

**THE INFLUENCE OF LOCAL LANGUAGE DIALECT ON
ENGLISH SPEAKING SKILL AT SMA 1 JENEPONTO**



THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the degree of Education in English Education Department*

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2022



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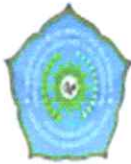

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Yang Membuat Perjanjian

HARDWYTHANTY

MOTTO

""The only thing that can help you is God and you"

DEDICATION

I dedicate this research to my beloved parents, who have raised, educated, helped, supported and prayed for me to achieve the greatest possible success so that I can complete this thesis.



ABSTRACT

Hardwythanty. 2022. *The Influence of local language dialect on English speaking skill at SMA 1 Jeneponto. English language education thesis. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Herlina Daddi.*

This study aims to determine the effect of local dialects on students' speaking skills in terms of pronunciation seen from intonation and stress syllable . The subjects of this study were 8 students of class XI SMA 1 Jeneponto, with the characteristics of the subjects were students who grew up in Jeneponto and actively use the Turatea dialect (the Jeneponto regional language) in everyday life. This research method is descriptive qualitative. The research instrument used is semi-structure interview.

Based on the results obtained, the results of this study indicate that most students are still influenced by local dialects on students' speaking skills in terms of pronunciation using falling intonation and syllable stress students using more two syllables and three syllables in syllable stress.

Keywords: *Dialect, Speaking, Pronunciation, Intonation, Word stress.*

ABSTRAK

Hardwythanty. 2022. *The Influence of local language dialect on English speaking skill at SMA 1 Jeneponto. Skripsi pendidikan bahasa inggris. Fakultas keguruan dan ilmu pendidikan universitas muhammadiyah Makassar. Pembimbing by Nur Qalbi dan Herlina Daddi.*

Penelitian ini bertujuan untuk mengetahui pengaruh dialek lokal terhadap keterampilan berbicara siswa dilihat dari intonasi dan tekanan suku kata. Subjek penelitian ini adalah 8 siswa kelas XI SMA 1 Jeneponto, dengan karakteristik subjek adalah siswa yang dibesarkan di Jeneponto dan aktif menggunakan dialek Turatea (bahasa daerah Jeneponto) dalam kehidupan sehari-hari. Metode penelitian ini adalah deskriptif kualitatif. Instrumen penelitian yang digunakan adalah wawancara semi struktur.

Berdasarkan hasil yang diperoleh, hasil penelitian ini menunjukkan bahwa sebagian besar siswa masih dipengaruhi oleh dialek lokal pada keterampilan berbicara siswa dalam hal pengucapan menggunakan intonasi jatuh dan stres suku kata siswa menggunakan lebih dua suku kata dan tiga suku kata dalam tekanan suku kata.

Kata kunci : Dialek, Berbicara, Pengucapan, Intonasi, Tekanan kata.

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CHAPTER I

INTRODUCTION

A. Background

Study of language and its social context is known as sociolinguistics. It's a broad field of study that can be used to represent a range of broad subjects of study, as well as to define a variety of various methods to language learning by (Siregar, 2017). The perspective on language studies is a crucial issue in sociolinguistics. The study of language is an important part of sociolinguistics. A language is primarily a means of communication between members of a society.

In linguistics, it is critical to distinguish between "speaking" and "language." Speaking is specific and tangible; variance within the same dialect is permitted as long as certain linguistic standards, primarily grammatical, are followed. . Everyone subconsciously reflects their cultural background in everyday communication. Language is both a vital reflection of one's cultural heritage and an outstanding facilitator of communication. Disparate and opposing communication methods and messages are frequently the cause of intercultural miscommunication. Yandra (2013) states that language as a medium of communication has various purposes, including by using language people can exchange experiences and manage other people well.

Dialect is a verbal difference that reveals a person's cultural background. Regional dialects and dialects of the same language that

differ in terms of linguistic structure, particularly morphology, syntax, and vocabulary, are commonly referred to as dialects, although some linguists also add phonological characteristics such as vowels, consonants, and intonation. A lot of criteria distinguish languages from dialects. Languages are usually regarded as prestigious, official, and written, whereas dialects are primarily spoken, unofficial, and derided. Because everyone speaks at least one dialect, linguists use the term *dialect* to refer to the systematic use of a group of speakers—those from a specific geographical or socioeconomic class by Rickford (2002). Furthermore, Nordquist (2019) Dialect is a regional or social variation of a language that is distinguished by pronunciation, grammar, and/or vocabulary. Meanwhile, Siegel (2010) In contrast to regional dialects, social dialects are a variety of languages spoken by certain groups based on social characteristics other than geography.

Ronald (2010) Dialects are linguistic varieties that differ in vocabulary, pronunciation, and syntax and are linked to a certain geographical region or social group. Jenepontonese students' occasionally have difficulty pronouncing English letters and phonemes due to the range of jenepono dialects and accents. The interference of the native tongue is the cause of these pronunciation errors. Each language, regardless of where it is spoken, has its unique set of linguistic characteristics and rules that control pronunciation, vocabulary, and even the process of word production, distinguishing it from other languages.

Current phenomenon and customs have an effect on how Jenepontonese people speak to one another in Jenepontonese accents and dialects. As with the public speakers from the Jeneponto tribe in South Sulawesi province, the community's diverse accents are affected by the Jenepontonese language used on a daily basis. Jeneponto Regency's level system is extremely intricate. This distinguishes the Jeneponto dialect. Even for a word whose pronunciation is occasionally liting due to the dialect spoken since childhood. The majority of students continue to struggle with fluency in English. This issue is a lack of desire, a fear of speaking English, a lack of grammar mastery, a lack of vocabulary, a fear of making mistakes, a lack of something to say, and a lack of confidence. In speaking English, cultural variables can also contribute to pupils' inability to communicate properly. Several pupils used their regional or local accents.

Modern linguists refer to this phenomenon as verbal behavior since it develops into a permanent habit by the end of a certain period of a child's development. As a result, subsequent generations receive these verbal characteristics from their forefathers and mothers without having the opportunity to choose a particular language formation (wehab, 2020). As students seek to improve their English proficiency, for example, experience various pronunciation problems, including adding or replacing new phonemes that are not in the target language. Linguistic differences between Jenepontonese and English often have a significant impact on the ease with which learners acquire English letter

sounds and vocabulary. Therefore, It is critical to know the effect of dialect on pronunciation in students' speaking skill. Currently, the majority of educational systems use mother tongue as the primary medium of instruction, particularly in rural areas' lower primary schools. There is a case that can be made that learners learn English more quickly and successfully if they retain their native language skills.

Based on the problem above, the researcher is interested to focus on the influence of the jenepono dialect on students' speaking skills in terms of pronunciation, especially for students from SMA 1 Jeneponto.

B. Problem Statement

Based on the background, the questions of this research is : What is the influence of the jenepononese dialect on students' speaking skills in terms of pronunciation?

C. Research Objectives

The objective of the research is to find out the influence of Jenepontonese dialect on students' speaking skills in terms of pronunciation at SMA 1 Jeneponto.

D. Significance of Research

1. Theoretically

This research is expected to contribute to the world of education. Its contribution is in the form of information, the relationship of which is the influence of local dialects on the student's speaking skills in terms of pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature review will discuss several elements related to the influence of local dialects on English speaking skills.

A. Previous Related Research Findings

The previous related studies that have been conducted are expected to help researchers in write this researcher. There are related findings as follow :

1. (Burky, 2021) in study entitled *The influence of regional accents in speaking English at the Muhammadiyah University of Makassar* found that students from Buginess Barru and Buginess Bone still have an influence in terms of pronouncing the language word in English. During the speaking test, students demonstrated the effect of accents on their pronunciation.
2. (Algifari, 2020) in a study entitled *Analyzing Students' Pronunciation Of Word Stress Of Intitution of Engineering and Technology (Iet) 7 Students Of Cambridge English College (Cec) Makassar* that students 7 Cambridge English College (CEC) Makassar students still faced problems related to pronunciation, especially word stress. also found that Indonesian accents caused students to misplace the word stress.
3. (Latifa, 2020) in journal entittle "*The Impact of Regional Language Dialects on Teachers' Language Attitudes in EFL Classes in South Sulawesi Selatan*". This study found that dialect is common in the

teaching and learning process of English, the teacher must sound like a native and they will correct the students' dialect.

4. (Yulianti, 2019) in study entitle "*the influence of bugis accent toward speaking english in 3rd semester at muhammadiyah university of makassar*" found that the Subjects used to speak with a Bugis accent with family, friends, and people who lived in the vicinity. speak with a Bugis accent at home or at school.
5. (Baktiar, 2018) in journal entitle "*How The Local Dialect Can Interfere Students In Learning English Speaking?*" As a result, the impacts of the first language on second language learning are frequently seen in both written and spoken languages.

The similarity of this research is to discuss the influence of local dialect on students' speaking skill. The difference between this study is that this study focuses on the influence of students' local dialect on in speaking skill in terms pronunciation in intonation and word stress. while previous research focused on student speaking and student achievement in learning.

B. Some Patient ideas

1. The concept of speaking

a. Definitions of speaking

There are a lot of definitions of the word speaking that have been suggested by the researchers in language learning. According to Chaney et al (2002), speaking is the process of making and sharing meaning by using verbal and non-verbal

symbols in a different context, furthermore, Brown (1998) define speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

(Burky, 2021) states that speaking ability is the fact that somebody or something can do something. Furthermore, speaking is the activity of using your voice to say something. These can be referred to as the fact that somebody can use his/her voice to say something. . Besides (Bygate, 1987), the definition of speech is the generation of auditory signals to elicit different verbal responses to the listener. Next by according to Boonkit. K. (2010) Speaking is one of four macro skills that must be developed as an effective means of communication in both first and second language acquisition contexts. Later, according to Brown (2001), speaking is a productive skill that can be observed directly and empirically.

Another definition comes from Eckard and Kearny (1981) speaking as a two-way process that involves the correct communication of opinions, information, or emotions. This two-way view considers the spoken text as a collaboration between two or more people in a common time and context. In addition, according to Richards (2008) an important aspect of conversation is to use the right way of speaking. Meanwhile, Lucy Polard (2008) stated that speaking is one of the most difficult aspects of a student.

b. Functions of speaking

There are three functions of speaking based on the framework of Brown and Yule (2001). They are:

1. Talk as interaction

This refers to "conversation". When people meet, they give receive greetings, chat, retell their experiences, and so on. More focused on the speaker; actions and how they show themselves to one another in addition to conversational messages. Conversations take place in real-time, most everyday conversations are spontaneous, unplanned, and unprepared. It happens in real-time so we need to think fast. These factors cause us to often stop talking and hesitate (using 'er...um') to give ourselves time to think. Most conversations take place face-to-face. This allows us to get immediate feedback, using facial movements, body language, and intonation. When a person talks to another person, he or she has a purpose in their conversation.

2. Speak as a transaction

Talking like a transaction is a state of focus on what was said or done. A clear and accurate understanding of the message and oneself is the main goal.

factors are different. Several factors can affect pronunciation, including accent, stress, intonation and rhythm, motivation and exposure, attitude, direction, age, personality, and native language influences.

b. Element of pronunciation

Ramelan (1985) states two kinds element of pronunciation of speech features, namely segmental and suprasegmental features. those are:

1) Segmental features

A segmental feature system is the sound that include vowel, consonant, cluser and diphthong. The classification is based on the differences in the functions in utterance and their ways production.

2) Suprasegmental Features

Supra-segmental features are like the style used in the words or sentence. There are three kinds of suprasegmental features, namely stress syllble, intonation and tone .

Students also need to understand the characteristics of suprasegmental in order to improve the quality of their pronunciation skills. Stres Syllble and Intonation are some of the characteristics of suprasegmental. Suprasegmental is one of the basic components of pronunciation, and the main aspects of research are stress and intonation.

a) Stres syllble

According Gilakjani (2012) Stress syllable is an essential feature of the word identity in English. Stress syllable has an important role in English because different stress will differentiate meaning and intention.

b) Intonation

According to Beare (2019), Intonation is raising and lowering the voice when speaking. In other words, intonation is the rise and fall of sound. Different types of intonation are used in Pronunciation.

Asking a question follows the two vocal patterns at the end of the question.

If the question is a "yes / no" question, you will hear a voice at the end of the question. Example:

- Do you like living in Makassar?
- Did you live here for a long time?
- Did you visit your friends last month?

Falling Voice at the End of a Question

If the question is an informational question, that is, 'where,' 'when,' 'what,' 'which,' 'why,' 'what/which kind of...,' and questions with 'how' let the voice fall at the end of a question

- Where are you going on vacation?
- When did you arrive last night?
- How long have you lived in this country?

Question Tag

The question tag are use to review information and ask for clarification.

Each intonation is different.

- Confirmation question tag If you think you know something but want to confirm, please use the question tag.

- i) You live in Seattle, don't you?
- ii) That's easy, isn't it?
- iii) You haven't come to the meeting, right?

End of sentence

Voting is usually at the end of a sentence. However, making a short statement with just one syllable raises a voice that expresses joy, shock, approval, and so on.

- That's great!
- I'm free!
- I bought a new car.

When I make a short statement with a polysyllabic word, my voice drops.

- Mary is happy.
- We are married.
- You are exhausted.

Comma

A specific type of intonation when using a comma in a list. Example:
Budi likes playing tennis, swimming, hiking and biking. In this example, there will be an audio after each entry in the list. Drop your voice at the last

point. In other words, "tennis," "swimming," and "hiking" are getting bigger and bigger.

According to Kelly (2000), intonation refers to how the sounds go up and down in pitch, and question of yes or no applies and should actually be pronounced in ascending order of intonation. Ampa (2006), she argued that in English linguists chart intonation patterns by using a system of marks to suggest the rising and falling intonation of the voice tone. Intonation relates to the rising intonation in a sentence as a the pitch of the voice that increases over time while falling intonation is a pitch that decreases with time.

Example:

Can you pass me the salt?

[Kæn ju: pa:s mi: ðə sɔ:lɪt?]

What do you mean?

[Wɒdu:ju: mi:n?]

3. Concept of Dialect

a. Definition of Dialect

Dialect is a group of languages spoken in a certain place (social dialect by people from different social strata. According to Jackson and Pater (2006), dialect refers to the structural content of the speaker's language. Use of specific words, characteristics, characteristic syntactic structures, specific expressions of negative plurals, tenses, etc. Dialects and accents are closely related, and based on previous definitions, dialects and accents can be clearly distinguished. It features a variety of syntactic vocabulary and

pronunciation. Accents are just differences in pronunciation. Characteristics at the level of Pronunciation, vocabulary, and sentence patterns are called dialects. Crystal (1997) dialect is defined by linguists as a type of language whose pronunciation, grammar, vocabulary, discourse rules, and other linguistic features are different from other types of the same language. Dialect is a widely used term for what is considered a variant of the language. Dialects are a number of languages used by a particular social class to be recognizable in a particular region (social dialect).

Edward (2009) also refers to dialects as different languages in three dimensions: vocabulary, grammar, and pronunciation (accent). The dialects do not understand each other because they are in the same language form. In fact, language is an important part of the dialect.

b. Kind of Dialect

Wardhaugh (2006) states that dialect mainly consists of two branches, namely regional dialects and social dialects.

- 1) Geographically based regional dialect. That is, different dialects due to geographic area. The difference can be in terms of pronunciation, word choice, and syntax.
- 2) Sociolect or social dialect is a variety of languages (registers) related to social groups such as socio-economic class, ethnic group (appropriately called *etnolek*), age group, etc..

c. **Makassarnese (Lakiung Dialect)**

Each region uses a different language from other regions, as is the case in South Sulawesi which is famous for its Makassar, Bugis, Toraja, and Mandar languages. Mattulada (1982) the population of this city consists of indigenous people of Sulawesi and migrants from other Indonesia. an ethnic group who have lived in the capital for generations and call themselves Makassar. The four major tribes that can be called the original inhabitants of South Sulawesi are: Bugis, Makassar, Toraja, and Mandar.

Oktavianus (2006) states that language as a cultural institution is basically very open to diffusion. Makassar language is an Austronesian language family that still survives today. The Makassar language has four dialects, namely the Makassar dialect or commonly called the Lakiung dialect, the Turatea dialect, Konjo, and the Selayar dialect. There are differences in aspects of the use of pronunciation, intonation and word emphasis and also differences in the use of negative or negation forms. Different languages from different dialects can cause communication problems when adding ideas, ideas, or intentions to the interlocutor.

The Makassar language also experienced developments in written literature known as the Lontarak script, which is a letter system derived from Sanskrit writing. The choice of the Lakiung

dialect as the Makassar language is a convention of the Makassar ethnic community and is supported by the Makassar language conversation which has also long been the official regional language in the Makassar ethnic region which is marked by its inauguration. Makassar tribal language. Kingdom of Gowa in the XVI century.

In the people of Makassar, Lakiung, to say "no" using the word *tena* or *taena*, the people of Turatea or Konjo use the word *tanre* or *anre*. In the language Makassar, the bound morpheme *taK-* means negative, cannot stand alone, meaning that these words only have meaning after coexisting with other linguistic elements. It is not the only form of negation that can be used, but there are other forms which can of course stand alone, such as *tena*, *teai*, *tala*, *tanrek*, *tania/tangia*.

d. Jeneponto dialect (Turatea Dialect)

The Turatea dialect is spoken by the entire Jeneponto community from the east of "Allu" to the Bantaeng border, continuing to stretch in the northern interior to the Malakaji border. The language use in interacting in the classroom is Indonesian and the Jeneponto dialect. During the learning process, teachers and students use code mixing, code switching, and interference in their speech caused by the habit of using the Jeneponto dialect at home, the teacher balances the students' language skills and the influence of the first language.

Mahmud (2005) uses two dominant languages, The first one is their traditional language, and the second one is Indonesian. Teachers and students live and live in the same place and use the same dialect of the language when they are at home, namely the Turatea dialect. Forms of language use in the form of code mixing, code switching, and interference are used by teachers and students for certain reasons. Such as when explaining again or repeating the material that has been explained so that students are able to understand the intentions expressed by the teacher better and can catch the material clearly.

According to Mappau R (2017) states that the Turatea dialect is a dialect that has a thick characteristic so that speaking every speaker has a falling intonation. characteristics inherent in language and influenced by elements of local culture. The hallmark of the Jeneponto dialect is "ma'lagu". Ma'lagu is the typical accent or intonation of the Turatea dialect. Mutmainnah (2018) suggests the following are examples that show the phenomena of the form of language use in the form of code mixing, code switching, and interference that occurs in the learning process.

Teacher : How was last week's homework, have you done it?

Student : Yes ma'am

Teacher : *baji mi injo punna lekbak mi*. Teacher tell you to work

baji'-baji injo pr. so that nu issengi injo the main idea.

(Okay then... I'm telling you to do your homework properly so you understand the main idea).

Although the Jenepono dialect is the same as the Lakiung or Konjo language, the dialect is definitely different because the culture is also different. Dialects are instilled from childhood by parents and environmental factors and are attached to adulthood. According to Qura U (2019) these forms are explained as follows:

1. The negation constituents of taK- and their allomorphs in the Makassar language, the Lakiung dialect and the Turatea.

Negasi dialect are not used in the Lakiung dialect or the Turatea dialect. In both dialects, it is not close to verbs because verbs can be attached with taK-, but not in Makassar all verbs can be attached with no- because there are certain rules. No- in Makassar language has two functions, namely as an affix that follows a passive verb and as a negative marker.

The thing to note is that taK- as an affix, taK- is classified as mandatory and open, meaning that it must be added not before the root word and open, meaning that no pronouns should be added at the end of the word, such as -a/-ak 'aku' or - i 'he'. not- as a negation marker can be seen in the following data.

- a) Takkana (don't say)
 - b) Takkiok ('not calling')
 - c) Takparek (not making)
2. Negation with *Tena* Meaning 'no' or 'not yet' and its Variations.

Negative constituents are not only bound morphemes, but can also be free morphemes. word *Tena* 'no' is used by Lakiung dialect speakers, while the dialect speakers Turatea use the negative form *tanre* or *anre* which means 'no'. The use of the negation form of *tena* or *tanre* is used before the verb, its position is behind the verb. Here's how to use it in a sentence.

Example : *Tena*

The word *tena* stands alone as a negative marker or can also be attached to a particle, such as *-pa*, *-pi*, *-mo*, *-mi* or pronouns.

3. The use of the word *Tania* in the Turatea dialect

To express 'no' is different from that used by speakers of the Lakiung dialect, the word used by speakers of the Turatea dialect to say 'no' is *tania*, as shown in the following data.

a) *Tania doek kupala intuji kitaggalaka.*

'I'm not asking for the money that's all you hold'

b) *Tania joka taunna*

'is not the person'

e. Intonation and Stress in dialect

Intonation in dialect is about changing the pitch of the voice. In languages like English, stress and rhythm also play a role Nolan (2020). Intonation also conveys different meanings of expressions (surprise, anger, concern, etc.). In many languages, including

English, intonation has a grammatical characteristic that distinguishes one type of phrase or sentence from another. Therefore, "Your name is John" is a simple claim that begins in a medium tone and ends in a low note (falling intonation).

Intonation and stress are closely related. Intonation is more about how students' voices rise and fall when students speak by Bolinger, (1989). while stress is about how students emphasize syllables. In addition, it tends to increase, decrease, or stop depending on the meaning or emotion we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Therefore, intonation indicates the mood of the speaker.

Therefore, intonation indicates the mood of the speaker. There are two basic patterns of intonation in English: descending intonation and ascending intonation. In the following example, the down arrow (↘) indicates a decrease in intonation, and the up arrow (↗) indicates an increase in intonation.

1. Falling intonation (↘)

(Voice pitch drops at the end of the sentence.) Falling intonation is the most common intonation pattern in English. Often included in statements, commands, questions (information questions), affirmations, question tags, and exclamation marks.

Statement

(↘) a sign that indicates a falling intonation

➤ Nice to meet ☐ you.

- I'll be back in a ☐ minute.
- She doesn't live here ☐ anymore.
- We should work together more ☐ often
- I'm going for a walk in the ☐ park.

Comma

- Write your name ☐ here.
- Leave it on the ☐ desk.
- Take that picture ☐ down.
- Throw that ☐ out.
- Put your books on the ☐ table.
- Take your hands out of your ☐ pockets.

2. Rising intonation (↗)

(Pitch increases at the end of the sentence.) Increased intonation encourages the speaker to continue speaking. This is typically used for real questions, "yes / no" questions and question tags.

F. Influence of language

Language learners often produce syntax errors and pronunciation that is considered the result of the influence of the mother tongue. according to Corder (1967) observed that when people learn a second language, they already have the first language. He also realized that the rules they learned and understood in the first language were used in the second. As a result, people form the habit of using the rules of the first language in the second language and therefore make mistakes.

Butzkamm, (2007) Thus the effect of the first language on second language learning is often experienced in both written and spoken language. These effects are related to pronunciation, spelling and grammar. Currently, most of the education system uses the mother tongue as the language of instruction, especially in elementary schools in rural areas. There is an argument that students learn English more quickly and effectively by maintaining their proficiency in their mother tongue in their mother tongue.

Crystal. et al. (2003). English's current status as an international or global language is supported by its wide use in areas such as politics, diplomacy, international trade and industry, commerce, science and technology, education, media, information technology, and popular culture. . Shohamy (2007) understanding language as 'open, dynamic, energetic, constantly evolving and personal' encompasses the rich complexities of communication.

D. Conceptual Framework

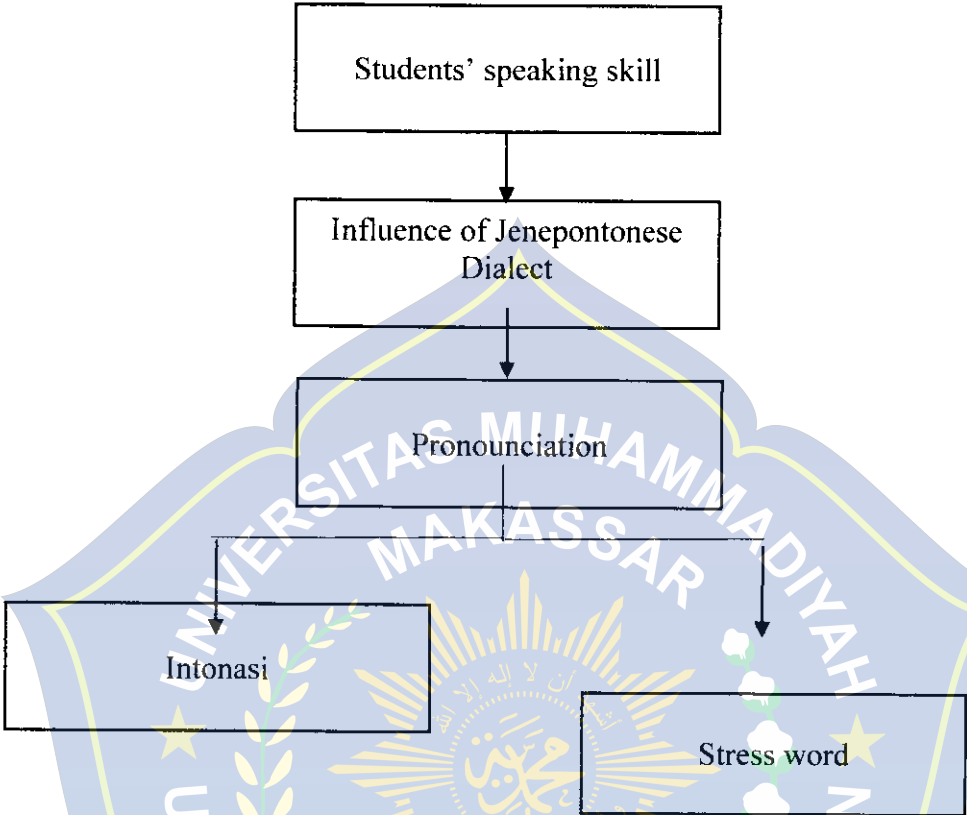


Figure 2.1: Conceptual framework

The conceptual framework above illustrates that this research conducted by researchers. Based on the theory and the results of relevant research, the researchers took the theoretical framework of this research. The researcher chose students at SMA 1 Jeneponeto as research subjects in speaking skills. Then the researcher recorded interview when students spoke English clearly to find out the effect of Jeneponeto dialect on students' pronunciation in terms of intonation and word stress.

CHAPTER III

RESEARCH METHODS

A. Research Design

The research design used descriptive qualitative research methods. The purpose of this method is to determine the influence of the Jenepontonese dialect on students' speaking skills in terms of pronunciation. In this research used a purposive sampling technique, because the sample is involved in the research process to be studied. The research location is in SMA 1 Jeneponto.

B. Research Subject

The subjects of this study amounted to 8 students. The characteristics of the subject are students who grew up in Jeneponto and they actively use Turatea (Jenepontonese dialect) in their daily life.

C. Data Collection Instruments

The data collection technique used in this research is interviews. Researchers used semi-structured interviews. The following are descriptive data collection techniques as follows : Semi-structured interview

Semi-structured interviews are interviews that take place referring to a series of open-ended questions. This method allows the emergence of new questions because of the answers given by the resource persons so that during the session, information extraction can

be carried out more deeply. The speaking assessment was used to determine the extent to which their regional dialect influenced their English. Data recording techniques are very important in qualitative research (Crystal D, 1997). this method requires documenting information using the study protocol, managing data collection in such a way that possible difficulties during data collection are predictable, and then bringing sensitivity to ethical issues that may affect data quality.

D. Procedure of Data collection

Researchers used the following procedures in this study:

1. First, contact the English teacher for permission to conduct research on students in class XI.
2. Second, the researcher enter the class, introduce self and goals.
3. Third, the researcher selects the sample according to the student's characteristics.
4. Fourth, the researcher was gather data though and interview focusing on two aspect, intonation and stress word.
5. Researchers collect data through interviews by recording all voice conversations
6. following the supervising lecturer's analysis the reseach instrument, the samplewas handed to the research instrument, thus the ims of this research is to ascertainthe influence of jeneponto local dialect on student speaking skill.

E. Data Analysis Techniques

According to Miles and Huberman (1994:10), analysis can be defined because it consists of three activity lines, namely data reduction, data presentation, and conclusion drawing/verification. In this study, researchers used the theory of Miles and Huberman in analyzing the data, so there are three steps that must be taken, namely:

1. Researchers analyzed the results of interviews and by listening to the results of the audio recorder that was taken and was easy to understand when proceeding to the next step of analysis.
2. Then the researcher made a summary in a simple description in the form of a narrative.
3. After transcribing the data, the next step is verification in the form of a narrative with valid data and consistent evidence so that readers can more easily understand the influence of local language dialect on English Speaking skill at SMA 1 Jenepono.

Miles and Huberman (1994:10), analysis can be defined as consisting of three streams of activities, namely data reduction, data presentation, and conclusion drawing/verification.

a. Data reduction

Data reduction begins with explaining, choosing basic things, focusing on something important to the content of the data obtained from the field, so that data reduction can provide an in-depth picture of the observations. In this study, data reduction was carried out by making contact summaries, developing categorical phonemes, making reflection notes and selecting data. In this study, the researcher reduced the data after conducting interviews with students. Then the researcher reduces the data that does not match the data that the researcher is looking for. Example: Can you tell me something about your experience in learning English? /kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/?. students speak interference with local intonation

b. Data display

The process showing data simply in the form of words sentences able and etc in order to the collected are mastered by the researcher as the basic to take appropriate conclusion. A display an organized ,compressed, assembly of information that permits conclusion drawinG and action. in this research the researcher used narrative essay in displaying the data because it's the most common data

display used in qualitative research. The researcher took the words that only the main words that influence the pronunciation on the intonation and stress word of the students from SMA 1 Jenepono.

c. Data classification

Data classification is a shorting process and categorization. Data into various types, forms, and other distinguishing classes. Students from Jenepono find it difficult to pronounce the sound /f/ for example the preposition they say front should be /frant/. Students find it difficult to pronounce the sound because in daily conversation, students rarely use the sound of the letter /f/. therefore Most of the words they use in the Jenepono dialect are /p/ sounds. this shows that their regional dialect affects their English pronunciation.

d. Data interpretation

Refers to process implementation through data review by proposing come to a conclusion format. The researcher's initial interpretation when students speak English those words affect their local language

e. Verification and conclusion

The beginning of the research make a temporary conclusion, in the last step, the conclusion be verified to the notes taken and further more it's broken to the perfect

conclusion. The researcher took the conclusion that dialect from students of SMA 1 Jeneponto can influence their Pronunciation on intonation and stress word of the students.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher chose class XI MIPA 1 at SMA 1 Jeneponto as the research subject. Interviews through face-to-face and recording to obtain data. Researchers used mobile phones to record interviews. This interview was conducted by 8 students in pairs. This interview aims to determine whether students' dialect affects pronunciation in terms of intonation when students speak. Q: questions and A: answers.

1. The result of the influence of dialect on students' pronunciation in terms of intonation.

a. Experience in learning english

Student 1 and 2

Q: Can you tell me something about your experience in learning English? /kæn/ /ju/te/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/?

A : I was interested and started learning English when I was in junior high school and I tried to learn it myself and then when I was in high school it became more because I found it very challenging and also fun I really enjoyed learning English especially from listening to

music I learned from the lyrics and then tried pronouns and translets Indonesian.

/aɪ//wɒz// 'ɪntrestɪd//ænd//stɑ:t// 'lɜ:nɪŋ// 'ɪŋɡlɪʃ//wen//aɪ//wəz//ɪn// 'dʒu:
:niər//haɪ//sku:l//ænd//aɪ//traɪd//tu//lɜ:n//ɪt//maɪ'self//ænd//ðen//wen//
aɪ//wəz//ɪn//haɪ//sku:l//br'keɪm//mɔ:r//br'kəz//aɪ//faʊnd//ɪt// 'veri// 'tʃæ
lɪndʒɪŋ// 'tʃæɪndʒɪŋ//ænd// 'ɔ:lsəʊ//fʌn//aɪ// 'ri:əli//ɪn 'dʒɔɪ// 'lɜ:nɪŋ// 'ɪŋ
ɡlɪʃ//ɪ 'speʃəli//frəm// 'lɪsn// 'mju:zɪk//aɪ// 'lɜ:nɪd//frəm//ðɪ// 'lɪrɪk//ænd/
/ðen//traɪd// 'prəʊnaʊn//ænd//trænz'leɪt//,ɪndə'ni:ziə/.

Based on the answers above, student 1 shows that students speak interference with local intonation. intonation rises and falls at the beginning and at the end of the interview, while student 2 showed that the rising and falling intonation was at the beginning of the sentence, and in the middle of the sentence the students spoke.

student 3 and 4

Q :Can you tell me something about your experience in learning English?

/kæn/ /ju:/tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/
/ 'lɜ:nɪŋ// 'ɪŋɡlɪʃ/ ?

A: my experience during learning English at first I found a lot of new vocabulary but until now just I know very little and... my other experiences like we get information and of course some challenges.

/maɪ//ɪk'spiəriəns// 'dʒʊərɪŋ// 'lɜ:nɪŋ// 'ɪŋɡlɪʃ//ət//fɜ:st//aɪ//faʊnd//ə//lɒt/
/əv//ɪnju:/'və'kæbjələri//bʌt//ən'tɪl//naʊ//dʒʌst//aɪ//nəʊ// 'veri// 'lɪtl//ən
d/ ... /maɪ/ /'ʌðə(r)/ /ɪk'spiəriəns/ /laɪk/ /wi/ /get/ /,ɪnfə'meɪʃn/ /ænd/
/kɔ:rs/ /sʌm/ / 'tʃæɪndʒ/.

Based on the answers above, student 3 shows that students speak with local intonation. The intonation falls at the beginning of the sentence and at the end of the sentence, while in the middle of the sentence the student's intonation rises and falls. while student 4 showed that the rising and falling intonation was at the beginning of the sentence, and in the middle of the sentence the students spoke.

Student 5 and 6

Q: Can you tell me something about your experience in learning English?

/kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ ?

A : I can't speak in front of people in English because I don't know what to say and I'm very nervous.

/aɪ//kænt//ɪn//frʌnt//əv// 'pi:pl//ɪn// 'ɪŋɡlɪʃ//bɪ'kæz//aɪ//dəʊnt//nəʊ//waɪ/ /tu//seɪ//ænd//aɪm// 'nɜ:vəs/.

Based on the answers above, student 5 did not show a change in intonation. while student 6 showed that the intonation rose and fell in the middle of students' sentences.

Student 7 and 8

Q: Can you tell me something about your experience in learning English?

/kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/
/ 'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ ?

A: My experience learning English is that very difficult to speak or
mention vocabulary. Sometimes I mispronounce words and
sometimes I want to stop in English but I believe I can, I wish I
could speak English.

/maɪ//ɪk'spiəriəns// 'lɜ:nɪŋ// 'ɪŋɡlɪʃ//ɪz//ðæt// 'veri// 'dɪfɪkəlt//tu//spi:k//ɔ
:(r)// 'menʃn//və'kæbjələri//.'sʌmtaɪmz//aɪ// mɪsprə'naʊns//wɜ:rd//ən
d// 'sʌmtaɪmz//aɪ//wɒnt//tu//stɒp//ɪn// 'ɪŋɡlɪʃ//bʌt//aɪ//bɪ'li:v//aɪ//kæn//
aɪ//wɪʃ//aɪ//kʊd//spi:k// 'ɪŋɡlɪʃ/.

Based on the answers above, student 7 showed that the
intonation rose and fell in the middle of the sentence, while student 8
showed that the intonation fell at the beginning of the sentence and
fell in the middle of the sentence.

b. SMA 1 as the selected school.

Student 1 and 2

Q: What make you choose SMA 1 Binamu as your continuing
school?

/wɒt/ /meɪk//ju//tʃu:z/ SMA 1 Binamu /əz//jɔ:(r)/ /kæn'tɪnju:/
/sku:l/?

A: I think this school was quite famous when I was in junior high school, so I wanted to go here to . On average, my friends also study here.

/aɪ//θɪŋk//ðɪs//sku:l//wəz//kwaɪt//feɪməs//wen//aɪ//wəz/

/,dʒu:nɪə'haisku:l//səʊ//aɪ//wɒntɪd//gəʊ//hɪr/.ən//ævərɪdʒ/,maɪ//frend//ɔ:ləsəʊ//stʌdi//hɪr/.

Based on the answers above, student 1 showed that the intonation rose and fell at the beginning and end of the sentence, while student 2 showed that the intonation fell in the middle of the student's sentence.

Student 3 and 4

Q:What make you choose SMA 1 Binamu as your continuing school?"

/wɒt/ /meɪk//ju//tʃu:z/ SMA 1 Binamu /əz//jɔ:(r)/ /kən'tɪnju://sku:l/?

A : emm because parents want. He said this school is good and excels in learning.

/bɪ'kəz/ /'peərənt/ /wa:nt/. /hi:/ /sed/ /ðɪs/ /sku:l/ /ɪz/ /gʊd/ /ænd/

/ɪk'sel//ɪn//lɜ:nɪŋ/

Based on the answers above, student 3 showed that the intonation rose and fell at the beginning and end of the sentence, while student 4 showed that the intonation fell at the beginning of the student's sentence.

Student 5 and 6

Q :What make you choose SMA 1 Binamu as your continuing school?

/wɒt/ /meɪk//ju//tʃu:z/ SMA 1 Binamu /əz//jɔ:(r)/ /kən'tɪnju:/ /sku:l/?

A: I don't know. Just want to enter this school.

/aɪ/ /dəʊnt//nəʊ/. /dʒʌst//wɒnt//tə// 'entə(r)/ /ðɪs// /sku:l/.

Based on the answers above, student 5 showed a falling intonation at the end of the sentence, while student 6 did not show a change in intonation

Student 7 and 8

Q : What make you choose SMA 1 Binamu as your continuing school?

/wɒt/ /meɪk//ju//tʃu:z/ SMA 1 Binamu /əz//jɔ:(r)/ /kən'tɪnju:/ /sku:l/?

A: why I want to this school because, Jeneponto 1 high school is very superior and close to my house.

/waɪ/ /aɪ/ /wɒnt//tu:/ /ðɪs/ /sku:l/ /bɪ'kəz/ jəneponto 1 /haɪ/ /sku:l//ɪz// 'veri//su:'piəriə(r)/ /ənd//kləʊz//tu://maɪ//həʊm/.

Based on the answers above, student 7 did not show a rising or falling intonation, while student 8 did not show a change in intonation.

c. Learning process in class

Student 1 and 2

Q: How is the process of learning English in your class??

/haʊ/ /ɪz/ /ði:/ /'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /dʒ:(r)/ /kla:s/ ?

A: like lessons as usual.

/laɪk/ /'lesn/ /əz/ /'ju:ʒuəl/.

Based on the answers above, student 1 did not show a rising or falling intonation, while student 2 did not show a change in intonation.

Student 3 and 4

Q: How is the process of learning English in your class?

/haʊ/ /ɪz/ /ði:/ /'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /dʒ:(r)/ /kla:s/ ?

A : ok, even though there are many difficulty but I can pass and keep my grades good Alhamdulillah

/əʊ'keɪ/, /'i:vən/ /ðəʊ/ /ðeə(r)/ /ə(r)/ /'meni/ /'dɪfɪkəlti/ /bʌt/ /aɪ/ /kæn/ /pɑ:s/ /ænd/ /maɪ/ /greɪd/ /gɒd/ Alhamdulillah.

Based on the answers above, student 3 showed rising intonation at the beginning of the sentence and falling intonation at the end of the sentence. while student 4 also did not show a change in intonation.

Student 5 and 6

Q: How is the process of learning English in your class??

/haʊ/ /ɪz/ /ði:/ /'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /dʒɔ:(r)/ /klɑ:s/ ?

A : nothing special but i can figure out the meaning of some english vocabulary.

/'nʌθɪŋ/ /'speʃl/ /bʌt/ /aɪ/ /kæn/ /'fɪɡə(r)/ /aʊt/ /ðə/ /'mi:nɪŋ/ /əv/ /sʌm/ /'ɪŋɡlɪʃ/ /və'kæbjələri/.

Based on the answers above, student 3 did not show rising intonation or falling intonation in the sentence, while student 6 also did not show a change in intonation.

Student 7 and 8

Q: How is the process of learning English in your class?

/haʊ/ /ɪz/ /ði:/ /'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /dʒɔ:(r)/ /klɑ:s/ ?

A: My english lesson is very bad, because i can't speak english.

English is a difficult subject and I don't like it. I only know a little vocabulary, and sometimes i use google to translate it. Sometimes when the teacher speaks English, I don't know the meaning. But I want to learn English.

/maɪ/ /'ɪŋɡlɪʃ/ /'lesn/ /ɪz/ /'veri/ /bæd/ /,bɪ'kəz/ /aɪ/ /kænt/ /spi:k/ /'ɪŋɡlɪʃ/.

/'ɪŋɡlɪʃ/ /ɪz/ /'dɪfɪkəlt/ /'sʌbdʒekt/ /ænd/ /aɪ/ /dəʊnt/ /laɪk/ /ɪt/ /aɪ/ /'əʊnli/ /

nəʊ/ /'lɪtl/ /və'kæbjələri/ /,ænd/ /sʌmtaɪmz/ /aɪ/ /dʒu:z/ /'gu:gl/ /tu:/ /træn

z'leɪt/ /trænz'leɪt/ /ɪt/ /sʌmtaɪmz/ /wen/ /ðə/ /'ti:tʃə(r)/ /spi:k/ /'ɪŋɡlɪʃ/ /

aɪ/ /dəʊnt/ /nəʊ/ /ðə/ /'mi:nɪŋ/ /bʌt/ /aɪ/ /wɒnt/ /lɜ:n/ /'ɪŋɡlɪʃ/.

Based on the answers above, student 7 showed rising intonation at the beginning of the sentence. while student 8 also showed rising intonation and falling intonation in the middle of the sentence.

d. The weaknesses in learning process

Student 1 and 2

Q: What is one of your weaknesses in English, and what are you doing to improve it?

/wɒt/ /ɪz/ /wʌn/ /əv/ /jʊ:(r)/ /'wi:kniəs/ /ɪn/ /'ɪŋɡlɪʃ/, /ənd/ /wɒt/ /ə(r)/ /ju:/ /'du:ɪŋ/ /tu:/ /ɪm'pru:v/ /ɪt/?

A: my weakness is i not confident ee speak english in public so i try to speak english with friends at home and my close friends.

/maɪ/ /'wi:kniəs/ /ɪz/ /aɪ/ /nɑ:t/ /'kɒnfɪdənt/ /spi:k/ /'ɪŋɡlɪʃ/ /ɪn/ /'pʌblɪk/ /səʊ / /aɪ/ /traɪ/ /tu:/ /spi:k/ /'ɪŋɡlɪʃ/ /wɪð/ /frend/ /ət/ /həʊm/ /ænd/ /maɪ/ /kləʊz/ /frend/.

Based on the answers above, student 1 showed rising intonation at the beginning of the sentence. while student 2 did not show a change in intonation.

Student 3 and 4

Q: What is one of your weaknesses in English, and what are you doing to improve it?

/wɒt/ /ɪz/ /wʌn/əv/ /jɔ:(r)/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/, /ənd/ /wɒt/ /ə(r)/
/ju:/ /'du:ɪŋ/ /tu://ɪm'pru:v/ /ɪt/?

A : My weakness in English is that when people speak I can't understand what they are saying. Or watching movies that don't have subtitles, I don't know what that means.

/maɪ/ /'wi:knəs/ɪn/ /'ɪŋɡlɪʃ/ɪz/ /ðæt/ /wen/ /'pi:pl/ /spi:k/
/,ʌndə'stænd/ /wʌt/ /ðeɪ/ə(r)/ /'seɪŋ/. /ɔ:(r)/ /wɒtʃ/ /'mu:vi/ /ðæt/
/dəʊnt/ /həv/ /'sʌbtaitl/ /aɪ/ /dəʊnt/ /nəʊ/ /wʌt/ /ðæt/ /mi:nz/.

Based on the answers above, student 3 showed rising intonation at the beginning of the sentence. while student 4 showed rising intonation at the beginning of the sentence and in the middle of the sentence.

Student 5 and 6

Q: What is one of your weaknesses in English, and what are you doing to improve it?

/wɒt/ /ɪz/ /wʌn/əv/ /jɔ:(r)/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/, /ənd/ /wɒt/ /ə(r)/
/ju:/ /'du:ɪŋ/ /tu://ɪm'pru:v/ /ɪt/?

A : my weakness is speaking, listening and writing. Everything is very difficult but I will study hard and practice

Based on the answers above, student 5 showed up and down intonation at the beginning of the sentence. while student 6 did not show a change in intonation in the sentence.

/maɪ/ /'wi:knəs/ /ɪz/ /spi:k/ /'hɪsn/ /'raɪtɪŋ/ /'evriθɪŋ/ /ɪz/ /'veri/ /'dɪfɪkəlt/
 /bʌt/ /aɪ/ /wɪl/ /'stʌdi/ /hə:d/ /ænd/ /'præktɪs/.

Student 7 and 8

Q: ~~What is one of your weaknesses~~ in English, and what are you doing to improve it?

/wɒt/ /ɪz/ /wʌn/ /əv/ /jɔ:(r)/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/ /ænd/ /wɒt/ /ə(r)/
 /ju:/ /'du:ɪŋ/ /tu:/ /ɪm'pru:v/ /ɪt/?

A: I have a weakness in English because I find it very difficult to memorize vocabulary and I don't used to speaking English because the pronunciation is very difficult.

/aɪ/ /hæv/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/ /bɪ 'kæz/ /aɪ/ /faɪnd/ /ɪt/ /'veri/ /'dɪfɪkəlt/ /tu/
 /'meməraɪz/ /və 'kæbjələri/ /ænd/ /aɪ/ /dəʊnt/ /ju:st/ /tu/ /spi:k/ /'ɪŋɡlɪʃ/ /bɪ 'k
 æz/ /prə'nansi'eɪʃn/ /ɪz/ /'veri/ /'dɪfɪkəlt/.

Based on the answers above, student 7 showed up and down intonation at the beginning of the sentence. while student 8 did not show a change in intonation in the sentence.

e. Activities carried out during covid-1

Student 1 and 2

Q: ~~Give me~~ your opinion what you did ~~in your home~~ during the pandemic covid-19?

/ɡɪv/ /mi/ /jɔ:(r)/ /ə'pɪnjən/ /wɒt/ /ju:/ /dɪd/ /ɪn/ /jɔ:(r)/ /həʊm/
 /'dʒuəriŋ/ /ði:/ /pæn'demɪk/ /'kəʊvɪd-19?

A: I really a lazy person I just wake up, eat, play on my cell phone, read a book, watch drama, play tiktok and repeat it.

/aɪ//ri:əli//leɪzi/ /'pɜ:rsn/ /aɪ/ /dʒʌst/ /weɪk/ /ʌp/, /i:t/, /pleɪ/ /ɒn/ /'sel fəʊn/, /ri:d//bʊk/, /wɑ:tʃ// 'drɑ:mə//pleɪ/tɪktɒk//ænd//rɪ'pi:t/ /ɪt/.

Based on the answers above, student 1 showed rising intonation at the beginning of the sentence and in the middle of the sentence, while student 2 showed rising and falling intonation at the beginning of the sentence.

Student 3 and 4

Q: Give me your opinion what you did in your home during the pandemic covid-19?

/gɪv/ /mi/ /jɔ:(r)/ /ə'pɪnjən//wɒt/ /ju://dɪd/ /ɪn/ /jɔ:(r)/ /həʊm/ /'dʒʊərɪŋ/ /ðɪ:/ /pæn'demɪk/ /'kəʊvɪd-19?

A:.. there are good impacts and bad impacts, I can spend time with my family. sometimes we don't understand the material and the teacher literally explains about assignment.

/ðeə(r)//ə(r)//gʊd// 'ɪmpækt//ænd//bæd// 'ɪmpækt/. /aɪ//kæn//spend//taɪ m//wɪθ//maɪ// 'fæməli/. /'saɪntaɪmz//wɪ//dəʊnt//, ʌndə'stænd//ðə//mə'tɪ əriəl//ænd//ðə// 'ti:tʃə(r)// 'lɪtərəli//ɪk'spleɪn//ə'baut//ə'saɪnmənt/.

Based on the answers above, student 3 did not show a change in intonation. while student 4 showed up and down sentences at the beginning and in the middle of the sentence.

Student 5 and 6

Q: Give me your opinion what you did in your home during the pandemic covid-19?

/gɪv/ /mi/ /jɔ:(r)/ /ə'pɪnjən/wɒt/ /ju://dɪd/ /ɪn/ /jɔ:(r)/ /həʊm/
/'dʒʊəriŋ/ /ði:/ /pæn'demɪk/ /'kəʊvɪd-19?

A : I only watch youtube, tv and if I have schedule to do activities with friends or family, I do it.

/aɪ/'əʊnli/wɒtʃ/ /'ju:tju:b/, /ti: 'vi:/, /ænd/ /ɪf/ /aɪ/ /hæv/ /'skedʒu:l/
/tu//du://æk'tɪvəti//wɪθ//frendz//ɔ:(r)/ /'fæməli/, /aɪ//du://ɪt/.

Based on the answers above, student 5 did not show a change in intonation, while student 6 also did not show a change in intonation.

Student 7 and 8

Q: Give me your opinion what you did in your home during the pandemic covid-19?

/gɪv/ /mi/ /jɔ:(r)/ /ə'pɪnjən/wɒt/ /ju://dɪd/ /ɪn/ /jɔ:(r)/ /həʊm/
/'dʒʊəriŋ/ /ði:/ /pæn'demɪk/ /'kəʊvɪd-19?

A: what I have ve been doing in my house since COVID-19 I only helping my parents, doing homework and relaxing, playing phones.

/wʌt/aɪ/hæv//bɪn// 'du:ɪŋ//ɪn//maɪ//haʊs//sɪns// 'kəʊvɪd19/aɪ/'əʊnli//
'helpɪŋ//maɪ// 'peərənt// 'du:ɪŋ// 'həʊmwɜ:rk//ænd//rɪ'læksɪŋ// 'pleɪŋ//fə
ʊn/.

Based on the answers above, student 7 did not show a change in intonation. while student 8 also did not show a change in intonation.

2. The result of the students’ pronunciation in terms of stress word.

Based on the interview, the researcher found that there were some misplaced syllable stresses made by the students. misplaced occurs in two-syllable words, three-syllable words, and four-syllable words. Student placement pressures are very similar to each other. The following is a summary of the results of the findings:

Table 4.1 : stress syllable

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/'əraɪz/	Misplacement
	/ə'raɪz/	
	/əraɪz'/	Misplacement
Knowledge /'nɒlɪdʒ/	/nɒlɪdʒ'/	Misplacement
	/'nɒlɪdʒ/	
	/n'ɒlɪdʒ/	Misplacement
Many /'meni/	/'meni/	
	/meni' /	Misplacement
	/me'ni/	Misplacement
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒgrəfə(r)/	/ fə'tɒgrəfə(r)/	
	/fə'tɒg'rəfə(r)/	Misplacement
	/fə'tɒgrəfə(r)'/	Misplacement
Something /'sʌmθɪŋ/	/sʌmθɪŋ' /	Misplacement
	/sʌm'θɪŋ' /	
	/'sʌmθɪŋ/	
Understand /,ʌndə'stænd/	/ʌndəstænd' /	Misplacement
	/,ʌndə'stænd/	
Important /ɪm'pɔ:tnt/	/'ɪmpɔtnt/	Misplacement

	/ɪmpɔːtnt/	Misplacement
	/ɪm'pɔːtnt/	
Event /ɪ'vent/	/ɪ'vent/	
	/ɪvent'/	Misplacement
Excite /ɪk'saɪt/	/ɪk'saɪt/	
	/'ɪksaɪt/	Misplacement
	/ɪksaɪt'/	Misplacement
Example /ɪg'zɑːmpl/	/ɪgza'mpl/	Misplacement
	/ɪg'zɑːmpl/	
	/ɪgza'mpl'/	Misplacement
	/ɪg'zɑːmpl/	
Reading /'riːdɪŋ/	/'riːdɪŋ/	
	/riːdɪŋ'/	Misplacement

Based on the above data display some students show misplaced pressure. Misplaced stress is more dominant using two syllables and emphasized at the beginning and at the end. For example the word Something /'sʌmθɪŋ/, and Event /ɪ'vent/. Students emphasize two syllables at the end of the word. Being Something /sʌmθɪŋ'/, and Events /ɪvent'/ stress at the end of a syllable. these two words are two syllables that are commonly used and heard. Other words that are Important /ɪm'pɔːtnt/ and Understand /,ʌndə'stænd/ are the words with the most wrong syllable stress. These two words are three syllables that are familiar because they are usually used when speaking.

B. Discussion

1. intonation.

Based on the results of research conducted by researchers about The influence of local language dialect on english speaking skill at sma 1 jeneponto. Researchers get the same interview results

between students with one another. The data from the interviews showed that the Jeneponto dialect students had an effect on pronunciation in terms of intonation.

Based on the results above, in particular, grade XI students at SMA 1 Jeneponto have more falling intonation, although some students have rising intonation, and the majority of students have a falling intonation dialect, for example. Can you tell me something about your experience in learning English? /kæn/ /ju/tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/?. students speak interference with local intonation. intonation rose and fell at the beginning and at the end of the interview. like the speaker Jeneponto (Mappau, 2017) states that the Turatea dialect is a dialect that has a thick characteristic so that speaking every speaker has a falling intonation. (Yulianti, 2019) The different phoneme produce between Bugis native and English native in some areas of phoneme that caused the subjects who is the native speaker of Kabupaten Bone sometimes difficult to pronounce English words. The subjects usually used their mother language (Bugis) in casual conversation with their family, friends, and people who live around them. The subjects used to speak the language with their family, friends, and people who live around them with Bugis accent. This theory is in line with the findings of this study. During the interview, students indicated the influence of dialect on their pronunciation. This is because it is influenced by the habits of students in their village in

using the local language. some students of class XI at SMA 1 Jeneponto have difficulty pronouncing the sound /f/ for example the preposition they pronounce pront should be /frʌnt/. Students have difficulty in pronouncing words because in everyday conversation students rarely use the sound of the letter /f/. Therefore, most of the words they use in the Jeneponto dialect are /p/ sounds. This shows that their regional dialect is influenced by student habits and the environment

Research findings related to the theory of regional language pronunciation by (Burky, 2021) in study entitled The influence of regional accents in speaking English at the Muhammadiyah University of Makassar found that students from Buginess Barru and Buginess Bone still have an influence in terms of pronouncing the language word in English. During the speaking test, students demonstrated the effect of accents on their pronunciation. This is because it is influenced by the habits of students in their village when using their daily local language.

2. Stress

Based on the interview data, show that Jeneponto dialect students had an effect on pronunciation in terms of syllable stress. (Algifari, 2017) in a study entitled analyzing students' pronunciation of word stress, namely 7 Cambridge English College (CEC) Makassar students found that Institution of Engineering and Technology (IET) 7 Cambridge English College (CEC) Makassar

students still faced problems related to pronunciation, especially word stress. It was also found that Indonesian accents caused students to misplace the word stress. During the speaking interview most of the students had different pronunciations between dialects and syllable stresses to produce actual English words. This shows that students' dialect affects students in producing words, because it has become a habit in pronouncing words in English.

Teaching pronunciation on supra-segmental features namely vocal effects that extend over more than one sound such as stress, sentence, and intonation, syllable stress, and speech rhythm (Crystal et al. 2003). This theory is in line with the data that has been collected by the researcher, the data shows that the intonation and stress of students are different during the interview. Most students produce words by adding stress and intonation of words when students speak in their mother tongue, because of the influence of the student environment from their children to study in high school. Therefore it seems difficult to follow the actual dialect of English. They need to practice more and move from the environment to get the intonation right and can pronounce the words better.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Conclusion summarizes the result of the research based on the research problem.

A. Conclusion

Based on the results of the research The researcher concludes that the eleventh graders of SMA Jenepono still have influence in pronouncing words in English in terms of pronunciation using falling intonation and syllable stress. During the interview, students pointed out that dialect affects their pronunciation. it is because of the influence of local language habits. students' pronunciation really affects their dialect. This is shown when students conduct interviews to measure the effect of students' Jenepono regional language on stress and intonation in terms of pronunciation.

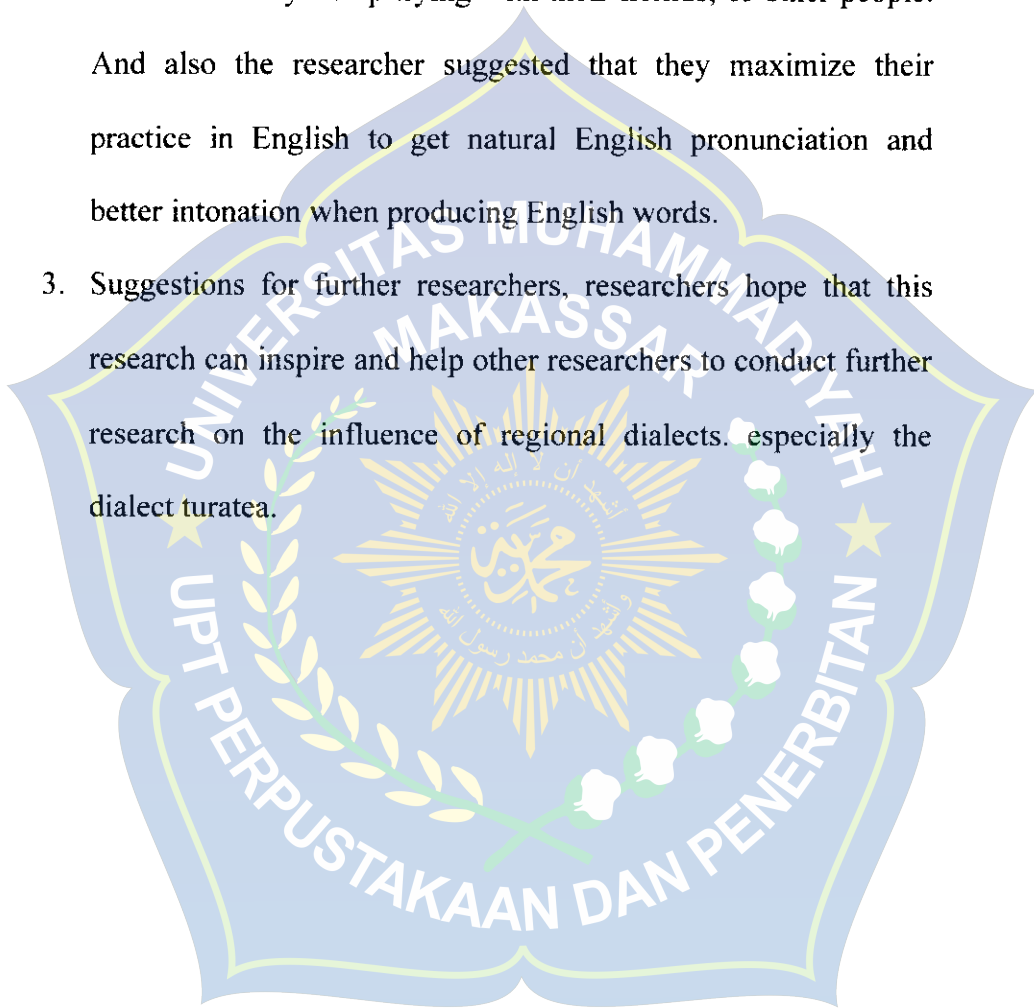
B. Suggestion

After analyzing the data obtained from the interviews, the researcher would like to convey some suggestions, they are follows:

1. Suggestions for English teachers related to speaking and pronunciation skills, to focus more on Surpra-segmental material, namely intonation and stress syllables in learning The results of the study prove that regional dialects affect students' pronunciation and intonation of speaking skills. This can be a

consideration for teachers to evaluate how to teach speaking skills in terms of intonation and pronunciation..

2. It is recommended for students to be aware of dialect disorders and realize that mastering English is not an easy thing. This research can be a reference for students to practice speaking more and always keep trying with their friends, or other people. And also the researcher suggested that they maximize their practice in English to get natural English pronunciation and better intonation when producing English words.
3. Suggestions for further researchers, researchers hope that this research can inspire and help other researchers to conduct further research on the influence of regional dialects, especially the dialect turatea.



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INTERVIEW

1. The influence of dialect on students' pronunciation in terms of intonation

This interview conducted by students in pair. This interview aims to find out whether students' dialect influence pronunciation when carrying out English conversations with fellow students. Q: question and A: answer.

Students 1 & 2

1. Q: Can you tell me something about your experience in learning English?

/kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/?

A: I was interested and started learning English when I was in junior high school and I tried to learn it myself and then when I was in high school it became more because I found it very challenging and also fun I really enjoyed learning English especially from listening to music I learned from the lyrics and then tried pronouns and translets Indonesian.

/aɪ//wɒz// 'ɪntrestɪd//ænd//stɑ:t// 'lɜ:nɪŋ// 'ɪŋɡlɪʃ//wen//aɪ//wəz//ɪn// 'dʒu:niər//haɪ//sku:l//ænd//aɪ//traɪd//tu//lɜ:n//ɪt//maɪ'self//ænd//ðen//wen//aɪ//wəz//ɪn//haɪ//sku:l//bɪ'keɪm//mɔ:r//bɪ'kɔz//aɪ//faʊnd//ɪt// 'veri// tʃælɪndʒɪŋ// tʃælɪndʒɪŋ//ænd// ɔ:lsoʊ//fʌn//aɪ// 'ri:əli//ɪn'dʒɔɪ// 'lɜ:nɪŋ// 'ɪŋɡlɪʃ//ɪ' speʃəli//frɒm// 'lɪsn// 'mju:zɪk//aɪ// 'lɜ:nɪd//frɒm//ði// 'lɪrɪk//ænd//ðen//traɪd// 'prəʊnaʊn//ænd//trænz'leɪt//,ɪndə'ni:ziə/.

2. Q: What make you choose SMA 1 Binamu as your continuing school?

/wɒt/ /meɪk//ju//tʃu:z/ SMA 1 Binamu /əz//jɔ:(r)/ /kən'tɪnju:/ /sku:l/?

A: I think this school was quite famous when I was in junior high school, so I wanted to go here to . On average, my friends also study here.

/aɪ//θɪŋk//ðɪs//sku:l//wəz//kwaɪt//'feɪməs//wen//aɪ//wəz/

/,dʒu:nɪə'haisku:l//səʊ//aɪ//'wɒntɪd//qəʊ//hɪr/. /ɒn//'ævərɪdʒ/, /maɪ//fre
nd//'ɔ:lsoʊ//'stʌdi//hɪr/.

3. How is the process of learning English in your class??

/haʊ/ /ɪz/ /ði/ /'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /jɔ:(r)/ /kla:s/ ?

A: like lessons as usual.

/laɪk// 'lesn//əz// 'ju:ʒuəl/.

4. What is one of your weaknesses in English, and what are you doing to improve it?

/wɒt/ /ɪz/ /wʌn//əv/ /jɔ:(r)/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/, /ænd/ /wɒt/ /ə(r)/
/ju:/ /'du:ɪŋ/ /tu://ɪm'pru:v/ /ɪt/?

A: my weakness is i not confident ee speak english in public so i try to speak english with friends at home and my close friends.

/maɪ// 'wi:knəs//ɪz//aɪ//nɔ:t//'kɒnfɪdənt//spi:k// 'ɪŋɡlɪʃ//ɪn// 'pʌblɪk//səʊ
//aɪ//traɪ//tu//spi:k// 'ɪŋɡlɪʃ//wɪð//frend//əɪ//həʊm//ænd//maɪ//kləʊz//fre
nd/.

5. Q: Give me your opinion what you did in your home during the pandemic covid-19?

/gɪv/ /mi/ /jɔ:(r)/ /ə'pɪnjən//wɒt/ /ju://dɪd/ /ɪn/ /jɔ:(r)/ /həʊm/
/'dʒuərɪŋ/ /ði:/ /pæn'demɪk/ /'kəʊvɪd-19?

A: I really a lazy person I just wake up, eat, play on my cell phone, read a book, watch drama, play tiktok and repeat it.

/aɪ//ri:əli//leɪzi/ /'pɜ:rsn/ /aɪ/ /dʒʌst/ /weɪk/ /ʌp/, /i:t/, /pleɪ/ /ɒn/ /'sel
fəʊn/, /ri:d//bʊk/, /wɑ:tʃ// 'drɑ:mə//pleɪ/tɪktɒk//ænd//rɪ'pi:t/ /ɪt/.

6. Q: Do you know what is Jeneponto dialect?

/du://ju://nəʊ/ /wɒt/ /ɪz/ /jeneponto/ /'daɪələkt/?

A: yes. dialect i think how you spell and pronounce a word and usually according to where you are from and for english accent there are so many accents.

/jes./ /'daɪələkt/ /aɪ//θɪŋk/ /haʊ//ju://spel//ænd//prə'naʊns//wɜ:d//ænd//
ju:ʒəli//ə'kɔ:d//tu//wer//ju://ər//frɒm//ænd//fɔ:r//'ɪŋɡlɪʃ// 'æksent//ðer//
ər//səʊ//meni// 'æksent/.

7. Does the Jeneponto dialect affect the pronunciation in your speaking skills?

/dʌz/ /ði:/ /jeneponto/ /'daɪələkt/ /ə'fekt/ /ði://prə'nansi'eɪʃn/ /ɪn/
/jɔ:(r)/ /spi:k/ /skɪl/

A: Yes. Because people have different accents, so it seems like it affects us when we speak English.

/jes/. /bɪ'kəz/. /'pi:pl/ /hæv/. /'dɪfrənt/. /'æksent/. /səʊ/. /ɪt/. /si:m/. /laɪk/. /ɪt/. /ə'fekt/. /s/. /wen/. /wi/. /spi:k/. /'ɪŋɡlɪʃ/.

Student 3&4

1. Q: Can you tell me something about your experience in learning English?"

/kæn/. /ju:/tel/. /mi/. /'sʌmθɪŋ/. /ə'baʊt/. /jɔ:(r)/ /ɪk'sprɪəriəns/. /ɪn/. /'lɜ:nɪŋ/. /'ɪŋɡlɪʃ/?

A: my experience during learning English at first I found a lot of new vocabulary but until now just I know very little and... my other experiences like we get information and of course some challenges.

/maɪ/. /ɪk'sprɪəriəns/. /dʒuəriŋ/. /'lɜ:nɪŋ/. /'ɪŋɡlɪʃ/. /ət/. /fɜ:st/. /aɪ/. /faʊnd/. /ə/. /lɒt/. /vɒkə'bʊləri/. /bʌt/. /ən/. /tɪl/. /naʊ/. /dʒʌst/. /aɪ/. /nəʊ/. /'veri/. /lɪt/. /ən/. /d/. /.../. /maɪ/. /'ʌðə(r)/ /ɪk'sprɪəriəns/. /laɪk/. /wi/. /get/. /'ɪnfə'meɪʃn/. /ænd/. /kɔ:rs/. /sʌm/. /'tʃælɪndʒ/.

2. Q : " What make you choose SMA 1 Binamu as your continuing school?"

/wɒt/. /meɪk/. /ju:/tʃu:z/ SMA 1 Binamu /əz/. /jɔ:(r)/ /kən'tɪnju:/. /sku:l/?

A : emm because parents want. He said this school is good and excels in learning.

/bɪ'kæz/ /'peərənt/ /wa:nt/ . /hi:/ /sed/ /ðɪs/ /sku:l/ /ɪz/ /gʊd/ /ænd/
/ɪk'sel//ɪn// 'lɜ:nɪŋ/

3. Q: How is the process of learning English in your class?

/haʊ/ /ɪz/ /ði:/ /'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /ʃu:(r)/ /kla:s/ ?

A : ok, even though there are many difficulty but I can pass and
keep my grades good Alhamdulillah

/əʊ'keɪ/, /'i:vən//ðəʊ//ðeə(r)/ /ə(r)/ /'meni/ /'dɪfɪkəlti/ /bʌt/ /aɪ/ /kæn/
/pɑ:s/ /ænd/ /maɪ/ /greɪd/ /gʊd/ Alhamdulillah

4. Q: What is one of your weaknesses in English, and what are you
doing to improve it?

/wɒt/ /ɪz/ /wʌn//əv/ /ʃu:(r)/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/, /ænd/ /wɒt/ /ə(r)/
/ju:/ /'du:ɪŋ/ /tu://ɪm'pru:v/ /ɪt/?

A : My weakness in English is that when people speak I can't
understand what they are saying. Or watching movies that don't have
subtitles, I don't know what that means.

/maɪ/ /'wi:knəs//ɪn/ /'ɪŋɡlɪʃ//ɪz/ /ðæt/ /wen/ /'pi:pl/ /spi:k/
/ˌʌndə'stænd/ /wʌt/ /ðeɪ//ə(r)/ /'seɪɪŋ/. /ɔ:(r)/ /wɒtʃ// 'mu:vi/ /ðæt/
/dəʊnt/ /həv/ /'sʌbtartl/ /aɪ/ /dəʊnt//nəʊ/ /wʌt/ /ðæt/ /mi:nz/.

5. Q: Give me your opinion what you did in your home during the
pandemic covid-19?

/gɪv/ /mi/ /jɔ:(r)/ /ə'pɪnjən//wɒt/ /ju:////did/ /ɪn/ /jɔ:(r)/ /həʊm/
 /'dʒʊərɪŋ/ /ði:/ /pæn'demɪk/ /'kəʊvɪd-19?

A: there are good impacts and bad impacts, I can spend time with
 my family. sometimes we don't understand the material and the
 teacher literally explains about assignment.

/ðeə(r)//ə(r)//gʊd/'ɪmpækt//ənd//bæd/'ɪmpækt/.aɪ//kæn//spend//taɪ
 m//wɪθ//maɪ/'fæməli/./'sʌmtaɪmz//wɪ//dɒnt//,ʌndə'stænd//ðə//mə'tɪ
 ərɪəl//ənd//ðə//tɪ:tʃə(r)/'lɪtərəli//ɪk'spleɪn//ə'baʊt//ə'saɪnmənt/.

6. Q: Do you know what is Jeneponto dialect?

/du: / /ju: / /nəʊ / /wɒt / /ɪz / jeneponto /'daɪəlekt/?

A : yes

/jes/

7. Q: Does the Jeneponto dialect affect the pronunciation in your
 speaking skills??

/dʌz/ /ði:/ jeneponto /'daɪəlekt/ /ə'fekt/ /ði://prə'nansi'eɪʃn/ /ɪn/
 /jɔ:(r)/ /spɪk/ /skɪl/

A: I think yes.

/aɪ/ /θɪŋk/ /jes/.

Student 5&6:

1. Q:Can you tell me something about your experience in learning
 English?

/kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ ?

A : I can't speak in front of people in English because I don't know what to say and I'm very nervous.

/aɪ//kænt//ɪn//frʌnt//əv// 'pi:pl//ɪn// 'ɪŋɡlɪʃ//bɪ'kæz//aɪ//dəʊnt//nəʊ//wʌt/ /tu//seɪ//ənd//aɪm// 'nɜ:vəs/.

2. Q :What make you choose SMA 1 Binamu as your continuing school?

/wɒt/ /meɪk//ju//tʃu:z/ SMA 1 Binamu /əz//jɔ:(r)/ /kən'tɪnju: / /sku:l/?

A: I don't know. Just want to enter this school.

/aɪ/ /dəʊnt//nəʊ/. /dʒʌst//wɒnt//tə// 'entə(r)/ /ðɪs// /sku:l/.

3. Q:How is the process of learning English in your class??

/haʊ/ /ɪz/ /ði: / 'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /jɔ:(r)/ /klɑ:s/ ?

A : nothing special but i can figure out the meaning of some english vocabulary.

/'nʌθɪŋ// 'speʃl//bʌt//aɪ/ /kæn/ /'fɪɡə(r)/ /aʊt/ /ðə/ /'mi:nɪŋ/ /əv//sʌm/ /'ɪŋɡlɪʃ/ /və'kæbjələrɪ/

4. Q: What is one of your weaknesses in English, and what are you doing to improve it?

/wɒt/ /ɪz/ /wʌn//əv/ /jɔ:(r)/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/, /ənd/ /wɒt/ /ə(r)/ /ju: / 'du:ɪŋ/ /tu: //ɪm'pru:v/ /ɪt/?

A : my weakness is speaking, listening and writing. Everything is very difficult but I will study hard and practice

/maɪ/'wi:knəs//ɪz//spi:k/,/'lɪsn/,/'rartɪŋ/,/'evriθɪŋ/ /ɪz/'veri/ /'dɪfɪkəlt/
/bʌt//aɪ//wɪl/'stʌdi//hɑ:d//ənd/'præktɪs/.

5. Q: Give me your opinion what you did in your home during the pandemic covid-19?

/gɪv/ /mi/ /jɔ:(r)/ /ə'pɪnjən//wɒt/ /ju:/'dɪd/ /ɪn/ /jɔ:(r)/ /həʊm/
/'dʒʊərɪŋ/ /ði:/ /pæn'demɪk/ /'kəʊvɪd-19?

A : I only watch youtube, tv and if I have schedule to do activities with friends or family, I do it.

/aɪ/'əʊnli//wɒtʃ/ /'ju:tju:b/,/ti: 'vi:/, /ənd/ /ɪf/ /aɪ/ /hæv/ /'skedʒu:l/
/tu://du:/'æktɪvətɪ//wɪθ//frendz//ɔ:(r)/ /'fæməli/, /aɪ//du:/'ɪt/.

6. Q: Do you know what is Jeneponto dialect?

/du:/ /ju:/ /nəʊ/ /wɒt/ /ɪz/ jəne'pɒnto /'daɪəlekt/?

A : dialect is the way people speak in their own lives,

/'daɪəlekt//ɪz//ði//weɪ// 'pi:pl//spi:k//ɪn//ðeə(r)//əʊn//laɪvz/.

7. Q: Does the Jeneponto dialect affect the pronunciation in your speaking skills?

/dʌz/ /ði:/ jəne'pɒnto /'daɪəlekt/ /ə'fekt/ /ði://prə'nansi'eɪʃn/ /ɪn/
/jɔ:(r)/ /spi:k/ /skɪl/

A: I don't think so . its normal.

/aɪ//dəʊnt//θɪŋk//səʊ//ɪts/'nɔ:ml/

Student 7 & 8

1. Q: Can you tell me something about your experience in learning English?

/kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ ?

A: My experience learning English is that very difficult to speak or mention vocabulary. Sometimes I mispronounce words and sometimes I want to stop in English but I believe I can, I wish I could speak English.

/maɪ//ɪk'spiəriəns// 'lɜ:nɪŋ// 'ɪŋɡlɪʃ//ɪz//ðæt// veri// 'dɪfɪkəlt//tu//spi:k//ɔ:(r)// 'menʃn//və'kæbjələri// 'sʌmtaɪmz//aɪ// mɪsprə'naʊns//wɜ:rd//ən d// 'sʌmtaɪmz//aɪ//wɒnt//tu//stop//ɪn// 'ɪŋɡlɪʃ//bʌt//aɪ//bɪ'li:v//aɪ//kæn//aɪ//wɪʃ//aɪ//kʊd//spi:k// 'ɪŋɡlɪʃ/

2. Q : What make you choose SMA 1 Binamu as your continuing school?

/wɒt/ /meɪk//ju//tʃu:z/ SMA 1 Binamu /əz//jɔ:(r)/ /kən'tɪnju:/ /sku:l/?

A: why I want to this school because, Jeneponto 1 high school is very superior and close to my house.

/waɪ/ /aɪ/ /wɒnt//tu:/ /ðɪs/ /sku:l/ /bɪ'kæz/,jeneponto 1/haɪ/ /sku:l//ɪz// 'veri//su:'piəriə(r)/ /ənd//kləʊz//tu://maɪ//haʊs/.

3. Q: How is the process of learning English in your class?

/haʊ/ /ɪz/ /ði:/ /'prəʊses/ /əv/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/ /ɪn/ /jɔ:(r)/ /kla:s/ ?

A: My english lesson is very bad, because i can't speak english.

English is a difficult subject and I don't like it. I only know a little vocabulary, and sometimes i use google to translate it. Sometimes when the teacher speaks English, I don't know the meaning. But I want to learn English.

/maɪ/ /'ɪŋɡlɪʃ/ /'lesn/ /ɪz/ /'veri/ /bæd/ /,bɪ/ /kænz/ /aɪ/ /kænt/ /spi:k/ /'ɪŋɡlɪʃ/ /'ɪ
 ɪŋɡlɪʃ/ /ɪz/ /'dɪfɪkəlt/ /'sʌbdʒekt/ /ænd/ /aɪ/ /dəʊnt/ /laɪk/ /ɪt/ /aɪ/ /'əʊnli/ /nəʊ/ /
 'lɪtl/ /və/ /kæbjələri/ /ænd/ /'sʌmtaɪmz/ /aɪ/ /ju:z/ /'gu:gl/ /tu:/ /trænz'leɪt/ /tr
 ænz'leɪt/ /ɪt/ /'sʌmtaɪmz/ /wen/ /ðə/ /'ti:tʃə(r)/ /spi:k/ /'ɪŋɡlɪʃ/ /aɪ/ /dəʊnt/ /
 nəʊ/ /ðə/ /'mi:nɪŋ/ /bat/ /aɪ/ /wɒnt/ /'lɜ:n/ /'ɪŋɡlɪʃ/

4. Q: What is one of your weaknesses in English, and what are you doing to improve it?

/wɒt/ /ɪz/ /wʌn/ /əv/ /jɔ:(r)/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/ /,ænd/ /wɒt/ /ə(r)/
 /ju:/ /'du:ɪŋ/ /tu:/ /ɪm'pru:v/ /ɪt/?

A: I have a weakness in English because I find it very difficult to memorize vocabulary and I don't used to speaking English because the pronunciation is very difficult.

/aɪ/ /hæv/ /'wi:knəs/ /ɪn/ /'ɪŋɡlɪʃ/ /bɪ/ /kænz/ /aɪ/ /faɪnd/ /ɪt/ /'veri/ /'dɪfɪkəlt/ /tu/
 /'meməraɪz/ /və/ /kæbjələri/ /ænd/ /aɪ/ /dəʊnt/ /ju:st/ /tu/ /spi:k/ /'ɪŋɡlɪʃ/ /bɪ/ /k
 ænz/ /prəˌnʌnsi'eɪʃn/ /ɪz/ /'veri/ /'dɪfɪkəlt

Student 1

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/'əraɪz/	misplacement
Knowledge /'nɒlɪdʒ/	/nɒlɪdʒ'/	misplacement
Many /meni'/	/'meni/	Misplacement
Play /pleɪ/	/'pleɪ/	
Photographer /fə'tɒgrəfə(r)/	/fə'tɒgrəfə(r)/	
Something /'sʌmθɪŋ/	/sʌmθɪŋ'/	Misplacement
Understand /,ʌndə'stænd/	/ʌndəstænd'/	Misplacement
Important /ɪm'pɔ:tnt/	/'ɪmpɔtnt/	Misplacement
Event /ɪ'vent/	/'ɪ'vent/	
Excite /ɪk'saɪt/	/'ɪk'saɪt/	
Example /ɪg'zɑ:mpl/	/ɪgzɑ'mpl/	Misplacement
Reading /'ri:dɪŋ/	/'ri:dɪŋ/	

Based on the above display, the first student has more misplaced word stresses than correct stress syllble. placement of word stress Arise /ə'raɪz/, Knowledge /'nɒlɪdʒ/, Many /'meni/, Something /'sʌmθɪŋ/ are two syllables, while students say without stressing syllables. Next Understand /,ʌndə'stænd/, Important /ɪm'pɔ:tnt/, and Example /ɪg'zɑ:mpl/ are three syllables. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.

Student 2

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/ə'raɪz/	
Knowledge /'nɒlɪdʒ/	/'nɒlɪdʒ/	
Many /'meni/	/'meni/	
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒgrəfə(r)/	/fə'tɒgrəfə(r)/	
Something /'sʌmθɪŋ/	/sʌmθɪŋ/	Misplacement
Understand /,ʌndə'stænd/	/ʌndə'stænd/	Misplacement
Important /ɪm'pɔ:tnt/	/ɪmpɔ:tnt/	Misplacement
Event /ɪ'vent/	/ɪvent/	Misplacement
Excite /ɪk'saɪt/	/ɪk'saɪt/	
Example /ɪg'zɑ:mpl/	/ɪg'zɑ:mpl/	
Reading /'ri:dɪŋ/	/ri:dɪŋ/	Misplacement

Based on the above display, the second student has slightly misplaced word stresses from correct stresses. The placement of word stress Something /'sʌmθɪŋ/, Event /ɪ'vent/, and Reading /'ri:dɪŋ/ are two syllables, while students say without pressing a syllable. then Understand /,ʌndə'stænd/, and Important /ɪm'pɔ:tnt/ is three syllables. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot

distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.

Student 3

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/'əraɪz'/	Misplacement
Knowledge /'nɒlɪdʒ/	/'nɒlɪdʒ/	
Many /'meni/	/'meni/	
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒgrəfə(r)/	/fə'tɒg'rəfə(r)/	Misplacement
Something /'sʌmθɪŋ/	/sʌm'tɪŋ'/	Misplacement
Understand /,ʌndə'stænd/	/ʌndə'stænd'/	Misplacement
Important /ɪm'pɔ:tnt/	/ɪm'pɔ:tnt'/	Misplacement
Event /ɪ'vent/	/ɪvent'/	Misplacement
Excite /ɪk'saɪt/	/ɪk'saɪt'/	Misplacement
Example /ɪg'zɑ:mpəl/	/ɪg'zɑ:mpəl/	
Reading /'ri:dɪŋ/	/ri:dɪŋ'/	Misplacement

Based on the above display, the third student has a lot of misplaced word stresses from the correct stresses. stress placement of words like Arise /ə'raɪz/, Something /'sʌmθɪŋ/, Event /ɪ'vent/, Excite /ɪk'saɪt/ and Reading /'ri:dɪŋ/ are two syllables. while the student's syllable stress is at the beginning and at the end. then Understand /,ʌndə'stænd/, and Important /ɪm'pɔ:tnt/ is three syllables. students

say without pressing a syllable. Photographer /fə'tɒgrəfə(r)/ has four syllables. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.

Student 4

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/ə'raɪz/	
Knowledge /'nɒlɪdʒ/	/'nɒlɪdʒ/	
Many /'meni/	/'meni/	
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒgrəfə(r)/	/fə'tɒgrəfə(r)/	
Something /'sʌmθɪŋ/	/'sʌmθɪŋ/	
Understand /,ʌndə'stænd/	/'ʌndə'stænd/	
Important /ɪm'pɔ:tnt/	/ɪmpɔtnt' /	Misplacement
Event /ɪ'vent/	/ɪvent' /	Misplacement
Excite /ɪk'saɪt/	/ɪk'saɪt/	
Example /ɪg'zɑ:mpl/	/ɪgzɑmpl' /	
Reading /'ri:dɪŋ/	/'ri:dɪŋ/	

Based on the above display, the fourth student had less misplaced word stresses than correct stresses. Placement of word stress Event /ɪ'vent/ is two syllables. Next Important /ɪm'pɔ:tnt/ is the three-syllable and students say it

without pressing the syllable. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.

Student 5

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/ə'raɪz/	
Knowledge /'nɒlɪdʒ/	/nɒlɪdʒ' /	misplacement
Many /'meni/	/meni' /	Misplacement
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒgrəfə(r)/	/fə'tɒgrəfə(r)'/	Misplacement
Something /'sʌmθɪŋ/	/ 'sʌmθɪŋ /	
Understand /,ʌndə'stænd/	/ʌndəstænd' /	Misplacement
Important /ɪm'pɔ:tnt/	/ɪm'pɔ:tnt/	
Event /ɪ'vent/	/ɪ'vent/	
Excite /ɪk'saɪt/	/ɪk'saɪt/	
Example /ɪg'zɑ:mpl/	/ɪg'zɑ:mpl/	
Reading /'ri:dɪŋ/	/ri:dɪŋ' /	

Based on the above display, the fifth student has slightly misplaced word stresses from correct stresses. stress placement such as Knowledge /'nɒlɪdʒ/, Many /'meni/ are two syllables. Next Understand /,ʌndə'stænd/ is three syllables

and students pronounce it without pressing the syllable. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.

Student 6

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/ə'raɪz/	
Knowledge /'nɒlɪdʒ/	/nɒlɪdʒ/	misplacement
Many /'meni/	/meni'/	Misplacement
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒgrəfə(r)/	//fə'tɒgrəfə(r)/	Misplacement
Something /'sʌmθɪŋ/	/ 'sʌmθɪŋ /	
Understand /,ʌndə'stænd/	/,ʌndə'stænd/	
Important /ɪm'pɔ:tnt/	/ɪmpɔ:tnt'/	Misplacement
Event /ɪ'vent/	/ivent'/	Misplacement
Excite /ɪk'saɪt/	/ɪksaɪt/	Misplacement
Example /ɪg'zɑ:mpl/	/ɪg'zɑ:mpl/	
Reading /'ri:dɪŋ/	/ri:dɪŋ'/	Misplacement

Based on the above display, the sixth student has many misplaced word stresses from the correct stresses. Word stress placements such as Knowledge /'nɒlɪdʒ/, Many /'meni/, Event /ɪ'vent/ Excite /ɪk'saɪt/ and Reading /'ri:dɪŋ/ are

two syllables. next Important /im'pɔ:nt/ is three syllables and Photographer /fə'tɒgrəfə(r)/ is four syllables. students say without syllable stress. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.

Student 7

Table 4.7 stress placement

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/əraɪz/	Misplacement
Knowledge /'nɒlɪdʒ/	/nɒlɪdʒ/	
Many /'meni/	/'meni/	
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒgrəfə(r)/	/'fə'tɒgrəfə(r)/	Misplacement
Something /'sʌmθɪŋ/	/sʌmθɪŋ'/	Misplacement
Understand /,ʌndə'stænd/	/ʌndəstænd'/	Misplacement
Important /im'pɔ:nt/	/ɪmpɔ:nt'/	Misplacement
Event /ɪ'vent/	/ɪvent'/	Misplacement
Excite /ɪk'saɪt/	/'ɪksaɪt/	Misplacement
Example /ɪg'zɑ:mpəl/	/ɪg'zɑ:mpəl/	
Reading /'ri:dɪŋ/	/ri:dɪŋ'/	Misplacement

Based on the above display, the seventh student has many misplaced word stresses from the correct stresses. stress placement of words like Arise /ə'raɪz/,

Something /'sʌmθɪŋ/, Event /ɪ'vent/ Excite /ɪk'saɪt/ and Reading /'riːdɪŋ/ are two syllables. Next Understand /ˌʌndə'stænd/, Important /ɪm'pɔːtnt/ is three syllables and Photographer /fə'tɒgrəfə(r)/ is four syllables. students say without syllable stress. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.

Student 8

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/'əraɪz/	Misplacement
Knowledge /'nɒlɪdʒ/	/nɒlɪdʒ/	Misplacement
Many /'meni/	/'meni/	
Play /pleɪ/	/pleɪ/	Misplacement
Photographer /fə'tɒgrəfə(r)/	/fə'tɒgrəfə(r) /	Misplacement
Something /'sʌmθɪŋ/	/sʌmθɪŋ/	Misplacement
Understand /ˌʌndə'stænd/	/'ʌndə'stænd/	
Important /ɪm'pɔːtnt/	/ɪm'pɔːtnt/	Misplacement
Event /ɪ'vent/	/ɪ'vent/	
Excite /ɪk'saɪt/	/ɪk'saɪt/	
Example /ɪg'zɑːmpl/	/ɪg'zɑːmpl/	
Reading /'riːdɪŋ/	/'riːdɪŋ/	

Based on the above display, the eighth student has many misplaced word stresses from the correct stresses. placement of word stresses such as Play /pleɪ/

which is one syllable Arise /ə'raɪz/, Knowledge /'nɒlɪdʒ/, Something /'sʌmθɪŋ/ are two syllables. next Important /ɪm'pɔːtnt/ is three syllables and Photographer /fə'tɒɡrəfə(r)/ is four syllables. students say without syllable stress. Misplacement of students' words is a familiar word and is always used in general conversation. students still cannot distinguish the difference in the pronunciation of two-syllable, three-syllable, and four-syllable words.



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Nama **HARDWYTHANTY**

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"The Influence of Local Language Dialect on Speaking Skill at SMA 1 Jeneponto"

Yang akan dilaksanakan dari tanggal 22 Desember 2021 s.d 22 Februari 2022

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Nomor Pokok : **105351126718**
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Pekerjaan/Lembaga : **Mahasiswa(S1)**
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" THE INFLUENCE OF LOCAL LANGUAGE DIALECT ON ENGLISH SPEAKING SKILL AT SMA 1 JENEPONTO "

Yang akan dilaksanakan dari : **Tgl. 22 Desember 2021 s/d 22 Februari 2022**

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 Nomor Pokok : 105351126716
 Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian untuk bahan Skripsi dengan Judul "THE INFLUENCE OF LOCAL LANGUAGE DIALECT ON ENGLISH SPEAKING SKILL AT SMAN 1 JENEPONTO Kab. Jeneponto Provinsi Sulawesi Selatan.

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Pt. Kepala UPT SMA Negeri 1 Jeneponto

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Jenepono 03 Januari 2012

Approved By.

Head of English Education Department

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Dear **HARDWYTHANTY**

It is our pleasure to inform you that, after reviewing your paper:

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SPEAKING SKILL AT SMA 1 JENEPONTO**

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Documentation



CURRICUKUM VITAE



The author, Hardwythanty was born on November 03, 1998. South Sulawesi. She is the second child of Hasbullah S.E and Hj Herniwati S.P. she has one older brother and one younger sister. In 2004 she began her study at SDN Impres 227 Romanga Jeneponto and graduated in 2010, after that she continued at SMPN 1 Jeneponto and graduated in 2013. Afterward she continued her study at SMA 1 Jeneponto and graduated in 2016, she was registered as a student of English Education Department of Teacher Training and Education Faculty at University of Muhammadiyah Makassar. at the end of her study, she could finish her thesis entitle "The Influence of Local Language Dialect on Speaking Skill at SMAN 1 jeneponto".

