ERROR ANALYSIS ON STUDENTS' DIPHTHONG PRONUNCIATION IN READING POEMS AT THE FOURTH SEMESTER OF THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID SURAKARTA IN ACADEMIC YEAR 2023/2024

THESIS

Submitted as a Partial Fulfillment of the Requirements for the Undergraduate Degree in English Language Education

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Assalamu alaikum Wr. Wb.

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Thank you for the attention.

Wassalamu alaikum Wr. Wb.

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RATIFICATION

This is to certify the *Sarjana* thesis entitled

"Error Analysis on Students' Diphthong Pronunciation in Reading Poems at The Fourth Semester of The English Language Education Study Program of UIN Raden Mas Said Surakarta in Academic Year 2023/2024" by Diana Mardi Utari has been approved by the Board of Thesis Examiners as the requirements for the degree of *Sarjana* in English Language Education.
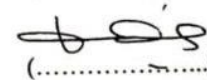
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DEDICATION

This thesis is dedicated to:

My beloved parents

My beloved sister

My beloved husband

My beloved family

My thesis advisor

My beloved friends

My almamater UIN Raden Mas Said Surakarta

MOTTO

"Don't be sad, verily Allah is with us"

(QS. At-Taubah, 9: 40)

"For indeed, with hardship will be ease, indeed with hardship will be ease"

(QS. Asy-Syarh, 94: 5-6)

PRONOUNCEMENT

Name   : Diana Mardi Utari

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I hereby sincerely state that the thesis titled "Error Analysis on Students' Diphthong Pronunciation in Reading Poems at the Fourth Semester of the English Language Education Study Program of UIN Raden Mas Said Surakarta in Academic Year 2023/2024" is real my 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 the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 20 Desember 2023

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The researcher,

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ABSTRACT

Diana Mardi Utari. 2022. *Error Analysis on Students' Diphthong Pronunciation in Reading Poems at the Fourth Semester of the English Language Education Study Program of UIN Raden Mas Said Surakarta in Academic Year 2023/2024.* Thesis. Surakarta: English Language Education Study Program of Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor   : Dr. Budiasih, S.Pd., M.Hum.
Key words   : Error, Diphthong, Pronunciation, Reading Poem

This study investigates the pronunciation errors in English diphthongs and the sources of errors in English diphthongs made by the fourth semester students of UIN Raden Mas Said Surakarta in the academic year of 2023/2024. The objective of the study are to identify the types of errors in pronouncing English diphthong in reading poem made by the fourth semester students of the English Language Education Study Program of UIN Raden Mas Said Surakarta in academic year 2023/2024 and to describe the sources of errors in pronouncing of English diphthong in reading poem produced by the fourth semester students of the English Language Education Study Program of UIN Raden Mas Said Surakarta in academic tear 2023/2024.

This thesis used descriptive qualitative. This research belongs to qualitative research. The data sources were taken from 26 of fourth semester students of English Education Department students at UIN Raden Mas Said Surakarta. In this research the researcher used observation and interview. The technique of analyzing data was error analysis. Before the data are analyzed, it was transcribed and recorded. The analysis was done by taking note of all words containing diphthongs mispronunciation by the students and categorized them into each diphthong. The researcher analyzed the students' pronunciation, made category of the students' pronunciation based on the correct and incorrect pronunciation, made percentage the students' pronunciation, analyzed the dominant error of the students' pronunciation produced by the students and the reason why they dominantly made their error, drew conclusion, and composed suggestion based on the data analysis.

The research findings indicate that 592 items were pronounced correctly and 218 diphthong items were pronounced incorrectly. This means that 26.90% consisting of [əʊ], [eɪ], [aʊ], [ʊə], [aɪ], and [eə] of the 810 diphthongs cannot be pronounced correctly by students. There are two diphthongs, namely [ɔɪ] and [ɪə] which are pronounced correctly by all students. The errors made by students in producing English diphthongs is 59.65% (114 of 218), are mispronunciation, reflecting the use the student's native tongue to convert from the written string of letters into the spoken string of sounds and 40.35% (104 of 218) of the errors are phonological interference. The data finding shows the average of students" score is 73.05. It means that the pronunciation of English diphthong of the fourth semester students of UIN Raden Mas Said Surakarta in Academic Year 2023/2024 is good.

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CHAPTER I

INTRODUCTION

A. Background of Study

Pronunciation is the way in which words or language are spoken. According to Hewings (2012: 3), pronunciation is components range from the individual sounds that make up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning. It means that pronunciation is the component range that make a speech, to convey meaning.

Pronunciation plays an important role in communication. It generally affects the meaning of communication when someone communicates with others. This is supported by Gilkajani (2012), that someone is considered to speak fluently if he can produce good pronunciation on his utterance because it directly affects his communicative competence and performance.

For Indonesian students, English is the first foreign language to learn and they just learn simple English patterns. As the beginning of English learners, the students have a very limited knowledge of English which sometimes create problem in the learning process, especially pronunciation. First, a genuine pronunciation problem exists when the learners have difficulties in making the required sounds to imitate. Secondly, a pronunciation problem occurs when the sound it's not difficult as such, but the learners are misled by the spelling.

Pronunciation is important in English because mispronunciations will make the hearer misunderstand the meaning of an utterance. Pronunciation is a central factor in people's success in making themselves understood. Pronunciation is one of the three components of languages, together with grammar and vocabulary. It plays an important part in listening, and speaking skills, so developing students' pronunciation is one of the most important tasks for English teachers.

Diphthong sounds as written Crystal (2008:146) writes that the term used in the phonetic classification of vowel sound on the basic of their manner of articulation refers to a vowel where there a single (perceptual) noticeable change in quality during a syllable, as in English, time, loud, etc.". The most important thing in diphthong sound, as Roach (1998:20) said, is "The first part has much longer and stronger sound than the second part; for example most of the diphthong /ai/ consists of the /a/ vowel, and only in about the last quarter of the diphthong does the glide to /i/ become noticeable". That means diphthong /a/ is pronounced longer than diphthong /i/.

Reading poem is one way of expression in the field of literature after going through the process of appreciation. According to Pratiwi (2016), reading poem has several benefits, such us developing language competence. According to Doyin (2010), reading poem is not just writing poem or voicing poem, but also expressing the feelings and souls captured by the reader from the poem. The reading of the poem must be beautiful to

feel, not just reading the text, but also using feelings and souls to live the poem, so that the message the author wants to convey is conveyed to the listeners, with a reading that is full of appreciation. This is in accordance with Doyin's statement (2010), reading poem is an attempt to "express" or "convey" what a poem feels or thinks to the listener or audiences.

In Indonesia, English is only used as a foreign language (Sharpe. K and Driscoll (2000), especially students of the English Language Education study program of UIN Raden Mas Said Surakarta. Those who graduate in this Department will inevitably have to improve their English-speaking abilities because of the major they have taken. Also, English is needed for the future success process. The pronunciation in speaking English is certainly very difficult for the students of UIN Raden Mas Said Surakarta because English is not their first language, but their three language. As the students are mostly from Javanese that exactly the mother tongue of their language is Java and the Indonesian language is the second language. By having different varied backgrounds according to their origin, it means they are very fluent in the language of them from originating and if they speak English, indirectly will use accents from their areas originating, and will certainly affect the pronunciation in English pronunciation (Mathew, 2009:9). In learning English, the students are less aware to pronounce a word or even a sentence, which brings false understanding.

Vowel sound plays a major role when Indonesian native speakers try to pronounce English words, especially in diphthong sounds. English and Bahasa Indonesia have different vowel sound libraries. They have a different number of vowels and even different properties. Indonesian people are accustomed to pronouncing words the same as their spelling, which creates their vowel sound. Meanwhile, English words have different pronunciations from their spelling, which causes the diphthong sounds that are used to be different too. This issue becomes a major problem for Indonesian when they are trying to pronounce English words. This problem also occurs to English students of UIN Raden Mas Said Surakarta. Even though they are English major students, they still are Indonesian people are accustomed to pronounce words the same as their spelling which causes a lack of accuracy of pronunciation. Mispronouncing English words can cause miscommunication, or in the worst scenario, that miscommunication can cause conflict.

In the previous research journals who had discussed the same case, which has been published by Abker in 2020 who have researched pronunciation in general and have not discussed diphthong pronunciation and by Riana in 2021 who have written the results of research that has been done that the mistake in English diphthong pronunciation is still much done by people who are not a native speaker, mistakes are done in the Indonesian people especially the Javanese because their have accent in daily life.

After conducting this study and errors have been revealed by analysis, it is hoped that the English teacher or lecturers can give more attention in teaching those English sounds as the learners seem to be influenced lots by their native language. For this reason, the teacher or lecturers can explain to the students about the differences between Indonesian and English sounds in order to be easy for the students to understand how English sounds pronounced.

Based on the studies above, it can be said that the researchers focused on diphthong error. The first researcher conducted a study on diphthong error analysis on students, while the second conducted a diphthong error analysis. They similarly focused their study on diphthong error that took place in the major of English Language Education study program of UIN Raden Mas Said Surakarta. However, in this case, the researcher intended to conduct diphthong analysis research. The object of the research will be the fourth semester of the English Language Education study program of UIN Raden Mas Said Surakarta to measure their skill of pronunciation and to analyze their pronunciation error.

The students of the basic analysis poetry class, especially in reading poems they do not understand the importance of using correct pronunciation in reading poems. They still use their initial knowledge of the pronunciation that they think is correct to pronounce and even though it is wrong and can cause misunderstandings. From the results of pre-research, most of them are still wrong in reciting poem, especially in

pronouncing diphthongs in reading poems. One of the main factors why research on error diphthong pronunciation error is because English pronunciation must be in accordance with the correct pronunciation. Many of the students of UIN Raden Mas Said Surakarta especially students in English Language Education study program who still make mistakes in reading poem. The main factors they make pronunciation errors because English is not their first language. The majority of them learn English only at school or on campus especially in the course only. So, it is not surprising as they speak to English but there are still many evidences of pronunciation especially in vowels pronunciation. Other factors that cause them to make mistakes when reciting pronunciation when reading poem is because they rarely learn about reading poem well and correctly. They claim that pronunciation in reading poem is very difficult because they are not accustomed, especially in diphthong pronunciation.

The researcher chooses the English Language Education study program of UIN Raden Mas Said Surakarta students because the researcher is interested in researching an error analysis of diphthongs in pronunciation of English for the English Education students to know the error of English diphthong pronunciation ability. The students of the English Language Education study program of UIN Raden Mas Said Surakarta, particularly fourth semester still lack knowledge about diphthong pronunciation. Therefore, the research tries to analyze those errors and the causes. The researcher chose the poem course because poem

is a literary work that is read with intonation, articulation, tone, and pronunciation that must match the contents of the implied message to be conveyed to the reader so that the pronunciation must be correct, especially in the pronunciation of diphthongs.

Based on consideration above and pre-observation by the researcher, the researcher researches " UIN Raden Mas Said Surakarta in Academic Year 2023/2024."

B. Identification of The Problem

Based on the background above there are many problems that arise and they can be identified as follows:

1. The students have difficulty in pronouncing English diphthongs which they do not use in daily conversation.

2. The students do the most frequent English diphthongs shift when they reads the poem.

3. The students do the most of misread in pronuncing English diphthongs in reading the poem.

C. Limitation of The Problem

The researcher chooses one part of spoken English, that is students' error in diphthong pronunciation. The researcher focuses on the students of Poetry & Drama & Lang Pedagogy class, precisely 4E class of the fourth semester of English Language Education study program of UIN Raden Mas Said Surakarta academic year 2023/2024.

In this research, the researcher uses some techniques to collect the data by observation and interview. The research instrument of this study is an English diphthong pronunciation test. The data that already collected through the recording were analyzed by transcribing their voice into phonetic transcription. Next, the researcher made the category students' pronunciation based on the right and wrong pronunciation using the form of the table.

D. Formulations of The Problem

On this research the problem statement is formulated by the researcher into two points there are:

1. What types of errors do the students did in practicing English diphthong pronunce in reading poem of the fourth semester of English Language Education study program of UIN Raden Mas Said Surakarta academic year 2023/2024?

2. What are the sources of errors in pronouncing English diphthong in reading poem that produced by the fourth semester students of English Language Education study program of UIN Raden Mas Said Surakarta in Academic year 2023/2024?

E. Objectives of The Study

The objectives of the study are:

1. To identify of errors in pronuncing English diphthong in reading poem made by the fourth-semester students of the English Language

Education study program of UIN Raden Mas Said Surakarta academic year 2023/2024.

2. To describe the sources of errors in pronuncing English diphthong in reading poem made by the fourth-semester students of the English Language Education study program of UIN Raden Mas Said Surakarta academic year 2023/2024.

F. Benefits of The Study

In this study, there are several benefits from analyzing students' errors of pronouncing vowel in reading poems, as follows:

1. Theoretical Benefits

The result of this research can describe error causes in pronunciation of English diphthongs of fourth-semester students in the English Language Education study program of Culture and Language Faculty in UIN Raden Mas Said Surakarta in the academic year 2023/2024.

2. Practical Benefit

Practical benefits of this research:

a. For the students:

The research can give the knowledge of correct pronouncing English diphthong for second or foreign language students, especially for English Language Education study program of UIN Raden Mas Said Surakarta can be aware of their errors of pronouncing English diphthong in reading poems so they can

reduce their mispronunciation and they can improve it. It also can be used for students to speak with the correct pronunciation especially about English diphthong pronunciation in reading poems.

b. For the others Researchers

The result of this research could be useful as a reference to conduct other researches with a similar problem by another design or model.

G. Definition of Key Terms

1. Error Analysis

   Error analysis is a technique for identifying, classifying and interpreting systematically mistakes made by learners who are learning a foreign language or a second language using linguistic theories and procedures (Crystal, 2009).

2. Pronunciation

   Pronunciation is components range from the individual sounds that make up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning (Hewings, 2007).

3. English Diphthong

   According to David Crystal (2008:146), in *A Dictionary of Linguistics an Phonetics,* is a "Term used in the phonetic classification of vowel sound on the basic of their manner of articulation: it refers to

a vowel where there a single (perceptual) noticeable change in quality during a syllable, as in English, time, loud, etc".

4. Poem

"Poem is a form of literary work that uses words that are beautiful and rich in meaning" (Kosasih, 2012:97). The beauty of a poem is caused by the choice of words or diction, figure of speech, rhyme and rhythm contained in the poem due to the compaction of language elements.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is the most important thing in speaking, literally in communicating with the other people. According to Kelly (2000:29), pronunciation is when we use all the same organs of speech to produce the sounds in particular a way. In other words, it can be said that it is a way to speak in order to be understood by others. If people do not learn about pronunciation, it is almost certain that he or she will be failed in their communication and make a misunderstanding with the others. Therefore, the study of pronunciation is crucial and important to be understood for making a continuous communication because pronunciation is an essential ingredient of oral (Chatherine et al, 2001).

It can be concluded that pronunciation is a way to produce a word sound so that it can be accepted and generally understood that pronunciation includes attention to the particular sounds of a language (segmental aspects) of speech beyond the level of the individual sound, such as stress, linking, assimilation, etc.

(Suprasegmental aspects) that are closely related to the way we speak a language.

b. Types of Pronunciation

According to Jones (2012:146) there are two types of pronunciation: 'good' speech and 'bad' speech. Good speech is defined as a clearly speaking (Jones, 2012). It can be said that people's speaking is understandable to anyone else without any misunderstanding between them. So, the message is delivered quite well in communication. While, in other hand, bad speech is an utterance that is difficult to be understood by people and not clearly enough to be heard and make a misunderstanding in communication (Jones, 2012:146).

c. Classification of Pronunciation

There are two principles of classification of pronunciation that are observed by the researcher; segmental phonemes and suprasegmental phonemes. According to Kelly (2000), segmental phoneme is defined as a unit of the sound. While, there are two kinds of sound: vowel and consonant sound. In this study the researcher only talks about one type of pronunciation it is segmental phonemes especially in vowel.

Between Indonesian language and English, vowel has different with the number, but the number that we actually used in any certain language is small. In some language, e.g.

Indonesia, there are only five essential vowels (a, I, u, e, and o).
In English there are actually 25 vowel sounds in English
language. When writing in English, it is used five vowel and 21
consonant letters. When speaking English, it is typically used
25 different vowel sounds and 24 consonant sounds.

Table 2. 1
Vowel Sounds

LONG VOWEL		SHORT VOWEL		DIPHTHONG		TRIPHTHONG	
i:	Bead	ɪ	H*i*t	eɪ	Tail	eɪə	Prayer
ɜ:	Shirt	e	Left	aɪ	Fine	aɪə	Liar
ɔ:	Call	æ	Hat	ɔɪ	Boy	ɔɪə	Loyal
u:	Too	ʌ	Run	aʊ	House	aʊə	Hour
ɑ:	Far	ʊ	Book	ɪə	Beer	əʊə	Lower
		ɒ	Dog	ɜə	Chair		
		ə	About	oʊ	Phone		
				ʊə	Cure		

2. Diphthongs

According to Kelly (2000), diphthong is a combination
of two vowel and involving a movement from one vowel to
another (like /eɪ/, as in rain). The first sound in each phoneme is
longer and louder than the second in English. There is an
intentional glide (or movement of the tongue, lips and jaw)

made from one vowel position to another vowel position. It is produced in one single impulse of breath.

Based on *Oxford Advanced Learner's Dictionary* (2005:410), diphthong is a combination of two vowel sounds or vowel letters, for example the sound /aI/ in *pipe* /paIp/ or the letter *ou* in *doubt*. The origin of diphthong is from the Greek word, *diphthongos*. *Diphthongos* is from two words, *di* and *phthongos*. *Di* means 'twice', and *phthongos* means 'voice, sound'.

A diphthong is a kind of vowel sound with a special feature. There is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable (Brown, 2007).

Diphthongs are about a sound that can be said like the displacement of the vocal position of one to another vocal position, or some sort of merging two vocal positions (ie, ei, ai, au, ɔu, and ɔi). The process of moving from one vowel sound to another is called gliding, which is why another name for a diphthong is a gliding vowel but they are also known as compound vowels, complex vowels, or moving vowels. The sound change that turns a single vowel into a diphthong is called diphthongization. From the length point of view, the diphthongs are like long vowels, but the first part of a

diphthong in English is much longer and louder than the second. The eight diphthongs are usually grouped into three types, depending on the tongue movement involve. The first group ends with a glide towards the vowel in the center of the mouth, and all called centering diphthongs. The second group is called closing diphthongs which moves direction of a quality at the front of vowel area which ends with a glide toward a higher position in the mouth. The last group is the other type of closing diphthong which moves in the direction of a quality at the back of the vowel area and thus adds some lip rounding. Here are features of the diphthong (Crystal, 2003:241); (1) Diphthong /eɪ/ (2) Diphthong /aɪ/ (3) Diphthong /ɔɪ/ (4) Diphthong /əʊ/ (5) Diphthong /aʊ/ (6) Diphthong /ɪə/ (7) Diphthong /ɛə/ (8) Diphthong /ʊə/.

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds are louder or more sonorous than the other.

a. Glide in a Diphthong

The term 'glide' refers to the transitional sounds heard when the speech organs move from one position for a given sound to that for another. In such a glide, as we have in a diphthong, it is only the beginning and the end of it that

have more or less definite tongue positions. In phonetic writing; therefore, a diphthong is normally represented by two symbols of vowel sounds, which have definite tongue position, such as [eI], [ou], and [aI]. In describing the articulatory movements of the speech organs in producing a diphthong, Ramelan mentioned only the starting vowel sound from which the glide is made. In practice, however, the position of the latter is never reached.

Thus, in talking about diphthongs, Ramelan (1999:81) made reference to the two vowel sounds or the two elements that constitute the beginning of the glide and the end of the glide. The transitional sounds heard incidentally in between are taken for granted, since they will be automatically produced when the tongue is moving from the first to the second vowel position.

b. Syllabicity of Diphthongs

Although a diphthong is normally represented in phonetic writing by two vowel symbols, this does not follow that both vowel sounds are equally syllabic.

Brown, 2007 writes that a diphthong is pronounced in one syllable, or produced with one single impulse of breath. Therefore, when the sequence of two vowels is produced with two impulses of breath, it is not a diphthong,

but it is said to be dissyllabic or just an ordinary sequence of two vowel sounds. For the example, the word *tour*, the pronunciation of [uə] here is a diphthong. However, in the phrase *to an end,* the pronunciation of [uə] here is a sequence of vowels. Two vowels produced with one impulse of breath also imply that only one of those two vowel sounds are louder or more sonorous than the other. In other words, only one of the two is syllabic, while the other vowel sound is non-syllabic.

A diphthong in which the first element is louder than the second element is called a falling diphthong, and a diphthong in which the second element is syllabic is called a rising diphthong.

English diphthongs such as [eI], [ou], [aI], and [au] are all falling diphthongs because in those diphthongs the first element is more sonorous than the second element.

There is an example of a rising diphthong such as found in the French word [lui:] "Louis". However, when the first sound in the sequence of sounds such as found in the words [uen] "when", and [ies] "yes" is considered as the rising diphthongs in English.   In those sequences of vowels, it is the second element that is syllabic and not the first, thus [ue] and [ie].

The non-syllabicity of a vowel sound is indicated by the diacritic below the phonetic symbol, and such non-syllabic of a vowel sound before the syllabic ones are called semi-vowels in phonetics.

In Javanese all vowels sound, expect the similar semi-vowels, are syllabic. There is no diphthong in Javanese. Here is the example:

English   : cry   [kraɪ] cow   [kau]

Javanese   : krai [kraɪ]   kau   [kau]

Indonesian has two most commonly used diphthongs, such as found in the words "sampai" [sampɛ i] and kerbau [kərbɔ u]. These diphthongs differ from their English partners in the nature of the first elements. It is, therefore, imperative for Indonesian students learning English to pay attention to the pronunciation of these English diphthongs.

b. Direction and Nature of the Glide

In producing a diphthong, the tongue moves from the position for one vowel sound to that for another. For the diphthong [aI], for instance, the tongue moves from the position for the production of [a] in the direction of /I/, though this vowel sound is not necessarily reached. The vowel [a] is an open vowel, while [I] is a close vowel, so

that the direction of the glide is toward a vowel with a close position.

A *closing diphthong* is a diphthong when the movement of the tongue is carried out from the position of and open vowel to that of a closer vowel. When the movement of the tongue is carried out towards the central vowel [ə], the diphthong is called a *centering diphthong*.

However, the phoneticians do not normally speak of opening diphthongs, since such diphthongs are not found in English. (Ramelan 1999:83) The following is the vowel diagram:
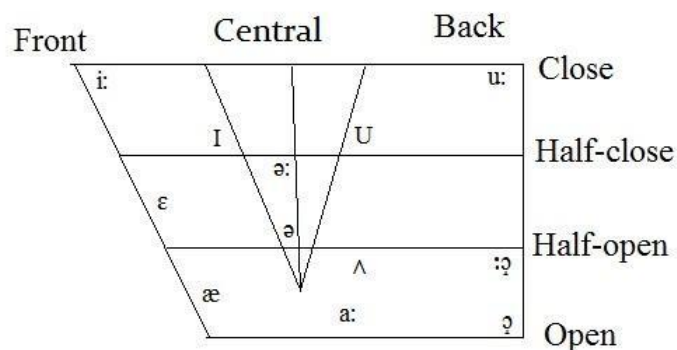
Figure 1: Vowel Diagram

(Source: Ramelan, 1999:56)

c. English Diphthong

English diphthong is divided into two types. Those are "English closing diphthong and English centering diphthong". The English closing diphthong is diphthongs

that the second vowel is more „close" than the first vowel. The English centering diphthong is diphthongs that the second vowel is more „center" than the first vowel (Ramelan 1999:84-98). The English closing diphthong consists of [eI], [oʊ], [aI], [aʊ], and [ɔɪ]. The English centering diphthong consists of [ɪ ə], [ɛ ə], [ʊ ə], and [ə].

1) *Diphthong [eɪ]*

Diphthong [eɪ] is a front-front closing half diphthong. First, the tongue starts from the position for the vowel [e], a front vowel which is a little lower than the half close position. Then, the tongue moves in the direction of the vowel position of [ɪ], which is a little above the half close position, though it is not necessarily reached. The lips are spread, and gradually closing.
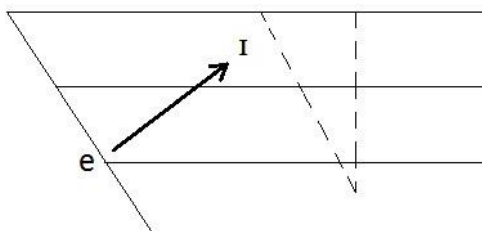
Figure 2: Diphthong [eɪ] Diagram

(Source: Ramelan, 1999:84)

Example:

raid   [reɪ d]

pain   [peɪ n]

fail   [feɪ l]

tail   [teɪ l]

2) *Diphthong [oʊ]*

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

Figure 2: Diphthong [oʊ] Diagram

(Source: Ramelan, 1999: 86)

For example:

code   [koʊ d]

coat   [koʊ t]

coast   [koʊ st]

tone   [toʊ n]

3) Diphthong [aɪ]

Diphthong [aɪ] is a front-front closing full diphthong. First, the front of the tongue is very slightly raised for the first element of the diphthong [aɪ], which is a front vowel with a position in between [æ] and [a:]. Then, the tongue moves to a closer position as if to produce [ɪ] vowel sound, though this position is normally not reached (aɪ become æ). The lips are apart and gradually closing.
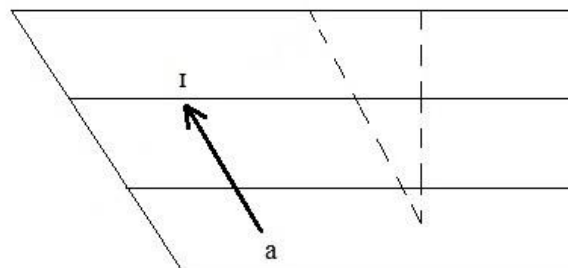
Figure 3: Diphthong [aɪ] Diagram

(Source: Ramelan, 1999:87)

For example:

mine   [maɪ n]

file   [faɪ l]

rice   [raɪ s]

lime   [laɪ m]

4) Diphthong [aʊ]

Diphthong [a] is a front-back closing full diphthong. First, the front part of the back (central part) of the tongue is slightly raised for the first element of the diphthong [aʊ]. This vowel is more backed than the first element of the diphthong [aɪ]. Then, the tongue moves in a direction of [ʊ], though it never reaches it ([aʊ] become [ao]). The lips start at the neutral position, and gradually rounded.
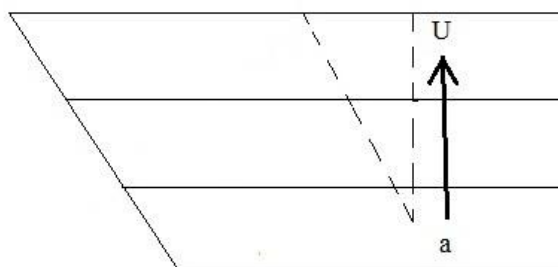
Figure 4: Diphthong [aʊ] Diagram

(Source: Ramelan, 1999:89)

For example:

sow   [saʊ]

found [faʊ nd]

foul   [faʊ l]

now   [naʊ]

5) *Diphthong [ɔɪ]*

Diphthong [ɔI] is a back-front closing full diphthong. First, the back of the tongue is raised to a point midway between [ɔ] and [ɔ:]. Then the front tongue is gradually raised in the direction of [ɪ], though in practice, it is never reached, [ɔI] sounds more or less like [ɔe]. The lips are rounded for the first element of the diphthong and gradually spread.
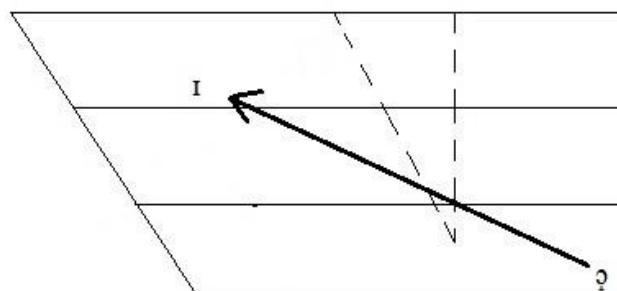
Figure 5: Diphthong [ɔɪ] Diagram

(Source: Ramelan, 1999:91)

For example:

soil   [sɔ ɪ l]

coil   [kɔ ɪ l]

point   [pɔ ɪ nt]

coin   [kɔ ɪ n]

6) *Diphthong [ɪə]*

Diphthong [ɪə] is a high-front-centering diphthong. The tongue starts from the vowel [ɪ], as found in the word "bill" or the second from the word "sikil" (*Javanese*), and not from the closer [i] vowel sound; then it glides away in the direction of the central vowel [ə]. The two lips are in neutral position during the vowel glide. (Ramelan, 1999:95).
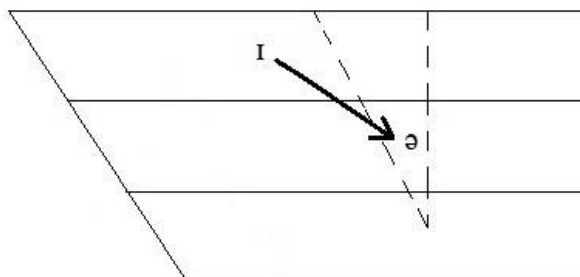
Figure 6: Diphthong [ɪə] Diagram

For example:

here   [hɪ ə]

fear   [fɪ ə]

dear   [dɪ ə]

beard   [bɪ əd]

7) *Diphthong [ɛə]*

Diphthong [ɛ ə] is a low front-centering diphthong. The tongue starts from an open vowel position, slightly higher than the position for the English [æ] vowel sound as found in the word "man"; then it glides away in the direction of the central vowel [ə]. The lips are either spread or neutral during the glide. The lower jaw is clearly felt to be slightly moving upward.
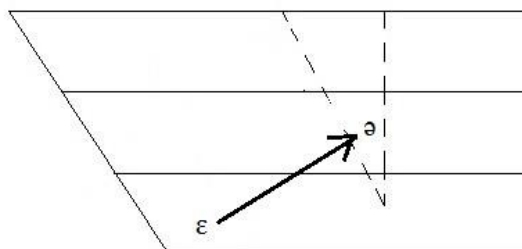
Figure 7: Diphthong [ɛə] Diagram

For example:

hair   [hɛ ə]

pair   [pɛ ə]

bare   [bɛ ə]

rare   [rɛ ə]

8) *Diphthong [ʊə]*

Diphthong [ʊə] is a high back centering diphthong. The tongue starts from the English vowel [ʊ] position such as found in the word "good", and not from the closer [u:]; then, it glides away in the direction of the central vowel [ə]. The lips are rounded for the first element, and are then drawn back to neutral position during the glide.
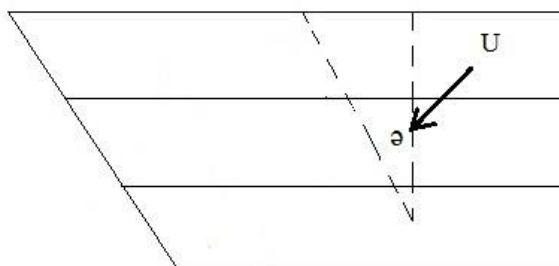
Figure 8: Diphthong [ʊə] Diagram

For example:

sure   [ʃʊ ə]

tour   [tʊ ə]

cure   [kjʊ ə]

pure   [pʊ ə]

9) *Diphthong [ɔə]*

Diphthong [ɔə] is a low back centering diphthong. The tongue starts from the English vowel [ɔ] such as found in the word "call", and then moves in the direction of the central vowel [ə]. The lips are slightly rounded for the first element and are then drawn back to neutral position. The jaws are slightly moving towards each other.
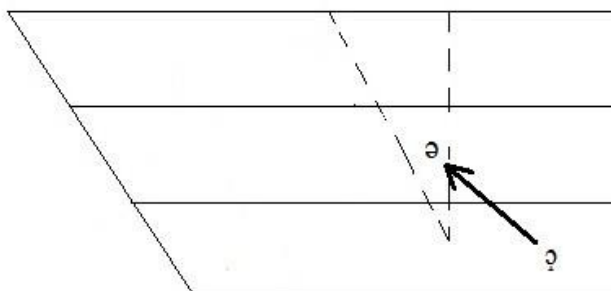
Figure 9: Diphthong [ɔə] Diagram

This diphthong is now normally replaced by the pure vowel [ɔ:], so that nowadays there is no differentiation between the following pairs of words:

saw	:	Sore	[sɔ :] or [sɔ ə]
law	:	lore	[lɔ :] or [lɔ ə]
raw	:	roar	[rɔ :] or [rɔ ə]

d. Problem in Pronunciation

    According to Heron (2000), the problem in pronunciation has three different kinds, as follows:

1) Problems in the pronunciation of non-native sounds occur if at the competence level the student is aware of the proper pronunciation in the language to learn, but at the performance level articulatory constraints cause poor performance in the non-native language. Such mistakes would consist in the students' mother tongue.

2) Carry-over of pronunciation regularities from the mother tongue carry-over of pronunciation regularities takes place mostly at the phonological level. A similar carry-over can be caused by the spelling-to-sound mapping of the mother tongue.

3) Overgeneralizations of target language regularities Over generalization of regularities occur whenever the speaker chooses a possible pronunciation but in an inappropriate context.

e. Types of Pronunciation Error

According to Beghoul (2007:173) combines two taxonomy in classifying the error, there are surface strategy and comparative taxonomy. The surface strategy taxonomy is a classification system based on the ways in which the learner's erroneous version is different from the presumed target version (James in Fauziati, 2000: 144). The comparative taxonomy is classification system based on comparison between the structure of second language errors and certain other type of construction (Dulay, Burt, and Krashen in Fauziati, 2000:146). The following is a classification of types of pronunciation error according to this research, there are:

1) Substitution

Substitution is a type of error which is characterized by the replacement of an item (Crystal, 1985:295). As previously explained, the participants made substitutions in most of the error cases. Some of the causes of inaccuracy in pronunciation include the substitutions that are made. In this study it is known that there are four substitutions classified based on the causes, among others, as follows;

a) Intralingual Substitution

This type of substitution is due to the difference between English and previous language system of the participants. Lack of knowledge is the mainly reason of the

participants runs against so many exceptions, which outweigh the rules. Most of the participants did not mind this condition. They mostly pronounce it as it is usually spoken. The word 'the' / ðə which comes before the consonant will be pronounced differently from 'the' / ðɪ / which comes before the vowel. In addition, most words that have a weak form will experience differences in pronunciation from the strong or other forms.

b) Interlingual substitution

This case belongs to interlingual substitution which is the substitutions consider the Indonesian or even Java. The influence of previous language spelling system mainly affects these substitutions. There is relationship between spelling and articulation in previous language of the participants.

c) Cross lingual substitution

This substitution, as explained before, refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system. In the letter 'e' case, in representing the pronunciation, the participants seem to use vowel /e/, which is frequently used weather in English or in Bahasa Indonesia.

d) Miscellaneous substitution

The substances are miscellaneous substitutions. For example, in representing the 'ey' the participants tend to substitute /e/ instead of /i/ in word such 'yesterday' that pronounced as /jestəde/ instead of /jestədɪ/. when the participants say the word 'follow' /ˈfɒləʊ/ and the word 'save' /seɪv/ they pronounced as /fɒlɒ:/ and /sæv/. One of the reasons is that it might be on its articulation influences.

2) Insertion

The language system that recognizes spelling sounds and refuses one or more consonants in a time, which makes those words difficult to spoke. They seem to insert a vocal help to help them say. For example, insertion /ə/ on the word 'purple' are pronounced as /parpəl/ not /pɜ:pl/. In addition, the word students /stju:dnt/ and given /gɪvn/ pronounced as /stʊdent/ and /gɪfən/, this is the case where everything is trying to spell one by one. The vowel /ə/ usually used to add or inserted by the participants.

3) Omission

Omission is a type of errors which are characterized by the absence of an item that must appear in well-formed utterance (Fauziati, 2000:296). Certain sounds are not producing – entire syllable or classes of sound may be deleted.

This type of errors occurred by the effect of intralingual, interlingual transfer, and others. Omission vowel /e/ word such as, developed /div'loped/ is pronounced /diveləpt/.

3. Error Analysis

Making an error when learning is something usual especially in learning language. It is to know how the target language as our second language or foreign language is achieved. Error is something that cannot be received from the standard which has been determined. An error is something that is not true or an error made by someone who does not fully understand what is actually true and thinks it is true, so the other person is needed to correct the error.

In studying error analysis, learners will make hypotheses about the language rules and then they must use it or practicing it in actual language performance. The error happens because the target language is not the mother language but the foreign language so that it experiences difficulties and, in the end, makes an error. In order to make it easier for the learners to study the target language, the study of the errors is commonly calling as error analysis. This error analysis should be making since errors in a language learning and teaching process are unavoidable. Brown (2000:218) states that the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learns, led to a surge of study of learners called error analysis. While

Brown (2007:260-263) suggests two steps in the process of error analysis, there are the identification and the description error. In carrying out the task of analysis process, the researchers are called upon to conclude order and logic in this unstable and variable system.

Doing some errors in learning process is a reasonable thing that is definitely happen, especially in learning language. Sometimes, error viewed as a failure, although error is always be made by students or another people, so it does note and that error is a bad thing in learning. In fact, error is a very important thing in the learning process because it can be a signal that learning is taking place (Broughton el al, 2003). Error is a term referring to a performance that takes place when the deviation arises as a result of lack of knowledge (Brown, 2007:258). The error can be identified by comparing something original utterance with reconstruction utterance that is correct sentence by the student's meaning that are generally less precise or unsuitable.

Error is a reflect gaps in learner's knowledge (Ellis, 1997). They occur because the learner does not know what is correct. It means that the learners do not realize that they make errors. It means that the errors arise because each student has different social background, motivation, knowledge and intelligence. In learning a second language or foreign language, some errors appear because the learners have not yet understood the correct grammar of the target language. It can be concluded that errors refer to the failure to use the system correctly

caused by the lack of the learners' competence and there is no awareness of the students.

4. **The Uses of Error Analysis**

Error analysis indicates the significance of learners' error. According in Brown (1997:217) notes that; "A learners' errors are significant in that they provide to researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language." Meanwhile, Brawn in AMEP Research Center (2006), states error analysis as "the process of determining the incidence, nature, causes and consequences of unsuccessful language".

This means that the error analysis can be used to find student weaknesses using the language system. It is also useful for teachers to create an effective way to overcome these weaknesses. It can be said that, error analysis is required for the teacher to evaluate themselves whether successful or not in teaching. For students, error analysis is required to show them in what aspect is difficult for them to believe that.

5. **Source of Error**

According to Brown (2007: 263-266), there are four major sources of learners' error, they are interlingual transfer, intralingual transfer, context learning and communication strategies.

a. Interlingual Transfer

According to Brown (2000:263), the beginning stages of learning a second language are characterized by a good deal of inter lingual transfer from the native language. According to Richards (1974:5) says that interlingual errors are errors which are caused by interference from the native language to the target language they learn. The errors that students made is sometime the result of their mother tongue influence on the learning process and their habits in their daily conversation (Corder, 1971). It means that the errors made by language learner are influenced by their first language (L1). To identify the error, it can be compared to the target language (English). Here the student directly pronounces his mother tongue into English because they did not know the correct form of the sentence. Therefore, this error is influenced by interlingual transfer. The instance for the interlingual transfer is at pronouncing the word 'group' /gru:p/. Mostly, Indonesians pronounce it as /grʊp/, due to probable spelling inference of 'grup' /grup/ in Bahasa Indonesia that hasn't long vowel on its sound system.

b. Intralingual Transfer

It can be logically thought and understood that errors may be categorized as either interlingual or intralingual errors. Intralingual errors reflect the general characteristics of rule

learning such as fully generalization, incomplete application of rules and failure to learn conditions under which rules apply (Richard, 1974:6). For example, many students may pronounce /meə/ for 'major' because they have a hunch that the letter 'J' must be pronounce as /j/. Another example is the word 'determine'; they usually pronounce it as /dɪtɜ:maɪnd/ because they think that the word 'mine' here is the same with 'mine' /main/ as pronoun. Those examples show the students error that is caused by intralingual transfer.

c. Context Learning

Context learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its materials, in the case of school learning (Brown, 2007:266). In the classroom context, frequently a teacher or textbook can lead the learner to make errors because of misleading explanation from the teacher of faulty presentation or drill or words in a textbook. In social context, untutored language acquisition can bring about certain dialect acquisition, which may become a source of error.

d. Communication Strategies

According to Brown (2007:266) communication strategy is the conscious employment of verbal or nonverbal mechanism for the productive communication of information. As anyone who has

tried to communicate, learners frequently experience problem in saying what they want to say because of their inadequate knowledge. In order to overcome these problems, they resort to various kinds of communication strategies.

6. Reading Poem

According to the Macmillan Dictionary, a poem is a piece of writing using beautiful or unusual language arranged in fixed lines that have a particular beat and often rhyme. Meaning, poem or rhyme is an English literary work in the form of writing written in beautiful language. Usually, poems also have rhymes that are similar to or the same as on another. A common mistake that often occurs is people like to think that poem is a poetry. In terms of form, they are similar but in fact poetry and rhyme are clearly different. A poem written intertwined with each word and the form of presentation is orderly and bound while poetry is usually written in figurative language and has an aesthetic in its presentation. Poetry should both uplift and console drives the essay's logic and its conclusions, but for poetry the idea is everything, the rest is a world of illusion, of divine illusion. Poetry attaches its emotion to the idea, the idea is the fact (Matthew Arnold, 2009).

According to Kosasih (2008: 47) reading poem is not just sounding the words, more than that reading poem means expressing the feelings and messages of the poem in his poems. Reading poem is

a beautiful reading activity. Reading poem is an effort to convey the contents, feelings, thoughts contained in poem to others to understand and be able to enjoy the content of the contents of the poem. In addition, read the poem as well as an attempt to inspire the sense of art and enable the beautiful taste of the listeners. The goal to be achieved in reading poetry that the listener can understand and enjoy the poem to touch his aesthetic sensitivity.

In accordance with the above opinion, that reading poem is an attempt to convey the contents or messages contained in the poem with the purpose of the listener to capture the messages you want to deliver by the author, then in reading or bringing a poem a reader must have a technique or way of reading the good poem. Understanding techniques How to read good poem is not only seen in terms of vocals, cannot be seen in terms of expression in appearance. From here it is clear, that to be able to read the poem well not only required read skills, but also must be accompanied by the skill of displaying poem.

a. Characteristics of Poem

Each literary work has its own characteristics. Rhymes in English also have a main characteristic that is very easy to recognize, there are:

1) Poem is written in language or words that are more concise and easier to understand when compared to poem and poetry. Even

though it is written more concisely, the depth of meaning to be conveyed is certainly not lost or reduced.

2) Poem has a characteristic with straightforward and firm language. This straightforward is the main attraction of the poem. The straightforward language used in the poem can even change one's thinking.

    e. Reading Poem Techniques

1) Considering Literary Aspects

The first step that the reader must take is to choose the poem he will read. The poem to be read must contain high literary values. The characteristics of poem that contain high literary value include: the totality of poem, ideas, subject matter, and themes.

2) Potential Considerations

The second step in poem reading preparation is to consider the poem's potential if it is read. At this stage we consider whether the lines written in the poem if read out have the potential for oratory units of sound. This means that sound units can have an effect of enjoyment, compassion, and lead the reader to the process of contemplating the values contained inside it.

B. Previous Related Studies

To strengthen the idea about error in spoken language especially in vowel pronunciation and the source, the researcher would like to present some previous studies dealing with the analysis of error in spoken language.

First, Novarita (2017) in the journal entitled *the Non-native Variety of English in Indonesia* analyzed the error pronunciation from ten IKIP lecturers from three different language backgrounds and ten students from different academic levels with various linguistic backgrounds. The main focus of attention in the analysis of the data was the sound system (phonology) of the Indonesian foreign variety of English. He also looked at the pronunciation of words and phrases at the grammar and at the vocabulary. From one of the results, the most frequent error was in pronouncing [pl-, kl, fl, sl]. The nature of deviation was no devoicing of second element. The diphthongs [ɪ ə], [əu], [eɪ], and [ou] were pronounced as pure vowels with inconsistent length.

Second, a research conducted by Zhang and Yin (2009:142-144) *A Study of Pronunciation Problems of English Learners in China*. They analyzed some frequently occurring problems concerning pronunciation of English learners in China. Factors leading to these problems are interference of Chinese, learners age, attitude, and their insufficient knowledge of phonology and phonetics systems of the English language. The problems faced by Chinese students were due to „the first language

interference by interference of mother language, learners age, learners' attitude and psychological, prior pronunciation instruction, and insufficient language knowledge of English phonology and phonetics. " It relates to the Indonesian students to have similar problem in pronunciation with Chinese students.

Third, an analysis conducted by Puspita (2019) entitled *An Analysis of Students' Errors in Pronouncing English Vowel*. The object of this study was the eleventh grade of SMA N 1 Sigaluh Banjarnegara in the academic year 2006/2007. The analysis was to find out kinds of errors made by students in pronouncing English vowels and to find out the factors why these errors occurred. The result of the analysis shows that students are considered "Excellent" in pronouncing vowels based on Best"s criterion. The total percentage of various errors in pronouncing English vowels is 23.33%. There are five types of dominant errors. There are vowel [i] (5.31%), vowel [æ] (6.22%), vowel [a:] (6.67%), vowel [□□ :] (6.67%), and vowel [ʌ] (0.76%).

Fourth, Brown (2007) entitled *An Analysis of Students' Error in Pronouncing English Voiceless Plosive Consonants [p], [t], [k]* did an analysis about students" errors in pronouncing English voiceless plosive consonants [p], [t], and [k]. The object of this study was the twelfth graders of the science program of SMA N 1 Pemalang in academic year 2007/2008. The analysis was to find out the dominant errors in pronouncing English voiceless plosive consonant [p], [t], and [k]. Besides,

this study was also conducted to determine the factors which might influence the students" ability in pronouncing these consonants. It emphasized the students" errors on the case of aspiration sounds of the English consonant [p], [t], and [k]. The result of the analysis shows that students are considered " Good" . The mean or proportion of the errors made by the 25 students in pronouncing the whole English voiceless plosive consonant [p], [t], and [k] was 45.6%. In other computation, they made 60.9% errors out of English voiceless plosive consonants in stressed syllables and 17.1% errors out of the whole English voiceless plosive consonants in unstressed syllables.

The last reference is the research conducted by Brown (2007) entitled *The Pronounciation of English Sounds [b, d, g] in Final Position Made by Tegal Javanese Students*. This study focused on the pronunciation of English sounds [b, d, g] in final position. The subjects in this study were the 10th grade students of SMU N 01 Brebes in the academic year of 2007/2008. Based on the result of this study, the Tegal Javanese students who were expected to be able to pronounce English sounds [b, d, g] in final position better than standard Javanese people. However, not all the Tegal Javanese students pronounced these English sounds in final position correctly. The writer concludes that the Tegal Javanese students" mistakes were not different from those made by Standard Javanese people. Their English pronunciation was still influenced by Javanese [ʌ] accent which is so fast.

The similarity between this study and the previous studies is all of them analyzed the English pronunciation made by the learners, especially for the phonemes themselves. This study analyzes the diphthong pronunciation errors made by the debate participants as the learners. The motion of the debate is *Sending Migrant Worker Abroad, Great Opportunity or Dangerous*. The debate participants are in the Senior High School level. This study has never been analyzed before. That is one of the reasons that the writer would like to analyze it to find out the diphthong pronunciation error made by learners especially the students of Senior High as debate participants in "Relax" TV Program of TVRI.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

One of the most important things in doing research is determining the method of the research. Related to the objective of the study for, the researcher used descriptive qualitative method. This research belongs to qualitative research because Bogdan and Taylor in (Creswell, 2012) define that qualitative research is research which yields the descriptive data in the form of written or oral words from observing people and behavior. This implies that in qualitative research the data and the meaning emerge organically from the research context. This study, therefore, just collect data, analyzes them and draws a conclusion based on the data only, without taking general conclusion.

Qualitative research is research that produces a procedure of analysis. Creswell (2012) states that descriptive qualitative research is a type of research that does not include calculation or number. Its mean that by using this kind of method, the researcher tries to explain her research by using a description. Qualitative method yields descriptive data that are appropriate with characteristic of the qualitative research. As stated by Ary (2010), descriptive method aims at documenting an event, situation, or circumstance. Ary (2010) states that one of the characteristics of qualitative study is descriptive the data.

B. The Place and Time of the Research

    1. Setting of Time

        This research was conducted at September to November 2023. This research is held by doing recorded test in pronouncing English diphthong. The researcher comes to the class, took the data from the test of guided of the Basic Analysis of Poetry's lecturer.

    2. Setting of Place

        This research was conducted at the fourth semester of English Education Department of Cultures and Languages Faculty at UIN Raden Mas Said of Surakarta in academic year 2023/2024. It is located in Pandawa street, Pucangan, Kartasura, Sukoharjo.

C. The Data and Source of the Data

    Data are the most significant information in the research. Because the data were needed to answer the problem. According to Krippendorff (2013) said the data are information of indication have to be written in whole of writing process. In quantitative phase the data of this research was the total number of type of diphthongs that often-occurred error in its pronunciation. Then, in qualitative phase the data were the subjects' information about their habit and sources in learning English to identify the cause of those error. Data sources are from where or whom the data we got. The primary data is which are corrected directly from the sample. The data sources were taken from 26 of fourth semester of English Education Department students at UIN Raden Mas Said Surakarta to know the type

of diphthong that often-occurred error in its pronunciation and the cause of those error.

D. Technique of Collecting Data

There are four techniques of collecting the data in the qualitative research based on Brown state (2013:376). They are observation and interview. In this research, the researcher uses two techniques of collecting the data, such us;

1. Observations

The purpose of data collection is to uncover the fact related to the variables (Roach, 2009:19). In this research, the first method that used to collect data was documentation. Beghoul (2007:173) stated that documentation method is technique to find data about something and all variables that are classified into notes, transcript, books, photograph, video, voice recorder, epigraphy's, notes of meeting, agendas etc. In this study the researcher used voice recorder to collect data during the spoken test to the participant's voice. The recorders were changed into transcription and was analyzed to find which type of diphthong that often-occurred error in its pronunciation. This first method focused on quantitative phase through spoken test by as following technique:

1. The subjects are given the poem text

2. The subjects read aloud the text

3. The researcher require the subjects for record their voice by using phone when he/she read the text by voice notes (WhatsApps)

4. Then, the researcher listened to the recorded pronunciation several times and transcribed them by using the phonetic symbol from the transcription.

2. Interview

Interview is needed as method to collecting the data if the researcher wants to do preface study to find problems which have to research for, but also if the research wants to know some of deeper information from the respondent. Beghoul (2007:173) explained, interview is the meeting of two people or more to share information and ideas by dialog, so it is able to construct meaning in several topic.

In this research, researcher has prepared some of questions as the interview instrument, and also some of alternative answers have been prepared by researcher. With structured interview method, the researcher gives some question to the lecturer as a respondent, and the interviewer wrote it down. The questions that would like to given such as how the students study in this class, how the lecturer gives tests, and is there any oral test or not. While doing interview the researcher not only bring the interview instrument as the guidance of interview, but also bring a recorder to record the whole information.

E. Trustworthiness

For determining the data, it is needed to investigate the data. As in research method book by (James in Fauziati, 2010: 144) to obtain the validity of the data, the researcher used external audit and member

checking. In conducting the external audit, the researcher asked the person outside the research to conduct a thorough review of the study and report back, in writing, the strengths and weakness of the project. (Creswell, 2012:259) The external audit in this research used for validly the transcription of the recorded spoken test of the participant. The participants selected according to the advice of the lecturer, participant who can be asked as external audit of the research data. The researcher asked the participants about many aspects, such as whether the description is complete and realistic, if the themes are accurate to include, and if the interpretations are fair and representative.

F. Technique of Analyzing Data

The technique of analyzing data that was used is error analysis. Before the data are analyzed, it was transcribed and decoded. Based on the descriptive method applied in this research, the researcher, in analyzing the data of this research, used the following procedure according to (James in Fauziati, 2010: 144) :

1. Identifying the data of error

   The researcher should choose the standard of English pronunciation. The researcher used the researcher used Oxford Advanced Learners Dictionary to know whether the students" pronunciation correct or incorrect and also the researcher used Cambridge Advanced Learners Dictionary to compare the students" pronunciation with the native speakers" pronunciation.

The next step is identifying the collected data whether it is an error or a mistake. If it a mistake it should be eliminated from the analysis. Then, classify the error of the data based on each type, make sure the data of error include to substitution, insertion or omission. For the end in analysis of the erroneous is that of determining the source and type of error.

G. Describing the frequency of errors

The description is determined based on the data and the test. After identifying the error, the next step is describing the error. The researcher described each type of error in pronouncing of English diphthong, the researcher also described the frequency occurrences of every single of English diphthongs that have been the data of this research. The researcher described it adequately.

The researcher used the following formula to calculate the percentage of error pronunciation of the eight types of English diphthongs.

$$Pi = \frac{Fi}{N} \text{ x } 100\%$$

In which:

Pi = percentage of error

Fi = the frequency of diphthong error

N = sum of the diphthong error

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings of the research which include types of diphthong errors, type of the errors, and source of errors and deals with some discussion of the types of pronunciation errors and the sources of the errors.

A. Research Findings

1. Type of Error in Pronunciation English Diphthong in Reading Poem by students

In this chapter, the researcher started to analyze the data. The researcher gave oral pronunciation test in text form. In the text, there are 16 diphthongs. After the researcher recorded the student pronunciation, she transcribed it into phonetic transcription. The researcher calculates the percentage of error of each diphthong then classifies the kinds of error. Next, the researcher give score to know how the pronunciation of diphthong of the fourth semester students of UIN Raden Mas Said Surakarta in Academic Year 2023/2024.

The selected Poem which consists of diphthong is as follows:

Life is a journey, full of twists and turns
A rollercoaster ride that often churns
It takes us to places we've never been
A journey of discovery, like nothing we've seen
Life is a challenge, a test of our will
It can be tough, but we must fulfill
Our dreams and aspirations, with courage and skill
We must push forward, and never stand still

Life is a gift, to be cherished each day
A precious jewel that never fades away
We must make the most of every moment, come what may
And live our lives to the fullest, every single day

The words in the poem consisted of diphthongs can be seen in the following table:

Table 4. 1
Diphthongs in the poem

No.	Diphthong	Word	Wrong Pronunciation
1.	[eɪ]	Takes	/t'eɪks/
		Places	/pl'eɪsəz/
		Aspirations	/,æspɜr'eɪʃənz/
		Day	/d'eɪ/
		Fades	/f'eɪdz/
		Away	/əw'eɪ/
		Make	/m'eɪk/
		May	/m'eɪ/
2.	[oʊ]	Rollercoaster	/r'oʊlɜrk,oʊstɜr/
		Most	/m'oʊst/
		Moment	/m'oʊmənt/
3.	[aɪ]	Life	/ l'aɪf/
		Ride	/r'aɪd/
		Like	/l'aɪk/
		Live	/l'aɪf/
4.	[aʊ]	Our	/'aʊɜr/

Based on table 4.1, analysis data is obtained to know the 8 diphthongs each error made by the students when they pronounce it. There are student's errors in pronounce /eI/, student's errors in pronouncement [aɪ], student's errors in pronounce [aʊ], and student's errors in pronouncement [oʊ]. Diphthong data findings show students' errors in pronunciation [eI], [aI], [aʊ], [əʊ], [ɔI], [ʊə], [Iə], and [eə].

a) Students errors in pronouncance /eI/

Table 4. 2
The result of students errors in pronucing /eɪ/

Words	Correct	Incorrect	Occurrence
Takes	/t'eɪks/	/t'eks/	22 students
		/te:k/	4 students
Place	/pl'eɪsaz/	/pl'as/	21 students
		/pl'es/	5 students
Day	/d'eɪ/	/daɪ/	24 students
		/d'ay/	2 students
Fades	/f'eɪdz/	/f'aɪds/	20 students
		/fe:ds/	6 students
Away	/əw'eɪ/	/ew'eɪ/	22 students
		/aw'aɪ/	4 students
Make	/m'eɪk/	/m'aɪk/	23 students
		/me:k/	3 students
May	/m'eɪ/	/m'aɪ/	23 students
		/ma:ɪ/	3 students
Aspirations	/ˌæspɜr'eɪʃənz/	/æspə'reɪʃən/	4 students

The result of student occurrence of diphthongs in the poem,, the researcher concludes that: the most errors were when students said the word "Day". Mispronounciation is /d'eɪ/ not /daɪ/ as many 24 students.

b) Students errors in pronouncance [aɪ]

Table 4. 3
The result of Students errors in pronouncing /aɪ/

Words	Correct	Incorrect	Occurrence
Life	/l'aɪf/	/l'eɪf/	19 students
		/lef/	5 students
		/li:f/	2 students
Ride	/r'aɪd/	/r'eɪd/	24 students
		/ri:d/	2 students
Like	/l'aɪk/	/l'eɪk/	25 students
		/le:k/	1 students

The result of student occurrence of diphthongs in the poem, the researcher conclude that: the most errors were when students said the word "Like". Mispronounciation is /l'aɪk/ not /l'eɪk/ as many 25 students.

c) Students errors in pronouncance [aʊ]

Table 4. 4
The result of Students errors in pronouncing /aʊ/

Words	Correct	Incorrect	Occurrence
Our	/'aʊзr/	/'aʊr/	24 students
		/oʊr/	2 students

The result of student occurrence of diphthongs in the poem, the researcher conclude that: the most errors were when students said the word "Our". Mispronounciation is /'aʊзr/ not /'aʊr/ as many 24 students.

d) Students errors in pronouncance [oʊ]

Table 4. 5
The result of Students errors in pronouncing /oʊ/

Words	Correct	Incorrect	Occurrence
Rollercoaster	/r'oʊlзrk,oʊstзr/	/r'ulerk,oʊster/	9 students
		/r'olerkostзr/	12 students
Most	/m'oʊst/	/m'os/	24 students
		/mos:t/	2 students
		/ma:s/	2 students
Moment	/m'oʊmənt/	/moʊment/	20 students
		/m'omзn/	6 students

The result of student occurrence of diphthongs in the poem, the researcher conclude that: the most errors were when students said the word "Most". Mispronounciation is /m'os/ not /m'oʊst/ as many 24 students.

The result of the data finding of diphthong as follows:

Table 4. 6
Percentage of Pronunciation Error of Diphthong

Number	Diphthongs	Number of item	Frequency of error	Percentage of error
1.	[eI]	135	52	23.85%
2.	[aI]	270	21	9.65%
3.	[aʊ]	135	42	19.25%
4.	[əʊ]	108	73	33.50%
5.	[ɔI]	27	0	0%
6.	[ʊə]	27	24	11.00%
7.	[Iə]	27	0	0%
8.	[eə]	81	6	2.75%
Total		810	218	100%

The researcher prepares a text that consists of 16 diphthongs. There are 26 students who participate in this research, so there are 810 phonetic transcriptions. From the total number of items, 592 of them were pronounced correctly and 218 diphthongs are pronounced incorrectly. It means that 26.90% of 810 diphthongs were failed to produce correctly by the students.

The first difficult one is diphthong [əʊ] with the error percentage 33.50%. The second one is diphthong [eI] with the error percentage 23.85%. Diphthong [aʊ] is the third one with the error percentage is 19.25%. While the fourth one is diphthong [ʊə] with the percentage of error is 11.00%. Diphthong [aI] is the fifth difficult diphthong with the

percentage of error is 9.65%. The sixth one is diphthong [eə] with the error percentage 2.75%. The last, there are two diphthongs namely [ɔI] and [Iə] which pronounce correctly by all the students. Then the researcher classifies the kind of error and its proportion in the table 2 below.

Table 4. 7
Kind of Error

Kind of Error	Number of errors								Percentage of error kinds
	[eI]	[aI]	[aʊ]	[əʊ]	[ɔI]	[ʊə]	[Iə]	[eə]	
Mispronunciation	1	18	36	57	-	-	-	2	59.65%
Phonological Interference	51	3	6	16	-	24	-	4	40.35%
Total	52	21	42	73	0	24	0	6	100%

The errors made by the students in producing English diphthongs are classifies into two kinds of error, namely mispronunciation and phonological interference. As the table 2 shows, that 59.65% (114 of 218) of the errors, are mispronunciation, reflecting the use the students native tongue to convert from the written string of letters into the spoken string of sounds. On the other hand, 40.35% (104 of 218) of the errors are phonological interference, reflecting that the students produce a foreign sound, they usually produce one that is similar to a phoneme in their own language.

2. The Sources of Errors in Pronunciation English Diphthong in Reading Poem by the Fourth Semester of the English Language Education Study Program of UIN Raden Mas Said Surakarta in Academic Year 2023/2024

    a. Interference Error

It occurred as a result of the use of elements from one language while speaking another. There are some sounds very easy pronounced by the participants because they are familiar themselves therefore, they never made error in pronouncing this sound. On the other hand, there are some English sounds which do not or rarely exist in Indonesian language which is difficult pronounced by the participants.

From the information of interview transcription most of participant stated that their first language that is Indonesian language influence the way how they pronounce English words just like what P01 said, "*ya, pengucapan bahasa inggris saya dipengaruhi oleh bahasa pertama saya, yaitu bahasa Indonesia, karena saya berbicara bahasa Indonesia setiap hari dan saya berbicara bahasa inggris di kelas saja. Jadi terkadang saya berbicara bahasa inggris dengan aksen Indonesia atau pengucapan bahasa Indonesia*".

Moreover, P14 said "*saya pikir ya itu pengaruh, saya mengucapkan kata-kata dalam bahasa inggris hampir sama dengan cara saya mengucapkannya di Indonesia*".

Same with what P15 said "*tentunya itu mempengaruhi, cara saya mengucapkan kata-kata bahasa inggris diengaruhi oleh bahasa Indonesia saya karena saya tinggal di Indonesia, saya berbicara bahasa Indonesia setiap hari dan dimana saja, jadi saya berbicara bahasa inggris seperti gaya bahasa Indonesia seperti yang biasa saya lakukan.* "

In addition, most of participant realize that there are some English words that also exist in Indonesian language, so they are familiar with those words. Of course, it will easy to pronounce although some of participant still faced difficulties because they are confusing in differentiate the pronunciation between Indonesian and English.

P29 said "*I usually pronounce it like the way I pronounce in Indonesian words, if I don't know how to pronounce correctly*". When they pronounce words in English that also exist in Indonesian language such as "tower, steak, department and semester". 9 participants stated that they will pronounce those words like how they pronounce in Indonesian pronunciation.

They said that those words have the same pronunciation with Indonesian language like what P31 said "*menurutku kata-kata*

itu sama seperti cara kita mengucapkannya di Indonesia, mungkin hanya berbeda pada aksen dan warna pinknya (ditekankan), **menurut saya mengucapkan kata-kata itu seperti cara saya mengucapkannya dalam bahasa Indonesia.**

From the data below, researcher could say that L1 is factors highly affect the process of developing the words and sentences in English, because English is a foreign language for them. So, they have difficulty in communicating using English correctly.

b. Intralingual errors

It's reflected the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rule apply.

Intralingual transfer means a problem in speaking second language which is influenced by unsuccessful in learning second language. In second language acquisition especially in pronunciation, the people always meet some challenges how to pronounce correctly because there is occurrence language transfer and the changing of languages rule from the first to the second language. Therefore, it will result various errors in their second language which is caused by the lack of awareness about second language rules.

From the interview transcriptions, 25 participants stated that they face difficulties in learning English pronunciation.

P42 said, "*I think it is difficult, because if I want to learn English pronunciation from oxford dictionary there are so many symbols in English phonology*".

Moreover, P44 said "*it difficult, because the written form is different with the sound or pronunciation*".

Learning English is not easy, especially for those who are Indonesian people. From the answer of interview above, it can be said that they have difficulty in learning English particularly in the pronunciation of diphthong letters. So, they are learning from beginning to understand about reading and pronunciation especially in English diphthongs.

c. Developmental Error

It occurred when the learner attempts to build up hypotheses about the target language of the basis of limited experience. It can be found in the participant who pronounce English words like the written form, it because of their limited experience. The word which produced by the student is *homestay /houmstei/* become */homstai/.* In their native language (Indonesian) also there is diphthong [eI] such found in *survei* and diphthong [aI] such found in *santai.* Because in Indonesian the letters always pronounce in accordance with the written form, he then pronounces *homestay* become */homstai/* due to the written form is *homestay* whereas the correct one is /houmstei/.

Besides, pronouncing English words like written form is also kind of Developmental error case. P6 said, "*if I don't know how to pronounce same English words, I usually read berdasarkan (based on) spelling nya or berdasarkan hurufnya secara tertulis (based on written form)*".

Same with P30 said "*if I don't know how to pronounce words, sometimes I ask my friend, sometimes I read based on the written form directly*".

According to students, through listening songs and listening conversation from native speaker is the best way to help them in pronouncing English especially English diphthong compared to reading some English books. In addition, some of them, they just read the words or sentences regardless of the correct pronunciation, they just read with the existing writing, so it is certain that others listen to when they reading English words will be confused.

B. Discussion

Based on the research data above, it was found that 592 items were pronounced correctly and 218 diphthong items were pronounced incorrectly. This means that 26.90% consisting of [əʊ], [eɪ], [aʊ], [ʊə], [aɪ], and [eə] of the 810 diphthongs cannot be pronounced correctly by students. There are two diphthongs, namely [ɔɪ] and [ɪə] which are pronounced correctly by all students. In language learning, learner will always produce error whether in

spoken or written language. It is due to mother tongue, intralingual, context of learning (Brown, 2007:263). In this research there are many errors produced by the participants in pronouncing English Diphthong. James in Fauziati (2009:139) noted that an error arises only when there was no intention to commit one. Errors are systematic, consistent deviance which is characteristic of the learner's linguistic system at a given stage of learning.

The results of the research above are errors made by students in producing English diphthongs is 59.65% (114 of 218) of the errors, are mispronunciation, reflecting the use the students native tongue to convert from the written string of letters into the spoken string of sounds and 40.35% (104 of 218) of the errors are phonological interference, reflecting that the students produce a foreign sound, they usually produce one that is similar to a phoneme in their own language. Second language learning is important for the necessity presented in this globalized world. All people of our society have the necessity of learn English due to it is involved in all fields. For that, it is the second spoken language in the world. Therefore, it is used for different situation like business, travel or studies without the country. However, English is like a subject in the majority of schools in different countries, students have some problems at the moment of articulate English sounds due to the phonological interference presented by Spanish. In order to understand this term, we need to identify the meaning of phonological interference. As a result, "Interference refers to the problem that students present in oral speech activities in aspects related to the correct pronunciation of English sounds" (Sinha, 2009, p.120).

Based on this, the interference is the errors that present learners in aspects related with the pronunciation affecting the correct articulation of sounds.

From the information of interview transcription most of participant stated that their first language that is Indonesian language influence the way how they pronounce English words. From the findings, it can be seen that the success of Indonesian speakers in the production of English word stress was very low in which from 36 words that become the instrument of this research, less than 50% was pronounced correctly. Second language acquisition (SLA) experts argue that the absence of certain phonological features causes an influence on the production of second language pronunciation (Adisasmito-smith, 1999; Munson & Solomon, 2004; Baker, 2005).

In addition, most of participant realize that English is a foreign language for them. So, they have difficulty in communicating using English correctly. The difficult part is how we learn English which is not our mother language. Plus, we often confused to find the "teacher" to teach us how to translate the information in English to our mother language without changing the context. The other difficulties are when we hear a reporter says in English but with a foreign accent. So, the point is, we need to learn English first if we want to update our knowledge about the latest information in our world. Not only to translate a word to our language, but the entire information that we access. We need to take listening exercise too if we want to understand the information in video form (Rintaningrum, 2016).

From the interview transcriptions, 25 participants stated that the problem in speaking second language which is influenced by unsuccessful in learning second language. In this case they face difficulties in learning English pronunciation. Realizing that English has complex vowel spelling, generally, English speakers use 12 vowels, 8 diphthongs and 5 triphthongs (Crystal, 2003:237). The participants choose a possible pronunciation but most of them are in an inappropriate application. In pronouncing diphthong [aI], the front of the tongue is very slightly raised for the first element of the diphthong /ai/, which is a front vowel with a position in between /æ/ and /a:/. Then, the tongue moves to a closer position as if to produce [I] vowel sound. The words which produced by the students are *replied* /ri‟plaɪd/, *kind* /kaɪnd/, *advice* /əd‟vaɪs/, *time*/taɪm/, *sliced* /slaɪst/, *rice* /raɪs/, *tried* /traɪd/. Eighteen phonetic transcriptions of the students were incorrect.

Besides, pronouncing English words like written form is also a kind of Developmental error case. Moreover, the absence of some English vowel of L1, e.g. Bahasa Indonesia which has no all long vowels. There are 6 vowels and 4 diphthongs in Bahasa Indonesia (Panitia Pengembangan Bahasa Indonesia, 2016: 4). The monophthong /u:/ the diphthong /oʊ/, /eI/, /aI/, /æ/ and lead to articulation difficulty seen from those kinds of vowel which the most occur error. The problem is not only in recognizing and discriminating the sound but also in producing the sound (Syafei, 1988:16). The participants tend to substitute it with similar sound of their L1, most cases arise in the vowel /eI/. The word "Baby" /b'eɪbi/ pronounce with /b'aIbi/.

As one of the objectives of this study which was to uncover common pronunciation error made by fourth semester students of English Department in UIN Raden Mas Said Surakarta, the finding of the error finding was, then, described or exposed older from those which most frequently occurred to the most rarely common occurred.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter in relation to the research questions proposed. This chapter is into two parts, with the first part aimed at giving concluding remarks about the present research on the pronunciation errors made by the participants and the second part containing suggestions for related parties and future research in the related topic.

A. Conclusion

Based on the research finding and the discussion in the previous chapter, the researcher conclude that it was found that 592 items were pronounced correctly and 218 diphthong items were pronounced incorrectly. This means that 26.90% consisting of [əʊ], [eI], [aʊ], [ʊə], [aI], and [eə] of the 810 diphthongs cannot be pronounced correctly by students. There are two diphthongs, namely [ɔI] and [Iə] which are pronounced correctly by all students. The result of student occurrence of diphthongs in the poem,, the researcher concludes that: the most errors were when students said the word "Day". Mispronounciation is /d'eɪ/ not /daɪ/ as many 24 students. The most errors were when students said the word "Like". Mispronounciation is /l'aɪk/ not /l'eɪk/ as many 25 students. The most errors were when students said the word "Our". Mispronounciation is /'aʊɜr/ not /'aʊr/ as many 24

students. The most errors were when students said the word "Most". Mispronounciation is /m'os/ not /m'oʊst/ as many 24 students.

The kind of error made by students in pronouncing English diphthong of the fourth semester students of UIN Raden Mas Said Surakarta is divided into two, namely mispronunciation and phonological interference. There are errors made by students in producing English diphthongs is 59.65% (114 of 218) of the errors, are mispronunciation, reflecting the use the students native tongue to convert from the written string of letters into the spoken string of sounds and 40.35% (104 of 218) of the errors are phonological interference, reflecting that the students produce a foreign sound, they usually produce one that is similar to a phoneme in their own language.

Then the researcher concludes that the pronunciation of English diphthong of the fourth semester students of UIN Raden Mas Said Surakarta in Academic Year 2023/2024 is good. The result of the data finding shows that the average of students" score is 73.05. From the information of interview transcription most of participant stated that their first language that is Indonesian language influence the way how they pronounce English words. In addition, most of participant realize that English is a foreign language for them. So, they have difficulty in communicating using English correctly. The difficult part is how we learn English which is not our mother language. The 25 participants stated that the problem in speaking second language which is influenced by

unsuccessful in learning second language. And last, pronouncing English words like written form is also a kind of Developmental error case.

B. Suggestion

Clear English diphthong pronunciation is important in the efforts to convey message through speaking. Unless English is used only in writing, pronunciation mastery is needed by every language user. Poor pronunciation may cause communication breakdown, mainly due to possible misunderstandings or uncomfortable feeling that the hearer has to bear in trying to understand. Thus, the pronunciation of every language user should be comfortably intelligible. Teachers' understanding of this should be reflected on the teaching and learning process. The result of the analysis of this study shows that students the Fourth Semester of UIN Raden Mas Said Surakarta in the Academic Year 2023/2024 have a "good" level in pronouncing English diphthongs although there were some students who made errors. Based on the result of the study, the researcher would like to give some suggestions which hopefully will give valuable and useful contribution to the teachers and students in English pronunciations, especially in pronouncing English diphthong.

1. For the students

   a. Look up the dictionary if they find some new vocabularies and try to pronounce it.

b. Have an English conversation either in the school or non-school like in everyday life with their friends, family, teacher or other people who can speak English.

c. Have good self-awareness in motivating themselves to pronounce English words correctly.

d. Give more attention to vocabulary, grammar, and pronunciation since learning English concern all of these skills.

2. For the next researcher by doing research in this topic, the researcher raises suggestion for the next researchers. They should find more varied solution to minimize the error on the pronouncing English diphthongs.

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APPENDICES

Appendix 1: Students List of the Subject Research

No.	Name	NIM
1.	ARDHEA ALMAYRA PUTRI	216121113
2.	SATRIA NUR FAHSYA NUGRAHA	216121114
3.	ADI FAISAL ARROZI	216121116
4.	NISA NURKHASANAH SUPRIYANTO	216121117
5.	FAUZUL KAMILAH	216121118
6.	MUKHAMMAD FAHLEVI	216121120
7.	RIZKI SEPTIANA	216121121
8.	FIRDAUSI NANDANG SUKOWATI	216121122
9.	BOBY JANUAR PRIBADI	216121123
10.	FITROH NAQIYAH	216121124
11.	ILHAM FAISAL MUNA	216121125
12.	NOPIYATUN NADIPAH	216121126
13.	YASMIN LATUFA WARDANI	216121127
14.	ABDUR ROSYID AHMAD SETYAWAN	216121128
15.	NURUL IZZAH AULIA SYAMSUDIN	216121129
16.	ASISKA FADILAH SARI	216121130
17.	RAFLY ARISTYA PRATAMA PUTRA	216121131
18.	LAELLA CHOMSAH LE GIOLIST	216121132
19.	MUTIARA HASNATUZ DZAKIYAH	216121133
20.	SYITA FITRYADESY	216121134
21.	AIDA ELRIKA	216121135
22.	ANINDITA YARSISTA CANDRADEVI	216121136
23.	DEVI NUR AINI	216121137
24.	FARIZKA WIDYA RACHMAN	216121138

25.	PUTRIANI ROFIQOH	216121139
26.	LALU MUHAMMAD HELMY SURYADI	216121140

Appendix 2: Screenshoot of the Students Send Recording Files

Chat 1 (+62 823-1333-41…)

Yesterday

🔒 Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

📄 Fina Dwi Astuti 183221009.docx
8.2 kB · DOCX   21:56

▶ AUD-20210830-WA0021.m… 21:58   0:46

Assalamu'alaikum mbk fitria, ini file word ama recording saya nggeh mbk 🙏   21:59

Alhamdulillah ya Allah, adek terimakasih banyak, jazakallahu khoiro. Terimakasih banyak sudah berkenan membamtu. Ya Allah dibelain malem2, adek sekali lagi terimakasih banyak, sehat selalu aamiin   22:31 ✓✓

Today

Iya mbk sama2…😬
Malem2 km baru buka grup mbk hehe, jadi lngsung aja tak kirim ke mbk soalnya aku mikir temen2 pasti udh pada ngirim aku yg terakhir ngirim kyaknya hehe

Chat 2 (+62 823-2248-17…)

Today

🔒 Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

▶ AUD-20210831-WA0010.op… 09:58   0:22

📄 rani wijayanti.doc
19 kB · DOC   09:58

Itu punya saya mbak 🙏   09:58

Alhamdulillah, terimakasih banyak ya adek, terimakasih sudah berkenan membantu   10:20 ✓✓

Iya mbak, sama2. Semoga membantu ya mbaak. Semoga lancar skripsinya✨   10:25

Sangat membatu, aamiin terimakasih ya do'a nya, semoga sehat selalu   10:37 ✓✓

Chat 3 (+62 831-0372-45…)

Today

🔒 Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

Assalamualaikum mba, mau ngirim record puisi, maaf telat ya mbaa   10:33

▶ AUD-20210831-WA0011.op… 10:33   0:20

📄 Restu Isti Komah 183221014.d…
8.2 kB · DOCX   10:33

Wa'alaikumsalam. Alhamdulillah, terimakasih banyak ya adek, terimakasih sudah berkenan membantu   10:37 ✓✓

siap, sama sama mbaa
semangat juga buat mba fitria 💪   10:39

Wah terimakasih ya semangat nya wkwk. Semoga adek sehat selalu   10:40 ✓✓

Chat 4 (+62 896-7961-78…)

Today

🔒 Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

📄 Yasinta Primastuti 183221011.…
1 page · 13 kB · DOCX   10:00

🎵 Yasinta Primastuti 1832…
833 kB · MP3   10:00

Assalamualaikum, mba itu yaaa record sama jawabanku   10:00

Wa'alaikumsalam. Alhamdulillah, terimakasih banyak ya adek, terimakasih sudah berkenan membantu   10:20 ✓✓

Sama2 mbak semoga lancar+cepet kelar hehe Aamiin2   10:20

Aamiin ya Allah aamiin, terimakasih ya   10:22 ✓✓

Oke mba   10:59

Chat 1 (+62 821-5888-11...):

Adek terimakasih ya sebelumnya, baik saya tunggu ya 🙏 — 20:28

Nama file nya perlu di ganti ndak mba? — 20:38

Minta tolong diganti ya dek, diganti nama sama NIM ya — 20:40

Prameswari Bulan S_18322101...
13 kB • DOCX — 20:43

AUD-20210830-WA0019.m... 0:19 — 20:43

Alhamdulillah ya Allah terimakasih banyak adek — 20:43

Terimakasih sudah berkenan membantu, semoga Allah membalas semua kebaikan adek aamiin, sehat selalu ya — 20:44

Siappp mbaa, semoga lancar & dipermudah ya skripsi nya, semangat terus, jaga kesehatan🌻 — 20:44

Aamiin aamiin aamiin ya Allah, adek terimakasih banyak doa nya, semoga sehat selalu ya dan diberi kemudahan segala urusannya sama Allah aamiin — 20:46

Chat 2 (THESIS RESEARCH FO... 6A Fadil, Fika, Nana, +62 812-154...):

iyaa mbak — 20:26

Terimakasih ya 🙏 — 20:31

+62 852-2509-0474   ~Farhan Fadhlurrahman
AUD-20210830-WA0022.m... 0:25 — 23:00

+62 852-2509-0474   ~Farhan Fadhlurrahman
Farhan Fadhlurrahman Setyahe...
1 page • 12 kB • DOCX — 23:00

Wah terimakasih ya, terimakasih sudah berkenan membantu 🙏 — 23:02

+62 852-2509-0474   ~Farhan Fadhlurrahman
Sama-sama mbak 🙏 — 23:11

Today

Yang lain dimohon segera nggih, terimakasih 🙏 — 02:52

+62 813-1984-3944   ~SaffanRamadhana
Baik mbak 🙏 — 02:53

🙏🙏 — 02:54

Chat 3 (Febri, online):

more.

Assalamu'alaikum wr wb
Selamat pagi teman-teman, mohon maaf menganggu waktunya. Saya Fitria, mohon teman2 berkenan membantu saya untuk memenuhi tugas skripsi saya. Teman2 diminta tolong untuk membaca puisi dengan pronuncing yang menurut teman2 bisa saja. Selain membaca puisi, teman2 juga diminta menjawab pertanyaan dengan baik, pertanyaannya tidak banyak kok. Cukup membaca 1x dengan media recording di hp masing2 dan jawab pertanyaan pada file yang nanti saya akan kirim (filenya nanti diberi nama dan NIM). Lalu kirim file recording saat membaca puisi dan file pertanyaan yg sudah dijawab disini ya. Jadi setiap mahasiswa nanti mengirim 2 file yaitu file recording dan file word dengan jawaban kalian. Terimakasih — 13:30

Teks puisinya ada di file itu ya teman2. Mohon untuk segera nggih, terimakasih 🙏 — 13:30

Penelitian Fitria.docx
8.0 kB • DOCX — 13:30

0:18 ———— 14:01

Febri.docx
8.2 kB • DOCX — 14:12

Chat 4 (+62 858-7605-76...):

BLOCK   ADD

Today

🔒 Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

Assalamualaikum mbak ini zahra mau ngumpulin file yg mbak minta — 16:38

46 kB 0:21 — 16:39

yaa.docx
13 kB • DOCX — 16:39

Missed voice call at 16:38

Wa'alaikumsalam. Alhamdulillah terimakasih banyak adek, terimakasih sudah berkenan membantu 🙏 — 16:52