

## CHAPTER I

### INTRODUCTION

This chapter is an introduction which gives the general concept of the research. There are six main sub chapters discussed here. Those are the background of study, the research problem, the objective of the study, the scope and limitation of study, the significance of study, and the definition of key terms.

#### A. Background of the Study

One of important elements of learning foreign language is pronunciation. Pronunciation is defined as the way in which languages or words are spoken (Manser, 1991, p.330). Its dealing with the way students in which speaks to foreign language. There are many problems with understanding English spoken by native speakers who speaks with natural speed. Also, non-native speakers have problems in speaking english to being easy to understand by others. Elkhair (2014) cited from Carter and David Nunan that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. They conclude that speakers of other languages who speaks an english substitute the sounds that they do not have in their L1 with other sounds which are close to they replace.

In the near past Brown (2000) found that a second language learner meets some difficulties, because his L1 affects his L2 specially in adulthood, and this effect is a result of L1 transfer; so it is a significant source of making errors for second language learners. In the process of learning a second or foreign language, the transfer of L1 phonological features has a great influence on L2

acquisition (Lado, 1964). Mother tongue has clear influence on learning L2 pronunciation (Ladefoged, 2001; Carter & Nunan, 2001). From this fact, an English as Foreign Language learners do transfer or move the L1 elements into the L2 structure. When speaking the L2, second language learners tend to rely on their L1 structures to produce a response. If the structure of the two languages are distinctly different, the one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2 (Ellis, 1997). For Indonesian students who have English as their foreign languages absolutely they will find more difficulties in transferring elements of English.

Mu'in (2017) stated that the number of English phonemes is more than the number of Banjarese phonemes. Kelly (2000) points out some typical difficulties of English learners in producing vowels and diphthongs. One of the common difficulties for the banjarese students in learning english diphthong is when they pronounce centering diphthongs. From this fact, an EFL learners with Banjarese language background would face many difficulties at their learning english diphthong.

Ramelan (1999, p.59) states that a diphthong is a vowel sound in which there an intentional glide is made from one vowel position to another vowel position, and which is produced in one single impulse of breath. The combination of two vowel sounds rapidly gliding from one sound to another. There are 8 (3 centering and 5 closing) diphthongs in the British English language sound system. Three sounds such as /ɪə/ (hear), /eə/ (wear), and /ʊə/ (tour) are called centering diphthongs ending at /ə/ (schwa sound). Three sounds ending at /ɪ/ such as /eɪ/

(day), /aɪ/ (my), /ɔɪ/ (boy) are known as closing diphthongs and lastly two sounds that culminate at /ʊ/ such as /əʊ/ (go), /aʊ/ (how) are also called closing diphthongs (M. Javed & A. Ahma, 2014, p.4). While Banjarese language only recognizes three diphthongs /aʊ/, /ɔɪ/, and /aɪ/ (Marsono, 1986, p.53). Alfa Nur (2011) states that all English diphthongs and Banjarese diphthongs share the characteristics as close diphthongs. Naturally, Banjarese language recognizes diphthong as a closing diphthong.

For Indonesian speakers, Australian Government Publication Service (1986) mentions that there are possibilities for the learners to have problems in diphthongs which are not found in Bahasa Indonesia: /ɪə/, /ʊə/, /eɪ/, /eə/, and /oʊ/. On the other hand, he argues that due to the familiarity to the sound, Indonesian speakers should not have difficulties with three diphthongs that appear in Bahasa Indonesia: /ɔɪ/, /aɪ/ and /aʊ/.

Contrastive Analysis (CA) method compares the structure of two languages –a native language and target language- in order to see the similarities and the differences between them (Khansir, 2012). Contrastive analysis aims to predict linguistic difficulties experienced during the acquisition of a second language, as formulated by Lado (1957), he explains that difficulties in acquiring a new (second) language are derived from the differences between the new language and the native (first) language of a language learner.

Therefore, the researcher is interested in analyzing English diphthongs that pronounced by Banjarese students in English department IAIN Palangka Raya since english diphthongs is the most ones difficult to produced by

Indonesian learners especially Banjarese students in IAIN Palangka Raya. The reason of the researcher takes sample from Banjarese students who native in banjarese language because Banjarese language not familiar with English diphthongs and could be things that need to be found out. This research aims at investigating English diphthongs that are pronounced by Banjarese students in order to raise awareness of avoiding mispronounce English diphthong in pronunciation. Besides, by using CA, we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the L1 and L2 language.

Based on the explanation above, the researcher conducted this study with descriptive qualitative contrastive analysis entitled **“Contrastive Analysis of English Diphthongs Pronounced by Banjarese Students of IAIN Palangka Raya”**.

#### **B. Research Problem**

The problem that is discussed in this study come from these questions:

1. What are the differences and similarities of diphthong in English and Banjar languages ?
2. How do the Banjarese students pronounce diphthong between English and Banjar languages ?
3. What are the factors which affect their pronunciation ?

#### **C. Objective Of the Study**

Based on the problems mentioned above, the purposes of this study are as follows :

1. To find the differences and similarities of diphthong in English and Banjar languages
2. To analyze the use of English and Banjar diphthongs that pronounce by Banjarese students.
3. To describe the factors which affect their pronunciation.

#### **D. Scope and Limitation of Study**

This study obtained 8 English diphthong theories based on Receive Pronunciation (RP) such as /eɪ/, /əʊ/, /aɪ/, /aʊ/, /ɔɪ/, /ɪə/, /ʊə/ and /ɛə/. These diphthong presented in some words categorize. In this study students pronounced the 8 English diphthongs in sentence form. This study focus on the Banjarese students' with assumption that the students' of the fifth semester of English Education Study Program who have learnt about the English Pronunciation and could pronounce English diphthong. Those Banjarese students' who talk Banjar Kuala as their L1 and use Banjar Kuala language fluently. This fluency refers to students who use banjarese language as well.

#### **E. Significance of Study**

The researcher hopes this research will useful in providing the valuable information to English language teaching. As for Lecturers, especially in Speaking course, it will help them to find away the effective teaching strategies in helping their students to master English pronunciation. This study hoped can help the students to understand the phonological similarities and differences between English language and Banjar language.

## **F. Definition of Key Terms**

There are some definitions of key term in this research that namely :

### **1. Contrastive analysis (CA)**

Contrastive analysis (CA) in this research means comparing between two languages to find the similarities and differenties.

### **2. Pronunciation**

Pronunciation refers to the act or result of producing the sounds of speech, including articulation, stress, and intonation, often an accepted standard of the sound and stress pattern of a syllable, word, phrase.

### **3. Diphthong**

Diphthong refers to a sound made by combining two vowels in a single syllable, in which the sounds begins as one vowel and moves towards another.

### **4. Banjarese students**

Banjarese students refers to speaker who use Banjar Kuala language as their L1 and speakers who have parents who are using banjar language in daily life.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Related Study

First, Rudha Widagsa (2017) in the journal entitled *Closing Diphthongs among Javanese Learners of English*. This research focus on investigate L2 production in English pronunciation especially closing diphthongs. The research uses experimental method and the data of this research were collected by using a recording procedure. The participant in this reasearch is all students of English department of Unive rsitas PGRI Yogyakarta (PBI-UPY). The conclusion of this research shows that the measurement particularly in English closing diphthong and the duration, support the hypothesis prediction that the L2 failure in producing L2 vowels is related to the absence of diphthongal sound as a contrastive feature in L1.

Second, Maria Desri (2009) in the journal entitled *The Diphthongs: The Obstacles For Indonesiqa Speakers Of English*. This study focus on the difficulties of Indonesian speaker of English in producing diphthongs /eɪ/ and /oʊ/. Maria Desri's study aimed to investigate the accuracies and inaccuracies of diphthong which were produced by Indonesian speaker of english. This research used qualitative method and the participant of this research were 10 people divided into 2 groups the students group and the spouse group. This research focus on 4 monophthongs and 2 diphthongs. The researcher used two type of reading styles to collect the data. The data was collected by recording the participant in reading the list of word and a story. The conclusion on this research

shows that Spouse group were able to produce more diphthong /eɪ/ accurately than the students.

Third, Fatchul Mu'in (2017) in the journal entitled *Phonemic Interference of Local Language in Spoken English by Students of English Department of Lambung Mangkurat University* this study focused on phonemic elements, interference phenomenon to banjarese diphthong. This research used descriptive study and the population of this research comprised all the student of English Department, Lambung Mangkurat University who were taking Intensive English course, there were 85 students. The data in these research were obtained by assigning the students to read predetermined English texts. The conclusion on this research shows Banjarese and English languages have major differences in terms of phonemes. Banjarese language only has 3 vowels (/a/, /i/ and /u/), while English has 12 vowels (/i:/, /ɪ/, /ɛ/, /æ/, /ɑ/, /ɑ:/, /ɔ/, /ɔ:/, /u/, /u:/, /ə/, and /ə:/). Moreover, Banjarese language has 18 consonants (/b/, /p/, /t/, /d/, /c/, /j/, /k/, /g/, /s/, /h/, /m/, /n/, /ny/, /ŋ/, /l/, /r/, /w/, /y/). In contrast, English has 24 consonants (/b/, /p/, /t/, /d/, /k/, /g/, /ʳ/, /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /z/, /ʒ/, /s/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/). Banjarese language has 3 diphthongs, namely /ai/, /au/, and /ui/, while English has 9 diphthongs, namely /eɪ/, /ou/, /aɪ/, /au/, /ɔɪ/, /ɪə/, /uə/, /ɛə/ and /ɔə/.

Fourth, Mathew (1997) in the journal entitled *Errors in pronunciation of consonants by Indonesian, Gayo and Acehnese learners of English as a foreign language*. This research focus on consonantal phoneme pronunciation errors in the English of EFL learners from three different first language groups in the province

of Aceh, northern Sumatra, Indonesia. the writer use qualitative study. Data was collected from each participant in the language laboratory using an aural discrimination test, a word repetition test and a reading passage test, and also from interviews with each participant which were recorded on audio cassettes. There were eight participants from each of the three first language groups, with equal numbers of male and female participants in each group. All were students at the State Islamic Institute or other universities in Banda Aceh. This research found Errors are largely limited to final stops and sibilants, and initial and final affricates and interdental. Transfer, hypercorrection and spelling interference play a role of errors.

The last reference is the research conducted by Nur Alfa Rahmah & Afifah (2011) in the journal entitled *Phonological Transfer: Banjarese Language into English Language*. This research focus on phonological transfer in *Pondok Pesantren Modern Darul Istiqomah Putri, Barabai, Hulu Sungai Tengah* regency, in which the researchers investigated English utterances of 15 female students ranging from eighth graders to twelfth graders. The data was collected using interview. That *Bahasa Banjar Hulu* has different phonological system from that of English language. Banjarese and English have /aɪ/ and /aʊ/; Banjarese diphthongs, nevertheless, do not have /eɪ/, /ɔɪ/ and /oʊ/. This research found the students have difficulties dealing with diphthongs not recognized in their native language, such as diphthongs /ɔu/ and /eɪ/, so the students take substitution, some of which are pure vowels found in their native language and some other are pure vowels found in their Indonesian language. It is also found that there are

influences of Banjarese language which occur in both segmental and suprasegmental features.

**Table 1.1**

**The Similarities and The Differences Between Previous Study and Present Study**

No.	The Tittle	Similarities	Differences
1.	Rudha Widagsa (2017) : <i>“Closing Diphthongs among Javanese Learners of English.”</i>	The similarities are this study discusses English diphthong (centering and closing).	The differences with writer’s research are the focus of investigate especially closing diphthong, the writer’s research uses experimental method and the subject of this study is the Javanese learners in English Department Of Universitas PGRI Yogyakarta.
2.	Maria Desri (2009) : <i>“The Diphthongs: The Obstacles For Indonesia Speakers Of English.”</i>	The similarities of this study is discusse the effect explicit pronounce english diphthong test had on the learners’ subjective evaluation of student’s common problem.	The differences with writer’s research are in instrument of the data in two types in reading style.
3.	Fatchul Mu’in (2017) : <i>“Phonemic Interference of Local Language in Spoken English by Students of English Department of Lambung Mangkurat University.”</i>	The similarities are discuss phonemic interference by Banjarese native speaker to target language.	The differences with writer’s research are this study had 45 students of English Department, Lambung Mangkurat University.
4.	Mathew (1997): <i>“Errors in pronunciation of consonants by Indonesian, Gayo and Acehnese learners of English as a foreign language.”</i>	The previous study and the present study, both used two kind of instrument, there are interview and test. In the previous, interview to measure students’ local language	The research finding of the problem in the previous study was tried to identify consonantal phoneme pronunciation errors in the English of EFL learners from three different first language such as

		<p>“Acehnese, Indonesian and Gayo” and test to measure students’ ability pronounce consonantal phonemes. In the present, interview to measure students’ local language “Banjarese” and test to measure students’ ability pronounce English Diphthong.</p>	<p>Acehnese, Indonesian and Gayo and what factor that affected in their performance on several pronunciation test. Meanwhile, in the present study try to identify how Banjarese student pronounce English diphthong and what factor that affect in their performance on pronunciation test.</p>
5.	<p>Nur Alfa Rahmah &amp; Afifah (2011) :” <i>Phonological Transfer: Banjarese Language into English Language.</i>”</p>	<p>The similarities are discuss phonological transfer or the influence that <i>Bahasa Banjar Hulu</i>.</p>	<p>The differences from this study are used case study to found that there are influences of Banjarese language which in both segmental and suprasegmental features.</p>

### B. Constrastive Analysis (CA)

The goal of contrastive analysis is to predict linguistic difficulties experienced during the acquisition of a second language; as formulated by Lado (1957), it suggests that difficulties in acquiring a new (second) language are derived from the differences between the new language and the native (first) language of a language learner. Some ESL learners get difficulty when learning new language. Generally speaking, CA requires description of both 1<sup>st</sup> and 2<sup>nd</sup> language in order to find similarities and dissimilarities (Ahmed, 2013).

Weinreich (1953, p.88) says: “It is the conclusion of a common experience, if not yet a finding of psycholinguistic research, that the language which has been learnt first or the mother tongue, is in a privileged position to resist interference”. ESL learners made errors from interference by the native language. According to Lado (1957) mentioned that “Those elements that are

similar to his native language simple for him, and those elements that are different difficult.”

According to Tarigan (1989, p.50) he explained that contrastive analysis has some essential contributions in teaching-learning process. They are as follows:

1. Constructing language teaching materials which are based on the divergent aspects of the two languages being learnt.
2. Constructing the system of pedagogical language which is based on the linguistic theory.
3. Arranging the class properly, in which the first language is applied to help in learning the second language.
4. Presenting the language materials directly by:
  - a) Showing the structural differences between the languages.
  - b) Showing the structural aspects of the first language which causes possible difficulties or errors in the second language.
  - c) Suggesting the ways of how to overcome the interferences.
  - d) Giving the exercise intensively to the aspects which are divergent.

### **C. Definition of Diphthong**

Jones (1983) defines diphthong as another branch of vowel produced gliding from one position of vowel to another. A diphthong is a kind of vowel sound with a special feature. There is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable (Ramelan, 1999, p.81). The term 'glide' refers to the transitional sounds heard

when the speech organs move from one position for a given sound to that for another. In such a glide, as we have in a diphthong, it is only the beginning and the end of it that have more or less definite tongue positions. In describing the articulatory movements of the speech organs in producing a diphthong, Ramelan mentioned only the starting vowel sound from which the glide is made. In practice, however, the position of the latter is never reached.

Ramelan (1999, p.81) writes that a diphthong is pronounced in one syllable, or produced with one single impulse of breath. Therefore, when the sequence of two vowels is produced with two impulses of breath, it is not a diphthong, but it is said to be dissyllabic or just an ordinary sequence of two vowel sounds.' For the example, the word *tour*, the pronunciation of /uə/ here is a diphthong. However, in the phrase *to an end*, the pronunciation of /uə/ here is a sequence of vowels. Two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other. In other words, only one of the two is syllabic, while the other vowel sound is non-syllabic.

A diphthong in which the first element is louder than the second element is called a falling diphthong, and a diphthong in which the second element is syllabic is called a rising diphthong (Mustikareni, 2013).

In producing a diphthong the tongue moves from the position for one vowel sound to that for another. For the diphthong /aɪ/, for instance, the tongue moves from the position for the production of /a/ in the direction of /ɪ/, though this vowel sound is not necessarily reached. The vowel /a/ is an open vowel, while /ɪ/

is a close vowel, so that the direction of the glide is toward a vowel with a close position.

#### D. English Diphthong

Indriani (2003, p.13) states there are 8 diphthongs in English, namely /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/, /ɪə/, /ʊə/, and /ɛə/. According to Ramelan (1999), English diphthongs are divided into two types, English closing diphthong and English centering diphthong. English closing diphthong defined as diphthongs that the second vowel is more “close” than the first vowel. Three sounds ending at /ɪ/ such as eɪ (day), aɪ (my), ɔɪ (boy) and two sounds that culminate at /ʊ/ such as əʊ (go), aʊ (how) are called closing diphthongs because the second vowel /ɪ/ and /ʊ/ is more closed than the first (Gut Ulrike, 2009) (Javed, 2014). English centering diphthong is diphthongs that the second vowel is more center” than the first vowel. Javed (2014) states that three sounds such as ɪə (hear), eə (wear), and ʊə (tour) are called centering diphthongs ending at /ə/ (schwa sound).

##### 1. Diphthong /eɪ/

The glides begins from slightly below the half-close front position and moves in the direction of RP /ɪ/, there being a slight closing movement of the lower jaw; the lips are spread (Indriani, 2003).



Figure 1.1: Diphthong /eɪ/ Diagram (Source: Ramelan, 1999)

Examples :

/aim/	/erm/
/claim/	/klem/
/gain/	/gem/
/labour/	/ˈleɪbə(r)/

## 2. Diphthong /aɪ/

The glide of RP /aɪ/ begins at a point slightly behind the front open position, and moves in the direction of the position associated with RP /ɪ/, although the tongue is not usually raised; the glide is much more extensive than that of /eɪ/, the closing movement of the lower jaw being obvious (Indriani, 2003).

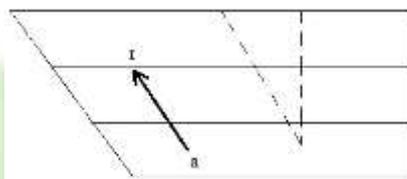


Figure 2.1: Diphthong /aɪ/ Diagram (Source: Ramelan, 1999)

Examples :

/Mine/	/mam/
/island/	/ˈaɪlənd/
/pride/	/praɪd/
/sight/	/saɪt/

## 3. Diphthong /aʊ/

The glide of RP /aʊ/ begins at a point between the back and front open positions, slightly more fronted than the position for RP /ɑ:/, and moves in the direction of RP /ʊ/, though the tongue may not be raised higher than the half close level. The glide is much more extensive than that used for /əʊ/ and its symmetrically opposed to the front glide of /aɪ/. the lips change from a neutrally open to a weakly rounded position (Indriani, 2003).



Figure 3.1: Diphthong /aʊ/ Diagram (Source: Ramelan, 1999)

Example :

/sprout/	/spraʊt/
/hour/	/ˈaʊə(r)/
/ounce/	/aʊns/
/vow/	/vaʊ/

#### 4. Diphthong /ɔɪ/

Diphthong /ɔɪ/ is a back-front closing full diphthong. First, the back of the tongue is raised to a point midway between /ɔ/ and /ɔ:/. Then the front tongue is gradually raised in the direction of /ɪ/, though in practice, it is never reached; /ɔɪ/ sounds more or less like /ɔe/. The lips are rounded for the first element of the diphthong and gradually spread.



Figure 4.1: Diphthong /ɔɪ/ Diagram (Source: Ramelan, 1999)

Example :

/coin/	/kɔɪn/
/Soil/	/sɔɪl/
/Choice/	/tʃɔɪs/
/Point/	/pɔɪnt/

#### 5. Diphthong /ɪə/

The glide of RP /ɪə/ begins with a tongue position approximately that used for /ɪ/, i.e. centralized front-half close, and move in direction of the more

open variety of /ə/ when /ɪə/ is final in the word. The lips are neutral throughout, with a slight movement from spread to open.

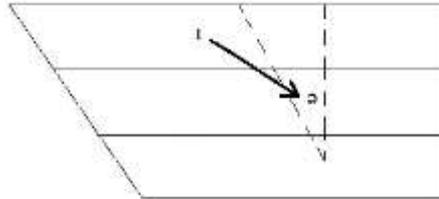


Figure 5.1: Diphthong /ɪə/ Diagram (Source: Ramelan, 1999)

Examples :

/fear/	/fiə(r)/
/here/	/hiə(r)/
/queer/	/kwɪə(r)/
/rear/	/riə(r)/

## 6. Diphthong /ʊə/

Diphthong /ʊə/ is a high back centering diphthong. The tongue starts from the English vowel /ʊ/ position such as found in the word ‘good’, and not from the closer /u:/; then, it glides away in the direction of the central vowel /ə/. The lips are rounded for the first element, and are then drawn back to neutral position during the glide.



Figure 6.1: Diphthong /ʊə/ Diagram (Source: Ramelan, 1999)

Examples :

/tour/	/tʊə(r)/
/pure/	/pjʊə(r)/
/cure/	/kjʊə/

## 7. Diphthong /ɛə/

Diphthong /ɛə/ is a low front-centering diphthong. The tongue starts from an open vowel position, slightly higher than the position for the English /æ/ vowel sound as found in the word ‘man’; then it glides away in the direction of the central vowel /ə/. The lips are either spread or neutral during the glide. The lower jaw is clearly felt to be slightly moving upward.

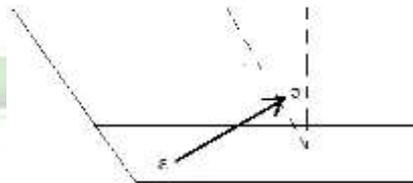


Figure 7.1: Diphthong /ɛə/ Diagram (Source: Ramelan, 1999)

Example :

/there/	/ðɛə(r)/
/Pair/	/pɛə(r)/
/Bare/	/bɛə(r)/
/Rare/	/rɛə(r)/

## 8. Diphthong /əʊ/

Diphthong [əʊ] begins at a central position, between half-close and half-open and moves in the direction of [ʊ], there being a slight closing movement of the lower jaw; the lips are neutral for the first element, but have tendency to round on the second element. The starting point may have a tongue position similar to that described for [ɜ:].



Figure 8.1: Diphthong /əʊ/ Diagram (Source: Ramelan, 1999)

Examples :

/home/	/həʊm/
/note/	/nəʊt/
/bone/	/bəʊn/
/phone/	/fəʊn/

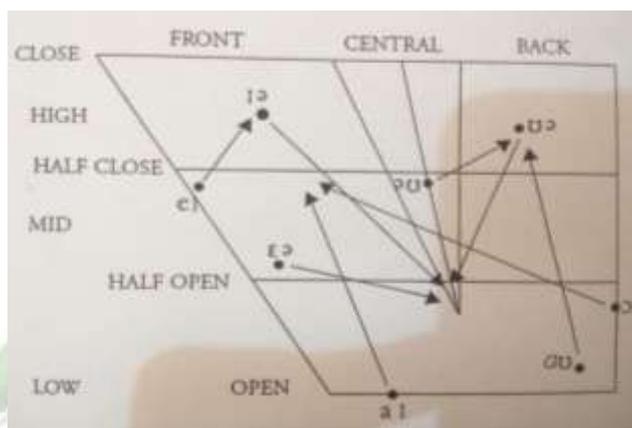


Figure 9.1: English Diphthong Diagram (Source: Indriani, 1999)

### E. Banjarese Diphthong

Banjarese language is the native language for residents of the province of South Kalimantan. There are two main dialects of Banjarese identified, namely *Bahasa Banjar Kuala* and *Bahasa Banjar Hulu* (Hapip, 1976). These two dialects are identical, although in some words there is difference.

In Bahasa Banjar Kuala (BBK) there are 28 Segmental phonem, which consists of 19 consonants, 6 vowels, and 3 diphthongs (Djebar et al, 1981). Among a cluster of vowels in BBK is only 3 cluster which is phonemic, it can be categorized as a diphthong. Diphthongs in BBK are as follow :

/ay/	/rapay/	/hancur/
/aw/	/garaw/	/parau/
/uy/	/ruhuy/	/rukun/

Rising diphthong is if the second vowel is pronounced with the tongue position higher than the first. Because the tongue is rising, the stricture becomes

more and more closed, so the diphthong is also called the closing diphthong, In Banjarese language there is not falling diphthong only rising diphthong (Marsono, 1986).

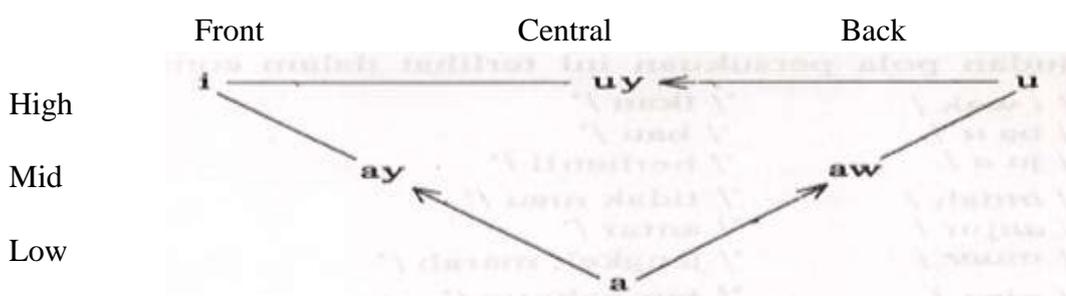


Figure 10.1: Banjarese Diphthong Diagram (Source: Djebar et al, 1981)

According to Djebar et al (1981) there are three types of rising diphthong in Banjarese language, namely:

1. Diphthong central-low-high-forward [ai], for example: mamai 'omel', pakai 'pakai', kaina 'nanti', balanai 'belanga'.
2. Diphthong high-back-high-forward [ui], for example: kuitan 'orang tua', bangkui 'orang hutan'.
3. Diphthong central-low-high-back [au], for example in: garau 'parau', mamau 'hilang'.

## F. Pronunciation

According to Fachrurrazy (2002, p.57) Pronunciation can be defined as the way a certain sound or sounds are produced; stress (i.e the pronunciation of a word (in a sentence) or syllable (in a word) with more than the surrounding words syllables); intonation (i.e the rise and fall of the pitch of the voice in speaking, especially as this affects the meaning of what is said).

Hornby (1995, p.928) says that pronunciation is 1. (a) the way in which a language is spoken, (b) the way in which a words is pronounced; 2. the way a person speaks the words of a language.

Suryatiningsih (2015) states there are two types of pronunciation: “Good” speech, may be defined as a way of speaking which is clearly intelligible to all ordinary people. “Bad” speech is a way of talking which is difficult for most people to understand. According to Witherspoon (1943:201) explains that correct pronunciation requires the proper sounding of the letters and the correct placing of the stress or accent in words of more than one syllable (that is, in words of more than one group of letters which can be pronounced as a single sound).

#### **G. Psycholinguistic**

According to Altman (2001, p.1) Psycholinguistics that means psychology of language is the study of the psycho- logical and neurological factors that enable humans to acquire, use, comprehend and produce language. So, Psycholinguistics have a role in apply the knowledge of psychology and linguistics on the issue of the problem of teaching and learning languages. According to Miller (in Jodai, 2011) Psycholinguistics covers the cognitive processes that make it possible to generate grammatical and meaningful sentences out of vocabulary and grammatical structure as well as the processes that make it possible to understand utterances, words, texts, etc. It means this process help to produce sentences out of grammatical structure that make it possible to understand. Schmitt (in Jodai, 2011) states the focus of most psycholinguists has been on first language (L1), acquisition of first language in children and in research

on adult comprehension and production. According to Ellis (1997) L1 transfer refers to the influence that the learners L1 exerts over the acquisition of an L2.

According to Feng Li (2016) she states implies if L2 learners substitute the closest L1 counterpart they can find. She shows the example of some segmental and supra-segmental errors which may occurred to Chinese L1 students because of a lack of sounds or differences in speech production in Chinese.

#### **H. Affecting Factors of Pronunciation**

The following factors of affecting native-like pronunciation detail contributions by Avery and Ehrlich (1992), Celce-Murcia et al (1996) :

##### **1. Age**

Hwang (2008) states there is a *critical period* for language learners. Asher and Garcia (1969), Oyama (1976), and Thompson (1991) yielded a “the younger, the better”. The importance of age as a main factor in SLA field is widely recognized. The younger is better when acquiring a new language and more accurate her/his pronunciation to the target language. As Nation and Newton (2009) stated, Usually, if the learner begin to speak in the second language before the age of six there will little or no accent. If the learner began to speak between the age of seven and eleven, the learner is likely to have a slight accent. If the learner began to speak after age of 12, the learners almost always have an accent. The meaning of ‘accent’ here refers to the L1 of the participants.

## 2. Exposure

Language input, inside and/or outside the classroom, is a primary source of language acquisition. In general, compared to an EFL setting, input in an ESL context is richer due to learners' exposure to English in everyday life. Also there exist more frequent opportunities for learners to grow engaged in meaningful communication in an ESL setting. However, it cannot be claimed that an ESL situation is better across the board than an EFL environment, according to Celce-Murcia et al. (1996) and Kenworthy (1987). According to Krashen (1982), learners acquire a L2 primarily from input, which learners receive a large amount of comprehensible input before speaking.

Brown (2007) argued that it relates to the length of time that the learners live in a target language environment. It does not matter the place or country the learners stay, but depends on how much they use English in their daily life. The more they spend their time for listening and speaking English, the better their English pronunciation.

Children of immigrants may be given as an example. Since these children start their second language learning process in the target language speaking environment, they have more advantages than the children who try to learn the target language in their motherlands because there are differences between the language using and learning. Relates the factor to learners' age, it seems that if young children are exposed to more than one language before t

he age of puberty, they seem to acquire all languages equally well since it has been claimed that children are better at language learning than adults.

### 3. Mother Tongue Influence

Avery and Ehrlich (1992) argued that the learner's native language (L1) impacts the production and perception of English pronunciation because the learner produces and perceives sounds in suitability with the L1 sound system. Mother tongue interference can be seen as a transfer that affects learning both negatively and positively (Nur Elif, 2017).

According to Mede, Tatal, Ayaz, Calinsir and Akin (2014) there is high probability of cross-linguistic influence in second language acquisition and this influence may cause some errors, which are caused by negative transfer. Manrique (2013) stated that mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language.

### 4. Motivation

Motivation is seen as one of the keys that influence the rate and success of language learning (Dornyei, 1998). Motivation often describes an inner drive, impulse, emotion, or desire that moves one to a particular action. High learning motivation can facilitate language learning and lower learning motivation can influence language learning rate. The one who has great motivation to learn a language very possible to achieve the target language in every aspects, one of them is pronunciation.

### 5. Attitude

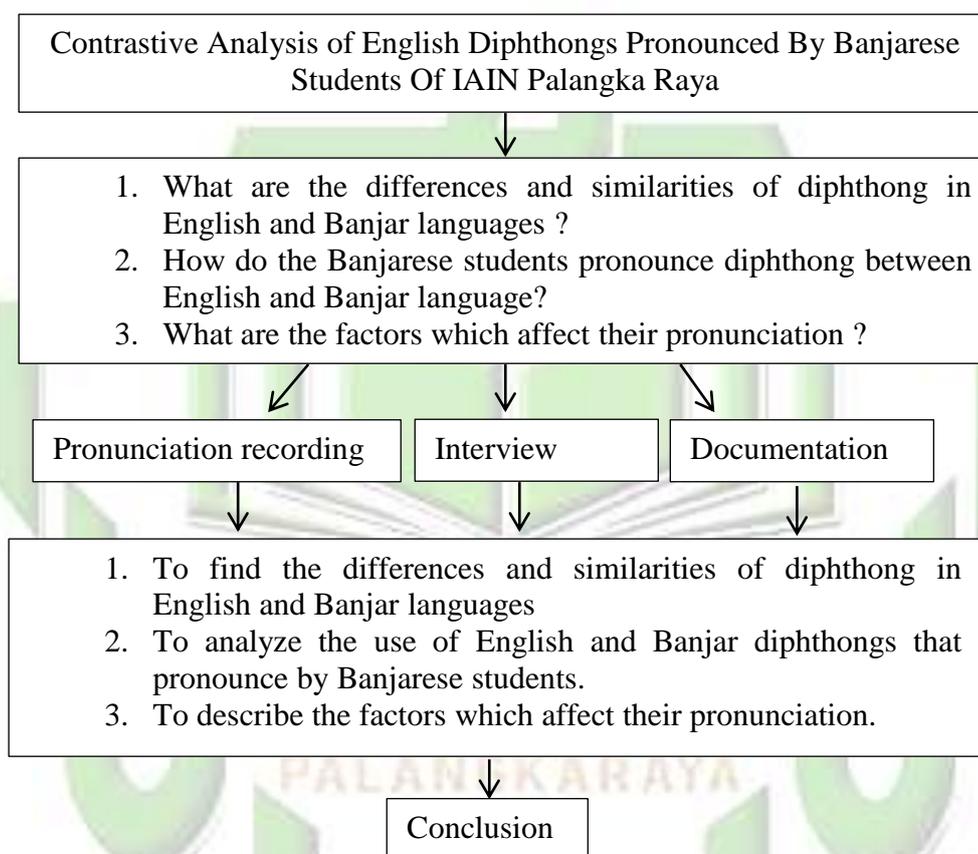
A research conducted by Alliot (1995) discovered that the subjects' attitude toward acquiring native or near-native pronunciation was the principle variable in relation to target language pronunciation. It might be said that if the students were more concerned with the pronunciation of target language, their pronunciation achievement better than those who ignore it. It is supported by Karahan's argument (2007) that "positive language attitudes let learner have positive orientation toward learning English". In other words, attitudes play a very crucial in the process of language learning, not only in learning pronunciation, since it can influence students' success or failure in their learning. Contrarily, If a learner has some prejudices or a negative attitude to the target language, it will bring bad influence for his/her language learning. For example, some people do not believe that it is necessary to learn a second language, and they think language learning will influence the learners' cultural development in a negative way, and their culture imposed on the target language community.

#### **I. Frame Of Thinking**

This study is about English diphthongs pronounced by Banjarese students of IAIN Palangka Raya. The objectives of the study are to analyze the use of English diphthongs that pronounce by Banjarese students and describe the factors which affect their pronunciation.

The researcher also used contrastive analysis as a design to contrast two languages in order to find similarities and differences between English diphthong and Banjarese diphthong.

The data collecting technique used pronunciation recording, interview, and documentation. The subjects of this study is EFL students of English Education study program at IAIN Palangka Raya on the academic year 2015 who got the subjects of English Pronunciation and English Phonology for ELT on their study, particularly in the English Department of IAIN Palangka Raya.



### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter consists of research design, subject of the study, source of data, data collecting techniques, data collection procedures, data analysis procedures and the endorsement of data.

##### **A. Research Design**

The research design of this study used qualitative because a qualitative research design implies research that obtains data in the form of words, phrases or images derived from documents, observations or transcripts of interviews (Alreck & Settle 2004, p. 446). This research used qualitative type to analyze the Banjarese students' pronunciation of English and Banjarese diphthongs and the factors that affect their pronunciation of English diphthong. Ary, et al (2010, p.29) explained "Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data".

In this study, the researcher only collected data; where the subject was the students' results in the pronunciation recording and interview. The writer used contrastive analysis as a designed to finding the similarities and differences between English Diphthong and Banjar Diphthong. According to Sutedi (2009, p.117) the purpose of contrastive analysis is to describe the various similarities and differences between the structure of language (linguistic objects) contained in two or more different languages. Krzeszowski (1990) states "no comparison is

possible without prior description of the elements to be compared". Contrastive analysis used to answered the objective of the study that is to describing how Banjarese students pronounce English and Banjarese diphthong, by collecting, analyzing the data, and drawing conclusion based on the data analysis.

### **B. Subject of the study**

The Subject of this study was EFL students' who used Banjar language as their L1 in daily communication of English Education study program at IAIN Palangka Raya on the academic year 2015 who got the subjects of English Pronunciation and English Phonology for ELT on their study. In the other hand, the researcher needs the students who were gained from the classes of English Education study program at the fifth semester at IAIN Palangka Raya. However, the subject of this study consisted of the students who are considered as native in *Bahasa Banjar Kuala (BBK)*.

There were some students purposefully selected for this study. The researcher used Snowball technique sampling to found students who are native in Banjar language. Snowball sampling is a sampling technique that is initially small in number, then the sample is asked to select friends to be sampled (Sugiyono, 2001, p.61), so on, so the number of samples more and more. It is like a snowball rolling, getting bigger and bigger. Collecting the subjects stopped when the data found are homogeny. Students who have taken pronunciation course in the previous semester and taking English Phonology for ELT course selected by assesing their answer in the interview. The goal for this sampling is to have those

data that yield the most relevant and plentiful for the study. There were 9 students' consisted of 5 males and 4 females.

### **C. Source of data**

According to Creswell (2012) researchers intentionally select individuals and sites that differ on some characteristics or traits to learn or understand the central phenomenon. The source of data for this study are the some students who are purposefully selected by snowball sampling technique to answered the problems. The data taken from the student's pronunciation English diphthongs performance through pronunciation recording, interview and documentation. There was no treatment for the students before or after the observation to make sure the data comes naturally. This natural situation helped students to produce English diphthongs as usual and shown their natural behavior.

This study also gained the data through documentation, it was video and audio recording. This recording was transcribed into written data that show in the written report. Meanwhile the interview section recorded by audio recorder and transcribed into written data.

### **D. Data Collecting Techniques**

The next step is to choose the data collection methods that used. The most common data collection methods used in qualitative research are (1) pronunciation recording, (2) interview and (3) document or artifact analysis. Artifacts may include audio and video recordings, photographs, games, artwork, or other items that provide insight related to the context or participants. The researcher may use one or more of these methods in a study.

## **1. Pronunciation Recording**

The researcher used pronunciation sheets and asked to the participants to pronounce several words in 17 sentences which related to English and Banjarese diphthong symbols .

## **2. Interview**

The interview section did on Friday, August 30<sup>th</sup> 2018. The subject were 9 students consisted of 5 males and 4 females. The interview consisted of five affecting factors of pronunciation such as age, exposure, mother tongue influence, motivation, and attitude. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary et al, 2010, p. 438).

The researcher conducted face-to-face interview with participant involved unstructured and generally open-ended questions that are few in number and intended to elicit views and opinion from the participant (Creswell, 2014). Interview section is purposively to find out the factors which affect their pronunciation. The researcher applies unstructured interview as the type of the interview so that the researcher interacts directly with the students to got the information intensively. With open-ended question the researcher helped to make a natural situation and

decreased the student's nervousness. There are fourteen questions in Indonesian to make students understand well about the questions. The interview covered the factors which affect their pronunciation such as age, exposure, mother tongue influence, motivation and attitude.

### **3. Documentation**

The technique used to collect some documents related to the subject of the research to get the completeness of the data. This technique support of data through documents or writing that connected to this study. Some of the data in this study are recording the students' pronunciation and the result of the interview which has been answered by students.

#### **E. Data collection procedures**

In collecting the data for this research, the researcher did pronunciation recording, interview and documentation to obtained the data in order to answered the research problems. For more explanation, these procedures might be discussed as follow:

1. The researcher does pronunciation performance for the participant where the student were asked to pronounce several words which related to English and Banjarese diphthong symbols. The researcher will prepare the video and audio recorder, pronunciation sheet. The video and audio recorder used to record student's pronunciation performance during he produces English diphthong. This recording helped the researcher to analyze and make a written transcription during pronunciation test.

2. After pronunciation test, the researcher used interview to found what are the factors which affect their pronunciation.
3. After interviewed the first participant, the researcher asked to other students whose used Banjar language their L1 that the first participant know. After found the data about the next participant, the researcher does pronunciation performance for the other participant and then does interview for the participant as second participant, and so on until the researcher find the data homogeny about the participant.
4. After the researcher found the data from each participant. The researcher collects all of supporting documents from the result of the written video and audio record transcription, interviews with the participants, and any other important documents. After that the researcher does contrast of diphthongs between English and Banjarese language to find simmlarities and differences. Also, to found is there difficulty that faced by Banjarese students when they pronounce English and Banjarese diphthongs.
5. Concludes the Banjarese students' pronunciation of English and Bajarese diphthongs and factors affect their pronunciation of English diphthong.

#### **F. Data analysis procedures**

Data analysis is the process to arrange the data finding to make it comprehensible by collecting, arranging, coding, classifying, and grouping in order to make the research report. There are four techniques used to analyze the data as follows:

### 1. Data Collection

The researcher collect and write the data from all of the participants, they are some Banjarese students fifth semester English Education Study Program at IAIN Palangka Raya. Through pronunciation recording, interview and documentation by non-written records (photographs, audiotapes, videotapes) and other important documents during the researcher does this study.

### 2. Data Reduction

The researcher focuses on simplifying to the data. The researcher chooses the main data related to the topic of the study: contrastive analysis of English diphthongs pronounced by Banjarese students of IAIN Palangka Raya. The data reduction on the study used by the researcher to reduce the inappropriate data from data collection by filtering the important data based on the objectives of the study.

In the study, all of the data gathered from the pronunciation recording, interviews and documentation. It covers the participants of English and Banjar diphthongs pronounced by Banjarese students of IAIN Palangka Raya.

### 3. Data Display

It intended to convey the idea that data are presented as organized, permitted conclusions to be analytically drawn. (Bruce L. BERG, 2001, p.35-36). In data display, the researcher reports the relevant data and confirms the result of the study. It meant that the data collected from written pronunciation recording, interviews and documentation of the contrastive analysis that is used and the problem faced by Banjarese students of IAIN Palangka Raya.

#### 4. Verification

After the data proceeding in the previous step, it could be verified or concluded to the specific thing to gain objective conclusion. The conclusion verified by looking back to the data reduction whether before, while or after data collecting. It was aimed to the conclusion did not miss from the problem of the study (Bruce, 2001). In verification, the researcher summarizes the data and concludes the resulting study based on the problems and objectives of the study. The data based on the objects of the study that contrastive analysis of English diphthongs pronounced by Banjarese students of IAIN Palangka Raya, and verified by the researcher by answering the problems of the study.

The researcher concludes that in producing this study, the researcher needs some procedures to create final result as well. The researcher began by collecting the data from the students of contrastive analysis of English diphthongs pronounced by Banjarese students of IAIN Palangka Raya. The data needed based on the problems of the study used pronunciation recording, interviews and documentation. After collecting the data, the researcher need to sort the data by reducing some unimportant data.

#### **G. Endorsment of data**

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research has certain characteristics such as credibility, transferability, dependability or trustworthiness, and conformability.

## 1. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context. The term credibility in qualitative research is analogous to internal validity in quantitative research (Ary et al, 2010, p. 498).

In this research, the researcher must know who students that used Banjar language as their L1. The researcher used triangulation by data source to support the data of the study. According to Miles and Huberman (1994) Triangulation by theory (using different theories, for example, to explain results). By using triangulation by theory the researcher checked the truth of data from pronunciation recording, interview and documentation. It is mean all the data got from Banjarese students.

And the last the researcher used member check. The researcher use member check to inform and confirm about Banjarese students of English Department of IAIN Palangka Raya who be the subject of the study about the data have been collected.

## 2. Transferability

According to Donald Ary (2010, p.501) transferability will the degree to which the findings of a qualitative study could be applied or generalized to other contexts or to other groups. It used to make the finding of research could be applied; the researcher reports the result of the study as detail, reliable and clear. It is mean the researcher gave details description about the result of the study as

detail, clear and reliable as possible. So, the result hoped have benefit for the study in the next time.

### 3. Dependability

Dependability refers to making sure the process of analysis was explicit, traceable and the same for all steps (Ary et al, 2010, p. 501). The researcher does the process of analysis of this study explicitly, traceable and same steps from collecting, reducing, displaying and verification the data. So, it gives to others the information as clear as possible from this study. The researcher processed this study explicitly and traceable in all the steps, starts from collecting the data from participants of Banjarese Students as subjects of this study that were relevant to the objectives of the study. For reducing, displaying and verifying the data also process explicitly and traceable. People are able to see the data as well because in analyzing the data used same steps and easier to understand.

### 4. Conformability

Donald Ary (2010, p. 501) stated that “Conformability means that all interpretation and outcomes of analyses can be traced back to the original sources.” The researcher convinced the readers that the interpretation and analyses all the data of this study could be traced back to the original sources that the writer has been explained in chapter II.

The data findings and the result of the data after discussed can be confirmed to the original sources or the theories by the experts who explained about the problems of English diphthongs pronounced by Banjarese students of

IAIN Palangka Raya in the previous chapter. It meant all the data that the researcher found from the participants Banjarese students of IAIN Palangka Raya.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the researcher in the field of study which consists of data presentation, research findings and discussion.

#### A. Data Presentation

##### 1. Result of Pronunciation Recording

Pronunciation recording has been done on Sunday, October 1<sup>st</sup> 2018. The number of subject were 9 students consisted of 5 males and 4 females. The pronunciation recording focused on English diphthong and Banjar diphthong. The researcher gave pronunciation sheet words to the student. The students pronounced some words consist of English diphthong and BBK diphthong. The result of pronunciation recording focused on English diphthong and BBK diphthong.

##### a. NH

According to NH, based on comparison of transcription between NH and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. He was difficult to pronounce some words. He was failed to pronounce some words such as : *famous, lake, program, bone, haste and soldier*. He did not know how to pronounce them correctly. He tended to substitution from the vowel such as: /e/ and /o/ that acquired in BBK. It can be seen from the table below :

**Table 2.1**  
**Comparison between the English Correct Pronunciation and Banjarese**  
**Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feməs/	/feməs/	/feməs/
Lake	/leɪk/	/lek/	/lek/
Program	/prəʊgræm/	/prɒgræm/	/prɒgræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kart/	/kart/
Wife	/waɪf/	/waif/	/waif/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/peər/	/peər/
Ear	/ɪə(r)/	/ɪər/	/ɪər/
Tears	/teə(r)/	/teər/	/teər/
Idea	/aɪ'diə/	/aɪ'diə/	/aɪ'diə/
Tour	/tuə(r)/	/tuər/	/tuər/
Haste	/heɪst/	/hest/	/hest/
Soldier	/səʊldʒə(r)/	/sɒldʒə(r)/	/sɒldʒə(r)/

Based on NH's result, diphthong /eɪ/, NH have many alternatives of substitution, some of which are pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /e/, /i/ and /ɛ:/. For diphthong /əʊ/, NH tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /ʊə/, /ɛə/, /ɔɪ/, /aʊ/ and /ɪə/, NH were likely to show no significant problem in the pronunciation as he can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/ and /əʊ/. He replaced the position of those diphthongs to :

/eɪ/ → /e/  
/əʊ/ → /ʊ/

b. LE

Based on comparison of transcription between LE and English correct pronunciation showed the students have difficulties with diphthong not recognized in their native language. She was difficult to pronounce some words. She was failed to pronounce some words such as : *famous, lake, program, bone, haste and soldier*. She did not know how to pronounce them correctly. She tended to take substitution from the vowel such as : /e/ and /ʊ/ that acquired in BBK. It can be seen from the table below:

**Table 2.2**  
**Comparison between the English Correct Pronunciation and Banjarese Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feɪməs/	/feməs/	/feməs/
Lake	/leɪk/	/leɪk/	/leɪk/
Program	/prəʊgræm/	/prɒgræm/	/prɒgræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kaɪt/	/kaɪt/
Wife	/waɪf/	/waɪf/	/waɪf/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzən/	/pɔɪzən/	/pɔɪzən/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/peər/	/peər/
Ear	/ɪə(r)/	/ɪər/	/ɪər/
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪ'diə/	/aɪ'diə/	/aɪ'diə/
Tour	/tuə(r)/	/tuə(r)/	/tuə(r)/
Haste	/heɪst/	/hest/	/hest/
Soldier	/səʊldʒə(r)/	/sɒldʒə(r)/	/sɒldʒə(r)/

Based on LE's result for diphthong /eɪ/, LE were likely to have many alternatives of substitution, some of pure vowels found in her native language and some other are pure vowels found in her Indonesian language, i.e. /e/, /ɪ/ and /ɛ:/. For diphthong /əʊ/, LE tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /ʊə/, /ɛə/, /ɔɪ/, /ɑʊ/ and /ɪə/, LE were likely to show no significant problem in the pronunciation as she can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/ and /əʊ/.

She replaced the position of those diphthongs to :

/eɪ/	→	/e/
/əʊ/	→	/ɒ/

#### c. MHR

Based on comparison of transcription between MHR and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. He was difficult to pronounce some words. She was failed to pronounce some words such as : *famous, lake, program, bone, ear, haste and soldier*. He did not know how to pronounce them correctly. He tended to take substitution from the vowel such as : /e/, /i:/ and /ɒ/ that acquired in BBK. It can be seen from the table below:

**Table 2.3**  
**Comparison between the English Correct Pronunciation and Banjarese**  
**Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feməs/	/feməs/	/feməs/
Lake	/leɪk/	/lek/	/lek/
Program	/prəʊgræm/	/prɒgræm/	/prɒgræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kaɪt/	/kaɪt/
Wife	/waɪf/	/waɪf/	/waɪf/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/peər/	/peər/
Ear	/ɪə(r)/	<b>/i:r/</b>	<b>/i:r/</b>
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪ'diə/	/aɪ'diə/	/aɪ'diə/
Tour	/tʊə(r)/	/tʊə(r)/	/tʊə(r)/
Haste	/heɪst/	<b>/hest/</b>	<b>/hest/</b>
Soldier	/səʊldʒə(r)/	<b>/sɒldʒə(r)/</b>	<b>/sɒldʒə(r)/</b>

Based on MHR's result for diphthong /eɪ/, MHR were likely to have many alternatives of substitution, some of pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /e/, /ɪ/ and /ɛ:/. For diphthong /ɪə/, MHR have many alternatives of substitution, some from pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /i:/. Towards diphthong /əʊ/, MHR tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /ʊə/, /eə/, /ɔɪ/, and /aʊ/, MHR were likely to show no significant problem in the pronunciation as he can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/, /ɪə/ and /əʊ/. He replaced the position of those diphthongs to :

/eɪ/ → /e/  
 /ɪə/ → /i:/  
 /əʊ/ → /ʊ/

d. MBS

Based on comparison of transcription between MBS and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. He was difficult to pronounce some words. He was failed to pronounce some words such as : *famous, lake, program, bone, tour, haste and soldier*. He did not know how to pronounce them correctly. He tended to take substitution from the vowel such as : /e/, /ɔ:/ and /ʊ/ that acquired in BBK. It can be seen from the table below:

**Table 2.4**

**Comparison between the English Correct Pronunciation and Banjarese Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feɪməs/	/feməs/	/feməs/
Lake	/leɪk/	/lek/	/lek/
Program	/prəʊgræm/	/prɒgræm/	/prɒgræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kart/	/kart/
Wife	/waɪf/	/waif/	/waif/
Count	/kaʊnt/	/kaunt/	/kaunt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/peər/	/peər/

Ear	/ɪə(r)/	/ɪə(r)/	/ɪə(r)/
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪ'diə/	/aɪ'diə/	/aɪ'diə/
Tour	/tuə(r)/	<b>/tur/</b>	<b>/tur/</b>
Haste	/heɪst/	<b>/hest/</b>	<b>/hest/</b>
Soldier	/səʊldʒə(r)/	<b>/sɒldʒə(r)/</b>	<b>/sɒldʒə(r)/</b>

Based on MBS's result for diphthong /eɪ/, MBS were likely to have many alternatives of substitution, some from pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /e/, /ɪ/ and /ɛ:/. For diphthong /ʊə/, MBS have alternatives of substitution from pure vowels found in his native language, i.e. /u/. For diphthong /əʊ/, MBS tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. Towards the diphthong /aɪ/, /ɪə/, /ɛə/, /ɔɪ/, and /aʊ/, MBS were likely to show no significant problem in the pronunciation as he can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/, /əʊ/ and /ʊə/. He replaced the position of those diphthongs to :

/eɪ/ → /e/  
 /əʊ/ → /ɒ/  
 /ʊə/ → /u/

e. AY

Based on comparison of transcription between AY and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. HQ was difficult to pronounce some words. He was failed to pronounce some words such as : *famous, lake, program, bone,*

*haste and soldier*. He did not know how to pronounce them correctly. He tended to take substitution from the vowel such as : /e/ and /ɒ/ that acquired in BBK. It can be seen from the table below:

**Table 2.5**

**Comparison between the English Correct Pronunciation and Banjarese Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feɪməs/	/feməs/	/feməs/
Lake	/leɪk/	/lek/	/lek/
Program	/prəʊgræm/	/prɒgræm/	/prɒgræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kart/	/kart/
Wife	/waɪf/	/waif/	/waif/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/peər/	/peər/
Ear	/ɪə(r)/	/ɪə(r)/	/ɪə(r)/
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪ'diə/	/aɪ'diə/	/aɪ'diə/
Tour	/tʊə(r)/	/tʊə(r)/	/tʊə(r)/
Haste	/heɪst/	/hest/	/hest/
Soldier	/səʊldʒə(r)/	/sɒldʒə(r)/	/sɒldʒə(r)/

Based on AY's result for diphthong /eɪ/, AY have many alternatives of substitution, some from pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /e/, /ɪ/ and /ɛ:/. For diphthong /əʊ/, AY tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /ʊə/, /ɛə/, /ɔɪ/, /aʊ/ and /ɪə/, AY were likely to show no significant problem in the pronunciation as he can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/ and /əʊ/.

He replaced the position of those diphthongs to :

/eɪ/ → /e/  
/əʊ/ → /ʊ/

f. RH

Based on comparison of transcription between RH and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. She was difficult to pronounce some words such as : *program and soldier*. She did not know how to pronounce them correctly. She tended to take substitution from the vowel /ʊ/ that acquired in BBK. It can be seen from the table below:

**Table 2.6**

**Comparison between the English Correct Pronunciation and Banjarese Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feɪməs/	/feɪməs/	/feɪməs/
Lake	/leɪk/	/leɪk/	/leɪk/
Program	/prəʊgræm/	<b>/prɒgræm/</b>	<b>/prɒgræm/</b>
Bone	/bəʊn/	/bəʊn/	/bəʊn/
Kite	/kaɪt/	/kaɪt/	/kaɪt/
Wife	/waɪf/	/waɪf/	/waɪf/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/peər/	/peər/
Ear	/ɪə(r)/	/ɪə(r)/	/ɪə(r)/
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪ'diə/	/aɪ'diə/	/aɪ'diə/

Tour	/tʊə(r)/	/tʊə(r)/	/tʊə(r)/
Haste	/heɪst/	/heɪst/	/heɪst/
Soldier	/səʊldʒə(r)/	<b>/sɒldʒə(r)/</b>	<b>/sɒldʒə(r)/</b>

Based on RH's result for the diphthong /əʊ/, RH tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /eɪ/, /ʊə/, /ɛə/, /ɔɪ/, /aʊ/ and /ɪə/, RH were likely to show no significant problem in the pronunciation as she can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /əʊ/. She replaced the position of those diphthongs to :

/əʊ/ → /ɒ/

g. MYM

Based on comparison of transcription between MYM and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. He was difficult to pronounce some words. He was failed to pronounce some words such as : *famous, lake, program, pair, tour, bone, tour, haste and soldier*. He did not know how to pronounce them correctly. He tended to take substitution from the vowel such as : /e/, /ʌ/, /ʊ/ and /ɒ/ that acquired in BBK. It can be seen from the table below:

**Table 2.7**  
**Comparison between the English Correct Pronunciation and Banjarese**  
**Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feməs/	/feməs/	/feməs/
Lake	/leɪk/	/lek/	/lek/
Program	/prəʊgræm/	/prɒgræm/	/prɒgræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kaɪt/	/kaɪt/
Wife	/waɪf/	/waɪf/	/waɪf/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/paɪr/	/paɪr/
Ear	/ɪə(r)/	/ɪə(r)/	/ɪə(r)/
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪˈdɪə/	/aɪˈdɪə/	/aɪˈdɪə/
Tour	/tʊə(r)/	/tɔr/	/tɔr/
Haste	/heɪst/	/hest/	/hest/
Soldier	/səʊldʒə(r)/	/sɒldʒə(r)/	/sɒldʒə(r)/

Based on MYM's result of diphthong /eɪ/, MYM have many alternatives of substitution, some from pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /e/, /ɪ/ and /ɛ:/. For diphthong /ɛə/ MYM have alternatives to substitution from pure vowels found in his native language, i.e. /ʌ/. The diphthong /ʊə/, MYM have alternatives to substitution from pure vowels found in his native language, i.e. /u/. From diphthong /əʊ/, MYM tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /ɪə/, /ɔɪ/, and /aʊ/, MYM were likely to show no significant problem in the pronunciation as he can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/, /ɛə/, /ʊə/ and /əʊ/. He replaced the position of those diphthongs to :

/eɪ/ → /e/  
 /ɛə/ → /ʌ/  
 /ʊə/ → /u/  
 /əʊ/ → /ɒ/

#### h. RA

Based on comparison of transcription between RA and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. She was difficult to pronounce some words. She was failed to pronounce some words such as : *famous, lake, program, bone, haste and soldier*. She did not know how to pronounce them correctly. She tended to take substitution from the vowel such as : /e/, and /ɒ/ that acquired in BBK. It can be seen from the table below:

**Table 2.8**

**Comparison between the English Correct Pronunciation and Banjarese Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feɪməs/	/feməs/	/feməs/
Lake	/leɪk/	/lek/	/lek/
Program	/prəʊgræm/	/prɒgræm/	/prɒgræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kai/	/kai/
Wife	/waɪf/	/waif/	/waif/
Count	/kaʊnt/	/kaont/	/kaont/
Bough	/baʊ/	/baɒ/	/baɒ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/

Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/peə(r)/	/peə(r)/
Ear	/ɪə(r)/	/ɪə(r)/	/ɪə(r)/
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪ'diə/	/aɪ'diə/	/aɪ'diə/
Tour	/tuə(r)/	/tuə(r)/	/tuə(r)/
Haste	/heɪst/	<b>/hest/</b>	<b>/hest/</b>
Soldier	/səʊldʒə(r)/	<b>/sɒldʒə(r)/</b>	<b>/sɒldʒə(r)/</b>

Based on RA's result, the diphthong /eɪ/, RA have many alternatives of substitution, some from pure vowels found in her native language and some other are pure vowels found in his Indonesian language, i.e. /e/, /i/ and /ɛ:/. The diphthong /əʊ/, RA tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /uə/, /ɛə/, /ɔɪ/, /aʊ/ and /ɪə/, RA were likely to show no significant problem in the pronunciation as she can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/ and /əʊ/.

She replaced the position of those diphthongs to :

/eɪ/ → /e/  
/əʊ/ → /ɒ/

#### i. MF

Based on comparison of transcription between MF and English correct pronunciation showed the student have difficulties with diphthong not recognized in their native language. She was difficult to pronounce some words. She was failed to pronounce some words such as : *famous, lake, program, bone, pair, ear, tour, haste and soldier*. She did not know how to pronounce them

correctly. She tended to take substitution from the vowel such as : /e/, /ʌ/ and /ʊ/ that acquired in BBK. It can be seen from the table below:

**Table 2.9**  
**Comparison between the English Correct Pronunciation and Banjarese**  
**Students' Pronunciation of Diphthongs.**

Words	English Correct Pronunciation	Banjarese Students' Pronunciation	
		R1	R2
Famous	/feməs/	/feməs/	/feməs/
Lake	/leɪk/	/lek/	/lek/
Program	/prəʊgræm/	/prɒngræm/	/prɒngræm/
Bone	/bəʊn/	/bɒn/	/bɒn/
Kite	/kaɪt/	/kaɪt/	/kaɪt/
Wife	/waɪf/	/waɪf/	/waɪf/
Count	/kaʊnt/	/kaʊnt/	/kaʊnt/
Bough	/baʊ/	/baʊ/	/baʊ/
Poison	/pɔɪzn/	/pɔɪzn/	/pɔɪzn/
Coy	/kɔɪ/	/kɔɪ/	/kɔɪ/
Pair	/peə(r)/	/paɪr/	/paɪr/
Ear	/ɪə(r)/	/ɪə(r)/	/ɪə(r)/
Tears	/teə(r)/	/teə(r)/	/teə(r)/
Idea	/aɪˈdɪə/	/aɪˈdɪə/	/aɪˈdɪə/
Tour	/tʊə(r)/	/tɔr/	/tɔr/
Haste	/heɪst/	/hest/	/hest/
Soldier	/səʊldʒə(r)/	/sɒldʒə(r)/	/sɒldʒə(r)/

Based on MF's result, the diphthong /eɪ/, MF have many alternatives of substitution, some are pure vowels found in her native language and some other are pure vowels found in his Indonesian language, i.e. /e/, /ɪ/ and /ɛ:/. The diphthong /ɛə/ MF have alternatives to substitution from pure vowels found in his native language, i.e. /ʌ/. For diphthong /ʊə/, MF have alternatives to substitution from pure vowels found in her native language, i.e. /u/. The diphthong /əʊ/, MF tended to substitution from the vowel /ʊ/ of the second language they acquired after Banjar, that is Indonesian. The diphthong /aɪ/, /ɪə/,

/ɔɪ/, and /aʊ/, MF were likely to show no significant problem in the pronunciation as she can produce the words.

Based on the data finding above, it can be described that there are some English diphthongs which mispronounced by the student, they are /eɪ/, /ɛə/, /ʊə/ and /əʊ/. She replaced the position of those diphthongs to :

/eɪ/	→	/e/
/ɛə/	→	/ʌ/
/ʊə/	→	/u/
/əʊ/	→	/ɒ/

## 2. Result of Interview

The interview section has been done on Sunday, October 1<sup>st</sup> 2018. This study used snowballing sampling to get the number of the students needed. The subject were 9 students consisted of 5 males and 4 females. The interview consisted of five affecting factors of pronunciation such as age, exposure, mother tongue influence, motivation, and attitude. From data which taken by interview of the students, there were some factors that affecting their pronunciation, presented as follows:

### a. Age

Age was one of factor that researcher found when conducted interview to the students'. Based on the interview, the student said "...*Kalau saya sendiri dikenalkannya sebelum masuk TK...*". 9 students said that they know about English language when they are 4-11 years old. Based on the student's interview, they know English on TV. When the researcher interviewed the students', one of the nine students said "...*Waktu SMA udah kenal dengan pronunciation, tapi belajar intense nya pas dikuliah gitu*". So, the students

knew how to pronounce some English words in elementary school, but their learning was intensive when they were in university. In elementary school, the student only learned about vocabulary, they were following their teacher when pronouncing some words. In other words, they have an accent of their L1.

b. Exposure

Exposure was one of the factors that the researcher found when conducting interviews with the students. Based on the interviews with the students, the researcher found the same answer in every student, they said “...*biasanya belajar bahasa inggris itu pas dikampus aja, dirumah kadang-kadang aja...*”. The student learned English when they had English class in campus, and they are not always learning or speaking English at home. And also, the students said that they are always using BBK when they talk to their parents at home. They also said “...*Tapi pas dikampus kalau ada kelas juga ngomong ga full bahasa inggris kak, campur bahasa daerah juga.*”, some of the students also said that they are not talking English fully with their friends in English class, they used traditional language such as BBK. In other words, the students only got input about English when they had English courses.

c. Mother Tongue Influence

Mother tongue influence was one of the factors that the researcher found when conducting interviews with the students. Based on the interviews, five of nine students said that their mother tongue or L1 influenced their English pronunciation. It can be seen from the student's interview “...*kalau mempronounce*

*kata bahasa inggris tu juga kadang dibawa logat banjar kak.”* When the students pronounce some English words, they L1 carried to their L2. Also, they are said *“...kan ada tuh kata “life” tapi pengucapannya “laif” nah kadang bisa bikin susah, gak kayak bahasa banjar “bamamai” tetap aja dibaca begitu.”* Some of English words pronounced differently from what the words look like, it is not like BBK, the words and the way to pronounce them are the same. It might be said if their L1 influenced their English.

#### d. Motivation

Motivation was one of the factors that the researcher found when conducting an interview with the students. Based on the interview, nine students said that they have good motivation in learning English, *“...Tapi kadang tuh kalau ada materi mata kuliah yang saya suka, kayak semangat gitu walau kadang susah melafalkan kalimatnya.”* The students said if they found something interesting when learning English. Also, the student said *“...kadang kebantu juga pas dosen membantu melafalkan kata yang saya kurang bisa.”* In English class, when their lecturer speaks English and teaches them how to pronounce some words correctly, it helps the students to learn how to pronounce English. But, the researcher found in the student's pronunciation recording, almost all of the students did not pronounce some English diphthongs correctly.

#### e. Attitude

Attitude was one of the factors that the researcher found when conducting an interview with the students. Based on the interview, nine students said that they have a positive orientation toward learning English. A student said *“...Pengen*

*kayak native inggris begitu juga haha..”* In pronunciation learning, the students has motivation to be native-like when they speak in English. All of the subject said that their goal of learn English is to be native-like. Some of the subject said that they learn English because of obligation and the other said it is an hobby.

## **B. Research Findings**

Data collecting activity was conducted on August 30<sup>th</sup> 2018 to October 1<sup>st</sup> 2018 through pronunciation recording and interviews. This study used snowballing sampling to get the number of the students needed. The subject were nine students at IAIN Palangka Raya. The students were asked to pronounce 17 sentences which related to English and Banjarese diphthong symbols in the pronunciation recording. The interview was conducted to gain the information about the factors which affected their pronunciation.

### **1. The Differences and Similarities of Diphthong in English and Banjar Languages**

English language and *BBK* are very different from each other both in segmental and suprasegmental features. Segmental features consist of diphthongs while suprasegmental features consist of stress, tone, juncture, and sentence intonation. English diphthong theories based on Receive Pronunciation (RP) which recognizes eight diphthongs such as /eɪ/, /əʊ/, /aɪ/, /aʊ/, /ɔɪ/, /ɪə/, /ʊə/ and /ɛə/ while Diphthongs in *BBK* only consisted of /au/, /ai/, /ui/. English language and *BBK* have /aɪ/ and /aʊ/ nevertheles, *BBK* diphthongs do not have /eɪ/, /əʊ/, /ɔɪ/, /ɪə/, /ʊə/ and /ɛə/.

Suprasegmental features consist of stress, tone, juncture, and sentence intonation. English words contain syllables which are stressed and destressed. In other words, some syllables need to be stressed more than the others. Stress in English language is significant while in BBK is non-significant. The stress in BBK has different functions from English language. In BBK, stress is not meant to distinguish meaning in a sentence, but only to emphasize the message of a speaker without changing the meaning of certain words.

Tone and intonation in English language is much more complex and complicated than BBK. In BBK the height of tone is not really functional. In other words, it does not make any difference in meaning. Even when the speaker is speaking with a rhythmic tone like singing, the meaning is still the same.

Juncture in BBK which is very distinct from that of English. Juncture in BBK happens between syllables, between words, between phrases, and between sentences with different lengths. Sentence intonation in English language is distinct from BBK. In English sentence intonation not only to express emotion, but also to express meaning. Unlike in BBK, sentence intonation is to emphasize the message of a speaker without changing the meaning of certain words.

## **2. Banjarese Students Pronounce Diphthong between English and Banjarese Language**

As it is predicted, the students has difficulties dealing with diphthongs did not recognized in their native language, such as diphthongs /əʊ/, /eɪ/, /ʊə/, /ɪə/ and /ɛə/. The diphthong /əʊ/, the students tended to substitution from the vowel /ɒ/ of the second language they acquired after Banjarese, that is

Indonesian. For diphthong /eɪ/, the students have many alternatives of substitution, some from pure vowels found in their native language and some other are pure vowels found in their Indonesian language, i.e. /e/, /ɪ/ and /ɛ:/. The diphthong /ʊə/, the students take the substitution from the vowel /ʊ/ and /u/ of their native language, Banjarese. The diphthong /ɪə/, the student have many alternatives of substitution, some from pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /i:/. Also, diphthong /ɛə/, the students take the substitution to pronouncing it as an /ʌ/ it is easier to BBK speakers, since it is more familiar in their mother tongue, BBK language. For the diphthong /ɔɪ/, /aɪ/ and /aʊ/, the students were likely to show no significant problem in the pronunciation as they can produce the words “poison” and “coy”, “kite”, “wife”, “count”, “bough”, “poison”, “coy”, “ear”, “tears” and “idea”.

Based on data findings above, that there are 5 English Diphthongs which replaced by the Banjarese students to pure vowels. The diphthongs are :

/eɪ/ → /e/, /ɛə/ → /ʌ/, /ʊə/ → /u/, /əʊ/ → /ɒ/, /ɪə/ → /i:/

### **3. The Factors which affect their Pronunciation**

In this section answered the third research question about what factors which affected Banjarese students pronunciation. Age was one of factor that researcher found when conducted interview to the students’. Based on the interview, the student said “...*Kalau saya sendiri dikenalkannya sebelum masuk TK...*”. almost all of the students said that they know about English language when they are 4-11 years old. Based on the student’s interview, they know English on TV. When the researcher interviewed the students’, one from nine

students said “...*Waktu SMA udah kenal dengan pronunciation, tapi belajar intense nya pas dikuliah gitu*”. So, the students know pronunciation in elementary school, but for learning intensively when they are in university. In Elementary school, the student only learn about vocabulary, they were following their teacher when pronouncing some words. In other words, they have an accent of their L1.

Exposure was one of factor that researcher found when conducted interview to the students. Based on the interview with the students, the reseacher found same answer in every students, they said “...*biasanya belajar bahasa inggris itu pas dikampus aja, dirumah kadang-kadang aja...*”. The student learned English when they have English class in campus, and they are not always learn or speak english at home. And also, the students said that they are always used BBK when they talk to their parents at home. They also said “...*Tapi pas dikampus kalau ada kelas juga ngomong ga full bahasa inggris kak, campur bahasa daerah juga.*”, some of the students also said that they are not talk English fully with their friends in English class, they used traditional language such as BBK. In other words, the students only got input about English when they have English courses.

Mother tongue influence was one of factor that researcher found when conducted interview to the students. Based on the interview, five from nine students said that their mother tongue or L1 influenced their English pronunciation. It can seen from student’s interview “...*kalau mempronounce kata bahasa inggris tu juga kadang dibawa logat banjar kak.*” When the

students pronounce some English words, they L1 carried to their L2. Also, they are said “...*kan ada tuh kata “life” tapi pengucapannya “laif” nah kadang bisa bikin susah, gak kayak bahasa banjar “bamamai” tetap aja dibaca begitu.*” Some of English words pronounce different with what the words look like, it is not like BBK, the words and the way to pronounce it are the same. It might be said if their L1 influenced their English.

Motivation was one of the factors that the researcher found when conducted an interview with the students. Based on the interview, nine students said that they have good motivation in learning English, “...*Tapi kadang tuh kalau ada materi mata kuliah yang saya suka, kayak semangat gitu walau kadang susah melafalkan kalimatnya.*” The students said if they found something interesting when learning English. Also, the student said “...*kadang kebantu juga pas dosen membantu melafalkan kata yang saya kurang bisa.*” In English class, when their lecturer speaks English and teaches them how to pronounce some words correctly, it helps the students to learn how to pronounce English. But, the researcher found on student’s pronunciation recording, almost all of the students did not pronounce some English diphthongs correctly.

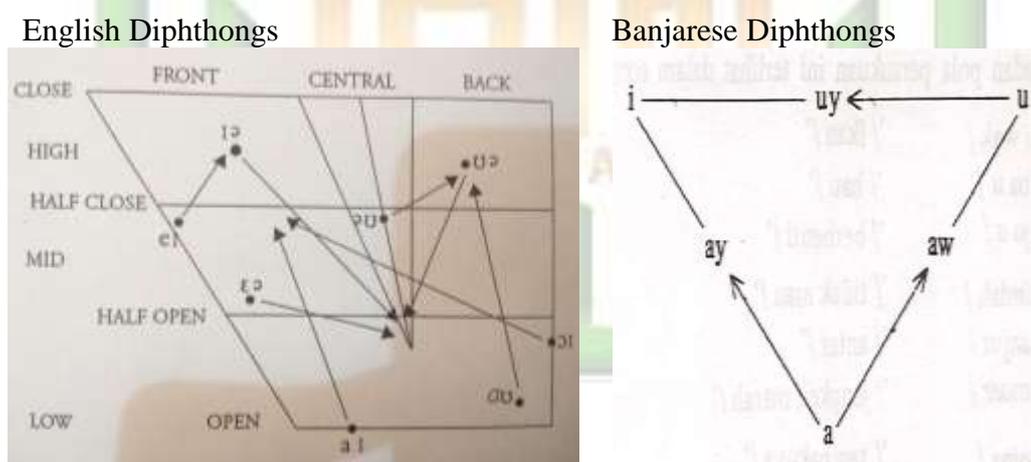
Attitude was one of the factors that the researcher found when conducted an interview with the students. Based on the interview, nine students said that they have a positive orientation toward learning English. A student said “...*Pengen kayak native Inggris begitu juga haha..*” In pronunciation learning, the students have motivation to be native-like when they speak in English. All of the subjects said

that their goal of learn English is to be native-like. Some of the subject said that they learn English because of obligation and the other said it is an hobby.

### C. DISCUSSION

This research conducted to found the differences and similarities of diphthong in English and BBK, how Banjarese students pronounce diphthongs between English and BBK and the factors which affect their pronunciation. English and BBK has differences of Diphthongs. The number of diphthongs in English and BBK are different each other. Based on the result, researcher found if there are 8 diphthongs in English (Indriani) (Chapter II p.14) and there are 3 diphthongs of BBK (Djebar) (Chapter II p.19).

**Figure 11.1: Comparison between Receive Pronunciation (RP) English Diphthongs and Bahasa Banjar Kuala's Diphthongs** (Source: Indriani, 2003) (Source: Djebar et al, 1981)



From figure 11, it can be identified that BBK sounds are different compared with English. The number of diphthongs between them show that every language has independent rules in forms of how pronounce it in the right manner.

Furthermore, figure 11.1 show that each of language has uniqueness in forms of the way to pronounce the sound. Some sounds are available in English but they are unavailable in Banjar language. For instance, there are eight diphthongs available in English while there are only three diphthongs available in BBK.

Banjarese students pronounce English diphthong that are familiar in their L1 can pronounce with success. Whereas, for the English diphthongs that are not familiar in their L1 there errors occurs pronunciation. According to Zhang & Yin (2009) Particular sounds that do not exist in the native language can make it difficult for second language learners to produce which later drives them to try to substitute those sounds with the similar one in their mother tongue. The students might unconsciously substitute the phonemes they barely recognize in the target language with the ones they have in their native language during the oral production.

Based on the result, the researcher found if the students has difficulties dealing with diphthongs that did not recognized in their native language such as diphthongs /əʊ/, /eɪ/, /ʊə/, /ɪə/ and /ɛə/. For some English diphthongs that did not available in BBK, the student tended to take the substitution from the pure vowels found in their native language and some other are pure vowels found in their Indonesian language.

As well as diphthong /əʊ/, the students tended to substitution from the vowel /o/ of the second language they acquired after Banjarese, that is Indonesian. For diphthong /eɪ/, the students have many alternatives of substitution, some from pure vowels found in their native language and some

other are pure vowels found in their Indonesian language, i.e. /e/, /i/ and /ɛ:/. The diphthong /ʊə/, the students take the substitution from the vowel /ʊ/ and /u/ of their native language, Banjarese. The diphthong /ɪə/, the student have many alternatives of substitution, some from pure vowels found in his native language and some other are pure vowels found in his Indonesian language, i.e. /i:/. Also, diphthong /ɛə/, the students take the substitution to pronouncing it as an /ʌ/ it is easier to BBK speakers, since it is more familiar in their mother tongue, BBK language. For the diphthong /ɔɪ/, /aɪ/ and /aʊ/, the students were likely to show no significant problem in the pronunciation as they can produce the words “poison” and “coy”, “kite”, “wife”, “count”, “bough”, “poison”, “coy”, “ear”, “tears” and “idea”.

Based on data findings above, that there are 5 English Diphthongs which replaced by the Banjarese students to pure vowels. The diphthongs are :

/eɪ/ → /e/, /ɛə/ → /ʌ/, /ʊə/ → /u/, /əʊ/ → /ɒ/, /ɪə/ → /i:/

Brown (2000) found that a second language learner meets some difficulties, because his L1 affects his L2 specially in adulthood, and this effect is a result of L1 transfer. The student substitution some english diphthongs that they do not know to BBK vowels that familiar for them.

Furthermore, the achievement of teaching and learning pronunciation can be seen not only from teaching process but also from the process of learning. Some researchers has investigated several factors that affect the process of learning pronunciation. These factors, automatically, gives the influence to the learners’ ability to pronounce the words correctly and intelligibly. Most of

learners in Indonesia started learning a foreign language when they are in Elementary school. The researcher found that the student learning English when they are 5-11 years old. According to Nation and Newton (2009, p.78) the students started to learn and even to speak in L2 before 6 years old, there will be no accent. However, if they start doing so when they are more than 12 years old, there will be always an accent. From the interview, the student learn English language intensively when they are in university. In other words, they have an accent of their L1.

Exposure relates to the length of time that the learners live in a target language environment. The more they spend their time for listening and speaking English, the better their English pronunciation. According to Krashen (1982), learners acquire a L2 primarily from input, which learners receive a large amount of comprehensible input before speaking. Based on the interview with the students, the researcher found the students learned English when they have English class in campus, and they are not always learn or speak English at home. And also, the student said when they at home they always used BBK when they talk to their parents. Some of the students also said that they are not talk English fully with their friends in English class, they used traditional language such as BBK. In other words, the students only got input about English when they have English courses.

The students got difficulties when pronouncing some English diphthong that did not familiar in their L1 like /eɪ/ in *famous*, /əʊ/ in *program*, /ɪə/ in *ear*, /eə/ in *pair*, /eə/ in *tear*, /ʊə/ in *tour*. The difficulty in pronouncing those diphthongs is caused by the unavailability of the diphthong in students' mother

tongue. Based on Nur Alfa (Chapter II, p. 9) for some English diphthongs that not available in BBK, the student tended to take the substitution from the pure vowels found in their native language and some other are pure vowels found in their Indonesian language. Because BBK only consist of three diphthongs like /ai/, /au/, /ui/. Avery and Ehrlich (1992) argued that the learner's native language (L1) impacts the production and perception of English pronunciation because the learner produces and perceives sounds in suitability with the L1 sound system. The researcher found, five of nine students said that their L1 influence when they pronounced English words and difficult to get rid of the BBK accent. From this result, an English learners do transfer or move the L1 elements into the L2 structure.

Motivation was one factor that researcher found when conducted interview to the students. Some student having goals for learning English can influence the need and desire for achieving native-like pronunciation. High learning motivation can facilitate language learning and lower learning motivation can influence language learning rate. According to Rosyid (2014) having a personal or professional goal for learning English can influence the need and desire for achieving native-like pronunciation. It might be said that the one who has great motivation to learn a language will be very possible to achieve the target language in every aspects, one of them is pronunciation. Based on the interview, nine students said that they have good motivation in learning English. The students said if they found something interested when learning English. in English class, when their lecturer speak English and taught them how to pronounce some

words correctly, it helps the students to learn how to pronounce English. But, the researcher found on student's pronunciation recording, almost all of the student did not pronounce some English diphthongs correctly. It might be said if the student got less exposure with English.

Attitude was one factor that researcher found when conducted interview to the students. Some student more concern about their lack of confidence, but they believe if someone else can, why they can not do that. The students of this study has positive attitude to their target language. Because they believed if they have good attitude with English, it will bring good influence for his/her language learning. A research conducted by Alliot (1995) discovered that the subjects' attitude toward acquiring native or near-native pronunciation was the principle variable in relation to target language pronunciation. It might be said that if the students were more concerned with the pronunciation of target language, their pronunciation achievement better than those who ignore it. Based on the interview, nine students said that they have positive orientation toward learning English. In pronunciation learning, the students has motivation to be native-like when they speak in English. All of the subject said that their goal of learn English is to be native-like. Some of the subject said that they learn English because of obligation and the other said it is an hobby.

Based on the result of interview, the researcher found the factors that affected their pronunciation that are age, exposure and mother tongue influence has influence the student pronunciation. From the interview, the students learn English language intensively when they are in university. The students did not

learn pronunciation intensively and comprehensively when first time they learned English. They started when they were 18 years old. In other words, they have an accent of their L1. Also, The student learned English when they have English class in campus, and they are not always learn or speak english at home. The students used BBK when they talk to their parents. Not only that, some of the students also said in English class they did not converse using English language with their friends maximally, they are used to converse by using traditional language such as BBK. It might said, the students got input about English only when there is courses. And, the students got difficulties when pronounce some English diphthong that did not familiar in their L1. The difficulty in pronounce those diphthongs is caused by the unavailability of the diphthong in students' mother tongue. Because BBK only consisted of three diphthongs like /ai/, /au/, /ui/. The researcher found, five from nine students said that their L1 influenced their English words pronunciation and difficult to get rid of the BBK accent. From this result, an English learners do transfer or move the L1 elements into the L2 structure, and its similar to Feng Li where she stated that if L2 learners substitute the closest L1 counterpart they can find and it might produce some errors because of lack sounds or differences in speech production ( Chapter II, p.22).

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data. Meanwhile, suggestions are suggested to students, teacher, and the future researcher.

#### A. CONCLUSION

Based on the explanation above, so it can be concluded that :

English and BBK languages has differences of Diphthongs. The number of diphthongs in English and BBK languages are different each other. Based on the result, researcher found if there are 8 diphthongs in English they are /eɪ/, /əʊ/, /aɪ/, /aʊ/, /ɔɪ/, /ɪə/, /ʊə/ and /ɛə/. And also, there are 3 diphthongs of BBK they are /au/, /ai/, /ui/. The Banjarese students has difficulties dealing with diphthongs that did not recognized in their native language. For some English diphthongs that not available in BBK, the students tended to take the substitution from the pure vowels found in their native language and some other are pure vowels found in their Indonesian language.

The Banjarese students replaced some of English diphthongs to pure vowels when they pronounced it. There are 5 English Diphthongs which mispronounced by them : /əʊ/, /eɪ/, /ʊə/, /ɪə/ and /ɛə/. The diphthongs are replaced to: /eɪ/ → /e/, /ɛə/ → /ʌ/, /ʊə/ → /u/, /əʊ/ → /o/, /ɪə/ → /i:/.

There are three factors that affecting the Banjarese students pronunciation, they are age, exposure and mother tongue influence. Most of the

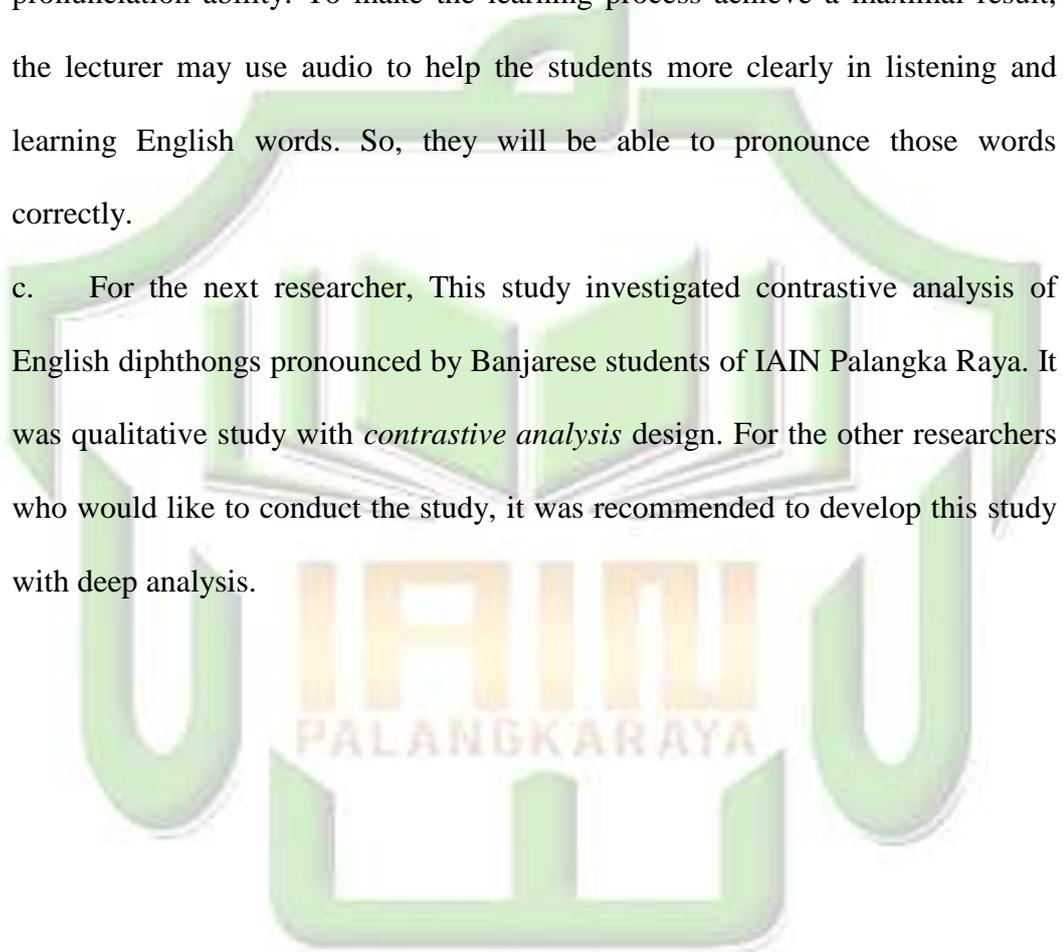
students started learn English intensively when they are 17 or 18 years old. It means that they are familiar when speaking in their own mother tongue. Besides, the situation on their environment does not support them to practice english pronunciation regularly. The students learned English when they have English class in campus, and they did not always learn or speak english at home. The students used BBK when they talk to their parents. Not only that, some of the student said in English class they do not converse in English language with their friends maximally, they used traditional language such as Banjar language. Again, the students got difficulties when pronounce some English diphthong that did not familiar in their L1. The difficulty in pronounce those diphthongs is caused by the unavailability of the diphthong in students' mother tongue. Because BBK only consist of three diphthongs like /ai/, /au/, /ui/. The researcher found, five of nine students said that their L1 influence when they pronounced English words and difficult to get rid of the BBK accent, it is due to the condition that make the student speaking English and then the BBK accents is followed.

## **B. SUGGESTION**

- a. For the students, It was recommended the students learn more aspects of pronunciation. Because the result in this study there is difficulties that faced by Banjarese students when they pronounce English Diphthongs. Banjarese students mispronounce some English diphthong that not familiar in their native language, BBK language. So, the students should found many strategies that appropriate to learn more how to pronounce correctly some English diphthong that not familiar in their native language.

b. For the lecturers, It was suggested that the lectures pay attention to the students' understanding level, problems in learning English, and students' strategy in learning English. Especially, teaching pronunciation, the lectures is hopefully able to select the appropriate teaching technique and teaching methods to teach the students who have difference ability in English especially in pronunciation ability. To make the learning process achieve a maximal result, the lecturer may use audio to help the students more clearly in listening and learning English words. So, they will be able to pronounce those words correctly.

c. For the next researcher, This study investigated contrastive analysis of English diphthongs pronounced by Banjarese students of IAIN Palangka Raya. It was qualitative study with *contrastive analysis* design. For the other researchers who would like to conduct the study, it was recommended to develop this study with deep analysis.



IAIN  
PALANGKARAYA

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