**THE ERROR ANALYSIS OF PRONOUNCING DIPHTHONG IN READING ALOUD AT X GRADE STUDENTS OF VOCATIONAL HIGH SCHOOL: A CASE STUDY AT SMK MUHAMMADIYAH PURWODADI IN THE ACADEMIC YEAR OF 2013/2014**

ALIP PRASETYO

Muhammadiyah University of Purworejo

Alip\_maralibh@yahoo.com

**Abstract**

Prasetyo, Alip. 2013. *The error analysis of pronouncing diphthong in reading aloud at 10th grade students of Vocational High School: A Case Study At SMK Muhammadiyah Purwodadi In The Academic Year Of 2013/2014.* A Thesis. Sarjana Pendidikan Degree in English Department. Faculty of Teacher Training and Educational Sciences. Muhammadiyah University of Purworejo.

Key word: Error Analysis, Pronunciation, Diphthong, Reading aloud.

 This thesis is a study about an error analysis of the tenth grade students of vocational highs school pronunciation in reading aloud at SMK Muhammadiyah Purwodadi in the academic year of 2013/2014. The student may have problems to pronounce the word in reading aloud especially in English diphthongs correctly, although they get an English subject in their school. The researcher formulates the problem as follow: (1) What kinds of error made by the tenth grade students of SMK Muhammadiyah Purwodadi of pronunciation in reading aloud, and (2) What causes of errors in pronunciation in reading aloud.

 The result of the data analysis showed that English diphthong [Iə] is 97,5% and diphthong [əʊ] is 79 % that is the most frequent in error, diphthong [aI] is 55 %, diphthong [eI] is 62.13 %, diphthong [aU] 50 %, diphthong [eə] 45 %, whereas diphthong [ɔI] 15 % is the least frequent in error. Based on the error identification, the researcher found that there are many errors made by tenth grade students of SMK Muhammadiyah Purwodadi. The pronunciation errors are mostly caused by the interference errors namely interlingual errors and intralingual errors, and the other of them are language transfer. The cause of errors are confused and substituded in pronouncing diphthongs, overgeneralized based on spelling, sounds and writing in pronouncing English diphthongs.

 In order to avoid students errors, the researcher suggests the teacher to give a lot of drills and practices relating to the pronunciation. Therefore, the students can acquire the habit of using the correct prnunciation of English word containing English diphthong correctly.

1. **Background**

Language is the development of the basic of communication between human being and a society. That communication runs smoothly performed well, receiver and sender must have to master the of the language. In order communicate effectively, one needs a language that is widely understood and common. If one speeks and listen well, there is little or no scope for misunderstanding. Thus keeping this fact in mind, the primary reasons for misundersatanding is due to inability to speak well, or listen effectively.

Learning to communicate in another language takes a long time. It is one of the most challenging students tasks that are likely to undertake, and they easily become discouraged and bored with it. Techniques that language teachers can use to keep their students interested and motivated by helping them understand the language acquisition process, connect language learning with their larger educational and life goals, and succed as language learners.

English is an international language that is learned and studied all over the world. It has an important role in communication whether it is spoken or written. People from different countries use English as a medium of communication, in spite of that, many books, journal, bulletins are written in English. It is no wonder if English is studied in almost all school worldwide.

English is very important things. Many jobs nowadays, use people who are able to contact in English. At least, he or she is able to understand about English. The schientist’s idea, the products knowledge, and some urgent instructions in company. Therefore. English is urgently to be learned.

In fact, English is a second language or foreign language in countries around the world. In Indonesia, English is a foreign language because the Indonesian language is used in daily communication. The main function of language is for communication mainly to express our ideas and wishes. There are four language skills. They are reading, speaking, writing and listening. In addition, there are three language components, they are grammar, vocabulary, and pronunciation.

In English, there are two kinds of abilities to maintain communication, namely oral and written ability. One of the oral communication sub-skills is pronunciation. Pronunciation is important to study, because it makes someone understand the right pronounciation and makes the target speaker understand the meaning of the word or sentence.

Speaking is important in real life of communication. It is a complex skill. So speaking cannot be learned in isolation. One of the component of language is pronunciation that support in speaking. Although students have English subject at school, most of them often make errors, for example: in listening, speaking, reading, and writing.

1. **Research Method**

In this chapter, the researcher wants to present the way in conducting the research. Richards (2002: 456) states that research is the study of a event, problem or phenomenon using systematic methods, in order to understand it better and to develop principles and theories about it.

According to Nunan (2007: 3), research is a systematic process of inquiry consisiting of three elements or componrents these are :

* 1. A question, problem, or hypothesis
	2. Data
	3. Analysis and interpretation of data.

The population of this study is 10th grade from SMK Muhammadiyah Purwodadi in the academic year of 2012/2013. The population in this research are 40 students of Smk Muhammadiyah Purwodadi and the population sample of this study is the 10th grade students of SMK Muhammadiyah Purwodadi in the academic year of 3013/2014. The researcher takes the Teknik Komputer Jaringan (TKJ) of SMK Muhammadiyah Purwodadi. The writer takes 20 students of sample.

The researcher calculated the data use the formula, it used to compute the qualitative data of errors is as follows:

Error percentage (%) = The Total Number of Errors x 100%

 The Total Number of Items

1. **Finding and Discussion**

The result of the data analysis showed that English diphthong [Iə] is 97,5% and diphthong [əʊ] is 79 % that is the most frequent in error, diphthong [aI] is 55 %, diphthong [eI] is 62.13 %, diphthong [aU] 50 %, diphthong [eə] 45 %, whereas diphthong [ɔI] 15 % is the least frequent in error.

The second part of this study is to find out the possible sources of pronunciation errors of the 10th grade students of SMK Muhammadiyah Purwodadi. This part is achieved by determining the sources of errors. The researcher found that two sources of errors they are Interlingual Errors and Intralingual Errors.

1. **Conclusion**

Based on the research finding the writer concludes that:

1. The percentage of errors in each diphthongs made by tenth grade students of SMK Muhammadiyah Purwodadi:
2. Diphthong [Iə] : 97.5 %
3. Diphthong [əʊ] : 79 %
4. Diphthong [aI] : 63.33 %
5. Diphthong [eI] : 62.13 %
6. Diphthong [aU] : 50 %
7. Diphthong [eə] : 45 %
8. Diphthong [ɔI] : 15 %
9. The sources of error made by students of SMK Muhammadiyah Purwodadi in pronouncing English diphthong are :
10. Interlingual errors. The student are confused in pronouncing English in diphthongs. They tend to subtitute pure vowel for diphthongs since they are influenced by their habit of speaking their own language.
11. Intralingual errors. An error is one which results from faulty or partial learning of the target language. It happens because of overgeneralization, error in containing the letter, in spelling rule confusion and sounds of pronunciation rule.

**Bibliography**

Arikunto, Suharsimi. 2008. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Brown, D.B. 1994 *Principles of Language Learning and Teaching*. 3 rd Ed, New Jersey: Prentice Hall regents.

Ellis, R. 1994. *The Study of Second Language Acquisition*. London: Oxford University Press.

Hornby, A.S. 2006. *Oxford Advanced Learners’ Dictionary*. New York: Oxford University Press.

James, C. 1998. *Error in Language Learning and Use Exploring Error Analysis*. London: Longman.

Kelly, Gerald. 2004. *How to Teach Pronunciation*. Kuala Lumpur: longman.

Nunan, D., and C. Lamb. 1996. *The Self Directed Teacher Managing the Learning Proccess*. New York: Cambridge University Press.

Nunan. David. 2007. *Research Methods in Language Learning*. USA: Cambridge University Press.

Ramelan. 1992. *Introduction to Linguistics Analysis*. Semarang: IKIP Semarang Press.

Ramelan. 1994. *English Phonetics*. Semarang: IKIP Semarang.

Ramelan., and A. Sisbiyanto. 2010. *English Suprasegmental and Segmental Phonetics*. Semarang: IKIP Semarang.

Richards. Jack C., and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

Sugiyono, 2008. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.