THE INFLUENCE OF KAILINESE ACCENT TOWARD ENGLISH PRONUNCIATION OF THE 4th SEMESTER ENGLISH STUDENTS AT UIN DATOKARAMA PALU

THESIS

Submitted As a Partial Fulfill one of the Requirements to Obtain a Bachelor's Degree of Education (S.Pd) in English Tadris Study Program. Faculty of Tarbiyah and Teaching Training State Islamic University Datokarama Palu
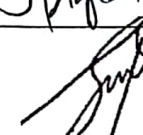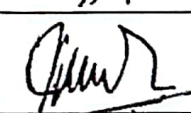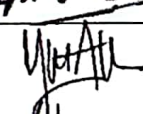
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CENTAL SULAWESI
2024**

LEGALIZATION

The thesis by **Ishar**, NIM. 19.1.16.0011 entitled **"The Influence of Kailinese Accent Toward English Pronunciation of the 4th Semester English Students at UIN Datokarama Palu"** Has been presented in front of the board examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 12nd February 2024. The thesis considered has met all the criteria for a scientific paper. Therefore, it can be accepted as a requirement for the final examination.
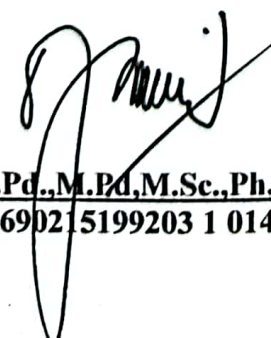
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STATEMENT OF THE AUTHENTICITY

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APPROVAL PAGE

The thesis entitled: **"The Influence of Kailinese Accent Toward English Pronunciation of the 4ᵗʰ Semester English Students at UIN Datokarama Palu"** written by **Ishar**, NIM. 19.1.16.0011, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, Datokarama State Islamic University Palu, after having thorough observation and careful correction, each supervisor decides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Subhanahu Wa Ta'ala. The Almighty God, The most kind and the most merciful for providing the researcher with the strength and mercy necessary to complete this thesis, whic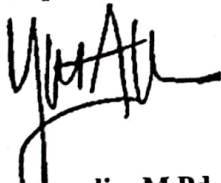h is titled " The Influence Of Kailinese Accent Toward English Pronunciation of The 4th Semester English Students at UIN Datokarama Palu" This fulfills one of the requirements for earning a bachelor's degree in education from the State Islamic University Datokarama Palu Faculty of Tarbiyan and Teaching Training, English Tadris Department.

Greetings and shalawat are addressed to the Prophet Muhammad Shallallahu 'Alaihi Wa Sallam his family, friends, and his followers. The researcher expressed his appreciation and gratitude to all the people who have given the researcher motivation, support, and suggestions to finish this thesis. The special thanks to:

1. The researcher's greatest appreciation and love to my beloved father Dahrin Lasau and my dear mother Arlian, who have given love, caring, educated, motivated, and always prayed without stopping in achieving the researcher's dreams so that it is the main reason the researcher can complete this thesis, May Allah SWT always protect them.

2. Prof. Dr. H. Lukman S. Thahir, M.Ag. as the Rector of State Islamic University of Datokarama Palu for his policies that has been supporting the process of teaching and learning of State Islamic University Datokarama Palu.

3. Dr. Saepudin Mashuri, S.Ag., M.Pd.I. as the Dean of Tarbiyah and Teacher Training Faculty of UIN Datokarama Palu, who has directed the researcher in the research process.

4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D., and Hijrah Syam, S.Pd., M.Pd as the head and secretary of the English Tadris Department who had given valuable advice, support, and directed the researcher during the process of study at State Islamic University Datokarama Palu.

5. Yuni Amelia, M.Pd and Dzakiah, M.Pd as the first and second Supervisor who has taught, helped, advised, and guided the researcher in completing this thesis.

6. Mohamad Syafri, M.Pd and Ma'rifah Nurmala, M.Pd as the first and second examiner who have provided the best advice and input for this research

7. Dr. Ardiansyah S.E., M.Pd as a academic advisor who always listens and provides solutions to obstacles in lectures.

8. All the lectures as well as staff of UIN Datokarama Palu. Especially lectures of English department which have given the researcher knowledge, motivation, and attention during the researcher's study and also staff who have given help to the researcher.

9. The researcher's classmate in UIN Datokarama Palu, thanks for the nice friendship, support, and togetherness during the study.

10. The researcher's siblings Fahriadi, wiwin and oja wijanna who always provide encouragement and support both morally and materially.

11. All organizations that have become a place for researchers to process so that they can gain knowledge that researchers do not get in college.

12. Lastly, to all family, friends, and relatives who cannot be mentioned one by one.

Finally, the researcher would like to thank all parties involved in this research, the author always prays that all the help that has been given will be rewarded by Allah SWT. And may the results of the research in this thesis bring blessings and benefit the readers and the progress of education in Indonesia, and become a charity for the author. Aamiin Ya Rabbal 'Aalamiin

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ABSTRACT

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Thesis Title: THE INFLUENCE OF KAILINESE ACCENT TOWARD
ENGLISH PRONUNCIATION OF THE 4TH SEMESTER
ENGLISH STUDENTS AT UIN DATOKARAMA PALU

In general, English pronunciation is an important skill that students must master. However, there are still many students who have difficulty pronouncing words or sentences in English properly. This is influenced by the accent of their native language, namely Kaili, which causes pronunciation errors when they communicate using English.

Concerning this, the description in this thesis departs from the problem of the research is to what extent does the Kaili accent influence English pronunciation of the 4th semester English students at UIN Datokarama Palu?

This research employs a qualitative approach method with a research sample of 4th-semester English students at UIN Datokarama Palu who are native speakers of the Kaili language. Data is collected through observation and interviews. The data obtained is then analyzed by reduction, display, and verification.

The findings of this research indicated that the influence of Kaili accent on English pronunciation received the same response from the students. They stated that their mother tongue accent affects their English pronunciation because they have difficulty in pronouncing the letter sounds in English, which are different from Kaili, so they are carried away by their mother tongue accent when using English.

Based on the conclusions obtained, there is an influence caused by the Kaili language accent on students' English pronunciation, namely, students have difficulty in distinguishing sounds that are almost the same between Kaili and English. For example, the sound in English /f/ becomes /v/, the sound /z/ becomes /s/, the sound /θ/ becomes /θ/, the sound /ʃ/, and the sound /e/ becomes /I/. However, when students communicate using English to fellow native speakers of Kaili, they can still understand the meaning of what is conveyed by their interlocutors even though their English pronunciation is not perfect.

CHAPTER I
INTRODUCTION

A. Background

Language is a communication tool used in interactive activities every day. It is an arbitrary sound symbol system used by group members of social groups to work together, communicate, and identify themselves. The main function of language is as a means of communication between community members in a group and a means of interaction among individuals or groups. Therefore, language is never separated from humans.[1]

The world's languages are very diverse, and no specific research reveals how many languages exist in all parts of the world English as one of the languages of the world which is used across countries, is usually encountered many errors in communication, one of which is caused by errors in the pronunciation of English vocabulary. Pronunciation is one of the most difficult parts of learning English. It is how language, or a particular word or sound, is spoken. One of the difficulties faced by students in learning pronunciation is the difficulty of eliminating the influence of the mother tongue accent.

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[1] Cher Abdul,*Linguistik Umum* (Jakarta: Rina Cipta, 2014), 1.

This makes it difficult for students to pronounce English more naturally. When speaking English, the sounds of words spoken tend to be more characteristic of their mother tongue.[2]

Avery and Ehrlich state that sound patterns from the learner's first language transferred into the second language will tend to cause the second language accent to sound foreign. The mispronunciation of second language words by non-native speakers reflects the influence of sounds, rules, stress, and intonation from their native language.[3]

The purpose of learning pronunciation for EFL students is to teach them to be able to pronounce a word with a native accent. But simply, it is expected that students can pronounce words accurately enough so they can be understood by the interlocutors easily. By studying pronunciation, students are expected to be able to pronounce words correctly. It is intended to make students understand how to pronounce words in a foreign language to avoid speech errors. However, foreign speakers of English are often influenced by the accent or dialect of their mother tongue in speaking English.[4]

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[2] A Pourhosein Gilakjani and MR Ahmadi, *"Why Is Pronunciation so Difficult to Learn,"*

[3] Ibid.

[4] Ayesa, *"Pengaruh Aksen Bahasa Jawa Terhadap Pembunyian Huruf Letup/d/Dalam Bahasa Inggris,"* Sirok Bastra 4, no. 2 (2016): 111–20.

Every language user speaks with an accent; the term accent is limited to the description of identifying aspects of pronunciation where an individual speaker is formed, regionally or socially.

Accents refer to the characteristic of speech that conveys information about the speaker's dialect, which may reveal in what country or part of the country the speaker grew up or to which sociolinguistic group the speaker belongs.

In Indonesia, many local languages are spoken by people from different regions. The local language is the language used in a social setting. Especially in Central Sulawesi, there are some local languages, one of which is the language of the Kaili tribe.[5] The Kaili tribe is an ethnic group in Indonesia that inhabits most of Central Sulawesi Province, with a population of around 300,000-350,000, the majority of which are spread over two regencies and one city, namely Donggala, Sigi, and Palu City. There are various dialects of the Kaili language. They are Ledo, Rai, Unde, Tara, Ta'a, and Doi. Kaili language is one of the cultural assets of the Central Sulawesi region.[6]

Usually, people think that speaking English with their regional language accent is not a serious problem, even though it is very influential when we communicate in English.

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[5] Murniati, "Frase verba bahasa kaili dialek ledo," *Bahasa Dan Sastra* 2, no. 1 (n.d.) 28.

[6] Anggo Putra, *Sejarah Suku Kaili* (Desember 2018) Open Dictionary 50 (https://www.50detik.com/blog/sejarah-suku-kaili/, accesed on Maret 12, 2023)

People will have difficulty understanding our intentions because of the unclear pronunciation caused by regional accents.

As well as with some English students in the Kaili tribe. Sometimes they find it difficult to speak English. They have difficulty pronouncing English words because some of the pronunciation of letters in Kaili is different from English. For example, the pronunciation of the letter A tends to be longer in Kaili than the English pronunciation, such as the /a/ sound in the word *"mangande"*.

It can affect the understanding of the person we are speaking to. This is because the longer and slower A sound in Kaili can cause English words to sound different from what they should. In addition, using the sound A that is too long can also disrupt the rhythm and intonation of English, making speech sound less natural and difficult to understand. In English, the pronunciation of the sound A tends to be shorter, such as in the words "Cat" /kaat/ or "Hat" /haat/.

However, in Kaili, the pronunciation of the latter A tends to be longer, such as in the words "Park" or "Car". As a result, native speakers of Kaili who speak English tend to pronounce the latter A in English with a longer sound, such as in the words "Paark" or "Caar".

However, it is important to remember that this effect is not always negative. In some cases, the use of the longer letter A has an interesting effect on English pronunciation and can even help make speech sound clearer and easier to understand.

This depends on the context and communication needs at hand. With practice and experience, students can develop the ability to pronounce A in English in the right way.

Therefore, this study focuses on the effect of the pronunciation of the words in the Kaili language on the English pronunciation of students majoring in English in the 4th Semester State Islamic University Datokarama Palu.

B. Problem Statement

Related to the statement on the background, the researcher addresses the following problem statement as follows: "To what extent does the Kaili accent influence the students' English pronunciation?".

C. Objectives and Significance of the Research

Related to the problem statement above, this particular study's objective is to describe the influence of the Kaili accent on the students' English pronunciation.

There are two significances in this research, which are as follows:

1. Theoretically

As a reference to the other researchers who want to conduct further research on the influence of the Kaili accent on English pronunciation. This research is expected to contribute to English learning, especially pronunciation.

2. Practically

 a. For Educators

By doing this research, the researcher intends to tell the educators, lecturers, and teachers that they should be aware of the students' first language interference so they can give the appropriate solution for the students' pronunciation problems in daily conversation.

 b. For Students

This research is expected to contribute in the form of explanations and examples of the influence of local dialects and pronunciation of local languages on English pronunciation, so that they can avoid or minimize mistakes in English pronunciation, both in reading texts and in English conversations.

D. Operational Definition

The operational definition in thesis research is an explanation that gives specific meaning to the variables under research, to facilitate measurement and observation. This definition serves as a guide for researchers to explain how these variables can be measured, observed, or manipulated in the research context.

According to Sumardi Suryabrata, operational definition is a definition based on the characteristics of the defined thing that can be observed (observation)[7].

In this section, researchers provide a clear picture to avoid misunderstanding of different perspectives in the discussion of research on The Influence of Kailinese Accent Toward English Pronunciation of the 4th Semester English Students at UIN Datokarama Palu. Therefore, the operational definition of each variable is as follows:

1. Influence

   According to KBBI, influence is the power that exists or arises from something (people, objects) that contributes to shaping a person's character, beliefs, or actions.[8]

2. Kailinese

   The Kaili tribe speaks more than twenty languages that are still alive and used in daily conversation. Uniquely, we can find different languages between villages that are only 2 km apart. However, the Kaili tribe has a lingua franca known as Ledo. The word "Ledo" in Kaili means "No". They can communicate with other Kailians in Ledo.[9]

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[7] Sumardi Suryabrata, Metode Penelitian, (Cet 1; Jakarta: PT Raja Grafindo Persada, 2010) 29.

[8] https://kbbi.web.id/pengaruh

[9] Sri Ramlah Sari et al., *"Implementation of Kaili Language Preservation and Development in Palu City, Indonesia,"* Sch Int J Linguist Lit 3, no. 7 (2020): 211.

3. Accent

An accent is a way of speaking typical of a particular group of people and especially of the natives or residents of a region. An accent refers to the distinctive way in which a person or group of people pronounce words and exhibit speech patterns. It is influenced by factors such as geographic location, native language, cultural background, and individual speech habits.[10]

4. English Pronunciation

Pronunciation is a vocal language that can refer to many features of the genre, such as individual sounds, pitch, volume, frequency, stress, intonation, and pauses. Pronunciation is the way language is spoken. That is, pronunciation is the production of language that creates meaning.[11]

E. Outline of Contents

In this section, the researcher provides information about the content of the research, the writing system, and the discussion of this thesis is organized as follows:

Chapter 1 Introduction elaborates the background of the research, the problem statement, the objective of the research, the significance of the research, the operational definition, and the outline of contents.

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[10] Retrieved February,2023, from *http://www.meriam-webster.com/dictionary/accent*

[11] Hornby, in Laelatul Ma'lah, *Pronunciation Problem* (2016) 5.

Chapter II contains the previous research and the theory of the research.

Chapter III contains the approach and design of the research, the research location, the presence of the research, data and data source, data collection technique, data analysis technique, and a check on the validity of the data.

Chapter IV contains the research findings and research discussion.

Chapter V contains conclusions and suggestions of the research.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Finding

Thesis on the influence of Bugis accent toward speaking English in the 3rd semester at the Muhammadiyah University of Makassar by Yulianti. This research was aimed at identifying the causes of the influence of the English language on the accent of students who interfere with the pronunciation of some Bugis students at the Muhammadiyah University of Makassar. This research adopted a qualitative case study. Data analysis was collected using three phases: data reduction, presentation, and verification. It shows that students usually use the Bugis accent when speaking English and in daily conversation. The results of the literature showed that errors in producing sounds in English for Bugis students in some areas occur in phonemes because it is not their first language. Based on the description above, students have several problems to solve. Students should know that their first language can affect their pronunciation when speaking English, and lectures should support students in familiarizing themselves with good English pronunciation.[1]

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[1] Yulianti, *The Influence of Bugis Accent Toward Speaking English in 3th Semester at Muhammadiyah University of Makassar 2019.*

Second, the thesis entitled "The Impact of Students' Native Accent on Their English Speaking" by Nurjani. This research was aimed at describing the impact of students' native accents on their English speaking and finding out what aspects of speaking are affected.

The result of the research shows that the students' native accent has a significant impact on their English speaking, which causes errors in the pronunciation of words, intonation, speech tone, voice, fluency in the application of pauses and sentence stops, and clarity and meaning of language conveyed in speaking English. However, not all students experience it, depending on the student's ability to naturalize their accent in speaking English.[2]

Third, Research about The Influence of the Javanese Accent on the Plosive Sound of /d/ in English, written by Ayesa and Miya Aziza. This research describes the influence of the Javanese accent on English pronunciation but only focuses on the plosive sound of the latter /d/ because in Javanese the mention of the latter /d/ tends to sound thicker and is often carried over into English speech.

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[2]Nurjani Nurjani, *"The Impact of Students' Native Accent on Their English Speaking,"* 2022.

Foreign speakers of English are often influenced by the accent or dialect of their mother tongue in speaking English. This causes variations in the sound of certain letters. In Javanese, the dipping sound /d/ sounds thicker and is often carried over into English speech.

This paper presents data that the Javanese accent affects the duration of an utterance, especially in the sounding plosive of the latter /d/. The influence is seen in the sounding of several English words. From the findings, there is a difference in duration between native and foreign speakers, which causes differences in the variation of the plosive sound /d/[3].

Based on the literature review, it can be seen that there are similarities and differences with the research to be studied. The similarities are that they both discuss the effect of regional accents on speaking ability, especially on pronunciation, and both use qualitative research methods, using observation, interview data collection techniques. The difference lies in the regional accent studied, where this research examines the Kaili regional language.

B. Literature Review

1. Language Acquisition and Second Language Learning

Language acquisition is the natural process by which a person unconsciously learns a language.

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[3] Ayesa, *"Pengaruh Aksen Bahasa Jawa Terhadap Pembunyian Huruf Letup /d/ Dalam Bahasa Inggris," Sirok Bastra* 4, no. 2 (2016): 111–20.

Language acquisition is the result of real interaction between the learner and people in the target language environment, in which the learner is an active participant.

For example, a child learns in their mother tongue. This process leads to functional spoken language skills without the need for theoretical knowledge. That is, the student aims to develop skills to interact with strangers and create natural communication situations to understand the language without the need for theoretical knowledge. Krashen emphasizes that acquisition is an unconscious process. More specifically, Krashen explains that students do not realize that they are learning a language; they just communicate.

In short, language acquisition occurs when learners communicate naturally and continue to do so without focusing on language rules, while correction or evaluation also occurs naturally, depending on the context.[4].

In contrast to the second language learning system in which language is acquired through a conscious process, in line with Krashen argues that the term learning refers to conscious knowledge, in other words, language is acquired through processes and conditioning that occur formally, such as learning in classes, courses, and others by knowing the rules of language and learning contextually. The correction occurs by doing exercises and habituation of Language Learning.

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[4] Stephen Krashen, "*Principles and Practice in Second Language Acquisition,*" (1982)

Learning attention is focused on language in written form; the aim is for the learner to understand the structure and rules of the language, to dissect and analyze them, in addition to the intellectual effort and deductive reasoning required of the learner.

Simply put, the approach in this form of learning is characterized as follows: Firstly, it excludes communication, communication is considered not so important. Second, teaching and learning techniques only rely on the syllabus; this will give the impression of being rigid and unimaginative. Thirdly, much dwells only on theory and linguistic rules, and is not accompanied by practice.

Fourth, the teacher has the main authority, the learner is only a participant, moving passively. Fifth, learners rarely master the use of structures in conversation and become less familiar with the language itself.[5]

In this discussion, it can be concluded that when sorted briefly related to language acquisition and learning, Acquisition means language input which refers to a natural process, involving humans learning language unconsciously, while learning refers to a conscious or formal learning process, and attention is focused on language in written form. The goal is for the learner to understand the structure and rules of the language.

There is a theory of mother tongue related to the second language or a foreign language:

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[5] Ian Lamb, *"Fudamental of Second Language Acquisition Theory and Its Application to Beginning and Intermediate Language Teaching (on Stephen Krashen),"* The Journal of Tesol–France 8, no. 3 (1988). 10.

a. Transfer Theory

Transfer theory in second language learning is a theory that explains the influence of the first language or prior language experience on second language acquisition. Transfer theory is based on the idea that learners use different strategies to acquire knowledge, and one of these strategies is language transfer. Language transfer occurs when learners imitate structures from their first language when they speak or write in a second language.

Early research in language transfer can be traced back to the 1940s and 1950s when the field of linguistics was heavily influenced by Behaviourism, which viewed learning as a habit-forming process. Transfer from the mother tongue was considered a form of influence of L1 habits on L2 learning.

Fries, one of the leading behaviorists, argued that L1 interference is a major problem for those learning a second language. He further argues that comparison between the mother tongue and the target language is crucial to L2 theory and pedagogy. Lado also emphasized the importance of the mother tongue, considering it to be the main cause of the lack of success in L2 learning. He then proposed what is known as the Contrastive Analysis Hypothesis (CAH) as a way to explain the role of L1 in L2 learning.

According to this hypothesis, learners' L2 productive and receptive skills are influenced by their L1 patterns, and similarities and differences between L1 and L2 are important predictors of the ease and difficulty of L2 learning. Transfer can be positive or negative, depending on whether there are similarities or differences between the structures of the two languages.

Positive transfer can support the second language acquisition process, while negative transfer can hinder or not support the second language acquisition process. Transfer theory is related to interference theory, which explains how the first language can interfere with second language acquisition.

Language transfer can have positive or negative effects on spoken and written compositions by second language learners. If the structures from the mother tongue used match those in the second language, then there will be a positive effect, and if the structures do not match, then there will be a negative effect.[6]

b. Interlanguage Theory

Interlanguage has a different linguistic system from the learner's mother tongue and the target language. Interlanguage is a language error committed by non- native speakers who use a second language.

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[6] Khaled Karim and Hossein Nassaji, *"First Language Transfer in Second Language Writing: An Examination of Current Research,"* 2013, 118-120.

According to Selinker, the term interlanguage refers to systematic knowledge of the second language independent of the first language and the second language. According to Richard et al, interlanguage is one type of language that can be produced by second language learners in the process of acquiring or learning a new language. Selinker also explains the identification of interlanguage (1) utterances in the learner's mother tongue, produced by the learner, (2) interlanguage utterances produced by the learner, and (3) target language utterances produced by native speakers of the target language. One can analyze the interlanguage that occurs through meaningful performances of the learner's mother tongue.

Experts have researched second language acquisition. Popa states that second language acquisition affects the mother tongue and second language acquisition. The research tries to find how the context of migration due to language diversity affects the process of second language acquisition. This is due to the existence of universal grammar, so that interlanguage occurs in learners.

This is supported by other research proposed by Saric, the research states that interlanguage is a dynamic language system created by second-language learners. This will have an impact on learners' second language acquisition.[7]

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[7] Qurrata 'Ain and Pratomo Widodo, "A Review of the Interlanguage on Performance and Competence Representation: Universal Grammar," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 4, no. 1 (November 15, 2019, 1-3.

a. Universal Grammar Theory

Universal Grammar Theory is a linguistic concept that states that all humans are born with an innate ability to learn language, and there are certain universal principles underlying all languages. The theory proposes that there is a set of grammar rules programmed into the human brain, which allows children to learn languages quickly and efficiently.

The concept of Universal Grammar was first introduced by Noam Chomsky, a linguist at the Massachusetts Institute of Technology, in the 1960s.

According to Chomsky's theory, the ability to learn language is hardwired into the human brain, and children can acquire language without formal instruction. Universal Grammar Theory states that all languages share some fundamental similarities, and these similarities are due to innate principles unique to languages.

This theory has been the subject of debate for nearly fifty years, and there is still much disagreement among linguists about its validity. Some critics argue that the theory is unfalsifiable and therefore pseudoscientific. Despite the controversy, the concept of Universal Grammar has made a significant impact on the field of linguistics and has contributed to our understanding of language acquisition.

Universal grammar is a theory that serves to control the sentences in an utterance. It explains how people acquire language in general for all languages.

According to Chomsky, knowledge of a first language or mother tongue acquisition comes from universal grammar which determines the basic design of natural language or first language. Children are born with language capacity or potential so Chomsky believes that children have a Language Acquisition Device (LAD).

LAD is the most important in children's language acquisition. The functions of LAD are (1) the ability to distinguish language sounds and other sounds (2) the ability to organize language units (3) insight into the language system (4) the ability to use the language system based on the developing language system. Universal grammar is also related to LAD. Universal grammar is a set of discovery principles that relate to the general principles provided by first language acquisition. Mother tongue learners have first language structures that are interrelated with the principles of universal grammar because universal grammar is a set of language parameters.

The notion of parameters in universal grammar has a relationship between the first language and the second language. According to White in second language acquisition, there is an interaction between Universal Grammar and the linguistic input of the language being learned. However, some cases make universal grammar have no relationship with mother tongue learners.

Universal grammar may not be connected after a certain age of the learner. This is related to the critical period. According to Chomsky, the critical period is determined to be limited to the first language acquisition between the age of two years before children have a strong physique and twelve years after the brain is inflexible. Children of a certain age cannot use universal grammar directly. Therefore, mother tongue learners provide many example sentences to help them learn the second language and operate the universal grammar[8].

2. General Concept of Pronunciation

a. Definition of Pronunciation

Language learning researchers propose many pronunciation terms. Pronunciation is the production of English sounds. You learn the pronunciation by repeating it and correcting it if you mispronounce it. When students start learning pronunciation, they develop new habits and overcome the difficulties presented by their native language[9].

Pronunciation is a vocal language that can refer to many features of the genre, such as individual sounds, pitch, volume, frequency, stress, intonation, and pauses. Pronunciation is the way language is spoken.

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[8] Ibid 3-4

[9] Abbas Pourhossein Gilakjani, *"English Pronunciation Instruction: A Literature Review," International Journal of Research in English Education* 1, no. 1 (2016): 1–6.

That is, pronunciation is the production of language that creates meaning[10].

Pronunciation is one of the most difficult English skills because learning pronunciation takes a lot of time and effort to learn correctly. While speaking English, the speaker and the listener are in a two-way communication relationship. They influence each other in such a way that the listener understands the message conveyed. The speaker should speak with correct pronunciation and use well- pronounced English sounds. Otherwise, there will be misunderstandings due to incorrect pronunciation.

This is because the speech sounds of a language are distinct specialized units, so different sounds can give rise to different meanings. This is known as learning the sound phonology of a language[11].

b. Pronunciation goals

Pronunciation is very important in oral communication and is also an important part of communication skills. There are several levels of pronunciation. First, when the speaker's pronunciation is at this level, he cannot communicate without regard to his knowledge of grammar and vocabulary.

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[10] Hornby, in Laelatul Ma'lah, *Pronunciation Problem* (2016) 5.

[11] G Yule, *"The Study of Language"*. 4th d Cambridge University Press," *New York, USA*, 2010: 43-44.

At the second level, others can understand the speaker's speech, but the speaker's pronunciation is unacceptable to listen to because it has a strange and heavy accent. When the speaker's pronunciation is heavily accented, it can interfere with the understanding of the speaker. At the third level, people understand the speaker and the speaker's English is audible[12].

The goal of pronunciation lessons is not to make students speak in their native language. The real goal of oral communication is intelligible pronunciation. If students want to change the way they pronounce English words, they must also change the way they understand the sounds of those words. This applies to all the sounds and components that are essential to pronunciation[13].

c. Aspects of pronunciation

There are several aspects to pronunciation:

1) The linkage of sound

When English people speak, they usually speak fluently from one word to the next without pausing between words. There are special options for this. For example, when the speaker says our sentence, the "t" in "salt" to the "o" in "on" and the "t" in "isn't" to the "a" in ``any'' directly move on. To use the shortcut, he says three words slowly with a pause between each word.

'Not at all'

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[12] Gilakjani, *"English.*
[13] ibid

Speaking in this natural way, the speaker doesn't pause between the words, but moves smoothly from the 't' sounds at the end of 'not' and 'at' to the vowel sounds at the beginning of 'at' and 'all'. When most speakers say the last word of the phrase it sounds like the word 'Tall'

2) Word Stress

When an English word has more than one syllable (a "multisyllabic" word), one of the syllables is emphasized more than the other syllables.

This is done by pronouncing the syllable slightly louder, holding the vowel longer, and pronouncing the consonant very clearly.

These properties together give a byte its stress value or weight. The words "isn't" and "any" in the first syllable are stressed.

3) Rhythm

In English speech, rhythm refers to the pattern of stressed and unstressed syllables that create a sense of timing and flow in spoken language. English is considered a stress-timed language, where stressed syllables occur at roughly regular intervals, giving the language its characteristic rhythm. Here's an example to illustrate English rhythm:

Sentence: "I went to the store yesterday."

Transcription with stressed syllables capitalized: "I WENT to the STORE YES-ter- day." In this example, the stressed syllables "WENT," "STORE," and "YES" receive more emphasis and are slightly longer in duration compared to the unstressed syllables. The rhythm of English speech arises from this alternation of stressed and unstressed syllables.

It's important to note that not all syllables in English have equal weight. Some syllables are naturally more prominent than others due to stress patterns, word emphasis, and sentence structure. The rhythmic pattern helps organize the timing of speech and contributes to the natural flow of spoken English. Understanding English rhythm is beneficial for pronunciation, as it helps convey meaning and aids in effective communication.

4) Weak forms

When a monosyllabic word is unstressed in a sentence, the pronunciation is often very different from the stressed word. The definite article "the" is an example of this. When pronounced alone or stressed, the vowel sounds like the vowel in the word "I", but when unstressed, it sounds rather short and indistinct. In unaccented syllables, the most frequently used vowel is schwa /ə/. This is a vowel expression in which the lips and tongue are neutral or motionless. This is the vowel that many British people make when they hesitate to speak (often spelled "uh" or "er").

The most extreme example of such a drastic pronunciation change in our sentences is "-n't". It is the unaccented form of "not"; it completely loses its vowel and is left with only two consonants. (This form and similar ones like "I'm", "You are", etc., are called contractions.) If a word in the unstressed position has a special pronunciation, it is called a weak form.

5) Sentence Stress

Speakers often decide that they want to emphasize certain words more or less. A word may be given less weight because it has been used a lot or more weight. After all, the speaker wants to be noticed. Generally, the emphasis is on words that contain important information. However, this can change significantly depending on what meaning the speaker wants to convey. For example, "He bought a new car" can have a primary emphasis on "car" and a secondary emphasis on "bought".

6) Intonation of speech

It is also like music that uses pitch changes; Speakers can change the pitch of their voice while speaking and raise it if necessary. They can even jump in suddenly as singers do. Speech has a melody called intonation.

Two basic melodies rise and fall. These can be sudden or gradual and combined with various combinations (up-down-up, down-up-down, etc.).

7) Sentence Stress

      Speakers often decide that they want to emphasize certain words more or less. A word may be given less weight because it has been used a lot or more weight. After all, the speaker wants to be noticed. Generally, the emphasis is on words that contain important information. However, this can change significantly depending on what meaning the speaker wants to convey. For example, "He bought a new car" can have a primary emphasis on "car" and a secondary emphasis on "bought".

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      Speakers use sound to convey different messages. For example, if A says, "There is no salt on the table", B might send a message like this: "Are you sure? I'm curious, think I put it there." Or B might want to send the message: "There is salt somewhere but it's not on the table," which allows him to do this by using the descending and ascending tones of the word "table". Let's look at another example. Imagine saying the following if someone touches a dangerous button or switch:

You shouldn't touch it.

Your voice would probably start very high, and the pitch change would be extreme. In less important situations, the tone could be very low, and you wouldn't use much pitch shifting. Sentence emphasis and intonation work together to help speakers convey the exact message they want to convey.[14]

d. Factors affecting the learning of pronunciation: Several Factors that affect pronunciation include the following:

1) Age

The influence of age on language learning and pronunciation in particular may mean that adults find pronunciation more difficult than children, and they may not achieve the same pronunciation as native speakers. According to the "critical period hypothesis" proposed by Lenneberg, there is a biological or neurological period that ends around the age of 12. After which, it is very difficult to fully master a second language, especially in terms of pronunciation.[15]

2) Attitude

There is often a big difference in students' pronunciation. This phenomenon has prompted many researchers to study students' characteristics that affect their success in mastering a foreign language.

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[14] Joanne_Kenworthy_*"Teaching_English_Pronunciation"*(1987), 9.
[15] Birgit Harley and Wenxia Wang, *"The Critical Period Hypothesis: Where Are We Now?," in Tutorials in Bilingualism* (Psychology Press, 2014): 18.

In a study on the pronunciation accuracy of college students learning intermediate-level Spanish as a foreign language, Elliot found that the subjects' attitude towards native or near-native pronunciation, as measured by the Pronunciation Attitude Inventory (PAI), was the most important variable associated with target language pronunciation.

In other words, students' attitude when learning the target language has an important role because when students attach more importance to the pronunciation of the target language, they tend to pronounce the target language words better. Conversely, when students do not attach importance to the pronunciation of the target language when they pronounce the target language words, they will sound less good and can even cause a misunderstanding of the meaning.[16]

3) Motivation

As language learners age, learners' motivation to learn the language and the cultural group with which they identify and spend time determine whether learners' pronunciation will develop similarly to that of native speakers. Research has shown that personal or professional goals in learning English can influence the need and desire for native pronunciation.

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[16] Abbas Pourhossein Gilakjani, *"A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms,"* Journal of Studies in Education 1, no. 1 (2011): 1–15.

A review by Marinova-Todd et al. concluded in their study "Adult English Language Learning" that adults, even as native speakers, can become highly proficient speakers of a second language, especially if they are motivated to do so[17].

4) Mother Tongue Influence

One's mother tongue or first language affects pronunciation in second language learning for various linguistic reasons, such as phonological transfer, which is when one's understanding of the sounds in their mother tongue interferes with their ability to pronounce sounds that are not present in their mother tongue. For example, if there is no 'th' sound in one's mother tongue as there is in English, they may have difficulty pronouncing English words that contain the 'th' sound.

The accent of one's mother tongue also affects one's accent when speaking in a second language. One tends to bring the accent from their mother tongue into the second language, which can affect comprehension and communication with native speakers of the second language.

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[17] *Idem, "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction,"* International Journal of Humanities and Social Science 2, no. 3 (2012): 119–128.

As Avery and Ehrlich state, sound patterns from the learner's first language transferred into the second language will tend to cause the second language accent to sound foreign. The mispronunciation of second-language words by non-native speakers reflects the influence of sounds, rules, stress, and intonation from their native language. They further explained that the mother tongue sound system can affect target language pronunciation in at least three ways.

First, when there are sounds in the target language that are not in the learner's native language sound repertoire, or vice versa, the learner may not be able to produce or even perceive those sounds. Second, when different in the learner's mother tongue differs from their target language, the rules of combining sounds into words, i.e., phonotactic rules, cause problems for students as these rules are specific to each language and they differ from one language to another. Thirdly, since the rhythm and melody of a language determine its stress and intonation patterns, learners can transfer these patterns into the target language.[18]

3. General Concept of Accent

a. Definition of accent

An accent is a way of speaking typical of a particular group of people and especially of the natives or residents of a region.

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[18] Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, *"Why Is Pronunciation So Difficult to Learn?.,"* English Language Teaching 4, no. 3 (2011): 74–83.

An accent refers to the distinctive way in which a person or group of people pronounce words and exhibit speech patterns. It is influenced by factors such as geographic location, native language, cultural background, and individual speech habits.[19]

The accent is also the phonological signal, which identifies the speaker as a non- native user of the language.[20] Accent covers more global patterns, as in regional accents, whereas pronunciation seldom refers to a specific characteristic of these patterns, as in the way a speaker pronounces a word unusually, or as some say non-native-like pronunciation.

b. Concepts of accent

There are several concepts of accent according to experts, as follows:

1) Accent Phonology

Accent phonology deals with how the sounds in an accent or dialect are organized and differ from other accents or dialects.[21].

2) Accent Phonotactics

Accent phonotactics addresses the structure of syllables in an accent or dialect and how that structure affects the pronunciation of words.[22]

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[19] Retrieved February,2023, from *http://www.meriam-webster.com/dictionary/accent*

[20] Ousama Bziker, *"What Is Accent According to Linguists?,"* n.d.

[21] Gaberell Drachman, "Child Language and Language Change: A Conjecture and Some Refutations," *Recent Developments in Historical Phonology*, 1978, 123–44.

[22] Bruce Hayes, "Compensatory Lengthening in Moraic Phonology," *Linguistic Inquiry* 20, no. 2 (1989): 253–306.

3) Accent morphology

addresses how the grammar or structure of words in one accent or dialect differs from the grammar or structure of words in another accent or dialect.[23]

4) Sociolinguistics of accent

Accent sociolinguistics discusses how accents or dialects are affected by social factors such as age, gender, social class, and educational background.[24]

5) Accent Phonetics

Accent phonetics addresses how the sound in an accent or dialect is physically produced in the mouth and throat, and how these differences affect the pronunciation of words.[25]

4. Kaili Language Culture

The Kaili tribe speaks more than twenty languages that are still alive and used in daily conversation. Uniquely, we can find different languages between villages that are only 2 km apart. However, the Kaili tribe has a lingua franca known as Ledo. The word "Ledo" in Kaili means "No". They can communicate with other Kailians in Ledo.[26]

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[23] Peter Hugoe Matthews, *The Concise Oxford Dictionary of Linguistics* (Oxford Quick Reference, 2014).

[24] JB Pride, *"Language and Social Networks,"* 1982.

[25] Peter Ladefoged and Keith Johnson, *A Course in Phonetics* (Cengage learning, 2014).

[26] Sri Ramlah Sari et al., *"Implementation of Kaili Language Preservation and Development in Palu City, Indonesia,"* Sch Int J Linguist Lit 3, no. 7 (2020): 211.

The original Ledo language, which has not been touched by foreign languages, is still found around Raranggonau and Tomu. At the same time, the Ledo language spoken around Palu, Biromaru, was assimilated and contaminated by several immigrant languages, especially Mandarin and Malay.

The languages still used in daily conversation are Tara (Talise, Lasoani, Kawatuna, and Parigi), Rai (Tavail to Tompe), Doi (Pantoloan and Kayuma areas); Unde languages (Ubah, Banawa, Loli, Dalaka, Limboro, Tovale, and Kabonga), Ado languages (Sibalaya, Sibovi, Pandere, Edo languages (Pakuli, Tuva), Ija (Bora, Vatunonju), Da'a (Jono oge)), Moma (Kulawi), and Bare'e (Tojo, Unauna, and Poso). All the root words in these languages mean "no."[27]

Here are the vowels and consonants between Kaili and English:

Table 2.1
List Vowel Letters of the Kaili Language

VOWEL	Example Of Position in a Word		
	Initial Word	Mid Word	Final Word
/a/	/apu/'api'	/vala/ 'pagar'	/jara/ 'kuda'
/i/	/ina/'ibu'	/pia/ 'bawang'	/poi/ 'asam'
/u/	/uve/ 'air'	/luna/ 'bantal'	/bau/ 'ikan'
/e/	/eki/'cium'	/tuei/ 'adik'	/gade/ 'pasar'
/o/	/ompa/ 'tikar'	/dopa/ 'belum'	/avo/ 'bambu'

The table above explains the number, as well as the vowel symbols found in the Kaili language.

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[27] Ibid.

Table 2.2
List Consonant Letters of the Kaili Language

Consonant	Example Of Position In a Word		
	Initial Word	Middle Word	Final Word
/p/	/peda/ 'pedang'	/dopi/ 'papan'	…
/b/	/bau/ 'ikan'	/jaba/ 'sangkar'	…
/t/	/tuama/ 'ayah'	/boto/ 'tebak'	…
/d/	/dava/ 'bohong'	/kada/ 'kaki'	…
/c/	/cole/ 'kutang'	/boco/ 'kelambu'	…
/j/	/jol/ 'cerek'	/kaja/ 'atap gerobak'	…
/k/	/komiu/ 'anda'	/nakuya/ 'kenapa'	…
/g/	/gade/ 'pasar'	/boga/ 'hama kelapa'	…
/ʔ/	/ʔelo/ 'car'	…	…
/s/	/sompu/ 'kain kafan'	/ʔase/ 'besi'	…
/h/	/hau/ 'pergi'	/ohu/ 'dulu'	…
/v/	/vala/ 'pagar'	/lovu/ 'lubang'	…
/m/	/manu/ 'ayam'	/tuama/ 'ayah'	…
/n/	/ne:/ 'jangan'	/ʔina/ 'ibu'	…
/ň/	/ ňama/ 'kutang'	/ba ňa/ 'angsa'	…
/ŋ/	/ŋa ŋa/ 'kutang'	/baŋa/ 'tempurung'	…
/mp/	…	/dempa/ 'langkah'	…
/nt/	/ntalu/ 'telur'	/lento/ 'apung'	…
/mb/	/mbaso/ 'besar'	/vamba/ 'pintu'	…
/nd/	/ndala/ 'dalam'	/landa/ 'jaring ikan'	…
/nj/	…	/lonja/ 'langsat'	…
/ŋg/	…	/bengga/ 'kerbau'	…
/l/	/lana/ 'minyak tanah'	/bala/ 'bola'	…
/r/	/rombe/ 'bakul'	/kura/ 'belanga'	…
/w/	/were/ 'rezeki'	/duwa/ 'tulang'	…
/y/	/yaku/ 'saya'	/doyo/ 'bodoh'	…

The table above explains the number, as well as the consonant letter symbols found in the Kaili language.

Table 2.3
List vowel Letters in English

VOWEL	Example Of Position In a Word		
	Initial Word	Middle Word	Final Word
/æ/	And /ænd/	Fat /fæt/	….
/e/	Entry /'entrɪ/	Best /best/	….
/ɒ/	Octopus /'ɒktəpəs/	Box /bɒx/	….
/ɔ:/	Always /'ɔ:lwəz/	Call /kɔ:l/	Floor /flɔ:/
/ɑ:/	Arm /ɑ:m/	Dark /dɑ:k/	….
/ʌ/	Agly /'ʌg.li/	Fun /fʌn/	….
/ɜ:/	Early /'ɜ:lɪ/	Girl /gɜ:l/	….
/ə/	About /ə'baʊt/	Cinema /sɪnəmə/	Camera/'kæm.rə/
/ɪ:/	Even /'i:vn/	Freezer /fri:zə/	See /si:/
/ɪ /	Inn /ɪn/	Big /bɪg/	….
/u:/	….	Shoes /ʃu:/	Blue /blu:/
/ʊ/	….	Cook / kʊk/	….
/eɪ/	Aim /eɪm/	Pain /peɪn/	….
/aɪ/	….	Fine /faɪn/	Play /pleɪ/
/ɔɪ/	….	Toy /tɔɪ/	Enjoy /ɪn'dʒɔɪ/
/ɪə/	Island /aɪlənd/	Fear / fɪə/	….
/eə/	Era /'ɪə.rə/	Hair /heə(r)/	Care /keə/
/ʊə/	Airport /'eəpɔ:t/	Cure /kjuʊə(r)/	Tour /tʊə/
/aʊ/	….	Brown /braʊn/	Flow /fləʊ/
/əʊ /	Open /'əʊpən/	Phone /fəʊn/	…..

The table above explains the number, as well as the vowel symbols

found in English.

Table 2.4
List Consonant Letters of English

Consonant	Example Of Position In a Word		
	Initial Word	Mid Word	Final Word
/p/	Pen /pen/	People /'pi:pl/	Stop /stɒp
/b/	But /bʌt/	Baby /'beɪbɪ/	Rub /rʌb/
/d/	Dress /dres/	Idea / aɪ'dɪə/	Mood/mu:d/
/t/	Tin /tɪn/	Button /'bʌt.ən/	Get /get/
/k/	Cut /kʌt/	Lucky /'lʌk.i/	Like /laɪk/
/g/	Get /get/	Again /ə'gen/	Bag /bæg/
/f/	Free /fri:/	Afraid /'əfreɪd/	Life /laɪf/
/v/	Very /'verɪ/	Even /'i:vən/	Love /lʌv/
/θ/	Theme /θi:m/	Method /'meθəd/	Bath /bɑ: θ/
/ð/	The /ðə/	Other /'ʌðə(r)/	With /wɪð/
/s/	Sad /sæd/	Listen /'lɪsn/	Bus /bʌs/
/z/	Zoo /zu:/	Lazy /'leɪzɪ/	Was /wəz/
/ʃ/	Shower /'ʃaʊə (r)/	Ocean /'əʊʃən/	Dish /dɪʃ/
/ʒ/	….	Pleasure /'pleʒə(r)/	Rouge/ru:ʒ/
/h/	Home /həʊm/	Ahead /ə'hed/	….
/tʃ/	Chew /tʃu:/	Nature /'neɪtʃə(r)/	Each /i:tʃ/
/dʒ/	Jam /dʒæm/	Enjoy /ɪn'dʒɔɪ/	Age / eɪdʒ/
/m/	May /meɪ/	Lemon /'lemən/	Him /hɪm/
/n/	No /nəʊ/	Any /'enɪ/	Can /cæn/
/ŋ/	….	Pink /pɪŋk/	Sting /stɪŋ/
/l/	Let /let/	Alone /ələʊn/	All /ɔ:l/
/r/	Red /red/	Sorry /'sɒrɪ/	Are /ə(r)/
/w/	Wet /wet/	Away /əweɪ/	….
/j/	Use /ju:z/	Cute /kju:t/	….

The table above explains the number, as well as the consonant letter symbols found in English.

from the table that describe between the vowels and consonants in Kaili and English, it can be seen that there are some similarities and differences in letters both in terms of number and pronunciation or sound. the difference between the mother tongue and the second language is what affects the pronunciation of students in learning English.

C. Conceptual Framework

Table 2.5
Conceptual Framework

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┌─────────────────────────────────────┐
│                                     │
│      Influence Accent of Kaili      │
│                                     │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│       English Pronunciation         │
│     (Students' 4ᵗʰ Semester)        │
└─────────────────────────────────────┘
                  │
                  ▼
┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│              │◄──│Data Collection│──►│              │
│ Observation  │   │  Technique    │   │  Interview   │
└──────────────┘   └──────────────┘   └──────────────┘
                          │
                          ▼
              ┌────────────────────────┐
              │ Data Analysis Technique │
              └────────────────────────┘
                          │
                          ▼
┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│    Data      │◄──│              │──►│    Data      │
│  Reduction   │   │ Data Display │   │ Verification │
└──────────────┘   └──────────────┘   └──────────────┘
                          │
                          ▼
                   ┌──────────────┐
                   │    Result    │
                   └──────────────┘
```
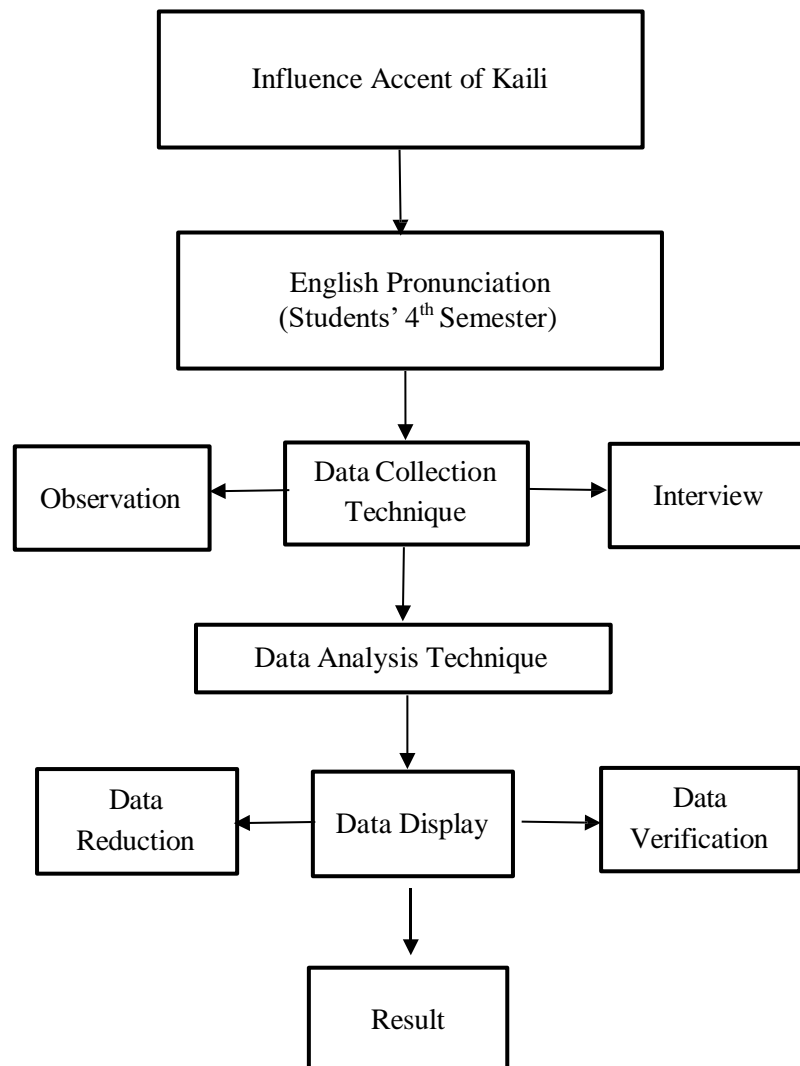
The conceptual framework above illustrates the research that will be conducted by the researcher. First, the researcher will observe the research sample consisting of 15 fourth-semester English students from the Kaili tribe at Datokarama State Islamic University Palu, by matching the observation instrument with the conditions in the field. Second, researchers will conduct semi-structured interviews to obtain deeper and more accurate information for Kaili tribe students regarding the influence of the Kaili accent on their English pronunciation. then the third researcher will analyze the data that has been collected with three stages of data analysis, namely data reduction, data display, and data verification to get accurate results about the influence of the Kaili accent on students' English pronunciation.

CHAPTER III

RESEARCH METHOD

A. Approach and Design of the Research

This research uses a qualitative research method with a descriptive design. The researcher provides information about the situations and conditions that influence Kaili's accent on students that occur in the present. Qualitative research is a process for exploring and understanding the meaning of individual or group behavior.

According to Creswell, qualitative research is a process that uses interpretation and understanding to explain certain social phenomena.[1] Researchers use a descriptive method design, which is a research method that tries to describe and interpret the object in reality.

This research was conducted by conducting an observation and interview with the real participants in the case study of the influence of Kaili's accent.

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[1] John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016), 37.

B. Research Location

The research was conducted on campus two Datokarama State Islamic University, Palu. It is located in Sigi Biromaru Regency, specifically in Pombewe Village, with students from the Kaili tribe, for instance, Kaili Ledo, Rai, Da'a, and so on. Those who grew up in the Kaili environment and can speak the Kaili language, furthermore, are from the English Tadris study program.

C. Positionality of the Researcher

In general, the presence of researchers at the research location is known through the participation of researchers to obtain accurate data from the research location related to the research objectives in the preparation of this study. The researcher acts as a research instrument as well as a data collector. According to Deddy Mulyana, in qualitative research, the researcher is a human instrument; the researcher must be present and get to know well the person who provides the data.[2]

The position of the researcher is an effort to explore accurate and objective data. In this study, the researcher is a planning instrument, data collection executor, data analyzer, and researcher of research results. As the main research instrument as a data collection medium, in addition to making direct observations, notes are made on objects at the location of the incident or event that occurs, so that the observation is made together with the object under study directly.

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[2] Deddy Mulyana, *Metodologi Penelitian Kualitatif* (Cet:II, Bandung Remaja Rosda Karya, 2002) 22.

Before conducting research, researchers first sent a letter from UIN Datokarama Palu as a request for permission to the English department so that researchers were allowed to conduct research at that location, and the existence of research at that location was known and had legality.

D. Data and Data Source

The data source in research is a very important factor, because the data source will affect the quality of the research results. Therefore, data sources are taken into consideration in determining data collection methods. Data sources consist of primary data sources and secondary data sources.

1. Primary Data

Primary data is data obtained directly from research subjects. In this case, researchers obtain data or information directly using predetermined instruments. Primary data is collected by researchers to answer research questions. Primary data collection is an internal part of the research process and is often required for decision-making purposes. Primary data is considered more accurate because this data is presented in detail[3].

In this research, the answers to primary data were obtained from observations and interviews with students in the 4th semester of the English department at UIN Datokarama Palu. The criteria of the subject are as follows: respondents who grew up in the Kaili area, are students majoring in English at UIN Datokarama Palu, and use the Kaili language in their daily

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[3] Purhantara, *Metode Penelitian Kualitatif untuk Bisnis.* (Yokyakarta: Graha Ilmu 2010) 79.

activities. Subject data and subject biography can be seen from the following:

Table 3.1

List Name of English Student from Kaili Tribe 4th Semester

NO	NAME	CLASS	ACADEMIC YEAR
1	NAKN	English Education A	2021
2	RA	English Education A	2021
3	SZJ	English Education A	2021
4	NK	English Education A	2021
5	NGS	English Education C	2021
6	DAL	English Education C	2021
7	R	English Education C	2021

2. Secondary Data

Secondary data is information that has been previously collected by others and is available in various forms, such as reports, documents, or publications. Secondary data collection methods are usually faster and easier, as researchers only need to access sources that already exist.

Secondary data is often used to support primary data or as an additional reference. Although more accessible, secondary data may not always reflect current conditions or be relevant to the specific research context.

Usually, this data source is more statistical data or data that has been processed in such a way that it is ready to be used, usually available at agencies or other bodies related to the use of data.[4] In this research, secondary data were obtained from journal articles and books.

E. Data Collection Technique

Data collection techniques are the most important step in research because the main purpose of research is to get data. Without knowing the data collection technique, the researcher will not get data that meets the specified data standards.[5]

The data collection techniques that will be used in this study are:

1. Observation

According to M Junaidi Ghony and Fauzan Almanshur, the observation technique is a data collection technique that requires researchers to go to the field to observe matters relating to space, place, actors, objects, time, events, goals, and feelings.[6].

In this research, the researcher used the observation method which is a data collection technique that requires researchers to make a direct observation at the research location to be able to see and understand the symptoms obtained in the field to obtain accurate, valid, and adequate data for researcher on the object of research on the

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[4] Moehar, *Metode Penelitian Sosial Ekonomi.* (Jakarta : Bumi Aksara 2002) 113.

[5] *Dr Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D,"* (2013), 224.

[6] M Djunaidi Ghony and Fauzan Almanshur, *"Metodologi Penelitian Kualitatif," Jogjakarta: Ar-Ruzz Media* 61 (2012), 165.

influence of Kaili accent toward English pronunciation at the 4[th]-semester student of the State Islamic University Datokaram Palu.

2. Interview

According to Creswell, an interview is an activity of asking and answering with one or more participants, open-ended questions, and the answers will be recorded.[7]

It is a process of collecting the data by asking some questions to each participant and recording it. This research uses semi-structured interviews.

According to Creswell, semi-structured interviews are a research method that involves the use of a pre-prepared question guide but also provides flexibility for the researcher to explore topics in more depth and ask additional questions based on participants' responses.[8].

F. Data Analysis Technique

1. Data Reduction

Data reduction is reducing data so that it can be presented in a complete narrative. Matthew B. Miles & A. Michel Huberman explained that data reduction is defined as a process of selection focused on simplification, abstraction, and transformation of 'raw' data that emerges

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[7] Jhohn W Creswell, *Personal Copy: Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Pearson Education, Incorporated, 2012), 382.

[8] Creswell and Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches.*

from written notes in the field.

Data reduction is done continuously through qualitatively oriented projects.[9]

Data reduction is applied to the result of observations, interviews, and documentation by reducing words that the author considers insignificant to this research, such as the condition of the location of observation and documentation that is not related to the problem under study, jokes, and informant pleasantries.

2. Display Data

Display of data involves presenting data that has been reduced in certain models to avoid misinterpretation of the data. Matthew B. Miles & A. Michel Huberman explained that the second most important stream of analytical activity is data presentation. Data presentation is directed so that the reduced data is organized and arranged in a relationship pattern so that it is easier to understand and plan further research work. In this step, researchers try to organize relevant data so that it becomes information that can be concluded and has a certain meaning. The process can be done by displaying data and making relationships between phenomena to interpret what happened and what needs to be followed up on to achieve research objectives.

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[9] Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994), 10.

Good data presentation is an important step towards achieving valid and reliable qualitative analysis.[10]

3. Data Verification

Data Verification is concluding the author on the data. In this context. Matthew B. Miles & A. Michel Huberman explained that the third important analysis activity is drawing conclusions and verification. From the beginning of data collection, a qualitative analyst begins to look for the meaning of things, note regularities, patterns, explanations, possible configurations, causal flow, and prepositions.[11]

In verifying activities, the author concludes by referring to the result of data reduction. The data collected from interviews, observations, and documentation, the author chooses which ones are relevant by the title and discards the unnecessary ones.

G. Checking Data Validity

Data validity checking is applied in this research so that the data obtained is guaranteed validity and credibility. Data validity checking is done by data triangulation. Data triangulation is a data validity checking technique that uses something other than data to check or compare the data. There are four kinds of triangulation as a checking technique, namely source triangulation, method triangulation, researcher triangulation, and theory triangulation.[12].

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[10] *Ibid 11.*
[11] *Ibid 11.*
[12] Lexy J. Moleong, *Metodologi Penelitian Kualitatif,* (Cet XXXXIV, Bandung: Remaja Rosda Karya, 2015), 178.

Triangulation with sources means comparing and rechecking the level of confidence in information obtained through different times and tools. This can be obtained by comparing observed data with interview data. Triangulation with methods means checking the level of trust through several data sources using the same method. Triangulation with investigators means using other researchers or observers to help reduce confusion and confusion in data collection. Triangulation with theory means comparing one theory with another.

Data triangulation is checking data against data sources by checking the suitability of the data sources obtained with the characteristics of the data sources that have been determined by the researcher, the suitability of the research methods used, and the suitability of the theory put forward in the literature review with the results of the study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research was conducted at the second campus of UIN Datokarama Palu, which is located in Pombewe Village, Sigi Biromaru Regency. The findings of this research answer the problem formulation. The researcher answers the problems raised in the problem formulation in this chapter. The problem is to determine the effect of the Kaili accent on the English pronunciation of 4th-semester English students at UIN Datokarama Palu. This study involved 4th-semester students at UIN Datokarama Palu, batch 2021.

Three points of findings are fundamental in answering the problems in the previous chapter, where these three points the researcher presents the results of observations that have been made and then proven by the results of interviews to answer the problems of this study. The following is the presentation.

1. Students' Perceptions of the Influence of the Kaili Accent on English Pronunciation

In this section, the researcher first presents the results of interviews related to the extent to which students understand and use the Kaili language in everyday life. The results of the interview show that students tend to have almost the same experience in terms of understanding and using their Kaili language in everyday life. The following is an excerpt from the interview.

> RA: I am familiar with the Kaili accent because, from a young age, I often heard people around me using the Kaili language[1].
>
> NK: Yes, because it so happens that my parents both come from the Kaili tribe. More precisely, Kaili ledo so every day they communicate at home using the Kaili language and also with extended family, must use the Kaili language, so automatically I am used to the Kaili language, so I also use the Kaili language. Finally, I am used to the Kaili language.
>
> NAKN: Yes, I'm familiar with the Kaili accent. This is because I live in an environment where most people use Kaili as their daily language.
>
> DAL: Yes, because I am a Kaili person who is used to using Kaili language, because at home I use Kaili language as my daily language.
>
> R: Yes, I am used to it because I was born to parents who are both Kaili people, so in my daily communication, I am used to using the Kaili language.

The results of these interviews show that they have been accustomed to using the Kaili language in their daily lives since they were children, because they were born from the Kaili tribe and also live and are surrounded by Kailinese who interact in their daily lives

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[1] Resti Anggraini, Mahaiswa Bahasa Inggris Semester 4 UIN Datokarama Palu, kec. Sigi Biromaru, kab, Sigi, Sulawesi Tengah, wawancara oleh penulis di Pombewe kampus II, 25 Oktober 2023.

using the Kaili language. After knowing the extent to which students understand and use Kaili in their daily lives, the researcher will then describe the extent of their experience in learning English and the methods or resources they use in improving their English language skills, especially in terms of pronunciation. The following is an excerpt from the interview.

> NK: It's been a long time since elementary school but I was interested when I was in junior high school in 9th grade and finally, I focused on studying English at college when I majored in English and the method, I often use in learning English is audiovisual, which is more effective for me to learn English, especially pronunciation and I usually use the Duolingo application as well to improve my pronunciation skills.
>
> NGS: I started learning English in junior high school, but I focused more on learning when I entered college in the first semester, and I usually learn English using resources such as video vlogs, films, and pronunciation dictionaries.
>
> SZJ: Since junior high school, for about 8 years usually I have been learning English by listening to songs or watching movies through a YouTube app.
>
> NAKN: approximately 8 years, and to improve my English skills, especially pronunciation, I usually listen to podcasts and English songs.

From the results of the interviews, it can be seen that students have quite a long experience in learning English and with the use of almost the same method, namely listening to expressions in English through social media or special applications for learning English.

After knowing two things related to students' experiences in using Kaili and English, in this section, the researcher will present the results of interviews related to how students' perceptions of the influence of the mother tongue on pronunciation in English, and to find out the problems faced by students in pronouncing words in English. The following is an excerpt from the interview.

> RA: I think there is an influence because so far, I have found some pronunciation difficulties in English that I experience because they are influenced by the Kaili accent.
>
> NAKN: In my opinion, it is very influential. Because some letter pronunciations exist in Kaili that do not exist in English, and vice versa.
>
> DAL: Yes, it affects because some sounds in English do not exist in the Kaili language, so it is difficult to pronounce these sounds.
>
> R: Yes, it affects the intonation and pronunciation of words in Kaili and English are different, even though there are the same letters between the two languages, but different in terms of pronunciation.

Based on the answers from the interviews conducted, they believe that their mother tongue influences their ability to speak English. Such as mistakes in pronouncing words or voice changes when speaking English. Some letters are mispronounced when speaking English to communicate, and it is difficult to pronounce some words because there are some differences in pronunciation when speaking English.

2. The Student's Problems in Pronouncing English Words

In this section, the researcher found some information about students' problems in pronouncing English words. This is due to the results of observations made where students stated that their mother

tongue has an influence when speaking English, as this is due to the different pronunciation of letters between their mother tongue and English. As for the difficulties encountered based on the results of observations, students have difficulty pronouncing sounds that are almost the same in English, and also difficulty pronouncing some letter sounds in English but not in Kaili. Pronunciation difficulties experienced by students are such as in the sound /f/ to be /v/, sound /z/ to be /s/, sound /θ/ to be /ò/, sound /ʃ/, and sound /e/ to be /I/.

The results of the observations were then proven by the results of interviews to determine the suitability between observations and interviews in proving that students' poor pronunciation when speaking English is because students are carried away by their native language accents, so that when pronouncing words in English, students have difficulty in pronouncing letters. The following is an excerpt from the interview.

> RA: There is one sound that I find difficult to pronounce, which is the /th/ and /sh/ sounds.
>
> NGS: I usually pronounce the sound /z/ in English as /s/, for example, in the word "Was" which is "Waz" because I see the letter /s/ so I pronounce it according to the writing.
>
> SZJ: The mispronunciation I experience is when pronouncing the letter /f/ will become the sound /v/ because in Kaili, there is no letter /f/; there is only the letter /v/.
>
> NAKN: Yes, for example, I have difficulty in pronouncing the sound /ɪ/ into /e/ because usually in words that have the letter /E/ the sound is /ɪ/, so that the sound I pronounce matches the writing.

This is evidenced by the results of the observation checklist that has been carried out by researchers, where researchers provide pronunciation tests to prove the truth regarding the influences that cause errors in English pronunciation.

Table 4.1
Students Transcription

Word	Native's Transcription	Student's Transcription	Note
Focus	/ˈfoʊkəs/	/ˈvoʊkəs/	/f/ → /v/
Was	/ˈwɑz/	/ˈwɑs/	/z/→/s/
Think	/ˈθɪŋk/	/ˈòɪŋk/	/θ/ → /ò/
Shower	/ˈʃaʊə(r)/	/ˈsaʊə(r)/	/ʃ/ → /s/
Example	/ɪɡˈzæmpəł/	/eɡˈzæmpəł/	/ɪ/ → /e/

This problem occurs because their mother tongue is an "acquired" language and is used in their environment, while English is either their second language or a "learned" language. Their mother tongue is acquired naturally, while English is acquired through learning, tutoring, and instruction.

The students expressed their problems in pronouncing English words. One of the causes of problems in pronouncing English words is the influence of the mother tongue.

This is following Bhatia's theory, which explains that even native English speakers have different accents and tone colors according to their region and social class, so English around the world is spoken with a variety of accents due to the influence of one's first language.[2]

3. The Impact of Kaili Accent in English Communication

After knowing the influence caused by the Kaili language on English pronunciation, in this section, the researcher discusses the impact caused by the influence of the Kaili language accent when communicating using English. When there is a mispronunciation of letters from a word or sentence, it makes it difficult for the interlocutor to understand the meaning of the sentence conveyed because there is a pronunciation error following the interview excerpt.

> NGS: Although there are some influences from the Kaili accent that cause some pronunciation of sounds in English, it does not cause difficulties in communicating because my interlocutors can still understand what I say.
>
> RA: I have never spoken directly with a native speaker, and if it is a non-Kaili speaker, I don't think there are any communication difficulties; they can still understand the sentences I say, even though sometimes there are mispronunciations of sounds.
>
> R: When communicating, I don't experience difficulties because I have never communicated with native English speakers, but when communicating with non-Kaili native speakers, although there are some of my pronunciations that are not appropriate, they can understand what I say.
>
> DAL: So far, there has been no difficulty in communication.

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[2] Bhatia T. K. (2018). Accent, intelligibility, mental health, and trauma. *World Englishes*, 37, 421–431.

From the interview results above, it can be found that the mispronunciation of sounds when communicating using English does not affect communication with non-Kaili English speakers because they can still understand the meaning or intention of the sentences conveyed by Kaili students when speaking English.

B. Research Discussion

Based on the research findings, three basic things need to be explained about the influence of the mother tongue on English pronunciation, which then becomes a reflection material for them and becomes an important lesson in learning English.

First, students' perceptions about the influence of the Kaili accent on English pronunciation. It was revealed that students consider that the mother tongue does have an impact on English as a learned language. This means that the way of communicating in pronouncing sounds in the mother tongue will be carried over when learning a second language, or English, which will then make it difficult for students to pronounce foreign sounds heard in English.

This is in line with the opinion of Peter Kinyua Murungui and Mercy Kimathi Mbui, who state that mother tongue interference hurts the acquisition of English language skills.[3]

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[3] Peter, Kinyua Muriungi & Mercy Kimathi Mbui. (2013). *The Influence of Mother-Tongue Maintenance on Acquisition of English Language Skills among Day Secondary School Students in Imenti South District, Kenya.* International Journal of Linguistics, 5(1), 1948-5425.

In addition, David Carless also states that the mother tongue has potentially positive and negative consequences. For example, mother tongue as a learner identity. Regarding the negative impact of mother tongue use, over-reliance on L1 can undermine the psycholinguistic rationale for speaking a second language.[4] Different in terms of mentioning this makes it difficult for students to distinguish when communicating, so that mention errors occur.

This is in line with the opinion of Sulaiman Mahmoud and Sadia Husan Hasan, who stated that students will find it easy to learn elements of a foreign language that are comparable to their native language. However, if the aspects of the foreign language are different from the student's mother tongue, then students will find it difficult to learn them.[5]

The last is the impact of the Kaili accent on communication using English. It was identified that the impact caused by the influence of the Kaili language on English pronunciation does not affect communication, even though when communicating, students often experience pronunciation errors in English, it does not hinder student interaction because when throwing sentences that experience pronunciation errors can still be understood by their interlocutors.

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[4] David Carless, *"Student Use of the Mother Tongue in the Task-Based Classroom,"* Elt Journal 62 (September 25, 2007).

[5] Sulaiman, Alja"arat Sulaiman Mahmoud and Dr.Sadia Husna Hasan. (2017). The *Influence of Mother Tongue on Learning English Language by Arab Learners*. International Journal of Scientific andResearchPublications,7(8),2250-315.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

From the results of the research that has been conducted, there are points of conclusion related to the problem formulation in the previous chapter regarding the Effect of Kaili Accent on English Pronunciation of 4th Semester English Students of UIN Datokarama Palu. Therefore, the following are the conclusion points that have been summarized into main points: The researcher found that the accent of the mother tongue (Kaili language) has an impact on students' English pronunciation, especially if the accent is very thick and the student cannot naturalize the native accent when speaking English, then it will be more clearly seen how the impact of students' kaili language accent on changes in their English pronunciation such as mispronunciation of letter sounds that are almost the same in Kaili and English so that students find it difficult to distinguish the sound of letters such as the sound in English /f/ becomes /v/, the sound /z/ becomes /s/, the sound /θ/ becomes /ò/, the sound /ʃ/, and the sound /e/ becomes /I/. However, when students communicate using English to fellow native speakers of the Kaili language, they can still understand the meaning of what is conveyed by the interlocutor even though the English pronunciation is not perfect.

B. Suggestions

Based on the above conclusions, the researcher proposes several suggestions to lecturers, students who are native speakers of the Kaili language, as well as further researchers, as follows:

1. For Lecturers

a. Lecturers should be aware of students' first language accent interference when they learn English.

b. Lecturers should help students by paying attention to the way they pronounce words in English.

2. For Students

a. Students as future teachers should be aware of their first language accent interference when they learn English conversation.

b. To be able to speak with an English accent with good pronunciation, students should get used to being in areas where people can speak English in casual conversation, then find a friend who can adjust the English accent or join a professional English meeting club.

c. Do not give up on learning to speak English just because the accent of your mother tongue is difficult to replace by the target English accent in conversation, because the most important thing in speaking English is the understanding of a topic when communicating using English.

3. For Future Researchers

For future researchers, it is hoped that the results of this study on the influence of Kaili accent on English pronunciation can be a useful reference source. By referring to the findings of this study, future researchers can go deeper in developing and enriching previous research. In addition, researchers can further identify the potential to minimize the influence that occurs, as well as propose more effective and innovative methods to overcome it. Thus, future research is expected to make a meaningful contribution to advancing education and teaching.

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Appendix 1 Observation Cecklist

PRONUNCIATION TEST

1. I need to remain very focused on my studies to excel in the upcoming exams.
2. I missed the bus this morning and was late for work."
3. I think he got rushed into the hospital because of a heart attack
4. After a long and tiring day, she felt sad and decided to take a soothing shower to relax."
5. The entry in the dictionary provides a clear example of how to use the word in context

Name: Dwi Anggraini Lemba

Class: TBI C

Majoring: 2021

No	Observation Checklist	Yes	No
1.	When speaking in English, students often get carried away by regional accents.	✓	
2.	Students find it difficult to distinguish the pronunciation of letters that are almost the same in English.	✓	
3.	Students pronounce the sound of /f/ to be /v/ sound.	✓	
4.	Students pronounce /z/ sound into /s/ sound.	✓	
5.	Students pronounce the sound of /ə/ into /ʌ/ sound.	✓	
6.	Students pronounce the sound /ʃ/ into /s/ sound.	✓	
7.	Students Pronounce the sound /e/ into /ɪ/ sound.	✓	

Name: *Nur Aida Kasi Nanda*

Class: *TB1 4*

Majoring: *2021*

No	Observation Checklist	Yes	No
1.	When speaking in English, students often get carried away by regional accents.	✓	
2.	Students find it difficult to distinguish the pronunciation of letters that are almost the same in English.	✓	
3.	Students pronounce the sound of /f/ to be /v/ sound.	✓	
4.	Students pronounce /z/ sound into /s/ sound.	✓	
5.	Students pronounce the sound of /θ/ into /ò/ sound.	✓	
6.	Students pronounce the sound /ʃ/ into /s/ sound.	✓	
7.	Students Pronounce the sound /e/ into /I/ sound.	✓	

Name: Siti Zahratul Jannah

Class: TBI A

Majoring: 2021

No	Observation Checklist	Yes	No
1.	When speaking in English, students often get carried away by regional accents.	✓	
2.	Students find it difficult to distinguish the pronunciation of letters that are almost the same in English.	✓	
3.	Students pronounce the sound of /f/ to be /v/ sound.	✓	
4.	Students pronounce /z/ sound into /s/ sound.	✓	
5.	Students pronounce the sound of /ð/ into /ò/ sound.	✓	
6.	Students pronounce the sound /ʃ/ into /s/ sound.	✓	
7.	Students Pronounce the sound /e/ into /I/ sound.	✓	

Name: *Resti Anggriyani*

Class: *TBI A*

Majoring: *2021*

No	Observation Checklist	Yes	No
1.	When speaking in English, students often get carried away by regional accents.	✓	
2.	Students find it difficult to distinguish the pronunciation of letters that are almost the same in English.	✓	
3.	Students pronounce the sound of /f/ to be /v/ sound.	✓	
4.	Students pronounce /z/ sound into /s/ sound.	✓	
5.	Students pronounce the sound of /ø/ into /ò/ sound.	✓	
6.	Students pronounce the sound /ʃ/ into /s/ sound.	✓	
7.	Students Pronounce the sound /e/ into /I/ sound.	✓	

Name: *Ringahayu*

Class: *TBI C*

Majoring: *2021*

No	Observation Checklist	Yes	No
1.	When speaking in English, students often get carried away by regional accents.	✓	
2.	Students find it difficult to distinguish the pronunciation of letters that are almost the same in English.	✓	
3.	Students pronounce the sound of /f/ to be /v/ sound.	✓	
4.	Students pronounce /z/ sound into /s/ sound.	✓	
5.	Students pronounce the sound of /θ/ into /ò/ sound.	✓	
6.	Students pronounce the sound /ʃ/ into /s/ sound.	✓	
7.	Students Pronounce the sound /e/ into /I/ sound.	✓	

Name: Fiti Zahratul Jannah

Class: TBI A

Majoring: 2021

No	Observation Checklist	Yes	No
1.	When speaking in English, students often get carried away by regional accents.	✓	
2.	Students find it difficult to distinguish the pronunciation of letters that are almost the same in English.	✓	
3.	Students pronounce the sound of /f/ to be /v/ sound.	✓	
4.	Students pronounce /z/ sound into /s/ sound.	✓	
5.	Students pronounce the sound of /θ/ into /ð/ sound.	✓	
6.	Students pronounce the sound /ʃ/ into /s/ sound.	✓	
7.	Students Pronounce the sound /e/ into /I/ sound.	✓	

Name: Nifta Gina Sapira

Class: TBI C

Majoring: 2021

No	Observation Checklist	Yes	No
1.	When speaking in English, students often get carried away by regional accents.	✓	
2.	Students find it difficult to distinguish the pronunciation of letters that are almost the same in English.	✓	
3.	Students pronounce the sound of /f/ to be /v/ sound.	✓	
4.	Students pronounce /z/ sound into /s/ sound.	✓	
5.	Students pronounce the sound of /θ/ into /ð/ sound.	✓	
6.	Students pronounce the sound /ʃ/ into /s/ sound.	✓	
7.	Students Pronounce the sound /e/ into /I/ sound.	✓	

Appendix 2 Interview Result

INTERVIEW RESULT

Demographic Information:

a. Name: Resti Anggriyani

b. Age: 20 years old

c. Gender: Female

d. Grade: TBI A

e. Batch: 2021

Perception of Kaili Accent:

    a. Are you familiar with the Kaili accent? If yes, please explain how you recognize the accent.

Answer: I am familiar with the Kaili accent because, from a young age, I often heard people around me using the Kaili language.

    b. Do you think the Kaili accent can affect your English pronunciation? Why or why not?

Answer: I think it does because so far I have found that there are some difficulties in English pronunciation that I have experienced because it is influenced by the Kaili accent.

English Pronunciation Skills:

    a. Do you find it difficult to pronounce certain sounds in English?

Answer: There are some sounds that I find difficult to pronounce, namely the "th" sound and /sh/.

Influence of Kaili Accent:

    a. Do you notice any specific similarities or differences between the Kaili accent and English pronunciation?

Answer: There is a similar sound in English and Kaili which is the "v" sound. I don't know the exact difference but there is a difference and it is hard for me to explain.

    b. Do you think the Kaili accent helps or hinders your ability to pronounce English words accurately? Why?

Answer: I don't think it hinders at all because so far I have learned English even though the Kaili language can affect the sounds in English it does not hinder because even though there are some inaccurate pronunciations of sounds people can still understand what I say.

Language Learning Experience:

    a. How long have you been learning English?

Answer: I have been learning English since I was in junior high school until now for about 8 years.

b. What methods or resources have you used to improve your English pronunciation?

Answer: No particular method but often practice and listening

Perception of Correct English Pronunciation:

a. How do you determine if your pronunciation of an English word is correct?

Answer: I check the dictionary such as the U Dictionary online dictionary because I can hear the pronunciation directly.

Impact of Kaili's Accent on Communication:

a. Have you ever experienced communication difficulties in speaking English with native English speakers or non-Kaili English speakers because of your accent?

Answer: I have never spoken directly with a native speaker and if it's a non-Kaili speaker I don't think there are any communication difficulties they can still understand the sentences I say even though sometimes there are mispronunciations of sounds.

Strategies to Improve English Pronunciation:

a. What strategies do you currently use to improve your English pronunciation?

Answer: The strategy I use is to practice pronunciation more often.

b. Are there any particular challenges you face when trying to improve your English pronunciation?

Answer: Maybe because I was not used to hearing unfamiliar vocabulary before, so it was a bit difficult because I didn't know how to pronounce it correctly.

c. Are there any specific steps or actions you believe should be taken to overcome the influence of the Kaili accent on English pronunciation?

Answer: There are no steps and actions because so far I have learned English, the Kaili language does not have a big influence on English pronunciation, it's just that there are sounds that do not match the pronunciation, it is an innate factor or characteristic of the Kaili tongue.

Demographic Information:

a. Name: Nur Khaliffa

b. Age: 21 years old

c. Gender: female

d. Grade: TBI A

e. Batch: 2021

Perception of Kaili Accent:

    a. Are you familiar with the Kaili accent? If yes, please explain how you recognize the accent.

Answer: Yes, because it so happens that my parents are both from the Kaili tribe, more precisely Kaili Ledo, so every day they communicate at home using the Kaili language even with extended family also using Kaili language so automatically I am used to Kaili language so I also use Kaili language.

    b. Do you think the Kaili accent can affect your English pronunciation? Why or why not?

Answer: I feel that the Kaili accent does not have a big effect on my English pronunciation because I had a pronunciation course in the previous semester and also before I entered college I was happy and liked learning English. Therefore, according to what I have experienced, the effect is usually just a mistake in the pronunciation of letter sounds in English that do not exist in the Kaili language.

English pronunciation skills:

    a. Do you find it difficult to pronounce certain sounds in English?

Answer: The difficulty I find is pronouncing letters in English that do not exist in Kaili such as /ʃ/.

Influence of Kaili Accent:

    a. Do you notice any specific similarities or differences between the Kaili accent and English pronunciation?

Answer: There are similarities for example the pronunciation of the letter V is the same for example Taveve which means cat and the word very in English is Very.

    b. Do you think the Kaili accent helps or hinders your ability to pronounce English words accurately? Why?

Answer: It does not hinder and does not help depending on the situation, usually if I am asked to read or speak English quickly, suddenly my Kaili accent comes out, usually the letter

R, if in Kaili or Indonesian the pronunciation must be very obvious but if in English the R is not as clear or sounds faint.

Language Learning Experience:

    a. How long have you been learning English?

Answer: It's been a long time since elementary school but interested in junior high school grade 9 and finally really focused on learning English at college majoring in English.

    b. What methods or resources have you used to improve your English pronunciation?

Answer: I use audio-visual learning methods that are more effective for learning English, especially regarding pronunciation I usually use the Duolingo application to improve my pronunciation.

Perception of Correct English Pronunciation:

    a. How do you determine whether your pronunciation of an English word is correct?

Answer: Because it is difficult to find friends who can correct my pronunciation, I usually use the Duolingo application because there is a pronunciation test so I usually practice using it or practice using Google Translate. if I find unfamiliar words, I try to pronounce them first then I remember and then I open Google Translate and I type the unfamiliar word and then I listen to the same pronunciation or not. from there, I know whether my English pronunciation is correct or not.

Impact of Kaili's Accent in Communication:

    a. Have you ever experienced communication difficulties in speaking English with native English speakers or non-Kaili English speakers because of your accent?

Answer: To be honest I have never spoken with a native speaker but with non-Kaili English speakers there are no communication difficulties because we can still understand each other's intentions.

Strategies to Improve English Pronunciation:

    a. What strategies do you currently use to improve your English pronunciation?

Answer: I make it a habit to listen and then practice so that I can improve my pronunciation.

    b. Are there any particular challenges you face when trying to improve your English pronunciation?

Answer: The special challenge is usually because there are no friends who can correct my pronunciation properly and also there are no friends from abroad who can help improve my pronunciation so the challenge is there sometimes a bad network connection is also a challenge because I can't listen to the correct pronunciation from the application, I use so the

solution is that I only open the dictionary and see the phonetic symbol to check my pronunciation.

    c. Are there any specific steps or actions that you believe should be taken to overcome the influence of the Kaili accent on English pronunciation?

Answer: Always practice because if you are not used to practice, you will continue to carry the Kaili accent in learning the target language.

Demographic Information:

a. Name: Nifta Gina Safira

b. Age: 19 years old

c. Gender: Female

d. Grade: TBI C

e. Batch: 2021

Perception of Kaili Accent:

    a.   Are you familiar with the Kaili accent? If yes, please explain how you recognize the accent.

Answer: As one of the Kaili people, of course, I am used to the Kaili accent, because this accent has become a daily material that is used to establish communication with residents of the hometown. related to the introduction of the Kaili accent, the Kaili accent itself I recognized when I was in elementary school through conversations made by people around.

    b. Do you think the Kaili accent can affect your English pronunciation? Why or why not?

Answer: Yes, because every language has a different accent, therefore the difference can cause the influence of the accent of the first language of the mother tongue, namely Kaili, on the learning of the second language, namely English.

English pronunciation skills:

    a. Do you find it difficult to pronounce certain sounds in English?

Answer: I usually pronounce the sound "z" in English as "s" For example in the word "Was" which is "Waz" because I see the letter "s" I pronounce it according to the writing.

Influence of Kaili Accent:

    a. Do you notice any specific similarities or differences between Kaili's accent and English pronunciation?

Answer: Of course, there are differences, including the mention of letters in English that do not exist in Kaili such as sh /ʃ/ and there is also the mention of the same letter, v.

    b. Do you think the Kaili accent helps or hinders your ability to pronounce English words accurately? Why?

Answer: Kaili's accent influences English pronunciation but it does not hinder learning English.

Language Learning Experience:

    a. How long have you been learning English?

Answer: I started learning English when I entered college in the first semester.

b. What methods or resources have you used to improve your English pronunciation?

Answer: Video vlogs, films, and pronunciation dictionaries.

Perception of Correct English Pronunciation:

a. How do you determine if your pronunciation of an English word is correct?

Answer: by using an application or Google Translate that can show the correct pronunciation sound.

Impact of Kaili's Accent in Communication:

a. Have you ever experienced communication difficulties in speaking English with native English speakers or non-Kaili English speakers because of your accent?

Answer: Although some influences cause some pronunciation of sounds in English it does not cause difficulties in communicating because my interlocutors can still understand what I say.

Strategies to Improve English Pronunciation:

a. What strategies do you currently use to improve your English pronunciation?

Answer: Reading texts on YouTube where the pronunciation is explained by native speakers.

b. Are there any particular challenges you face when trying to improve your English pronunciation?

Answer: None

c. Are there any specific steps or actions you believe should be taken to overcome the influence of the Kaili accent on English pronunciation?

Answer: None

Demographic Information:

a. Name: Siti Zahratul Jannah

b. Age: 20 years old

c. Gender: Female

d. Grade: TBI A

e. Batch: 2021

Perception of Kaili Accent:

    a. Are you familiar with the Kaili accent? If yes, please explain how you recognize the accent.

Answer: Yes. Because I recognise a lot of Kaili vocabulary such as "mangande" and "malau".

    b. Do you think the Kaili accent can affect your English pronunciation? Why or why not?

Answer: Yes. But the Kaili accent is not that big of an influence when pronouncing English.

English Pronunciation Skills:

    a. Do you find it difficult to pronounce certain sounds in English?

Answer: The mispronunciation that I experience is when pronouncing the letter "f" will become the sound "v" because, in the Kaili language, there is no letter "f" there is only the letter 'v'.

Influence of Kaili Accent:

    a. Do you notice any specific similarities or differences between the Kaili accent and English pronunciation?

Answer: Specific differences between the Kaili accent and English pronunciation can be found in the spelling, intonation, and vowel patterns that differ from the accent in English.

    b. Do you think the Kaili accent helps or hinders your ability to pronounce English words accurately? Why?

Answer: No hindrance

Language Learning Experience:

    a. How long have you been learning English?

Answer: since junior high school approximately 8 years

    b. What methods or resources have you used to improve your English pronunciation?

Answer: By listening to songs or watching films through the YouTube app.

Perception of Correct English Pronunciation:

    a. How do you determine if your pronunciation of an English word is correct?

Answer: By checking the dictionary

Impact of Kaili's Accent in Communication:

a. Have you ever experienced communication difficulties in speaking English with native English speakers or non-Kaili English speakers because of your accent?

Answer: so far, when I communicate with fellow students, we still understand each other the meaning of the sentences we say even though our pronunciation is not like native speakers.

Strategies to Improve English Pronunciation:

a. What strategies do you currently use to improve your English pronunciation?

Answer: By using English language apps that can communicate with outsiders.

b. Are there any particular challenges you face when trying to improve your English pronunciation?

Answer: Yes, because we will find new vocabulary that we don't know the meaning of.

c. Are there any specific steps or actions that you believe should be taken to overcome the influence of the Kaili accent on English pronunciation?

Answer: By using English every day both in communicating and practicing speaking alone using English.

Demographic Information:

a. Name: Nur Aida Kasi Nanda

b. Age: 19

c. Gender: Female

d. Grade: TBI A

e. Batch: 2021

Perception of Kaili Accent:

a. Are you familiar with the Kaili accent? If yes, please explain how you recognize the accent.

Answer: Yes, I am familiar with the Kaili accent. This is because I live in an environment where most people use Kaili as their daily language.

b. Do you think the Kaili accent can affect your English pronunciation? Why or why not?

Answer: In my opinion, it is very influential. Because some letter pronunciations exist in Kaili that do not exist in English and vice versa.

English Pronunciation Skills:

a. Do you find it difficult to pronounce certain sounds in English?

Answer: Yes, for example I have difficulty pronouncing some phonemes. Example: the sounds /r/, and /æ/.

Influence of Kaili Accent:

a. Do you notice any specific similarities or differences between Kaili's accent and English pronunciation?

Answer: Yes, for example, I have difficulty pronouncing the sound /ɪ/ into /e/ because usually in words that have the letter /E/ the sound is /ɪ/ so that the sound I pronounce matches the writing.

b. Do you think the Kaili accent helps or hinders your ability to pronounce English words accurately? Why?

Answer: I think it hinders my ability to pronounce English words accurately. Because of the many differences between Kaili and English, it hinders my ability.

Language Learning Experience:

a. How long have you been learning English?

Answer: Approximately 8 years.

b. What methods or resources have you used to improve your English pronunciation?

Answer: Often listen to English podcasts and songs.

Perception of Correct English Pronunciation:

a. How do you determine if your pronunciation of an English word is correct?

Answer: By checking on the U Dictionary app.

Impact of Kaili's Accent in Communication:

a. Have you ever experienced communication difficulties in speaking English with native English speakers or non-Kaili English speakers because of your accent?

Answer: There is no difficulty in communication using English because other people can still understand what the meaning of the sentences, I convey even though there are mistakes in pronunciation.

Strategies to Improve English Pronunciation:

a. What strategies do you currently use to improve your English pronunciation?

Answer: By watching YouTube channels about Pronunciation and practicing it.

b. Are there any particular challenges you face when trying to improve your English pronunciation?

Answer: Yes, of course, there are. Moreover, English is not my mother tongue.

c. Are there any specific steps or actions that you believe should be taken to overcome the influence of the Kaili accent on English pronunciation?

Answer: For me personally, I practice listening and speaking more often so that I am not constantly influenced by the Kaili accent in speaking English.

Demographic Information:

a. Name: Dwi Anggraini Lemba

b. Age: 20 years old

c. Gender: Female

d. Grade: TBI C

e. Class: 2021

Perception of Kaili Accent:

    a.   Are you familiar with the Kaili accent? If yes, please explain how you recognize the accent.

Answer: Yes, because I am a Kaili person who is used to using the Kaili language because at home I use Kaili as my daily language.

    b.   Do you think the Kaili accent can affect your English pronunciation? Why or why not?

Answer: Yes, it affects because some sounds in English do not exist in the Kaili language so it is difficult to pronounce these sounds.

English Pronunciation Skills:

    a. Do you find it difficult to pronounce certain sounds in English?

Answer: Yes, it is difficult to pronounce certain sounds, for example, the sound f in English is usually pronounced as sound v.

Influence of Kaili Accent:

    a. Do you notice any specific similarities or differences between the Kaili accent and English pronunciation?

Answer: Some sounds in Kaili are similar in pronunciation to English sounds such as sound B but there are also differences in sounds between Kaili and English for example in the mention of the letter R.

    b. Do you think your Kaili accent helps or hinders your ability to pronounce English words accurately? Why?

Answer: It does not hinder but it is a bit difficult if you find new sounds in English that are not found in Kaili.

Language Learning Experience:

    a. How long have you been learning English?

Answer: Since junior high school approximately 8 years

    b. What methods or resources have you used to improve your English pronunciation?

Answer: Watching English movies

Perception of Correct English Pronunciation:

    a. How do you determine if your pronunciation of an English word is correct?

Answer: Listening to English pronounced on Google Translate and then comparing it with my pronunciation.

Impact of Kaili's Accent in Communication:

    a. Have you ever experienced communication difficulties in speaking English with native English speakers or non-Kaili English speakers because of your accent?

 Answer: So far there has been no difficulty in communication

Strategies to Improve English Pronunciation:

    a. What strategies do you currently use to improve your English pronunciation?

Answer: often listening to the pronunciation of unfamiliar-sounding vocabulary and then practicing the pronunciation.

    b. Are there any particular challenges you face when trying to improve your English pronunciation?

Answer: Yes, there is a challenge in that I have difficulty in pronouncing vocabulary that has unfamiliar sounds.

    c. Are there any special steps or actions that you believe should be taken to overcome the influence of the Kaili accent on English pronunciation?

Answer: more practice in English pronunciation, for example, often communicating using English.

Demographic Information:

a. Name: Risqahayu

b. Age: 21 years old

c. Gender: Female

d. Grade: TBI C

e. Class: 2021

Perception of Kaili Accent:

    a. Are you familiar with the Kaili accent? If yes, please explain how you recognize the accent.

Answer: Yes, I am used to it because I was born to parents who are both Kaili people so in daily communication I am used to using Kaili language.

    b. Do you think the Kaili accent can affect your English pronunciation? Why or why not?

Answer: Yes, it affects because the intonation and pronunciation of words in Kaili and English are different even though there are the same letters between the two languages but they are different in terms of pronunciation.

English Pronunciation Skills:

    a. Do you find it difficult to pronounce certain sounds in English?

Answer: There are some difficulties that I experience in mentioning letter sounds in English such as the letters /e/ and /I/ I find it difficult to distinguish the mention of these two letters usually the pronunciation is often confused.

Influence of Kaili Accent:

    a. Do you notice any specific similarities or differences between the Kaili accent and English pronunciation?

Answer: The similarity I found is in the pronunciation of the letter V. The difference is in the pronunciation of the letter R.

    b. Do you think the Kaili accent helps or hinders your ability to pronounce English words accurately? Why?

Answer: it doesn't hinder but just needs a lot of learning so that English pronunciation can be by the rules.

Language Learning Experience:

    a. How long have you been learning English?

Answer: since entering junior high school until now approximately 8 years.

b. What methods or resources have you used to improve your English pronunciation?

Answer: often listen to English videos on social media.

Perception of Correct English Pronunciation:

a. How do you determine if your pronunciation of an English word is correct?

Answer: check my English pronunciation on an English learning application or Google Translate.

Impact of Kaili's Accent on Communication:

a. Have you ever experienced communication difficulties in speaking English with native English speakers or non-Kaili English speakers because of your accent?

Answer: at the time of communication, I did not experience difficulties because I have never communicated with native English speakers but if communicating with non-Kaili native speakers although there are some of my pronunciation sounds that are not appropriate, they can understand what I say.

Strategies to Improve English Pronunciation:

a. What strategies do you currently use to improve your English pronunciation?

Answer: often listening to English conversation through music or movies.

b. Are there any particular challenges you face when trying to improve your English pronunciation?

Answer: Yes, there is a challenge in that it is difficult to find native speakers with whom you can communicate to serve as a reference for correct pronunciation.

c. Are there any specific steps or actions you believe should be taken to overcome the influence of the Kaili accent on English pronunciation?

Answer: more often pronounce words or sentences in English that are not used to being heard.

Appendix 3 Title of Submission Latter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama : ISHAR
TTL : Ulatan 02-Mei-2002
Program Studi : Tadris bahasa Inggris
Alamat : Jln. Kelapa 11
Judul :

NIM : 191160011
Jenis Kelamin : Laki-Laki
Semester : VI (Enam)
HP : 082247090224

✓ **Judul I**

The influence of Kailinese accent towards English pronunciation of the 2th semester students at UIN Datokarama Palu.

○ **Judul II**

Improving students Reading Comprehension trought KWL reading strategy at 8th grade Mts Al-Khairaat Ulatan

○ **Judul III**

The influence of learnig Method on intrest learnig English at 8th grade Mts Al-khairaat Ulatan *student's*

Palu, 11 Maret 2022
Mahasiswa,

Nama. ISHAR
NIM. 191160011

Telah disetujui penyusunan skripsi dengan catatan:

- latest references : 2016 – 2022.
- journal articles are more preferable (also latest ones)

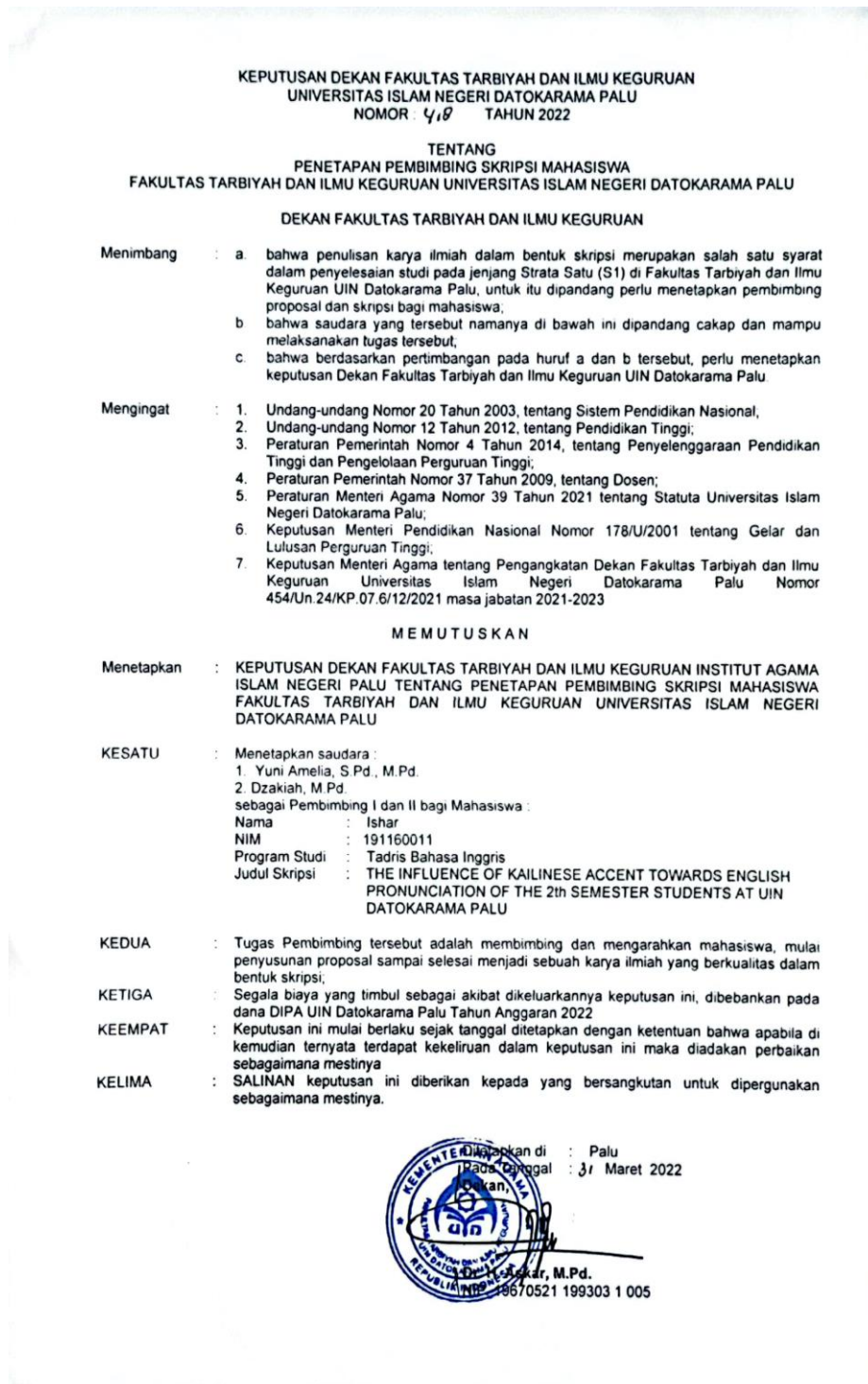Pembimbing I : Yuni Amelia, S.Pd. M.Pd
Pembimbing II : Dzakiah, M.Pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Dr. Arifuddin M. Arif, S.Ag., M.Ag.
NIP. 19751107 200701 1 016

Ketua Program Studi,

Ruslin, S.Pd, M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Appendix 4 Title Validation

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 4,8   TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang   : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat   : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan   : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU   : Menetapkan saudara :
1. Yuni Amelia, S.Pd., M.Pd.
2. Dzakiah, M.Pd.
sebagai Pembimbing I dan II bagi Mahasiswa :
Nama   : Ishar
NIM   : 191160011
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE INFLUENCE OF KAILINESE ACCENT TOWARDS ENGLISH PRONUNCIATION OF THE 2th SEMESTER STUDENTS AT UIN DATOKARAMA PALU

KEDUA   : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA   : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022

KEEMPAT   : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA   : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di   : Palu
Pada Tanggal   : 31 Maret 2022
Dekan,

Dr. H. Askar, M.Pd.
NIP. 19670521 199303 1 005

Appendix 5 Invitation of Proposal Seminar

				NAMA	: IZHAR
FOTO 3 X 4		KARTU SEMINAR PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU		NIM	19116001
				PROGRAM STUDI	: TADRIS BAHASA INGGRIS

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	RABU 13 APRIL 2022	NUR AULIYAH	THE EFFECTIVENESS OF USING SILENT WAY METHOD WITH SPELLING BEE IN IMPROVING STUDENT'S VOCABULARY AT SMPN 8 PALU	1. Drs. Muhammad Ihsan, M.Ag 2. Dzakiah, S.Pd, M.Pd	
2	SELASA 19 APRIL 2022	SALINDA NOVITA SARI	THE IMPLEMENTATION OF VISUAL FLASHCARD MEDIA TO IMPROVE ENGLISH VOCABULARY AT SEVENTH GRADE CLASS OF SMPN 15 PALU	1. Prof. H. Nurdin, S.Pd, M.Pd, S.Sos, M.Com Ph.D. 2. Rasmi, S.Pd, M.Pd	
3	SELASA 19 APRIL 2022	MUHASANAH	THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE STUDENT VOCABULARY AT SEVENTH GRATE CLASS OF MTS N 1 DONGGALA	1. Drs. Muhammad Ihsan, M.Ag 2. Rasmi, S.Pd, M.Pd	
4	SENIN	HAFIDATUNNISA	THE EFFECT OF ENGLISH ANIMATED MUSIC ON THE IMPROVEMENT STUDENTS VOCABULARY AT THE ELEVENTH GRADE AM SMP OF MAN 1 PARIGI	1. Ruslin, S.Pd, M.Sc, Ph.D 2. Hijra Syam, S.Pd, M.Pd	
5	SENIN 20 FEBRUARI 23	NURUL SYAHRA NHADIRA	THE USE OF EDUCATIONAL YOUTUBE VIDEOS AS A MEANS OF LEARNING ENGLISH FOR THE FIRST GRADE AT SMP MADANI PALU	1. Ruslin, S.Pd, M.Sc, Ph.D 2. Dzakiah, S.Pd, M.Pd	
6	SELASA 14 MARET 27	AZZAHRA RAMADHANI	THE EFFECTIVENESS OF HIDEN OBJECT GAME TO IMPROVING VOCABULARY MASTERY OF STUDENTS AT THE EIGHT YEAR OF SMPN 1 TOLI-TOLI	1. Ruslin, S.Pd, M.Sc, PhD 2.	
7				1. 2.	
8				1. 2.	
9				1. 2.	
10				1. 2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

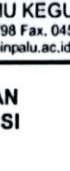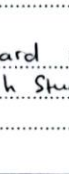**Appendix 6 Consultan Book**

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : *IZMAR*

NIM : *191160011*

Program Studi : *TBI*

Judul : *The influence OF Kailinese Accent toward English pronunc Of The 6th Semester Students At Uin Datokarama Palu*

Pembimbing I : *Yuni Amelia M.Pd*

Pembimbing II : *Ozakiah M.Pd*

No	Hari / Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.			Perbaiki kerangka Tambahkan Riview Literatur	
2.	11/4/23		1. Language Acquisition Segried 2. Language learning	

No	Hari / Tanggal	Bab	Saran Pembimbing	Tanda Tangan
3	24/5/23 Rabu	1.2.3	Prepare the interview question and observation instrumen	
4.	14/06/23 Rabu		Acc	
5.	Pembimbing I 6/07/23 Kamis		Add. Theory Experts not only opinion. 30+ international journal Ti Referensi	Yuni
6	20/07/23 Kamis		Interview item Additional References	
7			Acc	

Appendix 7 Form Proposal Seminar Card

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN
UJIAN PROPOSAL SKRIPSI

Nama : Izhar
NIM : 191160011
SMT/Prodi/Kelas : VIII / TBI I
Alamat : Jl. Tanderante
No. Tlp / HP : 082249090224
Pembimbing : I. Yuni Amelia M.Pd
II. Dzakiah M.Pd

Judul :
The Influence of Kailinese Accent Toward English Pronounciation of the 9th Semester English Students at UIN Datokarama Palu.

No	Persyaratan	Cheklist (diisi oleh ketua Jurusan)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan			
2	Fotocopy tanda bukti pembayaran ujian			
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII			
4	Mempersiapkan *Power Point* untuk bahan presentsi			
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
(Yuni Amelia, M.Pd) NIP. 199006292018012001	Dr. Ar Ardiana M. Fr. M Jd NIP. 197800202200912002	Izhar NIM. 191160011
Catatan Dosen Pembimbing I/II :	Catatan Dosen Penasehat Akademik :	

Penguji : Rasmi, S.Pd. M.Pd
Hari/Tgl : Senin, Selasa, 5/09/23
Waktu : 14.00 15.30
Tempat : Ruang Ujian FTIK

Persetujuan Ketua Jurusan
(Rusli, Ph.D.)
NIP.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 3910 TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang	:	a	bahwa penulisan karya ilmiah dalam bentuk skri psi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
		b.	bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
		c.	bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat	:	1	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		3.	Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
		4.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		5.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		6.	Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
		7.	Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
		8.	Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

KESATU   : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Penguji   :   Rasmi, S.Pd., M.Pd.
2. Pembimbing I   :   Yuni Amelia, S.Pd., M.Pd.
3. Pembimbing II   :   Dzakiah, M.Pd.

untuk menguji Proposal Skripsi Mahasiswa

Nama	:	Izhar
NIM	:	191160011
Jurusan	:	Tadris Bahasa Inggris (TBIG-1)
Judul Proposal	:	The Influence of Kailinese Accent toward English Pronunciation at the 4th Semester English Students at UIN Datokarama Palu

KEDUA   : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;

KETIGA   : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT   : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA   : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal   : 01 September 2023
Dekan

Dr. H. Askar, M.Pd.
NIP. 19670521 199303 1 005

Appendix 8 Proposal Seminar Invitation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor	: 5949/Un.24/F.I/PP.00.9/09/2023	Palu, / September 2023
Sifat	: Penting	
Lamp	: -	
Hal	: Undangan Menghadiri Seminar Proposal Skripsi	

Kepada Yth.

1. Yuni Amelia, S.Pd., M.Pd.   (Pembimbing I)
2. Dzakiah, M.Pd.   (Pembimbing II)
3. Rasmi, S.Pd., M.Pd.   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama	: Izhar
NIM	: 19.1.16.0011
Jurusan	: Tadris Bahasa Inggris (TBIG)
Judul Skripsi	: The Influence of Kailinese Accent toward English Pronunciation at the 4th Semester English Students at UIN Datokarama Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	: Selasa, 05 September 2023
Waktu	: 14.00 Wita - Selesai
Tempat	: Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
c. 1 rangkap untuk Ketua Jurusan
d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
f. 1 rangkap untuk ditempel pada papan pengumuman.
g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 9 Proposal Semin Assesment Sheet

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 05 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Izhar
NIM	:	19.1.16.0011
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	The Influence of Kailinese Accent toward English Pronunciation at the 4th Semester English Students at UIN Datokarama Palu
Pembimbing I	:	Yuni Amelia, S.Pd., M.Pd.
Pembimbing II	:	Dzakiah, M.Pd.
Penguji	:	Rasmi, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	88	
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	86	
4.	PENGUASAN	85	
	Jumlah	344	
	Nilai Rata-rata	86	

Palu, 05 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk
80-84	A-	angka
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 05 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Izhar
NIM	:	19.1.16.0011
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	The Influence of Kailinese Accent toward English Pronunciation at the 4th Semester English Students at UIN Datokarama Palu
Pembimbing I	:	Yuni Amelia, S.Pd., M.Pd.
Pembimbing II	:	Dzakiah, M.Pd.
Penguji	:	Rasmi, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	87	
3.	METODOLOGI	87	
4.	PENGUASAN	87	
	Jumlah	396	
	Nilai Rata-rata	86,5	

Palu, 05 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Pembimbing II,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Dzakiah, M.Pd.
NIP. 19920629 201903 2 017

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 05 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Izhar
NIM	:	19.1.16.0011
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	The Influence of Kailinese Accent toward English Pronunciation at the 4th Semester English Students at UIN Datokarama Palu
Pembimbing I	:	Yuni Amelia, S.Pd., M.Pd.
Pembimbing II	:	Dzakiah, M.Pd.
Penguji	:	Rasmi, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	84	
2.	BAHASA & TEKNIS PENULISAN	83	
3.	METODOLOGI	86	
4.	PENGUASAN	85	
	Jumlah	378	
	Nilai Rata-rata	85	

Palu, 05 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Rasmi, S.Pd., M.Pd.
NIP. 19860624 201903 2 011

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

Appendix 10 List of Attendaces of The Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Selasa, tanggal 05 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Izhar

NIM : 19.1.16.0011

Program Studi : Tadris Bahasa Inggris (TBIG)

Judul Proposal : The Influence of Kailinese Accent toward English Pronunciation at the 4th Semester English Students at UIN Datokarama Palu

Tgl / Waktu Seminar : 05 September 2023/14.00 Wita

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Siti Magfirah Moyar	191160003	TBI		
2.	Mafa	191010009	PAI		
3.	KHAIRUNNISA	191010206	PAI		
4.	Siti Nur Komunyati	19.1030017	MPI		
5.	Nourviany	191160043	TBI		
6.	Sumarni	191010022	PAI		

Pembimbing I,

Yuni Amelia, S.Pd., M.Pd.
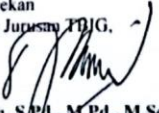NIP. 19900629 201801 2 001

Pembimbing II,

Dzakiah, M.Pd.
NIP. 19920629 201903 2 017

Palu, 05 September 2023
Penguji,

Rasmi, S.Pd., M.Pd.
NIP. 19860624 201903 2 011

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Appendix 11 Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

SURAT IJIN PENELITIAN
No.5997/Un.24/F.I/PP.00.09/10/2023

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu menerangkan bahwa :

Nama	: Ishar
NIM	: 19.1.16.0011
Tempat Tanggal Lahir	: Ulatan, 02 Mei 2002
Semester	: IX (Sembilan)
Program Studi	: Pendidikan Tadris Bahasa Inggris
Alamat	: Jl. Tanderante

Untuk melakukan penelitian di Program Studi Tadris Bahasa Inggris (TBI) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu dalam rangka penyusunan skripsi dengan judul *The Influence of Kailinese Accent toward English Pronunciation of the 4th Semester English Students at UIN Datokarama Palu* .

Demikian Surat izin ini diberikan, untuk digunakan sebagaimana mestinya.

Sigi, 24 Oktober 2023

a.n.Dekan
Ketua Jurusan Tadris Bahasa Inggris

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690214 199203 1 013

Appendix 12 Documentation

CURICULUM VITAE

Name : Idzhar Lasau

Date of Brith : Ulatan 02 Mei 2002

Gender : Male

Address : Jln Tanderante

Phone Number: 082249090224

Email : izharlasau@gmail.com

Educational History

SD Negeri Ulatan : Graduated in 2013

Mts Al-Kairaat Ulatan : Graduated in 2016

Ma. Al-Khairaat Ulatan : Graduated in 2019

UIN Datokarama Palu : Graduated in 2024

Organization Experience

1. Gerakan Pramuka Saka Bhayangkara Polsek Tomini Polres Parigi Moutong 2016-2019.

2. Ketua Karang Taruna Bolili Jaya Desa Ulatan 2024-2027.

4. HMPS TBI UIN Datokarama Palu 2019-2021

5. Dewan Pengurus Wilayah (DPW) Regional Sulawesi Ikatan Mahasiswa Bahasa Dan Sastra Inggris se-Indonesia (IKAMABSII) 2021-2024.

6. Lembaga Pers Mahasiswa (LPM) Qalamun 2020-2023.

7. Koordinator Departemen Pendidikan DEMA FTIK UIN Palu 2020-2021

8. Ketua Umum Himpunan Mahasiswa Bidikmisi Dan KIP-Kuliah UIN Palu 2021-2022.

9. Alumni KKN Kolaborasi Nusantara Moderasi Beragama di Papua 2022.

MOTTO

"There is one thing that makes a dream impossible to achieve, the fear of failuer"