

**AN ANALYSIS OF THE IMPACT OF BUGIS ACCENT ON
STUDENTS' SPEAKING SKILL AT THE SECOND
SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT
UNISMUH MAKASSAR**

(A Descriptive Qualitative Research)



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022



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COUNSELING SHEET I









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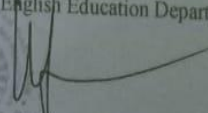
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Day / Date	Chapter	Note	Sign
Mon, 15-08-2022	I	Revised your Sample. - Add Abstract English and Indonesian. - Add Acknowledgment.	
Tues, 16-08-2022	III	- Use Past tense	
	IV	- Add in any consent that students feel difficult to mention.	
Wed, 17-08-2022		- Complete your Acknowledgment	
	IV	- Revised your Findings	
Thurs, 18-08-2022		ACC.	

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Wedn, 10-08-2022	I	for chapter the the. textur dehum problem. Spunt my the. result of your report.	
Thur, 11-08-2022	II	add more references. related to your research.	
Frid, 12-08-2022	III	Complete your form work.	
Satu, 13-08-2022	IV	pay attention to your research subject.	
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MOTTO AND DEDICATION

Motto

“There is no success without hard work. There is no success without sacrifice”

(Tidak ada kesuksesan tanpa kerja keras. Tidak ada keberhasilan tanpa pengorbanan)

Dedication

The researcher dedicates this thesis for her beloved parents, her families, her friends for their sincerities and lots of prayers in supporting the researcher in making her dreams come true.



ABSTRACT

Riska Nabila Novrianti, 2022. *An Analysis of the Impact of Bugis Accent on Students' Speaking Skill at the Second Semester of English Education Department at Unismuh Makassar.* Under the thesis of English Education Department, faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nunung Anugrawati dan Junaid.

This research aimed to find out the the impact of of Bugis accent on students' speaking skill at the second semester at English Education Department at Unismuh Makassar, particularly the the impact of Bugis accent to the students pronunciation when speaking English. This research was a descriptive qualitative research in type of case study. The data was collected throug observation and structured interview. The subject were the students in the second semester of English Education Department at Universitas Muhammadiyah Makassar. The researcher took 13 students from one class that they are coming from Bugis land.

The findings showed that Bugis accent affects the students speaking skill, particularly the students' pronunciation in consonant sounds. The first is students felt difficult to mention certain consonants in English such as the sounds of: /tʃ/, /θ/, /dʒ/, /ð/. The students were commonly substituted the /tʃ/ into /c/ sound. The sound of /θ/ was substituted into /t/ sound. The sound of /dʒ/ was substituted into /ŋg/ or /g/ sound. And the sound of /ð/ was substituted into /d/ sound.

The second is the students deviated some consonant sounds in English, such as the sound of: /f/, /ʃ/, /v/, /z/. The students were commonly deviated those sounds into nearest sound in their first language. The sound of /f/ was substituted into /p/ sound. The sound of /ʃ/ was substituted into /s/ sound. The sound of /v/ sound was substituted into /f/ sound. And the /z/ sound was substituted into /s/ sound.

Keywords: *Analysis, Speaking, Bugis Accent, pronunciation.*

ABSTRAK

Riska Nabila Novrianti, 2022. *Analaisi Dampak Aksen Bugis Terhadap Kemampuan Berbicara Siswa Semester Dua Pendidikan bahasa Inggris di Unismuh makassar.* Dibawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Junaid.

Penelitian ini bertujuan untuk mengetahui dampak aksen Bugis terhadap kemampuan berbahasa Inggris mahasiswa semester dua Pendidikan bahasa Inggris di Unismuh Makassar, khususnya dampak aksen Bugis terhadap pengucapan siswa ketika berbicara bahasa Inggris. Penelitian ini adalah penelitian deskriptif kualitatif jenis studi kasus. Data dikumpulkan melalui observasi dan interview terstruktur. Subjek penelitian ini adalah mahasiswa semester dua Pendidikan bahasa Inggris di Universitas Muhammadiyah Makassar. Peneliti mengambil 13 siswa dari satu kelas yang berasal dari tanah Bugis.

Hasil penelitian menunjukkan bahwa aksen Bugis mempengaruhi kemampuan berbicara mahasiswa, khususnya pengucapan pada bunyi konsonan. Yang pertama adalah mahasiswa merasa sulit untuk menyebut huruf mati tertentu dalam bahasa Inggris seperti bunyi: /t/, /θ/, /dʒ/, /ð/. Mahasiswa pada umumnya mengganti bunyi /t/ kedalam bunyi /c/. Bunyi /θ/ diganti kedalam bunyi /t/. Bunyi /dʒ/ diganti kedalam bunyi /g/ atau /g/. Dan bunyi /ð/ diganti kedalam bunyi /d/.

Kedua adalah mahasiswa mengalihkan beberapa bunyi konsonan dalam bahasa Inggris, seperti bunyi: /f/, /ʃ/, /v/, /z/. Mahasiswa pada umumnya mengalihkan bunyi-bunyi tersebut kedalam bunyi yang paling dekat dengan bunyi di bahasa pertama mereka. Bunyi /f/ diganti kedalam bunyi /p/. Bunyi /ʃ/ diganti kedalam bunyi /s/. Bunyi /v/ diganti kedalam bunyi /f/. Dan bunyi /z/ diganti kedalam bunyi /s/.

Kata Kunci: Analisis, Berbicara, Aksen Bugis, Pengucapan.

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Alahamdulillahirabbil ‘alamin, praise and grateful for Allah SWT, the almighty for the mercy and blessing so that the researcher can finish this research. Shalawat and Salam always be sent to our prophet Muhammad SAW, the best of mankind that Allah SWT has sent to be a good role model and mercy to the universe.

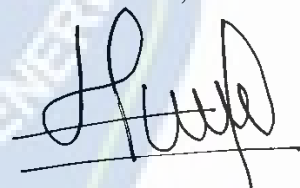
In the drafting of this thesis, the researcher realized that much help, support, advice, and direction were given by many. Therefore, the researcher would like to express her highest appreciation to:

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4. MrS. Dr. Nunung Anugrawati, S.Pd., M.Pd. as the first consultant and Mr. Junaid, S.Pd., M.Pd. as the second consultant that have given the researcher guidance, advise, suggestion, and motivation to complete this thesis. They were also patient in supervising the researcher during the process of writing.
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Hopefully, this research can be admitted well, and its result can give massive contribution to the improvement of the English teaching and learning process. However, the researcher also realize that this research is still far from being perfect. Therefore, all criticism and suggestion will be appreciated.

Makassar, Juli 2022



Riska Nabila Novrianti

TABLE OF CONTENTS

LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET I	iv
COUNSELING SHEET II	v
SURAT PERNYATAAN.....	vi
SURAT PERJANJIAN	vii
MOTTO AND DEDICATION	viii
ABSTRACT.....	ix
ABSTRAK	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I	1
INTRODUCTION	1
A. Background	1
B. Research Question.....	4
C. Objective of the Research	4
D. Significant of the Research	4
E. Scope of the Research	4
CHAPTER II.....	5
REVIEW OF LITERATURE REVIEW	5
A. Previous Research Related Findings.....	5
B. Some Pertinent Ideas.....	9
1. Concept of Speaking	9
2. Definition of Speaking	10
3. Part of Speaking	10
4. Function of Speaking.....	12

5. Concept of Accent	13
6. Components of Accent	16
7. Bugis Language	19
C. Conceptual Frameworks.....	21
CHAPTER III	22
RESEARCH METHOD.....	22
A. Research Design.....	22
B. Subject of the Research.....	22
C. Research Instrument.....	23
D. Data Collection Technique.....	24
E. Data Analysis	24
1. Data Reduction	25
2. Display Data (Data Presentation)	25
3. Drawing Conclusion.....	25
CHAPTER IV	26
FINDINGS AND DISCUSION	26
A. Findings	26
1. The Students felt Difficult to Mention Certain Consonants in English..	26
2. The students Deviated some Consonant Sounds in English.....	29
B. Discussions	31
CHAPTER V.....	42
CONCLUSIONS AND SUGGESTIONS.....	42
A. Conclusions.....	42
B. Suggestions	42
BIBLIOGRAPHY	44

LIST OF TABLES

Tabel 4.1 Difficult to pronounce certain consonants in English.....	27
Tabel 4.2 students deviated some consonant sounds in English.....	29
Tabel 4.3 English Phonemes	32
Tabel 4.4 Bugis Phonemes	33
Tabel 4.5 the differences and similarities of Buginese and English Phonemes....	33
Tabel 4.6 English Voiced Consonant Sound.....	36
Tabel 4.7 English Voiceless Consonant Sound	39
Tabel of Appendices (Observation Checklist)	48
Tabel of Appendices (Result of Observation checklist)	50



LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	23
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LIST OF APPENDICES

OBSERVATION CHECKLIST	48
INTERVIEW PROTOCOL	49
RESULT OF OBSERVATION CHECKLIST.....	50
INTERVIEW TRANSCRIPT	52
DOCUMENTATION.....	62
SURAT KETERANGAN BEBAS PLAGIAT	63
SURAT IZIN MENELITI DARI LP3M.....	64
KARTU KONTROL PENELITIAN.....	65
SURAT TELAH SELESAI MENELITI.....	66
LOA (LETTER OF ACCEPTANCE).....	67
CURRICULUM VITAE (CV)	68

CHAPTER I

INTRODUCTION

A. Background

Language is important in human life. From Oxford Language Meaning is a system of communication used by a particular country or community. The definition of language is speech or other forms of communication, for example language is a word spoken, language is words read in a book, language is people using their hands to express themselves. So, language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as a member of social group and participants in its culture, express themselves.

The English language is the first Germanic language spoken in England in the early Middle Ages and is today the most common language in the world, and English language became the official language of 53 nations in the world. Now English is also very popular in the world, as English is vital for communicating with foreign languages, and English has become the national language, the language used at official meetings by state officials as part of the world.

In English there are four main skills, such as writing, reading, listening, and speaking. Speaking is the most important from other skills because speaking is the process of stating ideas, opinions, feelings directly (Lestari, 2018). It is one of the most essential parts in learning English. Even though, students also need to know other skills. Actually, these four skills are

just as important, but it is often said that speaking skill are the most important aspect of the English language.

Speaking skill are said to be the most important aspect of the English language because people usually judge a person's ability by their speaking abilities, and also people usually assume that one's success can be seen from the way the person speaks (Nuraini, 2016).

But in fact, there are a lot of students at Muhammadiyah University of Makassar in the second semester who are learning language have difficulty in speaking. Most of them have a problem to speak. Sometimes the students cannot or difficult to say a sentence or a word. As a result of the research proposed by Ismayanti cited in Darwis (2018), that the students are less active in learning skills speak English because it is influenced by local accents. This suggests that an accent is a factor that causes problems for students in learning new language. Just as in learning English, of course many things, especially speaking because they use different accents.

Accent is a distinctive from of speech or inclination of the tongue, owned by each person according to the origin of the territory or the people of the nation. According to Behravan (2012) accent is defined as the sound that appropriate in a person language related to the varieties of pronunciation of certain language. Accents can identify the location where the speaker is, socio-economic status, and so on. Accents vary considerably, accents indicating that people have different backgrounds or culture. Indonesia is a culturally rich country, especially in south-Sulawesi, where there are different cultures and languages, according to their accent.

Most of the students difficult to speak English. At the times, the students may feel inclined to speak English with others, but they didn't know exactly what they wanted to talk about. According to Yashima, Nishide, and Shimizu (2004) some students may be missing out on their words that are truly stored in their minds but can't be generated by them. In learning to speak English, culture can also be a factor in the students' difficulty in speaking English fluently. Because they usually dominant use their local accents.

Because of different backgrounds and cultures, accent becomes one of the problems of the students in the second semester at Muhammadiyah University of Makassar spoke about, especially students from outside Makassar. We can see that the accent has a sense of influence on learning English. Sulawesi itself has several regional languages with a strong accent, for example Bugis, Konjo, Makassar etc. The same was true when researcher still new students. In class, she met classmates from the Bugis area, and when speaking English without knowing the accent from the region also following. That is why the researcher interested to analyze the impact of Bugis accents on speaking English.

The researcher chose students Bugis because it was one of the local languages that had strong accent, and many students in the second semester at English Education Department at Muhammadiyah University of Makassar come from Bugis areas. And then the researcher found that there was one class in the second semester in English Education Department where all the students came from the Bugis land. That class is C class, which is why the researcher chose C class as a research subject.

B. Research Question

The problem in this research is formulated in research question as follows:

What are the impacts of Bugis accent on students' speaking skills at the second semester at English Education Department at Unismuh Makassar?

C. Objective of the Research

Based on the research question above, the objective of this research is to find out the impact of Bugis accent on students' speaking skill at the second semester at English Education Department at Unismuh Makassar.

D. Significant of the Research

The significant of this research is expected to give some advantages for the teaching and learning process, the significant of this research are:

1. For Lecture, it can be used as a reference point, not all students can speak English with the right accent.
2. For Students, it can be a motivation to improve speaking skill, and share new knowledge.
3. For Readers, it can be used as a reference for further research and share information.

E. Scope of the Research

The researcher limited the research only to analyze the impact of Bugis accents on students in speak English at the second semester at English Education Department at Unismuh Makassar, specifically the impact of Bugis accent on students' pronunciation in consonant when speaking English. This research took students from Bugis as a research subject.

CHAPTER II

REVIEW OF LITERATURE REVIEW

A. Previous Research Related Findings

To get framework of the problem, in this review of literature, researchers discussed several important aspects of this research. First, this chapter presents several definitions of terms used in reference a journal that deals with the definitions of personal conversation and so on. This chapter presents a review of relevant study and followed by conceptual research and hypothetical framework.

Many researchers have done research relating to this research. There are the following:

Kambala (2021) carried out descriptive research to find out what is the effect of Buginess language as a mother tongue which has a strong accent in the ability to speak English. The researcher used qualitative method with descriptive design. The sample are 10 students in the second semester, and the students should be students from Bugis land by used purposive sampling. Data collection was carried out by speaking test and recording and then analyzing the data with three stages of data reduction, data presentation and conclusion drawing. In this research found that most of the students when speaking English are influenced by their mother tongue, whether in intonation or pronunciation, or in some ways also have a good accent and pronunciation. This study concluded that the melting of the mother tongue influenced the English students when speaking. This is evident when students who come

from boredom of saying the words in English unconsciously and pronouncing them sounded like when they were speaking Bugis.

Burky (2021) in his research about the influence of regional accent in students' English speaking specifically in pronunciation in terms of intonation caused by Barru and Bone regency at English Education Department students of Unismuh Makassar. This study used descriptive qualitative methods in type of case study. The research uses purposive sampling to decide the research. The samples were the students in the third semester of English Education Department at Unismuh Makassar. The findings showed that the main influence of Bugis accent in students 'English speaking skill is related to their pronunciation specifically when they pronounce the phonemes in English Language.

Yulianti (2019) did research exploring about the Buginese accent and its influence toward English speaking. The sample of the research were 11 students in the third semester at English Education Department at Muhammadiyah University of Makassar. The result showed that those errors influenced by Bugis English students related to the phoneme because English is not their first language. Here also found that the students must consider of their first language which is influenced by their English pronunciation.

Pratiwi (2019) in her study exploring the casual factors of using Buginese accent in English speaking skill. The research applied a descriptive qualitative method. The total number of the students were 40 students at B, C and C class. Purposive sampling was applied in this research to choose the samples. The

result showed that the students tend to use Bugis accent when converse in the classroom. The students also felt difficult pronounce some English words. The main causes faced by the students is related to the phoneme that is influenced by their mother tongue.

Sangkala & Baktiar (2018) the study aims find out the local dialect can interfere with students' learning to speak. The researcher wanted to know the interference from the student's local dialect in speaking for different cultural arrangements. The researcher explains the difficulties in the student's local dialect of the accent could interfere with the students' speaking English. The research isolated one local dialect, which is Bone/Soppeng. The researcher used qualitative descriptive methods because they were comparable to collecting data from students' perceptions. Semi-structured interview. The researcher interviewed teachers and students in English to find out why they were asking students this type of question during the teaching and learning. The findings showed that students' interferences of local dialect factors caused by internal factor (self-confidence) and external factors (family and environment).

Darwis (2018) carried out descriptive research exploring the regional accent and its influence in speaking skill. The sample were the students at B and F class consisted of 20 students in the third semester at English Education Department at Muhammadiyah University of Makassar. This research used purposive sampling technique. The result showed that the students agreed that the regional accent especially Buginese accent influenced speaking skill. The average of the students who agreed were 69,7.

Norman (2017) the purpose of this study is to investigate, with an empirical approach, if the student himself perceived British accents have either positive or negative effects on their speaking conviction and communication skills. The study was done by empirical and a descriptive approach, with a quantitative data analysis. The investigation was carried out in a high school, using a web-based survey with 80 respondents from second grade and third grade. Students take English lesson', students' courses must pass qualifies to continue academic studies. Schools and selected respondents using the sample. The result was analyzed, and the data are shown using numbers to explain the results further. Studies have concluded that students seem to think that having a native accent is too overrated and that communication is more supportive of an English accent. It is rather reassuring that most students' worth communicates through accents, and many of them say that they don't care how they sound if what they say is presented.

Muhayyah (2017) the study aims to discover how the vocal Bimanese interferes with the English students of Bimanese. Data collecting techniques are observation and video. The data was collected during the research subject's uses qualitative. Based on the finding, it found positive and negative moving on. In positive vocal transfers it has the same voice in English so students from Bimanese can easily pronounce words. On negative transfer because the language Bimanese has a strong accent.

Putri (2016) this study aimed to find out the influence of social dialect factors (social interaction and gender). Sample of this research are 15 students from the third semester of English Education Department. The researcher used

qualitative research design to collect the data. And the data collecting technique were observation, interview, and record. And the result of an interview was analyzed in descriptive qualitative method. Analysis suggests that there is a social dialect amortizing factors in the English language. The respondents from this study gave their answer to interview questions based on their interactions with those around female. Social dialects especially social interactions, contribute to the English pronunciation of students in particular accuracy. Based on respondents replay that how to use a social dialect influence both accuracy and accuracy through their daily social interactions, based on how keenly they interact or communicate with those around whom they speak English.

Based on previous research related findings above this research has similarity and difference. The similarity is that this research and the previous research tend to explore the impact of accent such as Bimanese accent, British accent and Bugis accent on students' pronunciation when speaking English. while the difference is that this research will more focus to explore the impact of accent on students' pronunciation specifically in consonant phonemes when speaking English.

B. Some Pertinent Ideas

1. Concept of Speaking

In this case, the researcher shows the concept of speaking. It is divided become 3 points: 1). Definition of Speaking, 2). Basic Type of Speaking, 3). Function of Speaking.

2. Definition of Speaking

There are a lot of definitions of speaking that have been proposed by some experts at learning speaking. According to Lawtie cited in Nursyams (2018). State that speaking fundamental to human communication. According to Walter and Woodford (in Cambridge school dictionary) cited in Tasmia (2019). “Speaking is to say something using your voice or to make a speech to a large group of people”.

Richard cited in Hamsia (2018). States that speaking skills are a priority for many students of a second language or a foreign language and their effectiveness. English courses based on how they must feel had improved in their speech language proficiency.

Johnson and Morrow cited in Izumi et al (2017). Said that speaking, which one popular with the term oral communication, is an activity involving two or more people were listeners and speakers must react to what they hear and make contribution sat a high rate of speed.

Based on the above definition, the researcher defined that speaking is a word-for-word activity that includes the speaker and the listener or that communicating with others.

3. Part of Speaking

According to Harris cited in Kurniati et al (2017). There are five components of speaking ability (Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension). So, the researcher will explain one by one:

1). Pronunciation

According to Lado cited in Isnani et al (2016). Pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking word, especially a way that is accepted or generally understood.

2). Grammar

Grammar is the study of the way words are used to make sentence. A body of rules imposed on a given language for speaking and writing it, based on the study of its grammar or on some adaption of another. According to Hiria cited in Hayati et al (2016) grammar is a way to organize the sentence and create a good language.

3). Vocabulary

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. According to Hornby cited in Lestari (2015). Vocabulary is all the words that a person knows or uses, and it is all the words in a particular language.

4). Fluency

According to Hartmann and Stork cited in Widhiatama (2011). Said a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than from, using the units and patterns automatically at normal conversational speed when they are needed.

5). Comprehension

Comprehension is the ability to speak and listen with understanding. Hornby cited in Syahfutra (2017). Claims that comprehension is the power of understanding and exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also mean the capacity of the main perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and listener.

4. Function of Speaking

According to Richard (2008) Speaking has a function toward the human attitude and is divided into three parts of it: Speaking as interactions, transactions and as performance. The three sections differ in form and function, and the three have different teaching techniques.

a. Talk as interaction

Speaking as an interaction is a conversation that means a conversation carried out by two or more people at the same time. Where they exchange ideas or opinions, they can be both casual and formal. And as for the purpose of interaction is to establish social relationships and demonstrate the meaning of the conversation (Richard, 2008).

b. Talk as transaction

The speaker made some words that produced a sentence speaking as a transaction. Speaking as a transaction is meant to convey better information between the speaker and the listener (Richard, 2008).

c. Talk as performance

Talk as spectacle is done by people who have public speaking professions, such as Professors, teachers, lecturers, motivators, and others, usually prepare by training to present their speaking ability to the full public (Richard, 2008).

5. Concept of Accent

a. Definition of Accent

Accents must be distinguished from dialects. An accent is someone whose pronunciation is familiar. A dialect is a broader idea; vocabulary and grammar constitute a common denominator of a person's language. According to Crystal (2014) accent is the

prominent unique of the language that the people speak in their region but the people capable to differ the accent by the experience of themselves to clarify where the accent from.

To clearly describe the researcher picking up some definition from some sources:

1. The accent in the dictionary's pocket dictionary' of Oxford learning (2009) is describe as individuals who speak or speak local/national.

2. The attractiveness the speaker is to influence a listener is one factor a listener can imitate an accent from (Giles and Powesland) cited in Richterova (2013).

3. The accent is the way sound how you speak (Binner) cited in Pratiwi (2019).

4. Accents are defined as patterns of person conversation that are viewed as distinct from local variations, and these differences affect listeners an accent that is well-known to the locals (Ockey and French: 2014)

5. Another view come from Ockey and French (2014). It shows accent as segmental and supra-segmental differences in pronunciation, including vocal variations and consonants at the segmental level and stress and intonation at the suppressor level.

The previous definition should clearly lead us to understand what an accent is. Some sources, whether it's in books, journals,

theses, etc., written by some linguists and professional researchers may have their own accents based on findings and linguistic aspects. Thus, this study could provide a definition by its earlier definition that an accent represents the level of sound. Also, an accent may be defined as its form in terms segmental and supra-segmental.

b. Accent and Identity

As humans in which we live with others around us, social groups. We simultaneously related in everyday conversations with each other. People in social groups use to connect identities. Language then became a significant aspect to influence us to form our identity. This is becoming everyone's problem about where they're supposed to show their social life. The place where people live nearly affected many aspects, including accents that include silver and Dalton cited in Burky (2021). Discuss in the book of those in which people needed to be heard at the time, the people being able to judge each other as well as what they say.

People respond to social sense and then follow the way they speak the original language. So, when they learn their own language, they do not just note its code and doubt, but also at value assessments about the use of different shapes. Then, they may even try to present that they are members that they don't really belong to, but someone else feels right to them.

Regional or social differences commonly called voice level dialects have been called accents. English, in this case, has become international speaking. People in the confederacy. like America, England and Australia use their first language. The native speakers of these countries referred to earlier are Maybe it's the same accent, but it's different in the term accent.

Almost in the world are attracted by this English position as the international language. Then, even variations in accent between native English speakers may bring British learners, especially foreign learners. Notice that their own strong accents form the basic problem of how they can adjust it for them. Based on that, the researcher tried to find out the impact of accent on students' speaking skills.

6. Components of Accent

An accent is a combination of four components:

1. Intonation (Speech music)

Intonation is the sound movement between high and low tones. Ramelan cited in Reskia (2021). States that intonation is in the upper and lower notes of various syllable in speech.

Intonation can be formed with a pitch sequence of contrast levels in a sentence Wahyukti cited in Ma'lah (2016). Intonation is used to express large numbers of different meanings, including emotions and attitudes. The word "yes" for example, can be said in a

fell voice, the word “yes” can mean “yes” or “perhaps yes right” or “you can’t be serious” or “wow, you are so right” or some other thing.

2. Liaisons (Word connections)

Word connections serve to connect ideas in and between paragraphs. It provides ways for the writer to signal to the readers about the relationship between ideas. Word connections can help organization, create a transition, and help emphasize points.

3. Stress (The giving of importance to a syllable or a word)

According to Areen and Taha (2014) in journal of English stress can be defined as the basic stone for teaching pronunciation. Stress is the relative emphasis that may be given to a particular syllable in a word, or a particular word in a phrase or sentence. In English, a stressed syllable is louder than an unstressed syllable. Also, they have longer and higher pitch.

In English, the term “stress” denotes excellence of the single syllable Ladefoged cited in Pongpairroj (2020). Stress syllables are mostly defined as syllable in utterance that are longer, louder, and higher.

4. Pronunciation (The spoken sounds of vowels, consonants, and diphthongs).

According to the Hornby cited in Anugrah (2019). Pronunciation is the way words are spoken, the way words area

spoken, the way a person speaks language words. Meanwhile, Rebecca cited in Anugrah (2019). Defines pronunciation as the act of producing speech sounds that involve articulation, vocal, formation, accent, and intonation, often with the correct or non-correct sound of your speech.

Pronunciation essential in English activities can significantly affect the sense of speech. If a person makes a mistake in saying a few words, it can interfere with communication, and it may even be a factor that can cause conversation to break down. Ma'lah (2016) states that pronunciation is related to how the people make the sound utilized to make meaning when they talk.

The consonant is the sound of speech in which the airflow from the lungs is completely blocked (stop), partially blocked (side), or because the hole is so narrow that air can escape with a fricative. With some consonants (nose) the airflow is blocked in the mouth but is allowed to escape through the nose. Richard cited in Hattami (2000).

According to Wolfram and Johnson cited in Yuniarti (2009), vowels have unique characteristics of the overall change in the size shape of the oral cavity. The high-vocal dimensions refer to the relative highest point in the body of the tongue on a vertical scale. The last dimension of the vowels refers to the relative location of the high part of the body of the tongue on a horizontal scale. The resulting

mouth area is divided into rashes, formed by three distinct groups along the height and back dimensions. Some vowels are linked to sounds that relate to every part of the network. The vowels are generally divided into high, middle, and low; the rear is generally divided into the front, the middle, and the back.

7. Bugis Language

Mattulada cited in Sangkala (2018). Says that the people of the city were made up of Sulawesi natives and immigrants from other Indonesian ethnic groups of the capital for several generations and call themselves the Makassar's. Four groups of ethnic groups make up what may be called the natives of the southern region. They are Buginese, Makassar's, Toraja's, and Mandar's. Of these ethnic groups has its own language. Buginese, Makassar's, Toraja, and mandarin. The buggiest speak two languages.

Mahmud (2005) says they speak two main languages. The first is Buginese as their traditional language, and the second is Indonesian as their national language. Watch your language. In both areas, my work Bugis is the main language of the country. In addition, people speak Indonesian.

Bugis is a language spoken by the South Sulawesi people called Lontara. The Lontara literal system consist of 23 sound marks commonly called ina surek, the meaning is parent letters. The language of Bugis is one of the Austro languages spoken by the Bugis.

According to Darwis (2018) Language speakers of Bugis live mainly in South Sulawesi. The speaker are primarily in Maros, Pangkep, Barru district, Luwu district, Sidenreng Rappang district, Soppeng district, Wajo district, Bone district, Sinjai district, Pinrang district, and Parepare city. Bugis is also spoken in some areas of Enrekang, Majene district, and Bulukumba district. In addition, Darwis added (2018) some areas have a different vocabulary in a few words. Say Pinrang and Sidrap say “Loka” for “banana”, while others say “Otti” or “Utti”. In different cases, Bugis languages have different pronouns. Like Sinjai and other areas, in other areas, the society of Bugis says “W”. But here the letter “W” turns into “H”. for example, “Diawa” chase down “Diaha”.

Darwis (2018) state that in Bugis alphabet there are some that are different from the common alphabet like:

a. Vocal

- A, E, Ē, I, O, U.

b. Consonant

- B, C, D, G, H, J, K, L, M, N, P, R, S, T, W, Y.

a. Diphthong

- Mp, Nc, Nr.

Based on the above explanation, the researcher concluded that an accent is the way a person pronounces the word. Everyone has a different accent based on their mother tongue.

C. Conceptual Frameworks

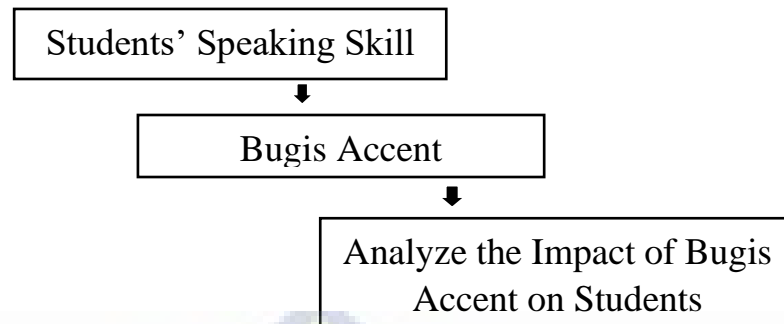


Figure 2.1 Conceptual Frameworks

Based on the conceptual frameworks above, the researcher will explore the impact of Bugis accent on students' speaking skill. In collecting the data, the researcher will conduct observation to the students to get the data. Then the researcher will analyze the impact of Bugis accent on students speaking skill.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is a research method that is used to find the answer to the research question. In this research, the researcher used descriptive qualitative method. The type of research design applied in this research was case study. According to Arikunto (2013) descriptive research is a research design used to investigate anything in that location according to the naturalistic possibility. Case study was the study where the researcher tries to reveal a case or events to individual or group people. By using this type of research, the research conducted was deeper and details, so the data that gotten more specific and clearer. In this research, the case or event that tried to be revealed by the researcher the impact of Bugis accent on students' speaking skill particularly the students' pronunciation in oral conversation.

B. Subject of the Research

The subject in this research were the students in the second semester at English Education Department at Unismuh Makassar. The total number of the students were 60 students, but the researcher only chose 13 students as samples in C class because they have certain criteria related to the research that was conducted by the researcher. In this research, the researcher used purposive sampling technique to choose the sample bases on the certain criteria or characteristics. In this research, the certain criteria of the students

are the students who are come from Bugis island and using Bugis as their first language or language used in their daily life.

C. Research Instrument

Research Instrument used in this research were observation and interview.

1. Observation

Observation that was conducted by the researcher is non-participant observation. Non-participant observation is the observation which does not involve the researcher as participant (Sugiono 2012). In addition, the researcher conducted the observation to know the situation in the class specifically when the students speak English in the class. Furthermore, the researcher made observation notes to collect the data during observation. Besides, the researcher prepared an observation checklist based on the thing that analyzed. Observation was conducted to know the impact of Bugis accent on students' speaking skill particularly the students' pronunciation in oral communication o conversation.

2. Interview

Interview was conducted by the researcher if the researcher gets lack of data from the observation. The type of interview was the structured interview. Structured interview is a type of interview where the researcher prepared a list of questions that will be asked by the researcher. In this interview, the researcher only saw whether the answer of the students is correct or incorrect, but the researcher only wanted to know the way they speak particularly their pronunciation in order the researcher can analyze about the matter that was explored.

D. Data Collection Technique

In this research, the researcher used observation and interview to collect the data. There are some steps that were conducted by the researcher. Firstly, the researcher took permission to the lecture to enter the class. Secondly, the researcher prepared the observation checklist prepared before. Thirdly, the researcher entered the class to conduct observation. While conducting the observation, the researcher filled the observation checklist based on the matter that was analyzed that happened in the class. To avoid missing information, the researcher recorded the conversation.

After collecting the data from the observation, and the researcher still has lack of data, the researcher conducted interview the students one by one. Firstly, asked the students agreement to set time to conduct observation. Secondly, the researcher shared the question to the students. Thirdly, the researcher conducted interview using voice recorder. After concluding the interview, the researcher listened to the recording carefully to analyze the conversation to get data. After that, the researcher made transcript of the interview. Lastly, the researcher analyzed the data gotten from observation and interview about the impact of Bugis accent on students' speaking skill particularly students' pronunciation.

E. Data Analysis

According to Sugiyono (2013), there are three types of data analysis as follows:

1. Data Reduction

Data reduction is the process of selecting, simplifying, and transformation the data into field note (Miles & Huberman, 2019). The data gotten from the observation might be a lot, so it needs to be reduced. In this step the researcher summarized the data and chose only the key point to decided clear and specific data correlated with the problem in this research.

2. Display Data (Data Presentation)

In this step, the researcher analyzed the data. According to Miles & Huberman (2019) data display is the information that has been collected, classified, and organized based on data reduction. In addition, the researcher will present the data in description or narration.

3. Drawing Conclusion

The final step was making conclusion and verification. Here, the researcher concluded the data obtained from previous step. In addition, the researcher made a brief conclusion of the research that has been conducted that answering the researcher problems.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings of the research and the discussions after being analyzed as the result of this research that is related to the research questions.

A. Findings

In this research was found two impacts of Bugis accent on students speaking skill particularly the students' pronunciation when speaking English. The data showed that the students felt difficult to mention certain consonants in English and the students deviated some consonant sounds in English.

1. The Students felt Difficult to Mention Certain Consonants in English.

In this research, the researcher used observation checklist and interview in collecting the data to answer the research questions that is related to the impact of Bugis accent on students' speaking skill, specifically the impact of Bugis accent on students' pronunciation in consonant when speaking English. Furthermore, the data gotten from the observation and interview showed that there were some students who felt difficult to pronounce some certain English consonant sounds when speaking English such as the sounds of: /t/, /θ/, /dʒ/, /ð/. The data presented in a table below:

Tabel 4.1 Difficult to Pronounce Certain Consonants in English

Sound	Words
/tʃ/	Change Challenge searching choose watch
/θ/	Think with thanks
/dʒ/	Change Foreign Strange Challenge Language
/ð/	This That Mother

Based of the tabel 4.1 above, there were four consonant sounds that are difficult to pronounce by the students. It was found that Students felt difficult to mention certain consonants in English such as /tʃ/, /θ/, /dʒ/, /ð / sounds. In addition, the students felt difficult to mention the sound of

/t/. Sometimes it is pronounced into /c/ sound. For example the words of change, challenge, searching, choose, watch. The word of change was pronounce /ceinj/, while the correct pronunciation is /tʃeɪndʒ/. The word of challenge was pronounced /cellenj/, while the correct pronunciation is /'tʃælɪndʒ/. The word of searching was pronounce /sercing/, while the correct pronunciation is /'sɜːtʃɪŋ/. The word of choose was pronounced /cus/, while the correct pronunciation is /tʃuːz/.

In addition, Furthermore, the students mispronounced the sound of /θ/. they sometimes pronounce it in /t/ sound. For example in the word of think, with & thanks. The word of think was pronounce /tɪnk/, while the correct pronunciation is /θɪŋk/. The word of with was pronounced /wit/, while the correct pronunciation is /wɪð/. The word of thanks was pronounce /tenks/, while the correct pronunciation is /θæŋks/.

Furthermore, the students also felt difficult pronouncethe sound of /dʒ/. Sometimes they pronounce it like /ŋg/ sound. For example the word of Change, Foreign, Strange, challenge & language. The word of change was pronounced /tseing/, while the correct pronunciation is /tʃeɪndʒ/. The word of strange was pronounce /streing/, while it should be pronounced /streɪndʒ/. The word of foreign was pronounced /foreing/, while it should be pronounced /'fɔːrɪn/. The word of challenge was pronounce like /tselleng/, while the correct pronunciation is /'tʃælɪndʒ/. And the language word was pronounce /lengguig/, while the correct pronunciation is /'læŋɡwɪdʒ/.

Moreover, the students also mispronounce the sound of /ð/. Sometimes the students pronounced it like /d/ sound. For example the word of this, that, mother. The word of this was pronounced /dis/ by the students, while the correct pronunciation is /ðɪs/. The word of that was pronounced /that/ while the correct pronunciation is /ðæt/. The word of mother was pronounced /mader/ by the students, while the correct pronunciation is /'mʌðə/.

2. The students Deviated some Consonant Sounds in English.

The data gotten from the observation and interview showed that the students were commonly deviated some consonant sound in English when speaking English such as the sounds of: /f/, /ʃ/, /v/, /z/. The data presented in a table below:

Tabel 4.2 Deviated some Consonant sound in English

Sound	Words
/f/	Father
	Friend
/ʃ/	pronunciation
	mention
	variation
	English
	communication
	british
	especially

	sure
/v/	Very Various Favourite Movie
/z/	Because Choose Example Use

Based on the tabel 4.2 above, there were four consonant sounds that were commonly deviated by the students such as /f/, /ʃ/, /v/, /z/. The students were commonly deviated those sound to the nearest sounds existed in their first language. The firts is /f/ sound. The students sometimes pronounce it like /p/ sound. For example in the words of father & friend. The word father was pronounce /pader/, while the correct pronunciation is /'fɑ:ðə/. The word of friend was pronounce /pren/, while the correct pronunciation is /frɛnd/.

In addition, the studentssometimes deviated the sound of /ʃ/ they sometimes pronounce it into /s/ sound . For example, the words of pronunciation, mention, variation, English, communication, British, especially and sure. The word of pronunciation and Communication were pronounced /pronunsiyiesyen/ and /kommunikasion/, while the correct pronunciation is /prəˌnʌnsi'eɪʃən/ and /kəˌmjuːnɪ'keɪʃən/. The

word of mention and variation were pronounced /mension/ and /variasion/, while the correct pronunciation /'menʃən/. and /,veəri'eɪʃən/. The words of English and British were pronounce /englis/ and /britis/, while the correct pronunciation is /'ɪŋɡlɪʃ/ and /'brɪtɪʃ/.

Furthermore, the /v/ sound which was sometimes pronounced like the sound of /f/. For example, the words of very, various, favourite & movie. The students pronounced the word of very like /feri/, meanwhile the correct pronunciation is /veri/. The word of various was pronounced /faroius/, meanwhile the correct pronunciation is /veəriəs/. the word of favourite was pronounced /faforite/, while the correct pronunciation is /feɪvərɪt/. And the word of movie was pronounce /mufi/, while the correct pronunciation is /'mu:vi/.

Moreover, , the students also deviated the sound of /z/ sound. Soemtimes they pronounce it like /s/ sound. For example, the words of because, choose, example, use. The word of because was pronounce /bekauss/ or /bikauss/, while the correct pronunciation is /bɪ'kɒz/. The word of choose was pronounce /tsus/, while the correct pronunciation is /tʃu:z/. The word of example was pronounced /eksampel/, while the correct pronunciation is /ɪg'zɑ:mpl/. The word of use was pronounce /yus/ while the correct pronunciation is /ju:z/.

B. Discussions

Bugis accent is one of the strong accent in south sulawesi. According to Yulianti (2019), Bugis accent becomes the chosen language for Bugis people in it dominates the Bugis language users. Bugis people usually use

Bugis language to communicate each other in daily conversation. In addition, she added that Bugis language is the strongest accent among other accent in Bugis land, for example Bugis Bone, soppeng and so on in Bugis.

In addition, the difference between Bugis language and English influences the Bugis native speakers when speaking English. Bugis Accent interfered the pronunciation of Bugis native speakers when speaking English as it caused by the difference of both language, such as the difference of phoneme between Bugis accent and English.

Below is the following difference between English Phonemes and Bugis Phonemes. 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). Yulianti, (2019) presented English phoneme as follows:

Tabel 4.3 English Phonemes

Place of Articulation	Bilabial		Labiodental		Interdental		Alveolar		Palatal		Velar		Glottal	
Manner of Articulation	VL	V	VL	V	VL	V	VL	V	VL	V	VL	V	VL	V
Stop	p	p									k	g		
Fricatives			f	v	θ	Δ	s	z	š	ž			h	
Affricatives									č-	j				
Nasals		m						n				ŋ		
Lateral								l						

Semivowel		w						r		y				
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Buginese Phonemes, In the labial to velar region Bugis language has sixteen consonants and, in the post, velar region, language has seven consonants. The details are given in the following table with the information (V: voiced), and (VL: voiceless):

Tabel 4.4 Bugis Phonemes

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

Nurpahmi, (2013) in her research classified the similarities and the differences between Bugis and English Phoneme, the data presented in the table below:

4.5 Table. The differences and the similarities of Buginese and English phonemes

Category	The differences	The similarities
	In the labial to velar region English has twenty three (or twenty -one, depending on how affricatives are analyzed) consonant. Buginese has only Sixteen	Both English and Buginese have three consonants in labial. (Therefore, Buginese Students don't have any difficulties in producing the phonemes)

Consonant	in the post velar regions Buginese has seven consonant English only one	Bugis students do not find difficulties in producing words consisting of velar consonant because it has similarities with English.
	Interdental phonemes like θ , d do not occur in Buginese, and Buginese speakers substitute s respectively to $/\theta/$ and $/d/$ 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 of $/\hat{s}/$ and $/\hat{z}/$ because the consonant does not exist in Buginese and it does in English.	—

	<p>Buginese has no sequences of more than two consonant, whether in close transition or with intervening juncture, so the Bugis native speaker has obvious difficulty with it and supplies intrusive vowels which act as cluster breakers because the English has as many as four consonants in close transition, and as many as six or seven intervening junctures.</p>	
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Nurpahmi (2013) showed that the students made some errors in pronouncing English consonants because their first language (Bugis language). She assumed that another influence which become the interference on the pronunciation in speaking English is the differences of phoneme produce between Bugis and English.

a. Consonant

It has been mentioned before that Bugis consonant has difference with English consonant. There are some consonants in English which not existed in Bugis language. This makes the people from Bugis land sometimes substitute the sound to the language they used, so they sometimes mispronounce some English words in certain sounds. In this reserach was found that there were some English consonants sound that mispronounced by the students

In addition, according to the observation in the class and interview, the researcher concluded that there were some English consonants that the students made errors in some English consonant sounds. In this reserach was found that the students felt difficult to utter the consonants in English either voiced consonant or voiceless consonant.

1) Voiced Consonant

Tabel 4.6 English Voiced Consonant sounds

Sound	Words
V	Very Various Favourite Movie
Z	Because Choose Example Use
dʒ	Change Foreign Strange
	Challenge Language
ð	This That

	Mother
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The data showed that there are four voiced consonants which mispronouncing in English such as /v/, /z/, /dʒ/, and /ð/. The data showed that the students substituted the /v/ sound into /f/ sound. For example, the words of very, various, favourite & movie. The students pronounced the word of very like /feri/, meanwhile the correct pronunciation is /veri/. The word of various was pronounced /farioius/, meanwhile the correct pronunciation is /veəriəs/. the word of favourite was pronounced /faforite/, while the correct pronunciation is /fævərɪt/. And the word of movie was pronounce /mufi/, while the correct pronunciation is /'mu:vi/.

In addition, the students also mispronounced the sound of /z/ sound. Soemtimes the students substituted the it like /s/ sound. For example, the words of because, choose, example, use. The word of because was pronounce /bekaus/ or /bikaus/, while the correct pronunciation is /bi'kɒz/. The word of choose was pronounce /tsus/, while the correct pronunciation is /tʃu:z/. The word of example was pronounced /eksampel/, while the correct pronunciation is /ɪg'zɑ:mpl/. The word of use was pronounce /yus/ while the correct pronunciation is /ju:z/.

Furthermore, the students also mispronounced the sound of /dʒ/. Sometimes they pronounce it like /ŋg/ sound. For example the word of Change, Foreign, Strange, challenge & language. The word of

change was pronounced /tseing/, while the correct pronunciation is /tʃeɪndʒ/. The word of strange was pronounced /streing/, while it should be pronounced /streɪndʒ/. The word of foreign was pronounced /foreing/, while it should be pronounced /'fɔːrɪn/. The word of challenge was pronounced like /tselleng/, while the correct pronunciation is /'tʃælɪndʒ/. And the language word was pronounced /lengguig/, while the correct pronunciation is /'læŋɡwɪdʒ/.

This findings also supported by the findings of Kambala (2021) stating that the students felt difficult to pronounce the sound of /dʒ/ to /ŋg/, for example the word of “range” was pronounced “reng”, while it should be pronounced /reɪdʒ/. Meanwhile, the the sound /dʒ/ sometimes substituted to /g/ sound in the last sound of word. For example the word of “Strategy” and “logic”. It was pronounced “'strætɪdʒi” and “'lɒdʒɪk”

Moreover, the students also mispronounce the sound of /ð/. Sometimes the students pronounced it like /d/ sound. For example the word of this, that, mother. The word of this was pronounced /dis/ by the students, while the correct pronunciation is /ðɪs/. The word of that was pronounced /that/ while the correct pronunciation is /ðæt/. The word of mother was pronounced /mader/ by the students, while the correct pronunciation is /'mʌðə/.

In addition, Harun, et al (2019) supported the findings above. He stated that the students sometimes mispronounced the /ð/, /θ/, and /ʃ/ were sounds in English that did not exist in speech sound of both

Buginese language and Bahasa Indonesia. Therefore, students tended to pronounce those sounds into the nearest sound in their first language; for instance, /ð/ becomes /d/, /θ/ becomes /t/, and /ʃ/ becomes /s/. In addition, students could not pronounce the sound /z/ and /v/ in initial, medial and final position. They had tendency to change sound /v/ with /f/ and /p/ while /z/ is changed into /s/.

2) Voiceless Consonant Sounds

Tabel 4.3 English Voiceless Consonant sounds

Sound	Words
/f/	father friend
/t/	Change Challenge searching choose watch
/θ/	think with thanks
/s/	pronunciation mention variation English communication

	british
	especially
	sure

Meanwhile, the students also made errors in pronouncing some voiceless consonant sounds. There were four sounds that sometimes substituted to the Bugis sound such as /f/, /tʃ/, /θ/, /s/. The students sometimes substituted /f/ sound into /p/ sound. For example in the words of father & friend. The word father was pronounced /pader/, while the correct pronunciation is /'fɑ:ðə/. The word of friend was pronounced /pren/, while the correct pronunciation is /frɛnd/. This finding is also supported by the findings of Harun, et al (2019) that the students substituted the /f/ sound into /p/ sound, for example the word of "politician" and "paper". It was pronounced "folitician" and "faper".

In addition, the students also mispronounced the sound of /tʃ/. The students pronounced it like /c/ sound in Indonesian language. For example the words of change, challenge, searching, choose, watch. The word of change was pronounced /ceinj/, while the correct pronunciation is /tʃeɪndʒ/. The word of challenge was pronounced /cellenj/, while the correct pronunciation is /'tʃælɪndʒ/. The word of searching was pronounced /sercing/, while the correct pronunciation is /'sɜ:ʃɪŋ/. The word of choose was pronounced /cus/, while the correct pronunciation is /tʃu:z/.

The findings above are also supported by Harun, et al (2019) that the students substituted the sound /tʃ/ to /c/ sound. For example the

word of “Sure” was pronounced “sur”, while it should be pronounced /ʃu(r)/. It also supported by Mulya (2018) who stated the students tended to substitute the sound of /tʃ/ to /c/, for example the word of “shy” was pronounced /sai/, while it should be pronounce /ʃai/. In addition, in the middle of the word, they substituted the sound /tʃ/ to /t/ sound, for example the word of “eventually” was pronounced “eventualli”, while it should be pronounced “eve tʃuali”.

Furthermore, the students mispronounced the sound of /θ/ . they sometimes pronounce it in /t/ sound. For example in the word of think, with & thanks. The word of think was pronounce /tink/, while the correct pronunciation is /θɪŋk/. The word of with was pronounced /wit/, while the correct pronunciation is /wɪð/. The word of thanks was pronounce /tenks/, while the correct pronunciation is /θæŋks/.

Moreover, the students mispronounced the sound of /ʃ/ they sometimes pronounce it into /s/ sound. For example, the words of pronunciation, mention, variation, English, communication, British, especially and sure. The word of pronunciation and Communication were pronounced /pronunsyiesyen/ and /kommunikasion/, while the correct pronunciation is /prəˌnʌnsɪ'eɪʃən/ and /kəˌmjuːnɪ'keɪʃən/. The word of mention and variation were pronounced /mension/ and /variasion/, while the correct pronunciation /'menʃən/. and /ˌveəri'eɪʃən/. The words of English and British were pronounce /englis/ and /britis/, while the correct pronunciation is /'ɪŋɡlɪʃ / and /'brɪtɪʃ/.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Considering the data in findings and discussion in the previous chapter, the researcher concluded that Bugis accent has impact to the students' speaking skill particularly the student's pronunciation in term of English Consonant Sounds either voiced consonant or voiceless consonant as follows:

1. The students felt difficult to mention certain consonant in English such as the sounds of: /t/, /θ/, /dʒ/, /ð/. The students were commonly substituted the /t/ into /c/ sound. The sound of /θ/ was substituted into /t/ sound. The sound of /dʒ/ was substituted into /ŋg/ or /g/ sound. And the sound of /ð/ was substituted into /d/ sound.
2. The students deviated some consonant sounds in English, such as the sound of: /f/, /ʃ/, /v/, /z/. The students were commonly deviated those sounds into nearest sound in their first language. The sound of /f/ was substituted into /p/ sound. The sound of /ʃ/ was substituted into /s/ sound. The sound of /v/ sound was substituted into /f/ sound. And the /z/ sound was substituted into /s/ sound.

B. Suggestions

Based on the conclusions above, the researcher proposes suggestions as follows:

1. To the Lecture

- a. The lecture should be aware of the students first language accent interference when teaching English.
 - b. The lecture must support the students by attending the way they pronounce the English sounds.
2. To the students

- a. The students should be aware of their first language interference when they learn English, especially when speaking.
 - b. The students must learn pronunciation more, and never give up to motivate themselves to learn English. Pronunciation is about practice, practice and practice, so the students should do a lot practice.
 - c. The students should learn pronunciation from the native speakers directly through youtube or social media,.
3. To the next researcher
- a. The researcher suggests to the next researcher to explore the Impact of Bugis accent to the speaking skill, and try to look for what region in barru which has strongest accent influencing students speaking skill.
 - b. The researcher also suggest to the researcher to explore the impact of Bugis accent on students intonation when speaking English.

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OBSERVATION CHECKLIST

Problem Identified	Yes	No	Field Note
Students struggle to mention consonants in English.			
Students sometimes wrong in mentioning consonants in English.			
Sometimes students pronounce the sound of /f/ to /p/ sound.			
Sometimes students pronounce the sound of /v/ to be /f/ sound.			
Sometimes the students pronounce /z/ sound into /s/ or /dʒ/.			
Sometimes students pronounce the sound of /θ/ /ð/ to be /d/ or /t/ sound.			
Sometimes students pronounce the sound of /t/ into /ʃ/.			
Sometimes students pronounce the /ʃ/ into /s/.			

Cited and modified from Darwis (2018)

INTERVIEW PROTOCOL

1. Can you explain yourself a little bit?
2. Why did you choose English major?
3. What challenges did you feel when learning English?
4. What do you think your pronunciation, or your friend is from Bugis land, when speaking English?
5. Do you think accuracy in pronunciation is so important?
6. As a person from Bugis land, do you feel that your pronunciation is right or not?



RESULT OF OBSERVATION CHEKCLIST

Problem Identified	Yes	No	Field Note
Students feel difficult to mention consonants in English.	√		The students were commonly felt difficult to pronounce the sounds of /θ/ /ð/ to for example the word of “think”. Furthermore, the students felt difficult to pronounce the /ʃ/ sound, for example the word of “English”
Sometimes students pronounce the sound of /f/ to /p/ sound.	√		The students were commonly felt difficult to pronounce the sounds of /f/ to /p/ sound. For example, the word of “Father”
Sometimes students pronounce the sound of /v/ to be /f/ sound.	√		The students feel difficult to pronounce the /v/ sound, for example the word of “Very”
Sometimes the students pronounce /z/ sound into /s/ or /dʒ/.	√		The students sometimes felt difficult to pronounce the /z/ sound, for example the word of “because”.
Sometimes students pronounce the sound of /θ/ /ð/ to be /d/ or /t/ sound.	√		The students felt difficult to pronounce the word the sound of /θ/ /ð/, for example the word of “thanks & think”
Sometimes students	√		The students feel difficult to pronounce the sound of /tʃ/,

pronounce the sound of /t/ into /c/.			for example the word of “Challenge, change”
Sometimes students pronounce the /ʃ/ into /s/.	√		The students sometimes mispronounced the sound of /ʃ/, for example the word of “English, Pronunciation, shy”



INTERVIEW TRANSCRIPT

R: Assalamualaikum

S4: Waalaikumsalam

R: Are you ready?

S4: Yes, I am ready

R: Ok I have 6 questions, the first can you explain yourself a little bit?

S4: Okay my name is Nurfauziah but you can call me Ica I am 21 years old. I am from Bugis land and I using Bugis language when speaking every day.

R: Okay, the second, why did you choose English major?

S4: I have two reasons for that. The first is because English has been my interest since I was in high school and the second reason is that I believe by choosing English Education major, the students will have no difficulty in communicating with other people especially the people who speak foreign language.

R: The third, what challenges di you feel when learning English?

S4: In my opinion, the biggest challenges is that the accent problem although we are correct in the way we pronounce it, but for us Bugis people, the Bugis accent still often heard when speak in English.

R: The fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S4: I think my and my friends' pronunciation who are from Bugis land are quite good, sometimes there are some words whose pronunciation sound a little weird maybe the language we use in everyday life is Buginese.

R: The fifth, do you think accuracy in pronunciation most important?

S4: Yes. I think it's very important because there are many words in English which pronunciation are almost familiar each other, for example the words of White and wait. People especially from Makassar often twist the pronunciation of these words because the writing and the pronunciation of both seems similar.

R: The last, as person from Bugis land, do you feel your pronunciation is right or not?

S4: I still learn pronunciation, even though in some words I find it difficult to pronounce it, but I try my best to improve my pronunciation every time I speak English

R: Assalamualaikum

S5: Waalaikumsalam kak

R: Are you ready?

S5: Yes kak

R: Ok, the first question, can you explain yourself a little bit?

S5: I am Ismeth Nurhadi. I am from Bugis land, and I am using Bugis language when I speak every day, but suddenly when I want to communication with my friend eee I using Indonesian language.

R: The second, Why did you choose English major?

S5: Why I choose English major because my parents talk me to choose English major

R: Third, what challenges did you feel when learning English?

S5: What the challenge when learn English aaa I don't know the meaning of the words eee or maybe my friend eee talk to me, I don't know what they say.

R: Ok, fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S5: I think as a person from Bugis land English language is a strange language because the pronunciation eee is so difficult for us.

R: Fifth, do you think accuracy in pronunciation most important?

S5: I think pronunciation is not really important for us because I think you can understand what they say, so pronunciation is not really important.

R: Ok, the last, as a person from Bugis land, do you feel that your pronunciation is right or not?

S5: As a person from Bugis land eee I think my pronunciation is not really right because suddenly ee I feel so difficult some word, I don't know the pronunciation of this word. Maybe that's all from me.

R: Assalamualaikum

S6: Waalaikumsalam

R: Ok, are you ready?

S6: Yes kak, I am ready

R: Ok, first, can you explain yourself a little bit?

S6: Introduce myself, my name is Dian, I am from Bugis land and I using Bugis language when I speak every day.

R: The second, why did you choose English major?

S6: Because I think English is spoken of over the world being able to communicate and write effectively in English will change and career choice

R: The third, what challenges did you feel when learning English?

S6: In my opinion, the most difficult challenge is vocabulary, grammar every days' pronunciation and variations in English

R: Fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S6: Retelling the story from oral pronunciation fluency and grammatical, accuracy or needed in this story telling.

R: Fifth, do you think accuracy in pronunciation most important?

S6: Searching words because like Bugis and English accent it's sounds weird.

R: Ok, the last, as a person from Bugis land, do you feel that your pronunciation is right or not?

S6: Of course, my pronunciation is good.

R: Assalamualaikum

S7: waalaikumsalam

R: Are you ready?

S7: Yes, I am ready

R: Can you explain yourself a little bit?

S7: My name is Rahmadani, you can call me Imma, I am from Bugis land and I using Bugis language when I speak every day.

R: Okay, the second, why did you choose English major?

S7: The reason I choose English major is not only because I want to learn the language, but when I can already know the language I can open English class and translator class and also English is very useful in everyday life.

R: What challenges did you feel when learning English?

S7: mm the are various kind of challenges that I experience when learning English one of which is that I study harder so that I am not insecure with the people to speak English.

R: Next, what do you think your pronunciation and your friends from Bugis land when speaking English?

S7: I am personal, I don't have mates in balance on Bugis language with my English pronunciation, and the other do my friends because their pronunciation are acquired and cool.

R: Ok, next, do you think accuracy in pronunciation most important?

S7: I think not too important that it can be understand and heard clearly

R: the last questions, as a person from Bugis land, do you feel that your pronunciation is right or not?

S7: I am not sure about that, but the Bugis accent is not a barrier for me to me more fluent in English.

R: Assalamualaikum

S8: Waalaikumsalam kak

R: Ok, are you ready?

S8: Yes kak

R: Ok, the first, can you explain yourself a little bit?

S8: My name is Andi Nurul wakiah, I am from Bugis land I am using Bugis language when I speak with my friends.

R: Second, why did you choose English major?

S8: Because I think learning English is very important in the era of globalization

R: Third, what challenges do you feel when learning English?

S8: Sometimes there are words can't be pronounced properly because of my accent

R: Fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S8: aaa sometimes we speak English but Bugis accent have troubles to pronounce some letters

R: Fifth, do you think accuracy in pronunciation most important?

S8: ee I think this is very important because sometimes there are words in English that have almost the same pronunciation, so we have pronounce them correctly so the other people can be understand what I say.

R: Last, as a person from Bugis land, do you feel that your pronunciation is right or not?

S8: maybe no kak eee because when I speak English sometimes people don't understand what I say.

R: Assalamualaikum

S9: Waalaikumsalam

R: Are you ready?

S9: Yes, am ready

R: Ok, first, can you explain yourself a little bit?

S9: My name is nurfadilah I am from Bugis land and I am using Bugis language when I speak every day.

R: Second, why did you choose English major?

S9: Because my mother recommended English major to me because currently there are many jobs that requires the people who can speak English.

R: Third, what challenges did you feel when learning English?

S9: The challenge like ee vocabulary, grammar, salng words and pronunciation

R: Fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S9: like I can't said myself have bad pronunciation but my friends maybe have bad pronunciation

R: Fifth, do you think accuracy in pronunciation most important?

S9: I think it's important because the goal is to use pronunciation structured.

R: The last, as a person from Bugis land, do you feel that your pronunciation is right or not?

S9: I am not sure, I still have difficulties to pronounce some words.

R: Halo Assalamualaikum

S10: Waalaikumsalam

R: Are you ready?

S10: Yes

R: Ok, first, can you explain yourself a little bit?

S10: Hello my name is Anjani, nice to meet you, I am from Bugis land and every day I speak in Bugis language to my family, my friends and all people I meet.

R: The second, why did you choose English major?

S10: English is important. English is international language, so for me I got to learning and learning more about it and try to understanding and when we talking with another people, I mean from another notion we get to understand each other so we need English that's why I join this major

R: The third, what challenges did you feel when learning English?

S10: I feel I got challenge when I watch some British movie or listening to British song. British more like harder than American so that I feel challenge than it. It so I try to understand and learning more for it. That's how I feel more challenge if I watch British movie.

R: The fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S10: English is was not our mother language, so sometimes my friends and me also got wrong pronunciation for each word, so it's more like word If we talking in a wrong pronunciation.

R: Ok, next, do you think accuracy in pronunciation most important?

S10: yap, to its because to understanding each other we need to and we have to have good pronunciation, so people from another notion would be understand what we say and what we talking about.

R: The last, as a person from Bugis land, do you think that your pronunciation is right or not?

S10: For me, I feel my pronunciation is right, the key of pronunciation is ... Yap imitating some scene of the movie and singing alone your favorite music.

R: Assalamualaikum

S11: Waalaikumsalam kak

R: Are you ready?

S11: Yes, I am ready kak

R: Ok, the first, can you explain yourself a little bit?

S11: My name is Andi Emil and I from Bugis and I usually use Bugis in my everyday life

R: Second, why did you choose English major?

S11: Well...eee first when I was a little kid I am interest to learn English because of the accent or how cool when they speak English and the next I am also like English because of the music and film I watch.

R: Third, what challenges do you feel when learning English?

S11: Eee well the first is like I don't know how to pronounce the words or I don't know what I misspronounce or I cannot read and especially when I cannot write what I said because of the differences in the pronunciation and the writing in English

R: Fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S11: Eee I am a little confused of myself, I can't pronounce the words correctly but usually some of my friends when they speak English they are a bit confused or they are hard to pronounce right pronunciation of the words.

R: Fifth, do you think accuracy in pronunciation most important?

S11: Well of course because I think when the pronunciation is not right or the meanings of the words can change eee and if we talk to the people who just learn English I think they will be confused because there are some words in English that pronounce like the same. It just a bit different pronounce and I think it's important.

R: Last, as a person from Bugis land, do you feel that your pronunciation is right or not?

S11: Well... I usually speak Bugis in my everyday life and also learn English when I was a little kid so pronunciation are almost everything I said it's good and Bugis language is not really affected my English pronunciation.

R: Halo, assalamualaikum

S12: Waalaikumsalam, iye kak

R: Are you ready?

S12: Yes, I am ready

R: Ok, the first, can you explain yourself a little bit?

S12: Eee ok, first let me introduce myself, my name is Zalzabill Zakiah Aurora, you can call me Zabil, I come from Bugis land, and I use Bugis language every day.

R: The second, why did you choose English major?

S12: Well, I choose English major because I love learn English language from I children, so I choose English major for my better future.

R: The third, what challenges do you feel when learning English?

S12: Eeee to be honest speaking is my challenges in learning English.

R: The fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S12: Well, eeee I don't know about that, but I feel our accent and English accent different.

R: Next, do you think accuracy in pronunciation most important?

S12: Yes, that's so important, because some words in English have a sound same.

R: Ok, last questions, as a person from Bugis land, do you feel that your pronunciation is right or not?

S12: Eeee in my opinion pronunciation yaa I can say not bad, but not good too.

R: Assalamualaikum.

S13: Waalaikumsalam kak

R: Are you ready?

S13: I am ready.

R: Ok, first, can you explain yourself a little bit?

S13: Eee I am Fauza Yumna Insaniyyah, I am from Bugis and I using Bugis language when I speak every day.

R: Second, why did you choose English major?

S13: Because I think English major is really important in this era, and I have dreams to go to abroad, so I think this is the best major to make my dream comes true.

R: Third, what challenges do you feel when learning English?

S13: Eeee there are many, but one of them is the pronunciation.

R: Ok, fourth, what do you think your pronunciation and your friends from Bugis land when speaking English?

S13: In my opinion, sometimes there are some words that sound strange.

R: Next, do you think accuracy in pronunciation most important?

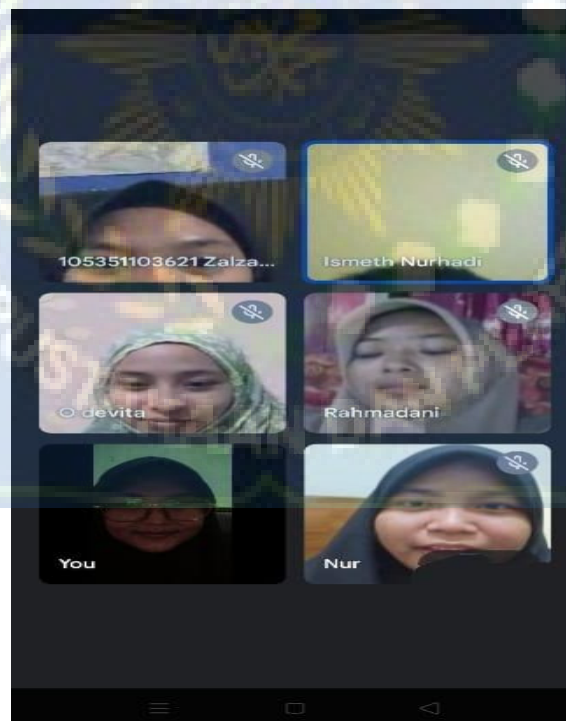
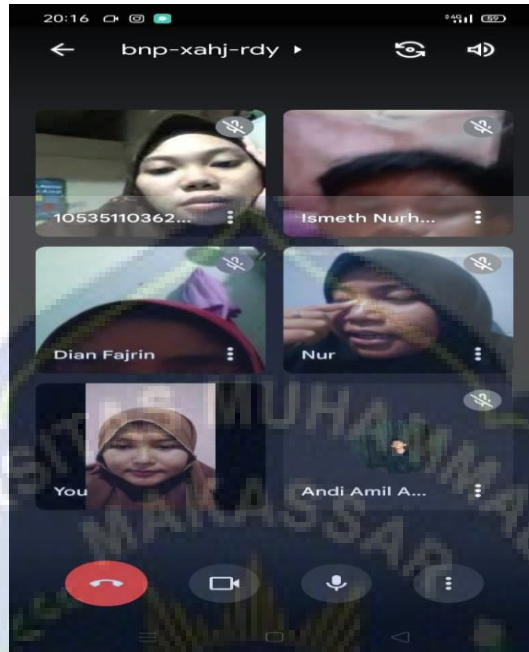
S13: In my opinion, this is not so important, because some people just need to understand.

R: The last, as person from Bugis land, do you feel that your pronunciation is right or not?

S13: I am not sure, because I feel I still need to learn more, because I am still difficult to mention some words.

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NIM : 105351110518

Program Studi : Pendidikan Bahasa Inggris

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Cq. Ketua Prodi Pendidikan Bahasa Inggris Unismuh Makassar
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Nama : RISKHA NABILA NOVRIANTI

No. Stambuk : 10535 1110518

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

"An Analysis of the Impact of Bugis Accent on Students' Speaking Skill at the Second Semester of English Education Department at Unismuh Makassar"

Yang akan dilaksanakan dari tanggal 30 Juli 2022 s/d 30 September 2022.

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 katziraa.

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NIM : 105351110518
Judul Penelitian : An Analysis of the Impact of Bugis Accent on Students' Speaking Skill at the Second Semester of English Education Department at Unismuh Maka
Tanggal Ujian Proposal : 07 Juli 2022
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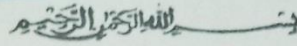
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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Riska Nabila Novrianti
NIM : 10535 11105 18
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 30 Juli 2022 s.d 18 Agustus 2022, dalam rangka penyusunan Skripsi dengan judul:

"An Analysis of The Impact of Bugis Accent on Students' Speaking Skill at The Second Semester of English Education Departement at Unismuh Makassar"

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LETTER OF ACCEPTANCE

0597/BG-FKIP/LOA/B/VIII/1444/2022

Dear RISKI NABILA NOVRIANTI

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

AN ANALYSIS OF THE IMPACT OF BUGIS ACCENT ON STUDENTS'
SPEAKING SKILL AT THE SECOND SEMESTER OF ENGLISH
EDUCATION DEPARTMENT AT UNISMUH MAKASSAR

The manuscript ID: 322

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The manuscript according to the limitations or description of the journal	✓	
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Faculty of Teacher Training and Education



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



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CURRICULUM VITAE



Riska Nabila Novrianti was born in Jeneponto on November 21st, 2000. She is the second child of Mr. Kaharuddin and Suharti couple. She has one brother and three sisters. She started her education at SDN No. 54 Tanetea and graduated in 2012. Then she continued her study at SMPN 1 Tamalatea and graduated in 2015. After that, she continued her study ant SMAN 2 Jeneponto and graduated in 2018. At the same time, she registered herself at Univeritas Muhammadiyah Makassar, and took English Education major.

