



**ERROR ANALYSIS ON ENGLISH DIPHTHONGS
PRONOUNCED BY THE STUDENTS OF SMA NEGERI 1
COMAL AND SMA NEGERI 1 BANJARNEGARA IN
ENGLISH DEBATE ON "RELAX" TV PROGRAM OF TVRI**

A Final Project

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana*
Pendidikan in English

by

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**ERROR ANALYSIS ON ENGLISH DIPHTHONGS PRONOUNCED BY
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OF TVRI**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan, atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, Juli 2013

Yang membuat pernyataan

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APPROVAL

This final project entitled *Error Analysis on English Diphthongs Pronounced by the Students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English Debate on "Relax" TV Program Of TVRI* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages Arts on August 19th 2013.

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MOTTO AND DEDICATION

*“What would my Lord care for you
if not for your supplication?”*

(The Noble Quran, Al-Furqon 77)

To Parents, Sisters, Hebrongs, and You...

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ABSTRACT

Mustikareni, Dyah. 2013. *Error Analysis on English Diphthongs Pronounced by the Students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English Debate on "Relax" TV Program of TVRI*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Drs. Amir Sisbiyanto, M. Hum.; Advisor II: Arif Suryo Priyatmojo, S. Pd, M.Pd.

This final project is based on a study which attempts to analyze the mispronunciation of debate participants from SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in "Relax" TV program of TVRI. The purpose was to describe what diphthongs mispronounced by the debate participants, how the debate participants mispronounced the diphthong, and how the debate participants corrected their diphthong pronunciation. The diphthongs that are mispronounced by debate participants were identified. Then, the writer identified those who make error in pronouncing diphthong. Finally, she analyzed how many of them who fixed their diphthong pronunciation successfully. This final project is a descriptive qualitative study. The writer described the diphthong errors made by the debate participants. The debate participants were from SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara. The errors in pronouncing English diphthongs were assumed to be affected by two factors. The first factor was the habit of the debate participants in pronouncing the word that contains of diphthongs. The habit could be from imitating, mishearing, and mispronouncing. The second was because the debate participants pronounced the word as it was written in the orthographic writing. The debate participants mispronounced the diphthong [eɪ], [oʊ], [aɪ], [aʊ], [ɪ ə], [ɛ ə], and [ʊ ə]. There were 17 speakers who mispronounced the diphthong [eɪ], 20 speakers in the diphthong [oʊ], 2 speakers in the diphthong [aɪ], 8 speakers in the diphthong [ɪ ə], 10 speakers in the diphthong [ɛ ə], and 1 speaker in the diphthong [ʊ ə]. Most debate participants mispronounced the diphthong by pronouncing diphthongs as certain vowels. The debate participants didn't correct their diphthong pronunciation directly. They fixed their diphthong pronunciations in the other next utterances that consisted of the diphthong they mispronounced before. This study gives information about debate participants' difficulties in pronouncing diphthongs. Then, based on the writer's experience, the result of the study hopefully contributes to the practical significance such as for pre-service teachers. The coming pre-service teachers are able to devise appropriate lesson plan in spoken cycle.

Keywords: error, diphthongs, pronunciation.

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CHAPTER I

INTRODUCTION

This chapter is an introduction which gives the general concept of the research. There are seven main sub chapters discussed here. Those are the background of study, the reason for choosing topic, the statements of the problem, the objectives of the study, the significance of the study, the limitation of the study, and the outline of the study.

1.1 Background of the Study

English is one of the languages that is used by most people in this world to communicate. English has an important role as a means of communication especially when one communicates with the other people from the other countries. Thus, English is called ‘an international language’.

According to *Pusat Kurikulum* (2006:307), English is a means of spoken and written communication. Communication is to understand and to express an information, thought, and feeling. In addition, communication is also to develop science, technology, and culture by using the language. The explanation of communication ability is discourse ability, which is the ability to understand and/or to produce spoken and/or written text. They are shown in four skills of language, namely listening, speaking, reading, and writing. These are used to

respond and create discourse in social relationship. In conclusion, English is directed to develop those skills.

In learning to master English, the learners have to learn at least the four major skills; normally listening, speaking, reading and writing in the form of spoken and written form. Beside, learners should learn culture which exists in the target language, too. As stated by Hughes (2002:8-9):

As a living language is acquired by a second language learner, a large number of other things also need to be adjusted for successful communication to take place ... To learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices, needed to speak appropriately with a new 'voice'.

In Indonesia, English is the first foreign language that is considered important for facing this globalization era. In learning English, a good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make misunderstanding in conversation. For Indonesian students, English is the first foreign language they learn. Furthermore, it seems that they seldom use English in daily conversation. They will speak in English if they are involved in a certain situation. Based on Ramelan (1999:5-7), as a non-native speaker, Indonesian's students often make errors in pronunciation. The first reason is the different elements between target language and native language. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target language (L2) with slightly different quality. The other reason is the same sounds between native language and target language but allophonic in target language. The same sounds between native language and target language when occurring in cluster

may cause Indonesian's students pronounce English words difficulty. In addition, the last reason the problem is the same sounds having different distributions.

1.2 Reasons for Choosing the Topic

Based on the writer's experience in teaching practice (PPL), some students often made errors in pronouncing diphthong. For example, when a student met the word "poor", he pronounced [pu:]. I corrected his error by pronouncing the word "poor" as [pʊ ə] clearly. Then, he repeated to pronounce "poor", and he pronounced it as [pʊ ə] as well. However, when he repeated to pronounce the word "poor" in a sentence, he still pronounced it as /pu:/. It seems that he has a habit to pronounce the word "poor" as [pu:].

The writer became curious about this problem. Do the other students have the same problem with this student in pronouncing the word "poor"? In that day, the writer checked the students randomly in pronouncing the word "poor". Evidently, from 3 students there was only one student who pronounced the word "poor" correctly. It shows that the habit of the students in pronouncing "poor" is wrong all this time. They didn't realize that they did mispronunciation. In this case, the writer concluded that the students did error.

From that experience, the writer wants to know more about the diphthong pronunciation error that have been done by the students. The writer chose "Relax" program TV on TVRI because this program involves the students to speak up in English, in this case to debate. In this program, the students are trained to give the arguments, the agreements, and the disagreements in English. In this program, the

debate participants focus on their ideas, not on their pronunciation. It shows that they will speak the words with the pronunciation they are used to pronounce, whether it is right or not.

1.3 Statements of Problem

The problem that is discussed in this study comes up from these questions:

1. What diphthong(s) is/are mispronounced by the debate participants?
2. How do the debate participants mispronounce the diphthong?
3. How do the debate participants correct their diphthong pronunciation?

1.4 Objectives of the Study

Based on the problems mentioned above, the purposes of this study are as follows:

1. To describe what diphthongs are mispronounced by the debate participants.
2. To describe how the debate participants mispronounce the diphthong.
3. To describe how the debate participants correct their diphthong pronunciation.

1.5 Significance of the Study

The significance of the study is pointed out into three elements. Those are the theoretical significance, the practical significance, and the further research for development.

a. For the Theoretical Significance

By doing this research, the writer expects that her knowledge of learning and diphthongs pronunciation especially related to teaching-learning process can be developed.

b. For the Practical Significance

It gives information of debate participants' difficulties in pronouncing diphthongs. Therefore, the coming pre-service teachers are able to devise appropriate lesson plan in diphthong pronunciation teaching. In addition, they can construct the material suitable for the different levels and needs of learners after reading this study.

c. For the Further Research

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

1.6 Limitation of the Study

In writing this final project, the writer emphasizes on the error of diphthongs pronounced by the students. In this case, the target language is English. The writer wants to analyze the diphthongs that are mispronounced by the students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English debate on "Relax" TV program of TVRI.

1.7 The Outline of the Study

This final project consists of five chapters. The organization of this final project is as follows:

Chapter I is Introduction. This chapter presents background of the study, reason for choosing topic, statement of the problems, objectives of the study, significance of the study, limitation of the problems, and outline of the study.

Chapter II is Review of the Related Literature. In this chapter, we can see the theories that support this study. Those are the definition of pronunciation, diphthong, the definition of error analysis, and mistake and error.

Chapter III is Procedure of Investigation. This chapter describes the research method, population, sample, instrument for collecting data, method of collecting the data, and interpretation of the data.

Chapter IV is the Finding and Discussion. It contains the result of study and discussion.

Chapter V is Conclusion and Suggestion. It consists of conclusion for suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about the review of related literature. Review of related literature contains of theoretical analysis about the research topic. There are three main sub chapters discussed here. They are the previous studies, the theoretical background, and the framework of the present study.

2.1 Review of Previous Studies

To strengthen the analysis in this study, some studies that concern to the same topic are used. They are described as the followings.

First, Nababan (1981) 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, learner's age, learner's 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 (2007) 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 [ɑ:] (6.67%), and vowel [ʌ] (0.76%).

Fourth, Hardiani (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 consonant. 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 Maulinda (2008) entitled *The Pronunciation 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.

2.2 Review of Theoretical Background

2.2.1 Definition of Pronunciation

According to *Oxford Advanced Learner's Dictionary* (2005:1164), pronunciation is ‘the way in which the language or a particular word or sound is pronounced.’ The second meaning is ‘the way in which a particular person pronounces the words of a language.’ Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do spoken communication.

Based on Dalton and Seidlhofer (1994:3), pronunciation is defined in general term as ‘the production of significant sound in two senses’. For the first

reason, it is used as part of code of a particular language. In this reason, pronunciation is as the production and the reception of sounds of speech. The second reason, it is used to achieve meaning in contexts of use. In this reason, pronunciation is in with reference to act of speaking.

Dalton and Seidholfer (1994:7) state that ‘a person’s pronunciation is one expression of that person’s self-image.’ That is why, a word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, whether they have speech or voice disorder, their ethnic group, their social class, and their education.

2.2.2 Definition of Diphthong

Based on *Oxford Advanced Learner’s Dictionary* (2005:410), diphthong is ‘a combination of two vowel sounds or vowel letters, for example the sound /aɪ / in *pipe* /paɪ p/ 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 (Ramelan 1999:81).

2.2.3 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 [eɪ], [ou], and [aɪ]. 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.

2.2.4 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.

Ramelan (1999:81) 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 is 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 [eɪ], [ou], [aɪ], and [aʊ] 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 sounds, except 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’ [sɑmpɛ 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.

2.2.5 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 [aɪ], for instance, the tongue moves from the position for the production of [a] in the direction of /ɪ /, though this vowel sound is not necessarily reached. The vowel [a] is an open vowel, while [ɪ] 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 an 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:

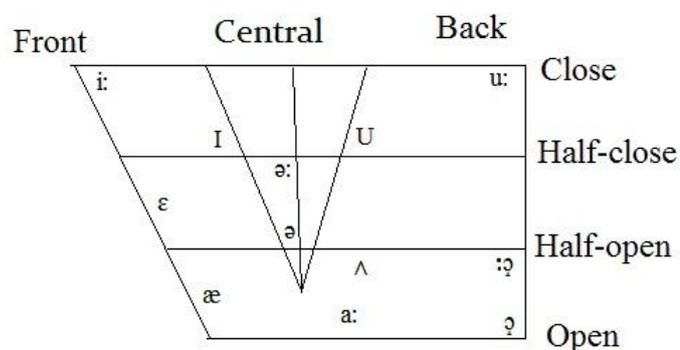


Figure 1: Vowel Diagram

(Source: Ramelan, 1999:56)

2.2.6 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 [eɪ], [oʊ], [aɪ], [aʊ], and [ɔɪ]. The English centering diphthong consists of [ɪ ə], [ε ə], [ʊ ə], and [ɔə].

a. 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.

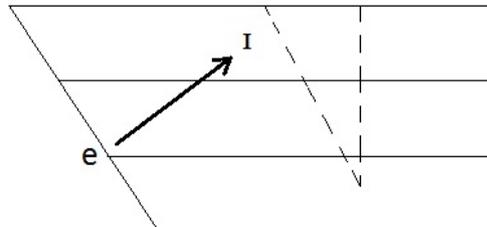


Figure 2: Diphthong [eɪ] Diagram

(Source: Ramelan, 1999:84)

Example:

raid [reɪ d]

pain [peɪ n]

fail [feɪ l]

tail [teɪ l]

b. 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]

c. 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.

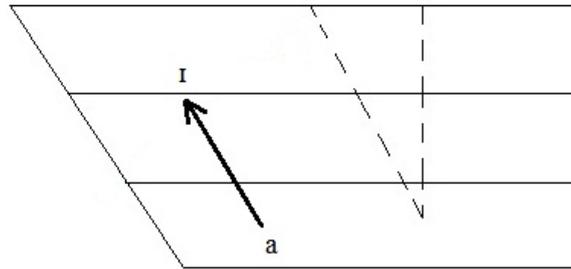


Figure 3: Diphthong [aɪ] Diagram

(Source: Ramelan, 1999:87)

For example:

mine [maɪ n]

file [faɪ l]

rice [raɪ s]

lime [laɪ m]

d. Diphthong [aʊ]

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

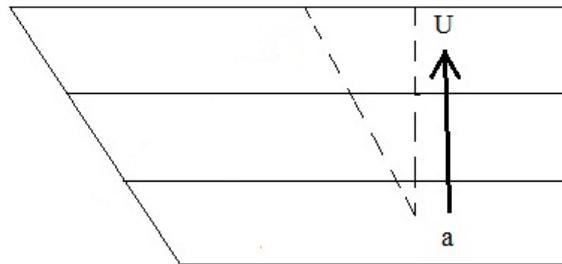


Figure 4: Diphthong [aʊ] Diagram

(Source: Ramelan, 1999:89)

For example:

sow	[saʊ]
found	[faʊnd]
foul	[faʊl]
now	[naʊ]

e. Diphthong [ɔɪ]

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

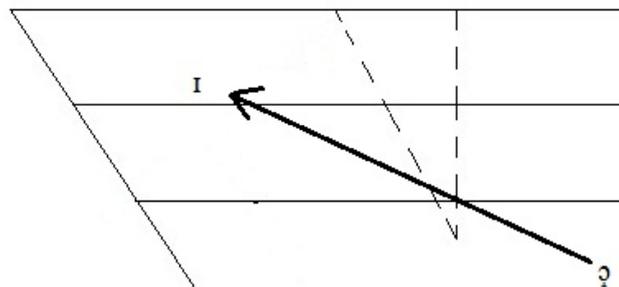


Figure 5: Diphthong [ɔɪ] Diagram

(Source: Ramelan, 1999:91)

For example:

soil [sɔɪ l]

coil [kɔɪ l]

point [pɔɪ nt]

coin [kɔɪ n]

f. Diphthong [ɪ ə]

Diphthong [ɪ ə] 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 ‘sakil’ (*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)

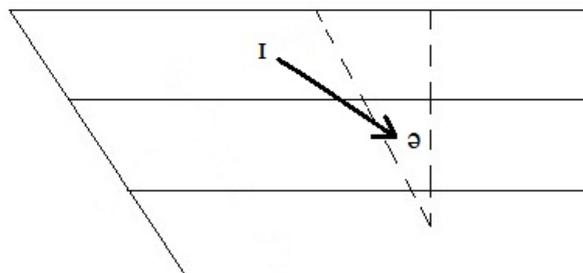


Figure 6: Diphthong [ɪ ə] Diagram

For example:

here [hɪ ə]

fear [fɪ ə]

dear [dɪ ə]

beard [bɪ əd]

g. Diphthong [ɛ ə]

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.

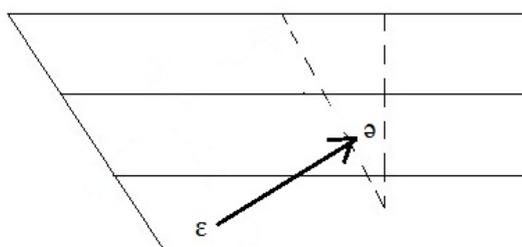


Figure 7: Diphthong [ɛ ə] Diagram

For example:

hair	[hɛ ə]
pair	[pɛ ə]
bare	[bɛ ə]
rare	[rɛ ə]

h. Diphthong [ʊ ə]

Diphthong [ʊ ə] 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 [ʊ ə] Diagram

For example:

sure	[ʃ ʊ ə]
tour	[tʊ ə]
cure	[kjʊ ə]
pure	[pʊ ə]

i. Diphthong [ɔ ə]

Diphthong [ɔ ə] 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.

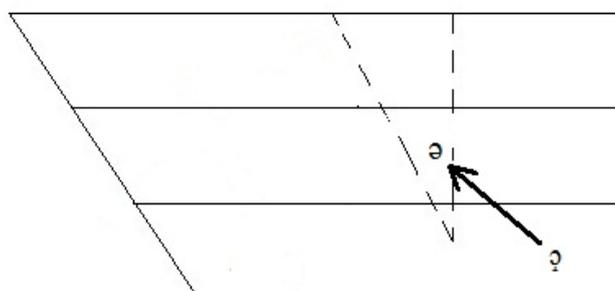


Figure 9: Diphthong [ɔ ə] Diagram

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]

2.2.7 The Definition of Error Analysis

Brown (1980:166) states that error analysis is the fact that learner do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners. The purpose is to show

some problems faced by the students. It is a key to understand the process of foreign language acquisition.

Another explanation was stated by Erdoğan (2005:262-263) as the following:

Error analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behavioristic theory suggested.

Ellis (1997: 15) writes that there are good reasons for focusing on errors. First, they are a clear feature of learner language. Second, it is useful for teachers to know what errors learners make. The last, it is possible that making errors may actually help learners to learn when they self-correct the errors they make.

2.2.8 Mistakes and Errors

Mistakes and errors are two different words with different meaning. Based on *Oxford Advanced Learner's Dictionary*, mistake is 'an action or an opinion that is not correct, or that produces a result that you did not want' (2005:941). However, error means 'something that cause problems or affects the result of something' (2005:494).

Errors and mistakes come within learning process. To learn something, we need more than understanding the concept of what we have learned. If we cannot get the main or important point, we will never know how to use it, and then we make mistakes and even errors.

A mistake refers to ‘performance error that is either random on a slip of the tongue, in that it is failure to utilize a known system correctly’ (Brown, 1980:165). Along this line, as mentioned by Arjati (2007), ‘when committing mistakes, the speaker is normally capable of recognizing and correcting them.’

When students make mistakes, they can correct them by themselves. However, when the students make errors, they cannot correct them. The teacher has to explain the causes to make them understand. It is related to their interlanguage.

Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder 1971:79). According to Ellis (1997:17) ‘Errors reflect gaps in a learners’ knowledge, they occur because the learner does not know what is correct.’

In tone with it, Norrish (1983:7) says that ‘error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong’. Moreover Brown (1980:165) believed that ‘the term error refers to noticeable deviation from the adult grammar of native speaker, which reflects the interlanguage communication of the learners.’

According to Richards (1992), ‘a learner makes a mistake when writing or speaking because of lack attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called’.

To distinguish between errors and mistakes, Ellis (1997) suggests two ways. The first one is to check the consistency of learners’ performance. If the learner sometimes uses the correct form and sometimes the wrong one, it is a

mistake. However, if he or she always uses it incorrectly, it is then an error. The second way is to ask the learner to try to correct his own deviant utterance. Where he or she is unable to, the deviations are errors; where he or she is successful, they are mistakes. Finally, Erdoğan (2005:265) states that:

...it is inevitable to move further and ask for the sources of errors. It has been indicated in the first part of the study that errors were assumed as being the only result of interference of the first language habits to the learning of second language. However, with the field of error analysis, it has been understood that the nature of errors implicates the existence of other reasons for errors to occur. Then, the sources of errors can be categorized within two domains: (i) interlingual transfer, and (ii) intralingual transfer.

From definitions above, the writer concludes that a mistake is a performance that is not correct because of some reasons. However, the performance realizes that they do incorrect action, and he/she tries to fix their action to be the correct one. On the other side, an error means a performance that is not correct because of some reasons, and the performance doesn't realize their incorrect action.

a. Interlingual Transfer

According to Brown (1980:173) the beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. There are some reasons why interlingual errors appear. As stated by Erdoğan (2005:265), 'interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexica-semantic elements of the native language into the target language.'

b. Intralingual Transfer

Intralingual or developmental errors as cited by Richards (1970:6), are described to ‘those due to the language being learned (TL), independent of the native language’. Moreover, ‘intralingual errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another’ (Erdoğan 2005:267).

According to Richards (1970:6), they are:

Items produced by the learner which reflect not the structure of the mother tongue, but generalization based on partial exposure to the target language. The learner, in this case, tries to derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language.

According to Brown (1980:173), it is clear that ‘intralingual errors or intralingual interference – the negative transfer of items within the target language is a major factor in second language learning.’ He adds four causes of intralingual errors. They are (1) overgeneralization, (2) ignorance of rule restriction, (3) incomplete application rules, and (4) false concept hypotheses.

2.3 Framework of Analysis

From the discussion above, it is clear that English diphthongs are one of important things to deliver a message well in communication. The diphthong mispronunciation can make different meaning. In this case, the diphthong pronunciation errors happen in the students speaking.

A diphthong is a kind of vowel sound with a special feature that is there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. (Ramelan 1999:81). Indonesian students may make diphthong pronunciation errors in deliberating glide from one vowel position to another vowel position. That means, students aimed to pronounce a diphthong, but finally they pronounce a vowel. For example, diphthong [eɪ] pronounced as pure vowels with inconsistent length become [e].

The other possibility the diphthong pronunciation error made by the students is a diphthong that must be in one syllable, it is heard in two syllables. I mean, they didn't pronounce a diphthong, but they pronounce vowels with different syllable. For example, diphthong [aʊ] pronounced as [a] and [ʊ].

In this study, the writer will identify what diphthongs that are mispronounced by the students. Then, she will identify the students who make error in pronouncing diphthong. Finally, she will analyze how many students who fix their diphthong pronunciation successfully.

The error analysis is focused on diphthong pronunciation. In analyzing errors on diphthong pronunciation, phonetic transcription, the visual system of symbolization of the sound occurring in spoken human language, is needed. For the sake of being consistent, *English Pronouncing Dictionary* is used in this study.

CHAPTER III

PROCEDURE OF INVESTIGATION

This chapter discusses about the procedure of investigation. There are five main sub chapters discussed here. They are object of the study, role of the researcher, type of data, procedures of collecting data, and procedures of analyzing data.

3.1 Research Design

This research uses descriptive qualitative method to search the answer of the objective of the study that is to describe what diphthongs mispronounced by the students, by collecting, analyzing the data, and drawing conclusion based on the data analysis. They cannot be expressed in number, but in sentences. Qualitative research is a research that produces a procedure of analysis. It doesn't use a statistical procedure of analysis or the other quantitative method (Moleong, 2010: 6). Basically, the purpose of descriptive research is to record exactly what happened, whether the researcher is describing an experimental treatment or something occurring in the natural habitat of study participants (LeCompte et al., 1993: 39).

3.2 Object of the Study

The object of the study is the debate recording between SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara on "Relax" TV program of TVRI. The

analysis is about diphthongs mispronounced by the debate participants, amount of the debate participants that realize their error and repeat their pronunciation, and amount of them who succeed in fixing their errors.

3.3 The Role of the Researcher

During the investigation, the role of the researcher is as a data collector, data analyst, appreciator, and as well as reporter. As a data collector, the researcher compiles some theories of phonetic and then comprehends them. Then, the collected data of the study from the object of my study about diphthong pronunciation of the debate participants, was organized in a table.

As a data analyst, the researcher analyzed the collected data from the debate recording on “Relax” TV Program of TVRI by observing the diphthongs pronunciation. As an appreciator, the researcher considered debate as a way of communication that must be easily understood. As a reporter, the researcher reported the result of the data analysis.

3.4 Procedure of Collecting Data

According to Sherman and Webb (1988:130), “data collection begins as soon as the researcher has identified a researchable problem and goes into the field”. The data are the English diphthongs pronunciation those are pronounced by the debate participants. In this study, I used two kinds of ways to collect data. They are scanning and recording.

3.4.1 Scanning

It involved activity of listening and relistening the debate, which were acted as data source in order to get the intended data of the study. First, the researcher listened and relistened the debate, then the researcher took notes of all diphthongs with the pronouncers that would be analyzed in pieces of blank paper.

3.4.2 Recording

All the collected data were sharpened, stored, focused, discared, and organized in such a way in worksheets.

3.5 Procedure of Analysing Data

After collecting the data, the researcher analyzed it by using descriptive analysis which involved the description and the interpretation of the data. The data that the researcher collected was described and interpreted into her own sentences. In doing this, the researcher related it to English phonetics theories. They are explanation of pronunciation and the explanation of diphthong with the type of diphthongs and how to pronounce it. The steps are identifying, categorizing, evaluating, and drawing the conclusion.

3.5.1 Identifying

The researcher identified the English diphthongs mispronunciation by the debate participants. Those were done by taking note all words containing

diphthong(s) mispronunciation by the pronouncer. Then, the researcher identified how many debate participants that realized their errors and repeated their pronunciation. The analysis was done by finding how many debate participants that repeated their pronunciation.

3.5.2. Categorizing

After the researcher had done those above steps, I as the researcher categorized how many debate participants that succeed in fixing their errors. The analysis was done by finding how many debate participants that were able to pronounce well after they did mistakes.

3.5.3. Evaluating

All error diphthongs pronunciation were evaluated to see what diphthong that still make students confused in pronouncing them. It was done by taking note all pronunciation that was not successfully pronounced after repeating.

3.5.4. Drawing the conclusion

The last step was drawing the conclusion of the analysis. In this step, I had to make a valid conclusion of the analysis that consists of a brief description of the result of the study.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer analyzed the transcription diphthongs by diphthongs. From both affirmative and negative teams, there are only 22 students who delivered their arguments. The transcriptions of 22 students were grouped based on the words that consist of diphthongs according to the correct pronunciation. After that, the groups were divided again based on each diphthong.

4.1 Finding

4.1.1 Diphthong [eɪ]

There are 3 major words mispronounced by the debate participants. They are *female*, *male*, and *okay*.

Table 4.1 Major Mispronounced Diphthongs [eɪ]

Pronouncers	Female	Male	Okay
I	['fi:meɪ l]	[meɪ l]	[ɔ 'kɛ]
II	['fi:mɛ l]	[mɛ l]	[ɔ 'kɛ]
III	['fi:meɪ l]	[meɪ l]	[ɔ 'kɛ h]
IV	['fi:mɛ l]	[mɛ l]	[ɔ 'kɛ h]
V	['fi:mɛ l]	[mɛ l]	[ɔ 'kɛ] [hɔ 'kɛ]
VI	['fi:mɛ l]	[mɛ l]	[ɔ 'keɪ] [ɔ 'kɛ]
VII	['fi:mɛ l]	[mɛ l]	[ɔ 'kɛ]
VIII	['fi:meɪ l]	[meɪ l]	[ɔ 'kɛ]
IX	['fi:meɪ l]	[meɪ l]	-

X	[ˈfi:mɪ l]	[mɛ l]	-
XI	[ˈfi:meɪ l]	[meɪ l]	-
Correct Pronunciation	[ˈfi:meɪ l]	[meɪ l]	[ouˈkeɪ]

From 11 debate participants who pronounced the word *female*, there are 6 debate participants who made error: $\frac{6}{33}$ pronouncing diphthongs [eɪ]. From 11 debate participants who pronounced the word *male*, there are 6 debate participants who made errors in pronouncing diphthongs [eɪ]. The last, from 8 debate participants who pronounced the word *okay*, there are 7 debate participants who made errors in pronouncing diphthongs [eɪ].

There are 21 speakers who pronounced words that consisted of the diphthong [eɪ] according to the correct transcription. It can be found from the affirmative team that consisted of 12 speakers, and the rest was from the negative team.

Nabila, the first speaker of affirmative team from SMA Negeri 1 Comal, pronounced 11 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 11 words, there are 4 words that were mispronounced. The words are *case*, *explain*, *greatest*, and *okay*. Nabila pronounced *case* as [kɛ s], *explain* as [ɛ ksˈplɪ n], *greatest* as [ˈgri:təs], and *okay* as [ɔ ˈkɛ]. However, the correct pronunciation of the word *case* is [keɪ s], *explain* is [ɪ ksˈpleɪ n], *greatest* is [ˈgreɪ tɜːz], and *okay* is [ouˈkeɪ]. Nabila did not try to correct her mispronunciations, so the writer thinks that Nabila did not realize her mistakes. According to the theory in chapter II, the writer concludes that Nabila made errors in pronouncing the diphthongs [eɪ] in the word *case*, *explain*, *greatest*, and *okay*.

Della Kartika Wijaya, the second speaker of affirmative team from SMA Negeri 1 Comal, pronounced 9 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 9 words, there are 5 words that were mispronounced. The words are *female*, *grade*, *great*, *labours* and *male*. Della pronounced *female* as [ˈfi:mɛ l], *grade* as [grɛ d], *great* as [ˈgrɪt], *labours* as [ˈlabərs] and *male* as [mɛ l]. However, the correct pronunciation of the word *female* is [ˈfi:meɪ l], *grade* is [greɪ d], *great* is [ˈgreɪ t], *labours* is [ˈleɪ bəz] and *male* is [meɪ l]. In pronouncing *labours*, at the first Della did not try to correct her mispronunciations. However, when Della pronounced *labours* again in another utterance, she pronounced *labours* with the correct diphthong that is [leɪ bərs]. Thus the writer thinks that Della did not make an error pronouncing diphthong of the word *labours*, but she corrected it in another utterance. It is called a mistake. For the other words, Della did not realize her mistakes. According to the theory in chapter II, the writer concludes that Della made errors in pronouncing the diphthongs [eɪ] in the word *female*, *grade*, *great*, and *male*.

Ratih Hantari, the third speaker of affirmative team from SMA Negeri 1 Comal, pronounced 10 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 10 words, there are 2 words that were mispronounced. The words are *famous* and *same*. Ratih pronounced *famous* as [ˈfʌ mə s] and *same* as [sɪ m]. However, the correct pronunciation of the word *famous* is [ˈfeɪ məs] and *same* is [seɪ m]. Ratih did not try to correct her mispronunciations, so the writer thinks that Ratih did not realize her mistakes.

According to the theory in chapter II, the writer concludes that Ratih made errors in pronouncing the diphthongs [eɪ] in the word of *famous* and *same*.

The other (1) speaker of affirmative team from SMA Negeri 1 Comal, pronounced 6 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 6 words, there are 4 words that were mispronounced. The words are *female*, *male*, *okay*, and *status*. She pronounced *female* as [ˈfi:mɛ l], *male* as [mɛ l], *okay* as [ɔ ˈkɛ], and *status* as [ˈstatus]. However, the correct pronunciation of the word *female* is [ˈfi:meɪ l], *male* is [meɪ l], *okay* is [ou ˈkeɪ], and *status* is [ˈsteɪ tʌs]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [eɪ] in the word of *female*, *male*, *okay*, and *status*.

The other (2) speaker of affirmative team from SMA Negeri 1 Comal, pronounced 8 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 8 words, there are 4 words that were mispronounced. The words are *female*, *make*, *male*, and *okay*. She pronounced *female* as [ˈfi:mɛ l], *make* as [mɛ k], *male* as [mɛ l], and *okay* as [ɔ ˈkɛ h]. However, the correct pronunciation of the word *female* is [ˈfi:meɪ l], *make* as [meɪ k], *male* is [meɪ l], and *okay* is [ou ˈkeɪ]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [eɪ] in the word of *female*, *make*, *male*, and *okay*.

The other (3) speaker of affirmative team from SMA Negeri 1 Comal, pronounced 6 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 6 words, there are 4 words that were mispronounced. The words are *female*, *male*, *okay*, and *vacancy*. She pronounced *female* as [ˈfi:mɛ l], *male* as [mɛ l], *okay* as [ɔ ˈkɛ h], and *vacancy* as [ˈfɛ kənsɪ]. However, the correct pronunciation of the word *female* is [ˈfi:meɪ l], *male* is [meɪ l], *okay* is [ou ˈkeɪ], and *vacancy* as [ˈveɪ kənsɪ]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [eɪ] in the word of *female*, *male*, *okay*, and *vacancy*.

The other (4) speaker of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [eɪ] according to the correct pronunciation. Both words were mispronounced. The words are *female* and *male*. She pronounced *female* as [ˈfi:mɛ l] and *male* as [mɛ l]. However, the correct pronunciation of the word *female* is [ˈfi:meɪ l] and *male* is [meɪ l]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [eɪ] in the word of *female* and *male*.

The other (5) speaker of affirmative team from SMA Negeri 1 Comal, pronounced 6 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 6 words, there is a word that was mispronounced. The word is *agency*. She pronounced *agency* as [ˈagɛ nsi], but the correct pronunciation of the word *agency* is [ˈeɪ dʒ ənsɪ]. She did not try to correct her mispronunciation,

so the writer thinks that she did not realize her mistake. According to the theory in chapter II, the writer concludes that she made an error in pronouncing the diphthongs [eɪ] in the word of *agency*.

The other (8) speaker of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [eɪ] according to the correct pronunciation. Both words were mispronounced. The words are *female* and *male*. He pronounced *female* as [ˈfi:mɛ l] and *male* as [mɛ l]. However, the correct pronunciation of the word *female* is [ˈfi:meɪ l] and *male* is [meɪ l]. He did not try to correct her mispronunciations, so the writer thinks that she did not realize his mistakes. According to the theory in chapter II, the writer concludes that he made errors in pronouncing the diphthongs [eɪ] in the word of *female* and *male*.

Amalia Rahmaniar Indrarti, the first speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 8 words that consisted of diphthong [eɪ] according to the correct pronunciation. From the 8 words, there are 4 words that were mispronounced. The words are *face*, *gave*, *lately*, and *name*. Amalia pronounced *face* as [fi s], *gave* as [gɛ f], *lately* as [ˈlɛ dərli], and *name* as [nɛ m]. However, the correct pronunciation of the word *face* is [feɪ s], *gave* is [geɪ v], *lately* is [ˈleɪ tli], and *name* is [neɪ m]. In pronouncing the word *name*, at the first Amalia pronounced it well. However, when Amalia pronounced *name* again in another utterance, she mispronounced. She pronounced it as [nɛ m]. Thus the writer thinks that Amalia made a mistake in pronouncing the word *name*, because she did not be consistent in pronouncing it. For the other words, Amalia did not realize her mistakes. According to the theory in chapter II, the writer concludes

that Amalia made errors in pronouncing the diphthongs [eɪ] in the word *face*, *gave*, and *lately*.

Fina Fudhrotul Mukaromah, the second speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 12 words that consisted of diphthong [eɪ] according to the correct pronunciation. From the 12 words, there is a word that was mispronounced. The word is *labours*. Amalia pronounced *labours* as [læbər] and [læbɔ r] in the other utterance. However, the correct pronunciation of the word *labours* is [leɪ bəz]. Fina did not realize her mistakes. According to the theory in chapter II, the writer concludes that Amalia made errors in pronouncing the diphthongs [eɪ] in the word *labours*.

Ahmad Dipo Wicaksono, the third speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 7 words that consisted of diphthong [eɪ] according to the correct pronunciation. From the 7 words, there are 2 words that were mispronounced. The words are *okay* and *say*. Ahmad pronounced *okay* as [ɔ 'kɛ] and *say* as [sɛ]. However, the correct pronunciation of the word *okay* is [ou 'keɪ] and *say* is [seɪ]. In pronouncing the word *say*, at the first Ahmad pronounced it well. However, when Ahmad pronounced *say* again in another utterance, he mispronounced. She pronounced it as [sɛ]. Thus the writes thinks that Ahmad made a mistake in pronouncing the word *say*, because he did not be consistent in pronouncing it. For the other word, Ahmad did not realize his mistake. According to the theory in chapter II, the writer concludes that Ahmad made an error in pronouncing the diphthongs [eɪ] in the word *okay*.

Jelita, the speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 17 words that consisted of diphthong [eɪ] according to the correct pronunciation. From the 17 words, there is a word that was mispronounced. The word is *okay*. Jelita pronounced *okay* as [hɔ 'kɛ]. However, the correct pronunciation of the word *okay* is [ou 'keɪ][. In pronouncing *okay*, at the first Jelita did not try to correct her mispronunciations. However, when Jelita pronounced *okay* again in another utterance, she pronounced it with the correct diphthong that is [ɔ 'keɪ]. However, she made mistakes again in pronouncing *okay* after she made a correct pronunciation. She pronounced it as [ɔ 'kɛ]. Thus the writer thinks that Jelita made mistakes in pronouncing the word *okay*, because she did not be consistent in pronouncing it.

The other (2) speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 5 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 5 words, there are two words that were mispronounced. The words are *case* and *exchange*. She pronounced *case* as [kɪ s] and *exchange* as [ɛ ks'tʃ ɛ ms]. However, the correct pronunciation of the word *case* is [keɪ s] and *exchange* is [ɪ ks'tʃ eɪ ndʒ]. He did not try to correct his mispronunciation, so the writer thinks that he did not realize his mistake. According to the theory in chapter II, the writer concludes that he made an error in pronouncing the diphthongs [eɪ] in the word of *case* and *exchange*.

The other (3) speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 2 words that consisted of diphthong [eɪ] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word

is *okay*. She pronounced *okay* as [ɔ 'kɛ], but the correct pronunciation of the word *okay* is [ou 'keɪ]. He did not try to correct his mispronunciation, so the writer thinks that he did not realize his mistake. According to the theory in chapter II, the writer concludes that he made an error in pronouncing the diphthongs [eɪ] in the word of *okay*.

The other (6) speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced a word that consisted of diphthong [eɪ] according to the correct pronunciation. The word is *okay* and it was mispronounced. She pronounced *okay* as [ɔ 'kɛ], but the correct pronunciation of the word is [ou 'keɪ]. She did not try to correct his mispronunciation, so the writer thinks that he did not realize her mistake. According to the theory in chapter II, the writer concludes that she made an error in pronouncing the diphthongs [eɪ] in the word of *okay*.

From the analysis above, the writer concludes that from 21 speakers, there are 4 speakers that pronounced all diphthongs [eɪ] in words correctly.

4.1.2 Diphthong [ou]

There are 4 major words mispronounced by the debate participants. They are *overseas*, *okay*, *don't*, and *protect*.

Table 4.2 Major Mispronounced Diphthongs [ou]

Pronouncers	overseas	okay	don't	So
I	[ɔ fər'si:s] [ou vər'si:z]	[ɔ 'kɛ]	[dɔ n]	[sɔ]
II	[ɔ fər'si:s]	[ɔ 'kɛ]	[dɔ nt] [dou n]	[sou]
III	[ɔ vər'si:s] [ɔ fər'si:s]	[ɔ 'kɛ h]	[dɔ nt]	[sou]

IV	[ɔ fəɹ'si:s] [ɔ fə'si:s]	[ɔ 'kɛ h]	[dɔ n] [dɔ ']	[sɔ]	
V	[ɔ fəɹ'si:s]	[ɔ 'kɛ] [hɔ 'kɛ]	[dɔ n]	[sɔ]	
VI	[ɔ fəɹ'si:s]	[ɔ 'keɪ] [ɔ 'kɛ]	[dɔ n]	[sou]	
VII	[ɔ fəɹ'si:s]	[ɔ 'kɛ]	-	[sɔ]	
VIII	[ɔ fəɹ'si:s]	[ɔ 'kɛ]	-	[sɔ]	
IX	[ɔ fəɹ'si:s]	-	-	-	
	Correct Pronunciation	[ou və'si:z]	[ou 'keɪ]	[dou nt]	[sou]

From 9 debate participants who pronounced the word *overseas*, there is only 1 debate participant who made a mistake in pronouncing diphthongs [ou]. The other ones made errors. From 8 debate participants who pronounced the word *okay*, all debate participants made errors in pronouncing diphthongs [ou]. From 6 debate participants who pronounced the word *don't*, there is only 1 debate participant who made a mistake in pronouncing diphthongs [ou]. The other ones made errors. The last, from 8 debate participants who pronounced the word *so*, there are 5 debate participants who made a mistake in pronouncing diphthongs [ou].

There are 21 speakers who pronounced words that consisted of the diphthong [ou] according to the correct transcription. They are from the affirmative team that consisted of 11 speakers, and from the negative team.

Nabila, the first speaker of affirmative team from SMA Negeri 1 Comal, pronounced 8 words that consisted of diphthong [ou] according to the correct pronunciation. From 8 words, there are 7 words that were mispronounced. The words are *don't*, *no*, *okay*, *only*, *overseas*, *so*, and *motion*. Nabila pronounced

don't as [dɔŋ], *no* as [nɔ], *okay* as [ɔ'kɛ], *only* as ['ɔŋli], *overseas* as [ɔ fər'si:s], *so* as [sɔ], and *motion* as [mɔŋ]. However, the correct pronunciation of the word *don't* is [dɒnt], *no* is [nɒ], *okay* is [oʊ'keɪ], *only* is ['oʊnli], *overseas* is [oʊvə'si:z], *so* is [soʊ], and *motion* is [moʊŋ]. In pronouncing *overseas*, at the first Nabila did not try to correct her mispronunciations. However, when Nabila pronounced *overseas* again in another utterance, she pronounced *overseas* with the correct diphthong that was ['oʊvə'si:z]. However, in the next utterances she pronounced *overseas* as [ɔ fər'si:s] again. Thus the writer thinks that Nabila made a mistake in pronouncing the word *overseas*, but she corrected it in another utterance. For the other words, Nabila did not realize her mistakes. According to the theory in chapter II, the writer concludes that Della made errors in pronouncing the diphthongs [oʊ] in the word *don't*, *no*, *okay*, *so*, and *motion*.

Della Kartika Wijaya, the second speaker of affirmative team from SMA Negeri 1 Comal, pronounced 5 words that consisted of diphthong [oʊ] according to the correct pronunciation. From 5 words, there are 4 words that were mispronounced. The words are *know*, *only*, *open*, and *overseas*. Della pronounced *know* as [nɔ], *only* as ['ɔŋli], *open* as ['ɔ pən], and *overseas* as [ɔ fər'si:s]. However, the correct pronunciation of the word *know* is [noʊ], *only* is ['oʊnli], *open* is ['oʊ pen], and *overseas* is [oʊvə'si:z]. Della did not try to correct her mispronunciations, so the writer thinks that Della did not realize her mistakes. According to the theory in chapter II, the writer concludes that Della made errors in pronouncing the diphthongs [oʊ] in the word *know*, *only*, *open*, and *overseas*.

Ratih Hantari, the third speaker of affirmative team from SMA Negeri 1 Comal, pronounced 5 words that consisted of diphthong [ou] according to the correct pronunciation. From 5 words, there are 3 words that were mispronounced. The words are *don't*, *overseas*, and *protect*. Ratih pronounced *don't* as [dɔ nt], *overseas* as [ɔ vər'si:s] and [ɔ fer'si:s] in the other utterance, and *protect* as [prɔ 'tɛ k]. However, the correct pronunciation of the word *don't* is [dou nt], *overseas* is [ou və'si:z], and *protect* is [prou 'tɛ kt]. In pronouncing *don't*, at the first Ratih did not try to correct her mispronunciations. However, when Ratih pronounced *don't* again in another utterance, she pronounced *don't* with the correct diphthong that is [dou n]. Thus the writer thinks that Ratih made a mistake in pronouncing the word *don't*, but she corrected it in another utterance. For the other words, Ratih did not realize her mistakes. According to the theory in chapter II, the writer concludes that Ratih made errors in pronouncing the diphthongs [ou] in the word *overseas* and *protect*.

The other speaker (1) of affirmative team from SMA Negeri 1 Comal, pronounced 6 words that consisted of diphthong [ou] according to the correct pronunciation. From 6 words, there are 2 words that were mispronounced. The words are *okay* and *overseas*. She pronounced *okay* as [ɔ 'kɛ] and *overseas* as [ɔ fər'si:s] and [ɔ fə'si:s] in the other utterance. However, the correct pronunciation of the word *okay* is [ou 'keɪ] and *overseas* is [ou və'si:z]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes

that she made errors in pronouncing the diphthongs [ou] in the word *okay* and *overseas*.

The other speaker (2) of affirmative team from SMA Negeri 1 Comal, pronounced 6 words that consist of diphthong [ou] according to the correct pronunciation. From 6 words, there are 3 words that were mispronounced. The words are *okay*, *overseas* and *those*. She pronounced *okay* as [ɔ 'kɛ h], *overseas* as [ɔ fər'si:s], and *those* as [ðuz]. However, actually the correct pronunciation of the word *okay* is [ou 'keɪ], *overseas* is [ou və'si:z], and *those* is [ðou z]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *okay*, *overseas*, *those*.

The other speaker (3) of affirmative team from SMA Negeri 1 Comal, pronounced 3 words that consisted of diphthong [ou] according to the correct pronunciation. From 3 words, all words were mispronounced. The words are *okay*, *overseas* and *so*. She pronounced *okay* as [ɔ 'kɛ h], *overseas* as [ɔ fər'si:s], and *so* as [sɔ]. However, the correct pronunciation of the word *okay* is [ou 'keɪ], *overseas* is [ou və'si:z], and *so* is [sou]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *okay*, *overseas*, *so*.

The other speaker (4) of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [ou] according to the correct

pronunciation. From 2 words, there is a word that was mispronounced. The word is *overseas*. She pronounced *overseas* as [ɔ fər'si:s]. However, the correct pronunciation of the word *overseas* is [ou və'si:z]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *overseas*.

The other speaker (5) of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [ou] according to the correct pronunciation. From 2 words, all words were mispronounced. The words are *overseas* and *protect*. She pronounced *overseas* as [ɔ fər'si:s] and *protect* as [prɔ 'tɛ k]. However, the correct pronunciation of the word *overseas* is [ou və'si:z] and *protect* as [prou 'tɛ kt]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *overseas* and *protect*.

The other speaker (7) of affirmative team from SMA Negeri 1 Comal, pronounced a word that consisted of diphthong [ou] according to the correct pronunciation. The word is *overseas* and it was mispronounced. She pronounced *overseas* as [ɔ fər'si:s], but the correct pronunciation of the word *overseas* is [ou və'si:z]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthongs [ou] in the word *overseas*.

The other speaker (8) of affirmative team from SMA Negeri 1 Comal, pronounced 3 words that consisted of diphthong [ou] according to the correct pronunciation. From 3 words, all words were mispronounced. The words are *go*, *overseas* and *so*. He pronounced *go* as [gɔ], *overseas* as [ɔ fər'si:s] and *so* as [sɔ]. However, actually the correct pronunciation of the word *go* is [gou], *overseas* is [ou və'si:z] and *so* as [sou]. He did not try to correct her mispronunciations, so the writer thinks that he did not realize his mistakes. According to the theory in chapter II, the writer concludes that he made errors in pronouncing the diphthongs [ou] in the word *go*, *overseas* and *so*.

Amalia Rahmaniar Indrarti, the first speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 4 words that consisted of diphthong [ou] according to the correct pronunciation. From 4 words, there are 2 words that were mispronounced. The words are *go* and *only*. She pronounced *go* as [gɔ] and *only* as [ɔ nli]. However, the correct pronunciation of the word *go* is [gou] and *only* is [ɔu nli]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *go* and *only*.

Fina Fudhrotul Mukaromah, the second speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 2 words that consisted of diphthong [ou] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word is *don't*. She pronounced *don't* as [dɔ nt]. However, actually the correct pronunciation of the word *don't* is [dou nt]. She did

not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *don't*.

Ahmad Dipo Wicaksono, the third speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 4 words that consisted of diphthong [ou] according to the correct pronunciation. From 4 words, there is a word that was mispronounced. The word is *okay*. He pronounced *okay* as [ɔ 'kɛ]. However, the correct pronunciation of the word *okay* is [ou 'keɪ]. He did not try to correct his mispronunciations, so the writer thinks that he did not realize his mistakes. According to the theory in chapter II, the writer concludes that he made errors in pronouncing the diphthongs [ou] in the word *okay*.

Jelita, the speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 7 words that consisted of diphthong [ou] according to the correct pronunciation. From 7 words, there are 4 words that were mispronounced. The words are *don't*, *okay*, *so*, and *told*. She pronounced *don't* as [dɔ n] and [dɔ ^ʔ], *okay* as [hɔ 'kɛ], [ɔ 'keɪ], and [ɔ 'kɛ], *so* as [sɔ], and *told* as [tɔ ld]. However, the correct pronunciation of the word *don't* is [dou nt], *okay* is [ou 'keɪ], *so* is [sou], and *told* is [tou ld]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *don't*, *okay*, *so*, and *told*.

The other speaker (2) of negative team from SMA Negeri 1 Banjarnegara, pronounced 3 words that consisted of diphthong [ou] according to the correct

pronunciation. From 3 words, there are 2 words that were mispronounced. The words are *prospective* and *don't*. He pronounced *prospective* as [ˈprɔ spɛ ktɪf] and *don't* as [dɔ n]. However, the correct pronunciation of the word *prospective* is [prɒ ˈspɛ ktɪ v] and *don't* is [dɒ nt]. He did not try to correct his mispronunciations, so the writer thinks that he did not realize his mistakes. According to the theory in chapter II, the writer concludes that he made errors in pronouncing the diphthongs [ɔ] in the word *prospective* and *don't*.

The other speaker (3) of negative team from SMA Negeri 1 Banjarnegara, pronounced 2 words that consisted of diphthong [ou] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word is *okay*. She pronounced *okay* as [ɔ ˈkɛ]. However, the correct pronunciation of the word *okay* is [ou ˈkeɪ]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she did errors in pronouncing the diphthongs [ou] in the word *okay*.

The other speaker (4) of negative team from SMA Negeri 1 Banjarnegara, pronounced a word that consisted of diphthong [ou] according to the correct pronunciation. The word is *program*, and it was mispronounced. She pronounced *program* as [prɔ ˈgræm]. However, the correct pronunciation of the word *program* is [prɒ ˈgræm]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthong [ou] in the word *program*.

The other speaker (5) of negative team from SMA Negeri 1 Banjarnegara, pronounced a word that consisted of diphthong [ou] according to the correct pronunciation. The word is *go*, and it was mispronounced. She pronounced *go* as [gɔ]. However, the correct pronunciation of the word *go* is [gou]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthong [ou] in the word *go*.

The other speaker (6) of negative team from SMA Negeri 1 Banjarnegara, pronounced 4 words that consisted of diphthong [ou] according to the correct pronunciation. From 4 words, all words that were mispronounced. The words are *bravo*, *don't*, *protect*, and *so*. He pronounced *bravo* as [ˈbrafɔ], *don't* as [dɔ n], *protect*, and *so*. However, the correct pronunciation of the word *bravo* is [braˈvou], *don't* is [dou nt], *protect* is [prou ˈtɛ kt], and *so* is [sou]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ou] in the word *bravo*, *don't*, *protect*, and *so*.

From the analysis above, the writer concludes that from 21 speakers, there is only 1 speaker that pronounced all diphthongs [ou] in words correctly.

4.1.3 Diphthong [aɪ]

There are 2 words mispronounced in diphthongs by the debate participants. The words are *society* and *realize*.

Table 4.3 Mispronounced Diphthongs [aɪ]

Pronouncers	Society	realize	violence
I	[sə 'si:ɛ ti]	[^ˈ rɪ əlaɪ z]	[^ˈ faɪ ələns]
II	-	-	[^ˈ faɪ ələns]
III	-	-	[^ˈ vaɪ ələns]
IV	-	-	[^ˈ vaɪ ələns]
V	-	-	[^ˈ faɪ ələns]
VI	-	-	[^ˈ vaɪ ələns]
VII	-	-	[^ˈ vaɪ ələns]
Correct Pronunciation	[sə'saɪ əti]	[^ˈ rɪ əlaɪ z]	[^ˈ vaɪ ələns]

The word *society* was pronounced by Fina Fudhrotul Mukaromah, the second speaker of the negative team from SMA Negeri 1 Banjarnegara. The word *realize* was pronounced by Jelita from the same team with Fina Fudhrotul Mukaromah.

There are 20 speakers who pronounced words that consisted of the diphthong [aɪ] according to the correct transcription. It can be found from the affirmative team that consisted of 11 speakers, and the rest was from the negative team.

Fina Fudhrotul Mukaromah, the second speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 8 words that consisted of diphthong [aɪ] according to the correct pronunciation. From 8 words, there is a word that was mispronounced. The word is *society*. She pronounced *society* as [sə 'si:ɛ ti]. However, the correct pronunciation of the word *society* is [sə'saɪ əti]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [aɪ] in the word *society*.

Jelita, the speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 8 words that consisted of diphthong [aɪ] according to the correct pronunciation. From 8 words, there is a word that was mispronounced. The word is *realize*. Jelita pronounced *realize* as [rɪ əli:s]. However, actually the correct pronunciation of the word *realize* is [rɪ əlaɪ z]. In pronouncing *realize*, at the first Jelita pronounced it correctly. However, when Jelita pronounced *realize* again in another utterance, she pronounced *realize* as [rɪ əli:s]. Thus the writes thinks that Jelita made a mistake in pronouncing the word *realize*, because she pronounced it inconsistently.

From the analysis above, the writer concludes that from 20 speakers, there are 18 speakers that pronounced all diphthongs [aɪ] in words correctly.

4.1.4 Diphthong [aʊ]

There are 3 words mispronounced by the debate participants. They are *overseas*, *our*, *housemaid*, and *about*.

Table 4.4 Major Mispronounced Diphthongs [aʊ]

Pronouncers	our	housemaid	about
I	[‘ou r]	[‘hausmeɪ t]	[ə’baʊ t]
II	[‘aʊ ə]	-	[ə’baʊ t]
III	[‘aʊ əɾ]	-	[ə’baʊ [?]]
IV	[‘aʊ əɾ]	-	[ə’baʊ [?]]
V	[‘aʊ əɾ]	-	[ə’bou t]
VI	[‘aʊ əɾ]	-	-
VII	[‘aʊ əɾ]	-	-
VIII	[‘aʊ əɾ]	-	-
IX	[‘aʊ əɾ]	-	-
Correct	[‘aʊ ə]	[‘haʊ smeɪ d]	[ə’baʊt]

Pronunciation

From 9 debate participants who pronounced the word *our*, there is only 1 debate participant who made an error in pronouncing diphthongs [aʊ]. The word *housemaid* was pronounced by Jelita, the speaker of the negative team from SMA Negeri 1 Banjarnegara. The last, from 5 debate participants who pronounced the word *about*, there is only 1 debate participant who made an error in pronouncing diphthongs [aʊ].

There are 15 speakers who pronounced words that consist of the diphthong [aʊ] according to the correct transcription. From the affirmative team consists of 8 speakers, and the rest is from the negative team.

Della Kartika Wijaya, the second speaker of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [aʊ] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word is *our*. She pronounced *our* as [ou :r]. However, the correct pronunciation of the word *our* is [ˈaʊə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [aʊ] in the word *our*.

Jelita, the speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 2 words that consisted of diphthong [aʊ] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word is *housemaid*. She pronounced *housemaid* as [ˈhou smeɪ t]. However, the correct pronunciation of the word *housemaid* is [ˈhausmeɪ d]. She did not try to correct

her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [aʊ] in the word *housemaid*.

The other speaker (2) of negative team from SMA Negeri 1 Banjarnegara, pronounced a word that consisted of diphthong [aʊ] according to the correct pronunciation. The word is *about*, and it is mispronounced. She pronounced *about* as [ə'buʊt]. However, the correct pronunciation of the word *about* is [ə'baʊt]. He did not try to correct her mispronunciations, so the writer thinks that he did not realize his mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [aʊ] in the word *about*.

From the analysis above, the writer concludes that from 15 speakers, there are 12 speakers that pronounced all diphthongs [aʊ] in words correctly.

4.1.5 Diphthong [ɔɪ]

There are 2 major words pronounced by the debate participants. They are *unemployment* and *point*.

Table 4.5 Pronounced Diphthongs [ɔɪ]

Pronouncers	unemployment	point
I	[ʌ 'ni:mplɔɪ mən]	[pɔɪ n]
II	[ʌ ni mplɔɪ mən]	[pɔɪ n]
Correct Pronunciation	[ʌ ni m'plɔɪ mənt]	[pɔɪ nt]

From 2 debate participants who pronounced the word *unemployment*, all of them pronounced diphthongs [ɔɪ] correctly, as well as in pronouncing the word *point*.

There are 6 speakers who pronounced words that consisted of the diphthong [ɔ ɪ] according to the correct transcription. They are from the affirmative team that consisted of 4 speakers, and the rests are from the negative team. Based on the transcription, all the debate participants pronounced diphthongs [ɔ ɪ] in words correctly.

4.1.6 Diphthong [ɪ ə]

There are 2 major words mispronounced by the debate participants. They are *senior* and *really*.

Table 4.6 Major Mispronounced Diphthongs [ɪ ə]

Pronouncers	senior	really
I	[ˈsɛ ni ɔ r]	[ˈrɪ əli:]
II	[ˈsɛ nyər]	[ri:li:]
III	[ˈsɛ ni ɔ r]	-
Correct Pronunciation	[ˈsi:ni ə]	[ˈrɪ əli]

All debate participants mispronounced the word *senior*. From 2 debate participants who pronounced the word *really*, there is only 1 debate participant who made an error in pronouncing diphthongs [ɪ ə].

There are 13 speakers who pronounced words that consisted of the diphthong [ɪ ə] according to the correct transcription. It can be found from the affirmative team that consisted of 7 speakers, and the rest was from the negative team.

Della Kartika Wijaya, the second speaker of affirmative team from SMA Negeri 1 Comal, pronounced a word that consisted of diphthong [ɪ ə] according to the correct pronunciation. The word is *experience*. She pronounced *experience* as [ˈɛ ksˈpɛ ri əns]. However, the correct pronunciation of the word *experience* is

[ɪ k'spɪ əɾɪ əns]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɪ ə] in the word *experience*.

The other speaker (1) of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [ɪ ə] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word is *experiences*. She pronounced *experiences* as [ʔɛ ks'pɛ ɾɪ ənsɪz]. However, the correct pronunciation of the word *experience* is [ɪ k'spɪ əɾɪ ənsɪ z]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɪ ə] in the word *experiences*.

The other speaker (2) of affirmative team from SMA Negeri 1 Comal, pronounced 4 words that consisted of diphthong [ɪ ə] according to the correct pronunciation. From 4 words, there is a word that was mispronounced. The word is *area*. She pronounced *are* as [ʔʌ rɛ ʌ]. However, the correct pronunciation of the word *area* is [ʔɛ əɾɪ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɪ ə] in the word *area*.

The other speaker (3) of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [ɪ ə] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word

is *experienced*. She pronounced *experienced* as [ʼε ksʼpε rɪ ənsɪ t]. However, the correct pronunciation of the word *experienced* is [ɪ kʼspɪ əɾɪ ənst]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɪ ə] in the word *experienced*.

Amalia Rahmaniar Indrarti, the first speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 3 words that consisted of diphthong [ɪ ə] according to the correct pronunciation. From 3 words, there are 2 words that were mispronounced. The words are *experience* and *senior*. She pronounced *experience* as [ʼε ksʼpε rɪ ənsɪ t] and *senior* as [sε nɪ ɔ r]. However, the correct pronunciation of the word *experience* is [ɪ kʼspɪ əɾɪ əns] and *senior* is [ʼsi:nɪ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɪ ə] in the word *experience* and *senior*.

Fina Fudhrotul Mukaromah, the second speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 3 words that consisted of diphthong [ɪ ə] according to the correct pronunciation. From 3 words, there are 2 words that were mispronounced. The words are *senior* and *society*. She pronounced *senior* as [sε nɪ ɔ r] and *society* as [sɔ ʼsi:yε ti]. However, the correct pronunciation of *senior* is [ʼsi:nɪ ə] and *society* is [sɔʼsai ətɪ]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes.

According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɪ ə] in the word *senior* and *society*.

Ahmad Dipo Wicaksono, the third speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 4 words that consisted of diphthong [ɪ ə] according to the correct pronunciation. From 4 words, there is a word that was mispronounced. The word is *senior*, and she pronounced *senior* as [sɛ ni ɔ r]. However, the correct pronunciation of *senior* is [ˈsi:ni ə] and *society* is [səˈsaɪ əti]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɪ ə] in the word *senior* and *society*.

Jelita, the speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 3 words that consisted of diphthong [ɪ ə] according to the correct pronunciation. From 3 words, there is a word that was mispronounced. The word is *really*, and she pronounced *really* as [ri:li]. However, the correct pronunciation of *really* is [ˈri əli]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistake. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthong [ɪ ə] in the word *really*.

From the analysis above, the writer concludes that from 13 speakers, there are 5 speakers that pronounced all diphthongs [ɪ ə] in words correctly.

4.1.7 Diphthong [ɛ ə]

There are 2 major words mispronounced by the debate participants. They are *their* and *there*.

Table 4.7 Major Mispronounced Diphthongs [ɛ ə]

Pronouncers	their	There
I	[dɛ r]	[dɛ r]
II	[ðɛ r]	[dɛ]
III	[dɛ r]	[ðɛ r] [dɛ r]
IV	[ðɛ ər]	[ðɛ r] [ðɛ ər]
V	[ðeɪ r]	[ðɛ r] [dɛ r]
VI	[dɛ r]	[dɛ r]
VII	[dɛ ər] [deɪ r]	-
VIII	[dɛ r]	-
Correct Pronunciation	[ðɛ ə]	[ðɛ ə]

From 8 debate participants who pronounced the word *their*, there is only 1 debate participant who pronounced diphthongs [ɪ ə] correctly, one who made a mistake, and the rest made errors. From 6 debate participants who pronounced the word *there*, there is only 1 debate participant who made a mistake. The other speakers made errors in pronouncing [ɪ ə].

There are 11 speakers who pronounced words that consist of the diphthong [ɛ ə] according to the correct transcription. From the affirmative team consists of 8 speakers, and the rest is from the negative team.

Nabila, the first speaker of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consist of diphthong [ɛ ə] according to the correct pronunciation. From 2 words, all words were mispronounced. The words are *there*

and *compare*. She pronounced *there* as [dɛ r] and *compare* as [kəm'pɛ r]. However, the correct pronunciation of *there* is [ðɛ ə] and *compare* is [kəm'pɛ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistake. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthong [ɛ ə] in the word *there* and *compare*.

Della Kartika Wijaya, the second speaker of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [ɛ ə] according to the correct pronunciation. From 2 words, all words were mispronounced. The words are *there* and *their*. She pronounced *there* as [dɛ] and *their* as [dɛ r]. However, the correct pronunciation of *there* and *their* are [ðɛ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistake. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthong [ɛ ə] in the word *there* and *their*.

Ratih Hantari, the third speaker of affirmative team from SMA Negeri 1 Comal, pronounced 3 words that consisted of diphthong [ɛ ə] according to the correct pronunciation. From 3 words, all words were mispronounced. The words are *there*, *their*, and *welfare*. She pronounced *there* as [ðɛ r] and [dɛ r], *their* as [ðɛ r], and *welfare* as [ˈwɛ lfər]. However, the correct pronunciation of *there* and *their* are [ðɛ ə], and *welfare* is [wɛ lfɛ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistake. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthong [ɛ ə] in the word *there*, *their*, and *welfare*.

The other speaker (1) of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [ɛ ə] according to the correct pronunciation. From 2 words, there is a word that was mispronounced. The word is *their*. She pronounced *their* as [dɛ r]. However, the correct pronunciation of *their* is [ðɛ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistake. According to the theory in chapter II, the writer concludes that she made error in pronouncing the diphthong [ɛ ə] in the word *their*.

The other speaker (2) of affirmative team from SMA Negeri 1 Comal, pronounced a word that consisted of diphthong [ɛ ə] according to the correct pronunciation. The word is *area*. She pronounced *area* as [ʼʌ rɛ ʌ]. However, the correct pronunciation of the word *area* is [ʼɛ ərɪ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɛ ə] in the word *area*.

The other speaker (4) of affirmative team from SMA Negeri 1 Comal, pronounced a word that consisted of diphthong [ɛ ə] according to the correct pronunciation. The word is *their*. She pronounced *their* as [ðɛɪ r]. However, the correct pronunciation of the word *area* is [ðɛ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɛ ə] in the word *their*.

The other speaker (7) of affirmative team from SMA Negeri 1 Comal, pronounced a word that consisted of diphthong [ɛ ə] according to the correct pronunciation. The word is *their*. She pronounced *their* as [dɛ r]. However, the correct pronunciation of the word *area* is [ðɛ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ɛ ə] in the word *their*.

Ahmad Dipo Wicaksono, the third speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 4 words that consisted of diphthong [ɛ ə] according to the correct pronunciation. From 4 words, all words were mispronounced. The words are *there*, *compare*, *repair* and *fairs*. He pronounced *there* as [ðɛ r], *compare* as [kɔ m'pɛ r], *repair* as [ri:'peɪ r], and *fairs* as [feɪ rs]. However, the correct pronunciation of *there* [ðɛ ə], *compare* is [kəm'pɛ ə], *repair* is [ri 'pɛ ə], and *fairs* is [fɛ əz]. He did not try to correct her mispronunciations, so the writer thinks that she did not realize his mistake. According to the theory in chapter II, the writer concludes that Ahmad made errors in pronouncing the diphthongs [ɛ ə] in the word *there*, *compare*, *repair*, and *fairs*.

Jelita, the speaker of negative team from SMA Negeri 1 Banjarnegara, pronounced 2 words that consisted of diphthong [ɛ ə] according to the correct pronunciation. From the 2 words, all words were mispronounced. The words are *their* and *there*. Jelita pronounced *their* as [deɪ r] and *there* as [ðɛ r] and [dɛ r]. However, the correct pronunciation of the word *their* and *there* are [ðɛ ə]. In pronouncing the words *their* and *there*, first Jelita pronounced them correctly.

However, when Jelita pronounced *their* and *there* again in another utterance, she mispronounced. Thus the writer thinks that Jelita did mistakes in pronouncing the word *their* and *there*, because she did not be consistent in pronouncing.

The other (2) speaker of affirmative team from SMA Negeri 1 Comal, pronounced 2 words that consisted of diphthong [ɛ ə] according to the correct pronunciation. From 2 words, all words were mispronounced. The words are *there* and *their*. He pronounced *there* as [dɛ] and *their* as [dɛ r]. However, the correct pronunciation of *there* and *their* are [ðɛ ə]. He did not try to correct his mispronunciations, so the writer thinks that he did not realize his mistake. According to the theory in chapter II, the writer concludes that he made errors in pronouncing the diphthong [ɛ ə] in the word *there* and *their*.

From the analysis above, the writer concludes that from 11 speakers, there is only 1 speaker that pronounced all diphthongs [ɛ ə] in words correctly.

4.1.8 Diphthong [ʊ ə]

There are 2 major words pronounced by the debate participants. They are *sure* and *actually*.

Table 4.8 Major Pronounced Diphthongs [ʊ ə]

Pronouncers	sure	actually
I	[l ʊ]	[‘æktl ʊ əli:]
II	[l ʊ ər]	[‘æktl ʊ əli:]
Correct Pronunciation	[l ʊ ə]	[‘æktl ʊ əli]

From 2 debate participants who pronounced the word *sure*, there is only 1 debate participant who made an error in pronouncing diphthongs [ɪ ə]. In pronouncing

the word *actually*, all of the debate participants pronounced the diphthong [ʊ ə] correctly.

There are 5 speakers who pronounced words that consisted of the diphthong [ʊ ə] according to the correct transcription. It can be found from the affirmative team that consisted of 2 speakers, and the rest was from the negative team.

Ratih Hantari, the third speaker of affirmative team from SMA Negeri 1 Comal, pronounced a word that consisted of diphthong [ʊ ə] according to the correct pronunciation. The word is *sure*. She pronounced *sure* as [l ʊ]. However, the correct pronunciation of the word *sure* is [l ʊ ə]. She did not try to correct her mispronunciations, so the writer thinks that she did not realize her mistakes. According to the theory in chapter II, the writer concludes that she made errors in pronouncing the diphthongs [ʊ ə] in the word *sure*.

From the analysis above, the writer concludes that from 5 speakers, there are 4 speakers that pronounced all diphthongs [ʊ ə] in words correctly.

4.1.9 Diphthong [ɔ ə]

Table 4.9 Pronounced Diphthongs [ʊ ə]

Pronouncers	floor
I	[flo:r]
Correct Pronunciation	[flo:r] [floə]

In this debate, there was only 1 debate participant who pronounced word that consisted of the diphthong [ɔ ə] in her argument. She was Jelita, the speaker of negartive team from SMA Negeri 1 Banjarnegara. The word was *floor*. Jelita pronounced a word *floor* as [flɔ :r]. However, according to Ramelan (1999,

actually the correct pronunciation of the word *floor* is [flɔ ə], but this diphthong is now normally replaced by the pure vowel [ɔ:]. Therefore, based on the theory of Ramelan in chapter II, Jelita did not do mispronunciation although she pronounced replace the diphthong [ʊ ə] with the vowel [ɔ:].

4.2 Discussion

The errors in pronouncing English diphthongs are assumed to be affected by many factors. One of the factors is the habit of the debate participants in pronouncing the word that contains of diphthongs. The habit can be from imitating, mishearing, and mispronouncing. The second is because the debate participants pronounced the word as it was written in the orthographic writing.

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

Besides imitating, mishearing can be a main factor in pronouncing errors. It happened because the students were not used to hearing words, especially certain diphthongs, in their native language. Their ears must be trained in hearing the certain diphthongs that don't exist in the native language. They must be trained again and again until they get familiar with them and remember their acoustic quality. Ramelan (1999: 8) claimed it as 'ear-training'. The example of mishearing can be heard in the word *gave*, *case*, *don't*, *compare*, and *welfare*.

Not all error pronunciations are caused by mishearing. Error pronunciations happen when the students hear the pronunciation clearly, but it is hard to imitate. It can be because the elements do not exist in the native language. English has nine diphthongs, but Indonesian only has three diphthongs. They are diphthong [aɪ], [aʊ], and [ɔ ɪ] (Waridah, 2008:4). This positive transfer answers why debate participants almost didn't make an error in pronouncing them. However, for the other diphthong beyond [aɪ], [aʊ], and [ɔ ɪ], the debate participants were adapted. The error can occur in the words with diphthong [ou] such as *no*, *okay*, *only*, *overseas*, etc. The writer thinks it is due to [ou] is *o* as the orthography of diphthong. In Indonesian, the utterances are pronounced as it was written in the orthography writing. This negative transfer caused the errors in pronouncing diphthong [ou]. In addition, pronouncing vowel [ɔ] is easier for the Indonesian students especially the debate participants than diphthong [ou]. In this case, the students did not aware of 'different element means different meaning.'

When the students are not used to pronouncing certain words, they are disposed to pronounce the words as they are written in the orthographic writing form. However, the orthographic writing is not consistent to be pronounced. It sometimes represents more than one sound, such as letter *a* in English, which represents different sounds in different words. For example, they are *area*, *agency*, and *bravo* (Ramelan, 1999: 9).

CHAPTER V

CONCLUSION AND SUGGESTION

The writer gives conclusions and suggestions in this chapter based on the research problems.

5.1 Conclusion

The conclusions are stated based on the result of the analysis of a debate between SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara with the motion “Sending Migrant Worker Abroad, Great Opportunity or Dangerous” The result of the analysis is as follow:

- a. The debate participants mispronounced the diphthong [eɪ], [oʊ], [aɪ], [aʊ], [ɪ ə], [ɛ ə], and [ʊ ə]. From 21 speakers, there were 17 speakers who mispronounced the diphthong [eɪ]. From 21 speakers, there were 20 speakers who mispronounced the diphthong [oʊ]. From 20 speakers, there were 2 speakers who mispronounced the diphthong [aɪ]. From 15 speakers, there were 3 speakers who mispronounced the diphthong [aʊ]. From 13 speakers, there were 8 speakers who mispronounced the diphthong [ɪ ə]. From 11 speakers, there were 10 speakers who mispronounced the diphthong [ɛ ə]. From 5 speakers, there was 1 speaker who mispronounced the diphthong [ʊ ə].

- b. Most debate participants mispronounced the diphthong by pronouncing diphthongs as certain vowels. In diphthong [eɪ], words were mispronounced as [ɛ]. Moreover, the others like [ɪ], [æ], [a], [ʌ], and [i:]. In diphthong [oʊ], the words were mispronounced are as [ɔ] and [ʊ]. In diphthong [aʊ], most of mispronunciation that ⁶⁷ participants did is it pronounced as [u:] and [ou]. In diphthong [ɪ ə], words were mispronounced as [ɛ], [ʌ], [ɪ ɔ], and [i:]. In diphthong [ɛ ə], words were mispronounced as [ɛ], [ə], [ʌ], and [eɪ]. In diphthong [ʊ ə], words were mispronounced as [ʊ].
- c. The debate participants didn't correct their diphthong pronunciation directly. They fixed their diphthong pronunciations in the other next utterances that consisted of the diphthong they mispronounced before.

5.2 Suggestion

By doing this research, the writer suggests that her knowledge of learning and diphthongs pronunciation especially related to teaching-learning process can be developed. This study gives information about debate participants' difficulties in pronouncing diphthongs. Then, based on the writer's experience, the result of the study hopefully contributes to the practical significance such as for pre-service teachers. The coming pre-service teachers are able to devise appropriate lesson plan in diphthong pronunciation teaching. In addition, they can construct the material suitable for the different levels and needs of learners after reading this study.

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

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APPENDIX

PHONETIC TRANSCRIPTION TABLE

NABILA (FIRST SPEAKER OF SMA NEGERI 1 COMAL)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1	A	[eɪ]	[eɪ]
2	By	[baɪ]	[baɪ]
3	Case	[keɪ s]	[kɛ s]
4	compare	[kəm'pɛ ə]	[kəm'pɛ r]
5	decrease	[di 'kri:s]	[di:'kreɪ z]
6	don't	[daʊnt]	[dɔ n]
7	explain	[ɪ ks'pleɪ n]	[ɛ ks'plɪ n]
8	female	[fi:meɪ l]	[fi:meɪ l]
9	greatest	['greɪ tɛz]	['gri:tɛs]
10	how	[haʊ]	[haʊ]
11	I	[aɪ]	[aɪ]
12	I'm	[aɪ m]	[aɪ m]
13	job	[dʒ ɔʊb]	[dʒ ɔ b]
14	know	[naʊ]	[naʊ]
15	male	[meɪ l]	[meɪ l]
16	motion	[moʊn]	[moʊ n]
17	my	[maɪ]	[maɪ]
18	no	[naʊ]	[nɔ]
19	now	[naʊ]	[naʊ]
20	occasion	[ə'keɪ ʒ ən]	[ɔ 'keɪ ʌ ən]
21	okay	[ou'keɪ]	[ɔ 'kɛ]
22	only	['aʊnli]	['ɔ nli:]
23	overseas	[ɔʊvə'si:z]	[ofər'si:s] [ɔʊvə'si:z]
25	poor	[puə]	[puər]
26	relationship	[ri 'leɪ ʌ ən ɪ:p]	[ri:'leɪ ʌ ən ɪ:p]
27	science	[saɪ əns]	[saɪ əns]
28	sides	[saɪ dz]	[saɪ ts]
29	so	[soʊ]	[so]
30	there	[ðɛ ə]	[dɛ r]
31	they	[ðeɪ]	[deɪ]
32	unemployment	[ʌ ni m'plɔ ɪ mənt]	[ʌ 'ni:mpɔ ɪ mən]
33	ways	[weɪ z]	[weɪ z]
34	why	[hwaɪ]	[hwaɪ]

DELLA KARTIKA WIJAYA (SECOND SPEAKER OF SMA NEGERI 1 COMAL)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1	A	[eɪ]	[eɪ]
2	also	['ɔ :lsou]	['ɔ :lsou]
3	Beside	[bɪ 'saɪ d]	[bi:'saɪ d]
4	experience	[ɪ k'spɪ əɾɪ əns]	[ɛ ks'pɛ rɪ əns]
5	female	[fi:meɪ l]	[fi:mɛ l]
6	grade	[greɪ d]	[grɛ d]
7	great	[greɪ t]	[gri:t]
8	I	[aɪ]	[aɪ]
9	I'm	[aɪ m]	[aɪ m]
10	know	[nou]	[nɔ]
11	labours	['leɪ bəz]	['labərs] ['leɪ bərs]
12	makers	['meɪ kəz]	['meɪ kərs]
13	male	[meɪ l]	[mɛ l]
14	my	[maɪ]	[maɪ]
15	my	[maɪ]	[maɪ]
16	name	[neɪ m]	[neɪ m]
17	only	['ounlɪ]	['ɔ nli:]
18	open	['oupən]	[ɔ pən]
19	our	['auə]	['our]
20	overseas	[ouvə'si:z]	[ouvər'si:z] [ofər'si:s]
21	quality	['kwɔ ləti]	['kwaɪ li:ti:]
22	their	[ðɛ ə]	[dɛ r]
23	there	[ðɛ ə]	[dɛ]
24	they	[ðeɪ]	[deɪ]
25	thousand	['θ auzɛ nd]	['tauzen]

**RATIH HANTARI (THIRD SPEAKER OF SMA NEGERI 1
COMAL)**

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1	A	[eɪ]	[eɪ]
2	applied	[ə'plai d]	[ə'plai d]
3	because	[bi 'kɔ z]	[bi:'kaus]
4	because	[bi 'kɔ :s]	[bi:'kaus]
5	beside	[bi 'sai d]	[bi:'sai t]
6	don't	[dɔnt]	[dɔ nt] [doun]
7	famous	['feɪ məs]	['fʌ mə s]
8	female	[fi:meɪ l]	[fi:meɪ l]
9	find	[faɪnd]	[faɪn]
10	grade	[greɪ d]	[greɪ d]
11	higher	[haɪ ə]	[haɪ ər]
12	I	[aɪ]	[aɪ]
13	I'm	[aɪ m]	[aɪ m]
14	know	[nou]	[nou]
15	law	[lo:]	[lou]
16	male	[meɪ l]	[meɪ l]
17	my	[maɪ]	[maɪ]
18	name	[neɪ m]	[neɪ m]
19	occasion	[ə'keɪ ʒ ən]	[ə'keɪ ʒ ən]
20	our	['auə]	['auə] ['auər]
21	overseas	[ɔvə'si:z]	[ɔvər'si:s] [ofər'si:s]
22	protect	[prou'te kt]	[pro'te k]
23	same	[seɪ m]	[sɪ m]
24	say	[seɪ]	[seɪ]
25	science	[saɪ əns]	[saɪ əns]
26	show	[ʃ ou]	[ʃ ou]
27	side	[saɪ d]	[saɪ t]
28	side	[saɪ d]	[saɪ d]
29	sure	[ʃ uə]	[ʃ u]
30	their	[ðe ə]	[ðe r]
31	their	[ðe ə]	[ðe r]
32	there	[ðe ə]	[ðe r]
33	there	[ðe ə]	[dɛ r]
34	time	[taɪ m]	[taɪ m]

35	violence	['vaɪ ələns]	['faɪ ələns]
36	way	[weɪ]	[weɪ]
37	welfare	['wɛ lfɛ ə]	['wɛ lfər]

THE OTHER SPEAKER (1) OF SMA NEGERI 1 COMAL

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	okay	[ou'keɪ]	[okɛ]
2.	I	[aɪ]	[aɪ]
3.	my	[maɪ]	[maɪ]
4.	male	[meɪ l]	[mɛ l]
5.	female	[fi:meɪ l]	[fi:mɛ l]
6.	overseas	[ouvə'si:z]	[ofər'si:s] [ofə'sɪ z]
7.	brilliant	['brɪ lɪ ənt]	['brɪ:lɪ ənt]
8.	choice	[tʃ oɪ s]	[tʃ oɪ s]
9.	golden	['gouldən]	['gouldən]
10.	our	['auə]	['auər]
11.	points	[poɪ nts]	[poɪ ns]
12.	great	[greɪ t]	[greɪ t]
13.	because	[bi 'kɔ :s]	[bi:'kaʊs]
14.	they	[ðeɪ]	[deɪ]
15.	so	[sou]	[sou]
16.	high	[haɪ]	[haɪ]
17.	also	['ɔ :lsou]	['ɔ :lsou]
18.	welfare	['wɛ lfɛ ə]	['wɛ lfɛ ə]
19.	now	[nau]	[nau]
20.	foreign	['fɔ rən]	['fɔ rei n]
21.	higher	['haɪ ə]	['haɪ ə]
22.	beside	[bi:'saɪ d]	[bi:'saɪ d]
23.	experiences	[ɪ k'spɪ əri ənsəz]	[ɛ ks'pɛ ri ənsi:z]
24.	their	[ðeɪ]	[deɪ]
25.	social	['souʃ əl]	['souʃ ɪ əl]
26.	status	['steɪ təs]	['status]

THE OTHER SPEAKER (2) OF SMA NEGERI 1 COMAL

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	okay	[ou'keɪ]	[okɛ h]
2.	I	[aɪ]	[aɪ]
3.	my	[maɪ]	[maɪ]
4.	about	[ə'baʊt]	[ə'baʊt]
5.	male	[meɪ l]	[mɛ l]
6.	female	['fi:meɪ l]	['fi:mɛ l]
7.	because	[bi 'kɔ :s]	[bi:'kous]
8.	make	[meɪ k]	[mɛ k]
9.	they	[ðeɪ]	[deɪ]
10.	home	[hoʊm]	[hom]
11.	multiplayer	[mʌ lti 'pleɪ ə]	[multɪ 'pleɪ ə]
12.	area	['ɛ əri ə]	['ʌ rɛ ʌ]
13.	by	[baɪ]	[baɪ]
14.	amount	[ə'maʊnt]	[ə'maʊnt]
15.	always	['ɔ :lweɪ z]	['ɔ :lweɪ z]
16.	know	[nou]	[nou]
17.	thousand	['θ əuzənd]	['tausən]
18.	eight	[eɪ t]	[eɪ t]
19.	five	[faɪ v]	[faɪ f]
20.	billion	[bi li ən]	[bi:li:jən]
21.	like	[laɪ k]	[laɪ k]
22.	right	[raɪ t]	[raɪ t]
23.	those	[ðəʊz]	[ðuz]
24.	overseas	[ʊvə'si:z]	[ofər'si:s]
25.	oil	[oi l]	[oi l]
26.	commodities	[kə'mɔ di ti əz]	[ka'mɔ di:ti əs]
27.	so	[sou]	[sou]
28.	say	[seɪ]	[seɪ]

THE OTHER SPEAKER (3) OF SMA NEGERI 1 COMAL

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	okay	[ou'keɪ]	[okɛ h]
2.	I	[aɪ]	[aɪ]
3.	opinion	[ə'pi njən]	[ɔ 'pi:ni ən]
4.	male	[meɪ l]	[mɛ l]
5.	female	['fi:meɪ l]	['fi:mɛ l]

6.	overseas	[ouvə'si:z]	[ofər'si:s]
7.	unemployment	[ʌ nɪ m'plɔ ɪ mənt]	['ʌ nɪ mplɔ ɪ mən]
8.	vacancy	['veɪ kənsɪ]	['fɛ kənsi:]
9.	educated	['ɛ dju:kɛɪ tɪ d]	['ɛ dukɛɪ tɪ t]
10.	experienced	[ɪ k'spɪ əɪ ənst]	[ɛ ks'pɛ rɪ ənsɪ t]
11.	their	[ðɛ ə]	[ðɛ əɾ]
12.	paid	[peɪ d]	[peɪ d]
13.	our	['auə]	['auər]
14.	nation	[neɪ ʃ ən]	[neɪ ʃ ən]
15.	prize	[praɪ z]	[praɪ s]
16.	so	[sou]	[sɔ]

THE OTHER SPEAKER (4) OF SMA NEGERI 1 COMAL (QUICK)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	I	[aɪ]	[aɪ]
2.	male	[meɪ l]	[mɛ l]
3.	female	['fi:meɪ l]	['fi:mɛ l]
4.	overseas	[ouvə'si:z]	[ofər'si:s]
5.	program	[prougræm]	[prougrʌ m]
6.	our	['auə]	['auər]
7.	their	[ðɛ ə]	[ðeɪ r]
8.	by	[baɪ]	[baɪ]

THE OTHER SPEAKER (5) OF SMA NEGERI 1 COMAL (QUICK)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	national	['næʃ ənl]	['naʃ ɪ ɔ nʌ l]
2.	agency	['eɪ dʒ ənsɪ]	['agɛ nsi:]
3.	nation	['neɪ ʃ ən]	['naʃ ɪ ɔ n]
4.	placement	['pleɪ smənt]	['pleɪ smən]
5.	male	[meɪ l]	[meɪ l]
6.	female	['fi:meɪ l]	['fi:meɪ l]
7.	overseas	[ouvə'si:z]	[ofər'si:s]
8.	make	[meɪ k]	[meɪ k]

9.	protect	[prou'tɛ kt]	[prɔ 'tɛ k]
10.	violence	['vai ələns]	['fai ələns]

THE OTHER SPEAKER (6) OF SMA NEGERI 1 COMAL (QUICK)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	labours	['lei bəz]	['lei bərs]
2.	by	[baɪ]	[baɪ]
3.	training	['treɪ ni ŋ]	['treɪ ni:ŋ]
4.	those	[ðəuz]	[douz]

THE OTHER SPEAKER (7) OF SMA NEGERI 1 COMAL (QUICK)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	male	[meɪ l]	[meɪ l]
2.	female	['fi:meɪ l]	['fi:meɪ l]
3.	overseas	[ɒvə'si:z]	[ofər'si:s]
4.	their	[ðe ə]	[de r]
5.	make	[meɪ k]	[meɪ k]

THE OTHER SPEAKER (8) OF SMA NEGERI 1 COMAL (QUICK)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	I'm	[aɪ m]	[aɪ m]
2.	line	[laɪ n]	[laɪ n]
3.	so	[sou]	[sɔ]
4.	male	[meɪ l]	[mɪ l]
5.	female	['fi:meɪ l]	['fi:mɪ l]
6.	overseas	[ɒvə'si:z]	[ofər'si:s]
7.	go	[gou]	[gɔ]

**THE OTHER SPEAKER (9) OF SMA NEGERI 1 COMAL
(QUICK)**

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	say	[seɪ]	[seɪ]
2.	I	[aɪ]	[aɪ]
3.	my	[maɪ]	[maɪ]
4.	always	['ɔ :lweɪ z]	['ɔ :lweɪ s]
5.	our	['auə]	['auər]

**AMALIA RAHMANIAR INDRARTI (FIRST SPEAKER OF
SMA NEGERI 1 BANJARNEGARA)**

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	my	[maɪ]	[maɪ]
2.	name	[neɪ m]	[neɪ m]
			[nɛ m]
3.	I'm	[aɪ m]	[aɪ m]
4.	senior	['si:nɪ ə]	['sɛ ni ɔ r]
5.	high	[haɪ]	[haɪ]
6.	grade	[greɪ d]	[greɪ d]
7.	motion	[mouʃ n]	[mouʃ n]
8.	today	[tə'deɪ]	[tu'deɪ]
9.	why	[hwaɪ]	[hwaɪ]
10.	because	[bi 'kɔ z]	[bi:'kaus]
11.	know	[nou]	[nou]
12.	violence	['vaɪ ələns]	['vaɪ ələns]
13.	case	[keɪ s]	[keɪ s]
14.	thousand	['θ auzɛ nd]	['tauzɛ n]
15.	nine	[naɪ n]	[naɪ n]
16.	guys	[gaɪ z]	[gaɪ s]
17.	lately	['leɪ tlɪ]	['lɛ dərlɪ:]
18.	tried	[traɪ d]	[traɪ t]
19.	go	[gou]	[gɔ]
20.	down	[daʊn]	[daʊn]
21.	employer	[im'plɔɪ ə]	[im'plɔɪ ə]
22.	floor	[flɔ ə]	[flɔ :r]
23.	ground	[graʊnd]	[graʊn]
24.	face	[feɪ s]	[fi s]

25.	only	['ounlɪ]	['ɔ nli:]
26.	gave	[geɪ v]	[gɛ f]
27.	day	[deɪ]	[deɪ]
28.	experience	[ɪ k'spɪ əri əns]	[ɪ ks'pɛ ri əns]

FINA FUDHROTUL MUKAROMAH (SECOND SPEAKER OF SMA NEGERI 1 BANJARNEGARA)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	my	[maɪ]	[maɪ]
2.	name	[neɪ m]	[neɪ m]
3.	I	[aɪ]	[aɪ]
4.	senior	['si:nɪ ə]	['sɛ njər]
5.	high	[haɪ]	[haɪ]
6.	grade	[greɪ d]	[greɪ t]
7.	law	[lo:]	[lou]
8.	causing	['kɔ :zɪ ŋ]	['kausi:ŋ]
9.	violence	['vaɪ ələns]	['vaɪ ələns]
10.	cases	['keɪ sɪ z]	['keɪ sɪ z]
11.	labours	['leɪ bəz]	['læbər] ['læbɔ r]
12.	so	[sou]	[sou]
13.	why	[hwaɪ]	[hwaɪ]
14.	maintain	[meɪ n'teɪ n]	[meɪ n'teɪ n]
15.	society	[sə'saɪ ətɪ]	[sɔ 'si:ɛ ti:]
16.	don't	[daʊnt]	[dɔ nt]
17.	rights	[raɪ ts]	[raɪ ts]
18.	actually	['æktʃ uəli]	['æktʃ uəli:]
19.	made	[meɪ d]	[meɪ d]
20.	about	[ə'baʊt]	[ə'baʊt]
21.	paper	[peɪ pə]	[peɪ pər]
22.	real	[ri:l]	[ri əl]
23.	life	[laɪ f]	[laɪ f]
24.	related	[ri 'leɪ tɪ d]	[ri:'leɪ ti:t]
25.	nations	[neɪ ʃ ənz]	[neɪ ʃ əns]
26.	same	[seɪ m]	[seɪ m]
27.	made	[meɪ d]	[meɪ t]
28.	our	['aʊə]	['aʊər]
29.	slave	[sleɪ v]	[sleɪ v]

30.	case	['keɪ s]	['keɪ s]
31.	high	[haɪ]	[haɪ]

AHMAD DIPO WICAKSONO (THIRD SPEAKER OF SMA NEGERI 1 BANJARNEGARA)

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	okay	[ou'keɪ]	[o'kɛ]
2.	my	[maɪ]	[maɪ]
3.	name	[neɪ m]	[neɪ m]
4.	senior	['si:nɪ ə]	['sɛ ni ɔ r]
5.	I'm	[aɪ m]	[aɪ m]
6.	here	[hɪ ə]	[hɪ ə r]
7.	I	[aɪ]	[aɪ]
8.	say	[seɪ]	[seɪ]
			[sɛ]
9.	really	['ri əlɪ]	['ri əli:]]
10.	about	[ə'baʊt]	[ə'bau ²]
11.	motion	['mouʃ n]	['mouʃ n]
12.	today	[tə'deɪ]	[tu'deɪ]
14.	our	['aʊə]	['aʊər]
15.	labour	['leɪ bə]	['leɪ bour]
16.	relationship	[ri 'leɪ ʃ ənʃ i:p]	[ri:'leɪ ʃ ənʃ i:p]
17.	know	[nou]	[nou]
18.	violence	['vaɪ ələns]	['fai ələns]
19.	there	[ðe ə]	[ðe r]
20.	cause	[kɔ :z]	[kous]
21.	compare	[kəm'peɪ ə]	[kɔ m'peɪ r]
22.	soul	[soul]	[soul]
23.	fairs	[feɪ əz]	[feɪ rz]
24.	increase	[ɪ n'kri:s]	[i:ŋ'kreɪ s]
25.	repair	[ri 'peɪ ə]	[ri:'peɪ r]
26.	there	[ðe ə]	[ðe r]
27.	raise	[reɪ z]	[reɪ s]

JELITA, THE OTHER SPEAKER OF SMA NEGERI 1 BANJARNEGARA

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	changes	[tʃ eɪ ndʒ z]	[tʃ eɪ ns]
2.	eighty	['eɪ tɪ]	['eɪ ti:]
3.	go	[gou]	[gou]
4.	okay	[ou'keɪ]	[ho'kɛ] [o'keɪ] [ɔ 'kɛ]
5.	I	[aɪ]	[aɪ]
6.	ladies	['leɪ dɪ z]	['leɪ di:z]
7.	know	[nou]	[nou]
8.	say	[seɪ]	[seɪ]
9.	actually	['æktʃ uəli]	['æktʃ uəli:]
10.	make	[meɪ k]	[meɪ k]
11.	great	[greɪ t]	[greɪ t]
12.	relationship	[rɪ 'leɪ ʃ ənʃ i:p]	[rɪ 'leɪ ʃ ənʃ i:p]
13.	there	[ðɛ ə]	[ðɛ ər] [ðɛ r] [dɛ r]
14.	realize	['ri əlaɪ z]	['ri əlaɪ z] ['ri əli:s]
15.	violence	['vaɪ ələns]	['vaɪ ələns]
16.	made	[meɪ d]	[meɪ d]
17.	mistake	[mɪ s'teɪ k]	[mi:s'teɪ k]
18.	they	[ðeɪ]	[ðeɪ] [deɪ]
19.	don't	[daʊnt]	[dɔ n] [dɔ ?]
20.	right	[raɪ t]	[raɪ t] [raɪ ?]
21.	told	[taʊld]	[told]
22.	paid	[peɪ d]	[peɪ d]
23.	maybe	['meɪ bi:]	['meɪ bi:]
24.	by	[baɪ]	[baɪ]
25.	their	[ðeɪ]	[dɛ ər] [deɪ r]
26.	owner	['aʊnə]	['aʊnər]
27.	like	[laɪ k]	[laɪ k]
28.	about	[ə'baʊt]	[ə'baʊ?]

29.	so	[sou]	[so]
30.	life	[laɪ f]	[laɪ f]
31.	again	[ə'geɪ n]	[ə'geɪ n]
32.	here	[hɪ ə]	[hɪ əɾ]
33.	my	[maɪ]	[maɪ]
34.	point	[pɔɪ nt]	[pɔɪ n]
35.	housemaid	['hausmeɪ d]	['housmeɪ t]
36.	slave	[sleɪ v]	[sleɪ f]
37.	really	['ri əli]	[ri:li:]
38.	where	[wɛ ə]	[wɛ əɾ]
39.	save	[seɪ v]	[seɪ f]

THE OTHER SPEAKER (2) OF SMA NEGERI 1 BANJARNEGARA

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	I'm	[aɪ m]	[aɪ m]
2.	I	[aɪ]	[aɪ]
3.	I'll	[aɪ l]	[aɪ l]
4.	try	[traɪ]	[traɪ]
5.	say	[seɪ]	[seɪ]
6.	about	[ə'baut]	[ə'bout]
7.	prospective	[prou'spɛ ktɪ v]	['prɔ spɛ kti:f]
8.	kind	[kaɪ nd]	[kaɪ n]
9.	sure	[ʃ uə]	[ʃ uəɾ]
10.	case	[keɪ s]	[kɪ s]
11.	always	[ɔ :lweɪ z]	[ɔ :lweɪ s]
12.	violence	['vaɪ ələns]	['vaɪ ələns]
13.	there	[ðɛ ə]	[dɛ r]
14.	here	[hɪ ə]	[hɪ əɾ]
15.	their	[ðɛ ə]	[dɛ r]
16.	life	[laɪ f]	[laɪ f]
17.	know	[nou]	[nou]
18.	saying	['seɪ ɪ ŋ]	['seɪ ɪ ŋ]
19.	don't	[daʊ nt]	[dɔ n]
20.	exchange	[ɪ ks'tʃ eɪ ndʒ]	[ɛ ks'tʃ ɛ ns]
21.	our	['auə]	['auəɾ]

**THE OTHER SPEAKER (3) OF SMA NEGERI 1
BANJARNEGARA (QUICK)**

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	okay	[ou'keɪ]	[ɔ 'kɛ]
2.	I	[aɪ]	[aɪ]
3.	while	[hwaɪ l]	[hwaɪ l]
4.	my	[maɪ]	[maɪ]
5.	slave	[sleɪ v]	[sleɪ f]

**THE OTHER SPEAKER (4) OF SMA NEGERI 1
BANJARNEGARA (QUICK)**

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	I	[aɪ]	[aɪ]
2.	our	['auə]	['auər]
3.	program	[prou'græm]	[prɔ 'græm]

**THE OTHER SPEAKER (5) OF SMA NEGERI 1
BANJARNEGARA (QUICK)**

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	male	[meɪ l]	[meɪ l]
2.	female	['fi:meɪ l]	['fi:meɪ l]
3.	they	[ðeɪ]	[deɪ]
4.	go	[gou]	[gɔ]
5.	name	[neɪ m]	[neɪ m]

**THE OTHER SPEAKER (6) OF SMA NEGERI 1
BANJARNEGARA (QUICK)**

No.	Words	Correct Transcriptions	Pronouncers Transcriptions
1.	okay	[ou'keɪ]	[ɔ 'kɛ]
2.	here	[hɪ ə]	[hɪ ər]
3.	I	[aɪ]	[aɪ]
4.	clarify	['klærɪ faɪ]	['klærɪ faɪ]
5.	so	[sou]	[sɔ]
6.	protect	[prou'tɛ kt]	[prɔ 'tɛ k]
7.	don't	[daʊnt]	[dɔ n]
8.	bravo	[bra'vou]	['braʋɔ]