

**THE INFLUENCE OF BUGIS ACCENT TOWARD SPEAKING ENGLISH IN
3rd SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



A THESIS

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

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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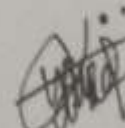
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MOTTO

For indeed, with hardship will be ease.
Indeed, with hardship will be ease...(Q.S
Al-Insyirah:5-6).

*I dedicated this thesis to
My beloved parents and my families*

ABSTRACT

Yulianti. 2019. *The Influence of Bugis Accent Toward Speaking English in 3rd Semester at Muhammadiyah University of Makassar. Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Eny Syatriana and Maharida.*

The local language influenced the way the students speak English, for instance in the aspect of accent. Accent refers to the way in which the speakers producing different sound of speech. Therefore, this research was purposed to identify the causal influence of the English Students' Accent interfere of the pronunciation from some Regency in Bugis Tribe in speaking English at Muhammadiyah University of Makassar. To meet the objective, the researcher adopted case study design by qualitative strategies.

The data were gathered through of data analysis based on three techniques namely data reduction, data display, and data conclusion drawing/verification . Most of the students usually speak English with the Bugis accent both if speaking English and daily conversation. Qualitative research is a process for exploring and understanding the meaning of individual or group behavior.

Other addition, the result of literature review showed that Errors which produced by the Bugis English students in several areas of phonemes occurred because the phoneme which are not in their first language. Referring on the description above, it informed that the English students have some problems to be solved. Students must be aware of their first language interfere in which the influence to their English pronunciation in speaking English. Also, the lecturer have to support the students by attending to their English pronunciation.

Keywords: *Bugis, Accent, Speaking, English, Pronunciation*

ABSTRAK

Yulianti, 2019. Pengaruh Aksen Bugis Terhadap Bicara Inggris pada Mahasiswa Semester 3 di Universitas Muhammadiyah Makassar. Skripsi Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Maharida.

Bahasa daerah mempengaruhi cara mahasiswa berbicara Bahasa Inggris, misalnya dalam aspek aksen. Hal ini mengacu pada pembicara yang melihat perbedaan hasil bunyi dan ucapan. Bugis merupakan salah satu wilayah suku Bugis yang cukup kuat aksennya. Oleh karena itu penelitian ini bertujuan mengidentifikasi sebab dari pengaruh bahasa Inggris terhadap aksen Mahasiswa yang mengganggu pengucapan pada saat bercakap dari beberapa mahasiswa suku Bugis di Universitas Muhammadiyah Makassar. Pada penelitian ini mengadopsi studi kasus pada kualitatif.

Analisis data dikumpulkan berdasarkan berdasarkan tiga fase yaitu data reduksi, penyajian data, verifikasi data. Hal itu menunjukkan mahasiswa biasanya menggunakan aksen Bugis pada saat berbicara bahasa Inggris dan percakapan sehari-hari. Penelitian kualitatif merupakan memahami maksud kepada individual maupun lingkungan grup.

Hasil literatur menunjukkan bahwa kesalahan dalam menghasilkan bunyi pada bahasa Inggris dan Bugis bagi mahasiswa di beberapa area terjadi pada fonem karena itu bukanlah menjadi bahasa pertama mereka. Berdasarkan deskripsi di atas bahwa mahasiswa mempunyai beberapa masalah untuk diberikan solusi. Mahasiswa harus mengetahui bahwa bahasa pertama mereka dapat mempengaruhi pengucapannya ketika berbahasa Inggris, serta dosen harus mendukung mahasiswa untuk membiasakan diri dalam pengucapan Bahasa Inggris yang baik.

Kata Kunci: *Bugis, aksen, berbicara, Bahasa Inggris, Pengucapan*

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The Writer

Yulianti

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language actually has many interrelationships with various aspects of life owned by human being. One of language that human being should know is English. Such as In Indonesia, Considered as the first foreign language but already taught formally from some of elementary school up to the university level. In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing and these important in Linguistics subject. Linguistic in accent is a manner of pronunciation of a language. Based on the skills, one thing should be brave to do using foreign language is speaking till getting public speaking. It is clear that speaking is related to the words pronunciation that aim to convey what will be conveyed whether it is a feeling, an idea.

English is a foreign language that is popularly used in Indonesia and also has a lot of enthusiast because of its position as an international language. he properties include communication, arbitrary symbolism, regular structure, structure at multiple levels, generation and production, and dynamism. Languages are produced by people in the form of sound through the organ of speech. Language varies across different cultures and with different people. Different languages use distinctive phonemes, which are the smallest units of sound differently. The importance of its position in the world makes this language becomes the favorite subject either in the school or campus area. It is good for the teachers nor lecturer especially in English because knowing the

students have a high motivation and need of mastering English make them easier to perform duties as a teacher. There are four aspects of learning process, those are: students, teacher, learning materials, and learning goal. Those are aspect related to speaking skill (Padhilah, 2017).

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of students to speak the language learned. Although mostly people learning a language have a goal to be able to speak so that they can communicate. states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is high rather than other language skills, however the others cannot be underestimated.

The skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicate with the other students in academic context. When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. Language is a very essential instrument that enables speakers to state their existence and others, ask something, express agreement and refusal. For this reason, oral language or speaking is regarded principle

Educator nowadays which are intelligent, creative, and also dedicated in carrying out their duties have been able. So, If those components of the learning process have been functioned in accordance with the purpose of teaching then the

success in learning is able to be achieved. The students that used to speak their first language (local language) in their daily activities found a difficulty to speak another language, if it is English which they used only when they were in an area that require to use English. They have to adjust their tongue to pronounce the English word one by one and follow the way the English native-speaker pronounces it. The local language influences the way the students speak English, for instance in the aspect of accent.

In vocal technique, which must be considered one of them is Accentuation. In formal events, Sometimes a person does not realize he has an accent in speaking. For that, the best way to do is to record sound and be played back which can be used as a reference in a good language and imitate the way he spoke. Thus the thing is way to reduce and even lost liltng accent.This is observed in Bugis community, particularly the accent, as subject of this research. Its acknowledge the influence of local ethnic language to English Language, which turn may influence the child even to students at university behavior development in terms of speech and act behaviour.

Geographical differences, traditions influence society in the use of Bugis accent to each other. Like the public speakers who came from the Bugis tribe in South Sulawesi province with a variety of accents owned by the community is influencing by the Bugis language used interact daily. As in Barru Regency with Pangkep nor Soppeng Regency has a very complicated level system. It causes Bugis accent society different from its high low. Even that the pronunciation of a word that is sometimes liltng because of the accent that has been spoken since childhood. The finding of the research showed that most of the students usually

speak English with the Bugis Barru accent even if it in classroom conversation. Thus, they sometimes found difficult to pronouncing the English words. As we know that Barru Bugis is the accent of people in Barru regency which is renowned as a strong accent (Padhilah, 2017).

Speech words that use a lot of emphasis on word suffix eg. syllable 'je', 'ki' 'ko' and so on. Thus the emphasis of the utterance at the end of the syllable is more often softly to read though clearly and gives the detention, not spoken flat when speaking is influenced because there is a touch of language from different other language. Variations of accents are owned by everyone, even unwittingly attached to each person and it is look like in saying the word either in the local language or national language while doing public speaking.

People generally think that speak English with their local language accent is not a matter but it is different for some English students in Barru. They sometimes felt shy to speak English because people (from other region) frequently laugh their accent. Some of them also have a problem to pronounce the English words. The researcher even found a teacher who stopped his students' conversation in the class because the student was difficult to pronounce some words and made the other one did not understand what he said. Accents can provide a new image for the specificity that contains of dick speak. It is viscosity of the expected individual does not result in a different interpretation among the delivery of the receiver and the recipients themselves. (Ratna, 2016).

Influenced by the people's pronunciation when they speak another language, English, for instance. Their English will sound accented and affect the phonological system of English itself. Pronouncing of English in one country is

different from that in another. It is influenced by the accent which makes the pronunciation English vary or it can be said that accent gives impact on the phonological system of English in a country with the ways in which humans produce and hear speech

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. Students' skills in conversation is the core aspect, it becomes an essential aspect in successful language learning, thus, language function as a system for expression meaning, as Nunan in Fitriani (2015) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. This is obvious that there are many proponent factors that influence speaking success and there are many obstacle factors why it is not running well (Prababwati, 2017).

One example of English pronunciation varieties is Speak in English by Barru Bugis accent. People speak English influenced by their mother tongue, generally Hindi, and sound different from Received Pronunciation (RP) because the Hindi vowel system is quite similar to that of RP, in contrast to the consonants. Therefore, In this case the writer focused on Influence Of Bugis Accent Toward Speaking At Muhammadiyah University of Makassar because speaking English considered has so many troubles to do compare with other. One case of it caused by accent. Sometime people combine their style to speak with language between English Language and Bugis specifically

Accent refers to the way in which the speakers producing different sound of speech. Bugis-Barru is known as a one of the regions in the Bugis tribe area that has a strong/heavy accent. Related to that, the researcher interested to research how the students from Bugis-Barru tribe speak English because when the people from this tribe speak in other language they sometimes use their local accent.

B. Problem Statement

Related to the statement above on the background, the researcher addresses these following problem statements as follow: “How does the accent of Bugis influence the student’s speaking skill in terms of pronunciation?”

C. Objectives of the Research

Related to the problem statement above this particular study objectives as follow: To describe the influence of the accent of Bugis in the student’s speaking skill in terms of pronunciation.

D. Significants of the Research

1. Theoretically

As a reference to the next researchers who want to know Influence Of Barru Bugis Accent Toward Speaking English. Expected to be precious contribution in English learning process at specially speaking in English.

2. Practically

a. For educator

By doing this research, the researcher intend to tell the educator lecturers nor teachers that they shall be aware of the students’ first

language interference so they can give the appropriate solutions for the students' English speaking problems in daily conversation.

b. For Students

Show that it is important to students to be aware of their students' first language disorders so that they can avoid interruptions when they speak English. in developing speaking English.

E. Scope of the Research

The research was limited of this students' at 3rd semester Muhammadiyah University of Makassar. The discussion of the accent influence on the pronunciation. The accent of part Bugis tribe. It analyzed in the situation of conversation which includes classroom conversation nor casual conversation and doing interviews outside of the student's Bugis tribe to find out the influence of Bugis accent

CHAPTER II

REVIEW OF LITERATURE

A. Previous of Related Research Finding

Many research have reported to expose identifiaton more successfully in Barru Bugis Accent toward speaking English as follows, McGee (2009) conducted a research entitled *Attitudes Towards Accents Of English At The British Council, Penang: What Do The Students Want?* Her assume native speakers possess accents and methods that will best aid them in learning. Audio samples of various accents were played for the students including American, Chinese, English, Malaysian, and Welsh. Students indicated their feelings regarding each accent regarding personality, social status, and model preferences. Additionally, students indicated feelings about the promotion of Malaysian English.

Ballard (2013) with entitled *Attitudes Toward Accentedness Of Native And Non Native Speaking English Teachers* stated that, familiarity with an accent correlated with comprehensibility and acceptability as a teacher. For familiar accents, familiarity was a significant predictor of the participant ratings on the four dependent variables, though the predicted changes in ratings were small. Overall, participants had generally positive attitudes, in relation to acceptability as a teacher, accent was the least influential of the dependent variables.

Pilus (2013) *Exploring ESL Studentss' Attitudes Towards English* stated that the studentss seemed to show a preference for British English. Despite their admiration of the native accent, the studentss were comfortable with their Malaysian accent. Considering the lack of a standard non-native spoken English

variety in Malaysia, the paper concludes that choosing a native accent as a model for pronunciation learning seems to be a more viable option at the moment. Then for the studentss and not as a norm that should be rigidly adhered to but studentss are provided with theopportunities to attain a native-like accent if they have the ability to do so while at the same time given the freedom to approximate accordingly.

Nurpahmi (2013) The research entitled *Difficulties Encountered by The Bugis Studentss in Producing English Sounds*. In her research, she found The study was to determine the extent to which accent strength and familiarity affect comprehension and to propvide a defensible direction for assessing multidialectal listening comprehension. A strength of accent scale was developed, and one US, four Australian, and four British English speakers of English were, The chosen speakers who determined the accent strength and familiarity affect of the subjects were from the speakers of one US, four Australian and four British, they determined the accent strength and familiarity affect based on a judgment of their strength of accent.

The similarities reviews research based on the McGee (2009), Pilus (2013), Ballard (2013), and Nurpahmi (2013) the researcher's perspectives of the need is introduction material to be shared to all college students. These are influence how the accent affects to the learning of pronunciation with other languages to be learned. It presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which is could support this observe of the research. The difference Bugis and English in phoneme pronunciation that becomes the causal factor of the English students

from Bugis-Barru to pronounce English words by analyzing Bugis phoneme which then compare it to English phoneme. The discussion is presented under the following sub headings previous related finding research, Barru Bugis accent and some parts.

The researcher took the previous findings as a reference in taking the research and collecting the data that was recorded by doing an observation and interviewing. based on the previous research stated that the causal factors of Bugis Barru accent on the pronunciation in English conversation, both language makes the researcher easier to describe the main problem of how this Bugis Barru language as a mother tongue of the subjects can interfere the way they speak English in the situation of classroom and casual conversation.

B. Presenting the Literature Review

1. General concept of Accent

a. Definition of Accent

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

According to Trudgill in McGee (2009 : 168) accent specifically refers to the pronunciation of a speaker It is possible to speak one dialect

with a variety of accents. While Standard English' may be linked with the Received Pronunciation (RP) accent, it is spoken in other accents by English speakers regionally in England and in other parts of the world.

The previous explanation definition of it must be clearly take us in understanding of what accent is. Some sources, whether it is in book, journal, thesis, and so on, Written by some linguistic and professional researchers may have their own accent based on the findings. Thus, this research may give definition based on the previous definitions that accent refers the sound level like pronunciation. It is related to the way people speech in which it is different as its level users in social group. Also, accent can be defined as its form in the term of segmental.

b. Accent and Identity

In her research about *Pengaruh Bahasa Asing terhadap Bahasa Indonesia dan Bahasa Daerah: Peluang atau Ancaman?* The study was to determine the influences of the foreign languages, which include Arabic, Dutch, English, Sanskrit, Tamil and Chinese which will lose the Indonesia national language. In her research, she found that the Indonesia national language, e.g. spoken and written Indonesian will be massively formed by English element. (Pastika, 2012:143).

As human being in which live with other people around us, and also as members of social groups. There is simultaneously relate among daily conversation to each other. People in a social group use to be connected with each other because their identity. Then, language becomes an important aspect which signifcantly affect us to establish our identity. It becomes the

matter of each person about where they belong to show their social life level. The place where people live almost influence many aspects, include accent that discuss in their book in which needed to be heard good to people so then, people can judge each other as good as their speech. It is likely that you varied the quality and pitch of your voice, the speed of your speech, and perhaps your accent (Padhilah, 2017 : 9).

“It is likely that you varied the quality and pitch of your voice, the speed of your speech, and maybe your accent. You may also have been conscious of calling to mind your experience with specific people, our judgment of the way people ‘sound’ are based on a combination of individual and social criteria.”

It becomes the matter of each person about where they belong to show their social life level. The place where people live almost affect many aspects, include accent discuss in their book in which needed to be heard good to people so then, people can judge each other as good as their speech. Some People reaction to the social meaning then follow the way they speak their native language. Thus, when they learn their own language they do not only attend to the code and its variation; but also to the value judgments about the use of different form. Then, they even try to present that they are as members, they do not really belong to, but other that felt suit to them.

English, in this case have been an international language which people in countries such America, England, and Australia use the first language. The native speakers of the previous mentioned countries are likely have the same dialect, but the different in term of accent. Almost people in the world are attracted by the position of this English as an international language. It is likely that you varied the quality and pitch of your voice, the

speed of your speech, and maybe your accent. You may also have been conscious of calling to mind your experience with specific people, our judgment of the way people ‘sound’ are based on a combination of individual and social criteria.

People reaction to the social meaning then follow the way they speak their native language. Thus, when they learn their own language they do not only attend to its variation; but also to the value judgments about the use of different forms. Then, they may even try to present that they are as members that they do not really belong to, but other that felt suit to them. Based on some definition above accent. It’s important to consider why accent might be important and influence. refer to a certain way of speaking a language, resulting in being used interchangeably. Accent refers to the language varieties of social groups. Concept of Speaking.

c. Contrastive analysis between Bugis accent and English Accent

1) consonant

In the labial to velar region English has twenty three (or twenty - one, depending on how affricatives are analyzed) consonant. But Buginese has only sixteen. On the other hand, in the post velar regions Buginese has seven consonant, but English only one. The details are given in the following chart:

Table 2.1. Consonant Buginese dan English (Siti Nurpahmi, 2013)

language	Bilabial	Labio dental	Interdental	dentals	Alveolar	Palatals	Velar	Glotal
Buginese	P, b, -m	--	--	t, d, s, z, n , l, r	-, -, -, -, - , -, -	c, nc, j, - , y, y	k, g, ŋ, w	h, ?
English	P, b, -m	F, v	θ d	-, -, -, -, - , -, -	t, d, s, z, n, l, r	ç, -j, š, (ž), y	k, g, ŋ, w	H

following an explanation of the consonant parts in Buginese and English

Table 2.2. Parts of bilabial

Bilabial				
Buginese	P	B	M	
English		P	b	M

Both English and Buginese have three consonants in labial. Therefore Buginese students have no difficulties in producing the phonemes.

Table 2.3. Parts of Labiodental

Labiodental		
Buginese	-	-
English	f	v

The phoneme like f, v do not occur in Buginese, and Buginese speaker substitute /p/ respectively for /f/ /v/ or /f/.

Table 2.4. Parts of Interdental

Interdental		
Buginese	-	-
English	θ	Δ

Interdental phonemes like θ, d do not occur in Buginese, and Buginese speakers substitute s respectively to /θ/ and /d/ to /δ/. The English contrast such as thistlethis' ll, ether – either, think-sink, bath-bass, breathe-breeze are troublesome.

Table 2.5. Parts of Dentals and Alveolar

Dentals							
Buginese	t	d	s	-	n	l	R
English	-	-	-	-	-	-	-
Alveolar							
Buginese	-	-	-	-	-	-	-
English	t	d	s	z	n	l	R

Buginese Phoneme for instance /t/, /d/ are dentals in Bugis language and they are alveolar in English. The difference does not constitute a major problem in the learning of English, since substitution of the dentals for the alveolar does not materially affect or impair communication in English. However, consonant /z/ does not exist in Bugis language, so the students substitute as /s/. The Buginese students will produce /zebra/ with /sebra/. Buginese speakers have difficulty with r in all environment and substitute /r/ which probably least acceptable to speakers of English in items such as bird, shirt, fur, her.

Table 2.6. Parts of Palatals and Glotal

Palatals						
Buginese	c	J	-	-	y	Nc
English	ĉ	J	Ŝ	Ž	y	--

Bugis students find many difficulties in producing words consisting /ŝ/ and /ž/ because the consonant does not exist in Buginese. They substitute those consonant with /s/. Furthermore Bugis students do not find difficulties in

producing words consisting of velar consonant because it has similarities with English.

Table 2.7. Parts of Palatals

Velar				
Buginese	k	g	ŋ	W
English	k	g	ŋ	W
Glotal				
Buginese	?			
English	H			

English presents no problem in this environment for the speaker of Buginese.

2) Consonant sequences

Bugis language has no sequences of more than two consonant, whether in close transition, furthermore the Buginese speaker has obvious difficulty with it and supplies intrusive vowels which act as cluster breakers because the English has as many as four consonant in close transition, and as many as six or seven intervening juncture.

Table 2.8. Consonant Sequences of Buginese and English

	Initial	Medial	Final
Buginese	C	C	C
	CC	CC	CC
English	C	C	C
	CC	CC	CC
	CCC	CCC	CCC
	CCCC	CCCC	

The Buginese students have difficulties in producing words which contain more than two consonant cluster either in initial, media, or final. Eventhough, they only have very little difficulty. The three consonant sequences in English pronounced with two consonant clusters. World is always pronounced /wo:rd/. /rld/ becomes /ld/. The learners also have only little difficulty in producing more than three consonant sequences., for instance: sprite /sprait/. Eventhough the three consonants and the four consonant cluster are not in Bugis language, it does not create big difficulties.

3) Vowels

Table 2.9. Part of vowels (Siti Nurpahmi: 2013)

Height of Tongue	Part of Tongue Involved		
	Front	Central	Back
High	i: beet		u: boot
	I bit	i marry	u put
	e bait		o boat
Mid		ə sofa	
	ε bet		o: bought
Low	æ bat	Λ but	a pot
High	i: /peddi:/		u: /bu:lu:/
	i /idi/	i /tægaki/	u /wa:ju/
	e /εle/		o /o:lo/
Mid		ə /makatə/	
	ε /εle/		o: /bo:la/
low	a: /ma:nu/	λ /maeg λ /	a' /bo:la /

Monophthong

English : i:, I, i,e, ə, ε, æ, a, ,Λ, u,u:, o, o:

Buginese : i:, ɪ, i,e, ə, ε, a', ,a:,Λ, u,u:, o', o:

The simple vowel in Bugis language and English similar is Bugis Students do not have æ, so it is difficult to pronounce the words containing those vowel, for example /fæn/ and /væn/ always pronounce /pen/ and /pen/ --or /fen/ and /ven/ in some areas. The buginese students also do not have short vowel, so the students always produce long vowel for short vowel.

2. Speaking

a. Definition of Speaking

Speaking has many definitions in linguistic terms. Speaking is one of language major skills. Speaking is regarded as the most demanded skill on learning a language. Irawati in Zuhriyah (2017:122) defines speaking as an activity to produce saying in the form of words and sentences, orally in order to communicate with others. Meanwhile, according to Khorashadyzadeh (2014: 12) state that speaking needs not only the students understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Actually speaking and also listener are can not be separated. Another defines stated that speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. It means that mostly

speaker are need active listener who can response what they said directly, such us showing their understanding or join in the interaction.

As good speaking skill when the listener can be understand the words produced by the speaker. Both of figure the speaking should be interactive communication. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and involving. eventhough, speech is not always unpredictable. This is 4 obvious that there are many proponent factors that influence speaking success and there are many obstacle factors why it is not running well.

b. Problem in Speaking

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

According to Doris and Jessica in Fitriana (2015:4) language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why

the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

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

c. The Important of Speaking

Speaking does not mean merely uttering words through mouth. It means conveying the message through the words of mouth. Learning to speak also demands a lot of practice and attention. Learn to speak our mother tongue just by listening and repeating. In a similar manner, a foreign language is learnt by imitation and reproduction. Richards in Fitriani (2015:5) states “When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others”. This indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other.

Language is an instrument of communication, there is no excuse for a language students for not being able to speak the language learnt.

3. Pronunciation

a. Definition of Pronunciation

Pronunciation is the way in which a particular word is spoken. According to Yates in Padhilah (2014:24) pronunciation refers to the speaker sounds production. In other view, Jusman (2014:10) defined that pronunciation refers to the ability of producing comprehensible articulation. Based on the previous statements, the definition of the pronunciation is very closely related to a way of producing sound. It is as important as any other aspects of foreign language learning. Correct pronunciation is very necessary to develop speaking skill. Once a person can pronounce correctly the endings of the words, for example, he can at the same time give grammatical information. Another definition comes from Hornby) that describe pronunciation in three part, namely: Pronunciation is the way in which a language is spoken, Pronunciation is a person's way to speak words of language, Pronunciation is the way a word is pronounced

b. The significance of Pronunciation

Define pronunciation significant in two sense as follows: Pronunciation as the production and reception of speech sounds. Thus, it is significant because it is a code of a particular language; Pronunciation as acts of speaking. Thus, it is used to achieve meaning in contexts of use. (Padhilah, 2017:12).

c. Elements of Pronunciation

Another definition comes from Hornby in Padhilah (2017: 15), that describe pronunciation in three part, namely: Pronunciation is the way in which a language is spoken, Pronunciation is a person's way to speak words of language, Pronunciation is the way a word is pronunciation. They are classified according to the place of articulation, as follows:

- 1) The sound is Bilabial when the lips are pressed together.
- 2) Labiodental is produced, when the lower lip is pressed to the upper teeth.
- 3) Interdental is made by situating or placing the tip of tongue between the teeth.
- 4) The tip of tongue touching or near the inner ridge of the gums of the upper front teeth, producing an alveolar.
- 5) The body of tongue raised against the hard palate (palatal).
- 6) The back part of the tongue (the dorsum) against the soft palate (velar). that released using the glottis.

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

labiodental f and v, alveolar s and z, and alveo-palatal š and ž 4) Liquids are the sound l and r.

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

Vowels are voiced continued with no interruption in the flow of air through the oral cavity. The vowels in English are voiced. The vowel sounds have different results as the changing of the mouth shape which is associated with a different configuration of the tongue and lips. It refers to stress and intonation. They relate to aspects of pronunciation that go beyond the production of individual sounds.

Generally known as accent, in linguistics and particularly phonology, is relative emphasis given to a certain syllable in a word in a phrase, and sentence. primary, secondary, and unstressed which indicated with the following stress marks: Primary/, Secondary/, and unstressed (no mark).

C. Conceptual Framework

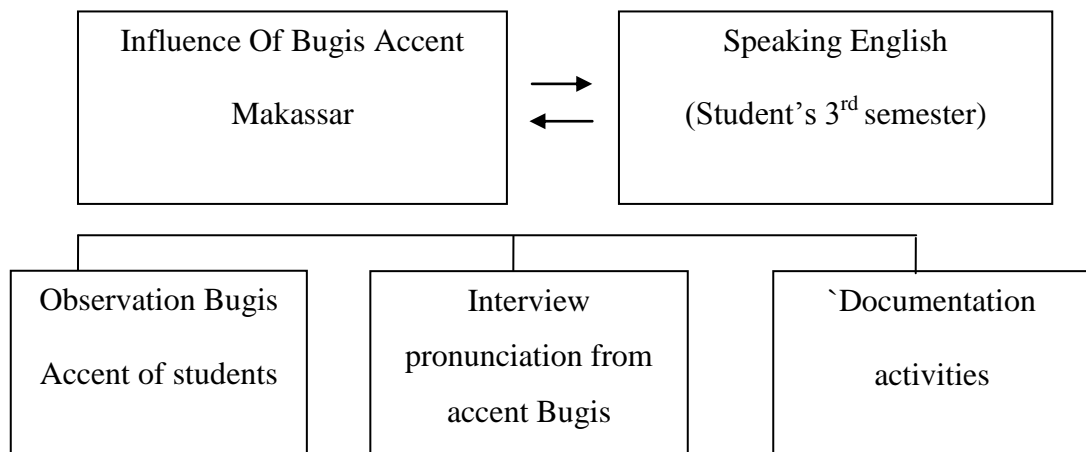


Figure 2.1. Conceptual Frame Work Influence Of Bugis Accent

In this research, the researcher was to learn about how does the accent of Bugis influence in the student's speaking skill in terms of pronunciation. Based on the theoretical description and result of the relevant studies or this research, the researcher take at theoretical framework of this research. In teaching and learning process, especially in English, many problems and activities face by the students start from Elementary school which learn English till of students college.

Beside the students study English at the school, they should hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials. Recognizing English language in speaking sometime accent, dialect and related them influencing the ability of speaking English actually daily life or educational environment speaking is placed in high priority after reading. Therefore, speaking be the most important language skills for students to study hard, beside developing their ability in other language skills. It is means nothing because speaking is an active process to get the information and make communication with people around them.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The researcher used qualitative research design with descriptive design. The research provides information about the situations, condition, and strategy from influence accent of Bugis to student's that occur in the present. Qualitative research is a process for exploring and understanding the meaning of individual or group behavior. Qualitative research methods are also called naturalistic research because the research is done on natural setting. moreover the researcher interested to seek the phenomenon about Bugis accent (Sugiyono, 2016).

This research is by doing an observation and interview on the real participants at the case study of influence Bugis accent. It was use random sampling since the students are chosen based on three different levels of speaking English from low, medium, and normal. random sampling is used for obtaining the data which is not based on any strata, area, or random yet it is based on a purpose. The researcher interested to seek the phenomenon about accent Bugis. Therefore case study design as research design chose bt the researcher.

B. Research Location

The research conducted in Muhammadiyah University of Makassar. It is located in Makassar, students from Bugis tribe for instance like Bugis Bone, Soppeng, Sinjai, Bulukumba, Barru, Sidrap, Pare-Pare and so on. Which is grow up in Bugis environment and can speak Buginese, furthermore they are from English department.

C. Research Subject

The subject research is the student's of the 3rd semester of English Department students of Muhammadiyah University of Makassar. There are respondents and informan. The criteria of the subject, as follows : the informan He/she grew up in Bugis area, must be an English student's at university, mostly used Bugis language in daily activities. The subjects' data and the subject biography can be seen from the following:

Table 3.1. Subjects Data Informan

No.	Name	Class	Academic Year
1.	A	English Education III G	2017/2018
2.	AM	English Education III G	2017/2018
3.	AMS	English Education III G	2017/2018
4.	AR	English Education III G	2017/2018
5.	DA	English Education III G	2017/2018
6.	K	English Education III D	2017/2018
7.	MA	English Education III F	2017/2018
8.	MD	English Education III D	2017/2018
9.	S	English Education III D	2017/2018
10.	ARK	English Education III F	2017/2018
11.	RA	English Education III F	2017/2018

Table 3.2. The Subjects' Biography

No	Name	Grew Up	Mother Tongue	Language Usage Frequency	
1.	A	Bugis environment	Bugis		
2.	AM	Bugis environment	Bugis		
3.	AMS	Bugis environment	Bugis		
4.	AR	Bugis environment	Bugis		
5.	DA	Bugis environment	Bugis		
6.	K	Mangkasara Environment	Mangkasara		
7.	MA	Mandar environment	Mandar		
8.	MD	Bugis environment	Konjo		
9.	AR	Bugis environment	Bugis		
10.	ARK	Bugis environment	Bugis		
11.	RA	Bugis environment	Bugis		

D. Data Collection

In collecting data, the researcher used triangulation. It is about the combination of two or more technique of data collection in its use. It can be seen clearly by seeing the following figure. Data collection technique used is observation technique, recording, and interview technique and documentation. Observation technique is a technique employed in recording the influence of Bugis accent.

The researcher will then gather the data needed by employing observation and close-ended interview. Observation is done to monitor the performances and the motivation to speak of students. It is also conducted to have wider

understanding on “what’s going on” from taught material point of view. The observation done several times before finally the researcher found an imprecise answer to what she was seeking for. That was the material to increase students’ motivation to speak and hopefully to others English skills. Participant observation is regarded in the best position to collect data about the observable features of the interaction between teacher and students when she or he is teaching introduction material. The same questions for all the samples though those are presented in different language.

The researcher integrated observation and interview technique. The steps as follows:

1. Steps before Researching (observation)
 - a. The researcher did the first observation before doing the research by watching the appropriate area in campus especially Bugis students for researching, then choosing the subject.
 - b. After the best area and the subject has been founded, the researcher then decided the best time for researching.
2. Steps on the time of Research
 - a. The researcher did the second observation by focusing on the activity of the chosen subjects.
 - b. The first observation was conduct on September, 2018. It is conducted in order to find the appropriate to be the research object.

This activity is done in 2-7 days. There are two appropriate colleges that selecting to be the research object, they are student’s Muhammadiyah University of Makassar to qualify to be the object of the

research, the causal factors are; It has an English Department of Education, Much of the English students in that college are from Bugis Tribe and grow up in Bugis environment, The students in that college use Bugis language in their daily activities.

- c. After the researcher have got the data from observation activity, the next the researcher did the interview for getting an information directly form the subjects themselves.

The interview was held started on October, 8th 2018 with the six subjects. The subjects were interviewed by the researcher randomly. There were two sections of this activity. Both activities was conducted in the some day and time but in different way of interview.

E. Research Instrument

The main instrument of this research was the interview. The instrument in the qualitative research is *human instrument* because the key for finding the result of the research is the researcher her/himself as Lincoln and Guba (1986) stated in Sugiyono (2016:223) that

“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the uman instrument has product”.

The other instruments were *observation* and *interview*. *Observation* is the way the researcher collect the data by observing people and place *Interview* is the an open-ended question then record their answers. The tools that used to support

these both activities (observation and interview) are Smartphone's camera, laptop, notebook, and so on.

F. Data analysis

1. Data Reduction

The researcher used the data analysis technique of Miles and Huberman in Sugiyono (2016). The data that the researcher have got from both observation and interview activity will be reduced by using *data reduction technique*. In this technique, the researcher wrapped the data up by deleting the unimportant points.

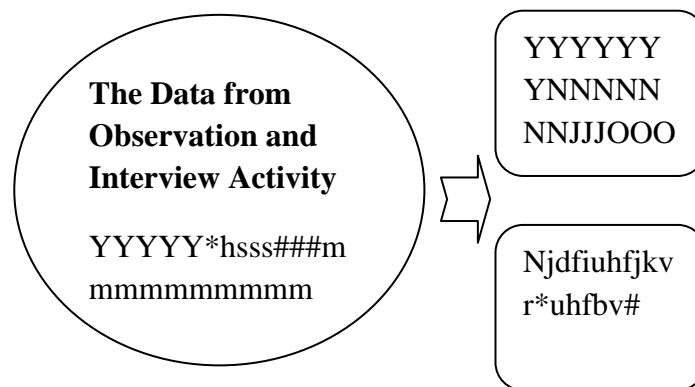


Figure 3.1. Data Reduction

(Adapted from Padhilah, 2017)

Note: The Capital Letter is The data is from the Observation activity and the lowercase is the data from the Interview activities. The symbol **#* is illustrated as an important data.

2. Data Display

Then, the result of the data reduction technique was formed by ordering the data by its data collection activity result. The data display model

that was applied in this step depend on the need of the research result. Data from observation and interview was sheaf.

3. Conclusion Drawing/verification

The Researcher then made a conclusion and verified the data. will be shared in the form of tables; one table for describing each group

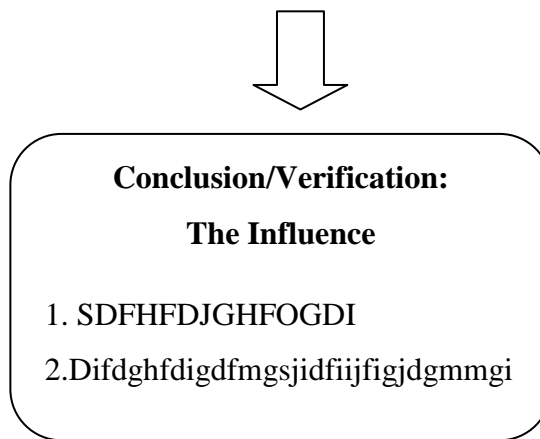


Figure 3.2 Data Conclusion/Verification
(Adapted from Padhilah, 2017)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this part, the results of the research presented in the form of own Bugis accent data in speaking English. Data from the field obtained with observations of this research were the raw material to get accurate results. Observation to do of the 3rd Semester English Education Department students. Data collection techniques by looking for additional information, namely observing the campus environment in Muhammadiyah University of Makassar in the English semester of the English Language Education Department which runs from 15 September to 15 November, 2018. Observations made by looking directly and surveying how many Bugis-speaking English Education students from as many as 7 classes. Furthermore as 35 people were obtained including the Bugis Barru, Bone, Sinjai, Sidrap, Pinrang, Maros, Pangkep and Bugis Bulukumba.

Then the documentation and interviews of students were carried out on informants when recording while conducting interviews. The interview process of this research lasted for a week to obtain the data and information that the researchers wanted to conduct direct interviews with 10 informants who came and grew up in the Bugis tribe and were fluent in Bugis. Then do interviews for students outside of those who don't know Bugis. Obtained from the results of observations partly contain the strong influence of an accent in English in the Bugis accent itself.

1. The different and similarities produce between Bugis native speaker and English native speaker in some areas phoneme

The first is that become the influence of Bugis Accent interfere of the pronunciation in speaking English is the different phoneme produce between Bugis native speaker and English native speaker in some areas of phoneme. The researcher took sample from *Sitti Nurpahmi's research (2013)* about difficulties encountered by the buginese Students in producing english sounds.

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

Table 4.1. English Phonemes

Place of Articulation	Bilabial		labiodenta		Interdental		Alveolar		Palatal		Velar		Glotal	
	VL	V	VL	V	VL	V	VL	V	VL	V	VL	V	VL	V
Stop	p	P									K	g		
Fricatives			f	v	θ	ð	s	z	š	ž				h
Affricatives									č-	j				
Nasals		M						n				ŋ		
Lateral								l						
Semivowel		W						r		y				

Buginese Phonemes, In the labial it 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) :

Table 4.2. Bugis Phonemes

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

Bugis language has no sequences of more than; two consonants, whether in close transition or with intervening juncture, but it has double consonant, for instance: bb, cc, dd, gg, hh. While The following table describe the vowel that Buginese phonemes has:

Table 4.3. The vowel that Buginese phonemes

Height of Tongue	Part of Tongue Involved		
	Front	Central	Back
High	i: /peddi:/		u: /Bu:lu:/
	I /Idi/	i /tega:ki/	u /a:lu/
Mid	e / εle/		o /olo/
		ə /makatə/	
	ε/ εle/		o: /bo:la/
Low	a: /ma:nu/	Λ /maeg Λ/	a: /bo:la/

Table 4.4. The differences and the similarities of Buginese and English phoneme
(Sitti Nurpahmi, 2013)

Category	The differences	The similarities
Consonant	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 Studentss don't have any difficulties in producing the phonemes)
	in the post velar regions Buginese has seven consonant English only one	Bugis studentss 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 studentss substitute as $/s/$)	—
	Buginese studentss find many difficulties in producing words	—

	consisting /ʃ/ and /ʒ/ because the consonant does not exist in Buginese and it does in English.	—
	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 consonant in close transition, and as many as six or seven intervening juncture.	—
Vowel	The Buginese studentss do not have æ, so it is difficult to pronounce the words containing those vowel, for example /fæn/ and /væn/ always pronounce /pen/ and/pen/ --or /fen/ and /ven/ in some areas	-
	The buginese students also do not have short vowel Diphtongs Buginese Diphtongs: ai, ei, au, oe,ui,oi,ue,ai, ua, ia, and iu English Diphtongs: ai, ei, oi, iə, uə, əu, au, eə	—

The previous data of Sitti Nurpahmi (2013) shows that Buginese students in several areas of phonemes errors occurred because the phonemes which are not

in their first language (Bugis language). Based on that, the researcher assumes that another influence which become the interference on the pronunciation in speaking English is the differences of phoneme produce between Bugis and English.

2. Bugis Accents is a strong accent

The second category that becomes the causal influence of Bugis Accent that showed massively interfere the subjects' English pronunciation is because this accent which becomes the dominant chosen language that Bugis people usually use to communicate with each other person is a strong/heavy accent. Indeed, Bugis known as a strongest accent among other accent for instance Bugis Bone, Soppeng and so on in Bugis tribe. It even has many different accent in every area in Regency of Bugis tribe that has its own character.

The researcher took an unplanned interview with a person who live, grew up, and can speak Buginese language in one area Bugis . She is in the 3rd semester, she is from Maros Regency. She said that there are actually so many accents from Bugis people and they are all has its own character based on the village. She said also the difficult thing is because we are all use to speak Bugis even if it is in the urban area (City), so people can recognize them just by listening a couple sentences of them. It supports the researcher's assumption that this Bugis-Bone accent from some Bugis area is one really a strong/heavy accent.

it was one subject who interviewed from Bugis Bone

Extract 1, The Researcher (Y), Informant (ARK)

Y: *ok terimakasih atas kesempatannya jadi kalau boleh tau sebelumnya nama anda siapa?*

“ok, thanks for the chance that given to me, i’m sorry what is your name?”

ARK: *nama saya ARK, kelas B disini kak*

“my name is ARK,ad stay in class B”

Y: *jadi, sibuk ki dek?oh iya Kalau boleh tahu teman kamu yang bersuku Bugis maupun yang bisa berbahasa Bugis sekitar berapaan orang?*

“well, are you busy sister?” by the way, how much your friends from Bugis tribe do you have until now?

ARK: *presentasinya 80% kak*

“the presentation is 80% sister”

Y: *kira-kira berapa orang itu?*

“How about many people?”

ARK: *kalau dalam kelas sendiri itu, kan saya satu kelas 34 orang dan 2 orang ji yang bicara Makassar. Jadi sisanya itu Bugis*

“if in my class, I have one class of 34 people and just 2 people who speak Makassar. So the rest is Bugis”

Y: *diluar dari itu berapa?*

“what about the outside?”

ARK: *diluar dari kelas? iya,puluhan*

“outside of class? yes, about tens”

Y: *ok, kita sendiri sukunya Bugis?*

“what is your tribe?”

ARK: *Bugis Bone kak*

“Buginese Bone sister”

Y: *jadi menurutnya anda reaksi terhadap orang yang beraksen Bugis nah kan ada yang biasa kayak kental sekali dengan aksen Bugisnya, bagaimana reaksinya kita ketika orang yang beraksen Bugis berbicara dengan Bahasa Inggris ?*

“so according to you, what’s you reaction to people who are using Bugis accent, are there any ordinary people like the thick with their Bugis accents, how is our reaction when people with Bugis accents speak English?”

ARK: *Pasti lucu kak, karena kan biasanya kita menggunakan dua aksen yaitu Amerika dan British. Jadi kalau ada yang berbahasa Inggris terus aksen Bugis pasti kedengaran lucu*

“It must be funny, because usually we use two accents namely American and British. So if there is my friends speak English and use the Bugis accent, it sounds funny.”

Y: *tapi paham dari apa yang disampaikan?*

“but, are you understand?”

ARK: *iya kadang kak dag paham juga*

“yes, sometimes I understand”

Y: *oke jadi menurutnya kita, ada dampak yang cukup besar begitu dari penutur asli Bugis ketika dia berbicara dengan Bahasa Inggris. mmm mungkin dampaknya ke orang-orang yang mendengarkan atau orang yang diajak bicara, Nah inikan dia kental sekali dengan logatnya nah ini kan dkental sekali logatnya. Dampaknya pahamji atau bagaimana?*

Ok, there was a significant impact from native Bugis speakers when he spoke in English? it might have an impact on the people who are listening or the person they are talking, so that he is very thick with his accent, this is clear of her/his accent. And you understand?

ARK: *kalau menurut saya itu orang yang natemani bicara itu kak pahamji karena yang namaknai itu Bahasa Inggrisnya bukanji bilang pasti mungkin kalau berbicaraki terus ikut aksen Bugisnya orang yang disekitarnya pahamji. Cuma itumi pasti anehki nadengar bahasanya karena ngikutki aksennya.*

“i think, they understand what their partner said, because the name of the English is not that, he said, surely it would be possible if he spoke, he would continue to follow his Bugis accent, the people around him understood. Only must be strange to hear the language because of following his/her accent”.

Y: *iya karena kan biasa aksen atau logat itu terkadang ada yang tidak sesuai dengan pengucapan*

“Yes, because sometimes there are accents are not in accordance with the pronunciation.”

ARK: *penekanannya kak stressingnya*

“yes, there is stressing”

Y: *misalnya kalau orang yang dari Jeneponto kayak endak bisa bilang é dia bilang e jadi kata-kata yang dalam Bahasa Inggris menggunakan é dia gunaka e ini maksudnya apa ya. Ok terus menurutnya kita pandangannya ketika orang-orang yang beraksen Bugis atau sangat kental dengan*

aksennya tersebut apakah orang yang paham aksen Bugis ini mudah terpengaruh dengan aksen tersebut?

“for intance people who came from Jeneponto sometimes can't say é he says e, it is a word that in English uses é he uses e, what does this mean? do you think when people who are accented with Bugis, people who understand this Bugis accent easily be affected by that accent?”

ARK: *ketika berbahasa Inggris? Kalau menurut saya tidak ji kak.karena Kan biasa juga Bugis nya orang beda-beda juga kak, tergantung dia ji sebenannya bagaimana menyampaikan bahasanya.*

“In my opinion is not. Because usually Bugis people are different too, depending on how he speaks the language.

Y: *jadi menurutnya kita dag mudahji terpengaruh?*

“So, you think it's not easily affected?”

ARK: *dag ji kalau dia cuma mau tau makna apa yang disampaikan orang, tapi itu lagi kalau kembali ke pronunciationnya kita bilang. Berpengaruh.*

“not if he/she just wants to know the meaning of what people say, but returning to the pronounciatio, can be also influential.”

Y: *jadi dari poin-poin tersebut, apa yang mempengaruhi menurutnya kita sehingga aksen Bugis ini dalam Bahasa Inggris ada sesuatu yang lain mungkin?*

“from those points, what influences this Bugis accent in English? is there something else maybe?”

ARK: *kalau saya faktor kebiasaan ji kak, karena kalau seringki berlatih berbahasa Inggris, kalau begitu terus logatnya kak pasti dag bisa hilang. Tapi kalau sering nalatih untuk tidak beraksen Bugis pasti bisaji .*

“based a habit factor, if I rarely practice English, then the accent will definitely disappear. But if they often training yourself not to get Bugis accents, they can.

Y: *jadi impactnya ketika berbahasa Inggris tidak terlalu beriimpact besar untuk orang-orang yang beraksen kental, apakah impactnya ketika dia berbahsa Inggris tidak terlalu besarji? Misalnya dia ketemu dengan penutur asli bahasa Inggris?*

ARK: *oh berpengaruh kak, kecuali kalau yang beraksen Bugis natemui pasti pahamji kak, tapi kalau penutur asli Bahasa Inggris pasti bedaki nanti pemaknaannya kak.. iye, sering dengar native speaker terus latihan-latihan tanpa harus pakai logat atau aksennya kak. Saya pernah melihat teman saya dितertawai oleh teman juga karena aksennya itu kak waktu bicaraki lucu*

“oh, it has an effect, except if she/he know Bugis accents, you will definitely understand, but if you speak native English , you will be able to interpret it later, Sis. Therefore, my suggestion is to often hear native speakers, continue to practice without having to use the accent”. I have ever see my friend laughgd from them my friennds also because their accent when doing conversation.

Y: *oh iya ok terimakasih atas kesempatannya.*

“ok, thank you for your information and the chance.”

In the above extract, between ARK from Bugis Bone and The researcher with showed that this accent could affect the Bugis native speaker when he/she spoke another language. Also, statement from the in subject from Bulukumba, MD, said that she used to speak Bugis in casual conversation. It even affected the way she spoke English (based on the interview).

Table 4.5. The Subjects' Biography

No	Name	Grow Up	Mother Tongue	Language Usage Frequency	
				English	Bugis
1.	A	Bugis environment	Bugis	Sometimes	Usually
2.	AM	Bugis environment	Bugis	Sometimes	Usually
3.	AMS	Bugis environment	Bugis	Sometimes	Usually
4.	AR	Bugis environment	Bugis	Sometimes	Usually
5.	DA	Bugis environment	Bugis	Sometimes	Usually
6.	K	Mangkasara environment	Mangkasara	Sometimes	Seldom
7.	MA	Mandar environment	Mandar	Sometimes	Seldom
8.	MD	Bugis environment	Konjo	Sometimes	Usually
9.	S	Bugis environment	Bugis	Sometimes	Usually
10.	ARK	Bugis environment	Bugis	Sometimes	Usually
11.	RA	Bugis environment	Bugis	Sometimes	Usually

The result shows that most students in the speaking English and classroom nor campus are usually used Bugis accent. Then, the main problem is because the natural strong/heavy accent of the English students can cause the interruption in the English conversation. Also, there is a experienced a situation where he should stopped his conversation with his friend because a person laugh him. Then, the person who laugh him/her stated that he had a funny accent. Another student told her complain to the researcher about the difficulties of speaking English as the native English speaker accent. She said then she used to watch English movie but when she tried to speak it people who listened it sometimes didn't attend to what she said but her accent. It proved how this Bugis accent has an interference in English conversation.

Extract 2, The Researcher (Y), Informant student from Mandar (MA)

Y: ok terimakasih atas kesempatannya dek kalau boleh tahu sebelumnya lengkapnya siapa?

MA: nama saya MA

Y: semester berapa dan kelas berapa dek?

MA: semester III dan kelas J

Y: ok jadi ini saya sedang melakukan penelitian tentang pengaruh aksen Bugis terhadap berbahasa Inggris dikalangan mahasiswa semester III. Nah kalau boleh tahu sebelumnya suku nya adek ini apa?

MA: kalau saya suku Mandar.

Y: mmm yaaa, kamu punya teman yang grew up di suku Bugis atau bisa berbahasa Bugis itu, ada??

MA: yaaa ada?

Y: berapaan sekarang? kira-kira dari nya mungkin kecil atau sampai

MA: yang saya tahu kalau teman kampus saya yang bisa bahasa Bugis dan berasal darisuku Bugis itu ada 8 orang

Y: suku bugisnya apa saja?

MA: yang saya tahu ada orang Bugis Barru, ada orang Bone.

Y: jadi Cuma 8 orang, diluar dari itu?

MA: kalau diluar dari itu saya kurang tahu kak.

Y: oh dag terlalu bersosialisasi ya? Nah kalau menurutnya kita mendengar orang yang kental Bahasa Bugisnya bagaimana reaksinya anda ketika dia speaking English?

MA: yaa sebagai contoh teman kelas saya saat dia speaking bahasa Inggris dia agak terdengar aneh aksennya yang Bahasa Inggris. Ya itu teman saya yang lancar berbahasa Inggris dan terdengar aneh.

Y: terdengar anehnya seperti apa?

MA: seperti kayak kan dalam bahasa Inggris huruf R tidak terlalu kentara, bunyi konsonannya dia kentara. Artinya dia kayak menyamakan aksen Bugisnya kedalam bahasa lain jadi terdengar aneh.

Y: contohnya itu kayak gimana? Mungkin bisa dicontohkan slaah satunya, kan katanya tadi kalau dia dalam berbahasa Inggris kalau R kan dag dipronunce kan dengan jelas. Nah contohnya itu yang seperti apa ?

MA: nah contohnya kan umumnya orang berbahasa Inggris itu kan dia menyesuaikan aksennya dengan Bahasa Inggris tapi teman saya ini lancar berbahasa Bugis dia seolah-olah hanya kayak samaji bahasa kesehariannya

Cuma berbeda bahasa artinya kayak dia berbahasa Bugisji tapi padahal dia sedang berbahasa Inggris tapi tetap kayak bahasa Bugis dia menyamakan dalam hal aksen.

Y: jadi, ketika dia pronuncenya seperti itu kamu paham apa yang dia katakan ketika berbahasa Inggris?

MA: yaa paham tapi terdengar aneh ketika dia berbahasa Inggris karena aksennya

Y: ok terus menurutnya anda dampak dari penutur aksen Bugis atau native Bugis ketika berbicara dalam bahas Inggris misalnya itu dampaknya bagaimana entah yang dari mendengarkan ketika dia berbicara Bahasa Inggris ataupun orang-orang sekitar?

MA: ya yang paling menonjol dampaknya dan sangat berpengaruh terutama dalam hal aksen itu ya terutama yang lancar Bahasa Bugis

Y: jadi dampaknya kira-kira ketika misalnya untuk orang-orang yang mendengarkan bagaimana?

MA: dampaknya itu terdengar aneh dan sedikit lucu karena umumnya kalau orang berbahasa Inggris aksennya itu kayak mengikuti aturan baku bahasa Inggris

Y: jadi misalnya ketika saya ini logat atau aksen Bugis Barru saya sangat kental reaksinya kamu gimana?

MA: ya terutama, mungkin karena sudah terlalu terbiasa, apalagi yang terutama lancar sekali Bahasa Bugisnya sama logatnya. Pas berbahasa Inggris dia seolah Berbahasa Bugisji tapi dalam bahasa yang lain jadi terdengar aneh

sih dan lucu jika dibandingkan dengan penutur-penutur yang umumnya itu kak Bugis.

Y: nah kira-kira ketika orang yang tidak bisa beraksen Bugis apakah dapat dengan mudah terpengaruh oleh aksen Bugis misalnya Agung nih yang seorang yang bersuku Mandar ataupun orang-orang yang dari suku lain menurutnya Agung kira-kira apakah dia mudah terpengaruh dengan aksen Bugis

MA: berdasarkan pengalaman saya pikir tidak juga cuma biasa kalau hal bercanda-canda biasa ikuti logatnya begitu tapi kalau secara kalau dibilang berpengaruh secara keseluruhan tidakji tidak mudah begitu terpengaruh.

Y: jadi misalnya kan, ketika aksen bugisnya itu misalnya yang paling menonjol biasanya dari pronouncenya itu?

MA: ya

Y: ok nah dari pertanyaan-pertanyaan sebelumnya itu tadi menurutnya anda apa sebenarnya mempengaruhi sehingga aksen tersebut sangat berpengaruh ketika dia berbahasa Inggris tidak bisa menyesuaikan diri bagaimana harusnya pronouncenya ketika dia speak in English

MA: kalau berdasarkan yang saya liat teman saya kan ada beberapa orang Bugis eee ada beberapa teman saya yang bisa Bahasa Bugis tapi pronunceiationnya tetap bagus dan ada yang bisa berbahasa Bugis pronunceiationnya terganggu. Jadi saya menudga kalau itu dari faktor kebiasaan yang cenderung menggunakan Bahasa Bugis dengan logatnya ke kehidupan sehari-hari dan cenderung terganggu aksen Bahasa Inggrisnya terganggu pronunceiationnya tapi berbeda dengan yang tahu

Bahasa bugis tapi dia tidak terlalu, bukanji sebagai hal yang sering digunakan berdasarkan pengalaman saya tidakji saya liat teman-teman saya yang berbahasa Bugis jadi relatif artinya teman saya yang sering menggunakan walaupun dag berbahasa Indonesia tetap menggunakan logat Bugis mungkin karena terbiasa. Jadi pas berbahasa Inggris pronounciationnya juga begitu kayak Bugis

Y: eee tapi kira-kira nih ketika orang yang sangat kental dengan aksen daerahnya anggaplah ini aksen daerah Bugisnya yang kental. Apakah ketika dia Berbahasa Inggris kamu paham apa yang dia ucapkan walaupun terkadang logat-logatnya sangatnya menngganggu?

MA: iya paham.

Y: eee kira-kira kalau yang dari luar ini paham tidak dari yang disampaikan misalnya yang native speaker asli yang berbahasa Inggris ini ketemu dengan orang yang sangat kental dengan aksennya ini aksen Bugis, menurut pandangan kamu apakah mereka paham?

MA: eee karena dalam bahasa Inggris kan ada aturannya pelafalan ini aksen Bugis sangat mengganggu memang pelafalan sehingga berbeda bunyi. Jadi pasti kalau nativenya yang dengar pasti pikiran makna lain yang dimaksud karena berbeda bunyi sedikit pasti beda makna. Tapi kalau bagi kita yaa pasti ditahu

Y: mungkin ada contoh kalimat yang aksen Bugisnya kental di yang pernah didengar tapi kita faham sari segi pelafalaan itu ?

MA: kalau saya pribadi saya. Kan saya dag terbiasa pakai Bahasa Bugis jadi saya kurang ingat kak, kayak bagaimana logatnya tapi kalau saya dengar secara langsung itu reaksi saya itu aneh tidak sesuai dengan pelafalannya

Y: jadi poin utamanya yang paling penting untuk membiasakan diri bagi orang yang aksen Bugisnya sanagt kental dalam berbahasa Inggris satu ya kebiasaan ya?

MA: iya kebiasaan

Y: nah pun kalau kebiasaan jadi hari didukung dari environment atau lingkungannya

MA: kebiasaan dan juga mungkin penegtahuannya tentang bunyi-bunyian dalam Bahasa Inggris.

Y: ok terimakasih

based on the conversation above which is the statement informant of the Mandar saying that the bugis accent sounds a bit strange accent. like in English, the in pronounce "R" is not too obvious, the sound of the consonant, which is obvious, resembles its Bugis accent into other languages, so it sounds strange. Then that the environment such as the family, the neighbor, and friends in which live around the subjects affect the way they speak English.

Based on that, the researcher assumed that most subjects used English in the classroom conversation but usually spoke English with an accents of Bugis and most of them used to speak Bugis in casual conversation between students. Indeed, the way the subjects speak is built by the natural habit of the way the people who live around them interact as Djamarah (2008: 76) stated that the environment affects the child's language potential. Another point of view goes to

that the family greatly affects the language. And Most subjects have difficult to pronounce the English words.

The causal factor is because people who live around them and their family used to speak Bugis accent to them in their home. The researcher interviewed all students (the chose subjects) to support the statement.

The Researcher (Y), the informant (AMS)

Y: *terimakasih sebelumnya atas waktunya kalau boleh tau nama adek siapa?*

“Thank you for the time, what is your name?”

AMS: *nama saya Andi Mutiara sari biasa dipanggil tiara biasa dipanggil Mutiara*

“ my name is Andi Mutiara Sari, you can call mi M.”

Y: *Semester III kan? dan dikelas berapa?*

“the 3rd semester, right? What class?”

AMS: *iya kak semester III kelas B.G III G*

“yes sister, I’m semester III in Class B.G G.”

Y: *minta maaf sebelumnya telah mengganggu waktunya, jadi ee ini kan saya sedang meneliti tentang influence of Bugis accent toward speaking English nah terus kita ini kan keturunan Bugis ya?*

“I’m sorry to get your time, so I’m researching about *influence of Bugis* accent toward speaking English, What Bugis are you?”

AMS: *iya kak*

“yes sister”

Y: *Bugis?*

“what Bugis?”

AMS: *Bulukumba*

“Bulukumba”

Y: *Bulukumba, ya jadi ada beberapa point pertanyaan yang saya mau tanyakan kepada, ee sebelumnya teman kamu yang dari suku Bugis kira-kira berapa?darinya mungkin masih pada saat masih SD sampai sekarang sampai sekarang itu jumlah teman nya yang bersuku bugis itu berapa?*

“Bulukumba, well there are some questions that I want to ask you, how much friends from Bugis tribe do you have? From in elementary school or until now what number of friends who have bugis?”

AMS: *yang pastinya lebih dari 10 kak*

“surely more than 10 sister.”

Y: *oh iya, terus kira-kira bagaimana reaksinya M ketika bertemu dengan orang yang beraksen bugis dan menggunakan bahasa Inggris.*

“then how about your reaction when meeting the people who have bugis accents and use English?”

AMS: *mmm... kadang sedikit kebingungan eee... kalau tiba-tiba berbahasa Inggris karena aksennya itu ikut seperti itu kak.*

“sometimes I little confused, if suddenly their accent follow speak in English because her/his accent.”

Y: *Reaksinya? Oh iya terus menurutnya anda apa dampak dari penutur asli Bugis ketika berbicara dengan bahasa lain utamanya bahasa Inggris entah itu kepada yang mendengarkan atau lawan bicaranya sendiri?*

“what her/his reaction?” based on you what is the impact from native Bugis when speaking English whether who listening or the opponent is talking to himself?”

AMS: *ee.. yang pertama kadang ada kata atau kalimat itu yang tidak sesuai begitu kak , jadi kita kebingungan untuk memahami apa yang dia katakan.*

“the first is sometimes there are words or sentences that don't match, so we are confused to understand what he/she said.”

Y: *terus?*

“then?”

AMS: *mmm. itu saja.*

“just that.”

Y: *oh iya nah terus, menurutnya kita apakah orang yang tidak bisa berakson bugis diluar dari ini orang yang bersuku bugis dapat dengan mudah terpengaruh oleh aksen tersebut? Misalnya kayak oang Makassar. Dia bugis?*

“Then, according to us, do people who can't accented with bugis outside of this, Bugis people can easily be affected by that accent? For example like Makassar. Is he/sheS bugis?”

AMS: *iya menurut saya iya kak. Karena terkadang kalau dilingkungan kita sendiri kaak seperti apa yang kita dengarkan itu eee. tersimpan dan kita seolah-olah mau mengucapkannya juga. Begitu kak. Dilingkungan kita membiasakan untuk berbahasa Bugis bersama keluarga dan teman sebaya lainnya dilingkungan sehingga wajar aksennya melekat.*

“yes, in my opinion, Sometimes if in our own environment it's not like what we listen. It's like sis. In our environment we are accustomed to speaking Bugis with family and other peers in the environment so that the accent is reasonable.”

Y: *oh nah dari yang tadi yang kita sampaikan, menurutnya kita apa saja yang mempengaruhi sehingga aksen tersebut aksen bugis berpengaruh ketika berbahasa inggris dari segi segi mana saja yang mempengaruhinya*
“oh well, from what we said earlier, according to you, what influence us so that the accent has a bugis effect when speaking English in terms of which aspects affect it.”

AMS: *yang paling mempengaruhi dari segi intonasi sih kak, dari pengucapan juga kadang.*

“he most influential in terms of intonation,, from the pronunciation also sometimes.”

Y: *terimakasih sebelumnya untuk adek telah menyempatkan waktunya melakukan wawancara dengan saya. Jadi saya pikir memang sih.. eee.. orang yang beraksen bugis itu ya kita harus pahami bagaimna lingkungannya dia disana. Jadi saya kira harus membiasakan diri ketika mendengarkan dia berbicara apalagi ketika aksennya sangat kental begitu.*

“Thank you in advance for taking the time to do an interview with me. So I really think ... eee ... the person who accented with bugis is that we must understand how his environment is there. So I think I should get used to listening to him speak especially when the accent is so thick.

AMS: *iya kak*

“yes sister.”

Y: *ada tambahan lagi ? yaa mungkin sebagai antisipasi ketika nanti sempat adik-adiknya atau yang lain ketika bertemu dengan orang orang yang beraksen bugis yang dari jurusan bahasa Inggris melakukan speaking*

“There are some more ? yes, maybe in anticipation when later there will be younger siblings or others when meeting people who are accented with bugis who from the English department do speaking..

AMS: *yaa saya rasa yang pertama harus dipahami itu adalah belajar. Selalu belajar mendengarkan vocabulary bahasa Inggris supaya kalau saja ada teman-teman ataupun kakak-kakak yang memasukan aksennya ketika berbahasa Inggris kita terbiasa. Ooh seperti itu. Begitu kak.*

“yeah, I think the first thing to understand is learning. Always learn to listen to English vocabulary so that if there are friends or brothers who enter their accents when speaking English we are used to it. Ooh like that.

It's like s

B. Discussion

If There are some students who have a good pronunciation of English words. It is because their habitual activity for instance hobby of watching English movies or listening to English songs can also affect the way they spoke English, as the statement of Bonnie and John which quoted by Kirana (2014: 13), that song can help the students to listen, memorize, integrate, and pronounce language sounds. Then music can give benefits to the foreign learning process. Another statement came from Pondidi (2010) about the habit of watching English movie

that shows the significant learning outcomes. So, it is good to the subjects who have that hobbies to improve their English speaking skill especially in adjusting a target English accent.

Also, another students who have problems with speaking English on the pronunciation told that they rarely use it to practice but in their English in the class. They have so much errors when pronounce some English words that shown in the previous findings, but it sounds good when they pronounce their local language words. It closes to the factor about the phoneme of Bugis native and English native speaker have a different areas of phoneme as Nur Pahmi (2013) stated that errors that sounded when native Bugis speakers pronounce English words because they have different base areas of phoneme than English native speakers

It is actually normal if a group of people find difficult to adjust another accent because their natural habit of speaking their local language with its local accent, because it is in their culture, stated that culture can be interpreted as a habit or behavior of a society. Interaction that make each person in it affects each other by showing their behavior in their presence. It shows how environment affects the way the students speak English. So, the students are actually have a chance to be used to speak English with a proper accent and a good pronunciation if they are in an area but theirs or find a person who is not from their environment to be talk with. However, this research has reached the main target. It is found by doing the Observation and Interview whether it is an unplanned or planned interview, moreover some previous related research data support the information of both main data collection activities. Thus, this research has stopped and results

several points of Bugis Accent interference or influencing on the way the subjects speak English in conversation specially, that was placed by its data collection activity result, as follows

Table 4.6. The Results of Data Collection Activity

No	The Result		
	Observations	Interview	Addition (Literature Review)
1.	Most students used English in the classroom conversation when there is college process but usually speak English with an accent of Bugis and most of them used to speak Bugis in casual conversation	The students have a strong/heavy local accent (in this case is Bugis Bone Accent), so they found difficult to adjust another accent then it caused them also found problems in pronouncing English words well	Errors that produced by the Bugis learners in several areas of phonemes occurred because the phoneme which are not in their first language.
2.	They Spoke in English only in an area that require to speak it. (result by interview process directly)	They Spoke English just in an area that require to speak it.	-
	Some students have difficult to pronounce the English words and adjust the target accent to theirs. The causal influence is because they usually use to speak their local language and eventhough they sometimes speak in another language, for instance they use Indonesian, they still used Bugis Accent.	-	-

CHAPTER V

CONCLUSION

A. Conclusion

Related to the previous chapter, the researcher found finally some points after doing some activities of data collection that become the causal influence Bugis Accent toward speaking English interference on the pronunciation in English conversation, as follows:

1. 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.
2. Bugis-Bone Accents is a strong/heavy accent
3. The Environment
 - a. The subjects usually used their mother language (Bugis) in casual conversation with their family, friends, and people who live around them.
 - b. The subjects used to speak the language with their family, friends, and people who live around them with Bugis accent. Based on the information above, the results show that the different produce in some areas of phoneme between Bugis native speaker and English native which interfere the students' English pronunciation in speaking or conversation, the subjects' environment, and the subjects' natural habit of speaking their first language.

B. Suggestion

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

1. To the lecturers
 - a. The lecturer shall be aware of the students' first language accent interference when they teach English in the campus nor in school.
 - b. The lecturer must support the students by attending to the way they pronounce the English word.
2. To the students
 - a. The students as a candidate of teacher shall be aware of their first language accent interference when they learned English conversation.
 - b. To be able to speak the target English accent with a good pronunciation in speaking English with the other friends, build the area where people can speak English in casual conversation, then find someone who is able to adjust English accent or join in a professional English meeting club.
 - c. Don't give up to learn speaking English just because the mother language accent is difficult to be substituted by the English accent target in the conversation because the important thing of speaking English is actually about the understanding of a topic that discussed between two persons in speaking English whether it is in face to face conversation for being good in pronouncing English words, because some people have found the ways to solve the problem, so the students shall do the same.

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APPENDICES

APPENDIX I

INTERVIEW

The Subjects' Data

No	Name	Grow Up	Mother Tongue	Language Usage	
				English	Bugis
1.	A	Bugis environment	Bugis	Sometimes	Usually
2.	AM	Bugis environment	Bugis	Sometimes	Usually
3.	AMS	Bugis environment	Bugis	Sometimes	Usually
4.	AR	Bugis environment	Bugis	Sometimes	Usually
5.	DA	Bugis environment	Bugis	Sometimes	Usually
6.	K	Mangkasara environment	Mangkasara	Sometimes	Seldom
7.	MA	Mandar environment	Mandar	Sometimes	Seldom
8.	MD	Bugis environment	Konjo	Sometimes	Usually
9.	AR	Bugis environment	Bugis	Sometimes	Usually
10.	ARK	Bugis environment	Bugis	Sometimes	Usually
11.	RA	Bugis environment	Bugis	Sometimes	Usually

The Record of Interview

held on October, 8 2018 until on October, 16 2018

1. The researcher (Y), The Subject (A), Class B.G 3G

Y: Assalamualaikum warahmatullahi wabarakatuh selamat pagi, bisa minta waktunya sebentar, eee siapa namanya ?

A: pagi, saya A

Y: semester berapa dan kelas berapa?

A: Semester III dan kelas D.

Y: oke berapa jumlah teman anda yang bersuku Bugis?

A: Ada beberapa sih, kebanyakan tapi kalau jumlah pastinya dag tau sih

Y: Bagaimana reaksi anda ketika teman anda beraksen Bugis ketika ber bahasa Inggris ?

A: Bahasa Inggris kalau reaksi saya kalau mereka berbahasa Inggris tertarik sih soalnya kan kebetulan di jurusan Bahasa Inggris jadi kalau mereka pakai Bahasa Inggris terkadang saya ikutan juga pakai bahasa Inggris.

Y: Apasih dampak dari penutur Bahasa Bugis ketika berbahasa Inggris ?

A: eee kebanyakan yang saya perhatikan dampaknya lebih ke ini ya aksennya. Jadi aksen mereka biasanya terpengaruh dari *mother tongue*

Y: *mother tongue*?

A: iya

Y: apakah orang yang tidak bisa berbahasa Bugis terpengaruh oleh aksen tersebut? Misalnya anda yang non Bugis ketika ada teman anda yang bersuku Bugis, apakah anda terpengaruh oleh aksennya tersebut misalnya anda yang non Bugis ketika ada teman anda yang bersuku Bugis Apakah anda terpengaruh dengan aksennya ketika berbicara dengan anda ?

A: eeemm menurut saya sih bakalan kembali ke individunya masing-masing.

Y: jadi kalau anda bagaimana?

A: kalau saya biasanya dag terpengaruh juga, mungkin saya terpengaruh sama kan saya bukan asli dan berkembang di Bugis jadi mungkin saya terpengaruh dari aksen saya sendiri. Jadi itu yang dari Bugis ya dag semua juga sih karena sebagian orang tidak semuanya sih yang dari Bugisterus kalau berbahasa Inggris bakalan terpengaruh cuman ada beberapa.

Y: oke bagaimana menurut anda ketika eee orang yang suku Bugis mempengaruhi Bahasa Inggrisnya ketika berbahasa Inggris ?

A: menurut saya itu ya tidak masalah sih

Y: kenapa bisa ini aksen Bugis dapat mempengaruhi aksen Bahasa Inggris ketika orang bersuku Bugis ini berspeak English ?

A: kurang tau juga sih

Y: oke terimakasih atas waktunya.

2. The researcher (Y), The Subject (AM), Class B.G 3G

Y: terimakasih sebelumnya atas waktunya kalau boleh tau nama adek siapa?

AMS: nama saya Andi Mutiara sari biasa dipanggil tiara biasa dipanggil Mutiara

Y: Terus registration numbernya dek berapa? dikelas berapa?

AMS: 105351122217, iya kak semester III kelas B.G III G

Y: minta maaf sebelumnya telah mengganggu waktunya, jadi ee ini kan saya sedang melakukan penelitian tentang influence of Bugis accent toward speaking english in 3rd semester. Jadi kenapa saya ambil adik sebagai

informannya saya karena kita kan juga dari semester III, nah terus kita ini kan keturunan Bugis ya?

AMS: iya kak

Y: Bugis?

AMS: Bulukumba

Y: Bulukumba, ya jadi ada beberapa point pertanyaan yang saya mau tanyakan kepada, ee sebelumnya teman yang dari suku Bugis kira-kira berapaan? darinya mungkin masih pada saat masih SD sampai sekarang sampai sekarang itun jumlah teman nya yang bersuku bugis itu berapa?

AMS: yang pastinya lebih dari 10 kak

Y: lebih dari 10 di?

AMS: Iya

Y: oh iya, terus kira-kira bagaimana reaksinya M ketika bertemu dengan orang yang beraksen bugis dan menggunakan bahasa Inggris

AMS: mmm... kadang sedikit kebingungan eee... kalau tiba-tiba berbahasa Inggris karena aksennya itu ikut seperti itu kak

Y: cuman itu aja? Reaksinya? Oh iya terus menurut nya anda apa dampak dari penutur asli Bugis ketika berbicara dengan bahasa lain utamanya bahasa Inggris entah itu kepada yang mendengarkan atau lawan bicaranya sendiri?

AMS: ee.. yang pertama kadang ada kata atau kalimat itu yang tidak sesuai begitu kak , jadi kita kebingungan untuk memahami apa yang dia katakan.

Y: terus?

AMS: mmm.. itu saja.

Y: iya, karena kan terkadang, kalau saya sih sering ini, misalnya dia dalam berbahasa Inggris . nah terkadang dia combine kan dengan apa ya kata-kata yang menjadi khas dari Bahasa Bugis itu sendiri. Misalnya dari Bugis yang kebaawah Barru, soppeng. Kadang dia pakai je je dibelakang. Nah terkadang dia combine kan dengan bahsa Inggris. Misal why ki je, why ko je. Nah itu kan yang kadang mempengaruhi dalam ini orang mengerti apa tidak apa yang dia sampaikan

AMS: iya kak.

Y: oh iya nah terus, menurutnya kita apakah orang yang tidak bisa beraksen bugis diluar dari ini orang yang bersuku bugis dapat dengan mudah terpengaruh oleh aksen tersebut? Misalnya kayak oang Makassar. Dia bugis?

AMS: ada Bugis kalau Makassar

Y: pinrang atau enrekang. Enrekang kan bukan Bugis . menurutnya kita apakah mereka dengan mudah dapat terpengaruh oleh orang-orang yang beraksen bugis ketika berbicara?

AMS: iya menurut saya iya kak. Karena terkadang kalau dilingkungan kita sendiri kaak seperti apa yang kita dengarkan itu eee. tersimpan dan kita seolah-olah mau mengucapkannya juga. Begitu kak. Dilingkungan kita membiasakan untuk berbahasa Bugis bersama keluarga dan teman sebaya lainnya dilingkungan sehingga wajar aksennya melekat.

Y: oh nah dari yang tadi yang kita sampaikan, menurutnya kita apa saja yang mempengaruhi sehingga aksen tersebut aksen bugis berpengaruh ketika berbahasa inggris dari segi segi mana saja yang mempengaruhinya

AMS: yang paling mempengaruhi dari segi intonasi sih kak, dari pengucapan juga kadang.

Y: ada lagi?

M: tidak

Y: terimakasih sebelumnya untuk adek telah menyempatkan waktunya melakukan wawancara dengan saya. Jadi saya pikir memang sih.. eee.. orang yang beraksen bugis itu ya kita harus pahami bagaimna lingkungannya dia disana. Jadi saya kira harus membiasakan diri ketika mendengarkan dia berbicara apalagi ketika aksennya sangat kental begitu.

AMS: iya kak

Y: ada tambahan lagi ? yaa mungkin sebagai antisipasi ketika nanti sempat adik-adiknya atau yang lain ketika bertemu dengan orang orang yang beraksen bugis yang dari jurusan bahasa Inggris melakukan speaking.

AMS: yaa saya rasa yang pertama harus dipahami itu adalah belajar. Selalu belajar mendengarkan vocabulary bahasa Inggris supaya kalau saja ada teman-teman ataupun kakak-kakak yang memasukan aksennya ketika berbahasa Inggris kita terbiasa. Ooh seperti itu. Begitu kak.

3. The researcher (Y), The Subject (AMS), Class B.G 3G

Y: terimakasih sebelumnya atas waktunya kalau boleh tau nama adek siapa?

AMS: nama saya Andi Mutiara sari biasa dipanggil tiara biasa dipanggil Mutiara

Y: Terus registration numbernya dek berapa? Semester III kan dan dikelas berapa?

AMS: 105351122217, iya kak semester III kelas B.G III G

Y: minta maaf sebelumnya telah mengganggu waktunya, jadi ee ini kan saya sedang melakukan penelitian tentang influence of Bugis accent toward speaking english in 3rd semester. Jadi kenapa saya ambil adik sebagai informannya saya karena kita kan juga dari semester III, nah terus kita ini kan keturunan Bugis ya?

AMS: iya kak

Y: Bugis?

AMS: Bulukumba

Y: Bulukumba, ya jadi ada beberapa point pertanyaan yang saya mau tanyakan kepada Tiara, ee sebelumnya Tiara teman yang dari suku Bugis kira-kira berapaan? darinya mungkin masih pada saat masih SD sampai sekarang atau SMP sampai sekarang itun jumlah teman nya yang bersuku bugis itu berapa?

AMS: yang pastinya lebih dari 10 kak

Y: lebih dari 10 di?

AMS: Iya

Y: oh iya, terus kira-kira bagaimana reaksinya M ketika bertemu dengan orang yang beraksen bugis dan menggunakan bahasa Inggris

AMS: mmm... kadang sedikit kebingungan eee... kalau tiba-tiba berbahasa Inggris karena aksennya itu ikut seperti itu kak

Y: cuman itu aja? Reaksinya? Oh iya terus menurut nya anda apa dampak dari penutur asli Bugis ketika berbicara dengan bahasa lain utamanya bahasa Inggris entah itu kepada yang mendengarkan atau lawan bicaranya sendiri?

AMS: ee.. yang pertama kadang ada kata atau kalimat itu yang tidak sesuai begitu kak , jadi kita kebingungan untuk memahami apa yang dia katakan.

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AMS: mmm.. itu saja.

Y: iya, karena kan terkadang, kalau saya sih sering ini, misalnya dia dalam berbahasa Inggris . nah terkadang dia combine kan dengan apa ya kata-kata yang menjadi khas dari Bahasa Bugis itu sendiri. Misalnya dari Bugis yang kebaawah Barru, soppeng. Kadang dia pakai je je dibelakang. Nah terkadang dia combine kan dengan bahsa Inggris. Misal why ki je, why ko je. Nah itu kan yang kadang mempengaruhi dalam ini orang mengerti apa tidak apa yang dia sampaikan

AMS: iya kak.

Y: oh iya nah terus, menurutnya kita apakah orang yang tidak bisa berakksen bugis diluar dari ini orang yang bersuku bugis dapat dengan mudah terpengaruh oleh aksen tersebut? Misalnya kayak oang Makassar. Dia bugis?

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Y: pinrang atau enrekang. Enrekang kan bukan Bugis . menurutnya kita apakah mereka dengan mudah dapat terpengaruh oleh orang-orang yang berakksen bugis ketika berbicara?

AMS: iya menurut saya iya kak. Karena terkadang kalau dilingkungan kita sendiri kaak seperti apa yang kita dengarkan itu eee. tersimpan dan kita seolah-olah mau mengucapkannya juga. Begitu kak. Dilingkungan kita

membiasakan untuk berbahasa Bugis bersama keluarga dan teman sebaya lainnya dilingkungan sehingga wajar aksennya melekat.

Y: oh nah dari yang tadi yang kita sampaikan, menurutnya kita apa saja yang mempengaruhi sehingga aksen tersebut aksen bugis berpengaruh ketika berbahasa inggris dari segi segi mana saja yang mempengaruhinya

AMS: yang paling mempengaruhi dari segi intonasi sih kak, dari pengucapan juga kadang.

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M: tidak

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AMS: iya kak

Y: ada tambahan lagi ? yaa mungkin sebagai antisipasi ketika nanti sempat adik-adiknya atau yang lain ketika bertemu dengan orang orang yang beraksen bugis yang dari jurusan bahasa Inggris melakukan speaking.

AMS: yaa saya rasa yang pertama harus dipahami itu adalah belajar. Selalu belajar mendengarkan vocabulary bahasa Inggris supaya kalau saja ada teman-teman ataupun kakak-kakak yang memasukan aksennya ketika berbahasa Inggris kita terbiasa. Ooh seperti itu. Begitu kak.

4. The researcher (Y), The Subject (AR), Class B.G 3G

Y: oke assalamualaikum warahmatullahi wabaraktuh, terimakasih atas waktunya jadi siapa namanya?

AR: saya AR

Y: semester berapa dan kelas apa?

AR: kelas IIID

Y: oke, begini berapa jumlah teman anda yang bersuku Bugis ?

AR: kira-kira ada 10 orang

Y: jadi anda suku Bugis atau suku apa?

R: saya suku Bugis.

Y: jadi bagaimana reaksi anda terhadap orang yang bersuku Bugis ketika berbahasa Inggris?

AR: eee biasanya sih tekesan lucu karena biasa pakai kayak masih ada itu kayak logat-logat Bugisnya.

Y: oke jadi apa dampak dari penutur Bugis ini ketika berbicara dengan menggunakan Bahasa lain umumnya Bahasa Inggris misalnya eee sipendengar apakah mudah dipahami ?

AR: oh biasanya to kalau pertama baru dengar biasa kayak terdengar aneh karena beda logat-logatnya

Y: jadi apakah yang tidak bisa berakseen dapat dengan mudah terpengaruh dengan orang-orang yang bersuku Bugis misalnya ketika pada saat berbicara apakah bisa terpengaruh dengan aksen Bugis ?

AR: maksudnya?

Y: maksudnya anda misalnya orang bukan bersuku Bugis apakah bisa terpengaruh pada saat berbicara dengan orang yang kental dengan aksen Bugisnya?

AR: sebenarnya sih tergantung dengan aksennya yang sering didengar to, pasti bisa terpengaruh sedikit tapi kalau jarang-jarang pasti dag terlalu ji

Y: oke jadi menurut anda apakah yang mempengaruhi sehingga aksen Bugis dapat berpengaruh terhadap penggunaan Bahasa Inggris terhadap sehari-hari?

AR: pengaruhnya itu karena kan dari awal memang sudah terbiasa berbicara dengan menggunakan Bahasa Bugis nah setelah belajar Bahasa Inggris mmm itu aksen Bugisnya juga ikut karena bisa dibilang Bahasa Bugis juga bahasa dari lahirnya jadi bisa berpengaruh sedikit terhadap penggunaan Bahasa Inggris

Y: oke terimakasih atas waktunya, assalamualaikum warahmatullahi wabarakatuh.

5. The researcher (Y), The Subject (DA), Class B.G 3G

Y: Assalamualaikum warahmatullah, terimakasih atas waktunya dek karena telah menyempatkan. Jadi sebenarnya saya mau teliti tentang pengaruhnya aksen bugis itun terhadap Speaking English utamanya mahasiswa yang berjurusan bahasa Inggris. Kalau boleh tau sebelumnya nama adik siapa

DA: nama saya Dian Astuti, kelas IID semester 3 kak

Y: eeee,, sebelumnya boleh tau tidak jumlah teman yang bersuku Bugis atau tumbuh berkembang *Grow up* di daerah Bugis berapaan?

- DA: Jumlah teman saya yang bersuku Bugis sebanyak 15 orang
- Y: 15 orang? dari masuk kuliah atau?
- DA: dari SMA sampai kuliah
- Y: oh iya terus ini kan saya teliti aksen Bugis, jadi menurutnya kamu bagaimana reaksi terhadap orang yang beraksen Bugis ketika dia misalnya dalam speaking bahasa Inggris?
- DA: menurut saya pada saat mereka berbahasa Inggris eee, aksennya itu lembut dan orang yang mendengarkan itu sangat bagus dan eee, pada saat berbicara Bahasa Inggris itu aksennya tidak terlalu kentara karena mereka berbahas Inggris dengan lembut.
- Y: contohnya yang lembut kayak bagaimana ini?
- DA: mereka mengikut sesuai dengan eee cara berbicara orang luar
- Y: jadi paham, maksudnya logatnya tidak terlalu kentara?
- DA: Iya, aksennya tidak terlalu kentara
- Y: jadi menurutnya DS dampak dari penutur asli Bugis ini ketika berbicara dengan bahasa lain atau misalnya yang dalam bahasa Inggris bagaimana dampaknya ? apakah yang akan memberikan dampak positif atukah dampak negatif?
- DA: eee menurut saya itu mereka memberikan dampak positif terhadap orang-orang disekitarnya.
- Y: mmm terus smenurutnya dian orang yang tidak bisa beraksen Bugis apa dia bisa dengan mudah terpengaruh oleh aksen Bugisnya itu oleh aksen yang memang sudah tahu tentang aksen Bugis ini?

- DA: menurut saya mereka bisa terpengaruh dengan aksen Bugis ketika setiap harinya berinteraksi dengan orang-orang yang bersuku Bugis tersebut?
- Y: jadi, eee kemungkinan ketika seperti itu terjadi, misalnya kayak orang Jawa maka dia bisa saja mengikuti aksen-aksen orang Bugis?
- DA: kalau misalkan oran Jawa saya mendapatkan hal yang sedikit. Mereka aksennya ikut, maksudnya aksen mereka ikut tidak permanen
- Y: ok, nah dari pertanyaan-pertanyaan diatas tadi, jadi yang memengaruhi sehingga aksen Bugis berpengaruh ketika berbahasa Inggris, karena ada beberapa yang saya dengar juga menurut DS kan ketika orang-orang yang beraksen Bugis itu dia lembut maksudnya orang bisa paham apa yang dia katakan dan ketika dia berbicara dallam bahasa Inggris orang dag paham apa yang dia sampaikan. Apa yang kira-kira mempengaruhi seperti itu?
- DA: kalau menurut saya itu mereka tidak mampu menghilangkan aksen dari daerah tersebut suku Bugis.
- Y: suku Bugis juga kan banyak?
- DF: iya contohnya teman kelas saya mereka tidak biss menghilangkan aksennya pada saat berbicara bahasa Inggris.
- Y: dia suku Bugis apa?
- DA: eee Barru
- Y: yaa karena seperti yang kita dengar yang kental Bugisnya kan Soppeng, Barru.
- DA: iya teman saya juga yang Soppeng mereka ikut. Namun dia pada saat berbahasa inggris aksennya tidak ikut.

Y: jadi yang memengaruhi dari ikutnya aksen Bugis tersebut? Karena lingkungannya??

DA: karena lingkungannya dan dari mereka itu sendiri.

Y: ok, terimakasih atas waktunya dan jawaban-jawabannya karena sudamenjadi informan.

6. The researcher (Y), The Subject (K), Class B.G 3D

Y: ok Terimakasih atas kesempatannya jadi sebelumnya kalau boleh tahu namanya kita siapa?

K: nama saya K semester III kelas B

Y: ok terimakasih, jadi saya sedang meneliti untuk skripsi saya tentang pengaruh aksen Bugis terhadap berbicara dalam bahasa Inggris di Universitas Muhammadiyah Makassar, sebelumnya kalau boleh saya selama dari kita kecil sampai sekarang yang bersuku bugis ataupun yang bisa Bahasa bugis berapaan orang?

K: sekitar... ee banyak kak tapi yang biasa berinteraksi itu sekitar 10 sampai 20an orang terutama dikampus ini sendiri, Unismuh

Y: terus kira-kira menurut nya kita reaksinya anda terhadap orang yang beraksen Bugis ketika dia berbicara bahasa Inggris bagaimana?

K: mmmm agak-agak kurang mengerti tapi kadang mengerti juga kak, karena aksen-aksen seperti memang saya tidak mengerti karena saya tidak berasal dari suku Bugis

Y: jadi reaksinya kita ketika kurang mengerti bagaimana?

K: kadang menegur kadang juga diam saja begitu mendengarkan

- Y: nah yang tadi itu dampaknya dari penutur asli bugis ketika dia berbicara bahasa Inggris itu bagaimana menurutnya anda?
- K: dampak nya kekita kak?
- Y: emm, dampaknya keekita ataupun orang yang mendengarkan maksud saya?
- K: itu dia kak sulit mengerti kalau saya pribadi, tapi saya berusaha juga untuk mengerti tapi kadang lebih banyak tidak mengerti. Begitu kak
- Y: jadi kita kan ini orang yang tidak grow up disekitaran orang Bugis. Jadi menurut nya kita apakah orang-rang yang tidak grow up di orang yang bersuku Bugis mudah terpengaruh dengan aksen tersebut ketika berbicara Bahasa Inggris misalnya?
- K: mungkin sebagian orang seperti itu kak, tapi kalau saya pribadi tidak kak karena saya sudah lama berteman dengan orang bugis tapi saya sampai saat ini belum terpengaruh meskipun aksennya begitu kental
- Y: jadi itu tidak menjamin bahwa orang mudah terpengaruh ketika kita berada dilingkungan orang-orang yang beraksen bugis?
- K: iya itu menurut saya kak
- Y: ok, nah dari beberapa pertanyaan tadi jadi apa kira-kira yang harus dipersiapkan atau yang bisa mempengaruhi sehingga aksen Bugis bisa berpengaruh ketika berbicara Inggris. Jadi kayak wajangan untuk orang yang kental dengan aksen Bugisnya?
- K: ada abaiknya orang-orang yang kental dengan aksen Bugisnya bisa memperhatikan orang-orang yang disekitarnya seperti apa begitu, artinya lebih tepatnya menyesuaikan dirilah kak dilingkungan mana dia berada.

Tapi memang ada suku Bugis yang sangat kental dan rata-rata yang saya jumpai memang seperti itu kak kental dengan aksen Bugisnya

Y: ada lagi, mungkin apa poin-poin atau usaha yang bisa dilakukan agar lebih terarah ketika dia speak up in English dari orang-orang yang kental dengan bahasanya ini. Apakah harus lebih berlatih atau lebih banyak menguasai vocab Bahasa Inggris?

K: eee tergantung orangnya sih kak, karena mungkin ada memang orang yang ingin mempertahankan aksen-aksen seperti itu karena mungkin menurutnya itu khas tersendiri seperti itu kak

Y: tapi ini kan kita dalam bahasa Inggris loh?

K: tapi memang kalau yang saya jumpai seperti itu kak, agak sulit mereka ubah karena sudah sangat terbiasa seperti itu kak.

Y: ok terimakasih?

K: sama-sama.

7. The researcher (Y), The Subject (SM), Class B.G 3F

Y: ok terimakasih atas kesempatannya dek kalau boleh tahu sebelumnya lengkapnya siapa?

SM: nama saya MA

Y: semester berapa dan kelas berapa dek?

SM: semester III dan kelas J

Y: ok jadi ini saya sedang melakukan penelitian tentang pengaruh aksen Bugis terhadap berbahasa Inggris dikalangan mahasiswa semester III. Nah kalau boleh tahu sebelumnya suku nya adek ini apa?

- SM: kalau saya suku Mandar.
- Y: mmm yaaa, kamu punya teman yang grow up di suku Bugis atau bisa berbahasa Bugis itu, ada??
- SM: yaaa adaa?
- Y: berapaan sekrang?kira-kira dari nya mungkin kecil atau sampai
- SM: yang saya tahu kalau teman kampus saya yang bisa bahasa Bugis dan berasal darisuku Bugis itu ada 8 orang
- Y: suku bugisnya apa saja?
- SM: yang saya tahu ada orang Bugis Barru, ada orang Bone.
- Y: jadi Cuma 8 orang, diluar dari itu?
- SM: kalau diluar dari itu saya kurang tahu kak.
- Y: oh dag terlalu bersosialisasi ya? Nah kalau menurutnya kita mendengar orang yang kental Bahasa Bugisnya bagaimana reaksinya anda ketika dia speaking English?
- SM: yaa sebagai contoh teman kelas saya saat dia speaking bahasa Inggris dia agak terdengar aneh aksennya yang Bahasa Inggris. Ya itu teman saya yang lancar berbahasa Inggris dan terdengar aneh.
- Y: terdengar anehnya seperti apa?
- SM: seperti kayak kan dalam bahasa Inggris huruf R tidak terlalu kentara, bunyi konsonannya dia kentara. Artinya dia kayak menyamakan aksen Bugisnya kedalam bahasa lain jadi terdengar aneh.
- Y: contohnya itu kayak gimana? Mungkin bisa dicontohkan slaah satunya, kan katanya tadi kalau dia dalam berbahasa Inggris kalau R kan dag dipronunce kan dengan jelas. Nah contohnya itu yang seperti apa ?

SM: nah contohnya kan umumnya orang berbahasa Inggris itu kan dia menyesuaikan aksennya dengan Bahasa Inggris tapi teman saya ini lancar berbahasa Bugis dia seolah-olah hanya kayak samaji bahasa kesehariannya Cuma berbeda bahasa artinya kayak dia berbahasa Bugisji tapi padahal dia sedang berbahasa Inggris tapi tetap kayak bahasa Bugis dia menyamakan dalam hal aksen.

Y: jadi, ketika dia pronuncenya seperti itu kamu paham apa yang dia katakan ketika berbahasa Inggris?

SM: yaa paham tapi terdengar aneh ketika dia berbahasa Inggris karena aksennya

Y: ok terus menurutnya anda dampak dari penutur aksen Bugis atau native Bugis ketika berbicara dalam bahas Inggris misalnya itu dampaknya bagaimana entah yang dari mendengarkan ketika dia berbicara Bahasa Inggris ataupun orang-orang sekitar?

SM: ya yang paling menonjol dampaknya dan sangat berpengaruh terutama dalam hal aksen itu ya terutama yang lancar Bahasa Bugis

Y: jadi dampaknya kira-kira ketika misalnya untuk orang-orang yang mendengarkan bagaimana?

SM: dampaknya itu terdengar aneh dan sedikit lucu karena umumnya kalau orang berbahasa Inggris aksennya itu kayak mengikuti aturan baku bahasa Inggris

Y: jadi misalnya ketika saya ini logat atau aksen Bugis Barru saya sangat kental reaksinya kamu gimana?

SM: ya terutama, mungkin karena sudah terlalu terbiasa, apalagi yang terutama lancar sekali Bahasa Bugisnya sama logatnya. Pas berahasa Inggris dia seolah Berbahasa Bugisji tapi dalam bahasa yang lain jadi terdengar aneh sih dan lucu jika dibandingkan dengan penutur-penutur yang umumnya itu kak Bugis.

Y: nah kira-kira ketika orang yang tidak bisa beraksen Bugis apakah dapat dengan mudah terpengaruh oleh aksen Bugis misalnya Agung nih yang seorang yang bersuku Mandar ataupun orang-orang yang dari suku lain menurutnya Agung kira-kira apakah dia mudah terpengaruh dengan aksen Bugis

SM: berdasarkan pengalaman saya pikir tidak juga cuma biasa kalau hal bercanda-canda biasa ikuti logatnya begitu tapi kalau secara kalau dibilang berpengaruh secara keseluruhan tidakji tidak mudah begitu terpengaruh.

Y: jadi misalnya kan, ketika aksen bugisnya itu misalnya yang paling menonjol biasanya dari pronouncenya itu?

SM: ya

Y: ok nah dari pertanyaan-pertanyaan sebelumnya itu tadi menurutnya anda apa sebenarnya mempengaruhi sehingga aksen tersebut sangat berpengaruh ketika dia berbahasa Inggris tidak bisa menyesuaikan diri bagaimana harusnya pronouncenya ketika dia speak in English

SM: kalau berdasarkan yang saya liat teman saya kan ada beberapa orang Bugis eee ada beberapa teman saya yang bisa Bahasa Bugis tapi pronunceiationnya tetap bagus dan ada yang bisa berbahasa Bugis pronunceiationnya terganggu. Jadi saya menudga kalau itu dari faktor

kebiasaan yang cenderung menggunakan Bahasa Bugis dengan logatnya ke kehidupan sehari-hari dan cenderung terganggu aksen Bahasa Inggrisnya terganggu pronunciationnya tapi berbeda dengan yang tahu Bahasa bugis tapi dia tidak terlalu, bukanji sebagai hal yang sering digunakan berdasarkan pengalaman saya tidakji saya liat teman-teman saya yang berbahasa Bugis jadi relatif artinya teman saya yang sering menggunakan walaupun dag berbahasa Indonesia tetap menggunakan logat Bugis mungkin karena terbiasa. Jadi pas berbahasa Inggris pronunciationnya juga begitu kayak Bugis

Y: eee tapi kira-kira nih ketika orang yang sangat kental dengan aksen daerahnya anggaphlah ini aksen daerah Bugisnya yang kental. Apakah ketika dia Berbahasa Inggris kamu paham apa yang dia ucapkan walaupun terkadang logat-logatnya sangatnya menngganggu?

SM: iya paham

Y: eee kira-kira kalau yang dari luar ini paham tidak dari yang disampaikan misalnya yang native speaker asli yang berbahasa Inggris ini ketemu dengan orang yang sangat kental dengan aksennya ini aksen Bugis, menurut pandangan kamu apakah mereka paham?

SM: eee karena dalam bahasa Inggris kan ada aturannya pelafalan ini aksen Bugis sangat mengganggu memang pelafalan sehingga berbeda bunyi. Jadi pasti kalau nativenya yang dengar pasti pikiran makna lain yang dimaksud karena berbeda bunyi sedikit pasti beda makna. Tapi kalau bagi kita yaa pasti ditahu

Y: jadi poin utamanya yang paling penting untuk membiasakan diri bagi orang yang aksen Bugisnya sangat kental dalam berbahasa Inggris satu ya kebiasaan ya?

SM: iya kebiasaan

Y: nah pun kalau kebiasaan jadi harus didukung dari environment atau lingkungannya?

SM: kebiasaan dan juga mungkin pengetahuannya tentang bunyi-bunyian dalam Bahasa Inggris.

Y: ok terimakasih

8. The researcher (Y), The Subject (MD), Class B.G 3D

Y: ok terimakasih kalau boleh tahu namanya kita siapa?

MD: Perkenalkan nama saya MD kelas III B.

Y: jadi, terimakasih atas kesempatannya jadi saya ini semester akhir sedang meneliti tentang aksen Bugis terhadap berbicara Bahasa Inggris dikalangan mahasiswa. Oke kalau boleh tahu sebelumnya jumlah temannya kita yang *grow up* dilingkungan Bugis atau yang bisa berbahasa Bugis berapa orang baik dikelas atau dilingkungan luar?

MD: baik kalau untuk jumlah temana saya yang asli Bugis kalau dalam kelas sendiri sekitar 15 orang namun kalau diluar dari itu sendiri banyak bisa terhitung sekitar 30 an

Y: kalau anda sendiri bisa menggunakan Bahasa Bugis ?

MD: yaa, alhamdulillah kalau saya sendiri bisa berbahasa Bugis?

- Y: selain Bahasa Bugis? Jadi masih paham betulkah tentang Bahasa Bugis atau cuman beberapa yang ditahu?
- MD: kalau saya sendiri dari kecil kan pernah tinggal diKajang sebelumnya jadi saya tahu berbahasa Konjo, kemudian sekitar umur 8 – 9 tahun itu saya pindah ke daerah Bugis. Kemudian disitulah saya mengetahui Bahasa Bugis. Eee betul-betul dari aksen terdahulu sampai sekarang itu tidak terlalu.
- Y: jadi kita sering bertemu dengan orang orang yang aksen Bugis nya masih kental kan? Jadi menurutnya kita atau reaksi anda terhadap orang beraksen Bugis itu ketika berbicara dalam Bahasa Inggris itu bagaimana?
- MD: kalau dari pengalaman sendiri untuk teman-teman sekitar yang biasa berbahasa Inggris apalagi eee sewaktu awal semester masih kental sekali dengan logat nya yang ketika berbicara bahasa inggris logat Bugis nya itu mengikut dan itu lucu. Tapi disitulah uniknya di Indonesia karena berbagai bahasa dan ketika berbahasa Inggris pun mengikut.
- Y: jadi ketika orang yang sangat kental dengan aksen Bugisnya ini ketika dia berbicara dengan Bahasa Inggris bagaimana kira-kira reaksinya anda ?
- MD: kalau untuk orang awam seperti saya pasti tertawa karena lucu tapi untuk orang-orang yang sepaham dengan dia itu menurut mereka itu normal ka sudah familiar ditelinganya, tapi untuk orang-orang baru itu terkesan lucu dan aneh.
- Y: terus dari kita pribadi, dampaknya kira-kira dari penutur asli Bugis ini ketika dia berbicara m dalam bahasa Inggris itu bagaimana misalnya

dampaknya untuk orang-orang yang mendengarkan ataupun orang-orang sekitar atau lawan bicara sendiri?

MD: eee untuk dampak sendiri itu untuk orang yang Berbahasa Inggris namun tetap beraksen Bugis kadang ada orang yang secara tidak sengaja terpengaruh dan ada orang memang yang ketika fokus berbahsa Inggris kadang tidak terpengaruh juga.

Y: yaa jadi kan biasa kalau orang berbahsa Bugis terpengaruh aksen atau logatnya dia kadang mengkombinasikan kata akhiran je yaa, apa lagi ya?

MD: iya orang Barru ya biasa intonasinya kak.

Y: yaa kira-kira untuk orang yang mendengarkan ini ketika masih kental dengan aksen tersebut apa kira-kira dampaknya untuk orang yang mendengarkan? Apakah mungkin dia kurang paham atau bagaimana?

MD: kalau secara dalam Bahasa Inggris itu tidak hanya dalam pronounciationnya kita terkadang tidak mengerti dengan apa yang diucapkan orang tersebut. Jadi ketika ada orang berbicara dengan Bahasa Inggris kemudia mengikut logat daerahnya terkadang orang itu salah paham dengan apa yang dimaksudkan karena dalam Bahasa Inggris ada yang terkadang sama penyebutannya namun beda arti.

Y: ok, kan kita bisa Bahasa Bugis dan bisa Bahasa konjo kira-kira menurutnya kita ketika orang-orang yang tidak bisa beraksen Bugis apakah dia mudah terpengaruh dengan orang-orang yang fasih aksen Bugisnya itu? Dari segi aksen

MD: kalau saya sih ada teman sekelas saya yang lumayan lancar berbahasa Inggris kemudian dia berasal dari Soppeng dikenal sendiri orang Soppeng

itu Bugis dan ketika dia berbahsa Inggris dan Bugis itu sangat berbeda jauh. Yaa kita bisa bedakan bahwa oh dia sedang berbahasa Bugis dan ketika berbahasa Inggris aksen Bugisnya itu sama sekali tidak ikut di Bahasa Inggrisnya. Jadi bergantung orangnya sebenarnya ketika ada orang yang betul-betul belum lancar berbahasa Inggris ya otomatis aksen Bugisnya ketika berbahasa Inggris akan mengikut beda dengan orang yang sudah faham aksen British sama aksen Amerika

Y: jadi kesimpulannya misalnya dari orang-orang yang Jeneponto dia kan aksennya bukan Bugis? Enrekang juga bukan? Jadi dia tergantung lingkungan atau orang-orang yang natemani berteman mudah terpengaruh atau tidaknya suatu kasen Bugis begitu yaa?

MD: iyaa seperti itu.

Y: oke dari beberapa pertanyaan ursaya tadi, menurutnya kita apa yang mempengaruhi sehingga aksen Bugis ini bisa berpengaruh ketika berbahasa Inggris atau ada wejangan-wejangan apa yang bisa diberikan untu orang yang masil kental dengan aksennya utama aksen Bugis kalau dibilang memang masih cukup mendayu-dayu dan dari segi intonasinya juga.

MD: kalau untuk saya sendiri eee untuk orang yang terpengaruh dengan aksen Bugis langsung wejangan saja kalau dari saya, sering-sering dengar video atau mantapkan bahwa saya iingin menggunakan American accent atau British Accent karena eee apa yaa kalau saya yaa itu dengarkan dan fokuskan dari dua itu. Karena harus dimantapkan memang jadi sering-sering dengarkan audio ,ataupun video terkait bahasa Inggris.

Y: ok terimakasih atas waktunya.

9. The researcher (Y), The Subject (S), Class B.G 3D

V S: nama saya Sulfah semester III

Y: kelas berapa?

S: kelas D

Y: sedikit mau bertanya tentang berapa orang teman anda yang bersuku Bugis dan bisa berbahasa Bugis ?

S: teman yang saya bersuku Bugis ada 7 orang

Y: ok jadi bagaimana reaksi anda ketika melihat teman anda yang bersuku Bugis ini ketika berbahasa Inggris bagaimana aksennya ?

S: reaksi saya melihat aksen mereka ada yang benar-benar aksen mereka belum bisa mereka imbangi dengan aksen Bahasa Inggris nya itu.

Y: oke jadi bagaimana dampak dari seseorang yang bersuku Bugis itu ketika berbicara dengan bahasa lain utamanya bahasa Inggris ?

S: dampaknya biasanya teman-teman kami dikelas itu termasuk saya juga kurang mengerti dengan apa yang teman saya katakan

Y: jadi apakah orang yang tidak bisa beraksen Bugis dapat dengan mudah terpengaruh oleh aksen tersebut misalnya anda yang notabene nya bukan suku Bugis apakah anda terpengaruh ketika berbicara dengan orang bersuku Bugis aksen misalnya?

S: biasanya kalau saya terlalu dekat dengan orang itu biasanya saya terpengaruh dengan aksen Bugisnya

Y: apakah pengaruhnya itu lama atau bagaimana?

S: pengaruhnya itu tidak begitu lama

Y: oke jadi dari pertanyaan-pertanyaan saya tadi menurut anda apakah yang mempengaruhi sehingga aksen Bugis dapata berpengaruh ketika orang-orang yang bersuku Bugis ini berbahasa Inggris.

S: menurut saya mungkin karena Bahasa Bugis memang adalah Bahasa mereka sehari-hari, Bahasa yang selalu mereka gunakan itu yang membuat aksen tidak terlalu kalau mereka berbahasa Inggris aksen Bugisnya tidak terlalu mereka bisa tinggalkan

Y: oke terimakasih atas waktunya

10. The researcher (Y), The Subject (ARK), Class B.G 3F

Y: *ok terimakasih atas kesempatannya jadi kalau boleh tau sebelumnya nama anda siapa?*

“ok, thanks for the chance that given to me, i’m sorry what is your name?”

ARK: *nama saya ARK, kelas B disini kak*

“my name is ARK,ad stay in class B”

Y: *jadi, sibuk ki dek?oh iya Kalau boleh tahu teman kamu yang bersuku Bugis maupun yang bisa berbahasa Bugis sekitar berapaan orang?*

“well, are you busy sister?” by the way, how much your friends from Bugis tribe do you have until now?

ARK: *presentasinya 80% kak*

“the presentation is 80% sister”

Y: *kira-kira berapa orang itu?*

“How about many people?”

ARK: *kalau dalam kelas sendiri itu, kan saya satu kelas 34 orang dan 2 orang ji yang bicara Makassar. Jadi sisanya itu Bugis*

“if in my class, I have one class of 34 people and just 2 people who speak Makassar. So the rest is Bugis”

Y: *diluar dari itu berapa?*

“what about the outside?”

ARK: *diluar dari kelas? iya,puluhan*

“outside of class? yes, about tens”

Y: *ok, kita sendiri sukunya Bugis?*

“what is your tribe?”

ARK: *Bugis Bone kak*

“Buginese Bone sister”

Y: *jadi menurutnya anda reaksi terhadap orang yang beraksen Bugis nah kan ada yang biasa kayak kental sekali dengan aksen Bugisnya, bagaimana reaksinya kita ketika orang yang beraksen Bugis berbicara dengan Bahasa Inggris ?*

“so according to you, what’s you reaction to people who are using Bugis accent, are there any ordinary people like the thick with their Bugis accents, how is our reaction when people with Bugis accents speak English?”

ARK: *Pasti lucu kak, karena kan biasanya kita menggunakan dua aksen yaitu Amerika dan British. Jadi kalau ada yang berbahasa Inggris terus aksen Bugis pasti kedengaran lucu*

“It must be funny, because usually we use two accents namely American and British. So if there is my friends speak English and use the Bugis accent, it sounds funny.”

Y: *tapi paham dari apa yang disampaikan?*

“but, are you understand?”

ARK: *iya kadang kak dag paham juga*

“yes, sometimes I understand”

Y: *oke jadi menurutnya kita, ada dampak yang cukup besar begitu dari penutur asli Bugis ketika dia berbicara dengan Bahasa Inggris. mmm mungkin dampaknya ke orang-orang yang mendengarkan atau orang yang diajak bicara, Nah inikan dia kental sekali dengan logatnya nah ini kan dkental sekali logatnya. Dampaknya pahamji atau bagaimana?*

Ok, there was a significant impact from native Bugis speakers when he spoke in English? it might have an impact on the people who are listening or the person they are talking, so that he is very thick with his accent, this is clear of her/his accent. And you understand?

ARK: *kalau menurut saya itu orang yang natemani bicara itu kak pahamji karena yang namaknai itu Bahasa Inggrisnya bukanji bilang pasti mungkin kalau berbicaraki terus ikut aksen Bugisnya orang yang disekitarnya pahamji. Cuma itumi pasti anehki nadengar bahasanya karena ngikutki aksennya.*

“i think, they understand what their partner said, because the name of the English is not that, he said, surely it would be possible if he spoke, he would continue to follow his Bugis accent, the people around him

understood. Only must be strange to hear the language because of following his/her accent”.

Y: *iya karena kan biasa aksen atau logat itu terkadang ada yang tidak sesuai dengan pengucapan*

“Yes, because sometimes there are accents are not in accordance with the pronunciation.”

ARK: *penekanannya kak stressingnya*

“yes, there is stressing”

Y: *misalnya kalau orang yang dari Jeneponto kayak endak bisa bilang é dia bilang e jadi kata-kata yang dalam Bahasa Inggris menggunakan é dia gunaka e ini maksudnya apa ya. Ok terus menurutnya kita pandangannya ketika orang-orang yang beraksen Bugis atau sangat kental dengan aksennya tersebut apakah orang yang paham aksen Bugis ini mudah terpengaruh dengan aksen tersebut?*

“for intance people who came from Jeneponto sometimes can't say é he says e, it is a word that in English uses é he uses e, what does this mean? do you think when people who are accented with Bugis, people who understand this Bugis accent easily be affected by that accent?”

ARK: *ketika berbahasa Inggris? Kalau menurut saya tidak ji kak.karena Kan biasa juga Bugis nya orang beda-beda juga kak, tergantung dia ji sebenarnya bagaimana menyampaikan bahasanya.*

“In my opinion is not. Because usually Bugis people are different too, depending on how he speaks the language.

Y: *jadi menurutnya kita dag mudahji terpengaruh?*

“So, you think it’s not easily affected?”

ARK: *dag ji kalau dia cuma mau tau makna apa yang disampaikan orang, tapi itu lagi kalau kembali ke pronounciationnya kita bilang. Berpengaruh.*

“not if he/she just wants to know the meaning of what people say, but returning to the pronounciatio, can be also influential.”

Y: *jadi dari poin-poin tersebut, apa yang mempengaruhi menurutnya kita sehingga aksen Bugis ini dalam Bahasa Inggris ada sesuatu yang lain mungkin?*

“from those points, what influences this Bugis accent in English? is there something else maybe?”

ARK: *kalau saya faktor kebiasaan ji kak, karena kalau seringki berlatih berbahasa Inggris, kalau begitu terus logatnya kak pasti dag bisa hilang. Tapi kalau sering nalatih untuk tidak beraksen Bugis pasti bisaji .*

“based a habit factor, if I rarely practice English, then the accent will definitely disappear. But if they often training yourself not to get Bugis accents, they can.

Y: *jadi impactnya ketika berbahasa Inggris tidak terlalu beriimpact besar untuk orang-orang yang beraksen kental, apakah impactnya ketika dia berbahsa Inggris tidak terlalu besarji? Misalnya dia ketemu dengan penutur asli bahasa Inggris?*

ARK: *oh berpengaruh kak, kecuali kalau yang beraksen Bugis natemui pasti pahamji kak, tapi kalau penutur asli Bahasa Inggris pasti bedaki nanti pemaknaannya kak.. iye, sering dengar native speaker terus latihan-latihan tanpa harus pakai logat atau aksennya kak. Saya pernah melihat*

teman saya ditertatawai oleh teman juga karena aksennya itu kak waktu bicaraki lucu

“oh, it has an effect, except if she/he know Bugis accents, you will definitely understand, but if you speak native English , you will be able to interpret it later, Sis. Therefore, my suggestion is to often hear native speakers, continue to practice without having to use the accent”. I have ever see my friend laugh from them my friends also because their accent when doing conversation.

Y: *oh iya ok terimakasih atas kesempatannya.*

“ok, thank you for your information and the chance.”

11. The researcher (Y), The Subject (RA), Class B.G 3F

Y: Assalamualaikum, sebelumnya terimakasih atas kesempatannya jadi kalau boleh tau sebelumnya nama anda siapa?

RA: nama saya RA, kelas B.G 3 F

Y: jadi, terimakasih atas kesempatannya. ini saya sedang meneliti tentang pengaruh aksen Bugis terhadap berbicara Inggris semester III, nah sampai sekarang jumlah teman ta yang bersuku Bugis atau grow up disekitaran Bugis sekitaran berapa?

RA: kalau teman yang bisa berbahasa Bugis akuratnya saya kurang tahu tapi ada sekitaran puluhan orang.

Y: kira-kira berapa orang itu?

Y: ok, kita sendiri sukunya Bugis?

RA: Bugis Bone kak

- Y: jadi menurutnya anda reaksi terhadap orang yang beraksen Bugis nah kan ada yang biasa kayak kental sekali dengan aksen Bugisnya, bagaimana reaksinya kita ketika orang yang beraksen Bugis berbicara dengan Bahasa Inggris ?
- RA: Pasti lucu kak, karena kan biasanya kita menggunakan dua aksen yaitu Amerika dan British. Jadi kalau ada yang berbahsa Inggris terus aksen Bugis pasti kedengaran lucu
- Y: tapi paham dari apa yang disampaikan?
- RA: iya kadang kak dag paham juga
- Y: oke jadi menurutnya kita, apakah ada dampak yang cukup besar begitu dari penutur asli Bugis ketika dia berbicara dengan Bahasa Inggris. mmm mungkin dampaknya ke orang-orang yang mendengarkan atau orang yang diajak bicara. Nah inikan dia kental sekali dengan logatnya nah ini kan dkental sekali logatnya. Dampaknya pahamji atau bagaimana?
- RA: kalau menurut saya itu orang yang natemani bicara itu kak pahamji karena yang namaknai itu Bahasa Inggrisnya bukanji bilang pasti mungkin kalau berbicaraki terus ikut aksen Bugisnya orang yang disekitarnya pahamji. Cuma itumi pasti anehki nadengar bahasanya karena ngikutki aksennya.
- Y: iya karena kan biasa aksen atau logat itu terkadang ada yang tidak sesuai dengan pengucapan
- RA: penekanannya kak stressingnya.
- Y: misalnya kalau orang yang dari Jeneponto kayak endak bisa bilang é dia bilang e jadi kata-kata yang dalam Bahasa Inggris menggunakan é dia gunaka e ini maksudnya apa ya. Ok terus menurutnya kita pandangannya

ketika orang-orang yang beraksen Bugis atau sangat kental dengan aksennya tersebut apakah orang yang paham aksen Bugis ini mudah terpengaruh dengan aksen tersebut?

RA: ketika berbahasa Inggris? Kalau menurut saya tidak ji kak.karena Kan biasa juga Bugis nya orang beda-beda juga kak, tergantung dia ji sebenarnya bagaimana menyampaikan bahasanya.

Y: jadi menurutnya kita dag mudahji terpengaruh?

RA: dag ji kalau dia cuma mau tau makna apa yang disampaikan orang, tapi itu lagi kalau kembali ke pronounciationnya kita bilang. Berpengaruh.

Y: jadi dari poin-poin tersebut, apa yang mempengaruhi menurutnya kita sehingga aksen Bugis ini dalam Bahasa Inggris ada sesuatu yang lain mungkin?

RA: kalau saya faktor kebiasaan ji kak, karena kalau seringki berlatih berbahasa Inggris, kalau begitu terus logatnya kak pasti dag bisa hilang. Tapi kalau sering nalatih untuk tidak beraksen Bugis pasti bisaji .

Y: jadi impactnya ketika berbahsa Inggris tidak terlalu beriimpact besar untuk orang-orang yang beraksen kental, apakah impactnya ketika dia berbahsa Inggris tidak terlalu besarji? Misalnya dia ketemu dengan penutur asli bahasa Inggris?

RA: oh berpengaruh kak, karena kan itu, kecuali kalau yang beraksen Bugis natemui pasti pahamji kak, tapi kalau penutur asli Bahasa Inggris pasti bedaki nanti pemaknaannya kak.

Y: jadi wejangan-wejangannya yang dilakukan untuk orang-orang yang kental dengan aksen Bugisnya apa? Mungkin ada sedikit masukan supaya

dia bisa yaa sedikit meninggalkan atau bisa memposisikan ketika dia sedang berbicara Bahasa Inggris atau bersama teman-temannya yang memang paham aksen Bugis juga?

RA: kalau saya sarannya lebih sering dengar eee apa penutur asli Bahasa Inggris apa lagi apa speakingnya begitu kak

Y: native speaker.

RA: iye, sering dengar native speaker terus latihan-latihan tanpa harus pakai logat atau aksennya kak

Y: oh iya ok terimakasih atas kesempatannya.

APPENDIX II

DOCUMENTATION

Interview



about blank

Mahasiswa			Pertemuan 1 S/D 10									
No	Nama Mahasiswa	TGL Paraf	1	2	3	4	5	6	7	8	9	10
					20/11/17	20/11/17	20/11/17					
51118717	ANDI RISKI RAHMADANI AM			✓		✓	✓					
51118817	MELSTIANI			✓		✓	✓					
51118917	NUR FITRI AL FIANA			✓		✓	✓					
51119017	ENDANG NOVITA			✓		✓	✓					
51119117	NURAFIFA HAFSA			✓		✓	✓					
51119217	ANDI NAZMIN			✓		✓	✓					
51119317	SULISTIANA			✓		✓	✓					
51119417	NUR ALIFIA ANDINI			✓		✓	✓					
51119517	MUSDALIFAH			✓		✓	✓					
51119617	MUFTIHATU RAHMA			✓		✓	✓					
51119717	DEWI NANDITA RAHMADANI M.			✓		✓	✓					

APPENDIX III

LETTERS


UNIVERSITAS MUHAMMADIYAH MAKASSAR

 LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Alauddin No. 104, Telepon 840777 Fax (0411) 863308 Makassar 90231 E-mail: info@unismuhmakkassar.ac.id


Nomor 2727/Lin-05/A.1-II-VIII/40/2018
 Lampir 1 (satu) rangkap Proposal
 Hal Izin Penelitian

03 Muharram 1440 H,
 13 September 2018 M

Kepada Yth,
 Saudara **Yulianti**
 No. Pokok : 10535577214
 Fakultas/ Program Studi : FKIP / Bahasa Inggris
 Di Tempat

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Nomor: 1054/FKIP/A.1-II/VIII/1440/2018 Tanggal 13 September 2018, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul: **"The Influence of Bugis Accent toward English Speaking in 3rd Semester at Muhammadiyah University of Makassar."**

Yang akan dilaksanakan dari tanggal 15 September s/d 15 Nopember 2018

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

الله أكبر
 ان شاء الله تعالى

Ketua LP3M,

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

Tembusan yth;
 1. Rektor Unismuh Makassar
 2. Arsip


UNIVERSITAS MUHAMMADIYAH MAKASSAR

 LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Hassanudin No. 100, Tj. 900313, Makassar 90231 E-mail: lp3m@unismuh-makassar.ac.id


Nomor 2327/Ien-05/A.1-II/VIII/40/2018
 Lamp 1 (satu) rangkap Proposal
 Hal 1em Penelitian

03 Muharram 1440 H.
 13 September 2018 M

Kepada Yth,
 Saudara **Yulianti**
 No.Pokok : 10535577214
 Fakultas/ Program Studi : **FKIP / Bahasa Inggris**
 Di -
 Tempat

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Nomor: 1054/FKIP/A.1-II/VIII/1440/2018 Tanggal 13 September 2018, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul: **"The Influence of Bugis Accent toward English Speaking in 3rd Semester at Muhammadiyah University of Makassar."**

Yang akan dilaksanakan dari tanggal 15 September s/d 15 Nopember 2018

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

أَشْكُرُكُمْ عَلَى كَرَمِكُمْ وَرَحْمَةِ اللَّهِ وَرَحْمَتِهِ

Ketua LP3M,

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

Tembusan yth;
 1. Rektor Unismuh Makassar
 2. Arsip

**SURAT PERNYATAAN MEMBERI IZIN MEWAWANCARAI
MAHASISWA MATA KULIAH SPEAKING**

Saya yang bertanda tangan di bawah ini, menyatakan bersedia untuk memberi izin dalam mewawancarai mahasiswa di mata kuliah Speaking saya, sebagai informan penelitian yang dilakukan oleh Mahasiswa Program Studi Strata 1 Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar, yaitu:

Nama : Yulianti

NIM : 10535577214

Judul : **The Influence of Bugis Accent Toward Speaking English in 3rd
Semester at Muhammadiyah University of Makassar.**

Saya mengerti bahwa informan diberikan akan dijaga kerahasiaannya oleh peneliti.

Makassar , 28 Nopember 2018

Dosen mata Kuliah Speaking



(Eka Prabawati Rum, S.Pd.,M.Pd)



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : YULIANTI
NIM : 10535577214
Judul Penelitian : "THE INFLUENCE OF BUGIS ACCENT TOWARD SPEAKING IN 3rd SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR"
Tanggal Ujian Proposal : 5/9/2018
Tempat/Lokasi Penelitian : UNIVERSITAS MUHAMMADIYAH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	16/09/2018	Persuratan	Dr. Eny Syabriana, S.Pd, M.Pd.	X
2	23/10/2018	Observasi kelas Bahasa Inggris semester 3	Dr. Eny Syabriana, S.Pd, M.Pd.	X
3	08/10/2018	Menjelaskan kepada mahasiswa mengenai penelitian yang akan dilakukan	Dr. Eny Syabriana, S.Pd, M.Pd.	X
4	09/10/2018	Melakukan Tes Wawancara	Dr. Eny Syabriana, S.Pd, M.Pd.	X
5	10/10/2018	Melakukan Tes Wawancara kepada informan	Dr. Eny Syabriana, S.Pd, M.Pd.	X
6	15/10/2018	Melakukan Tes Wawancara kepada informan	Dr. Eny Syabriana, S.Pd, M.Pd.	X
7				
8				
9				
10				

Makassar ... 15 Nopember 2018

Mengetahui,

Ketua Jurusan,

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

Pimp. pembimbing mata sekolah,

Erwin Alimb, S.Pd, M.Pd, Ph.D.



Terakreditasi Instansi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Abdulkin No. 250 Makassar
 Telp. : 0411-860837 / 860833 (Fax)
 Email : fkip@unismuh.ac.id
 Web : www.fkip.unismuh.ac.id



SURAT KETERANGAN PENELITIAN

Nomor : 0023/FKIP/05/A.5-VI/XII/1440/2018

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

Nama : Yulianti
 NIM : 10535 5772 14
 Jurusan : Pendidikan Bahasa Inggris

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2018/2019 terhitung sejak 15 September 2018 s/d 15 Nopember 2018 dalam rangka penyusunan Thesis dengan judul:

" The Influence og Bugis Accent toward English Speaking in 3rd Semester at Muhammadiyah University of Makassar."

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

21 Rabi'ul-Awwal 1440 H
 Makassar, _____
 01 Desember 2018 M

Dekan,
 FKIP Unismuh Makassar,


Erwin Akib, M.Pd. Ph.D
NBM. 860 834

CURRICULUM VITAE



Yulianti, was born in Bottolampe, Regency of Barru, South Sulawesi on September, 6th 1996. She is the third child of Syamsu and Rabiah and have 2 sisters and one brother. Then She is a student of English Department in Muhammadiyah University of Makassar.

She studied in two elementary school, the first one was in SD Nurul Huda I, Jayapura and graduated in SD Inpres Bottolampe, Barru Regency in 2008. Then she continued her study in SMP Negeri 2 Tanete Riaja, Barru and finished in 2011. She joined of SISPALAH as extracurricular. She continued her study in SMA Negeri 3 Barru and join of OSIS, Remaja Pecinta Mushallah (RPM) and English Community. Furthermore she finished in 2014 and was accepted in Muhammadiyah University of Makassar as a students of English Department.

During the study in Muhammdiyah University of Makassar she joined Unit Kegiatan Mahasiswa Lembaga Kreativitas Ilmiah Mahasiswa Penelitian dan Penalaran (LKIM-PENA) 2015 until now, which is having many thing experiences for her. Then she was member of Forum Lingkar Pena (FLP) ranting Unismuh Makassar in 2017.