

**AN ERROR ANALYSIS STUDENTS' PRONUNCIATION AT THE FIFTH
SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN
MANADO**

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd)
in Teaching English



by :

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1444H/ 2023 M**

THESIS RATIFICATION

The thesis titled “An Error Analysis Students’ Pronunciation At The Fifth Semester Of English Education Study Program At IAIN Manado” compiled by Siti Nurhaliza Baluntu with students registration number 1826009, a students of English Education Study Program, has been examined and defined in the Munaqasyah session held on February 23th 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement

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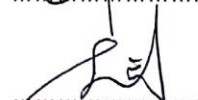
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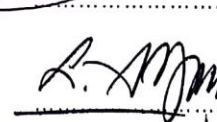
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ABSTRACT

Siti Nurhaliza Baluntu (1444H/2023M): *An Error Analysis Students' Pronunciation in the Fifth Semester of English Education Study Program at IAIN Manado.* A Thesis English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.

This study aims to find out what kind of error students face, what causes student errors in pronunciation, and the lecturer's strategies to reduce the error. The writer utilized the descriptive qualitative method using tests and interviews to collect the data. The participants of this study were 26 students in the fifth semester of the English Education Study Program in IAIN Manado and one lecturer in English Phonetics and Phonology. The writer used tests and interviews to collect the data. In the first procedure, the writer gave the student participants a pronunciation test consisting of 24 numbers. The second data collection, the interview was conducted with 18 students and one lecturer in English Phonetics and Phonology regarding the causes of pronunciation errors and the lecturer's strategy. The data was obtained by analyzing the procedures, such as collecting the samples, identifying the errors, classifying, analyzing, and calculating the total errors. Based on the data, the result of this research writer found that the types of error in Omission were 24%, Mis-ordering 34%, and the highest percentage was Addition 42%. Based on the criterion of students' ability in pronouncing diphthongs, centering diphthong /eə/ had the highest percentage of the error made by students with a percentage of 53.8%, /ɪə/ with a percentage 39.7%, /ʊə/ with a percentage of 14.1%. Closing diphthong ending in /i:/ [/eɪ/ with a percentage of 26.9%, /ɔɪ/ with a percentage of 2.5%, /aɪ/ with a percentage of 3.8%], diphthong ending in /ʊ/: [/əʊ/ with a percentage of 14.1% and /aʊ/ with a percentage of 2.5%]. Interlingual transfer and intralingual transfer were the main factors of causes students' errors in pronunciation. Introducing IPA, using communicative activities, using dictionaries and smartphones, tutoring sessions and individual counseling as well as reading aloud is the strategy to reduce errors.

Key Words: *Error Analysis, Pronunciation, English Diphthong*



ABSTRAK

Siti Nurhaliza Baluntu (1444H/2022M): *Analisis Kesalahan Pengucapan Mahasiswa Semester Kelima Program Studi Pendidikan Bahasa Inggris di Iain Manado*. Skripsi dari Program Studi Tadris Bahasa Inggris, Fakultas Tarbuyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui kesalahan apa saja yang dihadapi mahasiswa, apa penyebab kesalahan mahasiswa dalam pengucapan dan strategi dosen untuk mengurangi kesalahan tersebut. Penulis menggunakan metode deskriptif kualitatif dengan menggunakan tes dan wawancara untuk mengumpulkan data. Partisipan penelitian ini adalah 26 mahasiswa semester lima program studi pendidikan bahasa inggris di iain manado dan satu orang dosen fonetik dan fonologi bahasa inggris. Penulis menggunakan tes dan wawancara untuk mengumpulkan data. Pada prosedur pertama, peneliti memberikan peserta tes pengucapan dan srategi dosen. Data diperoleh dengan menganalisis prosedur, seperti mengumpulkan sampel, mengidentifikasi kesalahan, mengklasifikasikan, menganalisis, dan menghitung total kesalahan. Berdasarkan data tersebut, hasil penelitian penulis menemukan bahwa jenis error in omission adalah 24%, misordering 34%, dan persentase tertinggi adalah addition 42%. Berdasarkan kriteria kemampuan siswa dalam melafalkan diftong, pemusatan diftong /eə/ merupakan persentase kesalahan tertinggi yang dilakukan oleh siswa sebesar 53.8%, /ɪə/ sebesar 39.7%, /ʊə/ sebesar 14.1%. Menutup diftong berakhiran /i:/ [/eɪ/ dengan 26.9%, /ɔɪ/ dengan 2.5%, /aɪ/ dengan 3.8%], diftong berakhiran /ʊ/: [/əʊ/ dengan 14.1% dan /aʊ/ dengan 2.5%]. Interlingual transfer dan intralingual transfer merupakan faktor utama penyebab kesalahan siswa dalam pengucapan. pengenalan IPA, penggunaan kegiatan komunikatif, penggunaan kamus dan smartphome, sesi bimbingan belajar dan konseling individu serta membaca nyaring merupakan strategi untuk mengurangi kesalahan tersebut.

Kata kunci: Analisis Kesalahan, pengucapan, Diphthong Bahasa Inggris

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All praise be to Allah, The Lord of the worlds, The Wisest of all abundance of grace and blessing. May His blessings be upon our Prophet Muhammad shallallahu alaihi wa sallam, his family, his companions, and his followers.

This thesis, with the title “An Error Analysis Students’ Pronunciation At The Fifth Semester Of English Education Study Program At IAIN Manado” is presented as a compulsory fulfillment of the requirement for bachelor degree. This research completion would not be achieved without the support and encouragement from many people.

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The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for readers.

Manado, 21 Februari 2023

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 21 Februari 2023

Penulis



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CHAPTER I

INTRODUCTION

A. Background of The Study

Pronunciation is one of the skills that English learner need to develop since it is well established that the primary function of language is communication, learning how to speak effectively through pronunciation should be a significant focus of all language in the classroom.

Error in pronunciation can be a harmful effect on those skills. For instance, when people do not recognize the essential sounds or words from the speaker in the listening section, they do not know the meaning of the words. It also happens to students. If students do not know how to pronounce words, their partner not understand what they speak and feel hard for them to write the words.¹

Additionally, the crucial pronunciation lesson deal with surah At-thaha [Surah 20], verses 25–28 of the Holy Qur'an:

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي يَفْقَهُوا قَوْلِي

Translation:

[Moses] said, "My Lord, expand for me my breast [with assurance] And ease for me my task And untie the knot from my tongue that they may understand my speech."² (Q.s. At-Thaha: 25-28)

Then, Moses asked God to give him an open mind so that he would lose his anger and be able to convey God's message. Make it easy for me to deal with the treatise so that I can convey It well. Let go of the sticky

¹ Nicky Dwiningrum, "The Teaching of English Pronunciation To Department of English Education the Faculty of Educational Sciences Syarif Hidayatullah State Islamic University" (2016).

² Kementerian Agama RI, "Al-Qur'an Transliterasi per Kata Dan Terjemah per Kata" (Surabaya: Penerbit Nur Ilmu, 2020).

feeling on my tongue, so I can easily explain. So that people can correctly understand what I am telling them.³

Based on the verses above, the writer concludes that the verse above can be read by someone who wants to speak so that other people can understand what is meant. One of the errors that can be made is pronunciation. While pronouncing, people pronounce the word that is formed by vowels and consonants. Once they mispronounce the sound, the idea not be delivered well. This prayer contains a request to Allah SWT to be given spaciousness, ease of all matters, to ease of all utterances. Errors in pronunciation that people make can have an impact on their communication.

Based on the writer preliminary research at students English education study program, the writer found that the students in the fifth semester had some errors in English pronunciation. This can be seen when the writer gives the students some words consisting of centring diphthong and closing diphthong end with a glide towards /ɪ/ and /ʊ/. By asking students to read aloud the word, most students made errors when pronouncing the word in centering and closing diphthong. So the writer interested in conducting the research about an error analysis students pronunciation diphthong.⁴

B. Limitation of The Study

The limitation of the study is to analyze student's errors in pronouncing English word diphthong in centring diphthong: [ɪə/, ʊə/, /eə/]. closing diphthong ending in /i/: [eɪ/, əɪ/, /aɪ/] and closing diphthong ending in /ʊ/: [əʊ/, /aʊ/] the research conducted at the English Education Study Program in fifth semester in the academic year 2020/2021 at IAIN Manado.

³ Muhammad Quraish Shihab, *Tafsir Al-Qur'an Al-Karim* (Bandung: Pustaka Hidayah, 1997).

⁴ Preliminary study at TBI study program on 30 June 2022

C. Research Questions

From the background study above, the identification of the problems are:

1. What kind of error did students' make in pronouncing English Centring and Closing diphthong by fifth semester students of the English education study program?
2. What causes that students' made the errors in pronouncing diphthong?
3. What is the lecture's strategy to reduce the errors?

D. Objective of The Study

1. To discover what kinds of errors that students made in pronouncing and closing English diphthong by fifth semester students of English education study program.
2. To analyze what causes of students' errors in pronouncing diphthong.
3. To know what the lecture strategy to reduce the error.

E. Significance of The Study

The result of the study is expected to be used the theoretically and practically:

1. Theoretically, the result of this study is expected to be used to give information about pronunciation of diphthongs that can help students to know the theory of centering diphthong and closing diphthong. it can help lecturer in reducing students' error in pronouncing diphthong.
2. Practically, the result of this study is expected to be source of information for English lecturer at English Education Study Program to further improve their learning methods in order to improve student's ability to pronounce the sounds of diphthong.

F. Definition of Key Terms

1. Error analysis: Error analysis attempts to explain errors in the language of second language learners by comparing the learner's language to the

target language's standard norms. Furthermore, error analysis is a linguistic analysis focusing on student error analysis.⁵

2. Pronunciation: Pronunciation is one of the basic requirements of a learner's competence and one of the most important features of language instruction. Good pronunciation leads to learning, while wrong pronunciation promotes significant difficulties in language learning.⁶
3. Diphthong: Diphthong sounds is a term used in the phonetic classification of vowel sounds on the basis of their manner of articulation: it refers to a vowel where there a single (perceptual) noticeable change in quality during a syllable.⁷ Closing diphthongs are diphthong sounds in which. Because The second vowel is more closely related to the first vowel. The tongue moves from the open vowel to the closer. In contrast, centring diphthongs are diphthong sounds in which the second vowel is more central than the first. After all, the tongue moves towards the central vowel.⁸

Thus, error analysis is an analysis to find out, classify and interpret or describe errors made by students. Diphthong is single vowel sound that actually combines two vowel sounds together in the same syllable.

⁵ M Sawalmeh, "Error Analysis of Written English Essays: The Case of Students of The Preparatory Year Program in Saudia Arabia.," *English for Specific Purposes World* 14, no. 40 (2013): 1–17.

⁶ Abbas Pourhosein Gilakjani, "A Study of Factors Affecting EFL Learners ' English Pronunciation Learning and the Strategies for Instruction," *International Journal of Humanities and Social Science* 3, no. 2 (2012): 119–28.

⁷ Roy C. Major and David Crystal, *A Dictionary of Linguistics and Phonetics*, *The Modern Language Journal*, vol. 76, 2008, <https://doi.org/10.2307/330198>.

⁸ Mustikareni, Dyah. 2013. Error analysis on English diphthongs pronounced by the students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English debate on "Relax" TV Program of TVRI. Thesis (Unpublished). Semarang: Semarang State University.

CHAPTER II

LITERATURE OF REVIEW

A. Concept of Error Analysis

1. Differences between Error and Mistakes

Mistakes and errors are two different words with different meanings. However, there is an assumption from some people think that mistakes and errors have a similar meaning. That is because error and mistakes are something that has been made inaccurately.

According to James, he added the differences between error and mistake. He states that their agent can only correct mistakes if their deviance is pointed out to them. At the same time, errors can not be self-corrected until further relevant to that errored input has been provided and converted into intake by the learner.¹ That means the error occurs at the level of competence, is significant in learning, and is systematic or regular. In contrast, a mistake does not occur at the level of competence, is not significant in learning and is not systematic.

Mistakes and error are always known as the same meaning by people. When students 'know' the correct form in a second language, they make mistakes when speaking or writing. They understand the rule but have not committed the form to memory and can make a mistake. However, an error is when a student produces an incorrect utterance because they do not know to utter it correctly.² To summarize, an error is something that someone does on purpose due to a lack of understanding, whereas mistakes are things that students learn incorrectly.

¹ Carl James, *Error in Language Learning and Use: Exploring Error Analysis* (New York: Routledge, 2013).

² Tri Wahyuningsih, "An Analysis Of Students' Error In Perception And Production Of Pronouncing English Diphthongs (A Case Study Of The Eight Grade Students of SMP N 2 Demak in The Academic Year 2015/2016)" (Semarang State University, 2017).

2. Definition of Error Analysis

When the students learnt a language, students can make some errors or a lot of errors. According to Brown, error analysis is the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something about the system operating within the learners. The purpose is to show some problems faced by the students. It is to understand the process of foreign language acquisition.³ It can be concluded that error analysis is the way to find out and determine some wrong language competence faced by the students through observation, analysis, and classification.

In addition, Jeremy Harmer, errors can be defined as part of students' interlanguage which is the stage of improvement of students' mastery of the language.⁴ Based on the explanation, the writer concluded that making some errors are natural in their language learning process. Moreover, from there, the writer can find out how many errors students make and then what methods can be used to help students reduce the error.

3. Types of Error

There are types of error based on language category according to Heidi C. Dulay:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.⁵ Here is an example of an omission: the student said, "Drink two liters of water," pronouncing "liter" is completely false. She spoke it in the singular although it should be in the plural. Its proper phonetic representation was /lite(r)s/.

³ H. Douglas Brown, *Principles of Language Learning And Teaching* (London: Addison Wesley Longman, 2004).

⁴ Jeremy Harmer, *The Practice of English Language Teaching* (London: Pearson Education, 1983).

⁵ Heidi C. Dulay, *Language Two* (Oxford: Oxford University Press, 1982), 154.

the last /s/ sound in the word should have been made by student, but she omitted to do so.

b. Addition

Addition errors are opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.⁶ The example of this error is pronouncing “often”. The correct phonetic transcription of it was /ɒfn/ but in fact she added /t/ sound in the middle of the word like /ɒftn/.

c. Misformation

Misformation errors are characterized by the use of the wrong form of an item. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.⁷ Here the example of misformation error. A student pronounced „something“ with /ˌsʌmtɪŋ/. The pronunciation of it word is absolutely false. The correct phonetic transcription of it was /ˌsʌmθɪŋ/. This student actually should produce /θ/ sound in the middle of the word, but she supplies the wrong item within the word.

d. Misordering

Misordering errors are characterized by the incorrect placement of an item in an utterance. In other words, the elements presented are correct but wrongly sequenced. Misordering errors occur systematically for both second language and first language learners in

⁶ Dulay, 156.

⁷ Dulay, 158.

constructions that have already been acquired.⁸ The example of misordering error is pronouncing „ask“. The correct phonetic transcription of it was /ɑ:sk/ but in fact this student pronounced /ɑ:ks/ sound. the incorrect placement happens where the student putting /k/ sound in the middle and /s/ sound in the last.

4. Sources of Errors in Pronunciation

The goals as English pronunciation should be more realistically focused on clear, comprehensible pronunciation. At the beginning levels, the teacher or native speaker wants learners to surpass that there should be beneath which pronunciation detracts from their ability to communicate. The pronunciation goals of advanced learners can concentrate on aspects that improve communication, such as intonation features that go beyond fundamental patterns, voice quality, the phonetic distinction between registers, and other refinements that are significantly more crucial in the overall stream of clear communication than rolling the English /r/ or getting a vowel to perfectly imitate a "native speaker".⁹

In error analysis, although interference from the mother tongue is acknowledged as a source of errors, it is not considered the only source. In the field of error analysis, many other sources of errors have been identified which extend beyond the scope of interlingual errors.¹⁰

Additionally, According to Brown, there are four categories for origins of error:

- 1) interlingual transmission, which is the adverse impact of the learner's mother tongue;

⁸ Dulay, 162.

⁹ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2001), 284–85.

¹⁰ Ebrahim Shekhzadeh, "An Account of Sources of Errors in Language Learners" *Interlanguage, Literature and Linguistics* 26 (2011): 160.

- 2) The negative transfer of knowledge within the target language is known as intralingual transfer. the inaccurate generalization of rules in the target language.
- 3) Context of learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language
- 4) Communication techniques. In a classroom setting, the teacher or the textbook may influence the student to develop incorrect conclusions about the language. Communication strategy is the deliberate use of language techniques to convey a message.¹¹

5. Procedures of Error Analysis

In error analysis, there are some procedures that the experts suggest According to Carl, divided into five steps, they are:

a. Error detection

In this step, the writer or the analyst detected or located. She/he should consider whether it is an error or a mistake.

b. Locating error

Error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit if the text that contain global errors.

c. Description error

The system used for description of learner's errors must be one having two essential characteristics. First, the system must

¹¹ Sunardi Hasyim, "Error Analysis in the Teaching of English," *KITA* 04 (2002).

be well-developed and highly elaborate because many errors made by beginners are remarkably complex.

d. Classifying error

Classifying errors not only entries on grammatical category but also lexical category. In this step, the analyst classifies whether the errors.

e. Counting error

In this part, the analyst counts the errors made by the learners. That's why the previous step is classifying error. It can ease the analyst to count the data and analyze it.

B. Strategies in solving the problems of teaching pronunciation

There are various problems in teaching pronunciation faced by the teacher. To solve teaching pronunciation, the strategies are included to prevent teaching pronunciation problems. According to Cook in Tahereen, there are several techniques and activities to solve teaching pronunciation problems. The strategies are explained in the paragraphs bellow:

a. Determining focus and goals

Teachers should focus on their students' achievements. Pronunciation cannot be taught in a short period. Teachers should focus on making their students' pronunciation understandable and intelligible. Therefore, the teacher should maintain consistency and plan for vocabulary integration throughout the learning process.

b. Introducing International Phonetic Alphabet (IPA) symbols and knowledge of phonetic articulatory

This knowledge will sooner or later help the students to understand everyone's sound and help them to know the articulation of every sound in pronouncing English sounds correct. Also, the practice can turn the students' knowledge into skills. Cook added that students are sometimes assisted by looking at verbal phonetic transcription using IPA or making

their speech transcripts. Therefore, the phonetic script allows students to see the pronunciation of individual words.¹²

c. Using communicative activities

With some communicative activities, learners can improve their skills and pronunciation. A conversation or drama can be very effective because the students can practice and correct their pronunciation skills simultaneously. Cook added that pronunciation materials could utilize the fundamental communication problems as a basis for teaching. Besides, he also illustrated that natives and non-natives are confused due to the pronunciation of 'fifty' /fiftl/ and 'fifteen' /fift;n/ in real situations of stores. For this reason, the final /n/ sounds like nasalized vowel rather than a consonant.

d. Using dictionary and smartphones

The students sometimes tend to ask for the correct pronunciation. A dictionary can be used to check the pronunciation on their own as they see the visual image in the dictionaries. The students can also use their smartphones to learn to hear and check pronunciation using various software. However, the teacher should monitor smartphone use so that the students do not lose their attention in the classroom.

e. Tutoring session and individual counseling

Tutoring session and individual counseling sessions can be arranged for the students in which the teacher will talk personally about individual students' issues in pronunciation. Accordingly, this strategy helps teachers to focus on their students' problems to reach their achievement.

f. Reading aloud

This strategy is an easy and common strategy that teachers can do to develop pronunciation understanding. The selected writing piece includes complex sounds that can be used in the class as material. Moreover, the

¹² Cook, V. *Second Language Learning and Teaching*, London: Hodder Education

learners can recite the text aloud so that teacher and the learners can identify their problems in pronunciation.¹³

C. The Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is essential to speaking (Oral communication). It involves making correct sounds of a particular language and how the sounds are put together in the flow of speech. Knowing how to emphasize words correctly and how to use intonation correctly is an integral part of pronunciation that can be understood in English.¹⁴ Pronunciation is how words or language are pronounced. Pronunciation is done correctly without making mistakes that can affect communication's excellent and poor. Good communication is when the listener accepts and understands what the speaker is saying.

Pronunciation is how words or language are spoken. According to Hewings, pronunciation is components that range from the individual sounds that make up speech to the pitch the rise and fall of the voice are used to convey meaning. It means that building blocks of pronunciation are the individual sounds, the vowel and consonants that go together to make words. In addition, pronunciation refers to the production of sounds used to make meaning. It can be easy for the listener to hear clear if you have a good and correct pronunciation. If the speakers have horrible pronunciation, their speech will not be understandable to the listener.¹⁵

The problem that occur in mispronunciation caused by the speaker, that's why to mastering pronunciation is the important thing, because

¹³ Tahereen, T. (2015). Challenges in Teaching Pronunciation at Tertiary Level in Bangladesh. *International journal of English Language & Translation Studies*, 3 (1), 09-20

¹⁴ Susan Boyer, *Understanding English Pronunciation, An Integrated Practice Course Teacher's Book* (Australia: Boyer Educational Resources, 2007), 01.

¹⁵ Martin Hewings, *Pronunciation Practice Activities* (London: Cambridge University Press, 2007), 03.

the different pronunciation will give the result that have different meaning.¹⁶

Based on the theories above, the writer concluded that pronunciation is a method for uttering the correct sounds. As an essential part of speaking, good pronunciation should be mastered by the learners. If the learners have pronunciation, the excellent meaning in sound and voice is a form listener can understand.

2. Aspect of Pronunciation

Pronunciation has two main features; there are segmental and suprasegmental features.¹⁷ Segmental features include phoneme that consists of vowel and consonant. In addition, suprasegmental includes stressing and intonation.

a. Segmental

The segmental feature concerns with the phonemes which includes of vowel and consonant of a language.

1. Vowels

Vowels are voiced sounds produced when there is vibration in vocal cords.¹⁸ Vowel sounds may be single (like/e/in/get), or combination of vowels, it involve a movement from one vowel to another (like/ei/make/). This combination is known as diphthongs. English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth. Manner of articulations are defined as front and back and shape of the mouth are defined as open and close.

¹⁶ Ranni Putri Stefani and Ahmad Roba'i, "An Analysis on the Tendency of Pronunciation Made by Students with Indonesian Linguistic Background," *Teknosastik* 16, no. 01 (2019): 15–20.

¹⁷ Peter Roach, *English Phonetic and Phonology: A Practical Course (3rd Edition)* (London: Cambridge University Press, 2000), 6.

¹⁸ Gerald Kelly, *How to Teach Pronunciation* (England: Longman, 2000), 5.

2. Consonant

Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs consonants which are essentially the same except for the element voicing (like/f/in/fan/) and (like/v/in/van/). In addition the presence of or absence of voicing, consonants can be describes in term of the manner and place of articulation.

English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].¹⁹

b. Supra segmental

Based on Nasr supra-segmental phonemes are classified into seven classes; they are stress, intonation, pause, juncture, rhythm, pitch and length.²⁰

1. Stress

The definition of the stress in English is the strength of voice placed on particular word or words. Stress can fall on the first, middle or last syllables of words. English employs a four ways differentiation among level stress.

2. Intonation

Intonation is the changes in the music of the voice while producing speech.²¹ It fundamental part of the way we express our own thoughts and it enables us to understand those to others pause. Pause is the silent between parts of an utterance.

3. Juncture

Juncture is a very short time of pause. It is the space in speech between sounds or words.

¹⁹ Deliana Simarmata and Hilman Pardede, "Error Analysis Of Students' Pronunciation in Pronouncing English Vowels And Consonants," *Lampung: Journal Smart* 4, no. 1 (2018): 4.

²⁰ Nasr T. Raja, *The Essentials of Linguistic Science* (London, 1978), 32.

²¹ Kelly, *How to Teach Pronunciation*, 10.

4. Rhythm

Rhythm is the beat of language. It is the stress-time.²² There is tendency in English for the strong beats fall on nouns, verbs, adjectives, adverbs, and the weak beats to fall on prepositions, articles, and pronouns.

5. Pitch

Pitch is the height and or direction (up-down contrast level of pitch can distinguish word). Length is the long or short a phoneme should be pronounced.

c. There is the voice quality strand.

Voice clarity is the more or less permanent auditory background that permeates the stream of person's speech. It may characterize the person himself, his social status, various personality traits, his regional accent and his native language.

3. Factors That Affect the Pronunciation

Many students have difficulty in pronouncing of the English Language, most lie to many factors ad specific effects that many students became difficult in pronunciation is among them.

According to Joanne Kenworthy, factors that affect pronunciation learning there are:²³

1. The native language: the more differences native language, the more difficulties the learner will learn English pronunciation. People from many different language background can and do will get a near-native pronunciation in English and to deny the role of other factors.

²² Joanne Kenworthy, "Teaching English Pronunciation," 1987, 10.

²³ Kenworthy, 4–8.

2. The age factor: many cases of a adult who learn to speak a second language fluently, but still maintain a foreign accent, even when they lived in foreign country for many years.
3. Amount of exposure: amount of exposure to English the learner receives the pronunciation skill. If the learner is surrounded by English this should affect pronunciation skill. But when learner is not living in an English- speaking environment then there is no advantage.
4. Phonetic ability: one study has indicated that those with good phonetic abilities benefit from pronunciation exercise, task in which particular sounds are heard and the learner has to imitate again and again.
5. Attitude and identity: it has been claimed that factors such as a person's sense of identify and feelings of group affiliation (branch) are strong determiners of the acquisition of accurate pronunciation of a language.
6. Motivation and concern for good pronunciation: if people do not care about particular task or don't see the value of it, they won't be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting In difficulty or misunderstanding for the listener.

From above statement states that If someone want to learn about English pronunciation they must needs a lot aim for give themselves motivation to learn this skill.

D. The Concept of Diphthong

1. Definition of Diphthong

Diphthong has many definition for every expert. According to Susan Cameron, she stated a diphthong is a blend of a two pure vowel

sounded together as one²⁴. Meanwhile Kelly stated diphthong is combination of vowel sounds²⁵. In conclusion, diphthong consist of movement from one vowel to another and must be pronounced strongly. During production of a diphthong, the lips and also our articulators glide from the position of the first vowels to the position of the second.

English diphthongs are divided into two types. They are the closing diphthong and the diphthong Centring. English centring diphthongs consist of /ɪə/ /ʊə/ /eə/ they are called by centring because /ɪə/ is a central vowel. And closing diphthongs consist of /eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/ the glide is towards a higher position in the mouth. Below are the types and characteristic of the eight diphthong:

a. Types and characteristics of Centring Diphthongs

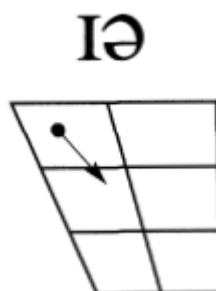


Figure 2. 1 Diphthong /ɪə/

Diphthong /ɪə/, the glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. There sounds as in. beer, beard, fear, pierce, here, and idea.

²⁴ Susan Cameron, *Perfecting Your English Pronunciation*. P.17

²⁵ Gerald Kelly, *How to Teach Pronunciation* (Malaysia: Pearson Education Limited, 2000), p. 1.

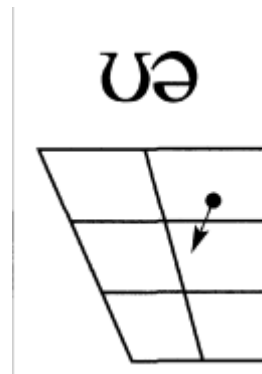


Figure 2. 2 Diphthong /ʊə/

Diphthong /ʊə/, the glide begins in the position for /ʊ/, moving down forwards and down towards /ə/. The lips are loosely rounded, becoming neutral spread. There are sounds as in sure, moor, tour and obscure.

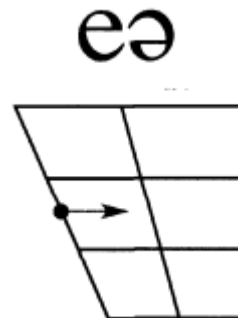


Figure 2. 3 Diphthong /eə/

Diphthong /eə/, the glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. There are sounds as in, where, wear, chair dare, stare and there.

b. Types and Characteristics of Closing Diphthongs

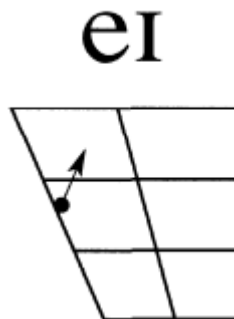


Figure 2. 4 Diphthong /eɪ/

Diphthong /eɪ/, the glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. There are sounds as in, cake, way, weight, say, pain, they, and vein.

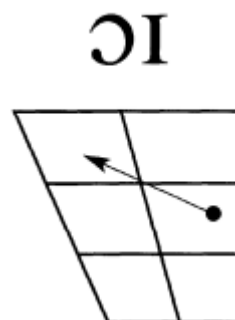


Figure 2. 5 Diphthong /ɔɪ/

Diphthong /ɔɪ/, the glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral. The sounds are as in, toy, avoid, voice, enjoy and boy.

ai

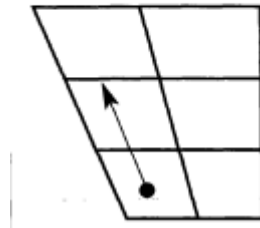


Figure 2. 6 Diphthong /aɪ/

Diphthong /aɪ/, the glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The sounds are as in, high, tie, buy, might, cry and eye.

əʊ

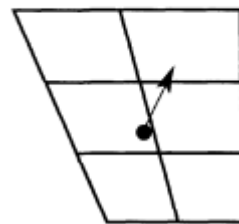


Figure 2. 7 Diphthong /əʊ/

The glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. The sounds are as in go, snow, toast, home, hello, and although.

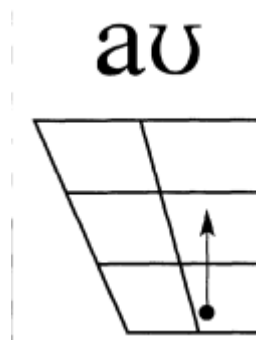


Figure 2. 8 Diphthong /aʊ/

The glide begins in a position quite similar to /a:/ moving up towards /ʊ/. The lips are neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive. The sounds are as in house, loud, down, how, and bough.²⁶

E. Previous Studies

Related to this research, the research found some literatures about previous writers which area relevant to this research.

Table 2. 1 Relevant Studies

NO	Research identity	Similarity	Differences	Research orignality
1.	Nadia Dwi Laxsmi “An error analysis on diphthong sounds made by the seventh semester students of english	This study aims to determine students pronunciation error in pronouncing	This study took the subject of research at seven semester students of	

²⁶ Gerald Kelly, How to Teach Pronunciation (Malaysia: Pearson Education Limited, 2000), p. 35.

	education study program of UIN raden intan lampung in the academic year (2019/2020) ²⁷	english diphthong	English education study program of UIN Raden Intan Lampung	
2.	Desy Riana Pratiwi & Lia Maulia Indrayani “Pronunciation error on English diphthongs made by EFL students” ²⁸	This study aims to raise awareness of pronouncing English diphthongs.	The research addresses pronunciation errors of English diphthongs made by EFL students. The data were collected from pronunciation recordings of 9 post-graduate students who were studying linguistic in the second year.	An Error Analysis of Students English Pronunciation at Fifth Semester English Education Study Program at Iain Manado Pronunciation
3.	Fatihatus saadah and havid ardi <i>The</i>	This journal	The difference	This study

²⁷ Nadia Dwi Laxsmi, Thesis “An Error Analysis on Diphthong Sounds Made by The Seventh Semester Students Of English Education Study Program Of Uin Raden Intan Lampung in The Academic year 2019/2020”

²⁸ Desy Riana Pratiwi & Lia Maulia Indrayani “Pronunciation Error on English Diphthongs Made by EFL Students” Vol 19 (1), 2021

	<i>analysis of students' pronunciation error on English diphthong made by fifth semester of English language education program Universitas Negeri Padang.</i> ²⁹	has a research subject in fifth semester it is similar with this research that has a same subject in fifth semester	is that this journal uses a quantitative method while this research uses a qualitative descriptive method.	focuses on To know what kind of errors that students made in pronouncing English word consist in closing and centering To analyze the cause of errors on English pronunciation produced by the fifth semester. and also to know what the strategies use by the lecturer.
4.	Maulana Robby Fahmi <i>Students' errors in pronouncing</i>	This thesis is intended to identify the pronunciation	There are the differences in instrument of the research.	

²⁹ Fatihatus saadah, havid ardi. *The analysis of students' pronunciation error on English diphthong made by fifth semester of English language education program Universitas Negeri Padang*. Vol 9 (1),2020

	<i>English vowels and diphthong (A case study of SEC (Smanik English club) of Sma n 1 Kendal in the academic year 2019/2020).</i> ³⁰	error and diphthong. It similar with this research to identify the pronunciation error made by fifth semester	this research only use test meanwhile this writer's using test and interview.	
5.	Yuni Pengestuti Werdiningsih <i>An error analysis on the pronunciation of diphthong made by the students of the first grade in Smk puspajati buluspesantren Kebumen in the academic year 2012/2013.</i>	similarities lie in using qualitative descriptive method.	The differences lie in the subject, this study took the subject in 1 st grade of Smk meanwhile the writer's took the subject in fifth semester students of English education study program fifth semester.	

³⁰ Maulana Robby Fahmi, *Students' errors in pronouncing English vowels and diphthong (A case study of SEC (Smanik English club) of Sma n 1 Kendal in the academic year 2019/2020).*

The table refers to the previous research that related with this research. first, it is a research from Nadia Dwi Laxsmi with the title is *An error analysis on diphthong sounds made by the seventh semester students of english education study program of UIN raden intan lampung in the academic year (2019/2020)*. This thesis aims to determine students pronunciation error in pronouncing English diphthong. This research use qualitative descriptive analysis it is similar with writer's thesis about an error analysis pronunciation at the fifth semester at Iain Manado. In Nadia's thesis there are 29 students and only use test as a instrument to collect the data meanwhile writer collected the data for his research using two instruments they are test and interview. Other differences also exist in research subjects.

The second research is from Desy Raina Pratiwi, Lia Maunlina Indrayani the title is *pronunciation error on English diphthongs made by EFL students*. this study aims to raise awareness of pronouncing English diphthongs. The research subjects of this journal are 9 post graduate students who were studying linguistics in the second year while, the subjects in this test are fifth semester students of English education study program in Iain Manado. To collect data in this journal using voice recordings. The similarities in this study also use a recording device to collect data on the result obtained from the tests given to the students. while the method used in this journal is a qualitative and quantitative analysis method. Then the method used in this research is descriptive qualitative.

The third research from Fatihatus saadah and havid ardi with the title *The analysis of students' pronunciation error on English diphthong made by fifth semester of English language education program Universitas Negeri Padang*. This journal has a research subject in fifth semester it is similar with this research that has a same subject in fifth semester. The difference is

that this journal uses a quantitative method while this research uses a qualitative descriptive method.

The fourth is thesis from Maulana Robby Fahmi with the title *Students' errors in pronouncing English vowels and diphthong (A case study of SEC (Smanik English club) of Sma n 1 Kendal in the academic year 2019/2020)*. This thesis is intended to identify the pronunciation error and diphthong. It similar with this research to identify the pronunciation error made by fifth semester. the other differences is the subject. To collect the data this thesis use the pronunciation test it is similar with this research that is use a list of word as the pronunciation test but in this research, the writer not only use test but also use the interview to the students' and lecturers' aims to know the causes and the lecturer strategy to reduce the error pronunciation made by students.

The last is thesis from Yuni Pengestuti Werdiningsih with the title *AN error analysis on the pronunciation of diphthong made by the students of the first grade in Smk puspajati buluspesantren Kebumen in the academic year 2012/2013*. The objective of the study are to find out the errors on the pronunciation of diphthong and the subject is students of 1st grade in Smk. Meanwhile this research took a subject in students English education study program at Iain Manado. And the similarities lie in using qualitative descriptive method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the method that writer used was qualitative descriptive to analyze the students error. According to Creswell, Qualitative research is a method for investigating and comprehending the significance that individuals or groups attach to a social or human problem. The purpose of descriptive research is used to see the phenomenon of errors that are viewed objectively or naturally. Descriptive research was to recorded exactly what happened.¹

B. Research setting

The writer conduct this research in English Education Study Program at Manado State Islamic Studies in the fourth-semester academic year 2020/2021. English Education Study Program was established in 2015 and accredited in 2018. This study program is part of the Faculty of Tarbiyah and Teacher Training at Manado State Institute of Islamic Studies or IAIN Manado. English Education Study Program IAIN Manado located at Dr. S. H. Sarundajang street, Ringroad area I, Manado, North Sulawesi Province.

C. Research Participant

The participant of the research consists of 26 students. It consisted of 4 male students, 22 female students and 1 lecturer. The population of this research was the students in the fourth semester English Education Study Program at IAIN Manado.

¹ Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

D. Research Instrument

The research instruments are interviews and tests. The first instrument that writer used was interviewing to find out and get information from students. The pronunciation test consisted of 24 word containing closing and centering diphthongs to find out the types of error. Then the writer interview one lecturer to get the data in order to find out the strategy to reduce the error. All test and interview used recorded.

E. Technique of data collection

This research using three technique to collect the data. The three technique as follow:

1. Interview

Interview used to gather information regarding on individual's experience and knowledge, his or her opinions beliefs, and feelings.² The purpose of interviewing was in or on someone else's mind. The first technique is an interview. The writer interview the students first to get information about their student's abilities and difficulties in pronouncing English diphthongs and one lecturer to get information about the students' ability in phonetic. The purpose of the interview is in the other person's mind.

2. Test

A test was instrument or technique in collect the data of the research. According to Brown (2003) test in collect is instrument that provide an accurate and real measure of test-taker of person ability³. to get the data, the writer used test. The writer gave 24 words that consist in centring diphthong and closing diphthong then asked them to pronounce the words one by one. Each diphthong was represented by

² Jhon W. Best, *Research in Education*, 10th ed. (United States: Pearson, 2006), p.267.

³ Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. San Fransisco: Longman.

3 words. Thus, there are 78 pronunciations for each diphthong. The last is writer transforms the recorded pronunciation of the participants into 8 diphthong phonetic transcription.

F. Data Analysis Techniques

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

1. Sample collecting

The writer gave some test to the students to read some words contain diphthongs. Then observing in student reading words using recorder the data collect from student's result test. The test has a function as evidence to the writer for the research.

2. Identifying errors

After getting the recording in every students and analyzed the errors in a vowel diphthong, then identifying and describing kinds of errors do students made.

3. Classifying errors

The data classified based on error type. Both in pronouncing English diphthongs symbol.

4. Calculating total of errors

Calculating total of error the students made based on frequency of wrong answer.

5. Analyzing of error and the source

To analyze the data, the writer used descriptive analysis technique (percentage) formula, it to calculated the rate percentage of the students' scores. In the step, the data carried out by using formula⁴

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

in which:

P= Percentage of error

f = Frequency of wrong answer

n= Number of participants

100%= Diphthong value

According to Miles and Huberman, analyzing data allows for a deeper understanding of what happened by referring to other aspects of the field notes, particularly what people are saying about the change or the reasons for it. Data analysis in qualitative research is carried out before entering the field, during entering the field, and after leaving the field. Data analysis was carried out at the time of data collection, and after completion of data collection within a certain period.⁵

To know whether the students are excellent, good, fair, or poor in production test, the writer used Tinambunan's in puspita sari⁶ criterion as follow:

⁴ Anas, Sudjono, *Pemhantar Statistik Pendidikan*. (Jakarta: Rajawali pers.2009)

⁵ Matthew B Miles and Huberman Amichael (2017) *Analisis data kualitatif buku sumber tentang metode-metode baru*.

⁶ Puspitasari, R. I. (2016). *Students' Error in Perception or Production of Pronouncing Short and Long English Vowels (A Case Study of the Eighth Grade Students of SMP N 2 Demak in the Academic Year 2015/2016)*. The research report, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang.

Table 3. 1 Criterion Students Ability

Number of errors in percentage	Level of ability
0-25%	Excellent
26-50%	Good
51-75%	Fair
76-100%	Poor

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Test

Based on the research that was conducted in the English Education Study Program at Manado State of Islamic Studies in the Fifth Semester of the academic year 2020/2021 from September 13th, 2022-to October 13th,2022, the writer discovered the result of students' error in pronunciation through the test.

The test was given to the students in the fifth semester in academic year 2020/2021. With a total of students 26. It consisted of 4 male 22 female students. The writer have a two types of task to get the data. The first test is reading a 24 word consisting in centring and closing diphthong. And the writer also conducted as interview the lecture phonetics phonology and 18 students of fifth semester.

Table 4. 1 Identification of Students' Error in Pronunciation Test

Centering Diphthong	Word	Dictionary Transcription	Students Recorder	Classification Of Errors	Students numbers	Total of Students errors
/ɪə/	Earring	/ɪərɪŋ/	/ərrɪŋ/	Misordering	2,3,7,8,12,23,25	7
	Beard	/bɪəd/	/bərd/	Misordering	1,2,3,4,5,6,7,8,9,10,11,14,15,17,18,19,20,21,22,23,24,26,	22
	Cashier	/kʰæʃɪə(r)/	/kesyər/	Misordering	2,15,	2
	Visual	/vɪʒʊəl/	/vɪʒʊəl /	Misordering	2,9,11,20,21,	5

/ʊə/	Cure	/kjʊə(r)/	/kyə(r)/	Misordering	2,23,	2
	Casual	/kæʒʊəl/	/kesoəl/	Misordering	2,10,12,21,	4
/eə/	Airport	/eəp:t/	/eirport/	Addition	2,4,5,6,8,9, 10,11,12,13 ,14,15,16,1 7,18,21,22, 23,25	19
	Heir	/eə(r)/	/ei(r)/	Addition	3,14,	2
			/heir/	Addition	1,2,4,6,7,9, 10,11,13,15 ,16,17,18,1 9,20,21,23, 24,25,	19
	There	/ðeə(r)/	/their/	Addition	11.	1
			/ther/	Omission	2	1
Closing Diphthong Ending in /ɪ/	Word	Dictionary Transcription	Students Recorder	Classification Of Errors	Students numbers	Total of Students error
/eɪ/	Aim	/Eim/	/aim/	Addition	8,11,14,19, 20,21,24.	7
			/em/	Omission	10.	1
	Behave	/bi'heiv/	/bihaiv/	Addition	2.	1
			/bihev/	Omission	6,7,8,9,10,1 1,18,20,21, 22,25,26	12
	Birthday	/'bɜ:θdeɪ/	-	-	-	-
/aɪ/	Eyes	/aiz/	/eis/	Addition	7,18	2
	Five	/faiv/	-	-	-	-
	Die	/dai/	/di/	Omission	25.	1

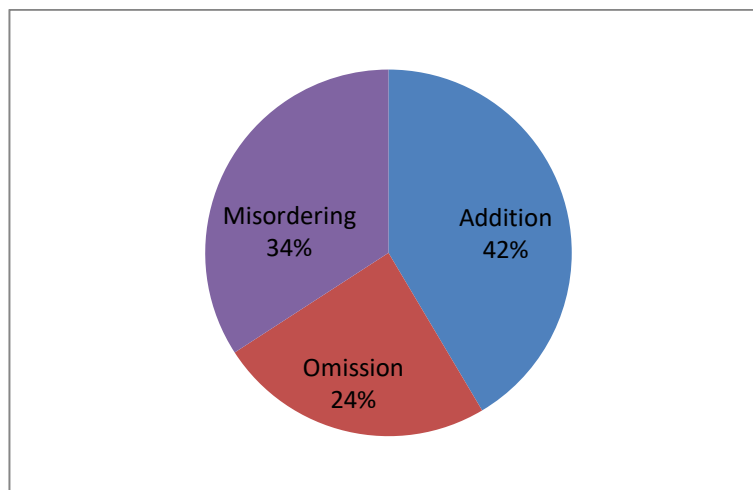
/ɔɪ/	Oil	/ɔɪl/	-	-	-	-
	Choice	/tʃɔɪs/	-	Omission	16,25	2
	Enjoy	/ɪndʒɔɪ/	-	-	-	-
Closing Diphthong Ending in /ʊ/	Word	Dictionary Transcription	Students Recorder	Classification Of Errors	Students numbers	Total of Students error
/əʊ/	Oats	/əʊts/	/outs/	Omission	13.	1
	Rope	/rəʊp/	/rop/	Omission	2,25	2
	Go	/gəʊ/	/go/	Omission	6,9,10,11,19,21,22,23,	8
/aʊ/	Outage	/aʊtɪdʒ/	/otedʒ/	Omission	9,25	2
	About	/əbaʊt/	-	-	-	-
	Now	/naʊ/	-	-	-	-

Table 4. 2 Frequency of Errors Based on Dulay theory

No	Student's initial	Addition	Omission	Misordering
1.	(A.I.N)	1	-	1
2.	(N.S.M)	3	2	6
3.	(A.P.N)	1	-	2
4.	(N.I.M)	2	-	1
5.	(I.A.D)	1	-	1
6.	(J.F.S)	2	2	1
7.	(M.F.M)	2	1	2
8.	(M.P)	2	1	2
9.	(A.J.M)	2	3	2

10.	(C.M)	2	3	2
11.	(DA.B)	4	2	2
12.	(RH.B)	1	-	2
13.	(NH.T)	2	1	-
14.	(SAS.L)	3	-	1
15.	(TJP.S)	2	-	2
16.	(FRMP.Y)	2	1	-
17.	(S.P)	2	-	1
18.	(RH.P)	3	1	1
19.	(TPAN.M)	2	1	1
20.	(FY.M)	2	1	2
21.	(A.D)	3	2	3
22.	(A.M)	1	2	1
23.	(AQ.G)	2	1	3
24.	(DH.O)	2	-	1
25.	(S.M)	2	5	1
26.	(SH.H)	-	1	1
TOTAL		51	30	42
TOTAL (N)		123		

Table 4. 3 The Sequence of diphthong pronunciation test based on high frequency of errors



The table above shows the sequence of errors that the writer found in the diphthong pronunciation test, the total was 123 errors. The highest of the students who made errors were addition, with an error frequency of 51 total errors or 42%. Followed by misordering with a frequency total of 42 or 34% errors. Furthermore, the lowest error is omission at 24%, with a frequency of error only 30 .

Table 4. 4 Recapitulations Students Error and ability in Each Diphthong

Diphthong	Diphthong	Word			Total Errors	Percentage Of errors	Students Ability
		1	2	3			
Centering	/ɪə/	7	22	2	31	39.7%	Good
	/ʊə/	5	2	4	11	14.1%	Excellent
	/eə/	19	21	2	42	53.8%	Fair
Closing /i/	/eɪ/	8	13	-	21	26.9%	Good
	/aɪ/	2	-	1	3	3.8%	Excellent
	/ɔɪ/	-	2	-	2	2.5%	Excellent

Closing	/əʊ/	1	2	8	11	14.1%	Excellent
/ʊ/	/aʊ/	2	-	-	2	2.5%	Excellent

In pronunciation test, 24 words provide by the writer were required to be pronounced by the students. The writer provided 3 words for each sound. From 26 students, there were 78 utterances gained in each diphthong pronunciation test. To identify how well the students produce diphthong sounds whether poor, good, or excellent, the writer used criterion based on Tinambunan's criterion.

Based on the pronunciation test, it showed that the students find it more difficult in pronouncing the English diphthong sounds /eə/, then followed by the sounds /ɪə/ and /eɪ/. Whereas in pronouncing the diphthong sounds /aʊ/, /ɔɪ/, /aɪ/, /əʊ/, and /ʊə/, only a few students omitted the English diphthong sounds by the pure vowel sounds. Based on Tinambunan's criterion, in pronouncing sounds /eə/ the students level was classified as Fair with the highest percentage 53.8%. The findings showed in the word "airport" "heir" and there were 42 errors pronouncing. All of the students pronounced diphthong /eə/ with diphthong /eɪ/. The second diphthong /ɪə/ and /eɪ/ classified as Good with the second highest percentage 39.7% and 26.9%. The students make error in pronouncing the word "aim" and "behave" become pure vowel /aɪ/ or omit the /i/ sounds. Meanwhile the word "earring" beard" and "cashier" there are mostly students made error in pronounced that word by substituted the diphthongs sounds /ɪə/ with the vowel sounds /ə/. In diphthongs /aʊ/, /ɔɪ/, /aɪ/, /əʊ/, and /ʊə/ classified as Excellent. It means there were only a few students who pronounced it incorrectly. Students error in diphthong /əʊ/ with omit the vowel sound /ʊ/ in the word "oats", "rope", and "go". Students omit /ə/ in pronouncing diphthong /ʊə/ in a word "visual", "cure" and "casual" and also had a same percentage in 14,1%. Furthermore diphthong /aɪ/ have percentage in 3.8%. in the word "eyes", the students pronounced with the diphthong /eɪ/. and the lowest percentage is diphthong /aʊ/ and /ɔɪ/ they

have a similar percentage in 2.5%. only a few students make error in this diphthong.

2. Interview

The writer interviewed one of the lecturers in English education study program namely lecturer in English phonetic and phonology. In the stage, the writer would explain the result of interview which tended to lecturer's strategy to reduce students' error in pronouncing diphthong.

a. The lecture interview

What is the goal of phonetic and phonology teaching at IAIN Manado?

“Well the main object of phonetics and phonology studies based of sound so, the objective of the study is to know the classification of the sound, to know how to pronounce the sound correctly, and to know the symbol of the sound.”

How is teaching process in the English phonetic and phonology?

“Ya, the teaching process of this study is a sometimes quite difficult students are introduce the concept of phonetics and phonology at the first and they will be introduce types of consonant and vowels and how to produce the sound by practicing in pronouncing the sounds it self, learning symbol of International Phonetics Alphabet and they also listen to the audio for correct pronunciation of the symbol and practice by them self.”

What obstacle dealt with the English phonetic and phonology teaching?

“Ya, I said previously, teaching phonetics and phonology sometimes quite difficult students sometimes can not distinguished how to pronounce between letter and sound and students sometimes forget to pronouncing the symbol and I have to remind them, it happens a lot a in every meeting and to illustrate the sounds production for the students.”

Did you find students errors in their pronunciation?

“Ya, mispronouncing the sounds especially when sounds or word is a unfamiliar with or the word is always pronouncing

incorrectly such as they always say *Determine* it should be *Ditermin*”

What diphthong considerably mispronounced by students?

“Diphthongs the students always mispronouncing is /əʊ/ they sometimes pronounce O in words like *Slow* should be “Sləʊ” but they always say *Slo* and then, /eə/ it’s quite difficult for students to pronounce that is kind of diphthong like in word *Bear*”

What strategy used by lecturer to reduce/ overcome the error in pronouncing diphthong?

“Some strategies to reduce or overcome students mispronunciation a explaining, demonstrating, practicing, repeating, giving feedback, and listening to the audio.”

Could you explain what types of strategy to overcome students errors in pronunciation?

“In here I give the explanation for the next question for the strategy first I explain how to produce the sounds it means that I introduce the articulators that is used in pronouncing certain sounds or words and to demonstrate or illustrate to the students to show them the correct pronunciation of the some sounds and then, I let them to practice the sounds and repeat the sounds after that I give them feedback is it correct or incorrect a pronunciation a from their works, and to enhance their understanding and knowing about the sounds I give the audio to the students so they can listen to the audio on how to pronounce the sounds correctly.¹”

b. Interview students

This research presented the data which collected from twenty six students’ of English education study program and eighteen of the students being interview. The interview was conducted to acquire the information regarding to know the causes of students in pronunciation diphthong. Therefore, the writer prepared six questions, the writer use recorder from

¹ Result of interview with an English student, NK at the second floor of Gedung Fakultas tarbiyah ,IAIN Manado, October 13th 2022

smartphone as the tool to collect the data and the data was collected on September to October 2022.

As explained in the chapter one, the writer have third research question and one of the research questions is to find out what the factor are causing students make error in pronouncing diphthong. Therefore the writer using interviews. In this interview, the questions were related to the students background, knowledge, and difficulty students to pronounce diphthong sounds. The writer used smartphone to recorded the interviews. To see the result of interview the writer concluded all the responses of the interview:

The first question is to know what the students motivation to learn pronunciation. based on interview with 18 students, almost all of the students admitted that pronunciation is important part of speaking. It can be seen from the following answer from students initial R.H.P:

“ I motivates myself to learn pronunciation because a good pronunciation is very useful and influential to clarify our conversations and make it easier for others to understand what we mean, especially when we do public speaking. Besides, what motivates me is that when we learn pronunciation it automatically increases our confidence. ”²

This statement also said by statement of Student S.P stated “ Having a good and correct pronunciation is one of the most important things for me and especially for students in the English education study program. Because good pronunciation can help and facilitate us in the process of communicating.”³

Student AP.N stated that “What motivates me in learning pronunciation is that it's easier for me to communicate with other people, and other people can understand what I'm saying”⁴

Student S.A.L stated that “I am motivated to learn pronunciation because to become a teacher, having good and correct pronunciation is very important.”⁵

² Result of interview with student of TBI fifth semester, RP at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

³ Result of interview with student of TBI fifth semester, SP at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

⁴ Result of interview with student of TBI fifth semester, AN at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

There are fourth major reasons from the students' answers what is their motivation in learning pronunciation. first as an English study program student, having good pronunciation is one of the things that students must have. Good pronunciation also helps and makes it easier for us in the process of communicating with others.

The second question writer asked the students was about what are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation. Many student stated that lecturer's teaching approaches are effective is.

Student S.P stated that "With two-way interaction, talking directly, invited to communicate directly, and immediately corrected if we make mistakes in pronunciation"⁶

Student FR.Y stated that "I think by applying every day, we speak English through dialogue or listen to some audio or film and then practice it. For example, using the audio-lingual method approach."⁷

Student TS stated that "In my opinion, the effective learning used by lecturers is through an audio-lingual approach because, with this method, we can repeat each material so that it has an understanding effect on ourselves"⁸

The third students statement above has the same statement. And its also to answer research question number two. Used of the audio-lingual method has a good impact on their learning pronunciation. Through this method, they can improve their pronunciation skills.

The third question was whether their mother tongue or first language could influence their pronunciation. This question also aims to answer research question number two and there is some student that argue with the question.

Student RP stated that "Very influential, especially in regional accents, because if we forget a verb, especially when we do a presentation

⁵ Result of interview with student of TBI fifth semester, SA at the third floor of Gedung Terpadu, IAIN Manado, october 13th 2022

⁶ Result of interview with student of TBI fifth semester, SP at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

⁷ Result of interview with student of TBI fifth semester, ID at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

⁸ Result of interview with student of TBI fifth semester , TS at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

in front of the class and forget the word/verb, we will use our regional language.”⁹

Student TM stated that ”Influential because the mother tongue has been our language since childhood, so there is an accent that can affect my pronunciation”¹⁰

Student MP stated that “Yes, because sometimes the accent of our local language is carried away when we speak in English, and that often happens to my friends and me.”¹¹

Based on the results of the interviews above, students have various opinions regarding the influence of their mother tongue on their pronunciation. And from their statements, the writer concluded that the influence of the mother tongue did have a big impact on them. It is also causes them to make some error in using English, especially in pronunciation.

The fourth question is about the difficulties did student encounter in learning pronunciation.

Student TM stated that ”when I say words that are a bit difficult because I’m not used to it, I also feel embarrassed or lack confidence and feel afraid when I make mistakes”¹²

Student DO stated that “The difficulty is that there is a new vocabulary that I think is difficult to read or memorize”¹³

Student ID stated that “I have difficulty when I listen to new vocabulary”¹⁴

Student CM stated that ” not listening to native speakers”¹⁵

⁹ Result of interview with student of TBI fifth semester, RP at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

¹⁰ Result of interview with student of TBI fifth semester, TM at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

¹¹ Result of interview with student of TBI fifth semester, MP at the third floor or Gedung Tarbiyah Teerpadu, IAIN Manado, October 13th 2022

¹² Result of interview with student of TBI fifth semester, TM at the third floor or Gedung Tarbiyah Teerpadu, IAIN Manado, October 13th 2022

¹³ Result of interview with student of TBI fifth semester, DO at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

¹⁴ Result of interview with student of TBI fifth semester, ID at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

¹⁵ Result of interview with student of TBI fifth semester ,CM at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

The question number fifth is what is your solution in improving your pronunciation.

Student RP stated that “I improve my pronunciation through hobbies. For example, I often listen to music”¹⁶

Student FR stated that “To improve pronunciation, I usually read a book, listen to a song. Or use the media application available on my phone. Because in the media there are ways to pronounce sentences properly and correctly such as dictionaries and from there I also practice a lot effectively”¹⁷

The last question is did learning phonetics and phonology really help you

Student SA stated that “Yes, it is very helpful because since learning phonetics and phonology I can read phonetic symbols that have been taught properly and correctly”¹⁸

Student TS stated that “Yes, it is very helpful because with this course I know the important parts of the sounds and sounds of each word.”¹⁹

Student RH stated that “Yes, it is very influential because from there we learn how pronounce it. Based on the international phonetic alphabet”²⁰

B. Discussion

1. The kinds of error made by students in pronunciation diphthong

The writer gave pronunciation test for 26 students and analyzed the data from the test. Finding the answer to the research question was one of the aims of this research. So, the first discussion was about the kind of the errors that students make in pronunciation diphthong. Diphthongs are divided into two types the first is centering diphthong

¹⁶ Result of interview with student of TBI fifth semester, RP at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

¹⁷ Result of interview with student of TBI fifth semester, FR at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

¹⁸ Result of interview with student of TBI fifth semester SA at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

¹⁹ Result of interview with student of TBI fifth semester, TS at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

²⁰ Result of interview with student of TBI fifth semester, RH at the third floor of Gedung Terpadu, IAIN Manado, October 13th 2022

and the second is closing diphthong. Based on the result of students test, in centering diphthong : [ɪə/, /ʊə/, /eə/]. Students acquire 39.7% errors in pronouncing /ɪə/ with total errors 31, the second is 14.1% in pronouncing /ʊə/ with total errors 11, the third is 53.8% in pronouncing /eə/ with total error 42. Furthermore, in closing diphthong ending in /i/: [eɪ/, /ɔɪ/, /aɪ/], students acquire 26.9% in pronouncing diphthong /eɪ/ with total errors 21, the second is 3.8% in pronouncing /ɔɪ/ with total errors 3, and the third is 2.5% in pronouncing diphthong /aɪ/ with total errors 2. Closing diphthong ending in /ʊ/: [əʊ/, /aʊ/]. In pronouncing /əʊ/ the students acquire percentage of errors in 14.1% with total errors 11, and the last is pronouncing /aʊ/ students acquire 2.5% with total errors 2.

Based on the theory, the error classified into four types there was Addition, Omission, Misformation, and Misordering²¹. From students pronunciation test results found that addition errors are the type of error with the highest frequency, with an occurrence of 51 errors or 42%. Therefore, it is concluded that addition was the most dominant pronunciation error made by students. For the first sample in correct pronunciation, the diphthong /eə/ in word Airport should be pronounced /eəp:t/ but in fact, from 26 total of students there are 19 students pronounced that word as /eɪrport/ it is supported with the result of students ability in pronunciation diphthong, especially in diphthong /eə/ is in the Fair category and it is also supported in the result of interview with lecturer, the lecturer said “Diphthongs the students always mispronouncing is /əʊ/ they sometimes pronounce O in words like *Slow* should be “Sləʊ” but they always say *Slo* and then, /eə/ it’s quite difficult for students to pronounce that is kind of

²¹ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2001), 284–85.

diphthong”. In pronunciation diphthong /eɪ/ in word Aim it should be pronounced /eɪm/, but some students pronounced that word as /aɪm/. And the third is pronunciation diphthong /aɪ/ in word eyes it should be pronounced /aɪz/ but there are students pronounced that word as /eɪs/.

The second was Misordering error with 42 errors or 34% from the total of errors. According to Heidi Dulay state that misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance²². For instance, in the word earring, beard, cashier, the students made some misordering in that words. In pronunciation word earring as /erring/ instead of /ɪərɪŋ/, the students made problems because omitted diphthong /ɪə/.

The last error was Omission with 30 or 24% from the total error. According to Heidi Dulay state that Omission errors are characterized by the absence of an item that must appear in a well-formed utterance²³. The students committed some omission in word /gəʊ/, /əʊts/, /eɪm/. In pronunciation word go as /go/, oats as /ots/, and the last is word aim as /eɪm/. It categories as omission error cause the students omit /ə/ and /i/ sound in that word.

The most errors found in addition, followed with error of Misordering and the fewest types occur in errors of omission. The result of each types presented in the table 4.5

²² Heidi C. Dulay, *Language Two* (Oxford: Oxford University Press, 1982), 162

²³ Heidi C. Dulay, *Language Two* (Oxford: Oxford University Press, 1982), 156

Table 4. 5 The Result of The Types of Error

No.	Types of Error	Frequency of error	Total number of errors	Percentage of error
1.	Error of Addition	51	123	42%
2.	Error of Misordering	42		34%
3.	Error of Omission	30		24%
Total				100%

The table gave information about the overall errors which made by students. From the data above it could be seen that there are many errors from students pronunciation test. Error in Omission is 24% or only 30 errors, error in Misordering is 34% or 42 numbers of errors, and errors Addition is the highest number of all with 51 errors or 42%.

Based on the criteria for students' ability to pronounce centering and closing diphthong, the centring diphthong especially in diphthong /eə/ has a highest percentage of errors 53.8% and its category in Fair Level and this diphthong is supported by the result interviews with lecturers, namely the diphthong that has most errors in pronunciation is diphthong /eə/.

2. What causes that students' made the errors of pronunciation diphthong

To answer the question, what are causes that students made errors in pronunciation diphthong. the data collected from the students

through interviews are describe in this part. The guideline of interview is adopted from the thesis of Riski Saputri²⁴.

Based on the analysis of the findings, the writer classifies the sources of students error using Brown Douglas Theory²⁵. They are:

1. Interlingual transfer

This sources of error caused by the negative influence of the mother tongue. Based on the interviews there are some students that explained specifically about why their mother tongue is influential their pronunciation. and the writer found answers, it is concluded because they came from various regions with different regional accents. From the students statements, it correlates with theory from Joanne Kenworthy such as the native language people from many different language background can do will get a near native pronunciation in English and to deny the role of other factors²⁶. Students sometimes they even use their first language when they forget how to pronounce some words or sentences in English. It is supported with statement from students initial RH.P she said their mother tongue is very influential especially when we are making presentation in front of the class and we forget a word/verb, then we will use our mother tongue. From the result of pronunciation test, for example in producing English diphthong /əʊ/, the students substituted the diphthong with Indonesian sounds, such as /o/.

2. Intralingual transfer

Reflect the general characteristics of rule learning in the form of generalization. Based on result of test pronunciation the writer found,

²⁴ Riski Saputri, Error Analysis of English Pronunciation At 8th Grade Students of SMP Astra Makmur Jaya in Tikke Raya. (Thesis, Palu: IAIN Palu 2020).

²⁵ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2001), 284–85.

²⁶ Joanne Kenworthy. "Teaching English Pronunciation." 1987,10.

an English diphthong /ʊə/ which is represented by a letter A in a word visual pronounced In the same way with the word kasual. The students pronounced the word /vɪʒʊəl/ as /visual/ and it is.

3. Lecturers strategy to reduce the error in pronunciation

From the result of the lecturer's interview, the writer could identify and concluded the lecturer's result of interview on strategy to reduce the error in pronunciation. Actually, in the English study program, there are several courses that help students to improve their pronunciation, namely as follows: speaking, pronunciation, writing, listening, English phonetics and phonology etc. but among all the existing courses, the writer chose a lecturer in English phonetics and phonology courses as a source to obtain information on pronunciation skills, student's knowledge of phonetics and also to find out what strategies the lecturers used to reduce pronunciation errors by students, especially in fifth semester students English study program.

From each question that has been posed to the lecturer's, the writer concluded that according to lecturer's answers that the strategy to reduce the error especially in pronouncing diphthong, in accordance with the courses taught by the lecturers, and based on the theory from Cook²⁷, the first is lecturer should be determining focusing and goals on making their students' pronunciation understandable and intelligible. It's supported by lecturer answer in question number one the main object of the study is to know the classification of sounds, the symbol of the sounds, and how to pronounce the sound correctly it means that the lecturer has a goal to improve students pronunciation. The second is Introducing international phonetics alphabet (IPA) and knowledge of phonetic articulatory, this is also relate with the lecturers answers, she introduce the concept of phonetics and phonology, introduce types of consonant and vowels and how to produce the

²⁷ Cook, V. *Second Language Learning and Teaching*, London: Hodder Education

sound by practicing symbol of IPA and the students also listen to the audio for correct the pronunciation of the symbol. The third is using communicative activities, it can be seen with the lecturers answers about the strategies to reduce the errors, she used explaining, demonstrating, practicing, repeating, giving feedback, and listening to the audio. In the proses of teaching, the lecturer give the audio to the students so they can listen to the audio how to pronounce the sounds correctly. It is relate with the fourth strategies namely using dictionary and smartphones. The next is tutoring session and individual counseling in the lecturer's explanation it is also explained that the lecturer give them feedback is it correct or incorrect pronunciation from their works and enhance their understanding about the sound using the audio and let them practicing. The lecturers give the students a IPA symbols and the students read and practice the word given. It correlates with the last strategy, namely, reading aloud.

Based on the result of interviews stated that there are several techniques and activities to solve teaching pronunciation problems namely as follows: introducing IPA, communicative activities, using dictionary and smartphone and reading aloud. And the several techniques also used by lecturers of English phonetics and phonology courses. So it can be concluded that English phonetics and phonology courses have proven ways of helping students to reduce pronunciation error and have their own way of improving students' pronunciation to be better and more correct.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research, can be concluded as follows:

1. Kinds of the error made by students are Omission with 30 or only 24%, the second is Misordering with 42 error or 34%, and the highest is Addition with 51 errors or 42%. Based on criteria level of students ability in pronunciation diphthongs /eə/ had a fair level. Kinds of the error made by students in centering diphthong /ɪə/ acquire 39.7% with total errors 31, /ʊə/ acquire 14.1% with total error 11, the third is /eə/ 53.8% with total errors 42. Furthermore, in closing diphthong ending in /i/: [eɪ/ ɔɪ/ aɪ/], students acquire 26.9% in pronouncing diphthong /eɪ/ with total errors 21, the second is 3.8% in pronouncing /ɔɪ/ with total errors 3, and the third is 2.5% in pronouncing diphthong /aɪ/ with total errors 2. Closing diphthong ending in /ʊ/: in pronouncing diphthong /əʊ/ 14.1% with error 11 and the last is diphthong /aʊ/ with 2.5% or only 2 errors.
2. There are two factors that the causes of students error in pronunciation. they are interlingual transfer (Mother tongue) and intralingual transfer (The incorrect rules that is used by the students).
3. The strategy carried out by the lecturer is Determining focus and goals, introducing IPA, using communicative activities, using dictionary and smartphones, tutoring session and individual counseling and reading aloud.

B. Suggestion

1. Students

One of the essential skills in learning English is speaking skills. The students should master the language in their daily

needs to use English. Pronunciation is one element of the speaking skill. The students must speak English well and properly. Students need to learn how to pronounce the words appropriately. Students should use English words very often so that they don't create any misunderstandings. To improve their English speaking skill, the students must know how to pronounce English sounds. Besides the students can use the IPA, to improve the speaking skills, they can also learn independently through listening to English songs, watching some programs or English movies on TV or YouTube, even using online games that use the English language.

2. Lecturers

As a lecturer must be able to get the attention of students, so they want to learn English more thoroughly, in particular, to develop their speaking skill. Recognizing that English is a foreign language, lecturers must be faithful to master whatever methods are appropriate for providing the materials to the students. The lecturer should provide the materials equally between writing, reading, speaking, and listening. Teachers can provide some new vocabulary and practice it with the correct pronunciation at each meeting. Teachers can also ask students to speak using English at each meeting to improve their pronunciation.

3. Other Writer

The writer expects the future writer can develop similar topics, for example examining students' abilities regarding monophthongs, triphthongs etc. Because by raising this topic will further add and enrich the information about students' pronunciation. Other writers can also use thus research for the other academic materials.

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APPENDICES

APPENDIX I

The General of Research Subject

1. The brief description of Iain Manado

This research was located in one of Islamic institute in Manado, this institute was built in 1988. The institution was named the Manado Islamic Institute (IAI). At the time, the education process was carried out in The State Religious Teacher Education School building was known as MAN Manado.

In 1990, IAI Manado was affiliated with the Syari'ah Faculty of IAIN Alauddin Makassar. Since 1994, the Syari'ah Faculty of IAIN Alauddin occupies a permanent location in Perkamil area. This institution officially became the Manado State Islamic High School (STAIN). Through RI Presidential Decree No. 11 of 1997 and Decree of the Minister of Religion No. 197 of 1997. And than after 18 years of operation, STAIN Manado changed its name to the manado State Islamic Institute (IAIN) in November 2015.

2. Faculty of Tarbiyah and Teacher Training

Based on Presidential Decree Number. 147 of 2014 about the change of Manado State Islamic High School (STAIN) into Manado State of Islamic Institute (IAIN). After the official status transition that occurred in 2015, the Department of Tarbiyah experienced of its institutional status into the Faculty of Tarbiyah and Teacher Training (FTIK).

The Faculty of Tarbiyah and Teacher Training currently has six Study Programs. The study program are Islamic Religious Education (PAI Study Program), Islamic Education Management (MPI Study Program), Arabic Language Education (PBA Study Program), Madrasah Ibtidaiyah Teacher Education (PGMI Study Program), Early

Childhood Islamic Education (PIAUD Study Program), and English Education Study Program (TBI Study Program).

3. English Education Study Program

The English Study Program is one of the six study programs at the Tarbiyah faculty. The English Education Study Program has been accredited nationally with “B” as the current score according to Sk number: 1100/SK/BAN-PT/Akred/S/IV/2018. Although this program study has 8 batches counted from 2015 to this current period.

Vision	Mission	Objectives
<p>English Language Education Study Program has the vision to develop this program to become the basis for English language education, research, and service in Eastern Indonesia based on multicultural society in 2035.</p>	<ol style="list-style-type: none"> 1. Organizing professional, innovative, and effective academic training in the field of English language education. 2. Organizing multicultural and community service in the field of English education 3. Improving institutional governance in 	<ol style="list-style-type: none"> 1. To produce qualified English educators in the field of English Education. 2. Increase the productivity of researchers with multicultural understanding in English language education. 3. To increasing the competence and ability of English education study

	<p>English language education in addition to increasing credibility, transparency, accountability, responsibility.</p> <p>4. Constructing teamwork with other state and private institutions at home and abroad in English language education.</p>	<p>program resources through tri dharma in higher education at the national and international levels.</p>
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APPENDIX II**PRONUNCIATION TEST**

An Error Analysis Students' Pronunciation at The Fifth Semester English
Education Study Program at IAIN MANADO

Direction:

- Read the following words bellow
- Please pronounce the word carefully

Words	Target Diphthong
Aim Behave Birthday	/eɪ/
Eyes Five Die	/aɪ/
Oil Choice Enjoy	/ɔɪ/
Oats Rope Go	/əʊ/

<p>Outage</p> <p>About</p> <p>Now</p>	<p>/aʊ/</p>
<p>Earring</p> <p>Beard</p> <p>Cashier</p>	<p>/ɪə/</p>
<p>Visual</p> <p>Cure</p> <p>Casual</p>	<p>/ʊə/</p>
<p>Airport</p> <p>Heir</p> <p>There</p>	<p>/eə/</p>

Adapted from:

Asmaa Adel Abdulrahman, Dr. L. Ramamoorthy, English Diphthongs Difficulties Encountered by EFL Yemeni Speakers, *Quest Journals Journal of Research in Humanities and Social Science*. Volume 9. P. 79

APPENDIX III

THE KEY ANSWER

Words	Correct Pronunciation	Target Diphthong
Aim	/Eim/	
Behave	/bi'heiv/	/ei/
Birthday	/'bɜ:θdeɪ/	
Eyes	/aiz/	
Five	/faiv/	/aɪ/
Die	/dai/	
Oil	/ɔɪ/	
Choice	/tʃɔɪs/	/ɔɪ/
Enjoy	/ɪndʒɔɪ/	
Oats	/əʊts/	
Rope	/rəʊp/	/əʊ/
Go	/gəʊ/	
Outage	/aʊtɪdʒ/	
About	/əbaʊt/	/aʊ/
Now	/naʊ/	
Earring	/ɪərɪŋ/	

Beard	/bɪəd/	/ɪə/
Cashier	/kæʃɪə(r)/	
Visual	/vɪʒʊəl/	
Cure	/kjʊə(r)/	/ʊə/
Casual	/kæʒʊəl /	
Airport	/eəp:t/	
Heir	/eə(r)/	/eə/
There	/ðeə(r)/	

APPENDIX IV**INTERVIEW SHEET FOR STUDENTS**

No	Question	Student Answer
1.	What motivates you to learn pronunciation?	
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	
3.	Do you think your first language affect your pronunciation?	
4.	What difficulties did you encounter in learning pronunciation?	
5.	What is your solution in improving your pronunciation?	
6.	Does learning English phonetics and phonology help to you improve your pronunciation?	

(Addapted From: R.Saputri 2020)

APPENDIX V**INTERVIEW SHEET FOR LECTURER**

No.	Question	Answer
1.	What is the goal of phonetic and phonology at IAIN Manado?	
2.	How is teaching process in the English Phonetics and phonology?	
3.	What obstacle dealt with the English Phonetic and Phonology teaching?	
4.	Did you find students errors in their pronunciation?	
5.	What diphthongs considerably mispronounced by the students?	
6.	What strategy used by lecturer to reduce/ overcome the error in pronouncing diphthong?	
7.	Could you explain what types of strategy to overcome students errors in pronunciation?	

(Addapted From: N. Badriyah:2011)

APPENDIX VI

List name of students in fifth semester English education study program

NO	Name
1.	Adisty Indriyani Ngatenan
2.	Amalia Putri Febrianty Ngatenan
3.	Andini Mamonto
4.	Annisa Astrid Jovanka Mokodongan
5.	Aqsal Jilham Goloba
6.	Astrit Dunggio
7.	Citra Mokoginta
8.	Dewi Almanda Batalipu
9.	Dinda Hairunnisa Oliy
10.	Fara Yustisiya Mamonto
11.	Friety Rifdah M.P. Yusuf
12.	Ingrid Arnetha Datunsolang
13.	Jihan Fahira Songkaton
14.	Maqfirah Fardayani Mokoginta
15.	Merlan Potabuga
16.	Nahrul T. Taling
17.	Nirmala S. Makalusenge
18.	Nurul Inayah Mahmud
19.	Rahmat Hidayat Baculu
20.	Resi Heriningsih Pobela
21.	Silfana Pakaya
22.	Sri Ayu S. Labagau
23.	Susmita Mokodongan
24.	Syarief Hidayat Hullah
25.	Tiara Juniarti Putri Saini
26.	Try Putri Ayu Nindya Muchtar



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-2169 /In. 25/F.II/TL.00.1/08/2022
Sifat : Penting
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 31 Agustus 2022

Kepada Yth :
Rektor IAIN Manado

Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Siti Nurhaliza Baluntu
NIM : 1826009
Semester : IX (Sembilan)
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"An Error Analysis Student's Pronunciation At The Fifth Semester Of English Education Study Program At IAIN Manado "**. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Nur Halimah, M.Hum.
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan September s.d Oktober 2022

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,


Mutmainah

- Tembusan :
1. Rektor IAIN Manado sebagai Laporan
 2. Dekan FTIK IAIN Manado
 3. Kaprodi TBI IAIN Manado
 4. Arsip



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

SURAT KETERANGAN

Nomor : 21/SKet/TBI/.../2022


Ketua Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Manado, menerangkan bahwa :

N a m a : Siti Nurhaliza Baluntu
 N I M : 1826009
 Semester : IX
 Prodi : Tadris Bahasa Inggris (TBI)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Judul Skripsi : An Error Analysis Students' Pronunciation at The Fifth Semester of English Education Study Program at IAIN Manado

Benar yang bersangkutan telah menyelesaikan *Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado* dari bulan September s.d Oktober 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 28 oktober 2022
 Kaprodi TBI,


 Nur Halimah, M. Hum
 NIP. 196904172000032002

APPENDIX VII

Interview Transcription

1. Adisty Ngatenan

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>Pronunciation is very important, and it greatly affects speaking; when my speaking is wrong, I will be embarrassed later, so what motivates me to learn pronunciation is to practice it more regularly and better.</p> <p>Pronunciation itu sangat penting dan itu sangat berpengaruh pada speaking, ketika speaking saya salah maka saya yang akan malu nantinya, jadi yang menjadi motivasi saya untuk belajar pronunciation adalah untuk melatih pengucapan saya lebih teratur dan baik.</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>so far, in my opinion, namely by increasing the practice</p> <p>sejauh ini menurut saya yakni dengan memperbanyak practice</p>
3.	Do you think your first language affect your pronunciation?	<p>yes, very influential</p> <p>iya, sangat berpengaruh</p>
4.	What difficulties did you encounter in learning pronunciation?	<p>I have difficulty pronouncing words that I have never heard before or new words. And to help my pronunciation, I use google translate to listen to the audio.</p> <p>Saya mengalami kesulitan untuk mengucapkan kata yang sebelumnya belum pernah saya dengar atau kata-kata yang baru. Dan untuk membantu pengucapan Saya, biasanya saya menggunakan google translate untuk mendengarkan audionnya.</p>
5.	What solutions did you do to improve your	Doing much speaking practice and even singing is also a way for me to learn and

	pronunciation?	improve my pronunciation to be better. Melakukan banyak practice speaking dan bahkan menyanyi juga merupakan salah satu cara saya belajar dan meningkatkan pronunciation saya jadi lebih baik.
6.	Did learning phonetics and phonology help you?	Yes, it is very helpful, especially with symbols that make pronunciation easier. Iya, sangat membantu terutama ada symbol-symbol yang juga mempermudah dalam pronunciation.

2. Susmita Mokodongan

No.	Question	Answer
1.	What motivates you to learn pronunciation?	Learning pronunciation is important to make a sentence that we call better and correct. Karena belajar pronunciation itu penting untuk menjadikan suatu kalimat yang kita sebut menjadi lebih baik dan benar.
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	lots of practice and practising difficult words Banyak latihan dan mempraktekan kata-kata yang sulit
3.	Do you think your first language affect your pronunciation?	Depends and adjusts Tergantung dan menyesuaikan
4.	What difficulties did you encounter in learning pronunciation?	Words that have never been heard or spoken Kata-kata yang belum pernah didengar atau di ucapkan
5.	What solutions did you do to improve your pronunciation?	Practice more, repeat words, and the media that I use is from tick-tock Memperbanyak latihan kak, mengulang kata, dan media yang saya gunakan itu dari tik-tok
6.	Did learning phonetics and	Learning phonetics and phonology is very

	phonology help you?	<p>helpful in pronouncing words.</p> <p>Belajar phonetic and phonology itu sangat membantu dalam hal penyebutan kata.</p>
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3. Resi pobela

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>Good pronunciation is very useful and influential in clarifying our speaking and making it easier for others to understand what we mean, especially when we speak publicly. Besides that, what motivates me is that when we learn pronunciation, it automatically increases our self-confidence.</p> <p>Karena pronunciation yang baik itu sangat bermanfaat dan berpengaruh untuk memperjelas speaking kita dan mempermudah orang lain untuk mengerti apa yang dimaksud oleh kita terlebih khusus ketika kita melakukan public speaking. Selain itu yang memotivasi saya yaitu ketika kita belajar pronunciation itu otomatis meningkatkan rasa kepercayaan diri kita.</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>Effective learning for our daily lives is a direct practice both individually and in groups</p> <p>Pembelajaran yang efektif untuk kesehariannya kita yaitu praktek langsung baik secara individual dan berkelompok</p>
3.	Do you think your first language affect your pronunciation?	<p>it is very influential, especially regional accents, because if we forget a verb, especially when we are making a presentation in front of the class, and we forget a word/verb, then we will use our regional language.</p> <p>Berpengaruh sekali apalagi logat-logat daerah karena apabila kita melupakan suatu verb, terutama ketika kita melakukan presentasi di depan kelas dan kita melupakan suatu kata/verb maka kita akan menggunakan bahasa daerah kita masing-masing.</p>

4.	What difficulties did you encounter in learning pronunciation?	There are words that we sometimes hear, which are very difficult to pronounce compared to words we have often heard. Ada kata-kata yang kadang di dengar, itu sangat sulit di ucapkan dibandingkan dengan kata-kata yang sudah sering kita dengar.
5.	What solutions did you do to improve your pronunciation?	Improve my pronunciation through hobbies. For example, I often listen to music Saya meningkatkan pronunciation saya melalui hobby. Contohnya, saya sering mendengarkan musik
6.	Did learning phonetics and phonology help you?	Yes, of course Ya, Tentu saja

4. Silvana pakaya

No.	Question	Answer
1.	What motivates you to learn pronunciation?	Having good and correct pronunciation is one of the most important things for me and especially for students in the English study program. Because good pronunciation can help and facilitate us in the process of communicating. Mempunyai pronunciation yang baik dan benar adalah salah satu hal terpenting bagi saya dan terkhusus untuk mahasiswa yang ada di program study bahasa inggris. karena pronunciation yang baik bisa membantu dan mempermudah kita dalam proses berkomunikasi.
2.	What are the types of teacher's teaching approaches are effective for you as a learner during	with two-way interaction, speaking directly, being invited to communicate directly, and being corrected directly when we make mistakes in pronunciation

	a pronunciation?	Dengan interaksi dua arah, berbicara secara langsung, diajak komunikasi secara langsung, dan langsung dikoreksi juga secara langsung ketika kita melakukan kesalahan dalam pronunciation
3.	Do you think your first language affect your pronunciation?	<p>very influential because, moreover, I have difficulty pronouncing some of word because it is in Manado in Manado, and it is very lacking in usage.</p> <p>Sangat berpengaruh karena terlebih lagi saya memiliki kesulitan untuk mengucapkan beberapa kata karena dalam bahasa manado karena dalam bahasa manado itu sangat kurang dalam penggunaanya.</p>
4.	What difficulties did you encounter in learning pronunciation?	<p>as I mentioned before in the mention of words that I did not know before</p> <p>Seperti yang saya bilang di atas ada kata-kata yang belum saya ketahui sebelumnya</p>
5.	What solutions did you do to improve your pronunciation?	practice makes perfect
6.	Did learning phonetics and phonology help you?	<p>very helpful even though I don't have enough time to study</p> <p>Sangat membantu meskipun saya mempunyai kekurangan waktu untuk belajar.</p>

5. Jihan safira songkaton

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>My motivation is so that other people can understand and understand what we say when conversing.</p> <p>Motivasi saya yaitu agar oranglain dapat mengerti dan memahami apa yang kita ucapkan ketika melakukan suatu percakapan.</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>With direct practice, I think it's very effective</p> <p>Dengan adanya praktek langsung itu sangat efektif menurut saya</p>
3.	Do you think your first language affect your pronunciation?	<p>It has an effect but only temporarily because when we learn pronunciation, we adjust to how to pronounce it correctly.</p> <p>Berpengaruh tapi hanya sementara karena ketika kita belajar pronunciation kita menyesuaikan dengan bagaimana cara mengucapkannya dengan benar.</p>
4.	What difficulties did you encounter in learning pronunciation?	<p>I have difficulty hearing new vocabulary, but it's not too difficult to pronounce when we have learned it.</p> <p>Saya mengalami kesulitan ketika ada kosa kata yang baru di dengar, tapi ketika kita sudah pelajari maka tidak terlalu sulit untuk di lafalkan.</p>
5.	What solutions did you do to improve your pronunciation?	<p>Do lots of exercises. Usually, I use YouTube as my additional learning medium.</p> <p>Banyak melakukan latihan, biasanya saya menggunakan youtube sebagai media pembelajaran tambahan saya.</p>

6.	Did learning phonetics and phonology help you?	<p>Yes, it is very helpful because phonetics and phonology learn about sounds/how to pronounce a word</p> <p>Ya sangat membantu, karena phonetic and phonology itu mempelajari tentang bunyi/ cara melafalkan suatu kata</p>
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6. Try putry anandhiya muchtar

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>If we learn English, we must also learn good and correct pronunciation. Especially now that many people like western pop songs.</p> <p>Karena kalau kita belajar bahasa inggris pasti kita juga harus belajar pronunciation yang baik dan benar. Terutama sekarang banyak orang yang menyukai lagu pop barat.</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>Last semester, there was a pronunciation course. In my opinion, it was very effective for learning the good and correct pronunciation</p> <p>Semester lalu ada mata kuliah pronunciation, menurut saya itu sangat efektif untuk belajar pronunciation yang baik dan benar</p>
3.	Do you think your first language affect your pronunciation?	<p>It has an effect because my mother tongue is born from birth, so there is an accent that can affect my pronunciation.</p> <p>Berpengaruh karena mother tongue itukan dari lahir jadi ada aksen yang dapat mempengaruhi pronunciation saya.</p>
4.	What difficulties did you encounter in learning pronunciation?	<p>When I say words that are a bit difficult because I'm not used to it, besides that, I also feel shy or lack confidence, and I'm</p>

		<p>afraid of making mistakes.</p> <p>Saat menyebutkan kata-kata yang agak susah karena tidak terbiasa, selain itu juga saya merasa malu atau kurang percaya diri dan takut melakukan kesalahan.</p>
5.	What solutions did you do to improve your pronunciation?	<p>I often do practice. Usually, I listen to music</p> <p>Sering melakukan practice, biasanya saya mendengarkan music</p>
6.	Did learning phonetics and phonology help you?	<p>Very influential because we learn how to pronounce letters and sentences properly and correctly from phonetics and phonology.</p> <p>Sangat berpengaruh karena dari phonetic and phonology kita belajar tentang cara penyebutan suatu huruf dan kalimat secara baik dan benar.</p>

7. Astrit Dunggio

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>To communicate well, apart from that, as students of English tadaris, we must have good and correct pronunciation.</p> <p>Agar dapat berkomunikasi dengan baik, selain itu sebagai mahasiswa tadaris bahasa inggris kita harus mempunyai pronunciation yang baik dan benar.</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>Face-to-face (two-way communication) helps me in imitating good and correct pronunciation taught by the lecturer</p> <p>Tatap muka(komunikasi dua arah) itu membantu saya dalam meniru pronunciation yang baik dan benar yang diajarkan oleh dosen</p>
3.	Do you think your first	Influential, for example, the accent of the

	language affect your pronunciation?	regional language Berpengaruh, contohnya aksen dari bahasa daerah
4.	What difficulties did you encounter in learning pronunciation?	Lack of confidence in doing English and afraid of being wrong Kurang percaya diri dalam melakukan bahasa inggris dan takut salah
5.	What solutions did you do to improve your pronunciation?	Do more independent practice, from my self through youtube, tiktok, and songs that I listen to on joox Memperbanyak latihan secara mandiri, kalau dari saya sendiri saya belajar melalui youtube, tik-tok dan lagu yang saya dengarkan di joox
6.	Did learning phonetics and phonology help you?	It helps me, especially in saying words or letters properly and correctly Sangat membantu saya terutama dalam menyebutkan kata-kata atau huruf secara baik dan benar

8. Dewi Almanda Batalipu

No.	Question	Answer
1.	What motivates you to learn pronunciation?	To practice pronunciation correctly and make it easier to understand because pronunciation is a bridge between native English speakers and us Untuk melatih pelafalan dengan benar dan menjadi lebih mudah di mengerti karena pronunciation adalah jembatan antara kita dengan penutur asli bahasa inggris
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	More hands-on practice emphasizing active student empowerment Lebih memperbanyak praktek secara langsung yang menekankan pada

		pemberdayaan siswa secara aktif
3.	Do you think your first language affect your pronunciation?	<p>Yes, due to the fact that even though it is faster to learn pronunciation simultaneously, the mother tongue will be carried over when we speak</p> <p>Ya, karena faktanya walaupun lebih cepat belajar pronunciation secara bersamaan, bahasa ibu akan terbawa saat kita berbicara</p>
4.	What difficulties did you encounter in learning pronunciation?	<p>When in a situation, students cannot pronounce words in correct English, including listening skills. Because people have different hearing sensitivities, it may cause errors to occur.</p> <p>ketika dalam suatu keadaan mahasiswa tidak dapat mengucapkan kata dengan bahasa inggris yang benar diantaranya kemampuan menyimak. Karena orang mempunyai kepekaan pendengaran yang berbeda dan hal itu dapat menyebabkan kesalahan yang akan terjadi.</p>
5.	What solutions did you do to improve your pronunciation?	<p>Learn more about how to pronounce well. It is better to use learning resources from native speakers, such as a dictionary. Usually, dictionaries have phonetic symbols or use software that uses audio</p> <p>Lebih mempelajari bagaimana cara pengucapan yang baik. Sebaiknya pakai sumber belajar dari native speaker contohnya memanfaatkan kamus. biasanya kamus mempunyai phonetic symbol atau memakai software yang menggunakan audio</p>
6.	Did learning phonetics and phonology help you?	<p>Yes, because we can know the kinds of sounds formed through the limbs and use the language based on where it comes from.</p> <p>Ya, karena kita dapat mengetahui macam-macam suara yang terbentuk melalui anggota tubuh dan kita dapat menggunakan</p>

		bahasa tersebut berdasarkan asalnya.
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9. Merlan potabuga

No.	Question	Answer
1.	What motivates you to learn pronunciation?	Motivation to improve our pronunciation so that the other person more easily understands it Motivasi untuk meningkatkan cara pengucapan kita agar lebih mudah dimengerti oleh lawan bicara
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	With the pronunciation course, we have more practice in class Dengan adanya mata kuliah pronunciation, kita lebih banyak praktek di dalam kelas
3.	Do you think your first language affect your pronunciation?	Yes, because sometimes our regional accent carries over when we speak English, which often happens to my friends and me. Iya, karena kadang-kadang logat bahasa daerah kita terbawa saat kita berbicara dalam bahasa Inggris dan itu sering terjadi kepada saya dan teman-teman saya.
4.	What difficulties did you encounter in learning pronunciation?	From the pronunciation of words that are slightly the same but have different meanings Dari cara pengucapan kata yang sedikit sama tapi memiliki arti yang berbeda
5.	What solutions did you do to improve your pronunciation?	Practice more because practice makes perfect Lebih banyak berlatih karena dengan practice make perfect
6.	Did learning phonetics and phonology help you?	Yes, very helpful.. Iya, sangat membantu.

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10: Amalia putri

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>What motivates me in learning pronunciation is so that I can more easily communicate with other people and other people can also understand what I say</p> <p>Yang memotivasi saya dalam belajar pronunciation yaitu agar saya bisa lebih mudah berkomunikasi dengan orang lain dan orang lain juga dapat memahami apa yang saya katakan</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>The lecturer can give us texts or whatever to practice there. We can practice the correct pronunciation of these words to increase our knowledge about pronunciation.</p> <p>Dosen itu bisa memberikan kepada kita berupa teks-teks atau apapun itu sehingga kita dapat practice disitu.kita dapat melatih cara pronunciation yang benar dari kosa-kata tersebut sehnga menambah pengetahuan kita tentang pronunciation</p>
3.	Do you think your first language affect your pronunciation?	<p>My mother tongue is, of course, very influential for me. Maybe those of us who come from cities or rural villages have our accents, so when we speak in English, we will, of course, be carried away or influenced by our accent</p> <p>Bahasa ibu tentu sangat berpengaruh bagi saya, mungkin kita yang berasal dari kota atau kampung- kampung pedesaan memiliki logat tersendiri sehingga ketika kita berbicara dalam bahasa inggris kita tentunya akan terbawa atau terpengaruh dengan logat kita</p>

4.	What difficulties did you encounter in learning pronunciation?	There are similarities in the mention of vocabulary. That's what makes it difficult for me to pronunciation Adanya kesamaan penyebutan vocabulary, itu yang membuat saya kesulitan dalam pronunciation
5.	What solutions did you do to improve your pronunciation?	Do much practice so I can gain knowledge Banyak melakukan practice sehingga saya dapat menambah ilmu
6.	Did learning phonetics and phonology help you?	Yes, because I can find the vowels for the mention of voiced and voiceless from the vocabulary I practice. Iya, karena saya bisa mengetahui huruf-huruf vocal penyebutan voice and voiceless dari kosa kata yang saya practice.

11. Friety rifdah

No.	Question	Answer
1.	What motivates you to learn pronunciation?	My motivation is to learn pronunciation, so it is easy for me to communicate or interact with foreigners. Because knowing the correct pronunciation can help us listen to English better, make it easier to understand and make the sound more natural and clear. So there's no confusion about what we're saying. In addition, to avoid mistakes in speaking or reading because if our pronunciation is wrong, it can hinder our communication. Motivasi saya untuk belajar pronunciation agar supaya saya mudah untuk berkomunikasi atau berinteraksi dengan orang asing. Karena dengan kita mengetahui pronunciation yang benar dapat membantu kita untuk mendengarkan bahasa inggris yang lebih baik, mudah di mengerti, dan terdengar lebih alami dan jelas. Jadi tidak ada kebingungan tentang apa yang kita katakan. Selain itu, supaya menghindari

		kesalahan berbicara atau membaca karena jika pronunciation kita salah itu bisa menghambat komunikasi kita.
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>I think we apply English daily through dialogues or listening to audio or films and then practising it. For example, using the audio linguistic method approach.</p> <p>Menurut saya dengan mengaplikasikan setiap hari kita berbahasa inggris melalui dialog atau mendengarkan beberapa audio atau film lalu mempratekannya. Seperti contohnya menggunakan pendekatan metode audio lingual.</p>
3.	Do you think your first language affect your pronunciation?	<p>I think it's very influential. Because the mother tongue is the first language we learn automatically indirectly, it is very attached to us. Moreover, the local language so that we are lacking in the good and correct language, so when we want to speak a new or foreign language, we will experience difficulties. Therefore we need practice and practice every day to improve our pronunciation skills</p> <p>Menurut saya sangat berpengaruh. Karena bahasa ibu adalah bahasa yang pertama kita pelajari otomatis secara tidak langsung itu sudah sangat melekat pada diri kita. Apalagi bahasa daerah sehingga kita kurang dalam berbahasa yang baik dan benar jadi ketika kita ingin mengucapkan bahasa baru atau bahasa asing, maka akan mengalami kesulitan. Oleh karena itu kita membutuhkan latihan dan praktek setiap hari untuk meningkatkan skill pronunciation</p>
4.	What difficulties did you encounter in learning pronunciation?	As for the difficulty factor I feel or experience, it's not too much. There are some words or writing that are almost the same, and the pronunciation is very different, so we have to really understand and always remember these words or sentences so that there are no mistakes in pronouncing them. Another difficulty is that

		<p>when we study under pressure, it can stress us out</p> <p>Untuk faktor kesulitan yang saya rasakan atau alami sebenarnya tidak terlalu banyak kesulitan, hanya saja ada beberapa kata atau penulisan yang hampir sama dan pengucapannya itu sangat berbeda jadi kita harus sangat memahami dan selalu mengingat kata atau kalimat tersebut agar tidak terjadi kesalahan dalam penyebutannya. Kesulitan lainnya yaitu ketika kita belajar di bawah tekanan itu dapat membuat kita stress</p>
5.	What solutions did you do to improve your pronunciation?	<p>To improve my pronunciation, I usually read books, listen to songs, or use media applications available on mobile phones. Because in that media, there is a way to pronounce a sentence properly and correctly, and from there, I also practice a lot effectively</p> <p>Untuk meningkatkan pronunciation, saya biasanya membaca buku, mendengarkan lagu, atau menggunakan media aplikasi yang tersedia di handphone. Karena dalam media tersebut tersedia cara melafalkan suatu kalimat dengan baik dan benar dan dari situ pula saya banyak melakukan practice secara effective</p>
6.	Did learning phonetics and phonology help you?	<p>Yes, because from there, I began to know that there are important sound parts and sounds for each word.</p> <p>Iya karena dari situ saya mulai mengetahui ternyata ada bagian-bagian penting suara dan bunyi dari setiap kata.</p>

12. Sri Ayu

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>My motivation for learning pronunciation is myself because to become a teacher candidate, having good and correct pronunciation is very important for us. Because for me to become a teacher, having good pronunciation is the most important thing.</p> <p>Motivasi saya untuk belajar pronunciation adalah diri saya sendiri karena untuk menjadi seorang calon guru, mempunyai pronunciation yang baik dan benar itu sangat penting untuk kita. Karena bagi saya untuk menjadi seorang guru, mempunyai pronunciation yang baik adalah hal terpenting.</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>More practice with pronunciations, especially vocabulary that students have just heard</p> <p>Lebih banyak latihan dengan pengucapan- pengucapan terutama vocabulary yang baru di dengar oleh mahasiswa</p> <p>Lebih banyak latihan dengan pengucapan- pengucapan terutama vocabulary yang baru di dengar oleh mahasiswa</p>
3.	Do you think your first language affect your pronunciation?	<p>Yes, it was very influential in my English, and I experienced this in the early days when I entered the English tadrís department, but after a while, my mother tongue was not too influential in my pronunciation</p> <p>Ya, sangat berpengaruh dalam bahasa inggris saya dan saya mengalami hal tersebut di awal-awal saya masuk jurusan tadrís bahasa inggris tapi lama-kelamaan mother tongue saya sudah</p>

		tidak terlalu berpengaruh dalam pronunciation saya
4.	What difficulties did you encounter in learning pronunciation?	I have difficulty hearing new vocabulary for the first time that I have never heard before. Saya mengalami kesulitan ketika saya baru pertama kali mendengar kosa kata baru yang sebelumnya belum pernah saya dengar.
5.	What solutions did you do to improve your pronunciation?	Namely by doing more exercises, because from that practice we will be able to improve our pronunciation to be even better Yaitu dengan memperbanyak latihan, karena dari latihan itu kita akan dapat meningkatkan pronunciation kita jadi lebih baik lagi
6.	Did learning phonetics and phonology help you?	Yes, it is very helpful because I can read phonetic symbols that have been taught properly and correctly since learning phonetics and phonology. Ya, sangat membantu karena semenjak belajar phonetic and phonology saya bisa membaca symbol-symbol phonetic yang telah di ajarkan dengan baik dan benar.

13. Dinda hairunnisa

No.	Question	Answer
1.	What motivates you to learn pronunciation?	To improve my pronunciation so that it is clearer in English, because as a TBI student, in order not to embarrass myself, my English pronunciation must be good. Untuk meningkatkan pronunciation saya agar lebih jelas dalam berbahasa inggris, karena sebagai mahasiswa TBI agar tidak

		mempermalukan diri sendiri jadi pengucapan bahasa inggrisnya harus bagus.
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	Increase the number of exercises related to pronunciation Memperbanyak latihan-latihan yang berhubungan dengan pronunciation
3.	Do you think your first language affect your pronunciation?	Clear effect on learning pronunciation Jelas berpengaruh dalam pembelajaran pronunciation
4.	What difficulties did you encounter in learning pronunciation?	The difficulty is that there is a new vocabulary which, in my opinion, is difficult to read or memorize. Kesulitannya yaitu adanya vocabulary baru yang menurut saya sulit untuk di baca atau di hafal
5.	What solutions did you do to improve your pronunciation?	Practice speaking more with fellow English speakers Memperbanyak praktek speaking dengan teman sesama bahasa inggris
6.	Did learning phonetics and phonology help you?	Yes, it is very helpful because, from phonetics and phonology, we learn to pronounce a vocabulary properly and correctly. Ya, sangat membantu karena dari phohnetic and phonology kita belajar untuk melafalkan suatu kosa kata dengan baik dan benar.

14. Tiara Saini

No.	Question	Answer
1.	What motivates you to learn pronunciation?	Because I want my pronunciation to be like a native speaker's Karena saya ingin pronunciation saya seperti native speaker

2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>In my opinion, the effective learning used by lecturers is through the audio-lingual approach because, with this method, we can repeat each material to create an effective self-understanding</p> <p>Menurut saya pembelajaran yang efektif digunakan oleh dosen yaitu melalui pendekatan audio lingual karena dengan metode tersebut kita dapat mengulang- ulang setiap materi sehingga tercipta efektifitas pemahaman terhadap diri sendiri</p>
3.	Do you think your first language affect your pronunciation?	<p>I think it is very influential because our mother tongue is very attached, so when we speak a foreign language, our mother tongue accent also affects our pronunciation.</p> <p>Menurut saya sangat berpengaruh karena mother tongue yang kita gunakan sudah sangat melekat jadi ketika kita megucapkan bahasa asing, aksen mother tongue kita juga mempengaruhi pronunciation kita.</p>
4.	What difficulties did you encounter in learning pronunciation?	<p>When I study the stress on each word</p> <p>ketika saya mempelajari stress atau tekanan pada setiap kata</p>
5.	What solutions did you do to improve your pronunciation?	<p>Namely by listening to more English songs, and listening to English podcasts, because that way I can discover new vocabulary as well as listen to how they are pronounced. After that, I practised every day so that the pronunciation I learned could be more effective.</p> <p>Yaitu dengan memperbanyak mendengarkan lagu bahasa inggris, mendengarkan podcast bahasa inggris, karena dengan begitu saya dapat menemukan kosa kata baru sekaligus mendegarkan cara pengucapannya. Setelah itu saya melakukan practice setiap hari agar</p>

		pronunciation yang saya pelajari bisa lebih efektif.
6.	Did learning phonetics and phonology help you?	<p>Yes, it's very helpful because, with this course, I know the important parts of sound and the sound of each word.</p> <p>Ya, sangat membantu karena dengan mata kuliah ini saya mengetahui bagian-bagian penting suara dan bunyi setiap kata.</p>

15. Rahmat hidayat

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>Pronunciation is important because it is part of speaking, and speaking is one of the important points in speaking English because, in pronunciation, we can understand what we are talking about and what other people are saying</p> <p>Pronunciation itu penting karena bagian dari speaking, dan speaking itu salah satu point penting dalam berbahasa inggris karena dalam pengucapan itu kita bisa mengerti apa yang kita bicarakan dan apa yang orang lain katakan</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>By conducting a speaking test on students, for example, by giving students examples of conversations, they have to carry out these conversations properly and correctly.</p> <p>Dengan melakukan uji speaking terhadap murid contohnya dengan memberikan murid contoh percakapan dan mereka harus melakukan percakapan tersebut dengan baik dan benar.</p>
3.	Do you think your first language affect your pronunciation?	<p>It depends on each person. If you get used to it, it will carry over or have an effect, but for me, it doesn't</p> <p>Tergantung dengan masing-masing orang</p>

		kalau terbiasa maka akan terbawa atau berpengaruh tapi kalau untuk saya sendiri tidak
4.	What difficulties did you encounter in learning pronunciation?	There are words that we have never heard of, or there are words that we already know but don't understand how to pronounce, so that mistakes occur Ada kata yang belum pernah kita dengar, ataupun ada kata yang telah kita ketahui namun kurang paham cara melafalkannya sehingga terjadi kesalahan
5.	What solutions did you do to improve your pronunciation?	Practice speaking more with fellow English speakers
6.	Did learning phonetics and phonology help you?	Yes, it is very influential because we learn how to pronounce it from there. Based on the international phonetic alphabet. Ya, sangat berpengaruh karena dari situ kita belajar cara penyebutannya. Berdasarkan international phonetic alphabet

16. Ingrid datungsolang

No.	Question	Answer
1.	What motivates you to learn pronunciation?	Because we are the students, learning pronunciation is very important. That way, we can communicate more fluently, and our interlocutors can understand what we are saying.
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	Practice in class, do assignments independently, and send them via voice note. It is done every week, and in my opinion, it is very effective
3.	Do you think your first language affect your pronunciation?	Yes, it is very influential because it has various regional accents
4.	What difficulties did you encounter in learning pronunciation?	I have difficulty when listening to new vocabulary

5.	What solutions did you do to improve your pronunciation?	From myself, that is, read a lot of books, practice, and listen to songs
6.	Did learning phonetics and phonology help you?	Yes, it is very influential because we learn how to pronounce letters properly and correctly.

17. Citra Mokoginta

No.	Question	Answer
1.	What motivates you to learn pronunciation?	My motivation for learning pronunciation is so that my pronunciation will get better Motivasi saya belajar pronunciation itu supaya pronunciation saya semakin bagus
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	In my opinion, by carrying out two-way interactions, students imitate the lecturer's pronunciation (Repeat after me) Menurut saya yaitu dengan melakukan interaksi dua arah, mahasiswa menirukan cara pronunciation dosen (Repeat after me)
3.	Do you think your first language affect your pronunciation?	I think the mother tongue has an effect Menurut saya mother tongue tidak berpengaruh
4.	What difficulties did you encounter in learning pronunciation?	Don't listen to native speakers Kurang mendengarkan native speaker
5.	What solutions did you do to improve your pronunciation?	Read a book, listen to the correct pronunciation of words on the mobile application Membaca buku sih kak, mendengarkan pelafalan kata yang benar yang ada di aplikasi handphone
6.	Did learning phonetics and phonology help you?	Yes, it is very influential because, in phonetics, we learn how to pronounce a

		<p>sound properly and correctly.</p> <p>Ya, sangat berpengaruh karena di phonetic kita belajar cara melafalkan suatu bunyi dengan baik dan benar.</p>
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18. Syarief Hidayat Hullah

No.	Question	Answer
1.	What motivates you to learn pronunciation?	<p>My motivation for learning pronunciation is so that my pronunciation will get better</p> <p>Motivasi saya belajar pronunciation itu supaya pronunciation saya semakin bagus</p>
2.	What are the types of teacher's teaching approaches are effective for you as a learner during a pronunciation?	<p>When the lecturer give an example and then we imitate it.</p> <p>Ketika dosen memberikan suatu contoh dan kita menirukannya.</p>
3.	Do you think your first language affect your pronunciation?	<p>I think the mother very influence especially I have accents</p> <p>Menurut saya mother tongue sangat berpengaruh sih kak apalagi kita memiliki aksen</p>
4.	What difficulties did you encounter in learning pronunciation?	<p>Don't listen to native speakers</p> <p>Kurang mendengarkan native speaker</p>
5.	What solutions did you do to improve your pronunciation?	<p>Watch a movie</p> <p>Menonton film</p>
6.	Did learning phonetics and phonology help you?	<p>Yes, it is very influential because, in phonetics, we learn how to pronounce a sound properly and correctly.</p> <p>Ya, sangat berpengaruh karena di phonetic kita belajar cara melafalkan suatu bunyi dengan baik dan benar.</p>

APPENDIX VIII

Test Transcription

Students 1 (A.I.N)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	-
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 2 (NS.M)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eim/	-
	Behave	/bi'heiv/	/'bihaiv/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aiz/	-
	Five	/faiv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	/rɒp/
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	/erring/
	Beard	/bɪəd/	/berd/
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	/vesual/
	Cure	/kjʊə(r)/	/kyur/
	Casual	/kæʒʊəl/	/kasual/
/eə/	Airport	/eəp:t/	/eirport/
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	/there/

Students 3 (AP.N)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	/erring/
	Beard	/bɪəd/	/berd/
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	-
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 4 (NLM)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 5 (IA.D)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪn'dʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	-
	There	/ðeə(r)/	-

Students 6 (JF.S)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eim/	-
	Behave	/bi'heiv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aiz/	-
	Five	/faiv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/gə/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 7 (MF.M)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	/eis/
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪn'dʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	/erring/
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	-
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 8 (M.P)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/aim/
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	/erring/
	Beard	/bɪəd/	/berd/
	Cashier	/kəʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eirport/
	Heir	/eə(r)/	-
	There	/ðeə(r)/	-

Students 9 (A.J.M)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/gə/
/aʊ/	Outage	/aʊtɪdʒ/	/otedj/
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	/visual/
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/eɪr/
	There	/ðeə(r)/	-

Students 10 (C.M)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/em/
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/gə/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	/kasual/
/eə/	Airport	/eəp:t/	/eireport/
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 11 (DA.B)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/aim/
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/go/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	/visual/
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/airport/
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	/their/

Students 12 (RH.B)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	/erring/
	Beard	/bɪəd/	-
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	/kasual/
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	-
	There	/ðeə(r)/	-

Students 13 (N.T)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	/ots/
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	-
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 14 (SAS.L)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/aim/
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 15 (TJP.S)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	/keyser/
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 16 (FRMP.Y)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	/cus/
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	-
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 17 (S.P)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/gəʊ/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 18 (RH.P)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	/eɪs/
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 19 (TPAN.M)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/aim/
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/go/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	-
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 20 (FY.P)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/aim/
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	/visual/
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	-
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 21 (A.D)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/aim/
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/go/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	/visual/
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	/kasual/
/eə/	Airport	/eəp:t/	/eirport/
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 22 (A.M)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/gə/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	-
	There	/ðeə(r)/	-

Students 23 (AQ.G)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	/gəʊ/
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	/erring/
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	/kyer/
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eɪrport/
	Heir	/eə(r)/	/heɪr/
	There	/ðeə(r)/	-

Students 24 (DH.O)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	/aim/
	Behave	/bi'heɪv/	-
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	-
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 25 (S.M)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eim/	-
	Behave	/bi'heiv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aiz/	-
	Five	/faiv/	-
	Die	/daɪ/	/di/
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	/cus/
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	/rop/
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	/otedj/
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	/erring/
	Beard	/bɪəd/	-
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	/eirport/
	Heir	/eə(r)/	/heir/
	There	/ðeə(r)/	-

Students 26 (SH.H)

No.	Pronunciation Test (word)	Correct pronunciation	Students Error
/eɪ/	Aim	/Eɪm/	-
	Behave	/bi'heɪv/	/bihev/
	Birthday	/'bɜ:θdeɪ/	-
/aɪ/	Eyes	/aɪz/	-
	Five	/faɪv/	-
	Die	/daɪ/	-
/ɔɪ/	Oil	/ɔɪl/	-
	Choice	/tʃɔɪs/	-
	Enjoy	/ɪndʒɔɪ/	-
/əʊ/	Oats	/əʊts/	-
	Rope	/rəʊp/	-
	Go	/gəʊ/	-
/aʊ/	Outage	/aʊtɪdʒ/	-
	About	/əbaʊt/	-
	Now	/naʊ/	-
/ɪə/	Earring	/ɪərɪŋ/	-
	Beard	/bɪəd/	/berd/
	Cashier	/kʰæʃɪə(r)/	-
/ʊə/	Visual	/vɪʒʊəl/	-
	Cure	/kjʊə(r)/	-
	Casual	/kæʒʊəl/	-
/eə/	Airport	/eəp:t/	-
	Heir	/eə(r)/	-
	There	/ðeə(r)/	-

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