AN ANALYSIS OF DIPHTHONG PRONUNCIATION ABILITY ON THIRD AND NINTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF FKIP UIR

A THESIS

Intended to fulfill one of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Universitas Islam Riau

By:

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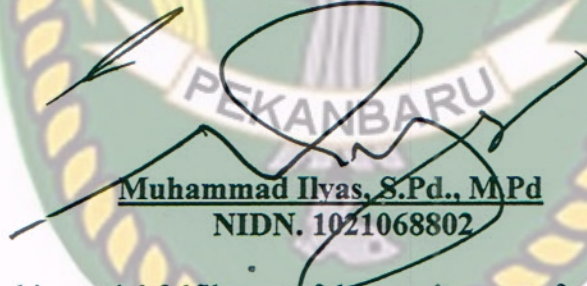
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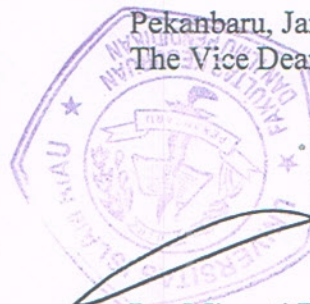
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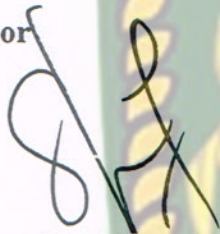Dr. Miranti Eka Putri, S.Pd., M.Ed
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THESIS

AN ANALYSIS OF DIPHTHONG PRONUNCIATION ABILITY ON THIRD AND NINTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF FKIP UIR

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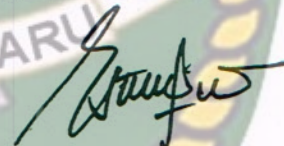
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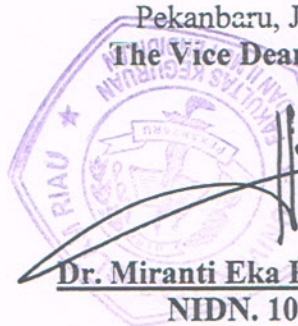NIDN. 1023027904

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Judul Tugas Akhir   : Analisis kemampuan pengucapan diftong pada semester tiga dan semester sembilan mahasiswa jurusan pendidikan bahasa inggris FKIP UIR

Judul Tugas Akhir   : An analysis of diphthong pronunciation ability on third semester and ninth
(Bahasa Inggris)   semester of English department students of FKIP UIR

Lembar Ke   : ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbin
1	26-01-2021	Chapter I	Revised chapter I	
2	16-02-2021	Chapter I and II	Revised chapter I and II	
3	02-03-2021	Chapter II and III	Revised chapter II and III	
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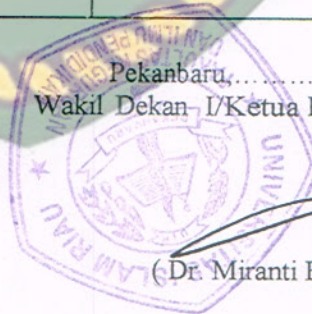
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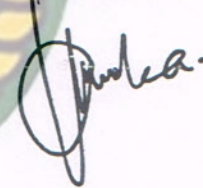
DECLARATION LETTER

Name   : Yudika Cristien Simamora
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I declare that this thesis is the result of my own work, to the best of my knowledge. This thesis does not contain material written by other people except for certain section which I adopted as a references by following the usual procedures and ethics of writing scientific paper.

Pekanbaru, January 31st 2021

The researcher

Yudika Cristien Simamora
176310747

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Pekanbaru, January 31st 2022

The researcher

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ABSTRACT

Yudika Cristien Simamora 2022. AN ANALYSIS OF DIPHTHONG PRONUNCIATION ABILITY ON THIRD AND NINTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF FKIP UIR.

Diphthong is a two-vowel that spoken at once and one of them has a change in quality during the syllable. Diphthong is a system sound in pronunciation that should be mastered by students if they want to have a good speaking skill. When learning diphthong, students have to know how to pronounce some symbols, like /aɪ/, /əʊ/ , /eɪ/ , /ai/ , /aʊ/ , /ow/, /ɪə/ , /ea/, /eə/ , /ɔɪ/ , /ʊə/. In this research, the researcher observes the students' ability of pronouncing English diphthong sounds on third semester and ninth semester, regarding the level of capability pronouncing diphthong sounds. The writer also try to find the occur of the word pronunciation errors made by each student from the third and ninth semesters in the Diphthong pronunciation test.

The research is qualitative analysis research, there are two focus that observed. The research of an analysis of diphthong pronunciation ability on third and ninth semester of English department students of FKIP UIR. The total participants was 20 students and test used consisting of 24 word contains Diphthong. This research used Desi and Lia (2021) and Much Deiniatur (2017) as reference for the data collection steps. And Suryatiningsih (2015) and Tsang (2019) as reference for the data analysis technique.

Furthermore, the researcher findings included the results of the research, as follows: ninth semester students' average diphthong pronunciation ability is slightly better than the third semester students. It can be seen from the number of students in the ninth semester who are at the level with a percentage of 25% and below. In the ninth semester there are eight students with a percentage of 25% and below, while in the third semester there are only six students. And from the average of all students per each semester, it was found that ninth semester students have slight better ability. Third semester and ninth semester students made the same number of mistakes on the words Doe with 17 times wrong pronounced, Coat and Fur with 13 times wrong pronounced, and Own with 12 times wrong pronounced.

KEYWORD: Linguistik, Micro-linguistics, Phonology, Phonetik, Diphthong

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CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss about the background of the study, reasons for choosing the topic, focus of the problem, research questions, objective of the research and also aim of the research and several of key terms.

1.1. BACKGROUND OF THE PROBLEM

Language is the most important part for humans in carrying out social life. By using language which is a tool in communicating and interacting socially, humans are able to express feelings, thoughts, opinions and responses to nature and the surrounding environment. As a communication tool used by humans in interacting, each of the existing languages has rules and regulations that have been recognized and agreed upon by the community of speakers, users, or owners of the language. The rules and regulations were created and raised by users of the language will be a reference in the correct use of that language. And after being codified or institutionalized, then the language becomes the official language. But in fact, in daily use in the field or in community life, and in various spheres of life, of course, there are differences from the formally existing rules. And it is referred to as formal language and informal language. To study a language and its components, there is a science called linguistics.

As students who study linguistics, especially English students, students are required to study linguistics. By studying linguistics, students will know the rules and rules in the language, so that students can master and use the language in

accordance with existing rules and regulations. Linguistics, according to Lado in Sunubi (2016) linguistics is the science that described and categorized the language. From the definitions from the expert we can conclude that linguistics is defined as the 'science of language' or the 'scientific study of language'. The scientific approach to language means the investigation through observation that can be proved empirically with reference to the general theory of language structure. There are two branches of linguistics, namely (1) macro-linguistics and (2) micro-linguistics. Macro-linguistics is a science that studies all aspects of language, both structure, history, and the relationship between language and aspects of human life, while Micro-linguistics (linguistics proper) is a linguistic science that studies the structure of language: phonology, phonetics, morphology, syntax, and semantics.

Phonology is a branch of micro-linguistics that studies the sounds system of language, the process of their formation and changes. There are two objects of study in phonology, the first is the sound of language (font) which is called sound system (phonetics) and the second is studying phonemes which is called the phonemic system (phonemics). In this thesis, the author focuses on the field of phonetic, namely diphthong.

Diphthong is a two-vowel that spoken at once and one of them has a change in quality during the syllable, Ladefoged and Johnson in Anindita (2017). Based on the definition of the expert above, we can say that diphthongs is two vowels that are pronounced at once or two vowel that spoken oat one sound. A vowel combination is called a diphthong if it produces only one sound. For

example, au in the word mouse, ai on the word buy. Diphthong is a system sound in pronunciation that should be mastered by students if they want to have a good speaking skill. When learning diphthong, students have to know how to pronounce some symbols, like /aɪ/, /əʊ/ , /eɪ/ , /ai/ , /aʊ/ , /ow/, /ɪə/ , /ea/, /eə/ , /ɔɪ/ , /ʊə/. Because in speaking English, the meaning of the words will be different if pronounced in wrong way. In case to minimize the wrong meaning of word, we should pronounce the word correctly.

In this research, the researcher observes the students' ability of pronouncing English diphthong sounds on third semester and ninth semester, regarding the level of capability pronouncing diphthong sounds. The writer also try to find the occur of the word pronunciation errors made by each student from the third and ninth semesters in the Diphthong pronunciation test. Because in fact, even after studying diphthong material, the students still cannot understand and speak English correctly. However, not all students are interested in learning English really. Besides that, even if some students learn English, the problem then occur with the teaching management. Despite of pronunciation classes has been available in English department, there is a strong believe that pronunciation is still an issue for students. They occur with wrong pronunciation. So, the reason why researcher decides to do this research to the third and ninth semester students of English department because the researcher wants to know their progress after studying in college, and tries to find where the similarities of ability of third and ninth semester.

1.2 IDENTIFICATION OF THE PROBLEM

Based on the background of the research, that is important to find how students' ability in English diphthong pronunciation and to find the pronunciation word errors made by each student from the third and ninth semesters in the Diphthong pronunciation test.

1.3 FOCUS OF THE PROBLEM

Based on the setting of the problem above, the researcher limits on the students ability on English diphthong pronouncing, and to find the pronunciation word errors made by each student from the third and ninth semesters in the Diphthong pronunciation test. To find the students pronouncing English diphthong ability, there are 8 indicators will tested, /aʊ/ /aɪ/ /eɪ/ /eə/ /ɪə/ /oʊ/ /ɔɪ/ /ʊə/.

1.4 RESEARCH QUESTIONS

Formulation of the problem is made as follows:

1. How is the ability of English diphthong pronunciation between third and ninth semester students?

2. What is the most frequently mispronounced word by the third and ninth semesters on the Diphthong pronunciation test?

1.5 OBJECTIVE OF THE RESEARCH

Based on the formulation of the problem above, the objective of this research is to find out the ability of English diphthong pronunciation on third and ninth semester students, and find the pronunciation word errors made by each student from the third and ninth semesters in the Diphthong pronunciation test.

1.6 SIGNIFICANCE OF THE RESEARCH

This research is expected to present some benefits for:

1. Teacher:

To know the ability of each students in pronounce English diphthong.

2. Student:

To reveal their ability in pronouncing English diphthong.

3. Writer:

To fulfill the final requirement for the award of *sarjana*

4. Reader:

To know the ability of English student in pronouncing English diphthong and the pronunciation word errors made by each student from the third and ninth semesters in the Diphthong pronunciation test.

1.7 DEFINITION OF KEY TERMS

1. Linguistics

Siminto (2013) state that Linguistics is a science that studies the intricacies of language or linguistic

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2. Micro-linguistics

Rohbiah (2020) stated that Micro-linguistics is a branch of linguistics that studies language in a narrow manner

3. Phonology

Adwiah (2017) states that phonology is a field of linguistics that studies, analyzes and discusses the sequence of language sounds.

4. Phonetics

Keraf in Iswantara (2017), defines phonetics as a science that investigates, analyzes, and studies speech sounds used in speech, and learns how to produce these sounds with human speech tools.

5. Dipthong

According to Cahya (2018), diphthongs are made with a vocal sound, moving one vocal position to another vocal position.
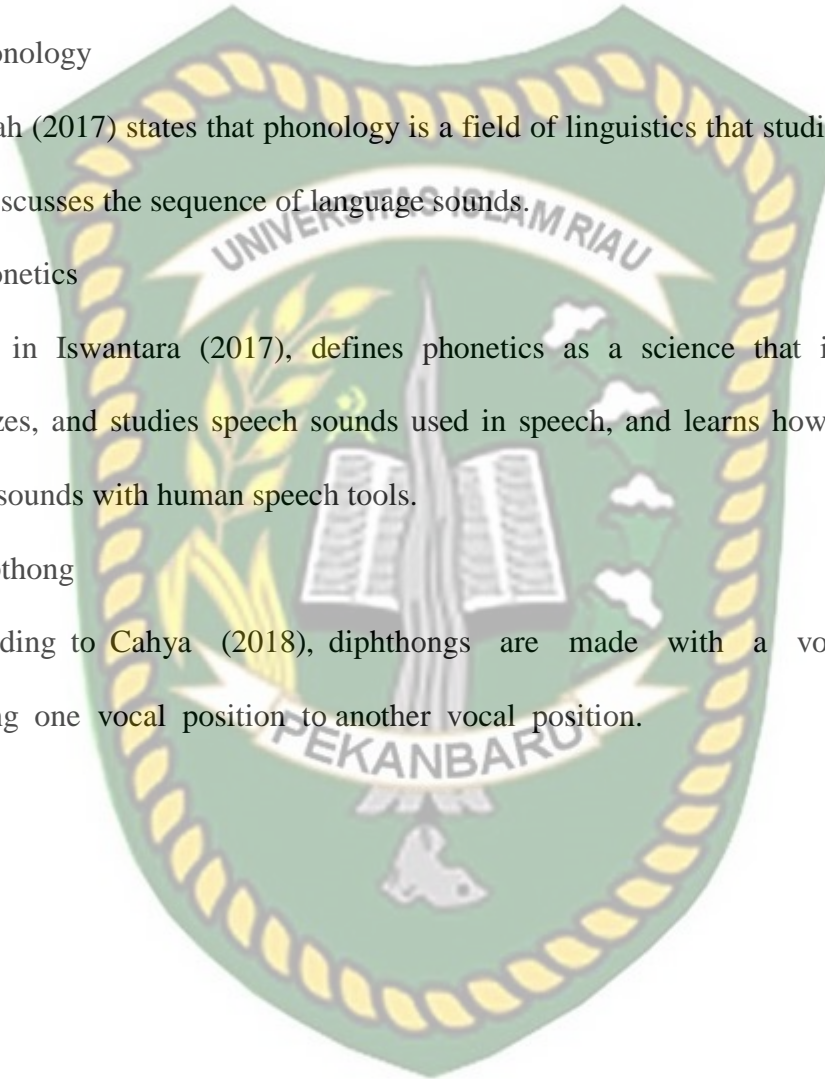
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like write about the relevance theories, several relevance studies that have been published in the previous year, and conceptual framework.

2.1 RELEVANCE THEORIES

2.1.1 Linguistics

Yendra (2018) Through his book Knowing the Mengenal ilmu bahasa(linguistic) defines linguistics as a branch of science that studies and learns everything about language from form, function, meaning, value, to scientific discourse. Arnawa (2008) defines linguistics as the study of the universality of language or the study of general principles that apply to languages universally. Yendra and Arnawa both revealed that linguistics is a science that studies and examines language with all its principles, form, function, meaning, value, and scientific discourse. There are two branches of knowledge studied in linguistics, namely micro-linguistics and macro-linguistics.

2.1.2 Micro-linguistic

Purwanti (2020) stated Micro-linguistics is a scope that studies language without relating it to other sciences and without think about its application in everyday life. Micro-linguistics can be said to be a field of linguistics that

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examines language intrinsically from the structure of the language it self. Then, Crabtree and Powers in Arina (2016) defines Micro-Linguistics as a field of linguistics that studies language from within, in other words studying the structure of the language itself. For example phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse analysis, and the application of linguistics.

2.1.3 Phonology

Adwiah (2017) states that phonology is a field of linguistics that studies, analyzes and discusses the sequence of language sounds. As well as with Tambunan (2018), she stated phonology is a language study that studies and examines speech sounds produced by human speech organs. The speech sound in question is the formation of phonemes that are put together into a word. Last, Sunubi (2017) explained that Phonology is a branch of linguistics that studies the sound systems in language; studies being what they are, aim to provide us with methods of analysis which in this case means the analysis of spoken utterances which provide us the means to represent them on paper in a way that provides us with a deeper insight into how each language works.

2.1.4 Phonetic

Abdul Chaer in Gani and Arsyad (2018) stated that phonetics is a branch of phonological science that studies the sounds of language without regard to whether the sounds have a function as a differentiator in meaning or not.

Keraf in Iswantara (2017), defines phonetics as a science that investigates, analyzes, and studies speech sounds used in speech, and learns how to produce these sounds with human speech tools. Agreeing but in different words, Clark and Yallop in Permatasari (2020), argue that phonetics is a field that is closely related to the study of how humans speak and hear and process speech received. Based on the definition put forward by the experts above, it can be concluded that the science of phonetics is a field of linguistics that studies the sound of language either from the process of formation, and how the sound is received by the listener's ear, regardless of whether the sound has a function as a differentiator of meaning or not. .

2.1.5 Diphthong

Fromkin, Roman, and Hyams in Cahyowati (2016) stated that diphthongs are other types of vowel. They refer to a sequence of two sounds, vowels and glide. The term of diphthong is reserved for a glide between two vowel qualities, neither of which dominates. The categorized of the glide is based on the major of auditory distinction that divide the continuum of articulatory timing.

Richard & Smith in Harwadi (2019) state diphthong is a vowel in which there is a change in quality during a single syllable. It is produced with gliding one vowel to another in a brief moment. There are two vowels presents in the diphthong. Diphthongs are like the long vowels, and the most

important thing to remember about all the diphthongs is the first part is longer and stronger than the second part, Roach in Damayanti (2019)

Dale & Poms in Siulani (2018) define diphthong as a combination of two vowel sounds. It begins as one vowel and ends as another. In addition to single vowel sounds, we regularly create sounds that consist of a combination of two vowel sounds (Yule in Damayanti, 2019). The important thing about diphthong is the first part or vowel is longer and stronger than the second part or vowel.

According to Javed and Ahmad (2014), define that diphthong is the combination of two vowel sounds rapidly gliding from one sound to another. There are eight (3 centering and 5 closing) diphthongs in the British English language sound system. Three sounds such as /ɪə/ (hear), /eə/ (wear), and /ʊə/ (tour) are called centering diphthongs ending at /ə/ (schwa sound). Three sounds ending at /ɪ/ such as /eɪ/ (day), /ɑɪ/ (my), /ɔɪ/ (boy) are known as closing diphthongs and lastly two sounds that culminate at /ʊ/ such as /əʊ/ (go), /aʊ/ (how) are also called closing diphthongs.

One can also classify diphthongs into rising diphthongs, narrow diphthongs, and wide diphthongs. A rising diphthongs is a diphthong in which the end part has greater prominence than the beginning part. A narrow diphthongs is in which the movement of the tongue is relatively small, for examples the diphthongs /ei/ and /ou/. A wide diphthong is in which the movement of the tongue is relatively great, for examples /ai/ and /au/.

2.2 RELEVANT STUDIES

There are some previous research that become reference in writing this research. The main reason the researcher took the previous research as a reference was the similarity of the topics in the previous research. The similarity of these topics can be a support for the research results that will be carried out by the researcher. Some of the previous research included:

The first research was conducted by Anggun Kusuma Dewi, entitled "Pronunciation problems faced by the English department students in pronouncing –ed ending". This research found the students' correct pronunciations were about half of the total pronunciations of –ed ending tested. The average proportion of the correct pronunciation was 52%. Based on the mastery level of the curriculum of 2004, it shows that the students' ability in pronouncing –ed ending was still poor.

Second, the research was conducted by Elsa Elvionita, entitled "An analysis of students' errors in pronouncing english consonants at senior high school Muhammadiyah 1 Pekanbaru". This research found that diphthong /ou/ that dominant error made by students of the eleventh grade at Senior High School Muhammadiyah 1 Pekanbaru. Therefore, students' pronunciation at Senior High School Muhammadiyah 1 Pekanbaru can be categorized as high error pronunciation in English consonants.

The third, the research conducted by Hepy Yudo Hartoto, entitled "The errors of english pronunciation among the second grade students of tersono junior high school Tersono Batang". The research findings in this study were 19 kinds of

pronunciation error made by students of Tersono 01 Junior High School. They are 11 substitutions of vowel, 7 of diphthong, and 2 intonations. The sources of errors in the finding were interlingual and intralingual errors. In interlingual there were 5 kinds of errors, they are pronouncing word as written, pronouncing word as the students' native language or first language, errors of substituting short vowels for English diphthong. In intralingual there were kinds of errors, they are over generalization and spelling rule confusion.

Fourth, the research conducted by Dyah Mustikareni, entitled "Error analysis on english diphthongs pronounced bythe students of sma negeri 1 Comal and sma negeri 1 Banjarnegara in english debate on "relax" tv program of TVRI". The research found that many of the debate participants mispronounced the diphthong, and some participant mispronounced the diphthong by pronouncing diphthongs as certain vowels. And the debate participants did not correct their diphthong pronunciation directly. They fixed their diphthong pronunciations in the other next utterances that consisted of the diphthong they mispronounced before.

Last, the research conducted by Ninik Suryatiningsihn entitled "A study on the students' ability in pronouncing diphthongs at stkip pgri pasuruan". The research found that the average score from the students is 73. It means that the ability of the second semester students of English Department of STKIP PGRI Pasuruan in pronouncing English diphthongs is in "fair" category lay between 60–74. Another result show that the highest percentage showed that 94% of the students be able in pronouncing diphthong /oU/. It means that diphthong /oU/ is

easiest diphthong for the students to pronounce. The lowest percentage is 54%,

that is diphthong /aU/. So, based on the percentage, it can say that diphthong /aU/

is the most difficult diphthong by for students.

2.3 CONCEPTUAL FRAMEWORK

In this research, the researcher presents the conceptual framework in the

following below:

Figure 2.1 Conceptual Framework
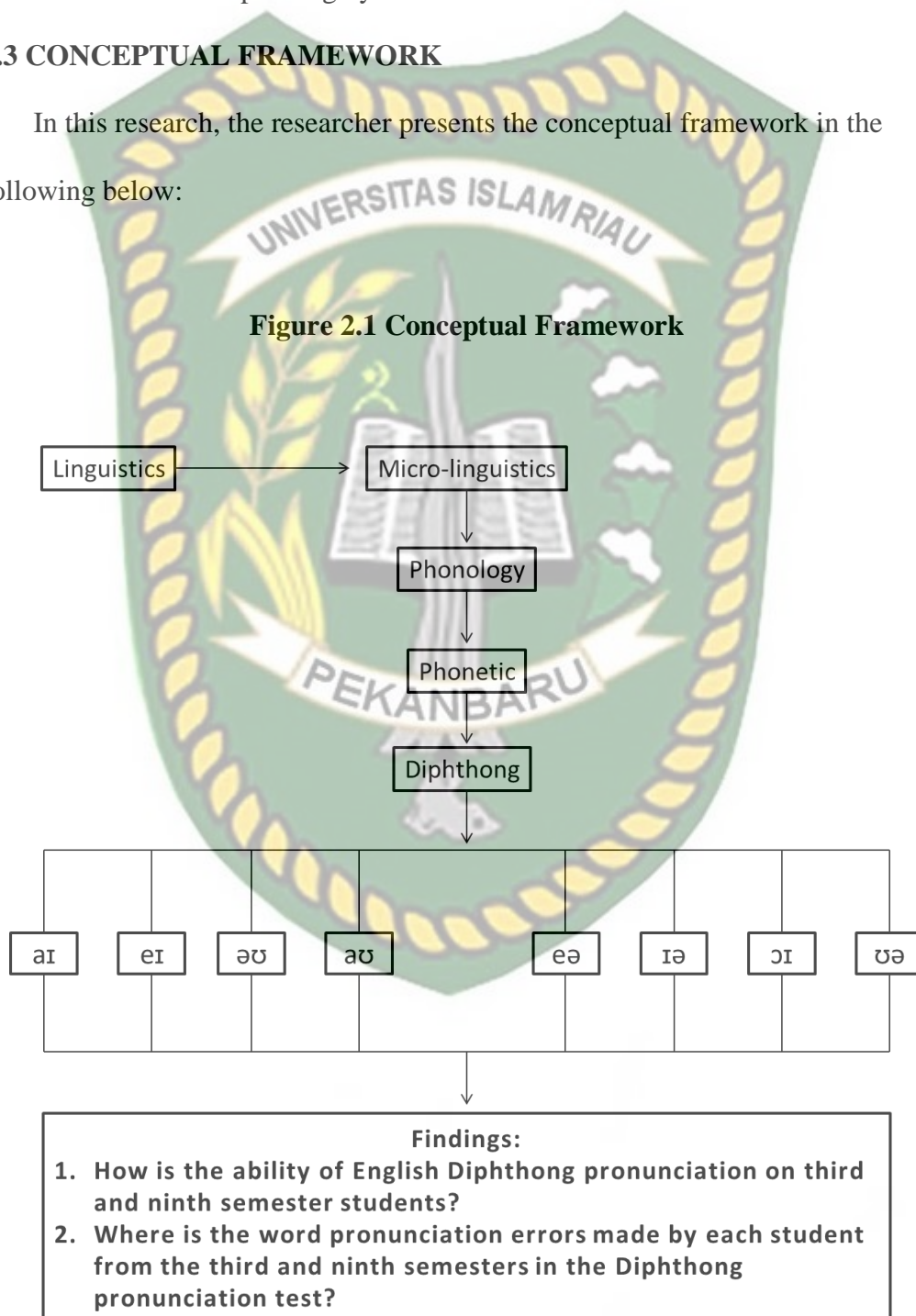
2.4 ASSUMPTION

The assumption that can be put forward by the author in this research is that the third and ninth semester students have good Dipthong pronunciation skills, but there are still errors in pronouncing some words.

Chapter III

RESEARCH METHODOLOGY

In this chapter, writer discuss about what research design and research method were used, where and when the research determined, anyone who is already a participant in the research, any instrument were used, how is the data collection technique, and what formula used by the writer to analyzed the result of data.

3.1 RESEARCH DESIGN

Research design is the most important part of a research, because research design will determine what kind of way of collecting and processing data in the research later. In this research the researcher applies a qualitative method. Qualitative research is a way to investigate and understand the meaning of individuals or groups ascribe to a social human problem. The process of research involves emerging questions and procedures; collecting data in the participants setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data, Cresswell(2012). And the research design used is a survey research design. Survey research design is a quantitative research procedure carried out to obtain a description of the attitudes, behaviors, and characteristics of the population obtained through a participant in the population, Creswell (2012).

3.2 LOCATION AND TIME OF RESEARCH

This research is conducted in English Language Education, FKIP-UIR. It is located on Kaharuddin Nasution street No. 133 pemberhentian Marpoyan, Pekanbaru, Riau. The time of research is determined on July 2021.

3.3 RESPONDENCE AND PARTICIPANT OF THE RESEARCH

3.3.1 Respondence of the research

According to Fraenkel and Wallen, respondence is an interesting group to research, where the group is used as an object to generalize the results of research. In accordance with the opinion above, the population of this research is the second and eight semester students in English language program, FKIP-UIR that consist of six classes in academic year 2021/2022.

Table 3.3.1.1 Respondence of the research

Class	Total of students
3A	33 students
3B	30 students
9A	37 students
9B	35 students
9C	34 students
9D	37 students
Total	206 students

Because the number of respondence students are relatively large, then the researcher decides to take the participant from 2A class and 8C class, which of the two classes will be chosen 15 people each at random.

Table 3.3.1.2 Participant of the research

Class	Total students
3A	10 students
9C	10 students
Total	20 students

3.4 INSTRUMENT OF THE RESEARCH

One of most important activities in doing research is how to get and collect the data needed. So, in a study, researchers must have a research instrument that will be used in research. According to Arikunto (2006), research instrument is a device used by writer while collecting data to make the work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed. Instrument has important functions in a research. Instrument is one of the significant steps in conducting the research. Therefore, the researcher must choose an instrument in the process of collecting data. Research instrument is tool of collecting data that should be valid and reliable.

There are several ways to collect data like questionnaire, observation, filed notes, interview and test. In this study, the researcher collects the data by using several instrument namely, test and documentation.

1.Test

The test instrument in this study will play a role in collecting data in the form of sound recordings from the participant.

2. Documentation

The documentation instrument in this study is related to the test instrument above, because the test instrument will be collected in the form of documentation.

3.5 DATA COLLECTION TECHNIQUE

3.5.1 Sources of data

The data is in the form of a record from the test given by the writer to the Participant with the aim of getting data about their diphthong pronouncing.

3.5.2 Data collection

The test instrument in this study is emulated based on the Much Deiniatur journal in 2017 and Desy Riana Pratiwi, Lia Maulia Indrayani journal in 2021. Much Deiniatur (2017; 117), "The procedure of collecting the data were as follows:

a. Pronunciation tests were distributed to the students.

b. The students were asked to read the instruction.

c. The students were asked to pronounce the pronunciation test items (English words).

d. The pronunciations of the students were then recorded".

And so, Much Deiniatur used table of words as source on his journal.

Table 3.5.2.1 Diphthongs Sounds

No	Symbols	Key-word	Phonetic Writing

1	[eɪ]	Day	[deɪ]
2	[oʊ]	So	[soʊ]
3	[aɪ]	High	[haɪ]
4	[aʊ]	Cow	[kaʊ]
5	[ɔɪ]	Boy	[bɔɪ]
6	[ɪə]	Here	[hɪə]
7	[ɛə]	There	[ðɛə]
8	[ʊə]	Poor	[pʊə]
9	[ɔə]	Your	[yɔə]

Pratiwi and Indrayani (2021; 26) "The technique of data collection is started by using a sampling technique of nine students. The writers then asked the students to read a list of words and recorded them using smartphone. The words given contain diphthongs. Thus, the instrument of this study is in the form of test. After all the data were collected, the writers analyzed the data according to diphthongs theory. The method used in this analysis focuses on the data source (voices) that becomes important part of data analysis. The whole analysis relied on the recordings of the pronunciations produced by the students".

However, in this research, the author slightly adapted collection steps according to the research questions. The steps that was taken in data collection are distributing through Google documents to the participants, recording the test instrument readings by the participants, and sending the

recordings by the participants to the writer. The data which already collected by this test instrument made the writer know the diphthong pronunciation ability on the third and ninth semester of English study program students of FKIP UIR.

Below is the material in the form of diphthong words that will be entered into the test instrument.

Table 3.5.2.2 Instrument of the test

Diphthong	Word
aɪ	-Cry -My -Like
eɪ	-Bake -Rain -Lay
əʊ	-Own -Coat -Doe
aʊ	-Bound -House -Brown
eə	-Stare -Care -Bear
ɪə	-Career -Here -Near
ɔɪ	-Boy -Coy -Toy
ʊə	-Fur -Sure -Lure
Total	24 word

(Taken and adapted from: Much Deiniatur journal)

3.6 DATA ANALYSIS TECHNIQUE

After collecting all the data, the writer need to analyze the data to get the result of each data. According to Prasetyo (2008) data analysis constitute of a continuation process from data processing to see how to interpret data, then analysis data from output at hand in processing data result stage

The writer used the technique of data analyzing in pronouncing English diphthong as follows:

1. Participant collecting

In this case, the writer gives a test to read and record the test instrument which contains twenty-four diphthong words that the writer gives them. Then observes the number of word pronounced correctly by students. The test has a functions as evidence to the writer for the research.

2. Identifying pronunciation result

After the writer got the recording of pronunciation from every students, then the writer identifying the result of their records by used the phonemic chart application, and double checked by the advisor, maam Shalawati S.Pdi., M.A TESOL.

3. Calculate the mistakes percentages

To get more detailed results from all existing data, calculations must be made on the data. First, the writer calculate the percentage of each students. The formula is adapted from Suryatiningsih (2015;8).

$$E = \frac{n}{N} \times 100\%$$

Where:

E : the percentage of the students achievement in test

n : the total score of the students of each item

N : the total maximum possible score of each item

The formula that has been adapted by the writer based the Suryatiningsih (2015;8) journal is as follows;

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of students' error

F= frequency of incorrect pronounce word

N = total of word

4. Calculate each semester percentage

Next, to find the semester percenatge, the writer used the formula as shown below:

$$Sem = \frac{1sp+2sp+3sp+4sp....}{S}$$

Where:

Sem= the semester

1sp= first student percentage

2sp= second student percentage

S= total of students

Next, the writer determining the level of the students pronunciation test result by using pronunciation level was adapted from Tsang (2019;13).

Table 3.6.1 Tsang(2019) Pronunciation level

Pronunciation							
Vowels and Consonants (out of 8); Suprasegmentals (out of 8); Global Rating (out of 8)							
8	7	6	5	4	3	2	1
RP/GA-like; All accurate (100%)	Virtually all accurate (87.5%)	Mostly accurate (75%)	Slightly more than half accurate (62.5%)	Half Accurate (50%)	Slightly less than half accurate (37.5%)	Mostly inaccurate (25%)	Virtually all inaccurate (12.5%)
Accuracy makes reference to Received Pronunciation (RP) or General American (GA)							

After determining the pronunciation level of all students from the third and ninth semesters, it will get the number of students who got all incorrect level, virtually all incorrect level, mostly incorrect level, slightly less than half incorrect level, half correct level, slightly less than half correct level, mostly correct level, virtually all correct level, and all correct level.

Table 3.6.2 Students' Mastery Level adapted from Tsang (2019;13)

All incorrect (100%)	Virtually all incorrect (87.5%)	Mostly incorrect (75%)	Slightly less than half incorrect (62.5%)	Half correct (50%)	Slightly less than half correct (37.%)	Mostly correct (25%)	Virtually all correct (12.5%)	All correct (0%)
Total student	Total student	Total student	Total student	Total student	Total student	Total student	Total student	Total student

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Last, The writer will count the number of mispronunciations of each word made by students. In this section, words counting will use the following table:

Table 3.6.2 Wrong word frequency table

Word	Number of students pronounced wrong
Cry	
My	
Like	
Bake	
Rain	
Lay	
Own	
Coat	
Doe	
Bound	
House	
Brown	
Stare	
Care	
Bear	
Career	
Here	
Near	

Boy	
Coy	
Toy	
Fur	
Sure	
Lure	
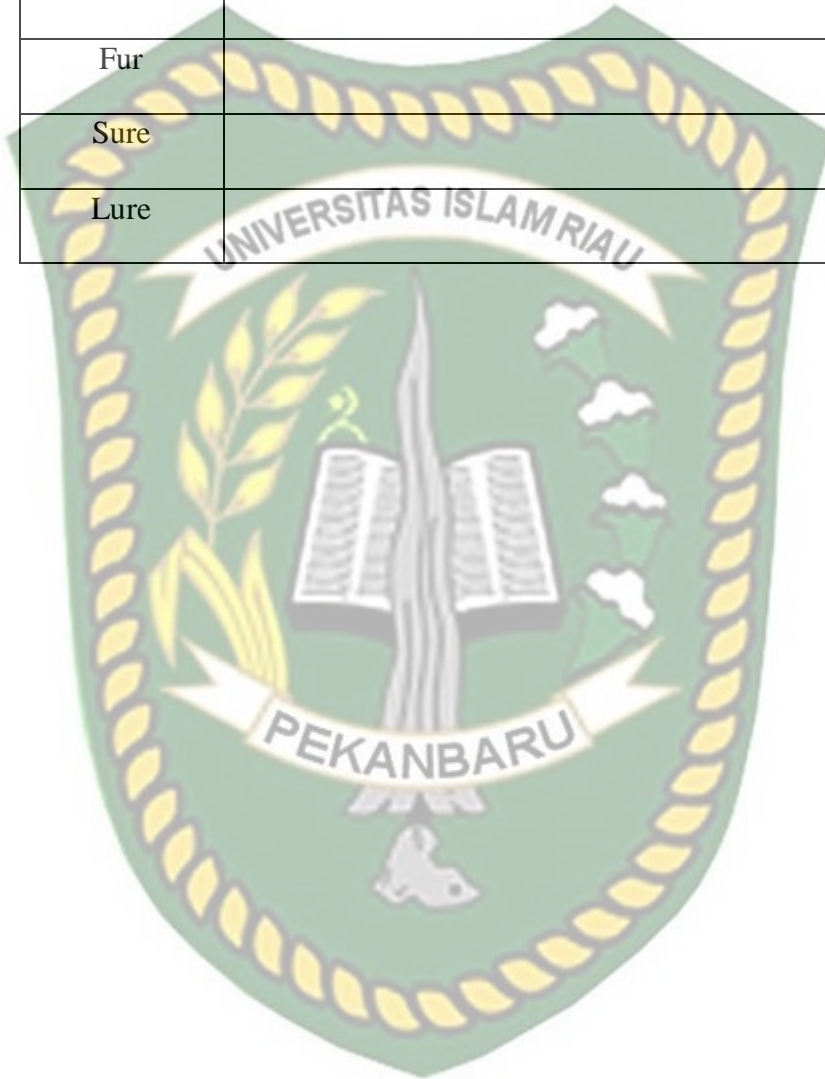
CHAPTER IV

RESEARCH FINDING

In this chapter the writer presents the results of research related to the diphthong pronounce ability. The research was conducted in the form of a test carried out on Participants taken from third and ninth semester students. The analytical technique used by the author in processing the research data that has been obtained is using a technique adapted from, Suryatiningsih (2015).

4.1 DATA PRESENTATION

In this data presentation, the writer will present the result of research. This research was conducted to know the ability of diphthong pronounce ability on third and ninth semester student of English study program of FKIP UIR. The writer asked students to do word pronunciation.

The research is classified into survey research with quantitative research method. Therefore, the data of the research are the result of test-survey.

4.1.1 Third semester research results

In this section, the result of the test from third semester student is present in tabulated data as well.

4.1.1.1 Third semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
RW	-ai	-eu	17	7

Cry, My, Like	Own, Coat, Doe		
-ei	**-au**		
Bake, Rain, Lay	Bound		
-au	**-ue**		
House, Brown	Fur, Sure		
-ea	Lure		
Stare, Care, Bear			
-ia			
Career, Here, Near			
-oi			
Boy, Coy, Toy			

From the data in the table above, it was found that the RW got 17 correct words and 7 incorrect words on the pronounce test. By percentage, $P = \frac{7}{24} \times$ **100**% =**29%**

From the recorded pronounce test results, it was also found that the Participant RW made the wrong pronunciation on the words Own, Coat, Doe, Bound, Fur, Sure, and Lure.

4.1.1.2 Third semester research result table

| Participant | Correct word | Incorrect word | Total of word | |
			Correct word	Incorrect word

AR	**-ai**	**-eu**	14	10
	Cry, My, Like	Own, Coat, Doe		
	-ei	**-au**		
	Bake, Rain, Lay	House, Brown,		
	-ea	Bound		
	Stare, Care	**-ea**		
	-ia	Bear		
	Career, Here, Near	**-ue**		
	-oi	Fur, Sure, Lure		
	Boy, Coy, Toy			

AR, the second student, made relatively bigger percentages on the test. She made mispronunciation of 10 word out of 24. In percent, $\mathbf{P} = \frac{\mathbf{10}}{\mathbf{24}} \times \mathbf{100}\%$ =**41,6%.**

From the table above, it seems that she mispronunciated the word Own, Coat, Doe, House, Brown, Bound, Bear, Fur, Sure, and Lure.

4.1.1.3 Third semester research result table

| Participant | Correct word | Incorrect word | Total of word | |
			Correct word	Incorrect word
HS	**-ai**	**-eu**	17	7
	Cry, My, Like	Own, Coat, Doe		

-ei	-ea		
Bake, Rain, Lay	Bear		
-au	**-ue**		
House, Brown, Bound	Fur, Sure, Lure		
-ea			
Stare, Care			
-ia			
Career, Here, Near			
-oi			
Boy, Coy, Toy			

The third student, HS, made relatively same percentages with the first student on the test. She made mispronunciation of 7 word out of 24. In percent, $\mathbf{P = \frac{7}{24} \times}$ $\mathbf{100\% = 29\%.}$

From the HS student data in the table above, it can be seen that he mispronunciated the word Own, Coat, Doe, Bear, Fur, Sure, Lure.

4.1.1.4 Third semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word

BK	-ai		24	0
	Cry, My, Like			
	-ei			
	Bake, Rain, Lay			
	-eu			
	Own, Coat, Doe			
	-au			
	House, Brown, Bound			
	-ea			
	Stare, Care, Bear			
	-ia			
	Career, Here, Near			
	-oi			
	Boy, Coy, Toy			
	-ue			
	Fur, Sure, Lure			

BK become the students with satisfactory test results. She did the pronunciation of the word with perfect results, namely by pronouncing all the words correctly. Without making an assessment with a predetermined formula, the author was able to determine that BK students had 0% for the percentage of mispronunciations.

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4.1.1.5 Third semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
AA	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-au** House, Brown, Bound **-ea** Stare, Care, Bear **-ia** Career, Here, Near **-oi** Boy, Coy, Toy **-ue** Fur, Sure, Lure	**-eu** Own, Coat, Doe **-ea** Bear	20	4

AA was one of the students with the better test scores. He made a mistake in pronouncing only 4 words. In percent, $P = \frac{4}{24} \times 100\% = 16.6\%$.

Own, Coat, Doe, and Bear is the word that AA student mispronunciated.

4.1.1.6 Third semester research result table

Participant	Correct word	Incorrect word	Total of word Correct word	Incorrect word
NH	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-eu** Own, Coat, Doe **-au** House, Brown, Bound **-ea** Stare, Care, Bear **-ia** Career, Here, Near **-oi** Boy, Coy, Toy **-ue** Fur, Sure, Lure		24	0

NH was one of the students with the highest test scores. She pronounced all the words that have been provided on the test perfectly. She made 0% incorrect word percentage.

4.1.1.7 Third semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
DR	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-au** House, Brown **-ea** Stare, Care, Bear **-ia** Career, Here, Near **-oi** Boy, Coy, Toy	**-eu** Own, Coat, Doe **-au** Bound **-ue** Fur, Sure, Lure	17	7

This seventh student, DR, got the same test results as the first and third students, namely making pronunciation errors in 7 words. In percent, $\mathbf{P} = \frac{7}{24} \times 100\%$ =29,1%.

DR made wrong pronunciation on word Own, Coat, Doe,Bound, Fur, Sure, and Lure.

4.1.1.8 Third semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
TS	**-ai** Cry, My, Like **-ei** Lay **-eu** Own **-au** House, Brown, Bound **-ea** Care, Bear **-ia** Career, Here, Near	**-ei** Bake, Rain **-eu** Coat, Doe **-ea** Stare	19	5

	-oi Boy, Coy, Toy **-ue** Fur, Sure, Lure			

From the data in the table above, it was found that the TS got 17 correct

words and 7 incorrect words on the pronounce test. By percentage, $\mathbf{P} = \frac{5}{24} \times$

$\mathbf{100}\% = \mathbf{20,8\%}$

From the recorded pronounce test results, it was also found that the TS made the

wrong pronunciation on the words Bake, Rain, Coat, Doe, and Stare.

4.1.1.9 Third semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
MR	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-eu** Coat **-au**	**-eu** Own,Doe **-ea** Bear **-ue** Fur, Sure	19	5

	House, Brown, Bound **-ea** Stare, Care **-ia** Career, Here, Near **-oi** Boy, Coy, Toy **-ue** Lure			

MR's result of the test was equal as the result of previous student. The total of the mispronunciation is 5, and the percentage of the incorrect word is, $\mathbf{P = \dfrac{5}{24} \times 100\% = 20{,}8\%.}$

From the recorded pronounce test results, it was also found that the MR student made the wrong pronunciation on words Own, Doe, Bear, Fur, and Sure.

4.1.1.10 Third semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
TD	**-ai**	**-eu**	18	6

Cry, My, Like	Own, Coat, Doe		
-ei	**-au**		
Bake, Rain, Lay	Bound		
-au	**-ue**		
House, Brown	Fur, Sure		
-ea			
Stare, Care, Bear			
-ia			
Career, Here, Near			
-oi			
Boy, Coy, Toy			
-ue			
Lure			

The last student on this third semester, is TD student. She made 6 incorrect pronunciation. In percent, $\mathbf{P} = \frac{\mathbf{6}}{\mathbf{24}} \times \mathbf{100}\% = \mathbf{25\%}.$

And the TD student, the incorrect words the she made is Own, Coat, Doe, Bound, Fur, Sure.

4.1.2 Ninth semester research results

In this section, the writer present the result of the test from ninth semester student. The data present in tabulated data as well.

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4.1.2.1 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
AI	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-au** Bound, House, Brown **-ea** Stare, Care, Bear **-ia** Career, Here, Near **-oi** Boy, Coy, Toy **-ue** Fur, Sure, Lure	**-eu** Own, Coat, Doe	21	3

The first students in the ninth semester is AI students. He scored well on the test, he only made 3 misspronunciated on 3 words. If percentage, $\mathbf{P} = \frac{\mathbf{3}}{\mathbf{24}} \times \mathbf{100}\%$ =**12,5%.** And the words he misspronunciated is Own, Coat, and Doe.

4.1.2.2 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
SA	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-eu** Own **-au** Bound, House, Brown **-ea** Care, Bear **-ia** Career, Here, Near **-oi** Boy, Coy, Toy **-ue** Fur, Sure, Lure	**-eu** Coat, Doe **-ea** Stare	21	3

The second student, of ninth semester is SA. She made a same percentage as the first student. She only made 3 mispronunciated. In percent, $P = \frac{3}{24} \times 100\%$ **=12,5%.**

She made the wrong pronunciation in word Coat, Doe, and Stare.

4.1.2.3 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
CA	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-au** Bound, House, Brown **-ea** Stare, Care, Bear **-ia** Career, Here, Near **-oi** Boy, Coy, Toy	**-eu** Own, Coat, Doe **-ue** Fur, Sure	19	5

			-ue Lure			

This CA student, made bigger percentage in mispronunciation than the student on previous. CA made 5 mispronunciated word. In percent, $P = \frac{5}{24} \times 100\%$ **=20,8%.**

The word that she mispronunciated are Own, Coat, Doe, Fur, and Sure

4.1.2.4 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
NS	**-ai** Cry, My, Like **-ei** Bake, Rain, Lay **-eu** Own **-au** House, Brown, Bound **-ea**	**-eu** Coat, Doe **-ue** Fur, Sure, Lure	19	5

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	Stare, Care, Bear **-ia** Career, Here, Near **-oi** Boy, Coy, Toy			

NS made the same percentage on word mispronunciation as CA student above.

NS student made 5 mispronunciated word. In percent, $P = \frac{5}{24} \times 100\% = 20,8\%.$

The words that mispronunciated by the NS student are Coat, Doe, Fur, Sure, and Lure.

4.1.2.5 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
NP	**-aɪ** Cry, My, Like **-eɪ** Bake, Rain, Lay **-əʊ** Own **-aʊ**	**- əʊ** Coat, Doe **-eə** Stare, Care, Bear **-ʊə** Fur, Sure, Lure	16	8

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	House, Brown, Bound **-ɪə** Career, Here, Near **-ɔɪ** Boy, Coy, Toy			

From the data in the table above, it was found that NP got 16 correct words and 8 incorrect words on the pronounce test. By percentage, $P = \frac{8}{24} \times 100\% = 33,3\%$

From the recorded pronounced test results, it was also found that the NP made wrong pronunciation on words Coat, Doe, Stare, Care, Bear, Fur, Sure, and Lure.

4.1.2.6 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
PD	**-aɪ** Cry, My, Like **-eɪ** Rain **-eə** Stare, Care, Bear	**-eɪ** Bake, Lay **-əʊ** Own, Coat, Doe **-aʊ** House, Brown,	14	10

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-ɪə	Bound		
Career, Here, Near	**-ɔɪ**		
-ɔɪ	Coy		
Boy, Toy	**-ʊə**		
-ʊə	Fur		
Sure, Lure			

PD made relatively bigger percentages on the test. And become one of student who had the worst test result She made mispronunciation of 10 word out of 24. In percent, $P = \frac{10}{24} \times 100\% = 41,6\%.$

From the table above, it seems that she mispronunciated the word Bake, Lay, Own, Coat, Doe, House, Brown, Bound, Coy, and Fur.

4.1.2.7 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
DC	**-aɪ**	**-eɪ**	18	6
	Cry, My, Like	Rain		
	-eɪ	**-əʊ**		
	Bake, Lay	Doe		
	-əʊ	**-eə**		

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Own, Coat	Stare, Bear		
-aʊ	**-ʊə**		
House, Brown, Bound	Fur, Lure		
-eə			
Care			
-ɪə			
Career, Here, Near			
-ɔɪ			
Boy, Coy, Toy			
-ʊə			
Sure			

In this test, DC made 18 correct pronunciation and 8 incorrect pronunciation. In percent, DC student made $\mathbf{P} = \frac{8}{24} \times 100\% = 25\%$ incorrect percentage.

DC student made the incorrect pronunciation on word Rain, Doe, Stare, Bear, Fur, and Lure.

4.1.2.8 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word

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IA	-aɪ Cry, My, Like -eɪ Bake, Rain, Lay -əʊ Coat -aʊ House, Brown, Bound -eə Stare, Care, Bear -ɪə Career, Here, Near -ɔɪ Boy, Coy, Toy	-əʊ Own, Doe -ʊə Fur, Sure, Lure	19	5

IA made 18 correct pronunciation and 8 incorrect pronunciation in this test. In

percent, IA student made $P = \frac{5}{24} \times 100\%$ =**20,8%** incorrect percentage.

DC student made the incorrect pronunciation on word Own, Doe, Fur, Sure, and

Lure.

4.1.2.9 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
NA	**-aɪ**	**-əʊ**	21	3
	Cry, My, Like	Own, Doe		
	-eɪ	**-ʊə**		
	Bake, Rain, Lay	Fur		
	-əʊ			
	Coat			
	-aʊ			
	House, Brown, Bound			
	-eə			
	Stare, Care, Bear			
	-ɪə			
	Career, Here, Near			
	-ɔɪ			
	Boy, Coy, Toy			
	-ʊə			
	Sure, Lure			

From the table above, it was found that NA got 21 correct words and 3 incorrect

words on the pronounce test. By percentage, $P = \frac{3}{24} \times 100\% = 12,5\%$

And it was also found that TS made wrong pronunciation on the words Own, Doe,

Fur.

4.1.2.10 Ninth semester research result table

Participant	Correct word	Incorrect word	Total of word	
			Correct word	Incorrect word
RS	**-aɪ** Cry, My, Like **-eɪ** Bake, Rain, Lay **-əʊ** Own, Coat, Doe **-aʊ** House, Brown, Bound **-eə** Stare, Care, Bear **-ɪə** Career, Here, Near		24	0

	-ɔɪ Boy, Coy, Toy -ʊə Fur, Sure, Lure			

RS become the students with satisfactory test results. He did all the pronunciation of the word with perfect results. Without making an assessment with a predetermined formula, the author was able to determine that RS students had 0% for the percentage of mispronunciations.

4.2 DATA INTERPRETATION

In this data interpretation, the writer will present the result of student test percentages, and find the accumulation of each semester on percentages. In this sub chapter, the writer will present the data of number of words mispronounced by students.

4.2.1 Third semester percentages

In this section, the writer present the percentages of incorrect pronunciation made by third semester student. The data present in tabulated data as well.

4.2.1 Third semester percentages table

PARTICIPANT	PERCENTAGE
Participant RW	29.1%
Participant AR	41.6%
Participant HS	29.1%

Participant BK	0%
Participant AA	16.6%
Participant NH	0%
Participant DR	29.1%
Participant TS	20.8%
Participant MR	20.8%
Participant TD	25%

Based on the table above, the writer will determine the pronunciation level of each

student using the pronunciation level adapted from Tsang(2019).

4.2.2 Pronunciation level result

All incorrect (100%)	Virtually all incorrect (87.5%)	Mostly incorrect (75%)	Slightly less than half incorrect (62.5%)	Half correct (50%)	Slightly less than half correct (37.%)	Mostly correct (25%)	Virtually all correct (12.5%)	All correct (0%)
Total student 0	Total student 0	Total student 0	Total student 0	Total student 1	Total student 3	Total student 4	Total student 0	Total student 2

In accordance with the data in the table above, it was found that one student was

at the half correct level, three students were at the slightly less than half correct

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level, four students were at the mostly correct level, and 2 students were at the all correct level.

4.2.2 Ninth semester percentages

In this section, the writer present the percentages of incorrect pronunciation made by ninth semester student. The data present in tabulated data as well.

4.2.2 Ninth semester percentages table

PARTICIPANT	PERCENTAGE
Participant AI	12.5%
Participant SA	12.5%
Participant CA	20.8%
Participant NS	20.8%
Participant NP	33.3%
Participant PD	41,6%
Participant DC	25%
Participant IA	20,8%
Participant NA	12.5%
Participant RS	0%

Based on the table above, the author will determine the pronunciation level of each student using the pronunciation level adapted from Tsang(2019).

4.2.2 Pronunciation level result

All incorrect (100%)	Virtually all incorrect (87.5%)	Mostly incorrect (75%)	Slightly less than half incorrect (62.5%)	Half correct (50%)	Slightly less than half correct (37.%)	Mostly correct (25%)	Virtually all correct (12.5%)	All correct (0%)
Total student 0	Total student 0	Total student 0	Total student 0	Total student 1	Total student 1	Total student 4	Total student 3	Total student 1

In accordance with the data in the table above, it was found that one student was at the half correct level, one student was at the slightly less than half correct level, four students were at mostly correct level, three students were at virtually all correct level, and one student at the all correct level.

4.2.3 Wrong word frequency

4.2.3 Wrong word frequency table

Word	Number of students pronounced wrong		Total
	Third semester	Ninth semester	
Cry	0	0	0
My	0	0	0
Like	0	0	0

Bake	1	1	2
Rain	1	1	2
Lay	0	1	1
Own	7	5	12
Coat	7	6	13
Doe	8	9	17
Bound	4	1	5
House	1	1	2
Brown	1	1	2
Stare	1	3	4
Care	0	1	1
Bear	4	2	6
Career	0	0	0
Here	0	0	0
Near	0	0	0
Boy	0	0	0
Coy	0	1	1
Toy	0	0	0
Fur	6	7	13
Sure	6	4	10
Lure	4	4	8

Based on the data in the table above, it was found that the third and ninth semester students who were the Participant in this thesis research made a lot of pronunciation errors in the word Doe with 17 times wrong pronounced, Coat and Fur with 13 times wrong pronounced, and Own with 12 times wrong pronounced.

4.3 DISCUSSION

4.3.1 First discussion

4.3.1 Result of third students pronunciation level

All incorrect (100%)	Virtually all incorrect (87.5%)	Mostly incorrect (75%)	Slightly less than half incorrect (62.5%)	Half correct (50%)	Slightly less than half correct (37.%)	Mostly correct (25%)	Virtually all correct (12.5%)	All correct (0%)
Total student 0	Total student 0	Total student 0	Total student 0	Total student 1	Total student 3	Total student 4	Total student 0	Total student 2

Based on the table above, it found that the average of third semester students ability are slightly less than half level correct and Mostly correct level. There are 3 students at the slightly less than half correct level and 4 students are the mostly correct level. And the other three students are on another level. If averaged used the formula

$$\textbf{Sem} = \frac{29.1+41.6+29.1+0+16.6+0+29.1+20.8+20.8+25}{10} = 21.2\%,$$ third semester students have an average of 21.2% for diphthong pronunciation ability.

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4.3.2 Result of ninth students pronunciation level

All incorrect (100%)	Virtually all incorrect (87.5%)	Mostly incorrect (75%)	Slightly less than half incorrect (62.5%)	Half correct (50%)	Slightly less than half correct (37.%)	Mostly correct (25%)	Virtually all correct (12.5%)	All correct (0%)
Total student 0	Total student 0	Total student 0	Total student 0	Total student 1	Total student 1	Total student 4	Total student 3	Total student 1

While the ninth semester students have average abilities at the mostly correct and virtually all correct levels. There are 4 students at the mostly correct level and 3 students are at the virtually all correct level. And the other three students are on another level. If averaged used the formula

$$\textbf{Sem} = \frac{12.5+12.5+20.8+20.8+33.3+41.6+25+20.8+12.5+0}{10} = 19.9\%,$$ ninth semester

students have an average of 19.9% for diphthong pronunciation ability.

Based on the data above, it can be concluded that the ninth semester students' average diphthong pronunciation ability is slightly better than the third semester students. It can be seen from the average percentage on each students per semester, where the third semester had 21.2% average percentage, and the ninth semester had 19.9% average percentage.

4.3.2 Second discussion

From the data table in the previous chapter, it was found that there are one students made pronunciation mistake on Bake word, one student on Rain word, seven students on Own word, seven students on Coat word, eight student on Doe word, four students on Bound word, one student on House word, one student on Brown word, one student on Stare word, four students on Bear word, six students on Fur word, six students on Sure word, and for students on Lure word.

While the ninth semester students, there are one students made pronunciation mistake on Bake word, one student on Rain word, one student on Lay word, five student on Own word, six students on Coat word, nine student on Doe word, one student on Bound word, one student on House word, one student on Brown word, three students on Stare word, one student on Care, two students on Bear word, one student on Coy word, seven students on Fur word, four students on Sure word, and four students on Lure word.

If all the mistakes that made by the students are merged, there are two students made pronunciation mistake on Bake word, two students on Rain word, one student one Lay word, twelve students on Own word, thirteen students on Coat word, seventeen student on Doe word, five students on Bound word, two students on House word, two students on Brown word, one student on Stare word, one student on Care word, six students on Bear word, one student on Coy word, thirteen students on Fur word, ten students on Sure word, and eight students on Lure word.

CHAPTER V

CONCLUSION AND SUGESTION

In this chapter, the writer present the conclusion of research result of students diphthong pronunciation ability from previous chapter. And also, in this chapter, the writer present the suggestion based on the result of the research.

5.1 CONCLUSION

From the previous chapter, the writer concluded the result of the research. It concluded that the ninth semester students' average diphthong pronunciation ability is slightly better than the third semester students. It can be seen from the average percentage on each students per semester, where the third semester had 21.2% average percentage, and the ninth semester had 19.9% average percentage.

Next, it was found thought that the third semester and ninth semester students made the most mistakes on the words Doe with 17 times wrong pronounced, Coat and Fur with 13 times wrong pronounced, and Own with 12 times wrong pronounced. From the findings of word pronunciation errors made by students, the writer conclude that pronunciation errors are caused by familiarity of the word and students' misunderstandings regarding the use of diphthong in a word.

Last, Based on the results of the study, the data obtained, and the two conclusions above. The ninth semester students who can be said to have already undergone the learning process in the English study program, have abilities that are not too significant than the third semester students. As such, the writer

assumes that the cause of this situation is the students themselves. Where the intention and learning process of students may not be so optimal, so that they do not fully understand the material that has been taught. Therefore, the writer hopes that later there will be researchers who will examine the exact cause of the circumstances mentioned by the writer above.

5.2 SUGESTION

1. For teacher

The author hopes that the results of this study can be used as a reference by teachers in the learning and teaching process. Because the writer hopes a lot for the development of students' diphthong pronunciation abilities in the future.

2. For students

The author hopes that the results of this study are able to illustrate to students their Diphthong pronunciation abilities, and become an encouragement so that students are more serious in mastering this diphthong material.

3. For next researcher

The author really hopes that in front of him there are other researchers who conduct research on the causes of diphthong pronunciation errors made by students of the English language learning program of FKIP UIR. So, the results of this research will make it easier for teachers to develop learning plans to improve the quality of students' Diphthong pronunciation abilities.

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