CHAPTER IV

FINDING AND DISCUSSION

This section mainly presents the analysis on the data findings and discussions of pronunciation error in the English diphthongs production. The presentation of those cases will be explained in the description below:

4.1   Findings

This study consists of two research questions namely: (1) What types of error do the students make in their English diphthongs production among the third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018 as seen in the video? (2) What are factors that cause pronunciation errors produced by the third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018 as seen in the video? The data analysis of pronunciation error in the English diphthongs production made by the 6 students of the third semester students of STKIP PGRI Sidoarjo in the academic year of 2017 / 2018. The researcher only analyzed six videos because of the limited time. In line with Creswell (1998:64), Morse (1994:225) in Mason (2010), sample size of qualitative researches is 5 to 25 samples or at least 6 samples (Esch, P.V., & Esch, L. J, 2013:228). In order to answer the two research questions, the researcher presents the findings as follows:

4.1.1 Types of Pronunciation Error

After identifying pronunciation errors in diphthongs production, researcher classified those pronunciation errors into three types of pronunciation error. Types of pronunciation error in this study are: substitution, omission, and insertion (Crystal, 1985, Cited in Kartyastuti, 2017:50). In this study, researcher presents the pronunciation error in diphthong production on the following tables:

Table 4.1 Pronunciation Errors Made by the Student 1

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	Education	/ɛdju(:)ˈkeɪʃən/	/ɛdju(:)ˈkeʃən/	Omission	/ɪ/ is omitted
2	Saving	/ˈseɪvɪŋ/	/ˈsævɪŋ/	Substitution	/æ/ substitutes /eɪ/
3	Really	/ˈrɪəli/	/ˈriːli/	Substitution	/iː/ substitutes /ɪə/
4	Save	/seɪv/	/ˈsæv/	Substitution	/æ/ substitutes /eɪ/
5	Savings	/ˈseɪvɪŋz/	/ˈsævɪŋs/	Substitution	/æ/ substitutes /eɪ/
6	Enable	/ɪˈneɪblz/	/ɪˈneble/	Omission	sound /ɪ/ is omitted
7	Actual	/ˈækʧʊəl/	/ˈʌkʧʊal/	Substitution	/ʊa/ substitutes /ʊə/
8	Material	/məˈtɪərɪəl/	/mʌˈterɪʌl/	Substitution	**/e/ substitutes /ɪə/ /ʌ/ substitutes /ɪə/**
9	Savings	/ˈseɪvɪŋz/	/ˈsævɪŋs/	Substitution	/æ/ substitutes

				/**eɪ**/

The table 4.1 shows that the student 1 produced 9 pronunciation errors in diphthong production consisting omission and substitution. They are 'education' and 'enable' categorized as omission error because of omitted sound. The word 'education' was pronounced /ɛdju(ː)ˈkeʃən/, but the correct pronunciation is /ɛdju(ː)ˈkeɪʃən/ and the word 'enable' was pronounced /ɪˈneble/ suppose to be /ɪˈneɪblz/. Meanwhile, the substitutions errors found are 'saving', 'really', 'save', 'savings', 'actual' and 'materials'. The word 'saving' was pronounced /ˈseɪvɪŋ/ but the correct one is /ˈseɪvɪŋ/. The word 'really' was pronounced /ˈriːli/, but the correct pronunciation is /ˈrɪəli/. The word 'save' was pronounced /ˈsæv/ but the correct one is /ˈseɪv/. The word 'saving' was pronounced /ˈseɪvɪŋ/ but the correct one is /ˈseɪvɪŋ/. The word 'actual' was pronounced /ˈʌktʃʊal/, but the right pronunciation should be /ˈæktʃʊəl/. The word 'material' was pronounced /mʌˈterɪʌl/, but the appropriate pronunciation is /məˈtɪərɪəl/.

Table 4.2 Pronunciation Errors Made by the Student 2

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	Found	/faʊnd/	/f ɒnd/	Substitution	/ɒ/ substitutes /aʊ/
2	Monolingual	/mɒnəʊˈlɪŋgwəlz/	/mɒnɒˈlɪŋgwalz/	Substitution	/ɒ/ substitutes /əʊ/
3	Association	/əˌsəʊsɪˈeɪʃ(ə)n/	/əˌs ɒsɪˈeɪʃ(ə)n/	Substitution	/ɒ/ substitutes

					/əʊ/
4	Latest	/leɪtɪst/	/lets/	Omission	sound /ɪ/ is omitted
5	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted
6	Found	/faʊnd/	/fɒnd/	Substitution	/ɒ/ substitutes /aʊ/
7	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted
8	Highway	/ˈhaɪweɪ/	/ˈhaɪwe/	Omission	sound /ɪ/ is omitted
9	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted
10	Controlling	/kənˈtrəʊlɪŋ/	/kɒnˈtrɒlɪŋ/	Substitution	/ɒ/ substitutes /əʊ/
11	Control	/kənˈtrəʊl/	/kɒnˈtrɒl/	Substitution	/ɒ/ substitutes /əʊ/

Viewed from table 4.2, it can be stated that student 2 made 11 pronunciation errors classified into substitution and omission. 'found', 'monolingual', 'association', 'found', 'controlling', and 'control' are classified as substitution error. The word 'found' should be pronounced /faʊnd/, but student pronounced /fɒnd/. The word 'monolingual' should be pronounced /mɒnəʊˈlɪŋgwəlz/, but student pronounced /mɒnɒˈlɪŋgwalz/. The word 'association' has to be pronounced /əˌsəʊsɪˈeɪʃ(ə)n/, but the student pronounced /əˌs ɒsɪˈeɪʃ(ə)n/. The word 'found' should be pronounced /faʊnd/, but student pronounced /fɒnd/. The word 'controlling' must be pronounced /kənˈtrəʊlɪŋ/, but the student pronounced /kɒnˈtrɒlɪŋ/. The word 'control' should be pronounced /kənˈtrəʊl/, but the student /kɒnˈtrɒl/. In the other side, the word 'latest', 'make', 'make', 'highway', and 'make' were the omission error. The word 'latest' should

be pronounced /leɪtɪst/, but the student /lets/. The word 'make' should be pronounced /meɪk/, but the student pronounced /mek/. The word 'make' should be pronounced /meɪk/, but the student pronounced /mek/. The word 'highway' should be pronounced /ˈhaɪweɪ/, but it was pronounced /ˈhaɪwe/.

Table 4.3 Pronunciation Errors Made by the Student 3

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	How	/haʊ/	/haɪ/	Substitution	/aɪ/ substitutes /aʊ/

Table 4.3 explains that student 3 produced a pronunciation error categorized as the substitution error. That word is 'how'. The word 'how' should be pronounced /haʊ/, but it was pronounced /haɪ/ by the student.

Table 4.4 Pronunciation Errors Made by the Student 4

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	Essay	/ˈɛseɪ/	/ˈɪsaɪ/	Substitution	/aɪ/ substitutes /eɪ/
2	Five-paragraph	/faɪv-ˈpærəgrɑːf/	/fɪf-ˈparagraf/	Omission	Sound /a/ is omitted
3	How	/haʊ/	/hɒʊ/	Substitution	/ɒʊ/ substitutes /aʊ/
4	Write	/raɪt/	/wræt/	Substitution	/æ/ substitute /aɪ/

Based on table 4.4, it can be stated that student 4 made 4 pronunciations: the word 'essay', 'five-paragraph', 'how', and 'write'. The word 'essay', 'how', and 'write' were classified into substitution error. The word 'essay' should be pronounced /ˈɛseɪ/, but student pronounced /ˈɪsaɪ/. The word 'how' should be pronounced /haʊ/, but student pronounced /hɒʊ/. The word 'write' has to be pronounced /raɪt/, but it was pronounced /wræt/ by the student. In the other side, student produced a pronunciation error classified into omission error as in the word 'five-paragraph'. It should be pronounced /faɪv-ˈpærəgrɑːf/, but student pronounced /fɪf-ˈparagraf/.

Table 4.5 Pronunciation Errors Made by the Student 5

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	How	/haʊ/	/hɒʊ/	Substitution	/ɒʊ/ substitutes /aʊ/
2	Five-paragraph	/faɪv-ˈpærəgrɑːf/	/fef-ˈparagraf/	Substitution	/e/ substitute /aɪ/
3	Essay	/ˈɛseɪ/	/ˈɪse/	Omission	sound /ɪ/ is omitted
4	Write	/raɪt/	/ˈwreɪt/	Substitution	/eɪ/ substitute /aɪ/
5	Writing	/ˈraɪtɪŋ/	/ˈwretɪŋ/	Substitution	/eɪ/ substitute /aɪ/

The table 4.5 shows that the student 5 produced 5 pronunciation errors in diphthong production containing omission and substitution. Those pronunciation errors are in the pronunciation of the word 'how', 'five-paragraph', 'essay',

'write', and 'writing'. The word 'how', 'five-paragraph', 'write', and 'writing'
were categorized as the substitution errors. That word is 'how'. The word 'how'
should be pronounced /haʊ/, but it was pronounced /hɒʊ/ by the student. The
word 'five-paragraph' should be pronounced /faɪv-ˈpærəgrɑːf/, but student
pronounced /fef-ˈparagraf/. The word 'write' must be pronounced /raɪt/, but it was
pronounced /ˈwreɪt/ by the student. The word 'writing' must be pronounced
/ˈraɪtɪŋ/, but it was pronounced /ˈwretɪŋ/ by the student. Student 5 produced a
pronunciation error categorized as omission error in the word 'essay'. The word
'essay' should be pronounced /ˈɛseɪ/, but student pronounced /ˈɪse/.

Table 4.6 Pronunciation Errors Made by the Student 6

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	Page	/peɪdʒ/	/pedʒ/	Omission	Sound /ɪ/ is omitted
2	Education	/ɛdju(ː)ˈkeɪʃən/	/ɛduˈkesən/	Omission	/ɪ/ is omitted

Table 4.6 presents that the student 6 made 2 pronunciation errors that are
classified as omission error. Those pronunciation errors can be viewed when
student pronounced the word 'page' and 'education'. The word 'page' should be
pronounced /peɪdʒ/, but the student pronounced /pedʒ/. The word 'education'
should be pronounced /ɛdju(ː)ˈkeɪʃən/, but the student pronounced /ɛduˈkesən/.

The table below presents the percentage of the types of pronunciation
found in the videos of students' pronunciation. This table shows that substitution
error was 65.62 % of all types of pronunciation errors produced by the students.

Moreover, omission error was 34.38% of all types of pronunciation errors produced by the students. It can be concluded that substitution error is the dominant pronunciation error found in the videos of students' pronunciation.

Table 4.7 Percentage of Pronunciation errors of Diphthong

No	Types of Errors	Number of Errors	Percentage
1	Substitution	21	65.62 %
2	Omission	11	34.38%
	Total	32	100 %

Figure below presents the percentage of the types of pronunciation error in English diphthongs production produced by the 6 students of the third semester students of STKIP PGRI Sidoarjo in the academic year of 2017 / 2018.

Figure 4.1 Percentages of the Types of Pronunciation Error

Percentage of the Types of Pronunciation Error in Diphthong Production
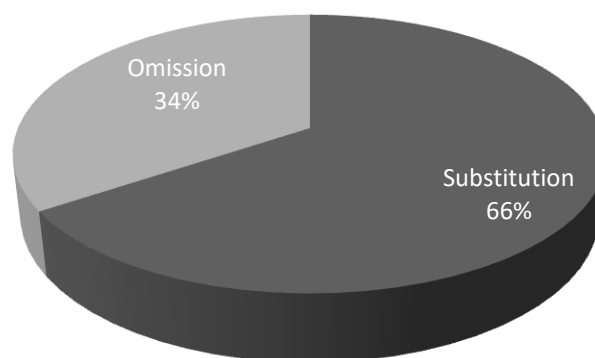
4.1.2   Factors Causing Pronunciation Error

In order to answer the second research question containing the factors causing of pronunciation errors in diphthong production, the researcher describes the factors of pronunciation errors in diphthong production by using the theory of factors causing pronunciation error by Ladefoged (2001) in Hasan (2014:33) as cited in Ma'lah (2016:14). There are four factors known as linguistic factors namely: (1) mother tongue interference can be defined as a new set of sound corresponding to the sound of English and the arrangement of sound from the L1 built up, (2) sound system differences between L1 and L2 refers to the problem in pronunciation results from the differences in the sound system of English and native language that means the organs of speech are not trained to produced because of unfamiliar pronunciation by using the nearest sounds, (3) inconsistency of English vowels refers to English vowels have more than just one pronunciation and (4) influence of spelling English pronunciation refers to the sounds of spoken English do not match up with written English to be pronounced. The researcher described the factors that caused pronunciation error below:

4.1.2.1   In producing /eɪ/

The researcher found some pronunciation errors in producing diphthong **/eɪ/.** Those pronunciation errors occurred in the word 'education', 'save', 'saving', 'enable', 'latest', 'make', 'highway', 'essay', and 'page'. Those pronunciation errors occurred because research subjects erroneously produced in

diphthong **/eɪ/.**   In pronouncing word 'education', 'enable', 'latest', 'make', 'highway', 'essay', and 'page', research subjects omitted /ɪ/ sound. In the word 'save' and 'saving', research subjects substituted /eɪ/ with sound /æ/. In the word 'essay', /aɪ/ substituted /eɪ/. It can be stated that the factor causing those pronunciation errors is the producing diphthong /eɪ/. Related to this study, those words were produced in the factors of mother tongue interference and influence of spelling English.

4.1.2.2   In producing /aɪ/

The researcher found some pronunciation errors caused by the inconsistency of English vowels and the influence of spelling English pronunciation. Those pronunciation errors are in pronouncing word 'five-paragraph', 'write', 'five-paragraph', 'write', and 'writing'. When research subjects pronounced word 'five-paragraph', sound /a/ is omitted. While another student was producing **/aɪ/** with incorrect way, /e/ substituted /aɪ/. The word 'write' was erroneously pronounced by respondents. One respondent substituted it with /æ/ but another student with /eɪ/. In pronouncing word 'writing', /eɪ/ substituted /aɪ/.

4.1.2.3   In producing /ɪə/

Viewed from the production of diphthong /ɪə/, the researcher found 2 words classified into pronunciation error. Those words are 'really' and 'material'. While the word 'material' was produced by research subject, the sound /e/ substituted diphthong /ɪə/. In pronouncing word 'really', /I:/ substituted diphthong

/ɪə/. It can be stated that the factors causing those pronunciation error were the sound system differences between L1 and L2 and the influence of spelling English pronunciation.

4.1.2.4   In producing /aʊ/

The researcher found some pronunciation errors caused by the influence of spelling English pronunciation. Those are in the case of 'how' and 'found'. As in the word 'found', the research subject substituted /aʊ/ by producing /ɒ/. As in the word 'how', the students erroneously produced /aʊ/. One student substituted by producing /aɪ/, but another one substituted by producing /ɒʊ/. It can be concluded that those errors were caused by error in producing diphthong /aʊ/.

4.1.2.5   In producing /ʊə/

The researcher found a pronunciation error that was caused by were the sound system differences between L1 and L2 and the influence of spelling English pronunciation. This pronunciation was in the word 'actual'. While the word 'actual' was pronounced, the research subject substituted /ʊə/ by producing /ʊa/. It means that the factor was the error in producing /ʊə/.

4.1.2.6   In producing /əʊ/

Some pronunciation errors were found by the researcher. Those pronunciation errors occurred in the word 'control', 'controlling', and 'association'. When the word 'control', 'controlling', and 'association' were pronounced, /ɒ/ substituted /əʊ/. It can be concluded that the factors causing those

pronunciation were the sound system differences between L1 and L2 and the influence of spelling English pronunciation.

In line with Ladefoged (2001) in Hasan (2014:33) as cited in Ma'lah (2016) claims that some factors causing pronunciation errors in diphthong production are known as linguistic factors consisting mother tongue interference, sound system differences between L1 and L2, inconsistency of English vowels, and influence of spelling English pronunciation. Those factors are described on the table below:

Table 4.8 Factor Causing Pronunciation Error

No.	Pronunciation Errors	Factor Causing Pronunciation Error			
		MTI	SSD	IEV	ISEP
1.	Error in producing **/eɪ/**				√
2.	Error in producing /aɪ/			√	√
3.	Error in producing /ɪə/		√		√
4.	Error in producing /aʊ/				√
5.	Error in producing /ʊə/		√		√
6.	Error in producing /əʊ/		√		√

MTI: mother tongue interference

SSD: sound system differences between L1 and L2

IEV: inconsistency of English vowels

ISEP: influence of spelling English pronunciation

4.2 Discussion

In this part of this section, the researcher discussed the types of pronunciation error and the factors causing pronunciation error found in the video of students' pronunciation based on the findings of the results. Those findings are described into detail descriptions. The findings are discussed in the descriptions below:

4.2.1 Types of Pronunciation Error

Findings of this study explains that students as the respondents of the study produced types of pronunciation error that are categorized as substitution and omission. Some pronunciation errors were classified as substitution when there was an element substituted. Strengthening this statement, substitution is classified as the replacement of an item in types of error (Crystal, 1985, Cited in Kartyastuti, 2017:50). In the other side, some pronunciation errors were classified into the omission error because of the absence of an element when producing diphthongs. To strengthen this statement, omission is the types of errors identified by the absence of an item that must appear in well-formed utterance (Fauziati, 2000, Cited in Kartyastuti, 2017:50). Those types of pronunciation error were discussed in the tables below:

Table 4.9 Pronunciation Errors Made by the Student 1

No.	Spelling	Correct instance	Error instance	Type of Error	Reason

1	Education	/ɛdju(:)ˈkeɪʃən/	/ɛdju(:)ˈkeʃən/	Omission	/ɪ/ is omitted
2	Saving	/ˈseɪvɪŋ/	/ˈsævɪŋ/	Substitution	/**æ**/ substitutes /e**ɪ**/
3	Really	/ˈrɪəli/	/ˈriːli/	Substitution	/iː/ substitutes /ɪə/
4	Save	/seɪv/	/ˈsæv/	Substitution	/**æ**/ substitutes /e**ɪ**/
5	Savings	/ˈseɪvɪŋz/	/ˈsævɪŋs/	Substitution	/**æ**/ substitutes /e**ɪ**/
6	Enable	/ɪˈneɪblz/	/ɪˈneble/	Omission	sound /ɪ/ is omitted
7	Actual	/ˈækʧʊəl/	/ˈʌktʊal/	Substitution	/ʊa/ substitutes /ʊə/
8	Material	/məˈtɪərɪəl/	/mʌˈterɪʌl/	Substitution	/**e**/ **substitutes** /**ɪə**/ /**ʌ**/ **substitutes** /**ɪə**/
9	Savings	/ˈseɪvɪŋz/	/ˈsævɪŋs/	Substitution	/**æ**/ substitutes /e**ɪ**/

Table 4.9 shows that student 1 made substitution error in the word 'saving', 'really', 'save', 'savings', 'actual' and 'materials'. Those words were classified as substitution errors because there were diphthongs substituted by respondents. In the word 'saving' and 'save', /æ/ substitutes /eɪ/. While producing the word 'really', /iː/ substitutes /ɪə/. As in the word 'materials', /e/ substitutes /ɪə/, and /ʌ/ substitutes /ɪə/. In the other side, student 1 made 2 omission errors; they are 'education' and 'enable'. In the case of pronouncing 'education' and 'enable', the element /ɪ/ was omitted.

Table 4.10 Pronunciation Errors Made by the Student 2

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	Found	/faʊnd/	/f ɒnd/	Substitution	/ɒ/ substitutes /aʊ/
2	Monolingual	/mɒnəʊˈlɪŋgwəlz/	/mɒnɒˈlɪŋgwalz/	Substitution	/ɒ/ substitutes /əʊ/
3	Association	/əˌsəʊsɪˈeɪʃ(ə)n/	/əˌs ɒsɪˈeɪʃ(ə)n/	Substitution	/ɒ/ substitutes /əʊ/
4	Latest	/leɪtɪst/	/lets/	Omission	sound /ɪ/ is omitted
5	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted
6	Found	/faʊnd/	/fɒnd/	Substitution	/ɒ/ substitutes /aʊ/
7	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted
8	Highway	/ˈhaɪweɪ/	/ˈhaɪwe/	Omission	sound /ɪ/ is omitted
9	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted
10	Controlling	/kənˈtrəʊlɪŋ/	/kɒnˈtrɒlɪŋ/	Substitution	/ɒ/ substitutes /əʊ/
11	Control	/kənˈtrəʊl/	/kɒnˈtrɒl/	Substitution	/ɒ/ substitutes /əʊ/

Viewed from table 4.10, student 2 produced some substitution and omission errors. Student 2 made pronunciation errors: 'found', 'monolingual', 'association', 'found', 'controlling', and 'control' classified as the substitution error. Those pronunciation errors were classified into substitution errors because there was a diphthong substituted when those pronunciation errors occurring.

When pronouncing the word 'found', 'monolingual', 'association', 'found', 'controlling', and 'control', /ɒ/ substituted /əʊ/. It means that the sound /əʊ/ is a substituted sound. In the other side, some pronunciation errors produced by student 2 were classified into omission error because of the omitting sound. They were word 'latest', 'make', 'make', 'highway', and 'make'. When pronouncing those words, the sound /ɪ/ was omitted.

Table 4.11 Pronunciation Errors Made by the Student 3

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	How	/haʊ/	/haɪ/	Substitution	/aɪ/ substitutes /aʊ/

Table 4.11 presents that student 3 made a pronunciation error. This pronunciation error was categorized as the substitution error because there was a diphthong substituted by another sound. That word is 'how'. When the word 'how' was produced, the sound /aɪ/ substitutes /aʊ/, so the sound /aʊ/ can be called substituted sound.

Table 4.12 Pronunciation Errors Made by the Student 4

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	Essay	/ˈɛseɪ/	/ˈɪsaɪ/	Substitution	/aɪ/ substitutes /eɪ/
2	Five-paragraph	/faɪv-ˈpærəgrɑːf/	/fɪf-ˈparagraf/	Omission	Sound /a/ is omitted
3	How	/haʊ/	/hɒʊ/	Substitution	/ɒʊ/ substitutes

					/aʊ/
4	Write	/raɪt/	/wræt/	Substitution	/æ/ substitute /aɪ/

Table 4.12 shows that researcher found types of pronunciation error that were substitution and omission. Substitution error can be identified in the word 'essay', 'how', and 'write' because of the replacement of diphthong when pronouncing those words. When pronouncing the word 'essay', the sound /aɪ/ substituted /eɪ/. As in the pronouncing the word 'how', the sound /ɒʊ/ substituted /aʊ/. When pronunciation error in the word 'write' occurred, /æ/ substituted /aɪ/. Moreover, the researcher found an omission error in diphthong production because of the omitted sound. It was the word 'five-paragraph'. When this word was pronounced, Sound /a/ is omitted.

Table 4.13 Pronunciation Errors Made by the Student 5

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	How	/haʊ/	/hɒʊ/	Substitution	/ɒʊ/ substitutes /aʊ/
2	Five-paragraph	/faɪv-ˈpærəgrɑːf/	/fef-ˈparagraf/	Substitution	/e/ substitute /aɪ/
3	Essay	/ˈɛseɪ/	/ˈɪse/	Omission	sound /ɪ/ is omitted
4	Write	/raɪt/	/ˈwreɪt/	Substitution	/eɪ/ substitute /aɪ/
5	Writing	/ˈraɪtɪŋ/	/ˈwretɪŋ/	Substitution	/eɪ/ substitute /aɪ/

Based on table 4.13, the researcher found out that the student 5 made 5 pronunciation errors categorized as substitution and omission errors. The word 'how', 'five-paragraph', 'write', and 'writing' were categorized as the substitution errors because there were diphthongs substituted by the other sounds. In the pronunciation of the word 'how', the sound /ɒʊ/ substituted /aʊ/. While student 5 pronounced the word 'five-paragraph', the sound /e/ substituted /aɪ/. When the word 'write' and 'writing' were produced by the student 5, the sound /eɪ/ substituted /aɪ/. In the other hand, the researcher found a pronunciation error classified as omission error as in the word 'essay'. While this word was pronounced, the sound /ɪ/ is omitted.

Table 4.14 Pronunciation Errors Made by the Student 6

No.	Spelling	Correct instance	Error instance	Type of Error	Reason
1	Page	/peɪdʒ/	/pedʒ/	Omission	Sound /ɪ/ is omitted
2	Education	/ɛdju(ː)ˈkeɪʃən/	/ɛduˈkesən/	Omission	/ɪ/ is omitted

Table 4.14 shows that student 6 produced 2 pronunciation errors. Those pronunciation errors were categorized as omission error because there was the absence of diphthong while those pronunciation errors occurring. Those pronunciations error were in the word 'page' and 'education'. When those words were pronounced by the student 6, the sound /ɪ/ was omitted.

The table below presents the percentage of Pronunciation errors made by the third semester students of STKIP PGRI Sidoarjo.

Table 4.15 Percentage of Pronunciation errors of Diphthongs

No	Types of Errors	Number of Errors	Percentage
1	Substitution	21	65.62 %
2	Omission	11	34.38%
	Total	32	100 %

Viewed from the findings, the researcher found out that students produced 32 pronunciation errors in diphthong production. Those pronunciation errors were categorized as substitution and omission errors. Students produced 21 substitution pronunciation errors (65.62 %), 11 omission pronunciation errors (34.38%), and 0 insertion pronunciation error (0%).

Based on the percentage above, it can be stated that substitution pronunciation error is the most pronunciation error produced by the students. It happened because there were a lot of words produced by replacing diphthongs. As in the production of diphthong /aɪ/, student usually replaced this diphthong by producing /eɪ/. For example, write /raɪt/ was pronounced /wreɪt/. Moreover, omission pronunciation error is in the second place. 11 omission pronunciation errors were produced by students as respondents. Those pronunciation errors happened because some words produced by omitting diphthongs or element of diphthong. As in the production of diphthong /eɪ/, usually, the word 'make' should be pronounced /meɪk/, but some students pronounced /mek/. The sound /ɪ/ is omitted. The researcher did not find out insertion pronunciation error.

Based on the table above, it can be stated that the researcher did not found pronunciation error categorized as an insertion. It happened because the students did not add unnecessary sound or element of the phoneme when they produced English diphthong. To strengthen this statement, insertion can be defined as a type of errors which are categorized by presenting inappropriate element in the form (Fauziati, 2000, Cited in Kartyastuti, 2017:50).

After analyzing the data, it can be stated that students produced a lot of pronunciation errors in diphthong production. Diphthongs are the double vowel (Kelly, 2000). Vowel is a segmental feature, so students made error in producing segmental feature of English pronunciation. This study is related to Widyanintyas's study. In her study, Widyaningtyas stated that many students face difficulties and make some errors especially in pronouncing English segmental features (2014:1).

4.2.2 Factors Causing Pronunciation Error

Based on the results' findings, the researcher investigated four factors caused pronunciation errors produced by the third semester students of STKIP PGRI Sidoarjo. In line with Ladefoged (2001) in Hasan (2014:33) as cited in Ma'lah (2016) states that some factors causing pronunciation errors in diphthong production are known as linguistic factors consisting mother tongue interference, sound system differences between L1 and L2, inconsistency of English vowels, and influence of spelling English pronunciation. In this study the researcher found three factors errors causing pronunciation error in diphthong production called (1)

sound system differences between L1 and L2, (2) inconsistency of English vowels, and (3) influence of spelling English pronunciation. These factors will be explained on the discussion below:

4.2.2.1 Error in Producing /eɪ/

Based on the results findings, the factor that caused pronunciation errors categorized as the influence of spelling English pronunciation error in producing /eɪ/. in line with Ladefoged (2001) in Hasan (2014:33) as cited in Ma'lah (2016) , these factors of pronunciation errors occurred in the word 'five-paragraph', 'write', 'five-paragraph', 'write', and 'writing'. The sound /eɪ/ was not produced correctly by the research subjects. Moreover, in pronouncing word 'education'/ɛdju(ː)ˈkeɪʃən/-/ɛdju(ː)ˈkeʃən/,'enable'/ɪˈneɪblz/-/ɪˈneble/, 'latest'/leɪtɪst/-/lets/,'make'/meɪk/-/mek/,'highway'/ˈhaɪweɪ/-/ˈhaɪwe/, 'essay'/ˈɛseɪ/- /ˈɪsaɪ/, and 'page'/peɪdʒ/- /pedʒ/, research subjects omitted /ɪ/ sound. It means that when those words are pronounced vowel /e/ and /ɪ/ did not perceive. In the word 'save'/seɪv/-/ˈsæv/ and 'saving'/ˈsævɪŋs/- /ˈseɪvɪŋz, research subjects substituted /eɪ/ with sound /æ/,In the word 'essay'/ˈɛseɪ/-/ˈɪsaɪ/, /aɪ/ substituted /eɪ/. Based on the statements, it can be concluded that the factor of error caused in order to some words which were pronounced in the same way are different in their spelling.

4.2.2.2 Error in producing /aɪ/

The researcher found factor that caused pronunciation errors namely the inconsistency of English vowels and the influence of spelling English pronunciation. These pronunciation errors occurred in the word 'five-paragraph',

'write', 'five-paragraph', 'write', and 'writing'. While research subjects were pronouncing word 'five-paragraph'/faɪv-ˈpærəgrɑːf/-/fɪf-ˈparagraf/, sound /a/ was omitted. While another student was producing /aɪ/ with incorrect way, /e/ substituted /aɪ/as in /fef-ˈparagraf/. The word 'write' was erroneously pronounced by respondents. One respondent substituted it with /æ/ as in /raɪt/-/wræt/, but another student with /eɪ/ as in /raɪt/-/ˈwreɪt/. In pronouncing word 'writing'/ˈraɪtɪŋ/-/ˈwretɪŋ/, /eɪ/ substituted /aɪ/. It can be concluded that those pronunciation errors occurred because of the difference between spelling and the number of pronunciation. Strengthening this statement, inconsistency of English vowel refers to English vowels have more than just one pronunciation, the influence of spelling English pronunciation refers to the sounds of spoken English is not matching up with written English to be pronounced (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

4.2.2.3 Error in producing /ɪə/

The factors causing pronunciation error in producing /ɪə/ were the sound system differences between L1 and L2 and the influence of spelling English pronunciation. The pronunciation errors caused by those factors were in the word 'really' and 'material'. When the word 'material'/məˈtɪərɪəl/- /mʌˈterɪʌl/ was produced by research subject, the sound /e/ substituted diphthong /ɪə/. In pronouncing word 'really'/ˈrɪəli/- /ˈriːli/, /Iː/ substituted diphthong /ɪə/. It can be concluded that these pronunciation error were caused by the sound system differences between L1 and L2 and the influence of spelling English pronunciation because of the different sound system and spelling. In order to

strengthen the statement, sound system differences between L1 and L2 refers to the problem in pronunciation results from the differences in the sound system of English and native language that means the organs of speech are not taught to produced because of unusual pronunciation by using the nearest sounds, influence of spelling English pronunciation refers to the sounds of spoken English do not match up with written English to be pronounced (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

4.2.2.4 Error in producing /aʊ/

In producing diphthong /aʊ/, there was a factor causing pronunciation errors namely the influence of spelling English pronunciation as in the pronouncing word 'how' and 'found'. In the word 'found', the research subject substituted /aʊ/ by producing /ɒ/. As in the word 'how', the students erroneously produced /aʊ/. One respondent substituted by producing /aɪ/ as in haʊ/-/haɪ/, but another one substituted by producing /ɒʊ/as in /haʊ/-/hɒʊ/. As in the word 'found'/faʊnd/-/fɒnd/, the research subject substituted /aʊ/ by producing /ɒ/. It can be concluded that those pronunciation errors was caused by the influence of spelling English pronunciation. The influence of spelling English pronunciation relates to the sounds of spoken English do not match up with written English to be pronounced or spelling (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

4.2.2.5 Error in producing /ʊə/

In producing /ʊə/, there were factors that caused pronunciation error called the sound system differences between L1 and L2 and the influence of spelling English pronunciation. The pronunciation errors caused by these factors were in the pronouncing of word 'actual'/ˈæktʃʊəl/-/ˈʌktʊal/. When the word 'actual' was pronounced, the research subject substituted /ʊə/ by producing /ʊa/. It means that the research subject made an error in the production of diphthong /ʊə/. It can be stated that the pronunciation errors above were caused by the sound system differences between L1 and L2 and the influence of spelling English pronunciation. Sound system differences between L1 and L2 means the problem in pronunciation results from the differences in the sound system of English and native language that means the organs of speech are not taught to produced because of unusual pronunciation by using the nearest sounds, influence of spelling English pronunciation refers to the sounds of spoken English do not match up with written English to be pronounced (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

4.2.2.6 Error in producing /əʊ/

There were some pronunciation errors caused by the sound system differences between L1 and L2 and the influence of spelling English pronunciations. Those pronunciation errors occurred in the word 'control', 'controlling', and 'association'. When the word 'control'/kənˈtrəʊl/-/kɒnˈtrɒl/,

'controlling'/kənˈtrəʊlɪŋ/-/kɒnˈtrɒlɪŋ/, and 'association'/əˌsəʊsɪˈeɪʃ(ə)n/-/əˌs ɒsɪˈeɪʃ(ə)n/ were pronounced, /ɒ/ substituted /əʊ/. It can be concluded that those errors caused by the sound system differences between L1 and L2 and the influence of spelling English pronunciation. Sound system differences between L1 and L2 means the problem in pronunciation results from the differences in the sound system of English and native language that means the organs of speech are not trained in producing sound because of unusual pronunciation by using the nearest sounds, influence of spelling English pronunciation refers to the sounds of spoken English do not match up with written English to be pronounced (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

The table below presents the factors causing pronunciation error in diphthong production.

Table 4.16 Factor Causing Pronunciation Error

No.	Pronunciation Errors	Factor Causing Pronunciation Error			
		MTI	SSD	IEV	ISEP
1.	Error in producing **/eɪ/**				√

2.	Error in producing /aɪ/			√	√
3.	Error in producing /ɪə/		√		√
4.	Error in producing /aʊ/				√
5.	Error in producing /ʊə/		√		√
6.	Error in producing /əʊ/		√		√

MTI: mother tongue interference

SSD: sound system differences between L1 and L2

IEV: inconsistency of English vowels

ISEP: influence of spelling English pronunciation

Table 4.16 shows that the influence of spelling English pronunciation caused pronunciation errors in producing **/eɪ/,** /aɪ/, /ɪə/, /aʊ/, /ʊə/, and /əʊ/. The sound system differences between L1 and L2 caused pronunciation error in producing /ɪə/, /ʊə/, and /əʊ/. The inconsistency of English vowels caused pronunciation errors in producing /aɪ/. It can be concluded that the researcher did not the factor of pronunciation error called mother tongue interference because the researcher did not find a set of new sound related to English sound. To strengthen the statement, the mother tongue interference can be described as a new set of sound that corresponds to the sound of English and the arrangement of sound from the L1 built up (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

Based on table 4.16, the researcher found only six diphthongs were erroneously produced by the students. Those diphthongs are /eɪ/, /aɪ/, /ɪə/, /aʊ/, /ʊə/, and /əʊ/. It means that the students did not produce pronunciation error in /ɛə/ and /ɔɪ/ because there were pronunciation error found in the production of diphthong /ɛə/ and /ɔɪ/.