

Factors Influencing Banggainese Learners English Pronunciation

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Abstract:

The research seeks to study certain factors that obstruct the development of English pronunciation by Banggainese students. The following research questions are addressed by this research: 1. What are the factors in English pronunciation affecting Banggaini students? 2. What are the main factors affecting the English pronunciation of Banggainese learners? The participants of this research are 5 learners from Banggai Kepulauan (BangKep) who are still collaged in English Education Study Program, Muhammadiyah Luwuk University. The research design was qualitatively descriptive. The data were collected via documentation and in-depth interviews with five representatives involved in audio recording. An interview is an instrument that the researcher used as collecting data. The finding of this research is: Six factors are affecting Banggainese learners in learning English pronunciation among others are; Age of learners, language exposure, type and amount of preliminary speech instruction, skill, attitude and motivation, the role of the native language, new research directions, personal endeavors, and goals. Age of learners the result demonstrates that four dominant factors influence the pronunciation of English by Banggainese students, such as their learner age, attitude and motivation, exposure to the target language and personal efforts and the setting of goals.

Keywords: *Banggainese; pronunciation; factors in learning English pronunciation*

I. Introduction

For EFL learners, learning English pronunciation poses some difficulties, particularly if their primary goal is to achieve native pronunciation. Some language aspects, such as vocabulary, pronunciation, and grammar, influence the success of oral communication in English. Of the three components, pronunciation is thought to have the most influence on the success of the communication process. Even if the sentences are constructed or the word is selected for the conversation context, the process of exchanging the message is hindered when words are mispronounced. Ironically, English is a subject taught to junior and senior high school students in Indonesia, but some still struggle to correctly pronounce the word English.

People do not have to use many complicated words in daily communication, so a limited vocabulary is not a major issue because people can use simple words. When we speak English to others, the first thing they notice is our pronunciation, which can provide us with a good pronunciation of the quality of our language skills. Poor and incomprehensible pronunciation can irritate and confuse both the speaker and the audience. Furthermore, restricted speech skills can lead the learners to lose confidence and damage their credibility and skills.

The foundation of spoken English is pronunciation. The communication of most words, whether written or spoken, is considered the primary means of communication, but some misunderstandings are caused by incorrect pronunciation (Yong, 2004). It is impossible to speak fluent English without good pronunciation, and mistakes in pronunciation can sometimes lead to communication misunderstandings. One of the most important aspects of speaking is proper information pronunciation because understanding is critical for both the speaker and the listener. Furthermore, good pronunciation helps the speaker understand what he or she hears.

The issue is that when Banggainese learners attempt to convert their first language (Banggai) into the target language (English), they appear to run into difficulties. Another issue is that students will mispronounce English words that are entirely written in Indonesian. The influence of the learners' mother tongue causes the common problems encountered by foreign language learners, particularly those enrolled in English Education Study Programs when English words were pronounced.

The objectives of this research are to find out the effect of factors influencing confronting Banggainese learners and to categorize the dominant factors affecting Banggainese learners' English pronunciation at the English Education Study Program of Muhammadiyah Luwuk University. It is necessary to limit the topic of this research to avoid misinterpretation of this research, so the researcher limits the study more specifically, the research is focused on describing influencing factors of Banggainese learners' English pronunciation at the English Education Study Program of the Muhammadiyah University of Luwuk.

According to the researchers' preliminary observations of the learners at the Muhammadiyah Luwuk University's English Education Study Program, some learners with good pronunciation were discovered, even though some of them often speak English or practice it in their lives because the interaction in English-speaking areas is a foreign language. Some people do not always like teaching, especially when it comes to pronunciation, but have been able to speak the word. As a result, the researcher is interested in researching the title Factors Influencing Banggainese Learners English Pronunciation.

Concerning the research above the researcher helped by the theory from Celce-Murcia & UCLA (2013) as follow:

1. Age of the learner
Children learn to pronounce words more easily than adults, and children and adults learn to pronounce words in different ways. Adults have some advantages when it comes to learning how to pronounce words.
2. Exposure to the target language
It is easier to acquire good pronunciation with more exposure to the target language.
3. Amount and type of prior pronunciation instruction
This will be beneficial to learners who have previously received good pronunciation training. They will be at a disadvantage if they have received insufficient or no training.
4. Aptitude, attitude, and motivation
Some people may have a "talent" for pronunciation, while those who are more adaptable may have better results.
5. The role of the native language
The learner's native language has an impact on pronunciation learning, which can be negative or positive. It is possible to substitute an L1 sound for an L2. L1's phonological

- rules may be applied incorrectly to L2.
6. New directions in research
We should not focus solely on individual sounds when teaching pronunciation. It is also important to pay attention to intonation, rhythm, and changes in connected speech.

II. Review of Literature

Pronunciation is the basis of spoken English. Whether it is written or spoken, the communication of most words is considered the main means of communication. However, improper pronunciation can lead to some misunderstandings. (Yong, 2004). In communication, people do not necessarily use a large number of complex words. If people's pronunciation is poor, they may condemn the learner's social, academic, and work progress for being lower than it should be. Richard and Schmidt (2002) appointed pronunciation as a way of producing specific sounds. Furthermore, according to Yates (2002:1), pronunciation is the production of sound, which is used to express meaning.

So, the production of sounds that are used to make meaning is referred to as pronunciation. There is word stress, sentence stress, and intonation when speaking of a person. This is a part of the pronunciation process.

III. Research Method

3.1 Data Collection

To achieve the best results of this research, the researcher was used an interview as a data collection technique. Interviews are used to assist the researcher in gathering information during the research process. In pursuance of Gay & Airasian (2000: 367), when a researcher asks one or more participants open-ended questions and records their responses, this is known as a qualitative interview. It means that an interview is a direct exchange of information between the researcher and the participant. The researcher was an interviewed learner of the English Educational Study Program of the 2020/2021 academic year at the Muhammadiyah Luwuk University. In this research, the interview has the effect of making the evidence by observation more powerful. In this investigation, the researcher will use semi-structured interviews to obtain precise information on the factors that influence Banggainese learners toward English pronunciation at the English Education Study Program of the Muhammadiyah University of Luwuk.

3.2 Theoretical Framework

Participants in this research are learners of the English Education Study Program, especially Banggainese learners from Banggai Kepulauan. The focus of the research is on English pronunciation. Some reasons why Banggainese learners prefer English pronunciation may be determined as the research object.

In this circumstance, the researcher wants to use supporting theory by Celce-Murcia & UCLA (2013) to discuss the factors affecting learners' pronunciation as follow; Age of the learners, exposure to the target language, amount and type of prior pronunciation instruction, aptitude, attitude, and motivation, the role of the native language, and new directions in research. Thereafter, the researcher will research by analyzing the English pronunciation of Banggainese learners.

3.3 Methodology

The researcher was used a descriptive qualitative method in this research because the researcher wants to find data on the factor of learners' pronunciation mastery. Gay, et al. (2011), asserted that descriptive research identifies and describes the way things are. Descriptive research, on the other hand, focuses on describing the phenomenon. The researcher chose descriptive research because the researcher want to learn more about the factors that influence Banggainese students' English pronunciation. In this investigation, to answer the research questions, the researcher represent and analyzed the factors influencing Banggainese learners' English pronunciation in the Faculty of Teacher Training and Education, English Education Study Program of the Muhammadiyah University of Luwuk.

IV. Results and Discussion

To further understand the factors affecting Banggainese learners' English pronunciation at Muhammadiyah Luwuk University, English Education Study Program. The data required by the researcher mainly comes from the result of interview recordings. According to the proponent factors of Celce-Murcia & UCLA (2013), seven factors influence and hinder pronunciation learning, namely the age of learners, exposure to the target language, amount and type of prior pronunciation instruction, aptitude, attitude, and motivation, the role of the native language and new directions in research. In this regard, the researcher analyzed the results of the interview. The purposes of this research were to investigate the factors influencing Banggainese learners' English pronunciation, especially the learners of Banggai Kepulauan who studied at Muhammadiyah Luwuk University and majored in English Education Study Program.

To find out the factors that influenced Banggainese Learners English pronunciation, the researcher conducted interviews with the Banggainese learners of the English Education Study Program to obtain data. The researcher classified the data based on the factors influencing Banggainese learners' English pronunciation. From the result, the researcher found some data as shown below:

1. Age of Learners

The age of the participants is the first factor that influences and inhibits their learning of English pronunciation, as discovered in this study. The participants' age relates to the time when they are significantly and intensely learning the pronunciation. Based on the interview, four out of five participants stated that they began learning English when they were in Senior High School and learning English pronunciation seriously when they first enrolled in college. As evidenced by the following interview responses:

Ok, I will be interested in learning English is when I in Senior High School, because hmm there is emm I know I know when my aaa learn about when about is our in English. So I want to eee to understand, so I try to learn and ... ee I will interesting learning English. (Participant#1)

Eeeem Last Year (In collage 1th Semester). (Participant#2)

It starts in Junior High School, maybe. (Participant#3)

If I remember being interested in English, it was from the third semester. (Participant#4)

If I remember that I was learning English from the first grade of junior high school, I started to interested in it. I like English. (Participant#5)

These excerpted data show that the participants in this study began to learn English in Junior High School and Senior High School. Unfortunately, they did not learn English pronunciation thoroughly and comprehensively when they first time learned English. They started learning English pronunciation when they were in college. In other words, participants started to learn English pronunciation when they were not in a period called CPH (Critical Period Hypothesis).

Similarly, the information by the result of the interview also supports the previously collected data. Since the participants of this research began to intensively study pronunciation in college, it can be said that they have mastered their native language. This condition makes it difficult for them to pronounce foreign language sounds that do not exist in their first language. In this section, it is discovered that age can also cause participants to experience difficulties in pronouncing the sounds. Therefore, The information gathered from the recording supports the hypothesis that the age of students when they begin learning English has an impact on their ability to pronounce words correctly.

2. Exposure to the Target Language

Exposure to the target language is the second factor that may influence pronunciation learning, which is also being investigated in this study. The purpose of exposure to the target language is whether Banggainese learners are often or not exposed to English directly in their schools before entering university, especially English pronunciation. It is preferable to look at the following response to the interview of the participants in this regard;

Last year (learning English pronunciation)... I have been learned to by my smartphone. (Participant#2)

Not really, once but not often. I did (learn pronunciation) with my friend. (Participant#3)

I was interested in learning English from the third semester... I learn English pronunciation seriously in that semester. (Interview#4)

I was learning English when I was in Junior High School, but I learn pronunciation when I was in college. (Interview#5)

The above excerpts are from their former elementary, middle, and high school teachers who did not teach them or did not focus on pronunciation. Their teachers only taught them basic skills such as vocabulary and reading. This situation demonstrates how little exposure there is to the subject of pronunciation. As a result, their prior experience will influence their learning when they begin studying English pronunciation at a university. Because they were unfamiliar with such subjects, almost all of the participants struggled with pronunciation. It is reasonable to assume that the teachers in the previous classroom will have an impact on pronunciation learning and performance in the next.

3. The Type and Amount of Prior Pronunciation

The amount and type of prior pronunciation is the next factor to consider when determining how learners pronounce their words. The amount and type of prior pronunciation refer to Banggainese learners who have attended or received any type of

English training class, especially English pronunciation before. This can be seen from the participants' interview:

Never (I never followed some training before) (Participant#4)

No, never (The participant never followed some training before). (Participant#3)

No, I never followed some training English class before. (Participant#2)

I am not. I try to increase (English skills) when I watch YouTube, I try to learn slowly. (Participant#1)

Never (Never followed some English training before) (Participant#5).

These excerpted data that all participants in this research have never received some English training before. As a result, their prior experience will influence their learning when they begin learning English pronunciation at a university. To support the data collected in this section, The data gleaned from the audio recording also revealed that all of the participants struggled with English pronunciation. Participants who have never studied English before at the university level will not face such situations if they practice conversational pronunciation. Of course, participants were able to improve their pronunciation as an outcome of this instruction. As a result, the factor mentioned earlier in this section will not impede the process of learning pronunciation in a university.

4. Aptitude, Attitude, and Motivation

The data showed that almost all Banggainese learners have an interest in English when they are in Senior High School and they have had the motivation to learn English. Five participants said that they were happy and have fun when they learned English and it indicated that their attitude toward learning English was serious.

Developing myself potential... I never followed some training before... I was felt happy I mean there is not boring when I learn English. (Participant#5)

My motivation to learn English is I want to be a teacher because in my place there is not have a professional English teacher from Secondary School, Senior High School, and Junior High... Fun and very interesting for me.... No, I am not. (Participant#1)

My motivation to learn English is I want to be a spoke speaker and want to go to broad.. I am never learning English in a training institution before... I never followed some English contest before... I'm very excited and felt challenges because in my was I do not like English so now I trying to love English learning, I felt challenges. (Participant#2)

Actually, I like English so much so I learn about that. You know English had unique things.... No, never (followed some training before)... I have (joint some contests before) but it seems it's not just like a group discussion... Every choice that I choose, that's made me happy. Yaa, I'm happy to learn English... (Participant#3)

I had no motivation to learn English before because my parents forced me to come to English Education Program, according to them in English education study program had many benefits for my future... I never followed any training before... I was a participant in storytelling contests. (Participant#4)

Motivation, attitude, and aptitude are closely linked to second language learning. It influences the learner and therefore dominates the specific individual motivation to learn the target language. The data from an interview, which backs up the information gathered for this section, also shows that the participants' motivations, attitudes, and aptitude began learning English pronunciation at a university level.

The data show that aptitude factors played a smaller role in the development of Banggainese learners' English pronunciation. Because of the situation in the previous school, Banggai Kepulauan, where the participants attended, did not provide facilities for them all to improve their English pronunciation skills. Each learner brings a different attitude towards the target language and the target language community, which could either assist or hinder the development of pronunciation skills. In line with what the researcher discovered in the field, the data revealed that attitude factors influenced Banggainese learners' English pronunciation skills. The participants' attitude toward English is very positive, as evidenced by the way they view the English language itself. The participants feel very happy and challenged when they learn English, it indicates that the participants are serious about learning and developing English pronunciation skills. Motivation is defined as self-encouragement, intuition, feeling, or eagerness that propels someone to take a specific step. The researcher discovered that all Banggainese learners were highly motivated to learn and improve their English skills, particularly English pronunciation.

5. The Role of Native Language

The next factor is the role of the native language, two out of five participants said that they have friends from abroad and it has an effect on their pronunciation. The data is backed up by a finding gleaned from an interview. The following statement was made by the participants:

I have a friend from abroad, he is from Pakistan and he using English of course. So, we are usually communicated and the effect is powerful. I felt challenged to memorize more difficult vocabulary in other to we can communicate clearly. (Participant#4)

Yes, I have a friend from abroad, he is from the Philippines... What I felt (friend with foreign people) even though it's only a little (changes) but I felt the difference. (Participant#2)

That statement implies that the participants will benefit from remembering vocabulary and learning how to pronounce some phonetic sounds. So, effectively utilizing technology and social media can result in something extraordinary. Furthermore, we can improve our English skills by conversing in native languages. Even though only one participant had an interlocutor or communicated abroad, we can see from the participant's statement above that we can develop English language skills even when we are not physically present.

6. The New Direction in Research

The last factor that may have an impact on pronunciation learning is the new research direction, which is also investigated in this study. This factor refers to their previous teachers in teaching English, teachers must be more updated regarding new directions in teaching which are always developed through research so that learners get excellent teaching. The following responses to the participants' interview are more relevant to this topic;

If pronunciation exists, but sometimes taught in high school... Later here (lecture) just start learning pronunciation at the beginning of the semester. (Participant#5)

Not really, I study pronunciation in Senior High School of course with my friend. (Participant#3)

Later in the 3rd Semester, I just learned about pronunciation and grammar. (Participant#4)

I learned English and pronunciation through my smartphone. (Participant#2)

I learned about pronunciation through videos from movies, so I tried to pronounce them. (Participant#1)

Their previous teachers did not teach or focus on proper pronunciation, as evidenced by the excerpts above. Their teachers only taught them basic skills such as vocabulary, reading, and writing. This indicates that exposure to pronunciation is extremely limited. As a result, their prior experience influenced their learning when they began learning English pronunciation at a university. Because they are not used to learning such a subject, almost all of the participants struggle with pronunciation. Some of them learn English on their own by watching movies and using their smartphones.

In this research, the researcher had found one factor that is also very influential on the improvement and development of English language skills, especially English pronunciation.

1. Personal Effort and Goals Setting

Personal effort and goals setting are additional factors that the researcher got from the result of data analysis because from the researcher's point of view the participants have great motivation and they did more efforts to improve their English skills especially English pronunciation. This can be seen in the participants' interview:

My motivation to learn English is I want to be a teacher because in my place there is not have a professional English teacher from Secondary School, Senior High School, and Junior High. (Participant#1)

My motivation to learn English is I want to be a spoken speaker and want to go abroad. (Participant#2)

Developing my potential (Participant#5)

I learned English and pronunciation through my smartphone. (Participant#2)

Actually, I like English so much so I learn about that. You know English had unique things. (Participant#3)

I learned about pronunciation through videos from movies, so I tried to pronounce them. (Participant#1)

Seeing from the results of interviews with participants, the researchers decided to include one more factor that affects Banggainese learners' English pronunciation. Personal Effort and Goal Setting are additional factors that researchers get from analyzing the results of interviews with participants. Because of their effort and goal setting, Banggainese learners are more enthusiastic about learning English, especially pronunciation. Following that, the researcher assumed that personal effort and goal setting were important because Banggainese

learners set the goal, and their efforts could increase the accuracy of their English pronunciation ability. So that their English pronunciation is clear when communicating in English.

The interview results revealed that a variety of factors influenced learners' English pronunciation ability. The factors were the *learners' age, exposure to the target language, the amount and type of prior pronunciation, aptitude, attitude, and motivation, the role of the native language, the new research direction, and personal effort and goal setting*. Banggainese learners' English pronunciation was influenced primarily by their age, attitude, and motivation, and individual effort and goal setting. Meanwhile, when it came to aptitude, Banggainese learners needed more time to hone their skills.

3.1 The Factors Effects Banggainese Learners English Pronunciation

By analyzing the result of an interview taken from Banggainese learners at the English Education Study Program, the researcher completely collected the data needed; factors that influencing Banggainese learners' English pronunciation. Based on the support theory from Celce-Murcia & UCLA (2013), the researcher found six factors and one additional factor that influenced Banggainese learners' English pronunciation. The factors were the age of learners, exposure to the target language, amount and type of prior pronunciation, aptitude, attitude, and motivation, the role of native language, the new direction in research.

1. Age of Learner

Celce-Murcia & UCLA (2013) stated that Children learn to pronounce words more easily than adults; additionally, children and adults learn to pronounce words in different ways. Regarding the age of learners, Banggainese learners began learning English pronunciation seriously when they entered a university. The data from the interviews revealed that the participants in this study began learning English when they were between the ages of eighteen and twenty. Some scholars believe that learning a foreign language at a young age is preferable to learning a mature one. It means that the participants in the study were in the Critical Period Hypothesis (CPH) of learning a new language. Regrettably, they did not devote much time to learning English pronunciation intensively and thoroughly the first time they learned it. They began seriously learning English pronunciation when they were around 19-20 years old, which is a quintessential age of a freshman. To put it another way, the participants began learning English pronunciation before they were in the period called CPH.

In light of the information and explanation provided above about age and learning a foreign language, particularly pronunciation, the findings are consistent with Gilkajani's (2001) thoughts on phonetic sounds that do not exist in the first or mother tongue. As a result of the audio recording, the conclusion that the learners' ability to pronounce English is influenced by their age when they begin learning the subject is supported.

2. Exposure of the Target Language

More exposure to the target language facilitates the acquisition of good pronunciation. Field data revealed that their previous teachers did not teach or focus on teaching them pronunciations; instead, they only taught them vocabulary, reading, and other skills, according to the theory. This indicates that one's exposure to the subject of pronunciation is extremely limited. As a result, their prior experience influenced their learning when they began learning English pronunciation at a university. Because they are not used to learning such a subject, almost all of the participants struggle with pronunciation.

The explanation in this section is based on Pennington's (1994) perspective on teachers' sight on teaching pronunciation in the classroom, as well as Gilkajani's (2011) claim that target language exposure is one of the factors that may obstruct pronunciation learning.

3. Amount and Type of Prior Pronunciation

This will help learners who have previously received good pronunciation training. They are at a disadvantage if they have received ineffective or no training. Learners who have had good pronunciation training in the past, such as taking speaking classes, will be able to pronounce more fluently, whereas students who have never had training will be at a disadvantage. According to the data, one out of every eight participants has previously received training. Meanwhile, other Banganese students studied English on their own.

4. Motivation, Attitude, and Aptitude

Some people have a "talent" for pronouncing words correctly, while others who are more adaptable may do better. The data showed that Banggainese learners were interested in English when they were in Senior High School, and they were motivated to learn English so that they could communicate with people all over the world. Eight participants stated that they were thrilled and had a good time learning English, indicating that their approach to learning English was serious. Meanwhile, when it came to aptitude, Banggainese students needed more time to hone their skills. In line with what the researcher discovered in the field, the data revealed that attitude and motivation were the factors influencing learners' English pronunciation skills. The data show that all of the participants had a positive attitude toward English pronunciation and that the majority of the learners are being challenged to learn English pronunciation a lot. One of the elements influencing the rate at which a person learns a language and how successful they are at it is motivation. Motivation is defined as self-encouragement, intuition, feeling, or eagerness that propels someone to take a specific step. The researchers discovered that all of the participants had excellent to improving pronunciation skills.

5. The Role of Native Language

The learner's native language influences pronunciation learning; sometimes this effect is negative, but sometimes it is positive. Making friends with foreigners is one way for Banganese students to learn English pronunciations. According to the data, one out of every five participants stated that they have friends from other countries, which has a positive or negative impact on their pronunciation. They also had more experience working with English.

6. The New Direction in Research

The next factor that may influence pronunciation learning is a new research direction. According to the data, all participants stated that they were not taught how to deal with intonation, rhythm, and changes in connected speech. They only learned grammar, vocabulary, reading, speaking, writing, and listening from their teacher. As a result, their prior experience influenced their learning when they began learning English pronunciation at a university. Because they are not used to learning such a subject, almost all of the participants struggle with pronunciation.

7. Personal Effort and Goals Setting

The last factor that also affects Banggai students in speaking English is personal effort and goals setting, as explained in the finding that this factor is an additional factor that the researcher found through analyzing the results of the interview. If Banggai students have great motivation then they will make more effort to master English especially pronunciation.

Moreover, they already have a picture or goal that they have designed in the future.

3.2 The Dominant Factors Influencing Banggainese Learners English Pronunciation

Several dominant factors are influencing the pronunciation of Banggainese learners. That is the age of learners, exposure to the target language, motivation and attitude, and personal set goals and setting.

1. Age of Learners

When most Bangainese students entered university, they began to take English pronunciation seriously. According to the average age, the majority of university students are between the ages of 19 and 20. According to Nation and Newton (2009:78), there will be no accent if students begin learning and even speaking in L2 before the age of six. It said that young people are better than old people at learning a foreign language. In terms of learning English pronunciation, Gilkajani (2001:78) believes that the influence of age on language acquisition, specifically pronunciation, may make adults find it more difficult than children and that they may not be able to achieve native pronunciation. Another point of view about the influence of age on learning a foreign language is related to the Critical Period Hypothesis theory. According to the CPH theory proposed by Lenneberg (1967), as cited by Gilkajani (2001), there is a biological period that ends around the age of 12. In addition, he claimed that after this period, it became extremely difficult to achieve complete mastery of the second language, especially pronunciation. From this perspective, the best time to learn a foreign language particularly to reach the native pronunciation is before the age of 12.

Some scholars' perceptions of intellectual explanations of the impact of age on learning a foreign language, particularly in terms of pronunciation mastery, lead us to the conclusion that learning a language at a young age is preferable to learning a language as an adult.

2. Motivation and Attitude

Motivation is one non-intelligence factor that has a significant impact on English learning (Kong, 2009). In the learning process, affective variables have become a major concern. Motivation is one of the affective variables that can have a significant impact on the learning process. Dornyei (2009. 117) defines motivation as "an inner drive, impulse, emotion, or desire that moves one to a specific action." In simple terms, it is possible to say that someone highly motivated to learn a language will be able to achieve the target language in all aspects, one of which is pronunciation. From the perspective of English learning, motivation entails not only a rigorous From the standpoint of English learning, motivation entails not only a strong desire to learn English but also an internal cause that provides learners with the enthusiasm and willingness to learn English.

One of the most important factors influencing the success or failure of foreign language learners is their attitude. Pronunciation achievement can be influenced by one's attitude toward learning the target language. Data show that Banggainese learners have a positive attitude when learning or improving their English pronunciation skills. According to Karahan (2007), positive language attitudes allow learners to have a positive attitude toward learning English. In other words, attitudes matter a lot in the language learning process, not just in learning pronunciation, because they can affect learners' success or failure.

According to the findings of the interviews, learner attitude is an important component of learning and should be. As a result, they have become an essential component

of second language learning pedagogy. A lack of learning attitude and motivation can hurt the learners' learning. Attitude and motivation play a significant role in determining the learners' level of achievement in language learning.

3. Personal Effort and Goal Setting

The final important factor is personal effort and goals setting. According to the researcher's analysis of an interview result, this factor is an additional factor. Personal effort is an effort that comes from an inner drive to do something to achieve the goals that have been designed. Goals setting is great motivation. A goal is the object or purpose of an action, such as achieving a certain level of proficiency within a certain time. As a result of the analysis, the researcher discovered that the participants made more efforts to increase and improve their correct pronunciation of English. Furthermore, participants have goals that motivate them to learn English, particularly English pronunciation. Participants have designed their goals to learn about English as a whole, as evidenced by the motivation expressed by those who have participated.

One factor that influences learners' pronunciation ability is personal effort and goal setting. Having good pronunciation must necessitate perseverance and a significant amount of practice. Good pronunciation does not simply have the perfect American or British accent, but rather a pronunciation that sounds unique and understandable. It is critical to set the right goals for pronunciation, which, while not perfect, can communicate effectively.

V. Conclusion

The researcher concludes, based on findings and discussions in the preceding chapter:

1. Seven factors influenced English pronunciation for Banggainese students. The age of learners, exposure to the target language, the amount and type of prior pronunciation, aptitude, attitude, and motivation, the role of the native language, a new research direction, and personal effort and goal setting.
2. Three dominant factors are influencing Banggainese learners' English pronunciation that is the age of the learner, and the motivation and attitude of Banggainese learners. The additional dominant factors that also affect Banggainese learners' English pronunciation are personal effort and goal setting.

Most participants became fresh, between 19 and 20 years of age, they began to learn English pronunciation. This means that they have spoken in their language very familiarly. Furthermore, their current situation does not encourage them to regularly practice English pronunciation. It is, once again, due to their condition that they are compelled to communicate with others in their mother tongue.

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