

**AN ANALYSIS OF STUDENTS' PRONUNCIATION IN SPEECH OF THE
THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF FKIP UIR**

A THESIS



RIZKY KUSUMA DEWI

176310933

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2022**

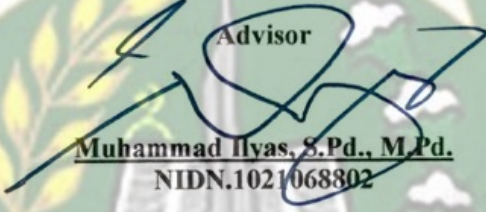
THESIS APPROVAL

TITLE

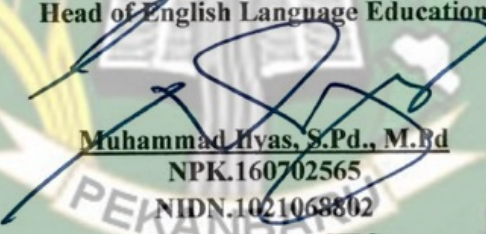
AN ANALYSIS OF STUDENTS' PRONUNCIATION IN SPEECH OF THE
THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF FKIP UIR

Name : Rizky Kusuma Dewi
Place/date of birth : Batu Malang / March, 16th 1999
Student Number : 176310933
Faculty : Teacher Training and Education Faculty
Study Program : English Education

Advisor



Muhammad Ilyas, S.Pd., M.Pd.
NIDN.1021068802

Head of English Language Education


Muhammad Ilyas, S.Pd., M.Pd.
NPK.160702565
NIDN.1021068802
Penata/Lektor/III C

This thesis has been accepted to be one of requirements for the Award of *Sarjana* Degree at English Study Program of Education and Teacher Training Faculty Universitas Islam Riau.

Pekanbaru, April 2022
The Vice Dean of Academic


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

NIP. 091102367
NIDN.1005068201

THESIS

AN ANALYSIS OF STUDENTS' PRONUNCIATION IN SPEECH OF THE
THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF FKIP UIR

Name : Rizky Kusuma Dewi
Student number : 176310933
Study Program : English Language Education

THE CANDIDATE HAS BEEN EXAMINED


Thursday, April 21st 2022


THE EXAMINERS COMMITTEE

Head Advisor

Examiners


Muhammad Ilyas, S.Pd., M.Pd.
NIDN.1021068802


Dra. Betty Sailun, M.Ed.
NIDN. 0027046002


Andi Idavani, S.Pd., M.Pd.
NIDN. 1026048501

The thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program Faculty of Teacher and Education Universitas Islam Riau

Pekanbaru, April 2022
The Vice Dean of Academic


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

NIK. 091102367
NIDN.1005068201

LETTER OF NOTICE

We, the head advisor and vice advisor here by notice that:

Name : Rizky Kusuma Dewi
Student Number : 176310933
Place/date of birth : Batu Malang / March, 16th 1999
Faculty : Teacher Training and Education Faculty
Study Program : English Education

Has completely written a thesis which entitled:

**AN ANALYSIS OF STUDENTS' PRONUNCIATION IN SPEECH OF THE
THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF FKIP UIR**

It is ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, April 2022
Advisor

Muhammad Ilyas, S.Pd., M.Pd.
NIDN.1021068802

DECLARATION

Name : Rizky Kusuma Dewi
Student Number : 176310933
Place/date of birth : Batu Malang / March, 16th 1999
Faculty : Teacher Training and Education Faculty
Study Program : English Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, April 2022
The Researcher


Rizky Kusuma Dewi
NPM. 176310933





YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoan Pekanbaru Riau Indonesia – Kode Pos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

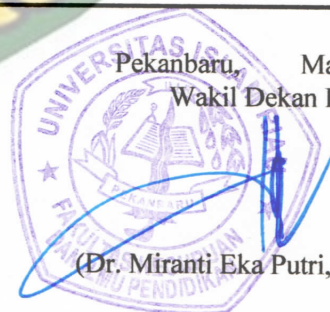
KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2021/2022

NPM : 176310933
 Nama Mahasiswa : RIZKY KUSUMA DEWI
 Dosen Pembimbing : MUHAMMAD ILYASS.Pd., M.Pd
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : Analisis Pengucapan Mahasiswa dalam Pidato oleh Mahasiswa Semester Tiga Program Studi Pendidikan Bahasa Inggris FKIP UIR
 Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Students' Pronunciation in Speech of the Third Semester Students at English Language Education Study Program of FKIP UIR
 Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	March 30, 2021	Revise Chapter I, II, III	Add Theories, Revise Conceptual Framework and add References'	
2	April 8, 2021	Revise Chapter I, II, III	Revise References' and Table in Chapter II	
3	April 9, 2021	Approved to Join Seminar Proposal	Preparation to Seminar Proposal	
4	June 21, 2021	Joined the Seminar Proposal	Input Pre-research, Revise Background, Data Analysis Technique and References'	
5	March 14, 2022	Revise Chapter IV & V	Complete Appendices and Abstract	
6	March 25, 2022	Revise Chapter IV & V	Revise Interpretation of the Data, Table of Content, List of Table and Figure	
7	March 28, 2022	Approved to Join Thesis Examination	Preparation to Thesis Examination	
8	April 21, 2022	Joined the Thesis Examination	Add concluding paragraph and the speech transcripts	



MTC2MZEWOTMZ



Pekanbaru, May 2022
 Wakil Dekan I

(Dr. Miranti Eka Putri, S.Pd., M.Ed.)

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

ACKNOWLEDGEMENT

In the name of Allah Subhanahu wa ta ‘alaa the most gracious and the most merciful. First and foremost, the researcher wants to give praise to Allah Subhanahu wa Ta ‘alaa who has given the opportunity so that the researcher could finish the research entitled: **An Analysis of Students’ Pronunciation in Speech of the Third Semester Students at English Language Education Study Program of FKIP UIR.** Salawat and salutation also be given to our Prophet Muhammad SAW as the last messenger of Allah SWT who has guided us from the darkness to the brightness.

This thesis is presented to fulfill one of the requirements for the Sarjana Degree in English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau. Furthermore, the researcher wants to appreciate all the support, suggestions, encouragements that the researcher received from many people, and for that, this is the appropriate time to convey the researcher’s gratitude to:

1. Dean and Vice Dean of FKIP UIR along with all administrative staff of FKIP UIR Pekanbaru.
2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Study Program of FKIP UIR and Sri Wahyuni, S.Pd., M.Pd., as a Secretary of English Study Program of FKIP UIR who are willing to help and give permit the researcher to completing this research.

3. The respectable advisor Muhammad Ilyas, S.Pd., M.Pd who is always willing to help, support, give countless guidance and motivation to the researcher so the researcher can finally reach this step. Thank you for your patience, dedication and time because without that all, the researcher will never be at this point. May Allah SWT bless and protect you in all conditions.
4. The honorable examiners Dra. Betty Sailun., M.Ed and Andi Idayani., S.Pd., M.Pd who gave the researcher meaningful advice and suggestions in this research.
5. All the participants who are willing to be a part of this research. I would like to say thank you and give big appreciation because, without you all, this research means nothing.
6. My dear parents Mayor Arh. Hadi Sutrisno and Ir. Sri Astuti Rahayu along with all my lovely sisters and brothers Arimbi Nadya Wulandari S.Pd, Supriyono S.Pd, Intan Wira Khoiriyah, M. Prawira Jati, and M. Ponco Wirayudha who always believe in me, give countless encouragement and provide me biggest motivation. Thank you and May Allah always bless and protect you all.
7. My dear and supportive best friends; Aprilia Farasanti, Ardhi Tri Surya Putra, Nur Anisa Zakiah, Vivi Aulia, and Winda Tanti Azhara. Thank you for all your support, encouragement, and existence because without you it will be hard for me to reach this. Thank you to be the part of my college journey I will never forget you all May Allah bless and give a successful future for you.

8. My senior high school best friends; Adistia Shavira, Atika Adila, Berri Wiliana, Hazza Habuci, Viota Amelia, Tiara Lisna Defira and Listi Aderiani who are still giving the best support and encouragement.

Finally, this research is expected to be able to give a proper contribution and useful information to the readers. Moreover, the researcher is willing to accept all of the feedback and suggestion for the improvement of this research.

Pekanbaru, April 2022

The Researcher

Rizky Kusuma Dewi
176310933

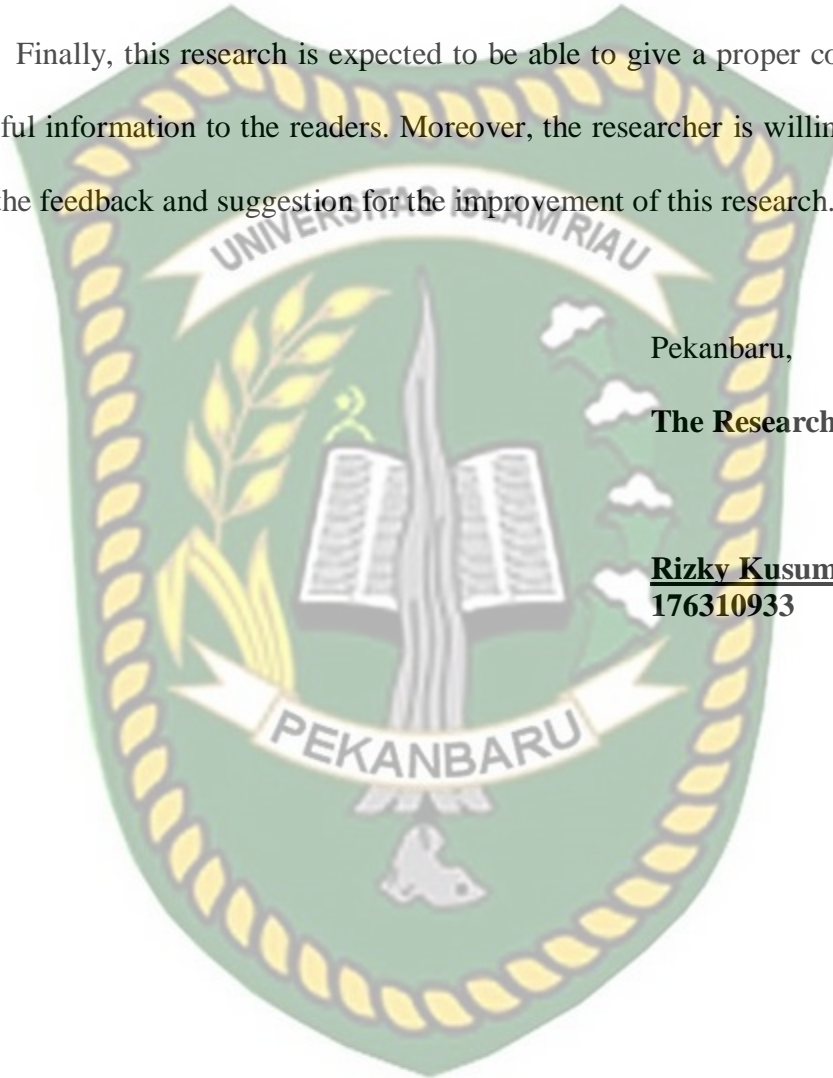
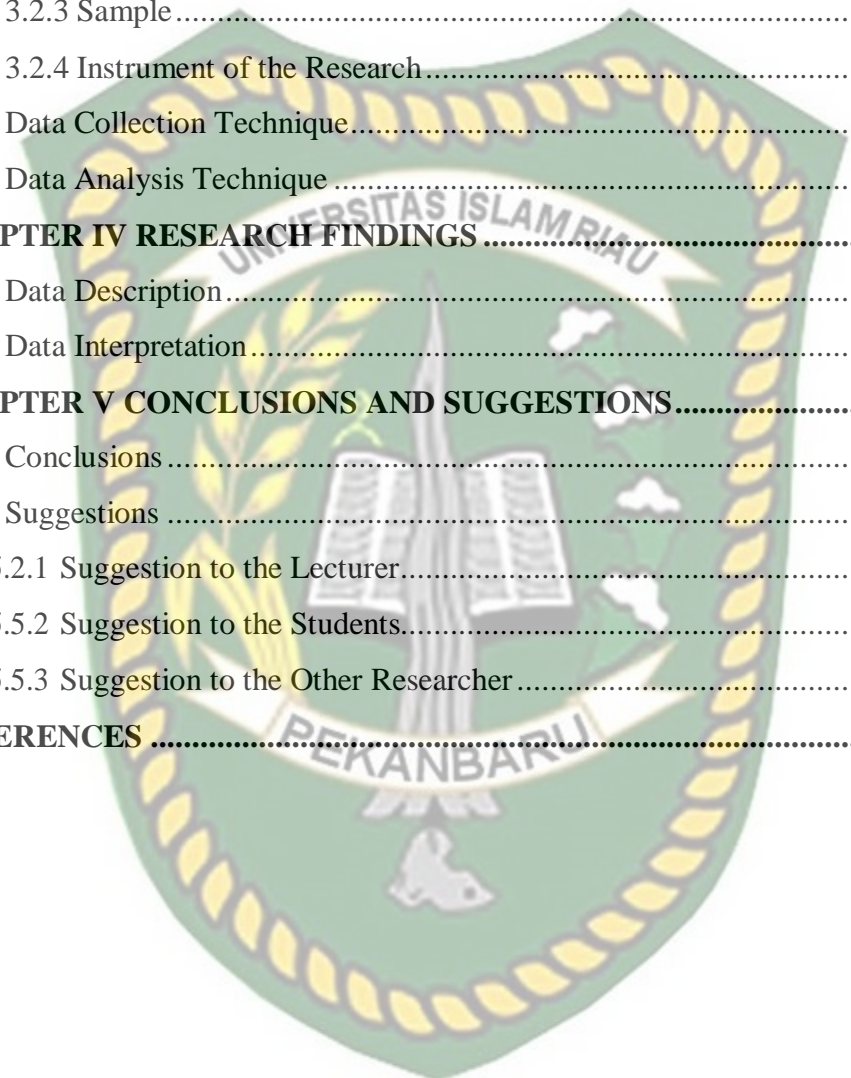


TABLE OF CONTENTS

THESIS APPROVAL	i
LETTER OF NOTICE	ii
DECLARATION	iii
THESIS GUIDANCE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Identification of the Problem	3
1.3 Focus of the Problem	4
1.4 Research Question	4
1.5 Objective of the Research	5
1.6 Significant of the Research	5
1.7 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Pronunciation	7
2.2 Phonetics and Phonology	8
2.3 The Features of Pronunciation	9
2.3.1 Segmental Features	9
2.3.2 Supra-Segmental Features	20
2.4 Relevance Studies	23
2.5 Conceptual Framework	27
2.6 Assumption	28

CHAPTER III RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Source of the Data	30
3.2.1 Location and Time of the Research	30
3.2.2 Population.....	30
3.2.3 Sample	30
3.2.4 Instrument of the Research.....	31
3.3 Data Collection Technique.....	32
3.4 Data Analysis Technique	33
CHAPTER IV RESEARCH FINDINGS	35
4.1 Data Description.....	35
4.2 Data Interpretation.....	78
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	80
5.1 Conclusions	80
5.2 Suggestions	81
5.2.1 Suggestion to the Lecturer.....	81
5.5.2 Suggestion to the Students.....	81
5.5.3 Suggestion to the Other Researcher	81
REFERENCES	82



LIST OF TABLES

Table 2.1 The IPA symbols of the consonants of English	11
Table 2.2 Short Vowel	13
Table 2.3 Long Vowel	15
Table 2.4 Diphthong	17
Table 2.5 Types of Linking	20
Table 2.6 Raising and Falling Pitch	22
Table 3.1 Pronunciation Assessment	33
Table 4.1 Participant 1	36
Table 4.2 Participant 2	39
Table 4.3 Participant 3	41
Table 4.4 Participant 4	44
Table 4.5 Participant 5	47
Table 4.6 Participant 6	50
Table 4.7 Participant 7	52
Table 4.8 Participant 8	55
Table 4.9 Participant 9	58
Table 4.10 Participant 10	60
Table 4.11 Participant 11	63
Table 4.12 Participant 12	66
Table 4.13 Participant 13	69

Table 4.14 Participant 1471

Table 4.15 Participant 1574

Table 4.16 Recapitulation of the Data79



LIST OF FIGURES

Figure 1- Primary Cardinal Vowel	11
Figure 2- Short Vowel.....	13
Figure 3- English Long Vowel.....	15
Figure 4- Diphthong.....	17
Figure 5- Features of English Pronunciation.....	27



LIST OF APPENDICES

APPENDIX I THE PRONUNCIATION TEST	85
APPENDIX 2 THE SPEECH TRANSCRIPT	86
APPENDIX 3 PARTICIPANT LISTS	99



ABSTRACT

Rizky Kusuma Dewi. 2022. AN ANALYSIS OF STUDENTS' PRONUNCIATION IN SPEECH OF THE THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR. Thesis. Pekanbaru: English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keyword: Speech, Pronunciation, Vowels, Diphthong

This research aimed to identify the students' vowel pronunciations in speech of the third semester students at English Language Education study program of FKIP UIR. Pronunciation is one of the essential elements in speaking and one of a key in order to acquire successful communication and due to that, the researcher interested in identified one type of vowel and decided to focus on analyzed how the pronunciation in diphthong sounds produced by the students.

In this research, the researcher used qualitative research design where in processing the data; the researcher described, provides deep analysis and elaborate the results in detail. This research involved the third semester students of English Language Education of FKIP UIR academic year 2019/2020. The sample of this study consists of 15 students that have chosen based on random sampling. For the instrument, it analyzed based on online speech test and used pronunciation application and assessment to measure students' ability.

Based on the research findings, researcher found that there is only 1 student (6,6%) classified as "Good" in pronounced diphthong, 2 students (13,3%) got "Fairly Good", 7 students (46,6%) got "Fair" and 5 students (33,3%) classified as "Poor". It means that there is a problem in pronouncing diphthong words due to interlingual and intralingua aspects. In interlingual aspect, it is because our first language has different rules in pronouncing words while in intralingua aspects, it appears because of the struggle faced by EFL or second language students during the learning process and the difficulty of the language itself.

ABSTRAK

Rizky Kusuma Dewi. 2022. ANALISIS PENGUCAPAN MAHASISWA DALAM PIDATO OLEH MAHASISWA SEMESTER TIGA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UIR. Skripsi. Pekanbaru: Fakultas Keguruan dan Ilmu Pendidikan Program Studi Pendidikan Bahasa Inggris, Universitas Islam Riau.

Kata Kunci: Pidato, Pengucapan, Vowels, Diphthong

Penelitian ini bertujuan untuk mengidentifikasi pengucapan ‘vowels’ pada pidato mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris FKIP UIR. Pengucapan dalam bahasa Inggris merupakan elemen penting dalam keahlian berbicara dan juga salah satu kunci untuk memperoleh kesuksesan dalam berkomunikasi. Berdasarkan hal tersebut, peneliti tertarik untuk mengidentifikasi salah satu jenis vokal dan memutuskan untuk fokus kepada analisa pengucapan pada diphthong oleh mahasiswa.

Dalam penelitian ini, peneliti menggunakan model penelitian kualitatif dimana dalam mengolah data, peneliti mendeskripsikan, memberikan analisa mendalam serta menjelaskan hasil secara rinci. Penelitian ini melibatkan mahasiswa semester tiga program studi Pendidikan Bahasa Inggris FKIP UIR pada tahun ajaran 2019/2020. Sampel dari penelitian ini terdiri dari 15 mahasiswa yang telah dipilih berdasarkan random sampling. Untuk instrumen penelitian, peneliti menganalisa berdasarkan tes pidato berbasis online dan menggunakan aplikasi pengucapan serta kriteria penilaian untuk mengukur kemampuan mahasiswa.

Berdasarkan hasil penelitian, peneliti menemukan 1 mahasiswa (6,6%) diklasifikasikan “Baik” dalam pengucapan diphthong, 2 mahasiswa (13,3%) mendapatkan “Cukup Baik”, 7 mahasiswa (46,6%) “Cukup” dan 5 mahasiswa (33,3%) “Kurang”. Hal ini menunjukkan, terdapat masalah dalam pengucapan pada diphthong yang disebabkan oleh aspek interlingual dan intralingua. Pada aspek interlingual, hal ini disebabkan oleh bahasa pertama yang memiliki perbedaan aturan dalam pengucapan kata. Sementara pada aspek intralingua, ini disebabkan oleh hal-hal yang dihadapi oleh mahasiswa EFL selama proses pembelajaran dan juga tingkat kesulitan bahasa Inggris itu sendiri.

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Speaking is one of the important elements in English language. Speaking plays an essential role in communication and as English students who are prepared to continue the language relay, this ability is very crucial because it directly related to us and it has an attachment in our daily basis and also the future. Speaking skill takes the second place of the total spent on communication with 25-30%, listening takes up to 40-50%, reading 11-16%, while writing takes about 9% (Gilakjani, 2011). From the percentage, we can see that speaking skill have a huge impact on oral communication and direct interaction between human beings, and in order to fulfill the successful speaking, we need to examine from the very basic and small aspect and it is the pronunciation.

Pronunciation is about how to say or pronounce words. Having a good pronunciation means reducing speech errors because if we are good at pronunciation, it will avoid misunderstanding and misinterpretation in communication but unfortunately, as English as a Foreign Language (EFL), students still have problems in pronunciation because there are some aspects caused their pronunciation cannot be perfect like a native speaker. Heydari & Bagheri (2012) divided the cause of error pronunciation into two reasons,

first, interlingual error and the second, intralingua and developmental error. Interlingual error is the error caused because our first language or mother tongue while intralingua error appears because of the struggle faced by EFL or second language students during the learning process and the difficulty of the language itself.

In pronouncing the words, pronunciation has small features that take a role in speech production. In order to producing a good pronunciation, that features must be mastered by the students. The features themselves are divided into two; segmental and suprasegmental where one of the features in there is vowel. In this case, students often make mistakes in pronouncing English vowel sounds. Based on the pre-research that had done by the researcher, the third semester students of English study program of FKIP UIR still found it difficult although sometimes the word is familiar enough for them. It is because vowels sound in Indonesia is very different from vowels in English. Vowels in English are equivalent with vocal sounds in Bahasa. Indonesia has five major vowels; (a,e,i,o,u) where most of the spelling and the pronunciation is same while in English, there are twenty vowels based on International Phonetic Alphabet (IPA) standard and each of them pronounce differently with the spelling and they have their own characteristics and types which make EFL students faced that kind of struggle.

Based on the elaboration that has been explained, the researcher interested in analyzing the students' problems in pronouncing vowel sounds.

The previous researchers examined the research by provided the word lists and then asked the student to pronounce the words while the other provided a reading script or story and asked the students to read. In this occasion, the researcher chose speaking performance (speech) rather than word lists or reading script. It is because the researcher wants to investigate their pronunciation during real performance, as a result, it can show their actual ability in pronunciation and due to that, the researcher decided to start the research with title: **AN ANALYSIS OF STUDENTS' PRONUNCIATION IN SPEECH OF THE THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR.**

1.2 Identification of the Problem

Pronouncing the words correctly is one of essential things to do especially for English department students that are prepared to be the future teachers. Most of students have a lot of vocabulary in their mind and they are familiar with the words already but sometimes, they still have struggles in pronouncing the words in a correct way. Sometimes they think what they pronounce is already correct but in fact, they still lack of it and sometimes do not realize even though they know about the meaning of that word. As a result, they will continue to repeat the same mistakes which they are not aware of because they assume that their pronunciation is already correct.

Pronunciation is a little thing we need to pay attention to avoid habituation of repeating the same mistakes because it probably caused

misunderstanding and misinterpretation and due to that, the researcher is interested to analyze and identify how the third students of FKIP UIR pronounce the words.

1.3 Focus of the Problem

This study focuses on analyzing and identifying pronunciation produced by the third semester students at the English language education study program of FKIP UIR based on speech activity. The researcher made it specific by only discussing vowels and in this research, the researcher only included non-single vowels; diphthong in pronunciation to make the research well-handled.

1.4 Research Question

Based on the background of the study as stated before, the researcher formulates the research question as follow:

1. How are students' vowel pronunciations in speech of the third semester students at English Language Education study program of FKIP UIR?

1.5 Objective of the Research

Based on the research question, this research conduct for the purpose:

1. To identify the students' vowel pronunciations in speech of the third semester students at English Language Education study program of FKIP UIR.

1.6 Significant of the Research

In establishing this study, the researcher expects to provide a contribution for the lecturer, students, and another researcher in pronunciation, especially vowel sound.

1. For the lecturer: the researcher expects this study will give information about students' pronunciation and it will increase lecturer awareness so in the future, it hopefully will decrease error pronunciation made by the students.
2. For the students: from this research, the researcher expects this study will be able to give them knowledge about pronunciation vowels so in the future, the students will be more aware about pronouncing the words correctly.
3. For the other researchers: the researcher expects this study can be a reference and a little inspiration in developing another research related to pronunciation vowels.

1.7 The Definition of Key Terms

For the purpose of specifying the topic of the research, the researcher delivered some definitions of key terms related to the research.

1. **Pronunciation:** Pronunciation is recognized as one of spoken language's most important features. It is important because it shows how people make a speech sound and how they communicate the words (Putri, D. S., & Rosa, R. N., 2020). In this term, the researcher wants to identify how the students produce or pronounce the words.
2. **Vowels:** Vowels are sounds produced without any obstruction on the airflow (Suryatiningsih, 2015). In this study, the researcher wants to know the diphthongs sounds produced by the third semester students at the English language education study program of FKIP UIR.
3. **Speech:** Speech is the way we convey messages orally; and in other forms may be communicated through written text (McLeod & McCormack, 2015). Speech in this context is an online speech test that delivered by the third semester students at the English language education study program of FKIP UIR.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Pronunciation

Pronunciation refers to how a word or language is spoken. It is a graph of how a word is spoken by using phonetic symbols (Singh, 2017). Pronunciation is an essential element in English speaking. In mastering speaking, we should develop our oral speaking skills and one of the important things is that it depends on our pronunciation as stated by Marzá (2014) that the development of oral skills is based on pronunciation.

Besides, Hadi (2015) added that one of the aspects of mastering the spoken language is mastering English pronunciation. EFL students who speak English have to make a lot of effort to master this competency and this statement supported by (Pareza & Ratmanida, 2019) that stated, Language pronunciation has functions as a fundamental requirement of learners' competency and it is one of the most important characteristics of speaking language. It plays an important role in demonstrating how people make a voice sound and articulate words. And to master English pronunciation, it means EFL students need to understand physical and the structure aspects of speech production that appear on phonetics and phonology.

2.2 Phonetics and Phonology

Phonetics subsumes the physical aspects of speech production and the relationship between them and language perception, while phonology deals with the functional and systemic nature of sounds in specific languages (Levis & Munro, 2013)

McMahon, A. (2002) stated, Phonetics offers objective ways to describe and analyze the range of sounds used by people in their languages. In particular, articulatory phonetics identifies which speech organs and muscles produce the different sounds of the world's languages. In addition, Skandera & Burleigh (2005) added two other phases in phonetics beside the articulatory phonetics. They stated there are three distinct phases in phonetics; they are articulatory phonetics, acoustic phonetics, and auditory phonetics. Articulatory phonetics describes in detail how the speech organs in the vocal tract organs are used in the production or articulation of sounds of speech. Next, Acoustic phonetics is discussed about the studies of the physical properties of speech sounds while Auditory phonetics investigate the listener's perception of speech sounds, i.e. the transmission of sounds from the ear into the brain and how they are processed.

Next, Muhassin, M. (2018) defines phonology as a language structure of sounds. Phonology can be divided into two features. First, it is a segmental aspect that is based on language segmentation into a single speech sound that is provided by phonetics, which includes vowel and consonant. Second, it is a

suprasegmental feature that is also known as prosody concerns. It cannot be segmented because they extend over more than one segment or sound. Suprasegmental features consist of stress, linking, and intonation.

In conclusion, phonetics deal with the physical terms of speech production, the relationship, and language perception and there are three distinct phases in phonetics; articulatory phonetics, acoustic phonetics, and auditory phonetics. Beside, phonology deals with the systemic and functional nature of sounds in specific languages and phonology discusses segmental and suprasegmental features.

2.3 The Features of Pronunciation

There are two features in pronunciation that is stated by Burns, (2003). Those are Segmental Features and Suprasegmental features. Segmental features consist of consonant and vowel sounds while suprasegmental features consist of linking, intonation and stress word. For more explanation, the researcher will elaborate each of them in detail.

2.3.1 Segmental Features

Segmental features relate to micro-level sounds and they contain specific sounds in words. The sounds system in segmental features called phonemes. Phonemes are known as sound systems in consonants, vowels and their combinations and if it is pronounced inaccurately, it could change the meaning (Burns, 2003).

The segmental pronunciation system of a language is concerned with phonemes, which are distinct segmental entities. That is one of the smallest language units that distinguish one word from another. Phonemes are distinguished by distinctive features, i.e. the presence or absence of a certain quality. There are two types of phonemes, which are vowels and consonants.

IPA (International Phonetics Alphabet) establishes two major types of segment, consonant and vowel. Consonants are sounds that are produced when the vocal tract is constricted in some way. We can feel, see, and hear where these constrictions are made, as well as the type of constriction.

Vowels, on the other hand, are produced without a constriction in the vocal tract, making it more difficult to discern how they are articulated. The IPA uses a different terminological framework to describe consonants and vowels. Ogden, R (2009).

1. Consonant sounds

Consonants are almost always movements at the beginning or end of a vowel. As previously stated, they are best thought of as gestures of the tongue and lips that produce particular sounds.

With this three-term approach, we can represent consonants symbols as shown in Table 2.1. The places of articulation are shown across the top of the table, the manners of articulation down the side, and the symbols for voiceless consonants are on the left while voiced consonants are on the right (Ladefoged & Disner, 2012).

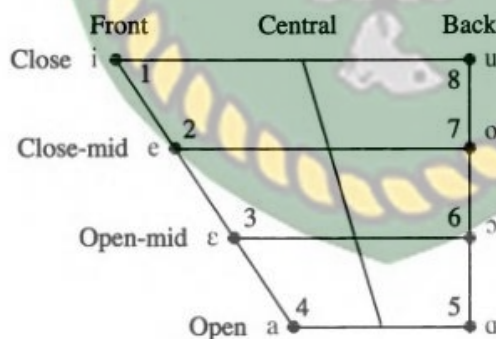
Table 2.1 The IPA symbols of the consonants of English

	<i>Bilabial</i>	<i>Labiodental</i>	<i>Dental</i>	<i>Alveolar</i>	<i>Post-alveolar</i>	<i>Palatal</i>	<i>Velar</i>
Stop	p b			t d	tʃ dʒ		k g
Nasal	m			n			ŋ
Fricative		f v	θ ð	s z	ʃ ʒ		
Approximant	(w)			r		j	w
Lateral				l			

2. Vowels sounds

According to Suryatiningsih (2015), Vowels are sounds produced without any obstruction on the airflow. The vowels in Fig. 1 are called primary cardinal vowels; the vowels that are most familiar to the most European languages speakers. This course includes printed cardinal vowels in square brackets that clearly distinguish between them and English vowel sounds.

Figure 1- Primary Cardinal Vowel



Cardinal vowel number 1 with the symbol [i] is defined as the vowel which is as close and as front as it is possible for the vowel to make without hindering the air flow sufficiently in order to make friction noise; friction

noise is the hissing sound heard in consonants such as s and f. Cardinal vowel number 5 [a] is defined as the most open and back vowel that it is possible to make. Cardinal vowel number 8 with the symbol [u] is fully close and back and no. 4 [a] is fully open and front. After organizing these points, it is possible to put in intermediate points (vowels no. 2, 3, 6 and 7)

Another important variable in the quality of the vowel is the position of the lip. Although the lips may have many different shapes and positions, only three possibilities are considered at this stage.

The following are:

- i) Rounded, where the corners of the lips are brought together and the lips are pushed forward. This is most evident in cardinal vowel number 8 [u].
- ii) Spread, with the corners of the lips drawn apart, as if smiling. This is most evident in cardinal vowel number 1 [i]
- iii) Neutral, where the lips are not noticeably rounded or spread. The most common English hesitating sound (written 'er') has a neutral lip position.

Now, using the principles that have been explained, we will examine some of the English vowels. Roach (2009) separated vowel into short vowel, long vowel and diphthong and this goes along with IPA (International Phonetics Alphabet) which has been generally recognized. In short vowels, there are 7 sounds of vowels; those are /ɪ/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/, /ə/. Next, long vowels have 5 kind of sounds; /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ and the last vowel sounds are diphthongs. Diphthongs have 8 sounds it divided into three groups;

diphthongs ending in ə (/ɪə/, /eə/, /ʊə/), ending in ɪ (/eɪ/, /aɪ/ /ɔɪ/), and ending in ʊ (/əʊ/, /aʊ/).

a. Short Vowel

English has a lot of vowel sounds; the first ones to be discussed are short vowels. These short vowels are symbolized by /ɪ/, /e/, /æ/, /ʌ/, /ʊ/, /ʊ/, /ə/. Short vowels are relatively short; as will be shown later, vowels in different contexts can have quite different lengths (Roach, 2009).

Figure 2- Short Vowel

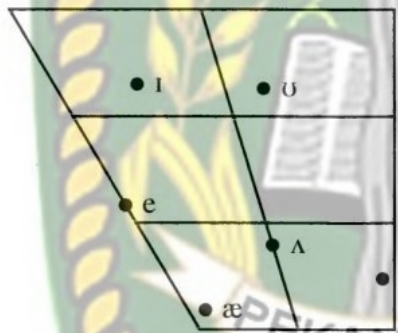


Table 2.2 Short Vowel (Roach, 2009)

Short Vowel /ɪ/	<ol style="list-style-type: none"> 1. In the close front area. 2. More open and near into the centre. 3. The lips position is slightly spread. <p>(examples: bit, pin, fish)</p>
Short Vowel /e/	<ol style="list-style-type: none"> 1. In the front vowel area between cardinal vowel number 2 [e] and 3 [e].

	<p>2. The lips are slightly spread. (examples: bet, men, yes)</p>
Short Vowel /æ/	<p>1. In the front area, but not as open as the number 4 [a] cardinal vowel. 2. The lips position is slightly spread. (examples: bat, man, gas)</p>
Short Vowel /ʌ/	<p>1. In the central vowel area and more open than the open-mid tongue height. 2. The lip position is neutral. (examples: cut, come, rush)</p>
Short Vowel /ɒ/	<p>1. Between open-mid and open in tongue height, not quite fully back. 2. The lips position is slightly rounded. (examples: pot, gone, cross)</p>
Short Vowel /ʊ/	<p>1. The nearest cardinal vowel is number 8 [u] where u is more open and nearer to central. 2. The lips position is rounded. (examples: put, pull, push)</p>
Short Vowel /ə/	<p>1. In the central vowel 2. (Schwa) is a familiar sound in English; it is heard in the first syllable of the words</p>

	about, oppose, perhaps)
--	-------------------------

b. Long Vowel

Long vowels are vowels that are pronounced longer than the short vowels in similar contexts. There are five long vowels and symbolized with two dots to indicate that they pronounce longer than short vowels. These long vowels are symbolized by /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/

Figure 3- English Long Vowel

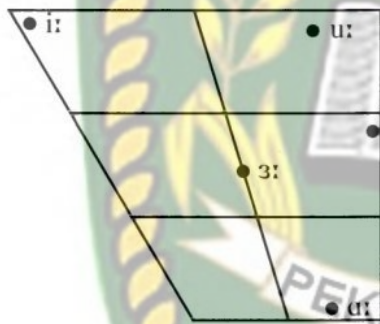


Table 2.3 Long Vowel (Roach, 2009)

<p>Long Vowel /i:/</p>	<ol style="list-style-type: none"> 1. Closer and more front than the short [i] vowel. 2. Nearer to cardinal vowel number 1 [i]. The tongue shape is not really different from cardinal vowel number 1. 3. The lips are only slightly spread.
------------------------	---

	(examples: beat, mean, peace)
Long Vowel /ɜ:/	<ol style="list-style-type: none"> 1. This vowel is a mid-central vowel and known as hesitation sound (read: er) 2. The lip position is neutral. (examples: bird, fern, purse)
Long Vowel /ɑ:/	<ol style="list-style-type: none"> 1. This vowel is an open vowel in cardinal vowel number 5 [a] section, but not as back as this. 2. The lip is neutral. (examples: card, half, pass)
Long Vowel /ɔ:/	<ol style="list-style-type: none"> 1. The tongue height is between cardinal vowel number 6 [o] and number 7 [o], and closer to the latter. 2. The lip position is strong, rounding and almost fully back. (examples: board, torn, horse)
Long Vowel /u:/	<ol style="list-style-type: none"> 1. The nearest cardinal vowel to this vowel is number 8 [u], but u: is much less back and less close. 2. The lips position is moderately rounded. (example words: 'food', 'soon', 'loose')

c. Diphthongs

In terms of length, diphthongs are similar with the long vowels. Michael & Michel (2018) define a diphthong as a vowel sound produced by changing the position of the tongue to produce the sound of two vowels. Diphthong is a single sound when two vowels are paired together (one dominant in duration and stress and one reduced in duration and stress). Roach (2009) divided the diphthong into three groups as follows:

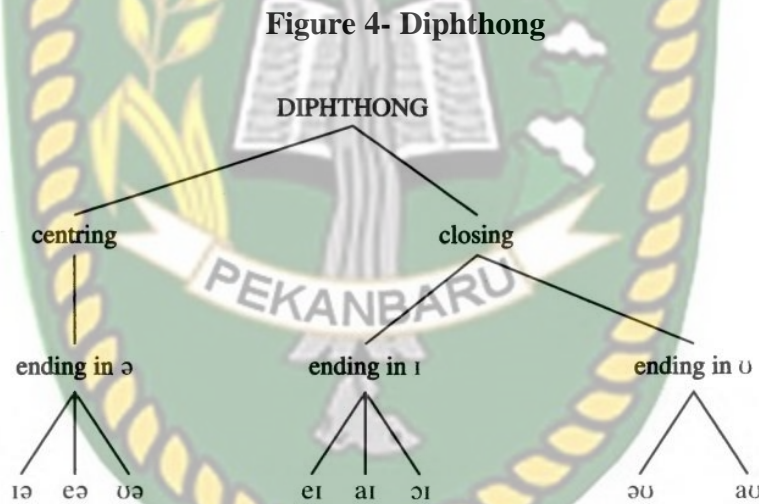


Table 2.4 Diphthong (Roach, 2009)

Ending in ə	
Diphthong /ɪə/	The starting point of this diphthong is a little bit closer than ɪ in (bit, bin.)

	(examples: beard, weird, fierce)
Diphthong /eə/	The starting point of this diphthong is more open than the e of (get, men.) (examples: aired, cairn, scarce)
Diphthong /ʊə/	The starting point of this diphthong is similar to ʊ in (put, pull) but many speakers pronounce ə: instead. (examples: moored, tour, lure)
Ending in r	
Diphthong /eɪ/	The starting point of this diphthong is the same as the e of (get, men) (examples: paid, pain, face)
Diphthong /aɪ/	The starting point of this diphthong begins with an open vowel which is between front and back; it is a little bit similar to the ʌ of the words (cut, bun) (examples: tide, time, nice)
Diphthong /ɔɪ/	The starting point of this diphthong is slightly more open than ɔ: in 'ought', 'born'.

	(examples: void, loin, voice)
Ending in ʊ	
Diphthong /əʊ/	<p>The starting point of this diphthong is the same as for the ə “schwa” as found in the first syllable of the word ‘about’. The lips are slightly rounded in anticipation of the glide towards ʊ.</p> <p>(examples: load, home, most)</p>
Diphthong /aʊ/	<p>The starting point of this diphthong is similar to aɪ. This is an open vowel, a glide to ʊ would necessitate a large movement, and the tongue usually does not reach the ʊ position. The lips position is slight lip-rounding.</p> <p>(examples: loud, gown, house)</p>

2.3.2 Suprasegmental Features

Suprasegmental features associated with sounds at the macro level.

Research advances include descriptions of the suprasonal characteristics of speech that span whole sections of the language (prosody) Gilakjani, (2012).

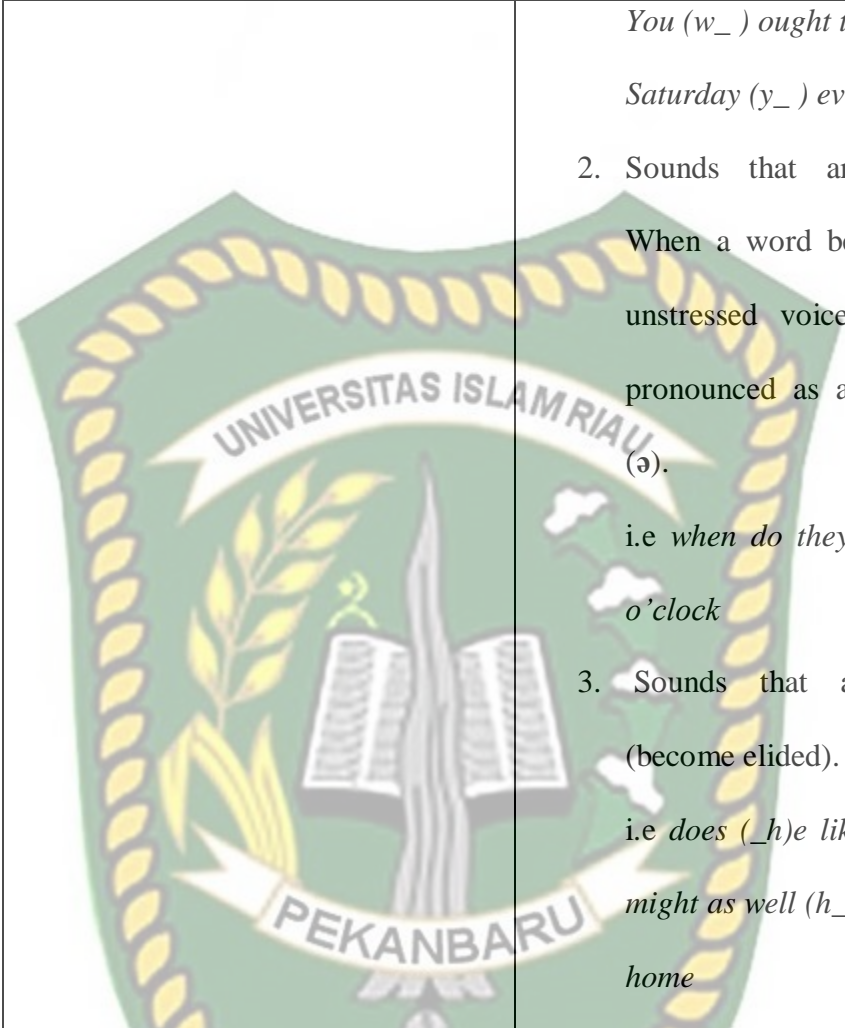
There are three kinds of suprasegmental features; they are linking, intonation and stress.

1. Linking

Linking is the way one word's last sound is connected with the first word's next. To obtain connected speech, we connect consonant to vowel, consonant to consonant, and vowel to vowel by running words together. We also shorten a few sounds and eliminate others entirely (Gilakjani, 2012).

Table 2.5 Types of Linking (Gilakjani, 2012)

Consonant to vowel	An _Australian _animal
Consonant to consonant	Next _week; seven _months
Vowel to vowel	<p>1. To connect adjacent words ending and beginning with a vowel, some sounds like r, w and j (y) are inserted.</p> <p>i.e</p> <p><i>Where (r_) are you?</i></p>

	<p><i>You (w_) ought to</i></p> <p><i>Saturday (y_) evening</i></p> <p>2. Sounds that are shortened.</p> <p>When a word begins with an unstressed voice, it is often pronounced as a short schwa (ə).</p> <p>i.e <i>when do they arrive?; five o'clock</i></p> <p>3. Sounds that are left out (become elided).</p> <p>i.e <i>does (_h)e like soccer? we might as well (h_a)ve stayed at home</i></p>
---	--

2. Intonation

Levis (2012) defines Intonation as a combination of the acoustic parameters of the length, intensity and pitch of discourse meanings. It is different from the tone of systemic pitch in which lexical elements differentiate.

In addition, Gilakjani, (2012) stated that Intonation can be seen as the language melody – the way the voice rises up and down in terms of communication contexts and meanings.

Table 2.6 Rising and Falling Pitch

Rising Pitch	Falling Pitch
Can you take the scissors? (request)	Can you take the scissors (command)
He is going tomorrow? (question)	He is going tomorrow (statements)

3. Stress

According to Gilakjani (2012), Word stress relates to the prominence given to certain words in an utterance. These words are emphasized (manufactured loudly and long) to convey:

- a. The overall utterance rhythm
- b. The utterance's most significant part. At the level of meaning, some words become more prominent than others in terms of meaning.

Besides, Lee, K. (2013) stated that sentence stress (or nuclear accent) is a greater stress prominence in English sentences that is heavier than other lexical and phrasal stresses. Sentence stress typically indicates the flow of new information by containing older or current information in phrases, clauses or utterances, and in particular a set of newer information.

2.4 Relevance Studies

The previous study was conducted by Arevi & Ratmanida (2020) with title “Students Ability and Problem in Pronouncing English Vowels made by The Second Semester Students of Universitas Negeri Padang”. The study intends to find out students’ ability and problems pronounced by the second semester students of Universitas Negeri Padang in the Academic Year of 2019/2020 and it focused on English vowels. The research used descriptive qualitative research and used recording and transcription as the instruments of the research. There are 20 students picked as sample of the research and last, the result of this study is, there are nine vowels classified as excellent category, they are vowel /e/ 79,5 (99.4%), vowel /i:/ 78,5 (98.12%), vowel /I/ 78 (97.5%), vowel /ɑ:/ 77,5 (96.9%), vowel /ə/ 76 (95%), vowel /u:/ 75,5 (96.9%), vowel /ɔ:/ 72 (90%), vowel /ɛ:/ 67,5 (84.34%), and vowel /a/ 65 (81.25%). Next, in good category, there are three vowels those are, vowel /Λ/ 62 (77.5%), vowel /æ/ 56 (70%), and vowel /ʊ/ 55,5 (69.4%) while the factors of the problem in this research are interference error, intralingual errors and developmental errors.

In addition, another current study was finished by Harahap, et al (2020) with title “An Analysis Students’ Errors in Pronouncing English Vowels of the Fifth Semester Students of English Education Study Program at UNIVA Labuhanbatu in the Academic Year of 2018/2019”. This study aimed to identify and classify errors in pronouncing English vowels of the fifth

semester students of English Education Study Program of Teacher Training and Education Faculty at UNIVA Labuhanbatu in the academic year of 2018/2019. This research used descriptive qualitative and obtained by pronunciation record. The participants in this research are 21 fifth semester students. The researcher found that there are errors in pronouncing English vowels. The percentage number of pronunciation errors of English vowel from the most problematic vowels, are as follow; the pure vowel /i:/ 36%, /e/ 50%, /æ/ 86%, /ʌ/ 50%, /ɔ:/ 28%, /u:/ 37%, /ɜ:/ 45%; the diphthongs /eɪ/ 30%, /ɔɪ/ 37%, /aɪ/ 19%, /əʊ/ 29%, /ɪə/ 44%, /ʊə/ 36%, /eə/ 36% and the triphthongs /aɪə/ 42%, and /aʊə/ 48%. The result showed that there are three types of pronunciation error; substitution, insertion and omission.

In addition, Purba, et al (2019) conducted a research titled “An Analysis Students’ Vowel in Pronunciation”. The objective of this research is to find out the pronunciation correctly and incorrectly made by the Eighth Grade SMP Swasta Puteri Sion and it focused on vowel sound. The method of the research was a case study in qualitative research method while the instrument of this research was a dialog and the samples of this research were 22 students. The researcher found, there are 19 words incorrectly pronounced by the students with 53% percentage and 17 words are correctly pronounced by students with 47% percentage. The students cannot pronounce the phonetic symbols accurately; they only pronounce it with the pronunciation that they are familiar with.

Furthermore, Frijuniarsi (2018) was done the research with title “Error in Vowel Pronunciation Made by Informatics Students” The research intends to figure out the dominant factor causing the errors of vowels pronounced by second-semester students of Informatics which are not native speakers of English. This study used qualitative research and the data collected from the observation and recording. To analyze, the researcher used field-notes and measured based on English phonetic transcription in “English Pronouncing Dictionary” written by Jones (1997). The samples of this study are 40 students of Informatics English subject at Informatics Program of Indraprasta PGRI University. The result shows that the respondents really lack of English pronouncing skill, especially vowels as 42 of 58 words pronounced incorrectly. In short we can conclude that the dominant error made by students is Interlingual errors (58,6% or 838 of 1.430 errors made by students), the errors occurred because of the interference of students’ native language.

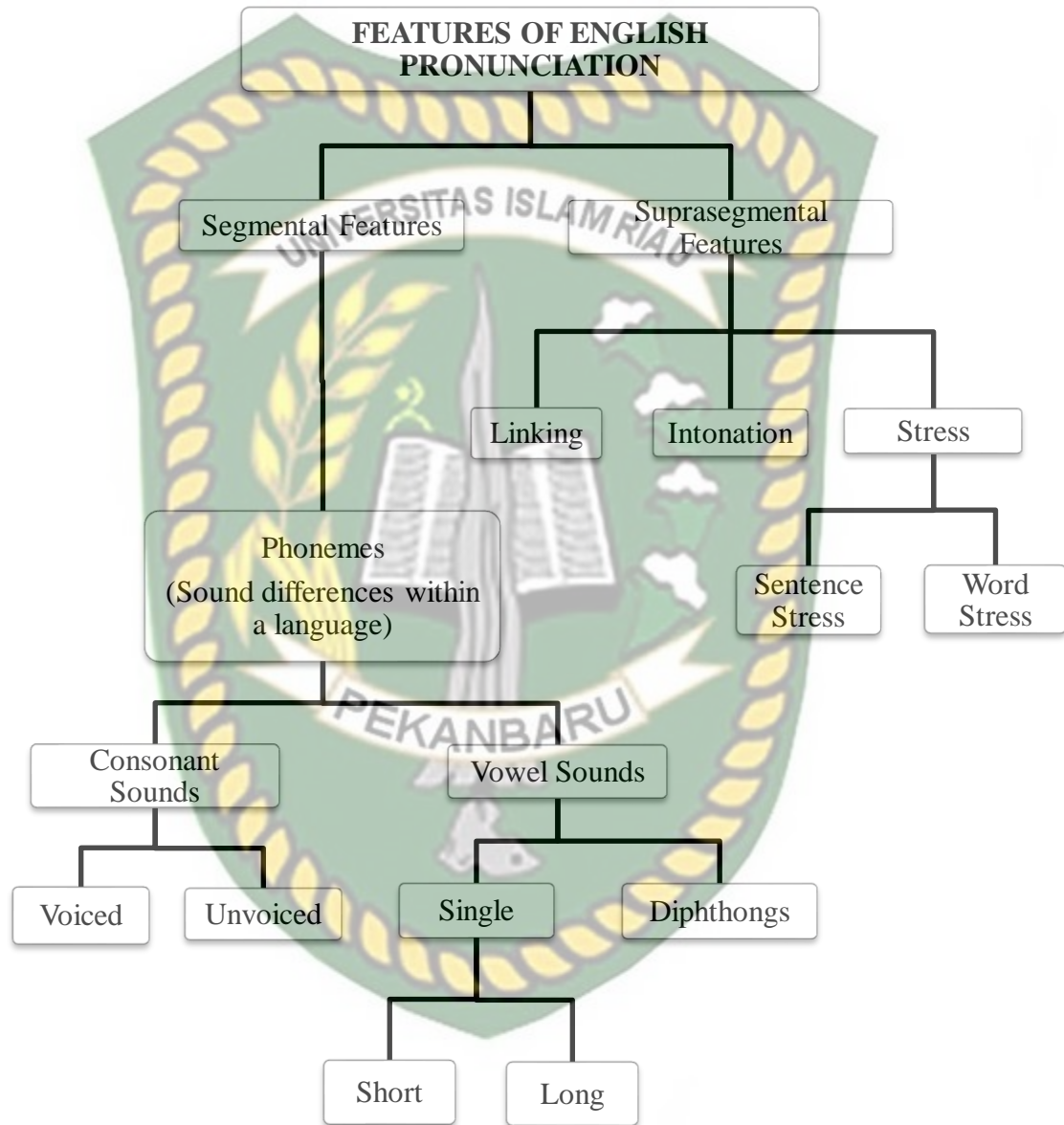
Also, another previous research was conducted by Hambur (2018) with the title “Vowel and Diphthongs Error Analysis of Random Secondary Students of Semarang”. The purpose of this study is revealing and describing the errors in pronouncing English sounds made by the Javanese native speaker secondary students who learn English as their second language. This study applied a mix method to know the percentage of each data and used recording interviews as an instrument of the research. The researcher transcribed the data into broad transcription without suprasegmental features. The finding of

this research is Javanese Native Speakers made some errors in pronouncing English sounds, especially in diphthongs in which all speakers experience phonetic interferences: substitution and under differentiation. Javanese and English have different phonetic systems. In Javanese pronunciation itself, [e] and [ɛ] sound often substitutes each other, because [e] is derived from [ɛ]. This rules then often brought up unconsciously by the speaker when pronouncing some vowel which is close to them in place of articulation, such as [I] is replaced by [ɛ] and [e] is replaced by [ɛ]. In short, the place of articulation has an essential role in pronouncing certain vowels, therefore, errors were caused by phonetic system differences and interference, which is also part of new language learning.

The relevance studies above showed various results. Most of them were used descriptive qualitative as a method but the last study used a mix method as an approach. Also, most of them used recording, dialog, interview and observation where the test was in the form of reading based content.

2.5 Conceptual Framework

Figure 5- Features of English Pronunciation (Burns, 2003)



According to (Burns, 2003), English pronunciation is divided into two features, those are segmental and suprasegmental features.

In segmental feature, there is a sound system that is called phonemes. Phonemes consist of consonant and vowel sounds. In consonant, there are two kinds of sounds; voiced and unvoiced. Next, there are two branches of vowels. The first is a single vowel that consists of short and long vowels and the second is diphthong (the two vowels that are put together).

In suprasegmental features, there are linking, intonation and stress. In stress, there are word stress and sentence stress.

2.6 Assumption

In this study, the researcher assumes, as English as a Foreign Language Learner, the students still have problems in pronouncing vowels due to interlingual and intralingua aspects and that is caused their pronunciation cannot be perfect like a native speaker. Another factor that affects the EFL students' pronunciation is the structure of vowels in Bahasa and English are very different.

CHAPTER III

METHODOLOGY

3.1 Research Design

Research design is a series of formal methods to collect, analyze, and interpret data as found in a quantitative, qualitative or mixed method case study. Research designs provide specific guidance for research procedures (Creswell, 2018).

In this study, the researcher used qualitative research design. Qualitative research is a recurrent process, where upgrading the understanding of the scientific reached by making new significant results from the previous phenomenon studied (Patrik & Ugo Corte, 2019). In more specific, the researcher used descriptive qualitative research design, where in processing the data, the researcher needs to describe, provides deep analysis and elaborate the results in detail.

The researcher described about the third semester students' vowel pronunciation in speech context and elaborated the whole process until its result.

3.2 Source of Data

3.2.1 Location and Time of the Research

Due to pandemic Covid-19, this study conducted from the online speech video that has been delivered by the third semester students of English Study Program of FKIP UIR and the time of the research started from January 13- March 23, 2022.

3.2.2 Population

Population in this research is the third semester students of English Language Education of FKIP UIR academic year 2019/2020. The third semester in English language education of FKIP UIR is divided into two classes; 3A and 3B and the total populations of the third semester students are 101 students.

3.2.3 Sample

In this research, the researcher accomplished sampling and decided the sample or the number of students that participated in this study. According to Majid (2018), Sampling is the process of determining a statistically representative sample of individuals from the population.

In qualitative study, the sample size considerations are not either mathematical or systematic; it is not only about how many participants and

how to select them, but also considering the condition of the study. The sample size in qualitative research should not be too small nor large that it is difficult to conduct in-depth (Omona, 2013).

In addition, Creswell (2012:146) stated that the estimation of the educational research is about 15 samples in each study, 30 samples in a correlation study relating to variables, and 350 samples for a survey study depends on several factors.

Based on the explanation, the researcher used random sampling and chose 15 students from the third semester students as participants.

3.2.4 Instrument of the Research

Instrument is assistive equipment to collect the data. In this research, the researcher used a spoken test as an instrument. The test directs the researcher in collecting and evaluating the data (Pandey, 2015).

In this study, the researcher provided a pronunciation test. The students had delivered a speech about specific theme; education, lifestyle or religion which is based on the syllabus and they have recorded it in the video with total duration about 2-7 minutes. In order to processing the pronunciation test, the researcher used a measurement tools that able to detect the correct pronunciation and show phonemic transcription of students speech in long paragraph. The application called Cambridge digital dictionary and

toPhonetics application. Both of the application can detect the correct pronunciation in American or British accents. It can produce the accurate sounds as well and the application also appropriate with the International Phonetic Alphabet (IPA) standards.

3.3 Data Collection Technique

In collecting the data, the researcher needs to follow some steps to complete all the data of the research as follows:

1. Ask for permission to the university and related lecturer for conducting this research.
2. Create a group chat between the researcher and 15 students and then make a schedule with the students to collect the data.
3. Start to collect the data from the video that has been recorded by the students and have sent trough E-mail.
4. Gather all the data that has been collected from all students in one folder.

3.4 Data Analysis Technique

After the data in this study has been collected, the researcher used content-analysis method to analyze the data and start to analyze the data by following these steps:

1. Listen to the speech videos that have been collected from 15 students
2. Transcript each video carefully
3. Convert the transcripts to phonemic transcription by using toPhonetic application and find diphthong sounds in speech test. In this study, the researcher used American pronunciation due to the dominant accent that used by all students.
3. Read the transcript and separate the diphthong words into tables.
4. Listen to the video again while measuring students' pronunciation by using Cambridge Dictionary application as a measurement tool.

In measuring students' ability in pronouncing diphthong words, the researcher used pronunciation assessment that adapted from Layman (1972: 219). The researcher modified the criteria section in pronunciation assessment to make it suitable with the need of this study. In Layman (1972: 219), the descriptions in criteria section elaborate the pronunciation in general, or the whole speech/ conversation, meanwhile in this study, it only focuses in measuring words to words from the whole speech and due to that reason, the criteria of pronunciation that adapted from Layman can be seen as follows:

Table 3.1 Pronunciation Assessment

Classification	Score	Criteria
Excellent	9.6 – 10	Most of words pronounced correctly and they only make small mistakes
Very good	8.6 – 9.5	Many of words pronounced correctly and they make some mistakes
Good	7.6 – 8.5	More words pronounced correctly and they do not make many mistakes
Fairly good	6.6 – 7.5	More words pronounced correctly but they make many mistakes
Fair	5.6 – 6.5	The words pronounced correctly almost balanced with words pronounced incorrectly
Poor	3.6 – 5.5	There are many words pronounced incorrectly
Very poor	0.0 – 3.5	There are too many words pronounced incorrectly

In classified the students based on each criterion above, the researcher processed the score with formula bellow:

$$Score = \frac{\text{Students' Correct Answer}}{\text{Total Answer}} \times 10$$

To find each score, the researcher calculate the correct answer divided to total answer and multiplied 10 (maxium range) score based on pronunciation assestment as showed in table 3.1.

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This chapter discussed about the finding of the research from the data that has been collected. This research used spoken test as an instrument and in this chapter, the researcher described and elaborated it in deep explanation. There are 15 students from the third semester who participated in this research and joined the speech test.

The speech test used to analyze diphthong sounds pronounced by the participants. There are 8 diphthongs in English based on the International Phonetic Alphabet (IPA) standard that are discussed in this chapter. The 8 of them consist of diphthongs ending in ə (/ɪə/, /eə/, /ʊə/), ending in ɪ (/eɪ/, /aɪ/ /ɔɪ/), and ending in ʊ (/əʊ/, /aʊ/).

Due to the variety of words and participants, the result of this research is explained based on the subject of the research, which consists of 15 students, while each type of diphthong is described in it and followed by the table.

4.1.1 Participant 1

Table 4.1 the Result of Diphthong Sounds by Participant 1

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
ai	By	baɪ	baɪ	Correct
	Child	tʃaɪld	tʃɪld	Incorrect
	Describe	dɪ'skraɪb	dɪ'skraɪb	Correct
	Find	faɪnd	fɑnd	Correct
	Fine	faɪn	fɑn	Correct
	Five	faɪv	fɑv	Correct
	Like	laɪk	lɑk	Correct
	Mindful	'maɪndfəl	'maɪndfəl	Correct
	Minimize	'mɪnə,maɪz	'mɪnə,maɪz	Correct
	My	maɪ	maɪ	Correct
	Silent	'saɪlənt	'saɪlənt	Correct
	Times	taɪmz	tɑmz	Correct
ei	Able	'eɪbəl	'ebəl	Incorrect
	Always	'ɔl,weɪz	'ɔl,waɪz	Incorrect
	Away	ə'weɪ	ə'wei	Correct
	Educating	'edʒə,keɪtɪŋ	'edʒu,keɪtɪŋ	Incorrect
	Explain	ɪk'spleɪn	ɪk'splɑɪn	Incorrect
	Great	ɡreɪt	ɡret	Incorrect
	Ladies	'leɪdɪz	'ledɪz	Incorrect
	Made	meɪd	med	Incorrect
	Name	neɪm	neɪm	Correct
	Okay	ˌoʊ'keɪ	ˌoʊ'keɪ	Correct
	Relationship	ri'leɪʃən,ʃɪp	ri'leʃən,ʃɪp	Incorrect
	Today	tə'deɪ	tə'deɪ	Correct
ou	Broken	'brʊkən	'brɔkən	Incorrect
	Cold	kəʊld	kɔld	Incorrect
	Go	ɡoʊ	ɡo	Incorrect
	Going	'ɡoʊɪŋ	'ɡoɪŋ	Incorrect
	Growth	ɡroʊθ	ɡrɔθ	Incorrect
	Home	həʊm	hɔm	Correct
	Okay	ˌoʊ'keɪ	o'keɪ	Incorrect
	Old	oʊld	ɔld	Incorrect
	Role	rəʊl	rɔl	Correct
	So	səʊ	sɔ	Incorrect

	Soul	soul	soul	Correct
	Those	ðoʊz	ðoʊz	Correct
aʊ	How	haʊ	hou	Incorrect
ʊə	Influence	'ɪnfluəns	'ɪnfluəns	Correct
	Virtual	'vɜ:rtʃuəl	'vɜ:rtʃuəl	Correct

Based on the table 4.1, it could be seen that there are 5 kinds of diphthong (**aɪ**, **eɪ**, **əʊ**, **aʊ** and **ʊə**) found in participant 1 speech from the total of 8 diphthongs (**aɪ**, **eɪ**, **əʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**). There are 39 words found in this speech, where 21 words are pronounced correctly and the rest of them pronounced incorrectly. The detailed analysis of diphthongs pronounced by the student can be seen as follows:

1. Diphthong **aɪ** (*by, child, describe, find, fine, five, like, mindful, minimize, my, silent, times*)

There are 12 words pronounced by the student that categorized as diphthong **aɪ**. All of the 12 diphthongs are correct except the word *child*. The student pronounced it as /tʃɪld/ where it should be pronounced /tʃaɪld/.

2. Diphthong **eɪ** (*able, always, away, educating, explain, great, ladies, made, name, okay, relationship, today*)

In diphthong **eɪ**, there are 12 words mentioned by participant 1, where 4 words pronounced correctly and 8 words pronounced incorrectly. The student replaced words *always* and *explains* with diphthong **aɪ** while another words pronounced with no diphthong as we can see on table 4.1. The student pronounced those words as /'ebəl/, /'ɔɪwaɪz/, /'edʒu, ketɪŋ/, /ɪk'splam/, /gret/, /'ledɪz/, /med/, and

/ri'leʃən_ʃɪp/ where the correct pronunciation should be replaced with diphthong **eɪ**.

3. Diphthong **oʊ** (*broken, cold, go, going, growth, home, okay, old, role, so, soul, those*)

There are 12 words found in diphthong **əʊ**. As we can see from table 4.1, the student pronounced 4 words correctly while 8 words pronounced wrongly. The words *broken, cold, go, going, growth, okay, old, and so* pronounced as /'brɒkən/, /kɒld/, /gɒ/, /'gɔɪŋ/, /grɒθ/ /o'keɪ/, /ɒld/, and /so/. The correct pronunciation should be added with diphthong **əʊ/oʊ**.

4. Diphthong **aʊ** (*how*)

In diphthong **aʊ**, there is only 1 word found in student's speech and it pronounced incorrectly. The student pronounced the word *how* as /hɒʊ/ where the correct pronunciation should be /haʊ/.

5. Diphthong **ʊə** (*influence, virtual*)

There are 2 words found in this diphthong. The words *influence* and *virtual* pronounced as /'ɪnfluəns/ and /'vɜːtʃʊəl/ which is the correct way to pronounce these words based on IPA standards.

After calculating the result based on the formula and measured it based pronunciation assessment by Layman (1972:219). It found that the diphthong pronunciation ability of participant 1 categorized as **Poor** because the score got by participant 1 is 5.3.

4.1.2 Participant 2

Table 4.2 the Result of Diphthong Sounds by Participant 2

Vowel Sound	Word	Pronunciation		Correct/ Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	By	baɪ	baɪ	Correct
	High	haɪ	haɪ	Correct
	I	aɪ	aɪ	Correct
	My	maɪ	maɪ	Correct
	Why	waɪ	waɪ	Correct
eɪ	Behave	bɪ'heɪv	bɪ'hav	Incorrect
	Behavior	bɪ'heɪvjə	bɪ'havjə	Incorrect
	Crazy	'kreɪzi	'krezi	Incorrect
	Day	deɪ	deɪ	Correct
	Disable	dɪs'erbəl	dɪs'eɪbl	Correct
	Face	feɪs	fes	Incorrect
	Hating	'heɪtɪŋ	'heatɪŋ	Incorrect
	Ladies	'leɪdɪz	'ledɪz	Incorrect
	May	meɪ	maɪ	Incorrect
	Maybe	'meɪbi	'meɪbi	Correct
	Name	neɪm	neɪm	Correct
	Okay	'oʊ'keɪ	'oʊ'keɪ	Correct
	Same	seɪm	sem	Incorrect
	Say	seɪ	seɪ	Correct
	Today	tə'deɪ	tə'deɪ	Correct
Ways	weɪz	waɪz	Incorrect	
oʊ	Don't	dɒnt	dont	Incorrect
	Emotionally	ɪ'moʊʃənli	ə'moʃənəli	Incorrect
	Go	ɡoʊ	ɡo	Incorrect
	Hope	hoʊp	hop	Incorrect
	Know	noʊ	noʊ	Correct
	Moment	'moʊmənt	'momənt	Incorrect
	Okay	'oʊ'keɪ	'o'keɪ	Incorrect
	So	soʊ	so	Incorrect
ʊə	Individually	ˌɪndɪ'vɪdʒʊəli	ˌɪndɪ'vɪdʒʊəli	Correct

Table 4.2 showed that there are 4 kinds of diphthong (**aɪ** , **eɪ**, **oʊ**, and **ʊə**) found in student 2 speech from the total of 8 diphthongs (**aɪ** , **eɪ**, **əʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**). The total amounts of diphthong found in table 4.2 are 30 words where 13 pronounced correctly and 17 pronounced wrongly. The detailed explanation of each diphthong found in table 4.2 can be seen as follows:

1. Diphthong **aɪ** (*By, High, I, My, Why*)

There are 5 words found and categorized as diphthong **aɪ** pronounced by the student and all those words pronounced correctly.

2. Diphthong **eɪ** (*Behave, Behavior, Crazy, Day, Disable, Face, Hating, Ladies, May, Maybe, Name, Okay, Same, Say, Today, Ways*)

From the table 4.2, it can be seen that there are 16 words contain in diphthong **eɪ**. The 7 words pronounced correct while 9 pronounced incorrect. Participant 2 pronounced words *Behave, Behavior, Crazy, Face, Hating, Ladies, May, Same, Ways* as /bɪ'hav/, /bɪ'havjə/, /'krezi/, /fes/, /'heatɪŋ/, /'ledɪz/, /maɪ/, /sem/, /waɪz/ where that are the wrong way to pronounced those words as we can see based on the table 4.2.

3. Diphthong **oʊ** (*Don't, Emotionally, Go, Hope, Know, Moment, Okay, So*)

In diphthong **oʊ**, it can be described that there are 8 words found where 7 pronounced wrongly and 1 correctly. All the words except word *know* pronounced without diphthong **oʊ** as we can see on the table 4.2.

4. Diphthong *ʊə* (*Individual*)

From the table above, we see that there is only 1 word found and detected as diphthong *ʊə*. The word *Individual* pronounced as */ˈɪndrɪˈvɪdʒʊəli/* which is a correct way to pronounce based on International Phonetic Alphabet standard.

After measuring the result based on the scoring formula and pronunciation assessment, it found that the diphthong pronunciation ability of participant 2 classified as **poor** because the score got by participant 2 is 4.3.

4.1.3 Participant 3

Table 4.3 the Result of Diphthong Sounds by Participant 3

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	Almighty	əl'maɪti	əl'maɪti	Correct
	Brightness	'braɪtnəs	'braɪtnəs	Correct
	By	baɪ	baɪ	Correct
	Criticizing	'krɪtɪsaɪzɪŋ	'krɪtɪsaɪzɪŋ	Correct
	I	aɪ	aɪ	Correct
	I'm	aɪm	aɪm	Correct
	Life	laɪf	laɪf	Correct
	Like	laɪk	laɪk	Correct
	Likely	'laɪkli	'laɪkli	Correct
	Mindset	'maɪndset	'maɪndset	Correct
	My	maɪ	maɪ	Correct
	Outside	ˌaʊt'saɪd	ˌaʊt'saɪd	Correct
	Right	raɪt	raɪt	Correct
	Sometime	'sʌmtaɪm	'sʌmtaɪm	Correct
	Spotlight	'spɒtlaɪt	'spɒtlaɪt	Correct
Title	'taɪtəl	'tɪtəl	Incorrect	
Trying	'traɪɪŋ	'traɪɪŋ	Correct	
eɪ	Appreciating	ə'prɪʃɪ,eɪtɪŋ	ə'prɪ:ʃɪeɪtɪŋ	Correct
	Case	keɪs	kes	Incorrect
	Days	deɪz	deɪz	Correct
	Educate	'edʒə,keɪt	'edʒə,keɪt	Correct

	Famous	'feɪməs	'feɪməs	Correct
	Gain	geɪn	geɪn	Correct
	Greatest	'greɪtəst	'gretəst	Incorrect
	Label	'leɪbəl	'lebəl	Incorrect
	Made	meɪd	med	Incorrect
	Major	'meɪdʒər	'medʒər	Incorrect
	Making	'meɪkɪŋ	'mekɪŋ	Incorrect
	Mistake	mɪs'teɪk	mɪs'tek	Incorrect
	Motivated	'mootɪveɪtəd	'mootɪveɪtəd	Correct
	Name	neɪm	neɪm	Correct
	Okay	'oʊ'keɪ	'oʊ'keɪ	Correct
	Pay	peɪ	peɪ	Correct
	Played	pleɪd	pleɪd	Correct
	Reputation	ˌreɪpjə'teɪʃən	ˌreɪpjə'teɪʃən	Correct
	Saying	'seɪɪŋ	'seɪɪŋ	Correct
	Statement	'steɪtmənt	'steɪtmənt	Correct
	They	ðeɪ	ðeɪ	Correct
	Today	tə'deɪ	tə'deɪ	Correct
	Waited	'weɪtɪd	'weɪtɪd	Correct
	Ways	weɪz	weɪz	Correct
oʊ	Focus	'fokəs	'fokəs	Incorrect
	Indonesian	ˌɪndoʊ'nɪzən	ˌɪndoʊ'nɪzən	Correct
	Know	noʊ	naʊ	Incorrect
	Known	noun	naʊn	Incorrect
	Motivated	'mootɪveɪtəd	'mootɪveɪtəd	Correct
	No	noʊ	noʊ	Correct
	Okay	'oʊ'keɪ	'oʊ'keɪ	Correct
	Role	roʊl	rol	Incorrect
	So	sou	sou	Correct
	Those	ðoʊz	ðoz	Incorrect
	Videos	'vɪdɪoʊz	'vɪdɪoʊz	Correct
aʊ	About	ə'baʊt	ə'baʊt	Correct
	Outside	ˌaʊt'saɪd	ˌoʊt'saɪd	Incorrect
	Without	wɪ'daʊt	wɪ'daʊt	Correct

Based on the table above, it showed that there are 4 kinds of diphthongs (**aɪ** , **eɪ**, **oʊ**, and **aʊ**) found in speech test aside from the total of 8 diphthongs (**aɪ** , **eɪ** , **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**) based on International Phonetic Alphabet Standards.

There are 55 words detected as diphthongs where 41 words pronounced correctly and 14 words pronounced wrongly. Furthermore, the elaboration of each kind of diphthongs can be seen as follows:

1. Diphthong **aɪ** (*Almighty, Brightness, By, Criticizing, I, I'm, Life, Like, Likely, Mindset, My, Outside, Right, Sometime, Spotlight, Title, Trying*)

There are 17 words identified as diphthong **aɪ**. All the words are pronounced correctly except the word *title*. As can be seen in table 4.4, the student pronounced it as /'tɪtəl/ where it should be pronounce as /'taɪtəl/.

2. Diphthong **eɪ** (*Appreciating, Case, Days, Educate, Famous, Gain, Greatest, Label, Made, Major, Making, Mistake, Motivated, Name, Okay, Pay, Played, Reputation, Saying, Statement, They, Today, Waited, Ways*)

In diphthong **eɪ**, there are 24 words found where 17 words pronounced correct and 7 words pronounced incorrect. The student pronounced the words *Case, Greatest, Label, Made, Major, Making, and Mistake* wrongly. They pronounced it as /kes/, /'gretəst/ /'leɪbəl/, /med/, /'medʒər/ /'mekɪŋ/, /mɪs'tek/ where the correct pronunciation should be added by diphthong **eɪ** as we can see on table 4.3.

3. Diphthong **oʊ** (*Focus, Indonesian, Know, Known, Motivated, No, Okay, Role, So, Those, Videos*)

For diphthong **oʊ**, there are 11 words found based on speech that showed in table 4.3. It appears that there are 6 words pronounced correctly, while 5

words pronounced incorrectly. The words *Focus*, *Know*, *Known*, *Role*, and *Those*, pronounced as /'fokəs/, /naʊ/, /naʊn/, /rol/, /ðoz/ where it should be added with diphthong **oʊ** based on International Phonetic Alphabet standard.

4. Diphthong **aʊ** (*About*, *Outside*, *Without*)

From table 4.3, it is evident that there are 3 words detected as diphthong **au**. The word *about* and *without* pronounced correctly while the word *outsaid* pronounced as /,ʊt'said/ which is a wrong way to pronounced that word based on its standard.

After formulated the result based on the elaboration above, it found that the ability of participant 3 in pronouncing diphthong words categorized as **Fairly Good** with total score 7.4.

4.1.4 Participant 4

Table 4.4 the Result of Diphthong Sounds by Participant 4

Vowel Sound	Word	Pronunciation		Correct/ Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	Apologize	ə'pələ,dʒaɪz	ə'pələ,dʒaɪz	Correct
	Assignment	ə'saɪnmənt	ə'sɪgnmənt	Incorrect
	Brightness	'brɑɪtnəs	'brɪtnəs	Incorrect
	Find	fɑɪnd	fɑɪnd	Correct
	Guidance	'gɑɪdəns	'gʊɪdəns	Incorrect
	I	aɪ	aɪ	Correct
	I'm	aɪm	aɪm	Correct
	Life	laɪf	laɪf	Correct
	Like	laɪk	laɪk	Correct
	Mind	maɪnd	maɪnd	Correct
	My	maɪ	maɪ	Correct
	Online	'ɔn,lɑɪn	'ɔn,lən	Incorrect
	Title	'taɪtəl	'tɪtəl	Incorrect

ei	Always	'ɔ:lweiz	'ɔ:lweiz	Correct
	Change	tʃeɪndʒ	tʃeɪndʒ	Incorrect
	Communication	kəmˌjʊnəˈkeɪʃən	kəmˌjʊnəˈkeɪʃən	Correct
	Endanger	ənˈdeɪndʒər	ənˈdendʒər	Incorrect
	Entertainment	ˌentərˈteɪnmənt	ˌentərˈtaɪnmənt	Incorrect
	Everyday	'evriːdeɪ	'evriːdeɪ	Correct
	Explain	ɪksˈpleɪn	ɪksˈpleɪn	Correct
	Facilitate	fəˈsɪləˈteɪt	fəˈsɪləˈteɪt	Correct
	Games	geɪmz	gemz	Incorrect
	Great	ɡreɪt	ɡret	Incorrect
	Information	ˌɪnfərˈmeɪʃən	ˌɪnfərˈmeɪʃən	Correct
	Ladies	'leɪdɪz	'ledɪz	Incorrect
	Make	meɪk	meɪk	Correct
	Newspaper	'nuːzˌpeɪpər	'nuːzˌpeɪpər	Correct
	Playing	'pleɪɪŋ	'pleɪɪŋ	Correct
	Same	seɪm	sem	Incorrect
	Say	seɪ	seɪ	Correct
Teenagers	'tiːneɪdʒəz	'tiːneɪdʒəz	Correct	
Today	təˈdeɪ	təˈdeɪ	Correct	
/oo	Almost	'ɔːlmoʊst	'əːlmost	Incorrect
	Also	'ɔːlsoʊ	'ɔːlsoʊ	Correct
	Only	'oʊnli	'oʊnli	Correct
	So	soʊ	soʊ	Correct
	Social	'soʊʃəl	'soʊʃəl	Correct
ao	Now	naʊ	noʊ	Incorrect
ie	Area	'eɪrɪə	'eɪrɪə	Correct
	Easier	'iːzɪər	'iːzɪər	Correct
	Material	məˈtɪəriəl	məˈtɪəriəl	Correct

From the table 4.4, it showed that there are 5 kinds of diphthongs (**ai** , **ei**, **əu**, **au** and **ie**) found in student's 4 speech test from the total of 8 diphthongs (**ai** , **ei**, **əu**, **au**, **eə**, **ie**, **ɔɪ**, and **ʊə**). There are 41 words identified as diphthongs where 25 words pronounced correctly and 16 words pronounced incorrectly. Moreover, the detail explanation of each kind of diphthongs can be seen as follows:

1. Diphthong **aɪ** (*Apologize, Assignment, Brightness, Find, Guidance, I, I'm, Life, Like, Mind, My, Online, Title*)

The total words found in diphthong **aɪ** are 13 words. As we can see from table 4.4, the student pronounced 8 words correctly while 5 words pronounced wrongly. The words *assignment, brightness, guidance, online, and title* pronounced as /ə'sɪgnmənt/, /'brɪtnəs/, /'ɡaɪdəns/, /'ɒn.lən/, and /'tɪtəl/ meanwhile, the correct pronunciation should be added with diphthong **aɪ**.

2. Diphthong **eɪ** (*Always, Change, Communication, Endanger, Entertainment, Every day, Explain, Facilitate, Games, Great, Information, Ladies, Make, Newspaper, Playing, Same, Say, Teenagers, Today*)

In diphthong **eɪ**, there are 19 words mentioned by the participant 4, where 12 words pronounced correctly and 7 words pronounced wrongly. The student pronounced those words as /tʃendʒ/, /ən'dendʒər/, /,ɛntər'taɪnmənt/, /gemz/, /ɡret/, /'ledɪz/, and /sem/ where the correct pronunciation should be added with diphthong **eɪ**.

3. Diphthong **oʊ** (*Almost, Also, Only, So, Social*)

Based on the table 4.4, it detected that there are 8 words found and categorized as diphthong **ou**. All the words are correct except the word *almost*. The student pronounced it as /'ɔ:lmost/ where the correct one is /'ɔ:lmoʊst/.

4. Diphthong **aʊ** (*Now*)

There is only 1 word found in diphthong **aʊ** and it pronounced wrongly. The student pronounced it as /noʊ/ where the correct pronunciation is /naʊ/.

5. Diphthong *ɪə* (*Area, Easier, Material*)

From diphthong *ɪə*, it can be seen that there are 3 words found as showed on the table 4.4 and pronounced as correct.

After formulated the score, the result of diphthong pronunciation by participant 4 classified as **Fair** with total score 6.0.

4.1.5 Participant 5

Table 4.5 the Result of Diphthong Sounds by Participant 5

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
ai	Arise	ə'raɪz	ə'raɪz	Correct
	Buy	baɪ	baɪ	Correct
	By	baɪ	baɪ	Correct
	Defined	dɪ'faɪnd	dɪ'faɪnd	Correct
	Described	dɪs'kraɪbd	dɪs'kraɪbd	Correct
	Eyes	aɪz	aɪz	Correct
	Find	faɪnd	faɪnd	Correct
	I	aɪ	aɪ	Correct
	Life	laɪf	laɪf	Correct
	Like	laɪk	laɪk	Correct
	Mind	maɪnd	maɪnd	Correct
	My	maɪ	maɪ	Correct
	Priceless	'praɪsləs	'praɪsləs	Incorrect
	Remind	'rɪmaɪnd	'rɪmaɪnd	Correct
	Smile	smaɪl	smaɪl	Correct
	Sometimes	səm'taɪmz	səm'taɪmz	Correct
	Time	taɪm	taɪm	Correct
ei	Able	'eɪbəl	'ebəl	Incorrect
	Always	'ɔ:lweɪz	'ɔ:lwaɪz	Incorrect
	Communication	kəm,junə'keɪʃən	kəm,junə'keɪʃən	Correct
	Day	deɪ	deɪ	Correct
	Gain	geɪn	geɪn	Correct
	Gave	geɪv	gev	Incorrect
	Greater	'greɪtər	'grɪtər	Incorrect

	Make	meɪk	meɪk	Correct
	Mistake	mɪs'teɪk	mɪs'tek	Incorrect
	Obtained	əb'teɪnd	əb'teɪnd	Correct
oo	Ago	ə'gou	ə'gou	Correct
	Close	kloʊs	klos	Incorrect
	Follow	'fɒloʊ	'fɒloʊ	Correct
	Grow	grou	grou	Correct
	Moment	'moʊmənt	'momənt	Incorrect
	Most	moʊst	most	Incorrect
	Notice	'noʊtɪs	'notɪs	Incorrect
	Open	'oʊpən	'opən	Incorrect
	Overcome	ˌoʊvə'kʌm	ˌovə'kʌm	Incorrect
	Process	'proʊses	'proses	Incorrect
	Shoulder	'ʃouldər	'ʃouldər	Correct
	So	sou	sou	Correct
	Those	ðouz	ðouz	Correct
	ao	Allow	ə'laʊ	ə'loʊ
Down		daʊn	doun	Incorrect
Encounter		ɪn'kaʊntər	ɪn'koʊntər	Incorrect
How		haʊ	hou	Incorrect
Now		naʊ	nou	Incorrect
Out		aʊt	out	Incorrect

As reflected in table 4.5, it showed that there are only 4 kinds of diphthongs (**ai, ei, oo, and ao**) found in student's speech from the total of 8 diphthongs (**ai, ei, əʊ, aʊ, eə, ɪə, ɔɪ, and ʊə**) according to International Phonetic Alphabet criteria. It can be seen that there are 46 diphthongs found where 27 words pronounced correctly and 19 words pronounced incorrectly. Moreover, the detail explanation of each kind of diphthongs can be seen as follows: 5,8 fair

1. Diphthong **ai** (*Arise, Buy, By, Defined, Described, Eyes, Find, I, Life, Like, Mind, My, Priceless, Remind, Smile, Sometimes, Time*)

From the table above, it appears that there are 17 words found and categorized as diphthong **aɪ** where all of the words are pronounced correct except the word *priceless*, which is pronounced as /'prɪsləs/.

2. Diphthong **eɪ** (*Able, Always, Communication, Day, Gain, Gave, Greater, Make, Mistake, Obtained*)

Based on the table 4.5, it showed that the student made 5 mistakes from the total of 10 words. The student pronounced the words *able, always, gave, greater, and mistake* as /'ebəl/, /'ɔ:lwaɪz/, /gev/, /'grɪtər/, /mɪs'tek/ where those words should be pronounced as /'eɪbəl/, /'ɔ:lweɪz/, /geɪv/, /'greɪtər /, and /mɪs'teɪk/.

3. Diphthong **oʊ** (*Ago, Close, Follow, Grow, Moment, Most, Notice, Open, Overcome, Process, Shoulder, So, Those*)

Table 4.5 showed that there are 13 words that are involved and identified as diphthong **oʊ**. From 13 of them, student 5 made 7 mistakes in pronounced words *Close, Moment, Most, Notice, Open, Overcome, and Proces*. Those words pronounced as /klos/, /'mɒmənt/, /most/, /'nɒtɪs/, /'ɒpən/, /,ɒvə'kʌm/, and /proses/ where the correct pronunciation should be added with diphthong **oʊ** as can be seen on table 4.5.

4. Diphthong **aʊ** (*Allow, Down, Encounter, How, Now, Out*)

There are 6 words found in speech test that contain diphthong **aʊ** where all the words pronounced wrongly. The words should be pronounced as /ə'laʊ/,

/daʊn/, /ɪn'kaʊntər/, /haʊ/, /naʊ/, and /aʊt/ not with diphthong **oʊ** as we could see on table 4.5.

After calculated the score based on explanation above, it found that the level of ability of participant 5 categorized as **Fair** with score 5.8.

4.1.6 Participant 6

Table 4.6 the Result of Diphthong Sounds by Participant 6

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	By	baɪ	baɪ	Correct
	I	aɪ	aɪ	Correct
	Life	laɪf	laɪf	Correct
	My	maɪ	maɪ	Correct
eɪ	Always	'ɔ:lweɪz	'ɔ:lwaɪz	Incorrect
	Association	ə ,səʊsɪ'eɪʃən	ə ,sɒsɪ'eɪʃən	Incorrect
	Behaviors	bɪ'heɪvjəz	bə'havjəz	Incorrect
	Create	kri'eɪt	kre:t	Incorrect
	Examination	ɪg ,zæmə'neɪʃən	əg ,zami'neɪʃən	Incorrect
	May	meɪ	meɪ	Correct
	Maybe	'meɪbi:	'meɪbi:	Correct
	Name	neɪm	neɪm	Correct
	Occasion	ə'keɪʒən,	ə'keɪʒən,	Correct
	Organization	ˌɔrgənə'zeɪʃən	ˌɔrgəni'zeɪʃən	Incorrect
	Place	pleɪs	pleɪs	Correct
	Relation	rɪ'leɪʃən	rɪ'leɪʃən	Correct
	Saying	'seɪɪŋ	'seɪɪŋ	Correct
	Stay	steɪ	steɪ	Correct
	Ways	weɪz	weɪz	Correct
oʊ	Also	'ɔlsəʊ	'ɔlso	Incorrect
	Association	ə ,səʊsɪ'eɪʃən	ə ,sɒsɪ'eɪʃən	Incorrect
	Close	kloʊs	klos	Incorrect
	Closing	'kloʊzɪŋ	'klozɪŋ	Incorrect
	Don't	dəʊnt	dont	Incorrect
	Go	gəʊ	go	Incorrect
	Hope	həʊp	hop	Incorrect

	Know	nou	nou	Correct
	Social	'souʃəl	'soʃəl	Incorrect
aʊ	Allow	ə'laʊ	ə'loʊ	Incorrect
	How	haʊ	haʊ	Correct
	Now	naʊ	naʊ	Correct
	Without	wɪ'daʊt	wɪ'daʊt	Correct
ɔɪ	Avoid	ə'vɔɪd	ə'vɔɪd	Correct

There are 5 kinds of diphthongs (**aɪ**, **eɪ**, **oʊ**, **aʊ** and **ɔɪ**) found in student's speech test based on table 4.6 aside from the total of 8 diphthongs (**aɪ**, **eɪ**, **aʊ/oʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**). It showed that there are 33 words detected as diphthongs where 18 words pronounced correctly and 15 words pronounced wrongly. Furthermore, the detailed analysis of each kind of diphthongs can be seen as follows:

1. Diphthong **aɪ** (*By, I, Life, My*)

As we can see in table 4.6, there are 4 words identified as diphthong **aɪ** and all the words pronounced correct.

2. Diphthong **eɪ** (*Always, Association, Behaviors, Create, Examination, May, Maybe, Name, Occasion, Organization, Place, Relation, Saying, Stay, Ways*)

Table 4.6 showed that there are 15 words pronounced by participant 6 where 9 words pronounced correctly and the rest of them pronounced incorrectly.

3. Diphthong **oʊ** (*Also, Association, Close, Closing, Don't, Go, Hope, Know, Social*)

In diphthong **ou**, 9 words have found. Most of words in diphthong ou pronounced incorrect except the word *know*. It could be said there are only 1 word pronounced correctly while 8 words pronounced wrongly as can be seen on table 4.6.

4. Diphthong **au (*Allow, How, Now, Without*)**

There are 4 words found in this part. All the words pronounced correctly except the word *allow* which is pronounced as /ə'loʊ/ rather than /ə'laʊ/

5. Diphthong **ai (*Avoid*)**

As can be seen on table 4.6, there is only 1 word found and categorize as diphthong **ai**. The word *avoid* pronounced correctly by participant 6.

Based on the formula that has been calculated, the score participant 6 got is 5.4 and categorize as **Poor**.

4.1.7 Participant 7

Table 4.7 the Result of Diphthong Sounds by Participant 7

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
ai	By	baɪ	baɪ	Correct
	Characterize	'kerəktəraɪz	'kerəktəraɪz	Correct
	Crisis	'kraɪsəs	'krɪsɪs	Incorrect
	Exercising	'eksər'saɪzɪŋ	'eksər'saɪzɪŋ	Correct
	Fight	faɪt	faɪt	Correct
	Finally	'faɪnəli	'faɪnəli	Correct
	I	aɪ	aɪ	Correct
	Lie	laɪ	laɪ	Correct
	Life	laɪf	laɪf	Correct
	My	maɪ	maɪ	Correct
	Nice	naɪs	naɪs	Correct
	Paradise	'perədəɪs	'perədəɪs	Correct
	Right	raɪt	raɪt	Correct

ei	Appreciate	ə'pri:ʃiət	ə'pri:ʃiət	Correct
	Attain	ə'teɪn	ə'taɪn	Incorrect
	Celebration	ˌselə'breɪʃən	ˌselə'breɪʃən	Correct
	Cooperate	kou'ɒpə,reit	ko'ɒpə,ret	Incorrect
	Education	ˌedʒə'keɪʃən	ˌedʒə'keɪʃən	Correct
	Explained	ɪks'pleɪnd	eks'plend	Incorrect
	Faith	feɪθ	faiθ	Incorrect
	Imitate	'ɪmətet	'ɪmətet	Correct
	Nations	'neɪʃənz	'neɪʃənz	Incorrect
	Say	sei	sei	Correct
	Someday	'sʌm,deɪ	'sʌm,deɪ	Correct
	Take	teɪk	tek	Incorrect
	Teenagers	'ti,neɪdʒəz	'ti,neɪdʒəz	Incorrect
	They	ðeɪ	ðeɪ	Correct
	Today	tə'deɪ	tə'deɪ	Correct
oo	Also	'ɔ:lsoʊ	'ɔ:lsoʊ	Correct
	Broken	'brʊkən	'brʊkən	Incorrect
	Cooperate	kou'ɒpə,reit	ko'ɒpə,ret	Incorrect
	Don't	dəʊnt	dəʊnt	Correct
	Follow	'fɒloʊ	'fɒloʊ	Correct
	Hope	həʊp	həʊp	Correct
	Indonesia	ˌɪndoʊ'nɪzə	ˌɪndoʊ'nɪzə	Correct
	Known	nəʊn	nəʊn	Correct
	Smoker	'smʊkər	'smʊkər	Incorrect
	Won't	wəʊnt	wəʊnt	Correct
au	How	haʊ	haʊ	Correct
	Now	naʊ	naʊ	Correct
iə	Real	rɪəl	rɪl	Incorrect

According to table 4.7, it could be seen that there are 5 kinds of diphthong (**ai, ei, oo, au and iə**) found based on online speech test from the total of 8 diphthongs (**ai, ei, əʊ, aʊ, eə, iə, ɔɪ, and ʊə**). The total of diphthong found in table 4.7 are 41 words where 29 pronounced correctly and 12 pronounced wrongly. More elaboration of each diphthong can be seen as follows:

1. Diphthong **ai** (*By, Characterize, Crisis, Exercising, Fight, Finally, I, Lie, Life, My, Nice, Paradise, Right*)

There is only 1 word pronounced incorrectly among the other 12 words. Based on the table above, it clearly showed that the word *crisis* pronounced as /'krisis/ meanwhile the correct one should be pronounced as 'kraisəs

2. Diphthong **eɪ** (*Appreciate, Attain, Celebration, Cooperate, Education, Explained, Faith, Imitate, Nations, Say, Someday, Take, Teenagers, They, Today*) 7 in 15
3. Based on table 4.7, it detected that there are 15 words found and categorized as diphthong **eɪ**. There are 7 words mispronounced while 6 words pronounced as it should.
4. Diphthong **oʊ** (*Also, Broken, Cooperate, Don't, Follow, Hope, Indonesia, Known, Smoker, Won't*)

There are 10 words contain diphthong **oʊ** based on table 4.7. As it can be seen in table above, 7 words pronounced as correct while 3 of them pronounced incorrect. Participant 7 pronounced the words *Broken, Cooperate* and *Smoker* as /'brəkən/, /ko'ʊpə,ret/ and /'sməkər/ which is a wrong way to pronounce those words.

5. Diphthong **aʊ** (*How, Now*)

In diphthong **aʊ**, both of word *how* and *now* pronounced correctly as we could see on table 4.7.

6. Diphthong **rɪəl** (*Real*)

There is only 1 word found in speech test video and it pronounced incorrect. The correct pronunciation must be /rɪəl/ while participant 7 pronounced it as /rɪl/.

After numerate all data based on table 4.7, it found that the score that participant 7 got is 7.0 where the ability in pronouncing diphthong words categorized as **Fairly Good**.

4.1.8 Participant 8

Table 4.8 the Result of Diphthong Sounds by Participant 8

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	Brighter	'braɪtər	'braɪtər	Correct
	By	baɪ	baɪ	Correct
	Childhood	'tʃaɪldhʊd	'tʃɪldhʊd	Incorrect
	Fight	fɑɪt	fɑɪt	Correct
	High	haɪ	haɪ	Correct
	Highest	'haɪəst	'haɪəst	Correct
	I	aɪ	aɪ	Correct
	Like	laɪk	laɪk	Correct
eɪ	My	maɪ	maɪ	Correct
	Afraid	ə'freɪd	ə'fraɪd	Incorrect
	Age	eɪdʒ	edʒ	Incorrect
	Always	'ɔ:lweɪz	'ɔ:lwaɪz	Incorrect
	Ashamed	ə'ʃeɪmd	ə'ʃɛmd	Incorrect
	Case	'keɪs	'kes	Incorrect
	Engage	ən'geɪdʒ	en'gedʒ	Incorrect
	Great	greɪt	grɪt	Incorrect
	Inspiration	ˌɪnspə'reɪʃən	ɪnspə'reʃən	Incorrect
	Make	meɪk	mek	Incorrect
	Manipulate	mə'nɪpjəleɪt	mə'nɪpjəlet	Incorrect
	Name	neɪm	neɪm	Correct
	Namely	'neɪmli	'neɪmli	Correct
	Okay	'oʊ'keɪ	'əʊ'keɪ	Correct
	Organization	ˌɔrgənə'zeɪʃən	ˌɔrgənɪ'zeʃən	Incorrect
	Rape	reɪp	rep	Incorrect
	Say	seɪ	seɪ	Correct
	Situation	ˌsɪtʃu'eɪʃən	sɪtʃu'eʃən	Incorrect
	Unsafe	ən'seɪf	ʌn'sef	Incorrect
	oʊ	Also	'ɔ:lsoʊ	'ɔ:lso

	Close	kloʊs	klos	Incorrect
	Control	kən'trɒl	kon'trol	Incorrect
	Don't	dɒnt	dount	Correct
	Home	hɒm	hom	Incorrect
	Indonesia	ˌɪndəʊ'nɪziə	ɪndəʊ'nɪziə	Correct
	Okay	'oʊ'keɪ	'o'keɪ	Incorrect
	Only	'oʊnli	'onli	Incorrect
	So	səʊ	sou	Correct
	Those	ðoʊz	ðoz	Incorrect
aʊ	About	ə'baʊt	ə'baʊt	Correct
	Down	daʊn	doun	Incorrect
ɔɪ	Voice	vɔɪs	vɔɪs	Correct
ʊə	Actually	'æktʃʊəli	'æktʃʊəli	Correct
	Sexual	'seksʃʊəl	'seksʃʊəl	Incorrect

As presented in table 4.8, it revealed that there are 6 diphthongs (**aɪ**, **eɪ**, **əʊ**, **and aʊ**) found in student's speech from the total of 8 diphthongs (**aɪ**, **eɪ**, **əʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, **and ʊə**). There are 42 diphthongs found where 27 words pronounced correctly and 19 words pronounced incorrectly. Moreover, the detail explanation of each kind of diphthongs can be seen as follows:

1. Diphthong **aɪ** (*Brighter, By, Childhood, Fight, High, Highest, I, Like, My*)

In table 4.8, it can be seen that there are 9 words found and indicated as diphthong **aɪ**. 8 words pronounced correctly while 1 word pronounced incorrect as showed in table above.

2. Diphthong **eɪ** (*Afraid, Age, Always, Ashamed, Case, Engage, Great, Inspiration, Make, Manipulate, Name, Namely, Okay, Organization, Rape, Say, Situation, Unsafe*)

Based on speech test that has been analyzed, it found that there are 18 words pronounced by student 8 and detected as diphthong **eɪ**. There are only 4 word pronounced correctly while 14 words pronounced wrongly.

3. Diphthong **oʊ** (*Also, Close, Control, Don't, Home, Indonesia, Okay, Only, So, Those*)

In diphthong **oʊ**, there are only 3 words pronounced correctly from the total of 10 words.

4. Diphthong **aʊ** (*About, Down*)

There are 2 words found in diphthong **au**. The word *down* pronounced correctly while the word *about* pronounced wrongly. It pronounced as /daʊn/ where the correct pronunciation must be /daʊn/

5. Diphthong **ɔɪ** (*Voice*)

Based on the table 4.8, there is 1 word found and pronounced correctly.

6. Diphthong **ʊə** (*Actually, Sexual*)

In diphthong **ʊə**, there is 1 word pronounced correct and 1 word incorrect as can be seen on table 4.8.

From the formula that has been explain in the previous chapter, it found that the participant 8 ability in pronunciation classified as **Fair** because the result is 6.4 in score.

4.1.9 Participant 9

Table 4.9 The Result of Diphthong Sounds by Participant 9

Vowel Sound	Word	Pronunciation		Correct/ Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	Buy	baɪ	baɪ	Correct
	Einstein	'aɪnstain	'eɪnstɛɪn	Incorrect
	Entitled	ɛn'taɪtləd	ɛn'tɪtləd	Incorrect
	I	aɪ	aɪ	Correct
	I'm	aɪm	aɪm	Correct
	Like	laɪk	laɪk	Correct
	My	maɪ	maɪ	Correct
	Myself	maɪ'sɛlf	maɪ'sɛlf	Correct
	Sacrifice	'sækrəfaɪs	'sækrəfaɪs	Correct
	Sometime	'sʌmtaɪm	'sʌmtaɪm	Correct
	Time	taɪm	taɪm	Correct
	Try	traɪ	traɪ	Correct
	Trying	'traɪɪŋ	'traɪɪŋ	Correct
eɪ	Always	'ɔ:lweɪz	'ɔ:lwaɪz	Incorrect
	Candidates	'kændədeɪts	'kændɪdats	Incorrect
	Education	ˌɛdʒə'keɪʃən	ˌɛdʒu'keɪʃən	Incorrect
	Gain	geɪn	gaɪn	Incorrect
	Games	geɪmz	geɪmz	Correct
	Makes	meɪks	meks	Incorrect
	Mistake	mɪs'teɪk	mɪs'teɪk	Correct
	Name	neɪm	neɪm	Correct
	Occasion	ə'keɪʒən	oʊ'keɪʒən	Incorrect
	Playing	'pleɪɪŋ	'pleɪɪŋ	Correct
	Pray	preɪ	prai	Incorrect
	Say	seɪ	seɪ	Correct
Waste	weɪst	weist	Correct	
oʊ	Cellphone	'sɛlfoʊn	'sɛlfoʊn	Incorrect
	Covid-19	'koʊvɪd-19	'kɒvɪd-19	Incorrect
	Don't	dɒnt	dɒn	Incorrect
	Hopefully	'hoʊpfəli	'hɒpfəli	Incorrect
	Knows	nəʊz	nəʊz	Correct
	Quota	'kwɒtə	'kwotə	Incorrect
	Social	'soʊʃəl	'soʃəl	Incorrect
aʊ	Now	naʊ	nəʊ	Incorrect

As shown in table 4.9, there are 4 kinds of diphthongs (**ai** , **ei**, **ou**, and **au**) found in speech test aside from the total of 8 diphthongs (**ai** , **ei**, **əʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**) based on International Phonetic Alphabet Standards. There are 34 words detected as diphthongs where 18 words pronounced correctly and 16 words pronounced wrongly. Furthermore, the elaboration of each kind of diphthongs can be seen as follows:

1. Diphthong **ai** (*Buy, Einstein, Entitled, I, I'm, Like, My, Myself, Sacrifice, Sometime, Time, Try, Trying*)

In diphthong ai, there are 13 words mentioned by participant 9. 11 words pronounced correctly while in words *Einstein* and *entitled*, the student pronounced wrongly.

2. Diphthong **ei** (*Always, Candidates, Education, Gain, Games, Makes, Mistake, Name, Occasion, Playing, Pray, Say, Waste*)

Based on the table above, there are 13 words identified as diphthong ei where 6 pronounced correctly and 7 mispronounced as reflected on table 4.9.

3. Diphthong **ou** (*Cellphone, Covid-19, Don't, Hopefully, Knows, Quota, Social*)

From 7 words that found based on the table 4.9, there is only 1 word pronounced correct while 6 of them pronounced incorrect.

4. Diphthong **aʊ** (*Now*)

There is 1 word found in speech test delivered by participant 9. The word *now* pronounced as *noʊ* which is a wrong way to pronounce that word based on its standards.

After formulated the result based on the elaboration showed in table 4.9, it found that the ability of participant 9 in pronouncing diphthong words categorized as **Poor** with total score 5.2.

4.1.10 Participant 10

Table 4.10 the Result of Diphthong Sounds by Participant 10

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	Applied	ə'plaɪd	ə'plaɪd	Correct
	By	baɪ	baɪ	Correct
	Environment	ɪn'veɪrənmənt	ɪn'veɪrənmənt	Correct
	Exercise	'eksərsaɪz	'eksərsaɪz	Correct
	Fight	faɪt	faɪt	Correct
	Height	haɪt	heɪgt	Incorrect
	High	haɪ	haɪ	Correct
	I	aɪ	aɪ	Correct
	Life	laɪf	laɪf	Correct
	Lifestyle	'laɪf,staɪl	'laɪf,staɪl	Correct
	Like	laɪk	laɪk	Correct
	Lines	laɪnz	laɪnz	Correct
	Mindset	'maɪnd,seɪt	'maɪnd,seɪt	Correct
	My	maɪ	maɪ	Correct
	Myself	,maɪ'self	,maɪ'self	Correct
	Realize	'ri:ə,laɪz	'ri:ə,laɪz	Correct
	Requires	ri'kwaɪərz	ri'kwaɪərz	Correct
Strive	straɪv	straɪv	Correct	
Style	staɪl	staɪl	Correct	
eɪ	Always	'ɔ:l,weɪz	'ɔ:l,weɪz	Correct
	Bathing	'beɪðɪŋ	'beðɪŋ	Incorrect

	Behaviors	bɪ'heɪvjərz	bɪ'hevjərz	Incorrect
	Creating	kri'eɪtɪŋ	kri'etɪŋ	Incorrect
	Cultivate	'kʌltə'veɪt	'kultɪ'vet	Incorrect
	Graces	'greɪsɪz	'greɪsɪz	Correct
	Indicators	'ɪndə'keɪtərz	'ɪndɪ'ketərz	Incorrect
	Make	meɪk	meɪk	Correct
	Occasion	ə'keɪʒən	'ɔ'keʒən	Incorrect
	Pray	preɪ	preɪ	Correct
	Saying	'seɪŋ	'seɪŋ	Correct
	Take	teɪk	Tek	Incorrect
	Wake	weɪk	weɪk	Correct
	Weight	weɪt	weɪt	Correct
oo	Also	'ɔlsou	'ɔlso	Incorrect
	Don't	dəʊnt	dont	Incorrect
	Hope	həʊp	hop	Incorrect
	Hopefully	'həʊpfəli	'hopfəli	Incorrect
	Know	nəʊ	nou	Correct
	Smoke	sməʊk	smok	Incorrect
	So	səʊ	so	Incorrect
	Soap	səʊp	sop	Incorrect
	Whatsoever	ˌwʌtsəʊ'evər	ˌwʌtsə'evər	Incorrect
au	About	ə'baʊt	ə'baʊt	Correct
	Now	naʊ	nou	Incorrect
	Without	wɪ'θaʊt	wɪ'θəʊt	Incorrect

In accordance with table 4.10, it could be seen that there are 4 kinds of diphthong (**aɪ, eɪ, əʊ, aʊ and ʊə**) found in participant 10 speech from the total of 8 diphthongs (**aɪ, eɪ, əʊ, aʊ, eə, ɪə, ɔɪ, and ʊə**). There are 45 words found in this speech, where 27 words are pronounced correctly and 18 pronounced incorrectly. The detailed analysis of diphthongs pronounced by the student could be seen as follows:

1. Diphthong **aɪ** (*Applied, By, Environment, Exercise, Fight, Height, High, I, Life, Lifestyle, Like, Lines, Mindset, My, Myself, Realize, Requires, Strive, Style*)

As reflected in table 4.10, it clears that there is only 1 word mispronounced. From the total of 19 words, 18 of them pronounced correctly.

2. Diphthong **eɪ** (*Always, Bathing, Behaviors, Creating, Cultivate, Graces, Indicators, Make, Occasion, Pray, Saying, Take, Wake, Weight*)

In diphthong ei, there are 14 words found based on speech test that has been delivered by student 10 where 7 words pronounced correctly and another 7 words pronounced wrongly.

3. Diphthong **oʊ** (*Also, Don't, Hope, Hopefully, Know, Smoke, So, Soap, Whatsoever*)

Based on table 4.10, we could see that there are 9 words mentioned and indicated as diphthong ou where 8 of words pronounced wrongly and only 1 word pronounced correctly.

4. Diphthong **aʊ** (*About, Now, Without*)

There are 3 words found from the speech test delivered by student 10. There is only 1 out of 3 words pronounced correctly while 2 words pronounced incorrectly as can be seen on table 4.10.

According to the formula and assessment of pronunciation that has been explain in the research data analysis, it gave result that the ability of student 10 categorized as **Fair** with total score 6.0.

4.1.11 Participant 11

Table 4.11 the Result of Diphthong Sounds by Participant 11

Vowel Sound	Word	Pronunciation		Correct/ Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	Arise	ə'raɪz	ə'riz	Incorrect
	Crime	kraɪm	kraɪm	Correct
	Crisis	'kraɪsəs	'kraɪsɪs	Incorrect
	Diversion	daɪ'vɜːʒən	dɪ'vɜːʒən	Incorrect
	Fighting	'faɪtɪŋ	'faɪtɪŋ	Correct
	Identity	aɪ'dentəti	aɪ'dentəti	Correct
	Kinds	kɑɪndz	kɑɪndz	Correct
	Life	laɪf	laɪf	Correct
	My	maɪ	maɪ	Correct
	Optimize	'ɒptəmaɪz	'ɒptəmaɪz	Correct
	Outside	'aʊt'saɪd	'aʊt'saɪd	Correct
	Style	staɪl	staɪl	Correct
	Time	taɪm	taɪm	Correct
	Vice	vaɪs	vaɪs	Correct
eɪ	Afraid	ə'freɪd	ə'fraɪd	Incorrect
	Always	'ɔlweɪz	'ɔlwaɪz	Incorrect
	Creating	kri'eɪtɪŋ	kre'atɪŋ	Incorrect
	Educate	'edʒəkeɪt	'edʒuːket	Incorrect
	Ladies	'leɪdɪz	'leɪdɪz	Incorrect
	Make	meɪk	Mek	Incorrect
	May	meɪ	maɪ	Incorrect
	Name	neɪm	neɪm	Correct
	Neighbor	'neɪbər	'neɪbər	Correct
	Pervaded	pər'veɪdɪd	pervaded	Incorrect
	Play	pleɪ	pleɪ	Correct
	Say	seɪ	seɪ	Correct
	Takes	teɪks	teks	Incorrect
	Teenagers	'tiːneɪdʒəz	'tiːnedʒəz	Incorrect
	They	ðeɪ	ðeɪ	Correct
Way	weɪ	weɪ	Correct	
oʊ	Control	kən'troʊl	kon'trol	Incorrect
	Hopefully	'hoʊpfəli	'hopfəli	Incorrect
	Know	noʊ	noʊ	Correct
	Most	moʊst	Most	Incorrect

	No	nou	nou	Correct
	Role	roul	rɒl	Incorrect
aʊ	Outside	'aʊt'saɪd	'oʊt'saɪd	Incorrect
	How	haʊ	hoʊ	Incorrect
ɪə	Experience	ɪk'spɪəriəns	ɪk'spɪəriəns	Correct
	Various	'veriəs	'veriəs	Incorrect
ɔɪ	Avoid	ə'vɔɪd	ə'vɔɪd	Correct
ʊə	Influenced	'ɪnflʊənst	'ɪnflʊənst	Correct

As indicated in table 4.11, it showed that there are 7 diphthongs found in student's speech test that has been conducted aside from the total of 8 diphthongs (**ai, ei, əʊ, aʊ, eə, ɪə, ɔɪ, and ʊə**). There are 42 diphthongs found in speech where after analyzed, it give result 22 correct and 20 incorrect. Next, the elaboration of each diphthong can be seen as follows:

1. Diphthong **ai** (*Arise, Crime, Crisis, Diversion, Fighting, Identity, Kinds, Life, My, Optimize, Outside, Style, Time, Vice*)

As we can see in table 4.11, there are 14 words identified as diphthong **ai**. 11 words pronounced correctly while in another 3 words, the student made mistake in pronounced words. The words *arise, crisis, and diversion* pronounced as /ə'riz/, /'krɪsɪs/ and /dɪ'vɜːʒən/ where the correct pronunciation is should be added with diphthong ai.

2. Diphthong **ei** (*Afraid, Always, Creating, Educate, Ladies, Make, May, Name, Neighbor, Pervaded, Play, Say, Takes, Teenagers, They, Way*)

There are 16 words contain diphthong **ei** based on table 4.11. As it can be seen in table above, 6 words pronounced as correct while 10 of them pronounced incorrect.

3. Diphthong **oʊ** (*Control, Hopefully, Know, Most, No, Role*)
4. Diphthong **aʊ** (*Outside, How*)

There are 2 words found in diphthong **aʊ** that are pronounced incorrect as can be seen based on table 4.11. The word *outside* and *how* should be pronounced as /'aʊt'saɪd/ and /haʊ/.

5. Diphthong **ɪə** (*Experience, Various*)

From table 4.11 it can be seen that there are 2 words found while 1 word pronounced correct and the other word pronounced wrongly. Participant 11 pronounced the word *various* as /'verɪəs/ where the correct pronunciation is /'vɛriəs/ with diphthong **ɪə**.

6. Diphthong **ɔɪ** (*Avoid*)

There is 1 word found and detected as diphthong **ɔɪ** where it pronounced correctly.

7. Diphthong **ʊə** (*Influenced*)

Same as diphthong **ɔɪ**, there is only 1 word found in speech that has been identified. As it can be seen, the word *influence* pronounced as /'ɪnflʊənst/ which is a correct way to pronounce this word.

Based on the explanation, it found that the score got by participant 11 is 5.2 which is classified as **Poor** because the score is between range 3.6-5.5.

4.1.12 Participant 12

Table 4.12 the Result of Diphthong Sounds by Participant 12

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	Almighty	əl'maɪti	əl'maɪti	Correct
	Apologize	ə'pɒlə,dʒaɪz	ə'pɒlə,dʒaɪz	Correct
	Blindness	'blaɪndnəs	'blɪndəs	Incorrect
	By	bɑɪ	bɑɪ	Correct
	Find	fɑɪnd	fɑɪnd	Correct
	I	aɪ	aɪ	Correct
	Like	laɪk	laɪk	Correct
	Mild	maɪld	mɪld	Incorrect
	Provide	prə'veɪd	prə'veɪd	Correct
	Realize	'riə,ləɪz	'riə,ləɪz	Correct
	Supervisor	'supə,vəɪzər	'supə,vəɪzər	Correct
	Time	taɪm	taɪm	Correct
	Type	taɪp	taɪp	Correct
	eɪ	Able	'eɪbəl	'ebəl
Aim		eɪm	eɪm	Correct
Always		'ɔl,weɪz	'ɔl,weɪz	Correct
Basic		'beɪsɪk	'besɪk	Incorrect
Behavior		bɪ'heɪvjər	bɪ'hevjər	Incorrect
Brain		breɪn	breɪn	Correct
Capable		'keɪpəbəl	'kepəbəl	Incorrect
Changes		'tʃeɪndʒəz	'ʃendʒəz	Incorrect
Contain		kən'teɪn	kən'teɪn	Correct
Coordination		koʊ,ɔrdə'neɪʃən	ko,ɔrdɪ'neʃən	Incorrect
Dangerous		'deɪndʒərəs	'deɪndʒərəs	Correct
Draining		'dreɪnɪŋ	'dreɪnɪŋ	Correct
Endanger		en'deɪndʒər	en'dendʒər	Incorrect
Generation		,dʒenə'reɪʃən	,dʒenə'reʃən	Incorrect
Information		,ɪnfər'meɪʃən	,ɪnfər'meɪʃən	Correct
Making		'meɪkɪŋ	'meɪkɪŋ	Correct
Manipulate		mə'nɪpjə,leɪt	mə'nɪpjə,leɪt	Correct
May		meɪ	meɪ	Correct
Namely		'neɪmli	'neɪmli	Correct
Nation		'neɪʃən	'neɪʃən	Correct
Occasion	ə'keɪzən	ə'keɪzən	Correct	

	Pain	peɪn	peɪn	Correct
	Patients	'peɪʃənts	'peɪʃənts	Correct
	Stimulate	'stɪmjə, leɪt	'stɪmjə, leɪt	Correct
	Take	teɪk	Tek	Incorrect
	They	ðeɪ	ðeɪ	Correct
	Today	tə'deɪ	tə'deɪ	Correct
	Vegetative	,vedʒə'tetɪv	,vedʒə'tetɪv	Incorrect
oʊ	Also	'ɔlsoʊ	'ɔlso	Incorrect
	Control	kən'troʊl	kən'trol	Incorrect
	Coordination	kou, ɔrdə'neɪʃən	ko, ɔrdə'neɪʃən	Incorrect
	Dopamine	'dopə, mɪn	'dopə, mɪn	Incorrect
	Flow	floʊ	floʊ	Correct
	Following	'fəloʊɪŋ	'fəloʊɪŋ	Correct
	Heroin	'heroʊən	'heroɪn	Incorrect
	Indonesia	,ɪndoʊ'nɪzə	,ɪndo'nɪzə	Incorrect
	Motor	'moʊtər	'motər	Incorrect
	Only	'oʊnli	'onli	Incorrect
	Overdose	'oʊvər, doʊs	'ovər, doʊs	Incorrect
	Program	'proʊ, græm	'pro, græm	Incorrect
	Remote	rɪ'moʊt	rɪ'mot	Incorrect
	So	soʊ	So	Incorrect
	Throat	θroʊt	θrot	Incorrect
	Undergoing	,ʌndər'goʊɪŋ	,ʌndər'goɪŋ	Incorrect
aʊ	About	ə'baʊt	ə'baʊt	Correct
	Compound	'kɑmpaʊnd	'kɑmpəʊnd	Incorrect
	Downs	daʊnz	daʊnz	Correct
	However	,haʊ'evər	,həʊ'evər	Incorrect
	Out	aʊt	aʊt	Correct
ɔɪ	Destroyed	dɪ'strɔɪd	dɪ'strɔɪd	Correct
	Avoid	ə'vɔɪd	ə'vɔɪd	Correct

There are 5 kinds of diphthongs (**aɪ** , **eɪ**, **oʊ**, **aʊ** and **ɔɪ**) found in student's speech test based on the table 4.12 from the total of 8 diphthongs (**aɪ** , **eɪ**, **əʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**). It showed that there are 64 words detected as diphthongs where 36 words pronounced correctly and 28 words pronounced wrongly. Furthermore, the detailed analysis of each kind of diphthongs can be seen as follows:

1. Diphthong **ai** (*Almighty, Apologize, Blindness, By, Find, I, Like, Mild, Provide, Realize, Supervisor, Time, Type*)

As reflected in table 4.12, there are 14 words identified as diphthong ai. 12 words pronounced incorrectly while 2 words pronounced wrongly.

2. Diphthong **ei** (*Able, Aim, Always, Basic, Behavior, Brain, Capable, Changes, Contain, Coordination, Dangerous, Draining, Endanger, Generation, Information, Making, Manipulate, May, Namely, Nation, Occasion, Pain, Patients, Stimulate, Take, They, Today, Vegetative*)

There are 28 words contain diphthong **ei** based on the table above. The student made mistake in 10 words while 18 words pronounced as correct. Participant 12 pronounced the words *able, basic, behavior, capable, changes, coordination, endanger, generation take, and vegetative* as /'ebəl/, /'besɪk/, /bɪ'hevjər/, /'kepəbəl/, /'ʃendʒəz/, /ko,ɔrdɪ'neɪʃən/, /ɛn'dendʒər/, /,dʒenə'reɪʃən/, /tek/ and /,vedʒə'tetɪv/ which are wrong way to pronounce those words.

3. Diphthong **oo** (*Also, Control, Coordination, Dopamine, Flow, Following, Heroin, Indonesia, Motor, Only, Overdose, Program, Remote, So, Throat, Undergoing*)

In diphthong **oo**, it found that there are 16 words identified where most of the words pronounced incorrectly while only 2 words pronounced correctly.

4. Diphthong **au** (*About, Compound, Downs, However, Out*)

From diphthong **au**, there are 5 words found in participant 12 speech test. 3 of them pronounced correctly while 2 more words mispronounced.

5. Diphthong **aɪ** (*Destroyed, Avoid*)

There are only 2 words found and detected as diphthong **aɪ** and both of them pronounced correctly.

After calculated the data above, it conclude that participant 12 ability categorized as **Fair** because the score of diphthong pronunciation produced is 5.6.

4.1.13 Participant 13

Table 4.13 the Result of Diphthong Sounds by Participant 13

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
aɪ	I	aɪ	aɪ	Correct
	I'm	aɪm	aɪm	Correct
	Life	laɪf	laɪf	Correct
	Like	laɪk	laɪk	Correct
	My	maɪ	maɪ	Correct
	Organize	'ɔrgə,naɪz	'ɔrgə,naɪz	Correct
	Right	raɪt	raɪt	Correct
eɪ	Danger	'deɪndʒər	'dendʒər	Incorrect
	Day	deɪ	deɪ	Correct
	Gave	geɪv	gev	Incorrect
	Major	'meɪdʒər	'medʒər	Incorrect
	Mistake	mɪs'teɪk	mɪs'teɪk	Correct
	Name	neɪm	neɪm	Correct
	Overweight	'oʊvər,weɪt	'ovər,weɪt	Correct
	Say	seɪ	seɪ	Correct
əʊ/oo	Know	noʊ	noʊ	Correct
	Low	loʊ	loʊ	Correct
	Overweight	'oʊvər,weɪt	'ovər,weɪt	Incorrect
	So	soʊ	soʊ	Correct
aʊ	About	ə'baʊt	ə'baʊt	Correct
	Now	naʊ	naʊ	Correct

As illustrated in table 4.13, there are 4 kinds of diphthong (**aɪ** , **eɪ**, **əʊ**, and **ʊə**) found in student 13 speech from the total of 8 diphthongs (**aɪ** , **eɪ**, **əʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**). The total amounts of diphthong found are 22 words where 18 pronounced correctly and 4 pronounced wrongly. The detailed explanation of each diphthong found in table 4.13 can be seen as follows:

1. Diphthong **aɪ** (*I, I'm, Life, Like, My, Organize, Right*)

As we can see in table 4.13, there are 7 words identified as diphthong **aɪ** and all words pronounced by the student are correct.

2. Diphthong **eɪ** (*Danger, Day, Gave, Major, Mistake, Name, Overweight, Say, Weight*)

In diphthong **eɪ**, there are 9 words found in speech text that has been delivered by participant 13. From the total of 9 words, there are 7 words pronounced correctly and 2 words pronounced incorrectly. The word *gave* and *major* pronounced as /gev/ and /'medʒər/ where the correct pronunciation is should be replaced by diphthong **eɪ**.

3. Diphthong **oʊ** (*Know, Low, Overweight, So*)

As shown in table 4.13, there are 4 words found. There are 3 words found correctly while 1 word pronounced wrongly.

4. Diphthong **aʊ** (*About, Now*)

There are 2 words found based on table 4.13 and both of them pronounced correctly.

After calculated the score based on explanation above, it found that the level of ability of participant 13 categorized as **Good** with score 8.1 which is the highest level among the other participant.

4.1.14 Participant 14

Table 4.14 the Result of Diphthong Sounds by Participant 14

Vowel Sound	Word	Pronunciation		Correct/Incorrect
		Correct Pronunciation	Student Pronunciation	
ai	Apologize	ə'pələ,dʒaɪz	ə'pələ,dʒɪz	Incorrect
	Applied	ə'plaɪd	ə'plaɪd	Correct
	Brightness	'brɑɪtnəs	'brɑɪtnəs	Correct
	By	baɪ	baɪ	Correct
	Diverse	dɑɪ'vɜrs	dɪ'vɜrs	Incorrect
	Environment	ɪn'vaɪrənmənt	ɜn'vɪrənmənt	Incorrect
	Equalize	'ɪkwə,laɪz	'ɪkwə,lɪz	Incorrect
	Guidance	'gɑɪdəns	'gʊdəns	Incorrect
	Highly	'haɪli	'haɪli	Correct
	I	aɪ	aɪ	Correct
	I'm	aɪm	aɪm	Correct
	Kind	kɑɪnd	kɑɪnd	Correct
	Like	laɪk	laɪk	Correct
	My	maɪ	maɪ	Correct
	Myself	,maɪ'self	,maɪ'self	Correct
	Society	sə'saɪəti	sə'saɪəti	Correct
	Stereotypes	'stɛrɪə,tɑɪps	'stɛrɪə,tɑɪps	Correct
	Time	tɑɪm	tɑɪm	Correct
	Tribe	traɪb	traɪb	Correct
	United	ju'nɑɪtəd	ju'nɑɪtəd	Correct
ei	Able	'eɪbəl	'ebəl	Incorrect
	Always	'ɔl,weɪz	'ɔl,weɪz	Correct
	Based	beɪst	best	Incorrect
	Change	tʃeɪndʒ	tʃɛndʒ	Incorrect
	Creators	kri'eɪtərz	kri'etərz	Incorrect
	Discriminating	dɪ'skrɪmə,neɪtɪŋ	dɪ'skrɪmɪ,netɪŋ	Incorrect
	Dominate	'dɑmə,neɪt	'dɑmə,neɪt	Correct
	Facing	'feɪsɪŋ	'fesɪŋ	Incorrect

	Fade	feɪd	fed	Incorrect
	Fate	feɪt	feɪt	Correct
	Favors	'feɪvərz	'feɪvərz	Correct
	Gain	geɪn	ɡaɪn	Incorrect
	Generation	ˌdʒenə'reɪʃən	ˌdʒenə'reʃən	Incorrect
	Great	ɡreɪt	ɡreɪt	Correct
	Ladies	'leɪdɪz	'ledɪz	Incorrect
	Maintained	meɪn'teɪnd	meɪn'teɪnd	Correct
	Name	neɪm	neɪm	Correct
	Namely	'neɪmli	'nemli	Incorrect
	Okay	ˌoʊ'keɪ	ˌo'keɪ	Correct
	Plays	pleɪz	pleɪz	Correct
	Race	reɪs	res	Incorrect
	Relationship	ri'reɪʃən ʃɪp	ri'reʃən ʃɪp	Incorrect
	Remains	ri'meɪnz	ri'meɪnz	Correct
	Safeness	'seɪfnəs	'sefnəs	Incorrect
	Same	seɪm	seɪm	Correct
	Saved	seɪvd	seɪvd	Correct
	Situation	sɪ'tʃu'eɪʃən	sɪ'tʃu'eʃən	Incorrect
	Way	weɪ	weɪ	Correct
əʊ/oo	Follow	'faloʊ	'faloo	Correct
	Goal	ɡoʊl	gool	Correct
	Harmonious	hɑr'moʊniəs	hɑr'monius	Incorrect
	Indonesia	ˌɪndoʊ'nɪzə	ˌɪndo'nɪzə	Incorrect
	Most	moʊst	most	Incorrect
	No	noʊ	no	Incorrect
	Okay	ˌoʊ'keɪ	ˌo'keɪ	Incorrect
	Open	'oʊpən	'oʊpən	Correct
	Over	'oʊvər	'oʊvər	Correct
	Role	roʊl	roʊl	Correct
	So	soʊ	so	Incorrect
	Social	'soʊʃəl	'soʃəl	Incorrect
aʊ	About	ə'baʊt	ə'baʊt	Correct
	Around	ə'raʊnd	ə'raʊnd	Correct
	Without	wɪ'θaʊt	wɪ'θaʊt	Correct
ɔɪ	Employment	em'plɔɪmənt	em'plɔɪmənt	Correct

Following the table 4.8, it revealed that there are 5 types of diphthongs (**ai**, **ei**, **ou**, **au** and **ɔɪ**) found in student's online speech from the total of 8 diphthongs (**ai**, **ei**, **əʊ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**) according to International Phonetic Alphabet (IPA) criteria. There are 64 diphthongs found where 37 words pronounced correctly and 27 words pronounced incorrectly. More explanation of each type of diphthongs as reflected based on table 4.14 can be seen as follows:

1. Diphthong **ai** (*Apologize, Applied, Brightness, By, Environment, Equalize, Guidance, Highly, I, I'm, Kind, Like, My, Myself, Society, Stereotypes, Time, Tribe, United*)

As we can see in table 4.14, there are 20 words found where 15 words pronounced correctly and 5 words pronounced incorrect.

2. Diphthong **ei** (*Able, Always, Based, Change, Creators, Discriminating, Dominate, Facing, Fade, Fate, Favors, Gain, Generation, Great, Ladies, Maintained, Name, Namely, Okay, Plays, Race, Relationship, Remains, Safeness, Same, Saved, Situation, Way*)

As reflected in table 4.14, there are 28 words found and detected as diphthong ei. There are 13 words identified as correct, while 15 words pronounced wrongly.

3. Diphthong **ou** (*Follow, Goal, Harmonious, Indonesia, Most, No, Okay, Open, Over, Role, So, Social*)

Based on the table above, it can be seen that there are 12 words detected as diphthong ou where 5 words pronounced correctly and 7 words pronounced incorrectly.

4. Diphthong **au** (*About, Around, Without*)

In diphthong au, there are 3 words found according to speech test that has been examined and all of them pronounce correctly.

5. Diphthong **oi** (*Employment*)

From diphthong oi, there is only 1 word found and pronounced correctly.

After calculating the result based on the formula and measured it based pronunciation assessment by Layman (1972:219), it found that the diphthong pronunciation ability of participant 14 categorized as **Fair** because the score got by participant 1 is 5.7.

4.1.15 Participant 15

Table 4.15 the Result of Diphthong Sounds by Participant 15

Vowel Sound	Word	Pronunciation		Correct/ Incorrect
		Correct Pronunciation	Student Pronunciation	
ai	Almighty	əl'maɪti	əl'maɪti	Correct
	Apologize	ə'pɒlə,dʒaɪz	ə'pɒlə,dʒaɪz	Correct
	Aside	ə'saɪd	ə'saɪd	Correct
	Brightness	'braɪtnəs	'braɪtnəs	Correct
	By	baɪ	baɪ	Correct
	Childhood	'tʃaɪld,hʊd	'tʃɪld,hʊd	Incorrect
	Crisis	'kraɪsəs	'krɪsɪs	Incorrect
	Environment	ɪn'veɪrənmənt	ɪn'veɪrənmənt	Correct
	Finally	'faɪnəli	'faɪnəli	Correct
	Guys	gaɪz	gaɪz	Correct
	I	aɪ	aɪ	Correct

	I'm	aim	aim	Correct
	Lie	lai	lai	Correct
	Life	laif	laif	Correct
	Like	laik	laik	Correct
	My	mai	mai	Correct
	Nice	nais	nais	Correct
	Outside	'aot'said	'oot'said	Correct
	Provide	prə'vaid	prə'vaid	Correct
	Realized	'riə,laɪzd	'riə,laɪzd	Correct
	Sight	sait	sait	Correct
	Society	sə'saiəti	sə'saiəti	Correct
	Time	taim	taim	Correct
	While	wail	wail	Correct
ei	Able	'eɪbəl	'ebəl	Incorrect
	Create	kri'eɪt	kret	Incorrect
	Cultivate	'kʌltə,veɪt	'kʌltə,veɪt	Correct
	Day	dei	dei	Correct
	Education	ˌedʒə'keɪʃən	ˌedʒu'keɪʃən	Incorrect
	Expectation	ˌekspek'teɪʃən	ˌekspek'teɪʃən	Incorrect
	Formations	fɔr'meɪʃənz	fɔr'meɪʃənz	Incorrect
	Generation	ˌdʒenə'reɪʃən	ˌdʒenə'reɪʃən	Incorrect
	Globalization	ˌɡloʊbəli'zeɪʃən	ˌɡlobəli'zeɪʃən	Incorrect
	Imitated	'ɪmə'teɪtɪd	'ɪmə'teɪtɪd	Correct
	Implementation	ˌɪmplə'men'teɪʃən	ˌɪmplə'men'teɪʃən	Incorrect
	Ladies	'leɪdɪz	'ledɪz	Incorrect
	Limitation	'lɪmɪ'teɪʃən	'lɪmɪ'teɪʃən	Incorrect
	Name	neɪm	neɪm	Correct
	Nation	'neɪʃən	'neɪʃən	Correct
	Participation	pɑr'tɪsə'peɪʃən	pɑr'tɪsə'peɪʃən	Incorrect
	Say	sei	sei	Correct
	Shaping	ʃeɪpɪŋ	ʃepɪŋ	Incorrect
	They	ðei	ðei	Correct
oo	Also	'ɔlsəʊ	'ɔlso	Incorrect
	Control	kən'trəʊl	kən'trəʊl	Correct
	Devoted	dɪ'vəʊtəd	dɪ'votəd	Incorrect
	Don't	dəʊnt	dəʊnt	Correct
	Globalization	ˌɡloʊbəli'zeɪʃən	ˌɡlobəli'zeɪʃən	Incorrect
	Go	ɡəʊ	Go	Incorrect
	Home	həʊm	həʊm	Correct
	Hope	həʊp	həʊp	Correct
	Older	'əʊldə	'oldə	Incorrect

	Role	rɒl	rɒl	Correct
	Show	ʃəʊ	ʃəʊ	Correct
	So	səʊ	Səʊ	Incorrect
	Told	təʊld	Təʊld	Incorrect
aʊ	About	ə'baʊt	ə'baʊt	Correct
	Found	fəʊnd	fəʊnd	Incorrect
	How	haʊ	haʊ	Correct
	Outside	'aʊt'saɪd	'oʊt'saɪd	Incorrect
	Surrounding	sə'reʊndɪŋ	sə'reʊndɪŋ	Incorrect
	Without	wɪ'θaʊt	wɪ'θaʊt	Correct

From table 4.15, it could be seen that there are 4 kinds of diphthongs (**aɪ**, **eɪ**, **oʊ**, and **aʊ**) found in speech test aside from the total of 8 diphthongs (**aɪ**, **eɪ**, **aʊ**, **eə**, **ɪə**, **ɔɪ**, and **ʊə**) in English based on International Phonetic Alphabet. There are 62 words detected as diphthongs where 40 words pronounced correctly and 24 words pronounced wrongly. Next, each kind of diphthongs found in table 4.15 presented as follows:

1. Diphthong **aɪ** (*Almighty, Apologize, Aside, Brightness, By, Childhood, Crisis, Environment, Finally, Guys, I, I'm, Lie, Life, Like, My, Nice, Outside, Provide, Realized, Sight, Society, Time, While*)

In table 4.15, there are 24 words found and identified as diphthong **aɪ** based on the speech test. The student only made 2 mistakes in pronounced words *childhood* and *crisis*. The last participant of this research pronounced those words as /'tʃɪld,hʊd/ and /'krɪsɪs/ where it should be pronounced as /'tʃaɪld,hʊd/ and /'kraɪsəs/

2. Diphthong **ei** (*Able, Create, Cultivate, Day, Education, Expectation, Formations, Generation, Globalization, Imitated, Implementation, Ladies, Limitation, Name, Nation, Participation, Say, Shaping, They*)

In diphthong **ei**, there are 19 words found in table 4.15 where 7 of them pronounced correctly while 12 pronounced incorrectly.

3. Diphthong **ou** (*Also, Control, Devoted, Don't, Globalization, Go, Home, Hope, Older, Role, Show, So, Told*)

Table 4.15 showed that there are 13 words identified as diphthong **ou**. It found that there are 6 words pronounced incorrectly and 7 words pronounced wrongly.

4. Diphthong **ao** (*About, Found, How, Outside, Surrounding, Without*)

From the table above, it can be seen that there are 6 words found where 3 words pronounced correctly and the other 3 words pronounced incorrectly as showed in table 4.15

Based on the formula that has been calculated, the score of last participant got is 6.4 and categorize as **Fair**.

4.2 Data Interpretation

Based on the data description above, it could be seen that the third semester students at English Language Education study program of FKIP UIR still have problems in diphthong pronunciation. Most of words are the words they familiar of because it came from their own speech and mind whereas based on the result, it revealed that they still struggling and in some part did not realized that they actually pronounced the words in an incorrect way. It showed on the tables above that most of the participants still made mistakes even in very basic words that oftenly used in daily communication for example in word *always* and *now*. Some of students still pronounced those words as /'ɔl,waɪz/ and /nɒv/. It is because of interlingual and intralingua aspects faced by the students. They found it difficult due to their mother tongue and the difficulties of English such as inconsistency of English, the differences word spelling and sound systems between English and Bahasa, and etc.

Moreover, as reflected on the level of ability in pronunciation assessment that categorized from **Excelent** to **Very Poor** in range 10-0.0, from the total of 15 participants, the highest score that made by the student is only 8.1 and classified as **good** while the lowest score is 5.2 which categorized as **poor**. Over all, there is only 1 student categorized as “Good” in pronounced diphthong based on their speech, 2 students classified as “Fairly Good”, 7 students got “Fair” and the other 5 students detected as “Poor”. In their speech, it found that the dominant diphthongs pronounced by the

students in their speech are diphthong **aɪ**, **eɪ** and **oʊ**, the rare diphthong pronounced are diphthong **aʊ**, **ɪə** and **ɔɪ** while diphthongs **eə** and **ʊə** are never mentioned because the students' oftenly used American accent to pronounce the words rather than British so that is why the diphthong **eə** and **ʊə** are not found in this study because both of those diphthong only found if the students pronounced the words in British way.

In detail, the recapitulation of the data could be seen as follows:

Table 4.16 Recapitulation of the data

No	Participant	Score	Classification
1	Participant 1	5.3	Poor
2	Participant 2	4.3	Poor
3	Participant 3	7.4	Fairly Good
4	Participant 4	6.0	Fair
5	Participant 5	5.8	Fair
6	Participant 6	5.4	Poor
7	Participant 7	7.0	Fairly Good
8	Participant 8	6.4	Fair
9	Participant 9	5.2	Poor
10	Participant 10	6.0	Fair
11	Participant 11	5.2	Poor
12	Participant 12	5.6	Fair
13	Participant 13	8.1	Good
14	Participant 14	5.7	Fair
15	Participant 15	6.4	Fair

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding of this study, the result of diphthong pronunciation according to online speech test can be seen as follows;

After analyzed this study, researcher found that there is only 1 student (6,6%) classified as “Good” in pronounced diphthong sound, 2 students (13,3%) got “Fairly Good”, 7 students (46,6%) got “Fair” and 5 students (33,3%) classified as “Poor”. This data found after measured and classified each participant based on pronunciation assessment criteria that is adapted from Layman (1972:219).

The result indicated that the student still have problem in pronouncing diphthong words and it is because of interlingual and intralingua aspects faced by every EFL students. In interlingual aspect, it is because our first language has different rules in pronouncing words while in intralingua aspects, it appears because of the struggle faced by EFL or second language students during the learning process and the difficulty of the language itself.

Besides, the researcher found the dominant diphthongs pronounced by students based on the online speech test are diphthong **aɪ**, **eɪ** and **oʊ**, the rare diphthong pronounced are diphthong **aʊ**, **ɪə** and **ɔɪ**, and the last, diphthong **eə**

and *ʊə* never mentioned because all of the students who participated in this research mostly used American Accent to speak.

5.2 Suggestion

5.2.1 For the students

The students have to spend time practice pronunciation and try to recognized even simple words in the very beginning. Try to looking for various words and listen to native speakers, used media and application that will help and improve your progress in pronouncing words, learn how to pronounce the words correctly. And then after that, keep on practicing also pay attention on words that oftenly used in daily basis because sometimes, the students still make mistakes on words however that feel familiar to them.

5.2.2 For the Lecturer

The researcher hopes that the lecturers could see this matter as an important basic thing to improve from the very beginning in learning English. Moreover, the researcher hopes, lecturer could give more attention to students and willing to help students in correcting and give them more knowledge in order to improve their pronunciation.

5.2.3 For the other Researchers

The researcher hopes this study can be a references and a little inspiration in developing another research related to pronunciation especially in vowels.

REFERENCES

- Arevi, M. Z., & Ratmanida, R. (2020). Students Ability and Problem in Pronouncing English Vowels Made by The Second Semester Students of Universitas Negeri Padang. *Journal of English Language Teaching*, 9(3), 605-613.
- Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, 42(2), 139-160.
- Burns, A., & Claire, S. (2003). *Clearly speaking: pronunciation in action for teachers*. National Center for English Language Teaching and Research, Macquaire University, Sydney NSW 2109.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches Fifth Edition*. Sage publications, Inc.
- Edo-Marzá, N. (2014). Pronunciation and comprehension of oral English in the English as a foreign language class: Key aspects, students' perceptions and proposals.
- Frijuniarsi, N. (2018). Error in Vowel Pronunciation Made by Informatics Students. *Journal of English Language Teaching*, 2(2), 149-159.
- Gilakjani, A. P. (2012). A study of factors affecting EFL learners' English pronunciation learning and the strategies for instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement.
- Hadi, F. (2015). An Analysis of ESL students' Segmental Phonemes in Pronunciation Class. *Jurnal Riset Pendidikan*. 1(1). 47-56.
- Hambur, F. M. (2018). Vowel and Diphthongs Error Analysis of Random Secondary Students of Semarang. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 2, pp. 11-16).
- Harahap, A. L., Reslaini, Y., Harahap, N., Rusli, M., Lestari, R., & Anggraini, S. (2020). An Analysis Student'Errors In Pronouncing English Vowels Of The Fifth Semester Students Of English Education Study Program At Univa Labuhanbatu In The Academic Year Of 2018/2019. *Red: Revolution of English Department Journal*, 2(1), 26-34.

- Heydari, P., & Bagheri, M. S. (2012). Error analysis: sources of 12 learners' errors. *Journal Theory and Practice in Language Studies*, 2(8).
- Ladefoged, P., & Disner, S. F. (2012). *Vowels and consonants*. John Wiley & Sons.
- Layman. (1972). *Technique in Testing*. New York: Oxford University Press
- Lee, K. (2013). Sentence stress in information structure. *언어학* (66), 3-30.
- Levis, J., & Munro, M. (2013). *Phonetics and Phonology: Overview*. Blackwell Publishing Ltd.
- Majid, U. (2018). Research fundamentals: Study design, population, and sample size. *Undergraduate research in natural and clinical science and technology journal*, 2, 1-7.
- McLeod, S., & McCormack, J. (Eds.) (2015). *Introduction to speech, language and literacy*. Oxford University Press.
- McMahon, A. (2002). *An introduction to English phonology*. Edinburgh University Press.
- Muhassin, M. (2018). Phonological Interference of Madurese towards English at the Eleventh Students of SMA Al Hikam Bangkalan East Java. *English Education: Jurnal Tadris Bahasa Inggris*, 11(2), 144-159.
- Ogden, R. (2009). *An introduction to English phonetics*. Edinburgh: Edinburgh University Press.
- Omona, J. (2013). Sampling in qualitative research: Improving the quality of research outcomes in higher education. *Makerere Journal of Higher Education*, 4(2), 169-185.
- Pandey, P., & Pandey, M. (2015). *Research methodology: Tools and techniques*.
- Pareza, R. A., & Ratmanida, R. (2019). An Analysis of Students' English Word Stress Errors Made by the Final Year Students of English Department at Universitas Negeri Padang. *Journal of English Language Teaching*, 8(3), 431-436.
- Purba, D. P., Bangun, M. N., Pramana, E. P., Sinaga, R. M. J., & Tarigan, S. N. (2019). An analysis students' vowel in pronunciation. *Linguistic, English Education and Art (LEEA) Journal*, 3(1), 180-188.

- Putri, D. S., & Rosa, R. N. (2020). An Analysis of Errors by the Third Year English Department Students in Pronouncing English Vowel. *Journal of English Language Teaching*, 9(1), 202-209.
- Roach, P. (2009). *English phonetics and phonology: A practical course*. Cambridge university press.
- Singh, Preeti. (2017). Spelling and Pronunciation Errors in English Language. *International Journal of Educational Research and Technology*
- Skandera, P., & Burleigh, P. (2005). *A manual of English phonetics and phonology: twelve lessons with an integrated course in phonetic transcription*. Gunter Narr Verlag.
- Suryatiningsih, N. (2015). A Study on the Students' Ability in Pronouncing Diphthongs at STKIP PGRI

