

CHAPTER IV

FINDING AND DISCUSSION

A. Description of the Data

In this research the writer use test to obtain the data. The test is reading test, the student must read aloud a paragraph to pronounce diphthong well. Reading is one of the important factor with determine the successful of student in learning English. The writer took the sample in MA AL-ISHLAH in the second grade class consisting of 25 students, and the writer took this data on 21th September 2016. Reading test conducted to the second grade students of MA. AL-ISHLAH Pandeglang to show the students ability to develop pronunciation in reading aloud activity.

After the writer observe the result, it is found that the students have not understood pronunciation well. They often make errors in pronounce a words, such as diphthong.

The writer use 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. The title of the text is “The Eyes And Voice of A House”. The text is below :

The Eyes And Voice Of A House

The **brown house** looked dark in the **night**. And **owl** hooted somewhere nearby. John had **doubts** about anyone living in such an old building. He began to walk past it, when he heard a **loud shout**.

The **boy** thought about running, but what if someone was in trouble? That was no shout of **joy**. The **voice** sounded scared. Surely help was needed. Should he go get an adult to **join** him? No. He had to act fast. Listen. Bang ! another **noise**.

John **climbed** the stairs to the the front door and began to knock. No answer. When he began to knock a second **time**, there was a **cry** from an open window above. John stopped back and **tried** to see who was there. He saw a pair of yellow **eyes** in the window. They belonged to a big black cat. Did the cat need help? No. Did not they say call cats have **nine lives**? So when john heard a man angrily shout, “go away!” he did just that, he did not need to **find** out who lived in that old house.

B. Data Finding

1. The Diphthong Errors

After the writer gave the test for students, the writer calculated student's error. Table below is the result.

Tabulation of The Data

Name (IN)	Brown	House	Night	Owl	Doubts	Loud	Shout	Boy	Joy	Voice	Join	Noise	Climbed	Time	Cry	Tried	Eyes	Nine	Lives	Find
RG	√	√	√	√	√	√	√	-	-	-	√	-	√	-	-	√	√	√	-	√
EA	√	√	√	√	√	√	√	-	-	-	√	-	√	-	-	√	√	-	-	√
SN	-	√	√	√	√	√	√	-	-	-	-	-	√	-	-	√	√	-	-	√
RB	-	-	√	√	√	√	√	-	-	-	-	-	√	-	-	√	-	-	-	-
TES	√	√	-	√	√	√	√	-	-	-	-	√	√	-	-	√	-	-	-	-
AA	√	√	-	√	√	√	√	-	-	-	-	√	√	-	-	-	√	-	√	-
SM	√	√	-	√	√	√	√	-	-	-	-	-	√	√	√	-	√	-	√	-
AF	√	√	√	√	√	√	√	-	-	-	-	-	√	√	√	-	√	-	√	-
SA	√	√	√	√	√	√	√	-	-	-	-	-	√	√	-	√	√	-	√	-
MF	-	√	-	√	√	√	√	-	-	-	-	-	√	√	-	√	√	-	-	-
RS	√	√	√	√	√	√	√	-	-	-	-	-	√	√	-	√	√	-	√	-
RI	√	√	√	√	√	√	√	-	-	-	-	-	√	√	√	√	-	√	-	-
RP	-	√	√	√	√	√	√	-	-	-	-	-	√	√	-	-	-	√	√	√
IL	√	√	√	√	√	√	√	-	-	-	-	√	√	-	-	-	-	√	√	√
MS	√	√	√	√	√	√	√	-	-	√	-	√	√	-	-	√	-	√	√	√
MR	√	√	√	√	√	√	√	-	-	-	-	√	√	-	-	√	-	√	-	√
RN	-	√	-	√	√	√	√	-	-	-	-	-	√	-	-	√	√	√	-	√
EG	-	√	√	√	√	√	√	-	-	-	√	-	√	-	√	√	√	-	√	-
ZA	√	√	√	√	√	√	√	-	-	-	√	-	√	-	√	√	√	-	√	-
MI	√	√	-	√	√	√	√	-	-	√	√	-	√	√	√	-	√	-	√	-
AG	√	√	-	√	√	√	√	-	-	√	-	-	√	√	√	√	√	√	√	-
WT	√	√	√	√	√	√	√	-	-	-	-	-	√	√	-	√	√	√	√	√
HA	√	√	-	√	√	√	√	-	-	-	-	-	√	-	√	√	-	-	√	-
TM	-	-	-	√	√	√	√	-	-	-	-	√	√	√	√	√	-	-	√	√
HQ	√	√	-	√	√	√	√	-	-	-	-	-	√	√	√	√	√	√	√	√
Total	18	23	15	25	25	25	25	0	0	4	5	6	25	12	10	19	16	10	16	11

Note :

(√) = Student make error

(-) = student did not make error

Word	Answer	Frequency	Percentage
Brown /braʊn/	Correct	7	28%
	Incorrect	18	72%
Total		25	100%

The word **brown** is supposed to be pronounced /braʊn/ but there are 18 students who make errors in pronouncing it such as: /brɔ:n/ and /brɔ:wen/.

Word	Answer	Frequency	Percentage
House /haʊs/	Correct	2	8%
	Incorrect	23	92%
Total		25	100%

The word **house** is supposed to be pronounced /haʊs/ but there are 23 students who make errors in pronouncing it such as: /ho:s/ and /hɔ:ʊs/.

Word	Answer	Frequency	Percentage
Night /naɪt/	Correct	10	40%
	Incorrect	15	60%
Total		25	100%

The word **night** is supposed to be pronounced /naɪt/ but there are 15 students who make errors in pronouncing it such as: /nɛg/ and /ni:t/.

Word	Answer	Frequency	Percentage
Owl /aʊl/	Correct	0	-
	Incorrect	25	100%
Total		25	100%

The word **owl** is supposed to be pronounced /aʊl/ but all of students make errors in pronouncing it such as: /ɔl/ and /ɔwel/.

Word	Answer	Frequency	Percentage
Doubts /daʊts/	Correct	0	-
	Incorrect	25	100%
Total		25	100%

The word **doubts** is supposed to be pronounced /daʊts/ but All of students make errors in pronouncing it such as: /dɔts/, /dɔb/ and /doubes/.

Word	Answer	Frequency	Percentage
Loud /laʊd/	Correct	0	-
	Incorrect	25	100%
Total		25	100%

The word **loud** is supposed to be pronounced /laʊd/ but All of students make errors in pronouncing it such as: /lɔd/ and /loʊt/.

Word	Answer	Frequency	Percentage
Shout /ʃaʊt/	Correct	0	-
	Incorrect	25	100%
Total		25	100%

The word **shout** is supposed to be pronounced /ʃaʊt/ but All of students make errors in pronouncing it such as:/so:t/, /su:t/ and /sout/.

Word	Answer	Frequency	Percentage
Boy /bɔɪ/	Correct	25	100%
	Incorrect	0	-
Total		25	100%

The word **boy** is supposed to be pronounced /bɔɪ/ and All of students did not make error.

Word	Answer	Frequency	Percentage
Joy /dʒɔɪ/	Correct	25	100%
	Incorrect	0	-
Total		25	100%

The word **joy** is supposed to be pronounced /dʒɔɪ/ and All of students did not make error.

Word	Answer	Frequency	Percentage
Voice /vɔɪs/	Correct	21	84%
	Incorrect	4	16%
Total		25	100%

The word **voice** is supposed to be pronounced /vɔɪs/ but there are 4 students who make errors in pronouncing it such as:/veɪs/.

Word	Answer	Frequency	Percentage
Join /dʒɔɪn/	Correct	20	80%
	Incorrect	5	20%
Total		25	100%

The word **join** is supposed to be pronounced /dʒɔɪn/ but there are 5 students who make errors in pronouncing it such as:/jɔɪn/.

Word	Answer	Frequency	Percentage
Noise /nɔɪz/	Correct	19	76%
	Incorrect	6	24%
Total		25	100%

The word **noise** is supposed to be pronounced /nɔɪz/ but there are 6 students who make errors in pronouncing it such as:/no:ɪs/.

Word	Answer	Frequency	Percentage
Climbed /klaɪmɪd/	Correct	0	-
	Incorrect	25	100%
Total		25	100%

The word **climbed** is supposed to be pronounced /klaɪmɪd/ but All of students make errors in pronouncing it such as:/klaɪmbɪd/ and /klaɪmbəd/.

Word	Answer	Frequency	Percentage
Time /taɪm/	Correct	13	52%
	Incorrect	12	48%
Total		25	100%

The word **time** is supposed to be pronounced /taɪm/ but there are 12 students who make errors in pronouncing it such as:/tɛm/ and /tɪm/.

Word	Answer	Frequency	Percentage
Cry /kraɪ/	Correct	15	60%
	Incorrect	10	40%
Total		25	100%

The word **cry** is supposed to be pronounced /kraɪ/ but there are 10 students who make errors in pronouncing it such as:/kri:/ and /kreɪ/.

Word	Answer	Frequency	Percentage
Tried /traɪd/	Correct	6	24%
	Incorrect	19	76%
Total		25	100%

The word **tried** is supposed to be pronounced /traɪd/ but there are 19 students who make errors in pronouncing it such as:/tred/ and /tri:d/.

Word	Answer	Frequency	Percentage
Eyes /aɪs/	Correct	9	36%
	Incorrect	16	64%
Total		25	100%

The word **eyes** is supposed to be pronounced /aɪs/ but there are 16 students who make errors in pronouncing it such as: /eɪs/.

Word	Answer	Frequency	Percentage
Nine /naɪn/	Correct	15	60%
	Incorrect	10	40%
Total		25	100%

The word **nine** is supposed to be pronounced /naɪn/ but there are 10 students who make errors in pronouncing it such as:/nɪn/ and /neɪn/.

Word	Answer	Frequency	Percentage
Lives /laɪvz/	Correct	9	36%
	Incorrect	16	64%
Total		25	100%

The word **lives** is supposed to be pronounced /laɪvz/ but there are 16 students who make errors in pronouncing it such as: /ləf/ and /li:f/.

Word	Answer	Frequency	Percentage
Find /faɪnd/	Correct	14	56%
	Incorrect	11	44%
Total		25	100%

The word **finds** is supposed to be pronounced /faɪnd/ but there are 11 students who make errors in pronouncing it such as: /fɪn/ and /fɛn/.

Recapitulation of the errors

No	Word	Frequency of Error	Percentage
1	Brown / braʊn/	18	72%
2	House / haʊs/	23	92%
3	Night /naɪt/	15	60%
4	Owl /aʊl/	25	100%

5	Doubts /daʊts/	25	100%
6	Loud /laʊd/	25	100%
7	Shout /ʃaʊt/	25	100%
8	Boy /bɔɪ/	0	-
9	Joy /dʒɔɪ/	0	-
10	Voice /vɔɪs/	4	16%
11	Join /dʒɔɪn/	5	20%
12	Noise /nɔɪz/	6	24%
13	Climbed/klaɪmɪd/	25	100%
14	Time /taɪm/	12	48%
15	Cry /kraɪ/	10	40%
16	Tried /traɪd/	19	76%
17	Eyes /aɪs/	16	64%
18	Nine /naɪn/	10	40%
19	Lives /laɪvz/	16	64%
20	Find/faɪnd/	11	44%

From the table above, the writer can conclude that the most difficult diphthong for students are /aʊ/ and /aɪ/. Most of students could not pronounced this sound correctly. All of the students often make errors in words: *Owl*, *Doubts*, *Loud*, *Shout*, *Tried* and *Climbed*. On the other hand, in words: *Boy* and *Joy*, the students did not make errors when they pronounce it.

2. Result of Questionnaire

The writer asked the students to fill out the questionnaires. The questionnaire was done to gain the data of the factor caused student produce errors in pronouncing diphthong on 20 September, 2016.

The Result Of Questionnaire

No	STATEMENT	AA	AF	(%)
1	I am able to make people surround me understand what I am talking about.	Yes	10	40
		No	15	60
2	I am able to pronounce the English words correctly without looking up the dictionary.	Yes	-	0
		No	25	100
3	I am able to correct my friend pronunciation while we are practicing.	Yes	6	24
		No	19	76
4	I am able to pronounce diphthongs correctly.	Yes	7	28
		No	18	72
5	I know the sounds in English.	Yes	5	20
		No	20	80
6	I know the words that have diphthongs.	Yes	4	16
		No	21	84
7	I know that there are many kinds of diphthongs.	Yes	11	44

		No	14	56
8	I know the phonetic transcription in English pronunciation, but I often make mistakes when I pronounce it.	Yes	17	68
		No	8	32
9	It is difficult for me to learn Pronunciation.	Yes	20	80
		No	5	20
10	Pronouncing the English word is difficult because there are no examples to read the words.	Yes	19	76
		No	6	24
11	It is difficult for me to pronounce diphthongs although have consulted the dictionary.	Yes	22	88
		No	3	12
12	The difficulty in learning Pronunciation is caused by less concentration.	Yes	25	100
		No	-	0
13	The difficulties in pronouncing diphthongs is because I am not used to say it in daily conversation.	Yes	25	100
		No	-	0
14	The difficulties in pronouncing diphthongs is because the written words in English are inconsistent to the sound.	Yes	25	100
		No	-	0
15	Pronouncing the diphthongs is difficult because of unfamiliar words.	Yes	25	100
		No	-	0

From the table above, we can conclude the students' pronunciation is poor. It is proved that there are many students admit that they cannot pronounce diphthongs correctly. Students' knowledge in pronunciation and the English sounds are low and they still cannot pronounce them correctly. It shows that most of students did not know the kind of English sounds and also diphthongs and they make mistakes when should pronounce it although a few of students know the phonetic transcription of it. Besides, The most students difficult to pronounce the unfamiliar words and they are reluctant to consult the dictionary to know the phonetic transcription and it is caused by their less concentration. They find it difficult to pronounce the words containing diphthongs correctly. It is caused by the inconsistency between the written words in English and the sounds.

C. Discussion

After the writer know the result of the tests that have given to students, the difficulties faced by them is they have not understood how to pronounce diphthong. And the most difficult diphthong pronounced are /aʊ/ and /aɪ/.

In the reading aloud test that given to the students, the writers learns that the students make errors many word, such as: *House, Owl, Doubts, Loud, Shout, and Climbed*. They make errors in these words because most of these sounds are not exist in Indonesian. In Indonesian language, the words are pronounced based on what is written. Moreover, they did not know how to pronounce these sounds. Thus, it was clear that sound /aʊ/ and /aɪ/ was the most difficult sound diphthong for the students. But in this reading aloud test,

there are four words that students can read them well, such as: *Boy, Joy, Voice* and *Join*. They can read them well because these words have same sounds with Indonesian.

After the writer got the result of questionnaire of the student, the writer found the factor which caused the students doing errors. The writer found that the most dominant factor of students' error was internal factor. The students of MA Al-ISHLAH have low motivation in learning pronunciation. Students' knowledge in pronunciation is low. It can be seen that students did not know the kind of English sounds and also diphthongs. In addition to, they cannot pronounce diphthongs correctly. They consider that pronouncing diphthong is difficult and diphthong is unfamiliar. They also did not use it in daily conversation. They also less concentration in learning pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the data, the writer concluded that:

1. The students of MA AL-ISHLAH still often make errors in pronouncing diphthong. The diphthong /aʊ/ and /aɪ/ is the most difficult for the students, because all of them make errors when pronounce it. This can be seen from total percentage error in pronouncing diphthong. All of students make errors in words: *House, Owl, Doubts, Loud, Shout, night and Climbed*. On the other hand, there are four words that students can read them well, such as: *Boy, Joy, Voice and Join*. They can read them well because these words have same sounds with Indonesian.
2. The writer found that the most dominant factor of students' error was internal factor. The students have low motivation in learning pronunciation. Students did not know the kind of English sounds and also diphthongs. In addition to, they cannot pronounce diphthongs correctly. It is caused by the inconsistency between the written words in English and the sounds. They consider that pronouncing diphthong is difficult and diphthong is unfamiliar. They also did not use it in daily conversation.

B. Suggestion

Referring to the conclusions above, the writer provided some suggestions, such as:

1. for the Teacher:

The teacher should find other technique to teach English pronunciation, therefore the teacher understand and have good ability either in skill and English component. The teacher always give motivation for students inlearning English especially in pronouncation.

2. for the students:

The students should realize that English and Indonesian have different rules in pronunciation, they need to practice and learn more about English especially pronunciation and they should be given a lot of drill to improve their pronunciation. The student must have high motivation in learning English especially in pronunciation.