

**THE CULTURAL PERSPECTIVE OF BUGINESE ACCENT  
IN INTENSIVE ENGLISH SPEAKING AT SMP NEGERI 3**

**MARIORIWAWO**

*(A Descriptive Qualitative Research)*



**THESIS**

*Submitted to the Faculty of Teacher Training and Education  
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Requirement for the Degree of English Education Department*

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## MOTTO

**“People only want to see you do everything perfect and disappoint when you can’t do it. But you already do the best you can do. So you should appreciate that when nobody does.”**

(Raudhatul Inayah, 2023)

“Indeed, Allah would never change a people’s state of favour until they change their own state of faith. “

-Surah Ar-Rad’ QS.13:11.

## DEDICATION

**I dedicated this Thesis for My Beloved Family**

Especially My Lovely Mother and My Strongest Father,  
and for the opportunities that life has given me to pursue my passion.

Also,

**Me, My Self, and I**

I deserve this billion times.



## ABSTRACT

***Raudhatul Inayah. 2023. The Cultural Perspective of Buginese Accent in Intensive English Speaking at SMP Negeri 3 Marioriwawo. English Education Department. Muhammadiyah University of Makassar. Supervised by Ismail Sangkala and Ariana.***

Accent is the characteristic that distinguishes the language from a geographical area from other regions. One of the regional language accents in Indonesia is the Buginese accent, which is located in the Southern Sulawesi. However, students from the Bugis area sometimes use Buginese accent when speaking Intensive English Speaking when interacting with students from other regions. The existence of cultural and language differences can cause misunderstandings in communication. Therefore, it is very important to know the cultural perspective of Buginese Accent to avoid or reduce miscommunication and misinterpretation in Intensive English Speaking

This study applied descriptive qualitative method as design method. The subject of this study is the second grade's student at SMP Negeri 3 Marioriwawo which are located in Buginese area and use Buginese as daily language. The result of this study shows that Buginese accent causes difficulty on students' English speaking in term of pronunciation because the different phonemes between English and Buginese, Buginese accent can be an indicator of the level of students' English speaking ability. Also, manner and norms of Buginese People affect student's English speaking.

***Keywords:*** *cultural perspective, buginese, accent, intensive speaking, multicultural understanding, cultural understanding*

## ABSTRAK

***Raudhatul Inayah. 2023. Perspektif Budaya Aksen Bugis dalam Berbicara Bahasa Inggris Intensif di SMP Negeri 3 Marioriwawo. Departemen Pendidikan Bahasa Inggris. Universitas Muhammadiyah Makassar. Dibimbing oleh Ismail Sangkala dan Ariana.***

Aksen merupakan ciri yang membedakan bahasa suatu wilayah geografis dengan wilayah lainnya. Salah satu aksen bahasa daerah yang ada di Indonesia adalah aksen Bugis yang terletak di Sulawesi Selatan. Namun, pelajar dari daerah Bugis terkadang menggunakan aksen Bugis ketika berbicara bahasa Inggris ketika berinteraksi dengan siswa dari daerah lain. Adanya perbedaan budaya dan bahasa dapat menimbulkan kesalahpahaman dalam berkomunikasi. Oleh karena itu, sangat penting untuk mengetahui perspektif budaya asenn Bugis untuk menghindari atau mengurangi miskomunikasi dan kesalahpahaman dalam berbicara bahasa Inggris secara intensif.

Penelitian ini menggunakan metode deskriptif kualitatif sebagai metode penelitian. Subjek penelitian ini adalah siswa kelas delapan SMP Negeri 3 Marioriwawo yan berlokasi di daerah Bugis dan menggunakan bahasa Bugis sebagai bahasa sehari-hari. Hasil penelitian ini menunjukkan bahwa aksen Bugis menyebabkan kesulitan pada siswa dalam berbicara bahasa Inggris dalam hal pengucapan karena perbedaan fonem antara bahasa Inggris dan bahasa Bugis, aksen Bugis dapat menjadi indikator tingkat kemampuan berbicara bahasa Inggris siswa. Selain itu, perilaku dan norma masyarakat Bugis juga mempengaruhi kemampuan berbahasa Inggris siswa dalam hal intonasi.

***Keywords:*** *perspektif budaya, bahasa bugis, aksen, berbicara intensif, pemahaman budaya, pemahaman multikultural*

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Aamiin.

Makassar, 24 Agustus 2023

The Researcher

**Raudhatul Inayah**



## LIST OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>LEMBAR PENGESAHAN.....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>COUNSELLING SHEETS .....</b>	<b>iv</b>
<b>SURAT PERNYATAAN .....</b>	<b>vi</b>
<b>SURAT PERJANJIAN .....</b>	<b>vii</b>
<b>MOTTO AND DEDICATION .....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAK .....</b>	<b>x</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS .....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDICES .....</b>	<b>xix</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. Background .....	1
B. Problem Statement .....	6
C. Objective of Study .....	6
D. Significance of Study .....	7
E. Scope of Study .....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
A. Previous Related Research Findings .....	9
B. Some Pertinent Ideas .....	12
1. Culture .....	12

2.	Cultural Perspective .....	13
3.	Accent .....	15
4.	Buginese Language .....	25
5.	Buginese Culture .....	27
6.	Intensive English Speaking .....	29
7.	Pronunciation .....	33
<b>CHAPTER III RESEARCH METHOD .....</b>		<b>37</b>
A.	Research Design .....	37
B.	Research Variable .....	37
C.	Research Subject .....	37
D.	Research Instrument .....	38
E.	Data Collection .....	39
F.	Data Analysis .....	40
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>		<b>42</b>
A.	Findings .....	42
B.	Discussion .....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>		<b>56</b>
A.	Conclusion .....	56
B.	Suggestion .....	56
<b>BIBLIOGRAPHY .....</b>		<b>58</b>
<b>APPENDICES .....</b>		<b>61</b>
<b>CURRICULUM VITAE .....</b>		<b>92</b>



## LIST OF TABLES

Table 4.1.	The Result of Subjects' in Pronouncing Some Words .....	42
Table 4.2.	Language Which Subjects' Use Outside the Class .....	45
Table 4.3.	Subjects' English Usage Frequency .....	46
Table 4.4.	Subject' English Speaking Ability and Their Accent .....	47
Table 4.6.	English Phonemes .....	51
Table 4.7.	Bugis Phonemes .....	51
Table 4.9.	The Differences of Buginese and English Phoneme .....	52



## LIST OF FIGURES

Figure 2.1.	Conceptual Framework .....	36
Figure 4.1.	English Usage Frequency Outside the English Class .....	46
Figure 4.2.	Subject' English Speaking Ability and Their Accent .....	47



## LIST OF APPENDICES

APPENDIX I	Observation Data .....	61
APPENDIX II	Result of Interview .....	68
APPENDIX III	Documentation .....	75
APPENDIX IV	Letters .....	79



## CHAPTER I

### INTRODUCTION

#### A. Background

Every individual who comes from a group, region, or country certainly has their own culture. Culture is not an easy term to define because culture has a very broad scope. Culture is synonymous with society and can be interpreted as a set of values, beliefs and behaviors carried out by people in a society which then becomes the identity of that society. This means that a culture of a region or country certainly has its uniqueness. This is what makes knowledge about culture interesting and at the same time important to have.

Indonesia consists of various ethnic groups and cultures. Each region has its own culture that is different from the culture of other regions. Various kinds of cultural characteristics indicate the identity of people's origins. One way to show one's identity is with language. It is undeniable that language is part of a cultural identity that will make a difference between one society and another. Every culture has different characteristics in language. Thus making it different from other people through the habit of using language. Thus, language and culture are related to each other. When talking about culture, of course, it cannot be separated from language.

Language can be thought of as a verbal expression of culture. It is used to preserve and communicate culture and culturalties. Many of the categories that we use to express ourselves are provided through language. Language is a method of human communication that can be written or spoken, whilst culture is the ideas, values, and beliefs that occur in our society. Because of the close connection between them, we couldn't understand a culture without direct access to language. In order to fully comprehend a language, we have to first understand its culture as well as the culture of the people who speak it. According to Mitchell and Myles (2004), "language and culture are not separate, but are acquired together, with each providing support for the development of the other". Furthermore, Kuang (2007) indicated that



“Language is the carrier of culture and culture is the content of language. There is no language without culture content” (p.75 Language is used to both preserve and transmit culture.

Language is a cultural component that can be defined as a cultural communicating system utilized by individuals in a specific country to express their message. Thus, Emmitt & Pollock considered that language is rooted in culture and culture is reflected and passed on by language from one generation to the next (1997). This means that language is a system of signs that is seen as having itself a cultural value (Kramsch, 1998)

Beside of that, Kramsch (1998) identifies the ways how language and culture are bound together by indicating that people use language to represent facts and ideas, but also to reflect attitudes that have gradually emerged as a result of how they live in cultural communities. Language also represents cultural reality since people view their language as a symbol of their cultural identity. In Language is like the soul of a country and people who speak it.

One of the regional languages in our country, Indonesia is the Bugis language, the language used by the Bugis tribe located in South Sulawesi. Bugis language is the language used daily by local students. In addition, residents also learn the unified language and the national language, namely Indonesian. In addition to learning the national language, residents also learn English as an international language, especially at school when they receive education. This resulted in residents being able to speak more than one language. If one of the speakers tries to use a language other than their own, the language they use will change form like the second language. Therefore, it is not surprising that the second or third language will usually experience interference from the main language or language that is more mastered by students.

One of the interference from the main language when learning a second language or a foreign language is accent. Accent is a unique way of pronouncing a word that is specific to a person, place, or country. Accent refers to the way in which the speakers are producing different sound of

speech. Seidlhofer and Dalton (2001) stated that, accent refers to regional or social variations that are related to the sound level as a phonological component and are then influenced by the social group's high social status. An accent is a way of pronouncing a language. Considering that all of us speak in distinctive ways, it is reasonable to assume that there are endless types of accents in the world, or even inside a country or region. The accent comes from our living (and learning) circumstances. When speaking a foreign language, our accent is influenced by the structure and sounds of your native language, which is why it is usually more noticeable.

This is also the case in many students from the Bugis area who still use local accents when speaking foreign languages. The existence of local accent interference when speaking English sometimes causes various problems or disturbances in communicating. Strong local accents can be difficult for listeners who are not used to the accent to understand. Differences in sound pronunciation, intonation, or rhythm can make words sound different or difficult to identify. This can affect the listener's ability to understand what is being said. Especially local accents usually affect pronunciation which might make it difficult for listeners to recognize the words spoken. In addition, a strong local accent can affect fluency in speaking English. Improper pronunciation or a different intonation can make a conversation stutter or seem sloppy. This can hinder effective communication with native English speakers.

This is natural and natural for students who use the regional language as the main language when speaking a second language. However, not all students or listeners who come from other cultures can understand and understand the mistakes or deficiencies that speakers of the local language have. They don't know the perspectives and backgrounds of people from different cultures. The existence of cultural differences can lead to different perceptions. This can affect their understanding and interpretation of the messages conveyed in English and will lead to misunderstandings.

Culture is cultural communication information, and there is a risk of cultural clash and misunderstanding between foreign language learners and native speakers. Lack of this type of cultural understanding frequently leads to failure and even breakdown in multicultural communication. As previously stated, intercultural language learning has become an important focus of modern language education, reflecting a greater awareness of the inseparability of language and culture, as well as the need to prepare language learners for intercultural communication in an increasingly multicultural world. As a result, student must comprehend the spoken language in real-life settings; they must detect moods, how idioms varies, the type of interlocutor, and other cultural to another culture, some norms can be radically different and disagree with the norms of other cultures.

As a result, communication difficulties may emerge among speakers who are unfamiliar and do not share the norms of another culture. .Therefore, it is very important for us as a society living in diversity to understand each other's culture and perspectives from other cultures. Without an understanding of cultural perspectives, a person may not be able to understand or appreciate another person's cultural norms, values, beliefs, or practices. This can lead to misunderstandings in intercultural communication and interaction.

Understanding a person's culture can connect the gap between cultures and avoid any miscommunication or misunderstanding that might happen due to cultural differences. This is can be reached by learning their language. As culture is knowledge which is shared and linked with people, it is also refers to rules and behavior that infuence people who are located in one nation. Cultural differences can create communication barriers. If a person does not understand a cultural perspective, they may not be able to recognize or overcome communication barriers caused by differences in language, speech styles, nonverbal expressions, or cultural communication norms.

Infact, culture is a predominant aspects of our lives; it is not only determines our daily experiences, but it also influences our communication as

we grow up and learning to use language in encounters with different people. Kuang (2007) indicated that “Language is the carrier of culture and culture is the content of language. There is no language without culture content”. Furthermore, Brown (2007) also mentioned that “ A language is part of culture, and a culture is a part of a language”. Besides of that, learning a foreign language not only helps us to comprehend their culture, but it also helps us to understand our own society from a different perspective. Cultural perspective refers to viewing a concept or circumstance from the perspective of an individual’s native environment, including culture, norms, and society to a individual’s worldwide perspective.

Someone who survives in various situations is someone who is willing to learn and accept other people's culture. With this kind of acceptance, it will be easier for everyone to adapt to their surroundings. Adaptability can be a smart strategy in achieving a goal of life in a plural environment. Knowledge of the local culture helps students appreciate diversity, avoid mistakes in cultural misunderstandings, and communicate with native speakers of those languages more sensitively. In order to achieve the goal of intercultural communication, it is very important to understand the cultures of different countries, regions and ethnic groups.

By understanding the cultural perspective of the Bugis language, we can develop a deeper understanding of the values, social norms, and perspectives that underlie communication in the Bugis language. Having an understanding of the cultural perspective of the Bugis language also helps us avoid misunderstandings or conflicts that may arise due to cultural differences. Understanding the cultural perspective of the Bugis language can help improve students' overall communication skills. Students can use knowledge of Bugis culture to understand nuances, communication styles, and more specific communication preferences. For example, students can adjust the level of formality, use more appropriate words or phrases, or avoid topics that are considered sensitive in Bugis culture. Thus, understanding the



cultural perspective of the Bugis language can help us become a more effective communicator in the context of communicating.

Cultural perspective is very important because it plays a big role in learning a language. Cultural perspective refers to how individuals are shaped by their environment as well as social and cultural aspects. It is important to determine how a person or group might perceive something depending on cultural and societal norms that they are used to. Many Indonesians did not grow up in an English-speaking environment or culture, but they have been forced to acquire English due to their educational obligations. Therefore, researchers want to know the impact of people who were born and live in a certain local culture on learning foreign languages that are not part of their culture.

Accent is the way speakers produce various speech sounds. The Buginese tribe is one of the largest tribe in South Sulawesi. It is known as one of strong and heavy accented districts. In addition, the researcher is interested researching and understanding more about the background of the students in SMP Negeri 3 Marioriwawo, a school in Buginese area, because members of this tribe speak various languages and sometimes engage with their native accent. Based on the statement above, this research aims to find out the cultural perspective of Buginese accent in Intensive English Speaking at SMP Negeri 3 Marioriwawo.

## **B. Problem Statement**

Related to the statement above on the background, the researcher addresses these following problem statement as follows, the research question is : “How is the Cultural Perspective of Buginese Accent in Intensive English Speaking at SMP 3 Marioriwawo ?”.

## **C. Objective of the Study**

Related to the problem statement above this particular study objectives as follow : To find out the cultural perspective of Buginese Accent in Intensive English Speaking at SMP 3 Marioriwawo.

#### D. Significance of the study

After doing the research, the researcher hopes that the result of the research can be used :

1. Theoretically

Theoretically, The researcher hopes the result of this study could be as a document of research which is proves whether this study worked or not and also as a reference for other writer or next researchers who want to know the cultural perspective of Buginese Accent in Intensive English Speaking.

The researcher expect that the result of this study can give a contribution to the world of education. The contribution is in the form of insight, thoughts and information regarding to the relation of Buginese Accent in Intensive English Speaking.

2. Practically

- a. For educator

Hopefully, the result of this study could give contributon to enrich their way in teaching English. Teachers or educator can use the result of this study as a reference to know more about Cultural Perspective of Buginese Accent and how far it can affect student's speaking skill so it could improve their teaching way in the classroom.

The researcher also intend to tell the educator teachers nor lecturer that they shall be aware of the students local language interference so they can give the best solutions for the students problem especially in Intensive English Speaking.

- b. For students

For the students, it will improve the students' speaking skill based on the information that are containing the relation of Buginese Accent in english Intensive speaking in this study. Furthermore, it helps them to understand and also intends to the students to know more about their speaking problems so they

can find out the easier way to improve student's speaking skill. Since it is very important to the students to be more aware of their first language disorders so that they can avoid interruptions when they speak in developing their english Intensive speaking skills. It is also help them to understand about.

**E. Scope of the Study**

This research is limited of the Second Grade's students at SMP Negeri 3 Marioriwawo. The discussion of the accent influence student's speaking skill in term of pronunciation and intonation. The accent is the part of Bugis tribe. It analyzed in the situation of classroom conservation nor casual conservation and doing interviews outside of the students' Bugis tribe to find out the relation of Buginess accent in Intensive English Speaking skill through students' cultural perspective.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Many previous related research have reported to reveal more identification successfully in Buginese Accent in English Intensive Speaking as follows, Yulianti (2019) found some point that become the casual influence of Buginese Accent toward speaking is because of the different phoneme produce between Bugis native and English native in some phoneme areas that caused the subject who is the native speaker sometimes difficult to pronounce English words. The result of this research also show that the different produce in some areas of phoneme between Buginese and English which interfere the students' English pronunciation in speaking or conversation, the subjects' environment, and the subjects' natural habit of speaking their first language.

The student's natural habit of speaking their local language with uses local accent causes they find difficult to adjust another accent, since it is in their own culture, stated that culture can be interpreted as a habit or behavior of a society. Interaction and communication each other affect the way the student speak english by showing their behavior in their presence. Therefore, if the students want to have more chance to speak English in proper pronunciation and good accent fluently they are supposed to be in area but theirs or find another person who is from another environment which is not from theirs to talk with.

Alexandra Kolesnikova et al (2021) conducted research about the impact of accent among non-native English speaking lecturers on student comprehension and attitudes. This study examined the attitudes of postgraduate biology students of three top-ranked Russian universities towards the foreign accents of non-native English-speaking lecturers. Fifty participants responded to a questionnaire, the main purpose of which was to explore the listeners' perceptions of professors' accents and their influence on

students' ability to concentrate on and comprehend the lecture material. The results of the study show Russian students' tolerant attitudes to foreign accents of non-native lecturers and demonstrate their readiness to comprehend non-standard English-medium speech of non-native representatives of the international natural sciences academic community.

Overall, this study demonstrated that a majority of study participants regard the presence of the foreign accent in speech of a non-native lecturer in their professional field tolerantly. This neutral attitude points to the students' probable readiness to comprehend non-standard English as a medium of instruction from non-native representatives of the international natural sciences academic community. However, the presence of native-speaker bias even in non-linguistic academic environments was also noted. It is hoped that with the continuous future spread of English as a lingua franca the native-speaker ideology will give way to an enhanced acceptance of academic professionals from a variety of L1 backgrounds in the eyes of university students so that greater learning may be the result.

Li-Li Lin (2008) stated that culture and language are linked together naturally, unconsciously, and closely in daily social lives. Culture affects language and language affects culture through daily behavior and conversation. The purpose of this paper is to investigate the relationship between language and culture in order to develop students' cultural awareness and to prepare teachers to teach foreign language effectively though cultural cognition in diverse classrooms. Language learning without cultural awareness is not adequate anymore for an increasing number of diverse people. As educators, effectively and successfully involving culture in teaching language and applying language in culture are already important missions and responsibilities.

Nur Phadhilah et al (2017) conducted research that aims to identify the causal factors of the English Students' Accent interference on the pronunciation of English conversation. The finding of the research showed that the different phoneme areas of Bugis-Speaker with English native

speaker in some areas of phoneme caused the native speaker of Kabupaten Bone sometimes difficult to pronounce English words and adjust the English accent well. Bugis-Bone is strong/heavy accent are the causal factors that become the interference when the students speak English in English conversation.

There are a lot of similarities among the previous related findings above that would support the references that would be used in this research. The first, third and the fifth research equally discuss the influence of one language accent on learning non-native speaker languages whether it includes pronunciation, behavior and so on. They also conducted research in the same tribe with the researcher would conduct research at, Buginese tribe area. The research conducted by Yulianti (2019) discuss about the influence of Buginese Accent toward Speaking English which is similar with the research of Nur Pahmi (2013). They both choose Buginese accent as influencing factor in English learning. The third research is a study used to examined students in Russian University and also talk about the impact of accent in their research.

The second and the fourth researches both discuss about the important role of cultural perspective in learning English as a foreign language. It stated in the third research the importance of linguistic cultural approach in exploring sociolinguistic landscape equally and contemporary aspects including languages spoken. It supported by the same idea in the fourth research that culture affects language and language affects culture through daily behavior and conversation. Language learning without cultural awareness is not adequate anymore for an increasing number of diverse people. Therefore the educators, effectively and successfully involving culture in teaching language and applying language in culture are already important missions and responsibilities.

The differences of the related previous researches above, the first research choose the influence of Buginese accent toward English speaking as general while the fifth research refers to look for the interference of Bugis



accent interference on more specific aspect of English speaking, the pronunciation. The third research is a study used to examined students in Russian University. It also took talk about the impact of accent in their research but not on speaking or pronunciation but on student comprehension and attitudes. The second and the fourth research both talk about cultural perspective. What the second research has assigned itself to do was to emphasize the importance of linguistic cultural approach while the fourth research investigate the relationship between language and culture to develop students' cultural awareness.

In learning foreign languages by local language speakers, it is very necessary to understand perspectives so that it is easier to learn English. By knowing the cultural perspective, non-native speakers can also be more aware of the problems encountered in speaking English and avoid them in order to improve student's speaking skills. Therefore, The researcher take the previous findings as references in taking the research because It presents some related information and topic of the recent study. It is intended to provide some theoretical concepts which is could support this observe of the research.

## **B. Some Pertinent Ideas**

### **1. Culture**

Goodenough (1997, as cited in Kuang, 2007) defines culture as consisting of "whatever it is one has to know or to believe in order to operate in a manner acceptable to its members. Culture is not a natural phenomenon; it does not consist of things, people's behavior or emotion. It is rather an organization of these things. It is the form of things that people have in mind, their models of perceiving, relating and interpreting them." (p.75). Rivers (1981) stated that culture involves "Children growing up in a social group [learning] ways of doing things, ways of expressing themselves, ways of looking at things, what things they should value and what things they should despise of or avoid, what is expected to them and what they may have expected of others. These attitudes, reactions, and unspoken assumptions become part

of their way of life without their being conscious of them.” (p. 316). Pu (2002, as cited in Muir, 2007) also divides culture into the following three levels:

- a. High culture, including politics, philosophy, education, literature, art, etc.
- b. Deep culture, including sense of value, mode of thinking, code of conduct, religious beliefs, criterion of morality, etc.
- c. Popular culture, including the patterns of customs, ceremony and propriety of social contact, way of life, family patterns, and even concrete catering culture, tea culture, football culture, etc (p. 38).

In fact, culture is the predominant part of our life; it is not only related to our living experiences, but also influences communication while we are growing up and learning to use language in encounters with different people. Kuang (2007) indicated that “Language is the carrier of culture and culture is the content of language. There is no language without culture content” (p.75). Moreover, Brown (2007) also mentioned that “A language is part of culture, and a culture is a part of a language” (p.133). Thus, knowing the relationship between culture and language will help remind both teachers and students the importance of the role of cultural context in foreign language learning.

## 2. Definition of Cultural Perspective

Cultural perspective or Cultural viewpoint is viewing a condition, position or situation by using the perspective individual's native environmental and social impact. This is a crucial issue in social sciences since it is critical to evaluate how an individual or group perceives something in light of their cultural and societal standards. Cultural perspectives, according to McGill (2016), are how our culture influences how we learn and think. Cultural perspective refers to a point of view or point of view that is influenced by one's culture.

Language, art, social conventions, and social institutions all play a part in shaping an individual's perception, behavior, and

personality. Cultural viewpoint, according to Hayes (2016), relates to how a person is influenced by their circumstances, as well as social and cultural elements. Nationality, race, and gender are examples of such criteria. It is very crucial to cultivate a cultural perspective nowadays in order to create more adaptable skills that we need in this modern era. Cultural perspective plays a big role in learning a language. Cultural perspective refers to the way that individuals are shaped by their environments as well as social and cultural factors. This is important to consider how a person or group may perceive something based on the cultural and societal norms that they are used to.

Every individual has a unique cultural background, which includes values, beliefs, norms, traditions, and life experiences that shape their understanding and world view. Cultural perspectives influence how we perceive and understand the world around us. This includes how we interact with others, understand problems, make decisions, and interpret certain events or situations. Cultural perspectives influence our perceptions of time, space, social relations, hierarchy, justice, and many other aspects of life. Cultural perspectives also include interpretations of language, symbols, and human behavior.

Every culture has different norms and conventions in communication and social interaction. A cultural perspective helps us understand why people behave and communicate the way they do, and provides a context for interpreting and responding appropriately. It is important to remember that cultural perspectives are not absolute and can differ between individuals within the same culture. However, having an understanding of cultural perspectives helps us to be more sensitive and respectful of differences, encourages effective communication and mutual understanding between cultures, and promotes inclusion and cooperation.

In the context of learning a foreign language, having a strong cultural perspective allows us to better understand the cultural context

behind the language being learned. This helps us appreciate and interpret language more deeply, understand different communication habits, and become more competent in interacting with native speakers of languages from different cultures. In summary, a cultural perspective is a perspective that is influenced by one's culture, and understanding it is important for enhancing cross-cultural understanding, effective intercultural communication, and respect for the cultural diversity that exists in this world.

### 3. Accent

#### 3.1 Definition of Accent

Accent as in Oxford Students' Pocket Dictionary (2009: 2) is described as an individual way of speech or local/national speaking. Accent mostly defined as same description as dialect. People may think that their dialect is also their accent. These words refer to a certain way of speaking a language, resulting in being used interchangeably. Accent is the regional or social varieties which related to the sound level as phonology aspect where then affected to the social group high prestige. Thus, to be described it clearly the researcher take some definitions of some sources:

According to Trudgill in McGee (2009 : 168) accent specifically refers to the pronunciation of a speaker. It is possible to speak one dialect with a variety of accents. While Standard English" may be linked with the Received Pronunciation (RP) accent, it is spoken in other accents by English speakers regionally in England and in other parts of the world. The previous explanation definition of it must be clearly take us in understanding of what accent is. Some sources, whether it is in book, journal, thesis, and so on, Written by some linguistic and professional researchers may have their own accent based on the findings. Thus, this research may give definition based on the previous definitions that accent refers the sound level like pronunciation. It is related to the way

people speech in which it is different as its level users in social group. Also, accent can be defined as its form in the term of segmental.

An accent is a way of pronouncing a language. Considering that all of us speak in distinctive ways, it is reasonable to assume that there are endless types of accents in the world, or even inside a country or region. Let's think of the United States of America, for instance. English might be the most commonly used language, but the way people speak in Texas has nothing to do with the way people talk on the West Coast.

According to the sociolinguist definition, an accent is "a manner of pronunciation peculiar to a particular individual, location, or nation." While an accent uniquely refers to how people pronounce words, a dialect is defined as "a regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary." Dialects are, therefore, way closer to the concept of language than accent. In fact, to avoid the messy connotations of these two terms, many modern linguists are now using the word "variety" instead. The word refers to variation in the language, and it is used to group linguistic clusters in a more exacting way.

Accent is a unique way of pronouncing a word that is specific to a person, place, or country. Accent mostly defined as the same description as the dialect. People may think that their dialect is also their accent. These terms refer to a specific method of speaking a language and are therefore interchangeable. People can distinguish a dialect from another dialect of a given language in lexical and phonological terms. Dialect, according to Asdam (2012), refers to the language variations of social groups. Whereas, according to Seidlhofer and Dalton (2001), accent refers to regional or social varieties which related to the sound level as a



phonological component and are then influenced by the social group's high status.

Accent is a distinctive pronunciation by a person. According to KBBI, the four meanings of the word accent are:

- a. the sound stress in a word or syllable
- b. a distinctive pronunciation that characterizes a person; accent;
- c. pressure
- d. diacritical marks.

The things that make up the accent are:

- a. geographic origin : a person's geographic location can affect their accent. Each region has its own characteristics in the pronunciation and intonation of the language which can form a distinctive accent from that area. For example, the Bugis accent originates from the South Sulawesi region of Indonesia.
- b. Social class and socio-economic conditions
- c. Culture and ethnicity : a person's cultural and ethnic background can also influence their accent. Speech and intonation patterns of a language are often closely tied to specific cultures and ethnic identities. For example, an Indian English accent or a Mexican Spanish accent have distinct characteristics.
- d. Age : a person's accent can change with age. During the period of language development, children tend to adopt and adapt accents from their environment. However, the accent formed at an early age can continue and be maintained in adult life.
- e. Mother tongue influence or language exposure : language exposure from birth and experience in communicating with native speakers of a particular language can influence a



person's accent. People who frequently interact with native speakers of a language tend to adopt and adapt their pronunciation patterns.

The accent that is owned affects the way a person pronounces, even though the grammar and vocabulary are the same. We often hear people say that someone has an *accent* as if it was a striking characteristic. Roberto Rey Agudo, Language Program Director for Spanish and Portuguese at Dartmouth College, defends that, from a sociolinguistic point of view, having no accent is plainly impossible.

We all have an accent, whether we realize it or not. In fact, many of us even have a few different accents, depending on our linguistic repertoire. Accents are a result of how, where, and when we learned the language we are speaking. Therefore, the premise that people can speak a language without any accent is a deceitful one. Accents are inevitable. But they are also way more complex than what meets the eye (or, in this case, the ear).

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many modern linguists are now using the word “variety” instead. The word refers to variation in the language, and it is used to group linguistic clusters in a more exacting way.

### 3.2. Types of Accent

#### 1) Foreign Accent

A foreign accent occurs when someone pronounces a language the way another language is pronounced. A foreign accent, which occurs when we speak one language using some of the rules or sounds of another one. For example, someone has difficulty pronouncing certain sounds in another language that is not his native language. He then replaces the sound with a sound that is easier for him to pronounce. For native speakers, this "wrong" sound will sound foreign.

#### 2) Local Accent

This accent shows the difference in how someone pronounces their mother tongue. The accent arises because of differences in geographic residence and social class. It also can be determined by our region, ethnicity, or social group. Those who live in the same geographic group and social class generally use similar accents. This sets them apart from people from other groups, even though they share the same mother tongue.

The accent comes from our living (and learning) circumstances. When speaking a foreign language, our accent is influenced by the structure and sounds of your native language, which is why it is usually more noticeable. For example, if we are a German trying to learn English, we are likely to have trouble with the sounds found at the beginning of the words *wish* and *this*, because they don't exist in German.

In short, people have different accents because they have different heritages. Sound patterns also differ from

language to language, but they can also vary within the same language as Canadian English and South African English. As many studies conclude, even ethnicity, class, gender, sexuality, and age can all affect language usage.

Virtually all languages have some kind of accent variations. English, for instance, being the most widely spoken language in the world, has many known accents, from Australia to Canada. Even inside these countries, many different accents can be found. Undoubtedly Mandarin and Spanish, which also have millions of native speakers. Now, in terms of popularity, studies have found that British is the most likable accent globally. According to Manchester University data, 45% of respondents stated that they enjoy hearing their native language spoken with a British accent.

### 3.3. Aspect of Accent

#### 3.3.1. Intonation

Intonation, in phonetics, the melodic pattern of an utterance. It conveys differences of expressive meaning (e.g., surprise, anger, or delight), and it can also serve a grammatical function. Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation. **Intonation** is the way the voice rises or falls when communicating. In short, it is the music of speech.

It focuses more on how you say it rather than what is being said. This is important in English communication because sentences may vary in meaning depending on the intonation. It also yields dynamics on your speech and makes it more compelling to hear. Intonation refers to the melody or pitch changes used in speech to convey meaning. It can include changes in pitch, tone, and stress within a sentence or phrase. Intonation is particularly

important in conveying emotions and attitudes in speech. For example, a high-pitched, excited intonation might be used to convey enthusiasm or joy, while a low, monotone intonation might be used to convey boredom or disinterest.

Without the proper use of intonation, people have often misunderstood in their day-to-day life let alone when it comes to speaking in formal settings or delivering a public speech. Decoding the speech of someone who completely avoids the correct usage of tones is often too hard to carry out a smooth communication. That is why it is absolutely monumental for second language users to learn and practice correct intonations. New users or learners of a language would take some time to get used to the intonations used in it but listening to native speakers and practicing to imitate similar speech delivery.

Intonation is absolutely imperative for effective communication. Learning to use them accurately would have a direct effect on the language you are using and the fluent communication in it. Following the above article thoroughly must clear most of your confusions regarding intonation in the English language and how you can use them without making too many mistakes.

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

#### **a. Falling Intonation (↘)**

Falling intonation is the pitch of the voice falls at the end of the sentence. Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations

##### **1) Statements**

- a) I'll be back in a ↘ minute.
- b) She doesn't live here ↘ anymore.
- c) Dad wants to change his ↘ car.
- d) I'm going for a walk in the ↘ park.

## 2) Commands

- a) Write your name ↘ here.
- b) Leave it on the ↘ desk.
- c) Take that picture ↘ down.

## 3) Wh-questions (requesting information.)

Wh-questions are begin with 'who', 'what', 'why', 'where', 'when', 'which', and 'how').

- a) Where do you ↘ work?
- b) When does the shop ↘ open?
- c) How many books have you ↘ bought?
- d) Which coat is ↘ yours?

## 4) Questions Tags that are statements requesting confirmation rather than questions.

Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

- a) He thinks he's so clever, doesn't ↘ he?
- b) It doesn't seem to bother him much, does ↘ it?

## 5) Exclamations

- a) That's just what I ↘ need!
- b) What a beautiful ↘ voice!
- c) That's a ↘ surprise

## b. Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.) Rising intonation invites the speaker to continue talking. It is normally

used with yes/no questions, and question tags that are real questions.

### 1) Yes/no Questions

(Questions that can be answered by 'yes' or 'no'.)

- a) Do you like your new ↗ teacher?
- b) May I borrow your ↗ dictionary?
- c) Do you sell ↗ stamps?

### 2) Questions tags that show uncertainty and require an answer (real questions).

- a) We've met already, ↗ haven't we?
- b) You like fish, ↗ don't you?

### c. Rise-Fall Intonation (↗↘)

The intonation rises and then falls. We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

#### 1) Choices (alternative questions.)

- a) Are you having ↗ soup or ↘ salad?
- b) Does he speak ↗ German or ↘ French?

#### 2) Lists (rising, rising, rising, falling)

Intonation falls on the last item to show that the list is finished.

- a) We've got ↗ apples, pears, bananas and ↘ oranges
- b) The sweater comes in ↗ blue, white pink and ↘ black.
- c) I like ↗ football, tennis, basketball, and ↘ volleyball.
- d) I bought ↗ a tee-shirt, a skirt and a ↘ handbag.

### 3) Unfinished thoughts (partial statements)

In the responses to the following questions, the rise-fall



intonation indicates reservation. The speaker hesitates to fully express his/her thoughts.

- a) Do you like my new handbag? Well the ↗ leather is ↘ nice... ( but I don't like it.)
- b) What was the meal like? Hmm, the ↗ fish was ↘ good... (but the rest wasn't great).

#### 4) Conditional Sentences

(The tone rises in the first clause and falls gradually in the second clause.)

- a) If he ↗ calls, ask him to leave a ↘ message.
- b) If you have any ↗ problems, just ↘ contact us.

#### d. Fall-Rise Intonation (↘↗)

(The voice falls and rises *usually within one word*.) The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

##### 1) Hesitation/reluctance:

- a) So you'd be willing to confirm that? ...Well ...  
I ↘ sup↗pose so ...
- b) You didn't see him on Monday? I don't  
quite ↘re↗member ...

##### 2) Politeness-Doubt-Uncertainty: (You are not sure what the answer might be.)

- a) Perhaps we could ↘vis↗it the place?
- b) Should we ↘cop↗y the list?
- c) Do you think it's ↘al↗lowed?

#### 4. Buginese Language

Buginese language is one of the languages spoken by the Buginese (Bugis people) in South Sulawesi, Indonesia. Bugis language has the most speakers in South Sulawesi of the various regional languages spoken. This language spoken by Bugis Tribe which belongs to the Austronesian language family and has several different dialects depending on the geographical area, such as the Wajo, Bone and Selayar dialects. This language is widely spoken in South Sulawesi, especially in the districts of Maros, Pangkep, Barru, Majene, Luwu, Sidenreng Rappang, Soppeng, Wajo, Bone, Sinjai, Pinrang, City of Parepare and several districts of Enrekang, Majene and Bulukumba.

The Bugis area is geographically located on the southwestern peninsula of Sulawesi and encompasses numerous districts. The area's use of the Bugis language they speak in a variety of dialects that reflect the region's characteristics and local wisdom. The Bugis language is divided into several accents. Like the Pinrang accent which is similar to the Sidrap accent. But Bone accent similar with Soppeng accent, Wajo accent, Barru Accent, Sinjai Accent and many more.

According to Mattulada (1982), the city's population consists of Sulawesi locals and immigrants from other Indonesian ethnic groups who have resided in the capital for many generations. The original population of South Sulawesi consists of four primary ethnic groups: Buginese, Makassarese, Torajanese, and Mandarese. Each ethnic group has their own language. Buginese, Makassarese, Torajanese, and Mandarese are among the languages spoken.

As stated by Mahmud (2005) Bugis people are bilingual. They have two main languages. The first is Bugis, which is their traditional language, and the second is Indonesian, which is their national language. Bugis is the primary local language in each of my fieldwork locations. Furthermore, residents speak Indonesian. Interestingly, Bugis speakers' Indonesian is not usually the conventional formal Indonesian.

Bugis people also generally employ a mixed language, either Bugis with Indonesian, in which Bugis is the primary language with some added Indonesian, or Indonesian with Bugis, in which speakers mostly use Indonesian with some Bugis expression. In other words, the Indonesian used here is influenced by the native Bugis dialect and is particularly common in South Sulawesi. This is easily distinguished by the usage of Bugis suffixes such as *ki*, *-ko*, *na-*, *-ji*, *-mi*, and so on. This Indonesian is prevalent not just in Bugis settlements in South Sulawesi, but also in other places of Indonesia where Bugis people live. Other South Sulawesi ethnic groups, such as the Makassar, Mandar, and Toraja, utilize this hybrid Indonesian language.

The Bugis language has a unique and distinctive writing system, namely using the Lontara script. This was used to write Bugis before the introduction of the Latin script or as called as alphabets. The Lontara script consists of 23 consonants and 6 vowels, as well as several punctuation marks. It has a distinctive letter shape and is usually written from left to right. This writing system has been used since the 14th century and is still maintained by some Bugis people. The structure of the Bugis language has its own characteristics. Like most languages in Indonesia, Bugis also has a grammar with subject-predicate-object order.

Over the last few decades, the Bugis language has experienced a decline in usage along with the development of Indonesian and the dominance of English usage. However, efforts to maintain and promote the use of the Bugis language have been made through formal education, media, and cultural activities. The Bugis language has an important value as one of the cultural heritages of the Bugis tribe. Even though some younger generations may not be fluent in Bugis, efforts to learn and preserve this language are still important so that the traditions and cultural identity of the Bugis tribe are maintained and passed on to future generations.

## 5. Buginese Culture

### 5.1. Politeness

Polite behavior is closely related with the culture and language of an ethnic group. These two things cannot be separated between one another. Language is a reflection of culture. On the contrary, culture is a value, a principle that can be believed to be true in something community of speakers of a language, and can be a guide in interacting and communicate. The culturalists view that The Indonesian nation consists of various The ethnic groups in this archipelago are rich in values noble personality as an inheritance value past culture. Accumulation of values sublime is shown and can be strengthening the identity of the Indonesian nation, as a multilingual country, and have polite and civilized society High however, in a different era and this reform, politeness in public language Indonesian people tend to decline.

Starting from that reality, This form of language politeness needs to be studied more in-depth and comprehensive, in order can be used as character building material based on local wisdom. Effort is expected can lead to self-reinforcement and courteous manners especially in the Soppeng Buginese community based on their culture. Watts (2003:32) reveals that the word 'polite' comes from lexeme 'polite' (English), equivalent to Latin /'politus/ (past tense participle) which means smooth (polish). In French the word polite is the same with the term poly (past participle form from the verb to polish 'refined') (France 2005:63) modesty is self-control and social control. In Buginese language is called *pangngaderen* or *ampe madeceng* 'polite behavior'. The characteristic behavior of a person's politeness is equivalent with social correctness or the acceptability of behavior in context social interaction (Cummings, 2005).

Examines linguistic phenomena Buginese viewed from the point of politeness language cannot be separated from the mirror of meaning Speech is associated with events and speech situation, and interpretation of meaning related to with cultural norms and principles itself. In this research meaning siri' culture and the meaning of 3S culture as central values in Buginese society. In Buginese ethnic culture It seems that the politeness phenomenon discussed above can be observed comprehensively through the meaning of value siri' culture which is elaborated in three cultural subsystem, namely *sipatangngari*, *sipakaraja*, *sipakatau* (Mattulada, 1997).

## 5.2. Siri' Na Pacce

Siri na pacce is a philosophy of life held by the Buginese-Makassarese people. The values in this philosophy are always maintained by the Buginese-Makassar community in the order of life. Siri na pacce is often expressed by the Buginese-Makassar people. This is to remind the Buginese-Makassarese identity of the meaning of siri na pacce. The Siri Na pacce culture in the life of the Buginese-Makassar tribe is one of the supporting factors for maintaining the value of human solidarity. So that siri na pacce cannot be separated in the life of the Buginese-Makassar people.

Siri is a Makassar language which means shame. Meanwhile, pacce is a just and civilized sense of humanity, a spirit of self-sacrifice, hard work, and never giving up. Siri na pacce builds a deep meaning from the two words. It was explained in the Journal of Anthropology: Socio-Cultural Issues, Andalas University, entitled "Siri' Na Pacce and Sipakatau Culture in Social Interaction in South Sulawesi Communities" that in Makassar society there is an expression that reads "punna tena siriknu, paccenu seng pakania" which means otherwise there is your siri', pacce is what you hold on to. This expression illustrates that siri'



and *pacce* always go hand in hand as an inseparable unit. For the Buginese-Makassar people, if *siri* and *pacce* as a way of life are not shared by someone, then that person is nothing more than an animal. This is because they are considered to have no *siri* or shame and do not have an element of *pacce* or social concern.

There is a firm concept in the *siri na pacce* culture held by the Buginese-Makassar people. *Siri* has three meanings, namely shame, encouragement to destroy anyone who harms honor, and encouragement to work and try as much as possible. Apart from that, *siri* also acts as a restraint for the Buginese-Makassar people not to carry out acts of persecution that are prohibited by customary rules. Meanwhile, *pacce* means feelings of sadness and sadness when fellow members of the community, family or friends suffer misfortune. So that it creates solidarity for those who are struck by misfortune.

It is this social solidarity that seeks moral resources to form a social order in society. So that *pacce* functions as a tool for raising unity, solidarity, togetherness and humanity and also provides motivation to try even in very complicated and dangerous situations. Based on some of these things, *siri na pacce* is used as a way of life by the Buginese-Makassar community to foster a positive attitude. In addition to making life more useful and meaningful.

## **6. Intensive English Speaking**

### **6.1. Definition of Speaking**

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language „on the spot“ while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.



Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13) Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas.

Making vocal sounds is the act of speaking. Speaking can be defined as conversing or expressing one's thoughts and feelings through spoken words. One of the four language abilities is speaking. According to Harmer (2007), if students want to speak English, they must be able to pronounce words correctly. They must also grasp intonation and conversation, whether it is transactional or interpersonal.

Speaking is defined in a variety of ways by various specialists. Speaking, according to Chaney (1998), is the process of creating and sharing meaning in a range of circumstances through the use of verbal and nonverbal symbols. According to Huebner (1960), speaking is a talent that is employed in everyday communication, whether at school or outdoors. Many repetitions are required to master the skill; it is essentially a neuromuscular rather than an intellectual process. It contains information on how to send and receive messages.

Any communication or conversation, according to Doff (1987), involves two people exchanging information or having a communication or conversation requirement. Tarigan (1985) defines speaking as "the ability to make articulation, sounds, or words in order to convey, explain, exhibit, and contemplate about ideas, teachings, and sentiments." Furthermore, speaking is a talent that has become a vital part of daily life, according to Harmer

(2007), because it is the way by which people form social relationships as human beings.

Speaking is the most significant ability of language, according to the definitions above, because it entails transmitting ideas, emotions, or feelings to others through the use of words or sounds of articulation in order to enlighten, convince, or entertain them.

## **6.2. Intensive English Speaking**

Intensive speaking refers to a focused and concentrated approach to improving one's speaking skills practice in a language learning context. It involves dedicated and extensive practice of speaking, often in a structured and controlled environment, with the aim of improving fluency, accuracy, confidence and overall proficiency in spoken English. In an intensive speaking program or activity, learners engage in various activities and exercises that target specific aspects of speaking tasks and exercises. These activity are designed to develop their ability to express themselves fluently, communicate effectively in real-life situations, enhance vocabulary usage, use appropriate vocabulary, pronunciation, grammar, and overall communication skills in English.

Intensive speaking activities aim to provide learners with a supportive and structured environment that encourages them to practice speaking extensively, take risks, and build confidence in their spoken language abilities. Overall, intensive speaking activities are designed to accelerate the development of speaking skills by providing learners with ample opportunities for practice, feedback, and improvement. They can be particularly effective in language immersion programs or intensive language courses where the primary focus is on developing oral communication abilities.

English intensive speaking programs are often immersive and provide learners with ample opportunities to practice speaking in

authentic contexts. They focus on building both linguistic and communicative competence, enabling learners to communicate effectively and confidently in English-speaking environments. It's important to note that English intensive speaking programs can be tailored to different proficiency levels and individual goals. The intensity and duration of the program may vary based on the learners' needs and preferences. Some common features of English intensive speaking programs include:

a. **Conversational Practice**

Learners engage in extensive conversations with teachers or peers to improve their ability to express themselves fluently and effectively. These conversations may revolve around various topics, including everyday situations, current events, or specific themes related to the learners' interests or goals.

b. **Role-plays and Simulations**

Learners participate in simulated conversations and role-plays to practice specific language functions or scenarios. This helps them develop the skills to handle real-life situations, such as job interviews, customer service interactions, or social gatherings.

c. **Debate and Discussion**

Learners engage in debates, group discussions, or presentations where they express their opinions, provide arguments, and engage in meaningful exchanges of ideas with others. This fosters critical thinking, persuasive speaking, and the ability to engage in intellectual discourse in English.

d. **Pronunciation and Speaking Drills**

Intensive speaking programs often include drills and exercises to improve pronunciation, intonation, stress patterns, and other aspects of oral communication. These drills help learners

develop clear and accurate pronunciation, allowing them to be better understood by native English speakers.

**e. Fluency-building Activities**

Learners participate in activities designed to enhance fluency and spontaneity in English. These may include timed speaking exercises, rapid-fire question-and-answer sessions, or improvisational activities that encourage quick thinking and response.

**f. Error Correction and Feedback**

Feedback plays a crucial role in English intensive speaking programs. Learners receive regular guidance and correction from teachers or language coaches to improve accuracy, grammar usage, and sentence structure. This helps learners identify and address specific areas for improvement.

### **6.3. Problem in Speaking**

Speaking a foreign language such as English requires more than knowing grammar but also the use of English in a real context. Hayriye in Fitriana (2015:4) states that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication. Speaking problems are some problems that make someone lacks of speaking ability.

According to Doris and Jessica in Fitriana (2015:4) language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons wh the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

Another problems that may become a barrier for the students to become a good English speakers is the psychological problems. psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may influence students performance in their speaking. This emphasizes that psychological problems also affect students performance in speaking.

## **7. Pronunciation**

### **7.1. Definition of Pronunciation**

Pronunciation is the way in which a particular word is spoken as in Oxford Learners' Pocket Dictionary (2009: 352). According to Yates (2002) in Permana (2014) pronunciation refers to the speaker sounds production. Cook in Safa (2004:9) stated that pronunciation deals with a set of habit to produce sound of language. In other views, Jusman (2014:10) defined that pronunciation refers to the ability of producing comprehensible articulation. Based on the previous statements, the definition of the pronunciation is very closely related to a way of producing sound.

### **7.2. Elements of Pronunciation**

Another definition comes from Hornby in Padhilah (2017: 15), that describe pronunciation in three part, namely: Pronunciation is the way in which a language is spoken, Pronunciation is a persons' way to speak words of language, Pronunciation is the way a word is pronunciation.

They are classified according to the place of articulation, as follows:

- a. The sound is Bilabial when the lips are pressed together.
- b. Labiodental is produced, when the lower lip is pressed to the upper teeth.

- c. Interdental is made by situating or placing the tip of tongue between the teeth.
- d. The tip of tongue touching or near the inner ridge of the gums of the upper front teeth, producing an alveolar.
- e. The body of tongue raised against the hard palate (palatal).
- f. The back part of the tongue (the dorsum) against the soft palate (velar), that released using the glottis.

Beside the point of articulation, there is a manner of articulation, the first is Stops are produced by blocking the breath stream, then releasing it abruptly. The stops which evenly divided among three place of articulation. Then Affricates are the complex sounds that merge a stop and a fricative. Fricatives are produced when one of the articulators is brought close to one of the points of articulation which creates the narrow opening. Then, a friction is created when the air stream forced through this opening. Fricative occurs at four points articulation: interdental (θ) and (ð), labiodental f and v, alveolar s and z, and alveo-palatal š and ž. 4) Liquids are the sound l and r.

The word “liquid” is a cover term used to group together two sounds which pattern similarly in many respects. Nasal is situated when the air escaped through the nose. The nasals at various points of articulation in the oral cavity are: (m) is a bilabial nasal, (n) is an alveolar nasal, and (ŋ) is a velar nasal. Glides are sound which provide transitions to or from other sounds. They occur through vowels at the end of such word as my, now, and show. My with (ə) (y) glide; show with a ʊ glide; y and w glide are sometimes called approximates because of the articulatory action taken in producing them.

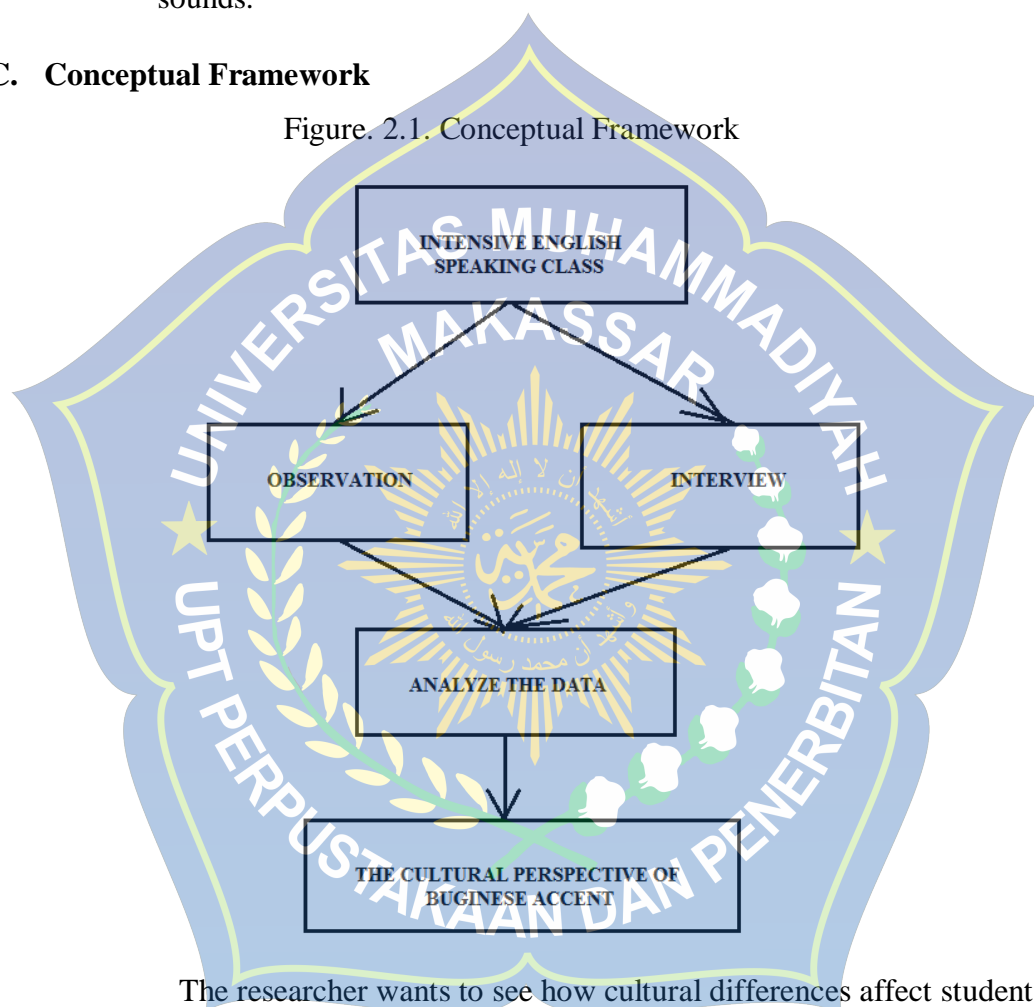
Vowels are voiced continued with no interruption in the flow of air through the oral cavity. The vowels in English are voiced.



The vowel sounds have different results as the changing of the mouth shape which is associated with a different configuration of the tongue and lips. It refers to stress and intonation. They relate to aspects of pronunciation that go beyond the production of individual sounds.

### C. Conceptual Framework

Figure. 2.1. Conceptual Framework



The researcher wants to see how cultural differences affect students in SMP Negeri 3 Marioriwawo in learning English, especially in speaking because many student from local region face difficulties to speak English. To achieve the objective of this study, the researcher obtain the data when Intensive English Speaking Class by used observation. After get the data, the researcher continue to dig more information by conducting an interview. After that, the researcher anylized the data to get the result of the research, The cultural perspective of Buginese accent in Intensive English Speaking.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research uses descriptive qualitative research methods which is focus of qualitative phenomena that involved the quality or sort something. The descriptive approach is used to explain, describe, and analyze the phenomena that occur behind the data. According to Sutopo (2002: 33), the data analysis in the descriptive technique is factual and objective naturally. This signifies that the researcher employs a set of processes for issue solving based on real information. This study fits into the category of case study.

Because the data to be investigated the cultural perspective of Buginese accent in intensive English speaking, the researcher chooses this method. The researcher also applied this method to take data because it is comparable to collect data from cultural perspective of the students. With this method, it is hoped that researchers can capture the complexity of the case.

#### B. Research Variables

There are two variables in this research. The first variable is influencing the second variable. The first variable of this research is the cultural perspective of Buginese accent and the second variable is Intensive English Speaking.

#### C. Research Subject

The subject research is the Second Grade Student in SMP Negeri 3 Marioriwawo. The Reserarcher choose class VIIIA as the sample from all of the Second Grade Students in SMP Negeri 3 Marioriwawo. The subject of research refers to those who are involved in this study. The researcher conducted this study at SMP Negeri 3 Marioriwawo which running in the 8<sup>th</sup> grade with a total of 29 subjects. The subject in this research was from the

VIIIA. The main requirement criteria that researcher observed is the student as follows:

1. Can speak Buginese
2. Use Buginese as their main language
3. Born in Buginese environment
4. Live and grew up in Buginese Environment
5. Studying English at the school

#### **D. Research Instrument**

Research instrument is instrument to collect the data in a study (Moleong, 2004: 168). In this study, the research instrument is the researcher themselves who act as planners, decision data analyzer, interpreter and also the reporting the results of the research. In this study, the researcher uses two instruments, observation process and interview.

##### **1. Observation**

Observation is the technique of collecting data by seeing the phenomenon deeply and giving the evidence of it. According to McMillan and Schumacher (2010) states that observation is a way for the researcher to see and hear what is occurring naturally in the research site. The activity of this technique is observing the student's when they speak. The researcher use recording tool in smart phone to collect the data of observation.

##### **2. Interview**

As Berger said (in Kriyantono, 2020, p. 289) interview is a conversation conducted by researchers or people who hoping to get information, and informants are people who considered to have important information about an object. According to Kriyantono (2020, p. 290) in research activities can found several types of interviews, namely preliminary interviews, structured interviews, semi-structured interviews, and interviews in depth (depth interview). In this study the authors also used In-depth Interviews or interviews to

obtain information from participants and informants who have been determined by the author.

According to Kriyantono (2020, p. 291-293) in-depth interviews is a method of collecting data and information carried out face-to-face with informants in order to get complete and in-depth data. When conduct in-depth interviews, the interviewer relatively does not have control over the response of the informant, meaning that the informant can free to answer. The task that the researcher has to do is ensure informants are willing to provide answers that are complete, in-depth and if necessary nothing is hidden. This matter can be achieved by trying this interview takes place informally like having a normal conversation or chatting.

The researcher used semi-structured interview to know students' add the data that researcher need after doing the observation of their speaking in the Class. The researcher used the interview guide whih is adapted by the previous research conducted by Yulianti (2019). This interview session was supported by tape recorder, camera, and notebook. The objective of this sort of interview was to expose issues more openly, in which the participants are asked for their own opinion. Semi-structured interviews allow people to answer questions more openly than the standardised interview, but still provide a good framework for comparability. In this research, the interview script was used a set of standard questions after reviewing at related research.

#### **E. Data Collection**

Technique of collecting data is the way to collect the information and facts in order to get the data of the research. Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. In a qualitative research, data can be taken from archival documents, written or

oral expressions of people or their behavior, etc (Moleong, 2010:157). Data for this study were collected through observation and interview.

Data from the field obtained with observations of this research were the raw material to get accurate results. Data collection techniques by looking for additional information, namely observing the environment in SMP Negeri 3 Marioriwawo especially in Second grade students which runs from 6 Oktober to 13 Oktober 2023. Observations made by looking directly on Buginese-speaking students in English subject from class VIIIA when there is English speaking practice. Furthermore as 28 people were obtained and they are all grew in Buginese-Soppeng environment.

Then the documentation and interviews of students were carried out on informants when recording while conducting interviews. The interview process of this research lasted for a week to obtain the data and information that the researchers wanted to conduct direct interviews with all student in the class as informants who came and grew up in the Bugis tribe and were fluent in Buginese. Obtained from the result of Observation partly contain the strong influence of an accent in English in the Bugis accent itself.

## **F. Data Analysis**

Data analysis technique is that the process of collecting data systeatically to facilitate researchers in obtaining conclusions. Conclusions are easily obtained when the inforation analysis technique is correct. According to Miles and Huberan (1994, p:10) analysis consist of three activities that occur siultaneously : data reduction, data display, conclusion drawing/verification. Regarding the three lines are discussed further as follows :

### **1. Reducing the data**

Data reduction can take several forms, including selection, summary, or paraphrase, as well as being absorbed into a wider pattern. The researcher used a coding system during the data processing phase. The process of assigning labels and segments to the

descriptive or inferential data gathered throughout the study. It can make the researcher easier to pick and categorize data from the data sheet, as well as to assist the researcher in arranging and classifying the data.

## 2. Data Display

The researcher analyzes the data after gathering and decreasing the data. To guide matrices to the conclusion, display the data in an organized and compressed style. Qualitative data can be displayed in a variety of ways, including graphs, charts, and networks. The data will be presented in the form of a table and descriptions in this study.

## 3. Conclusion Drawing

The researcher used a portion of the data to figure out how different sorts of speech acts and speech acts are used in the teaching learning process. The goal of percentage calculations is to round off the results so that readers may quickly and readily determine the exact proportion of each discovery in relation to the others. According to Sugiyono (2014: 170), the analysis is based on percentages.

The percentage used formula:

$$P = \frac{F}{N} \times 100\%$$

Notes :

P = percentage

F = frequency

N = the sum of the frequency



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This session presents the results of the study. The result and finding design to answer the research problems, how is the role of Buginese Accent in Intensive English speaking, and its influences in term of pronunciation and intonation. The results of the research presented in the form of own Buginese accent data in speaking English.

#### 1. Buginese accent causes difficulty on student's English speaking in term of Pronunciation because the different phonemes between English and Buginese

Table. 4.1. The Result of Subjects' in Pronouncing Some Words

Word	Native Transcriptions	Students' Transcription		Status
		Word	Sounds	
Shy	/ʃaɪ /	/ʃɪ/	/sɪ/ = /i:/	incorrect
		/saɪ /	/ʃ/ = /s/	incorrect
		/ʃeɪ /	/aɪ/ = /eɪ/	incorrect
		/si:/	/ʃ/ = /s/, /aɪ/ = /i:/	incorrect
		/seɪ /	/ʃ/ = /s/, /aɪ/ = /eɪ/	incorrect
Say	/seɪ /	/saɪ/	/eɪ/ = /aɪ/	incorrect
Pen	/pen/	/pen/	Acceptable	correct
		/pæn/	/e/ = /æ/	incorrect
Pan	/pæn/	/pan/	/æ/ = /a/	incorrect
Bad	/bæd/	/bed/	/æ/ = /e/	incorrect
Bed	/bed/	/bed/	Acceptable	Correct
		/bəd/	/e/ = /ə/	incorrect
Now	/nau/	/nou/	/a/ = /o/	incorrect
Know	/nəu/	/knou/	Sound /k/ exist,	incorrect
			/əu/=ou/	

them	/ðəm/	/ dəm/	/ð/ = /d/	incorrect
		/tem/	/ð/ = /t/, /ə/ = /e/	incorrect
		/dem/	/ð/ = /d/, /ə/ = /e/	incorrect
The	/ðə/	/ðɪ/	/ə/ = /ɪ/	Incorrect
		/əə/	/ð/ = /t/	incorrect
		/te/	/ð/ = /t/, /ə/ = /e/	incorrect
Think	/əɪŋk/	/tɪŋk/	/ə/ = /t/	incorrect
		/tɪŋ/	Without /k/	incorrect
		/əɪm/	/ŋ/ = /n/, without k	incorrect
Take	/teɪk/	/take/	Read like Bahasa	incorrect
		/tek/	/eɪ/ = /e/	Incorrect
Put	/pʊt/	/pʊt/	Acceptable	correct
		/pʌt/	/ʊ/ = /ʌ/	incorrect
Food	/fu:d/	/pʊt/	/d/ = /t/	incorrect
		/fod/	/u:/ = /o/	incorrect
Cook	/kʊk/	/kʊk/	Acceptable	correct
		/kok/	/ʊ/ = /o/	Incorrect
		/co:k/	Read like Bahasa	incorrect
Like	/laɪk/	/laɪk/	Acceptable	correct
Love	/lʌv/	/lov/	/ʌ/ = /o/	incorrect
Name	/neɪm/	/nem/	/eɪ/ = e	Incorrect
Make	/meɪk/	/mek/	/eɪ/ = e	incorrect
		/make/	Read like bahaa	incorrect
Fix	/fɪks/	/fɪks/	Acceptable	correct
		/pɪk/	/f/ = /p/, without /s/	incorrect
		/pɪks/	/f/ = /p/	incorrect
Pig	/pɪg/	/pɪg/	Acceptable	correct
Down	/daʊn/	/doʊn/	/a/ = /o/	incorrect
		/don/	/oʊ/ = /o/	incorrect
Don't	/dəʊnt/	/don/	/ə/ = /o/, no t	incorrect

Greet	/gri:t/	/gre:t/	Read like Bahasa	incorrect
Great	/greit/	/great/	Read like Bahasa	incorrect
Sea	/si:/	/sea/	Read like Bahasa	incorrect
See	/si:/	/se:/	/i:/ = /e:/	incorrect
Zipper	/ˈzip. əɾ/	/sɪp.əɾ/	/z/ = /s/	incorrect
Zebra	/ˈzeb.rə/	/sebra/	/z/ = /s/, /ə/ = /a/	incorrect
Ship	/ʃɪp/	/sɪp/	/ʃ/ = /s/	Incorrect
		/ʃɪp/	Acceptable	correct
Sit	/sɪt/	/sɪt/	Acceptable	Correct
		/ʃi:t/	/s/ = /ʃ/	incorrect
Sheet	/ʃi:t/	/fet/	/i:/ = /e/	incorrect

Based on the result of the table 4.1 above, showed the evidence that subjects are difficult to pronounce some English word. There are 27 words which are spoken when they doing speaking activity in the class. The research take the most improper pronunciation as we can see on the table above. The students pronounce 21 of 27 word incorrectly. They only pronounce 6 of 27 words correctly.

Based on the evidence, the subject was difficult to identify some foreign sounds such as shy, say, pen, pan, bad, bed, know and now. They pronouncing the word with the same articulation and pronounce. The subject pronounced the world like pronunciation in their mother tongue. Some student pronounce *Made, Like, Bad, Pan, know* just like they read them in their mother tongue. It is happened because some of the subject didn't know how to pronounce them correctly and find difficulties in pronounce the word in English. It can be seen to the result of interview as follows :

*“saya tidak suka belajar bahasa inggris. Tidak (suka) banget. Karena bahasa inggris itu susah. lainki tulisannya lain juga bacanya. Penyebutannya juga susah.”*

“I don’t like studying English. I do not like it very much. English is difficult, the way we read it different with what is written. The pronunciation is also hard.

According to AC, she doesn’t like to learn English because she is still not familiar with English and find the English words and vocabularies is hard. Beside of that, she also confuse and doesn’t know how to read and pronounce the words in English because the reading system in English is different with Bahasa and Buginese. Thus make her can’t speak English fluently.

KSH also stated that learning English is difficult because the vocabularies is hard to pronounce.

*“susah karena susah kosakatanya.”*

*“the vocabularies is hard”.*

Some students, HRL, AGB, GA and MFB also add that English difficulties occurred because the way to pronounce the words and how to read them is hard at the first place they begin to learn English.

*“susah di bagian penyebutan kata dan cara membacanya, Bu. “*

*“It’s hard in the pronunciation and how to read the words, Miss”*

Next, the researcher also interviewed all students in the class VIIIA about what language they use outside the English Class and their language usage frequency as follows :

Table 4.2. Language Which Subjects’ use outside the class

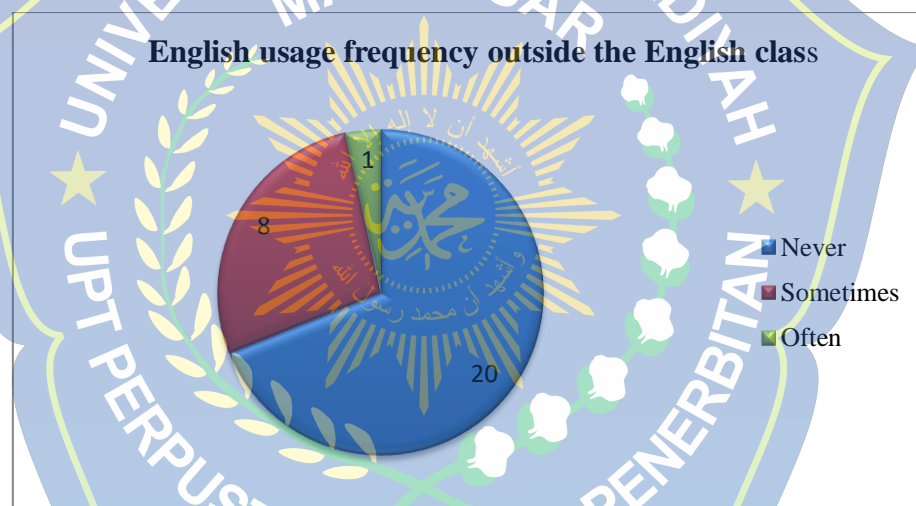
Number of Language	Language use outside the English Class	Amount of Students
1 Language	Buginese only	19 Students
1 Language	Indonesian only	0 Student
1 Language	English only	0 Student
2 Language	Buginese, Indonesian (Mix)	1 student

2 Language	Buginese, English (Mix)	3 students
3 Language	Buginese, Indonesian, English (Mix)	6 Students

Table 4.3. Subjects' English Usage Frequency

English Usage Frequency	Amount of Student
Never/Seldom	20 students
Sometimes	8 students
Often	1 students

Figure 4.1. English usage frequency outside the English class



The result on the Table 4.2 shows that most of Students use Buginese only when they are outside the English class and only speak English when they require to speak English. They only use English only when the English Class occurred in the School. It is also supported from the interview with subject (KNS) in Appendix II (page 69).

Beside of that, based on the figure 4.1 shows that most student who use Buginese only outside the English subject also never doing English speaking practice. Only a few of them who sometimes use English outside the class. The data can be seen detail in the Table 1 and Table 2 in Appendix II (page 72-74). Then, the main problem is because they are used to use Buginese almost everywhere and

everytime, this strong/heavy accent naturally can cause the interruption in the English speaking in term of pronunciation and intonation because they are not familiar or not get used to speak English in their daily life.

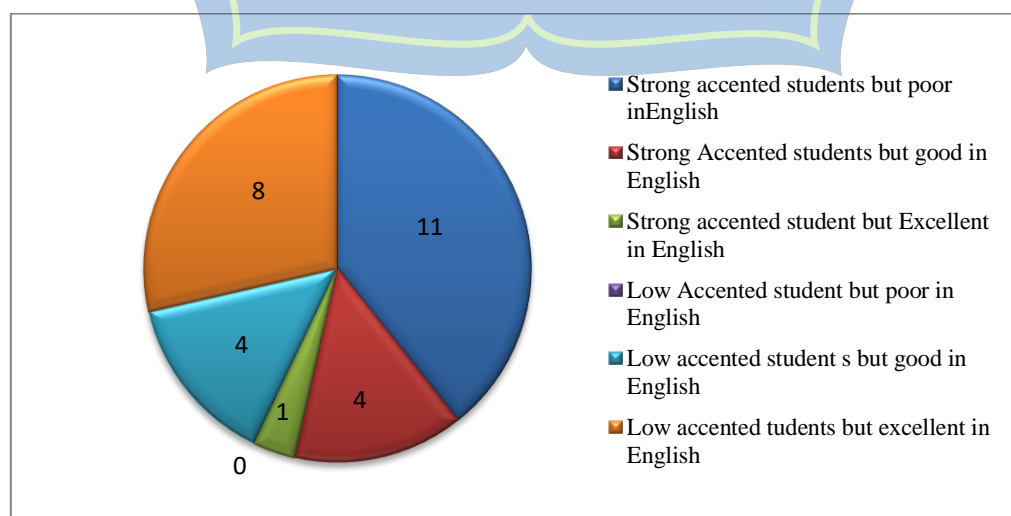
## 2. Buginese Accent can be an indicator of the level of Student's English Speaking ability

The research did an observation when the students were doing practice to speak English in the class during the English class meeting. The students were divided into groups and do Role Plays based on the dialogue on the text book. They also introduced their selves in English first before they start to do the role play. Based on the observation to students in class VIIIA, researcher classified their Buginese Accent and anayze their speaking skills, as follows :

Table 4.4. Subject' English Speaking Ability and Their Accent

Buginese Accent	Amount of students	Category of English speaking Ability		
		Poor	Good	Excellent
Strong	16	11	4	1
Low	13	0	4	8
Total	29	11	8	9

Figure. 4.2. Subject' English Speaking Ability and their Accent





Based on the table above, there are 16 students who has strong Buginese Accent and 13 student who has low Buginese accent. 11 of 16 students who has strong Buginese Accent get poor predicate , 4 students are good in English. There is only one student who has strong Buginese Accent that get excellent predicate. 13 Students who has low Buginese accent when speaks get Excellent and Good predicate in English and no one of the low accented student get poor predicate in English. These predicate based on their speaking ability in term of Fluency, Pronunciation and Intonation.

Here we can see that mostly student who has strong Buginese accent poor in English because the accent affected their English in term of Fluency, Pronunciation and Intonation. Most of the student who has strong Buginese Accent get startled when they speak English and sometimes should stop for a while just to remain or repeat the word they hard to pronounce. While the students who has low Buginese Accent mostly capable in English. We can also conclude that, the more student good in English, they also have ability to hide or reduce their local accented in order to speak like Native speaker in term of Intonation.

Therefore we can conclude that the Buginese accent can be an indicator of level of student's English speaking ability. The student who is capable and good in English speaking can has the ability to speak normal without using any local accented eventhough it is the language that they use as mothertongue and language use in their environment.

### **3. Manner and Norms of Buginese People affect student's English Speaking**

Based on the research that the researcher conducted by interviewing students in class VIIIA, most of students said that they didn't have any guidance of intonation hen they speak. They speak English naturally the way they always do like when they speak in

Buginese as their daily language. But they stated that the way they speak in English with the older people are different than with their friends. It can be seen as the interview in appendix page 73.

The result of observation that the researcher did is : When student asking question with their friend, they use monotonous intonation while we know that in English, We are supposed to use Falling-Rise Intonation when ask question. They asking question with the same intonation when they ask question in Buginese. When students use Buginese question, they don't put any intonation. They just asking monotonously as long as the partner they talk with know that they ask for question. It can be distinguish with the question word like, *aga* (apa), *siaga* (berapa), *maraga* (how), *kutegi* (dimana), and so on at the beginning of the sentence.

Beside of that, the student also have very shy when they speaks English because they are afraid if they have mistake aspecially in how to pronounce the word. One student ask the the researcher about how to pronouns some word in the middle of the dialogue practice when the research do observation. He repeatedly asked how to pronounce some words. This can be a problem that hinder their speaking performance because they lack of confidence.

## **B. Discussion**

Cultural perspectives, according to McGill (2016), are how our culture influences how we learn and think. Cultural perspective refers to a point of view that is influenced by one's culture. Language, art, social conventions, and social institutions all play a part in shaping an individual's perception, behavior, and personality. Cultural viewpoint, according to Hayes (2016), relates to how a person is influenced by their circumstances, as well as social and cultural elements.

As we know that the subject of the research are the native speaker who born , live and grew up in Buginese Environment. They use Buginese as the language that play an important part in shaping Buginese student

behaviour and personality including the way they talk, the accent they use, the manner and their pronunciation and intonation. Buginese as the culture element of Bugis people affect the lifestyle of Bugis people in many aspect, include the interference when speaking.

Based on the research that the researcher conducted, the student in SMP Negeri 3 Marioriwawo as Buginese Native speakers are having difficulties in speaking English because of many things. It happens because the influence of Buginese accent as their mother tongue. Buginese. This is supported by the definition of accent by Seidlhofer and Dalton (2001), that accent refers to regional or social varieties which related to the sound level as a phonological component and are then influenced by the social group's high status.

Buginese Accent is an accent that born from Buginese language itself. It came from Lontara which is well known as Buginese unique and distinctive writing system, Lontara script. This was used to write Buginese before the introduction of the Latin script or as called as alphabets. The Lontara script consists of 23 consonants and 6 vowels, as well as several punctuation marks. The consonants and vowels in Lontara produce different phonemes with the English has.

It is supported by the previous research from Sitti Nurpahmi (2013) that several areas of English phonemes errors occurred because the some phonemes are not in their first language (Buginese). That is in line with the previous research from Sitti Nurpahmi's research (2013) about difficulties encountered by the buginese Students in producing english sounds. The researcher took sample from that.

English Phonemes, In the following table the classification of consonant based on the place of articulation and the manner of articulation table, with the information (V: voiced), and (VL: voiceless):

Table 4.6. English Phonemes

Place of Articulation	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glotal	
Manner of Articulation	VL	V	V	V	VL	V	VL	V	VL	V	VL	V	VL	V
Stop	p	P									K	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ			h	
Africatives									tʃ	dʒ				
Nasals		M						n				ŋ		
Lateral								l						
Semivowel		W						r		y				

Buginese Phonemes, in the labial to velar region Buginese has sixteen consonants and in the post velar region, language has seven consonants. The detail are given in the following table with the information (V:voiced), and (VL: voiceless) :

Table 4.7: Bugis Phonemes

Place of Articulation	Bilabial		Dental		Palatal		Velar		Glotal	
Manner of Articulation	VL	V	VL	V	VL	V	VL	V	VL	V
Stop	P	b	t	d			k	g	ʔ	
Fricatives			s	s						
Affricatives					c,n,c	j		ŋ		
Nasals		m		n						
Lateral				l,r						
Semivowel		w				y				

Buginese language has no sequence of more than; two consonants, whether in close transition or with intervening juncture, but it has double consonant, for instance : bb,cc,dd,gg,hh.

Table 4.9. The differences of Buginese and English phoneme  
(Sitti Nurpahmi, 2013)

Category	The differences
<b>Consonant</b>	In the labial to velar region English has twenty three (or twenty-one, depending on how affricatives are analyzed) consonant. Buginese has only sixteen.
	In the post velar regions Buginese has seven consonant English only one.
	Interdental phonemes like $\theta$ , $\delta$ do not occur in Buginese, and Buginese speakers substitute s respectively to $\theta$ and $\delta$ to $\delta$ . The English contrast such as thistle-this'll, ether – either, think-sink, bath-bass, breathe-breeze are troublesome.
	Buginese Phoneme like $/t/$ , $/d/$ are dentals in Buginese and they are alveolar in English.
	Consonant $/z/$ does not exist in Buginese and it does in English (so the students' substitute as $/s/$ )
	Buginese students find many difficulties in producing words consisting $/\hat{s}/$ and $/\hat{z}/$ because the consonant does not exist in Buginese and it does in English.
	Buginese has no enquences of more than two consonant, whether in close transition or with intervening juncture, so the Buginese native speaker has obvious difficulty with it and supplies intrusive vowels which act as cluster breakers because the English has many as four consonant in close transition, and as many as six or seven intervening juncture.
<b>Vowel</b>	The Buginese students do not have $\text{æ}$ , so it is difficult to pronounce the words containing those vowel , for

	example / fæn/ and /væn/ always pronounce /pen/ and /pen/ --or /fen/ and /ven/ in some areas.
	The Buginese students also do not have short vowel diphthongs. Buginese diphthongs: ai, ei, au, oe, ui, oi, ue, ai, ua, ia, and iu. English diphthongs : ai, ei, oi, iə, uə, əu, au, eə.

The previous data of Sitti Nurpahmi (2013) shows that Buginese students in several areas of phonemes errors occurred because the phonemes which are not in their first language (Buginese). Based on that, the researcher assumes that another influence which become the interference on the pronunciation in speaking English is the differences of phoneme produce between Bugis and English.

It is actually normal if a group of people find difficult to adjust another accent because their natural habit of speaking their local language with its local accent, because it is in their culture, stated that culture can be interpreted as a habit or behavior of a society. The student's natural habit of speaking their local language with uses local accent causes they find difficult to adjust another accent, since it is in their own culture, stated that culture can be interpreted as a habit or behavior of a society. It is supported by the statement from Rivers (1981) that culture involves

“Children growing up in a social group [learning] ways of doing things, ways of expressing themselves, ways of looking at things, what things they should value and what things they should despise of or avoid, what is expected to them and what they may have expected of others. These attitudes, reactions, and unspoken assumptions become part of their way of life without their being conscious of them.”

Interaction and communication each other affect the way the student speak english by showing their behavior in their presence. It shows how environment affects the way the students speak English. Therefore, if the students want to have more chance to speak English in proper pronunciation and good accent fluently they are supposed to be in area



but theirs or find another person who is from another environment which is not from theirs to talk with.

Buginese accent also interfere the student in term of intonation. Most of students said that they didn't have any guidance of intonation when they speak. They speak English naturally the way they always do like when they speak in Buginese as their daily language. But they stated that the way they speak in English with the older people are different than with their friends. This happens because the Bugis people are very strict with politeness. In Buginese language there is *pangngaderen* or *ampe madeceng* 'polite behavior'. The characteristic behavior of a person's politeness is equivalent with social correctness or the acceptability of behavior in context social interaction (Cummings, 2005).

Speaking is associated with events and speech situation, and interpretation of meaning related to with cultural norms and principles itself. In this research siri' culture and the meaning of 3S culture as central values in Buginese society. In Buginese ethnic culture It seems that the politeness phenomenon discussed above can be observed comprehensively through the meaning of value siri' culture which is elaborated in three cultural subsystem, namely *sipatangngari*, *sipakaraja*, *sipakatau* (Mattulada, 1997). The values in this philosophy are always maintained by the Buginese and Makassar community in the order of life.

This is a firm concept in the siri na pacce culture held by the Buginese-Makassar people. Siri has three meanings, namely shame, encouragement to destroy anyone who harms honor, and encouragement to work and try as much as possible. Apart from that, siri also acts as a restraint for the Buginese-Makassar people not to carry out acts of persecution that are prohibited by customary rules.

Based on some of these things, siri na pacce is used as a way of life by the Buginese-Makassar community to foster a positive attitude. That is why the student are very strict with politeness to show good attitude and behaviour especially for the elder people as the implementation of Siri na

pacce which is the philosophy of life that Bugis people hold on to. The siri which means shame also the reason why the students are very afraid in making mistake during the class. Kramsch (1998) identifies the ways how language and culture are bound together by indicating that people use language to represent facts and ideas, but also to reflect attitudes that have gradually emerged as a result of how they live in cultural communities.

Based on what happened during the observation, There was a student that is very shy when he speaks English because they are afraid if they have mistake especially in how to pronounce the word. One student ask the the researcher about how to pronounce some word in the middle of the dialogue practice when the research do observation. He repeatedly asked how to pronounce some words. This can be a problem that hinder their speaking performance because they lack of confidence.

It is found by doing the Observation and Interview whether it is an unplanned or planned interview, moreover some previous related research data support the information of both main data collection activities. Thus, this research has stopped and results several points of Cultural perspective of Buginese Accent in Intensive English Speaking.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Related to the previous chapter, the researcher found finally some points after doing some activities of data collection that become the cultural perspective of Buginese Accent in Intensive English speaking in term of pronunciation and intonation, as follows:

1. Buginese accent causes difficulty on student who is native speaker of Soppeng regency in term of Pronunciation because the different phonemes between English and Buginese when they speak English
2. Buginese-Soppeng Accents is a strong/heavy accent
3. Buginese Accent can be an indicator of the level of Student's English Speaking ability
4. Manner and Norms of Buginese People affect student's English Speaking in term of Intonation
5. The Environment
  - a. The subjects usually used their mother language (Buginese) in casual conversation with their family, friends, and people who live around them.
  - b. The subjects used to Buginese accent everytime and everywhere in Buginese environment as the natural habit of speaking their first language.

#### B. Suggestion

Based on the conclusion above, the researcher proposes some advices to the teachers and the students which are the Bugis native speaker, especially to the students who live in the Buginese-Soppeng area that has a strong/heavy accent, as follows:

1. To the lecturers
  - a. The lecturer shall be aware of the students' local accent interference when they teach English in the campus nor in school.

- b. The lecturer must support the students by attending to the way they pronounce the English word.

2. To the students

- a. The students as a candidate of teacher shall be aware of their first accent when they learned English conversation.
- b. To be able to speak the target English accent with a good pronunciation and intonation in speaking English with the other friends, build the area where people can speak English in casual conversation, then find someone who is able to adjust English accent or join in a professional English meeting club.
- c. Don't give up to learn speaking English just because the mother language accent is difficult to be substituted by the English accent target in the conversation because the important thing of speaking English is actually about the understanding of a topic that discussed between two persons in speaking English and it as about habitual activity.

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Table 1. The Amount of Subjects' in Pronouncing Some Words correctly

Word	Amount of Students who pronounce correctly	Subjects' Initial
Shy	1	ADL
Say	4	ADL, GFR, FR, IAN
Pen	12	AVN, ULF, NAB, NA, RS, GFR, HRL, FR, AGL, KNS, HNI,
Pan	2	ADL, AGL
Bad	4	AGL, AUC, KNS, SKA
Bed	9	AVN, ULF, RS, FR, IAN, AUC, KNS, HNI, HNA
Now	0	-
Know	2	AVN, NAB
them	4	NAB, ADL, FR, SKA
The	7	AVN, ADL, FR, AGL, KNS, SKA, HNA
Think	4	AVN, ADL, RS, FR
Take	5	NAU, AGL, ADL, AUC, KNS
Put	15	AVN, ULF, NAB, NAU, ADL, RS, GFR, HRL, FR, IAN, AUC, KNS, SKA, HNI, HNA
Food	8	AVN, ADL, HRL, FR, IAN, AUC, KNS, SKA
Cook	5	AVN, ADL, AUC, KNS, SKA
Like	10	AVN, ULF, NAU, ADL, FR, AGL, IAN, AUC, KNS, SKA
Love	5	AVN, ULF, ADL, AGL, AUC, SKA
Name	6	ULF, GFR, FR, AGL, AUC, KNS, SKA
Make	6	NAU, F, AGL, AUC, KNS, SKA
Fix	5	AVN, ULF, ADL, IAN, AUC
Pig	12	AVN, ULF, NAB, NAU, ADL, FRL, IAN,

		AU, KNS, SKA, HNI ,HNA
Down	0	-
Don't	8	ULF, NAU, ADL, RS, FR, AGL, KNS, SKA
Greet	7	NAU, ADL, HRL, FR, AGL, IAN ,AUC
Great	3	NAU, ADL, AGL
Sea	2	ADL,SKA
See	7	AVN ,NAB, ADL, AGL, IAN, KNS, SKA
Zipper	9	AVN, NAB, NAU, ADL, HRL, FR, AGL IAN, KNS
Zebra	10	AVN, NAB, NAU, ADL, HRL, FR , IAN KNS, SKA
Ship	3	AVN ,ULF, NAB
Sit	14	AVN, NAB,NAU,ADL, RS, GFR, HRL,AGL, IAN AUC KNS ,SKA, HNI, HNA
Sheet	4	AVN, ADL, HRL, AGL

Table 2. The Amount of Subjects' in Pronouncing Some Words incorrectly

Word	Amount of Students who pronounce incorrectly	Subjects' Initial
Shy	15	AVN, ULF, NAB, NAU, RS, FR, AGL, IAN, AUC KNS, SKA ,HNI, HNA
Say	12	AVN ,ULF, NAB, NAU, RS, AGL, AUC,KNS SKA, HNI, HNA
Pen	1	ADL
Pan	13	AVN, ULF, NAB, NAU,RS, GFR, FR, IAN, AUC KNS, SKA, HNI, HNA
Bad	11	AVN ,NAB, NAU, RS, ADL,GFR, HRL,FR, IAN ,HNI HNA
Bed	6	NAB, NAU, ADL, GFR, HR, SKA
Now	12	AVN, AU, NAU, RS, HRL, FR, IAN, AUC, KNS SKA, HNI, HNA
Know	12	ULF, NAU, HRL, RS, FR, IAN, AUC, KNS, SK,A HNI ,HNA
them	14	AVN, ULF, NAU, HRL, RS, GFR, AGL, IAN ,AUC, KNS, HNI, HNA
The	8	ULF , NAB, NAU, RS, GFR, HRL, AUC ,HNI
Think	12	ULF, NAB,NAU, GFR, HRL, AGL, IAN ,AUC ,KNS ,SKA, HNI, HNA
Take	7	AVN, ULF, RS, HRL, F,R HNI, HNA
Put	1	AGL
Food	8	ULF ,NAB, NAU, RS, GFR, AGL HNI HNA
Cook	8	NAB, NAU, RS, GFR, HRL, AGL, HNI, HNA
Like	4	NAB,RS, HNI, HNA

Love	11	NAB, NAU, RS, GFR, HRL, FR, IAN, AUC, KNS, HNI, HNA
Name	9	AVN, NAB, NAU, ADL, RS, HRL IAN HNI, HNA
Make	9	AVN NAB, ADL, RS, GFR, HRL IAN HNI HNA
Fix	7	NAB, NAU, RS ,KNS SKA HNI HNA
Pig	-	-
Down	15	AVN , NAB, ADL, AUC, RS, GFR, HRL, AGL, FR, IAN ,AUC ,KNS ,SKA , HNI ,HNA
Don't	7	AVN , NAB, GFR, HRL, AUC, HNI, HNA
Greet	9	AVN, ULF, NAB, RS,GFR, KNS, SKA HNI, HNA
Great	11	ULF ,NAU, RS, GFR, FR ,IAN, AUC, KNS ,SKA, HNI, HNA
Sea	12	AVN, NAB, RS, ADL, GFR, HRL, FR, AGL. IAN, AUC, KNS, HNI, HNA
See	9	AVN, NAU, ADL, GFR, HRL, FR ,AUC HNI ,HNA
Zipper	5	RS, GFR, SKA, HNI, HNA
Zebra	5	RS, GFR, HNI, HNA
Ship	13	NAU, ADL, RS, GFR, HRL, FR, AGL, IAN ,AUC, KNS ,SKA ,HNI ,HNA
Sit	4	ULF, F, AGL, HNA
Sheet	13	AVN, ULF ,NAB ,NAU, RS, GFR, FR, IAN, AUC, KNS, SKA, HNI, HNA



Table 3. Subjects' English Speaking Skills

No.	Name	Buginese Accent		English Skills						Conclusion
		Strong	Low	Fluency		Pronunciation		Intonation		
				Good	Poor	Good	Poor	Good	Poor	
1.	ADL		✓	✓		✓		✓		Excellent
2.	AGB	✓			✓		✓		✓	Poor
3.	ALS	✓			✓		✓		✓	Poor
4.	AVR		✓	✓		✓		✓		Excellent
5.	ATR		✓	✓		✓		✓		Good
6.	AC		✓	✓		✓		✓		Excellent
7.	F		✓	✓		✓		✓		Good
8.	GA	✓		✓		✓		✓	✓	Good
9.	HRA	✓		✓		✓		✓	✓	Poor
10.	HRI	✓		✓		✓		✓	✓	Poor
11.	HRL			✓		✓		✓	✓	Good
12.	JN	✓		✓		✓		✓	✓	Poor
13.	KNH		✓	✓		✓		✓	✓	Good
14.	MAG			✓		✓		✓		Excellent
15.	MFB	✓			✓		✓		✓	Poor
16.	N	✓				✓		✓	✓	Poor
17.	NAM		✓	✓		✓		✓		Excellent
18.	NAS		✓	✓		✓		✓		Excellent
19.	NA		✓	✓		✓			✓	Good
20.	NU		✓	✓		✓		✓		Excellent
21.	R	✓		✓			✓		✓	Good
22.	SR	✓			✓		✓	✓		Good
23.	SK		✓	✓		✓		✓		Excellent
24.	AD	✓			✓		✓		✓	Poor
25.	HN		✓	✓		✓		✓		Excellent
26.	MBS	✓		✓		✓		✓		Excellent
27.	MPS	✓			✓		✓	✓		Poor

28	SYH	✓			✓		✓	✓		Poor
29	ANS	✓			✓		✓		✓	Poor
Total		16	13							





### Transcript of Interview

#### Extract 1, Researcher (R) and subject (KNS)

held on Thursday, August 10<sup>th</sup> 2023

- R : *Assalamu alaikum, dek, bisa maaf mengganggu nah dek. Bisa saya minta waktunya sebentar dek ?*  
 “ Assalamualaikum, dek. I am sorry to bother you. May I ask your time for a while ?”
- KNS : *Iyye, bolehji Miss.*  
*Sure, Miss.*
- R : *Asal manaki ?*  
*Where do you from ?*
- KNS : *Barata*
- R : *Lahir dan dibesarkan di Barata ?*  
*Was you born and lived in Barata ?*
- KNS : *Iyye.*  
*Yes, I was.*
- R : *Apa bahasa yang kita gunakan sehari hari dek ?*  
*Then, what language do you use for daily ?*
- KNS : *Bugis Miss*  
*Buginese, Miss.*
- R : *Jadi Orang Asli Bugis ki di ?*  
*So, you are a real Buginese, aren't you ?*
- KNS : *Iyye Miss*  
*Yes Miss*
- R : *Oh iyya dek, kalau boleh tau sejak kapan ki pertama kali belajar bahasa inggris ?*  
*May I know, when did you start to learn English for the first time ?*  
*Kelas 5 SD Miss*
- KNS : *At Fifth grade Miss*  
*Oh iyye, terus, di waktu apa saja ki biasa praktik bicara bahasa*

- R : *inggris ? biar sedikit atau yang simple-simple saja ?*  
 Then, for now, in what time do you practice to speak English ?  
 Just for a little or in simple sentence ?  
*Pas di sekolah Miss.*
- KNS : When I at school Miss  
*Kalau di luar sekolah ? contohnya ketika lagi jalan jalan ketemu*
- R : *teman, nongki dsb. tidak pernah ?*  
 What language do you use outside the class ? When you hang around, meet your friend, going to the café, ? Do you speak English?  
*Tidak pernah Miss. Bahasa Bugis saja.*
- KNS : No I have never.  
*Terus dek, selain pelajaran bahasa inggris di kelas, di suka kah*
- R : *nonton atau menikmati konten berbahasa inggris ? seperti lagu, atau film, mungkin ?*  
 Then, excluding the English class material, do you like any content that contain or use English , such as western movie or song, maybe ?  
*Kalau lagu sering Miss. Suka ji.*
- KNS : I like (English) song, Miss.  
*Oh iyye dek. Menurut ta sendiri bagaimana itu bahasa Inggris dek*
- R : *dan apa yang kita rasakan selama belajar bahasa inggris ?*  
 Okay, next. According to you, how does it feel when you study English ? How is it ?  
*Suka sih Miss, tapi susah.*
- KNS : I like it, but It is difficult Miss  
*Apanya itu dek yg susah ?*
- R : What is difficult (about English )?  
*Susah kosa katanya Miss. Tidak biasa ka dengan kosakatanya.*
- KNS : The vocabularies, Miss. I do not get used to its vocabularies.

### Extract 2, Researcher (R), Subject (ADL)

held on Friday, August 11<sup>th</sup> 2023

- R : *Apakah ada perbedaan etika bicaraki sama orang yang lebih tua dibandingkan kepada teman ta dek ?*  
Is there any difference of attitude when you speak with the elder and with your friends?
- ADL : *Tentu saja ada miss. Karena kalau ke orang yang lebih tua, seperti guru, pasti kita tambahkan imbuhan -ki, -ta. sedangkan kalau sama teman tidak perlu ada imbuhan. atau kadang bilang saja -ko, -mu.*  
Yes, of course. As we know that when we talk with the elder such as our teacher, we add the suffix -ki, -ta, but when we talk with my friend we shouldn't add suffix. Or sometimes we use -ko, -mu, as suffix.
- R : *Tapi kalau bahasa inggris bagaimana dek ? bukan kah tdiak ada imbuhan seperti itu dalam bahasa inggris ? Bagaimana carata bedakan cara bicarata sama orang yang lebih tua ? atau tidak berbeda dalam bahasa inggris ?*  
What about English ? There is no such suffix in English, isn't it ? Then how do you differentiate your way when speaking with the elder ? Does it still different or not ?
- ADL : *Mungkin kalau di bahasa inggris, lebih ke cara ngomongta Miss. Lebih pelan dan lembut intonasi/nadanya Miss.*  
Maybe in English we prefer to adjust the way of our speaking to be slower and softer intonation.
- R : *kalau ke teman ?*  
What about your friend ?
- R : *Kalau ke teman yaaa..biasa saja. Ngomong biasa saja, apa adanya miss.*  
When I talk with my friend. I speak casually like usual. Just the



ADL way I do.

: *Oh begitu ya dek. Terima kasih atas kesempatannya dek.*

Oh I see. Thank you for the chance.

R

Table 1. The Subjects' Biography


No.	Name	Grow Up	Mother Tongue	Language use outside the English subject
1.	ADL	Bugis environment	Buginese	Buginese, Indonesian, English
2.	AGB	Bugis environment	Buginese	Buginese
3.	ALS	Bugis environment	Buginese	Buginese
4.	AVR	Bugis environment	Buginese, Indonesian	Buginese, Indonesian-English
5.	ATR	Bugis environment	Buginese	Buginese
6.	AUC	Bugis environment	Buginese	Buginese, English
7.	FR	Bugis environment	Buginese, Indonesian	Buginese, Indonesian, English
8.	GA	Bugis environment	Buginese	Buginese
9.	HRA	Bugis environment	Buginese	Buginese
10.	HRI	Bugis environment	Buginese	Buginese
11.	HRL	Bugis environment	Buginese	Buginese, English
12.	JN	Bugis environment	Buginese	Buginese
13.	KNH	Bugis environment	Buginese, Indonesian	Buginese, Indonesia
14.	MAG	Bugis environment	Buginese	Buginese
15.	MFB	Bugis environment	Buginese	Buginese
16.	NB	Bugis environment	Buginese	Buginese, English
17.	NAM	Bugis environment	Buginese	Buginese
18.	NAS	Bugis environment	Buginese	Buginese
19.	NAU	Bugis environment	Buginese, Indonesian	Buginese, Indonesian, English
20.	UFD	Bugis environment	Buginese, Indonesian	Buginese

21.	RN	Bugis environment	Buginese,Indonesian	Buginese,Indonesian, English
22.	SR	Bugis environment	Buginese	Buginese
23	SKA	Bugis environment	Buginese-Indonesian	Buginese,Indonesian, English
24	AD	Bugis environment	Buginese	Buginese
25	HN	Bugis environment	Buginese	Buginese
26	MBS	Bugis environment	Buginese	Buginese
27	MPS	Bugis environment	Buginese	Buginese
28	SYH	Bugis environment	Buginese	Buginese
29	ANS	Bugis environment	Buginese	Buginese

Table 2. English Usage Frequency outside the English Class

No	Name	English usage frequency outside the English class
1.	ADL	Sometimes
2.	AGS	Never
3.	ALS	Never
4.	AVR	Sometimes
5.	ATR	Never
6.	AUC	Sometimes
7.	FR	Often
8.	GFR	Never
9.	HNA	Never
10.	HNI	Never
11.	HRL	Sometimes
12.	JSN	Never
13.	KNS	Never
14.	AGL	Never
15.	MFB	Never

16.	NB	Sometimes
17.	NAM	Never
18.	NAS	Never
19.	NAU	Sometimes
20.	UFD	Never
21.	RS	Sometimes
22.	SR	Never
23.	SKA	Sometimes
24.	AD	Never
25.	HN	Never
26.	MBS	Never
27.	MPS	Never
28.	SYH	Never
29.	ANS	Never

The logo of Universitas Muhammadiyah Makassar is a blue shield-shaped emblem. It features a central yellow sunburst with Arabic calligraphy. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, "MAKASSAR" is in the center, and "PERPUSTAKAAN DAN PENERBITAN" is arched across the bottom. The shield is decorated with green leaves and white flowers.

# **APPENDIX III**

# **DOCUMENTATION**

### INTENSIVE ENGLISH SPEAKING CLASS







### INTERVIEW SESSION







**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
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[research@bg.unismuhmakassar.ac.id](mailto:research@bg.unismuhmakassar.ac.id)  
Website: [bg.fkip.unismuh.ac.id](http://bg.fkip.unismuh.ac.id)

**COUNSELING SHEET FOR THESIS CONSULTATION**

Name : Raudhatul Inayah  
NIM : 105351105916  
Department : English Education Department  
Title : The Cultural Perspective of Buginese Accent in Intensive English Speaking at SMP Negeri 3 Marioriwawo  
Consultant I : Ismail Sangkala, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Thurs day 23 Aug 2013		Okay Prepare yourself for Thesis exam	

Makassar, .....20..13

Approved by:  
Head of English Education Department



23 Aug 2013  
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807



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بسم الله الرحمن الرحيم

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Name : Raudhatul Inayah  
NIM : 105351105916  
Department : English Education Department  
Title : The Cultural Perspective of Buginese Accent in Intensive English Speaking at SMP Negeri 3 Marioriwawo  
Consultant II : Ariana, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
1/08/2023	I-V	Introduction, Background, Abstract	
3/08/2023	I-V	Acknowledgment, List of table, Appendices, Pictures	
19/08/2023	I-V	Abstract, Bibliography	
21/08/2023	I-V	Finding and Discussion	
22/08/2023	I-V	Conclusion	
23/08/2023		ACC	

Makassar, .....20..

Approved by:  
Head of English Education Department



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





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Nim : 105351105916

Program Studi : Pendidikan Bahasa Inggris

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NBM. 964 591



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**LETTER OF ACCEPTANCE**

0837/BG-FKIP/LOA/B/VIII/1445/2023

Dear RAUDHATUL INAYAH

It is our pleasure to inform you that, after reviewing your paper:  
**THE CULTURAL PERSPECTIVE OF BUGINESE ACCENT IN INTENSIVE  
ENGLISH SPEAKING AT SMP NEGERI 3 MARIORIWAWO**  
The manuscript ID: 1085

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, 27 August 2023 M  
10 Shafar 1445 H

Head of English Education Department  
Faculty of Teacher Training and Education

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





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Nomor : 14390/FKIP/A.4-II/VII/1445/2023  
 Lampiran : 1 (Satu) Lembar  
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*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Raudhatul Inayah  
 Stambuk : 105351105916  
 Program Studi : Pendidikan Bahasa Inggris  
 Tempat/ Tanggal Lahir : Soppeng / 21-04-1998  
 Alamat : Jalan Talasalapang 2, Kompleks BTN Mangasa Blok II-15

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE CULTURAL PERSPECTIVE OF BUGINESE ACCENT IN INTENSIVE ENGLISH SPEAKING AT SMP NEGERI 3 MARIORIWAWO

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiran.*

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
 29 Juli 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
 NBM. 860 934



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13 Muharram 1445 H

Lamp : 1 (satu) Rangkap Proposal

31 July 2023 M

Hal : Permohonan Izin Penelitian

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Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
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Makassar

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14390/FKIP/A.4-II/VII/45/23 tanggal 29 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : RAUDHATUL INAYAH

No. Stambuk : 10535 1105916

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

**"THE CULTURAL PERSPECTIVE OF BUGINESE ACCENT IN INTENSIVE ENGLISH  
SPEAKING AT SMP NEGERI 3 MARIORIWAWO "**

Yang akan dilaksanakan dari tanggal 1 Agustus 2023 s/d 1 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

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Ketua LP3M,



Dr. Muhi. Arief Muhsin, M.Pd

NBM 1127761



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Bupati Soppeng

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Nomor Pokok : 105351105916  
Program Studi : Pendidikan Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa (S1)  
Alamat : Jl. Slt Alauddin No. 259, Makassar

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**" CULTURAL PERSPECTIVE OF BUGINESE ACCENT IN INTENSIVE ENGLISH SPEAKING AT SMP NEGERI 3 MARIORIWAWO "**

Yang akan dilaksanakan dari : Tgl. **02 Agustus s/d 02 September 2023**

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Pangkat : PEMBINA TINGKAT I  
Nip : 19750321 200312 1 008

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2. *Pertinggal.*



SRN CO0005034



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2. Rekomendasi dari BAPPELITBANGDA

Nomor 273/IP/REK-T.TEKNIS/BAP/VIII/2023

Tanggal 07-08-2023

Tanggal 09-08-2023

**MENGIZINKAN**

**KEPADA**

**NAMA** : RAUDHATUL INAYAH

**UNIVERSITAS/** : UNIVERSITAS MUHAMMADIYAH MAKASSAR

**LEMBAGA**

**Jurusan** : BAHASA INGGRIS

**ALAMAT** : BARATA, KEC. MARIORIWAWO

**UNTUK** : melaksanakan Penelitian :

**JUDUL PENELITIAN** : CULTURAL PERSPECTIVE OF BUGINESE ACCENT IN INTENSIVE ENGLISH SPEAKING AT SMP NEGERI 3 MARIORIWAWO

**LOKASI PENELITIAN** : SMP NEGERI 3 MARIORIWAWO

**JENIS PENELITIAN** : DESKRIPTIF DAN KUALITATIF

**LAMA PENELITIAN** : 02 Agustus 2023 s.d 02 September 2023

Izin Penelitian berlaku selama penelitian berlangsung dan dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng

Pada Tanggal : 08 Agustus 2023

**An. BUPATI SOPPENG**  
**KEPALA DINAS**



**ANDI DHAMRAH, S.Sos, M.M**

**Pangkat : PEMBINA UTAMA MUDA**  
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Website: bg.fkip.unismuh.ac.id

Nama Mahasiswa : Raudhatul Inayah  
NIM : 105351105916  
Judul Penelitian : *Cultural Perspective of Buginese Accent in Intensive English Speaking at SMP Negeri 3*  
Tanggal Ujian Proposal : 11 Juli 2023  
Tempat/Lokasi Penelitian : SMP Negeri 3 Marioriwawo

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf
1	Kamis, 3 Agustus 2023	Menghadap kepada Pimpinan/ Kepala Sekolah mengenai penelitian	Drs. H. Sukardi	
2	Sabtu, 5 Agustus 2023	Menjelaskan maksud dan tujuan kegiatan (pengantar) di kelas yg diteliti	Drs. H. Sukardi	
3	Senin, 7 Agustus 2023	Melakukan Observasi speaking siswa saat pembelajaran berlangsung	Drs. H. Sukardi	
4	Kamis, 10 Agustus 2023	Melakukan Observasi speaking siswa saat praktik berbicara	Drs. H. Sukardi	

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Website : [kip.unismuh.ac.id](http://kip.unismuh.ac.id)

5	Kamis, 10 Agustus 2023	Melakukan wawancara pertulompok dengan siswa	Drs. H. Sukardi	
6	Jumat, 11 Agustus 2023	Melakukan wawancara pertulompok dengan siswa	Drs. H. Sukardi	
7				
8				
9				
10				

Soppeng, 15 Agustus 2023

Ketua Program Studi Pendidikan Bahasa Inggris,  
FKIP Unismuh Makassar



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

ANG, S.Pd.  
NIP. 1972211998021002







**PEMERINTAH KABUPATEN SOPPENG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
 UPTD SATUAN PENDIDIKAN FORMAL SMP NEGERI 3 MARIORIWAWO  
 Alamat : TanjongE, Desa Marioriaja, Kec. Marioriwawo, Kab. Soppeng Email: smpn3marioriwawo@yahoo.com

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**  
**Nomor : 070/ 265 /SMP.03-MO/VIII/2023**

Yang bertanda tangan di bawah ini adalah :

Nama : SENNATANG, S.Pd.  
 Nip. : 19691221 199802 1 002  
 Pangkat, Gol. : Pembina Tk. I, IV/b  
 Jabatan : Plt. Kepala UPTD SMPN 3 Marioriwawo  
 Alamat : Takalala


Menerangkan dengan sesungguhnya bahwa yang tersebut di bawah ini:

Nama : RAUDAHTUL INAYAH  
 NIM : 105351105916  
 Program Studi : Pendidikan Bahasa Inggris  
 Pekerjaan : Mahasiswa Universitas Muhammadiyah Makassar  
 Alamat : BTN Dewi Kumala Sari, Blok AB 6, No. 6  
 Pajajayang Daya.

Telah melaksanakan penelitian di SMPN 3 Marioriwawo Desa Marioriaja, Kecamatan Marioriwawo, Kabupaten Soppeng terhitung sejak 08 Agustus 2023 s/d 16 Agustus 2023 dalam rangka penyusunan skripsi, dengan judul *"The Cultural Perspective Of Buginese Accent In Intensive English Speaking at SMP Negeri 3 Marioriwawo"*.

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

TanjongE, 26 Agustus 2023

Plt. Kepala UPTD SPF  
 SMP Negeri 3 Marioriwawo  
  
**SENNATANG, S. Pd.**  
 NIP. 19691221 199802 1 002



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Web : https://fkip.unismuh.ac.id



**BERITA ACARA UJIAN SKRIPSI**

Hari ini Kamis, Tanggal 15 Shafar Tahun 1445 H bertepatan dengan tanggal 31 Agustus Tahun 2023 M bertempat di kampus Universitas Muhammadiyah Makassar Jl. Sultan Alauddin No. 259 Makassar telah dilaksanakan ujian Skripsi Mahasiswa Program Studi *Pendidikan Bahasa Inggris*

**MAJELIS : 6**

NO	NAMA/STAMBUK	NILAI PENGUJI				NILAI RATA-RATA	KET
		I	II	III	IV		
1	Ade Saputra 105351116116	3,90	3,93	3,87	3,75	3,84	A-
2	Nurul Fauziah 105351119518	3,73	3,93	3,87	3,65	3,80	A-
3	Raudhatul Inayah 105351105916	3,80	3,93	3,87	3,80	3,85	A-
4	Muh. Rafli S. 105351103619	3,93	3,93	3,93	3,73	3,87	A-

Nama

1 Ismail Sangkala, S.Pd., M.Pd.

2 Firman, S.Pd., M.Pd.

3 Ardiana, S.Pd., M.Pd.

4 Muhammad Zia Ul Haq, S.Pd., M.Tl

Tanda Tangan

1

2

3

4

Cat :Nilai Hasil Ujian Diisioleh Sekretaris Penguji dan Masing-masing Penguji  
Menandatangani Berita Acara untuk Validasi Hasil Ujian

## CURRICULUM VITAE



**Raudhatul inayah** is the one who writes and arranges this thesis. She was born on 21 of April, 1998 in Soppeng. She is the second child from five sibling. Her father is Muhammad Said, S.Pd. and her mother is Sul Arsi, S.Pd.

The author started her study in TK Sipurennu Barata and continued her study in SD Negeri 143 Limpotenga at 2004 untill 2010. Then she enrolled SMP Negeri 3 Marioriwawo to continue her study. She joined OSIS AS her internal organization and Pramuka as her extracurriculler class. She graduated in 2013 and continued her study at the same year in SMA Negeri 1 Watansoppeng. She joined Pramuka and English Conversation Club. She graduated in 2016. Finally the writer continued her study specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar in class named Beyond Class.

During the study in Muhammadiyah University of Makassar, she joined Unit Kegiatan Mahasiswa (UKM) BAHASA, which is having many good experiences which add more colour in her college life. At the end of her study, she could finish her thesis with title The cultural perspective of Buginese Accent in intensive English speaking at SMP Negeri 3 Marioriwawo.