The Interference of Banjarese Dialect on English Pronunciation

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ABSTRACT

This study investigates the influence of the Banjarese dialect on the English vowel pronunciation of two Banjarese speakers. The research is grounded in the understanding that English and Banjarese differ substantially in their vowel inventories and rhythmic structures, which may lead to systematic phonological transfer. Using a qualitative case study approach combining Praat-based acoustic phonetic analysis and narrative inquiry, this study recorded two male Banjarese speakers aged 20 pronouncing selected English words containing problematic vowels (/æ/, /ə/, /ɪ/, /uː/, /ɜː/). The recordings were analyzed to identify deviations in vowel quality and centralization, while semi-structured interviews explored speakers' awareness of and challenges with these qualities. The findings revealed consistent substitution patterns such as /æ/→/e/, /ə/→/e/ or /i/, and /ɪ/→/i/, accompanied by fronting and the absence of vowel reduction in unstressed syllables. These patterns reflect the influence of the Banjarese vowel system, which lacks central vowels, tense-lax contrasts, and vowel length distinction. Acoustic evidence confirmed the persistence of full vowel quality, indicating syllable-timed rhythm interference. The study supports Flege's Speech Learning Model and Best and Tyler's Perceptual Assimilation Model by demonstrating dialect-specific phonemic transfer. Pedagogically, the results suggest that explicit instruction on vowel reduction, centralization, and rhythm awareness may help mitigate Banjarese interference in English pronunciation.

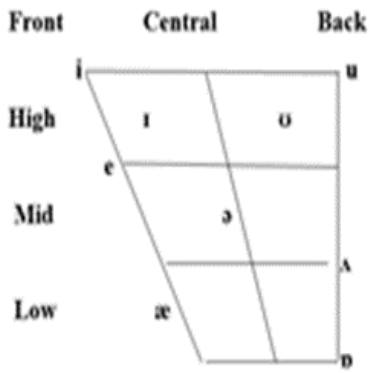
1. INTRODUCTION

English pronunciation remains a persistent challenge for Indonesian learners because of fundamental phonological differences between English and local languages. Ladefoged and Johnson (2014) explain that every language organizes its sound system differently, defining which contrasts are phonemically distinctive. When learning a second language, learners often map new sounds onto existing native phonemic categories rather than forming new ones. Flege's (1995) Speech Learning Model proposes that such category overlap leads to phonemic interference, in which learners perceive and produce second-language sounds through the lens of their first-language phonemic inventory. Similarly, Best and Tyler's (2007) Perceptual Assimilation Model argues that L2 contrasts are assimilated into familiar L1 categories, reducing perceptual sensitivity to distinctions

absent in the native system. In this context, dialect, defined by Chambers and Trudgill (2004) as a regional variety with distinct phonological features, plays a crucial role. Indonesia's dialectal diversity introduces multiple phonemic systems, each influencing how learners categorize and reproduce English sounds (Ambalegin & Hulu, 2019; Octaviani et al., 2024). Thus, dialect acts as a mediating factor in second-language acquisition, shaping how English phonemic distinctions are perceived and realized within native phonological frameworks.

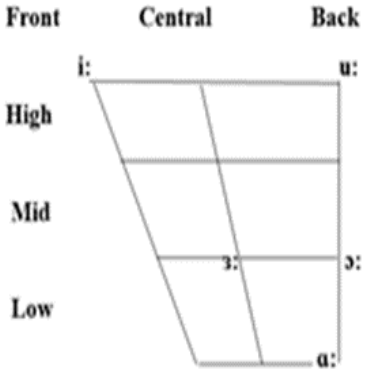
Building on this theoretical foundation, the present study examines how the Banjarese dialect's phonemic system interacts with English vowel categories. In Kuala Kapuas, the most common variety is Banjar Kuala, influenced by both Banjarese and Dayak Ngaju speech patterns, as the area lies geographically between South Kalimantan and Central Kalimantan. Banjar Kuala serves as a lingua franca in urban and interethnic communication (Kamariah et al., 2023). Linguistically, the Banjarese language has two main dialects, Banjar Kuala and Banjar Hulu, which differ primarily in vowel inventory. Banjar Kuala retains four vowels (/a/, /e/, /i/, /u/), while Banjar Hulu simplifies the system to three (/a/, /i/, /u/) (Lismayanti et al., 2020). In contrast, English distinguishes between long and short vowels, comprising five long (/iː/, /uː/, /ɜː/, /ɑː/, /ɔː/) and nine short vowels (/ɪ/, /e/, /æ/, /ʌ/, /ə/, /ɒ/, /ʊ/, /u/, /i/) (Pratika, 2016). These phonemic disparities suggest potential interference, as Banjarese speakers may substitute or merge English vowels absent in their L1, leading to systematic pronunciation deviations. The figure below indicates which position each vowel belongs to:

Figure 1. English short vowels



1. English's Short Vowels

Figure 2. English long vowels



2. English's Long Vowels

Pronunciation remains one of the major difficulties in learning English as a foreign language due to structural differences between learners' first and target languages. (Wu, 2024) found that Chinese speakers of Southwestern dialects often confuse English alveolar and velar nasals because their dialects lack such contrasts. Similarly, Arabic speakers face problems producing /p/, /v/, /θ/, and /ð/, substituting them with native sounds (Abohajar et al., 2023; Syed & Hussein Abdelrady, 2022). Thai students tend to omit final consonants and struggle with fricatives absent in Thai (Plailek & Essien, 2021), while Indonesian learners mispronounce diphthongs such as [eɪ], [aɪ], and [ʊə] due to limited vowel variation in local languages (Pratiwi & Indrayani, 2021). These consistent patterns confirm that pronunciation errors are systematic outcomes of L1 transfer, aligning with Flege's

(1995) Speech Learning Model, which posits that learners map unfamiliar L2 sounds onto existing L1 categories.

Interference is one of the key mechanisms in the development of a person's interlanguage, in which the first language influences the evolving system of the second language. Interlanguage refers to a transitional linguistic system that continuously changes as the learner's knowledge of the L2 develops (Guo, 2022). From this perspective, pronunciation errors are not arbitrary but represent developmental stages shaped by L1 influence and the speaker's gradual restructuring of phonemic categories. While the Banjarese phonemic system demonstrates how local sound structures can shape second-language pronunciation, similar interference patterns have been observed among EFL learners worldwide. Understanding these global patterns offers valuable context for interpreting how Banjarese speakers might experience comparable phonological challenges when producing English sounds.

Within a single language, dialects can also shape how speakers acquire English pronunciation. Wu (2024) showed that Chinese dialect speakers with low mutual intelligibility produce varying English sound patterns depending on their regional phonology. Studies show similar patterns in Arabic contexts, where dialectal variation affects how learners articulate English consonants and vowels (Abohajar et al., 2023). Such findings support the Perceptual Assimilation Model (Best & Tyler, 2007), which explains that L2 learners perceive new sounds using familiar L1 categories.

In Indonesia's multilingual setting, regional phonologies strongly influence English pronunciation. Javanese learners frequently replace /v/ with /f/ or /p/ and exhibit stress and intonation deviations (Siqoyah & Latifah, 2021). Buginese speakers substitute /f/ and /v/ with /p/ or /b/ and avoid final consonant clusters (Astuty, 2022), while Sasak-speaking learners in Lombok display vowel substitution and omission due to limited vowel inventories (Alfansyah et al., 2023). These findings indicate that Indonesian learners' errors stem from systematic L1 interference rather than random mistakes. However, despite extensive studies on Javanese, Buginese, and Sasak speakers, little is known about the phonological interference patterns of Banjarese learners, a gap this study aims to address.

Although previous studies have examined phonological interference among speakers with Javanese, Buginese, and Sasak backgrounds, research on the Banjarese dialect remains scarce. This gap is notable because the Banjarese language, with its reduced vowel inventory and regional variation, may yield unique patterns of phonemic interference that existing research has not yet documented in Indonesian contexts. Addressing this gap, the present study focuses on two dimensions of influence. The first concerns how the phonemic system of the Banjarese dialect affects the pronunciation of English vowels. The second explores how learners' personal experiences in acquiring English shape their pronunciation accuracy and adaptation to English phonemic distinctions. By examining two Banjarese speakers from Kuala Kapuas, this study seeks to provide an in-depth account of how dialectal and experiential factors interact in second-language pronunciation, contributing to broader discussions of interlanguage phonology in multilingual EFL settings.

2. RESEARCH METHODOLOGY

2.1. Research Design

This study adopts a qualitative case study design, integrated with narrative inquiry and acoustic-phonetic analysis. The case study approach facilitates an in-depth examination of a limited number of participants to capture the contextual complexity of their linguistic behavior (Coombs, 2022). In addition, the narrative inquiry component focuses on participants' lived experiences in learning English, offering insight into how personal, cultural, and affective factors influence pronunciation outcomes (Creswell, 2023).

To complement these qualitative methods, acoustic phonetic analysis using Praat software (Lennes et al., 2016; Styler, 2023; Ocampo, 2025). Praat enables the measurement of vowel formant frequencies (F1, F2) and duration, revealing how Banjarese speakers reorganize English vowel contrasts within their native phonemic system. Although this study visualized and interpreted the acoustic data using Praat spectrograms, the analysis followed a qualitative phonetic approach, emphasizing pattern interpretation rather than quantitative measurement.

2.2. Scope of the Study

The study focuses specifically on the phonemic interference of Banjarese dialects, particularly Banjar Kuala, on English vowel pronunciation among speakers in Kuala Kapuas, Central Kalimantan. This scope is intentionally limited to provide a detailed account of how regional dialectal phonology affects English vowel production, rather than generalizing across Indonesian learners.

2.3. Sample and Sampling Method

A purposive, criterion-based sampling technique was employed to recruit two adult native Banjarese speakers of English representing contrasting learning ecologies: a formally trained English teacher and an autodidact learner. Both participants were male, aged 20, and had no reported speech or hearing disorders. The two-case design follows a replication logic, predicting similar L1→L2 phonological transfer but with varying degrees due to different levels of metalinguistic awareness. This sample enables analytical generalization, aiming to uncover mechanisms and conditions of phonemic interference rather than focusing on population-level prevalence.

2.4. Study Setting

The researchers conducted the study in Kuala Kapuas, a multilingual area located between Central Kalimantan and South Kalimantan, where Banjar Kuala serves as a lingua franca for trade and interethnic communication. This sociolinguistic environment provides a natural context for observing dialectal influence on English pronunciation.

2.5. Data Collection Methods

These researchers collected the data through elicited pronunciation tasks and semi-structured interviews, with each session lasting approximately 70 minutes. The pronunciation task included five words and five sentences, carefully chosen to represent English phonemes that typically pose articulatory challenges for Banjarese speakers (e.g., /æ/, /ə/, /ɜː/, /ɪ/, /uː/). These selected sounds are due to the absence or rarity in the Banjarese phonemic inventory. The elicitation design follows Flege (1995), who emphasizes the use of theoretically motivated stimuli to identify L1–L2 phonological

interference. The subsequent semi-structured interview generated spontaneous speech for comparison and contextual interpretation. All sessions were recorded and later analyzed acoustically using Praat software to identify formant patterns and vowel quality deviations. To enhance trustworthiness, the analysis incorporated acoustic measurements using Praat and narrow IPA transcriptions conducted independently by two trained raters, both Linguistics lecturers, with inter-rater agreement statistically reported.

2.6. Ethical Considerations

Informed consent was obtained from both participants, who were assured of anonymity and confidentiality. The study adhered to ethical guidelines for research involving human participants and was reviewed in accordance with institutional ethical standards.

3. FINDINGS

3.1. Phonemic Interference between English and Banjarese Pronunciation

The pronunciation data presented below illustrate the phonemic realizations of selected English words and sentences produced by two Banjarese participants. The researchers chose each item to represent distinct phonological features that commonly challenge Banjarese learners of English, including vowel quality. The participants read five words and five sentences containing the target phonemes, with each word repeated a few times. Their productions were transcribed phonetically and compared with standard American English pronunciations. The following Table summarizes the observed phonemic variations and potential instances of L1–L2 phonological interference.

Table 1. Phonemic interference between English and Banjarese pronunciation

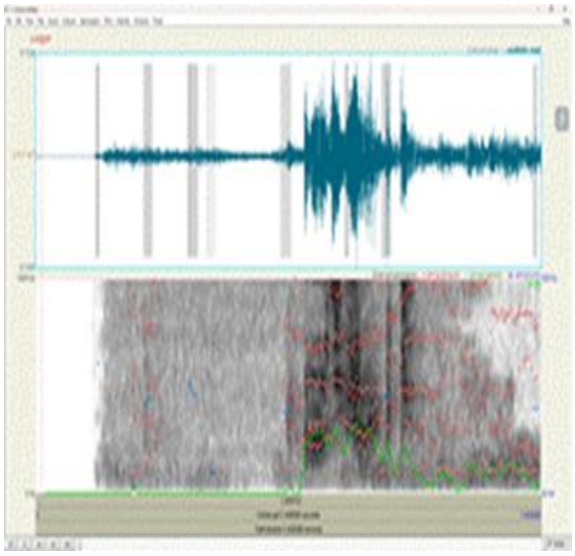
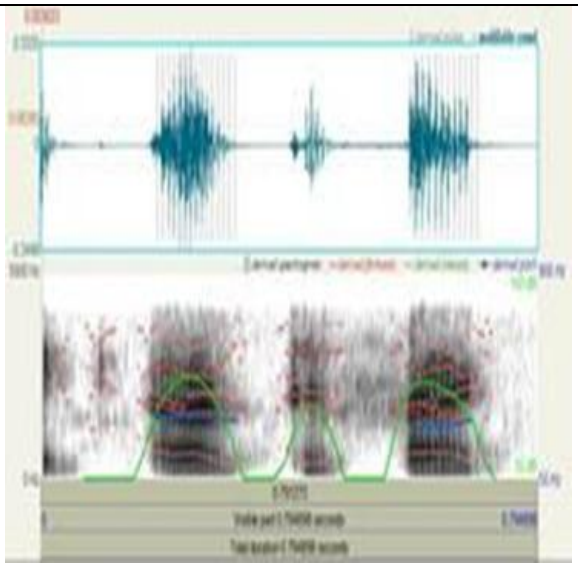
Words and Sentences	English Transcription	Banjarese Participants' Transcription
Artifact The museum displayed authentic *artifact* from ancient cultures.	US /ˈɑːr.ʈə.fækt/	Participant A Attempt 1 /’a:.te.fek/ Attempt 2 /’a:.te.fek/ Participant B Attempt 1 /artifak/ Attempt 2 /artifak/
Energetic The *energetic* dancer moved gracefully across the stage.	US /ˌen.ɚˈdʒeʈ.ɪk/	Participant A Attempt 1 /ˌɛn.ərˈʤɛn.tɪk/ Attempt 2 /ˌɛn.ərˈʤɛn.tɪk/ Participant B Attempt 1 /ˌen.ərˈʤeː.tɪk/ Attempt 2 /ˌen.ərˈʤeː.tɪk/
Interesting He found the science experiment *interesting* and asked many questions.	US /ˈɪn.trɪ.stɪŋ/	Participant A Attempt 1 /ˈin.te.res.tiŋ/ Attempt 2 /ˈin.te.res.tiŋ/ Participant B Attempt 1 /ɪn.teˈres.ti/ Attempt 2 /ˈin.te.res.tiŋ/
Ordinary	US /ˈɔːr.dən.er.i/	Participant A

		Attempt 1 /ˈɔː.dən.əri/ Attempt 2 ˈɔːr.dən.er.i/ Participant B Attempt 1 /ordineri/ Attempt 2 /ordineri/
It was an *ordinary* day in the small town, yet something felt special.		
Unique Her *unique* perspective on art made her work stand out.	US /juːˈniːk/	Participant A Attempt 1 /ʊˈnɪkyue/ Attempt 2 /ʊˈnɪkyue/ Participant B Attempt 1 /juːˈniːk/ Attempt 2 juːˈniːk/

Overall, the findings show that both participants produced English phonemes with partial accuracy yet exhibited systematic deviations, such as vowel substitutions and consonant simplifications. These deviations suggest that the influence of Banjarese phonotactic and articulatory patterns persists in their English speech, highlighting segmental-level phonemic interference.

To support the phonemic analysis, spectrographic data from the Praat application were used to compare the pronunciations of native and Banjarese speakers. The spectrograms revealed clear acoustic differences in vowel quality, duration, and aspiration, visually confirming the influence of Banjarese phonotactic patterns on English pronunciation. These acoustic contrasts further substantiate the presence of phonemic interference identified in the auditory analysis. Moreover, the visual representation provides objective evidence of segmental variation, complementing the perceptual and transcriptional findings.

Table 2. Pronunciation contrast on the word 'artefact'

The spectrogram of a native speaker's pronunciation of artefact	**The spectrogram of Participant A's pronunciation of the artefact**
	

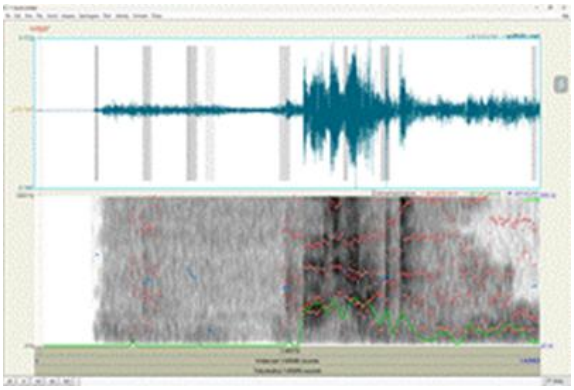
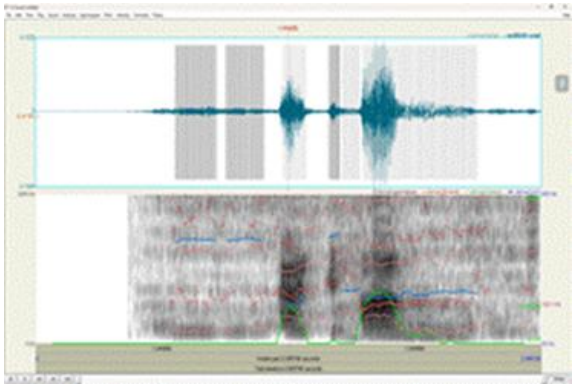
The spectrogram of a native speaker's pronunciation of artefact	The spectrogram of Participant B's pronunciation of the artefact
	

Table 3. Pronunciation contrast on the word 'energetic'

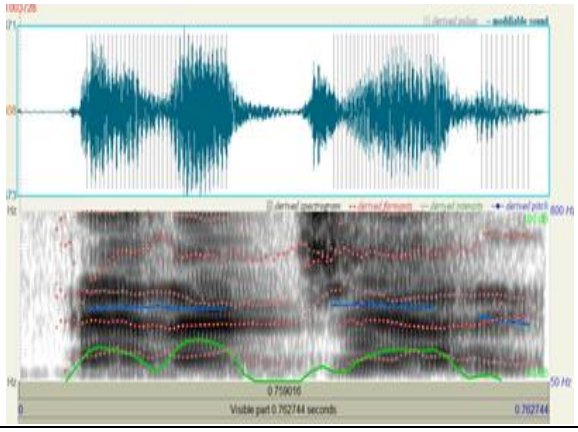
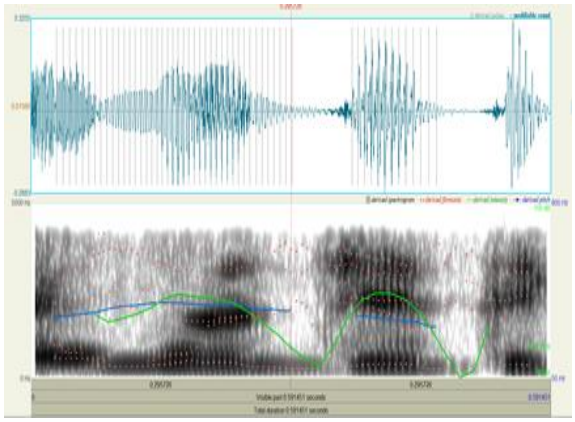
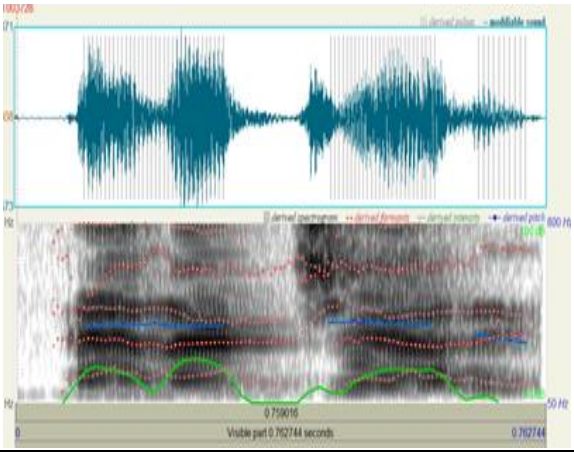
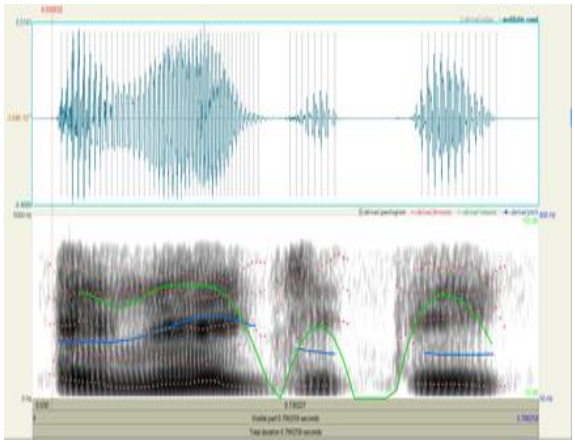
The spectrogram of a native speaker's pronunciation of energetic	The spectrogram of Participant A's pronunciation of energetic
	
The spectrogram of a native speaker's pronunciation of energetic	**The spectrogram of Participant B's pronunciation of energetic**
	

Table 4. Pronunciation contrast on the word 'interesting'

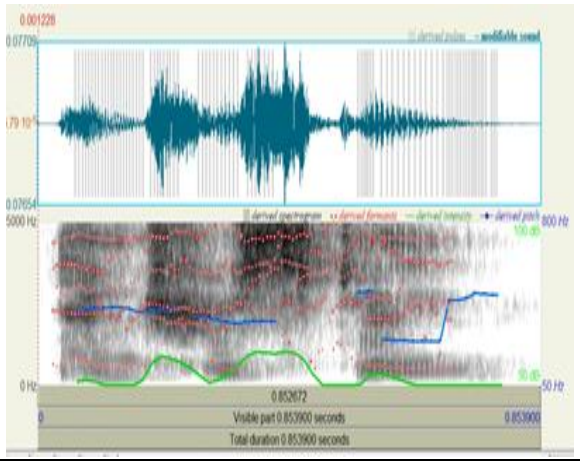
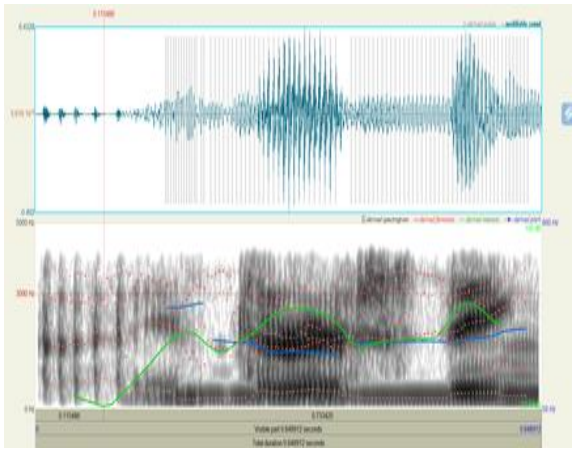
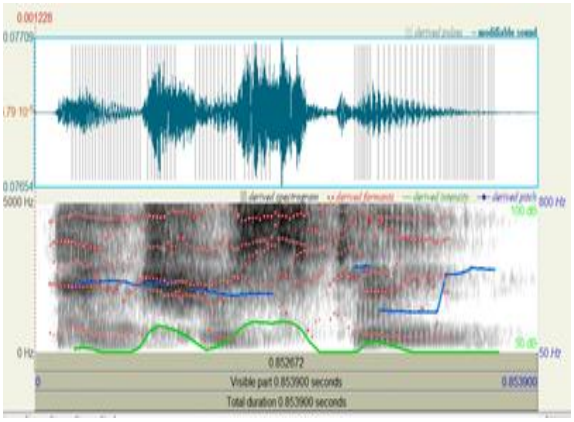
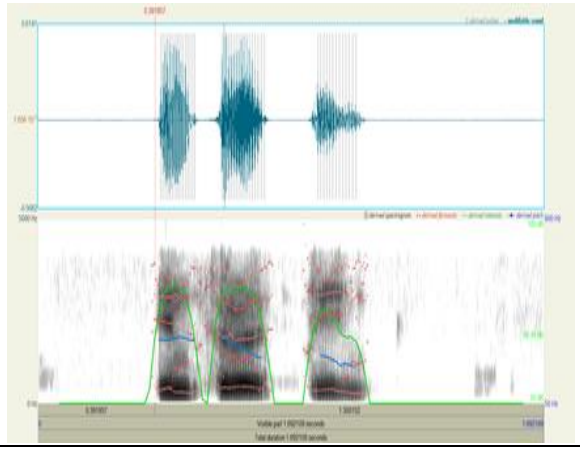
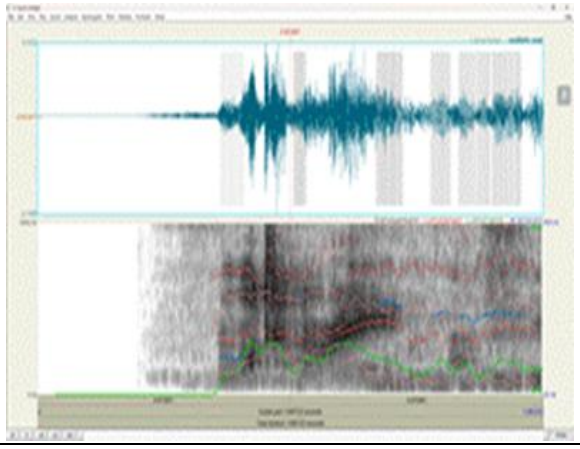
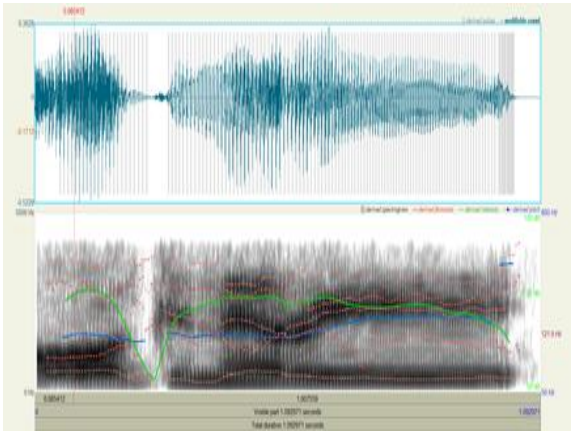
The spectrogram of the native speaker's pronunciation of interesting	**The spectrogram of Participant A's pronunciation of interesting**
	
The spectrogram of the native speaker's pronunciation of interesting	**The spectrogram of Participant B's pronunciation of interesting**
	

Table 5. Pronunciation contrast on the word 'ordinary'

The spectrogram of a native speaker's pronunciation of ordinary	**The spectrogram of Participant A's pronunciation of ordinary**
	

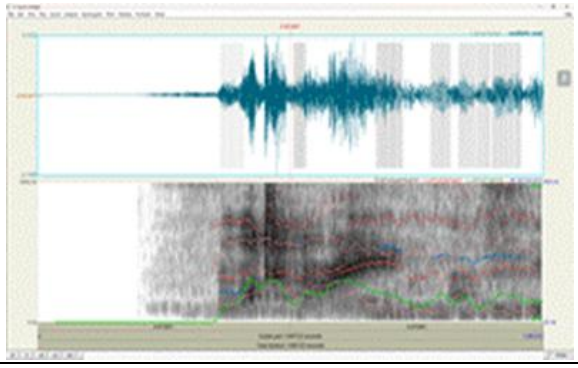
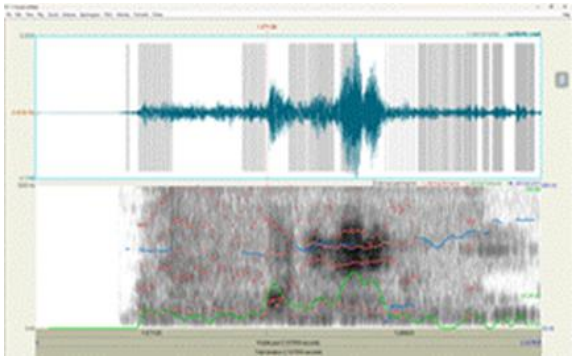
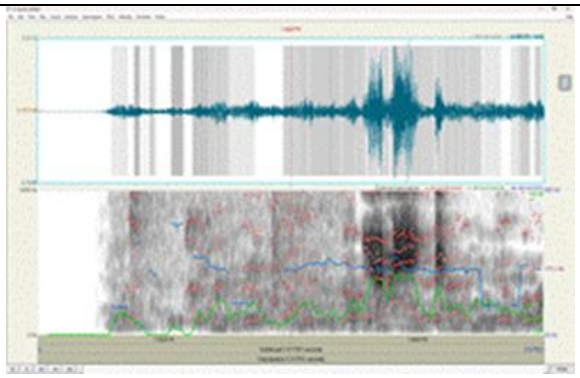
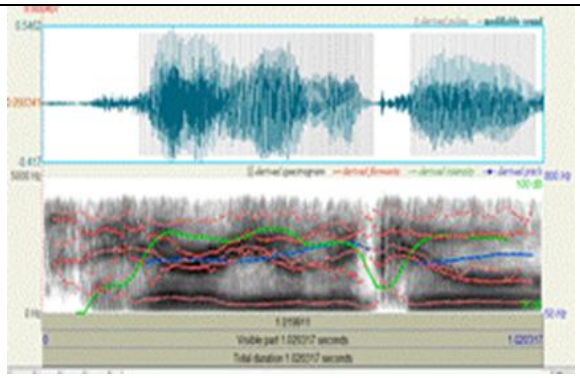
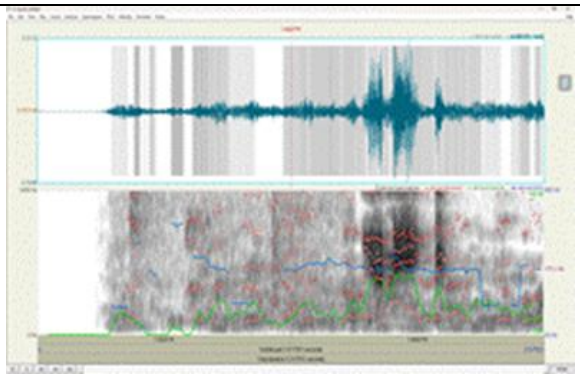
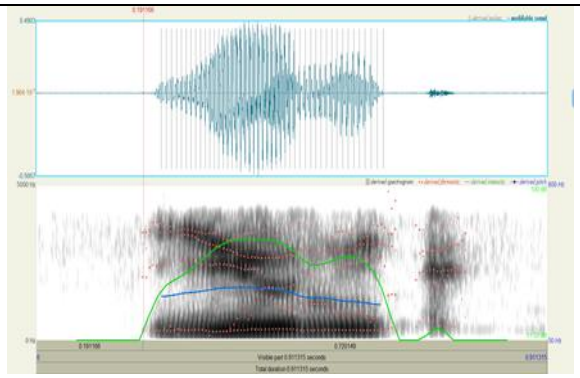
The spectrogram of a native speaker's pronunciation of ordinary	The spectrogram of Participant B's pronunciation of ordinary
	

Table 6. Pronunciation contrast on the word 'unique'

The spectrogram of a native speaker's pronunciation of unique	The spectrogram of Participant A's pronunciation of unique
	
The spectrogram of a native speaker's pronunciation of unique	**The spectrogram of Participant B's pronunciation of unique**
	

3.2. Banjarese Speakers' Personal Experience in Learning English and Pronunciation

To complement the phonemic and acoustic analyses, semi-structured interviews were conducted to gain deeper insights into the participants' experiences of learning and using English. The interviews explored four main themes: participants' linguistic backgrounds, language use across different contexts, motivation in learning English, and the challenges and strategies they employ in pronunciation. This qualitative dimension provides valuable

context for interpreting the observed phonemic interference, revealing how individual learning histories and perceptions shape pronunciation patterns and language performance.

Participants' Background

Participant A, a 20-year-old English teacher at SMP IT Babussalam, has been teaching for over a year and reported consistent use of English in the classroom, though he primarily communicates in Bahasa Banjar outside it. Coming from a family with several English-proficient members, he has been exposed to the language since childhood but still perceives gaps in his proficiency.

> "*I actually teach English myself, but only in one class, which is grade 7th, and I'm actually not very good at it. So, the preparation before teaching English is a lot…. Fortunately, there is a family member who has a background as an English teacher.*"

Participant B, also 20, is an autodidact and a student at STAI Kuala Kapuas, with the same educational background as Participant A, having studied at Babussalam boarding schools. His interest in English began with video games, which exposed him to vocabulary and informal expressions. Although he once attended an English course at Smart Borneo, he later continued learning independently, regaining motivation during the COVID-19 pandemic by practicing with friends. He noted that music and gaming remain his main sources of engagement and exposure to English.

> *"I practiced English outside of class through what I said earlier, like playing games. And practicing speaking with friends during COVID. And I often listen to English music every day, especially when I play games."*

Language Usage and Its Context

Both participants reported managing multiple languages in their daily lives, reflecting flexible multilingual competence shaped by context and audience. Participant A, as an English teacher, primarily uses English in the classroom for instruction and discussion but often shifts to Indonesian to clarify complex points and ensure comprehension. He also alternates between his mother tongue, Bahasa Banjar, and English during informal interactions to build rapport with students, demonstrating a fluid, context-sensitive approach to meaning-making. Similarly, Participant B indicated that he routinely employs three languages with distinct social functions: English for online communication with international friends, Indonesian for academic and formal contexts, and Bahasa Banjar for intimate or local interactions that convey familiarity and emotional closeness. These patterns illustrate how both speakers use code-switching strategically to negotiate identity, maintain social relationships, and achieve communicative effectiveness across settings.

> Participant A said, *"Banjar, my mother tongue. The language I use most often is not only Banjar, but I also use Indonesian. But Banjar is probably my daily language, so sometimes I can use Indonesian in class."*
>
> Participant B mentioned, *"Usually, I use English with my friends from abroad, for example, I use it on Discord, well then I use Bahasa Indonesia to talk to campus friends so, and the Banjar language itself I use it for the people closest to me, like friends who have become best friends."*

English Learning Motivation

Both participants demonstrated strong intrinsic motivation to learn English, though their paths differed significantly. Participant A reported no history of private tutoring or

language courses, learning exclusively through formal schooling. His motivation emerged from exposure to English-language media, particularly movies and music, which inspired him to understand films without subtitles and to emulate the speech of native speakers. Participant B, in contrast, developed his interest through playing online video games where English served as the primary means of interaction. Frequent communication with international players on platforms such as Discord and exposure to English-language media, including songs and short videos, strengthened his engagement and confidence. He explained that understanding slang and rapid speech in games was initially difficult, but consistent practice, imitation, and social interaction gradually enhanced his comprehension and fluency. For both participants, media-based and interactive exposure provided authentic, enjoyable contexts that motivated continuous learning beyond the classroom.

> Participant A stated, *"Actually, the first time (learning English) was not in the classroom. One of the things that motivated me was that I often saw movies that were in English. Wow, it turned out to be fun to talk in English, and it sound great."*
> Participant B said, *"I usually communicate through Discord, we play games together. I usually play on a PC, maybe even on a laptop. Usually at the Internet cafe too, …."*

Challenges and Strategies

Both participants experienced distinct challenges in learning and using English, particularly related to pronunciation and listening comprehension. Participant A explained that teaching English as a nonnative speaker requires extensive preparation and clear pronunciation. To address these difficulties, he practiced intensively through repetition and drilling, used pronunciation tools such as Google Translate for verification, and sought guidance from others before teaching. He also relied on code-switching between Bahasa Banjar, Indonesian, and English to clarify lessons for students with different linguistic backgrounds. Despite these efforts, he admitted that unfamiliar English sounds remain difficult to pronounce accurately.

> *"When I taught English, there was a dialogue or text that was complicated to read. And I've never heard of it. Well, so... How do I read this? So, I have to translate first. I listen to how the original pronunciation is. Then I practised it again. I repeat it over and over again."*

Participant B similarly encountered challenges in understanding spoken English, especially in online gaming contexts where conversations are fast-paced and filled with slang. He struggled to distinguish between similar-sounding words, such as accent and action, and to recognize different English accents. Mishearing words like 'from' as 'form' occasionally led to misunderstandings in communication. To overcome these issues, he practised active listening, mimicked native speakers, and repeatedly rehearsed new words and phrases until he improved his accuracy. Exposure to music, gaming interactions, and English media also helped him improve his pronunciation and listening skills. Overall, both participants demonstrated persistence and adaptive strategies to manage their pronunciation difficulties and enhance their English proficiency.

> *"As for difficulties, there are probably many, such as some vowels that I have difficulty distinguishing. Like the word accent or action. Accent with action for me is probably more or less because I have difficulty hearing some of these words. Because this native speaker, I think the words are difficult to understand for beginners like me."*

4. DISCUSSION

Based on the findings, this discussion addresses the two research questions: the Influence of Banjarese Vowels on English Pronunciation and the role of personal experience in English Learning and Pronunciation. Expert perspectives are integrated to provide a more comprehensive analysis. Because the study adopted a qualitative orientation, the interpretation of vowel quality relied on consistent spectrographic and auditory patterns rather than numerical formant analysis.

4.1 The Influence of Banjarese Vowels on English Pronunciation of Artefact

In the target pronunciation /ˈɑːr.ʈə.fækt/, the vowels /ɑː/, /ə/, and /æ/ are central and low-front vowels typical of American English. Both participants show clear vowel interference patterns influenced by their first languages.

Participant A consistently pronounces the word as /' a:.te.fek/. The long front vowel /a:/ replaces the back open vowel /ɑː/, showing vowel fronting likely due to the absence of a back open vowel in their L1. The schwa /ə/ is replaced with /e/, indicating a lack of vowel reduction and centralization. The final vowel /æ/ also becomes /e/, suggesting vowel raising and the absence of a distinct low-front /æ/ sound in their native system.

Participant B produces /artefact/ in both attempts. The vowel /ɑː/ is realized as a short /a/, showing fronting and shortening. The schwa /ə/ is replaced with /i/, reflecting a preference for tense, front vowels and a lack of central vowel production. The /æ/ vowel becomes /a/, another common substitution in speakers whose languages do not distinguish /æ/.

Overall, both participants exhibit fronting and lack vowel reduction, resulting in a general shift of central and low-front vowels toward higher or more fronted positions. These patterns suggest L1 interference from languages without vowel length contrast, central vowels, or the /æ/ sound, indicating a stable and systematic interlanguage pattern rather than random pronunciation errors. Aligning this research with Mu'in (2017), his study of the phonemic interference that happened to banjarese students, where he investigated similar substitutions, such as /æ/, which can be replaced with any other native vowel sounds. Even though Mu'in (2017) conducted his study in a different context, these pronunciation patterns suggest a shared phonological influence deeply rooted in the Banjarese dialect. (Mu'in, 2017) also discovered that these substitutions are an obvious example of phonological transfer from the first language.

4.2 The Influence of Banjarese Vowels on English Pronunciation of Energetic

In the target pronunciation /ˌɛn.ərˈdʒɛ.tɪk/, the vowels /ɛ/, /ə/, and /ɪ/ represent lax mid-front and high-front vowels typical of English vowel reduction patterns. Both participants display vowel interference influenced by the Banjarese vowel system. Participant A pronounces the word as /ˌɛn.ərˈʤɛn.tɪk/. The stressed vowel /ɛ/ is relatively accurate but slightly tenser, reflecting the absence of a lax–tense distinction in Banjarese. The schwa /ə/ in the second syllable is maintained as a full vowel, showing the lack of vowel reduction common among speakers of syllable-timed languages.

Participant B produces /ˌen.ərˈʤeː.tɪk/, substituting the target /ɛ/ with /eː/, a higher and tenser vowel. This substitution demonstrates the influence of the Banjarese vowel inventory, which does not distinguish between /ɛ/ and /e/.

Overall, both participants exhibit fronting and tenseness in stressed vowels and a consistent absence of vowel reduction in unstressed syllables, indicating systematic Banjarese interference in English vowel realization. The findings in this study align with those of Byers & Yavas (2017), who found that speakers from syllable-timed language backgrounds tend to maintain full vowels in unstressed syllables, reflecting limited vowel reduction compared to stress-timed languages like English. This pattern aligns with the participants' production of "energetic", in which the schwa /ə/ was realized as a full vowel. Similarly, (Syam et al., 2024) reported that Indonesian regional dialects, including Banjarese, exhibit minimal contrast between tense and lax vowels and rarely reduce vowels in unstressed positions, resulting in substitutions such as /ɛ/ to /eː/. This finding supports the participants' tendency to produce tenser, fronted vowels. Furthermore, Yanita & Dewanti (2025) identified frequent replacement of schwa with full vowels, such as/e/ or /ɑ/, among Indonesian English teachers, reinforcing the view that the absence of vowel reduction and centralization is a systematic phonological feature rather than an individual error.

4.3 The Influence of Banjarese Vowels on English Pronunciation of Interesting

In the target pronunciation /ˈɪn.trəs.tɪŋ/, the vowels /ɪ/ and /ə/ involve centralization and reduction. Both participants show clear Banjarese interference, as evidenced by fronting and the absence of vowel reduction.

Participant A produced /ˈin.te.res.tiŋ/ in both attempts. The front tense /i/ replaces /ɪ/, and /e/ replaces the reduced /ə/, indicating a stable vowel system without centralization. Meanwhile, Participant B first produced /ɪn.teˈres.ti/, substituting /e/ for /ə/ and omitting the final /ŋ/. In the second attempt, /ˈin.te.res.tiŋ/, the pronunciation aligned with Participant A's but still lacked vowel reduction.

Overall, both participants used front, tense vowels (/i, e/) and avoided schwa reduction, reflecting Banjarese influence, which lacks the English /ɪ/–/i/ contrast, schwa /ə/, and stress-based vowel weakening. Align with prior research on the phonological influence of Indonesian and its regional dialects on English vowel production. (Syam et al., 2024) highlight that Indonesian-accented English lacks centralization and vowel reduction, resulting in the consistent use of full, fronted vowels such as /i/ and /e/ instead of reduced forms like /ɪ/ and /ə/. This description corresponds to the participants' realization of "interesting" as /ˈin.te.res.tiŋ/, showing fronting and stability of vowel quality. Similarly, Ristati (2019) found that Indonesian speakers tend to replace English tense and lax vowels with their closest L1 equivalents, such as /iː/ with /i/ and /ɜː/ with /e/, due to negative transfer from the Indonesian vowel system. These results reinforce the current findings that the participants' use of front, tense vowels and their avoidance of vowel reduction in "interesting" are systematic outcomes of Banjarese interference rather than random deviations.

4.4 The Influence of Banjarese Vowels on the English Pronunciation of Ordinary

The target pronunciation /ˈɔːr.dən.er.i/ includes a long rounded vowel /ɔː/ and reduced vowels /ə/ in unstressed syllables.

Participant A produced /ˈɔː.dən.əri/ and /ˈɔːr.dən.er.i/, both close to the English target. The use of /ɔː/ and the presence of reduced vowels suggest minimal interference; vowel quality and stress placement were largely accurate. On the other hand, Participant B

pronounced /ordineri/ in both attempts, substituting /ɔː/ with /o/ and replacing the reduced vowels /ə/ and /ɪ/ with the tense /e/. It reflects a consistent Banjarese influence marked by fronting and the absence of vowel reduction.

Overall, Participant A shows near-native control of the vowel system, while Participant B demonstrates clear L1 transfer, particularly through the use of stable, unreduced vowels and limited contrast between /ə/, /e/, and /ɪ/. As noted by Syam et al. (2024), Indonesian regional dialects tend to preserve full vowel quality and rarely exhibit vowel reduction, a feature that mirrors Participant B's pronunciation of "ordinary" as /ordineri/. In this case, the reduced vowels /ə/ and /ɪ/ were replaced by the tense /e/, while the long-rounded vowel /ɔː/ was shortened to /o/, illustrating the Banjarese tendency toward vowel fronting and tenseness. Likewise, Ristati (2019) found that Indonesian learners often substitute English back vowels, such as/ɔː/, with /o/, and central vowels with front vowels, such as /e/, due to the limited vowel inventory of their L1. Taken together, these findings support the interpretation that Participant B's vowel substitutions stem from systematic phonological transfer rather than individual variation, while Participant A's near-target pronunciation demonstrates reduced L1 influence.

4.5 The Influence of Banjarese Vowels on the English Pronunciation of Unique

The target pronunciation /juːˈniːk/ features an initial glide /juː/ and a high front tense vowel /iː/ in the stressed syllable. Participant A produced /ʊˈnɪkyue/ in both attempts, showing clear vowel interference. The initial /ʊ/ replaces /juː/, omitting the glide and fronting contrast, while /e/ replaces the final /iː/, indicating vowel lowering and instability in tense vowel production. These patterns suggest transfer from the Banjarese system, which lacks /juː/ and tends to neutralize tense-lax contrasts. Meanwhile, Participant B produced /juːˈniːk/ accurately in both attempts, showing correct vowel quality, stress placement, and glide articulation, with no clear L1 interference.

Overall, Participant A exhibits strong L1 influence through glide omission and vowel substitution, while Participant B demonstrates target-like pronunciation consistent with English phonemic norms. The results of this analysis still align with (Syam et al., 2024): Indonesian regional dialects, including Banjarese, tend to neutralize tense-lax vowel contrasts and simplify complex vowel glides, which aligns with Participant A's production of "unique" as "unikyue." In this case, the initial /juː/ glide was replaced by /ʊ/, and the final /iː/ was realized as /e/, reflecting the influence of an L1 vowel system that lacks both /juː/ and /iː/–/ɪ/ distinctions. Similarly, Subandowo et al. (2020) found that Indonesian speakers often collapse English high vowels into a narrower vowel space, leading to fronting, lowering, and unstable tense-vowel production. In addition, Andi-Pallawa & Alam (2013) explain that English glides such as /juː/ are absent in Indonesian, making glide omission a common substitution pattern. Taken together, these findings support the interpretation that Participant A's realization of "unique" results from systematic Banjarese phonological transfer, while Participant B's accurate pronunciation reflects more effective adaptation to English phonemic patterns.

4.6 Personal Experience on English Learning and Pronunciation

Participant A, a 20-year-old English teacher at SMP IT Babussalam, has been teaching for over a year and primarily uses English in classroom instruction while Bahasa Banjar remains dominant in his daily life. Early exposure to English through his family

shaped his confidence in using the language, yet he still perceives difficulty in mastering pronunciation. Participant B, also 20, is an autodidact learner from STAI Kuala Kapuas whose engagement with English began through gaming, music, and peer interaction during the COVID-19 pandemic. These findings indicate that their distinct learning histories influence how they perceive and produce English sounds. Participant A's formal exposure supports explicit awareness of pronunciation rules, while Participant B's informal learning provides greater auditory familiarity. This distinction aligns with Derwing & Munro's (2005) observation that structured instruction fosters metalinguistic awareness and accuracy, whereas naturalistic exposure promotes fluency. Moreover, as learners continually engage with English input, their perception and production systems evolve interactively, refining L2 phonemic categories over time (Nagle & Baese-Berk, 2022).

Moreover, participants displayed context-dependent multilingual practices that influence their English pronunciation development. Participant A alternated between English, Indonesian, and Banjar in the classroom to balance clarity and connection with students, while Participant B used English for online interaction, Indonesian in formal discussions, and Banjar for personal exchanges. These patterns reveal that their phonological adaptation occurs within multilingual environments where language choice shifts according to audience and intent. Such flexible code-switching exemplifies Wei's (2018) concept of translanguaging, in which multilingual speakers draw upon their entire linguistic repertoire to construct meaning and manage identity. Additionally, their ability to navigate across languages demonstrates the crosslinguistic influence described by Lago et al. (2021), in which previously learned linguistic systems interact dynamically during speech production. Thus, the participants' language use reflects not only communicative adaptability but also ongoing phonological negotiation shaped by multilingual experience.

The participants demonstrated strong intrinsic motivation to learn English, though their paths differed in experience and exposure. Participant A's interest developed through English-language films and music, motivating him to imitate pronunciation and comprehend speech without subtitles. Participant B's engagement grew through online gaming and interaction on platforms such as Discord, where English was the primary language of communication. These findings indicate that self-driven, media-based learning contexts promote sustained motivation and active pronunciation practice. It aligns with Ushioda's (2019) claim that intrinsic, self-regulated motivation arises when learning is personally meaningful and socially situated. Similarly, Lee et al. (2022) observed inherent factors. Enjoyment and self-efficacy contribute more effectively to long-term L2 achievement than external rewards. Furthermore, (Fang et al., 2024) highlighted that authentic digital interaction enhances learners' motivation and pronunciation awareness through immersive, low-anxiety environments. Collectively, these results suggest that informal digital exposure fosters autonomy and sustained engagement, complementing formal instruction in developing pronunciation and communicative confidence.

Both participants encountered persistent pronunciation and listening difficulties stemming from phonemic contrasts absent in their native language. Participant A, as a nonnative English teacher, found accurate pronunciation challenging and compensated by practising intensively, repeating, and verifying with pronunciation tools such as Google Translate. His preparation routines and self-monitoring reflect strategic self-regulation,

where learners actively control and refine their learning processes (Ushioda, 2019). Participant B, on the other hand, struggled with fast-paced, slang-filled online communication, often confusing similar-sounding words such as 'accent' and 'action'. Consistent exposure to English through games, music, and peer interaction became his primary strategy for improving perception and production accuracy, aligning with findings that digital engagement promotes authentic, meaningful language use and fosters adaptive learning strategies (Fang et al., 2024). Both participants demonstrated persistence and self-awareness, key features of autonomous learning that transform motivational drive into effective phonological practice and pronunciation improvement (Lee, Ahn, & Lee, 2022).

5. CONCLUSION

This study demonstrates that the vowel deviations produced by Banjarese speakers of English reflect systematic, dialect-based phonological transfer rather than random error. By integrating acoustic-phonetic analysis with narrative inquiry and case study design, the research reveals how the Banjar dialect's reduced vowel inventory shapes English vowel realization, thereby extending Flege's Speech Learning Model and Best and Tyler's Perceptual Assimilation Model to a dialectal context within interlanguage phonology. Methodologically, the synthesis of instrumental and experiential data provides a robust framework for examining how linguistic structure and learner experience jointly influence second-language sound production.

Theoretically, the findings highlight that dialect-specific phonemic systems play a crucial role in shaping interlanguage development, underscoring the need to consider micro-level phonological variation in SLA models. Pedagogically, they underscore the importance of dialect-informed pronunciation instruction that emphasizes vowel reduction, centralization, and tense–lax contrasts. Tools such as Praat-assisted visual feedback and media-based auditory training can enhance learners' phonemic awareness and articulation accuracy. Methodologically, this study demonstrates the value of integrating acoustic analysis with qualitative inquiry to capture both measurable and experiential dimensions of phonemic interference.

Acknowledging its limited participant pool and focus on segmental features, the study recommends broader, longitudinal research that incorporates prosodic and perceptual dimensions. Overall, the findings affirm the significance of a dialect-sensitive framework for understanding and teaching English pronunciation in Indonesia's multilingual EFL environment.

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