

Error Analysis in Pronouncing English Diphthongs at the Twelve Grade

Students at MAN 1 Ngawi in Academic Year 2022/2023

THESIS

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By :

LATIFATUL MARDHIYAH

SRN 183221063

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

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ADVISOR'S SHEET

Subject: Thesis of Latifatul Mardhiyah

SRN : 183221063

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Latifatul Mardhiyah

SRN : 183221063

Title : Error Analysis in Pronouncing English Diphthongs at the Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023

has already fulfilled the requirements to be presented before The Board of Examiners (munaqosah) to gain Bachelor Degree in English Language Study Program UIN Raden Mas Said Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, November 15th 2022
Advisor,



Linda Safitri, S. Hum., M.Pd

NIP. 19890824 202103 2 029

RATIFICATION

This is certify the Sarjana thesis entitled “Error Analysis in Pronouncing English Diphthongs at the Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023” by Latifatul Mardhiyah has been approved by the Board of Thesis Examiners as the requirement for the degree of *sarjana* in English Education Department UIN Raden Mas Said Surakarta.

Chairman	: Nestiani Hutami, M.A	
NIP.	: 19861104 201903 2 007	
Secretary	: Linda Safitri, S.Hum., M.Pd	
NIP.	: 19890824 202103 2 029	
Main Examiner	: Fitri Ana Ika Dewi, M.Hum	
NIK.	: 19900225252017012126	

Sukoharjo, December 1st 2022

Approved by,

Dean Faculty of Cultures and Languages



Prof. Dr. Toto Suharto, S.Ag., M.Ag
NIP. 19710403 199803 1 005

DEDICATION

Praise and gratitude I pray to the presence of Allah SWT, the Almighty who have given me strength and patience to finish this work. Glory and praise be to Allah SWT.

This thesis is dedicated to :

1. My beloved parents and family who have given unlimited supports and prayers.
2. The wonderful English Language Education lecturers, thank you for the lessons, experiences, hard work, advices, and dedication for giving the best for their students.
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5. My almamater UIN Raden Mas Said Surakarta.

MOTTO

“Always remember that you are absolutely unique. Just like everyone else ”

-Margaret Mead

PRONOUNCEMENT

Name : Latifatul Mardhiyah
SRN : 183221063
Study Program : English Language Education
Faculty : Faculty of Cultures and Language

I hereby sincerely state that the thesis titled

“Error Analysis in Pronouncing English Diphthongs at the Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023” is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take tje academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, November 11th 2022

Stated by,



Latifatul Mardhiyah

SRN.

183221063

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, November 11th 2022

The researcher,

Latifatul Mardhiyah

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ABSTRACT

Latifatul Mardhiyah. 2022. “Error Analysis in Pronouncing English Diphthongs at the Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023”. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

A diphthong is the result of a glide from one vowel to another within a single syllable. The diphthong sound is difficult to pronounce by Indonesian speaker. This is because there is no sound for a diphthong in Bahasa. The objectives of this study are to know : (1) the kind of error in pronouncing English diphthongs made by students of MAN 1 Ngawi, and; (2) the dominant error made by student of MAN 1 Ngawi in pronouncing English diphthongs.

This research uses descriptive qualitative method. The data were collected from the twelve grade students of MAN 1 Ngawi in the academic year of 2022/2023. The data were gathered from 31 students from twelve grade students in Social 1. The researcher was collected the data used oral test, recording and documentation.

The result revealed that there are 1198 total frequencies of error from 58 data of English diphthong. The result of the error analysis showed that the students made errors in pronunciation. There are 31 total of error or 2,5% in addition, 367 total of error or 30,6% in omission, 798 total of error or 66,6% in misformation and 2 total of error or 0,1% in misordering. The dominant errors that occurred in pronouncing English diphthong is misformation with total errors 798 or 66,6%.

Keywords: *error analysis; pronunciation; diphthongs*

CHAPTER I

INTRODUCTION

A. Background of the Study

English diphthongs are vowels with special features. A diphthong is represented by two vowels; during its production, there is movement from one vowel position to another vowel position. Although represented by two symbols, a diphthong is produced as one syllable. The first vowel of a diphthong is more sonorous than the second vowel, therefore; an English diphthong is called a falling diphthong (Roach, 2009).

There are so many studies about error in pronouncing English diphthong conducted by researchers. From the results of previous study, researchers found difficulties in pronouncing English diphthong. Ponidi, Sabarudin, & Arasuli (2021) said that in their research they found that some error in pronouncing English diphthong. The students still did not know about English diphthong. Factors that cause errors in pronunciation for Indonesian speakers are different ways of speaking with English speakers. In Indonesia the speaker read the word by looking and saying according to what they see without any change in voice.

Most Indonesian learners find it difficult to speak English because they are insecure, nervous, and fearful of making mistakes with their pronunciation. It is critical for learners to have good pronunciation. They also need to improve their skills. However, pronouncing English sounds is

difficult. This is due to the fact that the majority of English sounds do not exist in Indonesian. Furthermore, their mother tongue had an impact on their English pronunciation. As a result, students should practice pronouncing English (Arvian, 2021). Ramelan in (Novarita, 2017) explain that as a non-native speaker, Indonesian students frequently make pronunciation errors. As a result, Indonesian students should focus more on pronunciation.

So the researcher is interested in doing research about pronunciation (especially about diphthongs). In English, diphthongs are divided into eight types, namely [eɪ], [aɪ], [ɔɪ], [aʊ], [ɔɪ], [ɪə], [ʊə], [ɪə] (Donal, 2016). It is not easy to pronounce the words containing the diphthongs, because a diphthong consists of two vowels. When we produce it we have to change our lips from one shape to another. During the production of a diphthong, our articulators glide from the position of the first vowel to the position of the second. For example, when pronouncing /eɪ/ as in was it, our articulators glide from the vowel /e/ to the vowel /ɪ/ (Fadillah, 2020).

Based on the results of the pre research that have been done in MAN 1 Ngawi, there were still many students who made mistakes when reading English text. This was also explained by the English teacher at this school who stated that, many students still struggle with pronouncing words correctly. This is also supported by the findings of pre-research observations.

Researcher carried out the observations in class, this observation was conducted during the teaching and learning process. During the

observation, the researcher found that many students still made mistake in reading text. Some common mistakes were changing the sound of vowels. For example, the word “diving” should be read /daɪvɪ / but students read it /dɪvɪ /. Some of the factors that influence the errors in reading English are because students do not use English in their daily conversations and do not learn pronunciation independently at home. In addition, there is no special time for teaching pronunciation, so teacher cannot teach pronunciation intensively.

Based on explanation about the pre-research at MAN Ngawi, the researcher is interested in analyzing students' errors in English pronunciation. Good pronunciation will be the basic for students to be able to master English well. Therefore, students need to know the correct pronunciation in English. Otherwise, students will continue to make mistakes. Because, when students have applied the pronunciation of a certain word, then they will always remember it and use it. In addition, this error in pronunciation will cause a misunderstanding when students communicate in English. If we have a good pronunciation, it will make it easier for us to communicate using English. Conversely, if our pronunciation is wrong, there will be misunderstandings when communicating using English.

The researcher chose MAN 1 Ngawi as the place of research because this school has been accredited A. Based on the observations that have been done at this school, the researcher found problem that was relevant with the

title of the study as taken by the researcher. This problem is many students make error in pronunciation when reading English text. The researcher found the problem in twelve grade students, especially in the class of Social 1. So the researcher chose this class as a research subject. So the researcher wants to analyze the pronunciation errors, especially in pronouncing English diphthongs made by the twelve students of social 1 and the dominant of the errors in pronouncing English diphthongs made by students.

Many researchers have conducted similar research on error analysis in pronunciation. The research conducted by Saadah & Ardi (2020) entitled “The Analysis of Students’ Pronunciation Error on English Diphthong Made by Fifth Semester of English Language Education Program Universitas Negeri Padang”. Their research is about error analysis in English diphthongs and the ability in pronouncing diphthong sound, but in this study, the researcher analyze the kind of error in pronouncing English diphthongs and the dominant error in pronouncing English diphthongs.

The research conducted by Trisnawati, Mulyani, & Syam (2020) entitled “Error Analysis on English Consonant Pronunciation Produced By The Fifth Semester Students of English Education Department”. Their research topic are different with this research, because in this research discusses about error pronunciation in English diphthong. The similarity from both of the studies is the analysis about error pronunciation.

From some of the previous research above, the researcher wants to analyze errors in pronunciation, especially in diphthong sounds. By seeing

students' errors in pronouncing English diphthong, the researcher tries to know the kinds of errors and the dominant error made by students in pronouncing English diphthong.

Based on the explanation above, the researcher became curious and try to investigate this with a research entitled **“Error Analysis in Pronouncing English Diphthongs at The Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023”**

B. Identification of the Prproblem

1. The students did errors in pronouncing English diphthongs.
2. Lack of vocabulary and being unable to pronounce well the vowel diphthong
3. The learners' lack of time to practice their pronunciation skills in the class.
4. Students have difficulty in pronouncing English diphthongs because the pronunciation of English words differs from their written forms.

C. Limitation of the Problem

In this study, the researcher limits the problem of the research focus to analyze the students' error in pronouncing English diphthongs and dominant of error in pronouncing English diphthongs at Twelve grade students of MAN 1 Ngawi. In this school contain of 10 classes of the twelve grade students, but researcher only focus on class social 1. To analyze this data the researcher use theory from Dulay in surface strategy taxonomy.

D. Formulation of the Problem

1. What kind of error in pronouncing English diphthongs made by students of MAN 1 Ngawi in academic year 2022/2023?
2. What are the dominant error in pronouncing English diphthongs made by students of MAN 1 Ngawi in academic year 2022/2023?

E. Objectives of the Study

Based on research questions, the writer formulates the objectives of the research as follows:

1. To find out kind of error in pronouncing English diphthongs made by students of MAN 1 Ngawi in academic year 2022/2023
2. To find out the dominant error in pronouncing English diphthongs made by students of MAN 1 Ngawi in academic year 2022/2023.

F. Benefits of the Study

1. Theoretical Benefit

This research will give information related to the student error in pronouncing English diphthong. Also this study provides a good description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

2. Practical Benefits

- a. For English Teacher

The researcher hopes this research can give experience and knowledge about the students error in pronouncing English

diphthong, so the teacher can use some new methods or strategies in teaching English pronunciation.

b. For Student

The researcher hopes that this research will help students improve their pronunciation skill and suggest that they be given a lot of pronunciation practice, so that they can develop the habit of using English word correctly.

G. The Definition of Key Terms

1. Error Analysis

According to Khansir in (Sariani, 2021) defined that error analysis is a branch of Applied Linguistics emerged in the sixties to reveal that student errors were not only because of the student's native language but also they reflected some universal strategies. it is a branch of applied linguistics. Error Analysis deals with the compilation, study and analysis of errors made by second language students and aims to investigate aspects of second language acquisition .

2. Pronunciation

Labov (2003) defines pronunciation that the way a word or language is spoken, or the manner in which someone utters a word.

3. Diphthongs

Diphthongs is two different vowels or vowels that are pronounced sequentially in one utterance (Smith, 2015).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. General Concept of Pronunciation

a. Definition of pronunciation

Pronunciation is the act or manner of pronouncing words; the utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. According to Hornby (2008) pronunciation is a way in which a language or particular word or sound is spoken.

Tussa'adah (2018) defines pronunciation as "organized sounds produced by air passing through the articulation organs." Pronunciation can also be defined as a method of producing words that are widely accepted or understood. According to Rafael (2012), some of the features that must be considered in pronunciation are stress, rhythm, and intonation.

According to Yates as cited in Gilakjani (2016), pronunciation is the production of meaning through sounds. In general, Dalton & Seidlhofer (2001) as cited in Dewi (2009), define pronunciation as the production of significant sounds. They believe that sound is significant in two ways . Pronunciation is defined in the first sense as the production and reception of sound speech. The second step is to discuss pronunciation

in relation to the act of speaking. Simply put, pronunciation is a part of speaking skills that deals with how to make the correct sound to achieve meaning in the context of use.

As a result, it is possible to conclude that pronunciation is a method of producing sounds that have meaning. Having meaning in producing sounds means that each sound has significance. Pronunciation can help students understand the meaning of different sounds and improve their speaking skills when teaching and learning English.

b. Aspect of Pronunciation

According Ramelan in Making (2017) pronunciation has two main features; there are segmental and supra segmental. Segmental feature includes phoneme that consist of vowel and consonant. In addition, supra segmental features includes stressing and intonation.

1) Segmental features

The different sounds within a language are referred to as segmental features of pronunciation, also known as phonemes. Although there are slight differences in how individuals articulate sounds, we can still describe each sound reasonably accurately. When we consider meaning, we can see how different sounds can change the meaning of a word. This principle determines the total number of phonemes in a given language. The phoneme set is divided into two categories: vowel sounds and consonant sounds (Kelly, 2001).

a) Consonant

A consonant is a component of speech and a sound produced by complete or partial closure of the upper vocal tract. Consonants are produced by causing a blockage or partial blockage in the mouth, and are typically described as follows: where the sound is produced in the mouth, or place of articulation, how the sound is produced, or manner of articulation, and whether or not the vocal cords vibrate, or voicing (David, 2005). The section of the vocal tract above the larynx is known as the upper vocal tract. The English language has 25 sounds, which are made up of 21 letters (b, c,d,f,g,k,l,m,n,p,q,r,s,t,v,w,x,y,z) and four consonant clusters (ch,sh,th, and ng). According to Scarcella & Oxford (1994) consonants are noises produced by an obstruction in the air passage. A consonant can appear in both the first and last sound. Some consonant sounds have voices, while others are voiceless.

b) Vowel

Jones (1972) state that vowels is there are numerous types of sounds that the organs of speech can produce. Some of the voice sounds produced without obstruction in the mouth may be referred to as "pure musical sounds" because they are not accompanied by any frictional noise. A vowel is a sound in spoken language that is characterized by an open configuration

of the vocal tract so that there is no build-up or air pressure above the glottis. Vowel sounds are produced by air from the lungs which vibrate when the air in the mouth is not blocked.

Voiced air passing through various mouth shapes can produce vowel sounds; the differences in mouth shape are caused by different tongue and lip positions. Lip differences are easy to see and feel, but tongue differences are much more difficult to see and feel, which is why a detailed description of the tongue position for a specific vowel sound does not really help us to pronounce it correctly (Connor, 1977) cited in (Umami, 2017).

According to Kristina & Rarasteja (2006), the vowel sound is all voice and maybe single (like /e/, as in let) or a combination, involving movement from one vowel sound to another (like /eɪ/, as in late such combination are called diphthongs. There is also triphthong which describe the combination of three vowel sounds (like /aɪə/ in our or power). Single vowel sound may be short (like /ɪ/, as hit) or long (like /i:/, as in heat). According to Major & Crystal (1992), the English vowel sound system includes both monophthongs (/i/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/, /ɒ/) and diphthongs (/ɪə/, /ʊə/, /eə/, /eɪ/, /ɔɪ/, /aɪ/, /ɔɪ/, /aɪ/) and as additional term used is triphthong (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/).

2) Suprasegmental features

As the name implies, suprasegmental features are characteristics of speech that apply to groups of segments, or phonemes. Stress, intonation, and how sounds change in connected speech are important features in English (Kelly,2001).

a) Intonation

The term intonation refers to the way our voices rise and fall in pitch when we speak. It is an essential part of how we express ourselves and how we understand the thoughts of others. This is very sensitive aspect of language, but mostly on an unconscious level (Kelly,2001)

b) Stress

Each word has a distinct syllable, and one of the syllables in each word is louder than the others. The syllable with the louder sound is the stressed syllable. Each stressed syllable in a word has a change in pitch or level of the speaker's voice, and the vowel sound in that syllable is lengthened. The fourth, middle, or last syllable of a word can be stressed (Kelly, 2001).

c) Connected speech

When spoken language is examined as a continuous sequence, such as in normal utterances and conversation, it is referred to as connected speech Crystal (2008). Vowel and

consonant segments combine to form syllables; syllables form words; and words form phrases and sentences (Crystal, 2004)

c. Factor that Affect Pronunciation

A lot of students have difficulty pronouncing the English language, which is most likely due to a variety of factors and specific effects on many students. There are several factors that have an impact on students' learning pronunciation. According to Joanne Kenworthy (1987), cited in (Ishak, 2021), the following factors influence pronunciation learning:

- 1) The native language: the native language is requires when learning to pronounce
- 2) The age factor: if someone pronounces a second language like a native, it is possible that they learn English since childhood
- 3) Phonetic ability: Some people are thought to have a "better ear" for foreign languages than others. This ability has been variously referred to as oral mimicry aptitude, "phonetic coding ability," or auditory discrimination ability.
- 4) Attitude and identity: it has been claimed that factors such as a person's "sense of identity" and feelings of group affiliation are strong predictors of learning to pronounce a foreign language correctly.
- 5) Motivation and concern for good pronunciation, with some learners appearing to be more concerned than others.

2. General Concept of Diphthongs

a. Definition of Diphthongs

O'Connor (1980) defines a diphthong as a smooth transition from one vowel position to another, with the entire transition functioning as one of the long, simple vowels. According to Underhill (2005) a diphthong is the result of a single-syllable transition from one vowel to another. It indicates that the word contains a combination of movement from one vowel sound to another within the same syllable.

Diphthong sound is difficult to pronounce by Indonesian speaker. This is because there is no sound diphthong in Bahasa. This is in line with Yong (2001) in Sumbayak (2009) stated that for Indonesian speakers, English diphthongs are most likely seen as pure vowels that can be articulated in both their long and short forms. Diphthong is one of the most problematic features in pronunciation for speakers of other languages. For example the Indonesian speaker tend to pronounce the diphthongs /eɪ/ and /ɔɪ/ as long /e/ and /ɔ/. Instead of producing diphthongs, they replace them with Indonesian vowels. Yousif & Ameen (2018) said that learners tend to use simple vowels because they do not understand how diphthong sounds should be produced. This incompetence is due in part to ineffective pronunciation teaching strategies.

b. Kind of Diphthongs

According to Roach (2009) English diphthongs are divided into two types. The diphthong is the closing diphthong for English and the diphthong for English centering. The English closing diphthong is a diphthong where the second vowel is closer than the first. English closing diphthongs consist of /eɪ/, /ɔɪ/, /aɪ/, /aʊ/, and /ɔɪ/. English centering diphthong is a diphthong in which the second vowel is more central than the first. English centralized diphthongs consist of /ɪə/, /eə/, and /ʊə/.

1) Diphthong /ɪə/

The glide of /ɪə/ begins with a tongue position approximately that used for /ɪ/, centralized front half-close, and moves in the direction of the more open variety of / / when /ɪə/ is final in the word; in nonfinal positions. Example: ear, era, here, fear, beer, dear and career (Cruttenden, 2014).

2) Diphthong / /

This diphthong glides from a tongue position similar to that used for / / towards the more open type of / / which forms the end-point of all three centering diphthong with, again, a somewhat closer variety of / / when the diphthong occurs in a closed syllable. Example: tour, moor, poor, sure, pure, and cure (Cruttenden, 2014).

3) Diphthong /eə/

The glide of /e / begins in the half-open front position, approximately /e/, and move in the direction of the more open variety of / /, especially when the diphthong is final; where /e / occurs in a syllable closed by a consonant the / / element tends to be a mid / / type, the lips are neutrally open though-out. Example: hair, care, bare, where and chair (Cruttenden, 2014).

4) Diphthong /eɪ/

The glide begins from slightly below the halfclose front position and moves in the direction of /I/, there being a slight closing movement of the lower jaw; the lips are spread. Examples: eight, veil, weigh, rein, they, prey, and grey (Cruttenden, 2014).

5) Diphthong /ɔɪ/.

For /ɔɪ/ the tongue glide begins at a point between the back half-open and open positions and moves in the direction of /I/. The tongue movement extends from back to centralized front, but the range of closing in the glide is not as great as for /aɪ/; the jaw movement, though considerable, may not therefore, be as marked as in the case of /aɪ/. Examples: boy, toy, noise, voice, boil, ointment, and point (Cruttenden, 2014).

6) Diphthong /aɪ/

The glide of /aɪ/ begins at a point slightly behind the front open position, and moves in the direction of position associated whit /I/,

although the tongue is not usually raised to a level closer than C []; the glide is much more extensive than that of /ei/, the closing movement of the lower jaw being obvious. Example: time, write, bite, climb, cry, dry, by, and try (Cruttenden, 2014).

7) Diphthong / /

The glide of / / begins at a central position, between half-close and halfopen, and moves in the direction of / /, there being a slight closing movement of the lower jaw; the lips are neutral for the 1st element, but have a tendency to round on the 2nd element. Example: ocean, over, open, cold, both, omen, only and those (Cruttenden, 2014).

8) Diphthong / /

The glide of /a / begins at a point between the back and front open positions, slightly more fronted than the position for /a:/, and moves in the direction of / /, though the tongue may not be raised higher than the half-close level. Example: owl, ouncedown, brown, sound, our and towel (Cruttenden, 2014).

3. General Concept of Error Analysis

a. Definition of Error Analysis

Some people who are learning English as a foreign language are afraid of using English in conversation. One of the reasons is their apprehension about making mistakes and errors. To deal with this issue,

some linguists employ error analysis. Brown (2000) asserts that learners make mistakes, and that these mistakes can be observed, analyzed, and classified to reveal information about the system operating within the learners. The errors made by the students indicate that they are having difficulties learning in English. It is critical for teachers to analyze the mistakes by the student make.

According to Coder in Brown (2000), "a learner error is significant in that it provides evidence to the researcher of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language." Thus, describing the analytic error is important because it informs researchers about how to learn a language or how to obtain using a strategy to find a language. According to Coder in Ellis (2005), "the description of errors is essentially a comparative process, the data is contain of original error utternces." Thus, describing learner errors is how the pronunciation learner's forms differ from those produced by the learner's native-speaker. It is concerned with the surface characteristics of learner utterances.

Error and mistake are not the same thing. To properly analyze learners' errors, it is necessary to distinguish between errors and mistakes. Mistakes are similar to slips of the tongue in that they are recognizable by the mistake maker. Whereas errors are systematic in that they are likely to occur repeatedly and are not recognized by the

learner. Refers to Richards et al. (In Masari,1999) stated that an error in speech or writing as a second or foreign language learner is when the use of linguistic item, for example a word, a grammatical item, a speech act, etc.

Beside that, Corder (in Croft 2008) defines error as deviations from some system of language that the learner makes due to performance factors such as memory limitation, spelling, pronunciation, fatigue, emotional strains, physical stresses such as tiredness, physiological condition such as strong emotion. Moreover, according to Ellis (2011) state that error reflects gaps in a learner's knowledge; this is occurs because the learner is unsure of thing that is correct. Mistakes reflect occasional lapses in performance; they occur when the learner is unable to perform what he or she knows. According to Chukwuma & Tochukwu (2014) error analysis is a type of linguistic analysis that focuses on the mistakes that students make.

According to Merriam Webster's Collegiate Dictionary, in Fauzi (2014) error analysis is the analysis for practical but also potentially scientific purposes of errors made by students learning another language. Error analysis is especially useful for those who have difficulty seeing their errors, such as those with visual processing difficulties. Error analysis is the process of observing, analyzing, and categorizing errors. Error analysis is a type of linguistic analysis that focuses on the mistakes that language learners make when using the

language. Furthermore, definition of error analysis according to Hammerer in Unready and Roe Khan, is only concerned with errors, whereas Corder in the same books revealed that error analysis is a study of errors made by second language learners in speaking and writing.

b. Kind of Error

Dulay, et all (1982) cited in Nezami & Najafi (2012) defined some error classifications they are: Linguistic category, surface strategy, comparative analysis, and communicative effect.

1) Linguistic Category

In the linguistic category, error is classify accordance either or both the language component and the specific linguistic constituent the error affects. The language component consist of Phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

2) Surface Strategy Taxonomy

Surface strategy taxonomy focuses on how surface structures are altered. This taxonomy categorizes errors into four categories: omission, addition, misformation, and misordering.

- a) Omission is defined as the absence of one or more elements required in the construction of a phrase or sentence. Omission can also identified by the absence of an item that must appear in a well-formed utterance. For example “Rani go to the library”. Here the morpheme “es” is omitted that was required for the

correct construction of the sentence. The correct sentence is “Rani goes to the library”.

- b) Addition are identified by the presence of any unnecessary item or morphemes in an utterance. For example “The sparrows is flying”. Here is the addition of morpheme “s” with sparrow that is not required. The true construction is: The sparrow is flying.
- c) Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Here the example of misformation error. The student make error in pronounce “wait”, this word supposed to be pronounce /weɪt/ but students pronounce as /waɪt/, the student change the /eɪ/ diphthong became /aɪ/. The pronunciation of it word is absolutely false. The correct phonetic transcription of it was /weɪt/. This student actually should produce /eɪ/ sound in the the word, but the student supplies wrong item within the word.
- d) Misordering are identified by the incorrect placement of a morpheme or group of morphemes in an utterance. In other words, the elements presented are correct but wrongly sequenced. Misordering errors occur systematically for both

second language and first language learners in constructions that have already been acquired. The example of misordering error is pronouncing “ask”. The correct phonetic transcription of it was / :sk/ but in fact this student pronounced / :ks/ sound. the incorrect placement happens where the student putting /k/ sound in the middle and /s/ sound in the last.

3) Comparative analysis

The classification of error in comparative taxonomy is based on comparisons between the structures of second language errors and certain other types of construction. This taxonomy proposes four errors:

a) Development errors

Developmental errors is mistakes made by children who are learning the target language as their first language.

b) Interlingual errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner native language.

c) Ambiguous error

Ambiguous errors are those that reflect the learner's native language structure while also being of the type found in the speech of children learning a first language.

d) Other errors

This taxonomy proposes grab bag errors that do not fit into any of the other taxonomies. The grab bag errors should be of more than passing interest in this type of taxonomy. They must be unique to second language learners because they are not similar to those made by children during first language development.

4) Communicative effect

The communicative effect classification considers errors in terms of their impact on the listener or reader. It focuses on differentiating errors that appear to cause miscommunication. There are two types of errors:

a) Global errors

The effects on overall sentence organization severely impede communication. Among the most systematic global errors are:

- (1) Wrong order of constituent. For example: English language use many people
- (2) Missing, wrong or misplaced sentence connectors for example: (if) not take this bus, we late for school.
- (3) Missing cues to signal obligatory exceptions to pervasive syntactic rules. For example: the students' proposal (was) looked into (by) principal.

(4) Regularization of pervasive syntactic rules to exception.

For example: we amused that the movie very much (that the movie amused us very much)

b) Local errors

Errors that affect single elements (constituents) in a sentence do not usually significantly impede communication. These include errors in noun and verb inflection, articles, auxiliaries, and quantifier formation. Ellis (2011) classifies errors into three types based on systematic:

- (1) Pre-systematic errors occur when a learner is unaware that a specific rule exists in the target language.
- (2) Systematic errors occur when a learner discovers a rule but it is incorrect.
- (3) Post-systematic errors occur when a learner knows the correct target language rules but uses them incorrectly on a regular basis (makes a mistake).

However, in order to identify those various types of errors, the learner must be interviewed. Type (a) occurs when the learner is unable to explain how a specific form was chosen, while type (b) occurs when the learner is unable to correct the errors but can explain the target-language rule that is normally used.

Based on explanation about types of errors listed above , it is possible to conclude that linguistic categories are classified based on language component and specific linguistic. Surface strategy taxonomies are divided into four categories: omission, addition, misformation, and misordering. Developmental errors, interlingual errors, and ambiguous errors are all proposed by comparative analysis. There are two types of communication errors: global errors and local errors.

c. Cause of Error

Errors occur for a variety of reasons. In discussing error, Ellis (1994) identifies the sources or causes of competence errors into three categories. These categories of causes of error will be discussed briefly below:

- 1) Interference errors occur as a result of the use of elements from one language while speaking another.
- 2) Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rule apply.
- 3) Developmental errors occur when the learner attempts to build up hypotheses about the target language of the basis of limited experience.

d. Procedure of Error Analysis

Ellis (2003) states that any some procedure of error analysis methodology. There are several steps involved in conducting an error analysis: Data collection: The first stage of error analysis is "data collection," and the relevant data must be collected at this stage. Data can be general or specific, written or spoken.

- 1) Identification Error: The existing errors in data collection are then identified. It means to distinguish or separate errors. Errors in this context are distinguished from errors in general.
- 2) Description error : Once all errors have been identified, they can be described.
- 3) Error explanation: try to identify the various sources of errors while explaining the error. Error sources are classified as intralingual (the negative transfer of items within the target language) and interlingual (the negative influence of the learners' mother tongue).
- 4) Error remediation or correction: In error remediation and correction, teachers correct the errors or learners correct themselves.

B. Previous Related Studies

To prove the originality of this study, the researcher presents five previous researches that deal especially with analysis in pronunciation error.

The first previous study was conducted by Pratiwi & Indrayani (2021) entitled “Pronunciation Error on English Diphthongs Made by EFL Students”. The aim of this research is to analyze and describe the pronunciation errors of English diphthongs made by EFL students. The researcher used qualitative and quantitative descriptive methods. The research finding showed that 4 students used SSBE diphthong accent and 5 used GA diphthong accents. In this analysis, there were also 4 students who made pronunciation errors in pronouncing [eɪ], [ɛə], [ʊə] and [aɪ] diphthongs, 3 students had problems about [a] and 2 students mispronounced [o] diphthong.

The next previous research entitled “Students Errors in Pronouncing English diphthong”. The research conducted by Astuti & Suwartono (2020). The aims this research is to identify the most difficult diphthong to be pronounced and the factor of students’ difficulties in pronouncing diphthongs at English Language Teaching Department, Universitas Muhammadiyah Purwokerto. The researcher used qualitative and quantitative as design in this research. The research finding showed that. The result of the research was: the most difficult diphthong to be pronounced was / / with 98.9 or error made by the students and there were some factor of students’ difficulties in pronouncing diphthong, they were ear training, language interference, and language internal system.

Others research was conducted by Ifिता Rahmi entitled (2020) “An Analysis of Students Pronunciation Error in Reading Aloud at SMA Negeri 8”. The objective of this study to investigate the dominant types of error in

linguistic category and surface strategy taxonomy at the tenth-grade social students of SMA Negeri 8 Pekanbaru. The researcher used descriptive quantitative as design in this research. The data collection techniques in this research was a test. The result of this study shows that errors. After analyzing the data, the researcher found that students made 102 errors during reading aloud. The dominant error was found on item 1 or as (considerable), which was 16 errors. Furthermore, students made 63 errors in pronouncing vowels (61.76%) and 39 errors in pronouncing consonants (38.24%) in linguistic category taxonomy. Surface strategy taxonomy had 3 omission errors (2.94 %), 4 addition errors (3.92%), 35 Misformation errors (34.31%) and 60 misordering errors (58.82%). It can be concluded that the pronunciation errors at the tenth-grade of social students of SMA Negeri 8 Pekanbaru were dominated by vowel error in linguistic category and misordering errors in surface strategy taxonomy.

In addition, other research entitled “The Analysis of Pronunciation Error on English Diphthongs Made by Certified Tour Guides” was conducted by Wulan Wangi and Dzicky Amiq Nudiya (2020). The aims of this study to analyze the types of pronunciation error on English diphthongs made by certified tour guides, finding the most difficult English diphthongs made by certified tour guides, and identifying the reasons of the pronunciation error on English diphthongs made by certified tour guides. The research method was descriptive. The researcher used recording, questionnaire observation and documentation techniques by collecting the data. The research finding was that pronunciation error on English diphthongs made by certified guide was 120

errors (76 errors in substitution and 44 errors in omission). The highest pronunciation error was [] diphthong and it occurred 45 times. The certified tour guides did not aware that they make pronunciation error. They had conversation in English with the foreign tourist but they had less time in learning pronunciation with native or competent person in English. The certified tour guides need to improve their English quality through learning more about pronunciation with the expert to minimize their pronunciation error on English diphthongs.

The last previous research was conducted by Irianto, Imranudin and Syafrizal (2018) entitled “An Analysis of Pronunciation Errors of English Consonants : / / and /ð/ by the Student of the English Education Study Program of University of Bengkulu”. The objective of this research is to analyze how English students in University of Bengkulu, English Education Study program class A and B, academic year 2015/2016 pronounced English consonants / / and /ð/. The researcher found that most of English students pronounced English consonants / / and /ð/ incorrectly. It showed that the students were not good at pronouncing English consonants / / and /ð/ when they were located at the middle or at the final of the words. Based on the findings, the study concluded that the errors were caused by several reasons such as the sound of / / and /ð/ which did not exist in Bahasa Indonesia, the influence of similar sound with Bahasa Inonesia consonants /t/ and /d/, and also the carelessness.

Table 2.1 The Difference of Previous Studies

No	Name	Title	Year	Similarities	Differences
1.	Desy Riana Pratiwi & Lia Maulia Indrayani	Pronunciation Error on English Diphthongs Made by EFL Students	2021	The similarity between this research and previous research is describe about analysis in pronunciation error of English Diphthong	The previous study is differences with this study because this study describe error pronunciation and classify the error based on surface strategy taxonomy
2.	Zulfa Tri Astuti & Tono Suwartono	Students Errors in Pronouncing English diphthong	2020	The similarity between this research and previous research is analysis about pronunciation error of English diphthong.	The previous study is differences with this study because this study using qualitative as a design of the research but the previous study using qualitative and quantitative as a design
3.	Iftita Rahmi	An Analysis of Students Pronunciation Error in Reading Aloud at SMA Negeri 8	2020	The similarity between this study is analysis about pronunciation error.	The differences of previous study with this study is the previous study is to investigate the types of error in linguistic category and surface strategy taxonomy but this study only analysis kind of pronunciation error in surface

					strategy taxonomy
4.	Wulan Wangi and Dzicky Amiq Nudiya	The Analysis of Pronunciation Error on English Diphthongs Made by Certified Tour Guides	2020	The similarity between this study is analysis about pronunciation error in English diphthong.	The differences of this study with previous study is the object of previous study is tour guides but the object of this study is twelve grade student of MAN 1 Ngawi.
5.	Nophian Adesta Irianto, Imranudin and Syafrizal S	An Analysis of Pronunciation Errors of English Consonants : / / and /ð/ by the Student of the English Education Study Program of University of Bengkulu	2018	The similarity between this study is the aim of this study is describe about pronunciation error	The difference of the previous study with this study is the previous study analysis pronunciation error of English Consonants but this study analysis pronunciation error in English diphthong

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a qualitative method in this research. According to Mackey & Gass (2005) the term qualitative research can be interpreted as research based on descriptive data that is not made using statistical procedures. In other words, qualitative research is a narrative procedure or textual description of the data. On the other hand, Kountur stated that descriptive research is one type of research that provides an overview or conditional interpretation without the variables being manipulated or treated. Data collection is taken from natural conditions without giving any treatment. Meanwhile, according to Bogdan and Taylor cited in Molding (2004) defined that qualitative methods as research procedures that generate descriptive data that takes the form of words or spoken words from people and behaviour of an individual observable. In this study, the researcher decided to use the descriptive method because the researcher wanted to describe the kind of error in pronouncing English diphthongs and the dominant of error in pronouncing English diphthongs made by students.

B. Research Setting

1. Place of Research

The setting of this study is at MAN 1 Ngawi. MAN 1 Ngawi located at Jl. Jekitut No. 688A ,Beran, Ngawi, East Java. The researcher choose MAN 1 Ngawi as the place of research because this school has been

accredited A. In addition, this school is also a favorite Islamic school in Ngawi. Some students in Man 1 Ngawi also have many achievements, so the researcher decided to make this school a place of research.

2. Time of Research

This research will be conducted this on May until November 2022. The researcher did the interview while the teaching and learning process has done in that day. Start from pre research finds some of data until drawing the conclusion. To make time of the study briefly, so the researcher writes into the table as follows:

Table 3. 1 Research Schedule

No	Project Activities	Month						
		May	Jun	Jul	Aug	Sep	Oct	Nov
1.	Do Pre-research	■						
2.	Write proposal		■	■	■			
3.	Guidance and consultation			■	■			
4.	Proposal seminar					■		
5.	Do the research					■		
6.	Collect and analyze data					■	■	
7.	Finish chapter IV and V						■	
8.	Consultation and guidance						■	

9.	Report the research (munaqosyah)								
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C. Research Subject

According to Lodico, et all (2006), purposive sampling technique is a general procedure used in qualitative research that identifies key informants or people who have special knowledge about the topic under study. The type of purposive sampling used depends on the purpose of the study. That is, researcher choose subjects based on the needs and objectives of the study, that are:

1. Students have done pronunciation exercises and still make pronunciation mistakes.
2. This test requires participants to read the vocabulary of English diphthong
3. To find out the pronunciation errors made by students in pronunciation in English diphthong
4. To find out the dominant of error

The researcher uses the twelve grade students of MAN 1 Ngawi as the research subjects. The researcher only chose one class to be analyzed in this research. The researcher determined the object of this research purposively and took 31 students from twelve grade students in Social 1, of which 13 males and 18 females for analysis because the researcher had made observation in

this class. Most of them were still wrong and had difficulty in pronouncing English diphthongs.

D. Data and Source of the Data

1. Data

Based on the source, research data can be divided into two types of data, namely primary and secondary data.

- a. Primary data is data that is disseminated directly by researchers. This type of data is also known as original data or the most recent new data for dates obtained directly. Primary data were collected directly from the twelve grade of social 1 student at MAN 1 Ngawi. This primary data in this research is collected by oral test. So, the primary data in this research is students' pronunciation of English diphthongs.
- b. In this study, secondary data is data that has been processed in the form of a written script or document. Secondary data is data that is obtained directly from existing data and has a relationship to the information to be studied. Secondary data can be obtained from a variety of sources, including books, newspapers, documents, the internet, journals, and other data that can be used as supplements

2. Source of the Data

The data source is taken from the phonetic transcription of the recorded pronunciation by the twelve grade of Social 1 students at MAN 1 Ngawi

in the academic year 2022/2023. In this study, the researcher uses the data in the form of English text that contain of English diphthongs.

E. Research Instrument

The main of research instrument in this study is the human investigator that it is the researcher herself. The researcher acts as a human instrument to determine the focus of qualitative research by selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data, and drawing conclusion based on the findings (Sugiyono, 2006).

The second instrument of this research is pronunciation test. The pronunciation test consists of 58 word, which is taken from 3 English text. The pronunciation test contains an English diphthong, which the researcher will ask each participant to pronounce and then record using a smartphone. It used to find out the kind of error are made by the students in pronouncing English diphthongs.

For the third instrument is Spell Checker & Pronunciation App, this application used to check how to pronounce the English word correctly. The spell checker & Pronouncer app is applicationn to learn the actual pronunciation of different words and helps with spelling mistakes. This Spell-checker App enables to translate the text and voice into multiple languages. This Spell Corrector & pronouncer app has the amazing feature that is an Offline Dictionary with sound pronunciation which will give the correct meaning, verb, noun, and other grammatical features for free. The basic concept of this Spell Checker & pronunciation app is to learn English

Pronunciation with Correct Spelling in multiple languages. Word pronunciation app helps to increase pronunciation skill with a good accent. This spell check app is good & beneficial for those who are weak in memorizing the spelling of different words and face difficulties in daily life. Then, the last instrument is Oxford dictionary, the researcher used this instrument to find the correct phonetic transcription

F. Techniques of Collecting Data

1. Test

The test is a series of data collection techniques that researchers used in their research. According to Haris cited in (Salwa, 2017) test is the best way to determine how well students understand the materials they have been learning. Brown (2004) states that test is a method of assessing a person's ability, knowledge, or performance in a specific domain. In conducting this research, type of the test was pronunciation test from Tiono & Yosta (2008). This test it was conducted orally and recorded to be analyzed. Futhermore, the students were asked to pronounce the word taken by English text, since the data needed related only to the English diphthongs sounds. The phonetic transcription of the students' pronunciation was restricted only to the transcription of the words which contained the diphthong sound. This pronunciation test conducted three times. Before the students doing the test, the researcher gives a little explanation about the instruction for doing the test.

To get the result of this research, the researcher did some procedures. The first, the researcher give explanation about this test to the student of MAN 1 Ngawi. Then, the researcher collected the voice record from the students one by one. The second, the researcher identified the errors of pronunciation of diphthongs made by the students. The third, the researcher described and classified the data. The next step is to categorize those errors in order to determine the types of errors made by students when pronouncing diphthongs. The last, the researcher interpreted the data and concluded the result of the research.

2. Recording

Wagner (2005) argues that recording is done so that the content can later be transcribed to text and listened to, logged, annotated, and coded. In this case the researcher will collect and make it easier to analyze different types of errors in English diphthong sounds by recording students' pronunciation using a hand-phone in this study.

3. Documentation

Documentation is a data collection technique that utilizes the content of written documents in order to conduct research analysis. The most frequently used documents are texts (in printed form), but they can also be electronic files (such as databases) (Flick, 2014). In this study, the researcher analyzed student pronunciation errors using document analysis contain phonetic transcription from recording the oral test.

G. Trustworthiness of the Data

Triangulation is a physical measurement technique; it is a powerful way to demonstrate concurrent validity. Validity is one of the strengths of qualitative research and depends on determining whether the findings are accurate from the point of view of the researcher, participant or reader. Triangulation is usually done by reducing the possibility that become the bias that occurs during data collection and analysis. Denzin proposed four types of triangulation (Flick, 2009), as follow:

1. Data triangulation

Data triangulation is refer to the use of different data sources, which should be distinguished from the use of different methods between time, space, and persons for producing data.

2. Investigator triangulation

Investigator triangulation is employe different observers or interviewers in collecting, analyzing, and checking the data. It is meant for detecting or minimizing biases resulting from the researcher as a person.

3. Theory triangulation

Theory triangulation is approaching the data with multiple perspectives and hypotheses in mind and placing various theoretical points of view side by side to assess their utility and power. The purpose of this is to extend the possibilities for knowledge from various point of view.

4. Methodological triangulation.

Methodological triangulation uses complex process of method to maximize the validity of the data. This methodological triangulation may combine two methods at the same time for measuring the data.

In this study, the researcher applies investigator triangulation. The investigator triangulation in this research used for validity the transcription of the recorded spoken test of the participant. The validator in this research is Mr. Dwi Cahyono, M.Pd. He is a lecturer in English Literature at UIN Raden Mas Said Surakarta, and he has also taught pronunciation and phonology courses. The use of investigator triangulation for error analysis in pronunciation is to ensure the validity where the final result of research that consists of the formulation of informations to be checked by the validator to avoid the researcher's individual bias towards the findings and conclusions generated.

H. Technique of Analyzing the Data

After this research data collected, the exiting data would be processed by using the technique of data analysis. To analyze the data, the researcher consults an Oxford dictionary and use the pronunciation app namely Spell Check & Pronunciation. According to Miles, et al (2014), the steps of data analysis are as follow:

1. Data Reduction

Data reduction refers to the process of selecting the essentials, focusing on what matters, simplifying, abstracting and transforming the

data that appear in written up field notes or transcriptions. Abstracting could be used to reduce data. Abstraction was an effort to create core summaries, processes, and statements that must be maintained in the research data. So, the goal of reducing this data is to simplify the data obtained during data mining in the field. The Researcher use Spell & Checker Pronunciation application. This application is used to check how sound is pronounced. Then the researcher also used the Oxford dictionary to check the phonetic transcription of English words.

2. Data Display

Data display is the process of organizing and compressing information in order to draw a conclusion or perform an action. The data display will assist us in understanding what is going on. data display is the second stage in the Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table, or matrix that offers a new way of thinking about textually embedded data. In this study the data will be display into table. In this process, after getting the results from the data that has been analyzed ,the results is explained in the form of descriptive text.

3. Drawing and Verifying conclusion

The last step in data analysis is conclusion drawing/verification. The researcher reached conclusions based on the data they collected in this section. This activity aimed to find the meaning of the collected data by looking for relationships, equations, or differences. By comparing the

suitability of statements from research subjects with the meaning contained with the basic concepts in the study, thus we can draw a conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In the research findings chapter, the researcher presents the data finding from the problem statement which was mentioned in chapter one. The first problem statement is what kind of error made by student of MAN 1 Ngawi in pronouncing English diphthong. Then the second is the dominant errors made by student of MAN 1 Ngawi in pronouncing English diphthongs. The researcher describes the data findings in each statement.

1. Kind of Error in Pronouncing English Diphthongs Made by Students of MAN 1 Ngawi in Academic Year 2022/2023

In this section, researcher wants to find what kind of error made by student of MAN 1 Ngawi in pronouncing English diphthong. After the classifying the data, the researcher found 1198 errors in the pronunciation of the English diphthong performed by 31 students. The result shows the students performed omission, addition, Misformation and misordering error. The researcher used theory from Dulay to analysis the kind of error in pronunciation. This is surface strategy taxonomy, this taxonomy classified into four: omission, addition, misformation, and misordering. In this research, the researcher found some errors made by students of MAN 1 Ngawi in pronouncing English diphthong. The researcher determined the percentage of the data using formula from Sudjiono in Herlianawati (2011) as follow:

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

Note :

P: Percentage

F: Frequency of each translation technique

n: Total amount of translation technique

Here is the data findings table of error in pronouncing English diphthong:

Table 4. 1 Error Pronunciation in the diphthong / /

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary (D)	Student record (SR)		
1.	Yellowish	/ˈjeləʊɪʃ/	/ˈjeləʊwɪs/	13	Misformation
			/ˈjeləwɪt/	1	
			/ˈjel wɪs/	2	
			/ˈjeləwɪʃ/	4	
			/ˈjeləʊfɪʃ/	1	
			/ˈjeləʊɪs/	2	
			/ˈjeləʊwɪʃ	5	
			/ˈjeləʊɪn/	1	
2.	Slowly	/ˈslɔli/	/slɔli/	4	Misformation
			/slɔwli/	2	
			/slɔʊli/	13	
			/slɔlaɪ/	1	
			/slaʊli/	1	
			/slɔʊwi/	1	
			/sɔʊli/	1	
3.	Bowl	/bɔl/	/baʊl/	1	Misformation
			/bɔwəl/	3	
			/bɔwl/	2	

			/bʊʊ/	1	
			/bʊl/	7	
			/bʊʊl/	14	
			/bɔ:l/	1	
			/blʊʊ/	1	
			/bʊrd/	1	
4.	Also	/ˈ :ls /	/alsʊ/	26	Misformation
			/als/	3	
			/elsʊ/	1	
5.	Cold	/k ld/	/kʊld/	20	Misformation
			/kʊl/	2	
			/kʊl/	1	
			/kʊld/	5	
6.	No	/n /	/nɔ:/	3	Misformation
			/nʊ/	27	
7.	Moment	/ˈm m n/	/mʊmən/	28	Misformation
			/mʊmen/	1	
			/mamən/	1	
8.	Opens	/ˈ p nz/	/ʊpənz/	26	Misformation
			/ʊpən/	3	
9.	Home	/h m/	/hʊm/	29	Misformation
10.	Going	/ˈgəʊŋ/	/gɔŋ/	31	Misformation
11.	Only	/ˈ nli/	/ˈʊnli:/	1	Misformation
			/ˈʊnli/	27	
			/ˈʊnlŋ/	1	
			/ʊnlɑɪ/	1	
12.	Snow	/sn /	/snɔ:/	1	Misformation
			/snʊʊ/	12	
			/səʊʊw/	1	
			/snʊw/	3	

			/snɒ/	5	
			/sknɒw/	1	
			/snaʊ/	1	
13.	Shows	/ʰ z/	/hɒz/	1	Misformation
			/ʰ ɒw/	2	
			/ʰ ɒt/	1	
			/ʰ nɒʊz/	1	
			/ʰ ɒ/	1	
			/ʰ sɒʊ/	1	
			/sɒʊz/	1	
			/ʰ ɒʊs/	4	
			/ʰ lɒwəz/	1	
			/ʰ ɒʊ/	2	
			/ʰ ɒz/	1	

Table 4. 2 Error Pronunciation in the diphthong / /

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary	Students record		
1.	Sure	/ (r)/	/ ʊr/	18	Omission
			/ ə(r)	4	Omission
			/ aʊr/	1	Misformation
			/sʊr/	3	Omission
			/sjʊr/	2	
			/sə(r)/	1	Omission
			/sqʊer/	1	Misformation
			/sar/	1	Misformation
2.	Curious	/ʰkj ri s/	/surɪʊs/	1	Omission
			/kurɪʊs/	11	
			/curɪɒs/	1	
			/ka(r)səs/	1	Misformation
			/kɒrɪɒs/	1	

		/curus/	7	Omission
		/'kjʊriəs/	1	
		/curɪus/	1	
		/kurɪəs/	4	
		/kurɪs/	1	
		/krʊsəs/	1	Misformation
		/kurʊɪs/	1	Omission
		/urɪus/	1	
		/kurʊus/	1	
		/khurəs/	1	
		/khʊɪrus/	1	Misformation
		/kʊɪrus/	1	

Table 4. 3 Error Pronunciation in the diphthong /eɪ/

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary	Student Record		
1.	Make	/meɪk/	/mek/	25	Omission
			/meɪks/	1	Addition
			/maɪk/	1	Misformation
2.	Wait	/weɪt/	/wɪt/	2	Omission
			/waɪt/	22	Misformation
			/wet/	1	Omission
3.	Take	/teɪk/	/tek/	21	Omission
			/tæk	1	Misformation
4.	Table	/'teɪbl/	/tebl/	23	Omission
			/table/	1	Misformation
			/teblə/	2	Omission
			/tablə/	1	Misformation
5.	Day	/deɪ/	/daɪ/	13	Misformation
			/ðaɪ/	1	
6.	Later	/'leɪtə(r)/	/letə(r)/	26	Omission

			/lɪtə(r)/	1	Omission
7.	Lake	/leɪk/	/lek/	14	Omission
			/laɪk/	6	Misformation
			/lɪk/	2	Omission
			/leks/	1	Omission
8.	They	/ðeɪ/	/de/	1	Omission
			/ðe/	1	
9.	Famous	/'feɪməs/	/feməs/	7	Omission
			/famʊs/	11	Misformation
			/famʊs/	9	
			/famʊs/	2	
10.	Decorations	/dekə'reɪʃəns/	/dɪkə'reɪʃəns/	1	Misformation
			/dekʊ'reɪʃəns/	2	
			/derek'reɪʃən s/	1	
			/dekʊ'rasəns/	1	
			/dekʊ'ra əns/	2	
			/dɪkʊ'raɪ əns/	2	

Table 4. 4 Error Pronunciation in the diphthong /e /

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary	Students record		
1.	Chair	/ eə(r)/	/ e(r)/	8	Omission
			/kæ(r)/	4	Misformation
			/ke(r)/	4	Omission
			/ʃeɪr/	2	Misformation
			/caɪr/	1	Misformation
			/ʃaɪ(r)/	4	
			/ ae(r)	1	Misformation
			/keɪ(r)/	2	Misformation
			/ka(r)/	1	Misformation
			/kel/	1	Misformation
/ ær/	2	Misformation			

2.	There	/ðe(r)/	/ðe(r)/	21	Omission
			/ter/	1	
			/der/	3	
			/ðeɪ(r)/	1	Misformation
			/tri/	2	
			/ðær/	1	Omission
3.	Area	/'e ri /	/area/	22	Misformation
			/ar/	6	
			/areɪ/	1	
			/arə/	1	
			/eɪriə/	1	

Table 4.5 Error Pronunciation in the diphthong /a /

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary	Student Record		
1.	How	/ha /	/hɒʊ/	14	Misformation
			/hɔ:/	6	
			/hɒ/	1	
2.	Outside	/aʊt'saɪd/	/ɒt'saɪd/	7	Misformation
			/ɒt'sed/	4	
			/ɒt'saɪd/	5	
			/ʊt'saɪd/	1	
			/ʊt'saɪd/	2	
			/ʊt'seɪd/	1	
3.	House	/ha s/	/hɒs/	12	Misformation
			/hɒʊs/	10	
4.	Shower	/'a (r)/	/'ɒwə(r)/	22	Misformation
			/sɒʊə(r)/	4	
			/ɒʊə(r)/	3	
			/sɒwə(r)/	1	
5.	Around	/'ra nd/	/ə'rɒʊnd/	7	Misformation
			/arɒnd/	4	

			/ə'rʊnd/	10	
			/ə'rʊnd/	1	Omission
			/a'rʊnd/	2	Misformation
6.	About	/ 'ba t/	/a'bʊt/	9	Misformation
			/abʊt/	2	
			/ə'bʊt/	8	
			/ə'bʊt/	4	

Table 4. 6 Error Pronunciation in the diphthong /aɪ/

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary	Student		
1.	Fried	/fraɪd/	/fren/	3	Misformation
			/frens/	2	
			/frɪd/	5	Omission
			/freɪd/	5	Misformation
			/freɪn/	1	
			/fred/	3	
2.	Slice	/slaɪs/	/sɪl/	1	Misformation
			/slɪk/	2	
			/sleɪn/	1	
			/slɪs/	4	
			/sleɪs/	3	
			/səlt/	1	
			/sles/	1	
			/slɪtʃ/	1	
			/slɪn/	1	
			/slert/	2	
			/serls/	1	
			/sarls/	1	Misordering
3.	Fry	/fraɪ/	/frɪ/	6	Omission
			/freɪ/	5	Misformation
4.	While	/waɪl/	/wɪl/	4	Omission

			/wel/	4	Misformation
			/weɪl/	3	
5.	Finally	/'fʌnəli/	/fɪnəli/	8	Omission
			/fenəli/	3	Misformation
			/feɪnəli/	2	
			/fɪnəli/	1	Omission
			/fɪneli/	1	
6.	Beside	/bɪ'saɪd/	/besɪd/	10	Omission
			/bɪsɪdə/	1	
			/bɪsed/	3	Misformation
			/bɪ'sɪd/	1	Omission
7.	Like	/laɪk/	/lek/	1	Misformation
			/leɪk/	1	
8.	Smiling	/'smɑɪlɪŋ/	/'smɪlɪŋ/	18	Omission
			/'sməlɪŋ/	1	Misformation
			/'smelɪŋ/	1	
			/'slɪmɪŋ/	2	
			/'smʊlɪŋ/	1	
9.	Sky	/skaɪ/	/skɪ/	4	Omission
			/skeɪ/	3	Misformation
10.	Smiles	/s'maɪlz/	/səmel/	2	Misformation
			/s'mɪləz/	1	Omission
			/s'melɪz/	1	Misformation
			/s'melz/	2	
			/s'mɪlz/	4	Omission
			/s'meɪləz/	2	Misformation
			/s'mel/	2	
			/s'meɪlz/	1	
			/'smaɪləz/	1	Addition
			/'smaɪlɪz/	1	Addition
11.	Quite	/kwɑɪt/	/quɪt/	2	Misformation
			/kwaɪtə/	1	

			/kwɪt/	18	Omission
			/kweɪs/	1	Misformation
12.	Replied	/rɪ'plaɪd/	/rə'plɛd/	1	Misformation
			/repɪɪd/	1	Omission
			/re'plɪd/	3	
			/re'plɪ/	1	
			/rɪpaɪlɛd/	1	Misordering
			/re'pled/	2	Misformation
			/rʊ'pleɪd/	1	
			/re'pleyɛd/	1	
			/rɪ'plɪd/	1	Omission
			/re'pleɪd/	1	Misformation
			/re'pleɪs/	1	
13.	Might	/maɪt/	/mɪk/	4	Omission
			/mek/	1	Misformation
			/meɪk/	8	
14.	Recognize	/'rekəɡnaɪz/	/'rekʊɡneɪz/	4	Misformation
			/'rɪkʊɡnɪs/	1	Omission
			/'rɪkʊnɪz/	1	
			/'rekʊnɪz/	4	
			/'rekʊɡnɪz/	3	
			/'rɪcɪɡnɪz/	1	
			/'rekəɡnez/	1	Misformation
			/'rekʊneɪz/	1	Misformation
			/'rekʊnz/	1	Omission
			/'rekʊɡnɪzm ə/	1	Omission
			/'rekʊrneɪz/	1	Misformation
15.	Trying	/'traɪɪŋ/	/traɪyɪŋ/	4	Addition
			/trɪyɪŋ/	4	Omission
			/trɪŋ/	2	
			/traɪnɪŋ/	1	Addition

			/treɪɪŋ/	3	Misformation
			/trayɪŋ/	6	Addition
			/treɪŋ/	3	Misformation
16.	Light	/laɪts/	/lɪk/	2	Omission
			/lɪks/	2	
			/leɪk/	1	Misformation
			/leɪks/	1	
17.	Designed	/dɪ'zaɪnd/	/de'sɪnəd/	1	Omission
			/de'sɪgnə/	1	
			/dɪ'seɪnd/	1	Misformation
			/de'sɪŋned/	1	Omission
			/dɪ'fɪgned/	1	
			/de'sɪgned/	2	
			/dɪ'sɪgnəd/	2	
			/de'sɪgnəd/	1	
			/dɪ'segnɪd/	1	Misformation
			/də'seg/	1	
			/dɪ'seɪn/	1	
			/dɪ'seɪnəd/	1	
			/dɪ'seɪgnəd/	1	
			/dɪ'segnəd/	1	
			/dɪ'zeɪgnɪd/	1	
			/dɪ'sægnəd/	1	
			/dɪ'send/	1	
			/dɪ'seɪg/	1	

Table 4. 7 Error Pronunciation in the diphthong /ɪə/

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary	Student Record		
1.	Year	/jɪə(r)/	/jer/	12	Misformation
			/jɪer/	1	

			/jər/	7	Omission
			/jə(r)s/	2	
2.	Deer	/dɪə(r)/	/der/	1	Misformation
			/de(r)/	7	
			/ðer/	2	
			/dɪ(r)/	12	Omission
			/di:(r)/	1	Misformation
			/dear/	1	
3.	Experience	/ɪk'spɪəriəns/ /	/eks'periəns/	7	Misformation
			/eks'prens/	1	
			/eks'periənsə/	2	
			/ek'prens/	1	
			/eks'perien/	1	
			/eks'perins/	5	
			/eks'periənsə/	1	
			/eks'periəns/	9	
			/eks'perəns/	1	
			/ek'perins/	1	
			/eks'pereəns/	1	
			/eks'pres ns/	1	

Table 4. 8 Error Pronunciation in the diphthong /ɔɪ/

No	Word	Phonetic Transcription		Frequency	Type of Error
		Dictionary	Student Record		
1.	Oil	/ɔɪl/	/θl/	1	Omission
2.	Boiling	/'bɔɪlɪŋ/	/blθlɪŋ/	1	Omission
			/bθlθwɪŋ/	1	
			/bθlɪŋ/	1	
			/bθwɪlɪŋ/	1	
3.	Enjoying	/end'ʒɔɪŋ/	/end'ʒɒyɪŋ/	17	Addition
4.	Dissapointed	/dɪsə'pɔɪntɪd/ /	/dɪsə'pɪntəd/	1	Omission

After showing the error made by the student in pronouncing English diphthongs into the table, the researcher only takes a sample of each type of diphthong to classify the type of error. The researcher take based on the highest number of student transcripts that contain of mispronounced words. For more detail will be explained below :

a. Omission

Omission is identified by the absence of an item that must appear in well-formed utterance. The researcher found an omission error with a frequency of error 367 of the total error, or 30,6%. Based on the data , it seems that there are still errors made by the students in this research and the students made omission error toward seven types of diphthong. That are /ʊə/, /eɪ/, /eə/, /aɪ/, /ɪə/, /ɔɪ/ and /aʊ/. Here are some data that are included in the omission error :

1) In the DT-2 there were 18 students made error in D-1

D-1 : / (r)/

SR : / r/

In this example, the students made error of omission. This is because the students remove / / in D-1.

2) In the DT-3 there were 25 students made error in D-1

D-1 : /meɪk/

SR : /mek/

In this example, the students made error of omission. This is because the students remove /ɪ/ in D-1.

- 3) In the DT-4 there were 21 students made error in D-2

D-2 : /ðe (r)/

SR : /ðe(r)/

In this example, the students made error of omission. This is because the students remove / / in D-2.

- 4) In the DT-5 that was 1 students made error in D-5

D-5 : / 'ra nd/

SR : / 'r nd/

In this example the students made error of omission. This is because the student remove /a/ in D-5.

- 5) In the DT-6 that were 18 students made error in D-11

D-11 : /kwaɪt/

SR : /kwɪt/

In this example the students made error of omission. This is because the students remove /a/ in D-11.

- 6) In the DT- 7 that were 12 students made error in D-2

D-2 : /dɪə(r)/

SR : /dɪ(r)/

In this example the students made error of omission. This is because the students remove / / in D-2

7) In the DT-8 that was 1 student made error in D-2

D-2 : /bɔɪlɪŋ/

SR : /b lɪŋ/

In this example the students made error of omission. This is because the students remove /ɪ/ in D-2.

b. Addition

Addition is characterized by the presence of one or more elements that are not needed. The researcher found an addition error with a frequency of error 31 of the total error, or 2,5%. From the data, researcher found the addition error in diphthong /eɪ/, /aɪ/ and /ɔɪ/. Here some data that included in the addition error:

1) In the DT-3 that was 1 student made error in D-1

D-1 : /meɪk/

SR : /meɪks/

The student made error of addition. This is because the student added /s/ in D-1.

2) In the DT-6 that any student made error in D-10

D-10 : /s'maɪlz/

SR : /s'maɪl z/

In this example, the student made error of addition. This is because the student added / / in D-10.

3) In the DT-8 there were 17 students made error in D-3

D-3 : /end' ʒɔɪŋ/

SR : /end' yŋ/

In this example, the students made error of addition. This is because the students adding /y/ in D-3

c. Misformation

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. The researcher found misformation error with a frequency of error 798 of the total error, or 66,6%. From the data, the researcher found that there were some errors made by students of error misformation in seven diphthong, that are /ʊə/, /eɪ/, /eə/, /aɪ/, /ɪə/, /əʊ/ and /aʊ/. Here some data that included in the misformation error :

1) In the DT-1 that were 29 student made error in D-9

D-9 : /h m/

SR : /h m/

The student made error of misformation. This is because the students change the / / diphthong in D-9 became / /.

2) In the DT-2 that any student made error in D-1

D-1 : / (r)/

SR : / a r/

In this example, the student made error of misformation. This is because the student change the / / diphthong in D-1 became /a /.

- 3) In the DT-3 there were 22 students made error in D-2

D-2 : /weit/

SR : /wait/

In this example, the students made error of misformation. This is because the students change the /ei/ diphthong in D-2 became /ai/.

- 4) In the DT-4 that were 22 students made error in D-3

D-3 : /'e ri /

SR : /area/

In this example the students made error of misformation. This is because the students change the /e / diphthong in D-3 became /a/.

- 5) In the DT-5 that were 22 students made error in D-4

D-4 : /' a w (r)/

SR : /' w (r)/

In this example the students made error of misformation. This is because the students change the /a / diphthong in D-4 became / /.

- 6) In the DT- 6 that were 8 students made error in D-13

D-13 : /mat/

SR : /meɪk/

In this example the students made error of misformation. This is because the students change the /aɪ/ diphthong in D-13 became /eɪ/.

7) In the DT-7 that were 12 student made error in D-1

D-1 : /jɪə(r)/

SR : /jer/

In this example the students made error of misformation. This is because the students change the /ɪə/ diphthong in D-1 became /e/.

d. Misordering

Misordering is characterized by the incorrect placement or order of one more language elements of a morpheme or group of morpheme in utterance. The researcher found misordering error with a frequency of error 2 of the total error, or 0,1%. From the data, the researcher found the misordering error in diphthong /aɪ/. Here the data that included in the misordering error :

1) In the DT-6 any student who made error in D-2

D-2 : /slaɪs/

SR : /saɪls/

In this example, the student made error of misordering. This is because the students changing position diphthong /aɪ/ in D-2.

2. The Dominant Error in Pronouncing English Diphthongs Made by Students of MAN 1 Ngawi in Academic Year 2022/2023

In this section, the researcher want to find what are the dominant error in pronouncing English diphthongs made by students of MAN 1. So the researcher made the table to find the dominant error based on theory from Dulay, that is about kind of error. Here is the data findings table of the frequency of error based on surface strategy taxonomies :

Table 4. 9 The Frequency of Errors Based on Sufrace Strategy Taxonomy

Students	Addition	Omission	Misformation	Misordering
S 1	2	8	15	-
S 2	1	18	31	-
S 3	1	15	8	-
S 4	1	13	31	-
S 5	1	13	28	-
S 6	1	14	32	-
S 7	1	19	32	-
S 8	2	13	25	-
S 9	1	20	29	-
S 10	1	2	11	-
S 11	1	6	27	1
S 12	3	12	31	-
S 13	1	9	30	-
S 14	1	14	29	-
S 15	-	13	20	-
S 16	1	9	33	-
S 17	-	9	34	-
S 18	-	8	20	-
S 19	-	11	24	-
S 20	1	14	24	-
S 21	-	10	34	-
S 22	1	16	26	-
S 23	-	13	33	-
S 24	1	14	30	-
S 25	-	7	13	-
S 26	-	18	29	-
S 27	1	8	29	-
S 28	2	8	26	-

S 29	1	12	20	-
S 30	3	11	25	1
S 31	2	9	19	-
TOTAL	31	367	798	2
TOTAL (N)	1198			

In the table 4.9 it can be seen that the researcher found the frequency of errors in diphthong pronunciation test which total was 1198 errors. Most of students made error in misformation with frequency of error 798 total of error or 66,6%. This frequency indicate that students are still struggling to produce the diphthong sound. The second level of error was omission with frequency of error 367 total of error or 30,6%. Third level was addition with frequency of error 31 total of error or 2,5%, and the lowest error is misordering with frequency of error 2 total of error or 0,1%.

The researcher found the dominant error made by the students in pronouncing English diphthong was error misformation in diphthong /ʊə/, /eɪ/, /eə/, /aɪ/, /ɪə/, /əʊ/ and /aʊ/. This is because the biggest error pronunciation occur in the misformation error.

B. Discussion

1. Kind of Error in Pronouncing English Diphthong

In this discussions section, the researcher provides analysis, interpretation, and meaning to kind of error in pronouncing English

Diphthong. Dulay, et all (1982) cited in Nezami & Najafi (2012) has distributed pronouncing errors into omission, addition, misformation, and misordering. Beginning with the idea, researcher had discovered various kinds of pronunciation errors made by the twelve grade students at MAN 1 Ngawi. The data were obtained from students that had been as the subject. Then, those were distributed the same way into those four types of errors. As one of the objectives of this research was to find out the kinds error in pronouncing English diphthong made by the twelve grade students at MAN 1 Ngawi. The findings of errors that were described from omission, addition, misformation and misordering.

The first discussion in this research is omission error. Omission error occurs when the students removing the sound of the word which supposed to be appear in pronouncing English diphthong sound. The researcher found an omission error with a frequency of error 367 of the total error, or 30,6%. Based on the data , it seems that there are still errors made by the students in this research and the students made omission error toward seven types of diphthong. That are /ʊə/, /eɪ/, /eə/, /aɪ/, /ɪə/, /ɔɪ/ and /aʊ/.

Some students made error when pronouncing English word that contain of diphthong /ʊə/. For Indonesian students the diphthong /ʊə/ is very difficult to pronounce, because to produce this diphthong glides from a tongue position similar to that used for / / towards the more open

type of / / which forms the end-point of all three centering diphthong with, again, a somewhat closer variety of / / when the diphthong occurs in a closed syllable. Whereas in Indonesian there is no /ʊə/ diphthong, so students are not able to pronounce of this diphthong correctly, instead of students omit the sound / /. Students are only able to pronounce of the first sound namely /ʊ/. It is line with the resaerch result conducted by Ramdani, Martono & Zainuri (2022), this research found that diphthong / / is the most challenging sound that students in pronunciation tests mispronounced.

Some students also made error when pronouncing English word that contain of diphthong /e /. The students remove /ə/ in the diphtong /e /. The Students tend to read the word in accordance with the writing, so students only pronounce the sound /e/ in the diphthong /e /. In bahasa there is no sound with /e / diphthong, so students are not able to pronounce this diphthong correctly, instead of students omit the sound / /. This diphthong is difficult, because to produce diphthong /eə/ begins in the half-open front position, approximately /e/, and move in the direction of the more open variety of / /, especially when the diphthong is final; where /eə/ occurs in a syllable closed by a consonant the / / element tends to be a mid / / type, the lips are neutrally open throughout. Pratiwi & Indrayani (2021) said that error in diphthong /e / occur

because do not say the words with a low-front centering diphthong and the position of the tongue is not in a closed position but in an open position with a high front-centering diphthong.

In the diphthong /a / the student made error when pronouncing the word that contain of this diphthongs. The students remove /a/ in the diphthong /a /. This is occur because the students do not do the front-back closing full, but half-half front back closing which makes the pronunciation errors of diphthongs /a /. So the students only produce second sound that is /ʊ/ in the diphthong /aʊ/. This is in line with Yong (2001) in Sumbayak (2009) stated that for Indonesian speakers, English diphthongs are most likely seen as pure vowels that can be articulated in both their long and short forms.

In the diphthong /eɪ/ many students made error in pronouncing the word that contain of this diphthongs. All of the students remove /ɪ/ in the diphtong /eɪ/. The diphtong /eɪ/ is difficult for students caused they were never found this sound in Indonesian. So the students only pronounce /e/ because this sound is in Indonesian. It is line with the Yong (2001) in Sumbayak (2009) stated that for Indonesian speakers, English diphthongs are most likely seen as pure vowels that can be articulated in both their long and short forms. the Indonesian speaker

tend to pronounce the diphthongs /eɪ/ as long /e/. Instead of producing diphthongs, the participants replace them with Indonesian vowels.

In the diphthong /ɪə/ some students made error in pronouncing the word contain of this diphthongs. The students remove / / in the diphthong /ɪə/. From this findings, we can see that students still make mistakes on the diphthong /ɪə/. This research result is not line the previous research conducted by Pratiwi & Indrayani (2021) despite having the same topic being researched. They conducted research entitled “Pronunciation Error on English Diphthongs Made by EFL Students”. The research showed that in diphthong /ɪə/ all of the students pronounce the words correctly, in their research claim that the diphthong /ɪə/ is not too difficult to pronounce so that there are no pronunciation errors. This possibility happened because the subject of this research is post graduate student, whereas the subject of research conducted by the researcher is senior high school student. So the researcher found error in the diphthong /ɪə/ because the ability between the post graduate student with senior high school student is different.

Many students made error in the diphthong /aɪ/, this is because students remove /a/ in the diphthong /aɪ/. The students only pronounce the word based on written. This is because the student do not know that the word is contain diphthong /aɪ/. Prananingrum & Kwary (2006) state

that Bahasa does not differentiate vowel sounds. Therefore, the students got confused to produce these sounds. They did not know the rules to pronounce these sounds.

In the diphthong /ɔɪ/ any some students made error in pronouncing English word that contain of this diphthongs. The student remove /ɪ/ in the diphthong /ɔɪ/. The diphthong /ɔɪ/ is the easiest diphthong to pronounce, this is because errors in the diphthong /ɔɪ/ are rarely found. Wangi & Nudiya (2020) found in their research that the error in the diphthong /ɔɪ/ is only occur 2 times. Furthermore, Astuti & Suwartono (2020) also shared that there is no error in the diphthong /ɔɪ/. Based on the research result from the other researchers showed that the diphthong /ɔɪ/ is very easy to pronounce. If there is error in this diphthong , it is most likely due to the student reading too quickly. It could also be due to students not being careful when pronouncing word with contain the diphthong /ɔɪ/.

Based on the error in the seven diphthongs made by students, the researcher concluded that these kinds of omission errors in the diphthongs sound were caused by the incomplete application of rule as the students' pronounce an incomplete diphthongs sounds. The students failed to apply the rules completely. The students did not know how to pronounced the English word that contain of diphthongs sound, because

they just saw the written without know the pronunciation of sound, thus students omitted sound in the diphthong. This is in line with Ellis (1994) claim that the causes of error in intralingual errors reflect general rule learning characteristics such as faulty generalization, incomplete rule application, and failure to learn conditions under which rules apply.

Then after the omission error, discussion for the next is addition. Addition errors occurs when the students added a sound which supposed not to be appear in pronouncing English diphthongs sound. From the data, the researcher found the addition error in diphthong /eɪ/, /aɪ/ and /ɔɪ/. The researcher found an addition error with a frequency of error 31 of the total error, or 2,5%. Any students made error in the diphthong /ɔɪ/. It is possible that this occurred because the student had difficulty pronouncing the word correctly. Some of the words in this research were pronounced and written differently, but most of the students pronounce the English word based on its written. Puspitasari (2018) said that the adding sound majority was influenced their less knowledge of pronunciation of a certain word, so the students pronounce it with the written word precisely.

Based on the error in the diphthongs made by students, the researcher concluded that the kinds of addition errors in the diphthongs sound were caused by ignorance of rule restriction as the students fail to restrict of using some sound that supposed not to be appear on the sound. The students added other sound that supposed not to be appeared. The

students did not obey the structure of the target language. In this type of error, the students failed to observe the restrictions of existing structures. The students merely read what they see without paying attention to how the sound is pronounced; they usually pronounced the English sound as Indonesian. This is in line with Ellis (1994) claim that the causes of error in intralingual errors reflect general rule learning characteristics such as faulty generalization, incomplete rule application, and failure to learn conditions under which rules apply.

The next discussion is about misformation errors. Misformation occur when the students replace a sound with other sounds in pronouncing English diphthongs sounds. The researcher found that there were some errors made by students that were error misformation in seven diphthong, that are / /, /eɪ/, /e /, /aɪ/, /ɪə/, / / and /a /. The researcher found misformation error with a frequency of error 798 of the total error, or 66,6%.

Many of students in this research made error in diphthong / /. All of them replace this diphthongs with vowels. For Indonesian students, it is rather difficult to pronounce the diphthong / /. It is because in Indonesian there is no sound / /. This research has similar result with a research conducted by (Ramadani, Martono, & Zainnuri 2022). Their research found error in diphthong /əʊ/. The result of their research showed that, when the participants pronounce the diphthong / / they

replace this diphthong with pure vowel / /. Instead of producing the diphthong / /, the participants substitute the diphthong to vowel which is common in Indonesian. According to Deiniatur (2015) the error made by students is because the students pronounced the word as it was written in the orthographic writing.

Some of the students made error in the diphthong /eɪ/. When pronouncing word contain of this diphthong, the students only read the vocabulary based on writing, because they do not know that the vocabulary contains diphthongs. So students tend to replace the diphthongs with /a/ or /aɪ/. According to Ponidi, Sabarudin & Arasuli (2021) factors that cause errors in pronunciation for Indonesian speakers are different ways of speaking with English speakers. In Indonesia the speaker reads the word by looking and saying according to what they see.

The error pronunciation is also occur in the diphthong /e /, the students did not even know that the word contained a diphthong. This is because students have less knowledge in pronunciation so they tend to pronounce the word in accordance with the writing. In addition students think that the pronounce word in English word is same with written. Saadah & Ardi (2020) said that due to the different phonological systems between Indonesia and English, there are serious problems that can cause errors.

In the diphthong /a /, the students also made error. Students did not know that the English word contained a diphthong /a / so that when they pronounce the English word ,they changed the diphthong /a / to pure vowel /ɒ/. It is line with research result from Ponidi, Sabrudin & Arasuli (2021), in their research found that error in pronouncing diphthongs /a /. This occur because people in Indonesia read the word by looking at it and saying it without changing their voice.

The students made an error when pronouncing English word that contain the diphthong /aɪ/. The students change the diphthongs in the word because they pronounce it based on what is written. So that students produce diphthong /eɪ/ instead of /aɪ/. Students do not know that the word contains diphthong /aɪ/. This is related with Deniatur (2015) she said that when students are unfamiliar with pronouncing particular words, they tend to pronounce them as they are written in orthographic form. However, the orthographic writing is inconsistent with regard to pronunciation.

In the diphthong /ɪə/ the students made error because they do not know how to pronounce this word correctly. The students do not produce diphthong /i / but changed become pure vowel /e/. It is line with Deniatur (2015) she said that when students are unfamiliar with pronouncing particular words, they tend to pronounce them as they are

written in orthographic form. However, the orthographic writing is inconsistent with regard to pronunciation.

Based on the error in the seven diphthongs made by students, the researcher concluded that these kinds of misformation errors in the diphthongs sound were caused by the developmental error. According to Ellis (1994) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience. In this case the students tried to pronounce the English word based on the written. This occurs because the students have limited knowledge about pronunciation. Moreover, the students do not know that the word in English contains a diphthong.

The last discussion is misordering error. Misordering errors occur when the students exchange the position of sound with other sounds in pronouncing English diphthongs sounds. From the data, the researcher found the misordering error in diphthong /aɪ/. The researcher found misordering error with a frequency of error 2 of the total error, or 0,1%. In the diphthong /aɪ/ any student made error in pronouncing English word that contain this diphthong. This error occurs that student changing position diphthong /aɪ/. The misordering error is rarely found in the diphthong sound. In this research, the researcher only found two errors in the misordering error. It can be concluded that misordering error is the lowest number of errors made by students. The results of this research

in line with Laxsmi (2020) have shown that the error of misordering as the lowest error made by students.

Based on the diphthong errors made by students, the researcher concluded that this type of misordering error in the diphthong's sound was caused by careless students pronouncing English words. In this case, the student changed the position of the sound, which is not supposed to be done in forming pronunciation.

2. The Dominant Errors Made by the Students in Pronouncing English Diphthong

The result showed that the misformation error is the error with the most widely made by students. This error occur in the diphthong /ʊə/, /eɪ/, /eə/, /aɪ/, /ɪə/, /əʊ/ and /aʊ/. From the finding data above, it can be seen that the misformation error that occur 798 times. Misformation error as the dominance error. The students were still unfamiliar with the words that contain a diphthong sound, so they made errors in their pronunciation. They still have difficulty in pronouncing the diphthong sound, so they pronounce it as a vowel. The students also had pronunciation problems because of a lack of knowledge about pronunciation. Aside from that, the teacher did not teaching pronunciation for student effectively. Yousif & Ameen (2018) said that learners tend to use simple vowels because they do not understand how

diphthong sounds should be produced. This incompetence is due in part to ineffective pronunciation teaching strategies.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data findings from the previous chapter, the researcher has several conclusions from the result of analysis. The conclusions in this study are here below, as follow:

1. The researcher found 4 type of error in pronunciation made by twelve grade students of MAN 1 Ngawi in the academic year of 2022/2023. The data analyzed using kind of error by Dulay in surface strategy taxonomy. The error found in the result findings are addition, omission, misformation, and misordering. The researcher found the frequency of errors in diphthong pronunciation test which total was 1198 errors. Most of students made error in misformation with frequency of error 798 total of error or 66,6%. With those frequency, it indicates that students still weak in produce diphthong pronunciation. The second level of error was omission with frequency of error 367 total of error or 30,6%. Third level was addition with frequency of error 31 total of error or 2,5%, and the lowest error is misordering with frequency of error 2 total of error or 0,1%.
2. Related to the second question of this study, the dominant errors made by students in pronouncing English diphthong at the twelve grade students of Social 1 MAN 1 Ngawi is high percentage that are misformation with frequency of error 798 or 66,6% ,especially in the diphthong / / .

B. Suggestions

1. For the English Teacher

The teacher should pay more attention to the students' pronunciation abilities. In addition, the teacher can also use new strategies in teaching English, for example, by asking students to read a certain text and then using it as an assessment. Teachers can also play English conversation audio, so that students get used to listening to English. Then the teacher can also direct students to study independently to improve their pronunciation skills through applications such as the Spell Check & Pronunciation application, the English Phonetics app, etc.

2. For the Students

Students are advised to be more active in their English learning. English can be learned in a number of different ways. For instance, students can learn English via applications, film, music, and other media. When they encounter a new English word, they should not only learn its meaning but also how to read it.

3. For the Other Researcher

The researcher recommends to the other researchers to conduct research using quantitative methods. The findings from this study hopefully can assist the other researchers in providing new references and information, also giving the other researcher different perspectives in the world of pronunciation research.

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APPENDICES

Appendix 1**Test word list****Kelas : XII IPS 1****Materi : Pronunciation****Please read the words loud and carrefully****Section 1**

1. How
2. Make
3. Fried
4. Slice
5. Oil
6. Fry
7. Yellowish
8. Wait
9. Boiling
10. Slowly
11. While
12. Bowl
13. Take
14. Finally

Section 2

1. Year
2. Chair
3. Beside
4. Table
5. There
6. Also
7. Cold
8. Day

9. No
10. House
11. Outside
12. Moment
13. Opens
14. Like
15. Shower
16. Later
17. Home
18. Smiling
19. Sky
20. Smiles

Section 3

1. Deer
2. Lake
3. Around
4. Enjoying
5. Quite
6. Sure
7. Replied
8. They
9. Area
10. Going
11. Curious
12. Famous
13. About
14. Might
15. Recognize
16. Decorations
17. Trying

18. Only
19. Experience
20. Disappointed
21. Snow
22. Shows
23. Lights
24. Designed

Appendix 2

Text 1

Many Years Ago in Japan

The **year** is 1915. It is three o'clock in the afternoon. Yoko is sitting in a **chair** in the garden. The chair is beneath a tree. **Beside** the chair is a **table**. On the table, there is a fishbowl with a fish swimming in it. There is **also** a glass of **cold** tea. Yoko sits very still. She tries not to move. It is a very hot day, and there is **no** air conditioning in the **house**. Yoko watches the fish swimming in the **bowl**. She drinks the tea.

Yoko's father comes **outside** and sprays water on the plants in the garden. For a **moment**, everything feels cooler. Yoko's mother comes with a schoolbook. In Japan, it is important to study all year long, even in summer. Yoko's mother gives Yoko the school-book. Yoko **opens** the book, but she doesn't feel **like** studying.

Later, when the sun goes down, the family walks to the public bath. Yoko and her mother enter the bath for women. Yoko's father enters the bath for the men. It feels nice to rinse in the **shower** and then to sit in the water. Later, the family walks **home**. The air feels cooler. The moon is **smiling** in the sky. Yoko **smiles** back.

Text 2

How to Make Special Fried Noodle

Ingredients:

Onions

An egg

Cabbage

Instant noodle

Vegetable **oil**

Chilli

Garlics

Steps:

First, **Slice** onions, garlicks, chilli, and cabbage

Second, heat pan and put vegetable oil in it

Third, **fry** the onions and garlicks untill **yellowish**

Fourth, pour water on the pan and **wait** until **boiling**

Then, put cabbage into boiling water and then put an egg in it

After that, add noodle, stir **slowly** for three minutes

While noodle is being cooked, put the seasoning in a **bowl**

Next, take the cooked noodle from the boiling water and drain it

Put the cooked noodle and the seasoning into the bowl and mix well

Finally, the special **fried** rice is ready to serve

Text 3

Christmas in May

Sam was hanging out with his friend Carrie in Burnaby, a suburb of Vancouver. They were at **Deer** Lake, a popular park. Sam and Carrie were walking **around** the **lake, enjoying** a beautiful spring **day** when they saw a bunch of trucks, equipment and people. It was **quite** unusual to see something like that at a public park. “I wonder what this is?,” said Sam. “I’m not **sure**, let's take a closer look,” **replied** Carrie.

So **they** went to check it out but were soon stopped by a person with a “You can’t come into this **area** ,” said the person. Sam and Carrie asked that person what was **going** on. The person said that they were filming a movie. **There** are lots of TV **shows** and movies filmed in Vancouver so it wasn't so unusual to see this. They asked the person which movie they were filming and she said that it was a for TV.

Sam was still **curious about** it and wondered if anyone **famous** was in the movie that he **might recognize**. He suggested walking **around** the fence that blocked off access to the set to see if they could get a better look. They walked for a minute or two and then started to see an unusual scene—lots of **snow**, Christmas **lights** and

other Christmas **decorations**. The set was a small town **designed** to look like it was winter, even though May is spring time in Canada. It looked realistic and they were impressed at how well done it was.

They peered through the fence, **trying** to catch a glimpse of the But, they could **only** see lots of cables, crew members, cameras, makeup artists, **hair** stylists, a snack table and things like that.

They couldn't see any actors or actresses. It actually looked like everyone was setting up because they didn't hear a director yelling things like action or cut. They took a few pictures and continued their walk. It was an interesting **experience** for them but they were a little bit **disappointed** not to see any famous people.

Phonetic transcription of the texts

Text 1

ðə ʤiə(r) ɪz 1915. ɪt ɪz ri o'clock ɪn ðə ,ɑ:ftə'nu:n Yoko ɪz 'sɪtɪŋ ɪn ə tʃeə(r) ɪn ð 'dn ðə tʃeə(r) ɪz bɪ'ni: ə tri: bɪ'saɪd ð tʃeə(r) ɪz ə 'teɪbl ɒn ðə 'teɪbl ðeə(r) ɪz ə 'fɪʃbəʊl wɪð ə fɪʃ 'swɪmɪŋ ɪn ɪt ðe(r) ɪz 'ɔ:lsəʊ ə glɑ:s əv kəʊld ti: Yoko sɪt 'veri stɪl ʃɪ traɪz nɒt tə mu:v ɪt ɪz ə 'veri hɒt deɪ ənd ðeə(r) ɪz nəʊ eə(r) kən'dɪʃənɪŋ ɪn ð ha s Yoko w t ðə fɪʃ 'swɪmɪŋ ɪn ð b l ʃɪ drɪŋks ð ti .

Yoko's ɪ ðə(r) 'kɒmɪz ,aʊt'saɪd ənd spreɪ 'wɔ:tə(r) ɒn ð p'l nts ɪn ð 'dn f(r) 'm m nt 'evri ɪŋ fi:l 'ku:lə(r) Yoko's 'mʌð(r) 'kɒmɪz wɪð ə 'sku:lbu:k ɪn dʒə'pæn ɪt ɪz ɪm'pɔ:tnt tə 'stɑdi ɔ:l ʤiə(r) lɒŋ 'i:vn ɪn 'sʌmə(r) Yoko's 'mʌð(r) gɪv Yoko ð sku l b k Yoko ' p n z ðə bu:k bət ʃɪ dɒesn't fi:l laɪk 'stɑdi .

'leɪtə(r) wen ð s n z da n ð 'fæm li 'w ks t ðə 'pʌblɪk b Yoko nd h(r) 'm ð(r) 'ent(r) ð b fə(r) 'wɪmɪn Yoko's ɪ ð(r) 'ent ð b f(r) ðə men ɪt fi:l nais tə rɪms ɪn ð 'a(r) nd ðen tə sɪt ɪn ðə 'wɔ:tə(r) 'leɪtə(r) ð 'fæm li 'w ks h m ð e(r) fi:l 'ku l(r) ðə mu:n ɪz 'smɑɪlɪŋ ɪn ðə skɑɪ Yoko s'mɑɪlz bæ:k.

Text 2

hau tə meɪk 'speʃl fraɪd 'nu:dl

ɪŋ'ri:diənts

'ni n

n e

'kæbɪdʒ

'ɪnstənt 'nu:dl

'vedʒtəbl ɔɪl

'ʃɪli

'g :lik

Step:

fɜ:st slɑ:s 'ʌniən 'gɑ:lik 'ʃɪli ənd 'kæbɪdʒ

'sek nd hi t pæn ənd pʊt 'vedʒtəbl ɔɪl ɪn ɪt

ɜ:d fraɪ ðə 'ʌniən ənd 'gɑ:lik untɪl 'jeləʊɪʃ

f p (r) 'w t (r) n ð pæn ənd weɪt ən'tɪl 'bɔɪlɪŋ

ðen p t 'kæbɪdʒ 'ɪntə 'bɔɪlɪŋ 'wɔ:tə(r) ənd ðen pʊt ən eg ɪn ɪt

'ft (r) ð t æd 'nu dl st (r) 'sl li f (r) ri 'mɪnɪts

wɑɪl 'nu:dl ɪz 'bi:ɪŋ kʊkt pʊt ðə 'si:zənɪŋ ɪn ə bəʊl

nekst teɪk ð k kt 'nu dl fr m ðə 'bɔɪlɪŋ 'wɔ:tə(r) ənd drem ɪt

p t ð k kt 'nu dl nd ðə 'si:zənɪŋ 'ɪntə ðə bəʊl ənd mɪks wel

'fæməli ðə 'speʃl fraɪd raɪs ɪz 'redi tə sɜ:v

Text 3

sæm /w z/ 'hæ ɪŋ aʊt wɪð hɪz frend 'kæri ɪn 'bɜ:nəbi, ə 'sʌbɜ:b əv 'væŋkəʊvə. ðeɪ /wə(r)/ ət dɪə(r) leɪk ə 'pɒpʃjələ(r) pɑ:k sæm nd 'kæri /wə(r)/ 'wɔ:kɪŋ ə'raʊnd ðə leɪk end'zɔɪŋ ə 'bju:tɪfl sprɪŋ deɪ wen ðeɪ sɔ: ə bʌntʃ əv trʌk r'kwɪpmənt ənd 'pi:pl ɪt /wəz/ kwɑɪt ʌn'ju:zʊəl tə si 's m ɪŋ laɪk ðət et ə 'pʌblɪk pɑ:k "I 'wʌndə(r) wɒt ðɪs /ɪz/ /sed/ sæm "Iem nɒt ʃʊə(r) lets teɪk ə 'klɒsə 'lʊk," rɪ'plɑɪd 'kæri.

s ðei /went/ tæ tʃek it aot bæt /wə(r)/ su:n stɒpt baɪ ə 'pɜ:sn wið
 ə "You kɑ:nt klʌm 'ɪntə ðɪs 'eəriə ," /sed/ ð ɪp sn sæm nd Carrie
 æskt ðæt 'pɜ:sn wɒt /wəz/ 'gəʊɪŋ ɒn ð ɪp sn /sed/ ð t ðei /wə(r)/
 filmɪŋ ə 'mu:vi ðe(r) (r) lɒts əv ˌti:'vi: 'ʃəʊz ənd mu:vɪz filmd ɪn
 Vancouver səʊ it 'wɒznt səʊ ʌn'ju:zʊəl tæ si: ðɪs ðei æskt ð ɪp sn
 wɪtʃ 'mu:vi ðei /wə(r)/ filmɪŋ ənd ʃɪ /sed/ ðæt it /wəz/ ə fə(r) ˌti:'vi:
 i 'ls 'men nd ðæt it 'wɒznt 'sʌm ɪŋ ðei wʊd hæv heard əv.

sæm /wəz/ stɪl 'kjuəriəs ə'baʊt it ənd 'wʌndə ɪf 'eniwʌn 'feɪməs /wəz/
 ɪn ð 'mu:vi ðæt hi maɪt 'rekəɡnaɪz hi sə'dʒestɪd 'wɔ:kɪŋ ə'raʊnd ð
 fens ð t bl kt f 'ækses t ðə set tæ si: ɪf ðei kəd get ə 'betə(r)
 l k ðei wɔ:k fə(r) ə 'mɪnɪt ɔ:(r) tu: ənd ðen s't tɪd tæ si: ən ʌn'ju:zʊəl
 scene—lɒts əv snəʊ 'krɪsməs laɪts ənd 'ʌðə(r) 'krɪsməs deke'reɪʃəns ð
 set /wəz/ ə smɔ:l taʊn dɪ'zʌɪnd tæ lʊk laɪk it /wəz/ 'wɪntə(r) 'i:vn ð
 meɪ ɪz sprɪŋ taɪm ɪn Canada. it lʊkt ˌri:ə'lɪstɪk ənd ðei /wə(r)/ ɪm'pres
 ət haʊ wel dʌn it /wəz/

ðei piə ru ðə fens 'traɪŋ tæ kætʃ ə glɪmps əv ð b t ðei kəd 'əʊnli
 si l ts v 'keɪbl kru 'memb z 'kæm r z makeup 'ɑ:tɪsts he(r) 'stæɪlɪst
 snæk 'teɪbl ənd ɪŋz laɪk ð t ðei 'kɒdnt si: 'eni 'ækt z (r) 'ækrɪsɪz
 it 'æktʃuəli lʊkt laɪk 'evriwʌn /wəz/ 'setɪŋ ʌp bɪ'kɒz ðei dɪdntɪ: hɪə(r)
 d 'rekt(r) jel ɪŋz laɪk 'æk n (r) k t ðei /tʊk/ ə fju: 'pɪktʃəz ənd
 kən'tɪnju:d ðeə(r) wɔ:k it /wəz/ ən 'ɪntrəstɪŋ ɪk'spɪəriəns fə(r) ð m b t
 ðei /wə(r)/ ə 'lɪtl bɪt ˌdɪsə'pɔɪntɪd nɒt tæ si: 'eni 'feɪməs 'pi:pl.

Appendix 3

Table of Pronunciation Error Analysis

Diphthong Type (DT)	Word	Transcription		Student Initial	Type of Error
		Dictionary (D)	Student Recorded (SR)		
1.	1. Yellowish	/ˈjeləʊɪʃ/	/ˈjeləʊwɪs/	1,11,12,14,16,17,18,19,20,22,23,24,25	Misformation, the students change the /əʊ/ diphthong became /ɒ/ and /ɒʊ/
			/ˈjeləwɪt/	2	
			/ˈjel wɪs/	3,9	
			/ˈjeləwɪʃ/	5,6,7,28	
			/ˈjeləʊfɪʃ/	8	
			/ˈjeləʊɪs/	10,13	
			/ˈjeləʊwɪʃ	21,27,29,30,31	
			/ˈjeləʊɪn/	26	
	2. Slowly	/ˈsləʊli/	/sləʊli/	1,5,6,17	Misformation, the students change the /əʊ/ diphthong became /ɒ/, /ɒʊ/ and /aʊ/
			/sləʊwli/	2,22	
			/sləʊʊli/	4,8,9,13,14,15,16,19,23,25,26,27,29	
			/sləʊlaɪ/	7	
			/sləʊli/	12	
			/sləʊwi/	20	
			/səʊli/	24	
			3. Bowl	/bɔːl/	
	/bɒwəl/	2,4,5			
	/bɒwl/	3,28			
	/bɒʊ/	6			
	/bɒl/	7,9,14,19,20,22,26			

			/bʊl/	8,10,11, 12,13,1 7,18,21, 23,25,2 7,29,30, 31	
			/bɔ:l/	15	
			/blʊ/	16	
			/bɔrd/	24	
4. Also	/ˈ :ls /		/alsʊ/	1,3,4,5, 6,7,9,10 ,12,13,1 4,15,16, 17,18,1 9,20,21, 23,24,2 5,26,28, 29,30,3 1	Misformation, the students change the /əʊ/ diphthong became /ʊ/
			/als/	2,11,22	
			/elsʊ/	8	
5. Cold	/k ld/		/kʊld/	1,2,5,6, 8,9,10,1 2,13,14, 16,17,1 8,19,21, 22,23,2 4,26,30	Misformation, the students change the /əʊ/ diphthong became /ʊ/ and /ʊ/
			/kʊl/	3,7	
			/kʊl/	4	
			/kʊld/	11,15,2 0,27,28	
6. No	/n /		/nɔ:/	1,7,21	Misformation, the students change the /əʊ/ diphthong became /ʊ/ and /ɔ:/
			/nʊ/	2,3,4,5, 6,8,9,11 ,12,13,1 4,15,16,	

			17,18,1 9,20,22, 23,24,2 5,26,27, 28,29,3 0,31	
7. Moment	/'m m n/	/mʊmən/	1,2,3,4. 5,6,7,8, 11,12,1 3,14,15, 16,17,1 8,19,20, 21,22,2 3,24,25, 26,27,2 9,30,31	Misformation, the students change the /əʊ/ diphthong became /ʊ/ and /a/
		/mʊmen/	9	
		/mamən/	28	
8. Opens	/' p nz/	/ʊpənz/	1,3,5,6, 7,8,9,11 ,12,13,1 4,15,16, 17,18,1 9,20,21, 22,23,2 4,25,27, 28,30,3 1	Misformation, the students change the /əʊ/ diphthong became /ʊ/
		/ʊpən/	2,4,29	
9. Home	/h m/	/hʊm/	1,2,3,4, 5,6,7,8, 9,11,12, 13,14,1 5,16,17, 18,19,2 0,21,22, 23,24,2 5,26,27, 28,30,3 1	Misformation, the students change the /əʊ/ diphthong became /ʊ/
10. Going	/'gəʊŋ/	/gɔŋ/	1,2,3,4, 5,6,7,8, 9,10,11, 12,13,1 4,15	Misformation, the students change the /əʊ/

				,16,17,1 8,19,20, 21,22,2 3,24,25, 26,27,2 8,29,30, 31	diphthong became /ɔɪ/
11. Only	/ʰ nli/	/ʰ ɒnli:/		1	Misformation, the students change the /əʊ/ diphthong became /ɒ/
			/ʰ ɒnli/	2,3,5,6, 8 9,10,11, 12,13,1 4,15,16, 17,18,1 9.20,21, 22,23,2 4,25,26, 27,29,3 0,31	
			/ʰ ɒnlɪŋ/	4	
			/ɒnlɑɪ/	7	
12. Snow	/sn /	/snɔ:/		2	Misformation, the students change the /əʊ/ diphthong became /ɒ/, /aʊ/, ɒʊ/,
			/snɒʊ/	3,10,12, 15,16,1 7,18,19, 20,26,3 0,31	
			/səɒɒw/	4	
			/snɒw/	5,13,29	
			/snɒ/	6,7,8,9, 14	
			/sknɒw/	24	
			/snaʊ/	28	
13. Shows	/ʰ z/	/hɒz/		2	Misformation, the students change
			/ʰ ɒw/	3,12	
			/ʰ ɒt/	4	

			/ ^ə nʊz/	6	the /əʊ/ diphthong became /ʊ/ and ʊʊ/
			/ ^ə ʊ/	7	
			/ ^ə sʊʊ/	9	
			/sʊʊz/	13	
			/ ^ə ʊʊs/	16,22,2 7,30	
			/ ^ə lʊwəz/	17	
			/ ^ə ʊʊ/	23,28	
			/ ^ə ʊz/	26	
2.	1. Sure	/ (r)/	/ ʊr/	1,5,6,7, 9,10,15, 16,17,1 8,19,20, 21,22,2 4,25,29, 31	Omission error, the students remove /ə/ in the diphthong /ʊə/
			/ ə(r)	2,4,8,14	Omission error, the students remove /ʊ/ in the diphthong /ʊə/
			/ aʊr/	3	Misformation, the students change the /ʊə/ diphthong became /aʊ/
			/sʊr/	11,12,3 0	Omission error, the students remove /ə/ in the diphthong /ʊə/
			/sjʊr/	13,28	Omission error, the students remove /ə/ in the diphthong /ʊə/
			/səʀ/	23	Omission error, the students remove /ʊ/ in the diphthong /ʊə/

		/sqʊər/	26	Omission error, the students remove /ʊ/ in the diphthong /ʊə/
		/sar/	27	Misformation, the students change the /ʊə/ diphthong became /a/
2. Curious	/'kj ri s/	/sʊriʊs/	1	Omission error, the student remove /ə/ in the diphthong /ʊə/
		/kʊriʊs/	2,5,9,13,15,20,22,26,27,29,30	
		/cʊriʊs/	3	
		/ka(r)səs/	4	Misformation, the students change the /ʊə/ diphthong became /a/ and /ɒ/
		/kɒriʊs/	6	
		/cʊrus/	7	Omission error, the student remove /ə/ in the diphthong /ʊə/
		/'kjʊriəs/	10	
		/cʊriʊs/	11	
		/kʊriəs/	12,19,25,31	
		/kʊri:s/	14	
		/krɒsəs/	16	Misformation, the students change the /ʊə/ diphthong became /ɒ/
		/kʊrɒis/	17	Omission error, the student remove /ə/ in the diphthong /ʊə/
		/ʊriʊs/	18	
		/kʊrɒʊs/	21	
/kʰurəs/	23			

			/kʰɔɪrus/	24	Misformation, the students change the /ʊə/ diphthong became /ɒ/
			/kɒrɪus/	28	
3. eɪ	1. Make	/meɪk/	/mek/	2,3,4,5, 6,7,8,9, 12,13,14,15,16, 18,19,20,21,22, 23,24,25,26,27, 28,29	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
			/meɪks/	30	Addition error, the student added /s/
			/maɪk/	17	Misformation, the student change the /eɪ/ diphthong became /aɪ/
	2. Wait	/weɪt/	/wɪt/	2,4	Omission error, the students remove /e/ in the diphthong /eɪ/
			/waɪt/	3,5,6,8, 9,12,13, 14,16,17,18,19, 20,21,23,24,26, 27,28,29,30,31	Misinformation error, the students change /eɪ/ diphthong became /aɪ/
			/wet/	7	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
	3. Take	/teɪk/	/tek/	1,2,3,4, 5,6,7,8,	Omission error, the students

			9,12,14, 15,16,1 7,19,20, 22,23,2 6,28,30	remove /ɪ/ in the diphthong /eɪ/
		/tæk	27	Misinformation error, the students change /eɪ/ diphthong became /æ/
4. Table	/'teɪbl/	/teɪbl/	1,4,5,6, 8,9,12,1 3,14,15, 17,18,1 9,20,21, 22,23,2 5,26,28, 29,30,3 1	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
		/table/	2	Misinformation error, the students change /eɪ/ became /a/
		/teɪlə/	3,16	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
		/tablə/	7	Misinformation error, the students change /eɪ/ became /a/
5. Day	/deɪ/	/daɪ/	6,7,9,12 ,14,16,1 7,18,23, 24,27,2 8,30	Misinformation error, the students change /eɪ/ diphthong became /aɪ/
		/ðɑɪ/	26	
6. Later	/'leɪtə(r)/	/letə(r)/	2,3,5,6, 7,8,9,11 ,12,13,1 4,15,16, 17,18,1 9,20,21,	Omission error, the students remove /ɪ/ in the diphthong /eɪ/

			22,23,24,26,27,28,30,31	
		/lɪtə(r)/	29	Omission error, the students remove /e/ in the diphthong /eɪ/
7. Lake	/leɪk/	/leɪk/	1,2,6,7,9,12,16,19,22,23,26,27,31	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
		/laɪk/	3,5,8,13,14,17	Misinformation error, the students change /eɪ/ diphthong became /aɪ/
		/lɪk/	21,24	Omission error, the students remove /e/ in the diphthong /eɪ/
		/leɪks/	30	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
8. They	/ðeɪ/	/de/	9	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
		/ðe/	19	
9. Famous	/'feɪməs/	/feməs/	1,11,13,15,18,29,31	Omission error, the students remove /ɪ/ in the diphthong /eɪ/
		/famʊs/	2,3,4,8,12,14,15,19,22,24,26	Misformation error, student change /eɪ/ became /a/
		/famʊs/	5,6,9,17,20,21,23,27,30	

			/famʊs/	7,28	
	10. Decorations	/dekə'reɪʃəns/	/dɪkə'reɪʃəns/	3	Misformation error, the students
			/dekə'reɪʃəns/	5,6	change /eɪ/
			/derek'reɪʃəns/	7	diphthong
			/dekə'reɪʃəns/	9	became /a/
			/dekə'reɪʃəns/	13,28	
			/dɪkə'reɪʃəns/	27,29	Misformation error, the students
					change /eɪ/
					diphthong
					became /aɪ/
4. e	1. Chair	/ e (r)/	/ e(r)/	1,2,4,15,16,18,25,26	Omission error, the students remove /ə/ in the diphthong /eə/
			/kæ(r)/	3,17,23,28	Misformation error, the students change /eə/ diphthong became /æ/
			/ke(r)/	5,7,8,19	Omission error, the students remove /ə/ in the diphthong /eə/
			/ eɪr/	6,10,	Misformation error, the students change /eə/ diphthong became /eɪ/
			/caɪr/	9	Misformation error, the students
			/ aɪ(r)/	11,16,20,21	change /eə/ diphthong became /aɪ/
			/ ae(r)	12	Misformation error, the students

				change /eə/ diphthong became /æ/
		/keɪ(r)/	13,29	Misformation error, the students change /eə/ diphthong became /eɪ/
		/ka(r)/	14	Misformation error, the students change /eə/ diphthong became /a/ and /e/
		/kel/	24	
		/ ær/	27,31	Misformation error, the students change /eə/ diphthong became /æ/
2. There	/ðe (r)/	/ðe(r)/	1,2,4,5, 6,7,12,1 3,1 4,15,16, 20,21,2 2,23,25, 26,28,2 9,30,31	Omission error, the students remove /ə/ in the diphthong /eə/
		/ter/	8	
		/der/	9,11,19	
		/ðeɪ(r)/	10	Misformation error, the student change /eə/ became /eɪ/ ,/ɪ/
		/tri	17,24	
		/ðær/	18	Omission error, the students remove /e/ in the diphthong /eə/
3. Area	/ˈe ri /	/area/	1,5,9,10 ,11,12,1 3,14,15, 17,18,1	Misformation error, the student

				9,20,21, 22,24,2 5,26,27, 28,29,3 1	change /eə/ became /a/
			/aɪ/	2,3,4,8, 23,30	
			/aɪeɪ/	6	
			/aɪə/	7	
			/eɪɪa/	16	Misformation error, the student change /eə/ became /eɪ/
5. a	1. How	/ha /	/hɒʊ/	2,8,11,1 7,18,19, 20,21,2 2,23,24, 27,30,3 1	Misformation error, the student change /aʊ/ diphthong became /ɒʊ/ ,/ɔ:/
			/hɔ:/	4,5,6,9, 13,16	and /ɒ/
			/hɒ/	26	
	2. Outside	/aʊt'saɪd/	/ɒt'saɪd/	2,3,8,9, 14,22,2 3	Misformation error, the student change /aʊ/ diphthong became ɒ/
			/ɒt'sed/	4,7,12,3 0	
			/ɒt'saɪd/	13,18,1 9,20,28	
			/ɒʊt'saɪd/	15	Misformation error, the student change /aʊ/ diphthong became /ɒʊ/
			/ɒʊt'saɪd/	16,24	
	3. House	/ha s/	/hɒs/	2,4,5,6, 9,11,12, 14,15,1 9,12,24, 28	Misformation error, the student change /aʊ/ diphthong became /ɒ/ and /ɒʊ/
			/hɒʊs/	7,13,17, 21,22,2	

				3,26,27, 29,30	
	4. Shower	/ˈ a (r)/	/ˈ ʊwə(r)/	1,2,3,4, 5,13,15, 16,17,1 8,19,20, 21,22,2 3,24,26, 27,28,2 9,30,31	Misformation error, the student change /aʊ/ diphthong became /ʊ/ and /ʊʊ/
			/sʊʊə(r)/	6,7,8,9	
			/ ʊʊə(r)/	11,12,2 5	
			/sʊwə(r)/	14	
	5. Around	/ˈ ra nd/	/əˈrʊnd/	1,18,20, 21,22,2 3,31	Misformation error, the student change /aʊ/ diphthong became /ʊʊ/ and /ʊ/
			/arʊnd/	3,5,4,5, 26	
			/əˈrʊnd/	6,7,8,12 ,14,17,1 9,27,28, 30	
			/əˈrʊnd/	15	Omission error, the students remove /a/ in the diphthong /aʊ/
			/aˈrʊnd/	24,29	Misformation error, the student change /aʊ/ diphthong became /ʊʊ/
	6. About	/ˈ ba t/	/aˈbʊt/	2,4,7,9, 16,17,2 3,24,26	Misformation error, the student change /aʊ/ diphthong became /ʊ/ and /ʊʊ/
			/abʊt/	3,5	
			/əˈbʊt/	6,8,12,1 4,19,27, 28,30	
			/əˈbʊt/	18,22,2 9,31	
6. ai	1. Fried	/fraɪd/	/fren/	2,8,16	Misformation error, the student
			/frens/	3,26	

				change /aɪ/ diphthong became /e/
		/frɪd/	2,9,12,1 4,20	Omission error, the students remove /a/ in the diphthong /aɪ
		/freɪd/	5,6,11,1 5,24	Misformation error, the student
		/freɪn/	17	change /aɪ/ diphthong
		/fred/	22,23,3 1	became /eɪ/ and /e/
2. Slice	/slaɪs/	/sɪl/	2	Misformation error, the students change /aɪ/ diphthong became /ɪ/ ,/eɪ, /ə/ and /e/
		/slɪk/	3,4	
		/sleɪn/	5	
		/slɪs/	6,9,14,2 9	
		/sleɪs/	7,11,15	
		/səlt/	8	
		/sles/	12	
		/slɪʃ/	16	
		/slɪn/	17	
		/slert/	23,26	
		/seɪls/	24	
		/saɪls/	30	Misorder error, the students change position /aɪ/ diphthong
3. Fry	/fraɪ/	/frɪ/	2,3,9,17 ,23,24	Omission error, the students remove /a/ in the diphthong /aɪ/
		/freɪ/	14,15,2 0,22,26	Misformation error, the students change /aɪ/

				diphthong became /eɪ/
4. While	/waɪl/	/wɪl/	,2,3,7,14	Omission error, the students remove /a/ in the diphthong /aɪ/
		/wel/	4,13,20,27	Misformation error, the students
		/weɪl/	22,23,26	change /aɪ/ diphthong became /eɪ/ and /e/
5. Finally	/ˈfɑːnəli/	/fɪnɑli/	3,4,6,7,9,17,23,27	Omission error, the students remove /a/ in the diphthong /aɪ/
		/fenəli/	5,13,14	Misformation error, the students
		/fɛnəli/	12,24	change /aɪ/ diphthong became /e/ and /eɪ/
		/fɪnəli/	20	Omission error, the students
		/fɪneli/	22,26	remove /a/ in the diphthong /aɪ/
6. Beside	/bɪˈsaɪd/	/besɪd/	2,6,7,8,9,14,22,23,24,26	Omission error, the students remove /a/ in the diphthong /aɪ/
		/bɪsɪdə/	3	
		/bɪsɪd/	4,11,17	Misformation, the students change /aɪ/ diphthong became /e/
		/bɪˈsaɪd/	16	Omission error, the students remove /a/ in the diphthong /aɪ/
7. Like	/laɪk/	/leɪk/	2	

		/leɪk/	11	Misformation, the students change /aɪ/ diphthong became /e/ and /eɪ/
8. Smiling	/'smɑɪlɪŋ/	/'smɪlɪŋ/	2,3,4,6,7,8,9,12,13,15,20,21,22,23,24,26,27,30	Omission error, the students remove /a/ in the diphthong /aɪ/
		/'sməɪlɪŋ/	5	Misformation, the students change /aɪ/ diphthong became /ə/ and /e/
		/'smelɪŋ/	11	
		/'slɪmɪŋ/	16,17	Misformation, the students change /aɪ/ diphthong became /ɪ/
		/'smʊlɪŋ/	29	Misformation, the students change /aɪ/ diphthong became /ʊ/
9. Sky	/skaɪ/	/skɪ/	2,9,22,26	Omission error, the students remove /a/ in the diphthong /aɪ/
		/skeɪ/	6,11,13	Misformation, the students change /aɪ/ diphthong became /eɪ/
10. Smiles	/s'maɪlz/	/səmel/	2,4	Misformation, the students change /aɪ/ diphthong became /e/
		/s'mɪləz/	3	Omission error, the students

				remove /a/ in the diphthong /aɪ/
		/s'melɪz/	7	Misformation, the students change
		/s'melz/	8,13	/aɪ/ diphthong became /e/
		/s'mɪlz/	9,20,22, 26	Omission error, the students remove /a/ in the diphthong /aɪ/
		/s'meɪləz/	11,14	Misformation, the students change
		/s'mel/	16,27	/aɪ/ diphthong
		/s'meɪlz/	24	became /eɪ/ and /e/
		/ˈsmɑɪləz/	12	Addition error, the student added /ə/
		/ˈsmɑɪlɪz/	28	Addition error, the student added /ɪ/
11. Quite	/kwaɪt/	/kwɪt/	2,23	Misformation error, the students change /aɪ/ diphthong
		/kwɪtə/	3	became /ʊɪ/
		/kwɪt/	4,5,6,7, 8,12,13, 14,17,1 9,20,21, 22,24,2 6,27,29, 30	Omission error, the student remove /a/ in the diphthong /aɪ/
		/kweɪs/	11	Misformation error, the students change /aɪ/ diphthong
				became /eɪ/
12. Replied	/rɪ'plaɪd/	/rə'pləd/	2	Misformation error, the students

				change /aɪ/ diphthong became /ə/	
			/reɪlɪd/	4	Omission error, the student remove /a/ in the diphthong /aɪ/
			/re'plɪd/	5,24,26	
			/re'plɪ/	7	Misordering error, the students change position diphthong /aɪ/
			/rɪpaɪləd/	11	
			/re'pled/	8,23	Misformation error, the students change /aɪ/ diphthong became /eɪ/ and /e/
			/rɒ'pleɪd/	9	
			/re'pleɪəd/	12	Omission error, the student remove /a/ in the diphthong /aɪ/
			/rɪ'plɪd/	14	
			/re'pleɪd/	16	Misformation error, the students change /aɪ/ diphthong became /eɪ/
			/re'pleɪs/	29	
13. Might	/maɪt/	/mɪk/		2,3,9,24	Omission error, the student remove /a/ in the diphthong /aɪ/
		/mek/		4	Misformation error, the students change /aɪ/ diphthong became /eɪ/ and /e/
		/meɪk/		6,7,11,1 2,16,19, 23,26	
14. Recognize	/'rekəɡnaɪz/	/'rekɒɡneɪz/		2,11,12, 19	Misformation error, the students change /aɪ/

				diphthong became /eɪ/
		/ˈrɪkɒgnɪs/	3	Omission error, the student remove /a/ in the diphthong /aɪ/
		/ˈrɪkɒnɪz/	4	
		/ˈrekɒnɪz/	5,8,28,29	
		/ˈrekɒgnɪz/	6,9,14	
		/ˈrɪcɪgnɪz/	7	
		/ˈrekəgneɪz/	16	Misformation error, the students change /aɪ/ diphthong became /e/
		/ˈrekɒneɪz/	22	Misformation error, the students change /aɪ/ diphthong became /eɪ/
		/ˈrekɒnz/	24	Omission error, the student remove diphthong /aɪ/
		/ˈrekɒgnɪzmə/	26	Omission error, the student remove /a/ in the diphthong /aɪ/
		/ˈrekɔrneɪz/	30	Misformation error, the students change /aɪ/ diphthong became /eɪ/
15. Trying	/ˈtraɪɪŋ/	/traɪyɪŋ/	1,28,30,31	Addition error, the student added /y/ after /aɪ/ diphthong
		/trɪyɪŋ/	2,9,17,26	Omission error, student omit
		/trɪŋ/	3,23	
		/traɪnɪŋ/	8	Addition error, the student added

				/n/ after /aɪ/ diphthong
		/treɪɪŋ/	4,6,27	Misformation error, student change /aɪ/ diphthong became /eɪ/
		/trayɪŋ/	5,10,11, 12,20,29	Addition error, the student added /y/ between/aɪ/ diphthong
		/treɪŋ/	7,16,24	Misformation error, student change /aɪ/ diphthong became /ey/
16. Light	/larts/	/lɪk/	2,9	Omission error, the students remove /a/ in the diphthong /aɪ/
		/lɪks/	3,24	
		/leɪk/	4	Misformation, the students change /aɪ/ diphthong became /eɪ/
		/leɪks/	11	
17. Designed	/dɪ'zaɪnd/	/de'sɪnəd/	2	Omission error, the students remove /a/ in the /aɪ/
		/de'sɪgnə/	3	
		/dɪ'seɪnd/	5	Misformation error, the students change /aɪ/ diphthong became /eɪ/
		/de'sɪŋned/	6	Omission error, the students remove /a/ in the /aɪ/
		/dɪ'fɪgnəd/	7	
		/de'sɪgnəd/	8,9	
		/dɪ'sɪgnəd/	11,24	
		/de'sɪgnəd/	12	
		/dɪ'segnid/	14	

			/də'seg/	16	Misformation error, the students change /aɪ/ diphthong became /e/ and /eɪ/
			/dɪ'seɪn/	17	
			/dɪ'seɪnəd/	20	
			/dɪ'seɪgnəd/	22	
			/dɪ'segnəd/	23	
			/dɪ'zeɪgnəd/	26	
			/dɪ'sægnəd/	27	
			/dɪ'send/	28	
			/dɪ'seɪg/	30	
7. ɪə	1. Year	/jɪə(r)/	/jer/	2,4,5,6,7,8,9,12,13,23,24,26	Misformation error, the students change /ɪə/ diphthong became /e/ and /eɪ/
			/jɪer/	3	
			/jər/	11,15,19,20,22,30,31	Omission error, the students remove /ɪ/ in the diphthong /ɪə/
			/jə(r)s/	28,29	
	2. Deer	/dɪə(r)/	/der/	2	Misformation error, the students change /ɪə/ diphthong became /e/
			/de(r)/	3,7,9,13,17,26,28	
			/ðer/	4,23	
			/dɪ(r)/	5,6,8,20,21,22,24,25,27,29,30,31	Omission error, the students remove /ə/ in the diphthong /ɪə/
/di:(r)/			12		
/dear/			16	Misformation error, the students change /ɪə/ diphthong became /i:/ and /ea/	

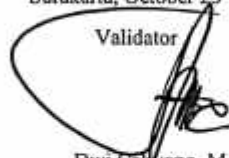
	3. Experience	/ɪk'spiəriəns /	/eks'periəns/ /eks'prens/ /eks'periənsə/ /ek'prens/ /eks'perien/ /eks'perins/ /eks'periənsə/	1,4,10,18,21,22,29 2 3,9 5 6 7,12,13,14,23 8	Misformation error, the students change /ɪə/ diphthong became /e/	
			/eks'periəns/ /eks'perəns/ /ek'perins/ /eks'pereəns/ /eks'pres ns/	11,15,16,19,20,25,26,27,30 17 24 28 31		
8. ɔɪ	1. Oil	/ɔɪl/	/ɒl/	7		Omission error, the students remove /ɪ/ in the diphthong /ɔɪ/
	2. Boiling	/'bɔɪlɪŋ/	/bɒlɪŋ/	5		Omission error, the students remove /ɪ/ in the diphthong /ɔɪ/
			/bɒlɒwɪŋ/	7		
			/bɒlɪŋ/	15		
/bɒwɪŋ/			29			
3. Enjoying	/end'ʒɔɪŋ/	/end'ʒɔɪŋ/	1,2,3,4,6,7,8,9,12,13,14,16,22,24,27,30,31	Addition error, the students added /y/ in the diphthong /ɔɪ/		
4. Dissappointed	/dɪsə'pɔɪntɪd /	/dɪsə'pɪntəd/	14	Omission error, the students remove /θ/ in the diphthong /ɔɪ/		

Appendix 4**Validator Sheet****VALIDATOR SHEET**

The Thesis data entitled "Error Analysis in Pronouncing English Diphthong at the Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023", has been validated by Mr. Dwi Cahyono, M.Pd. on Tuesday, October 25th 2022.

Surakarta, October 25th 2022

Validator



Dwi Cahyono, M.Pd.

Appendix 5


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
 Jalan Pandawa, Pucangan, Kartasura, Sukoharjo, Telepon (0271) 781516 Fax (0271) 782214
 Website: www.uinsai.ac.id E-mail: fab.uinsurakarta@gmail.com

Nomor : B-4073/Un 20/F V/PP 00 9/09/2022 23 September 2022
 Lamp : -
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
 Kepala MAN 1 Ngawi
 di
 Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : LATIFATUL MARDHIYAH
 NIM : 183221063
 Program Studi : Pendidikan Bahasa Inggris
 Semester : 9
 Judul Skripsi : Error Analysis in Pronouncing English Vowels at the Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
 Adapun waktu penelitian pada tanggal 27 September 2022 sampai tanggal 11 Oktober 2022.
 Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.


 Prof. Dr. Toto Suharto, S.Ag., M.Ag.
 NIP. 19710403 199803 1 005

Appendix 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN NGAWI
MADRASAH ALIYAH NEGERI 1

Jalan Jekitul No. 688a Ngawi
Telp. (0351)746174 Website www.kemkominfo.go.id email manngawi@gmail.com

SURAT KETERANGAN
NOMOR : 1049/Ma.13.15.01/10/2022

Yang bertandatangan dibawah ini kami, Kepala Madrasah Aliyah Negeri 1 Ngawi menerangkan dengan sesungguhnya bahwa:

Nama : LATIFATUL MARDHIYAH
NIM : 183221063
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Lembaga : UIN Raden Mas Said Surakarta

Mahasiswa tersebut diatas telah mengadakan penelitian/riset di Madrasah Aliyah Negeri 1 Ngawi dari tanggal 27 September 2022 s.d tanggal 11 Oktober 2022 guna menyusun penelitian yang berjudul :

"Error Analysis in Pronouncing English Vowels at the Twelve Grade Students at MAN 1 Ngawi in Academic Year 2022/2023"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ngawi, 12 Oktober 2022
Kepala Madrasah,
Asap Nuhrowi Mustaqim

Appendix 7

