



**INDONESIAN STUDENTS PROBLEMS  
IN PRONOUNCING NON-EXISTING DIPHTHONGS OF ENGLISH  
[ɪə], [ʊə], [eɪ], [eə] and [oʊ]  
(A Case of the Eleventh Grade Students of SMK N 2 SALATIGA  
in the Academic Year of 2019/2020)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

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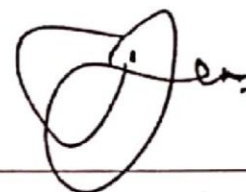
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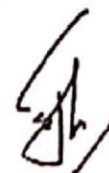
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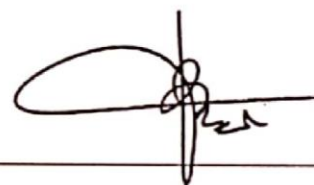
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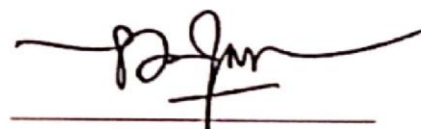
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Semarang, August 2020



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## **MOTTO AND DEDICATION**

“You can’t compare your journey with other people journey.

Be grateful and Lillaihita’ala.”

(Yasinta Anwar)

**This final project is dedicated with full of love and gratitude to:**

My beloved mother, Komariyah

My beloved father, Anwar Fatoni

My beloved brother and sisters (Umi, Salimah, and Salman),

My family and friends.

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## ABSTRACT

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**Key Words:** *Students Pronunciation Problems, English Diphthong Sounds, Do Not Exist in Bahasa Indonesia.*

One of the difficulties in learning the English language faced by Indonesian students is how to pronounce English sounds correctly. For several Indonesian students, producing English diphthong sounds is difficult especially English diphthong sounds which do not exist in Indonesian ([ɪə], [ʊə], [eɪ], [eə], and [oʊ]). This study analyzed the Indonesian students' problems in pronouncing English diphthong sounds. The objective of this study was to describe how well the English diphthong sounds are pronounced by the students, to find out the kind of errors that are mostly found in the pronunciation of students and find out the factors causing the students errors. The subject was 35 students of the eleventh grade of SMK N 2 Salatiga. The instruments were the production test containing English diphthong sounds and interviews. The results of both are used as the source of the data collection. In determining the achievement, the level of criterion by Tinambunan's criterion was used. Based on the data analysis, the total average incorrect numbers of English diphthong sounds in pronunciation made by students was 69% which was categorized as fair. While the kinds of errors are mostly found in the students' pronunciation English diphthong sounds were substitution and insertion errors. According to the result of the interview, the causes of the errors were unfamiliarity of knowing English diphthong sounds, so the sounds of English appeared to pronounce with the closest Indonesian sounds.

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## **CHAPTER I**

### **INTRODUCTION**

The researcher begins with an introduction in this section. It composed of a background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, the limitation of the study, and the outline of the research.

#### **1.1 Background of the Study**

In the globalization era today, English has been a significant language as several countries have adopted English across the world as a second language. That was so many people all over the world use English as a second language. English is one of the most important international languages, not only as a feature of verbal communication but also as a feature of written communication, including the writing of newspapers, magazines, and books on science and technology. As an international language, English has many important roles in international diplomacy, commerce, or finance. Since English has been commonly used in science and technology, people should have a mastery of language if he/she wants to be familiar with scientific and technological advances.

How to pronounce English sounds correctly is one of the problems in learning English faced by Indonesian students. The variation between the distribution in the native language and the target language is another problem for Indonesian students to learn English. The variations between the learner's native language and the target language will impact sounds produced by the learners.

The four necessary English skills which students must improve when learning English are speaking, reading, listening, and writing. Of the four English skills in English, students say that speaking English is more difficult than three other skills, writing, listening, and reading. Linguistic factors like pronunciation are also important when learning English because they are essential and important for the students. Based on Syaefi (1988:1), pronunciation is crucial because if non-native speakers have a terrible pronunciation, no regard how well his or her knowledge of English grammar and vocabulary, they would not be able to communicate verbally. The ability to understand the sound system influences the ability to master the pronunciation. The English sound system there are many ways of pronunciation in each individual caused by various factors.

Generally, as a second language, a lot of English learners face difficulty through pronunciation. The difficulty of pronouncing unfamiliar sounds faced by non-native speaker learners and the native speakers. For several learners, producing English diphthong sounds is difficult. The culture and behavior in their first language may cause them. Ramelan (1997:9) states that the degree of similarity between the two languages also determines to learn difficulties. The more resemblance between them, the more efficiently the language can be understood by the students.

The diphthongs are the English vocal system that will be extended to further types of vowels, which cause the difficulties faced by the EFL learners when trying to get efficient acquaintance. Roach (2009) states that a diphthong is indeed

a move or glide through one vowel to another. Several Indonesian students find it difficult to understand certain English sounds since they do not recognize the English sound features in their language and because they have not been taught to produce certain English sounds. The habits of speaking their native language have quite strongly been built up. To solve the problem of pronunciation, the learners must improve different strategies of listening to new sounds and different strategies of using speech organs and different communication behaviors.

It is considered difficult for Indonesian students to learn English as a foreign language. Indonesian students certainly have a problem pronouncing English speech sounds due to a variety of ethnic groups with different accents and language systems.

Some previous studies have been done on the pronunciation of English diphthong sounds. A study conducted by Donal (2016) on his research about Indonesian Students' Difficulties in Pronouncing English Diphthongs finding that the most difficult of English diphthong was [aʊ]. Donal's study has a similar result with the study conducted by Munthe (2019), which focused on pronunciation problems with English vowel sounds. Another study conducted by Sari and Fatmasari (2019) on their research the writers find there are three mispronounced diphthong based on its creation such as [eɪ], [əʊ], and [aɪ]. In line with their study, Khan, Shehzad & Ullah (2017) found that the significant problems primarily emerged in the misunderstanding between /ɪ:/, /ɪ/, and /eɪ/ sound production. However, they focus on how the students produce or pronounce the English sound and try to analyze the errors made by the students. Therefore, this research is



different from the other researches that have been mentioned above because this present research not only focuses on the student production of the sound made by the students but also identify what kinds of errors are mostly found in students' pronunciation and to find out what factors are causing the errors. This research analyzes how well the students produce the English diphthong sounds which do not exist in Bahasa Indonesia by using a pronunciation test. The pronunciation test is used to analyze the students' problems in pronouncing the English diphthong sounds which do not exist in Indonesian. Besides, this research also finds out what kinds of errors are mostly found in students' pronunciation and to find out what factors are causing the errors when distinguishing the English diphthong sounds which do not exist in Indonesian. Although the study's materials are the same as the earlier studies, it is about English diphthong sounds. Still, the researcher will analyze how well the students pronounce the English diphthong sounds which do not exist in Indonesian, what kinds of errors are mostly found in students' pronunciation and what factors are causing the errors.

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

In this research, the researcher would like to focus on students' problems in pronouncing the English diphthong sounds which do not exist in Indonesian. There is some reason why the researcher chooses to analyze this topic.

First, the proper pronunciation and proficiency of English pronunciation is a major aspect of language ability for a foreign language learner. English becomes a fundamental need for society; the difficulties in learning English is no

longer a thing to avoid. If some students could not get communicative well because of one mistake in pronunciation, it may cause different meanings. So, it causes misunderstanding in communication. Indonesian students are used to making errors in speaking because Indonesia as a non-English speaking country, and they never use English in their everyday lives.

Second, based on the researcher's experience while doing teaching practice (PPL) in SMK Negeri 2 Salatiga, the researcher indicated that many students made errors when pronouncing English words, especially those containing diphthong sounds. When one of the students found the word "make," he pronounced it as [mæk], whereas [meɪk] is the right one. I tried to correct his error to the proper pronunciation, and then he repeated what I said to be true. Nevertheless, he pronounced the word "make" as [mæk] while he found that word in a sentence. It means he's got the habit of pronouncing the word "make" as [mæk].

The researcher was interested in this case. Will other students have the same difficulty in pronouncing the word "make" as this student? The same day, the researcher tested the students randomly to pronounce the word "make." Turns off five students, but there were only two students who pronounce the word "make" accurately. It reveals that the students' habit of pronouncing "make" is incorrect every time. They didn't know they had a mispronunciation. The researcher found in this case that the students made an error. The researcher would also like to learn about the diphthong pronunciation error from this experience, and especially the diphthong sounds that the students have produced that do not exist in the Indonesian sound system.

### 1.3 Statements of the Problems

This research provided the research problems as follow:

1. How well do the students pronounce the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian?
2. What kind of errors are mostly found in students' pronunciation of English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian?
3. What are the possible factors causing the students' errors in pronouncing English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian?

### 1.4 Objectives of the Study

The purposes of this study based on the research problems are:

1. To describe how well the students pronounce the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian.
2. To find out the kind of errors are mostly found in students' pronunciation of English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian.
3. To find out the factors causing the students' errors in pronouncing English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian.

## 1.5 Significance of the Study

The researcher expects certain advantages from the results of the study. The advantages are as follow:

### 1. Theoretical Significance

From the result of this study, the students know how to pronounce the English diphthong sounds which do not exist in Indonesian. It is also expected that the students improve their learning style to pronounce and communicate accurately. Hopefully, the result of this study can motivate the students to learn and perform pronunciation correctly so that they have good English speaking skills.

### 2. Practical Significance

The researcher hopes that this study will be beneficial for the teachers. The teachers are aware of the problems encountered by the students in the pronunciation of English, particularly the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian. From the result of this study, the teachers know in what kinds of errors are mostly found and know what factors are causing the errors. So that the teachers know how to deal with pronunciation problems and improve their teaching-learning strategies to improve students' pronunciation, especially in pronouncing the English diphthong sounds which do not exist in Indonesian.

### 3. Pedagogical Significance

The researcher hopes the findings of this study will be used as a reference for other researchers who would like to investigate the pronunciation and give information or describe students' problems with the pronunciation of English sounds especially the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Indonesian.

### **1.6 Limitation of the Study**

This research focuses on how the participants pronounced English diphthong sounds. The researcher wants to identify the error of pronouncing the English diphthong sounds which do not exist in Indonesian. The diphthong sounds of English which do not exist in Bahasa Indonesia that will be identified are [ɪə], [ʊə], [eɪ], [eə], and [oʊ]. The data is limited to the how well the subject produce the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ], what kinds of errors made by the subjects and what factors are cause the errors.

### **1.7 Outline of the Research Report**

There are five chapters in this study. The following are provided in every chapter:

Chapter I is an introduction, including the background, the reason for choosing the topic, research questions, the objectives of the study, the study limitation, and the outline of the report.

Chapter II is a literature review. It contains a review of the previous studies and a review of theoretical study and theoretical framework.

Chapter III is a research methodology. The research design, subject, and object of the study, the role of the researcher, types of data, instruments, method of data collection, the technique for data analysis, and triangulation are presented.

Chapter IV consists of data analysis and discussion. The general description and the research findings will be described in this chapter.

The final chapter is chapter V which contains the conclusions and the suggestion of the research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The researcher presents the related literature reviews in this chapter. There are three subsections will be discussed. They are the review of the previous study, reviews of theoretical study, and theoretical framework.

#### **2.1 Review of the Previous Studies**

Many Indonesian students find it difficult to learn English as a second language. For example, in learning speaking. Many students get problems when they practice to mastering their speaking skill. One of the problems is inappropriate pronunciation, especially the difficulties in pronouncing English vowels, consonants, and diphthongs that do not exist in Bahasa Indonesia. Even though the pronunciation is an essential factor to speak fluently. It is not surprising if some Indonesian students are having problems with English language pronunciation, especially the sounds of English that do not occur in Bahasa Indonesia. Al Zayed (2017) mentioned, “the more differences in sounds between the two languages, the more errors of interference will occur” (p. 86). According to Ahmed (2017), most students were unable to pronounce some sounds that do not exist in their native language. That is why the learners make errors in pronouncing unfamiliar sounds of their native language. The non-existent sounds of English lead students performed several kinds of errors; they were substitution and deletion (Habibi, 2016). The non-existent sounds also make the students performed errors in pronouncing English sounds. Besides, Shack, Cang & Stephen (2016) stated: “the participants made these mistakes as these sounds were unfamiliar, and they,

therefore, faced problems when they asked to pronounce these unfamiliar sounds”(p. 32).

Language is a matter of habit, especially in pronunciation. The ability to hear and identify the sound system of English is another problem in producing different sounds by organ speech. Without an understanding of the given sound before, students cannot be expected to pronounce it (Ramelan 1977:8). Kosasih (2017) stated that Indonesian students as non-native speakers facing difficulty in pronouncing the non-existing diphthongs and consonants sound, students have to learn continuously in a certain period to mastering their English pronunciation. It means the students can speak English well if they can mastering their English pronunciation. A diphthong is a kind of vowel sounds of English that do not occur in Indonesian, in which the main factor of the difficulties in pronouncing diphthongs is because of the diphthong produced in one syllable with smooth moving from one speech organ position to another position (Ramelan 1977:81). Ali (2015) mentioned, “the pronunciation of English vowels has recently received more attention from language teachers and researchers who are interested in the learning and teaching of English as a second or a foreign language (ESL/EFL)” (p 35). For students, this is a matter of training to move the speech organs, which should be practiced over and over. The non-existent sounds cause different patterns that can vary between syllables, Khan, Shehzad & Ullah (2017) mentioned that “this liberty plays significant grammatical function and is practiced to give a different meaning to similar words” (p. 20).



English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] are kinds of the non-existing diphthong sounds. Some studies have been well-documented the students' errors in pronouncing English vowel sounds. A study completed by Shak, Chan, Stephen (2016) identified the specific sounds that are frequently mispronounced by the Malaysian students as vowels (pure short vowels, pure long vowels, and diphthongs), consonants (plosives, fricatives, and affricates), silent letters, and the '-ed' form. Besides, the researcher mentioned that this study suggests the use of frequently mispronounced sounds as material in the development of instructional pronunciation videos to improve their pronunciation problems. Ali (2015) showed how English vowels of Saudi vowel pronunciation increased, possibly because of the language course, with English vowels on mono and disyllabic words. Nevertheless, they have trouble pronouncing multisyllabic vowel sounds. Al Zayed (2017) found that the sounds which occurred in the Arabic language were simpler to understand. However, the lack of sounds in Arabic and the presence of sounds in English created some ambiguity for the students. Based on some studies, it can be concluded that the non-native students will mispronounce them since their confusion in distinguishing how to pronounce those sounds in the same letters.

Besides that studies, there were studied found some factors that affected the errors in pronouncing English diphthong sounds. As stated by Donal (2016) that the students' native language affects how they pronounce English sounds. According to Sari and Fatmasari (2019), on their research, find there are three mispronounced diphthongs based on its creation, such as [eɪ], [əʊ], and [aɪ]. The

factors that were assumed to be affected are misimitating, mispronouncing caused by cultural sound adjustment, and dialect. Based on that research, misimitating also be caused by mishearing the word, so that the students produced wrong diphthong pronunciation. The writer also found several negative transfers of diphthong pronunciation caused by cultural sound adjustment; /eɪ/ adjusted as /ɛ/; /əʊ/ adjusted as /o/; and /aɪ/ adjusted as /i/. In line with their study, Khan, Shehzad & Ullah (2017) found that the misunderstanding between /ɪ:/, /ɪ/, and /eɪ/ sound production had mainly been caused by significant problems. Donal (2016) on his research about Indonesian Students' Difficulties in Pronouncing English Diphthongs finding that the most difficult of English diphthong was [aʊ]. Munthe (2019) found that Pematangsiantar students mispronounced English vowel sounds with three types of errors; substitution, insertion, and omission. The data were analyzed by the use error analysis procedure, identifying and describing the error. Also, Juniartuni (2019) in her final project found that most students substituted English dental fricative sounds with the existing sounds in the students' native language and the intralingual transfer mostly caused the students' pronunciation errors.

While the dialect can be associated with the speakers' intonation, Ali (2013) found the production errors found in this research have created a series of directions that Sundanese learners of English had problems understanding English vowels. Sumbayak (2009), this study investigates the difficulties of producing English diphthongs pronounced by Indonesian speakers. This research focuses only on [eɪ] and [oʊ] diphthongs. The researcher uses the participants' records in

pronouncing those two diphthongs to collect the data by reading lists of words. The data analyzed by two Australian native speakers and followed by five postgraduate students and five spouses' students at University Canberra. This study found that there are many mispronunciations of the diphthong [eɪ] with the percentage accurately for 82,5% rather than diphthong [oʊ] with the portion for 77,5% and the students produce more accurate than the spouse.

English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] as the non-existent vowel sounds in Bahasa Indonesia causes many errors that may be possible to occur while students are pronouncing that. The non-existent vowel sounds in Indonesian influenced students in perceiving and producing English sounds (Hasan 2016). The students' ability to identify and produce the English closing diphthong sounds involves not only sounds in isolation. While Lin (2014), in a final project concerning the strength of the students in perceiving and producing front vowels. The result of this study is the students perceived better in [i:] and [ɪ] than [ɛ] and [æ]. Whereas, the productions of the front vowel sounds [ɪ] and [ɛ] were better than [i:] and [æ]. In line with Lin (2014), Ho's (2010) study aims to find out the problems in perceiving English front vowels. Ho's stated that the students perceived better the vowel sounds [i:] and [æ]. Although, the students were complicated and confused to distinguish the front vowel sounds perception. Puspita (2011) researched analyzing error pronunciation of English vowels among the students. This study found the kinds of errors that the students already made while speaking English vowels and decided why these mistakes are caused. There are five types of dominant errors as a result of this study, such as vowel [i:], [æ], [a:], [ə:], and [ə].

The overall number of errors in pronouncing English vowel sounds is 23.33%. The next study is conducted by Nafsik (2018) about the analysis of students' errors in perceiving and producing English diphthongs. For the result of this study, the writer finds out 4% of LBA members made errors in perceiving and 23% of errors in production. Therefore, the students more excellent at perceiving than producing English diphthongs. The most common problems faced by the LBA in producing diphthongs are: they were distracted by orthographic writing, distractor, and by some sounds that exist in Bahasa Indonesia.

Puspitasari (2016) argued that "the Indonesian students need to learn and practice more in listening and speaking to improve their ability to perceive and pronounce English sound, especially English vowels." Alfiani (2019), in the final project, found that the most frequent errors had existed in the interpretation of front vowel sound [ɪ]. At the same moment, the lowest errors existed in the interpretation of front vowel sound [æ]. From the findings of the study, the reasons for such errors were unpreparedness, the lack of experience, and the coping style of the teacher in the learning phase. Puspitasari (2016) on her final project, concluded that the students found difficulties in the perception and production of English vowel sounds. They could distinguish short and long English vowels by listening, but they still found difficulties when asked to pronounce it.

According to the previous studies mentioned, lots of students find difficulties in pronouncing certain English sounds. Most students cannot pronounce sounds that do not occur in their native language. Therefore, pronunciation still becomes a big problem for the students themselves.

Some pronunciation studies have been conducted with various respondents from different stages of education. This study entitled Indonesian Students Problems in Pronouncing Non-existing Diphthongs of English used the eleventh-grade students of SMK N 2 Salatiga as the respondent. The researcher chooses the respondent, which is high school students because it is the highest level of school. It is assumed that in high school, they have enough knowledge about English.

This research is different from the other researches that have been mentioned above because this present research not only focuses on the student production of the sound made by the students but also identify what kinds of errors are mostly found in students' pronunciation and to find out what factors are causing the errors. This research analyzes how well the students produce the English diphthong sounds which do not exist in Indonesian by using a pronunciation test. Test for the pronunciation of English diphthong sounds that do not occur in Indonesian is used in the analysis of students' problems. Besides, this research also finds out what kinds of errors are mostly found in students' pronunciation and to find out what factors are causing the errors when distinguishing the English diphthong sounds which do not exist in Indonesian. Although the study's materials are the same as the earlier studies, it is about English diphthong. Still, the researcher will analyze how well the students pronounce the English diphthong sounds which do not exist in Indonesian, what kinds of errors are mostly found in students' pronunciation and what factors are causing the errors.

## **2.2 Theoretical Studies**

There are some reviews of the theoretical studies. They are; pronunciation, pronunciation problem, glide in a diphthong, syllabicity of diphthongs, direction and nature of glide, English diphthong, Indonesian and English diphthong, error and mistake.

### **2.2.1 Pronunciation**

Pronunciation has an essential factor for human beings in delivering a speech. The most important sub-skill in speaking is English pronunciation. As stated by Gilakjani (2011:74-81) that pronunciation as an ability to communicate. Pronunciation must be recognized as something more than an appropriate sound or isolated word production. When communication is occurring, it should be considered a crucial and integral component. Moedjito (2016) argued that for effective oral communication, pronunciation is important. The speaker is intended to speak clearly and properly to be understandable. Without taking into consideration pronunciation, the speakers and listeners will have different interpretations. While Gilakjani (2012:119) also stated that low speaking skills could decrease self-confidence, restrict social interactions, and affect the credibility and ability of a speaker in a negative sense.

Based on the *Oxford Advanced Learners' Dictionary* (2015:1194), there are two definitions of pronunciation. The first definition of "pronunciation is how a language or a particular word or sound is pronounced. Second, is how a particular person pronounces the words of a language." Every language has a sound system,

and grammatical systems that make the way to produce those languages are different. Jones (1956) stated, “no one pronounces their language exactly alike” (p.3). The differences come from various causes, such as locality, early influences, and social surroundings. Moedjito (2016) stated that “English pronunciation is due to some important issues as some English sounds do not exist in students’ L1.” Eventually, pronunciation plays an important role in communication. Therefore, the different pronunciation will cause different meanings, thus makes misunderstanding.

The production of sounds that are used by the speaker to make meaning is called pronunciation. Each English word has a different sound system, which causes difficulties in pronouncing the English word for most Indonesian students. Ramelan (2003:22) stated there are two types of characteristics, segmental and suprasegmental characteristics. Segmental characteristics refer to the sequentially ordered sound units. In contrast, the supra-segmental characteristics refer to stress, intensity, duration, rhythm, and other characteristics that always accompany segmental production. The priority in pronunciation for EFL learners is segmental characteristics. Consonants, diphthongs and vowels belong to segmental characteristics, whereas the suprasegmental characteristics consist of sentence stress, word stress, intonation, and rhythm (Moedjito, 2016, p. 30).

### **2.2.2 Pronunciation Problems**

As a foreign language, pronunciation has become a serious problem when learning English. For students as language learners, there are so many problems we will face in learning a new language, especially about its pronunciation.

It was written in Ramelan's book (2003, p.4) that "a foreign language student will meet 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." Ramelan claimed that a foreign language student would be difficult to pronounce like native because it is out of his habit speech sounds. However, for many Indonesian students, a whole new sound system is difficult to hear or imitate. These difficulties caused by the difference between the sound system in Indonesian and English. Ramelan (2003) also claimed that differences in elements between the source language and the target language are directly related to the difficulties students have in learning English as a foreign language.

Many Indonesian learners still faced pronunciation problems with English diphthong sounds. As explained in the previous sub-bab, diphthong sounds belong to segmental features. Moedjito (2016) stated that segmental features are the most significant majority of pronunciation problems identified by the students. It means that diphthong sounds are one of the causes which are caused many Indonesian students faced the pronunciation problems.



### 2.2.3 Glide in a Diphthong

Based on *Oxford Advanced Learner's Dictionary (2005:418)*, “Diphthong is a combination of two vowel sounds or vowel letters, for example, the sound /aɪ/ in *ride* /raɪd/ or the letter *ou* in *code*.” According to Ramelan (2003), “A diphthong is a kind of vowel sound with a special feature. There is deliberate glide made from one vowel position to another vowel position, produced in one syllable” (p. 81).

Here, the word ‘glide’ means transactional sounds heard in the movement of the speech organs that produce a diphthong. In phonetic writing, two vowel sound symbols are represented as diphthongs, such as [ɪə], [ʊə], [eɪ], [eə], and [oʊ]. Which is, each symbol has certain tongue positions. However, when the tongue moves from the start to the end, the diphthong is created. Yet, the latter position is never reached in practice. Just the beginning vowel sound in which the diphthong is defined while articulatory motions in speech organs are formed. The two vowel sounds or the two glide components start, and the glide end was described by Ramelan (2003:81). Taken for granted, the transitional sounds between the two are created as the tongue moves from the first to the second position of the vowel in natural form.

### 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 (2003:81).

Ramelan (2003: 81-82) also stated that the diphthong is a sound in one syllable. Hence, if the cycle of two vowel sounds created with two impulses is not a diphthong, but that as disyllabic or just a normal sequence of two vowel sounds. As we learn, there are two vowel sounds in a syllable with a single breath that the sounds are not detected. As with some of the examples mentioned before, it turns out that many English words contain diphthong sounds. There are five kinds of non-existing English diphthong sounds in Bahasa Indonesia that affect Indonesian students making pronunciation errors.

Besides, Ramelan (2003) also stated a diphthong where the main component is more reliable than the subsequent segment is known as a falling diphthong, and a diphthong is classified as a rising diphthong where the following part is syllabic.

### **2.2.5 Direction and Nature of the Glide**

Diphthongs are forms of vowels, in which a constant gliding motion connects two vowel sounds. They are also called gliding vowels. Jones (1975:1) stated that a glide is an unexpected transition sound that happens as speech organs move by the most direct route from the direction for one speech sound to another. Ramelan (2003: 82) also stated the tongue shifts from one vowel to the other while producing a diphthong.

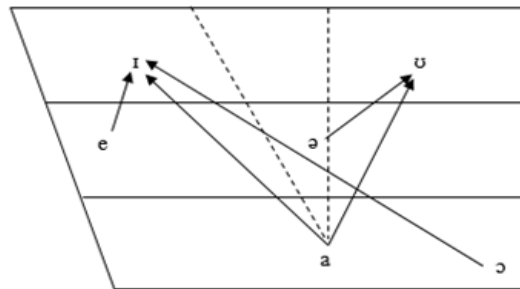
Jones (1956:22) stated that the sound is called a diphthong when produced by gliding through one letter to the next. Sequences of two letters, one is indicating, the beginning and the second stage of the motion position, phonetically represent diphthongs. Also, Jones (1956:24) mentioned that English has nine diphthongs in

all; these nine diphthongs can be categorized as closing and centering diphthongs. In closing diphthong, there are five diphthongs ([eɪ], [oʊ], [aɪ], [aʊ], and [ɔɪ]). There are four diphthongs in centering diphthongs ([ɪə], [ʊə], [ɛə], and [ɔə]). Ramelan (2003:84-89) explained the English closing diphthong where the second vowel is similar to the first vowel. While the centering diphthong is formed more centrally than the first vowel in the second vowel. Besides, Roach (2009: 19) stated it is important to remember that the first part is considerably longer and stronger than the second part of all the diphthongs.

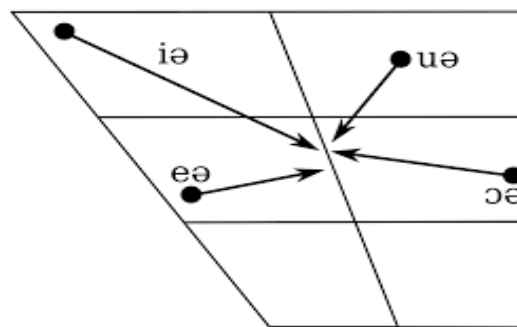
### **2.2.6 English Diphthongs**

As written before, two kinds of diphthongs are available in English: closing and centering diphthongs. Closing diphthong consists of [eɪ], [oʊ], [aɪ], [aʊ], and [ɔɪ], whereas centering diphthong consists of [ɪə], [eə], [ʊə], and [ɔə]. According to Ramelan (2003), “English diphthong is divided into two types: closing diphthong and centering diphthong. The first, *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” (p. 84-89).

The diagrams are like below:



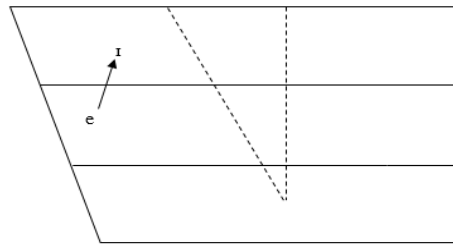
**Figure 2.1 The English Closing Diphthongs (Ramelan, 2003: 83)**



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

### 2.2.6.1 Diphthong [eɪ]

Diphthong [eɪ] is most widely used in combinations letters which include /ey/, /ay/, /ai/, and /a/. This diphthong is called a front-front closing half diphthong because the tongue begins from the vowel [e] position, a front vowel much lower than the half-close position. Instead, if [ɪ], that seems a little over the position half-close, the tongue shifts into the position of the vowel, although not necessarily attained.



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

Examples:

fail            [feɪl]

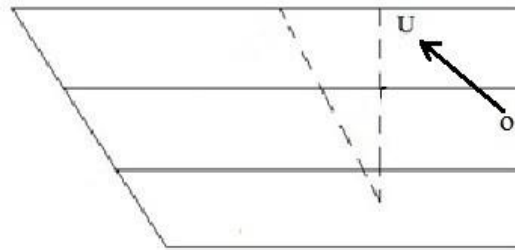
base            [beɪs]

main            [meɪn]

Generally, diphthong [eɪ] is generated with a combination of [e] and [ɪ]. The vowel sound we hear in words *fail*, *base*, and *main*, the sound quickly moves from mid [e] to closer [ɪ]. The position of lips is open and close slowly while producing this sound. Instead of a diphthong with deliberate glides. Indonesian students tend to produce pure vowels as in their language. By having multiple exercises, they have to be sure to produce diphthong.

#### **2.2.6.2 Diphthong [oʊ]**

Diphthong [oʊ] occurs most often in combinations of letters which include /ow/, /oa/, and /o/. This diphthong called a back-back closing half diphthong or back counterpart because several portions of the tongue are raised between the back and among half-closed and half-open center to a point. Instead, the tongue shifts in the direction of [ʊ], a back-centralized vowel, just over the half-close position.



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

Examples :

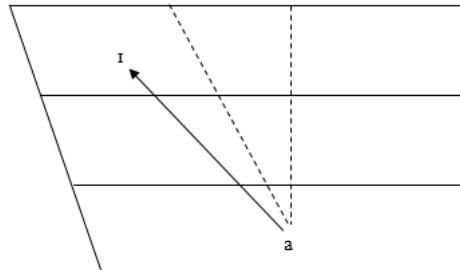
coke	[kouk]
rode	[rood]
tone	[toon]

Diphthong [ou] as in words *coke*, *rode*, and *tone* usually says with quickly moves from mid-position of [o] to closer [u]. In producing this sound, the lips are rounded smoothly and then more closely, as the tongue moves to a closed position. Indonesian students should attempt to produce sufficient diphthong in English, as they tend to replace that by a pure vowel in Indonesia. They should be confident the tongue moves from [o] to [u], and the rounding of the lip is gradually increased at the same time.

### **2.2.6.3 Diphthong [aɪ]**

Diphthong [aɪ] most often occurs in combination which include /i/, /igh/, and /y/. This diphthong is called a front-front closing full diphthong because the tongue's front is slightly strong to produce diphthong [aɪ] during the first element [aɪ] that is a backward vowel among [æ] and [a:]. The tongue then shifts to a closed

position, as if to create [ɪ] vowel sound but usually achieving that position ([aɪ] becoming [æ]).



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

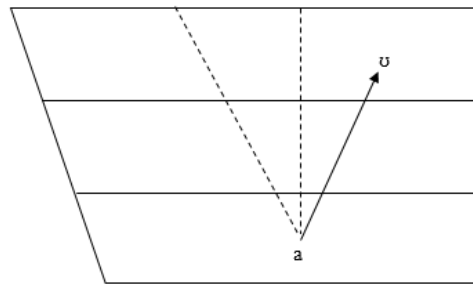
Examples:

ride	[raɪd]
like	[laɪk]
rice	[raɪs]

Diphthong [aɪ] is a combination of [a] and [ɪ] that moves in two parts or a diagonal on our chart, from open-central to closed-front. In producing some words that contain the diphthong [aɪ] like the word *ride*, *like*, and *rice*, the position of lips is split and close slowly. The majority of Indonesian students produce their Indonesian diphthong [ɛɪ] rather than English diphthong [aɪ], which is quite similar to English [aɪ].

#### **2.2.6.4 Diphthong [aʊ]**

Diphthong [aʊ] occurs most often in a combination of letters which include /ou/ and /ow/. This diphthong is called a full diphthong front-back closing because the front portion of the back (central part) of the tongue for the first diphthong component [aʊ] is slightly raised.



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

Examples :

how            [haʊ]

now            [naʊ]

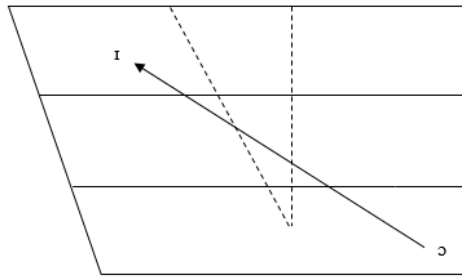
found           [faʊnd]

This combination of vowels moves in two directions from open-central [a] to closed-back [ʊ]. This vowel is more backed up than the [aɪ] diphthong first part. The tongue then moves in the way of [ʊ], although it never achieves ([aʊ] become [aɔ]). The lips begin neutrally and are slowly rotated. In pronounced this diphthong, Indonesian students generally substitute it in their sound stock with a similar diphthong.

#### **2.2.6.5 Diphthong [ɔɪ]**

Diphthong [ɔɪ] occurs most often in a combination of letters which include /oy/and /oi/. This diphthong called a back-front closing full diphthong because the tongue back shall be extended between [ɔɪ] and [ɔ:] to the midway point. Then, slowly the upper tongue is raised to [ɪ], but in practice, [ɔɪ] it seems to sounds more or less like [ɔe].





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

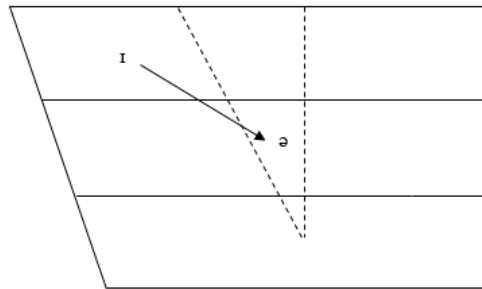
Examples:

boil	[bɔɪl]
coin	[cɔɪn]
point	[pɔɪnt]

This combination of sounds moves from mid to closer, as in examples not only above but also back to front. For the first dimension of the diphthong, the lips are rounded and spread slowly. The diphthong in Indonesian is similar, while its distribution is very limited. It can be found in the ‘amboi’ and ‘sepoi-sepoi’. Consequently, the problem for Indonesian students is also not diphthong [ɔɪ].

#### **2.2.6.6 Diphthong [ɪə]**

Diphthong [ɪə] occurs most often in combination of letters which include /ee/ /ie/ and /ea/ . This diphthong is called as a high-front-centering diphthong because the tongue begins with vowel [ɪ] not with the closer [i] vowel sound, and then glides away toward the central vowel [ə].



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

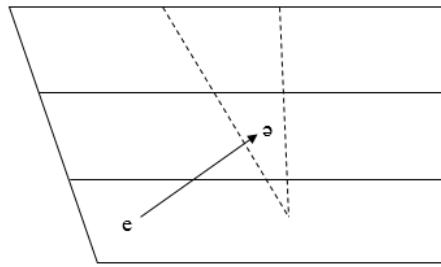
Examples:

real	[rɪə]
fear	[fiə]
here	[hiə]

The diphthong [ɪə] is a combination of the vowels [ɪ] and [ə]. In producing diphthong [ɪə] during vowel glide, the two lips are in a neutral position. The general error made by the Indonesian students in pronouncing the diphthong [ɪə] is that they start it too closely with a vowel position.

#### **2.2.6.7 Diphthong [eə]**

Diphthong [eə] occurs most often in combination of letters which include /ai/, /a/, and /ea/. This diphthong is called a low front-centering diphthong because the tongue begins at the open position of the vowel, slightly higher than the sound position in the English vowel [æ] found in the word 'man', then glides away in the central direction of the vowel [ə].



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

Examples:

bare            [beə]

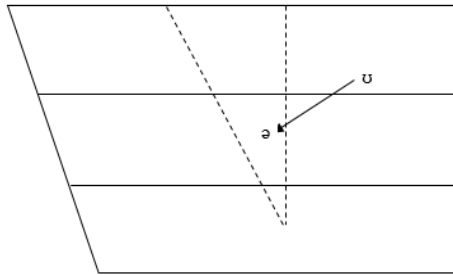
hair            [heə]

pair            [peə]

The diphthong [eə] is a combination of [e] and [ə]. To produce this sound, the lips spread out and are neutral during the glide. The lower jaw seems marginally stronger. In pronouncing the diphthong [eə], the students should perceive the upward movement of the lower jaw.

#### **2.2.6.8 Diphthong [ʊə]**

Diphthong [ʊə] occurs most often in combination of letters which include /oo/, /ou/ /u/ and /ue/. This diphthong called as high back centering diphthong because the tongue starts with a [ʊ] position in the English vowel, as found in the word ‘good’ and not from the near [u:] position, and then glides away with a central vowel [ə] direction.



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

Examples:

pure            [pʊə]

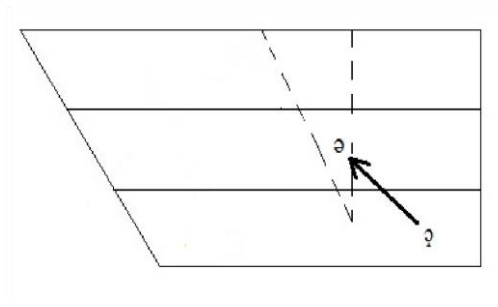
tour            [tʊə]

sure            [sʊə]

For the first dimension, the lips are rounded and then back to the neutral position during the move to produce this sound. A foreign student uses a vowel too close to the first part, that is the general error. The first element should be made sufficiently open.

#### **2.2.6.9 Diphthong [ɔə]**

Diphthong [ɔə] is called as a low back centering diphthong because the tongue begins with the English vowel/o/ as found in the word 'call' and then moves toward the central vowel/e/.



**Figure 2.11 Diphthong [ɔə] (Ramelan, 2003: 98)**

Examples:

saw            [sɔə]

roar            [rɔə(r)]

floor           [flɔə(r)]

For the first dimension, the lips are slightly raised and then drawn back to the neutral position. The jaws move somewhat toward one another to produce this sound. It's usually replaced quite often by pure vowel [ɔ:], so now that the following words (saw: sore, law: lore, raw: roar) are not distinguished.

### 2.2.7 Indonesian and English Diphthong

As mentioned in the previous point, there are nine diphthongs in English. Three of them exist in Bahasa Indonesia, they are [ɔɪ], [aʊ], and [aɪ], but the other six do not. Ramelan (2003: 91) stated the examples of the diphthong [ɔɪ] in Bahasa Indonesia are 'amboi', 'koboi', 'amoi', and 'tomboi'. Diphthong [aʊ] in our mother language includes 'kacau', 'silau', 'rantau', and 'kemarau'. Diphthong [aɪ] also does exist in Bahasa Indonesia such as 'rantai', 'sampai', 'tirai', and 'gawai'. The other five diphthongs do not exist in Bahasa Indonesia, so they are difficult to be pronounced in Indonesian.

### 2.2.8 Error and Mistake

People often confused about the difference between those two words. Mistake and error are often regarded as the same things. However, those two words are different. Brown (2000:217) states, “differentiate errors and mistakes is necessary, two concepts which are technically very different. A mistake refers to an inability to exploit an established system, an error in the performance that could either be a random guess or a “slip.” In both native and second situations, everybody makes mistakes. Mistakes need to be differentiated from the errors of a second language learner. An error indicates the learner’s skill; an error can not be remedied. The error is an obvious departure from a native speaker’s adult grammar.” Ellis (1997:17) in her books entitled ‘*Second Language Acquisition*’ also explains the difference between error and mistake. Ellis stated, “we need to distinguish errors and mistakes. Errors reflect gaps in the knowledge of the learner. These occur because the learner does not know what is correct. Mistake reflects occasional performance lapses that occur because the learner is unable to perform what he or she knows in a particular instance.” Ellis explained how errors and mistakes could be differentiated too. Errors and mistakes can be checked by using a language to assess the consistency of their performance.

Based on the *Oxford Advanced Learners Dictionary*, an error is a mistake, particularly a mistake which causes or affects something (2015: 505). However, an error is an act, a wrong belief, or an effect you did not expect (2015: 963).

Jing, Xiaodong, and Yu (2016) stated that an error is a structural digression of students who are unfamiliar with target language rules. The lack of language

skills, as well as the perfection of the target language, is revealed. While a mistake is related to insufficient performance concern, carelessness, or another aspect of performance, therefore, students will do make self-correction easier when mistakes are pointed to errors.

Based on the explanation above, it can be concluded that a mistake is unpredictable while an error is noticeable. Because of the lack of performance and error by the learner competence of the target language causes the mistake.

#### ***3.2.8.1 Sources of Errors***

According to Brown (2000, p.223-227), several sources may influence errors in second language learning, they are:

##### **a) Interlingual Transfer**

An interlingual transfer is often called as interference or transmission of language. Brown (2000, p.224) stated that most of the interlingual transfers from the mother tongue describe the beginning phases of learning a second language. In other words, the first language causes interlingual errors. Ellis (1997, p.51) also assumed that interference could be identified as a foreign language error used by learners whose mother tongue can be tracked. From the theory above, we can conclude that one of the common problems in foreign language teaching is language interference.

##### **b) Intralingual Transfer**

An intralingual transfer is an essential element in the foreign language. Brown (2000, p.224) stated that the predomination of interference defines

early stages of language learning. But after the learners have started to gain aspects throughout the current method, there is an increasingly intralingual universal communication in the target language.

c) Context of learning

According to Brown (2000, p.226), he stated that in the case of untutored second language learning, the context of learning relates to the social environment. When it comes to school learning, the learning context refers to the teachers and the content in the classroom. In the case of school learning or classroom context, teachers and materials are very influential. Often a teacher or textbook can deceive the student by misleading teacher descriptions, or by misleading presentations or drill of words in a textbook.

d) Communication strategies

Brown (2000, p.227) stated that communication strategy is a conscious use of a verbal or nonverbal system for efficient information communication. The lack of knowledge causes much trouble when learners want to communicate using a foreign language. Therefore, they use various forms of communication strategy to solve these problems.

### ***3.2.8.2 Types of Pronunciation Errors***

There are three types of pronunciation error, they are:

a) Substitution

Crystal (1985:295) stated that a type of error which are defined by the replacement of an item is called a substitution. While Fromkin (in Juniartuni



2019) also adds that substitutions happened when a disturber replaced one element. The example of substitution is when a word 'tears' /tɪəz/ is pronounced /tɪərz/ or /tɛərz/.

b) Insertion

Insertion, also called addition, is a type of error defined by an element that should not exist in well-formed utterances normally (Fauziati in Juniartuni, 2019). The example of insertion is when the word 'tourist' /tʊərɪst/ is pronounced [tɔrɪst]. Another example is when the word 'cared' /keəd/ pronounced as /keɪrəd/.

c) Omission

Fauziati (in Juniartuni 2019) explained that the absence of an element that has to exist in the formed utterances is characteristic of omission or deletion. For example, it should be pronounced as /leɪt/ in the word 'late' /leɪt/.

### **3.2.8.3 Error Analysis**

According to Ellis (1997:15-20), there are ways to analyze the data. They are:

a) Identifying Errors

In this section, the researcher should evaluate the pronunciation of the students with the correct pronunciation in the target language. The researcher makes the correct phonetic transcription of the words that are tested in the speaking test. Then, the researcher listens to the recording of the students carefully and compare their pronunciation to the correct phonetic transcription.

b) Describing Errors

In the next step, the researcher makes the phonetic transcription based on the students' recording and correct the errors. Then, the researcher classified the types of errors, such as substitution, insertion, or omission.

c) Explaining Errors

After the errors are identified and described, the researcher explained why the errors occur and calculated the errors done by the students in pronouncing English diphthong sounds and present them in the form of a percentage.

d) Evaluation

The last step is the researcher concludes the analysis of the errors in the speaking test.

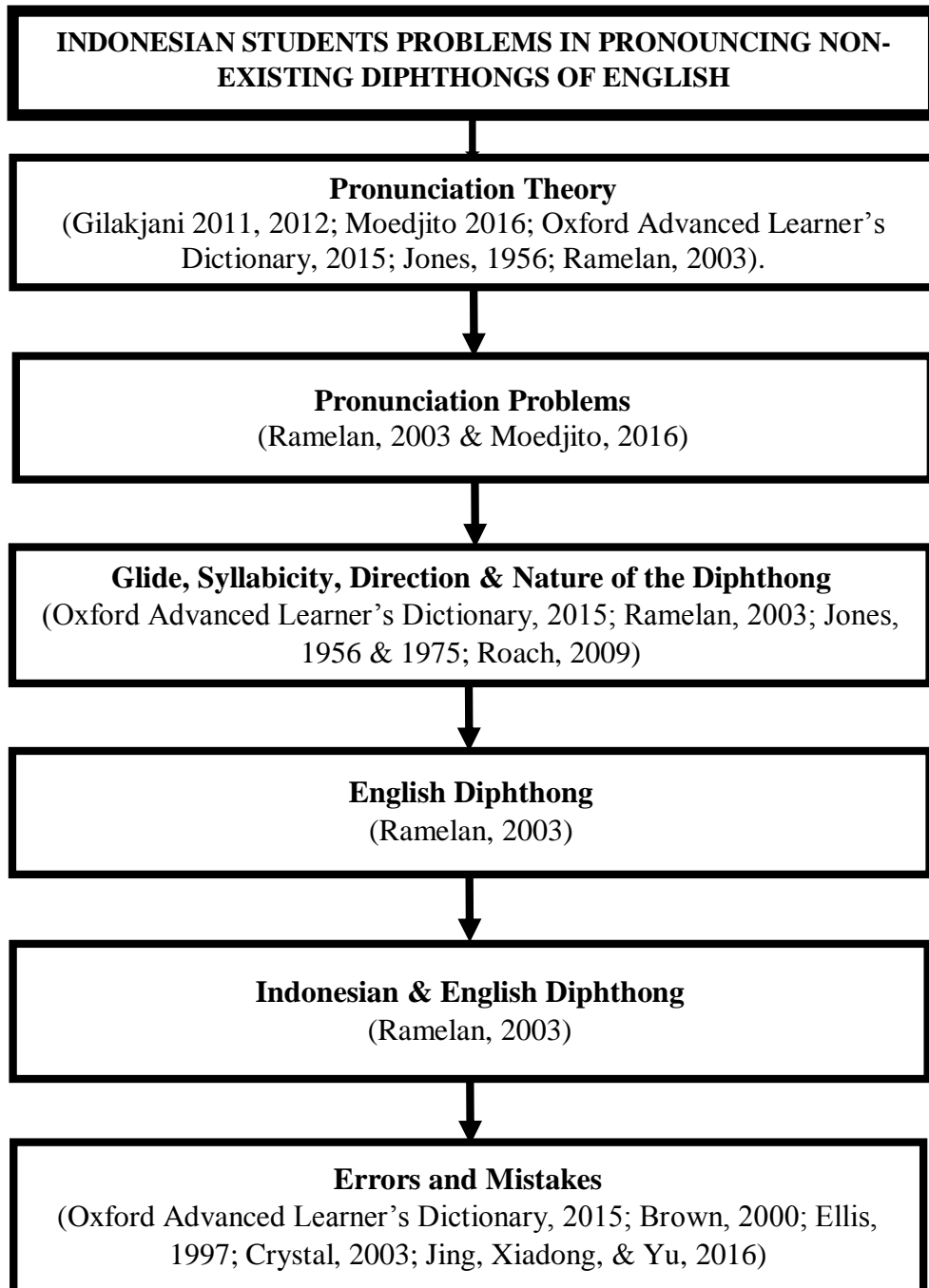
### **2.3 Theoretical Framework**

This study is about Indonesian student problems in pronouncing English diphthong sounds, which do not exist in Bahasa Indonesia. Several theories of this study are relevant, started by theory about the definition of pronunciation, which stated that "pronunciation as a sub-skill of speaking skills" (Gilakjani, 2011:74). In line with that statement, there are some other theories about pronunciation which stated by Moedjito (2016), Oxford Advanced Learner's Dictionary (2015), and Jones (1956). Besides those theories about pronunciation, the researcher also presents some theories about pronunciation problems. A foreign language student will be difficult to pronounce like a native because it is out of his habit speech sounds (Ramelan,

2003: 4). Moedjito (2016) also stated a theory to support that statement. Since there are some pronunciation problems, the researcher also presents some theories about glide in a diphthong. Ramelan (2003:81) stated that “a diphthong is a kind of vowel sound with a special feature. There is deliberate glide made from one vowel position to another vowel position.” This theory also supports by the Oxford Advanced Learner’s Dictionary (2005) about the definition of the diphthong. As this study focuses on English diphthong sounds, the researcher adds some theories about English diphthong, which stated by Ramelan (2003). This study’s subject is Indonesian students, and English diphthong sounds belong to non-existing diphthong group, then this research concerns the Indonesian and English diphthong theory (Ramelan, 2003). Moreover, this theory of error and mistake (Oxford Advanced Learner’s Dictionary, 2015; Brown, 2000; Ellis, 1997; Crystal, 2003; Jing, Xiaodong & Yu, 2016) is used to know the errors made by the students.

This study focuses on the students’ problems in pronouncing the diphthong sounds of English [eɪ], [ʊə], [ɪ], [eə], and [əʊ] which do not exist in Bahasa Indonesia. The researcher uses the speaking test to find out how well the diphthong sounds of English [eɪ], [ʊə], [ɪ], [eə], and [əʊ] which do not exist in Bahasa Indonesia are pronounced by the students and to know what kind of errors are mostly found in the students’ speaking test. The students are asked to read aloud some words, and then their voice is recorded. After getting the data from the speaking test, the researcher analyzes the types of errors that may occur in pronouncing English diphthong sound [eɪ], [ʊə], [ɪ], [eə], and [əʊ]. The researcher uses an interview as additional data to know what factors are causing the errors.

The interview contains some questions related to the pronunciation problems experienced. After getting the result, the researcher writes down the conclusions and suggestions based on the findings. The following is the figure of the theoretical framework:



**Figure 2.12 Theoretical Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This section consists of five subchapters. They are research design, research participants, the object, the roles of the researcher, instruments, data collection, data analysis, and triangulation.

#### **3.1 Research Design**

The researcher chooses a descriptive qualitative method in this research depending on the process and purposes. Qualitative research is a rich collection of data from various sources. Qualitative research is used to answer how well the participants pronounce the diphthong sounds of English which do not occur in Bahasa Indonesia through data collection, data analysis, and the conclusion depending on data analysis (Nassaji, 2015). According to Cresswell (1998, p.15), “a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.” Qualitative research cannot be quantified and calculated correctly and is typically defined in words rather than through numbers. A detailed interpretation of terms, the creation of concepts and variables, and the perception of interrelationships between these represent qualitative research (Nicholas Walliman, 2011: 72-73). All explanations and interpretations of students’ scores are used in the identification and pronunciation of the English diphthong sounds which do

not occur in Bahasa Indonesia through data collection, data analysis, and the conclusion depending on data analysis

### **3.2 Research Participants**

As stated by Arikunto (2010: 173), “Population is a set of all elements possessing one or more attributes of interest.” Besides, Creswell (2012) stated, “A population is a group of individuals who have the same characteristics.” Based on the purpose and the other considerations, the researcher chooses the participants of this study are the eleventh graders of SMK Negeri 2 Salatiga. The eleventh graders (11 TEI B) consists of 35 students with male and female students.

The eleventh graders' students are chosen for the subject of this study. They are about seventeen years old. Since they were in elementary school, they have learned English, while speaking skill is commonly taught. As appropriate with the specific social situation with such research questions, they have been chosen. They were also supposed to know best about what the researcher expects.

### **3.3 The Object of the Study**

The objects of this study are the Indonesian students' problems in pronouncing the diphthong sounds of English [ɪə], [ʊə], [eɪ], [eə], and [əʊ] which do not exist in Bahasa Indonesia. This research analyzes the students' errors in pronouncing the diphthong sounds of English which does not occur in Bahasa Indonesia. The students' problems

in pronouncing the sounds are gained through the pronunciations test. Also, this research found out what kinds of errors and found out what factors are causing the errors made by the students.

### **3.4 The Roles of the Researcher**

In this study, the researcher has three roles that are as the data collector, data analyst, and reporter. As a data collector, the researcher collected the data by recording students' pronunciations test from students of the eleventh grade of SMK Negeri 2 Salatiga in the academic year of 2019/2020. The researcher analyzed the data from participant records as a data analyst. Then, the researcher showed the results of the data analysis, as the data reporter.

### **3.5 Instrument**

The research instrument is a tool or device to measure phenomena being observed. Creswell (2012: 151) points out "An instrument is a tool for measuring, observing, or documenting quantitative data. Identified before the researcher collects data, the instrument may be a test, questionnaire, tally sheet, log, observation checklist, inventory, or assessment instruments." While Arikunto (2010, p.192) states that there are two types of instruments: test and non-test instruments. This test seems to be a compilation of queries or exams and other instruments. This research uses a test instrument (speaking test) and an interview. These tests are containing the diphthong

sounds of English [ɪə], [ʊə], [eɪ], [eə], and [əʊ]. The instruments used in this research are:

### **3.5.1 Speaking Test**

This test refers to measure the students' ability to pronounce the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ]. This test is reading test sheets containing 50 words conducted by the researcher. The students were asked to read a list of words that should be pronounced loudly and correctly. Several words are providing the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ].

### **3.5.2 Interview Guide**

In this research, the researcher also collected data from an interview. According to Esterberg as cited in Sugiyono (201, p. 231), an interview was an exchange of information and opinions between two people through question and answer, which contributed to dialogue and a meaningful understanding of a particular topic.

There were some basic questions concerned about the research problems in the interview. The questions concerned the background and the knowledge of the diphthong sounds and their difficulties in pronunciation. In this interview, the researcher received the information regarded the kinds of errors in pronouncing made by the participants.



### **3.6 Procedures for Collecting Data**

The researcher used a speaking test and interview to collect the data:

#### **3.6.1 Doing a Speaking Test**

The participants should pronounce some words that consist of the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Bahasa Indonesia. 50 words had to be read by the participants. The participants are asked to pronounce the words containing the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [oʊ] which do not exist in Bahasa Indonesia by reading aloud the word individually, while their pronunciations are recorded. Then, after all the students have done the pronunciation test, the next step is making a phonetic transcription of the students' recordings by playing and listening to them carefully. After all the students' pronunciation tests are transcribed, it is compared with the correct one based on the Oxford Advanced Learners' Dictionary to count the errors. As a result, the data from the pronunciation test would be in the form of phonetic transcriptions and test scores.

#### **3.6.2 Doing Interviews**

In this section, the researcher wants to investigate more English language learning background. Some questions related to pronunciation difficulties were answered by the students individually. The answers of the students were recorded as well.

### **3.7 The Procedure for Analyzing Data**

To identify the collected data, the researcher identifies the data through descriptive analysis. The researcher followed some steps they are identifying, describing, explaining, the criterion of interpreting data, observing, reporting the interviews, and drawing the conclusion.

#### **1. Identifying the Types of Errors**

In this step, the students' pronunciations were checked after the researcher transcribed the pronunciation of the students in the phonetic transcription. Then, the researcher compares the students' transcription with the correct transcription in Oxford Learner Dictionary.

#### **2. Describing and Explaining Errors**

In the next steps, the researcher describes the students' errors after identified the students' errors. The researcher will classify the types of errors which occurred and also make a table of students' errors and count the percentage, which contains the total number of error produced by the students. This table is intended to describing the errors made by the participants and classify the error whether in the level of production test. In the production test, the researcher made a table to show the participants' results after the researcher checked the participants' pronunciation in phonetic transcription.

The examples of the table are below:

No	Words	Phonetic Transcription	Students' Voice Transcription	Freq	Percentage
1.	GAME	/geɪm/	/geɪm/	-	0%
2.	MAKE	/meɪk/	/meɪk/	-	0%
3.	FAIL	/feɪl/	/feɪl/	-	0%
4.	MAY	/meɪ/	/meɪ/	-	0%

**Table 3.1 The Example of Substitution errors of the sound [eɪ]**

The researcher used the formula below to calculate the percentage:

$$x = \frac{\sum Er}{\sum w} \times 100\%$$

In which:

x = the error percentage

$\sum Er$  = the sum of errors made by the participants'

$\sum w$  = the total of words which are tested

### 3. The Criterion of Interpreting Data

In the criterion of interpreting data, the researcher analyzed the result of this research using qualitative method. The researcher used criterion based on

Tinambunan's criterion in Tartiasih as cited in Puspitasari (2016), which used to know how well the students produce English diphthong sounds whether poor, good, or excellent.

Number of errors in percentage	Level of ability
0-25%	Excellent
26-50%	Good
51-75%	Fair
76-100%	Poor

**Table 3.2**  
**Tinambunan's Criterion**

#### **4. Observing the Interview Results**

After conducting the error analysis steps, the researcher found the kinds of errors are mostly found in the students' pronunciation. The researcher interviewed the students who had to be recorded. The researcher played and listened attentively to the audio recordings of the interviews.

#### **5. Reporting the Interviews**

When conducting interviews, the researcher only took relevant information from the interviewees and reduced some irrelevant information from the interviewees. Below is an example of a table for the student responds to the interview:

No	Questions	Response	Percentage
1.	Student origin		
2.	Parents as an English native speaker		
3.	Student native language		
4.	Diphthong sound recognition in student native language		
5.	English diphthong sounds recognition		
6.	English diphthong sounds recognition in student native language		
7.	Have studied diphthong sound in student native language		
8.	Have studied how to pronounce diphthong sound [eə] in student native language		
9.	The difficulties in pronouncing diphthong sound [eə]		
10.	Students' opinion about the difficulties in pronouncing diphthong sound [eə]		

**Table 3.3**  
**Interview Prompt**

## 6. Drawing the Conclusion

The final step was to determine the findings. The data is concluded by the researcher after the identifying data was received.

### 3.8 Triangulation

The objective of this study was to investigate how well do the eleventh-grade students of TEI B SMK N 2 Salatiga pronouncing English diphthong sounds and investigate what kind of errors are mostly found in the students' pronunciation English diphthong sounds and find out what factors are causing the errors.

Sugiyono (2015) stated two types of data triangulation; triangulation of technique and triangulation of source (p.327). Triangulation of technique requires that researchers use a new methodology to collect data from the same earlier sources.

Whereas researchers use the same previous method and different sources, the triangulation of sources is called.

Triangulation of technique has been used in this study. The study's results were triangulated by one of the English teachers of SMK N 2 Salatiga, Mrs. Endang Guritno D. S, S. Pd. Besides, to check the validity of the results, the instruments and the results of this study were also triangulated by a native speaker, Mrs. Michelle Nguyen from Texas, United States of America. Mrs. Endang Guritno D. S. S. Pd strongly agrees with the suitability of the item, the general findings, and also the result analysis of this study. The researcher also asked her to proofread this study and she found some grammar errors. So, it becomes a correction for the researcher. While Mrs. Michelle Nguyen also checked the validity of this research. She strongly agrees with the suitability of items in this research, which consist of the instruments that suitable to test to the students and the instruments as a whole fulfill the objectives needed for this research. She agree with the general findings of this research. She agrees with the result of mostly students mispronounced the words containing English diphthong sounds [ɪə] and [eɪ]. She also strongly agrees with the result of mostly students mispronounced the words containing English diphthong sounds [ʊə], [eə], and [əʊ] and there were more students who pronounced the English diphthong sounds incorrectly than the students who pronounced them correctly. In addition, she also strongly agrees with the result analysis of this research that the students replaced or substituted the English diphthong sounds

with the pure vowel sounds or other sounds which closest to those English diphthong sound.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The results of the research are described below. It shows the finding of the research from speaking tests and interviews. The detailed of this chapter will be explained in subchapters, as follows:

#### **4.1 Findings**

This section explains all the results of the research. Based on the research conducted in SMK N 2 Salatiga, the researcher got the data from the test by 35 students of the eleventh graders. The data were gained from speaking tests and interviews. The speaking test is intended to determine the ability of students to produce English diphthong sounds that are not found in Bahasa Indonesia. Besides, interviews as additional data in this research.

In the speaking test, 50 words provided by the researcher were required to be pronounced by students. The researcher provided 10 words for each sound. The speaking test is aimed to find out the ability and the kinds of errors are mostly found in pronouncing English diphthong sounds that do not exist in Bahasa Indonesia. From 35 students, there were 1750 utterances gained in the speaking test. To see the students test results, we can see from the table 4.1 – 4.5 in the appendix.

The researcher indicated the errors and corrects from the total result of each category in the table. The most common error often appeared in the pronunciation of



the diphthong [ʊə]. The result is 81% errors, and 19% of words were pronounced correctly. At the same time, in the pronounced of the diphthong [eɪ], the lowest number of errors appeared. The result shows that 40% of errors and 60% of words were pronounced correctly. Based on the students' pronunciation, the kind of errors that is mostly found belong to substitution errors. Many students substituted the diphthong sounds become the pure vowel sounds. For example, the students' tent to substituted the diphthong sound [ɪə] become pure vowel sound [ɪ], the diphthong sound [ʊə] become pure vowel sound [ʊ], the diphthong sound [eɪ] become pure vowel sound [ɛ], the diphthong sound [eə] become pure vowel sound [ɛ], then the diphthong sound [əʊ] become pure vowel sound [o].

#### 4.1.1 Students' Errors in Pronouncing English Diphthong [ɪə]

In diphthong [ɪə], ten words were tested to the students. The results revealed there were some errors made by students. To see the students' errors, we can see from the table below:

**Table 4.6**  
**Substitution Errors of Sounds [ɪə]**

No	Words	Phonetic Transcription	Students' Transcription	Voice	Freq	Percentage
1.	ERA	[ɪərə]	[ɛrə]		18	51.42%
			[ɪrə]		5	14.28%
			[ɪrə]		8	22.85%
			[ərə]		1	2.85%
2.	CAREER	[kæriə]	[kəri r]		11	31.42%
			[kəri r]		4	11.42%
			[kəri r]		16	45.71%
			[kərə r]		2	5.71%
3.	FEAR	[fiə]	[fi r]		29	82.85%
4.	REAL	[riəl]	[ri]		25	71.42%
5.	TEAR	[tiə]	[ti r]		23	65.71%

6.	BEARD	[bɪəd]	[tɛə r]	1	2.85%
			[bɛd]	5	14.28%
			[bɪd]	12	34.28%
			[bəd]	5	14.28%
7.	HERE	[hɪə]	[hɪ r]	11	31.42%
			[hə r]	2	5.71%
			[heə r]	1	2.85%
			[hɛ r]	2	5.71%
8.	DEAR	[dɪə]	[dɪ r]	17	58.57%
			[dɛ r]	1	2.85%
			[dɪə r]	1	2.85%
9.	MERE	[mɪə]	[mɪ r]	11	31.42%
			[mər]	1	2.85%
			[mɛ r]	7	20%
10.	NEAR	[nɪə]	[nɪ r]	14	40%

From the table above, many students have made some errors in pronouncing some words containing English diphthong sound [ɪə]. From the ten words above must be pronounced using English diphthong sound [ɪə], but mostly students substituted it to pure vowel sound [ɪ] and [ə]. The highest percentage was the error of pronouncing the word 'career' with the total percentage of errors at 94.26%. There were eleven students pronounced as [kærɪ r] with the percentage of errors 31.42%, four students pronounced as [kəɪ r] with the percentage of errors 11.42%, sixteen students pronounced as [kɛrɪ r] with the percentage of errors 45.71%, and two students pronounced as [kɛrə r] with the percentage of errors 5.71%. Besides that, the words 'era', 'fear' and 'real' also got a higher error percentage, with each percentage of 91.4%, 82.85% and 71.42%. There were twenty-nine students pronounced the word 'fear' as [fɪr], and twenty-five students pronounced the word 'real' as [rɪl]. Meanwhile, the lowest error percentage was the error of pronouncing the word 'near'. There were fourteen students pronounced as [nɪ r] with the total percentage of errors was 40%. The students not only substituted [ɪə] sound with the pure vowel sounds, they also added consonant [r] in the end letter of

word 'career', 'fear', 'tear', 'here', 'dear', 'mere', and 'near'. They tend to pronounced as [kari r], [fi r], [hi r], [di r], [mi r], and [ni r].

#### 4.1.2 Students' Errors in Pronouncing English Diphthong [ʊə]

In diphthong [ʊə], ten words were tested to the students. The results revealed there were some errors made by students. To see the students' errors, we can see from the table below:

**Table 4.7**  
**Substitution Errors of Sounds [ʊə]**

No	Words	Phonetic Transcription	Students' Transcription	Voice	Freq	Percentage
1.	CRUEL	[kruəl]	[kroi]		1	2.85%
			[krol]		1	2.85%
			[krəl]		2	5.71%
2.	CURIOUS	[kʊəriəs]	[kjəriəs]		8	22.85%
			[kjoriəs]		2	5.71%
			[kjəriəs]		1	2.85%
			[keriəs]		1	2.85%
			[kjoriəs]		12	34.28%
			[kjəris]		1	2.85%
			[kjorius]		3	8.57%
			[kjorius]		4	11.42%
3.	JURY	[dʒʊəri]	[dʒori]		30	85.71%
			[dʒəri]		2	5.71%
			[dʒoari]		1	2.85%
4.	SURE	[ʃʊə r]	[ʃʊ r]		27	77.14%
			[ʃə r]		4	11.42%
			[ʃo r]		1	2.85%
5.	TOUR	[tuə r]	[toʊ r]		4	11.42%
			[tʊ r]		26	74.28%
			[tə r]		1	2.85%
6.	PURE	[pjʊə r]	[pjʊ r]		33	94.28%
			[pju: r]		1	2.85%
			[pjə r]		1	2.85%
7.	ENDURE	[ɪndʊə r]	[ɪndʊ r]		31	88.57%
			[ɛndʊ r]		2	5.71%
			[ɪndjo r]		1	2.85%
8.	CURE	[kjʊə r]	[kjʊ r]		35	100%
9.	POOR	[pʊə r]	[pʊ r]		33	94.28%

			[pɒ r]	2	5.71%
<b>10.</b>	VISUAL	[vɪʒʊəl]	[vɪʒʊəl]	7	20%

From the table above, many students have made some errors in pronouncing some words containing English diphthong sound [ʊə]. From the ten words above must be pronounced using English diphthong sound [ʊə], but mostly students substituted it to pure vowel sound [ʊ] and [ə]. The highest percentage was the error of pronouncing the word 'cure' with the percentage of errors at 100%. There were thirty-five students pronounced the word 'cure' as [cʊ r], they have substituted the English diphthong sound [ʊə] with pure vowel sound [ʊ]. While the lowest percentage was the error of pronouncing the word 'cruel' with the total percentage of errors at 11.42%. The students not only substituted [ʊə] sound with the pure vowel sounds, they also added consonant [r] in the end letter of word 'sure', 'tour', 'pure', 'endure', 'cure', and 'poor'. They tend to pronounced as [ʃʊ r], [tʊ r], [pʊ r], [endʊ r], [kjʊ r], and [pʊ r].

#### 4.1.3 Students' Errors in Pronouncing English Diphthong [eɪ]

In diphthong [eɪ], ten words were tested to the students. The results revealed there were some errors made by students. To see the students' errors, we can see from the table below:

**Table 4.8**  
**Substitution Errors of Sounds [eɪ]**

No	Words	Phonetic Transcription	Students' Transcription	Voice Freq	Percentage
1.	LATE	[leɪt]	[let]	19	54.28%
2.	WAIT	[weɪt]	[wet] [wart]	4 3	11.42% 8.57%
3.	MAY	[meɪ]	[maɪ]	7	20%
4.	PAIN	[peɪn]	[pen]	5	14.28%

			[paɪn]	2	5.71%
5.	RACE	[reɪs]	[rɛs]	17	48.57%
			[ras]	1	2.85%
6.	TAKE	[teɪk]	[teɪk]	28	80%
7.	THEY	[ðeɪ]	[ðaɪ]	2	5.71%
8.	HATE	[heɪt]	[hæt]	24	68.57%
9.	GAME	[geɪm]	[gɛm]	18	51.42%
10.	GREAT	[gret]	[grɪt]	17	48.57%
			[grɛt]	2	5.71%
			[grət]	1	2.85%

From the table above, many students have made some errors some errors in pronouncing some words containing English diphthong sound [eɪ]. From the ten words above must be pronounced using English diphthong sound [eɪ], but mostly students substituted it to pure vowel sound [ɛ] and [ɪ]. The highest percentage was the error of pronouncing the word ‘take’ with the percentage of errors at 85.71%. There were twenty-eight students pronounced the word ‘take’ as [tɛk], they have substituted the English diphthong sound [eɪ] with pure vowel sound [ɛ]. While the lowest percentage was the error of pronouncing the word ‘they’ with the percentage of errors at 5.71%. There were only two students substituted the English diphthong sound [eɪ] with pure vowel sound [aɪ].

#### 4.1.4 Students’ Errors in Pronouncing English Diphthong [eə]

In diphthong [eə], ten words were tested to the students. The results revealed there were some errors made by students. To see the students’ errors, we can see from the table below:

**Table 4.9**  
**Substitution Errors of Sounds [eə]**

No	Words	Phonetic Transcription	Students' Transcription	Voice	Freq	Percentage
1.	CARE	[keə]	[kɛ r]		20	60%
			[kə r]		3	8.57%
			[kiə r]		1	2.85%
2.	PAIR	[peə]	[pɛ r]		5	14.28%
			[peɪ r]		12	34.28%
			[paɪ r]		7	20%
			[piə r]		1	2.85%
			[pæ r]		1	2.85%
			[pɪ r]		2	5.71%
3.	HAIR	[heə]	[hɛ r]		5	14.28%
			[heɪ r]		11	31.42%
			[haɪ r]		7	20%
			[hæ r]		1	2.85%
			[hiə r]		1	2.85%
			[hi r]		1	2.85%
			[fɛ r]		3	8.57%
			[feɪ r]		13	37.14%
4.	FAIR	[feə]	[faɪ r]		7	20%
			[faə r]		1	2.85%
			[fi r]		1	2.85%
			[bɛ r]		18	51.42%
			[bə r]		2	5.71%
			[beɪ r]		2	5.71%
5.	BARE	[beə]	[bɪ r]		2	5.71%
			[wɛ r]		13	37.14%
			[wə r]		3	8.57%
			[weɪ r]		1	2.85%
			[wiə r]		1	2.85%
			[wi r]		6	17.14%
6.	WHERE	[weə]	[rɛ r]		16	45.71%
			[rə r]		4	11.42%
			[riə r]		1	2.85%
			[ri r]		2	5.71%
			[rɛ r]		1	2.85%
7.	RARE	[reə]	[dɛ r]		20	57.14%
			[diə r]		2	5.71%
			[di r]		2	5.71%
			[we r]		8	22.85%
8.	DARE	[deə]	[wə r]		4	11.42%
			[weɪ r]		4	11.42%
			[wi r]		9	25.71%
			[we r]		8	22.85%
9.	WEAR	[weə]	[wə r]		4	11.42%
			[weɪ r]		4	11.42%
			[wi r]		9	25.71%
			[we r]		8	22.85%

			[wɪə r]	2	5.71%
			[wæ r]	1	2.85%
10.	SCARY	[skeəri]	[skerɪ]	25	71.42%
			[skeɪrɪ]	1	2.85%
			[skairɪ]	1	2.85%

From the table above, many students have made some errors in pronouncing some words containing English diphthong sound [eə]. From the ten words above must be pronounced using English diphthong sound [eə], but mostly students substituted it to pure vowel sound [ɛ] and [ə]. The highest percentage was the error of pronouncing the word 'pair' with the total percentage of errors at 79.97%. The students substituted the English diphthong sound [eə] with pure vowel sounds and other diphthong sounds. Also, the lowest percentage was the error of pronouncing the word 'where' with the percentage of errors at 51.42%. The students not only substituted [eə] sound with the pure vowel sounds, they also added consonant [r] in the end letter of word 'care', 'pair', 'hair', 'fair', 'bare', 'where', 'rare', 'dare', and 'wear'. They tend to pronounced as [kɛ r], [pɛ r], [hɛ r], [fɛ r], [bɛ r], [wɛ r], [rɛ r], [dɛ r], and [wɛ r].

#### 4.1.5 Students' Errors in Pronouncing English Diphthong [əʊ]

In diphthong [əʊ], ten words were tested to the students. The results revealed there were some errors made by students. To see the students' errors, we can see from the table below:

**Table 4.10**  
**Substitution Errors of Sounds [əʊ]**

No	Words	Phonetic Transcription	Students' Transcription	Voice Freq	Percentage
1.	FOCUS	[fəʊkəs]	[fokəs]	7	20%
			[fokʊs]	26	74.28%

2.	BOLD	[bəʊld]	[bold] [bəld]	31 1	88.57% 2.85%
3.	SNOW	[snəʊ]	[sno]	11	31.42%
4.	ONLY	[əʊnlɪ]	[onlɪ]	28	80%
5.	OCEAN	[əʊfɪn]	[ɔfn]	30	85.71%
6.	OPEN	[əʊpən]	[ɒpən]	30	85.71%
7.	HOLD	[həʊld]	[hold] [həld]	30 1	85.71% 2.85%
8.	OVER	[əʊvə r]	[ovə r]	25	71.42%
9.	HOME	[həʊm]	[hom]	22	62.85%
10.	ROAD	[rəʊd]	[rod] [rɒd]	24 6	68.57% 17.14%

From the table above, many students have made some errors in pronouncing some words containing English diphthong sound [əʊ]. From the ten words above must be pronounced using English diphthong sound [əʊ], but mostly students substituted it to pure vowel sound [o] and [ɒ]. The highest percentage was the error of pronouncing the word 'bold' with the total percentage of errors at 92.42%. There were thirty-one students pronounced the word 'bold' as [bold], they have substituted the English diphthong sound [əʊ] with pure vowel sound [o]. While one student pronounced as [bəld], they substituted the English diphthong sound [əʊ] with pure vowel sound [ə]. Also, the lowest percentage was the error of pronouncing the word 'snow' with the percentage of errors at 31.42%. Eleven students substituted the English diphthong sound [əʊ] with pure vowel sound [o]. The students not only substituted [əʊ] sound with the pure vowel sounds, they also added consonant [r] in the end letter of word 'over'. They tend to pronounced as [ovə r].



To identify the students' ability to pronounce English diphthong sounds, the researcher calculated the correlation of the correct and incorrect percentage of pronunciation test, which is shown in the following table 4.11:

**Table 4.11**  
**Comparison between Correct and Incorrect Percentage in Pronunciation Test**  
**Made by Participants**

No	Students Code	SPEAKING TEST			
		Correct		Incorrect	
		Number	Percentage	Number	Percentage
1.	S-01	35	70%	15	30%
2.	S-02	14	28%	36	72%
3.	S-03	29	58%	21	42%
4.	S-04	5	10%	45	90%
5.	S-05	14	28%	36	72%
6.	S-06	11	22%	39	78%
7.	S-07	16	32%	34	68%
8.	S-08	7	14%	43	86%
9.	S-09	16	32%	34	68%
10.	S-10	16	32%	34	68%
11.	S-11	6	12%	44	88%
12.	S-12	15	30%	35	35%
13.	S-13	26	52%	24	48%
14.	S-14	20	40%	30	60%
15.	S-15	13	26%	37	74%
16.	S-16	18	36%	32	64%
17.	S-17	13	26%	37	74%
18.	S-18	7	14%	43	86%
19.	S-19	16	32%	34	68%
20.	S-20	19	38%	31	62%
21.	S-21	22	44%	28	56%
22.	S-22	11	22%	39	78%
23.	S-23	18	36%	32	64%
24.	S-24	42	84%	8	16%
25.	S-25	7	14%	43	86%
26.	S-26	22	44%	28	56%
27.	S-27	9	18%	41	82%

28.	S-28	17	34%	33	66%
29.	S-29	3	6%	47	94%
30.	S-30	20	40%	30	60%
31.	S-31	31	62%	19	38%
32.	S-32	1	2%	49	98%
33.	S-33	10	20%	40	80%
34.	S-34	11	22%	39	78%
35.	S-35	9	18%	41	82%
Total			1098%		2402%
Mean			31%		69%

From table 4.11 we can see that the average percentage of incorrect numbers in the pronunciation test is bigger than the correct one. The average of incorrect numbers in the pronunciation test is 69%. To know whether the students are excellent, good, fair, or poor in production test, the researcher used Tinambunan's criterion as follow:

Number of errors in percentage	Level of ability
0-25%	Excellent
26-50%	Good
51-75%	Fair
76-100%	Poor

From the table above, participants who got an error percentage of less than 25% are excellent, get an error percentage between 26-50% is good, 51-75% is fair, and 76-100% is poor. As the explanation above, the average of incorrect numbers made by the students in the production test is 69% so that we can conclude that the eleventh-grade students of TEI B SMK N 2 Salatiga are considered **Fair** in pronunciation test.

Then, the researcher classified whether each of the students is excellent, good, fair, or poor. It can be seen in Table 4.12 below:

**Table 4.12**  
**Classification of Ability Level in Production Test Made by Participants**

<b>No.</b>	<b>Sample Code</b>	<b>Percentage</b>	<b>Category</b>
1.	S-24	16%	<b>EXCELLENT</b>
2.	S-01	30%	<b>GOOD</b>
3.	S-03	42%	<b>GOOD</b>
4.	S-13	48%	<b>GOOD</b>
5.	S-31	38%	<b>GOOD</b>
6.	S-02	72%	<b>FAIR</b>
7.	S-05	72%	<b>FAIR</b>
8.	S-07	68%	<b>FAIR</b>
9.	S-09	68%	<b>FAIR</b>
10.	S-10	68%	<b>FAIR</b>
11.	S-12	70%	<b>FAIR</b>
12.	S-14	60%	<b>FAIR</b>
13.	S-15	74%	<b>FAIR</b>
14.	S-16	64%	<b>FAIR</b>
15.	S-17	74%	<b>FAIR</b>
16.	S-19	68%	<b>FAIR</b>
17.	S-20	62%	<b>FAIR</b>
18.	S-21	56%	<b>FAIR</b>
19.	S-23	64%	<b>FAIR</b>
20.	S-26	56%	<b>FAIR</b>
21.	S-28	66%	<b>FAIR</b>
22.	S-30	60%	<b>FAIR</b>
23.	S-04	90%	<b>POOR</b>
24.	S-06	78%	<b>POOR</b>
25.	S-08	86%	<b>POOR</b>
26.	S-11	88%	<b>POOR</b>
27.	S-18	86%	<b>POOR</b>
28.	S-22	78%	<b>POOR</b>
29.	S-25	86%	<b>POOR</b>
30.	S-27	82%	<b>POOR</b>
31.	S-29	94%	<b>POOR</b>
32.	S-32	98%	<b>POOR</b>
33.	S-33	80%	<b>POOR</b>
34.	S-34	78%	<b>POOR</b>
35.	S-35	82%	<b>POOR</b>

From the table 4.12, we can see that one participant is excellent at the production level, four participants are good at the production level, seventeen participants who are fair in the production level, and thirteen participants who are poor in the production test.

The findings of the pronunciation test were discussed. The eleventh-grade students of SMK N 2 Salatiga were fair in producing English diphthong sounds that do not exist in Bahasa Indonesia. The percentage of errors in pronunciation test was 69%. It can be concluded that they still have difficulty in producing English diphthong sounds because the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ] do not exist in their native language (Bahasa Indonesia).

#### **4.1.6 Responses of the Students to the Interview**

As explained in the first chapter that this research not only to identify how well English diphthong sounds which do not exist in Indonesian are pronounced by students and to find out the kinds of errors are mostly found in students' pronunciation of English diphthong sounds which do not exist in Indonesian, but also to find out what factors are causing the errors. Therefore, to find the factors causing the errors, the researcher using the interviews.

In this interview, the questions were related to the students' English background, students' knowledge of the diphthong sounds, and difficulty of students to pronounce English diphthong sounds. The researcher recorded the interviews. Then,

the responses of the interview were analyzed by the researcher. To see the interview results, the following table shows that:

**Table 4.13**  
**Students' Responses to the Interview**

No	Questions	Response	Percentage
1.	Student origin	Salatiga	71.42%
		Semarang	25.71%
		Bogor	2.85%
2.	Parents as an English native speaker	Yes	2.85%
		No	97.14%
3.	Student native language	Javanese	57.14%
		Indonesian	11.42%
		Javanese and Indonesian	31.42%
4.	Diphthong sound recognition in student native language	Yes	34.28%
		No	45.71%
		Don't know	20%
5.	English diphthong sounds recognition	Yes	71.42%
		No	28.57%
6.	English diphthong sounds recognition in student native language	Yes	40%
		No	60%
7.	Have studied diphthong sound in student native language	Yes	28.57%
		No	71.42%
8.	Have studied how to pronounce diphthong sound [eə] in student native language	Yes	45.71%
		No	54.28%
9.	The difficulties in pronouncing diphthong sound [eə]	Yes	80%
		No	17.14%
		Rarely	2.85%
10.	Students' opinion about the difficulties in pronouncing diphthong sound [eə]	Unfamiliar	68.57%
		Similar	11.42%
		Don't know	8.57%
		Different spelling	17.14%
		Javanese mother tongue	5.71%

There were ten questions given to the participants. The first question was about the students' come from. From the table above, we know that all of the students come from

Java, there is 34 students, or 97.13% of the total students who come from Central Java, there only one student who comes from Bogor, West Java. The second question about students' parent's English native language, there only one student or 2.85% of the student whose parents are English native speakers. Next, the third question is about what language they usually use in their daily life. There were twenty students or 57.14% of students answered that their native language is Javanese, four students or 11.42% of students answered that their native language is Indonesian. Another eleven students or 31.42% of students use Indonesian and Javanese language.

Then, the researcher asked questions about students' knowledge of the diphthong sounds. The fourth question was about diphthong sound recognition in students' native language. There were 34.28% of the students' answered that there were any diphthong sounds in their native language. The fifth question was regarding their knowledge about the English diphthong sounds. There were 71.42% of the total of the students have known about English diphthong sounds. Then, the researcher asked the students' knowledge about diphthong sound [ɪə], [ʊə], [eɪ], [eə], and [əʊ] in their native language. 60% of students stated that they have not known about diphthong sound [ɪə], [ʊə], [eɪ], [eə], and [əʊ] in their native language. The researcher also asked whether or not they learned diphthong sound [eə] in their native language, 54.28% of the students answered that they didn't learn diphthong [eə] in their native language.

The next question was about their experience in being taught about how to pronounce diphthong sounds in their native language. There were 54.28% of the

students answered that they have not been taught about how to pronounce diphthong sound [eə] in their native language. Then, the researcher asked the student's perception of whether or not they feel difficult in pronouncing diphthong sound [eə]. Almost all of the students stated that they feel difficult when pronouncing diphthong sounds. The researcher also asked the students' opinions about why they find it difficult when pronouncing diphthong sounds. There were 68.57% of the students answered that the unfamiliarity of diphthong sounds caused the difficulties, 17.14% of the students answered that English words have different spelling with Indonesian, 11.42% of the students answered that the diphthong sounds have similar each other to pronounce, 8.57% of the students answered diphthong sounds as they don't know, and 5.71% of the students answered because of the differences in the mother tongue.

## **4.2 Discussions**

As a result, the researcher separated the data analysis discussion into two parts in which they are focused on the research objective. There are the students' errors in pronouncing English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ] and the kind of errors are mostly found in students' pronouncing English diphthong sound [ɪə], [ʊə], [eɪ], [eə], and [əʊ]. The researcher discovers some things from the findings:

#### 4.2.1 Students' Error in Pronouncing English Diphthong Sound [ɪə], [ʊə], [eɪ], [eə], and [əʊ]

Based on pronunciation test, it showed that the students find it more difficult in pronouncing the English diphthong sound [ʊə], then followed by the sound [əʊ], [eə], and [ɪə]. Whereas in pronouncing the diphthong sound [eɪ], only a few students found it difficult to pronounce. Most of the students substituted the English diphthong sound by the pure vowel sounds. Some previous studies showed that the lack of certain sounds in the mother tongue of the students might cause them problems. As explained before that the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ] do not exist in Bahasa Indonesia. A foreign student uses a vowel too close to the first part that is the general error. For the pronunciation of the sound [ʊə], based on the Tinambunan's criterion, in pronouncing sound [ʊə] the students' level was classified as poor. The findings showed in the word '*pure*' and '*cure*'; there were no students who pronounced it correctly. All of the students substituted the sound [ʊə] by the pure vowel [ʊ] and [ə]. The findings of this study were related to a study conducted by Nafsik (2018), who found that the students substituted the sound [ʊə] by the pure vowel [ʊ]. This study also related to research done by Sari, Fatmasari (2019) who found that the students find it difficult in pronouncing diphthong [ʊə]. In line with Donal's study (2016), he stated that the different sound system between Indonesian and English made Indonesian students faced difficulties when pronouncing English words. Some students also substituted the sound [ʊə] by the sound [ɛ], [o], [ua], and [oʊ]. For example, in pronouncing the word



'*curios*', one of the students pronounced as [kɛrɪəs], [korrɪəs]. In the word '*visual*', there were seven students pronounced as [vɪʒʊəl], while in the word '*tour*', three students pronounced as [tʊr].

Next, in pronunciation of the sound [ɪə], [eə], and [əʊ], the students' score was better than what they did in the pronunciation of the sound [ʊə]. The students' level in pronouncing sound [ɪə], [eə], and [əʊ] were categorized as fair. The findings showed that many students substituted the English diphthong sounds [ɪə], [eə], and [əʊ] by the pure vowel sounds. The general error made by the Indonesian students in pronouncing the diphthong [ɪə] is that they start it too closely with a vowel position. For example, when the students pronounce the word '*era*' as [ɪrə], [ɪrɑ], and [ərə]. The student tended to pronounce the word '*career*' as [kərɪ r], [kɛrɪ r], [kɛrɪ r], and [kɛrə r]. There were only two students who pronounce the word '*career*' correctly. Almost all of the students pronounced the word '*fear*', '*real*', '*tear*', '*dear*' and '*near*' as [fɪ r], [rɪl], [tɪ r], [dɪ r], and [nɪ r]. The students also pronounce the word '*beard*', '*here*', '*mere*' as [bɪd], [bəd], [hɪ r], [hə r], [mɪ r], and [mə r]. This result is in line with Donal's study (2016) that a pure vowel sound replaced the most outstanding problem in pronouncing the diphthong [ɪə]. Some students also substituted the sound [ɪə] by the sound [ɛ] because that sounds exist in Bahasa Indonesia. For example, in pronouncing the word '*era*', there were eighteen students pronounced as [ɛrɑ]. In the pronunciation of the sound [eə], some students substituted the English diphthong sound [eə] by the pure vowel sound [ɛ] and [ə]. From the table above we know that not only substituted the

sound [eə] but the students also substituted the sounds by other sounds, such as [eɪ], [ɪə], and [aɪ] sounds. For example, the word *'pair'*, *'hair'*, and *'fair'* that should be pronounced as [peə], [heə], and [feə] but many students pronounced as [peɪ r], [paɪ r], [heɪ r], [haɪ r], and [feɪ r], [faɪ r]. In pronouncing the words *'care'*, *'bare'*, *'where'*, *'rare'*, and *'wear'*, the students substituted the sound [eə] become pure vowel sound [ɛ] and [ə]. The students pronounced as [kɛ r], [kə r], [bɛ r], [bə r], [wɛ r], [wə r], [rɛ r], and [rə r]. While in pronouncing the words *'dare'*, and *'scary'*, almost all of the students pronounced as [dɛ r] and [skɛrɪ], that's mean the students substituted the sound [eə] by the sound [ɛ]. In pronouncing some words containing English diphthong sound [əʊ], the students substituted the English diphthong sound [ʊə] by the pure vowel sound [o]. For instance, the word *'focus'*, *'bold'*, *'hold'*, and *'road'* that should be pronounced as [fəʊkəs], [bəʊld], [həʊld], [rəʊd], but the students pronounced as [fokəs], [fokus], [bold], [hold], [həld], [rəd], and [rod]. As well as the word *'snow'*, *'only'*, *'ocean'*, *'open'*, *'over'* and *'home'* that should be pronounced as [snəʊ], [əʊnlɪ], [əʊʃn], [əʊpən], [əʊvə], and [həʊm] but many students pronounced it as [sno], [onlɪ], [oʃn], [opən], [ovə r], and [hom]. These findings were related to the study done by Nafsik (2018), who found that more than 40% of the participants did error in pronouncing English diphthong sound [əʊ]. Nafsik (2018) stated that the participants who did error in pronouncing English diphthong sound [əʊ] were because they were distracted by orthographic writing, or by vowels and diphthong sounds which exist in Bahasa Indonesia. Moedjito (2016) also claimed that the students were sometimes confused by

orthographic writing because the same spelling is not often pronounced in the same manner.

Furthermore, in pronunciation of the sound [eɪ], the students did not make any error pronunciation. The students' level in pronouncing the word containing English diphthong sound [eɪ] were categorized as good. In pronouncing the word '*may*' and '*they*', the students substituted the diphthong sound [eɪ] become pure vowel [aɪ]. There were seven students pronounced '*may*' as [maɪ], and there were two students pronounced the word '*they*' as [ðaɪ]. Sari, Fatmasari (2019) stated in their study that when the speaker makes mistakes which are saying the word with the wrong phonetic transcription, it is called as cultural sound adjustment. In the word '*late*', '*wait*', '*pain*', '*race*', '*take*', '*hate*', '*game*', some of the students substituted the sound [eɪ] by the sound [ɛ], as many of the students pronounced as [let], [wɛt], [rɛs], [tɛk], [hɛt], and [gɛm]. While the lowest percentage was the error of pronouncing the word '*wait*' with the percentage of errors at 11.42%. There were only two students substituted the English diphthong sound [eɪ] with pure vowel sound [ɛ]. In the word '*great*', there were seventeen students pronounced as [grɪt] and two students pronounced as [grɛt].

Followed by the explanation provided above, we know that many students made errors in pronouncing the words containing English diphthong sound [ɪə], [ʊə], [eɪ], [eə], and [əʊ]. As researcher explain before that the English diphthong sound [ɪə], [ʊə], [eɪ], [eə], and [əʊ] do not exist in Bahasa Indonesia, that's why many students made errors while pronouncing the words containing that sounds. It was written in

Ramelan's book (2003, p.4) that a foreign language student would be difficult to pronounce like native because it is out of his habit speech sounds. However, for many Indonesian students, a whole new sound system is hard to hear or duplicate. These difficulties caused by the difference between the sound system in Indonesian and English. Ramelan (2003) also claimed that differences in elements between the mother tongue and the target language are directly related to the difficulties students have in studying English as a second language. Also, Lanteigne (2006), as cited in Donal's study (2016), confirms some of the English sounds that not present in the learners' mother tongue caused the difficulties in learning English. Indonesian students should attempt to produce sufficient diphthong in English, as they tend to replace that by a pure vowel in Indonesia we know that most of the students substituted the diphthong sounds by the pure vowel sounds.

#### **4.2.2 The Kind of Errors are Mostly Found**

Another purpose of this research is to decide what kind of errors are mostly found in students' pronunciation. It was explained before there are three types of errors, substitution, omission, and insertion. Based on the findings, there were a lot of the students substituted the English diphthong sounds by the pure vowel sounds. The total number of the students' transcripts in utterance was 1.750, and there were only 549 words pronounced by the students following the transcript. There were 1201 of the total transcripts were the students made substitution errors. While, 800 of the total

transcript were the students made insertion errors. It means that the kind of errors that are mostly found in this research were substitution and insertion errors. Several aspects are supposed to influence the errors of pronouncing English diphthong sounds. According to Ramelan (1999:4-5), that habit of someone to pronounce a word that involves diphthong is among the factors that affected error pronunciation. From the students' responses in interviews, almost all of the students' native language is Javanese. It showed that their language habits are not English. Also, Donal (2016) also confirmed that their native language had a great influence on the way of the students spoke English sound. The students stated that they feel difficult to pronouncing English diphthong sounds because the differences between English and Javanese were significant. So, it caused the students to substitute the English diphthong sounds with the pure vowel sounds which exist in their native language.

#### **4.2.3 Factors Causing the Students' Errors**

Based on the statement of the problems, the objective of this study also to find out the factors causing the errors. Therefore, to answered the statement of problems that was to find out the factors causing the errors, the researcher conducted an interview which responses were had been described in the above findings. The researcher interviewed to answer that statement's problems in which responses were had been described before. From the students' responses, the researcher concluded that many Indonesian students still lack knowledge about English diphthong sounds. Most of

them didn't know about English diphthong sounds. It was because the English language is not their mother tongue. Besides, the English diphthong sound [ɪə], [ʊə], [eɪ], [eə], and [əʊ] do not exist in their native language. Some of them said that they have never been taught how to pronounce that sounds, that is why many of them felt difficult when pronouncing that sounds.

**Table 4.14**  
**Factors of Students' Pronunciation Errors**

<b>Intralingual Transfer</b>	
- Students' unrecognition of diphthong sounds in their native language	45.71%
- Students' unrecognition of English diphthong sounds	60%
<b>Interlingual Transfer</b>	
- Students' native language (Javanese and Indonesian)	100%
- Students' unfamiliarity of English diphthong sounds	68.57%
<b>Context of Learning</b>	
- Haven't studied how to pronounce English diphthong sounds	54.28%

From the students' responses, there were some things that could be concluded as the factors causing the students' errors. The first factor was the intralingual transfer which was the lack of knowledge. As many as 60% of students stated that they do not recognize the English diphthong sounds. As many as 45.71% of students also stated that they do not recognize diphthong sounds in their native language. The second cause was the interlingual transfer. Interlanguage errors are errors due to the influence of the native language. As we see that the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ] are not found in both Javanese and Indonesian. Because of this absence, the

students with those two backgrounds will likely have difficulty in pronouncing them. Donal (2016) stated that the students' native language affects how they pronounce English sounds. For this reason, the Indonesian students used other sounds to replace those sounds. Based on the findings mostly Indonesian students replaced English diphthong sounds with the sounds in their native language such as [ɪ], [ʊ], [ə], [ɛ], [aɪ]. As many as 68.57% of students admitted that they found difficulties in pronouncing English diphthong sounds because of the unfamiliarity of knowing English diphthong sounds. This is in line with Shack, Chang, and Stephen (2016) who found that the participants faced problems when they asked to pronounce these unfamiliar sounds. This is also supported by Kosasih (2017) that Indonesian students as non-native speakers facing difficulty in pronouncing non-existing diphthongs and consonants sound. The third factor which caused the pronunciation errors of this study was the context of the learning that did not focus yet on pronunciation skills, even though the pronunciation is one of the most important sub-skill in speaking. It can be concluded from the students' responses, as many as 54.28% of the students stated that they have not studied how to pronounce English diphthong sounds. This result was supported by Gilakjani (2012) which stated that low speaking skills could decrease self-confidence and affect the credibility and ability of a speaker in a negative sense.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The conclusion and suggestion of the research will be in this chapter. In the basis of findings of the data analysis, the following can be drawn several conclusions and suggestions:

#### 5.1 Conclusions

Depending on the results of the previous chapter, certain conclusions can be reached. The first objective conducted was investigating how well English diphthong sounds are pronounced by the eleventh-grade students of TEI B SMK N 2 Salatiga. The previous chapter shows that the students are considered “**Fair**” in the pronunciation of English diphthong sounds. The total average in incorrect numbers of English diphthong sounds pronunciation made by students was 69% of the total pronunciation 1750. Some students made errors in pronunciation. The highest percentage of the students’ errors in pronouncing English diphthong sound was 81% which is in the sound [ʊə]. It was categorized as poor. Then, the percentage of errors in the pronunciation of diphthong sound of English that were categorized as the fair was the sound [ɪə], [eə], and [əʊ] with each percentage was 68%, 73%, and 79%. Besides, the lowest percentage of the error of the students when they pronounce English diphthong sounds were categorized as good with the error percentage was 40%, which is in the sound [eɪ].



The next objective conducted was investigating what kind of errors are mostly found in the pronunciation of English diphthong sounds of the students. Based on the findings above, there were a lot of the students substituted the English diphthong sounds by the pure vowel sounds. The total number of the students' transcripts in utterance was 1.750, and there were only 549 words pronounced by the students following the transcript. There were 1.201 of the total transcripts were the students made substitution errors. While, 800 of the total transcripts were the students made insertion errors. It means that the kind of errors that are mostly found in this research were substitution and insertion errors.

Behind those occurring errors, there must be some factors causing them. The first cause was the intralingual transfer. The students found the difficulties in pronouncing English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ] because those sounds do not exist in Bahasa Indonesia, therefore they tend to substitute them with the sounds in their language. The students' pronunciation errors were also caused by an intralingual transfer that was the lack of knowledge. Most students admitted that they did not recognize the English diphthong sounds. In addition, the context of learning also caused the students' pronunciation errors. Most students stated that they haven't studied diphthong sounds in their native language and they also haven't studied how to pronounce that sounds. It can be concluded that the teacher did not offer sufficient material related to pronunciation skills.

## **5.2 Suggestions**

Focused on the above conclusion, the eleventh-grade students of TEI B SMK N 2 Salatiga have a “Fair” level in pronouncing English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ]. The researcher wants to provide a variety of suggestions for students, teachers, and the next researchers hopefully will use and give value for them, especially in pronouncing English diphthong sounds.

### ***5.2.1 for the Students***

One of the essential skills in learning English is speaking skills. The students should master the language in their daily needs to use English. Pronunciation is one element of the speaking skill. The students must speak English well and properly. Students need to learn how to pronounce the words appropriately. Students should use English words very often so that they don't create any misunderstandings. To improve their English speaking skill, the students must know how to pronounce English sounds. Besides the students can ask their teacher at school, to improve the speaking skills, they can also learn independently through listening to English songs, watching some programs or English movies on TV or YouTube, even using online games that use the English language.

### ***5.2.2 for the Teachers***

As a teacher must be able to get the attention of students, so they want to learn English more thoroughly, in particular, to develop their speaking skill. Recognizing that English is a foreign language, teachers must be faithful to master whatever methods are appropriate for providing the materials to the students. The teacher should provide the materials equally between writing, reading, speaking, and listening. Teachers can provide some new vocabulary and practice it with the correct pronunciation at each meeting. Teachers can also ask students to speak using English at each meeting to improve their speaking skills.

### ***5.2.3 for the Next Researchers***

The researcher assumes that this research will be beneficial for future researchers who are interesting in related research which is about the students' problems in the pronunciation of English sounds. This research only focused on the pronunciation of English diphthong sounds. The next researchers can conduct a study that analyzes the various sounds that do not exist in Indonesia such as palato alveolar sounds, dental fricative consonant sounds with some unique dialects. They can also conduct a study using different methods and variables to improve and broader their studies. This research also intended to be the background research for conduct other studies that will analyze the English diphthong sounds [ɪə], [ʊə], [eɪ], [eə], and [əʊ] more closely. Hopefully, other researchers will learn from this research to improve their study.

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## APPENDICES

### APPENDIX 1

#### List of the Eleventh Grade Students TEI B of SMK N 2 SALATIGA

No	Name	Students' Code
1	Abdul Mu'izz	S-01
2	Alfin Rahmadaniar	S-02
3	Almas Diqya Wafa'	S-03
4	Anan Yusuf Raharjo	S-04
5	Annisa Herawati	S-05
6	Annisa Nafiah Zahra	S-06
7	Aprelia Larasati	S-07
8	Aurell Dheba Ammilia A	S-08
9	Bima Prasetyo Nugroho	S-09
10	Bimo Pramudya Adhi	S-10
11	Febryan Shendy Hermawan	S-11
12	Hafi Fahru Rozi	S-12
13	Hilma A'yunina	S-13
14	Ikfi Mushofa	S-14
15	Iman Maulana	S-15
16	Irgi Bagas Satria	S-16
17	Isna Caesar Cahyani	S-17
18	Kahfi Sukma Widi	S-18
19	Khoirul Karuniawan	S-19
20	Lathifa Nurul Khusna	S-20
21	Mavenda Dio Rezal Saputra	S-21
22	Muhamad Rizki Ardianto	S-22
23	Muhammad Risky Adji P	S-23
24	Muhammad Yusril Fahmi	S-24
25	Nugroho Dwi Pamungkas	S-25
26	Perdana Aulia Primadani	S-26
27	Rafi Husein Bagaskara	S-27
28	Rahma Aprilita Putri P	S-28
29	Rasyid Ilham Ghozali	S-29
30	Rio Muhamad Rafli	S-30
31	Risqy Anang Prasetyo	S-31
32	Satria Surya Maulana	S-32
33	Wahyumas Iqbal Henryanto	S-33
34	Wawan Kurniawan	S-34
35	Yunus Gibran Lazuard	S-35



**APPENDIX 2****TEST INSTRUMENT**

Indonesian Students Problems in Pronouncing Non-existing Diphthongs  
of English [ɪə], [ʊə], [eɪ], [eə], and [əʊ]

(A case of The Eleventh Grade Students of SMK N 2 SALATIGA  
in the Academic Year 2019/2020)

**SPEAKING TEST**

Direction:

- Read the following words below.
- Please pronounce these words carefully!

<b>Sound /ɪə/</b>	<b>Sound /ʊə/</b>	<b>Sound /eɪ/</b>	<b>Sound /eə/</b>	<b>Sound /əʊ/</b>
Era	Cruel	Late	Care	Focus
Career	Curious	Wait	Pair	Bold
Fear	Jury	May	Hair	Snow
Real	Sure	Pain	Fair	Only
Tear	Tour	Race	Bare	Ocean
Beard	Pure	Take	Where	Open
Here	Endure	They	Rare	Hold
Dear	Cure	Hate	Dare	Over
Mere	Poor	Game	Wear	Home
Near	Visual	Great	Scary	Road

## APPENDIX 3

## THE KEY ANSWER

Sound /iə/	Sound /ʊə/	Sound /eɪ/	Sound /eə/	Sound /əʊ/
Era <i>/iərə/</i>	Cruel <i>/kruəl/</i>	Late <i>/leɪt/</i>	Care <i>/keə/</i>	Focus <i>/fəʊkəs/</i>
Career <i>/kæriə/</i>	Curious <i>/kjʊəriəs/</i>	Wait <i>/weɪt/</i>	Pair <i>/peə (r)/</i>	Bold <i>/bəʊld/</i>
Fear <i>/fiə (r)/</i>	Jury <i>/dʒʊəri/</i>	May <i>/meɪ/</i>	Hair <i>/heə/</i>	Snow <i>/snəʊ/</i>
Real <i>/riəl/</i>	Sure <i>/ʃʊə (r)/</i>	Pain <i>/peɪn/</i>	Fair <i>/feə/</i>	Only <i>/əʊnli/</i>
Tear <i>/tiə (r)/</i>	Tour <i>/tuə (r)/</i>	Race <i>/reɪs/</i>	Bare <i>/beə/</i>	Ocean <i>/əʊʃn/</i>
Beard <i>/biəd/</i>	Pure <i>/pjʊə (r)/</i>	Take <i>/teɪk/</i>	Where <i>/weə (r)/</i>	Open <i>/əʊpən/</i>
Here <i>/hiə (r)/</i>	Endure <i>/ɪndʒʊə (r)/</i>	They <i>/ðeɪ/</i>	Rare <i>/reə (r)/</i>	Hold <i>/həʊld/</i>
Dear <i>/diə (r)/</i>	Cure <i>/kʊə (r)/</i>	Hate <i>/heɪt/</i>	Dare <i>/deə (r)/</i>	Over <i>/əʊvə (r)/</i>
Mere <i>/miə (r)/</i>	Poor <i>/pʊə (r)/</i>	Game <i>/geɪm/</i>	Wear <i>/weə (r)/</i>	Home <i>/həʊm/</i>
Near <i>/niə (r)/</i>	Visual <i>/vɪʒʊəl/</i>	Great <i>/greɪt/</i>	Scary <i>/skeəri/</i>	Road <i>/rəʊd/</i>

**APPENDIX 4****INTERVIEW**

**The Objective** : This instrument is done to know what factors that cause kinds of errors are mostly found in students' pronunciation of English diphthong sounds which do not exist in Indonesian [ɪə], [ʊə], [eɪ], [eə], and [əʊ].

**List of questions** :

1. Where do you come from?
2. Are your parents an English native speaker?
3. What language do you usually use in your daily life?
4. Are there any diphthong sounds in your mother tongue?
5. Have you ever known about diphthong sounds in English?
6. Have you ever known about this following sounds ([ɪə], [ʊə], [eɪ], [eə], and [əʊ]) in your mother tongue?
7. Did you learn diphthong sound [eə] in your mother tongue?
8. Have you ever been taught how to pronounce diphthong sound [eə] in your mother tongue?
9. Do you feel difficult when you pronounce diphthong sounds [eə]?
10. In your opinion, why you find it difficult to pronounce that sounds?

## APPENDIX 5

**Table 4.1** *Students' Test Results of Pronouncing [ɪə] sound*

No	Students Code	Frequency of		Percentage of	
		Error	Correct	Error	Correct
1.	S-01	4	6	40%	60%
2.	S-02	5	5	50%	50%
3.	S-03	2	8	20%	80%
4.	S-04	9	1	90%	10%
5.	S-05	4	6	40%	60%
6.	S-06	6	4	60%	40%
7.	S-07	7	3	70%	30%
8.	S-08	10	0	100%	0%
9.	S-09	7	3	70%	30%
10.	S-10	5	5	50%	50%
11.	S-11	8	2	80%	20%
12.	S-12	5	5	50%	50%
13.	S-13	3	7	30%	70%
14.	S-14	1	9	10%	90%
15.	S-15	9	1	90%	10%
16.	S-16	7	3	70%	30%
17.	S-17	7	3	70%	30%
18.	S-18	10	0	100%	0%
19.	S-19	2	8	20%	80%
20.	S-20	7	3	70%	30%
21.	S-21	2	8	20%	80%
22.	S-22	10	0	100%	0%
23.	S-23	9	1	90%	10%
24.	S-24	2	8	20%	80%
25.	S-25	10	0	100%	0%
26.	S-26	7	3	70%	30%
27.	S-27	10	0	100%	0%
28.	S-28	6	4	60%	40%
29.	S-29	10	0	100%	0%
30.	S-30	10	0	100%	0%
31.	S-31	3	7	30%	70%
32.	S-32	10	0	100%	0%
33.	S-33	10	0	100%	0%
34.	S-34	10	0	100%	0%
35.	S-35	10	0	100%	0%
Total		233	117		
Mean				68%	32%

**Table 4.2** *Students' Test Results of Pronouncing [ʊə] sound*

No	Students Code	Frequency of		Percentage of	
		Error	Correct	Error	Correct
1.	S-01	7	3	70%	30%
2.	S-02	8	2	80%	20%
3.	S-03	9	1	90%	10%
4.	S-04	8	2	80%	20%
5.	S-05	9	1	90%	10%
6.	S-06	8	2	80%	20%
7.	S-07	6	4	60%	40%
8.	S-08	9	1	90%	10%
9.	S-09	8	2	80%	20%
10.	S-10	8	2	80%	20%
11.	S-11	9	1	90%	10%
12.	S-12	7	3	70%	30%
13.	S-13	10	0	100%	0%
14.	S-14	8	2	80%	20%
15.	S-15	9	1	90%	10%
16.	S-16	9	1	90%	10%
17.	S-17	9	1	90%	10%
18.	S-18	8	2	80%	20%
19.	S-19	8	2	80%	20%
20.	S-20	8	2	80%	20%
21.	S-21	7	3	70%	30%
22.	S-22	9	1	90%	10%
23.	S-23	7	3	70%	30%
24.	S-24	2	6	20%	80%
25.	S-25	9	1	90%	10%
26.	S-26	8	2	80%	20%
27.	S-27	8	2	80%	20%
28.	S-28	8	2	80%	20%
29.	S-29	9	1	90%	10%
30.	S-30	8	2	80%	20%
31.	S-31	7	3	70%	30%
32.	S-32	10	0	100%	0%
33.	S-33	8	2	80%	20%
34.	S-34	8	2	80%	20%
35.	S-35	9	1	90%	10%
Total		284	66		
Mean				81%	19%

**Table 4.3** *Students' Test Results of Pronouncing [ei] sound*

No	Students Code	Frequency of		Percentage of	
		Error	Correct	Error	Correct
1.	S-01	3	7	30%	70%
2.	S-02	8	2	80%	20%
3.	S-03	0	10	0%	100%
4.	S-04	8	2	80%	20%
5.	S-05	3	7	30%	70%
6.	S-06	5	5	50%	50%
7.	S-07	2	8	20%	80%
8.	S-08	5	5	50%	50%
9.	S-09	6	4	60%	40%
10.	S-10	5	5	50%	50%
11.	S-11	8	2	80%	20%
12.	S-12	4	6	40%	60%
13.	S-13	0	10	0%	100%
14.	S-14	2	8	20%	80%
15.	S-15	5	5	50%	50%
16.	S-16	5	5	50%	50%
17.	S-17	3	7	30%	70%
18.	S-18	5	5	50%	50%
19.	S-19	6	4	60%	40%
20.	S-20	6	4	60%	40%
21.	S-21	0	10	0%	100%
22.	S-22	5	5	50%	50%
23.	S-23	5	5	50%	50%
24.	S-24	0	10	0%	100%
25.	S-25	7	3	70%	30%
26.	S-26	4	6	40%	60%
27.	S-27	3	7	30%	70%
28.	S-28	6	4	60%	40%
29.	S-29	8	2	80%	20%
30.	S-30	2	8	20%	80%
31.	S-31	1	9	10%	90%
32.	S-32	9	1	10%	90%
33.	S-33	2	8	20%	80%
34.	S-34	5	5	50%	50%
35.	S-35	2	8	20%	80%
Total		200	150		
Mean				40%	60%

**Table 4.4** *Students' Test Results of Pronouncing [eə] sound*

No	Students Code	Frequency of		Percentage of	
		Error	Correct	Error	Correct
1.	S-01	1	9	10%	90%
2.	S-02	7	3	70%	30%
3.	S-03	4	6	40%	60%
4.	S-04	10	0	100%	0%
5.	S-05	10	0	100%	0%
6.	S-06	10	0	100%	0%
7.	S-07	10	0	100%	0%
8.	S-08	10	0	100%	0%
9.	S-09	3	7	30%	70%
10.	S-10	10	0	100%	0%
11.	S-11	10	0	100%	0%
12.	S-12	10	0	100%	0%
13.	S-13	10	0	100%	0%
14.	S-14	10	0	100%	0%
15.	S-15	8	2	80%	20%
16.	S-16	5	5	50%	50%
17.	S-17	10	0	100%	0%
18.	S-18	10	0	100%	0%
19.	S-19	10	0	100%	0%
20.	S-20	2	8	20%	80%
21.	S-21	9	1	90%	10%
22.	S-22	6	4	60%	40%
23.	S-23	6	4	60%	40%
24.	S-24	0	10	0%	100%
25.	S-25	7	3	70%	30%
26.	S-26	3	7	30%	70%
27.	S-27	10	0	100%	0%
28.	S-28	2	6	20%	80%
29.	S-29	10	0	100%	0%
30.	S-30	2	8	20%	80%
31.	S-31	1	9	10%	90%
32.	S-32	10	0	100%	0%
33.	S-33	10	0	100%	0%
34.	S-34	10	0	100%	0%
35.	S-35	10	0	100%	0%
Total		258	92		
Mean				73%	27%

**Table 4.5** *Students' Test Results of Pronouncing [əʊ] sound*

No	Students Code	Frequency of		Percentage of	
		Error	Correct	Error	Correct
1.	S-01	0	10	0%	100%
2.	S-02	8	2	80%	20%
3.	S-03	6	4	60%	40%
4.	S-04	10	0	100%	0%
5.	S-05	10	0	100%	0%
6.	S-06	10	0	100%	0%
7.	S-07	9	1	90%	10%
8.	S-08	9	1	90%	10%
9.	S-09	10	0	100%	0%
10.	S-10	6	4	60%	40%
11.	S-11	9	1	90%	10%
12.	S-12	9	1	90%	10%
13.	S-13	1	9	10%	90%
14.	S-14	9	1	90%	10%
15.	S-15	6	4	60%	40%
16.	S-16	6	4	60%	40%
17.	S-17	8	2	80%	20%
18.	S-18	10	0	100%	0%
19.	S-19	8	2	80%	20%
20.	S-20	8	2	80%	20%
21.	S-21	10	0	100%	0%
22.	S-22	9	1	90%	10%
23.	S-23	5	5	50%	50%
24.	S-24	2	8	20%	80%
25.	S-25	10	0	100%	0%
26.	S-26	10	0	100%	0%
27.	S-27	10	0	100%	0%
28.	S-28	9	1	90%	10%
29.	S-29	10	0	100%	0%
30.	S-30	8	2	80%	20%
31.	S-31	7	3	70%	30%
32.	S-32	10	0	100%	0%
33.	S-33	10	0	100%	0%
34.	S-34	6	4	60%	40%
35.	S-35	10	0	100%	0%
Total		278	72		
Mean				79%	21%



## APPENDIX 6

### STUDENTS' INTERVIEW TRANSCRIPTION

#### Students' Interview Results

*I = Interviewer*

**S-01** = Student 1

**S-02** = Student 2

**S-03** = Student 3

**S-04** = Student 4

**I: "Darimana asal kamu?"**

S-01: "Salatiga"

S-02: "Salatiga"

S-03: "Salatiga"

S-04: "Bogor"

S-05: "Salatiga"

S-06: "Salatiga"

S-07: "Salatiga"

S-08: "Salatiga"

S-09: "Salatiga"

S-10: "Salatiga"

S-11: "Salatiga"

S-12: "Semarang"

S-13: "Salatiga"

S-14: "Salatiga"

S-15: "Salatiga"

S-16: "Semarang"

S-17: "Salatiga"

S-18: "Semarang"

S-19: "Semarang"

S-20: "Salatiga"

S-21: "Semarang"

S-22: "Salatiga"

S-23: "Salatiga"

S-24: "Salatiga"

S-25: "Salatiga"

S-26: "Semarang"

S-27: "Semarang"

S-28: "Salatiga"

S-29: "Salatiga"

S-30: "Semarang"

S-31: "Ambarawa"

S-32: "Salatiga"

S-33: "Salatiga"

S-34: “Salatiga”

S-35: “Salatiga”

**I: “Apakah orangtua kamu penutur bahasa Inggris asli?”**

S-01: “Tidak”

S-02: “Tidak”

S-03: “Bukan”

S-04: “Tidak”

S-05: “Bukan”

S-06: “Bukan”

S-07: “Tidak”

S-08: “Tidak”

S-09: “Tidak”

S-10: “Tidak”

S-11: “Tidak”

S-12: “Tidak”

S-13: “Bukan”

S-14: “Tidak”

S-15: “Tidak”

S-16: “Tidak”

S-17: “Tidak”

S-18: “Tidak”

S-19: “Tidak”

S-20: “Tidak”

S-21: “Tidak”

S-22: “Tidak”

S-23: “Tidak”

S-24: “Bukan”

S-25: “Tidak”

S-26: “Tidak”

S-27: “Tidak”

S-28: “Tidak”

S-30: “Bukan”

S-31: “Tidak”

S-32: “Bukan”

S-33: “Kalau ibu iya”

S-34: “Bukan”

S-35: “Tidak”

**I: “Bahasa apa yang sering kamu gunakan dalam kegiatan sehari-hari?”**

S-01: “Bahasa Jawa ngoko”

S-02: “Bahasa Indonesia”

S-03: “Bahasa Jawa”

S-04: “Bahasa Indonesia”

S-05: “Bahasa Jawa dan Bahasa Indonesia”

S-06: “Bahasa Indonesia kadang juga Bahasa Indonesia”

S-07: “Bahasa Jawa dan Bahasa Indonesia”

S-08: “Bahasa Indonesia sama Bahasa Jawa”

S-09: “Bahasa Jawa”

S-10: “Bahasa Jawa”

S-11: “Bahasa Indonesia sama Bahasa Jawa”

S-12: “Bahasa Jawa”

S-13: “Bahasa Indonesia”

S-14: “Bahasa Jawa”

S-15: “Bahasa Jawa”

S-16: “Bahasa Jawa ngoko”

S-17: “Bahasa Jawa sama Bahasa Indonesia”

S-18: “Bahasa Indonesia”

S-19: “Bahasa Jawa”

S-20: “Bahasa Jawa dan Bahasa Indonesia”

S-21: “Bahasa Jawa”

S-22: “Bahasa Jawa”

S-23: “Bahasa Jawa”

S-24: “Bahasa Jawa”

S-25: “Bahasa Jawa”

S-26: “Bahasa Jawa sama Bahasa Indonesia”

S-27: “Bahasa Jawa”

S-28: “Bahasa Indonesia sama Bahasa Jawa”

S-29: “Bahasa Jawa”

S-30: “Bahasa Jawa”

S-31: “Bahasa Jawa”

S-32: “Bahasa Jawa”

S-33: “Bahasa Jawa kalau sama temen”

S-34: “Bahasa Jawa”

S-35: “Bahasa Jawa dan Bahasa Indonesia”

**I: “Apakah ada suara diphthong dalam bahasa pertamamu?”**

S-01: “Kurang tahu”

S-02: “Tidak ada”

S-03: “Ada”

S-04: “Ada”

S-05: “Mungkin ada”

S-06: “Kurang tahu”

S-07: “Tidak ada”

S-08: “Tidak”

S-09: “Tidak terlalu memperhatikan”

S-10: “Tidak tahu”

S-11: “Kayanya ada”

S-12: “Tidak ada”

S-13: “Tidak tahu”

S-14: “Tidak”

S-15: “Ada”

S-16: “Tidak ada”

S-17: “Tidak ada”

S-18: “Tidak”

S-19: “Ada”

S-20: “Tidak”

S-21: “Tidak ada”

S-22: “Tidak tahu”

S-23: “Tidak”

S-24: “Tidak ada”

S-25: “Tidak ada”

S-26: “Tidak ada”

S-27: “Mungkin ada”

S-28: “Tidak”

S-30: “Ada”

S-31: “Mungkin ada”

S-32: “Ada”

S-33: “Lumayan tahu”

S-34: “Belum tahu”

S-35: “Ada”

**I: “Pernahkah kamu tahu tentang suara diphthong dalam bahasa Inggris?”**

S-01: “Belum pernah tahu”

S-02: “Tidak”

S-03: “Iya tahu”

S-04: “Pernah”

S-05: “Iya”

S-06: “Belum”

S-07: “Sekedar tahu baru tadi”

S-08: “Belum tahu”

S-09: “Udah pernah tahu seperti dua vocal yang digabung jadi satu”

S-10: “Tahu”

S-11: “Belum tahu”

S-12: “Iya tahu”

S-13: “Tidak”

S-14: “Iya”

S-15: “Pernah diajarin waktu SD tapi masih belum mudeng”

S-16: “Pernah tahu”

S-17: “Belum pernah”

S-18: “Tidak”

S-19: “Pernah”

S-20: “Baru pertama denger”

S-21: “Sudah pernah tahu”

S-22: “Sedikit”

S-23: “Tidak”

S-24: “Baru denger tadi”

S-25: “Pernah”

S-26: “Pernah”

S-27: “Pernah”

S-28: “Pernah”

S-29: “Pernah”

S-30: “Pernah”

S-31: “Pernah”

S-32: “Tahu”

S-33: “Belum”

S-34: “Tadi sudah dikasih tahu”

S-35: “Dua vocal yang jadi satu”

**I: “Pernahkah kamu tahu tentang suara ([ɪə], [ʊə], [eɪ], [eə] and [oʊ]) dalam bahasa pertamamu?”**

S-01: “Baru tahu ini”

S-02: “Tidak”

S-03: "Iya"  
 S-04: "Tidak"  
 S-05: "Kurang tahu"  
 S-06: "Belum"  
 S-07: "Tidak tahu"  
 S-08: "Belum tahu"  
 S-09: "Mungkin"  
 S-10: "Tahu"  
 S-11: "Belum, baru ini"  
 S-12: "Tidak pernah tahu"  
 S-13: "Iya baru tadi"  
 S-14: "Tidak"  
 S-15: "Pernah"  
 S-16: "Tidak pernah"  
 S-17: "Belum pernah"  
 S-18: "Tidak"  
 S-19: "Pernah tapi mungkin tidak semua"  
 S-20: "Tidak"  
 S-21: "Tidak ada"  
 S-22: "Tidak"  
 S-23: "Iya"  
 S-24: "Iya tahu mungkin"  
 S-25: "Tidak"  
 S-26: "Pernah"  
 S-27: "Pernah tahu tapi nggak semua"  
 S-28: "Nggak pernah"

S-29: "Pernah"  
 S-30: "Nggak pernah"  
 S-31: "Iya"  
 S-32: "Tahu"  
 S-33: "Belum tahu, baru tahu ini"  
 S-34: "Belum tahu"  
 S-35: "Mungkin pernah di Bahasa Indonesia"  
**I: "Pernahkah kamu belajar suara [eə] dalam bahasa pertamamu?"**  
 S-01: "Mungkin"  
 S-02: "Tidak"  
 S-03: "Iya"  
 S-04: "Tidak"  
 S-05: "Iya sepertinya"  
 S-06: "Tidak"  
 S-07: "Belum"  
 S-08: "Belum tahu"  
 S-09: "Tidak"  
 S-10: "Iya"  
 S-11: "Tidak"  
 S-12: "Tidak pernah"  
 S-13: "Tidak"  
 S-14: "Tidak"  
 S-15: "Tidak"  
 S-16: "Mungkin iya"  
 S-17: "Belum"  
 S-18: "Tidak"

S-19: “Belum”

S-20: “Tidak”

S-21: “Tidak”

S-22: “Tidak”

S-23: “Iya”

S-24: “Belum”

S-25: “Tidak”

S-26: “Tidak”

S-27: “Tidak”

S-28: “Tidak”

S-29: “Pernah”

S-30: “Iya belajar”

S-31: “Tidak”

S-32: “Iya belajar”

S-33: “Sudah pernah”

S-34: “Belum”

S-35: “Tidak”

**I: “Pernahkah kamu diajarkan bagaimana cara mengucapkan diphthong [eə] dalam bahasa pertamamu?”**

S-01: “Belum pernah”

S-02: “Pernah, barusan”

S-03: “Iya”

S-04: “Tidak”

S-05: “Iya”

S-06: “Lain waktu mungkin kalau ada materi itu”

S-07: “Belum pernah”

S-08: “Belum”

S-09: “Pernah mungkin tapi tidak diajarkan”

S-10: “Iya”

S-11: “Belum”

S-12: “Biasanya mengikuti gurunya”

S-13: “Tidak pernah”

S-14: “Iya”

S-15: “Tidak”

S-16: “Tidak”

S-17: “Belum”

S-18: “Tidak”

S-19: “Belum”

S-20: “Tidak”

S-21: “Tidak”

S-22: “Iya”

S-23: “Iya”

S-24: “Nggak”

S-25: “Tidak”

S-26: “Pernah”

S-27: “Belum”

S-28: “Belum”

S-29: “Belum”

S-30: “Pernah”

S-31: “Iya”

S-32: “Pernah”

S-33: “Pernah”

S-34: “Tadi belajar sama youtube”

S-35: “Pernah”

**I: “Apakah kamu merasa kesulitan ketika mengucapkan diphthong [eə]?”**

S-01: “Mungkin nggak”

S-02: “Tidak”

S-03: “Tidak”

S-04: “Iya”

S-05: “Iya”

S-06: “Mungkin, saat mempelajarinya”

S-07: “Agak sulit”

S-08: “Iya sulit”

S-09: “Gak terlalu sulit tapi gatau kalau ada diphthongnya”

S-10: “Iya”

S-11: “Iya”

S-12: “Iya sedikit kesulitan”

S-13: “Iya”

S-14: “Iya”

S-15: “Lumayan sulit”

S-16: “Iya agak sulit”

S-17: “Iya”

S-18: “Iya”

S-19: “Sangat kesulitan”

S-20: “Iya lumayan”

S-21: “Sedikit sulit”

S-22: “Agak sulit”

S-23: “Tidak”

S-24: “Nggak sulit, tapi gatau bener apa salahnya”

S-25: “Sulit”

S-26: “Sulit”

S-27: “Agak kesulitan”

S-28: “Iya”

S-29: “Agak sedikit sulit

S-30: “Sulit awalnya”

S-31: “Iya agak sulit”

S-32: “Kadang-kadang”

S-33: “Iya lumayan”

S-34: “Ada sih yang sulit”

S-35: “Kalau dalam kalimat panjang sulit”

**I: “Menurutmu, kenapa kamu merasa kesulitan ketika mengucapkan diphthong tersebut?”**

S-01: “Iya karena belajar dulu, kalau cuma ngucap insyaAllah bisa”

S-02: “Karena saya bisa, mudah dipahami”

S-03: “Karena mudah bagi saya”

S-04: “Dari tulisannya terlihat sulit dan pengucapannya terlalu berbelit-belit”

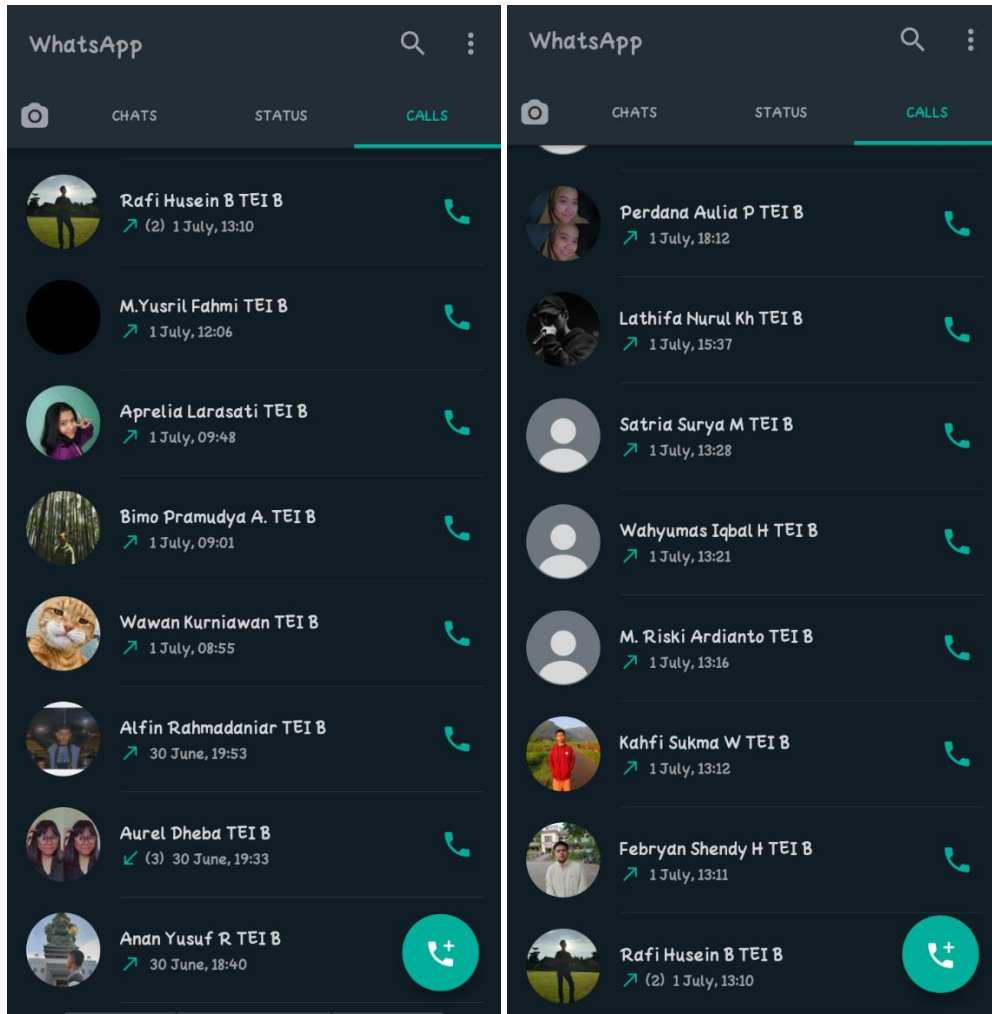
S-05: “Karena belum terbiasa”

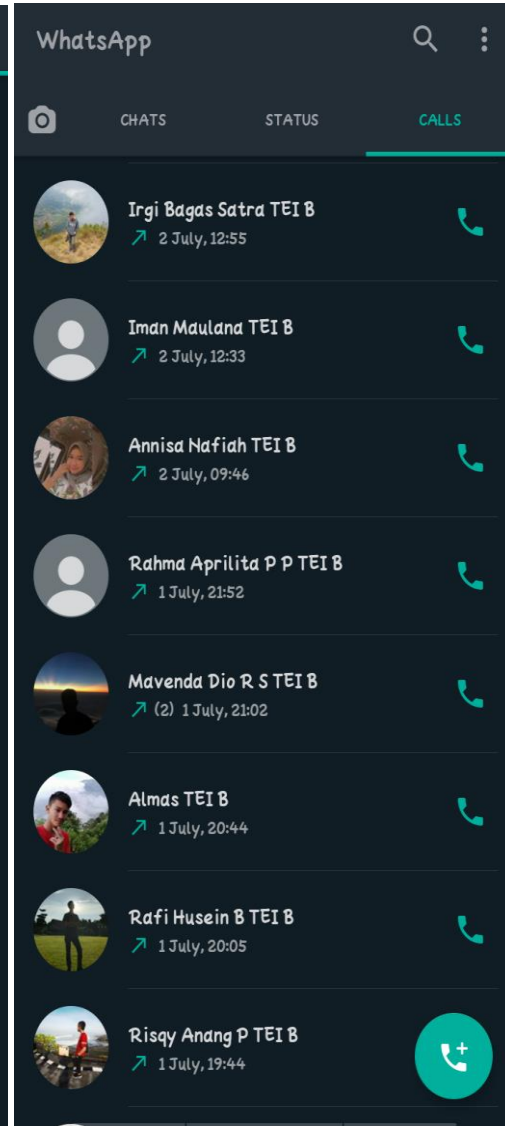
- S-06: “Belum tahu, karena belum pernah mempelajarinya”
- S-07: “Karena agak mirip gitu”
- S-08: “Karena pengucapannya gak familiar”
- S-09: “Mungkin artikulasinya kurang jelas”
- S-10: “Karena tidak terbiasa”
- S-11: “Karena kurang percaya diri”
- S-12: “Karena saya perlu belajar, mungkin saya gatau diphthong itu apa”
- S-13: “Karena gak sering digunakan”
- S-14: “Karena bukan bahasa sehari-hari dan gak familiar”
- S-15: “Karena tidak terbiasa”
- S-16: “Lidahnya kaya nyantol, gak terbiasa”
- S-17: “Karena mengucapkannya susah, gak ada dalam bahasa sehari-hari dan belum pernah diajarin juga.
- S-18: “Karena tidak terbiasa menggunakan diphthong tersebut”
- S-19: “Karena kesehariannya gak kesehariannya mengucapkan tersebut”
- S-20: “Sulit membedakannya”
- S-21: “Karena tidak saya gunakan untuk bahasa sehari-hari”
- S-22: “Karena gak terbiasa dari kecil”
- S-23: “Karena gampang”
- S-24: “Karena sering nonton konten luar”
- S-25: “Karena gak tahu, pernah denger tapi gatau ngucapinnya gimana”
- S-26: “Karena ada yang mirip tapi sebenarnya bacanya beda”
- S-27: “Karena dalam bahasa jawa gak ada itu dan gak terbiasa juga”
- S-28: “Karena ada yang mirip tapi bacanya beda”
- S-29: “Karena ada pengucapan yang agak sulit”
- S-30: “Karena dua huruf dan pengucapannya harus sesuai dalam bahasa Inggris”
- S-31: “Mungkin karena dalam pengucapannya yang hampir mirip, jadi susah untuk diucapkan”
- S-32: “Karena bahasanya yang terlalu berbelit”
- S-33: “Karena susah, lidah saya orang jawa”
- S-34: “Karena lidah jawa”
- S-35: “Karena dasar dari kata tersebut dan tidak terbiasa juga.

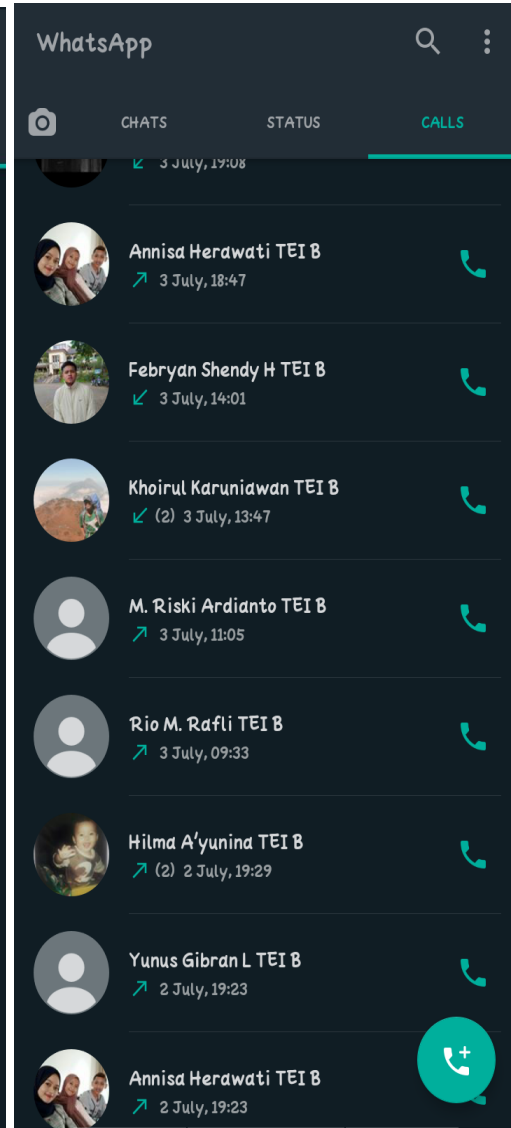


APPENDIX 7

DOCUMENTATIONS







## APPENDIX 8

## VALIDATION SHEET

**Name of Validator** : Michelle Nguyen  
**Country** : United States of America  
 To the evaluator : Please check the appropriate box for your ratings.  
 Scale : 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

No.	Aspects	1	2	3	4
<b>1.</b>	<b>Suitability of Items</b> a) All the words tested containing English diphthong sounds. b) The instruments used are suitable to test the students' pronunciation c) The words tested are suitable to be the Senior High School students d) The instruments as a whole fulfills the objectives needed for the research.				✓ ✓ ✓ ✓
<b>2.</b>	<b>General Finding Results</b> a) Mostly students mispronounced the words containing English diphthong sounds [ɪə] b) Mostly students mispronounced the words containing English diphthong sounds [ʊə] c) Mostly students mispronounced the words containing English diphthong sounds [eɪ] d) Mostly students mispronounced the words containing English diphthong sounds [eə] e) Mostly students mispronounced the words containing English diphthong sounds [əʊ] f) There were more students who pronounced the English diphthong sounds incorrectly than the students who pronounced them correctly.			✓  ✓    ✓	✓ ✓ ✓ ✓ ✓ ✓
<b>3.</b>	<b>Result Analysis</b> a) <b>English diphthong sounds [ɪə]</b> The students replaced/substituted the English diphthong sound [ɪə] with the English pure vowel sound [ɪ] and [ə] b) <b>English diphthong sounds [ʊə]</b> The students replaced/substituted the English diphthong sound [ʊə] with the English pure vowel sound [ʊ] and [ə] c) <b>English diphthong sounds [eɪ]</b> The students replaced/substituted the English diphthong sound [eɪ] with the English pure vowel sound [ɛ] and [ɪ] d) <b>English diphthong sounds [eə]</b> The students replaced/substituted the English diphthong sound [eə] with the English pure vowel sound [ɛ] and [ə] e) <b>English diphthong sounds [əʊ]</b> The students replaced/substituted the English diphthong sound [əʊ] with the English pure vowel sound [ə] and [ʊ]				✓ ✓ ✓ ✓ ✓

Remarks: -

Signature



Michelle Nguyen

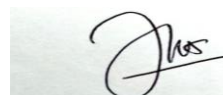
### VALIDATION SHEET

**Name of Validator** : Endang Guritno D. S, S. Pd  
**English Teacher at** : SMK N 2 Salatiga  
**To the evaluator** : Please check the appropriate box for your ratings.  
**Scale** : 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

No.	Aspects	1	2	3	4
1.	<b>Suitability of Items</b> a) All the words tested containing English diphthong sounds. b) The instruments used are suitable to test the students' pronunciation c) The words tested are suitable to be the Senior High School students d) The instruments as a whole fulfills the objectives needed for the research.				✓ ✓ ✓ ✓
2.	<b>General Finding Results</b> a) Mostly students mispronounced the words containing English diphthong sounds [ɪə] b) Mostly students mispronounced the words containing English diphthong sounds [ʊə] c) Mostly students mispronounced the words containing English diphthong sounds [eɪ] d) Mostly students mispronounced the words containing English diphthong sounds [eə] e) Mostly students mispronounced the words containing English diphthong sounds [əʊ] f) There were more students who pronounced the English diphthong sounds incorrectly than the students who pronounced them correctly.			✓ ✓ ✓ ✓ ✓ ✓	
3.	<b>Result Analysis</b> a) <b>English diphthong sounds [ɪə]</b> The students replaced/substituted the English diphthong sound [ɪə] with the English pure vowel sound [ɪ] and [ə] b) <b>English diphthong sounds [ʊə]</b> The students replaced/substituted the English diphthong sound [ʊə] with the English pure vowel sound [ʊ] and [ə] c) <b>English diphthong sounds [eɪ]</b> The students replaced/substituted the English diphthong sound [eɪ] with the English pure vowel sound [e] and [ɪ] d) <b>English diphthong sounds [eə]</b> The students replaced/substituted the English diphthong sound [eə] with the English pure vowel sound [e] and [ə] e) <b>English diphthong sounds [əʊ]</b> The students replaced/substituted the English diphthong sound [əʊ] with the English pure vowel sound [ə] and [ʊ]			✓ ✓ ✓ ✓ ✓	

Remarks: Your draft is very well, but I found some grammar errors.


Signature  
 Endang Guritno D. S, S.Pd



NIP. 198312052010011015

## APPENDIX 9

## SURAT KEPUTUSAN

  
**UNNES**

**KEPUTUSAN**  
**DEKAN FAKULTAS BAHASA DAN SENI**  
**UNIVERSITAS NEGERI SEMARANG**  
 Nomor: 12263/UN37.1.2/TD.05/2019

Tentang  
**PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER**  
**GASAL/GENAP**  
**TAHUN AKADEMIK 2019/2020**

Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.

Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301; penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)  
 2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES  
 3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;  
 4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;

Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Tanggal 25 September 2019

**MEMUTUSKAN**

Menetapkan :  
**PERTAMA** : Menunjuk dan menugaskan kepada:


Nama : Pasca Kalisa, S.Pd., M.A., M.Pd.  
 NIP : 198909062014042001  
 Pangkat/Golongan : III/b  
 Jabatan Akademik : Asisten Ahli  
 Sebagai Pembimbing


Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :  
 Nama : YASINTA ANWAR  
 NIM : 2201416072  
 Jurusan/Prodi : BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris  
 Topik : An Analysis of Indonesian Students Problems in Pronouncing Non-existent Vowels of English (/ei/, /ou/, /ai/, /au/)


**KEDUA** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Tembusan  
 1. Wakil Dekan Bidang Akademik  
 2. Ketua Jurusan  
 3. Petinggal

DITETAPKAN DI : SEMARANG  
 PADA TANGGAL : 25 September 2019




  
 Rejeki Urip, M.Hum.  
 NIP. 199202211989012001



  
 2201416072  
 FM-03-AKD-24/Rev.00


## APPENDIX 10

## SURAT IJIN PENELITIAN

 <p><b>UNNES</b> UNIVERSITAS NEGERI SEMARANG</p>	<p>KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SEMARANG <b>FAKULTAS BAHASA DAN SENI</b> Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229 Telepon +6224-8508010, Faksimile +6224-8508010 Laman: <a href="http://fbs.unnes.ac.id">http://fbs.unnes.ac.id</a>, surel: <a href="mailto:fbs@mail.unnes.ac.id">fbs@mail.unnes.ac.id</a></p>
16 Maret 2020	
Nomor	: B/3008/UN37.1.2/LT/2020
Hal	: Izin Penelitian
Yth. Kepala Sekolah Menengah Kejuruan 2 Salatiga SMK Negeri 2 Salatiga	
Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:	
Nama	: Yasinta Anwar
NIM	: 2201416072
Program Studi	: Pendidikan Bahasa Inggris, S1
Semester	: Genap
Tahun akademik	: 2019/2020
Judul	: AN ANALYSIS OF INDONESIAN STUDENTS PROBLEMS IN PRONOUNCING NON-EXISTENT VOWELS OF ENGLISH.
Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu Maret - April.	
Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.	
 <p>a.n. Dekan FBS Wakil Dekan Bid. Akademik, Dr. Henti Pratama, S.Pd., M.A. NIP. 198505282010121006</p>	
Tembusan: Dekan FBS; Universitas Negeri Semarang	
	
<p>Nomor Agenda Surat : 461 786 712 7 <span style="float: right;">Sistem Informasi Surat Dinas - UNNES (2020-03-16 10:14:28)</span></p>	

## APPENDIX 11

## SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

	<b>PEMERINTAH PROVINSI JAWA TENGAH</b> <b>DINAS PENDIDIKAN DAN KEBUDAYAAN</b> <b>SEKOLAH MENENGAH KEJURUAN NEGERI 2 SALATIGA</b> <small>Jalan Parikesit, Sidomukti, Kota Salatiga, Kode Pos 50722, Telepon 0298-313403  Faksimile 0298-324069, Surat Elektronik info@smkn2salatiga.sch.id</small>
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No. : 421.5 / 0458 / 2020 Lamp. : - Hal : <b>Surat Balasan</b>	Salatiga, 31 Agustus 2020
--	---------------------------


Kepada,  
Yth. Yasinta Anwar  
Di tempat

Berdasarkan surat permohonan izin penelitian Nomor B/3008/UN37.1.2/LT/2020 dari Universitas Negeri Semarang, dalam hal permohonan ijin melakukan *penelitian*, bersama ini kami memberikan ijin kepada :

Nama	: Yasinta Anwar
NIM	: 2201416072
Progni	: Pendidikan Bahasa Inggris

Periode Penelitian terhitung mulai bulan Maret s.d April 2020.

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terimakasih.

Kepala Sekolah  
  
**Drs. KASISWO, S.TP, M.M.**  
 NIP. 19621226 198603 1 010

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Form No : F/MS/04 Rev.04/04-01-2010