Identifying the Problem of Banjarese Speaking Students in Learning English Pronunciation

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Article Info	Abstract
  *Correspondence Address: E-mail: viviauliavasa@yahoo.com	This research aims at identifying the Banjarese speaking students in learning English pronunciation. The difference of pronunciation between English sound system and their daily language sound system become the problem occurs in Pronunciation Practice class. This research is conducted towards the third semester students batch 2016 who have passed Pronunciation Practice I and II courses available at the English Department of STKIP PGRI Banjarmasin. Only the Banjarese speaking students are engaged as the subject of this research. The instruments used in this research are questionnaire and interview section. Both of the instruments are analyzed quantitatively by calculating the percentage of dominant answer given by students. The result of this research shows that 50% of Banjarese speaking students have problem relating to the interference of mother tongue while they are learning English pronunciation. The difference of English and Banjarese sound systems affect much on the success of students' English pronunciation learning process. Having no prior knowledge of English pronunciation, having low motivation and other possible factors also take part in determining their learning results. Based on these results, the EFL teacher or instructor should consider allocating much attention to English pronunciation learning since it plays role in determining the success of oral communication.

INTRODUCTION

Four skills of English will not be useful in communication without any knowledge about pronunciation. Pronunciation offers the rules of using the correct form of segmental and suprasegmental features in oral communication. Segmental features refer to vowels, diphthongs, and consonants used in English while suprasegmental one refers to the use of stress as well as intonation while we are speaking with others. When writing in English, we use 5 vowels and 21 consonant letters. When speaking English, we use 20 different vowel sounds, including 12

diphtongs and 24 consonant sounds typically (Kelly, 2000:7). Furthermore, other languages also have various vowels, diphthongs, and consonant sounds along with the rules and overviews relating to the way to pronounce it in the right manner.

There is essentially a one-to-one relationship between pronunciation and the success of communication. Our pronunciation definitely determines the way the listener understand what we said. As part of communication, language skill and language component are related to each other. Fraser (2000:7) emphasizes that communicating by using English need some parts of language components. They are grammar, vocabulary, and pronunciation. Among those parts, pronunciation is essential to be learned. Good pronunciation will lead us to be communicative persons. Moreover, pronunciation is also an aspect used by other people to formally assess our capabilities in mastering other skills. That is why; pronunciation practice has been included as one of basic English language components to some universities curriculum for those who take English major.

STKIP PGRI Banjarmasin is one of private universities offering students to become professional English teacher. The location of this university is in Banjarmasin, South Kalimantan, where the people speak with various languages for daily communication and interaction. English Department of STKIP PGRI Banjarmasin trains students to master all English skills, English language components, and other area of English teaching and learning. Hopefully, it will provide valuable knowledge for their alumnus to promote them in the job market. Unfortunately, the curriculum of this department has no enough time allocated for students learning pronunciation. It does not have priority position in the curriculum since pronunciation learning is only given twice during the whole semester. They are Pronunciation Practice I and II courses given in the first two semesters.

English Department of STKIP PGRI Banjarmasin offers Pronunciation Practice I course as the first series of learning pronunciation focusing on the English vowel and diphthongs sounds given in the first semester. Furthermore, Pronunciation Practice II course which is delivered in the second semester focuses on learning and training how the students pronounce English consonants. It also includes rhythm, stress, and intonation which support the communicative process (*Tim Pengembang Kurikulum STKIP PGRI Banjarmasin*, 2012). Along with the limited time allocation provided for pronunciation practice, this does not mean that it is unimportant to be taught. The

recent condition is that the curriculum designers have not noticed its importance due to particular internal consideration.

The majority of English Department students at STKIP PGRI Banjarmasin are Banjarese people coming from South Kalimantan area. There are 24 (84%) of English Department students batch 2016 speaking with Banjarese language as their mother tongue. They use this language for everyday formal and informal communication. Therefore, there are only 5 (16%) of them speaking with non-Banjarese language. Those five students are the new comers to Banjarmasin such like those coming from East Java, Central Kalimantan, and Medan, who have certain characteristic and sound system on their mother tongue. Since the percentage of those speaking with non-Banjarese language is relatively small, they are not included in this study. These varieties of languages used by students show that every language is unique with different characteristics.

South Kalimantan people speak with various sounds of their mother tongue, accent, rhythm, intonation, and their expressions in everyday interaction. Banjarese language is a language that is spoken by Banjarese people in South Kalimantan, Indonesia, as mother tongue or first language. Banjarese people are Malay people inhabiting parts of the large island of Kalimantan in Indonesia. The other Banjarese communities are established over the centuries on Sumatra and other nearby islands. Therefore, Banjarese is a language considered to have originated in Sumatra with significant admixtures of local Dayak and Javanese words (Minahan, 2012). As long as with the development of people life, Banjarese language is influenced by Indonesian and foreign language used. Currently, Banjarese language has begun to be taught in schools as local content course.

As a mother tongue of Banjarese people, Banjarese language absolutely influences them in learning other languages. This also occurs when Banjarese speaking students should speak in English along with the process of learning pronunciation in the class. The different characteristics among these languages may cause potential problems due to the fact that Banjarese speaking students at the English Department of STKIP PGRI Banjarmasin should learn, identify, and drill English pronunciation with its varieties. The differences of phonological systems among these languages are one of factors affecting their success in learning pronunciation.

Besides the influence of their mother tongue, there are many other problems that may be faced by Banjarese speaking students in learning pronunciation. They are internal and external problems coming from students themselves. These problems may contribute much on the result of students in learning English pronunciation. Hence, this study tries to investigate the problem of Banjarese speaking students in learning English pronunciation from the perspective of their mother tongue and other possible problems that may occur to them.

THEORETICAL FRAMEWORK

This part discusses the general overview of the importance of English pronunciation learning, the problem of English pronunciation learning, the differences between English and Banjarese pronunciation system, and review of previous research.

1. The Importance of English Pronunciation Learning

As a part of EFL teaching, pronunciation aspect is essential to be taught for the very first English material to students. Knowing grammar and vocabulary of English is also important since these parts determine the success of communication. Otherwise, if the students are unable to pronounce those structures or words correctly, it will prevent them from communicating effectively in English. With acceptable pronunciation, a student's speech can be understandable despite having other mistakes; with bad pronunciation, his/her speech would be very difficult to understand, despite being accurate in other areas (Gilakjani and Sabouri, 2016:967).

A crucial impact of English which is spoken as international language will increase oral communication not only between English native speakers and non-English native speakers, but also among non-native speakers. Pronunciation plays one of important role gaining effective oral communication. Good pronunciation will make other people understand what we are talking easily. However, improper pronunciation will lead to confusing others, unfavorable talking, and misunderstanding even if we use correct grammar and appropriate vocabulary. As a result, we can use simple words or grammatical structures to make people understand, otherwise, pronunciation cannot be made simpler. This is because pronunciation consists of specific sound system that needs to be hardly learned and needs regular practices by EFL students in order to produce successful oral

communication.

2. The Problem of English Pronunciation Learning

Gilakjani & Ahmadi (2011:74-77) state that many learners of English have major difficulties with English pronunciation even after years of learning the language. The teaching of pronunciation is largely neglected in the area of EFL teaching. In addition, EFL instruction tends to focus on teaching language skills without any high attention to train students on English pronunciation due to some possible factors. One of them is the differences in the sound system of English and native language, so a speaker of this native language is not accustomed to pronounce certain sound because they are unavailable in his/her native language. This indicates that the organ of speech of the learner is not trained to produce such sound system because it is unfamiliar sound (Hassan, 2014:33). As a result, we use new ways of hearing and new ways of using our organs of speech. It is not easy to change such habits which learner has obtained since they were born. This is called as mother tongue interference.

Other possible factors may contribute to students' problems in learning English pronunciation. Zhang and Yin (2009:141-146) state that there are some supporting factors leading to determine the success of learning pronunciation. They are students' age, students' attitude and psychological factors, and prior pronunciation instruction. Moreover, Gilakjani and Ahmadi (2011:75) also mention that there are some factors affecting and leading to the pronunciation learning, such as students' attitude, students' motivation and exposure, pronunciation instruction, and exposure to target language. The students' problems in learning English pronunciation are considered to be influenced by these factors.

3. The Differences Between English and Banjarese Language Pronunciation System

Human beings who speak different languages have the same characteristics of speech organs, such as teeth, lip, nasal cavity, alveolar ridge, oral cavity, hard palate, soft palate, and other place of articulation. However, the articulation of the words among languages does not fully share the same individual organs (Kelly, 2000:1). As a result, there will be different number of sounds within a language and it will determine the different meaning of the words. The different sounds within a language consist of consonant and vowels. The number of vowel and consonants in Banjarese and English languages are different each other. It is believable to be investigated that this factor affects to the students'

pronunciation.

According to Kelly (2000:2), English sounds contain twelve vowels, eight diphtongs, and 24 consonants. The detail distribution of them is shown in Table 1 as follows:

Table 1. The Distribution of English sounds

Vowels		Diphtongs		Consonants			
i:	b<u>ea</u>d	eɪ	c<u>a</u>ke	p	<u>p</u>in	s	<u>s</u>ee
I	h<u>i</u>t	ɔɪ	t<u>oy</u>	b	<u>b</u>in	z	<u>z</u>oo
ʊ	b<u>oo</u>k	aɪ	h<u>igh</u>	t	<u>t</u>o	ʃ	<u>sh</u>e
u:	f<u>oo</u>	ɪə	b<u>ee</u>r	d	<u>d</u>o	ʒ	mea<u>s</u>ure
e	l<u>e</u>ft	ʊə	f<u>ewe</u>r	k	<u>c</u>ot	h	<u>h</u>ello
ə	<u>a</u>bout	Eə	wh<u>ere</u>	g	<u>g</u>ot	m	<u>m</u>ore
3:	sh<u>i</u>rt	əʊ	<u>go</u>	tʃ	<u>ch</u>ur<u>ch</u>	n	<u>n</u>o
ɔ:	c<u>a</u>ll	aʊ	h<u>ouse</u>	dʒ	<u>j</u>u<u>dge</u>	Ŋ	si<u>ng</u>
æ	h<u>a</u>t			f	<u>f</u>an	l	<u>l</u>i<u>v</u>e
ʌ	r<u>u</u>n			v	<u>v</u>an	r	<u>r</u>ed
ɑ:	f<u>ar</u>			θ	<u>th</u>ink	j	<u>y</u>es
ɒ	d<u>o</u>g			ð	<u>th</u>e	w	<u>w</u>ood

Source: Kelly (2000:2)

Next, as a mother tongue of majority South Kalimantan people, Banjarese language also has specific sounds available. According to Hapip (2008:xiii), there are five vowels, three diphtongs, and 18 consonants available in Banjarese language. The details of them are presented in Table 2 as follows:

Table 2. The Distribution of Banjarese sounds

Vowels		Diphtongs		Consonants			
a	<u>a</u>but 'noise'	au	lim<u>au</u> 'lime'	p	<u>p</u>ayu 'sold out'	n	<u>n</u>ini 'grandmother'
i	isuk 'tomorrow'	ai	wad<u>ai</u> 'cake'	b	a<u>b</u>ah 'father'	ng	ladi<u>ng</u> 'knife'
u	<u>u</u>rang (BH) orang (BK) 'person'	ui	ruh<u>uy</u> 'harmonious"	t	<u>t</u>atak 'cut'	ny	ha<u>ny</u>ar 'new'
o	<u>o</u>lah (BK) ulah (BH) 'make;			d	ka<u>d</u>ada 'nothing'	s	<u>s</u>ugih 'rich'
é	kol<u>e</u>r (BK) kulir (BH) 'lazy'			c	<u>c</u>angkal 'diligent'	h	<u>h</u>ibak 'full'
				j	bu<u>j</u>ur 'straight'	l	<u>l</u>intuhut 'knee'
				k	akur 'agree'	r	<u>r</u>atik 'garbage'

				g	ganal 'big'	w	waluh 'pumpkin'
				m	muha 'face'	y	uyah 'salt'

Source: Hapip (2008:xiii)

Note: BH = Banjarese Hulu dialect

BK = Banjarese Kuala dialect

From table 2, it can be identified that Banjarese sounds are different compared with English. The number of vowel, diphthong, and consonants between them show that every language has independent rules in forms of how pronounce it in the right manner. Specifically, Banjarese sound has two dialects. They are Banjarese Hulu dialect and Banjarese Kuala dialect. The use of certain vowels is different between Banjarese Hulu and Banjarese Kuala dialects. Take for example, the word *orang* (person) which is pronounced using vowel /o/ by Banjarese Kuala dialect will be pronounced *urang* by Banjarese Hulu people using vowel /ʊ/. Another example is the word *koler* (lazy) that is pronounced by Banjarese Kuala dialect and it is pronounced as *kulir* by Banjarese Hulu dialect. The words *koler* and *kulir* in this case also use different vowels.

Furthermore, table 1 and table 2 also present 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 Banjarese language. For instance, there are twelve vowels available in English while there are only five vowels available in Banjarese language. Vowels sound system of English are divided into long and short vowels, nevertheless, there is no rules for pronouncing Banjarese vowels. The same case also happens for diphthongs and consonants of English and Banjarese languages. The number of them are much different each other.

4. Review of Previous Research

Some previous researchers have conducted similar research due to these factors causing students' problem in learning English pronunciation. First of all, Muin (2017:64-74) conducted a research about phonemic interference of local language by students of Lambung Mangkurat University. The result shows that some English sounds that are produced by Lambung Mangkurat University students potentially cause phonemic interference toward Banjarese language. This is because the number of vowel, diphthongs, and consonants used in Banjarese language differ from those used in English.

Next, Zhang and Yin (2009:141-146) conducted a research about

pronunciation problems of English learners in China. The result shows that interference of mother tongue, learner's age, attitude, psychological factors, prior pronunciation instruction, and learners' insufficient knowledge of phonology and phonetics affect the English pronunciation acquisition. Based on the result of those related research, this study wants to identify whether the similar problems occur to Banjarese speaking students in learning English pronunciation at the English Department of STKIP PGRI Banjarmasin.

RESEARCH METHODOLOGY

This research is conducted at the end of Pronunciation Practice II course as the last session of pronunciation learning process of English major at STKIP PGRI Banjarmasin. It is descriptive research aiming at knowing and identifying the problems of Banjarese speaking students in learning English pronunciation. There are two classes of third semester students' batch 2016 who have learned Pronunciation I and II courses as population of this research. The number of them is 29 students.

The selection of third semester students batch 2016 as population of this research is based on a consideration that there is no outstanding class among them. They are considered to have homogeneous learning experience and have the same Pronunciation activities, material, and learning resources. As the numbers of population are 29 students, the researcher selects those who speak using Banjarese language only as their mother tongue. Non-Banjarese speaking students are not included in this research since the percentage of them is relatively small. There are 24 of 29 who are purely Banjarese speaking students being included as samples of this research.

Furthermore, the questionnaire and interview are administered to collect the data of this research. First of all, questionnaire is distributed to students in order to know and to see their responses about the problems that may be faced when they are learning English pronunciation. The researcher obtains the data by delivering some statements and asking the students to give response on it. Then, the students' responses are tabulated to find out the percentage response given based on the statement provided in questionnaire. Next, the interview section is carried out to gain the data orally from the students' perspectives, opinion, and communicative description about their problems while learning English

pronunciation.

The researcher analyses the data obtained from the all the instruments. The result of both questionnaire and interview are analysed quantitatively. Each of students' responses is tabulated in form of table to find out the percentage of answer given. Those who have high percentage in each item of both instruments represent the dominant problem faced by them. Then, these results are discussed based on review of the related literature.

FINDING AND DISCUSSION

Findings

Findings of this research are derived from the result of questionnaire and the interview section. They are described as follows:

1. The Result of Questionnaire

As mentioned in the previous section, the questionnaire is distributed to Banjarese speaking students to know their problems in learning English pronunciation. The result of questionnaire is presented in Table 3 as follows:

Table 3. The Result of Questionnaire

No	Statement	Number of Students and Percentage of Answer Given			
		Yes		No	
		Number of students	%	Number of students	%
1	Learning English pronunciation is very important	29	100%	-	-
2	Learning English pronunciation is very difficult	23	81%	6	19%
3	I have learned English pronunciation while I was in Senior High School	7	23%	22	77%
4	I speak in Banjarese language for formal and informal situation	26	92%	3	8%
5	I feel happy and enjoy while learning English pronunciation in the classroom	13	45%	16	55%

| 6 | I have high motivation to learn English pronunciation | 14 | 48% | 15 | 52% |
| 7 | I always notice and learn English pronunciation beyond the classroom | 12 | 40% | 17 | 60% |

Source: Questioinare Analysis, 2017

Based on table 3, the result of questionnaire shows that most of Banjarese speaking students have similar opinions that learning English pronunciation is difficult for them. The different characteristics of sounds, rules, and the way pronouncing the words between those languages are the main factors causing the problem.

2. The Result of Interview Section

Interview section is carried out to all Banjarese speaking students engaged in this research. Some questions are given to know their further perspectives relating to their problems while learning English pronunciation. The result of interview section is presented in Table 4 as follows:

Table 4. The Result of Interview Section

No	Question	Answer Given by Students	Number of students	%
1	What is your mother tongue?	1. Banjarese Hulu dialect	13	44%
		2. Banjarese Kuala dialect	11	40%
		3. Other languages	5	16%
2	In your opinion, what is the reason why English pronunciation considered being difficult to learn?	1. Some vowels, diphthongs, and consonants in English cannot be pronounced well since they are not available in Banjarese language	12	41%
		2. Using Banjarese language in everyday communication causes difficulties while learning English pronunciation	9	33%
		3. This is the first time learning English pronunciation	8	26%
3	What is the difference between English	1. The vowel /ʊ/, /e/, /ɒ/ and the consonant /f/, /v/, / ð/, and /θ/ are	13	46%

	pronunciation and Banjarese language pronunciation?	pronunced differently in English and Banjarese		
		2. The complicated of suprasegmental rules in English	5	18%
		3. Th re are many variety of consonants in English compared with consonants in Banjarese language	4	17%
		4. Too many changes of sounds in English	7	19%
4	What is your main problem in learning English pronunciation?	1. The rules of English pronunciation are complicated comparing with Banjarese language	14	50%
		2. There is no supporting environment in learning English pronunciation beyond the classroom	7	23%
		3. Feeling unconfident and anxious of making error when pronouncing English words	5	16%
		4. There is no partner to learn English pronunciation together	3	11%
5	What are your efforts to improve and to learn English pronunciation beyond the classroom?	1. Listening to the English music and watching Western movie	13	45%
		2. Listening to the tutorial of English pronunciation from native speaker in Youtube and online or offline application	10	35%
		3. Checking the pronunciation of English words from printed or online dictionary	6	20%

Source: Interview Section Analysis, 2017

Based on table 4, it can be concluded that Banjarese speaking students have various problems in learning English pronunciation. The difficulties in pronouncing English words and other psychological factors due to the different

characteristics of mother tongue being compared with English are the main problems mostly faced by them. Dealing with this, they carry out some possible efforts to improve and overcome their pronunciation problems.

Discussions

Pronunciation is one of language components considered as one of important aspect in foreign language learning. The success of communication among people is determined by the communicative competence we have. Regarding to this point, pronunciation takes part in increasing our communicative competence. Pronunciation is definitely needed to learn due to this reason. Otherwise, in the context of EFL teaching in Indonesia, pronunciation does not stand up as a specific area that should be compulsory learned by students. It is only taught integrated to the teaching English skills along with vocabulary and grammar aspects. As a result, most of Indonesian students have problems when they have to perform and learn English pronunciation.

Based on the findings of this research, Banjarese speaking students at the English Department of STKIP PGRI Banjarmasin perform worse when they are asked to pronounce English words. The conclusion derived from table 4 shows that most of them have difficulties in learning pronunciation due to several factors. Some of these factors are having no prior pronunciation instruction, having low motivation in learning, and using Banjarese language in everyday interaction instead of learning to speak English as a consequence of taking English major.

First of all, having no prior knowledge of English pronunciation is faced by most of Banjarese speaking students in this research. The existence of EFL curriculum of teaching in Indonesia does not allocate sufficient time to train students' tongue for English pronunciation aspect. Moedjito (2009:129-142) states that pronunciation has not received enough attention at secondary schools. Many Indonesian English teachers do not know the pronunciation aspect that should be taught to students. As a result, they deliver English material mostly on the comprehension of language skills, vocabulary, and structure. This condition leads to students having no background knowledge and it make them feel difficult learning pronunciation in higher education. Lack of emphasis on pronunciation background is supported by the limited time allocated for English pronunciation they study in university. As a result, they are required to learn English pronunciation from the small part along with learning other subjects at the same time.

Second, having low motivation is commonly faced by EFL learners in learning English pronunciation. According to Gilakjani (2012:122-124), having motivation for learning language determines whether the learners will develop the process of learning pronunciation itself. As a part of psychological factor, self-motivation is needed to stimulate the students themselves solving their problems in learning English pronunciation. When having higher motivation to learn, they will have positive attitude towards the learning process as well. Learning English pronunciation is a long-term process of making their tongues to be native-like. It is understandable that this process leads students having low motivation due to complexity of English pronunciation rules. Dealing with this point, the pronunciation teachers should encourage students practicing beyond the classroom as well as assigning such tasks that enable them improves their pronunciation learning.

The last, other potential problems occur when most of students engaged in this study speak in Banjarese language as medium of everyday communication and interaction. Either formal or informal situation, Banjarese speaking students use their mother tongue rather than learning to speak in English as a consequence of taking English major. This part is strongly supported by the result of the interview section. There are two kinds of mother tongue dialects spoken by majority of them. They are Banjarese Hulu and Banjarese Kuala dialects. Banjarese Hulu is a Banjarese dialect spoken by those who are from Tapin, Hulu Sungai Selatan, Hulu Sungai Tengah, Hulu Sungai Utara as well as Tabalong regencies in South Kalimantan while Banjarese Kuala dialect is the one usually spoken by students from Banjarmasin, Martapura, Tanah Bumbu, and Pelaihari around (Hapip,2008:ix). The distinction of these dialects is mostly on the use of different particular Banjarese language vocabulary, the difference of particular phoneme, and the difference forms of stress and intonation used in communication. Consequently, the students' productions of English sounds are interfered by the accent, rhythm, and intonation of their mother tongues dialects.

Dealing with the interference of mother tongue dialects faced by students, it is in line with the reason why English pronunciation is considered difficult to learn by the students. Some vowels and consonants in English cannot be pronounced well since they are not available in Banjarese sounds. For instance, the word "boy" consisting of diphthong / ɔɪ / is pronounced /bʊɪ/ by Banjarese speaking students since that diphthong does not occur in Banjarese sound. Another example is

pronouncing the English consonant. The word "fine" is pronounced /pʌɪn/ instead of /faɪn/ by students as there is no sound /f/ available in Banjarese language. Besides that, they have high accent of Banjarese language when they pronounce English words. The production of English sounds seems to be influenced by their sounds in mother tongue. It is unavoidable that the use of mother tongue is said to be strong since it is used for daily communication. Due to this phenomena happening in Pronunciation Practice course, the concept of mother tongue interference can be viewed as a language transfer that affects learning. Thyab (2016:1) states that it is the influence of the native language of the learner on her/his acquisition of the target language. Referring to this result, Banjarese speaking students encounter difficulty attempting to pronounce English words. The source of such difficulties is based on the distinction between Banjarese sounds system and English sounds system.

Furthermore, the amounts of Banjarese sound and English sound are different. Take for example, Banjarese sound has only one phoneme for sound /e/ as in 'elang' (visit) which is usually pronounced by Banjarese Kuala dialect. Nevertheless, there are four kinds of sound /e/ available in English sound. They are /e/, /ə/, /3:/, and / æ /. As a result, most of Banjarese speaking students fail to pronounce certain sound in English. In addition, the complexity of word stress and intonation in English also makes them unconfident and anxious in making error as well as they feel that Pronunciation Practice is hard to learn. These psychological conditions also affect them in learning English pronunciation.

Moreover, there is no supporting environment and partner to learn English pronunciation in their daily lives that cause the serious problems for the students. Senel (2006) describes that another factor causes students' success in learning English pronunciation is the amount of exposure. English should not only be used in the classroom environment. When the learners have been living in an English speaking country or community, they will have many opportunities to practice because they are surrounded by English speaking people. It will lead them easy to pronounce the English words as it is used for daily environment. On the other hand, when the learners do not have any English speaking environment outside the classroom, they will have little chance to practice their tongues. They only satisfy with listening to the pronunciation material from the lecturer without any supporting following up to improve their English pronunciation. For this reason,

everyday speaking using English should be attempted to create the supporting learning environment to students.

Finally, as there are many problems faced by Banjarese speaking students at the English Department of STKIP PGRI Banjarmasin, some individual efforts are carried out by them. Most of them listen to the English music and watch Western movie to improve their pronunciation. Therefore, some of them feel comfortable to listen to the tutorial English pronunciation from accessible visual media, like Youtube as well as from downloaded free offline application. These efforts may be considered to be helpful for students to learn English pronunciation. Indeed, the English pronunciation lecturer should accommodate high attention relating to this issue. Finding out possible way and method of learning English pronunciation intensively based on students' needs are recommended to solve all the problems.

Pronunciation which is considered as complicated activity for those who learn English as foreign language should be supported with communicative method to teach. Gilakjani and Ahmadi (2011:79-81) suggest some important elements to consider the way to accommodate the effective English pronunciation instruction. The first is establishing the curriculum design by stating the objectives of English pronunciation instruction. The second is focusing on suprasegmental features that contribute significantly in improving the communication ability. The next is developing classroom experiments by using such fun activities. The fourth is training for English pronunciation teachers. The fifth is selecting suitable English pronunciation materials. The sixth is increasing research on pronunciation teaching methodology. The last is providing students with possible electronic devices to support their English pronunciation learning process

CONCLUSION AND SUGGESTION

Pronunciation is one of complex activity in English foreign language learning. The different of English sound system compared with Indonesian and the students' mother tongue sound system cause possible problems for them. The result of this research shows that interference of mother tongue becomes the main problem that strongly affects the production of students' pronunciation at the English Department of STKIP PGRI Banjarmasin. Besides that, having no prior knowledge of pronunciation, having low motivation to learn, and the dominant use of mother tongue for everyday interaction affect to students' attitude toward

the English pronunciation learning.

Along with all the problems occurring towards the Banjarese speaking students, English pronunciation teacher or instruction should apply the certain technique and method that facilitate students in learning. The better technique used based on students' needs will motivate student to have positive attitude towards English pronunciation learning. Furthermore, allocating high attention to pronunciation learning should be considered by English major curriculum designers at the universities.

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