

**THE DIFFICULTIES OF STUDENTS' SPEAKING IN
ENGLISH LEARNING FOR DIFFERENT
CULTURAL SETTINGS**
(The Third Semester Students Of Makassar Muhammadiyah University)



A THESIS

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

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2018



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

APPROVAL SHEET

Title : **The Difficulties of Students' Speaking in English Learning for Different Cultural Settings (The Third Semester Students in Makassar Muhammadiyah University)**

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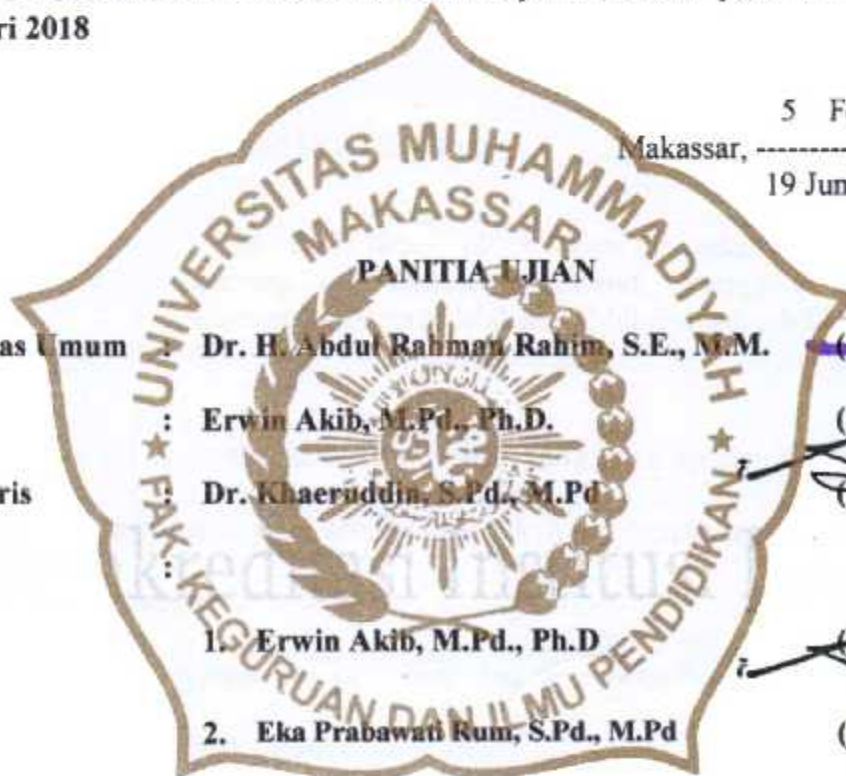
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Motto

**The Best Thing for Being Success Is To Learn
Something**

I dedicate this thesis to my parents, my brother,
my sister, my best friend, then all of my time
and my parents' financial support.

Thank you for supporting
and your motivation.

ACKNOWLEDGEMENT



Alhamdulillah, deepest gratitude would like to be expressed to the Almighty God, the Merciful lord Allah SWT, the only one creator who gives us and His endless blessing, guidance, motivation and health all the time in completing of writing this proposal entitled “*The Difficulties of Students Speaking in Learning for Different Cultural Settings at the University of Muhammadiyah Makassar in the Third Semester*”. Peace and salutation are upon the greatest Prophet Muhammad SAW, his family, companions and adherents.

This proposal is presented to the English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University as a partial fulfillment of the requirement for the Degree of Education (S.Pd) in English Educational Department.

The researcher would like to express the greatest thank and appreciation to those people:

1. The beloved parents who have given much love, motivation, prayer, moral and financial support all the time to finish this thesis.
2. My first consultant Erwin Akib.,M.Pd.,P.hD and the second consultant Nurdevi.,S.Pd.,M.Pd who have given their valuable time and patient, support assistance and guidance to finish this thesis.

3. DR. H. Abd. Rahman Rahim, S.E, M.M as the new rector of Muhammadiyah University of Makassar.
4. Erwin Akib,M.Pd.,P.hD , as Muhammadiyah university of Makassar dean, who has given a chance to compete education at Muhammadiyah University of Makassar.
5. Ummi Khaerati Syam, S.Pd.,M.Pd as head of English Education Department at Muhammadiyah University of Makassar.
6. The most beloved friends of mine, Andi Nuzul Hikmah Buana, St.Muhajirah, Ayu Erianti, Sri Sherly Novianti Talis and Nurwandi
7. The beloved classmate, thanks for our long journey as 4 years.

Makassar, Oktober 2017

Muflihah Bachtiar

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CHAPTER I

INTRODUCTION

A. Background

Dialect is a variety of a language that signals where a person comes from different culture. 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)

Nowadays in learning speaking, the students' has obstacles like cultural and ethnic language factors. This study focuses on students' learning speaking for different cultural settings and how culture impacts on learning speaking skills in EFL classrooms. This study can focuses on what students and teachers consider to be appropriate methods for learning speaking skills in their cultures. The study

also aims at showing the challenges facing native English teachers who are teaching English in EFL countries. The study will also present possible solutions to help the students' learning speaking skills for different culture settings to learn more effectively in these contexts.

In Indonesia, Specially in south Sulawesi there are seven language in different cultural settings as a tool to communicate. But in Makassar Muhammadiyah University several students has difficult in speaking specially in their dialect while they speak. In this study the researcher try to investigate the most interference that make the students' difficult in English speaking there are Buginess and Makassarness. In both bugis who used a language called Ugi and Makassar use a language called Mangsara.

However, many problems which faced by the students in learning English, they still could not know and understand well about it. The problems caused by the differences of language features between mother tongue and English language. Moreover there were two or more languages that exactly same. The different features were like the vocabulary, sentences, grammatical rule, and etc. It also can caused the interference from mother language and English language (Akbar, 2014). In order, the problems for a foreign language learner was that how to accurately utter the speech sound of a language and main purpose of speaking a language to communicate with others. If we cannot utter the proper sound of a language, the message not 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)

Therefore, the study can concern to investigate the issue about “The Difficulties of Students’ Speaking in Learning for Different Cultural Settings at the third Semester Students of Makassar Muhammadiyah University (A Descriptive Research)”. The observant wanted describe whether mother tongue interference the students towards foreign language. The researcher though that the topic really interesting to observe because it is not only noting the interference of local dialect but also noting the student’s problems of local dialect in speaking subject.

B. Problem Statement

English was taking an important place in our education but it was difficult to the students to learn based on Standard English. The Students faced many problems like different dialectal in different cultural settings. Based on the previous background, the researcher formulated two questions as follows:

1. What are the interferences of the students’ speaking for different cultural settings?
2. How the local dialect can influence students’ speaking?

C. Objectives of the Research

Based on the research question above, this research was conducted to describe as follow:

1. To find out the interferences of students’ speaking for different culture settings

2. To find out the local dialect that can influence students' in learning subject.

D. Significance of the study

The finding of the research can give useful information for student and the lecturer in teaching and learning process on which they could get the easier way in teaching speaking subject and the student who tried to compare the aspect of language in English and mother tongue especially in speaking. And then, the teacher can know what forms of interference of mother tongue in speaking ability by the students' of Makassar Muhammadiyah University.

E. Scope of the Research

The scope of this research restricted the difficulties of students' interference for local dialect in speaking ability at the third semester students of Makassar Muhammadiyah University. The researcher described the difficulties of the students' local dialect especially an accent aspect of the first language and to find out the factors of mother tongue or local dialect can interfere students in speaking English. In this research, the researcher restricted one local dialect namely Bone/Soppeng.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many researchers have been conducting studies relate to this research, there are as follows :

Al-Zoubi, et.al (2014: 355) 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 purposes 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 results 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.

The difficulties of students speaking in different cultural setting can brings a plethora of benefits; less conversation and less true dialect in English speaking. That benefits may Influence the students speaking in the classroom atmosphere because of there several culture in one class and each students have different dialect to express their feeling, let the students are still talking with their dialect might make the learning and teaching process are not conducive. Cultural of learning as behavior in language classrooms which is set within taken-for granted frameworks of expectations, attitudes, values and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions,

what textbooks are for, and how language teaching relates to broader issues of the nature and purpose of education which may get some critics Cortazzi and Jin [11:169]. The result of study above provides the information about the influence of local dialect in different cultural settings toward students' dialect in speaking which related to the research problem of this research which focusing on findings the students' difficulties in speaking in the classroom.

Njeru.M.G (2013: 128-129) said that in Kenya, most people from the rural areas face dialect problems in speaking English because they grow up in the villages where only one language is used, therefore face difficulties in acquiring the second or third languages. People used to speak their own languages, which they termed as their mother tongue. Different communities had different languages depending on their origin, which resulted to a nation made of people speaking different languages. It is through the interaction of people from different communities and regions that resulted into individuals learning the other languages apart from their first language. This was seen as a good step since people could easily communicate with one another, although there were communication barriers that up to date are still experienced.

Hamjah (2012: 2) found that some error of mother tongue in learning English. In a language study, there are three kinds of language namely; written language, spoken language and sign language, but the more dominant in the society is the spoken language. There are many ethnics in Indonesia. Each of them has their own language, such as in Bone as the first language of Bonese. The

mother tongue may interfere the foreign language when the learners try to produce pronunciation, and words, and sentences in foreign language.

The previous researches above have similarity with this research. They mostly described about the interference of local dialect or mother language in different cultural settings on learning foreign language in the classroom, while the differences are based on language that switch, such as Arabic to English, Kenya to English and Bimanese to English. All the researchers above agree that the local dialect or mother tongue is interference the way of students in speaking English. It can be a good device in maintaining classroom interaction and developing the students' awareness about the similarity and difference between the mother tongue and foreign language. Meanwhile, this research focused the difficulties of students' speaking in particular in local dialect and the local dialect factors that interference speaking subject by the students in foreign language classroom.

B. Some Pertinent Ideas

1. Theory of cultural settings

a. Definition of cultural

Culture is the whole communication system that binds and allows operation of a set of people called the public. Thus culture can be defined as a "system of rules of communication and interaction that allows a society occurs, preserved, and preserved". Culture that gives meaning to all business and human movements. (Nababan, 1984: 49)

Based on the definition above, clearly shows that between humans and culture are inseparable. Similarly, between the Indonesian and

Indonesian culture. This is because human beings live alongside Indonesia in a unit area of ethnic communities, also live in a unity of the Republic of Indonesia. In this regard, they hold one culture, according to the conception of insight archipelago, Indonesia is the national culture (Geriya, 1996: 71).

Furthermore formally Indonesia normative cultural system and set the whole human Indonesian society. There are two functions of cultural systems that Indonesia is very important, namely: the giver's identity and as a communication that unites and integrates the Indonesian community that is diverse. Culture can also be interpreted as "the activities and the creation of the mind (reason) people like: faith, art, etc." For example, Chinese Culture, Culture of Indonesia, and Javanese culture. (Poerwadarminta, 1983: 157). Based on this understanding, we can say that only humans have culture. This is due to living things is people who have sense and reason to generate culture.

In addition to the above two terms, the notion of culture can also be viewed from the corner of Sciences Anthropology. In this regard, culture (the culture) is defined as "the entirety of the conduct and results of regular human behavior by the administration that must be acquired behaviors by learning and all are arranged in life". (Koentjaraninggrat Ed., 1985: 77).

Culture in this case is understood as a learned behavior and conducted by a group of people, cultures obtained from others by learning from the community. Culture also includes everything that is the result of creativity, initiative, and the work of humans in an effort to improve the standard of

living and adapt to their environment. As a system, the culture needs to be seen from the embodiment of human life associated with the ideas, behaviors, and material that are influenced by various aspects.

Based on the notions above can be concluded is meant by culture is a result of creative initiative, and the work of humans in an effort to improve the standard of living and adapt to their environment. These limits are more emphasized on the fact that humans are capable of producing culture, because humans are living beings who have mind and reason.

b. Relationship between culture and language.

According to Sapir (1921), “language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols.” Language is a part of culture and a part of human behavior. It is often held that the function of language is to express thought and to communicate information. Language also fulfills many other tasks such as greeting people, conducting religious service, etc.

Krech (1962) explained the major functions of language from the following three aspects. First Language is the primary vehicle of communication. Second, Language reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture. Third, Language makes possible the growth and transmission of culture, the continuity of societies, and the effective functioning and control of social group. It is obvious that language plays a paramount role in developing, elaborating and transmitting culture and

language, enabling us to store meanings and experience to facilitate communication. The function of language is so important in communication that it is even exaggerated by some scholars. The most famous one is the hypothesis of linguistic determinism concerning the relationship between language and culture, which Nida regards as misconceptions constituting serious difficulties for cross-cultural understanding.

The problem of the relationship between language, culture and thought bothered many linguists and philosophers since ancient time. To think about this problem, we need to begin with the definition of language and culture. Language is generally accepted as a system of arbitrary vocal symbols used for human communication. And there is a most widely accepted definition of culture: culture is the total accumulation of beliefs, customs, values, behaviors, institutions and communication patterns that are shared, learned and passed down through the generation in an identifiable group of people. (Linell Davis) The definitions of language and culture imply that the two are closely connected to each other. On one hand, culture seems so inclusive, it permeates almost every aspect of human life including languages people use. On the other hand, when people need to share a culture, they communicate through language.

2. The Concept of Interference

a. Concept of 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).

Interference is mostly (and sometimes exclusively) used for instances of negative transfer, and the two terms are often regarded as synonyms (Ellis, Rod1997: 302).

The definition of interference above emphasize that interference must lead to an error or in appropriate for the same thing, stated that interference is When students make interference in learning a new language, an error or inappropriate form in target language will appear, interference result from the transfer of native language rule into the target language (Little wood, 1989: 27) the divides transfer into negative transfer and positive transfer. He explains that "the Negative transfer is exactly the same with interference, whereas positive transfer is transfer which makes learning easier, may occurs when both the native language and the target language have the same the same meaning.

Little wood (1989: 28) stated that “Errors of interference is more frequent with the beginners than with intermediate student. This is caused by the fact that the beginners are still lack of knowledge in the target language. Therefore they use their previous mother tongue experience as a means of organizing the target language data. Interference also indicates in the new or foreign language. Interference can take place at all levels of the linguistic system, i.e. in phonology, morphology, syntax, semantics, pragmatics, and the lexicon. The influence of one language on another in the speech of bilinguals is relevant both to the field of second language acquisition (where the interference from the learner's native language is studied) and to the field of historical linguistics (where the effects of interference on language change are studied).

b. Concept of Linguistic Interference

Parker, et.al (2005) Linguistic interference is variously termed “L1 interference” or “negative transfer”. In order to understand the concept „linguistic interference“, we have to understand transfer, first. We say “transfer” or “cross-linguistic influence” as Odlin (1989: 1) mentions in his book *Language Transfer*.

Arabsky (2006: 12) defines language transfer as the following: “A term used in applied linguistics to refer to a process in foreign language learning where by learners carry over what they already know about their first language to their performance in their new language.” Transfer is a linguistic phenomenon that occurs in the context of FL learning. It is

characterized by the use of the old rules of the native language to account for the rules of the target language; i.e., the learner uses the L1 rules while speaking and writing in L2. Corder, et.al (1993)

3. 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

There are many functions of speaking proposed by many practitioners. According to Brown and Yule in Richards (2008:21-28) there are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other. Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language. Speaking as transaction refers to

situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

4. Theory of Dialect

a. Concept of Dialect

Crystal (1997) A dialect is defined by linguists as a variety of a language that is distinguished from other varieties of the same language by its pronunciation, grammar, vocabulary, discourse conventions, and other linguistic features. Dialects are rule-governed systems, with systematic deviations from other dialects of the same language.

Chambers,et.al. (1998) Dialect is also term which is often applied to form of language, particularly those spoken in more isolate parts of the world. Which have no written form and dialects are also often regarded as some kind of deviation from a norm – as aberrations of a correct or standard form of language.

b. Local Dialects

Ronald (2006) Regional variation in the way a language is spoken is likely to provide one of the easiest ways of observing variety in language. As you travel throughout a wide geographical area in which a language is spoken, and particularly if that language has been spoken in that area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of Languages, Dialects, and Varieties of words, and in syntax. There may even be very distinctive local colorings in the language which you notice as you move from one location to another. Such distinctive varieties are usually called regional dialects of

the language. In local dialect concept there are three aspects which grammatical form, vocabulary, accent.

c. Accent

Behravan (2012) Accents are defined as varieties in pronunciations of a certain language and refers to the sound 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 refers 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' Iin England and as 'e:' in Wales.

d. 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 Makassanans. Four major ethnic groups make up what may be called the original population of South Sulawesi: they are the Buginese, the Makassarrese, 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.

e. 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.

f. First Language Effect 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.

g. 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.

1. 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*.
2. 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.
3. 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.
4. 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.

h. Language as Social Practice

Shohamy. (2007:5) 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) 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.

i. The Nature of Speaking

Brown (2001: 267) cites that when 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 communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Brown (2007:237) states that social contact in interactive language functions is a key importance and in which it 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.

j. The Components of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components. According to Vanderkevent (1990:8), there are three components in speaking.

1) The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no 15 speakers, the opinion or the feelings or the feeling won't be stated.

2) The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

C. Conceptual Framework

Conceptual framework underline in this research is the following :

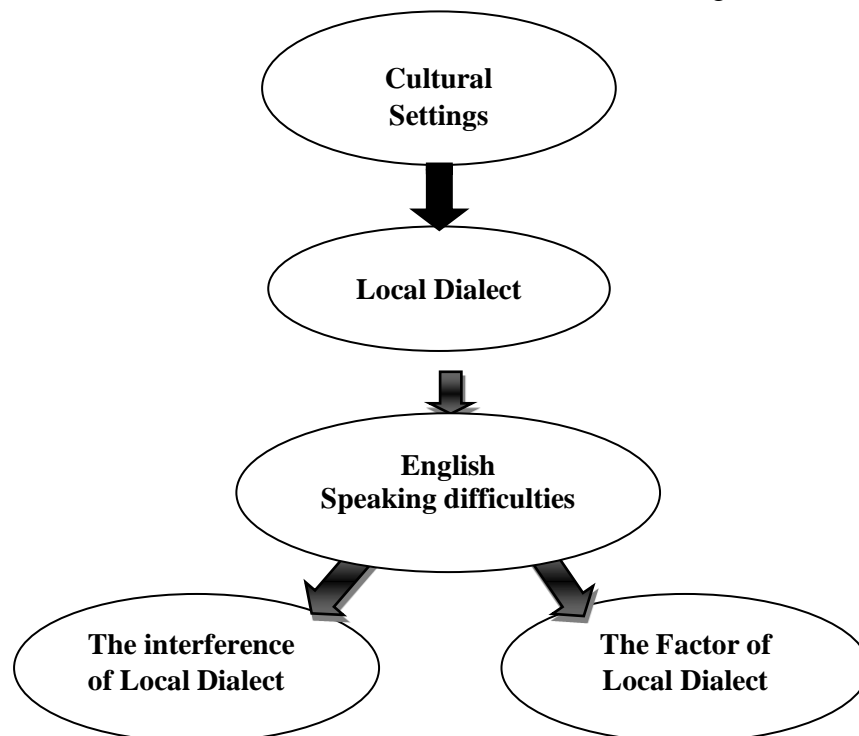


Figure 2.1

Cultural settings become the main idea in this research because some students at Makassar Muhammadiyah University especially in third semester has a different cultural settings. One of the culture aspects that can be obviously observed is their own language with many local dialects like buginese. Local dialect is different for their dialect in terms of pronunciation, grammar, vocabulary, discourse conventions, and other features because dialect was rule-governed system with systematic deviations from other dialect of the same language.

Local dialect is still used by the English students in their daily conversation. Local dialect one of the obstacle by speaking also become a problem that make students difficult in English speaking. In learning speaking, the students should improve their speaking skill by avoid the factor such as environment, self-confidence, the difficulties pronunciation and the influence of local dialect such as stressing, and intonation.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the title, the researcher chose qualitative descriptive method because it is comparable to collect the data from the students' perception. Qualitative descriptive method was a method of research that involved collecting data in order to test hypotheses or to answer the questions concerning correct status of the subject of the study. The descriptive method was also designed to obtain the current status of phenomenon and is directed toward determining the nature of situation as it exists at the time of the research. According to John (2012) stated that some different major of characteristics at each stage of the research process those are:

1. Exploring a problem and developing a detailed understanding of a central phenomenon;
2. Having the literature review play a minor role but justify the problem;
3. Stating the purpose and research questions I a general and broad way so as to the participants' experience;
4. Collecting data based on words from a small number of individuals so that the participants' view are obtained;
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings;
6. Writing the report using flexible, emerging structure and evaluative criteria, and including the researchers' subjective reflexivity and bias.

Some characteristics above were the reason for researcher dealt to describe her research methodology by qualitative method. Therefore, the purpose of qualitative research focused and deals with promoting a deep understanding of particular phenomenon such as environment, a process, or even belief.

B. Variable and Indicator

This researcher used one variable, the variable of this research was students' local dialect in learning English Language for different cultural settings at Makassar Muhammadiyah University. There were three aspects of local dialect including accent, grammatical form, and vocabulary and based on the scope of the research, the research restricts to examine the accent aspects.

C. Research Subject

The researcher used purposive sampling as the technique for selecting sampling. Purposive sampling is one of the most common sampling strategies, groups participants according to preselected criteria relevant to a particular research question. The researcher applied in the 3rd (Third) Semester Students of English Educational Department of Makassar Muhammadiyah University in academic years 2017-2018. Based on the criterion of purposive sampling the researcher decided number of sampling of this research was 20 (twenty) participants. Whose use buginese dialect from Soppeng, Pangkep, and Bone.

D. Research Instrument

The instruments that the researcher applied in this research were:

1. Questionnaire

The respondents restricted to chosen among any of the given multiple choice answers were known as closed format or closed-ended questions. Questions are ideal for calculating statistical data and percentages, as the answers set is known. Closed ended questions can also be asked to different groups at different intervals to efficiently track their opinion about a product/service/company over time. Closed-ended questions classify into 7 types and the researcher choose Likert question which can help the researcher to ascertain how strongly the respondents agree to a particular statement.

The answer for every item of instrument that use Likert scale has gradation from Strongly Agree, Agree, Disagree, And Strongly Disagree (Sugiyono, 2016: 135). In this study the instrument, respondents were asked to choose their retort to signify one of the numbers from 1 to 4 based explanation for the numbers, that are:

	Scale	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3

4.	Disagree	2
5.	Strongly Disagree	1

Meanwhile, for negative statement, respondents were given opposite score. In this study, Questionnaires' is used with the purpose of collected quantitative data to qualitative data, to make it amenable to statistical analysis. Local dialect questionnaire is to identify the aspect of accent including the interference of students' local dialect in accent expected specially in speaking English for different cultural settings with their first language.

2. Interview (Audio Recording)

In collecting the data, the researcher used the semi-structured interview. The researcher interview the English student to know the reason why they ask these types of questions to the students during teaching and learning process. This process involves recording information through research protocols, administering data collection so that researcher can anticipate potential problems in data collection, and bringing sensitivity to ethical issues that may affect the quality of the data.

E. Technique of Collecting Data

For data collection, the researcher used the questionnaire and recording as instruments. The researcher gave questionnaire for the sample that consist of 20 close-ended questions, the researcher gave 30 minutes for the students to answer the question base by their own word. The researcher was record the students' who

are in different cultural settings to know the difficulties of learning speaking that followed by local dialect. In gathering the data, the researcher used the following procedures. a) The researcher gave questionnaire to the sample of the research. b) The researcher collected the questionnaire. c) The researcher analyzes the data. d) The researcher classified the answers base on the questions.

F. Technique of Data Analysis

The data obtained from the test was analyzed by Likert Scale procedure indicating whether one strongly agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD) with each statement. The score was determined by summing the point of value of each statement.

1. To analyze the research data, the researcher applied Likerts Scale to measure some different thing such as the aspect of local dialect namely accent including pronunciation, accuracy and fluency.
2. Data from questionnaire was analyzed by using Likert scale :

	Scale	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

3. The technique of analyzing data in this research used descriptive percentage. This technique used to assess variable of the research. The researcher classified their collected data from questionnaire and interview, the researcher analyzed by using the percentage technique, the researcher use the following formula :

$$P = \frac{E}{N} \times 100$$

Explanation:

P = Percentage

E = the frequency of items

N = total respondent

(Sudjana, 2001 : 128)

CHAPTER IV FINDING AND DISCUSSION

A. Findings

The findings of this research deals with scoring classification of students' questionnaire and interview in transcription of students recording. The aim of this study was to know the students Interferences of local dialect in speaking ability. The data from the questionnaire used formula in chapter 3 to know the percentages of the students' interferences in two catagories, those were; local dialect interference, and local dialect factors which interference student's dialect.

1. The interferences of the students' local dialect in speaking for different cultural settings

a. The students' Interference

1) Accent

Extract 1
"I am from Pangkajenne"

Extract 2
"My hobby is listening music"

The extract 1 and 2 above indicates that the students interference in speaking with accent. They are difficult to put the stressing in the end of the word because of the different local language accent and English accent. The result or record that dominant interference of local dialect were the students speak in English specially for the students stressing the right parts

and interferences to the students pronounce the same pronounce but different word.

2) Stressing

Extract 2

I choose English Department and not
choice

if you want to looking for a job

If I learn to pronoun

As we have seen in the underlined word in the extract 2 phrases that the disorder of accent not only occurs at the beginning of the sentence or at the end of a sentence but interference the accent also occurs in the middle of the sentence. Interference in the middle of sentence occurs due to mistake of placing pressure on a word that causes the student when speaking is not accordance with the sound that should be. That is why the word “Department” the way it read is “/dɪ'pɑ:rt.mənt/” but when students read it, they do not put stressing right because in a bugis accents, we rarely use stressing on a sentence.

3) Intonation

Extract 1

“I graduate from SMA Tonasa”

Extract 2

“I was born in Wajo”

The extract 1 above indicates that the students' speaking interference by local intonation. They are difficult to use the right intonation because of first language interference as a result the students produce error in pronoun the speaking English. There any different intonation between local language and English language that difficult to understood by other student.

The extract 2 above refers that most of student pronoun the word with error intonation. However, students difficult to control the intonation such us rise and falling intonation also long and short intonation while they are speaking by English. The extract 2 shown the error intonation of student while they speak in sentence form, for example " was " the student must said it by falling intonation but they said it by rising intonation with long intonation also.

The local dialect can influence students' in learning speaking

a. The Students' difficulties

From the data result there are many students found some obstacle because of the students local dialect such us intonation, stressing, and pronunciation. However, all of it coming to the students when they are speaking in English language. We can see the questionnaire result below:

- 1) **In learning English, I found some problems to speak in English especially in pronouncing the words.**

Table 4.1 Students' Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	3	20
2.	Agree	4	27
3.	Undecided	5	33
4.	Disagree	3	13
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, the result reveal that there were 15 students whose involved to respond the statement number 5 *"in learning English, I found some problem sto speak in English especially in pronouncing the words"*. The Result indicates that 3 students or 20% of the students whose strongly angree and 4 students or 27% were agree with the statement. Meanwhile, there were 5 students or 33% whose undecided with the statemant and 2 students or 13% whose answered disagree,and 1 others or 7% answered strongly disagree with the statement. It shows that most of the students were always found any problems and interfere in pronouns the English words.

- 2) **In learning English, I never found some problems to speak in English especially in pronounce the words.**

Table 4.2. Students' Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	3	20

3.	Undecided	4	27
4.	Disagree	5	33
5.	Strongly Disagree	2	13
Total		15	100

Based on the table and chart above, the result that there were 15 students whose involved to respond the statement number 6 “*In learning English, I never found some problems to speak in English especially in pronounce the words*”. The Result indicates there were 1 or 7% of the students answered strongly agree with the statement and 3 students or 20% whose agree with the statement. Meanwhile, there were 4 students or 27% whose undecided with the statement and there were 5 students or 33% whose answered disagree, and other 2 students or 13% whose strongly disagree with the statement. It shows that most of the students prefer to choose disagree or neutral than undecided or Agree with the statement.

3) I feel worry about the way of pronouncing the word in English because of my local dialect.

Table 4.3. Students’ Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	3	20
3.	Undecided	6	40
4.	Disagree	5	33
5.	Strongly Disagree	0	0
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 9 “*I feel worry about the way of*

pronouncing the word in English because of my local dialect". There were 1 students or 7% from the total number of the students whose strongly agree with the statement. The other 3 students or 20% from the total number of the students were agree with the statement. Meanwhile, there were 6 students or 40% whose answered undecided with the statement and 5 students whose answered disagree or 33% from the total number of students. None of the students whose answered strongly disagree with the statement. The result shows that just 7%-20% agree that they were interference by their local dialect in pronounce the English words.

4) In learning foreign language, local dialect interference in speaking than writing.

Table 4.4. Students' Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	13
2.	Agree	4	27
3.	Undecided	9	60
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		15	100

Based on the table above, the result that there were 15 students whose involved to respond the statement number 4 "*In Learning foreign language, local dialect interference in speaking than writing*". There were 2 students or 13% from the total number of the students whose strongly agree with the statement. The other 4 students or 27% from the total number of the students were agree with the

statement. Meanwhile, there were 9 students or 60% whose undecided with the statement and not answered disagree, and none of those students whose answered strongly disagree with the statement. It shows that most of the students agree that they were found some problem to pronounce the words.

5) My first language interference me to pronounce the word clearly and accurate.

Table 4.5. Students' Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	34
2.	Agree	1	7
3.	Undecided	4	26
4.	Disagree	4	26
5.	Strongly Disagree	1	7
Total		15	100

Based on the table and chart above, it can be seen that there were 15 students whose involved to respond the statement number 11 "*My first language interference me to pronounce the word clearly and accurate*". There were 5 students or 34% from the total number of the students whose strongly agree with the statement. The other 1 students or 7% from the total number of the students were agree with the statement. Meanwhile, there were 4 students or 26% prefer to undecided with the statement and also 4 students or 26% whose answered disagree then 1 students or 7% from the total number of students answered strongly disagree. The result indicates that mostly students difficult to pronounce the word clearly even those word had a different pronunciation and meaning, in

other hand it can be seen that there were 6 students agree and strongly agree with the statement, means they were difficult to pronounce the words that almost had the same sound to pronounce.

6) I have ever been confused by someone's dialect when they pronounce the word.

Table 4.6. students' difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	4	26
3.	Undecided	6	40
4.	Disagree	4	27
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 12 "*I have ever been confused by someone's dialect when they pronounce the word*". None of students or 0% from the total number of the students whose strongly agree with the statement. The other 4 students or 26% from the total number of the students were agree with the statement. Meanwhile, there were 6 students or 40% whose answered undecided with the statement and 4 students whose answered disagree or 27% from the total number of students. There were 1 students or 7% from the total number of participants whose answered strongly disagree with the statement. The result indicates that 40% students was undecided if the local dialect influence the way of they were communicate in English, even the 26% students agree and strongly

agree with that stamen, means they were influence and interference with the local dialect to communicate in English.

7) I cannot pronounce well because of the local dialect interference the way of pronounce English sounds.

Table 4.7. Students' Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	4	27
3.	Undecided	6	40
4.	Disagree	5	33
5.	Strongly Disagree	0	0
Total		15	100

Based on the table and chart above, it can be seen that there were 15 students whose involved to respond the statement number 16 "*I cannot pronounce well because of the local dialect interference the way of pronounce English sounds*". There none of students or 0% from the total number of the students whose strongly agree with the statement. The other 4 students or 27% from the total number of the students were agree with the statement. Meanwhile, there were 6 students or 40% whose answered undecided with the statement. There were 5 students or 33% from the total number of participants whose answered agree and none of students or 0% answered strongly disagree with the statement. It shows that the statement indicates that the students was cannot pronounce well to speak in English, they were feel confident to speak by their local dialect. Moreover,

there were 6 students chose undecided with the statement which means that those students were hesitate and not engaged as the student's self confidence.

8) Local dialect naturally interference the use of the English language, particularly in pronounce the words.

Table 4.8. Students' difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	1	7
3.	Undecided	4	26
4.	Disagree	7	47
5.	Strongly Disagree	2	13
Total		15	100

Based on the table and chart above, the result reveal that there were 15 students whose involved to respond the statement number 17 "*Local dialect naturally interference the use of the English language, particularly in pronounce the words*". The Result indicates that 1 students or 7% whose strongly agree and 1 students or 7% agree with the statement. Meanwhile, there were 4 students or 26% whose undecided with the statemant and 7 students or 47% whose answered disagree, and other 2 students or 13% whose strongly disagree with the statement. It shows that most of the students chose disagree and which means that those students had a negative statement. Its declared that most of the students were not usual to use local language and they were deals that local language it was not only the factors which interference students to speaks in English.

9) In speaking English, I pronounce the English sounds like I pronounce my first language.

Table 4.9. Students' difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	2	13
3.	Undecided	7	47
4.	Disagree	4	26
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 18 “*In speaking English, I pronounce the English sounds like I pronounce my first language*”. There were 1 students or 7% from the total number of the students whose strongly agree with the statement. The other 2 students or 13% from the total number of the students were agree with the statement. Meanwhile, there were 7 students or 47% whose answered undecided with the statement. There were 4 students or 26% from the total number of participants whose answered disagree and 1 students or 7% answered strongly disagree with the statement. It shows that the students' pronounce the first language .The result shows that most of the students answered agree and strongly agree with the statement. Moreover, there were 20% students chose agree with the statement which means that those students were hard to learn English .

- 10) I am afraid when I want to speak in English with other people and they don't understand what I mean because I pronounce the English words like the way I pronounce in my local dialect.**

Table 4.10. Students' Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	5	33
3.	Undecided	4	27
4.	Disagree	5	33
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 20 *“I am afraid when I want to speak in English with other people and they don't understand what I mean because I pronounce the English words like the way I pronounce in my local dialect”*. None of students or 0% from the total number of the students whose strongly agree with the statement. The other 5 students or 33% from the total number of the students were agree with the statement. Meanwhile, there were 4 students or 27% whose answered undecided with the statement. There were 5 students or 33% from the total number of participants whose answered disagree and 1 students or 7% answered strongly disagree with the statement. It shows that most of the students disagree and strongly disagree with the statement, it was totally 40% students were disagree and strongly disagree, even there were totally 5 students agree and strongly agree with the statement.

11) My first language makes pronunciation and intonation errors and it is difficult to be understood by others student.

Table 4.11. Students' Difficulties

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	3	20
3.	Undecided	5	33
4.	Disagree	6	33
5.	Strongly Disagree	0	0
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 10 “*My first language makes pronunciation and intonation errors and it is difficult to be understood by others student*”. There were 1 students or 7% of students whose strongly agree with the statement. The other 3 students or 20% from the total number of the students were agree with the statement. Meanwhile, there were 5 students or 33% whose answered undecided with the statement and 6 students whose answered disagree or 33% from the total number of students. None of students from the total number of participants whose answered strongly disagree with the statement. The result indicates that the pronunciation and intonation control was hard to produce if someone naturally interference with the local dialect, even there were some students was not deals with the statement but if we saw the chart above, there were 27% students deals with the statement.

b. Students' Environment

The students came from different place with different cultural, unfortunately both of them become one of problem in students speaking because the result from 20 students shown that environment was one of problem to improve students speaking in the class. We can see the questionnaire result below:

- 1) **There any differences in the way I speak at collage and the way I speak at home.**

Table 4.1. Students' Environment

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	40
2.	Agree	3	20
3.	Undecided	4	26
4.	Disagree	1	7
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can seen be that there were 15 students whose involved to respond the statement number 1 "*There any differences in the way I speak at collage and the way I speak at home*", there were 6 students or 40% from the total number of students whose strongly agree with the statement number 1, then 3 students or 20% from the total number of students were agree with the statement. Meanwhile, 4 students or 26% of students prefer to choose neutral for the statement number one, 1 or 7% from the total number of students answer disagree, and 1 or 7% of students strongly disagree with the statement number 1. The result indicated that most of the students choose disagree, it showed that most

of the students were disturb by local dialect when they speak in the collage. It means, the students local dialect at home can followed them and face difficulties in acquiring foreign language. Learned a foreign language in the classroom was not enough to reduce the accent to reach the standard of speaking.

2) I speak using L1 (First Language) everyday with my family and my friends at home.

Table 4.2. Students' Environment

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	7	47
2.	Agree	5	33
3.	Undecided	3	20
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 2 “*I speak using L1 (First Language) everyday with my family and my friends at home*”. There were 7 students or 47% from the total number of the students whose strongly angree with the statement. 5 students or 33% from the total number of the students were agree with the statement. Then, there was 3 students or 20% whose answered undecided and 0 of those students answered disagree, and not students answered strongly disagree with the statement. It shows that most of the students in were like to communicate using first language in the classroom because at home or out classroom they

always use it to communicate. It means, the students difficulties in speaking English because the mother tongue used in every day.

3) In English classes, I occasionally prefer to use my mother tongue.

Table 4.3. Students' Environment

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	5	33
3.	Undecided	5	33
4.	Disagree	4	27
5.	Strongly Disagree	0	0
Total		15	100

Based on the table above, it can be seen there were 15 students whose involved to respond the statement number 3 “*In English classes, I occasionally prefer to use my mother tongue*”. There were 1 students or 7% from the total number of the students whose strongly angree with the statement, then there were 5 students or 33% from the total number of the students were agree with the statement. Meanwhile, there were 5 students or 33% whose answered undecided and 4 students or 27% whose answered disagree, and not students answered strongly disagree with the statement. It shows that most of the students agree that the mother tongue has been interference in speaking because always used in the English classes.

4) The place of origin always used the local language and makes me difficult to speak English.

Table 4.5. Students' Environment

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	3	20
2.	Agree	1	7
3.	Undecided	8	53
4.	Disagree	2	13
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 7 “*The place of origin always used the local language and makes me difficult to speak English*”. There were 3 students or 20% from the total number of the students whose strongly agree with the statement. The other 1 students or 7% from the total number of the students were agree with the statement. Meanwhile, there were 8 students or 53% whose answered undecided with the statement. 2 or 13% students from the total number of participants answered disagree and 1 student or 7% answered strongly disagree with the statement. It shows that some of the students were interference to pronounce the word clearly and accurately because of their local dialect but other students said that local dialect it's not to bother the student's pronunciation, it depends on what were their local accent or dialect.

- 5) **Outside the classroom, my friends and I always use the local language to communicate each other.**

Table 4.5. students' Environment

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	13
2.	Agree	5	34
3.	Undecided	6	40
4.	Disagree	2	13
5.	Strongly Disagree	0	0
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 8 “*Outside the classroom, my friends and I always use the local language to communicate each other*”. 2 of the students or 13% answered strongly agree with the statement, but there were 5 students or 34% from the total number of the students were agree with the statement. Meanwhile, there were 6 students or 40% whose answered undecided with the statement then 2 students or 13% from the total number of participants whose answered disagree and strongly disagree with the statement and none of the students answered strongly disagree with the statement. It shows that most of the students were interference with the case above, there were just pronounce without stressing any parts which should be, and stressing the part that should not be stressing.

6) I have difficulties in mastering the speaking skill due to the interference of the first language (local dialect).

Table 4.6. Students' Environment

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	7
2.	Agree	5	33
3.	Undecided	3	20
4.	Disagree	6	40
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 19 “*I have difficulties in mastering the speaking skill due to the interference of the first language (local dialect)*”. None of students or % from the total number of the students whose strongly agree with the statement. The other 5 students or 33% from the total number of the students were agree with the statement. Meanwhile, there were 3 students or 20% whose answered undecided with the statement. There were 6 students or 40% from the total number of participants whose answered disagree and 1 students or 7% answered strongly disagree with the statement. It shows that just totally 33% students were agree that they have difficulties speak in English, they were just think in Indonesian first and transfer to English language.

- 7) **I am not stressing the right parts of words, and the right words in sentences because of my local accent are different with English accent.**

Table 4.7. Students' Environment

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	6	40
3.	Undecided	3	20
4.	Disagree	4	26
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can be seen that there were 30 students whose involved to respond the statement number 13 *"I am not stressing the right parts of words, and the right words in sentences because of my local accent are different with English accent"*. There were 1 students or 7% from the total number of the students whose strongly agree with the statement. The other 6 students or 40% from the total number of the students were agree with the statement. Meanwhile, there were 3 students or 20% whose answered undecided with the statement. There were 4 students or 26% from the total number of participants whose answered agree and 1 students or 7% prefer to answered strongly disagree with the statement. It shows that most of students was not stressing while they speak because of local dialect was influence the way they were speak in English, in order there were totally 7 students feels like lazy to speak because of their local dialect was influence the way of they were speak in English.

Local dialect factor in external aspect which included environment, toward the students' answered shown that the dominant Interferences of the students were Interferences to use full English in any situation and place, Interferences to speak English with their mother, father, neighbor, friends even their sister if they were at home, Interferences to speak in English with their friend and neighbor because of the other people at home, and around their place was only speak by using local dialect or their mother tongue. The collected data shown that the external factors affect the performance of students in learning process, when students became interested in learning, they shown enthusiasm to the activities to participated and improved the skill, and develop new abilities.

c. Students' Self-Confidence

From the data result, some students feel insecure to speak in front of the class because of the differences of first language and standard, we can see the questionnaire result below:

1) I feel more confident to speak in English by using my local dialect.

Table 4.1. Students' Self-confidence

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	4	26
3.	Undecided	8	54
4.	Disagree	2	13
5.	Strongly Disagree	1	7
Total		15	100

Based on the table and chart above, it can be seen that there were 15 students whose involved to respond the statement number 15 *“I feel more confident to speak in English by using my local dialect”*. None of students or 0% from the total number of the students whose strongly agree with the statement. The other 4 students or 26% from the total number of the students were agree with the statement. Otherwise, There were 8 of those students or 54% from the total number of participants whose answered undecided, and 2 or 13% students answered disagree with the statement, and 1 students or 7% answered strongly disagree with the statement. Therefore, The result indicates that local dialect naturally interference the use of the English language for some students totally 26% whose answered agree and strongly agree and it no balance with the students whose disagree with the statement, it was totally 10% disagree and strongly disagree.

2) Because the differences of my first language and standard English, make me feel insecure to speak in front of the class.

Table 4.2. Students' Self-confidence

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	7
2.	Agree	2	13
3.	Undecided	2	13
4.	Disagree	9	60
5.	Strongly Disagree	1	7
Total		15	100

Based on the table above, it can be seen that there were 15 students whose involved to respond the statement number 14 “*Because the differences of my first language and standard English, make me feel insecure to speak in front of the class*”. There were 1 students or 7% from the total number of the students whose strongly agree with the statement. The other 2 students or 13% from the total number of the students were agree with the statement. Meanwhile, there were 2 students or 13% whose answered undecided and with the statement and also 9 students or 60% whose disagree with the statement and there were 1 students or 7% from the total number of participants whose answered strongly disagree with the statement. It shows that the students’ was not insecure to speak English if their local dialect was clearer than if they were using English but in the table above it can be seen that, even most of students disagree with the statement but it still there totally 3 students agree and strongly agree with the statement, means that even their local dialect was interference the way of they were speak in English they still felt confident to speak, it was not a big problem for themselves.

The analysis of local dialect factors which Interferences the students performances in the class, it shows that the dominant Interferences of the students were Interferences to the students self-confidence and self-performance. The result shown that the majority of students show the local dialect interference them to learn English. 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.

B. Discussion

As has been presented on findings, the result in questionnaire and recording shown that the dominant Interferences of the students become the aspect to identify the students' Interferences of interaction in the classroom. It can be seen from the elaboration result of questionnaire and recording. As gotten from the findings, there were three categorise of students' Interferences. They were students' Interferences to speaks using local dialect, the internal factors that affect students' Interferences and the external factors that affect students' Interferences .

Based on the data analysis collected through questionnaire, it was found that the majority of the students agree with the statements about the students' Interferences of local dialect in speaking ability, internal factor as self-confidence and external factors as environment as interference the students speaking ability. The researcher become to known the students' Interferences of interaction in oral production for those categories.

Firstly, the analysis of the students' Interferences of local dialect based on the data presentation above concluded that 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. The result shown that the majority students participate in oral class. Indeed, the respondents prefer to the learn English in any media which can create the motivation to learn. Most of students agree online media like YouTube channel, BBC channel can motivate the students to learn English even if they

were interference of local dialect but students' trusted, online media will be helpful to increase the students' motivation and self-confidence to learn English.

Secondly, the analysis of local dialect factors which Interferences the students performances in the class, it shows that the dominant Interferences of the students were Interferences to the students self-confidence and self-performance. The result shown that the majority of students show the local dialect interference them to learn English. 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. It was in line with Al-Zoubi (2014: 355) who indicated that almost students need to use their first language in English classroom because it help them understand the meaning of new words. 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. Based on the statement above reveals that the dominant Interferences of the students cause by the students habit in communicate used their own language.

Thirdly, the analysis of local dialect factor in external aspect which included environment, toward the students' answered shown that the dominant Interferences of the students were Interferences to use full English in any situation and place, Interferences to speak English with their mother, father, neighbor, friends even their sister if they were at home, Interferences to speak in English with their friend and neighbor because of the other people at home, and around their place was only speak by using local dialect or their mother tongue. The

collected data shown that the external factors affect the performance of students in learning process, when students became interested in learning, they shown enthusiasm to the activities to participated and improved the skill, and develop new abilities. Hamjah (2012: 2) defined the most dominant of language in the society is the spoken language, and 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, most of students agree that they need any facilities and media to learn English easily . 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 local dialect above.

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 Interferences found after conducting the research. The students' Interferences of interaction in oral production were categories as follows:

1. Students' Interferences of local dialect

Based on the research findings, it shows that the dominant Interferences toward the students oral production were the Interferences to pronounce the words, Interferences to the stressing any parts of the words.

2. Students' factor of local dialect (internal factor = self-confidence)

The dominant Interferences toward the students performance were the Interferences to the speaking performance in the classroom who makes students more confident, Interferences to 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 local dialect , Interferences to the students motivation in speaking.

3. Students' factor of local dialect (external factors = family, environment)

The dominant Interferences of the students was to used full English in the classroom, Interferences to speak English with family at home, Interferences to communicate using English with other friends or neighbor and Interferences to develop their speaking skill because of they did not have any facilities and media to learn and practice their speaking.

The analysis of students' Interferences in communication and speaking revealed that the Interferences of communication by used local dialect 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.

B. Suggestion

On the basis of the present research findings, the researcher suggests 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 local dialect.
2. In this case, 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.
3. 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.
4. In English classroom, students need to learn through any media, not only learn using lecturer's text books but others media which can built student's willingness, motivation and avoid the feeling that interference the students to express themselves in oral communication.

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APPENDIX 1

I. List of Sample

No.	Name	Class
1.	S.1	BG III.G
2.	S.2	BG III.G
3.	S.2	BG III.G
4.	S.4	BG III.G
5.	S.5	BG III.G
6.	S.6	BG III.G
7.	S.7	BG III.G
8.	S.8	BG III.G
9.	S.9	BG III.G
10.	S.10	BG III.G
11.	S.11	BG III.G
12.	S.12	BG III.G
13.	S.13	BG III.G
14.	S.14	BG III.G
15.	S.15	BG III.G
16.	S.16	BG III.G
17.	S.17	BG III.G
18.	S.18	BG III.G
19.	S.19	BG III.G
20.	S.20	BG III.G

II. Analysis of Items in questionnaire

Statement	Opinion					Total
	Strongly Agree (SA)	Agree (AG)	Undecided (UD)	Disagree (DG)	Strongly Disagree (SD)	
1	6	3	4	1	1	15
2	7	5	3	0	0	15
3	1	5	5	4	0	15
4	2	4	9	0	0	15
5	3	4	5	2	1	15
6	1	3	4	5	2	15
7	3	1	8	2	1	15
8	2	5	6	2	0	15
9	2	3	6	5	0	15
10	1	3	5	6	0	15
11	5	1	4	4	1	15
12	0	4	6	4	1	15
13	1	6	3	4	1	15
14	1	2	2	9	1	15
15	0	4	8	2	1	15
16	0	4	6	5	0	15
17	1	1	4	7	2	15
18	1	2	7	4	1	15
19	0	5	3	6	1	15
20	0	5	4	5	1	30

III. Analysis of Record items

1. Recording A

ST A :My name is Andi citra you can call me citra, I am from Pangkajenne.

My hobby is listening music. I graduate from SMA Tonasa

Me :Why do you want to study in UNISMUH?

ST A :Because I choose English Department and not choice

Me :Thank you

2. Recording B

ST B :Okay I want to introduce myself, my name is Hartika, you can call me

Tike. I was born in Malaysia October 15 1998. I come from Bone, here

I live in Talasalapang 1, so I graduate from one of senior high school in

bonee exacly in mare'. So, why I choose English Department in

UNISMUH because I think English is important, I mean if you want to

looking for a job, you have to can speak English clearly.

Me :Your local dialect not really followed when you speak?

ST B :Sometimes

Me :What do you feel?

ST B :First, my local dialect disturb when I try and learn to speak English but

then if I learn some. If I learn to pronoun some word from the native

speaker, I think I can handle it.

3. Recording C

ST C :Yah Assalamualaikum warahmatullahi wabarakatu. I would like to introduce myself, my name is Nuru hidayah mappattoba, I choose Unismuh **because** my mother ask me become a English teacher.

Me :What is your hobby?

ST C :My hobbies are reading book and watching my **e classmate** dancing.
His name was Wahyu.

Me :Where is your last study

ST C :**Salis**

Me :What is your local dialect?

ST C :My local dialect is buginess

Me :Is your local dialect still followed when you are speak?

ST C :I think no, because I stay in Pallangga Gowa. So, I do not Buginess accent.

4. Recording D

ST D :Okay. Bismillahirrahmani Rahim. **My full name** is Andi wahyu Al-fazhinyuk njaah, you can call me Wahyu or Andi wahyu. I come from Luwu utara but surely I Buginess people. **I was born** in Wajo August 21 1998, my last school is SMA 2 Masamba and then my hobbies are playing music, listening music, dancing and all about music. Why I choose English **Department** because I really enjoy to learn all about English. After **learning**, I want to apply it to my family, school and my friends.

Me :Is your local dialect disturb you, when you are speaking in the class?

ST D :Firstly, my local dialect for the first time always followed when I speak and my friends laugh but I try to learning and practicing to improve my English speaking.

Me :Thank you.

5. Recording E

ST E :My name is Muahammad Taufik and people call me taufik. My hobbies are reading article, cycling, and more sport, why I choose English department because I like more about **English**. This is the reason why I am **here**.


Me :What about your local dialect?

ST E :My local dialect is Buginess but sometimes I use Makassar dialect because my parents are from Bugis.


Me :Is your local dialect disturb you when you are speaking in the class?

ST E :Sometimes my local dialect disturb when I speaking English because it is my **mother language**.

Note :

 : Students accent

 : Students intonation

 :Error intonation in the middle of sentence

IV. List of Students interference

Student A :

1. Pangkajenne
2. Music
3. Graduate
4. Department

Student B :

1. Talasalapang 1
2. Want
3. Learn

Student C :

1. Because
2. Salis
3. E Classmate

Student D :

1. My full name
2. I was born
3. Department
4. Learning

Student E :

1. English
2. Here
3. Mother language

APPENDIX 2

QUESTIONNAIRE

NO	The interference of local dialect	SA	A	N	D	SD
A.	Pronunciation					
1.	<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>					
2.	<p>In learning English, I never found some problems to speak in English especially in pronounce the words.</p> <p>(Dalam belajar bahasa Inggris, saya tidak pernah menemukan beberapa masalah untuk berbicara dalam bahasa Inggris terutama dalam mengucapkan kata-kata)</p>					
3	<p>I feel worry about the way of pronouncing the word in English because of my local dialect</p> <p>(Saya merasa khawatir mengucapkan kata dalam bahasa Inggris karena dialek lokal saya)</p>					
4	<p>My first language interference me to pronounce the word clearly and accurate.</p> <p>(bahasa pertama mengganggu cara saya dalam mengucapkan kata dengan jelas dan akurat)</p>					
5	<p>I've ever been confused by someone's dialect when they pronounce the words.</p> <p>(Saya merasa bingung dengan dialek seseorang ketika mereka mengucapkan kata-kata dalam bahasa Inggris)</p>					
6	<p>I can not pronounce well because of the local dialect interference the way of pronounce English sounds.</p>					

	(Saya tidak bisa mengucapkan kata dalam bahasa Inggris dengan baik karena gangguan dialek lokal mengganggu pengucapan bunyi dalam bahasa Inggris)					
7	Local dialect naturally interference the use of the English language, particularly in pronounce the words. (dialek lokal secara alami mengganggu penggunaan bahasa Inggris, terutama dalam mengucapkan kata-kata)					
8	In speaking English, I pronounce the English sounds like I pronounce my first language (Dalam berbicara bahasa Inggris, saya mengucapkan bahasa Inggris terdengar seperti saya mengucapkan bahasa pertama saya)					
9.	I am afraid when I want to speak in English with other people and they don't understand what I mean because I pronounce the English words like the way I pronounce in my local dialect (saya takut ketika ingin berbicara dalam bahasa Inggris dengan orang lain dan mereka tidak mengerti dengan yang saya bicarakan karena pengucapan saya dalam bahasa Inggris sama dengan pengucapan saya dalam local dialek)					
10.	My first language makes pronunciation and intonation errors and it is difficult to be understood by others student. (bahasa pertama saya menimbulkan kesalahan dalam pengucapan dan intonasi, dan sulit dipahami oleh siswa lainnya)					
B.	Environment					
1.	There are any differences in the way I speak at collage and the way I speak at home.					

	(Ada perbedaan dalam cara saya berbicara di kampus dan cara saya berbicara di rumah)					
2.	I speak using L1 (First Language) everyday with my family and my friends at home. (Saya berbicara menggunakan L1 (Bahasa pertama) sehari-hari dengan keluarga saya dan teman-teman saya di rumah)					
3.	In English classes, I occasionally prefer to use my mother tongue. (Di kelas bahasa Inggris, kadang-kadang saya lebih suka menggunakan bahasa ibu)					
4.	In learning foreign language, local dialect interference in speaking than in writing. (Dalam belajar bahasa asing, dialek lokal lebih mengganggu dalam cara berbicara dari pada dalam menulis)					
5.	The place of origin always use the local language and makes me difficult to speak English. (tempat asal saya selalu menggunakan bahasa lokal dan membuat saya sulit untuk berbicara dalam bahasa Inggris)					
6.	Outside the classroom , my friends and I always use the local language to communicate each other (Di luar kelas, teman-teman saya dan saya selalu menggunakan bahasa lokal untuk berkomunikasi satu sama lain)					
7.	I have difficulties in mastering the speaking skill due to the interference of the first language. (Saya memiliki kesulitan- kesulitan					

	dalam menguasai keterampilan berbicara karena gangguan dari bahasa pertama)					
8.	<p>I am not stressing the right parts of words, and the right words in sentences because of my local accent are different with English accent.</p> <p>(Saya tidak menekankan bagian yang tepat dalam kata-kata, dan kata-kata yang tepat dalam kalimat karena aksen lokal saya berbeda dengan aksen Inggris)</p>					
C.	Confidence					
1.	<p>I feel more confident to speak in English by using my local dialect.</p> <p>(Saya merasa lebih percaya diri untuk berbicara dalam bahasa Inggris dengan dialek lokal)</p>					
2.	<p>Because of the differences of my first language and standard English, make me feel insecure to speak in front of the class.</p> <p>(karena perbedaan bahasa pertama saya dan standar bahasa Inggris membuat saya tidak percaya diri untuk berbicara di depan kelas)</p>					

CURRICULUM VITAE



MUFLIHAH BACHTIAR, was born in Soppeng on 10th August 1995, as a second children from three siblings. Her father name is Bachtiar Sila and her mother name is Musdalifah. The writer has begun in elementary school in SD inpres Tommo V for finishing her study in elementary level on 2001 until 2007. At same year, the writers continue her study in junior high school 7 Kalukku and finished on 2010. Then in the same year, the writers go up into Islamic boarding high school DDI Pattojo and finished on 2013. Furthermore, the writer continue her study in the university Muhammadiyah of Makassar on 2013 and registered as a students in English department faculty of teacher training and education .