


THE INFLUENCE OF LOCAL LANGUAGE DIALECT ON ENGLISH SPEAKING SKILL AT SMA 1 JENEPONTO (Descriptive Qualitative Research)

Hardwythanty¹, Nur Qalbi², Herina Daddi³

^{1,2,3}Universitas Muhammadiyah Makassar, Sultan Alauddin Road, Makassar City 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 23, 2023 Revised: September 10, 2023 Accepted: November 3, 2023 Published: Desember 9, 2023</p> <p>Keywords: Local dialects, Speaking skills, Pronunciation, Influence, Intonation and Syllable</p>	<p>The aims of this research to determine the influence of local dialects on students' speaking skills in terms of pronunciation. The subjects of this research were students of class XI SMA 1 Jeneponto with 8 students, with the characteristics of the subjects were students who grew up in Jeneponto and actively use Turatea (Jeneponto local dialect) in everyday. This research method is descriptive qualitative. The research instrument used is interview. Based on the results obtained, the results of this research indicate that most students are still influenced by local dialects on students' speaking skills in terms of pronunciation using falling intonation and syllable stress students using more two syllables and three syllables in syllable stress.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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<p>Corresponding Author: Hardwythanty English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: thantv105351126716@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

The study of language is an important part of sociolinguistics. It's a broad field of study that can be used to represent a range of broad subjects of study, as well as to define a variety of various methods to language learning by (Siregar, 2017). A language is primarily a means of communication between members of a society. In linguistics, it is critical to distinguish between "speaking" and "language." Speaking is specific and tangible; variance within the same dialect is permitted as long as certain linguistic standards, primarily grammatical, are followed. Everyone subconsciously reflects their cultural background in everyday communication. Language is both a vital reflection of one's cultural heritage and an outstanding facilitator of communication. Disparate and opposing communication methods and messages are frequently the cause of intercultural miscommunication. Regional dialects and dialects of the same language that differ in terms of linguistic structure, particularly morphology, syntax, and vocabulary, are commonly referred to as dialects, although some linguists also add phonological characteristics such as vowels, consonants, and intonation.

Modern linguists refer to this phenomenon as verbal behavior since it develops into a permanent habit by the end of a certain period of a child's development. As a result, subsequent generations receive these verbal characteristics from their forefathers and mothers without having the opportunity to choose a particular language formation. . Linguistic differences between Jeneponnese and English often have a significant impact on the ease with which learners acquire English letter sounds and vocabulary. Therefore, It is critical to know the effect of dialect on pronunciation in students' speaking skill. Currently, the majority of educational systems use mother tongue as the primary medium of instruction, particularly in rural areas' lower primary schools. There is a case that can be made that learners learn English more quickly and successfully if they retain their native language skills.

Based on interviews with students of SMA 1 Jeneponto, the researcher identified that students of class XI mipa 1 are still influenced by their local dialect on students' speaking skills in terms of pronunciation using falling intonation and misplaced syllable stress. This is because it is influenced by the habits of students in their village in using the local language. The students' English teachers still do not attach importance to intonation in English pronunciation, so this situation makes students not aware that their local dialect intonation affects English learning. In addition, they are not interested in increasing the intonation of local dialects in learning English.

RESEARCH METHOD

This research used descriptive qualitative. The purpose of this research to find out the influence of jeneponto dialect on speaking skill in terms of pronunciation. In this research design used a purposive sampling technique. The subject of this research is students' of SMA 1 Jeneponto. The data collection instrument used semi-structure interview and procedure of data collection in this research First, contact the English teacher for permission to conduct research on students in class XI. Second, the researcher enter the class, introduce self and goals. Third, the researcher selects the sample according to the student's characteristics. Fourth, the researcher was gather data though and interview focusing on two aspect, intonation and stress word. Researchers collect data through interviews by recording all voice conversations. Following the supervising lecturer's analysis the reseach instrument, the sample was handed to the research instrument, thus the ims of this research is to ascertain the influence of jeneponto local dialect on student speaking skill.

RESULT AND DISCUSSION

1. The result of he influence of dialect on students' pronunciation in terms of intonation.

Q: Can you tell me something about your experience in learning English? /kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spɪəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/?

A: I was interested and started learning English when I was in junior high school and I tried to learn it myself and then when I was in high school it became more because I found it very challenging and also fun I really enjoyed learning English especially

from listening to music I learned from the lyrics and then tried pronouns and translates Indonesian.

/aɪ//wɒz//'ɪntrestɪd//ænd//stɑ:t//'lɜ:nɪŋ//'ɪŋɡlɪʃ//wen//aɪ//wəz//ɪn//'dʒu:nɪə
r//haɪ//sku:l//ænd//aɪ//traɪd//tu//lɜ:n//ɪt//maɪ'self//ænd//ðen//wen//aɪ//w
əz//ɪn//haɪ//sku:l//bɪ'keɪm//mɔ:r//bɪ'kəz//aɪ//fəʊnd//ɪt//'veri//'tʃælɪndʒɪŋ//
'tʃælɪndʒɪŋ//ænd//'ɔ:lsəʊ//fʌn//aɪ//'ri:əli//ɪn'dʒɔɪ//'lɜ:nɪŋ//'ɪŋɡlɪʃ//ɪ'speʃəli/
/frɒm//'lɪsn//'mju:zɪk//aɪ//'lɜ:nɪd//frɒm//ði://'lɪrɪk//ænd//ðen//traɪd//'prə
ʊnəʊn//ænd//trænz'leɪt//,ɪndə'ni:ziə/.

Based on the answers above, student 1 shows that students speak interference with local intonation. intonation rises and falls at the beginning and at the end of the interview. while student 2 showed that the rising and falling intonation was at the beginning of the sentence, and in the middle of the sentence the students spoke.

2. The result of data analysis about the students' pronunciation in terms of stress word syllable.

Based on the interview, the researcher found that there were some misplaced syllable stresses made by the students. misplaced occurs in two-syllable words, three-syllable words, and four-syllable words. Student placement pressures are very similar to each other. The following is a summary of the results of the findings:

Table 1. Misplaced Syllable Stresses

Transcription stress syllable	Student pronunciation stress syllble	Correct stress syllble
Arise /ə'raɪz/	/ə'raɪz/	Misplacement
	/ə'raɪz/	
	/əraɪz'/	Misplacement
Knowledge /'nɒlɪdʒ/	/nɒlɪdʒ'/	Misplacement
	/'nɒlɪdʒ/	
	/n'ɒlɪdʒ/	Misplacement
Many /'meni/	/'meni/	
	/meni'/	Misplacement
	/me'ni/	Misplacement
Play /pleɪ/	/pleɪ/	
Photographer /fə'tɒɡrəfə(r)/	/fə'tɒɡrəfə(r)/	
	/fə'tɒg'rəfə(r)/	Misplacement
	/fə'tɒgrəfə(r)'/	Misplacement
Something /'sʌmθɪŋ/	/sʌmθɪŋ'/	Misplacement
	/sʌm'θɪŋ'/	
	/'sʌmθɪŋ/	
Understand /,ʌndə'stænd/	/ʌndəstænd'/	Misplacement
	/,ʌndə'stænd/	
Important /ɪm'pɔ:tnt/	/'ɪmpɔtnt/	Misplacement
	/ɪmpɔtnt'/	Misplacement
	/ɪm'pɔ:tnt'/	
Event /ɪ'vent/	/ɪ'vent/	

	/ivent'/	Misplacement
Excite /ik'sait/	/ik'sait/	
	/'iksait/	Misplacement
	/iksait'/	Misplacement
Example /ig'zɑ:mpl/	/igzɑ' mpl/	Misplacement
	/ig'zɑ:mpl/	
	/igzɑ:mpl' /	Misplacement
Reading /'ri:diŋ/	/'ri:diŋ/	
	/ri:diŋ'/	Misplacement

Based on the above data display some students show misplaced pressure. Misplaced stress is more dominant using two syllables and is emphasized at the beginning and at the end. For example the word Something /'sʌmθɪŋ/, and Event /ɪ'vent/. Students emphasize two syllables at the end of the word. Being Something /sʌmθɪŋ'/, and Events /ivent'/ stress at the end of a syllable. these two words are two syllables that are commonly used and heard. Other words that are Important /ɪm'pɔ:tnt/ and Understand /,ʌndə'stænd/ are the words with the most wrong syllable stress. These two words are three syllables that are familiar because they are usually used when speaking.

DISCUSSION

The main objective of this research is to find out whether students' local dialect has an effect on English pronunciation. The findings in this study indicate that class XII students of SMA 1 Jeneponto have lower intonation, although some students have rising intonation, and most students have lower intonation, for example. Can you tell us something about your experience in learning English? /kæn/ /ju//tel/ /mi/ /'sʌmθɪŋ/ /ə'baʊt/ /jɔ:(r)/ /ɪk'spiəriəns/ /ɪn/ /'lɜ:nɪŋ/ /'ɪŋɡlɪʃ/?. students speak interference with local intonation. intonation rose and fell at the beginning and at the end of the interview. As the Jeneponto speaker (Mappau, 2017) states that the Turatea dialect is a dialect that has thick characteristics so that speaking every speaker has a declining intonation. Subjects used to speak the language with family, friends, and people who live around them with a Bugis accent. This theory is in line with the findings of this study. During the interview, students indicated the influence of dialect on their pronunciation. This is because it is influenced by the habits of students in their village in using the local language. some students of class XI at SMA 1 Jeneponto have difficulty pronouncing the sound /f/ for example the preposition they pronounce pron must be /frʌnt/.

Students have difficulty in pronouncing words because in everyday conversation students rarely use the sound of the letter /f/. Therefore, most of the words they use in the Jeneponto dialect are /p/ sounds. This shows that their regional dialect is influenced by student habits and the environment. by (Burky, 2021) state that student still have an influence in terms of pronouncing the language word in English. During the speaking test, students demonstrated the effect of accents on their pronunciation. This is because it is influenced by the habits of students in their village when using their daily local language.

During speaking interviews most of the students had different pronunciations between dialects and syllable stresses to produce actual English words. This shows that students' dialect

affects students in producing words, because it has become a habit in pronouncing words in English. theoretical findings (Algifari, 2017) in a study entitled analyzing student pronunciation of word stress, namely students 7 Cambridge English College (CEC) Makassar found that students of Institution of Engineering and Technology (IET) 7 Cambridge English College (CEC) Makassar still faced problems related to pronunciation, especially word stress. It was also found that Indonesian accents caused students to misplace the word stress.

CONCLUSION

Based on the findings, the researchers concluded that: The local dialect of class XI students at Jeneponto High School still has an influence in terms of pronunciation using falling intonation. some students often stress syllable on the second and third syllables. this is due to the habit of students in speaking regional dialects at school. Therefore, local dialect affects students' pronunciation in pronouncing words in English. Students seem to find it difficult to practice pronunciation and intonation to follow the real English dialect.

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