PROBLEMS RELATED TO THE LEARNING OF ENGLISH PRONUNCIATION AT THE FIRST YEAR STUDENTS OF ENGLISH DEPARTMENT UNIVERSITAS MUHAMMADIYAH MAKASSAR

Kurnia Haris[1], Saiful[2], St. Asmayanti AM[3]

[1]*Universitas Muhammadiyah Makassar,Indonesia*

ARTICLE INFO	ABSTRACT
	This research aimed to investigate the problems of pronouncing diphthongs and to reveal the factors causing the problems of pronouncing diphthongs at the First Year Students of English Department Universitas Muhammadiyah Makassar. The researcher used Descriptive qualitative research in this researh. The researcher used document analysis and inteview as intruments in data collection. The researcher took 10 students from the second semester of English Department as sample in this research.The findings of this research showed that there were two problems faced by the students of pronouncing diphthongs, including the students monophthongized the diphthong sounds to pure vowel sounds and substituted one diphthong sounds with other diphthong sounds. Meanwhile, the factors that cause the students problems of pronouncing diphthong sounds are the influence of mother tongue, lack of knowledge in diphthongs material, lack of practice, difficult to memorize diphthong sounds, fossilization, and lack of motivation. *This is an open access article under the CC BY-SA license.*

Corresponding Author:
Kurnia Haris,
English Education Department,
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: **kurniaharis@bg.unismuhmakassar.ac.id**

INTRODUCTION

Pronunciation is the essential skill required for speaking English and other languages, as well as an important component of speaking activities. Leohart (2008) defined pronunciation as the way a term or language is typically uttered. English is regarded as a difficult language to pronounce due to the distinction between symbols and sounds. There are some instances where students understand the meaning but find it difficult to communicate it in spoken English since there is a big difference between understanding when and how to spell a word and knowing exactly how to spell it. For instance, vowels and

consonants alter when they become words in English. Concurrently, there is also no sound difference after a word in Indonesian pronunciation.

Indonesian students typically struggle with English pronunciation in the classroom. English language learners can understand the secret to effective speaking by understanding pronunciation because it is crucial skill to master. According to Harmer (2007), the process of making sounds, hearing them, and employing pitch and intonation to choice of words is known as pronunciation. Occasionally English students pronounce things differently than the phonetic transcription, depending on how they are feeling. They are not realize that this will significantly hamper their ability to communicate. Conversely, if speakers do not use proper pronunciation, their conversational abilities will lead to misunderstanding and multiple interpretations. In fact, if the words are understood clearly, there won't be any misunderstanding and communication will be clear.

Particularly, Indonesian students usually struggle with appropriately pronouncing English terms. Considering that the speech sounds in their native languages do not have an English-like pattern. The eight diphthongs in English, for instance, are (/ɪə/, /ɛə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ/. There are two forms of diphthongs in English. These are the English diphthongs that close and center sentences. The English closing diphthong's second vowel is closer to the first vowel than it is to the second vowel. A centering diphthong in English is one in which the second vowel is more centered than the initial vowel, according to Ramelan (1999).

According to Mazrida (2019), difficulties with teaching and acquiring pronunciation are the main reason why most students have problems speaking English. The learners' lack of enthusism for learning English is the first problem. The second problem is external to the learners, such as their social background, circumstance, or environment. The third difficulty is when students have a broad vocabulary yet struggle with spelling. The final concern is the teachers' capacity to oversee the English teaching and learning process.

In the context of pronunciation instruction, lecturers usually deal with students' pronunciation errors. Lecturers can ignore their students' mispronunciations or correct and teach them how to pronounce them correctly. The lecturer's ignorance of students' pronunciation errors can lead to fatal conditions where students continue to mispronounce words without ever realizing that their pronunciation is wrong and become fossilized. Pronunciation errors and mistakes are invaluable for correcting to help students improve their language competence. Attempting to correct is the act of eliminating an error that is found. In terms of pronunciation, it refers to the efforts made to reduce pronunciation errors by applying various techniques (Yuniartiningsih, 2020).

According to Grandyna (2018), students should learn how to pronounce words correctly because it is important for oral communication. Lecturers should help students learn the pronunciation of the language because it can improve students' pronunciation skills. When teaching English pronunciation, it is important for the lecturer to be aware of this and take into account the pronunciation knowledge of all students. However, this does not mean that there is nothing to do when the speaker's pronunciation is difficult to understand.

78 | J L T A

Kurnia Haris et al (Problems Related to the Learning of English Pronunciation)
Journal of Language Testing and Assessment

This research has been carried out on second-semester students in English Education Department at Universitas Muhammadiyah Makassar. The researcher selects the students from the second semester because they had studied pronunciation practice subjects in the previous semester. Additionally, the researcher conducted pra interviews with some students and gave them words with diphthongs to pronounce. According to the outcomes of the tests conducted by giving students several diphthong words. The test results revealed that the majority of students still make errors in some words. For instance: the students pronounced the word wear as wi:r, instead of "/weə(r)/"and go is pronounced go, instead of "/gəʊ/". Besides, the majority of the students who participated in the pra interview stated that pronunciation is one of the English language's most challenging aspects to learn. Specifically, students stated that learning diphthongs is the most challenging because they find it difficult to memorize the sounds of diphthongs and find it challenging to pronounce diphthongs sounds.

RESEARCH METHOD

The descriptive qualitative research method was used in this research. Arikunto (2013) states that descriptive research aims to learn all that happens in a given region in conformity with the naturalistic occasion. Meanwhile, Slavin (2007) defines a qualitative method emphasizes the elaborateness of descriptions of social or instructional settings.

Furthermore, document analysis and semi-structural in-depth interviews were both used by the researcher in this research to collect data. The researcher got the students' speaking assignments from the lecturer and then analyzed them. After getting the document analysis results, the researcher conducted interviews with 10 students. The researcher used document analysis to describe the student's problems with pronouncing diphthongs. In addition, the researcher used interviews to reveal the factors that cause students' problems pronouncing diphthongs.

RESULT AND DISCUSSION
RESULT
The Problems of Pronouncing Diphthongs at the First Year Students of English Department Universitas Muhammadiyah Makassar

Based on the data analysis of the student's speaking assignment results, it was found some problems faced by the students in pronouncing diphthongs.

a. The Monophthongization the Diphthong Sounds to Pure Vowel Sounds

1) The students monophthongized diphthong /ɪə/ into the vowel /e/, /ɪ/, and /ɔː/

According to the document analysis, the students mispronounced the diphthong /ɪə/ in three different ways. The monophthongization of the diphthong /ɪə/ into the short vowels /e/ and /ɪ/ and the long vowel /ɔː/ were the three incorrect pronunciations of the sound.

The data demonstrated that Student 3 (S3) monophthongized the diphthong /ɪə/ into the short vowel /e/ and long vowel /ɔ:/. Student 7 (S7) monophthongized the diphthong ɪə/ into the short vowels /ɪ/ and /e/. Student 8 (S8) monophthongized the diphthong /ɪə/ into the short vowel /ɪ/ and /e/. Student 9 (S9) monophthongized the diphthong /ɪə/ into the short vowel /ɪ/. In addition, Student 10 (S10) monophthongized the diphthong /ɪə/ into the short vowel /e/.

2) The students monophthongized diphthong /ɛə/ into the long vowel /i:/

Based on the document analysis carried out by the researcher, two of the ten students mispronounced the diphthong /ɛə/ in one particular way. The students changed the diphthong /ɛə/ into the ling vowel /i:/ by monophthongizing it.

The data demonstrated that Student 8 (S8) monophthongized the diphthong /ɛə/ into the long vowel /i:/ and Student 9 (S9) monophthongized the dipthong /ɛə/ into the long vowel /i:/.

3) The students monophthongized diphthong /eɪ/ into the vowel /ɛ/, /a/, /i:/

According to findings of the document analysis, the majority of students mispronounced the diphthong /eɪ/ in three different ways. It was monophthongized into the short vowel /ɛ/, /a/, and the long vowel /i:/.

The data demonstrated that Student 3 (S3) monophthongized the diphthong /eɪ/ into the short vowels /ɛ/ and /a/. Student 4 (S4) monophthongized the diphthong /eɪ/ into the short vowel /ɛ/. Student 5 (S5) monophthongized the diphthong /eɪ/ into the short vowels /ɛ/ and /a/. Student 6 (S6) monophthongized the diphthong /eɪ/ into the short vowel /ɛ/. Student 8 (S8) monophthongized the diphthong /eɪ/ into the short vowels /a/ and /ɛ/. Student 9 (S9) monophthongized the diphthong /eɪ/ into the short vowel /ɛ/. The last is Student 10 (S10) monophthongized the diphthong /eɪ/ into the short vowel /ɛ/.

4) The students monophthongized diphthong /aɪ/ into the short vowel /ɪ/ and /ɛ/

Based on the result of the document analysis, there were 2 different ways that the diphthong /aɪ/ was monophthongized into the sounds /ɪ/ and /ɛ/.

The data demonstrated that Student 2 (S2) monophthongized the diphthong /aɪ/ into the short vowels /ɪ/ and /ɛ/. Student 3 (S3) monophthongized the diphthong /aɪ/ into the short vowel /ɪ/. Student 4 (S4) monophthongized the diphthong /aɪ/ into the short vowel /ɪ/. Student 5 (S5) monophthongized the diphthong /aɪ/ into the short vowel /ɪ/. Student 6 (S6) monophthongized the diphthong /aɪ/ into the short vowel /ɪ/. Student 8 (S8) monophthongized the diphthong /aɪ/ into the short vowel /ɪ/. Student 9 (S9) monophthongized the diphthong /aɪ/ into the short vowel /ɪ/.

5) The students monophthongized diphthong /əʊ/ into the vowel /ɒ/, /ɔ:/, /u:/

Based on the document analysis conducted by the researcher, all students converted this diphthong into a monophthong or pure vowel. The students used three different monophthongization techniques. The diphthong /əʊ/ was monophthongized into the short vowel /ɒ/ and the long vowels /ɔ:/ and /u:/.

The data demonstrated that Student 1 (S1) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/. Student 2 (S2) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/. Student 3 (S3) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/. Student 4 (S4) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/. Student 5 (S5) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/. Student 6 (S6) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/.

Furthermore, Student 7 (S7) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/. Student 8 (S8) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/ and the short vowel /ɒ/. Student 9 (S9) monophtongized the diphthong /əʊ/ into the long vowel /ɔ:/. In addition, Student 10 (S10) monophtongized the diphthong /əʊ/ into the long vowels /ɔ:/ and /u:/.

6) The students monophthongized diphthong /aʊ/ into the long vowel /ɔ:/ and short vowel /ɒ/

According to the document analysis conducted by the researcher, some of the students changed this diphthong into monophthong or pure vowel. The students' monophthongization took two different forms. The diphthong /aʊ/ was monophthongized into the long vowel /ɔ:/ and the short vowel /ɒ/.

The data demonstrated that Student 1 (S1) monophthongized the diphthong /aʊ/ into the long vowel /ɔ:/. Student 3 (S3) monophthongized the diphthong /aʊ/ into the long vowel /ɔ:/. Student 4 (S4) monophthongized the diphthong /aʊ/ into the long vowel /ɔ:/. Student 5 (S5) monophthongized the diphthong /aʊ/ into the long vowel /ɔ:/ and the short vowel /ɒ/. Student 6 (S6) monophthongized the diphthong /aʊ/ into the long vowel /ɔ:/. Student 8 (S8) monophthongized the diphthong /aʊ/ into the long vowel /ɔ:/. The last is Student 9 (S9) monophthongized the diphthong /aʊ/ into the long vowel /ɔ:/.

Substituted One Diphthong Sounds with Other Diphthongs Sounds

1) The students substituted the diphthong /ɪə/ into diphthong /ɛə/

According to the document analysis conducted by the researcher, some of students substituted the diphthong /ɪə/ into diphthong /ɛə/. The data demonstrated that Student 3 (S3) substituted the diphthong /ɪə/ into the diphthong /ɛə/ in the final position. Student 5 (S5) substituted the diphthong /ɪə/ into the diphthong /ɛə/ in the final position. Student 6 (S6) substituted the diphthong /ɪə/ into the diphthong /ɛə/ in the medial position. Student 9 (S9) substituted the diphthong /ɪə/ into the diphthong /ɛə/ in the medial position. In addition, Student 10 (S10) substituted the diphthong /ɪə/ into the diphthong /ɛə/ in the final position.

2) The students substituted the diphthong /eɪ/ into diphthong /aɪ/

Based on the document analysis conducted by the researcher, two from out ten students substituted the diphthong /eɪ/ into diphthong /aɪ/. The data demonstrated that Student 8 (S8) substituted the diphthong /eɪ/ into diphthong /aɪ/ in the medial position,

Meanwhile, Student 9 (S9) substituted the diphthong /eɪ/ into diphthong /aɪ/ in the medial and final positions.

Factors Causing the Problems of Pronouncing Diphthongs at the First Year Students of English Department Universitas Muhammadiyah Makassar

The researcher discovered that there are some factors influencing students have problems of pronouncing diphthongs besed on the data gathered from the interview.

a. The Influence of Mother Tongue

The data demonstrated that one of the factors causing the student's problems speaking English, particularly when pronouncing diphthongs was the influence of the mother tongue. The majority of students speak Indonesian and Buginese in daily conversation, which means that their mother tongue will have an impact on their acquisition of English, particularly when it comes to pronouncing English sounds. Based on the results of the interview, six out of ten students said that their mother tongue or native language had an impact on how they pronounced English.

b. Lack of Knowledge of Diphthongs Material

The data demonstrated that student's knowledge of the diphthong material is still lacking. All students only know a few diphthongs and how to pronounce them correctly; they do not know all diphthong sounds. Students have also forgotten the material on diphthongs because it is covered in the first semester, as mentioned by S6 and S8, and because learning takes place online, as said by S4.

c. Rarely Practice

The data demonstrated that five students claimed that their lack of practice is one of the reason they have prolems understanding diphthongs.

d. Difficult to Memorize Diphthong Sounds

The data showed that students had difficulty pronouncing a word that contained diphthongs in it because they had difficulty memorizing diphthongs sounds. S1 said that because he had never heard the proper pronunciation, it was difficult for him to remember the diphthong sounds. Furthermore, S7 stated that she had problems memorizing the diphthong sounds since she frequently forgot how to pronounce the sounds. In addition, they also have difficulty memorizing the diphthongs sounds because the pronunciation of some diphthongs is almost the same as stated by S3, S4, and S6.

e. Fossilization

1) The word 'Experience' /ɪkˈspɪərɪəns/

The data showed that some of the students mispronounce the word 'experience'. According to the results of the interview, some students still difficulty to determine the proper pronunciation; as a result, they consistently pronounce words like "experience" inaccurately. Additionally, as indicated by S10, the student frequently imitate her friend when saying that word. The tendency of students to imitate someone in whom they have complete faith.

2) The word 'Theatre' /θɪətə(r)/

The data showed that some of the students mispronounce the word 'theatre'. According to the interview results, some students still fail to choose the right pronunciation. For instance, the student pronounces "theatre" as "teater" rather than /θɪətə(r)/. Additionally, because they are in the habit of pronouncing words as stated by S8 rather than learning how to speak them correctly, they also mispronounce the word.

f. Lack of Motivation

The data showed that two students said that one of the factors causing the students' problems of pronouncing diphthongs is their lack of motivation. Since all teaching and learning activities during the pandemic are conducted online, mentioned by S2 & S9, students lack motivation to learn.

DISCUSSION

The Problems of Pronouncing Diphthongs at the First Year Students of English Department Universitas Muhammadiyah Makassar

a. The Monophthongization the Diphthong Sounds to Pure Vowel Sounds

Based on the document analysis, the students changed the English diphthong sounds /ɪə/, /ɛə/, /eɪ/, /aɪ/, /əʊ/, and /aʊ/ into pure vowel in order to perform diphthong monophthongization. It support by the research findings found by Habibi (2016) that the student had a problem with pronouncing the English diphthong sounds by monophthongizing the sounds /eɪ/, /aɪ/, /ɪə/, /əʊ/, /eɪ/, and /aʊ/.

For diphthong /ɪə/, the researcher found that there were 2 types of incorrect pronunciation. The monophthongization of the diphthong /ɪə/ into the vowels /e/ and /ɔ:/ were the two incorrect pronunciations of the sound. It can be shown when S3, S7, S8, and S10 pronounce the word 'experience' which contained the diphthongs sound /ɪə/, they monophthongized the diphthong sound /ɪə/ to the short vowel /e/. As a result, /ɪkˈspɪəriənsis/ was used to pronounce /ekˈsperiəns/. According to Donal (2016), the most significant issue in pronouncing the diphthong /ɪə/ has been resolved by a pure vowel sound.

For diphthong /ɛə/, based on the document analysis, the researcher discovered that two out of ten students mispronounced the diphthong / in one particular way. The students monophthongized dipthong /ɛə into the long vowel /i:/. It can be shown when S8 and S9 pronounce 'wear' which contained the diphthongs sound /ɛə/, they monophthongized the diphthong sound /ɛə/ to the long vowel /i:/. As a result, /weə(r)/ was pronounced /wi:(r)/.

For diphthong /eɪ/, the researcher discovered that the majority of students consistently mispronounced the diphthong /eɪ/. It was monophthongized into the short vowel /ɛ/, /a/, and the long vowel /i:/. It can be shown when S3, S4, S5, and S6 pronounce 'take' which contained the diphthongs sound /eɪ/, they monophthongized the diphthong sound /eɪ/ to the short vowel /ɛ/. As a result, /teɪk/ was pronounced /tɛk/.

For diphthong /aɪ/, the researcher discovered that there were two different ways in which the diphthong /aɪ/ was monophthongized into the short vowel /ɪ/ and /ɛ/. For

instance, S6 and S9 monophthongized the diphthong sound /aɪ/ to the vowel /ɪ/ when pronouncing the word 'library' which featured the diphthongs sound /aɪ/. Therefore, /ˈlaɪbrəri/ was sounded as /ˈlɪbrəri/.

For diphthong /əʊ/, according to the research's findings, all students converted this diphthong into a monophthong or pure vowel. The students used three different monophthongization techniques. The diphthong /əʊ/ was monophthongized into the short vowel /ɒ/ and the long vowels /ɔ:/ and /u:/. For instance, when S3, S9, and S10 pronounce 'tango' which featured the diphthongs sound /əʊ/, they monophthongized that sound to the long vowel /ɔ:/. As a result, /ˈtæŋgəʊ/ was pronounced /ˈtæŋgɔ:/. This is support by the findings found by Fatimah (2016), The closing English diphthong that causes the majority of students' pronunciation mistakes is diphthong /əʊ/.

For diphthong /aʊ/, the researcher found that all students converted this diphthong into monophthong or pure vowel. The students' monophthongization took two different forms. The diphthong /aʊ/ was monophthongized into long vowel /ɔ:/ and the short vowel /ɒ/. It can be shown when the students had pronounce 'now' /naʊ/ and 'cloud' /klaʊd/ which featured the diphthong sounds /aʊ/. S1, S3, S4, and S8 was monophthongized the diphthong sound /aʊ/ to the long vowel /ɔ:/. As a result, /naʊ/ and /klaʊd/ were pronounced /nɔ:w/ and /klɔ:d/. This example shows that some English diphthong sounds were monophthongized by the students.

b. Substituted One Diphthong Sounds with Other Diphthongs Sounds

The diphthong substitutions were done by the students in this research can be exemplified when the S6 and S9 had to pronounce 'theatre' /θɪətə(r)/ which featured the diphthong sound /ɪə/, that word was substituted by the students to the diphtong /ɛə/. As a result, /θɪətə(r)/ was pronounced /θɛətə(r)/. We can conclude from this example that the S6 and S9 replaced the diphthong /ɪə/ with the diphthong /ɛə/.

Based on the document analysis, the researcher discovered that the students also used the diphthong /ɪə/ instead of the diphthong /eɪ/. Two out of ten students substituted the sound /eɪ/ into the sound /aɪ/. For instance, when S6 and S9 pronounce 'library' which contained the diphthongs sound /eɪ/, they substituted the diphthongs sound /eɪ/ to the diphthong sound /aɪ/. As a result, /feɪld/ was pronounced /faɪld/.

2. Factors Causing the Problems of Pronouncing Diphthongs at the First Year Students of English Department Universitas Muhammadiyah Makassar

a. The Influence of Mother Tongue

The influence of mother tongue is one of the primary factors affecting the students' problems in pronouncing diphthongs. The data of interview showed that there were six students claimed that their mother tongue had an impact on their English pronunciation, particularly when pronouncing words featuring diphthongs. Some students even claimed that their local accent still influences how they pronounce words in English, as stated by S4 and S8. According to Zhang and Yin (2009), in the target language, stress and intonation create course mistakes. It is result of interference from the original language. Learners struggle to process a certain sound that does not exist in their native language.

b. Lack of Knowledge of Diphthong Materials

Lack of knowledge of diphthongs material was one factor that researcher found when conducted interview. According to the results of the interview, every student admitted that they are still lacking in knowledge of the material related to diphthongs and that they are still unsure of how to pronounce diphthongs. Students have also forgotten the content on diphthongs because it is covered in the first semester, as mentioned by S6 and S8, and because learning takes place online, as stated by S4.

c. Rarely Practice

Another factors that researcher found when conducting interview with the students is they rarely practice their English pronunciation, particularly when pronouncing words with diphthong sounds. Five students admitted during the interview that they found it difficult to memorize and pronounce words with diphthongs because they lacked practice.

d. Difficult to Memorize Diphthong Sounds

The results of the interview revealed that one of factors causing the students' problems of pronouncing diphthongs is they difficult to memorize diphthong sounds. The results of the interview revealed that S1 had trouble remembering the diphthong sounds since he had never the correct pronunciation before. Furthermore, S2 said that she had trouble memorizing the diphthong sounds since she frequently forgot how to pronounce the sounds.

In addition, the student's also have difficulty memorizing the diphthong sounds because the pronunciation of some diphthongs is almost the same as stated by S7, S9, and S10. This is supported by Ririn (2016), the students had trouble acquiring pronunciation because diphthong sounds are difficult to remember and they are influenced by their mother tongue.

e. Fossilization

Fossilization is one of the factors that contribute to the student's problems of pronouncing diphthongs. Some students still challenge to determine the correct pronunciation. It can be seen when the researcher did the document analysis. Based on the document analysis, the researcher found that some students still wrong in pronouncing the words 'experience' and 'theatre'.

1) The word 'Experience' /ɪkˈspɪəriəns/

Based on the document analysis conducted by the researcher, it was found that some of the students mispronounce in the word 'experience'. Additionally, according to the results of the interview, some students still struggle to determine the proper pronunciation; as a result, they consistently pronounce words like "experience" inaccurately. Additionally, as indicated by S6, the student frequently imitates her companion when saying that word. The tendency of students to imitate someone in whom they have complete faith.

2) The word 'Theatre' /θɪətə(r)/

Based on the document analysis conducted by the researcher, it was found some of the students mispronounce the word 'theatre'. According to the interview results, some students still struggle to choose the right pronunciation. For instance, the students

pronounce the word 'theatre' as 'theater' instead of /θɪətə(r)/. In addition, because they are in the habit of pronouncing words as provided by S8 rather than learning how to speak them correctly, they also mispronounce the word.

f. Lack of Motivation

One factor that the researcher discovered during interviews with the students was a lack of motivation. Some students' language learning objectives may have an impact on their need for and desire for native-like pronunciation. High learning motivation can speed up language learning, while low learning drive can slow it down. Rosyid (2014) stated that the need and desire to achieve native-like pronunciation might be influenced by having a professional or personal objective for learning English. One may argue that someone who is really motivated to learn a language would most likely succeed in doing so in all areas, including pronunciation.

According to the results of the interview, two students claimed that they lacked motivation to learn, particularly when it came to acquiring English diphthongs. Since all teaching and learning activities during the epidemic are conducted online, as stated by S3 and S5, students lack motivation to learn.

CONCLUSION

Considering the data in result and discussion in the previous chapter, the researcher can conclude that there were two diphthongs pronunciation problems faced by the students. First, the students monophthongized some diphthong sounds to pure vowel sounds. Second, the students substituted one diphthong sounds with other diphthong sounds. In accordance with monophthongization, the students monophthongized diphthong /ɪə/ into the short vowel /e/, /ɪ/, and /ɔ:/, the diphthong /ɛə/ into the long vowel /i:/, the diphthong /eɪ/ into the vowel /ɛ/, /a/, /i:/, the diphthong /aɪ/ into the short vowel /ɪ/ and /ɛ/, the diphthong /əʊ/ into /ɒ/, /ɔ:/, and /u:/, and the diphthong /aʊ/ into the long vowel /ɔ:/ and short vowel /ɒ/. In accordance with diphthong substitutions, the students substituted the diphthong /ɪə/ into diphthong /ɛə/ and substituted the diphthong /eɪ/ into diphthong /aɪ/.Furthermore, The students' problems pronouncing diphthongs were caused by six factors, including the influence of mother tongue, lack of knowledge of diphthong materials, rarely practice, difficult to memorize diphthong sounds, fossilization, and lack of motivation.

REFERENCE

Arikunto, S. (2013). *Prosedure penelitian: Suatu pendekatan praktik*. Jakarta.

Donal, A. (2016). *Indonesian Students' Difficulties in Pronouncing English Diphthongs*. *2*(2), 55–62.

Fatimah, N. (2016). *English education program teacher training and education faculty muhammadiyah university of purworejo 2016*.

Grandyna, B. M. (2018). A university efl teacher's strategies in solving the teaching pronunciation problems. *Journal of Foreign Languange Teaching and Learning, 3(2)*. Retrieved from https://doi.org/10.18196/ftl.3232

Habibi, M. W. (2016). *English Pronunciation Problems Encountered by Indonesian Advanced Students*. Retrieved from http://etheses.uin-malang.ac.id/4094/

Harmer, J. (2007). *The Practice of English Language Teaching*. Fourth Edition ed.s.l.: Pearson Longman.

Leohart, Joe. (2008). *Learn English Speaking*. Retrieved from www.wordnet.princeton.edu.

Mazrida, A. (2019). Improving EFL students' pronunciation through self-made video (Doctoral dissertation, state islamic university).

Ramelan. (1999). *English Phonetics.* Semarang: CV.IKIP Semarang Press.

Ririn, C. (2016). *Pre- Service English Teachers' Pronunciation of Diphthongs*. Retrieved from https://repository.usd.ac.id/6618/2/111214114_full.pdf

Slavin, R. E. (2007) *Educational research in an age of accountability*. Johns Hopkins University.

Yuniartiningsih, R. D. (2020). English teachers 'perception on pronunciation teaching in efl classroom. Retain, 8(4).

Zhang, F., & Yin, P. (2009). Asian social science a study of pronunciation problems of english learners in China a study of pronunciation problems of english learners in China. *5*(6).

87 | J L T A

Kurnia Haris et al (Problems Related to the Learning of English Pronunciation)
Journal of Language Testing and Assessment