

**INVESTIGATING OF STUDENTS' PRONUNCIATION ERRORS IN READING
ALoud AT SMA NEGERI 2 TIMANG GAJAH**

SKRIPSI

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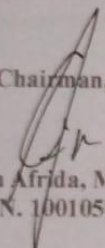
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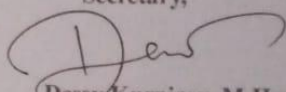
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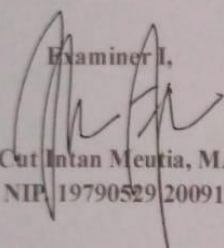
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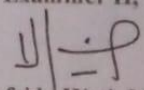
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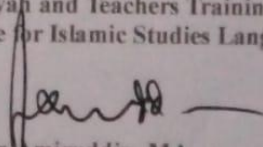

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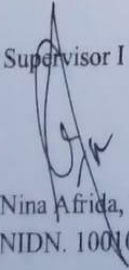
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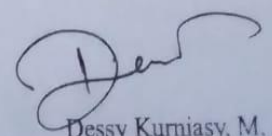
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*Investigating of Students' Pronunciation Errors' in Reading Aloud At SMA Negeri 2 Timang Gajah*" untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Yang membuat pernyataan




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ABSTRACT

Ilarasati Apriliana, 2023. Investigating of Students' Pronunciation Errors' in Reading Aloud At SMA Negeri 2 Timang Gajah

Supervisor (1). Nina Afrida. **(2).** Dessy Kurniasy

The purpose of this study was to investigate pronunciation errors in diphthong and triphthong sounds during reading aloud among eleventh-grade students at SMA Negeri 2 Timang Gajah, 20 students were selected as participants. The research employed a descriptive quantitative. And to get the data were collected through pronunciation test, diagnostic test were chosen be an instrument in this research. The test was analyzed by recording and using formula of the percentage. After analyzed the data, the researcher found that the dominant students' error in diphthong during reading aloud in word "Roland" (62%). Compared to triphthongs, the findings indicate a higher frequency of error in word "Mower" (38%). Therefore, it can be concluded that there are two higher pronunciation errors of diphthong and triphthong made by the students. As the results, the study recommends targeted pronunciation training programs, interactive exercises, technology integration, and creating real life context for pronunciation practice. Continuous professional development for teachers is also suggested to enhance comprehensive language proficiency and communication skills among students.

Keywords : *Pronunciation Errors, Diphthong and Triphthong, Reading Aloud*

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CHAPTER I

INTRODUCTION

A. Background of Study

Almost all countries in this world have adapted English used as a compulsory subject at schools. It is because of English is an international language. In Indonesia, English has taught in the school as a foreign language. It learned from primary schools up to university. Reading, speaking, listening and writing, are the four basic language ability that be mastered by the students when they learning English.

Beside of the skills mentioned above (reading, speaking, listening and writing), there is a component of basic language skill that needs to be known by the students is pronunciation. In addition, to understanding the structures and the meanings of the words, knowing how to pronounce word in English is an essential part of learning English.¹ At this level, the students should be certainly proficient pronouncing English words or sentences correctly. But in reality, most of the students often find error deals with pronunciation when they have to read, speak or listen to English words.

The same cases also happened in SMA Negeri 2 Timang Gajah, they are also still have error in pronunciation. It can be seen in daily teaching and learning process, especially in reading class. Sometimes the students make errors

¹ Wuri Syaputri, "Pronunciation Errors Made By Senior High School Students in Reading English Texts Aloud," *English Education Journal (Program Pascasarjana Universitas Negeri Semarang)* 4, no. 1 (2014): 39.

when pronouncing English words. According to early observation, the researcher found that most of the students still have error pronunciation in reading English words or English text, especially in pronouncing words which consist of diphthong and triphthong. For example, when they pronounce diphthong “ei” in word “Pain [**peɪn**]” the students often find error in pronounce this word, they usually say it as “pain”, whereas it should be said “peɪn”. Their errors in pronouncing English words cause of several factors and the most dominant factor is from internal, that is the students did not have high motivation in learning English. Other factor is that the students pronunciation error was influenced by their first language, their accent and intonation were still thick with their mother tongue, so when they pronounce English words they often made error pronunciation.

To find students’ pronunciation error, we should used the interesting method, one of them is through reading. Reading is a meaning making process that is conducted in a regular environment by using prior knowledge in line with an appropriate method and purpose based on the presence of effective communication between an author and reader.² Learners can improve their language ability, build their reading ability, become more independent in their studies, earn cultural understanding, and develop confidence and motivation to

² Sümeyra Ceyhan and Mustafa Yıldız, “The Effect of Interactive Reading Aloud on Student Reading Compre-Hension, Reading Motivation and Reading Fluency*,” *International Electronic Journal of Elementary Education* 13, no. 4 (2020): 423.

continue learning.³ Through the reading, it is easy to analyze in which English words the students able or not to pronounce correctly. To investigate students' pronunciation error, it should be tested through reading aloud.

Reading aloud is defined as saying a written text aloud. Compared to silent reading, reading aloud can be performed over or without understanding of the text. The circumstance of learning English in Indonesia, we can figure out that several teachers or students read text aloud. It appears to be a routine action during the teaching and learning process. Reading aloud is an oral matter and need full understanding of letters to produce the right voice which has meaning and sense of context in the text.⁴

As for the purpose of this research is to find out how the students' pronunciation error in produce English word, especially in pronounce English words which containing diphthong and triphthong. Based on the explanation of the background above, the researcher is interested to **“Investigating of Students' Pronunciation Errors' in Reading Aloud at SMA Negeri 2 Timang Gajah”**.

³ Hesham Suleiman Alyousef, “Teaching Reading Comprehension to ESL / EFL Learners,” *Journal of Language and Learning* 5, no. 1 (2006): 64.

⁴ Nurul Frijuniarsi, “Error in Vowel Pronunciation Made by Informatics Students,” *Scope: Journal of English Language Teaching* 2, no. 02 (2018): 149.

B. Research Question

Based on the background of study above, the research question of this research are in the following :

1. What are the students' pronunciation errors in diphthong and triphthong sound in reading aloud at SMA Negeri 2 Timang Gajah?
2. How many percent of the students pronunciation error in diphthong and triphthong in reading aloud made by the eleventh grade students at SMA Negeri 2 Timang Gajah?

C. The Purpose of the Research

Based on the research question above, the purpose of this research as follow :

1. To find out the kinds of students' pronunciation error in diphthong and triphthong sound in reading aloud at SMA Negeri 2 Timang Gajah.
2. To find out how many percent of the st students pronunciation error in diphthong and triphthong in reading aloud made by the eleventh grade students at SMA Negeri 2 Timang Gajah.

D. The Significance of the Research

The significance of this study is very important for :

1. Teacher

This study is more beneficial to the teacher because it helps them in finding the students' pronunciation errors in English words. And this study hoped to give information about the appropriate method to improve the

teaching learning process to improve the teachers competence in teaching pronunciation through reading aloud.

2. Students

It is expected to get more understanding about pronouncing English words properly, and the students can improve their pronunciation after realizing errors that they have made.

3. Researcher

This research can add knowledge and experience about pronunciation errors. By doing this research, the researcher expects that her knowledge of learning pronunciation can be developed.

4. Other Researcher

This research contribute and recommendation to other researcher in doing same research. This study can be as reference to do further research in the same subject in various topics and in different context.

E. The Scope of the Research

In learning pronunciation, many students often made errors in produce English words. In this study, the writer wants to discussed about the error pronunciation of students. And to make this research easy to understand, the researcher limits the discussion only about diphthong and triphthong errors in pronounce English words through reading aloud which made by the students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

This chapter discussed about the finding of the research from the data that has been collected. This research used spoken test as an instrument. There are 20 students from the eleventh grade of SMA Negeri 2 Timang Gajah who participated in this research and joined the test. The test used to analyzed diphthong and triphthong sounds pronounced by the participant.

Due to the variety of words and participants, the result of this research is explained based on the subject of research, which consists of 20 students, while each type of diphthong and triphthong is described follow by the table.

1. The Students' Pronunciation Errors in Diphthong and Triphthong Sounds in Reading Aloud

Table 4.1 The Recapitulation of Students' Pronunciation Error in Diphthong

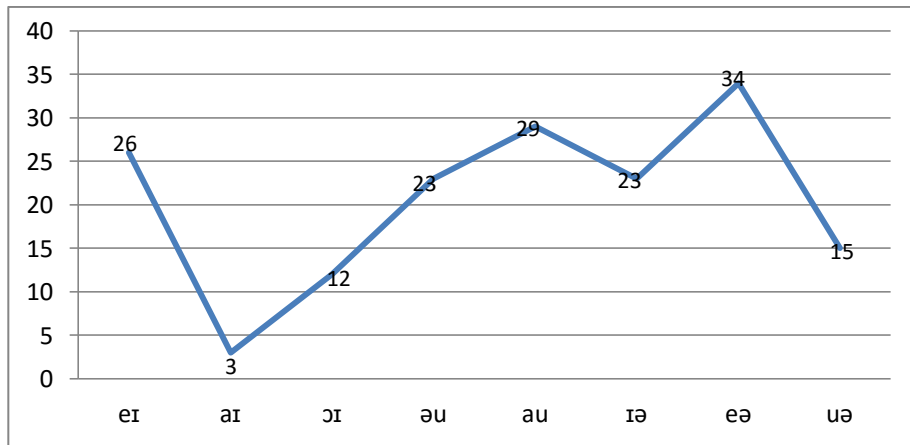
No.	Students Name	Classification of Error in Diphthong Symbol								Total Error
		ei	ai	ɔi	əu	au	ɪə	eə	uə	
1.	Denis	2	-	1	1	1	2	2	1	11
2.	Rizki	1	-	1	1	2	1	2	1	9
3.	Azril	2	-	1	2	1	2	2	2	12
4.	Delvi	1	-	-	-	-	1	2	-	4
5.	Aulia	1	-	-	1	2	1	1	1	6
6.	Indah	-	1	-	2	2	1	2	1	9
7.	Syaqila	1	-	1	1	1	1	1	1	7

8.	Dea	-	-	1	1	1	1	2	-	6
9.	Shindu	1	1	1	1	1	1	2	1	9
10.	Yendri	1	-	2	1	2	2	2	-	10
11.	Khalil	1	-	1	2	2	1	2	1	10
12.	Della	2	-	1	1	1	2	2	-	9
13.	Reva	1	-	-	1	2	1	2	2	9
14.	Mutia	2	-	1	2	2	-	1	-	8
15.	Danita	1	1	-	1	2	2	1	1	9
16.	Saila	2	-	-	1	2	1	2	2	10
17.	Rani	2	-	1	1	1	1	1	-	7
18.	Mita	2	-	1	1	1	1	2	1	9
19.	Selvi	1	-	-	1	2	1	2	-	7
20.	Tyas	2	-	-	1	1	1	1	-	6
Total		26	3	12	23	29	23	34	15	153
Percentage		17%	2%	8%	15%	19%	15%	22%	10%	100%

Based on the data above, the diphthongs namely, **ei**, **ai**, **ɔi**, **ei**, **eə**, **əu**, **au**, **uə**, are meticulously examined for each students. Notably, the percentages of errors for each diphthong offer insight into the collective proficiency of the class. The most prevalent error occurs with the diphthong “**eə**”, constituting 22% of the total errors, followed closely by “**ei**” at 17%. Conversely, “**ai**” and “**uə**” exhibit lower error rates, comprising 2% and 10% respectively. These percentages delineate the distribution of mistakes across the diverse diphthong symbols, showcasing the nuanced challenges faced by individual students.

To get clearer visualization writer decide to show all the findings of errors made by students in the line diagram below :

Picture 4.1 Line Diagram of Error Made by The Students in Diphthong



The line diagram represents the distribution of errors across various diphthong symbols, providing a visual representation of the frequency of mistake made by students in each phonetic category. Each line corresponds to a specific diphthong symbols, namely **eɪ**, **aɪ**, **ɔɪ**, **eɪ**, **eə**, **əu**, **aʊ**, **uə**. The peaks and troughs in the line convey the varying degrees of difficulty encountered by students in each diphthong category, offering a nuanced portrayal of their linguistic proficiency. The most prominent spikes are observed in “**eə**” and “**aʊ**”, with 34 and 29 errors respectively , signifying pronounced challenges in these specific phonetic combinations. Conversely, “**aɪ**” and “**uə**” exhibit lower points on the line, suggesting a relatively stronger grasp on these particular diphthongs.

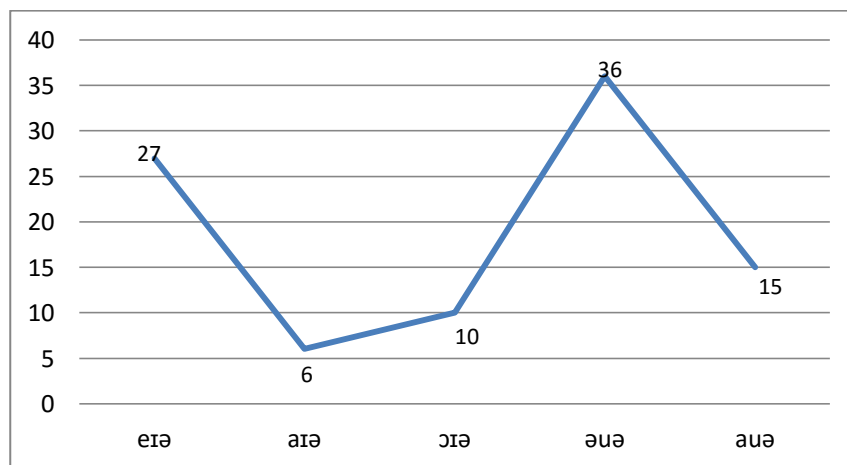
Table 4.2 The Recapitulation of Students' Pronunciation Error in Triphthong

No.	Students Name	Classification of Error in Triphthong Symbol					Total Error
		eɪə	aɪə	ɔɪə	əʊə	aʊə	
1.	Denis	1	-	-	2	1	4
2.	Rizki	2	-	-	2	1	5
3.	Azril	1	-	1	1	1	4
4.	Delvi	-	-	1	1	2	4
5.	Aulia	2	-	-	2	-	4
6.	Indah	2	-	1	1	1	5
7.	Syaqila	2	-	1	2	-	5
8.	Dea	1	-	-	2	1	4
9.	Shindu	2	1	-	2	1	6
10.	Yendri	2	-	1	2	1	6
11.	Khalil	1	1	1	2	1	6
12.	Della	1	1	1	1	1	5
13.	Reva	1	1	-	2	-	4
14.	Mutia	1	-	1	2	1	5
15.	Danita	1	-	1	2	1	5
16.	Saila	2	-	-	2	1	5
17.	Rani	1	1	-	2	-	4
18.	Mita	2	1	-	2	-	5
19.	Selvi	1	-	1	2	-	4
20.	Tyas	1	-	-	2	1	4
Total		27	6	10	36	15	94
Percentage		29%	6%	11%	38%	16%	100%

Based on the table above, the most pronounced challenge lies in the triphthong “**əuə**”, constituting 38% of the total errors, indicative of a notable difficulty students face in mastering this particular phonetic combination. Additionally, “**ɛɪə**” and “**ɔɪə**” exhibit error rates of 29% and 11% respectively, contributing significantly to the overall error distribution. In contrast, “**ɛɪə**” and “**əuə**” display lower error percentages at 6% and 16% shedding light on comparatively stronger proficiency in these particular triphthongs.

To visualize the data from the table above, the writer provides line chart for clearer understanding as showed below :

Picture 4.2 Line Diagram of Error Made by the Students in Triphthong



Based on diagram above, the peaks and valleys on the line delineate the varying degrees of difficulty within each triphthong category, providing a nuanced understanding of students’ proficiency. Particularly, noteworthy is the substantial peak in “**əuə**” with 36 errors, indicating a considerable struggle with this specific

triphthong. In contrast, “aɪə” and “aʊə” exhibit lower points on the line, suggesting a comparatively better command of these phonetic combinations.

2. Percentage of the students pronunciation error in diphthong and triphthong in reading aloud
 - a. Word Errors Pronunciation in Diphthong

Table 4.3 Error Pronunciation in Diphthong

Error Pronunciation in Diphthong				
No	Words	Dictionary Transcription	Students Initial	Total of the Error Students
1.	Late	/leɪt/	1,3,4,7,9,10,12,13, 14,15,16,17,18,20	14
2.	Failed	/feɪld/	1,2,3,5,6,11,12,13, 14,15,16,17,18,19, 20	15
3.	Side	/saɪd/	9,15	2
4.	Voyage	/vɔɪɪdʒ/	1,2,3,7,8,9,10,11, 12,14,17,18	12
5.	Roland	/rəʊlənd/	1,2,3,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20	19
6.	Lowlands	/ləʊləndz/	3,6,11,14	4
7.	Ouch!	/aʊtʃ/	1,2,3,5,6,8,9,10,11,	18

			12,13,14,,15,16,17, 18,19,20	
8.	Crouch	/kraʊtʃ/	1,2,5,6,7,10,11,13, 14,15,16,19	12
9.	Appear	/ə'piə/	1,2,3,4,5,6,8,9,10,1 1,12,13,15,17,18, 19,20	17
10.	Engineer	/endʒɪ'niə/	1,3,12,15,16	5
11.	Affair	/ə'feə/	1,2,3,4,6,8,9,10,11, 12,13,14,16,18,19	17
12.	Impair	/ɪm'peə/	1,2,3,4,6,,9,10,11,1 2,13,15,16,17,18, 19,20	17
13.	Assurance	/ə'ʃʊər'ns/	1,2,3,6,7,9,13,16, 18	9
14.	Durance	/dʒ :rəns/	3,5,7,11,15,16	6
Total of Errors				152

This breakdown facilitates a granular analysis of pronunciation challenges, showcasing the specific words and diphthongs that pose difficulties for students. For example, “Roland” and “Appear” exhibit errors from a higher number of students,

indicating potential areas for targeted intervention in pronunciation instruction. Conversely, words like “Side” and “Lowlands” have fewer instances of mispronunciation, suggesting relative proficiency in these specific diphthongs.

Table 4.4 The Percentage Frequency in Student Pronunciation Error in Diphthong

No.	Words	Dictionary Transcription	Percentage
1.	Late	/leɪt/	$\frac{14}{152} \times 100\% = 8,38\%$
2.	Failed	/feɪld/	$\frac{15}{152} \times 100\% = 8,98\%$
3.	Side	/saɪd/	$\frac{2}{152} \times 100\% = 1,20\%$
4.	Voyage	/vɔɪdʒ/	$\frac{12}{152} \times 100\% = 7,19\%$
5.	Roland	/rəʊlənd/	$\frac{19}{152} \times 100\% = 11,38\%$
6.	Lowlands	/ləʊləndz/	$\frac{4}{152} \times 100\% = 2,40\%$
7.	Ouch!	/aʊtʃ/	$\frac{18}{152} \times 100\% = 10,78\%$
8.	Crouch	/kraʊtʃ/	$\frac{12}{152} \times 100\% = 7,19\%$
9.	Appear	/ə'piə/	$\frac{17}{152} \times 100\% = 10,18\%$
10.	Engineer	/endʒɪ'nɪə/	$\frac{5}{152} \times 100\% = 2,99\%$
11.	Affair	/ə'feə/	$\frac{17}{152} \times 100\% = 10,18\%$
12.	Impair	/ɪm'peə/	$\frac{17}{152} \times 100\% = 10,18\%$
13.	Assurance	/ə'ʃʊərə'ns/	$\frac{9}{152} \times 100\% = 5,39\%$

14.	Durance	/dʒ :rəns/	$\frac{6}{152} \times 100\% = 3,59\%$
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The table encompasses various words, each accompanied by its phonetic representation and calculated percentage of errors made by students in their pronunciation. Notably, the word “Roland” stands out with the highest percentage of errors at 11,38% reflecting a substantial challenge in accurately articulating the associated diphthongs. “Ouch!” and “Appear” also demonstrate notable error percentages of 10,78% and 10,18% respectively. Conversely, words such as “Side” and “Lowlands” exhibit lower error rates at 1,20% and 2,40% suggesting a relatively better pronunciation proficiency in these instances.

b. Word Errors Pronunciation in Triphthong

Table 4.5 Error Pronunciation in Triphthong

Error Pronunciation in Triphthong				
No.	Words	Dictionary Transcription	Students Initial	Total of the Error Students
1.	Portrayers	/pɔ: 'treɪəz/	2,3,4,5,6,7,8,9,10, 16,18,20	11
2.	Mayor	/meɪəɹ/	1,2,,6,7,9,10,11, 11,13,14,15,16, 17,18,19	16
3.	Liar	/'laɪəɹ/	9,11,12,13,17,18	6

4.	Foyer	/'fɔɪər/	15	1
5.	Loyalist	/'lɔɪəlɪst/	3,4,6,7,10,11,12,14,15,19	10
6.	Mower	/'məʊər/	1,2,3,5,6,7,8,9,10,11,12,13,14,16,17,18,19,20	17
7.	Slower	/'sləʊər/	1,2,5,7,8,9,10,11,12,13,14,15,16,17,18,19,20	18
8.	Scouring	/'skaʊərɪŋ/	1,3,4,6,8,9,10,11,2,15	10
9.	Empowered	/ɪm'paʊəd/	2,4,14,16,20	5
Total of Errors				94

As the data from the table above, it is clearly showed that “Slower” and “Mower” show errors from a higher number of students, indicating potential focal points for targeted intervention in triphthong pronunciation instruction. Conversely, words like “Foyer” and “Empowered” exhibit fewer instances of mispronunciation, suggesting relatively better proficiency in these particular triphthongs. The table serves as an invaluable diagnostic tool for educators, enabling them to tailor interventions

based on the specific needs of students, fostering enhanced triphthong pronunciation skills.

Table 4.6 The Percentage Frequency in Students Pronunciation Error in Triphthong

No.	Words	Dictionary Transcription	Percentage
1.	Portrayers	/pɔ:ˈtreɪəz/	$\frac{11}{94} \times 100\% = 11,70\%$
2.	Mayor	/meɪər/	$\frac{16}{94} \times 100\% = 17,02\%$
3.	Liar	/'laɪər/	$\frac{6}{94} \times 100\% = 6,38\%$
4.	Foyer	/'fɔɪər/	$\frac{1}{94} \times 100\% = 1,06\%$
5.	Loyalist	/'lɔɪəlɪst/	$\frac{10}{94} \times 100\% = 10,64\%$
6.	Mower	/'məʊər/	$\frac{17}{94} \times 100\% = 18,09\%$
7.	Slower	/'sləʊər/	$\frac{18}{94} \times 100\% = 19,15\%$
8.	Scouring	/'skauərɪŋ/	$\frac{10}{94} \times 100\% = 10,64\%$
9.	Empowered	/ɪmˈpaʊəd/	$\frac{5}{94} \times 100\% = 5,32\%$

As mention in calculation data above, it surely that the word “Slower” stands out with the highest percentage of errors at 19,15% indicating a substantial challenge in accurately articulating the associated triphthong “Mower” also exhibits a noteworthy error percentage of 18,09% highlighting a considerable difficulty in pronunciation.

Conversely, words like “Foyer” and “Empowered” demonstrate lower error rates at 1,06% and 5,32% respectively, suggesting a relatively better command of these specific triphthong.

B. Discussion

1. The Students’ Pronunciation Errors in Diphthong and Triphthong Sounds in Reading Aloud

The distribution of errors across various diphthongs sheds light on the diverse challenges encountered by individual students. among these, the diphthong “eə” emerges as the most formidable, constituting a substantial 22% of the total errors. Additionally, “au” closely follows with a notable 19% error rate. In contrast, “aɪ” and “uə” exhibit lower error rates at 2% and 10% respectively. This nuanced distribution underscores the need for focused attention on specific diphthongs in pronunciation instruction.⁴⁵

The identified challenges in certain diphthongs, particularly the prevalence of errors in “eə”, suggest the necessity of targeted instructional strategies. Educators could design activities specifically addressing the articulation and differentiation of this challenging diphthong. This approach aligns with the broader literature on pronunciation instruction, emphasizing

⁴⁵ Fitri Wulandari and Katharina Rustipa, “English Diphthongs [Eɪ], [Aɪ], [Au] Pronunciation Problems Encountered by Seventh Semester Students of English Literature Program in STIKUBANK University Academic Year of 2018,” *Dinamika Bahasa dan Budaya* (2022): 38.

the effectiveness of targeted interventions in addressing specific linguistic difficulties.⁴⁶

In the realm of triphthongs, a similar pattern of challenges emerges. The triphthong “**əuə**” stands out as the most difficult, constituting a substantial 38% of the total errors. “**eɪə**” and “**ɔɪə**” follow with error rates of 29% and 11% respectively. Conversely, “**aɪə**” and “**auə**” exhibit lower error percentages at 6% and 16%. These findings offer valuable insights for educators, guiding them in tailoring their instructional approaches to address the specific triphthongs posing difficulties.

The pronounced difficulty with “**əuə**” in triphthongs suggest the need for targeted interventions to enhance students’ proficiency in articulating this complex sound combination.⁴⁷ Focused exercises and additional resources for practice could contribute to improved mastery.⁴⁸ Conversely, the relatively lower error rates in “**aɪə**” and “**auə**” indicate areas of comparative strength, implying that existing instructional approaches may be more effective for these specific triphthongs.⁴⁹

In summarizing the key findings, it becomes evident that the distribution of errors is not uniform across diphthongs and triphthongs. This highlights

⁴⁶ Desy Riana Pratiwi and Lia Maulia Indrayani, “Pronunciation Error on English Diphthongs Made by EFL Students,” *TEKNOSASTIK 191* (2021): 24.

⁴⁷ Shaymaa M Sadeq and Asst. Prof. May Stephan Rezqallah, “An Error Analysis: Iraqi EFL College Learners Problems in British Diphthongs and Triphthongs Pronunciation,” *Alustath Journal for Human and Social Sciences* (2021).

⁴⁸ Bradford Lee, Luke Plonsky, and Kazuya Saito, “The Effects of Perception- vs. Production-Based Pronunciation Instruction,” *System* 88 (February 2020): 102185.

⁴⁹ Lisa C. Wagner, Mónica Rodríguez-Castro, and André Zampaulo, “Mitigating Negative Transference in Foreign Language Articulatory Phonetics: Revisiting Explicit Instruction,” *Didáctica. Lengua y Literatura* 33 (August 2021): 11.

the importance of tailoring instructional strategies to address the specific challenges posed by different sound combination.⁵⁰ Contextualizing these findings within the broader literature on pronunciation instruction reinforces the significance of targeted interventions for improved language proficiency.⁵¹

The results generally support the expectation that certain diphthongs and triphthongs would pose more challenges than others. The hypothesis that “eə” and “əuə” would be particularly challenging is confirmed by the high error rates associated with these sound combinations.⁵² The research questions pertaining to the distribution of errors and the effectiveness of existing instructional approaches find clear answers within the data.

Exploring alternative interpretations, it is essential to consider potential confused and biases. While the study focused on pronunciation errors during reading aloud, other factors such as individual learning styles, linguistic backgrounds, and exposure to English outside the classroom may contribute to variability in performance.⁵³ Acknowledging these alternative

⁵⁰ Priscilla Shak, Chang Siew Lee, and Jeannet Stephen, “Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students,” *International Journal of Language Education and Applied Linguistics* 04 (2016): 23–25.

⁵¹ Fatihatus Saadah and Havid Ardi, “The Analysis of Students’ Pronunciation Error on English Diphthong Made by Fifth Semester of English Language Education Program Universitas Negeri Padang,” *Journal of English Language Teaching* 9, no. 1 (2020): 188.

⁵² Wulansari -, “The Most Difficult Vowel Sound Pronunciation among Three Different Semester Students at UIN Sunan Ampel Surabaya: An Acoustic Analysis,” *Tell : Teaching of English Language and Literature Journal* 8, no. 1 (April 2020): 53.

⁵³ Dyah Pratiwi Areta and Indah Tri Purwanti, “Factors Contributing to EFL Learners’ Speaking Performance,” *International Journal of Educational Best Practices* 5, no. 1 (August 2021): 60.

interpretations adds depth to the discussion and encourages a nuanced understanding of the findings.

In terms of theoretical and practical implications, the study contributes valuable insights to the field of pronunciation instruction. The nuanced analysis of specific diphthongs and triphthongs not only enhances our theoretical understanding of language acquisition but also provides practical guidance for educators. Tailoring instructional approaches to address the specific challenges identified in this study can significantly improve the effectiveness of pronunciation instruction in language classrooms.⁵⁴

To sum up, the discussion of students' pronunciation errors in diphthongs and triphthongs offers valuable insights for both researchers and educators. By synthesizing key findings, contextualizing within the literature, addressing hypothesis and research question, exploring alternative interpretations, highlighting theoretical and practical implications, conveying the level of certainty, and suggesting future studies, the discussion provides a comprehensive understanding of the complexities involved in pronunciation instruction. Ultimately, the nuanced analysis of specific sound combinations contributes to the on going dialogue on effective language teaching methodologies, ensuring a more tailored and impactful approach to pronunciation instruction.

⁵⁴ Ali Babaeian, "Approaches to Pronunciation Instruction in Communicative Language Teaching Classrooms," *Journal of Studies in Education* 11, no. 4 (October 2021): 68.

2. Percentage of the Students Pronunciation Error in Diphthong and Triphthong in Reading Aloud

The meticulous analysis of students' pronunciation errors at the word level unveils specific challenges encountered during reading aloud. Notably, certain words such as "Roland" and "Appear", stand out with errors from a higher number of students, indicating potential focal points for targeted intervention. This word level scrutiny adds granularity to the understanding of pronunciation difficulties.⁵⁵

This detailed breakdown of pronunciation errors becomes a powerful diagnostic tool for educators. By identifying words that pose recurrent challenges, teachers gain insights to tailor interventions based on the specific needs of students. This nuanced approach empowers educators to strategically plan interventions, addressing the intricacies of individual pronunciation struggles within the classroom setting.⁵⁶

Furthermore, the percentage frequency analysis serves as a prioritization guide for intervention areas. Words like "Slower", boasting a high error rate of 19,15%, and "Mower" standing at 18,09%, signal substantial challenges in accurately articulating the associated triphthongs. Conversely, words like "Foyer" and "Empowered" exhibit lower error rates, indicating a relatively better command of these specific triphthongs.

⁵⁵ Masfa Maiza, "An Analysis of Students' Pronunciation Errors," *JOEEL: Journal of English Education and Literature* 1, no. 1 (2020): 18.

⁵⁶ Min-Siong Liang et al., "Data-Driven Approach to Pronunciation Error Detection for Computer Assisted Language Teaching," in *Seventh IEEE International Conference on Advanced Learning Technologies (ICALT 2007)* (IEEE, 2007), 359.

Educators can leverage the percentage frequency data to tailor instructional approaches effectively. Allocating more instructional time to words with higher error rates ensures a targeted focus on areas of greatest need.⁵⁷ This approach enhances the efficiency of pronunciation instruction, providing a bespoke strategy to address specific challenges encountered by students in their reading aloud exercises.

The significance of this word level analysis extends beyond the immediate context of pronunciation instruction. It offers educators valuable insights into the intricacies of linguistic proficiency, shedding light on the specific diphthongs and triphthongs that present challenges for students. This understanding is crucial for designing instructional strategies that not only enhance pronunciation skills but also contribute to overall language acquisition.

Additionally, the word level analysis aligns with the broader literature on language acquisition, emphasizing the importance of context and meaningful engagement.⁵⁸ By examining pronunciation errors in the context of specific words, educators can bridge the gap between isolated phonetic exercises and real word communicative competence. This integrative approach fosters a

⁵⁷ John C. Begeny et al., "Altering Instructional Delivery Options to Improve Intervention Outcomes: Does Increased Instructional Intensity Also Increase Instructional Effectiveness?," *Psychology in the Schools* 48, no. 8 (September 2011): 769.

⁵⁸ Rick Zahar, Tom Cobb, and Nina Spada, "Acquiring Vocabulary through Reading: Effects of Frequency and Contextual Richness," *The Canadian Modern Language Review* 57, no. 4 (June 2001): 541.

more holistic understanding of pronunciation within the larger framework of language learning.

The diagnostic utility of this word level analysis extends to individualized learning plans. Educators can use the identified words as benchmarks to track progress, allowing for ongoing assessment and refinement of instructional strategies.⁵⁹ This iterative process ensures that pronunciation interventions remain dynamic and responsive to the evolving needs of each students.

Moreover, the identification of words with lower errors rates, such as “Side” and “Lowlands”, provides a positive reinforcement aspect to the instructional approach. Acknowledging areas of relative proficiency encourages students and reinforces their confidence in handling specific diphthongs effectively. This positive feedback loop contributes to a more conducive learning environment.

The percentage frequency analysis not only informs instructional priorities but also offers a glimpse into the broader landscape of language proficiency. The variation in error rates across different words reflects the nuanced challenges posed by specific phonetic combinations.⁶⁰ This insight contributes to the ongoing discourse on effective language pedagogy,

⁵⁹ Laura M. Steacy, “Capitalizing on the Promise of Item-Level Analyses to Inform New Understandings of Word Reading Development,” *Annals of Dyslexia* 70, no. 2 (July 2020): 153.

⁶⁰ Brett Kessler et al., “Frequency Analyses of Prephonological Spellings as Predictors of Success in Conventional Spelling,” *Journal of Learning Disabilities* 46, no. 3 (May 2013): 252.

emphasizing the need for targeted and contextually relevant instructional approaches.

In short, the word level analysis of students' pronunciation errors serves as a valuable tool for educators in tailoring interventions. By identifying specific words with higher error rates, educators can strategically allocate instructional time, ensuring a focused approach to areas of greatest need. This nuanced understanding of pronunciation challenges at the word level contributes not only to effective language instructional but also to the broader discourse on language acquisition and pedagogy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The examination of pronunciation errors in diphthong sounds uncovered diverse challenges, particularly in words like **“Roland, Ouch!, Appear, and Affair”**. These findings highlight the complexity of mastering diphthong sounds, with certain words posing more significant hurdles. Conversely, words such as **“Foyer, Side, Lowlands, and Engineer”** demonstrated lower error frequencies, suggesting potential areas of relative ease for students. Triphthong sounds also presented challenges, evident in frequent errors in words like **“Mayor, Portrayers, Liar, Loyalist, Mower, Slower, Scouring, and Empowered”**. This emphasizes the need for focused attention on triphthong pronunciation during language instruction.

Examining the percentage of pronunciation errors across the dataset revealed that students made errors in diphthong is 62% and 38% in triphthongs. This finding could be assumed as the triphthongs is having higher difficulty to student's ability in producing English words correctly.

B. Suggestions

The analysis of pronunciation errors in diphthong and triphthong sounds among eleventh-grade students at SMA Negeri 2 Timang Gajah reveals specific areas where improvements are needed. Based on the findings, several suggestions can be made:

1. **Focused Pronunciation Training:** Implement targeted pronunciation training to address the specific challenges associated with diphthong and triphthong sounds. Design interactive exercises and activities to enhance students' proficiency in pronouncing these complex phonemes.
2. **Integration of Technology:** Utilize technology and pronunciation apps to engage students in interactive learning experiences. These tools can provide immediate feedback and practice opportunities, making pronunciation improvement more accessible.
3. **Incorporate Real-Life Context:** Encourage students to use diphthong and triphthong sounds in real-life communication scenarios. Immersion in authentic contexts can accelerate pronunciation improvement.
4. **Teacher Training:** Provide professional development opportunities for teachers to enhance their knowledge of phonetics and effective strategies for teaching pronunciation.

These suggestions aim to create a more comprehensive and effective approach to addressing pronunciation errors in diphthong and triphthong sounds, ultimately contributing to improved language proficiency and communication skills among students.