

ABSTRACT

Maysheilla, Karinatul. 2022. An Analysis of Students Barriers in Pronouncing English Diphthong at The First Grade of MTsN 4 Tulungagung. Thesis. Sarjana Program Sayyid Ali Rahmatullah State Islamic University of Tulungagung. Advisor: Dr. Arina Shofiya, M.Pd.

Keywords: student difficulties, pronunciation, English diphthong

In teaching English, pronunciation is the important materials that must be teach to the students'. It's caused the good pronunciation will make good in others English skills. In Indonesia, English was introduced and teach since in the kindergarten, of that reality, the researcher excited to students' ability in pronunciation, especially in pronouncing English diphthong. For that reason the researcher make a research in the first grade students at MTsN 4 Tulungagung.

The formulations of the research problems in this research are, what are the student's barriers in pronouncing English diphthongs? What is the factor affecting students' barriers in pronouncing English diphthong?

This research is a descriptive design with qualitative approach to find out the students barriers in pronouncing English diphthong. The source of the data in this research is students in the grade 7th C at the MTsN 4 Tulungagung. The data obtained in this research used documentation in the form of audio or record the students reading the texts containing English diphthong and interview with seven students. The technique of data analysis used data reduction, data presentation, and data conclusion. The trustworthiness of the data used methodological triangulation.

The finding of this research indicated that there are all of students feel difficult and confused in pronouncing English diphthong, its' was proven by the number of students error in pronounce a word that contain English diphthong. The error pronunciation indicated that students' barriers to produce a sound of word as it should be based on the Oxford dictionary. The students barriers because a factor that affect the students to feel difficult in pronounce English diphthong.

The result of the research that has been done in the grade 7th C at the MTsN 4 Tulungagung, the data shows that there are centering and closing diphthongs that difficult to pronounce by students that are 21 student's barriers in pronouncing diphthong /aɪ/, 18 student's barriers in pronouncing diphthong /ʊə/, 15 student's barriers in pronouncing diphthong /eə/, 13 student's barriers in pronouncing diphthong /eɪ/, 12 student's barriers in pronouncing diphthong /ɪə/, 7 student barriers in pronouncing diphthong /aʊ/ and /əʊ/ and only a diphthong can pronounce correctly by the students', it is diphthong /ɔɪ/. It can concluded that all diphthong it barrier to pronounce by the Indonesian students. That is caused the mother language as the factor.

ABSTRAK

Maysheilla, Karinatul. 2022. Analisis Kesulitan Siswa Melafalkan Diftong Bahasa Inggris Di Kelas 1 MTsN 4 Tulungagung. Program Sarjana Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Penasehat: Dr. Arina Shofiya, M.Pd.

Keywords: kesulitan siswa, pengucapan, diftong Bahasa Inggris

Dalam pengajaran bahasa Inggris, pengucapan adalah materi penting yang harus diajarkan kepada siswa. Hal ini disebabkan, pengucapan yang baik akan membuat kemampuan bahasa Inggris yang lain juga baik. Di Indonesia, Bahasa Inggris diperkenalkan sejak taman kanak-kanak, dari kenyataan itu, peneliti bersemangat untuk mengetahui kemampuan siswa dalam mengucapkan diftong Bahasa Inggris. Untuk itu peneliti melakukan penelitian di kelas 7 MTsN 4 Tulungagung.

Rumusan masalah dalam penelitian ini adakah, apa saja hambatan siswa dalam melafalkan diftong Bahasa Inggris? Apa faktor yang mempengaruhi hambatan siswa dalam melafalkan diftong Bahasa Inggris?.

Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif untuk mengetahui hambatan siswa dalam melafalkan diftong Bahasa Inggris. Sumber data dalam penelitian ini adalah siswa kelas VII C MTsN 4 Tulungagung. Data yang diperoleh dalam penelitian ini menggunakan dokumentasi dalam bentuk audio atau rekaman siswa membaca teks yang mengandung diftong Bahasa Inggris dan wawancara dengan tujuh siswa. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Keterpercayaan data menggunakan metode triangulasi.

Hasil penelitian yang telah dilakukan di kelas VII C MTsN 4 Tulungagung, data menunjukkan bahwa ada tujuh diftong yang sulit diucapkan oleh siswa yaitu 21 siswa terhambat dalam melafalkan diftong /aɪ/, 18 siswa terhambat dalam melafalkan diftong /aɪ/. melafalkan diftong /oə/, 15 siswa kesulitan mengucapkan diftong /eə/, 13 siswa kesulitan mengucapkan diftong /eɪ/, 12 siswa kesulitan mengucapkan diftong /ɪə/, 7 siswa kesulitan mengucapkan diftong /aʊ/ dan /əʊ/ dan hanya satu diftong yang dapat diucapkan dengan benar oleh siswa, yaitu diftong /ɔɪ/. Dapat disimpulkan bahwa semua diftong sulit untuk diucapkan oleh siswa Indonesia. Hal itu disebabkan oleh faktor bahasa ibu.