PHONOLOGICAL INTERFERENCE OF BANJAR HULU BANJARESE IN PRONOUNCING ENGLISH VOWELS AND CONSONANTS

Muhammad Rezky Nurhayat, Fatchul Mu'in, Asmi Rusmanayanti

Lambung Mangkurat University

rezkynurhayat@gmail.com

Abstract

This research aims to describe the phonological interference of Banjar Hulu Banjarese made by English Language Education Study Program FKIP ULM Batch 2019. It is a descriptive study that investigates interference phenomenon on phonology level. The subject of this research is the students of the English Language Education Study Program of FKIP Lambung Mangkurat University, who speak Banjar Hulu Banjarese as their mother tongue. The instruments used in this research are questionnaires and oral test. In order to analyze the interference phenomenon, this research used generative phonology approach. The study found out that Banjar Hulu Banjarese does interfere with English pronunciation. The interference occurs in English vowels those are: /iː/, /æ/, /ɒ/, /ɔː/, /uː/, /əː/, /ɑː/, /e/, /ə/, in diphthongs, those are; /oʊ/, /eɪ/, /aʊ/, /əʊ/, and in consonants, there are; /tʰ/, /pʰ/, /kʰ/, /f/, /v/, /b/, /d/, /g/, /θ/, /ð/, /z/, /ʃ/, /ʒ/. Based on the result of this research, the researcher suggests the students of English Language Education Study Program whose background is Banjar Hulu Banjarese need to practice how to pronounce the vowel and consonants in English correctly, especially for the phoneme that got interference. They also need to raise their awareness in English sounds so that they will not overgeneralize the sound of particular vowels or consonants in particular words. The researcher also suggests that lecturers who teach English consonants and vowels pronunciation to do more drilling in teaching and learning progress.

Keywords: Interference, Generative Phonology, Banjar Hulu Banjarese

INTRODUCTION

The speaker of a certain language acquired their speaking ability by learning process then use the language in speech community. Through the process of learning the language, the speaker may have mastered more than one language; mother tongue or native language and second language. For instance, people who live in Banjarmasin will use Banjarese as their native language and Indonesian as their second language. When the speaker can use more than one language, they are considered as bilingual speaker. According to Weinreich (in Mu'in and Kamal, 2006:59) bilingual is a person who involved in alternately using two languages, in this case, it can be said that before someone can be stated as bilingual, of course, he has to master two languages by then, mastering two languages enables him to use two languages alternately. In one situation, he uses one language, and in the other situation, he uses the other language. Therefore, he, then, can be stated as a person involved in what is called bilingualism, the practice of alternately using two languages.

The definition of bilingual became broader as the experts began a discussion on what exact state that the person can be stated as bilingual. The bilingual definition from Weinreinch is then argued by Haugen (in Muin, 2019:125). It stated that a bilingual does not necessarily use two languages alternately; the person only understands one language besides his first language or mother tongue. From that definition, a bilingual can be stated as someone who understands one or more languages than his first language. The bilingual extended definition is the main theory where this research began. The term native-like control of two languages from Bloomfield is not the main consideration for a speaker to be defined as bilingual. This concept of bilingual required an equal mastery of two languages. On the other hands, Haugen broaden the

concept of bilingual to the condition where the speaker can be defined as a bilingual if he understands the other language besides his native or first language. The bilinguals' condition is similar to that of the subject of this research, where they are still on the process of acquiring a foreign language (English).

A bilingual who has mastered two languages may have an interference phenomenon. According to Muin and Kamal (2006:62), interference is linguistics deviation of language pattern when bilingual speakers using one of the languages into another. It occurs in bilingual speech because of the unequal linguistics competence of one language to another. In a speech, interference is like sand that is carried by a stream; it occurs anew in the bilingual speaker's utterances as a result of his personal knowledge of the other tongue. The pattern and the amount of interference are not the same at all times and under all circumstances. The interferences may vary with the medium, style, register, and context that the bilinguals use (Mackey, in Fishman, ed., in Mu'in and Kamal 2006:61). According to Mu'in and Kamal (2006:62), The Level of interference may be cultural, semantic, lexical, grammatical, and phonological. In phonological level, the problem of interference concerns the manners in which a speaker perceives and reproduces the sound of one language in terms of another. This interference occurs in the speech of bilingual as a result of the fact that there are different elements in the sound system between one language to another, or between native and foreign language.

In some cases, the native and foreign languages have similar sound systems and grammatical systems. However, in most cases, both languages have different either in sound systems or in grammatical systems. This research then used contrastive analysis in order to analyze the difference between English and Banjar Hulu Banjarese phonological system. It is founded that English and Banjar Hulu Banjarese is different on their sound system. Both languages have different numbers of vowels and consonants. According to Durasid (1981:28), Banjar Hulu Banjarese has 3 vowels and 18 consonants. Meanwhile, English has 12 vowels and 24 consonants.

The Subject of the research is the English Language Education study program students who speaks Banjar Hulu Bajarese as their mother tongue may have an interference phenomenon when they tried to communicate in English. If may happen due to the different sound system of Banjar Hulu Banjarese and English. Banjarese is a native language for people who lived in Kalimantan Selatan province. This language has two dialects, and they are Banjar Kuala and Banjar Hulu. Banjar Hulu Banjarese dialect is the first language for students from Banjar Hulu region. It means that as the mothers' tongue language Banjar Hulu Banjarese cannot be separated from the speakers' tendencies in uttering a word or sentence in any language. The researcher assumed that it is important to study and investigate the interference of Banjar Hulu Banjarese when Banjar Hulu students pronounce English vowel and consonant. Many English learner faced difficulties in speaking. Therefore, the researcher then assumed that, there will be an interference phenomenon when the native speaker, which in this case, Banjar Hulu Banjarese language user or speaker tries to acquire English as foreign language

This study was held on Faculty of Teachers Training and Education, English Language Education Study Program students' batch 2019. The researcher chose this setting because the students of English Language Education Study Program should speak English fluently and correctly in order to be a great future teacher. It is also because the researcher's observation of his early stage on college. Many Banjar Hulu students faced difficulties and made an interference when taking intensive English course. The subject of the study is English Language Education Study Program students' batch 2019 who speak Banjar Hulu Banjarese language as their native language. The researcher chose the subject because the mothers' tongue language is still closely related to their spoken language. Language is socially acquired, that is to say that when a person lived long enough and use the certain language of the environment, their language mastery

will be on a different level. This happen because the students from Banjar Hulu region will live in Banjarmasin, the city where its dominant speaker used Banjar Kuala Banjarese dialect.

Statement of the Problem

The research problem of this study is:

"What is phonological interference of the students of English Language Education Study Program from batch 2019, who speaks Banjar Hulu Banjarese in pronouncing English Vowels and Consonants?"

Study Objective

The objective of this study is to describe the phonological interference of Banjar Hulu Banjarese made by English Language Education Study Program Student's batch 2019.

Significance of the Study

The significances of the study are expected as followed:

1. Theoretical Significance
   It is hoped the result of this study will contribute to the theories of science development in linguistics, especially phonology. It is also expected to give a description on the interference of Banjar Hulu Banjarese towards English pronunciation.
2. Practical Significance
   The result of this study is expected to provide information about the occurrence of phonological interference of Banjar Hulu Banjarese in English pronunciation by English Language Education Study Program Students of FKIP ULM

Scope of the Study

The Scope of the study are:

1. The subject is the Students of English Language Education Study Program Faculty of Teachers Training and Education of Lambung Mangkurat University batch 2019. They use Banjar Hulu Banjarese as their mother tongue language
2. The location of this research is English Language Education Study Program Faculty of Teachers Training and Education of Lambung Mangkurat University

STUDY METHOD

Study Design

This study objective is to describe the phonological interference of Banjar Hulu Banjarese. Hence, the most appropriate type of research is descriptive study. Descriptive research involves collecting data to answer questions concerning the current status of the subject of the study. This research used a qualitative approach to find out the answers to the research problem. According to Sugiyono (2015:15), the qualitative method is used to investigate natural object conditions. The researcher is the main instrument, the sampling was done by purposive or snowball, and the result of the research emphasizes more on meaning rather than generalization. The definition of the qualitative is appropriate for this research; it is to identify and explore the use of Banjar Hulu Banjarese by the English Language Education Department students in the classroom and daily life at a particular setting by using instruments and techniques in natural circumstances.

Research Subject

The researcher used purposive sampling to pick the subject based on previous knowledge of the students and the specific purpose of the research. The researcher used personal judgment to select a sample. According to Sugiyono (2015:300), purposive sampling is a sampling technique with a certain consideration. The consideration of a purposive sampling technique is when a certain person is considered the one who know what we expect to find the data we need to acquire. The sample will be taken by finding a student whose native language is Banjar Hulu Banjarese and came from Banjar Hulu Region.

The researcher chose English Language Education Study Program students' batch 2019 who use Banjar Hulu Banjarese as their mother tongue or L1 as the subject of this research. The researcher chose them as the subject of this research because they were the freshmen and have not influenced for long with their new environment in Banjarmasin, which is commonly an area where the common people used Banjar Kuala Banjarese as their daily language.

Research Instrument

The researcher used questionnaires and oral test to find the data. The questionnaire is used to find the right and appropriate subject for the data. The oral test is an important part of finding the data. The oral test is in the reading form of English text determined by the researcher. It consists of words with investigated phoneme of English that have interferences possibilities of Banjar Hulu Banjarese.

Validity of Instrument

In this research, content-related validity was used by the researcher. It refers to the content and format of the instrument. It requires the test taker to perform the behavior that is being measured (Brown, 2004:22). The instrument was designed in such a way that the researcher can instruct the students to read the sentences. The sentences constructed refer to the interference phenomenon possibilities. The research instruments were also validated by one of the lecturers of English Language Education Study Program of FKIP of Lambung Mangkurat University, as an expert.

Data Collection

The data of this research will be collected in two steps. The first step is to find the subject of the research by distributing a questionnaire to students of English Language Education Study Program Faculty of Teachers Training and Education of Lambung Mangkurat University batch 2019. The purpose of the questionnaire is to find students whose native language or mother tongue is Banjar Hulu Banjarese.

The second step of data collection is an oral test. The determined students based on their questionnaire will read a text that is designed by the researcher. The test is collected through an oral test. Students who speak Banjar Hulu Banjarese are asked to read English text that has a vowel or consonant of English individually. While the students read and pronounce the text, the researcher records the voice of each student.

Data Analysis

The data is analyzed by using a contrastive analysis method. The contrastive analysis highlighted a learners' the first language would likely interferes with his or her acquisition of a second language resulting a major obstacle to successfully mastered the new language. The contrastive analysis held that where the structures in L1 would be produced. Such errors were said to be due to the influence on the L1 habits on L2 (Dulay et, all 1982:97). A basic analysis of this research is to systematically determine the descriptive

data on subjects' problem in Banjar Hulu Banjarese interference presented in frequency and percentage form.

STUDY RESULT AND DISCUSSION

Data Description

The data of this research were obtained from 10 students through a pronunciation test. Each of the students was asked to read aloud 18 English sentences that have interference possibilities in it, and their voices were recorded. The tests were done from fifth December of 2019 until sixth December 2019.

Students' Mispronunciation of 15 English Vowels

There is a different between English and Banjar Hulu Banjarese on their phonetic system. The first difference is on the number of vowels and consonants. According to Durasid Durje et,al (1985:30) there are 3 vowels of Banjar Hulu Banjarese that consist of /a/, /i/, and /u/ these number of vowels are less than English there are /ɪ/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/, /ə/ /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. This fact of different numbers of vowels between English and Banjar Hulu Banjarese cause an interference when English language education study program students' as the subject of this research whereas their L1 is Banjar Hulu Banjarese pronounce English words.

The lack of vowels from the first language led to subjects' mispronunciation as showed in the following tables,

Table 4.1 Vowel /i:/

Word	Incorrect Pronunciation	Percentage
He /hi:/	/hi/	80%
Feet /fi:t/	/pit/ or /fit/	80%
Deep /di:p/	/dip/	60%
Sea /si:/	/si/	70%

Table 4.2 Vowel /æ/

Word	Incorrect Pronunciation	Percentage
Fat /fæt/	/pat/ or /fat/	80%
Cat /kæt/	/kat/	20%
	/ket/	70%
And /ænd/	/en/ or /end/	90%
Rats /ræts/	/rat/	50%
	/rets/	30%

Table 4.3 Vowel /ɒ/

Word	Incorrect Pronunciation	Percentage
Gone /gɒn/	/gun/	30%
	/gon/	50%

Table 4.4 Vowel /ɔ:/

Word	Incorrect Pronunciation	Percentage
Cord /kɔ:d/	/kurt/	30%

	/k**o**rt/	40%

Table 4.5 Vowel /u:/

Word	Incorrect Pronunciation	Percentage
School /sk**u**:l/	/sk**u**l/	80%

Table 4.6 Vowel /ə:/

Word	Incorrect Pronunciation	Percentage
Bird /b**ə**:d/	/b**i**rt/	20%
	/b**ə**rt/	20%
First /f**ə**:st/	/p**i**st/	20%
	/p**ə**rs/	10%
Work /w**ə**:k/	/w**o**rk/	20%
	/w**u**rk/	20%

Table 4.7 Vowel /ɑ:/

Word	Incorrect Pronunciation	Percentage
Far /f**ɑ**:(r)/	/p**a**r/	30%
	/f**a**r/	60%
Hard /h**ɑ**:d/	/h**a**rt/	60%
	/h**a**rd/	20%
Bathroom /ˈb**ɑ**:θrʊm/	/b**a**trum/	70%
	/b**e**trum/	10%

Table 4.8 Diphthong /oʊ/

Word	Incorrect Pronunciation	Percentage
Coast /k**oʊ**st/	/k**u**s/	50%
	/k**o**s/	20%
Robe /r**oʊ**b/	/r**u**p/	40%
	/r**o**p/	40%

Table 4.9 Diphthong /eɪ/

Word	Incorrect Pronunciation	Percentage
Way /w**eɪ**/	/w**ai**/	60%
Late /l**eɪ**t/	/l**e**t/	30%
	/l**ai**t/	20%
Main /m**eɪ**n/	/m**ai**n/	70%

Table 4.10 Diphthong /aʊ/

Word	Incorrect Pronunciation	Percentage
Out /**aʊ**t/	/**au**t/	50%
Mountain /ˈm**aʊ**ntən/	/m**au**ntain/	20%
	/m**o**nten/	50%
	/m**u**ntin/	10%
How /h**aʊ**/	/h**au**/	40%

Table 4.11 Diphthong /əʊ/

Word	Incorrect Pronunciation	Percentage
Goes /g**əʊ**s/	/g**o**s/	40%
	/g**u**s/	10%
Road /r**əʊ**d/	/r**o**ad/	10%

	/r**o**d/	60%

Table 4.12 Vowel /e/

Word	Incorrect Pronunciation	Percentage
Says /s**e**z/	/s**ai**s/	50%
	/s**i**s/	30%
Fence /f**e**ns/	/f**i**ns/	40%

Table 4.13 Vowels /ə/

Word	Incorrect Pronunciation	Percentage
Sentence / ˈsent**ə**ns/	/sint**i**ns/	20%
	/sent**e**ns/	60%
Garage /ɡ**ə**ˈrɑːʒ/	/g**a**raj/	10%
	/g**e**rej/	20%

Students' Mispronunciation of 24 English Consonants

Table 4.14 Consonants /tʰ/, /pʰ/, and /kʰ/

Word	Incorrect Pronunciation	Percentage
Time /**t**ʰaɪm/	/**t**aim/	50%
Pen /**p**ʰen/	/**p**in/	80%
Key /**k**ʰiː/	/**k**i/	90%

Table 4.15 Consonant /f/

Word	Incorrect Pronunciation	Percentage
Far /**f**ɑː(r)/	/**p**ar/	30%

Table 4.16 Consonant /v/

Word	Incorrect Pronunciation	Percentage
Movement /ˈmuː**v**mənt/	/mu**p**mən/	40%
	/muː**f**mən/	40%

Table 4.17 Consonant /b/

Word	Incorrect Pronunciation	Percentage
Robe /roʊ**b**/	/ru**p**/	90%

Table 4.18 Consonant /d/

Word	Incorrect Pronunciation	Percentage
Cord /kɔː**d**/	/kur**t**/	70%

Table 4.19 Consonant /g/

Word	Incorrect Pronunciation	Percentage
Bag /bæ**g**/	/be**k**/	60%

Table 4.20 Consonant /θ/

Word	Incorrect Pronunciation	Percentage
Thank /ˈ**θ**æŋk/	/**t**eŋ/	80%
Bathroom /ˈbɑː**θ**rʊm/	/ba**t**rum/	80%

Table 4.21 Consonant /ð/

Word	Incorrect Pronunciation	Percentage
That /**ð**æt/	/**d**at/	70%

Whether /ˈweðə(r)/	/we**d**er/	50%
	/we**t**er/	30%

Table 4.22 Consonant /z/

Word	Incorrect Pronunciation	Percentage
Is /ɪ**z**/	/i**s**/	90%
Zoo /**z**uː/	/**j**u/	40%
Lazy /ˈleɪ**z**i/	/le**j**i/	60%

Table 4.23 Consonant /ʃ/

Word	Incorrect Pronunciation	Percentage
She /**ʃ**ɪ/	/**s**i/	40%
Shiny /ˈ**ʃ**aɪni/	/**s**aini/	50%

Table 4.24 Consonant /ʒ/

Word	Incorrect Pronunciation	Percentage
Garage /ɡəˈrɑː**ʒ**/	/gara**j**/	70%
	/gəre**g**/	10%
Rouge /ruː**ʒ**/	/ru**j**/	50%
	/ru**g**/	10%
	/rou**ge**/	10%

Discussion of the Research Finding

The Absence of Phoneme in First Language

The researcher found out that Phonetics Interference of Banjar Hulu Banjarese occurs because of the lack of vowel or consonant of the first language. In other words, the speakers whose native language is Banjar Hulu Banjarese tend to faced difficulties in producing the target language which in this case English because of their previous knowledge in producing sounds were limited. English has a larger number of phoneme than Banjar Hulu Banjarese. From the findings of this research, there is phonological interference that happens for this reason.

1. **The Absence of Vowel**
   The first one is interference a. vowel /i:/ do exist in English but it does not appear in Banjar Hulu Banjarese. It is founded that 80% of the subject of this research mispronounced the word /hi:/ become /hi/, /fi:t/ become /pit/ or /fit/ at 80%, then the word /di:p/ become /dip/ at 60% and the word /si:/ become /si/ at 70%. This mispronunciation happens because in Banjar Hulu Bajarese phonemic system does not have vowels /i:/ then it is being replaced by /i/.
   Second interference is on /æ/, it exists in English but never occur in Banjar Hulu Banjarese. There are 80% of Banjar Hulu Banjarese students who mispronounce /fæt/ become /pat/ or /fat/, mispronouncing /kæt/ as /kat/ at 20% and /ket/ at 70%, word /ænd/ as /en/ or /end/ at 90%, /ræts/ into /rat/ at 50% and /rets/ at 30% students. Replacing vowel /æ/ with /a/ or /e/ happens due to the /æ/ vowel does not exist in Banjar Hulu Banjarese. This kind of mispronunciation is considered as interference b.
   The third interference is related with vowel /ɒ/. 30% students pronounced /ɡɒn/ into /gun/ and 50% mispronounced it to be /gon/. The subject of this research replaced vowel /ɒ/ with /u/ and /o/ because they cannot find /ɒ/ in Banjar Hulu Banjarese. This mispronunciation is considered as interference c.
   The next one is related with vowel /ɔː/. Banjar Hulu Banjarese Students replaced vowel /ɔː/ with /u/ with total 30% of the students and /o/ at 40%. This happen because there are no /ɔː/ vowels on

Banjar Hulu Banjarese phonemic system. This mispronunciation is considered as interference c. The next interference is on vowel /uː/. When pronouncing vowel /uː/ 80% of Banjar Hulu Banjarese Students tend to replace the vowel with /u/. It is because there are no /uː/ on Banjar Hulu Banjarese and it is also considered as interference c.

Another interference occurs on vowel /əː/. there are 20% of Banjar Hulu Banjarese students mispronounced /bəːd/ as /birt/ or /bərt/, then mispronouncing /fəːst/ as /pist/ at 20% and /pərs/ at 10%, and the word /wəːk/ as /work/ as they pronounced it the way it is written and replacing the /əː/ vowel with /u/ become /wurk/ at 20% each. The researcher found out that the subject of this research whereas the students of Banjar Hulu Banjarese background tend to replaced vowel /əː/ with /i/, /ə/ and /u/ or /o/ as the way the word is written. This phenomenon is considered as interference d.

Next one we have vowel /ɑː/. When pronouncing vowel /ɑː/ Banjar Hulu Banjarese students tend to replace the phoneme with /a/ or /e/. The subject of this research mispronounce /fɑː(r)/ as /par/ or /far/ at 90% total of the students, then /hɑːd/ as /hart/ at 60% and /hard/ 80%, and /ˈbɑːθrʊm/ as /batrum/ at 70% and /betrum/ at 10%. This phenomenon is considered as interference e.

Vowel /ə/ does not exist in Banjar Hulu Banjarese and the researcher found out some interference with this vowel. there are 20% of students mispronounced /ˈsentəns/ as /sintins/ 60% mispronounced it as /sentens/. 10% mispronounced /gəˈrɑːʒ/ as /garaj/ they pronounced it the way the letter is written. 20% pronounced it as /gerej/. This happen because there is no /ə/ in Banjar Hulu Banjarese and considered as interference o. vowel /ə/ are replaced by /i/ or /e/.

Another vowel that does not exist in Banjar Hulu Banjarese is /e/. there are 50% of the students who mispronounced /sez/ as /sais/ the rest 30% mispronounced it with /sis/. 40% of the students also mispronounced /fens/ as /fins/. This happen because there is no /e/ vowel in Banjar Hulu Banjarese. This kind of mispronunciation is considered as interference o. vowels /ə/ is replaced by /ai/ or /i/.

The interference of vowel pattern can be seen by designing the phonological rules. With generative phonology approach, the interference is shown as followed:

    (a) Tense vowel become lax vowel

Input	Becomes	Output	In the environment
$[+tense]$	$\rightarrow$	$[-tense]/$_____	
[iː]	Becomes	[i]	

Input	Becomes	Output	In the environment
$[+tense]$	$\rightarrow$	$[-tense]/$_____	
[uː]	Becomes	[u]	

Input	Becomes	Output	In the environment
[+*tense*]	→	[−*tense*]/_____	
[ɑː]	Becomes	[a]	

Input	Becomes	Output	In the environment
[+*tense*]	→	[−*tense*]/_____	
[ɒ]	Becomes	[u]	

Input	Becomes	Output	In the environment
[+*tense*]	→	[−*tense*]/_____	
[ɔː]	Becomes	[u]	

Input	Becomes	Output	In the environment
[+*tense*]	→	[−*tense*]/_____	
[əː]	Becomes	[i]	

Based on the phonological rules above, interference of Banjar Hulu Banjarese made a change in phoneme's distinctive feature of a vowel from tense to lax. For example, Banjar Hulu Banjarese students change vowel [i:] that has tense feature become [i] which is a lax vowel. From those rules, it can be stated that Banjar Hulu Banjarese vowel does not have tense vowel then the speaker pronounced the vowel with lax feature.

(b) Half-open or half-close vowel become close or open

Input	Becomes	Output	In the environment
[−*close* − *open*]	→	[+*open*]/_____	
[æ]	Becomes	[a]	

Input	Becomes		Output	In the environment
$\begin{bmatrix} -close \\ -open \end{bmatrix}$	→		$[+close]/$_____	
[ɒ]	Becomes		[u]	

Input	Becomes		Output	In the environment
$\begin{bmatrix} -close \\ -open \end{bmatrix}$	→		$[+close]/$_____	
[ɔ:]	Becomes		[u]	

Input	Becomes		Output	In the environment
$\begin{bmatrix} -close \\ -open \end{bmatrix}$	→		$[+close]/$_____	
[ə:]	Becomes		[i]	

Input	Becomes		Output	In the environment
$\begin{bmatrix} -close \\ -open \end{bmatrix}$	→		$[+close]/$_____	
[ə]	Becomes		[i]	

Input	Becomes		Output	In the environment
$\begin{bmatrix} -close \\ -open \end{bmatrix}$	→		$[+close]/$_____	
[e]	Becomes		[i]	

The terms high-low is related to the position of tongue body whether it is raised or depressed from its natural position when pronouncing vowels in this research, the researcher used close-open terms. the tongue body has four position; they are close, half-close, half-open and open. The vowel that has already mentioned above has half-close and half-open attributes. However, in generative phonology, half-close or half-open is written as -close and -open¬ as can be seen above. Banjar Hulu Banjarese only have open and close vowel, then when the speaker encountered half-close or half-open vowel, they tend not to include those attributes and change some vowel into open or close

vowel. For example, vowel /æ/ as a half-open vowel changed to /a/ as an open vowel then there is vowel /ɒ/ as a half-close become /u/ as a close vowel, vowel /ə:/ half-close become /i/ close.
    (c) Front vowel become back vowel or vice versa

Input	Becomes		Output	In the environment
$[-back]$	$\rightarrow$		$[+back]/$_____	
[æ]	Becomes		[a]	

Input	Becomes		Output	In the environment
$[+back]$	$\rightarrow$		$[-back]/$_____	
[ə]	Becomes		[i]	

Sounds produced with the body of the tongue retracted from neutral position are back, and sounds that produced with the body of the tongue either in neutral position or pushed back are non-back or front. on the first rule from above, vowel /æ/ are front, then Banjar Hulu Banjarese Speaker change it to /a/ that is a back vowel. This happened due to the lack of features in Banjar Hulu Banjarese, and the closest or the most familiar vowel for them is /a/. The analysis of distinctive feature used in this research is based on Chomsky and Halle book entitle The Sound System of English (henceforth SPE) based on binary system; therefore, central vowel on this case /ə/ is considered as back vowel. The vowel /ə/ then got interference phenomenon, changed to become /i/ as front vowel by Banjar Hulu Banjarese Speaker.

2. **The Absence of Diphthong**
Moving on to diphthong /oʊ/. The students mispronounce the diphthong /oʊ/ and replace them with certain vowel. It is founded that when pronouncing /koʊst/ the students tend to replace it with /u/ or /o/ become /kus/ or /kos/ at 50% and 20%, then the word /roʊb/ with /rup/ or /rop/ at 40% each. This happen because there are no /oʊ/ in Banjar Hulu Banjarese and considered as interference f. Another diphthong got interference, it is /eɪ/. 60% of students mispronounced /weɪ/ as /wai/, then 30% mispronounced /leɪt/ as /let/ also 20% with /lait/, and 70% mispronounced /meɪn/ as /main/ which is the way it is written. This is considered as interference g. it happens because there are no /eɪ/ in Banjar Hulu Banjarese Phonemic system and the diphthong is replaced by /ai/ or /e/.
Interference also happened when students pronounced diphthong /aʊ/. there are 50% of the students mispronounced /aʊt/ as /aut/, then when pronouncing /ˈmaʊntən/ they tend to replace it with certain vowels become /maintain/ at 20% as the way it is written, /monten/ at 50% and /muntin/ at 10%. It is also found that 40% of the students mispronounced /haʊ/ as /hau/. This phenomenon is considered as interference h, it happens because there are no /aʊ/ in Banjar Hulu Banjarese. /aʊ/ is replaced by /au/, /o/, or /u/.
Diphthong /əʊ/ is also got interference. some of the students mispronounce Diphthong /əʊ/. They mispronounce /gəʊs/ become /gos/ at 40% of the students and /gus/ at 10%, then 10% of them mispronounced /rəʊd/ as /road/ at 10% and /rod/ at 60% of the students. This phenomenon is considered as interference p. It happens because there are no /əʊ/ on Banjar Hulu Banjarese Phonemic system. Diphthong /əʊ/ is replaced by /o/, /u/ and /oa/.

Diphthong is a sound that consist of a movement or glide from one vowel into another. In terms of the length, diphthong is same as long vowels. The phonological interference in diphthong is elaborated in form of phonological rules as followed:

(a) Gliding and not gliding

Input	Becomes	Output	In the environment
$[+gliding\ to\ \upsilon\ ]$	$\rightarrow$	$[-gliding\ to\ \upsilon]/$_____	
[oʊ]	Becomes	[u]	

Input	Becomes	Output	In the environment
$[+gliding\ to\ \upsilon\ ]$	$\rightarrow$	$[-gliding\ to\ \upsilon]/$_____	
[əʊ]	Becomes	[o]	

Those two phonological rules indicate that Banjar Hulu Banjarese speaker made an interference when pronouncing /oʊ/ changed to /u/ and /əʊ/ become /o/. The speaker did not perform a glide to /ʊ/ because in Banjar Hulu Banjarese that glide does not exist along with /ə/ or /o/ as the first phoneme.

(b) Initial vowel change

Input	Becomes	Output	In the environment
$[+gliding\ to\ \text{ɪ}$ $-open-close$ $+front\ ]$	$\rightarrow$	$[+gliding\ to\ \text{ɪ}+open-front\ ]/$_____	
[eɪ]	Becomes	[aɪ]	

Both /eɪ/ and /aɪ/ are gliding to /ɪ/ diphthong. However, the initial vowel of the diphthong is changed. From /e/ to /a/, it happened due to the lack of vowel /e/ in Banjar Hulu Banjarese. That is why it got an interference and changed from /eɪ/ to /aɪ/.

(c) Lax become tense

Input	Becomes	Output	In the environment
$[+gliding\ to\ \upsilon$ $-tense\ ]$	$\rightarrow$	$[+gliding\ to\ \upsilon+tense\ ]/$_____	
[aʊ]	Becomes	[au]	

Diphthongs constructed from two different vowels that glides from the first (initial) one to the second (final) one. Stated by Roach (1983:19), the first part of the diphthong is much longer and stronger to pronounce than the second part. Therefore, the second part must be shorter or quitter and it has lax attributes because it is weaker to pronounce. On the above rule, Banjar Hulu Banjarese students made an interference by pronouncing the /u/ equally strong to the /a/ which is the first or initial vowel of the diphthong. Both /aʊ/ and /au/ are quite similar. However, when it is pronounced by Banjar Hulu Banjarese speaker the /u/ from /au/ diphthong is pronounced in strong form or +tense. This happened because Banjar Hulu Banjare diphthongs are pronounced equally between its vowels.

3. The Absence of Consonants

The absence of some phoneme in Banjar Hulu Banjarese also occur in English Consonants. The first consonant that got interference is /f/. 30% students mispronounced /fɑː(r)/ with /par/. They replace /f/ with /p/ because this phoneme did not exist in Banjar Hulu Banjarese and considered as interference j. Consonant /v/ is also does not exist in Banjar Hulu Banjarese. 40% of the students mispronounced /ˈmuːvmənt/ as /mupmən/ and 40% pronounced it as /muːfmən/. they tend to replace /v/ with /p/ or /f/ because /v/ does not exist in Banjar Hulu Banjarese. This phenomenon is considered as interference j and the phonological rules are as followed:

Input	Becomes	Output	In the environment
$[+labiodental\ ]$	$\rightarrow$	$[+bilabial]/$_____	
[f]	Becomes	[p]	

Input	Becomes	Output	In the environment
$[+labiodental$ $+ voiced\ ]$	$\rightarrow$	$[+bilabial\ - voiced\ ]/$_____	
[v]	Becomes	[p]	

The first rule, when /f/ become /p/ is an interference phenomenon that changed a feature of labiodental become bilabial. Labiodental is a place of articulation where the upper front teeth are in contact with lower lip to create an air obstruction. Meanwhile, bilabial is when both lips (upper and lower) are in contact to create an obstruction. /f/ is labiodental and /p/ is bilabial. Banjar Hulu Banjarese speaker changed /f/ sounds became /p/ because in Banjar Hulu Banjarese phonemic system does not have labiodental consonants and the speaker did not familiar with its feature. Similar interference happened when Banjar Hulu Banjarese speaker pronounced /v/ become /p/. However, /v/ in English is a voiced consonants and /p/ in Banjar Hulu Banjarese is voiceless.

Another consonant in English that does not exist in Banjar Hulu Banjarese is /θ/. it is found that there are 80% students mispronounced /ˈθæŋk/ as /teŋ/, then 80% mispronounced /ˈbɑːθrʊm/ as /batrum/. The subject changed consonant /θ/ with /t/ because Banjar Hulu Banjarese does not have /θ/. This phenomenon is considered as interference l.

Consonant /ð/ is quite similar to /θ/ but they are actually different. /ð/ is voiced consonants while /θ/ is unvoiced. Consonant /ð/ is also does not exist in Banjar Hulu Banjarese and creates an interference phenomenon. 70% of students mispronounced /ðæt/ as /dat/, 50% pronounced /ˈweðə(r)/ as /weder/ and 30% as /weter/. The /ð/ were replaced by /d/ and /t/ because Banjar Hulu Banjarese does not have /ð/. This is considered as interference l and the phonological rules are as followed:

Input	Becomes	Output	In the environment
$[+apicodental + fricative\,]$	→	$[+alveolar + plosive\,]/$_____	
[θ]	Becomes	[t]	

Input	Becomes	Output	In the environment
$[+apicodental + fricative\,]$	→	$[+alveolar + plosive\,]/$_____	
[ð]	Becomes	[d]	

Apicodental is a place of articulation when tip of the front tongue in contact with front teeth. Consonants /θ/ and /ð/ are apicodentals and fricative. Fricative is a manner of articulation in which the articulators are brought very close together leaving only a very narrow channel through which the air squeezes on its way out, producing turbulence in the process. On the other hand, Banjar Hulu Banjarese change the consonants become /t/ and /d/. Both of the consonants are alveolar in place of articulation whereas the tongue tip or blade are in contact with alveolar ridge (a palate behind upper teeth). Consonants /t/ and /b/ by Banjar Hulu Banjarese speaker is also considered as plosive or stop in manner of articulation. The articulators come together and completely cut off the flow of air momentarily, then they separate abruptly creating an air release.

There is also consonant /z/ that got interference. 90% of students mispronounced /ɪz/ as /is/, they pronounced it the way it is written and also because the unawareness of the students about this word. 40% mispronounced /zuː/ as /ju/ and 60% /ˈleɪzi/ as /leji/. The /z/ consonant were replaced by /j/ and /s/ because /z/ does not exist in Banjar Hulu Banjarese. This phenomenon is considered as interference m. The phonological rule is as followed:

	Input	Becomes	Output	In the environment

$$[+alveolar \\ +fricative\,] \quad \rightarrow \quad [+palatoalveolar - fricative\,]/\_\_\_\_\_$$

[z]	Becomes	[j]

Consonant /z/ in English is produced by alveolar ridge and considered as fricative on its manner of articulation. When Banjar Hulu Banjarese speaker pronounced it, interference occurred by the change of /z/ become /j/. Consonants /j/ in Banjar Hulu Banjarese is different from English /z/. /j/ is produced at palato-alveolar ridge whereas blade of the tongue rising towards the alveolar ridge and the front of the hard palate. It also considered as affricative, the manner of articulation which first the articulators come together and completely cut off the flow of air, just as they do in a plosive; then they separate gradually.

Next consonant is /ʃ/. There are 40% of students mispronounced /ʃi/ as /si/, and 50% pronounced /ˈʃaɪni/ as /saini/. They replaced the phoneme /ʃ/ with /s/ because /ʃ/ does not exist in Banjar Hulu Banjarese. This phenomenon is considered as interference n. The Phonological rule is as followed:

	Input	Becomes	Output	In the environment

$$[+palatoalveolar\,] \quad \rightarrow \quad [+alveolar\,]/\_\_\_\_\_$$

[ʃ]	Becomes	[s]

English /ʃ/ is a palato-alveolar consonant that in the production of the sound creates a hissing sound. This consonant does not exist in Banjar Hulu Banjarese, that is why the speaker change it to /s/ that is different in the place of articulation. Consonant /s/ in Banjar Hulu Banjarese is an alveolar and did not have hissing sound.

The last phoneme that got interference because of its absence in first language or Banjar Hulu Banjarese is /ʒ/. when pronouncing /ʒ/ in some words, Banjar Hulu Banjarese students tend to mispronounced it. Shown on above 70% students mispronounced /ɡəˈrɑːʒ/ as /garaj/ then 10% pronounced /gəreg/ as the way the letter is written. When pronouncing /ruːʒ/ the result would vary, 50% of the students pronounced it as /ruj/, 10% pronounced it as /rug/, and 10% pronounced it as /rouge/ the way the word is written. This happen because there are no /ʒ/ in Banjar Hulu Banjarese and this phenomenon is considered as interference n. /ʒ/ is replaced by /j/ or /g/ and the phonological rule is as followed:

	Input	Becomes	Output	In the environment

$$[+fricative\,] \quad \rightarrow \quad [-fricative\,]/\_\_\_\_\_$$

[ʒ]	Becomes		[j]

Both /ʒ/ and /j/ are palato-alveolar consonants. What makes them different is the manner of articulation. English /ʒ/ is a fricative where is the process of pronouncing the phoneme creates a consistent air flow. Meanwhile, Banjar Hulu Banjarese speaker changed it to /j/ that is considered as affricate consonant with cut of the air flow.

Phoneme Distribution Difference

Phoneme distribution are related to which position in words does the phoneme occur. Phoneme were distributed in initial, medial and final position of words or environment. English and Banjar Hulu Banjarese have their own distribution in phoneme some of the phoneme occur in every position of the environment and some were not. The researcher identified the distribution and create and instrument based on phonetic interference possibilities. The data then collected thorough oral test and below are some phonemes that got interference because of phoneme distribution differences.

The first one is consonant /b/. The consonant exist in both English And Banjar Hulu Banjarese but it does not occur in final position of Banjar Hulu Banjarese phonemic system. It is found that 90% of Banjar Hulu Banjarese students mispronounced the word /roʊb/ become /rup/. They replace phoneme /b/ with /p/. This is considered as interference k.

The second consonant is /d/. There are 70% of students mispronounced /kɔːd/ as /kurt/. The subject replace phoneme /d/ in final position with /t/ because /d/ does not exist in final position of Banjar Hulu Banjarese Phonemic system. This is considered as interference k.

The last one is /g/. 60% of the students mispronounced /bæg/ as /bek/. Consonants /g/ in final position is replaced by /k/ because in Banjar Hulu Banjarese /g/ does not appear on final position. This also considered as interference k. The phonological rule is as followed:

Input	Becomes	Output	In the environment
[+*voiced*]	→		[-voiced]/____[Ø]
[b]	Becomes	[p]	At the end of a word

Input	Becomes	Output	In the environment
[+*voiced*]	→		[-voiced]/____[Ø]
[d]	Becomes	[t]	At the end of a word

Input	Becomes	Output	In the environment
$[+voiced]$	$\rightarrow$	$[\text{-voiced}]/\underline{\quad}[\emptyset]$	
[g]	Becomes	[k]	At the end of a word

The rules consist of:

1. The input, which states the sound or sounds affected by the rule.
2. The arrow, which means 're-write as' or 'is realized as' or 'becomes'.
3. What occurs to the right of the arrow is the output of the rule.
4. Following the output, there is a diagonal line ' / ' to the right of that line is the environment, the line which forms part of the environment shows precisely where the changed segment is located,
5. The null symbol (∅) is described as no sound or the end of a word.

From the phonological rules the pattern can be seen that all of the phoneme has distinctive feature on whereas in English, consonants /b/, /d, and /g/ at the end of the words are voiced and then replaced with /p/, /t/, and /k/ consequently by Banjar Hulu Banjarese speaker that is voiceless consonants.

Different Variants or Allophones

English phonemes /p/, /t/, and /k/ are realized with aspiration if they are located at the initial syllable followed by stressed vowels, as said by Fromkin and Rodman (1978:116) that "Aspirate voiceless stops at the beginning of a word or syllable before stressed vowels". "Voiceless stops" are /p/, /t/, and /k/. Meanwhile Banjar Hulu Banjarese does not have aspiration in the phonemic system. The researcher then found out some interference because of this Allophones. there are 50% of Banjar Hulu Banjarese Students mispronounced /tʰaɪm/ as /taim/, 80% mispronounced /pʰen/ as /pin/, and 90% mispronounced /kʰi:/ as /ki/. This is considered as interference i.

Generative phonology introduced a phonological rules concept that may represent the pattern of certain pronunciation of phoneme. English has a rule that Aspirate voiceless stops at the beginning of a word or syllable before stressed vowels and in generative phonology it is represented as followed:

Input	Becomes	Output	In the environment
$[-Spread]$	$\rightarrow$	$[+\text{Spread}] /\underline{\quad}[-cons + tens + stress](C)$	
[p]	Becomes	[pʰ]	Before a stressed vowel

Input	Becomes	Output	In the environment
$[-Spread]$	$\rightarrow$	$[+Spread] /\_\_\_\_[-cons + tens + stress\,](C)$	
[t]	Becomes	[tʰ]	Before a stressed vowel

Input	Becomes	Output	In the environment
$[-Spread]$	$\rightarrow$	$[+Spread] /\_\_\_\_[-cons + tens + stress\,](C)$	
[k]	Becomes	[kʰ]	Before a stressed vowel

The rules consist as followed:

1. the input, which states the sound or sounds affected by the rule.
2. the arrow, which means 're-write as' or 'is realized as' or 'becomes'.
3. what occurs to the right of the arrow is the output of the rule.
4. following the output, there is a diagonal line ' / ' to the right of that line is the environment, the line which forms part of the environment shows precisely where the changed segment is located
5. brackets round an element (c) indicate that a given element is optional - the rule applies regardless of the presence or absence of any optional element. In this instance it indicates that a voiceless plosive is still aspirated even where a consonant intervenes, as in 'prayer'.

Based on the rules, every voiceless stop consonant, in this case /p/, /t/, and /k/ were aspirated when they are followed by stressed vowel. Meanwhile, Banjar Hulu Banjarese does not have stressed vowels. Banjar Hulu banjarese does have stress features but it only exists in Consonants. Regarding the rules of aspiration in English and it is not found in Banjar Hulu Banjarese is the reason why Banjar Hulu Banjarese Speaker did not pronounce the consonants with aspiration features.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research, it can be concluded that:

1. Most of the Students of Banjar Hulu Banjarese background on this research uses their previous knowledge of phonemic system when pronouncing English vowels and consonants. The students also overgeneralized some phoneme due to their lack of knowledge in English.
2. The interference happened because of the differences of sound system between English and Banjar Hulu Banjarese in form of; (a) the existence of a given sound in the letter, which is not found in the former, (b) both languages have the same phonetic features, but they are different in their distribution, (c) both languages have similar sounds but have different variants or allophones.
3. Phonological interference of Banjar Hulu Banjarese occurs in; /iː/, /æ/, /ɒ/, /ɔː/, /uː/, /əː/, /ɑː/, /e/, /ə/, /oʊ/, /eɪ/, /aʊ/, /əʊ/, /tʰ/, /pʰ/, /kʰ/, /f/, /v/, /b/, /d/, /g/, /θ/, /ð/, /z/, /ʃ/, /ʒ/.

Suggestion

Based on the result of the research, the researcher suggests:

1. the students of English Language Education Study Program whose background is Banjar Hulu Banjarese need to practice how to pronounce the vowel and consonants in English correctly, especially for the phoneme that got interference. They also need to raise their awareness in English sounds so that they will not overgeneralize the sound of particular vowels or consonants in particular words.
2. lecturers who teach English consonants and vowels pronunciation to do more drilling in teaching and learning progress.

REFERENCES

Douglas, B. H. (2004). Language Assessment Principles and Classroom Practice. NY: Pearson Education.

Dulay, H. (1982). Language two. Oxford University Press, 200 Madison Ave., New York, NY 10016.

Durasid, Durdje dkk. (1985). Nomina Bahasa Banjar. Jakarta: Departemen Pendidikan dan Kebudayaan.

Durasid, Durdje dkk. (1985). Geografi Dialek Bahasa Banjar Hulu. Jakarta: Departemen Pendidikan dan Kebudayaan.

Fraenkel, Jack R., Norman E. Wallen, and Helen H. Hyun. (2012). How to Design and Evaluate Research in Education (Eight Edition). New York: Mc. Graw Hill Companies, inc.

Fromkin,Victoria and Rodman Robert. (1978). An Introduction to Language. Los Angeles: Rinehart and Winston Publishing.

Hapip, Abdul Djebar. (1997). Kamus Bahasa Banjar Indonesia. Banjarmasin: PT. Grafika Wangi Kalimantan.

Hyman, Larry M. (1975). Phonology Theory and Analysis. Copyright by Holt, Rinehart and Winston. Printed in United States of America.

Jones, Daniel. (1987). An Outline of English Phonetics. Sydney: Cambridge University press.

Katamba, F. (1989). An introduction to phonology (Vol. 48). London: Longman.

Mu'in, Fatchul and Nanik Mariani. (2007). An Introduction to Linguistics. Banjarmasin: PBS FKIP Universitas Lambung Mangkurat.

Mu'in, Fatchul and Sirajuddin Kamal. (2006). Sociolinguistics: An Introduction. Banjarmasin: PBS FKIP Universitas Lambung Mangkurat.

Mu'in, Fatchul. (2017). Phonemic Interference of Local Language in Spoken English by Students of English Language Education Study Program of Lambung Mangkurat University. Journal of Language Teaching and Research, 2017 Vol. 8 (1): 64-74. doi: http:/dx.doi.org/10.17507/jltr.0801. 08001.08

Mu'in, Fatchul. (2019). Sociolinguistics: A Language Study in Sociocultural Perspectives. Banjarmasin: Jurusan Pendidikan Bahasa dan Seni FKIP ULM.

Mu'in, Fatchul. (2020). Bilingualism and Its Accompanying Linguistic Phenomena: A Critical Review of Research Reports in English Language Teaching. Banjarmasin: Jurusan Pendidikan Bahasa dan Seni FKIP ULM.

Orion, Gertrude F., (1988). Pronouncing American English: Sounds, Stress, and Intonation. Pennsylvania State University.

Phelean, Collin., Julie Wren. (2005). Exploring Reliability in Academic Assesssment. California: Mayfield Publishing Company.

Roach, Peter. (1983). English Phonetics and Phonology. Great Britain: Cambridge University Press.

Sugiyono. (2015). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta.

Todd, Loreto. (1987). An Introduction to Linguistic. Moonbeam Pubns

Yule, George. (1985). The Study of Language: an Introduction. Great Britain: Cambridge University press 1985.