

**AN ANALYSIS OF LOCAL CULTURE AND WISDOM
AFFECTING THE STUDENTS' ENGLISH ABILITY AT
CAMBAYYA VILLAGE IN BANTAENG REGENCY**



A THESIS

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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
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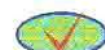
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ABSTRACT

MUH. MARSAJIANDA, 2018. *“An Analysis of Local Culture and Wisdom Affecting The Students’ English Ability at Cambayya Village in Bantaeng Regency”*
A thesis of English Education at Faculty Teacher Training and Education of Muhammdiyah University of Makassar, 2018. Guided by Eny Syatriana and Ardiana.

The research aimed at the finding out the difficulties that encountered by students in learning English viewed from the aspect of local culture and wisdom especially local language interference. This research employed Descriptive qualitative method which is conducted by the interview guidelines. The subjects of this research taken at Cambayya village in Bantaeng regency which consisted of 10 students from 2 different school. The researcher took more than a week to collect the result of data analysis.

The research findings show that the difficulty in learning English encountered by students was influenced by the local language interference. There are several factors that affecting subjects in learning English, such as the difficulties in pronunciation, and difficulties in accent. This evidence was found by the researcher through the interview section.

It can be concluded that the local language has a main role in the society life for all the people who lived in Cambayya village. It is also being the most influential factor for the students in order to learn English.

Keywords : Local Culture, Local Wisdom, Local Language Interference

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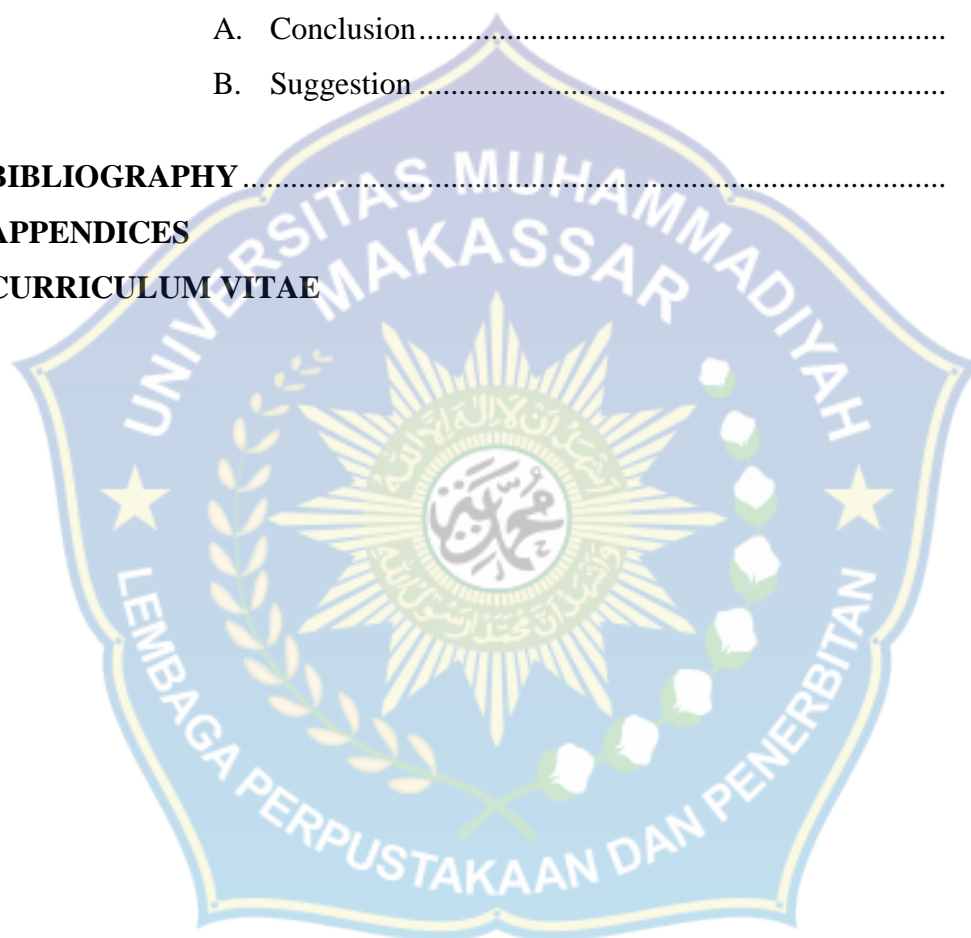
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CHAPTER I

INTRODUCTION

A. Background

Culture is taking a big role to our life. It is one of the biggest part to most of people in the world and affecting their daily routines based on its background of places. Edgar et al (2008) in his point of view defines culture as the complex everyday world that we all encounter and through which we all move. Culture is the all packages that people use to build a society in their own community, and it begins at which humans surpass whatever is simply given in their natural inheritance. As such, the two most important of culture may the ability of human being to construct and to use language. It can be explained as a way of life that grows, and it is owned by a group of people from generation to generation. In this regard, culture has many differences from different country, region, and places. Each country usually has many traditions which makes some people in different region has their own culture. The local people are usually practicing their own tradition which is influence their behavior in their daily activities, It is called by local culture.

Local culture is growing up in a group of society in a particular region. The culture of this region will arise when the inhabitants of a region has the same mindset and social life. It becomes a habit that makes them different to another group of people in different places. For example in some places in a country, there must be a habit which is different to others. It is because of their

way to understand something in our life is different, and that could be related to some particular traditions that they believe. It cannot be denied that many different countries are has a lot of local cultures.

Related to the local culture, local wisdom is a part of the culture in society which has influence that cannot be separated from the language of society itself. As similar as culture definition, local wisdom is usually passed down from generation to generation. It is a local idea that has good value, wise, full of wisdom, embedded and followed by members of the community. Generally, local wisdom has a culture value based on the background traditions in particular region. It is brought and practiced by the ancestors.

Nowadays, there are many cultures and local wisdom which are spread around the world. In Indonesia, there are more than 200 ethnic groups with different cultures which spread across the country. The local cultural in Indonesia has been growing up along with traditions within. The cultures has many impacts on the habits of the population in particular region include the languages. These issues may cause another culture problem which affects some inconsistency of acceptance other language and cultures itself.

As we know that language has a main role in our life. It is most important thing to get communicate with other people. Language is the ability that people use to communicate with others by using signs, such as words and movements. Based on this definition, it can be conclude that language is a tool which used by people to get connect and interact each others. However, there are many languages in the world that have to be concerned as a variety of cultural.

Each country in the universe has different language based on the local language and their origin of ethnic or community which the person is born into. Then, it is growing up as a mother tongue of the local cultural characteristic in a particular language. In a several country, there are some people which speak a local language based on their ethnic and culture in particular region. They tend to speak only use a mother tongue as their activities. This factor is may have a big influential to the native language of local ethnic in practicing a second or foreign language such as English.

English is one of the most important language to learn. It has being a global language which has over 360 million speaker in the world. English is also became an official language in several world organization. In Indonesia, English is a compulsory subject that has been taught in a formal school. It is identified as a foreign language which has right to learn by students at the school. Although there is no difficulties while speaking with the official language, most of the local people are not fluent when they are speak English. Several factors had been found such as vocabulary, structure and grammar. Besides, the influence of mother tongue also has supporting these factors. Therefore, it is necessary to analyze how big is the role of the local language that comes from the culture and tradition which influencing students' English ability in learning English.

It is important to know about the difficulties of English which are encountered by several students in Indonesia, specifically in particular region which is still unfamiliar with other cultures and languages. In this case, the problems are not only the vocabulary or grammar, but how they can accept and

change their mindset about the development of globalization. One of the effective ways is learning English as a foreign language. In addition, we have to know the general factors which has a main role in speech difficulties especially in the way to learn English.

The local cultural in Indonesia has been growing up for a long time. It comes with their distinctive traditions and also the languages. There are more than 500 local languages which are spread across the country, and most of the people in Indonesia speak with the local language as mother tongue and Bahasa Indonesia as their national language. Meanwhile, English is a foreign language that has been taught in a formal school. Although there is no difficulty when students are speaking with the official language, most of them are not fluent when they speak English. Several factors has been identified such as vocabulary, structure and grammar. Besides, the influence of local language also has been supporting these factors. Therefore, it is necessary to analyze the role of the culture and wisdom influences the English students.

In this research, the analysis of the subject matter begins with identifying the local person which has difficulties in English related to their particular local language based on the region, ethnic and cultural community. People in distinctive region are usually had their own difficulties when learn another language beside the first language. Then, it comes with another activity to examine the words and sentences in English based on their way to communicate. The given of the exam accompanied by several questions about their culture and language problems.

The researcher will take a study of a culture and wisdom in Cambayya village at Bantaeng region of South Sulawesi. The observation is focusing in the culture of cambayya village especially in the influence of local language which has effect to the students' English ability in order to learn and speak in English. It is necessary to find out what the difficulties of local people aim in order to learn English. In this regard, an analysis of culture, local wisdom, and local language will hopefully helpful to integrate English in local students' achievements.

The analysis of this research is conducted in order to find out the difficulties of students' English ability based on the background of the culture, tradition, and local wisdom especially in the influence of local language at Cambayya village in Bantaeng regency. The local language is considered as the main factor that comes from the aspect of culture and local wisdom in particular region. It has interference in capability of students in learning English as a foreign language in Indonesia. However, the researcher is required to look widely in the significance of the study so that the findings can be concluded as the result that related to the observation.

Finally, the aim of this study is about finding the factors which causes difficulties of English speaking which influenced by local culture and wisdom especially in the influence of local language through the English students. The observation of this research would be conducted in Cambayya village in Bantaeng regency. Therefore, it is necessary to make a research so that planning and development for any instruction can be done for the progress in their language learning.

B. Problem Statement

Related to the background above, the research question which is necessary to answer ;

What kinds of difficulties encountered by students in learning English viewed from local culture and wisdom aspect especially local language interference?

C. Objective of the Study

The objective of study in this analysis is:

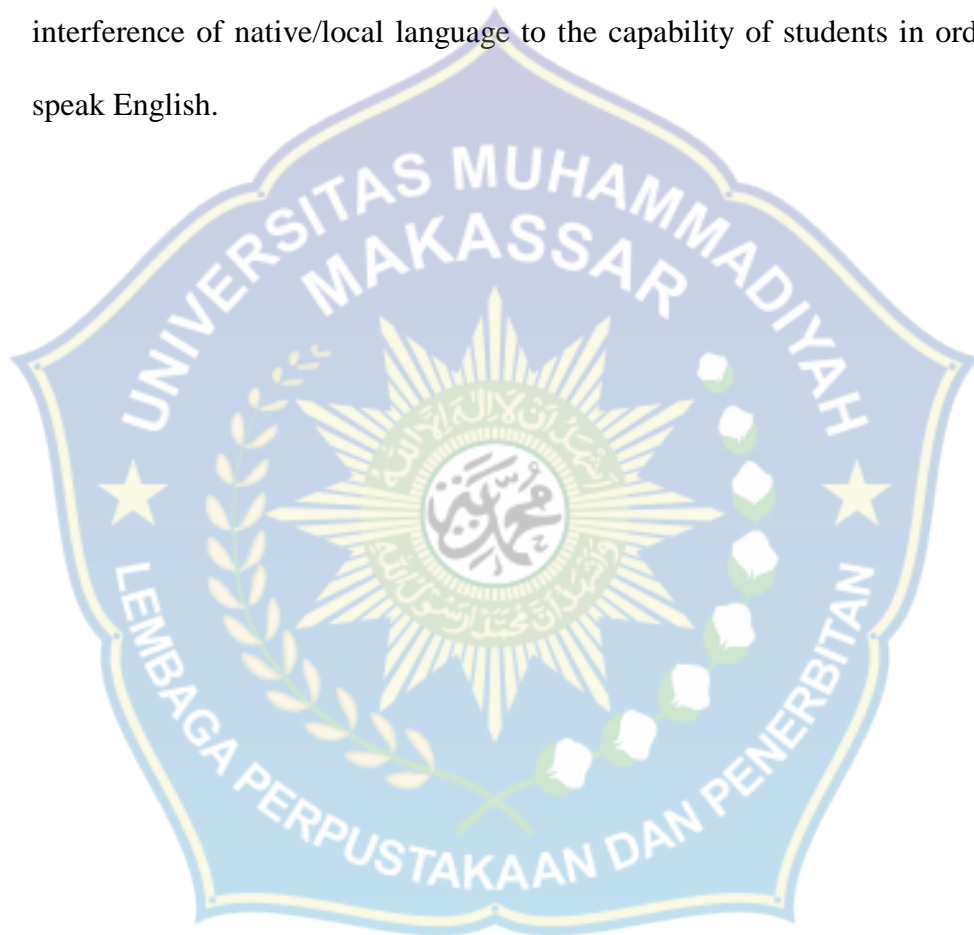
To find the kinds of difficulties encountered by students in learning English viewed from local culture and wisdom aspect especially local language interference.

D. Significance of the Study

The research focuses on how the local culture and wisdom especially local language which affect the students' English ability at Cambayya village in Bantaeng regency. The study of this analysis is followed by several questions which are conducted by researcher related to the place, culture, and its relation to the first language which has effect to the local students in order to learn English. This research is expected to be meaningful, useful and profitable. It also may bring a relevant information and knowledge in teaching and learning processes.

E. Scope of the Study

An analysis of this research is limited to the field of Cultural and wisdom especially at Cambayya village in Bantaeng region. It is including the particular ethnic and local language in the specific area that related to the place of study. The culture and wisdom that the researcher obtained was the interference of native/local language to the capability of students in order to speak English.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some researchers who had conducted their research by using analysis of local culture and its influence to the English students, they are;

1. Sriphabha (2015) stated that the mother tongue has big influence which affecting English accent and the way to communicate. It was shown several incorrect pronunciation that he found in Hindi language as the mother tongue. For example, the north Indian have the accent pronouncing “Sh’ as Is’. This is called Mother tongue influence. While pronouncing “S’ it as “J’. Such as the word “Position’ as “Bojision”. The research is also has several options to overcome a Mother tongue influence in English accent. The statement was explained in his research “A Study On Mother Tongue Influence in English Communication”.
2. Gatavi (2013) was shown several problems of English as a second language in Kenya, especially in learning pronunciation, grammar, and accent. The significance matter that researcher found in this research is about the Mother tongue dialect which greatly affected most of the student and brings many problem in perceiving second language. On the other hand, most teachers in Kenya are not native English speaker which make them encounter many problems while teaching the language. The finding was

explained in her title “Dialect and The Learning of English As a Second Language in Kenya”.

3. Suliman (2014) based on his observation and interview with several students in Malaysia which has many difficulties in English pronunciation and accent. In his conclusion, the research has demonstrated that students still rely on mother tongue in their speech production. It was influenced by environmental factors which contributed towards students’ lacking of competency as they come from the non-speaking English community. These problems explained on his journal “The Interference of Mother tongue/Native Language in One’s English Language Speech Production”.
4. Nurlia, et al (2017) in their research finding state that the language and culture cannot be separated. It is very important to relate language that we are going to teach along with culture because language must be treated in a social context. Therefore, language and culture is the key to unlock the language teaching methodologies in the classroom. Based on the practical view, the research finding indicated that bringing local culture in English language teaching would build up learner’s cultural knowledge, awareness, and competence. In this research, students are not only learned a foreign language but also aware of preserving their local culture. Thus was published by their journal “Effect of Bringing Local Culture in English Language Teaching on Students’ Writing Achievement”
5. Sudartini (2012) in her research state that the practice of English as a foreign language in Indonesia is necessary to integrate with local cultural values. It is very important to students in order to communicate effectively

by using the language. According to her, the practice of foreign language teaching particularly English is commonly pay less attention to the accompanying intercultural communication. The used of practicing English is needed to promote character education, which is commonly believed to play important roles in encouraging, improving, and maintaining the spirit of nationalism of the future generation. Therefore, the insertion of local cultural value in practicing English may lead the students have better understanding about the cultural background and national identity that hopefully also improve their nationalism awareness when they contact and learn a foreign culture ideology internalized in the practice of English language teaching. The findings of this conclusion can be found at Sudartini's journal called "Inserting Local Culture in English Language Teaching to Promote Character Education".

The research of Sriphaba (2015) suggests us to identify the incorrect of pronunciation which influence English students through the words. She finds logical way to be confident in using foreign language. Researcher is directed to analyze the impact of mother tongue by providing some options to overcome a native language. Gatavi (2013) and Suliman (2014) in their research findings suggest us to look more widely about the significance problem in a relation between native language and its influence with English pronunciation and accent. Nurlia, et al (2017) was shown us the effectiveness of learning English by using local cultural as a subject of teaching method. Meanwhile, Sudartini (2012) found that the integration of local cultural values in the practicing of English has a big role in order to improving students' characters.

The similarity of Sriphaba's journal with this research is about to find the difficulties in English language based on the mother tongue or first language which influencing the students in order to speak English. He found that there are so many incorrect pronunciation in term of vocabularies which is still rely on the first language. The difference of this research is about the concern of the Sriphaba's journal which only focuses on the effect of mother tongue to English students' pronunciation. He didn't describe about the cultural factors which causing students' failure in learning English. This research was made based on the several problems that he found in North India related to the difficulties of English students in order to pronounce words in English.

Gatavi's journal has several similarities with this research, such as the affection of linguistic term especially in English which influence several student who lived in distinctive region and also the problems which is encountered in English language. The journal was explained that there are more significance factor of linguistic theories that could be a problem which encountered by non-native speakers of English while learning English as a second language such as the influence of first/local language. He stated that people from a habit of using the rules of local language in the second and foreign language and therefore make errors. Meanwhile, the difference of this research is about the focus of the study. Gatavi's journal is more concern on dialect and its effect to the learning of English as a second language. Instead, this research is about a study of local culture and wisdom especially in term of local language and its effect to students' English ability.

The similarity of Suliman's journal with this research is about the common mistakes of people in their way to speak in English which has relation to their culture's background. There are many students which is has different understanding about the status of English language in Malaysia, and it makes some people there is having limited need in order to learn English as the Second language. In addition, rural students are usually has experience of being criticized while speaking English, they are reluctant to learn and speak in English for fear and of being judge negatively by their environment. Thus research is more look widely about the effect of the ethnic community in rural area affecting students in learning English. Meanwhile, the difference of Suliman's journal with this research is about the focus of study. Suliman was shown about the difficulties of speaking English as a second language which encountered by several students in Malaysia but he didn't describe about the several influences factor such as the cultural background and its relation to the mother tongue in order to learn English. The focusing of Suliman is limited to the environmental of community which has impact to the English speaking ability of several students in Malaysia.

Nurlia's journal has some similarity with this research such as the effect of local culture and foreign language, especially in term of English. It also give explanation about how important the role of the language in our culture. In her research, Nurlia was shown the influential factor of culture which is very important to use in English language teaching. In her point, the idea of bringing local culture in the classroom was gave positive effect on students' achievement. Meanwhile, the difference of Nurlia's journal with this research is about the area

of study and the field of skill. Nurlia's journal focuses on the effect of local culture in term of language teaching method which requires students' writing achievement while this research is about the influence of local culture in term of first language affecting English students in learning English as a foreign language.

Sudartini's journal describes the integrating of local cultural values in order to improve students' abilities in order to promote character education. The similarity of Sudartini's journal can be found in the part of common practice of English language teaching in Indonesia. In this section, Sudartini was given the explanation about the importance of learning English in Indonesia. She stated that Students are need to master English in order to be able to actively participate in the global world. However, there are several differences with this research such as the focus of the study and the aim of the analysis. The journal of Sudartini focuses on the cultural value as the factor in order to promote the character education in term of English language teaching while this research is about to find out the influences of local culture and wisdom and its relation to the first language in distinctive region affecting English students.

Based on the several researchers above, there are many similarities and differences with this research that can be found in their journals. However, the result of those journals has been collected as a reference of the researcher in term of measuring the kind of analysis related to the field of study. It is necessary to compare the finding of several researchers in order to support this analysis. Therefore, the analysis was easy to measure the difficulties of the students especially in term of learning English.

B. Theoretical and Concept Framework

1. Some Pertinent Ideas

A. The Concept of Local Culture

Culture is a way of life that grows and brought by a group of people, and passed down from generation to generation. It is made up by many intricate elements, including religion and political system, customs, language, building, clothing, tools and artwork. Harris (1999) state that culture is the whole aspect of human life in society acquired by their way to learn, it is including thoughts and behavior. In this regard, culture can be explained as a comprehensive lifestyle. Culture is complex, abstract, and board. Many aspects of culture also determine communicative behavior. These socio-cultural elements are dispersed and encompass of many human social activities.

In the viewpoint of cultural anthropology, cultural is the all system of thoughts and feelings, action and work that produced by people in their society which made by their own learning. Local culture is a part of a scheme in cultural level. Garna (2008) stated that the local cultural is a culture that belongs to indigenous people, and it is a part of cultural heritage. The local people are usually practicing their own tradition which is influence their behavior in their daily activities. Language is the most important thing to the local people who wants to communicate in verbal ways. In generally, language is a part of local culture and its one of the most contribution in their environmental society and traditions.

B. Local Wisdom

Wisdom is an ability to learn something in a good way. It has a deep understanding about people and situation that can be used to increase capability in applying some perception. It also usually requires mastery emotional reactions so that the principle, consideration and knowledge can determine an act of a person. Related to this research, wisdom has a complex definition which includes several local tradition, culture and language in particular region of a country.

In terms of local cultural, wisdom has their own theory as defined by Levitt (2003). He state that local wisdom is a person, somebody, a group people who know something exactly, as they know, you know, in their daily life. In this regard, people who lived in a group of community in particular region, they will be able to learn their own tradition, culture, and their language based on their perspective. Local wisdom is a part of culture that can not be separated from the society.

Local wisdom meanings are very complex in our society. It is usually passed down through the generation and from the word of mouth. Local wisdom could be found in urban story, proverbs, songs, and folk games. It is considered as a knowledge which is found by certain local communities through a collection of experiences in trying and integrating with an understanding of the culture and natural conditions of a place. Therefore, culture and local wisdom are related to each other in forming a society which has its own custom and tradition.

C. Local Language

In order to communicate each other, language cannot be separated from the culture itself. It has grown and mixed by tradition and inhabitant by a group of local people in distinctive region. In this regard, language has a main role that passed down by local cultural and customs of a tradition. In several countries, there is an official language that people use as a formal language which used by people who works in formal institution such as school and another government agencies. Meanwhile, some people used second language or local/regional language to communicate in their daily life.

Local language is a language which used by people in particular area that can be found in a nation country as their daily language. It can be defined as a first language which grows along with culture and tradition which has differences in one region to others. Culture has big role in existing of local language. Customs and tradition are the first influence of communication that affecting people to use a language based on the result of their thoughts. Philosopher from Germany, Willem von Humboldt in Steinberg et al (2001) stated that language by its very nature represents the spirit and national characters of a people. Therefore, every thought of people who lives in a group of society in a distinctive region will be reflected or manifested on its language.

In Indonesia, there are many cultures and languages which spread across region. The local cultural in Indonesia has been growing up for a long time. It comes with their traditions and also the languages. There are more than 500

local languages which spread across the country, and most of them speak with the local language as their mother tongue and Bahasa Indonesia as their national and second language, while English is a foreign language that has been taught in a formal school. Although there is no difficulty while speaking with the official language, most of the local people are not fluent when they are speak English. Several factors identified such as vocabulary, structure and grammar. Besides, the influence of mother tongue also has supporting these factors. Therefore, it is necessary to analyze how big is the role of local culture, wisdom and the first language which influencing English students.

Customs and traditions has been the big influencer in most of people's activities at their own area in distinctive region which spread across the country. In this research, the researcher will take a study of a culture and wisdom case in Cambayya village at Bantaeng region of South Sulawesi. The observation is focusing in the culture of cambayya village including the custom, tradition, and local language which affecting English student at this region. The culture of Bantaeng was influenced by several cultures of Bugis and Makassar. Local culture and its language has big influential factor in their way to act and communicate.

The local language that used by people in Bantaeng especially in Cambayya is Bahasa Konjo. Konjo refers to the tribe that can be found in the southern area of South Sulawesi. It is a language that most people used as their first language, and it grows as a native language in Bantaeng regency. Bahasa Konjo is a language which has typical characteristic with Bahasa Makassar. Infact, most of vocabularies that contained in Bahasa Konjo has similarity with it.

Bahasa Konjo is a part of culture and wisdom consists in people's tradition, custom, and activities in Bantaeng. It is the most influential factor which affects the students in learning different language, including English. Although Bahasa Konjo is a part of the culture in Cambayya village, English is a language which is important to learn as foreign language. It comes through the globalization era and it has been taught in formal school about several years. English has been considered to be the first foreign language in Indonesia, but it still has many difficulties which is encountered by several students especially in Cambayya village. Therefore, the researcher needs to find out several factors of cultural influence and its impact to students learning ability in order to speak English.

Language policy in Indonesia has to contend with a highly multicultural and multilingual society. The status of English and its role and function has to be seen against the backdrop of where it takes a place in the three main categories such as Bahasa Indonesia, the regional vernaculars, and foreign language. These categories are mentioned not only to compare that there are several language portion, but it also has their own functions. In this regard, English is considered as the foreign language which has its own right to be taught in the formal education.

English is a language that grows through the globalization era. In this century, people who learn and speak English could be said as the supporter of globalization development. Crystal (2003) in his point of view state that the global language is the language which achieves global status when it develops a special role that is recognized in every country. Based on this definition, English has been considered as the global language along with the several country which

adopt it as a national or official language. It is very important to find out that English is a main language that used by over 360 million people in the world.

In Indonesia, English has decided as compulsory subject at the secondary school level since the launch of 1994 Curriculum. People which entrances formal and private education have been taught foreign languages including English. It becomes a main foreign language that has to be aim in order to graduate in formal school. However, there are many people in Indonesia especially in distinctive region which still has difficulties in learning English as a foreign language. Therefore, this research will find out the several which influencing students especially at Cambayya village in Bantaeng regency in order to learn English language.

In term of learning English, the acquisition of people in the society is highly necessary in order to improve people's awareness of English itself. As we know that in Indonesia, English is considered as foreign language along side with Bahasa Indonesia as a national language. However, if we look more closely to the particular region, Bahasa Indonesia is actually considered as a second language after the mother tongue as the first language that grows alongside with the cultures and traditions. Based on this fact, the status of English in Indonesia is still in the term of foreign language.

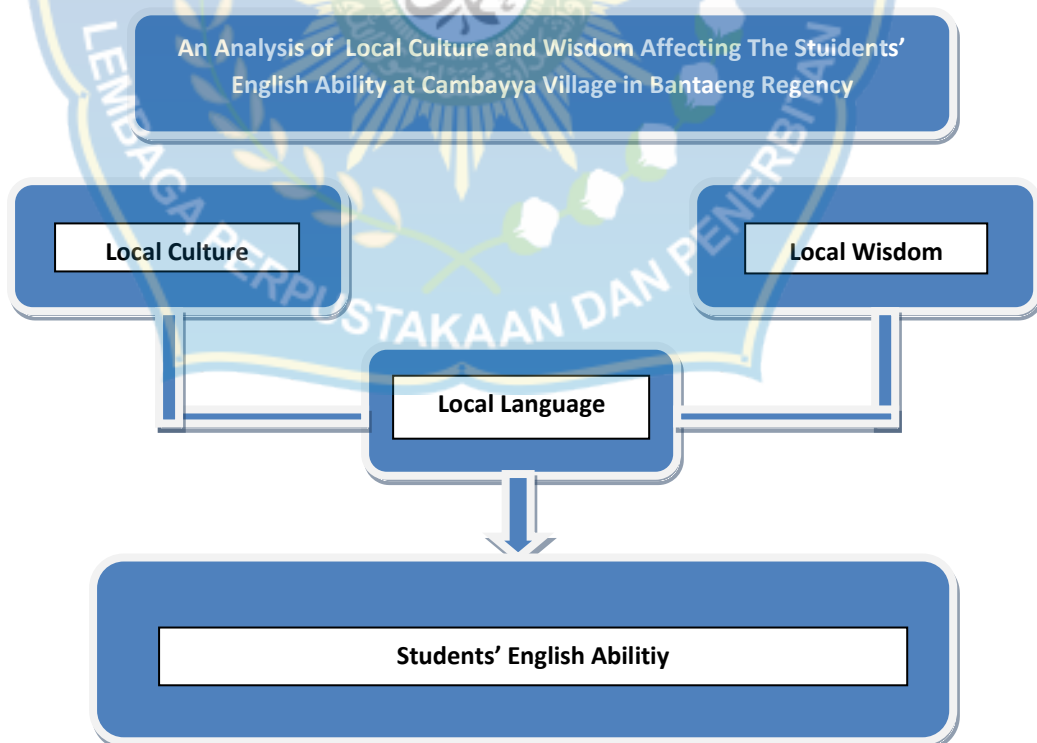
Foreign language is a language which is originally from another country. It is generally used to communicate with other people in another country. Foreign language is important to learn for some people who want to improve their capability in order to get a job overseas and the other importance needs. In Indonesia, there are several foreign languages which are commonly taught in

formal education such as English, Germany, Arabic, etc. In this regard, English is the only one subject of a foreign language which is considered as compulsory subject. English in Indonesia nowadays is growing and develop as the importance subject that necessary to learn.

In this analysis, the researcher focuses on the interference of local language which affecting the students' English ability. It is cover all factors that matter in term of capability of students in learning English especially at Cambayya village in Bantaeng regency. Furthermore, there are several difficulties of learning English that comes from the interference of Bahasa Konjo such as pronunciation, sentence construction, and accent.

2. Conceptual Framework

Figure 2.1 Conceptual framework



Based on the conceptual framework above, there two main figures which are forming the local language at Cambayya village. There were the local culture and wisdom. The local language is the main difficulties of learning foreign language which encountered by people at Cambayya village in Bantaeng region. Therefore, it is necessary to give explanations based on the several figures above.

Local culture is the first figure which has the main role in order to influence another figures. As we know that the culture can not be separated in our life. Indonesia is known by many cultures, it spreads across the nation from Sabang until Merauke. In this research, the researcher is taking a study about a local culture in Cambayya village at Bantaeng regency, South Sulawesi. There are several cultural influence that can be found in this region, such as Makassarnese and Buginese. Both of these cultures are influencing each others and it forms the current society of Bantaeng. In this regard, The analysis begins with an observation of the culture characteristics, and people's habits.

The second figure which affecting English student in order to learn English language is the local wisdom. Based on the observation of the culture characteristics, it refers to the sides of ethnic and the traditions that can be found in a particular region. The characteristics contained noble values and it has a source of wisdom. This source has a long process of journey that founded back in the past, and it grows as an inspiration of social values in nowadays society. Local wisdom is the manner reflection of the local people tradition, it is bounded by the cultural and habitation of human kind in the particular region means every ethnic has their own local wisdom. In this study, the researcher

will be able to find out the relationship of the local wisdom which affecting English students in Cambayya village at Bantaeng regency. The study of this case would be necessary to conduct in order to make a relevant analysis that has correlation in the several factors includes the local wisdom itself.

Local culture and wisdom are the main factors which has impact to the first or local language that affect students' abilities in learning something new, including language. It can not be deny that language has their own part in order to communicate each others. In Indonesia, the local people in particular region has growing up with their culture, tradition, and language especially at Cambayya village in Bantaeng regency. They use a local language to get connection to another people among the society and get used to it. The language that they used called "Bahasa Konjo" is the main language of the almost people in Bantaeng region. It is use as the daily life language besides Bahasa Indonesia. It grows along side with the Bantaeng's culture and tradition for years. Therefore, Bahasa Konjo can be consider as a local language of Cambayya village which has sources based on the culture and local wisdom that can be found in people society in this region. Based on this fact, the researcher will completely take an observation in order to get correlation between the local culture, wisdom, and the local language at Cambayya village in Bantaeng regency.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the set of methods and procedures which used in processing, analyzing, and collecting data in specified research problem. Design of the research is about a method that the researcher used in the specific study. The type of this research is using a descriptive method. This method was conducted by focusing on particular aspects and it shown the relationship among the various variables. Each research method that was taken in a study has their own design which used as a guide to the researcher in case of conducting an analysis.

In this study, the researcher took a purpose to describe an objectively situation about the local culture and wisdom especially in the influence of local language interference which affecting students' English ability. It was used to observe a general problem related to study of English students influenced by local cultural, local wisdom, and local language in distinctive region. The main focus in this analysis was the difficulties of students in learning English based on their perspective of their own culture and wisdom viewed from the local language interference aspect. It was used as the supporting factor towards the research itself.

B. Variable and Indicators

The Variable of this research included the local language interference viewed from the aspect of culture and wisdom as the Independent variable, while the affecting of students' English ability considered as dependent variable. The variable of English students can be influenced by local culture, local wisdom, and local language. Then, the local culture provided some typical characteristic and the difficulties towards the students in order to learn English. In this regard, the students were considered as an external factor which has no significant influential with a local culture and wisdom. The Indicators of this research was the influential of a local culture, wisdom, and local/regional language or mother tongue in a particular area and its impact to English students in order to communicate and learning process.

C. Research Subjects

Research subject is the subject of the analysis that the researcher needed to collect the information that related to the study. From the subject of the research, it was required students of Senior High School. The informant must be from Cambayya village in Bantaeng region and they had to understand and know well the culture, tradition, local wisdom, and also the first or local language that grows in Cambayya village. The students observed in this research also needed to have some interest in learning English as well so that the researcher can be easier to collect the information. There were 10 students that the researcher needs to observe. The study of this research is not focusing on the

significance of students' level. In this regard, the qualification of the informants are requiring English students of Senior High School in different level as long as they live, grow, and understand about their local culture, wisdom, and the local/first language of Cambayya village in Bantaeng region.

D. Research Instrument

The instrument of the research was interview guidelines. It was used to help researcher conduct the interview. Generally, the interview guidelines can be broadly divided into three stages such as the interview preparation, interview process, and evaluation, including the problems that usually arise in research which was using interview techniques. The interview of the research was contained 15 questions about several problems that related to the case of study. In this analysis, the research instrument was using structural interview which is very important to exchange the information between researcher and informant. It is necessary to conduct in order to collect data as the results of the observation related to the thesis in particular. Based on this research, the subject that the researcher need to interview was students who came from Cambayya village in Bantaeng regency. This instrument was concern with types of data that the researcher needs to require.

All of the questions in the interview transcript was concern in the influence of local language at Cambayya village and how its effect to the students' English ability. For instance, the planning of the questions was very important to make. The questions of interview guidelines can be seen as follows;

Table 3.1 Questions plan

No.	Questions	Addition
1.	What do you know about the local culture and tradition in Cambayya village?	The questions from number 1 to 5 are providing by researcher in order to classify the knowledge of informants about their understanding about the local culture, wisdom and also their native/local language which is related to the objective of the study.
2.	What do you know about the first and local language in Cambayya viilage?	
3.	What is your first and local language that you used in your daily conversation?	
4.	Do you use your first language in your daily communication?	
5.	What do you know about the relationship between yout culture and local wisdom with your first and local language?	
6.	Are you fluent in speaking English?	The questions from number 6 to 9 are obtained to identify the students' ability in order to learn English.
7.	Do you usually practice English at home instead of only at school?	
8.	How often do you learn English at school?	

9.	What makes you feel that learning English is very important?	
10.	How big is the role of English in your environment nowadays?	The questions from number 10 to 15 are providing in order to identify the factors of the difficulties that encountered by students when they are learning English, especially in the influence of local language.
11.	What is the biggest difficulty that you encounter when you are learning English in your environment?	
12.	Are you worried about making any mistake when you are speaking English?	
13.	Is there any environmental factor which influence your motivation in learning English?	
14.	What makes you think that the local language is one of the influential factors that make you feel difficult in learning English?	
15.	How does the local culture especially your local language affect your ability in learning English	

E. Technique of Collecting Data

Technique of collecting data was used by researcher in order to find the result of the study Based on the research subject as a source of information. In this regard, the technique of collecting data in this research was provided by an interview. The statements of the interviewees were considered as supporting factors which is used in this analysis. Then it comes as results which collected by researcher. The questions were given to the interviewees would be answered based on their understanding and experiences related to the research. The questions of the instrument were semi-structure and it was including in-depth interview which chosen by the researcher which contained a topic that related to the field of study. In addition, the researcher was used an audio recorder to measure the data accuracy.

The collective of data was employed interview guidelines which was contained several questions related to the objective of the study. The researcher was classified every single answer from the informant to finally known the result of the analysis. For instance, the researcher was describing the steps of collecting data as follows:

1. Before the researching
 - a. The researcher employed the analysis first at Cambayya village in Bantaeng regency. This step was conducting to find the right place to provide the interview
 - b. The selection of informants are chosen by the researcher in order to aim the objective of study

2. During the researching

- a. The researcher was set the time of interview and giving the information to the subjects about the contents of the interview related to the study.
- b. The researcher was dividing the students based on their grade levels
- c. The interview section begins for more than a week at Cambayya village in Bantaeng regency.

3. After the researching

- a. The researcher was classifying the result of the interview in form of note field
- b. Taking the evidence in form of transcript and audio recorder.

F. Data Analysis

The data analysis employed analysis qualitative data from Gay et al (2012). In this research, one way to analyze the data is to follow three steps including: data reading/memoing, describing, and classifying. The researcher has been analyzing several factors which are related to the subject matter. The procedure of steps can be seen as follows:

1. Reading/Memoing

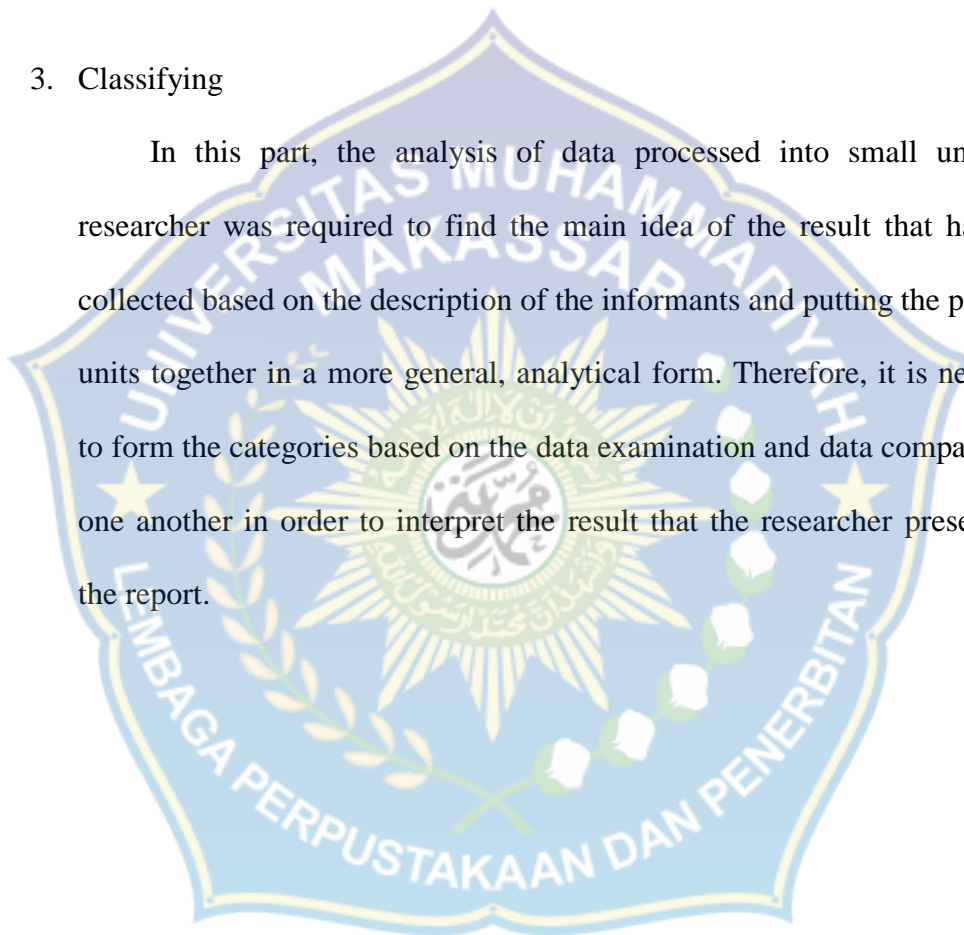
Reading/memoing is the first step that the researcher obtained in analyzing data. In this section, the researcher had read and wrote a note about the result of data collection based on the interview in form of transcript and audio recording. Then, the researcher took a record of initial thoughts and sense of the data.

2. Describing

In this step, the researcher went to analyze more deeply about the interview result in order to understand the description from the informant/participant. It was conducted by the researcher in developing the main idea of the study that related to the context of the research.

3. Classifying

In this part, the analysis of data processed into small unit. The researcher was required to find the main idea of the result that has been collected based on the description of the informants and putting the pertinent units together in a more general, analytical form. Therefore, it is necessary to form the categories based on the data examination and data comparison to one another in order to interpret the result that the researcher presented in the report.



CHAPTER IV

FINDINGS AND DISCUSSION

The data of this research were gathered through the semi structural interview with the participants who considered as the students which has difficulties in order to learn English that caused by the influence of the local culture and wisdom especially in first language acquisition. In this section, the result of the data analysis will be described based on the technique of the data collection. In this analysis, the researcher has been interviewing 10 informants that have been classified based on the place of study. There were several questions that related to the difficulties that encountered by students' in order to learn English by the influence of local culture, wisdom, especially first language at Cambayya village in Bantaeng regency. The selection of informant was randomly chosen by researcher according to the objective of the study.

The interview was contained 15 questions that consist general information about culture, wisdom, and local language of Cambayya village in Bantaeng regency. All of the questions was provided in order to know the factors of the difficulties which affect the students' ability especially in learning English. Each answer that comes from the subjects was based on the experienced and their capacity as the students in high school level.

A. Findings

1. Data Description

The result of data in this research has been collected at Cambayya village in Bantaeng regency by the form of transcript and audio recorder based

on the interview. The observation obtained of 10 students of Senior High School who has differences on first and second language which grew up with local language of Cambayya in different grade levels. The process of the observation and interview were conducted more than a week of* collecting information which runs from 06 to 15 November 2018. Further, the researcher classified the data of the informant based on their first and second language below:

Table 4.1 First and Second Language of Informants

No.	Name	Age	Grade	First Language (L1)	Second Language (L2)
1.	H	17	XII	Konjo	Indonesia
2.	H N A	17	XII	Indonesia	Konjo
3.	S A	17	XII	Konjo	Indonesia
4.	R	17	XII	Indonesia	Konjo
5.	M U P	17	XII	Indonesia	Konjo
6.	A	16	XI	Konjo	Indonesia
7.	A M P	16	XI	Konjo	Indonesia
8.	S R.	16	XI	Konjo	Indonesia
9.	M	16	XI	Konjo	Indonesia
10.	N A	16	XI	Konjo	Indonesia

People at Cambayya village are mostly using local language as their first language and daily communication, but some of them also adopting Bahasa Indonesia during the post modern era. Furthermore, the researcher is not classifying the first or second language in particular, it depends on what language that they learn as they grew up with. In this case, it could be Bahasa Konjo or Bahasa Indonesia. However, most of the students are fluent of both languages. The table below described the language frequency of the informants.

Table 4.2 Students' Language Frequency

Name	Language Frequency					
	Konjo	%	Indonesian	%	English	%
H	Usually	90%	Often	70%	Occasionally	30%
H N A	Usually	90%	Often	70%	Seldom	10%
S A	Usually	90%	Sometimes	50%	Seldom	10%
R	Usually	90%	Often	70%	Seldom	10%
M U P	Usually	90%	Often	70%	Occasionally	30%
A	Usually	90%	Often	70%	Seldom	10%
A P M	Usually	90%	Sometimes	50%	Occasionally	30%
S R.	Usually	90%	Sometimes	50%	Seldom	10%
M	Usually	90%	Often	70%	Seldom	10%
N	Usually	90%	Sometimes	50%	Occasionally	30%

The result of language frequency obtained by researcher during the interview session and there are several responses that shows different frequencies from each students. In this regard, the researcher was using adverb of frequency from Mardiana (2017) in order to measure presentage of the answers of subjects. Furthermore, the result shows that 70% of the informants are speaking bahasa konjo as their first language, while 30% is bahasa Indonesia. It has been proved that people in cambayya are commonly using their own local language as the mother tongue. However, there are also several people who lived there using Bahasa Indonesia as their first language. It is because the development of modern era so that people are realized that they need to learn Bahasa Indonesia as the national language instead of local/native language.

In addition, the language frequency shows that although Bahasa Indonesia is considered as first language for 30 % informants, all of the subjects are rarely practicing Bahasa as their daily conversation. Most of the informants are fluent in two languages which are Bahasa Konjo and Bahasa Indonesia. All of the informants are completely using the local language as their daily conversation instead of school area. About 30% subjects are using Bahasa Indonesia as the first language, but all of them grew up with local language and currently use it as their daily communicaton. Furthermore, English as a foreign language has different result. The language frequency in English is rarely used by most of the informants in order to communicate. About 60% of students are not practicing English instead of school area, while the rest of it are using English when there is an extra curriculum or practicing in home by singing or watching movies. However, all of the informants are agree if the English is very important for their future in this

globalization era. Several points below has been conducted as the major difficulties that encounterd by students in learning English at Cambayya village in Bantaeng regency;

2. Difficulties Encountered by Students in Learning English

a. Difficulties in Pronunciation

Pronunciation is the way we pronounce the words or language. It refers to how we produce the sound based on the specific dialect that generally agreed upon sequences of sounds. People at Cambayya village are commonly has strong way to pronounce words. It is because the local language that people use is related to bahasa Makassar and Bugis. Therefore, most of them has several pronunciation problem while learning another language, including English.

The difficulties in pronunciation is a common mistake that encountered by students when they are trying to speak English. Oftenly, students mispronounce a word and they always try to spell the word in wrong way. They also think that the most of the difficulties in pronunciation are coming from the common words in English, This was admitted by the students themselves related to the phoneme in Bahasa konjo;

Extract 1

“Ehm.... Ehh, ada beberapa kata-kata itu yang sangat susah pengucapannya dalam bahasa Inggris karena pengaruh bahasa daerah kak, contohnya itu kalo kita ngomong “ER”. Kalau di dalam

bahasa inggris kan tidak ada huruf “ER” tapi dibacanya “A(r)”. Itu yang biasanya sering salah ucap.”

“Ehm... Eh, there are some words which very difficult to pronounce in English that caused by local language such as when I pronounce “ER”, while there is no “ER” in English instead of “A(r)”. That makes me sometimes wrong to say it.”

In addition, another informant state that the biggest difficultiy in pronunciation comes from the tongue twister that they have been experienced most of the times.

Extract 2

“Hmm.... Contohnya itu kak, itu yang beda tulisan beda ucapannya. Susah lidahta’ mau ucapkanki karena terbiasa meki toh pakai bahasa Daerah.”

“For example, there is a word (in English) that has different between the letters and how we pronounce it. That is very difficult when my tongue tries to produce the sound since I grew up with local language”

b. Difficulties in Sentence Constraction

Structure of the sentence is very important to understand the meaning of the words. Every people will understand each other when the structure is correct in order to communicate. Based on the definition, sentence structure is

the parts of sentence that can be form a sentence consisting of several words. There are many differences of sentence structure depends on particular language, including bahasa Konjo itself.

The structure of Bahasa Konjo and English are mostly different. There were many rules in English grammar that very difficult for students who want to learn English, such as differences of time uses, verb tenses, pronouns, and phrase. For instance, it shown in the table below.

Table 4.3 The Difference of Sentence Structure

No.	Rule of Sentence	Sentence in Bahasa Konjo	Sentence in English	Addition
1.	Time Uses	nakke ammali baju anne wattua (Present Tense)	I buy a cloth now	Based on the sentences, there are no differences of sentence structure in Bahasa konjo although it is influenced by time. However, the structure sentences in English are different according by the time of occurance
		nakke ammali baju ammuko (Futurep Tense)	I will buy a cloth tomorrow	
		nakke le'ba'ma ammali baju (Past Tense)	I have bought a cloth	
2.	Verb Tenses	Nakke la'lampa ammalli baju	I will buy a cloth	The verb tenses in bahasa konjo are not
		Anjoka le'ba'mi ammali baju	They have bought cloth	

		Ia a'lampai ammali baju	She is buying a cloth	changing, while the verb tenses in English are change according to the use of time.
3.	Pronouns	Iya (Male) pata balla' lombo Iya (Female) a'lampai ri kotayya	He has a big house She went to the town	There are no differences of prounouns between male and female in Bahasa Konjo, while there are differences in English based on the Gender of subject.
4.	Phrase	Oto Eja (Oto= Head, Eja= Modifier)	Red car (Red= Modifier, Car=Head)	Based on the sentences, there are differences between the head and the modifier of bahasa konjo and English. In bahasa konjo, the head of phrase comes from the first word followed by the modifier, while in English the
		Toko bo'bo' (Toko= Head, bo'bo'= Modifier)	Book store (Book= Modifier, Store=Head)	

				head is putting on the second word.
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The explanation above is also supported by the result of the subject that has been interviewed related to the difficulties of sentence structure. For instance, it will be described on the extract below;

Extract 3

“Kesulitannya itu sebenarnya banyak kak, misalnya pengucapan sama itu, eh... kalimatnya biasa terbolak-balik. Kadang kita tidak bisa tau artinya karena tidak sesuai kalimat dengan artinya”

“There are many difficulties such as pronunciation and eh, the sentences are also usually not in the correct structure as well. Sometimes I can not understand about the meaning of a sentence because it is not in sync.”

c. Difficulties in Accent

Accent in linguistic term refers to a particular way of language speaking. There are many accents in the world that can be found in several places or countries, it is considered as typical characteristic of people who grew up in distinctive area. Accent is also can be a difference among one place to others which has similar language, such as English itself. Nowadays,

English has been spread around the world. Many countries are adopting English as the national language, but the accent is different in each country.

In Bantaeng regency especially at Cambayya village, people are using Bahasa konjo as their local language, and it has their own accent which is different from another region. Bahasa konjo has strong/heavy accent while the people are speaking in their daily conversation. Therefore, there are some difficulties in learning English viewed from the accent aspect that encountered by students. Based on the interview, they realized that English is a typical language that has different way in order to communicate. The students stated that there are many words in English which has different intonation and stress when they are try to pronounce it. Furthermore, the result of the interview will be explained as one of the supporting factors that related to difficulties in accent.

Extract 4

“kalo kesulitannya mungkin karena pengucapannya beda sama bahasa kita. Apalagi kalau pakai bahasa daerah sini, lebih susah lagi belajar bahasa baru karena disini kan logatnya kental jadi susah. Biasa terbawa-bawa logatnya kalau bahasa Inggris ki’.”

“The difficulty is probably the difference in pronunciation since the language is different. Moreover, in this place, we are more difficult to learn new language because the accent is very thick in our local language. Sometimes I bring the local accent when I speak English though.”

Based on the result above, there are several difficulties that oftenly bothered students at Cambayya village in order to learn English. The several aspects of local language are the most significance factor that makes them worried in order to learn English. Therefore, local language is considered as the most influential factor which affecting students' in order to learn English.

B. Discussion

The result of findings above has showing us that the biggest difficulty that encountered by students are the general mistake that the researcher found in the previous analysis of another researchers. For instance, the difficulty in pronunciation that the researcher found was supported by the findings of Sriphabha (2015). In his journal, he stated that the most difficulty in learning English was the interference of local language. Furthermore, the local language is also being one of the influential factor that affecting the English accent.

In addition, Suliman (2014) has provided that accent and pronunciation in the previous language has big contribution to the difficulties while learning English itself. Based on his findings, the students are more often rely on mother tongue in their speech production. The result is relatively close to this research, students at Cambayya village are still using the same way to pronounce words in English which is influenced by the local language. However, there are several students who provide some efforts to learn English by other ways.

The difficulties in pronunciation was the first factor that encountered by students in learning English. There are many words in English which can not be easy to pronounce for students in general. This is happened because many

differences phoneme which is found in bahasa konjo and English. For instance, the manner of articulation in bahasa konjo is relatively heavy than English. Therefore, the subjects of this research prefer to produce the sounds in English relatively influenced by local language. This theory was supported by the statement of Sriphaba (2015) that found the biggest influence of mother tongue influence in the way of communication in English. In his research, the local people who lived in Northern India had a big problem in English communication caused by local language interference, such as mispronounce and the intonation of words.

The sentence construction was the second factor that influenced the students' difficulty in learning English. This was happened since the local language has differences rules in grammar with English structure. Ali (2018) found the finding which has the difficulties in sentence construction between Bahasa Konjo and English. In Her research, she described that the sentence in English does not have the same rules in Bahasa Konjo. Therefore, there are some words in English that can not be simply translating to Bahasa Konjo with the same structure.

Accent was the last point that commonly bothered the subjects in order to learn English. Since the way of language speaking has the most influential factor in Bahasa Konjo especially at Cambayya village, many students are bringing the same accent through the English pronunciation. Bahasa Konjo was known with the heavy/strong accent and that is why there are some difficulties comes from the intonation and also stress while speaking English. Njeru (2013) was shown that the accent has significance matter which greatly affected most of the students and brought many problems in perceiving English.

The result of interview has been collected for more than a week. Each student has their own opinion about the local culture, wisdom, and also first/local language. Most of them are rarely understand about their own definition about the culture and tradition at Cambayya village, but their knowledge about the first language that they use in their daily life is great. In addition, most of the students realized the importance of English nowadays. However, they are still has several interference in order to learn English.

Based on the findings, there are three most important factors that affecting students' ability in learning English, such as the difficulties in pronunciation, difficulties in structure of sentences, and accent. These factors have been found by several researchers before in order to anlyze the language difficulties in particular country. The researcher has been concluded that the influential factors of the difficulties in learning English that encountered by students at Cambayya village was caused by local language interference. Most of them was providing some particular mistake that they have found when they were try to speak or learn English.

The effect of local language has being the most influential factor for the students in speaking English. For instance, during the process of interview, the researcher is using English for the first fourth participant, and half of bahasa Indonesia. Based on the interview, the students tend to speak English with a lot of fillers that they produce. It is because the lack of practice that they had in their daily life. All of the informants state that the difficulties of pronouncing words, sentence construction, and accent that they had in their environment has been influencing them in order to speak English.

CHAPTER V

CONCLUSION

A. Conclusion

Related to the previous chapter, the researcher found several factors that encountered by students at Cambayya village in Bantaeng regency especially in learn English. The difficulties in pronunciation was the first factor that encountered by students in speaking English. They admitted that they found several words in English that very difficult to pronounce such as sounds of “/r/, /ʃ/, /f/, and /θ/”. As a result, they often spelt the words in wrong way. The students also found the difficulties in construction of sentences since English has difficult grammar structure. Besides, the students were difficult to produce proper accent when they pronounced words. Accent in Bahasa Konjo relatively heavy and strong which is different from English. All of the difficulties were caused by the local language interference.

B. Suggestion

Based on the conclusion above, the researcher proposes some advices to the students which have difficulties in order to learn speaking English related to the influence of local culture, wisdom and especially first language at Cambaya village in Bantaeng regency. The suggestions can be concluded as follows;

1. The students are necessary to increase their knowledge about foreign language, especially English so that they can be more aware in developing of information and technology that grew ups recently in their environment.

2. In order to learn English, students are required to build an area with their friends where people can speak English in casual conversation whether in their neighborhood environment or in the school.
3. Avoid the less confidence or worried about making any mistake in speaking English. Students need to learn before they did something properly, including learning English. Nowadays, improving the ability in speaking English is not just come from movies or songs but it comes from simply things such as reading an article, news, or even playing games on a smartphone.



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APPENDICES

APPENDIX 1

INTERVIEW GUIDELINES

INTERVIEW GUIDELINES (PANDUAN WAWANCARA)

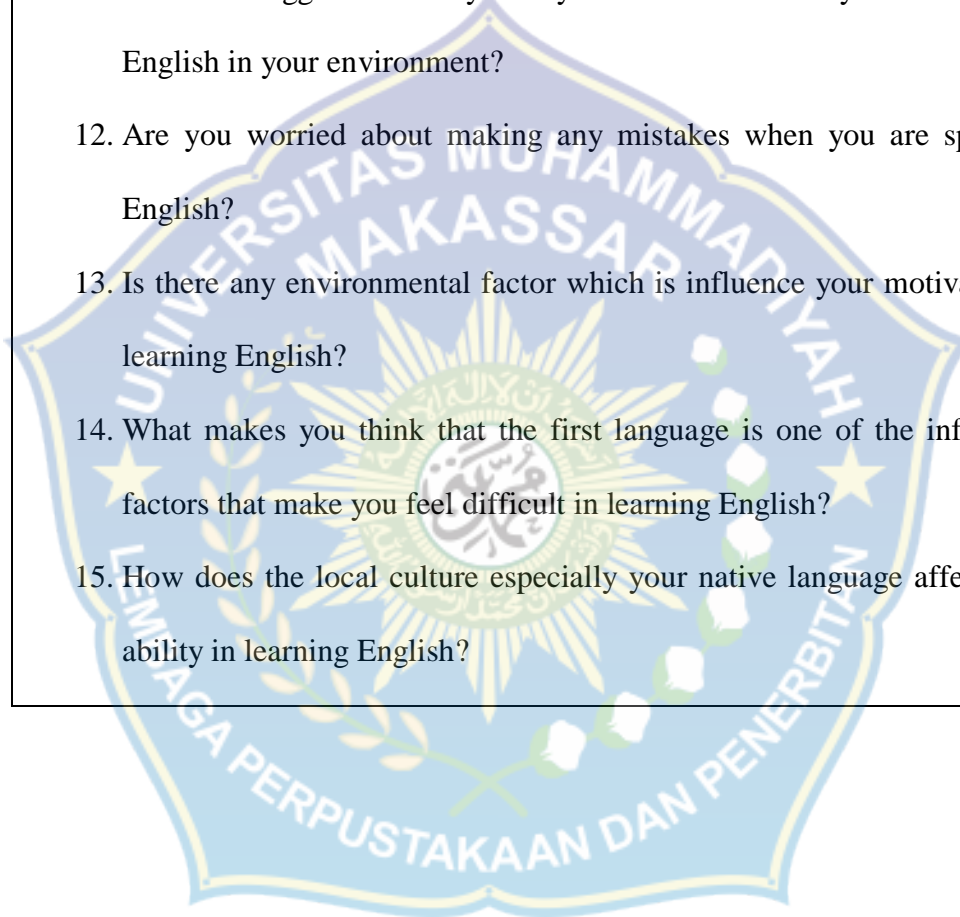
Profile of Informant:

- a. Name :
- b. Age :
- c. Gender :
- d. Education Level :
- e. Class/Semester :

The Questions that will be Interview:

1. What do you know about the local culture and tradition in Cambayya village?
2. What do you know about the first/local/native language in Cambayya village?
3. What is your native/local/first language that you used in your daily conversation?
4. Do you use your first language in your daily life communication?
5. What do you know about the relationship between your culture and local wisdom with your first/native/local language at your place?

6. Are you fluent in speaking English?
7. Do you usually practice English at home instead of only at school?
8. How often do you learn English at school?
9. What makes you feel that learning English is very important?
10. How big is the role of English in your environment nowadays?
11. What the biggest difficulty that you encounter when you are learning English in your environment?
12. Are you worried about making any mistakes when you are speaking English?
13. Is there any environmental factor which is influence your motivation in learning English?
14. What makes you think that the first language is one of the influential factors that make you feel difficult in learning English?
15. How does the local culture especially your native language affect your ability in learning English?



APPENDIX 2

INTERVIEW TRANSCRIPTS

1. Profile of Informant:

Name : A
Age : 16 yo
Gender : Male
Education Level : Senior High School
Class/Semester : XI/I

M: *Baik, terima kasih atas kesempatannya. Silahkan perkenalkan nama lengkap, umur, dan kelas ta'!*

A: *Nama saya A, umur 16 tahun, kelas sebelas.*

M: *Ok, A. langsung saja ke pertanyaan pertama, apa yang kamu ketahui tentang budaya lokal dan tradisi di desa cambayya?*

A: *Setau saya itu kak, di desa ini budayanya sangat mencolok dan masih kental.*

M: *Maksudnya mencolok bagaimana dek?*

A: *Ya itu kak, maksudnya ada banyak adat istiadat disini yang masih kental dan masih diterapkan sampai sekarang.*

M: *Bagaimana contohnya itu dek?*

A: *Contohnya itu kak dari segi perayaan, misalnya kalau lebaran dengan pesta pernikahan, itu masih lumayan kental pengaruh*

budaya aslinya disini kak.

M: *Ok, kalau di keluargata' sendiri juga masih begitu dek?*

A: *Iya kak masih, sampai sekarang itu masih terjaga adat nya.*

M: *Oke dek, pertanyaan selanjutnya. Apa yang kita ketahui tentang bahasa asli atau bahasa pertama di desa Cambayya itu sendiri?*

A: *Kalau bahasa asli disini itu kak namanya bahasa konjo, itu di pakai sama orang-orang disini kebanyakan.*

M: *Kalau bahasa pertamanya dek?*

A: *Apa itu kak bahasa pertama?*

M: *Maksudnya dek bahasa orang-orang disini yang dipakai sejak lahir.*

A: *kalau itu kak biasanya anak-anak disini waktu dilahirkan sebagian besar pakai bahasa daerah sini ji, tapi ada juga sebagian pakai bahasa Indonesia anaknya.*

M: *Menurut kita kenapa bisa ada dua bahasa pertama yang dipakai? Kenapa bukan bahasa daerah saja sebagai bahasa pertama di daerah sini?*

A: *Kan kalau disini itu kak, eh... apa namanya, ada dua bahasa yang sering dipakai. Hmmm, bahasa daerah dengan bahasa Indonesia. Nah, keduanya itu sama-sama berperan penting. Kebanyakan masyarakat disini pakai bahasa daerah tapi ada juga orang-orang kasi anak-anak mereka bahasa Indonesia supaya nanti kalo keluar daerah sini bisa berbicara dengan orang-orang lain yang ada diluar daerah Cambaya kak.*

M: *Oh, begitu. Jadi menurut kita itu bahasa Indonesia sama pentingnya*

dengan bahasa daerah sini dek?

A: iya kak karena kan bahasa daerah itu bagian dari budaya kita sedangkan bahasa Indonesia itu penting dipelajari untuk berkomunikasi dengan orang luar daerah.

M: Oke, jadi tidak selamanya itu bahasa daerah jadi bahasa pertama menurut ta?

A: Hmm, iya kak. Ada juga sebagian orang disini yang bahasa pertamanya itu bahasa Indonesia jadi tergantung dari orang tuanya ji kak mau kasi bahasa apa untuk dipakai anaknya. Meskipun orang tuanya biasa pakai bahasa daerah, tp kadang kalo punya anak mau dia kasi bahasa Indonesia sebagai bahasa pertamanya supaya nanti sudah lancar pakai dua bahasa.

M: Oh, begitu. Oke dek. Kalau kita sendiri bahasa pertama ta' apa?

A: Kalau saya dulu terus terang pakai bahasa daerah dari kecil. Tapi lama kelamaan pakai bahasa Indonesia juga karena di sekolah kan rata-rata pakai bahasa Indonesia jadi saya sudah terbiasa juga pakai itu.

M; Oh, oke. Jadi sekarang pakai bahasa Indonesia dan bahasa daerah juga?

A: Iya kak, masih. Kan kalau dirumah pakai bahasa daerah ji.

M: Oke dek. Pertanyaan selanjutnya, kita tahu ndak hubungan antara budaya disini dengan kebiasaan atau adat istiadatnya dengan bahasa daerah atau bahasa pertama ta'?

A: Hubungannya maksudnya kak?

M: *Maksudnya itu kaitannya budayata' dengan bahasa daerahta itu bagaimana?*

A: *Hmmm, menurut saya itu sangat erat kaitannya kak karena budaya dan kebiasaan adat istiadat disini kan itu asal muasalnya bahasa daerah sini terbentuk kak. Jadi, otomatis itu budaya dan bahasanya saling berkaitan ji.*

M: *Oke dek. Kalau Bahasa Inggris dek belajar ji di sekolah toh?*

A: *Iya kak, belajar ji.*

M: *Sejak kapan, maksudnya dari kelas berapa ki mulai belajar bahasa Inggris?*

A: *Kalau saya kak dari kelas Tujuh sudah belajar bahasa Inggris sampai sekarang.*

M: *Ok. Jadi lancar mki ini pakai bahasa Inggris?*

A: *Belum kak.*

M: *Hmm, Kalau praktek belajarnya dek selain di sekolah biasanya belajar bahasa Inggris dimana?*

A: *Kalau praktek tidak pernah kak karena saya kan tidak les privat jadi tidak pernah praktek.*

M: *Jadi kalau mau belajar bahasa inggris bagaimana dek, maksudnya dimanaki biasa belajar atau tahu arti katanya selain dari pelajaran di sekolah?*

A: *Hmmm, kalau saya kak biasanya suka menyanyi lagu-lagu barat jadi biasa saya cari artinya di google translate supaya ditau artinya itu lagu.*

M: *Oh begitu di'?*

A: *Iya kak. Kadang juga saya nonton film barat saya kasi masuk dua subtitle nya supaya bisa saya paham itu artinya dengan tulisannya bagaimana.*

M: *Oh iya dek, bagus itu kalau belajar pakai film. Sekalian hiburan juga toh?*

A: *Hehehe, iya kak.*

M: *Kalau di sekolah dek, biasa berapa kali kita belajar bahasa Inggris?*

A: *Di sekolah itu tergantung jam pelajaran ji kak, kalau saya dua kali seminggu ji.*

M: *Menurut kita penting tidak kita belajar bahasa inggris di jaman sekarang ini?*

A: *Penting sekali kak*

M: *Kenapa?*

A: *Karena kan sekarang itu sudah banyak teknologi dan informasi yang kita dapat dari luar, kebanyakan itu bahasa Inggris.*

M: *Maksudnya dek?*

A: *Maksudnya kak secara tidak langsung orang-orang disini sudah banyak yang tahu bahasa Inggris, misalnya dari produk seperti minuman dan makanan biasa ada bahasa inggris petunjuknya, cuman tidak tahu saja artinya apa.*

M: *Oke, selain itu apa lagi alasannya bahasa inggris itu penting?*

A: *Karena bahasa Inggris itu sudah mendunia kak, sudah jadi bahasa internasional dan setahuku kita wajib belajar bahasa Inggris juga.*

M: Baik. Kan kita tadi bilang bahasa Inggris itu wajib dipelajari. Nah, bagaimana sekarang ini perannya bahasa Inggris di lingkungan? Maksudnya ada tidak masyarakat disini pakai bahasa Inggris sebagai bahasa sehari-hari di sekitar sini?

A: Kalau itu setau saya belum kak, karena masyarakat disini tidak tau pentingnya bahasa Inggris jadi begitumi.

M: Oh, oke dek. Kalau begitu saya mau tahu kesulitan ta kira-kira kalau belajar ki bahasa Inggris, kendala ta' apa yang paling sering atau yg paling besar lah?

A: Kalau kesulitannya banyak kak, tapi yang paling sering itu pengucapannya kak. Suka salah dan banyak juga kata-kata dalam bahasa Inggris yang belum saya tahu.

M: Ok, dek kira-kira kita tau tidak kenapa bisa selalu salah pengucapannya. Kan kalau artinya pasti belum banyak kita kuasai kosa kata toh dalam bahasa Inggris. Nah, kalau pengucapan kenapa sering salah?

A: Kalau bahasa Inggris itu kan kak, banyak sekali kata-kata yang beda pengucapannya dengan bahasa kita disini sehari-hari jadi kadang susahki ngomong kak.

M: Oke dek, jadi menurut kita susah pengucapannya di'? Terus apakah kita biasa takut atau biasa merasa salah-salah kata kalau berbicara bahasa Inggris ndak?

A: Iya kak, sering.

M: Alasannya?

A: *Ya karena itu tadi kak, takut salah ngomong, salah arti begitu kak.*

M: *Kalau di sekitar tempat tinggal kita sendiri ada tidak yang mempengaruhi motivasi ta' belajar bahasa Inggris?*

A: *Kalau mempengaruhi mungkin ndak ji kak, cuman kan kita sehari-hari pakai bahasa daerah jadi kita tidak dibiasakan pakai bahasa lain, ituji sih kak.*

M: *Oke dek. Jadi menurut kita bahasa daerah itu salah satu faktor yang berpengaruh ke kita kalau belajar bahasa Inggris?*

A: *Iya kak, sangat berpengaruh.*

M: *Oke dek, ini pertanyaan terakhir. Bisa tidak kita simpulkan itu bagaimana budaya dan bahasa daerah bisaki na pengaruhi kemampuan ta' belajar bahasa Inggris?*

A: *Kesimpulannya itu kak, kan budaya itu berkaitan dengan bahasa daerah itu sendiri. Jadi kalo ada budaya lain atau bahasa lain yang masuk pasti ada kendalan dalam hal menerimanya kak. Kalo saya pribadi yaitu kemampuan saya dalam belajar bahasa Inggris, karena kita sudah terbiasa berbahasa daerah jd sangat susah menerima bahasa baru apa lagi bahasa Inggris.*

2. Profile of Informant:

- a. Name : A M P
- b. Age : 16 yo
- c. Gender : female
- d. Education Level : Senior High School
- e. Class/Semester : XI

QUESTIONS	ANSWERS
Assalamualaikum Wr. Wb	Wa'alaikum salam Wr. Wb
Apa yang kita ketahui tentang budaya dan tradisi si Cambayya?	Tradisi sama budayanya itu sangat unik kak, karena banyak macamnya
Kalau masalah bahasa daerahnya, kita tau apa namanya?	Eh, Konjo kak namanya
Kita pake bahasa itu sehari-hari?	Iye kak.
Tidak pernah pake bahasa Indonesia?	Kadang-kadang ji kak
Oh, kita tau hubungannya budaya dengan bahasa daerah ta dek?	Hehehe, tidak tahu kak kalo masalah itu
Hmm, bisaki bahasa Inggris?	Sedikit kak
Cobaki' bede yang ditaumi saja	Eh, apa di'? Kalimat kak? Hmm, "I am everyday go to School" hahaha
Artinya dek?	Saya setiap hari ke Sekolah haha
Oh, ok dek. Sering tidak kita belajar bahasa Inggris di rumah?	Kadang-kadang kak
Pakai apa kita belajar dirumah?	Biasanya sering nonton film barat kak hehe. Jadi agak tau juga sedikit
Kalau di Sekolah seberapa Sering?	Paling kalau pelajarannya ji saja kak

Tapi menurut ta' bahasa Inggris Itu penting tidak?	Penting kak.
Alasannya? Kenapa penting?	Ya... karena bahasa internasional itu kak jadi haruski tau juga
Oh, begitu? Kalau disekitaran sini dek menurut kita ada perkembangan bahasa Inggrisnya tidak?	Tidak ada mungkin kak hehe
Kalau kita dek ada kesulitan ta' kalo ngomong ki pakai bahasa Inggris? Dan apa yg paling sulit kt rasa?	Paling sulit itu kak ehm, eh. Ada beberapa kata-kata itu yg sangat susah pengucapannya dalam bhs. Inggris, contohnya itu kalo kita ngomong "R" kalau dalam bahasa Inggris kan tidak ada huruf "R" tapi dibacanya "A(r)"
Jadi sering salah kalo ngomong di?	Iya kak, maumi diapa ka bukan bahasa asli ta dari dulu toh?
Pengaruh Bahasa Daerah mi itu di'? bagaimana menurut ta'?	Iya kak begitumi. Keseringan pakai bahasa sini toh?

3. Profile of Informant:

- a. Name : S R.
- b. Age : 16 yo
- c. Gender : female
- d. Education Level : Senior High School
- e. Class/Semester : XI

QUESTIONS	ANSWERS
Assalamualikum Wr. Wb, pertanyaan pertama dek, apa yang kita ketahui tentang budaya dan tradisi di Cambayya?	Wa'alaikum salam kak, eh, tradisinya itu macam-macamji kak kayak daerah lain
Kalau bahasa daerahnya, apa namanya disini dek?	Konjo kak
Kita pake bahasa itu sehari-hari?	Iye kak.
Tidak pernah pake bahasa Indonesia?	Kalo sama guru sama teman pake kalau disekolah juga. Kalu dirumah pakai bahasa daerahji kak.
Oh, kita tau hubungannya budaya dengan bahasa daerah ta dek?	Eh, hubungannya mungkin itu kak sama-sama terletak di desa cambayya hahaha
Haha ok dek, bisaki bahasa Inggris?	tidak kak
Kenapa?	Susah kak haha
Jadi kita jarang ini belajar dirumah kalo bhs. Inggris? Di sekolah saja dek?	Iya kak, di sekolah saja
Kalo kita liat teman-teman atau orang-orang sekitar sini perkembangan bhs. Inggrisnya bagaimana?	Kurang taumi kak, tp kayaknya tidak adaji perkembangan apa-apa. Kan kalo bahasa Inggris itu Cuma dijadikan pelajaran sekolah ji saja.
Kalo kt sendiri dek kesulitannya yang paling susah dirasa bahasa inggris yg bagaimana?	Kesulitannya itu pengucapannya kadang beda tulisan beda arti haha
Tapi menurut ta' bahasa Inggris Itu penting tidak?	Penting
Alasannya? Kenapa penting?	Karena banyakmi orang bisa dimana-mana jadi harus ki tau juga
Kalau kita kenapa jarang belajar bahasa Inggris?	Susah kak, haha. Itumi pelajaran paling susah di kelas, jd malaska pelajari

Kira-kira kenapa bisa susah?	Hmm, mungkin karena terbiasa meki pakai bahasa sini toh kak, jadi agak bagaimana begitu
Oh, pengaruh bahasa daerah ta'?	Iya kak, begitumi

4. Profile of Informant:

- a. Name : M
- b. Gender : Male
- c. Age : 16yo
- d. Education Level : Senior High School
- e. Class/Semester : XI

QUESTIONS	ANSWERS
Assalamualaikum Wr. Wb, eh pertama perkenalkan nama adek, umur sama kelasta	Iye' nama saya Musliadi, umur saya 16 tahun, saya kelas 11
Ok, pertanyaannya dek, apa yang kita ketahui tentang budaya dan tradisi di Cambayya?	Ehm, ndak tau kak kalo itu
Kalau bahasa daerahnya, apa namanya disini dek?	Eh, Konjo
Kita pake bahasa itu dari lahir?	Iye'
Tidak pernah pake bahasa Indonesia?	Sering ji juga kak.
Oh, kita tau hubungannya budaya dengan bahasa daerah ta dek?	Ndak tau kak hehe
Haha ok dek, bisaki bahasa Inggris?	tidak kak
Kenapa?	Jarang kak belajar
Ndak pernah belajar dirumah?	Iya kak

<p>Apa kira-kira kesulitan paling susah kalo bahasa Inggris dek? Menurut ta mi saja.</p>	<p>Kata-katanya kak susah, cara mengejanya juga agak beda sama kita.</p>
<p>Kalo kt kt liat perkembangannya disini bagaimana dek soal bahasa Inggris? Maksud saya disini itu? Sudah banyak tidak orang yang lumayan lancar pakai bahasa Inggris.</p>	<p>Kurang taumi kak, tapi kayaknya jarang ada yg bisa lancar.</p>
<p>Tapi menurut ta' bahasa Inggris itu penting tidak?</p>	<p>Iya kak</p>
<p>Alasannya? Kenapa penting?</p>	<p>Karena bahasa Inggris itu bahasa yang paling sering digunakan didunia</p>
<p>Kira-kira dek apa pengaruh sehingga kita merasa susah belajar bahasa Inggris?</p>	<p>Mungkin itu kak, jarangki pakai dan agak beda jauh sama bahasa sehari-hari pengucapannya</p>
<p>Beda sama bahasa daerah di'?</p>	<p>Iya kak, itumi pengaruhnya juga bahasa disini jadi agak susah memang</p>
<p>Oh, oke dek jadi pengaruh dari bahasa daerah itu sendiri di'?</p>	<p>Iye kak</p>

5. 4th Participant

Profile of Informant:

Name : N A

Gender : female

Education Level : High School

Class/Semester : XI

QUESTIONS	ANSWERS
Assalamualaikum Wr. Wb, eh pertanyaan pertamanya dek, apa yang kita ketahui tentang budaya dan tradisi di Cambayya?	Budayanya itu beragam dan sudah turun temurun kak, terjaga sampai sekarang
Kalau bahasa daerahnya, apa namanya disini dek?	Konjo kak
Kita dari lahir bahasa Konjo di pake'?	Iya kak
Tidak pernah pake bahasa Indonesia?	Kadang-kadang juga kak.
Oh, kita tau hubungannya budaya dengan bahasa daerah ta dek?	Ndak tau kalo itu kak hehe
Haha ok dek, bisaki bahasa Inggris?	Tidak terlalu kak
Kenapa?	Jarang ka belajar kak
Ndak pernah belajar dirumah?	Kalo di rumah biasa belajarnya itu pakai lagu-lagu barat kak yang ada liriknya
Jadi belajar pakai lirik?	Iya kak, trus cari artinya di translate google hehe
Coba ki beng sempat Ada kita tau lagu sepenggal mi saja dengan artinya dek	Eh, haha. Apa di'?. Hmm, Lagunnya mi ini kak eh, " <i>I climb every mountain, swim every ocean</i> " hahaha. Artinya itu "Saya mendaki setiap gunung, menyelam setiap lautan". Benarmi kak?
Haha iya dek ok mi. Eh, apa kira-kira kesulitan paling susah kalo bahasa Inggris dek? Contohnya mi saja satu.	Hmm, contohnya itu kak, itu yang beda tulisan beda ucapannya. Susah lidah ta' mau ucapkani karena terbiasameki toh pakai bahasa daerah.
Oh begitu di'?. Kalo kt kt liat perkembangannya disini bagaimana dek soal bahasa Inggris? Di lingkunganta maksudku.	Ndk taumi kalau itu kak.

Tapi menurut ta' bahasa Inggris Itu penting tidak?	Iye' penting
Alasannya? Kenapa penting?	Setauku kak bahasa Inggris kan bahasa Internasional dipakai di seluruh dunia juga jd penting.
Kira-kira dek apa pengaruh sulitnya kita belajar bahasa Inggris?	Lebih ke kebiasaan ji kak kalo menurut saya. Kita kan disini terbiasa pakai bahasa sehari-hari, bahasa daerah jadi selalu terbawa itu kebiasaanya hehe
Beda sama bahasa daerah di'?	Iya kak, begitumi

6. Profile of Informant:

Name : R

Gender : Female

Education Level : Senior High School

Class/Semester : XII

QUESTIONS	ANSWERS
Assalamualikum Wr. Wb, Hmm sebelum kita memulai interview atau wawancara sebaiknya kita perkenalkan dirita dulu	Perkenalkan nama saya R, umur saya 17 tahun, kelas 12.
Ok, pertanyaan pertama buat R. Apa yang kamu ketahui tentang budaya lokal dan tradisi di desa Cambayya?	Budaya di desa Cambayya adalah.. ehm sangat tradisional

Itu saja? Ok, apa yang kamu ketahui tentang bahasa pertama atau bahasa asli di desa Cambayya?	Yang saya tau yaitu bahasa pertamanya adalah bahasa Konjo
Ok, eh apa bahasa pertamamu yang kamu gunakan dalam percakapan sehari-hari?	Eh, bahasa sehari-hari saya yaitu bahasa Indonesia
Ok, jadi itu yang kamu gunakan berkomunikasi sehari-hari	Eh, tidak. Saya juga lancar pakai bahasa Konjo
Apa yang kamu tau tentang hubungan antara budaya dengan kearifan lokal d daerahmu eh, dan kaitannya dengan bahasa pertama atau bahasa lokal ditempatmu?	Eh, saya tidak tau
Ok, apakah kamu eh, lancar dalam berbahasa Inggris?	Eh, Tidak
Apakah kamu sering mempraktekkan bahasa inggris dirumah, selain dari sekolah?	Eh.. kadang-kadang
Seberapa sering kamu belajar bahasa Inggris di Sekolah?	Eh, kadang saya belajar kalau ada kegiatan ekstrakurikuler selain mata pelajaran bahasa Inggris di Kelas
Jadi belajar pakai lirik?	Iya kak, trus cari artinya di translate google hehe
Ok, Apa yang membuat kamu merasa belajar bahasa Inggris itu sangat penting?	Eh, Karena Bahasa Inggris sudah terkenal diseluruh dunia dan sangat penting karena sudah menjadi bahasa Internasional
Ok, pertanyaan selanjutnya, seberapa besarkah peran bahasa Inggris di lingkunganmu sekarang?	Eh, saya tidak tau.
Ok, Apakah kesulitan terbesar, eh yang kamu hadapi ketika kamu belajar	Ehm, mungkin karena logat bahasa asli masih banyak mempengaruhi

bahasa Inggris di lingkunganmu?	hmmm, eh kalau kita menggunakan bahasa lain atau bhs Inggris
Apakah kamu khawatir tentang bagaimana cara berbicara bahasa Inggris dengan baik tanpa menggunakan kesalahan apapun?	Hmm, iya. Karena saya belum bisa lancar dalam berbahasa Inggris yang baik dan benar
Apakah ada eh, faktor lingkungan yg mempengaruhi motivasimu dalam belajar bahasa Inggris?	Hmmm saya tidak tahu kalo itu
Ok, apa yang membuat kamu berpikir bahwa eh, bahasa daerah itu adalah salah satu dari sekian banyak factor yang mempengaruhimu dalam belajar bahasa Inggris?	Hmm mungkin karena pengucapan, bahasa daerah sini eh, berbeda. Ehm, banyak perbedaannya kalau kita pakai bahasa lain, contohnya bahasa Inggris.

7. Profile of Informant:

Name : S A
Age : 17
Gender : Male
Education Level : Senior High School
Class/Semester : XII

QUESTIONS	ANSWERS
Assalamualaikum WR. Wb, eh bisa perkenalkan namanya dulu dek dan umur serta kelasnya	Eh, nama saya SA, umur saya 17, eh saya kelas 12.
Eh, ok dek, apa yang kita ketahui tentang budaya dan tradisi di Cambayya?	Budayanya sudah turun temurun kak, terjaga sampai sekarang

Kalau bahasa daerah sini namanya apa dek?	Bahasa Konjo kak
Sudah dari kecil bahasa Konjo di pake'?	Iya kak
kalo bahasa Indonesia?	Kadang kak. Kalo di sekolah
Oh, trus kita tau ndak hubungannya budaya dengan bahasa daerah ta dek?	Ndak tau juga kak hehe
Haha ok dek, tau bahasa Inggris? Lancar?	Tau kak Heh ndk kak
Kenapa?	Ndak pernah belajar kak
Ndak pernah belajar dirumah? Atau bagaimana?	Iya kak jarang.
Haha iya dek ok mi. Eh, apa kira-kira yang menutut ta' paling susah kalo belajar bahasa Inggris dek?	Kesulitannya itu sebenarnya banyak kak, misalnya pengucapan sama itu eh, kalimatnya biasa terbolak balik. Kadang kita tidak bisa tau artinya karena tidak sesuai kalimat dengan artinya
Yang mana dek bisa kt kasi contoh satu/	Eh,..... ini kak contohnya kalo bahasa Indonesia "Sepeda Baru" kalo Di bahasa inggriskan jadi "New Bicycle", kan kalo orang belum faham pasti kalo Cuma pakai kata di kamus itu jadinya "Bicycle new" bukan "new bicycle" hahaha.
Hahaha oke dek. Tapi menurut ta' bahasa Inggris Itu penting tidak?	Iye' penting kak
Kenapa penting?	Bahasa internasional toh kak? Jadi penting haha
Oh oke dek, Kira-kira dek apa pengaruh sulitnya kita belajar bahasa Inggris?	Karena beda logat beda pengucapan bahasa sini kak jadi susahki mengucapkan kata-kata dalam bahasa

	inggris.
Oh jadi, ada banyak pengaruhnya yang dibawa sama bahasa daerahta' di'?	Iya kak, begitumi mungkin

8. Profile of Informant:

Name : H N A

Age : 17 yo

Gender : Female

Education Level : Senior High School

Class/Semester : XII

QUESTIONS	ANSWERS
Assalamualikum Wr. Wb, eh sebelum saya memulai interview atau wawancara, eh silahkan kita perkenalkan dirita dulu	Eh, perkenalkan nama saya HNA, umur 17 tahun, kelas 12.
Ehm, ok H, pertanyaan pertama yaitu pa yang kamu ketahui tentang budaya lokal dan tradisi di desa cambayya	Eh, kalo budaya disini kak eh, mungkin sangat tradisional tapi juga modern mi karena dari pembangunannya haha
Ok, pertanyaan kedua yaitu apa yang kamu ketahui tentang bahasa pertama atau bahasa lokal atau bahasa asli dari desa cambayya ini?	Hmm, sebagian besar orang-orang disini itu kak bahasa pertamanya ya bahasa asli daerah, tapi ada sebagian juga bahasa pertamanya yang dikasi sam orang tuanya bahasa Indonesia tergantung dari orang tuanya ji kak
Kalo kita sendiri apa bahasa pertama	Kalo saya iya kak pribadi pake bahasa

ta?	Indonesia ji. Tp sering juga pakai bahasa daerah
Kita lancar tidak bahasa Inggris?	Eh, tdk tau kak
Kan td kita bilang ndk tau bahasa inggris, berarti Kita tidak selalu praktek dirumah toh selain disekolah?	Hmm kadang2ji iya kak, ndk sering ji haha
Seberapa sering kita belajar bahasa Inggris di sekolah?	Hmmm, rata2 biasanya 2 atau 3 kali seminggu
Ok, pertanyaan selanjutnya apa yang yang membuat kamu itu berpikir bahwa bhs Inggris itu sangat penting dipelajari?	Eh, yak arena bahasa inggris itu bahasa International jadi ya seharusnya kita wajib belajar bhs inggris supaya nnti bisa berkomunikasi dgn banyak orang diluar, ya begitumi.
Apakah kesulitan terbesar yg kita hadapi ketika belajar bahasa Inggris di Lingkungan ta?	Ih deh kalo kesulitannya iya banyak sekali karena pengucapannya toh beda sama bahasanya kita. Apa lagi kalo pakai bahasa daerah lebih susah lagi belajar bahasa baru, karena disini toh kak, bahasa dan logatnya itu loh, agak kental ki jadi susah, biasanya tawwa terbawa bawaki logatnya.
Apa yg membuat kamu berpikir bahwa bahasa pertama itu factor yg mempengaruhi kamu untuk merasa apa di' sulit bahasa inggris?	Hmm apa di', karena itumi tadi kak yang kubilang toh beda pengucapan, beda arti juga, beda logat juga jadi begitumi.
Oke terakhir, bagaimana itu menurut ta' eh tentang budaya lokal dicambayya itu khususnya bahasa lokal yang punya dampak dalam kemampuanta' berbahasa Inggris?	Eh, kalau menurut saya toh, budaya itu kan salah satu factor adanya bahasa daerah jadi, eh kadang memang susah kalo terbiasami pake bahasa Daerah, trus tiba-tiba belajarki pake bahasa Inggris jadi terlipat-lipatki itu lidah

	ta'. Otkots-otkots ki begitu gang
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9. Profile of Informant:

Name : H

Age : 17 yo

Gender : Female

Education Level : Senior High School

Class/Semester : XII

QUESTIONS	ANSWERS
Assalamualikum Wr. Wb, eh sebelum saya memulai wawancara, eh saya mau perkenalkan dirinya dulu untuk siswa SMA Negeri 2 Bantaeng	Perkenalkan nama saya H. Umur saya 17 tahun dan kelas 12
Oke, pertanyaan pertama, yaitu eh, apa yang kamu ketahui tentang budaya lokal dan tradisi di desa cambayya	Eh setau saya, kalo budaya disini itu erat kaitannya dengan tradisi, eh misalnya ketika kita mau melakukakn sesuatu yang berbeda dari biasanya dilakukan orang lain, maka itu dianggap aneh atau tidak sesuai dengan adat istiadat yg berlaku
Ok, pertanyaan kedua yaitu apa yang kamu ketahui tentang bahasa pertama atau bahasa lokal atau bahasa daerah yg ada di desa cambayya?	Bahasanya yaitu bahasa konjo, terus biasanya tergantung dari orang tua dari anak itu. Biasanya pakai bahasa Konjo tp sebagian juga masyarakat eh, masyarakat modernnya itu biasanya pakai bahasa Indonesia.

<p>Apa bahasa pertamamu atau bahasamu dari kecil yang kamu gunakan sebagai percakapan sehari-hari?</p>	<p>Kalo bahasa pertama saya itu bahasa Konjo ji tapi kalo di sekolah sehari-hari pakai bahasa Indonesia</p>
<p>Apakah kamu lancar berbahasa Inggris?</p>	<p>Ya kalo bahasa Inggris saya tidak tahu</p>
<p>Apakah kamu sering berlatih bahasa inggris di rumah selain hanya di sekolah?</p>	<p>Kalo praktek bicara Inggris tidak pernah, kadang-kadang ji juga sedikit</p>
<p>Seberapa sering kita belajar bahasa Inggris di sekolah?</p>	<p>Ehh, kalo pelajarannya itu 2x seminggu, begitu.</p>
<p>Ok, pertanyaan selanjutnya apa yang membuat kamu merasa bahwa bhs Inggris itu sangat penting?</p>	<p>Eh, mungkin karena bahasa Inggris itu sudah mendunia jadi sangat penting dipelajari. Eh, karena kan klo bisaki berbahasa Inggris nanti bakalan bisaki juga keliling dunia, bisa juga bicara sama orang banyak di seluruh dunia</p>
<p>Apakah kesulitan terbesar yg kamu hadapi ketika kamu belajar bahasa Inggris di Lingkunganmu?</p>	<p>Kalo itubanyak sekali kesulitannya kak tidak bisa kujelaskan haha. Kalo menurutku saya toh kak itu kata-kata dalam bhs Inggris karena kian bedaki carata' mengucapkan jadi susahki mau ngomong.</p>
<p>Contoh pengucapannya itu yg bagaimana yang beda menurut ta?</p>	<p>Ehh, contohnya itu kak yang beda tulisan beda ucapannya, susah sekali lidahta mau ucapkan ki karena terbiasa meki toh pakai bahasa daerah</p>
<p>Oke, apa yg membuat kamu berpikir bahwa bahasa daerah itu adalah salah satu dari factor-faktir yang membuat kamu merasa lebih sulit belajar bahasa Inggris?</p>	<p>Eh, karena kan bahasa ta itu yang sebelumnya tidak sesusah bahasa Inggris kak, jd mungkin perlu banyak waktu supaya bisaki hilangkan itu logat bahasa pertama ta kalo mauki lancar bahasa Inggris</p>

10. Profile of Informant:

Name : M U P

Age : 17 yo

Gender : Female

Education Level : Senior High School

Class/Semester : XII

QUESTIONS	ANSWERS
Assalamualikum Wr. Wb, eh sebelum kita memulai wawancara, eh mungkin adek bisa perkenalkan nama, usia dan kelasnya	Nama saya MUP, umur saya 17 tahun, saya kelas 12.
Ok MUP, langsung saja ke pertanyaan pertama eh, apa yang kita ketahui tentang budaya lokal dan tradisi di desa cambayya	Cambayya itu desa yang ehm, sangat memegang teguh adat istiadat dan juga budayanya. Budaya yang dari dulu ehm maksudnya yang turun temurun begitu
Ok, pertanyaan selanjutnya yaitu apa yang kita ketahui tentang bahasa pertama atau bahasa lokal yg ada di desa cambayya?	Kalo bahasanya itu disini beda-beda ada yang bahasa daerah dan ada juga sebagian warganya bahasa indonesia
Bahasa daerahnya disana bahasa apa dek?	Eh, bahasa daerahnya itu kak, bahasa konjo kak.
Kalo kt sendiri bahasa sehari-harinya bahasa apa dek?	Kalo saya itu bahasa Indonesia ji kak dari kecil tp biasa ji juga pakai bahasa Daerah sih

Kira kira kita lancar ndak berbahasa Inggris?	ndak terlalu kak
Biasanya kita, apa. praktek bahasa inggris dimana selain di sekolah?	Dirumah ji kak
Belajar pake apa medianya dirumah?	Baca buku bahasa Inggris atau film barat..
Ok, pertanyaan selanjutnya apa yang yang membuat kita pikir bahwa bhs Inggris itu sangat penting?	Karena menurutku toh kak, bahasa Inggris itu bahasa internasional jadi kita wajib belajar selain bahasa Indonesia
Kira-kira dek menurut ta' apa kesulitan terbesar yg kita saat kita belajar bahasa Inggris di Lingkunganta'?	Itu kak eh, susahki untuk ngomong kalo bicara pake bahasa Inggris. Ehm, kata-katanya yang beda dengan pengucapannya terus susah juga diimbangi caranya cerita.
Maksudnya dek, logatnya begitu	Iye, logatnya mi itu kak
Oke, apa yg membuat kita berpikir bahwa bahasa daerah itu adalah salah satu factor yang mempengaruhi sehingga membuat kita lebih susah untul belajar bahasa Inggris?	Ya itu tadi toh kak masalah pengucapannya beda,logatnya beda, carat a juga ngomong beda kak

CURRICULUM VITAE



MUH. MARSAJIANDA was born on May 2nd, 1993 in Bantaeng, South Sulawesi. He has 3 older brothers. He is the fourth child from 4 children. His father was Alm. Mappiare A, Ma. Pd and his mother was Almrh. Sadariah.

He started his education first, in elementary school at SDN No. 16 Lonrong and he graduated in 2004. Second, He continued his middle school education at SMP Negeri 3 Bantaeng and graduated in 2008. Then, he took Medical Nurse as his major at SMK Negeri 3 Bantaeng, graduated in 2011. Before he continued his study, he worked in a private company for 3 years until he was accepted as the students in English Educations Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in the year of 2014. During his study, he also join in English Department Students Association (EDSA), an organization of his major for about 3 years.

At the end of his study, he could finish his thesis under the title “An Analysis of Local Culture and Wisdom Affecting The Students’ English Ability at Cambayya Village in Bantaeng Regency”.