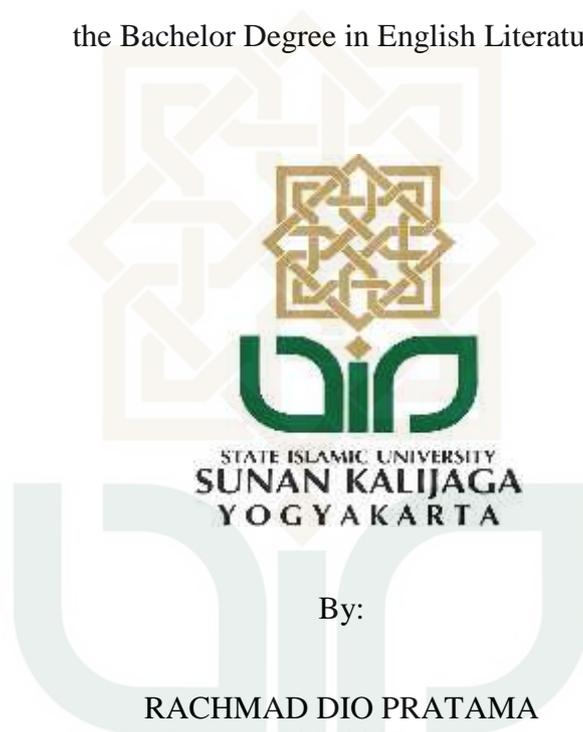


**ERROR ANALYSIS ON DIPHTHONG SOUNDS PRONOUNCED BY
FOURTEENTH SEMESTER STUDENTS IN ENGLISH DEPARTMENT**

UIN SUNAN KALIJAGA

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirement for Gaining
the Bachelor Degree in English Literature



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2017

A FINAL PROJECT STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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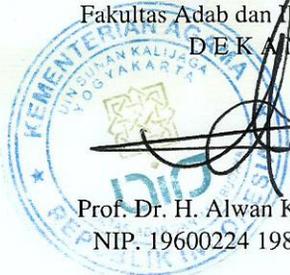
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Wassalamualaikum Wr. Wb.

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Error Analysis On Diphthong Sounds Pronounced By Fourteenth Semester Students In English Department Uin Sunan Kalijaga

By: Rachmad Dio Pratama

ABSTRAK

Penelitian ini meneliti tentang analisa error atau kesalahan terhadap bunyi diftong oleh mahasiswa semester empat belas di jurusan bahasa Inggris UIN Sunan Kalijaga. Topik ini dipilih untuk membuktikan adanya kemungkinan munculnya kesalahan-kesalahan dalam perolehan bahasa kedua dan aspek psikologi sebagai pemicunya. Metode penelitian yang digunakan adalah metode deskriptif kualitatif. Data Instrumen penelitian ini adalah hasil tes pengucapan kata-kata diftong dan pelaksanaan interview terhadap mahasiswa. Untuk menjawab masalah dalam penelitian ini, peneliti menggunakan beberapa teori, yaitu: teori pengucapan diftong, teori analisa kesalahan atau error, dan teori perolehan bahasa kedua. Dari masalah penelitian, ditemukan ada 66 kata yang salah dalam pengucapan dikarenakan mahasiswa kesulitan dalam mengucapkan kata-kata dalam bahasa kedua. Keadaan ini disebut juga dengan *intralingual error*. Hasil dari faktor psikologi adalah: faktor *aptitude/* kecerdasan mahasiswa tidak berdampak apapun dengan benar salahnya pengucapan kata-kata diftong. Peneliti membuktikan dengan membandingkan hasil antara tingkat keberhasilan mahasiswa mengucapkan kata diftong dengan hasil nilai fonetik dan fonologi mahasiswa dan hasil pernyataan data interview. Di dalam faktor motivasi, mahasiswa yang kurang motivasinya dalam belajar pengucapan bahasa inggris, mereka berhasil mengucapkan kata-kata diftong lebih banyak daripada mahasiswa yang memiliki motivasi tinggi. Dalam faktor kepribadian, semua mahasiswa dalam penelitian ini memiliki keadaan takut, malu, dan kepribadian introvert dalam pembelajaran bahasa inggris. Faktor kepribadian ini membuktikan bahwa para mahasiswa jarang memperoleh atau memahami kata-kata yang mengandung bunyi diftong di dalam kata-kata bahasa inggris.

Kata kunci: *Diftong, Analisa Kesalahan, Pengucapan*

Error Analysis On Diphthong Sounds Pronounced By Fourteenth Semester Students In English Department Uin Sunan Kalijaga

By: Rachmad Dio Pratama

ABSTRACT

This study deals with error analysis on diphthong sounds by students' fourteenth semester in English Department. This topic is chosen because the researcher wants to prove existing error in second language acquisition of students and affected factors in psychological aspects. The methodology being used is descriptive qualitative. The instruments for data collection are pronunciation test and interview. To answer research question, researcher uses segmental theory of diphthong sounds, error analysis theory, and second language acquisition theory. Related to research question, it is found from test results that 66 words is mispronounced because students do intralingual error or they have difficulties in L2 when pronouncing diphthong words. The results of affected factors are: Aptitude means nothing with student's pronunciation because almost all students show different result relating in correct pronunciation, pronunciation and phonetic phonology score and interview. Less motivation or less desire to learn pronunciation are able to pronounce more diphthong sounds correctly, and all six students have anxiety, shame, and introverted personality in learning English which make them rarely acquire correct diphthong sounds in English words.

Keywords: Diphthongs, Error Analysis, Pronunciation

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Motto

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

“So do not weaken and do not grieve, and you will be superior if you are [true] believers”. -Qur’an 3:139-

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

“For indeed, with hardship [will be] ease”. -Qur’an: 94:5-

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Indeed, with hardship [will be] ease”. -Qur’an: 94:6-

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DEDICATION

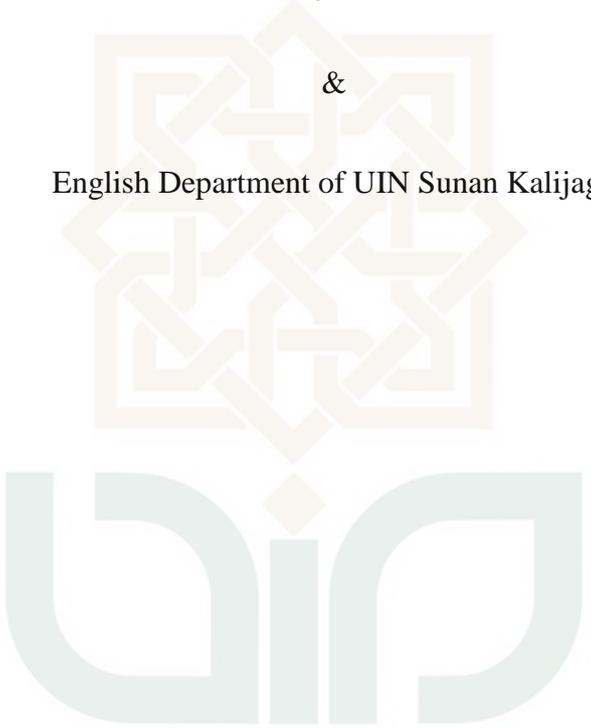
This final project is dedicated to:

My beloved mother and father

All my friends

&

English Department of UIN Sunan Kalijaga



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YOGYAKARTA

ACKNOWLEDGEMENT

Assalamu 'alaikum

Praise to be Allah who has given His mercies and blessings to complete this graduating paper entitled “Error Analysis on Diphthong Sounds Pronounced by Fourteenth Semester Students in English Department UIN Sunan Kalijaga.” This Graduating Paper is conducted to fulfill one of requirements for gaining the bachelor degree in State Islamic University of Sunan Kalijaga Yogyakarta. Then in finishing my study, I really give thanks and great appreciate for people who have motivated and helped me; they are:

1. Prof. Dr. Alwan Khoiri, M. A., as the dean of Adab and Cultural sciences faculty, UIN Sunan Kalijaga.
2. Dr. Ubaidillah, M. Hum., as the head of English department.
3. Arif Budiman, SS., M. Hum., as the Academic Advisor.
4. Bambang Haryanto, SS.,MA., Ening Herniti, M.Hum., Danial Hidayatullah, SS., M. Hum., Fuad Arif Fudiartanto, S. Pd., M. Pd., Jiah Fauziah, M. Hum. (RIP), Dwi Margo Yuwono, M. Hum., Ulyati Retno Sari, SS., M. Hum., Witriani, Ph. D., Dr. Ubaidillah, M. Hum., and all lecturers of English department who have given the writer supports and wise guidance.
5. My beloved parents who always support and pray for me.
6. My sister who always support me.
7. My beloved friends in English Literature Department: Zulmi Nur Fauzi, Nissa Fauziah, Ummi Fitriyah, Siti Khodijah, Minhatun Nilmaola,

Taufik Andy Prasetyo Much Burhanuddin, Wilda Isnani, all Friends of English department..

Finally, this graduating paper is far from perfect, therefore the writer allows for all readers to give critique and suggestion to improve this graduating Paper.

Wassalamu 'alaikum

Yogyakarta, May 22th, 2017

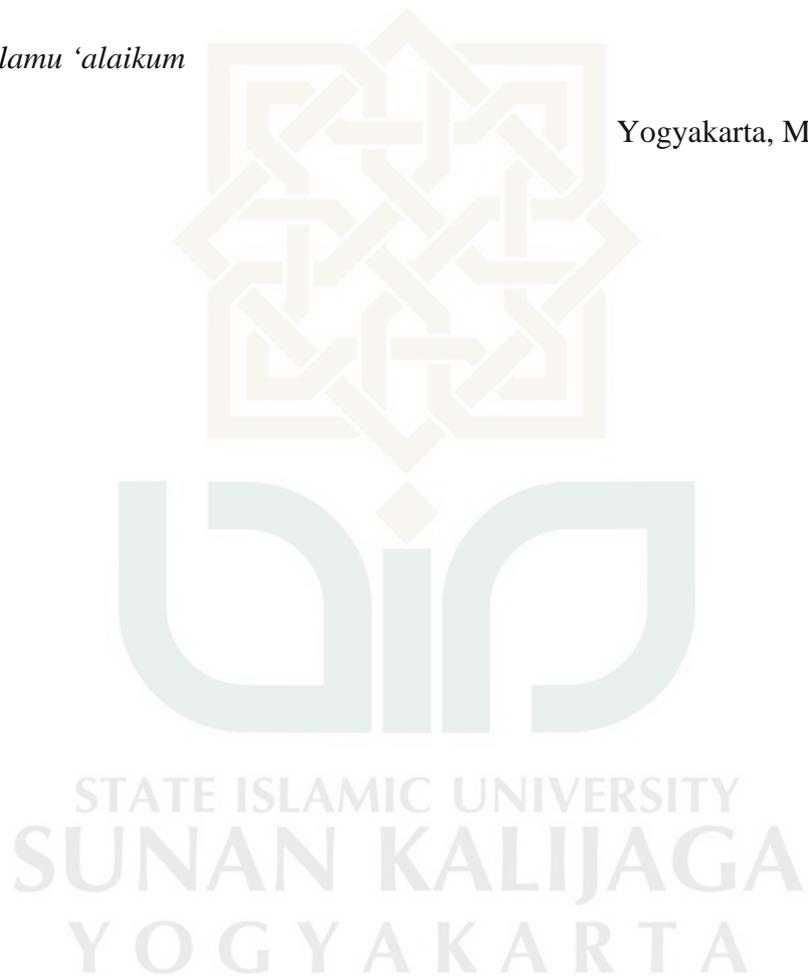


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CHAPTER I

INTRODUCTION

1.1 Background of Study

Nowadays, many people all over the world know English as a global language. Moreover, students who learn in academic school, they are taught English language as foreign language in order to help them finding a job for their future. English language as a global language is stated by David Crystal, emphasizing a special role that is recognized in every country (2003:3). The English role in Indonesia is used as a medium of communication in such domains as the public media, educational system, technology, etc. Even, English language can help Indonesian students to immerse both science and social knowledge. Indonesian students, however, may have a problem in using English language because English language is not considered as first language. English language has different way to produce its language either writing or speaking. The word 'liable', for example, it pronounces /laɪəbl/ in English, but Indonesian students may pronounce it as /liaəbl/ or /liəbl/ because they may just pronounce what their mother tongue is said, not following English pronunciation. There is a diphthong sound /ia/ and it pronounces as /ai/. In fact, in Indonesian language there is no difference between writing and pronouncing the word. That is like the Indonesian word 'kail', it pronounces /kail/. So, Indonesian students may feel difficult to learn English language. That is why pronunciation becomes interesting

object, and the part of English pronunciation that Indonesian students may not be aware of is producing diphthong sounds.

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

In this research, the researcher observes the students’ production of English diphthong sounds, concerned in level of capability, how well students produce diphthong sounds, and some factors which affect their pronunciation. The subjects of the research are students of English Department UIN Sunan Kalijaga Yogyakarta. They are selected from chapter 2010 who still active finishing their final paper. The respondents will pronounce some sentences in poem that researcher has prepared and their pronunciation will be recorded, and then find the true transcription in dictionary.

Observing the student’s capability of pronunciation is chosen with some reasons. First, the research is conducted where the researcher studies. The writer can observe closely because the writer recognizes the students that will be the subject of the research. Thus, the data can be more specific and complete.

Second, the research uses students of English Department UIN Sunan Kalijaga Yogyakarta. Researcher chooses chapter 2010 because they have been learning for a long time. Stephen Krashen says, learners tend to acquire the language subconsciously (2013:1). They will absorb the words and its pronunciation within the context. That's why it's called subconsciously learning and learning over six or seven years, learner may get a lot of acquisition words or phrases.

Third, the researcher wants to prove some hypotheses about error production in pronunciation can be done by some students though they learn or acquire the second language. Learners may know the meaning of the words but it's possible if they pronounce by mistake. The error production can be from interlingual cause, it means from their L1, and intralingual cause, it means from difficulties of L2. The error may be from word which has some vowel or diphthong. It's like word 'mauve' /məʊv/ and 'gauge' /geɪdʒ/. Those words seem having same double vowels, but they sound differently. Learners may pronounce both the words in same pronunciation or they may tend pronounce in their L1 if they feel unsure. Researcher also wants to know some error factors which relates to their passion and intellectual in learning English. Furthermore, researcher do pronunciation test and interview to chapter 2010 to know error possibilities they may make in diphthong pronunciation.

In addition, the important learning pronunciation appropriates with Holy Qur'an in Surah At Thaha: 25-28

(25) وَيَسِّرْ لِي أَمْرِي (26)

(27) يَفْقَهُوا قَوْلِي (28)

Oh my Lord! Open my chest [i.e. remove fear from it, or fill it with Your Light]. And ease my task for me. Remove the impediment from my speech so that they may understand what I say. (Al Quran Tajwid Warna, Terjemahan Kata, Terjemahan Inggris, 2012:313)

Those verses above imply praying to Allah in order to get fluency eloquence. Those verses is Moses' praying when he against Pharaoh and his followers. Moses intends to make Pharaoh and his followers understand what he says. This praying also shows about the awareness of speaker when conveying words toward listener. That's why learning pronunciation is important. Students should know English pronunciation correctly so that listener they address can understand and be convinced.

Thus, this research is significant enough in order to analyze the pronunciation of students in English Department UIN Sunan Kalijaga who still in active in fourteenth semester. The analysis of this research describes the error of student's production in pronouncing diphthong sounds.

1.2 Research Question

In compliance with the background above, the researcher formulates the following questions:

1. How do the students make error in pronouncing diphthongs?

1.3 Objectives of Study

This research tests diphthong sounds to students who are in English majors. It describes the error production of diphthong sounds based on Cambridge

dictionary as a measure. Also it explains some affected factors when students pronounce the diphthong sounds.

1.4 Significances of Study

This research can give deep understanding of pronunciation, especially diphthong sound because this research wants to prove hypotheses that students who have been learning a long time, they still make an error in pronouncing English words. Researcher also want to prove that the error should be from their affected L1 or the difficulties of L2 itself and it can be from aptitude, motivation and personality in learning English.

1.5 Literature Review

There should be some similarities of technical method and theory in this research to some researchers. Here are the researches that are referred.

The first is “Sundanese Students’ Production of English Dental Fricative Consonant Sounds” by Anggi Kharismayuda Guntari from Gadjah Mada University. She investigates the acceptability level of Sundanese students’ production of English dental fricative sounds and finds out the possible factors which influence their production. She uses phonetic and phonological perspectives and segmental aspect. She acquires the data from pronunciation test. The result of acceptability level of the production of the dental fricative consonants by sundanese students of UGM as judged by a native speaker of English is low with total percentage of 13.80%. The highest result of this research is in the category of ‘not clear’ with a total percentage 45.82%.

The second is “English Department Students’ Production of English PalatoAlveolar Consonant Sounds” by Saltiq Fajar Umar Kencana from Gadjah Mada University. In this research, he observes how well the pronunciation of palato alveolar sounds of English students and finds out the level of acceptability of the students’ production of these sounds according to an English native speaker. He uses the data for this research from pronunciation test. The results of this research are: first, the acceptability level of English Department UGM in the production of palato alveolar consonant sounds was very high, 85.5%. Second, some words *choke*, *rage*, *beigear* are mispronounced because the students do not master them.

The third is “Error Analysis on English Diphthongs pronounced by the students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English Debate on “Relax” TV Program of TVRI” by Dyah Mustikareni from Semarang State University. She analyzes the mispronounced diphthong by the debate participants and analyzes the attitude of the debate participants when correcting the diphthong pronunciation. Qualitative descriptive method is applied in this research and she chooses two kind ways to collect data, those are scanning and recording. The results are: 1) Most debate participants mispronounced the diphthong by pronouncing diphthong in certain vowels. Diphthong /ei/ is mispronounced as /ɛ/, /ɪ/, /æ/, /a/, /ʌ/, and /i:/. Diphthong /ou/ is mispronounced as /ɔ/ and /ʊ/. Diphthong /au/ is mispronounced as /u:/ and /ou/. Diphthong /iə/ is mispronounced as /ɛ/, /ʌ/, /ɪə/, /i:/. Diphthong /eə/ is mispronounced as /ɛ/, /ə/,

/ʌ/, and /ei/. Diphthong /ʊə/ is mispronounced as /ʊ/. 2) The debate participants do not correct their diphthong pronunciation directly. They fix their diphthong pronunciations in the other next utterances that consist of the diphthong they have mispronounced before.

The fourth is “The influence of the Banyumas dialect background on SMU 2 Purwokerto second semester student’s pronunciation of the English Diphthong /ei/, /əʊ/, /aʊ/” by Lili Widiarti from Sanata Dharma University. She observes the students from Banyumas in dialect background when pronouncing the English Diphthong /ei/, /əʊ/, /aʊ/ and figures out teaching plan to Banyumas student in pronunciation problem. She uses qualitative method which concerned with providing descriptions. The result of this research, the students are unable to pronounce three diphthongs /ei/, /əʊ/, /aʊ/ in words correctly. The students tend to substitute the element of the second language which does not exist in their first language. The student’s highest score is only eleven while the maximum score for the test is thirty. To figure out the problem of pronunciation, she conducts drill lesson about a quarter hour of English lesson’s time.

From all four prior researches above, the researcher can conclude that the students have some lack and difficulties in pronouncing English dental fricative sounds, English palato alveolar sounds and English’s diphthong sounds either in learning English pronunciation or in English debate competition. Four researchers above show that there are some possibilities of students can mispronounce words consciously or unconsciously. Thus, the writer wants to observe further

pronunciation for English students in UIN Sunan Kalijaga University in a different subject and different place.

1.6 Theoretical Approach

Here, the research uses linguistics theories of phonetics and phonology. The focus is limited to vowel and diphthong sounds. This research uses theory of vowel sound by Karol Janicki. He refers the vowel sound based on position of the tongue which is divided into three parts, those are: high, mid, and low (1977:27). His theory will be showed by a diagram, and there is also a picture of articulator which represents a human head. The theory of diphthong sound will be taken from Gerald Kelly's theory which divides the diphthong sounds into three group, centering diphthongs end with glide towards /ə/, closing diphthongs end with glide towards /ɪ/, and closing diphthongs end with glide towards /ʊ/ (2001:34). The eight characteristics of diphthong sounds will be shown in the same manner of pictures. Another theory to support this research, the researcher uses theory of error analysis and theory in second language acquisition about aptitude, motivation, and personality.

1.7 Methods of Research

1.7.1 Type of Research

The type of method applied in this research is qualitative method. As Kirk said, "Qualitative research is study of social science which basically depending on the human observation in their own environment and related with their language term" (1986:9). Qualitative method is expressed by describing sentences. The numerical measures in qualitative method are as emphasizing description.

1.7.2 Data Sources

In this research, the source of the data is English students of UIN Sunan Kalijaga. The maximal variation of purposeful sampling is taken based on Creswell's theory: "Researchers intentionally select individuals and sites that differ on some characteristics or traits to learn or understand the central phenomenon" (2012:207). The researcher takes 6 students of English department, chapter 2010 which is considered as students who are still active in 2017 and still in process finishing their final papers.

1.7.3 Data Collection Technique

The researcher uses two type of qualitative data's collection; those are audiovisual materials and interview. Based on Creswell statements, "Audiovisual materials consist of image or sound to help the researcher finding the central phenomenon under study" (2012:224). The interview asks one or more participants generally with open-ended questions and recording he answers of participants (2012:217). Audiovisual materials in this research have purpose to show student's pronunciation. To get audiovisual materials, the researcher uses recording device, and the pronunciation is done by reading sentences from poem which the researcher has selected. The poem is chosen because there are variation of words with diphthong sounds which the students may rarely recognize. The title of the poem is "The Chaos" by G.Nolst Trenite a.k.a Charivarius. In this poem, there are 90 words which present eight categories of diphthong sounds, but 16 certain words are chosen. For the interview, the researcher conducts with open-ended questions which mean the researcher can get any perspective of

participant's experience and conducts with open-ended response which means the researcher can create the options for participant's respond. The type of interview is One-on-One interview, the researcher does interview to one by one student. Before conducting the pronunciation recorded and interview, the researcher makes an interview protocol. Creswell says, "An interview protocol is a form designed by the researcher that contains instructions for the process of interview, to questions to be asked, and space to take notes of responses from interviewee" (2012:218). The interview protocol is prepared to prove this conducted research. There is also permission's form which requires for getting the pronunciations' score of students chapter 2010 in English Department UIN Sunan Kalijaga Yogyakarta.

These are the steps to collect the data:

- 1) Finding English students chapter 2010
- 2) Asking those 6 students becomes the researcher's subject.
- 3) Giving the sentences which the researcher has prepared to the students and recording their pronunciation.
- 4) Doing interview about pronunciation test
- 5) Arranging the data to analyze.

1.7.4 Data Analysis Technique

Before the researcher analyzes the data, the researcher uses Cambridge dictionary as instrument to help finding accuracy of student's pronunciation. Researcher uses this dictionary, not only by looking the transcription, but also the researcher uses its audio to find accuracy.

The researcher uses following steps to analyze the data:

- a. Finding how many correct and incorrect diphthong sounds
- b. Transcribe the interview recording into written text
- c. Describing why the diphthong sounds is correct and incorrect by taking some reasons from the interview description
- d. Drawing the conclusion

1.8 Paper Organization

The research consists of four chapters. The first chapter is an introduction. This generally consists of background of study, research questions, objectives of study, significance of study, literature review, theoretical approach, methods of research, and paper organization. The second chapter discusses the theoretical background. The definition of phonetics and phonology will be described first. Then the theory of diphthong sounds and how to pronounce diphthong will be discussed. The third chapter discusses the research finding and data analysis. Here, the data will be analyzed systematically. The data of English students will be showed based on their pronunciation which has assessed by informant. The researcher analyzes descriptively for each diphthong sounds which is pronounced by the students. Then the researcher gives conclusion and suggestion in the last chapter.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

The conclusion is taken based on analysis result of student's capability level and affected factors of student capability in pronouncing diphthong sounds.

a) Student's pronunciation

Diphthong sounds which are able to pronounce correctly show 30 diphthongs. In opposite, diphthong sounds are unable to pronounce correctly show 66 diphthong sounds.

1. Diphthong /ɪə/, two students do interlingual error pronouncing word 'real' /rɪəl/ but they still succeed, so they are six students who succeed pronouncing the word 'real'. When pronouncing the word 'beard' /brəd/, one student (student II) does interlingual error and five students do intralingual error pronouncing as /bɜːrɪd/. Student II still succeeds pronouncing the word beard because this student just does interlingual error.
2. Diphthong /eə/, all six students do intralingual error pronouncing 'tear' /teə/ as /tɪə/ and pronouncing 'mayor' /meə/, three students (student III, IV, V) make intralingual error as /meɪdʒə/ and /mɛɪə/

Another three students (student I, II, VI) still succeed because they do interlingual error.

3. Diphthong /ʊə/, Four students (student I, IV, V, VI) succeed pronouncing the word 'fury' /fjʊəri/ and two students (student II and III) do intralingual error, pronouncing as /furi/. When pronouncing the word 'tour' /tuəʳ/, all six students do intralingual error, pronouncing as /teur/ /tur/.
4. Diphthong /eɪ/, All six students do intralingual error both pronouncing the word 'ballet' /bælei/ and the word 'chalet' /cælei/. They pronounce as /balet/ /balət/ /balt/ /calət/ /kalət./
5. Diphthong /aɪ/, All six students do intralingual error in pronouncing the word 'mica' /maɪkə/ and the word 'pint' /paɪnt/. They pronounce as /mika/ /pɪn/
6. Diphthong /ɔɪ/, All six students succeed pronouncing diphthong /ɔɪ/ in the word 'devoid' /dɪvɔɪd/ and the word 'typhoid' /taɪfɔɪd/.
7. Diphthong /aʊ/, All six students do intralingual error in pronouncing the word 'gouge' /gaʊdʒ/ and the word 'plough' /plaʊ/. They pronounce as /gəʊdʒ/ /kəʊg /gəʊv/ /pləʊg/ /pləʊv/ /plɔg/

8. Diphthong /əʊ/, Four students (student II, III, V, and VI) succeed pronouncing word 'mauve' /məʊv/ and another students (student I and IV) do intralingual error with pronouncing as /mʌv/ /mʊ:v/. In pronouncing the word 'post' /pəʊst/, two students (student II, and III) succeed, and four students (student I, IV, V, and VI) do intralingual error, pronouncing as /pɒst/

b) Affected factors

1. Aptitude, Only one student (student IV) who makes sense when making relation with their score, their answer in interview section and their capability pronouncing diphthong sounds. Three students (student I, III, and V) in high score and two students (student II and student VI) in low score, shows their score means nothing with their capability pronouncing diphthong sounds
2. Motivation, Three students who have less desire to learn English; (student I, II, and VI). Another three students (student III, IV, and V) have big desire to learn English. Researcher also finds students who has less desire (Student II and VI), are able to pronounce more diphthong sounds rather than another students.
3. Personality, Five students have anxious personality (student I, II, IV, V, and VI) and student III has opposite personality, self-confidence, in learning English. Only two students (student I and VI) who have shy

personality and the rest of students don't explain about their shame; and all six students have introverted personality.

4.2 Suggestion

This result of study is able to conduct for another research. It can give another result if another researchers who take same study. For Instance, another researcher are able to take some recorded diphthong sounds from different learner's dialect and using native speaker either British or American to measure capability students in pronouncing English diphthong sounds.

Another researcher also can take subject or participants from each chapter starting students who learn pronunciation and phonetic phonology in first time to the last students who still learn in English department as study of comparison in error analysis. This research will evaluate and will make student understand how important learning English pronunciation and phonetic phonology.

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