



An Analysis on Students' Pronunciation Error in English Diphthong

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Abstract: *This research analyzes students' pronunciation errors in English diphthongs in MA NW Teko. The objective was to identify commonly mispronounced errors. The research is descriptive qualitative. The subjects were twelfth grade students at MA NW Teko. Fifteen students were chosen as representatives for analysis. Data was collected from oral tests, interviews, and observations. The data source was a short story called "Sangkuriang". Based on the oral test, students fluently read the story with 14 students in paragraph 1 and 11 students in paragraph 2. In paragraphs 3 and 4, the students read the story with less fluency, with 9 and 12 students respectively. During the interview, students mentioned difficulty in identifying diphthong words due to insufficient vocabulary mastery. In paragraph 1, 8 words were pronounced incorrectly, 13 words in paragraph 2, 10 words in paragraph 3, and 12 words in paragraph 4. However, observation revealed that out of the 5 types of diphthongs given, 14 out of 15 students struggled with pronouncing the diphthong "oo", with only 1 student pronouncing it correctly. Therefore, the research results indicate that the errors faced by the students were not significantly different from those who could pronounce correctly.*

Keywords: *Pronunciation, Error, Diphthong.*

Abstrak: Penelitian ini menganalisis kesalahan pengucapan diftong bahasa Inggris siswa di MA NW Teko. Tujuannya adalah untuk mengidentifikasi kesalahan pengucapan yang sering dilakukan oleh siswa kelas dua belas di MA NW Teko. Penelitian ini bersifat deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas dua belas di MA NW Teko. Lima belas siswa dipilih sebagai perwakilan untuk dianalisis. Data dikumpulkan dari tes lisan, wawancara, dan observasi. Sumber data adalah sebuah cerita pendek berjudul "Sangkuriang". Berdasarkan tes lisan, siswa lancar membaca cerita dengan 14 siswa pada paragraf 1 dan 11 siswa pada paragraf 2. Pada paragraf 3 dan 4, siswa membaca cerita dengan kurang lancar, masing-masing 9 dan 12 siswa. Selama wawancara, siswa menyebutkan kesulitan dalam mengidentifikasi kata-kata diftong karena penguasaan kosakata yang kurang. Pada paragraf 1, 8 kata diucapkan dengan tidak tepat, 13 kata pada paragraf 2, 10 kata pada paragraf 3, dan 12 kata pada paragraf 4. Namun, hasil observasi menunjukkan bahwa dari 5 jenis diftong yang diberikan, 14 dari 15 siswa mengalami kesulitan dalam melafalkan diftong "oo", dan hanya 1 siswa yang dapat melafalkan dengan benar. Oleh karena itu, hasil penelitian menunjukkan bahwa kesalahan yang dihadapi oleh siswa tidak berbeda secara signifikan dengan siswa yang dapat melafalkannya dengan benar.

Kata kunci: Pengucapan, Kesalahan, *Diphthong*.

INTRODUCTION

English is an international language used to communicate between individuals or between groups. Some countries even make English their second language. According to Agung, Surtikanti, and Quinones (2020) English is a compulsory subject at all levels of education from the lowest to the highest. For now, mastering English is a must in global competition. However, to master English there are several obstacles faced by students, one of which is caused by the main language, namely Indonesian. According to Atia, Rachmawati, and Yanto (2022) English is taught based on a curriculum determined by the minister of education and tends to be monotonous when taught to students, making students more easily

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bored and difficult to understand the lessons given. In addition, there are still many special educators for English lessons who make mistakes in pronouncing English so that students also make mistakes in and this problem is related to the strong main language, namely Indonesian.

The articulation between Indonesian and English is so different that it is difficult for students to identify certain words as s in English. Broadly speaking, the procedures for pronouncing and sounding are regulated in pronunciation, in which there are several combinations of letters with different sounds and of course have different meanings. Base on Castillo-Cuesta (2020) the English language teaching system in the education realm, there is an impact from teaching pronunciation, namely that students can know the correct of English vocabulary so that it will be in accordance with the meaning of the spoken vocabulary. Therefore, it is highly demanded for teachers to be able to master English correctly so that students can pronounce it correctly too, apart from that there are also other factors that can affect students' skills, namely the main language and everyday culture. Pronunciation is one of the skills that must be mastered by English learners. As it is known that the main purpose of language is communication, so the use of language to communicate which involves pronunciation must be central in all language learning in the classroom. Specially for the students in university cause they always presentation in English.

Based on Ramelan in Novarita (2017) as a non-native speaker, students of Indonesia often make mistakes in pronunciation. The first reason is the different elements of the target language and the mother tongue. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target language (L2) with slightly different quality. Another reason is the same sound among the original language and the target language but allophonic in the target language. So, some students sometimes got misunderstanding when they have conversations with their friends even with their teacher.

A diphthong is a sound made by combining two vowels, specifically when it starts as one vowel sound and goes to another, like the –oy sound in oil. Diphthong comes from the Greek word *diphthongos* which means “having two sounds.” Notice the di – for “double.” So, diphthongs are double vowel sounds in words like *late, ride, or pout*. If two vowels in a row are the same, as in boat or beer then it's not a diphthong. Linguistics, scholars who study language, analyze diphthongs, “which differ from language to language. Ironically, the *word diphthong* has no diphthongs.” From learn diphthongs students can produce speaking in a good wayso they can buildings a topic for conversation in their daily life activity.

Therefore, an error analysis has an important role to solve the students' problems in use diphthong pronounce, to know the kinds of error and to know how the students can learn from

their mistake in it. Thus, the students will not do the same error or make some errors repeatedly. By seeing students' errors in diphthong pronunciation, the researcher tries to know kinds of error and their frequency by conducting an analysis on the kinds of errors on diphthong pronounced by students of Twelve Grade of MA NW Teko.

LITERATURE REVIEW

Pronunciation

According to Hornby (1995) pronunciation is the manner in which a word is said, the manner in which a word is pronounced, or the manner in which a person says the words of a language. Pronunciation, on the other hand, is described by Hall & Dauer (1993) as the act of making speech sounds, including articulation, vowel production, accent inflection, and intonation, frequently in relation to the accuracy or acceptability of the speech sounds.

The entire meaning of pronunciation has already been covered in the aforementioned definitions. In general, it may be said that pronunciation affects how speakers and listeners communicate and share their messages, ideas, and thoughts. Pronunciation is, more specifically, the way a person speaks or makes a word sound in order to facilitate understanding.

The Importance of Pronunciation

The entire meaning of pronunciation has already been covered in the aforementioned definitions. In general, it may be said that pronunciation affects how speakers and listeners communicate and share their messages, ideas, and thoughts. Pronunciation is more specifically, the way a person speaks or makes a word sound in order to facilitate understanding. First, perceived competence if they are mistaken, many native English speakers will believe a second-language English speaker has a poor level of fluency. This might be frustrating or cost you a job or a relationship. Understandable clarity and intelligence communication is crucial, especially in the globalized world of business and education today. Misspellings can prevent you from being understood and hurt your performance in the classroom and at work. Promotes quicker English learning, people become fluent in English more quickly the earlier they concentrate and grasp the fundamentals. Focusing on clearly hearing and then speaking English sounds leads to subsequent significant gains in fluency because the ear is so crucial in this process. The conclusion from the importance of pronunciation is that, when talking with others and making it easier for people to get employment abroad, knowing what the pupils are trying to say is much more crucial than the accent they use.

Effect of Learning Pronunciation

Joanne Kenworthy (1987) identified the following characteristics as having an impact on acquiring pronunciation: The learner's native tongue: the more divergent it is from English, the harder it will be for them to learn how to pronounce it. People with a variety of linguistic backgrounds are able to deny the influence of other factors and nevertheless speak English with a near-native accent. The age factor: despite living abroad for a long time, there are numerous instances of adults who learn to speak a second language fluently but still have a foreign accent. Exposure: The learner's exposure to English and development of pronunciation skills the learner's pronunciation should suffer if they are surrounded by English. However, there is little benefit if the student does not reside in an English-speaking environment. Phonetic ability: According to one study, those who have strong phonetic abilities benefit from exercises that require them to repeat after me certain sounds that they hear. Attitude and identity: It has been asserted that elements including a person's sense of identity and sentiments of group affiliation (branch) are important determinants of the acquisition of appropriate foreign language pronunciation.

Motivation and concern for proper pronunciation: People won't be motivated to perform properly if they don't care about a task or don't understand its value. It's also possible that learners are careless because they are unaware of how their speech causes trouble or miscommunication for the listener.

Aspect of Pronunciation

Joanne Kenworthy (2015) lists the following characteristics of pronunciation: Sound combinations: Some sounds are found in groups. The last consonant in example two appears in the word "salt." A consonant cluster is what is used to describe when this occurs within a word. Linkage sounds: People typically speak without pausing in between each word, moving seamlessly from one to the next. As an illustration, while speaking the phrase "not at all," speakers naturally transition from the vowel sounds at the beginning of "at" and "all" to the "t" sounds at the end of "not" and "at." In fact, the final syllable of the phrase sounds like the term when most people say it. Word stress refers to how one syllable of a multi-syllable English word is made to stand out more than the other. For instance, the first syllables of the words "table," "isn't," and "any" are stressed. Rhythm: English has a beat, similar to music. Similar to musical bars, there are groups of syllables, and within each group, there are strong and weak beats. Nouns, verbs, adjectives, and adverbs all receive strong beats. Prepositions, articles, and pronouns are weak beats. Adding an additional emphasis word to sentences to make them more concise. Intonation: Speech employs pitch fluctuations, just like music. As they speak, speakers

can adjust the pitch of their voice, raising or lowering it as desired. So intonation, the melody of speech, is called.

Errors

Definition of Errors

Errors are a regular part of the language-learning process for students, especially those learning a second language. It is normal for them to make mistakes when learning a language that is very different from their own tongue. Additionally, when studying a foreign language, particularly English, students undoubtedly gain new information that is distinct from what they already know in their own tongue. According to Dulay (1982), error occurs when a learner makes a mistake when learning a language, whether it be spoken or written, during a conversation or in a written piece. It is clear from the aforementioned statement that both spoken and written languages might contain errors. Additionally, it occurs as a result of the second language learners' poor English proficiency. As a result, learners continue to use their first language's rule structure. In order to compare the two key terms that cause the learners the most confusion "error" and "mistake" and examine the errors made by the students.

Types of Errors

According to Dulay (1982), the sorts of errors in this taxonomy include omission, disinformation, addition, and misordering errors. As follows: Omission, in omission errors, a specific element that must be present in a proper statement is left out. Addition, opposite to omission errors are addition errors. It can be identified by the presence of a word that should not be in a decent sentence. Misinformation, mistakes involve utilizing the incorrect morpheme or sentence construction. Misinformation contains something that, despite being false, is provided by the learner's error. Misordering, the wrong placement of a morpheme or a group of morphemes in sentences which is not suitable with the rule. For example: "He is all the time late" that should be "He is late all the time."

Errors Analysis

Errors cannot be separated from learners who learn English. In order to decrease the errors made by language learners, analysis is therefore necessary. According to Brown (2000), error analysis is an error study that uses observation, analysis, and categorization to reveal something about the mechanisms at work within learners. Additionally, according to Richard and Schmidt (2002), an investigation of errors committed by second language learners is the focus of a study. Error analysis is one method that may be used to discover and pinpoint the root causes of learners' errors. The conclusion is that error analysis is highly useful for identifying the language features that students need to understand better. Therefore, the

knowledge gained from the results of the error analysis can help future students and teachers acquire spoken and written language more effectively.

Diphthong

Definition of Diphthong

Speaking about how to pronounce a word correctly is called subject pronunciation. frequently the outcome of mishearing the proper pronunciation. Vowels, diphthongs, and consonants will be the main focus of pronunciation lessons. "A diphthong is the result of a glide from one vowel to another within a single syllable," claims Andrian Underhill (2008). This indicates that a diphthong is a combined movement from one vowel sound to another inside a single syllable of the word in question. Peter Roach (2009) defined two groups of diphthongs, namely centering and closing diphthongs. Centering diphthongs, end with a glide toward /ə/, it called by "centring" because /ə/ is a central vowel. For example: sure /uə/, clearing /iə/. Closing diphthongs end with a glide toward /i/ or / u/. The glide is toward a higher position in the mouth. For example: they /ei/, now /au/.

Types of Diphthongs

a. Diphthong [eɪ]

Diphthong [eɪ] is a front-front closing half diphthong. First, the tongue starts from the position for the vowel [e], a front vowel which is a little lower than the half close position. Then, the tongue moves in the direction of the vowel position of [ɪ], which is a little above the half close position, though it is not necessarily reached. The lips are spread, and gradually closing. Example: raid [reɪ d], pain [peɪ n], fail [feɪ l], tail [teɪ l].

b. Diphthong [oʊ]

Diphthong [oʊ] is a back-back closing half diphthong. For the beginning, some part of the tongue between the back and the center is raised to a point between half-close and half open position. Then, the tongue moves to a closer position in the direction of [ʊ], a back centralized vowel, which is a little above the half-close position. For example: code [koʊ d], coat [koʊ t], coast [koʊ st], tone [toʊ n].

c. Diphthong [aɪ]

Diphthong [aɪ] is a front-front closing full diphthong. First, the front of the tongue is very slightly raised for the first element of the diphthong [aɪ], which is a front vowel with a position in between [æ] and [a:]. Then, the tongue moves to a closer position as if to produce [i] vowel sound, though this position is normally not reached (aɪ become æ). The lips are apart and gradually closing. For example: mine [maɪ n], file [faɪ l], rice [raɪ s], lime [laɪ m].

d. Diphthong [aʊ]

Diphthong [aʊ] is a front-back closing full diphthong. First, the front part of the back (central part) of the tongue is slightly raised for the first element of the diphthong [aʊ]. This vowel is more backed than the first element of the diphthong [aɪ]. Then, the tongue moves in a direction of [ʊ], though it never reaches it ([aʊ] become [aɔ]). The lips start at the neutral position, and gradually rounded. For example: sow [saʊ], found [faʊ nd], foul [faʊ l], now [naʊ].

e. Diphthong [ɔɪ]

Diphthong [ɔɪ] is a back-front closing full diphthong. First, the back of the tongue is raised to a point midway between [ɔ] and [ɔ:]. Then the front tongue is gradually raised in the direction of [ɪ], though in practice, it is never reached; [ɔɪ] sounds more or less like [ɔe]. The lips are rounded for the first element of the diphthong and gradually spread. For example: soil [sɔɪ l], coil [kɔɪ l], point [pɔɪ nt], coin [kɔɪ n].

f. Diphthong [iə]

Diphthong [iə] is a high-front-centering diphthong. The tongue starts from the vowel [i], as found in the word “bill” or the second from the word, “sakil” (Javanese), and not from the closer [ɪ] vowel sound; then it glides away in the direction of the central vowel [ə]. The two lips are in neutral position during the vowel glide. (Ramelan, 1999:95) For example: here [hɪ ə], fear [fi ə], dear [di ə], beard [bi əd].

g. Diphthong [ɛə]

Diphthong [ɛə] is a low front-centering diphthong. The tongue starts from an open vowel position, slightly higher than the position for the English [æ] vowel sound as found in the word „man“; then it glides away in the direction of the central vowel [ə]. The lips are either spread or neutral during the glide. The lower jaw is clearly felt to be slightly moving upward. For example: hair [hɛə], pair [pɛə], bare [bɛə], rare [rɛə].

h. Diphthong [ʊə]

Diphthong [ʊə] is a high back centering diphthong. The tongue starts from the English vowel [ʊ] position such as found in the word “good”, and not from the closer [u:]; then, it glides away in the direction of the central vowel [ə]. The lips are rounded for the first element, and are then drawn back to neutral position during the glide. For example: sure [ʃʊ ə], tour [tʊ ə], cure [kjʊ ə], pure [pʊ ə].

i. Diphthong [ɔə]

Diphthong [ɔə] is a low back centering diphthong. The tongue starts from the English vowel [ɔ] such as found in the word “call”, and then moves in the direction of the central vowel

[ə]. The lips are slightly rounded for the first element and are then drawn back to neutral position. The jaws are slightly moving towards each other. This diphthong is now normally replaced by the pure vowel [ɔ:].

Theoretical Framework

English diphthongs are one of the key elements in effective communication. Mispronouncing a diphthong can have numerous meanings. In this case, the diphthong pronunciation errors happen in the students speaking. A diphthong is a kind of vowel sound with a special feature that is there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. (Ramelan 1999:81). Indonesian students may make diphthong pronunciation errors in deliberating glide from one vowel position to another vowel position. That means, students aimed to pronounce a diphthong, but finally they pronounce a vowel. For example, diphthong [eɪ] pronounced as pure vowels with inconsistent length become [e]. The other possibility is that the students mispronounced a diphthong that should only be in one syllable but is actually heard in two. This means that they spoke vowels with different syllables rather than a diphthong. For example, diphthong [aʊ] pronounced as [a] and [ʊ]. In this research, the researcher will identify what diphthongs that are mispronounced by the students. Then, the researcher will identify the students who make error in pronouncing diphthong.

METHODS

Research Design

In this research, the researcher used descriptive qualitative method. The objective in this research was to know errors in diphthong pronunciation committed by students at MA NW Teko. Descriptive qualitative technique is a post-positivist research strategy that used by the researcher as the main instrument to analyze the status of natural things rather than doing experiments (Casula et al., 2021).

To have the result of this research, the researcher conducted some procedures. The first, the researcher distributed test to the students of MA NW Teko. Then, the researcher collected the voice in record from the phone. The second, the researcher identified the errors of diphthongs pronunciation made by the students. The third, the researcher described and classified the data. The next, the researcher analyzed those errors to find out kinds of error made by students on diphthong pronunciation. The last, the researcher interpreted the data and concluded the result of the research. This research was conducted on 26 September 2023 at MA NW Teko in Pringgabaya, East Lombok. The researcher took 15 students to participate in

this research. Researchers was given three types of instruments, namely oral test, interview, and observation as data collection techniques.

Data Collection

Data and Instrument of the Study

Primary data and secondary data are the two types of research data. Primary data are the data that a researcher collects directly for a certain study project. Numerous methods, such as oral test, interviews, and observations will be use to gather primary data. Secondary data are information that has been examined by other researchers, and its goal is distinct from that of this research. Books, databases, polls, research papers, and other sources can all be used to gather secondary data. Secondary data is utilized to support the primary data in order to make the discussion of the primary data clear and to create a powerful argument.

The tools used to gather data for a study are referred to as research instruments (Siswantoro, 2010). The instrument used in this research were oral test, interview and observation. According to Demir (2022) oral test is a measurement tool used to gather information about research subjects' abilities. In this research, researcher will give them a short story called "Sangkuriang" in English, and they will read it in under 5 minutes as I record it. According to Zamanzadeh, Ghahramanian, and Valizadeh (2022), interviews are verbal question-and-answer activities to obtain information. The researcher conducted interviews with 15 students and distributed 5 questions about difficulties in pronouncing diphthongs. According to Drewal (2020), observation is using one or more of our senses (such as sight, hearing, touch, taste, or smell) to carefully and attentively examine or perceive something in order to learn more about it is known as observation. Researcher was conducted observations at MA NW Teko. The researcher was given a test in the form of 9 types of diphthongs which aims to find out which types of diphthongs students often make pronunciation errors.

Data Analysis

According to Moleong (2017:280-281), data analysis is essential in decision-making processes in various fields, including business, research, and statistics. The goal of data analysis was to extract useful information from raw data to make informed decisions. The three activities in interactive model analysis involved data collection, data reduction, data display, and conclusion drawing.

Data collection was undone after identifying the problem. The researcher was collected the data by interviewing students to know own students' perception and questionnaire as addition to gain more supporting data. All the recording data was collected and the researcher wrote the transcription of the recording from the transcription the researcher get data. At this

stage, the researcher identified student's pronunciation error in English diphthong. After the collection of the data, the researcher minimized the amount of data that needs to be stored in a data storage environment. The researcher was selected data obtained at the time of research student's pronunciation error in English diphthong, and then the data was divided and choose simply. At this stage, the researcher was developed a structur description of the information to draw conclusions and take action.

The presentation of data commonly used in this research in narrative text form. It was used to classify information about the student's pronunciation error in English diphthong then conclusions were presented in narrative text form. The researcher was analysis and describe the data by qualitative method. Lastly, the researcher draw conclusion and verify by looking for the meaning obtained from the object of this research. At this stage, the researcher drew conclusions from the data that has been previosly concluded the data, then matches the notes that has been made by the researcher at the time of the analysis.

Trustworthiness

All research requires standards for assessing the trustworthiness of research results. Reliability testing is a step to reduce errors in the process of obtaining research data, which obviously affects the validity of the final results of a study. These reliability checks are designed by the researcher to produce scientifically explainable and trustworthy data. Qualitative research was declared valid if it has a level of Credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSION

This research was conducted by the used of descriptive qualitative method. This section. The data were taken from several numbers of respondents. To maintain their anonymity, the respondents' initials were used instead of their real names when the researcher presented the instrument to a sample of students. Respondents were personally met during the data collection process, which is likely to boost the study's response rate. At MA NW Teko, East Lombok, on Tuesday, 26 September 2023, information was gathered using three different types of instruments with a total of 15 respondents. A sizable number of students who might be trustworthy were used as samples. There were 6 male respondents and 9 female respondents. As a result, the total number of respondents used as sample data are 15. To collect accurate data, the researcher distributed 3 types of instruments (oral test, interview, and observation) to respondents. The oral test given to students was to assess their fluency in reading short stories that emphasized diphthong words, interviews were given to students aimed at finding out

vocabulary that was difficult to pronounce in the short story that the researcher gave, and observation to find out pronunciation errors in general diphthong vocabulary.

The oral test aimed to test the fluency of the students by using the recording method in reading a given short story entitled "Sangkuriang". The story consisted of four paragraphs, and the researcher evaluated the fluency of the students on each paragraph. The researcher used a mark of "Fluent (F)" for the students that read the story fluently and "Not Fluent (NF)" for those who read the story not fluently, the following are the results: The results of the analysis showed that from the total of 15 respondents it was found that they were more often not fluent in reading the short story given on the third and fourth paragraph. Based on the results of research on the short story "Sangkuriang" from a total of 15 participants. Researchers concluded that the total score of students who read fluent was 34 times, while 26 times read not fluent.

The interview section aimed to find out students' difficulties in pronouncing vocabulary that focuses on diphthong vocabulary in each paragraph of the short story that the researcher provided. From the results of the interview, the researcher concluded that there are still many of them who are still confused about vocabulary that includes diphthong vocabulary even though the researcher has explained and demonstrated it so that students tend to focus on vocabulary that they think is difficult to pronounce, not on vocabulary that contains diphthong. However, from the results above the researcher can conclude that each student has a different level of understanding. And researchers also analyzed the words that were most difficult for them to pronounce, namely the words that appeared most often in the table above.

In the first paragraph, the average student has difficulty in saying the following vocabulary of "**suddenly** 8 times, **prayed** 7 times, **quilt** 7 times, **quilting** 3 times, **lived** 2 times, **ago** 1 time, **beautiful** 1 time, and **picks** 1 time". On the second paragraph, the average student has difficulty in pronouncing the following vocabulary: "**married** 4 times, **blamed** 4 times, **hunting** 2 times, **failure** 6 times, **named** 2 times, **forest** 1 time, **killed** 3 times, **called** 1 time, **birth** 2 times, **away** 1 time, **baby** 2 times, **gave** 1 time, and **knew** 1 time", and in the third paragraph the average student had difficulty in saying the following vocabulary: "**forced** 11 times, **forest** 2 times, **accepted** 3 times, **recognized** 3 times, **found** 2 times, **could** 3 times, **without** 2 times, **knowing** 1 time, **beautiful** 1 time, 1 time, and **inside** 1 time", and in the last paragraph the average student had difficulty in pronouncing the vocabulary as follows: "**build** 5 times, **grains** 5 times, **asked** 4 times, **nearly** 4 times, **boat** 3 times, **spirits** 2 times, **turned** 2 times, **dawn** 1 time, **finished** 1 time, called 1 time, **agreed** 1 time, and **fake** 1 time".

Moreover, the observation section aimed to find out students' difficulties in pronouncing vocabulary on 5 types of diphthongs that are commonly found at high school and equivalent levels, and the researcher provides 2 vocabularies for each diphthong. In this observation instrument, the researcher used a method of testing students' diphthong pronunciation with indicators of 5 types of diphthongs including "eɪ, oʊ, aɪ, aʊ, and ɔɪ" which are commonly found at high school and equivalent levels and the researcher provided 2 vocabulary words for each diphthong. In the diphthong "eɪ" the researcher uses the words "**raid** and **pain**", in the diphthong "oʊ" uses the words "**code** and **coast**", in the diphthong "aɪ" uses the words "**time** and **mine**", in the diphthong "aʊ" uses the words "**found** and **now**", and in the diphthong "ɔɪ" using the words "**soil** and **point**". Based on the results of observations made by researchers, the following data were obtained: For the diphthong type "eɪ" in the word "**raid**" out of 15 respondents, 9 students said it correctly and 6 students said it incorrectly, and for the word "**pain**" out of 15 respondents, 11 students said it correctly and 4 students said it wrong. For the diphthong type "oʊ" in the word "**code**" out of 15 respondents, 9 students said it correctly and 6 students said it incorrectly, and for the word "**coast**" out of 15 respondents, 1 student said it correctly and 14 students said it incorrectly. In the diphthong type "aɪ" in the word "**time**" all students pronounce it correctly, and in the word "**mine**" 12 students pronounce it correctly and 3 students pronounce it incorrectly. For the diphthong type "aʊ" in the word "**found**" 10 students said it correctly and 5 students said it wrongly, and for the word "**now**" 13 students said it correctly and 2 students said it wrongly. In the diphthong type "ɔɪ" in the words "**soil** and **point**" all students pronounce it correctly. Based on the explanation of the observation results above, the researcher concluded that of the 15 respondents the vocabulary that was most difficult for students to pronounce was the word "**coast** in the diphthong oʊ" because according to the data in the table and the explanation above the word "**coast**" was most often pronounced incorrectly.

To sum up, based on the research's result, the pronunciation of the diphthongs words was not really difficult, it was seen from the number of respondents who correctly pronounced the words given compared to those who incorrectly pronounced the words. Further, from the three instruments of the research, it could be concluded that the students or respondents were not really faced a problem of pronouncing the word of diphthongs but not really fluent either. It could be said that the problem and the success to pronounce the diphthong words tend to be the same.

CONCLUSION

After analyzing the results and discussion, the researcher concluded that of the three instruments that the researcher administered, the twelve grade students of MA NW Teko still got confused in understanding the vocabulary included in the diphthong even though the researcher had explained it to them and given examples. They were able to understand the purpose and how to answer the three instruments that the researcher gave.

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