

**The Causal Factors of Using Business Accent in Speaking English at
Third Semester Students of English Education Department of FKIP**

Unismuh Makassar

(A Descriptive Research)



A Thesis

Submitted to the Faculty of Teacher Training and Education

Makassar Muhammadiyah University in Partial Fulfillment of the Requirement

for Degree of Education in English Department.

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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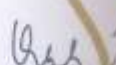
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MOTTO AND DEDICATION

*The More You Learn It,
The Better Its Gonna Be*

I dedicate this thesis
to my beloved parents,
all of my family, and all of my friends.

ABSTRACT

Sulastri Dian Pratiwi. 2019. The Causal Factors of Using Buginese Accent in Speaking English at Third Semester of English Education Department of FKIP Unismuh Makassar (A Descriptive Research). Thesis of English University of Makassar. Supervised by Nur Qalbi and Radiah Hamid.

This study aimed to find out what are the causal factors of using Buginese accent in speaking English t the Third Semester Students of English Department in Muhammadiyah University of Makassar in Academic Year 2017/2018

The researcher applied Descriptive Qualitative Method as design method because it was comparable to collect the data from the students' perception, and gave questionnaire to collecting the data. The sample of this research was BG III.B, BG III.C, BG III.D, and BG III.E class Muhammadiyah University of Makassar which consisted of 40 students. The sample was taken by used Purposive Sampling Technique.

The finding of the research showed that most of the students usually speak English with the Bugis accent even if it was in classroom conversation. Thus, they sometimes found difficult to pronounce the English words. In addition, the result of literature review showed that Errors which produced by the Bugis English learner in several areas of phonemes occurred because the phoneme which was 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 affect to their English pronunciation in English conversation. Also, the teacher had to support the students by attending to their English pronunciation.

Key words: Causal Factors, Buginese Accent, Speaking English Students.

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Last, willingly the researcher pray may all works of us be blessed by Allah
SWT. Aamiin.

Makassar, December 2018

Sulastri Dian Pratiwi

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CHAPTER I

INTRODUCTION

In this research explain about background of the research, problem of the research, objectives of the research, significance of the research, and scope of the research.

A. Background of the Research

English is one of the human languages in the world that has important role in communication. It has become international language and almost practiced in all part of life, especially in this global era that has full of competition and English becomes one of determiners and assessments of the competition. So that it is important for us to learn the language. It is similar to the statement that English has dispersed and diversified, has been adopted and adapted as an international means of communication by communities all over the globe.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal school starting from elementary school up to universities. There are many language skills in English. They are reading, listening, speaking, structure, and vocabulary. Speaking is more difficult than understanding the spoken language. The one who wants to speak to the other sometimes has many problems. Some people can understand what the other talk about but they are not

able to communicate. So many ideas, arguments, or opinions in their brain but they cannot produce it.

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. The importance of its position in the world makes this language becomes the favorite subject in the school. It is good for the teachers especially in English because knowing the learners 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 (Chaer and Agustina, 2004: 204). Teachers nowadays which are intelligent, creative, and also dedicated in carrying out their duties have been able to develop teaching materials that suitable to the needs of learners, and provide an authentic material for reaching the success of the learning process goals. 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. But there are other aspects of learning process that should not be forgotten, those are: the family and the people around the students' environment who will influence the students' habit, e.g. in terms of language.

Speaking is one of the four language skills (reading, writing, listening and speaking). It means through speaking learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the

most 14 frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking skills is one of the important components in learning English, because speaking is the ability to communicate with others. Many people, even students in the school or university who are learning the language, have difficulty in speaking in a foreign language or second language (L2) from the original language (L1) used everyday to communicate with people around. As the results of research proposed by Ismayanti (2010), that students are less active in learning the skills of speaking Indonesian because it is influenced by regional dialect. This shows that dialect (dialect) is one of the factors that become problematic students in learning a new language. Just as in learning English, of course many things or difficulties experienced especially speaking because of the use of dialect is different.

Teaching speaking is considered to be difficult among the four skills of language. Chastain in Fitriyah & Ramlan (2010: 1) state the learning to speak is obviously more difficult. It means that more effort is required by the students and various interesting activities are also required by the teacher. Futhermore, he stated that it is not enough for the students to hear or listen to speech only. The teacher will need to give the students sample opportunity to practice their speaking. As a language skills, speaking is an essential way of communication particularly in the globalization era where people of various nation are demanded to make relationship with each other in the world. Through speaking the students can stimulate to speak with other in social interaction or in the classroom.

Indonesia is known as a multicultural country that has various ethnic groups, with different regional language and also the different cultural background. The role of local languages as means of communication in the family and the local community makes the majority of people prefer to communicate using their respective local language. The use of local language that becomes the dominant chosen one to communicate in the region does not make Indonesian so difficult to be learned because this language is the national language.

The students that used to speak their first language (local language) in their daily activities found a difficulty to speak another language, moreover 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, e.g. in the aspect of accent. Accent is concern about the different ways of producing speech (Derwing and Munro, 2009:476). Gary and Robert (2004:2) quoted the statement of Harding (2011) about aspects that form an accent which are from the segmental and supra segmental difference of pronunciation which include variation in vowels and consonant sounds at the segmental level, stress, and intonation at the supra segmental level.

In Muhammadiyah University of Makassar, especially English Department itself, the researcher's classmates from the Bugis tribe have a problem to pronounce the English word. They sometimes use their local accent

when they are speak. Sometimes they felt shy to speak English because people (from other region) frequently laugh their accent. Therefore, one of the ways that need to be done is to know the causal factors of buginese accent that effect the way students' from Bugis tribe speak English. Based on the statement above, the researcher very interest to identify the causal factors of buginese accent in speaking English students Muhammadiyah University of Makassar, and did the researched by entitled: *“The Causal Factors of Using Buginese Accent in Speaking English at Third Semester Students of English Education Department of FKIP Unismuh Makassar”*.

B. Problem of the Research

Based on the previous background, the researcher formulated the research question as follow: “What are the causal factors of using Buginese accent in speaking English at Third Semester Students of English Education Department of FKIP Unismuh Makassar?”

C. Objective of the Research

Considering the problem statement above, the objective of the research was to identify the causal factors of using Buginese Accent on speaking English at Third Semester Students of English Education Department of FKIP Unismuh Makassar.

D. Significance of the Research

The significance of the study considered into two, theoretically and practicality. Theoretically, this research was expected to be precious contribution

in English learning process at every primary school, secondary school and also in University specially English Department. While practically for the teacher, this research intend to told the teacher to be aware to students' first language interference so they can give the solution for the students' English speaking problem in conversation. For the students', this research intend to show that it was important to the students' to be aware of their first language interference, so they can avoid interruptions when they are did an English conversation.

E. Scope of the Research

In a research, it is very important to make scope of the research to get the relevant data. The research limited to the discussion of the accent interference on the pronunciation. Restrict in speaking, accuracy to produce the sound and also the fluency in speaking English. It was be analyzed in the situation of conversation which includes classroom conversation at Third Semesters English Education Department, Faculty of Teacher Training and Education Muhamadiyah University of Makassar.

CHAPTER II

REVIEW OF LITERATURE

In this research, the researcher explain about previews related research finding, some pertinent ideas sand conceptual framework.

A. Previews Related Research Finding

Many researchers have been conducting studies related to this research, there are as follow:

1. Al-Zoubi and Abu-Eid (2014: 355) *The Influence of the First Language (Arabic) on Learning English as a Second Language in Jordanian School, and Its Relation to Educational Policy* reveal that the influence of the L1 (first language) (Arabic) on learning ESL (English as a second language) in Jordanian schools, and its relation to education policy. In his study, the researcher aimed to investigate and analyze the actual reasons, attitudes and purpose behind the use of the mother tongue (Arabic) in teaching English as an L2 to Arab students at Jordanian private and government-aided universities. The result obtained showed that almost all the respondents expressed the need for the use of Arabic in the English classroom, because it helps them understand the meaning of new or difficult words, explain complex syntactic rules.
2. Njeru.M.G (2013: 128-129) *Dialect and the Learning of English as a Second Language in Kenya* said that in Kenya, most people from the rural areas face dialect problem in speaking English because they grow up in the villages where only one language is used, therefore face difficulties in acquiring the second or the third languages. People used to speak their own languages, which they termed as their mother tongue. Different communities had different language depending on their origin, which resulted to a nation made of people speaking different language. It is through the interaction of people

from different communities and regions that resulted into individuals learning the other language apart from their first language.

3. The research entitled *Difficulties Encountered by The Buginese Learners in Producing English Sounds* by Nurpahmi (2013). In her research, she found the difference and similarities of both Bugis and English in phoneme pronunciation that becomes the causal factor of the English learner from Bugis- Bone to pronounce English words by analyzing Bugis phoneme which then compare it to English phoneme.
4. Flege and Fletcher (1992) conducted a research entitled *Talker and Listener Effects on Degree of Perceived Foreign Accent* was found that degree of accent is influenced by range effects. The larger the proportion of native (or near-native) speaker is included in a set of sentences being evaluated, the more strongly accent listeners judge sentences spoken by non-native speakers to be. Foreign accent ratings were not stable. Listeners judged a set of non-native produced sentence to be more strongly accent after, as compared to before, they became familiar with those sentences. one talker-related effect noted in the study was the finding that adults' pronunciation of an L2 may improve over time. Late L2 learners who had lived in the United States for an average of 14.3 years received significantly higher scores than late learners who had resided in the United States for 0.7 years. Another talker-related effect pertained to the age of L2 learning (AOL). Native Spanish subjects with an AOL of five to six years were not found to have an accent (i.e., to receive significantly lower scores than native English speakers) whereas native

Chinese subjects with an average AOL of 7.6 years did have a measurable accent.

5. Pastika, in her research (2012) 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.
6. Another research are from Ockey and French (2014), the study entitled *From One to Multiple Accent on a Test of L2 Listening*. The study was to determine the extent to which accent strength and familiarity affect comprehension and to provide a defensible direction for assessing multidialectal listening comprehension. A strength of accent scale was developed, and one US, four Australian, and four British English speaker 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 judgement of their strength of accent.

The researcher took the previous findings as a reference in taking the research and collecting the data that was identifying by doing a questionnaire. One of the previous research which held by Nurpahmi (2013), was the main reference in collecting the data, because the researcher researched the causal

factors of Bugis-Bone accent on the pronunciation in English conversation, so knowing the differences of the pronunciation of those both language makes the researcher easier to describe the main problem of how this Buginese language as a mother tongue of the subjects can interfere they speak English in the situation of classroom and casual conversation.

Based on the previous research, the similarity of this research with previous research are equally aim to know how the Bugis tribe pronouncing the English word. While the difference are the researcher investigated more focus on the causal factors of using Buginese accent in speaking English. Restrict in speaking, accuracy to produce the sound and also the fluency in speaking English.

B. Some Pertinent Ideas

1. Concept of Speaking

a. Definition of Speaking

Realizing that language used in the oral form is not the same as the language used in the written form. Speaking is the productive skill . It cannot be separated from listening. When we communicate we convey the message, which is meaningful. It comes from the meaning, which is expressed in the form of speech act. In teaching speaking teachers should know the concept of speaking, the elements of the sound for instance phonemes because it seems the teacher still finding difficulties in pronouncing them based on the classroom observation during the upgrading and it is important for the teacher to pronounce correctly since they should be a good models for their students. The teacher also still have

problems of understanding and applying models of learning and teaching, and various techniques of teaching speaking such as: CLT, educational drama and TPR plus speaking.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer (2007) says they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of good and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.

When communicating his or her idea someone utters English sound and he or she expects the response from the listener. Talking about communication, Harmer (1993) puts forward the nature of communication as follows: Communication happens when the listener can give the response to the speaker after the listener understands the message given. The message cannot be understood when pronunciation is not clear. This is the evidence that mispronunciation can cause the students have misunderstanding. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with

native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001).

b. Style of Speaking

Richards (2008) an important dimension of conversation using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

Brown, et.al (1978). Different speech style reflect participations of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations

c. Functions of Speaking

Brown & Yule (1983) made a useful distinction between the interactional functions of speaking, it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Speaking

skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound. Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

d. Components of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

1) Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

2) Grammar

Grammar whose subject matter is the organization of words into various combinations, often representing many layers of structure, such as phrase sentence and complete sentence (Ba'dulu, 2001:15) as the basic of framework to find the sentence productively needed while Maybin (2010:11) said that grammar is used two broad sense in linguistic: first it refers to aspect of structure of language (either language as a faculty or the structure of particular language) second, it refers to particular approach to the study of linguistic structure. The fact however shows that the students' mastery of English structure is skill less as found out by some previous researchers.

3) Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating

noises such as „umm” and “uhh”. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive Harmer, (2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message, Brown & Nation (1997).

5) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one’s understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the

ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

e. The Nature of Speaking

Brown (2001: 267) states that even someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards, et.al (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communications but also paralinguistic elements such as gestures, body language and expressions are needed in conveying message directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

2. Concept of Accent

a. Definition of Accent

Accents have to be distinguished from dialects. An accent is a person's distinctive pronunciation. A dialect is a much broader notion: it refers to the distinctive vocabulary and grammar of someone's use of language. (Crystal and Crystal 2014) said accent is the prominent unique of the language that the people

speakers in their region but the people capable to differ the accent by the experience of themselves to clarify where the accent from. Whereas in Seidlhofer and Dalton (2001: 5) 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. In the other hand, the accent is documented that the accent the way to pronouncing the world the factor emotional, and physical states in the different age and gender. Thus, to be described it clearly the researcher take some definitions of some sources:

1. Accent as in Oxford Learner's Pocket Dictionary (2009: 2) is described as an individual way of speech or local/national speaking.
2. The attractiveness and how the speaker were to influence the listeners is one of one factor the listener be able to imitate the accent from (Giles and Powesland 1975).
3. The accent is the way sound how you speak (Birner: 1924)
4. Accent is defined to an individual's speech patterns which perceived to be different from the local variety, and how this difference effects the listeners' comprehension in which the accent is familiar with the local variety (Ockey and French: 2014).
5. Another view come from Harding in Ockey and French (2014) that indicate accent as the form of segmental and supra-segmental differences in pronunciation, including variation in vowels and consonant sounds at the segmental level, and stress and intonation at the suprasegmental level.

The previous definition must be clearly take us in understanding of what accent is. Some sources, whether it is in book, journal, thesis, etc., written by some linguist and professional researchers may have their own accent based on the findings and its linguistic aspect. Thus, this research may give definition based on the previous definition that accent refers the sound level. Also, accent can be defined as its form in the term of segmental and supra-segmental.

b. Accent and Identity

As human being in which we live with other people around us, we are also as members of social groups. We simultaneously relate in 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 significantly 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 affect many aspects, include accent that Seidlhofer and Dalton (2001: 5) 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.

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 may even try to present that they are as members that they do not really belong to, but other that felt suit to them.

Regional or social varieties that generally called dialect in which respect to sound level have been termed accent. English, in this case, have been an international language people in countries such America, England and Australia use the first language. The native speaker of the previous mentioned countries are likely have the same dialect, but different in term of accent.

Almost people in the world are attracted by the position of this English as an international language. Then, the accent variation that even happen among the English native speaker may took the English learner especially foreign learners' attention that their own strong accent to be a basic matter to how they can adjust it to them. Based on that, the researcher tried to find out the solution by researching the causal factors of foreign learner accent especially Buginese accent in English conversation. It then expected to become the first category to be attended by the teacher to be aware.

c. Causal Factors of Accent

Moyer (2004:15) adapts Schumann's (1978) classification of different factors that affect language learning into five categories:

- 1) Neurological factors
- 2) Affective and personality factors
- 3) Cognitive and aptitude factors
- 4) Instruction and input factors
- 5) Social factors

Firstly, neurological factors have to do with lateralization, *i.e.* maturational constraints (Moyer, 2004: 15). Affective and personality factors include motivation, ego permeability, tolerance for ambiguity, sensitivity to rejection and self-esteem, extroversion and introversion and culture shock. Cognitive and aptitude factors include cognitive maturity and processes, strategies and styles, intelligence, interference from L1 and field dependence and independence. Individual factors, because due to the nature of this study cognitive factors cannot be analyzed in detail, and thus there will not be detailed information on it. Instruction and input factors, then again, have to do with teacher and class dynamics and reaction to feedback, curriculum, intensity and duration of instruction, and saliency. Finally, social factors are group or community level factors, such as status, assimilation and acculturation, preservation of ethnic and cultural identity, type of community, attitudes toward target language group and intended length of residence, and personal level factors, such as transition anxiety, social strategies and linguistic shock (Moyer, 2004:15).

There were some individual factors that seemed to affect English speech production. However, overall individual factors, such as cognitive styles, were difficult to notice and analyze in this type of a study, and it would require more study to acquire more information on them. Firstly, personality seemed to have some effect on speech production skills for both groups. Some informants maintained that it was easier for them to speak English because they were talkative in their mother tongue as well, whereas people who considered themselves as more quiet often said that it was a factor in speaking English,

because they had to think more and were quite careful when speaking. Also, cognitive factors may be an important factor in experienced problems with speaking English, as many informants mentioned having trouble with remembering words and grammar, or making sense of sentence structures in English *etc.* However, cognitive factors are very hard to analyse in this study, and it would require more study to determine the importance of the effect of these factors on oral skills.

Social factors, as well, seemed to be important for the informants in speaking English: support from friends or family or teachers was seen as important and according to some informants helped to build-up motivation. In fact, negative feedback had resulted in embarrassment and prevented some from speaking English for a long time. The fact that many of the participants reported that they would rather speak with non-native speakers than native speakers of English shows that sympathy or similarity with the listener made speaking easier. As cited in the theory section, according to Horwitz *et al.* (1986: 127-128), the fear of not being understood, for instance because of accent, or the fear of seeming stupid might cause anxiety, which might prevent the learner from speaking.

According to Ioup (2008: 44), an important question is whether age influences pronunciation more than other language ability areas, and several studies have tried to solve this question, for example Flege, Yeni-Komshian, and Liu (1999) studied the L2 English of 240 native speakers of Korean with varying ages of arrival in the US. Native-speakers were asked to rate their accents and the

level of the learners' morphosyntax through a grammaticality judgment test. Results were that only the scores for degree of accent were completely dependent on the age of arrival. Thornburgh & Ryalls (1998) also studied this matter, and the latter studied early and late Spanish and English bilinguals on English pronunciation. Both of them got results that showed that age was the most important factor in the ability to produce native English sounds. Thus, it seems that age, in other words the time of the onset of English learning, is a significant variable in pronunciation ability. Of course it has to be noted that the informants of this study grew up in an English speaking environment, and as such it is not completely applicable to my study. However, it supports the critical period hypothesis in relation to accent.

d. Buginese Language

Mattulada (1982) said the populations of the city is made up of natives of Sulawesi and immigrants from other Indonesian ethnic groups who have lived in the capital for many generations and call themselves Makassanans. Four major ethnic group make up what may be called the original population of South Sulawesi: they are Buginese, the Makassarese, the Torajanese and the Mandarese. Each of these ethnic group has its own language. Buginese, Makassarese, Torajanese, and Mandarese. Bugis people are bilingual.

Mahmud (2005) said they use two dominant languages. The first one is Bugis, their traditional language, and the second one is Indonesian, their national language. in both of t areas my fieldwork, Bugis is the main local language. In addition, residents use Indonesian.

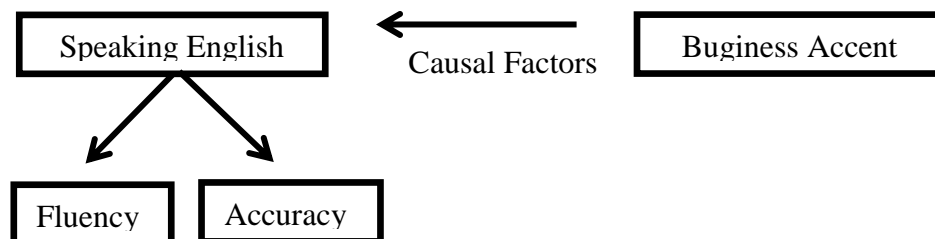
e. Language Change in Bugis Society

Mahmud (2005) said Bugis people are bilingual. They use two dominant languages. The first one is Bugis, their traditional language, and the second one is Indonesian, their national language. In both of the areas of my fieldwork, Bugis is the main local language. In addition, residents use Indonesian. Interestingly, Indonesian used by Bugis speakers is not usually the standard formal Indonesian. Bugis people also typically use a mixed language, either Bugis with Indonesian, in which Bugis is the main language with some additional Indonesian, or Indonesian with Bugis in which speakers mostly use Indonesian but add some Bugis expression.

In other words, the Indonesian used here is influenced by the local Bugis dialect and is specially used in South Sulawesi. This can be easily recognized by the use of Bugis affixed such as *ki*, *-ko*, *na-*, *-ji*, *-mi*, etc. This type of Indonesian is not only found in Bugis communities in South Sulawesi, but also in other parts of Indonesia which have Bugis residents. Other ethnic groups in South Sulawesi, such as the Makassar, Mandar or Toraja also use this mixed Indonesian.

C. Conceptual Framework

Conceptual framework underline in this research is the following:



The conceptual framework above described about the causal factors of using Buginese accent in speaking English. This research is descriptive research which has identify the causal factors of buginese accent in speaking English students'. More focus on how the fluency and accuracy when procc English sound in casual conversation students'.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher explain about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

Based on the title, the researcher used Descriptive Method because it is comparable to collect the data from the student perception. According to Arikunto Suharsimi (2013:3) descriptive terms derived from the English term to describe which means describing a thing, such as circumstances, conditions, situations, events, and others. The purpose of this research design was to find out the causal factor of Buginese accent on speaking English.

B. Population and Sample

1. Population

Population took an important role in this research to getting the data. This research conducts the setting which is in English Department, Faculty of Teacher

Training and Education Muhammadiyah University of Makassar. It was located at Makassar, South Sulawesi, Indonesia. The researcher did the observation in 40 students. It takes the participation of 3rd Semesters Students’.

2. Sample

The researcher used the Purposive Sampling Technique. The reason of the researcher used this technique because the researcher believe that by using purposive sampling, the purpose of this research is achieved. In this research, the sample is the 3rd Semesters in English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. The researcher decided number of sampling of this research were 40 participants. These 40 students took as subject based on the criterion.

C. Instrument of the Research

In the research instrument, the researcher used one instrument to collecting the data. The questionnaire was used to collecting the data which consist of 10 numbers statements of closed-ended questionnaire. The answer of the questionnaire was used the scale from 1 until 5 numbers.

Table 3.1 Likert Scale

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Partially agree	3
4	Disagree	2
5	Strong disagree	1

(Sugiyono, 2014:136)

D. Data Collection Method

For data collection, the researcher used questionnaire as instrument in collecting the data from the sample. In gathering the data, the researcher used the following procedures:

1. The researcher distributed the questionnaire to the sample of the research. It consists of 10 numbers. The students answer the question in questionnaire. It took 30 minutes to finish it.
2. The researcher collected the questionnaire.
3. The researcher analyzed the data.
4. The researcher gave the score based on the formula.
5. The researcher classified the answers based on the questions.
6. The researcher did the data and make conclusion.

E. Techniques of Data Analysis

The results of questionnaires were analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

(Sugiyono, 2014:136)

CHAPTER IV

FINDING AND DISSCUSSION

In this chapter, there were some important things to discuss, namely findings acquired from the research which cannot be separated by the respondent's help, and some discussion related to the findings. The findings present the result of data analysis collected through questionnaire to answer research question about what are the causal factors of using Buginese accent in speaking English at Third Semester Students of English Department of FKIP Unismuh Makassar. Concerning about this problem, some indicators were made in order to achieve the research objectives. The discussion deals with the interpretation of the findings in the research.

A. The Findings

The findings of this research deals with scoring classification of students' questionnaire. The aim of this study was to know the causal factors of using Buginese accent in speaking English students. The data from the questionnaire used formula in chapter 3 to know the percentages of the Buginese students' accent.

After conducting the research, the researcher obtained the data; the result of the questionnaire. The result present the interpretation as follow:

1. The analysis of Causal Factors of Bugis Accent in Speak English at the Third Semester Students in Muhammadiyah University of Makassar.

- a. Item 1

Tabel 4.1. English was difficult to use because I use Buginese Language every day, that is a factor which holding me in improve my English Language, especially facilities and infrastructure inadequate.

(Bahasa Inggris terasa sulit digunakan dikarenakan adanya Bahasa Bugis yang saya gunakan sehari-hari, merupakan faktor yang menghambat saya dalam meningkatkan Bahasa Inggris saya, terlebih sarana dan prasarana yang tidak memadai)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	15
2.	Agree	18	45
3.	Undecided	8	20
4.	Disagree	1	3
5.	Strongly Disagree	7	18
Total		40	100

Figure 4.1 Percentages of Students' Respond

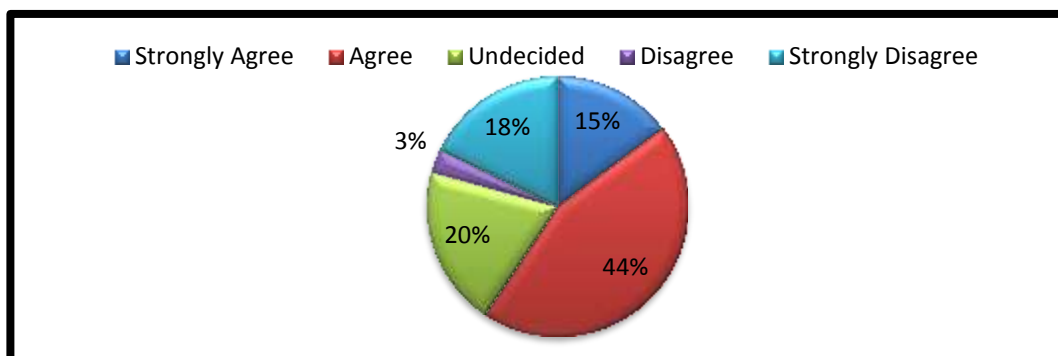


Table 4.1 showed that 18 students (45%) said “agree”, 8 students (20%) said “undecided”, 7 students (18%) said “strongly disagree”, 6 students (15%) said “strongly agree”, and 1 student (3%) said “disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were agree that English was difficult to use because they use Bugis Language every day, that is a factor which holding me in improve their English Language, especially facilities and infrastructure inadequate.

b. Item 2

Table 4.2. In learning English, I found some problems to speak in English especially in pronouncing the words.

(Dalam belajar bahasa Inggris, saya menemukan beberapa masalah untuk berbicara dalam bahasa Inggris terutama dalam mengucapkan kata-kata)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	9	23
2.	Agree	21	53
3.	Undecided	3	8
4.	Disagree	3	8
5.	Strongly Disagree	4	10

Total	40	100
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Figure 4.2 Percentages of Students' Respond

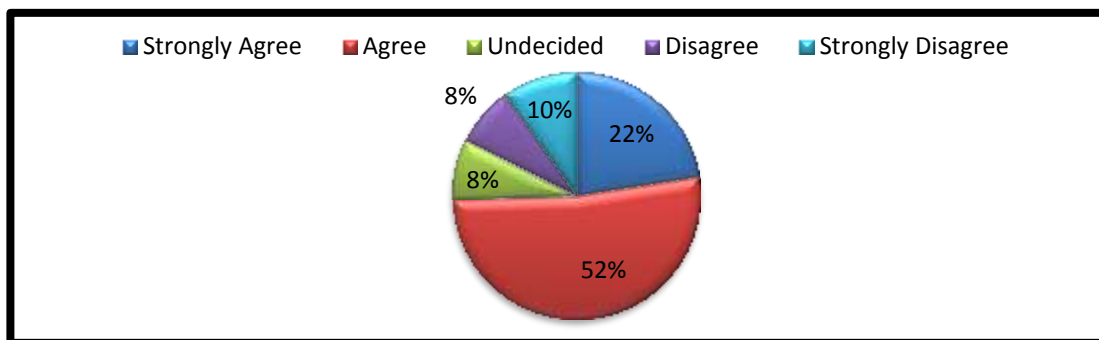


Table 4.2 showed that 21 students (53%) said “agree”, 9 students (23%) said “strongly agree”, 4 students (10%) said “strongly disagree”, 3 students (8%) said “undecided”, and 3 students (8%) said “disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were agree that in learning English, the students found some problems to speak in English especially in pronouncing the words.

c. Item 3

Table 4.3. My habit of using the local language is the factor that interference in using the English language.

(Kebiasaan saya menggunakan Bahasa Daerah merupakan faktor yang menghambat saya dalam menggunakan Bahasa Inggris)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	5
2.	Agree	3	8
3.	Undecided	9	23
4.	Disagree	8	20
5.	Strongly Disagree	18	45
Total		40	100

Figure 4.3 Percentages of Students' Respond

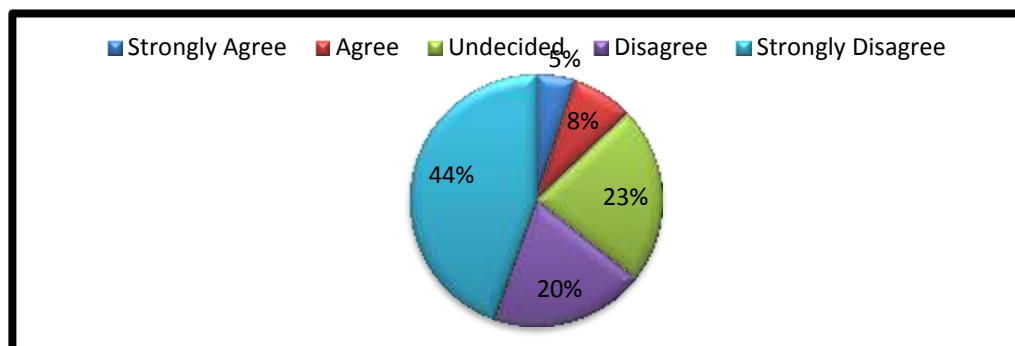


Table 4.3 showed that 18 students (45%) said “strongly disagree”, 9 students (23%) said “undecided”, 8 students (20%) said “disagree”, 3 students (8%) said “agree”, and 2 students (5%) said “strongly agree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were strongly disagree that their habit of using the local language is the factor that interference in using the English language.

d. Item 4

Table 4.4. Communicate using English inflict the pronunciation and accent are strongly influenced by regional languages that I have been mastered

(Berkomunikasi dalam bahasa Inggris menimbulkan lafal dan aksen yang sangat dipengaruhi oleh bahasa daerah yang sudah saya kuasai)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	20
2.	Agree	14	35
3.	Undecided	6	15
4.	Disagree	3	8
5.	Strongly Disagree	9	23
Total		40	100

Figure 4.4 Percentages of Students' Respond

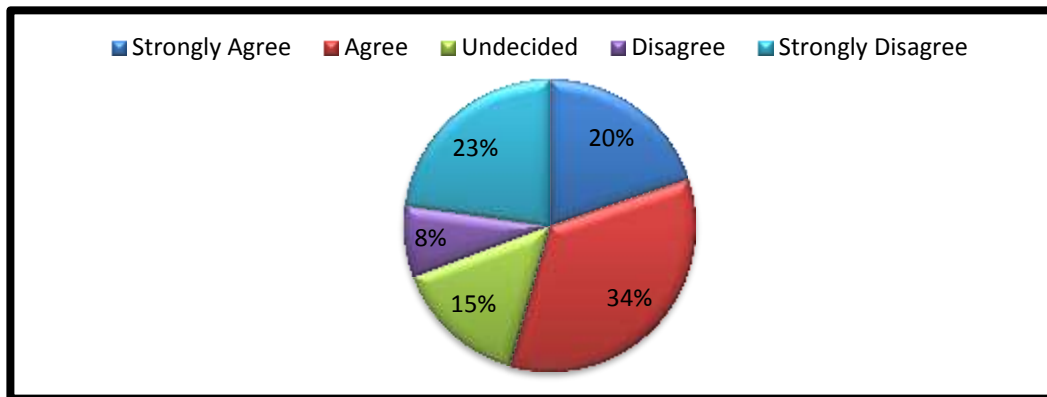


Table 4.4 showed that 14 students (35%) said “agree”, 9 students (23%) said “strongly disagree”, 8 students (20%) said “strongly agree”, 6 students (15%) said “undecided”, and 3 students (8%) said “disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University

of Makassar were agree that communicate using English inflict the pronunciation and accent are strongly influenced by regional language that the students have been mastered.

e. Item 5

Table 4.5. My first language is becoming interference to pronounce the word clearly and accurately

(Bahasa pertama saya mengganggu cara saya dalam mengucapkan kata dengan jelas dan akurat)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	10
2.	Agree	5	13
3.	Undecided	10	25
4.	Disagree	7	18
5.	Strongly Disagree	14	35
Total		40	100

4.5 Percentages of students' Respond

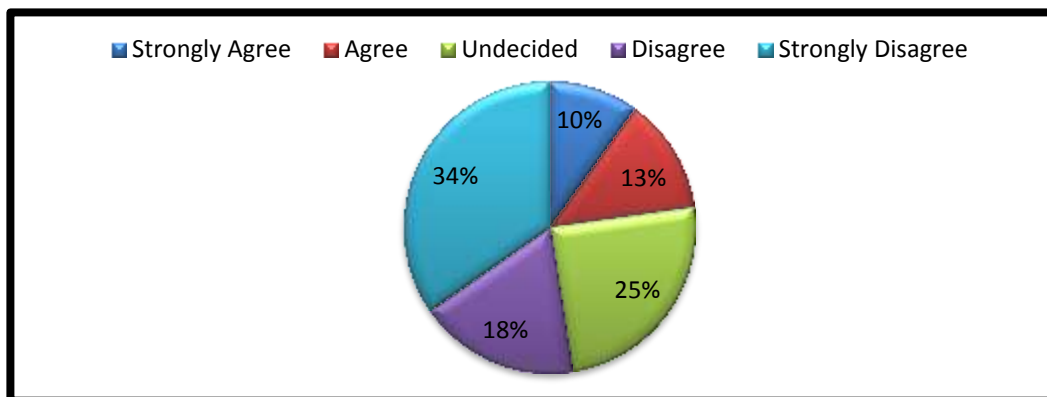


Table 4.5 showed that 14 students (35%) said “strongly disagree”, 10 students (25%) said “undecided”, 7 students (18%) said “disagree”, 5 students (13%) said “agree”, and 4 students (10%) said “strongly agree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were strongly agree that the first language is becoming interference to pronounce the word clearly and accurately.

f. Item 6

Table 4.6. Buginese accent naturally interference the use of the English language, particularly in pronouncing the words.

(Aksen Bugis secara alami mengganggu penggunaan Bahasa Inggris, terutama dalam mengucapkan kata-kata)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	7	18
2.	Agree	12	30
3.	Undecided	10	25
4.	Disagree	5	13
5.	Strongly Disagree	6	15
Total		40	100

Figure 4.6 Percentages of Students' Respond

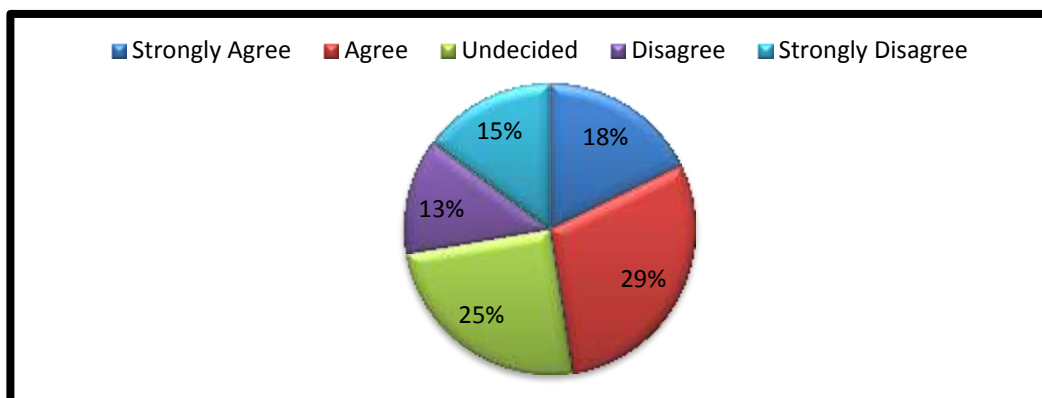


Table 4.6 showed that 12 students (30%) said “agree”, 10 students (25%) said “undecided”, 7 students (18%) said “strongly agree”, 5 students (13%) said “disagree”, and 6 students (15%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were strongly agree that Bugis accent naturally interference the use of the English language, particularly in pronouncing the words.

g. Item 7

Table 4.7. There are many differeces in the way I speak at University and the way I speak at home.

(Ada perbedaan dalam cara saya berbicara di kampus dan cara saya berbicara di rumah)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	10
2.	Agree	13	33
3.	Undecided	10	25
4.	Disagree	6	15
5.	Strongly Disagree	7	18
Total		40	100

Figure 4.7 Percentages of Students' Respond

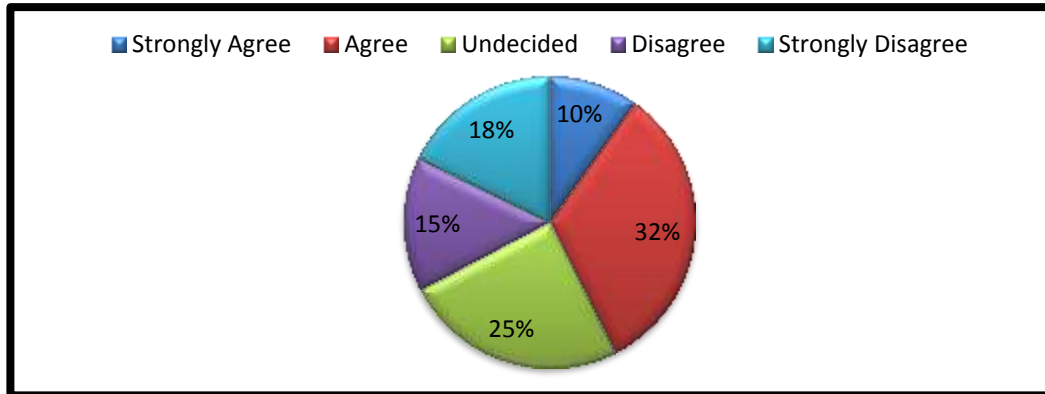


Table 4.7 showed that 13 students (33%) said “agree”, 10 students (25%) said “undecided”, 7 students (18%) said “strongly disagree”, 4 students (10%) said “strongly agree”, and 6 students (15%) said “disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were agree that there are any differences in the way they speak at collage and the way they speak at home.

h. Item 8

Table 4.8. I am lazy to speak in front of the class because I was afraid, my Buginese accent inflicted misunderstanding because the pronunciation and speech acts of my own region are different with my friend's region.
(Saya malas berbicara di kelas karena takut, aksen Bugis saya menimbulkan kesalahpahaman karena pengucapan dan tindak tutur saya berbeda dengan tindak tutur daerah teman saya)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	11	28

3.	Undecided	6	15
4.	Disagree	8	20
5.	Strongly Disagree	15	38
Total		40	100

Figure 4.8 Percentages of Students' Respond

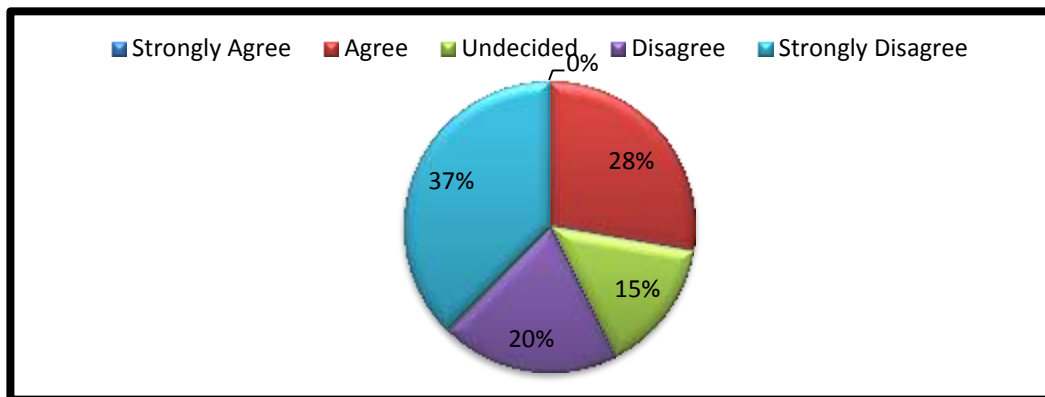


Table 4.8 showed that 15 students (38%) said “strongly disagree”, 11 students (28%) said “agree”, 8 students (20%) said “disagree”, 6 students (15%) said “undecided”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were strongly disagree that the students are lazy to

speak English in front of the class because the students was afraid, their Buginese accent inflicted misunderstanding because the pronunciation and speech acts of their region are different with their friends's region.

i. Item 9

Table 4.9. Environmental and infrastructure which support me in learning English, will makes me easier to practice English with the standard English accent.

(Lingkungan dan sarana yang mendukung saya dalam belajar bahasa Inggris, akan mempermudah saya berlatih Bahasa Inggris sesuai dengan aksen standar Bahasa Inggris)

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	19	48
2.	Agree	14	35
3.	Undecided	3	8
4.	Disagree	2	5
5.	Strongly Disagree	2	5
Total		40	100

Figure 4.9 Percentages of Students' Respond

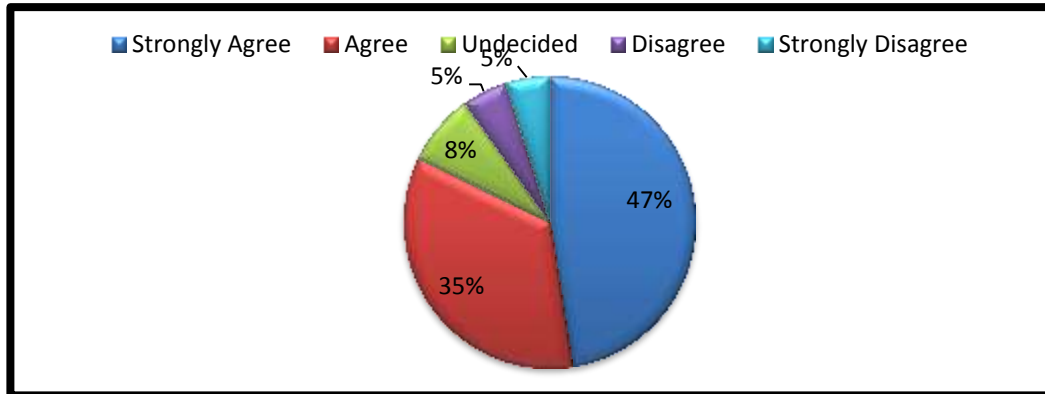


Table 4.9 showed that 19 students (48%) said “strongly disagree”, 14 students (35%) said “agree”, 3 students (8%) said “undecided”, 2 students (5%) said “disagree”, and 2 students (5%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were strongly agree that the environmental and infrastructure which support the students in learning English, will make them easier to practice English with the standard English accent.

j. Item 10

Table 4.10. I was only speaking in English while learning English in class. I am not able to speak English when I’m with my family, because my family only understand the local language and no one will understand what I mean.

(Saya hanya berbicara menggunakan Bahasa Inggris ketika belajar Bahasa Inggris di kelas saja. Saya tidak mampu menggunakan Bahasa Inggris ketika berada di lingkungan keluarga, karena keluarga saya hanya mengerti bahasa daerah dan tidak akan ada yang mengerti apa yang saya maksudkan)

No.	Opinion	Frequency	Percentage (%)

1.	Strongly Agree	15	38
2.	Agree	6	15
3.	Undecided	6	15
4.	Disagree	2	5
5.	Strongly Disagree	11	28
Total		40	100

Figure 4.10 Percentages of Students' Respond

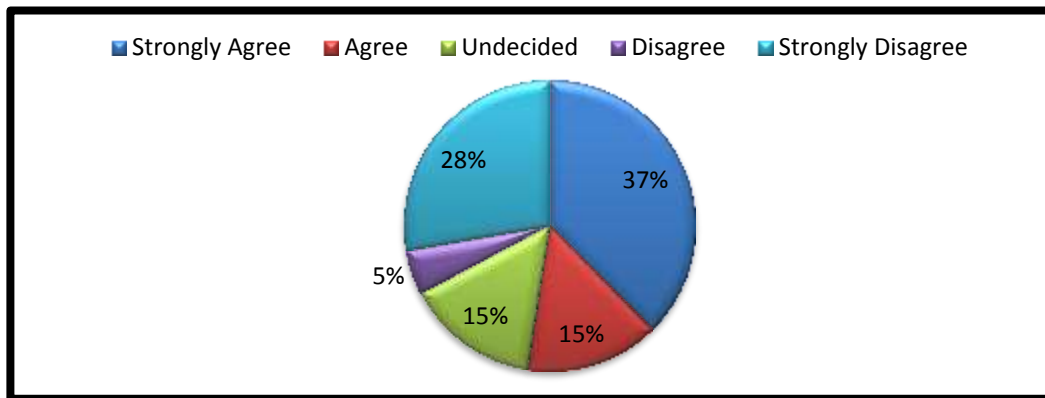


Table 4.10 showed that 15 students (38%) said “strongly agree”, 11 students (28%) said “strongly disagree”, 6 students (15%) said “agree”, 6 students (15%) said “undecided”, and 2 students (5%) said “disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were strongly agree that the students was only

speaking in English while learning English in class. They are not able to speak in English when they are with their family, because their family only understand the local language and no one will understand what they mean.

2. The Result Score of Students Questionnaire

From 40 students, total score of the questionnaire was 1233 and total number of the table were 10. So the mean score:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1233}{10}$$

$$X = 123,3$$

The calculating above shows that the mean score of the students perception of the causal factors of using of Buginese accent in speaking English was 123,3 it indicates that the students strongly agreed that there are some causal factor of students speak English with Bugis accent.

B. Discussion

In this part, the researcher explain about the causal factors of Bugis accent refers to the accuracy and the causal factors of Bugis accent refers to the fluency in speak English at the third semester students in Muhammadiyah University of Makassar

1. The Causal Factors of Bugis Accent in Speak English Refers to the Accuracy

As has been presented on findings, the result in questionnaire show that the dominant factors of the students become the aspect to identify the students interaction in the classroom. It can be seen from the elaboration result of questionnaire. Below were the detail answers of the research questions.

The analysis of causal factors of using Bugis accent in speak English refers to the accuracy, it shows that the students are strongly agree that English is difficult to use because the students in daily conversation, they always use their Bugis language or their mother tongue to communicate with their friends. It means that there are interference about family and environment when speak English because the students use the Bugis language in every day. In addition, Njeru (2013: 128-129) points out that in Kenya, most people from the rural area face dialect problems in speaking English because they grow up in the villages where only one language is used. It caused that there are many differences the way the students speak in university and the students speak at home. Based on the statement above reveals that the dominant Interferences of the students cause by the students habit in communicate used their own language.

Most of the students are agree that infrastructure is support the students in learning English. It will make the students easier to practice English with the standard of English accent. The mother tongue was interference the foreign language when they try to produce some words or sentences in foreign language because they didn't have any facilities or media

to help them in learning English. It means that if the students were not familiar with the language it makes students not interested and felt confused to speak about, had a high initiative and strong enthusiastic in learning. In terms, attract the attention of the students and willing to learn, and the most important one was the teacher could build a strong motivation for the students based on the Interferences and the factors of Bugis accent above.

2. The Causal Factors of Bugis Accent in Speak English Refers to the Fluency

The analysis of causal factors of Bugis accent in speak English refers to the fluency, it shows that the students are agree that in learning English, the students found some problem to speak in English especially pronouncing the words. It caused that there are the difference accent between Bugis and English. The students who have problems with speak English in the pronunciation said that they rarely use it to practice but it's only in their class. They are not able to speak English when they are with their family, because their family only understand the local language or the Bugis language and no one will understand what the students mean. It's mean that the students practice and learn English only when they are in the class or in the area that require to need to speak English.

Most of the students are agree that the students afraid to speak in front of the class because they have a problem to pronoun an English words and their friends will misunderstanding what they say. The students participated in the oral class and they were interference their speaking ability because they felt their first language was influence pronunciation and intonation in speaking English. The dominant Interferences of local dialect were the Interferences to the students speak in English specially in pronunciation aspect, Interferences to the students in stressing the right parts, and Interferences to the students pronounce the same pronunciation but different words. They have an errors when pronounce some English words, but it sounds good when they pronounce their local language words. It closes to the factor about the phonems 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 phonemes than English native speaker. 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.

The analysis of students' Interferences in communication and speaking revealed that the Interferences of communication by used mother tongue or Bugis language was good and had a positive impact on the students oral performance, to improve the students motivation to willing learn and to help

the teachers to increase the students self confidence through learn in any media and facilities it would be helpful to the students learn actively. Besides, it gave opportunity to the students to used the target language freely and it put the students in positions where they could practice the speaking skill, with whoever and wherever. Moreover, it allows students to made decision about how to express their problem in speaking ability, showed up the factors that interference the student to communicate in English then it would be helpful to got the solutions of students problem in speaking performance.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of this study. The first was the conclusion which based on the research findings and discussions. The second was suggestions which based on the conclusion purposed.

A. Conclusion

Based on the findings and discussion, it could be concluded that there were several points after doing some activities of data collection that become the causal factors of using Buginese accent in speak English students, as follows:

1. Causal Factors of Students Accuracy

Based on the findings, it's shows that the causal factors interference the accuracy are the students lack of practice, difficult to speak English because they use mother tongue in daily conversation, interference to speak English with family at home and using English with other friends or neighbor, and interference to develop their speaking skill because of they did not have any facilities and media to learn and practice their speaking.

2. Causal Factors of Students Fluency

The dominant interferences toward the students performance were the interferences to the speaking performance in the classroom who makes students more confident, the students who feels doing any mistakes when they are speak in English and their friends do not understand because they speak in English same as if they speak in Bugis accent, an errors when pronounce some English words, and the lack of students motivation in speaking and stressing any parts of the words.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggest as follows:

- a. To the Lecturer

The lecturer of speaking class of English Department at Muhammadiyah University of Makassar should consider of the students first language accent interference when they teach English conversation and support the students by attending to the way they pronounce the English word appropriately.

b. To the Students

The students should be more practice to produce the sounds with the appropriate stressing of English words and try to imitate the English native speakers by the media.

c. To the Next Researchers

The next researchers can use this thesis as an addition reference in causal factors of using business accent in speaking English students.

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APPENDIX I

NO	Statement	Choice of Answer
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RESEARCH INSTRUMENT

QUESTIONNAIRE

NAME :

CLASS :

Petunjuk :

- Isilah kolom yang disediakan dengan memberi tanda (√)
- Apabila ada yang tidak jelas, silahkan tanyakan kepada peneliti

		SA	A	UD	SDA	DA
1	<p>English was difficult to use because I use Buginese Language every day, that is a factor which holding me in improve my English Language, especially facilities and infrastructure inadequate.</p> <p>(Bahasa Inggris terasa sulit digunakan dikarenakan adanya Bahasa Bugis yang saya gunakan sehari-hari, merupakan faktor yang menghambat saya dalam meningkatkan Bahasa Inggris saya, terlebih sarana dan prasarana yang tidak memadai)</p>					
2	<p>In learning English, I found some problems to speak in English especially in pronouncing the words</p> <p>(Dalam belajar bahasa Inggris, saya menemukan beberapa masalah untuk berbicara dalam bahasa Inggris terutama dalam mengucapkan kata-kata)</p>					
3	<p>My habit of using the local language is the factor that interference in using the English language.</p> <p>(Kebiasaan saya menggunakan Bahasa Daerah merupakan faktor yang menghambat saya dalam menggunakan Bahasa Inggris)</p>					
4	<p>Communicate using English inflict the pronunciation and accent are strongly influenced by regional languages that I have been mastered.</p> <p>(Berkomunikasi dalam bahasa inggris menimbulkan lafal dan aksen yang sangat dipengaruhi oleh bahasa daerah yang sudah saya kuasai)</p>					

5	<p>My first language is becoming interference to pronounce the word clearly and accurately.</p> <p>(Bahasa pertama saya mengganggu cara saya dalam mengucapkan kata dengan jelas dan akurat)</p>					
6	<p>Buginese accent naturally interference the use of the English language, particularly in pronouncing the words.</p> <p>(Aksen Bugis secara alami mengganggu penggunaan Bahasa Inggris, terutama dalam mengucapkan kata-kata)</p>					
7	<p>There are many differences in the way I speak at collage and the way I speak at home.</p> <p>(Ada perbedaan dalam cara saya berbicara di kampus dan cara saya berbicara di rumah)</p>					
8	<p>I am lazy to speak in front of the class because I was afraid, my Buginese Accent inflicted misunderstanding because the pronunciation and speech acts of my own region are different with my friend's region.</p> <p>(Saya malas berbicara dikelas karena takut, aksen Bugis saya menimbulkan kesalahpahaman karena pengucapan dan tindak tutur saya berbeda dengan tindak tutur daerah teman saya)</p>					
9	<p>Environment and infrastructure which support me in learning English, will makes me easier to practice English with the standard English accent.</p> <p>(Lingkungan dan sarana yang mendukung saya dalam belajar bahasa inggris, akan mempermudah saya berlatih bahasa inggris sesuai dengan aksen standar Bahasa Inggris)</p>					

10	<p>I was only speaking in English while learning English in class. I am not able to speak in English when I'm with my family, because my family only understands the local language and no one will understand what I mean.</p> <p>(Saya hanya berbicara menggunakan Bahasa Inggris ketika belajar bahasa Inggris di kelas saja. Saya tidak mampu menggunakan Bahasa Inggris ketika berada di lingkungan keluarga, karena keluarga saya hanya mengerti bahasa daerah dan tidak akan ada yang mengerti apa yang saya maksudkan)</p>					
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Keterangan :

SA : Strongly Agree

SDA : Strongly Disagree

A : Agree

DA : Disagree

UD : Undecided

APPENDIX II

RESULT OF THE QUESTIONNAIRE

APPENDIX 1

LIST OF SAMPLE

No.	Name	Class
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1.	S.1	BG III.B
2.	S.2	BG III.B
3.	S.2	BG III.B
4.	S.4	BG III.B
5.	S.5	BG III.B
6.	S.6	BG III.B
7.	S.7	BG III.B
8.	S.8	BG III.B
9.	S.9	BG III.B
10.	S.10	BG III.B
11.	S.11	BG III.C
12.	S.12	BG III.C
13.	S.13	BG III.C
14.	S.14	BG III.C
15.	S.15	BG III.C
16.	S.16	BG III.C
17.	S.17	BG III.C
18.	S.18	BG III.C
19.	S.19	BG III.C
20.	S.20	BG III.C
21.	S.21	BG III.D
22.	S.22	BG III.D
23.	S.23	BG III.D
24.	S.24	BG III.D
25.	S.25	BG III.D
26.	S.26	BG III.D
27.	S.27	BG III.D
28.	S.28	BG III.D
29.	S.29	BG III.D
30.	S.30	BG III.D

31	S.31	BG. III.E
32	S.32	BG III.E
33	S.33	BG III.E
34	S.34	BG III.E
35	S.35	BG III.E
36	S.36	BG III.E
37	S.37	BG III.E
38	S.38	BG III.E
39	S.39	BG III.E
40	S.40	BG III.E

II. Analysis of Items in questionnaire

Statement	Opinion					Total
	Strongly Agree (SA)	Agree (AG)	Undecided (UD)	Strongly Disagree (SD)	Disagree (D)	
1	6	18	8	1	7	40
2	9	21	3	3	4	40
3	3	3	8	8	18	40
4	8	14	6	3	9	40
5	4	5	10	7	14	40
6	7	12	10	5	6	40
7	4	13	10	6	7	40
8	0	11	6	8	15	40
9	19	14	3	2	2	40
10	15	6	6	2	11	40

III. Analysis of Students' Respond

No.	Name of Sample	Opinion					Total
		Strongly Agree (SA)	Agree (AG)	Undecided (UD)	Strongly Disagree (SD)	Disagree (D)	
1	Student.1	1	2	2	3	2	10
2	Student.2	1	3	1	1	5	10
3	Student.3	1	3	1	1	4	10
4	Student.4	2	0	0	0	8	10
5	Student.5	2	1	3	0	4	10
6	Student.6	1	4	3	1	1	10
7	Student.7	1	3	5	0	1	10
8	Student.8	0	3	4	3	0	10
9	Student.9	0	4	5	1	0	10
10	Student.10	4	5	0	0	1	10
11	Student.11	1	3	1	2	3	10
12	Student.12	0	3	3	0	4	10
13	Student.13	0	3	0	2	5	10
14	Student.14	7	2	1	0	0	10
15	Student.15	2	1	3	1	3	10
16	Student.16	0	4	2	3	1	10
17	Student.17	4	0	1	0	5	10
18	Student.18	3	0	0	5	2	10
19	Student.19	3	0	0	5	2	10
20	Student.20	0	4	3	3	0	10
21	Student.21	1	5	2	0	2	10

22	Student.22	2	1	4	0	3	10
23	Student.23	2	3	3	1	1	10
24	Student.24	2	2	2	1	3	10
25	Student.25	3	5	0	0	2	10
26	Student.26	1	3	1	1	4	10
27	Student.27	2	6	0	1	1	10
28	Student.28	5	1	3	1	0	10
29	Student.29	1	4	3	2	0	10
30	Student.30	3	4	2	1	0	10
31	Student.31	3	2	0	2	2	10
32	Student.32	0	5	2	1	2	10
33	Student.33	1	0	1	1	7	10
34	Student.34	0	5	1	1	3	10
35	Student.35	2	4	0	0	4	10
36	Student.36	2	5	3	0	0	10
37	Student.37	2	2	2	2	2	10
38	Student.38	5	1	1	0	3	10
39	Student.39	0	7	0	0	3	10
40	Student.40	5	3	2	0	0	10

APPENDIX III

DOCUMENTATION







