

Phonetic Analysis of English Segmental Sounds Produced by The English Young Learners' Teachers

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Abstract. Indonesian English learners undoubtedly encounter difficulties in articulating the authentic phonetic sounds of English. This occurs because specific English phonemes are absent in the learner's native language, leading to unnatural pronunciation. Consequently, the teacher's role is crucial in developing proficient language skills, particularly in pronunciation, among English language learners. Teachers' proficiency in English is expected to help students correct their errors. Researchers are presently analyzing the pronunciation skills of English teachers. This study employs descriptive method and two data collection instruments: interview and picture description task. This study aimed to identify specific sounds that are frequently unnatural in English segmental and to determine the factors contributing to the unnatural sounds produced by EYL teachers. The findings of this study showed; an in-depth phonetic analysis of the teachers' production in terms of place of articulation, manner of articulation as well as distinctive features for the production of English consonant sounds, and openness of the mouth, tongue elevation, position of tongue elevation, lips shapes, as well as length of vocalization for the production of English vowel sounds. This study also determined that mother tongue interference as the primary factor of the unnatural sound made by the teachers.

Keywords: *Phonetic Analysis; English Segmental Sounds; EYL Teachers*

Introduction

Pronunciation is the most preferred of various skills in English. The majority of English language proficiency as a measure of English language proficiency. Their English success depends on how good their pronunciation is (Richard, 2008). Talking about pronunciation is of course closely related to the concept of language. Fromkin (2001:8) states that linguistics is the study of the structure or form of language, with an emphasis on the system rules followed by speakers or listeners of a language. Consists of morphology, phonology, phonetics, and syntax. This study focuses on exploring all components of the phonetic aspect. Phonetics is primarily concerned with recognizing the formation of sounds: what sounds exist in a language, how and where they are produced in a language. The teacher's ability to use articulatory organs like the mouth, tongue, teeth, and lips to pronounce any English word is understood through phonetics, and with practice, the teacher can employ copying techniques with students accurately and proficiently (Rahayu, 2019).

This study focuses on EYL teachers for multiple reasons. While the examination of students' language proficiency errors has been extensively addressed, there is a lack of studies concentrating on teachers' errors. The transference of errors committed by teachers can be a primary source of student mistakes. The language acquisition process of students is significantly influenced by the role of teachers. The optimal period for the acquisition of a

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foreign language is during the school years, which is why it is imperative that teachers of young learners reduce pronunciation errors. In the end, students are inclined to imitate the vocalizations of their teacher. Renneberg showed that the brains of pre-teen children possess considerable strength and plasticity, facilitating the acquisition of a second language. Bang K. Purwo from Atma Jaya Catholic University Jakarta, a proponent of Renneberg, explained that the interval between ages 6 and 12 is designated as the critical period, representing the optimal phase for children to acquire a second or foreign language. In a 1964 publication, linguist Eric Renneberg asserted that the critical period for language acquisition concludes at approximately age 12.

Tsang (2017) asserts that a teacher's responsibility is to facilitate students' acquisition of accurate word pronunciation; thus, teachers with inadequate English proficiency represent an urgent issue that must be resolved promptly. Cakir and Baytar (2014) affirmed that during this period, educators must enhance their phonological comprehension and recognize that students cannot acquire pronunciation autonomously. Nevertheless, numerous English educators possess constrained linguistic abilities. Numerous instances frequently arise, one of which pertains to the study conducted by Osatanda (2020). This study aims to examine the pronunciation errors of EFL teachers, with a particular emphasis on the types and causes of segmental vowel pronunciation errors that these teachers make. The findings demonstrate that teachers showed various inaccuracies in English vowel pronunciation. Errors come from interlingual transfer, inconsistencies in grapheme pronunciation and phonetics, overcorrection, and lexical similarity. External factors include teachers' qualifications and inadequate proficiency in the English language. This research implies that to effectively teach students in English as a foreign language, EFL elementary school teachers in Indonesia must enhance their pronunciation through training and consistent practice. Mustafa et al. (2018) This study examines the obstacles faced by early childhood educators in Malaysia as they assist young English language learners (ELLs) in their attempt to acquire the English language. The primary importance of these findings: Early childhood educators observed challenges in teaching English as a result of a lack of vocabulary, grammatical errors, a lack of interest and self-confidence, and a lack of English language proficiency.

Rohaty (2013) found that kindergarten teachers lack confidence in their English-speaking abilities, exhibit limited fluency, and possess inadequate English skills when instructing children. Untrained PAUD teachers will find it difficult to facilitate children's fluency in English as a second language. Moreover, the essential English language skills of children are still deficient (Munirah, Christina & Yazid, 2004). The Malaysian Education Plan (2013-2025) stipulates that children need skilled English instructors who can enhance their language acquisition through interaction, acting as a mediating instrument. Therefore, it is essential to assess the quality and efficacy of PAUD educators to enhance children's English language acquisition in Malaysia.

The research results presented above indicate that teacher pronunciation issues are frequently encountered. Not only in Indonesia but also in other countries. Speaking instructors, particularly those who instruct young English language learners, may find this to be a concern. Renneberg stated that children's brains are still strong and flexible before puberty, which makes it easier to comprehend the process of mastering a second language. This is the reason why English instructors, particularly those who instruct speaking classes, must possess the ability to impart knowledge regarding proper and effective pronunciation. It was only natural for researchers to utilize a number of actual cases as a foundation for evaluating and assessing the quality of the teacher's pronunciation abilities. Consequently, their performance will be influenced by the teachers' input. The objective of this investigation is to assess the proficiency of early childhood educators in pronouncing English words. The next step will be determined by the research findings, which will determine whether or not it is necessary to provide any treatment or training for teachers. Consequently, the capacity of early childhood educators to acquaint students with the correct pronunciation of English will be enhanced.

Theoretical Framework

Phonetic

When we speak, we produce a stream of sound. To study speech, phoneticians organize the flow into small pieces called segments. Claim Ladefoged (1982:1) Phonetics refers to the description of speech sounds in a language with words. Hamann and Schmitz (2005) states that phonetics refers to how sound is produced, transmitted and perceived (we consider only sound production). These theories tell about the processes involved in creating the speaker's voice and how the listener can perceive the sound of the speech. In simple terms, phonetics is the study of speech sounds made by humans.

English Segmental Sounds

Peter Roach (1983) argues that speech produces a continuous sound stream, with individual portions referred to as segments. Segmental sounds are more straightforward to elucidate and instruct than suprasegmental images; consequently, numerous studies have concentrated on segmental phonology rather than suprasegmental characteristics. Ladefoged (1982) posits that vowels and consonants constitute components of a composite speech system. According to this theory, the segmental sounds of English can be classified into two primary categories: vowels and consonants. Vlack (2004) asserts that vowels are consistently voiced sounds generated by vocal cord vibrations, whereas consonants may be either voiced or voiceless. The alphabet comprises vowels and consonants.

onants, which have different sounds depending on their type and place of articulation.

The differences of consonant and vowel can be described as follows:

1. Consonants

Yoshida (2018) argues that consonants are sounds characterized by the airflow encountering multiple impediments in the oral cavity as it moves from the lungs. There are twenty-four consonant phonemes: [p], [b], [t], [d], [k], [g], [tʃ], [dʒ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], and [w]. The categorization of these 24 consonants is founded on their characteristics, manner of articulation, and location of articulation. Consonants can be categorized into the following groups according to their place of articulation: bilabial [b, p, m, w], labio-dental [f, v], dental [θ, ð], alveolar [t, d, l, n, s, z], palato-alveolar [tʃ, dʒ, j], velar [k, g, ŋ], and glottal [h]. Semi-vowels are generally employed to encompass consonant categories for functional purposes; nonetheless, they are more accurately termed vowel glides. For example, [w, j]

2. Vowels

Vowels are phonetic sounds generated by the vocal cords. The shape of the entire mouth is altered when airflow is generated through the tongue and lips, resulting in the formation of vowels (Gerald, 2000).

Early Childhood Education Teachers

Early childhood education teachers could facilitate the acquisition of a second language in young children by utilizing effective pronunciation learning techniques. The process of mastering the pronunciation of words is exceedingly intricate. Implementing a structured approach may facilitate pronunciation. The teacher's role is crucial in this process. The educator's responsibility is to assist students in the production and perception of sound. The educator must serve as an effective role model for their students. The teacher is responsible for generating precise speech and sound productions for the students. In order for students to comprehend the process of producing the correct pronunciation, the teacher must evaluate the sounds that students hear and receive. Students are capable of mimicking new sounds. In the event that this is not feasible, the instructor provides them with recommendations that may facilitate the development of unfamiliar sounds. Students respond exclusively to the inquiries posed by the instructor during the instructional process. Students will experience minimal improvement if they fail to engage in and contribute to their pursuits. As previously stated, pronunciation instruction is structured. Initially, educators should be cognizant of the challenges that students face when interacting with specific first language

groups and develop activities that address these issues. Secondly, the teacher evaluates the pronunciation deficiencies of the students and provides a variety of assignments that are specifically designed to address these deficiencies. Lastly, the teacher determines which passages are appropriate for a specific pronunciation area. Hewings (2004)

Young Learners

As stated by Sarah Philips in her book, "Young Learners mean children from the first year of formal schooling (five or six years) to the age of eleven or twelve years." Children between the ages of seven and twelve are referred to as young learners. The self-awareness of children aged 7-12 years was significantly lower than that of those aged 13 and older.. But after this age, the ability to imitate becomes completely reduced. (Arif et. All, 2010). Teaching English at the fundamental level is an urgent necessity, and teachers need to get training prior to instructing young learners due to the fact that their English competencies and abilities differ from those of adults. A young learner has excellent imitating abilities, they can even imitate the sound/pronunciation of the original speaker. Therefore, a teacher must have good and correct English pronunciation skills and choose the best class methods and activities by knowing the characteristics and abilities of young students in teaching English. (Moedjito, 2017).

Material and Method

The researchers employed a descriptive qualitative approach in this investigation. Arikunto (2013) defines descriptive research as "an inquiry that aims to accumulate data regarding all subsequent natural scientific events." The process of qualitative analysis, as defined by Bogdan and Biklen (1982), involves the following: the organization, division, and synthesis of information, the identification of patterns, the discovery and acquisition of significant knowledge, and the determination of what to communicate to others. A qualitative study aims to collect data in order to offer a comprehensive and in-depth explanation of a phenomenon (Aprilia & Neisya, 2022). Researchers employ qualitative research methods to analyze the segmental sounds produced by EYL teachers. Three EYL teachers participated in this investigation. A questionnaire and a picture description task were implemented as data collection methodologies in this investigation. Using the pre-recording instructions provided below, the researcher generated the speeches and utterances of the study participants at the outset of data collection. These instructions are included in the data collection tools, in addition to the image. After reading all of the pre-recording instructions, teachers are permitted to view the images on the data instrument for a minimum of 60 seconds. The researcher presented each teacher with a photograph and requested that they provide a five-minute description of the image. The researcher employed a recorder, such as a smartphone, to capture the image while the teachers were describing it in order to analyze the data. A recorder was a device that had the capacity to record both sounds and images. The output of each teacher's recording file then converted to digital format. After the recording is complete, the researcher will meticulously listen to the speech sounds and transcribe the teachers' speech. In this case, the researcher establishes an irrevocable record of the teachers' speech patterns by recording their voices and categorizing each English sound as either correct or incorrect. The symbol utilized during the transcription process is derived from the International Phonetic Alphabet (IPA), which is accessible at <http://tophonic.com/>. After the data was transcribed, the teachers' utterances were used to identify the specific sounds that are frequently correct and incorrect. Then, each of them will be provided with a questionnaire. A questionnaire is employed to determine the factors that contribute to teachers' use of appropriate and incorrect sounds

Results and Discussion

Results

The study's conclusions and discussion are predicated on an examination of the English segmental sounds made by English language learners' teachers and the variables influencing their production.

Table 1.
The percentages of Consonant Sounds produced by EYL Teachers

Sound Category	Total	Percentages
	Unnatural sounds	
[v] voiced labiodentals fricative	14	13.59%
[θ] voiceless dental fricative	2	1,94%
[ð] voiced dental fricative	32	31,06%
[t] voiceless alveolar stop	10	9,70%
[z] voiced alveolar fricative	15	14,56%
[tʃ] voiceless palatal affricative	22	21,35 %
[ʃ] voiceless palate-alveolar fricative	8	7,76%
TOTAL	103	100%

From the data, the researcher found 202 words in total produced by the three EYL teachers in describing picture description tasks as the instrument of this research. Based on the table above indicate that, there are 103 unnatural words produced by three EYL teachers. The most unnatural AE consonant sound produced by the EYL teachers was the [ð] about 31.06%. There were 32 unnatural sounds of sound [ð]. In producing this word, the teachers experienced a mispronunciation. They mostly pronounce words that contain this type of sound with a "d" sound. in the word "the" the teacher always pronounces this word with the [de] sound which is incorrect. They should pronounce the word "the" using the sound [ð] voiced dental fricative. Then the next word is the word "with". The EYL teachers pronounce the word "with" with the sound [wit] even though they should use the sound [wɪð].

The EYL teachers change the position of the place of articulation sound in sound [d]. The majority of them use a voiceless alveolar stop when a voiced dental fricative should be used. According to the table above, approximately 103 of the unnatural sound was caused by mother tongue interference. When some American English consonants were missing from Indonesian sounds, an unnatural sound was produced. As a result, nearly all of them converted American English sounds into Indonesian sounds, which have similar inventories to English sounds. The teachers lacked proficiency in producing English sounds because they did not practice enough or only used English at college. It was also the most problematic sound that the students produced. There was no one available to practice speaking with. They couldn't correct each other even though they had a partner. It was due to the fact that their partner was not a native speaker.

Table 2.
The Total of Unnatural Vowel Sounds

Sound Category	R1	R2	R3	TOTAL
[i:] Tense High Front Unrounded				
[ɪ] Lax Mid High Front Unrounded	2	2	1	5
[u:] Tense High Back Rounded				
[ʊ] Lax Mid High Back Rounded				
[ə] Lax Mid Central Unrounded				
[ɔ] Lax Mid High Back Rounded				
[ɛ] Lax Mid low Front Unrounded			1	1
[ə] Lax Mid Central Unrounded	2	12	2	16
[ʌ] Lax Low Central Unrounded	4		1	5
[ɔ] Tense Mid Back Rounded		1	1	2
[æ] Lax Low Front Unrounded	8	9	5	22
[ɑ] Lax Low Back Rounded	1	2	1	4
[oʊ] Tense Mid Back Rounded To High Back Rounded	1	1		2
[aɪ] tense low central unrounded to high front unrounded				
[aʊ] Tense Low Central Unrounded To High Back Rounded				1
[ɔɪ] Tense Mid Back Rounded to High Front Unrounded				
[eɪ] Tense Mid Front Unrounded to High Front Unrounded			1	1
TOTAL				59

Table 3.
Percentages of the EYL Teachers' Production of Vowel Sounds

Sound Category	Total Unnatural Sounds	Percentages
[ɪ] Lax Mid High Front Unrounded	5	8,47%
[ɛ] Lax Mid-low Front Unrounded	1	1,69%
[ə] Lax Mid Central Unrounded	16	27,12%
[ʌ] Lax Low Central Unrounded	5	8,47%
[ɔ] Tense Mid Back Rounded	2	3,39%
[æ] Lax Low Front Unrounded	22	37,29%
[ɑ] Lax Low Back Rounded	4	6,78%
[oʊ] Tense Mid Back Rounded	2	3,39%
[aʊ] Tense Low Central Unrounded	1	1,69%
[eɪ] Tense Mid Front Unrounded t	1	1,69%
TOTAL	59	100%

The teachers' performance exhibited difficulties with particular phonemes, especially American vowel sounds, as demonstrated by the table. The analysis conducted by the researcher indicated that the primary issue in the production of the AE sound [æ] was roughly 22 unnatural sounds (37.29%). The sound [æ] is classified as a Lax Low Front Unrounded vowel. This led to the articulation of the sound [æ] in the anterior part of the tongue. The tongue was situated low, the lips were unrounded, and the sound was designated as "lax" or "short" vowels.

Table 4.

The questionnaire results of causal factors produced by the respondents

The Causal Factors	Problems	Total	Percentages
Unnatural Performance	Lack of motivation	7	5.07 %
	Lack of memory.	4	2.90 %
	Mother tongue interference	22	15.94 %
	Sleep of the tongue	11	7.97 %
	Less practice	22	15.94 %
Unnatural Competence	Unfamiliar sound	20	14.49 %
	Unknown pronounce	21	15.22 %
	Lack of knowledge	19	13.77 %
Other possible	Cannot differentiate two sounds	12	8.70 %
TOTAL		138	100 %

The chart indicates that the unnatural sound likely resulted from mother tongue interference in approximately 58% of cases. The anomalous sound production arose due to the absence of certain American English consonants in Indonesian phonetics. Consequently, nearly all of them transformed American English phonetics into Indonesian phonetics, which possess similar inventories to English sounds.

Subsequently, 23% of the teachers indicated that the production of unnatural sounds was attributed to a deficiency in knowledge. Despite the students having studied phonetics in college, they remained to produce unnatural sounds. Their limitation was due to a restricted understanding of phonetics. Their teacher's ineffective instruction in class was the reason. The limited time allocated for phonetic instruction in class prevented the students from posing questions to the lecturer. Consequently, the students failed to comprehend.

Discussion

The findings regarding the unnatural EYL teachers' production of vowel and consonant sounds are interpreted in the discussions, and the factors that contribute to the teachers' production are explained below;

The initial phase involves a phonetic examination of the teacher's sound production, which includes the place and manner of articulation, distinctive features for consonant production, mouth openness, tongue elevation and positioning, lip shapes, and length of vocalization for vowel sounds. The researcher found that Kindergarten EYL teachers produced several unnatural consonant sounds, including [v], [θ], [ð], [z], [tʃ], and [ʃ], according to the findings. In addition to consonants, the articulation of atypical vowel sounds includes [æ], [oʊ], [ɑ], [eɪ], [ə], [ɔ], [ʌ], [ɛ], [ɪ], and [aʊ].

The finding correlates with the research conducted by Hutapea et al. (2023) concerning the error analysis of students' pronunciation of English vowels and consonants at SMK Harapan Baru Medan during the 2023/2024 academic year. He determined that the consonants

erroneously omitted were [t], [d], and [k] based on his research. The author discovered that numerous students were unaware of the categorisation of English vowels into two types: long vowels and short vowels. Long vowels are denoted by the symbols / i: /, / ə: /, / a: /, / u: /, / o: /, while short vowels are represented by the symbols / e /, / æ /, / ə /, / u /, / o /. They articulate the words "sheep" and "ship" identically, disregarding the vowel length. The atypical sounds identified by Hutapea in this study comprised the consonants [ʃ], [w], [tʃ], [ʃ], and the vowel [ʌ].

Kirana (2022) provided her insights in her research titled "An Error Analysis of English Consonant Sounds /θ/, /dʒ/, /tʃ/ Pronounced by Eleventh Grade Students of Modern Islamic Boarding School Datok Sulaiman Putri Palopo." The research findings revealed that the student faced difficulties in pronouncing specific English consonantal sounds that are not present in Indonesian, including those that appear similar to certain Indonesian sounds. They differ in their manner, place of articulation, and distinctive characteristics. This discovery's results are supported by Mutmainna's (2019) earlier research, which reveals that the highest number of errors was 131 in addition (48.9%), followed by 95 in misordering (33%), and 57 in misformation (20%). The case was ascribed to the impact of the students' native language, according to Mutmainna (2016).

The researcher concludes that EYL teachers necessitate improved understanding of the consonant sounds [v], [θ], [ð], [z], [tʃ], [ʃ], and the articulation of natural vowel sounds [æ], [oʊ], [ɑ], [eɪ], [ə], [ɔ], [ʌ], [ɛ], [ɪ], [aʊ] through an analysis of the correlations and differences between this study and previous research. This claim is supported by questionnaire results indicating that students were infrequently permitted to practice English pronunciation, and that teachers rarely provided instruction on its technical aspects. Consequently, this resulted in the students' lack of proficiency in pronouncing English words, leading to errors. Therefore, the native language affected the pronunciation due to the students' inadequate practice. The second section outlines the factors that influence the production of segmental sounds, particularly those that lead to teachers encountering challenges in word pronunciation. The English teachers for the speaking class at Kindergarten from Makassar and Bone, South Sulawesi, as indicated by the data obtained from the questionnaire. The results revealed that the factors leading to pronunciation errors among teachers are interference from the native language and insufficient practice.

This conclusion is corroborated by the findings of Nur Phadilah's (2018) study, "The Causal Factors of Bugis-Bone Accent Interference on Pronunciation in English Conversation." She found that the Bugis-Bone accent impacted the pronunciation of English dialogues owing to the disparities in phonemes articulated by native Bugis speakers compared to native English speakers in particular phonemic regions. The findings align with the study by Faishol Hadi (2015) on segmental phoneme analysis in ESL pronunciation instruction. Data analysis demonstrates that the discrepancies in segmental phonemes between English and Indonesian impede Indonesians' proficiency to articulate certain English segmental phonemes. These results indicate that students' native language influences the production of unnatural sounds.

As the respondents stated;

"My tendency to recognize and pronounce the Indonesian alphabet has occasionally affected it." (Obtained from the questionnaire).

"I am from the Bone region, which has a distinct accent from the general Indonesian population. Consequently, my pronunciation is characterized by stress and intonation errors when I speak English". (Obtained from the questionnaire)

"Occasionally, I encounter difficulty pronouncing certain words. This may be due to the fact that English is not your native language, which makes it challenging to speak in a manner that is appropriate for a native speaker". (Obtained from the questionnaire)

The statement above shows that unnatural sound production occurred when some English consonants were absent in Indonesian sounds. Therefore, almost all of them changed the English sound into Indonesian Sounds which have close inventories with English sounds.

The respondent also stated that;

“The factor is that I lack native-speaking friends, which prevents me from practicing pronunciation in the same manner as they do. (Obtained from the questionnaire)
“*unaware of diphthong sounds*”.(Obtained from the questionnaire)

The second factor, as indicated by the aforementioned statement, is a lack of serious practice in overcoming the issue of pronunciation errors. And there is no native speaker partner, so they can practice. It was also stated by Nilawati (2008) that speech errors are caused by three factors. Initially, learners apply the phonological rules of their native language to the rules of the target language. Secondly, learners have not yet achieved proficiency in English, exhibit inadequate language skills, and appear to be deficient in acculturation, transmission, input, and corrective feedback. Third, the learners are frequently confused by the complex structure of the English language.

As the respondents stated;

“*There are so many symbols that I have difficulty understanding*”.(Obtained from the questionnaire

“*Even though I know how to pronounce the word "very," I frequently mispronounce it. Even though the proper pronunciation is 'vɛri' with a v sound, I typically say fɛri.* (Obtained from the questionnaire).

“*One of the sounds that I almost often make errors with is the dental sound. I find it difficult to name the [θ] and [ð] sounds in some words*”.(Obtained from the questionnaire).

Syafei (1988) clarifies the difficulties faced by Indonesian learners of English, drawing on the arguments of Nilawati and the respondents. Two factors can impede Indonesian learners' acquisition of English. The problems stem from errors in English spelling. It lacks adequate pronunciation instruction. Secondly, the issues arise from a detrimental transfer from Indonesian to the target language, English.

Siti Nadziroh (2015) further explains that the majority of Indonesian learners avoid challenging phonemes and memorize pronunciations as a result of a lack of comprehension in relation to the aforementioned. The study's results indicate that EYL teachers continue to experience difficulty in producing vowels and consonants. In this case, the underlying causes resulted in certain issues. The researcher explained in the previous chapter that the theory from Nsakla (1995) regarding the causative factors of unnatural AE segmental sound production was adapted in this case. This theory is divided into two categories: unnatural performance and unnatural competence. Indicators were present for each causative factor. Memory loss, lack of motivation, interference from the mother tongue, tongue sleep, and insufficient practice were the indicators of unnatural performance in this study. There were three indicators of unnatural competence in this study: difficulty pronouncing the sound, lack of knowledge, and unfamiliarity with the sound.

Conclusion

The conclusion is derived from the analysis of phonetic sounds in terms of segmental sounds. The initial issue can be resolved by examining the outcome of the Picture Description Task. This was employed to determine whether the sounds were pronounced incorrectly. The initial issue can be resolved by the outcome of PDT. The researcher identified the unnatural sounds generated by the EYL teachers as a result of the findings. In particular, [ð], [v], [θ], [t], [z], [ʃ], [ʒ] are all consonants. The teachers produced vowels in an unnatural manner. These are: [ɛ], [ə], [ɪ], [ɑ], [ɛ], [eɪ], [ɔ], [ʌ], [oʊ], [aʊ]. The second issue can be resolved by the results of the questionnaire that was distributed to the teachers. This was employed to determine the causes of unnatural sounds. The research identified causal factors that may have contributed to the occurrence of unnatural sounds, including mother tongue interference, a lack of knowledge, difficulty distinguishing between sounds, and a lack of practice.

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