


AN ANALYSIS OF THE IMPACT OF BUGIS ACCENT ON STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: July 10, 2023                      Revised: September 7, 2023                      Accepted: November 16, 2023                      Published: Desember 9, 2023</p> <p><b>Keywords:</b>                      Analysis                      Speaking                      Bugis Accent                      Pronunciation</p>	<p>This research aimed to find out the the impact of of Bugis accent on students' speaking skill at the second semester at English Education Department at Unismuh Makassar, particularly the the impact of Bugis accent to the students pronunciation when speaking English. This research was a descriptive qualitative research in type of case study. The data was collected throug observation and structured interview. The subject were the students in the second semester of English Education Department at Universitas Muhammadiyah Makassar. The researcher took 13 students from one class that they are coming from Bugis land. The findings showed that Bugis accent affects the students speaking skill, particularly the students' pronunciation in consonant sounds. The first is students felt difficult to mention certain consonants in English such as the sounds of: /tʃ/, /θ/, /dʒ/, /ð/. The students were commonly substituted the /tʃ/ into /c/ sound. The sound of /θ/ was substituted into /t/ sound. The sound of /dʒ/ was substituted into /ŋg/ or /g/ sound. And the sound of /ð/ was substituted into /d/ sound. The second is the students deviated some consonant sounds in English, such as the sound of: /f/, /ʃ/, /v/, /z/. The students were commonly deviated those sounds into nearest sound in their first language. The sound of /f/ was substituted into /p/ sound. The sound of /ʃ/ was substituted into /s/ sound. The sound of /v/ sound was substituted into /f/ sound. And the /z/ sound was substituted into /s/ sound.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Novrianti, R. N., Anugrawati, N., &amp; Junaid. AN ANALYSIS OF THE IMPACT OF BUGIS ACCENT ON STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT UNISMUH MAKASSAR. Indonesian Journal of Sociolinguistics. Retrieved from <a href="https://jurnal.fkip.unismuh.ac.id/index.php/ijs/article/view/322">https://jurnal.fkip.unismuh.ac.id/index.php/ijs/article/view/322</a></p>	
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INTRODUCTION

Language is important in human life. From oxford language meaning is a system communication used by a particular country or community. The definition of language is speech or other forms of communication, for example language is a word spoken, language is words read in a book, language is people using their hands to express themselves. So, language

is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as a member of social group and participants in its culture, express themselves.

The English language is the first Germanic language spoken in England in the early Middle Ages and is today the most common language in the world, and English language became the official language of 53 nations in the world. Now English is also very popular in the world, as English is vital for communicating with foreign languages, and English has become the national language, the language used at official meetings by state officials as part of the world.

In English there are four main skills, such as writing, reading, listening, and speaking. Speaking is the most important from other skills because speaking is the process of stating ideas, opinions, feelings directly (Lestari, 2018). It is one of the most essential parts in learning English. Even though, students also need to know other skills. Actually, these four skills are just as important, but it is often said that speaking skill are the most important aspect of the English language.

Speaking skill are said to be the most important aspect of the English language because people usually judge a person's ability by their speaking abilities, and also people usually assume that one's success can be seen from the way the person speaks (Nuraini, 2016).

But in fact, there are a lot of students at Muhammadiyah University of Makassar in the second semester who are learning language have difficulty in speaking. Most of them have a problem to speak. Sometimes the students cannot or difficult to say a sentence or a word. As a result of the research proposed by Ismayanti cited in Darwis (2018), that the students are less active in learning skills speak English because it is influenced by local accents. This suggests that an accent is a factor that causes problems for students in learning new language. Just as in learning English, of course many things, especially speaking because they use different accents.

Accent is a distinctive from of speech or inclination of the tongue, owned by each person according to the origin of the territory or the people of the nation. According to Behravan (2012) accent is defined as the sound that appropriate in a person language related to the varieties of pronunciation of certain language. Accents can identify the location where the speaker is, socio-economic status, and so on. Accents vary considerably, accents indicating that people have different backgrounds or culture. Indonesia is a culturally rich country, especially in south-Sulawesi, where there are different cultures and languages, according to their accent.

Most of the students difficult to speak English. At the times, the students may feel inclined to speak English with others, but they didn't know exactly what they wanted to talk about. According to Yashima, Nishide, and Shimizu (2004) some students maybe missing out on their words that are truly stored in their minds but can't be generated by them. In learning to speak English, culture can also be a factor in the students' difficulty in speaking English fluently. Because they usually dominant use their local accents.

Because of different backgrounds and cultures, accent becomes one of the problems of the students in the second semester at Muhammadiyah University of Makassar spoke about, especially students from outside Makassar. We can see that the accent has a sense of influence

on learning English. Sulawesi itself has several regional languages with a strong accent, for example Bugis, Konjo, Makassar etc. The same was true when researcher still new students. In class, she met classmates from the Bugis area, and when speaking English without knowing the accent from the region also following. That is why the researcher interested to analyze the impact of Bugis accents on speaking English.

The researcher chose students Bugis because it was one of the local languages that had strong accent, and many students in the second semester at English Education Department at Muhammadiyah University of Makassar come from Bugis areas. And then the researcher found that there was one class in the second semester in English Education Department where all the students came from the Bugis land. That class is C class, which is why the researcher chose C class as a research subject.

## RESEARCH METHOD

In this research, the researcher used descriptive qualitative method. The type of research design applied in this research was case study. According to Arikunto (2013) descriptive research is a research design used to investigate anything in that location according to the naturalistic possibility. Case study was the study where the researcher tries to reveal a care or events to individual or group people. 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 impact of Bugis accent on students' speaking skill particularly the students' pronunciation in oral conversation.

The subject in this research were the students in the second semester at English Education Department at Unismuh Makassar. The total number of the students were 60 students, but the researcher only chose 13 students as samples in C class because they have certain criteria related to the research that was conducted by the researcher. In this research, the researcher used purposive sampling technique to choose the sample bases on the certain criteria or characteristics. In this research, the certain criteria of the students are the students who are come from Bugis island and using Bugis as their first language or language used in their daily life.

In this research, the researcher used observation and interview to collect the data. There are some steps that were conducted by the researcher. Firstly, the researcher took permission to the lecture to enter the class. Secondly, the researcher prepared the observation checklist prepared before. Thirdly, the researcher entered the class to conduct observation. While conducting the observation, the researcher filled the observation checklist based on the matter that was analyzed that happened in the class. To avoid missing information, the researcher recorded the conversation.

After collecting the data from the observation, and the researcher still has lack of data, the researcher conducted interview the students one by one. Firstly, asked the students agreement to set time to conduct observation. Secondly, the researcher shared the question to the students. Thirdly, the researcher conducted interview using voice recorder. After concluding the interview, the researcher listened to the recording carefully to analyze the

conversation to get data. After that, the researcher made transcript of the interview. Lastly, the researcher analyzed the data gotten from observation and interview about the impact of Bugis accent on students' speaking skill particularly students' pronunciation.

## RESULT AND DISCUSSION

### A. RESULT

In this research was found two impacts of Bugis accent on students speaking skill particularly the students' pronunciation when speaking English. The data showed that the students felt difficult to mention certain consonants in English and the students deviated some consonant sounds in English.

#### 1. The students Felt Difficult to Mention Certain Consonants in English.

In this research, the researcher used observation checklist and interview in collecting the data to answer the research questions that is related to the impact of Bugis accent on students' speaking skill, specifically the impact of Bugis accent on students' pronunciation in consonant when speaking English. Furthermore, the data gotten from the observation and interview showed that there were some students who felt difficult to pronounce some certain English consonant sounds when speaking English such as the sounds of: /t/, /θ/, /dʒ/, /ð/.

There were four consonant sounds that are difficult to pronounce by the students. It was found that Students felt difficult to mention certain consonants in English such as /t/, /θ/, /dʒ/, /ð / sounds. In addition, the students felt difficult to mention the sound of /t/. Sometimes it is pronounced into /c/ sound. For example the words of change, challenge, searching, choose, watch. The word of change was pronounce /ceinj/, while the correct pronunciation is /tʃeɪndʒ/. The word of challenge was pronounced /cellenj/, while the correct pronunciation is /'tʃælɪndʒ/. The word of searching was pronounce /sercing/, while the correct pronunciation is /'sɜ:ʃɪŋ/. The word of choose was pronounced /cus/, while the correct pronunciation is /tʃu:z/.

In addition, Furthermore, the students mispronounced the sound of /θ/. they sometimes pronounce it in /t/ sound. For example in the word of think, with & thanks. The word of think was pronounce /tink/, while the correct pronunciation is /θɪŋk/. The word of with was pronounced /wit/, while the correct pronunciation is /wɪð/. The word of thanks was pronounce /tenks/, while the correct pronunciation is /θæŋks/.

Furthermore, the students also felt difficult pronouncethe sound of /dʒ/. Sometimes they pronounce it like /ŋg/ sound. For example the word of Change, Foreign, Strange, challenge & language. The word of change was pronounced /tseing/, while the correct pronunciation is /tʃeɪndʒ/. The word of strange was pronounce /streing/, while it should be pronounced /streɪndʒ/. The word of foreign was pronounced /foreing/, while it should be pronounced /'fɔ:rn/. The word of challenge was pronounce like /tselleng/, while the correct pronunciation is /'tʃælɪndʒ/. And the language word was pronounce /lengguig/, while the correct pronunciation is /'læŋgwɪdʒ/.

Moreover, the students also mispronounce the sound of /ð/. Sometimes the students pronounced it like /d/ sound. For example the word of this, that, mother. The word of this was pronounced /dis/ by the students, while the correct pronunciation is /ðɪs/. The word of that was pronounced /that/ while the correct pronunciation is /ðæt/. The word of mother was pronounced /mader/ by the students, while the correct pronunciation is /'mʌðə/.

## 2. The students Deviated some Consonant Sounds in English.

The data gotten from the observation and interview showed that the students were commonly deviated some consonant sound in English when speaking English such as the sounds of: /f/, /ʃ/, /v/, /z/. , there were four consonant sounds that were commonly deviated by the students such as /f/, /ʃ/, /v/, /z/. The students were commonly deviated those sound to the nearest sounds existed in their first language. The first is /f/ sound. The students sometimes pronounce it like /p/ sound. For example in the words of father & friend. The word father was pronounced /pader/, while the correct pronunciation is /'fɑ:ðə/. The word of friend was pronounced /pren/, while the correct pronunciation is /frɛnd/.

In addition, the students sometimes deviated the sound of /ʃ/ they sometimes pronounce it into /s/ sound. For example, the words of pronunciation, mention, variation, English, communication, British, especially and sure. The word of pronunciation and Communication were pronounced /pronunsyiesyen/ and /kommunikasion/, while the correct pronunciation is /prə,nʌnsɪ'eɪʃən/ and /kə,mju:nɪ'keɪʃən/. The word of mention and variation were pronounced /mension/ and /variasion/, while the correct pronunciation is /'menʃən/. and /,veəri'eɪʃən/. The words of English and British were pronounced /englis/ and /britis/, while the correct pronunciation is /'ɪŋɡlɪʃ/ and /'brɪtɪʃ/.

Furthermore, the /v/ sound which was sometimes pronounced like the sound of /f/. For example, the words of very, various, favourite & movie. The students pronounced the word of very like /feri/, meanwhile the correct pronunciation is /vəri/. The word of various was pronounced /faroius/, meanwhile the correct pronunciation is /veəriəs/. the word of favourite was pronounced /faporite/, while the correct pronunciation is /feɪvərɪt/. And the word of movie was pronounced /mufi/, while the correct pronunciation is /'mu:vi/.

Moreover, the students also deviated the sound of /z/ sound. Sometimes they pronounce it like /s/ sound. For example, the words of because, choose, example, use. The word of because was pronounced /bekaus/ or /bikaus/, while the correct pronunciation is /bɪ'kɒz/. The word of choose was pronounced /tsus/, while the correct pronunciation is /tʃu:z/. The word of example was pronounced /eksampel/, while the correct pronunciation is /ɪg'zɑ:mpl/. The word of use was pronounced /yus/ while the correct pronunciation is /ju:z/.

## B. DISCUSSIONS

Bugis accent is one of the strong accent in south Sulawesi. According to Yulianti (2019), Bugis accent becomes the chosen language for Bugis people in it dominates the Bugis language users. Bugis people usually use Bugis language to communicate each other in daily

conversation. In addition, she added that Bugis language is the strongest accent among other accent in Bugis land, for example Bugis Bone, soppeng and so on in Bugis.

In addition, the difference between Bugis language and English influences the Bugis native speakers when speaking English. Bugis Accent interfered the pronunciation of Bugis native speakers when speaking English as it caused by the difference of both language, such as the difference of phoneme between Bugis accent and English.

Below is the following difference between English Phonemes and Bugis Phonemes. English Phonemes, In the following table the classification of consonant based on the place of articulation and the manner of articulation table, with the information (V: voiced), and (VL: voiceless). Yulianti, (2019) presented English phoneme as follows:

**Tabel 1.** English Phonemes

Place of Articulation	Bilabial		Labiodental		Interdental		Alveolar		Palatal		Velar		Glottal	
	VL	V	VL	V	VL	V	VL	V	VL	V	VL	V	VL	V
Stop	P	P									K	g		
Fricatives			F	V	θ	Δ	s	Z	Ŝ	ž			h	
Affricatives									č	j				
Nasals		M						N				ŋ		
Lateral								L						
Semivowel		W						R		y				

**Buginese Phonemes,** In the labial it to velar region Bugis language has sixteen consonants and, in the post, velar region, language has seven consonants. The details are given in the following table with the information (V: voiced), and (VL: voiceless):

**Table 2.** Bugis Phonemes

Place of Articulation	Bilabial		Dental		Palatal		Velar		Glottal	
	VL	V	VL	V	VL	V	VL	V	VL	V
Stop	P	B	T	D			K	g	ʔ	
Fricatives			S	S						
Affricatives					c,n,c	J				
Nasals		M		N				ŋ		
Lateral				l,r						
Semivowel		W				Y				

Nurpahmi, (2013) in her research classified the similarities and the differences between Bugis and English Phoneme, the data presented in the table below:

**Table 3.** The Differences and the Similarities of Bugingese and English Phonemes

Category	The differences	The similarities
Consonant	In the labial to velar region English has twenty-three (or twenty -one, depending on how affricatives are analyzed)consonant. Buginese has only Sixteen	Both English and Buginese have three consonants in labial. (Therefore, Buginese Students don't have any difficulties in producing the phonemes)
	in the post velar regions Buginese has seven consonant English only one	Bugis students do not finddifficulties in producing words consisting of velar consonant because it has similarities with English.
	Interdental phonemes like $\theta$ , $d$ do not occur in Buginese, and Buginese speakers substitute $s$ respectively to $/\theta/$ and $/d/$ to $/\delta/$ . The English contrast such as thistle-this'll, ether - either, think-sink, bath-bass, breathe-breeze are troublesome	—
	Buginese Phoneme like $/t/$ , $/d/$ are dentals in Buginese and them are alveolar in English	—
	Consonant $/z/$ does not exist in Buginese and it does in English(so the students substitute as $/s/$ )	—
	Buginese students find many difficulties in producing words consisting of $/\xi/$ and $/\zeta/$ because the consonant does not exist in Buginese and it does in English.	—
	Buginese has no sequences of more than two consonant, whether in close transition or with intervening juncture, so the Bugis native 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.	

Nurpahmi (2013) showed that the students made some errors in pronouncing English consonants because their first language (Bugis language). She assumed that another influence

which become the interference on the pronunciation in speaking English is the differences of phoneme produce between Bugis and English.

#### a. Consonant

It has been mentioned before that Bugis consonant has difference with English consonant. There are some consonants in English which not existed in Bugis language. This makes the people from Bugis land sometimes substitute the sound to the language they used, so they sometimes mispronounce some English words in certain sounds. In this reserach was found that there were some English consonants sound that mispronounced by the students.

In addition, according to the observation in the class and interview, the researcher concluded that there were some English consonants that the students made errors in some English consonant sounds. In this reserach was found that the students felt difficult to utter the consonants in English either voiced consonant or voiceless consonant.

#### 1. Voiced Consonants

The data showed that there are four voiced consonants which mispronouncing in English such as /v/, /z/, /dʒ/, and /ð/. The data showed that the students substituted the /v/ sound into /f/ sound. For example, the words of very, various, favourite & movie. The students pronounced the word of very like /feri/, meanwhile the correct pronunciation is /veri/. The word of various was pronounced /faroius/, meanwhile the correct pronunciation is /veəriəs/. the word of favourite was pronounced /faforite/, while the correct pronunciation is /feivərit/. And the word of movie was pronounce /mufi/, while the correct pronunciation is /'mu:vi/.

In addition, the students also mispronounced the sound of /z/ sound. Soemtimes the students substituted the it like /s/ sound. For example, the words of because, choose, example, use. The word of because was pronounce /bekaus/ or /bikaus/, while the correct pronunciation is /bi'kəʊz/. The word of choose was pronounce /tsus/, while the correct pronunciation is /tʃu:z/. The word of example was pronounced /eksampel/, while the correct pronunciation is /ɪg'zɑ:mpəl/. The word of use was pronounce /yus/ while the correct pronunciation is /ju:z/.

Furthermore, the students also mispronounced the sound of /dʒ/. Sometimes they pronounce it like /ŋg/ sound. For example the word of Change, Foreign, Strange, challenge & language. The word of change was pronounced /tseing/, while the correct pronunciation is /tʃeɪndʒ/. The word of strange was pronounce /streing/, while it should be pronounced /streɪndʒ/. The word of foreign was pronounced /foreing/, while it should be pronounced /'fɔ:rn/. The word of challenge was pronounce like /tselleng/, while the correct pronunciation is /'tʃælɪndʒ/. And the language word was pronounce /lenguig/, while the correct pronunciation is /'læŋgwɪdʒ/.

This findings also supported by the findings of Kambala (2021) stating that the students felt difficult to pronounce the sound of /dʒ/ to /ŋg/, fro example the word of “range” was pronounced “reng”, while it should be pronounced /reɪdʒ/. Meanwhile,



the the sound /dʒ/ sometimes substituted to /g/ sound in the last sound of word. For example the word of “Strategy” and “logic”. It was pronounced “'strætɪdʒi” and “'lɒdʒɪk”

## 2. Voiceless Consonants

Moreover, the students also mispronounce the sound of /ð/. Sometimes the students pronounced it like /d/ sound. For example the word of this, that, mother. The word of this was pronounced /dis/ by the students, while the correct pronunciation is /ðɪs/. The word of that was pronounced /that/ while the correct pronunciation is /ðæt/. The word of mother was pronounced /mader/ by the students, while the correct pronunciation is /'mʌðə/.

In addition, Harun, et al (2019) supported the findings above. He stated that the students sometimes mispronounced the /ð/, /θ/, and /ʃ/ were sounds in English that did not exist in speech sound of both Buginese language and Bahasa Indonesia. Therefore, students tended to pronounce those sounds into the nearest sound in their first language; for instance, /ð/ becomes /d/, /θ/ becomes /t/, and /ʃ/ becomes /s/. In addition, students could not pronounce the sound /z/ and /v/ in initial, medial and final position. They had tendency to change sound /v/ with /f/ and /p/ while /z/ is changed into /s/.

## CONCLUSION

Considering the data in findings and discussion in the previous chapter, the researcher concluded that Bugis accent has impact to the students' speaking skill particularly the student's pronunciation in term of English Consonant Sounds either voiced consonant or voiceless consonant as follows:

1. The students felt difficult to mention certain consonant in English such as the sounds of: /tʃ/, /θ/, /dʒ/, /ð/. The students were commonly substituted the /tʃ/ into /c/ sound. The sound of /θ/ was substituted into /t/ sound. The sound of /dʒ/ was substituted into /ŋg/ or /g/ sound. And the sound of /ð/ was substituted into /d/ sound.
2. The students deviated some consonant sounds in English, such as the sound of: /f/, /ʃ/, /v/, /z/. The students were commonly deviated those sounds into nearest sound in their first language. The sound of /f was substituted into /p/ sound. The sound of /ʃ/ was substituted into /s/ sound. The sound of /v/ sound was substituted into /f/ sound. And the /z/ sound was substituted into /s/ sound.

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