



# Analysis of Bugis Bone Student Accents in Pronouncing English in Higher Education

*Analisis Aksen Mahasiswa Mahasiswa Bugis Bone Dalam Mengucapkan Bahasa Inggris di Perguruan Tinggi*

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## ABSTRACT

This research used a qualitative method. The sample consisted of nine participants from IAIN Bone. This thesis is intended to find out two research questions of English pronunciation. The first research question is the kinds of students' Buginese Bone accent interfering their English pronunciation that focus on the participants' critical speaking class of English department of IAIN Bone by implementing observation checklist and giving a questionnaire, the researcher found that there are some kinds of students' Buginese Bone accent interfering their English pronunciation. The first is still confused about using the interdental phonemes. The second, missing consonant sequences. The third, do not master vowels. The fourth, missing stress. Whereas the second problem is the factors that make students' Buginese Bone accent interfering their English pronunciation includes internal and external factors. An internal factor includes age, brain, and personality. While external factor includes motivation, teacher role, pedagogy for teaching languages, and learning environment.

**Keywords:** Buginese Bone accent, English Pronunciation.

## ABSTRAK

*Penelitian ini menggunakan metode kualitatif. Sampel terdiri dari 9 orang peserta dari IAIN Bone. Tesis ini dimaksudkan untuk menemukan dua pertanyaan penelitian pada pelafalan bahasa Inggris. Pertanyaan penelitian pertama adalah jenis aksen Bugis Bone mahasiswa dalam mengganggu pengucapan bahasa Inggris mereka pada peserta kelas critical speaking dari jurusan bahasa Inggris IAIN Bone dengan menerapkan daftar observasi dan memberikan kuesioner, Peneliti menemukan bahwa ada beberapa jenis aksen Bugis Bone siswa dalam mengganggu pengucapan bahasa Inggris mereka. Pertama, masih bingung menggunakan fonem interdental. Kedua, urutan konsonan yang hilang. Ketiga, tidak menguasai vokal. Keempat, menghilangkan stres. Sedangkan masalah kedua adalah faktor-faktor yang membuat aksen Bugis Bone siswa mengganggu pengucapan bahasa Inggris mereka meliputi faktor internal dan eksternal. Faktor internal meliputi usia, otak, dan kepribadian. Sedangkan faktor eksternal meliputi motivasi, peran guru, pedagogi pengajaran bahasa, dan lingkungan belajar.*

**Kata Kunci:** Aksen Bugis Bone, Pengucapan Bahasa Inggris

## 1. INTRODUCTION

Each country has a variety of existing dialects of the language; this fact may be influenced by several variables, such as

educational attainment, ethnic group membership, social class, or geographic location.

The effect of dialect on students' pronunciation in speaking ability of non-native English speakers then brings intonation and Phonemic inventory according to their mother tongue into English speech (Siregar, 2017). In addition, the research about dialect in Speaking Activity became a warm topic for the Asian bilingualism researcher until this current year. Mostly the researcher revealed the factor of why foreign language learners still use their dialect when communicating in English (Mahmud, 2005).

Indonesia is made up of many different ethnic groups, all of which likely speak an indigenous language that is used as a primary teaching tool for EFL students. A few students majoring in English speakers from the Bugis region.

Many scholars have done research related to this research. Ahdiani (2019) found the phonological interference of Wajo Buginese language students in pronouncing English sounds. Related to this, it was found that there were eight consonants that were pronounced incorrectly by Bugis Wajo students. Among them are the consonants /f/, /v/, /z/, /dʒ/, and /. To pronounce the eight consonants, Bugis Wajo students mention the sound that most closely resembles the one in Wajo Buginese language and found about the factors that influence the phonological interference of Bugis Wajo students in pronouncing English sounds. There are four factors that influence Wajo Buginese language interference in the pronunciation of English sounds, namely the age of learning English, motivation, talent for learning English, and the habit of using language that is devoted to oral communication or speaking skills. /z/, /dʒ/, and /.

Sangkala and Bakhtiar (2018) explores on local dialects can interfere with students' learning to speak. Researchers want to know interference from students' local dialects in speaking for different cultures Settings. The results of the study that the researcher explained the difficulties in the student environment Accent dialects can interfere with students speaking English. It the study isolated one local dialect, namely Bone/Soppeng. Researcher using a qualitative descriptive method because it is comparable to collect data from students' perceptions. Semi-structured interview. Its researchers interviewed teachers and students in English to find out why they ask students this type of question during because the process of learning to speak is ongoing. The

results showed that internal (self-acceptance) and external (family and friends) environmental factors both contributed to student interference from local dialect factors.

Pratiwi (2019) has researched about exploring casual factors using the Bugis language accent in English speaking skills. This research uses descriptive qualitative method. The total number of students is 40 students in grades B, C and C. Purposive sampling was applied in this study to select samples. The results showed that students tended to use a Bugis accent when speaking in English class. The students also found it difficult to pronounce some English words. The main causes faced by students are related to the affected phonemes by their mother tongue.

Based on the findings of previews studies related to the above, this study has similarities and differences. The similarity of this research with previous research tends to explore students' accents in pronouncing English language, such as Bugis wajo accent, English Bugis accent and accents on students' pronouncing when speaking English. While the differences are that this research will focus more on exploring the Buginese Bone accent of students, include the factors that make students bring their Bugis accents in English pronunciation. In conclusion, according to the above assertion, the author intends to carry out research to discover students Buginese accent in pronouncing English language.

## 2. RELATED LITERATURE

### 2.1. Buginese Bone accent

The definition of Buginese accents comes from Fadhillah et al. (2018) that this Bugis accent is referred to as from the Bugis accent, the strongest, or the heaviest. It even has various each region in Bone Regency has a distinctive accent. Bugis accent is referred to as the Bugis accent, the strongest, or the heaviest. It even has various each region in Bone Regency has a distinctive accent that includes some comparisons of the structure of the Bugis and English namely; 1) consonant includes some parts in Buginese and English, are bilabial, labiodental, interdental, dental, alveolar, palatals, velar, and glottal, 2) consonant sequences Buginese and English includes initial, medial, and final, that in Bugis has no sequences of more than two consonant, while English has more than three of consonants sequences, 3) vowels include some parts, those are high, mid, and low.

## 2.2. English Pronunciation

Isnani et al. (2016) said that English pronunciation is the process of producing written text while maintaining focus and understanding. Whereas Anugrah (2019) said that Pronunciation is the way to produce the word, the way a person speaks language words as the act of producing speech sounds that involve articulation, vocal, formation, accent, and intonation, often with the correct or non-correct sound of your speech. Then, Ma'la (2016) stated that pronunciation is related to how the people make the sound utilized to make meaning when they talk.

The parts of the pronunciation include Stress (pressure), Rhythm (rhythm), Juncture (sound relationship), intonation (tone), and pitch (peak voice).

## 2.3. Factors Influencing English Pronunciation

Two factors affect English Pronunciation as follow:

### 1) Internal Factors

#### a) Age

According to CPH, a student may not be able to improve his pronunciation of a language after a specific age if he does not start learning it at that time. If a student begins speaking a second language before the age of six, he or she will often have little to no accent. The learner will likely have a small accent if they begin using the second language between the ages of seven and eleven. The learner will undoubtedly have an accent if he begins speaking the second language beyond the age of twelve (Nation & Newton, 2009). Depending on the learner's age, different abilities, competencies, and cognitive skills apply. It has to do with the brain's plasticity (Harmer, 2001). It can be concluded that age has a significant impact on English pronunciation.

#### b) Brain

Compared to adult learners, a child seems to have less difficulty acquiring native-sounding pronunciations. Unlike the adult brain, the brain is plastic (Harmer, 2001). According to Lund (2003), the human brain has a tendency to change and develop over time. Therefore, it can be concluded that a person's brain affects the

ability to grasp fast and slow in the process of learning English pronunciation.

### c) Personality

It has been noted in ESL classes that some students seem to be more successful than others at learning pronunciation are. Language researchers and instructors examined it extensively and found just that students have a certain set of qualities that enable them to learn. Skilled command of the English language. It has a talent designation (Zhang, 2009). This implies that everyone has skills that enable him or her to do any job, such as learning how to pronounce a second language properly. Aptitude is the name given to this intrinsic talent (Harmer, 2001). Studies and research have revealed that students have higher profitable aptitudes to learn English you can learn how to pronounce English quickly and significantly. It can be understood that everyone, especially in learning a second language, owns personality.

### 2) External Factors

#### a) Motivation

Shaaban (2002) explores influences the success of learning a second language or a foreign language). The definition of motivation is "student orientation towards goals learns a foreign language (Norris, 2005). According to empirical studies, there are additional aspects besides drive, such as self-confidence, intelligence, and purpose, which is very important in the development of motivation (Melendez, 2006). The development of adult English speakers and found that adults can achieve extraordinary results. If they are motivated, second language learners can become proficient, even native speakers do (Marinova, Marshall & Snow, 2000). Therefore, it can be concluded that motivation is very influential in pushing towards goals in achieving second language learning, especially English pronunciation that is also determined by the self-confidence of each individual to focus on achieving his goals.

#### b) Teacher Role

A very difficult aspect of learning a language is pronunciation. Second language instructors should have a solid understanding of phonetics and grammar. The phonology of that particular second language. It is in English. It is very important that an English instructor have the necessary understanding and information about its phonology and phonetics so that he can pronounce it correctly language students (Susmitha, 2014). There are many responsibilities associated with language teacher. First, it helps second language learners to hear and produce sounds point of view second, identify aspects of sound that must be considered to be compensated. Third, the choice of educational activities according to various learning methods and factors that influence how pronunciation is learned (Ebesova, 2007).

Therefore, it can be concluded that the teacher's role in giving examples and evaluating students' English pronunciation is very influential in developing students' English pronunciation.

c) Pedagogy for Teaching Languages

The best results are shaped by language education pedagogy, according to the history of language teaching, empirical studies, and theoretical theory. Right Learners can benefit from using English pedagogy in language classes by their pronunciation needs to be fixed. According to the Longman Dictionary of Applied Linguistics. Pedagogy is defined as "the study of strategies and procedures for teaching, and guiding concepts and the beliefs behind them (Richard & Schmidt, 2010). It the key to choosing an efficient pronunciation instruction method for teaching English is to recognize and accept this pedagogy. When given enough time, Education professionals have devised several methods for teaching languages linguists too. Appropriate application of this approach in appropriate settings in language schools can facilitate this. It can be concluded that the learning method in terms of attracting students' learning in English pronunciation is very influential for the future.

d) Learning Environment

English pronunciation in non-native English speaking countries can improve significantly in the classroom. Dörnyei (2005) explores how a learner behaves believes that his immediate school environment can influence his learning path, In this case, the school must provide enough spaces, activities, and exposure scenarios that correspond to real-world events so that learners become learn by participating voluntarily (Szyszka, 2018). Therefore, it can be understood that a classroom greatly influences the attractiveness of students in learning, especially in relation to the atmosphere and arrangement.

### 3. RESEARCH METHOD

#### 3.1. Research Design

This study uses a qualitative method from Arsyad (2017) interpreted that Qualitative the researcher deliberately examines and records small cues to decide how to behave, as well as to understand the context and build greater knowledge claims about culture. It can be defined that research design is a method used to get answers to essay questions. In this study, the researcher used a qualitative method. The type of research design applied in this research was case study. The qualitative research is a type of research that aims to explore information deeply and openly on various responses.

This research tries to get people to share their thoughts on a topic without giving them much guidance or direction. By using this type of research, the research conducted was deeper and details, so the data that gotten more specific and clearer. In this research, the case or event that tried to be revealed by the researcher the kinds of students' Buginese Bone accent in pronouncing English language, and the factors that make students' Buginese Bone accent in pronouncing English language. The core property of qualitative research is that it examines the way people understand their own concrete real experiences in their own minds and in their own words and then analyzes this

understanding in the meaning of behavioral sciences such as psychology, sociology, politics, education, health sciences. On the other hand, nowadays, business and management, decision-making, or innovation, to give a few examples.

### 3.2. Research Instrument

#### 1) Observation checklist

Data collection procedure, the researcher used an observation by using an observation checklist. Observation checklist is strategy for monitoring the specific skills, behavior, or dispositions of individual students or all students in a class. The observation checklist is expected to be one of the safe and reliable documentation of the student learning process. The observation checklist can contain the results of students observations that highlight special skills, behaviors as characteristics of each students or all students, a good observation checklist to assist learning in learning, and a checklist observation will be developed referring to the developed observation checklist (Selviani & Tanjung, 2016). Based on the theory above, it can be understood that the observation checklist is the way to collect the data that focus on monitoring the specific skills, and behavior of students in the class. In this technique of collecting data, the researcher observation to recognize how the teacher interact with students with a good pronunciation, and collecting the data about kinds of students' Buginese Bone accent in interfere their English pronunciation. There for the researcher observe to find the data. This observation session, the researcher uses a camera to take pictures of the work process from the observation checklist.

#### 2) Questionnaire

Questionnaire is a list of questions used to obtain answers from respondents, which are expected to measure and represent the items under study so that they can be tested and analyzed in an effort to solve problems and answer research questions that are built researchers (Mita, 2015).

The questionnaire is divided into two, namely based on the nature, method of delivery, structure, as well as

the form of the question. The questionnaire is expected to have the center of attention, namely the problem that solve. Each question must be part of the hypothesis you want to ask tested.

The most important thing is to design the forms to enter very important data, I see also in designing the questionnaire format and using a recorder to get data about the factors that makes student's Buginese accent in pronouncing English language (Scapin, 2010). The researcher uses a questioner for helping in collecting data.

Before students start to fill the questionnaire, the researcher given an explanation how to respond the questionnaire and give 15 minutes to answer the questionnaire. After collecting the data, the researcher classified and analyzed the respond of students.

#### 3) Interview Guide

The researcher used an interview guide (Wilson, 2014). Interview guide is one of the most commonly used data collection methods in social research because here the subject of the study (respondent) and the researcher face to face and interact directly, which aims to obtain data accurately. The researcher interviews nine students as participants to answer the factors that make students' Buginese Bone accent in pronouncing English language.

### 3.3. Data Techniques Analysis

The technique of data analysis which come from Synchronous qualitative data analysis Miles & Huberman (2019) that the term for this kind of analysis is "transcendental realism," and the main components are data reduction, data display, data analysis, and verification of the key points made in each analysis. The explanation of the primary components is explained as follows:

#### 1) Data Reduction

Data reduction occurs continuously during the analysis. It is not something that emerges from analysis; instead, it is the result of the analysis. It happened at the beginning of the meeting through data segmentation, editing, and ingesting. Coding and memorization, as well as related activities including studying topics, groups, and games, take place throughout the peregrination time. In the following example, conceptualization and explanation will be used to explain the situation because extending an abstract concept also serves as a method for data production. The aim of data editors in quantitative and qualitative analysis is to provide data without significant loss of information. In quantitative analysis, an important component that must be considered is not releasing data that does not fit the context.

## 2) Data Display

Data Display compresses and gathers information. The view supports thorough analysis due to the usual abundance and availability of the quantitative data. Miles and Huberman emphasize the importance of this display by often using the phrase "You understand what you are performing" (and you should). They do not believe that the most promising direction is the one to take for a sound statistical analysis. There are several asynchronous methods for displaying data graphics, chart diagrams of asynchronous relationships, extended analyzes that are appropriate, and so forth. Display is used for data analysis because it enables data to be processed and organized, serves as a starting point for longer-term analysis, and provides information on the analysis that has already been performed.

## 3) Drawing Conclusion

The purpose of securing and strengthening data is to help obtain information. Temporarily conclude. Infecting them occurs more or less simultaneously with them, following data reduction and display. As a result, there may be some indication of problems in the initial analysis, but these indications tend to be vague and undeveloped at

this time. They are retained while engaged in more durable work while remaining asleep throughout. They do not give their consent until all data has been entered and is being analyzed. Once requested, that amount will consist of proposals.

## 4. FINDINGS

This part discusses Analysis of students' Buginese Bone accent interfering their English pronunciation. It can be known as below:

### 4.1. The kinds of students' Buginese Bone accents interfering their English pronunciation

the researcher adopted a statement from (Fadhillah et al. 2018) Bugis accent is referred to as the Bugis accent, the strongest or the heaviest. That includes some kinds those are consonant, consonant sequences, and vowels.

#### 1) Interdental phonemes

Interdental phonemes such as "/ð/" do not exist in Bugis, and speakers of that language replace them with /d/.

#### 2) consonant sequences

Based on the participant's used of consonant sequences had found that there is a mistake that is /'i.i.ə/ becomes /ii/ of the word "really" the correct based on the dictionary is /'i.i.ə.li/.

#### 3) Vowel

An incorrect in using vowel had found by speakers of the language that is /ʌ/ substituted to be /u/ of the word "produk." Based the oxford dictionary the correct is "/ p.rʊd.ʌkt/".

#### 4) Stress

Based on the speakers of that language replace the word is /'maʊn.tən/ to be /man'tain/. The correct based on the oxford dictionary is /'maʊn.tən/.

### 4.2. The factors that make students' Buginese Bone accent interfering their English pronunciation

#### 1) Internal factors

##### a. Age

Harmer (2001) said that it has to do with the brain's plasticity.

##### a) 7 years old

##### Participant C2

Participant C2 said, "I learn English start from primary school, because my parents suggested me to take course, so I interest to learn English."

Participant C1

This statement also is supported by other participant C1 who said "I start learn English when I was primary school because the teacher explain the lesson is so unique, It is really fun with English and improve my pronunciation start when I am taking a college."

Participant A1

Participant A1 also said " I start to learn English when I was in Primary school, I don't understand more about English, when I was taking the fifth and sixth grades, my teacher asked us one by one" how to say in English *lomba*". At the time all of my friends know it except me, but when I was senior high school I try to improve my vocabulary, till I am taking college right now I just know about pronunciation understanding and the word little by little."

Participant A3

Participant A3 said, "I start English when in I was the third primary school."

Based on the result of the interview above, it can be known that there are four students interested; they are participants C2, C1, A1, and A3. Participant C2 said that she has liked learning English since primary school because of the support of her parents. It is different from participant C1; he said that his interest in pear when the teacher can explain the lesson is so unique and fun. Whereas, participant A1, had an interest to learn English when he was confused at primary school, although he still got confuse to understand English he try to learn by learning till junior high school can increase his English pronunciation and understand English well. Participant A3 also starts to learn English when she was primary school at the third grade.

b) 13-16 years old

Participant A2

Participant A2 said "I start learn English when I was junior high school because of a movie."

Participant B1

This statement also is supported by Participant B1 who said "I learn English when I was junior high school become interested to learn English, because I really listen to an English song, and about pronunciation I just learn when I am in college, because when I was senior high school I take design program, but it so far with English unfocussed on about fashion, so since

junior high school and I focused on learn English, but about pronunciation I star interest when senior high school because listen to English."

Participant B3

Participant B3 also said, "I am interested, to learn English, especially pronunciation when I was in junior high school."

Based on the result of the interview above, it can be known that there are three Participant interested, they are participants A2, B1, and B3. Participant A2 said that he start learn English when he was of the junior high school because of the movie. Whereas Participant B1 start to learn English when she was junior high school because always listen to music with English songs, and about pronunciation she tries to increase when he took college. Participant B3 said that he interest in learning English when he was in junior high school.

c) 15-18 years old

Participant B2

Participant B2 said "I start to learn English because the movie also when I was senior high school."

Participant C3

Participant C3 who said, "I become interested to learn English when I was senior high school," also supports this statement.

Based on the result of the interview above, it can be known that there are two participants interested, are participant B2, and participant C3. Participant B2 said that learning English when he was senior high school and watching a movie make him to like learn English. Whereas, participant C3 start to like learn English when she was senior high school.

b. Brain

Lund (2003), the human brain has a tendency to change and develop over time.

a) Flexible American and British

Participant A1

Participant A1 said, "Accent is the way to pronounce the words that differentiate between American and British but interest to learn both of them."

Participant A3

Participant A3 who said, "Accent is the specific accent that we use in English pronunciation, but choose American accent', also supports this statement

Based on the data of the interview, it can be concluded that participant A1 and A3 have the same perception about the understanding of an accent that is about the choice to pronounce word, it can be American or British Style.

b) The way to produce the word

Participant B1

Participant B1 said, "An accent is the way to produce the word."

Participant B3

Participant B3 who said also supports this statement, "An accent is how to produce the word."

Based on the data of the interview it can be concluded that participant B1 and B3 have the same perceptions about an accent that is talking about how to pronounce the word.

c) Intonation

Participant C1

Participant C1 "The accent is talking about intonation of the word or sentence in English language learning."

Participant B3

This statement also is supported by participant B3 who said, "An accent is focused on intonation of the word in English pronunciation."

Based on the data of the interview, it can be concluded that participant C1 and B3 have the same perceptions about an understanding of accent means intonation.

d) Specific accent

Participant C3

Participant C3 said, "An accent is the specific accent that people use on conversation."

Based on the data of the interview, it can be concluded that participant C3' understanding of accent is about the way to use a specific accent in conversation.

e) Phonetic and dialect

Participant A2

Participant A2 said, "An accent is focused on the use of some phonetic symbol and dialect in English pronunciation."

Based on the data of the interview, it can be concluded that participant A2' understanding of accent is focus on the use of phonetic and dialect in English pronunciation.

f) Stress

Participant C2

Participant C2 said, "Accent is talking about stress of the word in English pronunciation."

Based on the data interview, it can be concluded that participant C2' understanding about an accent is talking about the use of stress.

3) Personality

Skilled command of the English language. It has a talent designation (Zhang, 2009).

a) Yes

Participant B1

Participant B1 said, "It is important to know."

Participant C1

It also supported by participant C1 who said, "It is giving an influence to us to enter the jobs market."

Participant A2

Participant A2 said, "Yes because it decides our quality to as save this job market."

Participant B2

Participant B2 who said, "It really give impact to our quality of we can master the accent as like American and British to get the job in the market," also supports it.

Participant C2

Participant C2 said, "We have to have a good pronunciation to show our quality in the market."

Participant B3

Participant B3 said, "Yes it really important."

Participant C3

Participant C3 said "yes really important because give an impact to us."

Based on the data an interview had shown that the Participants perceptions about the local of Bugis accent the job market that participants have the same perceptions, They are, participants B1, C1, A2, B2, C2, B3, and C3. Participant B1 said it is important to know the standard of accent well. Whereas participant C1 who said give an influence to enter the job. Participant A2 said it decided our quality to get the job market. While participant B2 said it really give an impact and showing our quality if we master the accent as like

American and British accent. Next by participant, C2 said we have to have a good an accent to enter the job market. Next by Participant B3 said that it is important to know it. The last participant C3 said that it is important because give an impact to us to accepted in the job market.

b) No

Participant A1

Participant A1 said, "It is no really important."

Participant A3

Participant A3 said "it is no, because we just need more practice how to the audience understand what we talk about."

Based on the interview session have a data of student that said no in this question, they are participants A1, and participant A3. Participant A1 said that it is not important to master it. While the participant A3 said, we just need more practice to make our audiences' understand what we talking about.

2) External factors

a. Motivation

Shaaban (2002) explores influences the success of learning a second language or a foreign language).

Participant B2

Participant B2 said "the factors that hinder her are less of motivation and also leazy to searching in internet about the accent."

Based on the interview session it can understood that something that hinder student to learn are unless motivation and be lazy to search in our social media that relate about learning accent, the statement comes from participant B2.

b. Teacher Role

The phonology of that particular second language. It is in English. It is very important that an English instructor have the necessary understanding and information about its phonology and phonetics so that he can pronounce it correctly language students (Susmitha, 2014).

c. Flexible American and British

Participant A1

Participant A1 said, "Accent is the way to pronounce the word that differentiates between American and British but interest to learn both of them."

Participant A3

Participant A3 who said, "Accent is the specific accent that we use in English pronunciation, but choose American accent', also supports this statement

Based on the data of the interview, it can be concluded that participant A1 and A3 have the same perception about the understanding of an accent that is about the choice to pronounce word, it can be American or British Style.

d. The way to produce the word

Participant B1

Participant B1 said, "An accent is the way to produce the word."

Participant B3

Participant B3 who said also supports this statement, "An accent is how to produce the word."

Based on the data of the interview it can be concluded that participant B1 and B3 have the same perceptions about an accent that is talking about how to pronounce the word.

c) Intonation

Participant C1

Participant C1 "The accent is talking about intonation of the word or sentence in English language learning."

Participant B3

This statement also is supported by participant B3 who said, "An accent is focuses on intonation of the word in English pronunciation."

Based on the data of the interview, it can be concluded that participant C1 and B3 have the same perceptions about an understanding of accent means intonation.

d) Specific accent

Participant C3

Participant C3 said, "An accent is the specific accent that people use on conversation."

Based on the data of the interview, it can be concluded that participant C3' understanding of accent is about the way to use a specific accent in conversation.

e) Phonetic and dialect

Participant A2

Participant A2 said, "An accent is focused on the use of some phonetic symbol and dialect in English pronunciation."

Based on the data of the interview, it can be concluded that participant A2' understanding of accent is focus on the use of phonetic and dialect in English pronunciation.

f) Stress

Participant C2

Participant C2 said, "Accent is talking about stress of the word in English pronunciation."

Based on the data interview, it can be concluded that participant C2' understanding about an accent is talking about the use of stress.

g) Pedagogy for Teaching Languages

Right Learners can benefit from using English pedagogy in language classes by their pronunciation needs to be fixed. According to the Longman Dictionary of Applied Linguistics. Pedagogy is defined as "the study of strategies and procedures for teaching, and guiding concepts and the beliefs behind them (Richard & Schmidt, 2010).

h) Grammar

Participant A1

Participant A1 said "I think grammar lesson, it is really too hard to understand."

Participant B1

It also is supported by participant B1 who said "I agree with my friends, grammar lesson make us to learn hard about tenses."

Participant A3

Participant A3 also said "Yes, we have to learn about grammar."

Student B3

Participant B3 who said, "Grammar, is so hard."

Student C3

Participant C3 also said "Yup, grammar."

Based on the interview session it can be concluded that the participants have the same perceptions that the learning think difficult to learn is grammar it comes from participants A1, B1, A3, B3, and C3. Participant

A1 said grammar lesson it is hard to understand. Whereas participant B1 said she agree with her friends before that said grammar make us learn be hard, as like tenses we have to master it. While, Participant A3 said learn grammar is needed. Next by participant, B3 said grammar is lesson that so hard to understand. The last participant C3 said she has the same answer with her friends.

i) Pronunciation

Participant C1

Participant C1 "I think Pronunciation Miss."

It can be concluded that pronunciation is the lesson that hinder her to understand the English learning.

j) Nothing

Participant A2

Participant A2 said, "We like all the materials that the lecturer gives us."

Participant B2

It also is supported by participant B2 who said "I also Miss."

Participant C2

Participant C2 also said, "So do I Miss."

Based on the interview session, the students have the same answer that is noting from participants A2, B2, and C2. Participant A2 said that He like all the material that his lectures give while in the class Whereas participant B2 said She agree with her friend that she like all the topic that the lectures have given in learning. Then, participant C2 said she agree with all friends statement."

k) Learning Environment

Dörnyei (2005) explores how a learner behaves believes that his immediate school environment can influence his learning path, In this case, the school must provide enough spaces, activities, and exposure scenarios that correspond to real-world events so that learners become learn by participating voluntarily (Szyszka, 2018). Therefore, it can be understood that a classroom greatly influences the attractiveness of students in learning, especially in relation to the atmosphere and arrangement.

One of Participants' perception was they considered that when they learned English pronunciation is know the influence of the environment on the accent in your English pronunciation, it can be described as below;

l) Have an impact

Participant A1

Participant A1 said "The factor of environment give an impact of our motivation to learn English, especially pronunciation."

Participant B1

Participant B1 also said "I same with my friend that environment give an impact to our learning."

Participant C1

Participant C1 said, "Habit and interaction really give an impact our learning."

Participant A2

Participant A2 said, "We sometimes make English language to Indonesian Language means that the accent of Bugis bring to our English Pronunciation, as like "Fat" to be "Pat".

Participant B2

Participant B2 also said, "Our friends give an impact to our English learning to be better, so we have to choose the best friends to practice together."

Participant C3

Participant C3 also said "environmental factor influence our improving in vocabulary to pronounce English well that show competent our in English pronunciation."

Participant A3

Participant A3 said "it give an impact to our accent in pronunciation Miss."

Participant B3

Participant B3 also support by said "I agree with my friend."

Participant C3

Participant C3 also said, "Yes, it is really give an impact."

Based on the interview session can be concluded that all of the student have the same perceptions about the environmental factors affect their English Pronunciation learning, those from participants A1, B1, C1, A2, B2, C3, A3, B3, and C3. Participant A1 said that the environmental factors affect our learning English pronunciation. Whereas participant B1 said that, his

answers with participant A1 that an environmental factor gives an impact to our learning English pronunciation. While participant C1 said that Habit and interaction are really, influence our motivations in learning. Next by participant A2 who said that sometimes we make an English accent to be our local accent as like the word "Fat" to be "Pat." While participant said the environmental factor is really influence such as how to have friends that the same Gilas with US to learn English pronunciation well. Next by participant, B2 said we have to choose the best friends to practice a lot. Then participant C3 said environmental factors make us to learn vocabulary be better. Then participant A3 said the environmental factor give an impact to our English Pronunciation. The last participants B3 and C3 also supported the statement of student A3.

#### 4.3. Discussion

This section discusses the imprecations of the findings based on the result of the case study where the data obtain from observation checklist, questionnaire, and interview. In this study, researcher discuss the result of research which include the kinds of students' Buginese Bone accent interfering their English pronunciation and the factors that make students' Buginese Bone accent interfering their English pronunciation. The researcher takes three participants in different classes.

The kinds of students' Buginese Bone accent interfering their English pronunciation.

In collecting the data, the researcher made observation checklist, giving a questionnaire in three classes with different lecturer. In this session, the researcher found that there are some kinds of Buginese' Bone accent interfering their English pronunciation in three classes. In this researcher adopted statement from (Fadhillah et al. 2018) Bugis accent is referred to as from the Bugis accent, the strongest or the heaviest. It even has various each region in Bone Regency has a distinctive accent that include some comparisons of the structure of the Bugis and English namely; 1) consonant, 2) consonant sequences, 3) vowels.

The first part is still confused about using the interdental phonemes which according to Fadhillah et al. (2018) explore that an interdental phonemes is one of the parts of consonants, interdental phonemes such as /ð/ and /d/ do not exist in Bugis, and speakers of that language replace them with s and d, respectively, such as. In the first point, the researcher found there is

students have got confused about how to use this interdental with right pronunciation, such as the participant substituted “/ð/” to be “/d/” of the word “the.” Based on the oxford dictionary the correct is /ðə/.

The second part is missing consonant sequences, as we know that in Bugis language has no sequences of more than two consonant, whether in close transition, furthermore the Bugis speaker has obvious difficulty with it and supplies intrusive vowels which act as cluster breakers because the English has as many as four consonants in close transition, and as many as six or seven intervening junctures According to Fadhillah et al. (2018). In a point the researcher found that the participant had changed the sound /'i.i.ə/ becomes /ii/ of the word “really” the correct is /'i.i.əli/.

The third part of Bugis and English is vowel. In English and Bugis, they have some vowels. In English they are;

English: i:, I, i,e, ə, æ, a, ,ʌ, u,u:, o, o:

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

Plain vowels are Bugis students struggle to pronounce words with certain vowels because the Bugis do not have the sound æ. In these structures, the researcher found some mistake in vowels from participants A, B, and C. They are /ʌ/ of the word “Produk” that includes vowels at height of tongue is low, and part of tongue involved central. Next, /ɪ/ of the word Englisly that include vowels at height of tongue is high in part of tongue-involved front. Then, /ə/ of the word about that include height of tongue is mid and part of tongue involved central. Whereas, /ɜ:/ of the word parpel that includes height of tongue is mid and part of vowels is central. Next, /ɪ'/ of the word remember that includes height of tongue is high and part of tongue involved front. The last /kju:/ of the word LKki that includes height of tongue is high and part of tongue involved back.

The last part is missing stress (vowel sound). Stress can be defined as a vowel sound in a syllable that must be sounded high, long, or loud. The researcher can concluded that there are some missing stress of participants in English pronunciation namely; /Man'tain/, /Fe'mes/, /Kant'ri:/, /Ril'li/, /Im'pek/, /'Bikes/, /Me'ik/, /His'tori/, /'Kanfiyus/, /'Wer/, /'Dresskot/, 'parti/, /B'link/, /Par'pel/, and /Blu: /.

Based on the explanations from class observation, the researcher conclude that there are some kinds of Buginese Bone accent in interfere their English pronunciation, Those are using interdental phonemes that is the participant of that language replace them with /θ/ to be /d/, in consonant sequences had found miss consonants that is /'i.i.ə/ becomes /ii/ of the word “really” the correct is /'i.i.əli/. The third do not master vowel, such as /ɜ:/ of the word parpel. The last missing stress (vowel sound) by participants, Such as /Man'tain/.

The factors that make students' Buginese Bone accent interfering their English Pronunciation.

In collecting this data, the researcher conducted interviews with the different participants. The question asked are about seven questions that contain opinions based on participants' experiences and an honest answer related in English pronunciation context. During the interview process, the researcher came to several conclusions.

#### a. Internal factors

The first factor is age, which according to CPH; a student may not be able to improve his pronunciation of a language after a specific age if he does not start learning it at that time. If a student begins speaking a second language before the age of six, he or she will often have little to no accent. The learner will likely have a small accent if they begin using the second language between the ages of seven and eleven. The learner will undoubtedly have an accent if he begins speaking the second language beyond the age of twelve (Nation & Newton, 2009). Depending on the learner's age, different abilities, competencies, and cognitive skills apply. It has to do with the brain's plasticity (Harmer, 2001), as shown in the first point the researcher can describe their interest into 3 categories age; 7, 13-16, and 15-18 years old.

The second is Brain, which according to Harmer (2001) explores that in Comparing to adult learners, a child seems to have less difficulty acquiring native-sounding pronunciations. Unlike the adult brain, the brain is plastic. Whereas Lund (2003) said that, the human brain has a tendency to change and develop over time. Based on the interview relate to the second question the researcher can describe their brain relate to the understanding of accent, those are from Participants A1, B1, C1, A2, B2, C2, A3, B3, and C3. Based on the

participants' brain of important to understand the standard accent is flexible in choosing both of American and British style while speaking, it comes from participant A1 and A3. Next by B1 and B3 interpreted that the way to produce the word is talking about how to pronounce the word. While participant C1 and B3 said that an accent is focuses on intonation of the word in English pronunciation. The next is participant C3' understanding of accent is about the way to use a specific accent in conversation. Then, participant A2' understanding of accent is focus on the use of phonetic and dialect in English pronunciation. On other hand, Participant C2 said that an accent is talking about stress of the word in English pronunciation.

The third is Personality is about Language researchers and instructors examined it extensively and found just that students have a certain set of qualities that enable them to learn. Skilled command of the English language. It is come from (Zhang, 2009). This implies that everyone has skills that enable him or her to do any job, such as learning how to pronounce a second language properly. Aptitude is the name given to this intrinsic talent (Harmer, 2001). Studies and research have revealed that students have higher profitable aptitudes to learn English you can learn how to pronounce English quickly and significantly. It can be understood that everyone, especially in learning a second language, owns personality. Based on the interview relate to the participants personality to do any job if relate to the effect of Bugis accent, the researcher can describe into some categories, they are yes are chosen by participants B1, C1, A2, B2, C2, B3, and C3. Participant B1 said it is important to know the standard of accent well. Whereas participant C1 who said give an influence to enter the job. Participant A2 said it decided our quality to get the job market. While participant B2 said it really give an impact and showing our quality if we master the accent as like American and British accent. Next by participant, C2 said we have to have a good an accent to enter the job market. Next by Participant B3 said that it is important to know it. The last participant C3 said that it is important because give an impact to us to accepted in the job market. On other hand, Based on the interview session have a data of student that said no in this question, they are participants A1, and participant A3. Participant A1 who said that it is not important to master it. It has gotten support statement from participant A3 who said that we just need more

practice to make our audiences' understand what we talking about.

b. External factors

The first is Motivation, which according to Shaaban (2002) explores that influences the success of learning a second language or a foreign language). Whereas Norris, 2005) explores the definition of motivation is "student orientation towards goals learns a foreign language. According to empirical studies, there are additional aspects besides drive, such as self-confidence, intelligence, and purpose, which is very important in the development of motivation (Melendez, 2006). The development of adult English speakers and found that adults can achieve extraordinary results. If they are motivated, second language learners can become proficient, even native speakers do (Marinova, Marshall & Snow, 2000). Therefore, it can be understood that motivation is very influential in pushing towards goals in achieving second language learning, especially English pronunciation that is also determined by the self-confidence of each individual to focus on achieving his goals. Based on the interview relate to the participants' motivation in learning English pronunciation, especially accent. They are, participant B2 understood that something that hinder student to learn are unless motivation and be lazy to search in our social media that relate about learning accent.

The second is Teacher Role which according to Susmitha (2014) said that it is very difficult aspect of learning a language is pronunciation. Second language instructors should have a solid understanding of phonetics and grammar. While Ebesova (2007) explores that the phonology of that particular second language. It is in English. It is very important that an English instructor have the necessary understanding and information about its phonology and phonetics so that he can pronounce it correctly language students. There are many responsibilities associated with language teacher. First, it helps second language learners to hear and produce sounds point of view second, identify aspects of sound that must be considered to be compensated. Third, the choice of educational activities according to various learning methods and factors that influence how pronunciation is learned. One of Participants' perception was they considered that when they learned English pronunciation is know how important to understand of accent, The y are the participant A1 and A3 have the

same perception about the understanding of an accent that is about the choice to pronounce word, it can be American or British Style. While participant B1 and B3 have the same perceptions about an accent that is talking about how to pronounce the word. Whereas the participant C1 and B3 have the same perceptions about an understanding of accent means intonation. Next by participant C3' understanding of accent is about the way to use a specific accent in conversation. The next is the participant A2' understanding of accent is focus on the use of phonetic and dialect in English pronunciation. Then, participant C2' understanding about an accent is talking about the use of stress.

The third is Pedagogy for Teaching Languages, which according to (Richard & Schmidt, 2010) explores that the best results are shaped by language education pedagogy, according to the history of language teaching, empirical studies, and theoretical theory. Right Learners can benefit from using English pedagogy in language classes by their pronunciation needs to be fixed. According to the Longman Dictionary of Applied Linguistics. Pedagogy is defined as "the study of strategies and procedures for teaching, and guiding concepts and the beliefs behind them. It the key to choosing an efficient pronunciation instruction method for teaching English is to recognize and accept this pedagogy. When given enough time, Education professionals have devised several methods for teaching languages linguists too. Appropriate application of this approach in appropriate settings in language schools can facilitate this. It can be concluded that the learning method in terms of attracting students' learning in English pronunciation is very influential for the future. One of Participants' perception was they considered that when they learned English pronunciation is know how the lectures offers give materials or themes that the participants do not like, it can be described as below; Based on the interview session it can be concluded that the participants have the same perceptions that the learning think difficult to learn is grammar it comes from participants A1, B1, A3, B3, and C3. Participant A1 said grammar lesson it is hard to understand. Whereas participant B1 said she agree with her friends before that said grammar make us learn be hard, as like tenses we have to master it. While, Participant A3 said learn grammar is needed. Next by participant, B3 said grammar is lesson that so hard to understand. The last participant C3 said she has the same answer with her friends. Whereas participants A2, B2, and C2 have the

same answer that is nothing. Participant A2 said that He like all the material that his lectures give while in the class Whereas participant B2 said She agree with her friend that she like all the topic that the lectures have given in learning. Then, participant C2 said she agree with all friends statement.

The fourth is Learning Environment, which according to Dörnyei (2005) explores how a learner behaves believes that his immediate school environment can influence his learning path, In this case, the school must provide enough spaces, activities, and exposure scenarios that correspond to real-world events so that learners become learn by participating voluntarily (Szyzka, 2018). Therefore, it can be understood that a classroom greatly influences the attractiveness of students in learning, especially in relation to the atmosphere and arrangement. One of Participants' perception was they considered that when they learned English pronunciation is know the influence of the environment on the accent in your English pronunciation, it can be concluded that all of the student have the same perceptions about the environmental factors affect their English Pronunciation learning, those from participants A1, B1, C1, A2, B2, C3, A3, B3, and C3. Participant A1 said that the environmental factors affect our learning English pronunciation. Whereas participant B1 said that, his answers with participant A1 that an environmental factor gives an impact to our learning English pronunciation. While participant C1 said that Habit and interaction are really influence our motivate in learning. Next by participant A2 who said that sometimes we make an English accent to be our local accent as like the word "Fat" to be "Pat." While participant said the environmental factor is really influence such as how to have friends that the same Gilas with US to learn English pronunciation well. Next by participant, B2 said we have to choose the best friends to practice a lot. Then participant C3 said environmental factors make us to learn vocabulary be better. Then participant A3 said the environmental factor give an impact to our English Pronunciation. The last participants B3 and C3 also supported the statement of student A3.

## 5. CONCLUSIONS

Based on the finding and discussion, it is concluded that:

- 1) Based on the result of the observation and questionnaire had found that there are four kinds of Buginese Bone accent in interfere their English

pronunciation. The first still confused about using the interdental phonemes. The second, missing consonant sequences. The third, do not master vowels. The fourth, missing stress.

- 2) Based on the result of the interview had found the factors that make students' Buginese Bone accent interfering their English Pronunciation. They are internal and external factors. An internal factor includes age, brain, and personality. Whereas the external factors are motivation, teacher role, pedagogy for teaching languages, and learning environment.

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