

PERSPEKTIF PENDIDIKAN

JURNAL UMUM PENDIDIKAN

ISSN : 0216 - 9991

Vol 12 No 1 Juni 2018



Diterbitkan Oleh :

LP4MK STKIP PGRI LUBUKLINGGAU

Lembaga Penelitian, Pengabdian, Pengembangan, Publikasi dan Kerjasama

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**AN ANALYSIS OF STUDENTS' ERROR IN ENGLISH PRONUNCIATION
RELATED TO THE DIPHTHONG SOUND AT MUHAMMADIYAH
UNIVERSITY OF METRO**

Suci Lestari

Email: sucifardani@gmail.com

Co:

Dedy Subandowo

Email: Dedy Subandowo@ummetro.ac.id

ABSTRACT

This research aimed to analyze students' error in English pronunciation related to the diphthong sound. The subject of this research was the third semester of English Department at Muhammadiyah University of Metro. The goals of this research were to find what the errors are made by students in pronouncing diphthong, the percentage of the errors, what are the causes of the errors. The instruments of this research were item test, interview, and questionnaire. To collect data in this research the researcher used triangulation technique (documentation, interview, note taking and observation).

From the result data research, it can be interfered that from 80 diphthongs test of 30 students as the source of data, there were many errors that they did when they pronounced diphthong /əi/ that is 39%. They did errors as many as 46% when they pronounced /eə/, 46% in pronounced /ei/, 22% when pronounced /ɔi/, 43% when pronounced /ʊə/, 48% when pronounced /əʊ/ and /iə/ as many as 46%, and the last 41% when pronounced /aʊ/. The researcher found various answers for some aspects caused their errors in pronounce diphthong, the first is learning method, learning facilities.

Key Words : *Analysis, English Pronunciation, Students' Errors, Diphthong Sound*

A. INTRODUCTION

In Indonesia, it is acknowledged that English is the first foreign language that must be learnt by students from elementary school level up to senior high school level because the government considers that mastering English is one way to absorb the sciences and technology in order to create great human resources. And, it is no doubt that great human resources are very important for national development and existences toward other nations. When you know a language, you can speak and be understood by others who know that language. This mean you have capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by other (Fromkin : 2011). Language is primarily spoken; therefore the sounds are very important. In this relation, phonology takes an important role. According to Ramelan (1994:1). Pronunciation is one of the important aspects that have to learn to improving English speaking skill. It includes attention to the particular sounds of language (segments), and also the level of individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects). Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing

information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "*May I help you?*" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of

skills and knowledge to succeed in a given speech act.

B. THEORITICAL FRAMEWORK

The previous research related to this research is wrote by Sumarlan (2009) with the title is "*Increasing students' pronunciation ability through phonetic transcription at the first year of SMP Trijaya Bekri Central Lampung 2008/2009*". The objectives of this research are to know whether phonetic transcriptions increase the students' pronunciation ability and to find out whether the technique can motivate the students' in pronunciation instructional activities. This research about how the phonetic transcription can help the student to know how the way the saying in English. Based on this preview research, the research found the phonetic transcription support the students' speaking ability, but in this research the researcher is not mention clearly what caused the students' speaking ability is not increasing.

The second is about "*An analysis of students' error in English pronunciation related to the vowel sound at Muhammadiyah University of Metro in second semester academic year of 2013/2014*" by Wahid Nurcahyanto. This research explains the error condition doing by the students speaking ability especially in vowel pronunciation

case. The weakness of the research is the researcher used test as research instrument while qualitative research should be using the researcher himself as research instrument. The strength of the research is the research has good details in informing the data and the research is up to date since it was made in 2013.

The third research about "*An analysis mother tongue interference in pronunciation of speaking ability at students of SMA 1 Seputih Agung academic year 2013/2014*" wrote by Retno Ayu Noverawati (2014). In this research, the researcher analyzed pronunciation error is made by the students' mother tongue interference, the research was conducted at tenth grade of SMA Negeri 1 Seputih Agung in X2 class that consists of 33 students. The researcher got some finding in her research, most of the students made the error in the pronunciation, the smallest percentage show that they got much mother tongue interference.

The weakness of the research is only some technical error like font size and font type. While the strength is the researcher was able to handle eight classes, and provide clear and detailed data.

The concept of Error

Based on the Oxford Dictionary error (noun) is a mistake, especially one that causes problems or affects the result. It can be say as an act that through ignorance, deficiency, or accident departs from or fails to achieve what should be done.

Examples of *Error*

- a. I made an *error* in my calculations.
- b. They uncovered several *errors* in his report to the committee.
- c. The paper contains numerous spelling *errors*.
- d. horrifying cases of hospital *error*

The Concept of Pronunciation

From book by J Morley, say that "Pronunciation refers to the production of sounds that we use to make meaning". It includes attention to the particular sounds of a language (segments), aspects 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) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

"Pronunciation" is a word that is very commonly used in the English language. Although the word is highly common, some English speakers may still confuse the definition of "pronunciation" and other related words such as "accent."

According to the Merriam-Webster dictionary, pronunciation is the way in which a word or name is pronounced or a particular person's way of pronouncing a word or the words of a language. "Pronunciation" refers to the way in which someone sounds out a word. Thus, to pronounce something means to sound out the individual phonemes of a word, but also to correctly emphasize its syllables. "Pronunciation" can also be used to refer to a statement, especially one that is said aloud, although with such cases its verb form, "to pronounce," is used. Even though the definition of "pronunciation" is rather straightforward, it is still important for English speakers to know how to use the word in contradistinction to its related synonyms.

In addition to being a noun, "pronunciation" is also used as a verb, "to pronounce." For instance, look at its usage in the following sentences, taken from the above examples: "John was always frustrated with the word 'posthumously' because he felt that he

couldn't pronounce it correctly." Likewise, "No matter how Mary tried to hide her accent, she still pronounced things differently." If you use the verb, "to pronounce" over "pronunciation," you will immediately notice that there is less ambiguity associated with it. In the above examples, "pronunciation" could be slightly conflated with a word such as "accent," but when you use the verb form, it is immediately clear that you are referring specifically to the way one sounds out a word. Lastly, you may use "to pronounce" in the following way: "He came into the room and loudly pronounced that his favorite team had won the game." In this case, "to pronounce" is the same as "to declare."

The concept of Phonetic Transcriptions

One of the goals of impressionistic articulatory phonetic is to provide a conventional notation system for representing sounds in terms of the movements of the vocal apparatus. This is accomplished by establishing a phonetic alphabet, in which the symbols correspond to particular speech sounds. Letters form marks (ˈ) are added to letters to modify their value in some way. An adequate notational system should be able to represent phonetic values –the sounds as they are actually pronounced.

In most cases, each alphabetic symbols used in writing a particular language includes more than one actual phonetic value.

The concept of Diphthong

A diphthong (*/ˈdɪfθɒŋ/DIF-thong* or */ˈdɪpθɒŋ/DIP-thong*) (Greek: δίφθογγος, *diphthongos*, literally "two sounds" or "two tones"), also known as a gliding vowel, refers to two adjacent vowel sounds occurring within the same syllable. Technically, a diphthong is a vowel with two different targets: that is, the tongue (and/or other parts of the speech apparatus) moves during the pronunciation of the vowel. In most dialects of English, the phrase *no highway cowboys*/*noʊˈhaɪweɪˈkaʊbɔɪz/* has five distinct diphthongs, one in every syllable.

Diphthongs contrast with monophthongs, where the tongue or other speech organs do not move significantly and the syllable contains only a single vowel sound. For instance, in English, the word *ah* is spoken as a monophthong */aː/*, while the word *ow* is spoken as a diphthong */aʊ/*. Where two adjacent vowel sounds occur in different syllables—for example, in the English word *re-elect*—the result is described as hiatus, not as a diphthong. Diphthongs

often form when separate vowels are run together in rapid speech during a conversation. However, there are also unitary diphthongs, as in the English examples above, which are heard by listeners as single-vowel sounds (phonemes). In the International Phonetic Alphabet (IPA), monophthongs are transcribed with one symbol, as in English *sun* /sʌn/, in which /ʌ/ represents a monophthong. Diphthongs are transcribed with two symbols, as in English *high*/hai/ or *cow*/kaʊ/, in which /ai/ and /aʊ/ represent diphthongs.

Diphthongs may be transcribed with two vowel symbols or with a vowel symbol and a semivowel symbol. In the words above, the less prominent member of the diphthong can be represented with the symbols for the palatal approximant /j/ and the labiovelar approximant /w/, with the symbols for the close vowels /i/ and /u/, or the symbols for the near-close vowels /ɪ/ and /ʊ/

C. METHODOLOGY

Research Design

Almanshur and Ghony (2012, 25) said that, qualitative research is kind of research which discover result with statistically incapable to be reached or by quantifying ways. It explained that qualitative may support people with

information in many fields like anthropology, social life, historical field, and behavioral system, function of an organization, social movement, and family relationship. Sugiyono (2011.15) mentioned that qualitative research is often called as naturalistic study, due to the setting is set naturally. Furthermore, according to him, qualitative research is one of research method that philosophically, stands by post-positivism (an interpretive and constructive paradigm that seeing a social reality as a holistic/whole in one complex, dynamic and meaningful). This methodology research also distinctly well known to the quantitative due to its model of data analysis technique which is far away from statistical model but tend to be more descriptive.

Sampling

Sampling terminology is replaced as social situation terminology in qualitative research methodology, according to Spradley as it quoted by Sugiyono (2011, 297). He explained that this social situation is structured by some elements like place, actors, and activity which are interacting in harmony. Population terminology is also unknown in this kind of research. Sample in qualitative research is known

as source-man or informant. In this research, the researcher prefers to choose the purposive sampling. Purposive sampling is kind of sampling technique that tend to pick by researcher based on particular purposes that related to informants. The purpose is because the object have Javanese mother tongue, so that is fulfill the criteria's based on the researcher want to observe the error pronunciation.

Data Collecting Technique

Yin (2009, 103), wrote that there are some kinds of data and information collecting technique. Yin then mentioned at least could be six kinds of way that may be used to collect data and information to support the research, especially research conducted in analysis types. They are as following:

1. Document (e.g archive records, written notes, etc)
2. Interview

Research Instrument

The researcher will implement a descriptive qualitative method with phenomenology approach and passive-participation observation based on Ghony-Almanshur (2012,170) which means the researcher presents at the scene of action but does not participate. The researcher take a 'portrait' of the phenomenon happened in the field and

with purpose that try to find what factors and reasons beyond. There will be several observations to know students diphthong pronunciation error when speaking, where the errors happen and how much the errors. There will be support by interview session. By hold an interview, there will be specified questions related to what researcher seen as the causes of the errors doing by students in the learning process.

D. FINDINGS AND DISCUSSION

The researcher found out some result from the research, based on the theory and procedure used in this research about the forms of error diphthong pronunciation in speaking ability. The forms and factor were found from the analyzing pronunciation test are, the students still using their mother tongue (in this case are Bahasa Indonesia, Javanese, Sundanese, and Lampungnese language), the words are rarely use in their daily life or learning process (such as: contrive, luxuriant, haze, cruel, worrier, beige) and the other reason is the students have no spirit to elaborate their English speaking skill.

Finding 1

The researcher found some mistake in pronunciation that often made by the students in speaking ability. The finding of error diphthong pronunciation is

showed in transcript of students' recording. The researcher analyzed the pronunciation test by wrote that they spoke in phonetic symbols of words. Besides analyzing their error diphthong pronunciation, the researcher analyzed the factor that gave influence to their pronunciation. The finding will be explained one by one as follow.

The Way to Identifying the Error

This research was done identifying and counting the numbers of errors, which appeared in the student answer sheets. As it had done in pronunciation test which consist of 80 item tests, the 8 kinds of diphthong have 10 item tests and every word have to record by students. Most of the students did the pronunciation test and the researcher also described their recorded pronunciation as real hand writing. The researcher identified that most of the students made some errors in their pronunciation based on the oxford dictionary.

Numbers of Diphthong Pronunciation Errors

By doing research previously, researcher found some errors in their pronunciation when they recorded their voice. Researcher tried to make transcript of students' pronunciation so the researcher can see which errors that students did

based on oxford dictionary. From the table, it can be interfered that from 80 diphthongs test of 30 students as the source of data, there were many errors that they did when they pronounced diphthong /əi/ that is 39%. They did errors as many as 46% when they pronounced /eə/, 46% in pronounced /ei/, 22% when pronounced /ɔi/, 43% when pronounced /ʊə/, 48% when pronounced /əʊ/ and /iə/ as many as 46%, and the last 41% when pronounced /aʊ/.

Finding 2

The researcher found many students face the difficulties in pronounced the diphthong word, and the students made unique error in their pronunciation. It may causes by their mother tongue in this case is Bahasa Indonesia as their first and daily-used language.

The Form of Analysis Diphthong Error Pronunciation

(1) Vowel Errors

Vowel sound is a basic known to make the perfect diphthong sound. As the important basic known, the vowel sound still met in this research too. The students made error in pronunciation word but it was not as many as in diphthong sound the made error pronunciation in sounds /i/ in word employ /Implɔi / some students

pronounced /*emplɔi*/, destroy /*distrɔi*/ pronounced /*destrɔi* /, enjoy /*Indʒɔi*/ as /*endʒɔi*/ and /*a*/ in word about as /*abot*/, /*about*/.

(2) Diphthong error

As we know that in English, there are 8 diphthongs which often used in a word, and the diphthongs should be pronounced well because it will determine the meaning and understanding when delivering information. The error pronunciation that made by the student, they couldn't speak well it may caused by the vocal letter sound as real as in Bahasa Indonesia accent it pronounced in just one vowel without pay attention to the diphthongs, the other reason is some of them speak very quickly, or they feeling shy to explore they English speaking skill in front of people, they feeling afraid of making mistake.

a) Diphthong /*ai*/

Diphthong /*ai*/ contain in these ten words choosen by the researcher in the test, there are light, try, line, fire, title, write, wide, side, mind, twice. The word light /*laɪt*/ pronounce as /*leit*/ or /*let*/, wide

/*waid*/ some students pronounced /*wid*/, *contrive* /*contraɪv*/ pronounced /*contriv*/, twice /*twəɪs*/ pronounced /*twis*/, *title* /*təɪtl*/ pronounced as /*titl*/.

It is caused by the way they pronounce as real as the vowel like in Bahasa Indonesia. Total correct number for diphthong /*ai*/ based on 30 students are 350. There are 137 error numbers and 213 are correct, so the error can write as much as 39% for diphthong /*ai*/.

b) Diphthong /*ea*/

For the other word in diphthong /*ea*/ such as hair, fair, care, pear, chair, square, bear, swear, variable and vegetariant. There are some pronunciation errors as *hair* /*heə*:/ pronounced /*hair*/ or /*her*/, *fair* /*feə*:/ pronounced /*fair*/ or /*fer*/, *chair* /*tʃea(r)*/ *square* /*sqweə*:/ pronounced /*sqwer*/ or /*sqwar*/. In this point, the students made some error caused by they feel difficult to throw away they daily language as their habit. From 350 item test, there are 161 errors and 189 are correct.

c) Diphthong /*ei*/

Diphthong /*ei*/ in words face, pay, haze, fake, faith, brave, chase, cake, brake and beige. The students doing errors as much as 160 and 190 are correct. *Haze* /*heiz*/ some students

pronounced /haz/ or /hez/, *faith* /feith/ become /faith/ or /feth/, pay /pei/ as /pai/.

d) Diphthong /ɔɪ/

In diphthong /ɔɪ/, the students are made few errors it caused the words are easiest to pronounce by them and most of them are familiar with these words like *join, boy, enjoy, employ, soy, coin, destroy, voice, moist, cloister*. The little number of errors doing by the students are caused by they pronounced quickly and too hurry so they doing misspeled. Total error numbers are 78 and correct 272 from 350 item test.

e) Diphthong /ʊə/

In the way the students saying diphthong /ʊə/ of words *pure, tour, cruel, luxuriant, fuel, sexual, blower, sure, secure and hour*. Exactly have a high number, for example in word *hour /hoʊə:/* they pronounce /hou:/ or some of them saying, *secure /sekjʊə:/* as /sekjur/. The students doing error as 149 and correct 201.

f) Diphthong /əʊ/

Diphthong /əʊ/ in words *go, home, clove, going, coal, yellow, hole, flow, blower and over*. The students made many errors like in words *home /həʊm/* most of them pronounced /hom/, *go /gəʊ/* as /go/, *going /gəʊɪŋ/* pronounced /goɪŋ/. The students doing high number enough of errors, there are 167 errors and 183 are correct.

g) Diphthong /iə/

The next is diphthong /iə/ in the words *hear, clear, near, worrier, genius, year, client, variant, and vegetariant*. The word *hear /hiə:/* some of students pronounced /hea:/ or /her/, *clear /cliə:/* they sounds /clea:/ or /cli:/, *worrier /wʌriə(r)/* as /worir/, *genius /dʒeniəs/* as /dʒenius/. There are 162 errors and 188 are correct.

h) Diphthong /aʊ/

And the last is diphthong /aʊ/ in the word *now, mouth, owl, noun, mouse, count, own, brown, about and cloud*. The word *owl /aʊl/* they pronounced /oul/ or /ol/, *noun /naʊn/* as /noun/ or /non/, *mouth /maʊθ/* as /mouθ/, some students pronounced *mouse /maʊs/* as /mos/. There are 142 errors and 208 are correct.

Finding 3

The researcher tried to analyze what causes made the students doing errors diphthong pronunciation by interview session. There are some aspects in this session, there are Learning methods (what is the method used by the students and why they choose it), Learning facilities and campus environment (what are the facilities and do the facilities support them well), Learning resources (what are the source and how to get them), Strategy of learning (what is the learning strategy used and why choose that), Model of learning (what is the model used and choose that), and the last is Additional Information (the aspect become the obstacle in learning process). In this interview sessions, researcher find various answer for the first points that is learning method, most of students say they prefer to choose inquiry learning method than preaching, the reason is because the interactive learning method more interesting for them to avoid the boring situation in class, feeling sleepy and the idleness. The next point is about learning facilities and campus environment, the learning facilities in the students home are differents, part of them says that they have no supporting media to learning well as gadget (laptop), internet connections, and also other facilities. For the campus environment, they have almost same answers, they say they the

lecturers in class have good skill nin teach them, the lecturer also using modern media to teach like laptop, LCD (slide show), speaker and etc. The students also say that campus library support they to get the source to learning, in the other hand, in campus area also have wi-fi connection, it really help them to get more source in elaborate they knowledge.

E. CONCLUSION AND RECOMMENDATION

Conclusion of the Research

Based on the analysis process of test and interview session, as the conclusion of the research may taken that the students in Muhammadiyah University of Metro are doing the error in the way they say diphthong words.

Suggestion

1. Suggestion for Lecturers

It is important for lecturers to encourage students to study more, anywhere and anytime. Speaking is a matter of habit. That is why lecturers need to implement habit of speaking in students' daily activity, especially in English speaking. It will be better when teacher introduce Phoenetic Symbol and English Oxford Dictionary as soon as possible to the students learning process. Teachers also need to provide more interesting methods and learning resources to

stimulate students to speak in English properly.

2. Suggestion for Students

Students need to strengthen their motivation to learn and explore English speaking. They should have used the facilities provided by their institution optimally to increase their knowledge and skill. Students will also need to get rid of the fear of doing errors.

3. Suggestion for Other Researchers

Researcher hopes that other researchers can do better researches related to diphthongs and errors in pronouncing diphthongs since the researcher is not able to finish this research perfectly. Hopefully, the next researchers who will do this kind of researches will get a better result and get involved in a better process by using better theories, references, and methods of research.

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