



**THE INFLUENCE OF BUGIS ACCENT ON STUDENTS'
ABILITY IN PRONOUNCING /S/ AND /Z/ SOUNDS
AT ENGLISH EDUCATION STUDY
PROGRAM CLASS OF 2019**



THESIS

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PENGESAHAN SKRIPSI

Skrripsi berjudul *The Influence of Bugis Accent on Students' Ability in Pronouncing /S/ and /Z/ Sounds at English Education Study Program Class of 2019* yang ditulis oleh Lasmi Septiyanti Nugraha Nomor Induk Mahasiswa 180110031, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Jum'at, tanggal 5 Agustus 2022 M bertepatan dengan 7 Muharram 1444 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRACT

Lasmi Septiyanti Nugraha. The Influence of Bugis Accent on Students Ability in Pronouncing /s/ and /z/ Sounds at English Education Study Program Class of 2019. Thesis. Sinjai. English Education Study Program Faculty of Tarbiyah and Teacher Training Islamic Institute of Muhammadiyah Sinjai, 2022. Language and society are closely connected. For instance in accent case. Students generally have a different sounds in speaking English because of their accent. One of the accent from those varieties was Bugis accent, especially in sounds of /s/ and /z/ which rarely spoken by Buginese. Consequently, this research aim to confirm if is there any significant influence of Bugis accent on student's ability in pronouncing /s/ and /z/ sounds at English Education Study Program class of 2019. To meet the objective, the researcher used a descriptive quantitative approach. The data were collected by speaking test and documentation. The finding of this research states that the significance value was $0.000 < 0.05$ which means H_a is accepted and H_0 is rejected. It can be concluded that variable X (Bugis accent) and variable Y (Pronunciation of /s/ and /z/ sounds) have a significant influence. For addition, based on the result of this research, the students should be careful of their first language when speaking English and also for the lecturer may have to give more support to the students in improving speaking skills.

Keywords : Accent, Bugis, Speaking, Pronunciation

المستخلص

لسمي سبتيانتي نغراح. ثير لهجة بوغزي على قدرة الطلاب في النطق الأصوات /z/ و /s/ في فئة بر مج دراسة تعليم اللغة الإنجليزية لعام ٢٠١٩. البحث. سنجالي. قسم تعليم اللغة الإنجليزية كلية التربية وتدريب المعلمين جامعة الإسلامية المحمدية سنجالي، ٢٠٢٢. ترتبط اللغة والمجتمع ارتباطاً وثيقاً. على سبيل المثال في حالة اللكنة. لدى الطلاب عموماً أصوات مختلفة في التحدث للغة الإنجليزية بسبب لهجتهم. إحدى اللكنات من تلك الأصناف كانت لهجة بوغزي، خاصة في أصوات /ق/ و /ض/ التي درأ ما يتحدث بها البوجينيز. و لتالي، يهدف هذا البحث إلى كيد ما إذا كان هناك أي ثير كبير لهجة بوغزي عن طريق اختبار التحدث والتوثيق. تشير نتائج هذا البحث إلى أن قيمة الأهمية كانت $0.000 < 0.05$ مما على قدرة الطالب في النطق الأصوات /z/ و /s/ في فصل قسم تعليم اللغة الإنجليزية لعام ٢٠١٩. لتحقيق الهدف، استخدم الباحث منهجاً وصفيّاً كمياً. تم جمع البيانات يعني قبول Ha و H0 مرفوض. يمكن استنتاج أن المتغير X (لهجة بوغزي) والمتغير Y (النطق الأصوات /z/ و /s/) لهما ثير كبير. لإضافة إلى ذلك، بناءً على نتيجة هذا البحث، يجب على الطلاب توخي الحذر بشأن لغتهم الأولى عند التحدث للغة الإنجليزية وأيضاً قد يضطر المحاضر إلى تقديم المزيد من الدعم للطلاب في تحسين مهارات التحدث.

الكلمات الأساسية: اللكنة، بوغزي، التحدث، النطق

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TABLE OF CONTENT

COVER.....	i
PAGE TITLE	ii
STATEMENT OF AUTHENTICITY	iii
APPROVAL SHEET.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENT.....	ix
LIST OF TABLES.....	xi
LIST OF FIGURE	xii
LIST OF APPENDIX	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of The Research.....	1
B. Problem of the Research	6
C. Objective of the Research	6
D. Significant of the Research.....	6
CHAPTER II THEORITICAL REVIEW.....	8
A. Theoritical Review.....	8

B. Relevant Research.....	24
C. Hypotheses	27
CAPTER III RESEARCH METHODOLOGY	28
A. Type and Approach of the Research.....	28
B. Definition of Variable	29
C. Place and Time of the Research.....	29
D. Population and Sample	30
E. Data Collection Techniques	31
F. Research Instruments	32
G. Technique of Data Analysis.....	36
CHAPTER IV RESULT OF THERESEARCH	41
A. Result of The Research	41
B. Discussion of The Research.....	60
CHAPTER VCLOSING.....	62
A. Conclusion	62
B. Suggestion.....	62
BIBLIOGRAPHY	64
DOCUMENTATION	73

LIST OF TABLES

Table 1 English and Bugis Vowel.....	10
Table 2 English and Bugis Consonant	11
Table 3 Correlation Coefficient	35
Table 4 Data of Respondents	41
Table 5 The Result of Validity Test of Variable X.....	42
Table 6 Validity of Variabel Y	43
Table 7 Descriptive Statistics.....	46
Table 8 Tests of Normality	47
Table 9 Linearity Test	51
Table 10 ANOVA Table	52
Table 11 Coefficients Test	54
Table 12 Model Summary.....	55
Table 13 The Result of Ttest Coefficientsa	58
Table 14 Coefficients Test	59

LIST OF FIGURE

Figure 1 Histogram of Variable X	49
Figure 2 Histogram of Variable Y	50

LIST OF APPENDIX

Appendix 1 The Schedule of the Research	73
Appendix 2 Test Assesment of Variable X.....	75
Appendix 3 Test Assesment of Variable Y.....	76
Appendix 4 Test Result.....	78
Appendix 5 Research Permission Letter	79
Appendix 6 Research Acceptance Letter	80
Appendix 7 Research Advisor Decision Letter.....	81
Appendix 8 Researcher's Identity	83

CHAPTER I

INTRODUCTION

A. Background of The Research

Language and society are closely connected. Language may be a representation of the culture in which it is used in various ways, therefore the environment and social structure can have an influence on the language. Beside that, Fishman in Fatchul Mu'in stated social language usage entails "who talks, what language, to whom, when, and where" (Mu'in et al., 2019). The preceding explanation provides some background information on the study of the relationship between language and society. Sociolinguistics is a term used to describe this type of research. Sociolinguistics refers to a study of language in which linguistic aspects are connected to aspects outside of the language, such as language usage by speakers in a certain speech community (Mu'in et al., 2019).

In social life, someone must have a good speaking skill to have a good communication. One of the difficulties in speaking English is frightened feeling to convey the thoughts, language, grammar, vocabulary, and pronunciation in interacting with others (Ahmed, 2013). Although speaking is

difficult, but it is still important to mastery in order to become a good speaker with a good production of speech as explained in Surah An-Nisaa : 63.

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ

وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

They are folks who Allah is aware of their deepest feelings. As a result, turn away from them and teach them a lesson, and speak to them in a way that will leave an indelible impression on their hearts (Quran kemenag, 2020).

The meaning of QS was deduced from the language above by the researcher. An-nisaa': 63 denotes that God knows what individuals hope for in their lives. The truth that could not deny while constructing the meaning of communication, and good speech will help others understand the meaning of communication. When delivering the message, the speaker have to do so in such a way that the listener understands the point clearly and remembers it as a positive aspect of communication especially in social life.

Speaking is the ability to communicate with people, one

of the most crucial aspects of learning English is developing speaking skills. Some important point in speaking are vocabulary, grammar, fluency and pronunciation.

English pronunciation is hard and complex because the system of vowels and consonants contains a number of diverse sounds (Maiza, 2020) That is why sounds is one of the difficulties part to produce a good pronunciation. Sounds is significant seeing as it is used as a component of a language's coding. As a result, people from all over the world can communicate using various sounds based on their origins. In this sense, pronunciation might be defined as the creation and receipt of spoken sounds. Sounds is also significant since it is employed to achieve meaning in the context of use. Whereas, the more the speaker perfect in pronouncing word, the more the listener understand the sounds. According to Kristina, pronunciation is the act or manner of pronouncing words; speech utterance. In other terms, it is a method of expressing a word, particularly one that is widely accepted or understood (Indri & Handayani, 2017). In terms of pronunciation, Indonesians regard English to be mostly difficult. Because English is not their first language, many Indonesians find it challenging to communicate in English. In this case, the problem of the native language is accent.

Accent has a big role in how people express themselves and how they fit into some social groups while not fitting into others. Accents are socially relevant bundles of phonetic qualities, according to linguistic theory precisely in sociolinguistics. The length of word-final stop consonants, vowel length, stopping behavior, and the degree of diphthongization, for example, can all be used to characterize native accent variances (Levis & Zhou, 2018). Hughes and Trudgill in Zainab Thamer Ahmed differentiated between dialect and accent, stating that "dialect refers to variants separated from one other by differences in grammar and vocabulary," whereas "accent refers simply to variety of pronunciation" (Ahmed, 2013).

Students generally have a different sound in speaking English because of their accent. According to Sudaryati, accent is said to be varied or diversified since it is utilized by heterogeneous speakers with distinct social habits and backgrounds (Handika & Sudarma 2019). The existence of many ethnic groups, races, and civilizations in Indonesia demonstrates that the use of multiple accents is widespread. Furthermore, young creative individuals always succeed in discovering newlinguistic forms and subsequently developing a new accent.

According to Lisa, et al, the influence of local language on English is a difficult challenge for Indonesian EFL (English Foreign Language) learners since the country is diverse in culture and has hundreds of native languages (Burky, 2021). The use of a range of accent that are frequently encountered in settings other than the government, such as college. One of the accent from those varieties of accent that the researcher found and research is Bugis accent. This study focused on Bugis accent because when the researcher taught speaking class, it has found some different pronunciation that affect students speaking ability especially in pronouncing /s/ and /z/ sounds that caused by there is no consonant /z/ in Bugis (Bahasa et al., 2020). Sounds of /s/ and /z/ can not be separated as explained that the fricative alveolar sounds /s/ and /z/ are more prone to distortion (Paulo, 2016). Fricatives are sound produced by producing a nearly full block of the airflow. Because the air flows through such a small aperture, friction is created. The fricative consonants are /f, v, θ, ð, s, z, ʃ, ʒ, h/ (Putra, 2019). Besides, explained in Peter Roach, fricative alveolar is a sound when the air escapes through a narrow passage along the centre of the tongue, and the sound produced is comparatively intense. So, it is difficult for the students pronounce it well, also caused by a varieties of society in English Education Study Program class

of 2019. Based on the pre observation, so the researcher interested to research about “The Influence of Bugis Accent on Student’s Ability in Pronouncing /s/ and /z/ sounds at English Education Study Program Class of 2019.

B. Problem of the Research

According to the background stated above, the main focus that will be discussed is “Is there any significant influence of Bugis accent on student’s ability in pronouncing /s/ and /z/ sounds at English Education Study Program class of 2019?

C. Objective of the Research

Based on the research problem above, the researcher would like to confirm if there is any significant influence of Bugis accent on student’s ability in pronouncing /s/ and /z/ sounds at English Education Study Program class of 2019.

D. Significant of the Research

The following point are the uses of the research :

1. Theorically,

The research aims to support the theory from the earlier research and how the author find the newest cases especially in education side.

2. Practically, this research could be benefit for several parts :

a. For researcher

Resolve the same problem (different pronunciation of student cause of accent) that might be found in education life later.

b. For lecturers

The lecturer will be more understand why students can not pronounce English words as good as they expected because of their different accent.

c. For college students

They might be doing more practice to inure their speaking ability and minimize the accent in it.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Review

1. Accent

a. Definition of accent

Based on the definition given in Oxford Pocket Dictionary, accent is a way of pronouncing the words of a language that shows which country, area, or social class a person comes from. Variations of accents are owned by everyone, even if they are unknowingly tied to each person, and they appear while speaking in public in either the local language or the national language. Furthermore, Moyer in Waloyo Alimin Adi et al stated that the accent refers not only to the articulation of individual sounds, or segmental, but also to suprasegmental qualities such as intonation, rhythm, pitch, segmental length, pace, and loudness (Waloyo, 2018). That is why in English class, the researcher always found a different sounds by every student although they read the same text. As Matsuda in Levis and Zou stated that your accent conveys the story of who you are, who first held you and talked to you, where you've

lived, the language you speak, your ethnicity, your social class position: traces of your life and identity are placed into your speech (Levis & Zhou, 2018). When listening to someone's speech, accent will tell the listener who are the speaker, where the speaker from and another social identity. It can be concluded that accent is a difference on everyone's way of speaking that could describe their social identity.

b. Bugis Accent

It can be difficult for students to pronounce words in English at times. They have a different ethnic that created their own accent like Lampungnese, Sundanese, Javanese, Batakese, Buginese and other ethnic groups. They communicated with each other in their own group or community using a variety of local languages. There are some difficulties in pronouncing English words that are common to all students of all dialects, and others that are unique to students of the same dialect (Siregar, 2017). This research will be focused on Bugis accent.

Geographically, the Bugis area is located in the southwestern peninsula of Sulawesi, which

includes several districts : Luwu, Wajo, Soppeng, Bone, Sinjai, Bulukumba (except Kajang and Bira); parts of Maros and Pangkep, Barru, Parepare, Pinrang and Pangkajene Sidereng. In South Sulawesi, the Bugis remains one of the means of communication, other than the use of Indonesian language. Sinjai is one of place in South Sulawesi which is dominated by Buginese users. Sinjai's people, in their everyday life, still use Bugis language as a communication tool coincide with Indonesian language. And accent came from the language (Bahasa et al., 2020).

The number of vowel phonemes found in Bugis Sinjai accent are six phonemes, they are /i/, /e/, /a/, /u/, /ə/ and /o/.

Table 1 English and Bugis Vowel

English Vowel	A	i	U	E	o	ə
Bugis Vowel	A	i	U	E	o	ə

The sounds contrast and distinguish meanings, so they are identified as phonemes. Language sounds of Bugis Sinjai accent which

phonetically does not distinguish meaning is sounds [i], [e], [u], and [o]. These sounds are allophones or realizations of each phoneme /i/, /e/, /u/, and /o/ in certain positions and rules. Sounds [i], [e], [u], and [o] are realized if they are found in the ultima syllabus of closed syllables. Based on this, it can be said that Sinjai accent has six phonemes and four allophones (Herawati, 2013)

Table 2 English and Bugis Consonant

English Consonant	p	b	M	w	F	t	d	s	N	r	L	c	J	Y	k	G	h	q	v	x	Y	Z
Bugis Consonant	p	b	M	w	F	t	d	s	N	r	L	c	J	Y	k	G	h	-	-	-	-	-

Bugis accent in Sinjai has the following consonant sounds: /p/, /b/, /m/, /w/, /f/, /t/, /d/, /s/, /n/, /r/, /l/, /c/, /j/, /y/, /k/, /g/, and /h/ (Herawati, 2013). The lack of q, v, x, y, and z consonants is strongly emphasized as the contrast between English and Bugis consonants. This concluded that Bugis students pronouncing

the /s/ and /z/ sounds differently.

c. Indicator of Accent

There are some indicators of accent, such as prosody that is unusual, involving equal and excessive stress, trouble with consonant clusters, and voicing error (Aeni et al., 2020).

- 1) Prosody that is unusual, involving equal and excessive stress.

According to Prieto (2015), prosody conveys a variety of communicative meanings, including speech act marking (statement, question, request, etc.), information status (focus, given compared to new information), perception status (or the speaker's epistemological position with respect to the information exchange), politeness, and affective responses, as well as indexical functions like gender, age, and the speaker's sociolect and dialectal status (Prieto & Roseano, 2018). Everyone surely has a different sound in delivering something by word. They are sometimes product a normal stress even an excessive stress to convincing the listener.

- 2) Trouble with consonant clusters Consonant clusters are determining factors shown in

basically every language in the universe. These elements have the capacity to influence how a target language is produced. Each language, however, has different limits in the last and first syllables of a phrase or speech. As a result, second language learners have varied preferences for pronouncing English words that contain beginning or final consonant clusters, resulting in varying degrees of difficulty owing to syllable constriction factors such cluster type, cluster length, and articulation style (Yaslam et al., 2019).

3) Voicing Error

According to Djajaningrat, most of English language learners, even Indonesian learners, commit errors in the articulation of sounds due to difficulty with English pronunciation. The learners' difficulties are caused by two types of faults. Inter- language mistakes, according to Richard 1990, are produced by negative transfer or the impact of their mother tongue. Furthermore, intralingual mistakes are

errors committed by students who do not have a good command of the target language (Lestari et al., 2020).

2. Pronunciation

a. The Definition of Pronunciation

Pronunciation is the production of sounds that humans utilize to make meaning. It contains attention to a language's individual sounds (segments), aspects of speech beyond the level of the individual sounds, such as intonation, phrasing, stress, timing, and rhythm (consonant and vowel aspects), how the voice is projected (voice quality), and, in its literal meaning, attention to gestures and expressions that are closely related to the way people speak a language (attention to gestures and expressions) (AMEP A, 2002). In speaking English, this is one of a must thing to fix if someone want to be a good speaker then get a good reaction from the listener cause of a good communicative skills. According to Fitrah (2021) pronunciation is an important component in oral language communication through second language skills called English Second Language. Pronunciation is

an even more essential and widespread aspect of communication is generally accepted. Because thoughts must be expressed in sounds in order to be heard and to constitute a message that can be communicated to another person. It is the critical beginning point for all spoken language (Pennington & Rogerson revel, 2019).

But it is not easy to create a good pronunciation, need more practice as mentioned in Aliaga Garca, ; Martnez-Flor et al; Pourhosein Gilakjani in Leong and Ahmadi. Pronunciation in English is one of the most difficult skills to master, and learners should take a significant amount of effort to it (Leong & Ahmadi, 2017).

Indonesian students have difficulty in pronouncing English words correctly; for example, when asked to speak the word "diamond" /daj m nd/, they pronounce it as /djamon/. It's due to the language differences between their mother languages and English. The difference between the two languages also influences the degree of difficulty in learning. Ramelan in Sinta Indi Astuti et al explained the higher level of similarities, the

easier it will be for students to acquire the (Jalan et al., 2015). That is how mother tongue and accent influence someone's pronunciation. According to Morley in Abbas Pourhouse in Gliakjani stated that an accent that differs too much from a known standard can be confusing; consequently, it is recommended that learners' accents become more similar to a standard variety. If a speaker has a heavy English accent, it may be misunderstood as a reflection of his or her personality and competency. What English models may a teacher apply with their other students if they do not need to pronounce like native English speakers. It is exactly a teacher's role how the student's get used to speak English better without too much accent in it (Gilakjani, 2012).

It is really crucial to learn about pronunciation. Students who have a good pronunciation will be more easy to understood even there is something incorrect on what they speak. Otherwise, students who are lack in pronunciation, will be difficult to understood even when the structure of the sentence exactly right.

Factors Influence Student's Pronunciation Mastery According to Celce-Murcia and UCLA in Muhammad Khairi Ikhsan there are various elements that influence students' pronunciation mastery, such as:

1) Learner's age

Children and adults learn pronunciation in different ways. Young children have an easier time learning correct pronunciation than adults. Adults have a few advantages in terms to learning how to pronounce words correctly.

2) Exploring with the target language.

It is easier to learn a good pronunciation when the teachers have more exposure to the target language.

3) Pre-pronunciation instruction, both in terms of quantity and type

This will assist learners who have previously received strong pronunciation training. They are at a disadvantage if they have received ineffective or no training before.

4) Motivation, aptitude, and attitude

Some people may have a "passion" for pronunciation, while those who are more adaptive may have greater success with pronunciation.

5) The significance of the native language.

The learner's native language has an effect on pronunciation learning; sometimes this effect is negative, but other times it is positive. First language sounds can be used in place of an L2 sounds.

6) Research in new directions.

We shouldn't just focus on specific sounds while teaching pronunciation. It's also crucial to pay attention to intonation, rhythm, and variations in related speech (Ikhsan, 2017).

b. Element of Pronunciation

According to (Kelly 2001), there are two element of pronunciation. They are supra-segmental and segmental. Supra-Segmental Aspects of Pronunciation. Features of speech that apply to groups of segments or phonemes are known as

supra segmental features. Stress, intonation, and pitch are all key aspects in English.

1) Stress

Crystal in Syarifah et al stated that stress is referred to as a supra-segmental phoneme, because it can only exist with segmental phonemes. The syllables of a word are emphasized by stress. When discussing stress, it's equally important to consider syllable and sentence stress (Fitriani, 2020). There are two types of stress, according to Fudge (2015) in Ronaldi Styvant et al: sentence-stress and syllable-stress. Sentence stress refers to how stress is spread across a word, whereas syllable stress refers to how stress is distributed across a syllable. He also mentioned that there is a symbol (') to establish stress in a word. It can state that stress is an emphasize in a word or syllable (Ronaldi & Arasuli, 2019).

a) Intonation

Still explained in Kelly when we speak,

we use the term intonation to describe how our voices rise and fall in pitch. It is an important aspect of how we communicate ourselves and how we learn about other people's opinions. During a speech, intonation refers to the rising and lowering of the voice to various pitch levels (Kelly, 2001). Another statement, intonation is a term that refers to a set of sonic qualities, including as duration, intensity, and pitch, that are utilized to convey discourse meaning. It is not the same as tone, which is the systematic use of voice pitch to differentiate lexical objects (Levis & Zhou, 2018). The researcher concluded that intonation how to understand a discourse based on how the speaker's voice are rise and fall.

2) Segmental Aspect of Pronunciation

a) Vowels

A vowel is a spoken sounds made

without significantly constraining the flow of air through the mouth Richard in Wijaya states that when producing a vowel, it is as simple as the mouth could produce (exactly without moving the tongue) (Wijaya, 2018). The total number of vowels in English differs from the number of vowels in Indonesian. There are twelve vowels in English. They are /I:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. In English, there are two types of vowels. Long vowels and short vowels are the two types of vowels. Long vowels like /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/, /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. And the short vowels are /I/, /e/, /ə/, /ʌ/, /ʊ/. Besides, the Indonesian vowels are /a/, /i/, /u/, /e/, and /o/ (Simarmata & Pardede, 2018). So it is clear that long vowels are symbolized by (:) to differentiate them well.

b) Diphthongs

Diphthongs are formed when the

tongue, lips, and mouth glide from one pure vowel sounds to another, as stated in Kelly 2021. Beside that, Diphthongs are separated into two parts, according to Ramelan in Mustikareni: closing and centering diphthongs. Closing diphthongs are diphthongs for which the second vowel is closer than the first vowel because the tongue moves from the open vowel to the similar vowel, then the centering diphthongs are diphthongs in which the second vowel is closer than the first vowel because the tongue moves towards to the central vowel (Dosia & Rido, 2017). Based on the definition above, the the researcher concluded diphthongs two of vowel sounds that producted once and consist of two parts.

c) Consonant

According to Fromkin et al. in Ambalegin and Tomi Arianto stated that a consonant is spoken sounds produced

with some restriction of the airflow. Similar with this statement, consonants are sounds that are created with a certain degree of circulation restriction or with an obstacle in the airstream (Ambalegin & Arianto, 2018). The consonant sounds, unlike the vowels, are frequently produced with a rather open vocal track. Some consonants are spoken purely by moving the tongue, while others are pronounced by articulating all three organs. From the definition above, the researcher received that not too difficult to look a difference between vowels and consonant. Because the certain consonant produced without moving the tongue where the vowels did.

c. Indicators of Pronunciation

According to Djiwandono in Herman, in order to pronounce anything correctly, the speaker of English must pay attention to the signs of

pronunciation. Intelligibility, fluency, correctness, and native-like are four indices of pronunciation.

- 1) The intelligibility of the entire text and its sections is determined by whether or not they are heard clearly and without generating confusion.
- 2) Fluency is the ability to speak a text in its entirety fluently.
- 3) Accuracy means that words and sections of text are correctly spoken.
- 4) Native-like is pronounce the entire text and its portions are spoken as though they were spoken (Herman, 2016).

B. Relevant Research

1. Anggi Anggraeni (in year 2020) in her research entitled “An Analysis of Buginese Students in Pronouncing English Consonants: A Case Study at English Department Hasanuddin University” 2020. The main purposes of this research were to identify Buginese

students improper pronunciation of English consonants and revealing the factors that caused that problem. By using a descriptive qualitative method, the data is acquired by providing a pronunciation test and filling out questionnaires. The findings of the study shows that there are two factors that caused the Buginese students pronounce consonant English improperly, such as (1) there are some of English consonant didn't present in Bugineseconsonant, (2) the students limitations in differentiate between voiced and voiceless soundss, with consonant replacement, omission, and insertion in past participle and plural form (Ilyas, 2017).

The similarity between Anggraeni's research and this research canbe seen from the object identified. In this case, both researches identify the English consonant of Buginese students. Then the differentiation of both researches can be seen that Anggraeni's identified all the consonants besides this research focuse on /s/ and /z/ sounds.

2. Sulastrri Dian Pratiwi (2019) in her research concern on "The Causal Factors of Using Buginese Accent in Speaking English at Third Semester Students of English Education Department of FKIPUnismuh Makassar. This research aimed to identify what are the causal factors of

using Bugis accent in speaking English. This study utilized descriptive qualitative method because related the collect data from students' perception and gave questionnaire. The result discussion of this research was students' usually speak English followed by Bugis accent almost in every situation. The students should be aware to their first language because it made errors in various areas of phonemes since the phoneme was not in their native language that been the casual factor (Pratiwi, 2019).

The similiarity between Pratiwi's and this research is both of researches concern on between Bugis accent and students' speaking English. While the difference is Pratiwi's research focus on the causal factors of using Buginese accent in speaking English by using qualitative method and this research focused on the influence of Bugis accent on students' limited to pronouncing /s/ and /z/ sounds by using quantitative method.

3. Vicky Ananda Burky (2021) in his research entitled "The Influence of Regional Accent in Speaking English at Muhammadiyah University of Makassar". The main purpose of this research is to identify how the regional accent influence students' in speaking

English at Muhammadiyah University of Makassar. This study applied qualitative research by three techniques of data analysis such as data reduction, data display, and data conclusion drawing/verification. The findings of this research is the improper that produced by Buginese students caused by some several areas of phonemes occurred that in fact they are not in student's first language (Burky, 2021).

The similarity between Burky's research and this research is concern on how Bugis accent influence student's speaking ability. Whereas the differentiation of both researches is Burky's research concern in Bugis accent in general and this research concern in Bugis accent specifically in pronouncing /s/ and /z/ sounds.

C. Hypotheses

A hypothesis is a predictions, nearly always concerning the relationship between two or more variables (Dayanand, 2020). Before conducting research, a quantitative researcher frequently expresses an expectation about the study's output in one or more research hypotheses (Shekhar, n.d.).

Ho: There is no significant influence of Bugis Accent on Students' ability in pronouncing /s/ and /z/ sounds at

English Education Study Program Class of 2019.

Ha: There is significant influence of bugis Accent on Students' ability in pronouncing /s/ and /z/ sounds in English Education Study Program Class of 2019.

CAPTER III

RESEARCH METHODOLOGY

A. Type and Approach of the Research

This research used an ex post facto which is pursues to identify the reason of changes in behavior, symptoms, or phenomena that are caused by an event, behavior, or objects that create changes in the independent variables as a whole. Ex post facto refers to study conducted after an issue has happened (Widarto, 2013). The aim of expost facto research is to investigate the causes of present impactsor thelong-term implications of events that have already happened (Ibrahim et al., 2018).

This study used a descriptive quantitative approach aimed to analyze the influence of Bugis accent on student's ability in pronouncing /s/ and /z/ sounds. Quantitative research is a method for analyzing the connection between variables in order to evaluate objective ideas. These variables can then be measured used an instrument, resulting in numerical data that can be examined using statistical processed .

B. Definition of Variable

According to Hatch and Farhady in Sugiono, a variable might theoretically be described as a property of a person or item that "variates" from one person to another or from one object to another. Besides, according to Sugiono, there are kinds of variables, such as:

- a. Independent variables are also known as stimulus variables, predictor variables, and antecedent variables. It is known as the independent variable in Indonesian. The independent variable is a variable that influences or causes the dependent variable's change or occurrence (bound).
- b. Dependent variable also known as output variables, criteria, or outcomes. It is commonly referred to as a variable bound in Indonesian. The dependent variable is a variable that is impacted by the independent variable or as a result of it.

C. Place and Time of the Research

1. Place of the Research

This research conducted in English Education Study Program students, class of 2019, the Islamic Institute of Muhammadiyah Sinjai. The reason of the researcher choose this research location, because of

the following considerations, such as:

- a. The researcher found some problem related to the title.
 - b. The location is easy to catch.
 - c. The researcher has taught the subject in Speaking class.
2. Time of the Research
The research was conducted from November 2021 to August 2022.

D. Population and Sample

1. Population

According to Sugiyono in Jasmalinda, a population is a generalization space made up of objects/subjects with certain characteristics and specifications (Jasmalinda, 2021). Beside that, Garaika et al stated that population is a conceptual area composed objects or things with specific features and attributes that the researcher has chosen to be researched and from which a conclusion is reached (Murti 2018). The population of the research is the Bugis students of English Education Study Program class of 2019 that were 15 students.

2. Sample

The sample is a smaller group from

population that contains the same characteristics as the data source object. In simple words, the sample is a portion of the chosen population that represents that population (Ibrahim et al. 2018). The sampling technique in this research was used non-probability sampling with purposive sampling technique. Non-probability sampling is a sample chosen without any known probability of individual units being included in the population. In this case, the sampling technique using purposive sampling which is a sampling strategy in which the data source is selected based on a set of standards. The researcher chose specific person that probably identified more specific information that would be the students who have a real Buginese background which the sample of this study were 15 students by the daily interaction and student's personal data from college with 99% of certainty level.

E. Data Collection Techniques

Collection technique is the method that the researcher used to collect the research data. In this research, the data were collected through test and documentation.

1. Test

The test instrument is a series of questionnaires or activities, as well as instruments, that are used to assess an individual's or group's skills, intelligence, knowledge, abilities, and talents. The type of test used in this research is an ability test because it is used to measure the influence of Bugis accent on Students' ability in pronouncing the /s/ and /z/ sounds.

2. Documentation

Documentation come from documents which is the data sources that are used to complete research. They can be textual substances, videos, photographs (photos), or historic works, all of which contain information-and are still utilized in the research process (Nilamsari, 2014). Documentation is still the part of observations and is a technique to collecting data through archival heritage.

F. Research Instruments

1. Test Sheet

The type of test used in this research was an ability test because it is used to measure the influence of Bugis accent on Students' ability in pronouncing the sounds /s/ and /z/. The researcher prepared 10

sentences that include /s/ and /z/ sounds on them that read by the respondents.

2. Documentation

Documentation in this research was in the form of students attendance list, the test paper, the sentences test example that include the pronunciation, photos taken during and after the test, which were obtained through facts collected directly by the researcher.

Validity and reliability were verified on the instruments that have been prepared. The actions or procedures that will be followed for the deceased are listed below :

a. Validity Test

According to Anastasi and Urbina, validity is a measure of how well a measuring instrument accomplishes its function by determining if this measures the behavior or quality it is designed to measure. The use of a validated measurement instrument ensures the validity of the results produced from the analyses. (Sürücü & Maslakçı, 2020) This study was conducted a validity test to

determine the validity of a research instrument using the person product moment correlation method by utilizing the SPSS (Statistical Product and Service Solution) 25 program. The validity test use in this research with the following deviancevaluation :

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Description:

r_{xy} : Correlation between variables x and y

$\sum XY$: Total deviation score x times the score y

$\sum x^2$: Total deviation of x score after first squared

$\sum y^2$: Total deviation of y score after first squared (Inferensial et al., 2018)

The next step is to compare the validity values for each item score in the question to the guideline table in interpreting the correlation coefficient in table below :

Table 3 Correlation Coefficient

Coefficient Interval	Relations hip Level
00 - 0,199	Very low
0,20 – 0.399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1000	Very strong

(Sugiyono, 2018:184)

b. Reliability Test

According to Singh, the accuracy and precision of a measuring instrument in a measurement method is referred to as reliability. The reliability coefficient reveals the existence of a score reproduction process by indicating the stability of the individual's score (Psikologi & Diponegoro, 2006). This research determined the reliability test with the help of SPSS (Statistical Product and Service Solution) 25 program.

G. Technique of Data Analysis

1. Descriptive Statistics

Descriptive statistics are also known as deductive statistics, and they refer to statistical methods for gathering, assembling, and organizing data, as well as presenting and evaluating numerical data. The descriptive statistical analysis (Mean) was used in this investigation (Nuryadi, n.d.). In this case, in order to get the result of need analysis, the researcher used SPSS application.

2. Inferential Statistics

Inferential statistics are inductive statistics because they are the polar opposite of deductive statistics (Sugiyono, 2014). A collection of ideas or procedures for forecasting, estimating, and making broad generalizations is known as inferential statistics. To estimate population parameters and test hypotheses, inferential statistics are utilized. The data were analyzed with the help of a simple linear regression test. However, it is vital to evaluate the data analysis requirements prior to undertaking data analysis, namely:

a. Prerequisite

1) Normality Test

The purpose of the data normality test is to demonstrate that the data from the population is regularly distributed, because the sample size was limited (only 12 means), the Shapiro Wilk test with particular criteria was used in this study.

- a) If significance $> 0,01$ then the sample comes from a normally distributed population;
- b) If significance $< 0,01$ then the sample does not come from a normally distributed population.

2) Linearity Test

In general, the linearity test aims to determine whether the variable (X) Bugis Accent and the variable (Y) Pronunciation have a significant linear relationship or not. The following is the basis for making linearity test decisions:

- a) If the significance > 0.01 then there is a linear relationship between the X and Y variables.
 - b) If the significance < 0.01 then there is no linear relationship between the X and Y variables.
- b. Hypothesis Testing

After doing the test prerequisite for data analysis, then hypothesis testing.

1) Simple Linear Regression

This analysis is to measure the influence of independent variable (X) on the dependent variable (Y). The variables that are not followed by the regression test in the correlation test are generally functional or not causally connected (causation). The basis for making decisions in regression analysis is:

- a) If the significance < 0.01 means that there is an influence between the X and Y variables
- b) If the significance > 0.01 means that there is no effect between the X and Y variables.

2) T-Test

The T distribution is a probability distribution similar to the Normal distribution. It is commonly used to test hypotheses involving numerical data (Ugoni, 2014). The t-test is a hypothesis testing process used to determine the influence of the independent variable (Accent) on the dependent variable (Pronunciation). The hypothesis that tested in this study is the influence of Bugis accent on students ability in pronouncing /s/ and /z/sounds. The results of the t-test were compared with the t-table using an error rate of 0,05 or dama with a 5% confidence level. The results of the t-test were determined from the comparison between the significant value and the alpha value (0,05) if the sig value higher than 0,05 ($>$) then H_0 is accepted. On the other hand, if the value of sig lower than 0,05 ($<$), then H_0 is rejected. The hypothesis in this study is:

H_0 : There is no significant influence of Bugis accent on students ability in pronouncing

/s/ and /z/ sounds at English Education Study Program class of 2019.

H_a: There is a significant influence of t Bugis accent on students ability in pronouncing /s/ and /z/ sounds at English Education Study Program class of 2019.

The researcher used the SPSS (Statistical Product andService Solution) version 25 application to make it easier

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of The Research

The result of the research were analyzed based on the outcomes of tests that were had been completed, which consisted of pronunciation and accent tests. Before being used for field research, the instruments must be tested the following validity and reliability tests :

1) The result of validity test

Validity test is the ability to check the accuracy of the data of the research. Rcount values were matched to Rtable at a significant level of 5%. If the Rcount is higher than Rtable, then the instrument is valid.

Table 4 Data of Respondents

NO.	NAME	REG.NUM	STUDY PROGRAM	CLASS
1.	Khairul Ummah	190110025	English Education	2019
2.	Muh. Erik	190110027	English Education	2019
3.	Rahmatullah	190110028	English Education	2019
4.	A. Khusnul Khatima	190110001	English Education	2019

	h Kaharuddin			
5.	Ainul Wafiah	190110002	English Education	2019
6.	Andi Anisa	190110003	English Education	2019
7.	Andi Tri Wahyuni Arif	190110005	English Education	2019
8.	Armin Damayanti	190110009	English Education	2019
9.	Herianti	190110011	English Education	2019
10.	Hesti Hijrayanti	190110012	English Education	2019
11.	Nita Amalia	190110014	English Education	2019
12.	Nur Azizah	190110015	English Education	2019
13.	Nurmini	190110016	English Education	2019
14.	Nurvaika Tunnisa	190110017	English Education	2019
15.	Anisa Putri	190110008	English Education	2019

Table 5 The Result of Validity Test of Variable X

Responden	R count	R Table	Decision
X1	0,754	0.514	Valid
X2	0,710	0.514	Valid
X3	0,724	0.514	Valid
X4	0,754	0.514	Valid
X5	0,648	0.514	Valid

X6	0,783	0.514	Valid
X7	0,673	0.514	Valid
X8	0,789	0.514	Valid
X9	0,782	0.514	Valid
X10	0,690	0.514	Valid

(Result of SPSS 25)

Based on the data mentioned above, it can be seen that the Ftable value is 0.514, then all instruments in the instruments in variable X above can be utilized in this research.

Table 6 Validity of Variabel Y

Responden	R count	R Table	Decision
X1	0,794	0.514	Valid
X2	0,751	0.514	Valid
X3	0,731	0.514	Valid
X4	0,718	0.514	Valid
X5	0,751	0.514	Valid
X6	0,542	0.514	Valid
X7	0, 660	0.514	Valid
X8	0,542	0.514	Valid
X9	0,660	0.514	Valid
X10	0,735	0.514	Valid

(Result of SPSS 25)

According to the findings of the prerequisite tests in the table above, the Rtable value is 0.514 from Rcount. Thus, it can be

concluded that the test instrument is in normal.

2) The result of reliability test

Reliability Statistics of Variable x

Cronbach's Alpha	N of Items
.896	10

Based on the findings of the Cronbach Alpha test, the reliability of a number in the Cronbach Alpha value column is well determined, and can be stated to be a strong and reliable tool to use if the level of reliability of the data owned is better. According to the Cronbach Alpha test, which was using SPSS version 25, 0.896 are classified as having high reliability because $0.896 > 0.05$. (alpha value). As a result of these findings, it is acceptable to make the conclusion that the questionnaire statement found in the variable X (Accent) used in this research is reliable.

Reliability Statistics of Variable Y

Cronbach's Alpha	N of Items
.896	10

Based on the findings of the Cronbach Alpha test, the reliability of a number in the Cronbach Alpha value column is well determined if the level of reliability of the data owned will be greater and can be stated to be a powerful and reliable instrument to use. Based on the Cronbach Alpha test, which was performed using SPSS version 25, 0.878 are classified as having high reliability because $0.878 > 0.05$ (alpha value). Therefore, based on these results, it can be said that the questionnaire statement found in the variable Y (Pronunciation) utilized in this study is reliable.

a. Descriptive Statistics

Research questionnaires that have been answered by respondents after the implementation of the test of the validity and reliability of the research instrument. Furthermore, the analysis that will be carried

out is a Descriptive Static analysis.

Table 7 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accent	15	74	92	83.87	5.566
Pronunciation	15	63	77	71.40	4.372
Valid N (listwise)	15				

(Result of SPSS 25)

According to the SPSS result mentioned above, the analysis of Variable X (Accent), it is known that the minimum value is 74, the maximum one is 63, a mean value is 83.87, and the standard deviation is 5,566. Besides, the analysis descriptive of variable Y (pronunciation), the minimum value is 63, the maximum value is 77, a mean value is 71.40, and the standard deviation is 4.372.

b. Prerequisite Test

1) Normality Test

The normality test carried out to determine whether data can be distributed normally using Shapiro-Wilk type. This is due to the research with respondents numbered under. When making decisions, Shapiro-Wilk uses the Sig. If the Sig. value is higher than > 0.05 , the data is considered regularly distributed. data is not regularly distributed if value < 0.05 . SPSS 25 will be used to process the data.

Table 8 Tests of Normality

	Shapiro-Wilk		Sig.
	Statistic	Df	
Accent	.958	15	.649
Pronunciation	.930	15	.273

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

(Result of SPSS 25)

Based on the table above, it is known that the result of the normality test of the variable X (Accent) using Shapiro- Wilk is 0.649 which mean higher than 0.05. Besides, the variable Y (Pronunciation) value is $0.273 > 0.05$. So it can be concluded that the data on variables X and Y are normallydistributed. If a data's normality can be determined or identified by examining how the data or points are distributed along the diagonal axis of the residual histogram graph, the data is saidto be normal. The preceding is the basis for decision-makingas follows :

- (1) The regression model fulfills the assumption of normality if the data spreads out around the diagonal line and flows in the same direction as the diagonal line or the histogram graph displays a normal distribution pattern.
- (2) Instead, if the data spreads out from the diagonal and does not follow the diagonal line's direction or the histogram graph does not exhibit a normal distribution pattern (Ghozoli, 2018).

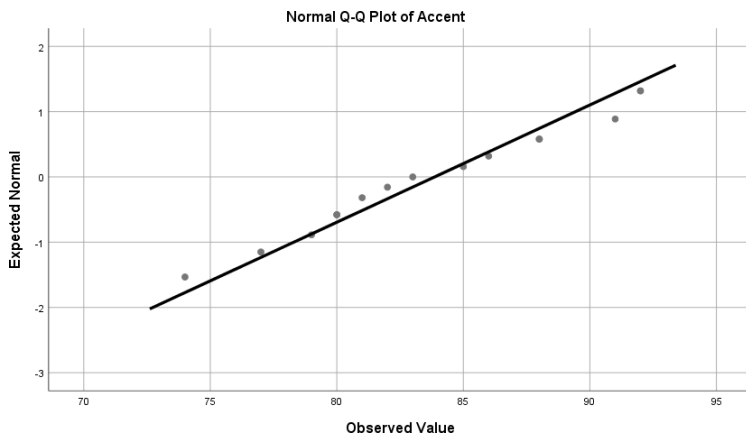


Figure 1 Histogram of Variable X

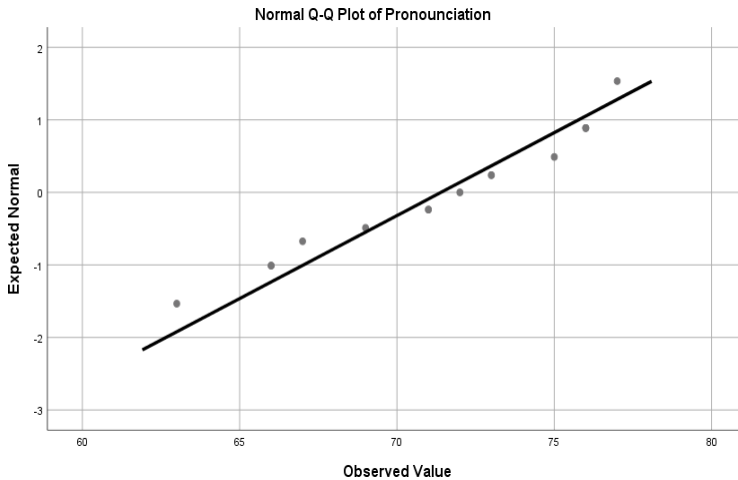


Figure 2 Histogram of Variable Y

Therefore, it is obvious from the histogram above that the data for variables X (Accent) and Y (Pronunciation) are normally distributed because they spread out around the diagonal line and follow that path.

2) Linearity Test

The influence between the variables X (Accent) and Y (Pronunciation) is examined using the linearity test. If the result of Sig. higher than 0.05 (Sig. > 0.05), the linearity test

determines that there is an influence between the variables X and Y. Nevertheless, if Sig. lower than 0.05 (Sig. < 0,05), then there is no influence between the variables X and Y.

Table 9 Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Pronounci ation * Accent	Betw een	(Combine d)	247.600	11	22.509	3.37 6	.173
	Grou	Linearity	5.718	1	5.718	.858	.423
	Ps	Deviation from Linearity	241.882	10	24.188	3.62 8	.158
	Within Groups		20.000	3	6.667		
	Total		267.600	14			

(Result of SPSS 25)

Based on the result of linearity test above, it shows that the value of Sig in Deviation from Linearity was 0,158. Thus, the value of Sig. $0,158 > 0,05$, it can be concluded that variable X (Bugis Accent) and variable Y (Pronunciation of /s/ and /z/) have a significant influence.

3) Hypothesis Test

1) Simple Linear Test

Simple linearity test is a test that use to know the influence of variable X (Bugis Accent) to variable Y (Pronunciation of /s/ and /z/). Each of the variable can be said to affect each other if the sig value < 0.05 .

a) ANOVA Table

Table 10 ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Pronunciation *	Between	(Combined)	247.600	11	22.509		.173
Accent	Groups						
		Linearity	5.718	1	5.718	.858	.423
		Deviation from Linearity	241.882	10	24.188	3.628	.158
		Within Groups	20.000	3	6.667		

Total	267.60 0	14			
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(Result of SPSS 25)

Based on the results in the Anova table above, the significant value (Sig) 0.05 indicates that there is an influence between variable X and variable Y. If the significance level (Sig) is more than 0.05, there is no relationship between the variables X (Accent) and Y (Pronunciation). According to the test results, the significance value was $0.000 < 0.05$. It means that variable X (Accent) and variable Y (Pronunciation) have a significant influence. Furthermore, the data will continue by using coefficients test to see how significant the

influence of Bugis accent in pronouncing /s/ and /z/ sounds at English Education Study Program Class of 2019.

b) Coefficients Test

Table 11 Coefficients Test

UnstandardizedCoefficients				Standard ized Coeffi cients	T	Sig.
Mod el		B	St d. Er ro r	Beta		
1	(Constant)	61.771	18.111		3.411	.005
	Accent	.115	.216	.146	.533	.000

a. Dependent Variable: Pronunciation

(Result of SPSS 25)

The result of the table above from significant value $0,000 < 0,05$ that means H_a

means accepted and H0 means rejected. Thus, the result hypothesis test from both of method is there is a significant influence of Bugis accent on students' ability in pronouncing /s/ and /z/ sounds.

c) Model Summary

Table 12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.103 ^a	.111	-.065	5.067

a. Predictors: (Constant), Accent
(Result of SPSS 25)

Based on the Coefficients table above, it shows that a Significance value of 0.000 which indicates that a value of $0.000 > 0.05$ means that Variable X (Accent) has an effect on Variable Y

(Pronunciation). Then in the Modal Summary table, it shows that the value of R Square is 0.011 or equal to the presentation of the influence of Variable X (Accent) on Y (Pronunciation) of 11%, and the rest of 89% which is not discussed in this study.

2) T test

The t distribution is a probability distribution similar to the Normal distribution. It is commonly used to test hypotheses involving numerical data (Ugoni, 2014). The t-test is a hypothesis testing process used to determine the influence of the independent variable (Accent) on the dependent variable (Pronunciation). The hypothesis that will be tested in this study is the

influence of Bugis accent on students' ability in pronouncing /s/ and /z/ sounds. The results of the t-test will be compared with the t-table using an error rate of 0,05 or α with a 5% confidence level. The results of the t-test are determined from the comparison between the significant value and the alpha value (0,05) if the sig value $> 0,05$ then H_0 is accepted. On the other hand, if the value of sig $< 0,05$, then H_0 is rejected. The hypothesis in this study is:

H_0 : There is no significant influence of Bugis accent on students' ability in pronouncing /s/ and /z/ sounds at English Education Study Program class of 2019.

H_a : There is a significant influence of Bugis accent on students ability in pronouncing /s/ and /z/ sounds at English Education Study Program

class of 2019.

Table 13 The Result of Ttest Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.771	18.111		3.41	.005
	Accent	.115	.216	.146	.533	.000

a. Dependent Variable:
Pronunciation

(Result of SPSS 25)

The hypothesis result from the table above by examining the significant value of $0.000 < 0.05$, which indicates that H_a is accepted and H_0 is rejected. As a result of the hypothesis from the two methods above, there is a significant relationship between the Influence of Bugis Accent and students' ability in

pronouncing /s/ and /z/ sounds.

Table 14 Coefficients Test

Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig.
		B	Beta		
1	(Constant)	61.771		3.411	.005
	Accent	.115	.146	.533	.000

a. Dependent Variable: Pronunciation

(Result of SPSS 25)

The result of the table above from significant value $0,000 < 0,05$ that means H_a means accepted and H_0 means rejected. Thus, the result hypothesis test from both of method is there is a significant influence of Bugis accent on students' ability in pronouncing /s/ and /z/ sounds.

B. Discussion of The Research

a. Grand Theory

- 1) As Matsuda stated in Levis and Zou stated that your accent conveys the story of who you are, who first held you and talked to you, where you have lived, the language you speak, your ethnicity, your social class position: traces of your life and identity are placed into your speech. When listen to someone's speech, accent will tell the listener who are the speaker, wherethe speaker from and another social identity.
- 2) Martha Pennington and Pamela Rogerson-Revell explained that pronunciation is an even more essential and widespread aspect of communication than is generally accepted. Because thoughts must be expressed in sounds in order to be heard and so constitute a message that can be communicated to another person, it is the critical beginning point for all spoken language.

b. The Influence of Variable X to Y

After doing the research above, it can be seen that variable x (Bugis accent) has a significant influence with variable (pronunciation) based on the

indicator of each variable and the predetermined values. Also, the theory of those variable after being test. The result could seen at the output of the T test. So, it can be concluded that Bugis accent has a significant influence with pronunciation.

CHAPTER V CLOSING

A. Conclusion

Based on the research that has been carried out on English Education Study Program, the variable X (Bugis accent) has a significant influence with variable Y (Pronunciation) by doing a test. Based on the result of simple regression analysis that has been carried out through SPSS 25. According to the test results, the significance value was $0.000 < 0.05$. which means H_a is accepted and H_0 is rejected. It can be concluded that variable X (Bugis accent) and variable Y (Pronunciation) have a significant influence.

B. Suggestion

Based on the result of the research The Influence of Bugis Accent on Students' Ability in Pronouncing /s/ and /z/ Sounds at English Education Study Program Class of 2019, the researcher will convey some suggestion, such as :

1. English Lecturer

For the English lecturer specifically who teaches about sociolinguistics need to understand about the students' pronunciation, how the students deliver

word by word and sometimes it's difficult to pronounce something that cause by their accent.

2. Students

To the students, it is very important to always improving speaking skills, include pronunciation. If sometimes accent influence the pronunciation, it all need more practice to have significant changes.

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DOCUMENTATION

Figure 3. Reading The Test Assesment



Figure 4. Scoring The Test Assesment

Figure 5. Scoring The Test Assesmen



APPENDICES

Appendix 1 The Schedule of the Research

[illegible]

Appendix 2 Test Assessment of Variable X

1. I would like to **emphasize** about something I said to you yesterday.
2. Do you like to eat some **cheese**?
3. **These** books are mine, I have told you.
4. Would you like to take me home with my sister, **please**?
5. Just **close** the door and sleep.
6. It **was** a great day for us.
7. **He's so** handsome with his new hair.
8. Your father **passes** at my garden just now.
9. **Excuse** me, do you know where is Miss Lasmi?
10. You can **use** my motorcycle if you need it.

Indicator	Score
Prosody that is unusual, involving equal and excessive stress.	3
Trouble with consonant cluster.	3
Voicing error	4

Appendix 3 Test Assessment of Variable Y

1. I scream, you scream, we all scream for ice cream!
2. Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?
3. She sells sea shells by the seashore, and the shells she sells by the seashore are sea shells for sure.
4. A sailor went to sea to see what he could see, and all he could see was sea, sea, sea.
5. Six sick hicks nick six slick bricks with picks and sticks.
6. How many snacks could a snack stacker stack, if a snack stacker snacked stacked snacks?
7. Twelve twins twirled twelve twigs
8. Imagine an imaginary menagerie manager managing an imaginary menagerie.
9. Lesser leather never weathered wetter weather better.
10. A tweetle beetle noodle poodle bottled paddled muddled duddled fuddled wuddled fox in socks, sir!

Indicator of Pronunciation	Score
The intelligibility of the entire text	2
Fluency	2
Accuracy	3
Native-like	3

Appendix 4 Test Result

1. Test Result of Variable X (Accent)

No	Responden	Test Result										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	A1	8	8	10	8	8	9	9	10	9	8	87
2	A2	6	8	8	6	9	8	7	8	8	8	76
3	A3	8	10	10	8	9	9	10	10	10	9	93
4	A4	7	9	10	7	8	7	8	7	9	9	81
5	A5	8	8	8	8	8	9	10	9	8	8	84
6	A6	6	7	7	6	8	7	7	7	7	7	69
7	A7	10	9	10	10	10	9	10	9	10	9	96
8	A8	8	8	6	8	8	7	7	7	6	8	73
9	A9	8	9	9	8	9	8	8	8	9	9	85
10	A10	9	8	8	9	9	9	7	9	8	8	84
11	A11	7	8	8	7	8	7	9	7	8	8	77
12	A12	8	9	9	8	8	8	7	8	9	9	83
13	A13	10	9	9	10	10	10	9	10	9	9	95
14	A14	9	7	7	9	9	8	9	8	7	7	80
15	A15	8	8	6	8	9	9	8	9	6	8	79

1. Test Result of Variable Y (Pronunciation)

No.	Responden	Test Result										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	A1	7	7	8	7	6	7	7	7	6	7	69
2	A2	8	7	7	6	7	7	8	8	7	8	73
3	A3	8	7	8	8	7	7	8	8	7	7	75
4	A4	7	6	7	7	7	6	7	7	7	8	69
5	A5	6	6	7	7	6	7	7	7	6	6	65
6	A6	8	7	8	8	7	8	8	8	7	8	77
7	A7	8	8	7	7	8	8	7	7	7	8	75
8	A8	7	7	7	7	7	6	7	7	6	6	67
9	A9	8	8	8	8	8	7	8	8	8	8	79
10	A10	6	6	6	6	6	8	7	7	8	7	67
11	A11	7	8	8	8	8	8	7	7	7	8	76
12	A12	6	8	7	7	8	7	7	7	7	8	72
13	A13	8	7	7	7	7	8	8	8	7	7	74
14	A14	6	6	6	6	6	6	7	7	6	6	62
15	A15	8	7	8	8	7	7	8	8	7	7	75

Appendix 5 Research Permission Letter



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 K.A.B. SINJAI, T.L.P. 085299899166, KODE POS 92612

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TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41098/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 321.DI/III.3.AU/F/2022
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 9 Dzulqaidah 1443 H
9 Juni 2022 M

Kepada Yang Terhormat
Ketua Prodi TBI IAIM Sinjai

Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Siti Karina
NIM : 180110014
Program Studi : Tadris bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Hesitation Of Students In Speaking English At The English Education Study Program Class Of 2019"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **Prodi TBI IAIM Sinjai**.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.


R. S. Pd. L., M. Pd. L.
NPM: 213495

Tembusan Disampaikan Kepada Yth:
1. Rektor IAIM Sinjai

Appendix 6 Research Acceptance Letter



SURAT KETERANGAN PENELITIAN

Nomor: 077.P10.1/III.3.AU/A/2022

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai:

Nama : Harmilawati, S.S., S.Pd., M.Pd
NIDN : 2125058607
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama : Lasmi Septiyanti Nugraha
NIM : 180110031
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)

Menyatakan bahwa benar yang namanya di atas telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai dalam rangka penyusunan Skripsi.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 08 Muharram 1444 H
05 Agustus 2022 M

Ketua Prodi TBI

Harmilawati, S.S., S.Pd., M.Pd.
NBM 1280037

Appendix 7 Research Advisor Decision Letter



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
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SURAT KEPUTUSAN
NOMOR: 933.D1/IL3.AU/F/KEP/2021

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN T.A 2021/2022

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Menimbang : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
 c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
 e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 g. Statuta Institut Agama Islam Muhammadiyah Sinjai.

Memperhatikan : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.

Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Ismail, M.Pd.	Sitti Aminah, S.Hum., M.Hum

untuk penulisan skripsi mahasiswa:

Nama : **LASMI SEPTIYANTI NUGRAHA**
 NIM : 180110031
 Prodi : Prodi Tadris Bahasa Inggris (TBI)
 Judul Skripsi : The Influence of Bugis Accent on Student's Speaking Ability in Pronouncing /s/ Sound (Study Case at English Education Study Program Academic Year 2019/2020)

Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
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TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 09 November 2021 M

: 04 Rabiul Akhir 1443 H

Dekan,

Takdir, S.Pd.I., M.Pd.I.

NBM. 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.

Appendix 8 Researcher's Identity



Full Name : Lasmi Septiyanti Nugraha
 Reg. Number : 180110031
 Place/Date of Birth : Sinjai, 15 September 1999
 Address : Jl. Pers. Raya

Organizational Experience : 1. English Students Association (ESA) IAIMS

Educational Background :

1. Elementary School : SD Negeri 3 Balangnipa
 2. Junior High School : SMP Negeri 2 Sinjai
 3. Senior High School : SMA Negeri 2 Sinjai Utara

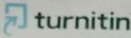
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Parents' name : Arifuddin Rahman (Father)
 Rahmatia S. (Mother)

Professional Background : English Mentor of Lembaga Bahasa IAIMS

Appendix 10 Free Plagiarism Letter

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