

English Diphthong Pronunciation Problems Encountered by the Fourth Semester Students of English Language Education Program at Qomaruddin University

Alimin

Qomaruddin University Gresik

***Corresponding Author**

Email: alimin@uqgresik.ac.id

Abstract

Pronunciation is the production of speech sounds for communication. Many Indonesian students found difficulties in pronouncing English words correctly. This study aims at investigating the students' pronunciation of English diphthong of the fourth semester students of English Language Education Program at Qomaruddin University. A descriptive qualitative design is applied in this study. 31 respondents are the main source in collecting the data. To collect the data, two instruments used. They are test and interview. The respondents are asked to read a certain text and read some vocabulary while the writer is examining them once. As the result, the writer found 512 errors in reading text. The most source of errors was in pronouncing English diphthong /əʊ/ 207 errors or 40,43%. There were 221 errors in reading vocabularies. The most source of errors was in pronouncing English diphthong /eɪ/ 90 errors or 40,72%. This study also found the substitution, insertion and omission as the error types of pronunciation. In reading text was found 329 errors or 64,76% of substitution, and 160 errors or 31.50% of omission. Meanwhile, in reading vocabularies there were 111 errors or 51,39% of substitution and 104 errors or 48,15% of omission. However, the result of the interview had found difficulties in pronouncing English diphthong such as difficulties to memorize diphthong sounds and influenced of their mother tongue. Meanwhile, as the students, the most important thing is to know about knowledge and practice. It means that they have to know the phonetic transcription and practice more and more to have good pronunciation.

Keywords: *pronunciation problems, English diphthong, pronouncing English diphthong.*

INTRODUCTION

In English instructional process, automatically people learn about language components. According to Suyanto (2008:43) cited in Vebriani (2018:3) there are three components of language, namely grammar, vocabulary and pronunciation. The first component is grammar. It focuses to arrange a good sentence structure. When we arrange a sentence, we cannot escape from grammar. "Grammar is the rule of sentence structure. It is also useful for expressing meaning" (Elloway, 2013:4). The second component is vocabulary. Vocabulary is type of words used in a language. According to Richard (2002:255), it is stated that a core component of language is vocabulary. Without vocabulary, students will be difficult in learning English. The last is pronunciation.

A pronunciation is very important to avoid misunderstandings when students are communicating with others. Then, this study is to find out pronunciation problems becoming necessary since it is one of the problems in speaking practice. The necessity of pronunciation makes a clear meaning. A correct pronunciation is needed in order that communication works smoothly. Therefore,

misunderstanding of word meaning will not occur.

This study uses one of branches in linguistics as its approach. This approach is Phonology (Delahunty, 2010:89). Phonology concerns how sound is used to differentiate words from each other. In Phonology there are speech sounds which involve vowel and consonant. According to Dale (2005:4) argued, "A speech sound that are produced with vibrating vocal cords and an infinite continuous flow of air coming out of the mouth is called Vowel". There are thirteen English vowels. They are /i:/, /ɪ/, /e/, /ɛ/, /æ/, /ʊ/, /u:/, /ʊ/, /ʌ/, /o:/, /ɔ:/, /ə/, and /ɜ:/. They are single vowel or monophthong. According to Roach (2009:18), in vowel there are long vowels (/i:/, /ɜ:/, /ɔ:/, /u:/, /o:/) and short vowels (/ɪ/, /e/, /ɛ/, /æ/, /ʊ/, /ʊ/, /ʌ/, /ə/).

Beside single vowel, consonant also includes other speech sound. There are twenty-four consonants in English. They are categorized into voiced and voiceless sound. According to Roach (2009:20), when sounds that come out of the throat and if we hold the throat it will feel vibrations when saying the letters. It is called voiced sound. They are /b/, /d/, /g/, /v/, /z/, /ð/, /dʒ/, /ʒ/, /m/, /n/, /ŋ/, /j/, /w/, /l/ and /r/. Other categorized is voiceless sound. Voiceless sound is the sound comes out of the mouth. It is not from the throat and if we hold the throat and there is no vibration when saying the letters. They are /p/, /t/, /k/, /f/, /s/, /θ/, /tʃ/, /tʃ/, and /h/.

In addition, English diphthong is included in English vowel. Roach (2009:8), explained there are eight diphthongs in English. They are /ɪə/ (near), /eə/ (rear), /ʊə/ (cure), /eɪ/ (paid), /aɪ/ (nice), /ɔɪ/ (voice), /əʊ/ (load), and /aʊ/ (house). In English diphthong, there are centring diphthong and closing diphthong. For centring diphthong is diphthong that glide to the ə (schwa) vowel. The diphthongs are /ɪə/, /eə/, and /ʊə/. Other diphthong is closing diphthong. For closing diphthong is diphthong which has the characteristics of ending with sliding toward closer vowels. The diphthongs are /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/ (Roach, 2009:21).

In Indonesia, English is a foreign language. It is taught starting from elementary, junior high, senior high school and even at University. This study is focused at Qomaruddin University. One of the English subjects taught at Qomaruddin University is Phonetic and Phonology. According to McMahon (2002:1) has stated that Phonetic provides the ways of describing and analyzing the sounds of language objectively. It means that Phonetic identifies which speech organs are involved in producing sounds of the languages. For Phonology is how to pronounce a language.

Based on the results of the phenomenon found by the writer in pronunciation errors of English diphthong is the word "near" {nɪə(r)} commonly pronounced as {ni:r}. Other word is paper [peɪpə(r)] commonly pronounced as pepper [pepə(r)] and "hear" [hiə(r)] commonly pronounced as [hi:r]. Therefore, the writer would like to investigate and analyze about student's pronunciation error in English diphthong in order to increase pronunciation ability.

This study was conducted on the fourth semester of English Language Education Program because they have gotten phonology course in the previous semester. Some of the students have problems in their pronunciation especially in pronouncing English diphthong. The result of this study can be used as a reflection and evaluation for the students because students at Qomaruddin University will

become an English teacher someday. Therefore, they must have a good pronunciation.

The writer focused on pronunciation problems of English diphthong. The writer employs descriptive qualitative in describing how English diphthong is incorrectly pronounced by the participants. The description of the incorrectly pronounced English diphthong based on the theories of phonetics proposed by Roach (2009:8) and Cambridge Advanced Learner's Dictionary as a guided dictionary. This dictionary contained of pronouncing British and American pronunciation, but the writer focused on British. In this dictionary also contained about the sounds how to pronounce the word. In analyzing the problem, the writer also used Brown's theory (2007:220) as follows: (1) identifying the error and (2) describing the error.

The Nature of Pronunciation

A pronunciation is the act or the manner of pronouncing word or utterance of speech (Kristina, 2006:1). It means pronunciation is the way a word or a language is spoken and also the manner in which someone utters a word. Pronunciation is the production of the sound which used to make a meaning (Yates, 2002:5). In fact, when people talk or send messages to others with their sounds, it means a message conveyed can be received by a listener clearly and understandably.

Besides pronunciation, phonetic is a study to understand speech sound characteristics (Yule, 2010:27-30). Phonetic is the way produce sound physically while phonology is the study a lot of sounds. In phonetics, there are three main branches. For each branch has a difference between others, as follows:

- a. Articulatory phonetics: focuses on the way the vocal organs are used to produce speech sound.
- b. Acoustic phonetics: focuses on the physical properties of speech sounds.
- c. Auditory phonetics: focuses on how listeners perceive the speech sounds.

According to Roach (2009:8), phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed, and the regulation ruling their use. In pronunciation, there are two main features namely segmental features (phonemes) and suprasegmental features (intonation, stress and connected speech). (Kelly,2001:66-67). Segmental features of pronunciation (phonemes) are the different sounds in a language. In articulating each individual's sound has a slight difference. We can describe accurately how each sound is produced. We can see how each of the other sounds changes meaning when we consider the word meaning. The principles give us the total number of phonemes in a particular language. The set of phonemes consists of two categories. They are vowel and consonant sounds (Kelly, 2001:66-67).

a. Vowel Sounds

Vowels are sounds which there is no obstruction to the flow of air as it passes from the larynx to the lips (Roach, 2009:8). Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly, 2001:66-67). For classifying a vowel, it is arranged in a close-open, front-back diagram but which are not the vowels of any particular language called cardinal vowel. According to Roach (2009:12) **Cardinal vowels** are a

standard reference system, and people being trained in phonetics of advanced levels to learn them accurately and recognize correctly.

The cardinal vowel (CV) diagram was devised to provide a set of reference points for the articulation and recognition of vowels. The corresponds dimension to the vowel space in the center of the mouth where the sounds are articulated. The position of the front, center, and back of the tongue are represented by vertical lines (Crystal, 2003 : 238).

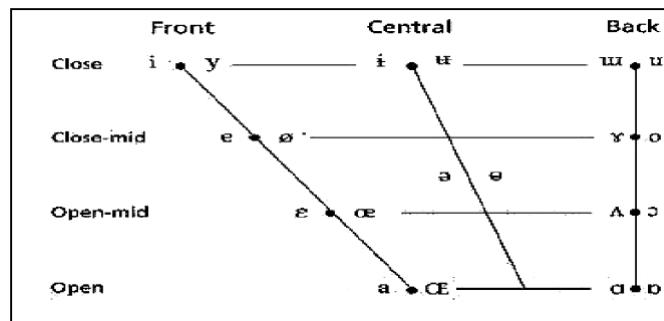


Figure 1. The Cardinal Vowel (CV) System

b. Consonant Sounds

Consonant sounds are voiced and unvoiced. It can be described in terms of place of articulation and manner of articulation. The term place of articulation refers to the place in the mouth where the sound is produced. Meanwhile, manner of articulation refers to the interaction between the various articulators and the airstream.

1. Place of Articulation

Regarding the place of articulation inhabited to produce the consonants (Yule, 2010:27-30) classify consonants into several types:

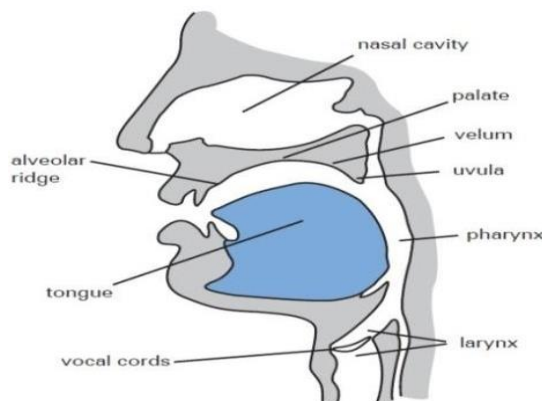


Figure 2. Place of Articulation

Place of articulation gives more information about what the various articulators actually do. With regard to the place of articulation, the following table summarizes the main of movements of the various articulators.

Table 1. Place of Articulation

Bilabial	The sounds are produced when the lips are brought together, e.g. /p/, /b/, and /m/
Labio-dental	The sounds are made when the lower lip is raised towards the upper front teeth, e.g. /f/ and /v/
Dental	The sounds are produced by touching the upper front teeth with the tip of the tongue, e.g. /θ/ and /
Alveolar	The sounds are made by raising the tip of the tongue towards the ridge that is right behind the upper front teeth, e.g. /t/, /s/, /d/, /z/, /n/, /l/, /r/.
Palato-alveolar	The sounds are made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge, e.g. /ʃ/ and /dʒ/
Palatal	The sounds are very similar to palatoalveolar, they are just produced further back towards the velum, e.g. /j/
Velar	The sounds are made by raising the back of the tongue towards the soft palate called the velum, e.g. /k/, /g/, /ŋ/, /w/.

2. Manner of Articulation

According to Yule (2010:31-32) There are six of the manner of articulation. The following table describes it in detail.

Table 2. Manner of Articulation

Manner of Articulation	
Plosives	Plosives occur when there is a complete closure in the mouth. So, the air is blocked for a fraction of a second and then released with a small burst of sounds. It includes bilabial (p, b, t, d, k, g).
Fricatives	Fricatives have a closure which is not quite complete. It means the air is not blocked at any point and therefore there is no plosion. They are (f, v, θ, ð, s, ʃ, z and h).
Affricates	Affricates are a combination of a plosive and fricative (sometimes they are called affricated plosives). They begin like a plosive, with a complete closure, but instead of a plosion. They are tʃ and dʒ.
Nasals	Nasals resemble plosives, except there is a complete closure in the mouth. But as the velum is lowered the air can escape through the cavity. They are m, n and ŋ.
Lateral	Lateral is sounds where the air escapes around the sides of the tongue. There is only one lateral in English, {l} a voiced alveolar lateral.
Approximants	Approximants are sounds where the tongue only approaches the roof of the mouth, so that there is not enough obstruction to create any friction. They are {r} is called post-alveolar, {j} is a palatal approximant and {w} is a velar approximant.

Suprasegmental features are the features of speech which generally apply to groups of segments or phonemes. The most important features in English are stress, intonation, and how sounds change in connected speech (Kelly, 2001:3).

1. Intonation

The term intonation, refers to the way the sound goes up and down in tone when we speak. This is a fundamental part of the way we express our thoughts and also allows us to understand the thoughts of others (Kelly, 2001:86).

2. Stress

All words have each syllable and one syllable in each word will sound louder than the others. Syllables are shown in a louder voice are more emphasized. Each syllable that is stressed, in separate words, also has a change in the tone or level of the speaker's voice, and the vowel in the syllable is extended. Stress can fall on the first, middle or last syllable (Kelly, 2001: 66-67).

3. Connected Speech

Vowel and consonant segments combine into syllables. Syllables combine into words, and words combine into phrases and sentences (Crystal, D.

2004:295). It means vowel and consonant are suprasegmental features which there is connection between them. It also consists of syllables which combines into words and phrase or sentences.

Classification of English Vowel

The most common view is that vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. In English vowels, there are English short vowels and long vowels (Roach, 2009:10).

a. English Short Vowel

There are six short vowels. It can be seen in this following figure (Roach, 2009:13).

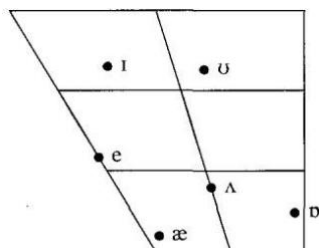


Figure 3. Short Vowels

1. The vowel [ɪ], as in the words 'bit', 'pin' and 'fish', is in the close front area and is more open, and nearer into the center. The lips are slightly spread.
2. The vowel [e], as in the words 'bet', 'men', and 'yes', is a front vowel between. The lips are slightly spread.
3. The vowel [æ], as in the words 'bat', 'man', and 'gas', is a front vowel. The lips are slightly spread.
4. The vowel [ʌ], as in the words 'cut', 'come', and 'rush', is a central vowel and is more open than the open-mid tongue height. The lip position is neutral.
5. The vowel [ɒ], as in the words 'pot', 'gone', and 'cross', is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.
6. The vowel [ʊ], as in the words 'put', 'pull', and 'push', is slightly open and near to central. The lips are rounded.

b. English Long Vowel

English long vowel tends to be pronounced a bit longer than short vowels. According to Roach (2009:16), there are five long vowels as seen in the following figure.

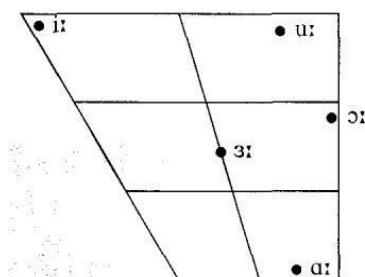


Figure 4. Long Vowels

1. The vowel [i:], as in the words 'beat', 'mean', and 'peace', is closer and more forward than the short vowels [ɪ], although the shape of the tongue is not much different from the short vowels [ɪ], where the lips only slightly widened and produce somewhat different vocal qualities.
2. The vowel [ɜ:], as in the words 'bird', and 'purse', is mid-central vowel. The lip position is neutral.
3. The vowel [ɑ:], as in the words 'card', 'half, and 'pass', is an open vowel, but not as back as the vowel [ʌ]. The lip position is neutral.
4. The vowel [ɔ:], as in the words 'board', 'torn', and 'horse', is almost fully back and it has quite strong lip-rounding.
5. The vowel [u:], as in the words 'food', 'soon', and 'loose', is less back and less close compared to the vowel [ʊ]. The lips are only moderately rounded.

According to Dale (2005:4) that diphthong is a combination of two vocal sounds. It starts as one vocal and ends as another. From the explanation above, English diphthong is vowels where two vowel qualities can be perceived. From a length, the diphthong is like long vowels, but the first part of a diphthong in English is much longer and louder than the second.

There are two classifications of diphthongs. The first is centering diphthong. They are /ɪə/, /eə/, and /ʊə/. The second is a closing diphthong. They are /eɪ/, /aɪ/, /ɔɪ/, /oʊ/, /aʊ/. It can be seen in the following figure (Roach, 2009:18).

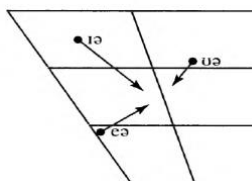


Figure 5. Centring Diphthong

From the figure above, there are three centering diphthongs. It is as follows as:

1. /ɪə/ The starting point is a little closer than Ia in 'bit', 'bin'. The examples are : fear /fɪə(r)/, near - /nɪə(r)/, and weird - /wɪəd.
2. /eə/ This diphthong begins with a vowel sound that is more open than the e of 'get', 'men'. The examples are air - /eə(r)/, rare - /rɛə(r)/, and bare - /beə(r).
3. /ʊə/ To pronounce this diphthong, the starting point to pronounce this diphthong is similar to ʊ in "put", "pull". The examples are cure - /kjʊə(r)/, moor - /mʊə(r)/, and lure - /lʊə(r)/.

The closing diphthong has the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called a closing diphthong.

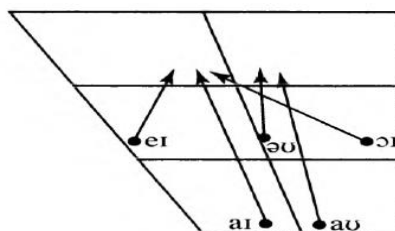


Figure 6. Closing Diphthong

1. /eɪ/ The starting point is the same as the e of ‘get’, ‘men’. The examples are paid /peɪd/, pain - /peɪn/, face - /feɪs/.
2. /aɪ/ This diphthong begins with an open vowel which is between the front and back; it is quite similar to the ʌ of the words ‘cut’, ‘bun’, the examples are tide - /taɪd/, time - /taɪm/, nice - /naɪs/.
3. /ɔɪ/ The first part of this diphthong is slightly more open than ɔ: in ‘ought’, ‘born’. The examples are void - /vɔɪd/, loin - /vɔɪd/, voice - /vɔɪs/.
4. /əʊ/ The diphthong position for the beginning of this is the same as for the “schwa” vowel a, as found in the first syllable of the word ‘about’. The examples are load /ləʊd/, home - /həʊm/, most - /məʊst/.
5. /aʊ/ This diphthong starts with a vowel similar to ai. Because this is an open vowel, a glide to u would necessitate a large movement, and the tongue often does not reach the u position. There is only slight lip-rounding. The examples are loud /laʊd/, gown - /gaʊn/, house - /haʊz/.

Problems in Pronunciation

In Pronunciation, there many problems that occurred by the speakers. The first difficulty is pronouncing English words because English is a foreign language. So, they get difficulties to pronounce it. According to Herron (2000), there are three different kinds of problem areas can be distinguished. They are Problems in Pronunciations of Non-Native Sound, Carry-Over of Pronunciation Regularities from the Mother Tongue (L1), Overgeneralizations of Target Language (L2) Regularities. Brown (2007: 265) stated that there are several sources influencing errors in second language learning. They are interlingual transfer, intralingual transfer, learning context and communication strategies.

a. *Interlingual Transfer*

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language (Brown, 2007:266). As we know, the errors made by language learners are influenced by their first language. To identify the error, it can be compared to the target language. Here, the students directly pronounce their mother tongue into the second language because they did not know the correct form of the sentence.

b. Intralingual Transfer

According to Brown (2007:264) stated that intralingual transfer is a major factor in second language learning. It is also called the generalization of incorrect rules in the target language. For example: “a best boy in the class”. This is the example of /a/ used instead of /the/ before superlatives.

c. Context of Learning

Context of learning refers to social situations in second language learning or classrooms with teachers and their materials are in the case of school learning (Brown, 2007:266). In the context of classrooms, often the teachers give incorrect explanations or wrong presentations in their pronunciation.

d. Communication Strategies

According to Brown (2007:266), communication strategy is the strategic competence in understanding communication. Sometimes, the students often have problems when they say something because of their inadequate knowledge. To overcome this problem, they use various types of strategies in communication.

However, we cannot avoid an English error pronunciation. Generally, there are three types of pronunciation errors. They are:

a. Substitution

Substitution is a type of error which is characterized by the replacement of an item (Crystal D. 2004:295). A performance in which the performer uses the wrong form of pronunciation. Substitution of a word such as heart /hɑ:t/ is pronounced /hæt/ or /hɜ:t/ by generalizing the spelling combination ‘ea’ in the word such as learn /lɜ:n/ and earn /ɜ:n/.

b. Insertion

Insertion or addition is a type of error which is characterized by the presence of an item, which should otherwise not appear in the well-formed utterance (Fauziati, 2000:49-50). The source could be from intralingual, interlingual transfer, and others. Insertion vowel /ə/ in word such as, studied /'stʌdɪd/ is pronounced /'stʌdɪəd/.

c. Omission

Omission is a type of error which is characterized by the absence of an item that must be appeared in the well-formed utterance (Fauziati, 2000:49-50). Certain sounds are not produce entire syllables or classes of sounds may be deleted. Omission vowel /e/ the word is “develop /div'loped/ is pronounced /diveləpt/”.

Factors of Problem in Pronunciation

As people have their own native language. It seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

- a. Native language
- b. Age
- c. Exposure
- d. Innate Phonetics Ability
- e. Identity and Language Ego

f. Motivation and Concern for Good Pronunciation

Phonetic Symbols in Cambridge Advanced Learner's Dictionary

The standardized phonetic symbol is called International Phonetic Alphabet (IPA). It states that IPA is now used by many British dictionaries, including the Cambridge Advanced Learner's Dictionary to represent the pronunciation of words. However, most American and English dictionaries use several different phonetic symbols from IPA to make it easier for users of the English dictionary. Therefore, this study uses the phonetic symbols provided by Cambridge Advanced Learner's Dictionary as it preserves the IPA (International Phonetic Alphabet). The following phonetic symbols as follows as, (Hornby, 2005:118).

Table 3. English Consonants

No	Consonant	Word	Phonetic Symbols	No	Consonant	Word	Phonetic Symbols
1	P	Pen	/pen/	13	S	See	/si:/
2	B	Bad	/bæd/	14	Z	Zoo	/zu:/
3	T	Tea	/ti:/	15	ʃ	Shoe	/u:/
4	D	Did	/dd/	16	ʒ	vision	/vʒn/
5	K	Cat	/kæt/	17	H	Hat	/hæt/
6	g	Get	/get/	18	M	Man	/mæn/
7	tʃ	Chain	/tʃen/	19	N	Now	/naʊ/
8	dʒ	Jam	/dʒæm/	20	ŋ	Sing	/sŋ/
9	F	Fall	/fɔ:l/	21	L	Leg	/leg/
10	V	Van	/væn/	22	R	Red	/red/
11	θ	Thin	/θn/	23	J	Yes	/jes/
12	ð	This	/ðs/	24	W	Wet	/wet/

Table 4. English Vowels and Diphthongs

No	English Vowel	Word	Phonetic Symbols	No	English Diphthong	Word	Phonetic Symbols
1	i:	See	/si:/	1	iə	Near	/niə(r)/
2	i	Happy	/'hæpi/	2	eə	Rear	/reə(r)/
3	ɪ	Sit	/st/	3	ʊə	Cure	/cʊə(r)/
4	e	Ten	/ten/	4	ei	Paid	/peid/
5	æ	Cat	/kæt/	5	ai	Nice	/nais/
6	ɑ:	Father	/'fɑ:ðə(r)/	6	ɪ	Voice	/vɔis/
7	ɒ	Got	/gɒt/	7	əʊ	Load	/ləʊd/
8	ɔ:	Saw	/sɔ:/	8	aʊ	House	/haʊs/
9	ʊ	Put	/pʊt/				
10	u	Actual	/'æktʃuəl/				
11	u:	Too	/tu:/				
12	ʌ	Cup	/kʌp/				
13	ɜ:	Fur	/fɜ:(r)/				
14	ə	About	/əbaʊt/				
15	eɪ	Say	/seɪ/				

METHOD

A descriptive qualitative is applied in this study. According to Cresswell (2008:46), qualitative study is a type of study in which the writer was very dependent on information from the participant on the scope of the other, general questions, data collection consisting mostly of words or text from participants, explain and analyze the words and conduct the study subjectively. This study was conducted at English Language Education of Qomaruddin University located at Bungah village No.1 Bungah district, Gresik regency. The writer focused on the

fourth semester students of English Language Education. There were 31 students consist of 5 males and 26 females. Then, they are the respondents of this study.

Test and interview were used to collect the data. The purpose of test itself was to identify and describe the error when the respondents pronounce English diphthong. The next was interview. Semi-structured interview is applied as a technique of collecting data. According to Sugiyono (2017:140), instrument is a tool used to measure observed natural and social phenomena. The test was conducted to show students pronunciation directly. There were two pronunciation tests for the students. A reading text and reading vocabularies were used in pronunciation test for the students. The first text was taken from “Pronunciation Intensive Academic Program (2017:50)” which consist of 206 words and The second test was reading vocabularies. The writer used list of vocabularies from Hudson (2012:5) *A Practical Course in British English Pronunciation* which consist of 20 words.

To collect the data from test, the writer gave reading text and reading vocabularies. This data were taken start from March until May. There were 5 students who had taken the data. In this process, the students were given reading text and reading vocabularies. After that, the students were asked one by one to record their pronunciation using writer’s mobile phone. Meanwhile, there were 26 students taken the data during the Covid-19 pandemic. In this process, the students were given reading text and reading vocabularies. After that, they were asked to record their pronunciation using voice note on WhatsApp. Then, they sent their recording through writers’ WhatsApp. After the data were finished, a process of identifying and describing the problems in pronouncing English diphthong by the students took place.

According to Sugiyono (2017:140), interview is used as a data collection technique. Semi structured interview was used as instrument to collect the data. Although the writer had an interview guideline, the writer could modify the question during the interview process to get deeper data from the respondents. For interview, the data were taken by video call on WhatsApp. The data from interview were taken starting from March until May.

The data were analyzed after being collected. The data were taken from through test and interview. The data taken from test was analyzed based on the procedure proposed by Brown (2007:220). They are identifying the error and underlining the error pronounced words. To correct the error word, Cambridge English Dictionary was utilized. All the errors are described. A pronunciation error is known from each test. Therefore, the writer described the error types from the students’ pronunciation. Meanwhile, the data taken from interview was analyzed after identifying and analyzing the error pronounced word.

RESULTS AND DISCUSSION

Results

The results of this study showed that there were problems in pronouncing English diphthong by the students.

1. The Source of Problem in Pronouncing English Diphthong from Test

Most of the students had problems in their pronunciation. The problems were error pronunciation when they were pronouncing words. According to Wijayanti (2012:2) stated that errors related to pronunciation and sound writing can be interpreted as phonological damage. Most of the errors in the phonology were related to pronunciation. In this study, the writer found the sources of error in pronunciation of English diphthong from 219 words in test 1 and 20 words in test 2 which were spoken by the students. There were 512 errors made by the students of English diphthong in test 1.

Table 5. Sources of Error in Test 1

English Diphthong	Occurrences	Average	%
iə	81	2,61	15,82
eə	22	0,71	4,30
ʊə	0	0	0
eɪ	61	1,97	11,91
aɪ	42	1,35	8,20
ɔɪ	0	0	0
əʊ	207	6,68	40,43
aʊ	99	3,19	19,34

Meanwhile, they made 221 errors in test 2.

Table 6. Sources of Error in Test 2

English Diphthong	Occurrences	Average	%
iə	9	0,29	4,07
eə	0	0	0
ʊə	0	0	0
eɪ	90	2,90	40,72
aɪ	16	0,52	7,25
ɔɪ	0	0	0
əʊ	85	2,74	38,46
aʊ	21	0,68	9,50

2. The Error Types in Pronouncing English Diphthong from Test

According to Fauziati cited in Kartyastuti (2017:50) stated that there were 3 types of pronunciation error. There were substitution, insertion and omission. The result showed in two tests, the students performed substitution, insertion and omission in their pronunciation. The frequency of the error types was shown by the table below.

Table 7. Recapitulation Type of Error in Test 1

No	Student Initial	Frequency the Type of Pronunciation Error		
		Substitution	Insertion	Omission
1	AM	11	0	10
2	AEW	11	0	3
3	AH	12	0	11
4	BS	10	0	7
5	DM	12	0	10
6	ES	12	0	14
7	FMS	12	0	3
8	FD	11	0	4
9	FF	-	-	-

10	FRH	13	0	7
11	IN	8	0	5
12	KA	12	0	5
13	KS	-	-	-
14	LF	11	0	6
15	LA	11	0	4
16	LEN	8	0	1
17	MR	10	0	8
18	NK	10	0	2
19	NAI	8	0	3
20	NFS	13	0	6
21	NM	6	0	3
22	NR	11	0	5
23	SK	10	0	5
24	SS	12	0	4
25	SLF	11	0	4
26	SMU	11	0	4
27	SWL	12	0	4
28	WND	6	0	3
29	WI	9	0	2
30	YDP	11	0	5
31	MHB	14	0	10
32	MDA	9	0	3
33	ANF	12	0	9
TOTAL		329	0	160
AVERAGE		10,61	0	5,48
%		67,28	0	32,72

The substitution in test 1 occurred 67,28 % or 329 errors. Then there was not total error of insertion. The total error of omission was 32,72 % or 160 errors.

Table 8. Recapitulation Type of Error in Test 2

No	Student Initial	Frequency the Type of Pronunciation Error		
		Substitution	Insertion	Omission
1	AM	3	0	5
2	AEW	3	0	4
3	AH	3	0	4
4	BS	4	0	3
5	DM	4	0	3
6	ES	6	0	6
7	FMS	3	0	3
8	FD	2	0	3
9	FF	-	-	-
10	FRH	8	0	4
11	IN	3	0	3
12	KA	2	0	3
13	KS	-	-	-
14	LF	3	0	2
15	LA	3	0	5
16	LEN	2	0	0
17	MR	4	0	5
18	NK	4	0	4
19	NAI	2	0	3
20	NFS	5	0	3
21	NM	2	0	3
22	NR	4	0	3
23	SK	4	0	5
24	SS	3	0	3
25	SLF	4	0	3
26	SMU	3	0	1

English Diphthong Pronunciation Problems Encountered by the Fourth Semester Students of English Language Education Program at Qomaruddin University

27	SWL	4	0	3
28	WND	3	0	2
29	WI	2	0	2
30	YDP	6	0	5
31	MHB	3	0	3
32	MDA	3	0	4
33	ANF	6	0	4
TOTAL		111	0	104
AVERAGE		3,58	0	3,35
%		51,63	0	48,37

On the other hand, the substitution in test 2 appeared 51,63 % or 111 errors. Then there was not total error of insertion, while the total error of omission was found 48,37 % or 104 errors.

3. The Factors in Pronouncing English Diphthong from Interview

There were some factors when students pronounced English Diphthong. First, when they pronounced something, the pronunciation must be right because incorrect pronunciation would lead to incorrect meaning and writing. Second, the factor was caused by mother tongue. The students called “Medok Style”. If they had “Medok Style”, automatically the pronunciation would be different from native speaker of English, because they less familiar with English pronunciation. Third, the factor was caused by lack of practice and lazy to practice because English diphthong was difficult to be pronounced.

Discussion

The Source of Problem in Pronouncing English Diphthong. There were many sounds of error which was produced by the students in pronouncing English diphthong through 2 kind of tests. Based on findings, the writer had presented that students performed error in 11 English diphthongs. There were 6 diphthong error in test 1 and 5 diphthong error in test 2. For test 1 the error was shown by the figure below.

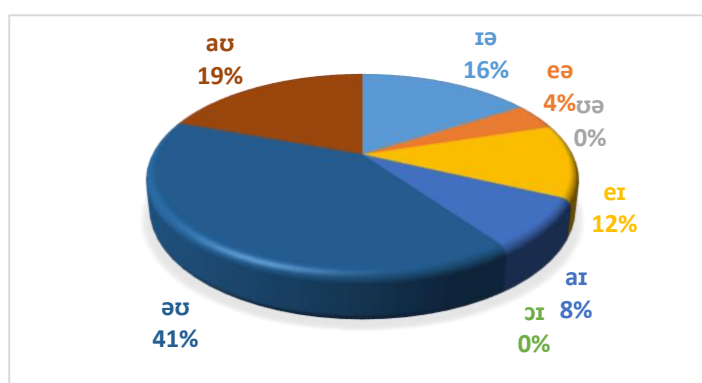


Figure 7. Sources of Error in Test 1

1. The English Diphthong /ɪə/

Based on the data analyzed, there were 16% errors of pronouncing English diphthong /ɪə/. The total numbers were 81 errors from the first test appeared by the students in pronouncing English diphthong /ɪə/.

2. The English Diphthong /eə/
In pronouncing English diphthong /eə/, the students made 4% errors of pronouncing English Diphthong /eə/. The total numbers were 22 errors from the first test appeared by the students in pronunciation of English diphthong /eə/.
3. The English Diphthong /ʊə/. In reading text there was not word which contained English diphthong ʊə.
4. The English Diphthong /eɪ/
In pronouncing English diphthong /eɪ/, the students made 12% errors of pronouncing English diphthong /eɪ/. The total numbers were 61 errors from the first test appeared by the students in pronunciation of English diphthong /eɪ/.
5. The English Diphthong /aɪ/
The students had made 8% errors of pronouncing English diphthong /aɪ/. The total numbers were 42 errors from the first test appeared by the students in pronunciation of English diphthong /aɪ/.
6. The English Diphthong /ɔɪ/
In reading text there was one word which contained about English diphthong /ɔɪ/. The word was “Boy” which located in sentence 13 of reading text (see appendix 1). All students were correct in pronunciation English diphthong /ɔɪ/.
7. The English Diphthong /əʊ/
When the writer analyzed the data, she found the frequency of error in pronouncing English diphthong /əʊ/ was 41% or the total number there were 207 errors from the first test.
8. The English Diphthong /aʊ/
The students had made 19% errors or the total number there were 99 errors from the first test in producing English diphthong /aʊ/.

For test 2 the error was shown by the figure below.

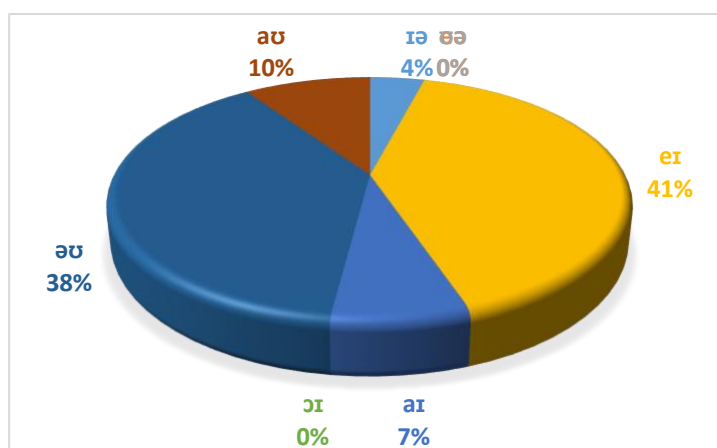


Figure 4.2 Sources of Error in Test 2

1. The English Diphthong /ɪə/
Based on the data analyzed, there were 4% errors of pronouncing English diphthong /ɪə/. The total numbers were 9 errors from the second test appeared

- in pronunciation of English diphthong /ɪə/.
2. The English Diphthong /eə/

In reading text there was one word which contained about English diphthong /eə/. The word was “There” which located in word number 20 of reading vocabularies.
 3. The English Diphthong /ʊə/. In reading vocabularies there was not words which contained English diphthong /ʊə/.
 4. The English Diphthong /eɪ/

Based on the data analyzed, there were 41% errors of pronouncing English diphthong /eɪ/. The total numbers were 90 errors from the second test appeared in pronunciation of English diphthong /eɪ/.
 5. The English Diphthong /aɪ/

Based on the data analyzed, there were 7% errors of pronouncing English diphthong /aɪ/. The total numbers were 16 errors from the second test appeared in pronunciation of English diphthong /aɪ/.
 6. The English Diphthong /ɔɪ/

In reading text there was one word which contained about English diphthong /ɔɪ/. The word was “Toy” which located in word number 5 of reading vocabularies.
 7. The English Diphthong /əʊ/

When the writer analyzed the data, she found the frequency of error in pronouncing the English diphthong /əʊ/. There were 38% errors of pronouncing English diphthong /əʊ/. The total numbers were 85 errors from the second test appeared in pronunciation of English diphthong /əʊ/.
 8. The English Diphthong /aʊ/

Based on the data analyzed, there were 10% errors of pronouncing English diphthong /aʊ/. The total numbers were 21 errors from the second test appeared in pronunciation of English diphthong /aʊ/.

The error types in pronouncing English diphthong occurred when the students mispronounced the words. They usually substituted as well as inserted the English diphthong. They also sometimes instead omitted the English diphthong. For example the word which was substituted by the students for instance was “Say” /sei/. The students pronounced the word as /sai/ which meant they substituted English diphthong /eɪ/ became /aɪ/. In English diphthong, they replaced diphthong to be monophthong. The classification based on error occurrence from test 1 was explained below.

Table 9. Substitution of English Diphthong from Test 1

English Diphthong	Substitute	Word instance	Error spelling	Correct spelling
ɪə	-	-	-	-
eə	ɪ	Bear	/bɪ(r)/	/beə(r)/
ʊə	-	-	-	-
eɪ	aɪ	Say	/sai/	/sei/
		Neighbours	/naɪbə(r)s/	/neɪbə(r)s/
		Craning	/kraɪnɪŋ/	/kreɪnɪŋ/
aɪ	eɪ	Spying	/speɪŋ/	/spaɪŋ/
ɔɪ	-	-	-	-/
		Program	/prɔ:græm/	/prəʊgræm/
əʊ	ɔ:	Hold	/hɔ:ld/	/həʊld/
		Although	/ɔ:lðɔ:g/	/ə:lðəʊ/

		So	/sə:/	/səʊ/
		Over	/ɔ:və(r)/	/əʊvə(r)/
		Know	/nə:/	/nəʊ/
		Also	/ɔ:lsə:/	/ɔ:lsəʊ/
		Proud	/praʊd/	/praʊd/
		Amount	/əmənt/	/əmaʊnt/
aʊ	ɔ:	Found	/faʊnd/	/faʊnd/
		Out	/aʊt/	/aʊt/
		About	/əbaʊt/	/əbaʊt/

1. Substitution

The substitution became the most appearance in this study. Based on the table, there were some English diphthong which were substituted by monophthong. Because, in English diphthong there was combination between two vowels. Therefore, they substituted English diphthong became monophthong. It was due to English had complex spelling. Another case was they substituted English diphthong /aɪ/ became /eɪ/. Beside it, the students also had substituted English diphthong /aɪ/ became /eɪ/. The word “Spying” /spaɪnɪŋ/ became /speɪnɪŋ/.

Another case was they substituted English diphthong /əʊ/ became monophthong /ɔ:/. Most of the students pronounced the word “Program”, “Hold”, “Although”, “So”, “Over”, “Know”, “Also”. They pronounced as /prɔ:græm/, /hɔ:ld/, /ɔ:lðɔ:g/, /sɔ:/, /ɔ:və(r)/, /nɔ:/, /ɔ:lsə:/ while the right pronunciation was /prəʊgræm/, /həʊld/, /ɔ:lðəʊ/, /səʊ/, /əʊvə(r)/, /nəʊ/, /ɔ:lsəʊ/. The next English diphthong was /aʊ/. Most of the students substituted English diphthong /aʊ/ became monophthong /ɔ:/. The word was “Proud”, “Amount”, Found”, “Out”, “About”. Most of them pronounced was /prɔ:d/, /əmənt/, /fɔ:nd/, /ɔ:t/, /əbɔ:t/ while the right pronunciation was /əmaʊnt/, /faʊnd/, /aʊt/, /əbaʊt/.

The next explanation of classification based on error occurrence from test 2 was explained below.

Table 10. Substitution of English Diphthong from Test 2

English diphthong	Substitute	Word instance	Error spelling	Correct spelling
ɪə	-	-	-	-
eə	-	-	-	-
ʊə	-	-	-	-
eɪ	aɪ	Sailor	/saɪlə(r)/	/seɪlə(r)/
aɪ	-	-	-	-
ɔɪ	-	-	-	-
		Slow	/slɔ:v/	/sləʊ/
		Now	/nɔ:v/	/nəʊ/
əʊ	ɔ:	Road	/rɔ:ʊd/	/rəʊd/
	aʊ	Slow	/slaʊ/	/sləʊ/
aʊ	ɔ:	Brown	/brɔ:n/	/braʊn/

Based on the table from the second test, there were some students substituted English diphthong became monophthong and substituted English diphthong with different English diphthong.

Another case was they substituted English diphthong /əʊ/ became monophthong /ɔ:/ and English diphthong /aʊ/. For English diphthong /əʊ/, the word was “Slow”, “Now”, “Road”. They pronounced as /slɔ:v/, /nɔ:v/, /rɔ:ʊd/. They substituted English diphthong /əʊ/ became monophthong /ɔ:/. Another student also substituted English diphthong /əʊ/ became English diphthong /aʊ/. The word was “Slow”. They pronounced as /slaʊ/ while the right pronunciation as /sləʊ/.

Another case was they substituted English diphthong /əʊ/ became monophthong /ɔ:/. The word was “Brown”. They pronounced as /brɔ:n/ while the right pronunciation was /braʊn/.

2. Insertion

All of the students from the first and second test there were not error types in pronouncing English diphthong.

3. Omission

Among the error types in pronouncing of English diphthong. The table below displayed English diphthong about omission from the first test.

Table 11. Omission of English Diphthong from Test 1

English Diphthong	Omission	Word instance	Error spelling	Correct spelling
ɪə	ɪ	Mysterious	/mɪstəriʊs/	/mɪstəriəs
		Nearly	/nə(r)li/	/nɪəli
		Years	/jɪə(r)s/	/jɪə(r)s
eə	ə	Fear	/fɪ(r)/	/fɪə(r)
		-	-	-
eɪ	ɪ	Strange	/strendʒ/	/streɪndʒ/
		Made	/met/	/meɪd/
		Came	/kem/	/keɪm/
	E	Craning	/kreɪnɪŋ/	/kreɪnɪŋ/
		Greatest	/gri:tɪ(s)/	/greɪtə(s)/
		director	/dɪrektər/	/daɪrektər/
aɪ	A	Twice	/twɪs/	/twɑɪs/
		finer	/fɪnə(r)/	/faɪnə(r)/
ɔɪ	-	-	-	-
əʊ	-	-	-	-
aʊ	A	Proud	/prʊd/	/praʊd/

Based on the table above, there were some students omitted English diphthong and changed into monophthong. The students omitted English diphthong /ɪə/ became monophthong /ɪ/. Beside it, there was also students who pronounced the word “Fear” became /fɪ (r)/. They also omitted English diphthong /ɪə/ became monophthong /ə/.

Another case was they omitted English diphthong /eɪ/ became monophthong /ɪ/ and /e/. The students pronounced the word “Strange”, “Made”, “Came”, “Craning” became /strendʒ/, /met/, /kem/, /kreɪnɪŋ/ while the right pronunciation was /streɪndʒ/, /meɪd/, /keɪm/, /kreɪnɪŋ/. There were also students who pronounced the word “Twice” became twɪs while the right pronunciation was /twɑɪs/. They omitted English diphthong /eɪ/ became monophthong /e/.

Furthermore, there were some students who pronounced the word “Director”, “Twice”, “Finer” became /dɪrektər/, /twɪs/, /fɪnə(r)/ while the right pronunciation was /daɪrektər/, /twɑɪs/, /faɪnə(r)/. They omitted English diphthong /aɪ/ became monophthong /a/. The students also omitted English diphthong /aʊ/ became monophthong /a/. The word was “Proud”. They pronounced as /prʊd/ while the right pronunciation was /praʊd/.

The next explanation of classification based on error occurrence from test 2 was explained below.

Table 12. Omission of English Diphthong from Test 2

English Diphthong	Omission	Word instance	Error spelling	Correct spelling
/ɪə/	ə	Immediately	/i'm:diatli/	/i'm:diətli/
eə	-	-	-	-
ʊə	-	-	-	-
	E	Great	/grit/	/greit/
/eɪ/	ɪ	Table	/teble/	/teɪble/
		Played	/pleyed/	/pleɪd/
/aɪ/	A	Quietly	/kwitli/	/kwaɪtli/
		Island	/islənd/	/aɪlənd/
/ɔɪ/	-	-	-	-
/əʊ/	ə	Road	/rʊd/	/rəʊd/
/aʊ/	-	-	-	-

Based on the table from the second test, there were some students omitted English diphthong /ɪə/ became monophthong /ə/. The word was Immediately. The students pronounced as /i'm:diatli/ while the right pronunciation as /i'm:diətli/. The next was English diphthong /eɪ/ omitted into monophthong /ɪ/. Most of the students pronounced the word “Great”, “Table”, “Played” became /grit/, /teble/, /pleyed/ while the right pronunciation was /greit/, /teɪble/, /pleɪd/.

Another case was they omitted English diphthong /aɪ/ became monophthong /a/. The word was “Quietly”, “Island”. The students pronounced as /kwitli/, /islənd/ while the right pronunciation was /kwaɪtli/, /aɪlənd/. The next word was road. The students were pronounced as /rʊd/ while the right pronunciation was /rəʊd/.

Factors Causing Difficulties in Pronouncing English Diphthong

The writer had three classifications about the factors of difficulties in pronunciation diphthong. The difficulties were about pronunciation, less knowledge and difficult to distinguish. First, it was about pronunciation. There were 55% of the students said if the difficulties factors in pronunciation diphthong was pronunciation. In diphthong pronunciation, the first factor caused difficulty was pronunciation. Because they considered the difficulty was in terms of pronunciation. Sometimes they have difficulty to pronounce the words because they have never heard the word. Beside it, bad pronunciation will also have difficulty to pronounce the word. Moreover, they also had Javanese accent or “medok style”. It influenced the pronunciation because it was different from native speaker.

Second, it was about less knowledge. There were 35% of the students said if the difficulties factors in pronunciation diphthong was Less knowledge. The reason was sometimes they did not pay attention to how the diphthong was read when it was taught. In addition, the lack of knowledge was also caused by their lack of reading English articles, namely the lack of their knowledge. Besides it they also lack of practicing the words. Third, it was about difficult to distinguish. There were 10% of the students said if the difficulties factors in pronunciation diphthong was difficult to distinguish. The reason was there were quite a lot of letters in diphthong, because it also combined 2 vowels. So, they were difficult to distinguish.

CONCLUSION

The conclusion of the study was stated based on the analysis of the findings and discussions in previous chapter. It deals with the statements of the problem. The conclusion are as follows:

- a. The sources of the error in pronouncing English diphthong of the fourth semester students of English Language Education Program at Qomaruddin University in academic year 2019/2020 reading text were 8 diphthongs. They were /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/. There were 6 diphthongs of error namely diphthong /ɪə/, /eə/, /eɪ/, /aɪ/, /əʊ/, /aʊ/. In reading vocabularies, there were 5 diphthongs mispronounced namely diphthong /ɪə/, /eɪ/, /aɪ/, /əʊ/, /aʊ/.
- b. The error types in pronouncing English diphthong are substitution, insertion, and omission. In reading text, the total of substitution was 329 errors and there was not total error of insertion. While the omission was 160 errors. Furthermore, in reading vocabularies was found 111 errors of substitution, and there was not total error of insertion, whereas there were 104 errors of omission.
- c. The factors of difficulties in pronouncing English diphthong were pronunciation, less knowledge and difficult to distinguish each sound of diphthongs. First, it was about pronunciation. Because they considered the difficulty was in terms of pronunciation. Sometimes they have difficulty to pronounce the words because they have never heard the word. Second, it was about less knowledge. This caused a lack of vocabulary knowledge due to lack of learning. In addition, the lack of knowledge was also caused by their lack of reading English articles or listening to the words, namely the lack of their knowledge. Third, it was difficult to distinguish the diphthongs. The reason is that there were quite a lot of letters in diphthong, because it also combined 2 vowels. Therefore, they were difficult to distinguish.

REFERENCES

- Arikunto, P.D. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. 7th ed. Jakarta: PT. Rineka Cipta.
- Brown, D.H. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2th ed. New York: Pearson Education.
- Brown, D.H. (2007). *Principles of Language Learning and Teaching*. 5th ed. US: Pearson Education.
- Cahyowati, R. (2016). *Pre-Service English Teacher;s Pronunciation of Diphthongs*. Thesis Universitas Sanata Dharma, Yogyakarta.
- Cambridge Advanced learner's Dictionary, Cambridge University Press 2008
- Cresswell, J.W. (2008) *Educational Research*. 4th ed. United States of America: Pearson.
- Crystal, D. (2003) *the Cambridge Encyclopedia of the English Language*. 2th ed. Cambridge: Cambridge University Press.
- Crystal, D. (2004) *the Cambridge Encyclopedia of the English Language*. 2th ed. Cambridge: Cambridge University Press.
- Dale, L.P. (2005). *English pronunciation made Simple*. New York: Pearson Education Inc.
- Delahunty, G.A. (2010). *The English Language: form Sound to Sense*. Indiana: Parlor Press.
- Elloway, A. (2013). *Grammar for Academic Writing*. Edinburgh: Edinburgh University Press.

- Fauziati, E. (2000). *Reading on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher*. 2th ed. Surakarta: Era Pustaka Umum.
- Forel, G. P. (2005, March 9). *Phonetic and Phonology : Reader for First Year English Linguistics*:[http://Faculty. Mu.Edu.Com](http://Faculty.Mu.Edu.Com).
- Herron, D. (2000, March 29). *Phonetic Rule for Diagnosis of Pronunciation Errors*: <http://www.Isca.speech.org>. doi: 10.1.1.42.9705. Retrieved on January 2nd 2020 at 20.15
- Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary*. 7th ed. New York: Oxford University Press.
- Hudson, J. (2012). *A Practical Course in British English Pronunciation*. Pronunciation Studio.
- Kartyastuti, L N. 2017. *An Error Analysis in Pronunciation of English Vowels of the First Semester Students of English Education Department in IAIN Surakarta in the Academic Year 2015/2016*. English Education Department Islamic Education and Teacher Training Faculty State Islamic Institut of Surakarta.
- Kelly, G. (2001). *How To Teach Pronunciation*. England: Longman.
- Kristina, D. A. (2006). *Pronunciation 1*. Surakarta: Sebelas Maret University Press.
- Mcmahon. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh Univerisy Press Ltd.
- Richard, J. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Roach, P. (2009). *English Phonetic And Phonology : A Practical Course (4th Edition)*. 4th ed. New York: Cambridge University Press.
- Sugiyono, P. D. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. 26th. Bandung: Alfabeta.
- Siulani, N. (2018). Indonesian Students' Pronunciations of Diphthong /eɪ/, /ɪə/ and /oə/ in Monosyllabic English Words. *Thesis*. Universitas Sanata Dharma, Yogyakarta.
- Vebriani, N. M. (2019). An Error Analysis in Pronunciation of English Vowels of the Fourth Semester Students of English Language Education Program. *Thesis*. University of Qomaruddin, Gresik.
- Wijayanti, T. M. 2012. *Analisis Kesalahan Berbahasa Bidang Fonologi Cerpen Berdasarkan Peristiwa yang Dialami Siswa Kelas IXA SMP Muhammadiyah 8 Surakarta Tahun Ajaran 2011/2012*. http://eprints.ums.ac.id/19175/2/BAB_I.pdf. Retieved on August 11th 2019 at 20.05.
- Yates, L. (2002). *Setting Goals For Teaching Pronunciation*. Amep Fact Sheet: Adult Migrant English Program Research Centre.
- Yule, G. (2010). *The Study of Language*. 4th. New York: Cambridge University Press.