

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

There are two statements that have to be answered in this research. The first problem is about what are the differences and similarities of consonants and vowels phonemes between English and *Dayak Bakumpai* Language. The second problem is about how is the ability of *Dayak Bakumpai* speakers in pronouncing English words. The data for the first problems is taken from the library research and for the second problem is taken from the students' score of the pronunciation test.

The items test was taken randomly from some books by the writer and it had been consulted with advisor. There is one part of the item test. It contains of 132 words which represent the sound of English vowel, consonant and diphthong phonemes.

Based on the research finished by the writer during the two weeks in UIN Antasari Banjarmasin at the English Education Department here is the real test result about the students' ability in pronouncing English words.

#### **1. English and Dayak Bakumpai Segmental Phonemes Compared**

In this section, the writer describes about result of the library research to find out the differences and similarities of vowel, consonant, and diphthong phonemes between English and *Dayak Bakumpai* language.

Understanding the vowels of a language will influence the language learners to develop their language competencies. It means that they will be

able to increase their language skills, whether listening, speaking, reading or writing. From the discussion, I make an inference that English and *Dayak Bakumpai* vowels are different from each other.

a. English and Dayak Bakumpai Vowels

Based on the previous explanation, we can see that English has 12 vowels are divided into two, i.e short vowels and long vowels. English also has 8 diphthong. While in *Dayak Bakumpai*, there are a total of 7 vowels and 4 diphthongs.

**Table 4.1 English and Dayak Bakumpai Vowels**

English	Dayak
<p><b><u>Pure vowel</u> :</b></p> <p>/i/, /e/, /ə/, /ʊ/, /æ/, /ʌ/, /ɒ/, /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/.</p>	<p><b><u>Pure vowel</u> :</b></p> <p>/i/, /e/, /ɛ/, /a/, /ɔ/, /u/, /ʊ.</p>
<p><b><u>Diphthongs</u> :</b></p> <p>/iə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/</p>	<p><b><u>Diphthongs</u> :</b></p> <p>/a<sup>w</sup>/, /a<sup>y</sup>/, /o<sup>y</sup>/, /u<sup>y</sup>/.</p>

b. English and Dayak Bakumpai Vowels Compared

**Pure vowels:** while the pure vowels of English are spelt differently (e.g. /i/ is spelt 'i', 'a', 'e' as in *sit, private and wicked*, /a:/ is spelt 'a', 'al', 'ear' as in *father, palm and heart*). The Dayak Bakumpai pure vowels always have unique spelling (e.g. /i/ is spelt 'i' as in *ikau* (you) and *bawi* (girl)). But the Dayak long and short vowels


are spelt alike. The vowels: /æ/, /ʌ/, /ɒ/, /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ are missing in the Dayak Bakumpai vowel system but they are used in English and these are among the most difficult to learners whose L1 is not English.

**Diphthongs:** this is an area of great differences between the English and Dayak Bakumpai sound system. While the English language has 8 diphthongs: /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, Dayak Bakumpai language has only 4 diphthongs: /a<sup>w</sup>/, /a<sup>y</sup>/, /o<sup>y</sup>/, /u<sup>y</sup>/. It can be seen that only three: /a<sup>y</sup>/, / a<sup>w</sup> / and /o<sup>y</sup>/ are similar in the two languages. In English, diphthongs are spelt differently (e.g. /ɔɪ/ toy, coin and buoy; /aɪ/ dine, try, tie and night e.t.c.), but Dayak Bakumpai diphthongs are always spelt as they are pronounced (e.g. /au/ andau (day), /ai/ ainku (my) e.t.c.).

c. English and Dayak Bakumpai Consonants


English language has 24 consonants. While, *Dayak Bakumpai* has 19 consonants.

**Table 4.2 English Consonant Phonemes**

		Place of articulation							
		Front  Back							
		Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	glottal
on	Plosive	p b			t d			k g	
	Affricate					tʃ dʒ			

	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Nasal	m			n			ŋ	
	Lateral				l				
	Approximant	(w)				r	j	w	

**Table 4.3 Dayak Bakumpai Consonant Phonemes**

		Place of articulation					
		Front  Back					
		Bilabial	Dental	Alveolar	Palatal	Velar	Glottal
Manner of articulation	Plosive	p b	t	d		k g	ʔ
	Affricate			r			
	Fricative		s		c j		h
	Nasal	m		n	ɲ	ŋ	
	Lateral			l			
	Approximant	w				y	

d. English and Dayak Bakumpai Consonants Compared

**Plosives:** while the English language has a total of 6 plosives (the *glottal stop* /ʔ/ being an allophone): /p/, /b/, /t/, /d/, /k/, /g/, Dayak Bakumpai language has 7 plosives: /p/, /b/, /t/, /d/, /k/, /g/. Between the two have the same phoneme. It's just that there is a slight difference in the location of the articulation, if the English /t/ is in alveolar plosive, then the Dayak Bakumpai /t/ is in dental plosive.

On the distribution and realization of the plosives in the two languages, you discover that while /p/, /t/, /d/, /k/, /g/ can occur in all position in English words. In English, the sounds /b/, /d/, /g/ lose their voicing word-initially and finally (as *begin*, *dark*, and *govern*). In *Dayak Bakumpai*, the sounds /b/ in a word can occupy the initial and middle positions, if at the end of the phoneme /b/ will become a closed phoneme (change to sound /p/). The sounds /d/, in a word can take the initial and middle positions. Meanwhile, the sounds /p/, /t/, /k/ in a word occupy the first, middle, and end positions. However, the phoneme /p/, /t/, /k/ will become a closed phoneme if it occupies the final position of a word.

**Fricatives:** the English fricative consonants: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/ are in 9 number but Dayak Bakumpai has only 4: /s/, /c/, /j/, /h/. Therefore, the sounds: /f/, /v/, /θ/, /ð/, /ʃ/, /ʒ/ are missing in Dayak Bakumpai inventory and the two languages share: /s/, /h/. The English /s/, as in *needs* and *begs*, assumes voicing and is therefore realized as /z/. But, the Dayak Bakumpai /s/ always maintains its voiceless even after a voiced sound as in *wisa* (racun) and *baligas* (sehat). The sound /h/ does not occur word-finally after vowel in English, but these sound in Dayak Bakumpai is occur in all position as in *handak* (ingin), *bahalap* (cantik), and *peteh* (pesan).

**Affricates:** the English affricate consonant: /tʃ/, /dʒ/ but Dayak Bakumpai has only /r/ affricate consonant. The sounds /tʃ/ occurs in

English as ‘t’, ‘ch’, or ‘tch’ as in *lecture*, *chew*, and *watch* but in Dayak Bakumpai it is always occurs as ‘c’ as in *cangkal* (rajin) and *cacak* (cicak). On the other hand, the /dʒ/ is spelt only as ‘j’ in Dayak Bakumpai but in English it occurs as ‘j’, ‘gg’, ‘dj’, ‘ch’, ‘de’, ‘d’, and ‘g’ as in *just*, *gaol*, *soldier*, *digest* etc. in English, it occurs initially, medially, and finally but in Dayak Bakumpai it occurs only initially and medially as in *jukung* (perahu dayung) and *ije* (one).

**Nasals:** while English has 3 nasal sounds: /m/, /n/, /ŋ/, the Dayak Bakumpai language has 4: /m/, /n/, /ɲ/, /ŋ/. The English nasals are spelt differently as ‘mm’, ‘mn’, ‘nn’, ‘gn’, ‘kn’, ‘ng’, ‘nk’ etc respectively, while Dayak Bakumpai /m/ and /n/ occurs as ‘m’ and ‘n’ but /ɲ/ and /ŋ/ basically occur as allophones of /n/. /ŋ/ occurs word-finally as in *batang* (pohon) and *kahing* (asin) or syllable-finally before a velar sound as in *manggah* (sesak nafas) and *mangat* (enak). The /ɲ/ palatized nasal and is always realized in the combination ‘ny’ as in *ñelu* (tahun), *haña* (delapan), and *eñuh* (kelapa). /m/ and /n/ can both occur in all positions in English but in Dayak Bakumpai /n/ becomes /ŋ/ word-finally. /ŋ/ does not occur in initial position in both, and /n/ in Dayak Bakumpai is restricted to medial position. Nasal sounds are all voiced but when they follow /s/ in initial cluster in English they become *devoiced* as in *snail* and *smuggle*.

**Laterals:** the lateral sound in both English and Dayak Bakumpai is the /l/. This sound occurs in English as either /l/ or ‘ll’

but Dayak Bakumpai always has it as 'l'. In English, when /l/ occurs before a vowel or 'j' as in *look*, *live* or *value*, it is clear; and when it occurs after a vowel as in *kneel*, *full* or *skill*, or before another consonant as in *feels* and *deals*, it is *dark*. The /l/ is devoiced after /p/ or /k/ as in *please*, *people*, *clean* and *close*. Finally, while the English /l/ is sometimes silent as in *palm*, *calf* and *should*, the Dayak Bakumpai /l/ is always pronounced.

**Approximants:** the English language has 3 approximants but *Dayak Bakumpai* has only 2. The English approximants include: /r/, /j/, /w/, while the *Dayak Bakumpai* approximants are /w/ and /y/. The english /r/ is in palato-alveolar approximant, but the Dayak Bakumpai /r/ is in alveolar affricates. Phoneme / w / has one allophone, namely [w]. At the beginning of the syllable, the sound [w] functions as a consonant, but at the end of the syllable [w] functions as part of a diphthong. Semivocal [w] can distribute at the beginning and in the middle only. Phoneme /y/

## 2. Ability of *Dayak Bakumpai* Speakers In Pronouncing English Words

In this section, the writer describes about result of the research on the field that collected by the techniques of data collection, pronunciation test to find out the ability of students in pronouncing English words. The pronunciation I and II have been taken by the students in the first and second semester, and Introduction to Linguistics had been taken in the fourth semester.

The author provides an assessment of students through the method of pronunciation. Each phoneme pronunciation consists of 3 vocabularies and each vocabulary is worth 1. So, if the student is able to name everything that represents each phoneme correctly then he will get a score of 3. and vice versa if the student is not able to pronounce the vocabulary correctly then the student will get a score of 0 .

The performance of the test result of sample research can be seen in the following table:



*Table 4.4 The Pronunciation Test Result Ability Of Dayak Bakumpai Speakers In Pronouncing English Words*

No	Name	Vowel T-I							Vowel T-II				Consonant T-I							Consonant T-II										Diphthong T-I					Diphthong T-II			Students' Score	Students' Score (%)							
		ɜ:	ɑ:	ɒ	ɔ:	u:	æ	i:	ʌ	ɪ	e	ə/ɜ	ʊ	ʃ	ʒ	f	v	θ	ð	z	ʒ	ŋ	p	b	t	d	k	g	s	h	m	n	l	r	w	j	ɪə			eə	ʊə	eɪ	əʊ	aʊ	ɔɪ	aɪ
1	ADT	3	3	3	3	3	3	3	2	2	3	3	3	3	2	2	2	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	2	2	3	2	3	3	2	120	90,90		
2	ARM	3	3	2	3	3	2	1	2	3	1	3	1	3	3	3	3	3	2	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	2	3	2	116	87,87		
3	MFH	2	3	3	3	3	2	3	2	3	1	2	3	3	3	2	3	3	3	1	2	0	3	3	3	3	3	3	3	3	3	3	3	3	0	3	3	3	2	3	1	3	3	113	85,60	
4	MM	3	3	2	3	3	3	3	2	1	3	3	2	3	2	1	1	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	0	3	3	3	2	3	2	3	2	114	86,36	
5	MW	2	3	2	3	3	2	1	2	2	2	3	3	3	3	2	1	0	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	0	2	3	3	3	3	3	2	110	83,33		
6	RZ	3	3	3	3	3	3	3	2	1	3	2	3	3	3	0	1	3	2	3	1	3	3	2	3	3	3	3	3	3	3	3	3	3	1	3	3	3	2	3	3	3	3	115	87,12	
7	WD	3	2	2	3	3	1	3	3	1	1	3	3	3	3	2	1	1	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	2	2	3	3	1	111	84,09
8	YK	3	3	2	3	3	1	3	3	2	1	3	3	3	3	1	2	2	3	1	2	0	3	3	3	3	3	3	3	3	3	3	3	3	0	1	3	3	2	2	3	3	2	108	81,81	
9	SC	3	3	3	3	3	0	3	2	2	2	3	2	1	3	3	0	1	3	0	1	1	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	105	79,54	
<b>Total</b>																																			<b>1012</b>	<b>766,62</b>										
<b>Mean</b>																																				<b>85,18</b>										

Based on the data in table above, it is identified that the highest score of the pronunciation test result in pronouncing English words is 90,90 and the lowest one is 79,54. The accumulative score is 766,62 from 9 students with the mean **85,18**, the percentage classified ability of *Dayak Bakumpai* speakers at English Department of UIN Antasari Banjarmasin in “excellent” category.

The following is the percentage of right pronunciation in pronouncing English phoneme made by students pronunciation test in pronouncing English words:

***Table 4.5 The percentage of Students Ability in Pronouncing English Phonemes of Each Phoneme.***

No	Kinds of Phonemes	Percentage (%)
1	/ɔ:/	100
2	/u:/	100
3	/dʒ/	100
4	/ð/	100
5	/p/	100
6	/t/	100
7	/k/	100
8	/g/	100
9	/s/	100
10	/h/	100
11	/m/	100
12	/n/	100
13	/l/	100
14	/r/	100
15	/w/	100
16	/ʊə/	100

17	/ɔɪ/	100
18	/ɑ:/	96,29
19	/ə-3/	96,29
20	/ŋ/	96,29
21	/eə/	96,29
22	/ɜ:/	92,59
23	/d/	92,59
24	/ʊ/	92,59
25	/tʃ/	88,88
26	/i:/	85,18
27	/ʌ/	85,18
28	/ʊ/	85,18
29	/b/	85,18
30	/iə/	85,18
31	/aʊ/	85,18
32	/v/	81,48
33	/eɪ/	77,77
34	/ɪ/	70,37
35	/f/	70,04
36	/ʃ/	70,04
37	/aɪ/	70,04
38	/z/	66,66
39	/æ/	62,96
40	/θ/	51,85
41	/v/	48,14
42	/e/	44,44
43	/ʒ/	44,44
44	/j/	22,22

From the above percentage, it shows that the highest percentage is 100%. It means that almost all of the students be able in pronouncing phoneme /ɔ:/, /u:/, /dʒ/, /ð/, /p/, /t/, /k/, /g/, /s/, /h/, /m/, /n/, /l/, /r/, /w/, /ʊə/, /ɔɪ/. So, it can say that are the easiest phonemes for the students to pronounce. The lowest percentage is 22,22%, that is phoneme /j/. It means that the most difficult phoneme by the students is phoneme /j/.

After analyzing the respondents' pronouncing English phonemes score, the next step was finding the respondents' score frequency achieved based on the classification of the score pronunciation test. The following section presents the core frequencies obtained by the students. To make it clear, the result presents in the following table:

**Table 4.6 Description of Classification into Some Categories**

Score	Category	Frequency	Percentage
85 – 100	Excellent	5	55.56%
75 – 84	Good	4	44.44%
60 – 74	Fair	0	0%
40 – 59	Poor	0	0%
0 – 39	Very poor	0	0%
<b>Total</b>		<b>9</b>	<b>100%</b>

Based on the data above, it can be described that there are 5 students have scores between 85 – 100. After consulting to the table of the score classification, 88.89% of the students' score of pronouncing phonemes test in English words are *excellent*. There are 4 students who have scores between 75 – 84, it means 44.44% the students' pronouncing phonemes test in English words are *good*.

## **B. Discussion**

After all the obtained data are shown in the findings, the writer discusses all the obtained data to give some considerations on the research.

### **1. Comparison of Dayak Bakumpai pronunciation and English Language**

**a. The differences of Vowels, Consonants and Diphthongs in English and *Dayak Bakumpai* Language**

- 1) English has vowels of /i:/, /ɪ/, /æ/, /ʌ/, /ɑ:/, /ɔ:/, /ɒ /, /ə/ or /ɜ:/, while *Dayak Bakumpai* Language does not have it.
- 2) In English, vowel /ɑ:/ is open vowel in the region of cardinal, but not as back as this. The lip position is neutral. But in *Dayak Bakumpai* language that sound is same with /a/, it is pronounced in central, at open, and with unrounded shape of lips.
- 3) In *Dayak Bakumpai* /ɔ/ is pronounced in central, at half-open, and with rounded shape of lips. In English, /ɔ:/ is the tongue height for this vowel is between vowel 'ɔ' and 'o', and closer to the 'o'. This vowel is almost fully back and quite strong lip – rounding.
- 4) English has consonants of /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, while *Dayak Bakumpai* Language does not have these consonants.
- 5) Based on the place articulation, there are some differences drawn between English and *Dayak Bakumpai* Language consonants, for example: /t/ consonant, in English are pronounced with alveolar but in *Dayak Bakumpai* language it is pronounced with Dental. /r/ consonant, in English are

pronounced with palato alveolar while in *Dayak Bakumpai* language it is pronounced with alveolar.

- 6) Based on the manner of articulation, in English, the /r/ consonant is pronounced with approximant while in *Dayak Bakumpai* language it is pronounced with *getar* (affricative).
- 7) *Dayak Bakumpai* has consonant of / ñ/ and /ʔ/, while English Language does not have it.
- 8) English has diphthongs of /ɪə/, /eə/, /ʊə/, /eɪ/, /əʊ/ while *Dayak Bakumpai* Language does not have these diphthongs.

**b. The similarities of Vowels, Consonants, and Diphthongs in English and *Dayak Bakumpai* Language**

- 1) based on the height of tongue, the position of tongue, and the shape of lips in pronouncing vowels, English and *Dayak Bakumpai* vowels have similarities. Vowel /i/ is pronounced in front, close, unrounded. Vowel /e/ is a front vowel at mid tongue with unrounded shape of lips or the lips are slightly spread. Vowel /u/ is pronounced in back, at close tongue with rounded shape of lips.
- 2) There are also similarities in some consonants of both English and *Dayak Bakumpai* Language based on the place of articulation, manner of articulation, the voicing, for example: /p/, /b/, /d/, /k/, /g/, /h/, /m/, /n/, /ŋ/, /l/, /w/ consonants.

- 3) There are also similarities in some diphthongs of both English and *Dayak Bakumpai* Language, for example: /aɪ/, /ɔɪ/, /aʊ/ diphthongs.

## 2. Ability of *Dayak Bakumpai* Speakers In Pronouncing English Words

Based on the research and data analysis about the students' ability in pronouncing English words at UIN Antasari Banjarmasin, the researcher would like to draw conclusion.

Based on the table 4.1, the writer makes computation for the mean score of correct pronunciation in English phonemes of English words by students of English department UIN Antasari Banjarmasin. The highest score of students in pronouncing English words is 90,90 and the lowest score is 79,54. The mean score is 85,18 that can be categorized in "excellent" category. It means that the ability of the second semester students of English Deptment UIN Antasari Banjarmasin in pronouncing English phonemes of English Words is in excellent category lay between 85 – 100.

From the score frequency and classification of the students ability in pronouncing English words shows that 5 students are in excellent category and 4 students are in good category.

According to the data percentage in Table 4.2, that the highest percentage showed that 100% of the students be able in pronouncing /ɔ:/, u:/, /dʒ/, ð/, /p/, /t/, /k/, /g/, /s/, /h/, /m/, /l/, /r/, /w/, /ʊə/, /ɔɪ/. It means that

they are easiest phonemes for the students to pronounce. The lowest percentage is 22.22% that is phoneme /j/. The students look like so difficult in pronouncing the words which contain phoneme /j/. So, based on the percentage, it can say that diphthong /j/ is the most difficult diphthong by the students.

In English vowel /ɜ:/, all of 9 Dayak students there were 7 students whose pronunciation was good and right. Meanwhile, 2 more students still lack the correct pronunciation. The 2 students have the same problem in pronouncing vowel /ɜ:/ in the word *shirt*, both of which use vowel /ɪ/. While the word should use vowel /ɜ:/ both in British and in American. In vowel /ɑ:/, all of 9 Dayak students there was 1 student who had an error in the pronunciation of vowel /ɑ:/ in the word *half*, where the student used vowel /ɜ:/ not using vowel /ɑ:/ in British or vowel /æ/ in American. In English vowel /ɒ/ all of the 9 students there were 4 students who had the same pronunciation error in the word *cross* and 1 more student had an error in the word *gone*, where the students used diphthong /oʊ/ not using vowel /ɒ/ In British or vowel /ɑ:/ in American. In english vowel /æ/, of the 9 students there were 6 students who had the pronunciation error in the word *black*, there is 1 student who make mistake using vowel /e/. In the word *cat* there are 4 students who make mistakes namely 2 students used vowel /e/, and 2 other student use vowel /ə/ and diphthong /eɪ/. In the word *pancake*, there are 5 students who make mistakes namely 4 students used vowel /ə/ and /e/. These words should use vowel /æ/ both in British and



American. In english vowel /i:/, of the 9 students there were 2 students who had the pronunciation error in the word *mean* and *peace*, where the students used vowel /ɪ/ not using /i:/ both in British or and American. In english vowel /ʌ/, all of the 9 students there were 4 students who had the pronunciation error in the word *come*, where the students used vowel /ɒ/ and /o/ not using /ʌ/ both in British and in American. In english vowel /ɪ/, of 9 students there were 6 students who had the pronunciation error in the word *bucket* with used vowel /ə/ and 2 students who had pronunciation error in the word *gym* with used vowel /e/ and /æ/ not using /ɪ/ both in British and in American. In english vowel /e/ for pronouncing english words *yes – said – bread*, all of 9 students had mistakes pronunciation in this words with used english diphthong /eɪ/ not using vowel /e/ both in British and in American. In english vowel ə/ɜ for pronouncing english words *calender – picture – figure*, all of 9 students just 1 student who had mistake of the word *figure* with used /ʊ/ not using vowel /ə/ɜ/ both in British and in American. In english vowel /ʊ/ for pronouncing english words *put – push – pull*, all of 9 sutudents there were 3 students who had pronunciation error with used vowel /ə/, /ʊ/, / ʌ/, and /u: not using vowel /ʊ/ both in British and in American. In english vowel /ɔ:/, of the 9 students here none of them made a mistake in pronouncing vowel /ɔ:/ in English words (*horse – board – taught*). In english vowel /u:/, of the 9 students here none of them made a mistake in pronouncing vowel /u:/ in English words (*shoe – food – choose*).

*In english consonant /tʃ/ for pronouncing english words chick – actually – chapter, all of 9 students there were 2 students who had mistakes at chapter used phoneme /k/ and at actually used phoneme /c/ not using consonant /tʃ/ both in British and in American. In english consonant /f/ for pronouncing english words fun – telephone – have, all of 9 students there were 6 students who had mistakes with used phoneme /p/ and /v/ not using consonant /f/ both in British and in American. In english consonant /v/ for pronouncing english words van – love – leave, all of 9 students there were 7 students who still had mistakes when pronounced this phoneme with used /f/ and also /p/ both in British and in American. In english consonant /θ/ for pronouncing english words think – heart – author, all of 9 students there were 7 students who still had mistakes when pronounced this phoneme with used /t/, /rt/, /ch/, and /ð/ not using /θ/ both in British and in American. In english consonant /z/ for pronouncing english words zero – buzz – music. All of 9 students there were 5 students who still had mistakes when pronounced this phoneme with used /j/ if at the beginning of a word and used /s/ if in the middle or at the end of the word, not using /z/ both in British and in American. In english consonant /ʃ/ for pronouncing english words invitation – shop – chef, all of 9 students there were 6 students who had problem in pronouncing this phoneme with used /c/ and /s/ not using /ʃ/ both in British and in American. In english consonant /ʒ/ for pronouncing english words pleasure – vision – casual, all of 9 students there were 8 students who had problem in pronouncing this*

phoneme with used /s/ in the word *casual* and /ʃ/ in the word *vision*, not using /z/ both in British and in American. In english consonant /ŋ/ for pronouncing english words *tongue – mongkey – ring*, all of 9 students there were 1 students who had problem in pronouncing this phoneme with used /ngk/ in the word *tongue*, where that word should use consonant /ŋ/ both in British and in American. In english consonant /b/ for pronouncing english words *but – baby – job*, all of 9 students there were 4 students who had problem in pronouncing this phoneme with using /p/ when at the end of the word. It does not use consonant /b/ both in British and in American. In english consonant /d/ for pronouncing english words *door – duck – behind*, all of 9 students there were 2 students who had problem in pronouncing this words which the students missed phoneme /d/ that is at the end of the word. In english consonant /j/ for pronouncing english words *yet – yes – use*, all of 9 students had problem pronunciation in this words with using phoneme /y/ not used /j/ both in British and in American. All of the 9 students here none of them made a mistake in pronouncing english consonant for phoneme /dʒ/, /ð/, /p/, /t/, /k/, /g/, /s/, /h/, /m/, /n/, /l/, /r/, and /w/.

In english diphthong /ɪə/ for pronouncing english words *clearing – deer – fear*, all of 9 students there were 3 students who had problem in pronouncing this words with using /ɪ:/ and /eə/. It does not use phoneme either /ɪə/ in British or /ɪ/ in American. In english diphthong /eə/ for pronouncing english words *there – chair – square*. All of 9 students there

were 1 student who had problem in pronouncing this words with using /aɪ/, where that is should use phoneme either /eə/ in British or /e/ in American. *In english diphthong /eɪ/ for pronouncing english words straight – make – great.* All of 9 students there were 6 students who had problem in pronouncing this words with using /aɪ/ for *straight* and /ə//e/ for *make*, where that are should use phoneme /eɪ/ both in British and American. *In english diphthong /əʊ/ for pronouncing english words go – know – nose,* all of 9 students there were 2 students who had problem in pronouncing this words with using /aʊ/, where that is should use phoneme either /əʊ/ in British or /oʊ/ in American. *In english diphthong /aʊ/ for pronouncing english words how – now – about.* All of 9 students there were 3 students who had problem in pronouncing this words with using /oʊ/, where that is should use phoneme /aʊ/ both in British and in American. *In english diphthong /aɪ/ for pronouncing english words height – fly – I.* All of 9 students there were 6 students who had problem in pronouncing this words with using /eɪ/ for *height* and *fly*, where that is should use phoneme /aɪ/ both in British and in American. All of the 9 students here none of them made a mistake in pronouncing english diphthong for phoneme /ʊə/ and /ɔɪ.

From the research finding, it showed that some students do not have problem in English pronunciation. That is because they are able to master other languages such as *Bahasa Banjar Kuala* and *Bahasa Indonesia*. That is make them did not had many problem when they are pronunciation

English words. However, there are still some students who have difficulty saying an English word. This is due to several factors namely

*Dayak Bakumpai* Language and English Language certainly has value and one of the elements of language are seen quite clearly that at the level of phonology. This difference in phonological system can produce negative if it can not be distinguished correctly. English Language has a language that has quite a variety of phonemes, while *Dayak Bakumpai* Language does not have a lot of English Language. For example, Bakumpai Dayaknese language that goes into the Austronesian language family, just know / p / and do not know / f / and / v / which would lead to the change of sound in pronunciation. In English language, these three phonemes are clearly different and can be proven to be minimal. The word / fæn / and / væn / meaning 'fan' and 'car hopper', and if pronounced with / p / be / pæn /, then the meaning becomes 'rinjing'. *Dayak Bakumpai* language in context is only familiar / p / only.

<b>Ortography</b>	<b>Speaker of English Language</b>	<b>Speaker of <i>Dayak Bakumpai</i> Language</b>
1. <i>fan</i> 'kipas angin'	/fæn/	/pen/
2. <i>van</i> 'mobil gerbong'	/væn/	/pen/

