

**The Analysis of The Fifth Semester Students' Pronunciation Errors on
English Diphthong of English Language Program Universitas Negeri Padang**

THESIS

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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *The Analysis of The Fifth Semester Students' Pronunciation Errors on English Diphthong of English Language Program Universitas Negeri Padang* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRAK

Saadah, fatihatus. 2020. *The Analysis of the Fifth Semester Students' Pronunciation Error on English Diphthong of English Language Program Universitas Negeri Padang.* Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menentukan kesalahan pengucapan bunyi diftong bahasa Inggris oleh mahasiswa Program Bahasa Inggris Universitas Negeri Padang. Penelitian ini adalah deskriptif kuantitatif dengan 219 populasi. Sampel penelitian ini adalah 25 mahasiswa yang dipilih dengan menggunakan teknik purposive sampling. Data dikumpulkan melalui tes pengucapan dan dianalisis dengan menggunakan rumus dan skor rubrik, sedangkan rekaman mahasiswa ditranskripsikan dan diklasifikasikan. Temuan menunjukkan bahwa (1) Kemampuan mahasiswa dalam mengucapkan diftong adalah cukup (60,00%), baik (24,00%), buruk (12,00%) dan sangat baik hanya satu siswa (2,00%). (2) Kesalahan pengucapan diftong /ʊə/ sebesar 26.47%, bunyi /εə/ sebanyak 23.40%, bunyi /ɪə/ sebanyak 20.45%, bunyi /au/ sebanyak 15.51%, bunyi /əʊ/ sebanyak 7.49%, bunyi /eɪ/ sebanyak 4.95%, bunyi /aɪ/ sebanyak 1.49%, dan bunyi /ɔɪ/ sebanyak 0.53%. Oleh karena itu, dapat disimpulkan kemampuan mahasiswa dalam pengucapan diftong di level cukup dan centering diphthong merupakan bunyi yang sulit diucapkan oleh mahasiswa. Sebagai hasilnya, mahasiswa perlu berlatih lebih banyak dalam mengucapkan diftong untuk meningkatkan kemampuan mereka.

Kata Kunci: Diftong dan Kesalahan Pengucapan

ABSTRACT

Saadah, fatihatus. 2020. *The Analysis of the Fifth Semester Students' Pronunciation Error on English Diphthong of English Language Program Universitas Negeri Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

This study aims to determine students' pronunciation errors in pronouncing English diphthong of English language Program Universitas Negeri Padang. This research is descriptive quantitative with 219 population. The sample of this study was 25 students chosen by various origin who were selected by using purposive sampling technique. The data were collected through pronunciation test and analyzed by using formula and the rubric score, while the students' recordings were transcribed. The findings show that (1) The ability of students in pronouncing diphthong were fair (60.00%), good (24.00%), poor (12.00%) and very good only one students (2.00%). (2) Diphthong pronunciation errors /ʊə/ sound amounted 26.47%, /εə/ sounds amounted 23.40%, /ɪə/ sounds amounted 20.45%, /au/ sounds amounted 15.51%, /əʊ/ sounds amounted 7.49%, /eɪ/ sound amounted 4.95%, /aɪ/ sounds amounted 1.49%, /ɔɪ/ sounds amounted 0.53%. Therefore, it can be concluded that students' ability in pronouncing diphthong were fair and centering diphthong was the most difficult to pronounce by students. As the result, students need to practice more in pronouncing diphthong in order to improve their ability.

Key words: diphthong and pronunciation errors

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CHAPTER I INTRODUCTION

A. Background of The Problem

In English Language Program, pronunciation is one of the speaking skills that have to be mastered by students. Pronunciation is the way we say words or sentences. People speak English with their dialect that belongs to place they live in. According to Oxford English Dictionary, pronunciation is the way in which a word is pronounced. As stated by Tiffany and Carrel in Sembiring and Ginting (2016), pronunciation is the selection of sounds used in words. Different pronunciation causes different meaning because it produces different sounds. As a foreign language, English has different ways to generate both spoken and written form. In English pronunciation role, the word 'horizon' is pronounced as /hə'raɪzn/. But Indonesian pronounce the word 'horizon' as /horizon/. This happens because of the influence of their mother language. Hence, pronunciation becomes a part of English speaking aspects which Indonesian students have to be aware when producing English sound.

The function of pronunciation in a language is important. Misunderstanding the meaning of sentences happens because the students pronounce the sentence incorrectly. According to Zemmerman in Muamanah (2017), pronunciation is important because that is the first thing that students know about language learning. When someone learn a foreign language, the first thing they will notice and concern is about the way the language is pronounced or spoken. When they communicate, the sounds production (pronunciation) takes important roles besides grammatical feature. As stated by Finch in Kartiastuti (2017), two ways

contributed the communication aspect. Beside that, we need to be able to use language to convey the idea, express ourself and feeling to other, and otherwise, we need to understand what they speak and the meaning to communicate well.

As non-native speaker of English, Indonesian students tend to make mistakes in pronunciation. The different element such as similar sound between target language or English language and native language with quite different characteristics is one of the reason in making problem when students pronounce the words, (Ramlan in Mustikareni, 2013). The other reason comes when English has similar sound with native language but allophonic in English language.

In fact, mispronunciation made by students are reported by some researchers. Research did by Ahmad (2011) did an investigation about mispronunciation of Saudi learners in pronouncing English consonant sounds. The research found difficulties face by the learners since they do not have any kind of exposure of English environment. Study conducted by Mathew (2003) who did a research among native speaker of Indonesian, Gayo and Acehnese. The research reported the problem faced by the EFL learners in pronouncing English is consonant sound. Another research is reported by Kosasih (2017), she did a research about how native language interface with second language, especially in consonant and vowel sounds. Similary Cahyani, Chandra, and Arini (2018) also report that students are mostly found difficulties in pronouncing vowels, especially long vowels and diphthong. Last, Adila and Refnaldi (2019) analyze the pronunciation in the terms of consonant sounds in speaking performance by Senior High School students and the factor that causes the error.

Pronunciation problem happens not only in consonant and vowel sounds. In fact, problems are also found at Universitas Negeri Padang especially in English Language Program. Researcher found that students in English Language Program still have problem in pronouncing English words. It happened because pronunciation subject does not exist in this education program. Pronunciation subject which has important role in communication aspects has already covered by speaking subject. In fact, it causes students have less drill and practice in pronouncing English words specifically.

Pronunciation has features such as segmental and suprasegmental features as Kelly in Muawanah (2017) stated. Segmental features are consist of consonant, vowel and diphthong. Among many problems in pronunciation, consonants, vowel and diphthong take a part of causing the problem. Every features has different difficulties to be mastered by heterogeneous learners. In this research, the researcher focus on the phonemes of diphthongs because based on the researcher's experience in English language Program, while the researcher was in second year program. The researcher recognized that some students made mistakes in pronouncing that phonemes. For example when learners pronouncing word 'mauve' as /m[^]v/ or /m^öv/.

Related to pronunciation errors, there are also previous research related to the English diphthong sound. The research have been conducted in various origin such as Mustikareni in Banjarnegara, Hartoto in Batang, Central Java, Dosia and Rido in Solo, and Falahuddin, Mursidsaleh and Fitriati in West Java. First research was conducted by Mustikareni (2013) reports a problem faced by the senior high school students in pronouncing diphthongs at SMA Negeri 1

Banjarnegara when students join into English debate program. Second the study was conducted by Hartoto (2010). The research is about diphthong analysis in second grade students on Junior High School Batang, Central Java. This research analyse and discuss about English pronunciation in the relation of Javanese language. Donal (2016) also analyzes the difficulties in pronouncing English diphthong and the factors influencing students' difficulties made by University of Pasir Pangaraian. Then, Karyastuti (2017) identify the errors in pronouncing vowel and diphthong and clasify the errors by its type made by Islamic Institute students in Surakarta. The research was conducted by Dosia and Rido (2017). It was a library research about production of English diphthong in Mr. presicidents' speech. Based on the previous research above, it can be seen if diphthong get serious attention from other researcher because they conducted the research with involving speaker in different mother tongue. Falahuddin, Mursidsaleh and Fitriati (2019) stated different dialect made by Mid-East Sundanese students influence their pronunciation. Furthermore, diphthong pronunciation made by students also affected by their origin where their first language comes.

Another research was conducted by Amirian and Bazrafshan (2016) and Ahmadi and Leong (2017) stated the cultural identity impact the Iranian EFL students in Iran. As similar as Yiing (2011) stated that student's native language interface and influence Chinese students in English pronunciation. Another origin, Serbia, also faced a problem in pronunciation of English language as Mlinar (2011) mentioned that problem comes because their mother tongue especially Serbian language has no diphthong sounds.

Most of the research above were conducted in different areas in Java, Iran, China, and Serbia. However, the research related to the English diphthong pronunciation has not been conducted in West Sumatra especially at university level. So, in this study, researcher analyzed the fifth semester students because they have passed Speaking and Phonology subject. So, based on the explanation above, the researcher want to find out the diphthong pronunciation made by fifth semester students at Universitas Negeri Padang.

Pronunciation problems such as consonant, diphthong is important to be studied as the previous research mentioned above. Eventhough in different area which commonly speak English as a foreign language, pronunciation error is quite accepted and tolerated by society. It is because the society can understand the speech depends on situation and context, so the idea of communication is understandable. But, it is different for educational students, especially in English Program. As the students, pronouncing a word or sentence correctly is very important to pronounce it naturally because students have already know the theory and also practice it. So, making mistake in pronunciation such as in consonant, vowel and diphthong is hopefully can not happen. The fact showed that the error pronunciation still happen in educational area. Therefore, there is a need to conduct how the English department students about diphthong pronunciation error.

B. Identification of The Problem

Based on the background above, it can be identified that there are many problems found by researcher. The first one is the influence of mother tongue takes the important role in learning. Second also, influenced by

environment. Students who have exposure of English environment effected their pronunciation skill. Thirdly, the other reason of problem in pronunciation is the unfamiliarity of the words. Students in academic field, mostly used to speak by using their familiar and common words. Last, the reason of pronunciation problem produced by students is the ineffective of phonetic teaching process. However, this study focus on analysis of students' pronunciation error in pronouncing diphthong.

C. Limitation of the Problem

Based on the identification of the problem above, the research focuses on the identification of pronunciation error of English diphthong sounds produced by the fifth semester students. The analysis of students' error pronunciation on diphthong is needed to be identified. This research conducted in the fifth semester students at English Language Program of Universitas Negeri Padang.

D. Formulation of the Problem

Based on the limitation of the problem, the research focuses on the analysis of students' pronunciation errors on English diphthong. This research is conducted to English Department students in Universitas Negeri Padang. Based on the problem, the formulation of the research is "how is the fifth semester students ability in pronouncing at English Language Program of Universitas Negeri Padang?".

E. Research Questions

Based on the formulation above, there are some research questions as follow:

1. To what extent is the fifth semester students' ability in pronouncing diphthong at English Language Program students of Universitas Negeri Padang?
2. What are the diphthong pronunciation errors made by the fifth semester students at English Language Program of Universitas Negeri Padang?

F. Purpose of the Research

Related to the research questions stated previously, the purposes of this research are to find out students' ability in pronouncing diphthong based on their origin in English language education program students of Universitas Negeri Padang and diphthong pronunciation error of the students at English Language Education Program of Universitas Negeri Padang.

G. Significance of the Research

Theoriticaly, this study can be uses for both teacher and students in order to guide and create understanding in learning English diphthong pronunciation. This study useful to give an information related to the diphthong pronunciation. It is necessary since English Language Education Program students come in all directions. As development of theory related to research, then contribute an ideas of the development of the field of diphthong. Practically, this study can be a guidance for teacher to improve and as the guidance related to pronunciation problem faced by students. After that, this research will hopefully able to identify students' diversity in pronouncing diphthong sounds and fix the problem in English Language Education Program Universitas Negeri Padang.

H. Definition of Key Terms

In order to prevent misunderstanding among the readers, there are some key terms used in this research:

1. Error pronunciation : mispronunciation, error in sound production
2. Pronunciation ability : ability in sound production
3. Diphthong sounds : two sounds, two vowel sounds occurring within the same syllable, a vowel with two different target
4. Fifth semester students : registered students of English department Universitas Negeri Padang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion above, students at English Language Program show different ability in pronouncing each diphthong. From the data, that there are a student (2.00%) in level very good, 6 students (24.00%) in level good, 15 students (60.00%) in level fair, 3 students (12.00%) in level poor and last no student (0.00%) in level bad. So, the score shows that students at English Language Program mostly fair in pronouncing diphthong sound.

There are 8 kind of pronunciation errors on diphthong sounds of fifth semester students in pronunciation test. Mostly found in diphthong, /ɛə/ sound. The second is /ʊə/ sound, diphthong /ɪə/ sound is the third one. The fourth is diphthong /aʊ/ sound, next are diphthong /eɪ/ and /əʊ/ sounds, and the less percentage is in diphthong /ɔɪ/ sound.

B. SUGGESTION

Based on the findings and conclusion of the research, there are several suggestion offered. First, the English pronunciation subject needs to be more highlighted. Separate teaching pronunciation or pronunciation subject needs to be included in the syllabus. Next, based on the findings, the researcher hopes that the teachers could help students more in improving their ability in pronouncing English diphthong by giving them more practice when teaching pronunciation especially teaching diphthong sounds in the class.

For other researcher, it would be worthwhile to study the students' pronunciation that effected from other origin. Other researcher could also dig deeper and improve or develop the instrument that the researcher used in investigating problems in pronouncing English diphthong sounds in speaking performance. Thus, deeper analysis will have resulted. Last, it is as well advisable for other researchers to scrutinize not only diphthong sounds, but also another aspects such as consonant, vowel and stress of the pronunciation.

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