THE INFLUENCE OF MAKASSARESE DIALECT ON ENGLISH PRONUNCIATION SKILL

(A Descriptive Qualitative Research at The 12th Grade of SMA Negeri 2 Gowa)

A THESIS

Submitted to the Fulfillment to Accomplish Bachelor Degree
At Faculty of Teacher Training and Education
Muhammadiyah University of Makassar

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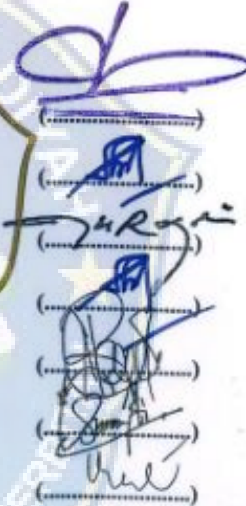**2023**

بسم الله الرحمن الرحيم

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Day / Date	Chapter	Note	Sign
Senin, 7 Agustus 2023	IV	→ Reorganize the findings → Omit transcription in findings (put in in appendix instead) → Answer the findings clearly	
Friday, 10 Agustus 2023	II	→ Elaborate word stress in Makassarese in table	
	IV	→ find theory about Makassarese dialect	
Tuesday, 15 Agustus 2023	IV	→ reorganize your findings	
Sunday, 20 Agustus 2023	IV	→ consultation about the result	
	IV	→ consultation about Makassarese theory	
	IV	→ learn about how to write the transcribe more	

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Day / Date	Chapter	Note	Sign
Tuesday, 22 Agustus 2023	IV	- Separate two syllable word and three syllable word in finding - reorganize your finding	
29/08/200		Acc. Ready to Exam.	

Makassar, 5 August 2023
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Day / Date	Chapter	Note	Sign
senin, 7 Agustus 2023	IV	- Elaborate the theories related to your findings Especially for the Makassarese.	
kamis 10 Agustus 2023	IV	- Be original Only shows the result that you got from the subject.	
selasa 15 Agustus 2023	IV	- Makassar syllables should be add - Put the reference on the bibliography. Only if you cited them in your writings	
kamis 17 Agustus 2023	V		
jum'at 18 Agustus 2023	IV	- revise the subject of your research	
senin 21 Agustus 2023		- ACC	

Makassar, 5 August 2023
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SURAT PERNYATAAN

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Judul Skripsi : The Influence of Makassarese Dialect on English Pronunciation
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Judul Skripsi   : The Influence of Makassarese Dialect on English Pronunciation Skill

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.

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3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.

4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 09 September 2023
Yang Membuat Pernyataan

Rifdah Qurratul Ain

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MOTTO

THE PEOPLE WHO SURVIVE ARE NOT THE SMARTEST, THE MOST
BEAUTIFUL, AND THE STRONGEST, BUT THE PEOPLE WHO MOST
RESPONSIBLE TO CHANGE

DEDICATION

In the name of Allah, I dedicated my thesis for:

My beloved parents, Abd. Latif and Magdalena, S.Pd, and my aunt, Mahraeni S.E, M.M

.My beloved teachers and lecturers cannot be mentioned one by one.

My beloved campus, Muhammadiyah University of Makassar,

Also, for myself, who stay up till the end of this thesis

ABSTRACT

Rifdah Qurratul Ain, 2023. ***The Influence of makassarese Dialect on English Pronunciation Skill (A Descriptive Qualitative Research at The 12th Grade of SMA Negeri 2 Gowa).*** A thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by St. Asmayanti and Hilda Hafid.

This study aims to investigate how the Makassarese dialect influences students' English pronunciation skills, particularly in the aspects of word stress and intonation. The research use a descriptive qualitative research, using semi-structured interviews with seven 12th-grade students from SMA Negeri 2 Gowa who frequently use the Makassarese dialect in their daily conversations. The study identifies various factors influence pronunciation.

The findings suggest that the Makassarese dialect does not significantly influence the pronunciation of two-syllable English words. However, it does negatively influence the pronunciation of three-syllable English words and intonation, especially in open-questions. This indicates that mother tongue like Makassarese dialect, limited exposure to English, auditory perceptions, and a lack of effective pronunciation training contribute to students' challenges in achieving accurate English word stress and intonation. In conclusion, this research underscores the significance of addressing these factors by promoting increased exposure to English and enhancing pronunciation instruction, offering potential avenues for improving students' English pronunciation skills.

Keywords : Makassarese Dialect, Pronunciation, Word Stress and Intonation

ABSTRACT

Rifdah Qurratul Ain, 2023. ***Pengaruh Dialek Makassar pada Keterampilan Pengucapan Bahasa Inggris (Penelitian Deskriptif Kualitatif di Kelas 12 SMA Negeri 2 Gowa).*** Sebuah tesis dari Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh St. Asmayanti dan Hilda Hafid.

Penelitian ini bertujuan untuk menyelidiki bagaimana dialek Makassar memengaruhi keterampilan pelafalan bahasa Inggris siswa, terutama dalam aspek penekanan kata dan intonasi. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan wawancara semi-terstruktur terhadap tujuh siswa kelas 12 dari SMA Negeri 2 Gowa yang secara rutin menggunakan dialek Makassar dalam percakapan sehari-hari mereka. Penelitian ini mengidentifikasi berbagai faktor yang memengaruhi pelafalan.

Hasil penelitian menyarankan bahwa dialek Makassar tidak berpengaruh signifikan terhadap pelafalan dua suku kata dalam bahasa Inggris. Namun, dialek Makassar memiliki pengaruh negatif terhadap pelafalan tiga suku kata dalam bahasa Inggris dan intonasi, terutama dalam pertanyaan terbuka. Hal ini mengindikasikan bahwa faktor-faktor seperti bahasa ibu seperti dialek Makassar, exposur terhadap bahasa Inggris, persepsi auditori, dan kurangnya pelatihan pelafalan yang efektif turut berkontribusi pada tantangan siswa dalam mencapai penekanan kata dan intonasi bahasa Inggris yang akurat.Sebagai kesimpulan, penelitian ini menekankan pentingnya mengatasi faktor-faktor ini dengan meningkatkan paparan terhadap bahasa Inggris dan meningkatkan instruksi pelafalan, yang menawarkan potensi untuk meningkatkan keterampilan pelafalan bahasa Inggris siswa.

Keywords *: Makassarese Dialect, Pronunciation, Word Stress and Intonation*

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In the name of Allah, the Most Gracious and the Most Merciful *Alhamdulillah Rabbil Alamin*, all praises to Allah SWT for the strengths and His blessing to the researcher in completing this thesis. Sholawat and salam go to our prophet Muhammad SAW for his invaluable dedications as the last messenger who has brought us from the darkness into the bright way. My deepest gratitude goes to my beloved parents, Abd. Latif and Magdalena, S.Pd. for their endless love, prayers and encouragement.

As leaners who eventually struggle enhance knowledge so there are many to construct this proposal but the writer believes that the difficulties are able to help increase a good habit how to be a good researcher. The writer is getting a help from several special people. Consequently, this proposal is able to compose systematically then the gratitude and appreciation deeply for:

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The words were not enough to say many appreciations for their help and contribution in finishing this thesis. May Allah SWT guides and give them

happiness throughout their life. Finally, the researcher realizes that this "thesis" was far from perfect, but hopefully, it can bring valuable things for the next researcher and everyone

Agustus, 2023 Makassar

The researcher

Rifdah Qurratul Ain

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CHAPTER 1

INTRODUCTION

A. Background

Language is an important aspect of sociolinguistics. In everyday life, language is a vital means of communication. Humans express themselves through both written and spoken language. There are sounds, shapes, vocabulary, and grammar in language. In Indonesia, English is a foreign language. We need a good vocabulary and pronunciation to speak English well. It will be difficult for listeners to understand what we mean if we do not have good pronunciation.

Pronunciation is taught by repeating sounds and correcting them when they are incorrectly produced. When students begin to learn pronunciation, they form new habits and overcome the challenges posed by their first language. Suprayogi & Pranoto (2020) state that pronunciation is an important part of understanding the meanings exchanged during the communication process.. Furthermore, it is critical to learn pronunciation in order to communicate and understand meaning when communicating with people who have different accents. if speakers cannot pronounce words correctly then no one can understand the words that people are trying to use. Even worse, pronunciation mistakes can lead to some serious misunderstanding (Nurullayevna, 2020)

Unfortunately In indonesia, teacher are not really focus on helping their student to work on their pronunciation especially at suprasegmental feature such as stess and intonation. As a result Students in Indonesia still struggle to detect

the stress in English .They frequently mistress words with suffixes. For example, the word 'deTERmine' is stressed on the second syllable, while the word 'deterMINEtion' is stressed on the third syllable, but often times students mispronounce the word 'deTERmine' as a 'deterMINE'. Another example is the word that have 2 function. It can be a noun and also a verb depending on where we put the stress on the word. Many two-syllable words in English change meaning and class as the stress changes. The word present, for example, has two syllables. It is a noun (gift) or an adjective (opposite of absent) if the first syllable is stressed. However, if the second syllable is stressed, it becomes a verb (to offer to be considered), but unfortunately many students still confuse to differentiate between them.

Misplaced emphasis can be a major issue with pupils' pronunciation because it will have an impact on students' pronunciation and comprehension of the partner's message. One of the reason why student often misplace emphasis in the wrong syllable because of the influence of their local dialect. As Claimed by Siregar (2017) that Each dialect shares certain languages that have their own way of being uttered that differs from one language to another. Thus, each language, particularly the local language, has its own stress, intonation, and speech sounds that are distinct and primarily recognized as the language's identity. In fact, because each language has its own sound system, there may be interference from mother tongue to other language. The mother tongue will affect the student's pronunciation when learning the other language. As a result,

because the local language is the first language spoken in the speech community, it is possible that the pronunciation of English will be affected.

In Indonesia, There are numerous regional dialect including Javannese, Selayarese, and Makassarese. As a result, some students may find it difficult to pronounce English words due to the diversity of dialects in Indonesia. Student with a strong Makassarese background, for example, have difficulty pronouncing English due to the diversity of Makassarese dialect. This is because strong accents and varied phoneme production are common barriers to learning a new language (Nasir, 2016). In addition Makassarese students also face a variety of pronunciation issues as they work to improve their English proficiency, such as stressing wrong syllables and making raising/falling intonation that are not in the target language. Based on the issues raised above, the researcher is particularly interested in the influence of the Makassarese dialect on speaking ability in terms of pronunciation and fluency, particularly among students who have a strong Makassarese dialect background.

B. Research Question

Based on the explanation above, the researcher conduct research concerning the influence of Makassarese dialect on student's pronunciation. The question of this research are:

1. How does Makassarese dialect influence students' pronunciation in terms of word stress?

2. How does Makassarese dialect influence students' pprononiciation in terms of intonation?

C. Objective of the Research

Based on the research questions above, the objective of this research are:

1. To identify the influence of Makassarese dialect towards word stress in English

2. To identify the influence of Makassarese dalect towards intonation in English

D. Significance of the Research

Theoretical and practical implications should be sought from research. Theoretically, this research should be useful for the process of teaching and learning English, particularly for English in sociolinguistic understanding; it can serve as a starting point for further research into whether the Makassarese dialect affects students' pronunciation. This research is expected to make a significant contribution to global education in the past. The contribution is in the form of data, and it concerns the influence of the Makassarese dialect on students' pronunciation in terms of word stress and intonation.

E. Scope of the Research

This study investigates the influence of the Makassarese dialect on English pronunciation, specifically in word stress and intonation. The researcher's

focus was restricted to examining word stress in two and three-syllable words in English, as well as investigating intonation patterns in open and closed questions in English. This research focuses on people who regularly use the Makassarese dialect in their daily talks. In this case, the researcher selected students from SMA Negeri 2 Gowa who actively you Makassarese dialect to participate in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Several studies related to this research have been conducted by various researchers. Hu & Lu (2022) investigated the negative transfer of minnan dialect on student pronunciation, focusing on stress, rhythm, and intonation. They discovered that the stressed syllable position is mispronounced because the accent position in Chinese is frequently at the end or in the back which leads Minnan students frequently make mistakes unconsciously. Students who speak Minnan, on the other hand, struggle to master various types of English intonation. They always replace certain types of intonation in Minnan dialect with that of English when they speak English to express their feelings and attitudes because tone pitch 55 in Chinese is equal to the high level in English, making their intonation awkward for English natives.

Fadillah (2020) who, compiled eight literature study to discover difficulties of EFL learning in Indonesia, found that factors which makes student struggling to pronounce English words as accurately and properly are the influence of their mother tongue, the exposure of target language, and the biological factors such as

ear perception. Furthermore Puspandari & Basthomi (2022) looked into how madurese dialect influences word stress in English. They concluded that the influence of L1 is the most important factor influencing students' foreign language acquisition. This phenomenon could be explained by the lack of a specific stress placement rule in Madurese multisyllable words. As a result, the students tended to carelessly pronounce syllable words and place the stress where they thought it would be easiest to pronounce them.

Other studies who conducted by Burky (2021) reveals that Students from buginess Barru and buginess Bone still have influence in terms of pronounce the word in English. It was evident when the students used various intonations during the speaking test. Most students produce the words by adding some streesing and unique intonation similar to the moment they speak in their native language, it is influenced because it is already being behaved and influenced by the environment of the students that already behaved from their child until they study in university.

In addition According to Utami et al (2017), there is no significant difference between Buginese and Makassarese students. In general, they have similar difficulties pronouncing English sounds. When speaking in a foreign language, students may realize that English sounds and their L1 sounds must be distinguished. Some students were aware of the rules, but they forgot to apply them when producing English sounds. It could be due to L1 interference, memory limitations, a psychological problem, or a failure to comprehend the material.

In summary, the studies mentioned above are concerned with language variations such as Chinese, Buginese, and Makassarese dialects, and the role of the mother tongue in the production of English which influenced pronunciation in English. In the other hand At the geographical level, the sample of this study is the Makassarese dialect, which distinguishes this research from another research.

B. Some Partinent Ideas

1. **The Concept of Pronunciation**

   a) **Definition of Pronunciation**

   When students speak, pronunciation allows them to communicate more clearly. This is related to the phonological process, which is a grammatical component made up of components and rules that govern how sounds and patterns change in a language (De Jong et al., 2013) Pronunciation consists of two distinct components: a phoneme and a suprasegmental component. According to the definition above, pronunciation is the study of how words in a specific language are clearly formed when people speak. Pronunciation is critical for effective communication.

   Pronunciation is the act or style of pronouncing words; it is also a verbal utterance, a way of pronouncing a word, most commonly in a widely accepted or recognized manner, and a graphical representation of how a word is pronounced, using phonetic symbols (Harding, 2017) Furthermore, the Oxford Dictionary defines pronunciation as "the way a specific language, phrase, or sound is spoken." When someone is said to have "correct

pronunciation," it refers to both with and without a specific accent. A word can be expressed differently by different people or groups depending on a variety of factors such as where they grew up, where they currently live, whether they have speech or voice problems, ethnic group, socioeconomic situation, or degree of education. According to Littlewood (1984), there are two basic phases in learning to speak a language: 1) Stage of reception/registration We develop the ability to distinguish important sounds and patterns by listening to language. 2) Production/speaking stage 8 At this level, we have mastered the ability to communicate and create what we have previously learned.

Students learn how to speak more clearly through pronunciation. This means that even if their vocabulary and grammar are limited, learners can communicate effectlittively with proper pronunciation and intonation. Pronunciation refers to conventional or habitual utterances of words, and it is the process by which students produce clear spoken words when speaking. (Kline, 2001)

Mastering sound lists or isolated words in English is not required. Instead, mastering and practicing unique English techniques to make the speaker's thoughts easy to follow is required (Gilbert, 2008). Furthermore, pronunciation encompasses all of the components of speech that contribute to a clear flow of speech, such as segmental articulation, rhythm, intonation, and phrasing, as well as, to a lesser extent, gestures, body language, and eye contact (Fraser, 2001). Thus, it can conclude that Pronunciation refers to

students' ability to produce understandable utterances in order to complete tasks.

b) Features of Pronunciation

There are two main features in English pronunciation. They are segmental feature and suprasegmental feature. Below are the further explanantions about segmental features and suprasegmental feature

1) Segmental

According to Ramelan (1994), segmental features are as sound unit arranged in a sequential. segmental feature covers vowel, consonants, diphthongs, and clusters. As showed by Kelly in Stanculea (2015) about the segmental features. He states that segmental feature are phonemes which cover consonants (voiced, unvoiced) and vowel (single vowels, diphthongs).

2) Suprasegmental

Suprasegmental is something that goes along with the phoneme and can take the form of sound pressure (intonation), pitch, and sound vibrations that indicate different emotions. Suprasegmentals are elements that "complement" and influence the sound of language rather than the actual sound. Because it isn't a real sound, the suprasegmental elements are so named. Prosody is another term for suprasegmental elements. Jaya (2019) claims that suprasegmental sounds are sounds that accompany segmental sounds.

Intonation, pitch, accent, and stress are all examples of suprasegmental voice. In reality, phonetic descriptions of suprasegmental sounds are only the

foundation for phonemic descriptions. In most cases, however, the phonetic and phonemic aspects are difficult to distinguish. An acoustic phonetic approach is the simplest way to understand suprasegmental elements. The distinction between these two voices is based on whether or not they can be segmented. Segmental sounds include all vowels and consonants that can be segmented. Meanwhile, suprasegmental or non-segmental sounds or elements are those that cannot be segmented but accompany segmental sounds, such as pressure, tone, pause, and duration (extension) (Mitterer et al., 2019). (Muslich, 2008)categorizes Suprasegemtal elements as follows:

a. Stress In English

Based on Roach (2009) There are four important parameters in determining the placement of word stress in English. These parameters are described as follows:

1) The study of word morphology. Stress placement differs between simple and complicated words. Complex words with affixes or compound words are stressed differently as well. The simple word photo, for example, is emphasized on the first syllable [ˈfəʊtəʊ], whereas the complicated phrase photography is stressed on the second syllable [fəˈtɒɡrəfi].

2) in the terms' grammatical category. Content words such as nouns, verbs, adjectives, adverbs, question words (WH-questions), negative auxiliary, and negative modal verbs are generally stressed, whereas function words such as articles, auxiliary verbs, modal verbs, to be, pronoun, preposition and conjunction are generally unstressed.

3) Number of syllables. Words that consist of more than one syllables must obey various stress placement patterns. For example, the adjective of the two syllable perfect is stressed on the first syllable is [ˈpɜːfɪkt], while the noun of the three syllables of perfection is stressed on the second syllable [pərˈfekʃn].

4) Syllables' phonological structure. The structure of a syllable influences whether it is strong or weak. Strong syllables are usually emphasised, while weak ones are usually not. In the word 'reduce', for example, the first syllable [rɪ] is weak because it has no coda, whereas the second syllable [djuːs] is strong because it has a long vowel [uː] and a coda [s]. As a result, the emphasis must be placed on the second strong syllable.

Bowen (2001: 1) states in Ampa (2006) that some English stress patterns are quite consistent and can assist students acquire English sounds. The command "rules" or "patterns of English words" is given below:

Table 2.1: English word stress rules

Type of word	Rule	Word	Meaning	Total of Syllable	Stress Syllable
Verb	Second syllable of the verb contains a long vowel or a diphthong or it ends with more than one consonant	Allow	Memperbolehkan	2 syllables	#2
		Apply	Melamar		
		Import	Mengimpor		
	Final syllable	Enter	Memasuki		

	consists of a short vowel and one or there is no one final consonant **Note**: the rule does not apply to words 'admit' and 'permit'.	Offer	Menawarkan	2 syllables	#1
		Happen	Terjadi		
Verb	When a word has three syllable the stressed is usually placed on the first syllable if the second syllable is unstressed	Indicate	Menunjukkan	3 syllables	#1
		Demonstrate	Mendemonstrasikan		
		Celebrate	Merayakan		
	Second syllable of the verb contains a long vowel or a diphthong or it ends with more than one consonant	Legitimate	Mensahkan	4 syllables	#2
		Facilitate	Memudahkan		
		Inaugurate	Meeresmikan		
	Second syllable consists of a short vowel	Money	Uang	2 syllables	#1
		Butter	Mentega		
		Worker	Pekerja		
	It consists of a	Suitcase	Koper		

Noun	noun + noun	Fireman	Pemadam kebakaran	2 syllables	#1
		Boyfriend	Pacar laki-laki		
Noun	It consists of three syllables and the middle syllable composes long vowel or diphthong or it finals by more than one consonant	Recruitment	Perekrutan	3 syllables	#2
		Enjoyment	Kesenangan		
		Addition	Tambahan		
	It consists of adjective + noun	Loudspeaker	Pengeras Suara	3 syllables	#2
		Whiteboard	Papan Tulis	2 syllables	#1
		Greenhouse	Rumah Kaca	2 syllables	
Adjectives	Second syllables consists of a short vowel and also contains one or no final consonant	Busy	Sibuk	2 syllables	#1
		Angry	Marah		
		Happy	Bahagia		
	Second syllables consists of a long vowel or diphthong or composes more than one consonant	Distinct	Berbeda	2 syllables	#2
		Intense	Intens		
		Deductive	Deduktif	3 syllables	
	Word ends in '-ic'	Static	Tidak Bergerak	2 syllables	Penultimate Syllable
		Barbaric	Biadab	3 syllables	

Suffix		Enthusiastic	Antusias	4 syllables	
	Word ends in '-sion' and '-tion'	Nation	Bangsa/Negara	2 syllable	Penultimate syllables
		Solution	Solusi	3 syllable	Penultimate Syllable
		Obligation	Kewajiban	4 syllable	
	Word ends with '-cy, -ty, -phy, -gy, -sy'	Democracy	Demokrasi	4 syllable	Ante-penultimate syllable
		Hypocrisy	Kemunafikan	4 syllable	
		Cinematography	Pembuatan Film	6 syllable	
Suffix	Word ends with '-al'	Critical	Kritis	3 syllable	Ante-penultimate syllable
		Magical	Sihir	3 syllable	
		Economical	Hemat	5 syllable	
	Word ends with '-ain , -ee, -eer, -ese'	Engineer	Masinis		Suffix
		Entertain	Menghibur		
		Assignee	Wakil	3 syllable	
		Journalese	Surat kabar		

Bowen (2001:1) in Ampa (2006)

b. Intonation in English

    Intonation is a technique for expressing grammatical information or personal attitudes by changing the pitch of the voice (rising and falling). There are two basic intonation patterns in English: In other words, your pitch peaks at the most important word of a sentence and then drops toward the end. The term "falling

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intonation" refers to how a phrase or group of word sounds falls on the last stressed syllable while The term "rising intonation" refers to how the voice rises at the end of a sentence. In the following example, the down arrow (↘) indicates that intonation is decreasing and the up arrow (↗) indicates that intonation is increasing. Below are the different types of intonation pattern used with pronunciation

Table 2.2: Different type of intonation in English

Type of sentence	Rule	Example	Meaning
Closed questions	If the question is a yes / no question, the voice rises at the end of a question.	- Is Tim here? ↗ - Are you happy? ↗ - Does it work? ↗	- Apakah Tim disini? - Apakah kamu Bahagia? - Apakah hal tersebut berhasil?
Open question.	If the question is an information question in other words, if the question is WH-questions (where, when, what, which, why, and how) the voice fall at the end of a question	- where are you from? ↘ - what do you do? ↘ - How long is it? ↘	- Dari mana kamu berasal? - Apa yang kamu lakukan? - Berapa lama lagi?
Question tag to confirm	If you think you know something, but would like to confirm it, the voice fall in the question tag	- This is really hard, isn't it?↘ - I told you to go to the grocery store, didn't I? ↘ - you don't live in Indonesia. do you? ↘	- Bukankah ini sulit? - Bukankah aku sudah memberitahu mu agar pergi ke toko grosir? - Bukankah kamu tidak tinggal di Indonesia?

Question Tag to Ask for Clarification	When employing a question tag to clarify, raise your voice to indicate to the audience that you expect more information.	- Izzul isn't going to be at the party, is he? ↗ - You understand this assignment, don't you? ↗ - We aren't expected to finish the assignment by Friday, are we? ↗ -	- Bukankah Izzul tidak akan pergi ke pesta? - Bukankah kamu memahami tugas ini? - Bukankah kami tidak diharapkan untuk menyelesaik an tugas di hari jum'at?
Statement	When making a short statement with a single syllable, the voice rises to show happiness, amazement, approval, etc.	- That is cool! ↗ - Finally, I am free! ↗ - I bought a new doll too! ↗	- Dia keren! - Akhirnya, aku bebas! - Aku beli boneka yang baru juga!
Statement	The voice falls when making a short statement using a word that has more than one syllable (multi-syllabic).	- Nayla is happy ↘ - We are married ↘ - you are exhausted ↘	- Nayla sahagia - Kami telah menikah - Kamu kelelahan
Commas	When we employ commas in a list, we also use a specific type of intonation.	We need a cake ↗, biscuits↗ ,snacks ↗, and drinks. ↘ Note: The voice in this case raises after each item on the list and In the final item, the voice falls to indicate that your list is complete. In other words, 'cake, biscuits, and snacks' all rise in intonation whereas The final list 'drinks', falls in intonation	Kami membutuhkan sebuah kue, bikuit, kerupuk, dan minuman

According to Kelly (2000), intonation relates to how voices rise and fall in pitch; she stated that yes/no questions, should be spoken in rising intonation. Nonetheless, because it is classified as an informational question, it must be said with less intonation stress.

Ampa (2006) states that English linguists chart intonation patterns using a system of signs to suggest rising and falling voices. In the case of 'yes/no questions' such as 'did you see my book?', and 'will you go to school?', they often have a rising intonation, whereas 'WH-Question' and 'statements' often have a falling intonation.

According to Roach (2009), it is considered that the rising intonation is always used for questions in English; however, employing a falling intonation with questions begins with one of the 'wh-question-words' such as 'what', 'which', 'when', and so on. For instance, [where did you park the car?]

Additionally, The rising intonation utilized in taq-questions (for example, 'shouldn't', 'can't he', 'should he', etc.) which serves as a request for information.

c. Tone

Tone is associated with high and low sound. Of course, if segmental sounds are pronounced with high-frequency vibrations, they will be accompanied by a high pitch. Aside from that, if pronounced with a low vibrational frequency, it will, of course, be accompanied by a low tone.

d. Juncture

Juncture represents a pause in the flow of speech. It is called a pause because it is a stop, and it is called a splice because the connection between the two segments of speech occurs where the stop occurs.

2. Dialect

a) Defintion of Dialect

According to Oxford Advanced Learner's Dictionary, dialect as "a form of a language spoken in one area with grammar, words, and pronunciation that may differ from other forms of the same language." Dialect is a term that refers to what are considered subvarieties of a single language. Dialect is a dialect of a language that is recognized in a certain place (social dialect) by a specific social class.

Dialect is a type of language that reflects the culture of origin. This term primarily refers to regional dialects and dialects of the same language that differ in terms of linguistic structure, most notably morphology, syntax, and vocabulary, but some linguists also add phonological elements like vowels, consonants, and intonation. A lot of things distinguish language from dialect. Language is respectable, official, and written, whereas dialect is usually spoken, illegitimate, and derided. Linguists use the term dialect to refer to the systematic usage of a group of speakers, those from a specific geographic or social origin class, because everyone speaks on at least one dialect (Rickford, 2002) Different dialects can emerge when people are geographically and socially separated (Fromkin et al., 2003) As a result, the

term dialect can refer to differences in speech that are associated with geographical areas and social groups of speakers (Wardaugh, 2006)

Indonesia consists of various islands that have various tribes and each tribe has a different dialect. As a result, the total number of dialects in Indonesia cannot be calculated. According to research for language mapping in Indonesia conducted by the Language and Book Development Agency, Ministry of Education and Culture from 1991 to 2019, regional languages (excluding dialects and subdialects) in Indonesia that have been identified and validated are as many as 718 languages from 2,560 observation areas. Below is the distribution of the most spoken languanges in Indonesia

3. **Dialect in Makassarese language**

Based on Languange map from Minister of Education and Culture, Languange Development and Fostering Agency as cited by Astuti et al (2022) Makassarese has four dialects:

a. Lakiung dialect. Lakiung dialect also called makassarese dialect.This dialect is spoken in Makassar, western Gowa Regency (from Salutoa to the mouth of the Jeneberang river), Takalar Regency and neighboring islands, sections of Jeneponto Regency (west of Alu), coastal Maros Regency, and coastal Pangkep Regency.

b. Konjo dialect. People in the Bontotiro District, Bontobahari District, Herlang District, and Kajang District, Regency Bulukumba, South Sulawesi Province, speak the Konjo dialect.

c.   Turatea dialect. This dialect is spoken in Bontoramba Village,
     Bontoramba District, Tarowang Village, Tarowang District, Borongtala
     Village, Tamalatea District, Jeneponto Regency, and Buluttana Village,
     Tinggisncong District, Gowa Regency.

d.   Selayarese dialect. The Selayarese dialect is also one of the dialects of
     the Macassar language. This dialect is spoken in the villages of
     Bontobangung, Bontoharu District, and Onto, Bontomatene District,
     Selayar Islands Regency.

Even though there are 4 dialect in Makassarese, the dialect still share
vocabulary. The percentage of shared vocabulary in the Makassarese comes
from a variety of sources. The statistics in Table 1.1 are from Grimes
(1987). Because the percentages are all greater than 60% (in fact, greater
than 70%), Grimes and Grimes refer to the group as a subfamily rather than
a family.

Table 2.3: Makassar subfamily

Gowa

89	Jeneponto			
77	86	Bantaeng		
70	78	81	Konjo	
70	73	71	78	Selayarese

Grimes (1987)

A later research by Friberg & Laskowske (1989) does not give data on
Jeneponto and the Bantaeng dialect, presenting a quite different picture of

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the five members Makassar family to whom the numbers were assigned. They primarily introduced the language Bentong (or Dentong), divided the Konjo language into two variants, and subtracted 63% of the shared vocabulary between Makassar and Selayar languages (using data from the south of the island rather than the north). Lower numbers (given in Table 1.2) lead them to refer to the group as a family rather than a subfamily.

Table 2.4: Makassar family

Lakiung

75	Bentong			
68	77	Highland konjo		
70	73	79	Lowland konjo	
63	65	71	79	Selayar

Friberg & Laskowske (1989)

The majority of distinctions between dialects/languages are lexical; on the surface, the grammar appears relatively similar, and a small percentage of common vocabulary might provide an exaggerated perception of the difference. Selayar people, as expected, appear to be grammatically comparable to Makassarese; for example, have verbal markings a plurality of arguments (Basri, 1998) that are not found in either language. Both Konjo and Selayar languages diverge from Gowa Makassar in their relativization strategies, and whereas the unsigned word order for Makassar and Konjo appears to be VSO (Friberg, 1996). Basri et al (1999) claims that Selayar people have VOS.

As I mentioned before makassarese has 4 dialect, but the researcher was focus more on Lakiung dialect/makassarese dialect as the dialect which is considered to be the prestige dialect of Makassar (Amir et al., 2019; Grime, 1987). The Makassarese dialect was chosen as the linguistic lakiung standard not only because it is a convention among Makassar ethnic groupings, but also because the majority of speakers support it (Matthesm, 1858). Makassarese has also long been a regional official language in ethnic groups. In the XVI century, Makassarese was designated as the official language of the Kingdom of Gowa

4. Word Stress of Makassarese Dialect

Stressed syllables differ from unstressed syllables in several ways, including higher pitch and a noticeable increase in volume. Additionally, stressed syllables must be heavy, which causes open syllables to become long. However, not all stressed syllables are equal. This is due to the fact that, in addition to being assigned regularly by word-level phonological rule, stress is important for marking syntactic units larger than the word, as well as for emphasis.Based on Jukes (2006), word stress in Makassarese dialect follows this rule:

Table 2.5: Makassarese word stress rules

Rule	Word	Meaning	Total of Syllable	Stress Syllable
Second syllable without double	Ati	Heart		
	Bija	Family		

letter	Cera	Blood	2 syllables	#1
	Dare	Monkey		
	Eja	Red		
Second syllable with double letter	Anne	This	2 syllables	Double letter
	Balla	House		
	Cicca	House Lizard		
	Golla	Sugar		
	Janna	Delicious		
Three syllable without double letter	Alampa	Go	3 syllable	#2
	Barani	Brave		
	Carade	Smart		
	Kaluku	Coconut		
	Lamari	Cupboard		
Three syllable without double letter	Bakara	Breadfruit	3 syllable	#1
	Berasa	Rice		
	Botolo	Bottle		
	Dapara	Floor		
	Dobolo	Double		
Three syllable with double letter	Appare	Do	3 syllable	Double letter
	Ammari	Stop		
	Ajjappa	Walk		
	Battala	Fat		
	Ballisi	Annoyed/Irritated		
Suffixes are typically counted as a phonological element which is given stress.	Tedong≡ku	My bufallo	2 syllable	Penultimate Syllable
	Bebe≡ku	My saliva		
	Boko≡ta (using 'ta' is more polite)	Your Behind		
	Bota≡nu	Your bald		

	Berasa≡ta (using 'ta' is more polite)	Your rice	3 syllable	Penultimate syllable
Note: Using applicatives -ang, -i/ Using possessives ≡ku, ≡nu, ≡ta, ≡na	Bitisi≡nu	Your calf leg		
	Dapara≡na	His/Her floor		
	Gigili≡ku	I am stingy		
enclitic is not counted as part of the stressed phonological elements	Tea=pa	I still don't want to	2 syllable	Penultimate syllable
	Ero=ja	I want to		
	Rua=mo	Two is enough		
	Tedong=a	I am a buffalo		
	Ero=ki	want to		
Note Using enclitic pronoun =a', =ko, =ki, =I / Using aspectuals =mo, =ja, =pa	Anjama=pa	after I work	3 syllable	Antepenultimate syllable
	Burane=ja	I am a man		
	Cikali=mo	Cousin is enough		
	Abaju=ko	Wear your t-shirt!		
	Gesara=ki	Cancel it		
A word hosts disyllabic clitic combination such as =mako	Nai=mako	Climb up	2 syllable	Preantepenultimate syllable
	Lampa=mako	Just go		
	Tinro=mako	Just sleep		
	Nganre=mako	Just eat		

Jukes (2006)

The penultimate syllable of the word is normally stressed, which may be a reduplicated form (with affixes) of eight or more syllables, such as assipaka'siri-'siri. furthermore Secondary stress occurs exclusively when the word is a reduplication; in these circumstances, the first element will receive secondary stress where primary stress would have been allocated if the word were a

freestanding word. The reduplication ammekang-mekang, for example, receives stress in the pattern ammèkang-mékang, where the grave (') symbolizes secondary stress.

Suffixes are counted for stress, although enclitics are not (since stress is assigned from the right edge of the word, whether prefixes and proclitics are tallied for stress or not is debatable). For example, tedóng ≡ ku means "my buffalo," whereas tédong = a' means "I am a buffalo." Thus, a word with a suffix or affixal clitic will have penultimate stress, whereas a word with a clitic will have antepenultimate or even preantepenultimate stress, the latter occurring when a word hosts a disyllabic clitic combination such as =mako (ma-ko), as in nái'mako (climb up). The applicatives -ang and -i, as well as the possessives ≡ ku, ≡ nu, ≡ta, and ≡ na, are counted for stress. In the other hand The enclitic pronouns =a', =ko, =ki', and =i, as well as the aspectuals =mo, =ja, and =pa, have no effect on stress placement.

Monosyllabic words can host stress in two ways: they can house stress (creating a degenerate foot), or they can attach to a neighboring word similarly to a clitic and not host stress. Both can be seen in the monosyllabic form of the word dáeng uncle, which is pronounced [ˈdaeŋ]. The monosyllabic form will not carry stress if it comes before a name, whereas the full disyllabic form will carry regular penultimate stress. Thus, Daeng Nakku' can be released as [ˈda.en.ˈnak.ku] or, more commonly, [den.ˈnak.ku].. However, if daeng is used without a subsequent name (daeng is the most common form of address), it will

take stress even if it is a monosyllable, as in ammémpoki', daéng which means please sit down.

5. **Intonation of Makassarese Dialect**

In general people from Makassar tribes have a strong tone and intonation (Mangundjaya & Bakar, 2022) . This does not imply that they are angry, but they do have a high pitch voice in normal speech. Example of intonation in Makassarese dialect;

(1) Allambusi' i ali mange akjenek sumpadeng ammoterek na battu ri kokò na.

(2) 'Ali had a shower immediately after coming home from his garden.'

(1) Jai tau battu antoak ki lekbak na akmanak I Ramlah

(2) Many people come to visit after Ramlah giving birth.

(1) Anngapa antu nu tena appilajarak na lekbak ku pasang memang mako subangngi, to?,

(2) Why didn't you learn?, I told you, didn't you think?

(1) Apa anjo?

(2) What is that?

C. **Conceptual Framework**

| English Learning |

↓

| Makassarese Dialect |

↓

| The Influence of Makassarese dialect on English Pronunciation |

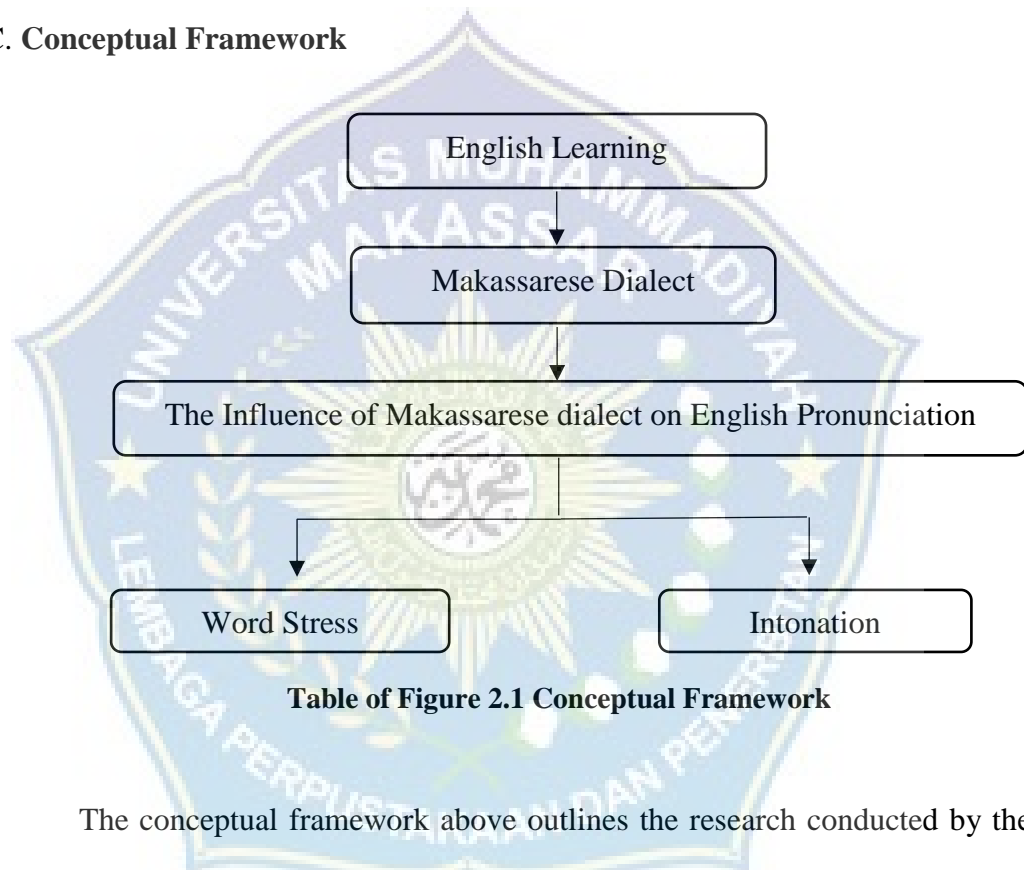| Word Stress | | Intonation |

Table of Figure 2.1 Conceptual Framework

The conceptual framework above outlines the research conducted by the researcher. The research involved conducting semi-structured interviews with students at SMA Negeri 2 Gowa who regularly use the Makassarese dialect in their daily conversations. By interviewing these students, the researcher aimed to understand how the Makassarese dialect influences their pronunciation of word stress and intonation in English.

CHAPTER III

RESEARCH METHOD

A. Research Method

The researcher carried out the study using a descriptive qualitative research to identify the influence of Makassarese dialect on students' pronunciation especially in terms of suprasegmental feature.

B. Subject of the Research

The participants in this study were seven students at SMA Negeri 2 Gowa who actively use Makassarese dialect in their daily lives.

C. Research Instrument

Study's data gathered through semi-structured interview. The following is a description of research instrument that was used by the researcher:

1. Semi-Structured Interview

In a semi-structured interview, the interviewer does not strictly follow a set of pre-determined questions. Ask more open-ended question rather than direct questions and answers to encourage dialogue with the interviewer. Before researcher conduct the interview, the interviewer

asked questions in Makassarese dialect to make sure if the student truly are fluent in Makassarese dialect and use the dialect in their daily life. The purpose of the interview is to identify how much their Makassarese dialect influenced their pronunciation, with a focus on word stress and intonation. According to Crystal (1997),(Crystal, 2008) Data recording is an important process in qualitative research. This procedure entails documenting information using study protocols, collecting data in order to anticipate potential data collection changes, and then bringing sensitivity to ethical issues that may impact data's quality

2. Procedure of Data Collection

The data in this study was analyzed using the following steps:

1. This study carried out in school, where the researcher interviewed student by using semi-structured interview and recording during the interview session

2. The researcher transcribed all the recording during the interview

3. The researcher then analyzed the errors made by the students when mentioning the words and sentences, with the stress word being analyzed using the Oxford dictionary and the sentence being analyzed by looking at the correct patterns of intonation as stated by some experts.

4. Finally, based on the errors formed, the researcher categorized the students' analysis error data and then interpreted and assessed the data whether Makassarese dialect has positive or negative influence towards students' pronunciation.

3. Technique of Data Analysis

This study's data analysis was carried out using Sugiyono's (2007) interactive miles and Huberman models, which include data collection, data reduction, and the elimination or verification of findings.

a. Reduction of Data

The method of data collection began with the administration of pronunciation tests and the conduct of interviews with students. All collected data entered into field records, which included everything heard, seen, experienced, observed, and discovered during the study. All of these elements are incorporated into the following phase. The data for the study was gathered through an interview.

b. Data Display.

In order to draw appropriate conclusions, the researcher must understand the procedure and so on. A display is a logically organized, condensed collection of data that allows for conclusion drawing and action. Because narrative essays are the most commonly used type of data display in qualitative research, the researcher used one to present the data in this study. The researcher selected only the key words that influence of Makassarese dialect towards students' pronunciation ability.

c. Data Classification.

The process of condensing and classifying data into distinct types, forms, and other distinct classes is known as data classification.

Data classification allows for data separation and categorization. The researcher organized the data using a classification system devised by Gowa residents with Makassarese dialect

e. Data Interpretation.

Refers to the implementation of a process that began with data review and ends with a format conclusion. When students pronounce English words, it influences their regional languages, according to the researcher's initial interpretation.

e. Illustration of the Conclusion / Verification.

The final section is where the researcher presents the data gathered in response to the research question, "How is the influence of Makassarese dialect on English students' pronunciation in terms of suprasegmental sound?"

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers a variety of topics, including the research findings that cannot be separated from the assistance of the students, as well as some discussions about these findings. These findings present the findings of an analysis of data gathered through interviews.

A. Findings

The researcher used interview to identify the influence of the Makassarese dialect on student pronunciation, as explained in the previous chapter. The study's findings are described qualitatively. The interview consisted of 18 questions designed to identify the influence of Makassarese dialect on students' pronunciation, with a focus on word stress and intonation.

This indicators of this research are to identify whether Makassarese dialect influence student's pronunciation. As a result, our finding are based on the research's indicators.

1. **The Influence of Makassarese dialect towards word stress in English**

The interview has been done, the question of the interview questions were designed to gather information about the influence of Makassarese dialect on

students' word stress. Data was gathered in the classroom by conducting one-on-one interviews with students. The interview was taped by the researcher. To ensure that the research is carried out objectively, the researcher uses an Oxford dictionary and Makassarese dictionary in order to analyze student's word stress. The results are obtained by analyzing and filtering the data to identify the influence of the Makassarese dialect on student English stress words. The data is presented below :

a. There is no significantly influence of makassarese dialect on two-syllable word

#Extract 1

> **"English** is amazing"
>
> "communicate with **people** from another **country"**
>
> "I watch a **movie** and listen to **music** a lot"
>
> "Open the **win'dow** ('window)!"
>
> "the **first Bandung, German, Lon'don** ('London), **Korea,** and **Japan"**
>
> "I think **English** is **different"**
>
> "makassarese **dialect** influence my intonation"

Based on the provided data, the student accurately pronounced two-syllable words like "English," "people," "country," "movie," "music," "first," "Bandung," "German," "Japan," and "dialect." However, she faced difficulties with the words "window" and "London." This was interesting because she almost pronounce all the word correctly considering that she speaks Makassarese in her daily life. This suggested that the Makassarese dialect did

not influence her pronunciation of two-syllable English words, as she tended to

stress syllables

based on her intuition.

#Extract 2

"strategies according to **ho'bby** ('hobby)"

"….. **music** in **English** by pay attention …."

"don't **forget** to see the **'translate** (trans'late)"

"I will **vi'sit** ('visit)……"

"rotterdam **muse'um** (mu'seum), blue **valley** in bulukumba"

"some'times ('sometimes) like that"

"Makassarese **language** is **often** used"

"Into'nation won't **effect** the makassarese **dialect** in my opinion"

"we **explain** about **something** ('something) **clearly"**

"Eng'lish ('English) **language** will be **'repeat** (re'peat) until the pronunciation

is **correct"**

After analyzing the student's interview responses, the researcher observed

that the student accurately pronounced these two-syllable words in English:

"music," "English," "forget," "valley," "language," "often," "effect," "dialect,"

"explain," "clearly," and "correct." However, there were mispronunciations for

these words: "hobby," "translate," "visit," "sometimes," "English," "repeat," and "something." This indicates that the influence of the Makassarese dialect didn't influence the pronunciation of two-syllable words in English. The student seemed to stress syllables based on personal intuition rather than adhering to English stress rules.

#Extract 3

"**English** is very point and interesting"

"I will **continue** to learn how to **pronounce** English on **YouTube** and **TikTok**"

"Please be **careful**!"

"give me that **water**!"

"**Paris** and **Dubai**"

"because Makassarese **language** is much **different** from **English**"

Based on the responses from the interview, the researcher observed that the student correctly pronounced these two-syllable words in English: "English," "pronounce," "youtube," "tiktok," "careful," "water," "Paris," "Dubai," and "language." This indicates that the Makassarese dialect didn't influence the way the student pronounced two-syllable words. Despite using the Makassarese dialect regularly in their daily interactions, the student managed to pronounce these words accurately.

#Extract 4

"interesting because I like **English**"

"I like **culture** shock in **English** speaking **countries"**

"….watch a lot of **movie"**

"…**Ban'dung** ('Bandung), **Bali** and **Dubai"**

"makassarese **language** and **English** has a different **accent"**

After thoroughly examining the student's responses from the interview, the researcher observed that the student could accurately pronounce these two-syllable words: "English," "culture," "countries," "movies," "Bali," "Dubai," "language," and "accent." However, there was an incorrect stress placement in the word "Bandung." This occurrence suggests that Makassarese dialect did not have any influence on two-syllable stress in English, as the student managed to pronounce nearly all two-syllable words correctly.

#Extract 5

"I **'continue** (con'tinue) my **study"**

"first time when I **study English"**

"I find it very **challenging** for me **maybe** it was because of my age"

"I can know more **know'ledge** ('knowledge)"

"I always try to **improve** my **English** with my **daily language"**

"after the school end"

"please be **silent**!"

"Saudi Arabia for umroh"

"haji with my **family"**

"Japan, Korea, **Germany,** and the another **country** is swiss"

"my **mother language** probably yes Makassarese **dialect** influence"

"sometimes I can't handle the **transition**"

"the **meaning later"**

The information provided reveals that the student pronounced nearly all of the two-syllable words correctly, including "study," "first," "English," "maybe," "improve," "daily," "language," "after," "silent," "Saudi," "Japan," "country," "mother," "dialect," "sometimes," "meaning," and "later." However, the exception was the word "knowledge." This data implies that the influence of the Makassarese dialect did not affect the pronunciation of two-syllable words in English, as the student managed to pronounce nearly every two-syllable word correctly in English.

#Extract 6

"challenging because **English** is not my **first language"**

"the requirement for almost everything like job **college scholarship"**

"English teacher"

"to make me familiar with **daily** conversation"

"music often and try to sing it as similar as possible"

"Write down the **sentence**!"

"the way I **pronounce"**

"my **accent** isn't that thick **anymore"**

"sometime people mistaken it as an angry **person"**

After analyzing the interview responses, the researcher noticed that the student effectively pronounced the following two-syllable English words: "English," "first," "language," "college," "exciting," "teacher," "daily,"

"sentence," "pronounce," "accent," "sometime," "people," "person," "music," and "often." This implies that the Makassarese dialect didn't influence the student's pronunciation of two-syllable words. Despite using the Makassarese dialect in their daily interactions, the student managed to pronounce these words accurately.

#Extract 7

"it in'volves word stress and into'nation **patterns** that **vary** in 'different **context**"

"I **practice** to listen **western** song"

"listen **carefully**"

"**Japan**"

"the influence of Makassarese **dialect** is 'possible"

"speech **pattern** and individual prosidi however"

"it **depends** on the **language** background and ex'posure to **English**"

After carefully examining each student's responses, focusing specifically on words with two syllables, the researcher observed that the student accurately pronounced all two-syllable words in English, such as "pattern," "vary," "context," "improve," "practice," "western," "carefully," "Japan," and "dialect". This suggests that the influence of the Makassarese dialect did not affect the pronunciation of two-syllable words because the student managed to pronounce

them correctly despite regularly using the Makassarese dialect in their daily conversations.

b. The influence of makassarese dialect on three-syllable word

#Extract 8

"In'teresting ('interesting)**"**

"English is **amazing**"

"**communicate** (co'mmunicate) with people from **another** country"

"Bandung, German, London, **'Korea,** and Japan"

"no **because** I think English is different"

"makassarese dialect **in'fluence** ('influence) my intonation"

Based on the data provided, the student correctly pronounced words like "amazing," "another," "Korea," "because," and "different." However, she struggled with proper stress placement in words like "interesting," "communicate," and "influence." This observation suggested that the influence of Makassarese on three-syllable English words is negative because the student tended to place stress on the penultimate syllable, mirroring her native tongue's

pattern, instead of using the appropriate antepenultimate stress placement in English.

#Extract 9

"I feel **'challenging"**

"strate'gies ('strategies) according to hobby"

"….. music in English by pay **atten'tion** (a'ttention) …."

"….Into'nation won't effect the makassarese dialect in my **opini'on** (o'pinion)"

"be'cause into'nation is **'determined** (de'termined)"

On three-syllable words in English, the student mistakenly stressed the final syllable in words like "strategies," "attention," "museum," and "opinion," while correctly stressing words like "challenging" and "because." This suggests that the student has a tendency to stress the final syllable, perhaps due to a lack of familiarity with the correct stress patterns.

#Extract 10

"English is very point and **in'teresting** ('interesting)"

"I am **challenge**……"

"I will **continue** to learn how to pronounce English on YouTube and TikTok"

"because Makassarese language is much different from English "

The student pronounced these words correctly: "challenging," "continue," "because," and "different," except for the word "interesting." In the case of "interesting," the student stressed the penultimate syllable, which is incorrect. The proper stress placement should be on the antepenultimate syllable. This discovery suggests that the Makassarese dialect negatively influences the

student's English pronunciation. While most three-syllable English words are stressed on the first or antepenultimate syllable, the Makassarese dialect tends to place stress on the penultimate syllable. As a result, students unconsciously stress the wrong syllable due to the influence of their local dialect.

#Extract 11

"**interes'ting** ('interesting) **because** I like English"

"makassarese language and English has a **different** accent"

"No **because** I can feel the **difference**"

After analyzing student's respones, the researcher noticed that the student correctly pronounced words like "because," "different," and "difference," but stumbled over the word "interesting." This suggests a negative influence of Makassarese on three-syllable words in English. The student tends to stress words on the penultimate syllable, mirroring the stress pattern used when speaking Makassarese.

#Extract 12

"I **'continue** (con'tinue) my study"

"I find it very **challenging** for me maybe it was **because** of my age"

"very **in'teresting** ('interesting)"

"haji with my **family**"

"Japan, **'Korea** (ko'rea) Germany**,** and the **a'nother** country is swiss"

"**probably** yes Makassarese dialect **influ'ence** ('influence) my intonation"

On three-syllable words, the student successfully pronounced the following words: "challenging," "because," "another," "probably," "transition," "family,"

and "Germany." However, there were mispronunciations for the words "interesting" and "influence." This discrepancy can be attributed to the nature of the Makassarese dialect, which typically places stress on the penultimate syllable.. Unfortunately, this stress pattern doesn't align with English norms. In English, primary stress usually falls on the first syllable, as seen in words like "influence" (/ˈɪn.flu.əns/), "strategy" (/ˈstræt̬.ə.dʒi/), "interesting" (/ˈɪn.trɪ.stɪŋ/), "similar" (/ˈsɪm.ə.lɚ/), "probably" (/ˈprɑː.bə.bli/), and "challenging" (/ˈtʃæl.ɪn.dʒɪŋ/). This outcome suggests that the Makassarese dialect has an adverse impact on the students' English-speaking abilities. While most three-syllable words in English stress the first or antepenultimate syllable, the Makassarese dialect's tendency to stress the penultimate syllable leads students to unconsciously stress the wrong syllable under the influence of their local

#Extract 13

"**challenging because** English is not my first language"

"the **re'quirement** for almost **'everything** like job college scholarship"

"**become** more **in'teresting** ('interesting) and **exciting** to learn"

"try to sing it as **simi'lar** ('similar) as **possible**"

"it's **influ'ence** ('influence) my intonation"

"**pro'bably** ('probably) well speak"

"sometime people **mistaken** it as an angry person"

when addressing three-syllable words, the student correctly articulated words like "challenging," "because," "requirement," "everything," "scholarship," "become," "familiar," "mistaken," "possible," and "anymore," but faced

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difficulties with the words "interesting," "influence," and "probably." This indicates a negative influence of the Makassarese dialect on the pronunciation of three-syllable words in English. The student tended to place stress on the penultimate syllable, mirroring the stress pattern used in Makassarese speech.

#Extraxt 14

> **"in'teresting** ('interesting) **because"**
>
> "it **involves** word stress and intonation patterns that vary in **different** context"
>
> "the **influ'ence** ('influence) of Makassarese dialect is **possible"**
>
> "speech pattern and individual prosidi **however"**
>
> "it **depends** on the language background and **exposure** to English"

student could correctly pronounce words like "because," "involve," "different," "possible," and "however," but struggled with words like "interesting" and "influence." This mispronunciation suggested that the influence of the Makassarese dialect has a negative influence on the stress placement of three-syllable words. In Makassarese, there's a tendency to stress the second-to-last syllable, as seen in words like "a'bate" (leaving a mark), "a'bangngi" (stay overnight), "a'garu" (stir), "a'lampa" (go), and "ka'luru" (cigarette). Due to their daily use of the Makassarese dialect, students unconsciously apply this stress pattern to English. This serves as evidence that the Makassarese dialect adversely affects the stress pattern of three-syllable words in English

2. The influence of Makassarese dalect towards intonation in English

The researcher analyzed the results of the student interviews by using spectroid app to measure student's intonation and discovered that Makassarese

dialect has negative influence toward open question in English. The data of the influence of Makassarese dialect on Student's Intonation are presented below:

#Extract 15

What do you do? ↗
who is your best friend? ↗
where do you live? ↗
when is your birthday? ↗
how old are you? ↗

After analyzing all the student's intonations on open questions and closed questions, the researcher found that students use rising intonations on all the open questions in English. This finding indicated that the Makassarese dialect influences student's intonation because the Makassarese dialect just uses the rising intonation when it comes to the question, but unfortunately, this case is not aligned with English because in English we use rising intonation for the closed question and falling intonation for the open question.

#Extract 16

What do you do? ↗
who is your best friend? ↗
where do you live? ↗
when is your birthday? ↗
how old are you? ↗

Upon examining the intonation patterns employed by the student in both open and closed questions, the researcher identified that the student consistently employed rising intonation for all open questions in English. This observation suggests that the influence of the Makassarese dialect impacts the student's

intonation usage, as the Makassarese dialect predominantly utilizes rising intonation for questions. However, this contrasts with English conventions, where rising intonation is used for closed questions and falling intonation for open questions.

#Extract 17

What do you do?

who is your best friend?

where do you live?

when is your birthday?

how old are you?

Upon examining how the student uses intonation for both open and closed questions, the researcher noticed that the student consistently employs rising intonation for all open questions in English. This discovery suggests that the influence of the Makassarese dialect affects the student's intonation pattern, as the Makassarese dialect typically employs rising intonation for questions. However, this is different from English, where rising intonation is used for closed questions and falling intonation for open questions.

#Extraxt 18

What do you do?

who is your best friend?

where do you live?

when is your birthday?

how old are you?

Upon reviewing the intonation patterns exhibited by the student in both open and closed questions, the researcher discovered that the student consistently

employed a rising intonation for all open-ended questions in English. This observation implies that the Makassarese dialect's influence is evident in the student's intonation, as the Makassarese dialect typically employs a rising intonation for questions. However, this contrasts with English norms, where rising intonation is used for closed questions and falling intonation for open questions.

#Extract 19

What do you do?

who is your best friend?

where do you live?

when is your birthday?

how old are you?

Upon analyzing the student's intonation patterns for both open and closed questions, it became evident that the student consistently uses rising intonation for all open questions in English. This observation points to the influence of the Makassarese dialect on the student's intonation, since the Makassarese dialect commonly employs rising intonation for questions. Consequently, the student employs rising intonation for all question types. This contrasts with English conventions, where rising intonation is employed for closed questions and falling intonation for open questions.

#Extract 20

What do you do? ⟋▼

who is your best friend? ⟋▼

where do you live? ⟋▼

when is your birthday? ⟋▼

how old are you? ⟋▼

When looking at how the student uses intonation for different question types, it's clear that the student always uses rising intonation for open questions in English. This suggests that the Makassarese dialect has an impact on the student's intonation, as Makassarese often uses rising intonation for questions. As a result, the student uses rising intonation for all kinds of questions. This is different from English, where rising intonation is used for closed questions and falling intonation for open questions.

#Extract 21

What do you do? ⟋▼

who is your best friend? ⟋▼

where do you live? ⟋▼

when is your birthday? ⟋▼

how old are you? ⟋▼

When observing how the student applies intonation to various question types, it's evident that the student consistently employs rising intonation when asking open questions in English. This implies that the Makassarese dialect influences the student's intonation, as Makassarese commonly uses rising intonation for questioning. Consequently, the student uses rising intonation across different question types. This differs from English, where rising intonation is utilized for closed questions and falling intonation for open

questions.

B. Discussion

1. The Influence Of Makassarese Dialect Towards Word Stress In English

In the discussion part of this study, the focus is on the interviews that were carried out. The researcher gathered data, analyzed it, clarified any uncertainties, and refined the information. Through these interviews, a consistent outcome emerged. The findings highlighted that the students' use of the Makassarese dialect influenced how they stressed word in English and how they apply intonation in English, particularly when it comes to questions.

After analyzing all of the students' responses during the review session, I decided to categorize them into two different categories. The first category included English words with stressed syllables that were not influenced by the Makassarese dialect. According to the findings, students can correctly pronounce two-syllable words in the the word such as pronounce (/prəˈnaʊns/), youtube (/ˈjuː.tuːb/), tiktok (/ˈtɪk.tɑːk/), careful (/ˈker.fəl/) , water (/ˈwɑː.t̬ɚ/), paris (/ˈper.ɪs/), dubai (/duːˈbaɪ/), country (/ˈkʌn.tri/), movie (/ˈmuː.vi/), music (/ˈmjuː.zɪk/) , first (/ˈfɝːst/), German (/ˈdʒɝː.mən/), Japan (/dʒəˈpæn/), dialect (/ˈdaɪ.ə.lekt/), forget (/fɚˈget/), valley (/ˈvæl.i/), often (/ˈɑːf.tən/), effect (/əˈfekt/), explain (/ɪkˈspleɪn/), clearly (/ˈklɪr.li/), correct (/kəˈrekt/), culture (/ˈkʌl.tʃɚ/), bali, dubai (/duːˈbaɪ/), accent (/ˈæk.sənt/), college (/ˈkɑː.lɪdʒ/), exciting (/ɪkˈsaɪ.t̬ɪŋ/), teacher (/ˈtiː.tʃɚ/), daily (/ˈdeɪ.li/), person (/ˈpɝː.sən/), pattern (/ˈpæt̬.ɚn/), vary (/ˈver.i/), context (/ˈkɑːn.tekst/), improve (/ɪmˈpruːv/), practice

(/ˈpræk.tɪs/), Japan (/dʒəˈpæn/), study (/ˈstʌd.i/), maybe (/ˈmeɪ.bi/), daily (/ˈdeɪ.li/), after (/ˈæf.tɚ/), silent (/ˈsaɪ.lənt/), Saudi (/ˈsaʊ.di/), mother (/ˈmʌð.ɚ/), meaning (/ˈmiː.nɪŋ/), later (/ˈleɪ.t̬ɚ/), people (/ˈpiː.pəl/), English (/ˈɪŋ.glɪʃ/), language (/ˈlæŋ.gwɪdʒ/), , sentence (/ˈsen.təns/), and western (/ˈwes.tɚn/), but misplace the stress on the word : knowledge (/ˈnɑː.lɪdʒ/), bandung (/ˈbændʊŋ/), hobby (/ˈhɑː.bi/), translate (/trænzˈleɪt/), visit (/ˈvɪz.ɪt/), sometime (/ˈsʌm.taɪm/), repeat (/rɪˈpiːt/), something (/ˈsʌm.θɪŋ/), window (/ˈwɪn.doʊ/) and London (/ˈlʌn.dən/). This suggests that the Makassarese language has not influenced the placement of word stress in two-syllable English words. Despite speaking the Makassarese dialect in their daily lives, the students are able to correctly stress both the first and second syllables of two-syllable words in English. It appears that they do not strictly adhere to the common stress rule of the Makassarese dialect, which involves stressing the first syllable on two syllable word (Kadir et al., 1979); instead, they place stress on syllables based on their own perception. This was because of their inadequate knowledge of stress structure as stated by Liu (2017) who revealed that students were unaware of the presence of stressed strong syllables and unstressed weak syllables in English. This is also supported by Huwari & Al-Khasawneh, (2019) that students' lack of awareness of word stress in English was one of the reason student mispronounce mistress in English

second category included English word stress syllables that has negative influenced by the Makassaese dialect. After analyzing all of the three syllable words, it was discovered that students incorrectly placed stress on the second syllable in the words influence (/ˈɪn.flu.əns/), strategy (/ˈstræt̬.ə.dʒi/), and
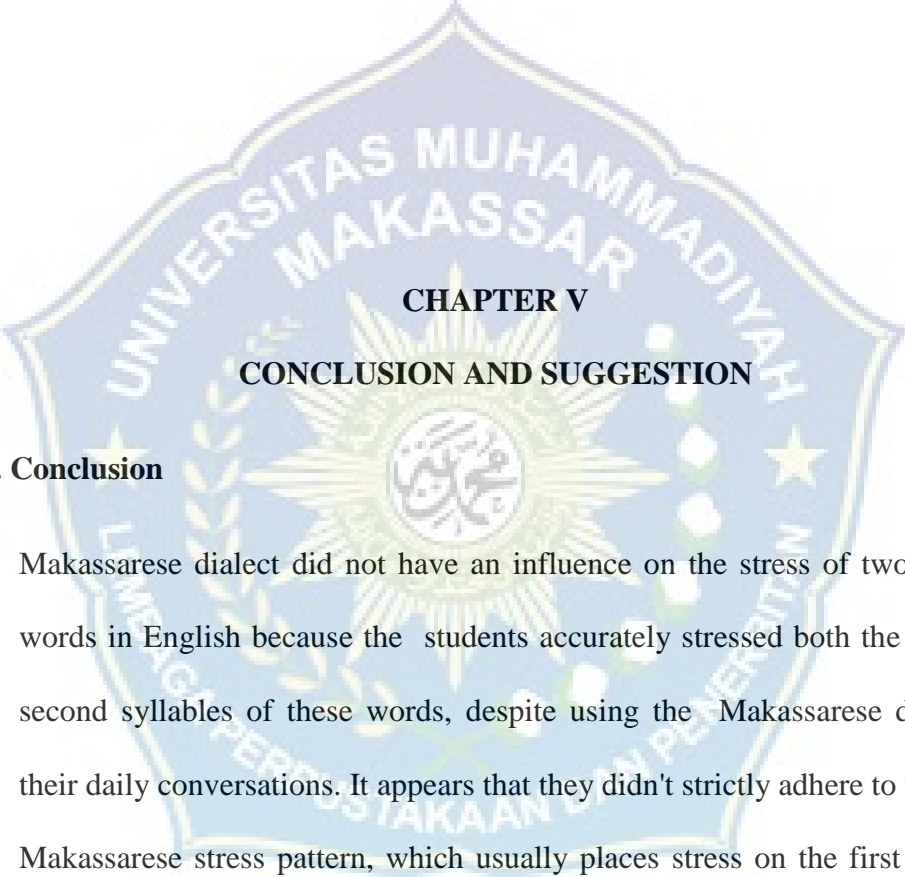
interesting (/ˈɪn.trɪ.stɪŋ/), but correctly placed stress on the medial syllable in the words: another (/əˈnʌð.ɚ/), attention (/əˈten.ʃən/), museum (/mjuːˈziː.əm/), opinion (/əˈpɪn.jən/), determine (/dɪˈtɝː.mɪn/), continue (/kənˈtɪn.juː/), korea (/kəˈriː.ə/), because (/bɪˈkɑːz/), exposure (/ɪkˈspoʊ.ʒɚ/), exciting (/ɪkˈsaɪ.ţɪŋ/), requirement (/rɪˈkwaɪr.mənt/), familiar (/fəˈmɪl.i.jɚ/), and transition (/trænˈzɪʃ.ən/). This pattern arises from the Makassarese inclination to emphasize syllables in the second-to-last position. As noted by Jukes (2006), a distinctive trait of Makassarese is the emphasis on the penultimate syllable. However, this contrasts with findings by Clopper (2002) who studied English stress patterns and asserted that two- and three-syllable words are more likely to have primary stress on the first syllable in English. This perspective sheds light on why certain Makassarese students encounter difficulties when pronouncing three-syllable English words. Their tendency to stress the penultimate syllable aligns with their native dialect's practice but contradicts the English norm.

The influence of local dialect is not the only factor that make student pronounce English incorrectly. According to Fadillah (2020), who compiled eight papers for a literature study on Pronunciation Difficulties Of efl learners In Indonesia, there are some factors influencing why students pronounce words incorrectly in English, such as the influence of mother tongue, exposure to target language, and biological factors such as ear perception, and relying on their own perception. Because all of these factors contribute to someone's accurate pronunciation of English words, the likelihood of imitating native-like pronunciation is lower if these factors are not eliminated.

2. The Influence Of Makassarese Dialect Towards Intonation In English

Upon reviewing the interviews conducted with students, it became evident that the influence of their local dialect persisted. The findings showed that all students consistently used a rising intonation pattern in both open and closed questions, mirroring how they employed intonation in Makassarese. According to Rahmatiah (2011)in the Makassar language, a rising intonation is applied at the end of question. However, the intonation for questions in English is more nuanced. Ampa (2006) explains that linguists use specific symbols to represent rising and falling intonation patterns in English. 'Yes/no questions' like "Did you see my book?" and "Will you go to school?" typically carry a rising intonation, while 'WH-Questions' and statements tend to have a falling intonation. Roach (2009) supports this, noting that while rising intonation is commonly used for questions in English, a falling intonation is often used with 'wh-question-words' like 'what,' 'which,' and 'when.' For instance, the question "Where did you park the car?". This influence comes from the surroundings and behavior of the students, which they have had since they were kids (Burky, 2021). An additional contributing factor to students facing challenges in mastering intonation is attributed to the absence of comprehensive pronunciation training provided by educators. This issue is highlighted by students who have observed that instructional focus within school predominantly centers on grammatical aspects. Similar result also found by Huwari & Al-Khasawneh (2019).They found that the factors which lead student to make mistake in pronunciation were categorized into six factors; the most frequency reason was lack of practice,

while the least one was students' motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Makassarese dialect did not have an influence on the stress of two-syllable words in English because the students accurately stressed both the first and second syllables of these words, despite using the Makassarese dialect in their daily conversations. It appears that they didn't strictly adhere to the usual Makassarese stress pattern, which usually places stress on the first syllable. Instead, they emphasized syllables based on their own understanding. However, Makassarese dialect has negative influence toward three-syllable English words because Makassarese dialect can cause some issues on English three-syllable word stress. This is especially true for words that should be stressed on the antepenultimate syllable (third-to-last). In Makassarese, most words usually emphasize on the penultimate syllable

(second-to- last). Because of this, students might unknowingly stress the wrong syllable in English, since they are used to their local dialect's stress pattern. This problem is worsened by the fact that students usually try to guess how to say words right, rather than using a dictionary to check.

2. Makassarese dialect has significantly negative influence towards WH-question because all of students used rising intonation in WH-question even though the right intonation should be using falling intonation. Another factor can influence student's pronunciation beside the influence of mother tongue are exposure to target language, biological factors such as ear perception, relying on their own perception about the right pronunciation, and lack of pronunciation training by the teacher in school because teachers nowadays are focus more on grammar than any other aspect of English

B.Suggestions

3. Teachers instructing Makassarese students are advised to assess their students' pronunciation, especially for words with three syllables. This is crucial as the influence of their native dialect might lead to mispronunciations in English. A comprehension of how the Makassarese dialect affects word stress enables teachers to anticipate potential errors and develop suitable strategies to address these challenges effectively.

4. Teachers are recommended to focus more on pronunciation, specifically when it comes to suprasegmental aspects such as stress and intonation. These

elements are often overlooked by a significant number of educators, especially at the high school level. In many cases, the focus tends to be on grammar rather than actively aiding students in expressing themselves confidently in spoken English.

5. The recommendation for future researchers is that this study may serve as an inspiration for them to explore the influence of not only the Makassarese dialect but also other local dialects. The intention is that this research will ignite interest and encourage further investigations into how different dialects impact language dynamics. By delving into the effects of various local dialects on language learning, researchers can contribute to a deeper comprehension of language development and offer valuable insights for language education. This research aims to start a series of studies that will help us better understand how different dialects affect how we learn languages. By doing this, we can learn more about how people from different places communicate in different languages.

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- **Instrument word stress**

INTERVIEW QUESTION

This question aims to make sure if the student use Makassarese dialect in their daily life

1. Inai arengta?

2. Tau apa tau toata?

3. Bahasa Mangkasarak jaki ri balata?

4. Bahasa mangkasarak jaki siagang agangta ri sikolanta?

This question aims to get the experience and to know the pronunciation in terms of Word Stress Intonation

1. How do you feel when you speak in English? Do you find it challenging or interesting? Why?

2. What strategies do you use to improve your English pronunciation?

3. Can you make 3 imperative sentence in English?

4. Can you make lists of 5 place that you want to go?

5. Do you think Makassarese dialect influence the way you pronounce words in English ? Why or why not?

6. Do you think Makassarese dialect influence your intonation when you speak in english? Why or why not?

- Instrument Intonation

This question aims to get the experience and to know the pronunciation in terms of Intonation

1. I'd like you to read this following sentence. Could you please read this aloud!

   a. What do you do?

   b. who is your best friend?

   c. where do you live?

   d. when is your birthday?

   e. how old are you?

2. how do you feel after reading those sentence?

3. is it difficult to use appropriate intonation?

4. do you learn appropriate intonation in school?

5. I'd like you to read this following sentence. Could you please read this aloud?

   a. Are you happy?

b. Do you like English?

c. Do you find any difficult in learning English?

d. Is she kind to you?

e. Does he study hard?

6. how do you feel after reading those sentence?

7. is it easy for you or not to read those sentence?

8. do you use app to learn intonation?

Adopted and modify from Reski (2022)

APPENDIX B Script Instrument

-Result Interview Student on word stress

#Respondent 1

1. **'In'teresting** (interesting)**, be'cause** I think is **a'mazing be'caus**e **'English** can help us to **'communicate** (co'mmunicate) with **'people** from **a'nother 'country**

2. something I watch a **'movie** and listen to **'music** a lot

3. Open the **win'dow** ('window)!, Please don't touch my phone!, clean my room please

4. the **'first** '**Bandung, 'German, Lon'don** ('London), **'Korea,** and **Ja'pan**

5. no **be'cause** I think **'English** is **'different** with makassarese **'dialect**

6. I don't think makassarese **'dialect in'fluence** ('influence) my **into'nation be'cause** I know when I have to use high and low into'nation

#Respondent 2

1. I feel **'challenging be'cause** I see some friend who can speak **Eng'lish** ('English) and I think why can I?

2. for **strate'gies** ('strategies) according to **ho'bby** ('hobby) I usually listen to **'music** in **'English** by pay **atten'tion** (a'ttention) to the pronunciation) and don't **for'get** to see the **'translate** (trans'late)

3. go back to school now!, be nice to your friend!, don't ever touch my phone!

4. the place I will **vi'sit** ('visit) **ac'tually** ('actually) I wanna go Malino, bira beach, rotterdam **muse'um** (mu'seum), blue **'valley** in bulukumba, and lemo-lemo beach in bulukumba too

5. I think yes **some'times** ('sometimes) like that because the Makassarese **'language** is **'often** used so when you get new things or learn about a new thing especially in **'language** of course it can **'effect** the way you pronunciation

6. I don't think so **be'cause** then **Into'nation** won't **'effect** the makassarese **'dialect** in my **opini'on** (o'pinion) **be'cause into'nation** is **'determined** (de'termined) based on how we **ex'plain** about **some'thing** ('something) **'clearly** without including the **'dialect** of course this has an **'effect be'cause** the word from **Eng'lish** ('English) **'language** will be **'repeat** (re'peat) until the pronunciation is **co'rrect**

#Respondant 3

1. my feeling it I speak **'English** is very point and **in'teresting** ('interesting) **be'cause** I convince out a lot of new vocabulary and I am **'challenge** to know

a lot of **'English** vocabulary

2. I will **con'tinue** to learn how to **pro'nounce** English on **'YouTube** and **'TikTok**

3. Please be **'careful**!, 'give me that **'water**!, don't press me!

4. Malaysia, mekah, **'Jakarta** (Ja'karta), **'Paris** and **Du'bai**

5. No **be'cause** Makassarese **'language** is much **'different** from **'English**

6. yes **be'cause** Makassarese **'language** tends to use high **into'nation**

#Respondant 4

1. Yeah I feel **interes'ting** ('interesting) **be'cause** I like **'English** since I was a kid and also I like **'culture** shock in **'English** speaking **'countries**

2. I listen and watch a lot of **'movie**

3. can you say I love you?, take my phone please!, don't be sorry!

4. I wanna go to Australia, USA, **Ban'dung** ('Bandung), Bali and Dubai

5. No **be'cause** I think makassarese **'language** and **'English** has a **'different** **'accent**

6. No **be'caus**e I can feel the **'difference**

#Respondant 5

1. Actually I started learning **'English** when I was in elementary school in the **'first** grade and I **'continue** (con'tinue) my **'study** until now so **'first** time when I **'study** **'English** I find it very **'challenging** for me **'maybe** it was

be'cause of my age and then now i'm looking **'English** is so very **in'teresting** ('interesting) cause when I **'study 'English** I can know more **know'ledge** ('knowledge) and I can have so many friends from the **'English**

2. from the elementary school and until now I always try to **im'prove** my **'English** with my **'daily 'language** 'even if I have to course **'English** too **'after** the school end

3. please be **'silent**!, close the door please!, can you give me the book!

4. **'First** the most place I want to go the **'first** is **'Saudi** Arabia for umroh and **'maybe** haji with my **'family** and then **Ja'pan**, **'Korea** (ko'rea) **'Germany,** and the **a'nother 'country** is swiss

5. yes **be'cause** when I grow up I grow up with Makassarese **'dialect** which is my **'mother 'language** so **'English** is a new thing for me and 'probably Makassarese **'dialect influ'ence** ('influence) when I **'study** to pronounce the word in **'English**

6. **'probably** yes Makassarese **'dialect influ'ence** ('influence) my **into'nation** **be'cause** my **'daily 'language** is Makassarese and you know Makassarese **'dialect** it was so loud so high so **'sometimes** I can't handle the **tran'sition** when I speak Makassarese for the time and the **'meaning 'later** I talk in **'English**

#Respondant 6

1. yes I find it **'challenging be'cause 'English** is not my **'first 'language** and at **'first** I learn **'English** just for fun but as I grow up **'English** is one of the

re'quirement for almost **'everything** like job **'college 'scholarship** etc. so I think **'English be'come** more **in'teresting** ('interesting) and **'exciting** to learn

2. I've been on **'English** course since I'm on the third grade of elementary school and my mom is also an **'English 'teacher** so at home she try to push me to speak **'English** as **'often** as **'possible** to make me **fa'miliar** with **'daily** conversation and also I listen to **'English 'music 'often** and try to sing it as **simi'lar** ('similar) as **'possible**

3. Write down the **'sentence**!, don't smoke here!, wash your hands!

4. The **'first** one is Egypt and then Switzerland, Bandunira, Melbourne, and Austria

5. yes I think it's **influ'ence** ('influence) the way I **pro'nounce 'English be'cause** as Makassarese the **'accent** is very thick **es'pecially** when we **pro'nounce** I or ng **'sometime 'people pro'nounce** take a rest to take a ress but now I think my **'accent** isn't that thick **any'more**

6. yes I think it's **influ'ence** ('influence) my **into'nation** when I speak **'English** cause someone who fluent in **'English pro'bably** ('probably) well speak **'English** slowly and softly but as Makassarese our **'accent** is we speak in a loud tone and **'sometime 'people mi'staken** it as an angry **'person** and I mix it Makassarese **'accent** and **'English 'accent** a lot too

#Respondant 7

1. yes I find it **in'teresting** ('interesting) **be'cause** when we speak in **'English** it **in'volves** word stress and **into'nation 'patterns** that **'vary** in **'different**

'context

2. to **im'prove** my pronunciation I **'practice** to listen **'western** song like games or using pronunciation apps that can help me

3. speak louder, be nice, listen **'carefully**

4. the place I really wanna go is Saudi **Ara'bia** (A'rabia) Swiss America Las Vegas and **Ja'pan**

5. not really but the Makassarese **'dialect** on **'English** pronunciation can **'vary** based individual **expo'sure** (ex'posure) and **'language** proficiency

6. the **influ'ence** ('influence) of Makassarese **'dialect** is **'possible** if it is **influ'enced** ('influence) speech **'pattern** and individual prosidi **how'ever** it **de'pends** on the **'language** background and **ex'posure** to **'English**

-**Result Interview Student on Intonation**

#Extract 1

1. a. What do you do?

   b. who is your best friend?

   c. where do you live?

   d. when is your birthday?

   e. how old are you?

2. it's easy cause I usually speak aloud with my foreigner friend

3. depends on the word

4. No at all

5. a. Are you happy? ↗

   b. do you like English? ↗

   c. do you find any difficult in learning English? ↗

   d. Is she kind to you ↗

   e. does she study hard? ↗

6. easy

7. depends on the word that I speak

8. No at all

#Extract 2

 1. a. What do you do? ↗

   b. who is your best friend? ↗

   c. where do you live? ↗

   d. when is your birthday? ↗

   e. how old are you? ↗

2. I feel happy because I like to speak English

3. Yes, it is

4. No, I don't

5. a. Are you happy? ↗

   b. do you like English? ↗

   c. do you find any difficult in learning English? ↗

d. Is she kind to you ⟋➤

e. does she study hard? ⟋➤

6. I'm feel happy

7. Yes, it is easy

8. Yes, I use tiktok app

#Extract 3

1. a. What do you do? ⟋➤

   b. who is your best friend? ⟋➤

   c. where do you live? ⟋➤

   d. when is your birthday? ⟋➤

   e. how old are you? ⟋➤

2. I'm happy because I like English since I was a kid

3. Yes

4. No, I learn pronunciation, but I don't learn intonation in school

5. a. Are you happy? ⟋➤

   b. do you like English? ⟋➤

   c. do you find any difficult in learning English? ⟋➤

   d. Is she kind to you? ⟋➤

   e. does she study hard? ⟋➤

6. I'm happy

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7. Yes absolutely easy

8. I guess no

#Extract 4

1. a. What do you do?

   b. who is your best friend?

   c. where do you live?

   d. when is your birthday?

   e. how old are you?

2. so so

3. I think no, it's easy

4. No

5. a. Are you happy?

   b. do you like English?

   c. do you find any difficult in learning English?

   d. Is she kind to you?

   e. does she study hard?

6. a little bit difficult

7. it's easy

8. No, I actually learning pronunciation just with qua conversation with my friend

#Extract 5

1. a. What do you do? ➚

   b. who is your best friend? ➚

   c. where do you live? ➚

   d. when is your birthday? ➚

   e. how old are you? ➚

2. It's so so

3. no, it's easy

4. No, because our teacher just focus on grammar

5. a. Are you happy? ➚

   b. do you like English? ➚

   c. do you find any difficult in learning English? ➚

   d. Is she kind to you? ➚

   e. does she study hard? ➚

6. so so

7. it's easy

8. Yes, I think I use movie to impeove my pronunciation and intonation like Netflix

#Extract 7

1. a. What do you do? ➚

b. who is your best friend? ➚

c. where do you live? ➚

d. when is your birthday? ➚

e. how old are you? ➚

2. It's so so

3. I think, it's not

4. No

5. a. Are you happy? ➚

b. do you like English? ➚

c. do you find any difficult in learning English? ➚

d. Is she kind to you? ➚

e. does she study hard? ➚

6. it's a little bit difficult

7. easy

8. Not
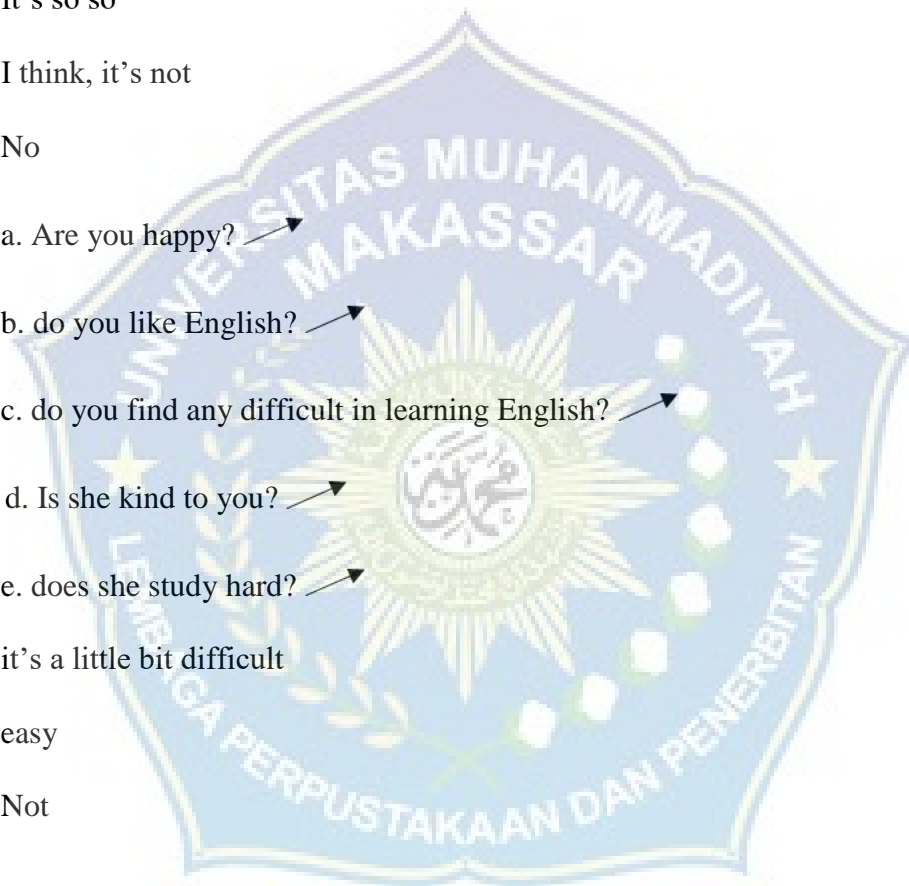
APPENDIX C Correspondence

- Appendix C 1 Surat Keterangan Plagiasi

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Rifdah Qurratul Ain

Nim   : 105351113719

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	24 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	3 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 22 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan.

Nursakti, S.Hum., M.I.P
NBM. 564 791

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

BAB I Rifdah Qurratul Ain 105351113719

by Tahap Tutup

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BAB I Rifdah Qurratul Ain 105351113719

BAB II Rifdah Qurratul Ain 105351113719

by Tahap Tutup

BAB II Rifdah Qurratul Ain 105351113719

BAB III Rifdah Qurratul Ain 105351113719

by Tahap Tutup

BAB III Rifdah Qurratul Ain 105351113719

BAB IV Rifdah Qurratul Ain 105351113719

by Tahap Tutup

BAB IV Rifdah Qurratul Ain 105351113719

BAB V Rifdah Qurratul Ain 105351113719

by Tahap Tutup

BAB V Rifdah Qurratul Ain 105351113719

- Appendix C 2 Surat Pengantar Penelitian LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor   : 1801/05/C.4-VIII/VI/1444/2023   04 Dzulhijjah 1444 H
Lamp   : 1 (satu) Rangkap Proposal   22 June 2023 M
Hal   : Permohonan Izin Penelitian
          Kepada Yth,
          Bapak Gubernur Prov. Sul-Sel
          Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
          di –
                   Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13846/FKIP/A.4-II/VI/1444/2023 tanggal 21 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **RIFDAH QURRATUL AIN**
No. Stambuk   : **10535 1113719**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE INFLUENCE OF MAKASSARESE DIALECT ON ENGLISH PRONUNCIATION SKILL"

Yang akan dilaksanakan dari tanggal 27 Juni 2023 s/d 27 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

                                                Ketua LP3M,

                                                Dr.Ir. Abubakar Idhan,MP.
                                                NBM 101 7716

06-23

- Appendix C 3 Surat Kontrol Penelitian

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Riftah Qurraini Ain
NIM	:	10535113719
Judul Penelitian	:	The Influence of Makassarese Dialect on English Pronunciation Skill
Tanggal Ujian Proposal	:	8 Juni 2023
Tempat/Lokasi Penelitian	:	SMA Negeri 2 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1				
2				
3				
4				
5				

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

Makassar, 11 Agustus 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala UPT. SMA Negeri 2 Gowa

Dra. Hj. Junaidah
NIP. 19650412 199803 1 010

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- Appendix C 4 Surat telah Selesai Meneliti

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH II GOWA
UPT. SMA NEGERI 2 GOWA
Alamat: Jln. Pendidikan Limbung Kec. Bajeng Kab. Gowa Telp. 0411-8217762 Kode Pos (92152) Email : sman2gowa@gmail.com

SURAT KETERANGAN
No.070/234 -UPT.SMAN2/GOWA/DISDIK

Yang bertanda tangan di bawah ini Plt. Kepala UPT. SMA Negeri 2 Gowa Provinsi Sulawesi Selatan, menerangkan bahwa :

Nama	:	Rifdah Qurratul Ain
Tempat/Tgl Lahir	:	Makassar, 19 Februari 2002
Jenis Kelamin	:	Perempuan
NIM	:	105351113719
Pekerjaan	:	Mahasiswa
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Pallatikang No. 8 Kec. Somba Opu Kab. Gowa

Benar telah melakukan Penelitian di SMA Negeri 2 Gowa sejak 24 Juli s/d 31 Juli 2023, Berdasarkan surat dari Dinas Penanaman modal dan pelayanan terpadu satu pintu No.20243/S.01/PTSP/2023, dengan Judul Skripsi **"THE INFLUENCE OF MAKASSARESE DIALECT ON ENGLISH PRONUNCIATION SKILL".**

Demikian surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Bajeng, 11 Agustus 2023
Plt. Kepala UPT.SMAN 2 Gowa

Drs. H. DJUMRAH.
Pangkat Pembina Tk.I
NIP. 19680412 199803 1 010

Tembusan :
- *Program Studi Pendidikan Bahasa Inggris*
- *Mahasiswa yang bersangkutan*
- *Arsip*

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- Appendix C 5 Letter of Acceptance (LoA)

بســـم اللـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0826/BG-FKIP/LOA/B/VIII/1445/2023

Dear RIFDAH QURRATUL AIN

It is our pleasure to inform you that, after reviewing your paper:
THE INFLUENCE OF MAKASSARESE DIALECT ON ENGLISH
PRONUNCIATION SKILL
The manuscript ID: 1071
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Sociolinguistics**,
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
ijs@bg.unismuhmakassar.ac.id

Makassar, 23 August 2023 M
7 Shafar 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd,
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDETASI UNGGUL
LEMBAGA AKREDETASI MANDIRI

APPENDIX D Documentation

- Appendix D 1 Interview with Students

CURRICULUM VITAE

RIFDAH QURRATUL AIN was born on February 19th, 2002 in Makassar, She has two sister and one brother, The first child form of Abd. Latif and Magdalena, S.Pd.. She Began her education in SDN Lauwa and graduate in 2013. Then she Continued her study in MTS Sultan Hasanuddin and graduate 2016, After Finish she continued her study in SMA Negeri 2 Gowa and graduate in 2019. In the same year, she was accepted as a student in English Education Department, Faculty Teacher Training and Education, Muhammadiyah University of Makassar. During the study in Universitas Muhammadiyah Makassar, she joined SEFEO, an English Speaking Community. By the bless and mercy of Allah SWT, pray and also support from her beloved family, the researcher could finish her study at Muhammadiyah University of Makassar by the title "The Influence of Makassarese Dialect on English Pronunciation Skill" (A Descriptive Qualitative Research at The 12th Grade of SMA Negeri 2 Gowa)