PRONUNCIATION PROBLEMS FACED BY STUDENTS OF ENGLISH DEPARTMENT BATCH 2020 OF LAMBUNG MANGKURAT UNIVERSITY IN PRODUCING SPOKEN ENGLISH

Ferina Inayatul Mahmudah[1], Fatchul Mu'in[2], Nanik Mariani[3]

[1] Ferina Inayatul Mahmudah, 1610117320012@mhs.ulm.ac.id
[1-3] Lambung Mangkurat University

Abstract

This study aims to identify interference in English pronunciation and analyze the cause of the interference in English pronunciation in English Department students at Lambung Mangkurat University batch 2020. This research is classified as a descriptive study that examines the phenomenon of interference at the phonological level. The subjects of this study were students of the English Department of Lambung Mangkurat University batch 2020 who spoke Banjar as their mother tongue. The instrument used in this study was an oral test. To analyze the interference phenomenon, this study uses a generative phonological approach. This study found that the Banjar Hulu language did interfere with English pronunciation, interference that occurred in Vowel, Consonant, and diphthong. Based on the conclusions above, the English Department students of the batch of 2020 must be more deeply into the use of English phonemes. As prospective English teachers, they must understand and study correctly how to pronounce words in English. So that in the future they can teach the oral English language correctly. This research result can be a starting point for researching the pronunciation problems in the speaking class in which the students must use English from an oral production perspective.

Keywords: *Interference, English pronunciation, and Banjarese Language.*

INTRODUCTION

In everyday interaction, South Kalimantan individuals speak with various mother tongues in terms of sounds, accents, rhythm, intonation, and expressions. Banjarese people speak the Banjarese language as a mother tongue or first language. Banjarese people are Malay people living in parts of the large island of Kalimantan in Indonesia. The other Banjarese people are established over the centuries on Sumatra and other nearby islands. Hence, Banjarese is a language considered to have begun in Sumatra with special admixtures of nearby Dayak and Javanese words (Minahan, 2012). Banjarese language has already started to be taught in schools as a local content course.

Therefore, Indonesian and foreign languages might be influenced by the Banjarese language.

As the mother tongue of Banjarese people, it affects them in learning different languages. This also happens when Banjarese speaking students ought to speak in English and learn pronunciation in the class. The various characteristics among these languages may cause potential problems because Banjarese speaking students at the English Department of the Lambung Mangkurat University of Banjarmasin must learn, identify, and drill English pronunciation with its varieties. The phonological system that has differences among these languages is one of the factors affecting their success in learning pronunciation.

In learning English, learners frequently face difficulties. According to Ramelan (1977: 6), the problems faced by the learners are connected to learning new sound systems, new vocabulary, and various ways to arrange words into sentences. The difficulties faced by learners can cause some interference in using the language being learned, both in speaking and writing. Dulay and Burt, for instance, posit that foreign language or second language learners always make interference. In this case, they state that "You cannot learn without goofing" (as cited in Richards, 1985:95). The term 'goof' means a deviation from phonetic and grammatical patterns from the original language (namely English).

This research investigates English pronunciation problems encountered by the students batch 2020 of the English Department of Lambung Mangkurat University in Banjarmasin. Pronunciation, defined by the Oxford English Dictionary, refers to someone's competence in producing sound used to deliver meanings. Then, the study to find pronunciation problems becomes necessary since it is one of the problems in speaking practice. Someone with incorrect pronunciations might jumble sounds. As known that sound or combination of sounds is causing different meanings (Dardjowidjojo, 2009), it will, thus, lead the hearers to misunderstand what is being tried to deliver. For instance, the word 'leave' contains the sounds [l], [iː], and [v]. When the sound [iː] is pronounced [ɪ] that finally results in /lɪv/, the meaning is changed because /lɪv/ will be interpreted as the word live. Then, the hearers will misunderstand the speech because the speaker is unintentionally misleading the speech by performing mispronunciation.

The problem of pronunciation by the students batch 2020 needs investigating in Lambung Mangkurat University in Banjarmasin to discover the really problematic English sounds encountered by the students. Their majority are those who speak Banjarese, their mother tongue. This was due to the assumption that they never learned pronunciation intensively. This research then tried to find out the English sounds often mispronounced by the new students in the English Department of Lambung Mangkurat University in Banjarmasin. This will help Banjarese, who is teaching or studying English pronunciation as the English sound often mispronounced, has already been identified to be more aware of those mispronunciations.

The interference made by learners as the result of the application or the use of the elements of the first language while speaking or writing in a second or foreign language is called interference. Djinal et al. (1992) studied syntactical pronunciation problems of the Indonesian language in the use of written English by the students of the English Department of Lambung Mangkurat University. Some points affect the interference in using words. First, before learning a foreign or second language, learners have mastered

their first language and use it based on the language system. Each language has its system, which is different from other languages. Therefore, the first language system, which is different from the language system being learned, can cause language interference in the target language. Second, in learning a second or foreign language, the language of instruction used is the first language, so in learning the language, the learners still think by using their first language.

Language interference caused by pronunciation problems can occur in the language system, including phonemics, morphology, syntax, and semantics. Moreover, a pronunciation problem occurs both in spoken and written languages. This study is limited to the pronunciation problem of the local language (Banjarese) toward spoken language. Besides the impact of their first language, Banjarese speaking students might overlook numerous different issues in learning pronunciation. They are internal and external issues coming from students themselves. These issues may contribute much to the consequence of students learning English pronunciation. Hence, this research attempts to explore the issue of Banjarese speaking students in taking in English pronunciation from the perspective of their first language and other potential issues that may happen to them.

This research has two problems, they are:

1. What are the students' interference pronunciation problems on spoken language in batch 2020 of the English Department of Lambung Mangkurat University Banjarmasin?

2. What phonemes of Banjarese language are applied in spoken English by the students of batch 2020 of the English Department of Lambung Mangkurat University, Banjarmasin?

This study will give the data of several pronunciation problems that the new students perform most frequently. Mispronunciation is vitally important to avoid misleading speech in public speaking. Thus this research finding will contribute to the students, especially those studying English pronunciation, identifying what English phonemes are the most problematic so that such pronunciation problems can be prevented or even stopped.

This also will help English pronunciation lecturers emphasize English phonemes to make the students practice more to lead them to the right pronunciation. Moreover, the finding of this study can be used as a teaching guideline by lecturers to help them choose which English phonemes to be taught more intensively than others so that the strategy in allocating the teaching time can be formulated. In Particular, the finding of this research can be used by the lecturers of the Lambung Mangkurat University of Banjarmasin to prevent such mispronunciation from being performed by the students.

LITERATURE REVIEW

Previous Study

Vivi Aulia's research (2018), "Identifying the Problem of Banjarese Speaking Students in Learning English Pronunciation," aims at identifying the Banjarese speaking students in learning English pronunciation. The difference in pronunciation between the English sound system and their daily language sound system becomes a problem in a Pronunciation Practice class. This research is conducted towards the third-semester students batch 2016 who have passed Pronunciation Practice I and II courses available at

the English Department of STKIP PGRI Banjarmasin. Only the Banjarese speaking students are engaged as the subject of this research. This research shows that 50% of Banjarese speaking students have a problem relating to the interference of their mother tongue while they are learning English pronunciation. The difference of English and Banjarese sound systems greatly affect the success of students" English pronunciation learning process. Having no prior knowledge of English pronunciation, low motivation, and other possible factors also determine their learning results. Based on these results, the EFL teacher or instructor should consider allocating much attention to English pronunciation learning since it determines the success of oral communication.

The second research by Anis Komariah (2018) This study entitled "Problems in Pronouncing The English Sounds Faced By The Students Of SMPN 2 Halong, Banjar," is intended to find out the problems in pronouncing the English sounds faced by the students of SMPN 2 Halong, Banjar. This research uses a qualitative method with contrastive analysis. The data were taken from the recorded students' voices. The researcher used recording, transcribing, and analyzing techniques. The researcher analyzed the data: 1. comparing English sounds and students' pronunciation, 2. finding out the consonant, vowel, and diphthong mispronounced by the students, 3. finding out students' difficulties in pronouncing the English sounds, 4. finding out the students' problems in pronouncing English sounds, 5. concluding. The Subjects of this research are Banjar students of ninth grade at SMPN 2 Halong. It is found out that the students had problems in pronouncing the English sounds of consonant (/t/, /θ/, /ʃ/, /-t/, /f, /ʒ /, /-d/), vowel (/ɒ/, /e/, /oʊ/) and diphthong(/eɪ/, /oʊ/, /ə r /). The sounds /θ/ are pronounced as [t], /ʃ/ is as [s], /ɒ / as [u], /oʊ/ as [aw], /ʒ/ as [s], while /t/, /eɪ /, /-t/, /-d/ and /ər/ are pronounced they are written. The error can be caused by the absence of the sound in their mother tongue.

Pronunciation

Oxford Advanced Learners" Dictionary states that pronunciation is defined as how a language is spoken (Hornby, 2005). By pronouncing some words, people utilize a language that they can communicate with others as pronunciation is the way the language is spoken. Pronunciation is the production of significant sound used by a particular language as part of the code of the language and used to achieve meaning in context (Seidlhofer,1994). This means that pronunciation is the speech production that creates meanings. Pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve understanding of how to pronounce correctly (Szynalski, n.d.). When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other so that the listeners can grasp the message of what is said, and the speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will undergo a misunderstanding caused by incorrect pronunciation. This is because speech sounds, in a language, are distinctive units that different sounds can lead to different meanings (Yule, 2010). The sound of language is studied in the so-called phonology.

The Phonemic System of English

A phoneme is the smallest sound unit in a language that can convey a distinct meaning, such as the s of sing and the r of ring—adjective: phonemic. Phonemes are language-specific. In other words, phonemes that are functionally distinct in English (for example, /b/ and /p/) may not be so in another language. (Phonemes are customarily

written between slashes, thus /b/ and /p/.) Different languages have different phonemes. Therefore, the number of English phonemes is more than the number of Banjarese phonemes. It can be assumed that English learners with a Banjarese language background would encounter many difficulties in their initial learning stages.

Phonology

Linguists have promoted various definitions of the term phonology. Roach (2009) remarks that phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed, and the regulation ruling their use. Phonology is the study of the pattern concerning the selection and use of sound in the world's languages (Kenstowics & Kisseberth, 1979). It describes the systems and patterns of speech sounds in a language concerning the abstract or mental aspect of the sounds in language instead of actual physical articulation of speech sound (Yule, 1985, p. 45). Phonology deals with how sounds function to each other in a language (Forel&Puskás, 2005, p. 3). Besides, phonology is concerned with the range and function of sounds in specific languages and the rules that can be written to show the types of phonetic relationships that relate and contrast words and other linguistic units (Crystal, 2008, p. 365).

On the whole, phonology is one of the branches of linguistics that studies how sounds occur together with another sound in a certain language. As phonology deals with the occurrence of some sounds, there always appears a condition when another sound surrounds a sound. Therefore, it is the so-called phonological environment. According to Hayes (2009), the phonological environment is described as the sounds covering a target sound in a word. For instance, the vowel [ɪ] in the word „with‟ /wɪð/ is surrounded by two consonants. The vowel [ɪ] is preceded by the consonant [w] and is followed by the consonant [ð]. In simplicity, the phonological environment is the preceding and the following sounds of a target sound.

Phonetics

Phonetics is the study of the full range of human beings‟ vocal sounds (Kenstowics & Kisseberth, 1979, p. 1). McMahon (2002) stated that phonetics provides objective ways of describing and analyzing the range of sounds humans utilize in their languages. More specifically, articulatory phonetics decisively recognize which speech organs and muscles are engaged to produce the various sounds of the world's languages. Those sounds are then transmitted from the speaker to the listener, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves and their influence on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics, and neurology.

The Differences Between English and Banjarese Language Pronunciation System

Human beings who speak different languages have the same characteristics of speech organs, such as teeth, lip, nasal cavity, alveolar ridge, oral cavity, hard palate, soft palate, and another place of articulation. However, the articulation of the words among languages does not fully share the same individual organs (Kelly, 2000:1). As a result, there will be a different number of sounds within a language, and it will determine the different meanings of the words. The different sounds within a language consist of consonants and vowels. The number of vowels and consonants in Banjarese and English languages are unlike each other. Therefore, it is believable to be

investigated that this factor affects the students' pronunciation. According to Kelly (2000:2), English sounds contain twelve vowels, eight diphthongs, and 24 consonants. The detailed distribution of them is shown in Table 1 as follows:

Table 1. The Distribution of English sound.

Vowels		Diphthongs		Consonants			
i:	B<u>ea</u>d	eI	c<u>a</u>ke	p	<u>p</u>in	s	<u>s</u>ee
I	H<u>i</u>t	ɔI	t<u>oy</u>	b	<u>b</u>in	Z	<u>z</u>oo
ʊ	B<u>oo</u>k	ɑI	h<u>ig</u>h	t	<u>T</u>o	ʃ	<u>sh</u>e
U:	F<u>oo</u>	Iə	b<u>ee</u>r	d	<u>D</u>o	ʒ	mea<u>s</u>ure
E	L<u>e</u>ft	ʊə	f<u>ewe</u>r	k	<u>c</u>at	h	<u>h</u>ello
Ǝ	<u>A</u>bout	Eə	wh<u>ere</u>	g	<u>g</u>ot	m	<u>m</u>ore
ɜ:	Sh<u>ir</u>t	əʊ	<u>go</u>	ʧ	<u>ch</u>ur<u>ch</u>	n	<u>n</u>o
ɔ:	C<u>a</u>ll	aʊ	h<u>ou</u>se	ʤ	<u>j</u>u<u>dg</u>e	ŋ	si<u>ng</u>
Æ	H<u>a</u>t			f	<u>f</u>an	l	li<u>v</u>e
ʌ	R<u>u</u>n			∨	<u>V</u>an	r	<u>r</u>ed
ɑ:	F<u>ar</u>			ɵ	<u>Th</u>ink	j	<u>y</u>es
ɒ	D<u>o</u>g			ð	<u>Th</u>e	W	<u>w</u>ood

Source: Kelly (2000:2)

Next, as the mother tongue of the majority of South Kalimantan people, the Banjarese language also has specific sounds available. According to Hapip (2008:xiii), five vowels, three diphthongs, and 18 consonants are available in the Banjarese language. The details of them are presented in Table 2 as follows:

Table 2. The Distribution of Banjarese sounds

Vowels		Diphthongs		Consonants			
ɑ	<u>a</u>but 'noise'	au	lim<u>au</u> 'lime'	p	<u>p</u>ayu 'sold out'	n	<u>n</u>i<u>n</u>i 'grandmother'
i	<u>i</u>suk 'tomorrow'	ɑi	wad<u>ai</u> 'cake'	b	A<u>b</u>ah 'father'	g	ladi<u>ng</u> 'knife'
u	<u>u</u>rang (BH) orang (BK) 'person'	ui	ruh<u>uy</u> 'harmonious'	t	<u>T</u>atak 'cut'	y	ha<u>ny</u>ar 'new'
o	<u>o</u>lah (BK) ulah (BH) 'make'			d	ka<u>d</u>ada 'nothing'	s	<u>s</u>ugih 'rich'
é	kol<u>e</u>r (BK) kulir (BH) 'lazy'			c	<u>c</u>angkal '<u>diligent</u>'	h	<u>h</u>ibak 'full'
				j	bu<u>j</u>ur	l	<u>l</u>intuhut

						'straight'		'knee'
				k	a<u>k</u>ur 'agree'		r	<u>r</u>atik 'garbage'
				g	<u>g</u>anal 'big'		w	<u>w</u>aluh 'pumpkin'
				m	<u>m</u>uha 'face'			u<u>y</u>ah 'salt'

Note: BH = Banjarese Hulu dialect; BK = Banjarese Kuala dialect

Source: Hapip (2008:xiii)

Table 5 shows that Banjarese sounds are different compared with English. The number of vowels, diphthongs, and consonants shows that every language has independent rules for pronouncing it correctly. Specifically, Banjarese sound has two dialects. They are the Banjarese Hulu dialect and Banjarese Kuala dialect. The use of certain vowels is different between Banjarese Hulu and Banjarese Kuala dialects. For example, the word orang (person), pronounced using vowel /o/ by Banjarese Kuala dialect, will be pronounced urang by Banjarese Hulu people using vowel /u/. Another example is the word koler (lazy), pronounced by the Banjarese Kuala dialect and pronounced as kulir by the Banjarese Hulu dialect. The words koler and kulir, in this case, also use different vowels.

Furthermore, table 1 and table 2 also present that each language has uniqueness in pronouncing the sound. Some sounds are available in English, but they are unavailable in the Banjarese language. For instance, there are twelve vowels available in English, while only five vowels are available in the Banjarese language. Vowel sound systems of English are divided into long and short vowels; nevertheless, there are no rules for pronouncing Banjarese vowels. The same case also happens for diphthongs and consonants of English and Banjarese languages. The number of them is much different from each other.

METHOD

In this research, the writer used the descriptive method to describe and interpret the objects under reality. The subject of this study was the students batch 2020 of Lambung Mangkurat University in Banjarmasin. In this study, a random sampling technique was used. Using this sampling technique, 68 students were chosen as the research samples using Slovin's formula. The researcher used two techniques in collecting the data, they are questionnaire and oral test. First, the researchers analyzed data based on the qualitative approach. That was conducted by analyzing the results of the words that were incorrectly pronounced. Then, among the incorrectly pronounced words, some were selected based on mistakes caused by the pronunciation problem of the Banjarese language. Then, the chosen words were categorized based on the types of interference. The categorization was performed using an instrument in the pronunciation problem types, as presented and described in the Literature Review part.

RESULT AND DISCUSSION

Findings

To answer pre-determined research questions, an oral test was conducted on the respondents. The findings in this study were divided into three types, including Vowels, Consonants, and Diphthongs. The research findings obtained from the subjects in this study were the students of the English Department, Lambung Mangkurat University batch 2020. They were using the Banjar language as their mother tongue or first language. with a total of 68 students.

Table 3. The Errors of Vowel Pronunciation

VOWEL				ERRORS
i:	IP	Eat	[i:t]	10%
i:	MP	Recently	['re:sntlɪ]	9%
i:	FP	The	[ð]	4%
I	IP	It	[ɪt]	0%
I	MP	Favorite	['feɪvərɪt]	10%
I	FP	Friendly	[frendlɪ]	0%
ʊ	IP	-	-	
ʊ	MP	Found	[faʊnd]	1%
ʊ	FP	Friendly	[frendlɪ]	4%
U:	IP	ooze	[u:z]	38%
U:	MP	moon	[mu:n]	0%
U:	FP	two	[tu:]	0%
E	IP	Enemy	['enəmi]	6%
E	MP	Memory	[meməri]	0%
E	FP	-	-	
ɜ	IP	As	[əz]	0%
ɜ	MP	Has	[həz]	0%
ɜ	FP	To	[tə]	0%
VOWEL				ERRORS

VOWEL				ERRORS
ʒ:	IP	Earn	[ʒ:n]	3%
ʒ:	MP	Heard	[hʒ:d]	3%
ʒ:	FP	Occur	[ə'kʒ:(r)]	15%
ɔ:	IP	Ought	['ɔ:t]	60%
ɔ:	MP	Thought	[θɔ:t]	69%
ɔ:	FP	Law	[lɔ:]	91%
æ	IP	Activities	[æk'tɪvətiz]	4%
æ	MP	That	[ðæt]	0%
æ	FP	-	-	-
ʌ	IP	up	[ʌp]	3%
ʌ	MP	Couple	['kʌpl]	4%
ʌ	FP	-	-	-
ɑ:	IP	answer	[ɑ:nsə(r)]	43%
ɑ:	MP	panorama	[pænə'rɑ:mə]	6%
ɑ:	FP	-	-	-
ɒ	IP	On	[ɒn]	0%
ɒ	MP	Because	[bɪ'kɒz]	1%
ɒ	FP	-	-	-

Table 4. The Errors of Consonant Pronunciation

CONSONANT				ERRORS	CONSONANT				ERRORS
p	IP	Play	[pleɪ]	3%	**s**	IP	Said	[sed]	0%
	MP	Supper	[ˈsʌpə(r)]	59%		MP	Last	[lɑ:st]	0%
	FP	Step	[step]	3%		FP	Face	[feɪs]	4%
b	IP	Became	[bɪˈkeɪm]	1%	**z**	IP	Size	[saɪz]	0%
	MP	Table	[ˈteɪbl]	0%		MP	Positive	[ˈpɒzətɪv]	16%
	FP	Club	[klʌb]	7%		FP	His	[hɪz]	1%
t	IP	Time	[taɪm]	0%	**ʃ**	IP	She	[ʃi:]	7%
	MP	Writer	[ˈraɪtə(r)]	3%		MP	Social	[ˈsəʊʃl]	0%
	FP	Watched	[wɒtʃt]	3%		FP	Wish	[wɪʃ]	40%
d	IP	Days	[deɪz]	9%	**ʒ**	IP	Genre	[ˈʒɑ:nrə]	18%
	MP	Sadness	[sædnəs]	0%		MP	Television	[ˈtelɪvɪʒn]	6%
	FP	Red	[red]	0%		FP	Massage	[ˈmæsɑ:ʒ]	24%
tʃ	IP	Check	[tʃek]	1%	**m**	IP	Man	[mæn]	1%
	MP	Future	[ˈfjuːtʃə(r)]			MP	Email	[i:meɪl]	6%
	FP	Such	[sʌtʃ]	0%		FP	Time	[taɪm]	0%
dʒ	IP	Joy	[dʒɔɪ]	0%	**n**	IP	Night	[naɪt]	3%
	MP	Eject	[Iˈdʒekt]	6%		MP	Went	[ˈwent]	79%
	FP	College	[ˈkɒldʒɪ]	1%		FP	Fun	[fʌn]	0%
k	IP	King	[kɪŋ]	0%	**ŋ**	IP	-	-	-
	MP	Taken	[teɪkən]	1%		MP	Thinking	[ˈθɪŋkɪŋ]	0%
	FP	Sick	[sɪk]	13%		FP	Song	[sɒŋ]	0%
g	IP	Get	[ɡet]	0%	**h**	IP	Her	[hɜ:(r)]	0%
	MP	Together	[taˈɡəðƏ(r)]	0%		MP	Behind	[bɪˈhaɪnd]	0%
	FP	Beg	[bæg]	43%		FP	-	-	-
f	IP	For	[fə(r)]	0%	**l**	IP	Long	[lɒŋ]	0%
	MP	Shuffle	[ʃʌfl]	25%		MP	Felt	[felt]	3%
	FP	Tough	[tʌf]	65%		FP	File	[faɪl]	0%
v	IP	Very	[ˈveri]	65%	**r**	IP	Read	[ri:d]	0%
	MP	Savvy	[ˈsævi]	31%		MP	Shirt	[ʃɜ:t]	26%
	FP	Save	[seɪv]	38%		FP	Fire	[ˈfaɪər]	0%
θ	IP	Think	[θɪŋk]	72%	**w**	IP	When	[wen]	0%

	MP	Birthday	[bɜːθeɪ]	18%		MP	Away	[away]	0%
	FP	Month	[mʌnθ]	69%		FP	-	-	-
	IP	Then	[ðen]	41%		IP	Useful	[ˈjuːsfl]	6%
ð	MP	Another	[əˈnʌðə(r)]	0%	j	MP	Beautiful	[ˈbjuːtɪfl]	1%
	FP	With	[wɪð]	0%		FP	-	-	-

Table 5. The Errors of Diphthong Pronunciation

DIPHTHONG				ERRORS	DIPHTHONG				ERRORS
	IP	-	-	-		IP	Oil	[ɔɪl]	0%
ʊə	MP	Pour	[pʊə(r)]	12%	ɔɪ	MP	Coin	[kɔɪn]	0%
	FP	-	-	-		FP	Boy	[bɔɪ]	0%
	IP	Oak	[əʊk]	16%		IP	Ice	[aɪs]	3%
əʊ	MP	Broken	[ˈbrəʊkən]	0%	aɪ	MP	Decided	[dɪˈsaɪdɪd]	18%
	FP	Ago	[əˈgəʊ]	0%		FP	Fly	[flaɪ]	0%
	IP	Air	[eə(r)]	6%		IP	Ear	[ɪə(r)]	15%
eə	MP	Tears	[teə(r)z]	19%	ɪə	MP	Years	[jɪə(r)z]	21%
	FP	Here	[ðeə(r)]	0%		FP	-	-	-
	IP	Age	[eɪdʒ]	13%		IP	Out	[aʊt]	32%
eɪ	MP	Played	[ˈpleɪd]	10%	aʊ	MP	Mountains	[ˈmaʊntəns]	10%
	FP	They	[ðeɪ]	0%		FP	Allow	[əˈlaʊ]	0%

As shown in Tables 3, 4, and 5, errors in pronouncing words in English were divided into three types, including Vowels, Consonants, and Diphthongs. This data was obtained after the researchers conducted an oral test on the subjects in this study.

Discussion

Pronunciation is one of the components of language, which is considered one of the most important aspects of using and learning foreign languages. Pronunciation plays an important role in improving our communicative competence because of how much knowledge of the language we have. If we have problems with pronunciation, then this will be very bad. Several things influence pronunciation into problems, one of which is the use of Banjar language in daily interactions as the main language or mother tongue.

The research data have been collected from the students of the English Department, Lambung Mangkurat University, who were using the Banjar language as their mother tongue or first language. It was found that the effect of pronunciation errors on some pronunciations in Vowel, Consonant, and Diphthong was caused by the Phonemic System of Banjarese Language. According to Fromkin and Rodman (1978:

107), A phoneme is a more abstract unit than a phone. Therefore, because of the abstract characteristics of the phoneme, one should know the phonological rules of a certain language to understand how to pronounce the phoneme.

In the Banjarese language, there are two types of mother tongue dialects spoken by the majority of them. The dialects are Banjar Hulu and Banjar Kuala. Banjar Hulu is the Banjar dialect spoken by those from Tapin, Hulu Sungai Selatan, Hulu Sungai Tengah, Hulu Sungai Utara and Tabalong districts in South Kalimantan while the Banjar Kuala dialect is usually spoken by students from Banjarmasin, Martapura, Tanah Bumbu, and Pelaihari (Hapip, 2008: ix). The differences between these dialects lie mostly in the use of different Banjarese vocabulary, certain phonemes, and the different forms of stress and intonation used in communication. As a result, the English sound production of the subjects in this study was disrupted by the accent, rhythm, and intonation of their mother tongue dialect. Facing the mother tongue dialect disorder faced by the research subjects. Some vowels, consonants, and diphthongs in English cannot be pronounced properly because they are not available in Banjarese sounds.

The research subjects' errors in pronunciation for instance in vowels, most of them are almost all wrong in pronouncing the vowel /ɔ:/ in the word "Law" which should sound with [lɔ:]. With the absence of vowel /ɔ:/ in Banjarese, almost all respondents experienced errors in pronouncing the word "Law" with "[lɔ:]", respondents said the word "Law" became [la:], [laʊ], [lau], and [lɔ:w], this is certainly a major problem because the use of vowels /a/ and /u/ is very much in Banjar language, with this phonemic, their English pronunciation is greatly influenced by the Banjarese dialect. Still on the vowel /ɔ:/, on the word "ought ['ɔ:t]" and "thought [θɔ:t]" in this study, very many respondents experienced incorrect pronunciation and replaced it, for example in the word "ought ['ɔ: t]" respondents pronounced it [aʊt], [eit], [fog], [o'], [og], [oht], [okh], [ou:g], [oug], [ough], [oʊh], [out], [oʊt], [tog], [toug], and [ʊəh]. then on the word "thought [θɔ:t]" respondents pronounce it as [dou], [tɑug], [taʊt], [tɔ:g], [thoug], [tog], [toʊ], [toug], [tout], [tu:g], [tug], and [tʌf].

Then, on the word "echo" which should be pronounced with "['ekəʊ]", respondents in this study almost half of the research subjects experienced pronunciation errors. The author sees that the absence of vowel /e/ /k/ /ə/ /ʊ/ in Banjarese makes respondents experience the wrong pronunciation of the word "echo". Respondents replaced the pronunciation of the word "echo" with [ech], [echo], [echo], [ecnot], [ecoɪt], [ecot], [ecot], [eko], [ekoi], [əkoɪt], [ekot], [əkot], [ekoy], [eks], [eku], [ekut], [encot], [enko], [enkoɪt], [equ], [es], [esaɪd], [esot], [ɪcoɪ], [ɪko], [ɪku:t], [kurt], and [ocet]. The influence of Banjarese on English pronunciation can also be seen in the vowels /i/ and /u/ where these two vowels are in vowels in Banjarese. For example, the words "it [ɪt]", "friendly [frendlɪ]", "moon [mu:n]", and "two [tu:]" respondents in this study did not experience any pronunciation errors at all. The author sees that this is strongly driven by the similarities in vowels in both languages.

The research subjects' errors in pronunciation for instance in Consonant, As previously explained, Consonant in Banjarese consists of /b/, /p/, /t/, /d/, /c/, /j/, /k /, /g/, /s/, /h/, /m/, /n/, /ny/, /ŋ/, /l/, /r/, /w/, and /y/. When compared to English consonants, Banjarese consonants have some missing consonants such as /v/, /θ/, /ð/, /tʃ/, /dʒ/, /z/, /ʃ/, and /ʒ/ . The absence of this consonant element certainly greatly affects the subjects in this study in pronouncing words in English. For example, we can see in Consonant /v/ in the word "Very" 65%, the research subject experienced a mispronunciation of the word "Very" which should have been pronounced "['veri]" was replaced with [feri], [ferɪ], and [ɪfɪ].

Then in Consonant /θ/ on the word "Think [θɪŋk]" respondents experienced errors as much as 72%, all subjects in this study changed it to "[tiŋ]." Of course, the absence of Consonant /θ/ in Banjarese makes it difficult for Respondents to pronounce words that contain the element /θ/ and replace them with /ŋ/. The influence of the Banjarese language in the pronunciation of English can also be seen in the consonant /ŋ/, in the word "Song [sɒŋ]" the presence of the consonant /ŋ/ in the Banjarese language makes the research subject easy to pronounce, and none of the respondents experience errors in pronouncing the word. "Song." Also, in Consonant /s/in the words "Said [sed]" and "Last [lɑːst]," none of the respondents experienced an error in pronouncing the words "Said" and "Last." If it exists in both languages, it will make it easier for the subject to mention English.

In the last element, namely diphthong, the same as before in this element can also be seen how the influence of Banjar language in the mention of English, especially in English words that contain elements of the diphthong. In Banjarese there are only three diphthongs, namely /ai/, /au/, and /ui/. There is not a single Banjarese diphthong in the English diphthong. Interestingly, there are fewer errors in this section than the Vowel and Consonant elements; the subject made the most mistakes in Diphthong /aʊ/ in the word "Out [aʊt]" as much as 32%. Then in Diphthong /ɔɪ/no subject makes mistakes in this diphthong, this section contains the words "Oil [ɔɪl]," "Coin [kɔɪn]," and "Boy [bɔɪ]."

The differences in these dialects lie mostly in the use of different Banjarese vocabulary, certain phonemes, and the different forms of stress and intonation used in communication. As a result, the English sound production of the subjects in this study was impaired by the accent, rhythm, and intonation of their mother tongue dialect. The production of English sounds seems to be influenced by their sounds in the mother tongue. It is undeniable that the mother tongue is said to be strong because it is used for daily communication. Since this phenomenon occurs in Pronunciation Practice courses, the concept of mother tongue interference can be seen as language transfer that affects learning. Thyab stated the influence of the mother tongue on the mastery of the target language (Thyab, 2016:1). Referring to the results of this study, the subjects in this study were subjects who used the Banjar language as their mother tongue, and they had difficulty trying to pronounce English words. The source of the problem is the difference between the sound grammar of the Banjar language and the grammar of the English language (Thyab, 2016:1). The complexity of word stress and intonation in English also makes them not confident. In addition, the absence of a supportive environment and partners to learn English pronunciation in their daily life causes serious problems for them.

CONCLUSION

Based on the research conducted and the oral test was carried out on the research subjects, and then the data was collected and analyzed, the conclusions are as follows:

1. Banjarese language, which is the language used daily by research subjects or their mother tongue, greatly affects when research subjects speak English.
2. The difference between the distribution of English sound and the distribution of Banjarese sound is one of the strong factors related to the pronunciation errors of the research subjects in using English.

3. The results show that the word "law" is the word with the most errors in its pronunciation. Respondents pronounced the word "law" became [laː], [laʊ], [lau], and [lɔːw], this is certainly a major problem because the use of vowels /a/ and /u/ is very much in Banjar language, with this phonemic, the Banjarese dialect greatly influences their English pronunciation.
4. There are some pronunciation problems the subjects face in this study; namely, they replace some consonants with other consonants. Then they insert a consonant sound between the two consonants. Also, the diphthongs are pure consonants.

Based on the conclusions above, the English Department students of the batch of 2020 must be more deeply into the use of English phonemes. As prospective English teachers, they must understand and study correctly how to pronounce words in English. So that in the future they can teach the oral English language correctly. This research result can be a starting point for researching the pronunciation problems in the speaking class in which the students must use English from an oral production perspective.

REFERENCES

Carr, P. (2008). A Glossary of Phonology. Edinburgh: Edinburgh University Press.

Crystal, D. (2008). A Dictionary of Linguistics and Phonetics sixth edition. Oxford: Blackwell Publishing.

Daniel, A., Dawson, O., Dilip, A., Kahanda, I., Kris, G., & Ragel, R. (2014). Difference Between Articulation and Pronunciation. Retrieved March 3, 2016 from http://www.differencebetween.com/difference-between-articulation-and-vs-pronunciation/

Dardjowidjojo, S. (2009). English Phonetics and Phonology: for Indonesians. Jakarta: Yayasan Obor Indonesia.

Djinal, Aris et al. 1992. Interferensi Sintaksis Bahasa Indonesia pada Penggunaan Bahasa Inggris Tulis oleh Mahasiswa P.S. Pendidikan Bahasa Inggris FKIP Unlam Banjarmasin Angkatan Tahun 1989/1990. Laporan Penelitian. Banjarmasin: Puslit Unlam.

Dyslexia-reading-well.com, " The 44 Phonemes in English ", February 1, 2018. https://www.dyslexia-reading-well.com/44-phonemes-in-english.html#:~:text=Despite%20there%20being%20just%2026,used%20to%20repres ent%20the%20sounds. (Ac on December 27, 2020)

Hapip, A.D. 2008. Kamus Banjar Indonesia. Banjarmasin: CV. Rahmat Hafiz Al Mubaraq

Hayes, B. (2009). Introductory Phonology. Malden: Wiley Black-Bell.

Hornby, A. S. (2005). Oxford Advanced Learner's Dictionary 7th Edition. New York: Oxford University Press.

International Phonetic Association. (2015). The International Phonetic Alphabet and the IPA Chart. Retrieved March 3, 2016, from https://www.internationalphoneticassociation.org/content/ipa-chart

Jones, Daniel. (1978). An Outline of English Phonetic. Cambridge: Cambridge University Press.

Kelly, G. 2000. How to Teach Pronunciation. Essex: Pearson Education Limited.

Kenstowics, M., & Kisseberth, C. (1979). Generative Phonology: Description and Theory New York: Academic Press.

MacMahon, A. (2002). An Introduction to English Phonology. Edinburgh: Edinburgh University Press.

Minahan, J.B. 2012. Ethnic Groups of South Asia and the Pacific: An Encyclopedia. California: ABC-CLIO.

Naimatul, Husnia, (2014) The Correlation between Intelligence Quotient (IQ) and Students' English Learning Achievement In Man Tulungagung 1 At The First Grade In Academic Year 2013/2014.

Statisticssolution.com, " Trustworthiness in Qualitative Research, "December 19, 2016. https://www.statisticssolutions.com/trustworthiness-in-qualitative-research/ (Accessed on December 27, 2020).

Ramelan. 1977. English Phonetics: Part I. Semarang: IKIP.

Richards. 1985. Error Analysis: Perspective on Second Language Acquisition. Burnt Mill, Harlow, England: Longman Group Limited.

Roach, P. (2009). English Phonetics and Phonology: A Practical Course (4th Edition), New York: Cambridge University Press.

Seidlhofer, C. D. (1994). Pronunciation. Oxford: Oxford University Press.

Senel, M. (2006). Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey. Journal of Language and Linguistic Studies, 2(1), 111–125.

Szynalski, T. P. (n.d.). English Vowel Chart [chart]. Retrieved March 3, 2016, from http://www.antimoon.com/how/english-vowel-chart.png

Szynalski, T. P. (n.d.). Learning English Pronunciation. Retrieved March 3, 2016, from http://www.antimoon.com/how/pronunc.htm

Thyab, R. A. (2016). Mother-tongue interference in the acquisition of English articles by L1 Arabic students. Journal of Education and Practice, 7(3), 1–4. Retrieved from www.iiste.org/Journals/index.php/JEP/article/download/28410/29153

Yule, G. (1985). Introduction to Linguistics. Cambridge: Cambridge University Press.

Yule, G. (2010). The Study of Language. New York: Cambridge University Press.