

Analysing Schwa Sound /ə/ Pronunciation of Indonesian English Teachers: Identifying Errors and Challenges

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ABSTRACT

This article contains the findings of an error analysis study on the pronunciation of English schwa sounds /ə/ by Indonesian English teachers. Teachers encountered numerous difficulties in adapting to the English sound system while teaching English in the classroom. This study aims to investigate the pronunciation faults of the English vowel sound known as 'schwa', represented as /ə/ in IPA (International Phonetic Association) phonetic writing and their challenges. This study utilizes qualitative research approach. The researcher endeavoured to organize and collate the pronunciation of the schwa sound of the English teachers when they were teaching which was taken from their Youtube channel and their challenges. By engaging in the process of actively listening and meticulously taking a note of the teachers' pronunciation, the researcher ultimately obtained the data source that would be subjected to analysis. The techniques for analysing the gathered data include assessing the teachers' pronunciation, documenting any pronunciation errors made by them, and examining the issues related to mispronunciation of the English schwa sound produced by them. The study's findings indicate that there are some errors related to the Schwa sound pronounced by the teachers, namely replacing Schwa Sound by pronouncing sound /ɑ/, /e/, /o/, /ʊ/, replacing Schwa Sound in diphthong /əʊ/ by pronouncing sound /o/, eliminating Schwa Sound in diphthong sound /ɪə/ and /eə/. Moreover, the challenges faced by them are native language, exposure, innate phonetic ability, motivation and concern for good pronunciation. Although the Indonesian language has a schwa sound, this does not guarantee that speakers are proficient in pronouncing it correctly.

Keywords: Schwa sound; pronunciation; phonology; error analysis; phonetics; EFL teacher

INTRODUCTION

Investigating pronunciation of English sound is a continuing concern in relation to Phonology in nonnative countries. As a matter of fact, they operate around the assumption that "... there is a threshold level of pronunciation for nonnative speakers of English; if they fall behind this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be" (Celce-Murcia & et. al. 2010: 8). This study uses one of branches in linguistics as its approach. This approach is Phonology (Delahunty, 2010:89). Phonology concerns how sound is used to differentiate words from each other. One of the main difficult sounds is Schwa [ə]. Moreover, the fact that English vowels have several ways of pronunciation could be a problematic to them whose L1's vowel sounds are not as various as English and very limited (Yavas, 2011).

Data from several studies suggest that teacher should reckon their pronunciation for it affects students in some ways (Fraser, 2000; Burns & Claire 2003). As stated in Celce-Murcia et.al. (2010) pronunciation has significant consequences in L2 speakers' lives. Moreover, nonnative English speaker teachers seem to be more aspirational and accessible models as well as more relevant to learners' pronunciation needs when their learning goal is not attaining a native-like accent (Murphy, 2014). Acknowledging this, the teacher's pronunciation is a pivotal matter that should be addressed in the English language teaching and learning.

Previous studies of pronunciation of English sound have suffered from an overemphasis on students' pronunciation. Although, in the end, these researchers emphasise the importance of the teacher's role in this regard (Saputri, 2020; Sa-E-Dee, 2020; Astina, 2020). Moreover, Jariyah, 2020 conducted a case study, "The English Pronunciation Problems of EFL Students' Speaking" at the university level of English Education Department. It is stated that the most difficult sound faced by them is Schwa sound /ə/. One of the reasons they have pronunciation is related to the teacher.

Interviewee 1 : "saya belajar bahasa inggris sejak SD, tapi belajar pronunciation itu baru pas di kampus karena di SD-SMP dulu belajar nya Cuma vocabulary, tenses kaya gitu, kadang guru nya saja salah pronunciation dan akhirnya murid nya juga salah. Jadi pronunciation pas di SD-SMP gak begitu fokus, fokus nya pas masuk jurusan bahasa inggris ini".

Interviewee 2: "selama saya di SMP-SMA guru saya hanya mengajarkan translate kata bukan pronunciation nya. Jadi fokus nya ya di translate saja"

In addition, (Noorzaida, 2023) in her thesis – qualitative research- entitled "teachers' difficulties in teaching English pronunciation" stated that teachers often lack confidence in teaching pronunciation, fearing that they might pronounce words incorrectly themselves.

From the earlier studies seemed to suggest improvement on teachers' pronunciation. To verify this finding, the actual analysis of teachers' pronunciation is urgently needed. However, far too little attention has been paid to this matter. As a result, this paper attempts to show the analysis on English teachers' pronunciation specifically on Schwa sound /ə/. Thus, there are some questions to be addressed in this study; First, how the types of pronunciation adaptation which makes the error in pronouncing schwa sound? Second, how the sequence errors in pronouncing schwa sounds of English utterances produced by Indonesian teachers? Lastly, what are the challenges are faced by the teachers in pronouncing Schwa Sound /ə/?

LITERATURE REVIEW

The Notion of Pronunciation and Phonology

The terms pronunciation and phonology are occasionally understood equivalent. As a matter of fact, they complement one another. The phonology of a language consists of theory and knowledge about how the sound system of the language works, including both segmental and suprasegmental features. Pronunciation in language learning, on the other hand, is the practice and meaningful use of phonological features in speaking, supported by practice in interpreting the phonological features in a discourse that one hears. Pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener (Burns and Claire, 2003).

As an approach for this research, phonology plays an important role for it is concerned with describing pronunciations but, more than that, with accounting for what is relevant in pronunciations, what makes it possible to communicate, what makes one utterance different from another (Kreidler, 2004). Phonology is the study of speech sound or phones. When studying speech sounds as sounds without regard to their functions as signalling units of language, it is called 'phonetics'. In other words, Phonology is utilized in the language of specific individuals. Meanwhile, phonetics provides the understanding of the structure of sounds that individuals choose to investigate. Phonetics involves studying the differences in sounds between an individual's language and a specific observed language. The sound system involves the actual pronunciation of words known as a segment or a phoneme.

Phonetics specialists (Kelly, 2000) classify sounds into two primary groups: segments and suprasegmentals. On one hand, segments are units of sounds which can be analyzed. They are also known as phonemes. On the other hand, suprasegmental features are features of speech which generally apply to groups of segments or phonemes (Kelly, 2000, p. 3). They are interconnected in that they all function together within the framework of communication. Consequently, both of these traits are crucial. Learners must be mindful of utilizing both of them in their speech output to attain efficient oral communication. The diagram bellow shows the features of English pronunciation (Kelly, 2000).

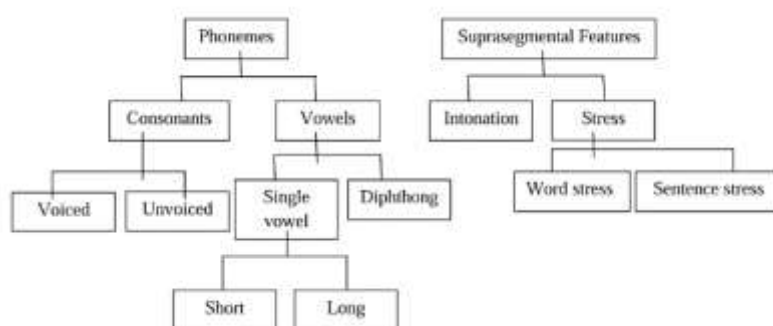


Figure 1.1 Basic Features of Pronunciation (Kelly, 2000)

The cause of the errors in pronunciation

The accurate mastery of English pronunciation plays an important role in improving the comprehensive English ability of second language learners, because the accuracy of the pronunciation will directly affect the accuracy of listening, the learning of vocabulary and the progress of oral communication (Odlin, 1989; Lado, 1957). Language transfer has been regarded as one of the important concepts in the field of the non-native language acquisition or use. Odlin summarized the definition of language transfer in 1987 as: the impact of the commonalities and differences between the target language and any other language that has been acquired (or not fully acquired). There are two types of transfers, namely positive and negative. When the influence of the native language leads to errors in the acquisition or use of a target language, we say that negative transfer or interference occurs. When the influence of the native language leads to immediate or rapid acquisition or use of the target language, we speak of positive transfer or facilitation (Bardovi & Sprouse, 2017). In this instance, an Indonesian learner who is learning the English sound /b/ in the word 'bell' will not need to exert much effort because they already create a similar sound in their own language. However, negative transfer arises when the learner encounters elements in the phonological system that are distinct from what they are familiar with. To address the issue of imitating sounds in the target language, it is essential to perform a comparative analysis of the sound systems of both languages. Moreover, Ramelan (1999: 8) explained that the nature of pronunciation problem is encountered when learner of target language has to do with his ability in listening and identifying acoustic quality of the foreign sounds which is it belongs to prerequisite for the ability in producing each sound correctly. If the learner has never been exposed to the quality of a specific foreign sound, they may struggle to replicate it accurately, as it is made by a native speaker. In order to resolve the issue, the student must possess a solid understanding of phonetics and engage in regular exercises to improve their pronunciation skills through the use of mouth-gymnastics.

The Notion of Schwa Sound

"The term schwa, comes from Hebrew, where it means 'emptiness' and designates a Hebrew vowel of the same quality" (Skander and Burleigh, 2005:37). Phonologically it means 'no vowel' and 'emptiness' in literal meaning. Schwa is also referred to as the 'reduced vowel since so often alternates with various 'full' vowels" (Schane, 1973:14). Schwa is one of the seven English short vowels in English in the production of which the centre of the tongue is raised between mid-close and mid-open position, and the lips are in a neutral shape, as seen in the following figures 1 and 2:

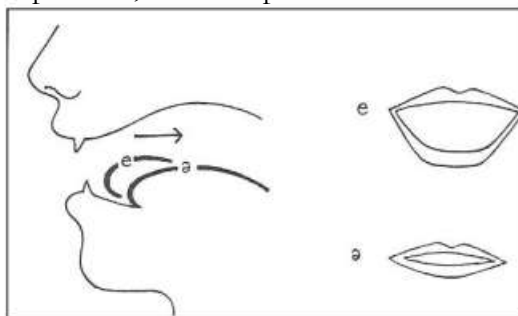


Figure 1: Articulatory Comparison of /e/ and /ə/

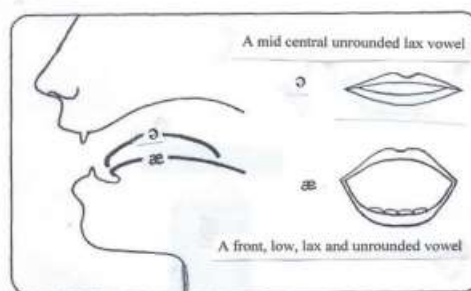


Figure 2: Articulatory Comparison of /æ/ and /ə/

Ramelan (1999: 78) explained the articulatory definition of schwa sound /ə/ in two varieties namely normal schwa and lowered schwa. First, normal schwa is an unrounded half-open to half-close central vowel (same as /ə:/, so normal /ə/ and second, lowered schwa /ə/ is an unrounded half-open central vowel. The articulatory description of lowered schwa /ə/ are in pronouncing /ə/ the central part of tongue is raised. It is raised to the half-open position, or even lower. The lip position is spread or neutral. The opening between the jaws is medium. Lowered schwa may sometimes be even lower and sound almost like /ʌ/.

METHODS

This study utilizes qualitative research methods. The processes for data collecting and analysis did not include any numerical computations. Gall, Borg, and Gall (1996) defined qualitative research as the individual perceptions towards social phenomena in reality in the structure of grounded interpretations. The research involves doing in-depth analysis of real-life situations to obtain empirical facts through inductive reasoning. This study utilized three language research methods outlined by Sudaryanto (2015: 6), which include data collecting, data analysis, and presenting of data analysis findings. Each study approach was implemented by following certain procedures.

The research aimed to analyse errors in the production of the schwa sound in English utterances by Indonesian English teachers in different region. These two teachers are chosen randomly. They are both English teachers, but in different regions. They were teaching about various texts in English. There are 5 videos of teaching from teacher 1 (MA), and 4 videos from teacher 2 (MS). The data collection process involves taking notes of some words which contain the schwa sound and recognizing any mistake utterances of it. The initial data source consisted of English utterances contain the schwa sound. When examining the collected data, the researcher compared how the teachers' use of the Indonesian Language was influenced by their vernacular. The error pronunciations of teachers were intended to gather a secondary data source. The second data source is referred to as introspection data (Botha, 1981:67).

The initial data set was established to analyse the accurate pronunciation of English schwa by teachers. The researcher attentively listened to and documented the teachers' pronunciations. This phase involves implementing the listening technique. Sudaryanto's recommended listening approach is an endeavour to gather data in the field of language research (p. 203). In addition, the second data source that was collected involved the mispronunciation of teachers. This was discovered by using an intuitive method (Labov, 1972: 9). The researcher endeavoured to clarify the teachers' pronunciation mistake in relation to the researcher's acquisition as a native speaker of Indonesian. The researcher's role was that of a research respondent.

Data analysis techniques were executed by employing several methodologies. Initially, the first data source comprises English utterances that were examined using a linguistic rule known as the formal method (Sudaryanto, p. 241). This analysis involved identifying pronunciation errors and employing a verbal method. Subsequently, the second data source was examined through descriptive explanations (Sudaryanto, p. 241). Two methodologies were employed to obtain the outcome of data analysis.

The procedures of data analysis were done by applying some methods. First, by implementing linguistics rule which is called in formal method (Sudaryanto, p. 241) meaning the first data source consist of English utterances were exposed along with pronunciation error elaboration and verbal method as the second step of analysing the data (Sudaryanto, p. 241) meaning the second data source were discussed by means of descriptive explanations. The two methods were conducted to gain the result of data analysis.

RESULTS AND DISCUSSION

This study examines pronunciation errors in the English Schwa sound by analysing the teachers' pronunciation during their instructional videos on their Youtube channel. The teachers' pronunciation exam revealed errors in pronouncing the schwa sound, which can be attributed to the influence of

their vernacular language. The error analysis is presented using Indonesian phonetic sounds derived from KBBI. Furthermore, this study elucidates the sequencing errors made by teachers and provides guidance on the correct pronunciation, drawing from the phonetic sounds as outlined in the Cambridge Dictionary. Moreover, the evidence of the pronunciation error analysis is demonstrated by the comparison of Indonesian and English sounds.

Types of Pronunciation Adaptation

This study presents the statistics on the pronunciation of the schwa sound by Indonesian English teachers from different regions, focusing on how their native Indonesian language influences their pronunciation. T1 made a total of 19 utterances, whereas T2 made 26. Each utterance consists of a schwa sound. Below are the common errors in the pronunciation of the schwa sound made by teachers:

No	Utterances	Teacher's Pronunciation	Indonesian Phonetic Sound	English Phonetic Sound	Types of Pronunciation Adaptation	
					Negative Transfer	Positive Transfer
1	Beautiful	/bju:ti.fu/	/beautiful/	/bju:ti.fəl/	✓	
2	Close	/klos/	/klose/	/kləʊz/	✓	
3	Especially	/e'speʃ.eli/	/espesiali/	/ɪ'speʃ.əli/	✓	
4	Go	/go/	/go/	/gəʊ/	✓	
5	Hair	/her/	/hair/	/heər/	✓	
6	Here	/hɪ:r/	/here/	/hɪər/	✓	
7	Know	/no/	/kenow/	/nəʊ/	✓	
8	Minutes	/mɪnʊts/	/minuts/	/ˈmɪn.əts/	✓	
9	Neighbour	/neɪbor/	/neibor/	/ˈnei.bər/	✓	
10	OK	/ok/	/ok/	/əʊˈkeɪ/	✓	
11	Own	/oʊn/	/owen/	/əʊn/	✓	
12	Paragraph	/pəɾaɾaɾaf/	/paragraph/	/ˈpær.ə.ɡrɑ:f/	✓	
13	Participant	/pɑrtɪspɑn/	/partisipan/	/pɑ:ˈtɪs.ɪ.pənt/	✓	
14	Particular	/pɑrtɪkʊlɑr/	/particular/	/pəˈtɪk.jə.lər/	✓	
15	Show	/ʃo/	/show/	/ʃəʊ/	✓	
16	Smartphone	/smɑrtpon/	/smartpon/	/ˈsmɑ:t.fəʊn/	✓	
17	So	/so/	/so/	/səʊ/	✓	
18	Social	/soʃal/	/sosial/	/ˈsəʊ.ʃəl/	✓	
19	Today	/tʊdeɪ/	/today/	/təˈdeɪ/	✓	

Table 1. Schwa Sound Pronunciation Common Error Made by T1

No	Utterances	Teacher's Pronunciation	Indonesian Phonetic Sound	English Phonetic Sound	Types of Pronunciation Adaptation	
					Negative Transfer	Positive Transfer
1	Banana	/bənanə/	/banana/	/bə'na:nə/	✓	
2	Continue	/kontinju/	/kontinyu/	/kən'tɪn.ju:/	✓	
3	Correct	/korek/	/korek/	/ka'rekt/	✓	
4	Distance	/distens/	/distans/	/ˈdɪs.təns/	✓	
5	Forgive	/fo'gɪv/	/forgiv/	/fə'grɪv/	✓	
6	General	/ˈdʒen.ər.əl/	/jeneral/	/ˈdʒen.ər.əl/	✓	
7	Go	/go/	/go/	/gəʊ/	✓	
8	Home	/hɒm/	/hɒm/	/haʊm/	✓	
9	Instagram	/ˈɪnstəɡrəm/	/Instagram/	/ˈɪn.stə.ɡrəm/	✓	
10	Machine	/mə'ʃɪn/	/mesin/	/mə'ʃɪn/	✓	
11	Media	/ˈmi:di.ə/	/media/	/ˈmi:di.ə/	✓	
12	Most	/most/	/mos/	/maʊst/	✓	
13	Objective	/objektiv/	/objektiv/	/əb'dʒek.tɪv/	✓	
14	OK	/ok/	/ok/	/əʊ'keɪ/	✓	
15	Paragraph	/pəɾəɡraf/	/paragraf/	/ˈpər.ə.ɡrɑːf/	✓	
16	Personal	/ˈpɜːsən.əl/	/personal/	/ˈpɜːsən.əl/	✓	
17	Post	/pos/	/pos/	/paʊst/	✓	
18	Power	/power/	/power/	/paʊər/	✓	
19	Procedure	/pro'si:dʒər/	/prosedur/	/pra'si:dʒər/	✓	
20	Representative	/ˌrep.rɪ'zɛn.tə.tɪv/	/representativ/	/ˌrep.rɪ'zɛn.tə.tɪv/	✓	
21	Simulation	/ˌsɪmjʊlɪ'ʃən/	/simulasi/	/ˌsɪm.jə'leɪ.ʃən/	✓	
22	So	/so/	/so/	/səʊ/	✓	
23	Social	/ˈsəʊ.ʃɪəl/	/sosial/	/ˈsəʊ.ʃəl/	✓	
24	Throw	/troʊ/	/trow/	/braʊ/	✓	
25	Today	/tu'deɪ/	/today/	/tə'deɪ/	✓	
26	Years	/jɜːs/	/years/	/jɜːs/	✓	

Table 2. Schwa Sound Pronunciation Common Error Made by T2

According to the table provided, it is evident that teachers made errors in pronouncing the schwa sound in all the English word utterances. The errors can be categorized based on the types of pronunciation adjustments that impact the teachers' ability to provide accurate pronunciation. The data indicates that the majority of instructors' pronunciations were mostly influenced by their native languages, namely Indonesian, Javanese, and Sundanese. Positive transfer is the process by which Indonesian teachers adopt English schwa sounds that are similar to sounds in the Indonesian language. It is evident that the majority of utterances lack positive transmission. Most teachers encountered difficulty in adapting to the schwa sounds, which are part of negative transfer, as these sounds are not present in their native language. In this scenario, teachers solely rely on their intuition for pronunciation, which is derived from their everyday informal Indonesian speech patterns. Teachers often struggle with imitating the schwa sounds of English native speakers. This is because many English utterances containing schwa are pronounced differently depending on the production and sound, despite being pronounced the same way.

The utterances in table 1 and 2, the word 'today' was pronounced as /tə'deɪ/, and 'continue' was pronounced as /kən'tɪn.ju:/. It shows that most of teachers tried to guess that all English sound which contains alphabet 'o' usually is pronounced as 'u' and 'o'. The teachers did not care about the

schwa sound should be pronounced as sound /ə/, they repeatedly pronounced /tə'deɪ/ and /kontinjə/. Related with alphabet /o/, the teachers also directly pronounced it with /o/ rather than schwa sound /ə/ in diphthong /əʊ/, namely, 'close', 'go', 'know', 'post', 'OK', and 'so'. The error is attributed to their knowledge of English pronunciation. They believe that they do not have a particular sound, indicating that the errors are a result of negative transfer, as these sounds are not present in the Indonesian language. As a result, they unconsciously transfer their speaking habits.

Pronunciation errors arise in certain utterances that include the letter 'a', such as 'particular', 'social', 'banana', 'general', and 'personal'. Teachers mostly produced the phoneme /ɑ/ instead of the schwa sound. T1 pronounced 'particular' as /pɑrtɪkjələr/ rather than /pə'tɪk.jə.lər/, and 'social' as /soʃɪɑl/ rather than /'səʊ.ʃəl/. Also, it was done by T2 in pronouncing 'banana' as /bɑnɑnɑ/ rather than /bə'nɑ:.nə/, and 'general' as /'dʒen. er.ɑl/ rather than /'dʒen.ər.əl/.

Also, the teachers were unable to recognise schwa sounds in utterances that included the letter 'u' in the Indonesian language, specifically the sound /bʊkʊ/. Teacher 1 incorrectly identified the pronunciation of certain words, such as 'beautiful' sounded as /'bjʊ:.tɪ.fʊl/, 'minutes' sounded as /mɪnʊts/, 'particular' sounded as /pɑrtɪkjələr/. Same as teacher 1, T2 do mispronounced in the word 'simulation' which is pronounced as /sɪmʊleɪʃən/.

Table 1 and 2 in the Types of Pronunciation Adaptation section specify that all of the utterances being analysed for their capacity to recognize and articulate schwa sounds are examples of negative transfer. It signifies that the kids are unable to identify same phonetic elements in their own language. The rationale for relying on innate prediction of utterance sounds associated to Indonesian language sounds as references to handle English sounds.

The Sequence Errors in Pronouncing Schwa Sounds of English Utterances Produced by Indonesian Teachers

This study includes data on the occurrence of schwa sound pronunciation errors made by English teachers from Indonesia in different locations. The Sequence Errors are categorized according to the typical mistakes made by teachers. The tables below display the data records that illustrate the error analysis of schwa sound pronunciation made by the teachers:

Replacing Schwa Sound by Pronouncing Sound /ɑ/

No	Utterances	Teachers' Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Paragraph	/pɑrɑgrɑf/	/'pær.ə.qrɑ:f/		✓	/r.ə/ = /rɑ/
2	Participant	/pɑrtɪsɪpɑn/	/pɑ:'tɪs.ɪ.pənt/	✓		/pənt/ = /pɑn/
3	Social	/soʃɑl/	/='səʊ.ʃəl/	✓		/ʃəl/ = /ʃɑl/
4	Banana	/bɑnɑnɑ/	/bə'nɑ:.nə/		✓	/bə/ = /bɑ/ /nə/ = /nɑ/
5	General	/'dʒen. er.ɑl/	/'dʒen.ər.əl/	✓		/əl/ = /ɑl/
6	Instagram	/ɪnstɑgrɑm/	/='ɪn.stə.qræm/		✓	/stə/ = /stɑ/
7	Media	/'mi:.di.ɑ/	/'mi:.di.ə/		✓	/di.ə/ = /di.ɑ/
8	Personal	/='pɜ:.sɒn.ɑl/	/='pɜ:.sən.əl/	✓		/nəl/ = /nɑl/
9	Representative	/rep.rɪ'zen.tɑ.tɪ v/	/rep.rɪ'zen.tə.tɪ v/		✓	/tə/ = /tɑ/

Table 3. The Teachers' Schwa Sound /ə/ Pronunciation Errors by Pronouncing Sound /ɑ/

The teachers' errors in pronouncing the schwa sound can be recognized when they specifically focus on utterances that contain the letter 'a'. This occurs in words described on the table 3. The teachers were impacted by their tendency to communicate in the Indonesian language, as evidenced in table 3. The teachers disregarded the schwa sounds as if they had never adhered to the right sound that should be followed. The teachers solely rely on their own intuition and customary behaviour, which mirrors their habitual use of Indonesian language in everyday conversations.

Replacing Schwa Sound by Pronouncing Sound /e/

No	Utterances	Teachers' Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Especially	/e'speʃi.əl.i/	/ɪ'speʃ.əl.i/	✓		/ʃəl/ = /ʃel/
2	Distance	/distens/	/ɪ'dɪs.təns/	✓		/təns/ = /tens/
3	General	/dʒen. er.əl/	/dʒen.ə.r.əl/	✓		/nər/ = /ner/
4	Machine	/me'ʃi:n/	/mə'ʃi:n/	✓		/mə/ = /me/

Table 4. The Teachers' Schwa Sound /ə/ Pronunciation Errors by Pronouncing Sound /e/

As can be seen from Table 4, teachers make errors in the pronunciation of Schwa Sound by replacing it with the sound /e/. This could be due to the teachers' habit of using the sound /e/ like Indonesian, where there is no difference between the sound and the alphabet.

Replacing Schwa Sound by Pronouncing Sound /o/

No	Utterances	Teachers' Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Neighbour	/neɪbor/	/ˈneɪ.bər/	✓		/bər/ = /bor/
2	Correct	/korek/	/kə'rekt/	✓		/kə/ = /ko/
3	Forgive	/fo'gɪv/	/fə'gɪv/	✓		/fə/ = /fo/
4	Objective	/objektiv/	/əb'dʒek.tɪv/	✓		/əb/ = /ob/
5	Personal	/ˈpɜːson.əl/	/ˈpɜː.sən.əl/	✓		/sən/ = /son/
6	Procedure	/pro'siːdʒər/	/prə'siːdʒər/	✓		/prə/ = /pro/

Table 5. The Teachers' Schwa Sound /ə/ Pronunciation Errors by Pronouncing Sound /o/

The teachers made errors in pronouncing the schwa sound when they met words that contain the letter 'o'. They hypothesize that the spellings are identical to those found in alphabetical order, as demonstrated by the words displayed above.

All of the schwa sound listed in table 5 are classified as normal schwa sound. The term 'Neighbour' should be articulated as /ˈneɪ.bər/, 'Correct' should be /kə'rekt/, 'Forgive' should be /fə'gɪv/. Also,

the term 'Objective' should be pronounced as /əb'dʒek.tɪv/, 'Personal' should be /'pɜː.sən.əl/, and the term 'Procedure' should be pronounced as /prə'siː.dʒər/.

Replacing Schwa Sound by Pronouncing Sound /ʊ/

No	Utterances	Teachers' Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Beautiful	/ˈbjuː.tɪ.fəl/	/ˈbjuː.tɪ.fəl/	✓		/fəl/ = /fəl/
2	Minutes	/mɪnʊts/	/ˈmɪn.əts/	✓		/nəts/ = /nʊts/
3	Particular	/pɑːtɪk.jʊl.ər/	/pəˈtɪk.jə.lər/	✓		/kə/ = /kju/
4	Today	/tʊdeɪ/	/təˈdeɪ/	✓		/tə/ = /tʊ/
5	Simulation	/sɪm.jʊl.ɪ.fən/	/ˌsɪm.jəˈleɪ.fən/	✓		/mɪə/ = /mʊ/

Table 6. The Teachers' Schwa Sound / ə / Pronunciation Errors by Pronouncing Sound / ʊ /

Table 6 demonstrates that teachers make pronunciation errors with the schwa sound when they produced utterances that include the letter 'u', which should be pronounced as schwa. The pronunciation problems observed in the teachers' utterance of the terms 'beautiful', 'minutes', 'particular', 'today' and 'simulation'. Barely, teachers produced Schwa sound. The detection of the schwa error is evident in the text above.

The schwa sounds found in the utterances above are represented by the normal type. In these utterances, the schwa sounds occur before the consonants /l/ in /ˈbjuː.tɪ.fəl/, /ˌsɪm.jəˈleɪ.fən/, and /pəˈtɪk.jə.lər/. The practice of using the teachers' native language when speaking is the primary element that contributes to pronunciation errors. Typically, they generate the sound /u/ as /ʊ/.

Replacing Schwa Sound in Diphthong /əʊ/ by Pronouncing Sound /o/

No	Utterances	Teachers' Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Close	/klos/	/kloʊz/	✓		/kloʊz/ = /klos/
2	Go	/go/	/goʊ/	✓		/goʊ/ = /go/
3	Know	/no/	/noʊ/	✓		/noʊ/ = /no/
4	OK	/ok/	/əʊˈkeɪ/	✓		/əʊˈkeɪ/ = /ok/
5	Own	/oʊn/	/əʊn/	✓		/əʊn/ = /oʊn/
6	Show	/ʃo/	/ʃəʊ/	✓		/ʃəʊ/ = /ʃo/
7	Smartphone	/smɑːtʃon/	/ˈsmɑːtʃəʊn/	✓		/ʃəʊn/ = /ʃon/
8	So	/so/	/soʊ/	✓		/soʊ/ = /so/
9	Social	/soʃəl/	/ˈsoʊʃəl/	✓		/ˈsoʊʃəl/ = /soʃəl/
10	Home	/hɒm/	/həʊm/	✓		/həʊm/ = /hɒm/
11	Most	/most/	/məʊst/	✓		/məʊst/ = /most/
12	Post	/pos/	/pəʊst/	✓		/pəʊst/ = /pos/
13	Throw	/troʊ/	/θəʊ/	✓		/θəʊ/ = /troʊ/

Table 7. The Teachers' Schwa Sound Errors in Diphthong /əʊ/ by Pronouncing Sound /o/

Typically, schwa sounds are not used as substitutes for the /u/ sound in many English utterances.

From the table 6, it shows that the teachers faced problems in pronouncing schwa sounds in normal type. They tend to bring the pronunciation of Indonesian language into English pronunciation. The utterances written above which contain of Schwa Sound in Diphthong /əʊ/ were mispronounced. They pronounced that sound into /o/. The detail errors of each can be seen on the table.

Eliminating Schwa Sound in Diphthong Sound /ɪə/ and /eə/

No	Utterances	Teachers' Pronunciation	English Pronunciation	Types of Schwa Sound		Schwa Sound Error Identification
				Normal	Lower	
1	Hair	/her/	/heə/	✓		/heə/ = /her/
2	Here	/hɪr/	/hɪə/	✓		/hɪə/ = /hɪr/
3	Years	/jɪrs/	/jɪərs/	✓		/jɪərs/ = /jɪrs/

Table 8. The Teachers' Schwa Sound Errors in Diphthong /ɪə/ and /eə/

The next identification of teachers' error pronunciation is in the way they mispronounced of schwa sounds occur in the words contain of Schwa Sound in Diphthong /ɪə/ and /eə/. They hardly produced the Schwa sound, such as in the words listed on the table. The correct pronunciation should be produced with the Schwa sound. In those utterances, the teachers got complicated in identifying the Schwa sound, then eliminated it.

The challenges are faced by the teachers in pronouncing Schwa Sound /ə/

From the findings above, it can be learned that there are several challenges teachers need to face in having errors while pronouncing schwa sound /ə/. Kenworthy (1987, cited in Brown, 2007 states some factors that could be some challenges pronouncing schwa sound /ə/.

First, native language, it is believed that the major influential factor impacting someone's pronunciation is his/ her native language. Thus, it is important for someone, especially teachers, as a role model in the classroom, to pay attention to this matter. It can be seen from the findings, there are some words which are influenced by their language, or it can be said as negative transfer.

Second, exposure is also crucial. It is essential to offer language learners abundant opportunity to effectively obtain understandable input. To fully immerse themselves in the target language, individuals should actively seek out opportunities both inside and outside the classroom to engage with authentic oral discourse from native speakers. This can be achieved by activities such as utilizing language laboratories and learning center environments. From the simple word such as, OK, so, and go, the teacher stills make errors. If they are exposed to native English frequently, then they will not continue to make mistakes on the words and make corrections.

Third is innate phonetic ability. Innate phonetic ability is sometimes called phonetic coding ability. It is widely believed that certain language learners possess a greater ability to distinguish between two sounds with greater accuracy and have superior skills in imitating sounds compared to others. For language learners who are born and raised in an English-speaking environment, the opportunity to develop and be exposed to native-like pronunciation is often greater compared to those who are not. Nevertheless, it is not always possible for learners who are born and raised in native speaking situations to consistently attain native pronunciation. This is because language learners possess diverse phonetic aptitude, biology, and physiology from birth. Thus, the extent to which they can achieve native-like fluency will primarily depend on the quantity of their daily immersion in the target language.

The last one is motivation and concern for good pronunciation. Certainly, this is the most potent influence among these five components. When learners have a strong internal drive, they may be able to attain pronunciation that is comparable to that of native speakers. Conversely, if individuals neglect their pronunciation, they may lack the drive to perform effectively.

CONCLUSION

This study set out to organize and collate the pronunciation of the schwa sound of the English teachers when they were teaching which was taken from their Youtube channel and their challenges. This study has found that there are some errors related to the Schwa sound pronounced by the teachers, namely replacing Schwa Sound by pronouncing sound /ɑ/, /e/, /o/, /ʊ/, replacing Schwa Sound in diphthong /əʊ/ by pronouncing sound /o/, eliminating Schwa Sound in diphthong sound /ɪə/ and /eə/. Moreover, the challenges faced by them are native language, exposure, innate phonetic ability, motivation and concern for good pronunciation. The findings of this research provide insights for Teachers specifically to pay attention and improve their skills in this area, then the school also needs to prepare and give room to teachers to improve their knowledge. More broadly, the government also need to support English teachers in this so that the quality of education especially in English lessons improve and create quality education. The present study adds to the growing body of research that indicates needs related to teachers' proficiency in pronunciation and phonology to improve teacher performance, which will have an impact on students. This current study is limited by the relatively small sample. Although the current study is based on a small sample of participants, the findings suggest further study related to the other sound produced by teachers in their teaching activity, so it will be natural. Further research should be undertaken to explore how the error analysis on teachers' pronunciation of other sound in English so that we can get more evidences for enhancing teachers' proficiency in this matter. The findings of this study have a number of practical implications.

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