

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two statements that have to be answered in this research. The first problem is about how is English Education Department of STKIP PGRI Banjarmasin students' ability in pronouncing English diphthongs. The second problem is about what are English Education Department of STKIP PGRI Banjarmasin students' problems in pronouncing English diphthongs. The data for the first problem is according to students' score of the pronunciation test and for the second problem is according to common error analysis of students' score of the test, questionnaire and interview.

The items test was taken randomly from some books by the writer and it had been consulted with advisor. There are two parts of the test items, the first parts contains of three words of each English diphthongs that can be calculated 24 words. The second part, there are 6 sentences that contains two or three different diphthongs of each sentences. The questionnaire and interview are taken to answer the second problems.

Based on the research finished by the writer during the two months in STKIP PGRI Banjarmasin at the sixth semester students of English Education Department here are the real test results about the students' ability in pronouncing English diphthongs.

1. English Education of STKIP PGRI Banjarmasin students' ability in pronouncing English diphthongs.

In this section, the writer describes about result of the research on the field that collected by the techniques of data collection, pronunciation test to find out the ability of students in pronouncing English diphthongs. The pronunciation I and II have been taken by the students in the first and third semester, and Introduction to Linguistics had been taken in the fourth semester. So, the writer did a research in the sixth semester who has been taken both of pronunciation (I and II) and Introduction to linguistics classes.

The writer did the research on April, 29th 2015 until June, 29th 2015. On April, 31st 2015 the writer gave the research letter from the Academic section of IAIN Antasari to the Chairman of STKIP PGRI Banjarmasin. The subject of the research is the sixth semester students of English Education Department of STKIP PGRI Banjarmasin with total 26 students that consists of 3 males and 23 females. Thus, because the writer used totally sampling to take the sample and the writer took 100% or the entire of the subject of the research.

The importance of pronunciation in learning English has explained in chapter one and two, it will be useful to know the English Education Department students' ability in pronouncing English diphthongs. As mentioned above, the writer took the sixth semester

students to be the object of the research because they have been taken the pronunciation and introduction to linguistics classes.

The performance of the test result of sample research can be seen in the following table:

Table 4.1. The Pronunciation Test Result of the English Department Students' Ability of STKIP PGRI Banjarmasin in Pronouncing English Diphthongs.

| No | Name | Diphthong Sounds Types | | | | | | | | Total score |
|--------------|-------|------------------------|----|----|----|----|----|----|----|--------------|
| | | ɪə | ʊə | eə | ei | ɔɪ | ai | ɔʊ | aʊ | |
| 1 | M.T | 6 | 5 | 7 | 7 | 7 | 6 | 7 | 5 | 63 |
| 2 | F.N | 6 | 5 | 5 | 6 | 6 | 7 | 7 | 7 | 61 |
| 3 | S.W | 5 | 7 | 6 | 8 | 7 | 7 | 8 | 7 | 69 |
| 4 | M.R.S | 4 | 5 | 6 | 7 | 6 | 6 | 7 | 7 | 69 |
| 5 | Y.R | 4 | 6 | 7 | 7 | 4 | 3 | 6 | 6 | 54 |
| 6 | R.Y | 7 | 7 | 6 | 8 | 8 | 8 | 9 | 6 | 74 |
| 7 | M.W | 7 | 6 | 5 | 8 | 7 | 6 | 6 | 5 | 63 |
| 8 | R.K | 3 | 5 | 5 | 7 | 7 | 8 | 7 | 6 | 60 |
| 9 | R.S.L | 8 | 7 | 7 | 9 | 7 | 7 | 9 | 7 | 77 |
| 10 | M.S | 6 | 6 | 7 | 9 | 8 | 7 | 8 | 6 | 71 |
| 11 | E.E | 5 | 7 | 7 | 9 | 7 | 5 | 6 | 6 | 65 |
| 12 | F.Y.D | 4 | 6 | 6 | 7 | 6 | 6 | 5 | 3 | 54 |
| 13 | D.U | 6 | 6 | 8 | 8 | 8 | 7 | 9 | 7 | 73 |
| 14 | N.P.S | 6 | 5 | 7 | 7 | 7 | 6 | 7 | 6 | 64 |
| 15 | R | 7 | 7 | 7 | 9 | 6 | 5 | 9 | 7 | 71 |
| 16 | T.P.L | 9 | 10 | 8 | 10 | 8 | 8 | 10 | 8 | 89 |
| 17 | T.N | 6 | 8 | 5 | 7 | 6 | 7 | 9 | 9 | 71 |
| 18 | M.K | 7 | 7 | 6 | 10 | 10 | 8 | 9 | 7 | 80 |
| 19 | Z.N | 6 | 3 | 4 | 7 | 4 | 6 | 5 | 4 | 49 |
| 20 | N.A.H | 9 | 7 | 6 | 9 | 8 | 8 | 9 | 7 | 79 |
| 21 | A.A | 3 | 5 | 5 | 7 | 5 | 5 | 7 | 6 | 54 |
| 22 | A.J | 7 | 6 | 6 | 9 | 7 | 5 | 8 | 7 | 69 |
| 23 | M.O | 4 | 4 | 3 | 7 | 6 | 5 | 8 | 5 | 53 |
| 24 | M.M | 8 | 7 | 7 | 9 | 5 | 4 | 10 | 4 | 68 |
| 25 | Y.A | 5 | 8 | 6 | 8 | 4 | 4 | 8 | 5 | 60 |
| 26 | S.R | 8 | 6 | 8 | 10 | 8 | 9 | 10 | 6 | 81 |
| Total | | | | | | | | | | 1741 |
| Mean | | | | | | | | | | 66.96 |

Based on the data in table above, it is identified that the highest score of the pronunciation test result in pronouncing English diphthongs is 89 and the lowest one is 49. The accumulative score is 1741 from 26 students with the mean 66.96, the percentage classified the English Department of STKIP PGRI Banjarmasin students' ability in "fair" category.

Here is the table that shows the result of students' pronunciation test:

Table 4.2 the frequency distribution of pronunciation test's result

| No | Score | Frequency |
|----|-------|-----------|
| 1 | 89 | 1 |
| 2 | 81 | 1 |
| 3 | 80 | 1 |
| 4 | 79 | 1 |
| 5 | 77 | 1 |
| 6 | 74 | 1 |
| 7 | 73 | 1 |
| 8 | 71 | 3 |
| 9 | 69 | 3 |
| 10 | 68 | 1 |
| 11 | 65 | 1 |
| 12 | 64 | 1 |
| 13 | 63 | 2 |
| 14 | 61 | 1 |
| 15 | 60 | 2 |
| 16 | 54 | 3 |
| 17 | 53 | 1 |
| 18 | 49 | 1 |
| | Total | 26 |

From the table above, it can be seen that the highest score is 89 and the lowest score is 49. This is the final score of the students' pronunciation test.

The scores are classified as follows:

Table 4.3 Description of Classification into Some Categories

| Score | Category | Frequency | Percentage |
|--------------|-----------|-----------|-------------|
| 80-100 | Excellent | 3 | 11.54 % |
| 70-<80 | Good | 7 | 26.93% |
| 60-<70 | Fair | 11 | 42.3% |
| 50->60 | Poor | 5 | 19.23% |
| 0-<50 | Very Poor | 0 | 0% |
| Total | | 26 | 100% |

Based on the data above, it can be seen that there are 3 students (11.54%) in excellent score's category, 7 students (26.93%) get good score (70-<80), 11 students (42.3%) get the score in the range 60-<70 that are interpreted as fair score's category, 5 students (19.23%) get poor score and there is none get very poor score's category.

As shown on the table 4, the highest score of students in pronouncing English diphthong is 89, and the lowest score is 49. The mean score is 66.96 that can be categorized in "fair" category.

To know more closely about students' ability in pronouncing 8 English diphthongs, it can be seen at these following tables:

Table 4.4 The students' ability in Pronouncing English diphthong "ɪə"

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 5 | 19.23% |
| 2 | Middle (5-7) | 15 | 57.7% |
| 3 | Low (0-4) | 6 | 23,07% |
| Total | | 26 | 100% |

From the data above, it can be seen that there are 5 students (19.23%) who pronounced words *Appear* (/ə'pi:r), *Beard* (bi:rd) and *Experience* (ik'spi:ri:əns) got high category, and there are 14 students (57.7%) got middle category in pronouncing those words and there are 6 students (23.07%) got low category.

Table 4.5 The Students' Ability in Pronouncing English Diphthong "ʊə"

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 3 | 11.54% |
| 2 | Middle (5-7) | 21 | 80.77% |
| 3 | Low (0-4) | 2 | 7.69% |
| Total | | 26 | 100% |

The table above shows that the students' ability in pronouncing English diphthong "ʊə" within the words *sure* (ʃʊr), *actually* ('æktʃu:əli:) and *january* (dʒænju:əri:), because there are 3 students (11.54%) got the high score's category. 21 students (80.77%) got the middle's score category and there 2 students or 7.69% students get the low score's category.

Table 4.6 The Students' Ability in Pronouncing English Diphthong "eə"

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 3 | 11.55% |
| 2 | Middle (5-7) | 21 | 80.77% |
| 3 | Low (0-4) | 2 | 7.69% |
| Total | | 26 | 100% |

According to the data above, it can be seen that there are 3 students (57.7%) got the high score's category, 21 students (42.30%) got the middle score's category and there are 2 students got the low score's category in pronouncing English diphthong "eə" within these words *parents* ('perənts), *wear* (wer) and *stare* (ster).

Table 4.7 The Students' Ability in Pronouncing English Diphthong "ei"

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 15 | 57.7% |
| 2 | Middle (5-7) | 11 | 42.3% |
| 3 | Low (0-4) | 0 | 0% |
| Total | | 26 | 100% |

The table above shows the students' ability in pronouncing diphthong "ei" within *make* (meik), *pancake* ('pænkeik) and *female* ('fi:meil) there are 15 students (57.7%) dominated the percentage because they got the high score's category and 11 students (42.3%) got the middle score's category and 0 or 0% students categorized as low's category.

Table 4.8 The Students' Ability in Pronouncing English Diphthong "oi"

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 7 | 26.92% |
| 2 | Middle (5-7) | 16 | 61.54% |
| 3 | Low (0-4) | 3 | 11.54% |
| Total | | 26 | 100% |

The table above shows that there are 7 students (26.92%) categorized in the high score's category while they were pronouncing the words that have diphthong “ɔɪ” such as *unemployment* (ʌnɪm'plɔɪmənt), *avoid* (ə'vɔɪd) and *voice* (vɔɪs) and there are 16 students (61.54%) categorized as middle one and 3 students (11.54%) categorized as low's category.

Table 4.9 The Students' Ability in pronouncing English Diphthong “ai”

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 6 | 23.07% |
| 2 | Middle (5-7) | 17 | 65.39% |
| 3 | Low (0-4) | 3 | 11.54% |
| Total | | 26 | 100% |

The table shows that the students' ability in pronouncing English diphthong “ai” in the words *high* (haɪ), *society* (sə'saɪti:) and *realize* ('ri:əlaɪz) for the high score's category is 6 students (23.07%), the middle score's category is 17 students (65.39%) and there are 3 students (11.54%) who categorized in low score's category.

Table 4.10 The Students' ability in Pronouncing English Diphthong “ɔʊ”

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 15 | 57.7% |
| 2 | Middle (5-7) | 11 | 42.3% |
| 3 | Low (0-4) | 0 | 0% |
| Total | | 26 | 100% |

The table shows that there are 15 students (57.7%) categorized in high score's category, 11 students (42.3%) also categorized in the

middle score's category and there is none for the low one in pronouncing English diphthong "ɔʊ" within the words *go*(gou), *show* (ʃou) and *toast* (toust).

Table 4.11 The Students' Ability in Pronouncing English Diphthong "aʊ"

| No | Category | Frequency | Percentage |
|--------------|--------------|-----------|-------------|
| 1 | High (8-10) | 2 | 7.7% |
| 2 | Middle (5-7) | 21 | 80.76% |
| 3 | Low (0-4) | 3 | 11.54% |
| Total | | 26 | 100% |

According to the table above, it can be seen that the students' ability in pronouncing English diphthong "aʊ" within the words *loud* (laʊd), *flower* ('flaʊər) and *mountain* ('maʊntn) in the high score's category, there are 2 students (7.7%) and for the middle score's category, there are students (80.76%) and there are 3 students (11.54%) categorized as the low one.

2. English Education Department of STKIP PGRI Banjarmasin Students' Problems in Pronouncing English Diphthongs.

The students' ability in pronouncing English diphthongs is influenced by some problems. To know what the students' problems in pronouncing English diphthongs can be seen in the analysis common error, questionnaire and interview. They will be explained deep and more below.

a. Common Error Analysis

The students' problems in pronouncing English diphthongs can be known by analyze the students' common error that they made on pronunciation test. By analyzing the students' common error in pronouncing English diphthong, the writer could conclude which English diphthong that students could not pronounce it correctly or missed pronounce. There are two diphthong sounds are not easy or most mispronounced by the students, they are *ɪə* and *ʊə*. The writer provided three words of each diphthong that have to be pronounced by the students they are *Appear* (/ə'pi:r), *Beard* (bi:rd) and *Experience* (ik'spi:ri:əns), for the English diphthong *ɪə* there are 6 students could not pronounce them correctly and the rest still have problems to pronounce it.

For the English diphthong *ʊə*, it became the second one of the diphthong that students most made mistakes in pronouncing it. The writer decided three words that really familiar with *sure* (ʃʊr), *actually* ('æktʃu:əli:) and *january* (dʒænju:,eri:), but still, there are some students could not pronounce it correctly.

b. Questionnaire Analysis

To know the students' problems in pronouncing English diphthongs, the writer distributed questionnaire to the students. Their interest or like in pronunciation I and II classes can be seen in the following table:

Table 4. 12 The Students' Interest or Like in Pronunciation I and II Classes

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 1 | Strongly agree | 4 | 15.39% |
| 2 | Agree | 22 | 84.61% |
| 3 | Disagree | 0 | 0% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

The table shows that 4 students (15.39%) strongly agree in like pronunciation I and II class, and 22 students (84.61%) agree in like pronunciation class and it is dominant percentage, also 0 students or 0% disagree in like pronunciation class, it is also 0 students strongly disagree in like pronunciation I and II classes.

Table 4.13 The Students' Interest or Like in Introduction to Linguistics Class

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 1 | Strongly agree | 20 | 76.92% |
| 2 | Agree | 6 | 23.08% |
| 3 | Disagree | 0 | 0% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

The table shows that 20 students (76.92%) strongly agree in like Introduction to linguistics class and 6 students (23.08%) agree in like Introduction to Linguistics class. In disagree in like Introduction to linguistics class the table shows that 0 students or 0%, also 0 students or 0% strongly disagree in like Introduction to linguistics class.

Table 4.14 English Diphthongs is very important to be learned

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 3 | 11.54% |
| 2 | Agree | 23 | 88.46% |
| 3 | Disagree | 0 | 0% |
| 4 | Strongly Disagree | 0 | % |
| Total | | | 100% |

The table above shows that 3 students (11.54%) strongly agree in that English diphthong is very important to be learned, and 23 students (88.46%) agree that English diphthong is very important to be learned. It is dominant percentage. There is 0 students or 0% disagree English diphthong is very important to be learned, also 0 students or none strongly disagree English diphthong is very important to be learned.

Table 4.15 English Diphthong sound is easy to be pronounced

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 1 | 3.84% |
| 2 | Agree | 15 | 57.7% |
| 3 | Disagree | 10 | 38.46% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

The table above shows that 1 students (3.84%) strongly agree that diphthong sound is easy to pronounced, and 15 students (57.7%) agree that English diphthong sound is easy to pronounced, and it is dominant percentage. There are 15 students (38.46%) disagree that English diphthong sound is easy to pronounced, and none students strongly disagree that English diphthong sound is easy to pronounced.

Table 4.16 English Diphthong sounds are difficult to be pronounced

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 2 | 7.7% |
| 2 | Agree | 12 | 46.15% |
| 3 | Disagree | 12 | 46.15% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

According to the data above, it can be seen that there are 2 students are strongly disagree that diphthong sounds are difficult to be pronounced, and 12 students (46.15%) are agree that diphthong sounds are difficult to be pronounced. It can be seen there are also 12 students (46.15%) are disagree that diphthong sounds are difficult to be pronounced, the agree and disagree options have the same percentage. It is none students strongly disagree that diphthong sounds are difficult to be pronounced.

Table 4.17 Some English Diphthong Sounds are very difficult to pronounce

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 22 | 84.62% |
| 2 | Agree | 3 | 11.54% |
| 3 | Disagree | 1 | 3,84% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

According to the data above, it can be seen there are 22 students are strongly agree that some diphthong sounds are very difficult to be pronounced, it is a dominant percentage. There are also 3 students (11.54%) agree that some diphthong sounds are very difficult to be pronounced and 1 student (3.84%) is disagree and none is strongly disagree that some diphthong sounds are very difficult to be pronounced.

Table 4.18 Sometimes make mistake in pronouncing English diphthongs

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 3 | 11.54% |
| 2 | Agree | 23 | 88.46% |
| 3 | Disagree | 0 | 0% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

The table shows that 3 students (11.54%) are strongly agree that sometimes make mistakes in pronouncing English diphthongs and 23 students (88.46%) are agree that sometimes make mistakes in pronouncing diphthongs, it is a dominant percentage. There is none students disagree and strongly disagree that sometimes make mistakes in pronouncing English diphthongs.

Table 4.19 Still confused in pronouncing English diphthong

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 1 | 3.84% |
| 2 | Agree | 21 | 80.77% |
| 3 | Disagree | 4 | 15.39% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

The table shows that 1 student (3.84%) strongly agree that he/she still confused in pronouncing English diphthongs and 21 students (80.77%) agree that they still confused in pronouncing diphthongs, it is dominant percentage. There are 4 students that disagree that they still confuse in pronouncing English diphthongs, and none students strongly disagree that still confused in pronouncing English diphthongs.

Table 4.20 The Lecturer's Explanation about English Diphthong is Easy to be Understood

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 0 | 0% |
| 2 | Agree | 23 | 88.46% |
| 3 | Disagree | 3 | 11.54% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

According to the table above, it can be seen that none students strongly agree that the lecturer's explanation about English diphthong is easy to be understood and 23 students (88.46%) agree that the lecturer's explanation about diphthong is easy to be understood, it is dominant percentage. There are 3 students (11.54%) disagree and 0 students or 0% strongly disagree

that the lecturer's explanation about English diphthong is easy to be understood.

Table 4.21 The Lecturer's Explanation about English Diphthong is Difficult to be Understood

| No | Interpretation | Frequency | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Strongly agree | 1 | 3.84% |
| 2 | Agree | 5 | 19.23% |
| 3 | Disagree | 20 | 76.93% |
| 4 | Strongly Disagree | 0 | 0% |
| Total | | | 100% |

The table shows that 1 student (3.84%) strongly disagree that the lecturer's explanation about diphthong is difficult to be understood and 5 students (19.23%) agree that the lecturer's explanation about diphthong is difficult to be understood. There is a dominant percentage with 20 students or 76.93% disagree that the lecturer's explanation about diphthong is difficult to be understood, none students strongly disagree that the lecturer's explanation about diphthong is difficult to be understood.

c. Interview analysis

The writer did interview after she conducted pronunciation test to all students in the sixth semester of STKIP PGRI Banjarmasin, the writer did interview to all the students meant to know the problems of the students in pronouncing English diphthongs.

As the writer mentioned above, all students are asked for the interview, and there are varieties problems that mentioned by the students in pronouncing Englishdiphthongs, but for the first question the researcher wanted to know whether the students already knew or still remember what Englishdiphthong is. Only few students who know what diphthong is, like M.T said *“I don’t really remember what Englishdiphthong is, but I know there are some changings of our tongue when we pronounce Englishdiphthong sounds”*. And the other still confused and even misunderstood the diphthongs definition, as M. K said *“Diphthongs are when we pronounced the words and link them together such as Can I help you? Or May I ask you something?”*.

For the next question, the writer asked about what problems that students have in pronouncing diphthong sounds. From a student initialed M.K, he said that the main factor that influenced his Englishdiphthongspronunciation is how the sounds or pronunciation of the diphthongs, there are some words that unknown before and they are difficult to be pronounced cause he does not know how to pronounce them. S.W also added that the problems come from the students themselves that are so lazy to open dictionary and look for the right pronunciation as she said *“I just pronounce the word and I also wonder if it is true or not.”* The other student said *“I’m lack in*

pronunciation, because sometimes I just read the words as how they are written”.

In other hand, the writer concluded the most said problems that students have is imitating. The habit of imitating around students are relative high, they think the words which are pronounced by the other are correct and they just imitate how the words pronounced without looking into the dictionary or transcription of words. The students are disposed to imitate someone whom they believe in perfectly. It can be a teacher, an actor or actress in an English movie, the English singer, or the others. Error in pronouncing words happens when they copy the wrong models. Slip of the tongue also takes a part of students' problem in pronouncing diphthong sounds. The students might perfectly correct pronounce words, but the writer found that there are some students made mistake when they pronounce the words in a sentence. The writer used two parts of the test instruments. For the first part, there are several words that have to be pronounced by the students and the second part is contained similar words but they are in sentences. So, the writer could measure their ability in pronouncing English diphthongs from those two different parts of the test instruments.

B. Discussion

After all the obtained data are shown in the findings, the writer discusses all the obtained data to give some considerations on the research.

1. English Education Department of STKIP PGRI Banjarmasin students' ability in pronouncing English diphthongs

The findings data on the previous subchapter shows that there is none students (0%) get score 0-<50 is in (very poor category), 5 students (19.23%) get the score 50-<60 (poor category), 11 students (42.3%) get the score 60-<70 (fair category), 7 students (26.93%) get the score 70-<80 (good category) and there are 3 students who get the score in the range 80-<100 (Excellent category) with the score is 1741 of 26 students. The mean score is 66.96, it shows that the English department of STKIP PGRI Students' ability in the sixth semester in pronouncing English diphthongs is categorized into "fair" category.

2. English Education Department students' problems in pronouncing English diphthongs

The writer found students' problems in pronouncing English diphthong based on the common error analysis of pronunciation tests, questionnaire and interview. From the writer's observation while they were pronouncing diphthongs sounds in 26 words and in 6 sentences, almost all of the students could pronounce those words and sentences with diphthong sounds correctly but still there are two English diphthongs that most the students could not correctly pronounced it as the other English diphthongs they are /ə/ and uə. The students could correctly

pronounce single words, but when the words are combined in a sentence, there were some mistakes that they made while pronounced it.

The writer also distributed questionnaire with 10 statements to know their interest in pronunciation I or II and Introduction to linguistics. Most of students agree in like pronunciation I & II and Introduction to linguistics class. They also agree that English diphthong sounds are important to be learned and pronounced, but a half of them thought that English diphthongs are not as easy. So, they sometimes still confused in pronouncing English diphthongs and made mistakes while pronounced the words even they all agree that the lecturer's explanation is easy to be understand. From all the questionnaire that have calculated, the writer took a conclusion that there are some problems that students have in pronouncing English diphthong like their confusion in how to pronounce words such as the unfamiliar words *unemployment*, *toast* and *society*.

There are some problems that writer found after conducted the research and it also comes from the interview result. The problems in pronouncing English diphthongs are assumed to be affected by many factors. One of the factors is the habit of the students in pronouncing the word that contains of diphthongs. The habit can be from imitating, and mishearing. The second is the students pronounced the word as it was written in the orthographic writing/mispronouncing. The third is because unfamiliar vocabularies

The habit in pronouncing a word can be affected by imitating someone in pronouncing that word. The students are disposed to imitate someone whom they believe in perfectly. It can be a teacher, an actor or actress in an English movie, the English singer, or the others. Error in pronouncing words happens when they copy the wrong models.

Besides imitating, mishearing can be a main factor that influenced the students' pronunciation. It happened because the students were not used to hearing words, especially certain English diphthongs, in their native language. Their ears must be trained in hearing the certain English diphthongs that don't exist in the native language. They must be trained again and again until they get familiar with them and remember their acoustic quality. Ramelan (1999: 8) claimed it as "ear-training".

Not all the problems in pronouncing English diphthongs are caused by mishearing. The problems in pronouncing diphthongs happen when the students hear the pronunciation clearly, but it is hard to imitate. It can be because the elements do not exist in the native language. English has eight diphthongs, but Indonesian only has three diphthongs. They are diphthong [aɪ], [aʊ], and [ɔɪ] (Waridah, 2008:4).

The error can occur in the words with diphthong [oʊ] such as no, okay, only, overseas, etc. The writer thinks it is due to [oʊ] is o as the orthography of English diphthong. In Indonesian, the utterances are pronounced as it was written in the orthography writing. This negative transfer caused the errors in pronouncing diphthong [oʊ]. In addition,

pronouncing vowel [ɔ] is easier for the Indonesian students especially the sixth semester students than diphthong [oʊ]. In this case, the students did not aware of “different element means different meaning”. When the students are not used to pronouncing certain words, they are disposed to pronounce the words as they are written in the orthographic writing form. However, the orthographic writing is not consistent to be pronounced. It sometimes represents more than one sound, such as letter a in English, which represents different sounds in different words. For example, they are area, agency, and bravo (Ramelan, 1999: 9).

New vocabularies become one of the problems for the students. As we know, we should master the pronunciation of the words before we pronounce it. While the interview, some students said there are new vocabularies which they did not familiar with that and did not know how to pronounce them. Consequently they were making mistakes in pronouncing those new vocabularies whether if it is in a word or in a sentence.

As the writer explained in chapter two, pronunciation plays a very important role in communication. Good pronunciation does not just mean saying individual words or even individual sounds correctly. The sounds of words change when they come into contact with each other. The students are expected to can be both correctly pronounce the words not only pronouncing individual words or sounds but also they are able to pronounce the words or the sounds in sentences. (Harmer, 1991:50)