**AN UNDERGRADUATE THESIS**


**AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG**


**BY :**

**MIFTAHUL JANAH**

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**Tarbiyah and Teacher Training Faculty**

**English Education Department**


**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

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**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

English Education Department

**By:**

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**Sponsor : Drs. Kuryani, M.Pd**

**STATE ISLAMIC INSTITUTE OF METRO**

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Title : AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR
AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG

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of Miftahul Janah**

To :
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which
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Student Number  : 1801071034

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Faculty         : Tarbiyah and Teaching Training

Title           : AN ANALYSIS OF STUDENTS PRONUNCIATION
ERROR AT ENGLISH DEPARTMENT OF IAIN METRO
LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Facultyin order to be
discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikumWr.Wb*

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama           : Miftahul Janah
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Fakultas       : Tarbiyah dan Ilmu Keguruan

Judul Skripsi  : AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR
                 AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu'alaikumWr.Wb.*

Mengetahui,                                    Metro,14 November 2022
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# AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG

## ABSTRACT

## By : Miftahul Janah

The main purpose of this research was to figure out the student's use of diphthong in the pronunciation of students at the fourth semester of the english department of IAIN Metro.The characteristic of this research was descriptive qualitative. The primary data of this research were taken from ten students at the fifth Semester Students of the English Departmen of IAIN Metro. The data were collected by observation, interview, and documentation.

The findings of this study indicate that there are still many students who have not mastered English and how to pronounce it. due to lack of ability to read phonetic symbols correctly, the cause of students having difficulty in learning pronunciation is lack of vocabulary, difficulty in understanding grammar, pronunciation, rarely reading dictionaries or books related to phonetic.

From the data has been analyzed, it is concluded that at the fifth Semester Students of the English Departmen of IAIN Metro, the students must practice a lot and read about pronunciation and phonetics so they know how to pronounce correctly.

*Keywords:*Problem Diphthong, pronunciation Abillity

# ANALISIS KESALAHAN PELAFALAN PADA MAHASISWA DI JURUSAN BAHASA INGGRIS IAIN METRO LAMPUNG

## ABSTRAK

### By : Miftahul Janah

Tujuan utama dari penelitian ini adalah untuk mengetahui penggunaan diftong siswa dalam pengucapan siswa di semester keempat jurusan bahasa Inggris IAIN Metro. Karakteristik dari penelitian ini adalah deskriptif kualitatif. Data primer dari penelitian ini diambil dari sepuluh mahasiswa di Semester kelima dari Departemen Bahasa Inggris IAIN Metro. Data dikumpulkan dengan observasi, wawancara, dan dokumentasi.

Temuan penelitian ini menunjukkan bahwa masih banyak siswa yang belum menguasai bahasa Inggris dan cara mengucapkannya. karena kurangnya kemampuan membaca simbol fonetik dengan benar, penyebab siswa mengalami kesulitan dalam belajar pengucapan adalah kurangnya kosakata, kesulitan dalam memahami tata bahasa, pengucapan, jarang membaca kamus atau buku yangberhubungan dengan fonetik.

Dari data yang telah dianalisis, dapat disimpulkan bahwa pada Semester Kelima Mahasiswa Jurusan Bahasa Inggris IAIN Metro, siswa harus siswa harusbanyak berlatih dan membaca tentang pelafalan sehingga mereka tahu cara mengucapkan dengan benar.

.**Keywords:**_Masalah Diphthong, Kemampuan pengucapan._

# STATEMENT OF RESEARCH ORIGINALITY

These undersigned:

Name : Miftahul Janah

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State that this undergraduate thesis is originally the result of the research done by

the researcher, in expectation of certain parts which are expected from the

bibliographies mentioned.

Metro, November 27 2022

The Researcher

**Miftahul Janah**
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## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 29 November 2022

Peneliti

**Miftahul Janah**
NPM. 1801071034

# MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ ايُسْرَ رِاً (٥)

*Because verily after hardship comes ease (Q.S Al-Insyirah:5)*

# DEDICATION PAGE

The piece of work is dedicated to:

1. My beloved parents, Mr. Suparman and Mrs. Supiyah, who always support, pray, and guidance to be successful in my study, thank you for endless love.

2. My beloved sister, Maghirotul Fikriyah thankyou for your supports and prays for me.

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5. My amazing persons, Sonia Millena, Yuni Mestiyanti, Egalivia Anggraini, Mita Lestari, thank you so much for being a place to tell stories and being the second most comfortable place after home to lean on for these 4 years. I hope we can meet again another time.

6. My almamater of State Islamic Institue of (IAIN) Metro.

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At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag., PIA, as the Head of IAIN Metro Lampung.
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The researcher apologizes for all the mistakes that she has made in writing and finishing this an undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researchers in particular, for our college and every reader in generic.

Metro, November 03th 2022
The Researcher

**Miftahul Janah**
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# CHAPTER I

# INTRODUCTION

## A. Background of Study

English is an international language that plays an important role in various aspects of life. Currently English becomes the main communication medium for people in various countries in the world. As the most widely used language in various countries in the world, English has been considered as the official language to be used internationally. In Indonesia, English is a foreign language that is taught both in formal and non-formal education. By English mastery, the community can increase knowledge and communicate more easily both in the surrounding environment and make more confident and many other benefits.

Furthermore, as one of the English language skills, speaking is one part of our daily life. Speaking is a verbal ability to communicate with fellow users of the same or different languages for certain purposes. In speaking there are elements and one of the elements is pronunciation. Pronunciation is a form of learning that is important to do in English. In contrast to Indonesian, English teaching has phonemes word sounds and pronunciation. Pronunciation is a way in which a language, word or sound is pronounced. The scope of its teaching pronunciation consists of three subjects, namely sound, rhythm or emphasis, and intonation.

Among the four language skills and other language components, pronunciation gets the least attention to discuss. One of the components of

speaking ability is pronunciation. Pronunciation is how a word or a language is spoken. This may refer to a generally agreed sequence of sounds used in speaking a given word or language in a specific dialect, or simply the way a particulate individual speaks a word or language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorder, their ethnic group, their social class, or their education.

In addition, English pronunciation mastery is very important in the process of transfer through oral activities with the application of proper English. Listeners can understand the contents of messages and conversations without any understanding. The ability to read phonetic symbols correctly will also help the speaker to apply the concept of the pronunciation of each word correctly. However, pronunciation is not an easy thing. There are many difficulties got by the non-native speakers in reciting words in English. They get influence from the dominant mother tongue so that the pronunciation process is very rigid. Most non-active speakers also do not understand the concept of reciting the words of English with action that can be said. In addition, they also find that the concept of pronunciation is difficult to apply correctly because of the limited number of partners who donate the intensity of practice to speak. Other problems are lack of motivation, and lack of confidence to recite English words constantly.

Moreover, there are three elements that must be understood and mastered in pronunciation. The three elements are consonants, vowels and diphthongs. In this study, researchers will focus on one of these elements, namely diphthong. A diphthong is a combination berween two vowels that are pronounced in one syllable and produce only one sound and a sound consisting of movement or shifting from one vowel to another. In diphthongs the first part of the sound is longer and stronger than the second part. 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. Linguists, scholars who study language, analyze diphthongs, "which differ from language to language. Ironically, the word diphthong has no diphthongs".[1]

Based on the explanation above, the researcher concludes that pronunciation is a process and act to making sounds of speech and use to make meaning, including articulation, stress, and intonation.

In line with the pronunciation problems above, researchers have conducted a preliminary survey conducted on fifth semester English education students at Iain Metro Lampung for the 2022/2023 academic year. Pre-survey was conducted to find out students' problems in English Pronunciation. The results of the pre-survey are illustrated in the table below:

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[1] Vocabulary.com ( https://www.vocabulary.com/dictionary/diphthong. )

**Table. 1**

**Data pre-survey of Pronunciation errors**

**at the fifth semester IAIN METRO LAMPUNG**

| No | Types of diphthong symbol | Frequency | Percentage |
|---|---|---|---|
| 1. | /ɪə/ | 14 | 23 % |
| 2. | /eə/ | 9 | 14,5 % |
| 3. | /eɪ/ | 10 | 16 % |
| 4. | /aɪ/ | 23 | 37 % |
| 5. | /əʊ/ | 2 | 3 % |
| 6. | /aʊ/ | 4 | 6,4 % |
| | Total | 62 | 100 % |

Based on the information from the results of the data above, the authors come across 62 errors made that students made in applying the english diphthong sound to the pronunciation consisting of diphthong /ɪə/, /eə/. /eɪ/, /aɪ/. /əʊ/, /aʊ/. One of the english diphthong word is *hey*.

Based on the description above, the researcher focus intends to analyze the students' ability in pronouncing diphthong. In this case, researchers will conduct research using qualitative descriptive methods. Therefore, the researcher made a proposal entitled: "An Analysis of Students Pronunciation Error At English Department of IAIN Metro Lampung".

## B. Research Questions

This study investigated three research questions, there are

1. What kind of errors that students in face pronuncing English diphthong?

2. What diphthong are mispronounced by the students of Iain Metro Lampung?

3. How the transcription of student recorder in pronouncing English diphthong at Iain Metro Lampung?

## C. Objective and Benefit of Study

1. Objective of the Study

   Based on the research questions above, the research objectives are as follows:

   a. To find out that the students faced in pronouncing English diphthong.

   b. To describe what diphthong are mispronounced by the students of Iain Metro Lampung.

   c. To discribe the transcription of student recorder in pronouncing English diphthong at Iain Metro Lampung.

2. Benefit of the Study

   This research is expected to provide good benefits not only for the writer but also for students of this study, teachers and the other researchers.

a. For the Students

This research is expected to provide benefits to student's IAIN Metro, especially TBI (English Education) study program. This research is expected to contribute positively to students in improving English language skills especially pronunciation. This is due to the application of this research. Students can realize their true pronunciation skills so that they can take efforts to improve their pronunciation skills. In addition, students' sensitivity to reciting English can improve their ability as well.

b. For the Lecturer

The research is expected to bring benefits to English teachers in the form of real information about the ability to recite the students of Iain Metro Lampung, especially in pronouncing diphthong words. By understanding the students' 'pronunciation skills through this research the teacher can develop efforts to improve the students' pronunciation skills. This is because the researcher will provide information in the form of difficulties in pronouncing English words containing tongue twisters.

c. For the Other Researcher

For the researchers, it will be one of the references that will help the next researcher in conducting research

related to this research variable. Through this research, the next researcher will get information about the types of diphthong that are the most error for students to say. By acknowledging this, the next researcher can design an effort to improve the ability of pronunciation through other studies. In addition, the next researcher can also add other things from this study.

**D. Prior Research**

This research will be carried out by considering several prior research which focuses on the realm of research in the pronunciation. The first prior research is done by Ninik Surya tiningsih with the title of research A Study On The Students' Ability In Pronouncing Diphthong STKIP PGRI Pasuruan. The research method used by the first prior research is qualitative method the sample from the first prior research is speaking is a complex skill, which has different components such as: pronunciation, vocabulary, grammar, and fluency.

In accordance with the problems of the study, this researcher intended to know the students' ability in pronouncing diphthongs. The study was held in Pronunciation and Dictation class of second semester students of STKIP PGRI Pasuruan. This research is a descriptive study. The researcher analyzed their ability in pronouncing English diphthongs by classifying their score based on the classification of the score levels. Then the researcher analyzed the errors made by them in pronouncing

English diphthongs. As a result of the researcher found that many students have incorrect pronunciation in pronouncing English diphthongs. Almost all of the students have difficulties in pronouncing diphthongs. The average score of the students is 73, laid between 60 – 74. The data showed that their ability in pronouncing English diphthongs was in ―fair‖ category. The researcher found that the difficult diphthong was pronounce by the students is diphthong /aʊ/. And for the easiest diphthong was pronounce by them is diphthong /aʊ/. The results of the first prior research.[2]

This research and the first prior research have similarities and differences. The equation between this study and the first prior research lies in skills in the language. Both of these studies have similarities in the topic of research that is in research diphthong in pronunciation. This research has a connection to qualitative research methods. While the difference between this research with the first prior research lies in the research sample. The sample of this study is the students in a fifth semester of English department of Iain Metro, while the first prior research sample is of second semester students of STKIP PGRI Pasuruan.

The second prior research is done by Mukhalad Malik Yousif, Aras Abdalkarim Ameenwith the title of research Analysing the Improper Pronunciation of Diphthongs by Iraqi EFL learners. The research method

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[2] NinikSuryatiningsih,*A study on the students' ability in pronouncing diphthongs at stkippgripasuruan,JurnalDimensiPendidikandanPembelajaran* Vol. 3 No. 2 Juli 2015

used by the first prior research is a qualitative method. The current study aims at analyzing the improper pronunciation of Iraqi EFL learners concerning the pronunciation of diphthongs in words of various syllables. It describes and identifies thoroughly the mispronunciations of such important sounds in the English language. The study attempts at analyzing such mispronunciations by clarifying and assigning the phonetic deviations of Iraqi EFL learners when they pronounce diphthongs. So the main objective of the study is to analyse the errors committed by Iraqi learners in the pronunciation of diphthongs grouping each error into its specific category. To verify the objective of the paper, 25 Iraqi EFL learners from the department of English at Cihan University/ Slemani are chosen to be the main participants of the study. The test which was conducted in the laboratory of the Department of English contained 10 words comprising various diphthongs. The results clearly revealed that mispronouncing English diphthongs by Iraqi EFL were mostly observed by replacing the required diphthong with another improper one and they also tended to use simple vowels instead of the correct required diphthongs.[3]

The research and the second research have similarities and differences. The equation between this study and the second prior research lies in skills in the language. Both of these studies have similarities in the topic of research that is in research diphthong in pronunciation. This

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[3] Mukhalad Malik Yousif,*Analysing the Improper Pronunciation of Diphthongs by Iraqi EFL learners,Department of English, Cihan University, Slemani, Iraq.* 28 april 2018

research has a connection to qualitative research methods. While the difference between this research with the first prior research lies in the place and sample of the research. The sample of this study is the students in a fifth semester of english department of Iain Metro, while the first prior research sample is of second semester students of Iraqi EFL learners. And the last or third research is done by Novarita with the title research is The Students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang Okus. The research method used by the first prior research is a qualitative method.

The problem of this study was concerned with the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS. The objective of this study was to find out the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS and to find out the factors influence the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS. In this investigation, the writer used the descriptive method. The population of the research was the beginner level students of English Genius Course Simpang OKUS. They were 73 students, which was consisted of four classes. In this research, the researcher used all the population, the total population was 73 students as the sample. The students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS

was good or relatively able. Based on the result of the questionnaire, the dominant factors that influence the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS were outcomes and engagement.[4]

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[4] Novarita,*the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS*, Volume 1 Issue 1, September 2017

**CHAPTER II**

**THEORETICAL REVIEW**

A. **Concept of Pronunciation**

1. **Pronunciation**

a. **The Definition of Pronunciation**

Adult Migrant English Program Research Centre (AMEP) states pronunciation refers to the particular sounds of a language (segments), aspect of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality).[5] it means that the pronunciation of the sound that comes out has a purpose to communicate with other people. intonation and tone of voice that comes out has meaning and meaning that can be understood by others.

According to Brown, pronunciation, also referred to as Psychomotor skills' is one element constituting communicative competence, which is said to be the ideal goal of every language instruction.[6] Pronunciation is one of the language skills that discusses how to pronounce a letter or a language word which has three essential aspects; namely sound, intonation, and rhythm.

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[5] AMEP (Adult Migrant English Program Research Centre) Research Centre, "Fact Sheet-What Is Pronunciation," (2012), 1.

[6] Brown H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition ( New York: Longman, 2001), 283-284.

Cook as cited in Pourhosein Gilakjani, defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates as cited in Pourhosein Gilakjani, pronunciation is the production of sounds that is used for making meaning.[7]

According to Hornby pronunciation is way in which a language or particular word or sound is spoken.[8] Pronunciation is one of the most important things learned because it is one of the ways a person pronounces words. especially in speaking skills. However, there are still many students who think that pronunciation is one thing the most difficult aspects for them to learn in English learning. students who have good pronunciation in speaking English is more likely to be understood even if they make mistakes in other aspects. Meanwhile, students with poor pronunciation will still difficult to understand, even if the grammar used is perfectly. Furthermore, Richard and Schmidt defined pronunciation as the method of producing certain sounds.[9]

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[7] Abbas Pourhossein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 2.
[8] Maria Ramasari, "Students Pronounciation Error Made in Speaking for General Communication," *Linguistic, English Education and Art (LEEA) Journal* 1, no. 1 (December 30, 2017): 37–48,.
[9] Gilakjani, "English Pronunciation Instruction: A Literature Review."

The aforementioned definitions have already covered the whole meaning of pronunciation. Based on the explanation above, the researcher concludes that pronunciation is a process or method to make or produce sound and a way to pronounce words that have articulation, stress, and sound good intonation and has a meaning that can be understood by listeners.

### b. The Purpose of Pronunciation

The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they will use it.[10] The teacher will have to concentrate on the important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native-speaker-like variations. In teaching the different uses of /t/ and /d/ to students who have difficulties with either or both, the distinction of voicing is a useful starting point and examples should be taken of these sounds used between two vowels, as in rated, raided, sighting, siding, a tin, a din, etc. In initial position preceding a vowel, the distinction must emphasise presence or absence of aspiration, and in final position lengthening of the vowel preceding /d/.

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[10] Dr Geoffrey Broughton et al., *Teaching English as a Foreign Language.*, 2002.

Based on the explanation above, the researcher concludes that the main purpose of learning pronunciation is when students are able to understand that their goal in following this pronunciation teaching is for them to can produce good English speech and can be understood wherever they will use it. they are able to use good and correct language so that listeners can easily catch what they are conveying.

c. **The Principles of Pronunciation**

In accordance to Geoffrey Broughton, pronunciation practice itself might be very short or may occasionally occupy several minutes. In either case, a few key principles should be followed:[11]

1) Recognition practice should precede production practice.

2) But since production reinforces recognition, there is no need to wait for perfect recognition before asking for production.

3) The sounds to be heard and spoken should be clearly highlighted in short utterances.

4) But this should not be taken to the extreme of tongue twisters like Peter Piper.

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[11] *Ibid.*, 62

5) Students should be given the opportunity to hear the same things said by more than one voice as the model.

6) The English sounds can be demonstrated in contrast with other English sounds or else in contrast with sounds from the native language.

7) The target sound contrast should be shown to function meaningfully, ie. students should realise that it makes an important difference to their intelligibility to use it properly. This can be done by a procedure involving a progression from straightforward drill, where the success or failure is simply measured by the teachers approval or disapproval, to a simulated communication situation like a picture-word matching exercise, or a game, and then to a real communication situation like the understanding of a story or joke where the meaning might depend on the sound contrast being taught.

Based on the explanation above, it can be concluded that to be able to create or achieve overall good pronunciation skills, students need to know and understand how to pronounce english speech correctly. because of their ability to produce good pronunciation, comes from good pronunciation they have.

### d. The Aspects of Pronunciation

Pronunciation has two main features; there are segmental and super segmental features.[12] Segmental feature includes of phoneme that consists of vowel and consonant. In addition, super segmental includes of stressing and intonation.

The segmental feature concerns with the phonemes which includes of vowel and consonants of a language. These have been well described on this figure below:

Table.2

Exemple of English Diphthong

| Vowels | | Diphthongs | | Consonants | | | |
|---|---|---|---|---|---|---|---|
| iː | bead | eɪ | cake | p | pin | s | sue |
| ɪ | hit | ɔɪ | toy | b | bin | z | zoo |
| ʊ | book | aɪ | high | t | to | ʃ | she |
| uː | food | ɪə | beer | d | do | ʒ | measure |
| e | left | ʊə | fewer | k | cot | h | hello |
| ə | about | eə | where | g | got | m | more |
| ɜː | shirt | əʊ | go | tʃ | church | n | no |
| ɔː | call | aʊ | house | dʒ | judge | ŋ | sing |
| æ | hat | | | f | fan | l | live |
| ʌ | run | | | v | van | r | red |
| ɑː | far | | | θ | think | j | yes |
| ɒ | dog | | | ð | the | w | wood |

(Pairs of consonants (voiced and unvoiced) are thickly outlined. The boxes containing unvoiced phonemes are shaded.)

### e. Teaching Pronunciation

Teaching is the process of training and paying attention to the needs, experiences and feelings of people, so that they learn certain things, and add to the knowledge given.

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[12] Peter Roach, *English Phonetic and Phonology: A Practical Course, Third Edition*(CambridgeUniversity Press, 2000), 2.

Teaching is a form of business that has the aim of creating a learning environment system consisting of teachers, students and the learning process that allows for the learning process to occur as well as possible.

English pronunciation teaching has been the subject of several surveys but mainly in English-speaking countries, such as Canada, Australia, and Great Britain.[13]

Pronunciation teaching deals with to interrelated skills recognition or understanding the flow of speech and production or fluency in the spoken language. These skills rely very little on intelectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learners the skill the require.[14] This is because many students only master one of the two points, which then makes it difficult for them to convey something in speech which ultimately makes them feel nervous.

Pronunciation has traditionally teach with a goal of "speaking likes a native speaker", but this is not practical. In fact, it is a recipe for discouragement both for teachers and for student. A more practical approach is to aim for listeners friendly with pronunciation. This aim makes sense to a student who hoper to

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[13] Alice Henderson et al., "The English Pronunciation Teaching in Europe Survey: Selected Results," *Research in Language* 10, no. 1 (March 30, 2012): 5.
[14] Geoffrey Broughton et al., Teaching English., 5.

achieve something through conversations with native speakers.[15] Because when students are able to catch sounds or have good listening but are not matched with good pronunciation skill they will find it difficult to express what they get.

There are two particular problems accur in much pronunciation teaching and learning.

1) What students can hear

Some students have great difficulty hearing pronunciation features which we want them to reproduce there. There are two ways of dealing with this, in the first place we can show student how sounds are made through demostration, diagram, and explanation. But we can also draw the sounds to their attention every time the appear on a tape or in our own coversation. In this wa we gradually train the student's ears. When they can hear correctly they are on the way to being able to speak correctly.

2) The intonation problem

Many teachers the most problematic area of pronunciation is intonation, some of us land many our students' find it extrenly difficult to hear ‗tunes' or to indentify the different patterns of rising and falling tones. The key successful pronunciation teaching. However, is not

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[15] Lutfan Adli, *Teaching Pronunciation Using the Prosody Pyramid*, accessed March 26, 2022.

so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice on English is spoken either on audio or vidiotape or from the teacher themselves.

### f. Factor Influencing student's Error in Pronunciation

What are the factors within learners that affect pronunciation, and how can you deal with each of them.[16] There are six factors influencing the students error in pronunciation stated by Joanne Kenworthy, as follows:[17]

1) The native language

Because of the role of native language, there has been a great deal of research in which the sound system of English and other languages are compare and the problems and a difficulty of learners predicted.

2) The age factor

It is assumed that if someone pronounces a second language like a native that probably started learning it as a child. Conversely if a person does not begin to learn a second language until adulthood, they will never a native-like accent.

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[16] "Ok-Teaching-by-Principles-h-Douglas-Brown.Pdf," accessed March 24, 2022.

[17] Joanne Kenworthy, *English Teaching Pronunciation* (London and New York: Longman, first published, 1987), 4-8.

3) Amount of exposure

This is tempting to view this simply as a matter of whether the learner is living in an English-speaking country or not. If this is the case of the learner surrounded by English and this constant exposure should affect pronunciation skills. If the learner is not living an English-speaking environment, then there is not an advantage.

4) Phonetic ability

It is a common view that some people have a better ear for foreign language than other. This skill has been variously termed aptitude for oral mimicry, phonetic coding ability, and auditory discrimination ability.

5) Attitude and identity

It has been that claimed the factors such as a person's sense of identity or feeling of a group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.

6) Motivation and concern for good pronunciation

This concern is often expressed in statements about how bad their pronunciation is and in request for correctionboth blanket requests and frequent pauses during speech used to solicit comment on the accuracy of pronunciation.

The conclusion from the explanation above is that there are several factors that can affect pronunciation errors in students. The errors that often occur are about the native language the use and a lack of understanding of phonetics.

## B. Concept of Error

### 1. The Definition of Errors

Explaining about definition of errors, Erdogan says that "An error is the use of linguistic item in a way that fluent or native speaker of the language regards it as showing faulty or incomplete learning"[18]. It means error can be happen because the learner does not know what is correct and cannot correct by himself. An error has a different with a mistake, where the mistake is the learner make mistake in learning writing or speaking because less of attention, exhausted, carelessness or some aspect of performance. To different between error and mistake the writer suggest to ask the learner to try to correct his own faulty statement, if he is cannot to correct it the it call by an error, but where he is successful, they are a mistake. The error in pronouncing English may be viewed as a part of learning English process to the people who speak English as a foreign language. Because by the errors, they will learn how to correct pronounce in English.

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[18] Erdogan, V. (200). *Contribution of Error Analysis to Foreign Language Teaching Mersin University*, P. 263

## 2. Definition of Error Analysis

In language study phases, students will not always use correct English. They will make mistakes too, when writing or speaking more freely the they will make an error. Therefore here the writer will explain about the definition of error analysis. There are many importance of error analysis in the teaching of English as a foreign language, although errors are bad things in learning English as a foreign language. According to Sunardi Hasyim "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".[19]

And from other expert, according to Ellis "Error analysis is a procedure used by both researcher and teachers, it involves data collection data, identification, description, classification, and evaluation of error".[20]

After talking much about error analysis in language learning, the writer then conclude that error analysis is required in developing or increasing the techniques in teaching English. By doing the error analysis, a teacher can concentrate on the materials in which most learners made error, a teacher can also evaluate himself whether he

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[19] Sunardi Hasyim, *Error Analysis In The Teaching Of English*. Universitas Kristen Petra 2002. p.42.
[20] Ellis Rod, *Error And Errors Analysis In Second Language Acquisition*. New York: Oxford University Press, p. 15-18.

succeeds in teaching or not, and finally he can improve his techniques in teaching by preparing systematic materials.

3. **Steps of Error Analysis**

From statement Ellis above conclude that error analysis has methodology involving some procedure to do. There are number of steps taken in conducting an error analysis:

a. Collecting data: the first stage of error analysis is „collecting data, it must to collect the relevant data at this stage. Data may be written or spoken, general or specific.

b. Identification Error: then the existing errors the collecting data are identified. it means distinguish or different errors. For this errors are distinguished from mistake in general.

c. Description error: after all the errors have been identified, they can be described.

d. Explanation of errors: while explaining the error try to find out the different sources of errors. the sources of errors are classified as intralingual ( the negative transfer of items within the target language) and interlingual (negative influence of the mother tongue of learners.

e. Remediation or correction of errors: in the remediation and correction of errors, the teachers correct the errors or the learners made correct themselves.

## C. Concept of Diphthong

### 1. The Definition of Diphthong

According to Okim Kang, Ron I. Thomson and John M. Murphydiphthong is the central or 'core' sound, which is the core of temporary vocals and 'off-glide' sounds. In English the nucleus always appears before launch, for example <this> /ðɪs/ and <how> /haʊ/, but in some languages the order is reversed. Diphthong has at least the same length as the long vowels discussed above and the nucleus (nucleus) is their longest and strongest element.[21]

Furthermore, Ee-Ling Low explains that diphthongs are those transcribed with two symbols and this is done to represent the change in vowel quality when they are being produced.[22]

Moreover, Peter Roach state that diphthong is sounds that consist of movement or slide from one vowel to another. And in the diphthong the first sound part is longer and stronger than the second part.[23]

Based on the explanation above, the researcher concludes that diphthong is a combination of two vowels that pronounced in one syllable and produces only one sound.

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[21] Okim Kang, Ron I. Thomson and John M. Murphy, *The Routledge Handbook ofContemporary English Pronunciation* (London and New York: Sage publication,2018)114.

[22] Ee-Ling Low, *Pronunciation for English as an International Language* (London andNew York: Sage publication,2015)29.

[23] Peter Roach, *English Phonetics and Phonology* (Cambridge University Press.1991)18.

## 2. Kind and Example of Diphthong

There are many kinds and example of the diphthong. Accordingto Peter Ladegofed and Keith Johnson, there are ten kinds of diphthong and along with examples as follows[24]:

### a. Diphthong [aɪ]

The diphthong [aɪ], as in *high, buy*, moves toward a high front vowel, but in most forms of English, it does not go much beyond a mid-front vowel. Say a word such as *buy*, making it end with the vowel [ɛ] as in *bed* (as if you were saying [baɛ]. A diphthong of this kind probably has a smaller change in quality than occurs in your normal pronunciation (unless you are one of thespeakers from Texas or elsewhere in the South and Southwest who make such words as *by, die* into long monophthongs [baɪ], [daɪ]). Then say *buy*, deliberately making it end with the vowel [ɪ] as in *bid*. This vowel is usually slightly higher than the ending of this diphthong for many speakers of English. Finally, say *buy* with the vowel [ɪ] as in *heed* at the end. This is a much larger change in quality than normally occurs in this word. But some speakers of

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[24] Peter Ladefoged and Keith Johnson,*A Course in Phonetics*(Canada:Wadsworth,2011)92.

Scottish English and Canadian English have a diphthong of this kind in words such as *sight,* which is different from the diphthong that they have inside.

**b. Diphthong [aʊ]**

The diphthong [aʊ] in *how* usually start with a quality very similar sound to that at the beginning of *high*. Try to say owl as if it started with [æ] as in *had*, and note the difference from your usual pronunciation. Some speakers of the type of English spoken around London and the Thames estuary (often called Estuary English) have a complicated movement in this diphthong, making a sequence of qualities like those of [ɛ] as in *bed*, [ʌ] as in *bud*, and [u] as in *food*. Say [ɛ–ʌ–u] in quick succession. Now say the phrase *how now cow* using these types of Diphthong.

**c. Diphthong [eɪ]**

The diphthong [eɪ] as in *day* varies considerably in different forms of English. Some American English speakers have a diphthong starting with a vowel very similar to the [ɛ] in *head*. Most BBC English speakers and many Midwestern Americans have a smaller diphthong, starting closer to [ɪ] as in *hid*. Estuary English, as described above, has a larger

diphthong, so that words such as *mate*, *take* sound somewhat like might, tyke. Conversely, others (including many Scots) have a higher vowel, a monophthong that can be written [e].

**d.  Diphthong [əʊ]**

The diphthong [əʊ] as in *hoe* may be regarded as the back counterpart of [eɪ]. For many speakers of American English, it is principally a movement in the high–low dimension. Some British English speakers make this vowel start near [ɛ] and end a little higher than [ʊ]. Say each part of this diphthong and compare it with other vowels.

**e.  Diphthong [ɔɪ]**

The remaining diphthong moving in the upward direction is [ɔɪ] as in *boy*. Again, this diphthong does not end in a very high vowel.It often ends with a vowel similar to that in *bed*. We might well have transcribed *boy* as [bɔɪ] if we had not been trying to keep the style of transcription used in this book as similar as possible to otherwidely used transcriptions.

**f.  Diphthong, [juː]**

The last diphthong, [juː] as in *cue,* differs from all the other diphthongs in that the more prominent part occurs at the end. Because it is the only vowel of this kind, many books on

English phonetics do not even consider it a diphthong; they treat it as a sequence of a consonant followed by a vowel. We have consideredit to be a diphthong because of the way it patterns in English. Historically, it is a vowel, just like the other vowels we have been considering. Furthermore, if it is not a vowel, then we have to say that there is a whole series of consonant clusters in English that can occur before only one vowel. The sounds at the beginning of *pew, beauty, cue, spew, skew* and (for most speakers of British English) t*une, due, sue, Zeus, new, lieu, stew* occur only before /u/. (Note that in British English, *do* and *due* are pronounced differently, the one being [du] and the other [dju:]. There are no English words beginning with /pje/ or /kjæ/, or any combination of stop plus [j] before any other vowel. In stating the distributional properties of English sounds, it seems much simpler to recognize /ju:/ as a diphthong.

The conclussion from explanation above is every spoken language has its own set of sounds. A characteristic of this set is that all the sounds within it exist in some sortof relationship to each other, each sound helping to shape the contours and boundaries of its neighbors. Most of the students are still many who do not know what it is phonetic and how to pronounce English correctly.

# CHAPTER III

# RESEARCH METHOD

## A. The Type and Characteristics of Research

In this case, the researcher considers the importance of cohesive device mastery, especially pronunciation of English Diphthong word to be explored. The researcher decides to use qualitative descriptive research to analyze what are the students problems in using the pronunciation of English Diphthong of the students at Iain Metro Lampung.

According to Creswell, qualitative research is a study of explore and also understanding a meaning in a individual or group that is considered a social or human problem.[25] It is can be said that qualitative research means investigating and understanding a problem of the humans or social by individuals person or groups.

Qualitative research is a research that has the aim of being able to study, describe, and also explain a phenomenon that occurs. This understanding can be obtained by using describing and exploring through a narration. It means the research procedures that results in descriptive data either in writing or spoken from the participants and behavior that is observed. It also includes descriptive study that proposes to gather current information, to identify problems, to make comparisons or evaluation and to learn from others' experience to establish a decision.

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[25] John W. Creswell, Research Design: *Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed,* (New Delhi: Sage Publications, 2003), p.4

The characteristic in this research focuses on the descriptive qualitative research. Researcher was conduct a direct survey that it can later be used to describe phenomenon and summarize it. The purpose of using a survey in descriptive research is to getting a good step in certain things. Descriptive qualitative analysis with also involve describing the general characteristics that underline of the data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.[26]

In line with the explanation above, the purpose of this research to know what are the students' problems in using the pronunciation of English Diphthong of the students at Iain Metro Lampung.

## B. Data Resources

The writer classifies the sources in this study into two categories. They are classified as primary and secondary sources.

1. Primary sources

   Primary sources are original materials that serve as the basis of research. They are witnesses or direct evidence regarding the research topic under consideration. They present the information in its original form, neither interpreted nor condensed nor evaluated by other authors. The primary source of this research was be the observation result of the students of Iain Metro Lampung. The total numbers of the students are ten students.

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[26] Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), p. 16.

2.  Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. Interview, documentation, the books, journals, e-books and articles that are related to the research and used as secondary sources in this study.

## C.  Data Collection Technique

Qualitative research typically follows an inductive process.[27] It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that "in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information".[28] The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.

The data are needed in research work to serve the raw material that is used in the production of data. It provides a definite direction and a definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for scientific research. In addition, the data are needed to substantiate the various arguments in research

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[27] 1Linda Kalof et.al., *Essential of Social Research*,(England: Open university press, 2008)

[28] John W. *Creswell, Research Design*, p. 184

findings.[29] Qualitative researcher also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and document analysis.[30] Researcher in this research used a document to collecting the data. Researcher takes documents from the result of the use of the pronunciation of English Diphthong. In the process of collecting the data, the researcher using a sampling technique of ten students. The writers then asked the students to read a list of words and recorded them using smartphone. The words given contain diphthongs. Thus, the instrument of this study is in the form of test. The method used in this analysis focuses on the data source (voices) that becomes important part of data analysis. The whole analysis relied on the recordings of the pronunciations produced by the students. collecting students speaking result to analyze and to identify the using of English Diphthong in pronunciation.

In this research the researcher used three techniques to collect the data, there are observation, interview and documentation.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.[31] As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a

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[29] 3 Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*,(New Delhi: New Age International Publisher, 2006), p. 212.

[30] Donald Ary et. al*., Introduction to Research in Education Eight Edition*,(USA: Wadsworth Cengange Learning, 2010), p.32

[31] John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: University of Nebraska, 2002), p.53.

setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non university setting).

In this research, the reseacher wass observe the test result of the students in fifth semester of IAIN Metro Lampung. In order to analyse the students error in pronunciation English diphthongs and the factors that cause the problem.

2. Interview

Interview occurs when the researcher ask one or more questions to general participants, open-ended questions and then record their answers.[32] It means that by by conducting interviews participants means being able to voice their personal experiences as well as possible without being limited by the researcher's perspective or previous research findings. Interviews can provide useful information when researchers cannot observe participants directly, and researchers allow participants to describe detailed personal information via smartphones in either video or voice recordings. Therefore, in this study the researcher will use interviews to collect data from fifth semester English students.

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[32] John W. Creswell, *EducationalResearch: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed,* (New Delhi: Pearson Education, 2012), p. 217

3. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.[33] In this research, the researcher uses documents technique to collect the data. Documents can be a valuable and reliable source of information in qualitative research. Creswell cited that document represent public and also private documents. Public documents are usually provided in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.[34] Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher gets the data form the result of students' pronunciation recording. particularly in the area of study background.

**D. Data Analysis Technique**

The important part in research study is analysing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together innew arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be

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[33] *Ibid.,* p.432
[34] Jhon W. *Creswell, Research Design*, p. 180

described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

To examine the data, the researcher will employ the Miles and Huberman model.[35] This diagram depicts the components of this analytical model.
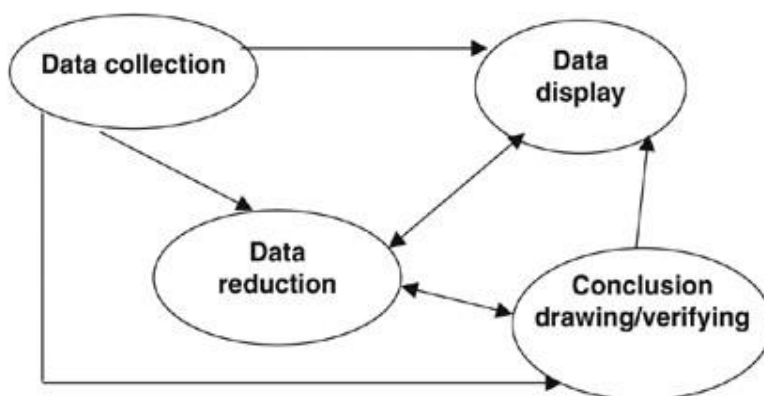


**Figure I.** *Analysis Components of Miles and Huberman Model*

The Miles and Huberman model analyzes data and performs the following stages:[36]

1) Data collection is the process in which the writer gathers all of the data that will be utilized to finish the study. Data collection is the author's phase in gathering all of the data needed to finish the research.

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[35]Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.
[36]*Ibid.*

2) The writer will condense the information he has gathered by summarizing and selecting certain items. The author will organize the information gathered by summarizing and selecting certain items.

3) The writer will frequently utilize pictures, figures, or charts to display the material. The display should be able to describe the complete data set's content. Writers typically utilize graphs, illustrations, or charts to portray data that can communicate the general topic of the material.

4) Finally, the writer will validate his study by drawing conclusions based on data results. Finally, the author will confirm his study by drawing conclusions based on various data results.

Therefore, it is can be inferred that data analysis has multiple purposes in evaluating research data, which include: interpreting the data, testing the null hypothesis, obtaining significant results, describing conclusions or making generalizations, and calculating parameter.

# CHAPTER IV

## RESULT OF THE RESEARCH AND DISCUSSION

A. **Result of the Research**

1. **Description of the Research Setting**

a. **The Historical Background of IAIN Metro**

IAIN Metro is located in Metro city, Lampung province. It is the only State Institute for Islamic Studies in this city. As an Islamic institute which is one of favourite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent, and have good moral. Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The

establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27.1963, in order to accomplish Al-Jami"ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami"ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute

for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

As a State, IAIN Metro was foundded to graduate students who have quality not only on developing Islamic value and but also science. It was described in is vision: ―To be Islamic State‖. Then, to accompish the vision, IAIN Metro composed some missions, namely (1) Developing three pillars of university (education, research and development, and society services), (2) Developing and spreading and technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

**b. Organization Structure of IAIN Metro**

The structural organization of IAIN Metro in the academic

year 2022/2023 is described by the following figure:

**Figure 2.**

**structural organization of IAIN Metro in the academic year 2022/2023**
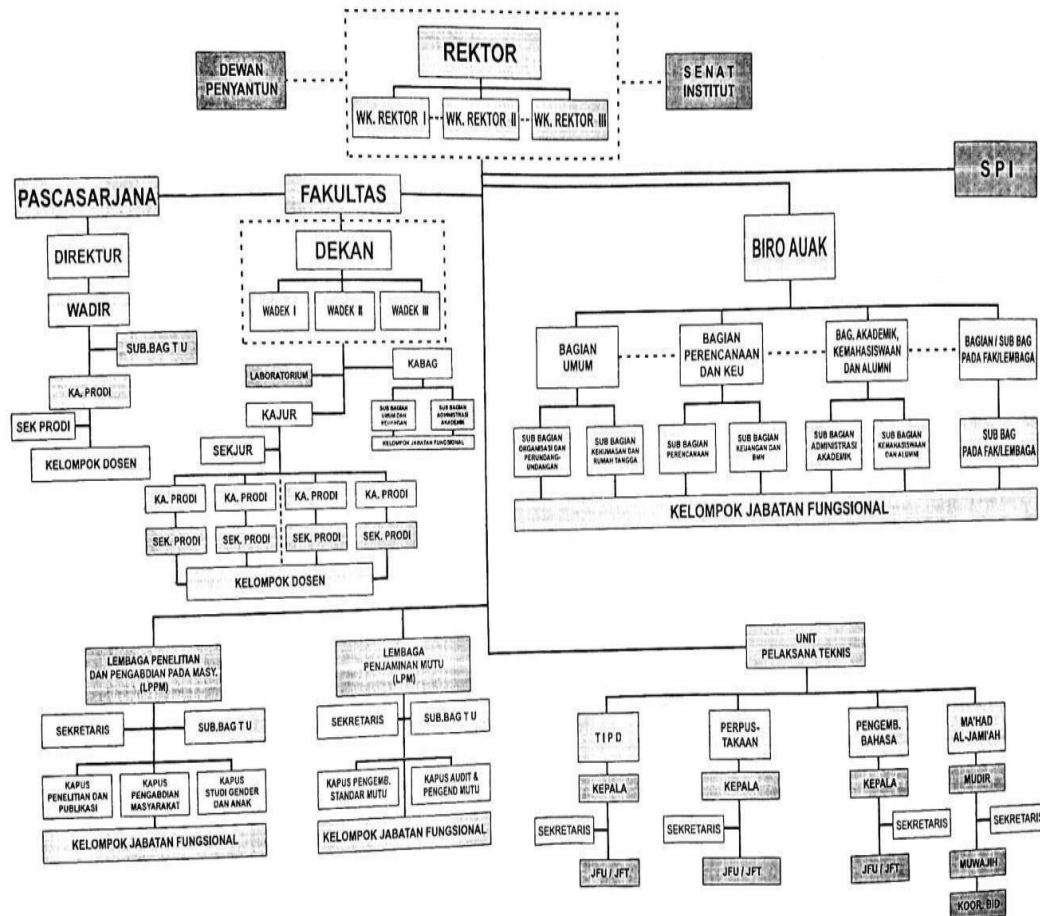


**Explanation:**

Principals of IAIN Metro:

1. Dr. Siti Nurjanah, M.Ag. PIA (Rector of IAIN Metro)

2. Prof. Dr. Ida Umami, M.Pd. Kons (Vice Rector I)

3. Dr. Dri Santoso, M.H. (Vice Rector II)

4. Dr. Mahrus As'ad, M.Ag (Vice Rector III)

**Tarbiyah and Teacher Training Faculty**

1. Dr. Zuhairi, M.Pd (Dean)

2. Dra. Isti Fatonah, MA (Vice Dean I)

3. Sudirin, M.Pd (Vice Dean II)

4. Drs. Kuryani, M.Pd (Vice Dean III)

5. Muhammad Ali, M.Pd.I (Head of PAI)

6. Novita Rahmi, M.Pd (Head of PBA)

7. Andianto, M.Pd (Head of TBI)

8. H, Nindia Y, M.Pd (Head of PGMI)

9. Edo Dwi Cahyo, M.Pd (Head of PIAUD)

10. Endah Wulantina, M.Pd (Head of T-MTK)

11. Nasrul Hakim, M.Pd (Head of T-Biologi)

12. Tubagus Ali Rachman Puja Kesuma, M.Pd (Head of T-IPS)

c.  **The Facilities of IAIN Metro**

There are facilities at IAIN Metro in supporting the lectures and students in condacting the learning process, namely: lecturers room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket. For getting the details of facilities, it can be shown in the table below:

**Table 3.**
**Facilities at IAIN Metro**

| No | Facilities | Total of Room |
|----|------------|---------------|
| 1 | Lectures's room | 4 |
| 2 | Computer laboratory unit | 4 |
| 3 | Library unit | 1 |
| 4 | Language laboratory unit | 2 |
| 5 | Micro-Teaching laboratory | 1 |
| 6 | Islamic development unit | 1 |
| 7 | Classroom | 18 |
| 8 | Mosque | 1 |
| 9 | Futsal field | 1 |
| 10 | Basketball field | 1 |
| 11 | Wall climbing field | 1 |
| 12 | Volley field | 1 |
| 13 | Tennis field | 1 |
| 14 | Auditorium | 1 |
| 15 | Students activities unit | 1 |
| 16 | Students committee office | 1 |

*Source: Documentation of State Islamic Institute (IAIN) of Metro*

**d. Location Sketch of IAIN Metro**

IAIN Metro has two campus buildings that are located in different area. The first is at street Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

**Figure 3.**
**The location sketch of IAIN Metro (campus 1)**
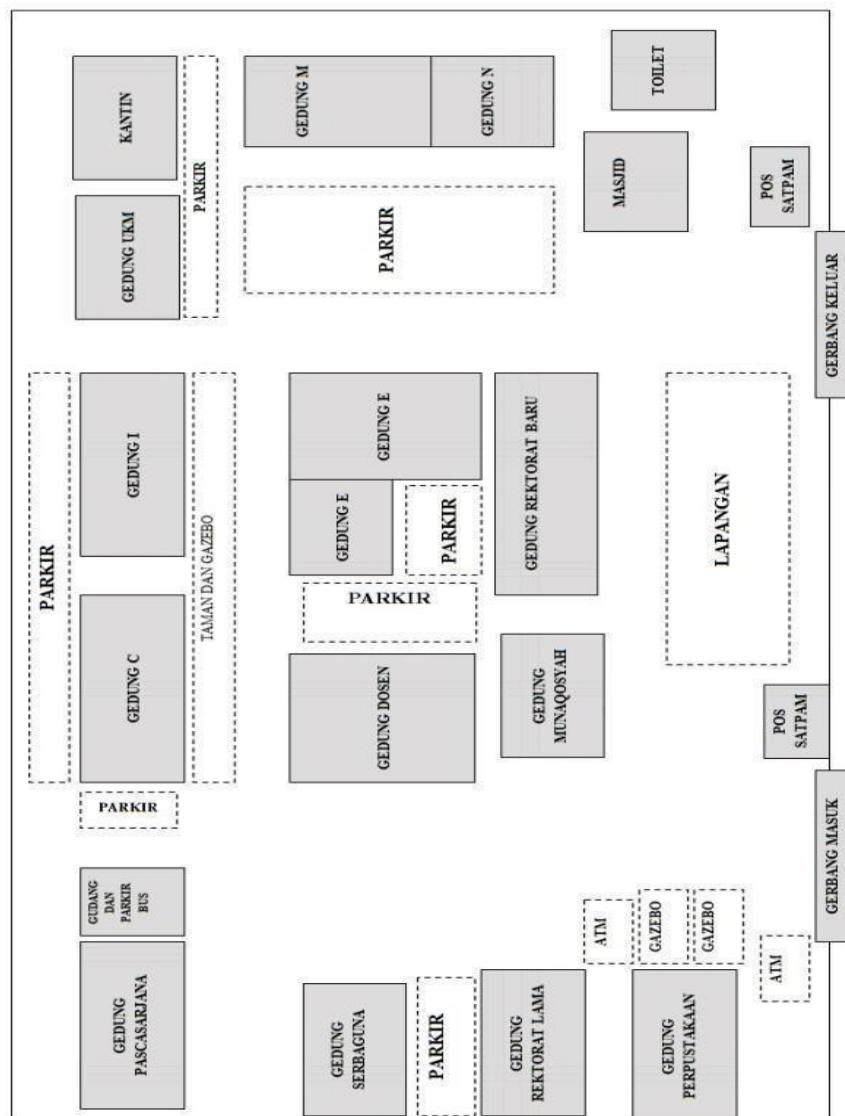
### e. The Population of Students in IAIN Metro

The total number of students in State Institute for Islamic

Studies of Metro is 7.658

**Table 4.**
**Total students of IAIN Metro**

| No | Departments | Program | Students |
|----|-------------|---------|----------|
| 1 | Tarbiyah Department | English Education program (TBI) | 611 |
| | | Islamic Education program (PAI) | 1164 |
| | | Arabic Education program (PBA) | 186 |
| | | Islamic Elementary School Education program (PGMI) | 518 |
| | | Mathematic Education program (TPM) | 249 |
| | | Biology Education program (TPB) | 249 |
| | | Social Science Education program (IPS). | 262 |
| | | Islamic Childhood Education program (PIAUD), | 186 |
| 2 | Economy Business Faculty | D3 Syari'ah Banking Program (D3 PBS) | 4 |
| | | S1 Syari'ah Banking Program (S1 PBS) | 674 |
| | | Islamic Economy Department (ESY) | 1191 |
| | | Islamic Accountant (AKS) | 369 |

| | S | Pilgrimage Management (MHU) | 149 |
|---|---|---|---|
| *o u r* 𝒮 *c e : d o c* 4*u. m e n t a t i o o* | Syari'ah Department | Islamic Law Program (AS) | 319 |
| | | Islamic Economy Law Program (HESY) | 358 |
| | | Islamic Constitutional Law (HTNI) | 204 |
| | Islamic Announcement and Communication Department | Islamic Communication and broadcasting (KPI) | 349 |
| | | Language and Arabic Literature Program (BSA) | 70 |
| | S | Islamic Extension Guidance (BPI) | 112 |

*urce: documentation of IAIN Metro in Academic year 2022/2023*

**f. The profile of English Education Department**

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as followes:

a) Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.

b) Building and developing humanist, democratic, and modern academic atmosphere.

c) Growing the professionalism ethic through theoretical knowledge basic mastery.

d) Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

e) Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

a) To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.

b)  To prepare the students be professional with spirit of English Islamic.

c)  In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stake holders in TBI IAIN Metro.

## B.  The Result of Research

In this result of the research, the data description made by the researcher. In this research, the researcher involved 10 students in the fifth semester of English department of IAIN Metro as participant from Tuesday, September 13ᵗʰ 2022. The table bellow is the result of error pronunciation of the word diphthong made by students through voice recordings sent using smartphone.

**Table 5.**

**Error Pronunciation in diphthong word**

| No | Words | Error Pronunciation | | Students Initial | Total of Students |
|---|---|---|---|---|---|
| | | Transcription | | | |
| | | Dictionary Transcription | As Recorder | | |

| 1 | Amazing | / əˈmeɪzɪŋ / | /amazɪng/ | 2 | 1 |
|---|---|---|---|---|---|
| 2 | Vacation | / vəˈkeɪʃən / | /vesition/ | 1,7 | 5 |
| | | | /vəsetion/ | 3 | |
| | | | /vɪkesion/ | 5,10 | |
| 3 | Games | /geɪmz/ | /gɛms/ | 6 | 1 |
| 4 | There | /ðeə/ | /dɔ r/ | 1,2 | 4 |
| | | | /dɜːr/ | 3,5 | |
| 5 | Like | /laɪk/ | /lɪk/ | 1,7 | 3 |
| | | | /lek/ | 3 | |
| 6 | Coaster | /ˈkəʊstə (r)/ | /kɔ stər/ | 1,2 | 2 |
| 7 | Hysteria | /hɪsˈtɪərɪə/ | /histriə/ | 2,,3,4, 5 | 4 |
| 8 | Cried | /kraɪd/ | /krɪd/ | 1,3 | 7 |
| | | | /crɪed/ | 4 | |
| | | | /kreɪd/ | 2,5,7,9 | |
| 9 | Scared | /ˈˈskeəd/ | /skɔ r/ | 3 | 6 |
| | | | /scarəd/ | 1,4,7 | |
| | | | /skrɔ d/ | 5,2 | |
| 10 | Tried | /traɪd/ | /trɔ d/ | 2,3, | 7 |
| | | | /trɪd/ | 1,4,5,7,9 | |
| 11 | Cable | /ˈkeɪbl/ | /kebəl/ | 2,6,7 | 3 |
| 12 | Here | /hɪə(r)/ | /hɜː r/ | 1,2,4,5,7,10 | 9 |
| | | | /hɪr/ | 3,8,9 | |
| 13 | Played | /pleɪd/ | /plʌ yəd/ | 1,7, 6 | 3 |
| 14 | Around | /əˈraʊnd/ | /əˈˈrʊnd/ | 1 | 7 |
| | | | /ʌ rʊnd/ | 2 | |
| | | | /əˈraʊnd/ | 3,5,7,8,9 | |
| 15 | Fried | /fraɪd/ | /frɔ d/ | 1,3, 5,7,4,6,8 | 7 |
| | | | /frɪd/ | | |
| 16 | Cake | /keɪk/ | /kek/ | 1 | 1 |
| 17 | Finally | /ˈfaɪnəli/ | /fɪ:nəll/ | 2,3,4,5,7,10 | 6 |

| 18 | Midnight | /ˈmɪdnaɪt/ | /mɪdnɪg/ /mɪdnaɪg/ /mɪdnc g/ | 2,4 1,3,7,10 5,9 | 8 |
|---|---|---|---|---|---|
| 19 | Life | /laɪf/ | /lɪf/ /lc ɛf/ | 2,3,7,8, 6,9 | 6 |
| 20 | Experience | /ɪksˈpɪərɪəns/ | /c ks"perɪen/ | 1,2,3,4,8 | 5 |
| 21 | Arrived | /əˈraɪvd/ | /ə'rrɪvəd/ /ə'rɪv/ | 1,2,3,6,9 8,10 | 6 |

The diphthong symbol in word there are:

a) Diphthong symbol of /ɪə/: hyst**eria**, h**e**re, exp**erie**nce.

b) Diphthong symbol of /eə/: th**e**re, sc**a**red

c) Diphthong symbol of /eɪ/: am**a**zing, vac**a**tion, g**a**me, c**a**ble, pl**a**yed, c**a**ke.

d) Diphthong symbol of /aɪ/: cr**ie**d, tr**ie**d, l**i**ke, fr**ie**d, f**i**nally, midn**i**ght, arr**i**ved, l**i**fe

e) Diphthong symbol of /əʊ/: c**oa**ster.

f) Diphthong symbol of /aʊ/: ar**ou**nd.

From the data above, the researcher looks for the recapitulation of students error classified on the phonetic diphthong symbol, which are made by the students.

**Table 6.**
**The Recapitulation of Students' Error**

| No | Name of Students | Classification type of Error In Diphthong Symbol | | | | | | Total Error |
|----|------------------|-------|-------|-------|-------|-------|-------|-------------|
|    |                  | /ɪə/ | /eə/ | /eɪ/ | /aɪ/ | /əʊ/ | /aʊ/ |             |
| 1 | R.A | 2 | 2 | 3 | 6 | 1 | 1 | 15 |
| 2 | S.A.P | 3 | 2 | 2 | 6 | 1 | 1 | 15 |
| 3 | I.K.W | 3 | 2 | 1 | 8 | - | 1 | 15 |
| 4 | M.A.S | 3 | 1 | - | 4 | - | - | 8 |
| 5 | K.L.P | 3 | 2 | 1 | 5 | - | 1 | 12 |
| 6 | M.J.A | - | - | 3 | 3 | 1 | - | 7 |
| 7 | R.I | 1 | 1 | 3 | 7 | - | 1 | 13 |
| 8 | S.R.J.P | 2 | - | ` | 3 | - | 1 | 6 |
| 9 | M.L.H | 1 | - | ` | 5 | - | 1 | 7 |
| 10 | M.J | 1 | - | 1 | 3 | - | - | 5 |
| | Total | 19 | 10 | 14 | 50 | 3 | 7 | 103 |
| | Percentage | 18,51 % | 9,78 % | 13,66 % | 48,58 % | 2% | 6,83 % | 100% |

From the result of the data table of recapitulation students" error type construction of diphthongs symbol, the researcher concluded that score of error made by student in fifth semester of IAIN Metro are so high. Researcher has obtain 103 error in pronunciation diphthong in their voice recording. And the types of error in the pronunciation diphthong includes, 19 indicate as diphthong /ɪə/ errors, 10 indicate as diphthong /eə/ errors, 14 indicate as diphthong /eɪ/ errors, 50 indicate as diphthong /aɪ/ errors, 3

indicate as diphthong /əʊ/ errors, and then 7 indicate as diphthong /aʊ/ errors.

**Figure 4.**

**Grapic Students Error**
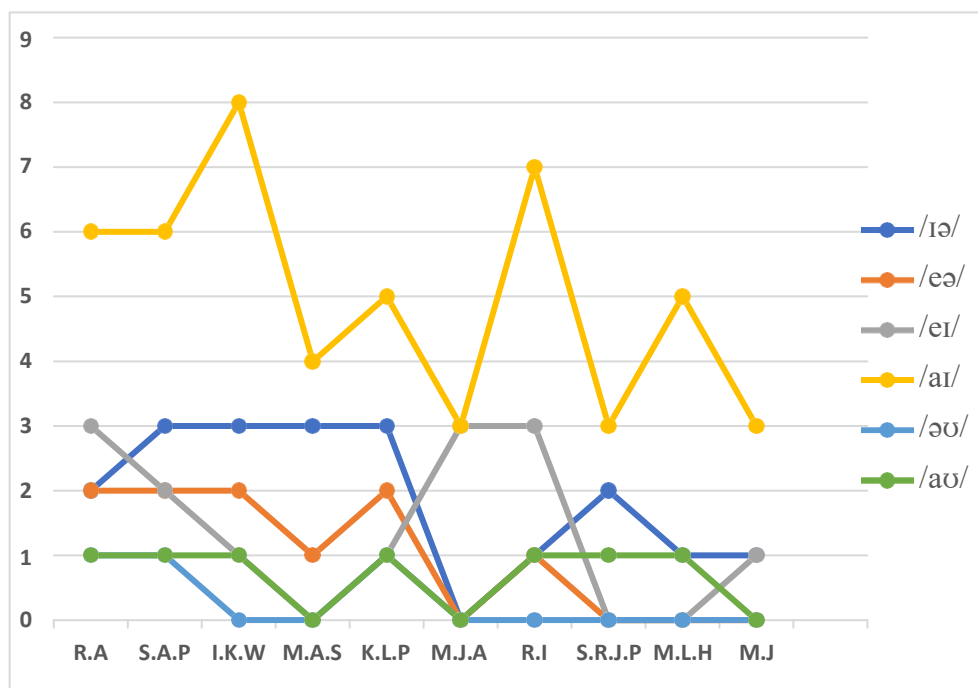


Based on the graphic above is clearly that the difference in number of errors made by the students. The level of errors made by the students in pronouncing /aɪ/ diphthong symbol is very high compared to the others. Especially when the compared to the /əʊ/, /aʊ/ diphthong symbol, the level difference fault is so far. While the /ɪə/ and /eɪ/ diphthong symbol at the center. So in a fact, the level of difficulties for the students is in pronouncing /aɪ/ diphthong symbol.

Then, the most type of students pronunciation error in diphthongs that found in the data has been analyzed by the researcher is show in the diagram bellow:

**Figure 5.**



DIAGRAM PERCENTAGE OF CLASSIFICATION ERROR IN DIPHTHONG SYMBOL
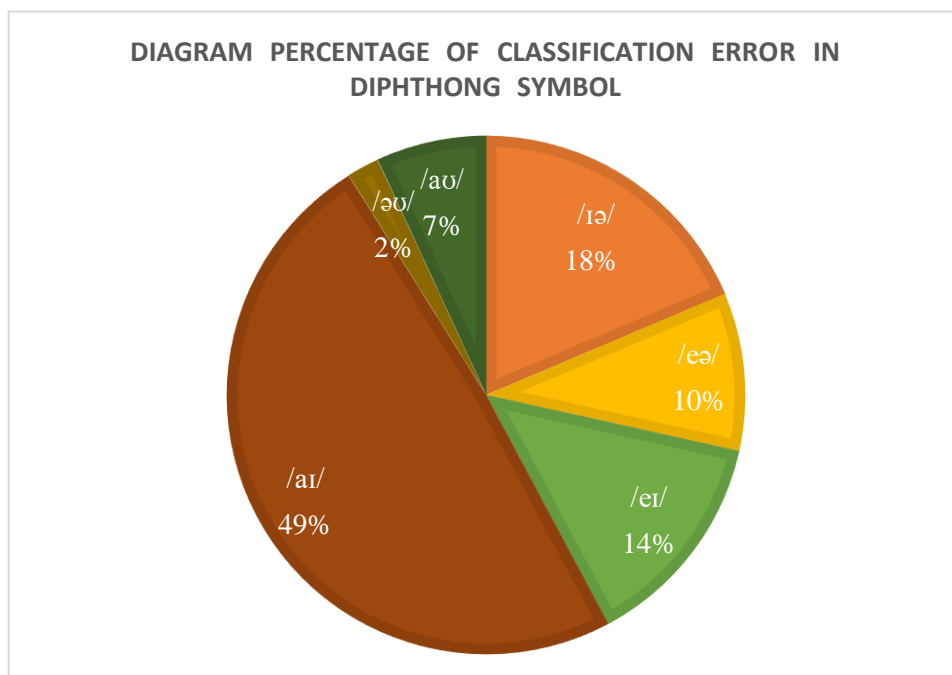
Based on the diagram above, Regarding of the diagram the researcher has done with document of students pronunciation error in english diphthong sound. The researcher has found 103 errors that students made in pronouncing english diphthong sound. Consisting of 19 diphthong /ɪə/ (18%) , 10 diphthong /eə/ (10%), 14 diphthong /eɪ/ (14%), 50 diphthong /aɪ/ (49%), 3 diphthong /əʊ/, (2%), and then 7 diphthong /aʊ/ (7%). Based on the results of the data above it, researcher discovered that the most

common error made by the students of fifth semester in pronuncing english diphthong sound is the diphthong /aɪ/ error.

## C. Discussion

After the researcher knows the result of the tests that have given to the students, the difficulties faced by them is they have not understood about howto pronounce vowel diphthong corectly. In the retrieval of pronunciation data of several word through voice recordings that the researcher gives to the students, the researcher learns that the students make errors in many words, such as : *amazing, coaster, here, there.* They make errors in the words because the most of the sounds are not exist in Indonesian. For example is diphthong sound of word midnight /ˈmɪdnaɪt/, in Indonesian they usually read midnight /mɪdneɪg/ because they are influenced by the alphabet word "ı" /eɪ/. They can read them well because these words have same sounds with Indonesian.

The errors in pronouncing English diphthongs are assumed to be affected by many factors. One of the factors is the habit of the students in pronouncing the word that contains of diphthongs. The habit can be from imitating, mishearing, and mispronouncing.

The habit in pronouncing a word can be affected by imitating someone in pronouncing that word. The students are disposed to imitatesomeone whom they believe in perfectly. For example it can be a

teacher, lecture, an actor oractress in an English movie, the English singer, or the others. Error in pronouncing words happens when they copy the wrong models.

Besides imitating, mishearing can be a main factor in pronouncing errors. It happened because the students were not used to hearing words, especially in diphthongs word, in their native language. Their ears must be trained in hearing the certain diphthongs that don"t exist in the native language. They must be trained again and again until they get familiar with them Error pronunciations happen when the students hear the pronunciation clearly, but it is hard to imitate.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the result of the data analysis, the researcher concludes as follow:

1. The students in fifth semester of English Education Department IAIN Metro mispronounced the diphthong /ɪə/, /eə/. /eɪ/, /aɪ/. /əʊ/, /aʊ/. From 10 speakers, there were 9 speakers who mispronounced the diphthong [ɪə]. From 10 speakers, there were 6 speakers who mispronounced the diphthong [eə]. From 10 speakers, there were 7 speakers who mispronounced the diphthong [eɪ]. From 10 speakers, there were all speakers who mispronounced the diphthong [aɪ]. From 10 speakers, there were 3 speakers who mispronounced the diphthong [əʊ]. From 10 speakers, there were 7 speakers who mispronounced the diphthong [aʊ].

2. The students in fifth semester of English Education department mispronounced the diphthong by pronouncing diphthongs as certain vowels. In diphthong [eɪ], words were mispronounced as [ɛ]. Moreover, the others like [a] and [ʌ]. In diphthong [aʊ], most of mispronunciation that speakers did is it pronounced as [ʊ:**]**, [əʊ]

and [ɔ:]. In diphthong [ɪə], words were mispronounced as [ɛ] and [i:]. In diphthong [eə], words were mispronounced as [ɛ], [ə], [ɪ:].

3. The students did not correct their diphthong pronunciation directly. They fixed their diphthong pronunciations in the other next utterances that consisted of the diphthong they mispronounced before.

## B. Suggestion

Through this research, the researcher would like to constructively give suggestions as follow to:

1. For the students

   Students who have incorrect pronunciation have a lot to learn or practice every day. And must memorize the types of diphthong and how topronounce them correctly. The students are required to use the Oxford dictionary to make sure it easier to understand.

2. For the lecturer

   The lecturer hopes that there will be students who want to conduct research on the analysis of students' error problems in the pronunciation of diphthong in the ability to speak at the next opportunity.

3. For Head of Department

        The head of Department to proved some separated programs related to the English subject, specially speaking, to increase students speaking ability.

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# APPENDICES

**Research Instrument**

| No | Diphthong symbol | Word |
|---|---|---|
| 1 | /eə/ | Th**e**re, sc**a**re |
| 2 | /eɪ/ | am**a**zing, vac**a**tion, g**a**me, c**a**ble, pl**a**yed, c**a**ke. |
| 3 | /aɪ/ | cr**ie**d, tr**ie**d, l**i**ke, fr**ie**d, f**i**nally, midn**i**ght, arr**i**ved, l**i**fe |
| 4 | /əʊ/ | C**oa**ster |
| 5 | /aʊ/ | Arr**ou**nd |
| 6 | /ɪə/ | hyst**e**r**i**a, h**e**re, exp**e**r**ie**nce. |
|  |  |  |

**Screenshot 1 — +62 856-0901-4398**

assalamualaikum, sebelumnya perkenalkan nama kakak mifta Tbi angkatan 18. nah disini saya mau minta tolong bantuan adek angkatan 20 untuk mengisi data penelitian skripsi kakak dalam bentuk voice note 🙏 nanti kakak akan kirimkan teksnya terus kalian cukup reading aja via voice note lalu kirim ke saya 🙏

mohon bantuannya untuk hal tersebut 🙏

terimakasih 😊

jangan lupa cantumkan nama lengkap dan npm ya 🙏
14.03 ✓✓

oghee kak  15.35

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert. **finally** we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but it's fun. it's my **experience** unforgettable in my **life**. I'm very satisfied has **vacation** to the dunia fantasi Ancol.
15.35 ✓✓

SHILVIA RAHMAH JANATI PUTRI 2001051036
15.45

▶ ●|||·|||·|||||||·||||||·||||·|||||·  1.16    15.47

---

**Screenshot 2 — +62 819-1917-2919**

assalamualaikum, sebelumnya perkenalkan nama kakak mifta Tbi angkatan 18. nah disini saya mau minta tolong bantuan adek angkatan 20 untuk mengisi data penelitian skripsi kakak dalam bentuk voice note 🙏 nanti kakak akan kirimkan teksnya terus kalian cukup reading aja via voice note lalu kirim ke saya 🙏

mohon bantuannya untuk hal tersebut 🙏 😊
14.04 ✓✓

Waalaikumsalam kak.
Oke kak, kirim aja nnti teksnya  14.34

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert. **finally** we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but it's fun. it's my **experience** unforgettable in my **life**. I'm very satisfied has **vacation** to the dunia fantasi Ancol.
14.35 ✓✓

▶ ●|||·|||||·||||||·||·||||·|||||·  1.41    14.59

Intan kusuma wardhani (2001052007)  15.00

**Chat 1 — Kurnianto Lestari P...**

assalamualaikum, sebelumnya perkenalkan nama kakak mifta Tbi angkatan 18. nah disini saya mau minta tolong bantuan adek angkatan 20 untuk mengisi data penelitian skripsi kakak dalam bentuk voice note 🙏 nanti kakak akan kirimkan teksnya terus kalian cukup reading aja via voice note lalu kirim ke saya 🙏

mohon bantuannya untuk hal tersebut 🙏 😊
14.04 ✓✓

Waalaikumsalam kak. Boleh kak dengan senang hati. Untuk berapa anak kak? 🙏 14.06

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert. **finally** we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but it's fun. it's my **experience** unforgettable in my **life**. I'm very satisfied has **vacation** to the dunia fantasi Ancol.
14.19 ✓✓

jangan lupa sertakan nama lengkap dan npm ya 🙏
14.19 ✓✓

Oke kak siap 16.16

▶ ●||·||·||||||||||||||||||||·||·|·- 🎤
1.57                    16.48

Kurnianto lestari putra
2001052009                    16.49

---

**Chat 2 — Alfitra Septanandra...**

assalamualaikum, sebelumnya perkenalkan nama kakak mifta Tbi angkatan 18. nah disini saya mau minta tolong bantuan adek angkatan 20 untuk mengisi data penelitian skripsi kakak dalam bentuk voice note 🙏 nanti kakak akan kirimkan teksnya terus kalian cukup reading aja via voice note lalu kirim ke saya 🙏

mohon bantuannya untuk hal tersebut 🙏 😊
14.05 ✓✓

Waalaikumussalam iyaa mbaa 14.10

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert. **finally** we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but it's fun. it's my **experience** unforgettable in my **life**. I'm very satisfied has **vacation** to the dunia fantasi Ancol.
14.18 ✓✓

Muhammad Alfitra Septanandra/2001052011
14.27

▶ ●||||||·-·||·||·-·||·||||·||·-·||·||·|·- 🎤
1.49                    14.42

**Left screenshot:**

+62 822-8298-4845

assalamualaikum, sebelumnya perkenalkan nama kakak mifta Tbi angkatan 18. nah disini saya mau minta tolong bantuan adek angkatan 20 untuk mengisi data penelitian skripsi kakak dalam bentuk voice note 🙏 nanti kakak akan kirimkan teksnya terus kalian cukup reading aja via voice note lalu kirim ke saya🙏

mohon bantuannya untuk hal tersebut🙏 😊

14.05 ✓✓

25 September 2022

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert. **finally** we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but it's fun. it's my **experience** unforgettable in my **life**. I'm very satisfied has **vacation** to the dunia fantasi Ancol.

08.30 ✓✓

itu teks nya de, jangan lupa tulis nama lengkap sama npm nya yaa

08.31 ✓✓

2.00                08.57

Nama: Reni Amelia
Npm: 2001051032       08.57

**Right screenshot:**

+62 882-8629-1883

assalamualaikum, sebelumnya perkenalkan nama kakak mifta Tbi angkatan 18. nah disini saya mau minta tolong bantuan adek angkatan 20 untuk mengisi data penelitian skripsi kakak dalam bentuk voice note 🙏 nanti kakak akan kirimkan teksnya terus kalian cukup reading aja via voice note lalu kirim ke saya🙏

mohon bantuannya untuk hal tersebut🙏 😊

14.07 ✓✓

waalaikumsalam, baik kakk  16.02

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert. **finally** we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but it's fun. it's my **experience** unforgettable in my **life**. I'm very satisfied has **vacation** to the dunia fantasi Ancol.

16.15 ✓✓

ini langsung vn sekaligus ya kak?  16.34

iya de langsung vn sekaligus  16.35 ✓✓

1.25                16.41

**Screenshot 1:**

13.05  4G 89%

← +62 896-3774-2273

membaca atau mendengarkannya. Ketuk untuk info selengkapnya.

↱ Diteruskan

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in... Baca selengkapnya  15.34

▶ ●ᵈⁱ|ⁱ·ᵈ·|·ᵈ·ᵈ·|ᵈⁱⁱⁱⁱⁱⁱ|||ᵈ·ⁱ||ⁱⁱⁱ|·ᵈ·
1.38                          15.36 🎤

tulisin nama lengkap sama npm nya de 🙏
15.46 ✓✓

MP4  VID_20220924_154721.mp4
     33 MB • MP4
                              15.48

Rahmat Ilham 2001051031   15.48

☺ Ketik pesan        📎 📷 🎤

**Screenshot 2:**

13.09  4G 89%

← +62 858-3852-4736

↱ Diteruskan

My Amazing Vacation

I had an **amazing vacation**, I went to The Dunia Fantasi Ancol with my big family. I felt very happy because it"s the first **vacation** that I went to Dufan.

I saw many **games there like** roller **coaster**, bianglala, **hysteria**, carrosel, and many more. I took a picture with a clawn, the clawn is very cute. But my nephew **cried** because he **scared** to clawn. I **tried** some **games like** bianglala, carrosel, and went to the ghost tunnel. And then My sisters and I **tried cable** car, I saw a beautiful scenery, and overall vehicle can looked in **here** on the **cable** car, of course My sisters and I took a picture too.

And then we **played around** in the beach for saw a sunset. I looked a sunset **there**, it"s the first moment that I can saw a sunset with my big family in the Ancol beach, a sunset is very beautiful. Then I had dinner in a small restaurant in foreshore we ate **fried** fish, **grilled** crab, and a delicious **cake** for dissert. **finally** we came to home on **midnight** and **arrived** at home on morning, I felt very **tired** but it's fun. it's my **experience** unforgettable in my **life**. I'm very satisfied has **vacation** to the dunia fantasi Ancol.  16.53

▶ ●|||ⁱ||ᵈ·ⁱᵈ|ᵈ·ᵈᵈⁱⁱ·|ⁱ|||||ⁱ|ⁱᵈ·ⁱᵈⁱ
2.07                          16.56 🎤

Assalamualaikum warahmatullahi wabarakatuh
Let's me introduce my self my name is
SIDIK AJI PANGESTU
NPM: 2001052016
                              16.58

☺ Ketik pesan        📎 📷 🎤

**Blueprint of Documentation**

| No | Aspect |
|---|---|
| 1 | Profile of IAIN Metro |
| 2 | The building condition and facilities at IAIN Metro |
| 3 | The Quantity of the Students' of English Department at IAIN Metro |
| 4 | Organization structure of IAIN Metro |
| 5 | Location sketch |

**Table List of Document Point IAIN Metro**

| No | Documentation points | Availability | Non availability |
|---|---|---|---|
| 1 | Profile of State Institute for Islamic Studies of Metro | ✓ | |
| 2 | The Historical Background of IAIN Metro | ✓ | |
| 3 | Organization Structure of IAIN Metro | ✓ | |
| 4 | The Facilities of IAIN Metro | ✓ | |
| 5 | Location Sketch of IAIN Metro | ✓ | |
| 6 | The Population of Students In IAIN Metro | ✓ | |
| 7 | The Profile of English Education Department | ✓ | |

RENI AMALIA

2001051032

MUHAMMAD ALFITRA SEPTANANDRA

2001052011

SIDIK AJI PANGESTU

2001052016

MERLIN JHEAN AURA

2001051021

KURNIANTO LESTARI PUTRA
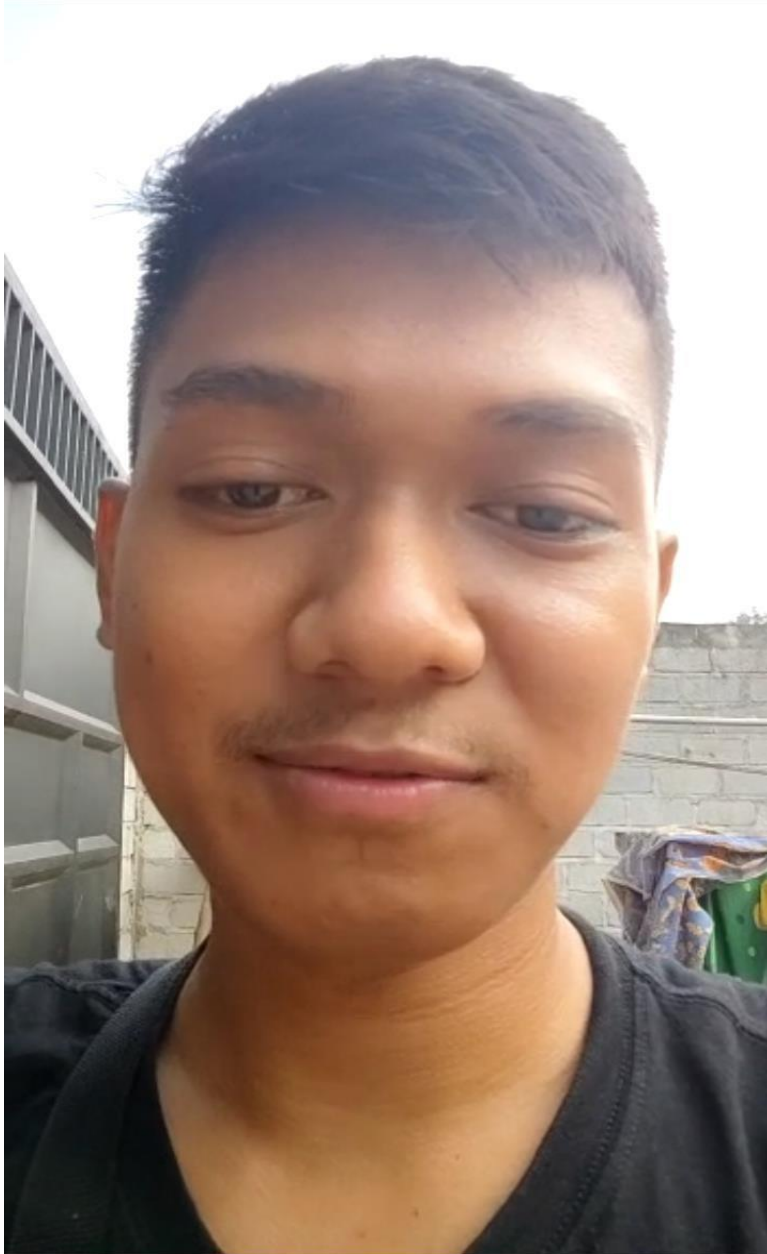
2001052009

INTAN KUSUM WARDHANI

2001052007

SHILVIA RAHMA JANATI PUTRI

2001051036

RAHMAT ILHAM

2001051031
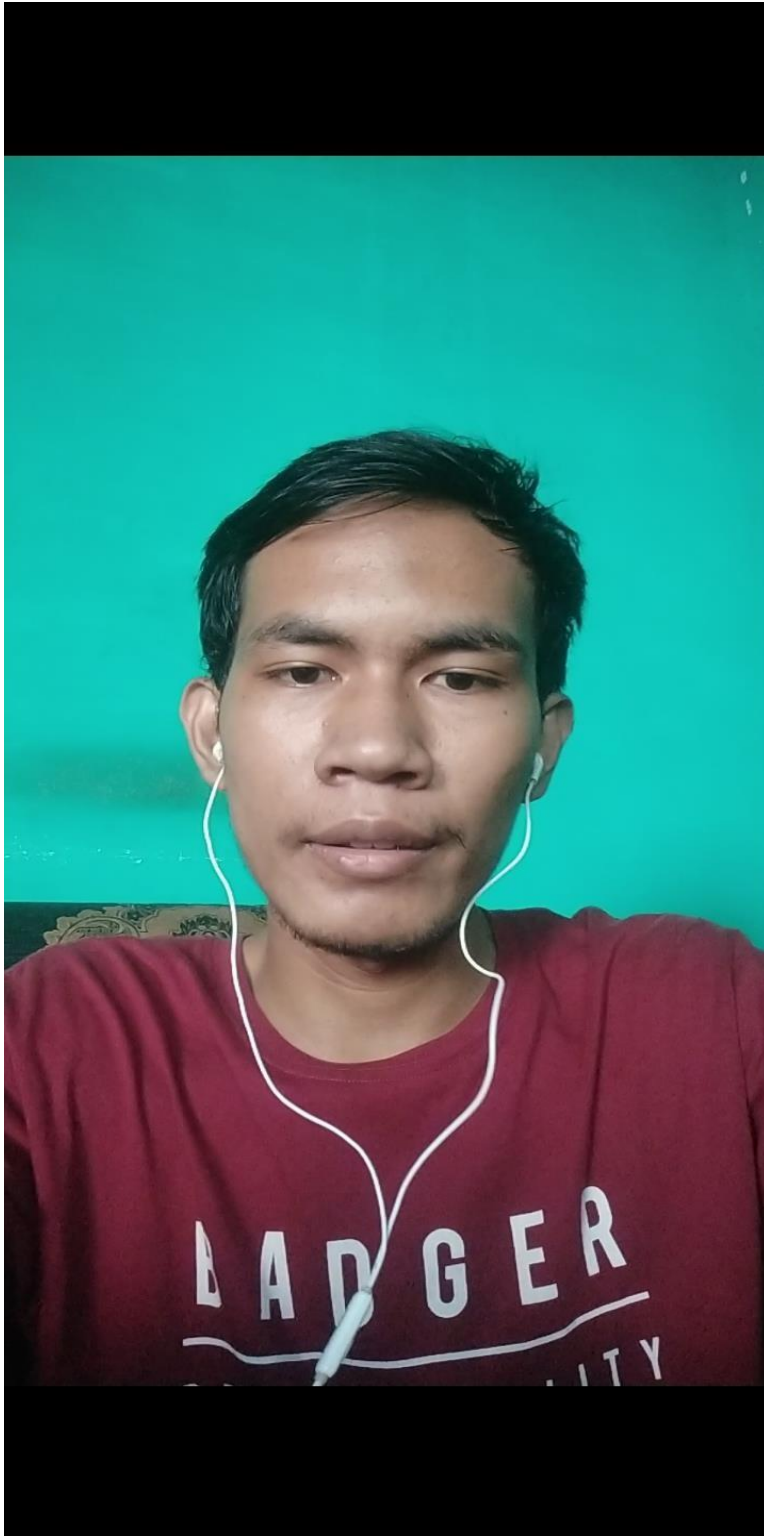
**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor     : B-3884/In.28/J/TL.01/10/2021
Lampiran : -
Perihal    : IZIN PRASURVEY

Kepada Yth.,
REKTOR IAIN METRO LAMPUNG
di-
   Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

| | | |
|---|---|---|
| Nama | : | MIFTAHUL JANAH |
| NPM | : | 1801071034 |
| Semester | : | 7 (Tujuh) |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | AN ANALYSIS OF THE STUDENTS PRONUNCIATION IN ENGLISH TONGUE TWISTERS OF IAIN METRO LAMPUNG |

untuk melakukan prasurvey di IAIN METRO LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 01 Oktober 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jl. KI. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail iain@metrouniv.ac.id

## SURAT KETERANGAN
Nomor: B-1873/In.28.1/J/TL.00/05/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:
Nama          : Andianto, M.Pd
NIP           : 19871102 201503 1 004
Jabatan       : Ketua Jurusan
Jurusan       : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama          : Miftahul Janah
NPM           : 1801071034
Jurusan       : Tadris Bahasa Inggris (TBI)
Fakultas      : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi      : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"AN ANALISYS OF THE STUDENTS PRONUNCIATION IN ENGLISH TONGUE TWISTERS OF IAIN METRO LAMPUNG"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 19 Mei 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Diproduksi dengan Certificanner

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor      : B-3857/In.28.1/J/TL.00/08/2022
Lampiran  : -
Perihal    : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Kuryani (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

| | | |
|---|---|---|
| Nama | : | **MIFTAHUL JANAH** |
| NPM | : | **1801071034** |
| Semester | : | **9 (Sembilan)** |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | **AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT IAIN METRO LAMPUNG** |

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296. Website www.tarbiyah.metrouniv.ac.id; e-mail. tarbiyah.iain@metrouniv.ac.id

Nomor    : B-4133/In.28/D.1/TL.00/09/2022
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
REKTOR INSTITUT AGAMA ISLAM
NEGERI METRO LAMPUNG
di-
    Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4132/In.28/D.1/TL.01/09/2022, tanggal 09 September 2022 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **MIFTAHUL JANAH** |
| NPM | : | 1801071034 |
| Semester | : | 9 (Sembilan) |
| Jurusan | : | Tadris Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI METRO LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT IAIN METRO LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 September 2022
Wakil Dekan Akademik dan
Kelembagaan,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

# SURAT TUGAS
Nomor: B-4132/In.28/D.1/TL.01/09/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

| | | |
|---|---|---|
| Nama | : | **MIFTAHUL JANNAH** |
| NPM | : | 1801071034 |
| Semester | : | 9 (Sembilan) |
| Jurusan | : | Tadris Bahasa Inggris |

Untuk :

1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI METRO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT IAIN METRO LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 September 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan.

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

## SURAT KETERANGAN
Nomor: B-4712/In.28.1/J/TL.00/11/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:
| | |
|---|---|
| Nama | : Andianto, M.Pd |
| NIP | : 19871102 201503 1 004 |
| Jabatan | : Ketua Jurusan |
| Jurusan | : Tadris Bahasa Inggris (TBI) |

Menerangkan bahwa:
| | |
|---|---|
| Nama | : Miftahul Janah |
| NPM | : 1801071034 |
| Jurusan | : Tadris Bahasa Inggris (TBI) |
| Fakultas | : Fakultas Tarbiyah dan Ilmu Keguruan |
| Instansi | : IAIN Metro |

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG "* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 3 November 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O  Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**
**Nomor : P-1367/In.28/S/U.1/OT.01/11/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : Miftahul Janah | |
| NPM | : 1801071034 | |
| Fakultas / Jurusan | : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris | |

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071034

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 November 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jl. Ki Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

## SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama        : MIFTAHUL JANAH

NPM         : 1801071034

Jurusan     : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 14 November 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

## KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
## IAIN METRO

Nama : Miftahul Janah  
NPM : 1801071034

Jurusan : TBI  
Semester : VIII

| No | Hari/Tanggal | Pembimbing | Materiyang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|------------|----------------------------|------------------------|
| 1. | Senin, 19/04 2021 | | - Bagaimano Ketentuan terkait teknik Penulisan Proposal yang benar ? | |
| 2. | Selasa, 13/07 2021 | | • Perbaiki RQ dengan Menambahkan why. <br> • Sesuaikan objective of the study dengan RQ | |
| 3. | Kamis, 22/07 2021 | | • Acc BAB 1 lanjut BAB II | |
| 4. | Jumat, 01/04 2022 | | • Revisi BAB II | |
| 5. | Senin, 04/04 2022 | | • Perbaiki dan Lanjutkan BAB III | |
| 6. | Jumat, 22/04 2022 | | • Acc BAB III <br> • Seminar Proposal | |

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.198711022015031003

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# AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG

*by* Miftahul Janah

# AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT ENGLISH DEPARTMENT OF IAIN METRO LAMPUNG

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Miftahul Janah, the name of the writer. She was born in Seputih Banyak, November 19, 1999. She grows as the second daughter from Mr. Suparman and Mrs. Supiyah. She graduated from State Elementary School 1 Sumber Baru in 2012. She finished her middle school in 2015 and finished high school 2018 in central Lampung. Those were Islamic Junior High School FanTri Bhakti and Islamic High School Central Lampung. In the same year after graduating her high school, she chased her undergraduate program in State Institute of Islamic Studies of Metro as the student of English Education Department.