

**“THE ANALYSIS OF GENERAL INEPTNESS IN PRONUNCIATION  
AFFECTED BY THE STUDENT MOTHER TONGUE AT THE  
ELEVENTH GRADE OF SMA NEGERI 2 GOWA”**



**A THESIS**

*Submitted to the Faculty of Teacher and Education Universitas*

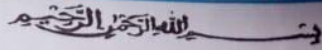
*Muhammadiyah Makassar in Part Fulfillment of the Requirement for Degree  
of Education in English Education Department*

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08/10/2023	-	Kesimpulan & Don deserial dengan masalah penelitian	✓
19/10/2023	-	Definisi justoh & tambale	✓
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Day / Date	Chapter	Note	Sign
25/10/2023	I-V	Findings Put expert in your Discussion check your present form.	
4/11/2023	I-V	Abstract References Conclusion Put all of your appendices	
11/11/2023	I-V	ACC	

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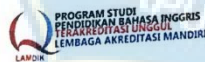
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Day / Date	Chapter	Note	Sign
08/10/2023	I-V	Finding and Discussion Past Tense form.	
09/10/2023	I-V	Abstract Finding and Discussion. References.	
31/10/2023	I-V	Abstract Past tense form writing Rules.	

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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.

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## **MOTTO**

START FROM YOURSELF, START FROM THE SMALLEST, AND START  
FROM NOW.



### **DEDICATION**

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

*My beloved parents, Abd.Kadir and Nirmawati. Thank you for all the sacrifices,  
advice, and good prayers that you never stop giving me. I am existence as my  
parents.*

*My beloved lecturers cannot be mentioned one by one*

*My beloved campus, Universitas Muhammadiyah Makassar*

*And for myself, thank you for the effort and hard work, I am proud for myself.*

## ABSTRACT

**Karnila Sari, 2023.** *Analysis d of General Ineptness in Pronunciation Affected By Student Mother Tongue (A Descriptive Qualitative Research at the 11th Grade of SMA Negeri 2 Gowa).* A thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar Supervised by Erwin Akib and Ariana.

This research aims to determine the type of General Ineptness in pronunciation which was affected by the student mother tongue, especially stressed and intonation. This research used semi structure interview which totaled 15 questions. This research used descriptive qualitative method and conducted in SMA Negeri 2 Gowa. The subjects of this research were 5 students of the 11th grade who speak Makassarese language in daily life.

The findings in this research reveal that there was an affected of the mother tongue in pronunciation, especially intonation and stressed. In intonation, students consistently used dialect in all questions, while in word stress students accurately succeed in saying words in two syllables but make many mistakes in words with three syllables. Factors that affected student pronunciation are also usually due to biological factors such as ear perception, and lack of training and pronunciation practice carried out by teacher in their secondary schools are also factors that caused students to mispronounced stressed and wrong intonation in English.

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

## ABSTRACT

**Karnila Sari, 2023.** *Analisis Ketidakmampuan Umum Dalam Pengucapan Yang Dipengaruhi Oleh Bahasa Ibu Siswa (Penelitian Kualitatif Deskriptif Di Kelas 11 SMA Negeri 2 Gowa).* Sebuah Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Ariana.

Penelitian ini bertujuan untuk mengetahui jenis Ketidakmampuan Umum dalam pengucapan yang Dipengaruhi oleh bahasa ibu siswa, khususnya tekanan kata dan intonasi. Penelitian ini menggunakan metode semi struktur wawancara yang berjumlah 15 pertanyaan. Penelitian ini menggunakan deskriptif kualitatif metode. Penelitian ini dilakukan di SMA Negeri 2 Gowa. Subyek ini Penelitian ini adalah 5 siswa kelas XI yang berbicara bahasa Makassar dalam kehidupan sehari-hari.

Temuan pada penelitian ini mengungkapkan bahwa terdapat pengaruh bahasa ibu dalam pengucapan khususnya intonasi dan penekanan kata. dalam intonasi sendiri secara konsisten siswa menggunakan dialek dalam semua pertanyaan, sedangkan dalam penekanan kata siswa secara akurat berhasil dalam menyebutkan kata dalam dua suku kata tapi banyak melakukan kesalahan dalam kata yang berjumlah tiga suku kata. faktor yang memengaruhi pengucapan siswa juga biasanya dikarenakan faktor biologis seperti persepsi telinga, dan kurangnya pelatihan dan praktik pengucapan yang dilakukan oleh guru di sekolah menengah mereka juga menjadi faktor penyebab siswa salah mengucapkan tekanan kata dan intonasi yang salah dalam bahasa Inggris.

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

## ACKNOWLEDGEMENT

The author prays all praise and gratitude to the presence of Almighty Allah. Because of his blessings, mercy and grace, the author was able to complete this thesis. It is not an end, but a new beginning to start a new life adventure. The author is fully aware that there are people who contributed to the completion of this thesis. There is no better offering that the author can give other than gratitude to those who have helped the author a lot.

1. Prof. Dr. H Ambo Asse, M.Ag., the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar. The highest appreciation and deepest thanks for his best advice and motivation.
3. Dr. Umni Khaerati Syam, S.Pd, M.Pd, the head of the English Education Department of FKIP UNISMUH Makassar. The most profound thanks for her motivations and suggestions in doing this thesis.
4. Erwin Akib, S.Pd., M.Pd., Ph.D. and Ariana, S.Pd., M.Pd. The highest appreciation for their time, suggestions, and motivation as my advisor so that the researcher could complete his thesis.
5. Dr. Nurdevi Bte Abdul, S.Pd., M.Pd. The highest appreciation for his time, suggestions, and motivations as my academic advisor.
6. I would also like to extend my heartfelt appreciation to my beloved Sifers, Yunita almasari S.Kep. And Rezky Annisa, boundless kindness and

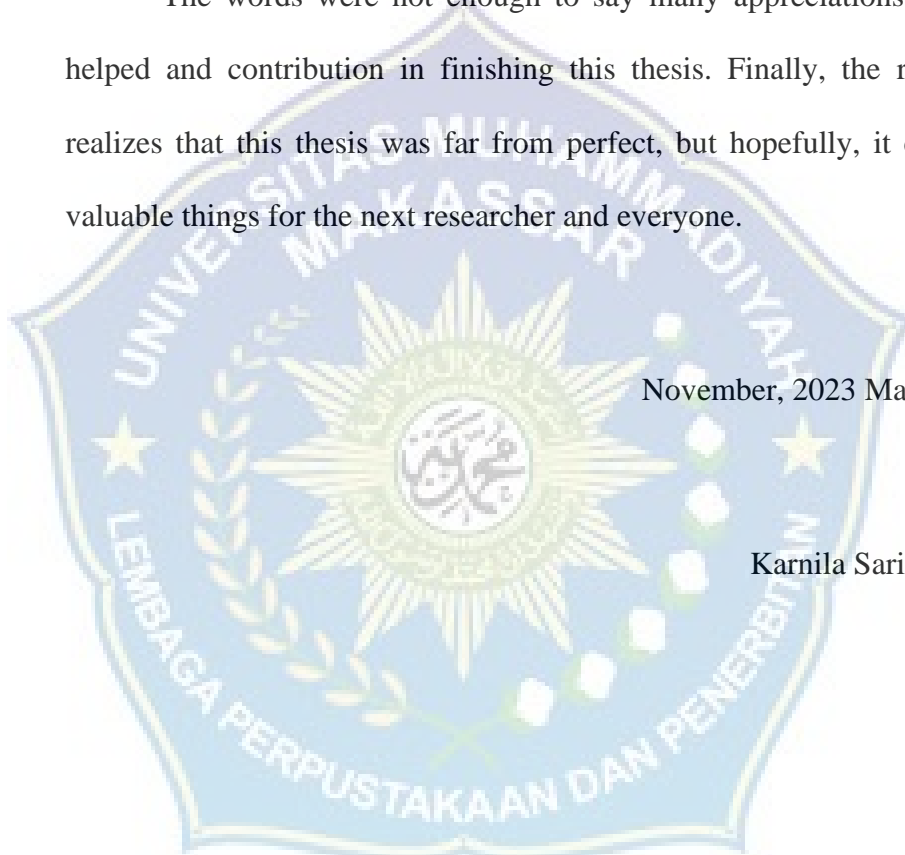
generous financial assistance have played an integral role in my academic. Her selflessness and dedication have shown me the true meaning of family and the power of unconditional support.

7. My member of the COSTLY 19 Class, whose camaraderie and support has enriched my academic journey over nearly four years.

The words were not enough to say many appreciations for their helped and contribution in finishing this thesis. Finally, the researcher realizes that this thesis was far from perfect, but hopefully, it can bring valuable things for the next researcher and everyone.

November, 2023 Makassar

Karnila Sari



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## CHAPTER 1

### INTRODUCTION

#### A. Background

The goal of English instruction in senior high school was to produce a graduate who was effectively communicated in other languages. Naturally, speaking, listening, reading, and writing were among the language skills that students have acquire when researched English but students also need to prioritize learning grammar, idioms, and pronunciation. Finch (2003) asserts that language was necessary for understanding what people were said to us well for interacted. One of the most important things that need to be considered was pronunciation and the resulted sound, which was the most important part of communication other than grammar.

Effective communication was indicated by a clear pronunciation that facilitates understanding of the information being conveyed from the speaker to the listener or vice versa. Pronunciation was an essential part of language to prevent misunderstandings when speaking. According to Murcia & Goodwin (2013), accurate pronunciation was considered to be a prerequisite for the development of speaking and listening abilities. Pronunciation was sues arise since English was the third language spoken by SMA Negeri 2 Gowa's class XI students.

The majority of these students actually come from Makassar's Gowa neighbourhood, where student commonly speak with mother tongue

as student first language, because students frequently make several pronunciation mistakes when learning English, including those involving sound and rhythm. The researcher examined various forms of general ineptness in pronunciation that were affected by student mother tongue in this research.

Language learner usage of foreign languages was clearly not error-free, according to Brown (2007). Kids was occasionally make mistakes when learning how to speak English, mother tongue impact can be seen as a transfer that has both positive and negative effects on learning. This suggests that it was possible for students to make mistakes, especially those who are learning English.

Many students continue to have trouble pronouncing words correctly in English even after years of research. Students think that pronunciation was difficult, that made an effort to speak something correctly might lead to errors, and this caused misunderstandings among students, it was acceptable if student did not always grasp and were aware of the significance. The researcher limited in this research centre on the examination of pronunciation impairments affected by the mother tongue of the students.

Language that contains grammatical, semantic, and phonetic faults in communication, and people were referring to being affected. Students at SMA Negeri 2 Gowa particularly those in class XI, speak with mother tongue most of the time and only infrequently when conversing with

friends in English. Students was mistake when speaking English when learn the language, it was possible to view the idea of mother tongue affected as a transfer that has both good and negative effects on learning.

That instance, when learning a second language particularly English, student may make certain mistakes, because students in this research communicate in both student mother tongue and dialect, mother tongue has an impact on English. The researcher examines how the student' mother tongue affected general ineptness in pronunciation in this research. Student encounter numerous pronunciation was sues when learning English, including was sues with sound, rhythm, etc. The researcher did not examine every instance of general ineptness in student' pronunciation errors. The scope of the researcher analysed was restricted to General Ineptness among students.

Even after years of research, many students still struggle with pronunciation of the English language. Students believe that pronounced words correctly was hard, and mispronounced words can lead to misunderstandings while speaking with other students and in interpersonal situations, it was fine if students occasionally grasp and are aware of what it signifies. The researcher decided to focus on class XI students at SMA Negeri 2 Gowa because, according to pre-observation many of students still struggled with pronunciation errors caused by students mother tongue, such as stress, mispronounced sounds, intonation, and syllables.

But the researcher have limited the types of General Ineptness that student often do such as stress, and intonation in words or sentences.

In order to find out what types of General Ineptness are affected by the student mother tongue an analysed was needed. By doing the analysed, it has been known how students General Ineptness in pronunciation affected by students mother tongue. Based on the background of the problems above, the researcher chose to take the research title “The analysed of General Ineptness in Pronunciation affected by the student mother tongue”.

#### **B. Problem Statement**

Based on the background above, the problem of this research has focused on "What types of General Ineptness are affected by student mother tongue at SMA Negeri 2 Gowa?".

#### **C. Objectives of the Research**

Based on the problem statement above, the objective of this research was to find out the types of General Ineptness in pronunciation that affected by student mother tongue at SMA Negeri 2 Gowa.

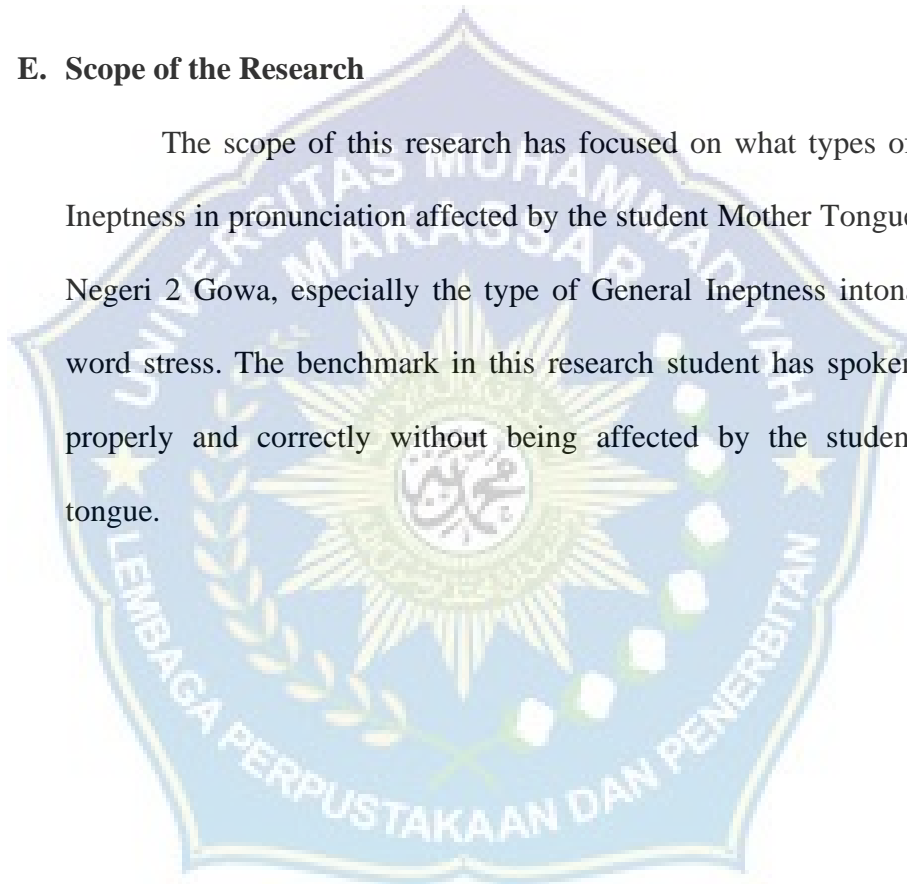
#### **D. Significant of the Research**

The researcher wanted to look into “The Analyzed of General Ineptness in Pronunciation Affected by the Student Mother Tongue”. It would be used to provide input to:

1. The findings of this research have provided students with fresh speaking experiences, enabling them to improve student pronunciation in light of the findings.
2. The findings of this research have become considerations and a hypothesis for future research by the following researcher.

#### **E. Scope of the Research**

The scope of this research has focused on what types of General Ineptness in pronunciation affected by the student Mother Tongue at SMA Negeri 2 Gowa, especially the type of General Ineptness intonation and word stress. The benchmark in this research student has spoken English properly and correctly without being affected by the student mother tongue.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Related Findings**

According to Sugesti (2020), this research discovered that the phonological component of mother tongue interference was the most prevalent kind in the pronunciation of class XI student at MAN 1 East Lampung. The researcher also discovered four ways to address the was sue teaching student phonetic symbols, had students speak in English during class, had students practice pronouncing words correctly on a regular basis, and had students listen to podcasts featuring native English speakers.

Noviyenti & Putri (2020) In this research, researcher found that the language often used by IAIN Curup student was Rejang student mother tongue which caused students to pronounced it in different ways when communicating used English and researcher also found that students mother tongue was sufficient to intervene in student English pronunciation on consonant, vowels, and diphthongs, distractions come in five different forms.

Erisnatasia (2018) in this research it was found that student found difficult to match the vowel symbols and consonant sounds of the word, because vowels and consonants have many symbols. Students pronounced letters according to the sounds of the mother tongue, regardless of the



sounds of the target language. From this research it was found that the reason student made mistakes in vowels and a consonant because of student mother tongue.

Based on the findings related to previous research above, this research has similarity and difference. The similarity was research and previous studies tend to explore the affected of the mother tongue on student pronunciation when speaking English and also the difficulty. While the difference was research has focused more on exploring the types of General Ineptness in pronunciation affected by student mother tongue especially intonation and stressed.

## **B. Some Pertinent Ideas**

### **1. Definition of Pronunciation**

Richard Schmidt and Jack C. Richards (2002) Pronunciation was the process of made a sound or sounds unlike articulation, which focused on the process by which speech sounds are produced in the mouth, pronunciation stress how the sound was heard by the listener. Pronunciation was defined by Gilakjani (2012) and Yates & Zielinski (2009) as the process by which speakers generate deliberate speech sounds during speech.

The technique by which people make sounds to communicate meaning was called pronunciation. Mark Hancock (2018) asserts that accurate pronunciation involved both the tongue and the hearing and, with English being a global language, the ears must learn to be flexible

to make sense of all those varieties of spoken English out there. This session was about helped ed learners to deal with this variety. The learners focused on features of fast conversational English, and on parameters which were most vulnerable to variation across different accents.

Mustika Pratiwi (2010) asserted that pronunciation was the way a language sound when it comes to pronunciation. Student needs to be able to make a sound learning to pronounce a word correctly requires knowledge of its intonation, vowels, consonants, diphthongs, trip thongs, and stress in addition to its content. For pronunciation to be effective, student should speak especially in English frequently. Based on the aforementioned definitions, pronunciation was defined as the process of articulating letters, words, and phrases in accordance with the laws of the language in each nation, particularly in the case of English. Pronunciation was the capacity to hear, listen, and repeat words as uttered or pronounced.

## **2. Element of Pronunciation**

According to Ramelan (2003) segmental and suprasegmental characteristics were two components of pronunciation was produced greatly affected its sound. There are two types of speech elements that encounter once people have mastered English, including:

a. Segmental feature

English segmental features include vowels, diphthongs, and consonants. Here are the classifications:

1) English vowels

According to Jones (1986), English vocabulary sounds have distinct reading patterns that differ from writing patterns. A vowel was characterized as a continuous voiced sound that was produced in the mouth without obstruction these sounds was thought of as pure musical tones that were not accompanied by any friction noise. According to the region of the tongue, the vowels are categorized as follows:

- a) Front vowels: these were formed by elevating the front portion of the tongue towards the hard palate.
- b) Back vowels: These were the vowels made by elevating the back of the tongue to the palate.
- c) Central vowels: These were vowels made by elevating the tongue's middle region. The position of the front and back portions of the tongue define the center region.

Additionally, vowels were divided into two groups according to their length, long vowels and short vowels (Roach, 2009). Short vowels are /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ /, /ɔ/, and long vowels are /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/ . According to Bickford and Floyd (2006) simple vowels were further categorized based on three factors:

1. the areas of the mouth where they are formed
2. the height of the tongue in the mouth
3. the shape of the lips

Vowels were divided into the following categories based on the region of the mouth in which they were produced:

**Table 2.1** The Vowels Classification

NO.	CLASSIFICATION	POSITION	VOWELS
1.	The area of the mouth that produces them	a. Initial vowels Vowels produced in the front portion of the mouth are called front vowels	i: , I, e, and æ
		b. Central vowels Vowels produced at the center of the mouth are known as central vowels.	ə:, ə, ʌ, and a:
		c. Reverse	

		vowels The back of the mouth was where back vowels are generated.	u:, U, o: and o
d.	The height of the oral cavity's tongue	a. High vowels are those that are made by raising the tongue high in the mouth.	i:, I, u:, and U
		b. Mid vowels Mid vowels are made by raising or lowering the tongue at the same time.	e, ə:, ə, and Λ
		a. Low vowels	æ, a, o: and o

Source (Bickford and Floyd, 2006)

## 2) English consonant

According to Odden (2005) definition of the term consonant, this was negative. All of the consonant sounds used in language were represented by the consonants table, in General American English, were aware of 24 of these. P, B, T, D, K, G, F, V, S, Z, j,

ʒ, ʃ, dʒ, θ, ð, M, N, ʊ, h, I, R, W, and J are those. According to the position of consonants, it was divided into:

- a. Voiced consonants: /b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ/
- b. Voiceless consonants: /f, p, t, ʃ, k, θ, s, ʃ, h/.

All of the consonants have been categorized based on their places of articulation, articulation styles, voice status, and alphabetical order to facilitate identification and description. English consonants were classed as nasal, lateral, approximant, affricate, plosive, or fricative in their articulation patterns. Additional sound classifications, including glottal, palatal, velar, alveolar, labiodental, and dental, can be made used the site of articulation.

### 3) English diphthongs

Jones (1983) in Habibi (2016) defines diphthong as another branch of vowel produced gliding from one position of vowel to another. According to Roach (2009), there were three of diphthongs

- a) Centering (ending in ə )
- b) Closing (ending in /ɪ/)
- c) Closing ending

### b. Suprasegmental features

Features of pitch, stress, and quantity were Leshite (1970) refers to as suprasegmental. In phonetics, a suprasegmental, also

known as a prosodic feature, was a speech component such as stress, tone, or word juncture that follows or was added to vowels and consonants. These features were common in syllables, words, and phrases, rather than just single sounds. Similar to the style employed in words or sentences are suprasegmental characteristics. There was intonation, , rhythm, and stress.

A segmental feature system consists of cluster, diphthong, vowel, and consonant sounds. The basis for classification was the distinctions between the mechanics of creation and the functions of speech. Wahyukti (2008) sequentially ordered sounds were known as segmental sounds. The phonetic symbols indicate the spoken sound units, consonant and vowel segments were segmental traits.

#### 1. Word Stress

Word stress was the stress placed in a specific syllable of a word when pronouncing it. In English words that have more than one syllable, people usually did not pronounced every syllable with the same weight, so each syllable in a word was stressed or unstressed. Stressed syllables were louder than the others - i.e. air comes out of our lungs with more power; but people might also be longer, or pronounced with higher or lower in pitch. Syllables that were not pronounced with such stress were usually referred to as unstressed syllables, and the people usually not pronounced as clearly as the others.

Some longer words may have more than one strong syllable, but one of them tends to stand out more than the other. The people referred to as primary and secondary stress, the former being the strongest. Stress was usually represented in the phonemic chart and transcription by the symbol /' placed before the stresses syllable. In words that have secondary stress, include the symbol /,/ before the appropriate syllable.

## 2. Rhythm

According to Lashite (1970) that words with rhythm have the same melody, speaking the word has a bit similar to that of a song, however not as long as the song's rhythm. The speaker expression was conveyed through the rhythm of the words.

## 3. Intonation

The rise and fall in a word's or sentence's tone were known as intonation. In addition to pronouncing words correctly, intonation plays a crucial role in conveying the meaning of a word or sentence while reading or speaking. When people speak, intonation helped others understand what was said, it also adds emotion to the sentences made seem more real.

There were two categories for intonation in English, first a tone that conveyed the speaker's emotions. The second punctuation was intonation the period (.) denotes the end of a sentence as we read a text. However, if the writing was spoken or written, the right



punctuation was inferred from the speaker tone. In English, "dot" and "comma (,)" were more commonly spoken with rising and falling intonations respectively. How important pronunciation was pronunciation was important because it determines whether someone was understand a student's words or grammar after a conversation.

The second requirement for students was to have a practical awareness of English sounds, rhythms, and cadences as well as how these fit into the related language. Even students who used a large vocabulary and sound out statements properly were incomprehensible to others who employed unusual phrasing. In contrast, students who pronounced words correctly can be understood even when students make other mistakes. When it comes to learning and perfected pronunciation, English was the hardest language.

There were several possible explanations for this, including the erratic relationship between spelling and the affected of experience, age, and motivation on learning. According to Ken Worthy, some students were picking up appropriate pronunciation without the helped of the teacher if students meet specific requirements. These were the learners' phonological skills, integrative motivation, and success-oriented motivation. Few students were aware of how important proper pronunciation. It was

the responsibility of the teacher to help student pronounce words correctly in English and to encourage paying great attention to pronunciation. It was the responsibility of educators to inform student that pronunciation was the focus of the first English session.

Students may not learn as effectively if students did not practice proper pronunciation from an early age. Thus, learning how to pronounce words correctly was crucial. If not, there was a problem with the student's general ineptness. To sum up, pronunciation was a crucial component of communication. Although many students believe that pronouncing words correctly was the most difficult aspect of learning English pronunciation, students understand the advantages had precise instructions from the start.

#### **4. Factors Affecting Pronunciation**

According to Gilakjani (2011), acquiring pronunciation was affected by a number of significant elements, including:

##### **a) Age**

Age factors also have an impact on how well a language was learned. When it comes to pronunciation, children learned it from adults more easily. According to Lenneberg in Gilakjani (2011), the theory postulates that there was a neurological or biological period that stops at the age of twelve. This time frame

was referred to as critical. After this, it was difficult to properly understand the language, especially when it comes to pronunciation. However, pronunciation differs greatly among speakers of different languages.

b) Mother Tongue

Avery and Ehrlich in Gilakjani (2011) state that a person's first language affected the sound patterns of any subsequent languages learned, sometimes resulted in strange noises. The norms, stressed, intonations, and sounds mother tongue were all reflected when non-native speakers pronounced a word wrong.

Ehrlich listed three reasons why the target language pronunciation may be impacted by the originating language sound system. First, a learner cannot pronounced a sound if it does not exist in learner native tongue or vice versa in the target language. Second, pronounced a word became difficult when it was sound combination rules in the source language diverge from those in the target language.

Third, the learner was carried over this pattern into the target language since the rhythm and melody of the language dictate the patterns of stressed and intonation.

### c) Attitude

Attitude of the language student was another crucial component in attaining successful outcomes. The success of a learner in researched a foreign language was affected by student personality. Another way, student was succeeding if student focused more on pronunciation. Eliot and Gilakjani (2011) state that a person's conduct toward pronunciation acquisition such as behaviour that was almost identical to that of native speakers was one of the most crucial aspects in an endeavour to acquire good pronunciation of the target language. Eliot claims that student who pays closer attention to the pronunciation sound better.

### d) Motivation

Preaching a single language pronunciation requires a lot of motivation. According to certain research, an individual with a great desire to learn a language was achieved success in pronounced it liked a native speaker. Mayer and Gilakjani (2011) discovered that acquiring a favourable attitude towards the language under research was crucial in producing pronunciation that closely resembled that of a native speaker.

## 5. General Ineptness

According Cunningsworth (1987:87) states general mistakes or other terms General Ineptness were systematic inaccuracies of rules with standard criteria regarding attitudes, knowledge and learned abilities. Here what was meant by systematic inaccuracy was an error that occurs repeatedly, which was characterized by the existence of obstacles in achieving a resulted, for example in learning. According to Mulyadi (2010) obstacles in learning were person's inability which refers to symptoms where a person avoids the learning process so that the resulted achieved were below his intellectual potential, where obstacles were not only comes from internal factors such as attitudes towards learning, but external factors also have an affected, for example the learning environment.

In learning English itself, conditions liked this were often experienced or occur in student both in speaking, writing, reading and listening. General Ineptness in the aspect of speaking was very common. Whereas when communicated speaker must provide explanations that was understood by other speakers. Putri (2019) English pronunciation was different from other language there were many words that sound exactly the same some even have the same spelling but different pronunciation, it was difficult for student researched English to pronounced English words accurately.

The researcher found during the observation that many students often uttered English words used the Indonesian sound system. This was affected by elements that have an impact on the acquisition of pronunciation, one of which was the mother tongue. Kambala (2012) for the people of Indonesia, most of who speak with mother tongue, learning English was two difficulties, it was because the brain was processed the meaning of a communication (oral or written), into the language of instruction at school or campus (Indonesian), then process it back into English and vice versa. So, it created two translations processed.

## **6. Types of General Ineptness**

The most common types of General Ineptness experienced by students in speaking English were intonation and word stress.

### **a) Intonation**

According to Reskia (2021) intonation was the word stress, which aids the reader in conveyed meaning to others whether reading or speaking. The text was challenging for readers with problems intonation, intonation was conveyed a wide range of meanings, including attitudes and feelings. According to Reskia (2021) a dropping voice might be used when saying the phrase "Yes." "Yes" can signify "I agree," "Perhaps it was true," "You cannot be serious," "Wow, you were so right," or any number of other things when a rising voice speaks in English, there are two types 'of intonation patterns:

1. Falling intonation
2. Rising intonation

A decreasing intonation was indicated by the down arrow (↘) and an increasing intonation was indicated by the up arrow (↗) although it was not a universal rule, fluent English speakers typically follow this pattern.

- a) **Falling (↘) which was "A tone of voice that falls at the end of a sentence".**

Falling intonation was the most common intonation pattern in English it was commonly utilized in exclamation marks, 5W and 1H questions, assertion sentences, and question tags for clarification.

Instances of declarative sentences it's nice to meet you, was returned in a few minutes and go for a walk on the beach.

Instances of command phrases:

- a. Type your name ↘ in this field.
- b. Present your written ↘ work to me.
- c. Move the chair ↘ over.
- d. Set your book down on the ↘ table.

Five W+1H questions, for instance, start the question sentence.

- a) What author's book was ↘ this?
- b) Which bag were you ↘ carried?
- c) Why are you so ↘ late?
- d) What city are you ↘ in?

e) What time did the ↘ shop open?

**b) Rising (↗) was the voice's pitch that rises at the conclusion of a statement.**

Elevated or increased intonation pushes the speaker to continue, used a lot with actual question sentences, such as tag questions and yes or no inquiries. Question with a rich yes or no answer, or a yes or no question."

a) How was your new ↗ bag doing?

b) Its finished ↗?

c) May I take your ↗ veil please?

"Tag question sentences that indicate uncertainty and require answers or real question sentences".

a) I take it that you're a new teacher ↗?

b) Isn't the view incredibly fascinating ↗?

b) Word stress

It was important to be aware of the sound suppression that occurs within words or sentences when speaking or reading. The goal was to appear natural and expressive when reading or speaking. Furthermore, stress concentrates on the word stress, which was defined as the pressure applied to sounds within syllables. In his article, Kapten (2020) stated that we need to stress a syllable in vocabulary. Only words with two or more syllables can have word stress.



**Table 2.3** Word Stress

No.	Word	Syllable	Sounds
1.	Again	a-gain	/ə'geɪn/
2.	Research	stu-dy	/'stʌdɪ/
3.	Favorite	fa-vo-rite	/'feɪvərɪt/
4.	Positive	po-si-tive	/'pɒzətɪv/
5.	Necessary	ne-ce-ssa-ry	/'nesəsəri/
6.	Dictionary	dic-tio-na-ry	/'dɪkʃənəri/

There were 2 things to note in the stress of words in English namely the types and rules of word suppression.

1. The kinds of stressing word

In English pronunciation, stressed word has 2 types that were very important to understand as follows:

a) Primary stress

Primary stress was the strongest stress in words was characterized by upper quotation marks.

For examples:

Decision: /dɪ'sɪʒən/

Conclusion: /kən'kluzən/

Necessary: /'nesəsəri/

Again: /ə'gen/

Dictionary: /'dɪkʃənəri/

Accuracy: /'ækjərəsi/

b) Secondary stress

Secondary stress was weak stress in words was characterized by quotation marks at the bottom.

For example:

Television: /telə,vɪʒən/

Education: /,edʒu'keɪʃn/

Understand: /,ʌndə'stænd/

Globalization: /,gləʊbələ'zeɪʃn/

Education: /,edʒu'keɪʃn/

Pronunciation: /prɪˌnʌnsi'eɪʃn/

## 2. The role of stressing the word

When a word was stressed in English, it was not just suppressed but also needs to follow certain guidelines, which were follows:

a) Stress only occurs in vowel sounds

Example:

Gorilla: /gə'ɹɪlə/

Positive: /'pɒzətɪv/

Negative: /'negətɪv/

b) Stress only occurs in two or more syllables.

Example:

Mother: /mʌ-ðər/

Father: /fɑ-ðər/.

Education: /,edʒu'keɪʃn/

c) There's only one primary stress in a word

In one English word cannot consist of two or more primary stresses.

However, the word must be composed or formed from two words.

Example:

Again: /ə'gen/

Gorilla: /gə'rɪlə/

Reality: ri'æləti/

Language: /'læŋgwɪdʒ/

## 7. Concept of Mother Tongue

a) About of mother tongue

Knowledge of social work was acquired through one mother tongue. The ability to reflected and understand social patterns in speaking and acting was another benefit of used one mother tongue. It was true responsibility was to distinguish between acting linguistic competences. Suliman (2014) the most astounding tool for human advancement was language; it was our most valuable resource. Good language comprehension equates to sound cognitive abilities, in other

words it was impossible to separate language from thought. Language was crucial in maintaining a person's identity and in assisted individuals in figuring out how they fit into a new context.

The first language we speak was our mother tongue, and specialists have defined mother tongue in a variety of ways. According to Yadav (2014), a kid was primarily learned the language that kid mother tongue. According to Suliman (2014) a person's mother tongue was the language with which people were most comfortable and have had the longest interaction.

The term mother tongue refers to the language that a person has grown up speaking, and it was defined by was tvan Kecskes and Tunde Papp (2000). Skutnabb Kangas and Phillipson also describe mother tongue as:

1. The tongue that his mother taught him
2. The more robust language at all times.
3. The nation or region's mother tongue
4. The most common language a person speaks
5. Words that instil affection and a pleasant outlook in others.

Researcher was concluded the mother tongue was the first language mastered since childhood based on these criteria.

b) The significance of preserving one's mother tongue

Language was one of the most important things we were taught to children. The first language, which was acquired at home, was crucial because it served as the basis for all subsequent linguistic growth. The key affected on the acquisition and preservation of first language were parents, relatives, and early childhood specialists. Research indicates that knowing a single language can aid children in comprehending the worked of other languages.

The development of the child self-concept and general welfare depend on the first language being preserved, had the opportunity to maintain child mother tongue while researched English which was corrected with other languages, such as Turkish helped children cognitive growth, child proficiency in native language was correlated with the level of proficiency in a second language.

Clark (2009) Youngsters who were proficient in the mother tongue was being able to transfer knowledge to other languages. The universal grammatical potential that exists in all of us was awakened when the mother tongue unlocks the door to all grammar, including it was own grammar. People contributions to language learning tasks were invaluable, because of the mother tongue served as the primary key to learned a foreign language and

offers us the quickest, safest, most accurate, and comprehensive method.

c) Mother tongue affected on Pronunciation

Human nature it was unique traits from birth, every human characteristic derives from a variety of caused. A number of human traits, including the language they used were demonstrated to contribute to a certain sense of identity in human civilization. Each region has a unique culture which includes a language. Understanding English in all of it forms depends greatly on one's cultural background. According to Swan (2008) asserts that there were a number of reasons why a mother tongue was affected proficiency in English or a foreign language:

1. Beginner speakers encounter new vocabulary
2. the doubts of novice student to consider and apply the last vocabulary
3. When student try to arrange regular utterances or look for vocabulary that has not been learned as a whole. Therefore, many errors may occur because there was not enough time or opportunity to consider the appropriate structure or vocabulary, so it was inevitable that many pragmatic errors occur.

## 8. Word stress in Makassarese Language

However, not every syllable that was stressed was the same. This was syntactic units larger than words can be identified and stressed. Stress was also often given by word-level phonological rules. Stressed

syllables differ from unstressed syllables in that they have a pronounced pitch rise and loudness increase. Open syllables get long because stressed syllables also need to be weighty. Jukes (2006), states that word stress in Makassarese dialect follow this rule:

**Table 2.3** Makassarese Words Stress Rule

Rule	Word	Meaning	Total of syllable	Stress syllable
Second syllable Without double letter	Ati	Heart	2 syllables	#1
	Bija	Family		
	Cera	Blood		
	Dare	Monkey		
	Eja	Red		
Second syllable with double letter	Anne	This	2 syllable	Double letter
	Balla	Housed		
	Cicca	Housedlizard		
	Golla	Sugar		
	Janna	Delicious		
Three syllable without double letter	Bakara	Bread fruit	3 syllable	#1
	Berasa	Rice		
	Botolo	Bottle		
	Dapara	Floor		
	Dobolo	Double		

Three syllable with double letter	Appare	Do	3 syllable	Double letter
	Ammari	Walk		
	Ajappa	Stop		
	Battala	Fat		
	Ballisi	Annoyed/irrita ted		
Suffixes are typically counted as a phonological Element which was given stress.	Tedong=ku	My buffalo	2 syllable	Penultimate syllable
	Bebe=ku	My saliva		
	Boko=ta (used'ta' was more polite	Your behind		
	bota=nu	Your bald		
	Berasa'=ta (used'ta' was more polite	Your rice		
Note: Usedapplicative - ang, -i/ Used	Bitisi=nu	Your calf leg	3 syllable	Penultimate syllable

Source (Jukes 2006) in (Qurrain 2023)



Usually stressed was the penultimate syllable of the word *assipaka'siri'siri*, it was eight syllables or more reduplicated, including affixes in addition, secondary stress only arises when the word was reduplication in these instances, primary stressed would have been attributed to the first element, whereas secondary stressed would have been attributed if the word had been a freestanding word.

For example, the reduplication *ammekang-mekang* receives stressed in the pattern *ammèkang-mékang*, where the grave (') indicates secondary stress, while enclitics were not counted for stress, suffixes were prefixes and proclitic were not necessarily counted for stress, as stress was allocated from the word right edge. *Tedong = ku*, for instance, signifies "my buffalo," but *tédong = a'* signifies "I am a buffalo."

Words with a suffix or affixal clitic have penultimate stressed, whereas words with a clitic have antepenultimate or even pre antepenultimate stressed the latter occurs when a word has a disyllabic clitic combination, such as *mako* (*ma-ko*), as in *nái'mako* (climb up). The applicative *-ang* and *-i*, as well the possessives *-ku*, *-nu*, *-ta*, and *-na*, were counted for determining stressed. The other hand, where the stress was put unaffected by the aspectual *=mo*, *=ja*, and *=pa* as well as the enclitic pronouns *=a'*, *=ko*, *=ki'*, and *=i*.

Words with only one syllable were either link to a neighbouring word like a clitic and not host stress, or were housed stressed and created a degenerate foot. Both qualities were present in the

monosyllabic version of the word dáeng uncle, which was pronounced ['daeŋ]. The monosyllabic form does not convey stressed if it comes before a name, in contrast to the full disyllabic form, which has regular penultimate accent. Consequently, Daeng Nakku was released used ['da.en.'nak.ku] or, more commonly, [den.'nak.ku]. When used without a subsequent name, daeng, the most common form of address, was accepted stressed even if it was a monosyllable. One instance of this would be the daéng of ammépoki, which translates to "please sit down."

### 9. Intonation of Makassarese Language

In general people from Makassar tribes have a strong tone and intonation (Mangundjaya & Bakar, 2022). This does not imply that makassar's people were angry, but just did have a high pitch voice in normal speech. Example of intonation in Makassarese dialect:

- Falling intonation ↘
- Rising intonation ↗

(1) Allambusi' i ali mange akjenek sumpadeng ammoterek na battu ri koko ↘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 subanggi, to?, ↗

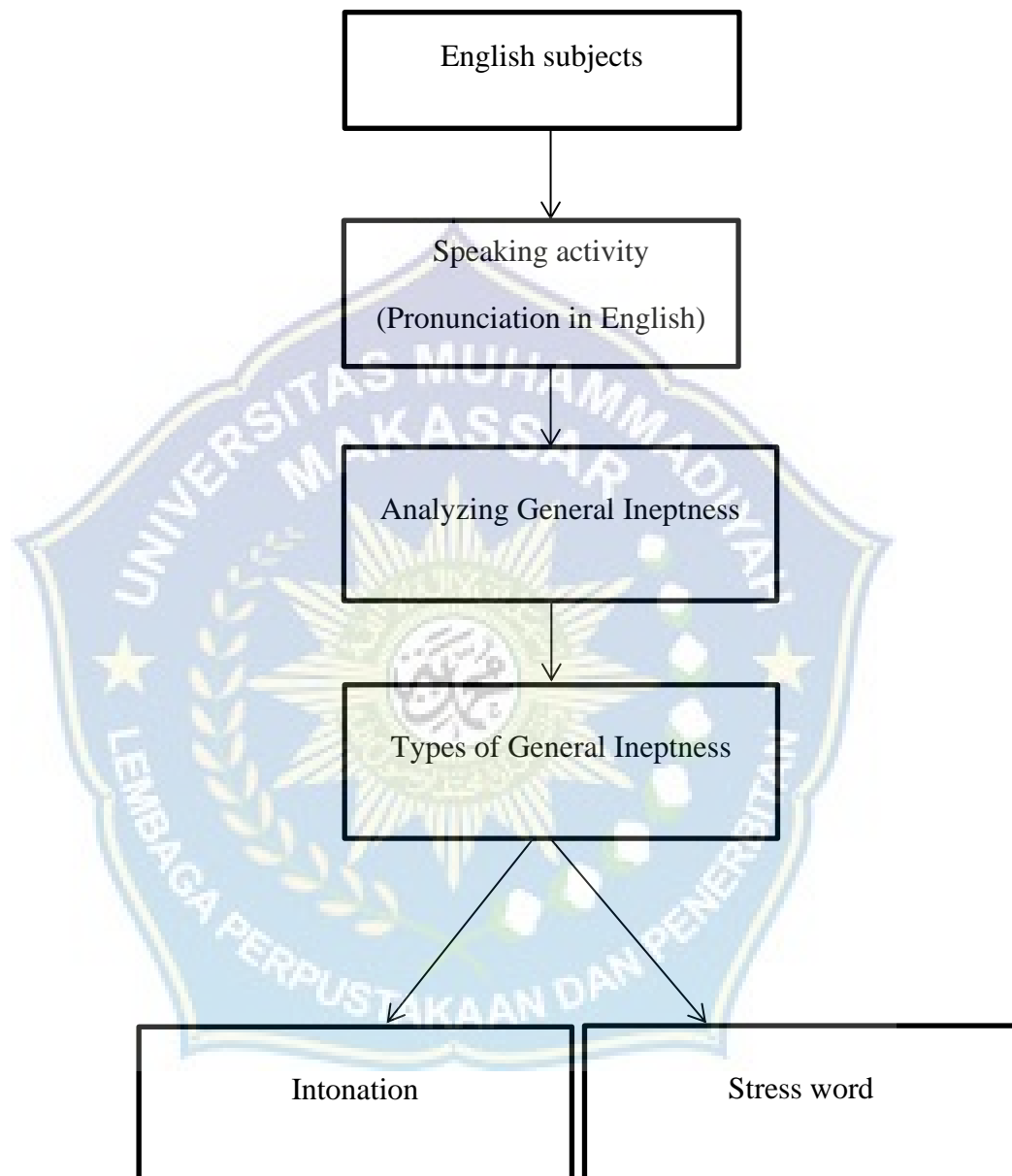
(2) Why didn't you learn? I told you, didn't you think? ↘

(1) Apa anjo? ↗

(2) What was that? ↗



### C. Conceptual Frameworks



**Figure 2.1** Conceptual Framework

Based on the figure above, it indicates that the researcher was observed the student learning process in the classroom while learning

English was in progress and the researcher give interview of the student one by one and recording the sounds and the last the researcher hopes the resulted of the research showed types of General Ineptness in the pronunciation that was affected by student mother tongue.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

In this research, the researcher was employed qualitative approach, by applied descriptive methods. The descriptive method used to describe the resulted of data collection carried out by the researcher, it was assisted researcher in describing the analyzed Student General Ineptness in pronunciation affected by student mother tongue, with a focused on intonation and stressed. According to Mohajan (2018) in order to grasp a reality, qualitative research places a priority on how a person interprets and experiences. This suggests that qualitative research was a verbal explanation of facts based on actual experience, without the use of figures.

#### **B. Subject of the Research**

The research subjects were class XI students at SMA Negeri 2 Gowa, the researcher has chosen 1 of 12 classes and took 5 students of class XI IPS 3 as a subject, where the students who were subjects used mother tongue and applied it in every day.

In this subject of the research used a purposive sampling where student who to be sampled and have the above criteria were students in class XI, in 5 students asked to interview provided by researcher. In purposive sampling, the researcher set out to identify members of the population who are likely to possess certain characterized or experiences.

In this way, the researcher was select the individuals or cases that fit with the research, focused on a relatively small sample.

According to Arikunto (2010) purposive sampling was process of selected sample by taking subject that was not based on the level or area, but was taken based on the specific purpose. Purposive sampling was design not intended to offer a representative sample but rather to hone in on particular phenomena, in overview of qualitative interviewed, Rubin (1995) suggests guidelines for selected informants purposively.

### **C. Research Instrument**

Research instrument that has been used in this research was observation and interview:

#### **1. Observation**

The types of observation were divided into two, namely:

- a. Participant observation, namely an observation process carried out by researcher by took parts in it the activities of the people to be observed.
- b. Non-participant observation, according to Sugiyono (2012) non-participant observation was the researcher not a participant in the observation, additionally the researcher has observed the classroom environment to understand what happens when students speak English in class. Therefore In this research, the researcher used non-participant observation, where the researcher was observed in student learning

activities in the classroom by used observation checklist as a tool to assisted researcher in conducted classroom observation.

## **2. Interview**

In order to gather information, one or more people were typically conduct interview by asked certain questions. During the interview, the researcher determined what kinds of general ineptness was impact on student mother tongue. Five students were given questions and discussions by the researcher, this research used semi-structured interview for the interview session. According to Arikunto (2010), semi- structured interview was type of interview in which the researcher first asked prearranged questions before followed up with additional details. This interview was in-depth interview, where the implementation was freer compared to structured interview.

### **D. Procedure of Data Collection**

The procedure of collecting data in this research applied the procedure as follows:

#### **1. Observation**

The observation made by the researcher aimed to determine student difficulties or knowledge in pronunciation. The researcher steps in made observation were follows:



a. Observation planning

Before conducted classroom observation, the researcher first discussed with the subject teacher what activities the researcher would observe in the classroom, and what problem focused would be observed.

b. Classroom observation

When the researcher has begun observation in class, the researcher first introduces himself to the students and explains what the researcher does in the classroom during class hours. While the observation was took the place, the researcher focused on observed the learned processed according to the required data.

c. Return discussion

At this stage, researcher and teacher discussed again based on the resulted of the researcher observation and the teacher also provides additional information or things that were less clear during observation carried out in class.

2. Interview

The researcher conduct interview with students, this interview used to identified the types of General Ineptness in pronunciation affected by student mother tongue and the researcher collected data used recording equipment in activities to get student sound product.

The steps in conducting an interview were follows:

a. Introduction

- 1) Greet and thank you for willingness to provide information.
- 2) Introduced by stated researcher name and educational background.
- 3) Explain the length of the interview, which was approximately 30 minutes.
- 4) Briefly explain the purpose of the interview.

b. Procedure

- 1) Request permission to conducted an interview.
- 2) Asked the sources to give student opinions, both positive and negative.
- 3) Explain that the interview was recorded used a recorder.
- 4) Started a question and answer session based on the data needed by the researcher.

c. Closed

- 1) After completion, the researcher asked the resource person if there was any information student would like to add.
- 2) Thank the resource person for the information provided.

## E. Data Analysis

Data analyzed was a step consisted of searched and collecting data obtained from observation and interview of informants or subjects.

### 1. Observation

The stages in analyzed observation data that have been carried out by researcher:

- a. The researcher used an instrument in the form of a checklist table contained a list of problem identification and a yes or no checklist column that the researcher created and obtained during the research observation.
- b. After made observation, the researcher analyzed the checklist table by separated the problems that have been marked with yes and no signs.
- c. The researcher divided problems based on their caused, whether due to external factors of the student (learning environment) or due to internal factors of the student (knowledge and personality).
- d. The resulted of divided the problem into supported the data resulted of interview conducted by researcher and subjects.

## 2. Interview

The steps in analyzed interview data that researcher has carried out include:

- a. Before conducting research, the researcher has determined the interview subject based on the criteria required by the researcher.
- b. Location this research was conducted at SMA Negeri 2 Gowa, where the researcher interviewed student used semi-structured interview and recorded during the interview session.
- c. After the interview, the researcher played back the recording and transcribed all recordings during the interview
- d. After completed the abstract, the researcher then analyzed the types of General Ineptness in Pronunciation which were affected by the students' mother tongue, with stressed analyzed used the Oxford Dictionary and sentences analyzed by looked at the corrected intonation patterns as suggested by several experts.
- e. Based on the resulted of the data obtained, the researcher interprets and assesses based on the data obtained, and then categorized the types of students' general ineptness which were affected or not by the student's mother tongue.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter has covered a variety of topics, including the research findings that cannot be separated from the assistance of the student. These findings presented the findings of an analysed of data gathered through interview.

#### **A. Findings**

As previously mentioned in the chapter, the researcher employed interview to identified the categories of general ineptness in pronunciation that were affected by the student mother tongue. Qualitative descriptions were given of the research findings with stressed and intonation, the 15 interview questions were created to identified the many forms of general ineptness in pronunciation that were affected by the mother tongue of the student. The purpose of this research was to identified the specific forms of general ineptness that were affected by student mother tongues, as a resulted finding was based on the research indicators.

#### **1. Resulted of Data Observation Analysed**

Based on non-participant observation that researcher have carried out in class during class hours, where the researcher was the observed and the students who were the object of observation without the researcher had to participated directly in the activity.

In this observation, the researcher used a checklist tool to help the researcher observe and identify students' obstacles or difficulties in learning English. The results of the observation made using the checklist table:

Date/Month/Year: 4/9/2023

Class : XI IPS 3

Total students : 25

Duration : 60 minutes

**Table 4.1** Checklist Table

No.	Name	Problem identified				Notes
		Stressed	Intonation	pronounced	Confused	
1.	Adelia	√	√		√	When the teacher gave her turn to speak briefly, the student made many mistakes in word stressed and the intonation used consistently was a high intonation. However, she was very confident in speaking.
2.	Samriani	√	√		√	This student speaks slowly and completed sentences well, but her

						intonation and stress need to be improved.
3.	Devita	√	√		√	-
4.	Nurul Awalia	√	√	√	√	Both in intonation, pronunciation and word stressed, she was rushed so that what was said could not be understood properly and was not clear.
5.	Evita sari	√	√	√		When this student speaks she was not confused, however, intonation and other things need to be corrected so that what was said can be understood clearly.
6.	Nuraeni	√	√	√	√	-
7.	Alfiah		√	√	√	-
8.	Ananda rafi		√	√		-
9.	Hasyim	√	√		√	-
10.	Nur mulia		√			-
11.	Muh. Syahril	√	√	√	√	-
12.	Muh. Riski	√	√	√	√	-
13.	Yahya	√	√		√	-
14.	Surahmi	√	√	√	√	-
15.	Reski A.	√	√		√	-

16.	Tri resky		√	√	√	This student speaks carefully so that the stressed of the words she produces can be heard clearly, but her intonation was still irregular and she still stutters when speaking.
17.	Nursyifa	√	√	√	√	-
18.	Nur wahyuni		√	√	√	-
19.	Muh. Farel	√	√	√	√	-
20.	Ilham	√	√	√		-
21.	Fahri fauzan	√			√	This student spoke confidently and showed no difficulty in reading English words, but there were several places where he seemed confused.
22.	Yusran	√	√	√		-
23.	Muh. Rasya	√	√	√		-
24.	Habibie	√	√			-
25.	Farid Aziz	√	√			-

Based on the checklist table used by researcher during observation, the resulted showed that 20 out of 25 students showed problems with word stress and 24 out of 25 students had problems with intonation. While



problems in pronunciation amounted to 15 out of 25 students and obstacles in words that almost had the same spelled amounted to 17 out of 25 students.

So based on the explanation above, the researcher conclude that the majority of students still have difficulties in speaking English, especially in stress and intonation, where the data from the resulted of this observation supported data to strengthen the resulted of the interview analysed data.

## **2. Resulted of Data Interview Analysed**

The interview has been done, the question of the interview questions were designed to gather information about General Ineptness in Pronunciation were affected by student's mother tongue, namely word stress and intonation. Data was gathered in the classroom by conducted one by one interview with student. The interview was taped by the researcher to ensure that the research was carried out objectively the researcher used an Oxford dictionary in order to analysed student word stressed.

### **a. The Types of General Ineptness Affected by Students Mother Tongue**

There were two types of General Ineptness that researcher used in this research, including stressed and intonation.

## 1. Stressed

- a) The students mother tongue did not significantly affected the stressed of two syllable

### #Respondent 1

“I think *Eng’lish* (‘English) can helped us to ‘communicate with ‘**people** from **another country**”

“*Some’thing* (‘something) I watch a ‘**movie** and **lis’ten** (‘listen) to ‘**music**”

“Listen *care’fully* (‘carefully)”

“I think *eng’lish* (‘English) was different *lang’uage* (‘language)”

“I don’t think *lang’uage* (‘language) affected my ‘intonation”

Based on data obtained by researcher, these student accurately pronounced two syllables which used italics such as “movie”, “listen”, “music”, “people”, “country”. However, this student had difficulty pronounced the words with words in bold “English”, “something”, “language”, and “carefully”. This was made the resulted of this research interested because she pronounced almost all two-syllable words correctly considered that she used the Makassar dialect in her daily life. This states that the Makassar dialect or the student mother tongue does not affected the way the stressed was pronounced in two-syllable words, because the student presses based on her intuition.

### #Respondent 2

“**English** was very point and interesting”

“How to **pro**’nounce **English** on **You**Tube and **Tik**Tok”

“Listen *care*’fully (‘carefully)”

“Makassarese *langu*’age (‘language) was much different from **English**”

Based on the resulted of interview, researcher observed that student could pronounce two syllables with italicized words in English correctly, such as “pronounced”, “YouTube”, “Tikok”, “English”. This showed that the student succeeded in pronounced correctly even though she used Makassar language in her daily life

### #Respondent 3

“I started **learning** *Eng*’lish (‘English) when I was elementary school in the **first** grade”

“And I continue my **Research**”

“**First** time I Research *Eng*’lish (‘English) I find it very challenging.”

“**Maybe** it was becausedof my age.”

“I can know more *know*’ledge (‘knowledge)”

“I always try to **im**’prove my *Eng*’lish (‘English) with my **daily** ‘language”

Based on information obtained from interview, the above showed that most of the student correctly pronounced with words in bold consisted of two syllables included “learning”, “first”, “maybe”, “daily”, “language”, “after”, “dialect”, “mother”, “language”, “pronounced”, “later” . However, she made mistakes with italicized words in pronounced the words “English”, “knowledge”, “improve”, “listen”, “carefully”, “language”, “sometimes”, and “meaning”. Based on the data obtained, it was said that the affected of student mother tongue especially Makassar, has no effected on stressed words consisted of two syllables in English, because student almost pronounced all words consisted of two syllables correctly.

#### #Respondent 4

“**English** was not my **first language**”

“like job **college scholar**’ship(‘scholarship)”

“more interesting and **exciting** to learn.”

“**English teacher** “

“I listen to **English music** **often** and try to sing it”

“listen **carefully** (‘carefully)”

“the way I **pronounce** , the **accent** was very thick”

“**some**’time (‘sometime) **people mistaken** it as an angry **person**”

Based on the resulted of interview obtained from student, researcher found that even though student used Makassar as students daily language, student were able to said English words with words in bold consisted of two syllables well, included “English”, “first”, “language”, “college”, “exciting”, “teacher”, “music”, “often”, “pronounced”, “accent”, “people”, “person”. However, there were several errors in the words with italicized words “scholarship”, “carefully” and” sometimes”. This explains that the student mother tongue has no effected on the student stressed pronunciation.

#### #Respondent 5

“Speak in *Eng’lish* (‘English)”

“*pat’terns* (‘pattern) that “vary in different ‘context .”

“**Im’prove** , I ‘**practice** to listen ‘**western** song”

“ listen *care’fully* (‘carefully)”

“the affected of Makassarese ‘**dialect** “

“speech *pat’tern* (‘pattern) it depends on the ‘**language** background and exposure to *Eng’lish* (‘English)”

After analyzed the student pronunciation of two syllables in English, most of them were almost correct, including the words with words in bold “vary”, “context”, “improve”, “practice”, dialect”, “depends”,” language” and the mistakes made by student in words with italicized words, “careful”, and “patterns”. This showed that student pronunciation of two syllables in English was not affected by students mother tongue.

b) The students mother tongue significantly affected stressed of three syllable

### #Respondent 1

“**Interes’ting** (‘interesting) **be’caused**I think English was **ama’zing** ( a’mazing)”

“can helped us to **comm’unicate** (co’mmmunicate)”

“**ano’ther** ( a’nother) ‘country”

“English was **dif’ferent** (‘different)”

“I don’t think affected my **into’nation**”

Based on the resulted of interview with student, researcher found that student could pronounced words with 3 syllables correctly, such as “because” and “intonation” and had difficulty with the words “interesting”, “amazing”, “communicate”, “another”, and “different”. This finding explained that student mother tongue affected the way student pronounced three-syllable words, because student were more liked to put stressed on the penultimate syllable, based on the stressed pattern in student mother tongue. Instead of used the appropriate rules with antepenultimate stressed according to the rules in English.

## #Respondent 2

“*interes'ting* (‘interesting) **be'caused**I convince out a lot of new vocabulary and I am ‘**challenge**”

“I will *conti'nue* (con'tinue) to learn”

“No **be'caused**was much *diff'erent* (‘different) “

“High **into'nation**”

The words that student pronounced correctly are because, challenge, intonation except for the words “interesting”, “continue”, and “different”, in “interesting” words, student stress the penultimate syllable which should be stressed on the third penultimate syllable. English words that consisted of three or more syllables were generally stressed on the first syllable or on the antepenultimate part. Usually used of the Makassar dialect more often stressed on the penultimate syllable as a resulted of which student unconsciously used habits in the Makassar dialect when pronounced words in English that have three or more syllables. Therefore, these findings show that student mother tongue affected the way student stressed three English syllables.

### #Respondent 3

“I **conti’nue** my Research”

“I find it very **chall’enging** (‘challenging) for me maybe it was **be’caused**”

“English was so very **interes’ting** (‘interesting)”

“Makassaresse dialect **influ’ence** (‘affected) when I Research to pronounced”

“**Probably** makassaresse dialect **influ’ence** (‘Affected) my **into’nation be’caused**I can’t handle the **tran’sition**”

Students were successful in pronounced various English words with three syllables correctly, included "because," "probably," "intonation," and "transition" on the other hand, the terms "continue," "affected," "challenging," and "attracting" are mispronounced. The Makassaresse dialect tendency to accent the penultimate syllable may be the source of this inaccuracy and this was not in line with the rules in English where in words contained three syllables, the stress was placed on the first word or on the third syllable from the back, for example "affected" (/ˈm.flu.əns/), "strategy" (/ˈstræt.ə.dʒi/), "interesting" (/ˈm.trɪ.stɪŋ/), "similar" (/ˈsɪm.ə.lə/), "possible" (/ˈprɑː.bə.bli/), and "challenging", (/ˈtʃæl.m.dʒɪŋ/). This showed that the student mother tongue affected the way the student pronounced word stressed.



#### #Respondent 4

“I find it ‘**challenging be’caused** English was not my first ‘language”

“the **require’ment** (re’quirement) for almost ‘**everything** like job college **scholar’ship** (‘scholarship)”

“English **be’come** more **interes’ting** (‘interesting)”

“as ‘**possible** to make me **fa’miliar** with ‘daily **conver’sation** try to sing it as similar”

“**espe’cially** (e’specially) when we pronounced”

“my ‘accent was n’t that thick **any’more** “

“I think it’s’ **affected** my **into’nation** when I speak ‘English”

“**proba’bly** (‘probably) well speak english slowly.”

When student mentioned words that consisted of three or more syllables, there were several words that are pronounced correctly such as “challenging”, “because”, “everything”, “became”, “possible”, “familiar”, “conversation”, “anymore”, “intonation”, “affected”. There were several words with wrong stressed such as “requirement”, “scholarship”, “interesting”, “especially” and “probably” in this case, it showed the affected of the mother tongue in student pronunciation, especially in stressed in English, where student tend to stressed the penultimate syllable, which was the stressed pattern in Makassar.

### #Respondent 5

“I find it *interes'ting* (‘interesting) **be'caused** when we speak in English”

“involves word stress and **into'nation** ‘patterns that ‘vary in *diff'erent* (‘different) context”

“my **pronun'ciation** I practice to listen western song”

“*influ'ence* (‘affected) **how'ever** of Makassarese ‘dialect was ‘possible if it was *influ'ence* (‘affected) .”

Student was correctly pronounced words consisted of or more syllables, including “because”, “intonation”, “however”, “possible”, and “affected”, but have difficulty in the words “interesting”, “different”, “pronunciation”, and “affected”. This showed that student mother tongue affected student pronunciation, especially three-syllable words because in the Makassarese dialect there were rules and customs where the stressed was on the penultimate syllable such as "a'bate" (leaving a mark), "a'bangngi" (stay overnight), "a'garu" (stir), "a'lampa" (go), and "ka'luru" (cigarette). Because students were accustomed to used student mother tongue in daily live, therefore student accidentally applied this in English pronunciation patterns.

## 2. Intonation

Researcher analysed the resulted of student interview used Spectroid application to measure student intonation to find out whether or not there was an affected of the mother tongue, especially Makassaresse on student pronunciation intonation by asked open and closed questions in English. Data from the affected of the Makassar dialect on student intonation was presented below:

### #Extract 1

a. What do you do? ↗

b. who was your best friend? ↗

c. where do you live? ↗

d. Are you happy? ↗

e. do you like English? ↗

f. was she kind to you? ↗

**#Extract 2**

- a. What do you do? ↗
- b. who was your best friend? ↗
- c. where do you live? ↗
- d. Are you happy? ↗
- e. do you like English? ↗
- f. was she kind to you? ↗

**#Extract 3**

- a. What do you do? ↗
- b. who was your best friend? ↗
- c. where do you live? ↗
- d. Are you happy? ↗
- e. do you like English? ↗
- f. was she kind to you? ↗

**#Extract 4**

- a. What do you do? ↗
- b. who was your best friend? ↗
- c. where do you live? ↗
- d. Are you happy? ↗
- e. do you like English? ↗
- f. was she kind to you? ↗

**#Extract 5**

- a. What do you do? ↗
- b. who was your best friend? ↗
- c. where do you live? ↗
- d. Are you happy? ↗
- e. do you like English? ↗
- f. was she kind to you? ↗

Based on the resulted of interview from student intonation instrument, the above showed that all students consistently used rising intonation for open question sentences in parts a, b and c which should be in accordance with the rules in English used falling intonation, in the closed question sentences in parts d, e, and f, student also used rising intonation which was in accordance with the rules of the English language, if the question was closed then student must use raising intonation. This showed that student accurate intonation when reading questions used rising intonation followed the pattern in student mother tongue, namely Makassarresse where when asked questions students used rising intonation at the end of the sentence.

## **B. Discussion**

### **1. Students Mother Tongue Affects Word Stressed In English**

The interviews that have been performed were the main topic of discussion in this research. Researcher gathers information examined it, remove any ambiguities, and improve it. Consistent resulted were found from these interview. The resulted showed how student mother tongue, Makassarresse in particular, has an impacted on how students stressed words in English and how student employed English intonation, particularly when students were asked questions.

The research divided the findings of the student interview into two categories after carefully analysed. The first category, which was unaffected by the student mother tongue, consisted of stressed English words, it was possible to concluded from the aforementioned data that the following two-syllable words were correctly spoken by students:

youtube (/ˈjuː.tuːb/), tiktok (/ˈtɪk.tɑːk/), country (/ˈkʌn.tri/), movie (/ˈmuː.vi/), music (/ˈmjuː.zɪk/), first (/ˈfɜːst/), dialect (/ˈdaɪ.ə.lekt/), accent (/ˈæk.sənt/), college (/ˈkɑː.lɪdʒ/), exciting (/ɪkˈsaɪ.tɪŋ/), teacher (/ˈtiː.tʃə/), daily (/ˈdeɪ.li/), person (/ˈpɜː.sən/), pattern (/ˈpæ.tən/), vary (/ˈveri/), context (/ˈkɑːn.tekst/), improve (/ɪmˈpruːv/), practice (/ˈpræktɪs/), Research (/ˈstʌd.i/), maybe (/ˈmeɪ.bi/), daily (/ˈdeɪ.li/), after (/ˈæf.tə/), mother (/ˈmʌð.ə/), meaning (/ˈmiː.nɪŋ/), later (/ˈleɪ.tə/), people (/ˈpiː.pəl/), and western (/ˈwes.tən/). But misplace the stress on the word: Knowledge (/ˈnɑː.lɪdʒ/), English (/ˈɪŋ.glɪʃ/), language (/ˈlæŋ.gwɪdʒ/), something (/ˈsʌm.θɪŋ/), careful (/ˈker.fəl/).

This is showed that word stressed in English with two syllables has not been affected by the Makassar language, in English the student was accurately stressed the first and second syllables of two-syllable words, even though student speak the Makassar dialect in daily speech. Students don't seem to follow the Makassar dialect typical stressed norm, which was to stress the first syllable of words with two syllables.

It was because of the inadequate knowledge of stressed structure as stated by Liu (2017) who revealed that student were unaware of the English contained both unstressed weak syllables and stressed strong ones. Huwari & Al-Khasawneh (2019) corroborate this, stated that one of the reasons students mispronounced words in English because student were unaware of word stressed. The second was category that included stressed on words with three syllables which, based on the resulted of the analysed, and was affected by the student mother tongue.

It was found that student placed the wrong stressed on the second syllable such as affected (/ˈɪn.flu.əns/), interested (/ˈɪn.trɪ.stɪŋ/), another (/əˈnʌð.ə/), continue (/kənˈtɪn.juː/), requirement (/rɪˈkwaɪr.mənt/), familiar (/fəˈmɪl.i.jə/), and transition (/trænˈzɪʃ.ən/) but puts the right stress on the medial syllable, namely because (/bɪˈkɑːz/), and exposure (/ɪkˈspəʊ.ʒə/). The tendency of Makassarrese to stressed syllables in the second-to-last place given rise to this pattern. Jukes (2006) pointed out that Makassarrese was unique in that stressed the penultimate syllable.

However, in opposition to research done in 2002 by Clopper, who examined English stressed patterns and concluded that words with two or three syllables were more liked to have primary stressed on the first syllable. This viewpoint clarified why certain Makassarrese student have trouble pronounced English words with three syllables, although it goes against the English standard, their inclination to stressed the penultimate syllable was consisted with the practice of student original tongue.



There were other factors besides the affected of local accent that lead to students pronounced English words wrongly.

Fadillah (2020) gathered eight papers for a literature review on the challenges that EFL learners have pronounced words correctly. A number of reasons, included the affected of mother tongue, exposure to the target language, biological characteristics including ear perception, and reliance on one own perception, might contribute to student inaccurate word pronunciations English in Indonesia.

## **2. Students Mother Tongue Affects Intonation In English**

It was clear from reading through the student interview that the local dialect continued to have an impact. The resulted demonstrated that, in line with how student deployed intonation in Makassarese, every student consistently employed a rising intonation pattern in both open-ended and closed-ended questions. Rahmatiah (2011) stated that at the conclusion of a query in the Makassar language, a rising intonation was used.

But in English, inquiries have a more subtle inflection. Ampa (2006) states that linguists indicate the rising and falling intonation patterns in English used particular symbols "Yes/no questions" with a rising intonation, such as "Did you see my book?" and "Will you go to school?" were more common than "WH-Questions" and statements, which usually have a falling intonation.

In support of this, Roach (2009) points out that although English questions were typically spoken with a rising intonation, "WH-question words" like "what," "which," and "when" are frequently spoken with a falling intonation. Take the query, "Where did you park the car?" as an example. The student surrounded and behavior, which students have had since young children, has an affected.

A further reason that made it difficult for students to grasp intonation was the teacher did not offer with extensive pronunciation instruction. Student observation that the majority of the education in schools focused on grammatical was sues draw attention to this problem. The same outcome was discovered by Huwari and Al-Khasawneh (2019). They discovered that the six variables that cause students to mispronounced words were follows: student motivation was the least common caused, while practice deficiencies were the most common.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

A further reason that made it difficult for students to grasp intonation was that teacher did not offer them with extensive pronunciation instruction. Student observation that the majority of the education in schools focused on grammatical was sues draw attention to this problem. The same outcome was discovered by Huwari and Al-Khasawneh (2019), discovered that the six variables that caused students to mispronounced words were as follows student motivation was the least common caused, while practice deficiencies were the most common.

This was particularly true for terms where the third to final syllable should be stressed. The stress of most Makassarese words was often on the second-to-last syllable. Because students were accustomed to the stresses patterns of student local dialect, student may inadvertently stress the uncorrected syllable in English. Students typically attempt to guess the correct pronunciation of words rather than consulting a dictionary, which exacerbates this was sue. The resulted of the interview showed that the Makassarese dialect continues to affected student' intonation, in all inquiry categories student consistently used rising intonation, which was consistent with the intonation patterns of student home tongue. This might

be really difficult, especially if you were utilizing 'WH-Questions' in English.

Teacher of Makassarese should take note of this discovery as it has significant consequences for student stressed patterns in three-syllable words, it was possible that the affected of the student local dialect was persisting. Similarly, regarding intonation teacher need emphasize to student that English intonation varies significantly from Makassarese. English encompasses various intonation patterns, which student need to grasp for natural English speech.

Mother tongue impacted, exposure to the target language, biological variables including ear perception, depending only on one's own impression of corrected pronunciation, and a teacher lack of pronunciation instruction in the classroom were other factors that might affected student pronunciation. Thus, the researcher was infer from the preceding explanation that student word intonation and stressed word were the types of general ineptness in pronunciation that were affected by student mother tongue, where the interview resulted indicate that students consistently utilize a high intonation for all questions, and that both closed and opened questions adhere to the Makassar language pattern, which was the student mother tongue, when pronounced words with three syllables, students frequently made the error of placed the stressed on the penultimate syllable, which was customary in Makassar language when in fact the stressed should be on the first or third syllable from the rear.

## B. Suggestion

Based on the research resulted, discussion and conclusions in above, the researcher provided suggestions that were used for readers, included:

1. It was recommended that educators worked with student in Makassar revisit and refine student pronunciation, particularly with three-syllable terms. This was significant because pronunciation mistakes in English was resulted from the affected of student own dialect. Teacher should foresee possible mistakes and created effective techniques to address these was sued by had a thorough understanding of how word stress was affected by the Makassar dialect.
2. It was recommended that educators pay closer attention to pronunciation, particularly in relation to suprasegmental elements liked intonation and stressed. This was a component that many high school teachers frequently neglect. Instead of actively helped students expressed themselves confidently in English, the stress was frequently placed more on grammar.
3. Future researcher was advised to use this research as motivation to investigate the impacted of other regional dialects in addition to the Makassar dialect. The intention was that this research was spark curiosity and motivated more research into the linguistic dynamics of many dialects. Researcher can further our understanding of language development and provide insightful information for language

instruction by examining the impacted of different local dialects on language learning. The purpose of this research was to serve as a springboard for future research that was clarified the ways in which various dialects affected language acquisition. By doing this, researcher was got more knowledge about the many ways that individuals from different placed used language to communicate.



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**A**

**P**

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**S**



## APPENDICES A Instrument Interview

### (Word stressed)

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. Please read carefully the sentences
  - speak louder!
  - listen 'carefully!
  - don't touch my phone!
4. Do you think your mother tongue affected the way you pronounced words in English? Why or why not?
5. Do you think your mother tongue affected your intonation when you speak in English? Why or why not

**(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 was your best friend?
  - c. Where do you live?
  - d. When was your birthday?
  - e. How old are you?
2. How do you feel after reading those sentences?
3. Is it difficult to use appropriate intonation?
4. Do you learn appropriate intonation in school?
5. 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 sentences?
7. Is it easy for you or not to read those sentences?
8. Do you use app to learn intonation?

*Adopted and Modify From Ain R.Q (2023)*

## APPENDICES B Script Interview

### - Resulted interview students' on word stress

#### Subject Profile

Date/Month/Year : 11/September/2023

O'clock : 10.30 am

Interviewer : Karnila Sari

Subject name : Nurul Awaliah

**Information** : P = Peneliti / Pewawancara

: S = Sumber / Informan

P: Halo, selamat siang. Terima kasih sudah mau meluangkan waktunya untuk melakukan wawancara dengan saya. Baiklah, mungkin bisa kita mulai saja ?

S: iya, silahkan di mulai.

P: So, How do you feel when you speak in English? Do you find it challenging or interesting? Why?

S: **Interes'ting** ('interesting) **becaused** I think was **amazing** **becausedeng'lish** ('English) can helped us to **comm'unicate** ('communicate ) with **'people** from **ano'ther** ( a'nother) **'country**

P: What strategies do you usedto improve your English pronunciation?

S: **Some'thing** ('something) I watch a **'movie** and **lis'ten** ('listen) to **'music** a lot

P: Please read carefully the sentences (speak louder!, listen 'carefully!, don't touch my phone!)

S: speak louder, listen **care'fully** ('carefully), don't touch my phone

P: Do you think your mother tongue affected the way you pronounced words in English? Why or why not?

S: no **because**I think **eng'lish** ('English) was **dif'ferent** ('different) with makassarese **lang'uage** ('language )

P: Do you think your mother tongue affected your intonation when you speak in English? Why or why not

S: I don't think makassarese **lang'uage** ('language) affected my '**intonation** **because**I know when I have to usedhigh and low '**intonation**.

**- Resulted interview student on intonation**

P: Alright, I will step into the question to find out your intonation in speaking.

S: yes, please.

P: I'd like you to read this following sentence. Could you please read this aloud!  
(What do you do? Who was your best friend? Where do you live? When was your birthday? How old are you?)

S: a. what do you do? ↗

b. who was your best friend? ↗

c. where do you live? ↗

d. when was your birthday? ↗

e. how old are you? ↗

P: How do you feel after reading those sentences?

S: It's easy caused I usually speak aloud with my foreigner friend

P: was it difficult to use appropriate intonation?

S: depends on the word

P: Do you learn appropriate intonation in school?

S: No at all

P: Read this following sentence. Could you please read this aloud (Are you happy? Do you like English? Do you find any difficult in learning English? was she kind to you? Does he study hard? )

- S:
- a. Are you happy? ↗
  - b. do you like English? ↗
  - c. do you find any difficult in learning English? ↗
  - d. was she kind to you? ↗
  - e. does she study hard? ↗

P: How do you feel after reading those sentences?

S: Easy

P: was it easy for you or not to read those sentences?

S: depends on the word that I speak

P: Do you use app to learn intonation?

S: not, at all.

P: Alright, thank you for the time.

### Subject Profile

Date/Month/Year : 11/September/2023

O'clock : 11.30 am

Interviewer : Karnila Sari

Subject name : Samriani

P: Halo, selamat siang. Terima kasih sudah mau meluangkan waktunya untuk melakukan wawancara dengan saya. Baiklah, mungkin bisa kita mulai saja ?

S: Baik, silahkan.

P: So, How do you feel when you speak in English? Do you find it challenging or interesting? Why?

S: My feeling it I speak **'Eng'lish** (English) was very point and **interes'ting** (interesting) **becaused** I convince out a lot of new vocabulary and I am **'challenge** to know a lot of **'Eng'lish** (English) vocabulary

P: What strategies do you used to improve your English pronunciation?

S: I will **conti'nue** (continue) to learn how to **pronounced Eng'lish** (English) on **'You'Tube** and **Tik'Tok**

P: Please read carefully the sentences (speak louder!, listen 'carefully!, don't touch my phone!)

S: speak louder, listen **'care'fully** (carefully), don't touch my phone

P: Do you think your mother tongue affected the way you pronounced words in English? Why or why not?

S: No **because** Makassarese **language** ('language) was much **different** ('different) from **English** ('English)

P: Do you think your mother tongue affected your intonation when you speak in English? Why or why not

S: yes **because** Makassarese **language** tends to use high **intonation** .

**- Resulted interview student on intonation**

P: Alright, I will step into the question to find out your intonation in speaking.

S: yes, please.

P: I'd like you to read this following sentence. Could you please read this aloud!  
(What do you do? Who was your best friend? Where do you live? When was your birthday? How old are you?)

- S:
- a. What do you do? ↗
  - b. who was your best friend? ↗
  - c. where do you live? ↗
  - d. when was your birthday? ↗
  - e. how old are you? ↗

P: How do you feel after reading those sentences?

S: I'm happy because I like English since I was a kid

P: was it difficult to use appropriate intonation?

S: Yes



P: Do you learn appropriate intonation in school?

S: No, I learn pronunciation, but I don't learn intonation in school

P: Read this following sentence. Could you please read this aloud (Are you happy? Do you like English? Do you find any difficult in learning English? was she kind to you? Does he study hard? )

S: a. Are you happy?

b. do you like English? ↗

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

d. was she kind to you? ↗

e. does she study hard? ↗

P: How do you feel after reading those sentences?

S: Yes absolutely easy

P: was it easy for you or not to read those sentences?

S: yes

P: Do you usedapp to learn intonation?

S: I guess no

P: Alright, thank you for the time.

### Subject Profile

Date/Month/Year : 11/September/2023

O'clock : 13.00 am

Interviewer : Karnila Sari

Subject name : Devita

P: Halo, selamat siang. Terima kasih sudah mau meluangkan waktunya untuk melakukan wawancara dengan saya. Baiklah, mungkin bisa kita mulai saja ?

S: iya, silahkan di mulai.

P: So, How do you feel when you speak in English? Do you find it challenging or interesting? Why?

S: Actually I started **learning eng'lish** (English) when I was elementary school in the **first** grade and I **conti'nue** (continue) my **study** until now so '**first** time I **study Eng'lish** ('English) I find it very **challenging** for me **maybe** it was **be'caused** of my age and then now I I'm looking **eng'lish** ('English) was so very **in'teresting** (intereseting) causedwhen I study **eng'lish** ('English) I can know more **know'ledge** (knowledge) I can have so many friends from the **eng'lish** ('English).

P: What strategies do you usedto improve your English pronunciation?

S: From the elementary school and until now I always try to **im'prove** (improve) my **eng'lish** ('English) with my **daily 'language** even if have to course **eng'lish** (English) too **after** the school end.

P: Please read carefully the sentences (speak louder!, listen 'carefully!, don't touch my phone!)

S: Speak louder, **lis'ten** (listen) **care'fully** (carefully), don't touch my phone.

P: Do you think your mother tongue affected the way you pronounced words in English? Why or why not?

S: Yes **becaused** when I grow up with makassaresse **dialect** which was my **mother language** so **eng'lish** (English) a new thing for me and **probably** makassaresse **dialet inf'lucence** (influence) when I study to **pronounced** the word in **eng'lish** (English)

P: Do you think your mother tongue affected your intonation when you speak in English? Why or why not

S: **Probably** yes makassaresse **dialect influ'ence** (influence) my **into'nation** (intonation) **becaused** my **daily language was** makassaresse and you know makassaresse **langu'age** ( language) was so loud so high so **some'times** (sometimes) I can't handle the **trans'ition** ( transition) when I speak Makassaresse for the time and the **mean'ing** ('meaning) '**later** I talk in **Eng'lish** ('English).

#### - Resulted interview student on intonation

P: Alright, I will step into the question to find out your intonation in speaking.

S: yes, please.

P: I'd like you to read this following sentence. Could you please read this aloud!  
(What do you do? Who was your best friend? Where do you live? When was your birthday? How old are you?)

- S: a. What do you do? ↗
- b. who was your best friend? ↗
- c. where do you live? ↗
- d. when was your birthday? ↗
- e. how old are you? ↗

P: How do you feel after reading those sentences?

S: It's so so

P: was it difficult to use appropriate intonation?

S: no, it's easy

P: Do you learn appropriate intonation in school?

S: No, because our teacher just focused on grammar

P: Read this following sentence. Could you please read this aloud (Are you happy? Do you like English? Do you find any difficult in learning English? was she kind to you? Does he study hard? )

- S: a. Are you happy? ↗
- b. do you like English? ↗
- c. do you find any difficult in learning English? ↗
- d. was she kind to you? ↗
- e. does she study hard ↗

P: How do you feel after reading those sentences?

S: so so

P: was it easy for you or not to read those sentences?

S: it's easy

P: Do you use app to learn intonation?

S: like Netflix, music on spotify and tiktok.

P: Alright, thank you for the time.

### Subject Profile

Date/Month/Year : 11/September/2023

O'clock : 13.40 am

Interviewer : Karnila Sari

Subject name : Nuraeni

P: Halo, selamat siang. Terima kasih sudah mau meluangkan waktunya untuk melakukan wawancara dengan saya. Baiklah, mungkin bisa kita mulai saja ?

S: iya, silahkan di mulai.

P: So, How do you feel when you speak in English? Do you find it challenging or interesting? Why?

S: Yes I find it **'challenging because'** English was not my **'first language'** and at **first** I learn **Eng'lish** (English) just for fun but as I grow up **Eng'lish** (english) was one of the **requir'ement** (requirement) for almost **'everything'**

like job **'college 'scholar'ship** (scholarship) so I think **'Eng'lish** (English) **bec'ome** (became) more **int'resting** ('interesting) and **'exciting** to learn.

P: What strategies do you used to improve your English pronunciation?

S: I've been on **'Eng'lish** (English) course since I'm on the third grade of elementary school and my mom was also an **'English 'teacher** so at home she try to push me to speak **Eng'lish** (English) as **of'ten** ('often) as **'possible** to make me **familiar** with 'daily **conver'sation** (conversation) and also I listen to **'English 'music 'often** and try to sing it as **simi'lar** (similar) as **'possible** .

P: Please read carefully the sentences (speak louder!, listen 'carefully!, don't touch my phone!)

S: speak louder, listen **care'fully** ('carefully), don't touch my phone

P: Do you think your mother tongue affected the way you pronounced words in English? Why or why not?

S: yes I th ink it's **influ'ence** (influence)the way I **pronounced 'Eng'lish** (English) **becaus**as Makassar is the **'accent** was very thick **espe'cially** (especially) when we **pronounced I or some'time** (sometime) **'people pronounced** take a rest to take a rest. but now I think my **'accent was n't** that thick **anymore** .

P: Do you think your mother tongue affected your intonation when you speak in English? Why or why not

S: yes I think it's **influence** my **intonation** when I speak **Eng'lish** (English) caused someone who fluent in **Eng'lish** (English) **proba'bly** (probably) well

speaking **Eng'lish** 2(engliah) slowly and softly but as Makassarese our '**accent** was we speak in a loud tone and **some'time** (sometime)'**people mistaken** it as an angry '**person** and I mix it Makassarese '**accent** and **Eng'lish** ('english) '**accent** a lot to.

**- Resulted interview student on intonation**

P: Alright, I will step into the question to find out your intonation in speaking.

S: yes, please.

P: I'd like you to read this following sentence. Could you please read this aloud!  
(What do you do? Who was your best friend? Where do you live? When was your birthday? How old are you?)

- S:
- a. What do you do? ↗
  - b. who was your best friend? ↗
  - c. where do you live? ↗
  - d. when was your birthday? ↗
  - e. how old are you? ↗

P: How do you feel after reading those sentences?

S: I feel happy because I like to speak English

P: was it difficult to use appropriate intonation?

S: yes, it was

P: Do you learn appropriate intonation in school?

S: no, I don't

P: Read this following sentence. Could you please read this aloud (Are you happy? Do you like English? Do you find any difficult in learning English? was she kind to you? Does he study hard? )

S: a. Are you happy?

b. do you like English? ↗

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

d. was she kind to you? ↗

e. does she study hard? ↗

P: How do you feel after reading those sentences?

S: I'm feel happy

P: was it easy for you or not to read those sentences?

S: yes, it's easy

P: Do you usedapp to learn intonation?

S: yes, I usedtiktok application

P: Alright, thank you for the time.



### Subject Profile

Date/Month/Year : 11/September/2023

O'clock : 14.00 am

Interviewer : Karnila Sari

Subject name : Sri Nengsih

P: Halo, selamat siang. Terima kasih sudah mau meluangkan waktunya untuk melakukan wawancara dengan saya. Baiklah, mungkin bisa kita mulai saja ?

S: iya, silahkan di mulai.

P: So, How do you feel when you speak in English? Do you find it challenging or interesting? Why?

S: yes I find it **interes'ting** (interesting) **becaused** when we speak in **Eng'lish** (English) it **involves** word stress and **intonation 'patterns** \that **'vary** in **'diff'erent** (different) **context**.

P: What strategies do you used to improve your English pronunciation?

S: to **improve** my **pronun'ciation** (pronunciation) I **practice** to listen **'western** song like games or used **pronunciation** apps that can helped me.

P: Please read carefully the sentences (speak louder!, listen 'carefully!, don't touch my phone!)

S: speak louder, listen **'care'fully** (carefully), don't touch my phone

P: Do you think your mother tongue affected the way you pronounced words in English? Why or why not?

S: not really but the Makassarese **'dialect** on **'Eng'lish** (English) **pronun'ciation** (pronunciation) can **'very** based individual exposure and **'language** proficiency.

P: Do you think your mother tongue affected your intonation when you speak in English? Why or why not

S: the **influ**'ence (influence) of Makassarese '**dialect was** '**possible** if it was **influence** speech '**pat**'tern (pattern) and individual prosodi **however** it **depends** on the '**language** background and exposure to '**Eng**'lish (English)

**- Resulted interview student on intonation**

P: Alright, I will step into the question to find out your intonation in speaking.

S: yes, please.

P: I'd like you to read this following sentence. Could you please read this aloud!  
(What do you do? Who was your best friend? Where do you live? When was your birthday? How old are you?)

- S:
- a. What do you do? ↗
  - b. who was your best friend? ↗
  - c. where do you live? ↗
  - d. when was your birthday? ↗
  - e. how old are you? ↗

P: How do you feel after reading those sentences?

S: it's so so

P: was it difficult to use appropriate intonation?

S: I think was not

P: Do you learn appropriate intonation in school?

S: no

P: Read this following sentence. Could you please read this aloud (Are you happy? Do you like English? Do you find any difficult in learning English? was she kind to you? Does he study hard? )

S: a. Are you happy?

b. do you like English? ↗

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

d. was she kind to you? ↗

e. does she study hard? ↗

P: How do you feel after reading those sentences?

S: it's a little bit difficult

P: was it easy for you or not to read those sentences?

S: easy

P: Do you usedapp to learn intonation?

S: not

P: Alright, thank you for the time.

## APPENDICES C Surat Keterangan Bebas Plagiat



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN  
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

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

Nama : Karnila sari  
Nim : 105351105119

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	17 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	0 %	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, 11 November 2023  
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

  
Nurshah, S. Husni, M.P.  
NBIM 964 591

## APPENDICES D 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 : 2167/05/C.4-VIII/VIII/1444/2023

17 Muharram 1445 H

Lamp : 1 (satu) Rangkap Proposal

04 August 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14435/FKIP/A.4-II/VIII/1445/2023 tanggal 1 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : KARNILA SARI

No. Stambuk : 10535 1105119

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

**"THE ANALYSIS OF HENERAL INEPTNESS IN PRONUNCIATION AFFECTED BY  
STUDEBTS' NOTHER TONGUE"**

Yang akan dilaksanakan dari tanggal 9 Agustus 2023 s/d 9 Oktober 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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd

NBM 1127761

APPENDICES E Kartu Kontrol Penelitian



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

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : **Karnita Sati**  
 NIM : **105351105119**  
 Judul Penelitian : **The Analysis of Genual negness in Pronunciation Affected by Students' Mother tongue.**  
 Tanggal Ujian Proposal : **26 Juni 2023**  
 Tempat/Lokasi Penelitian : **SMA Negeri 2 Gowa**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	21/ agustus 2023	Pengisian	Syaiful Bahri, S.Pd.	
2	4/ September/2023	Observasi dalam kelas	Syaiful Bahri, S.Pd.	
3	11/ September/2023	Interview	Syaiful Bahri, S.Pd.	
4				
5				
6				

Jalan Sultan Abdurrahman No. 209 Makassar  
 Telp : 0411-856000/856111/856127  
 Email: info@unismuh.ac.id  
 Research Service:  
 research@unismuh.ac.id  
 Website: hp.fkip.unismuh.ac.id



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

Jalan Sultan Awaudin No. 209 Makassar  
Telp : 0411-4898877/08121315217  
Email : [info@unmahm.ac.id](mailto:info@unmahm.ac.id)  
Research : [www.unmahm.ac.id](http://www.unmahm.ac.id)  
Website : <http://kpp.unmahm.ac.id>

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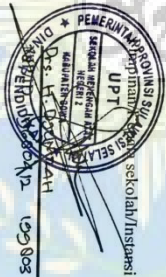
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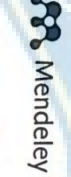
....., 2023



Ketua, Program Studi,  
E-KIP Uinstituh Makassar  
Dr. Umni Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807



....., 2023



## APPENDICES F Surat Keterangan Telah 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.070/334-UPT.SMAN2/GOWA/DISDIK

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

Nama	: KARNILA SARI
Tempat/Tgl Lahir	: Makassar, 08 Maret 2001
Jenis Kelamin	: Perempuan
NIM	: 105351105119
Pekerjaan	: Mahasiswa
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Antang Nipa-Nipa

Benar telah melakukan Penelitian di SMA Negeri 2 Gowa, sejak 09 Agustus s/d 09 Oktober 2023, Berdasarkan surat dari Dinas Penanaman modal dan pelayanan terpadu satu pintu No.23187/S.01/PTSP/2023, dengan Judul Skripsi "THE ANALYSIS OF GENERAL INEPTNESS IN PRONUNCIATION AFFECTED BY THE STUDENTS' MOTHER TONGUE AT THE ELEVENTH GRADE OF SMA NEGERI 2 GOWA".

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

Bajeng, 15 November 2023  
 Plt. Kepala UPT SMA N 2 Gowa



**Dis. H. W. IMRAH**  
 Pangkajene, Pembina Tk.I  
 NIP. 680412 199803 1 010

*Tembusan :*

- Program Studi Pendidikan Bahasa Inggris
- Mahasiswa yang bersangkutan
- Arsip



## APPENDICES G Letter of Acceptance (LoA)



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

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prosidibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**  
0869/BG-FKIP/LOA/B/XII/1445/2023

Dear KARNILA SARI

It is our pleasure to inform you that, after reviewing your paper:  
**THE ANALYSIS OF GENERAL INEPTNESS IN PRONUNCIATION  
AFFECTED BY STUDENTS' MOTHER TONGUE**  
The manuscript ID: 1146  
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](mailto:ijs@bg.unismuhmakassar.ac.id).

Makassar, 6 December 2023 M  
22 Jumadil Ula 1445 H

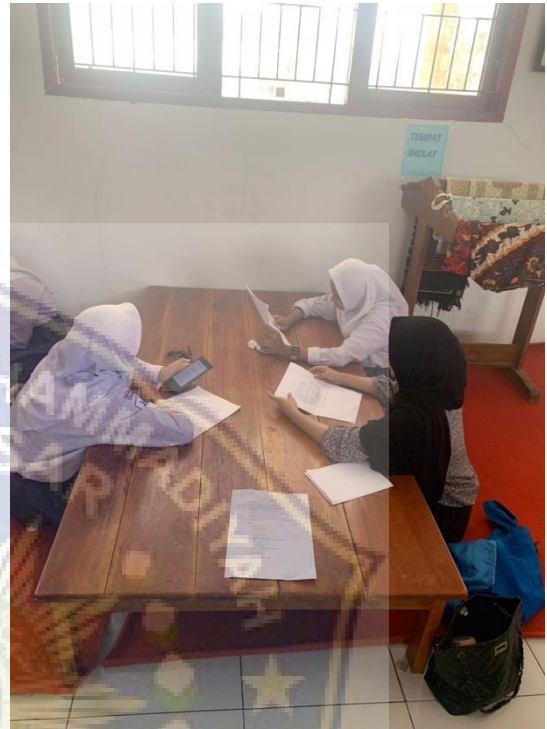
**Head of English Education Department  
Faculty of Teacher Training and Education**

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



PROGRAM STUDI  
PENDIDIKAN BAHASA INGGRIS  
TERAKREDITASI UNGGUL  
LEMBAGA AKREDITASI MANDIRI

### APPENDICES H Documentation



## CURRICULUM VITAE



**Karnila Sari** was born on 8 March, 2001 in Makassar, the author is the second children of the couple Abd. Kadir and Nirmawati. The author first enter education at SDN inp 5/81 WanuaWaru in 2013, the author continued her education at SMP Negeri 4 Libureng and graduated in 2016, the author continued her education at SMK Negeri 3 Bone and graduated in 2019. In the same year, the author accepted as an English Education student Department, Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar. English education department with perseverance and high motivation from the family the author succeeded in completing the final project of this thesis. I hope that by writing this final thesis, I can make a positive contribution to the world of education. Finally the author expresses her deepest gratitude for the completion of her thesis entitled “THE ANALYSIS OF GENERAL INEPTNESS IN PRONUNCIATION AFFECTED BY STUDENTS MOTHER TONGUE AT SMAN 2 GOWA”.