
A Descriptive Study on the Interference of Banjar Kuala Banjarese Toward English in Pronouncing English Vowels and Consonants of the English Language Education Study Program Students of FKIP ULM Batch 2017

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Abstract

This research aims as a study conducted in order to describe the interference of Banjar Kuala Banjarese towards English in Pronouncing English Vowels and Consonants of the English Language Education Study Program Students of FKIP ULM Batch 2017. The findings of the research being acquired are as follows: Banjar Kuala Banjarese, as the research subjects' mother tongue; does interfere with English in the process of learning and developing pronunciation ability upon the target language. During the work of data collecting, the research subjects seem to replace the English sounds which they are not fully aware of the correct way to pronounce them, with the similar sounds in their mother tongue. The given sounds in Banjar Kuala Banjarese are the overgeneralizations in place of the sounds that are considered as troublesome in English such: /e/ as in /æ/, /k/ or /c/ as in /tʃ/, /j/ as in /dʒ/, /t/ as in /θ/, and /d/ as in /ð/. In consequence, the students might face difficulty in trying to attempt the correct pronunciation as the English sounds being tested do not exist in their mother tongue, thus the interference takes place. The absence of interference from mother tongue during the process of deriving the target language is crucial. It is highly recommended that the students are taking into consideration to revisiting the pronunciation practice they once had in Intensive English course and Phonology course as they still have problems to correctly pronounce the sounds /æ/, /tʃ/, /dʒ/, /θ/ and /ð/ which may hinder their fluency in mastering the target language. Whereas this research is expected to become beneficial, therefore the writer is positive that, as they take the given suggestion; the students' proficiency may gradually improve over time for the better.

Keywords: Interference, English Pronunciation.

INTRODUCTION

Background

Nowadays, English has evolved to become a universal language, the worlds' communication tool. It has been commonly used widespread across the globe in recent decades. For those communities who tend to work in urban areas, the mastery of using English has gradually risen and is crucially needed. It is almost hard to find the denial of the presence of English in today's society. For instance, as a quick example, some people who just graduated from any educational agency—whether from university or high school—perhaps might see the ability to use English from a requirement sheet in many agencies when they are signing up for a job.

In spite of the fact that the first language they acquired is *Banjarese*, students who are learning EFL (English as a Foreign Language) probably will find it not so smooth during the process, as their mother tongue (*Banjarese*) remains to keep following their track when acquiring the new language. As a result, this is the most difficulty which English Language Education Study Program students will face in their learning process. Nevertheless, even though most of the students have learned English ever since junior high school, still, their mother tongue interferes themselves in learning English.

It is emphasized that in communicating using English—the right and exact pronunciation is extremely crucial. Any single word which pronounced wrongly from the speaker may cause

ambiguous interpretation by the listener. Thus, it is essential that we note English spelling and pronunciation are highly important to establish appropriate communication.

As an example, the sentence “I have a ship” and “I have a sheep” are almost identical. However, the speaker who is getting wrong in distinguishing between ‘ship’ and ‘sheep’ can lead to misunderstanding for the listener to grasp the real message.

Language Interference

It is essential that a second language student can speak two languages in exact. When one can perform two languages right, he/she is called as a bilingual. Bilingual is statement for those who can have equal mastery of two different languages without interferences, exactly the same like a native does. According to Weinreich in Mu’in and Kamal (2006: p. 39), bilingual is an individual who is— not only using one language—but also capable of alternately using two languages in proper way. Hence, to be precise, a bilingual is an individual who is able to use one language in a time, and too, is able to use the other language in the other time. This bilingual person thus can be said as an actor in the so called bilingualism. From the following statement, we can conclude that, the English Language Education Study Program students are also bilingual, as they use *Banjarese* and Indonesian to their friends and society, as well as English while they are studying in campus. Despite this, the English Language Education Study Program students might have interferences between English and their Mother Tongue (*Banjarese*) while trying to use the target Language.

According to Mackey in Mu’in and Kamal (2006: p. 61) interference can be defined as “the use of features belonging to one language while speaking or writing another”, whilst in accordance to Cook (1993: p. 8), Interference can be said as when a bilingual speaker drags his familiarity upon a language that he has mastered before, to his speech using the target language which leads to certain instances of deviation in norms of the target language which he failed to perform correctly. Moreover, Richards and Sampson (1973, p. 6) stated that interference happens when a learner of second language produces the items that do not reflect his mother tongue’s structure, but instead reflect the generalizations which are triggered from partial exposure towards the target language which he has acquired indiscreetly. Richards in Zannah (2014) said “Interference errors as errors resulting from the use of elements from one language while speaking/writing another.” In spite of the aforementioned, it is common to a learner of diverse language to develop hypotheses about the structure of English, and then he tries to acquire the rules behind the data to which he has been exposed, and may elaborate hypotheses which conform neither to the target language nor the mother tongue in the end.

Pinza (2011: p. 26) as well stated “Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983:256) defines interference as ‘errors in the learners’ use of the foreign language that can be traced back to the mothertongue.”

Berthold, Mangubhai & Batorowicz in Pinza (2011: p. 27) said “Interference may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical.”

Moreover, Pinza (2011: p. 27) also said “Berthold (1997) define phonological interference as items including foreign accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second.”

According to Lingualinks Encyclopedia in Pinza (2011: p. 28-29) it is said that “Language interference is the effect of language learners’ first language on their production of the language they are learning. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. It is most often discussed as a source of errors (negative transfer).”

Last but not least, Mu’in and Kamal (2006: p. 63-64) concluded that the phonological interference between one language to another can occur in possible three cases as follows: The unavailability of sounds of the target language that apparently do not appear in the mother tongue or vice versa, both languages share almost the same sounds but are diverged in the way they place them in their utterances, and as well the tendency of having similar sounds yet distinct in term of sounds’

variations or can be said as allophones. Therefore, the phonological interference possibility can be in form of—for example—when an English Language Education Study Program student who possesses *Banjar Kuala Banjarese* mother tongue trying to pronounce an English word “man” with the sound /æ/ although the latter sound is absent in his mother tongue; as a result of a possible interference, he hence may simply mispronounce the suppose sound /mæn/ as /men/ or /man/.

As the interference of mother tongue with the target language in English Language Education Study Program students is no more a tiny phenomenon, especially in term of pronunciation (phonology), the writer then thinks that investigating them is a major importance to do. However, unlike *Banjar Hulu Banjarese* that is more limited in term of phonetics variation, *Banjar Kuala Banjarese* has quite broader variation of phonetics that results the language itself on having many similarities with English phonetics; compared to when *Banjar Hulu Banjarese* is being paired with English. Therefore, as to make the research more specific, the writer thus attempts to focus on only the possible difficult English vowels and consonants for most *Banjar Kuala Banjarese* speakers. Hence, based from the writer’s experience as an English Language Education Study Program student for more than four years, the phonetics /æ/, /ð/, /θ/, /tʃ/, /dʒ/ have been chosen as the vowels and consonants that will be taken forward through the research.

Phonology and Phonetics

In a recent study of Mariani and Mu’in (2007: p. 49), phonetics and phonology are described as speech sounds study. Phonetics is, to be more specific; the subject of how they create and interpret speech sounds as well as their physical properties. Whereas phonology, meanwhile, studies of how speech sounds in one language are organized.

Mariani & Mu’in stated: Phonology is essentially the description of the systems and patterns of speech sounds in a language. It is, in effect, based on theory of what every speaker of a language unconsciously knows about the sound patterns of that language. Because of this theoretical status, phonology is concerned with the abstract or mental aspects of the sounds in language rather than with the actual physical articulation of speech sounds. Therefore, phonology is concerned with the abstract set of sound in a language which allows us to distinguish meaning in the actual physical sounds we say and hear. (Mariani & Mu’in, 2007: p. 49-50)

A vowel is a sound that is made with the mouth and the throat not closing at any point. In contrast, a consonant is a sound that is made with the air stopping once or more during the vocalization. That means that at some point, the sound is stopped by your teeth, tongue, lips, or constriction of the vocal cords. Other differences between vowels and consonants, for instance, in English you can have vowels that are entire words, such as “a” or “I”. You will not see a consonant that is a word by itself, however. Words in English need vowels to break up the sounds that consonants make. Therefore, while every word has to have a vowel, not every word has to have a consonant. ([http://www.todayifoundout.com/What-Makes-a-Vowel-a-Vowel-and-a-Consonant-a-Consonant\(2014\)](http://www.todayifoundout.com/What-Makes-a-Vowel-a-Vowel-and-a-Consonant-a-Consonant(2014)))

For additional reference, the terms ‘vowels’ and ‘consonants’ are not the only way to call the two types of phonetics themselves. Based on Roach (1983: p. 20) vocal sounds that let the airstream flows (vowels) are called ‘vocoids’, whereas vocal sounds that hinder the airstream (consonants) are called ‘contoids’.

International Phonetic Alphabet (IPA) is a phonetic notation system that is set of symbols in which by it; any human language can be written and explained. This notation system is developed and invented by International Phonetic Foundation. It is the oldest and most broadly used notation system across the world. To inform that a symbol is a phonetic, it is then being put in the brackets [] in order to divide it from ambiguity that it may be a certain language’s spelling system. Furthermore, IPA is not only being used by linguists, but also foreign language teachers, translators, therapists, lexicographers, speech pathologists, and even other proficiencies that might require the need of phonetic knowledge.

Banjar Kuala Banjarese

The writer has discovered several findings between English and *Banjar Kuala Banjarese* in term of vowels and consonants. According to Abdul Djebbar Hapip (1993), *Banjar Kuala Banjarese* has 5 vowels and 18 consonants, whereas in accordance to the team teachers of English Language Education Study Program of FKIP Universitas Lambung Mangkurat in *A Handbook of Intensive English* (2013), English has 12 vowels and 24 consonants.

Regarding to Kawi, Durasid, and Latif (1986), South Borneo is one of the 27 provinces in Indonesia that has many culture varieties, including the language. There are two local languages being used in South Borneo which are *Banjar Hulu Banjarese* and *Banjar Kuala Banjarese*. *Banjar Kuala Banjarese* is a language grown and expanded in the District of Barito River and Martapura River with their branches, Riam Kanan River and Riam Kiwa River.

The placement of *BBKB (Bahasa Banjar Kuala Banjarese)* that is located in Barito River, according to its history, had many advantages especially in its progression because Barito River ended up having many branches up to the mountains of Meratus. Moreover, Banjarmasin itself is not only the capital city of South Borneo, but also the trading center in its region. Therefore, *BBKB* has the role, standing, and function which are quite crucial as a non-formal language in linking the people of South Borneo. As the result, the effect and expansion of *BBKB* is far beyond its speakers' geographical region, becoming the inter-culture market language throughout South Borneo, and even further, reaching Central Borneo and East Borneo.

Research Question

From the given problem above, thus, a question has been risen—of whether or not English Language Education Study Program students can perform English appropriately without having phonological interference from their mother tongue? As the tendency of having the interference is very much possible, the latter question then gives writer the idea of making the problem limitation of this research to be decided as stated: “How is the interference of *Banjar Kuala Banjarese* towards English in pronouncing English vowels /æ/ and consonants /ð/, /θ/, /tʃ/, /dʒ/ of the English Language Education Study Program students batch 2017 who have taken Intensive English course and Phonology course, whose mother tongue is *Banjar Kuala Banjarese*?”

RESEARCH METHODOLOGY

Approach and Type of Research

The research is aimed at describing the interference of *Banjar Kuala Banjarese* towards English in pronouncing English vowels and consonants of the English Language Education Study Program students batch 2017, whose mother tongue is *Banjar Kuala Banjarese*. Thus, writer chose a qualitative, descriptive approach in order to achieve.

Population and Sample

The research uses purposive sampling. The research subjects are the English Language Education Study Program students batch 2017 who have passed the Intensive English course and Phonology course previously, whose mother tongue is *Banjar Kuala Banjarese*. The researcher will come to different classes that embrace all the batch 2017 students combined. Researcher will have 3-4 random students as the representatives for each class to be interviewed in order to classify the students and determine the ones who possess *Banjar Kuala Banjarese* as their mother tongue, based on the information given by the representatives. After the subjects have been determined, furthermore, the

researcher will validate each subject in a one-on-one conversation using *Banjar Kuala Banjarese*, therefore the researcher would be sure of having the proper subjects before running the test.

Instrumentation

The writer uses reading aloud test as the instrument of the research. The research subjects (selected students) are given the test in form of a paper consisting of English words and sentences they must read. There are several particular words and sentences that are related to each vowel and consonant being investigated in this research (/æ/, /ð/, /θ/, /tʃ/, /dʒ/). The research subjects are expected to read the given English words and phrases loudly and clearly. The reason the researcher decided to use reading aloud test is because it is excellent to directly listen to the subjects' pronunciation. Moreover, the subjects' reading the test loudly also helps the researcher to get clearer listening compared to common reading technique with lower voice volume.

Data Collection

The data are collected by giving oral test to the subjects. The writer (the researcher) analyzes the subjects' pronunciations from possible interference with their mother tongue which are also being recorded (to help the researcher to re-listen to the data) and later will be transcribed by phonetics.

Data Analysis

The writer listens and pays attention to the subjects—not only in the moment they are given the test, yet also post the test where the writer is able to listen to the subjects again using an audio recording that has been run throughout the test—one by one to look for possible errors regarding pronouncing English words, phrases, and sentences that are spoken by the subjects in which the interference between their mother tongue and English may occur. The writer then notes and identifies the interferences as they might be the way of how *Banjar Kuala Banjarese* students produce English vowels and consonants. Therefore, the writer is able to take conclusion.

FINDINGS AND DISCUSSION

Research Findings

In order to find out of how is the given interference of *Banjar Kuala Banjarese* towards English in pronouncing English vowels /æ/ and English consonants /ð/, /θ/, /tʃ/, /dʒ/ of the English Language Education Study Program students batch 2017, whose mother tongue is *Banjar Kuala Banjarese*, the researcher foremost had to find out the speakers of *Banjarese* amongst the English Language Education Study Program students of batch 2017 in the first place. A pre-interview was planned in March 2020, yet due to pandemic of coronavirus disease it was then to be postponed in May 2020 via online. Therefore the pre-interview was conducted to 11 students as informants (9 out of 11 were willing to be interviewed as the other 2 declined to respond). The informants then were questioned of simply whoever colleagues they know that usually speak in *Banjarese* during casual circumstance or activities in campus. Out of 95 of them, the researcher had found out possible 68 *Banjarese* speakers amongst the English Language Education Study Program students of batch 2017.

The research was conducted on October 28 to November 1, 2020 for about five days. Prior to the data collecting, the researcher had managed to find 24 contacts of the possible research subjects. In order to qualify the research subjects whose mother tongue is *Banjar Kuala Banjarese*, the researcher needed to firstly execute a direct phone call method to each one of them to ultimately validate their mother tongue, thus a list of qualified subjects is obtained. Of all 24 students, the researcher had

determined 13 *Banjar Kuala Banjarese* speakers and had earned precious research data from 12 of them, as the remaining 1 subject did not submit the data on due date. The other 11 students were not qualified to become research subjects as 3 of them are originally the speakers of *Banjar Hulu Banjarese*, 1 one of them isn't a *Banjarese* speaker at all and 7 of them did not proceed to give response after being contacted.

The research data collected are in form of recordings of the subjects' pronouncing English words and phrases in the given instrument of roughly 2 to 3 minutes in terms of duration. There are total of 120 points divided in words section (46) and phrases section (54) in which are consisted of sounds in /æ/ (15 in words, 20 in phrases), /tʃ/ (8 in words, 13 in phrases), /dʒ/ (8 in words, 8 in phrases), /θ/ (7 in words, 10 in phrases) and /ð/ (8 in words, 23 in phrases).

To aim the assessment of the research, the researcher had first to evaluate each of the recording to its extent. The evaluation is performed by paying careful attention to every given point of the instrument therefore whether the subjects' pronunciations are right or wrong can be clearly determined. Each recording took merely 30 minutes to 1 hour to be fully analyzed as the researcher tend to listen to one recording repetitively in order to finally obtain a valid result over the research data.

Based on the result being discovered of the research data that had been analyzed, for the ease of mentioning the interference level in the writings, the researcher classified types of interference found on the subjects of the research to four terms as follows: low interference (1-25%), low to intermediate interference (26-50%), intermediate to high interference (51-75%) and high interference (76-100%). These types of levels of interference are determined by calculating the total points of the instrument (120) versus the number of false pronunciation on the given points. For instance, the tenth research subject has total of 73 mistakes of the total 120 points consisting of 25 out of 46 in words section and 48 out of 54 in phrases section; to be specific, those are in details as in /æ/ (6/15 in words, 7/20 in phrases), /tʃ/ (0/8 in words, 2/13 in phrases), /dʒ/ (4/8 in words, 6/8 in phrases), /θ/ (7/7 in words, 10/10 in phrases) and /ð/ (8/8 in words, 23/23 in phrases). Therefore, the subject's *Banjar Kuala Banjarese* interference towards English, being analyzed, will be stated as 61% and categorized as intermediate to high.

In flow of the previous example, in accordance to the result of the research data, the 12 subjects are categorized as follows: 1 subject has low interference, 3 subjects have low to intermediate interference, 4 subjects have intermediate to high interference, and 4 subjects have high interference.

Table 4.1.1

Subjects	Interference	Details	Status
GAP	23%	28/120	Low
HCN	87%	104/120	High
RNF	77%	92/120	High
TRI	54%	65/120	Intermediate to high
NA	56%	67/120	Intermediate to high
GFK	38%	45/120	Low to intermediate
Y	68%	81/120	Intermediate to high
MNE	83%	100/120	High
FA	48%	57/120	Low to intermediate
GSRR	61%	73/120	Intermediate to high
GS	35%	42/120	Low to intermediate
NKD	78%	93/120	High

Furthermore, in place of resolution, it can be said that—by calculating together all the research subjects' data that have been analyzed—the concluding findings may result as depicted in the tables as follows.

Table 4.1.2

Words Section			
Sounds	Interference	Details	Status
/æ/	48%	86/180	Low to Intermediate
/tʃ/	29%	28/96	Low to Intermediate
/dʒ/	45%	43/96	Low to Intermediate
/θ/	60%	50/84	Intermediate to High
/ð/	63%	60/96	Intermediate to High
Combined	48%	267/552	Low to Intermediate

Table 4.1.3

Phrases Section			
Sounds	Interference	Details	Status
/æ/	68%	163/240	Intermediate to High
/tʃ/	30%	46/156	Low to Intermediate
/dʒ/	66%	63/96	Intermediate to High
/θ/	58%	70/120	Intermediate to High
/ð/	86%	238/276	High
Combined	65%	580/888	Intermediate to High

Table 4.1.4

Overall			
Sounds	Interference	Details	Status
/æ/	59%	249/420	Intermediate to High
/tʃ/	29%	74/252	Low to Intermediate
/dʒ/	55%	106/192	Intermediate to High
/θ/	59%	120/204	Intermediate to High
/ð/	80%	298/372	High
Combined	59%	847/1440	Intermediate to High

In regards to thorough study and research being held, based on the collected following findings— Total interference counted from all 12 subjects: 847/1440 = 59% (words section: 267/552 = 48%, phrases section: 580/888 = 65%), total in /æ/: 249/420 = 59% (words section: 86/180 = 48%, phrases section: 163/240 = 68%), total in /tʃ/: 74/252 = 29% (words section: 28/96 = 29%, phrases section: 46/156 = 30%), total in /dʒ/: 106/192 = 55% (words section: 43/96 = 45%, phrases section: 63/96 = 66%), total in /θ/: 120/204 = 59% (words section: 50/84 = 60%, phrases section: 70/120 = 58%), total in /ð/: 298/372 = 80% (words section: 60/96 = 63%, phrases section: 238/276 = 86%)—In reference to the result of the research data being introduced, the interference of *Banjar Kuala Banjarese* towards English in pronouncing English vowels /æ/ and English consonants /ð/, /θ/, /tʃ/, /dʒ/ of the English Language Education Study Program students batch 2017, whose mother tongue is *Banjar Kuala Banjarese*, is in general, shall be categorized as intermediate to high. Of over 1440 points of possibilities being tested on the 12 subjects of the research, at least 847 mistakes in pronunciation were found from the trial where the interference occurred. This finding is thereabouts to be estimated as 59% chance of interference by the subjects being in accordance.

Discussion

The rate of interference by each sound as in the English vowels and consonants /æ/, /tʃ/, /dʒ/, /θ/, /ð/ are varied with the sound /ð/ being the highest rated in 80% chance of high interference (298/372)

whilst the sound /tʃ/ becomes the lowest rated with 29% chance of low to intermediate interference (74/252). However, the phrases section seems to have bigger chance of interference compared to the words section. The researcher assumed that in words section the subjects may have more concentration as they only need to focus on pronouncing word by word, versus as in phrases section where they also have to concentrate on paying attention to the context being given on words arrangement due to the message or idea that the minds subconsciously will try to grasp behind each phrase being read. We shall discuss the details of each sound as in the following descriptions.

First is the sound /æ/ with approximately 48% of phonological interference in words section, 68% in phrases section, and 59% in total. To begin with, an interesting example is the word 'Batman' as in the phrase section "It's fun to know that I am a big fan of Batman and Green Arrow." Out of over 12 subjects of the research, only 2 managed to pronounce it correctly whilst the other 10 did not. The word that is supposed to be pronounced as /bæmæn/, most of the time is being mispronounced as /bemen/, often as /bæmen/, and sometimes as /bemæn/. Another example with similar traits also found in the word 'language' as in the phrase section "Ms. Jane Mane teaches English language" and the word 'balance' as in the word section. The majority of the subjects tend to mispronounce the sound /æ/ in 'language' as /e/ or /I/ and the supposed sound /æ/ in 'balance' as /e/. Therefore the sound /æ/ is categorized to possess 'intermediate to high' possibility of interference on the research subjects being tested.

Second is the sound /tʃ/ with approximately 29% of phonological interference in words section, 30% in phrases section and 29% in total. This is the lowest rate compared to the others, albeit it is still not a small number. Mostly subjects were able to pronounce the sound correctly, except in certain parts as in the example of word 'church' in phrase section. The correct pronunciation is /tʃɜrtʃ/, though 7 of 12 subjects failed to attempt it correctly and instead mispronounced it as either /kɜrtʃ/ (6 subjects) or /tʃɜrk/ (1 subject). Nonetheless the sound's opportunity of interference is categorized as 'low to intermediate'.

Third is the sound /dʒ/ with approximately 45% of phonological interference in words section, 66% in phrases section, and 55% in total. The subjects' success rate in pronouncing it correctly is varied within the sound's placement. They seem to not having issues to pronounce the sound at the end of a word as in 'strange' or 'language', though if it's placed in the middle or in the beginning, it may come across a little troublesome as in 'general' or 'imagine'. The researcher assume that the interference is occurred due to the sound /dʒ/ itself that sounds fairly similar if being placed in the beginning and in the middle position of a word; to the sound /j/ in *Banjar Kuala Banjarese* as in 'jajak' or 'bujur. Nevertheless the sound's possibility of interference is categorized as 'intermediate to high'.

Fourth is the sound /θ/ with approximately 60% of phonological interference in words section, 58% in phrases section and 59% in total. In general, subjects tend to face difficulty to assist the right pronunciation with the sound; given in any position as in the example of either 'think', 'healthy' or 'breath'. Most of the time, the majority of the subjects tend to pronounce the sound /t/ in place of /θ/, as if they treat the sound /t/ as an overgeneralization to the sound /θ/. Alas, causing the aforementioned sound being tested with the chance of interference to be categorized as 'intermediate to high'.

Finally last is the sound /ð/ with approximately 63% of phonological interference in words section, 86% in phrases section, and 80% in total. This particular finding of interference is the highest rated so far versus the previous ones. Take for example, the word 'bathe' with 100% percentage of pronunciation mistake attempted by research subjects and the word 'breathe' which gets only few that are capable of pronouncing it correctly. Furthermore, not to mention the common words 'the', 'this', and 'that' which often being misled as the sound /d/ instead of /ð/. In resolution, this specific sound is to be categorized as possessing 'high' frequency of interference, respectively.

A good act will have to be comparing this research with similar studies that have been conducted by Nurhayani (2008) and Noor (2010). In Nurhayani, it is found that the interference of English towards *Banjar Hulu Banjarese* on the students of (previously named) English Department as her

research subjects in year 2008 is described as follows: 86% in /æ/, 50% in /tʃ/, 41% in /dʒ/, 72% in /θ/ and 85% in /ð/. Whilst in Noor (2010), the only sound which can be compared in his research is /æ/ with the finding of 88% level of interference on *Banjar Kuala Banjarese* towards English of the English Department students in year 2010 as his research subjects. As in the writer's research with the subjects who speak in *Banjar Kuala Banjarese* as their mother tongue, the findings are as follows: 59% in /æ/, 29% in /tʃ/, 55% in /dʒ/, 59% in /θ/ and 80% in /ð/.

Based on the comparison that has been shown, except for the sound /dʒ/, nowadays the phonological interference level on the students with *Banjarese* as their mother tongue towards English; has fondly decreased in pronouncing the sounds /æ/, /tʃ/, /θ/ and /ð/, though the students' pronunciation is still far from excellent without the absence of interference itself.

In resolution, the result of the research data being discussed leads to become a nod to several interference theories derived from experts; such in, Mackey in Mu'in and Kamal (2006: p. 61), Mu'in and Kamal (2006: p. 63-64), Richards and Sampson (1973, p. 6), Richards in Zannah (2014), Bacala (2017), Ramelan, Richards, Djinal in Mu'in (2017), Pinza (2011: p. 26), Dulay, Lott in Pinza (2011: p. 26), Berthold, Mangubhai & Batorowicz in Pinza (2011: p. 27), Berthold in Pinza (2011: p. 27), and many others in Azzouz (2013: p. 20-22) that all have been stated in Chapter II. In accordance to the result of this research, the writer hopes that it is capable to prove the existence of interference of *Banjar Kuala Banjarese* towards English in pronouncing English vowels /æ/ and English consonants /ð/, /θ/, /tʃ/, /dʒ/ of the English Language Education Study Program students batch 2017, whose mother tongue is *Banjar Kuala Banjarese*, as a valid problem.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research being conducted—in regards of the findings—it is acceptable to conclude that *Banjar Kuala Banjarese*, as the research subjects' mother tongue; does interfere with English in the process of learning and developing pronunciation ability upon the target language.

During the work of data collecting, the research subjects seem to replace the English sounds which they are not fully aware of the precise way to pronounce them (as in native-like expressions), with the similar sounds in their mother tongue. The given sounds in *Banjar Kuala Banjarese* are the overgeneralizations in place of the sounds that are considered as troublesome in English such: /e/ as in /æ/, /k/ or /c/ as in /tʃ/, /j/ as in /dʒ/, /t/ as in /θ/, and /d/ as in /ð/. In consequence, the writer assume that the students might face difficulty in trying to attempt the correct pronunciation as the English sounds being tested do not exist in their mother tongue, thus the interference takes place.

Suggestion

For Students

The fluency in communicating using English—not excluding the sector which excellent pronunciation plays a major part in the overall fluency—is an essential prowess that every English language learner must try to achieve. Hence in regards, the absence of interference from mother tongue during the process of deriving the target language is crucial. It is highly recommended that the students of English Language Education Study Program batch 2017, whose mother tongue is *Banjar Kuala Banjarese*; are taking into consideration to revisiting the pronunciation practice they once had in Intensive English course and Phonology course as they still have problems to correctly pronounce the sounds /æ/, /tʃ/, /dʒ/, /θ/ and /ð/ which may hinder their fluency in mastering the target language.

Whereas this research is expected to become beneficial, therefore the writer is positive that, as they take the given suggestion; the students' proficiency may gradually improve over time for the better.

For Future Researchers

Last but not least, the writer would also like to suggest that; concerning future researchers who may feel interested to conduct similar study, to kindly take into consideration in taking some notes on the several references being cited in this research for they are essential sources in making this a proper one.

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