

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Presentation

In this data presentation, the writer intended to present the result of the research on the field that were collected by techniques of data collecting. This part deals with the result of the study based on some facts found in the data. The writer presents some data dealing with interview and test. In the interview activity, the writer has prepared ten questions to be answered. The test conducted by the writer has 66 items consist of 80 words will be scored which divided into two parts. The item of test was taken randomly from some books by the writer and it had been consulted with advisor. There are two parts of the test items, the first parts contains of five words of each monophthongs that can be calculated 55 words. The second part is about 11 sentences that contains two or three words of each sentences. Then, the writer analyzes the results of the questionnaire, interview and test score.

The subject of the research is the sixth semester students' of English Education Department of UNISKA Banjarmasin with total 38 students that consists of 4 males and 34 females. As the writer mentioned before, the writer

takes the sixth semester students to be the object of the research because they have been taken the pronunciation and phonology classes..

Here are some data concerning to the result of the writer research in UNISKA Banjarmasin at the sixth semester students of English Education Department during two months.

a. Interview Analysis

The writer did interview after conducting questionnaire sheet to all students in the sixth semester of UNISKA Banjarmasin, the writer did interview to 19 students that represent their regency. It is meant to know what the problems of the students in pronouncing monophthongs are. The data is presented as follow:

- 1) Where do you come from? Are you living there since you're child?

The regency of all students have appropriated for the questionnaire that they answered. All students were born and grew in their regency even though their parents are not aborigines from that place.

- 2) What native language do you use (Banjarese Hulu/Banjarese Kuala/Bakumpai)? Do you know what vowels that your native language have? Mention it.

All answers from the students have accorded with their regency, 6 students use Bakumpai as their native language, they are from Kuala Kapuas, Pulang Pisau, Barito Utara, Barito Selatan, Barito Timur, and Murung Raya. There are 13 students use Banjarese as their native language who are divided into two dialects; 6 students use Banjarese

Hulu and 7 students use Banjarese Kuala. From 19 students, only 6 students who could mention the vowels of their native language correctly. They are from Hulu Sungai Utara, Hulu Sungai Tengah, Tabalong, Hulu Sungai Selatan, Murung Raya, and Barito Selatan.

- 3) Do you have any problems from your native language when you speak English, especially in vowel?

From 19 students, there are only 5 students who answered 'no'. They are from Tanah Bumbu, Barito Kuala, Tapin, Tanah Laut, and Murung Raya. It means that most of all students have problem in pronouncing English vowels.

- 4) You have taken phonology class. Tell me what you have got from learning phonology.

There are various answer of all the students. But most of them have similar answer, they said that in phonology they have got a knowledge how to pronounce English consonants and vowels correctly, and they actually just knew about some of them when they learnt phonology. They also added that they learn about the stress and intonation.

- 5) Do you know monophthong? Tell me what the definition of monophthong is.

There are only few students who know what monophthong is. They know about monophthong is because of the word 'mono', so that they can define monophthong as a vowel that pronounce in one position

of articulators. Other students still confused and even misunderstood the monophthong definition.

6) Can you mention what vowels are in monophthongs?

All of the students actually cannot mention all the vowels in monophthongs correctly. They do not remember all of them and only mention some of them.

7) Do you have any difficulty in pronouncing monophthongs?

From 19 students, there are some of them answered 'yes' and the other answered 'no'. Most of them who answered 'yes' are students whose native language use Banjarese Hulu and Bakumpai. While most of students whom their native language is Banjarese Kuala answered 'no'.

8) Do you think that the difficulty in pronouncing some monophthongs due to your native language?

Some of the students answered 'yes' and the other answered 'maybe', it means that they are not sure about whether it is due to their native language or not. Students who answered 'yes' mean that they actually aware about the lack of vowels their native language have if it is compared with English vowels.

9) Have you tried to fix the problem?

Most of the students answered 'yes', and other students gave an answer that they let it flow and they do not think that it is a serious problem.

10) What do you do to fix the problem?

The students who answered 'yes' for previous question are asked for the last question. They revealed varieties of answers. All of the answers have one similar answer that they practice a lot but in different way of practice. One of them is by listening western song and trying to imitate what the singer say the words or sentences.

b. Test Analysis

After taking questionnaire and interview activity, the writer conducted test by recording their voice of pronouncing some words and sentence. The performance of the test result of sample research can be seen in the following table:

Table 4.1 The Pronunciation Test Result of The English Department Students of UNISKA Banjarmasin in Pronouncing Monophthongs

No	Name	Monophthongs Sound Types											Total Score
		I	i:	e	æ	ʌ	ɒ	u:	ʊ	ɑ:	ɔ:	ɜ:	
1.	A	6.25	3.75	6.25	7.5	5	8.75	6.25	7.5	2.5	5	7.5	66.25
2.	B	6.25	6.25	8.75	8.75	7.5	7.5	6.25	7.5	3.75	6.25	7.5	76.25
3.	C	5	7.5	5	7.5	6.25	5	5	7.5	5	6.25	7.5	67.5
4.	D	5	7.5	6.25	6.25	8.75	7.5	5	7.5	7.5	7.5	7.5	76.25
5.	E	5	7.5	8.75	7.5	5	10	6.25	8.75	8.75	10	8.75	88.75
6.	F	5	5	10	8.75	7.5	7.5	6.25	7.5	5	6.25	7.5	76.25
7.	G	5	7.5	7.5	8.75	7.5	7.5	5	7.5	2.5	5	7.5	71.25
8.	H	7.5	8.75	5	8.75	6.25	7.5	7.5	7.5	3.75	10	7.5	78.75
9.	I	6.25	8.75	6.25	8.75	7.5	6.25	8.75	8.75	7.5	7.5	8.75	85
10.	J	5	7.5	6.25	8.75	8.75	5	8.75	7.5	7.5	7.5	7.5	80
11.	K	5	8.75	7.5	7.5	8.75	5	8.75	7.5	1.25	5	7.5	72.5
12.	L	5	8.75	10	6.25	8.75	7.5	8.75	8.75	8.75	5	7.5	85
13.	M	6.25	6.25	6.25	7.5	7.5	6.25	8.75	7.5	3.75	7.5	7.5	75
14.	N	5	8.75	10	8.75	8.75	8.75	7.5	7.5	6.25	5	7.5	83.75
15.	O	6.25	6.25	6.25	6.25	8.75	7.5	6.25	5	5	5	7.5	69.75
16.	P	5	7.5	7.5	8.75	7.5	8.75	7.5	7.5	2.5	2.5	7.5	72.55

17.	Q	5	0	7.5	5	5	7.5	3.75	5	2.5	5	7.5	53.75
18.	R	5	5	5	8.75	7.5	6.25	5	6.25	2.5	3.75	7.5	62.5
19.	S	8.75	8.75	10	8.75	8.75	10	8.75	8.75	7.5	5	7.5	91.25
20.	T	6.25	7.5	8.75	8.75	7.5	7.5	6.25	6.25	7.5	5	7.5	78.75
21.	U	3.75	2.5	8.75	5	7.5	7.5	5	6.25	3.75	7.5	7.5	65
22.	V	7.5	5	8.75	8.75	6.25	5	5	6.25	5	7.5	6.25	66.25
23.	W	6.25	7.5	8.75	8.75	8.75	7.5	6.25	7.5	7.5	3.75	7.5	80
24.	X	7.5	6.25	6.25	8.75	8.75	8.75	6.25	8.75	5	6.25	6.25	78.75
25.	Y	5	6.25	10	7.5	7.5	6.25	6.25	7.5	5	8.75	7.5	77.5
26.	Z	7.5	6.25	8.75	7.5	8.75	7.5	7.5	7.5	6.25	7.5	7.5	75
27.	A1	8.75	7.5	6.25	7.5	6.25	6.25	6.25	7.5	5	6.25	7.5	75
28.	B1	7.5	8.75	10	8.75	7.5	7.5	7.5	8.75	7.5	6.25	7.5	87.5
29.	C1	5	7.5	6.25	6.25	6.25	10	5	6.25	5	10	7.5	75
30.	D1	7.5	7.5	8.75	6.25	6.25	7.5	6.25	7.5	2.5	3.75	7.5	71.25
31.	E1	5	7.5	7.5	6.25	8.75	7.5	6.25	8.75	7.5	7.5	8.75	81.25
32.	F1	6.25	6.25	6.25	6.25	8.75	7.5	5	5	3.75	6.25	7.5	68.75
33.	G1	5	7.5	10	6.25	7.5	5	7.5	7.5	5	7.5	5	73.75
34.	H1	6.25	7.5	7.5	7.5	7.5	10	8.75	8.75	8.75	7.5	5	83.75
35.	I1	7.5	7.5	8.75	8.75	8.75	7.5	6.25	7.5	6.25	5	6.25	80
36.	J1	7.5	5	10	7.5	5	7.5	3.75	6.25	3.75	2.5	7.5	66.25
37.	K1	7.5	7.5	8.75	8.75	8.75	7.5	6.25	8.75	5	7.5	7.5	83.75
38.	L1	6.25	7.5	7.5	7.5	8.75	8.75	8.75	8.75	7.5	6.25	7.5	85
Total													2884.8
Mean													75.91

Based on the data in table above, it is identified that the highest score of the pronunciation test result in pronouncing diphthongs is 97.5 and the lowest one is 67.5. The accumulative score is 3298.75 from 38 students with the mean score is 86.81, the percentage classified the English Department students of UNISKA Banjarmasin in pronouncing monophthongs according to the table 3.2 is in “good” category.

Here is the table that shows the result of students’ pronunciation test:

Table 4.2 The Frequency Distribution of Pronunciation Test Result

No	Score	Frequency
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1	91.25	1
2	88.75	1
3	87.5	1
4	85	3
5	83.75	3
6	81.25	1
7	80	3
8	78.75	3
9	77.5	1
10	76.25	3
11	75	4
12	73.75	1
13	72.55	1
14	72.5	1
15	71.25	2
16	69.75	1
17	68.75	1
18	67.5	1
19	66.25	3
20	65	1
21	62.5	1
22	53.75	1
Total		38

Based on the data above, the highest score is 91.25 and the lowest score is 53.75. The scores are classified as follows:

Table 4.3 The Students' Test Result Description of Classification into Some Categories

Score	Category	Frequency	Percentage
83-92	Very Good	9	23.68%
73-82	Good	16	42.11%
63-72	Fair	11	28.95%
53-63	Poor	2	5.26%
Total		38	100%

Based on the data above, it can be seen that there are 9 students (23.68%) in very good score's category, 16 students (42.11%) get a good score. Meanwhile, there are 11 students (28.95%) in fair score's category and 2 students in poor score's category.

To know more closely about students' ability in pronouncing 11 monophthongs, it can be seen at these following tables:

Table 4.4 The Students' Result in Pronouncing Monophthong "ɪ"

No	Score	Frequency	Percentage
1	6-10	21	55.26%
2	0-5	17	44.74%
Total		38	100%

From the data above, it can be seen that there are 21 students (55.26%) who got score 6-10 while there are 17 students (44.74%) in range score 0-5. Most of the errors/mistakes done by the students in pronouncing monophthong "ɪ" are in words of 'pretty' and 'courage', most of them pronounce them /pretɪ/ and /kɔredʒ/ or /kɔreɪdʒ/.

Table 4.5 The Students' Result in Pronouncing Monophthong "i:"

No	Score	Frequency	Percentage
1	6-10	31	81.58%
2	0-5	7	18.42%
Total		38	100%

The table above shows that there are 31 students (81.58%) in range score 6-10. There are 7 students (18.42%) in range score 0-5. Most of the

errors/mistakes done by the students is in the words ‘police’ and ‘phoenix’, they pronounce them /pɒˈleɪs/ and /ˈfɒnɪks/ or /ˈpɒnɪks/.

Table 4.6 The Students’ Result in Pronouncing Monophthong “e”

No	Score	Frequency	Percentage
1	6-10	35	92.11%
2	0-5	3	7.89%
Total		38	100%

The table above shows that 35 students (92.11%) are in range score 6-10. There are 3 students (7.89%) in range score 0-5. Most of the errors/mistakes done by them are in pronouncing ‘remedy’, ‘death’, and ‘treasure’, they pronounce them /rɪmædi/, /di:t/, and /ˈtrɪsər/ or /ˈtreɪsər/.

Table 4.7 The Students’ Result in Pronouncing Monophthong “æ”

No	Score	Frequency	Percentage
1	6-10	36	94.74%
2	0-5	2	5.26%
Total		38	100%

The table above shows that 36 students (94.74%) are in range score 6-10. There are 2 students (5.26%) who are in range score 0-5, most of them have an error/mistake in pronouncing ‘album’ and ‘clarity’ as they pronounce it /ˈɒlbəm/ and /ˈklærɪti/.

Table 4.8 The Students Result in Pronouncing Monophthong “ʌ”

No	Score	Frequency	Percentage
1	6-10	35	94.74%
2	0-5	3	7.89%
Total		38	100%

The table above shows that 35 students (94.74%) are in range score 6-10. There are 3 students (7.89%) in range score 0-5. Most of them have difficulty in pronouncing ‘blood’ and ‘country’, they pronounce those words as /blɒd/, /blu:d/ or /blɒd/ and /kɒntri/ or /kaʊntri/.

Table 4.9 The Students’ Result in Pronouncing Monophthong “ɒ”

No	Category	Frequency	Percentage
1	6-10	33	86.84%
2	0-5	5	13.16%
Total		38	100%

The table above shows that 33 students (86.84%) are in range score 6-10. There are 5 students (13.16%) who are in range score 0-5. Most of the errors/mistakes done by the students are in pronouncing ‘Australia’, ‘cough’, and ‘want’, they pronounce them as /aʊstralia/, /kɒʊf/ or /kʌf/ or /kaʊf/, and /wʌn/.

Table 4.10 The Students’ Result in Pronouncing Monophthong “U:”

No	Score	Frequency	Percentage
1	6-10	28	73.68%
2	0-5	10	26.32%
Total		38	100%

According to the table above, there are 28 students (73.68%) are in range score 6-10. In range score 0-5, there are 10 students (26.37%). Most of the problem they had are in pronouncing ‘through’ and ‘suit’ as they pronounce them /trɒʊg/ or /θrɒ:/ and /sɔɪt/.

Table 4.11 The Students’ Result in Pronouncing Monophthong “ɔ”

No	Score	Frequency	Percentage
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1	6-10	35	94.74%
2	0-5	3	7.89%
Total		38	100%

The table above shows that 35 students (94.74%) are in range score 6-10. In the range score 0-5, there are 3 students (7.89%). Most of errors/mistakes done by the students are in pronouncing ‘wolf’ and ‘pudding’, they pronounce them /wɔ:lɪf/ and /pʌdɪŋ/.

Table 4.12 The Students’ Result in Pronouncing Monophthong “ɑ:”

No	Score	Frequency	Percentage
1	6-10	15	39.47%
2	0-5	23	60.53%
Total		38	100%

According to the table above, there are 15 students (39.47%) in range score 6-10. There are 23 students (60.53%) in range score 0-5. The students mostly have a problem in pronouncing the words ‘heart’, ‘enchant’ and ‘clerk’, they pronounced them /hɜ:rt/, /entʃent/ or /entʃʌnt/, and /klerk/.

Table 4.13 the students’ result in pronouncing monophthong “ɔ:”

No	Score	Frequency	Percentage
1	6-10	23	60.53%
2	0-5	15	39.47%
Total		38	100%

Based on the table above, there are 23 students (60.53%) in range score 6-10. In the range score 0-5, there are 15 students (39.47%). Most of the students’ problem in pronouncing monophthong “ɔ:” are in pronouncing words ‘poor’,

‘fawn’, and ‘daughter’, they pronounce them /pu:r/ or /pʊr/, /faʊn/, and /dʌktər/ or /dʌʊktər/.

Table 4.14 The Students’ Result in Pronouncing Monophthong “ɜ:”

No	Score	Frequency	Percentage
1	6-10	36	94.74%
2	0-5	2	5.26%
Total		38	100%

According to the table above, there are 36 students (94.74%) in range score 6-10 where there are 2 students (5.26%) that they are in range score 0-5. Most of students have problem in pronouncing word ‘urgent’ where they pronounce it as /ʊrdʒənt/ or /ʌrdʒənt/.

Then, the writer presents a table of the pronunciation errors made by the students. The words are taken from the data presentation above. The writer use *Oxford learner’s pocket dictionary (4th edition)* as the source for the dictionary transcription.

Table 4.15 The Pronunciation Errors Analysis of English Department Students of UNISKA Banjarmasin

Pronunciation Errors Analysis								
No	Phoneme	Words	Transcription		Number of Subject			Description/Cause/Origin of the Error
			Dictionary Transcription	As Recorded	BH	BK	B	
1.	ɪ	pretty	/prɪti:/	/pretɪ/	8	11	10	Substitution of [ɪ] with [e]
		courage	/kʌrɪdʒ/	/kɔredʒ/	2	5	1	Substitution of [ɪ] with [e]
				/kɔreɪdʒ/	7	8	7	Substitution of [ɪ] with [eɪ]
2.	i:	police	/pəli:s/	/pɔləɪs/	5	1	5	Substitution of [i:] with [aɪ]
		phoenix	/fi:nɪks/	/pɔnɪk/	10	10	5	Substitution of [i:] with [ɒ]
3.	e	remedy	/remədi/	/rɪmedi/	2	6	5	Substitution of [e] with [ɪ]
		death	/deθ/	/di:t/	6	4	5	Substitution of [e] with [i:]
		treasure	/treʒər/	/trɪsər/	6	9	6	Substitution of [e] with [ɪ]
				/treɪsər/	1	1	0	Substitution of [e] with [eɪ]
4.	æ	album	/ælbəm/	/ʌlbəm/	6	6	9	Substitution of [æ] with [ʌ]
		clarity	/klærəti/	/klʌrɪti/	4	0	3	Substitution of [æ] with [ʌ]
5.	ʌ	blood	/blʌd/	/blɔd/	3	1	4	Substitution of [ʌ] with [ɒ]
				/blu:d/	2	1	0	Substitution of [ʌ] with [u:]
				/blɒd/	2	1	1	Substitution of [ʌ] with [ɒ]
		country	/kʌntri/	/kɔntri/	2	2	1	Substitution of [ʌ] with [ɒ]
				/kaɔntri/	1	6	2	Substitution of [ʌ] with [aʊ]
6.	ɒ	Australia	/ɔstreɪliə/	/aʊstrʌl/	8	11	13	Substitution of [ɒ] with

		lia	/	ɪʌ/				[aʊ]
		cough	/kɒf/	/kɔʊf/	4	1	3	Substitution of [ɒ] with [ɔʊ]
				/kʌf/	3	4	3	Substitution of [ɒ] with [ʌ]
				/kaʊf/	1	0	1	Substitution of [ɒ] with [aʊ]
		want	/wɒnt/	/wʌn/	4	4	2	Substitution of [ɒ] with [ʌ]
7.	u:	throug h	/θru:/	/trɔʊg/	2	3	0	Substitution of [u:] with [ɔʊ]
				/θrɔ:/	3	1	0	Substitution of [u:] with [ɔ:]
		suit	/su:t/	/sɔɪt/	10	11	8	Substitution of [u:] with [ɔɪ]
8.	ʊ	wolf	/wɒlf/	/wɔ:lf/	6	9	11	Substitution of [ɒ] with [ɔ:]
		puddin g	/pʊdɪŋ/	/pʌdɪŋ/	3	0	1	Substitution of [ɒ] with [ʌ]
9.	ɑ:	heart	/hɑ:rt/	/hɜ:rt/	7	7	7	Substitution of [ɑ:] with [ɜ:]
		enchan t	/ɪntʃɑ:nt/	/entʃen/	6	7	6	Substitution of [ɑ:] with [e]
				/entʃʌn/	2	0	4	Substitution of [ɑ:] with [ʌ]
clerk	/kla:k/	/klerk/	1	2	2	Substitution of [ɑ:] with [e]		
10.	ɔ:	poor	/pɔ:(r)/	/pu:r/	1	4	5	Substitution of [ɔ:] with [u:]
				/pɔr/	6	5	6	Substitution of [ɔ:] with [ʊ]
		fawn	/fɔ:n/	/faʊn/	7	5	6	Substitution of [ɔ:] with [aʊ]
		daught er	/dɔ:tə(r)/	/daʊkte r/	6	7	6	Substitution of [ɔ:] with [aʊ]
/dʌktər/	4			1	4	Substitution of [ɔ:] with [ʌ]		
11.	ɜ:	urgent	/ɜ:dʒənt/	/ʊrdʒən /	1	3	2	Substitution of [ɜ:] with [ʊ]
				/ʌrdʒən /	9	9	12	Substitution of [ɜ:] with [u:]

Note: Banjarese Hulu (BH), Banjarese Kuala (BK), Bakumpai (B)

B. Discussion

Three problem statements in this study will be discussed and answered by the writer. The first is the kinds of sounds of students' native language that interfere with the pronunciation of English monophthongs. The second problem is the most difficult English monophthongs to pronounce based on students' region. The last problem or the third is the problems faced by the students in the difficulty of pronouncing English monophthongs.

After the data were processed and presented in this study, the writer will present the interpretation and analyze the findings based on the statements of problems:

- a. Kinds of Sounds of Students' Native Language that Interfere with The Pronunciation of English Monophthongs

According to the explanation in the chapter 2, the writer found the data as the table below:

Table 4.16 Kinds of Vowels in Banjarese Hulu, Banjarese Kuala and Bakumpai

No.	Vowels		
	Banjarese Hulu	Banjarese Kuala	Bakumpai
1.	a	a	a
2.	i	i	i
3.	u	u	u
4.	-	e	e
5.	-	o	-

From the table above, Banjarese Kuala has more sounds of vowel than Banjarese Hulu and Bakumpai. It means that actually people from the regencies that use Banjarese Kuala have fewer problems in pronouncing monophthongs.

As the writer revealed in chapter 2 about interference that it usually occurs in process spelling sound of the second language on the way of his first language norms (Imoleayo, 2011, p. 27). It indicates most prominently and sometimes occurs in process of foreign language learning. Talking foreign language in correct accent is hard for some students. Their mother tongue always follows when they practice to speak it (Skiba, 1997).

In this study, the writer uses 11 English monophthongs as the object, those are [ɪ], [i:], [e], [ɜ:], [æ], [ʌ], [ɑ:], [ɒ], [ɔ:], [ʊ], [u:]. From the table 4.25, the writer make an assumption that students who use Banjarese Hulu as their native language have difficulty in pronouncing monophthongs [ɪ], [e], [ɜ:], [æ], [ɒ], and [ɔ:]. Students who use Bakumpai as their native language should have difficulty in pronouncing monophthongs [ɪ], [ɜ:], [æ], [ɒ], and [ɔ:]. The last, students who use Banjarese Kuala as their native language actually have difficulty in pronouncing [ɪ], [æ], [ɒ], [ɔ:] and [ɜ:].

From the data presentation above, the writer conclude that there is no a particular proof which the students showed from their test result from as they have difficulty in pronouncing some monophthongs due to their native language. The interference only happens in a few students, such as the student who use Banjarese Hulu that he always substitute the English word containing an alphabet [o] where he substitute it with pronouncing sound [u] such as word 'police' pronounced by her [pɔləis] or the word 'blood' become [blɒd], it is because in his native language there is no sound [o]. Then, another student who

use Banjarese Hulu as her native language always substitute the sound [e] with [ɪ], such as word ‘remedy’ and ‘every’ pronounced by her [rɪmɪdi] and [ɪvəri]. Other students who use Banjarese Kuala and Bakumpai as his/her native language do not have any conspicuous problems due to the interference of the native language. A student who uses Banjarese Kuala have difficulty in pronouncing sound [ɔ:] where she substitute some words containing the sound with sound [ʊ] as in words ‘poor’, ‘fawn’, and ‘daughter’.

Based on the data presentation, the high scores that are got by 9 students based on the table 4.13 which divided into 3 students use Banjarese Hulu, 3 students use Bakumpai, and 3 students use Banjarese Kuala as their native language. This case shows that there is no domination from students who use Banjarese Hulu, Banjarese Kuala, or Bakumpai as their native language. But, if they speak using Banjarese with their friends each other, they tend to show the difference between Banjarese Hulu and Banjarese Kuala in their pronunciation. The writer make an conclusion about this case that it seems they practice a lot and study hard when they took pronunciation and phonology classes to solve their problem in pronouncing English monophthongs which may be they have it before they took the classes and they create a mindset that they only can show the interference of their native language if they talk with each other using Banjarese, but it will not happen if they talk with the others using English.

b. The Most Difficult English Monophthongs to Pronounce Based on Students' Native Language

There are some monophthongs that are the most difficult to pronounce by the students who use Banjarese Hulu, Banjarese Kuala, and Bakumpai as their native language. The writer reveals the frequency of each monophthong that is in the table above to know what monophthongs that are most difficult for students. The frequency of the monophthong can be showed as the table below based on the table 4.26:

Table. 4.17 The Most Difficult Monophthongs Pronounced by the Students Based on Their Native Language

No.	Students' Native Language	Phoneme of Monophthongs
1.	Banjarese Hulu	ɪ (a-, e-), i: (oe-), u: (ui-), ɒ (au-), ɔ: (oor-, au-), ɑ: (er-, a-)
2.	Banjarese Kuala	ɪ (a-, e-), i: (oe-), e (e-, ea-), u: (ui-), ɑ: (er-, a-), ɔ: (aw-, au-, oor-), ɒ (er-, a-)
3.	Bakumpai	ɪ (a-, e-), i: (oe-), ʊ: (u-), ɔ: (oor-, au-), u: (ui-), ɒ (er-, a-, au-)

According to the two tables above, the writer concludes that there are six monophthongs that considered as the most difficult monophthongs pronounced by the students, those are [ɪ], [i:], [u:], [ɔ:], [ɒ] and [ɑ:].

c. The Problems Faced by The Students in The Difficulty of Pronouncing English Monophthongs

An Indonesian learner may has some problems to pronounce English words, it is caused by the position of English as a foreign language. It means that they do not have an opportunity to speak with friends or other people using

English, even they study English as a subject in the school since they are in elementary school.

As one of language components, pronunciation needs to be known by the students but, the reality, Indonesian learners could not produce English words correctly. They get confused when producing English words. It is not only due to the interference of the students' native language but also due to other problems faced by the students. The first problem is due to the difference between students' native language and English, especially in sound of vowel. The native language of students' have has fewer vowel sounds than English has, Banjarese Kuala has 5 vowel sounds; Banjarese Hulu has 3 vowel sounds; and Bakumpai has 4 vowel sounds, as in table 4.26. The second problem is that the students are still influenced by the consistent language of Bahasa Indonesia which it means that the way words were spelling is the way to be pronounced, but actually the case is English as the inconsistent language (Mulansari et al., 2014, p. 1). For instance, the problem of students in pronouncing the word 'suit' and 'pretty' that they pronounced it /sɔit/ and /preti/.

Other problems are that the existence of short and long of vowel sounds in English (Zhang & Yin, 2009, p. 142) and the having knowledge of the students about the sound production (Riadi, 2013, p. 5). For Indonesian, the case becomes a difficulty when Indonesia learners do not notice that the different length of vowel sounds can make a different meaning. Bahasa Indonesia does not have the feature. The proof is from the mispronunciation of

the students in long vowels that they often substitute the words containing long vowel with short vowel such as the words ‘urgent’ and ‘phoenix’ where they pronounced it /ʌrdʒən/ and /pʰɒnɪk/. The students’ prior knowledge to the sound production of English sounds also influence the students’ attainment in pronouncing the sounds correctly. If they have the lack of knowledge of correct pronunciation and the meaning of the words, then they will face difficulty in pronouncing the words. As the example, the mispronouncing of the words ‘enchant’ and ‘phoenix’ can be caused by the lack of students’ knowledge of the words because those new words are not trained to them to pronounce correctly. In word ‘poor’, some students tend to pronounce it /pu:r/ rather than /pɔ:r/ as the correct pronunciation. The students tend to pronounce it as /pu:r/ due to the prior knowledge of the students that the word with double same vowel like ‘oo’ will be pronounced as sound [u:] such as in the words ‘fool’ and ‘cool’. In word ‘remedy’, some students tend to pronounce it /rɪmedi/ rather than /remədi/. It can be caused of the students’ prior knowledge that they tend to pronounce as like the words with prefix *re-* (meaning again, back) that usually pronounce /rɪ/ such as ‘reuse’, ‘rewrite’, ‘retry’, etc (Quinion, 2008).

The interference of first language in transfer action will be ever bigger when using the second language if the learner is not accustomed practicing the second language/foreign language continuously. Theoretically, this interference cannot be avoided, because the first language has a very circumstantial impression for the learner. But, by a continuous habitual from the students with

the second language (in this case as a foreign language), the interference can be decreased (Thomason, 2001, p. 75).