

## THE FACTORS OF ENGLISH WORDS MISPRONUNCIATION ENCOUNTERED BY EFL STUDENTS

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### Abstract

English is a foreign language widely spoken among Indonesian, and people may become interested in a foreign language and start to learn the language. However, learning English can be challenging. Learner begins by memorizing vocabulary, understanding grammar rule, and primarily speaking the language. EFL (English as a Foreign Language) learners must be attentive to their pronunciation during communication. Pronunciation is crucial in speaking, considering major mispronunciation can affect different interpretations. EFL learners in many levels of education, such as kindergarten to university, encountered English mispronunciation. The purpose of this study was to reveal the factors of EFL students' mispronunciation and aimed to acknowledge the EFL students' strategies to correct their English pronunciation. The participants of the study were five students in their fourth semester at the English Education Department at the University of Islam Malang. This study used qualitative descriptive as the research design and open-ended interview as the instrument. there are several factors that cause EFL students mispronounce the English words which are the participants' self-motivation, lack of vocabulary, afraid of making mistakes while speaking loudly or in class, and mother tongue interference heavenly influence the EFL students' pronunciation. The participants used to improve their pronunciation are listening to English songs and watching English movies, using TikTok and YouTube, checking their pronunciation in Google Translate, and corrective feedback.

**Key words:** English mispronunciation, factors of mispronunciation, students' strategies

### INTRODUCTION

Being multilingual or someone who can master more than one language is a dream for some people. People begin to learn new languages for a variety of reasons. For example, they must study the language for academic and business purposes or only want to spend leisure time. Moreover, people may become interested in a foreign language and start to learn the language. Indonesia has a diversity of languages. Besides more than 700 regional languages, foreign languages, namely Arabic, Japanese, Korean, Mandarin, and English. English is a foreign language widely spoken among Indonesian (Jembatan Bahasa, 2021). In the past few years, the English language become the language that people depended on globally (Tauchid et al., 2022).

Anwar et al. (2020) stated that the majority of students believed that learning English is essential for understanding cultures, traditions, literature, and engaging with native speakers.

However, learning English can be challenging and need the effort to do it. Learner begins by memorizing the vocabulary, understanding the grammar rule, and primarily speaking the language. English as a Foreign Language (EFL) learners must be attentive to their pronunciation during communication. Hence, there are numerous individuals with a strong interest speak English with good pronunciation throughout the world (Hassan, 2014). Pronunciation is crucial in speaking, considering major mispronunciation can affect different interpretations. Thus, according to Tomasz (2011, as cited in Keshavarz & Abubakar, 2017), a second language learner's pronunciation mistakes can be troublesome because even when they employ proper syntax and advanced vocabulary, listeners may still have problems understanding them. Nevertheless, pronouncing the English words would be different from how they pronounce their native words and consider as a difficulty. Pronunciation impacts how meaning is understood, good communication necessitates an accurate and appropriate pronunciation (Mazia, 2020).

The act of making sounds that have meaning is known as pronunciation. In other words, pay great attention to facial expressions and body language that are connected to the way we speak a language. That involves supra-segmental aspects, such as intonation, phrasing, emphasis, timing, and rhythm (Almuslimi, 2020). There are twelve vowels and twenty-four consonants in English. The twelve vowels in English are /i:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/ and the twenty-four consonants in English are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w]. In Indonesian, the vowels are /A/, / I/, /U/, /E/, /O/ (Simarmata & Pardede, 2020). Due to significant phonological differences between English and Bahasa Indonesia, Indonesian learners of English often have trouble pronouncing English words, especially while speaking (Tambunsaribu & Simatupang, 2021).

L1 is the mother tongue, which is learned and utilized in the family since childhood, whereas L2 is a language that is only learned after mastering L1. Interference is when mother tongue elements are introduced into the language that is being taught, resulting in linguistic mistakes (Noviyenty & Putri, 2021). It is challenging to pronounce the sounds of the target language because of the influence of the first language. Zhang & Yin (2009, as cited in Mazia, 2020) stated that a certain sound that does not exist in the local language might make it difficult for English language learners to produce the sounds. Grammar and speaking skills are where mother tongue interference is most noticeable. It causes learners to make mistakes when speaking without preparation and translating a paragraph into the target language (Denizer, 2017).

Lack of motivation becomes one of the factors why English mispronunciation still encounters among EFL learners. Learning new language such as English need a motivation to achieve the learners' goals. According to Ahmed (2017) the definition of motivation is the importance, views, and manners covering the learning process. Motivation can come from inside and outside of the learners. As cited in Husna & Murtini (2019) there are two kinds of motivation from cognitive viewpoint which are intrinsic and extrinsic motivation. Intrinsic motivation is the passion within the learners attempting to reach their goals. Extrinsic motivation is connected to doing an action to receive an outside reward or to avoid punishment.

In the case of learning English as a foreign language, learners who have intrinsic motivation can study English with ease and no pressure from any circumstances. Learners will enjoy the learning process until they receive the goals they set in the beginning. The aims of learning English are to produce the output, such as writing and speaking with the correct pronunciation. Several studies discovered that having individual or professional goals for learning English can impact the

learners' English pronunciation to sound like native. Marinova- Todd et al. (2000, as cited in Ali et al., 2017) it discovered that adults who have a passion for a second language will resemble native speakers in speaking and have a high proficiency level.

Otherwise, learners who lack motivation or learn the English language because of demands that they need to be followed and are afraid of punishment will hold back the learning process to reach the achievement. It is usually encountered by students who study English in school and only want to pass the school subject. In school, teacher behavior plays a massive role in motivating the students by complementing and providing comfortable and positive energy during the lesson. Teacher compliments allow the students to speak voluntarily and share their ideas eagerly (Belkacem, 2018). Trawiski (2005, as cited in Pratiwi et al., 2020) a lack of support for using English and a lack of desire to study English affect the students' achievement.

Senel (2006, as cited in Suwanaroa et al., 2020) indicated that learners have a high chance to use and listen to English as their second language if they live in an English-speaking society. Because English is not widely spoken among Indonesian, the opportunities of practicing and having an English conversation in daily life are low. The learners need to study alone or join an English community to improve their English ability.

According to Harmer (2001:250, as cited in Tajeldeen, 2019), there are several problems faced by students when they learn the pronunciation. Some students have tremendous difficulties hearing and reproducing pronunciation features. Students with distinct first languages frequently struggle with different sounds. Learning a new language challenges students with the difficulty of physical unfamiliarity, such as making the sound utilizing portions of the mouth, uvula, or nasal cavity. Many students struggle to hear tunes or identify the various patterns of rising and falling tones. Performance conditions, affective factors, and topical knowledge were all elements that influenced students' difficulty speaking English (Astuti et al., n.d.).

There are several strategies that EFL students use to improve their English pronunciation. As explained by Akyol (2013), several pronunciation learning strategies help students to produce English words. Among students without specialization or taking a course in pronunciation, recalling how the teachers pronounce the words is the most popular strategy. Also, listening to music, movies, tapes, or television helps to improve English pronunciation, especially for students without training experience.

Limeranto & Bram (2022) encountered a variety of speaking strategies of EFL graduate students. The strategies are, memorizing, drilling, practicing, and checking online dictionaries. Drilling means repetition technique; in this case, the students constantly repeat the strategies that suit them. Memorizing new vocabulary contributes to the student's speaking ability because a lack of high-level of vocabulary leads to the student's readiness to speak and be more active in class. Also, checking the pronunciation using online dictionaries help the students to improve their pronunciation. The students take their time to practice more because they notice the difference in their pronunciation, which is getting better.

Several previous studies show that the interference of mother tongue is the reason of English mispronunciation. Begum & Hoque (2016) state that strong mother tongue (L1) interference is the responsible factor for pronunciation issue among the tertiary level students in Bangladesh. Alike the statement above, Mazia (2020) reports that pronouncing the sounds of the target language is challenging due to the influence of the first language for students at Uludag University.

Like the previous statements, most of them mentioned L1 interference and inconsistencies from a second language (L2) sound system as the primary causes of this mispronunciation issue among the second semester students in Hebron University (Farrah & Halahlah, 2020). And

according to Almuslimi (2020) L1 interference can lead to some mispronunciations or pronunciation errors for level-three students in the Sana'a University.

The earlier studies also show that lack of motivation is the factor accountable for mispronunciation. Begum & Hoque (2016) state that the teachers do little to encourage the tertiary level students in Bangladesh to work on their English pronunciation. Also, other issues that could affect how well they learn include not having any experience with English pronunciation, being unmotivated, and others (Aulia, 2018). Motivation and pronunciation go hand in hand since they can inspire EFL students to understand English phonetics for improved pronunciation (Indrayadi et al., 2021). According to Aulia (2018), 50% of the third semester students at the English Department of STKIP PGRI Banjarmasin have low motivation and no prior knowledge of English pronunciation.

This study addresses the problem under the questions:

1. What factors contribute to the continued mispronunciation of English words by fourth semester students of English Department in University of Islam Malang?
2. What are the students' strategies to correct their English pronunciation?

## RESEARCH METHOD

The participants of this study are the fourth-semester students of English Education Department in University of Islam Malang. The students were recommended by the lecturer. The lecturer suggested the students with low performance in English Debate class. The criteria are supported by the teacher's observations during class. The assessment aspect is based on a rubric score with criteria for fluency, content, and pronunciation. Participants who were interviewed did not mean students with low grades, but their pronunciation was still not good. It does not mean they cannot speak English; they are fluent, but their pronunciation is still lacking. As many as five students participate in this study by answering the interview questions that related to the factors of English words mispronunciation and their strategies to resolve the mispronunciation.

This study used interviews to gather data. An open-ended interview was conducted with an interview guide to disclose a deeper exploration of the factors of EFL students' English mispronunciation and the strategies to correct the pronunciation. Interview guides often offer a list of questions and other recommendations to keep the conversation focused.

The questions were adapted from Mulansari, Basri & Hastini (2014, as cited in Sariyani 2021). The interview applied ten main open-ended questions with other questions that had arisen during the interview to reveal the important phenomenon under the study. The questions covered the factors of students' mispronunciation, and the students' strategies to overcome English mispronunciation. The interview was conducted online and offline with five to ten minutes of time allocation for each participant. The interview was recorded using Zoom Meeting and voice recorder with consent from the participants. The researcher wrote the transcript to capture what was said and how it was said to provide a complete and accurate interview record.

## FINDING

Based on the findings in this study, there are several factors that cause EFL students mispronounce the English words. The first factor was the participants' self-motivation. It influences their willingness to practice and correct their pronunciation. The motivation of the learner to study the language impacts whether the learner will develop native-like pronunciation. The cause of lack of motivation to learn about pronunciation comes from laziness. Laziness can naturally come from the personality trait of the learners.

The second factor was lack of vocabulary which was one of the factors of mispronunciation. When the participants found unusual vocabulary, they did not know how to pronounce the word correctly. The next factor was afraid of speaking loudly or in public, especially once they ever mispronounced the words when they speak in class. The finding also shows that mother tongue interference heavenly influence the EFL students' pronunciation. Since most of the students speak in their mother tongue languages, they have a limited opportunity to speak in English and it can influence the way they pronounce the English words.

**Table 1.** Questions about the students' difficulties in speaking English

| No. | Questions                                          |
|-----|----------------------------------------------------|
| 4.  | What difficulties do you face in speaking English? |

#### Interviewee 1

The first participant found it difficult to pronounce English words correctly, especially new vocabulary and she had no idea on how to pronounce the words correctly.

*"The difficulty that I face when speaking English is when I find new vocabulary and pronunciation, so I am not sure how to pronounce it."*

#### Interviewee 2

The second participant mentioned that she had difficulty pronouncing English words that she rarely heard, rarely used, and advanced vocabulary.

*"I found it difficult to pronounce words that I had never heard of, rarely used in speech and difficult English words."*

#### Interviewee 3

The third participant shared that her lack of practice made it difficult for her to pronounce English.

*"Due to the lack of practice, I have difficulty pronouncing English words."*

#### Interviewee 4

The fourth participant stated that the many different ways of pronouncing each letter in English made it difficult for her to pronounce English words correctly.

*"The reason I have trouble pronouncing English words is that there are many different rules of English pronunciation."*

#### Interviewee 5

The fifth participant said that it was difficult for her to speak in English because apart of she did not have any friends to practice her pronunciation with, she also stated that because she used Indonesian in daily communication so the opportunity to speak in English was low.

*"My difficulty is that I speak Indonesian on a daily basis and have no one to practice with."*

This study reveals the deep issues related to the factors of students' English mispronunciation. The participants stated that an English Education Department was not their passion and was because of their parents' will to study in English Education Department.

**Table 3.** Questions about the factors of English words mispronunciation

| No. | Questions                                                      |
|-----|----------------------------------------------------------------|
| 5.  | What factors that cause you to mispronounce the English words? |
| 6.  | What is your biggest problem in pronouncing English words?     |

#### Interviewee 1

The factor that causes the first participant to pronounce English incorrectly was the lack of vocabulary. In addition, intrinsic motivation such as laziness is a factor that affects her English pronunciation. However, the biggest problem in pronouncing English words was that she is not used to pronouncing English words and she has a fear of speaking in English.

*"I'm not used to speaking English. And when I try to speak English fully, people always make fun of me. So, I'm a bit hesitant to speak English."*

*“You have to study in English education because English is a language you will use in the future.” My parents thought so, while I’m still basic in English.”*

#### **Interviewee 2**

The second participant revealed that the factors that caused her to make mistakes in English pronunciation were lack of motivation in herself or laziness and fear of speaking in public. The third participant also admitted that laziness was her biggest factor in pronouncing English words.

*“I think the main factor is laziness to learn proper English pronunciation.”*

#### **Interviewee 3**

The third participant mentioned that lack of practice is a factor that causes her to pronounce English words incorrectly. She stated that self-motivation affects her English pronunciation. The biggest problem in pronouncing English words is the fear of making mistakes.

*“In my opinion, self-motivation is very influencing my learning process. Usually I am very excited, but sometimes the enthusiasm to learn is not there. Also, I am afraid of making mistakes in speaking English.”*

#### **Interviewee 4**

The factors that caused the fourth participant to make mistakes in pronouncing English words were her lack of habit of speaking English because she only had this opportunity when she was in English class. The fourth participant’s biggest problem in pronouncing English words was mother tongue interference.

*“Sometimes, pronouncing English words is difficult. I know how to pronounce it, but it just hard for me to produce the words because of my mother tongue.”*

#### **Interviewee 5**

The fifth participant stated that pronouncing the English words was hard because of how different English pronunciation and Indonesian pronunciation are. Also, she said that the biggest problem was laziness and lack of practice in English speaking.

*“I like to practice my English speaking with my friends. However, because my friends and I don’t live near to each other, rarely meet, and always speaking in Indonesian, I feel lazy to practice my pronunciation alone.”*

*“I feel like it’s not my expertise. Also, it won’t be very useful when I finish university. I don’t intend to become a teacher or anything related to my major. Just to finish my studies.”*

This study reveals various strategies that the participants used to attempt their improvement in English pronunciation. The most popular strategies for the participants were listening to English songs and watching English movies. These strategies are easy to implement in daily basis, and it is easy for them to follow the pronunciation through songs and movies. Another most applied strategy was the use of social media to improve their English pronunciation. All the participants stated that TikTok and YouTube helped them to learn pronouncing English words correctly. The other strategy was checking the pronunciation using online dictionaries or Google Translate. The participants found it easy for them to instantly learn to pronounce the English words using the online dictionaries. The last strategy was corrective feedback from lectures or friends. It stated that the lecturer’s correction can help the students to learn the correct way in pronouncing the English words.

**Table 4.** Questions about the participants' strategies to improve their pronunciation

| No. | Questions                                                                                                                                                   |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.  | What are your strategies to improve your English pronunciation?                                                                                             |
| 9.  | Do you use (listening movies or music, YouTube, social media, drilling, practicing, memorizing, and checking online dictionaries) to improve pronunciation? |
| 10. | What is the most effective strategy for you to overcome your English mispronunciation?                                                                      |

**Interviewee 1**

To improve English pronunciation, the first participant used listening and reading comprehension. She also asked her high school teacher about the correct English pronunciation. Another strategy was when she found a new English word, she looked up the meaning of the word and how to pronounce the word correctly. Also, the first participant used the TikTok app to learn proper English pronunciation.

The first participant revealed that listening and understanding English reading is the most effective way for her to improve her English pronunciation.

*"The strategy I often use to improve my English pronunciation is by listening and understanding the reading materials."*

**Interviewee 2**

The second participant used Google to find out the correct pronunciation of English words. Moreover, the second participant usually watches videos about correct English pronunciation on the TikTok app. According to the second participant, the most effective strategy she uses is to watch English movies.

*"For me, the most effective way is to learn English pronunciation by watching movies."*

**Interviewee 3**

The third participant usually watches YouTube videos to find out how to pronounce English words correctly. In addition, she also uses Google Translate to find out how to read English words correctly. Sometimes, she practiced her speech.

The most effective strategy for the third participant was to use Google Translate to correct her pronunciation. The third participant also said that with the help of the lecturer to correct her mispronunciation can help her to improve her pronunciation.

*"I often use Google Translate to find out how to pronounce English words correctly and also the direct corrections from the lecturer help me to correct the wrong pronunciation."*

**Interviewee 4**

The fourth participant watched English movies as a way to improve her English pronunciation. In addition, she uses TikTok to watch English videos. The fourth participant practiced English pronunciation with her friends and corrected each other's pronunciation.

And she stated that watching English movies is the most effective strategy for her to improve her English pronunciation.

*"I used the movie-watching strategy because so far that's what I found most effective."*

**Interviewee 5**

The fifth participant revealed that she listens to English music and watching English movies to learn the correct way in pronouncing English words. She also uses Google Translate and social media such as TikTok and YouTube. Another strategy is following the way her idols or favorite artist pronouncing the words or speaking. Among those strategies, she stated that listening to music is the most effective strategy to improve her English pronunciation.

*"The most effective strategy is listening to music because music has a tone and intonation that I can follow."*

## DISCUSSION

The result of the interview showed that the participants rarely practice their English pronunciation. Riadil (2020, as cited in Limeranto & Bram, 2022) commented that despite Indonesian EFL students studying English in formal education for many years, they still do not speak English fluently. In this case, intrinsic motivation played an important role. They stated that laziness affects their willingness to practice their English pronunciation.

Based on the finding of Ali et al. (2017), the motivation of the learner to study the language impacts whether the learner will develop native-like pronunciation. Dornyei & Csizer (1998, p. 203, as cited in Kosasih, 2021) stated that if a learner is concerned about pronunciation, they are motivated to improve their pronunciation. Without good motivation, people are incapable to accomplish their goals, although they have outstanding knowledge.

Lack of motivation derives from laziness and procrastinating. Dautov, (2020) stated that the majority of students confess that they are worried about failing when it comes to completing tasks. It leads to the students holding back their goals and procrastinating. Also, according to Dautov (2020), personal characteristics become the cause of procrastination for low-performing students. Low performance in school is commonly characterized by unusual personal characteristics that prevent students from overcoming unpleasant emotions at the start of study. The willingness of the learners to have a native-like pronunciation depends on their passion for learning English. Marinova- Todd et al. (2000, as referenced in Ali et al., 2017) found that adults who are passionate about learning a second language will speak like native speakers and have a high competency level.

In this study, the participants said that lack of vocabulary was one of the factors of mispronunciation. When the participants faced with unusual vocabulary, automatically, they did not know how to pronounce the word correctly. The advanced level of vocabulary or hard words to pronounce was also the reason why the participants mispronounce the words. This finding is in line with the statement from Limeranto & Bram (2022) that the biggest issue influencing the students' willingness to interact and active in class was lack of advanced vocabulary.

The participants stated that they feel afraid when they speak loudly or in public, especially once they ever mispronounced the words when they speak in class. Aligned with Goktope's (2014, as cited in Limeranto & Bram, 2022) findings, students are likely worried about getting laughed at by their classmates when they mispronounce the words.

The researcher found that mother tongue interference heavenly influence the EFL students' pronunciation. Four of the participants are from East Java with Javanese and Madurese as their daily used language along with Indonesian, and one of them is from East Nusa Tenggara. Noviyenty & Putri (2021) stated that when the speaker's mastery of L1 (mother tongue) surpasses the ability to speak L2 (second language), and the opportunity to use it is more advanced, the L1 may affect the L2.

The finding in this study fits with the statement of Zhang & Yin (2009, as cited in Mazia, 2020), several English sounds that do not exist in the mother tongue of EFL students can make it difficult for them to produce the sound, resulting in mispronunciation. To illustrate, in Indonesian, the sounds /tʃ/, /ð/, and /æ/ do not exist; as a result, the students get difficulties pronouncing those sounds, which influences the process of pronunciation learning (Rosyid, 2016).

This study found that watching movie in English was the most applied strategy for the students to correct and improve their pronunciation. The findings of this study related to Hassan et al., (2020) study revealed the relationship between watching English movies, listening, and speaking skills are controlled by an enthusiasm to learn, which means associations are greater when the motivation to learn is high. Learners will be able to learn the correct pronunciation of English words by watching English movies since movies allow them to listen to native speakers.



Also, several students said that they implemented the strategy of listening to English songs to correct their pronunciation. Farmand & Pourgharib (2013) mentioned that learners who learnt English using songs enhanced their ability in pronouncing certain vocabulary more precisely. The finding is aligned with Akyol's (2013) statement that listening to music, movies, tapes, or television helps to improve English pronunciation, especially for students without training experience.

The participants used social media to improve their English pronunciation. All the participants stated that TikTok and YouTube helped them to learn pronouncing English words correctly. This result aligned with Pratiwi et al. (2021) who stated that TikTok is convincing since it is helpful and makes studying easy and entertaining. Using the TikTok application, learners can watch videos, do business, and be more up-to-date. Also, Zaitun et al. (2021) informed using the TikTok app to study English is very engaging and helpful for boosting students' confidence in speaking English.

Rachmawati & Cahyani (2020) stated that the use of YouTube videos as media has a positive impact on improved pronunciation skills, even for non-English department students. In the study of (Rusgandi et al., 2021) the participants reported that they usually use YouTube to practice their pronunciation as well as study English grammar. Not only that, but most participants believed their speaking ability was improving because many of them learned how to be a good public speaker on YouTube. This occurred because the participants believed that using YouTube increased their vocabulary. In general, YouTube had a positive impact on the participants' ability to improve their English-speaking skills.

The other mostly used strategy was checking the pronunciation using online dictionaries or Google Translate. The participants found it easy for them to instantly learn to pronounce the English words using the online dictionaries. Laufer and Hill (2001, as cited in Jin & Deifell, 2013) confirmed that the usage of electronic dictionaries had a good effect on learners' unintentional vocabulary learning, which was most likely due to the amount of contextual information offered by electronic dictionaries, such as L1 translations, L2 synonyms, and audio files offering pronunciation models.

One of the participants stated that the lecturer's correction can help her to learn the correct way in pronouncing the English words. Aligned with Kosasih (2021) it shows that input from the lecturer assists students in improving their pronunciation. Corrective feedback enables students to improve their pronunciation by paying attention to the rules and using the teacher's corrective feedback to identify their errors. According to Aranguiz & Espinoza (2016), corrective feedback can help learners recognize the differences between how they speak and the target language. Also, the finding aligns with the statement of (Khalidah et al., 2023) social tactics are used to communicate with others through sharing knowledge, debating topics, and expressing opinions. The participants of this study like to practice and share their knowledge in English speaking with their friends.

## CONCLUSION AND SUGGESTION

Based on the findings in this study, it can be concluded that there are several factors that cause EFL students mispronounce the English words. There are the participants' self-motivation, lack of vocabulary, afraid of making mistakes while speaking loudly or in class, and mother tongue interference heavenly influence the EFL students' pronunciation.

This study reveals various strategies of EFL students to improve their English pronunciation. The most popular strategies for the participants were listening to English songs and watching English movies. Another most applied strategy was the use of social media to improve their English pronunciation. All the participants stated that TikTok and YouTube helped them to

learn pronouncing English words correctly. The other strategy was checking the pronunciation using online dictionaries or Google Translate. The last strategy was corrective feedback from lectures or friends. It stated that the lecturer's correction can help the students to learn the correct way in pronouncing the English words. Based on the findings of this study, the researcher suggests for:

1. The lecturer

There are alternative ways for the lecturer to help minimize the English words mispronunciation such as implementing social media as the teaching media. And the lecturer does not hesitate to keep correcting the students' English pronunciation.

2. The students

The students need to remember their purpose and goals in learning English pronunciation. This way can be an excellent way to restore the students' motivation. The students can use social media such as TikTok and YouTube as a tool to learn English pronunciation since young adults these days become indispensable from social media.

3. The further researcher

The further researcher should conduct the study related to the factors of English mispronunciation encountered by EFL students in other levels of the academy, for instance, junior high school or senior high school students. It would also be helpful for further researchers to investigate whether the strategies that have been found in this study, in fact, worked for the EFL students in improving their English pronunciation.

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