

**THE INTERFERENCE OF STUDENTS'BUGINESELANGUAGE  
TOWARD THE ENGLISH SPEAKING SKILL**  
( *A Study at the English EducationDepartment of Makassar Muhammadiyah University* )



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar  
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Degree of Education in English Department*

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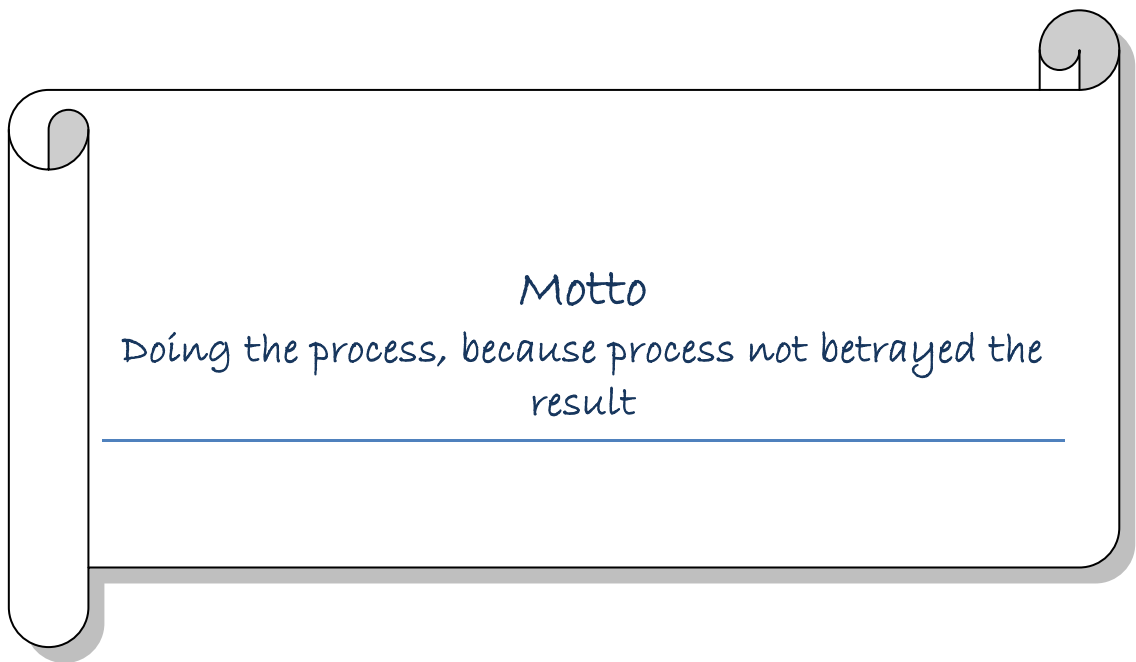
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**RINI ANGRIANI**



Motto

Doing the process, because process not betrayed the  
result

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I dedicate this thesis to my parents, my brothers,  
my friends, my fiancé then for all of my time and my  
parent's financial support. Thank you for supporting.

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## ABSTRACT

**Rini Angriani, 2017. *The Interference of Students' Buginese Language Toward the English Speaking Skill( A Study at the English Education Department of Makassar Muhammadiyah University )***, Supervised by H. M. Basri Dalle and Awalia Azis.

This research was aimed to reveal the Interference of students' Buginese language toward the English speaking skill of English Education department at Makassar Muhammadiyah University.

This research applied a descriptive method that had spent two weeks period of time for the data collection by using interview, record and describing places consisting 3 categories to be analyzed. The data was taken from 10 students by using purposive sampling technique of the Buginese students of English Educational department in order to find out of students' Buginese language toward the English speaking skill. The data obtained from the interview, record and describing places were analyzed into percentages.

The result of students' interview, record and describing places analysis showed that just a member of the students are interference of Buginese language. The variable had three variables and one indicator which was then defined operationally. The variable was Buginese language and the first variable was accent showed that the indicator was about the typical pronunciation that characterized a person, the indicator showed Buginese students to know interferences of students' Buginese language of their vocabularies. In other hand, the second variable was the indicator showed Buginese students to know interferences of students' Buginese language of their pronunciations. And, the third variable was the indicator showed Buginese students to know interferences of students' Buginese language of their grammatical form in speaking English.

**Keywords: Interference, Students' Buginese Language, English, Speaking, Makassar Muhammadiyah University.**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008). Many language learners regard speaking skills as the criteria for knowing a language. They define fluency as the ability to communicate with others much more than the ability to read and write. They regard speaking as the most important skill students acquire. Students assess their progress in terms of their accomplishments in spoken communication (Brown, et.al, 1983).

In Indonesia, there are many regions, cultures, and languages. A region has a dialect. Dialect is a variety of a language that signals where a person comes from. The notion is usually interpreting regional dialect and dialects of the same language distinguish by features of linguistic structure specifically morphology and syntax and vocabulary although some linguists include phonological features such as vowels, consonants, and intonation. There are criteria distinguish languages from dialect which languages are typically prestigious, official and written, whereas dialects are mostly speak, unofficial and look down upon. The linguists use the term dialect as a neutral term to refer to the systematic usage of a

group of speakers-those in a particular region or social class because everyone speaks a dialect-at least one (Rickford, 2002). According to sociolinguistics definition, the term dialect refers to varieties of the same language whose difference is on vocabularies, pronunciation and grammar, and is associate with a particular geographic region or social group (Ronald, 2010). Speaker dialect has been found to play an important role in learning English by learners of a second language (Schmidt.L.B, 2009).

However, the problems which are faced by Buginese students in learning English, they still could not know and understand well about it. The problems are caused by the differences of language features between Buginese and English language. Moreover there are two or more languages that are exactly same. The different features are like the vocabulary, sentences, grammatical rule, and etc. It also can cause the interference from Buginese and English language (Akbar, 2014). In order, the problems for a foreign language learner is that how to accurately utter the speech sound of a language and main purpose of speaking a language is to communicate with others. If we cannot utter the proper sound of a language, the message will not be understood and communication may even break down (Shuchi, 2013). Language learning refers to conscious knowledge of second language, knowing the rules, being aware of them, and being able to talk about them, furthermore, language learning is a process of understanding the language (Krashen, 1988: 10). From the demonstration above, the researcher interest to observe the issue about **“The Interference of Students’ Buginese Language Toward the English Speaking Skill”**. The researcher wants to describe whether

Buginese language can interfere the learners towards foreign language. The researcher thinks that the topic is really interesting to observe because it is not only noting the interference of Buginese Language but also noting the student's problems in learning English by using Buginese Language.

### **B. Research Question**

English is taking an important place in our education. But it is difficult to the students to learn based on Standard English. The Students face many problems because of different dialectal. Based on the previous background, the researcher formulates some research questions as follows:

1. What kind of interference are faced by Buginese students toward the English speaking skill?
2. What factors interfere Buginese students toward the English speaking skill?

### **C. Objectives of the Research**

Based on the research questions above, this research is conducted to describe as follow:

1. The kind of interference are faced by Buginese students toward the English speaking skill?
2. The factors interfere Buginese students toward the English speaking skill?

### **D. Significance of the Research**

The goal of the study is to find out kind of interference are faced by Buginese students and factors interfere Buginese students toward the English speaking skill at a college or a university. In order to analyze kind of interference



of students' Buginese language and to find out factors interfere Buginese students toward the English speaking skill.

#### **E. Scope of the Research**

The scope of this research is restricting the interference of students' Buginese toward the English Speaking Skill. The researcher describes the kind of interference faced by the students in speaking English by using Buginese Language (phonological interference) and also the factors that interference the students in Speaking English by using Buginese Language.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. A Contrastive Analysis

English, which is generally learnt by student in school, sometimes gives some difficulties to the students. The cause of this problem is because this language is the foreign language in this country. In order to help the student in learning foreign language, the linguist had developed Contrastive Analysis Approach. This approach lets the student to compare two languages, so they can describe clearly the similarities and the differences of the languages. According to Finegan (in Malomis 2008, p.6), contrastive analysis is a method of analyzing language for instructional purposes where a native language are target language and compared in order to clarify the points of differences that may cause difficulties for learner. So, in learning process the learner will be easier because in one case the learner learns their own language as target language. This situation will bring both of languages they learned into the same position that is target language. The foreign language will be seen in different way. It is not an unknown language but a familiar language because it has relationship with their local language. Hamid (in Pranowo 1996, p.42) also supported this concept who said that sometimes contrastive analysis is known as contrastive linguistics.

A systematic comparative study analyzing component wise the differences and similarities among languages was clearly recognized towards the end of 19th century and the beginning of 20th century, especially in Europe. The term

—Contrastive linguistics was suggested by Whorf, for comparative study which is giving emphasis on linguistic differences. Meanwhile contrastive linguistics has been redefined as —a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them” (Geethakumary, 2006).

The contrastive analysis emphasizes the influence of the mother tongue in learning a second language in phonological, morphological and syntactic levels. Examination of the differences between the first and second languages helps to predict the possible errors that can be made by L2 learners.

Contrastive analysis provides an objective and scientific base for second language teaching. While learning a second language, if the mother tongue of the learner and the target language both has significantly similar linguistic features on all the levels of their structures, there will not be much difficulty in learning the new language in a limited time. For knowing the significantly similar structures in both languages the first step to be adopted is that both languages should be analysed independently. After the independent analysis, to sort out the different features of the two languages, comparison of the two languages is necessary. From this analysis it is easy to make out that at different levels of structures of these two languages there are some features quite similar and some quite dissimilar.

According to the popular assumptions of the contrastive analysis, the structural similarities will lead to facilitation and differences will cause interferences in the context of second/foreign language learning situations. This is

however only a prediction and a partial understanding of the problems and prospects of a second/foreign language situation. The learner's problems are not always constrained to the predictions of a contrastive study. Teachers' competence, motivation and attitude of learners, teaching methods and instructional materials are the other variables that can significantly influence second/foreign language teaching. However, a contrastive grammar is highly useful for a motivated teacher and a learner for a more effective process of teaching and learning.

In this case, L1 to L2 influential of a word that be a language that have meaning. Here, assimilation has important role. It is one of the phonological processes. Kreidler (2004) "four different phonological processes: vowel reduction, vowel loss, consonant loss, and assimilation" (p.223). Assimilation is a situation when the speaker pronounces two close sounds more like each other. Birjandi and Nodoushan (2003) "Assimilation is when one sound is influenced and changed by a neighboring sound" (p.131). It is happened because generally the speakers always try to make some easier ways in speaking. McMahon (2002) "processes of assimilation like this involve two sounds close together in a word becoming closer together in terms of pronunciation, making life easier for the speaker unconsciously to get easier in speaking. This situation may be caused by the manner or the place of articulation of sound is too far from the sound that follows it. So the sound is changed into a sound which has a similar place or manner of articulation with the sound that follows it.

In South Sulawesi, people may develop bilingualism because most of people can speak by using Buginese language and Makassarese language, Buginese and Indonesian, Buginese and English, Makassarese and Indonesian, Makassarese and English, and others. There are even people who multilingual because they can speak Buginese and Makassarese as well as English, and so on. Negative transfer of Buginese and Makassarese towards pronouncing English sounds a lot going on. For example, if the Buginese speaker pronounces sound /θ/ /f/, /z/, /ʃ/, and so forth. The speakers pronounce word 'think' /θɪŋk/ become /tɪŋk/, 'of' /ɒv/ become /op/, 'all' /o:l/ become /al/, 'zoom' /zu:m/ become /sum/, shy /ʃaɪ/ become /sai/, and so forth.

In Buginese, when the native pronounces words “ *macenníngladde*” (too sweat) slowly, sound /ŋ/ in word “*macenníng*” will still be pronounced. However, when the speaker speaks fast the sound /ŋ/ will change into sound /l/. It shows an assimilation sound process.

## **B. Interference and Integration**

### **1. Interference**

In research on second language acquisition and language contact, the term interference refers to the influence of one language (or variety) on another in the speech of bilinguals who use both languages. "Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena." (Weinreich 1953: 1).

Nababan (1984), Interference is an error that occurs as a result of entrainment of speech habits of the mother tongue or dialect into a language or a second dialect. Similarly, Chaer and Agustina (1995: 168) argued that the interference is the norm of the deviation event one or more languages. To strengthen the understanding of interference terms, the following will be presented basic ideas of experts in the field of sociolinguistics that has defined this event.

Chaer opinion (1998:159) the interference was first used by Weinrich to mention the existence of a language system changes with respect to the contiguity of these languages with elements of other languages by the bilingual speakers. Interference refers to the existence of irregularities in the use of a language to include other language systems. Pieces of other languages clauses in a sentence other languages can also be regarded as interference events. Meanwhile, according to Hartman and Stonk in the Chair (1998:160) interference occurs as a result of entrainment of speech habits of the mother tongue or dialect into a language or a second dialect.

Interference is a symptom of the biggest changes, the most important and dominant in language development. In the language of a large, rich vocabulary such as English and Arabic too, in its development cannot be separated from interference, particularly with respect to the vocabulary of cultural and natural environments donor language. Symptoms of interference from one language to another language are difficult to avoid. The occurrence of symptoms is also not free from the interference behavior of speakers of the recipient. There are two types of interferences with second language acquisition:

## **1.1 Interlingual Error**

Interference, language transfer, and cross-linguistic interference are also known as interlingual errors. Lado (1964) said Interference (negative transfer) is negative influence of the mother tongue (L1) on the performance of the target language (L2). Interlingual errors are the result of language transfer, which is caused by learner's first language. If the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual. Most of the learners' errors in the second language result primarily from the learner's assumption that the second language forms are similar to the native language. Another researcher is Al-Khresheh (2010). He suggested that interlingual errors is committed by literal translation.

- a. Transfer Error: error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.
- b. Mother tongue Interference: errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.
- c. Literal Translation: errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word.

## **1.2 Intralingual Error**

Interference from the student's own language is not the only reason for committing errors. Students may make mistake in the target language, since they

do not know the target language very well, they have difficulties in using it. Richard (1974: 6) states, intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language.

Richard (1974: 120) classifies the intralingual error into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

- a. Overgeneralization: it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1984) cites the example of forming plural by adding “s” to even irregular plurals, also generalizing the “-ed” past form.
- b. Ignorance of Rule Restrictions: James (1998: 63) that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the rote learning of rules.
- c. Incomplete Application of the Rules: This error may occur when learner fails to apply the rules completely due to the stimulus sentence.
- d. False Concept Hypothesized: Learners’ faulty understanding of distinctions of target language items leads to false conceptualization. Learners’ faulty understanding of distinctions of target language items leads to false concept hypothesized.



Interference may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical (Berthold, Mangubhai&Batorowicz, 1997). Berthold et al (1997) define **phonological interference** as items including foreign accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second. **Grammatical interference** is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood. **Lexical Interference** provides for the borrowing of words from one language and converting them to sound more natural in another and orthographic interference includes the spelling of one language altering another.

The most common source of error is in the process of learning a foreign language, where the native tongue interferes and includes Interlingual Error; but interference may occur in the other contact situations (as in multilingualism).In learning L1 certain habits of perceiving and performing have to be established and the old habits tend to intrude and interfere with the learning, so that the students may speak L2 (or FL) with the intonation of his L1 or the word order of his L1 and so on and phonological interference influence in producing sounds of L1 to L2 .

## **2. Integration**

Integration is a language with elements of a loan, use, and is considered to have become citizens of that language. Acceptance of other language elements in a specific language to be the status of integration takes time and a relatively long stage. Indonesian society is a society that bilingual (bilingual), thus there was the

language of the bilingual or even multi-linguist. Mastery of two languages or more by a language speakers was an impact, that is transfer of the elements of language, both positive transfer and negative transfer. Negative transfer would give birth to interference, while the positive transfer result in the integration of the two languages that are advantageous because the absorption of elements of a language that can integrate with the systems absorbing language.

### 3. Positive and Negative Transfer of a Language

Language Transfer is the effect of one language on the learning of another. Two types of language transfer may occur, positive and negative transfer.

- a. **Positive transfer**( also known as **integration**) is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. For example, both French and English have the word *table*, which can have the same meaning in both languages.
- b. **Negative transfer**, (also known as **interference**, linguistic interference, cross-linguistic interference), is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language. It is the effect of the learners' first language on their production of the language they are learning. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. It is most often discussed as a source of errors (negative transfer).

## **C. The Role of Speaking**

### **1. Theory of Speaking**

#### **a. Definition of Speaking**

Boonkit. K. (2010) Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, how to increase speaking competence and confidence for undergraduate students tends to be a crucial question among instructors. This concern led to a qualitative research design as an action study in a regular course employing a task-based approach. The findings indicated that confidence, creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

#### **b. Style of Speaking**

Richards (2008) An important dimension of conversation is 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 in 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 styles reflect perceptions 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, et.al (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

## **2. Theory of Buginese Language**

### **a. Buginese Language**

Mattulada (1982) The population 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 Makassar. Four major ethnic groups make up what may be called the original population of South Sulawesi: they are the Buginese, the Makassarese, the Torajanese and the Mandarese, Each of these ethnic groups has its own language, Buginese, Makassarese, Torajanese and Mandarese. Bugis people are bilingual.

Mahmud (2005) 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.

### **b. Accent**

Behravan (2012) Accents are defined as varieties in pronunciations of a certain language and refers to the sounds that exists in a person's language.

Therefore, everybody has an accent. Generally, accents differ in two subjects, phonetic and phonological. When accents differ in phonetic, there are same set of phonemes in both accents, but some of these phonemes are realized differently. For example, the phoneme 'e' in dress is pronounced as 'ɜ' in England, and 'e' in Wales. Another example, the phoneme 'u' in strut is pronounced as 'ʊ' in England, and 'U' in Wales. Differences in stress and intonation are also refer to phonetic category. On the other hand, phonological refers to those accents which have different number of phonemes from another and often the identity of phonemes are also different. Examples are made or waste which are pronounced as 'e' I in England and as 'e:' in Wales.

### **c. Language Change in Bugis Society**

Mahmud (2005) 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 expressions.

In other words, the Indonesian used here is influenced by the local Bugis dialect and is specifically used in South Sulawesi. This can be easily recognized by the use of Bugis affixes 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.

#### **d. The Effects of a First Language in Learning the Second Language**

Corder (1967) observed that when people are learning a second language, they already have a first language. He also realized that the rules they have learned and understood in the first language are used in the second language. As a result, people form a habit of using the rules of the first language in the second language and therefore make errors.

Butzkamm, (2007). As such the effects of first language on learning second language are often experienced in both the written and spoken languages. These effects are related to pronunciation, spelling and grammar. Presently most educational systems are using mother tongue as the medium of language teaching especially in lower primary schools in the rural areas. There is an argument that pupils learn English more quickly and effectively by maintaining their proficiency in the mother tongue.

#### **e. What Functions does English Serve in Indonesia?**

Crystal. et.al. (2003). The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture.

Crystal (2003: 86), for example, suggests that English importance in particular because of the extent of the role it plays in the following areas:

Economics and business: The USA's position as the world's number one economy exerts a pull on global business. Organizations which wish to do enter the international market are not likely to be able to do so without using English. The tourist industry in particular is dependent on English, but any multinational business with international offices must have staffs who can work in English.

- a) International relations: English is one of the official languages of the United Nations and other key international bodies. Diplomats may learn a number of languages during their careers, but when it proves impossible to learn the language of a country, then English may be used as a lingua franca.
- b) The media – the world of current information and popular culture: A significant proportion (57%) of the world's newspapers are published in countries where English has a special status.
- c) Education: A large proportion of the scientific papers published in all subjects are in English. English is also increasingly used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. English is also taught widely as a foreign language for students intending either further study in an English speaking country or as a requirement for employment.
- d) Communications: Much of the world's communications are done in English. 80% of the world's electronically stored information is in English. Although the internet can now handle a variety of languages and

non Roman scripts it is difficult to envisage being able to make the maximum use of the resources on line without a good knowledge of English.

#### **f. Language as Social Practice**

Shohamy (2007:5) states that an understanding of language as ‘open, dynamic, energetic, constantly evolving and personal’ encompasses the rich complexities of communication. This expanded view of language also makes educational experience more engaging for students. Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate.

Svalberg (2007) defines language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This

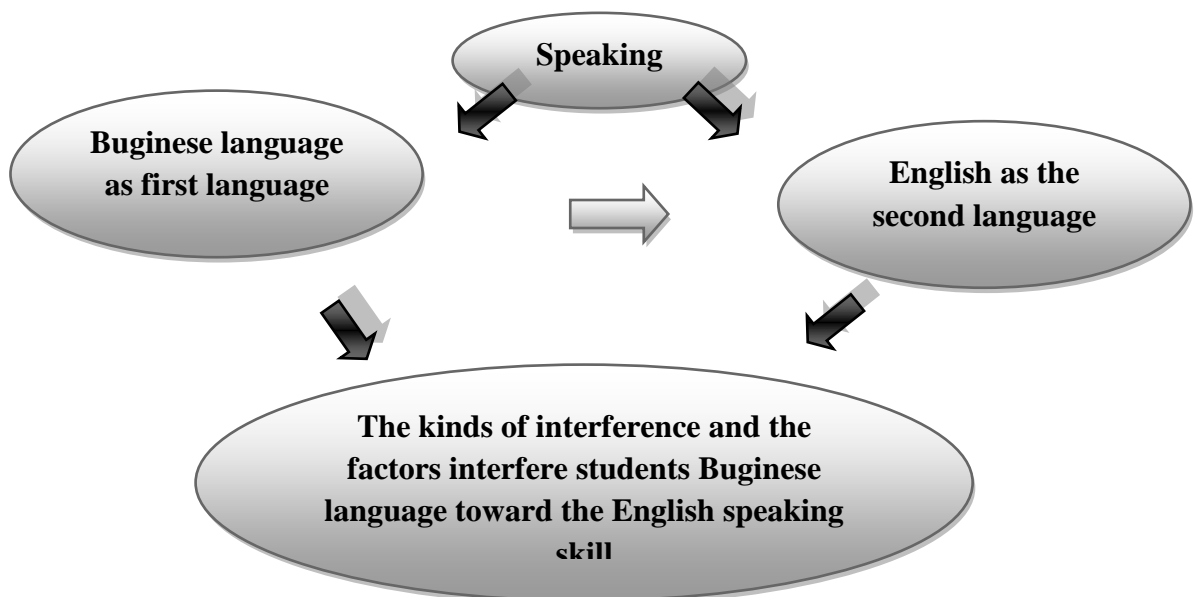


requires the development of awareness of the nature of language and its impact on the world.

#### **D. Conceptual Framework**

Tantri (2013) In Indonesia, English is taught and learned as a foreign language. However, the perception towards English is that the learning English means learning western cultures. Looking at English as a global language and its local increasing varieties across the globe, this article attempts to find out the role of culture in teaching and learning of EFL and the consideration of these for Indonesian English teachers to teach cultural conceptualizations from diverse English varieties.

Conceptual framework underline in this research is the following:



The conceptual framework above describes the research which will be conducted by the researcher. This research is descriptive research which will describe about speaking skill by using local dialect and the interference of local dialect commonly used by the English students in speaking, the factors of local dialect to English students in learning English specifically in speaking, as the result researcher will be present how is the problem of speaking English by using local dialect (L1) of Buginese.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The method used in this research was a qualitative descriptive method which a qualitative method is usually conducted to gain an understanding of a situation, qualitative descriptive method tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Thus, there was no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon.

#### **B. Research Variable and Indicator**

This research used one variable; the variable of this research was students' Buginese in learning English Language at Makassar Muhammadiyah University. There was an aspect that based on the local dialect including pronunciation (accent), and based on the scope of the research, the research restricted to examine the accent aspects including what kinds of interference and the factors which interfered the language.

## **C. Population and Sample**

### **1. Population**

The population consisted of the Buginese students at English Department of Makassar Muhammadiyah University.

### **2. Sample**

The researcher used a purposive sampling as the technique for selecting sampling. Purposive sampling, one of the most common sampling strategies, groups participants according to preselected criteria relevant to a particular research instrument. Based on the criterion of purposive sampling the researcher decides number of sampling of this research will 10 participants. These 10 students will take as subjects based on the criterion; the students who comes from Bugis and using Buginese language as mother tongue and as daily communication.

## **D. Research Instrument**

The instruments that the researcher had applies in this research were:

### **1. Interview**

Interview was meant to find out further information about the Students' Dialect specifically Buginese and identity of the students, also find out the problem of students in their own Buginese language toward the English speaking skill. Before an interview takes place, interviewer had to inform about the study details and given assurance about ethical principles.

## **2. Record**

The researcher does recording during collecting the data from the participants by using the audio-visual recorder device to avoid the loss of data needed, the researcher had recorded the process recording, which constituted a scientific record of the experience for future reference.

## **3. Describe**

To describe was to giving explanation about something, such as places, things, and etc. Describe is meant to find out the problem of the students language specifically Buginese Language, and also find out the problem of students in English classroom by using their own their accent of Buginese language and the interference of local dialect in EFL. Before describing takes place, the researcher should be inform about the study details and given assurance about ethical principles. The researcher use 5topics to describe by the studentasatool in research.

## **E. Data Collection**

Data were the empirical substance or fact that had been gathered from the samples or subjects are resources of information. The qualitative data are those in the forms of words, phrases, clauses, sentences, expressions, texts, etc. These types of data need a non-statistical approach. The quantitative data are those in the form of scores, percentages, numbers, numeric accounts, etc. These types of data need a statistical approach. In this research, the qualitative data is the type of data that the way to collecting data. And also, internal as a source of research, because internal data are those derived from inside of the organization/ institution/

person, etc. the primary data and cross sectional were method and time of this research. Qualitative research approach relies heavily on the observations, record and Interview. The writer applied observation and interview this research by doing these following procedures:

1. The researcher meets the students to know the schedule.
2. The researcher observes with interview the participants in as the first step to get the data.
3. The researcher recorded the observation using audio visual and observation notes.
4. Actively observed, attending to details one wanted to record.
5. The researcher explains about the topics or pictures that wants to describe by the participant.
6. The describing section was held after the data from participant observation and record by notes of observation is identified. The choice of the topics or pictures directed to the English students and focus to the students' problems in using the Buginese language.

#### **F. Technique of Data Analysis**

Researcher needs to take data from the speaking/ record and describing something such as places, things, and etc (to written form for analysis. Typically this is handled through identifying the participants and transcribing the data, and is consider the first step in analysis). The data obtain from interview, recording, describing with contrastive analysis by interlingual procedure indicating

Pronunciation as Phonological Interference of Buginese students when speaking English. To analyze the research data, the researcher apply interlingual to contrastive analysis of two languages to measure some different thing such as the aspect of Buginese language namely accent including pronunciation (Phonological Interference).

#### **CHAPTER IV**

#### **FINDINGS AND DISCUSSION**

In this chapter, there will be some important things to be discussed, 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 interview and describe places with recording to answer research problem about the interference of students' Buginese Language toward the English speaking skill and the discussion deals with the description of findings in the research. Concerning about this problem, some indicators were made in order to achieve the research objectives. Those indicators were then defined operationally in order to have as clear measurements.

The indicator was typical pronunciation (accent/sound) and based on the scope of the research, the research restricted to examine the accent aspects including what kind of interference & the factors which interference the language. The indicators will be the basis in order to measure the students' Buginese language, as a variable.

The following section consist some data acquired from the observation. The first is findings, where the audiences can encounter reliable data of the research. The second will be discussion, where some prepositions related to the findings are discussed.

## **A. Findings**

The findings of this research deals with classification interference of Buginese students. The aim of this study was to know the interferences of



students' Buginese language toward the English speaking skill. The data from the interview, record, and describe used explanation in chapter 3 to know the classification of the interferences students' Buginese language in phonological Interference there are two categories, those are: Change of English Vowel and Change of English Consonant.

**1. Kind of interference faced by Buginese students toward English Speaking skill (Phonological Interference).**

From the 10 students, the researcher found that there is 43 kinds manner of articulation that the students made when they produced English sounds, consist of 30 vowels and 13 consonants.

Table a.1 Change of English Vowel

No.	English Vowel	Change (Buginese Language)	Words
1.	/ɒ/ open back rounded vowel	/ɔ/ open-mid back rounded vowel	for, fort
		/a/ open-low front unfounded vowel	was
2.	/ɪ/ near-close near-front unrounded vowel	/e/ close-mid front unrounded vowel	design, tip, exactly
		/ɒ/ open back rounded vowel	typical
		/ʌ/ open-mid back unrounded vowel	characterize
		/a/ open-low front unfounded vowel	character
3.	/ə/ mid central vowel	/e/ close-mid front unrounded vowel	science, a, government,
		/u/ close back rounded vowel	success
		/ɒ/ open back rounded vowel	history
		/ɔ/ open-mid back rounded vowel	history
4.	/ɔ/ open-mid back	/a/ open-low front unfounded	flower

	rounded vowel	vowel	
		/e/ short unround mid front vowel	also
		/ə/ mid central vowel	from, developed
5.	/æ/ Near-open front unrounded vowel	/e/ close-mid front unrounded vowel	palace, embankment, have, that, land
		/a/ open-low front unrounded vowel	exactly
6.	/ɑ/ open back unrounded vowel	/ə/ mid central vowel	large
7.	/e/ close-mid front unrounded vowel	/ʌ/ open-mid back unrounded vowel	down, and, difficult, straits
		/i:/ long unround high front vowel	red, greatness, met, following
		/ɔ/ open-mid back rounded vowel	following
		/i/ short unround high front vowel	colonization, organization
		/ə/ mid central vowel	the
8.	/ʌ/ open-mid back unrounded vowel	/u/ close back rounded vowel	dutch
		/ɔ/ open-mid back rounded vowel	governments, one
9.	/a/ open-low front unrounded vowel	/ɔ/ open-mid back rounded vowel	down, now, founded, about
		/e/ close-mid front unrounded vowel	dating, quiet, qualified, island, characterize
10.	/i:/ long unround high front vowel	/e:/ long unround mid front vowel	disappear
		/ɜ:/ long unrounded open-mid central vowel	heart
11.	/ɜ:/ long unrounded open-mid central vowel	/i:/ long unround high front vowel	first
		/u:/ long round high back vowel	turn
12.	/u:/ long round high back vowel	/ɔ:/ long round open-mid back vowel	huge

The most frequent errors of modification vowel sounds that the Buginese students made are the change of near-close near-front unrounded vowel /ɪ/ to mid-central vowel /ə/, close-mid front unrounded vowel /e/, open-mid back unrounded vowel /ʌ/, and open-low front unrounded vowel /a/. Then, mid-central vowel /ə/

change to close-mid front unrounded vowel /e/, close back rounded vowel /u/, pen back rounded vowel /ɒ/, and open-mid back rounded vowel /ɔ/.

Table b.1 Change of English Consonant

No.	English Consonant	Change (Buginese Language)	Words
1.	/ʒ/ voiced palato alveolar fricatives	/s/ voiceless alveolar fricative	usual
2.	/ʃ/ voiceless palato-alveolar fricative	/s/ voiceless alveolar fricative	officially
		/tʃ/ voiceless palatal affricatives	reconstruction, sharp
3.	/θ/ voiceless dental fricatives	/t/ voiceless alveolar plosive	south
4.	/t/ voiceless alveolar plosive	/θ/ voiceless dental fricatives	commemorate
5.	/dʒ/ voiced palatal affricatives	/g/ voiced velar plosive	regency, strategic, postgraduate, obliges
6.	/n/ alveolar nasal	/ŋ/ voiced velar nasal	fountain, regency
7.	/v/ voiced labiodental fricatives	/f/ Voiceless labiodental fricatives	very, live, development, captivated, over, have, government, visit, five, variety, attractive, evening, every, even, view, serves, service, university, private, variation, elevators, vehicle, travel, visitor, diverse
8.	/tʃ/ voiceless palatal affricatives	/t/ voiceless alveolar plosive	Stretched
		/s/ voiceless alveolar fricative	beaches, such
		/k/ voiceless velar plosive	such, chapters, technique
9.	/z/ voiced alveolar fricative	/s/ voiceless alveolar fricative	this, as, used, has, these
10.	/m/ voiced alveolar nasal	/n/ alveolar nasal	Complex

The most frequent errors of change consonant sound that the Buginese students made is the change of voiceless palatal affricatives /tʃ/ to voiceless alveolar plosive /t/, voiceless alveolar fricative /s/, and voiceless velar plosive /k/.

The phonological interference describes that Buginese students feel difficult to pronounce the sounds in English clearly. The phonological interference based on the data observation data above concludes that interferences of the students' Buginese language are the interferences of the students when they speak in English, such as the sounds of English words are not passed in their Buginese. Thus, they transfer (negative) their sounds into English.

## **2. Factors Interfere Buginese students toward the English Speaking skill**

There are three factors that interfere Buginese students in Speaking skill:

### **a. Family**

Based on the interview of the Buginese student, the researcher take the data as procedure or research method in the chapter 3. Buginese student used Buginese as their language of L1 (mother tongue) less than 75% in their family. Although, Indonesian people are the bilingualism where learnt more than one language. In Indonesia, there are many regions, cultures, and also languages. Indonesian people has one language as their communication each other where they are come from. So, for Buginese students the first language of them is Buginese language.

### **b. Social Environment**

That we know before in previous family in the interview, Buginese student less used the Buginese in their social environment like in the family. If in average, only 15% used Buginese language.

c. School, College, University (Education Institutions)

Specifically in Makassar Muhammadiyah University where researcher take the data of Buginese students, many Buginese student used Indonesian language when speak with each other. Here, only 10 % used Buginese language in the College Environment.

For the conclusion of the factors interfere Buginese student toward the English speaking skill is very significant. The big problem is in Buginese language at language in their family where 75% used more than Indonesian language. So, the researcher can describes that Buginese language has effect to produce English language by Buginese students when student speaking English.

## **Discussion**

As has been presented on findings, the result in observation with interview, record and describing places show that interferences of the students become the aspect to identify the students' interferences of two classification in the phonological interference.

Based on the data analysis collected through interview, record and describing places, it was found that the problems of the students Buginese language with the statements about the Interference students' Buginese language toward the English speaking skill in phonological interference. The researcher

become to know the phonological interferences of students' Buginese language for those categories. The analysis of the phonological interference based on the data observation above change of English vowel in pronunciation (sound). Phonological interference is common type of interference, its most prominent manifestation being a "foreign accent". The result shows in the class through interview identity personal and interview Buginese language and Indonesia language in the family, social environment, and college or school. The most frequent errors of change vowel sounds that the Buginese students made are the change of near-close near-front unrounded vowel /ɪ/ to mid-central vowel /ə/, close-mid front unrounded vowel /e/, open-mid back unrounded vowel /ʌ/, and open-low front unrounded vowel /a/. Then, mid-central vowel /ə/ change to close-mid front unrounded vowel /e/, close back rounded vowel /u/, pen back rounded vowel /ɒ/, and open-mid back rounded vowel /ɔ/. And for the most frequent errors of change consonant sound that the Buginese students made is the change of voiceless palatal affricatives /tʃ/ to voiceless alveolar plosive /t/, voiceless alveolar fricative /s/, and voiceless velar plosive /k/. So, the respondents prefer to the learn English in any media to more learn the sounds of English specifically in pronunciation.

Most of students usually use online media like youtube channel, listen or read news, songs, or record their voice to know and improve skill of their English speaking skill to know change sound of English words between vowel and consonant and also can motivate the another students to learn English even if they

were interference of students' Buginese language but students trusted, they can learn more about sounds in English.

## **CHAPTER V**

## CONCLUSIONS AND SUGGESTIONS

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

### A. Conclusion

For the Buginese students made some errors on pronouncing English sounds. It was found that there are 43 kinds of similar articulation mistakes made by both Buginese. It consists of 30 vowels and 13 consonants.

Here, the students may realize that English sounds and their L1 sounds must be distinguished when they speak in foreign language. Some of the students have known about the rules but sometimes they forgot to applied it when produced the English sounds. It might be because the interference of L1, the limitation of memory, psychological problem, and or do not understand the material of the subject. Interference of students' Buginese language in Phonological Interference

Based on the research findings, it shows that interference toward the students oral production were the interferences to pronounce the word (sound), interferences to the stressing any parts of the word when speak English. Based on Buginese language that is used in the family, social environment, and college or school.

The analysis of Interferences of students' Buginese language toward the English speaking skill in communication w 35 categories by used Buginese



language. Try to learn English without contaminated with their first language, it will be helpful to the students learn actively and can handle the interference of buginese language toward the English speaking skill in the family, social environment, and college or school. Besides, it gives opportunity to the students to use the target language freely and its put the students in positions where they can practice the speaking skill, with whoever and wherever. Moreover, it allows students to make decision about how to express their problem in speaking ability, show up the factors that interference the student to communicate in English then it will be helpful to got the solutions of students problem in speaking performance.

## **B. Suggestion**

On the basis of the present research findings, the researcher suggestes as follows:

1. In learning English, the students need to see first the willingness in speaking English and see the case that interference of speaking English by using Buginese language and learn to pronounce English word clearly.
2. In learning process, the lecturer need to create the enjoyable and interesting situation in order to get more attention in learning because when the students can enjoy the situation,they will be easy to receive, learn and express themselves in speaking.
3. In the social environment, students need to learn English with their environment. They can learn with friends, follow learning

club for be a good English speaker and any media not only learn using lecturer's text books, learning clubs, and others media.

4. In the college or school, the lecturer has a role to provide some meaningful opportunities for students to communicate in learning process, especially, those who face problems in expressing themselves in the target language.

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## **APPENDICES**

Appendix 1 : List of Sample

Appendix 2 : Research Control

Appendix 3 : Interview of Sample

Appendix 4 : Documentation

APPENDIX 1

**LIST OF SAMPLE**

No.	Name	Class
1.	S.1	BG III.B
2.	S.2	BG III.B
3.	S.2	BG III.B
4.	S.4	BG III.A
5.	S.5	BG III.A
6.	S.6	BG III.A
7.	S.7	BG III.A
8.	S.8	BG III.A
9.	S.9	BG III.A
10.	S.10	BG III.A

APPENDIX 2

**R  
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## APPENDIX 3

### INTERVIEW OF SAMPLE

1. Name : IrmayantiKusuma  
Age : 19 years  
Class/Semester : 3.B  
Ethnicity/Region : Barru  
Language  
a. Family  
a) Buginese : 1 2 3 **4** 5  
b) Indonesia : 1 2 3 **4** 5  
b. Social environment  
a) Buginese : 1 2 **3** 4 5  
b) Indonesia : 1 2 **3** 4 5  
c. School, College, University (Educational Institution)  
a) Buginese : 1 2 **3** 4 5  
b) Indonesia : 1 2 **3** 4 5
  
2. Name : NihlahQalbi  
Age : 18 Years  
Class/Semester : 3.B  
Ethnicity/Region : Bone  
Language  
a. Family  
a) Buginese : 1 2 3 **4** 5  
b) Indonesia : 1 2 **3** 4 5  
b. Social environment  
a) Buginese : 1 2 3 **4** 5  
b) Indonesia : 1 2 3 **4** 5  
c. School, College, University (Educational Institution)

a) Buginese : 1 2 **3** 4 5

b) Indonesia : 1 2 **3** 4 5

3. Name : BasseArma

Age : 18 Years

Class/Semester : 3.B

Ethnicity/Region : Wajo

Language

a. Family

a) Buginese : 1 2 **3 4** 5

b) Indonesia : 1 2 **3** 4 5

b. Social environment

a) Buginese : 1 2 3 **4** 5

b) Indonesia : 1 2 **3 4** 5

c. School, College, University (Educational Institution)

a) Buginese : 1 2 **3** 4 5

b) Indonesia : 1 2 3 **4 5**

4. Name : Rahmawati

Age : 23 Years

Class/Semester : 3.A

Ethnicity/Region : Barru

Language

a. Family

a) Buginese : 1 2 3 **4** 5

b) Indonesia : 1 2 **3** 4 5

b. Social environment

a) Buginese : 1 2 3 **4** 5

b) Indonesia : 1 **2 3** 4 5

c. School, College, University (Educational Institution)

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 **3** 4 5

5. Name : Debi Hikmayani

Age : 19 Years

Class/Semester : 3.A

Ethnicity/Region : Barru

Language

a. Family

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 **3** 4 5

b. Social environment

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 2 **3** 4 5

c. School, College, University (Educational Institution)

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 **3** 4 5

6. Name : PutriRezkita

Age : 19 Years

Class/Semester : 3.A

Ethnicity/Region : Soppeng

Language

a. Family

a) Buginese :1 2 3 4 **5**

b) Indonesia :1 2 **3** 4 5

b. Social environment

a) Buginese :1 2 3 4 **5**

b) Indonesia :1 2 **3** 4 5

c. School, College, University (Educational Institution)

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 3 **4** 5

7. Name : Linda Purwati

Age : 20 Years

Class/Semester :3.A

Ethnicity/Region : Barru

Language

a. Family

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 **3** 4 5

b. Social environment

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 3 **4** 5

c. School, College, University (Educational Institution)

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 3 **4** 5

8. Name : Indriani

Age : 21 Years

Class/Semester : 3.A

Ethnicity/Region : Bulukumba

Language

a. Family

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 2 **3** 4 5

b. Social environment

a) Buginese :1 2 3 **4** 5

b) Indonesia :1 2 **3** 4 5

c. School, College, University (Educational Institution)

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 2 3 **4** 5

9. Name : Nurmayasary

Age : 19 Years

Class/Semester : 3.A

Ethnicity/Region : Sinjai

Language

a. Family

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 2 3 **4** 5

b. Social environment

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 2 3 **4** 5

c. School, College, University (Educational Institution)

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 2 3 **4** 5

10. Name : RatnaWidiaNingsih

Age : 19 Years

Class/Semester : 3.A

Ethnicity/Region : Pinrang

Language

a. Family

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 **2** 3 4 5

b. Social environment

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 **2** 3 4 5

c. School, College, University (Educational Institution)

a) Buginese :1 2 **3** 4 5

b) Indonesia :1 2 3 **4** 5

Explanation:

1= Never

2= Rarely

3= Sometime

4= Often

5= Very Often

## **FORT ROTTERDAM**

Fort Rotterdam or Ujung Pandang Fort (Jum Pandang) is a fort of the Gowa-Tallo Kingdom. **The** location of this fortress is located on the coast of West Makassar, **South** Sulawesi.

The fort was built in 1545 by the 9th King Gowa named I manrigauDaengBontoKaraengLakiungTumapa'risi 'kallonna. Initially this fort was made of clay, but during the reign of King Gowato 14 Alauddin Sultan's fortress construction was changed to a rock that is sourced **from** Karst Mountains in the Maros region. Ujung Pandang fort is shaped like a turtle who want to crawl **down** into the ocean. In terms of form is **very** clear philosophy of the Kingdom of Gowa, that turtles can **live** on **land** and at sea. So **even** with the Kingdom of Gowa that triumphed on land and in the ocean.

The original name of this fort is Ujung Pandang Fort, ordinary people **also** called Gowa-Makassar this fort **as** "BentengPannyua" which is the headquarters of the Royal Frog forces of Gowa. Gowa-Tallo Kingdom finally signed Bungayya agreement which one of the articles **obliges** the Kingdom of Gowa to surrender this fort to the **Dutch**. By the time the Dutch occupied this fort, the name of Ujung Pandang Fort (Benteng Ujung Pandang) was changed to Fort Rotterdam. Cornelis Speelman deliberately chose the name of Fort Rotterdam to **commemorate** his birthplace in the Netherlands. The fort was later **used** by the Dutch as a spice shelter center in eastern Indonesia.

In the Ujung Pandang Fort **complex** there is **now** the La Galigo Museum in which there are many references to the great **history** of Makassar (Gowa-Tallo) and other areas in **South** Sulawesi. Most of the castle building is still intact **and** became **one** of the attractions in the city of Makassar.

## **FORT ROTTERDAM**

Fort Rotterdam is recognized as the city's most iconic landmark. With historical traces **dating** back to the Kingdom of Gowa from the 16th century to **colonization** by the Dutch, **this** Fort **has** silently witnessed many episodes in Makassar's **history**, playing a most essential role in its **development**.

Its magnificence and authenticity has always **captivated** those who set eyes on it. Originally called Benteng or Fort Jumpandang or Ujung Pandang, the **huge** complex was **first** built in 1545 in the era of Imanrigau Daeng Bonto KaraengLakiung or Karaeng Tunipalangga Ulaweng, the tenth King of Gowa. Initially, the fort was made from a mixture of Stone and burnt clay, and took the shape of a typical square Portuguese architectural style.

The fort was also expanded and took on a new shape resembling a sea turtle, thus the fort gained a new name, Benteng Pannyua (Penyu) or Fort Sea turtle. The shape is not only unique, but also contains deep meaning. For just as a sea turtle lives both on land and at sea, the glory of the Gowa Kingdom also **stretched** on land as well as **over** the seas.

Located right in the **heart** of Makassar, it is not **difficult** to get to Fort Rotterdam. You can take the local public transportation or pete-pete, or taxi to get to the fort. If you are happen to be in Losari Beach, you can simply stroll down the boulevard and enjoy the scenery before you reach Fort Rotterdam.



## **LOSARI BEACH**

Losari Beach, the Icon of Makassar City. Losari **beach** is tourism pride of Makassar city. Losari is very **strategic** in the heart of the city of Makassar, on Jalan Penghibur, which is located to the west of the city of Makassar, **South** Sulawesi. Losari is an icon of the city of Makassar. First, beaches are approximately one kilometer beach was once dubbed as the world's longest dining table, because the tent stalls lined the shore **embankment**. Now, **these** stalls **have** been relocated to a place not far from the tourist area.

Makassar City **Government** has beautify beaches by making the bridge area of 100 thousand square meters, making it look more beautiful, clean, pollution-free and comfortable place to **visit**. Sightseeing is the most visited in the afternoon, between the hours of 5 pm to 9 pm. In addition, Losari beach crowded city residents to exercise in the morning during the holidays.

Losari is typical icon Makassar which is one of the popular in Indonesia, situated overlooking the sea off is the most popular attractions **South** Sulawesi. The area beaches are flanked the location is very **strategictraits** and artificial platforms, buildings, **five**-star hotel, restaurant, cafes and a **variety** of places to shop. In general, the beach is often an **attractive** option, especially for the newcomers.

Losari is very **strategic** layout, making it easy to access. Sukarno Hatta port of Makassar, the beach can be reached **about** 15 minutes by car or motorcycle. If departing from Hasanuddin Airport, can be reached about 45 minutes by car or motorcycle.

## LOSARI BEACH

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jollorokatinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn,

Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in JalanPenghibur.

## **MAKASSAR MUHAMMADIYAH UNIVERSITY**

Unismuh Makassar was founded on 19 June 1963 as a branch of Unismuh Jakarta. The establishment of the university was the result of the 21st meeting of the Muhammadiyah **Organization** of **South** and **South-East Sulawesi Chapters** conducted in Bantaeng. As of 1 October 1965, Unismuh Makassar was **officially** declared as a registered **private** university.

Initially, Unismuh Makassar only had two faculties: the Faculty of Teacher Training and Education and the Faculty of Tarbiyah (instruction). As these two faculties were **developed**, branches were opened in other parts of the **South Sulawesi islands**, each of which are self-sufficient and under their own management. **Following** the **success** of the Faculty of Education, other faculties were set up, including the Faculty of Social and Political **Science**, the Faculty of Economic Study, the Faculty of **Technique**, the Faculty of Agriculture, the **Postgraduate** Study Program, and the **Postgraduate** Teaching Certificate Program.

## **MAKASSAR MUHAMMADIYAH UNIVERSITY**

Muhammadiyah university of Makassar is one of a private university at Makassar. This university is located in JL. Sultan Alauddin. Muhammadiyah university of Makassar has a lot of students is  $\pm$  32.000 peoples. In addition, Muhammadiyah university of Makassar also has many buildings **such** as “Iqra’ Tower”. As the name suggests Iqra’ Tower is the highest tower in Muhammadiyah university of Makassar. And even currently, the Iqra’ Tower has included in one of the highest tower in Makassar.

The Iqra’ tower looks so beautiful and unique. This tower has color **variation** between blue and white resulting from paint buildings and black resulting from the window. Iqra’ tower also has a unique design because the architecture of buildings different from other buildings in Muhammadiyah **university** of Makassar. Tip of the cone shaped tower with Arabic writing embellish and be **characterize** this tower.

The Iqra’ Tower has 18 floors. But, only 10 floors which have functioned and 8 floors others are still in the process of repair. This tower also has many facilities there are rooms used for learning process, UBC (Unismuh Business Center), academic administration room, canteen, toilet, stairs and **elevators**.

Like in general, every building certainly has deficiency. Flaw lies in the elevators tower that still functioned well. The students who want to carries out the learning process in 2-10 floors they must use the stairs instead of the elevators. Shortcoming this tower also lies on less clean and less waters in toilet, and class rooms still not comfortable to use by students in learning process.

The Iqra’ Tower of Muhammadiyah university of Makassar more beautify with the air fountain and park **exactly** in front of this tower. With

the Iqra' Tower, all students currently not deficiency of places to learning process, will beautify Muhammadiyah university of Makassar and will helping Muhammadiyah university of Makassar to be better private university.

## MANDALA MONUMENT

Mandala Monument is a tower towering as high as 75 meters in the center of Makassar City. Monument 9 consists of 4 floors, on the 1st floor there are diorama relief and replica clothes and struggle of people of South Sulawesi in XVII century. While on the 2nd floor there is a diorama and relief that tells about the struggle for West Irian liberation. Unlike the 2nd floor, on the 3rd floor we can see a replica of the Mandala Commandment's workspace, complete with maps of West Irian, photographs of preparations for troop deployments, official marks and clothing used during Mandala operations. Entering the 4th floor is a view room where visitors can see the atmosphere of Makassar city from a height. This space is located at the end of the tower with a height of about 73-75 meters from the ground. On the outside wall of the monument is realized a blaze that symbolizes the spirit of spirit to liberate West Irian, while in the body of this monument there is a relief that tells the history of the struggle for West Irian liberation.

Visiting Mandala Monument is very easy because the location is very strategic. Precisely located in the heart of Makassar City, adjacent to the Hall of General Soldier M.Yusuf on Jalan Jenderal Sudirman number 2, Kelurahan Baru, Ujung Pandang district. From the city center, both local and immigrant people can reach the monument by foot or by pedicab.

From Sultan Hasanuddin Airport, Mandala Monument can be reached by public transport taxi, or hotel vehicle where you stay. The route you will take is Jalan Perintis Kemerdekaan, UripSumoharjo street, G.Bawakaraeng road then turn left toward JalanJend.Sudirman, with distance about 25 km. Can also through the Ir.Sutami Toll Road with a distance of only 17 km.

Meanwhile, if from the Port of Soekarno Hatta, you can reach Mandala Monument through the Nusantara road, A. Yani road, Jend.Sudirman street, with a distance of about 5 km.



## **MANDALA MONUMENT**

Mandala Monument is a monument built to **commemorate** the **services** of the heroes in the liberation of West Irian from the hands of the invaders as well as a reward for the services of former President of Indonesia, the second is Soeharto. Located right in the heart of Makassar, the access road that **visitors** must **travel** to get to the Mandala Monument is very easy, visitors just need to go to Perintis Kemerdekaan road, Urip Sumoharjo street, G. Bawakaraeng road then turn left towards Jend. Sudirman street, With a distance of about 25 km. Can also through the Ir.Sutami Toll Road with a distance of only 17 km. Meanwhile, if from the Port of Soekarno Hatta, Dolaners can reach Mandala Monument through Nusantara road, A.Yani road, Jend.Sudirman street, with distance about 5 km.

## **BALLA LOMPOA MUSEUM**

The BallaLompoa Museum is a ***reconstruction*** of the Royal ***Palace*** of Gowa***founded*** during the reign of the 31st King of Gowa, I Mangngi-mangngi Daeng Matutu, in 1936. In the language of Makassar, Balla Lompoa means ***large*** house or house of ***greatness***. The architecture of this museum building is a typical Bugis house, which is a house on stilts, with a staircase more than two meters high to enter the terrace room. All buildings are made of ironwood or ironwood. The building is located within a one hectare complex bordered by a high wall fence.

This museum serves as a place to store a collection of objects of the Kingdom of Gowa. Historical objects are on display based on the general function of every room in the museum building. At the front of the main room of the building, an Indonesian map is displayed on the right side of the wall. In the main room is displayed the family lineage of the Kingdom of Gowa starting from King Gowa I, Tomanurunga in the 13th century, until the last King of Gowa Sultan Moch Abdulkadir Aididdin A. IdjoKaraengLalongan (1947-1957).

BallaLompoa Museum is located at Jalan Sultan Hasanuddin No. 48, Sungguminasa, SombaOpu,Gowa***Regency***, ***South*** Sulawesi. The museum is located in the city Sungguminasa which is directly adjacent to the city of Makassar. Travel can be reached by using private vehicles and public transport, both four wheel and two wheels.

## **BALLA LOMPOA MUSEUM**

Museum Balla Lompoa is a **reconstruction** of the Palace of Gowa Kingdom, which was established by the King of Gowa the 31th in 1936. The architecture is typical of the Bugis-shaped house; the houses on stilts made of ironwood (*Eusideroxylonzwageri*).

Built on an area of one hectare bounded by a high wall, BallaLompoa that shaped like a house on stilts was originally a royal palace that been built in 1936 by Mangngi-mangngi Daeng Matutu, King of Gowa XXXI. Balla means "home" and Lompoa means "big". This Ballalompoa that was built based on Makassar architecture is including the world's largest stilt house.

BallaLompoa Museum is located at Jalan Sultan Hasanuddin No. 48 Sungguminasa, SombaOpu, Gowa **Regency**, directly adjacent to the city of Makassar. One of collections from Museum Balla Lompoa Gowa form are **diverse** types of Badik or Badek, a traditional weapon from Bugis and Makassar. Badik is a **Sharp**-edged dagger that can be single or has two in length, up to half a meter. Those Badik were often decorated by ornaments on its blade. Other weapons are machetes, spears, and there is also a weapon that became symbols of the kingdom.

### Interference students' Buginese language in Phonological Interference

Num.	Incorrect	Correct	Interference
1.	/-/	/-əd/	<i>/-əd/changed with/-/</i>
2.	/əs/	/əz/	<i>/əz/changed with/əs/</i>
3.	/-yez/	/-dʒz/	<i>/-dʒz/changed with/-yez/</i>
4.	/-reit/	/-məreit/	<i>/-məreit/changed with/-reit/</i>
5.	/f/	/v/	<i>/v/changed with/f/</i>
6.	/-səti/	/-ˈtisəti/	<i>/-ˈtisəti/changed with/-səti/</i>
7.	/blu:ist/	/bilt/	<i>/bilt/changed with/blu:ist/</i>
8.	/-nitɪfn/	/-niˈzeɪfn/	<i>/-niˈzeɪfn/changed with/-nitɪfn/</i>
9.	/v/	/əv/	<i>/əv/ changed with/v/</i>
10.	/-əd/	/-/	<i>/-/changed with/-əd/</i>
11.	/i/	/ə/	<i>/ə/changed with/i/</i>
12.	/hɒriˈzɒntl/	/hiˈstɒrɪkl/	<i>/hiˈstɒrɪkl/ changed with/hɒriˈzɒntl/</i>
13.	/u/	/ʌ/	<i>/ʌ/changed with/u/</i>
14.	/a/	/ei/	<i>/ei/changed with/a/</i>
15.	/-ai/	/-ei/	<i>/-ei/changed with/-ai/</i>
16.	/-ɔ:r/	/-ɔ:t/	<i>/-ɔ:t/changed with/-ɔ:r/</i>
17.	/u:/	/ju:/	<i>/ju:/changed with/u:/</i>
18.	/-ik/	/-id/	<i>/-id/changed with/-ik/</i>
19.	/-nl/	/-nəli/	<i>/-nəli/changed with/-nl/</i>
20.	/-kyue/	/-k/	<i>/-k/changed with/-kyue/</i>
21.	/-pli/	/-plai/	<i>/-plai/changed with/-pli/</i>
22.	/y/	/dʒ/ /j/	<i>/dʒ/, /j/changed with/y/</i>
23.	/i:/	/e/	<i>/e/changed with/i:/</i>
24.	/e /	/i:/	<i>/i:/changed with/e /</i>
25.	/-ei/	/-ai/	<i>/-ai/changed with/-ei/</i>
26.	/θ/	/ð/	<i>/ð/changed with/θ/</i>
27.	/ʌ / /əv/	/v/	<i>/v/changed with/ʌ /, /əv/</i>
28.	/d/	/dʒ/	<i>/dʒ/changed with/d/</i>
29.	/be/	/b/	<i>/b/changed with/be/</i>
30.	/-ti/	/-ti:n/	<i>/-ti:n/ changed with/-ti/</i>
31.	/-fl/	/-fəli/	<i>/-fəli/changed with/-fl/</i>
32.	/faut/	/sauθ/	<i>/sauθ/ changed with/faut/</i>
33.	/izlənd/	/ˈaɪlənd/	<i>/ˈaɪlənd/changed with/izlənd/</i>
34.	/iz/	/i:tʃ/	<i>/i:tʃ/changed with/iz/</i>
35.	/ˈsʌfiks/	/səˈfɪʃnt/	<i>/səˈfɪʃnt/changed with/ˈsʌfiks/</i>
36.	/o/	/v/	<i>/v/changed with/o/</i>
37.	/sciens/	/ˈsaɪəns/	<i>/ˈsaɪəns/changed with/sciens/</i>
38.	/-kyue/	/-k/	<i>/-k/changed with/-kyue/</i>
39.	/-tə(r)/	/-tʃə(r)/	<i>/-tʃə(r)/changed with/-tə(r)/</i>
40.	/priˈsɪdɪt/	/ˈpəʊstgrædʒueɪt/	<i>/ˈpəʊstgrædʒueɪt/changed with/priˈsɪdɪt/</i>

41.	/haighəst/	/haiəst/	<b>/haiəst/</b> changed with <b>/haighəst/</b>
42.	/deʔ/	/diʔ/	<b>/diʔ/</b> changed with <b>/deʔ/</b>
43.	/tev/	/tip/	<b>/tip/</b> changed with <b>/tev/</b>
44.	/-ist/	/-aiz/	<b>/-aiz/</b> changed with <b>/-ist/</b>
45.	/e/	/ɔ:/	<b>/ɔ:/</b> changed with <b>/e/</b>
46.	/-fi/	/-fai/	<b>/-fai/</b> changed with <b>/-fi/</b>
47.	/ʔfʌkʃn/	/ʔfauntən/	<b>/ʔfauntən/</b> changed with <b>/ʔfʌkʃn/</b>
48.	/ezastli/	/igʔzæktli/	<b>/igʔzæktli/</b> changed with <b>/ezastli/</b>
49.	/riʔkərikʃn/	/riʔkənʔstʌkʃn/	<b>/riʔkənʔstʌkʃn/</b> changed with <b>/riʔkərikʃn/</b>
50.	/pleis/	/ʔpæləs/	<b>/ʔpæləs/</b> changed with <b>/pleis/</b>
51.	/gri:nəs/	/greitnəs/	<b>/greitnəs/</b> changed with <b>/gri:nəs/</b>
52.	/ʔtɒpik/	/ʔtipikl/	<b>/ʔtipikl/</b> changed with <b>/ʔtɒpik/</b>
53.	/ʔri:dʒəns/	/ʔri:dʒənsi/	<b>/ʔri:dʒənsi/</b> changed with <b>/ʔri:dʒəns/</b>
54.	/citi/	/ʔsiti/	<b>/ʔsiti/</b> changed with <b>/citi/</b>
55.	/θɜ: d/	/ʔθɜ: ti/	<b>/ʔθɜ: ti/</b> changed with <b>/θɜ: d/</b>
56.	/ðæt/	/ðe/	<b>/ðe/</b> changed with <b>/ðæt/</b>
57.	/frəm/	/fɔ:m/	<b>/fɔ:m/</b> changed with <b>/frəm/</b>
58.	/hɑ:p/	/fɑ:p/	<b>/fɑ:p/</b> changed with <b>/hɑ:p/</b>
59.	/ʔflauə(r)/	/flɔ:(r)/	<b>/flɔ:(r)/</b> changed with <b>/ʔflauə(r)/</b>
60.	/faiv/	/fɔ:(r)/	<b>/fɔ:(r)/</b> changed with <b>/faiv/</b>
61.	/wʌn/	/fɜ:st/	<b>/fɜ:st/</b> changed with <b>/wʌn/</b>
62.	/θri:/	/ðeə(r)/	<b>/ðeə(r)/</b> changed with <b>/θri:/</b>
63.	/diʔveləp/	/diʔplɔi/	<b>/diʔplɔi/</b> changed with <b>/diʔveləp/</b>
64.	/riʔli:s/	/ʔri:əlaiz/	<b>/ʔri:əlaiz/</b> changed with <b>/riʔli:s/</b>
65.	/ʔsimblɪst/	/simbəlaiz/	<b>/simbəlaiz/</b> changed with <b>/ʔsimblɪst/</b>
66.	/ðe/	/tu:/ /ðis/	<b>/tu:/, /ðis/</b> changed with <b>/ðe/</b>
67.	/strætəgik/	/strætədʒik/	<b>/strætədʒik /</b> changed with <b>/strætəgik/</b>
68.	/bi: tʃes/	/bi:tʃ/	<b>/bi:tʃ/</b> changed with <b>/bi: tʃes/</b>
69.	/ʔlɒŋgest/	/ʔlɒŋgɪst/	<b>/ʔlɒŋgɪst/</b> changed with <b>/ʔlɒŋgest/</b>
70.	/imʔbekmənt/	/imʔbækmənt/	<b>/imʔbækmənt/</b> changed with <b>/imʔbekmənt/</b>
71.	/ɑ:(r)/	/ʔauə(r)/	<b>/ʔauə(r)/</b> changed with <b>/ɑ:(r)/</b>

APPENDIX 4

**DOCUMENTATION**



Picture 1. Process recording by Buginese student.



Picture 2. Process Interview by Buginese student.



Picture 3. Process recording by Buginese student.



Picture 4. Process recording by Buginese student.



Picture 5. Process interview and recording by Buginese student.



Picture 6. Process interview and recording by Buginese student.





Picture 7. Students of Class BG.III.A



Picture 8. Students of Class BG.III.B

## **CURRICULUM VITAE**



Rini Angriani was born on August 04, 1996 in Barombong. She is the first daughter from Mr. Rustam and Mrs. Nurliah. She has two brothers. She started her study at SDI Bontoa in 2001 to 2006. In 2007, she continued her study at SMPN 15 Makassar then graduated in 2010. She then continued her study at SMAN 20 Makassar and finished in 2013. Finally she continued her study as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.