentence "There are so many towers around here now", for Indonesian students that have pitch properties of 164, 528, 304 Hz, and intensity 75.3, 62.9, 59.7 dB. Sixth, is the sentence

"The slow mosquito is grow", In Indonesian student observers has a pitch property of 250, 597, 219 Hz, and an intensity of 67.5, 63.9, 65.1 dB. Seventh sentence is "The poor tourist have tour", for Indonesian student observers has a pitch property of 228, 662, 232 Hz, and intensity 70.9, 62.5, 66.7 dB. And the last one is "The liar bear sit on the chair", for Indonesian student observers has a pitch property of 422, 274, 263 Hz, and intensity 69.5, 62.6, 69.7 dB.

The Results of Measuring Pitch and Intensity at Several Diphthongs from Indonesian Students'

Below is an explanation of the results of pitch and intensity in the form of numbers, in eight sentences containing diphthong, which were tested on Indian students.

The first is preceded by the phrase "Wait baby, it still rain", for Indian student, and has a pitch property of 558, 520, 376 Hz, and an intensity of 63.2, 64.6, 65.5 dB. Second, is the sentence "The real fear is here", for Indian student observers have pitch properties of 471, 458, 578 Hz, and intensity 64.2, 64.5, 68.3 dB. The third sentence is "The boy who brings the coin have a good voice", in Indian student observers has pitch properties of 397, 985, 593 Hz, and intensity 64.5, 67.0, 69.8 dB. The fourth is the sentence "I like her eyes it look like mine", in Indian student observers has pitch properties of 354, 227, 426 Hz, and intensity 64.5, 69.5, 69.4 dB. Fifth, is the sentence "There are so many towers around here now", for Indian student observers that have pitch properties of 372, 471, 364 Hz, and intensity 66.8, 68.8, 72.9 dB. Sixth is "The slow mosquito is grow", in Indian student observers has a pitch property of 437, 251, 602 Hz, and an intensity of 63.1, 65.0, 67.8 dB. Seventh is "The poor tourist have tour", for Indian student observers has a pitch property of 391, 565, 530 Hz, and intensity 64.4, 64.9, 67.5 dB.

And the last one is "The liar bear sit on the chair", in Indian student observers has a pitch property of 259, 589, 507 Hz, and intensity 66.3, 64.1, 65.5 dB.

The finding of the study shows that there is a relationship between diphthong and the high and low pitch and the intensity in the pronunciation of these words. It can be concluded that the pronunciation of diphthong with the highest pitch value from both Indonesian students and Indian students is when participants say the word diphthong /ɔɪ/, namely the word boy with a sound frequency of 3063.1 Hz for Indonesian students and 985.1 Hz for Indian students. This is influenced by the last vowel which has increased intonation, so that the pitch becomes high when pronouncing the word.

As for intensity, diphthong /aʊ/ in the word now has the largest intensity number, which is 75.3 dB for Indonesian students and 72.9 for Indian students. Based on the voting data sampling of the six participants, it can be concluded that diphthong /ɔɪ/ has the highest frequency compared to other diphthongs. And diphthong /aʊ/ has the highest intensity rate compared to other diphthongs.

Pedagogical Implication

With the Praat application, it really helps the learning process to take place in teaching a foreign language or a second language. Praat can also be applied in classroom teaching with the concept of CALL (Computer Assisted Language Learning) as the media. In this study, the method of calculating pitch and intensity was generally obtained from diphthong sounds and vocals contained in utterances. In the Praat application there is a segmentation that helps produce a more detailed series of frequency and intensity numbers, but in terms of calculating the frequency and intensity of sound, gender also determines the difference in results. Therefore, this study uses a contrastive analysis which is very useful, because it can determine the causes of the difficulties faced by participants and the comparison of the results. Thus several tests can be carried out that can highlight these differences in order to achieve an optimal teaching and learning process.

CONCLUSIONS

This study was conducted by recorded diphthong text in the form of voice notes, and interviews with the participants involved in this research. In conducting the study, researchers covered two countries, namely Indonesia and India. This interview was aimed to describe how are cultural diversities in students' English diphthongs between Indonesian and Indian students. Cultural differences may shape the way they move, the way they create relationships, the way they interact at one another, and many other aspects of daily life. Certainly, national cultures do not mean that everything must be the same. As a matter of fact, to deal with people with diverse personalities or functional backgrounds may lead to unnecessary misunderstandings because of cultural differences. From the result of present study, it recommended or the future research to analyze the implementation of English diphthong based on cultural diversities.

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