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3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
INDONESIA

PROCEEDINGS

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3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
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5, 6 June 2015

**Bandar Lampung University (UBL)
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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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THE INFLUENCE OF LAMPUNGNESE ETHNICITY ACCENT ON DIALECT A TO LAMPUNGNESE STUDENTS' PRONUNCIATION ABILITY AT ENGLISH EDUCATION STUDY PROGRAM

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ABSTRACT - This research was a qualitative research. Multiple methods were used in this research. They were observation, interview, transcription, and documentary. After getting the data, there were some influences in segmental and suprasegmental features. At the segmental features, it influenced some consonant and vowel sounds. Those consonant sounds were [v] and [f] sound became [p] sound, [th] sound became [t] sound, [z] sound became [s] sound, [ch] sound became [c] sound, and [j] became [ng]. Meanwhile, at the vowel sounds influenced monophthongs and diphthongs. At monophthongs, they were [é] sound became [ə] sound, [ə] sound became [é] sound, and [i] sound became [e] sound. Meanwhile at the diphthongs, it was [ei] sound became [e] sound. At the suprasegmental features, there were some influences on the words' stress and intonation. Some words and sentences were given inappropriate stress and intonation. Those things happened for some reasons. They were the intensity time in using English, the difference in phonological system between English and Lampungnese language, the sociolinguistic factor, the learner's age, and the learner's attitude and personality.

Keywords: Ethnicity accent; influences; Pronunciation features; Factors.

1. INTRODUCTION

Studying English in senior and junior high school is different with studying English in university. In the university, students are expected to realize that English is not their foreign language anymore. They should master all four basic skills of English especially speaking. However in fact, many university students especially in English education study program at Bandar Lampung university, some of Lampungnese students still speak with their heavy accent. It can arise some misunderstandings. To avoid misunderstanding usually listeners need to make sure what speaker talk about since they speak with heavy accent. Accent is not the only important part when you speak your ethnicity language. It is really needed to make yourself look better than others. It can be as our identity. Meanwhile ethnicity is

However, in this case only some university students in Bandar Lampung who can understand and realize it well. They do not need to avoid their accent but they have to develop their accent which is close to the standard variety. However, in fact they do not speak ordinarily. They can decrease the sense of English itself and make other people feel confused and think hardly to understand what they say. To avoid those misunderstandings, students are expected to be able to use English maximumly and be professional in the target language.

2. RESEARCH METHODOLOGY

In this research, it focused on influence of ethnicity accent to English pronunciation ability with two participants. This research explained the influence of Lampungnese ethnicity accent to English pronunciation ability. There were two individuals as the participant. Those participants were university students in Bandar Lampung. After choosing the participants, there were multiple methods that were

used in gaining the data namely, observation, interview, documentary, and transcript. Firstly, there were some observations to see how often they spoke English incorrectly and how often they practiced English. It could be in the class and outside of the class. Next it was the interview section to the participants. They were interviewed some topics such as family, hobby, and dream. While doing the interview, there was also documentary, the kind of documents that were used namely audio (voice recordings) and audio visual (video). Those documentaries were as the data sources and the basic fundamental to have some analysis.

In collecting the data, the participants were observed and interviewed. Both observation and interview section were recorded especially for interviews section. The participants had been observed for about three times in their classes. The first observation was in the first week of December, the second was in the second week of December and the last was in the third week of December.

After having some observations, they were interviewed about some topics such as family, hobby, and dream. Every interview consisted of ten questions. Every interview was about five to fifteen minutes. Each Interview was recorded. Because the participants were two university students, the writer had to make the schedule which was suitable to them. The interview was held on December 2014 to February. The first interview was in the Fourth week of December. It told about English, there was only recording since the writer considered that was warming-up interview. Then the second interview was in the second week of January 2015. It was about family so the participants were needed to tell about their families. The third interview was in the third week of January 2015. It was about their hobby. The last interview was in the first week of February 2015.

The topic was about dream. The interview topics were very common and easy, so it was expected that the participants did not need to think heavily. They were expected to speak naturally and spontaneously.

After getting those recordings of all interviews, they were listened carefully by the writer. The writer had to transcribe the interview sections in some pieces of paper. Then the writer took some notes of the words and utterances that were spoken incorrectly and not standard. After that, it was needed to re-listen the interview recordings to measure the result. After doing those steps the writer tried to find out the causes why they did not speak English standardly.

The data analysed were all the recordings from the interview section. In this step, the writer listened all the conversations that they had done and took some notes for some words that were said incorrectly. After taking notes, the writer checked all the pronunciation of those words by using Oxford learner's pocket dictionary, Cambridge dictionary, and English phonetic transcription online as the reference. Then the writer shared the result with the person in triangulation. It was also needed to re-ask the participants about the words they said. Those activities above were needed to avoid incorrectness in taking the data, to make sure all the data and to make sure whether those words were continuously spoken incorrectly or only at the interview.

3. RESULT AND DISCUSSION

After finishing the interview sections, there are some research findings from the first and second participant. Those findings influence the segmental and suprasegmental features. At the segmental features, it influences some sounds. The first sound is consonant sounds namely, . At the consonant sounds, [v] and [f] sounds become [p] sound as in *have, family, feel, live, feel, five, motivate, successful, improve, believe, funny, and familiar*. At the consonant [th], it becomes [t] sound as in *fourth, with, and both*. Then [z] sound becomes [s] sound as in *result, present, and as*, and [ch] sound becomes [c] sound as in *change and much*.

Moreover at the vowel sounds, it is influenced some vowel sounds. It influences monophthongs and diphthongs. At monophthongs, [é] sound becomes [ə] sound, [ə] sound becomes [é] sound, and [ɪ] sound becomes [e] sound as in *English and Experience*. Meanwhile at the diphthongs, [ei] sound becomes [e] sound as in *same and make*.

Other things are at words' stress and intonation. Those two participants almost use words' stress and intonation inappropriate place. Some words are spoken with incorrect stress. The stress is expected to be put in another sounds or segments but those two participants put the stress anywhere they want. Meanwhile at the intonation, they are produced bad intonation. They almost speak with flat intonation. There is no raising and down intonation at the right place. They directly sometimes speak with rising and down intonation. So that, it is pretty hard to listen the intonation at the correct place.

Those things above can happen because of some factors. They are the intensity time in using English, in phonological system between English and Lampungnese language, Learner's attitude and personality sociolinguistic factor, the learner's Age.

4. CONCLUSION

By having the data analysis, it is clearly seen that there are some influences from Lampungnese ethnicity accent on dialect A to Lampungnese students' English pronunciation ability at English education study program. Those influences are at segmental and suprasegmental features.

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