

CHAPTER IV

REPORT OF RESEARCH RESULT

A. The Description of MAN 1 Martapura

1. Brief History of MAN 1 Martapura

MAN 1 Martapura, which becomes the object of this research, was built on 1958, on a 5.852,5 m² land area, 2.912 m² field area, and 1.232 m² building area. Based on the people's effort at Gambut District, then this Islamic Senior High School was built with the purpose that at that time many Graduations of Islamic Junior High School Students around the area wanted to continue their study to Islamic Senior High School, but it is got stuck because the distance between their houses and the school was so far and the means of transportation did not support them at all. At first, since 1958 until 1969, the school was named "Yayasan Pendidikan Sinar Penuh Harapan". But since 1970 until 1977, its function turns becoming an Islamic Senior High School named MAN Gambut. Finally on March 16th 1978 which is under the management of Departement of religious affairs, MAN Gambut changes its name into MAN 1 Martapura.

MAN 1 Martapura has been led by 9 headmasters and nowadays, the headmaster at MAN 1 Martapura is Drs. Ahadul Ihsan. The headmasters who have headed this school can be seen in the appendix.

MAN 1 Martapura is located at JL. A. Yani Km. 15.200 RT.27 RW.08 Gambut District, Banjar Regency. Its borders can be seen on the data below:

- a. The south of the building border is the inhabitant houses
- b. The North of the building border is the inhabitant houses
- c. The East of the building border is JL. A. Yani
- d. The west of the building border is MTsN 2 Gambut

2. Condition of Teachers, Administrative Staff, Students, and Facilities at MAN 1 Martapura

a. Teachers

MAN 1 Martapura has 27 permanent teachers and 4 non permanent teachers from different educational background. Almost all of them are graduated from university. The data about the teachers at MAN 1 Martapura, it can be seen in the appendix.

b. Administrative Staff

MAN 1 Martapura 1 has 5 administrative staff, which consist of head of administrative Management and 6 official employees with different duty. Besides, MAN 1 Martapura also has other employees such as security, librarian and cleaning service. The data about the administrative staff at MAN 1 Martapura, it can be seen in the appendix.

c. Students

In the academic year 2010/2011, the total number of students that is administratively registered at MAN 1 Martapura is 371 students. They are 133 students from the tenth grade, 132 students from the eleventh grade and 106 students from the twelveth grade. The data about the students at MAN 1 Martapura can be seen in the appendix.

d. Facilities

Based on the writer's observation, MAN 1 Martapura has many facilities. So, they are adequately to run the teaching learning process. There are some buildings of the school such as classroom, office, library and natural science laboratory. The data about the facilities at MAN 1 Martapura can be seen in the appendix.

B. The Presentation of Data

This subchapter presents the data that have been collected on the research. The presentation covers the primary data about the interference of Banjarese vowels and consonants to the students' pronunciation and the kinds of Banjarese segmental vowels and consonants that mostly interfere to the students' pronunciation. Here are some data concerning to the test result done by the writer.

1. Data about Kinds of Banjarese segmental vowels and consonants that interfere in the students' pronunciation.

Based on the test result, the writer then concludes the percentages of interference of Banjarese segmental vowels and consonants, errors and correct pronunciation of the students' at MAN 1 Martapura. To be clearer about the data, it can be seen in the following table.

- a. The test result of the interference of Banjarese vowels in English words and sentences

Table 4.1. Table of the Students' interference, error and correct pronunciation of English vowels in initial position of a word

No	Vow	Words	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/i:/	Meal [mi:l]	16	57.14	-	0	12	42.57
2.	/ə/	fur [fə:(ɹ)]	26	92.85	-	0	2	7.14
3.	/ʊ/	-	-	-	-	-	-	-
4.	/e/	any [enɪ]	12	42.85	-	0	15	53.57
5.	/æ/	Ant [ænt]	27	96.42	1	3.57	-	0
6.	/o/	Call [kɔ:l]	10	35.71	18	64.57	-	0
7.	/ɑ/	Arm [ɑ:ɹm]	25	89.28	-	0	3	10.71

Table 4.2 Table of the Students' interference, error and correct pronunciation of English vowels in medial position of a word

No	Vow	Words	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/i:/	believable [bəli:vəbəl]	18	64.57	8	28.57	2	7.14
2.	/ə/	weren't [wə:(ɹ)n]	24	85.71	-	0	4	14.28
3.	/ʊ/	pull [pʊl]	23	82.14	1	3.57	3	10.71
4.	/e/	Men [men]	25	89.28	-	0	3	10.71
5.	/æ/	Had [hæd]	28	100	-	0	-	0
6.	/o/	reporter [rɪpɔ:təɹ]	28	100	-	0	-	0
7.	/ɑ/	grandmother [grændmɑðəɹ]	19	67.85	9	32.14	-	0

Table 4.3. Table of the Students' interference, error and correct pronunciation of English vowels in final position of a word

No	Vowel	Words	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/i:/	Knee [ni:]	-	0	14	50	14	50
2.	/ə/	-	-	-	-	-	-	-
3.	/ʊ/	Cookbook [kʊkbʊk]	16	57.14	9	32.14	3	10.71
4.	/e/	-	-	-	-	-	-	-
5.	/æ/	-	-	-	-	-	-	-
6.	/ɒ/	Thirtyfour [θɜ:tɪfo:ɹ]	15	53.57	13	46.42	-	0
7.	/ɑ/	Grandson [grændsʌn]	28	100	-	0	-	0

Table 4. 4 Table of the Students' interference, error and correct pronunciation of English vowels in a sentence

No	Vow	Sentences	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/i:/	I <u>see</u> the <u>sheep</u> <u>eat</u> <u>leaves</u>	95	84.82	-	0	26	23.3
2.	/ə/	<u>The</u> <u>fur</u> of <u>the</u> <u>bird</u> is <u>burned</u>	93	66.42	40	28.57	7	5
3.	/ʊ/	<u>Who</u> <u>moved</u> <u>Sue's</u> <u>shoe</u>	112	100	-	0	-	0
4.	/e/	The <u>men</u> <u>sends</u> <u>ten</u> <u>wet</u> <u>hens</u> to <u>ben</u>	113	95.76	-	0	5	4.23
5.	/æ/	The <u>rat</u> <u>sat</u> <u>back</u> on the <u>bag</u>	98	87.5	14	12.5	-	0
6.	/ɒ/	The <u>reporter</u> <u>calls</u> his friend	56	100	-	0	-	0

7.	/ɑ/	His mother's arm is broken	43	76.78	13	23.21	-	0
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b. The test result of the interference of Banjarese vowels in English words and sentences

Table 4.5 Table of the Students' interference, error and correct pronunciation of English consonants in initial position of a word

No	Consonant	Words	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/z/	Zoo [zu:]	2	7.14	-	0	26	92.8
2.	/ʃ/	Sheet [ʃi:t]	19	67.85	-	0	9	32.14
3.	/ʒ/	-	-	-	-	-	-	-
4.	/tʃ/	Cheap [tʃi:p]	20	71.42	8	28.57	-	0
5.	/f/	Fan [fæn]	4	14.28	-	0	24	85.71
6.	/v/	Vote [vəʊt]	25	89.28	3	10.71	-	0
7.	/θ/	Thumb [θʌm]	25	89.28	13	46.42	-	0
8.	/ð/	Theirs [ðeəz]	19	67.85	9	32.1	-	0
9.	/ɹ/	Ranking [ɹŋkɪŋ]	23	82.14	-	0	5	17.85

Table 4.6 Table of the Students' interference, error and correct pronunciation of english consonants in medial position of a word

No	Con	Words	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/z/	Laziness [leɪzɪnəs]	-	0	18	64.57	6	21.42
2.	/ʃ/	Washing [wɑ:ʃɪŋ]	20	71.42	4	14.28	4	14.28
								0

3.	/ʒ/	Measure [mɛʒəɹ]	18	64.57	10	35.71	-	
4.	/tʃ/	Catching [kætʃɪŋ]	15	53.57	13	46.42	-	0
5.	/f/	Coffe [kɒfɪ]	4	14.28	-	0	24	85.71
6.	/v/	Leaving [li:vɪŋ]	28	100	-	0	-	0
7.	/θ/	Sunbathing [sʌnbɑ:θɪŋ]	19	67.85	9	32.14	-	0
8.	/ð/	Clothing [kləʊðɪŋ]	7	25	21	75	-	0
9.	/ɹ/	Miracle [mɪɹkəl]	23	82.14	-	0	5	17.85

Table 4.7. Table of the Students' interference, error and correct pronunciation of English consonants in final position of a word

No	Con	Words	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/z/	Buzz [bʌz]	20	71.42	8	28.57	-	0
2.	/ʃ/	Leash [li:ʃ]	23	82.14	-	0	5	17.85
3.	/ʒ/	-	-	-	-	-	-	-
4.	/tʃ/	Spinach	21	75	7	25	-	0
5.	/f/	[spɪnɪtʃ] Laugh	-	0	28	100	-	0
6.	/v/	Believe [bɪli:v]	28	100	-	0	-	0
7.	/θ/	Mouth [maʊθ]	24	85.71	4	14.28	-	0
8.	/ð/	Teethe [ti:ð]	8	28.57	20	71.42	-	0
9.	/ɹ/	Kuarter [kwɔ:tɹɹ]	23	82.14	-	0	5	17.85

Table 4.8. Table of the Students' interference, error and correct pronunciation of English consonants in a sentence

No	Con	Sentences	Number of Interference	Percentage of Interference	Number of Error	Percentage of Error	Number of Correct pronunciation	Percentage of Correct pronunciation
1.	/z/	The <u>z</u> ebra was at the <u>z</u> oo	3	5.35	-	0	53	94.64
2.	/ʃ/	A <u>sh</u> lee is <u>w</u> ashing a dirty <u>d</u> ish	64	76.19	-	0	20	23.80
3.	/ʒ/	Your lea <u>z</u> ure time is only two days	27	96.42	-	0	1	3.57
4.	/tʃ/	<u>Ch</u> arlie is <u>w</u> atching a football <u>m</u> atch	79	94.04	-	0	5	5.92
5.	/f/	The <u>ph</u> one <u>f</u> ell of the <u>sh</u> elf	52	42.42	-	0	60	53.57
6.	/v/	<u>D</u> ave is <u>d</u> riving a <u>y</u> an	84	100	-	0	-	0
7.	/θ/	<u>Th</u> anks for the <u>th</u> ick dictionary you gave on <u>th</u> ursday	80	95.23	-	0	4	4.76
8.	/ð/	<u>This</u> hand is cleaner <u>th</u> an <u>th</u> e <u>oth</u> er	76	67.85	36	32.14	-	0
9.	/ɹ/	It's a <u>r</u> eality that <u>m</u> arrie is earning <u>m</u> ore <u>m</u> oney	96	85.71	-	0	16	14.28

From the preceding data presentation, it shows that there are four English vowels and five consonants interfered by Banjarese vowels and

consonants which are classified in the very high interference category, they are /æ/ (98.21%), /ʊ/ (84.82%), /o/ (81.54%), /ɑ/ (80.41%), /v/ (98.21%), /θ/ (88.08%), /ɹ/ (83.92%), /ʒ/ (80.49%), and /tʃ/ (80.35%). The data also shows that there are two English vowels and one consonant interfered by Banjarese vowels and consonants which are classified in the high interference category, they are /ə/ (77.85%), /i:/ (62.66%), and /ʃ/ (74.49%). The data also shows that there is one English consonant interfered by Banjarese consonant which is classified in the average interference category, i.e: consonant /ð/ (54.16%). The data also shows that there is one English consonant which is classified in the low category, i.e: /f/ (25.47%) and also one consonant which is classified in the very low interference category of the interference of Banjarese Segmental vowels and consonants to the students' pronunciation, i.e: consonant /z/ (15.76%).

To sum up, the writer then decides the categories of the total of interference of Banjarese segmental vowels and consonants to the students' pronunciation in English and its distribution. To be clearer, it can be seen in the following table:

Table 4.8 The Degree of Percentage of the Interference of Banjarese Segmental Vowels and Consonants to the students' Pronunciation in English

No	Category	The percentage of Interference	Number of Phonemes	Percentage
1.	Very high interference	80% - 100%	10	65.50 %
2.	High interference	60% - <80%	3	18.75 %
3.	Average interference	40% - <60%	1	6.25 %

4.	Low interference	20% - <40%	1	6.25 %
5.	Very low interference	0% - <20%	1	6.25 %

Based on the the table above, the writer concludes that the degree of the interference of Banjarese vowels and consonants to the students pronunciation in English is in the very high interference category, and it can be seen that there are ten phonemes (65.50 %) in this category. The phonemes are : /æ/, /ʊ/, /o/, /ɑ/, /e/, /v/, /θ/, /ɹ/, /ʒ/, and, /tʃ/.

2. Data about Kinds of Banjarese segmental vowels and consonants that mostly interfere the students' pronunciation.

Based on the previous data, Banjarese segmental vowels and consonants that mostly interfere the students' pronunciation could be seen in the following tables:

Table 4. 9. The Banjarese segmental vowels that mostly interfere the students' pronunciation.

English Vowels	Banjarese Vowels Interfere	Examples
• /æ/	• /ɛ/	[ænt] → [ɛn]
• /ʊ/	• /U/	[kʊkbʊk] → [kUkbUk]
• /o/	• /ɔ/	[ɹɪpɔrtɔr] → [repɔrtɔr]
• /ɑ/	• /ʌ/	[grændmɑðɔr] → [grɛnmʌdɔr]
• /e/	• /ɛ/	[enɪ] → [ɛnɪ]

Table 4.10 The Banjarese segmental consonants that mostly interfere the students' pronunciation.

English Consonant	Banjarese Consonant	Examples
▪ /v/	▪ /f/	[vəʊt] → [fɔt]
▪ /θ/	▪ /t/	[sʌnbɑ:θɪŋ] → [sonbɛtɪŋ]
▪ /ɹ/	▪ /r/	[ɹɛŋkɪŋ] → [rɛŋkɪŋ]
▪ /ʒ/	▪ /s/	[mɛʒə] → [mɪɛsur]
▪ /tʃ/	▪ /c/	[kætʃɪŋ] → [kɛcɪŋ]

From the preceding data, it can be seen that are some Banjarese Segmental vowels and consonants that mostly interfere English segmental vowels and consonants, namely: /ɛ/, /ʊ/, /ɔ/, /ʌ/, /f/, /t/, /r/, /s/ and /c/.

C. Data Analysis

After presenting the data, the writer analyzes the obtained data to give some consideration on the research. The analysis of the interference of Banjarese vowels and consonants to the students' pronunciation was performed based on the speaking test of each phoneme.

1. The analysis of kind of Banjarese vowels and consonants that interfere the students' pronunciation

There are some interferences of Banjarese segmental vowels and consonants to the students' pronunciation identified. The way of presenting the

interference of Banjarese segmental vowels and consonants to the students pronunciation can be described as follows:

a. Vowel /i:/

Vowel /i:/ in English words occurs in all position, as a contrary, the Banjarese does not have vowel /i:/. Based on the presentation above, it can be concluded that the interference of Banjarese vowel to this vowel in words is considered in the average interference category and the some students tend to insert their native language in pronouncing this vowel, as there is no long vowel /i:/ in Banjarese Vowel. It can be seen that there are 57.14% of the students doing interference in initial position and 64.57% in medial position but no interference done in the final position of a word. While in the sentence, the interference of Banjarese segmental vowel to this vowel is considered in the very high interference category. It can be seen from the result of the test that shows the degree of the interference is 84.82%.

The English vowel /i:/ is often substituted with vowel /ɛ/ or /ɪ/ which exist in Banjarese phonemes. It can be seen that vowel /i:/ in initial position, like in the word 'Meal' is often pronounced [mɛl] or [mɪl] and the word 'believable' (vowel /i:/ in medial position) becomes [bɪlɪfɛ:bəl] or [bɪlɪpebəl], but there is no interference of Banjarese vowel in final position and this vowel mostly can be pronounced correctly by all of the students, that is [ni:]. While in the sentence, many students get difficulty to pronounce the vowel /i:/ in initial and medial position, and the interference mostly occur in the word 'eat' which by some

students it is sometimes pronounced [ɪt] or [ɛt] and the word 'leaves' which is sometimes pronounced [lɛfəs].

b. Vowel /ə/

Vowel /ə/ in English occurs in initial and medial position, while in Banjarese, Vowel /ə/ is not found even in all position. Based on the presentation above, it can be concluded that the interference of Banjarese vowel to this vowel in English words is considered in the very high interference category. It can be seen that there are 92.85% of the students doing interference in initial position and 85.71% in medial position. While in the sentence, the interference of Banjarese segmental vowel to this vowel is considered in the high interference category. It can be seen from the result of the test that shows the degree of the interference is 66.42%.

The students often substitute the vowel /ə/ with vowel /U/ or /ɔ/ in initial position and vowel /ɛ/ in medial position, as there is no vowel /ə/ in Banjarese vowel. Most students make interference in pronouncing the word 'fur' which is often pronounced as [fUr] or [for] and in medial position, the word 'weren't' becomes [wɛrən]. The interference in the sentence is also found mostly in the word 'fur' which by some students it is sometimes pronounced [fUr] or [for] , the word 'bird' which is sometimes pronounced [bɛrd].

c. Vowel /ɜ/

Vowel /ɜ/ in English occurs in medial and final position, as a contrary Banjarese does not have such vowel. Based on the data presentation above, vowel

/ʊ/ in words is considered in a high interference category. It can be seen that the percentage of the interference of Banjarese vowels to the vowel /ʊ/ in initial position is 82.14 % and in medial position is 57.14 % of interference. While in the sentence, the interference of Banjarese segmental vowel to this vowel is considered in the very high interference category. It can be seen from the result of the test that shows the degree of the interference is 100%.

The writer analyzes that the students are making interference in pronouncing vowel /ʊ/ in English words because there is no vowel /ʊ/ in Banjarese sound system, hence the students tend to substitute vowel /ʊ/ with the similar vowels that exist in Banjarese sound system, like vowel /U/, /u/ or /ɔ/, as in the word 'pull', where vowel /ʊ/ is in initial position, it is often pronounced [pɔl] or [pul] and the word 'cookbook' in medial position is pronounced [kokbok] or [kUkbUk]. In addition, some students also get difficulty to pronounce this vowel as some of them do not know the correct sound of these word, hence they make errors in pronouncing this word, as we can see in the data presentation above, there are 32.14% errors in pronouncing the word 'cookbook', they tend to pronounce it [cukbuk].

While in the sentence, the interference is found mostly in the word where the vowel /ʊ/ is in medial and final position, like in the word 'who' which by some students it is sometimes pronounced [wɔ] or [whɔ], the word 'moved' which is pronounced [mɔfɛt], the word 'Sue' which is pronounced [sU], the word 'shoe' which is often pronounced [sɔ].

d. Vowel /e/

Vowel /e/ in English occurs in initial and medial position, as a contrary, Banjarese does not have the vowel. The presentation above shows that the percentage of interference of Banjarese vowel to this vowel is considered into high interference category. It can be seen that there are 42.85% interference in initial position and 89.28% in medial position. While in the sentence, the interference of Banjarese segmental vowel to this vowel is considered in the very high interference category. It can be seen from the result of the test that shows the degree of the interference is 95.76%.

The writer analyzes that many students are confused with the closest vowel /e/ that exists in Kuala Banjarese sound system, that is /ɛ/. Hence, most of them tend to pronounce the word 'any' in initial position as [ɛnɪ] and in medial position, the word 'men' is often pronounced as [mɛn]. While in the sentence, the interference is found mostly in all of the word, like in the word 'men' in which it is sometimes pronounced [mɛn] by most students, the word 'send' which is often pronounced [sɛn], the word 'wet' which is pronounced [wɛt], the word 'hen' which is pronounced [hɛn] and the word 'ben' which is pronounced [bɛn].

e. Vowel /æ/

Vowel /æ/ in English occurs in initial and medial position, as a contrary, Banjarese does not have the vowel. The presentation above shows that the percentage of interference of Banjarese vowel to this vowel is the very high category. It can be seen that there are 96.42% interference in initial position and 100% in medial position. As in the words, the test result in the sentence also shows

that the interference of Banjarese segmental vowel to this vowel is also considered in the very high interference category. It can be seen from the result of the test that shows the degree of the interference is 87.5%.

The writer analyzes that most students are confused with the closest vowel /æ/ that exists in Kuala Banjarese sound system, that is /ɛ/. Hence, most students tend to pronounce the word 'ant' in initial position becomes [ɛn] and in medial position, the word 'had' becomes [hɛd]. While in the sentence, the interference is found mostly in all of the word like in the word 'rat' which is pronounced [rɛt] and the word 'sat' which is pronounced [sɛt].

f. Vowel /o/

Vowel /o/ in English occurs in all position, as a contrary, Banjarese does not have the vowel. Based on the presentation above, the interference to this vowel considered in the average category. It can be seen that there are 35.21% of the students make interference in initial position, 100% in medial position and 53.57% in final position. Same like in the words, the interference of Banjarese segmental vowel to this vowel the sentence is considered in the very high interference category either. It can be seen from the result of the test that shows the degree of the interference is 100%.

The writer analyzes that most students are confused with the closest vowel /o/ that exists in Kuala Banjarese sound system, that is /ɔ/. Most students tend to pronounce the vowel /o/ as /ɔ/, such as the word 'call' in initial position becomes [kɔl], the word 'reporter' in medial position becomes [rɛpɔ:rtɛr] and the

word 'thirtyfour' in final position becomes [tərtɪpɔːr]. While in the sentence, the interference is found mostly in all of the word, like in the word 'call' which by the students it is often pronounced [kɔl] and also the word 'reporter' in medial position becomes [rɛpɔːrtər]. Besides, the data also shows that there are many students make errors in pronouncing the word 'call', they tend to pronounce it [kel/ or [cal].

g. Vowel /ɑ/

Vowel /ɑ/ in English occurs in all position, as a contrary, Banjarese does not have the vowel. The presentation above shows that the percentage of interference of Banjarese vowel to this vowel is classified in the very high category. It can be seen from the percentage shows that the interference of Banjarese vowels to the vowel /ɑ/ in initial position is 89.28 %, in medial position is 67.85% of interference and 100% interference in the final position. While in the sentence, the interference of Banjarese segmental vowel to this vowel is considered only in the high interference category. It can be seen from the result of the test that shows the degree of the interference is 76.78%.

Vowel /ɑ/ is tend to be pronounced /ʌ/, as in the word 'arm', where the vowel is in initial position is pronounced [ʌrm], 'grandmother' in medial position is pronounced [grɛnmʌdər] and the word 'grandson' in final position is pronounced [grɛnsʌn]. besides, the interference the sentence is found mostly in the word where the vowel /ɑ/ is in initial and medial position, like in the word 'arm' which by many students it is often pronounced [ʌrm] and the word 'mother' which is often pronounced [mʌdər].

The writer analyzes that the students are getting difficulty to pronounce vowel /ɑ/ because there is no vowel /ɑ/ in Banjarese sound system, hence the students tend to substitute the vowel with the similar vowels that exist in Banjarese sound system, i.e: vowel /ʌ/.

h. Consonant /z/

Consonant /z/ in English occurs in all position, as a contrary, the Banjarese does not have the consonant. Based on the data presentation above, vowel /z/ has a very low percentage of interference. It can be seen that the percentage of the interference of Banjarese vowels to the vowel /z/ in initial position is 7.14 % and 0 % of interference in medial position, but the students are getting difficulties in pronouncing consonant /z/ in final position, as we can see that there is 71.42 %. While in the sentence, the interference of Banjarese segmental consonant to this consonant is considered in the average interference category. It can be seen from the result of the test that shows the degree of the interference is 42.42%.

The writer analyzes that the students are able to pronounce consonant /z/ because there is consonant /z/ in Indonesian sound system (their L2), hence they are not getting much difficulty in pronouncing this consonant, even though there are also some students tend to pronounce the English z/ as /j/ in initial position, such as the word 'zoo' becomes [ju]. But also because there are very rarely found in both Indonesian and Banjarese words ending with 'z', the students are getting difficulty to pronounce consonant /z/ in final position, so that they tend to substitute the consonant with the similar consonant that exists in Banjarese and

Indonesian sound system, i.e: consonant /s/. While in the sentence, as the length is longer than a single word, the students tend to get more difficulty o pronounce the consonsnt /z/ in words which are in the sentence. Hence, there can be found interference done by many students, like in the word 'zebra' which is pronounced [jɪbra].

i. Consonant /ʃ/

Consonant /ʃ/ in English occurs in all position, as a contrary, the Banjarese does not have the consonant. . Based on the data presentation above, vowel /ʃ/ has a very low percentage of interference. It can be seen that the percentage of the interference of Banjarese consonant to the vowel /z/ in medial position is 7.14 % and no interference in medial position, but the students are getting difficulties in pronouncing consonant /ʃ/ in final position, as we can see that there is 71.42 %. As in the words, the test result in the sentence also shows that the interference of Banjarese segmental vowel to this vowel is also considered in the high interference category. It can be seen from the result of the test that shows the degree of the interference is 76.19%.

The writer analyzes that the students are getting difficulty to pronounce consonant /ʃ/ because there is no vowel /ʃ/ in Banjarese sound system, hence the students tend to substitute the vowel with the similar vowels that exist in Banjarese sound system, like consonant /s/. For example, some students tend to pronounce the English /ʃ/ as /s/ such as 'sheet' becomes [sɛt], in medial position, the word 'washing' becomes [wosɪŋ], final position, the word 'leash' many students

pronounce it [lɪs]. While in the sentence, the interference is much found in the word like 'Ashlee' which by many students it is pronounced [ɛslɪ], the word 'washing' which is pronounced [wɛsɪŋ], and the word 'dish' which is often pronounced [dɛs].

j. Consonant /ʒ/

Consonant /ʒ/ in English occurs in medial position only, and the Banjarese does not have the consonant either, even in all positions. Based on the data presentation above, vowel /ʒ/ is considered in the high interference category. It can be seen that the percentage of the interference of Banjarese vowels to the vowel /ʒ/ in medial position is 64.67% of interference. While in the sentence, the interference of Banjarese segmental consonant to this consonant is considered in the very high interference category. It can be seen from the result of the test that shows the degree of the interference is 96.42%.

The writer analyzes that the students are getting difficulty to pronounce vowel /ʒ/ because there is no vowel /ʒ/ in Banjarese sound system, hence the students tend to substitute the vowel with the similar vowels that exist in Banjarese sound system, like vowel /s/. For example, many students tend to pronounce the English /ʒ/ as /s/ such as the word 'measure' in medial position becomes [mryɛsur]. While the sentence, as it is a linking words and the length of a sound also influence the way the students produce the sound, interference is found a lot in the sentence, like in the word 'leasure' is often pronounced [lɛsUr].

k. Consonant /tʃ/

Consonant /tʃ/ in English occurs in all position, as a contrary, the Banjarese does not have the consonant. Based on the data presentation above, vowel /tʃ/ is included in the high interference category. It can be seen that the percentage of the interference of Banjarese vowels to the vowel /tʃ/ in initial position is 71.42 % , in medial position is 53.57 % and 75 % interference in the final position. As in the words, the test result in the sentence also shows that the interference of Banjarese segmental vowel to this vowel is also considered in the high interference category. It can be seen from the result of the test that shows the degree of the interference is 63.09%.

The writer analyzes that the students are making interference in pronouncing vowel /tʃ/ because there is no vowel /tʃ/ in Banjarese sound system, hence the students tend to substitute the vowel with the similar vowels that exist in Banjarese sound system, i.e: consonant /c/. For example, there are many students tend to pronounce the English /ʃ/ as /ch/ or /c/ such as the word 'cheap' becomes [chɛp], in medial position, the word 'catching' becomes [kɛcɪŋ], and in final position, the word 'spinach' becomes [spɪnɪc]. While the interference in the sentence is found in the word 'charlie' which is sometimes pronounced [cɑrlɪ], and the word 'watching' which is sometimes pronounced [wɔcɪŋ].

1. Consonant /f/

Consonant /f/ in English occurs in all position, as a contrary, the Banjarese does not have the consonant. Based on the data presentation above, vowel /f/ is categorized in the very low interference category. It can be seen that

the percentage of the interference of Banjarese vowels to the vowel /f/ in initial position is 14.28 % and in medial position is also 14.28 % and 0 % interference in the final position. While in the sentence, the interference of Banjarese segmental consonant to this consonant is considered in the average interference category. It can be seen from the result of the test that shows the degree of the interference is 42.46%.

The writer analyzes that result of interference is in very low and low category because, there is such consonant found in Indonesian sound system (Their L2). Besides, the result also shows that there some errors made by some students. For the interference, some of the students tend to pronounce the English /f/ as /p/ such as, the word 'coffe' becomes [kopɾ], in medial position, but in final position, the word Laugh becomes [loh], as they are confused with the written form of the word in which t is considered as mistakes. While the interference in the sentence is found mostly in the word where the consonant /f/ is in final position, like in the word 'of' which by some students it is sometimes pronounced [ɔp] and the word 'self' which is sometimes pronounced [sɛlp].

The writer analyzes that some students are getting difficulty to pronounce vowel /f/ because there is no vowel /f/ in Banjarese sound system, hence the students tend to substitute the vowel with the similar vowels that exist in Banjarese sound system, like replacing vowel /f/ with vowel /p/.

m. Consonant /v/

Consonant /v/ in English occurs in all position, as a contrary, the Banjarese does not have the consonant. Based on the data presentation above,

consonant /v/ is considered in the high interference category. It can be seen that the percentage of the interference of Banjarese vowels to the consonant /v/ in initial position is 89.28%, 100% interference in medial and final position. Same like in the words, the interference of Banjarese segmental vowel to this vowel the sentence is considered in the very high interference category. It can be seen from the result of the test that shows the degree of the interference is 100%.

The writer analyzes that the students are getting difficulty to pronounce consonant /v/ because there is no consonant /v/ in Banjarese sound system, hence the students tend to substitute the consonant with the similar vowels that exist in Indonesian sound system (their L2), i.e: consonant /f/. Most of the students tend to pronounce the English /v/ as /f/ such as in the word 'vote', it is often pronounced [fot], in medial position, the word 'leaving' becomes [lɛfɪŋ] and in final position, the word 'believe' becomes [Belef]. While the interference in the sentence is found like in the word 'dave' is often pronounced [dɛp] or [dɛf], the word 'driving is often pronounce [dɾɪɪfɪŋ], and the word 'van' is often pronounced [pɛn] or [fɛn].

n. Consonant /θ/

Consonant /θ/ in English occurs in all position, as a contrary, the Banjarese does not have the consonant. Based on the data presentation above, consonant /θ/ is considered in the high interference category. It can be seen that the percentage of the interference of Banjarese consonant to the vowel /θ/ in initial position is 89.28 % , in medial position is 67.85 % interference and 85.71% interference in final position. While in the sentence, the interference of Banjarese segmental consonant to this consonant is considered in the very high interference

category. It can be seen from the result of the test that shows the degree of the interference is 100%.

The writer analyzes that the students are getting difficulty to pronounce consonant /θ/ because there is no consonant /θ/ found in Banjarese sound system, hence the students tend to substitute the consonant with the similar consonant that exist in Banjarese sound system, like consonant /t/. Besides, many of the students also make errors in pronouncing this consonant, and it can be seen that 46.42% errors are made in the word which the consonant is in initial position, 32.14% in medial position and 14.28% errors in final position. Most students tend to pronounce the English /θ/ as /t/ such as the word 'becomes' [thum], in medial position, the word 'leaving' becomes [sunbatiŋ] and in final position, the word Believe becomes [mUth]. While the interference in the sentence is found like in the word 'thanks' which is often pronounced [thɛŋs] and in the word Thursday which is pronounced [thorsdɛy].

o. Consonant /ð/

Consonant /ð/ in English occurs in all position, as a contrary, the Banjarese does not have Consonant /ð/. Based on the data presentation above, vowel /ð/ is considered in the average interference category. It can be seen that the percentage of the interference of Banjarese vowels to the vowel /ð/ in initial position is 67.85%, in medial position is 25% and 28.57% interference in final position. While in the sentence, the interference of Banjarese segmental consonant to this consonant is considered in the high interference category. It can be seen from the result of the test that shows the degree of the interference is 67.85%.

The writer analyzes that some students are making interference in pronouncing consonant /ð/ because there is no consonant /ð/ in Banjarese sound system, hence the students tend to substitute the consonant with the similar vowels that exist in Banjarese sound system, like vowel /d/. The students tend to substitute consonant /ð/ with consonant /d/. As can be seen that consonant /d/ in initial position, like in the word 'theirs' is often pronounced [dɛrs] and in medial position, the word 'clothing' is often pronounced [klodɪŋ].

Besides the interference is in the average category is also because the result of the pronunciation of this vowel is mostly dominated with errors made by the students. The students tend to be confused with the written form. The writer then analyzed that many students do not know the sound of the words, hence they tend to make errors and in this case, the students are mostly be confused with cluster /th/ based on the written form, like in the word 'theirs' is often pronounced [thɛrs], in medial position, the word 'clothing' is often pronounced [klothɪŋ], and in final position, the word 'teethe' is pronounced [teth]. While the interference in the sentence is found like in the word 'this' which is often pronounced [dɪs] and the word 'than' which is often pronounced [dɛn],

p. Consonant /ɹ/

Consonant /ɹ/ in English occurs in all position, as a contrary, the Banjarese does not have the vowel. Based on the data presentation above, vowel /ɹ/ is classified in the very high interference. It can be seen that the percentage of the interference of Banjarese vowels to the vowel /ɹ/ in initial position is 82.14 %,

in medial position is 82.14 %, and also the same in final position, that is 82.14% of interference. While in the sentence, the interference of Banjarese segmental consonant to this consonant is considered in the very high interference category. It can be seen from the result of the test that shows the degree of the interference is 87.81%.

The writer analyzes that most students make interference in pronouncing consonant /ɹ/ is because the way in pronouncing the retroflex sound in English is different with the way in Banjarese , hence most students tend to substitute the consonant /ɹ/ with the consonant /r/ in Banjarese sound system, i.e: consonant /r/. The students often pronounce the English /ɹ/ as /r/ such as consonant /r/ in initial position in the word 'ranking', the students tend to pronounce it [rɛŋkɪŋ], in the word Miracle becomes [mɪrɛkəl], and in final position, the word 'quarter' is pronounced [Kuartər]. While the interference in the sentence is found like in the word 'marrie' which is mostly pronounced [mɛrɪ] and the word 'earning' which is also mostly pronounced [ɛrɪŋ].

2. The Analysis of kind of Banjarese vowels and consonants that mostly interfere to the students' pronunciation

Based on the presentation of data above, the writer analyzes that there are eight Banjarese phonemes that mostly interfere the students' pronunciation, and they are described as follow:

- /ɛ/ Which often substitutes vowel /e/, /æ/, /i:/ in English words and sentences.

For example: the pronunciation of the word 'meal' [mi:l] becomes [mɛl].

- /ʊ/ Which often substitutes vowel /ʊ/ in English words and sentences. For example: the pronunciation of the word 'pull' [pʊl] becomes [pU]
- /ɔ/ Which often substitutes vowel /o/ in English words and sentences. For example: the pronunciation of the word 'reporter' [ɪpɔrtə] becomes [rɛpɔ:rtər].
- /ʌ/ Which often substitutes vowel /ɑ/ in English words and sentences. For example : the pronunciation of the word 'grandmother' [grændmɑðər] becomes [grɛnmʌdər]
- /t/ Which often substitutes consonant /θ/ in English words and sentences. For example : the pronunciation of the word 'thumb' [θʌm] becomes [tʌm].
- /r/ Which often substitutes consonant /r/ in English words and sentences. For example : the pronunciation of the word 'ranking' [rɛŋkɪŋ] becomes [rɛŋkɪŋ].
- /s/ Which often substitutes consonant /ʒ/ in English words and sentences. For example : the pronunciation of the word 'measure' [mɛʒə] becomes [mɪyʌsɔr].
- /ç/ Which often substitutes consonant /tʃ/ in English words and sentences. For example : the pronunciation of the word 'catching' [kætʃɪŋ] becomes [kɛçɪŋ].

Based on the description of preceding analyses, the writer concludes that the students tend to substitute the English vowels and consonants that do not exist in Banjarese sound system with vowels and consonants that do exist in their sound system. For example, vowel /ɛ/ often substitutes vowel /i:/, /e/ and /æ/,

vowel /U/ substitutes vowel /ʊ/ and /e/, vowel /ɔ/ substitutes vowel /o/, vowel /ʌ/ substitutes vowel /ɑ/, consonant /f/ substitutes consonant /v/, consonant /t/ substitutes consonant /θ/, consonant /r/ substitutes consonant /ɹ/, and consonant /s/ substitutes consonant /ʒ/ and /ʃ/, consonant /c/ substitutes consonant /tʃ/ and consonant /d/ substitutes consonant /ð/. Besides, the writer also concludes that the interference of Banjarese segmental vowels and consonants to the students' pronunciation is dominated more in the sentence test result. It can be seen from the percentage that shows the percentage of the test result in the sentence is more dominant (bigger in number) than in words. The writer analyzes that the students tend to be easier in focusing their correct pronunciation in words as they are shorter than the sentence. The writer also concludes that the difficulties face by the students (the sample) of this research as caused by their habitual action in using Banjarese (everyday). It is strengthen by the observation done by the writer that 100 % students who become the sample in this research always use Banjarese in their daily conversation, and rarely practice English.