



**AN ANALYSIS OF STUDENTS' ERROR IN PERCEPTION AND  
PRODUCTION OF PRONOUNCING ENGLISH DIPHTHONGS  
(A Case Study of the Eight Grade Students of SMP N 2 Demak in  
the Academic Year 2015/2016)**

A Final Project

Submitted in Partial Fulfillment of the Requirements  
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in English

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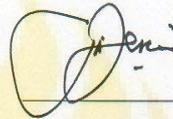
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This final project entitled *An Analysis of Students' Error in Perception and Production of Pronouncing English Diphthongs (A Case Study of the Eight Grade Students of SMP N 2 Demak, in the Academic Year 2015/2016)* has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Arts on May 2017.

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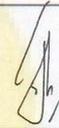
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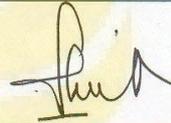
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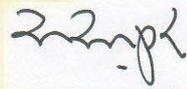
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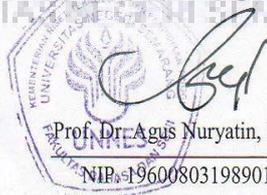
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## MOTTO AND DEDICATION

“Happiness is when what you think, hen what you say, when what you do  
are in harmony”

*(Mahatma Gandhi).*



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To:

my beloved parents (ibu Sri Nurasih and bapak Nur Chamid),

my beloved sisters (Nurul Hasanah and Luthfiana Khotim), and

my bestfriends who always give great moments, supports, and kindness

(Kristya, Zunas, Rizky, Yunita, Khansa, Ryan, Royyan, and Aya).

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## ABSTRACT

Wahyuningsih, Tri. 2016. *An Analysis of Students' Error in Perception and Production of Pronouncing English Diphthongs (A Case Study of the Eight Grade Students of SMP N 2 Demak in the Academic Year 2015/2016)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum.; Second Advisor: Intan Permata Hapsari, S.Pd., M.Pd.

Keywords: Analysis, Error, Perception, Production, Diphthongs

This research is about the analysis of students' errors in perception and production of pronouncing English diphthongs. The aim of this research were to describe how well the students perceive and pronounce English diphthongs and also explaining the most common problem faced by the students in learning those sounds whether at the level of perception or production.

The subjects of the research were thirty students of the eighth grade students of SMP N 2 Demak. The students were given 90 test items for listening and 30 test items for speaking test containing diphthongs. In listening test they were doing the test in the answer sheet and in speaking test they pronounced some words given to be recorded. The answer to those test items served as the data of the study. The results of the analysis are in the form of percentage.

The result of the data analysis indicated that the students were better in perceiving than producing English diphthongs. The students only made 19% of errors in perceiving English diphthongs; however they made 26% of errors in producing English diphthongs. They experienced difficulty to produce [eɪ]; the error percentage of this sound is around 50%. The error percentage of [əʊ] sound is less than 50%. The error percentages of [eə], [aɪ], [ɪə], and [ʊə] sounds are also less than 30%.

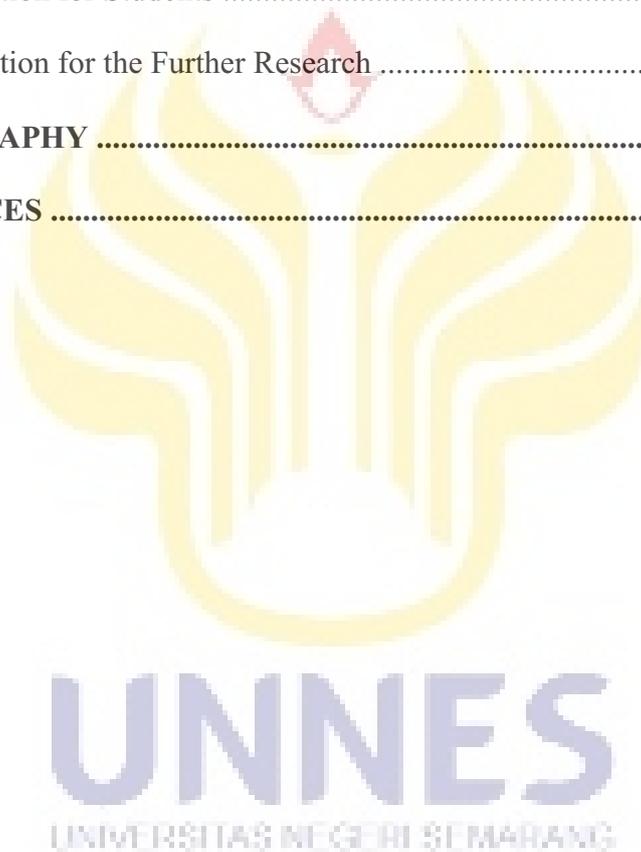
From the category given, we can conclude that the eight grade students of SMP N 2 Demak are considered "excellent" at the level of perception and "good" at the level of production. Most of the students made errors because of being distracted by its orthographic writing and imitating the wrong models. Hopefully, this study will give contribution to English teachers, students, and future researches.

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# CHAPTER I

## INTRODUCTION

This chapter presents an introduction which gives the general concepts about the study. Those are as follows:

### 1.1 Background to the Study

Nowadays, many people speak English. Since English is an international language, it is used to communicate among nations all over the world. English consists of four skills that the students should master; those are speaking, reading, writing, and listening. It is important by Indonesian learners, as a basis in learning English in order to be able to easily deliver messages and meaning to others.

Indonesian students however still find difficulties in learning those four skills because English is a foreign language by Indonesian learners. It is rarely used by the learners so that it is hard for them to learn those skills, especially speaking and listening skills. The students often make some errors and mistakes, in learning to speak.

Mostly, one of the difficult aspects in learning it faced by the most learners in Indonesia is pronunciation. *Bahasa Indonesia*, in fact, is different from English; whether in its sound system or in its grammatical system. It, therefore, leads to some problems in learning English. One of the problems is that some English sounds do not exist in *Bahasa Indonesia*. The nonexisting sounds cause many learners of English as a foreign language to experience difficulties in pronouncing those sounds. That is the case found in a school where the research is being conducted.

Based on Ramelan (2003:5-7), Indonesian students, as non-native speakers of English, often make errors in pronunciation. The first reason is the different elements between English and *Bahasa Indonesia*. The problem in pronouncing English words may be caused by similar sounds between *Bahasa Indonesia* (L1) and English (L2) with slightly different in quality. The other reason is the same sounds between native language and target language but they are allophonic in the target language. The same sounds between native language and target language when occurring in cluster may also cause Indonesian students cause difficulty to pronounce English words. In addition, the last reason is the same sounds but having different distributions.

Having a good pronunciation is very important for learners. Students should be able to pronounce the sounds so that the pronunciation can be easily understood by others. However, pronouncing English sounds is not easy. The problem is that some English sounds do not exist in *Bahasa Indonesia*. Besides, a certain sounds of Indonesian affect their English pronunciation. Therefore, pronunciation should be learned and practiced by the students by using those facts.

Making pronunciation error is a natural phenomenon faced by the students in language learning. Most of researchers agree that learner's first language is a significant factor in accounting for foreign accents. That factor also influences the pronunciation of the target language. Hence, the influence of native language in the learners target language can be positive and negative. [For example, some Indonesian students tend to pronounce the sound in the same way as *Bahasa Indonesia*].

That is why many Indonesian students find it difficult to learn some English sounds as they do not find the English sound features in their own language and also because they have not been trained to produce this new set of sounds. In *Bahasa Indonesia*, there are no diphthong sounds, but they exist in English.

This research is focused on analyzing the errors the students made in perception and production of English diphthongs. The reason of choosing diphthongs is there are no diphthong sounds in *Bahasa Indonesia*; but they exist in English. This research is also aimed to prove whether the subject finds difficulties in pronouncing English diphthongs or not.

## **1.2 Reasons for Choosing the Topic**

The topic of this research is the students ability in pronouncing English diphthongs {[eɪ], [əʊ], [aɪ], [aʊ], [ɔɪ], [ɪə], [eə], [uə]}. Based on the topic, there are some reasons why the topic was chosen. First, this topic is worth researching because pronunciation is important part in learning any language, including English. If the people want to speak fluently, they have to be able to pronounce words well as one of the requirements. Making error in pronunciation may convey different meanings. As non-english speakers, Indonesian students are used to making errors especially in spoken language. Thus, this will be a good topic to analyze.

With regards to its pronunciation, the English language is quite difficult for Indonesian learners. It is in line with the statement made by Syafei (1988:1),”In some cases the difficulties are due to the fact that the irregular spelling of the language offers poor guidance to its pronunciation and in other cases, difficulties are due to interference (negative transfer) from the first language to the target language”.

Second, Indonesian people are not used to pronouncing English diphthongs in their native language that can make they possibly influence even disturb to speak English natively. This topic is just a small scope yet cause problems for most of the learners. This statement is needed to be analyzed and proven furthermore to know their ability in pronouncing English diphthongs.

Third, not all of students in Indonesian make errors in both perception and production. They may make errors but just at one level, whether in production or perception. In school, they are very much expose to written English but not for the spoken one. It is because the curriculum in Indonesia is such more or less like that. This research wants to analyze which errors is the students most commonly make; production or perception.

### **1.3 Statements of the Problem**

Based on the background to the study above, the problems of this research are as follows:

- 1) How does the subject of the research perceive or identify English diphthongs?
- 2) How does the subject of the research produce English diphthongs?
- 3) At what level does the subject of the research mostly encounter problems/errors in learning English diphthongs? Is it at the level of perception or production?

### **1.4 Objectives of the Study**

The objectives of this research based on the research problems are as follows:

- 1) describing how well the subject perceive English diphthongs,
- 2) describing how well the subject produce English diphthongs, and

- 3) analyzing at what level (perception or production) the subject most commonly make errors in pronouncing English diphthongs.

## **1.5 Significance of the Study**

The significances of the study are:

### ***1.5.1 Theoretical significance***

The results of this study will give a theoretical information about the analysis of students' error in perception or production in pronouncing English diphthongs. This study is expected to give contribution to the progress and success of teaching English, especially in teaching pronunciation. Theoretically, the information and result on this study may be able to be used as a reference for other researchers who are intended to conduct any further similar researches related to the analysis of students' error in perception or production in pronouncing English diphthongs.

### ***1.5.2 Pedagogical significance***

The result of this study may be able to motivate the students to improve their pronunciation correctly, especially in pronouncing English diphthongs. Also, the result of this study may be able to inspire other English teachers to find the best way how to teach pronunciation, especially in pronouncing English diphthongs.

### ***1.5.3 Practical significance***

Practically, this study is expected to give feedback to English teachers. The feedback of this study is about the analysis of students' error in perception or production in pronouncing English diphthongs that will be a breakthrough in developing teaching and learning process of English subject.

## **1.6 Limitations of the Study**

In carrying this research, I emphasize on the error of English diphthongs pronounced by the subjects. This research, especially, wants to make sure whether the subjects are stronger or weaker in perception or production of pronouncing those sounds.

The subject of the research is limited. The subjects are 30 eight grader students of SMP Negeri 2 Demak. It was recommended by the supervisor of the research and the English teacher of SMP Negeri 2 Demak because it is believed that they have learnt enough English vocabularies and also they are not disturbed by national exam.

## **1.7 Outline of the Study**

The study consists of five chapters. Each chapter is presented as follows:

Chapter I is Introduction. This chapter presents background to 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. This chapter consists of the review of previous studies, the review of theoretical studies; and theoretical framework.

Chapter III is Method of Investigation. This chapter describes the research design, subjects and object of the research, role of researcher, type of data, procedures of collecting data, instruments, and procedures in analyzing data.

Chapter IV is the Data Analysis and Research Findings. It contains the data analysis and result of study. This chapter also describes the detail of the results in a form of percentages.

Chapter V is Conclusion and Suggestion. It consists of conclusion of the study based on the research findings and also suggestions for the English learners, the teachers, and also for the other researchers who want to conduct similar research.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter is explaining theories needed in doing this research. These required information was obtained from many reference textbooks related to the subject matter and other sources presenting the report of previous studies and researches on similar topic. The detail of the review is presented in some subchapters as follows:

#### 2.1 Review of the Previous Studies

This research here refers to some previous studies and journals to build up the reasons in conducting this study. The studies are elaborated as follows:

First, a journal article written by Liang (2014) entitled “*Pronunciation of English Consonants, Vowels and Diphthongs of Mandarin-Chinese Speakers*”. The purpose of the research was to analyze the production of English consonants, vowels and diphthongs of Mandarin-Chinese speakers. It found out problems existing in their English pronunciation. Based on the analysis of 50 participants, it is concluded that the subjects have difficulty in pronouncing the dental fricatives /ð/ and /θ/ and the regular plural forms.

Second, Hosseinzadeh, *et al.* (2015) in a journal article entitled “*British and American Phonetic Varieties*”. The aim of the study was to analyze the two varieties of British and American English in respect of their phonetic differences. Although the language in Britain and America is English, there are some pronunciation, vocabulary, spelling, and grammatical, idiomatic and other differences between them. In this study, the phonetic differences between these two English varieties

have been analyzed in terms of their vowels (including monophthongs and diphthongs) and consonants.

Third, Arminanti (2011) in a final project entitled "*Error Analysis in English Connected Speech Pronounced by the Major Actors of Drama Ramayana, Upon the Corona*". The main purposes of the study were to analyze and explain the types of dominant errors made by the major actors of the drama and the reason why they made such errors. The result indicates that there are two dominant errors made by the major actors. Those are assimilation and r-sandhi. There are five major actors whose dominant connected speech errors are assimilation; Shinta, Rama, Subali, Anoman and Playboy.

Fourth, Mustikareni (2013) in a 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*". The purpose of the research was to analyze the mispronunciation of debate participants from SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in "Relax" TV program of TVRI.

The last reference is the research conducted by Arifiana (2009) in her final project entitled "*An Error Analysis of English Voiceless Plosive Consonants [p], [t], [k] Pronounced by the Fifth Semester Students of English Department of Universitas Negeri Semarang in the Academic Year of 2008/2009*". The aim of the research was to analyze errors made by the students in pronouncing the words containing English voiceless plosive consonants.

## **2.2 Review of Theoretical Studies**

In doing this research, I used some theoretical bases from some experts to support this study. The theories are written bellow:

### **2.2.1 Pronunciation**

In the *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 definition is “the way in which a particular person pronounces the words of a language”.

Talking about pronunciation; based on Ramelan, there are two features of English utterance production in English. They are segmental and suprasegmentals. Segmental features, or just segmentals, refer to sound units arranged in a sequential order. Suprasegmental features, or just suprasegmentals, refer to such features as stress, pitch, length, intonation, and other features that always accompany the production of segmentals (Ramelan, 2003: 22).

### **2.2.2 Pronunciation Problems**

For us as a language learners, there are so many problems we will face in learning a new language, especially about its pronunciation. It is common for them because it is also a part of learning process.

According to Ramelan (2003: 4), “A foreign language student will meet with difficulties in his learning process may be easily understood. Since childhood he has been speaking his mother tongue, which has been deeply implanted in him as part of his habits”.

### 2.2.3 Definition of Diphthong

Based on *Oxford Advanced Learner's Dictionary* (2005: 325), "Diphthong is a union of two vowel sounds or vowel letters, for example the sound /aɪ/ in *pipe* /paɪp/ or the letter *ou* in *doubt*".

The origin definition of diphthong is from the Greek, *diphthongos*. *Diphthongos* is from two words, *di* and *phthongos*. *Di* means 'twice', and *phthongos* means 'voice, sound'.

According to Ramelan (2003: 81), "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".

### 2.2.4 Glide in a Diphthong

According to Ramelan (2003: 81), The word '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], [əʊ], 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. (Ramelan, 2003: 81).

Thus in talking about diphthongs, Ramelan (2003: 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.

### 2.2.5 Syllabicity of Diphthongs

Ramelan (2003: 81) writes, "Although a diphthong is normally represented in phonetic writing by two vowel symbols, this does not follow that both vowel sounds are equally syllabic".

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 (Ramelan, 2003: 81).

Ramelan (2003: 82) states, "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".

### 2.2.6 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 (Ramelan, 2003: 82).

Ramelan (2003: 83) states, "A *closing diphthong* is a diphthong when the movement of the tongue is carried out from the position of 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*".

### 2.2.7 English Diphthongs

According to Ramelan (2003: 84-98), "English diphthong is divided into two types. Those are 'English closing diphthongs and English centering diphthongs'. 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".

According to *Oxford Advanced Learner's Dictionary*, there are eight diphthong sounds. The English closing diphthong consists of [eɪ], [əʊ], [aɪ], [aʊ], and [ɔɪ]. The English centering diphthong consists of [ɪə], [eə], and [ʊə]. The following are the diphthong diagrams:

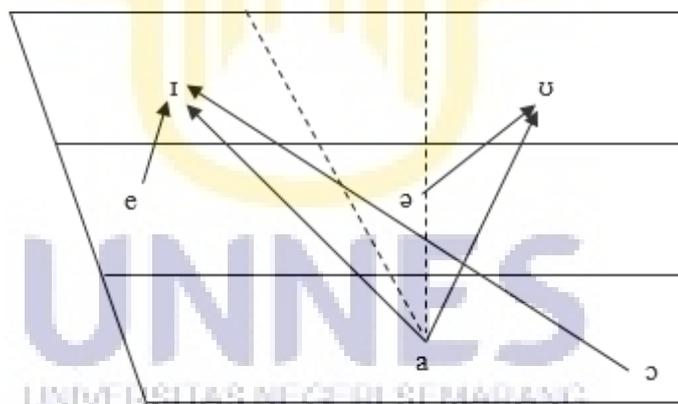
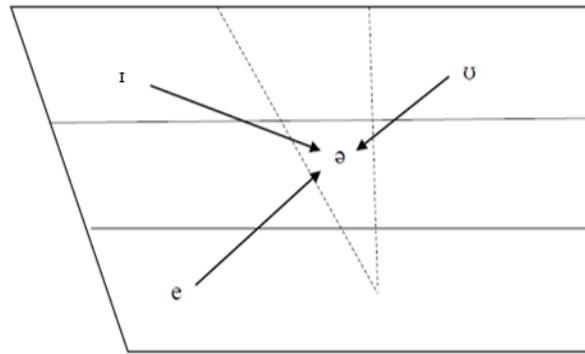


Figure 2.1 The English Closing Diphthongs (Ramelan, 2003: 83)

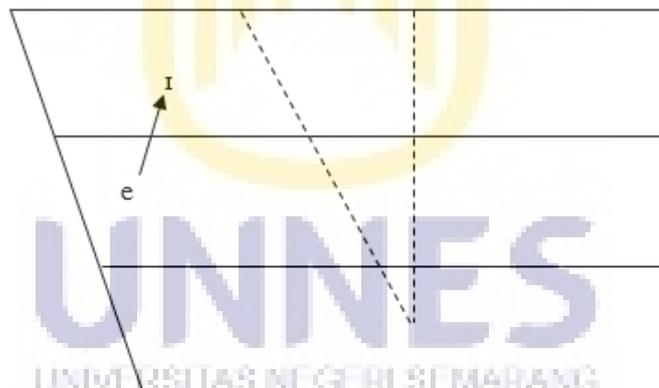


**Figure 2.2 The English Centering Diphthongs (Ramelan, 2003: 83)**

We will talk about English diphthongs, so I will explain it in detail:

### 2.2.7.1 Diphthong [eɪ]

Diphthong [eɪ] is a front-front closing half diphthong. First, the tongue starts from the position for the vowel [e], a front vowel which is a little lower than the half close position. Then, the tongue moves in the direction of the vowel position of [ɪ], which is a little above the half close position, though it is not necessarily reached. The lips are spread, and gradually closing (Ramelan, 2003: 84).



**Figure 2.3 Diphthong [eɪ] (Ramelan, 2003: 84)**

Examples:

raid [reɪd]

bait [beɪt]

pain [peɪn]

fail [feɪl]

### 2.2.7.2 Diphthong [əʊ]

Diphthong [əʊ] is a central-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 (Ramelan, 2003: 86).

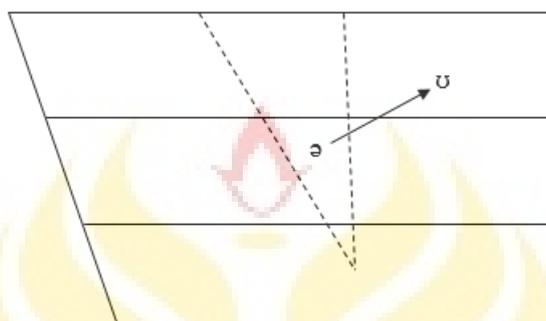


Figure 2.4 Diphthong [əʊ] (Ramelan, 2003: 86)

Examples:

code [kəʊd]

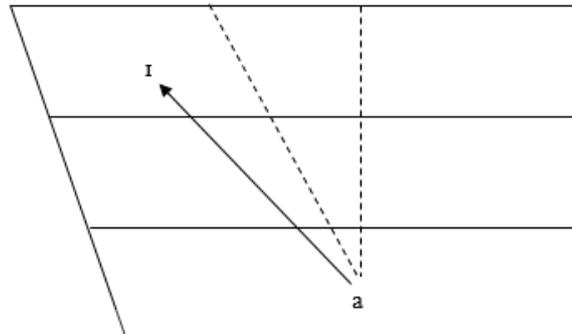
coat [kəʊt]

coast [kəʊst]

tone [təʊn]

### 2.2.7.3 Diphthong [aɪ]

Diphthong [aɪ] is a central-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 (Ramelan, 2003: 87).



**Figure 2.5 Diphthong [ aɪ ] (Ramelan 2003: 87)**

Examples :

mine [maɪn]

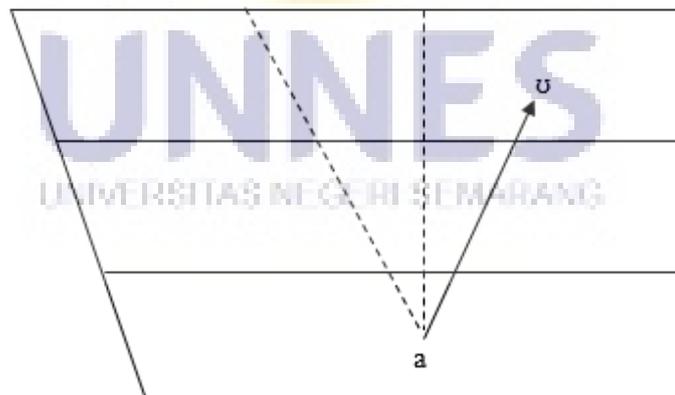
file [faɪl]

rice [raɪs]

lime [laɪm]

#### 2.2.7.4 Diphthong [ aʊ ]

Diphthong [aʊ] is a central-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] becomes [ao]). The lips start at the neutral position, and gradually rounded (Ramelan, 2003: 89).



**Figure 2.6 Diphthong [ aʊ ] (Ramelan, 2003: 89)**

Examples:

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

### 2.2.7.5 Diphthong [aʊ]

Diphthong [aʊ] 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; [aʊ] sounds more or less like [əɛ]. The lips are rounded for the first element of the diphthong and gradually spread (Ramelan, 2003: 91).

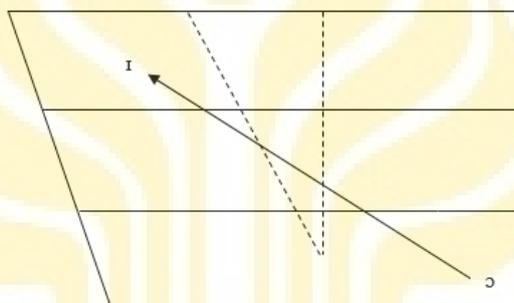


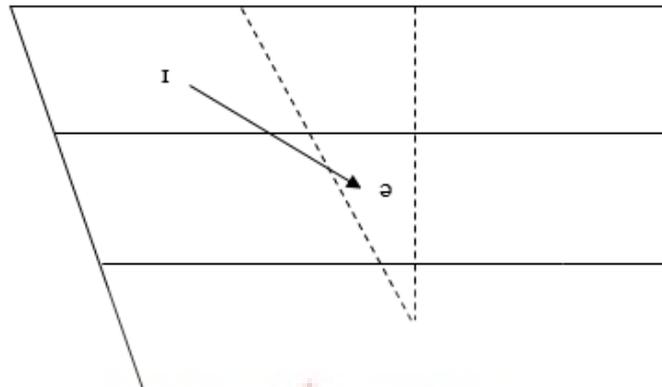
Figure 2.7 Diphthong [aʊ] (Ramelan, 2003: 91)

Examples:

|       |         |
|-------|---------|
| soil  | [sɔɪl]  |
| coil  | [kɔɪl]  |
| point | [pɔɪnt] |
| coin  | [kɔɪn]  |

### 2.2.7.6 Diphthong [ɪə]

Diphthong [ɪə] is a high-front-centering diphthong. The tongue starts from the vowel [ɪ], as found in the word 'bill' 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, 2003: 95).



**Figure 2.8 Diphthong [ ɪə ] (Ramelan, 2003: 95)**

Examples:

here [hɪə]

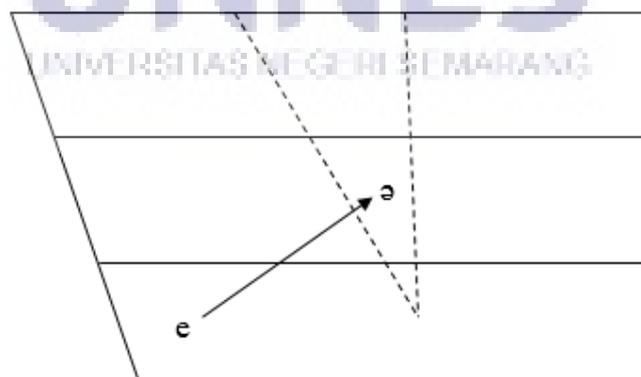
fear [fiə]

dear [diə]

beard [biəd]

#### 2.2.7.7 Diphthong [ eə ]

Diphthong [eə] is a low front-centering diphthong. The tongue starts from an open vowel position, slightly higher than the position for the English [æ] vowel sound as found in the word 'man'; then it glides away in the direction of the central vowel [ə]. The lips are either spread or neutral during the glide. The lower jaw is clearly felt to be slightly moving upward (Ramelan, 2003: 96).



**Figure 2.9 Diphthong [ eə ] (Ramelan, 2003: 96)**

Examples:

hair [heə]

pair [peə]

bare [beə]

rare [reə]

### 2.2.7.8 Diphthong [ʊə]

Diphthong [ʊə] is a high back centering diphthong. The tongue starts from the English vowel [ʊ] position such as found in the word 'good', and not from the closer [u:]; then, it glides away in the direction of the central vowel [ə]. The lips are rounded for the first element, and are then drawn back to neutral position during the glide (Ramelan, 2003: 97).

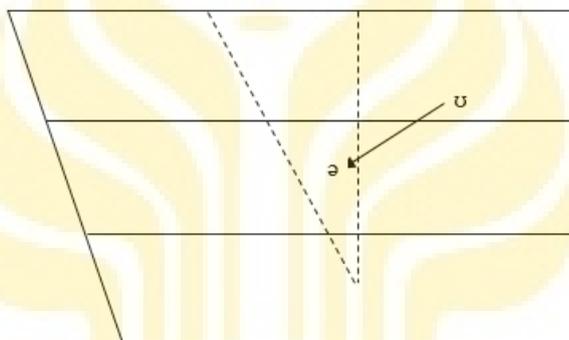


Figure 2.10 Diphthong [ʊə] (Ramelan, 2003: 97)

Examples:

sure [[ʊə]

tour [tʊə]

cure [kjʊə]

pure [pʊə]

## 2.2.8 The Relationship between Perception and Production

Ho (2010) states, "That L2 sound perception and production resembled a coin with two sides, for the scarcity of either domains would make communication difficult and incomplete". Many empirical studies had demonstrated a close link between perception and production. Perception is dealing with listening task; how the learners

listen to the sound carefully while production is dealing with speaking task; how the learners produce the sounds by pronouncing them.

Perception task is dealing with listening skill. Listening is one of four basic skills which is very important for students to master to support their English skill. According to Liubiniene (2009) as cited by Pribadi, "listening is more than extracting meaning from incoming speech. It is a process of matching speech with background knowledge". We can infer that listening is a very important task which is the key to all effective communication; without the ability to listen effectively messages are easily misunderstood and the communication might be incomplete. Listening is an activity that most of us are not really taught how to do it effectively. According to Lawson (2007) as cited by Pribadi, "it is stated that although listening is a primary activity, most individuals are inefficient listeners".

### **2.2.9 Error and Mistake**

This study focuses on analyzing students' error. To strengthen the analysis in this study, some definitions to be concerned with the topic are used. They are described as follows:

#### **2.2.9.1 Definition of Error and Mistake**

Mistakes and errors are two different words with different meanings. Mistake is when students 'know' the correct form in a second language (L2), but they make the mistake anyway when they are speaking or writing. They understand the rule, but they haven't committed the form to memory and can make a mistake. However, an error is when a student produces an incorrect utterance because they don't have the knowledge to utter it correctly François (2013).

We need to distinguish error and mistake. Error reflect gaps in learner's knowledge; they occur because the learner does not know what is correct. Mistake reflects occasion lapses in performance' they occur because in a

particular instance, the learner is unable to perform what he or she knows. He also explained how to distinguish error and mistake. Errors and mistakes can be checked by analyzing the consistency of their performance in using a language (Ellis, 2003: 17).

### ***2.2.9.2 Error Analysis***

According to Ellis (2003: 15), there are 3 steps in analysing an error. The steps to analyze an error. Are as follows:

#### **a) Identifying errors**

The first step is identifying errors. In identifying errors we must have the knowledge or data of the correct form so that we can compare the students' work in learning English with the right one. By doing that we will know the errors the students' have made and how to correct them.

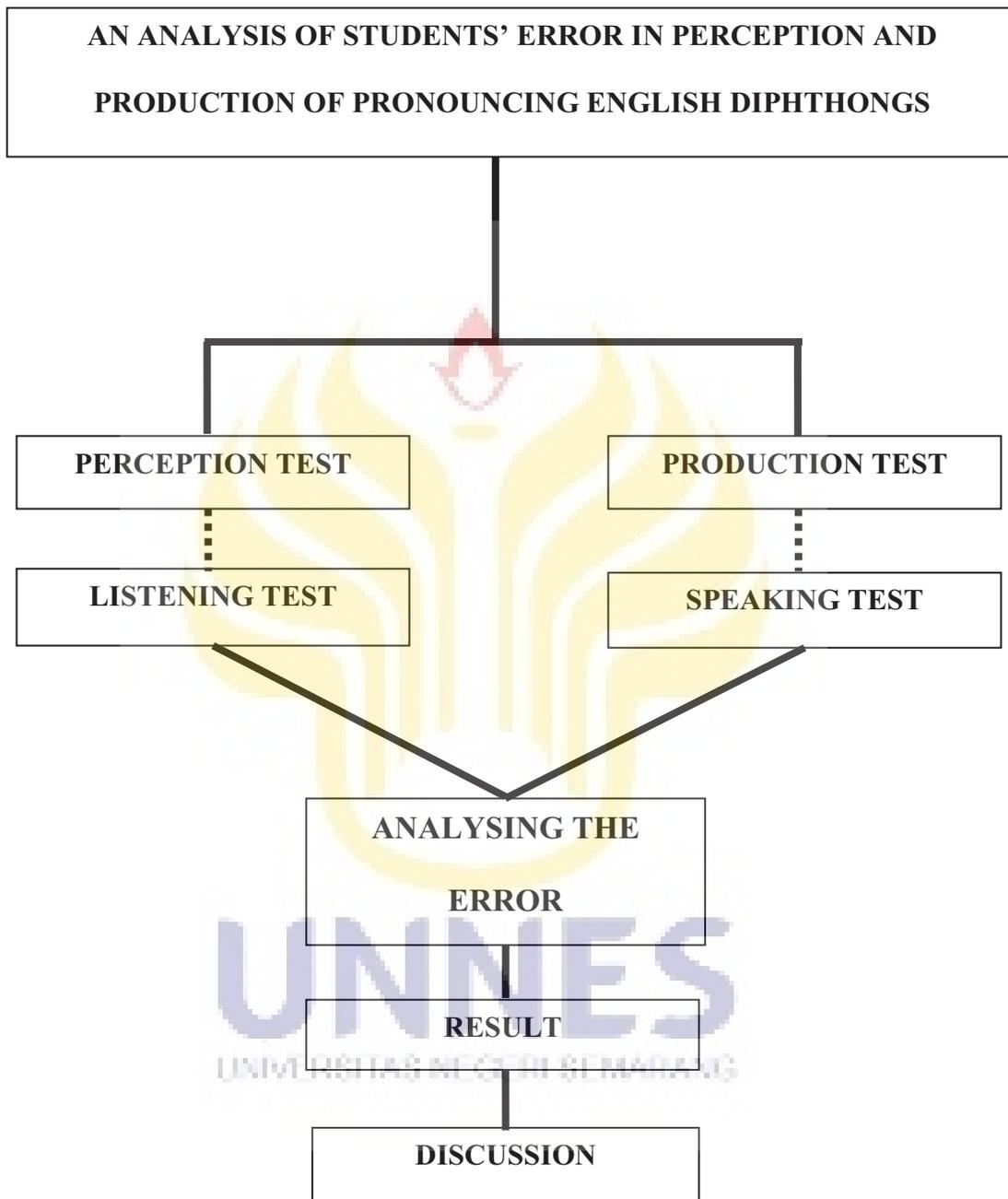
#### **b) Describing errors**

The next step is describing the errors we have identified. We can describe the errors by classifying them into types. One of the examples of describing errors is by classifying them into grammatical errors. Another way might be to try to identify general ways in which the learners' utterances differ from the reconstructed target language utterances.

#### **c) Explaining errors**

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the L2 simpler. Other errors, however, reflect learners' attempts to make use of their L1 knowledge.

### 2.2.10 Theoretical Framework



From diagram above, I did a study about an analysis of students' error in perception and production of pronouncing English diphthongs. Firstly, I made some test items for perception and production. After both of the tests were made, it was ready to be tested for students. The first test was for perception test, it was listening test. The students were asked to answer two words that have the same sound by crossing two options in their answer sheet. The second test was production test, it was speaking test. The students were asked to read aloud some words provided by me, and then their voice was recorded. After getting the data from listening and speaking test, I analyzed them to determine the common error made by the students at perception or production. After getting the result, I analyzed it until getting the conclusion of this analysis.

By analyzing students' error in pronouncing English diphthongs made by the eighth grade students of SMP N 2 Demak, I hope that it will give many advantages in the future; the students will be more aware in pronouncing English words because pronunciation is very important. When we are pronouncing English words incorrectly, it might cause miscommunication between the speaker and the listener. This study might give some contribution for the teachers to choose the best way how to teach pronunciation and improve their approaches in teaching pronunciation, especially on English diphthong sounds.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Based on the result of data analysis, conclusion can be drawn as follows:

#### 5.1 Conclusions

According to the data analysis in the previous chapter, at the level of perception, I found that the students made 505 errors out of the total number of the 90 listening test items. It means that they made errors not more than 19%. Based on the criterion of the data interpretation, the conclusion showed by the percentage of students' errors in perceiving English diphthongs are considered excellent.

The second result based on the analysis in the previous chapter, at the level of production, it is found that the students made 235 errors out of total number of speaking test items. It means that the error proportion of the 30 students was 26%. Based on the criterion of the data interpretation, this percentage shows that the subject of the research in producing English diphthongs are considered good.

From the results before, the researcher also made conclusion that the most common errors made by the subject of the research was in producing English diphthong sounds. It shows that the students are considered better in perceiving than producing those sounds. They could distinguish English diphthong sounds in listening test, but they still found difficulties when they asked to pronounce it in speaking test.

## 5.2 Suggestions

Based on the conclusion, the students are still difficult to pronounce or produce English diphthong sounds [eɪ], [əʊ], [eə], [aɪ], [ɪə], and [ʊə] because most of the students were distracted by its orthographic writing. In this subchapter, I would like to give some suggestions for both teachers and students.

### 1.2.1 For English Teachers

Nowadays, English is becoming the basic language to face globalization. It means that we have to learn English as a basic skill to communicate with the people all around the world. For gaining the ability to speak English well, we need to learn it consequently as a process to improve our ability all over time. Not only learning in listening and writing, but also learning in speaking especially in pronunciation which is needed to be able to communicate actively. Learning pronunciation will be needed here to avoid miscommunication. Since there are many English sounds that cannot be found in *Bahasa Indonesia*, it demands English teachers as an important part of learning English in school to introduce and train the students to improve their English pronunciation. Moreover, the teacher should be a good model because students learn how to pronounce English words is not only through a dictionary, but also the way of English teacher speaks. There are many ways to make the students can improve their pronunciation. For instance, by drilling some words to the students so that they can accept those sounds over times. Practicing by asking them to read and give a correction if there are still mispronounced words are also good for the students. The English teachers can also give some assignments to their students

related to the pronunciation, such as reading aloud, having a group conversation, etc. Therefore, English teachers must pay attention to their students' pronunciation.

### ***1.2.2 For Students***

Students who are learning English have to know how to pronounce English correctly. Besides learning from their teacher, they can learn through watching some programs on TV, listening some English songs or other materials providing guidance to learn English sounds. Moreover, they need to learn to produce those sounds so that their pronunciation will improve. It is important for them to practice the English sounds, for example reading aloud, practicing a conversation with a friend, or singing some English songs. Imitating how the native speakers speak from TV and other media is also becoming a good practice. From those ways, students not only learn how to speak English correctly, but also they can sharpen their hearing to perceive the sounds through listening the song or native's pronunciation. If they find a difficulties in pronouncing some words, they can ask their English teacher in school so that they can get clear explanation. By doing some of those ways of learning English, they can improve their pronunciation over times.

### ***1.2.3 For the Further Research***

From the result that I got, we know that the students are still difficult to pronounce English diphthongs [eɪ], [əʊ], [eə], [aɪ], [ɪə], and [ʊə]. This study can be a basic for the next research in the future to know more about the development of the students' pronunciation skill maybe in the next one or two years. Moreover, the next researchers can analyze what methods they can apply for the students in order to learn pronunciation aspect especially for English diphthong sounds. This research

also can be one of the background studies to conduct other research which has similar topic to get the authentic and specific



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