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THE ANALYSIS OF PRONUNCIATION ERROR ON ENGLISH DIPHTHONGS MADE BY CERTIFIED TOUR GUIDES

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Abstract
As a rule, the tour guides speak English to introduce and describe the tourism object to the foreign tourist. The communication between tour guides and tourists should be worked without any obstruction to avoid misunderstanding. However, the pronunciation error on English diphthongs still occurred when the tour guides spoke English with the tourist. The objectives of this study were 1) analysing the types of pronunciation error on English diphthongs made by certified tour guides, 2) finding the most difficult English diphthongs made by certified tour guides, and 3) identifying the reasons of the pronunciation error on English diphthongs made by certified tour guides. The research method was descriptive qualitative. The researcher used four steps in collecting the data, they were recording, questionnaire, observation, and documentation. The respondents of this research were five certified guides. The research result showed that pronunciation error on English diphthongs made by certified guide was 120 errors (76 errors in substitution and 44 errors in omission). The highest pronunciation error was [əʊ] diphthong and it occurred 45 times. The certified tour guides did not aware that they make pronunciation error. They had conversation in English with the foreign tourist but they had less time in learning pronunciation with native or competent person in English. The certified tour guides need to improve their English quality through learning more about pronunciation with the expert to minimize their pronunciation error on English diphthongs.
Keywords: Pronunciation Error, English Diphthongs, Certified Tour Guides

INTRODUCTION

Tour guides have an important part in tourism sector. They are considered as the connector between the tourists and guide the tourists who come to a place. Tour guides will give the information need and guide them travel around the tourism area (Widiyati, 2015). Tour guides will explain and describe some tourism objects or places to the tourists who wants to get more than they know. They need to have good communication and give hospitality service to the tourist (Ratminingsih et.al., 2018). In communication, they will use their native language to speak with the local tourist and English to speak with foreign tourist generally. So language has an important part that cannot be separated in the tour guides duty. Therefore, good tour guides need to have skill in both mother and international language in serving the tourists.

Some people take the business opportunity to be a tour guide in this tourism sector. European Federation of Tourist Guide Association (FEG) states that tour guide is the person who guides the tourists in certain language and gives the information about the culture and nature of a tourism object ("European Federation of Tourist Guide Associations," 2020). Choudhary (2013) states that tour guide is an exciting job and full challenges (Riyanto et al., 2018). Tour guide is an exciting job because they could meet all tourists all over the world and guide them to the tourism objects. Since they meet not only domestic but also the international tourists, they need to be able to communicate fluently in English with tourists. Most of the foreign tourists speak English. It is an international language which is often used to communicate by many people in various countries.

Banyuwangi is a regency in East Java that concern in tourism development. It is 5.782,4 km2 and well known in three familiar names, they are the Festival City, Gandrung city and The Sunrise of Java. It gets many awards in tourism field. In 2016, Banyuwangi is named as the region with the best tourism policy innovation by United Nations World Tourism Organization (UNWTO) (Tempo.co, 2016). Based on the Department of Culture and Tourism of Banyuwangi, the visitation number of domestic tourist from 2013 to 2019 had increased significantly. In 2013, the visitation number of domestic tourists in Banyuwangi was 1.057.952 people and it was 5.307.054 people in 2019. The visitation number was occurred in foreign tourist as well. In 2013, Banyuwangi was visited by 10.462 foreign tourists, and it was increased significantly to 101.622 people in 2019 (banyuwangikab.go.id, 2020). One of the beautiful tourisms in Banyuwangi is Ijen Crater. Ijen crater is an acidic lake at the top of Mount Ijen has 200 meters depth and the crater reaches 5.466 hectares. Ijen Crater Lake is well-known as the largest strong acid water lake in the world. The area of Ijen Crater is located in National Park Bondowoso Regency and Banyuwangi Regency, in East Java Province (EastJava.com, 2019).

Based on the data mentioned before, the number of foreign and domestic tourists in Banyuwangi increased year after year. Since the number of visitation increased significantly in Banyuwangi, the activity of hospitality service in tourism sector need to be improved. The hard skill and soft skill of the tour guides service need to be developed as well. In terms of the soft skill, their ability in communication needs to be improved and they must be able to speak English in correct pronunciation. Hornby (1995) states that pronunciation is the way how the human being produce the sound of the words (Mulatsih, 2015). Having a good pronunciation in English is important because the interlocutors would be able to understand the words spoken accurately and easily (Setyowati et al., 2013). It will help two-way communication fluently and minimize the barrier in communication between two or some people in different nationality. It is one of the main language aspect and also the basic part of the language skill. When someone does not have ability to pronounce correctly, the other people will difficult to understand the words or sentences, and sometimes they will have misunderstanding (Sholeh & Muhaji, 2015). This misunderstanding will lead to the problem in communication. Therefore, someone who learns English should learn pronunciation in order to avoid the miscommunication.

In terms of learning pronunciation, there are some factors that can affect the learners' ability in acquiring the language and pronounce the words. According to Kenworthy (1988), some factors in learning pronunciation are the native language, the age factor, amount of exposure, phonetic ability, attitude and identity, motivation and concern for good pronunciation (Afiki, 2016): (1) The native language is one of the important thing in learning pronunciation because it will affect the sound and features. Some people have barrier in learning English pronunciation because of the learners' native language effects

their English pronunciation such as the intonation and rhythm. The learners must be careful with this case and attempt to learn pronunciation in order to have native-like pronunciation, (2) The age is the second factor that has a part in learning pronunciation. In general, the earlier the learners learn pronunciation, the easier they pronounce the word. The children can hear, absorb and imitate the word accurately step by step and it is possible for them that they can speak like the native if their life is surrounded by the English community (Yoshida, 2014). Furthermore, Yoshida says that the adult learner could reach the goal in learning pronunciation because they can understand the abstract explanation and learn how to produce the sound, (3) The amount of exposure has effect in the learners' life in learning pronunciation. The learners who live in in English-speaking country will have better achievement in learning pronunciation than learners who do not live in English-speaking country. They will be more familiar with the pronunciation if the exposure is regularly occurred in their daily life, (4) Phonetic ability is the term for the learners who have the ability in analyse and absorb the phonetic correctly. Some people with phonetic ability will be easier in learning pronunciation than those who do not have this ability, (5) Attitude and identity of the learners can affect their progress in learning pronunciation. In line with this statement, Yoshida (2014) states that the attitude and identity of each person is different. Their motivation and their effort in learning pronunciation should be supported by the teachers or some competent persons. They could reach their acquisition of learning foreign language and have their accurate pronunciation when their community support them. Furthermore, if they have positive feeling in learning the language, it will be easier for them to practice it and have native-like accent as well, (6) Motivation and concern for good pronunciation of the learners could give a great impact in their progress. They could reach their goal in pronunciation if they learn it willingly. They also need the motivation from the outside such as their teachers, family, friends and community surround them. It will be easier for the teachers to help their students in improving their pronunciation when they can recognize their motivation in learning English (Yoshida, 2014).

Pronunciation is one of important thing in speaking which is influenced by many aspects. It is determined how the utterance can be accepted and understood by the listener. Fromkin et al., (2011) states that vowel is voice sounds which is produced without any resistance and any frictional noises in the mouth (Ambalegin & Arianto, 2018). Diphthong is a part of vowel, and it is special feature in vowel sound, there is deliberate glide made from one vowel position to another vowel position and which is produced in one syllable (Smith, 2015). For the example in word "say" /sei/ is one diphthong and one syllable, it shows that there is movement from /e/ to /i/, it describes the two vowel movement, the starting point of first element /e/, glides toward the second element /i/. Crystal (2003) describes that there are eight feature of the diphthongs, namely [aɪ], [eɪ], [əʊ], [aʊ], [eə], [ɪə], [ɔɪ], [ʊə] (Kartyastuti, 2017). Those are: a) Diphthong [aɪ] is the glide begins in an open position, between and front and center, moving up and slightly forward /ɪ/. The lips move from neutral to loosely spread (for example: file tie); b) Diphthong [eɪ] is the glide begins in the position for /e/, moving up and back toward /I/. The lips are spread (for example: way, pain); c) Diphthong [əʊ] is the glide begins in the position for [eə], moving up and back toward /ʊ/. The lips are neutral, but change to loosely rounded (for example: go, snow); d) Diphthong [aʊ] is the glide begins in the position quite similar to /a:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded (for example: house, found); e). Diphthong [eə] is the glide begins in the position for /e/, moving back toward /ə/. The lips remain open neutrally (for example: where, there); f) Diphthong [ɪə] is the glide begins in the position for /ɪ/, moving down and back toward /ə/. The lips are neutral,

but with a small movement from spread to open (for example: here, fear); g) Diphthong [ɔɪ] is the glide begins in the position for /ɔ:/, moving up and forward toward /ɪ/. The lips start open and round, and changes to neutral (for example: point); h) Diphthong [ʊə] is the glide begins in the position for /ʊ/, moving forward and down toward /ə/. The lips are loosely rounded, becoming spread neutrally (for example: sure).

In language learning, error cannot be avoided by the learners. Ellis (1997) states that language error could be happened because the speakers sometimes do not aware whether it was correct or incorrect pronunciation (Lembayung, 2017). The learner could not predict the error pronunciation by himself. So they need help the native speaker or competent person to correct their pronunciation. In pronunciation, there are several types of errors, they are substitution, omission, distortions, and additions. Those are often abbreviated as SODA (Daymut, 2009). Substitution is replacement of an item in utterance. A speaker substitutes a well-formed utterance with wrong (for example, substitution in word *heart* /hɑ:t/ is pronounced /hət/ or /hɜ:t/). Omission is absence of an item which must be appeared in utterance (for example, omission vowel /e/ in word *develop* /div'loped/ is pronounced /diveləpt/). Distortion is sound produced in unusual way (for examples, "sun" sounds like "slushy"). Addition is an appearance of an item in well-formed utterance which should not be appeared. Addition vowel /ə/ in word *studied* /'stʌdid/ which cause error or mispronounce as /'stʌdiəd/.

The tour guides who have certifications from Indonesian Tourism Profession Certification Board are expected to have better English than other guides. They are expected that they have better pronunciation than those who do not have guide certification. However the fact showed that some pronunciation errors tended to appear especially on English diphthongs when the tour guides spoke English with the tourist. Furthermore, the researcher formulates the problems of the study as follows:
1. What are the types of pronunciation error on diphthongs made by certified tour guides?
2. What is the most difficult diphthong made by certified tour guides?
3. Why do the certified tour guides make pronunciation error on diphthongs?

METHOD

The method in this research was descriptive qualitative. The respondents were five certified tour guides in Banyuwangi. They were two females and three males' tour guides around 26-40 years old who had guide certifications from Indonesian Tourism Profession Certification Board. There were four steps in collecting the data, they were recording the voice, giving questionnaire, taking the observation, and taking the documentation. The first step in this research was recording. The researchers recorded the tour guides' description about Ijen Crater around 10-15 minutes. After recording, the researchers gave the questionnaire to the respondents. The questionnaire was used to measure and analyse the data that can be expected by the respondents, and have the informative data about the respondent objectively. There were ten open-ended questions for the respondent in questionnaire, they were one question for the first factor (question no.1), one question for the second factor (question no.2), two questions for the third factor (question no.3 and 4), three questions for the fourth factors (question no. 5, 6, and 7), one question for the fifth factor (question no.8), and two questions for sixth factors (question no. 9 and 10). These ten opening questions were arranged based on seven factors in learning pronunciation by Kenworthy (Kenworthy in Afiki, 2016).

Then, the researchers conducted the observation. Since the researchers used participatory observation, the researchers came to each respondents' house to observe and record the information. The researchers listened to the audio recording, write the respondents' description and listed the pronunciation error on English diphthongs made by the certified tour guide. Then, researcher classified the types of pronunciation error in English Diphthongs and analysed the most difficult diphthongs made by the certified tour guides. Then, the researchers identified the reason of the pronunciation error made by those certified tour guides based on the answers of the questionnaires. The data about the letters, records, books and references were documented to support the research.

RESULTS AND DISCUSSIONS

Based on the research result, the researchers found two types of pronunciation error in English diphthongs made by the certified tour guides, they were substitution and omission. The researchers did not find pronunciation error in distortion and addition types.

Table 1. The Total of Pronunciation Error Types in Diphthongs

No.	Diphthongs	Types of Error			
		Substitution	Omission	Distortion	Addition
1	[aɪ]	8	4	0	0
2	[eɪ]	8	23	0	0
3	[əʊ]	45	0	0	0
4	[aʊ]	8	0	0	0
5	[eə]	3	7	0	0
6	[ɪə]	3	4	0	0
7	[ɔɪ]	1	1	0	0
8	[ʊə]	0	5	0	0
	Total	76	44	0	0

Based on the table above, there were two types of pronunciation error in this research, and they were substitution and omission. The errors occurred 120 times (76 times for substitution and 44 times for omission). Pronunciation error in substitution type was the highest, and it occurred 76 times for seven kinds of diphthongs, they were [aɪ), [eɪ], [əʊ], [aʊ], [eə], [ɪə], [ɔɪ]. The example of substitution is the word "eight" /eɪt/, it was pronounced by a respondent as /ek/, and the word "mountain" /ˈmaʊntɪn/ was pronounced as /monten/. Then, the pronunciation error in omission type occurred 44 times for six types of diphthongs, they were [aɪ], [eɪ], [eə], [ɪə], [ɔɪ], [ʊə]. The example of omission was the word "neim" /neɪm/, it was pronounced as /nim/, and the word "sunrise" /ˈsʌnraɪz/ was pronounced as /ˈsʌnrɪz/. All respondents did not make pronunciation error in distortion and addition types.

Table 2. The Total of Pronunciation Errors in Diphthongs

No.	Diphthongs	Types of Error				Total
		Substitution	Omission	Distortion	Addition	
1	[aɪ]	8	4	0	0	12
2	[eɪ]	8	23	0	0	31
3	[əʊ]	45	0	0	0	45
4	[aʊ]	8	0	0	0	8
5	[eə]	3	7	0	0	10
6	[ɪə]	3	4	0	0	7

| 7 | [ɔɪ] | 1 | 1 | 0 | 0 | 2 |
| 8 | [ʊə] | 0 | 5 | 0 | 0 | 5 |

Based on the research result, it could be seen that the certified tour guides made some pronunciation errors in English diphthongs. Those pronunciation errors on English diphthongs are : (1) 2 times for [ɔɪ] diphthong, (2) 5 times for [ʊə] diphthong, (3) 7 times for [ɪə] diphthongs, (4) 8 times for [aʊ] diphthong, (5) 10 times for [eə] diphthong, (6) 12 times for [aɪ] diphthong, (7) 31 times for [eɪ] diphthong, and (8) 45 times for [əʊ] diphthongs. The respondents made the highest pronunciation error in [əʊ] diphthong (it occurred 45 times) and made the lowest pronunciation error in [ɔɪ] diphthong (occurred 2 times). It means that the most difficult English diphthong made by certified tour guides was in [əʊ] diphthong (it occurred 45 times).

To support the data, the researchers gave the questionnaire to the respondents. There were ten open-ended questions for the respondent in the questionnaire. The result of the qustionnaire is shown in the following table:

Table 3. Questionnaire Recapitulation

No.	Questions	Respondents' Answer				
		R1	R2	R3	R4	R5
A	**Native Language**					
	1. What is your native language?	Indonesian	Indonesian	Indonesian	Indonesian	Indonesian
B	**The Age Factor**					
	2. How old are you? (years old)	30	29	27	40	26
C	**Amount of Exposure**					
	3. How long have you been a tour guide? (year/s)	3	4	3	7	1
	4. What nationality of foreign tourist have you ever handled?	France, Germany, Belgium.	The United Kingdom, The United State, Germany, Spain, Australia.	Germany, Spain, France, The United State, Australia, Asean Countries.	The United Kingdom, The United State, Germany, Belgium, France.	China, Japan, South Korea
D	**Phonetic Ability**					
	5. How do you get pronunciation subject?	Lectures	Senior High School	Senior High School	Senior High School	Lectures
	6. How do you practice your pronunciation?	Practicing English with friends and taking an English course.	Watching movie and trying to imitate the words, reading a book aloud, surfing English in the internet.	Listening to someone's speaking and trying to repeat after him.	Practicing English with friends and family almost every day.	Studying English in the University and trying to communicate by using English with other people.
	7. What do you think about your pronunciation ability?	My pronunciation is good, but sometimes I feel afraid of my mistaken.	There is no problem with my pronunciation. The tourist can understand me.	The foreign tourist and I can understand each other. So I think my pronunciation is good.	I think my pronunciation is good because I don't have problem when I speak with foreign tourist.	I don't have any difficulties in pronunciation.
E	**Attitude and Identity**					
	8. How do you feel when you communicate with foreign tourist?	Sometimes I feel nervous and shy when I have communication with the tourist.	Sometimes the foreign tourists' pronunciation is hard to understand. I don't give up.	I am nervous when foreign tourists speak too fast and their accent make me confused.	I feel happy and enjoy.	I still feel nervous, shy and afraid.

F	Motivation and Concern for good Pronunciation					
	9. What is your motivation in learning English?	I am interested in English because English is easy to learn.	It is important to master English when we want to have a good job.	I want to communicate in English with the foreigner.	I want to introduce Indonesian culture and speak English to the foreign tourists.	I learn English because I am a tour guide.
	10. What is the challenge in learning English Pronunciation?	Indonesian accent is different with English's accent.	I talk slowly but foreign tourist talk too fast.	It is hard to me to have English accent like a native speaker.	Learning English pronunciation is not hard as long as we can understand each other.	It is difficult actually, but I don't want to give up. I learn pronunciation slowly.

Furthermore, based on the answers of the questionnaire, there were several factors that influenced their ability in pronouncing the words. The respondents were 26-40 years old (the answers of question B.2). All respondents had Indonesian as their native language (the answers of question A.1). They have been a tour guide around one to seven years (the answers of question C.3). They have handled foreign tourists from France, Germany, The United Kingdom, The United State, Australia, Belgium, Netherlands, Spain, and other Asean countries (the answers of question C.4). Two respondents confessed that they got pronunciation through lectures and the less three respondents were got it from senior high school (the answers of question D.5). So these two respondents had pronunciation practice experience about phonetic and pronunciation when they were in college and three others respondents had the experience independently by watching the movie, and practiced directly with friends and foreign tourists (the answers of question D.6). All respondent believed that their pronunciation is good because they could communicate with the tourist (the answers of question D.7). Even though they had experience in speaking with the foreign tourist, those four tour guides felt that sometimes they were difficult to understand the foreign tourists when they spoke too fast (the answers of question E.8). Sometimes foreign tourists' accents were unfamiliar in their ears. Only one tour guide who had seven years experience of being a tour guide felt happy and enjoy having speaking with foreign tourists. Based on the last factor about motivation, it can be concluded that they learned English because English is important for their future especially for their job as the tour guides (the answers of question F.9). Even though learning English was hard sometimes to them, they will not stop learning (the answers of question F.10). It indicated that they struggle to have native-like accent in the future.

They had much conversation experience with foreign tourists but unfortunately they did not have much experience in learning pronunciation especially in English diphthong in depth. The certified guides made an errors because they did not know whether it was correct or incorrect. They could not correct themselves, so they need to develop their experience in learning how to have the correct pronunciation with the native speakers, experts, and other competence person in pronunciation. Their error pronunciation could be the reason in improving their pronunciation. Erdogan (2005) states that error is could be the bridge for the learner in learning how to say the correct pronunciation (Ramandhani, 2016). The language learners need experience and practice English conversation continuously in order to have the ability in recognizing the correct pronunciation. The tour guides will have better language skill if they always train their selves in improving their language skill (Widiyati, 2015). Through rising the experience and practicing the conversation continuously, the learners are expected to master the English (Riyanto et al., 2018). In line with the statement, Kenworthy (1988) states that the learners' motivation

and concern for good pronunciation are important in developing their pronunciation ability, and these things will help them to have better pronunciation than others.

CONCLUSION

The researchers found that the certified tour guides made two types of pronunciation error, they were substitution and omission. Pronunciation error in substitution occurred 76 times and omission occurred 44 times. The certified tour guides did not make pronunciation error in distortion and addition types. The highest pronunciation error made by certified tour guides was in [əʊ] diphthong (it occurred 45 times). So [əʊ] diphthong was the most difficult diphthong made by certified tour guides. The result of the questionnaire showed that the certified tour guides had considerable time in conversation with the foreign tourists but they did not realize that they had pronunciation error on English diphthongs. Since the conversation or their explanation could be understood by foreign tourist, they felt that their English is running well. So they did not know that their English pronunciation especially in diphthong should be corrected. They need to improve and have more struggle in raising their English pronunciation knowledge with expert or competent person to support their communication if they want to have correct and better English pronunciation.

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