

**IDENTIFYING STUDENTS' PHONOLOGICAL ERRORS IN
PRONOUNCING VOWEL DIPHTHONG
AT MAN 1 PEKANBARU**

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State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

BY

HAFIFAH DWI LESTARI

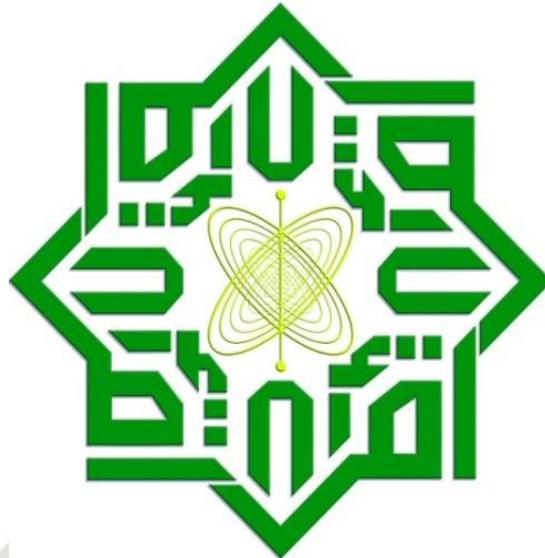
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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

1443 H / 2022 M

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AT MAN 1 PEKANBARU**



UIN SUSKA RIAU

BY

HAFIFAH DWI LESTARI

SIN. 11810422524

A Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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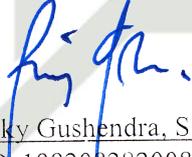
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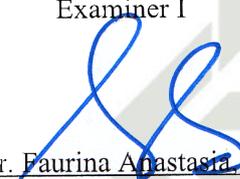
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Pekanbaru, July 19th, 2021



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Pekanbaru, 2 June 2022

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ABSTRACT

Hafifah Dwi Lestari (2022): Identifying Students' Phonological Errors in Pronouncing Vowel Diphthong at MAN 1 PEKANBARU

This research aimed to identify students' phonological errors in pronouncing vowel diphthongs. Furthermore, the researcher also formulated the problem in a question, what kinds of vowel diphthong sound that is most frequently found errors in students' pronunciation at tenth grade MAN 1 Pekanbaru. The subject of this research was the tenth grade of MAN 1 Pekanbaru in the academic year 2021/2022. This research used the descriptive quantitative method. The researcher randomly selected 60 samples from 395 populations. The instrument of this was a pronunciation test of the English Vowel Diphthong word containing 8 types of English Vowel Diphthong and for each type, there are 2 focus words, and a voice recorder to record the students' pronunciation. The result of the identification showed that the students made errors out of a total of 339 words. The kinds of errors on vowel diphthong sound which are most frequently found in students' pronunciation at tenth grade MAN 1 Pekanbaru are in Diphthong [əʊ] the focus word is "**although**" gets a total error of 72%. In Diphthong [ʊə] both focus words get the highest total error, which is "**during**" gets 65% and "**obscure**" get 62%. And the last Diphthong [aɪ] with the focus word is "**sacrifice**", which gets a total error of 61%.

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ABSTRAK

Hafifah Dwi Lestari (2022): Identifikasi Kesalahan Fonologi Siswa dalam Mengucapkan Kata Vokal Diftong di MAN 1 PEKANBARU

Penelitian ini bertujuan untuk mengidentifikasi kesalahan fonologi siswa dalam melafalkan vokal diftong. Selanjutnya peneliti juga merumuskan masalah dalam sebuah pertanyaan, jenis suara vokal diftong apa yang paling sering ditemukan salah pada pengucapan siswa kelas X MAN 1 Pekanbaru. Kemudian, subjek penelitian ini adalah siswa kelas X MAN 1 Pekanbaru tahun ajaran 2021/2022. Penelitian ini menggunakan metode deskriptif kuantitatif. Peneliti memilih secara acak sebanyak 60 sampel dari 395 populasi. Instrumen yang digunakan adalah tes pengucapan kata Vokal Diftong dalam Bahasa Inggris yang berisi 8 jenis Vokal Diftong dan masing-masing jenis ada 2 fokus kata, dan merekam suara untuk file rekaman pengucapan siswa. Data yang terkumpul diidentifikasi, diklasifikasikan, dikuantifikasi, dan ditarik kesimpulan. Hasil identifikasi menunjukkan bahwa siswa membuat kesalahan sebanyak total 339 kata. Jenis kesalahan pada bunyi vokal diftong yang paling banyak ditemukan pada pengucapan siswa kelas X MAN 1 Pekanbaru adalah pada Diftong [ɔʊ] kata fokusnya adalah “although” mendapat kesalahan total sebesar 72%. Dalam Diftong [ɔɪ] kedua kata fokus mendapatkan total kesalahan tertinggi, yaitu “during” mendapatkan 65% dan “obscure” mendapatkan 62%. Dan terakhir Diftong [aɪ] dengan kata fokus adalah “sacrifice”, mendapatkan kesalahan total sebesar 61%.

ملخص

حفيفة دوي لستاري، (٢٠٢٢) : التعرف على الأخطاء الصوتية في تلفيز كلمات علة الإدغام لدى التلاميذ بالمدرسة الثانوية الإسلامية الحكومية ١ بكنبارو

هذا البحث يهدف إلى التعرف على الأخطاء الصوتية لدى التلاميذ في تلفيز كلمات علة الإدغام. والسؤال في هذا البحث ما هي الأخطاء الصوتية الشائعة لدى تلاميذ الفصل العاشر بالمدرسة الثانوية الإسلامية الحكومية 1 بكنبارو. أفراد هذا البحث تلاميذ الفصل العاشر بالمدرسة الثانوية الإسلامية الحكومية ١ بكنبارو للعام الدراسي ٢٠٢١/٢٠٢٢. واختارت الباحثة عينة البحث عشوائيا ٦٠ من ٣٩٥ مجتمع. والاستبيان في هذا البحث اختار تلفيز كلمات علة الإدغام في اللغة الإنجليزية التي تحتوي على ٨ أنواع من كلمات علة الإدغام ولكل نوع كلمتان أساسيتان حيث أن صوت التلفيز لدى التلاميذ مسجل. البيانات التي تم الحصول عليها يلزم التعرف عليها وتصنيفها وتحديدتها واستنباطها. ودلت نتيجة التعرف على أن التلاميذ وقعوا في الأخطاء الصوتية بقدر ٣٣٩ كلمة. والأخطاء الشائعة في تلفيز كلمات علة الإدغام لدى تلاميذ الفصل العاشر بالمدرسة الثانوية الإسلامية الحكومية ١ بكنبارو [ʊ] "although" بقدر ٧٢%. وفي كلمات علة الإدغام الثانية [ʊə] وقع فيها التلاميذ بقدر ٦٥% عند "during" وبقدر ٦٢% عند "obscure". وفي الأخير [ai] تركيزها إلى "sacrifice" ووقعوا فيها التلاميذ في الخطأ بقدر ٦١%.

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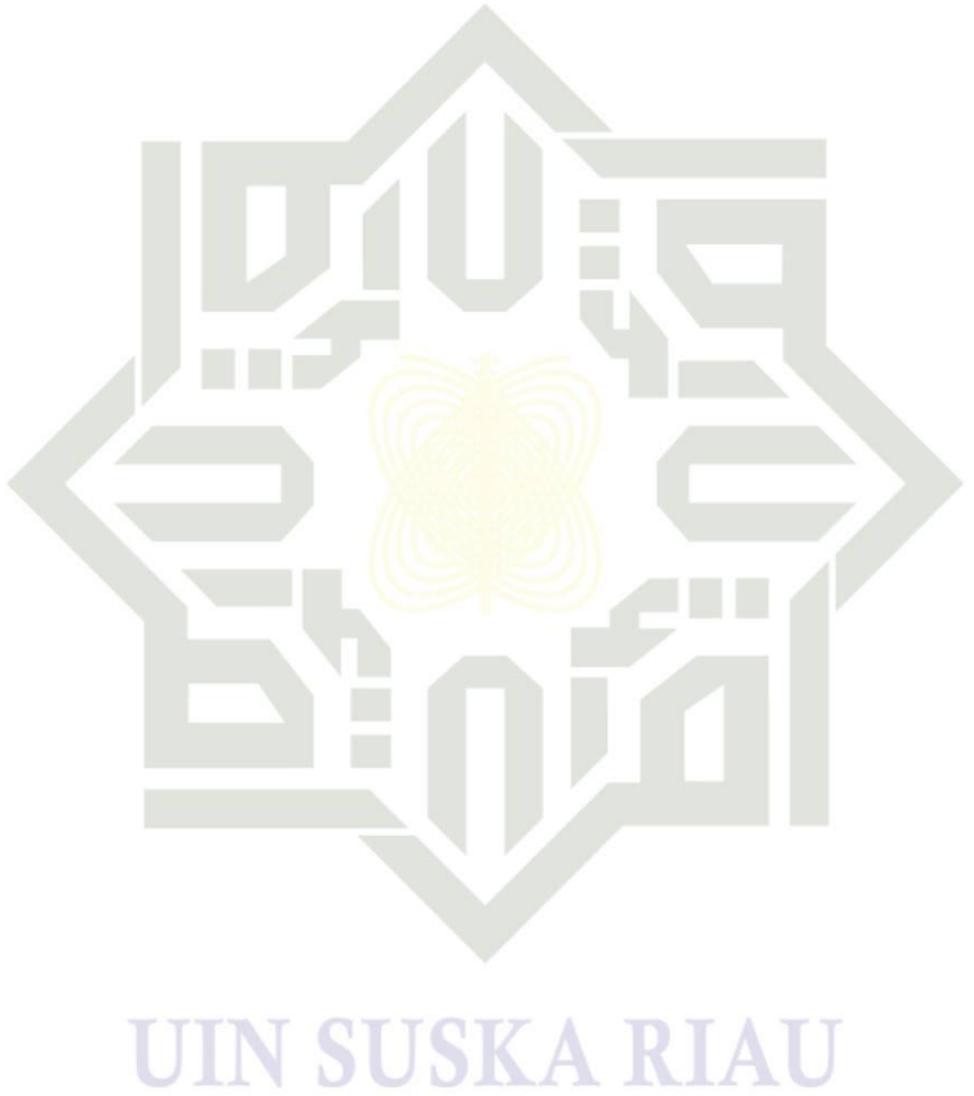
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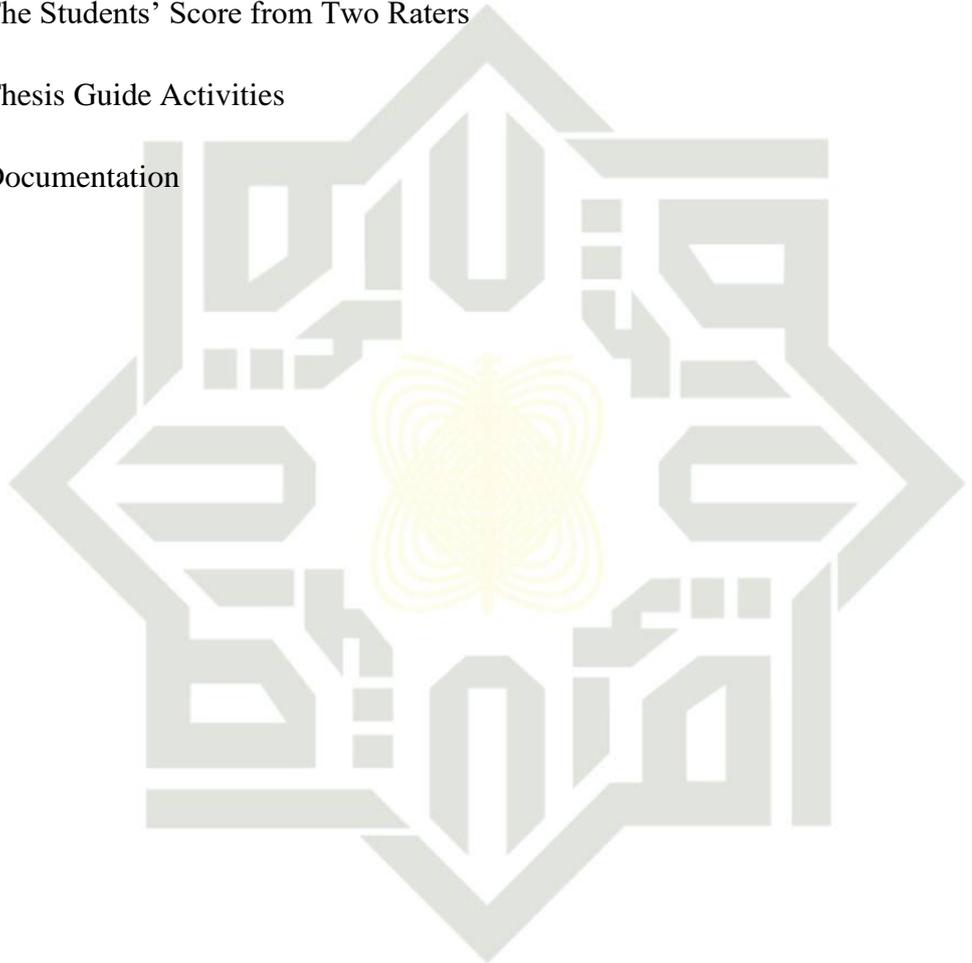
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CHAPTER I

INTRODUCTION

Background of the Problem

Pronunciation is a key aspect in the development of oral skills. Proper pronunciation is inherent to any competent speaker but this competence can (and must) be trained in any non-native speaker. It is also explained by Gilakjani (2012:96) that pronunciation is a set habit of for producing sounds. The habit of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. As Ur (1996) concedes, the aim of pronunciation is not to achieve a perfect imitation of native accent, but to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. In fact, scholars such as Derwing and Munro (2005) or Goodwin (2001) argue that it is the teachers' role to help ESL learners to set realistic goals for pronunciation instruction and these goals do not normally target native-like accents.

As claimed by Koontz and O'Donnell (2005), communication is the exchange of information between two or more people. A conversation involves both parties. There is a communicator and a communicator's recipient. Exchange means that the communicator's thoughts, feelings, and opinions are received and responded to by the recipient. Clear pronunciation is the key to effective communication since it allows for the assessment of how well students, teachers, and other students are communicating with one another. We always make an effort to communicate our ideas, feelings, and experiences to

others. Our capacity for effective communication determines how well we accomplish our objectives. As a result, when learning occurs, communication and pronunciation are closely related.

Indonesian also does not have clusters, stress, and aspirated sounds. In pronunciation, there are sound or phonemes. Phonemes are classified as vowel and consonants. A recent study (Schumm, 2016) concluded that vowel sound is certainly an important component of learning to read and write in English due to the complexity of vowel sounds, some students may need additional support to master vowel sounds.

In English alphabet divided phonemes into 45 phonemes which are consisted of 24 consonants, 12 vowels, and 9 diphthongs in segmental features (phonemes), which have variant sound for each sound symbol. The alphabets of English and Bahasa Indonesia are the same in quantity but different in the way they are pronounced. Indonesian only has three diphthongs, they are diphthong [ai], [aʊ], and [ɔi] which has most commonly used, such as found in the words sampai, kerbau and meridhoi. The researcher interprets that the students still do inconsistency in pronouncing the diphthong sounds. The students also complain that they can not pronounce it well and stand to be consistent with the sound production. Therefore, they get stammer and thought about how to pronounce the sound.

MAN 1 Pekanbaru is one of the schools in Pekanbaru city. As an Islamic formal education institution, this school also presents the English subject to their students. MAN 1 Pekanbaru is the one school that use K13 (2013 curriculum. English is a curriculum that an implement system of teaching and

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learning activity that used from tenth until twelfth grade. English study in this curriculum teaching in two meetings a week and takes 45 minutes for meeting. Based on the curriculum one of the instructions is students should master in pronunciation words and can understand what sound of words (Depdiknas, 2013).

In the classroom, students need to focus about their pronunciation, with school whose curriculum has integrity, MAN 1 Pekanbaru applies learning in which every meeting requires students to be able to do speaking, reading, writing and listening because every material in teaching English presented by the teacher with 4 aspects and that is must be fulfilled so the researcher chooses MAN 1 Pekanbaru as a place of this researcher.

The errors could not be separated from students in the process of learning English. Hence, in a class not only had one race or one mother tongue. Moreover, English and Indonesian have different rules in pronouncing vowel diphthong. For example, English has rule when speaker must change feature values in segments such as “town” should be pronounced as /taʊn/ not /town. Based on researcher pre observation on the practicing teaching English at the tenth grade of MAN 1 Pekanbaru, more than 60% percent of them are wrong to pronounce vowel diphthong, some words such as in pronouncing word “eight” they pronounce it /eigh/, /eich/, /et/. It should be /eit/. Next word “engineer” they pronounce it /enginɛr/, it should be /,en.dʒɪ'niə(r)/. And then word “though” they pronounce it /taugh/, /dough/. It should be /ðəʊ/. Students said that pronunciation is very difficult to learn and to be mastering.

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Some of the students find the difficulties how to differentiate the words are written and pronounced. It is because they did not learn specifically about diphthong pronunciation in class. When the teacher instructs using a mix of Indonesian and English, the teaching and learning process that takes place in the classroom is rendered inefficient because the pupils find it difficult to comprehend the lesson. When the researcher taught the class, the students consistently requested that he or she use Indonesian, so the researcher was forced to repeat the subject in that language.

The learning objectives in class are not met because students who are learning to speak find it difficult to communicate in class, and when they are compelled to talk in English, speakers, and listeners do not comprehend. Because pronunciation has such an impact on learning, it is the primary skill required of pupils to be able to speak effectively. Teachers' ability to deliver lessons is hindered by poor student pronunciation and their inability to use English.

The tenth grade at MAN 1 Pekanbaru for the 2020/2021 academic year enters this school with separate path from the eleventh and twelfth grades. The tenth grade used a somewhat different process using the CBT exam, and the COVID-19 condition made the new student admission process less than ideal. Additionally, this overwhelms the teacher of the tenth grade while they are teaching and studying. Without clear communication, learning cannot accomplish its objectives since pronunciation has a significant impact on communication. According to the explanation above, the phenomena can be seen from the symptoms below:

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1. Some of the students' were errors in pronouncing a vowel diphthong words
2. Some of students' could not memorize the sound distribution, which one sounds that right to say in a word or sentence, and in what context the sound is pronounced.
3. Some of students' had a different auditory sensitivity and it might cause errors.

Based on some of the problems above it is concluded that the abundance of students' weaknesses in pronunciation, especially in vowel diphthong. So, it greatly affects the process of learning English inside and outside the classroom.

Some of the previous studies have found that pronunciation errors of English made by students from different language backgrounds are systematic and not accidental (Rajadurain Husada, 2007). In pronouncing diphthong [aɪ] students pronounced the sound with diphthong [eɪ] and vowel [e] as mostly incorrect to be inconsistent, and other sounds of vowels such [ɪ], [a], [æ], and [ə]. Inconsistent pronunciations happen when the students try to correct pronunciation clearly, but it is hard to imitate to pronounce the correct pronunciation. It can be because the elements do not exist in the native language.

In relation to the background, the researcher is interested in conducting research entitled: **“IDENTIFYING STUDENTS’ PHONOLOGICAL ERRORS IN PRONOUNCING VOWEL DIPHTHONG AT MAN 1 PEKANBARU”**

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B. The problem of The research

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1. Identification of the Problem

The researcher specifies the problem discussed in the following questions going to identifying are as follows:

- a. How is students' pronunciation of vowel diphthong sound?
- b. What factors make the students did errors to pronounce vowel diphthong?
- c. What factors make the students difficult to pronounce vowel diphthong?

2. Limitation of the Problem

After identifying the problems and avoiding misunderstanding, the researcher needs to limit and focus to the problems of this research "Phonological Errors In Pronouncing Vowel Diphthong by using oral (speaking skills) in tenth grade of MAN 1 Pekanbaru".

3. Formulation of the Problem

What kinds of vowel diphthong sound that is most frequently found errors in students' pronunciation at tenth grade MAN 1 Pekanbaru?

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Objective and Significance of the Research

1. Objective of the Research

- a. To find out the kind of errors that made by tenth grade students of MAN 1 Pekanbaru in pronouncing vowel diphthong.

2. Significance of the Research

Beside the specific objective above, the researcher is expected to have contributions for:

a. Teacher

To help teachers to find out the students' phonological errors in pronouncing vowel diphthong. Hence the teacher can resolve the problem and focus to improve students' pronunciation ability at eleventh grade of MAN 1 Pekanbaru, and to enlarge knowledge about students' phonological errors in pronouncing vowel diphthong at eleventh grade of MAN 1 Pekanbaru

b. Students

These research finding were also expected to be useful and valuable, especially for students. They are able had to know their phonological error in pronouncing vowel diphthong. Hence, they can solve problem and improve their ability.

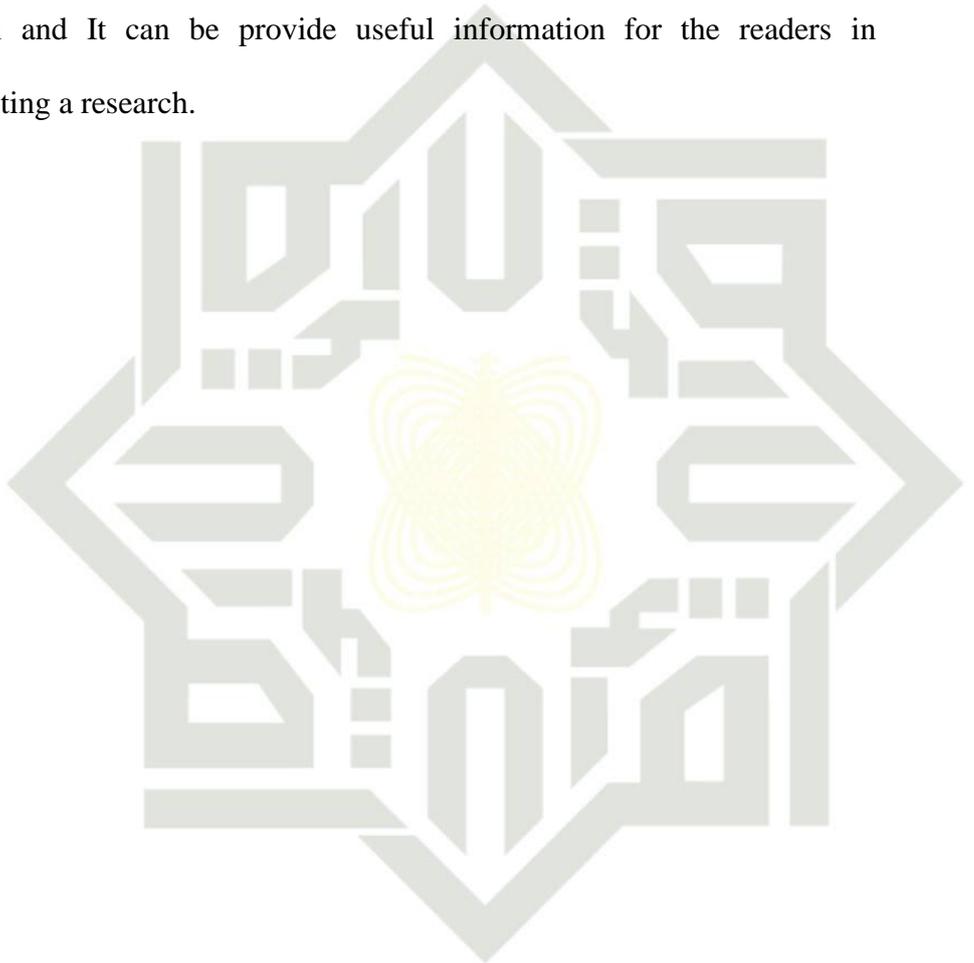
c. Researcher

Fulfilling one of requirements to finish study as a Students of English Department at State Islamic University of Sultan Syarif Kasim Riau. Besides, the researcher finding were also expected to be positive valuable

information, especially for those who are concerned in the world teaching and learning English as a Foreign Language.

d. Others

Finally, these research findings were also expected to be practical and theoretical information to development of theories on language teaching in general and It can be provide useful information for the readers in conducting a research.



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D. Defenition of Term

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1. Error

A deviation in learner language which results from lack of knowledge of the incorrect rule (Ellis, 2008, p.961).

2. Phonological error

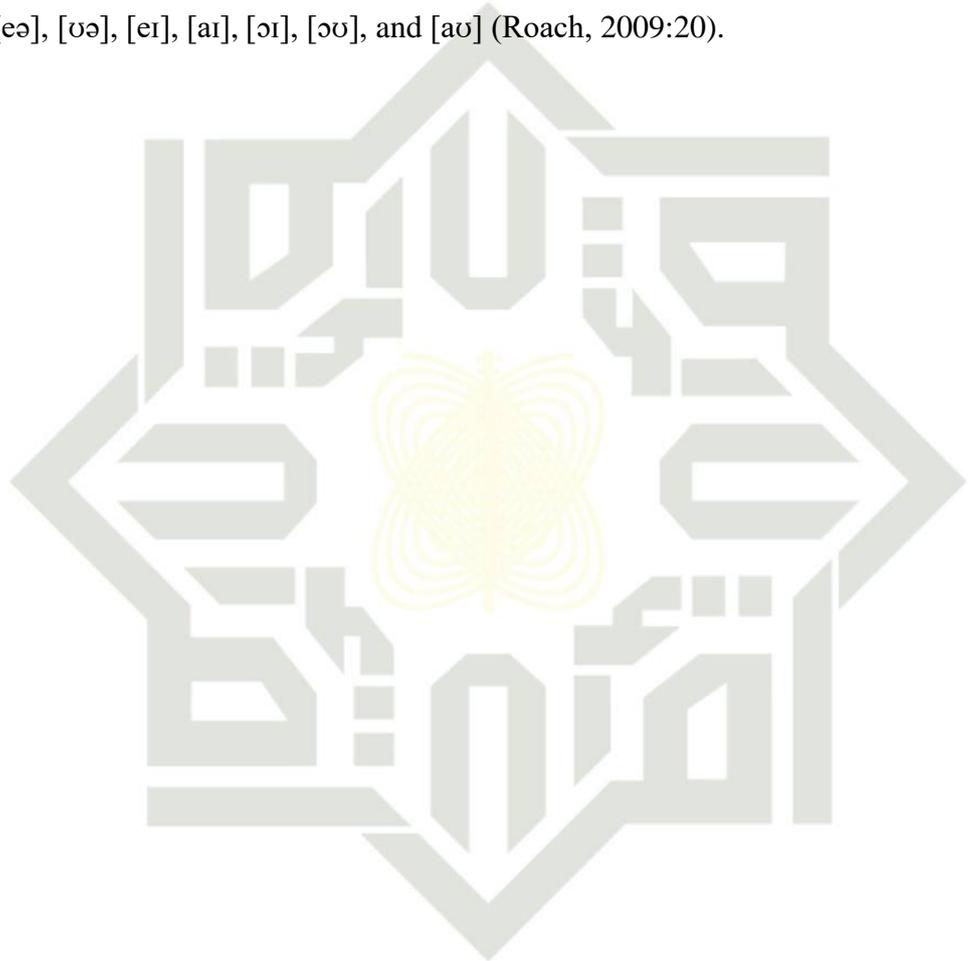
Hannah & Martha (1997) pointed out; phonological error is patterns of sound errors that typically developing children use to simplify speech as they are learning to talk. They do this because they do not have the ability to coordinate the lips, tongue, teeth, palate and jaw for clear speech. In this research, researcher focus on phonological error that occur due to lack of knowledge of students about the form of a word and do not know how pronounce a word based on written form.

3. Pronunciation

Gilakjani (2016) describe pronunciation as “the act of making English sounds.” Pronunciation is the act of giving the true sound of letters in words, and the true accent and quantity of syllables. Pronunciation is the mode of enouncing (announcing) certain words and syllables. By accent is understood the stress laid on particular 10 syllables, or in a more extended sense, the tone or expression of voice with which sentences are delivered. In this research, researcher focus that pronunciation is the production of sounds that are employed to convey meaning, and the creation of a sound system that does not obstruct communication from speaker’ or listeners’ perspective.

4. Vowel diphthong

According to Kelly (2000) diphthong is kind of vowel sound with a special features. There is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. In this research, researcher taken 8 types of diphthong, there are eight diphthongs [ɪə], [eə], [ʊə], [eɪ], [aɪ], [ɔɪ], [ɔʊ], and [aʊ] (Roach, 2009:20).



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CHAPTER II

LITERATURE REVIEW

Theoretical Framework

1. Phonological Errors

According to Paul (2007), Phonology is a branch of linguistics concerned with the systematic organization of sounds in spoken languages and signs in sign languages. It used to be only the study of the systems of phonemes in spoken languages (and therefore used to be also called phonemics, or phonematics), but it may also cover any linguistic analysis either at a level beneath the word (including syllable, onset and rime, articulatory gestures, articulatory features, mora, etc.) or at all levels of language where sound or signs are structured to convey linguistic meaning.

Therefore, Phonology is the study of both sounds and their meanings. So this Phonology 'explores' the difference when a sound is produced and how if the sound is produced is slightly different it will change the meaning of the sound. For example the words "sin" and "seen", both are pronounced differently, and of course the meaning is different. Hence, in the other case many student have awareness in phonological and worry to get an error when they pronouncing vowel diphthong. As claim by Gilon (2004) phonological awareness is an individual's awareness of the phonological structure, or sound structure,

of words. Students must know what they listen about and can imitate the word that they listen itself.

Dell and Albert (2005) stated that phonological errors, both pathological and slips of the tongue, are not "Errors" in the sense of deviation from a learnable grammar. Rather, "errors" follow a grammar, although it may be different from the target grammar native speakers acquire regularly.

1. Error in Phonology

This sub chapter explains the error versus mistake, types of error and also sources of error.

a. Error versus Mistake

Error and mistake are different. In order to analyze learners' errors in proper perspective, it is important to differentiate the errors and mistakes. Mistakes are slips of tongue and recognizable (by the mistakes maker), error is systematic in which it is likely to occur repeatedly and is not recognized by learner". Brown (1987) also maintains "that a mistake refers to the performance error that is either the random guess or a slip. It is because of failure to use known system correctly". In this case the learner can recognize and correct some lapse or mistakes, which are not the result of a deficiency in competence but the result imperfect in producing speech.

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b. The Sources of Error

The errors can be seen from some perspectives. As claimed by Richards, P., Devinney, Timothy., Yip, George., & Jhonson (2009) communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Depending on Brown (1980) based on communicative strategies define it as the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reason, he also classifies errors into five number, namely:

1) Avoidance

Avoidance can be broken down into several subcategories, and thus distinguished from other types of strategies. The most common type of avoidance strategy is ‘syntactic or lexical avoidance’ within a semantic category. ‘Phonological avoidance’ is also common, as in the case of a learner of English who finds initial /l/ difficult to pronounce and wants to say “he is a liar” may choose to say” He does not speak the truth”. To avoid the topic, a learner may change the subject, pretend not to understand, or simply not respond at all.

2) Prefabricated Patterns

Another common communication strategy is to memorize certain stock phrases or sentences without understanding the

components of the phrases or sentences. Language is full of prefabricated patterns, most of which can be found in pocket bilingual “phrase” books which list hundreds of stock sentences for various occasions. The examples of these prefabricated patterns are “How much does it cost?”, “Where is the toilet?”. “I don’t speak English” and “I don’t understand you”. Learners may avoid a problematic word by using a different one.

3) Cognitive and Personality Style

One’s own personality style or style of thinking can be a source of error, highlighting the idiosyncratic nature of many learner errors. A reflective and conservative style might result in very careful but hesitant production of speech with perhaps fewer errors but errors indicative of the conscious application of rules. Such a person might also commit errors of over formality. A person with high self-esteem may be willing to risk more errors, in the interest of communication, because he does not feel as threatened by committing errors with a person with low self-esteem. Language errors can thus conceivably be traced to sources in certain personal or cognitive idiosyncrasies.

4) Appeal to Authority

Another common strategy of communication is a direct appeal to authority. The learner may directly ask a

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native speaker (the authority) if he gets stuck by saying, for example, “How do you say?”

5) Language Switch

Finally, when all other strategies fail to produce a meaningful utterance, a learner may switch to the so-called language switch. That is, he may simply use his native language whether the hearer knows that native language or not. Usually, just a word or two are slipped in, in the hope that learner will get the gist of what is being communicated.

Nunan (1999) also puts “making errors in language activities” as one of characteristics of good language learner. It is based on the fact that learners who make mistakes and receive treatment (toward their mistakes) could possibly perform understanding at the particular areas.

2. Pronouncing in Phonology

A. Pronunciation

According to Paulston and Burder (1976) in Gilakjani (2016) pronunciation is the production of a sound system in communication from the speaker or the listeners’ viewpoint. Consistent with Yates (2015) in Handayani (2017) pronunciation is the production of the sounds used to make meaning. It means if we have good pronunciation it will be easy for us to convey our meaning to our listeners and our listeners will be easy to understand our meaning.

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According to Endahati (2014) pronunciation is the way for people to know how words are pronounced. Further, on the authority of Kelly (2000) pronunciation is a crucial aspect of communication. If someone wants to succeed in communication so they must be master in pronunciation. Consistent with Tergujeff (2012) pronunciation as the production of speech sounds that are produced by organs communication. From the experts explanation above we may take the conclusion is pronunciation is an important aspect in communication. If someone has a good pronunciation, the listener will be easy to understand what the speaker says.

As a speaker, we should have a good pronunciation and produce the words clearly. If someone has pronunciation and pronounce the wrong word, it means the meaning of the words will be different and the listeners do not get what the speaker means. So, to avoid misunderstanding between the speaker and the listener, we must be able in pronunciation and pronouncing the word clearly and correctly.

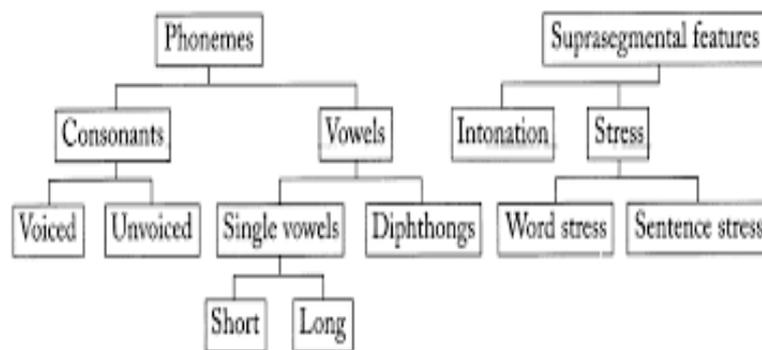
In accordance with Kelly (2000) features of pronunciation are segmental and suprasegmental features. Segmental and suprasegmental included phonemes (consonants and vowels), tress, rhythm, intonation, and connected speech. Explained Kelly (2000) the features of pronunciation can be described as the figure below:

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Figure II. 1

Features of Pronunciation



B. The Aspect of Pronunciation

In pronunciation many aspects that can support fluency in pronunciation and each aspect has its own role. There are aspects that pronunciation covers:

1. Segmental Features

From the dictionary of oxford pocket learners we can find the definitions of sounds are something you can hear; idea or impression that you get of somebody or something from what somebody says or what you read; give a certain impressions. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to

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gestures and expressions that are closely related to the way students' speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Phonemes are the distinctive sounds of a language. The sounds that a native speaker considers to be separate sounds. Changing from one phoneme to another causes a change in meaning. Every language has its own set of phonemes. Every language is different. Allophones are variations in sound that are still felt to be the "same" sound, even though in reality they are slightly different. Changing from one allophone to another might sound odd, but it doesn't cause a change in meaning. For example, the /k/ sounds in "car" and "key" don't sound exactly the same, but we hear them as being the same sound. The /n/ sounds in "pan," "panda," "pancake," and "panther" don't sound exactly the same, but we hear them as the same sound. They're all allophones of the same phoneme. We can divide phonemes into two groups:

a. Vowel is the sounds in which the air stream moves out very smoothly. Words like "apple," "east," "over," and "out" begin with vowels.

b. Consonant is the sounds in which the air stream meets some obstacles on its way up from the lungs. Words like "big," "map," and "see" begin with consonants.

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According to Budianti (2017) A phoneme is a set of allophones or individual non-contrastive speech segments. Allophones are sounds, whilst a phoneme is a set of such sounds. Every language has consonants and vowels, but no two languages have exactly the same ones. Minimal pair is two words that differ by just one sound, for example, late and rate, beat and bit, sat and sap. Minimal pairs can be used in many different ways in pronunciation practice. Letters and sounds are not the same thing. A sound can be heard, but not seen. A letter is a written symbol that represents one or more sounds.

Hence, when we talk about consonants and vowels, we're going to be talking about sounds, not the letters that represent them. For example, the letter "g" represents different sounds in "girl" and "giant." The letter "a" can represent several different sounds, as in "cat," "came," "car," "care" and "about." This is why we need a special set of symbols, called a phonemic alphabet, to represent sounds.

2. Suprasegmental Features

According to Longman Dictionary of Applied Linguistic (Richard, Platt, and Weber, 1985, p. 281), suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone. Similarly, Ladefoged (2006) explains that suprasegmental features are aspects of speech that involve more than single consonants

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or vowels. The principal suprasegmental features are stress, length, tone, and intonation. Clark, Yallop and Fletcher (2007) inform that suprasegmentals can be referred as prosodic features or nonsegmental features. They are features of spoken language such as pitch, rhythm, and tempo which are not easily identified as discrete segments. Fromkin, Rodman, and Hyams (2007) indicate that prosodic or suprasegmental features are over and above the segmental value since the word “supra” means above or beyond. Therefore, suprasegmentals are units which govern more than one sound in an utterance. They cannot occur by themselves but they extend over the segments in words, phrases, and sentences. In spoken language, not only the segmental elements but also the other units known as suprasegmentals are involved. If learners know features from the smallest component of spoken language or segments to the larger one or suprasegmental units, they are likely to achieve their listening.

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3. Vowel Diphthong

According to Kelly (2000) diphthong is kind of vowel sound with a special features. there is a deliberate glide made from one vowel position to another vowel position, which is produced in one syllable. In English alphabet consist of eight diphthongs.

1. Centering Diphthong

Table II. 2
Centering Diphthong (Kelly 2000)

ɪə	<p>Characteristics</p> <p>The position begins for /ɪ/, moving down and back towards /ə/.</p> <p>Example: beer, beard, fear, here, idea, etc.</p>
eə	<p>Characteristics</p> <p>The position begins for /e/ moving to /ə/.</p> <p>Example: where, wear, chair, dare, there etc.</p>
ʊə	<p>Characteristics</p> <p>The position begins for /ʊ/ moving to /ə/.</p> <p>Example: sure, tour, obscure etc.</p>

2. Closing Diphthong

Table II. 3
Closing Diphthong (Kelly 2000)

eɪ	<p>Characteristics</p> <p>The position begins for /e/ moving to /ɪ/.</p> <p>Example: take, way, weigh, say, pain, they etc.</p>
aɪ	<p>Characteristics</p> <p>The position begins for open position moving to /ɪ/.</p> <p>Example: high, tie, buy, might, cry etc.</p>
ɔɪ	<p>Characteristics</p> <p>The position begins for /ɔ:/ moving to /ɪ/.</p> <p>Example: toy, avoid, enjoy, boy etc.</p>

© Hak cipta milik UIN Suska Riau əʊ	Characteristics The position begins for /ə/ moving to /ʊ/. Example: go, home, hello, although etc.
əʊ	The position begins for /a/ moving to /ʊ/. Example : loud, bought, down etc.

Vowel diphthongs are a combination of single vowels in the same time to be sounded. Ladefoged (2005:29) stated a diphthong is a sound whose vowel quality changes within a syllable but because it occurs in only one syllable it is classified as a vowel. Indonesian has two most commonly used diphthongs, such as found in the words “*sampai*” /*sampai*/ and “*kerbau*” /*kərbəu*/. These diphthongs differ from their English partners in the nature of the first elements. Therefore, imperative for Indonesian students learn English to pay attention to the pronunciation of these English diphthongs. In dividing of diphthong itself, there are eight diphthong sounds. According to Roach (2009:20), there are eight diphthongs [ɪə], [eə], [ʊə], [eɪ], [aɪ], [ɔɪ], [əʊ], and [aʊ].

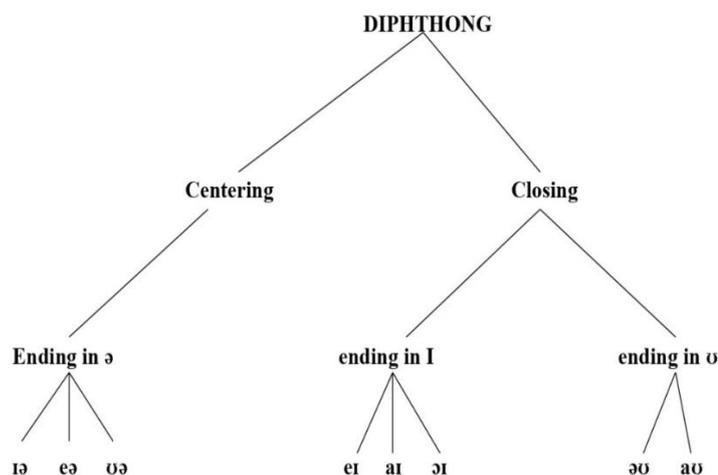
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Figure II.2
The Kinds of Vowel Diphthong

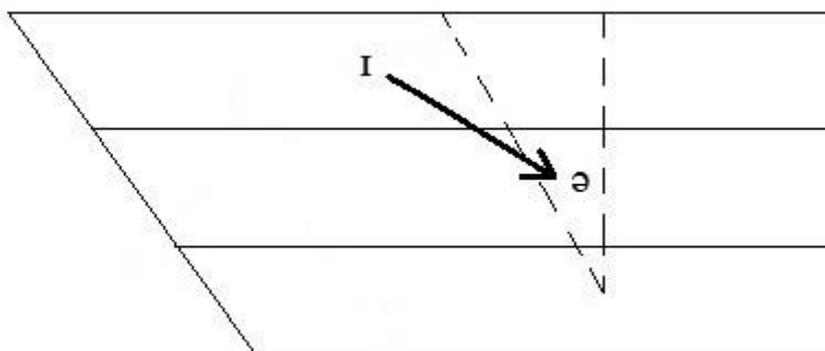


(Source: Roach, 2009:20)

As follow:

1. Diphthong [ɪə]

Diphthong [ɪə] is a high- front- centering diphthong. The tongue starts from the vowel [ɪ], and then it glides away in the direction of the central vowel [ə]. The two lips are in neutral position during the vowel glide.



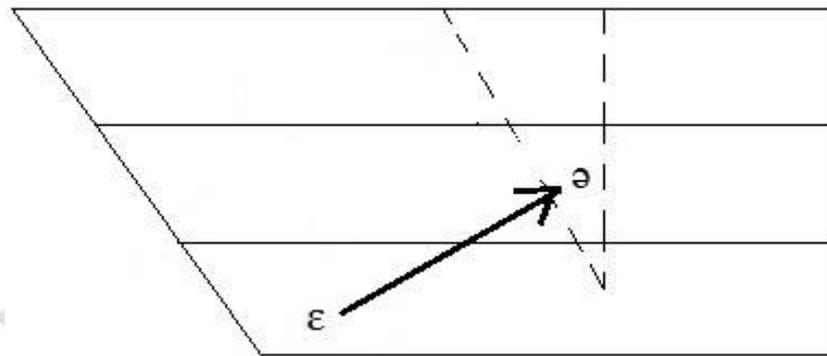
(Source: Ramelan, 2003, p. 95)

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2. Diphthong [eə]

Diphthong [eə] is a low front-centering diphthong. The tongue starts from an open vowel position, slightly higher than the position for the English [æ] vowel sound as found in the word “man”, then it glides away in the direction of the central vowel [ə]. The lips are either spread or neutral during the glide. The lower jaw is clearly felt to be slightly moving upward.



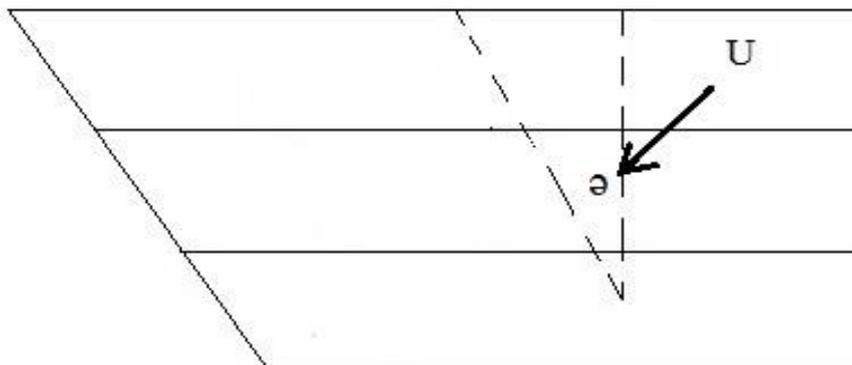
Source: Ramelan, 2003, p. 96)

3. Diphthong [ʊə]

Diphthong [ʊə] is a high back centering diphthong. The tongue starts from the English vowel [ʊ] position such as found in the word “good”, and not from the closer [u:]; then, it glides away in the direction of the central vowel [ə]. The lips are rounded for the first element, and are then drawn back to neutral position during the glide.

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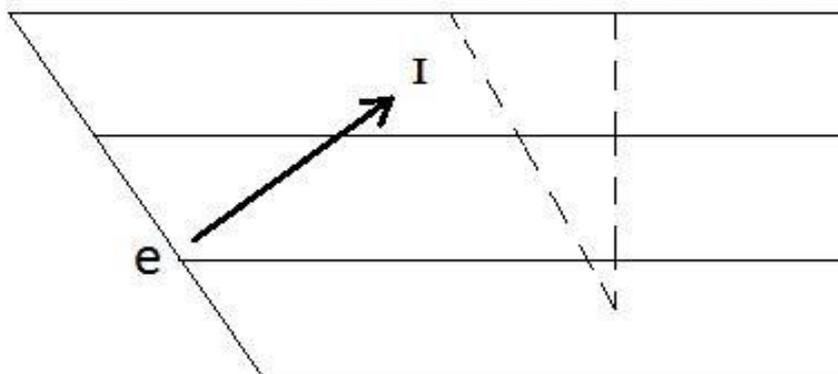
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(Source: Ramelan, 2003, p. 97)

4. Diphthong [eɪ]

Diphthong [eɪ] is a front-front closing half diphthong. First, the tongue starts from the position for the vowel [e], a front vowel which is a little lower than the half close position. Then, the tongue moves in the direction of the vowel position of [ɪ], which is a little above the half close position, though it is not necessarily reached. The lips are spread, and gradually closing.



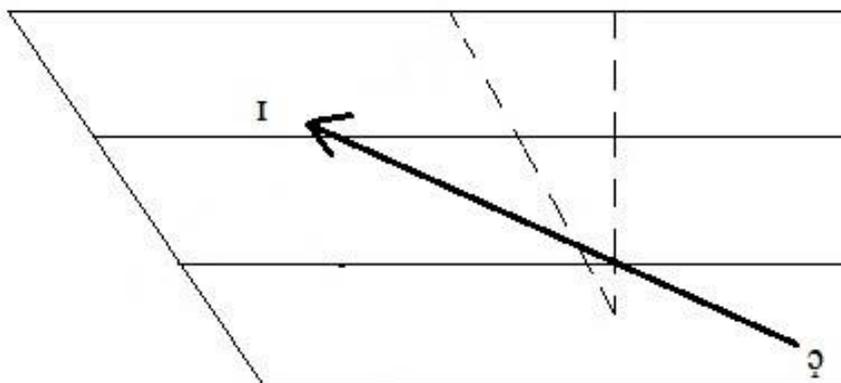
(Source: Ramelan, 2003, p. 84)

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5. Diphthong [ɔɪ]

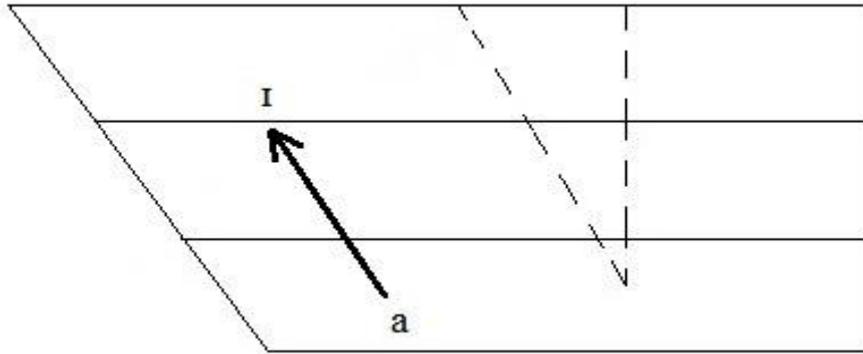
Diphthong [ɔɪ] is a back-front closing full diphthong. First, the back of the tongue is raised to a point midway between [ɔ] and [ɔ:]. Then the front tongue is gradually raised in the direction of [ɪ], though in practice, it is never reached [ɔɪ] sounds more or less like [ɔɛ]. The lips are rounded for the first element of the diphthong and gradually spread.



(Source: Ramelan, 2003, p. 91)

6. Diphthong [aɪ]

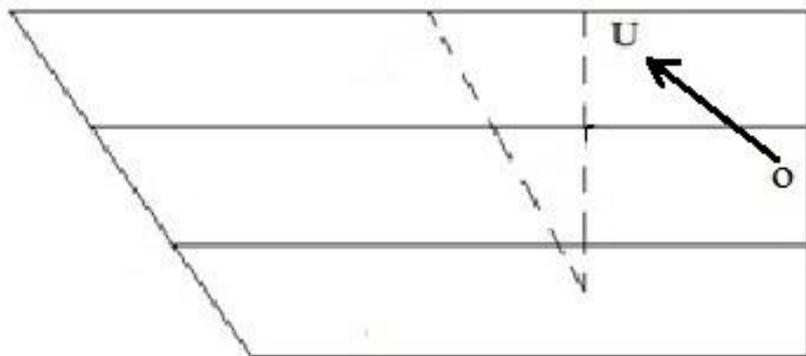
Diphthong [aɪ] is a front-front closing full diphthong. First, the front of the tongue is very slightly raised for the first element of the diphthong [aɪ], which is a front vowel with a position in between [æ] and [a:]. Then, the tongue moves to a closer position as if to produce [ɪ] vowel sound, though this position is normally not reached (aɪ become æ). The lips are apart and gradually closing.



(Source: Ramelan. 2003, p. 86)

7. Diphthong [ɔʊ]

Diphthong [ɔʊ] is a back-back closing half diphthong. For the beginning, some parts of the tongue between the back and the center is raised to a point between half-close and half open position. Then, the tongue moves to a closer position in the direction of [ʊ], a back centralized vowel, which is a little above the half-close position.



(Source: Ramelan. 2003, p. 86)

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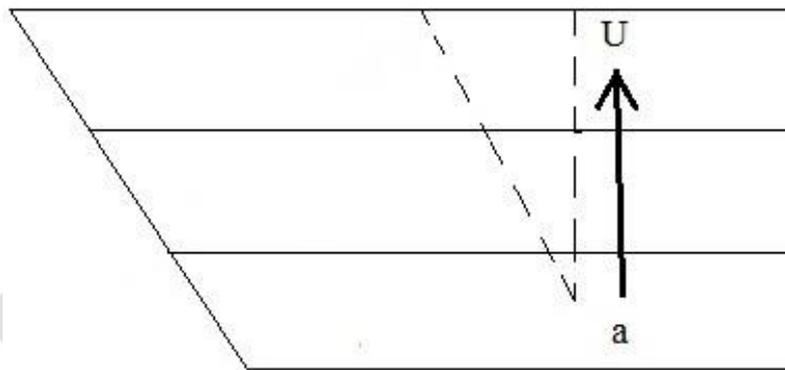
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8. Diphthong [aʊ]

Diphthong [aʊ] is a front-back closing full diphthong. First, the front part of the back (central part) of the tongue is slightly raised for the first element of the diphthong [aʊ]. This vowel is more backed than the first element of the diphthong [aɪ]. Then, the tongue moves in a direction of [ʊ], though it never reaches it ([aʊ] become [aɔ]). The lips starts at the neutral position, and gradually rounded.



(Source: Ramelan. 2003, p. 89)

4. Error

Error is usually compared with mistake. It is important to make a distinction between error and mistake, because they have different meanings. In line with Dulay (1982) Error is actually the flawed side of learner speech or writing. But in learning English as a second language students not only make an error but they also make a mistake. A mistake is an understanding of something that is not correct, it happens because they made an incorrect answer in the learning process.

As directed by Brown (2000) that “it is crucial to make a different definition between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or a “slip,” in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. So, it can conclude that students who study English as second language more often make an error than mistakes.

Error analysis is a branch applied linguistic. On the authority of Carl (2003) state that error analysis is a work procedure that can be used by experts and language teachers, which covers by collecting sampling, identifying the errors in sample, the explanation from the errors, classifying the errors based on the caused, and evaluated or ranking based on the seriousness of that errors.

Beside that, Ellis (1997) also states that “an error analysis can give a picture of the type of difficulty learners are experiencing. If it is carried out on a large scale such a survey can be helpful in drawing up a curriculum, and for the class teacher an error analysis can give useful information about a new class”. It will make the result of this research more meaningful to help students as well as their teachers.

It can be conclude from the definitions, that error analysis is a study about errors make by second language learners to classifying the errors base on the cause and the strategies that learners use and it can give useful information about a new class.

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1. The Types of Error

To describe types of error, as stated by Dulay (1982) there are four types of error. They are:

a. Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both the language component and particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

For example, within syntax one may ask whether the error is in the main or subordinate clause: within a clause, which constituents is affected e.g. the noun phrase, the auxiliary, the verb, the preposition, the adverbs, the adjective and so forth.

b. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. There are: students may omit necessary item (omission) or add unnecessary ones (addition) they may misinformation items (selection) or misorder them (misordering).

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1. Omission

Omission errors are characterized by the absence of an item that must appear in a well- formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are commit the other. For example:

Mary is the president of the new company.

Mary, president, new company. (Content Morpheme)

Is, the, of, the. (Grammatical Morpheme)

Mary the president of the new company. (Omission of Grammatical Morpheme ‘is’)

Mary is the president of the new. (Omission of Content Morpheme ‘Company’)

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. In the fact, addition errors result from the all-tool-faithful use certain rules. Addition are the presence of an item that must not appear in a well formed utterance.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors them supplied at all, in misformation errors

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student supplies something, although it is incorrect. In misinformation problems the learner supplies something, although it is incorrect. For example: The dog eated the chicken.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example , in the utterance :

He is *all* of the time late What *daddy* is doing ?

I don't know what *is that*

The correct utterance are :

He is late **all** the time What is **Daddy** doing?

I don't know what **that is**

c. Comparative Taxonomy

Comparative taxonomies classify errors based on comparison between the structure of language learner errors and certain other types of construction. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors.

d. Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.

B. Relevant Research

Syafi'i (2017) stated that relevant research is required to observe some previous researches conducted by others in which they are relevant to our research itself. There are relevant researches which have relevancy to this research.

The first is Leli Anna, et all wrote journal in 2020 about "An Analysis Student' Errors In Pronouncing English Vowels Of The Fifth Semester Students Of English Education Study Program At Univa Labuhanbatu In The Academic Year Of 2018/2019" this research was taken by using descriptive qualitative. the researcher found that the most problematic vowels are, the vowel /æ/, /ʊə/ , /ʌ/, and /aʊə/. And error occur in pronouncing English vowels are : substitution; Insertion; the vowels which used by the participants in insertion are /e/, /ʌ/, and /ə/ ; and Omission; the vowel which used by the participants in omission is /i/.

The second is Gita Fadhillah wrote thesis in 2020 about "Error Analysis On Students' Diphthongs Pronunciation At English Department In Iain Palopo" this research was taken by using descriptive quantitative. The researcher found that the most of students still confuse in pronouncing diphthong vowel. The students use wrong diphthong and they were also not fully aware of using intonation to speaking properly. The researcher concludes that the errors in pronouncing English diphthongs were assumed to be affected by many factors. The habit could be from imitating, mishearing, mispronouncing. Or it can say as carelessness it closely related to lack motivation, when many teachers will admit that it is not always the student's

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fault if he loses interest, perhaps the materials and style of presentation do not suit him. In the fact, the students still starting in learning pronunciation.

The third is Ninik Suryatiningsih wrote journal in 2015 about “A Study on Students’ Ability in Pronouncing Diphthongs at Stkip Pgri Pasuruan”. This research was taken by using descriptive qualitative. The researcher found that the difficult diphthong was pronounce by the students is diphthong /oU/. And for the easiest diphthong was pronounce by them is diphthong /aU/.

Based on the previous researches above, the researcher limited the research on speaking pronunciation specially in diphthong. The difference of this research was focusing on identifying students’ phonological errors in pronouncing vowel diphthong. In order to make specific limitation not to far for discussing error in the all parts of pronouncing vowel diphthong, the instrument in this research only used oral test by recording the students’ pronunciation of vowel diphthong at MAN 1 Pekanbaru So, it made this research more specific to find out errors that students made in vowel diphthong.

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Operational Concept

The operational concept is a guide list for writing the literature. The section will help the researcher to concept the literature systematically. The purpose of this operational concept is to describe the pronunciation. Syafi'i (2017, p.110) explained that operational concepts are derived from related theoretical concepts on all the variables that should be practically and empirically operated in an academic writing a research paper.

This research is identifying research in which focus on “students’ phonological errors in pronouncing vowel diphthong”. The researcher established some indicators are follows:

1. The students are able to pronounce the English Vowel Diphthong [ɪə]
2. The students are able to pronounce the English Vowel Diphthong [eə]
3. The students are able to pronounce the English Vowel Diphthong [ʊə]
4. The students are able to pronounce the English Vowel Diphthong [eɪ]
5. The students are able to pronounce the English Vowel Diphthong [aɪ]
6. The students are able to pronounce the English Vowel Diphthong [ɔɪ]
7. The students are able to pronounce the English Vowel Diphthong [ɔʊ]
8. The students are able to pronounce the English Vowel Diphthong [aʊ]

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CHAPTER III

METHOD OF THE RESEARCH

Research Design

This research is about the students' phonological errors in pronouncing vowel diphthongs. This research is a quantitative research method that consists of one variable, which is students' phonological errors in pronouncing vowel diphthongs at MAN 1 Pekanbaru. Quantitative research is a type of educational research in which the researcher decided what to study, asked specific, narrow questions, collected numeric data from participants, analyzed these numbers using statistics, and conducted the inquiry in an unbiased, objective manner. (Craswell 2012).

The method in this research is descriptive quantitative. The purpose of descriptive research in this study is to describe the result and information about students' phonological errors in pronouncing vowel diphthongs. According to Creswell (2012), descriptive quantitative research characteristics are characteristics that describe a research problem through a description. In accordance with Gay (1992), in Nuardi (2015), the descriptive method is to get a deeper understanding and quickly analyze data.

Time and Location of the Research

The location of the research was the tenth grade of MAN 1 Pekanbaru at Jl. Bandeng No. 51 A Pekanbaru. This research was conducted in

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February to March 2022. The researcher chose this school because the location of this school is easy to reach, this school has used 2013 Curriculum and an international standard Islamic school that obligated students good in speaking English and their students from various regions that has different mother tongues so that research identifying error in pronouncing vowel diphthong will get best result.

Subject and Object of The Research

The subject of this research was the tenth grade students of MAN 1 Pekanbaru. Meanwhile, the object of the research was Students' Phonological Errors in Pronouncing Vowel Diphthong and the researcher wanted to know the kinds and factors of students' errors in pronouncing vowel diphthong in depth.

Population and Sample of The Research

1. Population of the Research

According to Creswell (2012, p.142), population is a group of individuals who have the same characteristic. The population of this research were all of the students at the tenth grade of MAN 1 Pekanbaru. The tenth grade of MAN 1 Pekanbaru consisted of 12 classes. The total number of the tenth grade at MAN 1 Pekanbaru were 395 students.

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Table III. 1
Total Population of the Students at the Tenth Grade Students
MAN 1 Pekanbaru

NO	CLASS	TOTAL
1	X Agama 1	34
2	X Agama 2	34
3	X Bahasa	34
4	X IPA Olimpiade	34
5	X IPA Riset 1	34
6	X IPA Riset 2	34
7	X IPA Robotik	33
8	XI IPA IT	33
9	X IPS Olimpiade	29
10	X IPS Riset	32
11	X IPS Enterpreneur	32
12	X IPS Multimedia	32
Total Population		395

2. Sample of the Research

According to Arikunto (2006), if the numbers of population less than 100, it has to take 50% but if population more than 100, the sample is taken 15-25%. Because the population more than 100, so the researcher took 15%. The total number were 60 students as the sample in this research.

In this research, the researcher used simple random sampling. It helped the researcher to take participants. The researcher made a lottery and wrote the names of the students on a piece of paper, and any names

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that came out at the time of the draw became the sample in this research. Five students from each class were randomly selected using a lottery.

The researcher used simple random sampling because each of the students of the tenth grade had same opportunity to be participants and have high external validity to represent the characteristics of large of population.

Table III.2
The Sample of the Students at Tenth Grade of MAN 1 Pekanbaru

NO	CLASS	POPULATION	SAMPLE (15%)
1	X Agama 1	34	5
2	X Agama 2	34	5
3	X Bahasa	34	5
4	X IPA Olimpiade	34	5
5	X IPA Riset 1	34	5
6	X IPA Riset 2	34	5
7	X IPA Robotik	33	5
8	XI IPA IT	33	5
9	X IPS Olimpiade	29	5
10	X IPS Riset	32	5
11	X IPS Entrepreneur	32	5
12	X IPS Multimedia	32	5
Total		395	60

Techniques of Data Collection

Data collection techniques are one of a series of processes that exist in research to obtain useful data to answer the research problem formulation. In order to collect the data in this research, the researcher used the test.

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1. Test

In collecting data, according to Brown (2003) test is a method that is used to measure ability, knowledge, or performance in given domain. Test was one of the research instruments that can be used to determine someone's ability to do things. This test was taken by the researcher from the book "Let's Learn ENGLISH SMA/MA" by Bumi Aksara in lesson 5. The researcher chose a recount text entitled "Bandung Sea of Fire" because teaching-learning of the tenth grade has passed recount text discussion, and this text has been read before when taking speaking score. Although the text contained 8 kinds of vowel diphthong, the researcher asked permission to the respondents and then explained the purpose of the researcher. After that, the researcher gave a test to the respondents. The test consisted of vowel diphthong sounds and then asked the respondent to read that vowel diphthong. The vowel diphthong were /aɪ/, /eɪ/, /əʊ/, /aʊ/, /eə/, /ɪə/, /ɔɪ/, /ʊə/. Then the researcher asked the respondents to record the respondents' pronunciation by audio recording. The data from respondents' record was analyzed into phonetic transcription to figure out students' phonetic transcription to figure out students' errors in pronouncing vowel diphthong sounds.

Table III.3
The Blue Print of Indicator

No	Indicators	Focus Words
1	The students are able to pronounce the English Vowel Diphthong [ɪə]	Area, Idea
2	The students are able to pronounce the English Vowel Diphthong [eə]	Warehouse, Their
3	The students are able to pronounce the English Vowel Diphthong [ʊə]	During, Obscure
4	The students are able to pronounce the English Vowel Diphthong [eɪ]	Came, Gave
5	The students are able to pronounce the English Vowel Diphthong [aɪ]	Fire, Sacrifice
6	The students are able to pronounce the English Vowel Diphthong [ɔɪ]	Avoid, Destroyed
7	The students are able to pronounce the English Vowel Diphthong [əʊ]	Go, Although
8	The students are able to pronounce the English Vowel Diphthong [aʊ]	Proud, Houses

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Table III.5
The Scoring Criteria of Indicator

No	Aspect	Score	Criteria
1	Vowel Diphthong [ɪə]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect
2	Vowel Diphthong [eə]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect
3	Vowel Diphtoung [ʊə]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect
4	Vowel Diphthong [eɪ]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect
5	Vowel Diphthong [aɪ]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect
6	Vowel Diphthong [ɔɪ]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect
7	Vowel Diphthong [ɔʊ]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect
8	Vowel Diphthong [aʊ]	1	The student's pronunciation is correct
		1	The student's pronunciation is incorrect

Technique of Data Analysis

The data was analyzed the students' phonological errors in pronouncing vowel diphthong at the eleventh grade of MAN 1 Pekanbaru by using manual percentage for each table that indicate the frequency score of phonological errors and students score in category. The researcher used descriptive analysis technique with percentage from frequency of information and divided with

number of cases to count the percentage of students' phonological errors in pronouncing vowel diphthong. For looking the descriptive statistics on students' errors researcher used SPSS 22. The researcher used some step to analyze, as follow:

1. Identifying errors

After all the recordings was recorded, the researcher play and listen the respondents recording. Next, transcribing the respondents pronunciations whether they are correct or incorrect by using Oxford Dictionary. Then, compare the sounds of the students with the correct phonetic transcription repeatedly and for identified pronunciation errors made by students, researcher gave all audio recordings to Rater 1 and Rater 2 to be assessed. After the assessment was complete by Rater 1 and Rater 2, the researcher compared the value of the two Rater.

2. Classifying errors

Based on the written data of students' pronunciation from two Rater, the researcher classified the error in each word of vowel diphthong. Then, the data were presented in a table. In this step, the researcher classified the errors with the type of error in pronouncing Vowel Diphthong.

3. Quantifying errors

The data was carried out by using the formula from Sudjono (2012, p.

43)

$$P = \frac{f}{n} \times 100\%$$

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In which:

P = percentage of error

f = frequency of error

n = number of students

100% = constant value

4. Drawing Conclusion

The last step was to conclude the data based on the identification. The researcher made a valid conclusion in the form of a short description of the errors.

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CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

Pronunciation errors commonly occur among language learners, especially EFL Learners, because they do not use English in their daily lives. However, pronunciation errors have to take into account because they will bring about a shift in meaning, and create another word, or even a new word. When the received meaning is wrong, it will immediately make the pronunciation of the word or sentence not align with the actual meaning. If we listen carefully, vowel diphthongs are easy to pronounce. But there are still errors in the pronunciation of vowel diphthongs. When two vowels meet together, it will result in a different pronunciation.

From the data, it can be concluded that the errors in this research are mostly diphthong [ʊə] in a high back centering position with focus words “*during and obscure*”. And the highest percentage of errors in pronouncing vowel diphthong in diphthong [ɔʊ] the focus word is “*although*”, this word gets a total error of 72%. This happens because most students did not know how to pronounce the words correctly. The researcher found that students did not carefully tamper when pronouncing the words, and students did not pay more attention to the initial and final vocal pressure vowel because these two things can affect the results when pronouncing vowel diphthong.

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Suggestion
1. Suggestions for Teachers

Teachers need to encourage students to study more, anywhere and anytime. Speaking is a matter of habit. That is why teachers need to implement the habit of speaking in students' daily activities. It will be better if when the teacher introduces the Phonetic Symbol and English Oxford Dictionary as soon as possible to the students learning process. Teachers also need to provide more interesting methods and learning resources to stimulate students to speak English properly.

2. Suggestions for Students

Students need to strengthen their motivation to learn and explore English speaking. They should have used the facilities provided optimally to increase their knowledge and skill. Students will also need to get rid of the fear of doing errors.

3. Suggestions for Other Researchers

The researcher hopes that other researchers can do better research related to vowel diphthongs and errors in pronouncing vowel diphthongs since the researcher is not able to finish this research perfectly. Hopefully, the next researchers who will do this kind of research will get a better result, get to know the reasons from students' perspectives about vowel diphthong, and get involved in a better process by using better theories, references, and methods of research.

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