STATEMENT OF ORIGINALITY

I here declare that the research paper I wrote a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethnic in the world of scientific writing tradition.

However if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepare to receive any consequences in the form of any sanction such as loosing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, October 6, 2016

Egi Senja Ramandhani
NIM : 122301287

ABSTRACT

This paper is an analysis of errors in pronouncing English diphthong at second grade of Mts Al-Fath Cilegon. The problem in this study is what kind of errors that students faced in pronouncing English diphthong? 2. What diphthongs are mispronounced by the students?. 3. How the transcription of students recorder in pronouncing English diphthong by reading aloud method?. The purpose of this study is: 1. To find out the error that the student faced in pronouncing the English diphthong. 2. To describe what diphthongs are mispronounced by the students. 3. To describe the transcription of students recorder in pronouncing English diphthong by reading aloud method.

This final project is a descriptive qualitative study. The errors in pronouncing English diphthongs were assumed to be affected by many factors. The factor was the habit of the students in pronouncing the word that contains of diphthongs. The habit could be from imitating, mishearing, and mispronouncing. The students mispronounced the diphthong /ɪ ə/, /eə/, /eɪ /, /aɪ /, /əʊ /, /aʊ /. Finally, of the six diphthongs the writer concluded that score of error made by students in class 8c of MTS AL-FATH are so high. The following score obtained each of symbol ɪ ə: 30 (18,86%), eə: 18 (11,32%), eɪ : 27 (15,09%), ɑ ɪ : 79 (49,68%), əʊ : 3 (1,88%), aʊ : 8 (5,03%). The results of the analysis, the most diphthongs that students' errors in pronouncing diphthong is [aɪ] . This study gives information about students difficulties in pronouncing diphthongs. Then, based on the research, the students should be given a lot of training and practice with regard to pronunciation that they can acquire the habit of using the correct pronunciation of English words containing English vowels properly.

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of by the title "An Analysis of Student's Pronunciation Error in English Diphthong at Second Grade of MTS AL-FATH Cilegon" has been approved by the research paper advisers for further approval by the board of examiners.

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AN ANALYSIS OF STUDENT'S PRONUNCIATION ERROR IN ENGLISH DIPHTHONG AT SECOND GRADE OF MTS AL-FATH CILEGON

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THE BOARD OF EXAMINERS' APPROVAL

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MOTTO

"Education is not the learning of the facts, but the training of the mind to think"

(Albert Einsten)

DEDICATION

This paper is dedicated to : my beloved parents, with their love and effort who always pray and support me.

My best brothers and sisters, who never ending support motivation and attention.

My best friends, who never ending support me.

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In the name of Allah, the most Gracious, the most Merciful.

First and foremost, all praises is due to the Almighty Allah, the Lord of the universe who has given the writer mercy, strength, and blessing to finish in writing the final project entitled "An Analysis of Student's Pronunciation Error In English Diphthong at Second Grade of MTS AL-FATH CILEGON", and also would like to express the gratitude and appreciations to:

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Serang, October 31, 2016

Egi Senja Ramandhani

A BRIEF BIOGRAPHY

The writer, Egi Senja Ramandhani was born in Serang Banten, On 1 th of March 1995. She is second from five daughter of Mr. Syarifudin Subarkah And Mrs Wiwin Winarsih. The writer was graduated from elementary school of SDN Kubang Kutu II in 2006. Junior High School (MTS/SMP) at Al-Hasyimiyah Boarding School, in 2009. Senior High School (MA/SMA) MAN Cilegon, in 2012, the writer continued to extend to study at the English Eduaction Department Faculty of Education and Teacher Training the State Institute For Islamic Studies Sultan Maulana Hasanudin Banten.

Serang October 31, 2016

Egi Senja Ramandhani

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Chapter I
Introduction

1.1 Background of Study

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. But in speaking English we often find difficulty in pronouncing one of its vowels. Pronunciation is an important form of communication especially for those who study at the elementary school. However, most students have the difficulty in pronouncing the English language, as one of the important pronunciation in speaking skills.

A diphthong is a sound made by combining two vowels, specifically when it starts as one vowel sound and goes to another, like the -oy sound in oil. Diphthong comes from the Greek word *diphthongos* which means "having two sounds." Notice the di-for "double." So diphthongs are double vowel sounds in words like *late,*

ride, or *pout.* If two vowels in a row are the same, as in boat or beer then it's not a diphthong. Linguists, scholars who study language, analyze diphthongs, "which differ from language to language. Ironically, the word *diphthong* has no diphthongs".[1]

In relation to the teaching of English at Junior High School, the teaching of pronunciation is very important, notably it is used for teaching students in reading class for reading aloud, in speaking for making conversation, in listening for taking information, taking or listened from recorded tape, or teacher dictation. Mostly when teacher ask the students to read aloud the English text, the students cannot read with good pronunciation yet. It is signed by the students read aloud the text without pay attention to the indicators of pronunciation. For examples; they only read the text based on what is written in the text or they read unclearly. Because they read the text unclearly so it can be influence to their accuracy in read the text. Moreover they always read the text with long stop or not fluency. Besides that, they didn't attention how to read aloud by considering the stress and intonation. Furthermore, with paying attention how to pronounce the word and

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[1] Vocabulary.com (https://www.vocabulary.com/dictionary/diphthong.)

phrase in the text according to the rule of English pronunciation they will be able to read the text well.

By looking the fact above, this is probably caused of the technique that the teacher uses in teaching reading to the students is not optimal especially the way of teaching reading aloud. Therefore the students have less motivation to read aloud and the negative effect appear on students. This means that their ability in pronounce the words still low; in other side the technique that given by the teacher is not make them interest to learn pronunciation even in obeyed. To anticipate the problems, I want to improve the students' pronunciation.

According to Huang L "Reading aloud has function to increasing oral English and can practice pronunciation".[2] Based on the explanation above, reading aloud is important in reading activity such as help students reach better reading of language item, and help them to practice word stress, intonation, and pronunciations. They stop and start frequently, mispronouncing some words and skipping others.

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[2] Huang, L. *Reading Aloud In The Foreign Language Teaching.* Journal Asian Social Science vol. 6. .China: Zhenjiang Watercraft College of PLA. No.4;April 2010. P. 149.

By conducting this study above, I would like to make research about: **"An Analysis of Student Error in English Vowels (Diphthong) by Reading Aloud Method".**

1.2 Statement of the Problem

The statement of the research is conducted into the following question:

1. What kind of errors that students faced in pronouncing English diphthong?

2. What diphthongs are mispronounced by the students?

3. How the transcription of students recorder in pronouncing English diphthong by reading aloud method?

1.3 Objectives of Research

The purpose of this study are:

1. To find out the error that the student faced in pronouncing the English diphthong.

2. To describe what diphthongs are mispronounced by the students.

3. To describe the transcription of students recorder in pronouncing English diphthong by reading aloud method

1.4 The Significances of Research

The significances of this research are the write hopes this research can help students improve their pronunciation skills, and suggest that they should be given a lot of training and practice with regard to pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing vowels English properly regard less of ability language they encounter.

1.5 Focus of Study

The scope of the research is vowels. There are many kinds of vowel, simple vowel, diphthong, monophthongs but the write limitation the scope only diphthong. The writer will analyze what error the students faced in pronouncing the English diphthong limitation, the study only is Vowel diphthong for the limitation. For all Diphthong is /eɪ /, /ɑ ɪ /, /əʊ /, /ɪ ə/, /eə/, /aʊ /.

CHAPTER II

THEORITICAL FRAMEWORK

2.1. Concept of Errors

2.1.1 Definition of Errors

Explaining about definition of errors, Erdogan says that "An error is the use of linguistic item in a way that fluent or native speaker of the language regards it as showing faulty or incomplete learning"[3]. It means error can be happen because the learner does not know what is correct and cannot correct by himself. An error has a different with a mistake, where the mistake is the learner make mistake in learning writing or speaking because less of attention, exhausted, carelessness or some aspect of performance. To different between error and mistake the writer suggest to ask the learner to try to correct his own faulty statement, if he is cannot to correct it the it call by an error, but where he is successful, they are a mistake. The error in pronouncing English may be viewed as a part of learning English process to the people who

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[3] Erdogan, V. (200). *Contribution of Error Analysis to Foreign Language Teaching* Mersin University, P. 263

speak English as a foreign language. Because by the errors, they will learn how to correct pronounce in English.

2.1.2 Definition of Error Analysis

In language study phases, students will not always use correct English. They will make mistakes too, when writing or speaking more freely the they will make an error. Therefore here the writer will explain about the definition of error analysis. There are many importance of error analysis in the teaching of English as a foreign language, although errors are bad things in learning English as a foreign language. According to Sunardi Hasyim "error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, where as for teachers, it is required to evaluate themselves whether they are successful or not in teaching English".[4]

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[4] Sunardi Hasyim, *Error Analysis In The Teaching Of English*. Universitas Kristen Petra 2002. p.42. (Http://Puslit.Petra.Ac.Id/Journals/Letters/).

And from other expert, according to Ellis "Error analysis is a procedure used by both researcher and teachers, it involves data collection data, identification, description, classification, and evaluation of error". [5]

After talking much about error analysis in language learning, the writer then conclude that error analysis is required in developing or increasing the techniques in teaching English. By doing the error analysis, a teacher can concentrate on the materials in which most learners made error, a teacher can also evaluate himself whether he succeeds in teaching or not, and finally he can improve his techniques in teaching by preparing systematic materials.

2.1.3 Step of Error Analysis

From statement Ellis above conclude that error analysis has methodology involving some procedure to do. There are number of steps taken in conducting an error analysis:

1. Collecting data: the first stage of error analysis is 'collecting data, it must to collect the relevant data at this stage. Data may be written or spoken, general or specific.

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[5] Ellis Rod, *Error And Errors Analysis In Second Language Acquisition*. New York: Oxford University Press, p. 15-18.

2. Identification Error: then the existing errors the collecting data are identified. it means distinguish or different errors. For this errors are distinguished from mistake in general.

3. Description error: after all the errors have been identified, they can be described.

4. Explanation of errors: while explaining the error try to find out the different sources of errors. the sources of errors are classified as intralingual (the negative transfer of items within the target language) and interlingual (negative influence of the mother tongue of learners.

5. Remediation or correction of errors: in the remediation and correction of errors, the teachers correct the errors or the learners made correct themselves.

2.2 Pronunciation

2.2.1 Definition of Pronunciation

In many English language classrooms, teaching pronunciation must be attention, because there are many students who have not been able to pronounce English vowels properly. There are many definition of pronunciation, one of the definition is proposed by AMEP Research

Centre that "Pronunciation refers to the production of sounds that we use to make meaning".[6] It means if it include attention to the particular of a language, aspect of a speech add more the level of the individual sound such as intonation timing and rhythm.

Pronunciation is the production of sound by using our speech organs for communication. English pronunciation has problem also, for example a native speaker of English most often have to confront with the spelling system of the language as writer, words whose meaning and pronunciation are well-know have to be writer down, and it is this situation that native speakers become very aware of the difficulties of the English spelling system. Sometime we have attempted to write an unknown word. With non-native learners of English the dominant problem is usually how to pronounce an unknown word in a written text. According to Kenworthy Joanne says that "The English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English speaking children learning to write their language)".[7] General observation suggests that it is those who start to learn English after their school years are most

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[6] AMEP Research Center. *Pronunciation 1*, Australia:, 2002, P.1. (http://www.nceltr.mq.edu.au/pdamep)

[7] Ken Worthy, Joanne, *Teaching English Pronunciation*. New York Longman Group, 2002. P.97.

likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age.

2.2.2 The Importance of Pronunciation

Pronunciation is very much a "must" skill for any English language learner. There are many important reasons all students need to focus on correct form and pronunciation. Here are 3 very important ones: [8]

1. Perceived Competence. Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost a job, a relationship or just be plain frustrating.

2. Clarity & Intelligibility being understood. Communication, especially in today's international world of school and business is so important. Pronunciation mistakes may impact from being understood and affect your results at school and in business.

3. Pronunciation helps acquire English faster. The earlier people focus and master the basics of English pronunciation, the faster they

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[8] English Central The Official Blog. (Https://Blog.Englishcentral.Com/2015/02/22/The-Importance-Of-Pronunciation-For-Language-Learners/)

become fluent. The ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

There are some reasons above why pronunciation is important. Besides that, pronunciation also increasing pronunciation shows that students have become more like native in their categories perception of sounds. This means that they are more likely not only to sound like native when they speak, but also to understand which sound that in words that native to them example like improved reading aloud. According to AMEP research center "The importance of pronunciation is the way we speak immediately conveys something about ourselves to the people around us".[9] In addition, they are more likely to have improved phonetic spelling skill, and improved abilities to correctly sound out new words they read. Therefore more native-like speech sounds can lead to better listening skill, reading skill, and spelling skill.

Pronunciation is generally much easier to learn at early age, but some people are not naturally learn pronunciation as they go along. According to Cruz Ferreira in Judi B Gilbert says "Anyone who has

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[9] AMEP Research Center. *Pronunciation 1*, Australia:, 2002, P.1. (http://www.nceltr.mq.edu.au/pdamep)

had close daily contact with young children along their first years of life knows that language does not come easy to the them, because there is motivation with a clear purpose behind it"[10]. It means if pronunciation learning in early age the child so easy to accept the new language from people around him like his parent and family, but in student the longer a teacher ignores the subject, the less his/her students will ever be able to learn about it.

The conclusion from the importance of pronunciation is understanding what the students mean to communicate is much more important than the accent they use when communicating between people around and also giving facility to people when looking for job in outside of the country.

2.2.3 Factors that Effect pronunciation learning

Many students have difficulty in pronunciation of the English Language, most likely to many factors and specific effects that many students became difficult in pronunciation. There are several factors and the effect on student learning pronunciation is among them.

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[10] Judi B Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press,2008), p.43.

According to Joanne Kenworthy, factors that affect pronunciation learning there are [11]

1. The native language: the more differences native language, the more difficulties the learner will learn English pronunciation. People from many different language background can and do will get a near-native pronunciation in English and to deny the role of other factors.

2. The age factor: many cases of adult who learn to speak a second language fluently, but still maintain a foreign accent, even when they lived in the foreign country for many years.

3. Amount of exposure: amount of exposure to English the learner receives the pronunciation skill. If the learner is surrounded by English this should affect pronunciation skill. But when learner is not living in an English-speaking environment then there is no advantage.

4. Phonetic ability: one study has indicated that those with good phonetic abilities benefit from pronunciation exercise, tasks in which particular sounds are heard and the learner has to imitate again and again.

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[11]. Ken Worthy, Joanne, *Teaching English Pronunciation*. New York Longman Group, 2002. P.4-8.

5. Attitude and identity: it has been claimed that factors such as a person's sense of identify and feelings of group affiliation (branch) are strong determiners of the acquisition of accurate pronunciation of a foreign language.

6. Motivation and concern for good pronunciation: if people do not care about particular task or don't see the value of it, they won't be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty or misunderstanding for the listener.

From the above statement states that if someone want to learn about English pronunciation they must needs a lot of 'aim' for give themselves motivation to learn this skill.

2.2.4 Aspect of Pronunciation

According to Joanne Ken worthy the aspects of pronunciation are [12]:

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[12] Ken Worthy, Joanne, *Teaching English Pronunciation*. New York Longman Group, 2002. P.9-11.

1. Combinations of sounds: some sounds occur in group. Example two consonant occur at the end of word 'sa**lt**'. When this happen within a word it is called by a consonant clusters.

2. Linkage sounds: when people speak, they generally do not pause between each word, but move smoothly from one word to the next. Example: the sentence "not at all", when said in this natural way, speakers don't pause between the words, but move smoothly from the 't' sounds at the end of 'not' and 'at' to the vowel sounds at the beginning of 'at' and 'all'. In fact, when most speakers say the last word of the phrase it sound like the word "tall".

3. Word stress: when an English word has more than one syllable, one of these is made to stand out more that the other. Example: in word 'table', 'isn't', and 'any' the first syllables are stressed.

4. Rhythm: English speech resembles music in that is has a beat. There are groups of syllables, just like bars of music and within each group there are strong and weak beats. Strong beats fall on nouns, verbs, adjectives and adverb. Weak beats fall on prepositions, articles an pronouns.

Example:

'What do   you   think of   it?

DA   da   da   DA   da   da

5. Weak forms: when a word has special pronunciation in unstressed position. Example: the article 'The', when said by itself or stressed the vowel will sound like the word 'me', but when it unstressed the vowel made with the lips and tongue in neutral.

6. Sentences stress: giving an extra stress word in the sentence. Example in this conversation:

A: there's plenty of salt

B; there isn't any salt on the table

In above conversation, B give extra stress to 'table', the meaning: 'there may well be salt, but I want to point out to you that there isn't any in particular place –on the table'. This aspect called by sentence stressed.

7. Intonation: speech is also like music in that it uses changes in pitch. Speakers can change the pitch of their voice as they speak, making it

higher or lower in pitch at will. So speech has a melody called by intonation.

From the statements above that the voice has a different character. Moreover, when we speak English it would sound with a kind word to follow what the word.

2.3 Phonemes

2.3.1 Definition of Phonemes

There are many definition of phoneme from the author. The first, according to Gerald Kelly " Phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced".[13] It means when we thinking about the meaning, we see if we wrong only one sound it can change the meaning of the word. It is this principle which gives us the total number of phonemes in a particular Language.

For example: The word *rat* has the phonemes /ræt/.

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[13] Kelly Gerald.(2000). *How to teach pronunciation*. England Longman Group, 2000. p.1.

If we change the middle phoneme with /ɒ /, we get /rɒ t/ rot, a different word. If you or I pronounce */ r /* in not clearly different way, the word doesn't change, and we still understand that we mean the same thing.

The second according to Adrian Underhill says " A phoneme is the smallest sound that can make a difference in meaning ".[14] It means if change one phoneme for another it will change the word.

The third according to RichardsC Jack says "a phonemes is the smallest unit of sound in a language which can distinguish two words ".[15] For example: *a* in English, the words *pan* and *ban* differ only in their initial sound: *pan* begins with /p/ and *ban* with /b/ b *ban* and *bin* differ only in their vowels: /æ/ and /i/. Therefore, /p/, /b/, /æ/, and /i/ are phonemes of English. The number of phonemes varies from one language to another.

Based on the statement above the writer concludes that we can still describe reasonably accurately how each sound is produced. The following diagram shows a breakdown of the Phonemes of pronunciation.[16]

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[14] Andrians Underhill. *Sound Foundations Learning and Teaching pronunciation*. Macmillan Books for Teachers, 2005. p. viii.
[15] Richards, Jack; John Platt and Heidi Weber. *Longman Dictionary of Applied Linguistics..* Harlaw,New York :Mc.Graw-Hill Inc,2002. p.432.
[16] https://jadeblueefl.files.wordpress.com/2013/07/phonemic-chart-with-colours.jpg

Based on Adrian Underhill's British English Phonemic Chart

| VOWELS | long sounds | short sounds | DIPTHONGS |
| CONSONANTS | voiced consonants | unvoiced consonants |

2.4 Vowel

2.4.1 Definition of Vowel

In English it must be true vocal pronunciation and accordingly, should not pronounce the letter was wrong. Letters were divided into three such as: Vowel, consonant, semi-vowel. Below I will outline the definition of vowel of reference experts.

According to Gerald Kelly, "Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the

overall shape of the mouth".[17] Some vowels tend to be characteristically longer or shorter than others, and other factors such as speed of speech, phonemic context, stress, etc further modify vowel length.

For the example if we try saying /æ/ /i/ /u:/ out loud, we should be able to feel that our tongue changes position in our mouth, it doesn't actually block their airflow. Try moving smoothly from one sound to the next, without stopping. We will also be aware of the shape of our lips changing, and our lower jaw moving. It is these basic movement which give vowels their chief characteristics.

2.4.2 The Close Vowel

For close vowel the tongue is quite high in the mouth. Moving from /**i:/** through to /**u:**/, and the different positions of the tongue /**i:/** is a front vowel and /**u:**/ is a back vowel. According to Gerald Kelly there are the close vowel:[18]

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[17] Kelly Gerald. *How to teach pronunciation*. England Longman Group, 2000. p.29

[18] Kelly Gerald. *How to teach pronunciation*. England Longman Group, 2000. p.29-40
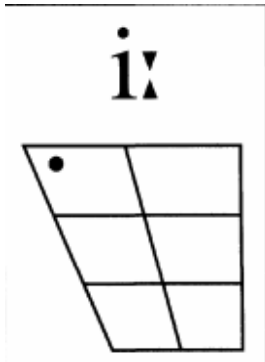
Characteristics

The front of the tongue is slightly behind and below the close front position. (the 'close' position is where the tongue is closest to the roof of the mouth). Lips are spread, the tongue is tense and the sides of the tongue touch the upper molars. For example: as in… k**ey**, p**eo**ple.
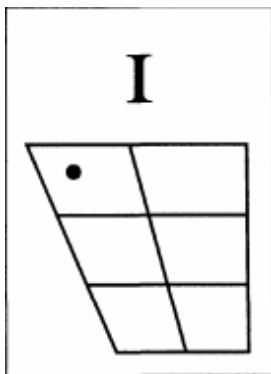
Characteristics

The part of the tongue slightly nearer the centre is raised to just above the half-close position (not as high as in /**i:**/. The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars. For example: as in… b**i**t, b**u**sy.
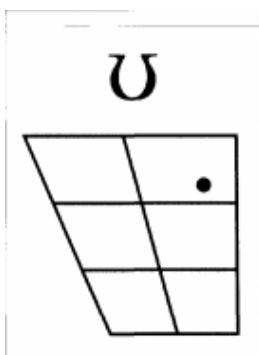
Characteristics

The part of the tongue just behind the centre is raised, just above the half- close position. The lips

are rounded, but loosely so. The tongue is relatively relaxed.

For example: as in … b**oo**k, g**oo**d.
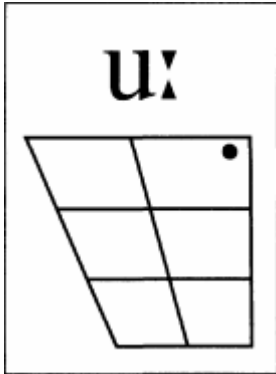
Characteristics

The back of the tongue is raised just below the close position. Lips are rounded, the tongue is tense.

For example: as in… r**u**de, tr**ue**.

2.4.3 Mid Vowel

For mid vowel the tongue is neither high nor low in the mouth. Moving from /**e**/ through to /**ɔ :**/ , the different position of the tongue /**e**/ is a front vowel, and /**ɔ :**/ is a back vowel.
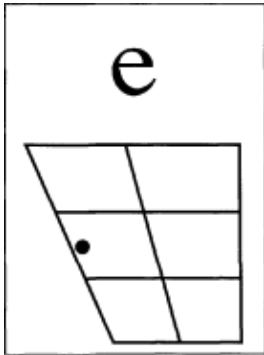
Characteristics

The front of the tongue is between the half-open and half-close positions. Lips are loosely spread, the tongue may touch the upper molars. For example: as in… **e**gg, l**e**ft.

Characteristics

The tongue is between the half-close and half-open positions. Lips are relaxed and neutrally spread. For example: as in…. **a**bout, p**a**per.

Characteristics

The centre of the tongue is between the half-close and half-open position. Lips are relaxed and neutrally spread.

For example: as in… sh**ir**t, h**er.**
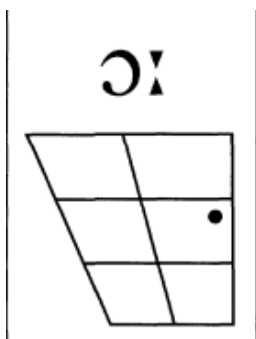
Characteristic

The back of the tongue is raise to between the half-open and the half-close position. Lips are loosely rounded. For example: as in… c**a**ll, b**oa**rd.

2.4.4 Open Vowel

For open vowel, the tongue is low in the mouth. Moving from /æ/ through to /ɒ /, the different positions of the tongue /æ/ is a front vowel and /ɒ / is a back vowel.
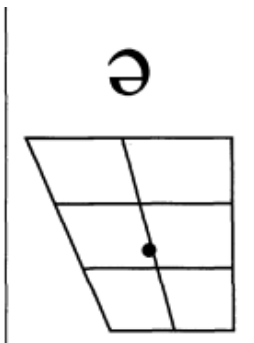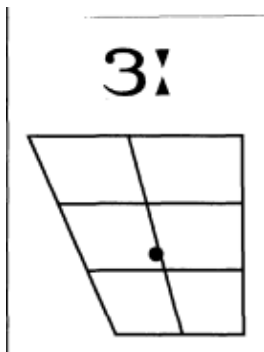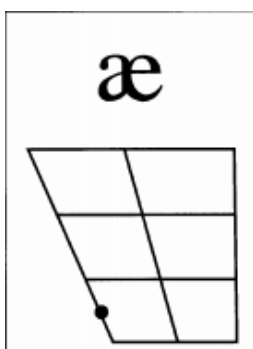
Characteristics

The front of the tongue is raised to just below the half-open position. lips are neutrally open.

For example: as in… h**a**t, att**a**ck.
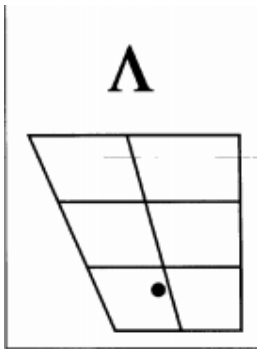
Characteristics

The centre of the tongue is raised to just above the fully open position. Lips are neutrally open. For example: as in…. r**u**n, **u**ncle.
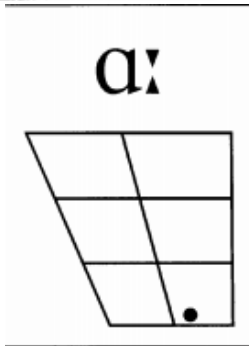
Characteristics

the tongue between the centre and the back, is in the fully open position. Lips are neutrally open.

For example: as in…. f**ar**, p**ar**t.
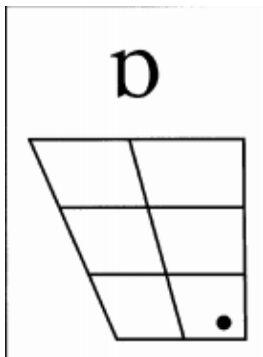
Characteristics

The back of the tongue is in the fully open position. Lips are lightly rounded. For example: as in… d**og**, **of**ten.

2.4.5 Difficulties in Analyzing Vowel Sounds

Aside from the articulation differences, the length of short and long vowels (the long vowel phonemes being followed by the

lengthening symbol / : /. For example, the sound **/ I /** in the word *bid* **/bId**/ and *bit* **/bIt/,** if the two word come in same time there is the way to different where is the long or short vowel. The / **I** / in *bid* is longer than the */ **I** /* in *bit,* because the rule here is that a short vowel is longer before a voiced consonant..

Pronunciation in English differs from pronunciation in Indonesian. There are some sounds in English that is not exists in Indonesian, one of those sounds is vowel /ə/ in the word *about /* əbo:t /, *banana* / bananə /. In Indonesian it will produces sound /about/ and /banana/. This native language influences the sounds that are spoken. So it makes the students do errors in pronouncing English sounds.

2.5 Diphthong

2.5.1 Definition of Diphthong

Subject pronunciation, speaking about the correct pronunciation of the word. Often the result of misunderstanding the wrong pronunciation. Learn pronunciation will focus on vowels, diphthong and consonants. Bellow I will outline the definition of diphthong of reference experts by According to Andrian Underhill, "A diphthongs is the result of a glide from one vowel to another within a single

syllable".[19] It means that diphthong is involving combination movement from one vowel sound to another and within one syllable in that word.

For the example above the word "say" /s**eɪ**/ is one diphthong and syllable and the diphthong in word "cake" has the phonemic symbol /**eɪ**/, it shows that there is movement from /**e**/ to /**ɪ**/, it describe the two extremes of vowel movement, the starting point or first element /**e**/, glides toward the second element /**ɪ**/**.**

In Javanese all vowels sounds, there is no diphthong in Javanese. Here is the example:

     English :   cry [kraɪ]   cow [kau]

     Javanese :   krai [kraɪ]   kau [kau]

Indonesian has two most commonly used diphthongs, such as found in the
words 'sampai' [sampɛ i] and kerbau [kərbɔ u]. These diphthongs differ from their English partners in the nature of the first elements. It

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[19] Andrians Underhill. *Sound Foundations Learning and Teaching pronunciation*. Macmillan Books for Teachers, 2005. p. 22.

is, therefore, imperative for Indonesian students learning English to pay attention to the pronunciation of these English diphthongs.

English is usually described as having eight diphthongs, and can be usefully grouped. According to Peter Roach the diphthong group there are[20]

1. Centring diphthongs end with a glide toward /ə/, it called by 'centring' because /ə/ is a central vowel. For example: s**ure** /**uə**/, cl**ea**ring /**ɪə**/

2. Closing diphthongs end with a glide toward /**I**/ or / **u**/ . the glide is toward a higher position in the mouth. For example: th**ey** /**eɪ**/ , n**ow** /**au**/.

2.5.2 Centring Diphthong
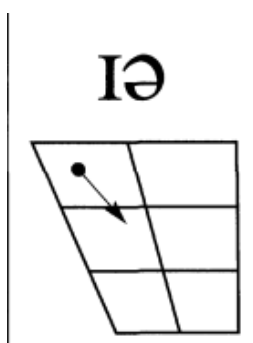
Characteristics

The glide begins in the position for /**I**/, moving down and back toward /ə**/.** The lips are neutral, but with a small movement from spread to open.

For example; as in… b**eer**, f**ear**.

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[20] Peter roach. English phonetics an phonology, Cambridge university, 1983. P.29.
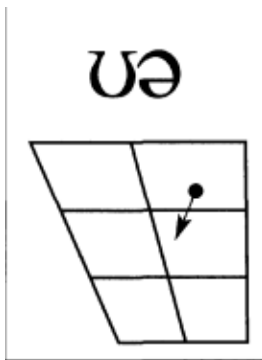
characteristics

the glide begins in the position for /ʊ /, moving forwards and down toward /ə/. The lips are loosely rounded, becoming neutrally spread.

For example; as in… s**ure**, t**our**.

Characteristics
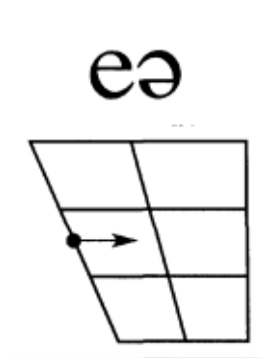
The glide begins in the position for /**e**/, moving back toward /ə/. The lips remain neutrally open.

For example; as in… wh**ere**, w**ear**.

2.5.3 Closing Diphthong

A. Closing diphthongs ending in /I/
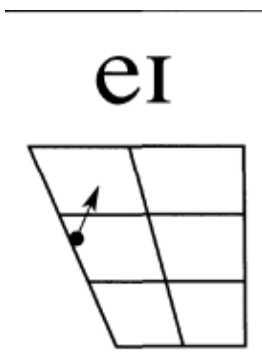
Characteristics

The glide begins in the position for /**e**/, moving up and slightly back toward /**I**/. the lips are spread. For example: as in…. c**a**ke, w**ay**.
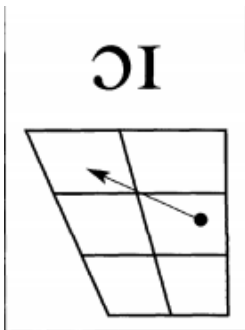
Characteristics

The glide begins in the position for /ɔ ː /, moving up and forward toward /I/. the lips start open and rounde and change to neutral. For example; as in…. t**oy**, av**oi**d.
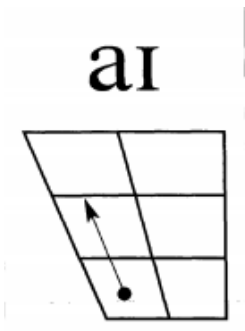
Characteristics

The glide begins in an open position, between front and centre, moving up and slightly forward toward /I/. the lips move from neutral to loosely spread. For example: as in…. t**ie**, k**i**te.

B. Closing diphthongs ending in /ʊ /
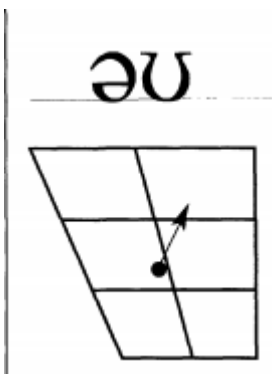
Characteristics

The glide begins in the position for /ə/, moving up and back toward /ʊ /. The lips are neutral, but change to loosely rounded. For example: as in… g**o**, sn**ow**.

au
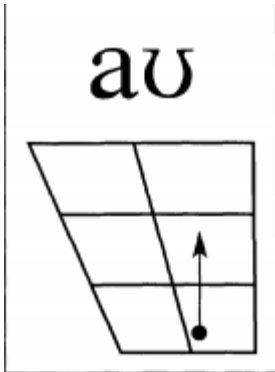
Characteristics

The glide begins in the position quite similar to /ɑː/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded.

For example: as in…. h**ou**se, l**ou**d.

2.6 Phonetic Symbols

Every spoken language has its own set of sounds. A characteristic of this set is that all the sounds within it exist in some sort of relationship to each other, each sound helping to shape the contours and boundaries of its neighbors. Most of the students are still many who do not know what it is phonetic and how to pronounce English correctly. According to Kelly Gerald "Phonetics is a wide-ranging field, and it does not necessarily have a direct connection with the study of language itself".

While the phonetic disciplines listed above can studied independently of one another, they are clearly connected: speech organs move to produce sounds, which travel in sounds waves, which are received by the ears and transmitted to the brain. Phonetic are the symbols used by most learner dictionaries, so working with them will also help learners develop the skills of finding for themselves the pronunciation and stress of any word in a learner dictionary.

According to Frederika Gebhardt there are phonetic symbols and sounds: [21]

PHONETIC SYMBOLS AND SOUNDS

International phonetic alphabet symbols

VOWELS

/ɪ / p**i**n, **E**nglish, b**u**siness   /e/ b**e**d, h**ea**d, b**u**ry, **e**xit

/æ/ c**a**t, b**a**g, **a**pple, bl**a**ck   /ə/ th**e**, **a**, wom**a**n, b**a**nan**a**

/ʊ / l**oo**k, p**u**t, c**ou**ld, c**u**shion   /ɒ / cl**o**ck, wh**a**t, bec**au**se

/ʌ / c**u**t, c**o**me, m**o**ther   /ɜ ː / g**ir**l, b**ur**n, w**or**d, h**ear**d

/ɑ ː / c**a**r, **a**rt, h**ea**rt, h**a**lf   /ɔ ː / **or**, b**oar**d, d**oo**r, sm**a**ll

/ɪ ː / s**ea**, b**ee**, p**eo**ple, r**e**ceive   /uː / t**oo**, bl**ue**, fr**ui**t, f**oo**l

DIPTHONGS

/eɪ / t**a**ke, p**ay**, w**ai**t, ball**e**t   /ɑ ɪ / f**i**ve, s**igh**, h**eigh**t, b**uy**

/ɔ ɪ / n**oi**se, b**oy**, l**a**wyer   /əʊ / n**o**, r**oa**d, s**e**w, brok**e**n

/ɑ ʊ / r**ou**nd, ren**ow**n, d**ou**bt   /ɪ ə/ h**e**re, d**ee**r, d**ea**r, fi**er**ce

/eə/ c**a**re, **ai**r, may**o**r, pray**e**r   /ʊ ə/ p**oo**r, ins**u**re, t**ou**r, m**oo**r

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[21] Frederika Gebhardt, *English Pronunciation*. Facoltà Di Lettere E Filosofia Corsi Di Laurea In Filosofia, Lettere, Storia A.A. 2010-2011. 4

CONSONANTS

/p/ **p**lay, sto**p**, s**p**eak, **p**ower

/b/ **b**ad, **b**a**b**y, **b**ig, o**b**ject

/t/ **t**en, la**t**er, li**tt**le, po**t**

/d/ **d**ay, a**d**vice, be**d**

/k/ **c**haracter, qui**ck**, ta**xi**

/g/ **g**ot, e**x**am, i**g**nore, fin**g**er

/f/ **f**ood, lau**gh**, tele**ph**one

/v/ **v**ain, o**v**er, Ste**ph**en

/θ/ **th**in, ear**th**, me**th**od, bo**th**

/ð / **th**ey, fa**th**er, brea**th**e, wi**th**

/s/ **s**mall, **s**ince, **s**cene, p**s**alm

/z/ **z**oo, goe**s**, **x**enophobe

/ʃ / **sh**ell, na**t**ion, ma**ch**ine

/ʒ / **g**enre, mea**s**ure, vi**s**ion

/h/ **h**ot, **h**air, **wh**ole, **wh**ose

/m/ **m**oon, la**m**p, la**m**b

/n/ ca**n**, s**n**ow, p**n**eumonia

/ŋ/ stri**ng**, si**ng**er, to**ng**ue

/tʃ / **ch**air, ma**tch**, fu**tu**re

/dʒ / **j**ust, **g**eneral, a**g**e, sol**d**ier

/l/ **l**ook, sma**ll**, bott**l**e, is**l**e

/r/ **r**eal, t**r**ain, w**r**ong, w**r**ite

/j/ yes, Europe, university

/w/ **w**indow, t**w**in, q**u**ick, **w**hy

CHAPTER III

RESEARCH METHODOLOGY

3.1 Method of the Study

This research uses a descriptive qualitative research since the problems which will be analyzed that needs a deep observation. Basically, the purpose of descriptive research is to record exactly what happened, whether the researcher is describing an experimental treatment or something occurring in the natural habitat of study participants. The writer takes the title: "An Analysis Of Student's Pronunciation Error In English Diphthong". A case is a single instance of a class of objects or entities and a case study is the investigation of that single instance in the context in which it occurs.[22]

Case study here formed qualitative descriptive data. The qualitative case study can define as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit.[23] The writer here identifies and classifies the diphthong error in the student's

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[22] David Nunan, *Research Method In Language Learning*, (United States of America: Cambridge University Press, 1992), p.79.
[23] David Nunan, *Research Method In Language Learning*, (United States of America: Cambridge University Press, 1992), p.77.

pronunciation. The steps are identifying, categorizing, evaluating, and drawing the conclusion.

3.2 Place and Time

This research takes place at MTS Al-Fath Cilegon. The writer chooses this school because this school is salafiyah collage (pondok pesantren), most of students at the school are still many who have problem to pronounce English Vowels moreover the diphthong vowel, although they get English lessons in their school but still many of them who can't master the English language with good pronunciation because in that school they most study about Arabic book then the writer take this research in this school.

The time of this research carried out on august 2016

3.3 The Purpose of The Research

The purpose of the research are to analysis the errors that commonly made by the students in pronouncing English diphthong. What is making them difficulty into pronouncing? Nothing is perfect in this word. It is including the students. However, it is for them as beginner in pronouncing activity.

3.4 The Technique of Data Collecting

For collecting the data in this research, the writer used the instrument as follow:

1. Observation

   The writer observes to the location to know the condition of the language learning process of that school both from the English teachers and from the students.

2. Interview

   The writer carries out interview the English teacher to get the accurately data about the students' ability and difficulties in pronouncing activity and interview to the student about English. The writer wants to know their ability in pronouncing English diphthong.

3. Test

   To get the data for this research, the writer used test technique as instrument. The good test is consist of quality, validity, reliability, and practically. The writer gives a test to students, read the text by reading aloud method. According to Imelda "In reading aloud, students can test themselves whether the pronunciations that they are saying is correct or not. If the

pronunciations are not correct, it can be revised directly by the teacher"[24]. For the sources of this test, the writer preparing the short text by the title 'My Amazing Vacation'.

In technique collecting data the researcher observe the school in 4 times.

1. The first meeting the researcher look the condition in English process learning.

2. The second time the researcher come to class and introduced the material of this research to all students in class 8c.

3. The third times and the fourth times the research did the research in class 8c.

3.5 The Technique of Data Analyzing

In this research, the writer uses qualitative research. The qualitative research has descriptive characteristic. Therefore, the writer uses the qualitative descriptive analyzing method. The qualitative descriptive try to description and interpretation the result of data.

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[24] Sri Imelda a mantali, (*The Application of Reading Aloud Technique to Increase Students'Pronunciation*: English Department Letter and Culture Faculty State University of Gorontalo. 2012), p.5.

The writer uses the technique of data analyzing in pronouncing English diphthong as follows:

1. Sample collecting

   In this case, the writer gives a test to read a short text by the title ''My Amazing Vacation'' that the writer give to them. Then observing students in student reading text using recorder The data collect from students' result test. The test has a functions as evidence to the writer for the research.

2. Identifying errors

   After getting the recording reading in every students and analyzed the errors in a vowel diphthong, then Identifying and describing kinds of errors do students made.

3. Classify errors

   The data classified based on error type. Both in pronouncing English diphthongs symbol.

4. Calculate total of errors

   Calculating total of error the students made based on frequency of wrong answer.

5. Analysis of error and the source

Analyzing the data and finding out locate of error, cause of error, and give the right example.

In this case, the writer calculates percentage of students' incorrect answer. The mean is calculate from frequency of all the student' incorrect answer and divide with number of total error. It's formula is:[25]

$$P = \frac{F}{N} \text{ x } 100\%$$

Notes:

P = percentage

F = frequency of wrong answer

N = number of total error

[25] Anas Sudijono, *Pengantar Statistika*, Jakarta. 2010. P.44.

CHAPTER IV

DATA ANALYSIS

4.1 The Description of The Data

In this result of the research, the data description made by the writer. In this research, the writer involved 18 students at the first grade of MTS AL-FATH Cilegon, as participant. In addition. The writer also conducted as interview to the English teacher and all of students at the second grade of MTS AL-FATH to get more detail data. Then, I gave the reading text and asked them to read it aloud in front of the class individually. Before recording process, I asked the students to familiarize themselves with the word to avoid some mistakes because in this research just analyze the errors. In pronouncing those words, the students made various errors depending on their knowledge and ability in pronouncing English. Some of students made the same errors in pronouncing a word and the others are do differences errors.

Reading Aloud Test to analyze pronunciation errors made by the second year students of MTS AL-FATH CILEGON The writer uses reading text for reading aloud to analyze how students pronounce the

word in the bold. The writer intends to check their pronouncing
diphthongs which are contained in the words.

4.1.1 Test

The table bellow is the recapitulation of students' error
classified on the phonetic diphthong symbol, which are made by the
students.

Table 1 : The Recapitulation of Students' Error

No	Name of Students	Classification of Error In Diphthong Symbol						Total Error
		/ɪ ə/	/eə/	/eɪ /	/aɪ /	/əʊ /	/aʊ /	
1	Nisa A	2	2	3	6	1	1	15
2	Tasya Sri L	1	2	2	6	1	1	13
3	Rizka Aulia	3	2	1	3	-	1	10
4	Ega Serli	3	1	-	4	-	-	8
5	Inayatus Sofa	3	2	1	5	-	1	12
6	Massayu N. M	-	-	1	3	-	-	4
7	Salsabila	1	1	3	7	-	1	13
8	Dinda Fatimah	-	-	`	3	-	-	4
9	Futihatul Jannah	1	-	`	4	-	-	5
10	Miftahul	1	-	0	3	-	-	3

	Jannah							
11	Mesya	2	1	-	5	-	-	8
12	Mahira	1	1	-	4	-	-	6
13	Lailatus Syifa	1	1	2	6	-	1	10
14	Dinda A	1	-	4	4	-	1	10
15	Iqlima	3	-	2	4	-	-	9
16	Nurul Hakim	3	2	1	3	-	1	10
17	Lulu Ilfajri	2	2	1	6	1	-	12
18	Kevi Rohmatika	3	1	1	1	-	-	7
Total		30	18	24	79	3	8	159
Percentage		18,86%	11,32%	15,09%	49,68%	1,88%	5,03%	100

On the table of recapitulation students' error construction of diphthongs symbol, the writer concluded that score of error made by student in class 8c of MTS AL-FATH are so high. The following score obtained each of symbol ɪ ə: 30 (18,86%), eə: 18 (11,32%), eɪ : 27 (15,09%), ɑ ɪ : 79 (49,68%), əʊ : 3 (1,88%), aʊ : 8 (5,03%).

4.1.2 Interview

From the result of the students' interview and English teacher's interview, the writer could describe and identify the perception of teacher and students on pronunciation error in diphthong vowel. The writer interviewed the English teacher and also the students in class 8c.

a. The English teacher's interview

In English teacher's interview, the writer submitted some of question which related to the research. In the stage, the writer would explain the result of interview which tended to teacher's perception of student's pronunciation error in diphthong.

From all the question that proposed to the teacher, the writer concluded that according to teacher's opinion that the students still do not fully understand the material about pronunciation, especially in diphthong vowel. So that when studying diphthong in pronunciation English material, many error in pronouncing diphthong vowel that made by the students.

b. The students' interview

In the students' interview, the writer interview the students in class 8c. the writer will conclude from all the answer obtained from the students. From 18 of students, only a few students who feel happy to learn English, other feeling less in English lesson and most of students still find in difficulties and didn't understand the material in pronouncing diphthong vowel, because they still confused how to pronounce the English word.

4.2 The Analysis of The Data

4.2.1 Classification of Error

Bellow, the writer described each students error in the sentences, classified them in dictionary transcription text and as a recorder. The writer divides each table into three table: the first table consist of a word diphthong in reading text, the second table consist of transcription (dictionary transcription and consist of as recorder transcription), the third table consist of initial student who made error in pronouncing diphthong word. In classified the error diphthong, The writer uses reading text for reading aloud to analyze how students

pronounce the word in the bold. The writer intends to check their pronouncing diphthongs which are contained in the words.

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it's the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it's the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner

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in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert.

Finally we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but It's fun. It's my **experience** unforgettable in my **life**. I'm very satisfied had **vacation** to the Dunia Fantasi Ancol.

The diphthong symbol in words of reading text "My Amazing Vacation" there are:

1. Diphthong symbol of /ɪ ə/ : hyst**eria**, h**e**re, exp**erie**nce.

2. Diphthong symbol of /eə/ : th**e**re, sc**a**red

3. Diphthong symbol of /eɪ / : am**a**zing, vac**a**tion, g**a**me, c**a**ble, pl**a**yed, c**a**ke.

4. Diphthong symbol of /aɪ / : cr**ie**d, tr**ie**d, l**i**ke, fr**ie**d, f**i**nally, midn**i**ght, arr**i**ved, l**i**fe

5. Diphthong symbol of /əʊ / : c**oa**ster.

6. Diphthong symbol of /aʊ/: ar**ou**nd.

The errors of pronunciation in diphthong words made by the students

can be described as follows:

Table 1 : Error Pronunciation in diphthong word consist of the reading text.

No	Words	Transcription		Students	Total of
		Dictionary Transcription	**As Recorder**	**Initial**	**Students**
1	Amazing	/ə'meɪz/	/amazɪng/	1, 13	2
2	Vacation	/və'keɪʃ n/	/vesition/	1	7
			/vasetion/	2	
			/vɪksion/	3	
			/kɛ sion/	5	
			/voktion/	7	
			/vikesion/	8	
			/vaktion/	13	
3	Games	/geɪm/	/gɛms/	1	1
4	There	/ðeər/	/dɛ r/	1,2	6
			/dɜ : r/	3,5	
			/dɪr/	11, 17	
5	Like	/laɪk/	/lɪk/	1, 13, 17	5
			/lek/	7, 8	
6	Coaster	/k'əʊ st (r)	/kɔ stər/	1	3

49

			/cɔ stər/	2, 17	
7	Hysteria	/hɪ'stɪərɪə/	/histri/	4, 5	2
8	Cried	/kraɪd/	/krɪd/	1,3,4,	10
			/crɪd/	7,13,5,17	
			/kreɪd/	2	
			/kred/	11	
				16	
9	Scared	/'skeərd/	/skɛ r/	1	9
			/scarəd/	2	
			/skrɛ d/	3, 16, 17	
			/skɛ r/	4	
			/skrɪd/	7	
			/skʌ rd/	13	
			/sekɛ rd/	12	
10	Tried	/traɪd/	/trɛ d/	1, 12	11
			/trɪd/	2,4,5,8,15,16,	
			/tarəd/	17	
			/taɪrəd/	6	
				18	
11	Cable	/'keɪbl/	/kebəl/	2	4
			/cable/	6	
			/kɛ b/	9	
			/kɛ bl/	18	
12	Here	/hɪə(r)	/hɜ ː r/	1,2,3,9,10,12,	11
				13,14,15,16	
			/hɪr/	7	

13	Played	/pleɪd/	/plʌ yəd/	7, 15	2
14	Around	/ə'raʊ nd/	/ə'rund/	1	8
			/ʌ rund/	2	
			/ ə'round/	3	
			/ʌ rɔ n/	5,14,16	
			/ʌ round/	7	
			/rɔ nd/	15	
15	Fried	/fraɪd/	/frɛ d/	1,2,3,7	12
			/frɪd/	5,6,13,14,15,	
				16,17	
			/firəd/	18	
16	Cake	/keɪk/	/cɛ k/	7	1
17	Finally	/'faɪnəlɪ/	/fi:nalɪ/	1,2,4,5,6,8,14,	8
				17	
18	Midnight	/mɪdnaɪt/	/midnig/	1,2,7	14
			/midnaig/	5,10,11,12	
			/midnɛ g/	8,13,14,15,17,	
			/maidnɛ g/	18	
				9	
19	Life	/laɪf/	/lɪf/	7,11,12,15,16	6
			/lɛ f/	18	
20	Experience	/ik'spɪər'əns/	/ɛ ks'perien/	1,3,4,5,11,	9
				12,13,14,15	

21	Arrived	/ə'raɪvd/	/arrivəd/	1,2,10,11,12	11
			/ariv/	3,13	
			/əraivəd/	4	
			/raɪvəd/	6,9	
			/ərivəd/	18	

The Percentage Frequency in student pronunciation error

From the calculating of the data, the write use calculation percentage by Sudijiono in "Pengantar Statistika Pendidikan", formula are as follow:[26]

$$P = \frac{F}{N} \times 100\%$$

Notes:

100% = round of number

P   = percentage

F   = frequency of wrong answer

N   = number of total error

---

[26] Sudijino anas.

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From the data above, the write looks for the percentage of each error as

follow:

Table 1 The Percentage Frequency in student pronunciation

error

1	Amazing	/ə'meɪz/ $\dfrac{2}{159} x100 = 1,25\%$
2	Vacation	/və'keɪʃ n/ $\dfrac{7}{159} x100 = 4,40\ \%$
3	Games	/geɪm/ $\dfrac{1}{159} x100 = 0,62\ \%$
4	There	/ðeər/ $\dfrac{6}{159} 100 = 3,77\%$
5	Like	/laɪk/ $\dfrac{5}{159} x100 = 3,14\%$
6	Coaster	/k'əʊ st (r) $\dfrac{3}{159} x100 = 1,88\%$
7	Hysteria	/hɪ'stɪərɪə/ $\dfrac{2}{159} x100 = 1,25\%$
8	Cried	/kraɪd/ $\dfrac{10}{159} x100 = 6,28\%$
9	Scared	/'skeərɪd/ $\dfrac{9}{159} x100 = 5,66\%$
10	Tried	/traɪd/ $\dfrac{11}{159} x100 = 6,91\%$
11	Cable	/'keɪbl/ $\dfrac{4}{159} x100 = 2,51\%$

| 12	Here	/hIə(r)/ $\dfrac{11}{159} x100 = 6,91\%$
13	Played	/pleɪd/ $\dfrac{2}{159} x100 = 1,25\%$
14	Around	/ə'raʊ nd $\dfrac{8}{159} x100 = 5,03\%$
15	Fried	/fraɪd/ $\dfrac{12}{159} x100 = 7,54\%$
16	Cake	/keɪk/ $\dfrac{1}{159} x100 = 0,62\ \%$
17	Finally	/'faɪnəli/ $\dfrac{8}{159} x100 = 5,03\%$
18	Midnight	/midnaɪt/ $\dfrac{14}{159} x100 = 8,80\%$
19	Life	/laɪf/ / $\dfrac{6}{159} 100 = 3,77\%$
20	Experience	/ik'spɪərɪəns/ $\dfrac{9}{159} x100 = 5,66\%$
21	Arrived	/ə'raɪvd/ $\dfrac{11}{159} x100 = 6,91\%$

4.3 Graphic of Students' Errors

Table 1 : Grapic Students Error
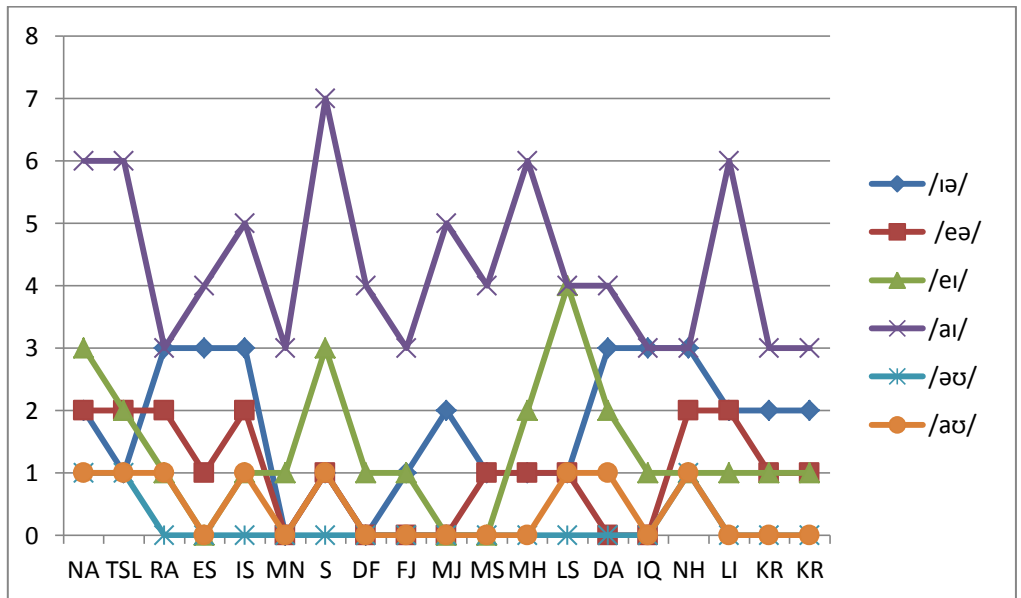
Based on graphic is clearly that the difference in the number of errors made by the students. The level of error made by students in pronouncing /aɪ / diphthong symbol is very high compared to the others, especially when compared to the /əʊ / , /aʊ / diphthong symbol, the level difference fault is so far, while the /ɪ ə/ and /eɪ / diphthong symbol at the center. So in fact, the level of difficulties for the students is in pronouncing /aɪ / diphthong symbol.

Table 2 : Diagram Percentage Of Classification Of Error In Diphthong Symbol
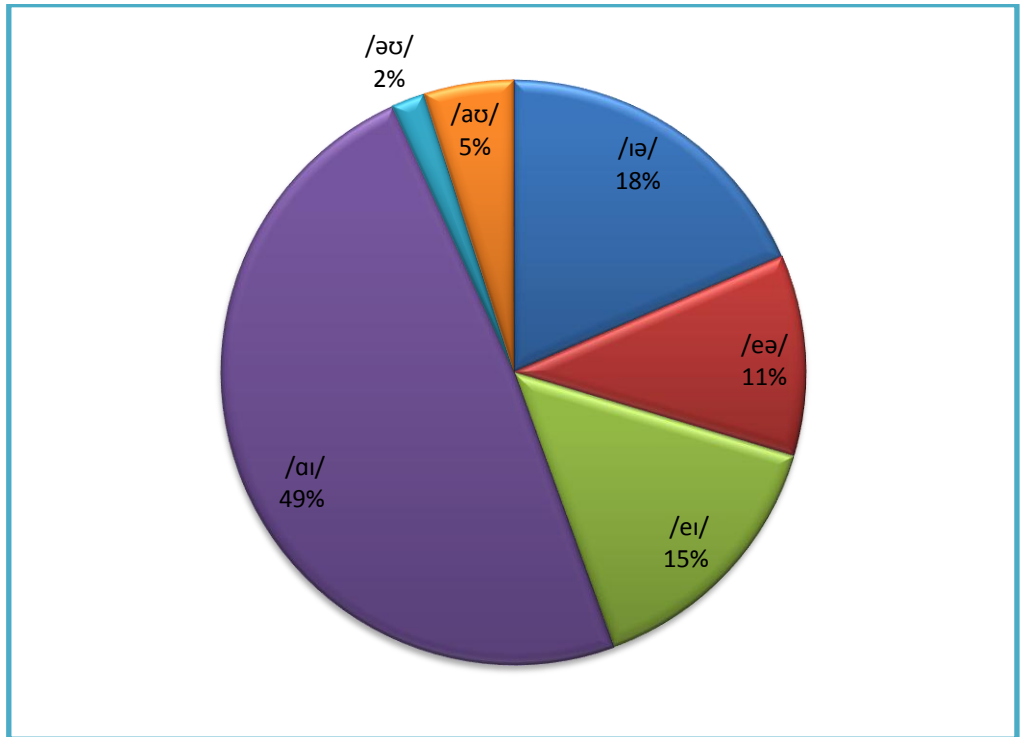
Based on diagram, the highest error rate occur in pronouncing /ɑɪ / diphthong symbol reach to 49%, the second highest error rate is in pronouncing /ɪ ə/ / diphthong symbol reach to 18%, the third error rate is in pronouncing /eɪ / diphthong symbol reach to 15%, then /eə/ reach to 11% and the then is in pronouncing /əʊ / diphthong symbol reach to 5%, and the last n is in pronouncing /aʊ / diphthong symbol reach to 2%.

4.4 Discussion

After the write knows the result of the tests that have given to the students, the difficulties faced by them is they have not understood how to pronounce vowel diphthong. In the reading aloud test that the write gives to the students, the write learns that the students make errors many words, such as:*amazing, coaster, here, there*. They make errors in these words because most of these sounds are not exist in Indonesian. For example vowel diphthong sound of word *there*/ ðeər /, in Indonesian they usually read there / der /. Furthermore, some students read midnight / mɪdnaɪt /, in Indonesian they usually read midnight /midneig/ because they are influenced by the alphabet word "i" /ei /. They can read them well because these words have same sounds with Indonesian.

The write tries to make some efforts that may help the students to improve the pronunciation.

1. First the teacher must give more examples for practice their knowledge in learning pronunciation and he/she should give more explanation about pronunciation especially vowel diphthong.

2. The teacher should give more motivation to the students in order to make seriously in learning English. An important part of being a good learner is to feel confident. If the students have good confidence, they will study effectively, so they can remember what they have learned.

The errors in pronouncing English diphthongs are assumed to be affected by many factors. One of the factors is the habit of the students in pronouncing the word that contains of diphthongs. The habit can be from imitating, mishearing, and mispronouncing.

The habit in pronouncing a word can be affected by imitating someone in pronouncing that word. The students are disposed to imitate someone whom they believe in perfectly. It can be a teacher, an actor or actress in an English movie, the English singer, or the others. Error in pronouncing words happens when they copy the wrong models.

Besides imitating, mishearing can be a main factor in pronouncing errors. It happened because the students were not used to hearing words, especially in diphthongs word, in their native language. Their ears must be trained in hearing the certain diphthongs that don't exist in the native language. They must be trained again and again until

they get familiar with them Error pronunciations happen when the students hear the pronunciation clearly, but it is hard to imitate.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

The conclusions are stated based on the result of *An Analysis of Student's Pronunciation Error In Diphthong Vowel At Second Grade of Mts Al-Fath Cilegon..* The result of the analysis is as follow:

A. The students mispronounced the diphthong /ɪ ə/, /eə/, /eɪ /, /aɪ /, /əʊ /, /aʊ /. From 18 speakers, there were 16 speakers who mispronounced the diphthong [ɪ ə]. From 18 speakers, there were 12 speakers who mispronounced the diphthong [eə]. From 18 speakers, there were 2 speakers who mispronounced the diphthong [eɪ]. From 18 speakers, there were all speakers who mispronounced the diphthong [aɪ]. From 18 speakers, there were 3 speakers who mispronounced the diphthong [əʊ]. From 18 speakers, there were 8 speakers who mispronounced the diphthong [aʊ].

B. Most students mispronounced the diphthong by pronouncing diphthongs as certain vowels. In diphthong [eɪ], words were mispronounced as [ɛ]. Moreover, the others like [a] and [ʌ].

In diphthong [aʊ], most of mispronunciation that speakers did is it pronounced as [u:], [ou] and [ɔ:]. In diphthong [ɪə], words were mispronounced as [ɛ] and [i:]. In diphthong [eə], words were mispronounced as [ɛ], [ə] and [I:].

C. The students didn't correct their diphthong pronunciation directly. They fixed their diphthong pronunciations in the other next utterances that consisted of the diphthong they mispronounced before.

Suggestion

The writer would like to purpose suggestion for the readers who are interested in analyzing pronunciation errors in reading aloud. Pronunciation can be analyzed not only in reading aloud but also in speaking skill. Pronunciation can be used by using short reading text and recorder. To help the students improve their pronunciation proficiency, the writer suggests that they should be given a lot of motivation and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing English vowels correctly.

The result of this study can be used to conduct a similar research. The writer suggests this study will be continued by other researchers. The other researcher can conduct the research with the same themes in different topic

Referring to the conclusion above, the writer would give some suggestion as follows:

1. **For School:**

    Headmaster should improve the existing learning school curriculum so that teaching and learning system in the classroom more fun and it makes students more happy of learning English in the classroom.

2. **For The Teacher:**

    a. The teacher must teach English lesson hard, especially in learning pronunciation.

    b. The teacher gives more exercise for the students about pronunciation that can minimize the error that was made by students.

    c. The teacher gives more method of learning in English lesson to make the students happy and comfortable in learning process.

3. For The Students:

a. The students must study hard in understanding pronunciation.

b. The students must practice English word for improving pronunciation skill.

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Research Instrument

Reading text

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it's the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it's the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert.

Finally we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but It's fun. It's my **experience** unforgettable in my **life**. I'm very satisfied had **vacation** to the Dunia Fantasi Ancol.

Documentation of the Activities During The Research

1. Office
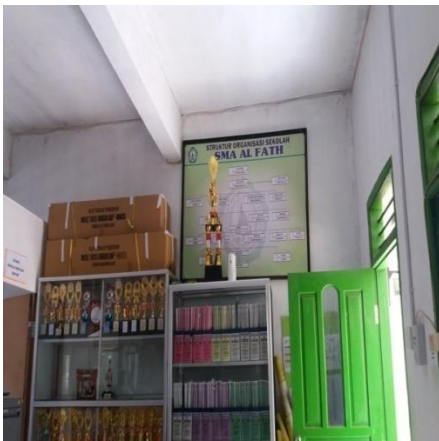
2. The First Meeting

3. The Second Meeting