THE ANALYSIS OF STUDENTS' PRONUNCIATION ERROR ON ENGLISH DIPHTHONG MADE BY FIFTH SEMESTER OF ENGLISH LANGUAGE EDUCATION PROGRAM UNIVERSITAS NEGERI PADANG

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Abstract

This study aims to determine students' pronunciation error in pronouncing English diphthong sounds made by students 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 finding of this research showed that ability of students in pronouncing diphthong were fair (60.00%), good (24.00%), poor (12.00%) and very good only one students (2.00%). Therefore, it can be concluded that there are eight kinds of diphthong pronunciation error and various result of students' ability. As the result, students need to practice more in pronouncing diphthong in order to improve their ability.

Key words: diphthong and pronunciation errors

A. INTRODUCTION

In English Language program, pronunciation is one of the speaking skill that have to be mastered by students. Pronunciation has been taught and already introduced with place articulation, manner of articulation, visual transcriptions, and all supra segmental features in the sounds (Yudo, 2010). On the other hand, students in English Language Program believe that most of them have low ability in pronunciation. Their pronunciation still do not consistent with Standard English pronunciation and is still far from correct English pronunciation. Most of the students may have problems in pronunciation, especially in pronouncing diphthong sounds. Although students already got the lesson at class, but they cannot master the pronunciation well.

There are some reasons why students tend to do mistakes in pronunciation. (Mlinar, 2011; Yiing, 2011; Islamiah, 2012; Suryatiningsih, 2015; Sembiring and Ginting, 2016; Yousif and Amen, 2018). According to Yiing, 2011 and Islamiah, 2012, the influence of their mother tongue is one of

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the most problems, because, in pronouncing foreign language, their mother tongue takes the important role in learning, therefore, learners sometimes make mistakes and confused to pronounce English words, especially in pronouncing English diphthong. In fact in Bahasa Indonesia there are only five vowels and three diphthong sound. Second, Mustikareni (2017) states that the difficulties in English pronunciation is also influenced by environment. Students who have exposure of English environment will effected their pronunciation skill. If the frequency of exposure in English environment is continuously, it will impact their habit. Thirdly, Suryatiningsih (2015) and Sembiring and Ginting (2016) states the other reason of problem in pronunciation is the unfamiliarity of the words. Students, not only in academic field, mostly used to speak by using their familiar and common words. So, when they meet unfamiliar words, the pronunciation changed. Last, Yousif and Amen (2018) also mention the reason of pronunciation problem produced by students, that is the ineffective of phonetic teaching process. In educational field, teaching process is important, because, that is the main media to learn and practice the English pronunciation correctly.

There are some studies focusing on the pronunciation such as vowel and consonant production (Mathew, 2003; Ahmad, 2011; Kosasih, 2017; Cahyani, Chandra and Arini, 2018; Adila and Refnaldi, 2019). Mathew (2003) focused on English pronunciation in consonant sounds made by native speaker of Indonesian, Gayo and Acehnese. Ahmad (2011) also investigates the pronunciation error made by Saudi learners in pronouncing English consonant and what are the factors which cause the problems in pronouncing those consonant. Kosasih (2017) analyzes of research about how native language interface with second language, especially in vowel and consonant sounds at preparatory program at Najran University Saudi Arabia. Cahyani, Chandra and Arini (2018) also analyzes the most difficult long vowels pronounced by students of Lambung Mangkurat University. Last, Adila and Refnaldi (2019) analyzes the pronunciation in the terms of consonant sounds in speaking performance by Senior High School students and the factor that causes the error. In conclusion, the issues about focusing on vowel and consonant productions are still interesting to be studied until now.

There are also many studies focusing on diphthong production (Hartoto, 2010; Mustikareni, 2013; Donal, 2016; Diosia and Rido, 2017; Karyastuti, 2017). Hartoto (2010) analyzes the source of errors of English diphthong sound in the relation to Javanese and Indonesian language made by Junior High School students in Batang. Mustikareni (2013) analyzes the diphthong pronunciation error and how the students corrected their diphthong pronunciation made by Senior High School students in Semarang. Donal (2016) analyzes the difficulties in pronouncing English diphthong and the factors influencing students' difficulties made by students in University if Pasir Pangaraian. Diosia and Rido (2017) analyzes the pronunciation on President's speech in APEC forum China. This library research focus on diphthong production made by Joko Widodo. Last, Karyastuti (2017) identify the errors in pronouncing vowels and diphthong

and classify the errors by its type made by Islamic Institute of Surakarta. In conclusion, the issues about focusing on diphthong sounds are still interesting to be studied until now.

Most of these researchers did a research focusing on the kinds of pronunciation error and its factors. Moreover, there has not been any researcher who studied the ability in pronouncing diphthong sound in English Language Program, so this present study fills this gap by analyzing the pronunciation error in diphthong sound and also the students' ability and also continuing the discussion of pronunciation holistically. Therefore, for further research, this research focus on analyzing of students pronunciation error in diphthong sound and the students' ability at English Language Program.

In an observation and interview to students at English Language Program at Universitas Negeri Padang, pronunciation has been taught last semester in speaking class, but there are some obstacles experienced by students and error in pronunciation. They have also learn to recognize the various sounds in the language but still have difficulties in diphthong sounds due to the influence of their mother tongue and the lack of practice. Based on this fact, researcher is interested in finding out the pronunciation error in terms of diphthong sounds and the ability of students in pronouncing its diphthong made by English Language Program.

However, there are still a lot of pronunciation errors in pronouncing diphthong made by students at English Language Program. It encourages the researcher to make deep research about it. Based on this fact, the purpose of this article is to find out the ability of students in pronouncing diphthong made by English Language Program.

B. RESEARCH METHOD

This research was quantitaive descriptive research. By using this type of the research, the ability and mispronunciation in English diphthong made by students described in which diphthong students make mistake. In this research, the data was diphthong pronunciation test using recorder. There were 25 sample in this research. The test is adobted from Academic Word List developed by Coxhead (2000) and it validated by English native speaker. The pronunciation test included eight English diphthong such /ɪə/, /ɛə/, /ʊə/, /eɪ/, /ɑɪ/, /ɑu/, /ɔɪ/, /əʊ/ which students prununced it while researcher record it.

Data were collected through pronunciation test. First, students got a list of sentences without underlined diphthong and gave 5 minutes to read the sentences loudly, after that students pronounced the list of sentences one by one in 10 minutes and it recorded by using Flash disk Recorder. Next, researcher transcript the students' pronunciation into phonetic symbol.

Data were analyzed by several steps. First, the researcher and the rater scored the test on every sentence after the test. Each diphthong on the instrument scored by rater in numerical terms using score category. Second, the results are

transferred in a more concise and easier category to analyze the diphthong pronunciation ability. There are six categories or level of students' pronunciation on diphthong sounds such as score 0-40 in bad ability, 41-55 in poor, 56-65 in fair, 66-79 in good, and last 80-100 in very good ability. After that, every diphthong is evaluated by providing five words for each diphthong to be read loudly. Then, describing the data in order to obtain a real form of respondents, making it more understandable by the researcher. Finally the result were analyzed by percentage.

C. RESULT AND DISCUSSION
1. Result

In this research, the result showed that there 15 students (60.00%) in level fair, 6 students (24.00%) in level good, 3 students (12.00%) in level poor, a student (2.00%) in level very good and last no student (0.00%) in level bad. So, the score shown that students at English Language Education program mostly fair in pronouncing diphthong sound. The frequency of students score criteria presented on the figure 1 below:
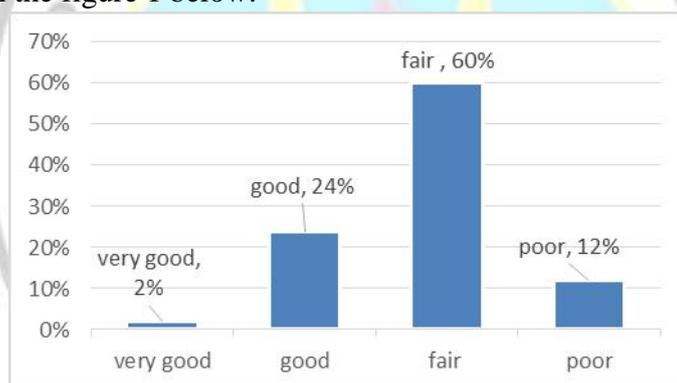

Figure1. Percentage of students' ability Distribution

2. Discussion

Based on the data found, students' ability in pronouncing diphthong were in level fair. It showed that 60% students at English Language Program gained score 55-65. Second, 24% students were good, 12% students were poor and only 2% students were in level very good ability. The factor influenced the pronunciation ability were the lack of practice in speaking, unfamiliarity with the words and the interference of first language. In lined with Suryatiningsih (2015), stated that almost students have difficulties in pronouncing diphthong. Unfamiliarity with the words given, first language or their mother tongue were the cause of students' difficulties. The researcher found that learners in English Department were come from various origin in Sumatra and were still in level fair in pronouncing English diphthong. Besides, this research showed that the students' origin especially in Sumatra does not show the differences significantly.

This research found that diphthong /ɔɪ/ is a sound that has less mistake made by students in speaking with 0.53% while diphthong /ʊə/ is the most

difficult sound that mispronounced by the students in pronunciation test with 26.47%. Research by Diosia and Rido (2017) showed the similarities with this research. They stated that /ɔɪ/, /aɪ/, /eɪ/ sounds were the easiest to pronounce and the centering diphthong were the opposites. It also was similar to the research by Cahyani, Chandra, and Arini (2018) that centering diphthong was the most errors found the researcher. Researcher found that students who are not able to pronounce English diphthong correctly did not really understand how to pronounce it because the diphthong were used by researcher are unfamiliar. Moreover, their mother tongue influences their pronunciation.

There are some causes why closing diphthong such as /ɔɪ/, /eɪ/, /aɪ/ sounds easier to pronounce by students in pronouncing English words. First causes when there are similarities between Indonesian and English diphthong sounds. Related to the data from AGP (1986), there are three diphthongs in Indonesian such as /ɔɪ/, /eɪ/ and /əʊ/ which English has there of it. This factor is successful using borrowed English words from Indonesian diphthong. Based on Donal (2016), Indonesian students seems not too difficult in pronouncing closing diphthong because it is the influence of mother language. In this case, students creates a few errors in closing diphthong due to the similarities in English and Indonesian language. So, it can be seen if English Education students has very good ability in pronouncing closing diphthong such as /ɔɪ/, /eɪ/, /aɪ/.

Centering diphthong such as /ʊə/, /ɛə/, /ɪə/ sounds were the most difficult sound to be pronounced. First causes when there is a must to combine weak and strong vowels in pronouncing diphthong sounds. But students tends to pronounce pure vowels. Yong (2001) claims that due to the different phonological system between Indonesia and English, there are serious problems that can cause confusions in pronunciation. Amirian and Bazrafshan (2016) and Ahmadi and Leong (2017) stated the cultural identity impact the Iranian EFL students in practicing and pronuounce English words. As similar as Yiing (2011) stated that in Mandarin Chinese language, diphthong /ei/ does not exist and influence Chinese students in English pronunciation. It caused the Chinese students were not able to pronoune /ei/ sound. Another origin, Serbia, also facing a problem in pronuncing of English centering diphthong such as /iə/, /ɛə/ and /ʊə/ as Mlinar (2011) mentioned that problem faced by Serbian in pronouncing English comes because their mother tongue especially Serbian language has no diphthong sounds.

D. CONCLUSION AND SUGGESTIONS

Based on the findings and discussion above, students at English Language Program shown different ability in pronouncing each diphthong. Based on the findings and conclusion of the research, there are several suggestion offered related to the pronunciation ability of the students in English Language Program. First, the English pronunciation subject needs to be more highlighted by teacher as the data showed that students were still in level fair ability. Teaching

pronunciation or pronunciation subject needs to be included in the syllabus and the quality of pronunciation must be added in speaking class. Next, based on the findings, the researcher hopes that the teachers could help students more in improving their ability in pronouncing English diphthong.

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.

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