



**ANALYSIS ON STUDENTS' ABILITY IN PRONOUNCING
DIPHTHONGS AT THIRD SEMESTER OF TBI-3 STATE INSTITUTE
FOR ISLAMIC STUDIES PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for Graduate Degree of
Education (S.Pd) in English*

Written by:

SANDI MELAN HASIBUAN

Reg. Number: 10 340 0104

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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A THESIS

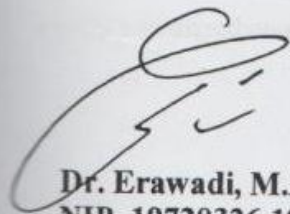
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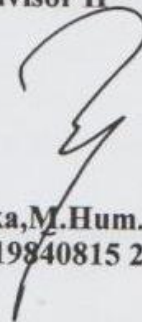


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ABSTRACT

The research was taken based on fact that most of students at third semester of TBI-3 IAIN Padangsidimpuan in pronouncing English diphthongs are incorrectly. Many students still have difficulties in pronouncing diphthongs. The researcher want to analyze the students' ability in pronouncing diphthongs at third semester of TBI-3 IAIN Padangsidimpuan. The objectives of the research were to find the difficulties students' ability in pronouncing diphthongs at third semester of TBI-3 IAIN Padangsidimpuan, and to explain the reason of difficulties in pronouncing diphthongs at third semester of TBI-3 IAIN Padangsidimpuan by students and lecturer.

The research use Descriptive Qualitative Methods. The data were taken from record, the record has given to 26 students. Then their pronouncing diphthongs are recorded. The test is recorded in order to prove their ability in pronouncing about diphthongs. So that, the researcher can analysis the data based on recorder. The researcher took the data from interview.

The result was found that students' in pronouncing diphthongs at third semester of TBI-3 IAIN Padangsidimpuan was still low score 40.43%. The students difficulties dominantly in pronouncing centering diphthong they are [eə], [uə], and closing diphthong [ei], [di], [du], [əu], because they said that their tongue was stiff, less of practicing and they were not habitual speak English in daily life. After analyzing the data, it was concluded that students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan was still low.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Padangsidimpuan, th November 2016

Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Problems

Language is a system of communication with other people using sounds, symbols, and words in expressing or conveying a meaning and idea or thought. Language can be used in many forms, primarily through oral and written communications as well as using expressions through body language, and every language has a difference.

Language is the expression of human communication through knowledge, belief and behavior that can be experienced, be explained and be shared. This sharing is based on systematic. Language can be expressed by using signs, sound, gesture or marks that convey and understand meanings within a group of community.

Language is a system of arbitrary vocal symbols used for human communication, when a person needs to deliver his or her message to other people, she/he needs media or tool to deliver it. Language is the cement of society, allowing people to live, work, and play together, to tell the truth but to tell a lie, or lies.¹ Sometimes it is used merely to keep communication channels open so that if any need arises to say something of importance a suitable channel is available.

¹ Ronald Wardhaugh, *Introduction to Linguistics*, (New York: York Graphic Services, 1977), p.7.

Language learning is very important to human being. All science depend upon it and also all education in human life is conducted through it. There are many Languages in this world. One of them is English. That is true base on The Qur'an surah Ar-rum: 22, Allah says:

يَتَذَكَّرُ فِيهَا لِقَاءَ إِنْشَاءِ السَّمَوَاتِ وَالْأَرْضِ وَأَلْوَانِكُمْ وَسِنْتِكُمْ وَأَخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّعَالِمِينَ

لِّلْعَالِمِينَ ٢٢

*Means: And among His Signs is the creation of the heavens and the earth and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge.*²

English language has become the popular language which is learnt by most people in many areas of the world. English is an international language. It is the most world widely use language by society for communication and international contact.

English language is used in globalization and the free trade market has made English extremely important because there is no other language that has wide-spread use through the world. It is inevitable that Indonesia, as a developing

²R.H.A. Soenarjo, *Al Qur'an Dan Terjemahannya* (Semarang: CV. Toha Putra, 1989), p. 644.

country, is in need of the English as information concerning advance technology and science is conveyed. So that, every country want the country always bloom and good relate in international area. Base on above statement, every country want the next generation can speak English with good and fluency because that is international language. So that, many countries have been English language as a matter in school. Such as: Indonesian.

In Indonesia, English is acknowledged as a foreign language. It become an obligation subject that must be learnt by students from junior school level up to university level. Students will learn language competence. There are four skills, they are: listening, speaking, writing and reading. Then, the four skills are divided in two kinds they are: receptive competence and productive competence. In receptive competence (language they can understand) there are: listening and reading, where as in productive competence (language they can produce) there are: writing and speaking.

English is one of the most important language, because English is an International Language in this world. English language is needed to face the global culture over the world, economic development, and international friendship among people around the world, and English as the word language is to correlate between one country to another country. Deposition English in the school curriculum, English as the main language in primary school, junior high school, senior high school, up to university. The material of teaching English are; speaking, reading, writing, and listening, the students have to be able mastery four of basic skills.

Learning English is very important for students. The important could be seen from the fact that most scientific books are written in English and there are many job applications. This put English as the main qualification. It's very important to start learning English as early as possible. English has four skills are supported by the learning of language elements. The language elements are structure, grammar, vocabulary, and pronunciation.

Pronunciation is an essential part in a language, for the nature of language is a spoken. Pronunciation is one of the most important aspects has to master when learning English. The pronunciation system of English words is unique. That is the reason why many people say that the pronunciation of English language is difficult. The way to pronounce English words depends on how the words are heard in our ears. But, most learners of English in the environment where a research was undertaken faced problems with the pronunciation of English. The important of pronunciation as a subcomponent of language skills is one of a number of serious problems faced by the learners of English as a foreign language.

The first important of pronunciation is to improv intelligibly ways of speaking. Lessons should engage learners in using sounds in more personalized ways and through more spontaneous ways of speaking. Being able to produce sounds in isolation is a far cry from being ability to use them intelligibly in connected streams of speech.

The second important of pronunciation is to keep affective considerations firmly in mind. It is essential to realize that pronunciation practice normally takes

place in front of other students and teacher. This is an area in which teacher need to provide learners with generous degrees of effective support.

The third important of pronunciation is way to provide feedback on learner progress. Teachers need to support learners' efforts, guide them, and provide cues for improvement. Such feedback can be provided by you as the classroom teacher, bypeers, and through self-awareness training in conjunction with live research.

Diphthong also is part of pronunciation . Diphthong is a sound made by gliding the position of the tongue from one vowel to another without a break at all in between. Diphthong is a combination of two vowel sound or vowel letter.³Diphthongs are represented by sequence of two symbols, the first showing the starting point and the second indicating the direction of movement. It is important to know that there are two kinds of diphthongs in English namely, closing diphthong and cantering diphthong.

Practice is the key word for the four basic skills in English. Concerning with pronouncing diphthong, the learner of English as the foreign language has to be able to pronounce the English vocabulary correctly when they practice this language. So, the problem is how they will pronounce all vocabularies which they use, so that their audience can understand what they mean. Mispronunciation will make miscommunication.

³A.S. Hornby, *Oxford Advanced Learner's Dictionary* (London: oxford univercity, 2003), p. 370.

In fact, this problem the students pay full attention to the teacher and the subject, among all of the problems, the most serious one in about pronunciation. The students tend to pronounce the English vocabularies as the phenomenon above. Miss-pronunciation often occurred on students in State IAIN especially TBI-3 low in pronouncing diphthong and less attention in English pronunciation, and there is not motivation that. The students also lack to understanding how to pronouncing diphthong in cantering diphthong and closing diphthong.⁴

So, from above explanation the researcher had concluded the descriptive research by qualitative method which was the title of the research “**Analysis on Students’ Ability in Pronouncing Diphthongs at third Semester of TBI-3 State Institute for Islamic Studies Padangsidempuan**”.

⁴Observation at TBI-3 third Semester in IAIN Padangsidempuan. on Maret 24th, 2014.

B. The Focus of the Research

Based on the background of the problem above, the identification of the research is the students can't spell the word perfectly, they prefer to listen the teacher speaks English rather than practicing their pronunciation. However because of the limitation of the time, find, and knowledge, so that, in this research the researcher only focus about the students' ability in pronouncing diphthongs, whereas analyze about, cantering diphthongs, and closing diphthongs at the third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan.

C. The Definition of Terminologies

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follow:

1. Analysis

According to Hornby, "The analysis is the study of something by examining its parts and their relationship".⁵ While Indonesian Dictionary stated that "*Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya*".⁶ (Analysis is the investigation of an event to find out the real situation).

From the definition above, it same meaning in English analysis is the study about something to find out the real situation. Also, base on above definition, the

⁵A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995). P. 38.

⁶Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

researcher conclude is analysis that will do a researcher to find condition, even, in the location that is planed a researcher. In analysis there is no manipulation, but by doing analysis for finding the real situation.

2. Students

Student is a person who is studying at a collage or university, person studying at secondary school.⁷ Where as Sadirman said that student is a component who takes places in central position in the learning process.⁸ Student or learner is any persons who carry out educational activities.⁹ So that, base on above definition, researcher conclude that student is a subject of learning who takes place in central position in the learning process.

3. Ability

Ability is able to do, a level of skill or intelligence.¹⁰ And ability is the power to do something physical or mental means that we do something consist of physical or mental achievement. It also can be determined as a skill, expertness, or talent.¹¹ More ability are:

- a. Capacity or power to do something physical and mental.
- b. Cleverness, Intelligence..

⁷A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), p. 859.

⁸Sadirman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Pt. Raja Grafindo Persada, 2011), p. 111.

⁹Syaiful Bahri, *Guru dan Anak Didik Dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2002), p. 51.

¹⁰Ibid, p. 2.

¹¹Victoria Neufelat and David B. Guralmik, *Webstren New World Collage Dictionary* (USA: Mac Milan, 1995), p. 2.

c. Special natural power to do something well that talent.¹²

From the explanations, the ability can be concluded the power, skill, capacity or talent of students in doing physical or mental achievement that gain well.

4. Pronunciation

Pronunciation is the sound that is made while speaking. As speaker of a language need to be able to understand each other with relative ease. The pronunciation patterns native speaker using reflect those commonly accepted by particular speech.¹³ While based on the An English Indonesian Dictionary “Pronunciation” in lafal, pelatihan, pengucapan, (b) cara mengucapkan, ucapan.¹⁴ Indonesia is (a) based on the definitions above, it could be concluded that pronunciation was in while speaking is made sounds, so to native speaker commonly accepted particular speech, and the students comprehensive in English pronunciation.

5. Diphthong

Diphthong is sound composed of two vowels pronounced in close succession within the limits of a syllable.

D. The Formulation of the Problems

Based on the explanation above the researcher takes the formulation of the problem as follow:

¹² *Ibid.*, p.2.

¹³ David Nunan, *Practical English Language Teaching* (North America: McGraw-Hill, 2003), p. 112.

¹⁴ John M. Echols and Hasan Shadily, *An English –Indonesian Dictionary*, 2003 (Jakarta: PT. Gramedia Pustaka Utama), p. 451.

1. How is the students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan?
2. What are the students' problems in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan?
3. Why it is dominant difficulties in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan?

E. The Objective of the Research

The Objectives of the research are:

1. To analyze the students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan.
2. To find the dominant difficulty the students ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan.
3. To explain the dominant difficulties the students ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan.

F. The Significances of the Research

The significant of the research is expected to be useful for the lecturer to improve their teaching in diphthongs pronunciation. It is also expected to be useful for the students increasing their ability in pronounce the word especially about diphthongs. The significance have two major benefits follow:

1. As an input for the headmaster in guiding English teacher.
2. As an input for the English teacher in teaching process especially in learning diphthongs.

G. The Outline of the Thesis

The systematic of this research is divided into five chapters.

Each chapter consist of many sub chapters with detail as follow:

Chapter one consist of introduction, they are: *First*, the background of the problem. *Second*, the focus of the problem. *Third*, the definition of terminologies. *Fourth*, the formulation of the problem. *Fifth*, the objectives of the research. *Sixth*, the significances of the research. *Seventh*, the outline of the thesis.

Chapter two consist of theoretical description which explain about, *First*, pronunciation, definition of pronunciation, and type of pronunciation, *Second*, diphthongs, definition of diphthongs, and characteristic of diphthongs, *Third*, kinds of diphthongs, cantering diphthongs, closing diphthongs, *Fourth*, review of related finding.

Chapter three consist of the research methodology, they are; *First*, place and time of the research, *Second*, the research design, *Third*, the sources of the data, *Fourth*, the instrument of collecting data, *Fifth*, the technique of data analysis, *Sixth*, the technique of checking trustworthiness.

Chapter fourth consist of result of the research, they are: *First*, general findings included of place, situation, and condition of the students at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan, *Second*, specific

findings include of description the students diphthongs pronunciation at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan, the dominant difficulties of the students diphthongs pronunciation at third semester of TBI-3 State Institute for Islamic studies Padangsidempuan, the reason of difficulties in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan, *Third*, discussion, *Fourth*, threats of the research.

Chapter five consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

In concluding research, theories are needed to explain some concepts or terms apply in research concern. The terms are as follow:

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is important to know the meaning of the pronunciation it is way in which a language or a particular word or sound is spoken.¹ According to A.S Hornby that pronunciation is the way a person speak the words of a language, but it is improving.²

Pronunciations the way a certain sound or sounds are produced.³ In other books, pronunciation is defined as “a way of speaking a word, especially a way that is accepted or generally understood.”⁴ From explanation above, the researcher conclude that pronunciation is a great skill in language to speak a word of language.

¹A.S. Hornby, *Op. Cit.* P. 343.

²A.S. Hornby, *Ibid.* P. 721.

³Jack C. Richard, *Methodology in Language Teaching* (New York, Cambridge University Press, 2002). P. 296.

⁴Bolinger, *The Aspect of Language* (New York: Harcourt Brace Jovanovich, 1968), p. 51.

Pronunciation is a term, which involves the way of language is spoken or it could be defined as a way in which a word is pronounced. In English pronunciation hold an important role, because through the exact pronunciation, we can decide whether some message is understood or not.

Actually not two persons of the same nationality pronounce their own language exactly alike. The differences may arise from a variety of causes, such as locality, social surrounding or early influences, and there are often individual peculiarities for which it is difficult or impossible to account. So that the pronunciation in English has concentrate or model often recommended for foreign learners identified by name received pronunciation.⁵

So, from the explanation above, the researcher concludes that the pronunciation in English language that is about pronounce of word, and way of speaking can be of the problem for speaker, especially for the students at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan. Their way of speaking is Batak language, moreover, the researcher interview the students; they say learning pronunciation exactly about diphthongs are most difficult in learning pronunciation, because if they speaking English language they can't to waive their way of speaking Batak language.⁶

⁵Peter Roach, *English Phonetics and Phonology* (Cambridge University Press, 2002), p. 3.

⁶Try Agung Wardana, dkk. The Students at third semester of TBI-3, *Private Interview*, State Institute For Islamic Studies Padangsidempuan: July 10, 2016 at 10.15 a.m.

Base on explanation above, it can be known the researcher that the pronunciation is a method to explanation the pronunciation about word of English language, in order to understand the aim from the word, because in English if a mistake in pronounce so will make the wrong meaning in English, so that the pronunciations is very important in English language.

b. Types of Pronunciation

The types of pronunciation are:

1. No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surroundings; there are also individual peculiarities for which it is difficult or imposible to account
2. Pronunciation is thought by many that there ought to exist a standard, and one can see from several points of view that a standard speech would have its uses. A standard pronunciation would also be useful to the foreign learner of English.
3. Pronunciation thought attempts have been made to devise and recommend standard, it can not be said that any standard exists.
4. There are also styles of speech for each individual. There is rapid colloquial style and slow formal style, and there are various shades between the two extremes.
5. The science dealing with such matters is phonetics. An elementary manual of phonetics dealing particularly with the pronunciation of the English language, and the subject is treated from the view-point of the English student.
6. Nearly every reader is likely to find points in which his pronunciation differs from the received pronunciation. Pronunciation will probably be found in the majority of cases that differences are not such as would cause them to be unintelligible in any part of the English speaking world.⁷

So, from explanation above, the researcher conclude that types of pronunciation are six types people pronounce exactly alike, though by many that there ought, thought attempts to devise, styles of speech for each individual, the

⁷Daniel Jones, *Op. Cit.* P. 3.

science dealing with such matters, nearly every speaker is likely to find points in which his pronunciation. So, the speaker must to know what is the types of pronunciation what they want to use. In pronunciation also there is how to pronounce diphthong.

2. Pronouncing Diphthongs

a. Definition of Diphthong

Diphthong is sound composed of two vowels pronounced in close succession within the limits of a syllable.

b. The Characteristics of Diphthongs

Actually, there are characteristics that describing about diphthongs. They are:

1. The Position of The Tongue

The tongue is the important of the organ of speech because it has the greaatst varety of movement.⁸ The tongue is held up close to the roof of the mouth.⁹

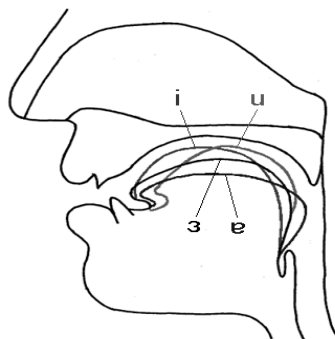


Figure I

⁸ J. D.O 'Conner, *Better English*..... p.17.

⁹ Peter Roach, *English Phonetic and Phonology*, (New York: Cambridge University Press, 1991), p.18.

Base on above definition, researcher can conclude that can be known that tongue is not just place in one position for pronouncing diphthongs but when we pronounce the diphthongs by our tongue, we will feel our tongue play in many position.

2. Tongue Height

Tongue is incapable of being lower, and if it was retracted further a frictional noise would be produced by the air issuing through the narrow space between the back of the tongue and the back part of the roof of the mouth.¹⁰ Base on above definition, researcher conclude that tongue height is open or close of diphthong, it relate to sound high and low of diphthongs.

The term high, mid and low refer to difference in tongue height. High diphthongs are made with the greatest bunching of the tongue, low diphthongs are made with the least amount bunching or arching. In some low diphthongs, the tongue is almost flat in the mouth cavity. diphthongs are made with a degree of tongue bunching somewhere between the high and low position.¹¹

Base on above definition, researcher conclude that to got high diphthongs we must make from greatest bunching of the tongue, then low diphthongs we make from least amount bunching of the tongue and then diphthongs we must make from central greatest and least amount bunching.

¹⁰Daniel Jones, *Ibid.* p. 18.

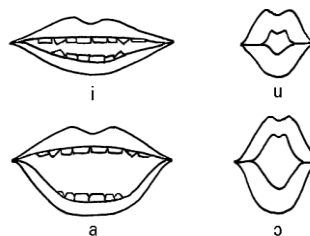
¹¹AnasSyafei, *English Pronunciation Theory and Practice*, (Jakarta: 1988) p. 12.

Base on above statement can be known that tongue height is the term high, mid and low refer to the differences the difference in tongue height by open and close of diphthongs.

3. Lip Rounding

Lip round is important variable of diphthongs quality, diphthongs quality is also largely dependent on the position of the lips. The lips may be held in a natural or neutral position, they may be spread out so as to leave a long narrow opening between them or they may be drawn together so that the opening between them is more or less round.¹² There are two main types of rounding, called close rounding and open rounding. Although the lips can many different shape and positions we will at this stage, there are:

- 1) Rounded, where the corners of the lips are brought toward each other and the lips pushed forwards. This is the most clearly seen in u.
- 2) Spread, with the corners of the lips moved away from each other, as for a smile, this is the most clearly seen in i.
- 3) Neutral, where lips are not noticeably rounded or spread. The noise most English people make when they are hesitation, this is the most clearly seen in ə.¹³
- 4) Slightly spread, with the corners of the lips moved away from each other, but more open than spread. This is the most clearly seen in a.



¹² Daniel Jones, *The Pronunciation*..... p. 16.

¹³ Peter Roach, *English Phonetic*..... p. 22.

Figure II. lip rounding

Base on above definition, the researcher conclude that lip round very significance for pronouncing diphthongs. If we pronounce [u] position of lips is rounded, [i] position of lips is spread, [a] position of lips is neutral, and then [ɔ] position of lips is slightly spread. It can be known that position lips or lips rounding very influence to quality of diphthongs.

1. Kinds of Diphthongs

Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable.¹⁴ Diphthong is a sound made by gliding the position of the tongue from one vowel to another without a break at all in between. Diphthong are represented by sequence of two symbols, the first sowing the starting point and the second indicating the direction of movement.¹⁵ The diphthongs of English are in three groups: those which end in /u/, /əu,au/, those which end in /i/, /ei, ai, oi/, and those which and in /ə/, /iə, eə, uə/.¹⁶ Base on the statement above the researcher conclude that diphthong is combination of two short vowel in one sound. The total number of diphthongs is eight. The easiest way to remember them is in terms of three groups divided as in this diagram:

¹⁴Anas Syafei, *Op. Cit.* P. 13.

¹⁵Zainuddin, *English Pronunciation for Indonesian Students* (Bandung: 2002), p. 45.

¹⁶J.D.O. Conner, *Op. Cit.* P. 49.

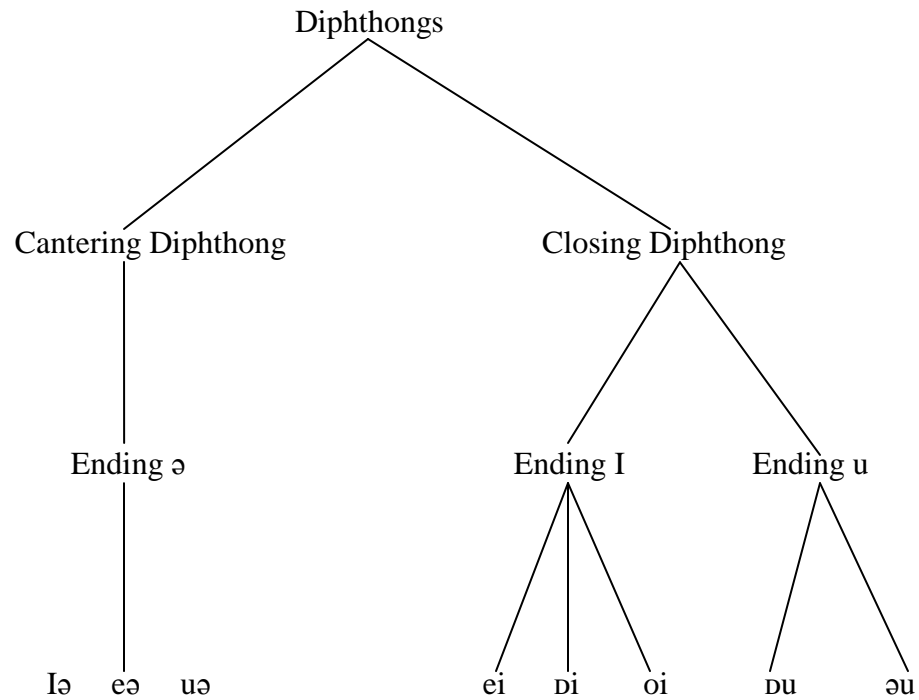


Figure III Diphthong

So, from explanation above the diagram it can be see that diphthong divided in two kinds. There are: Centring diphthongs and closing diphthongs.

a) Cantering diphthongs are:

Ending [ə] they are: [iə], [eə], [uə]

b) Closing diphthongs divided in two are:

Ending [i] they are: [ei], [ɔi], [oi]

Ending [u] they are: [əu], [ɒu]

Then, more clear, in this below is some explanation about part of diphthong. There are:

1) Centering diphthong

The centering diphthong is movement or glide to the [ə], as the symbol indicate. Base on above statement, it means if centering diphthongs whose final position is that central vowel. That is, the part of tongue that moves from the front/back to the center. In centering diphthong find three kinds of centering diphthong those are:

[iə], this is one of centering diphthong that start with the tongue position [i], [iə] is a falling diphthong which starts at about position of the English short [i] and terminates at about [ə].¹⁷ This below are same example of the [iə], they are:

Hear [hiə]

Idiom [idiəm]

Deary [diəri]

Peer [piə]

Wear [wiə]

Deer [diə]

Eerie [iəri]

Fear [fiə]

Fierce [fiəs]

Fleer [fliə]

¹⁷Peter Roach, *Op. Cit.*, p. 20.

[eə], this is one centering diphthong that starts with the tongue position [e], position is the tip of the tongue is touching or nearly touching the lower front teeth and as in its raised position and the vocal cord are in vibration. This below are some example of the [eə], they are:

There [ðeər]

Hair [heər]

Stair [steər]

Where [weər]

Pair [peər]

[uə], this is one of the centering diphthongs that starts with the tongue position [u], [uə] is a falling diphthong which starts at about position of the English short u and terminates at about [ə].¹⁸ This below are some example of the [uə] that make clear about that, they are:

You [juə]

Actual [æctuel]

Gourd [guəd]

Fluent [fluənt]

Power [pauə]

Poor [puə]

¹⁸Peter Roach, *Op. Cit.*, p. 21.

Jurist [dʒuərist]

Knowable [nouəbl]

Moor [muə]

Show [ʃuə]

2. Closing Diphthong

Close diphthongs are diphthongs which are made by making a pure vowel and then moving the tongue to a position of a higher vowel. Based on the above statement, it can be concluded that closing diphthongs are those diphthongs whose final position is that of a close vowel. They are: ending [i] and ending [u]. That is, the part of the tongue that moves from the more open to a less open/close position. The closing diphthong has the characteristic that they all end with a glide towards a close vowel. The closing diphthong consists of five diphthongs such as:

[ei], the beginning of this diphthong is between [e] and cardinal [i] and a lip position of medium round in the speech organs that move in the direction of [i]. The position of [ei] can show from the lower lips moving up and down. This below are some examples of the [ei] that make clear about that, they are:

Say [sei]

Bate [beit]

Pain [pein]

Pray [prei]

Date [deit]

Fable [feib]

Hail [heil]

Gate [geit]

Lame [leim]

May [mei]

[ai], the tongue tip is touching the lower front teeth, and as in the case of all ordinary vowel, the soft plate is in its raised position and the vocal cords are in vibration.¹⁹ This below are some example of the [ai] that make clear about that, they are:

Slide [slaid]

Final [fainl]

File [fail]

High [hai]

Fine [fain]

Migrant [maigrənt]

Nice [nais]

Pine [pain]

Right [rait]

Rile [rail]

¹⁹Peter Roach, *Ibid*, p. 23.

[oi], the position mouth in diphthong [oi] like the back position forward to front teeth but do not touch teeth. The beginning of the diphthong is between [o] and cardinal [i] and [a] lip position of medium rounding the speech organs the move in the direction of [i].²⁰ This below are some example of the [o] that make clear about that, they are:

Oil [oil]

Boil [boil]

Enjoy [indʒoi]

Annoy [ənoi]

Toy [toi]

Hoist [hoist]

Joint [dʒoint]

Loyalty [loiəlt]

Moist [moist]

Noise [noiz]

[əu], the English diphthong [əu], start with a tongue position [ə] advance of and some what lower than of cardinal [o], and a lip position of medium rounding the speech organs than move in the direction of [u]. This below are some example of the [əu] that make clear about that, they are:

²⁰Raymond Hickey, *Phonetic and Phonology, A Brief Introduction* (.....English Linguistic University of Duisburg and Essen), p. 17.

Coke [cəuk]

Blobe [gləub]

Close [kləuz]

No [nəu]

Cos [cəuz]

[au], this is one of the closing diphthong that start with the tongue position [a]. The tongue tip is touching or nearly touching the lower front teeth, and as in the case of all ordinary vowel, the short palate is in its raised position and the vocal cords are in vibration.²¹ For example:

Out [aut]

Owl [aul]

Our [auə]

Discount [diskaunt]

Bow [bau]

Ground [graund]

House [haus]

Knout [naut]

Loud [laud]

Round [raund]

²¹Raymond Hickey, *Loc. Cit.*

So, from explanation above it can be conclude, there are two kinds of diphthongs, they are: centering diphthong and closing diphthong. Where is centering diphthong there are three diphthongs that ending [ə]. Then closing diphthong divided also two they are: closing [i] and closing [u] so that, ending [i] three diphthongs and ending [u] two diphthongs.

B. Review of Related Findings

There are some related findings in this research, firstly, a script of Nurmila sari “The effect of Drill Method on Students Pronunciation Achievement ad Grade VII SMP N 6 Padangsidimpuan”²² The result of her researcher the students achievement pronunciation increase enough after using drill method based on the mean score 66,45%. Discussion method that have the mean score is 78,33%. So, there is significant The Effect OF Drill Method on Students’ Pronunciation Achievement at Grade VII SMP N 6 Padangsidimpuan.

Then, a script of Rini Ermina “The Influence of Mother Tongue to Students’ Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan. She found there is a significant The Influence of Mother Tongue to Students’ Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan.”²³

²²Nurmila sari, *The Effect of Drill Method on Students’ Pronunciation Achievement at Grade VII SMP N 6 Padangsidimpuan* (Script STAIN Padangsidimpuan. 2011).

²³Rini Ermina, *The Influence of Mother Tongue to Students’ Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan*(STAIN Padangsidimpuan, 2011).

Last, Mira Rahayu had done research about “Student’s word pronunciation at third semester of TBI in IAIN Padangsidimpuan”. Based on the research, she found that the students’ ability in word pronunciation at third semester of TBI three IAIN Padangsidimpuan is stil low score 40,45%.²⁴

So, from explanation above if the research above had explained about student’s word pronunciation at third semester of TBI three IAIN Padangsidimpua, the researcher want to complete the research above, whereas, the researcher want to research students’ an analysis pronunciation about diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan.

²⁴Mira Rahayu, *Student’s Word Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan*, Thesis (Padangsidimpuan: IAIN, 2016), P. 56.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

1. Place

This research conducted at IAIN Padangsidempuan. It is located at Jl. HT. Rizal Nurdin km 4,5 Sihitang Padangsidempuan of North Sumatera. The researcher choose this institut because it is relevant in accommodation, transportation, easy to research for collecting data and the researcher is learning in this institute, and this reseach has been done on january 2014 until finish on November 2016 at IAIN Padangsidempuan.

B. The Research Design

The method used in this research is qualitative research. “*Penelitian adalah metode penelitian yang berlandaskan pada filsapat postpositivisme, di gunakan untuk meneliti pada kondisi objek yang ilmiah.*¹ (Qualitative research is research method based on postpositivisemphilosophy, was used to research at condition object that scientific). Additionally, Lexy J Moleong stated that “qualitative research was the research that’s means to understand the phenomenon about what is the subject research under gone by using natural

¹Sugiyono, *Metode Penelitian Kualitative dan Kuantitative R&D* (Bandung: Alfabeta, 2009), p. 9.

method”² Where as, Hamid Patilima stated “*Pendekatan kualitatif sebagai sebuah proses penyelidikan untuk memahami masalah sosial atau masalah manusia berdasarkan pada penciptaan gambar holistik yang di bentuk dengan kata-kata, melaporkan pandangan informan secara terperinci, dan disusun dalam sebuah latar ilmiah*”³ Base on above definition. Researcher could conclude that qualitative research is a method which was carried out in order to make the description about situation and condition base on the collection and analysis of non numerical data.

Base on above method, the researcher used descriptive method, Gay and Peter Airsian, stated that “Descriptive research was a descriptive study determines and describes the way things are, it may also compare subgroups such as males and females or experience and experience teachers view issues and topic”⁴ Base on above definition, the researcher chose this method was used for analysis and describing pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.

C. The Sources of the Data

The source of data this research consist of:

²Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2000), p. 126.

³ Hamid Patilima, *Metode Penelitian Kualitatif* (Jakarta: Alfabeta, 2004), p. 3.

⁴L.R Gay and Peter, *Ibid.* P. 275.

- a. The primary source of the data was taken from students' at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan. This research done by using purposive sampling. Riduan said "purposive sampling is one of technical that can be used by researcher, if researcher had some of consideration took the certainly sampling to get the aim".⁵ *Untuk memilih sampel lebih tepat dilakukan secara sengaja, (purposive sampling).*⁶ In English means to chose sample more suitable was done by purpose. It means puposive sampling was one of the technical where by purposive sampling researcher could used that to take certainly sampling to get the aim of the research.
- b. Secondary data source of the data was the English teacher of State Institute for Islamic Studies Padangsidempuan.

D. The Instrument Collecting of Data

A researcher must had an instrument in this research, because a good instrument could go guarantee for taking the falid data. In addition Suharsimi Arikunto sated that "*Instrumen adalah alat yang digunakan untuk mengumpulkan data*".⁷ (Instrument in the research was a tool of facility was used by the researcher in collecting data). So that, this instrument helped researcher easier to get data.

⁵ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

⁶ Burhan, Bungin, *Analisis Data Penelitian Kualitative* (Jakarta: Pt. Raja Grapindo Persada, 2003). P. 53.

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Aneka Cipta, 2010). P. 108.

The instrument of collecting data had been used in this research are:

1. Record

Record was possibly the most common qualitative research data gathering method in health and social care research as it was relatively straight forward to organize. That does not however mean that it is easy to conduct good qualitative research interviews.⁸ A good researcher needed to be able to put and record at ease, needs good listening skills and needed to be able to manage an.

Record pronunciation. So that, as to collected data which truly reflect the opinions and feelings of the record concerning the chosen topic (s).

It means record was a tool that had been used to know how far ability, knowledge or performance from students in learning process until could ascertainable development and advancement that achieve. This record used to described students in pronouncing diphthong at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.

The researcher had been used the techniques for collecting data with the record as follow:

- 1) The researcher gave the record to students to pronounce some word and record the process.

⁸ Baverlay Hannock, ect. *An Introduction to Qualitative Research* (....University Park, 2009). P. 17.

- 2) The researcher described word by transcribing the recording pronunciation.

Guide of the diphthongs pronunciation can be seen on the following tables:

Table 3.1

Guide Description of Pronouncing Diphthongs By Record

No	Indicator	Categories	Score	The and of score
1	Centering diphthongs	3	9	37.5
2	Closing diphthongs	5	15	62.5
3	Total	8	24	100

So, based on table above it can be seen that, the indicators consist of Centering diphthong, and Closing diphthong. Every one categories has 3 test. So, the all of categories are 8, and the total of score are 24.

For tabulation of the data, it was done to account and give the scores to respondents answer through test and taken on the table that consist alternative answer, frequency and percentage of the answer subjects and taken on the table by using the formula:

$$P = F / N \times 100\%$$

Explanation:

P = Percentage

F = Frequency of wrong answer

N = Number of sample.⁹

So, the record result that was given to the students, to determine the students' in words diphthongs can be seen on the criteria bellow:

Table 3.2

Criteria score interpretation¹⁰

Percentage	Score
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

⁹Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2004), p. 40-41.

¹⁰Riduan, *Belajar Mudah Penelitian Untuk agauru Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

So, based on table above it can be concluded:

- a.) If the value of 0% - 20%, it can be categorized very low category.
- b.) If the value of 21% - 40%, it can be categorized low category.
- c.) If the value of 41% - 60%, it can be categorized enough category.
- d.) If the value of 61% - 80%, it can be categorized good category.
- e.) If the value of 81% - 100%, it can be categorized very good category.

2. Interview

Hornby stated that “Interview was to talk somebody and ask his/her questions at a formal meeting to found out if he/she was suitable for job or study”.¹¹ Here, the researcher has used interview to know the reason of students difficulties students dominant pronouncing diphthongs.

E. The Techniques of the Data Analysis

Analyzing qualitative data was formidable task for all qualitative researchers, especially those just starting their qualitative careers. As a novice researcher you had followed the urgings of your qualitative method who have emphasized the need to collect rich, thick and deep data that reveal the perspectives and understandings of the participants studied.¹² Here you now stand (or sit), looking over piles of field notes, piles of verbatim interview transcription,

¹¹ A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995). P. 788.

¹² L.R. Gay and Peter Air Asian, *Op. Cit.* P. 237.

or piles of both. Sugiyono stated that “*Analisis data adalah proses mencari dan menyusun secara sistematis data yang diperoleh dari hasil wawancara, catatan lapangan, dan bahan lain sehingga dapat mudah dipahami, dan temuannya dapat diinformasikan kepada orang lain*”.¹³ It means in English data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulated to increase your own understanding of them and to enable you to present what you had discovered to others. Spradly stated in book Sugiyono’s by title *Metode Penelitian Kuantitatif, Kualitatif*. and R&D that steps in analysis data in qualitative research are: *first*, domain analysis was the first type of ethnographic analysis. Which domain analysis to get general picture and complete by research or social situation. *Second*, taxonomic analysis, which involves as search for the way cultural domains are organize. *Third*, component analysis which involves a search for the attributes of terms in each domain. *The last*, discovering culture theme, which involves a search for the relationship among domain and for how they are linked to the cultural scene as a whole.¹⁴

Base on above statement, researcher take domain analysis to answer the first formulation of the problem. Then, taxonomic and componential analysis to answer the second formulation of the problem and dicovering cultural theme is used to

¹³ Sugiyono, *Op. Cit.* P. 244.

¹⁴ Sugiyono, *Ibid.* P. 256.

answer the last formulation of the problem. So that, researcher take of the data analysis as follow:

- a. Recording the students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.
- b. Describing the students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.
- c. Finding the students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.
- d. Explaining the students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.

F. The Techniques of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data. In trustworthiness was some several strategies that had been used to checking the trustworthiness of the data one of them are triangulate.

Triangulate is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several methodologies in the study of the same

phenomenon.¹⁵ So, it means triangulation was the technique that had been used to checking trustworthiness by using different data sources to confirm one another.

So that, base on above explanation, the researcher had been taken triangulate technique to check trustworthiness data which compare the result of record and interview.

¹⁵ Sudarwan Danim, *Menjadi Peneliti Kualitatif* (Bandung: Pustaka Setia, 2002). P. 136.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Findings

This research was conducted in State Institute for Islamic Studies(IAIN) Padangsidimpuan that located in T. Rizal Nurdin km 4,5 Sihitang Padangsidimpuan Selatan Kotamadya Padangsidimpuan North Sumatra Utara.

1. Stand History

Institute Agama Islam Negeri (IAIN) Padangsidimpuan begins from Tarbiyah Faculty of Universitas Nahdatul Ulama Sumatra Utara (UNUSU) Padangsidimpuan, In 1998, Tarbiyah Faculty of UNUSU was made a state and become a Tarbiyah Faculty of Institute Agama Islam Negeri (IAIN) Imam Bondjol Padang, West Sumatra.

After 5 years passed, together with establishing of IAIN Sumatra Utara in Medan in 1973, so Tarbiyah Faculty becomes Tarbiyah of IAIN Sumatra Utara in Padangsidimpuan.¹Approximately 24 years running, exactly in 1997 this Faculty changed again into STAIN Padangsidimpuan. While English Educational Program or T/PBI established in 2007 with Mrs. Eka Sustri Harida M,Pd in the first leader of TBI. And now the leader of T/PBI in Mrs. Rayendriani Fahmei, M.Ag.

In this research, the researcher took class TBI-3 at the third semester for the sample, the students in class TBI-3 at the third semester they are 28 students, when, the test in given, 2 students were sick and absent to the researcher took 26 students in this research,

¹Panduan Akademik IAIN Padangsidimpuan

and researcher took all students of class TBI-3 at the third semester to interview which students have enough score, and researcher took all students of TBI-3 at the third semester to pronounced the word about diphthongs and researcher record them.

Table 4.1

**The Students Initial names of students at third semester of TBI-3 IAIN
Padangsidempuan**

No	Students' Initial Names
1.	Ag
2.	Glh
3.	Mdn
4.	Mnh
5.	Md
6.	Mla
7.	Awh
8.	Alu
9.	Mji
10.	Nda
11.	Njh
12.	Na
13.	Naz
14.	Pd
15.	Ry
16.	Rn
17.	Sh
18.	Si
19.	Sms
20.	Smd
21.	Seh
22.	Taw
23.	Ud
24.	Uk
25.	Ws
26.	Yd

B. Specific Findings

1. Describing the students' pronouncing diphthongs at third semester of TBI-3

State Institute for Islamic Studies Padangsidempuan.

Based on result of the test, the researcher found that students' ability in pronouncing diphthongs were really different. The following description would show every details of their competence. See appendices I.

Table 4.2

The result of students' ability in pronouncing diphthongs

No	Name	Centering diphthong	Closing diphthong	Total	Percentage
1.	Ag	5	12	17	65,3%
2.	Glh	4	11	15	57,6%
3.	Mdn	3	7	10	38,4%
4.	Mnh	1	10	11	42,3%
5.	Md	3	6	9	34,6%
6.	Mla	4	7	11	42,8%
7.	Awh	4	7	11	42,8%
8.	Alu	1	5	6	25,0%
9.	Mji	3	5	8	30,7%
10.	Nda	2	7	9	34,6%
11.	Njh	4	6	10	38,4%
12.	Na	4	7	11	42,3%
13.	Naz	4	8	12	46,1%
14.	Pd	3	5	8	30,7%
15.	Ry	4	7	11	42,3%
16.	Rn	2	6	8	30,7%
17.	Sh	2	7	9	34,6%
18.	Si	3	8	11	42,3%
19.	Sms	3	9	12	46,1%
20.	Smd	3	7	10	38,4%
21.	She	3	8	11	42,3%
22.	Taw	1	7	8	30,7%
23.	Ud	5	11	16	61,5%
24.	Uk	1	8	9	34,6%
25.	Ws	4	7	11	42,3%
26.	Yd	4	9	13	50,0%

Based on the data above, it could be concluded that the result of the analysis on students' ability in pronouncing diphthongs was 40,43%.

So the record result that was given to the students, to determine the students' rising intonation can be seen on the criteria below:

Table 4.3
Criteria Score Interpretation²

Percentage	Criteria
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

Based on the calculating score the students' ability in pronouncing diphthongs at third semester of atbi-3 State Institute for Islamic Studies Padangsidempuan was 40,43%. So, it can be categorized that the students' ability in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan was still low score.

Diphthongs is divided in two kinds they are: Centering diphthongs and Closing diphthongs. They were analyzed by recording the words. Then researcher collected their record to analyze their diphthongs.

a. Centering diphthongs

Centering diphthongs consist of three kinds; they are [iə], [eə], [uə]. Based on the result of the record, the researcher analyzed as the following:

²Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

1. [iə]

Centering diphthongs [iə] there are three, Ayu Gayatri pronounced two, there are three, Gina Lestari Harahap pronounced two, there are three, Mawaddah pronounced two, Mayadah Nasution pronounced zero, there are three, Melisa Nurhamidah pronounced two, there are three, there are three, Melli Aprianti pronounced one, there are three, Miss Amane Waehayee pronounced two, there are three, Miss Ad Leena Umasatae pronounced zero, there are three, Mr. Muhaimin Ju-i pronounced two, there are three, Nahdatul Alawiyah pronounced one, there are three, Nira Juniati Hasibuan pronounced two, there are three, Nur Aminah pronounced two, there are three, Nur Ajizah pronounced two, there are three, Pangondian pronounced one, there are three, Rina Yanti pronounced two, there are three, Risanur pronounced one, there are three, Sakti Hasibuan pronounced one, there are three, Sarlin pronounced one, there are three, Siska Marlinda Siregar pronounced one, there are three, Sri Mahyuni Dalimunthe pronounced two, there are three, Suhendra Efendi Harahap pronounced one, there are three, Try Agung Wardana pronounced one, there are three, Ulan Dahari pronounced two, there are three, Umni Kalsum pronounced zero, there are three, Wilda Sari pronounced two, there are three, Yuliana Daulay pronounced two. So that, the researcher concludes that they are enough in pronouncing diphthongs [iə].

2. [eə]

Centering diphthongs [eə] there are three, Ayu Gayatri pronounced one, there are three, Gina Lestari Harahap pronounced one, there are three, Mawaddah pronounced one, there are three, Mayadah Nasution pronounced zero, there are three, Melisa Nurhamidah

pronounced one, there are three, Melli Aprianti pronounced one, there are three, Miss Amane Waehayee pronounced one, there are three, Miss Ad Leena Umasatae pronounced zero, there are three, Mr. Muhaimin Ju-i pronounced one, there are three, Nahdatul Alawiyah pronounced zero, there are three, Nira Juniati Hasibuan pronounced one, there are three, Nur Aminah pronounced one, there are three, Nur Ajizah pronounced one, there are three, Pangondian pronounced one, there are three, Rina Yanti pronounced one, there are three, Risanur pronounced one, there are three, Sakti Hasibuan pronounced one, there are three, Sarlin pronounced one, there are three, Siska Marlinda Siregar pronounced one, there are three, Sri Mahyuni Dalimunthe pronounced one, there are three, Suhendra Efendi Harahap pronounced one, there are three, Try Agung Wardana pronounced zero, there are three, Ulan Dahari pronounced one, there are three, Umami Kalsum pronounced zero, there are three, Wilda Sari pronounced one, there are three, Yuliana Daulay pronounced one. So that, the researcher conclude that they is low in pronouncing diphthongs [eə].

3. [uə]

Centering diphthongs [uə] there are three, Ayu Gayatri pronounced two, there are three, Gina Lestari Harahap pronounced one, there are three, Mawaddah pronounced one, there are three, Mayadah Nasution pronounced one, there are three, Melisa Nurhamidah pronounced two, there are three, Melli Aprianti pronounced one, there are three, Miss Amane Waehayee pronounced one, there are three, Miss Ad Leena Umasatae pronounced one, there are three, Mr. Muhaimin Ju-i pronounced zero, there are three, Nahdatul Alawiyah pronounced one, there are three, Nira Juniati Hasibuan pronounced one, there are three, Nur Aminah pronounced one, there are three, Nur

Ajizah pronounced one, there are three, Pangondian pronounced one, there are three, Rina Yanti pronounced one, there are three, Risanur pronounced zero, there are three, Sakti Hasibuan pronounced zero, there are three, Sarlin pronounced one, there are three, Siska Marlinda Siregar pronounced one, there are three, Sri Mahyuni Dalimunthe pronounced zero, there are three, Suhendra Efendi Harahap pronounced one, there are three, Try Agung Wardana pronounced zero, there are three, Ulan Dahari pronounced two, there are three, Ummi Kalsum pronounced one, there are three, Wilda Sari pronounced one, there are one, Yuliana Daulay pronounced one. so that the reseacher conclude that they is low in pronouncing diphthongs [uə].

b. Closing diphthongs

Closing diphthongs consist of five, they where [ei], [di], [oi], [əu], [du]. Based on the result of the record, the researcher analyzed as the following

1. [ei]

Centering diphthongs [ei] there are three, Ayu Gayatri pronounced two, there are rhree, Gina Lestari Harahap pronounced two, there are three, Mawaddah pronounced two, there are three, Mayadah Nasution pronounced two, there are three, Melisa Nurhamidah pronounced two, there are three, Melli Aprianti pronounced two, there are three, Miss Amane Waehayee pronounced two, there are three, Miss Ad Leena Umasatae pronounced one, there are three, Mr. Muhaimin Ju-i pronounced two, there are three, Nahdatul Alawiyah pronounced two, there are three, Nira Juniati Hasibuan pronounced two, there are three, Nur Aminah pronounced two, there are three, Nur Ajizah pronounced two, there are three, Pangondian pronounced two, there are three, Rina Yanti pronounced two,

there are three, Risanur pronounced two, there are three, Sakti Hasibuan pronounced two, there are three, Sarlin pronounced two, there are three, Siska Marlinda Siregar pronounced two, there are three, Sri Mahyuni Dalimunthe pronounced two, there are three, Suhendra Efendi Harahap pronounced two. there are three, Try Agung Wardana pronounced two, there are three, Ulan Dahari pronounced two, there are three, Ummi Kalsum pronounced two, there are three, Wilda Sari pronounced two, there are three, Yuliana Daulay pronounced two. So that, the researcher concludes that they are good in pronouncing diphthongs. [ei].

2. [di]

Centering diphthongs [di] there are three, Ayu Gayatri pronounced three, there are three, Gina Lestari Harahap pronounced three, there are three, Mawaddah pronounced two, there are three, Mayadah Nasution pronounced two, there are three, Melisa Nurhamidah pronounced two, there are three, Melli Aprianti pronounced two, there are three, Miss Amane Waehayee pronounced one, there are three, Miss Ad Leena Umasatae pronounced one, there are three, Mr. Muhaimin Ju-i pronounced one, there are three, Nahdatul Alawiyah pronounced one, there are three, Nira Juniati Hasibuan pronounced one, there are three, Nur Aminah pronounced one, there are three, Nur Ajizah pronounced two, there are three, Pangondian pronounced zero, there are three, Rina Yanti pronounced one, there are three, Risanur pronounced one, there are three, Sakti Hasibuan pronounced two, there are three, Sarlin pronounced two, there are three, Siska Marlinda Siregar pronounced two, there are three, Sri Mahyuni Dalimunthe pronounced two, there are three, Suhendra Efendi Harahap pronounced two, there are three, Try Agung Wardana pronounced one, there are three, Ulan Dahari pronounced three, there are three, Ummi

Kalsum pronounced two, there are three, Wilda Sari pronounced one, there are three, Yuliana Daulay pronounced two. So that, the researcher conclude that they are enough in pronouncing diphthongs [di].

3. [oi]

Centering diphthongs [iə] there are three, Ayu Gayatri pronounced two, there are rhree, Gina Lestari Harahap pronounced three, there are threee, Mawaddah pronounced two, there are three, Mayadah Nasution pronounced three, there are three, Melisa Nurhamidah pronounced two, there are three, Melli Aprianti pronounced one, there are three, Miss Amane Waehayee pronounced one, there are three, Miss Ad Leena Umasatae pronounced one, there are three, Mr. Muhaimin Ju-i pronounced two, there are three, Nahdatul Alawiyah pronounced one, there are three, Nira Juniati Hasibuan pronounced two, there are three, Nur Aminah pronounced two, there are three, Nur Ajizah pronounced two, there are three, Pangondian pronounced two, there are three, Rina Yanti pronounced two, there are three, Risanur pronounced one, there are three, Sakti Hasibuan pronounced two, there are three, Sarlin pronounced two, there are three, Siska Marlinda Siregar pronounced two, there are three, Sri Mahyuni Dalimunthe pronounced two, there are three, Suhendra Efendi Harahap pronounced two, there are three, Try Agung Wardana pronounced two, there are three, Ulan Dahari pronounced three, there are three, Ummi Kalsum pronounced one, there are three, Wilda Sari pronounced two, there are three, Yuliana Daulay pronounced two. So that, the researcher concludes that they are good in pronouncing diphthongs [oi].

4. [ɒu]

Centering diphthongs [iə] there are three, Ayu Gayatri pronounced two, there are three, Gina Lestari Harahap pronounced two, there are three, Mawaddah pronounced zero, there are three, Mayadah Nasution pronounced two, there are three, Melisa Nurhamidah pronounced one, there are three, Melli Aprianti pronounced one, there are three, Miss Amane Waehayee pronounced two, there are three, Miss Ad Leena Umasatae pronounced one, there are three, Mr. Muhaimin Ju-i pronounced one, there are three, Nahdatul Alawiyah pronounced two, there are three, Nira Juniati Hasibuan pronounced one, there are three, Nur Aminah pronounced one, there are three, Nur Ajizah pronounced one, there are three, Pangondian pronounced one, there are three, Rina Yanti pronounced two, there are three, Risanur pronounced two, there are three, Sakti Hasibuan pronounced one, there are three, Sarlin pronounced one, there are three, Siska Marlinda Siregar pronounced two, Sri Mahyuni Dalimunthe pronounced two, there are three, Suhendra Efendi Harahap pronounced two, there are three, Try Agung Wardana pronounced one, there are three, Ulan Dahari pronounced one, there are three, Umami Kalsum pronounced one, there are three, Wilda Sari pronounced one, there are three, Yuliana Daulay pronounced two. So that, the researcher concludes that they is enough in pronouncing diphthongs [ɒu].

5. [əu]

Centering diphthongs [iə] there are three, Ayu Gayatri pronounced two, there are three, Gina Lestari Harahap pronounced one, there are three, Mawaddah pronounced one, there are three, Mayadah Nasution pronounced one, there are three, Melisa Nurhamidah

pronounced zero, there are three, Melli Aprianti pronounced zero, there are three, Miss Amane Waehayee pronounced one, there are three, Miss Ad Leena Umasatae pronounced one, there are three, Mr. Muhaimin Ju-i pronounced zero, there are three, Nahdatul Alawiyah pronounced one, there are three, Nira Juniati Hasibuan pronounced zero, there are three, Nur Aminah pronounced one, there are three, Nur Ajizah pronounced one, there are three, Pangondian pronounced zero, there are three, Rina Yanti pronounced one, there are three, Risanur pronounced zero, there are three, Sakti Hasibuan pronounced zero, there are three, Sarlin pronounced one, there are three, Siska Marlinda Siregar pronounced one, there are three, Sri Mahyuni Dalimunthe pronounced zero, there are three, Suhendra Efendi Harahap pronounced zero, there are three, Try Agung Wardana pronounced one, there are three, Ulan Dahari pronounced two, there are three, Umni Kalsum pronounced one, there are three, Wilda Sari pronounced one, there are three, Yuliana Daulay pronounced one. So that, the researcher concludes that they is low in pronouncing diphthongs [əu].

Based on record result that was given to the students at third semester of TBI-3 at State Institute for Islamic Studies padangsidimpuan, determine the students pronouncing diphthongs that they have problem in pronouncing diphthongs, such as centering diphthongs [eə, uə], closing diphthongs [ei, di, du, əu]. Those are the most problem for them.

Table 4.4**The result of Ending [ə], ending [i], and ending [u].**

No	Centering and closing diphthongs	Score	Percentage	Criteria
1.	Ending ə (centering diphthongs)			
	a. iə	38	48.7%	Enough
	b. eə	20	25.6%	Low
	c. uə	24	30.7%	Low

2.	Ending I (closing diphthongs)			
	a. ei	51	65.3%	Good
	b. di	44	56.4%	Enough
	c. oi	42	53.8%	Enough
	Ending u			
	a. du	29	37.1%	Low
	b. əu	16	20.5%	Very low

2. The difficulties students' in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies padangsidempuan.

Based on those, the students' ability in pronouncing diphthongs divided on two kinds of diphthongs: "Centering diphthong, and closing diphthong". They are:

a. Centering diphthongs

1. [iə]

Based on record the researcher concludes that they are able to pronounce centering diphthongs [iə]. All of them can pronounce centering diphthongs [iə]. Was little students in pronounce centering diphthongs [iə] is there are some students can't pronounce centering diphthongs [iə], but, is not problem for them because they can pronounce it.

2. [eə]

Their pronounce in centering diphthongs [eə] based on record the researcher conclude that they have little problem in pronouncing centering diphthongs [eə]. It means they were not enough good in pronouncing centering diphthongs [eə].

3. [uə]

Their pronounce in centering diphthongs [uə] based on record the researcher conclude that they have little problem in pronouncing centering diphthongs [uə]. It means they were not enough good in pronouncing centering diphthongs [uə].

b. Closing diphthongs

1. [ei]

Their pronounce in closing diphthongs [ei] based on record the researcher conclude that they were have little problem in pronouncing closing diphthongs [ei]. It means they were is not good n pronouncing closing diphthongs [ei].

2. [ɔi]

Their pronounce in closing diphthongs [ɔi] based on record the researcher conclude that they were enough in pronouncing closing diphthongs [ɔi], because most of them able in pronouncing closing diphthongs.

3. [oi]

Their pronounce in closing diphthongs [oi] based on record the researcher conclude they they were enough in pronouncing closing diphthongs [oi], because most of them able in pronouncing closing diphthongs [oi].

4. [ɒu]

Their pronounce in closing diphthongs [ɒu] based on record the researcher conclude that they were problem in pronouncing closing diphthongs [ɒu], it means they were low in pronouncing closing diphthongs [ɒu].

5. [əu]

Their pronounce in closing diphthongs [əu] based on record the researcher conclude that they were enough in pronouncing closing diphthongs [əu], because most of them able in pronouncing closing diphthong [əu].

3. The reason of difficulties in pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan.

Based on the result of record and interview to students at third semester of TBI-3 State Institute for Islamic Studies padangsidimpuan. There were some difficulties that

usually faced by students in learning pronunciation especially in diphthongs. The diphthongs consist of centering diphthongs, and closing diphthongs.

- a. The result of interview to students at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.

Based on the result of interview to students in this research it was found the difficulties in pronouncing diphthongs. According to some students at third semester of TBI-3 State Institute For Islamic Studies Padangsidempuan. Ayu Gayatri said she difficult to collaboration of word [iə] with [eə].³ Gina Lestari Harahap said she difficult to difference of word [əu] with [eə].⁴ Mayadah Nasution said the same of the problem above, because she difficult to difference of word [eə] with [əu].⁵ Melisa Nur Hamidah said she difficult in pronouncing diphthongs because she confuses to pronounce that.⁶ Mawaddah Tunnur said he difficult to difference of word [əu] with [eə].⁷ Melli Aprianti said the same of the problem.⁸ Miss Ad Leena Umasatae said the same of the problem she difficult in pronouncing diphthongs because she confuse to pronounce that.⁹ Miss Amanee Wayhayee said the same of the problem she difficult in pronouncing

³Ayu Gayatri, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

⁴Gina Lestari Harahap, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

⁵Mayadah Nasution, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

⁶Mayadah Nasution, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

⁷Mawaddah Tunnur, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

⁸Melli Aprianti, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: oktober 10, 2016 at. 11.00. a.m.

⁹Ad Leena Umasatae, the student at third semester, *private interview*, of TB-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at, 11.00. a.m.

diphthongs because she confuse to pronounce that.¹⁰ Mr Muhaimin Ju-i said some of the problem he difficul in pronouncing diphthongs because he confuse to pronounce that¹¹. Nahdatul Alawiyah said he difficult to pronounce be speak english.¹² Nira Juniati Hasibuan said she difficult to difference of word, [əu] with [uə], and she can't use speak English well.¹³ Nur Aminah Nasution said she difficult in pronouncing diphthongs.¹⁴ Nur Azizah said she difficult to difference of word [du] with [eə].¹⁵ Pangondian said he not like pronunciation because english is difficulties.¹⁶ Rina Yanti said she difficult to speak English.¹⁷ Risanur said she difficult to differences of word [uə] with [ei].¹⁸ Sakti Hasibuan Said he difficult to pronounce of english.¹⁹ Sarlin said the same of the problem because he difficult to pronounce of english.²⁰ Siska Marlinda Siregar said he difficult to pronounce [du] with [oi].²¹ Sri Mahyuni Dalimunthe said he difficult to pronounce [uə] with [eə].²² Suhendra Efendi Harahap said he difficult to

¹⁰ Amane Waehayee, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11. a.m.

¹¹ Muhaimin Ju-i, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan : Oktober 10, 2016 at. 11.00. a.m.

¹² Nahdatul Alawiyah, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

¹³ Nira Juniati Hasibuan, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

¹⁴ Nur Aminah Nasution, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

¹⁵ Nur Azizah Lubis, the student at third semester, *private intervui*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

¹⁶ Pangondian, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

¹⁷ Rina Yanti, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

¹⁸ Risanur, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

¹⁹ Sakti Hasibuan, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

²⁰ Sarlin, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00. a.m.

²¹ Siska Marlinda Siregar, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic studies padangsidimpuan: Oktober 10, 2016 at. A.m.

²² Sri Mahyuni Dalimunthe, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidimpuan: Oktober 10, 2016 at. 11.00.a.m.

pronounce [eə].²³ Ulan Dahari said she difficult to pronounce of English.²⁴ Try Agung Wardana said he difficult pronounce diphthong because he can't to deaden her slang batak language.²⁵ Ummi Kalsum said difficult to pronounce [eə] with [iə].²⁶ Wilda Sari said she said same problem she difficult to pronounce [eə] with [iə].²⁷ Yuliana Daulay said she difficult to pronounce [əu] with [eə].²⁸

- b. Based on the result of interview to English teacher at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan.

Hamka M.Hum, said that:

“Most of the students at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan they are can't to fade or deaden their slang of language when they pronouncing English word, and they difficult to pronounce diphthongs because they difficult to pronounce ending ə [uə], and ending u [ɒu, əu], and then they difficult to different the ending ə [Iə] with [eə], and in ending u [ɒu] with [əu]”.²⁹

So, from explanation above based on result English teacher, it could be concluded that the students had poor knowledge about diphthongs; they could not pronounce the word with good.

²³Suhendra Effendi Harahap, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10. 2016 at. 11.00. a.m.

²⁴Ulan Dahari, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

²⁵Try Agung Wardana, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016, at. 11.00. a.m.

²⁶Ummi Kalsum, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

²⁷Wilda Sari, the student at third semester, *private interview*, of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

²⁸Yuliana Daulay, the student at third semester, *private interview* of TBI-3 State Institute for Islamic Studies Padangsidempuan: Oktober 10, 2016 at. 11.00. a.m.

²⁹Hamka, M.Hum as English Teacher third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan: November 08 2016 at 18.50 a.m.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. The Conclusions

After getting research and giving record for 26 students, the researcher concluded that The Students' pronouncing diphthongs at third semester of TBI-3 State Institute for Islamic Studies padangsidimpuan as follow:

1. The Students' pronounce diphthongs at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan is low (40, 43%).
2. The dominant problem in pronouncing diphthongs are closing diphthongs they are: [ei, di, di, du, əu].
3. The reason students' difficulties in pronouncing diphthongs were the students confuse to different diphthongs, less of practice, less in practice about pronunciation in daily life, not habitual pronounced English words, not mother tongue, and didn't know much about diphthong, so that, they were difficult about it (pronouncing diphthongs).

B. The Suggestions

Based on the conclusions above, researcher gave some suggestions as follow:

1. To the students at third semester of TBI-3 State Institute for Islamic Studies Padangsidimpuan must more active in English subject such as

doing so many pronunciation practices, more learn about English pronunciation especially about diphthongs.

2. To all the students' they have to increase their abilities in pronunciation especially in pronouncing words about diphthong be study by hurt. By listening English song, or cassette with native speaker. So it can help them to improve their pronunciation, especially the diphthongs and mastery in pronunciation.
3. To the students at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan must study hard and must be serious when studying English. So they can master pronunciation well.

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APPENDIX I

1. Transcription of Ayu Gayatri

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = poor, sure, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, nice

[oi] = *voice*, boy, toy

[ɒu] = house, *sound*, noun

[əu] = phone, go, *most* → {65,3%}

2. Transcription of Gina Lestari Hrp

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, nice

[oi] = voice, boy, toy

[ɒu] = house, *sound*, noun

[əu] = *phone*, go, *most* → {57,6%}

3. Transcription of Mawaddah Tunnur

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[di] = like, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = *house, sound, noun*

[əu] = phone, *go, most* → {38,4% }

4. Transcription of Mayaddah Nst

Centering diphthong and closing diphthongs

[iə] = *clear, hear, near*

[eə] = *air, bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[di] = like, buy, *nice*

[oi] = voice, boy, toy

[ɒu] = house, sound, *noun*

[əu] = phone, *go, most* → {42,3% }

5. Transcription of Melisah Nurhamidah

Centering diphthong and closing diphthongs

[iə] = clear, *hear*, near

[eə] = air, *bear*, *scarce*

[uə] = poor, sure, *tour*

[ei] = say, day, *late*

[di] = like, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, *sound*, *noun*

[əu] = *phone*, go, *most* → {34,6%}

6. Transcription of Melli Aprianti

Centering diphthong and closing diphthongs

[iə] = clear, *hear*, *near*

[eə] = air, *bear*, *scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[di] = like, buy, *nice*

[oi] = *voice*, boy, *toy*

[ɒu] = house, *sound*, *noun*

[əu] = *phone*, go, *most* → {42,8%}

7. Transcription of Ad Leena Umasataae

Centering diphthong and closing diphthongs

[iə] = *clear, hear, near*

[eə] = *air, bear, scarce*

[uə] = *poor, sure, tour*

[ei] = *say, day, late*

[ɪi] = *like, buy, nice*

[oi] = *voice, boy, toy*

[ɒu] = *house, sound, noun*

[əu] = *phone, go, most* → {25,0% }

8. Transcription of Amane Waehayee

Centering diphthong and closing diphthongs

[iə] = *clear, hear, near*

[eə] = *air, bear, scarce*

[uə] = *poor, sure, tour*

[ei] = *say, day, late*

[ɪi] = *like, buy, nice*

[oi] = *voice, boy, toy*

[ɒu] = *house, sound, noun*

[əu] = *phone, go, most* → {42,8% }

9. Transcription of Muhaimin Ju-i

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor, sure, tour*

[ei] = say, day, *late*

[ɪi] = *like, buy, nice*

[oi] = *voice, boy, toy*

[ɒu] = house, *sound, noun*

[əu] = *phone, go, most* → {30,7%}

10. Transcription of Nahdatul Alawiyah

Centering diphthong and closing diphthongs

[iə] = clear, *hear, near*

[eə] = *air, bear, scarce*

[uə] = *poor, sure, tour*

[ei] = say, day, *late*

[ɪi] = *like, buy, nice*

[oi] = *voice, boy, toy*

[ɒu] = house, sound, *noun*

[əu] = phone, *go, most* → {34,65}

11. Transcription of Nira Juniati

Centering diphthong and closing diphthongs

[iə] = clear, **hear**, near

[eə] = air, **bear**, **scarce**

[uə] = **poor**, sure, **tour**

[ei] = say, day, **late**

[ɪi] = **like**, buy, **nice**

[ɔi] = **voice**, boy, **toy**

[ɒu] = house, **sound**, **noun**

[əu] = **phone**, go, **most** → {38,4% }

12. Transcription of Nur Aminah Nst

Centering diphthong and closing diphthongs

[iə] = clear, hear, **near**

[eə] = **air**, **bear**, **scarce**

[uə] = **poor**, sure, **tour**

[ei] = say, day, **late**

[ɪi] = **like**, buy, **nice**

[ɔi] = **voice**, boy, **toy**

[ɒu] = house, sound, **noun**

[əu] = phone, **go**, **most** → {42.3% }

13. Transcription of Nur Azizah

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, *sound, noun*

[əu] = *phone, go, most* → {46,1%}

14. Transcription of Pangondian

Centering diphthong and closing diphthongs

[iə] = clear, *hear, near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = *like, buy, nice*

[oi] = *voice*, boy, toy

[ɒu] = house, *sound, noun*

[əu] = *phone, go, most* → {30,7%}

15. Transcription of Rina Yanti

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = *like*, buy, *nice*

[oi] = *voice*, boy, *toy*

[ɒu] = house, *sound, noun*

[əu] = *phone, go, most* → {42,3%}

16. Transcription of Risanur

Centering diphthong and closing diphthongs

[iə] = *clear*, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor, sure, tour*

[ei] = say, day, *late*

[ɪi] = *like*, buy, *nice*

[oi] = *voice*, boy, *toy*

[ɒu] = house, sound, *noun*

[əu] = *phone, go, most* → {30,7%}

17. Transcription of Sakti Hasibuan

Centering diphthong and closing diphthongs

[iə] = *clear*, hear, *near*

[eə] = air, *bear*, *scarce*

[uə] = *poor*, *sure*, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, *sound*, *noun*

[əu] = *phone*, go, *most* → {34,6%}

18. Transcription of Sarlin

Centering diphthong and closing diphthongs

[iə] = *clear*, hear, *near*

[eə] = air, *bear*, *scarce*

[uə] = *poor*, *sure*, *tour*

[ei] = say, day, *late*

[ɪi] = like, *buy*, nice

[oi] = *voice*, boy, toy

[ɒu] = house, *sound*, *noun*

[əu] = phone, go, *most* → {42,3%}

19. Transcription of Siska Marlinda

Centering diphthong and closing diphthongs

[iə] = *clear*, hear, *near*

[eə] = air, *bear*, *scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, sound, *noun*

[əu] = phone, *go*, *most* → {46,1% }

20. Transcription of Sri Mahyuni

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear*, *scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = *like*, buy, nice

[oi] = *voice*, boy, toy

[ɒu] = house, *sound*, *noun*

[əu] = *phone*, *go*, *most* → {38,4 }

21. Transcription of Suhendra efendi

Centering diphthong and closing diphthongs

[iə] = clear, *hear, near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, sound, *noun*

[əu] = *phone, go, most* → {42,3%}

22. Transcription of Try Agung Wardana

Centering diphthong and closing diphthongs

[iə] = clear, *hear, near*

[eə] = *air, bear, scarce*

[uə] = *poor, sure, tour*

[ei] = say, day, *late*

[ɪi] = *like*, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, *sound, noun*

[əu] = *phone, go, most* → {30,7%}

23. Transcription of Ulandahhari

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, tour

[ei] = say, day, *late*

[ɪi] = like, buy, nice

[oi] = voice, boy, toy

[ɒu] = house, *sound, noun*

[əu] = phone, go, *most* → {61,5% }

24. Transcription of Ummy Kalsum

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = *air, bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, *nice*

[oi] = *voice*, boy, *toy*

[ɒu] = house, *sound, noun*

[əu] = phone, *go, most* → {34,6% }

25. Transcription of Wilda sari

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = *like*, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, *sound, noun*

[əu] = phone, *go, most* → {42,3% }

26. Transcription of Yuliana daulay

Centering diphthong and closing diphthongs

[iə] = clear, hear, *near*

[eə] = air, *bear, scarce*

[uə] = *poor*, sure, *tour*

[ei] = say, day, *late*

[ɪi] = like, buy, *nice*

[oi] = *voice*, boy, toy

[ɒu] = house, sound, *noun*

[əu] = phone, *go, most* → {50,0% }

APPENDIX II

KEY WORDS OF DIPHTHONGS

1. [iə] (Clear = klir), (Hear = hir), (Near = nir)
2. [eə] (Air = ær), (bear = bæer), (Scarce = skærs)
3. [uə] (Poor = pur), (Sure = syur), (Tour = tur)
4. [ei] (Say = sei), (Day = dei), (Late = leit)
5. [di] (Like = laik), (Buy = bai), (Nice = nais)
6. [oi] (Voice = vois), (Boy = boi), (Toy = toi)
7. [du] (House = haws), (Sound = sawnd), (Noun = nawn)
8. [əu] (Phone = fown), (Go = gow), (Most = mowst)

APPENDIX III

Interview to Students

1. What your problem in pronouncing English diphthongs?

Interview to Teacher

1. What the difficulties of students' at third semester of TBI-3 State Institute for Islamic Studies Padangsidempuan in pronouncing English diphthongs?