

THE LINGUISTIC ANALYSES OF ENGLISH AND INDONESIAN
VOWELS AND DIPHTHONGS
AND
THE METHODS OF TEACHING
ENGLISH VOWELS AND DIPHTHONGS

A THESIS
PRESENTED TO
THE DEPARTMENT OF ENGLISH
"SANATA DHARMA"
TEACHERS' TRAINING INSTITUTE

In Partial Fulfilment
of the Requirements of the
SARJANA DEGREE

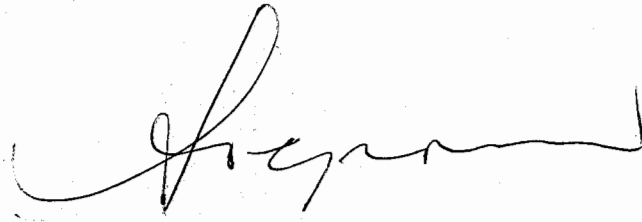
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I. 1083

Yogyakarta
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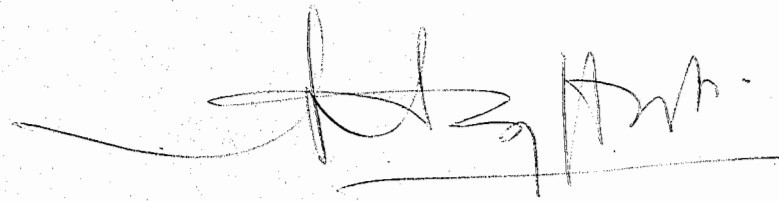


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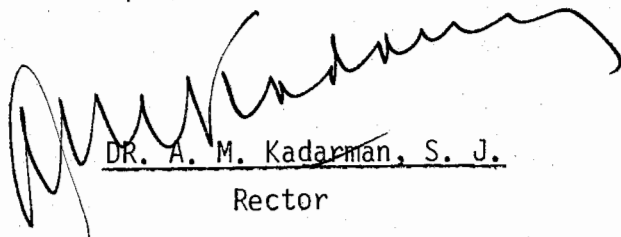
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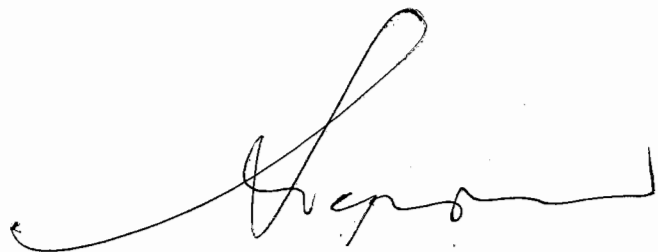
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T A B L E O F C O N T E N T S

	Page
Introdusction	1
Part One	4
Chapter	
I. The Linguistic Analyses of English	
Vowels	4
A. The English Vowel / i: /	7
B. The English Vowel / i /	10
C. The English Vowel / e /	13
D. The English Vowel / æ /	15
E. The English Vowel / a: /	16
F. The English Vowel / ɔ /	17
G. The English Vowel / ɔ: /	19
H. The English Vowel / u /	21
I. The English Vowel / u: /	23
J. The English Vowel / ʌ /	26
K. The English Vowel / ə: /	28
L. The English Vowel / ə /	30
II. The Linguistic Analyses of English	
Diphthongs	31
A. The English Diphthong / ei /	32
B. The English Diphthong / ou /	33
C. The English Diphthong / ai /	35
D. The English Diphthong / au /	37
E. The English Diphthong / ɔi /	39
F. The English Diphthong / iə /	40
G. The English Diphthong / eə /	41
H. The English Diphthong / ɔə /	42
I. The English Diphthong / uə /	43
J. The English Diphthong / iʔ /	45



K. The English Diphthong / ũə /	47
L. The English Diphthong / ũi /	49
III. The Linguistic Analyses of Indonesian	
Vowels	50
A. The Indonesian Vowel / i /	53
B. The Indonesian Vowel / e /	55
C. The Indonesian Vowel / ə /	56
D. The Indonesian Vowel / a /	56
E. The Indonesian Vowel / u /	57
F. The Indonesian Vowel / o /	58
IV. The Linguistic Analyses of Indonesian	
Diphthongs	59
A. The Indonesian Diphthong / ai /	60
B. The Indonesian Diphthong / au /	61
C. The Indonesian Diphthong / oi /	61
V. The Problems of Indonesian Students	
Learning English Vowels	62
✓ A. The Problems of Indonesian Students	
Learning English Vowel / i: /	62
B. The Problems of Indonesian Students	
Learning English Vowel / i /	64
C. The Problems of Indonesian Students	
Learning English Vowel / e /	65
D. The Problems of Indonesian Students	
Learning English Vowel / æ /	66
E. The Problems of Indonesian Students	
Learning English Vowel / ɑ: /	66
F. The English Vowel / ʌ / Causes No	
Problem for Indonesian Students	67
G. The English Vowel / ɔ / Causes No	
Problem for Indonesian Students	68

H. The Problems of Indonesian Students	
Learning English Vowel / ɔ: /	68
I. The English Vowel / u / Causes No	
Problem for Indonesian Students.....	69
J. The Problems of Indonesian Students	
Learning English Vowel / u: /	69
K. The English Vowel / ə / Causes No	
Problem for Indonesian Students.....	70
L. The Problems of Indonesian Students	
Learning English Vowel / ə: /	70
VI. The Problems of Indonesian Students	
Learning English Diphthongs	71
A. The Problems of Indonesian Students	
Learning English Diphthong / ei /	71
B. The Problems of Indonesian Students	
Learning English Diphthong / ou /	72
C. The Problems of Indonesian Students	
Learning English Diphthong / ai /	73
D. The Problems of Indonesian Students	
Learning English Diphthong / au /	73
E. The Problems of Indonesian Students	
Learning English Diphthong / oi /	74
F. The Problems of Indonesian Students	
Learning English Diphthong / iə /	75
G. The Problems of Indonesian Students	
Learning English Diphthong / eə /	76
H. The Problems of Indonesian Students	
Learning English Diphthong / oə /	76
I. The Problems of Indonesian Students	
Learning English Diphthong / uə /	77
J. The Problems of Indonesian Students	
Learning English Diphthong / ũə /	77

K. The Problems of Indonesian Students	
Learning English Diphthong / ʊi /.....	78
Part Two	79
I. Some Principles in Teaching English	
Vowels and Diphthongs	79
II. The Cognitive Domain	81
A. Teaching English Vowels and Diphthongs	
Using Explanation	82
B. Teaching English Vowels and Diphthongs	
Using Demonstration	87
C. Teaching English Vowels and Diphthongs	
Using Comparison and Contrast	90
III. The Psycho-motor Domain	93
A. Drilling Supports the Psycho-motor	
Domain	94
B. Dictation Supports the Psycho-motor	
Domain	97
C. Testing Supports the Psycho-motor	
Domain	100
IV. The Affective Domain	104
A. Learning English Vowels and Diphthongs	
Through Short-stories	105
B. Learning English Vowels and Diphthongs	
Through Songs	106
C. Learning English Vowels and Diphthongs	
Using Poems	109
Conclusion	111
Bibliography	117

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Johanna Wulansari

I. 1083

INTRODUCTION

Learning a new language either a second language or a foreign one cannot be separated from one's native language. According to Robert Lado the sounds of a foreign language that are phonetically similar to those of the native language, having similar variants to them, and similarly distributed are easy to learn, but those that are phonetically different from them, having different variants and distribution from them are extremely difficult to learn.¹⁾

The previous language experience may interfere with the mastery of the target language. This is because some elements in the target language do not exist in the native one or they are different from those of the native language. For example Indonesian students will have difficulties in mastering the sound /æ/ in English. They may fail to pronounce words like bag / bæ:g /, bad / bæ:d / because the sound /æ/ does not occur in Indonesian. They tend to identify /æ/ as /e:/ and when they pronounce it they never spread their lips and say with its proper length. On the other hand, Indonesian students will have no problems in producing the sound /ʌ/ in English such as in the words but / bʌt /, cup / kʌp / because the sound /ʌ/ in English is the same in articulation with Indonesian vowel /a/ in the words kata / kata /, bana / bapa /, etc.

¹⁾ Robert Lado, Linguistics Across Culture, (Ann Arbor: The University of Michigan Press, 1957), p.12

Lado also says that in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.²⁾

According to Charles C. Fries, the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.³⁾

Based on those principles the writer tries to make analyses of English and Indonesian vowels and diphthongs. The writer will give the analyses by presenting the articulatory description of each phoneme belonging to the English and Indonesian vowels and diphthongs including its place and manner of articulation, the muscular effort in producing the sound, the allophonic variants of each phoneme, and the distribution of each sound.

Such analyses are important to predict the problems in learning English sound system and to determine or choose the suitable techniques to teach them.

The aims of this thesis are to present a description of the differences and similarities of English and Indonesian vowels and diphthongs and to reveal the problems faced by Indonesian students learning them, and to present the techniques of teaching of the phonemes.

This thesis will consist of two parts, the first

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3) Charles C. Fries, Teaching and Learning English as a Foreign Language, (Ann Arbor: University of Michigan Press, 1945), p.9

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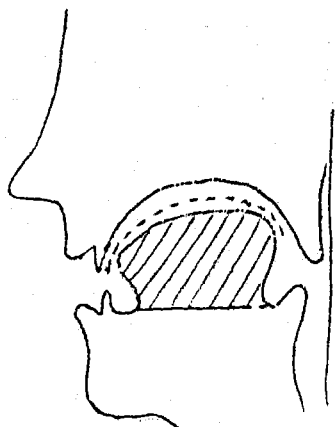
part contains of six chapters talk about the analyses of English vowels and diphthongs, followed by the analyses of the Indonesian ones, and the problems of Indonesian students learning English vowels and diphthongs. Part two presents some suggested methods of teaching English vowels and diphthongs.

The writer hopes that her work, though seemingly far from being complete and can still be improved, will be of some value to other fellow teachers, who believe as she does that the teaching of foreign language would be more effective and complete if it were based on some theories of language learning and teaching.

Part One:
The Linguistic Analyses of
English and Indonesian Vowels and Diphthongs

I. THE LINGUISTIC ANALYSES OF ENGLISH VOWELS:

There are many different kinds of sounds which the organs of speech are capable of uttering. Vowels are continuous voiced sounds produced without obstruction in the mouth unaccompanied by any frictional voice. In the production of vowels the tongue is held at such a distance from the roof of the mouth that there is no perceptible frictional voice.



The "Vowel Limit"; The tongue positions for vowels are below the dotted line.

The qualities of vowels depend upon the positions of the tongue and lips. It is convenient to classify vowels according to the positions of the main part of the tongue. The position of the tip of the tongue has no great effect on vowel quality. The tip of the tongue is supposed to be touching or near to the lower teeth.

In the production of most vowels the tongue is convex to the palate. Vowels may be conveniently arranged according to the position of the highest point of the tongue.

There are front vowels in the production of which

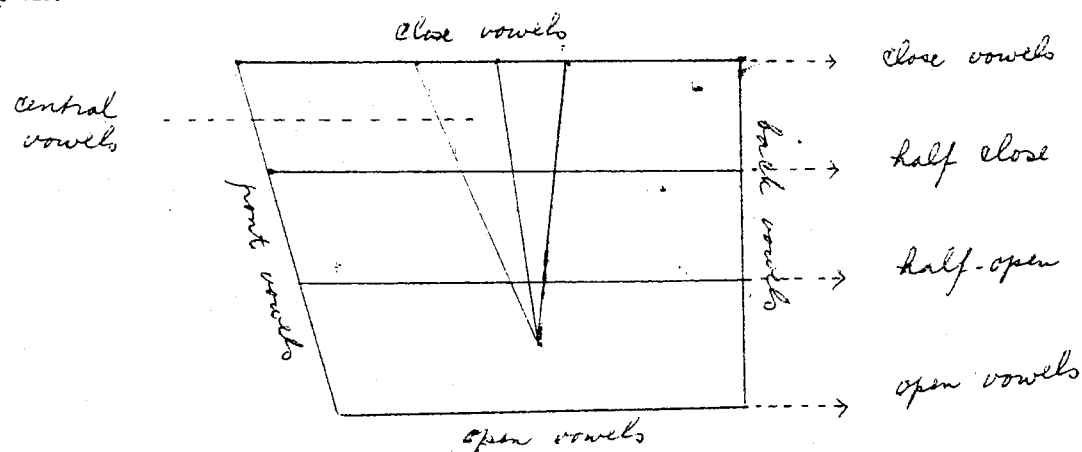
the 'front' of the tongue is raised in the direction of the hard palate, for example /i:/ in /fi:d/ feed. There are back vowels in the production of which the 'back' of the tongue is raised in the direction of the soft palate for example /u:/ in food /fu:d/. There are vowels intermediate between front and back; they are called central vowels, for example /ə/ in bird /bə:d/.

One essential element in the classification of vowel sounds is the part of the tongue which is raised. The other essential element is the height to which it is raised. If the tongue is held as high as possible without producing any frictional noise the vowels are called close vowels. Examples:

/i:/ in feed /fi:d/

/u:/ in food /fu:d/

Those in which the tongue is held as low as possible are called open vowels, for example /ɑ:/ in /fɑ:ðə/ father. Vowels produced in the formation of which the tongue occupies positions one-third and two-third of the distance from 'close' to 'open' are called half-close and half-open.

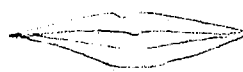


Vowel quality is also largely dependent on the position of the lips. The lips may be held in a natural or neutral position; they may be spread out and such is

called unrounded. The lips may be drawn together so that the opening between them becomes more or less round. This position is called rounded. There are two main types of rounding called 'close lip-rounding' and 'open lip-rounding'.

neutral position

unrounded position



close lip-rounding

open lip-rounding



There are eight Cardinal Vowels in English, namely:

Cardinal Vowel No 1: / i /

Cardinal Vowel No 2: / e /

Cardinal Vowel No 3: / ε /

Cardinal Vowel No 4: / a /

Cardinal Vowel No 5: / ɑ /

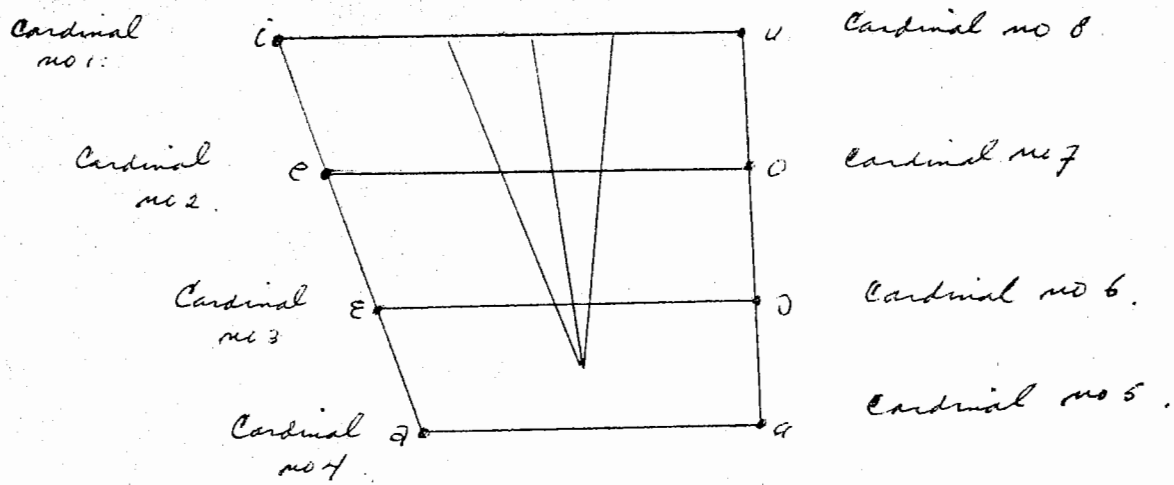
Cardinal Vowel No 6: / ɔ /

Cardinal Vowel No 7: / o /

Cardinal Vowel No 8: / u /

By 'Cardinal Vowel' is meant selected sounds which can conveniently be used as points of reference from which other vowels can be measured. Cardinal Vowel No 1 is the vowel which combines the greatest degree of frontness. It is not possible to make a fronter vowel; if the tongue is raised any higher, it will produce a friction-voice. Cardinal Vowel No 5 combines the greatest degree of openness with the greatest degree of backness.

The Diagram illustrating the tongue positions of the Cardinal Vowels:



There are twelve pure vowels in English, namely:

- The English Vowel / i: /
- The English Vowel / i /
- The English Vowel / e /
- The English Vowel / æ /
- The English Vowel / a: /
- The English Vowel / ɔ /
- The English Vowel / ɔ: /
- The English Vowel / u /
- The English Vowel / u: /
- The English Vowel / ʌ /
- The English Vowel / ə: /
- The English Vowel / ə /

Of the above mentioned important vowel sounds, eight of them have spread or neutral lips; they are / i: i e æ u: ʌ ə: ə /. Four of the vowels have various degrees of lip-rounding; they are / ɔ ɔ: u u: /.

A. THE ENGLISH VOWEL / i: /:

The description of the manner of forming the English vowel / i: / is as follows: the front of the tongue is raised to a height slightly low and behind the close front position; the lips are spread, the tongue is tense, with the side rims making a firm contact with the upper

molars. The quality is nearer to /i / and /e /. /i: / does not normally occur in a syllable closed by /ŋ /.

The sound is considered by many to be pronounced with considerable muscular tension of the tongue. In normal speech the tip of the tongue touches the lower teeth, but small variations in the position of the tongue-tip do not materially affect the acoustic effect of the sound.

/i: / stands for the 'long' sound of the letter e, for examples:

tree / tri: /
see / si: /
even / 'i:vn /
complete / kəm'pli:t /
immediate / i'mi:djət /

/i: / also stands for the sound of ea, ie and ei in many words, for example:

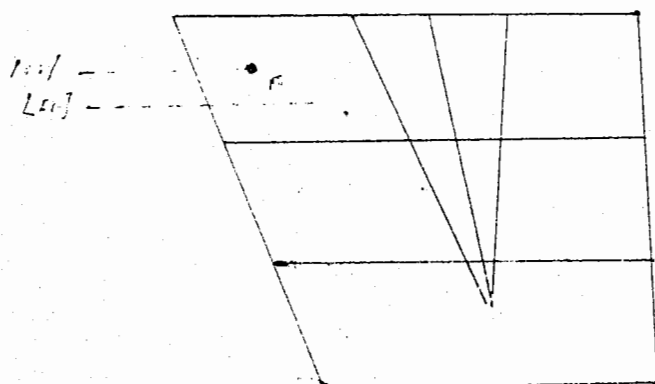
sea / si: /
east / i:st /
seize / si:z /
field / fi:ld /

Some exceptional words:

key / ki: /
quay / ki: /
people / 'pi:pl /

The vowel /i: / is often noticeably diphthongized, especially in final positions. A slight glide from a position near to [ɪ] is common, it is even more usual than a pure vowel. The diphthong begins with an open variety of [i] and moves to a closer position; it may be represented by [iɪ] or [ɪi]. It is not necessary for foreign learners to attempt this diph-

thongal pronunciation. An exaggerated diphthongal pronunciation will sound dialectal; like for example an extreme form of the diphthong being used in the local dialect of London "Cockney" in which see is pronounced as / sei /.



/ i: / and its variants

The following rules show the length of English vowel / i: /:

1. The vowel / i: / is longer than the English vowel / i / when they are in the same environment and pronounced with the same degree of stress. The vowel in heed / hi:d / is longer than the vowel in hid / hid /.
2. The long vowel / i: / is shorter when followed by a voiceless consonant than when final or followed by a voiced consonant. Thus the vowel / i: / is shorter in seat / si:t / rather than it is in sea / si: / or in seed / si:d /.
3. The long vowel / i: / is also shorter before a nasal which is in turn, followed by a voiceless consonant. In beanpole / bi:n'poul /, the / i:/ is shorter than that in bean / bi:n /.
4. The long vowel / i: / in stressed syllables is also shorter when an unstressed syllable immediate-

ly follows it. / i: / in leader / 'li:də /, seeing / 'si:ɪŋ / is shorter than that in lead / li:d /, see / si: / or seen / si:n /.

5. The long vowel / i: / is shorter in unstressed syllables than in stressed syllables. / i: / in trainee / 'treɪni: / is shorter than / i: / in complete / kəm'pli:t /.

It can be concluded therefore, that the distribution of / i: / in words is determined by the nature of the surrounding sounds in the sequence and on the degree of stress.

B. THE ENGLISH VOWEL / i /:

The letter / i / without a length-mark stands for the members of the English i-phoneme used when the sound is relatively short. The distribution of these members in words is determined by the nature of the surrounding sounds in the sequence and the degree of stress.

In pronouncing this sound the general position of the tongue and lips resemble that of the long / i: / but here the tongue is lowered and retracted. Some writers express the difference by saying that for the short / i / the speech organs are lax or held loosely, while for the long / i: / they are more tense.

The short vowel / i / is pronounced a part of the tongue nearer to centre than to front; the tongue is raised just above the half-close position; the lips are loosely spread; the tongue is lax (compared with the tension for / i: /), with the side rims making a light contact with the upper molars.

/ i / may occur initially, medially, as well as finally, for examples:

in / in /
inn / in /
milk / milk /
strict / strikt /
tinny / tini /
witty / witi /

/ i / stands for the sound of the most vowel letters i and y, for examples:

fit / fit /
rich / ritʃ /
king / kiŋ /
symbol / 'simbl /

/ i / also stands for the sounds e and a in various prefixes and suffixes when unstressed, for example:

become / bi'kʌm /
descend / di'send /
useless / 'ju:slis /
goodness / 'gʊdnis /
private / 'praɪvɪt /
village / 'vɪlɪdʒ /

/ i / also stands for the sound of unstressed ies, ied as in:

varieties / və'raɪətɪz /
carried / 'kærɪd /

Some miscellaneous words:

minute / 'mɪnɪt /
three pence / 'θri:pens /
women / 'wɪmɪn /
Sunday / 'sʌndɪ /
pretty / 'prɪtɪ /
England / 'ɪŋɡlənd /
busy / 'bɪzɪ /
lettuce / 'letɪs /

A notable subsidiary short / i / is a lower variety, i.e. a vowel having a tongue position lower than that of the / i /. It resembles in quality a 'not very close / e /'. This subsidiary / i / is used in final positions, for instance in the words:

heavy / 'hevi /
city / 'siti / (the second / i /)
many / 'meni /, when a pause follows.

If another word follows it in the same sense group, the ordinary short / i / is used; thus, the ordinary short / i / is used in both syllables of city in the expression:
The city of London / ðə 'siti əv 'lʌndən /.

There is a tendency with some speakers to use lowered varieties of / i / in unstressed as well as final positions, for examples:

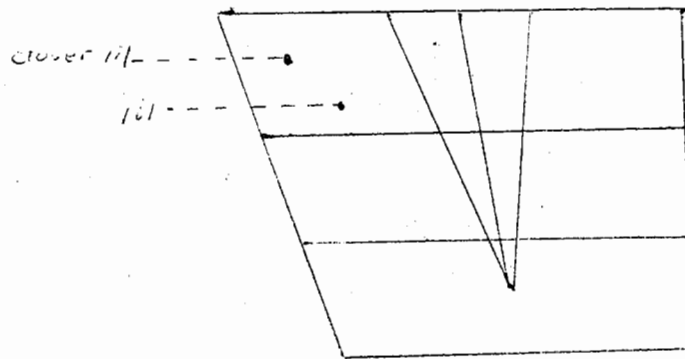
waited / 'weɪtɪd /
ladies / 'leɪdɪz /
goodness / 'gʊdnəs /
become / be'kʌm /
indeed / en'di:d /
bringing / 'brɪŋɪŋ /
solid / 'sɒlɪd /

Although it is desirable that a foreign learner should be aware of the existence of a number of shades of / i /, and yet it is not necessary that the learner should make any special effort to use them in his speech. If one ignores the differences altogether it does not matter; to many English speakers, the differences are so small as to be negligible.

The following rules show the length of the vowel /i /. They vary a good deal with different speakers:

1. The short vowel / i / is, generally, slightly longer before voiced consonants than before voiceless consonants. Example: The / i / in bid / bid / is slightly longer than the same vowel in bit / bit /.

2. The short vowel / i / is pronounced longer after voiced consonants than after voiceless consonants. Examples: The / i / in big / big / is longer than / i / in pig / pig /.



/ i / and its variants

C. THE ENGLISH VOWEL / e /:

In producing the short / e / the front of the tongue is raised between the half-open and half-close positions; the lips are loosely spread and are slightly wider apart than for / i /; the tongue may have more tension than in the case of / i /, the side rims making a light contact with the upper molars.

/ e / stands for short sound of the letter e, for examples:

- pen / pen /
- red / red /
- seven / 'sevn /

/ e / also stands for the sound of ea in many words, for examples:

- head / hed /
- breath / breθ /

Some exceptional words:

any / 'eni /
many / 'meni /
Thames / temz /
ate / et /
Pall Mall / 'pel'mel /

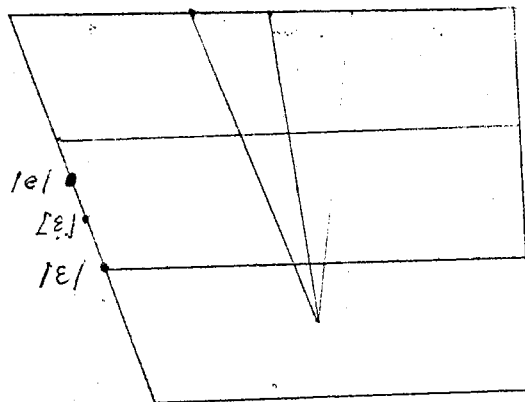
The vowels in these words vary a good deal with different English speakers. Some Londoners use a closer sound than that described above; other speakers use an opener sound nearer to Cardinal /ɛ /.

The only subsidiary member of the English e-phoneme worthy of note is an opener and retracted variety, which is used when dark l follows, as in:

tell / tel /
shell / ʃel /
felt / felt /
else / els /
elder / 'eldə /

It is not necessary for foreign learners to make any special effort to use an opener / e / in these cases. The use of the same / e / as in other words does not sound un-English.

An opener variety of / e / i.e. /ɛ / occurs in English as the first element of the diphthong /ɛə /.



/ e / and its variants.

D. THE ENGLISH VOWEL / æ /:

In producing the English vowel / æ / the mouth is slightly opener than for / e /; the front of the tongue is raised just below the half-open position, with the side rims making a very slight contact with the molars; the lips are neutrally open.

The correct sound of / æ / can generally be obtained by remembering that / æ / must have a sound intermediate in quality between an / e / and an / a /. It is useful in practising the sound to keep the mouth very wide open.

/ æ / stands for the short sound of the letter

a. for examples:

glad / glæd / or / glæ:d /

bag / bæg / or / bæ:g /

pad / pæd /

cat / kæt /

lamp / læmp /

The sound / æ / is regularly represented by the letter a; the only exceptions being:

plait / plæt /

plaid / plæd /

Plaistow / 'plæstou /

The vowel / æ / appears to be lengthened especially

before: / b / in cab / kæ:b /

/ d / in bad / bæ:d /

/ g / in bag / bæ:g /

/ dʒ / in badge / bæ:dʒ /

/ m / in jam / dʒæ:m /

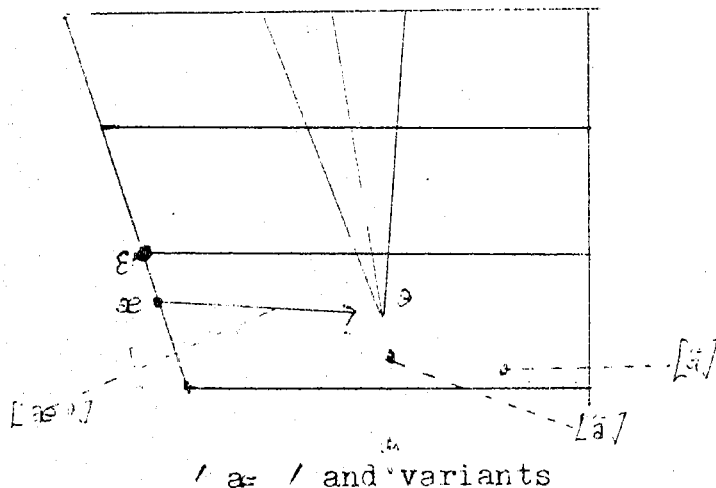
/ n / in man / mæ:n /

The variants of English / æ / are [e], [a], or [ä] or even [ö]. / æ / is sometimes diphthongized

towards [ɔ], for example:

bad / bæ^ɔd /

cat / kæ^ɔt /



E. THE ENGLISH VOWEL /ɑ: /:

English vowel /ɑ: / is articulated with a considerable separation of the jaws and the lips are neutrally open; a part of the tongue between the centre and back is in the fully open position, no contact being made between the rims of the tongue and the upper molars. The quality is somewhat nearer to Cardinal [a] than to Cardinal [a].

/ɑ: / is the usual Southern English sound of the sequence of letters ar when placed at the end of a word or when followed by a consonant:

far / fɑ: /

part / pɑ:t /

garden / gɑ:dn /

a has the sound /ɑ: / in:

half / hɑ:f /

calm / kɑ:m /

and several other words in which the l is silent; also

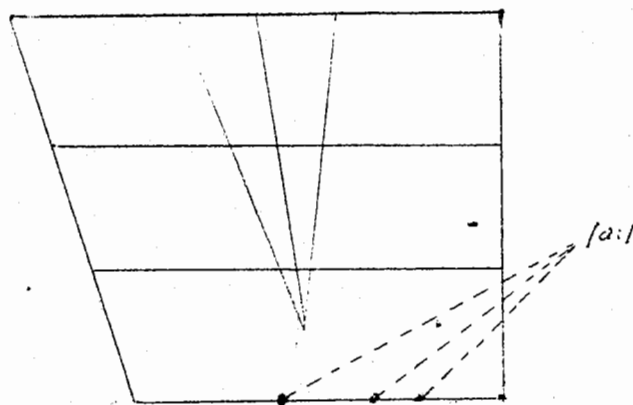
in numerous words when followed by ff, ss, or by f,s, or n followed by another consonant, for examples:

staff / stɑ:f /
class / klɑ:s /
pass / pɑ:s /
after / 'ɑ:ftə /
fast / fɑ:st /
command / kə'mɑ:nd /
grant / 'grɑ:nt /

Some words borrowed from French also have the sound /ɑ:/, for example:

memoir / 'memwɑ:/ /
reservoir / 'rezəvɑ:/ /
barrage / 'bæ rɑ:ʒ /

Some English speakers diphthongize slightly the sound /ɑ:/ especially when final, saying for instance /fɑ:ə/ for /fɑ:/. This pronunciation is not however, the most usual in educated Southern English.



/ɑ:/ and its variants

F. THE ENGLISH VCWEL /ɒ/:

The short vowel /ɒ/ is articulated with widely open jaws and slightly open lip-rounding; the back of

the tongue is in the fully open position; nocontact being made between the tongue and the upper molars.

/ɒ/ is the short sound of the letter o, for

examples: not / nɒt /
 pond / pɒnd /
 dog / dɒg /
 sorry / 'sɒri /
 solid / 'sɒlɪd /

o is also pronounced /ɔ/ with a variant /ɔ:/ in many words where /f/, /s/, or /θ/ follows,

for examples: off /ɒf / or /ɔ:f /
 often / 'ɔfn / or / 'ɔ:fn /
 loss / lɒs / or / lɔ:s /
 cost / kɒst / or / kɔ:st /
 cloth / klɒθ / or / klɔ:θ /

ou is similarly pronounced /ɒ/ or /ɔ:/ in:

cough / kɒf / or / kɔ:f /

a often has the sound /ɒ/ when the vowel is preceded by w and not followed by /k/, /g/ or /ŋ/,

for examples: want / wɒnt /
 what / wɒt /
 squash / skwɒʃ /
 quality / 'kwɒlɪti /

Some Southern English people use /ɒ/ instead of /ɔ:/ before l or s followed by a consonant, for example:

false / fɒ:ls / or / fɒls /
fault / fɒ:lt / or / fɒlt /
halt / hɒ:lt / or / hɒlt /

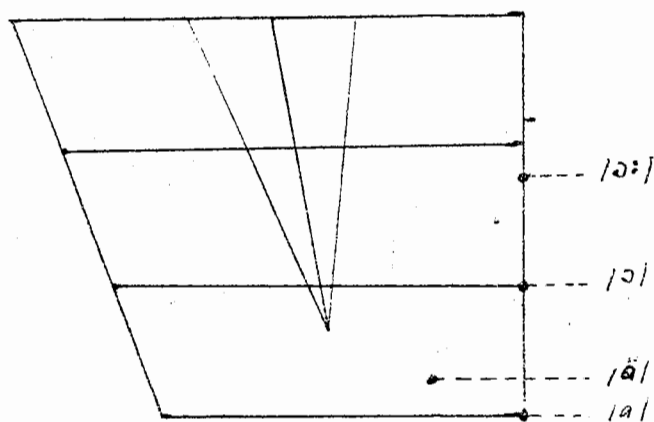
Some exceptional words:

gone / gɒn /
shone / ʃɒn /
because / bi'kɒz /

<u>cauli-flower</u>	/ 'kɔːlɪflaʊ /
<u>laurel</u>	/ 'lɔːrəl /
<u>(ac)knowledge</u>	/ (ə'k) 'nɔːlɪdʒ /
<u>Gloucester</u>	/ 'glɔːstə /
<u>yacht</u>	/ jɔːt /

/ɔː/ has a very slight degree of lip-rounding. Some varieties of /ɔː/ have no lip-rounding and the tongue raising often somewhat advanced from true back. There is, therefore, considerable qualitative similarity between /ɔː/ and /ɑː/. The phonemes are kept distinct either through a complex of length and quality, e.g. cough and calf being distinguished by the length and fronted nature of /ɑː/ or through the pronunciation of post-vocalic r, e.g. in dock, dark or lodge, large.

Many words containing /ɔː/ + /f, θ, or s/ have an alternative pronunciation with /ɔ:/ e.g. off, cloth, cross. Such a variant is typical of conservative Received Pronunciation and has a social prestige value in Southern England; but it is generally replaced in the speech of younger generations by /ɔː/.



/ɔː/ and its variants

G. THE ENGLISH VOWEL /ɔː/

/ɔː/ is the member of English ɔ-phoneme which is

used when the vowel is relatively long. Its tongue position is low, though not quite so low as to leave an opening which is much smaller than in the case of the short /ɔ/. The vowel differs from the Cardinal /ɔ/ in two respects:

- It is formed with the tongue a little lower than that in Cardinal /ɔ/ ,
- The lips are more closely rounded than those in Cardinal /ɔ/ .

The /ɔ/ vowel is articulated with medium lip-rounding; the back of the tongue is raised between the half-open and half-close positions, no contact being made between the tongue and the upper molars.

/ɔ:/ is the regular sound of aw and au, for examples:

saw /sɔ:/
lawn /lɔ:n/
author /'ɔ:θə/

It is also the regular sound of or when final, or followed by a consonant, for examples:

nor /nɔ:/
short /ʃɔ:t/
form /fɔ:m/

The groups ore, oar are commonly pronounced /ɔ:/, though a diphthong /ɔə/ is also frequently used in such cases, for examples:

more /mɔ:/ or /mɔə/
roar /rɔ:/ or /rɔə/
board /bɔ:d/ or /bɔəd/

/ɔ:/ with the variant /ɔə/ is also heard in some words spelt with ur, for examples:

pour /pɔ:/ or /pɔə/
course /kɔ:s/ or /kɔəs/

a frequently has the value /ɔ:/ when followed by l final or followed by a consonant, for examples:

appal /ə'pɔ:l/

all /ɔ:l/

halt /hɔ:lt/

ar frequently has the value /ɔ:/ when the vowel is preceded by w and followed by a consonant, for examples:

swarm /swɔ:m/

quart /kwɔ:t/

o is pronounced /ɔ:/ by some words like off, loss, cost, cloth, cough.

Some exceptional words:

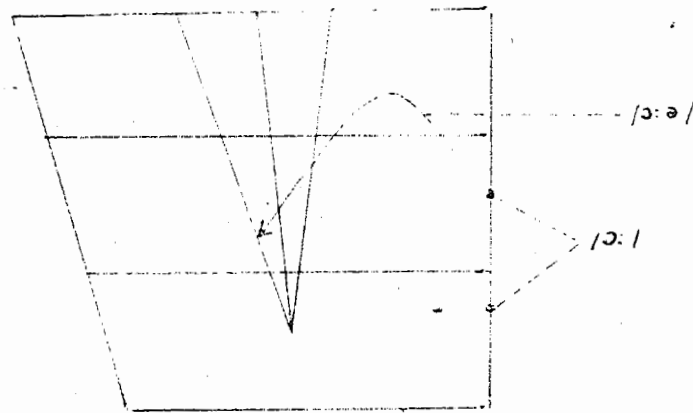
broad /brɔ:d/

door /dɔ:/ or /dɔə/

floor /flɔ:/ or /flɔə/

water /wɔ:tə/

wrath /rɔ:θ/



/ɔ:/ and its variants

H. THE ENGLISH VOWEL /u/:

The sound represented by /u/ without a length-mark is the member of the u-phoneme used when the vowel is relatively short. English short /u/ has a tongue

position considerably higher than that of the English long /ɔ:/ and somewhat advanced. The tongue is not so high as that in long /u:/. The lips rounded, fairly closed, but not so closed as those in the long /u:/. The distance between the jaws is less than that in /ɔ/ and /ɔ:/. Some writer call this sound "a lax vowel".

The vowel /u/ is pronounced with a part of the tongue nearer to centre than to back, raised just above the half-close position; it has, therefore, a symmetrical back relation-ship with the front vowel /i/; the tongue is laxly held, no firm contact being made between the tongue and the upper molars. The lips are closely but loosely rounded.

/u/ is one of the two short sounds of the letter u, for examples:

put / put /
full / ful /
bush / buʃ /
cushion / 'kʊʃɪn /

oo has the sound /u/ when followed by k as in:

book / buk /
look / luk /

And in some miscellaneous words:

foot / fut /
good / gud /
hood / hud /
stood / stud /
wood / wud /
wool / wul /

In broom, groom, room and soot both /u:/ and /u/ are heard, but the /u/ form being more usual in Received Pronunciation.

Some exceptional words:

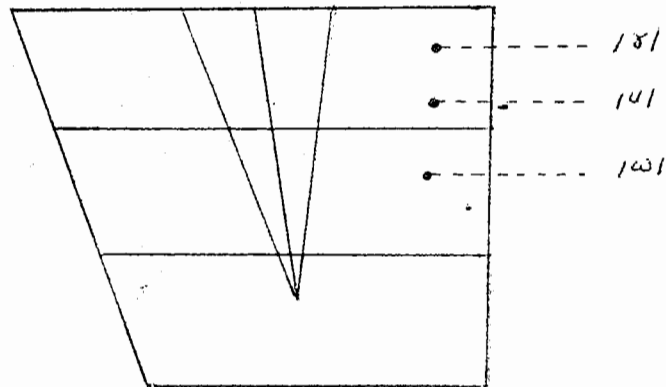
bosom / 'buzəm /
bouquet / 'bukei /
could / kud /
courier / 'kuriə /
should / ʃud /
wolf / wulf /
woman / 'wuman /
Worcester / 'wustə /
would / wud /

In Southern part of England some people use an unrounded / u / written / ω /. It is used especially when they utter an exclamation, such as:

good / gωd /
look / lωk /

Some people in the Northern part utter unrounded / o / written / ø / instead of / u /, for examples:

book / bøk /
look / løk /
put / pøt /



/ u / and its variants

I. THE ENGLISH VOWEL / u: /:

The notation / u: / is employed to denote those

those members of the English u-phoneme which are used when the vowel is relatively long.

Received Pronunciation long /u:/ is a back close vowel, but the tongue raising is relaxed from the closest position and is somewhat advanced from true back.

/u:/ is the long sound of the letter u, for examples:

rule / ru:l /
June / dʒu:n /
music / 'mju:zɪk /
future / 'fju:tʃə /
tube / tju:b /

oo has the sound /u:/ in most words in which the oo is not followed by r or k, for examples:

too / tu:/
food / fu:d /
spoon / spu:n /

o has the sound /u:/ in :

ado / ə'du:/
do / du:/
to / tu:/
who / hu:/
whom / hu:m /
lose / lu:z /
move / mu:v /
prove / pru:v /
tomb / tu:m /

ou has the sound /u:/ in some words:

routine / ru:tin /
soup / su:p /
croup / kru:p /
douche / du:ʃ /

rouge / ru:ʒ /
route / ru:t /
through / θru: /
uncouth / ʌn'ku:θ /
wound / wa:nd /
youth / ju:θ /

u is also the usual sound of eu, ew and ui, for examples:

feud / fju:d /
new /nju: /
crew / kru: /
suit / su:t /
fruit / fru:t /

Some exceptional words:

beauty / 'bju:ti /
shoe / ʃu: /
canoe / kə'nu: /
manoeuvre / mæ'nu:və /

When stressed / u: / is followed by i the sequence is sometimes reduced to a falling diphthong / ui /,

thus: ruin is pronounced / 'ru:in / or /ruin /

bluish is pronounced / 'blu:ɪʃ / or / bluiʃ /

doing is pronounced / 'du:ɪŋ / or / duɪŋ /.

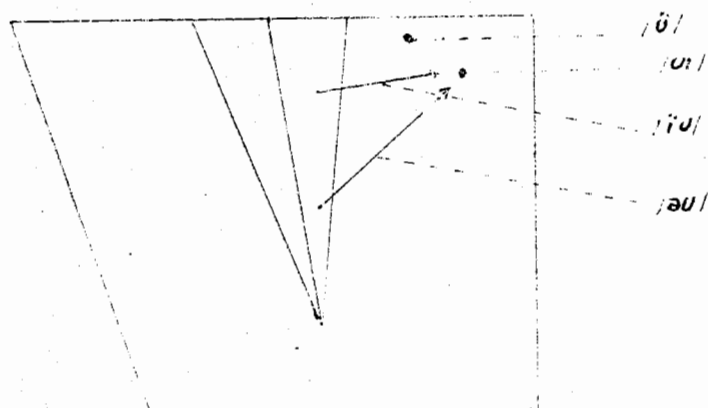
When / u: / is followed by / ə / there is generally an alternative pronunciation with the falling diphthong / uə /, for example:

fewer / 'fju:ə / or / fjuə /
deer / 'du:ə / or / duə /

Many English speakers diphthongize slightly the sound / u: / especially when final. This diphthongization takes the form of a gradual increase of the lip-rounding,



it may be symbolized phonetically by / uɪ / or / əu / or / uʊ /; thus, shoe, few, are pronounced / ʃu: /, / fju: / or / ʃuʊ /, / fjuʊ /.



/ u: / and its variants

J. THE ENGLISH VOWEL /ʌ /:

The English phoneme represented by / ʌ / may be regarded as comprising only one sound. The short RP / ʌ / is articulated with a considerable separation of the jaws and with the lips neutrally open; the centre of the tongue (or a part slightly advance of centre) is raised just above the fully open position, no contact being made between the tongue and the upper molars.

/ ʌ / is one of the two short sounds of the letter u, for examples: cut / kʌt /

mutton / 'mʌtn /

hurry / 'hʌri /

o has the sound / ʌ / in many words, for examples:

among / ə'mʌŋ /

come / kʌm /

comfort / 'kʌmfət /

constable / 'kʌnstəbl /

done / dʌn /

<u>front</u>	/ frʌnt /
<u>frontier</u>	/ 'frʌntjə /
<u>honey</u>	/ hʌni /
<u>London</u>	/ 'lʌndən /
<u>Monday</u>	/ 'mʌndi /
<u>mongrel</u>	/ 'mʌŋgrəl /
<u>once</u>	/ wʌns /
<u>onion</u>	/ 'ʌnjən /
<u>pommel</u>	/ 'pʌml /
<u>some</u>	/ sʌm /
<u>Somerset</u>	/ 'sʌməsɪt /
<u>son</u>	/ sʌn /
<u>sponge</u>	/ spʌndʒ /
<u>stomach</u>	/ 'stʌmək /
<u>ton</u>	/ tʌn /
<u>tongue</u>	/ tʌŋ /
<u>wonder</u>	/ 'wʌndə /
<u>above</u>	/ ə'ʌv /
<u>cover</u>	/ 'kʌvə /
<u>dove</u>	/ dʌv /
<u>glove</u>	/ glʌv /
<u>govern</u>	/ 'gʌvən /
<u>love</u>	/ lʌv /
<u>oven</u>	/ 'ʌvən /
<u>shove</u>	/ ʃʌv /
<u>shovel</u>	/ 'ʃʌvl /, etc.

The vowel /ʌ/ varies both locally and individually. In London dialectal speech, the sound used is near to /a/, an open front vowel, for example:

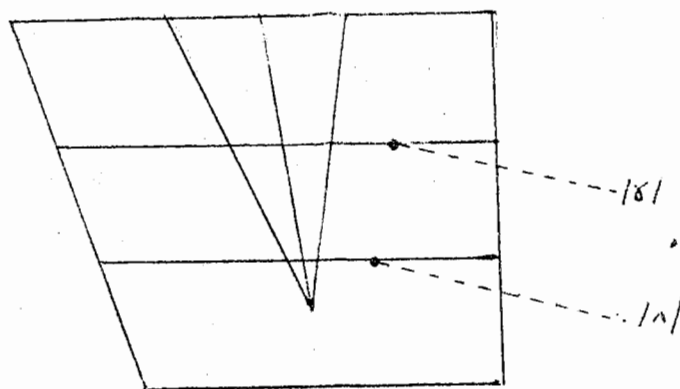
<u>cup</u>	/ kʌp / is pronounced / kap /
<u>dull</u>	/ dʌl / is pronounced / dal /
<u>mother</u>	/ 'mʌðə / is pronounced / 'maðə /.

In the North, a backer variety is generally heard; the sound used is the sound nearly unrounded / o / phonetically written / ɔ /, for examples:

cup / kɔp /
dull / dɔl /
funny / fɔni /
good / gɔd /
full / fɔl /

In a number of words written with o some speakers use / ʌ /, others use / o /, for examples:

dromedary / 'drʌmədəri / or / 'dromədəri /
accomplish / ə'kʌmplɪʃ / or / ə'kɒmplɪʃ /
Brompton / brʌm(p)tən / or / 'brɒm(p)tən /



/ ʌ / and its variants

K. THE ENGLISH VOWEL / ə: /:

/ ə: / is the member of the English ə-phoneme used when the vowel is relatively long. / ə: / is a central vowel. In other words, the central part of the tongue is raised in order to make such a sound. The tongue is raised to about mid-way between the half close and half-open positions or perhaps higher. The lips are spread almost as when producing / i: /. The opening between the jaws are narrow; it is impossible

to make the sound properly with a wide open mouth.

/ə:/ is the usual sound of stressed er, ir, ur, and yr, when final or followed by a consonant, for exam-

ples:

<u>her</u>	/ hə:/
<u>firm</u>	/ fə:m /
<u>fur</u>	/ fə:/
<u>bird</u>	/ bə:d /
<u>turn</u>	/ tə:n /
<u>myrtle</u>	/ 'mə:tl /

ear followed by a consonant is generally pronounced

/ə:/ such as: earn / ə:n /
earth / ə:θ /
heard / hə:d /

or is generally pronounced /ə:/ when preceded by w, such as in:

<u>work</u>	/ wə:k /
<u>world</u>	/ wə:ld /
<u>attorney</u>	/ ə'tə:ni /

our is pronounced /ə:/ in:

<u>adjourn</u>	/ ə'dʒə:n /
<u>courteous</u>	/ 'kə:tjəs /
<u>journal</u>	/ 'dʒə:nl /
<u>scourge</u>	/ skə:dʒ /

Some exceptional words:

<u>colonel</u>	/ 'kənl /
<u>amateur</u>	/ 'æmətə:/
<u>connoisseur</u>	/ kəni'sə:/
<u>chauffeur</u>	/ ʃou'fə:/
<u>year</u>	/ jə:/ or / jiə:/
<u>were</u>	/ wə:/ or / wɛə/ or / wə/ (weak form)
<u>girl</u>	/ gə:l / or / gɛəl / or / giəl /

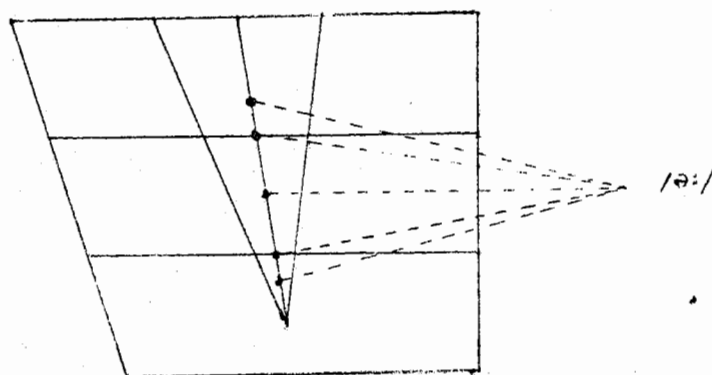
A particularly open variety resembling a lengthened /ʌ/ may often be heard in London, for examples:

fur, fir / fɜ: / becomes / fʌ: /
bird / bɜ:d / becomes / bʌ:d /

At the other extreme, it is an almost close sound not far from /ɔ: / (unrounded / u: /), so:

/ fɜ: / becomes / fɔ: /
/ bɜ:d / becomes / bɔ:d /

In the west and North-west, /ɜ: / is generally represented by a central r-coloring or retroflexion which may be denoted phonetically by /ɹ/. Fir and fur are pronounced as / fɹ: / and bird as / bɹ:d /.



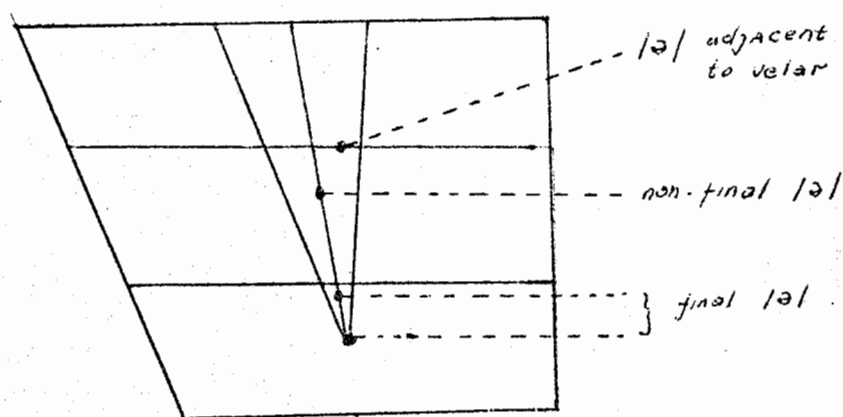
/ɜ: / and its variants

L. THE ENGLISH VOWEL /ə/:

The letter /ə/ without the length-mark is used to denote those members of the English ə-phoneme which are used when the vowel is relatively short. /ə/ has a very high frequency of occurrence in unaccented syllables. Its quality is that of a central vowel with neutral lip-position, having in non-final positions a tongue raising between half-open and half-close, for examples: alone / ə'loun /

fatigue / fə'ti:g /
decorative / dekə'retɪv /
afterwards / ɑ:ftəwədz /

In the neighbourhood of the velar consonants / k , g / and / ŋ / the tongue may be more slightly raised and retracted, for example: long ago / 'lɒŋ ə'gəʊ /. But in final positions such as mother, doctor, over, picture, Cina, the vowel is articulated either in the half-open central position or in the most open region of the central area.



/ ə / and its variants

II. THE LINGUISTIC ANALYSES OF THE ENGLISH DIPHTHONGS:

A diphthong is a sound made by gliding from one vowel position to another. A diphthong is represented phonetically by a sequence of two letters, the first showing the starting point and the second indicating the direction of the movement.

There are two kinds of diphthongs classified according to the directions of the movements. In the first class are closing diphthongs, namely diphthongs during the production of which the tongue or its part moves to the position of a close vowel. These diphthongs are / ei ou ai au / and / ai /.

In the second class are centring diphthongs namely diphthongs during the production of which the tongue or its part moves to the position of the central vowel / ə /. These diphthongs are / iə eə oə / and / uə /.

One can also classify diphthongs into rising diphthongs, narrow diphthongs and wide diphthongs. A rising diphthong is a diphthong in which the end part has greater prominence than the beginning part. A falling diphthong is one in which the second element is louder or more prominent than the first, for examples:

here / hiə /
idea / aidiə /
happier / hæpiə /
poor / puə /
idiom / idiəm /
influence / influəns /

A narrow diphthong is one in which the movement of the tongue is relatively small, for examples the diphthongs / ei / and / ou /. A wide diphthong is a diphthong in which the movement of the tongue is relatively great, for example / ai, au /.

A. THE ENGLISH DIPHTHONG / ei /:

The English closing diphthong / ei / begins at about half-way between half-close and half-open positions and moves upwards in the direction of / i /.

/ ei / is the long sound of the letter a as in:

came / keim /
make / meik /

It is also the usual sound of ai and ay, for examples:

plain / pleɪn /

daisy / 'deɪzi /

day / deɪ /

play / pleɪ /

ei and ea have the sound / eɪ / in some words, for examples:

weigh / weɪ /

veil / veɪ /

great / greɪt /

break / breɪk /

Exceptional words:

bass (in music) / beɪs /

gauge / geɪdʒ /

In London dialectal speech the first element of this diphthong may be as open as [a- , æ] or as a sound similar to that used for RP / ʌ /, for instance [da-i dæi dai] for / deɪ /, day.

B. THE ENGLISH DIPHTHONG / ou /:

The diphthong / ou / starts at the vowel / o / which is in back and intermediate positions between half-close and half-open positions while the lips are slightly rounded. It moves in the direction of / u / which is in back and intermediate positions between the close and half-close positions while the lips are rounded. The tip of the tongue is touching^{or} nearly touching the lower front teeth, and the soft palate is in its raised position and the vocal cords are in vibration.

/ ou / is the long sound of the letter o, for

examples:

<u>so</u>	/ sou /
<u>home</u>	/ houm /
<u>noble</u>	/ 'noubɪ /
<u>roll</u>	/ rouɪ /
<u>bolt</u>	/ boult /
<u>post</u>	/ poust /
<u>both</u>	/ bouθ /
<u>only</u>	/ 'ounli /
<u>dont</u>	/ 'dount /

/ ou / is the regular sound of oa when not followed by r, for examples:

<u>road</u>	/ roud /
<u>toast</u>	/ toust /

ow is pronounced / ou / in many words, such as:

<u>know</u>	/ nou /
<u>sow</u> (verb)	/ sou /
<u>growth</u>	/ grouθ /

ou is pronounced / ou / in the following words:

<u>dough</u>	/ dou /
<u>mould</u>	/ mould /
<u>poultry</u>	/ 'poultri /
<u>shoulder</u>	/ 'ʃouldə /
<u>smoulder</u>	/ 'smouldə /
<u>soul</u>	/ soul /
<u>though</u>	/ θou /

Some exceptional words:

<u>oh</u>	/ ou /
<u>brooch</u>	/ broutʃ /
<u>sew</u>	/ sou /
<u>bureau</u>	/ bjʊə'rou /

The English vowel / o / occasionally appears without a following / u /, but only in unstressed syllables or before another vowel. Such cases are comparatively rare, and there are always alternative forms of / ou / or / ə /, for examples:

November / no'vembə / or / 'nou'vembə / or
/ nə'vembə /

obey / o'bei / or / ou'bei / or / ə'bei /

molest / mo'lest / or / mou'lest / or
/ mə'lest /

C. THE ENGLISH DIPHTHONG / ai /:

Different speakers of Received English do not all pronounce / ai / in the same way. In the pronunciation of many, the diphthong begins at Cardinal Vowel / a / and Cardinal / ə /, while of others, the beginning is at a point between / a / and / æ /. Some others, however, especially in the North^{of} England use a sound nearer to / ʌ i / or / ə i /.

With each individual speaker, / ai / represents a phoneme comprising one of the above-mentioned forms as the principal member and at least one notable subsidiary member, namely the variety used when / ə / follows.

In the practical teaching of English pronunciation to foreign learners it is generally convenient to take as the normal value of / ai / the variety which begins at Cardinal / a /. The formation of the beginning of this diphthong may be described formally as follows:

- height of the tongue: low
- part of tongue raised: the front
- position of lips: spread to neutral
- opening between the jaws: rather wide.

The tip of the tongue is touching^{or} nearly touching the lower front teeth, and as in the case of all ordinary vowels, the soft palate is in its raised position and the vocal cords are in vibration.

To pronounce the English diphthong / ai / correctly, it is not necessary that the pronunciation of / i / should actually be reached. A certain portion of the movement towards / i / is sufficient to give a proper effect. In other words, a diphthong of the type / æ / will suffice. Even / aɛ / would not strike an Englishman as wrong, as long as the ε-element is not too open.

The English diphthong / ai / is the long sound of the letter i and y, for examples:

idle / 'aidl /
night / nait /
child / tʃaɪld /
find / faɪnd /
fly / flai /

ie has the value / ai / when final, as in :

pie / pai /
tried / traɪd /
cries / kraɪz /

ei is pronounced / ai / in the words:

height / haɪt /
sleight / slaɪt /
either / 'aɪðə /
neither / 'naɪðə /
eider / 'aɪdə /

Some exceptional words:

buy / bai /
eye / ai /
aisle / ail /

/ ai / sometimes forms a triphthong with a following / ə / as in: fire / 'faɪə /

In pronouncing this triphthong, the tongue never really goes near to the / i / position; / æə / more nearly represents the actual pronunciation. The levelling of a triphthong is often carried so far that it is replaced by a diphthong / aə / or even simply a lengthened / a: /; thus fire is often heard as / faɪ / or / fa: /; empire is often pronounced / 'empæ / or / 'empɑ: /. This levelling of triphthong is particularly common when a consonant follows, as in:

fiery / 'fa: ri /
society / sə'sa: ti /
entirely / in'ta: li /
violin / vɑ: 'lin /
giant / dʒɑnt /
hire it / 'hɑ: r it /

There is another special case in which the reduction of / aiə / to / aə / or / a: / does not take place, namely when dark / ɪ / follows, such as trial / 'traɪəl /.

D. THE ENGLISH DIPHTHONG / au /:

The English closing diphthong / au / begins from the / a / position and moves upwards to the direction of / u /. One may describe the formation of the vowel with which the diphthong begins, as follows:

- height of the tongue: low
- part of the tongue raised: the hinder part of
the front
- position of lips: neutral
- opening between the jaws: rather wide.

The tip of the tongue is touching or nearly touching the lower front teeth, and as in the case of ordinary vowels, the soft palate is in its raised position and the vocal cords are in vibration.

To pronounce the English diphthong / au / correctly it is not necessary that the pronunciation of / u / should actually be reached. The proper effect will suffice as long as a considerable portion of the movement towards / u / is performed. In other words, a diphthong of the type / ao / will suffice.

/ au / is the usual sound of ou, for examples:

loud / laud /

house / haus /

out / aut /

bough / bau /

/ au / is also the frequent sound of ow, for examples:

cow / kau /

town / taun /

eo has the value /au / in the name

MacLeod / mɔ'klaud /

/ au / sometimes forms a triphthong with a following / ə / as in power / pauə /. In pronouncing this triphthong the tongue never really goes to the / u / position; / aoə / or / aɔə / more nearly represents the pronunciation usually heard. The levelling is sometimes carried so far that the triphthong becomes re-

duced to a single long / a: /. Thus, power may often be heard as / pa: /. This levelling of triphthong is common especially when a consonant follows, as in powerful (transcribed / 'pauəfl /, but usually pronounced / 'paəfl / or / 'pa:fl / or / 'pa:fl /.

Some words which may be uttered with / auə / have alternative pronunciations with a very definite disyllabic / au-ə /. This way of pronouncing is usual when the / ə / is a suffix or belongs to a suffix, such as in :

plougher / 'plau-ə /
allowable / ə'lau-əbl /
allowance / ə'lau-əns /

There is another special case in which the reduction of / auə / to / a: / does not take place, namely when the triphthong is followed by dark 'ɹ / such as in:

towel / 'tauəl /
vowels / 'vauəlz /.

E. THE ENGLISH DIPHTHONG / ɔi /:

For RP / ɔi / the tongue glide begins at a point between the back half-open and open position and moves in the direction of / i /. The lips are open rounded for the first element, changing to neutral for the second.

The English diphtong written phonetically / ɔi / is the regular sound of oi and oy, for examples:

oil / ɔil /
noise / nɔiz /
boy / bɔi /
employs / im'plɔiz /
royal / 'rɔiəl /

The starting point of the variants of this diphthong may vary between Cardinal /ɑ/ and Cardinal /ɔ/. The latter variant is to be related to the London realization of /ai/ as /aɪ/; the first element of the diphthong in a word such as boy must be closer than in RP in order to maintain the contrast with the glide in buy /bɔɪ/.

F. THE ENGLISH DIPHTHONG /iə/:

The diphthong /iə/ begins with a tongue position like that used for /i/, namely centralized front half-close and moves in the direction of the more open variety of /ə/ when /iə/ is final in the word; in non-final positions, for examples in beard, fierce, the glide may not be so extensive; the quality of the /ə/ element being of a mid-type. The lips are neutral with a slight movement from spread to open.

/iə/ is the usual sound of eer, for instance:

deer /diə/
peering /'piəriŋ/
steerage /'stiəriʒ/

ear, ere, eir, ier, ea, ia also have the sound

/iə/ in some words, for examples:

ear /iə/
beard /biəd/
here /hiə/
weird /wiəd/
 Pierce /piəs/
fierce /fiəs/
idea /ai'diə/
Ian /iən/

Some of these words have an alternative pronunciation with / jə: /, for instance:

here / hɜ: /

fierce / fjɜ:s /

This does not apply as a rule to words spelt without / r / such as idea, ian, nor to words in which the / iə / is preceded by / i / or / w /, such as:

career / kə'riə /

queer / kwɪə /

Exception: theatre / θiətə / or / eɜ:tə /

Some English speakers pronounce the diphthong / iʌ / instead of / iə /. Then / iʌ / is considered as one of the variants of / iə /. Some people also pronounce with a long / i: / rather than the short one. Thus / iə / is pronounced as / i:ə /. The long / i: / can be found in words like:

dear / di:ə /

here / hi:ə /

cheer / tʃi:ə /

board / bɔ:əd /

tears / ti:əz /

G. THE ENGLISH DIPHTHONG /ɛə /:

The diphthong /ɛə / begins in the half-open front position, namely like that of Cardinal /ɛ / and moves in the direction of the more open variety of /ə /, especially when the diphthong is final. Where /ɛə / occurs in a syllable closed by a consonant, the /ə / element tends to be of a mid [ə] type. The lips are neutrally open.

/ɛə/ is the regular sound of the group of letters air, for examples:

pair / pɛə /

fair / fɛə /

cairn / kɛən /

/ɛə/ is also the sound of ear and are in many words, for example: bear / bɛə /

spare / spɛə /

Some exceptional words:-

there / ðɛə /

their / ðɛə /

scarce / skɛəs /

aeroplane / 'ɛərəpleɪn /

/ɛə/ sometimes is pronounced like a long pure vowel [ɛ:], somewhat centralized especially in a non-final syllable, such as:

careful / 'kɛ:fl /

scarcely / 'skɛ:slɪ /

H. THE ENGLISH DIPHTHONG /ɔə/:

The diphthong /ɔə/ starts very near to the English vowel /ɔ:/ and proceeds in the direction of the more open type of /ə/. The lip-rounding of the initial part is less close than for /ɔ:/.

The initial part of the diphthong may be described shortly, as follows:

- height of tongue: somewhat below half-open
- part of tongue raised: the back
- position of lips: open lip-rounding
- distance between the jaws: medium to wide.

The tip of the tongue is generally, though not necessarily, somewhat retracted from the lower teeth. As in the case of all normal vowels, the soft palate is in its raised position and the vocal cords are in vibration.

The diphthong /ɔə/ may be heard in the pronunciation of many speakers in words written with oar, ore, as well as in some words written with our, for examples:

coarse / kɔəs /

score / skɔə /

four / fɔə /

course / kɔəs /

/ɔə/ may also be heard in the words:

door / dɔə /

floor / flɔə /

It must be noticed, however, that many speakers of Received English do not use the diphthong /ɔə/ at all, but always replace it by /ɔ:/ instead. So the above words are pronounced as: / kɔ:s /, / skɔ:/, / fɔ:/, / kɔ:s /, / dɔ:/, / flɔ:/.

I. THE ENGLISH DIPHTHONG /uə/:

/uə/ is a diphthong which starts at /u/ which then rapidly glides into the position of /ə/. It is a falling diphthong and its falling character being effected by means of 'diminuendo stress'. This means that the beginning part of the diphthong is uttered with a stronger stress than the final part.

A diphthong of the type /uə/ is used in some words written with ure and oor and their derivatives, for examples:

sure / suə /

surely / suəli /

cure / kjuə /
cured / kjuəd /
poor / puə /
poorer / 'puərə /
endure / in'djuə /

It also comprises many words spelt with ur followed by a vowel, for examples:

curious / 'kjuəriəs /
duration / djua'reɪʃn /
security / si'kjuəriiti /

It further comprises some words spelt with our, such as in:

tour / tuə /
gourd / guəd /
bourse / buəs /

as well as words spelt with ua, ue or ewe followed by a consonant letter and whose syllable is stressed, such

as in: truant / truənt /
fluency / 'fluənsi /
jewel / dʒuəl /

these words all have variant pronunciations with / u:ə /.
The diphthong / u:ə / also occurs as a variant of / uə / when the termination -er is added to words ending in / -u: / as in:

doer / duə / or / 'du:ə /
fewer / fjuə / or / 'fju:ə /

Sometimes words written with ure and oor, especially the common ones, also have alternative pronunciations with / ɔə / or / ɔ: /, for instance:

poor / pɔə / or / pɔ: /
sure / ʃɔə / or / ʃɔ: /
cure / kjɔə / or / kjɔ: /
pure / pjɔə / or / pjɔ: /

J. THE ENGLISH DIPHTHONG / iə /:

Resembling the diphthong / iə / but yet differing from it, in some respects, is another sound which may be represented by the notation / i̯ə /.

/ i̯ə / is formed by starting with a tongue position approximately that used for / i /, that is, fairly close, front and unrounded and ending at a central nearly half-open, unrounded position.

/ i̯ə / is heard in such words as:

<u>hideous</u>	/ 'hidiəs /
<u>glorious</u>	/ 'glɔ:riəs /
<u>happier</u>	/ 'hæpiə /
<u>easier</u>	/ 'i:ziə /
<u>area</u>	/ 'ɛəriə /
<u>aquarium</u>	/ ə'kwɛəriəm /
<u>radius</u>	/ 'reidiəs /
<u>theoretical</u>	/ θiə'retikl /
<u>axiomatic</u>	/ æksiə-'mætik /
<u>realistic</u>	/ riə'listik /
<u>archaeological</u>	/ ɑ:kɪə'lɔ:dʒikl /

From the above examples one can see that / i̯ə / is always unstressed. The exact nature of / i̯ə / is difficult to establish. Many English people feel it as a sequence of / i / and / ə / forming two syllables. They may even at times, especially in precise speaking use a disyllabic sequence of / i / and / ə / in words, written with / iə /; this way of pronouncing is shown in some dictionaries by / i-ə /.

/ iə / has a certain resemblance to the sequence / jə /, but it is distinct from this. / iə / is a gradual glide, whereas / jə / begins with a sudden rapid glide. It is noteworthy that many, though not all, English words containing / iə / have alternative pronunciation with / jə /. For instance, some English people will pronounce hideous as / 'hidjəs /

easier as / 'i:zjə /

Some will even use / jə / after /w / as in

colloquial / kə'loukwjəl / more usually:

/ kə'loukwɪəl /

Words like area in which / iə / is preceded by r do not have a variant pronunciation with / jə /. Nor do some of the words in which / iə / immediately precedes a stress such as in:

Neapolitan / niə'pɒlɪtn /

The fact that / iə / may always have a primary or secondary stress in English, while / iə / is always unstressed, suggests that the distinction between the two may not be phonemic. Sometimes the difference between / iə / and / iə / is accompanied by a difference of juncture of syllables or a difference in place of syllable division. For instance the distinction between corn-ear (ear of corn) / 'kɔ:nɪə / and cornea (of the eye) / 'kɔ:nɪə / involves not only the difference of / iə / and / iə / but also the difference in the point of syllables division: this point is found after the n in corn-ear but in the middle of the n in cornea. This, in turn, involves a slightly difference in the length of the sounds /ɔ:/ in the two words; the /ɔ:/ in corn-ear being somewhat longer than that in cornea.

This does not mean that the differences in juncture can always be held on account for the difference between / iə / and / ĩə /, since cases occur where / iə / and / ĩə / are differentiated in similar environments showing no differences of juncture.

It is possible, however, that many English people do not distinguish / iə / from / ĩə / at all, at any rate in quick speech. For this reason and for the reason that for some, the distinction between / iə / and / ĩə / is probably not phonemic, the distinction between the two is often ignored in phonetic transcriptions.

K. THE ENGLISH DIPHTHONG / ʊə /:

Resembling the diphthong / uə / and yet differing from it in some respects is a sound which may be represented by the notation / ʊ̃ə /. It is heard in words

such as:	<u>influence</u>	/ 'ɪnfl̩ʊ̃əns /
	<u>incongruous</u>	/ ɪn'kɒŋgr̩ʊ̃əs /
	<u>arduous</u>	/ 'ɑ:dʒ̩ʊ̃əs /
	<u>vacuum</u>	/ 'vækj̩ʊ̃əm /
	<u>valuer</u>	/ 'vælj̩ʊ̃ə /
	<u>valuable</u>	/ 'vælj̩ʊ̃əbl /
	<u>arguer</u>	/ 'ɑ:gj̩ʊ̃ə /
	<u>Papua</u>	/ 'pæpj̩ʊ̃ə /
	<u>usual</u>	/ 'ju:ʒ̩ʊ̃əl /
	<u>puerility</u>	/ pj̩ʊ̃ərɪlɪti /
	<u>Juanita</u>	/ dʒ̩ʊ̃ə'nɪ:tə /
	<u>fluorescence</u>	/ fl̩ʊ̃ə'resnt /

/ ʊ̃ə / has a certain resemblance to the sequence

/wə / though it is distinct from it. / ũə / is a gradual glide whereas / wə / begins with a sudden rapid glide. It is to be observed that some words normally uttered with / ũə / have alternative pronunciations with / wə /, for instance the words:

Joshua / 'dʒɔʃwə / or / 'dʒɔʃũə /
influence / 'inflwəns /
usual / 'ju:ʒwəl /

A preceding r does not preclude the use of the variant [wə], for instance in:

incongruous / in'kəŋgrwəs /

The variant [wə] may even be heard occasionally after j, for example:

arduous / 'ɑ:dʒwəs / for the more usual
/ 'ɑ:dʒũəs /

As like / iə /, the nature of / ũə / is difficult to establish with precision. Some English people feel it as a sequence of / u / and / ə / forming two syllables. They may even pronounce a disyllabic / u-ə / in precise speaking, such as:

influence / 'influ-əns /
arduous / 'ɑ:dju-əs /
puerility / pju-ə'riliti /

This kind of pronunciation can be found in some dictionaries. Daniel Jones regards the / ũə / as a rising diphthong. The ə- element is more prominent than the u-element on account of the greater sonority of / ə / as compared with / u /, and not on account of any increase in stress.

The fact that / uə / may always have a primary

or secondary stress, while / ũə / is always unstressed suggests that the distinction between them may not be phonemic. According to Daniel Jones the distinction between / uə / and / ũə / is phonemic with some English people, though it is not for others. (The analysis is difficult because of the fact that words containing weakly stressed / uə / are few in numbers).

Examples showing clearly the contrast between / uə / and / ũə / are not numerous. The distinction is however, exemplified by:

tenure / 'tenjʊə /
valuer / 'væljʊə /
contour / 'kɒntʊə /
Mantua / 'mæntjʊə / or / 'mæntʊə /
rest-cure / 'reskjʊə /
rescuer / 'reskjʊə /

L. THE ENGLISH DIPHTHONG / ũi /:

A rising diphthong / ũi / is not uncommon. It is always unstressed, and it occurs in the pronunciation of words, such as:

valuing / 'væljʊɪŋ /
issuing / 'ɪsjʊɪŋ / or / 'ɪjʊɪŋ /
casuist / 'kæsjʊɪst /
ruination / rʊɪ'neɪʃn /

It is always replaceable by the disyllabic sequence / u-i / which is difficult to distinguish from it. It is distinguishable from the stressed diphthong / ui / but the distinction is hardly perceptible. For these reasons the diphthong / ũi / may be ignored by foreign learners.

It is sufficient that they use the disyllabic pronunciation, namely / u / followed by / i /.

/ ũi / is often replaced by / u:i / when immediately preceding stress, for example:

ruination / ru:ineifn / .

III. THE LINGUISTIC ANALYSES OF INDONESIAN VOWELS:

According to Tardjan Hadidjaja and Sutan Takdir Alisjahbana there are six vowel in Indonesian, namely, / i e ə a u / and / o /. Tardjan Hadidjaja says:

Dalam bahasa Indonesia terdapat sembilan buah bunyi yang dapat dibagi menjadi:

- Jenis I; bunyi tunggal / é a e o i / dan / u /
- Jenis II: bunyi pada (diftong): / au ai / dan / oi / 4)

Sutan Takdir Alisjahbana says:

Dalam bahasa Indonesia terdapat vokal yang berikut:

- / a / seperti dalam ada, dapat, pundak, pinta
- / e / seperti dalam besar, sempat, sentak
- / é / seperti dalam keléréng, persén, pésék
- / i / seperti dalam bikin, pinggir, rintik
- / o / seperti dalam kotor, pondok, kepompong
- / u / seperti dalam kusut, kundur, rumpu. 5)

The following is a list of pairs which have a minimal contrast in sound and a difference in meaning. These minimal pairs are words consisting of two syllables with the same consonants and vowels in the first syllable:

- / sapa / sapa 'greeting'
- / sapi / sapi 'cow'
- / sapu / sapu 'broom'

4) Tardjan Hadidjaja, TATA BAHASA INDONESIA, J.P. INDONESIA, YOGYAKARTA 1964, p. 8.
5) S. TAKDIR ALISJAHBANA, TATA BAHASA BARU BAHASA INDONESIA, P.T. PUSAKA RAKYAT, JAKARTA, 1962, p. 12.



From those pairs one finds three Indonesian vowel phonemes / a i / and / u /.

Then: / baran̄ / barang 'thing'
/ beran̄ / berang 'angry'

The difference lies in the vowels of the first syllables / a / and / e /.

From: / bala / bala 'disaster'
/ bola / bola 'ball'

one sees that the two words differ in the vowels of the first syllables / a / and / o /.

In: / barat / berat 'heavy'
/ barat / barat 'west'

the contrast lies in the vowels of the first syllables / ə / and / a /.

From all the examples above it is clear that there are six vowel phonemes in Indonesia. To see whether they are distinctive phonemes or not, it is worth comparing each vowel sound with the other five. Let us consider the following pairs:

/ a / and / i /: / baran̄ / 'thing' / bariṅ / 'lie'
/ saraṅ / 'nest' / sariṅ / 'select'

/ a / and / u /: / bara / 'ember' / baru / 'new'
/ iba / 'pity' / ibu / 'mother'

/ a / and / e /: / anak / 'child' / enak / 'nice'
/ akor / 'agree' / ekor / 'tail'

/ a / and / o /: / araṅ / 'coal' / oraṅ / 'human'
/ lari / 'run' / lori / 'lorry'

/ a / and / ə /: / balut / 'bandage' / bəlut / 'eel'
/ tabu / 'taboo' / təbu / 'sugar-cane'

/ i / and / u /: / babi / 'pig' / babu / 'servant'
/ kaki / 'foot' / kaku / 'stiff'

/ i / and / e / : / rakit / 'canoe' / raket / 'racket'
 / bila / 'when' / belia / 'stand for'

/ i / and / o / : / kita / 'we' / kota / 'town'
 / bila / 'when' / bola / 'ball'

/ i / and / ə / : / kira / 'think' / kəra / 'monkey'
 / kina / 'quinine' / kana / 'stuck'

/ u / and / o / : / rubah / 'fox' / robah / 'change'
 / luka / 'wound' / loka / 'place'

/ u / and / ə / : / buruk / 'bad' / bəruk / 'kind of
 monkey'
 / kura / 'tortoise' / kera / 'monkey'

/ e / and / o / : / elok / 'beautiful' / elok / 'despise'
 / enak / 'delicious' / onak / 'thorn'

/ e / and / ə / : / seran / 'name of town' / saran / 'attack'
 town'
 / sedan / 'car' / sadan / 'grief'

From the minimal pairs presented above, it is true that there are six distinctive vowel phonemes in Indonesian. But one still has some problems with the Indonesian vowel phoneme, for example the Indonesian phoneme / a /. When one pronounces the word / dekat / instead of / dekat / 'near', the listeners still give the same response. So, in a certain environment the Indonesian / ə / and / a / are different phonemes, but in another they are the same. Therefore, they are considered as having a free variation in certain distributions.

The Indonesian / i / and / e /, / u / and / o / are different phonemes, but if we observe the following pairs:

/ mirin / 'slant' / meren / 'slant'
 / gunung / 'mountain' / gunon / 'mountain'

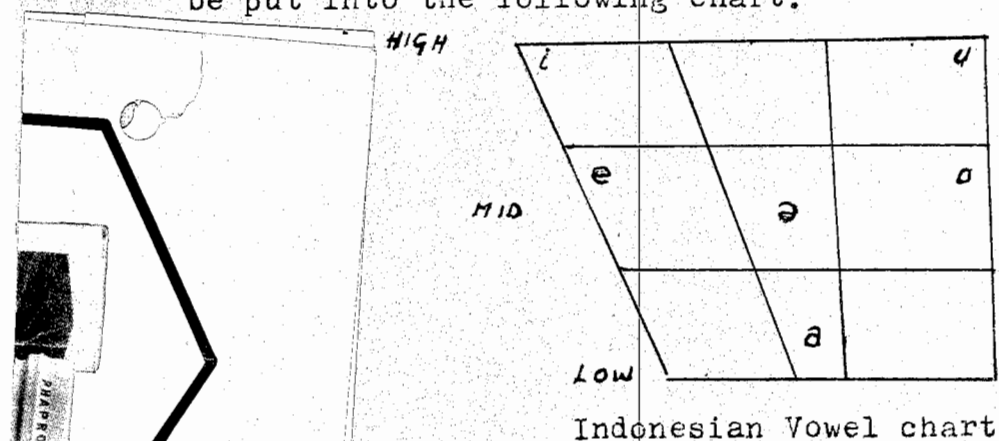
It is clear that in these environments / i / and / e /, / u / and / o / are in free variation in their distributions.

The six Indonesian vowel phonemes can be classified according to:

- the height to which the tongue raised
- the part of the tongue which is raised highest.

The classification according to the height to which the tongue is raised may be termed: high, mid, and low and the classification according to the part of the tongue which is raised highest may be termed: front, centre, and back.

The six Indonesian vowel phonemes, therefore, can be put into the following chart:



INDONESIAN VOWEL / i /:

The Indonesian / i / phoneme is a high, front unrounded vowel. It is made by raising the front surface of the tongue against the teeth-ridge, the body of the tongue is curved while the tip is still against the lower front teeth.

/ i / can occur initially, medially and finally:

Initially	Medially	Finally
/ikat / 'tighten'	/ parit / 'ditch'	/ peti / 'box'
/ ikan / 'fish'	/ sakit / 'ill'	/ dari / 'from'
/ itik / 'duck'	/ putih / 'white'	/ kaki / 'foot'

The Indonesian / i / phoneme has two chief allophones:

1. In a closed syllable it is a sound very much like the English vowel sound in bit, for example the word sakit / sakit / 'sick'.

In an open syllable followed immediately by a closed syllable, especially if the following syllable contains the same vowel sound, it may also be a sound very much like the English vowel sound in bit, for example the word titik / titik / 'point'.

2. In other open syllables, it is a sound very much like the English vowel / i / or / iy / glide in American English, for example in the word bee, starting somewhat higher (that is with the tongue closer to the roof of the mouth at the front) and with only a slight-off glide.

The Indonesian / i / phoneme is represented in the writing system by the letter i, for examples:

/ sakit /	<u>sakit</u>	'sore'
/ titik /	<u>titik</u>	'point'
/ isi /	<u>isi</u>	'contents'
/ ibu /	<u>ibu</u>	'mother'

Some words in which there is the phoneme / i / in the second syllable of the root and in which this syllable is closed, also occur in an alternate form in which the phoneme / e / occurs instead of / i /. The choice as to which form will be used is determined by the preference of the individual speaker; but the form with / i / is the more formal, for example the word adik 'younger brother

or sister' may be pronounced / adik / or / adek /.

B. THE INDONESIAN VOWEL / e /:

The Indonesian / e / phoneme is a high, mid, front unrounded vowel. In its articulation it is nearly equal to the Indonesian / i / but the tongue does not rise as high as that for the / i /. The surface of the tongue is rather low, the space between the tongue and the palate is greater than for the / i /.

The Indonesian / e / phoneme can occur initially, medially and finally:

Initially	Medially	Finally
/ ekor / 'tail'	/ korek / 'match'	/ sore / 'afternoon'
/ enak / 'comfortable'	/ nenek / 'grandma'	/ sate / 'roasted meat'
/ elok / 'marvelous'	/ deret / 'series'	/ lotre / 'lottery'

The phoneme / e / has two chief allophones:

1. In a closed syllable it has a sound somewhat like the English vowel sound in bet, for example in the word pendek / pendek / 'short'.

In an open syllable followed immediately by a closed syllable especially one containing the same vowel phoneme, it is also a sound very much like the English vowel sound in bet, for example the word bebek / bebek / 'duck'

2. In other open syllables it is a sound very much like the English / ei / in the word bay, starting somewhat higher (that is with the tongue closer to the roof of the mouth in front) and with only a slight off-glide, for example in the word sore / sore / 'afternoon'

C. THE INDONESIAN VOWEL / ə /:

The Indonesian / ə / phoneme is a low, mid, central, neutral vowel. It is made by raising the blade of the tongue towards the soft palate. The tip of the tongue is placed a little bit apart from the lower front teeth while the velum is raised to close the nasal cavity. It is a sound very much like the vowel at the end of the English sofa, or the first vowel in support.

The / ə / phoneme can occur initially, medially, and finally:

Initially	Medially	Finally
/ əmbun / 'dew'	/ bəsar / 'big'	/ kodə / 'code'
/ ərang / 'groan'	/ barat / 'heavy'	/ kə / 'to'
/ əngan / 'dislike'	/ bəlum / 'not yet'	/ arə / 'acre'

The Indonesian / ə / phoneme does not have any significant subsidiary member.

D. THE ENGLISH VOWEL / a /:

The Indonesian / a / phoneme is a low, central, unrounded vowel. It is formed like the Indonesian / ə / but the surface of the tongue is rather lower; the space between the tongue and the palate is greater than that for the / ə /.

The Indonesian / a / phoneme can occur initially, medially and finally:

Initially	Medially	Finally
/ api / 'fire'	/ batu / 'stone'	/ buka / 'open'
/ asin / 'salty'	/ dari / 'from'	/ pesta / 'party'
/ arah / 'direction'	/ batuk / 'cough'	/ surga / 'heaven'

The phoneme / a / has two chief allophones:

1. In a closed syllable it is a sound very much like the English vowel sound in baa / ba: / but it is somewhat higher (that is, a little closer to the vowel sound in but / bʌt /), for example in the word dekat / dekat / 'near'.

In an open syllable followed immediately by a closed syllable containing the same vowel phoneme, it is also this type of sound, for example in the word papan / papan / 'board'.

2. In other open syllables, it is a sound very much like the English vowel in baa, with the high point of the tongue low in the mouth and midway between front and back; there may be a slight off-glide to a higher and more central position (that is, towards but not attaining the position of / ə /, for example in the word lama / lama / 'long time'.

E. THE INDONESIAN VOWEL / u / :

The Indonesian / u / phoneme is made by raising the back part of the tongue towards the velum which is raised to close the nasal cavity. In its articulation the lips are rounded considerably. It can be expressed shortly as a high, back, rounded vowel.

The Indonesian / u / phoneme can occur initially, medially and finally:

Initial	Medial
/ umur / 'age'	/ dapur / 'kitchen' / tiru / 'imitate'
/ untuk / 'for'	/ labuh / 'to anchor' / suku / 'race'
/ utama / 'primary'	/ bakul / 'basket' / abu / 'ash'

The phoneme / u / has two chief allophones:

1. In a closed syllable it has a sound somewhat like the English vowel sound in book though it is somewhat higher (that is, with the high point of the tongue is closer to the roof of the mouth at the back), for example in the word takut / takut / 'afraid of'.

In an open syllable followed immediately by a closed syllable containing the same vowel, it may have this same sound, for instance in the word tutup / tutup / 'to close'.

2. In other open syllables, it is a sound very much like the English / u: / phoneme or American English / uw / glide in the word boo, starting somewhat higher (that is, with the high point of the tongue closer to the roof of the mouth at the back) and with only a slight off-glide, for example in the word satu / satu / 'one'.

F. THE INDONESIAN VOWEL / o /:

The Indonesian / o / phoneme is a high, mid, back rounded vowel. It is made by raising the dorsum towards the velum, which is raised to close the nasal cavity. It is nearly equal to the Indonesian / u / but the position of the tongue is lower than that for the / u /, and the lips are rounded.

The Indonesian / o / phoneme can occur initially, medially and finally:

Initial	Medial	Final
/ obat / 'medicine'	/ besok / 'tomorrow'	/ toko / 'shop'
/ otak / 'brain'	/ balok / 'log'	/ sado / 'carriage'
/ orang / 'human'	/ garong / 'robber'	/ sawo / 'a kind of fruit'

The phoneme / o / has two chief allophones:

1. In a closed syllable it is a sound very much like the vowel in British English pot; that is much closer to / u / than in the American English pot, for example in the word potlot / potlot / 'pencil'.

In an open syllable followed immediately by a closed syllable containing the same vowel phoneme, it is also a sound of the same quality, for example in the word bodoh / bodoh / 'stupid'.

2. In other open syllables it is a sound very much like the English vowel in go, starting somewhat higher (that is with the high point of the tongue is closer to the roof of the mouth at the back) and with only a slight off-glide, for example in the word oto / oto / 'car'.

III. THE LINGUISTIC ANALYSES OF INDONESIAN DIPHTHONG:

Before one talks about the Indonesian diphthongs, it is worthwhile to know the difference between vowel clusters and diphthongs.

By a vowel cluster means a sequence of two vowels in which the first element is as prominent as that of the second. By a diphthong is meant a sequence of two vowels in which the first element is more prominent than the second one. The difference of prominence of the first and second element is because of that the first element is syllabic while the second one is non-syllabic.

One can say that the difference between the Indonesian vowel clusters and diphthongs lies in the second element of the vowel sequence, namely the second element of a diphthong is non-syllabic while the second element of a vowel cluster is syllabic. Besides it, a vowel

a vowel cluster constitutes two different phonemes, while a diphthong constitute a single phoneme.

The Indonesian / a / phoneme can cluster with phonemes / i / and / u /, the / i / phoneme can cluster with / a / and / u /. The phoneme / u / can also cluster with / i / and / a /. Here are some examples:

The phoneme / a / clusters with / i / and / u /: / ai / as in the words: lain / lain / 'different', kain / kain / 'cloth' and kail / kail / 'fish-hook'; the cluster / au / can be found in the words laut / laut / 'sea', raut / raut / 'to carve', haus / haus / 'thirsty'.

The phoneme / i / clusters with / a / such as in the words dia / dia / 'he or she', diam / diam / 'silent', biar / biar / 'let'. The phoneme / i / clusters with / u / as in the words tiup / tiup / 'blow', bius / bius / 'drugged' cium / cium / 'kiss'.

The phoneme / u / clusters with / i / as in the words buih / buih / 'foam', kuil / kuil / 'temple', duit / duit / 'money'. The phoneme / u / clusters with / a / as in the words buah / buah / 'fruit', luas / luas / 'wide', buas / buas / 'wild'.

In the examples given above one has the / -VV- / sequence in which the first vowel is equal to the second one in quality, and they constitute two different phonemes.

Unlike the English phonological system, Indonesian has only three diphthongs namely / ai / and / oi /.

A. THE INDOONESIAN DIPHTHONG / ai /:

The Indonesian diphthong / ai / is made by pronouncing the Indonesian / a / then followed by non-syllabic / i /.

The Indonesian diphthong / ai / may occur in final position but never in initial and medial positions:

Initial	Medial	Final
-	-	<u>ramai</u> / rama ⁱ / 'busy'
-	-	<u>damai</u> / dama ⁱ / 'peace'
-	-	<u>badai</u> / bada ⁱ / 'storm'

The Indonesian diphthong / ai / does not have any significant subsidiary member.

B. THE INDONESIAN DIPHTHONG / au /:

The Indonesian diphthong / au / is made by pronouncing the Indonesian / a / then followed by a non-syllabic / u /. This diphthong can occur finally but never initially or medially:

Initial	Medial	Final
-	-	<u>pulau</u> / pula ^u / 'island'
-	-	<u>kalau</u> / kala ^u / 'if'
-	-	<u>kerbau</u> / kerba ^u / 'buffalo'

The Indonesian diphthong / au / does not have any significant subsidiary member.

C. THE INDONESIAN DIPHTHONG / oi /:

The Indonesian diphthong / oi / is made by pronouncing the Indonesian / o / then followed by the non-syllabic / i /. It can occur in final position but never in initial or medial positions:

Initial	Medial	Final
-	-	<u>amboi</u> / ambo ⁱ / 'hey'
-	-	<u>sepoi</u> / sepo ⁱ / 'blow softly'

The diphthong / oi / does not have any significant subsidiary member.

V. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH

VOWELS:

The problems of Indonesian students learning English vowels and diphthongs can be classified into two aspects, namely:

1. The difficulty in the passive aspect, meaning the difficulty in identifying the sound, in differentiating one sound from the others.
2. The difficulty in the active aspect, meaning the difficulty in pronouncing or producing the sounds.

This chapter talks in detail about the difficulties faced by Indonesian students in learning the English vowel phoneme.

A. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH

VOWEL / i: /:

Indonesian students usually have difficulties either in identifying or pronouncing the English vowel / i: /. The difficulty in the passive aspect is that they cannot easily differentiate English vowel / i: / from / i /. In pronouncing / i: / they tend to shorten it especially when final or when followed by voiced consonants, for examples: sea / si: / is pronounced / si /

tree / tri: / is pronounced / tri /

league / li:g / is pronounced / lig /

fifteen / fif'ti:n / is pronounced / fiftin /

According to the rule, the long vowel / i: / is shorter when followed by a voiceless consonant than when final or followed by a voiced consonant. Indonesian students are inclined to make the long vowel / i: / fully long when followed by voiceless consonants, instead

of shortening them, for examples in the words beef / bi:f / and seat / si:t /.

The long vowel / i: / is usually shorter in unstressed syllables, for example in the words leader / 'li:də / and seeing / 'si:ɪŋ / the / i: / is longer than in the words lead / li:d / and / si: / . But the Indonesian students tend to pronounce the long vowel / i: / fully long in unstressed syllable. In the passive aspect they may also identify or hear that the / i: / in those words are the same in length.

The main reasons why Indonesian students face difficulties in learning English vowel / i: / among other things are:

1. In Indonesian there is no long vowel such as / i: / . There is only short / i / in Indonesian, therefore Indonesian students tend to identify or hear and pronounce English vowel / i: / like the Indonesian / i / .
2. In Indonesian vowel / i / has the same length in every environment, whether it occurs initially, medially, or finally. There is no difference in length for Indonesian vowel / i / either it is followed by voiced consonants or voiceless ones. Indonesian students cannot differentiate that / i: / in beef / bi:f / is shorter than in lead / li:d / .
3. In Indonesian stress is not important; there is no difference whether a word has a stress on its first or second syllable. That is why Indonesian students cannot differentiate that / i: / in leader / 'li:də / is shorter than the / i: / in lead / li:d / .

Though it is difficult for Indonesian learners to overcome these problems, they would not become a serious hindrance in their process of learning English as a second language.

B. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
VOWEL / i / :

Most Indonesian students especially the Javanese ones can identify and produce the English vowel / i / easily. It is because one also has this sound in Javanese, for examples in the words:

asin / asin / 'salty'

sengit / senit / 'dislike'

However, some Indonesian students especially those who come from Sumatra, Borneo and Flores cannot identify and produce the English vowel / i / perfectly. They tend to pronounce it as Indonesian / i / in the words ikan / ikan / 'fish' and ikat / ikat / 'tighten'. It is / i / which is pronounced with the height of the tongue nearly to close. In pronouncing the English short / i / the height of tongue is nearly half-close.

Those who have difficulties in identifying or pronouncing the English short / i / cannot differentiate / i / in ikan and / i / in sakit as the allophone of / i /. They will pronounce the / i / in the two words with the height of the tongue nearly close instead of half-close. This is because in their mother-tongues they only have / i / which is pronounced higher than the English vowel / i /.

Another problem for Indonesian students in learning the English short / i / is that they often pronounce the short / i / as / i: / in terminations -ies, and -ied, for examples in the words :

varieties / 'və'raɪətɪz /

carried / 'kærid /.

C. THE PROBLEM OF INDONESIAN STUDENTS LEARNING ENGLISH

VOWEL / e /:

In learning the English vowel / e / Indonesian students have some problems. It is difficult for them to hear and to recognize / e / exactly when it is pronounced, and it is also difficult for them to produce this sound correctly. The reason is that there is no Indonesian vowel / e / which is exactly the same in quality as the English vowel / e /.

As one knows that the English vowel / e / is a half-close to half-open, front, spread vowel, whereas Indonesian vowel / e / is an intermediate, front, spread vowel. Indonesian vowel / e / has two allophones, namely / e / as in P.B.B. / pebebe / and [ɛ] as in pendek / pɛndɛk /.

It is clear that Indonesian vowel / e / is different from the English / e /, whereas Indonesian [ɛ] is very close to English [ɛ], and one can regard that the Indonesian [ɛ] is the same as English [ɛ]. It means that Indonesian vowel [ɛ] is lower than the English / e /. That is why the Indonesian students tend to pronounce the English vowel / e / as the Indonesian / ɛ /, for example the words pen / pen / and red / red / are often pronounced as / pɛn / and / rɛd / by Indonesian students.

Sometimes Indonesian students can produce the English vowel / e / correctly when it occurs in individual words; however, they will produce / ɛ / instead of / e / as soon as it occurs in the sound-group. Nevertheless, one can say that the Indonesian students' problem in producing the English vowel / e / is not very serious.

D. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH

VOWEL / æ /:

Indonesian students have serious problems in learning the English vowel / æ / because in Indonesian there is no / æ / sound. The problem involves both the passive and active aspects. Indonesian students cannot identify the English vowel sound / æ /, they cannot differentiate the sound / æ / from / e / and / ɛ /. When they hear a word having the / æ / sound they will catch it as having the sound / e / or / ɛ /. Of course it causes mistakes. When one says the word bad / bæ d / they may catch it as bed / bed /.

The problem in the active aspect is also serious, because they cannot produce the sound / æ / perfectly. They frequently pronounce / æ / as / ɛ / or / e /. The main cause of this mistake is that they never spread their mouths widely when they pronounce the sound. This is because in Indonesian there is no such vowel. They also never pronounce / æ / with its proper length. Even, some of them pronounce / æ / as / ʌ /, for example they often pronounce fat / fæt / as / fʌt /.

It happens sometimes that some students can pronounce the English vowel / æ / when it occurs individually, but they cannot do so when it occurs in context. It is the same case as when they hear / æ / separately they can identify it correctly, but if it occurs in context it is mixed up with / e / and / ɛ / sounds.

E. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH

VOWEL / a: /:

The difficulties of Indonesian students learning

English vowel /ɑ:/ are both in perceptive and productive aspects. They tend to identify and pronounce the sound without its proper length. They identify and pronounce the sound without remembering that the English sound /ɑ:/ is not the same with the Indonesian /a/. It is because /a/ in Indonesian is a frequently used sound that can occur initially, medially as well as finally, so the tendency to pronounce /ɑ:/ as /a/ is so great that they often do not realize that English vowel /ɑ:/ is longer than Indonesian /a/.

E. THE ENGLISH VOWEL /ʌ/ CAUSES NO PROBLEM FOR INDO-
NESIAN STUDENTS:

English vowel /ʌ/ causes no problem for Indonesian learners because it is in the same quality with the Indonesian vowel /a/. That is why Indonesian students can identify and produce the sound easily.

The difference between the English vowel /ʌ/ and the Indonesian vowel /a/ lies in the case that English vowel /ʌ/ can occur in initial and medial positions only, whereas the Indonesian /a/ can occur initially, medially, as well as finally.

English vowel /ʌ/:

	Initial	Medial	Final
<u>other</u>	/ʌʒə/	<u>come</u>	/kʌm/ -
<u>onion</u>	/ʌnjən/	<u>London</u>	/lʌndən/ -

Indonesian vowel /a/:

	Initial	Medial	Final
<u>alih</u>	/alih/ 'change'	<u>sigap</u>	/sigap/ 'ener-
<u>asuh</u>	/asuh/ 'take care of'		getic'
		<u>lemah</u>	/ləmah/ 'weak'
		<u>sapa</u>	/sapa/ 'without' 'to address'

G. THE ENGLISH VOWEL / ɔ / CAUSES NO PROBLEM FOR
INDONESIAN STUDENTS:

There is no difficulty for Indonesian students learning English vowel / ɔ / because in Indonesian the sound / ɔ / occurs as the allophone of Indonesian vowel / o /, for examples in the words:

basic / pɔkɔk / 'basic'
kodok / kɔdɔk / 'frog'
sogok / sɔgɔk / 'to bribe'
sohor / sɔhɔr / 'famous'
mogok / mɔgɔk / 'to strike'

The vowel sound in those words is the same with the English vowel / ɔ / in the words:

dog / dɔg /
sorry / sɔri /
pond / pɔnd /
not / nɔt /
solid / sɔlid /

H. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
VOWEL / ɔ: /:

The difficulties of Indonesian students learning English vowel / ɔ: / are found in both the passive and active aspects. In the passive aspect they often identify / ɔ: / as / ɔ /, and also in the active aspect they often pronounce / ɔ: / as / ɔ /. The main reason of the mistake is that they never pronounce the English vowel / ɔ: / with its proper length. For example the words

all / ɔ:l / is pronounced as / ɔl /
board / bɔ:d / is pronounced as / bɔd /
cause / kɔ:z / is pronounced as / kɔz / etc.

I. THE ENGLISH VOWEL / u / CAUSES NO PROBLEM FOR
INDONESIAN STUDENTS:

In learning English vowel / u / Indonesian students do not face any difficulties either in the passive or the active aspects. They can identify and pronounce the English sound / u / properly because English vowel / u / is the same with the Indonesian / u /. Let us compare the Indonesian / u / with the English / u / in these words:
Indonesian / u /:

udang / udan / 'shrimp'

buta / buta / 'blind'

suku / suku / 'tribe'

English / u /:

foot / fut /

broom / brum /

shook / Ńuk /

J. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING THE
ENGLISH VOWEL / u: /:

In learning English vowel / u: / Indonesian students tend to identify and pronounce it as / u /. It is because Indonesian does not have long / u: / in its phonological system.

The problems are rather serious because they may identify and pronounce the sound wrongly. They might confused the sound / u: / with / u / in these pair of words:

soot / su:t /

suit / sut /

fool / fu:l /

full / ful /

pool / pu:l /

pull / pul /

In this case the main reason of the difficulties are caused by the fact that in Indonesian the sounds / u / and / u: / do not make any different in meaning.

K. THE ENGLISH VOWEL / ə / CAUSES NO PROBLEM FOR INDO-
NESIAN STUDENTS:

Indonesian students do not find any difficulties in learning the English vowel /ə/ because this sound exists in the Indonesian phonological system. It means that the Indonesian students can identify and pronounce the sound correctly. It is because the quality of English and Indonesian vowel /ə/ is the same.

Compare:

Indonesian vowel / ə /	English vowel / ə /
<u>emas</u> / əmas / 'gold'	<u>agree</u> / ə'gri: /
<u>gerobak</u> / gərobak / 'cart'	<u>support</u> / səpɔ:t /
<u>karena</u> / karəna / 'because'	<u>wipers</u> / waɪpəz /
<u>kode</u> / kodə / 'code'	<u>acre</u> / eɪkə /

L. THE PROBLEMS OF INDOONESIAN STUDENTS LEARNING ENGLISH
VOWEL / ə: /:

The English vowel /ə:/ is difficult for Indonesian students. In hearing the sound it is difficult for them to differentiate /ə:/ from /ə/. In pronouncing the sound the students unconsciously tend to pronounce /ə:/ as /ə/.

They may pronounce the words:

<u>her</u> / hə: /	as / hə /
<u>curl</u> / kə:l /	as / kəl /
<u>thirst</u> / θə:st /	as / θəst /

Nevertheless, the problem is not so serious because though they do not pronounce / ə: / with its proper length, the listeners may not misunderstand the meaning of the words.

VI. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING THE ENGLISH DIPHTHONGS:

Like the problems faced by Indonesian students in learning the English vowels, the problems in passive and active aspects are also faced by Indonesian students in learning the English diphthongs.

The difficulties of Indonesian students in learning the English diphthongs are caused by two main reasons, namely:

1. There are not so many diphthongs in Indonesian phonological system,
2. The quality of Indonesian diphthongs are very different from the English ones.

A. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH DIPHTHONG / ei /:

The difficulties of Indonesian students learning English diphthong / ei / lie in both perceptive and productive skills. It is difficult for Indonesian students to perceive the English / ei /, they cannot differentiate / ei / from / e / and / i /. Similarly, in the productive skill they will also use / e / or / i / instead of / ei /.

These problems of course, bring about mistakes, for when they hear a word having the sound / ei / they will perceive it as a word having the sound / i /. These pair of words may become problems for them:

<u>pale</u>	/ peil /	-	<u>pill</u>	/ pil /
<u>stale</u>	/ steil /	-	<u>still</u>	/ still /
<u>sane</u>	/ sein /	-	<u>sin</u>	/ sin /
<u>sake</u>	/ seik /	-	<u>sick</u>	/ sik /

It happens sometimes that the students can produce the sound / ei / correctly when it occurs individually; but as soon as it occurs in a sound group they tend to pronounce the sound wrongly.

The main cause of this problem is that Indonesian students never spread their mouths widely and they do not pronounce the sound with its proper length as it has to.

B. THE PROBLEMS OF INDOONESIAN STUDENTS LEARNING ENGLISH DIPHTHONG / ou /:

The diphthong / ou / causes problems for Indonesian students in general because this sound does not occur in Indonesian phonological system. It is not surprising that many Indonesian students often make mistakes in identifying and articulating the sound.

In fact, however, sometimes one may hear the sound / ou / occurs in a dialectal speech of some Chinese Indonesian from older generation, as an allophone of the Indonesian diphthong / au /, for examples the words:

<u>kerbau</u>	/ kərbau /	'buffalo'	is pronounced	[kərbou]
<u>lampau</u>	/ lampau /	'past'	is pronounced	[lampou]
<u>silau</u>	/ silau /	'dazzled'	is pronounced	[silou]

So, the sound / ou / is not difficult for Indonesian students from the Chinese origin, but for the others especially the Javanese and Sundanese ones, this sound does cause problems.

Most of the Indonesian students tend to pronounce /ou/ as Indonesian /o/. So, these pair of words may become problems for them:

hope /houp/ - hop /hɒp/
coke /kouk/ - cock /kɒk/
folks /fouks/ - fox /fɒks/
bowl /boul/ - ball /bɒl/

C. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
DIPHTHONG /ai/:

Theoretically, the English diphthong /ai/ will not become problem for Indonesian students, because this diphthong also occurs in Indonesian phonological system. However, for some students, especially the Javanese one the English diphthong /ai/ cannot be pronounced perfectly. They tend to pronounce the sound /i/ in the diphthong too high, for examples the words:

lie /lai/ is pronounced /laⁱ/
why /wai/ is pronounced /waⁱ/
mice /mais/ is pronounced /maⁱs/

D. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
DIPHTHONG /au/:

In pronouncing the English diphthong /au/ most Indonesian students tend to use the sounds /ɔ/ or /o/. Theoretically, the sound /au/ occurs in Indonesian phonological system for example in the words:

okau /pukau/ 'anaesthetic'
limau /limau/ 'citrus fruit'
desau /dɛsau/ 'to sizzle'

However, some Indonesian students especially the Javanese and Sundanese find the diphthong difficult to master because this sound does not occur in their mother-tongues. That is why they usually substitute the diphthong with their vowel sounds which are close to the English /au/.

The problems of learning the English diphthong /au/ occur in both the receptive and productive skills; it means that Indonesian students often perceive and produce the sound /au/ as /o/ or /ɔ/, for examples the words:

now / nau / is pronounced / no / or / nɔ /
how / hau / is pronounced / ho / or / hɔ /
bow / bau / is pronounced / bo / or / bɔ / etc.

E. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH DIPHTHONG /ɔi/:

The problem of Indonesian students learning English diphthong /ɔi/ lies in both the passive and active aspects. The mistakes are caused by the difference quality of English and Indonesian /ɔi/ and /oi/. In Indonesian diphthong /oi/ is often pronounced as two separate sounds instead of a gliding sound like the English one, for example the words:

sepoi / sɔpo-i / 'gentle'
amboi / ambo-i / 'hey'
Amboina / ambo-ina / or / ambojina / 'Ambon'

Indonesian students tend to pronounce /ɔi/ as /oi/ or /o-i/ or /oi:/ or even, /oji/ or /oji:/. When they produce the /ɔ/ it sounds like /o/, while the short /i/ is pronounced like the long /i:/; sometimes, there is also a semi-vowel /j/ intruded between /ɔ/ and /i/. For instance, the word point is often pronounced as /poji:nt/ with a pure /i:/ sound and a semi-vowel

/ j / in between / o / and / i /, thus producing two distinct vowel sounds instead of a gliding sound.

However, one can say that this problem is not very serious whether the diphthong / ɔi / is pronounced as / oi / or / o-i / or / oi: / or / oji / or / oji: / it is still intellegible for the listeners.

F. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
DIPHTHONG / iə /:

The diphthong / iə / causes problems for Indonesian students because this sound does not occur in Indonesian. Many Indonesian students find difficulties in either identifying and articulating the sound.

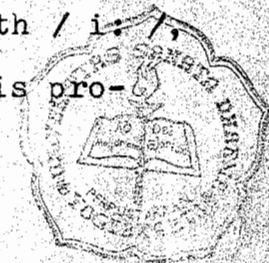
Like the diphthong / ɔi / Indonesian students tend to pronounce it as two separate sounds like / i-ə / with a stop between / i / and / ə /, or they might insert the semi-vowel / j / between the vowels as / ija /, for example the words:

ears / iəz / is pronounced / i-əz / or / ija /
mere / miə / is pronounced / mi-ə / or / mijə /
sincere / sinsiə / is pronounced / sinsi-ə / or
/ sinsiə /

This mistake is caused by the nature and habit of Indonesian students to insert a / j / in between two vowel sounds in their mother tongue, for examples:

ia 'he or she' is pronounced / ija /
ria 'glad' is pronounced / rija /
biar 'let' is pronounced / bijar /

Some Indonesian students replaee / iə / with / i: /, thus / iəz / is pronounced / i:z / and / miə / is pronounced / mi: /.



G. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
DIPHTHONG / ɛə / :

In pronouncing English diphthong / ɛə / Indonesian students tend to pronounce and identify it as the vowel / ɛ / ending with the rolled / r / sound, or as two separate sounds / ɛ / and / ə /.

The difficulty of pronouncing diphthong / ɛə / without the semi vowel / r / which noticeably exists in the morpheme where the diphthong is, is caused by the distinctly pronounced Indonesian / r / that can occur in its initial, medial, and final positions, for example:

Initial	Medial	Final
<u>rendah</u> / rɛndah / 'low'	<u>hari</u> / hari / 'day'	<u>air</u> / air / 'water'
<u>rusak</u> / rusak / 'damage'	<u>dari</u> / dari / 'from'	<u>semir</u> / sɛmir / 'polish'

That is why in pronouncing the English diphthong / ɛə / they make mistakes in sounding some kind of / r / at the end of it, for examples:

<u>air</u>	/ ɛə / is pronounced / ɛr /
<u>hair</u>	/ hɛə / is pronounced / hɛr /
<u>rare</u>	/ rɛə / is pronounced / rɛr /
<u>secrétaire</u>	/ sekɾɛtɛə / is pronounced / sekɾɛtɛr /

H. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
DIPHTHONG / ɔə / :

The diphthong / ɔə / does not occur in the Indonesian phonological system, so like the problem found in the utterance of diphthong / ɛə /, Indonesian students tend to add semi vowel / r / after the sound they produce. The diphthong / ɔə / is often pronounced as / ɔr / by Indone-

sian students, for example the words:

pour / pɔə/ is pronounced / pɔr /

floor / flɔə/ is pronounced / flɔr /, etc.

However, it must be noticed that many speakers of Received English do not the diphthong / ɔə / at all; they use the sound / ɔ: / instead. This sound is much easier than the sound / ɔə / for Indonesian students; so, it is advisable to teach the variant / ɔ: / to the students who cannot produce the sound / ɔə / correctly. Thus, the words

pour may be pronounced as / pɔ: /

floor may be pronounced as / flɔ:/, etc.

I. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH

DIPHTHONG / uə /:

The diphthong / uə / causes problems for Indonesian students because this sound does not occur in Indonesian phonological system. Many Indonesian students tend to identify and pronounce this sound as two separate sounds / u / and / ə / or to intrude the sound / w / between / u / and / ə / and pronounce / uwə /. They may pronounce the words :

truant / truənt / as / tru-ənt / or / truwənt /

fluency / fluənsi / as / flu-ənsi / or / fluwənsi /

poor / puə / as / pu-ə / or / puwə /

secure / sikjuə / as / sikju-ə / or / sikjuwə /

However, the mistake in pronouncing the English diphthong / u / would not bring serious problems since it is intelligible for the listeners.

J. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH

DIPHTHONG / ʊə /:

English diphthong / ʊə / is difficult for Indonesian

students because the nature of / ũə / is difficult to establish with precision. It is only worthwhile to know that / ũə / is always unstressed. It is tolerable if Indonesian students identify and pronounce it as the sound of the diphthong / uə /.

K. THE PROBLEMS OF INDONESIAN STUDENTS LEARNING ENGLISH
DIPHTHONG / ũi /:

English diphthong / ũi / is also difficult for Indonesian students because this sound is also difficult to establish with precision. It is only worthwhile to know that / ũi / is always unstressed. It is also tolerable if Indonesian students identify and pronounce it as the sound of the diphthong / ui /.

PART TWO
THE METHODS OF TEACHING
ENGLISH VOWELS & DIPHTHONGS

I. Some Principles In Teaching English Vowels & Diphthongs 2

In this part the writer would like to discuss about the methods of teaching English vowels and diphthongs. The basic principle of the methods of teaching used by the writer is the one that is proposed by Benjamin S. Bloom, an expert on education field who is much involved in studying and analyzing the process of learning subject matters for human being.

According to him there are three important domains that support one's process of learning namely, the Cognitive Domain, the Psychomotor Domain, and the Affective Domain. This principle of learning does not exclude the theory of learning language, meaning to say that in learning a new language either a second language or a foreign language one should pay attention to those three domains as well.

By Cognitive Domain is meant the field which deals with the recall or recognition of knowledge and the development of intellectual abilities in one's process of learning.¹⁾

The Psychomotoric Domain is the manipulative or motor-skill area, which is very important for people who learn language. As one knows that learning language

1) Benjamin S. Bloom, Taxonomy Of Educational Objectives
The Classification Of Educational Goals, hand-book
I: Cognitive Domain, p.2
I

involves four skills, reading and listening skills that can be called as the passive skills, and writing and speaking skills that can be called as the active skills.

The Affective Domain describes changes in interest, attitudes and values, and the development of appreciations and adequate adjustment of a person in learning a subject matter.

As an English teacher one should not neglect those three domains in one's process of teaching or in other words, those three domains must go together in order to gain a fruitful teaching. If one neglects one of those three domains, it might be said that one's teaching is not successful or effective. 2

Besides the theory suggested by Benjamin S. Bloom, used in teaching the English sounds especially the English vowels and diphthongs, the writer will also remind the teacher to pay attention to some other important principles of teaching that determine the success of a teaching as well.

The first important thing that has to be noted is the class-room atmosphere. The class-room atmosphere is vital in teaching the English sounds; it is the key to success. Unless the student feels at home with his teacher and his fellow students he will not achieve the freedom to produce the sounds that are strange to him.²⁾ It is very hard for a student who is shy or afraid of making mistakes to try to produce sounds that are strange and difficult for them. If the student feels at ease, it is easy for him to produce the sounds being taught. The

2) Robert Lado, & Charles C. Fries, English Pronunciation, p.v.

teacher therefore, should always be patient and show sympathy to his students. He should also ask his students not to laugh at the student who makes pronunciation mistakes.

The teacher should also be aware that over-correction may discourage the students.³⁾ The teacher, on the other hand should give much freedom and let the students try to produce the sounds being taught. When a student makes a pronunciation mistake let him try to improve it by saying "Okey, try once again please!" If after several times trying he still makes mistakes, the teacher can correct them and give the correct pronunciation; however, he should wait until the student has finished pronounce the sentence or the word.

Another important thing that determines the success of a teaching is the teacher himself. A teacher is a source of information from which the students enrich and gain knowledge. In pronunciation class a teacher determines the students' acquisition. He should be aware that students tend to copy the teacher as a model. Poor model will produce poor imitation.⁴⁾ Therefore, a teacher should become a good model, and a good preparation is needed and necessary.

The teacher should have enough knowledge about the speech organs and the position of the tongue and other apparatus in producing certain sounds so that he can explain how to produce the sounds. Since the sounds of a language are distinct from the other by a relative num-

3) Robert Lado, & Charles C. Fries, op-cit., p.v.

4) Robert Lado, Language Teaching A Scientific Approach, p.50.

ber of articulatory differences called distinctive feature⁵⁾, the teacher should also know the phonological description of the sounds.

The last important thing that cannot be neglected by a teacher in his teaching is the individual differences of the students. A teacher should be aware that the students he teaches may come from different social back-grounds, and their capacities and character are different. Some students may have good ability in imitating sounds whereas others may not. Some are shy, some are not. Besides that, the teacher should consider the students' impediment such as speech impediment, hearing impediment, etc.

Based on the theories and principles written above the writer arranges the second part of this thesis into three parts under the heading of Cognitive Domain, Psychomotor Domain, and Affective Domain. It will be discussed in each section how each domain plays an important role in the process of teaching and learning English vowels and diphthongs, the techniques of teaching that can be used to support those three domains and some examples of how to use the techniques. -

II. THE COGNITIVE DOMAIN

If one says that one's teaching has to give special attention to the Cognitive Domain it means that the teaching should be concentrated on the ways of making the

5) Archibald L. Hill, Introduction To Linguistic Structure, p.32.

learner understands what the teacher explains or wants to teach to him. One has to remember that for adult pupils learning a new language requires process of thinking. In other words, thinking process plays an important role in adults' learning. For children on the other hand, learning a language is more a habit than a thinking process.

To serve the thinking process that willy-nilly occurs in an adult's process of learning the teacher may use the technique of explanation, demonstration, or comparison and contrast in his teaching.

A. TEACHING ENGLISH VOWELS AND DIPHTHONGS USING EXPLANATION

The method of teaching English vowels and diphthongs using explanation can only be applied for the students of university level. It is unwise if the technique of explanation is used for teaching beginners because it might discourage the students in their learning. Even, they might think that English is difficult and they will have no attention to learn English anymore.

The method of teaching English vowels and diphthongs using explanation can be presented by giving the phonetic transcription of the sounds being learned. The teacher explains the positions of the tongue, lips, and other parts of the organs of speech to perform a certain action in producing a certain speech sounds.

The students will learn to make the sounds wanted with greatest accuracy and in shortest time if they are

told precisely what to do with their organs of speech. After that, the teacher gives exercises and practice based on the theory given before. By using this technique the students will gradually master the material being learned.

The explanation of phonetic transcription can be presented by giving the description of the manner of forming the sound, whether the sound is produced with tense or lax tongue, whether the sound is front or middle or back vowel, whether it is produced with spread or neutral positions of the lips. The distribution of the vowel is also described whether it occurs initially, medially, or finally. The teacher also describes the sound has its allophone or not.

For example the description of the manner of forming the English vowel / i: / is as follows: The front of the tongue is raised to a height slightly low and behind the close front position; the lips are spread, the tongue is tense. / i: / can occur initially, medially, or finally such as in the words even / 'i:vn /, complete /kəm'pli:t / and see / si: /. In Cockney London dialect / si: / is often pronounced as / səi /.

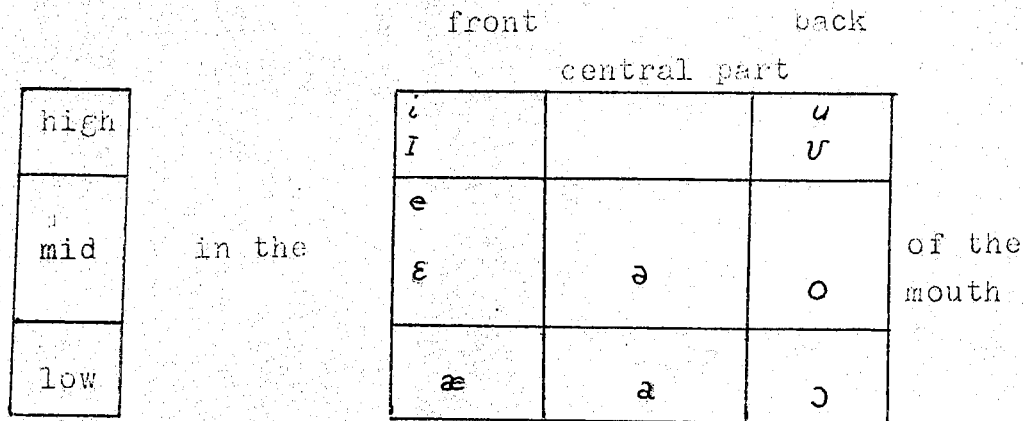
Besides the theoretical explanation the teacher can also use diagrams to make the explanation clearer.

For examples:

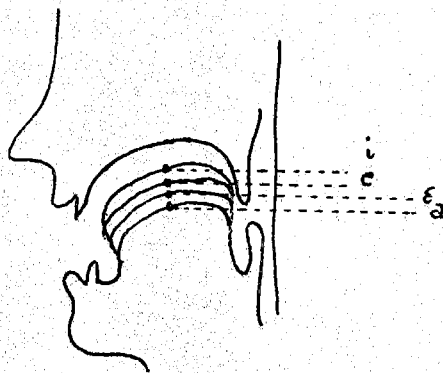
The Diagram Of The English Vowels:

The Diagram Of The English Vowels:

The highest part of the tongue is:



The diagram showing the tongue positions of the front cardinal vowels / i e ɛ a / :



There are four types of exercises that can be given after the explanation namely the exercises on hearing the vowel contrast, on recognition of sounds, on writing phonetic transcription, and on pronunciation of sounds.

The procedure of hearing the vowel contrast is as follows: First the teacher draws two diagrams of English vowels on the black-board. He divides the vowels into two categories namely the vowels with familiar symbols

such as / i e a o u / and the vowels with unfamiliar symbols such as / I ε æ ə ʊ ɔ /. The teacher prepares a list of words contain the English vowel sounds written in the charts and ordered the students to identify the sound in the words pronounced by the teacher.

The charts of the English vowels using familiar and unfamiliar symbols:

English vowels using familiar symbols:

i ^①		u ^⑤
e ^②		o ^④
	a ^③	

English vowels using unfamiliar symbols:

I ^①		ʊ ^⑤
	ə ^④	
ε ^②		
	æ ^③	ɔ ^⑥

A list of words contain the English vowels in the charts:

/ rid /
 / rad /
 / rud /
 / rod /
 / bæ t /

/ lɪ d /
 / lɛ d /
 / lɛ st /
 / lɔ d /
 / lʊ k /

Answers:

Familiar symbols:

/ rid / : no 1
 / rad / : no 3
 / rud / : no 5
 / rod / : no 4
 / lɛ st / : no 2

Unfamiliar symbols:

/ lɪ d / : no 1
 / lɛ d / : no 2
 / lɛ st / : no 4
 / lɔ d / : no 6
 / lʊ k / : no 5
 / bæ t / : no 3

The procedure of the exercise on recognition sounds is as follows: The instructor writes lists of words on the black-board under four columns:

a	b	c	d
1. big	end	him	pen
2. beg	and	hem	pin
3. bag	aunt	hand	pan
4. begs	ends	hens	pins

The instructor pronounces the words in any order he chooses. The students are ordered to indicate by number and letter the words that the instructor pronounces, For example:

/ big / : 1 a
/ pen / : 1 d
/ bæg / ; 3 a, etc.

The exercise on writing phonetic transcription can be held by dictating a list of words that contain the English vowels and diphthongs and asking the students to write the phonetic transcriptions of the words.

For example:

take / teik / took / tuk / talk / tɔ:k /
seem / si:m / same / seim / some / sʌm /
come / kʌm / came / keim / comb / koum /

The exercise on pronunciation can be held by presenting a list of words written in phonetic transcription and the students are ordered to write the spelling alphabet of the words, for example:

/ lid / lid / li:d / lead
/ boi / boy / bai / buy
/ kaɪnd / kind / koɪnd / coined
/ deəd / dared / ded / dead
/ rau / row / reə / rare
/ ʃuə / sure / ʃu: / shoe
etc.

B. TEACHING ENGLISH VOWELS AND DIPHTHONGS USING DEMONSTRATION

The methods of teaching English vowels and diphthongs using demonstration can be done in two ways, namely by using a tape or record besides the teacher himself as a model, and by using an imitation profile.

A good way to learn the English vowels and diphthongs is through imitation of an English teacher or of a tape or record. The use of the tape or record is better in the case that the teacher has no adequate command on English pronunciation.

The procedure of using tapes or records for teaching English vowels and diphthongs is as follows: The teacher records the speech of a native speaker in his tape and then ask the students to record their speech beside it. The comparison between the native speaker's and the pupils' sounds can help the learner to correct their mistakes. If the teacher has a good command on English pronunciation, he might record his own sound and ask the students to record their sounds beside it.

It is advisable to use this technique to teach difficult sounds. For Indonesian students the sounds in these minimal pairs below are considered difficult:

/ e /	/ æ /
end	and
bed	bad
men	man
beg	bag
head	had
said	sad
/ i /	/ ei /
pill	pale
still	stale

sin
sick

sane
sake

/ ou /
no
ho
so
bow

/ au /
now
how
sow
baugh

/ u: /
pool
fool
luke
suit
wooded
shoed

/ u /
pull
full
look
soot
wood
should

/ ɔ /
cot
not
mop
cod
rod
doll

/ ou /
coat
note
mope
code
rode
dole

/ ɔ: /
saw
caught
nought
roared
cord
gnaws

/ ou /
so
coat
note
road
code
knows

/ ɔ: /
port
short
naught
cord
sword
poured

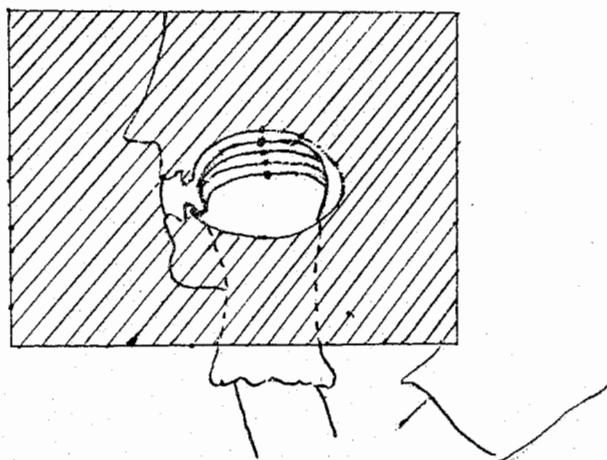
/ ɔ /
pot
shot
not
cod
sod
pod

/ i: /	/ i /
beat	bit
seat	sit
heat	hit
sheep	ship
deep	dip
meal	mill
/ a: /	/ ^ /
cart	cut
heart	hut
harm	hum
bark	buck
dark	duck
calm	come

Tapes and records are very effective in giving additional practice which language learning requires. Where possible this practice should be used after the live presentation because for older students whose native language habits may seriously conflict with the production of new language sounds, guided imitation of the teacher is usually not enough. Nevertheless, a teacher is preferable than any electronic or mechanical device for the presentation of new material. However, the technique of using tapes or records is expensive so it is hardly applicable for Indonesian schools.

Another device to teach English vowels and diphthongs using the technique of demonstration is by sketching a large profile on a card-board indicating the lips, teeth, palate and bottom of the mouth. Omit the tongue and cut out the card-board to show the mouth cavity. Make a red mitten for the right hand. When one teaches a sound,

use one's gloved hand in the open mouth cavity to stimulate the tongue.



By using this device it can be seen clearly by the students the differences of the positions of the tongue in producing one sound to another. This technique is more effective for teaching the English consonantal phonemes.

C. TEACHING ENGLISH VOWELS AND DIPHTHONGS USING COMPARISON AND CONTRAST

The method of teaching English vowels and diphthongs using the technique of comparison is carried out by giving the description of the English vowels and diphthongs carefully compared with a parallel description of the Indonesian ones. Charles C. Fries in his book Teaching And Learning English As A Foreign Language writes:

"The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner".

The technique of comparison can be applied by plac-

ing the descriptions of the English vowels and diphthongs next to the descriptions of the Indonesian ones.

For example:

- The English vowel / e / is a half-close to half-open, front, spread vowel
- The Indonesian vowel / e / is an intermediate front, spread vowel.

The teacher can also give some examples of English and Indonesian words that contain the sound being compared. For examples:

The Indonesian vowel / o /	The English vowel / ɔ /:
<u>Bohong</u> / bɔhɔŋ / 'lie'	<u>bomb</u> / bɔm /
<u>corong</u> / tʃɔrɔŋ / 'funnel'	<u>cock</u> / kɔk /
<u>dorong</u> / dɔrɔŋ / 'push'	<u>dot</u> / dɔt /

The Indonesian vowel / o /	The English diphthong /ou/:
<u>solo</u> / solo / 'the name of a town'	<u>soul</u> / soul /
<u>olah</u> / olah / 'manner'	<u>old</u> / ould /

The Indonesian vowel / a /	The English vowel / ʌ /:
<u>hati</u> / hati / 'heart'	<u>hut</u> / hʌt /
<u>daki</u> / daki / 'climb'	<u>duck</u> / dʌk /

The Indonesian vowel / e /	The English vowel / e /:
<u>beda</u> / beda / 'different'	<u>bed</u> - / bed /
<u>tenda</u> / tenda / 'tent'	<u>tent</u> / tent /

This technique is more practical and effective than the first one. Giving comparison of the descriptions of the sounds in the target language and the sounds in the first language is too scientific that it can only be applied for the advanced learners.

The method of teaching English vowels and diphthongs by using contrast is carried out by posing different

sounds in the target language that seem alike and often cause problem for the learners in such a way that the differences between them can be seen clearly.

The technique of contrast can be given in two different ways namely by using separate words and by using sentences that contain the sounds being learned.

Example 1: Teaching contrasted sounds using separate words

English vowel / i /

hip / hip /

sip / sip /

bid / bid /

grid / grid /

flit / flit /

English vowel / i: /

heap / hi:p /

seep / si:p /

bead / bi:d /

greed / gri:d /

fleet / fli:t /

English vowel / æ /

lapped / læpt /

fad / fæd /

bat / bæt /

mat / mæt /

lag / læg /

English vowel / e /

leapt / lept /

fed / fed /

bet / bet /

met / met /

leg / leg /

English vowel / ɔ /

odd / ɒd /

stock / stɒk /

sod / sɒd /

what / wɒt /

box / bɒks /

English vowel / ɔ: /

awed / ɔ:d /

stalk / stɔ:k /

sword / sɔ:d /

wart / wɔ:t /

baulks / bɔ:ks /

English vowel / u /

soot / su:t /

full / fu:l /

could / ku:d /

would / wu:d /

pull / pu:l /

English vowel / u: /

suit / su:t /

fool / fu:l /

cooed / ku:d /

woed / wu:d /

pool / pu:l /

Example 2: Teaching two contrasted sounds using sentences

English vowels / i / and / i: / :

1. Potato chips are cheap.
2. Did they fit his feet?
3. Please sit in this seat.
4. I leave the house where I live at three.
5. He has been eating his meals at the mill.

English vowels / æ / and / e / :

1. What had Fred's boss wanted?
2. Nelson get back at ten.
3. Has Ann got a cab?

English vowels / ɔ / and / ɔ: / :

1. He bought hot-dog at four.
2. Tom caught a fox.
3. The cock is caught by the fox.

English vowels / u / and / u: / :

1. Would some good food put you in a good mood?
2. Ruth should move to a good rooming house.

III. THE PSYCHO-MOTOR DOMAIN

The second important domain in learning a language besides the Cognitive Domain is the Psycho-motor Domain. The Psycho-motor Domain in learning language includes four skills namely the listening and reading skills, and the speaking and writing skills.

Learning English vowels and diphthongs only due to listening and speaking skills or the skills of recognizing and producing the sounds being learned. To achieve mastery in performance of these skilled activities the teacher can use drills and dictation as the method of teaching. To check the result of the teaching, the teacher may give some tests for the students.

A. DRILLING SUPPORTS THE PSYCHO-MOTOR DOMAIN

In drilling the sounds of English the teacher has to be sure that the students have thoroughly mastered the sound both on the recognition and production aspects. Drilling helps the students to establish the sounds in their minds and trains the students to produce the sounds correctly and automatically.

One of the most important principles of drilling is to give as many opportunities as possible to the students to hear and imitate the sounds being learned from the teacher as a live model so that the students become familiar with the strange sounds. According to Skinner's behaviourist theories the concept of language learning is a kind of habit formation that requires widespread use of repetitive skills.

Drilling can be carried out by presenting lists of words or sentences. The sounds being taught can be drilled individually or contrasted with other sound(s). Here are some examples:

Example 1: Drilling the individual sounds:

a. The English vowel / i /:

The students are asked to practice the following common words containing the short / i / sound, as in pit / pit /.

pit	give	his	big
it	live	been	sing
is	15,50	think	hit
in	16,60	minute	million
with	will	sit	wish
this	which	women	miss
thing	did	busy	mister
	didn't	business	Mrs.

Sentences:

1. This is it
2. Miss Mill thinks it's big
3. Which children did it?
4. Is it his?

b. The English vowel / e //:

The students are ordered to practice the following words containing the short / e / sound as in pet / pet /.

pet	when	F,L,M,N,S,X	Wednesday
get	weather	ten	February
let	dead	eleven	September
yes	sell	twelve	December
them	any	7,17,70	tell
men	many	well	then
says	very	better	again
said	yet	best	friend

Sentences:

1. Let's get Ed a pen
2. Many men said yes
3. When did Ted send the letter?
4. The weather's better in September.

c. The English vowel / a / :

The students are ordered to practice the following common words containing the / a / sound as in pat / pat /:

pat	back	man	can
at	that	ask	bad
as	catch	glad	last
has	Saturday	understand	laugh
have	perhaps	bag	half
had	matter		class

Sentences:

1. Jack can't understand that
2. That man ran after his hat

3. Half the class has had it.
4. Has Dad had a map?

Example 2: Drilling the sound contrasted with other(s):

a. The vowels / i / and / e / in contrast:

The teacher presents some pairs of words which differ only in having the sound / i / as in pit and the sound / e / as in pet:

pit	pet	miss	mess
pick	peck	rid	red
sid	said	bit	bet
hid	head	knit	net
din	den	win	when
string	strength	imminent	eminent
sit	set	pig	peg
nick	neck	mitt	met
lid	led	pin	pen
bliss	bless	since	sense
Jim	gem	in	N
did	dead		

Sentences:

1. This weather is getting better.
2. Then again, I think it's best this way.
3. Let's get busy, men.

b. The vowels / e / and / a / in contrast:

The teacher presents some pairs of words which differ only in having the sound / e / as in pet and the sound / a / as in pat:

pet	pat	mess	mass
peck	pack	neck	knack
said	sad	met	mat
then	than	merry	marry
lend	land	spend	spanned
dead	Dad	set	sat
beg	Bag	net	gnet
very	vary	led	lad
N	an	M	am

Sentences:

1. Pass the jelly, Edna.
2. Get back exactly at midnight, Miss Smith.
3. Let's ask Dad's friends.

c. The vowels / i /, / e /, and / æ / in contrast:

The teacher presents groups of words, each of the groups of words includes one word with / i / sound; another with / e / sound and a third word with / æ / sound.

/ i / as in pit

/ e / as in pet

/ æ / as in pat

pit	pet	pat	pat	pet	pit
sit	set	sat	set	sit	sat
lid	led	lad	led	lad	lid
nick	neck	knack	knack	nick	neck
knit	net	gnat	gnat	knit	net
bin	Ben	ban	Ben	bin	ban
mirror	merry	marry	miss	mess	mass
did	dead	Dad	mass	mess	miss
pick	peck	pack	dead	did	Dad
mitt	met	mat	pick	pack	peck
is	says	has	mat	met	mitt
pin	pen	pan	has	says	is
dribble	rebel	rabble	in	N	an

B. DICTATION SUPPORTS THE PSYCHO-MOTOR DOMAIN

Dictation for teaching English vowels and diphthongs can be done in two ways namely dictation on spelling and dictation on phonetic transcription.

Dictation on spelling helps the students to be used to the inconsistency of the English spelling and gives the students practice in hearing and producing the sounds in written forms. Dictation on phonetic transcription

trains the students to be used to the phonetic transcription of the English sounds and also trains them in their receptive or listening skill.

Dictation on spelling and phonetic transcription can be held by using individual sounds or contrasted sounds; sentences or paragraphs as well as short stories can also be used.

A passage for dictation should be read through three times; first at normal reading pace to allow pupils to hear the whole passage; then at dictation speed with pauses to allow pupils to write, and finally at normal speed with pauses at full stops, to allow pupils to fill in gaps or make alterations.

There are some items that have to be paid attention by a teacher in giving dictation:

1. The dictation exercise should be short and consist of single items or brief phrasal items.
2. The student should have already been introduced to the sounds of the language.
3. The materials for dictation must be selected according to the students' abilities and the level of usage.
4. The dictation may be selected from materials the students have already read and studied.

Dictation serves the teacher and the students variously and efficiently. The advantages for the teacher are:

1. Dictation can be used with a class of any size. During the time the dictation is given all of the students are working, not just one or two.

2. If the dictation is presented as the first item

in the proceedings of the class, it will effectively quiet the class down.

3. By using dictation the teacher is able to identify and correct a maximum number of different problems in a minimum time.

4. If the class consists of students whose native language are not the same, the dictation will uncover the different types of errors for students with different language backgrounds.

5. Dictation are very easy to correct and grade.

One way of lessening the burden of correction is to get one brighter student in class to write the dictation on the black-board standing on an easel with its back to the class. When the dictation has finished, the teacher may ask the pupils to exchange papers one another, and then turn the black-board, making any necessary alterations and then ask the pupils to correct the papers in front of them.

The advantages of dictation to the students are as follows:

1. The student is guaranteed at least ten minutes of work during the class hour.

2. The student gets practice in the sort of note-taking that many courses require.

3. The student gets practice in writing; he is forced to correct errors and confusions.

4. The student discovers the things he does not hear. Many students never fully realize their problems in incorrectly identifying what they hear. They may be

able to read and spell a word, but they do not recognize it when it is spoken, or they confuse different words with the ones they are hearing.

In brief one can say that dictation can be extremely useful in increasing the students' abilities in recognizing and identifying sounds.

C. TESTING SUPPORTS THE PSYCHO-MOTOR DOMAIN

According to W.F.Mackey test may be designed for four different purposes namely:

- To find out how much of the language a person actually knows; it is called proficiency tests.
- To get an idea of how much of it a person will be able to learn or prognostic tests, and
- To find out how much of a course he has actually learned; it is called achievement test;
- To discover what remains to be taught called diagnostic tests.

In the field of sound testing program only three types of those kind of tests are needed, namely the prognostic tests, the proficiency tests and the achievement tests.

Prognostic tests is intended as a prediction of how well a person is likely to learn a foreign language at least in the hearing-speaking areas of the language.

Proficiency tests is used to find out how much of a language a person has mastered. It can also be used to find the level at which a learner should start or continue his study of the language.

Achievement tests determine how much of the material of a course has actually been mastered by the students.



The amount of the language learned in a course can be measured by giving the same test before and after, or by giving two equal tests, one at the beginning of the course and one at the end.

In teaching English vowels and diphthongs it is not necessary to carry out both prognostic and proficiency tests. What the teacher should do is to make an achievement test to see if what has been taught is retained. The achievement test in learning English vowels and diphthongs is used to know whether the Psycho-motor Domain has been mastered or not.

Either oral or written tests may be given to measure the students' skills in identifying and producing the English vowels and diphthongs, particularly the ones that are different from the Indonesian ones.

There are some ways of giving oral test that the teacher can use:

a). The teacher writes pair of words on the black-board.

One of the words is marked *. When the teacher pronounces the word with the mark *, the students raise their hands. If the teacher pronounces the word without the mark, the students do nothing. For example the teacher presents a list of words such as:

lick*	leak
sick	seek*
sin*	seen
hill	heel*
live*	leave

If the teacher pronounces / lik / the students raise their hands; when the teacher pronounces / sik / the students are silent, etc.

- b). The teacher writes a list of pair words on the black-board:

bowl	ball
sheep	ship
bird	bed
heel	hill
pen	pin
bell	bill

It is better to choose a pair word of concrete nouns. The teacher shows the pictures of the words and the students are ordered to identify the pronunciation of the pictures.

- c). The teacher pronounces a list of pair words, the students listen carefully. If the words pronounced contain the same vowel sounds the students should say 'same', and if they are different the students should say 'different', for examples:

calm	come	(different)
song	long	(same)
gun	gone	(different)
lose	laws	(different)
fall	tall	(same)
born	dawn	(same)

- d). The teacher gives a reading passage to the students and ask them to identify which words contain the sound being learned. For example, the students are ordered to look for words that contain the English vowel sound / æ / from the presented reading material.

The written tests can be done in some ways:

- a). On the test papers are written groups of words closely related in sound. The teacher distributes the papers to the students and then he reads out one of the words in each group while the students trying to

identify which word is pronounced. The students then write down the number called out in pieces of papers.

Examples:

- Item A: 1. sit
2. set
3. sat
4. seat

If the teacher reads out set / sa t / the students writes in their papers, thus: A.3. etc.

- b). The teacher prepares groups of sentences contain the sounds being learned. Each group of sentences contain a word that is different from the others. The students are ordered to identify which sentence contains the different sound. For example:

- | | |
|-------------------------|---------------------|
| 1.a. Do you need a pen? | 3.a. He took a bat. |
| b. Do you need a pin? | b. He took a boat. |
| c. Do you need a pen? | c. He took a bat. |
| 2.a. It's a pig. | 4.a. It's an ax. |
| b. It's a peg. | b. It's an ox. |
| c. It's a peg. | c. It's an ox. |

- c). The students are instructed to listen carefully to the statements that the teacher reads. They are to write 'true' if the statement is true and 'false' if the statement is wrong.

For example the teacher reads: A ship gives wool.

This statement is false; a sheep gives wool, not a ship. The students write 'false' in their papers.

Here are some other examples:

1. We go to sea in a ship (true)
2. A bet is used to strike the ball in base ball (false)
3. Thin children need milk (true)
4. I used a stick when I bit him (false)

d). The teacher writes lines of words on the blackboard; each line contains three to five words in which one of them has different vowel sound. Each word is given number, then the teacher pronounces the words line by line while the students listen carefully. They have to write which number contains different vowel sound. For example:

1. beat - feet - peak - six
1 2 3 4
2. still - milk - field - list - pitch
1 2 3 4 5
3. bed - sad - knack - sack - ham
1 2 3 4 5
4. cough - cod - pot - stalk
1 2 3 4
5. wool - do - who - shoe - blue
1 2 3 4 5
6. pup - rum - tuck - must - dark
1 2 3 4 5

e). The teacher reads pair of words with the same or different vowel sounds. The pupils write an 'S' if the vowel sounds are the same, and a 'D' if they are different. For examples:

head	bed	(S)
said	led	(S)
bed	bad	(D)
would	wood	(S)
fool	full	(D)
bull	ball	(D)
should	would	(S)

IV. THE AFFECTIVE DOMAIN

The Affective Domain is very important in one's process of learning therefore, as a teacher one should try to keep up the students' motivation in their learning so that the teaching can result well.

To make the lessons more interesting the teacher may use short stories, songs, and poems. Besides the usage of them make the lesson more interesting, they also give some advantages both to the students and the teacher:

- The sounds being learned will establish in the students' minds for a longer time
- They make the students to learn more
- They give pleasure to both the students and the teacher.
- besides learning the sounds the students are unconsciously developing their vocabulary
- They give an opportunity to the students to have a contact with English culture.

A. LEARNING ENGLISH VOWELS AND DIPHTHONGS THROUGH SHORT-STORIES.

If one wants to use short stories for teaching English vowels and diphthongs one should choose simple stories that contain no grammatical problems and no difficult vocabulary. Children story is suggested for this purpose, because besides it often gives more fun to the learner it is also easier to be composed by the teacher, if it is necessary.

Here is an example of a short story for practising the English vowel / i: /. The underlined words are the words with the / i: / sound:

Bea is having a tea party under the peach tree.
She and Lee are two, and Pal makes three.
"Oh, Pal! Please keep your seat," said Bea,
"and I will give you a meal of lean meat."
"And what will you give me, Queen Bea? asked Lee."

"Can you eat three dishes of green ice cream?"
asked Bea.

"Did I hear you say three dishes of ice cream?"
Screamed Lee.

"Three cheers for you, Queen Bea?" 6)

Here is another story for practising the English diphthong // ei /:

Mr. Gray is the postman. He brings the mail every-
day, rain or shine. He brings a letter for Ray.

"Have you any mail for me, today?" asked May.

"Stay at home and wait another day," said the
postman.

"The mail will be in on the morning train." 7)

B. LEARNING ENGLISH VOWELS AND DIPHTHONGS THROUGH SONGS

Singing is one of the activities which generate the greatest enthusiasm in the class-room. Pupils who have already been studying in their regular schools for five or six hours are tired. But they are still eager to learn English if the teacher can manage to entertain them and keep them from getting bored.

Songs seem to be very entertaining as a means of doing language drills and to make the language learning interesting.

The procedures of using songs for language drills are as follows:

1. The teacher reads the verse of the song once or twice carefully, to give the correct pronunciation of the words.

6) Julie Hay & Wingo Charles E, Reading With Phonics,
p.86.

7) Ibid., p.84.

2. The teacher asks the students to read the verse after him line by line.
3. The students read the whole verse in unison while the teacher pays attention to the pronunciation of the students, and give some correction if necessary.
4. The teacher sings the song once, after that the students try to follow the teacher to sing the song together.

Almost everyone likes to sing and songs can become a great help in making the English classes more enjoyable and effective. However, if the teacher is shy, unsure of his musical talents, he may use recordings, and ask one of the students who has musical talents to lead the others to sing the song.

The teacher must choose the songs that can be used for practicing the English sounds. Here is an example of a song that can be used to practice the sounds / ei /
 ɔ: ou æ e ʌ / :

It's Raining

6 ! 5 . 3 . 6 ! 5 . 3 . 4 ! 5 (5) 3 6 ! 5 .
 It's raining, It's pouring, the old man is snoring
 3 . 4 ! 5 5 3 3 6 ! 5 5 3 3 6 ! 5 5
 He went to bed and he bumped his head and he couldn't get
 5 6 ! 5 . 3 . ! 6 . 5 . ! 6 6 5 . !
 up in the morning rain rain go away
 6 6 5 5 ! 5 . 4 . ! 3 . .
 come again an - oth - er day

C. LEARNING ENGLISH VOWELS AND DIPHTHONGS USING POEMS X

Using poems in teaching English vowels and diphthongs might make the teaching class more interesting and enjoyable for both the teacher and the students. However, the teacher should not choose any poems for this teaching purpose because if it is so, the teaching might even become a burden for the teacher himself as well as the students. If the chosen poem contains difficult words and structures, it always requires laborious explanation; it will become a more poetry lesson than teaching English sounds. Moreover, it might discourage the students in their learning rather than to entertain them.

There are some important things that have to be paid attention by a teacher in selecting poems for the teaching. First, the poem should be about something which is within the experience of the class or which at least can be brought within their experience. Second, the poem should not contain unfamiliar constructions or archaic language, because the archaic words is likely to involve the teacher in unnecessary explanation. Third, the teacher should make as certain as he can that the poem he chooses is one which he himself can make vivid to the class.

In short, one can say that the important thing is for the teacher to be able to choose a poem which will communicate and related to the pupils' experience, and can be used for practising a certain English sounds.

The procedure of teaching English vowels and diphthongs using poems can be carried out as follows: First, the teacher reads the whole poem aloud, the students pay

attention to the pronunciation of the words. Then the students are ordered to read the poem in unison while the teacher pay attention to the students' pronunciations and make some corrections if necessary. After that, the teacher gives time to the students to ask questions concerning to the poem. If time permitted the teacher may give individual turn to the students.

Here is an example of a poem that can be used for teaching the English sounds / ai /, / ou /:

Four Seasons
(Rowenna Bennet)

Spring time is a green time
When seedlings start their growing.
Summertime's a rainbow time
When many blooms are blowing.
Autumn time's a brown time
When seeds are ripe for sowing;
But winter time's a white time
(It is the flower' night time)
When stars of frost are glowing.

Here is another poem for teaching the sounds / ei /,
/ i: /, / ɔ: /, / ɔ /.

A Minor Bird
(Robert Frost)

I have wished a bird would fly away
And not sing by my house all day;

Have clapped my hands at him from the door
when it seemed as if I could bear no more.

The fault must partly have been in me,
The bird was not to blame for his key.

And of course there must be something wrong
In wanting to silence any song.

C O N C L U S I O N

Most Indonesian students mispronounce English vowels and diphthongs because there is interference by the mother-tongue. Some English sounds are unfamiliar to Indonesian learners, partly because they do not get proper ear-training in these sounds, and partly because the sounds do not exist in Indonesian.

The quality of an Indonesian vowel is not conditioned by length. Indonesian vowels may be either short or long. Length simply indicates the duration of the sound and the variation conditioned by this attribute has no phonemic significance in Indonesian. This may be made clear by examples. We may say / bibi / or / bibi: / for the word bibi 'aunt' or / kiri / or / kiri: / for the word kiri 'left', without making any change in meaning.

Since the length of a vowel in Indonesian does not distinguish one word from another, Indonesian students do not make any distinction between long and short vowels; they say both / li:d / lead and / lid / as / lid /; they also say both / su:t / suit and / sut / soot as / sut /.

The vowel / æ / is often replaced by pure vowel / e: /. For example, instead of saying / æspekt / aspect, / bæd / bad, / træm / tram, he would say / e:spek /, / be:d / and / tre:m / respectively. The sound / æ / does not exist in Indonesian, and Indonesian students replace it by similar Indonesian vowel.

The diphthong / ei / is often replaced by pure vowel / e: /. For example, Indonesian student often pronounces rain / rein / and fail / feil / as / re:n / and / fe:l /.

This is because the sound / ei / does not occur in Indonesian phonological system.

Even more difficult than / ei / for Indonesian student to produce correctly is the diphthong / ou /, which he often replaces by the pure vowel / ɔ: /. For example, instead of saying / bouə / both and / gou / go he would say / bɔ:ə / and / gɔ: /. Often no distinction is made in pronunciation between the past tense forms bought and caught and the nouns boat and coat which are pronounced as / bɔ:t / and / kɔ:t /.

The centring diphthongs / iə /, / eə /, / ɔə /, and / uə / are often replaced by the pure vowels / i: /, / e: / / ɔ: / and / u: / respectively. Moreover, where these diphthongs occur before a 'silent' r, the Indonesian student pronounces the r. For example, instead of saying / diə / dear, / keə / care, / tɔə / tore and / ʃuə / sure he would say / di:r /, / ke:r /, / tɔ:r / and / ʃu:r /.

The mistakes analysed here are quite typical of Indonesian learners' pronunciation of English, although the standard of pronunciation may vary from individual to individual. No two people speak alike and the difference in pronunciation may depend on some factors as local environment, education, social status and family background, but generally speaking, the mistakes are of a few common patterns and can be classified.

The list below is compiled on the basis of common errors. The mistakes are arranged at three positions, according to initial, medial and final:

By giving the analyses of English and Indonesian vowels and diphthongs the teacher can realize the differences and the similarities of English and Indonesian vowels and diphthongs, and consequently, the problems and difficulties faced by Indonesian students learning them can be seen clearly. By knowing the real problems, the teacher can pay special attention to the learning difficulties and can provide a better technique for teaching them. Teachers should know where the problems lie, so that the students may spend less time and effort in the learning, but with greater result.

After studying the problems of Indonesian students learning English vowels and diphthongs one can say that the usual causes for mistakes in pronouncing English vowels and diphthongs are:

1. The learner represents the vowel sounds in his native language for the English ones, for example the word bad / bæd / is pronounced / bed / by Indonesian students because in Indonesian sound system there is no / æ / sound;
2. The learner is often deceived by inconsistencies of English spelling. Usually, ar is pronounced / a: /, as in car, far, part, etc. therefore, war is sometimes wrongly pronounced as / wɑ: / instead of / wɔ: /.
3. The learner cannot hear, and consequently cannot reproduce the difference between two sounds, either because the two sounds do not exist in his language, or because the sounds never serve to distinguish between words in his language, for example, Indonesian students cannot differentiate the English vowel / i / such as in the word lid / lid / from

the English long / i: / such as in the word lead / li:d / because in Indonesian / i / and / i: / make no different in meaning, such as the word ikan 'fish' has the same meaning whether it is pronounced as / ikan / or / i:kan / although the first pronunciation is considered to be normal.

There are many ways of teaching English vowels and diphthongs, and the suggested methods written in the second part of this thesis are intended to give a broader view to the English teachers of how to present the materials more lively and effectively to the students, so that the problems that are faced by them in learning the English vowels and diphthongs can at least be overcome.

Due to the limited capacity of the writer the techniques of teaching suggested are far from being perfect and actually they can still be improved.

However, the methods of teaching chosen by the writer are based on the consideration that:

1. Some of the techniques support the cognitive domain of the students in their learning process.
2. Some allow lots of repetitions during the learning process, which is meant to support the Psychomotor Domain.
3. Application of some techniques will vary the presentation a lot, a technique which may arouse the students' interests. Other techniques make it possible for the teaching material to be presented in an impressive ways. Some others may motivate the students to learn by themselves. They all are

intended to support the Affective Domain of the students in their learning process.

The arrangement of the methods of teaching in this thesis in which the Cognitive Domain is written first, followed by the Psychomotor Domain and the Affective Domain in the last part, does not mean that the application of the methods of teaching English vowels and diphthongs should follow the same order as they are written in this paper.

Some experts, especially the old ones suggested that theoretical knowledge should precede the practice of skills. On the other hand, a new idea from modern experts proposes that it is better to give as many exposures as possible to the learners so that they are familiar with the material, and unconsciously master them without receiving too many explanations.

The presentations of the methods of teaching suggested in this thesis can be varied in accordance to the condition of the students.

Some students in their process of learning find easier to master the material if they receive the theoretical knowledge first. Others will master the material easier through repetitive practice. Thus, the teacher should be wise in choosing the methods of teaching suggested in this thesis.

However, those three domains in teaching are actually closed related to each other, thus the methods of teaching suggested cannot stand by itself. Each technique supports the others.

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