

**ERROR ANALYSIS ON STUDENTS' DIPHTHONGS
PRONOUNCIATION AT ENGLISH DEPARTMENT IN IAIN
PALOPO**

A Thesis

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of the State Islamic Institute of Palopo in Paticial Fulfillment of Requirement for
Degree of Sarjana Pendidikan (S.Pd.) in English Study Program*



By,
GITA FADILLAH
13.16.3.0134

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF (IAIN) PALOPO
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**By,
GITA FADILLAH
13.16.3.0134**

**Supervised By:
1. Madehang, S.Ag, M, Ag
2. Muhammad Iksan, M.Pd**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF (IAIN) PALOPO
2020**

THESIS APPROVAL

This thesis entitled "Error Analysis on Student's Diphthongs Pronunciation at English Department in IAIN Palopo ", which is composed by **Gita Fadillah**, Reg. Number 13.16.3.0134, S1 English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in munaqasyah session which is carried out on **Saturday, December 19th 2020 M**, coincided with **Jumadil Awal 4th 1442 H**, it is authorized and acceptable as partial fulfillment of requirement for undergraduate degree in English language teaching.

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COMMITTEE OF EXAMINATION

- | | | |
|---------------------------------------|---------------|---|
| 1. Muhammad Iksan, M.Pd. | Chairman | () |
| 2. Amaliya Yahya, SE., M.Hum. | Examiner I | () |
| 3. Dr. Magfirah Thayyib, S.S., M.Hum. | Examiner II | () |
| 4. H.Madehang, S.Ag., M.Pd. | Consultant I | () |
| 5. Muhammad Iksan, M.Pd. | Consultant II | () |

Approved by;

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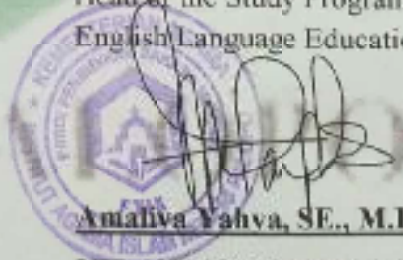
pp. The Dean of Tarbiyah and
Teacher Training Faculty



Dr. Nurdin K.M.Pd

NIP.19681231 1999903 1 014

Head of the Study Program
English Language Education



Amaliya Yahya, SE., M.Hum

NIP.19771013 200501 2 006

PRONOUNCEMENT

I have been signature below :

Name :Gita Fadillah
Reg. Number : 13.16.3.0134
Study Program : English Language Education
Faculty : Tarbiyah and Teachers Training

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Gita Fadilah
13.16.3.0134

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ENGLISH DEPARTMENT IN IAIN PALOPO”.

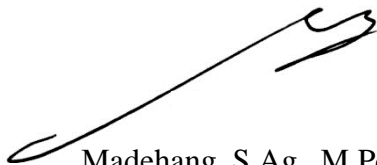
Written By:

Name : Gita Fadillah
Reg. number : 13.16.3.0134
Faculty : Tarbiyah and Teacher Training
Study program : English Department

Has been corrected and approved to be examined.

Palopo, 14th December 2020

Consultant I



Madehang, S.Ag., M.Pd
NIP. 19720611 200003 1 001

Consultant II



Muhammad Iksan, M.Pd
NIP. 19860327 201801 1 001

NOTA DINAS PEMBIMBING

Palopo, 14 Desember 2020

Perihal : Skripsi

Lampiran : -

Kepada**Yth, Ketua Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo****Di-****Palopo***AssalamuAlaikumWr.Wb.*

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Gita Fadillah

NIM : 13.16.3.0134

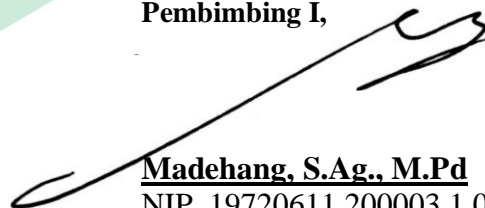
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Menyatakan bahwa skripsi tersebut, sudah layak untuk di ujikan.

Demikian untuk proses selanjutnya.

*WassalamuAlaikumWr.Wb.***Pembimbing I,****Madehang, S.Ag., M.Pd**

NIP. 19720611 200003 1 001

NOTA DINAS PEMBIMBING

Palopo, 14 Desember 2020

Perihal : Skripsi

Lampiran : -

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Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Gita Fadillah

NIM : 13.16.3.0134

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Bahasa Inggris

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Demikian untuk proses selanjutnya.

*WassalamuAlaikumWr. Wb.***Pembimbing II****Muhammad Iksan, M.Pd**

NIP. 19860327 201801 1 001

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3. Amalia Yahya , S.E.,M.Hum, head of English Study Program
4. Madehang, S.Ag., M.Pd as the first consultant and Muhammad Iksan M.Pd, as the second consultant, who has given the researcher guidance, assist, explanation, advises, suggestion and correction to the improvement of this thesis until finish.
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Palopo, December 10th 2020



The Researcher

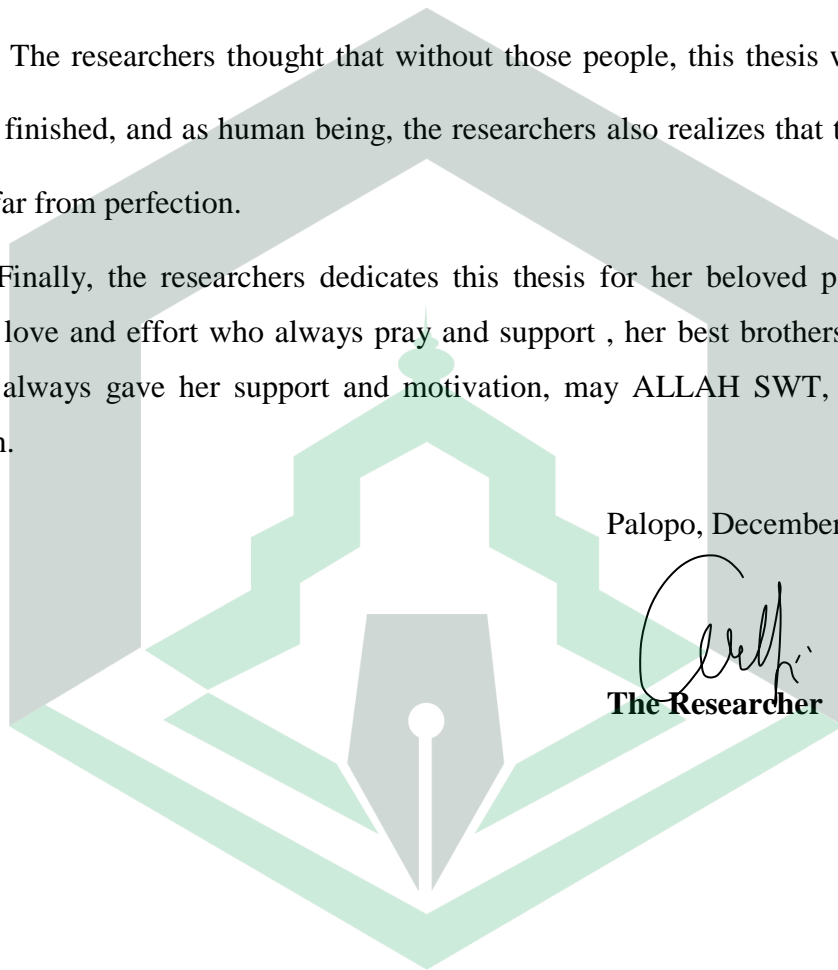


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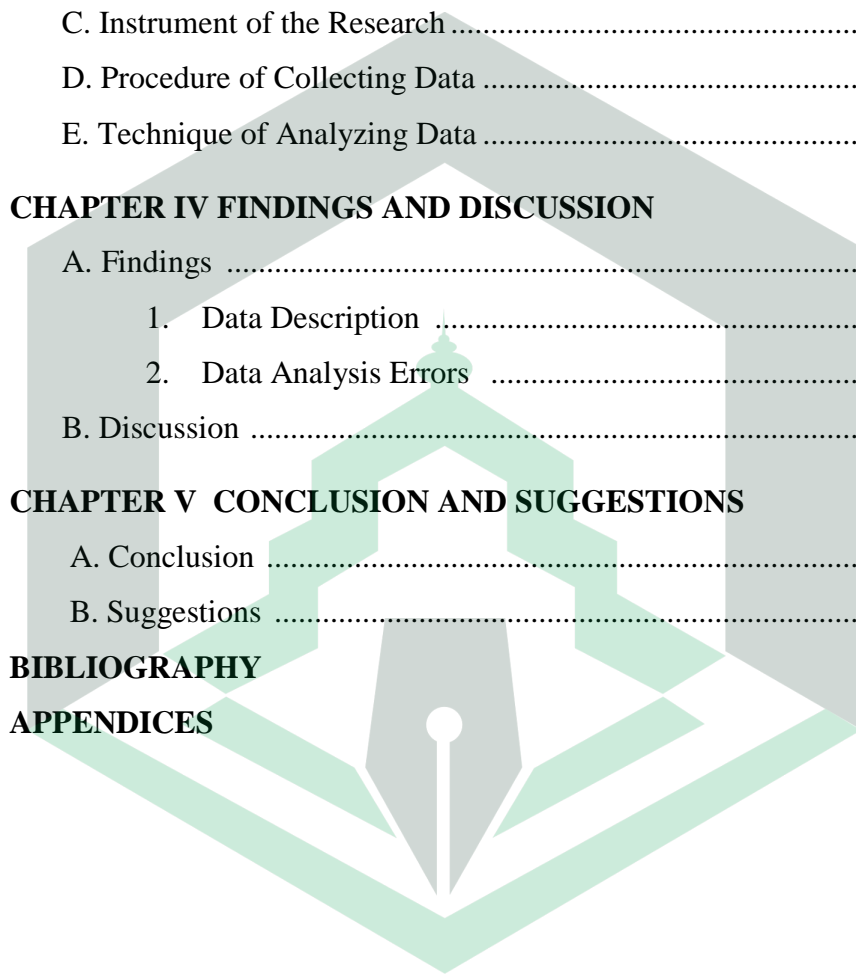
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ABSTRACT

Gita Fadillah, 2020. Error Analysis on Students' Diphthongs Pronunciation at English Department in IAIN Palopo. Supervised by: (1) Madehang , S.Ag .,M.Pd (2) Muhammad Iksan , M.Pd

This thesis concerns about Error Analysis on Student's Diphthongs Pronunciation on at English Department in IAIN Palopo. The problem statement of this research is what kinds of errors commonly committed by English Department student's in pronouncing diphthong in IAIN Palopo? The objective of this research was to find out the kinds of errors commonly committend by English Department in pronouncing diphthongs in IAIN Palopo. This research was designed in quantentative research. The subject of the research are the third year students in English department of IAIN Palopo. The data were collected oral test and recording.

The errors in pronouncing English diphthongs were assumed to be affected by many factors. The factor was the habit of the students in pronouncing the word that contains of diphthongs. The habit could be from imitating, mishearing, and mispronouncing. The students mispronounced the diphthong /eɪ/, /aɪ/ and /ɔɪ/. Finally , of the three diphthongs the researcher concluded that score of error comitted by students at IAIN Palopo.

The researcher found most of students made error in pronounce diphthong /eɪ/ with frequency 34 errors . The second level of error was /aɪ / with 13 errors. The last is diphthong /ɔɪ / with 10 errors It seem that the students still not approprite on use diphthong pronunciation correctly. Based on the data about students' pronunciation, it showed the students face the difficulties in pronounced the diphthong words.

Keywords: *Error Analysis, Diphthong, Pronunciation*

CHAPTER I

INTRODUCTION

A. Background

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.¹ 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.² So some students sometimes got misunderstanding when they have conversations with their friends even with their teacher.

¹Novalina And Fiber Yun, *An Analysis Of Pronunciation Errors Made By The Fourth Semester Students Of English Education Study Program At Unika. Journal Suluh Pendidikan FKIP-UHN, 2016 Vol 3. P, 40-53.*

²Novarita (2017).*The Students' Ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course SimpangOkus.International Journal of English Language and Teaching, Vol. 1.*

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.”³ From learn diphthongs students can produce speaking in a good way so they can build a topic for conversation in their daily life activity.

Based on researcher pre observation on the speaking class and interview at the fifth semester students class c of English Department at IAIN Palopo, more than 70% percent of them are wrong to pronounce some words such as in pronouncing word “eight” they pronounce it /eigh/, /eich/, /et/. It should be /eɪt/. Next word “engineer” they pronounce it /enginer/, it should be /,ɛn.dʒɪˈnɪə(r)/. And then word “though” they pronounce it /taugh/, /dough/. It should be /ðəʊ/. They said that pronunciation is very difficult to learn and to be mastering. Some of the students find the difficulties how to differentiate the words are written and pronounced.⁴ It is because, they did not learn specifically about diphthong pronunciation in class. So, it is normal if the students are confuse when they found or use diphthong pronounce.

³Jones. Diphthong. Retrieved from <http://diphthong.com>. 2006.

⁴Interview doing by researcher at Tuesday 10 September 2019 to the students in fifth semester in IAIN Palopo.

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 pronounce, the researcher tries to know kinds of error and their frequency.

Based on the background previously, the researcher interested in analyzing the kinds of errors on diphthong pronunciation made by English students , with under title: ***“Error Analysis On Students’ Diphthong Pronunciation At English Department In IAIN Palopo”***

B. Problem Statement

Based on the observation previously, the researcher formulated the problem statement of this reseach is *“What kinds of errors commonly committed by English Department students’ in pronouncing diphthong in IAIN Palopo?”*

C. Objective of The Study

Related to the problem statement, the objective of this research is : to find out the kinds of errors commonly committed by English Department in pronouncing diphthongs in IAIN Palopo.

D. Significances of The Study

1. Theoritically

The purpose of this research find out kinds of students' error commonly made by English students on diphthong pronunciation in IAIN Palopo.

2. Practically

The researcher hopes this research can help students improve their pronunciation skills, and suggest that they should be given a lot of training and practice with regard to pronunciation so that they can acquire the habit of using the correct pronunciation of English words.

E. Scope of the Research

This research focuses on analyzing students' errors in English diphthongs pronunciation, particularly vowel sounds especially /eɪ/, /aɪ/ and /ɔɪ/. Considering every aspect that can be useful for learners who learn English.

F. Definition of Term

1. Pronunciation refers to the production of sounds that we use to make meaning.

2. Diphthong is a kind of vowel sound with a special characteristic there is a deliberate slide that is carried out from one vowel position to another, and which is generated in one syllable.⁵
3. Error Analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, where as for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.⁶



⁵Ramelan. *English Phonetics*. Semarang: CV. IKIP Semarang Press. 1999.

⁶Sunardi Hasyim, *Error Analysis In The Teaching Of English*. Universitas Kristen Petra 2002. p.42. ([Http://Puslit.Petra.Ac.Id/Journals/Letters/](http://Puslit.Petra.Ac.Id/Journals/Letters/)).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In writing this thesis, the researcher found several researchers who related to this research in analysis error, they are:

The first is Abd.Gafur wrote research in 2008 about ***“Error Analysis on Students’ Speaking Performance (A case study at second year students of SMK Permata 2 Bogor)”***. This research was taken by using qualitative. The researchers found Students’ speaking activity majority conducted to practice in the classroom in pronouncing the words to minimize the errors on students’ pronunciation. However, based on the research there is error on students’ pronunciation at segmental phonemes at final consonant due to the students’ did not know the correct transcription and lack of practice pronouncing words.⁷ It show that students made errors on pronunciation on segmentals phonems.

The second is Nurwahida wrote research in 2019 about ***“Realization Students’ In Diphthong Pronounced at the Third Year of Iain Palopo”***. This research was taken by using qualitative descriptive research.⁸The researchers found students mispronounced the diphthong by pronouncing diphthong in certain vowels. Based on the result, Nurwahida found all students who can pronounce all monosyllabic English words of each diphthong appropriate with the intended pronunciation. It show that student still have difficulties in pronounce diphthong in certain vowel. In this research only focus to realization students in pronounced diphthong not to the errors.

⁷Gafur Abd. 2008. *Error Analysis on Students’ Speaking Performance (A case study at second year students of SMK Permata 2 Bogor)* . (<http://repository.uinjkt.ac.id/>).

⁸Nurwahida. 2020. *Realization Students’ In Diphthong Pronounced At The Third Year Of Iain Palopo*. Palopo: Perpustakaan IAIN Palopo.

The third is Ninik Suryatiningsih wrote journal in 2015 about “*A Study on Students’ Ability in Pronouncing Diphthongs at Stkip Pgri Pasuruan*”. This research was taken by using descriptive qualitative.⁹ The researcher found that the difficult diphthong was pronounce by the students is diphthong /oU/. And for the easist diphthong was pronounce by them is diphthong /aU/.Based on the journal, the researchers found that all of the students have difficulties in pronouncing diphthongs. The data showed that their ability in pronouncing English diphthongs was in “fair” category. This research only focus on a students abilities.

Based on the previous research above, in this research have same focus on speaking pronunciation specially in diphthong. The differences are in this research will focus to analysis student’s diphthong pronunciation error. So, it will make specific limitation, to not to far for discuss errors in the all of parts of pronounce. And for instrument in this research will use Oral test , it use to analysis diphtong pronunciation errors made by students at IAIN Palopo as participant. So, it make this research more specific to find errors that students made in diphthong pronunciation.

B. The Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is a way of pronouncing a particular language or word or sound by the Oxford Advanced Learner's Dictionary. The second meaning is the way a particular person pronounces the words of a language. Pronunciation is an important part of speaking (spoken communication); it involves making the correct sound of a particular language as well as how the sounds are put together in the flow of speech (not just in isolated words). An important

⁹Suryatiningsih Ninik. 2015. *A Study on Students’ Ability In Pronouncing Diphthongs At Stkip Pgri Pasuruan*. ([Http://journal.umpo.ac.id](http://journal.umpo.ac.id)).

part of pronunciation that can be understood in English also involves understanding how to emphasize words correctly and how to use intonation correctly.

Moreover, based on Dalton and Seidholfer in their pronunciation books, they state that pronunciation in general is a significant sound production in two senses. The first sense speaks of pronunciation as the production and reception of sound speech. Then the second is to talk about pronunciation with reference to the act of speaking.¹⁰In simple terms we can define pronunciation as part of speaking skills related to how to make the correct sound to achieve meaning in the context of use.

Odden said phonology is one of the core fields that composed the discipline of linguistics, which is defined as the scientific study of language structure. In other words, phonology is the study of sound structure in language.¹¹

Kreidler claims said phonology is concerned with the way speech sounds are organized into a system, the sound system of a specific language.¹²It means that phonology relates the physical facts of speech to other linguistic knowledge which speakers possess, knowledge of vocabulary and grammar.

Odden stated that there are other ways to analyze sound such as in terms of pronouncing some of the articulator arrangements namely the lips, tongue and other organs of the vocal tract that are needed to produce a particular speech sound.¹³With the correct position of the articulator, the shape of the voice channel can be changed, and therefore the sound coming out of the voice channel can be changed.

¹⁰Dalton, Christiane and Barbara Seidlhofer. (1994). *Pronunciation*. Oxford: Oxford University Press.

¹¹Odden, David. 2005. *Introducing Phonology*. Cambridge: Cambridge University Press.

¹²Kreidler, Charles W. 2004. *The Pronunciation of English*. Oxford: Blackwell Publishing.

¹³Odden, David. 2005. *Introducing Phonology*. Cambridge: Cambridge University Press.

2. Aspects of Pronunciation

Pronunciation has two main features; there are segmental and super segmental features.¹⁴ Segmental feature includes phoneme that consist of vowel and consonant. In addition, super segmental includes stressing and intonation.

a) Segmental.

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

1. Vowels

Vowels are voiced sounds produced when there is vibration in vocal cords.¹⁵ Vowel sounds may be single (like /e/ in / get/), or combination vowels, it involve a movement from one vowel to another (like /ei / in /make/). This combination is known as diphthongs

English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth. Manner of articulations are defined as front and back and shape of the mouth are defined as open and close.

2. Consonants

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

b) Supra Segmental

Based on Nasr supra-segmental phonemes are classified into seven classes; they are stress, intonation, pause, juncture, rhythm, pitch and length.¹⁶

¹⁴Roach, Peter, *English Phonetic and Phonology: A Practical Course (3rd Edition)*, Cambridge University Press, 2000, p. 2

¹⁵Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 5

1. Stress

The definition of the stress in English is the strength of voice placed on a particular syllable as in 'particular' as on particular word or words.¹⁷ Stress can fall on the first, middle or last syllables of words. English employs a four ways differentiation among level of stress.

2. Intonation

Intonation is the changes in the music of the voice while producing speech.¹⁸ It fundamental part of the way we express our own thoughts and it enables us to understand those to others Pause. Pause is the silent between parts of an utterance.

3. Juncture

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

4. Rhythm

Rhythm is the beat of language. It is the stress-time.¹⁹ There is tendency in English for the strong beats fall on nouns, verbs, adjectives, and adverbs and the weak beats to fall on prepositions, articles, and pronouns.

5. Pitch

Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word). For example, in Chinese there are four levels of sounds that can differentiate meaning.

¹⁶Raja, Nasr T, *The Essentials of Linguistic science*, London : 1978 P.32

¹⁷Earl W. Stefick. *A Workbook in Language Teaching With Special Reference to English as a Foreign Language*, (New York: Abidong Press, 1963), p. 44-45

¹⁸Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 86

¹⁹Ken Worthy, Joanne. *Teaching English Pronunciation*. (London: Longman, 1978), p. 10

6. Length

Length is the long or short a phoneme should be pronounced.

c). There is the voice quality strand.

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

3. Factors That Affect the Pronunciation

Many students have difficulty in pronunciation of the English Language, most likely to many factors and specific effects that many students became difficult in pronunciation. There are several factors and the effect on student learning pronunciation is among them.

According to Joanne Kenworthy, factors that affect pronunciation learning there are²⁰

1. The native language: the more differences native language, the more difficulties the learner will learn English pronunciation. People from many different language background can and do will get a near-native pronunciation in English and to deny the role of other factors.
2. The age factor: many cases of adult who learn to speak a second language fluently, but still maintain a foreign accent, even when they lived in the foreign country for many years.
3. Amount of exposure: amount of exposure to English the learner receives the pronunciation skill. If the learner is surrounded by English this should affect pronunciation skill. But when learner is not living in an English-speaking environment then there is no advantage.
4. Phonetic ability: one study has indicated that those with good phonetic abilities benefit from pronunciation exercise, tasks in which particular sounds are heard and the learner has to imitate again and again.

²⁰. Ken Worthy, Joanne, *Teaching English Pronunciation*. New York Longman Group, 2002. P.4-8

5. Attitude and identity: it has been claimed that factors such as a person's sense of identity and feelings of group affiliation (branch) are strong determiners of the acquisition of accurate pronunciation of a foreign language.

6. Motivation and concern for good pronunciation: if people do not care about particular task or don't see the value of it, they won't be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty or misunderstanding for the listener.

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

C. The Concept of Diphtong

1. Definition of Diphtong

Diphtong is a combination of two vowel sounds or a vowel, such as the sound /aɪ/ in the pipe /paɪp/ or the letter our which the Oxford Advanced Learner's Dictionary has doubted. The origin of diphtong comes from the Greek word, diphtong. Diphtong comes from two words, di and phthong. Di means 'twice', and phthongs means 'sound, sound'. Diphtong is a kind of vowel sound with special characteristics.

A diphtong is defined by Jones a sound made by gliding from one vowel to another, represented phonetically by sequence of two letters (pronunciation 22). A sound realized as a diphtong marks a change from one vowel quality to another, and the limits of the change are roughly indicated by the two vowel symbols (O'Connor, Phonetics 155).²¹

Otherwise, Roach claims the important thing to remember about all the diphtongs is that the first part is much longer and stronger than the second part. It means that foreign learners

²¹ Anonymous, *English Diphtongs*. Retrievet on 18th May 2019 from [Http://www.languagebits.com/phonetics-english/english-diphtongs/](http://www.languagebits.com/phonetics-english/english-diphtongs/)

must always remember that the last part of English diphthongs must not be made too strongly.

It can be concluded that diphthongs are a combination of vowels which consist of movement from one vowel to another and must be pronounced strongly. It is not easy to pronounce the words containing the diphthongs, because a diphthong consists of two vowels. When we produce it we have to change our lips from one shape to another. During the production of a diphthong, our articulators glide from the position of the first vowel to the position of the second. For example, when pronouncing /eɪ/ as in *vein*, our articulators glide from the vowel /e/ to the vowel /ɪ/.

2. Kinds of Diphthongs

English diphthongs are divided into two types. The diphthong is the closing diphthong for English and the diphthong for English centering. The English closing diphthong is a diphthong where the second vowel is closer than the first. English closing diphthongs consist of /eɪ/, /oʊ/, /aɪ/, /aʊ/, and /ɔɪ/. English centering diphthong is a diphthong in which the second vowel is more central than the first. English centralized diphthongs consist of /ɪə/, /ɛə/, and /ʊə/.

a. Diphthong /eɪ/

The diphthong /eɪ/ is the front cover diphthong. First, the tongue starts from the /e/ vowel position, the front vowel which is slightly lower than the half-closed position. Then, the tongue moves towards the vowel 16 positions /ɪ/, which is slightly above the half-closed position, although not always achieved lips opened, and gradually closed.

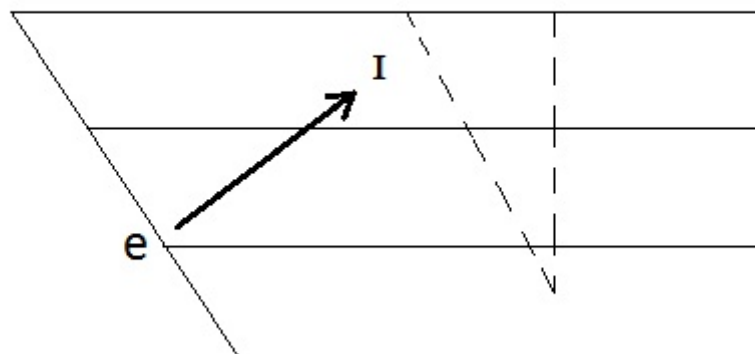


Figure 2: Diphthong /eɪ/

Example:

raid /reɪd/ remain /rɪ'meɪn/

pain /peɪn/ rain /reɪn/

fail /feɪl/ stay /steɪ/

tail /teɪl/ sale /seɪl/

b. Diphthong /əʊ/

Diphthong /əʊ/ is a diphthong that covers the half back. For starters, some of the tongue among the back and the middle is raised to a point among the half-closed and half-open positions. Then, the tongue moves closer to the /ʊ/, dorsal centered vowel, which is slightly above the half-closed position.



Figure 3: Diphthong /əʊ/

For example:

Told /təʊld/ propose /prə'pəʊz/

Flow /fləʊ/ toast /təʊst/

Loaf /ləʊf/ coast /kəʊst/

October /ɒk'təʊ.bə r / boat /bəʊt/

c. Diphthong /aɪ/

Diphthong /aɪ/ is the front cover diphthong. First, the front tongue is slightly raised for the first element diphthong /aɪ/, which are a front vowel with a position between /æ/ and /a:/. Then the tongue moves closer to that position as if it were going to produce a /ɪ/ vowel sound, although usually this position is not reached (aɪ becomes æ). Lips open and slowly close.

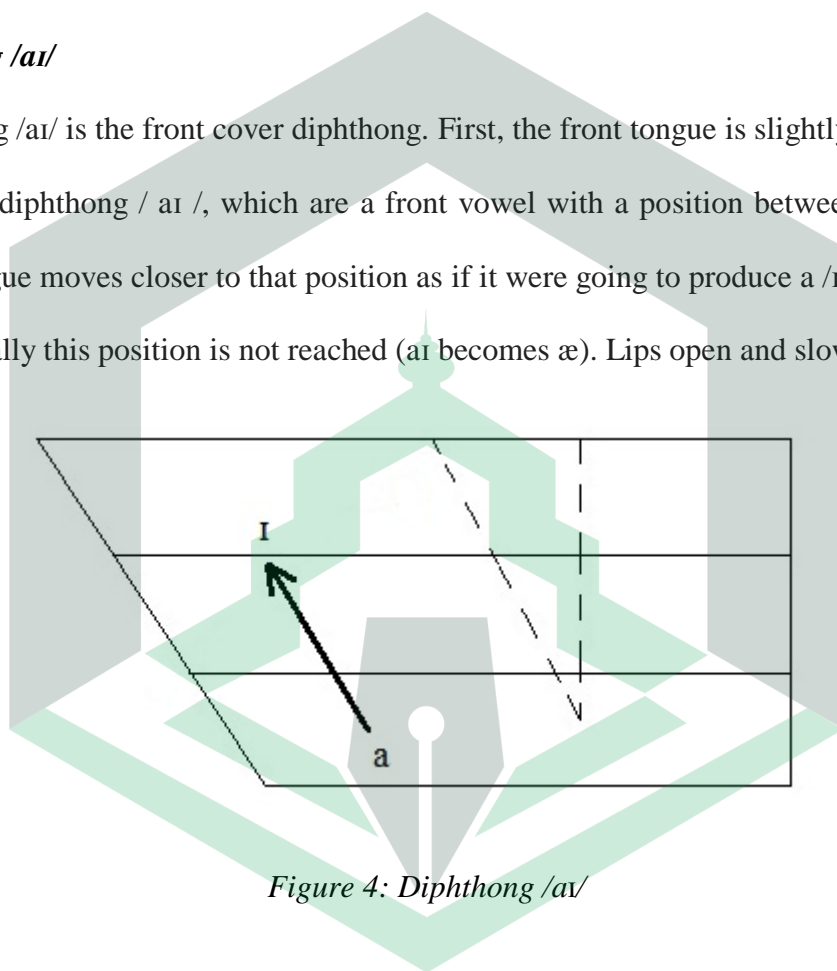


Figure 4: Diphthong /aɪ/

For example:

mine /maɪn/ twine /twaɪn/

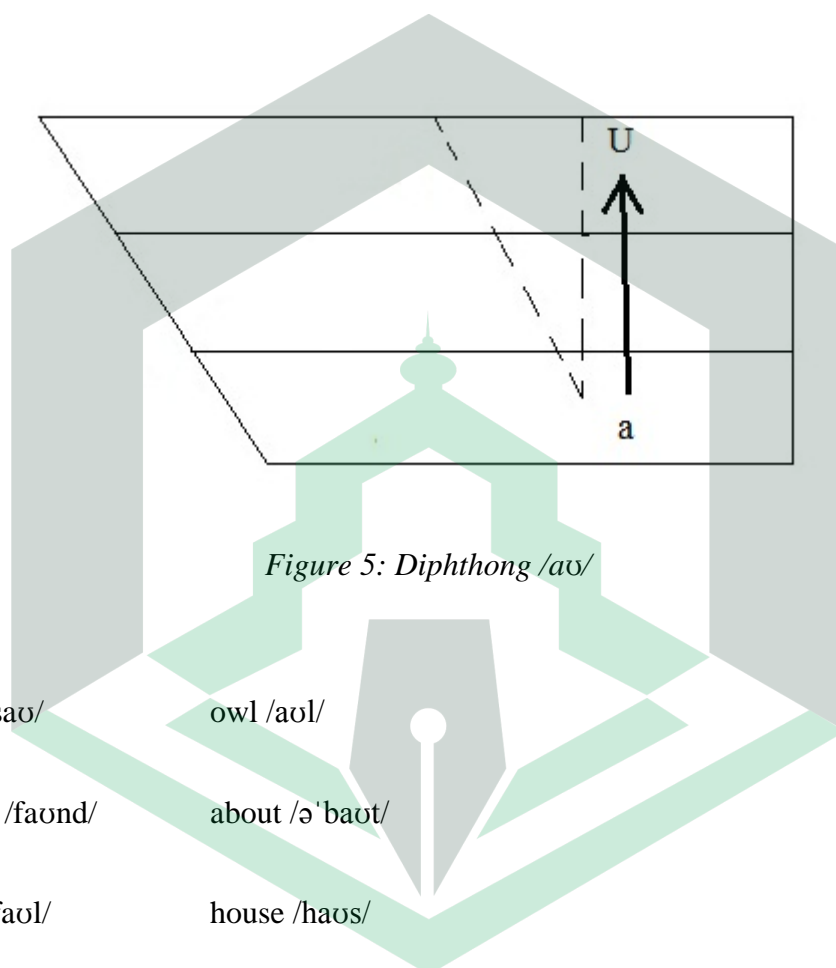
file /faɪl/ height /haɪt/

rice /raɪ/ pride /praɪd/

lime /laɪm/ sight /saɪt/

d. Diphthong /aʊ/

The diphthong /aʊ/ is a full front rear cover diphthong. First, the front and back (middle) of the tongue is slightly raised for the first element of diphthong /aʊ/. This vowel is more supported than the first element diphthong /aɪ/. Then, the tongue moves towards /ʊ/, even though it never reaches /aʊ/ becomes /aʊ/. Lips start from a neutral position, and slowly round up.



e. Diphthong /ɔɪ/

The diphthong /ɔɪ/ is the full diphthong of the rear-front cover. First, the back of the tongue is raised to the midpoint among /ɔ/ and /ɔɪ/. Then the front tongue is gradually raised

in the direction of /ɪ/, although in practice it is never reached; /ɔɪ/ sounds more or less like /me/. The lips are rounded for the first element of the diphthong and gradually spread out.

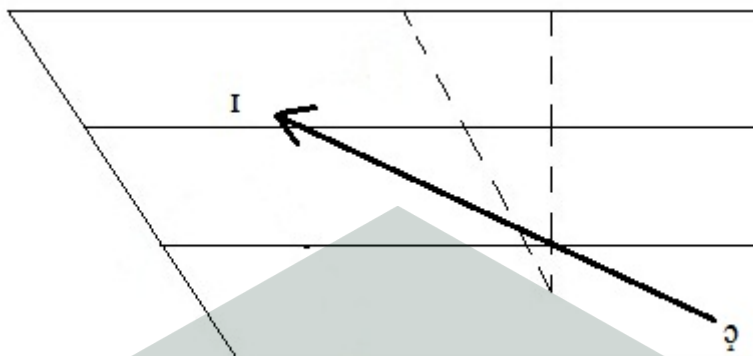


Figure 6: Diphthong /ɔɪ/

For example:

soil /sɔɪ/	employ /ɪm'plɔɪ/
coil /kɔɪl/	avoid /ə'vɔɪd/
point /pɔɪnt/	lawyer /'lɔɪ.ə r /
coin /kɔɪn/	spoil /spɔɪl/

f. Diphthong /ɪə/

Diphthong /ɪə/ is a diphthong that is centered in front of the high. The tongue starts with the vowel /ɪ/, as found in bill or the second of the word skill (Javanese), and not from the close sound /i/ vowel sound then it slides toward the middle vowel /ə/. Both lips are in a neutral position as long as the vocals slide.

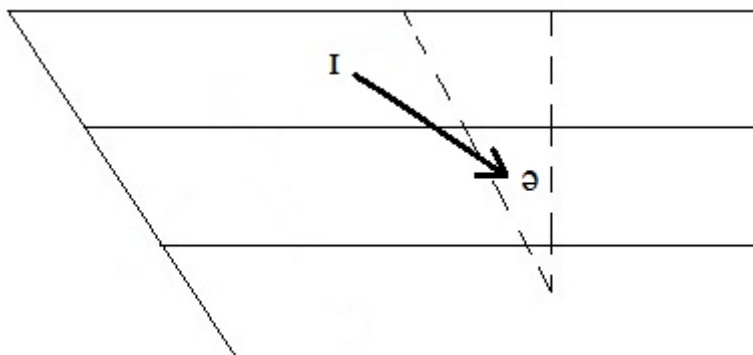


Figure 7: Diphthong /ɪə/

For example:

here /hɪə/ clear /klɪə r /

fear /fɪə/ ear /ɪə r /

dear /dɪə/ tear /teə r /

beard /bɪəd/ near /nɪə r /

g. Diphthong /ɛə/

The diphthong /ɛə/ is a low front centered diphthong. The tongue starts from the open vowel position, slightly higher than the /æ/ sound position found in the word man then it slides toward the middle vowel /ə/. The lips will be open or neutral during slide. The lower jaw clearly feels slightly upward.

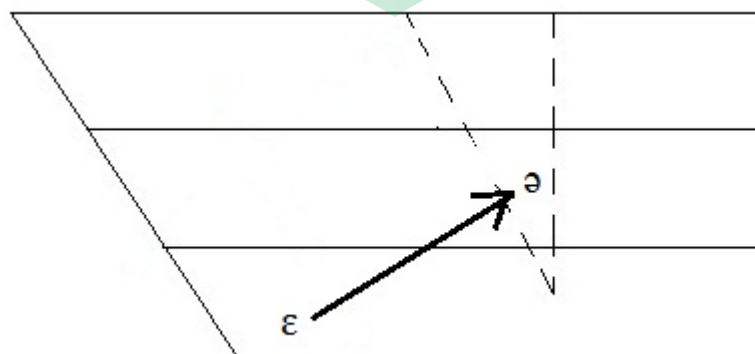


Figure 8: Diphthong /ɛə/

For example:

hair /hɛə/ there /ðɛə r /

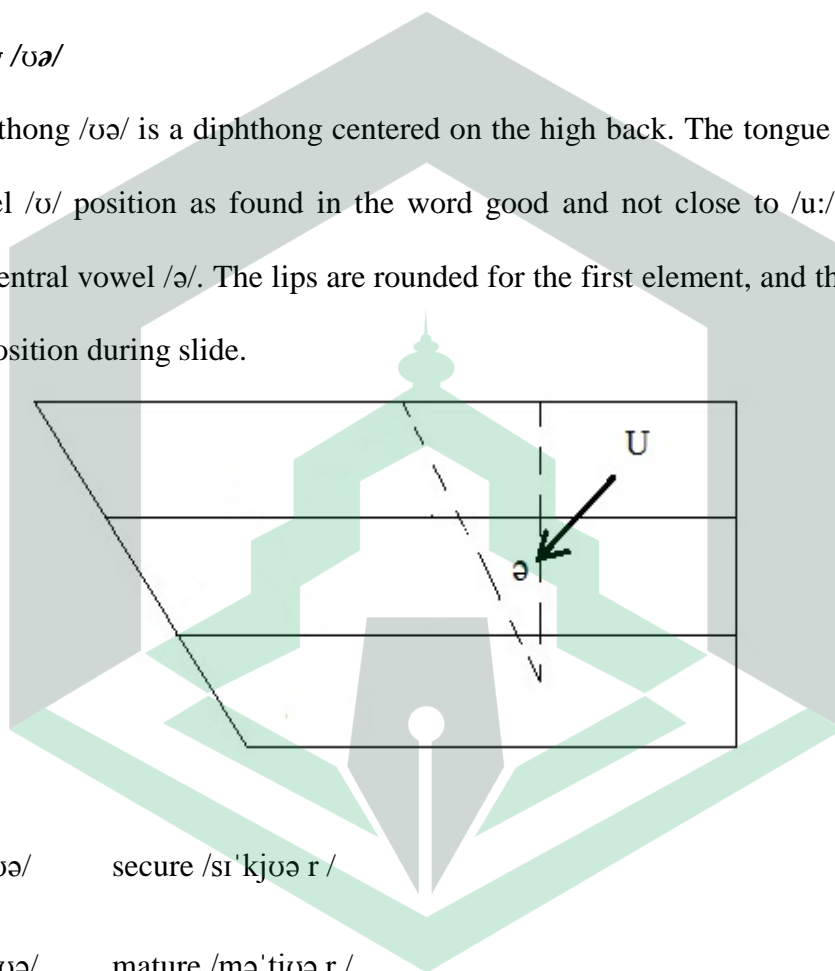
pair /pɛə/ square /skweə r /

bare /bɛə/ stairs /steə r /

rare /rɛə/ prepare /prɪ'peə r /

h. Diphthong /ʊə/

The diphthong /ʊə/ is a diphthong centered on the high back. The tongue starts from the English vowel /ʊ/ position as found in the word good and not close to /u:/ then, it slides towards the central vowel /ə/. The lips are rounded for the first element, and then pulled back to a neutral position during slide.



For example

sure /ʊə/ secure /sɪ'kjʊə r /

tour /tʊə/ mature /mə'tjʊə r /

cure /kjʊə/ europe /'jʊə.rəp/

pure /pʊə/ manicure /'mæn.ɪ.kjʊə r /²²

²²Mustikareni Dyah. *Error Analysis on English Diphthongs Pronounced by The Students of SMA Negeri 1 Comal and SMANegeri 1 Banjarnegara in English Debate on "Relax" TVProgram of TVRI, A thesis* (Semarang: UNNES 2013), p. 15-23

D. The Concept of Error Analysis

1. Definition of Error Analysis

Error is usually compare with mistake. It is important to make a distinction between error and mistake, cause they are have different meaning. According to Dulay Error is actually the flawed side of learner speech or writing.²³ But in learning English as second language students not only make an error but they are also make a mistake. Mistake is an understanding of something that is not correct, its happen because they made uncorrect answer in learning process.

Like Brown states that “it is crucial to make a different definition between *mistakes* and *errors*, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or a “slip,” in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations.²⁴ So, it can conclude that students who study English as second language more often make an error than mistake.

Error analysis is a branch applied linguistics. Carl state that error analysis is a work procedure that can be used by experts and language teachers, which covers by collecting sampling, identifying the errors in sample, the explanation from the errors, classifying the errors based on the caused, and evaluated or ranking based on the seriousness of that errors.²⁵ According Strevens hypothesis that the error student commit shouldn't be viewed as a problem to be overcome, but rather as normal and inevitable features indicating the strategies that learner use.²⁶

²³Heidi Dulay, Marina Burt and Stephen Krashen. 1981. *Language Two*. New York: Oxford University Press

²⁴Ibid, p. 257

²⁵Hendry Guntur Taringan. 1982. *Pengajaran Analisis Berbahasa*. Bandung : Angkasa. p.68

²⁶Masruddin. 2009. *Error Analysis A Teaching Book and Exercises*. Palopo: Pustaka As Salam. p.1

Beside that, Masruddin also states that “an error analysis can give a picture of they type of difficulty learners are experiencing. If it is carried out on a large scale such a survey can be helpful in drawing up a curriculum, and for the class teacher an error analysis can give useful information about a new class”.²⁷ It will make the result of this research more meaningful to help students as well as their teachers.

It can be conclude from the definitions, that error analysis is a study about errors make by second language learners to classifying the errors base on the cause and the strategies that learners use and it can give useful information about a new class

2. The Types of Error

To describe types of error, Heidi Dulay said that there are four types of error.²⁸ They are:

a. Error Based On Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both the language component and particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language componet.

For example, within syntax one may ask whether the error is in the main or subordinate clause: within a clause, which constituents is affected,e.g. the noun phrase, the auxiliary, the verb, the preposition, the adverbs, the adjective and so forth.²⁹

²⁷Ibid, p.1

²⁸Heidi Dulay, Marina Burt and Stephen Krashen. 1981. *Laguage Two* . New York: Oxford University Press, inc. p.146-189

²⁹Ibid. p.146-147

b. Error Based On Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. There are: students may omit necessary item (omission) or add unnecessary ones (addition) they may misinformation items (selection) or misorder them (misordering).³⁰

1). Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted the other.

Example: - Mary is the new president of the new company.

The words, *Mary*, *president*, *new* and *company* are the content morphemes that carry the burden of meaning. If one heard

- Mary president new company.

One could deduce a meaningful sentence, while if one heard

- is the of the

One couldn't even begin to guess what the speaker might have had in mind.³¹

2). Addition

Addition errors are the opposite of omissions. They are characterized by *the presence of an item which must not appear in a well-formed utterance*. In fact, addition errors result from the all-too-faithful use of certain rules.³²

³⁰Ibid. p.150

³¹Ibid.p.154-155

³²Ibid. p.156

3). Misformation

Misformation errors are characterized by the use of *the wrong form of the morphemes or structure*. While in omission errors they are not supplied at all, in misformation errors the student supplies something, although it is incorrect. For example:

- The dog eated chicken.

A past tense marker was supplied by the learner; it was just not the right one.³³

4) Misordering

Misordering errors are characterized by *the incorrect placement of a morpheme or group of morphemes in an utterance*. For examples in utterance:

- He is *all* the time late.
- What Daddy *is* doing?
- I don't know what *is* that.

The correct utterances are:

- He is late **all the time**.
- What **is Daddy** doing?
- I don't know what **that is**.³⁴

c. Error Based On Comparative Taxonomy

Comparative taxonomies classify errors based on *comparison between the structure of language learner errors and certain other types of construction*. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors.³⁵

³³Ibid. p. 158

³⁴Ibid. p.162

³⁵Ibid. p.163

d. Error Based On Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.³⁶

3. The Causes of Error

Error occur for many reasons. In discussing about error, Norish is classifies causes of error into types that are carelessness, first language interference, and translation³⁷. The three types of causes of error will be discussed briefly below:

a. Carelessness

Carelessness is often closely related to lack motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and style of presentation do not suit him.

b. First Language

Norish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the news ones. This cause of error is called first language.

³⁶Ibid.p.189

³⁷John Norrish. 1983. *Language Learners and Their Errors*. London Basingstoke: The Machmilan Pres Lmtd. p.21-26

c. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

Different from Norish, Brown categories the source of errors into; interlingual transfer, intralingual transfer, context of learning, and communication strategies.

a. Interlingual transfer

Interlingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.

b. Intralingual transfer

Intralingual transfer is negative transfer within the target language itself. In other words, it is the incorrect generalization of rules within the target language.

c. Context of learning

Context of learning is context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.

d. Communication strategy

Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.³⁸

4. Procedures of Error Analysis

In error analysis research, there are some procedure that are suggested by the experts. Brown divides the procedure of error analysis into two steps only. The first step is identifying the error, and the second step is describing the error.³⁹ According to Carl divides into five steps, they are:

a. Error Detection

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

b. Locating Error

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

c. Description Error

The system used for description of learner's errors must be one having two essential characteristics. First, the system must be well-developed and highly elaborated because many errors made by beginners are remarkably complex.

³⁸H. Douglas Brown. 2007. *Principles of Language Learning And Teaching*. (fifth edition). USA: Pearson Education, inc. p. 263-266

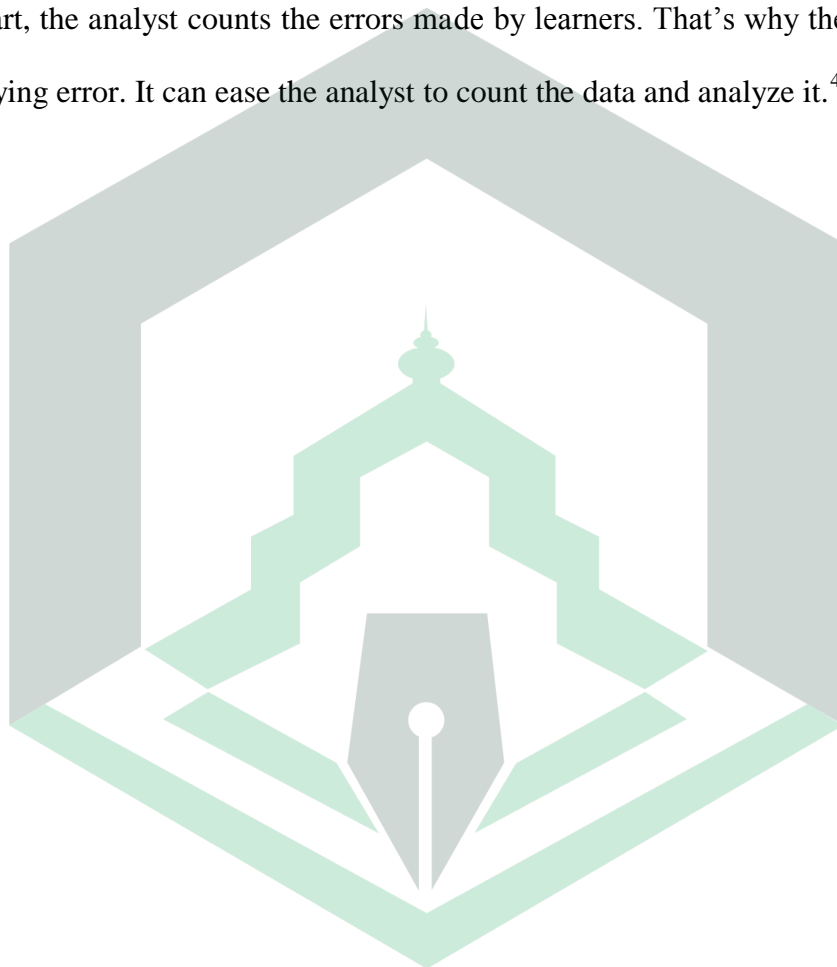
³⁹H. Douglas Brown. 2007. *Principles of Language Learning And Teaching*. (fifth edition). USA: Pearson Education, inc. p. 260

d. Classifying Error

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

e. Counting Error

In this part, the analyst counts the errors made by learners. That's why the previous step is classifying error. It can ease the analyst to count the data and analyze it.⁴⁰



⁴⁰Carl James. 1998. *Errors in Language Learning and Use*. Essex: Pearson, inc. p. 90-100

CHAPTER III

THE RESEARCH METHOD

A. Research Design

In this research, the researcher used descriptive quantitative method. This method was used to know errors in diphthong pronunciation committed to by students at IAIN Palopo. To have the result of this research, the researcher did some procedures. The first, the researcher gave test to the student of English department in at IAIN Palopo. Then, the researcher collected the voice record from the students send as the data. 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, counted 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.

B. Setting & Participant

This research deals with English students at IAIN Palopo, Jln. Agatis, kecamatan Bara, Kota Palopo. The researcher use *simple random sampling* technique⁴¹ to get participants. The researchers took 10 students as a participant of this research cause the population in this research is homogeny. The participants take randomly from such to get representative data.

⁴¹Mohammad Adnan Latief. 2014. *Research Method on Language Learnin: An introduction*. Malang: UM Press. p.183

C. Instrument of the Research

The instrument use in this research was oral test. The test consists of two kinds namely words and sentences. The word oral test consists of twenty words and sentences are twenty sentences containing vowel diphthong / eɪ /, / aɪ / and / ɔɪ. All tests will be recorded. The form of the test can be seen in appendix.

D. Procedure of Collecting Data

The procedures of collecting data were presented below:

1. The researcher prepared the instrument of the test.
2. The researcher distributed the test papers via WhatsApp message to all participants.
3. Before, giving a test, the researcher gave instruction and guidelines how to did the oral test.
4. The respondent records their test pronunciation by smart phone and send to researcher back.
5. All the collected data are students sounds production and the producing sounds then auditory transcribing, tabulated, analyzed.
6. The researcher analyzed it based on Carl James' procedures of error analysis, they are: error detection, locating error, description error, classification error, and counting error.

E. Technique of Analyzing Data

In analyzing the data, the researcher used descriptive analysis technique (percentage) formula, it to calculated the rate percentage of the students' scores. This is formula adapted from Sudjiono in Herlina "skripsi" 2011: 25.⁴²

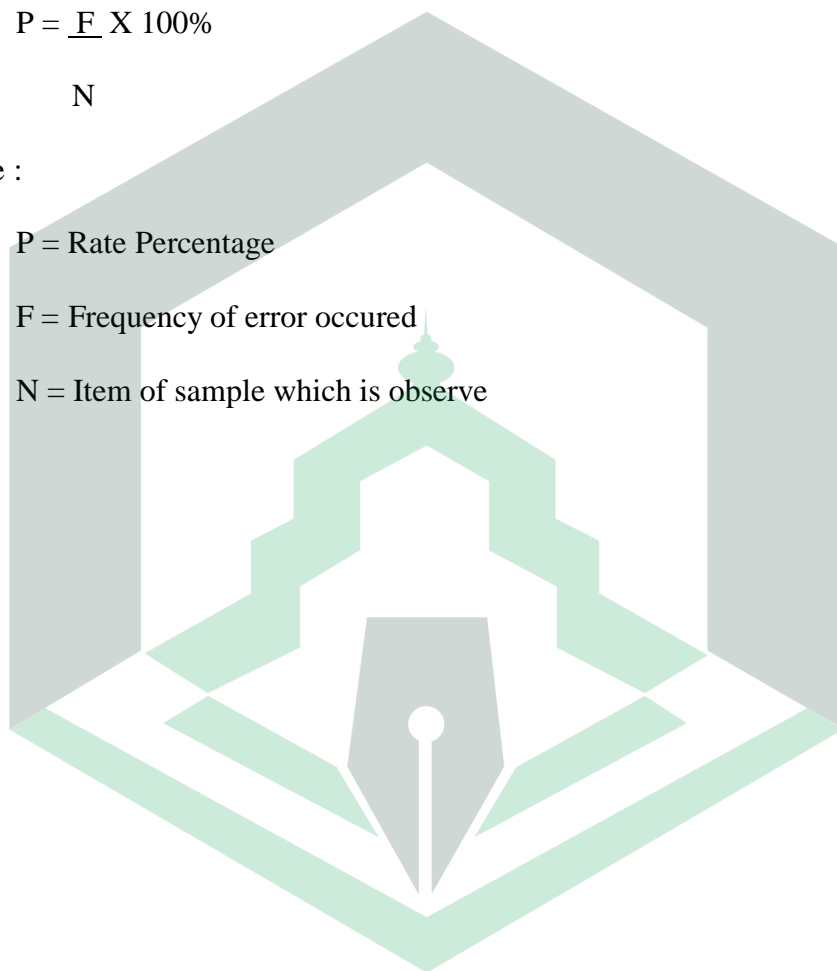
$$P = \frac{F}{N} \times 100\%$$

Where :

P = Rate Percentage

F = Frequency of error occurred

N = Item of sample which is observe



⁴²Herlina. 2011. *An Analysis of Students' Errors in Writing Sentences (A Case Study at Eighth Grade Students of Even Semester of Cendrawasih 1 Junior High School)*. Jakarta: UIN Syarif Hidayatullah Press. Accessed on 3rd June 2016 from <https://repository.uinjkt.ac.id/> Herlina-FITK.pdf

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about finding and discussion. The finding explains of the result of diphthong pronounce test who did by the student. The discussion explains more about kinds of error in pronouncing diphthong found.

A. Findings

1. Data Description

As stated in the preceding chapter, this thesis is focused about the errors done by the English students at IAIN Palopo in diphthong pronounce. To get data, the researcher give text test via WhatsApp message application. This test consists of 40 items, 20 items for diphthong words and 20 items of diphthong sentences. The researcher started this research on Wednesday, December 10, 2020, up to Saturday, December 12, 2020.

2. Data Analysis Errors

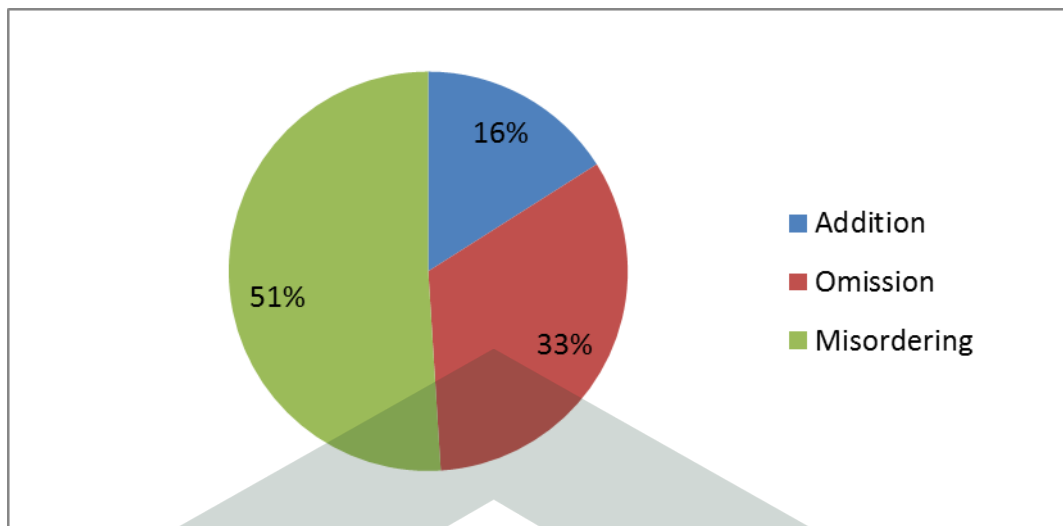
After collecting the data, the researcher identified all errors in the students' record voice and identifying the errors according Carl James theory.

In this part, the data were analyzed and described as follow :

Table 4.1 *The Frequency of Errors Based on Sufrace Strategy Taxonomies Error*

Students	Addition	Omission	Misformation	Misordering
S 1	-	2	-	5
S 2	-	4	-	7
S 3	1	3	-	5
S 4	1	1	-	2
S 5	1	3	-	5
S 6	2	-	-	-
S 7	1	-	-	1
S 8	2	3	-	1
S 9	-	3	-	2
S 10	1	-	-	1
TOTAL	9	19	-	29
TOTAL (N)	57			

Table 4.2 *The sequency of diphthong pronunciation test based on high frequency of errors*



In the table 4.2 it can be seen that the researcher found the frequency of errors in diphthong pronunciation test which total was 57 errors. Most of students made error in misformation with frequency of error 29 total of error or 51%. With those frequency, it indicates that students still weak in produce diphthong pronunciation and speaking in general. The second level of error was omission with frequency of error 19 total of error or 33%. Third level was addition with frequency of error 9 total of error or 16%, and nothing for misformation. It seem that the teacher should explain more about pronunciation, especially in diphthong / eɪ /, / aɪ / and / ɔɪ /.

Table 4.3 *Error Pronunciation in diphthong word consist of the reseult test*

Diphthong Pronunciation Errors						
No	Words	Sentences	Transcription		Students Initial	Total of Students
			Dictionary Transcription	Students Recorder		
1	Face	Dinda why your face look like that ?	/ feɪs /	/ fest /	2	3
				/ fes /	3,5	

2	Day	A nice day , isn't it? How about going for a swim?	/ deɪ /	/ dɛɪ /	2	3
				/ deɪt /	3	
				/ deɪI /	4	
3	Make	My mom make a some cake today	/ meɪk /	/ mek /	1,2,3,5,8,	7
				/ meɪk /	9 10	
4	Great	Have a great day !	/ greɪt /	/ grɪt /	1,2,8,9	8
				/ grɪt /	3,5	
				/ grɪt /	4	
				/ greɪd /	10	
5	Date	I'm sorry, I'm working at that date .	/ deɪt /	/ daɪd /	1	6
				/ deɪθ /	8	
				/ dət /	2	
				/ det /	3,7	
				/ deɪt /	5	
6	Price	The price is very expensive.	/ praɪs /	/ preɪs /	3	1
7	Try	Can i try your new clothes ?	/ traɪ /	/ kraɪ /	1	2
				/ trui /	5	
8	Buy	You need to buy some a cake	/ baɪ /	/ buɪ /	5	1
9	Why	Why you look so tired today ?	/ waɪ /			-

10	High	He was attacked by a high fever.	/ haɪ /	/ haɪk /	1,2,3,4	8
				/ haɪk /	6,7,8	
				/ ha:ɪ /	9	
11	Noise	Don't make a noise , please !	/ noɪz /	/ noɪs /	2	1
12	Boy	My aunt has a very cute baby boy	/ bɔɪ /	/ b ^o ɪ /	5	1
13	Point	You get that point !	/ pɔɪnt /	/ pɔɪn /	2	2
				/ pɔɪntz /	6	
14	Oil	Oil paint containing pigment that is used by an artis	/ oɪl /			-
15	Toy	It's not like plugging a battery into a kid's toy .	/ tɔɪ /	/ tɔɪs /	5	1
16	Cake	I like to eat cake	/ keɪk /	/ keɪk /	1	7
				/ kek /	2,3,4,5,8, 9	
17	Tie	She bought him a tie	/ taɪ /			-
18	Climb	We will climb that mountain	/ klaɪm /	/ kleɪm /	2	1

19	Royal	I saw the royal family	/ roial /	/ royal /	1,2,3,8	5
				/ roiel /	9	
20	Boil	You need to boil the water	/ boil /			-

In the table 4.3 it can be seen that the researcher found most of students made error in pronounce diphthong /eɪ/ with frequency 34 errors . The second level of error was / aɪ / with 13 errors. The last is diphthong /ɔɪ / with 10 errors It seem that the students still not appropriate on use diphthong pronunciation correctly. Based on the data about students' pronunciation, it showed the students face the difficulties in pronounced the diphthong words.

B. Discussion

Based on the finding in this research, the students in English department at IAIN Palopo made total 57 errors in their diphthong pronunciation oral test. Each of errors has different frequency of occurrence. The third distribution of errors will be discussed below:

The first was misordering error. From the research findings, it was found that misordering errors come as the type of errors with the highest frequency of occurrences with 29 errors or 51%. It means that misordering was the most dominant error made by the students. For sample student number 1, the student committed some misformation errors in items / meik / , / deit / , / traɪ / , / haɪ / , / keɪk / , / roial / . In pronunciation of word make as / mek / instead / meik / , its means that student was not able to made differences between short vowel /e/ and diphthong /eɪ/.

The second error was omission error with 19 errors or 33% from the totals errors . According to Heidi Dulay state that omission errors by the absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a

potencial candidate for omission, some types or morphemes are omitted the other.⁴³ For instance, the student number 3, the student committed some omission in items / feis /, / der /, / meik /, / deit /, / keik /. In pronunciation of word cake as / kek / instead / keik /, the student made omission problem because omitted the vowel /i/, therefore, based on the data there are 7 students made problems in omission.

The last error was addition with 9 or just 2% errors found. The students made addition error cause they put the words that should not present in correct diphthong pronunciation speaking. According to Heidi Dulay state that addition errors are characterized by the presence of an item which must not appear in a well-formed utterance.⁴⁴ For instance, the student number 8, the student committed some addition in items / der / and / hai /. In pronunciation word date as / deith / instead / der /. It categorise as addition error cause addition consonant /h/ in word date.

Based on the result of the research, it can be conclude that, most of students still confuse in pronouncing diphthong vowel. The students use wrong diphthong and they were also not fully aware of using intonation to speaking properly. It was proved and suitable with Egi Senja Ramandhani thesis about *“An Analysis of Student’s Pronunciation Error in English Diphthong at Second Grade of MTS AL-FATH Cilegon ”* he said that the students still do not fully understand the material about pronunciation, especially in diphthong vowel. So that when studying diphthong in pronunciation English material, many error in pronouncing diphthong vowel that made by the students.⁴⁵ Based on the result, the researcher concludes that the errors in pronouncing English diphthongs were assumed to be affected by

⁴³ Ibid. p. 154

⁴⁴ Heidi Dulay, Marina Burt and Stephen Krashen. 1981. *Language Two*. New York: Oxford University Press, inc. p. 156

⁴⁵ Egi Senja Ramadhani, 2016. *An Analysis of Student’s Pronunciation Error in English Diphthong at Second Grade of MTS AL-FATH Cilegon*. Serang: IAIN Sultan Maulana Hasanudin Banten

many factors. One of the factor was the habit of the students in pronouncing the word that contains of diphthongs. The habit could be from imitating, mishearing, mispronouncing. Or it can say as carelessness. It relevant with John Norish state that carelessness it closely related to lack motivation, when many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and style of presentasion do not suit him.⁴⁶ In the fact, the students still starting in learning pronunciation.



⁴⁶ John Norrish. 1983. *Language Learners and Their Errors*. London Basingstoke: The Machmilan Pres Lmted. P 24

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the data analysis it can be concluded that there are some kinds of errors on diphthong pronunciation committed by English students at IAIN Palopo from 57 errors in their oral test. They are omission error, addition error and misordering error. With the highest of error in misordering errors with 51 % from all error. It means more than a half of students are not able to speak in diphthong pronunciation especially in use diphthong / ei / correctly. Then omission with 33 % frequency of error and the lowest frequency of error is addition with 2 %. The data show that the students still confuse in pronouncing diphthong properly as one of speaking's part in English learning, who must be mastered as university students who take English major.

B. SUGGESTIONS

The researcher finds that there are still some errors made by students in diphthong pronounce. Therefore, the researcher wants to give suggestion as follows:

1. To the teacher

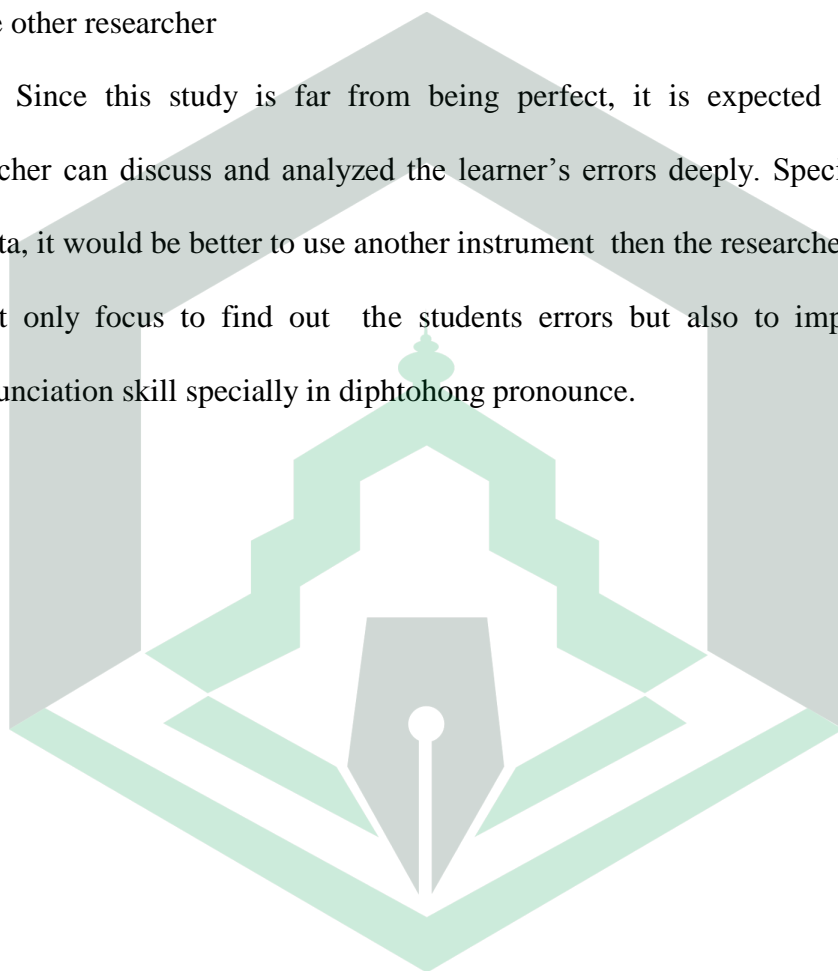
After knowing the area of errors, the teachers should pay more attention to students' errors on diphthong pronounce. The teacher must teach English lesson hard, especially in learning pronunciation. For minimize the error that was committed by student, the teacher must gives more exercise for the students about pronunciation. And for make the students happy and comfortable in learning proses the teacher must gives more method of learning in English lesson.

2. To the students

The students should not worry about making errors. They should learn more about diphthong pronounce. The students must study hard in understanding pronunciation. The students must practice speaking for improving pronunciation skill

3. To the other researcher

Since this study is far from being perfect, it is expected that the other researcher can discuss and analyzed the learner's errors deeply. Specially to collect the data, it would be better to use another instrument then the researcher was used. So its not only focus to find out the students errors but also to improve they are pronunciation skill specially in dipthohong pronounce.



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Instrument Test

THE PRONUNCIATION TEST

(Diphthong / eɪ /, / ɔɪ /, / aɪ /)

Pronounce the following words and sentences correctly!

1. Face 5x : Dinda why your **face** look like that ?
2. Day 5x : A nice **day**, isn't it? How about going for a swim?
3. Make 5x : My mom **make** a some cake today
4. Great 5x : Have a **great** day !
5. Date 5x : I'm sorry, I'm working at that date.
6. Price 5x : The **price** is very expensive.
7. Try 5x : Can i **try** your new clothes ?
8. Buy 5x : You need to **buy** some a cake
9. Why 5x : **Why** you look so tired today ?
10. High 5x : He was attacked by a **high** fever.
11. Noise 5x : Don't make a **noise**, please !
12. Boy 5x : My aunt has a very cute baby **boy**
13. Point 5x : You get that **point** !
14. Oil 5x : **Oil** paint containing pigment that is used by an artis
15. Toy 5x : It's not like plugging a battery into a kid's **toy**.
16. Cake 5x : I like to eat **cake**
17. Tie 5x : She bought him a **tie**
18. Climb 5x : We will **climb** that mountain
19. Royal 5x : I saw the **royal** family
20. Boil 5x : You need to **boil** the water

Student's Pronunciation Result

NO TES = 01

NO	WORD	PHOENETIC TRANSCRIPTION	DIPHTHONG SYMBOL	STUDENT ANSWER	ERRORS
1	Face	/ feis /	/ ei /	/ feis /	-
2	Day	/ dei /	/ ei /	/ dei /	-
3	Make	/ meik /	/ ei /	/ mek /	1
4	Great	/ greit /	/ ei /	/ grit /	1
5	Date	/ deit /	/ ei /	/ daid /	1
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ krai /	1
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ haik /	1
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ point /	-
14	Oil	/ oil /	/ oi /	/ oil /	-

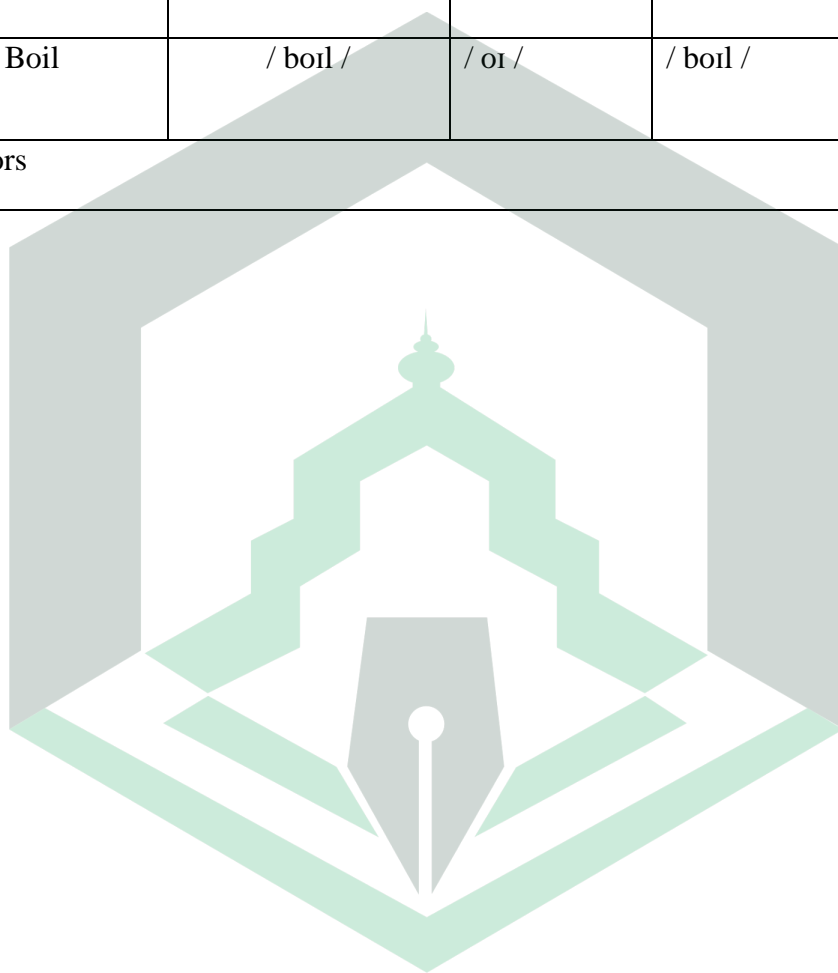
15	Toy	/ toɪ /	/ oɪ /	/ toɪ /	-
16	Cake	/ keɪk /	/ eɪ /	/ keɪk /	1
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klɑɪm /	/ aɪ /	/ klɑɪm /	-
19	Royal	/ roɪəl /	/ oɪ /	/ roɪəl /	1
20	Boil	/ boɪl /	/ oɪ /	/ boɪl /	-
Totals of errors					7



Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ fest /	1
2	Day	/ dei /	/ ei /	/ dɛl /	1
3	Make	/ meik /	/ ei /	/ mek /	1
4	Great	/ greit /	/ ei /	/ grit /	1
5	Date	/ deit /	/ ei /	/ dət /	1
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ trai /	-
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ haik /	1
11	Noise	/ noiz /	/ oi /	/ nois /	1
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ poin /	1
14	Oil	/ oil /	/ oi /	/ oil /	-
15	Toy	/ toi /	/ oi /	/ toi /	-

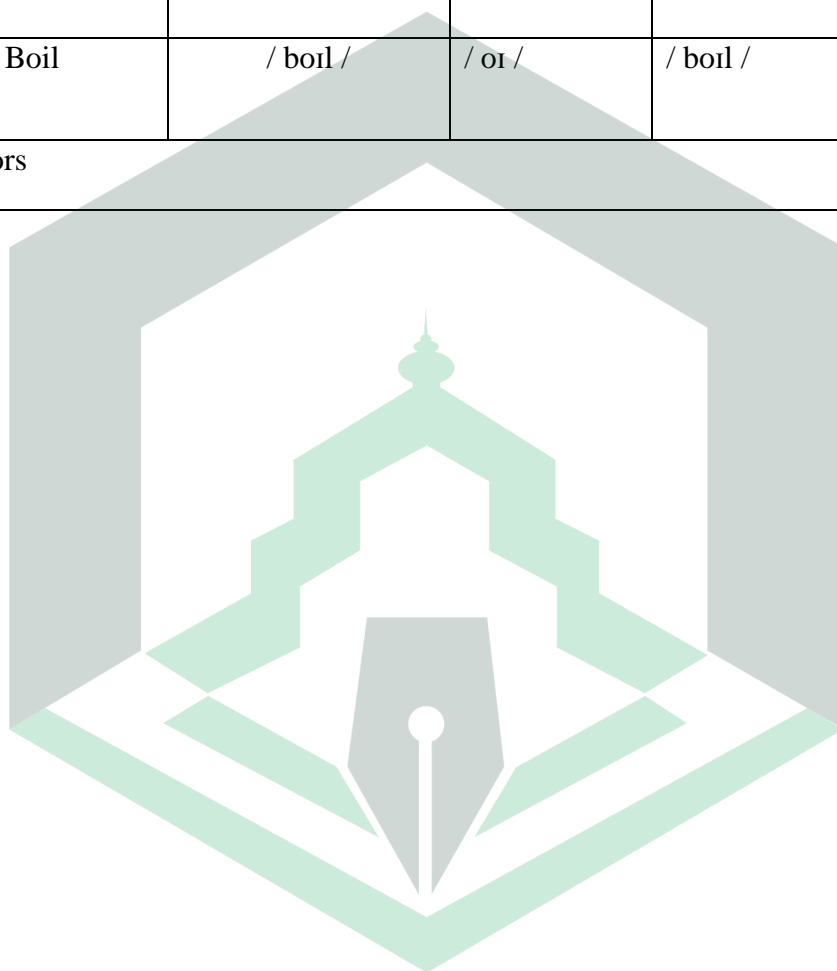
16	Cake	/ keɪk /	/ eɪ /	/ kek /	1
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klɑɪm /	/ aɪ /	/ kleɪm /	1
19	Royal	/ rɔɪəl /	/ oɪ /	/ roɪəl /	1
20	Boil	/ bɔɪl /	/ oɪ /	/ bɔɪl /	-
Totals of Errors					11



Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ fes /	1
2	Day	/ dei /	/ ei /	/ deit /	1
3	Make	/ meik /	/ ei /	/ mek /	1
4	Great	/ greit /	/ ei /	/ grIt /	1
5	Date	/ deit /	/ ei /	/ det /	1
6	Price	/ prais /	/ ai /	/ preis /	1
7	Try	/ trai /	/ ai /	/ trai /	-
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ haik /	1
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ point /	-
14	Oil	/ oil /	/ oi /	/ oil /	-
15	Toy	/ toi /	/ oi /	/ toi /	-

16	Cake	/ keɪk /	/ eɪ /	/ kek /	1
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klɑɪm /	/ aɪ /	/ klɑɪm /	-
19	Royal	/ rɔɪəl /	/ oɪ /	/ rɔɪəl /	1
20	Boil	/ bɔɪl /	/ oɪ /	/ bɔɪl /	-
Totals of Errors					9



NO TES

= 04

Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ feis /	
2	Day	/ dei /	/ ei /	/ dei /	1
3	Make	/ meik /	/ ei /	/ meik /	
4	Great	/ greit /	/ ei /	/ grɪt /	1
5	Date	/ deit /	/ ei /	/ deit /	
6	Price	/ prais /	/ ai /	/ prais /	
7	Try	/ trai /	/ ai /	/ trai /	
8	Buy	/ bai /	/ ai /	/ bai /	
9	Why	/ wai /	/ ai /	/ wai /	
10	High	/ hai /	/ ai /	/ haik /	1
11	Noise	/ noiz /	/ oi /	/ noiz /	
12	Boy	/ boi /	/ oi /	/ boi /	
13	Point	/ point /	/ oi /	/ point /	
14	Oil	/ oil /	/ oi /	/ oil /	

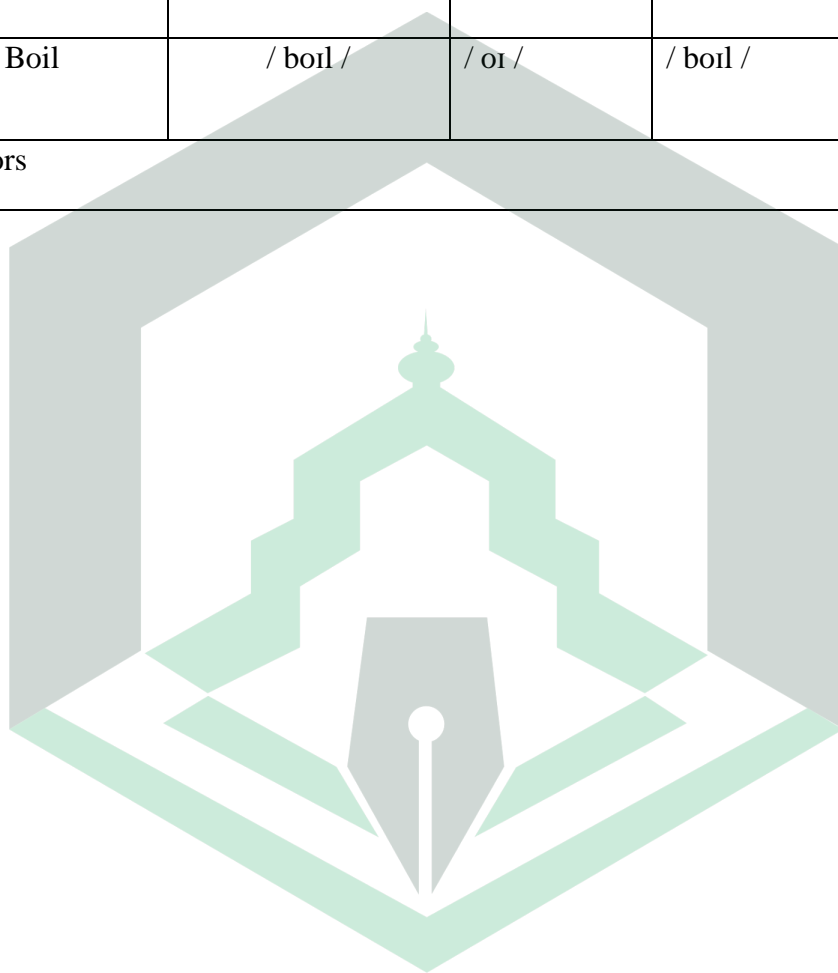
15	Toy	/ toɪ /	/ oɪ /	/ toɪ /	
16	Cake	/ keɪk /	/ eɪ /	/ kek /	1
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	
18	Climb	/ klam /	/ aɪ /	/ klam /	
19	Royal	/ roɪəl /	/ oɪ /	/ roɪəl /	
20	Boil	/ boɪl /	/ oɪ /	/ boɪl /	
Totals of Errors					4



Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPHTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ fes /	1
2	Day	/ dei /	/ ei /	/ dei /	-
3	Make	/ meik /	/ ei /	/ mek /	1
4	Great	/ greit /	/ ei /	/ grIt /	1
5	Date	/ deit /	/ ei /	/ deit /	1
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ trui /	1
8	Buy	/ bai /	/ ai /	/ boui /	1
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ hai /	-
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ b"oi /	1
13	Point	/ point /	/ oi /	/ point /	-
14	Oil	/ oil /	/ oi /	/ oil /	-
15	Toy	/ toi /	/ oi /	/ tois /	1

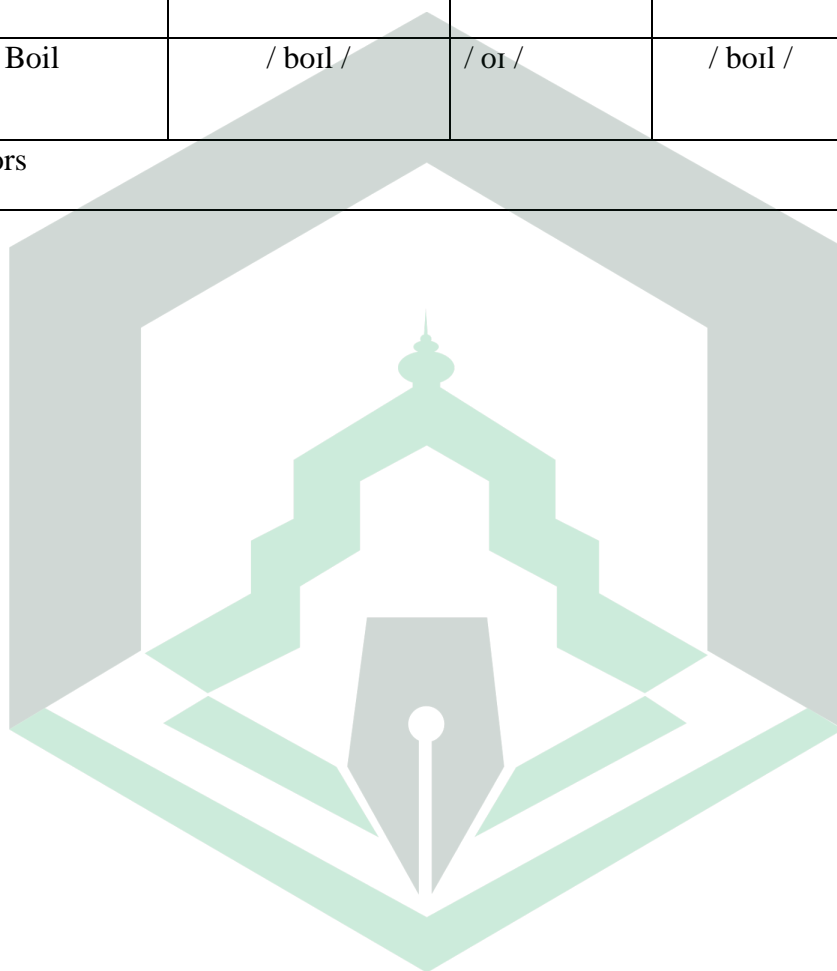
16	Cake	/ keɪk /	/ eɪ /	/ kek /	1
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klɑɪm /	/ aɪ /	/ klɑɪm /	-
19	Royal	/ roɪəl /	/ oɪ /	/ roɪəl /	-
20	Boil	/ boɪl /	/ oɪ /	/ boɪl /	-
Totals of Errors					9



Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPHTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ feis /	-
2	Day	/ dei /	/ ei /	/ dei /	-
3	Make	/ meik /	/ ei /	/ meik /	-
4	Great	/ greit /	/ ei /	/ greit /	-
5	Date	/ deit /	/ ei /	/ deit /	-
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ trai /	-
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ haik /	1
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ pointz /	1
14	Oil	/ oil /	/ oi /	/ oil /	-
15	Toy	/ toi /	/ oi /	/ toi /	-

16	Cake	/ keɪk /	/ eɪ /	/ keɪk /	-
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klɑɪm /	/ aɪ /	/ klɑɪm /	-
19	Royal	/ rɔɪəl /	/ oɪ /	/ rɔɪəl /	-
20	Boil	/ bɔɪl /	/ oɪ /	/ bɔɪl /	-
Totals of Errors					2



Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPHTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ feis /	-
2	Day	/ dei /	/ ei /	/ dei /	-
3	Make	/ meik /	/ ei /	/ meik /	-
4	Great	/ greit /	/ ei /	/ greit /	-
5	Date	/ deit /	/ ei /	/ det /	1
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ trai /	-
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ haik /	1
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ point /	-
14	Oil	/ oil /	/ oi /	/ oil /	-

15	Toy	/ toɪ /	/ oɪ /	/ toɪ /	-
16	Cake	/ keɪk /	/ eɪ /	/ keɪk /	-
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klam /	/ aɪ /	/ klam /	-
19	Royal	/ roɪəl /	/ oɪ /	/ roɪəl /	-
20	Boil	/ boɪl /	/ oɪ /	/ boɪl /	-
Totals of Errors					2



Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPHTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ feis /	-
2	Day	/ dei /	/ ei /	/ dei /	-
3	Make	/ meik /	/ ei /	/ mek /	1
4	Great	/ greit /	/ ei /	/ grit /	1
5	Date	/ deit /	/ ei /	/ derth /	1
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ trai /	-
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ haik /	1
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ point /	-
14	Oil	/ oil /	/ oi /	/ oil /	-

15	Toy	/ toɪ /	/ oɪ /	/ toɪ /	-
16	Cake	/ keɪk /	/ eɪ /	/ kek /	1
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klam /	/ aɪ /	/ klam /	-
19	Royal	/ roɪəl /	/ oɪ /	/ royəl /	1
20	Boil	/ boɪl /	/ oɪ /	/ boɪl /	-
Totals of Errors					6



Student Result Pronunciation Text

NO	WORD	PHOENETIC TRANSCRIPTION	DIPHTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ feis /	-
2	Day	/ dei /	/ ei /	/ dei /	-
3	Make	/ meik /	/ ei /	/ mek /	1
4	Great	/ greit /	/ ei /	/ grit /	1
5	Date	/ deit /	/ ei /	/ deit /	-
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ trai /	-
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ ha:i /	1
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ point /	-
14	Oil	/ oil /	/ oi /	/ oil /	-

15	Toy	/ toɪ /	/ oɪ /	/ toɪ /	-
16	Cake	/ keɪk /	/ eɪ /	/ kek /	1
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klam /	/ aɪ /	/ klam /	-
19	Royal	/ roɪəl /	/ oɪ /	/ roɪəl /	1
20	Boil	/ boɪl /	/ oɪ /	/ boɪl /	-
Totals of Errors					5



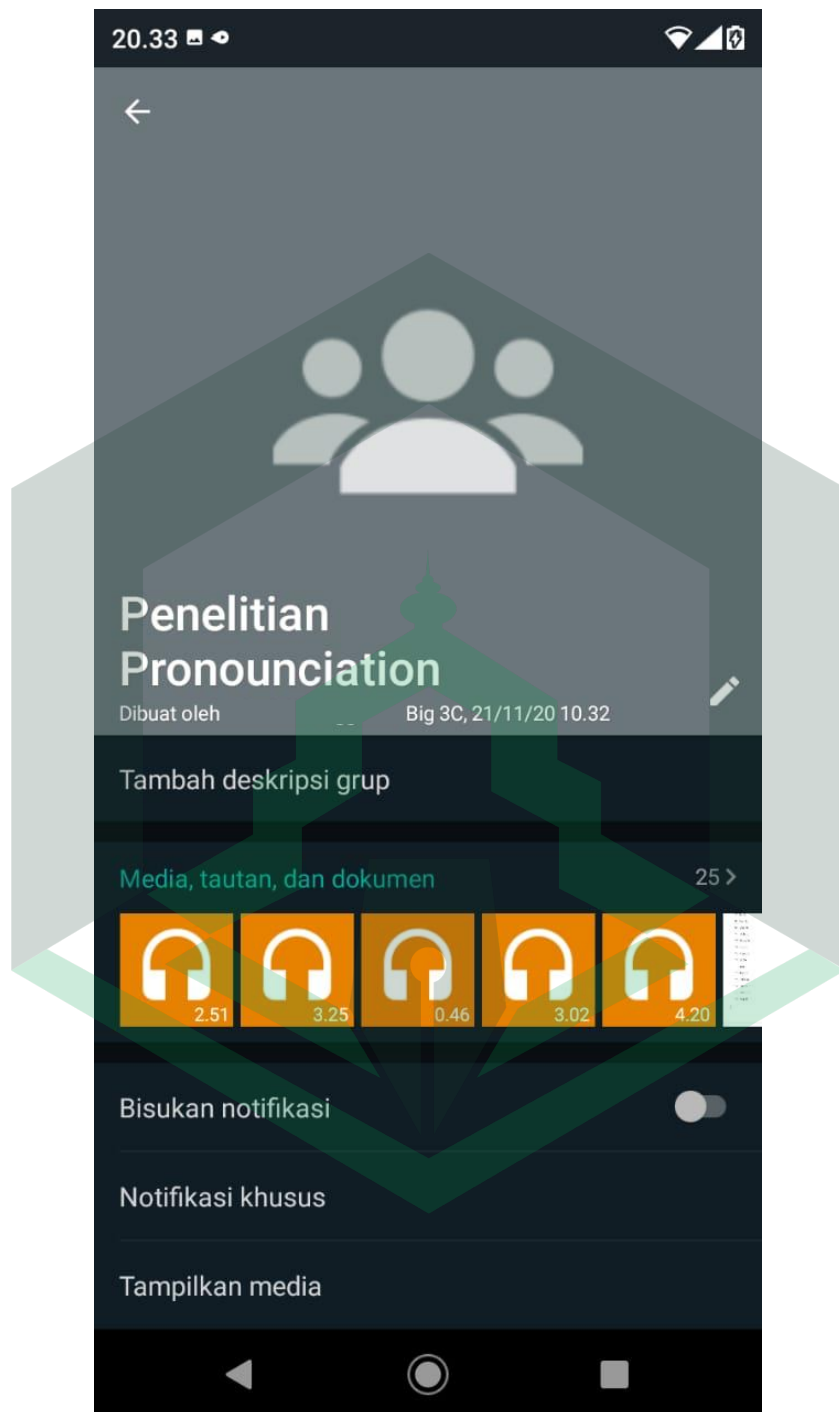
Student Result Pronunciation Text

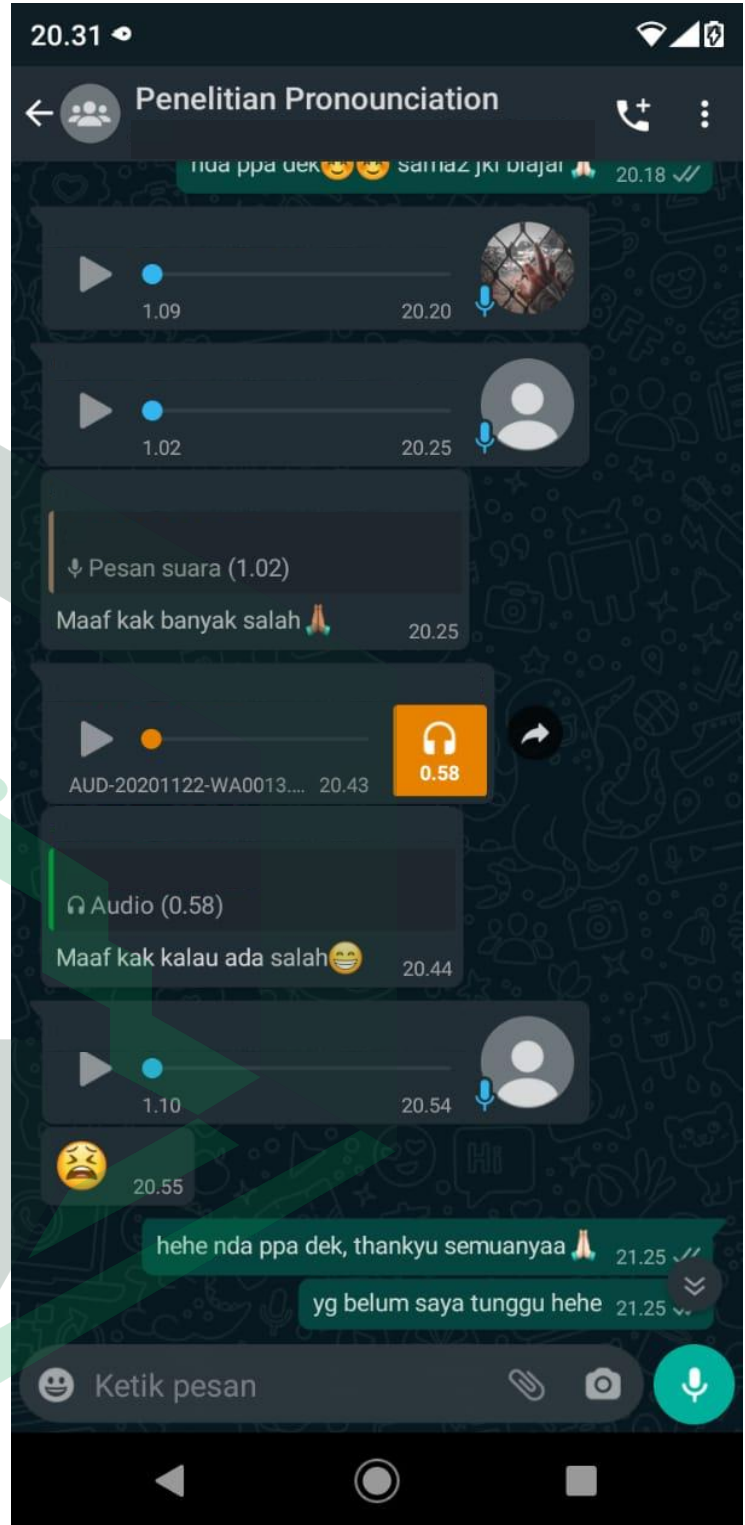
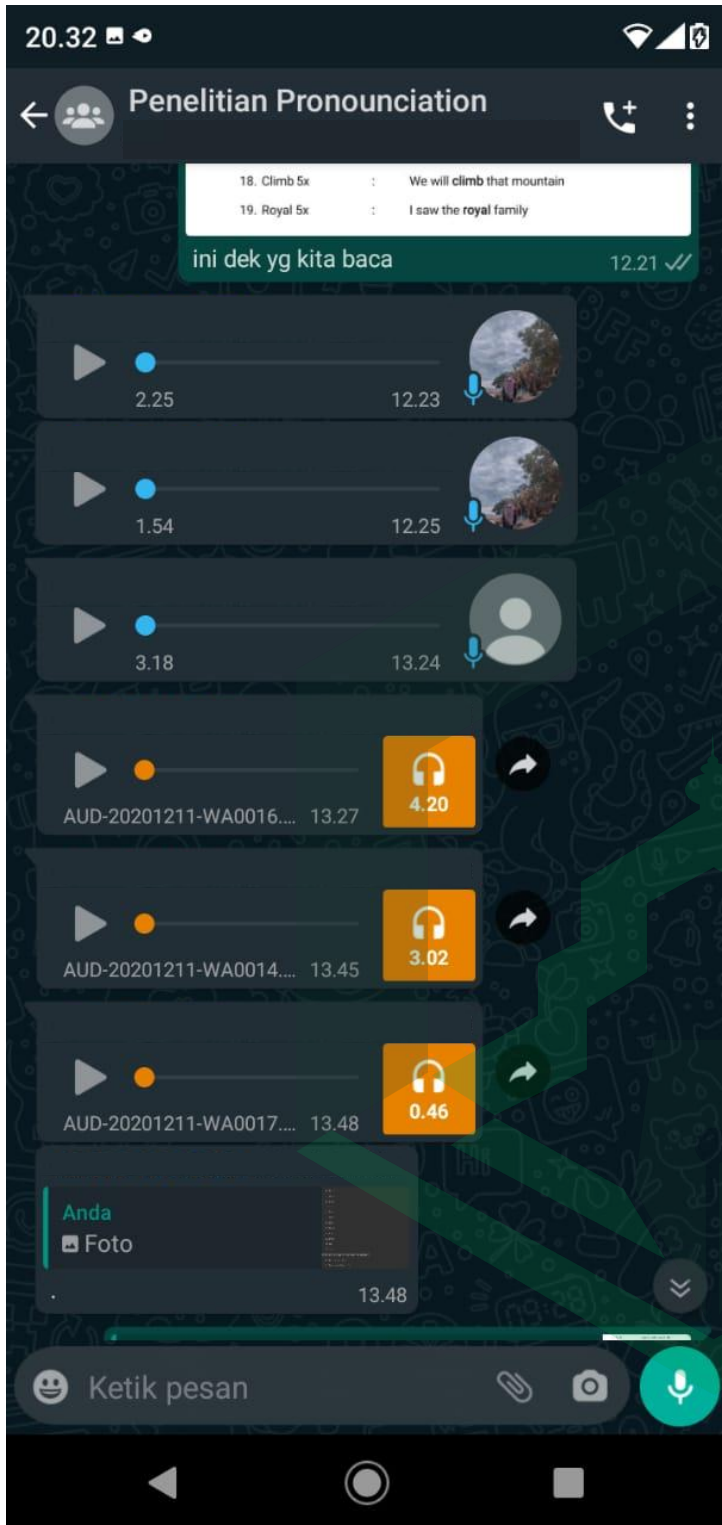
NO	WORD	PHOENETIC TRANSCRIPTION	DIPHTHONG SYMBOL	STUDENT ANSWER	TOTAL OF ERRORS
1	Face	/ feis /	/ ei /	/ feis /	-
2	Day	/ dei /	/ ei /	/ dei /	-
3	Make	/ meik /	/ ei /	/ meaik /	1
4	Great	/ greit /	/ ei /	/ greid /	1
5	Date	/ deit /	/ ei /	/ deit /	-
6	Price	/ prais /	/ ai /	/ prais /	-
7	Try	/ trai /	/ ai /	/ trai /	-
8	Buy	/ bai /	/ ai /	/ bai /	-
9	Why	/ wai /	/ ai /	/ wai /	-
10	High	/ hai /	/ ai /	/ hai /	-
11	Noise	/ noiz /	/ oi /	/ noiz /	-
12	Boy	/ boi /	/ oi /	/ boi /	-
13	Point	/ point /	/ oi /	/ point /	-
14	Oil	/ oil /	/ oi /	/ oil /	-

15	Toy	/ toɪ /	/ oɪ /	/ toɪ /	-
16	Cake	/ keɪk /	/ eɪ /	/ keɪk /	-
17	Tie	/ taɪ /	/ aɪ /	/ taɪ /	-
18	Climb	/ klam /	/ aɪ /	/ klam /	-
19	Royal	/ roɪəl /	/ oɪ /	/ roɪəl /	-
20	Boil	/ boɪl /	/ oɪ /	/ boɪl /	-
Totals of errors					2



Documentation of the Activities During The Research





CURICULUM VITAE



GITA FADILLAH

Palopo, 25 Mei 1996

She is the first child from greats parents Aswal S.AN and Andi Lebbi. She has two younger brothers Irgi Fharesa and Aidil Ramayanda . Who always give her love, support and motivation.

Graduted From:

1. Kindegarden : PMDS Putra Palopo in 1999- 2000.
2. Elementry School : SDN.90 Rampoang in 2000/ 2001- 2006/2007.
3. Junior High School : SMPN. 8 Palopo in 2007/ 2008- 2010/ 2011.
4. Senior High School : SMAN. 2 Palopo in 2010/ 2011- 2012/2013.
5. College : IAIN Palopo and took English department in 2013

Activities and Experiens:

- A member of HMPS-Bahasa Inggris in 2014-2015
- A member of HMJ-Tarbiyah in 2016-2017
- General treasure of PK.PMII IAIN PALOPO in 2015/2016
- General treasure of PC.PMII IAIN PALOPO in 2017/2018
- General treasure of GERAKAN MAHASISWA PALOPO in 2016/2017