

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Description of Research Location

1. Brief History about English Department Of Tarbiyah Faculty of IAIN Antasari Banjarmasin

Based on *Buku Kenang-kenangan 30 tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*, English Department was found in 1984 with the first head Drs. H. Abdul Kadir Munsyi, Dip.Ad.Ed. and Drs. H. Ahdi Makmur, M.Ag. as the secretary, and the next period Drs. H. Syarifuddin Syukur, M.A. as the head of English Department with Drs. H. Ahdi Makmur, M.Ag. as the secretary. But, in academic year of 1988/ 1989 it was closed because of waiting for the operational license from Depag.

Then in academic year 1997/ 1998 it had been reopened for the second time and named English Department, which was lead at that time by Drs. H. Ahdi Makmur, M.Ag. and Drs. Sa'adillah as the secretary of the department. Because Drs. Sa'adillah continued his S2 program, so the secretary is substituted by Drs. Husnul Yaqin, M.Ed. But, since 2003, the secretary was substituted by Dra. Hj. Wardah Hayati.

Then, in September 2005 until October 2006, the head of English Department is Drs. H Isa Anshari, MZ and Dra. Nida Mufidah, M.Pd. as the secretary. Because Drs. H. Isa Anshari, MZ passed away, the head of English Department has been changed by Drs. Anang Syaifuddin, M.A. since January

2007, but in September 2007 he resigned from the position. So, there is no head of English Department, and then, Dra. Nida Mufidah, M.Pd. that should handle many problems in English Department as a secretary of English Department. Then, in January 2008, she was appointed to be the head of English Department with Nurlaila Kadariyah, S.Ag. as the secretary.

The main purpose of this department is to participate in developing this country, especially in educational field. It is based on the facts that are still found many Islamic schools lack of English teacher who has educational background of English. Thus, Tarbiyah faculty; in this case, English Department has a responsibility to provide English teachers.

Curriculum that is used in this department contains 160 SKS, which covers institute subjects, faculty subjects and major subjects. It takes about four until five years in finishing the study. English Department has 18 lecturers from many different educational backgrounds.

2. Description about Lecturers, Staffs, Students and Condition of English Department

Here is the data about English Department lecturers.

Table 4.1. Description of English Department Lecturers

No	Name	Graduated	Subjects that have been taught in 3 years later
1	Drs. H. Ahdi Makmur, M.Ag.	S2 IAIN Syahid	Writing A, Academic Writing
2	Drs. H. Syarifuddin Syukur, M.A.	S2 Pakistan, S2 IAIN Kalijaga	<i>Filsafat Umum, Filsafat Ilmu</i>

The continuing of table 4.1

No	Name	Graduated	Subjects that have been taught in 3 years later
3	Dr. Husnul Yaqin, M.Ed.	S3 UIN Jakarta	Structures, <i>Dasar-Dasar Administrasi Pendidikan</i>
4	Drs. Anang Syaifuddin, M.A.	S2 The University of Colorado Boulder USA	<i>Psikologi Belajar Bahasa</i> , Phonology
5	Drs. Saadilah	S1 IAN Antasari	Vocabulary A and B
6	Drs. Syaiful Bahri Djamarah, M.Ag.	S2 IAIN Antasari	<i>Psikologi Umum, Psikologi Pendidikan</i>
7	Dra. Dina Hermina, M.Pd.	S2 IKIP Yogyakarta	<i>Statistik Pendidikan, Evaluasi Pendidikan</i>
8	Dra. Nida Mufidah, M.Pd.	S2 Unlam	TEFL I, Teaching Media
9	Dra. Hj. Wardah Hayati, M.A.	S2 Australia	Reading A, Reading C
10	Nurlaila Kadariyah, S.Ag.	S1 IAIN Antasari	Structures A, Structures B
11	M. Nur Effendi, S.Ag. S.S. M.Pd.I.	S2 IAIN Antasari	Structures C, Speaking C
12	Dra. Andi Irlina, M.Hum.	S2 Unhas	Listening A, Listening B
13	Nani Hizriani, M.A.	S2 Australia	Intro to Linguistics, <i>Telaah Kurikulum</i>
14	Rusnadi, S.Pd.I.	S1 IAIN Antasari	TEFL II, Speaking A
15	Ridha Fadillah, S.Pd. M.Ed.	S2 Malaysia	Intro to Linguistics, Extensive Reading
16	Rahmila Murtiana, S.S.	S1 Univ. Diponegoro	Academic Writing, Intro to Literature
17	Raida Asfihana, S.Pd.	S1 Unlam	Structures A, Vocabulary B
18	Puji Sri Rahayu, M.A.	S2 University of Queensland	Intro to Linguistics, Speaking
19	Hj. Nor Maulidiyah, M.A.	S2 Malaysia	Academic Writing, Phonology

Source: Document (*Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008*)

Table 4.2. Descriptions of English Department Staffs

No	Name	Graduated
1	Saidil Imani	S1 IAIN Antasari

Source: Document (Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008)

Table 4.3. Description of English Department Students

No	Generation	Sex		Total
		Male	Female	
1	1999/ 2000	2	0	2
2	2000/ 2001	6	3	9
3	2001/ 2002	8	1	9
4	2002/ 2003	13	21	34
5	2003/ 2004	13	52	65
6	2004/ 2005	17	27	44
7	2005/ 2006	17	42	59
8	2006/ 2007	19	48	67
9	2007/ 2008	27	37	64
10	2008/ 2009	20	45	65
Total		142	276	418

Source: Observation and Document (Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008)

Table 4.4. Description about Facilities of English Department

No	Facilities	Amount	Condition
1	Office	1	Good
2	Computer	1	Good
3	Language Laboratory	1	Good
4	Classroom	5	Good
5	Library	1	Good
6	Tape Recorder	1	Good
7	Over Head Projector	1	Good
8	Laptop	2	Good
9	Cupboard	5	Good

Source: Observation and Document (Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008)

B. Data Presentation

After the writer has performed the research through oral test, questionnaire, observation, interview and documentary, the data can be presented as follows:

1. The Data of the Mastery of English Diphthong Pronunciation by the Seventh Semester Students of English Department.

Table 4.5. The Test Scores of the Mastery of English Diphthong Pronunciation by the Seventh Semester Students of English Department

Students	ei	ai	au	i	iə	eə	uə	ou	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	0	12	10	4	6	10	10	3	55
2	0	10	4	8	4	8	8	8	50
3	4	12	6	6	2	12	8	3	53
4	12	12	12	12	12	10	12	16	98
5	6	12	4	12	10	10	12	8	74
6	10	12	10	12	12	12	6	0	74
7	0	12	6	12	12	8	6	6	62
8	2	12	8	8	2	4	8	2	46
9	4	12	8	12	12	12	8	4	72
10	8	12	0	12	10	10	12	13	77
11	0	12	0	10	4	10	6	3	45
12	8	12	8	12	8	8	12	0	68
13	10	10	4	8	4	12	10	16	74
14	0	10	2	6	6	8	8	3	43
15	12	12	12	12	12	12	12	16	100
16	12	12	6	12	12	12	12	14	92
	88	186	100	158	128	158	150	115	1083

Based on the table above, it can be identified that the highest score of the test result is 100 and the lowest one is 43. The accumulative score is 1083. The mean score is 1083 divided by 16, it is 67,68. The maximum test score for diphthong **ei**, **ai**, **au**, **i**, **iə**, **eə**, and **uə** is 12. The minimum test score for diphthong **ei** is 0. The minimum test score for diphthong **ai** is 10. The minimum test score

for diphthong **au** is 0. The minimum test score for diphthong **i** is 4. The minimum test score for diphthong **ia** is 2. The minimum test score for diphthong **ea** is 4. The minimum test score for diphthong **ua** is 6. While the maximum tests score for diphthong **ou** is 16 and the minimum test score is 0.

Table 4.6. The Frequency of the Test Scores of the Students' Mastery in Pronouncing English Diphthong.

No	Score	Category	Frequency	Percentage
1	80-100	Good to Excellent	3	18,75
2	60-79	Average to Good	7	43,75
3	50-59	Poor to Average	3	18,75
4	00-49	Poor	3	18,75
Total			16	100

From the table above, it can be seen that 3 students (18,75%) are in good to excellent score, 7 students (43,75%) are in average to good score, 3 students (18,75%) are in poor to average score, and 3 students (18,75%) are in poor score. The data shows that the degree of the mastery of English diphthongs pronunciation by the seventh semester students of English department at Antasari State Institute for Islamic Studies academic year 2007-2008 is mostly in average to good scores category, it can be seen that there are 7 students (43,75%) in this category. To know more detail about students' mastery in pronouncing English diphthongs, it can be seen in the following tables:

Table 4.7. The Frequency of the Students' Mastery in Pronouncing Diphthong **ei**

No	Category	Frequency	Percentage
1	High (9-12)	5	31,25
2	Mid (5-8)	3	18,75
3	Low (0-4)	8	50
Total		16	100

From the table above, it can be seen that 5 students (31,25%) are in high category, 3 students (18,75%) are in middle category, and 8 students (50%) are in low category.

Table 4.8. The Frequency of the Students' Mastery in Pronouncing Diphthong **ai**

No	Category	Frequency	Percentage
1	High (9-12)	16	100
2	Mid (5-8)	-	-
3	Low (0-4)	-	-
Total		16	100

From the table above, it can be seen that 16 students (100%) or all of the respondents are in high category.

Table 4.9. The Frequency of the Students' Mastery in Pronouncing Diphthong **au**

No	Category	Frequency	Percentage
1	High (9-12)	4	25
2	Mid (5-8)	6	37,5
3	Low (0-4)	6	37,5
Total		16	100

From the table above, it can be seen that 4 students (25%) are in high category, 6 students (37,5%) are in middle category, and 6 students (37,5%) are in low category.

Table 4.10. The Frequency of the Students' Mastery in Pronouncing Diphthong **i**

No	Category	Frequency	Percentage
1	High (9-12)	10	62,5
2	Mid (5-8)	5	31,25
3	Low (0-4)	1	6,25
Total		16	100

From the table above, it can be seen that 10 students (62,5%) are in high category, 5 students (31,25%) are in middle category, and 1 student (6,25%) is in low category.

Table 4.11. The Frequency of the Students' Mastery in Pronouncing Diphthong **iə**

No	Category	Frequency	Percentage
1	High (9-12)	8	50
2	Mid (5-8)	3	18,75
3	Low (0-4)	5	31,25
Total		16	100

From the table above, it can be seen that 8 students (50%) are in high category, 3 students (18,75%) are in middle category, and 5 students (31,25%) are in low category.

Table 4.12. The Frequency of the Students' Mastery in Pronouncing Diphthong **eə**

No	Category	Frequency	Percentage
1	High (9-12)	11	68,75
2	Mid (5-8)	4	25
3	Low (0-4)	1	6,25
Total		16	100

From the table above, it can be seen that 11 students (68,75%) are in high category, 4 students (25%) are in middle category, and 1 student (6,25%) is in low category.

Table 4.13. The Frequency of the Students' Mastery in Pronouncing Diphthong **uə**

No	Category	Frequency	Percentage
1	High (9-12)	8	50
2	Mid (5-8)	8	50
3	Low (0-4)	-	-
Total		16	100

From the table above, it can be seen that 8 students (50%) are in high category, 8 students (50%) are in middle category, and no student is in low category.

Table 4.14. The Frequency of the Students' Mastery in Pronouncing Diphthong **ou**

No	Category	Frequency	Percentage
1	High (12-16)	5	31,25
2	Mid (6-11)	3	18,75
3	Low (0-5)	7	43,75
Total		16	100

From the table above, it can be seen that 5 students (31,25%) are in high category, 3 students (18,75%) are in middle category, and 7 students (43,75%) are in low category.

2. Description about the Factors that Influence the Mastery of English Diphthong by the Seventh Semester Students of English Department at Antasari State Institute for Islamic Studies Academic Year 2007-2008.

a. Students' Factor

1) Interest and Motivation

We can see the data from the table below:

Table 4.15. Students' Responses toward Phonology Subject

No	Category	Frequency	Percentage
1	Like very much	1	6,25
2	Like	9	56,25
3	Less like	6	37,5
4	Dislike	-	-
Total		16	100

From the table above there is 1 student (6,25%) likes the Phonology subject very much, 9 students (56,25%) like the Phonology subject, 6 students (37,5%) are in less like category, and no student is in dislike category.

Table 4.16. Students' Attention toward Phonology Subject

No	Category	Frequency	Percentage
1	Always	8	50
2	Sometimes	7	43,75
3	Seldom	1	6,25
4	Never	-	-
Total		16	100

From the table above, there are 8 students (50%) who always pay attention toward Phonology subject, 7 students (43,75%) who sometimes pay attention toward Phonology subject, 1 student (6,25%) is in seldom category. No student responds in never category.

Table 4.17. Students' Attendance in Phonology Lecture

No	Category	Frequency	Percentage
1	Always	12	75
2	Sometimes	4	25
3	Seldom	-	-
4	Never	-	-
Total		16	100

It can be seen from the table, there are 12 students (75%) who always attend the Phonology lecture, 4 students (25%) who sometimes attend the Phonology lecture. Furthermore, no student gives the respond of two categories; they are the category of seldom and never.

Table 4.18. Students' Knowledge about the Way English Words Pronounced

No	Category	Frequency	Percentage
1	Know	4	25
2	Know few	12	75
3	Don't know	-	-
Total		16	100

It can be seen from the table that there are 4 students (25%) know about the way to pronounce English words, 12 students (75%) are in know few category, and no student does not know about the way to pronounce English words at all.

Table 4.19. Students' Experience in Studying English at Informal Education

No	Category	Frequency	Percentage
1	Ever	5	31,25
2	Never	11	68,75
Total		16	100

From the table above, there are 5 students (31,25%) who ever study English at informal education, and 11 students (68,75%) never study English at informal education.

Table 4.20. Students' Duration in Studying English at Informal Education

No	Category	Frequency	Percentage
1	More than 2 years	1	20
2	Less than 2 years	-	-
3	More than 1 year	1	20
4	Less than 1 year	3	60
Total		5	100

The table shows there is 1 student (20%) who has experience more than 2 years in English informal education, 1 student (20%) who has experience more than 1 year in English informal education, 3 students (60%) who have experience less than 1 year in English informal education, and no student is in less than 2 years category.

Table 4.21. Students' Reasons in Learning English

No	Category	Frequency	Percentage
1	Mastery on English productively and receptively	12	75
2	English is used for international communication	4	25
3	Getting job and getting high score	-	-
4	The likeness of English lecturer	-	-
Total		16	100

The table shows that 12 students (75%) choose the mastery on English productively and receptively as their reason in learning English, 4 students (25%) choose the second category, no student choose the third and fourth category.

2) Learning Activities

Table 4.22. Students' Activeness in Paying Attention to the Lecturer's Explanation

No	Category	Frequency	Percentage
1	Always	9	56,25
2	Sometimes	7	43,75
3	Seldom	-	-
4	Never	-	-
Total		16	100

From the table above, there are 9 students (56,25%) who always pay attention to the lecturer's explanation, 7 students (43,75%) who sometimes pay attention to the lecturer's explanation, and no student is in seldom and never category.

Table 4.23. Students' Activeness in Memorizing English Words

No	Category	Frequency	Percentage
1	Always	1	6,25
2	Sometimes	11	68,75
3	Seldom	4	25
4	Never	-	-
Total		16	100

It can be seen from the table above that there is 1 student (6,25%) who always memorize English words, 11 students (68,75%) who sometimes memorize English words, 4 students (25%) are in seldom category, and no student is in never category.

Table 4.24. Students' Activeness in Looking up the Way of Pronouncing English words

No	Category	Frequency	Percentage
1	Always	4	25
2	Sometimes	11	68,75
3	Seldom	1	6,25
4	Never	-	-
Total		16	100

The table shows that 4 students (25%) always look up the way of pronouncing English words, 11 students (68,75%) sometimes look up the way of pronouncing English words, 1 student (6,25%) is in seldom category, and no student never look up the way English words pronounced.

Table 4.25. Students' Activeness in Practicing English in Daily Conversation

No	Category	Frequency	Percentage
1	Always	1	6,25
2	Sometimes	7	43,75
3	Seldom	8	50
4	Never	-	-
Total		16	100

From the table above, it can be seen that 1 student (6,25%) always practice English in daily conversation, 7 students (43,75%) sometimes practice English in daily conversation, 8 students (50%) seldom practice English in daily conversation, and no student never practice English in daily conversation.

Table 4.26. Students' Activeness in Asking Questions Using English

No	Category	Frequency	Percentage
1	Always	3	18,75
2	Sometimes	9	56,25
3	Seldom	4	25
4	Never	-	-
Total		16	100

From the table above, it can be seen that there are 3 students (18,75%) always ask questions using English, 9 students (56,25%) sometimes ask questions using English, 4 students (25%) seldom use English in asking questions and no student never ask questions using English.

b. Lecturer's Factor

Table 4.27. Lecturer's Attendance for Teaching Phonology

No	Category	Frequency	Percentage
1	Always	14	87,55
2	Sometimes	2	12,5
3	Seldom	-	-
4	Never	-	-
Total		16	100

From the table above, it can be seen that there are 14 students (87,55%) who stated that the lecturer always attended Phonology lecture, 2 students (12,5%) stated that the lecturer sometimes attended Phonology lecture, and no student who stated that the lecturer seldom or never attended Phonology lecture.

Table 4.28. Lecturer's Educational Background

No	Name	Education	Department
1	Hj. Nor Maulidiyah, M.A.	S2. The Islamic University Malaysia	English Department
2	Drs. Anang Syaifuddin, M.A.	S2. The University of Colorado Boulder USA	Linguistics

Table 4.29. Lecturer's Teaching Experience

No	Name	Experience
1	Hj. Nor Maulidiyah, M.A.	Less than 4 years
2	Drs. Anang Syaifuddin, M.A.	More than 4 years

Table 4.30. Lecturer's Teaching Methods

No	Category	Frequency	Percentage
1	Very interesting	3	18,75
2	Quite interesting	9	56,25
3	Less interesting	4	25
4	Not interesting	-	-
Total		16	100

From the table above, it can be seen that there are 3 students (18,75%) who stated that the lecturer's teaching methods are very interesting, 9 students (56,25%) stated that the lecturer's teaching methods are quite interesting, 4 students (25%) stated that the lecturer's teaching methods are less interesting, and no student stated that the lecturer's teaching methods are not interesting.

Table 4.31. Lecturer's Activeness in Instructing Students to Repeat and Pronounce Unfamiliar English Words

No	Category	Frequency	Percentage
1	Always	6	37,5
2	Sometimes	7	43,75
3	Seldom	2	12,5
4	Never	1	6,25
Total		16	100

The table shows that 6 students (37,5%) stated that the lecturer always instructed them to repeat and pronounce unfamiliar English words, 7 students (43,75%) stated that the lecturer sometimes instructed them to repeat and pronounce unfamiliar English words, 2 students (12,5%) stated that the lecturer seldom instructed them to repeat and pronounce unfamiliar English words, and 1 student (6,25%) stated that the lecturer never instructed them to repeat and pronounce unfamiliar English words.

Table 4.32. Lecturer's Usage of English in Explaining Phonology Subject

No	Category	Frequency	Percentage
1	Always	8	50
2	Sometimes	8	50
3	Seldom	-	-
4	Never	-	-
Total		16	100

From the table above, it can be seen that there are 8 students (50%) who stated that the lecturer always use English in explaining Phonology subject, 8 students (50%) stated that the lecturer sometimes use English in explaining Phonology subject, and no student who stated that the lecturer seldom or never use English in explaining Phonology subject.

Table 4.33. Lecturer's Explanation of Phonology Subject

No	Category	Frequency	Percentage
1	Very clear	5	31,25
2	Quite clear	8	50
3	Less clear	3	18,75
4	Unclear	-	-
Total		16	100

From the table above, it can be seen that there are 5 students (31,25%) who stated that the lecturer's explanations are very clear, 8 students (50%) stated that the lecturer's explanations are quite clear, 3 students (18,75%) stated that the lecturer's explanations are less clear, and no student stated that lecturer's explanations are not clear.

c. Facilities Factor

Table 4.34. Students' Ownership of Phonology Textbooks

No	Category	Frequency	Percentage
1	Private ownership	13	81,25
2	Borrowing	1	6,25
3	Do not have textbooks	2	12,5
Total		16	100

The table shows that 13 students (81,25%) have their own textbooks, 1 student (6,25%) borrow the textbooks, and 2 students (12,5%) do not have any textbook.

Table 4.35. Students' Ownership of English Dictionary

No	Category	Frequency	Percentage
1	Private ownership	13	81,25
2	Borrowing	2	12,25
3	Do not have dictionary	1	6,25
Total		16	100

The table shows that 13 students (81,25%) have their own dictionary, 2 students (12,5%) borrow the dictionary, and 1 student (6,25%) do not have any dictionary.

Table 4.36. Students' Use of Media to Practice Pronunciation

No	Category	Frequency	Percentage
1	Using media (private ownership)	2	12,25
2	Using media (borrowing)	4	25
3	Never use media	10	62,5
Total		16	100

The table shows that 2 students (12,25%) use the media (private ownership), 4 students (25%) borrow the media, and 10 students (62,5%) never use the media.

C. Data Analysis

After presenting the data, the writer analyzes the obtained data to give some consideration on the research. The analysis of the mastery on English diphthong by the seventh semester students of English Department was performed based on the test result of the students.

1. The Mastery of English Diphthong Pronunciation by the Seventh Semester Students of English Department Academic Year 2007-2008

From the test result of the students' mastery on English diphthongs pronunciation that were given to 16 students of seventh semester at English Department, it is found that the highest total score is 100, the lowest total score is 43, and the mean score is 67,68.

As seen in the table 4.6. The frequency of the test scores of the students' mastery in pronouncing English diphthong, the students who got score about 80-100 are 3 students (18,75%), it can be categorized as good to excellent category. The students who got score about 60-79 are 7 students (43,75%), it can be categorized as average to good category. The students who got score about 50-59 are 3 students (18,75%), it can be categorized as poor to average category. The

students who got score about 00-49 are 3 students (18,75%), it can be categorized as poor category. The explanation above shows that most of seventh semester students of English Department got the total score about 60-79. So, it can be inferred that the mastery on English diphthong pronunciation by the seventh semester students of English Department is categorized as high enough category.

a. The Mastery in Pronouncing Diphthong **ei**

As seen on table 4.7., the highest score of students' mastery in pronouncing diphthong **ei** are 12 and the lowest one is 0. The mean score of the students' mastery in pronouncing diphthong **ei** is 5,5. The students who got the score about 9-12 are 5 students (31,25%), it can be categorized as high category. The students who got the score about 5-8 are 3 students (18,75%), it can be categorized as middle category. The students who got the score about 0-4 are 8 students (50%), it can be categorized as low category. So, most of the students or (50%) got the score about 0-4 and it can be concluded that the students' mastery on diphthong **ei** is low category.

b. The Mastery in Pronouncing Diphthong **ai**

As seen on table 4.8., the highest score of students' mastery in pronouncing diphthong **ai** is 12 and the lowest score is 0. The mean score of the students' mastery in pronouncing diphthong **ai** is 11,625. The students who got the score about 9-12 are 16 students (100%), it can be categorized as high category. No student got the score about 5-8 and 0-4. So, all of the students or (100%) got the score about 9-12 and it can be concluded that students' mastery on diphthong **ai** is categorized as highest category.

c. The Mastery in Pronouncing Diphthong **au**

As seen on table 4.9., the highest score of students' mastery in pronouncing diphthong **au** is 12 and the lowest score is 0. The mean score of the students' mastery in pronouncing diphthong **au** is 6,25. The students who got the score about 9-12 are 4 students (25%), it can be categorized as high category. The students who got the score about 5-8 are 6 students (37,5%); it can be categorized as middle category. The students who got the score about 0-4 are 6 students (37,5%), it can be categorized as low category. So, most of the students or (37,5%) got the score about 0-4 and 5-8 and it can be concluded that the students' mastery on diphthong **au** is low category.

d. The Mastery in Pronouncing Diphthong **i**

As seen on table 4.10., the highest score of students' mastery in pronouncing diphthong **i** are 12 and the lowest score is 0. The mean score of the students' mastery in pronouncing diphthong **i** is 9,875. The students who got the score about 9-12 are 10 students (62,5%), it can be categorized as high category. The students who got the score about 5-8 are 5 students (31,25%), it can be categorized as middle category. The students who got the score about 0-4 is 1 student (6,25%), it can be categorized as low category. So, most of the students or (62,5%) got the score about 9-12 and it can be concluded that the students' mastery on diphthong **i** is higher category.

e. The Mastery in Pronouncing Diphthong **iə**

As seen on table 4.11., the highest score of students' mastery in pronouncing diphthong **iə** are 12 and the lowest score is 0. The mean score of the

students' mastery in pronouncing diphthong **iə** is 8. The students who got the score about 9-12 are 8 students (50%), it can be categorized as high category. The students who got the score about 5-8 are 3 students (18,75%), it can be categorized as middle category. The students who got the score about 0-4 are 5 students (31,25%), it can be categorized as low category. So, most of the students or (50%) got the score about 9-12 and it can be concluded that the students' mastery on diphthong **iə** is high enough category.

f. The Mastery in Pronouncing Diphthong **eə**

As seen on table 4.12., the highest score of students' mastery in pronouncing diphthong **eə** are 12 and the lowest score is 0. The mean score of the students' mastery in pronouncing diphthong **eə** is 9,875. The students who got the score about 9-12 are 11 students (68,75%), it can be categorized as high category. The students who got the score about 5-8 are 4 students (25%), it can be categorized as middle category. The students who got the score about 0-4 is 1 student (6,25%), it can be categorized as low category. So, most of the students or (68,75%) got the score about 9-12 and it can be concluded that the students' mastery on diphthong **eə** is higher category.

g. The Mastery in Pronouncing Diphthong **uə**

As seen on table 4.13., the highest score of students' mastery in pronouncing diphthong **uə** are 12 and the lowest score is 0. The mean score of the students' mastery in pronouncing diphthong **uə** is 9,375. The students who got the score about 9-12 are 8 students (50%), it can be categorized as high category. The students who got the score about 5-8 are 8 students (50%), it can be categorized as

middle category. No student got the score about 0-4. So, most of the students or (50%) got the score about 9-12 and 5-8 and it can be concluded that the students' mastery on diphthong **uə** is high enough category.

h. The Mastery in Pronouncing Diphthong **ou**

As seen on table 4.14., the highest score of students' mastery in pronouncing diphthong **ou** are 16 and the lowest score is 0. The mean score of the students' mastery in pronouncing diphthong **ou** is 7,1875. The students who got the score about 12-16 are 5 students (31,25%), it can be categorized as high category. The students who got the score about 6-11 are 3 students (18,75%), it can be categorized as middle category. The students who got the score about 0-5 are 8 students (50%), it can be categorized as low category. So, most of the students or (50%) got the score about 0-5 and it can be concluded that the students' mastery on diphthong **ou** is low category.

2. Factors that Influence the Mastery of English Diphthong Pronunciation by the Seventh Semester Students of English Department at Antasari State Institute for Islamic Studies Academic Year 2007-2008

a. Students' Factor

1) Interest and Motivation

Based on table 4.15. the students' responses toward Phonology subject, it is known that 1 student (6,25%) like very much to respond toward Phonology subject and it is categorized as high category, 9 students (56,25%) like to respond toward Phonology subject and it is categorized as middle category, 6 students (37,5%) less like to respond toward Phonology subject and it is categorized as low category, and no student dislike to respond toward Phonology subject that is

categorized as very low category. So, the students' responses toward Phonology subject can be categorized as middle category because most of them (56,25%) like Phonology subject.

From the table 4.16. the students attention toward Phonology subject, it can be seen that 8 students (50%) always pay attention toward Phonology subject and it is categorized as high category, 7 students (43,75%) sometimes pay attention toward Phonology subject and it is categorized as middle category, 1 student (6,25%) seldom pay attention toward Phonology subject and it is categorized as low category, and no student never pay attention toward Phonology subject that is categorized as very low category. So, the students' attention toward Phonology subject can be categorized as high category because most of them (50%) always pay attention toward Phonology subject.

Based on table 4.17. the students' attendance in Phonology lecture, it is seen that 12 students (75%) always attended Phonology lecture and it is categorized as high category, 4 students (25%) sometimes attended Phonology lecture and it is categorized as middle category, no student is included in seldom and never category which are categorized as low and very low category. So, the students' attendance in Phonology lecture can be categorized as high category because most of them (75%) always attended Phonology lecture.

It also can be seen from the table 4.18. the students' knowledge about the way English words pronounced, there are 4 students (25%) know about the way English words pronounced and it is categorized as high category, 12 students (75%) know few about the way English words pronounced and it is categorized as

middle category, and no student who does not know at all about the way English words pronounced. So, it can be concluded that the students' knowledge about the way English words pronounced is categorized as middle category because most of them (75%) chose know few category.

Table 4.19. shows the students' experience in studying English at informal education. There are 5 students (31,25%) who ever experienced studying English at informal education and it is classified as high category, 11 students (68,5%) never experienced studying English at informal education and it is categorized as low category. So, it can be inferred that most of the students never experienced studying English at informal education and it is categorized as low category.

Then, it is also known from the table 4.20. the students' duration in studying English at informal education. There is 1 student (20%) who experienced more than 2 years in studying English at informal education and it is categorized as high category, and also 1 student (20%) who experienced more than 1 year and it is categorized as low category, 3 students (60%) experienced less than 1 year and it is categorized as very low category, and no student experienced less than 2 years which is categorized as middle category. So, most of the students (60%) experienced less than 1 year in studying English at informal education and it is categorized as low category.

The table 4.21. the students' reasons in learning English, shows that students who choose the first choice are 12 students (75%) which is categorized as high category, 4 students (25%) choose the second choice and it is categorized as middle category, no student chooses the third and fourth choice which are

categorized as low and very low category. So, the students' reasons in learning English is categorized as higher category because most of the students' reason in learning English is to master it productively and receptively.

2) Learning Activities

According to the table 4.22. the students' activeness in paying attention to the lecturer's explanation, it is known that there are 9 students (56,25%) who always pay attention to the lecturer's explanation and it is categorized as high category, 7 students (43,75%) who sometimes pay attention to the lecturer's explanation and it is categorized as middle category, and no student is in seldom and never category which are categorized as low and very low category. So, the students' activeness in paying attention to the lecturer's explanation is categorized as high enough category.

It can be seen from the table 4.23. the students' activeness in memorizing English words, there is 1 student (6,25%) who always memorize English words and it is categorized as high category, 11 students (68,75%) who sometimes memorize English words and it is categorized as middle category, 4 students (25%) seldom memorize English words and it is categorized as low category, and no student never memorize English words which is categorized as very low category. So, the students' activeness in memorizing English words is categorized as lowest category because only 1 student (6,25%) who always memorize English words.

The table 4.24. shows that 4 students (25%) always look up the way of pronouncing English words and it is categorized as high category, 11 students

(68,75%) sometimes look up the way of pronouncing English words and it is categorized as middle category, 1 student (6,25%) seldom look up the way or pronouncing English words and it is categorized as low category, and no student never look up the way English words pronounced which is categorized as very low category. So, the students' activeness in looking up the way of pronouncing English words is categorized as low category because only 4 students (25%) who always look up the way of pronouncing English words.

The students' activeness in practicing English in daily conversation can be seen from the table 4.25. there is 1 student (6,25%) who always practice English in daily conversation and it is categorized as high category, 7 students (43,75%) sometimes practice English in daily conversation and it is categorized as middle category, 8 students (50%) seldom practice English in daily conversation and it is categorized as low category, and no student never practice English in daily conversation which is categorized as very low category. So, the students activeness in practicing English in daily conversation can be categorized as lowest category because only one of them (6,25%) who always practice English in daily conversation.

From the table 4.26. the students activeness in asking questions using English, it can be seen that there are 3 students (18,75%) who always ask questions using English and it is categorized as high category, 9 students (56,25%) sometimes ask questions using English and it is categorized as middle category, 4 students (25%) seldom use English in asking questions and it is categorized as low category and no student never ask questions using English

which is categorized as very low category. So, it can be concluded that the students' activeness in asking questions using English is categorized as lowest category because only 3 students (18,75%) who always use English in asking questions.

b. Lecturer's Factor

Based on the table 4.27. about the lecturer's attendance for teaching Phonology subject, it can be seen that there are 14 students (87,55%) who stated that the lecturer always attended Phonology lecture and it is categorized as high category, 2 students (12,5%) stated that the lecturer sometimes attended Phonology lecture and it is categorized as middle category, and no student who stated that the lecturer seldom or never attended Phonology lecture which are categorized as low and very low category. So, the conclusion is the lecturer always attended to teach Phonology subject because most of the students (87,55%) stated it.

The lecturer's educational background can be seen from the table 4.28. Both of the lecturers were graduated from English Department and their latest educations were the master degree and it can be categorized as high category.

The lecturer's teaching experience can be seen from the table 4.29. One of the two lecturers has less than 4 years experience in teaching at the university and the other one has more than 4 years experience in teaching at the university and it can be categorized as middle category.

From the table 4.30. about lecturer's teaching methods, it can be seen that there are 3 students (18,75%) who stated that the lecturer's teaching methods are

very interesting and it can be categorized as high category, 9 students (56,25%) stated that the lecturer's teaching methods are quite interesting and it is categorized as middle category, 4 students (25%) stated that the lecturer's teaching methods are less interesting and it is categorized as low category, and no student stated that the lecturer's teaching methods are not interesting which is categorized as very low category. So, the lecturer's teaching methods can be categorized as low category because on little students (18,75%) who stated that the lecturer's teaching methods are interesting.

The data about lecturer's activeness in instructing students to repeat and pronounce unfamiliar English words can be seen from the table 4.31. There are 6 students (37,5%) who stated that the lecturer always instructed them to repeat and pronounce unfamiliar English words and it can be categorized as high category, 7 students (43,75%) stated that the lecturer sometimes instructed them to repeat and pronounce unfamiliar English words and it is categorized as middle category, 2 students (12,5%) stated that the lecturer seldom instructed them to repeat and pronounce unfamiliar English words and it is categorized as low category, and 1 student (6,25%) stated that the lecturer never instructed them to repeat and pronounce unfamiliar English words and it is categorized as very low category. So, the lecturer's activeness in instructing students to repeat and pronounce unfamiliar English words can be categorized as low category.

From the table 4.32. it can be seen that there are 8 students (50%) who stated that the lecturer always use English in explaining Phonology subject and it is categorized as high category, 8 students (50%) stated that the lecturer

sometimes use English in explaining Phonology subject and it is categorized as middle category, and no student who stated that the lecturer seldom and never use English in explaining Phonology subject which are categorized as low and very low category. So, the lecturer's usage of English in explaining Phonology subject is categorized as high enough category because (50%) of the students stated that the lecturer always use English in explaining Phonology subject.

From the table 4.33. about lecturer's explanations of Phonology subject, it can be seen that there are 5 students (31,25%) who stated that the lecturer's explanations are very clear and it is categorized as high category, 8 students (50%) stated that the lecturer's explanations are quite clear and it is categorized as middle category, 3 students (18,75%) stated that the lecturer's explanations are less clear and it is categorized as low category, and no student stated that lecturer's explanations are not clear which is categorized as very low category. So, the lecturer's explanations of Phonology subject is categorized as low category because only 5 students (31,25%) who stated that lecturer's explanations are very clear.

c. Facilities Factor

The table 4.34. shows the data about students' ownership of Phonology textbook. There are 13 students (81,25%) who have their own textbooks and it is categorized as high category, 1 student (6,25%) borrow the textbooks and it is categorized as middle category, and 2 students (12,5%) do not have any textbook and it is categorized as low category. So, the students' ownership of Phonology

textbook is categorized as highest category because 13 students (81,25%) stated that they have their own textbooks.

From the table 4.35. about students' ownership of English dictionary, it can be seen that 13 students (81,25%) have their own dictionaries and it is categorized as high category, 2 students (12,5%) borrow the dictionaries and it is categorized as middle category, and 1 student (6,25%) do not have any dictionary and it is categorized as low category. So, the students' ownership of English dictionary is classified as highest category because 13 students (81,25%) have their own dictionaries.

The table 4.36. shows that 2 students (12,5%) use the media (private ownership) and it is categorized as high category, 4 students (25%) borrow the media and it is categorized as middle category, and 10 students (62,5%) never use the media and it is categorized as low category. So, it can be concluded that the students' use of media to practice pronunciation is categorized as lowest category because only 2 students (12,5%) who use media (private ownership) to practice pronunciation.