Elementary English Teachers' Pronunciation Mastery: Are We Eligible?

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Abstract

Regarding their best period to acquire and learn a foreign language, EFL young learners must be taught by teachers with full command of English. Errors in the teaching process, especially pronunciation, should be minimized since teachers' pronunciation errors are considered as one of the main causes of learners' failure in mastering English comprehensively. The study investigates the pronunciation ability of EFL teachers at Indonesian elementary schools. It is specifically aimed to find out the forms and the causes of pronunciation errors produced by the teachers. The research participants are 20 English teachers selected from various public and private elementary schools in Yogyakarta who were invited to pronounce 62 English words as well as fill out a questionnaire. The findings delineated that the teachers produced various forms of pronunciation errors. The causes of errors are in the form of linguistic factors namely interlingual transfer, intralingual transfers, pronunciation differences between graphemes and sounds, hypercorrection, and words similarity, as well as non-linguistic factors namely educational background and teachers' lack of English practice. The study suggests that teachers teaching English to young learners at elementary school in Indonesia should have intensive ELT training to improve their teaching skills as well as English skills, particularly in pronunciation mastery.

Abstrak

Dalam pembelajaran bahasa Inggris, anak usia sekolah dasar (SD) perlu diajar oleh guru yang memiliki kemampuan bahasa Inggris mumpuni karena mereka sedang berada pada periode terbaik dalam pemerolehan bahasa. Kesalahan dalam pengajaran, terutama pengucapan, perlu diminimalisasi karena dapat menjadi salah satu penyebab utama kegagalan peserta didik dalam menguasai bahasa Inggris secara komprehensif. Studi ini menginvestigasi kemampuan pengucapan guru bahasa Inggris di SD untuk mengetahui bentuk dan penyebab kesalahan pengucapan yang diproducksi. Sebanyak 20 guru bahasa Inggris terlibat dalam penelitian ini yang terpilih secara acak dari berbagai SD negeri dan swasta di Yogyakarta. Para guru diminta untuk mengucapkan 62 kata bahasa Inggris serta mengisi kuesioner. Hasil studi menunjukkan bahwa para guru memproduksi berbagai bentuk kesalahan pengucapan. Penyebab kesalahan tersebut berupa faktor linguistik yaitu transfer antarbahasa, transfer intralingual, perbedaan pengucapan antara grafem dan bunyi, hiperkorek, dan kesamaan kata, serta disebabkan oleh faktor nonlinguistik yaitu latar belakang pendidikan dan kurangnya praktik bahasa Inggris guru. Studi ini menyarankan guru bahasa Inggris di SD untuk mengikuti pelatihan pengajaran bahasa Inggris intensif guna meningkatkan keterampilan mengajar serta keterampilan bahasa Inggris, khususnya dalam penguasaan pengucapan.

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INTRODUCTION

Though English is not a compulsory subject in elementary school, it is still taught to the students for several reasons. One of which is the parents' demand for the school because they believe that their children must be exposed to English as early as possible to have a better future (Jazuly & Indrayani, 2018). In addition, English is considered as the primary foreign language and is more relevant than any other foreign language taught in Indonesia (Haidara, 2016). It is, however, very distinct from Indonesian students' first languages ranging from sounds, spelling, to the value of foreign language cultures. The teacher needs to understand such differences so that learning can be justified. Hence, English teaching at elementary school in Indonesia must be taught by teachers with a good command of English. By having this competency, the teachers can be a role model for their learners (Musthafa, 2010).

Zein (2017) explains that there are two types of English teachers at elementary school in Indonesia, namely generalist and specialist teachers. The generalist teachers are those teachers who did not undertake English education at their bachelor degree, while the specialists are those who graduated from English education. In further, Asriyanti et al. (2013) confirm that the majority of the teachers, specifically those from eastern parts of Indonesia, have poor and fair English professional competency. This generates many problems in English teaching at elementary school in Indonesia, ranging from teaching methodology to the teachers' English skills performance including pronunciation, speaking, etc.

Teaching English to any level of students cannot be separated from teaching pronunciation. Moedjito & Harumi (2008) reveals that the English teachers in Indonesia are quite possible to deal with students' mispronunciation problems particularly that teaching pronunciation is given an insufficient portion in this country. Moreover, most people involving in English language teaching in Indonesia tend to focus more on vocabulary and grammar rather than on pronunciation (Moedjito, 2017). The emphasis on grammar may bring students to difficulties in acquiring correct pronunciation (Al Mafalees, 2020). To avoid this, the way and the amount of time of teaching pronunciation, as well as the students' problems in English pronunciation need to be tackled seriously, and English teachers should give an appropriate portion and attention to pronunciation teaching (Osatananda & Salarat, 2020).

Çakır & Baytar (2014) reveal that teachers in this era need to increase their phonological understanding and they have to know that students cannot learn pronunciation on their own, instead, teachers must spend special efforts to facilitate students with proper pronunciation teaching. Besides, teachers have the responsibility to teach students new sounds, words, and phrases as well as giving suitable materials for the understandable pronunciation in their EFL class (Pourhosein Gilakjani & Sabouri, 2016). Primarily, teachers at elementary schools should have proper English pronunciation as their students are at their best period to learn and acquire any foreign languages. It is supported by the Critical Period Hypothesis (CPH) in learning the second language whereas the second language is easier to master at the age of elementary school. It is aligned with Brown (2008) who concludes that most of the facts in learning the second language indicate that when people reach puberty, they will not get the authentic pronunciation or native-like. At this age, the influence of the mother tongue is not very significant.

Nevertheless, elementary English teachers in Indonesia have low English proficiency (Lengkanawati, 2005), and they feel that pronunciation is not an easy thing for them (Moedjito, 2016). Demirezen (2007) pinpoints that several EFL teachers have a heavy foreign accent so that when they speak English, it sounds unnatural. This explains that the teachers have inaccurate pronunciation and sound unnatural which can contribute to inefficient teaching they held. Moreover, the teachers' error can cause the same errors to students because students are used to absorbing their teachers' way of pronunciation which is also known as imitating (Pateda, 1989).

Though error and mistake are synonymous, differentiating both of them is worth doing. Brown (2008) and Parera (1997) state that a mistake is commonly triggered by performance factors such as slip of the tongue, emotional tense, doubtfulness and other performance failures which occur unsystematically. It means that when a mistake is made, the speaker is still able to correct it by himself. Meanwhile, an error is a language deviation which reflects one's competency and occurs consistently and systematically (Brown, 2008; Dulay et al., 1982). An error cannot be corrected immediately because it is produced in an unconscious condition. In other words, an error is made due to one's ignorance of certain language aspect.

The errors made by the teachers can take place in any aspects of language include pronunciation which occurs in certain sounds in the phonological system of a language. In the preliminary study, it was found that pronunciation errors produced by the elementary English teachers in Yogyakarta generally occur in vowel sounds.

Table 1. Data findings in the preliminary study

Words	As Recorded
quiet [kwaɪə t]	quite [kwaɪt]
later [leɪtə (r)]	letter [letə (r)]
food [fu:d]	foot [fʊt]
tie [taɪ]	tea [ti:]
bread [bred]	[brɪd]
one hundred [wʌnhʌndrə d]	[wan handrid]
circle [sɜ:kl]	[si(r)kl]
note book [nə ʊtbʊk]	[not bʊk]

From the table, vowels are the sounds which mostly mispronounced by the elementary English teachers. The diphthong [eɪ] as in *later* [leɪtə (r)] is pronounced as monophthong [e] because the participant's first language (Javanese) does not recognize any diphthongs in the first syllable of a word as it is difficult for them to pronounce it (Marsono, 2013). The error in such pronunciation can confuse the listeners for the existence of another word, namely *letter* [letə (r)]. Likewise, the triphthong [aɪə] in *quiet* [kwaɪə t] is pronounced only with diphthong [aɪ] and can be misunderstood to another word that is *quite* [kwaɪt], and long monophthong [u:] as in *food* [fu:d] is pronounced as short monophthong [ʊ]. If elementary school English teachers in Indonesia continue to make such errors, the students' English pronunciation will be problematic.

The errors in the learners' pronunciation have been massively discussed, however, only a few studies focused on the teachers' errors. Mulansari et al. (2014) investigated the Indonesian students' errors in producing English vowel sounds and concluded that the students have a high frequency of pronunciation errors. Begum & Hoque (2016) discussed that Bangladeshi students had encountered troubles of correct pronunciation which is mostly caused by their mother tongue interference. Ramasari (2017) confirmed that English teachers have responsibilities to evaluate and correct the students' pronunciation errors by identifying the consistent errors occurred. Irianto et al. (2018) showed that Indonesian students have difficulties in pronouncing consonants that do not exist in their L1 (first language) such as [□] and [□]. Then Alzinaidi & Abdel Latif (2019) examined that Arab EFL students made many mistakes in pronouncing problematic English consonants as an impact of their English proficiency level. Lastly, Arikan & Yilmaz (2020) analyze problematic English sounds made by 66 pre-service English teachers and found errors either on consonants or vowels sounds made by these ELT graduated students in Turkey. Their research is conducted with the belief that the learners' main input is the teacher and the learners' errors may be caused by the input that they get in the learning environment.

The present study is carried out and concentrated on the teachers' pronunciation errors which are believed to be one of the major causes of the learners' errors which then lead to the failure of the learners to master English well. The preliminary study proves that pronunciation error produced by elementary English teachers generally occurs in vowel sounds which can generate similar errors to the young learners as they used to imitate their teachers' sounds production. Thus, the research problems can be formulated in (1) How are the forms of pronunciation errors in English vowels produced by teachers teaching English at Indonesian elementary schools?; (2) Why do the teachers produce errors in pronouncing English vowels.

METHODS

The study employs a descriptive qualitative method where the data are described qualitatively. The source of the data was taken from the recording of the participants' voices in pronouncing the English words which had been firstly transcribed. The instrument was the words list which was tested to several people resulting 62 words containing each English vowel sound in each position. The participants were 20 teachers from 15 public and private Elementary schools in Yogyakarta. They are selected by purposive sampling with the criteria are teachers who have a good speech organ and no hearing loss, as well as aged between 20-45 years.

To collect the data, the teachers were asked to pronounce the list of words that have been prepared. Before recording, the teacher was required to understand the list of words being tested and to complete a questionnaire to be used in investigating external factors (non-linguistic) that could trigger errors. Once the data variations obtained from those 20 teachers are sufficient to be analyzed, they were captured through recording techniques (Kesuma, 2007).

The data were transcribed phonetically by using IPA symbol. Each error found is continuously referred to the standard English language based on the RP (Received Pronunciation) standard and the speech parameter used is a phonetic transcription in US Oxford's Advanced Learner Dictionary by Hornby (1995). Besides, *IPA Help 2.1* application is used to identify which vowel sound is pronounced by the teacher. From this transcription, the forms of vowel pronunciation can be obtained. Each form is explained based on the position of the error, and the presence or absence of other word or different meaning embedded in the error. Next, the causes of vowel pronunciation errors were identified. The causes of linguistic factors are analyzed from the form of errors occurred. Meanwhile, the causes of errors from non-linguistic factors were obtained from the questionnaire by devising it so that a generalization could be drawn.

FINDINGS AND DISCUSSION

The Forms of the Pronunciation Errors

Roach (1998) describes English sounds by using IPA (International Phonetics Alphabet) symbols and stated that English has 12 monophthongs, 8 diphthongs, and 5 triphthongs. The English monophthongs are [i:] as in ***ea**gle,* [ɪ] as in ***si**t*, [e] as in ***e**gg,* [æ] as in ***a**pple*, [□:] as in ***sta**rling*, [□] as in ***o**live*, [□:] as in *h**o**rse*, [ʊ] as in *p**u**dding*, [u:] as in *g**oo**se*, [ʌ] as in *c**u**p*, [ɜ:] as in *b**ir**d*, and [ə] as in ***a**go*. The English diphthongs are, [eə] as in *h**air***, [ɪə] as in *n**ear***, [ʊə] as in *t**our***, [eɪ] as in *f**a**ce*, [aɪ] as in *m**i**nd*, [ə ʊ] as *g**o***, [□ɪ] as in *b**oy***, and [aʊ] as in *n**ow***. Besides, there are five triphthongs in English, they are [eɪə] as in *pl**ayer***, [aɪə] as in *f**ire***, [ə ʊə] as in *l**ower***, [□ɪə] as in *l**oyal***, and [aʊə] as in *p**ower***.

In data analysis, there are various errors produced by the participants whether in English monophthong, diphthong, and triphthong. The errors in monophthong mostly occur on the sounds that do not exist in Indonesian and Javanese, they are [i:], [æ], [□:], [u:], [□], [ʌ], [ɜ:], and [□:]. Meanwhile, most of the errors in diphthong are pronounced as monophthong. Muslich (2012) mentions this deviation as *monoftongisasi* (the changing process of sounds from diphthong to monophthong). Errors in triphthong frequently occur in [ʊ] and [ɪ] in the middle of triphthong that is pronounced as glides [w] and [j]. Besides, several errors produced could lead to different words which surely have different meanings. However, due to the limited space provided, only several samples of errors can be displayed.

Table 2. Samples of Data Findings on the Forms of Errors

Vowels Type	Word	Phonetic transcription	As recorded	Deviation
Monophthong	wheel	[w**i:**l]	[w**ɪ**l]	[i:] → [ɪ]
	idiot	[**ɪ**diə t]	[**aɪ**diə t]	[ɪ] → [aɪ]
	breath	[bre**θ**]	[bri:t]	[e]→ [i:]
	cat	[k**æ**t]	[k**e**t]	[æ]→[e]
	car	[k□**:**]	[k**a**r]	[□:]→[a]
	cook	[k**ʊ**k]	[k**u**k]	[ʊ] → [u]
	ooze	[**u:**z]	[**o**z]	[u:]→ [o]
	hot	[h□t]	[h□t]	[□]→[□]
	dawn	[d□**:**n]	[d**aʊ**n]	[□:]→[aʊ]
	utter	[**ʌ**tə]	[**a**tə r]	[ʌ]→[a]
	earth	[**ɜ:**θ]	[**ə** rd]	[ɜ:]→[ə]
	alarm	[**ə** l□:m]	[**a**laram]	[ə] → [a]
Diphthong	vary	[v**eə** rɪ]	[f**e**ri]	[eə]→[e]
	era	[**ɪə** rə]	[**e**ra]	[ɪə]→[e]
	curious	[kj**ʊə** rɪə s]	[k**ə** rɪə s]	[ʊə]→[ə]
	great	[gr**eɪ**t]	[gr**i**t]	[eɪ]→[i]
	tie	[t**aɪ**]	[t**i:**]	[aɪ]→[i:]
	go	[g**ə ʊ**]	[g**o**]	[ə ʊ]→[o]
	oil	[□**ɪ**l]	[□**i**l]	[□ɪ]→[□i]
	house	[h**aʊ**s]	[h**ou**s]	[aʊ]→[ou]
Triphthong	layer	[l**eɪə**]	[l**ejə** r]	[eɪə]→[ejə]
	giant	[dʒ**aɪə** nt]	[dʒ**ajə** nt]	[aɪə]→[ajə]
	lower	[l**ə ʊə**]	[l**owə** r]	[ə ʊə]→[owe]
	royal	[r□**ɪə** l]	[r□**jə** l]	[□ɪə]→ [□jə]
	flower	[fl**aʊə**]	[fl**awə** r]	[aʊə]→[awə]

The table shows that there are errors in monophthongs that can be misunderstood to different words and this can drive the listener into confusion. The first error occurred in 'wheel'[wi:l] which was pronounced as [wɪl]. The error [wɪl] is the exact pronunciation of the word "will', so that listener can misunderstand the intended word pronounced by the speaker. Another error is in 'dawn' [d□:n] which was pronounced as [daʊn]. This error will make the listener think of the word 'down' since it is exactly pronounced [daʊn] as the error produced.

The errors in diphthongs can also lead to different words and which will make listener confused. The errors can be seen in the word 'vary' [veə rɪ] which was pronounced as [feri]. This error will drive the listener to the misunderstanding since [feri] is the way to pronounce the word 'ferry'. Besides, the word 'great'[greɪt] was pronounced as [grit]. This error will make the listener refer to the word 'greet' since [grit] is closed to the pronunciation of the word 'greet'. The last is the word 'tie' [taɪ] which was pronounced as [ti:]. This error is the exact pronunciation of word 'tea', so that listener will be confused by the existence of this error.

The errors in triphthongs as shown by the table revealed that instead of pronouncing [ɪ] and [ʊ] in the middle of triphthong, the teachers tend to pronounce them with glides [j] and [w] respectively. This means that teachers still have difficulties in pronouncing triphthong due to the non-existence of triphthong in teachers' first language so that the glides [j] and [w] generated to ease their pronunciation. Such errors may show the inaccuracy of teachers' pronunciation in comprehending English sounds.

Factors Affecting Pronunciation Errors

Moedjito (2016) discloses that Indonesian students and teachers perceptions on pronunciation difficulty lie on several issues, namely the non-existent English sounds in students' native language, teachers are hesitant to teach pronunciation, English and students' first language have similar sounds yet their distribution is different, and that the same spelling is not always pronounced in the same way (p.38). Some of these factors are investigated in this research which triggers the production of error.

Yet, the factors in this research are classified into two categories namely linguistics factors and non-linguistic factors. The following teachers' profile taken from the questionnaire should be looked at closely before understanding the factors.

Tabel 3. The Teachers' Profile

Teachers' profile	Range/types	Total
Age	31-42	4
	22-30	16
Sex	Male	3
	Female	17
Mother tongue	Javanese	18
	Other local languages	2
Years of teaching	1-5 years	16
	6-10 years	4
Teaching load per week	1-10 classes	14
	11-18 classes	6
Education background	English education	13
	Other majors	7

The table reveals that there are three male and 17 females teachers involved. 16 teachers were in the age between 22-30 years old, and the others were 31-42 years old. The teachers' mother tongue mostly are Javanese, while two other teachers speak other local languages. Most of them have taught English at elementary schools for 1-5 years, yet four teachers had 6-10 years teaching experience. The teachers have hectic teaching schedule with up to 18 classes in a week. Besides, there were 7 teachers hold bachelor degree in other than English education major, yet 13 of them graduated from English education.

Linguistic factor on Interlingual Transfer (Interference)

Pronunciation errors caused by the factor of interlingual transfer or interference occur in English vowels that do not exist in participants' first languages (L1) namely Indonesian and Javanese language. It means that the teachers use the phonological system of Javanese and Indonesian when pronouncing English vowel. This is also due to the inability of teachers to produce vowel sounds in English correctly.

Interlingual transfer in monophthong occurs in [i:], [æ], [□:], [u:], [□], [ʌ], [ɜ:], and [□:]. Interlingual transfer in diphthong is reflected by [eə], [ʊə], [eɪ], [aɪ], [□ɪ], and [ə ʊ]. Meanwhile, interlingual transfer in triphthong can be observed from the pronunciation errors of [ʊ] and [ɪ] in the middle of triphthong which is pronounced as glides [w] and [j]. The following table describes the examples of pronunciation errors caused by the interference of Indonesian and Javanese in monophthong, diphthong, and triphthong.

Table 4. Errors of Interlingual Transfer

Word	Phonetic Transcription	As Recorded	Deviation
attic	[ætɪk]	[etik]	[æ] →[e]
curious	[kjʊə rɪə s]	[kə rɪə s]	[ʊə] → [ə]
eight	[eɪt]	[et]	[eɪ] →[e]
royal	[r□ɪə l]	[r□jə l]	[□ɪə] →[□jə]
flower	[flaʊə]	[flawə r]	[aʊə]→[awə]

Table 4. shows monophthong [i:] and [æ], that do not exist in participants' L1, are pronounced as [ɪ] and [e] respectively because [ɪ] and [e] exist in their L1 and closed to [i:] and [æ] in the phonological system. Also, diphthong [ʊə] and [eɪ] were pronounced as [ə] and [e] respectively as the respondents' L1 does not recognize these diphthongs so that they pronounce these diphthongs as [e] which have the closest phonological system to the diphthong to ease their pronunciation. Moreover, triphthong [□ɪə] and [aʊə] were pronounced as [□jə] and [awə] as the participants' L1 does not have any triphthongs so that glides [w] and [j] were generated in the middle of the triphthong to make the pronunciation easier.

Linguistic factor on Intralingual Transfer (Over-generalization)

Brown (2008) mentions the negative equivalent of intralingual transfer is over-generalization. Intralingual transfer occurs when one starts acquiring new systems in the target language so that she/he turns to over-generalize the system. Hanafi (2014) adds that in over-generalization, it is one's previous knowledge of the foreign language that is used. Also, Heydari & Bagheri (2012) state overgeneralization arises when a deviant structure on the basis of other structures in the second language is generated. In this study, pronunciation errors caused by interlingual transfer are in the form of the pronunciation of sound that has similarities with the writings of other sounds. The teachers generalize a grapheme (letter) excessively to the specified sound. The over-generalized forms of graphemes found in this study are <ea>, <i>, <a>, <oo>, <u>, and <ee>.

Table 5. Errors of Intralingual Transfer

Word	Phonetic Transcription	As Recorded	Deviation
idiot	[ɪdɪə t]	[aɪdiə t]	<i>→ [aɪ]
attic	[ætɪk]	[ə tik]	<a>→[ə]
poor	[pʊə]	[pu:r]	<oo>→ [u:]
fur	[fɜ:]	[fjur]	<u>→[ju:]
toy	[t□ɪ]	[t□ɪ]	<o>→ [□]
deer	[dɪə]	[di:r]	<ee>→ [i:]

As presented in table 5., the teachers tend to over-generalize the pronunciation of the English grapheme that they are familiar with in pronouncing different words. The grapheme <ae> as in 'breath'[breθ]is pronounced as [i:] since the teachers are familiar with the grapheme <ae> in the pronunciation of words like 'meat' [mi:t]. The grapheme <i> as in 'idiot' [ɪdɪə t]is pronounced as [aɪ] because the teachers used to pronounce it the same way as in pronouncing 'idol' [aɪdə l]. The grapheme <a>as in 'attic'[ætɪk]is over-generalized to [ə] since the teachers are familiar with the pronunciation of the grapheme in the words like 'ago' [ə gə ʊ]. The grapheme <oo> as in 'poor' [pʊə]is pronounced as [u:] due to the teachers' familiarity with the pronunciation of such grapheme in the words like 'room' [ru:m]. The grapheme < u > as in 'fur' [fɜ:]is pronounced as [ju:] because the teachers used to pronounce it the same way as in pronouncing 'cute' [kju:t]. The grapheme <ee> as in 'deer' [dɪə] is pronounced as [i:] since the teachers are familiar with the grapheme <ee> in the pronunciation of words like 'meet'[mi:t].

Linguistic Factor on Pronunciation Difference between Grapheme and Sound

Vowels sounds in English are pronounced differently with its writings (orthography). It might be the reason why English is known as the language which has inconsistency in the pronunciation of a grapheme. This differentiation drives the teachers to have some difficulties in pronouncing English vowels so that the errors are produced. It is because the teachers' first languages do not apply the same thing. The pronunciation errors caused by the factors of the difference between grapheme with its sounds can be seen as follows.

Table 6. Errors of Pronunciation Difference between Grapheme and Sound

Words	Phonetic Transcription	As Recorded	Deviation
flea	[fli:]	[flea]	<ea>[i:] → [ea]
banana	[bə nana]	[banana]	<a> [ə] → [a]
replay	[ri:pleɪ]	[ripla ɪ]	<ay>[eɪ]→ [aɪ]
house	[haʊs]	[hous]	<ou> [aʊ]→ [ou]
cow	[kaʊ]	[koʊ]	<ow> [aʊ] →[oʊ]
layer	[leɪə]	[lajə r]	<aye> [eɪə] →[ajə]
iron	[aɪə n]	[air□n]	<iro> [aɪə] → [air□]
flower	[flaʊə]	[flowə r]	<owe>[aʊə]→[owə]
royal	[r□ɪə l]	[rojal]	<oya> [□ɪə] → [oja]

Table 6. proves the teachers pronounce the English vowels exactly just the way they are written. This means that they apply the same technique as they pronounce their L1. Instead of pronouncing the word 'flea" as [fli:], they pronounce it as the way they read it in their L1 or as it is written which

becomes [flea] where grapheme <ae> is pronounced as it is written [ea]. So as in word 'replay' [ri:pleɪ] which they pronounce as [riplaɪ] because grapheme <ay> is pronounced as [aɪ] in the teachers' L1. It also happens in words with triphthong such as 'royal' [r□ɪə l] which they pronounce as [rojal] just like they pronounce it in their L1 where grapheme <oya> is pronounced as [oja].

Linguistic Factor on Hypercorrection

In many errors produced, the teachers sound cautious of making mistakes. It makes the sound production is the result of hypercorrection toward their pronunciation for the sake of producing correct pronunciation. Pronunciation errors due to such reasons are considered as a hypercorrection. Eckman et al. (2013) define hypercorrection as the expansion of a linguistic type outside its usual application, often contributing to incorrect output. In this study, the errors in form of hypercorrection occur in the pronunciation of a grapheme which is corrected excessively so that the productions of the sounds do not have any similarities or closeness with the grapheme itself. Also, the sounds produced do not exist in the teachers' first language.

Table 7. Errors of Hypercorrection

Words	Phonetic Transcription	As Recorded	Deviation
breath	[breθ]	[bræθ]	<ea> [e] →[æ]
aunt	[□:nt]	[oɒnt]	<au> [□:] →[oʊ]
rude	[ru:d]	[rod]	<u> [u:] → [o]
white	[waɪt]	[weɪt]	<i> [aɪ] → [eɪ]
home	[hə ʊm]	[hoʊm]	<o> [ə ʊ] →[oʊ]

As presented by table 7, it is investigated that teachers produce errors as they excessively pronounce the sounds. As a result, they produced sounds that are not even closed with the intended sounds. They pronounce 'aunt' [□:nt] as [oɒnt], where the monophthong [□:] is pronounced as [oʊ] which is not included in any monophthong. The two sounds do not have any similarities at all. Moreover, some of the sounds that they produced do not exist in their L1, yet they belong to English sounds. This happens in 'breath' [breθ] which is pronounced as [bræθ]. The error explains that monophthong [e] is pronounced as [æ]. Monophthong [æ] does not exist in Indonesian phonology neither does in any local languages in Indonesia. The teachers produce such errors due to avoiding making mistakes, yet they do it excessively and generate different sounds which even does not exist in their native languages.

Linguistic Factor on Words Similarity

The similarity between words can be the cause of pronunciation errors. Word similarity can be characterized by the number of words syllables, letters and some similar sounds in a pair of the word. Here are the examples of the errors.

Table 8. Errors of words similarity

Words	Phonetic Transcription	As Recorded	Similar Words
elephant	[elɪfə nt]	[ilə pent]	eleven [ɪ'levn]
heart	[h□:t]	[hɜ:t]	hurt [hɜ:t]
rude	[ru:d]	[rod]	road [rə ʊd]
dawn	[d□:n]	[daɒn]	down [daɒn]
law	[l□:]	[lə ʊ]	low [lə ʊ]
work	[wɜ:k]	[wok]	walk [w□:k]
vary	[veə rɪ]	[verɪ]	very [verɪ]
tie	[taɪ]	[ti:]	tea [ti:]

Table 8. presents that the teachers produced errors whenever they pronounce English vowels due to their perception of other similar words. The sound [e] as in word 'elephant' [elɪfə nt] was pronounced as [i] that becomes [ilə pent] because the teachers were influenced by the word 'eleven'[ɪ'levn]. Similarly, this occurred whenever they pronounce the sound [□:] in word 'heart' [h□:t] as [ɜ:] that becomes [hɜ:t] since they are distracted by the word 'hurt' [hɜ:t]. This production

also occurred when they pronounced the words 'rude', 'dawn', 'law', 'work', 'vary', and 'tie' that are affected by other similar words.

Non-linguistic Factor on Educational Background

In this study, it is known that six teachers have no English education background. Zein (2012) mentioned both primary teachers with and without English education background experienced problems in pronunciation as they carry their heavy local accents. Nevertheless, this research tried to dig this issue in further. Based on the analysis conducted, it was found the teachers with no English education background produced many pronunciation errors that could lead to different word or meaning. For instance, the teachers without English education background pronounced the word *wheel* [wi:l] as [wel] *well*. Meanwhile, the teachers who graduated from the English study program only made few errors and it occurs in the sounds that do not exist in their first languages, and the errors are not varied.

Though both group of teachers encountered pronunciation problems and produced errors in pronunciation, teachers with no English education background, in fact, produced more errors. This shows the existence of difference in pronunciation errors produced by English graduated teachers and non-English graduated teachers. It also uncovers that non-English graduated teachers have lower English proficiency. Habibi & Sofwan, (2015) confirm that the teachers, those not from English majors, obtained low score in English Proficiency Test that they took. Furthermore, Asriyanti et al. (2013) point out these teachers will not be able to acquire the required learning skills needed, to use different approaches and techniques to educate young learners, to produce useful content, to make English available to very young learners, and to use relevant authentic materials to teach young learners. Thus, it is noticeable that educational background affects teachers' English proficiency as well as pronunciation mastery.

Non-linguistic Factor on Teachers' Lack of English Practice

The study finds the teachers have up to 18 classes in a week. It indicates the limited time they get to increase their English ability since most of their times are spent for teaching and preparing for the materials. As a result, they use their English only when they teach and they are unconfident with their English due to inadequate practice. Sulistiyo (2016) confirms the teachers feel uncomfortable in both speaking and writing in English. Moreover, in the data analysis, it is found that the [e] in *breath* [breθ] was pronounced correctly only by seven teachers. Meanwhile, the teachers could pronounce [e] properly in other words. Besides, [e] actually exist in teachers' first languages so that the teachers are supposed to be able to pronounce it well in various words. It indicates that such errors produced due to the teachers' unfamiliarity of the words. This error may not be generated, if the teachers provide more times to practise their English so that they become more familiar with English sounds.

CONCLUSION

From the analysis conducted, it can be concluded that the errors produced by the primary school English teacher in Yogyakarta could lead to different words or meaning. The errors in the pronunciation of monophthongs mostly occur in the sounds that do not exist in the teachers' native language (Javanese and Indonesian), they are [i:], [æ], [□:], [u:], [□], [ʌ], [ɜ:], and [□:]. The errors in diphthong are frequently pronounced as monophthong. Most of the errors in triphthong occur on [ʊ] and [ɪ] in the middle of triphthong which were pronounced as glides [w] and [j]. Meanwhile, the cause of the errors on linguistic factors belong to interlingual transfer, intralingual transfer, pronunciation different between grapheme and sound, hypercorrection, and words similarities, whereas non-linguistic factors belong to educational background and teachers' habits. From the two factors, it is known that linguistic factors have a greater influence on teacher pronunciation errors which mainly caused by interlingual transfer factor with various forms of errors.

The research signifies that the teaching of EFL to Indonesian young learners in term of teachers' competence is rather apprehensive. It discloses the teachers' pronunciation mastery which have several rooms for improvements. Yet, it does not declare that the teachers should have native-like pronunciation, instead, it concerns on the learners' failure in mastering English comprehensively which can be induced by teachers' errors in producing English sounds when communicating with the students since most teachers are learners' main model in learning English. Therefore, it is required for Indonesian young learners to have competent English teachers and Indonesian schools' policymakers

should fully watch EFL teaching to young learners to ensure that the teachers obtained this criterion. In addition, the teachers are suggested to have intensive English training to increase their English competence, primarily in pronunciation.

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