EXPLORING THE USE OF ANIMATED TRAPEZIUM IN TEACHING ENGLISH DIPHTHONGS AT SENIOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: The main purpose of this study was to explore the use of Animated and Trapezium to teach the English Diphthongs as one of some important and complicated aspects, the articulation of diphthongs is often treated as the "stepchild of language learning aspects" compared to that of grammar and vocabulary. Further than that, as one of the phonetic systems, articulating diphthongs is not usually taught explicitly in senior high school level. Indeed, articulating diphthongs is often problematic for the EFL/ESL teachers as well. This study found that most (if not all) English teachers adopted some approaches by relying on materials that, as a matter of fact, lack grounding but expect good results. In Indonesia, particularly for the secondary school level, articulating diphthongs is one most difficult parts of the English sound systems to learn. It is commonly known that diphthongs are usually (if not always) articulated by monophthongize. This study used descriptive qualitative research embracing observation, note taking and interview as data collection method and the data was in form of words supposed to describe in detail of a particular activity or situation. The subjects of the researcher are the teacher and the students from secondary School level of SMA in Mataram. The class consists of 25 student, 13 female students and 12 male students. The finding of the study shows that the use of animated trapezium in teaching diphthongs considered very useful in helping students pronounce English diphthongs and the animated trapezoid allows students to experience pronouncing English diphthongs without much teacher modeling. Furthermore, the trapezoid and animation also helps students understand that to pronounce an English diphthong, one must pronounce the English vowel number 10 and move from one vowel position to another. Based on the finding of the study, by giving animation to the common English vowel trapezium, this study is intended to explore how this 'Animated Trapezium' can be used by English teachers as the medium of teaching and how this medium can help students easier to understand and practice articulating the English diphthongs as repetitive of Vowels or as an alternative medium to teach English pronunciation. In addition, it is suggested that since the merdeka curriculum requires teachers to teach English pronunciation integrated throughout the curriculum, pronunciation should be included in each skill section (listening, speaking, reading and writing).
Keywords: *diphthong; monophthongize; teaching English; trapezium.*

INTRODUCTION

Good pronunciation is especially necessary for communication in formal and informal situations (Szynalski, 2018). This is why students' pronunciation needs to be improved. There are many more non-native speakers and instructors of English in the world than local speakers and instructors. These actualities raise some questions that can now not be overlooked. Couper (2021) states that the goals of English Language Teaching (ELT) are no longer to serve the needs of using English as a foreign language. Instead, it is an international language to communicate with other non-native speakers. The training and English language courses should not assume that the goal is to prepare students for native-speaker (NS) and non-native-speaker (NNS) interaction. That is,

people are now an international community (Ball, & Rahilly, 2013; Nguyen & Newton, 2021).

The manner in which pronunciation is imparted and acquired plays a crucial role in the overall learning process (Donal, 2016; Nurman, 2021). When the process of teaching and learning

Pronunciation is engaging and stimulating, Students are more likely to absorb and retain this linguistic skill effectively. However, a concern arises when considering the Indonesian educational context, where teachers frequently employ discussion-based strategies for teaching pronunciation and often neglect the incorporation of multimedia resources to support the learning experience. Unfortunately, this traditional teaching approach fails to capture students' interest, resulting in a lack of engagement and motivation,

which can lead to boredom and disinterest in the subject of pronunciation (Chen & Tian, 2022; Shabani & Ghasemian, 2017). As a consequence, it is essential to reconsider teaching methods and explore innovative approaches to make the learning of pronunciation more engaging and rewarding for Indonesian students.

In the realm of language learning, it is imperative for learners to grasp specific phonological features to prevent errors that may hinder effective understanding and communication. This need is particularly pronounced in the context of English as an international language (EIL), where pronunciation assumes a pivotal role. The key aspects of pronunciation that hold utmost significance in this context include the correct articulation of certain consonants, the simplification of complex consonant clusters, discrimination of vowel length, and the proper emphasis on syllables and words (Nugraha et al. 2022; Yeldham & Choy, 2022). These elements collectively contribute to the intelligibility of speech and serve as crucial preventative measures against problematic pronunciation, ensuring that communication remains clear and effective.

Moreover, the intricacies of English diphthongs further underscore the importance of phonological understanding (Ambalegin & Arianto, 2018; Novarita, 2018). Some experts in the field categorize English diphthongs into two major types, each with its distinct pronunciation patterns and nuances. Mastery of these diphthongs becomes essential for learners as it enables them to convey meaning accurately and communicate effectively, especially in a global context where English serves as a primary means of cross-cultural communication (Ponidi et al., 2021; Sugiharto et al., 2022). Therefore, a comprehensive understanding of phonological features, including consonants, vowel length, and diphthongs, is essential for learners aiming to enhance their proficiency in English and engage in meaningful communication on an international scale (Almalki & Alghethami, 2022).

The acquisition of phonological understanding, particularly regarding English diphthongs, is a fundamental requirement for language learners (Ruspita et al., 2022; Ambalegin & Arianto, 2018). Diphthongs play a significant role in English pronunciation, and it is essential for learners to master their distinctions. In English, there are two primary categories of diphthongs: closing diphthongs and centering diphthongs (Ponidi et al., 2021; Ruspita et al., 2022). The English closing

diphthongs are characterized by the second vowel sound being pronounced closer than the first. These diphthongs include /eɪ/, /oʊ/, /aɪ/, /aʊ/, and /ɔɪ/. Each of these diphthongs represents a unique combination of vowel sounds and contributes to the richness and diversity of English pronunciation. On the other hand, English centering diphthongs feature a second vowel sound that is more central in its articulation compared to the first vowel. This category includes diphthongs like /ɪə/, /ɛə/, and /ʊə/. Understanding the distinction between these cantering diphthongs is crucial for learners to achieve accurate and natural pronunciation (Yulia & Saukah, 2021). Mastery of these English diphthongs is vital because they significantly influence the intelligibility and authenticity of one's English speech. Proficiency in distinguishing and producing these diphthongs enhances a learner's ability to communicate effectively and with the correct pronunciation, making it an essential aspect of language acquisition for those seeking competence in English.

Language learners are expected to acquire proficiency in three primary types of diphthongs, namely Diphthong /eɪ/, Diphthong /əʊ/, Diphthong /aɪ/, Diphthong /aʊ/, Diphthong /ɔɪ/, Diphthong /ɪə/, Diphthong /ɛə/, and Diphthong /ʊə/, as outlined by Dyah (2020). The /eɪ/ diphthong, known as a front cover diphthong, initiates with the tongue in the /e/ vowel position, a front vowel slightly below the mid-close position, moving towards the /ɪ/ position, just above mid-close, though the final position may not always be fully reached, with the lips initially open and gradually closing (Dyah, 2020; Nugraha et al., 2022). Examples include words like "raid /reɪd/", "pain /peɪn/", "fail /feɪl/", and "sale /seɪl/".

Students must also become familiar with the Diphthong /əʊ/, which starts with the tongue between the back and center, raised to a mid position between half-open and half-closed, then moving towards the /ʊ/ vowel. Examples include "told /təʊld/", "flow /fləʊ/", and "boat /bəʊt/".

The Diphthong /aɪ/ is highlighted as a front cover diphthong where the front part of the tongue raises slightly from a position between /æ/ and /a:/ towards an /ɪ/ sound, with lips opening and then slowly closing, as seen in words like "mine /maɪn/" and "rice /raɪs/".

For the Diphthong /aʊ/, it involves a slight elevation of both the front and back of the tongue from a position that is fuller than the first element of diphthong /aɪ/, moving towards /ʊ/, with examples being "sow /saʊ/" and "found /faʊnd/".

The Diphthong /ɔɪ/, a full rear-front cover diphthong, starts with the back of the tongue raised near /ɔ/ and moves towards /ɪ/, exemplified in "soil /sɔɪ/" and "coin /kɔɪn/".

Additionally, mastering the Diphthong /ɪə/ is vital for clear speech, beginning with the /ɪ/ vowel and sliding towards /ə/, with "here /hɪə/" and "fear /fɪə/" as examples.

Diphthong /ɛə/, a low front-centered diphthong, starts higher than the /æ/ sound and moves towards /ə/, demonstrated in "hair /hɛə/" and "bare /bɛə/".

Lastly, the Diphthong /ʊə/ begins with the /ʊ/ vowel and slides towards /ə/, with words like "sure /ʊə/" and "cure /kjʊə/" illustrating this pronunciation pattern.

According to Novarita (2018), Indonesian English learners often perceive grammar as a significant challenge in mastering the language. However, a larger portion of these students find that pronouncing English words correctly poses an even greater difficulty. Words such as "development," "preposition," "graduation," "original," "executive," "example," and "examination" are frequently mispronounced by secondary school students. It is recommended that students refer to a standard dictionary for accurate pronunciations, but the challenge arises from many students' unfamiliarity with reading the International Phonetic Alphabet (IPA) symbols used in these dictionaries (Ambalegin & Arianto, 2018). Compounding the issue is the lack of emphasis on pronunciation training by most educators, leading to pronunciation being somewhat neglected in language teaching, akin to being the 'Cinderella of Language Teaching.' Pronunciation is rarely taught explicitly (Sugiharto et al., 2022; Almalki & Alghethami, 2022), resulting in students struggling to communicate clearly with native English speakers.

Teaching should ideally offer students numerous opportunities to hear input from speakers with native-like pronunciation. This places a significant demand on high school English teachers to achieve pronunciation that closely resembles that of native speakers. Febrianto (2021) emphasizes the critical role of pronunciation exercises in affording students the chance to refine their mastery over the English sound system. A key feature of a language's sound system is its array of sounds, which linguists categorize as the segmental aspects of language, encompassing both consonants and vowels (Asrul & Husda, 2022; Febrianto, 2021). Consequently, learning pronunciation involves not just speaking accurately but also understanding the relationship between sounds and spelling. It's important for students to differentiate between phonemes that are similar in sound. Thus, listing and defining the phonemes of a language using phonetic symbols is beneficial.

Nugraha et al. (2022) suggest employing phonetic symbols in pronunciation teaching, as dictionaries commonly represent word pronunciations with these symbols, enabling students to grasp word pronunciations even without auditory cues (Ruspita et al., 2022; Hidayatulloh, 2023). Knowing these symbols simplifies the process of identifying and explaining pronunciation errors.

While phonetic symbols aid in teaching correct pronunciation, mastering intonation is crucial for effective speaking practice. The "rules" of intonation are often more intricate and tend to function subconsciously (Wang & Wen, 2023), making intonation a challenging aspect to teach. For Indonesian educators, one particular challenge is instructing on the pronunciation of English diphthongs with clear intonation, due to the substantial differences between the sound systems of English and Indonesian. Students at various levels frequently struggle with pronouncing English diphthongs accurately.Indonesian speakers often pronounce diphthongs in Indonesian words as single vowels or single vowels (Puspita et al, 2023). For example, instead of pronouncing the word "sampai'as /sʌmpaɪ/, native Indonesian speakers often pronounce the word /sʌmpe/, monophthongizing /aɪ/ to /e/. Here, they often combine the two vowels. The /aɪ/ sound of the diphthong becomes a single vowel /e/. Similarly, instead of pronouncing the word "kerbau" as /kərbaʊ/, native Indonesian speakers often pronounce the word /kərbɔ:/, by monophthongizing /aʊ/ into a single vowel /ɔ:/.

In the secondary school program (SMA), there are no separate lessons on teaching diphthongs. They are not found in phonics lessons, but they are interestingly implicit in almost every part of the lesson. That is, the program requires students to pronounce each word in the vocabulary and grammar points (tense), as well as while reading. Therefore, it is worthwhile to learn English diphthongs using animated trapezoids.

The use of animated trapezoids as instructional tools is a novel approach aimed at aiding language learners in the mastery of diphthong pronunciation. These animated quadrilaterals, distinguished by a pair of parallel sides, are designed to visually support students in accurately pronouncing different diphthong sounds. Animated trapezoids

provide a dynamic and engaging way for learners to improve their diction of diphthongs, thereby enhancing their overall pronunciation capabilities. This innovative method of teaching diphthong pronunciation through animated trapezoids represents the unique aspect of the study.

METHOD
The study employed a descriptive qualitative research methodology. The researcher aimed to present data in narrative form to provide a detailed account of specific activities or situations. The research focused on a secondary school teacher and their 25 students (13 females and 12 males) in Mataram at the Senior High School (SMA) level. The data were presented descriptively, aligning with a qualitative design that aims to depict observed phenomena or activities narratively, without involving statistical analysis. According to Cohen (2018), descriptive research aims to delineate a phenomenon as it naturally occurs. Hence, this study was structured to describe observations and interactions during the research period without comparing the effects of different treatments as in experimental studies. Conducted in a Senior High School that follows the K-13 curriculum and is transitioning to the Merdeka curriculum for certain grades, this research found that while specific lessons on diphthongs are not explicitly taught, pronunciation is integrated throughout the English subject for eighth and ninth grades. The curriculum mandates that students must correctly pronounce words in vocabulary sections, grammar points (tenses), and reading passages (Hidyatulloh, 2023; Winzky & Aswir, 2022).

RESULTS AND DISCUSSION
The present investigation undertakes an examination of the outcomes derived from observational activities focused on the application of animated trapezium as an instructional tool for the teaching of English diphthongs. The study illuminates that the employment of animated trapezium proves to be efficacious in fostering the accurate pronunciation and articulation of English words incorporating diphthongs among students. The findings of the research provide empirical support for the pedagogical efficacy of utilizing animated trapezium as a means to enhance the phonetic competence of learners, particularly in the nuanced realm of diphthongal pronunciation within the English language. This discernment contributes valuable insights to the discourse on innovative and effective methodologies for language instruction, specifically in the domain of phonological acquisition.

Based on the writer's experience, this paper is proposing the use of animated trapezium of the English vowels in teaching the pronunciation of the English diphthongs. It is believed that the use of such media make it easier for the students to pronounce each of the English diphthongs.

The English diphthongs
English phonemes focused in this study consist of consonants, vowels, and diphthongs. Some consonants, vowels, and diphthongs in English maybe absent in other languages (Nguyen & Newton, 2021; Nurman, 2021). Similarly, some consonants, vowels, and diphthongs in other languages may also be absent in English. In short, linguists say that different languages have different systems of phonemes. In this study, teachers elaborate consonants, vowels, and diphthongs in their classes as the teaching materials of pronunciation. It is in line with Chen and Tian (2022) who informed that in the teaching of pronunciation, teachers should focused on consonants, vowels, and diphthongs to lead students in practicing English pronunciation.

The pedagogical imperative of instructing diphthongs in pronunciation classes is underscored by its significance for educators (Shabani & Ghasemian, 2017; Chen & Tian, 2022). While some teachers employ various instructional tools to guide students through diphthong practice, not all strategies yield the desired success. Within the ambit of this study, the introduction of animated trapezium emerges as a potentially efficacious pedagogical approach. This innovative tool is posited to serve as a facilitator for both educators and learners in the nuanced task of diphthongal articulation. The study contends that the integration of animated trapezium into instructional practices may offer a promising avenue to enhance the effectiveness of teaching and learning diphthongs, contributing to a more comprehensive and successful pedagogical landscape in pronunciation classes.

In the teaching of diphthongs, teachers of this study focused on types of diphthongs. Thus is in line with Nugraha (2022) who cited linguists that diphthongs have eight types in English. By diphthong, phoneticians mean the combination of two vowels in the same syllable. Quoting Jones, Cohen said that there are nine diphthongs in English, which are: /eɪ/; /əʊ/; /aɪ/; /aʊ/; /ɔɪ/; /ɪə/; /eə/; /ʊə/ (Setyaningsih et al. 2019). On the other hand, there are only four diphthongs in Indonesian.

Those are /aɪ/ as in sampai (/sʌmpaɪ/); /ɪa/ as in Indonesian (/ɪndəʊneɪsɪə/); /aʊ/ as in kerbau (/kərbaʊ/); and /ɔɪ/ as in sepoi (/səpɔɪ/). Of these four diphthongs, only /ɔɪ/ is never monophthongized, while the remaining four diphthongs, in actual everyday use, are almost always monophthongized.

Many phoneticians classify diphthongs as a type of vowel sound. This classification stems from the process of pronouncing a diphthong, which involves starting with one vowel sound and transitioning or gliding to another, effectively combining two distinct vowel sounds (Ambalegin & Arianto, 2018; Ponidi et al., 2021). Thus, diphthongs are often defined as unique vowel sounds within a language that comprise a blend of two vowels, with the tongue shifting from one position to another during the utterance of a single syllable (Novarita, 2018; Nugraha et al., 2022). In teaching these diphthong pronunciations, it's crucial for educators to have students practice articulating each diphthong thoroughly, emphasizing the glide from one vowel position to the next, enabling clear expression in various linguistic contexts. Effective words for practicing English diphthong sounds identified in this study include:

For the diphthong /eɪ/, words such as may, say, same, late, and blame are recommended. For /aɪ/, examples include I, buy, my, and time. For /ɔɪ/, words like boy, coil, and toy are suggested. For /ɪə/, the list includes here, beer, and tear (noun). For /eə/, teachers might use bear, hair, and pear. For /ʊə/, suitable words are cure, fuel, and tour. For /əʊ/, cold, fold, and pole are useful. For /aʊ/, words such as bound, down, and mount are effective. Incorporating these words into phrases such as "down town" or "grey hound" provides students with rhythmic exercises that enhance their enjoyment and ultimately improve their pronunciation of English diphthongs.

The English vowel animated trapezium
The challenge of accurately pronouncing English vowels is addressed using animated trapeziums as a teaching tool. To assist students, educators have employed animations and trapeziums, presented in slideshows, to guide practice sessions. English vowels are visually categorized within a trapezium shape, further divided by four lines into nine smaller sections to denote the positions of various vowel sounds. For instance, the sounds /i:/ and /ɪ/ are identified as front-high vowels, /e/ as a front-mid vowel, and /æ/ as a front-low vowel. Conversely, /ʊ:/ and /ʊ/ are categorized as back-

high vowels, while /ɔ:/, /ɒ/, and /ɑ:/ are labeled as back-low vowels. Additionally, the sounds /ə/ and /ɜ:/ are recognized as central vowels, with /ʌ/ positioned as a back-low-close to central vowel, aiding in the visualization of vowel placements for improved pronunciation.
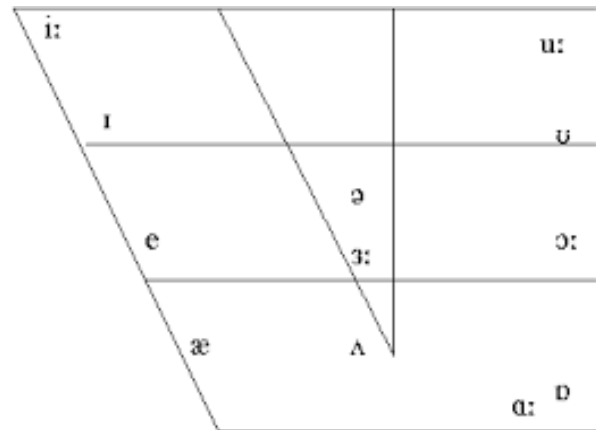

Figure 1. *The chart of trapezium representing the English vowels*

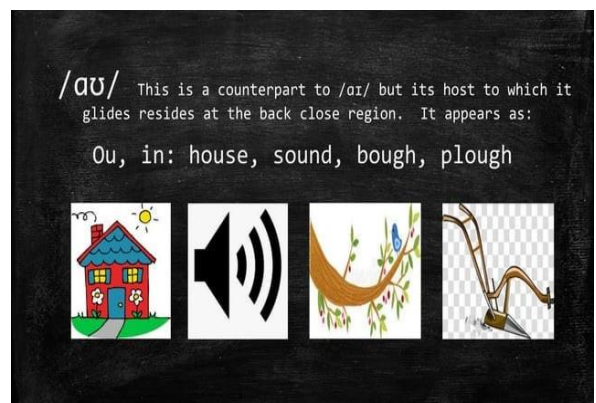Figure 2. *The diphthongs animation representing the English vowels*

Figure 3. *The diphthongs animation representing the English vowels*

Figure 4. *The diphthongs animation representing the English vowels*

Figure 5: *The diphthongs animation representing the English vowels*

Figure 1 shows a widescreen display trapezium of English vowel keystones. While Figures 2, 3, 4 and 5, shows the English vowel animation keynotes practices with its pictures. Those chat and figures provide in this study important benefits to students. Students can (1) distinguish and practicing English letters and phonetic symbols (2) learn and practice English vowel symbols and (3) position each vowel in the trapezoid and. Later, when the trapezoid is animated by giving arrows that represent the movement or motion of the English diphthongs, children will also learn that (4) each English diphthong is pronounced sounds by moving from one vowel position to another (Yeldham & Choy, 2022; Ambalegin & Arianto, 2018). This point number 4 (four) is the crucial point under discussion.

Using vowel trapezium and animation to teach English diphthongs
The use of trapezium and animation is effective to teach English diphthongs in the current study. Students can introduced and practice to the sounds of each English vowel first. The trapezoid and animation used at this study completed with its

arrows because the goal of this warm-up is to pronounce (almost) every English single vowel correctly before pronouncing every English diphthong. At this stage, it is important to help students realize that each area of the trapezoid represents the position of each English vowel in the oral cavity (Sugiharto et al., 2022; Almaki & Algethami, 2022). For this reason, let us prove that the /i vowel in English: / is located high in the front of the oral cavity, while the vowel /ɔ in English: / is located far from the lower part of the oral cavity, which will make children confident about the importance of learning sounds in English speech.

Once the students are confident about the importance of learning the English vowel sounds, they are introduced with the sounds of each of the English diphthongs. At this point, teacher is ready with the same trapezium equipped with an arrow that can be positioned in eight different locations. In another display—can be in power point or a simple notepad—teacher is also ready with phrases and sentences containing each of the diphthong sounds under discussion. It showing and modeling the movement of the articulation of every English diphthong, teacher moves the arrow from one vowel position to another vowel while articulating each of the diphthongs. This leave an understanding that in articulating an English diphthong one should make the sound glides from one vowel position to another within trapezium which represents the mouth chamber (Ambalegin & Arianto, 2018). Thus, in the process making the students articulating the eight diphthongs—instead of using eight different trapezium—teacher can use the same trapezium but put the same arrow in 8 (eight) different positions and animates it to make it glides from one intended place to another.

The detailed steps of each glide representing eight (eight) English diphthongs are discussed in turn below. The diphthong /eɪ/ starts from the central position and moves in the direction of RP (received pronunciation) /ɪ/. The first part of this diphthong is located around the count vowel /e/. The first element of the diphthong /eɪ/ changes from the middle to the front, or according to Nugraha' (2022) findings, it is slightly behind the front-open position. The sound then slides away and ends at the RP /ɪ/ position. When instructing students how to pronounce this diphthong, the teacher uses an animated trapezoid asking students to pronounce the first vowel /e/ while moving the arrow to the second vowel /ɪ/, then That asks students to pronounce this diphthong. second vowel. This step can be repeated several times until the diphthong sound /eɪ/ is achieved. Once the

pronunciation has been achieved (almost correctly), the teacher can ask the students to say a few words containing that particular diphthong (as mentioned above). These are sentences that may be useful for further practice.

These are sentences that may be useful for further practice. (1) Honey, you're crazy! (2) If we delay one more day, it will be too late. (3) Can I put the disc in the box? (4) Mr. Baker has been baking this big cake all day. (5) Did Baker say he would come today?

The first element of /aɪ/ in RP is pronounced very close to the main sound /a/ and the second element, after the configuration change, is closer to the pronunciation of /ɪ/. In this glide, the ending range is not as large as in /iː/, and jaw movements may not be as pronounced as in the case of /aɪ/.

This diphthong can be considered asymmetrical on the RP system because it is the only glide of its kind with a back origin (Sugiharto et al., 2022; Almaki & Algethami, 2022). Just like the /eɪ/ pronunciation, when showing students how to pronounce this diphthong, the teacher also uses an animated trapezoid, asking students to pronounce the first vowel /a/ and move their nose. arrow while moving the arrow. Ask students to pronounce the second vowel – towards the second vowel /ɪ/. The steps are the same, and once the (almost correct) pronunciation has been achieved, the teacher ask the students to pronounce certain words or even sentences containing that particular diphthongs. To practice this particular diphthong, the teacher used five phrases that lead in helping students.

To practice this particular diphthong, the teacher used five phrases that lead in helping students. (1) Why do you prefer cycling to hiking? (2) I find kite flying a really fun time. (3) It's time for us to learn languages properly. (4) Be kind, wise, and vigilant about your own life. (5) Not just the time but also the peak time!

In Received Pronunciation (RP), the initial sound of the /ɔɪ/ diphthong closely resembles the primary sound /ɔ/. As the sound progresses, it shifts closer to the /ɪ/ sound. This transition does not involve as wide a range as seen with /iː/, nor does it typically require as noticeable jaw movement as observed with /ɔɪ/. This diphthong is unique within the RP system for its back starting point, making it an asymmetrical glide. To teach this diphthong, educators employ animated trapeziums, guiding students to first pronounce the /ɔ/ sound, then moving an arrow to indicate the transition to the /ɪ/ sound. This method mirrors the approach used for teaching the /aɪ/ diphthong (refer to teaching

materials). For additional practice with the /ɔɪ/ diphthong, here are five sentences designed to aid in learning. (1) Are you going to join the boys to the beach? (2) The point is that not all snakes are poisonous. (3) How does an employ get an employment card? (4) A noisy voice can be so annoying. (5) What noise annoys you in a noisy day?

The production of the /əʊ/ diphthong typically begins with the articulators arranged in the RP /ə/ position, followed by the tongue moving slightly upwards and backwards towards the RP /ʊ/, although the initial position might differ (Ambalegin & Arianto, 2018; Sugiharto et al., 2022; Almaki & Algethami, 2022). In traditional pronunciation, this diphthong originates from a more back position, closer to a centralized (or open-centralized) /o/, with the glide featuring an increase in lip rounding. In another variant, the diphthong starts from a more centralized-closed /ə/ position. Additionally, for many RP speakers, the first (central) element is elongated to the extent that it might be confused with /ɜː/, especially preceding /l/, as in "goal" and "girl". To teach this diphthong, instructors guide students to begin with the vowel /ə/ and then direct them to transition to the /ʊ/ vowel.

The teaching method for this diphthong follows the same approach as with previous ones, offering ample practice. The following five sentences are suggested for further practice with this diphthong:

(1) Do flowers grow beneath the snow? (2) When I asked her to go, she said no, no, no, not now. (3) The trainer said: go, go, go, but the trainees said: no, no, no. (4) She never lets me go, I don't know why she does so. (5) I don't know when I will have to go.

Conversely, the diphthong /aʊ/ initiates from a position further back compared to /aɪ/ and shifts towards RP /ʊ/. Gimson notes it starts slightly more forward than RP /ɑː/, limiting the possibility of raising without diminishing the contrast, leading to either fronting or retraction in its variants. Instructing students on this diphthong, teachers first have them articulate the /a/ vowel then guide the transition to the /ʊ/ vowel.

The teaching steps for this diphthong mirror those used for the earlier ones, providing extensive practice. The following five sentences are recommended for practicing this diphthong: (1) "Let's go downtown by underground." (2) "If you shout loudly, he will come down here." (3) "When the leaves turn brown, they fall down to the ground." (4) "No doubt we can find thousands of flowers." (5) "I saw a clown shouting in town."

Moreover, /ɪə/ is among the three centering diphthongs of English (/ɪə/, /eə/, and /ʊə/), beginning with the tongue in the /ɪ/ position. Its articulation varies between a more open /ə/ at the end of words and a less extensive movement in non-final positions, representing the two main allophones of /ɪə/ in RP, similar to those of /ə/ (Ambalegin & Arianto, 2018; Shabani & Ghasemian, 2017; Chen & Tian, 2022).

To teach this diphthong, instructors ask students to start with the /ɪ/ vowel and then move towards the /ə/ vowel. This teaching approach is consistent with that for other diphthongs, emphasizing practice. Below are five phrases suggested for further practicing this diphthong. (1) Oh my God. Housing nearby! (2) Is it clear from here? (3) I live nearby, but you can't see it from here. (4) Have you ever heard the song Tears in Heaven? (5) Oh my god, come here and wipe your tears.

The diphthong /eə/ starts at the /e/ sound or lower and moves to the most central but also most open position. According to Nugraha's (2022) findings, when /ə/ is final it has a more open position, while in cases where /eə/ is closed by a consonant, /ə/ is of the medial type. The difference lies mainly in the degree of openness of the first element (Shabani & Ghasemian, 2017; Chen & Tian, 2022). When explaining to students how to pronounce this approximate diphthong, the teacher first asks them to pronounce the first vowel /e/ then moves the arrow - at the same time asking them to pronounce the vowel second - towards the second vowel /ə/. When students faced difficulties in accurate articulation and pronunciation, they are assissted by using animated trapeziums in practice. It is effective to lead them in practical activities.

The next steps are just like what the teacher takes in showing and giving more practice for articulating other diphthongs. For further practice for this particular diphthong, here are five sentences that may be very helpful. (1) Do you dare to go there alone? (2) Take care and beware of your own life. (3) I like the song of Here, There, and Everywhere. (4) Some children played there barefooted. (5) Mr. Sinclair has gone to Saint Claire five times.

In the practical application of phonetic instruction, students frequently encounter challenges when confronted with the glide /ʊə/. This particular phonetic element has converged with /ɔ:/ in the speech patterns of many RP speakers. Additionally, a monophthongal articulation of /a/ is consistently observed preceding the phoneme /r/, as exemplified in words such as "alluring" or "furious." This articulatory tendency is notable for its influence on the qualitative aspect of the diphthong's inception. To address these intricacies and refine students' proficiency in the articulation of such phonetic nuances, instructional practices have incorporated animated trapeziums (Ruspita et al., 2022; Nugraha et al., 2022). These visual aids serve as pedagogical tools, providing students with a dynamic platform through which to engage in targeted practice and thereby enhance their competency in navigating the intricate articulation of the mentioned diphthongs.

According to Ruspita et al. (2022), teachers should provide their students with insight into monosyllabic pronunciations, as in the words yours, Shaw or sure. The reduction in monosyllability of /ʊə/ is rarer in the case of less frequently used monosyllabic words such as moor, tower and austere. This diphthong articulates with the first element around /ʊ/, while the second element reaches the more open /ə/ form. When showing students how to pronounce this approximate diphthong, the teacher first asks them to pronounce the first vowel /ʊ/ then moves the arrow - while also asking them to pronounce the second vowel. two - towards the second vowel. vowel /ə/. The following steps are similar to the steps teachers take when demonstrating and further practicing the pronunciation of diphthongs above. Below are five phrases that can be very useful for further practice on this particular diphthong. (1) Are you sure the grapes taste sour? (2) How do you pronounce fleur et flour? (3) We don't know for sure whether the train will move in an hour or not. (4) Are you sure the poor bus will be there? (5) If we are sure, we don't mind waiting for the poor bus..

CONCLUSION

Despite the fact that pronunciation is an important part of language teaching and learning, most teachers still hesitate to teach English pronunciation, let alone English diphthongs, one of the most difficult parts. The difficulties are due to the fact that when pronouncing English vowels, Indonesian native speakers often pronounce them by monosyllabic them. Based on the data of pre-eliminary research, the use of vivid trapezoids of English vowels is considered very useful in helping students pronounce English diphthongs correctly (almost). This is because it allows students to focus on animated PowerPoint slides. Furthermore, this study shows that the lively trapezoid and animation also helps students understand that to pronounce an English diphthong, one must pronounce the

English vowel number 10 and move from one vowel position to another. In addition, it shows that the animated trapezoid allows students to experience pronouncing English diphthongs without much teacher modeling. Since the merdeka curriculum requires teachers to teach English pronunciation indirectly throughout the curriculum, pronunciation should be included in each skill section (listening, speaking, reading and writing).

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