

THE PERCEPTIONS ABOUT DIFFICULTIES OF DIALECT BUGINISSE TOWARD STUDENT'S SPEAKING IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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ABSTRACT

The difficulty of speaking English, especially for first graders It will be a sustainable issue. Seeing that phenomenon, this study aimed to see difficulty in speaking English among first graders of English education Muhammadiyah University of Makassar. There are two in this study. This study takes a qualitative approach of choosing a location and choosing Students will batch 2020 as a participant in this study. Participants were selected through recommendations from all students and lecturer. About difficulty in speaking English, 4 difficulties in this study. The result was Interference from students' dialect according to the research results, the dominant the interference to students' spoken language is interfere with pronunciation stress any part of the word. Student dialect factors difficulties speaking English (internal factor = self-confidence) main distractions to students performance was an interference with spoken language performance lasses that make students more confident, those students who felt wrong in the lecture English and their friends can't understand because they spoke English was like they speak the local dialect, it interferes the motivation of the student to speak.

Keywords: *Dialect local, Difficult of speaking, Perception*

INTRODUCTION

Indonesia was a country rich in culture. Therefore, human not only used one language, but at most at least two languages, namely Indonesian and Regional Languages used both in the community and in the environment have a family. Indonesian according to its function becomes the national language for Indonesian, while the regional language is used by speakers in family environment. The function of the regional language in this case was in addition to being used As a communication tool, there are also important functions that accompany it, namely: as a tool to introduce/deliver, and understand values local wisdom of a region's culture. As it is known that each region have local cultural wisdom that can only be understood and conveyed appropriately when using the local language. This was in

line with the opinion of Madeamin (2015: 2-3) that regional languages function as a place for preserving cultural values that contain local wisdom.

Language has an important role in human life. Wrong One role of language for humans was that it is used to communicate between people each other and build social relationships. Language was a part that is not inseparable from human life. With language, one can convey intentions and desires to others. In other words, language allows a person to communicate and adapt to other human beings, as stated by Arwan (2020) that language was a system of arbitrary sound symbols, which are used by social groups to work together, communicate and identify self. Language was human, meaning that language was a means of verbal communication which only humans have. The language itself has diversity because used by heterogeneous communities or speakers and backgrounds different socio-cultural. The Bugis have a well-developed cultural, religious, and social framework. Their cultural standards include the notions culture of behavior, 'siri' na pacce and compassion,' and the symbolism of sarung sutra'silk sarong,' which should be observed by the people. Bugis must keep their true Bugis identity. Another significant factor was religion, which was distinctive in its own right. It combines the cultural and religious systems of the Bugis. Other significant aspects of Bugis social life Differences in social rank, age, and gender are all part of the system. The manner in which Bugis people communicate is an important topic. People from Bugis were multilingual they mosy communicate in two languages. The first was Bugis, which wa their native cuisine. Indonesian, their national language. In each of my areas of expertise Bugis was the primary local language used during fieldwork. Furthermore, residents speak Indonesian (Murni,2010).

MATERIALS AND METHOD

Materials

Dialect

Dialect is defined in linguistics as linguistic variants distinguished by their vocabulary, grammar, and pronunciation. According to some sources, each dialect of English contains unique traits; yet, the bulk of language features of the English language are shared by all variants of English. Trousdale defines dialect as "a mode of speaking, language, or speech distinctive to, or typical of, a specific

individual or class; phraseology, idiom." From the three definitions above, it was clear that dialects denote a variant of a certain language that was easily understood due to the primary comprehension of individuals who speak those varieties of language in one location, community, or class. This study will concentrate on social dialects in grammar and vocabulary (Siregar 2017).

Dialectology was the study of linguistic variants, especially dialects spoken by a smaller number of speakers than the overall population of speakers of the language. According to Richard et al. in yandra (2012) and, dialectology is the study of regional variations in language. In this instance, dialectology was the study of the content, structure, and function of a language: vocabulary, Pronunciation, grammar, use, social purpose, aesthetic, and literary expression were all examples of expression. Most dialect as a variant of language and sub dialect as a variation of language dialectology was the study of dialect variations.

1. Social Dialect: Everywhere you go, there is a social dialect. There would be a class of people that separate themselves based on their social dialect is merely linguistic variants that are distinguishable in vocabulary, grammar, and pronunciation; speech of persons from various social classes. 2. Geographic dialect: in addition to social status, the dialect was also due to the position of the area. It called geographic dialect. Dialects at the outer boundaries of a geographic area may be mutually intelligible, but their paths would be linked by a chain of understanding, and 187 dialects are not mutually distinct but cumulative effect of linguistic differences would be such that the greater the geographic division, the better the understanding. He emphasizes that dialects depend on geographic location and on the cooperation of people in the countryside or in the same area.

Dialects from Different Regions

Ronald (Ronald) (2006) One of the simplest methods to observe variability in language is to observe regional variance in the way a language is spoken. When you travel across a large geographical area where a language is spoken, especially if that language has been spoken for hundreds of years, you will almost certainly notice variances in pronunciation, word selections and forms, and grammar. There may even be subtle regional differences in the language that you notice as you go from one site to the next. Regional dialects of the language are commonly used to

describe such diverse variants. The three parts of the local dialect notion are grammatical form, vocabulary, and accent. Based on the foregoing, the researcher concludes that regional dialect is a distinct type of language spoken according to geographical location.

Buginese Language

Matulada in Baktiar (2018) The city's population is composed of indigenous people Sulawesi and emigrants from other Indonesian ethnical groups who have lived in the capital for several generations and called themselves Makassar. Four major ethnical groups make up what can be called the original. The people of South Sulawesi they're Buginese, Makassaris, the Torajans and Bureaucrats, each of these ethnical groups has its own group of language, Buginese, Makassarese, Torajanese and Mandarese. Bugis people were bilingual. They used two dominant languages. The first one was Bugis, their traditional language, and the alternate one is Indonesian, their public language. In both of the areas of my fieldwork, Bugis was the main original language. In addition, residents use Indonesian.

Javanese Language

In Surabaya dialect, there are twenty-two Ngoko Kasar words, seven Ngoko Alus words, and no Madya terms. It occurs because Surabaya's society do not use Madya language to connect with teenagers or younger people. In Madiun dialects, the researcher also discovered twenty-six words in the Ngoko Alus language, three words in the Madya language, and no words in the Ngoko Kasar language. Madiun societies do not communicate in Ngoko Kasar because they believe it is impolite to do so on a daily basis. Ngoko Alus is a language that is used to communicate with teenagers and others who are younger than the speaker.

Speaking

Speaking has many definitions in linguistic terms. One thing to talk about is the major skills of the language. Speaking was considered the most required skill in language learning. Irawati in Yulianti (2019) defines speaking. As an activity to make verbal remarks in the form of words and sentences to communicate with others. Meanwhile, according to students who understand

how to develop language skill, Not only grammar, pronunciation, vocabulary, but also comprehension, etc. About sociolinguistic abilities such as when, why and how to speak. In fact, listeners are also inseparable. Another Speaking defines what is said to be a speech or utterance produced by Speakers and listeners intended to be known.

Richards' Speaking Style (2008) Using a style of speech that is appropriate to the circumstances is an important aspect of dialogue. Different speaking styles reflect the roles, ages, genders, and status of participants in encounters, as well as politeness. Consider the numerous ways in which you can ask someone the time, as well as the various social connotations that these variances convey. Brown and colleagues (1978). Different speaking styles reflect participants' conceptions of their social positions during a speech event. A casual speaking style that emphasizes affiliation and solidarity is appropriate if the speaker and hearer are deemed to be of more or less equal rank. If the participants are regarded to have unequal authority or position, a more formal speech style, one that emphasizes one speaker's control over the other, is suitable.

Method

In this study, we used a qualitative method as a research method. It's about helped researchers reach. The purpose of this research was to clarify the difficulty of speaking English. First year student in the English department. When the research purpose is research For phenomena under study, it was advisable to use a qualitative method "(Khan,in Yumniatullah, 2016). This study would be deeper and more detailed understanding and understanding phenomena that make it difficult to spoken English. This problem causes difficulty in speaking among first graders. therefore, Qualitative is appropriate for this study. Study settings and participants The setting for this study was the English Department Muhammadiyah University of Makassar and participants in this study three first graders of English Department batch 2020.

RESULTS

The Interferences Dialect Buginisse Toward Student's Speaking.

Accents

This difficult for them to put the pressure at the end this word was because the local language accent is different from the English accent. The result or record of interference when the local dialect is dominant students spoke English specifically for students who emphasize the correct part Same as the interfering student's pronunciation but different words.

Stressing

Interference in the middle of a sentence was caused by the mistake of put pressure on words that caused students to disagree with what they should be when speaking. Therefore, the word "Department" was read as "/di'pɑ:rt.mənt/", but when students read it, the Bugis accent rarely stresses the sentence, so it doesn't stress correctly.

Intonation

Due to the interference of the first language, it was difficult for them to use the correct intonation, caused students to made modern word errors when spoken English. There are different intonations between the local language and the English language that are to difficult understood for other students.

The student's difficulties

From the results of the data, many students found some obstacles thanks to the student dialect, our intonation, stress, and pronunciation. But it all reaches the student when there was a student spoken in English. We can see the questionnaire result below:

While learning English I am having trouble speaking English especially in the pronunciation of words.

Table 1. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	8	25%
2.	Agree	5	40%

3.	Undecided	5	25%
4.	Disagree	3	10%
5.	Strongly Disagree	0	0%
Total		20	100%

Based on the table, the result that there were 20 students whose involved to respond the statement number 1 “ in learning English, I constitute some problems to spoke in English especially in pronouncing the words”. The Result indicates that 8 students or 40 of the students whose strongly agree and 5 students or 25 were agree with the statement. Meanwhile, there were 5 students or 25 whose undecided with the statement and 3 students or 10 whose answered disagree, and 0 others or 0 answered strongly disagree with the statement. It shows that utmost of the students were always inaugurate any problems and interfere in pronouns.

When learning English, I never I found some problems with speaking in English, especially the pronunciation of words.

Table 2. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	1	5%
2.	Agree	3	15%
3.	Undecided	2	10%
4.	Disagree	6	30%
5.	Strongly Disagree	9	40%
Total		20	100%

According to the above table and graph, the result is that there are 20 students participated in responded to the Number 2 statement "When learning English, I never I found some problems with speaking in English, especially the pronunciation of words." This results show that 1 or 5% of students strongly agree. This statement and 3 students or 15% of students agree to this statement. at the same time, 2 students or 10% of students are undecided about politicians, and there

are 6 students or 30% said they disagree, and the other 9 students or 40% strongly disagree with this statement. This shows that most students prefer choose strongly agree to the statement.

I'm worried about the way the word is pronounced in English because of my dialect Bugis.

Table 3. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	4	20%
2.	Agree	7	35%
3.	Undecided	5	25%
4.	Disagree	2	10%
5.	Strongly Disagree	2	10%
Total		20	100%

According to the above table and graph, the result is that there are 20 students participated in responded to the Number statement "I'm worried about the way the word is pronounced in English because of my dialect Bugis". I pronounce this word in English. There was 4 student Or 20% of the total number of students strongly agree about that statement. 7 other students or 35% of the total number students agree with this statement. At the same time, there are 5 students or 25% the answer to the statement was undecided, and the answers of 2 students disagree accounted for 10% of the total number of students. 2 student or 10% students strongly disagree with this statement. The results show that only 7 or 35% agree. They are disturbed by the dialect bugis when they pronounce English words.

When learning a foreign language, disturbances in the local dialect when speaking than write.

Table 4. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	10	50%
2.	Agree	6	30%
3.	Undecided	3	15%
4.	Disagree	1	5%
5.	Strongly Disagree	0	0%
Total		20	100%

From the table above it can be seen that there were 20 students whose participants to answer statement number 4 “When learning a foreign language, disturbances in the local dialect when speaking than write”. There were 10 students or 50% of the total number of students who strongly agree about the opinion. The other 6 were students, or 30% of the total number of students agrees with the statement. There were now 3 students or 15% of them replied indecisively with the statement. 1 or 5% students of the total the participant disagree about this statement and 0 student or 0% strongly disagree with the statement. It shows that some of the students intervened pronounce the word clearly and precisely as it has its local dialect but different the students said that the local dialect should not interfere with the students “pronunciation depends on bugis accent or dialect.

My native language interference me from pronouncing the word clearly and accurate.

Table 5. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	2	10%
2.	Agree	8	40%
3.	Undecided	0	0%
4.	Disagree	7	45%
5.	Strongly Disagree	3	15%

Total	20	100%
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The table above show that 15 students were involved in answering statement number 5 " My native language interference me from pronouncing the word clearly and accurate." I am. Of the total number of students 2 , students or 10% strongly agreed with the statement. 8 students or 40% of the total number of one other student or student agreed with the statement. On the other hand, if 0 students or 0% prefer the undecided in the statement and 7 students or 35% disagree with answered, then 15% of the total number of 3 students strongly disagree with the statement. The results show that most students had difficulty pronouncing the words clearly; even these words had different pronunciations and meanings.

I've been perplexed by someone's dialect when they enunciate a word.

Table 6. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	2	10%
2.	Agree	8	40%
3.	Undecided	0	0%
4.	Disagree	7	45%
5.	Strongly Disagree	3	15%
Total		20	100%

The table above show that 15 students were involved in answering statement number 6 "I've been perplexed by someone's dialect when they enunciate a word." I am. Of the total number of students 2 , students or 10% strongly agreed with the statement. 8 students or 40% of the total number of one other student or student agreed with the statement. On the other hand, if 0 students or 0% prefer the undecided in the statement and 7 students or 35% disagree with answered, then 15% of the total number of 3 students strongly disagree with the statement. The results show that most students had difficulty pronouncing the words clearly; even these words had different pronunciations and meanings.

Because of the way the dialect bugis interferes with my ability to pronounce English sounds, I am unable to do so successfully.

Table 7. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	0	0%
2.	Agree	12	60%
3.	Undecided	0	0%
4.	Disagree	3	15%
5.	Strongly Disagree	5	25%
Total		20	100%

Based on the table, we can see that 20 students were involved in answering statement number 7 that, "Because of the way the dialect bugis interferes with my ability to pronounce English sounds, I am unable to do so successfully." Of the total number of students, none or 0% strongly agree with the statement. 12 students or 60% of students from the total of students, agreed with this statement. Currently, 0 students or 0% responded to the statement undecided. 3 or 15%, students or participants disagree with the statement, and 5 students or 25% strongly disagree agree with the statement at all. This shows. This statement indicates that the student was unable to pronounce well in English and felt comfortable speaking because of the dialect bugis.

The dialect bugis, interferes with the use of English language, especially in the pronunciation of words.

Table 8. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	9	45%
2.	Agree	7	35%
3.	Undecided	1	5%
4.	Disagree	2	10%

5.	Strongly Disagree	1	5%
Total		20	100%

Based on the table overhead, it can be seen that there were 20 students whose involved to respond the state ment number 8 “The dialect bugis, interferes with the used of English language, especially in the pronunciation of words”. There were 9 students or 45 from the total number of the students whose strongly agree with the statement. The other 7 students or 35 from the total number of the students were agreed with the statement. Meanwhile, there were 1 students or 5 whose answered undecided with the statement. There were 2 students or 10 from the total number of participators whose answered disagree and 1 students or 5 answered strongly disagree with the statement. The result show that utmost of the students answered agree and strongly agree with the statement. Also, the statement which means that those students were hard to learn English.

When speaking English, I pronounce it like I pronounce it in my first language.

Table 9. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	10	50%
2.	Agree	7	35%
3.	Undecided	1	5%
4.	Disagree	0	10%
5.	Strongly Disagree	10	5%
Total		20	100%

From the table above it can be seen that there were 20 students whose participators to respond to statement n umber 9 "When speaking English, I pronounce it like I pronounce it in my first language". There was 10 student or 50 of the total number of students who strongly agree opinion. The other 7 students, or 35 of the total number of students, were agreed with the statement. There were now 1 student or 5 of them replied indecisively with the statement. There were students 0 or 0 from the total number of participators whose answer disagree and

2 student or 10 answered strongly disagree with the statement at all. It shows the students articulate the first language. The result shows that utmost of the students answered agreed with the statement and completely agree

with it. There were also 50 students strongly agreed with the statement, meaning these students were problematic to learn English.

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

Table 10. Students difficulties

No	Category	Frequency	Percentage
1.	Strongly Agree	9	45%
2.	Agree	7	35%
3.	Undecided	1	5%
4.	Disagree	2	10%
5	Strongly Disagree	1	5%
	Total	20	10%

Based on the table above, it can be seen that there were 20 students whose involved to respond the statement number 10 "The dialect bugis, interferes with the used of English language, especially in the pronunciation of words.". There were 9 students or 45% from the total number of the students whose strongly agree with the statement. The other 7 students or 35% from the total number of the students were agreed with the statement. Meanwhile, there were 1 students or 5% whose answered undecided with the statement. There were 2 students or 10% from the total number of participants whose answered disagree and 1 students or 5% answered strongly disagree with the statement .The result shows that most of the students answered agree and strongly agree with the statement. Moreover, the statement which means that those students were hard to learn English.

DISSCUSSION

If there are students who are good at pronouncing English words. Because it's a habitual activity such as a hobby to see English. Listening to movies and English songs can also affect the way they speak English. The song as a statement by Bonnie and John quoted by Kirana (2014: 13) Can help students listen, memorize, integrate and pronounce the language sound. Music can then benefit foreign learning processes. for them to learn English. The students took the speaking class and they interfered with their speaking because they felt that their first language was affecting pronunciation and intonation when speaking English. This is consistent with Njeru (2013: 128129) shows that in Kenya most of the people in rural areas have dialect problems when speaking English because they grew up in single-language villages. Based on the statement factors that hinder the performance of students are interfering with speaking in the classroom that makes students more confident preventing students from feeling like they have made mistakes when speaking the language. English and their friends do not understand because they speak in English as if they are speaking the local language The impediment to the motivation of students to speak. Students local dialect factor (external factor = family environment). Students main barriers are using English adequately in class preventing English speaking with families at home hindering English communication with other friends or neighbors and hindering the development of students. develop the speaking ability because they do not. have all the means and aids to learn and practice their oral expressions.

CONCLUSION

Based on the results and, it can be concluded that there are several disturbances found after execution this investigation. The interaction interference of students in oral production is divided into the following categories:

1. Interference from students' dialect according to the research results, the dominant the interference to students' spoken language is interfere with pronunciation stress any part of the word.
2. Student dialect factors difficulties speaking English (internal factor = self-confidence) main distractions to students performance was an interference with spoken language performance lasses that make students more confident,

those students who felt wrong in the lecture English and their friends can't understand because they spoke English was like they speak the local dialect, it interferes the motivation of the student to speak.

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