

**THE IMPACT OF MADURESE ACCENT
ON STUDENTS' ENGLISH WORD STRESS IN LEARNING SPEAKING
AT SMPN 6 JEMBER**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

By:

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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
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MOTTO

من كان يؤمن بالله واليوم الآخر ، فليقل خيرا أو ليصمت

“Whoever believes in God and the Last Day, let him speak good or remain silent” (HR. Al-Bukhari)



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DEDICATION

I proudly dedicate this undergraduate thesis for:

1. My Beloved parents, Mr. Imam Mahmudi and Mrs. Suryaningsih who have been giving their support and effort for me to get Bachelor Degree
2. My beloved sister and brother who have been giving me support, and prayed for me
3. All my friends that I can't mention one by one, thanks for all the supports and the kindness



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ABSTRACT

Rizqi Relo Prayogi, 2024: *The Impact of Madurese Accent on Students' English Word Stress in Teaching Speaking at SMPN 6 Jember.*

Keyword: Madurese Accent, Word Stress, Teaching Speaking

This study investigates the impact of Madurese accent toward students' English word stress at SMPN 6 Jember. It aims to analyze how the phonological characteristics of the Madurese language influence the accuracy and patterns of English word stress among learners. The study concludes with recommendations for teaching strategies that focus on stress awareness and phonetic practice to enhance students' pronunciation skills. These findings contribute to the broader understanding of language interference in second language acquisition and provide practical insights for improving English language education in multilingual contexts.

The research question of this study is How to reduce the impact of Madurese accent on students' English word stress at SMPN 6 Jember. The objective of this research is to identify whether Madurese accent affects students' English word stress at SMPN 6 Jember. The research adopts a qualitative approach, utilizing recordings of students' spoken English, interviews, and phonological analysis to examine their stress placement on multi-syllabic words. The findings reveal that students often transfer stress patterns from their native Madurese accent, leading to deviations from standard English stress norms. Key factors influencing this transfer include the syllable-timed nature of the Madurese language and limited exposure to native English pronunciation.

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CHAPTER I

INTRODUCTION

This chapter presented an introduction of the research. The parts of this chapter were research background, the research problem, the research objective, the significance of the research, and the definition of key terms.

A. Research Background

In recent years, teaching speaking skill has become one of English skills to be taught for students, because it is the most important skill that students have to be mastered. Speaking is also the main of communication that giving information to others directly. Puspandari and Bastomi in 2022 found out that in the context of English being a foreign language, such as in Indonesia, communicating in English is a challenging. One of the main factors contributing to this challenge is learners' inaccurate pronunciation, which could lead to misunderstandings. That's why pronunciation also important to be mastered to speaking English.

However, in the middle of society, pronunciation is the main thing that needs to put more attention to be understood to speaking to others, when people communicate with others to give information, idea, or something, they will speak as a tool to telling what they want to tell¹. Therefore, people would be understand what we say when we are saying it clearly, even though there are also listening skill that take a part of communication in society, but we as a

¹ Lusia Eni Puspandari, Yazid Bastomi, (2022), The Influence of Madurese Dialect on Students' English Word Stress, Indonesian Journal of Applied Linguistic, Volume 12

speaker, it would be great if we can delivering our idea nicely, so the listeners could easily understand.

Syarifah pointed out that pronunciation is very important in speaking. Most English learners usually face difficulties in pronouncing English words correctly, especially with word stress. One of the influential factors is due to first language interference.² Therefore, the teacher should be able to solving this problem. It has gained prominence in recent years, recognizing it as a crucial aspect of English language proficiency. This emphasis is particularly significant in countries like Indonesia, where English is taught as a foreign language and is only compulsory at the high school level.

Communication in English poses a challenge in such contexts. Selinker proposes the notion of communication strategies to address certain classes of errors made by first/second language learners. This error occur because of an incomplete learning of the target language³ Furthermore, the mastery of pronunciation is crucial for English learners, as it directly impacts their ability to communicate ideas and information effectively, the recognition of pronunciation as a vital skill reflects the broader acknowledgment of speaking as a fundamental aspect of language proficiency. Efforts to overcome pronunciation challenges, including addressing first language interference, become essential in enhancing overall speaking skills for English learners, particularly in contexts where English is learned as a foreign language. Dialect

² Syarifah, Warsono, and Sri Wuli Fitriati, (2020), English Word Stress Production of Male and Female Madurese Students, English Educational Jurnal

³ Ardianto, Puthut, (2016), Communication Strategies in English Conversation, Journal of Foreign Language, Teaching, & Learning Vol. 1

is one of the important aspects in language and communication. So that it will also impact the language teaching process especially on the student's pronunciation in speaking ability⁴. So how person's good pronunciation can be seen by how they arranged their dialect or accent.

In pronunciation, accent also affects some of word stress in several regions. Each accent has its own set of pronunciation rules and patterns. For example, the pronunciation of vowels, consonants, and intonation may differ between the General American accent and the British Received Pronunciation (RP) accent⁵. Accents can vary widely based on region, and even within regions, there can be sub-variations. In Indonesia, for instance, there are regional accents like the Javanese accent or the Sundanese accent, each of which has distinct pronunciation features. There can also be social or socioeconomic variations that affect accents. Apriyanti pointed out that The Indonesian language has its own particular sounds and patterns for pronunciation⁶.

When an Indonesian speaker learns another language, these speech patterns may act as a barrier to the pronunciation of English. This results in an accented English, such as the "Indonesian accent"⁷. That's what makes Indonesian face difficulty when learning English, especially Madurese people.

⁴ Siregar, Syahreni, (2017), The Influence of Dialect on the Student's Pronunciation in Speaking Ability

⁵ Erin Carrie & Robert M. McKenzie (2018) American or British? L2 speakers' recognition and evaluations of accent features in English, *Journal of Multilingual and Multicultural Development*, 39:4, 313-328

⁶ Hasibuan, Apriyanti, (2020), The Accent Problem in Indonesia and English Language, *Jurnal ESTUPRO* Vol. 5

⁷ Hasibuan, Apriyanti, (2020), The Accent Problem in Indonesia and English Language, *Jurnal ESTUPRO* Vol. 5

Puspandari stated that Madurese students got some difficulty due to the different word stress between English and Madurese. Because they are used to using Madurese accent and they have to speak in different word stress which is English, that the problem that most of English learners face⁸.

Even further, in Indonesia, they have so many accents and dialects, such as Javanese, Balinese, Sundanese, and Madurese accent. Madurese itself, is used by Madurese or people who lived in Madura, not only Madura, there are some regions that use Madurese as their traditional language, such as Jember, Probolinggo, Bondowoso, Lumajang, and Pasuruan. Even more, in Madura island itself, it has several regions, such as Bangkalan, Pamekasan, Sumenep, and each regions has their each Accents. The Madurese students in particular appear to be reluctant to communicate in English, although they engage in lively conversation in their native tongue, or L1. According to Brown, a second language learner has challenges because their LI has an impact on their L2, particularly as adults. This effect is the outcome of LI transfer, and it is a major cause of mistakes for second language learners. Ladefoged demonstrates that learning L2 pronunciation is clearly influenced by the mother tongue. Foreign learners are expected to make mistakes when the LI and L2 norms conflict. All of it is related to what is referred to be LI and L2 interference⁹. It concluded that Understanding and addressing LI and L2 interference is crucial in language teaching. Educators need to be aware of

⁸ Lusiana Eni Puspandari, Yazid Bastomi, (2022), The Influence of Madurese Dialect on Students' English Word Stress, Indonesian Journal of Applied Linguistic, Volume 12

⁹ Syarifah et al, (2020), English Word Stress Production of Male and Female Madurese Students, English Educational Jurnal

the linguistic diversity within their student population and tailor their teaching methods to mitigate the impact of LI transfer, fostering a more effective learning environment for English language acquisition, particularly in regions with diverse linguistic backgrounds like Indonesia.

Syarifah in 2020 pointed out that there were no gender differences seen in the word stress production of Madurese student's, either male or female. The findings of the study led the researcher to look at the possibility of misaligning word stress according to syllable count without taking gender into account.¹⁰ Firdaus in 2012 found out that the learner was interfered his L1 (Madurese) when he spoke in English. The interference that often happened was in the form of grammatical interference and lexical interference. English sentences and word formation they said were interfered by the structure of Madurese¹¹. So, Mostly of Madurese student's got difficulties on saying English word, even speaking in English, it could be affected by their L1, which is so much word stress in Madurese language that's so different with English's word stress. Thus, the gender difference didn't affect in speaking English, also the difference in word stress in Madurese students' English does not have much effect on the meaning of the word itself. However, it makes them sound less clear, which resulted in misunderstanding. Moreover, it's going to be great if we as a teacher could teach our students to speak English nicely. Therefore, researchers will figure it out how traditional language

¹⁰ Lusia Eni Puspandari, Yazid Bastomi, (2022), The Influence of Madurese Dialect on Students' English Word Stress, Indonesian Journal of Applied Linguistic, Volume 12

¹¹ Rona Ayu Putri Surya, (2014), Madurese Interference in an English Teacher's Talk in Senior High School in Bangkalan,

affects English word stress, and also, how to anticipate and correct these problems.

As the teacher takes part of teaching learning, so teacher supposed to be able to mastering English skills before teaching, because it can impact students learning activity. Teachers' strategies in speaking skill are very important to overcome students' difficulties in speaking. The aim of teaching speaking is to provide students with the ability in expressing the target language to cope with basic interactive skill¹². So it important to find out the good teaching strategy for teachers and students so that both are feels comfort when they are doing teaching learning activity. Even more, if the teacher can deliver material in the best and simple way, the student will easily accept the material, even the students going to love learning English too. Tanveer found out from Davis in Tools for Teaching. San Francisco: Jossey-Bass (1993) further asserted that teachers' teaching behavior is the greatest cause of change in students' learning motivation level. To enhance the motivation level of students, teachers should follow the given practices: Teacher should not over expect or anticipate unrealistic goals from students; rather they should help their students in setting reachable goals, Teach passionately as well as try not to create an extreme level competition between the students in class room¹³. Therefore, Once students feel fail in their competition, most of students going

¹² Faizal Razi, Asnawi Muslem, Dohra Fitrisia, (2021), Teachers' Strategy in Teaching Speaking Skill to Junior High School Students, English Education Journal

¹³ Muhammad Asif Tanveer et al, (2012), Influence of Teacher on Student's Learning Motivation in Management Science Studies, American Journal of Scientific Research

to be lazy in learning, they are going to giving up to let the competition to their friend.

To fill this void, the researcher attempts to explore the effects of regional languages on students' pronunciation. The aim of the research is to find out how much the impact of regional languages have on SMPN 6 Jember students' pronunciation, form finding out the affects, so the researcher could conclude that the deficiency that experienced by the researcher on the researching, and so the researcher could figure out the problem solving by the main topic before. The idea of finding out the effect of Madurese language on students' pronunciation is because the researcher have experienced the same thing, there are much of junior and senior high school that cannot pronounce the word the right way, it makes curious the researcher about the effects of their regional language. So, the researcher took this case as a study entitled "The Impact of Madurese Accent on Student's English Word Stress in Teaching Speaking at SMPN 6 Jember"

B. Research Question

Based on the background above, the researcher formulated the research question:

1. How Madurese accent impact students' English word stress in learning speaking at SMPN 6 Jember?
2. How to reduce the impact of mispronouncing words caused by the Madurese accent on students English word stress at SMPN 6 Jember?

C. Research Objective

Based on research question has been mentioned above, the objective of this research are as follow:

1. To describe how Madurese accent impact students' English word stress at SMPN 6 Jember
2. To describe how to reduce the impact of Madurese accent on students' English word stress

D. Research Significance

There are two benefits of this research, namely theoretical and practical benefits. The expected result of both theoretical and practical are:

1. Theoretical Significance

This research is expected to provide the advantage to all parties that involved in the world of education, such as teachers, students, and other researchers. It is hoped that it can help all of the teachers to solving speaking skill problem such as pronunciation

2. Practical Significance

There are practical significance in this research benefits for students, teachers, and future researcher:

- a. For students, the result of this research can help them to improve their pronunciation, especially their English word stress
- b. For teachers, it is expected to help teachers to solve their teaching speaking skill problem, especially about pronunciation and word stress itself

- c. For future researcher, it can be reference for doing another speaking skill research or even more further

E. Research Scope

This research subjects is seventh grade of SMPN 6 Jember

The subject was seventh grade students of SMPN 6 Jember, why the researcher chose seventh grade students was because the researcher want to know how much Madurese accent affect students' English word stress where they never ecstastically learn to speak English, it's will be clearly seen how Madurese accent affect students' English word stress.

This research focused on speaking skill that focused on transactional text

This research primarily focused on speaking skills, with a specific emphasis on transactional texts. Transactional texts are a fundamental component of communication, as they involve exchanges of information, ideas, and services in everyday interactions. The study aimed to explore how learners develop their ability to effectively engage in transactional communication, addressing challenges such as pronunciation, fluency, and context-appropriate language use. By concentrating on this aspect of speaking, the research provides insights into improving students' practical communication skills in real-life situations.

This research focused on speaking skill that consist of pronunciation, and intonation

This research focused on speaking skills, specifically targeting pronunciation and intonation as key components. Pronunciation is crucial for

clear communication, ensuring that words are articulated accurately and understood by listeners. Intonation, on the other hand, plays a vital role in conveying meaning, emotion, and emphasis through variations in pitch and tone. Together, these elements are essential for effective spoken communication, as they enhance the clarity and expressiveness of speech. By addressing these aspects, the research aims to improve learners' overall speaking abilities, enabling them to communicate more effectively in diverse contexts.

The improvement of student pronunciation by solving their word stress problem

The research focused on improving students' pronunciation by addressing their challenges with word stress. Word stress, an essential aspect of pronunciation, significantly affects the intelligibility of spoken English, as incorrect stress can lead to misunderstandings or miscommunication. The study aimed to identify common word stress issues faced by students and implemented targeted strategies to resolve them. By enhancing students' awareness of syllable emphasis and teaching practical techniques for accurate word stress placement, the research contributed to notable improvements in their pronunciation skills, fostering clearer and more confident spoken communication.

F. Definition of Key Terms

In order to make the reader get easier to understanding the research, the researcher will give the definition of some key term that are important to be understood as follows.

1. Madurese accent

Madurese accent is one of many accent in Indonesia, it comes from Madurese language which is from Madura Island. But not only from Madura, is Madurese language used in several region, such as Jember, Probolinggo, Situbondo, Banyuwangi, Pasuruan, and many more.

2. Word Stress

Word stress is part of pronunciation that most uses intonation to say some word, and the emphasis we place on a specific syllable of a word when pronouncing it, also different word stress placement can make a word hard to understand.

3. Speaking skill

Speaking skill is one of English skill that is using oral ability to produce language that can be understood by others and deliver some idea or meaning about something, this research focused on students' pronunciation, especially students' word stress. Speaking is the idea, concept, and assumption that are physically realized from the human schema. It converts intangible concepts into audible expressions that provide meaning.

CHAPTER II

LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous Studies

There were several previous studies related to the Influence of Dialects on Students' Pronunciation. As follows:

1. Syahreni Siregar (2017), The Influence of Dialect on the Student's Pronunciation in Speaking Ability

This study explores the influence of dialect on students' pronunciation in their speaking ability. It emphasizes the significance of dialect in language and communication, especially in the context of language teaching. The researcher discusses the impact of dialect diversity among Indonesian students on their ability to comprehend the subjects they are learning, particularly in relation to language variations encountered in their daily lives. It underscores the importance of pronunciation in English communication and the potential challenges students face due to the influence of their native dialects.

The researcher also delves into the various types of dialects, such as regional and social dialects, and their implications for language learning, shedding light on the relationship between language and dialect. Moreover, the document delves into the factors influencing pronunciation, including accent, stress, rhythm, motivation, exposure, attitude,

instruction, age, personality, and mother tongue influence. It highlights the role of the mother tongue in shaping a student's pronunciation when learning a new language.

Additionally, it discusses the concept of speaking ability, outlining its multifaceted nature and the different functions of speaking, such as talk as interaction, transaction, and performance. Furthermore, the document explores the complexities of speaking ability, emphasizing that it involves more than just the production of sounds and encompasses aspects such as vocabulary mastery, motivation, and dialectal influence.

In conclusion, the document underscores the need for educators to be aware of the impact of dialect on students' pronunciation in speaking ability. It emphasizes the challenges that arise from the diverse dialects present in Indonesia and their influence on English language learning. The article ultimately calls for a deeper understanding of the role of dialect in language teaching and the development of educational policies that consider dialectal variations to effectively address students' speaking challenges.

2. Mohammad Muhassin, Fithrah Auliya Ansar, Prasasti Prasetyo Putri (2018), Phonological Interference Of Madurese Towards English At The Eleventh Students Of Sma Al Hikam Bangkalan East Java

This study provides an in-depth exploration of how the phonological system of the Madurese language influences the English pronunciation of eleventh-grade students at SMA Al Hikam Bangkalan. Based on

theoretical frameworks of language interference, particularly at the phonological level, the study argues that structural differences between the mother tongue and the target language lead to systematic pronunciation deviations. Using a descriptive qualitative approach supported by interviews, questionnaires, and pronunciation recordings, the researcher analyzed 1,320 phonetic transcriptions collected from students' pronunciation tasks.

The findings reveal that phonological interference appears in five major forms: (1) sound addition, (2) sound replacement, (3) sound omission, (4) a combination of replacement and addition, and (5) a combination of replacement and omission. These findings expand the typical categorization of phonological interference, which usually consists of only three types. Quantitatively, there are 699 interference cases, representing 52.93% of all data, indicating that more than half of the students' sound production is influenced by the phonology of the Madurese language.

The most dominant interference type is sound replacement (24.92%), particularly involving vowel sounds, which reflects the unique vowel system and alternation patterns found in Madurese. Sound addition (13.18%) and sound omission (8.40%) also occur frequently, showing that students tend to adjust English syllable structures to match the phonotactic patterns of their mother tongue. The two combined forms of interference—replacement plus addition (4.62%) and replacement plus omission

(1.81%)—further illustrate the complex strategies students use when adapting English sounds.

Overall, the study concludes that the difficulty Madurese students face in pronouncing English is not merely the result of individual mistakes but rather a systematic phenomenon rooted in cross-linguistic phonological differences. Therefore, the researcher suggests that teachers provide intensive IPA-based pronunciation training and offer continuous practice activities to reduce phonological interference. Students are also encouraged to increase their exposure to English through reading, listening, and other multimodal activities to improve pronunciation accuracy. Future research is recommended to expand these findings by examining the detailed phonotactic structure of Madurese and its impact on English language acquisition.

3. Armayanti Rumlatur, Karolis Anaktototy, Petrus Jacob Pattiasina (2021), *Assessing The Interference of Mother Tongue Towards Students' Spoken English Ability at SMPN 39 SBT*

This study was conducted to examine how mother tongue interference, specifically the Gorom language, affects the English-speaking ability of students at SMPN 39 SBT. Using a descriptive qualitative approach, data were collected through video recordings, field notes, and interviews with eleven eighth-grade students who are fluent speakers of Gorom. The analysis was carried out by transcribing the

students' utterances and identifying pronunciation errors based on Uriel Weinreich's classification of phonological interference.

The results show that there were 222 cases of interference found in 536 speech data. Four types of phonological interference were identified: under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of distinction, and actual phone substitution. The most dominant interference was actual phone substitution, in which students replaced English sounds with the closest approximations found in Gorom. This occurred because of significant differences between the phonological systems of the two languages, such as the absence of sounds like [v], [θ], [ð], and distinct vowel contrasts like [æ] and [ɪ] in Gorom. Other types of interference also reflected direct influence from Gorom phonotactics, such as inserting vowels at the beginning or end of words and misinterpreting geminate sounds or stress patterns.

In addition to linguistic factors, the study identified both internal and external factors that contributed to phonological interference. Internal factors include motivation, attitudes toward the language. Personality also played an important role: extroverted students tended to be more confident in speaking, whereas introverted students often experienced anxiety and fear of making mistakes.

External factors involved teacher behavior and the learning environment. Teaching practices that focused primarily on writing skills and the lack of motivational support from the teacher limited students'

opportunities to develop speaking skills. Furthermore, the local cultural environment was quite strict, leading students to feel anxious or insecure when asked to speak or perform in front of the class.

In summary, the study concludes that mother tongue interference is inseparable from the process of acquiring a foreign language, especially in the areas of phonology and speaking ability. To help students reduce interference, teachers need to place greater emphasis on pronunciation instruction and create a more supportive classroom environment where students feel comfortable participating. More communicative and speech-focused teaching approaches are essential for improving students' spoken English proficiency.

4. Lusia Eni Puspendari, Yazid Bastomi (2022), *The Influence of Madurese Dialect on Students' English Word Stress*

This study focuses on the misplacement of English word stress by Madurese students and explores the reasons behind it. Findings indicate that factors such as the influence of the students' native dialect, motivation, attitude, age, and the lack of pronunciation training contribute to this issue. The study emphasizes the importance of addressing word stress in English language instruction and the need for improved pronunciation training.

The provided list of references covers various aspects related to English pronunciation, including difficulties faced by EFL students, the influence of first language, teaching methods, and strategies for teaching

and learning pronunciation. The reasons for the misplacement of English word stress by Madurese students include several factors. Firstly, the influence of their native Madurese dialect plays a significant role.

Madurese words often start with consonants that affect the pronunciation of English words, leading to the incorrect placement of word stress. Additionally, the use of the schwa sound ("ə") in Madurese words, which is absent in English, further contributes to the misplacement of stress. Secondly, the students' motivation and attitude towards learning English also affect their pronunciation skills. Inadequate exposure to English language instruction and limited pronunciation training provided in high schools contribute to this issue.

Finally, age and the lack of practice in pronunciation are contributing factors. Older students who started learning English in high school may find it more challenging to acquire correct word stress. The misplacement of word stress occurs mainly in words with three or more syllables. Overall, the influence of the students' native Madurese dialect, motivation, attitude, age, and the lack of pronunciation training contribute to the misplacement of English word stress by Madurese students.

The students' native Madurese dialect influences the misplacement of word stress in several ways. The Madurese language has a specific sound system where stress in two-syllable words is usually placed on the first syllable. This influence transfers to the students' pronunciation of English words, leading them to frequently place stress on the first

syllable. This is observed when Madurese students pronounce two-syllable English words.

Furthermore, the influence of consonants in the Madurese language, such as bilabial [p] and [b], alveolar [t] and [d], and velar [k] and [g], affects the way Madurese students pronounce certain English words, especially when those English words have more than two syllables. Madurese students tend to misplace word stress in English by adding the schwa sound ("ə") in front of words that start with those consonants, which is a common feature in their native dialect. Therefore, the native Madurese dialect plays a significant role in influencing the misplacement of word stress by Madurese students in their English pronunciation.

5. Vicky Ananda Burky (2021), The Influence of Regional Accent in Speaking English at Muhammadiyah University of Makassar

The research study focuses on the influence of regional accent on the way students speak English, specifically in pronunciation and intonation. The study examines students from Barru and Bone regencies in Makassar, Indonesia. The data collected through qualitative research methods revealed that most students speak English with a Bugis accent, both in English-speaking situations and daily conversations.

The literature review further highlighted the errors made by Bugis English students in certain phonetic areas due to the influence of their first language. Recommendations are made for students to be aware of their

first language interference and for lecturers to support students in improving their English pronunciation and intonation.

Based on the research study by Nurpahmi in 2013 and Burky Ananda in 2020, recommendations are made for students to improve their English pronunciation. Firstly, students need to be aware of the interference of their first language, particularly the Bugis accent, on their English pronunciation and intonation. Understanding the differences between the phonemes of their first language and English can help them overcome pronunciation errors. Secondly, students can enhance their English pronunciation skills through audiovisual media, as proposed by Permana. This approach allows students to practice correct pronunciation by listening and imitating native English speakers. Lastly, lecturers can play a crucial role in supporting students by attending to their English pronunciation and intonation. Providing guidance, feedback, and additional practice opportunities can help students refine their pronunciation skills.

Several recommendations are made for students to improve their English pronunciation. Firstly, students need to be aware of the interference of their first language, specifically the Bugis accent, on their English pronunciation and intonation. Understanding the differences between the phonemes of their first language and English can help them overcome pronunciation errors. Secondly, Permana suggests that students

can enhance their English pronunciation skills through the use of audiovisual media.

This approach allows students to practice correct pronunciation by listening and imitating native English speakers. Lastly, lecturers play a crucial role in supporting students by attending to their English pronunciation and intonation. Providing guidance, feedback, and additional practice opportunities can assist students in refining their pronunciation skills.

Table 2.1
Previous Research

No.	Researcher's Name	Similarities	Differences
1.	Syahreni Siregar (2017), The Influence of Dialect on the Student's Pronunciation in Speaking Ability	a. Both researchers are discuss about how traditional language affects students' speaking skill	a. The previous research was used no subject while this research subject was high school student
2.	Mohammad Muhassin, Fithrah Auliya Ansar, Prasasti Prasetyo Putri (2018), Phonological Interference Of Madurese Towards English At The Eleventh Students Of Sma Al Hikam Bangkalan East Java	a. Both researcher discuss about regional accent	b. The previous researcher used senior high school students as the subject, while this research used junior high school students as the subject c. The previous research was conducted in Madura Island, while this research was conducted in Jember, Java Island
3.	Lusia Eni Puspendari,	a. Both researcher	a. The previous

No.	Researcher's Name	Similarities	Differences
	Yazid Bastomi (2022), The Influence of Madurese Dialect on Students' English Word Stress	<p>discuss about Madurese language</p> <p>b. Both researcher used recording as the instrument</p> <p>c. Both researcher discuss about students' misplacement word stress</p>	researcher used college student as the subject, while this research used high school student as the subject
4.	Armayanti Rumlatur, Karolis Anaktototy, Petrus Jacob Pattiasina (2021), Assessing The Interference of Mother Tongue Towards Students' Spoken English Ability at SMPN 39 SBT	<p>a. Both researcher study about mother tongue (L1)</p> <p>b. Both researcher used recording as the instrument Both researcher used High School student as the subject</p>	a. The previous researcher study about Gorom language as the object, while this research is Madurese language
5.	Vicky Ananda Burky (2021), The Influence of Regional Accent in Speaking English at Muhammadiyah University of Makasar	a. Both research are discuss about regional accent	<p>a. The previous research was conducted in Makassar, while this research was conducted in Jember</p> <p>b. The previous research discuss about Makassar dialect, while this research discuss about Madurese accent</p>

Based on the explanation table above, it shows that the similarities with previous study on the influence of local accent on the students' English word stress of the research. Meanwhile the differences between previous studies with this current study are different research design, different research location, and different local accent or dialect. In this study, the researcher's aim is to find out the effect of Madurese accent on Students' pronunciation, especially on students' word stress. With some of previous study, hopefully this research can bring and add something new in linguistic realm.

This study discusses the effect of Madurese accent on students' English word stress at SMPN 6 Jember, caused by the differences of each word stress. The habit of using Madurese language and Madurese accent make the students feel comfortable with the word stress, and they got some problem to getting used to speak English with its different word stress.

B. Theoretical Framework

1. Speaking

Speaking is “simply the physical embodiment of abstract systems”. In other words, speaking is the physical realization of ideas, concepts, and assumptions existing in the human schema. It transforms abstract ideas into sounds and utterances that form meaning¹⁴. So speaking can be explained by expressing ideas by voice, so it can be known by the person who talking to. The definition of speaking skill is not too far from the

¹⁴ Guebba Boutaina, (2021), The Nature of Speaking in the Classroom: An Overview, British Journal of Philosophy, Sociology, and History

definition of speaking itself. So it can be concluded that, speaking skill is skill that using oral or verbal for elaborating idea or something. Purpose of speaking skill, Bahadorfar and Omidvar in 2014 describe several reasons why English learners should learn speaking. First, speaking is used as crucial part of language learning and teaching such as ESL/EFL nowadays. Second, mastery of speaking is a priority for language learners. Third, proficiency in speaking is an instrument to evaluate learner's second/foreign language acquisition¹⁵. Therefore, the students' speaking ability is used by teachers to scoring how far the student understanding English, as simple as students' pronunciation.

In addition to these points, speaking also plays an essential role in developing learners' overall communicative competence. Through speaking activities, students not only practice producing sounds and sentences but also learn how to interact meaningfully in real communicative situations. This includes understanding turn-taking, using appropriate expressions, adjusting intonation, and responding to their interlocutors.

Furthermore, speaking supports other language skills such as listening, because learners must comprehend what others are saying before they can respond effectively. In the context of EFL settings like Indonesia, opportunities for authentic communication may be limited, which makes classroom speaking practice even more important. Therefore, enhancing

¹⁵ Welli Septia Dionar, (2018), Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game, Jurnal of English Language Teaching

speaking skill is not only about producing correct pronunciation or accurate grammar, but also about helping learners build confidence, develop fluency, and use language appropriately in various social and academic contexts.

2. Pronunciation

Richard and Schmidt defined pronunciation as the method of producing certain sounds.¹⁶ Pronunciation means putting out any sounds of the mouth, literally everything can be pronounced by producing sounds of the thing. Aspect of Pronunciation, according to Rista in 2016, there are four aspects of pronunciation, there are: accuracy, intonation, fluency, and stressing¹⁷. Those are the aspects to know if the pronunciation is good or less. Pronunciation in Learning Comprehension, Gilakjani stated that good pronunciation is considered a sub-skill of speaking essential and shapes listeners' understanding¹⁸. Therefore, the better pronunciation that students have, then they will find it easier to learn English.

Pronunciation also plays a significant role in building learners' communicative confidence. When students are able to produce sounds accurately and use proper intonation, fluency, and stressing, they tend to feel more comfortable participating in conversations. This confidence

¹⁶ Abbas Pourhosein Gilakjani, (2016), English Pronunciation Instruction: A Literature Review, International Journal of Research in English Education

¹⁷ Rista Nurmawati Sari, (2016), Peningkatan Pronunciation Skill Kosakata Bahasa Inggris Menggunakan Media Flash Video pada Siswa Kelas IIB

¹⁸ Ita Purnama Sari et al, (2023), The Correlations between Students' Reading Habits and Pronunciation Ability at the Eleventh Grade of SMA Negeri 20 Pangkep, Journal of Excellence in English Language Education

encourages them to speak more frequently, which further improves their speaking skill and overall language proficiency.

Moreover, pronunciation supports other language areas such as listening and reading, because understanding the sound system of a language helps learners recognize words more easily in spoken and written forms. In EFL contexts like Indonesia, where exposure to native English input is limited, focusing on pronunciation becomes even more important to help students achieve clearer communication. Thus, good pronunciation does not only influence comprehension but also contributes to students' motivation and willingness to use English in real-life situations.

3. Word Stress

According to Miklós Törkenczy, Stress is not an absolute property: it is the relative prominence of syllables. In contrast to features like [voice] or [coronal], whose value is determinable independently of the environment of the segment, it is not possible to tell whether a particular syllable is stressed or unstressed without comparing it to other (neighboring) syllables¹⁹. So, word stress are not always exist in all word, but in most of English words are using word stress, at least it has one word stress in one English word. stress is the term used to describe the point in a word or phrase where pitch changes, vowel lengthen and volume increases, Harmer²⁰. It implies that we must emphasize the significant

¹⁹ Törkenczy Miklós, (2013), English Phonological Analysis

²⁰ Jeremy Harmer, (2007), The Practice of English Language Teaching, Fourth Edition

thing while pointing it out among the rest. Thus, word stress is giving a stress to syllable for it sounds louder and longer than the rest syllables.

4. Accent

Lewis and Zhou pointed out that accent is refers to distinct ways a language is pronounced, whether by native or non-native speaker²¹. So it can concluded that every region has its accent, and that makes the diversity of one to another region in languages. Accent defined as “the way of speaking that indicates a person’s place of origin and/or social class” (McArthur, 1992), is one of the most challenging aspects of effective communication in English (Gluszek & Dovidio, 2010)²². Therefore, accent can be understood by the unique things of someone’s pronunciation on every word, whether in the word stress, voice-tone, vowels, or consonant.

According to Trudgill, accent refers specifically to the variations in pronunciation that differentiate one group of speakers from another within a language community. He emphasizes that accent is the phonological aspect of linguistic variation²³, meaning it deals exclusively with how sounds, words, and utterances are produced.

These pronunciation differences may signal a speaker’s geographical origin, such as regional accents, or their social background, such as class-based accents. Trudgill also distinguishes accent from dialect, noting that dialect encompasses broader linguistic features

²¹ Jhon M. Levis, Ziwei Zhou, (2018), Accent

²² Nermin Punar Özçelik, (2022), Self-Perceived English Accent of Tertiary-Level Learners for Professional and Daily Purposes, LLT Journal: A journal Language and Language Learning

²³ Peter Trudgill, (2000), Sociolinguistics: An Introduction to Language and Society. Penguin Books.

including grammar, vocabulary, and syntax, while accent concerns only the phonetic and phonological realization of speech. In this sense, accent does not involve the meaning of words or the structure of sentences, but rather the manner in which sounds are articulated, emphasized, and patterned in spoken language. Therefore, accent functions as an important sociolinguistic marker of identity, revealing information about a speaker's community, cultural affiliation, and linguistic history. Trudgill's explanation highlights that accent is a natural and inevitable part of language variation, and that no accent is intrinsically superior or inferior to another; all accents simply represent different ways of producing speech within the same language.



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CHAPTER III

RESEARCH METHOD

This chapter presented about research methods. It consisted of research design and procedure, research settings, data collection technique, data achievement indicator (criteria of success)

A. Research Design

This study used the qualitative research design to investigate and explain the impact of Madurese local language on students' English word stress production. It has to do with concepts, viewpoints, views, or beliefs on the subject of the study. Creswell noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches²⁴. The participants of this study were students in 7th grade junior high school. They voluntarily participated in this study because most of Madurese students in that grade were still active and involved in some academic and supposed to pronouncing English correctly. All of the participants were Madurese Students which are using madurese as their first language, even though they are not exactly from Madura Island. The data were obtained from questionnaires and recording of students' voices.

²⁴ John W Creswell and J David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," n.d.

B. Research Subject and Location

The research is conducted at one of 7th grade class that is invited as participants for this study. The students on the 7th grade are chosen because they got speaking material in 1 and 2 semester, also on that age, students' memories are at the best age to learning, and memorizing,

Karolina Janacek in 2012 found out that Implicit skill learning underlies obtaining not only motor, but also cognitive and social skills through the life of an individual. Yet, the ontogenetic changes in humans' implicit learning abilities have not yet been characterized, and, thus, their role in acquiring new knowledge efficiently during development is unknown. We investigated such learning across the lifespan, between 4 and 85 years of age with an implicit probabilistic sequence learning task, and we found that the difference in implicitly learning high- vs. low-probability events – measured by raw reaction time (RT) – exhibited a rapid decrement around age of 12²⁵. So, after calculating and observing the subject, the researcher decided to conduct the research on 7th grade high school. There are a 7th grade student that involved in this research. All of the participants are local students, which is from Jember, and they use madurese as their first language. All of the participants are active students and were actively learning students. They used their mother tongue for their daily communication.

²⁵ Karolina Janacek, József Fiser, Dezso Nemeth, (2012), The best time to acquire new skills: age-related differences in implicit sequence learning across the human lifespan

C. Technique of Collecting Data

1. Observing

This research using observing and recording for collecting data, observing provide to knowing how the teaching and learning happens between the teacher and the students, it is for finding out how the way teacher teaching speaking skills, and how effective it is received by the students. Furthermore, the researcher can take a conclusion what is needed to do for making student feel comfort and easily accept the material from the teacher. Barbara pointed out that there are two major types of observations. Participant observation involves being in the setting under study as both observer and participant. Direct observation involves observing without interacting with the objects or people under study in the setting²⁶. While, this research is using participant observation, because the researcher is involved and interacting with the participant.

2. Interview and Analyzing

According to Creswell, a qualitative interview is a research method where a researcher asks open-ended questions to one or more participants and records their responses²⁷. Interview is a communication process that uses questions and answers in response. In the interview process, interviewers reveal questions and interviewers listen and then respond to questions. Each of them then receives a message to compare it with the knowledge they have. This can make communication more

²⁶ Barbara Kawulich, (2012), Collecting Data Through Observation

²⁷ John W Creswell and J David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," n.d.

dynamic and weighty²⁸. Therefore, an interview seems to be a simple and easy way to make a one-on-one conversation with the participants, because they can say as much as they know and they understood. Furthermore, they can speak comfortably as they only speak onto the interviewer.

The researcher used interview for taking some samples from the students and the teacher, that help the researcher make the triangulation for the data validation. After the researcher got the result of students' interview, the researcher started to evaluate and analyzing the pronunciation and word stress result, with helped by some articles and dictionary, the researcher looking for the wrong part of students' pronunciation and word stress placement.

3. Recording

The recordings provided an instrument for the students' pronunciations of the English word list and word readings. In order to identify the kids' word stress output, all words were next recorded. Following the recording, the students' word stress production was compared with the right word stress from the word stress dictionary to create word lists. Following that, the word list was reviewed and scored.

D. Data Analysis

Data analysis is the activity of calculating data so the data can be presented and understood by the reader. The purpose of this research is to find

²⁸ Hasriani G, (2019), Interview as a Learning Technique in Speaking Subject: Student's Perspective, Language Circle: Jorنال of Language and Literature, 13(2) April 2019

out the impact of Madurese accent on students' English word stress. By observing the teaching learning activity in the classroom, hope the researcher can conclude that if it is any problem in teaching learning that affect students speaking ability, especially student English word stress, or it is the teachers teaching way that need to be solved or improved. As the researcher put the table score, from all the three instruments, it start with observation, the researcher observing the teaching-learning activity in the classroom, it is used to finding out is there any characteristic of the teacher in teaching. The next instrument is interview, it is used for taking every student's voice to be scored. Then the researcher use recording, it is for recording the participants' voice, that the researcher can listen the recorded of students' voices and scoring it, and then the researcher can conclude that what percentage of mistakes did students make and what percentage of correct words were pronounced.

Table 3.1. Sample word for the observation

Syllable	Word	Correct percentage (%)	Incorrect percentage (%)
Two syllable	Begin	/bɪˈɡɪn/	
	Picture	/ˈpɪktʃər/	
	Gesture	/ˈdʒestʃər/	
	Keyword	/ˈkiːwɜːd/	
	Mother	/ˈmʌðər/	
	Father	/ˈfɑːðər/	
	Football	/ˈfʊtbɔːl/	
	Battle	/ˈbætl/	
Three syllable	Policeman	/pəˈlɪsmən/	
	Gentlemen	/ˈdʒentəlmən/	
	Dangerous	/deɪndʒərəs/	
	Butterfly	/ˈbʌtərˌflaɪ/	
	Alphabet	/ˈælfəˌbet/	
	Umbrella	/ʌmˈbrelə/	
	Potato	/pəˈteɪtəʊ/	

Syllable	Word	Correct percentage (%)	Incorrect percentage (%)
	Beautiful /'bju:təfəl/		
Four syllable	Comfortable /'kʌmf(ə)təbl/ Development /dɪ'veləpmənt/ Politician /,pələ'tɪʃən/ Ability /ə'bɪlɪti/ Academy /ə'kædəmi/ Adorable /ə'dɔ:rəbəl/ Adrenaline /ə'drenəlɪn/		
Five syllable	Communication /kəmˌjuːnə'keɪʃən/ Determination /dɪ'tɜːmə'neɪʃən/ Biological /baɪə'lɒdʒɪkəl/ Electricity /ɪˌlek'trɪsɪti/ Globalization /ˌɡloʊbələ'zeɪʃən/ Unbelievable /ˌʌnbɪ'li:vəbəl/ Discrimination /dɪˌskrɪmə'neɪʃən/		



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents an in-depth analysis and discussion of the influence of the Madurese accent on students' English word stress. The data, collected through a combination of qualitative methods including interviews, observations, and audio recordings, were meticulously analyzed to identify patterns and themes related to how the Madurese accent affects the pronunciation and stress of English words among students. The findings aim to shed light on the intricacies of phonological transfer from Madurese to English and provide insights into the challenges faced by students in acquiring correct English word stress.

A. Research Finding

The researcher collected the data by using interview, observation, and recording techniques. Based on the result of interview, observation, and recorded voices of the student, the data obtained about the implementation of describing the influence of Madurese accent on students' English word stress in teaching speaking at SMPN 6 Jember as follows:

1. How Madurese accent Influence on Students' English Word Stress in Teaching Speaking at SMPN 6 Jember

a. Teacher's Teaching Method

In SMPN 6 Jember, the teachers usually teaching using Madurese language, even they are using Bahasa or English, their Madurese accent is always can be heard, which in Javanese known as "*medok*". This cannot be denied, most of teacher in the inland have a

well-understanding of English, yet they don't have enough chance to speak or doing some of conversation in English. That is caused most of inland teachers don't have proper ability to speak in English, didn't mean to say they cannot speak English. They can speak English pretty well, but also some of them have a common mistake by saying or pronouncing some of the word incorrectly.

By the researcher question about the difficulties of teaching English to Madurese students, the teachers answered:

(I often encounter challenges in teaching students with Madura accents, especially when teaching word stress in English. Madurese accents have different intonation patterns, so students sometimes have difficulty determining which syllables should be emphasized)²⁹

It gave the representative about the difficulties on teaching English word stress to Madurese students. He added about the influence of Madurese accent on Students' English word stress as

(Yes, it is very influential. Often, students seem hesitant when they speaking because they are not sure where to put a stress on a particular word. This interferes with their fluency in speaking, as they pause to think about how to pronounce words correctly, it can also make them lose confidence when speaking in English)³⁰.

Thus, the teacher's teaching methods are can influence students' English word pronunciation, students are used to listen to Madurese language and accent so they lack of English vocabulary and English pronunciation, and that makes got some difficulties to

²⁹ Teacher, Interview, Jember, 11th May 2024

³⁰ Teacher, Interview, Jember, 11th May 2024

understand English directly without teachers explaining in Bahasa or in Madurese language for the example that the researcher found in the school, the teacher daily teaching are using Madurese language due to most of the students can't understand if the teacher explaining or teaching using full English. And that become a habit for students, also for teachers, and every day, they forced to learning English but through Madurese accent and Bahasa. And that's what makes them hard to speaking and pronouncing English word stress.

b. Growing / Family Environment

SMPN 6 Jember students' are mostly are from Madurese ethnic which is from Madurese family which their daily language is using Madurese language, according the researcher's interview with students was:

(I am originally from Jember, my father and my mom are also originally from Jember. For daily language, my family is using Javanese language for a couple times, but mostly we are using Madurese language. For some times, we are using Bahasa but still with *Jemberan* accent which is Madurese accent)³¹.

Also the researcher boarding house (*kost*) is located in a village in the middle of Jember which is most of them are Madurese people that they are using Madurese language as their daily language to talking to others. In other hand, Jember citizens are known as Pandhalungan, because they are using both Javanese and Madurese language to speaking. Although, they are using Javanese language as

³¹ Student, Interview, Jember, 11th May 2024

their daily conversation, they have their own Javanese language, which is a bit different from other Javanese language, like Javanese in Malang, Javanese in Surabaya, evenmore Javanese in central of Java. Even when they are using their Javanese language, they still have that slightly Madurese accent.

c. Circle (Friendship) Environment

This chapter has the same case as sub-chapter. It is talk about their growing environment but outside their home or beside their family. Their playground which is their environment to play with their friends are around their area or their home. Based on their statement in the interview was:

(When playing with neighborhood friends or schoolmates which may be a little bit further from home or different district, mostly using Madurese language, sometimes also using Javanese language but still with the Madurese accent. For communicate with neighbors or people around the house also mostly using Madurese language, even though they are using Javanese language or Bahasa, but they are still with Madurese accent)³².

The reason why they are always using Madurese accent is because they are actually using *Jemberan* accent which is Madurese accent, also they are using *Jemberan* dialect as they talk to each other's. Even more, as a teenager, they are using less polite Madurese language that has a stronger word stress.

³² Student, Interview, Jember, 11th May 2024

The word stress of Madurese accent is something unique from Madurese language that cannot found in another language in Indonesia, their word stress and their accents are very unique, even some of television show are showing madurese people or act like Madurese people with only wearing a red and white shirt, and put some typical Madurese word stress which like put some of stress in the beginning of the word, for example, when their say “book” instead of saying /*bok*/ which has no word stress inside the word, they put some “E” at the beginning of the word, and they mostly doing typical Madurese word stress like that, it’s a common mistake by Madurese people, they often put some extra word stress in every consonant letter, especially in every word that started with “ b, d, p, g “. As far I research and I find that the most similar language with Madurese is Javanese language, which both of those language are still doesn’t look similar for Javanese and Madurese people.

Different with Madurese language, Javanese language has smoother pronunciation and smoother word stress than Madurese language. That’s mean that even the most similar language to Madurese language is still has a big different of Madurese language, that can concluded that other languages are have bigger different than Javanese language to Madurese language. And also it can be concluded that Madurese language is the most unique language in Indonesia with their typical word stress and pronunciation. Those all that caused a

stereotype of Madurese language that often used in some of television show that exhibit Madurese as a red and white shirt man with a unique typical word stress. That's all that probably made Madurese accent is hard to ignore.

(Exactly, there are some differences. Students from other language backgrounds, such as Indonesian, tend to adapt more quickly to the pattern of word stress in English. Madurese accents have a more distinctive rhythm and intonation, so it takes Madurese students longer to understand the difference in word stress in English)³³

By the conversation above, it can be concluded that Madurese accent do influence students' English word stress, with comparison that mentioned by the teacher above that Madurese language and Javanese language has different rhythm and intonation which makes Madurese accent hard to saying in correct English word stress. Moreover, with lack of capable English teacher that could speak English properly, it makes understanding English word stress is harder than they who taught by teacher who really capable to teaching or giving understanding about English word stress and the correct pronunciation. Based on the conversation above, the teacher said that he uses listening-based exercise to make the students know how to pronounce it correctly and get them used to it at a time.

³³ Teacher, Interview, Jember, 11th May 2024

2. How to Reduce the Effects Caused by Madurese Accent on Students' English Word Stress at SMPN 6 Jember

As the researcher mentioned in the previous interview, the teacher stated that Madurese language really have influence on students' English word stress. Due to the difference word stress between English word stress and Madurese word stress, that makes it so hard to get used to it. As the teacher's said "there are some differences. Students from other language backgrounds, such as Indonesian, tend to adapt more quickly to the pattern of word stress in English. Madurese accents have a more distinctive rhythm and intonation, so it takes Madurese students longer to understand the difference in word stress in English". Thus, the teachers need to master we can say the best teaching method, due to the difficulties that require them to deliver the correct English skill such as pronunciation.

Based on the research that has been conducted, the teacher said that there are several way to reduce the effect of Madurese accent on English word stress, as the teacher said:

(One of the methods I use is listening-based exercises. I often play the audio of a native English speaker who clearly shows the emphasis of the word, and then ask the students to imitate it. In addition, I also use rhythmic methods or beat patterns to help them feel the difference in emphasis between syllables. In this way, they can internalize the rhythm of English more naturally).

The teacher used listening-based exercise as he explained on the interview, even though it's not gives an instant result, but it is really gave a

little bit improvement than before doing the listening-based exercise, as the teacher said:

(Yes, although not instantaneous, I see an improvement over time. Students become more aware of where to emphasize words, and they are also more confident when speaking. I think the main key is consistent practice and providing constructive feedback)³⁴.

Indeed, not all students have the same abilities in English or other subject, but there are always some students that have ambition to compete each other's, and the teacher definitely know how to see the differences day by day after doing the listening-based exercise method. Besides that listening-based exercise method, the teacher also told the students to watch English movies and listen to English song more often, as the teacher said:

(Besides doing listening-based exercises that I do at school, I also recommend that students watch movies and listen to English songs more often at their home or anywhere else, of course I tell them to read the subtitles and lyrics of songs or movies, so, in addition to learning pronunciation, they also get new English vocabulary)³⁵.

Thus, there are some strategies that the teacher did for improving students' pronunciation especially students' English word stress. even though its takes quite long time to see the big result, it still gives a little bit differences on each day, also it will get the big result at the really end.

B. Discussion

This discussion interprets the findings from qualitative data collected via interviews, observations, and audio recordings, which shed light on how the Madurese accent influences English word stress among students. The

³⁴ Teacher, Interview, Jember, 11th May 2024

³⁵ Teacher, Interview, Jember, 11th May 2024

findings reveal three major factors affecting students' acquisition of English word stress: the teaching methods, family environment, and circle environment. Each is discussed in detail below.

1. How Madurese accent Influence on Students' English Word Stress in Teaching Speaking at SMPN 6 Jember

a. Teacher's Teaching Method

The research highlights that teachers at SMPN 6 Jember often teach English using the Madurese language, or Bahasa Indonesia with a noticeable Madurese accent, which affects students' English pronunciation. The teacher's accent, rooted in the Madurese language, includes distinct intonation and stress patterns, often transferred unintentionally to students. This creates challenges as students try to align English word stress with the rhythmic patterns inherent to Madurese.

As the teacher takes part of teaching learning, so teacher supposed to be able to mastering English skills before teaching, because it can impact students learning activity. Teachers' strategies in speaking skill are very important to overcome students' difficulties in speaking. The aim of teaching speaking is to provide students with the ability in expressing the target language to cope with basic interactive skill³⁶

³⁶ Faizal Razi, Asnawi Muslem, Dohra Fitrisia, (2021), Teachers' Strategy in Teaching Speaking Skill to Junior High School Students, English Education Journal

For example, the teacher shared, “*Aksen Madura memiliki pola intonasi yang berbeda, jadi siswa kadang mengalami kesulitan menentukan suku kata mana yang harus diberi penekanan*”. This indicates that even with proficiency in English, teachers often default to familiar intonation patterns, influencing students’ pronunciation. The impact here suggests a cyclical reinforcement of Madurese-influenced pronunciation due to a lack of immersive English-speaking opportunities, underscoring a need for alternative teaching methods that emphasize correct English word stress and pronunciation.

b. Growing / Family Environment

Students' family environments primarily use the Madurese language, creating a strong foundation of L1 (first language) pronunciation habits. As students grow up speaking Madurese at home and in their communities, they naturally transfer its phonological characteristics into their English pronunciation. One student described, “*Keluarga saya kadang menggunakan Bahasa Jawa, namun lebih sering memakai Bahasa Madura,*” which points to a deep-rooted linguistic familiarity that shapes their approach to English stress.

This strong L1 influence suggests that without significant exposure to English word stress, the native rhythm and stress patterns of Madurese dominate. This insight supports existing theories on phonological transfer, where first language features often carry over to second language learning.

c. Circle (Friendship) Environment

In addition to family influence, students' friendship environments further reinforce the Madurese accent. When communicating with friends, they rely predominantly on Madurese or Javanese spoken with a Madurese accent, which influences how they perceive and produce sounds in other languages, particularly English.

A student noted, “*Untuk berkomunikasi dengan tetangga ataupun orang sekitar rumah juga lebih sering menggunakan bahasa Madura.*” This statement illustrates how daily interactions outside of formal settings continue to reinforce Madurese phonological norms. Thus, these social influences collectively contribute to a strong, culturally embedded accent that poses additional challenges for students learning English word stress.

2. How to Reduce the Effects Caused by Madurese Accent on Students'

English Word Stress at SMPN 6 Jember

Given these challenges, teachers at SMPN 6 Jember have developed strategies to help students acquire correct English stress patterns. The most prominent method involves listening-based exercises, where students listen to native English speakers and practice imitation. This approach, although gradual, allows students to develop a natural feel for English rhythm and stress.

The teacher explained, “*Saya sering memutar audio orang asli bahasa Inggris lalu meminta siswa untuk menirukannya,*” which indicates

that consistent exposure to native English pronunciation is key. Over time, this approach has shown improvement, as students become more confident in their pronunciation. Additionally, teachers encourage students to engage with English outside of the classroom by watching English movies and listening to songs, which promotes passive learning. The teacher remarked that students are advised to use subtitles or lyrics, which aids vocabulary acquisition and contextual understanding. This approach is beneficial as it creates an immersive experience, allowing students to subconsciously absorb correct pronunciation patterns while enjoying engaging content.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher explains the result of the research. Therefore this study reveals that the Madurese accent significantly impact on students' ability to correctly stress words in English, with various factors from cultural background to linguistic habits playing a critical role. The analysis at SMPN 6 Jember shows that students often struggle with English word stress due to the unique phonological traits of Madurese, their first language. This accent barrier is not only influenced by individual linguistic transfer but is also reinforced by the teaching environment. Teachers, who themselves speak with a distinct Madurese accent, face challenges in delivering English instruction without unconsciously transferring these accent tendencies to students. This influence is compounded by a lack of daily English exposure and limited opportunities for conversational practice in English, making it difficult for students to adjust to the nuanced word stress patterns that English requires.

1. How Madurese accent impact students' English word stress in learning speaking at SMPN 6 Jember?

The research findings point to environmental factors as critical contributors to this challenge. Family language habits and social interactions heavily impact on students' accents, with most families and community members in Jember speaking primarily in Madurese or a local dialect that also incorporates aspects of Javanese. This linguistic

environment reinforces Madurese intonation and word stress in students' everyday communication, making the leap to English stress patterns more complex.

Even among students who occasionally use Javanese or Indonesian, the Madurese "medok" accent is prominent, affecting their overall pronunciation and rhythm in English. In essence, the word stress pattern of Madurese, characterized by unique stress placements and consonant articulation, diverges significantly from English phonology and creates a recurring obstacle for students when they attempt to pronounce English words correctly.

To help students overcome this linguistic barrier, teachers at SMPN 6 Jember have implemented a range of targeted methods. One effective strategy is listening-based exercises, in which students are exposed to native English pronunciation through audio recordings and encouraged to mimic the rhythm and stress patterns. Teachers also incorporate rhythmic pronunciation exercises to help students internalize the cadence of English, allowing them to feel the natural stress shifts between syllables.

Additionally, students are encouraged to engage with English media, such as films and music, outside of class, with a focus on following along with subtitles and lyrics. This exposure helps to build vocabulary while familiarizing students with correct word stress in an immersive yet enjoyable context. Despite not yielding immediate results,

these methods have shown gradual improvement in students' confidence and their ability to place stress accurately in spoken English.

While the challenges are ongoing, the consistent application of these strategies has begun to show positive effects, enhancing students' phonological awareness and pronunciation over time. Teachers observe that some students are slowly gaining a better sense of where to place stress in English words, making their speech smoother and more fluent. This improvement also boosts students' self-assurance, as they become more comfortable and competent in using English in classroom interactions.

2. How to reduce the impact of mispronouncing words caused by the Madurese accent on students English word stress at SMPN 6 Jember?

The study concludes that while Madurese students face unique challenges in adapting to English word stress, carefully structured pedagogical strategies and increased English media exposure can reduce these effects. The gradual success observed at SMPN 6 Jember suggests that an emphasis on consistent, accent-sensitive pronunciation practice, coupled with a supportive learning environment, can foster meaningful progress over time. These insights highlight the value of culturally aware language instruction that respects linguistic diversity while addressing specific phonological needs. Ultimately, this research contributes to a broader understanding of the importance of adaptive teaching methods in

supporting students from diverse linguistic backgrounds in achieving English proficiency

B. Suggestion

Based on the result of the research, the researcher put forward some suggestion. The suggestions were as follows;

1. Headmaster

It is recommended to provide support to teachers in creating learning materials and facilitating the learning process. This assistance can help ensure that the learning objectives set by the teacher are achieved optimally.

2. Teacher

The key consideration for teachers is to design teaching and learning activities effectively while meeting the needs of students to ensure successful teaching and learning outcomes. Teachers should be able to evaluate and reconsider the use of media in the learning process, taking into account factors such as the form, size, and durability of the media.

This approach helps ensure that learning objectives are achieved optimally.

3. Other Researcher

Other researchers need to explore the development of students' speaking skills, especially pronunciation strategy. Experimental research could be conducted to assess the effectiveness of this strategy in teaching speaking. Such research aims to increase attention to the activities of

both teachers and students, leading to more detailed into the learning process.



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Appendix 1

RESEARCH MATRIX

Title	Variable	Indicator	Data Resource	Research Method	Problem Formulation
The Influnce Of Madurese Accent On Students' English Word Stress In Teaching Speaking At Smpn 6 Jember	1. Madurese Accent 2. Students' English Word Stress on	1. Pronunciation of vowels that tends to be flat (lacking variation in pitch) 2. Syllable stress placement that differs from English 3. Difficulty adapting to English word stress pattern due to mother-tongue habits 4. Ability to distinguish word pairs whose meanings change depending on the stress 5. Accurarcy of intonation when applying stress 6. Fluency in speaking related to proper use of word stress	Teacher and seventh E class Students in SMPN 6 Jember	1. Research Design : Qualitative Research (observation and interview) 2. Population and Sample : Teacher and Students of VII E of SMPN 6 Jember 3. Data Collection and Instrument : a. Interview b. Recording 4. Data Analysis : 1) Vowels pronunciation 2) Word stress placement 3) Influence of mother tongue	The impact level of Madurese accent on how Students pronunciation of English word stress

Appendix 2

List of Questions for Interview

For teacher:

1. How difficult to teaching English to Madurese students with all of the difference word stress?
2. How much Madurese accents impact on students' English word stress and pronunciation?
3. Is there any different pronunciation between Madurese students with other ethnic students (Javanese)?
4. Is there any methods that you use for developing students' English word stress and pronunciation?

For students:

1. Where are you originally from, where were you born?
2. What language you usually use for talking with your family
3. What language you usually use for talking with your friends



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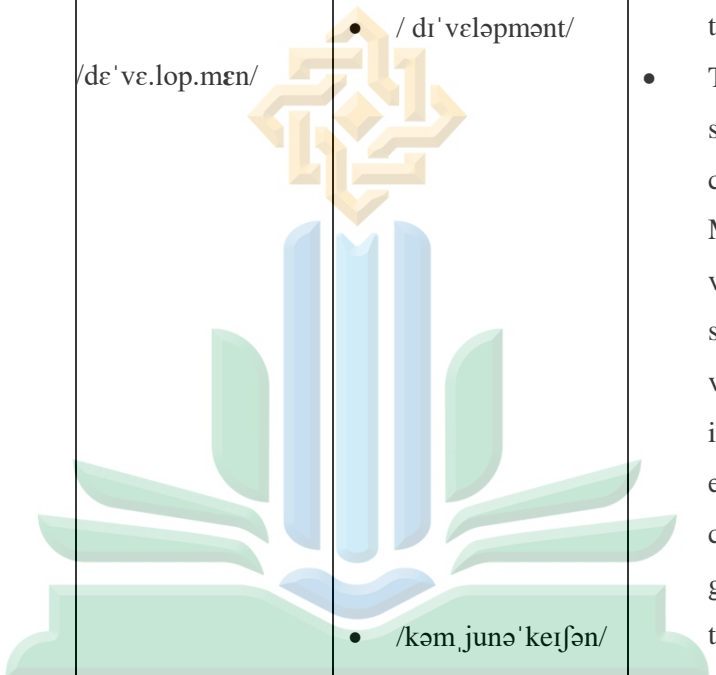
RESULT OF STUDENTS' INTERVIEW

Name	Words	Pronunciation	Correct pronunciation	Clarification
ADS	<ul style="list-style-type: none"> - Begin - Policeman - Development - Communication 	<p>/ˈbɛɡɪn/</p> <p>/pəˈlɪs.mən/</p> <p>/dɛˈvɛ.ləp.mən/</p>	<ul style="list-style-type: none"> • /bɪˈɡɪn/ • /pəˈlɪsmən/ • /dɪˈvɛləpmənt/ 	<ul style="list-style-type: none"> • Shifting stress to the first syllable, vowel modification, (The vowel sound /ɪ/ might shift to /ɛ/, so it sounds closer to "beh" instead of "bih." • The initial /pə/ might be pronounced as /po/, giving a more distinct "po" sound. The /i:/ in "lice" may shift to a shorter /ɪ/ sound, making it closer to "poliss.". The final /mən/ could sound more like /mɛn/, emphasizing the ending vowel. • The initial /dɪ/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mɛn/",

		/ko'mu.nɪ'ka:.ʃjən/	<ul style="list-style-type: none"> • /kəmˌjunə'keɪʃən/ 	<p>giving it a sound closer to "men" instead of "ment."</p> <ul style="list-style-type: none"> • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.
AFW	<ul style="list-style-type: none"> - Picture - Beautiful - Comfortable - Biological 	<p>/ˈpɪk.tʃʊr/</p> <p>/ˈbyu.ti.fəl/</p>	<ul style="list-style-type: none"> • /ˈpɪktʃər/ • /ˈbju:.tɪ.fəl/ 	<ul style="list-style-type: none"> • Subtle vowel modification in the second syllable, The final sound /ər/ might shift to /ur/, making the ending sound like "thur" with a more open vowel. So "Picture" might sound like "Peck-thur" with a slightly stronger emphasis on each syllable • The beginning /bju:/ becomes /byu/, which keeps the word close to the English

			<p>• /'kʌmf(ə)təbl/</p> <p>/'kɒm.for.ta.bəl/</p>	<p>pronunciation but slightly alters the initial sound to fit the Madurese style. The rest, /ti.ful/, remains the same as the written, preserving the original written sound</p> <p>• The initial /kʌmf/ changes to /komp/ to reflect the Madurese accent, replacing the English schwa sound with a more open vowel sound, similar to an "o" sound. The rest of the word /tə.bəl/ remains unchanged, preserving the original stress and structure of the English pronunciation. So it sounds more like "KOMP-for-tə-bəl" rather than "KUMF-tə-bəl".</p> <p>• The stress may shift to the first syllable, potentially making it sound like BIO-lo-gi-cal. The first syllable might be pronounced more clearly as the</p>
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				<p>written. The "c" sound is likely to be pronounced more forcefully, with the "k" being clearer. It might sound more like "BIO-lo-gikal", with clearer and more stressed vowel sounds</p>
ANA	<ul style="list-style-type: none"> - Gesture - Dangerous - Development - Communication 	<p>/ˈges.tʃər/</p> <p>/ˈdan.dʒər.ʊs/</p>	<ul style="list-style-type: none"> • /ˈdʒes.tʃər/ • /deɪndʒərəs/ 	<ul style="list-style-type: none"> • The initial /dʒ/ sound may shift to a hard /g/, resulting in "gess" rather than "jess.". The ending /ər/ might become /ʊr/, making the ending more open and sounding like "gess-chur". • The /eɪ/ diphthong in the first syllable may be simplified to a shorter /ɛ/ or may be sounds a clear /a/, making the first syllable sound like "dan". The second syllable /dʒər/ might be pronounced with an open /ɛ/ sound instead, sounding like "jer." The final /əs/ syllable may become more pronounced as /ʊs/,

			 <p>/dɛ'vɛ.lɒp.mɛn/</p> <p>• /dɪ'veləpmənt/</p> <p>• /kəm.jʊnə'keɪʃən/</p> <p>/ko'mu.nɪ'ka:ʃjən/</p>	<p>which emphasizes a closed "u" sound rather than the unstressed /əs/. So, "Dangerous" could be pronounced closer to "Dan-ger-us," with the main stress on the first syllable.</p> <ul style="list-style-type: none"> • The initial /dɪ/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mɛn/", giving it a sound closer to "men" instead of "ment." • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard
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				English.
ARA	<ul style="list-style-type: none"> - Keyword - Gentlemen - Politician - Determination 	<p>/'key.wɔrd/</p> <p>/'dʒen.təl.mən/</p> <p>/po-li-ti-sian/</p>	<ul style="list-style-type: none"> • /'kiː.wɜːd/ • /'dʒentəlmən/ • /ˌpələˈtɪʃən/ 	<ul style="list-style-type: none"> • maintains primary stress but with a rounder vowel in the second syllable, The long /i:/ sound in "key" might still be /key/and so still sounds "key". And the word might be still sounds wordas the written • The initial /'dʒen/ sound remains fairly similar but may be pronounced with a slightly more open "e" sound, closer to /ɛ/. The /təl/ cluster in the second syllable may sound more distinct as /təl/, rather than a softer /təl/. The final /mən/ might be pronounced as /men/, emphasizing the vowel more. So, "Gentlemen" could be pronounced as "Jen-tel-men," with the stress remaining on the first syllable. • Each syllable is pronounced separately, resulting in something

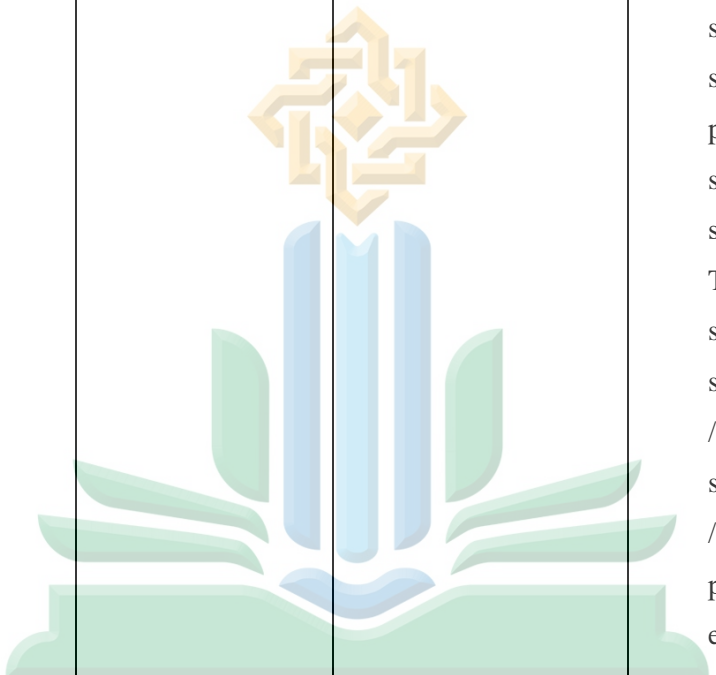
		<p>/de'ter.mi'na:.ʃjən/</p>	<ul style="list-style-type: none"> • /dɪ,tɜrmə'neɪʃən/ 	<p>closer "po-li-ti-sian," without blending "tician" into "/-ʃən" the way it would be in standard English.</p> <ul style="list-style-type: none"> • the stress might be placed on the first or second syllables: /de-/ or /ter-/. It might sound like "DE-ter-mi-NA-tion" "de-TER-mi-NA-tion", with a sharper pronunciation of the syllables
AAA	<ul style="list-style-type: none"> - Begin - Beautiful - Comfortable - Communication 	<p>/'bɛɡɪn/</p> <p>/'byu.ti.ful/</p>	<ul style="list-style-type: none"> • /br'ɡɪn/ • /'bju:.tɪ.fəl/ 	<ul style="list-style-type: none"> • Shifting stress to the first syllable, vowel modification, (The vowel sound /ɪ/ might shift to /ɛ/, so it sounds closer to "beh" instead of "bih." • The beginning /bju:/ becomes /byu/, which keeps the word close to the English pronunciation but slightly alters the initial sound to fit the Madurese style. The rest, /ti.ful/, remains the same as the written, preserving the original

		<p>/ˈkɒm.for.ta.bəl/</p>	<ul style="list-style-type: none"> • /ˈkʌmf(ə)təbl/ 	<p>written sound</p> <ul style="list-style-type: none"> • The initial /kʌmf/ changes to /kɒmp/ to reflect the Madurese accent, replacing the English schwa sound with a more open vowel sound, similar to an "o" sound. The rest of the word /tə.bəl/ remains unchanged, preserving the original stress and structure of the English pronunciation. So it sounds more like "KOMP-for-tə-bəl" rather than "KUMF-tə-bəl". • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English
ACJ	- Begin	<p>/koˈmu.niˈkaːʃən/</p>	<ul style="list-style-type: none"> • /kəmˌjuːnəˈkeɪʃən/ 	<ul style="list-style-type: none"> • Shifting stress to the

	<ul style="list-style-type: none"> - Policeman - Development - Communication 	<p>/po'lis.mən/</p> <p>/dɛ'vɛ.lɒp.mən/</p> <p>/ko'mu.nɪ'kaː.ʃjən/</p>	<ul style="list-style-type: none"> • /pə'lismən/ • /dr'vɛləpmənt/ • /kəm.junə'keɪʃən/ 	<p>first syllable, vowel modification, (The vowel sound /ɪ/ might shift to /ɛ/, so it sounds closer to "beh" instead of "bih."</p> <ul style="list-style-type: none"> • The initial /pə/ might be pronounced as /po/, giving a more distinct "po" sound. The /i:/ in "lice" may shift to a shorter /ɪ/ sound, making it closer to "poliss.". The final /mən/ could sound more like /mən/, emphasizing the ending vowel. • The initial /dɪ/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mən/", giving it a sound closer to "men" instead of "ment." • The stress might fall on /ko- instead of (Ca).
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				<p>The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.</p>
ARPS	<ul style="list-style-type: none"> - Picture - Policeman - Development - Biological 	<p>/ˈpɪk.tʃʊr/</p>	<p>• /ˈpɪk.tʃər/</p>	<ul style="list-style-type: none"> • Subtle vowel modification in the second syllable, The final sound /ər/ might shift to /ʊr/, making the ending sound like "thur" with a more open vowel. So "Picture" might sound like "Peck-thur" with a slightly stronger emphasis on each syllable • The initial /pə/ might be pronounced as /po/, giving a more distinct "po" sound. The /i:/ in "lice" may shift to a shorter /ɪ/ sound, making it closer to "poliss.". The final /mən/ could sound

		<p>/dɛ'vɛ.lɒp.mɛn/</p>	<ul style="list-style-type: none"> • /dɪ'veləpmənt/ 	<p>more like /mɛn/, emphasizing the ending vowel</p> <ul style="list-style-type: none"> • The initial /dɪ/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mɛn/", giving it a sound closer to "men" instead of "ment."
		<p>/'bio-lo-gi-cal/</p>	<ul style="list-style-type: none"> • /,baɪə'lɒdʒɪkəl/ 	<ul style="list-style-type: none"> • The stress may shift to the first syllable, potentially making it sound like BIO-lo-gi-cal. The first syllable might be pronounced more clearly as the written. The "c" sound is likely to be pronounced more forcefully, with the "k" being clearer. It might sound more like "BIO-lo-gikal", with clearer and more stressed vowel sounds
BSAP	- Begin	/'bɛɡɪn/	<ul style="list-style-type: none"> • /br'ɡɪn/ 	<ul style="list-style-type: none"> • Shifting stress to the

	<ul style="list-style-type: none"> - Gentlemen - Comfortable - Communication 	<p><i>/'dʒen.təl.mən/</i></p>  <p><i>/'kɒm.for.ta.bəl/</i></p>	<ul style="list-style-type: none"> • <i>/'dʒentəlmən/</i> • <i>/'kʌmf(ə)təbl/</i> 	<p>first syllable, vowel modification, (The vowel sound /ɪ/ might shift to /ɛ/, so it sounds closer to "beh" instead of "bih."</p> <ul style="list-style-type: none"> • The initial <i>/'dʒen/</i> sound remains fairly similar but may be pronounced with a slightly more open "e" sound, closer to /ɛ/. The /təl/ cluster in the second syllable may sound more distinct as /təl/, rather than a softer /tl/. The final /mən/ might be pronounced as /men/, emphasizing the vowel more. So, "Gentlemen" could be pronounced as "Jen-tel-men," with the stress remaining on the first syllable. • The initial /kʌmf/ changes to /komp/ to reflect the Madurese accent, replacing the English schwa sound with a more open vowel sound, similar to an "o" sound. The rest
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				<p>of the word /tə.bəl/ remains unchanged, preserving the original stress and structure of the English pronunciation. So it sounds more like "KOMP-for-tə-bəl" rather than "KUMF-tə-bəl".</p> <ul style="list-style-type: none"> The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.
DAS	<ul style="list-style-type: none"> - Picture - Beautiful - Development - Communication 	<p>/ko'mu.ni'ka:ʃən/</p>	<ul style="list-style-type: none"> • /kəm.junə'keɪʃən/ 	<ul style="list-style-type: none"> • Subtle vowel modification in the second syllable, The final sound /ər/ might shift to /ur/, making the ending sound like "thur" with a more open vowel. So "Picture" might sound like "Peck-thur" with a

			<ul style="list-style-type: none"> • /'bju:.tɪ.fəl/ 	<p>slightly stronger emphasis on each syllable</p> <ul style="list-style-type: none"> • The beginning /bju:/ becomes /byu/, which keeps the word close to the English pronunciation but slightly alters the initial sound to fit the Madurese style. The rest, /ti.ful/, remains the same as the written, preserving the original written sound
		<p>'byu.ti.ful/</p>	<ul style="list-style-type: none"> • /dɪ'veləpmənt/ 	<ul style="list-style-type: none"> • The initial /dɪ/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mɛn/", giving it a sound closer to "men" instead of "ment."
		<p>/dɛ've.lɒp.mɛn</p>	<ul style="list-style-type: none"> • /kəm.junə'keɪʃən/ 	<ul style="list-style-type: none"> • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like
		<p>/kə'mu.nɪ'ka:ʃjən/</p>		

				<p>the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.</p>
DFZ	<ul style="list-style-type: none"> - Gesture - Dangerous - Politician - Communication 	<p>/ˈɡes.tʃʊr/</p> <p>/ˈdʌn.dʒer.ʊs/</p>	<ul style="list-style-type: none"> • /ˈdʒestʃər/ • /deɪndʒərəs/ 	<ul style="list-style-type: none"> • The initial /dʒ/ sound may shift to a hard /g/, resulting in "gess" rather than "jess." The ending /ər/ might become /ʊr/, making the ending more open and sounding like "gess-chur." • The /eɪ/ diphthong in the first syllable may be simplified to a shorter /ɛ/ or may be sounds a clear /a/, making the first syllable sound like "dan". The second syllable /dʒər/ might be pronounced with an open /ɛ/ sound instead, sounding like "jer." The final /əs/ syllable may become more pronounced as /ʊs/, which emphasizes a

		<p>/po-li-ti-sian/</p> <p>/ko'mu.ni'ka:ʃjən/</p>	<ul style="list-style-type: none"> • /,pələ'tɪʃən/ • /kəm.junə'keɪʃən/ 	<p>closed "u" sound rather than the unstressed /əs/. So, "Dangerous" could be pronounced closer to "Dan-ger-us," with the main stress on the first syllable.</p> <ul style="list-style-type: none"> • Each syllable is pronounced separately, resulting in something closer "po-li-ti-sian," without blending "-tician" into "-ʃən" the way it would be in standard English. • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.
GMD	<ul style="list-style-type: none"> - Father - Potato - Ability - Electricity 	/ˈfɑ.dər/	<ul style="list-style-type: none"> • /ˈfɑ:ðə/ 	<ul style="list-style-type: none"> • The schwa /ə/ at the end could shift to /ɛr/, giving it a clearer, fuller sound.) So, "Father" would sound

		/po'ta.to/	<ul style="list-style-type: none"> • /pə'teɪ.tʊʊ/ 	<p>closer to "Fah-der" with emphasized syllables and modified sounds.</p> <ul style="list-style-type: none"> • The "po" sound replaces the unstressed /pə/, which is typical in Madurese speech. it would sound close to "po-ta-toh"
		/a-bi-li-ti/	<ul style="list-style-type: none"> • /ə'brɪ.ə.t̪i/ 	<ul style="list-style-type: none"> • Rather than blending or reducing the initial vowel sound /ə/, it might become clearer as /a/ or /ah/, giving "ah-bi-li-tee" with a consistent emphasis on each syllable, lacking the stress reduction typical of the English pronunciation.
		/e'lek'trɪsɪti/	<ul style="list-style-type: none"> • /ɪ.lek'trɪs.ə.t̪i/ 	<ul style="list-style-type: none"> • The stress might shift slightly, perhaps to the first syllable, making it sound like E-LEC-tri-ci-ty. The "e" in the first syllable may sound more like basic "e". The "c" in the middle syllable may be pronounced with a stronger "k" sound. it might sound more like

				<p>"e-LEC-TRI-siti" or "E-LEC-tri-si-tee", with clearer and more stressed vowels, and a slightly more distinct rhythm and cadence in the articulation of consonants.</p>
GIF	<ul style="list-style-type: none"> - Mother - Umbrella - Academy - Globalization 	<p>/ˈmɔː.dər/</p> <p>/ʊmˈbrɛ.lə/</p> <p>/əˈkɑː.də.mi/</p>	<ul style="list-style-type: none"> • /ˈmʌð.ə/ • /ʌmˈbrel.ə/ • /əˈkæd.ə.mi/ 	<ul style="list-style-type: none"> • The vowel in the first syllable might shift to /ɔ/ (similar to the “o” in “more”), and the final schwa sound /ə/ might be replaced with a more distinct /ɛr/. This gives “Mother” a rounded, emphasized quality typical of Madurese influence. • The initial /ʌ/ sound is kept as “um” to reflect that pronunciation more accurately. The middle syllable is stressed at brɛ, and the ending -ə may shift to a slightly clearer /ɑ/ sound. This way, the word would sound like “Um-brel-la” with the original stressed syllable maintained. • the stress might fall

				<p>more on the first syllable /a/, making it sound stronger than in standard English where the stress would be on the second syllable (a-CAD-e-my). /a/: The "a" sound in the first syllable might sound more like the "a" in "father," as opposed to the softer "a" sound used in English. /e/: The "e" might sound like the "e" in "bed," and not like the diphthong used in standard English. The "d" sound could be pronounced slightly harder in a Madurese accent, and the "mi" at the end may sound a little sharper or more distinct</p> <p>/ˌglobal'aɪzəʃən/</p> <ul style="list-style-type: none"> • /ˌgloʊ.bəl.ə'zeɪ.ʃən/ • the stress might shift slightly, often emphasizing the first syllable, like GLO-ba-li-zation. The "o" vowel in "glo" might sound closer to "o" as in "go". It might sound
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				like "GLO-ba-li-Za-tion" , with stronger vowel sounds, clearer consonants
GSP	<ul style="list-style-type: none"> - Football - Butterfly - Ability - Unbelievable 	<p><i>/'fɒt.bəl/</i></p> <p><i>/'bʊt.ter.flai/</i></p>	<ul style="list-style-type: none"> • <i>/'fɒt.bɑ:l/</i> • <i>/'bʌt.ə.flai/</i> 	<ul style="list-style-type: none"> • The vowel /ʊ/ in the first syllable could still be close to /ʊ/ but with slightly more emphasis. The second syllable, /bɑ:l/, might be pronounced as the written /bal/. So, "Football" might sound closer to "fut-bal," with a stronger initial consonant shift and simplified vowel sound. • The initial /ʌ/ sound in the first syllable (as in "but") might shift to /ʊ/, making it sound more like "boot." The unstressed /ər/ sound could be pronounced as a clearer /ɛr/, so the second syllable sounds like "ter." The final syllable /flai/ may stay fairly close to standard pronunciation since it's a common diphthong, though it might be

		<p>/a-bi-li-ti/</p> <p>• /ə'brɪl.ə.ti/</p>	<p>emphasized slightly more. So, "Butterfly" might sound closer to "Boot-ter-flai," with primary stress on the first syllable.</p> <p>• Rather than blending or reducing the initial vowel sound /ə/, it might become clearer as /a/ or /ah/, giving "ah-bi-li-tee" with a consistent emphasis on each syllable, lacking the stress reduction typical of the English pronunciation.</p>
		<p>/,unbe'li:vabl/</p> <p>• /,ʌn.brɪ'li:və.bəl/</p>	<p>• The stress is in the first syllable as "Un" and also in the "Be", it might sounds exactly as the written word, so it might sounds "UN-Beli-vabel"</p>
GRA	<ul style="list-style-type: none"> - Father - Alphabet - Adorable - Globalization 	<p>/'fa.dər/</p> <p>• /'fa:ðə/</p>	<p>• "Ther" might shift to "Der". The schwa /ə/ at the end could shift to /ɛr/, giving it a clearer, fuller sound. So, "Father" would sound closer to "Fah-der" with emphasized syllables and modified</p>

		<p>/ʼal.pa.bet/</p>	<ul style="list-style-type: none"> • /ʼæɫ.fə.bet/ 	<p>sounds.</p> <ul style="list-style-type: none"> • The initial vowel sound /æ/ in "al-" (as in "cat") might shift to a shorter /a/ sound, leading to a more straightforward pronunciation as "al-." The "fa" might be read as still "pa", so it's sounds "alpa" instead of "alfa" /ʼæɫ.fə/. With these adjustments, the word might sound more like "Al-pa-bet." • the stress might still be placed on the first syllable, This is different from standard English, where the stress falls on the second syllable (a-DOR-a-ble). /a/: The first vowel could be pronounced more firmly like "a" in "father," giving it a heavier sound /ra/: The "ra" could sound more like the "ra" in "raspberry," with a stronger emphasis on the "r." The "d" and
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		 <p>/ˌɡləʊ.bəl.ə'zeɪ.ʃən/</p>	<p>• /ˌɡləʊ.bəl.ə'zeɪ.ʃən/</p>	<p>"b" sounds might be pronounced a bit more firmly, with more emphasis on the consonants, especially the "b" at the end. It might sound like "a-DO-rah-buhl" with a more rhythmic, clear pronunciation of the vowels and slightly altered syllable stress.</p> <p>• The stress might shift slightly, often emphasizing the first syllable, like GLO-ba-li-zation. The "o" vowel in "glo" might sound closer to "o" as in "go". It might sound like "GLO-ba-li-Za-tion", with stronger vowel sounds, clearer consonants</p>
MRT	<ul style="list-style-type: none"> - Football - Umbrella - Academy - Globalization 	<p>/ˈfʊt.bəl/</p>	<p>• /ˈfʊt.bɑ:l/</p>	<p>• The vowel /ʊ/ in the first syllable could still be close to /ʊ/ but with slightly more emphasis. The second syllable, /bɑ:l/, might be pronounced as the written /bal/. So, "Football" might sound</p>

			<ul style="list-style-type: none"> • /ʌm'breɪ.ə/ 	<p>closer to "fut-bal," with a stronger initial consonant shift and simplified vowel sound.</p> <ul style="list-style-type: none"> • The initial /ʌ/ sound is kept as "um" to reflect that pronunciation more accurately. The middle syllable is stressed at breɪ, and the ending -ə may shift to a slightly clearer /ɑ/ sound. This way, the word would sound like "Um-brel-la" with the original stressed syllable. • The stress might fall more on the first syllable /ɑ/, making it sound stronger than in standard English where the stress would be on the second syllable (a-CAD-e-my). /ɑ/: The "a" sound in the first syllable might sound more like the "a" in "father," as opposed to the softer "a" sound used in English. /e/: The "e" might sound
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				<p>like the "e" in "bed," and not like the diphthong used in standard English. The "d" sound could be pronounced slightly harder in a Madurese accent, and the "mi" at the end may sound a little sharper or more distinct.</p> <ul style="list-style-type: none"> • He stress might shift slightly, often emphasizing the first syllable, like GLO-ba-li-zation. The "o" vowel in "glo" might sound closer to "o" as in "go". It might sound like "GLO-ba-li-Za-tion", with stronger vowel sounds, clearer consonants
MBR	<ul style="list-style-type: none"> - Battle - Alphabet - Ability - Electricity 	/ˌba.təl/	<ul style="list-style-type: none"> • /ˌbæt.əl/ 	<ul style="list-style-type: none"> • The "ba" still sound as the written. The /əl/ sound at the end could become a more open /ɛ/ sound, making "tle" sound more like "tel". So, "Battle" might sound closer to "Bat-tel," with stress on the first syllable.

		/ˈal.pa.bet/	<ul style="list-style-type: none"> • /ˈæɫ.fə.bet/ 	<ul style="list-style-type: none"> • The initial vowel sound /æ/ in "al-" (as in "cat") might shift to a shorter /a/ sound, leading to a more straightforward pronunciation as "al-." The "fa" might be read as still "pa", so it's sounds "alpa" instead of "alfa" /ˈæɫ.fə/. With these adjustments, the word might sound more like "Al-pa-bet".
		/a-bi-li-ti/	<ul style="list-style-type: none"> • /əˈbɪl.ə.t̪i/ 	<ul style="list-style-type: none"> • Rather than blending or reducing the initial vowel sound /ə/, it might become clearer as /a/ or /ah/, giving "ah-bi-li-tee" with a consistent emphasis on each syllable, lacking the stress reduction typical of the English pronunciation.
		/ɛˈlekˈtrɪt̪i/	<ul style="list-style-type: none"> • /ɪˌlekˈtrɪs.ə.t̪i/ 	<ul style="list-style-type: none"> • The stress might shift slightly, perhaps to the first syllable, making it sound like E-LEC-tri-ci-ty. The "e" in the first syllable may sound more like basic "e". The "c" in the

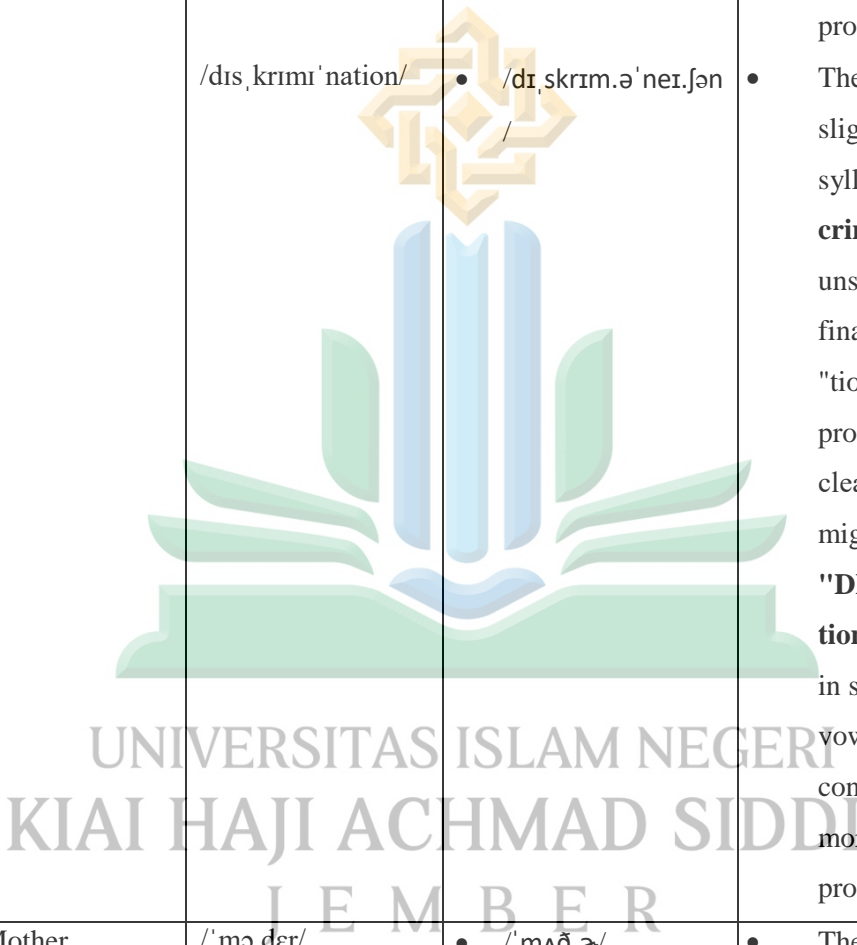
				<p>middle syllable may be pronounced with a stronger "k" sound. it might sound more like "e-LEC-TRI-siti" or "E-LEC-tri-si-tee", with clearer and more stressed vowels, and a slightly more distinct rhythm and cadence in the articulation of consonants.</p>
MWE	<ul style="list-style-type: none"> - Battle - Potato - Academy - Electricity 	<p>/ˈba.təl/</p> <p>/poˈta.to/</p> <p>/aˈka.de.mi/</p>	<ul style="list-style-type: none"> • /ˈbæt.əl/ • /pəˈteɪ.tou/ • /əˈkæd.ə.mi/ 	<ul style="list-style-type: none"> • The "ba" still sound as the written. The /əl/ sound at the end could become a more open /ɛ/ sound, making "tle" sound more like "tel". So, "Battle" might sound closer to "Bat-tel," with stress on the first syllable. • The "po" sound replaces the unstressed /pə/, which is typical in Madurese speech. it would sound close to "po-ta-toh" • The stress might fall more on the first syllable /a/, making it sound stronger than in standard English where

				<p>the stress would be on the second syllable (a-CAD-e-my). /a/: The "a" sound in the first syllable might sound more like the "a" in "father," as opposed to the softer "a" sound used in English. /e/: The "e" might sound like the "e" in "bed," and not like the diphthong used in standard English. The "d" sound could be pronounced slightly harder in a Madurese accent, and the "mi" at the end may sound a little sharper or more distinct.</p> <p>The stress might shift slightly, perhaps to the first syllable, making it sound like E-LEC-tri-ci-ty. The "e" in the first syllable may sound more like basic "e". The "c" in the middle syllable may be pronounced with a stronger "k" sound. it might sound more like</p>
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				<p>"e-LEC-TRI-siti" or "E-LEC-tri-si-tee", with clearer and more stressed vowels, and a slightly more distinct rhythm and cadence in the articulation of consonants.</p>
MDY	<ul style="list-style-type: none"> - Football - Umbrella - Adorable - Unbelievable 	<p>/ˈfot.bal/</p>	<ul style="list-style-type: none"> • /ˈfot.bɑ:l/ • /ʌmˈbrel.ə/ 	<ul style="list-style-type: none"> • The vowel /ʊ/ in the first syllable could still be close to /ʊ/ but with slightly more emphasis. The second syllable, /bɑ:l/, might be pronounced as the written /bal/. So, "Football" might sound closer to "fut-bal," with a stronger initial consonant shift and simplified vowel sound. • The initial /ʌ/ sound is kept as "um" to reflect that pronunciation more accurately. The middle syllable is stressed at brɛ, and the ending -ə may shift to a slightly clearer /ɑ/ sound. This way, the word would sound like "Um-brel-la" with the

			<ul style="list-style-type: none"> • /ə'dɔːr.ə.bəl/ 	<p>original stressed syllable.</p> <ul style="list-style-type: none"> • the stress might still be placed on the first syllable, This is different from standard English, where the stress falls on the second syllable (a-DOR-a-ble). /a/: The first vowel could be pronounced more firmly like "a" in "father," giving it a heavier sound /ra/: The "ra" could sound more like the "ra" in "raspberry," with a stronger emphasis on the "r." The "d" and "b" sounds might be pronounced a bit more firmly, with more emphasis on the consonants, especially the "b" at the end. It might sounds like "a-DO-rah-buhl" with a more rhythmic, clear pronunciation of the vowels and slightly altered syllable stress.
		<p>/a'do.ra.bəl/</p>	<ul style="list-style-type: none"> • /,ʌn.brɪ'li:və.bəl/ 	<ul style="list-style-type: none"> • The stress is in the first

				<p>syllable as “Un” and also in the “Be”, it might sounds exactly as the written word, so it might sounds “UN-Beli-vabel”</p>
MDM	<ul style="list-style-type: none"> - Father - Alphabet - Ability - Discrimination 	<p>/ˈfa.dər/</p> <p>/ˈal.pa.bet/</p> <p>/a-bi-li-ti/</p>	<ul style="list-style-type: none"> • /ˈfɑː.ðə/ • /ˈæɪ.fə.bet/ • /əˈbɪl.ə.ti/ 	<ul style="list-style-type: none"> • “Ther” might shift to “Der”. The schwa /ə/ at the end could shift to /ɛr/, giving it a clearer, fuller sound. So, “Father” would sound closer to “Fah-der” with emphasized syllables and modified sounds. • The initial vowel sound /æ/ in “al-” (as in “cat”) might shift to a shorter /a/ sound, leading to a more straightforward pronunciation as “al-.” The “fa” might be read as still “pa”, so it’s sounds “alpa” instead of “alfa” /ˈæɪ.fə/. With these adjustments, the word might sound more like “Al-pa-bet”. • Rather than blending or reducing the initial vowel sound /ə/, it

		 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ LEMBER</p>	<p>/dɪsˌkrɪmɪˈnæʃən/</p> <ul style="list-style-type: none"> • /dɪˌskrɪm.əˈneɪ.ʃən/ 	<p>might become clearer as /a/ or /ah/, giving "ah-bi-li-tee" with a consistent emphasis on each syllable, lacking the stress reduction typical of the English pronunciation.</p> <ul style="list-style-type: none"> • The stress could shift slightly on the first syllable, such as DIS-crim-i-na-tion. The unstressed "a" in the final syllable (as in "tion") could be pronounced with a clearly "a" sound. It might sound like "DIS-crim-i-NA-tion", with slight shifts in syllable stress and vowel sounds. The consonants might be more sharply pronounced
MFM	<ul style="list-style-type: none"> - Mother - Butterfly - Adrenaline - Globalization 	<p>/ˈmʌ.dər/</p>	<ul style="list-style-type: none"> • /ˈmʌð.ə/ 	<ul style="list-style-type: none"> • The vowel in the first syllable might shift to /ɔ/ (similar to the "o" in "more"), and the final schwa sound /ə/ might be replaced with a more distinct /ɛr/. This gives "Mother" a

		/'bot.ter.flai/	<ul style="list-style-type: none"> • /'bʌt̚.ə.flai/ 	<p>rounded, emphasized quality typical of Madurese influence.</p> <ul style="list-style-type: none"> • The initial /ʌ/ sound in the first syllable (as in "but") might shift to /ʊ/, making it sound more like "boot." The unstressed /ər/ sound could be pronounced as a clearer /er/, so the second syllable sounds like "ter." The final syllable /flai/ may stay fairly close to standard pronunciation since it's a common diphthong, though it might be emphasized slightly more. So, "Butterfly" might sound closer to "Boot-ter-flai," with primary stress on the first syllable. • The stress might still fall on the first syllable, like in many other words, although in standard English, it falls on the second syllable (a-DRE-na-line). The first syllable would be emphasized
		/a'dre.nə.lɪn/	<ul style="list-style-type: none"> • /ə'dren.əl.ən/ 	

		/ˌɡləʊbəl'aɪzəʃən/	<ul style="list-style-type: none"> • /ˌɡləʊbəl.ə'zeɪ.ʃən/ 	<p>more. It's sound exactly as the written ('a-dre-na-line) but with the different of stress placement</p> <ul style="list-style-type: none"> • He stress might shift slightly, often emphasizing the first syllable, like GLO-ba-li-zation. The "o" vowel in "glo" might sound closer to "o" as in "go". It might sound like "GLO-ba-li-Za-tion", with stronger vowel sounds, clearer consonants.
MRR	<ul style="list-style-type: none"> - Begin - Beautiful - Comfortable - Communication 	/'beɪn/ /'byu.ti.fəl/	<ul style="list-style-type: none"> • /br'ɡɪn/ • /'bju:.tɪ.fəl/ 	<ul style="list-style-type: none"> • Shifting stress to the first syllable, vowel modification, (The vowel sound /ɪ/ might shift to /e/, so it sounds closer to "beh" instead of "bih." • The beginning /bju:/ becomes /byu/, which keeps the word close to the English pronunciation but slightly alters the initial sound to fit the Madurese style. The rest, /ti.ful/, remains

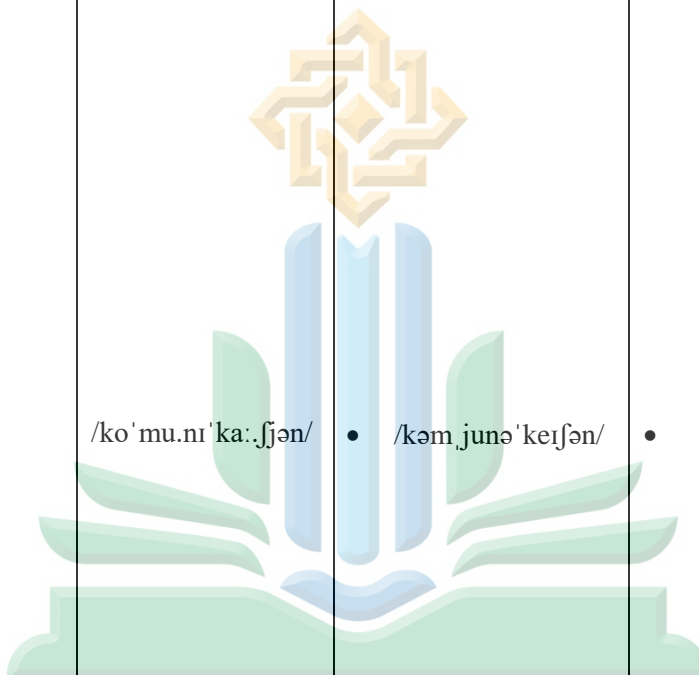
		/'kɒm.for.ta.bəl/	<ul style="list-style-type: none"> • /'kʌmf(ə)təbl/ 	<p>the same as the written, preserving the original written sound</p> <ul style="list-style-type: none"> • The initial /kʌmf/ changes to /komp/ to reflect the Madurese accent, replacing the English schwa sound with a more open vowel sound, similar to an "o" sound. The rest of the word /tə.bəl/ remains unchanged, preserving the original stress and structure of the English pronunciation. So it sounds more like "KOMP-for-tə-bəl" rather than "KUMF-tə-bəl".
		/ko'mu.nɪ'ka:ʃjən/	<ul style="list-style-type: none"> • /kəm.junə'keɪʃən/ 	<ul style="list-style-type: none"> • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard

				English.
MR	<ul style="list-style-type: none"> - Begin - Policeman - Development - Communication 	<p><i>/'bɛɡɪn/</i></p> <p><i>/pə'liːs.mən/</i></p> <p><i>/dɛ'vel.ɒp.mɛn/</i></p>	<ul style="list-style-type: none"> • <i>/bɪ'ɡɪn/</i> • <i>/pə'lɪsmən/</i> • <i>/dɪ'veləpmənt/</i> 	<ul style="list-style-type: none"> • Shifting stress to the first syllable, vowel modification, (The vowel sound /ɪ/ might shift to /ɛ/, so it sounds closer to "beh" instead of "bih." • The initial /pə/ might be pronounced as /po/, giving a more distinct "po" sound. The /i:/ in "lice" may shift to a shorter /ɪ/ sound, making it closer to "poliss.". The final /mən/ could sound more like /mɛn/, emphasizing the ending vowel. • The initial /dɪ/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mɛn/", giving it a sound closer to "men" instead of "ment."

		/ko'mu.nɪ'ka:ʃjən/	<ul style="list-style-type: none"> • /kəm.junə'keɪʃən/ 	<ul style="list-style-type: none"> • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.
NR	<ul style="list-style-type: none"> - Picture - Policeman - Development - Biological 	<p>/ˈpɪk.tʃʊr/</p> <p>/po'lis.mən/</p>	<ul style="list-style-type: none"> • /ˈpɪktʃər/ • /pə'lɪsmən/ 	<ul style="list-style-type: none"> • Subtle vowel modification in the second syllable, the final sound /ər/ might shift to /ur/, making the ending sound like "thur" with a more open vowel. So "Picture" might sound like "Peck-thur" with a slightly stronger emphasis on each syllable. • The initial /pə/ might be pronounced as /po/, giving a more distinct "po" sound. The /i:/ in "lice" may shift to a shorter /ɪ/ sound, making it closer to

		<p>/dɛ'vɛ.lɒp.mən/</p>	<ul style="list-style-type: none"> • /dɪ'veləpmənt/ 	<p>"poliss.". The final /mən/ could sound more like /mɛn/, emphasizing the ending vowel.</p> <ul style="list-style-type: none"> • The initial /dɪ/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mɛn/", giving it a sound closer to "men" instead of "ment". So it would sound like "deh-VEH-lop-men"
		<p>/'bio-lo-gi-cal/</p>	<ul style="list-style-type: none"> • /ˌbærə'ladʒɪkəl/ 	<ul style="list-style-type: none"> • The stress may shift to the first syllable, potentially making it sound like BIO-lo-gi-cal. The first syllable might be pronounced more clearly as the written. The "c" sound is likely to be pronounced more forcefully, with the "k" being clearer. It might sound more like "BIO-

				lo-gi-cal" or "BIO-lo-gikal" , with clearer and more stressed vowel sounds
NJR	<ul style="list-style-type: none"> - Begin - Gentlemen - Comfortable - Communication 	<p><i>/'bɛɡɪn/</i></p> <p><i>/'dʒɛn.təl.mən/</i></p> <p><i>/'kɒm.for.ta.bəl/</i></p>	<ul style="list-style-type: none"> • <i>/br'ɡɪn/</i> • <i>/'dʒɛntəlmən/</i> • <i>/'kʌmf(ə)təbl/</i> 	<ul style="list-style-type: none"> • Shifting stress to the first syllable, vowel modification, (The vowel sound /ɪ/ might shift to /ɛ/, so it sounds closer to "beh" instead of "bih." • The initial <i>/'dʒɛn/</i> sound remains fairly similar but may be pronounced with a slightly more open "e" sound, closer to /ɛ/. The /tɪ/ cluster in the second syllable may sound more distinct as /təl/, rather than a softer /tɪ/. The final /mən/ might be pronounced as /men/, emphasizing the vowel more. So, "Gentlemen" could be pronounced as "Jen-tel-men," with the stress remaining on the first syllable. • The initial /kʌmf/ changes to /komp/ to reflect the Madurese

		 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>	<p>accent, replacing the English schwa sound with a more open vowel sound, similar to an "o" sound. The rest of the word /tə.bəl/ remains unchanged, preserving the original stress and structure of the English pronunciation. So it sounds more like "KOMP-for-tə-bəl" rather than "KUMF-tə-bəl".</p> <p>• The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.</p>	
NZB	<ul style="list-style-type: none">- Picture- Beautiful- Development- Communication	<p>/ˈpɪk.tʃʊr/</p>	<p>• /ˈpɪk.tʃʊr/</p>	<p>• Subtle vowel modification in the second syllable, the final sound /ər/ might shift to /ur/, making the</p>

				<p>ending sound like "thur" with a more open vowel. So "Picture" might sound like "Peck-thur" with a slightly stronger emphasis on each syllable.</p> <ul style="list-style-type: none"> The beginning /bju:/ becomes /byu/, which keeps the word close to the English pronunciation but slightly alters the initial sound to fit the Madurese style. The rest, /ti.ful/, remains the same as the written, preserving the original written sounds
		<p>/ˈbyu.ti.ful/</p>	<p>• /ˈbju:.tɪ.fəl/</p>	<ul style="list-style-type: none"> The initial /di/ in the standard pronunciation changes to /dɛ/ in the Madurese-influenced version, giving it a slightly more open vowel sound like "deh" instead of "di." The ending "/-mənt/" is changed to "/-mɛn/", giving it a sound closer to "men" instead of "ment". So it would

		/ko'mu.ni'ka:ʃjən/	<ul style="list-style-type: none"> • /kəm.junə'keɪʃən/ 	<p>sound like "deh-VEH-lop-men".</p> <ul style="list-style-type: none"> • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more force than in standard English.
NRB	<ul style="list-style-type: none"> - Gesture - Dangerous - Politician - Communication 	<p>/ˈɡes.tʃər/</p> <p>/ˈdæŋ.dʒərəs/</p> <p>/ˈdan.dʒər.ʊs/</p>	<ul style="list-style-type: none"> • /ˈdʒesʃər/ • /deɪndʒərəs/ 	<ul style="list-style-type: none"> • The initial /dʒ/ sound may shift to a hard /g/, resulting in "gess" rather than "jess.", The ending /ər/ might become /ʊr/, making the ending more open and sounding like "gess-chur". • The /eɪ/ diphthong in the first syllable may be simplified to a shorter /ɛ/ or may be sounds a clear /a/, making the first syllable sound like "dan". The second syllable /dʒər/ might be

				<p>pronounced with an open /ɛ/ sound instead, sounding like "jer."</p> <p>The final /əs/ syllable may become more pronounced as /ʊs/, which emphasizes a closed "u" sound rather than the unstressed /əs/. So, "Dangerous" could be pronounced closer to "Dan-jer-us," with the main stress on the first syllable.</p>
		<p>/po-li-ti-sian/</p>	<ul style="list-style-type: none"> • /ˌpələˈtɪʃən/ 	<ul style="list-style-type: none"> • Each syllable is pronounced separately, resulting in something closer "po-li-ti-sian," without blending "-tician" into "-ʃən" the way it would be in standard English.
		<p>/koˈmu.niˈkaː.ʃən/</p>	<ul style="list-style-type: none"> • /kəm.jʊnəˈkeɪʃən/ 	<ul style="list-style-type: none"> • The stress might fall on /ko- instead of (Ca). The "o" in the first syllable might be pronounced more like the "o" in "go," instead of the more relaxed English "uh" sound. The "k" sound might be more stress, pronounced with more

				force than in standard English.
PI	<ul style="list-style-type: none"> - Father - Potato - Ability - Electricity 	<p>/ˈfa.dər/</p> <p>/poˈta.to/</p> <p>/əˈbi.li.ti/</p> <p>/eˈlekˈtrɪs.ə.ti/</p>	<ul style="list-style-type: none"> • /ˈfɑː.ðə/ • /pəˈteɪ.tʊ/ • /əˈbɪl.ə.ti/ • /ɪˌlekˈtrɪs.ə.ti/ 	<ul style="list-style-type: none"> • “Ther” might shift to “Der”. The schwa /ə/ at the end could shift to /ɛr/, giving it a clearer, fuller sound. So, “Father” would sound closer to “Fah-der” with emphasized syllables and modified sounds. • The “po” sound replaces the unstressed /pə/, which is typical in Madurese speech. it would sound close to “po-ta-toh” • Rather than blending or reducing the initial vowel sound /ə/, it might become clearer as /a/ or /ah/, giving “ah-bi-li-tee” with a consistent emphasis on each syllable, lacking the stress reduction typical of the English pronunciation. • The stress might shift slightly, perhaps to the first syllable, making it sound like E-LEC-tri-

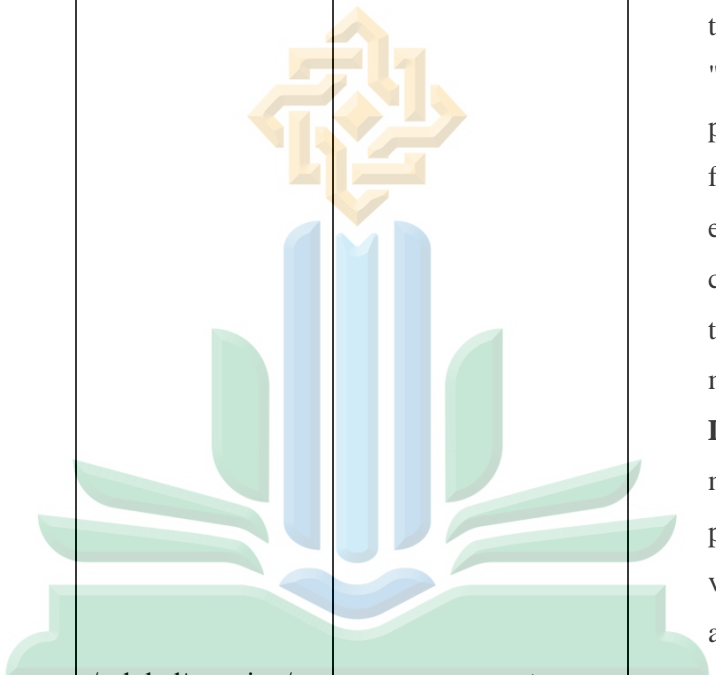
				<p>ci-ty. The "e" in the first syllable may sound more like basic "e". The "c" in the middle syllable may be pronounced with a stronger "k" sound. it might sound more like "e-LEC-TRI-siti" or "E-LEC-tri-si-tee", with clearer and more stressed vowels, and a slightly more distinct rhythm and cadence in the articulation of consonants.</p>
RAR	<ul style="list-style-type: none"> - Mother - Umbrella - Academy - Globalization 	<p>/ˈmɒ.dər/</p>	<ul style="list-style-type: none"> • /ˈmʌð.ə/ • /ʌmˈbrɛl.ə/ 	<ul style="list-style-type: none"> • The vowel in the first syllable might shift to /ɔ/ (similar to the "o" in "more"), and the final schwa sound /ə/ might be replaced with a more distinct /ɛr/. This gives "Mother" a rounded, emphasized quality typical of Madurese influence • The initial /ʌ/ sound is kept as "um" to reflect that pronunciation more accurately. The middle syllable is stressed at brɛ, and the

		<p>/um'brɛ.lɑ/</p> <p>/ə'kæd.ə.mi/</p> <p>/a'ka.de.mi/</p>	<p>•</p>	<p>ending -ə may shift to a slightly clearer /ɑ/ sound. This way, the word would sound like "Um-brel-la" with the original stressed syllable.</p> <p>• The stress might fall more on the first syllable /a/, making it sound stronger than in standard English where the stress would be on the second syllable (a-CAD-e-my). /a/: The "a" sound in the first syllable might sound more like the "a" in "father," as opposed to the softer "a" sound used in English. /e/: The "e" might sound like the "e" in "bed," and not like the diphthong used in standard English. The "d" sound could be pronounced slightly harder in a Madurese accent, and the "mi" at the end may sound a little sharper or more distinct.</p>
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		/ˌɡloʊ.bəl.ə'zeɪ.ʒən/	<ul style="list-style-type: none"> • /ˌɡloʊ.bəl.ə'zeɪ.ʒən/ 	<ul style="list-style-type: none"> • He stress might shift slightly, often emphasizing the first syllable, like GLO-ba-li-zation. The "o" vowel in "glo" might sound closer to "o" as in "go". It might sound like "GLO-ba-li-Za-tion", with stronger vowel sounds, clearer consonants.
RFN	<ul style="list-style-type: none"> - Football - Butterfly - Ability - Unbelievable 	/'fʊt.bəl/	<ul style="list-style-type: none"> • /'fʊt.bɑ:l/ 	<ul style="list-style-type: none"> • The vowel /ʊ/ in the first syllable could still be close to /ʊ/ but with slightly more emphasis. The second syllable, /bɑ:l/, might be pronounced as the written /bəl/. So, "Football" might sound closer to "fut-bal," with a stronger initial consonant shift and simplified vowel sound.
		/'bʊt.ter.flai/	<ul style="list-style-type: none"> • /'bʌt.ə.flai/ 	<ul style="list-style-type: none"> • The initial /ʌ/ sound in the first syllable (as in "but") might shift to /ʊ/, making it sound more like "boot." The unstressed /ər/ sound could be pronounced

		 <p>/a-bi-li-ti/</p>	<ul style="list-style-type: none"> • /ə'bi:l.ə.ti/ 	<p>as a clearer /er/, so the second syllable sounds like "ter." The final syllable /flai/ may stay fairly close to standard pronunciation since it's a common diphthong, though it might be emphasized slightly more. So, "Butterfly" might sound closer to "Boot-ter-flai," with primary stress on the first syllable.</p>
		<p>/,unbe'li:vabl/</p>	<ul style="list-style-type: none"> • /,ʌn.bi'li:və.bəl/ 	<ul style="list-style-type: none"> • Rather than blending or reducing the initial vowel sound /ə/, it might become clearer as /a/ or /ah/, giving "ah-bi-li-tee" with a consistent emphasis on each syllable, lacking the stress reduction typical of the English pronunciation. • The stress is in the first syllable as "Un" and also in the "Be", it might sounds exactly as the written word, so it might sounds "UN-Beli-vabel"
RJH	- Father	/fə.dər/	<ul style="list-style-type: none"> • /fɑ:.ðə/ 	<ul style="list-style-type: none"> • "Ther" might shift to

	<ul style="list-style-type: none"> - Alphabet - Adorable - Globalization 	<p data-bbox="563 958 694 992">/'al.pa.bet/</p> <p data-bbox="563 1664 710 1697">/a'do.ra.bəl/</p>	<p data-bbox="818 763 1007 797">• /'æɪ.fə.bet/</p> <p data-bbox="818 1469 1023 1503">• /ə'dɔːr.ə.bəl/</p>	<p data-bbox="1185 304 1471 741">“Der”. The schwa /ə/ at the end could shift to /ɛr/, giving it a clearer, fuller sound. So, "Father" would sound closer to "Fah-der" with emphasized syllables and modified sounds.</p> <p data-bbox="1185 763 1471 1951">• The initial vowel sound /æ/ in "al-" (as in "cat") might shift to a shorter /a/ sound, leading to a more straightforward pronunciation as "al-." The “fa” might be read as still “pa”, so it’s sounds “alpa” instead of “alfa” /'æɪ.fə/. With these adjustments, the word might sound more like "Al-pa-bet." the stress might still be placed on the first syllable, This is different from standard English, where the stress falls on the second syllable (a-DOR-a-ble). /a/: The first vowel could be pronounced more</p>
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				<p>firmly like "a" in "father," giving it a heavier sound /ra/: The "ra" could sound more like the "ra" in "raspberry," with a stronger emphasis on the "r." The "d" and "b" sounds might be pronounced a bit more firmly, with more emphasis on the consonants, especially the "b" at the end. It might sound like "a-DO-rah-buhl" with a more rhythmic, clear pronunciation of the vowels and slightly altered syllable stress.</p>
		 <p>/ˌɡləʊ.bəl.ə'zeɪ.ʃən/</p>	<p>• /ˌɡləʊ.bəl.ə'zeɪ.ʃən/</p>	<p>• He stress might shift slightly, often emphasizing the first syllable, like GLO-ba-li-zation. The "o" vowel in "glo" might sound closer to "o" as in "go". It might sound like "GLO-ba-li-Za-tion", with stronger vowel sounds, clearer consonants</p>
SAD	- Football	/ˈfʊt.bəl/	• /ˈfʊt.bɑ:l/	• The vowel /ʊ/ in the

	<ul style="list-style-type: none"> - Umbrella - Academy - Globalization 		<p>first syllable could still be close to /ʊ/ but with slightly more emphasis. The second syllable, /bɔ:l/, might be pronounced as the written /bal/. So, "Football" might sound closer to "fut-bal," with a stronger initial consonant shift and simplified vowel sound.</p> <ul style="list-style-type: none"> • /ʌm'breɪ.lə/ <p>The initial /ʌ/ sound is kept as "um" to reflect that pronunciation more accurately. The middle syllable is stressed at breɪ, and the ending -ə may shift to a slightly clearer /ə/ sound. This way, the word would sound like "Um-breɪ-la" with the original stressed syllable.</p> <ul style="list-style-type: none"> • /ə'kæd.ə.mi/ <p>The stress might fall more on the first syllable /ə/, making it sound stronger than in standard English where the stress would be on the second syllable (a-</p>	<p>first syllable could still be close to /ʊ/ but with slightly more emphasis. The second syllable, /bɔ:l/, might be pronounced as the written /bal/. So, "Football" might sound closer to "fut-bal," with a stronger initial consonant shift and simplified vowel sound.</p> <ul style="list-style-type: none"> • The initial /ʌ/ sound is kept as "um" to reflect that pronunciation more accurately. The middle syllable is stressed at breɪ, and the ending -ə may shift to a slightly clearer /ə/ sound. This way, the word would sound like "Um-breɪ-la" with the original stressed syllable. • The stress might fall more on the first syllable /ə/, making it sound stronger than in standard English where the stress would be on the second syllable (a-
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		/a'ka.de.mi/		<p>CAD-e-my). /a/: The "a" sound in the first syllable might sound more like the "a" in "father," as opposed to the softer "a" sound used in English. /e/: The "e" might sound like the "e" in "bed," and not like the diphthong used in standard English. The "d" sound could be pronounced slightly harder in a Madurese accent, and the "mi" at the end may sound a little sharper or more distinct.</p> <p>He stress might shift slightly, often emphasizing the first syllable, like GLO-ba-li-zation. The "o" vowel in "glo" might sound closer to "o" as in "go". It might sound like "GLO-ba-li-Za-tion", with stronger vowel sounds, clearer consonants.</p>
SRJ	<ul style="list-style-type: none"> - Battle - Alphabet 	/ˈba.təl/	<ul style="list-style-type: none"> • /ˈbæt.əl/ 	<ul style="list-style-type: none"> • The "ba" still sound as the written. The /əl/

	<ul style="list-style-type: none"> - Ability - Electricity 	<p>/ˈal.pa.bet/</p>	<p>• /ˈæɪ.fə.bet/</p>	<p>sound at the end could become a more open /ɛ/ sound, making "tle" sound more like "tel". So, "Battle" might sound closer to "Bat-tel," with stress on the first syllable.</p> <ul style="list-style-type: none"> • The initial vowel sound /æ/ in "al-" (as in "cat") might shift to a shorter /a/ sound, leading to a more straightforward pronunciation as "al-." The "fa" might be read as still "pa", so it's sounds "alpa" instead of "alfa" /ˈæɪ.fə/. With these adjustments, the word might sound more like "Al-pa-bet". • Rather than blending or reducing the initial vowel sound /ə/, it might become clearer as /a/ or /ah/, giving "ah-bi-li-tee" with a consistent emphasis on each syllable, lacking the stress reduction typical of the English pronunciation.
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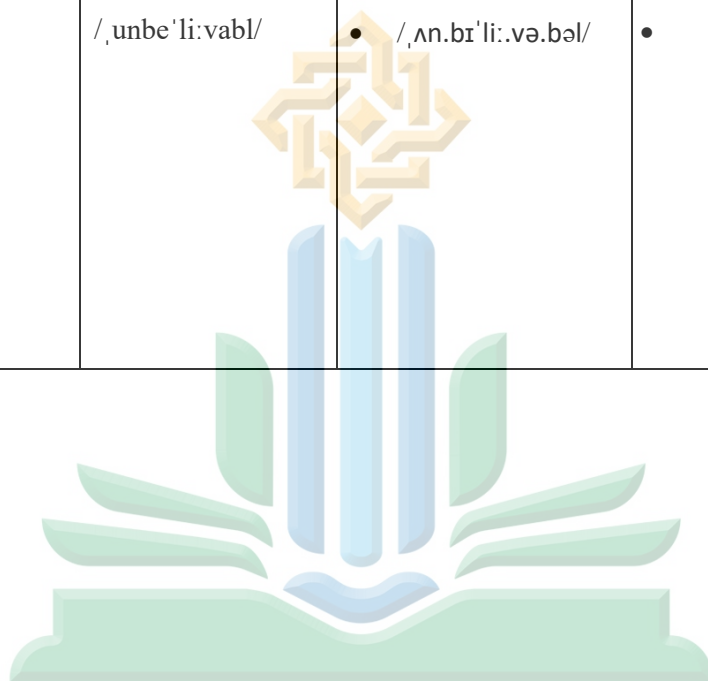
		/ɛˈlekˈtrɪçti/	<ul style="list-style-type: none"> /ɪˌlekˈtrɪs.ə.ti/ 	<ul style="list-style-type: none"> The stress might shift slightly, perhaps to the first syllable, making it sound like E-LEC-tri-ci-ty. The "e" in the first syllable may sound more like basic "e". The "c" in the middle syllable may be pronounced with a stronger "k" sound. it might sound more like "e-LEC-TRI-siti" or "E-LEC-tri-si-tee", with clearer and more stressed vowels, and a slightly more distinct rhythm and cadence in the articulation of consonants.
TNAI	<ul style="list-style-type: none"> - Battle - Potato - Academy - Electricity 	/ˈba.tel/ /poˈta.to/	<ul style="list-style-type: none"> /ˈbæt.əl/ /pəˈteɪ.tʊ/ 	<ul style="list-style-type: none"> The "ba" still sound as the written. The /əl/ sound at the end could become a more open /ɛ/ sound, making "tle" sound more like "tel". So, "Battle" might sound closer to "Bat-tel," with stress on the first syllable. The "pə" sound replaces the unstressed /pə/, which is typical in

		/a'ka.de.mi/	<ul style="list-style-type: none"> • /ə'kæd.ə.mi/ 	<p>Madurese speech. it would sound close to "po-ta-toh"</p> <ul style="list-style-type: none"> • The stress might fall more on the first syllable /a/, making it sound stronger than in standard English where the stress would be on the second syllable (a-CAD-e-my). /a/: The "a" sound in the first syllable might sound more like the "a" in "father," as opposed to the softer "a" sound used in English. /e/: The "e" might sound like the "e" in "bed," and not like the diphthong used in standard English. The "d" sound could be pronounced slightly harder in a Madurese accent, and the "mi" at the end may sound a little sharper or more distinct.
		/ɛ'lek'triciti/	<ul style="list-style-type: none"> • /ɪ,lek'trɪs.ə.ti/ 	<ul style="list-style-type: none"> • The stress might shift slightly, perhaps to the first syllable, making it sound like E-LEC-tri-

				<p>ci-ty. The "e" in the first syllable may sound more like basic "e". The "c" in the middle syllable may be pronounced with a stronger "k" sound. it might sound more like "e-LEC-TRI-siti" or "E-LEC-tri-si-tee", with clearer and more stressed vowels, and a slightly more distinct rhythm and cadence in the articulation of consonants.</p>
YAV	<ul style="list-style-type: none"> - Football - Umbrella - Adorable - Unbelievable 	<p>/ˈfʊt.bəl/</p>	<ul style="list-style-type: none"> • /ˈfʊt.bɑːl/ • /ʌmˈbrel.ə/ 	<ul style="list-style-type: none"> • The vowel /ʊ/ in the first syllable could still be close to /ʊ/ but with slightly more emphasis. The second syllable, /bɑːl/, might be pronounced as the written /bəl/. So, "Football" might sound closer to "fut-bal," with a stronger initial consonant shift and simplified vowel sound. • The initial /ʌ/ sound is kept as "um" to reflect that pronunciation

		<p>/um'brɛ.lɑ/</p>	<p>• /ə'dɔːr.ə.bəl/</p>	<p>more accurately. The middle syllable is stressed at brɛ, and the ending -ə may shift to a slightly clearer /ɑ/ sound. This way, the word would sound like "Um-brel-la" with the original stressed syllable.</p> <ul style="list-style-type: none"> the stress might still be placed on the first syllable, This is different from standard English, where the stress falls on the second syllable (a-DOR-a-ble). /a/: The first vowel could be pronounced more firmly like "a" in "father," giving it a heavier sound /ra/: The "ra" could sound more like the "ra" in "raspberry," with a stronger emphasis on the "r." The "d" and "b" sounds might be pronounced a bit more firmly, with more emphasis on the consonants, especially
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		<p>/,unbe'li:vabl/</p>	<p>• /,ʌn.br'li:və.bəl/</p>	<p>the "b" at the end. It might sounds like "a-DO-rah-buhl" with a more rhythmic, clear pronunciation of the vowels and slightly altered syllable stress.</p> <ul style="list-style-type: none"> The stress is in the first syllable as "Un" and also in the "Be", it might sounds exactly as the written word, so it might sounds "UN-Beli-vabel".
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Appendix 5

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-9167/In.20/3.a/PP.009/10/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 6 Jember

Jl. Hayam Wuruk 39, Sempusari, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196013
 Nama : RIZQI RELO PRAYOGI
 Semester : Semester sebelas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Influence of Madurese Accent on Student's English Word Stress in Teaching Speaking at SMPN 6 Jember" selama 5 (lima) hari di lingkungan lembaga wewenang Bapak/Ibu Rahmat Eko Hariyanto, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Oktober 2024

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 6

Documentation

THESIS RESEARCH REPORT

Based on the research that has been conducted, there are some of the agenda started from day 1 (Monday, October 14th, 2024) until the last day (Friday, October 18th, 2024) as follows:

1. Day 1
 Date : Monday, October 15th, 2024
 Agenda : The researcher gave a research permit and asked for research permission
2. Day 2
 Date : Tuesday, October 16th, 2024
 Agenda : The researcher observing teachers teaching methods and the researcher introduction to students



3. Day 3
 Date : Wednesday, October 17th, 2024
 Agenda : The researcher doing the interview day 1



4. Day 4

Date : Thursday, October 18th, 2024

Agenda : The researcher doing the interview day 2



5. Day 5

Date : Friday, October 19th, 2024

Agenda : the submission of research completion letter

Appendix 7




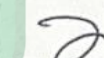

Research Journal Activity

RESEARCH JOURNAL ACTIVITY

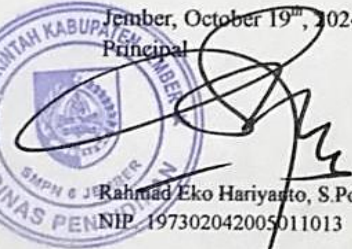
Nama : Rizqi Relo Prayogi

NIM : T20196013

Title : The Influence of Madurese Accent on Students' English Word Stress in Speaking at SMPN 6 Jember

No	Day / Date	Activity	Signature
1.	Monday, October 14 th , 2024	The researcher gave a research permit and asked for research permission	 Rahmad Eko Hariyanto, S.Pd., M.Pd. NIP. 197302042005011013
2.	Tuesday, October 15 th , 2024	The researcher observing teachers teaching methods and the researcher introduction to students	 Abd. Rohim, S.Pd. NIP. 197202232008011008
3.	Wednesday, October 16 th , 2024	The researcher doing the interview day 1	 Abd. Rohim, S.Pd. NIP. 197202232008011008
4.	Thursday, October 17 th , 2024	The researcher doing the interview day 2	 Abd. Rohim, S.Pd. NIP. 197202232008011008
5.	Friday, October 18 th , 2024	the submission of research completion letter	 Rahmad Eko Hariyanto, S.Pd., M.Pd. NIP. 197302042005011013

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Jember, October 19th, 2024
Principal

Rahmad Eko Hariyanto, S.Pd., M.Pd.
NIP. 197302042005011013

Appendix 8

Research Letter


PEMERINTAH KABUPATEN JEMBER
SMP NEGERI 6 JEMBER
 Jl. Hayam Wuruk No. 39, Kaliwates, Jember, Jawa Timur 68135
 Telepon (0331) 485148
 

SURAT KETERANGAN HASIL PENELITIAN
 No. 400.3.5/552/35.09.310.11.20523908/2024

Yang bertanda tangan di bawah ini :

Nama : **RAHMAT EKO HARIYANTO, S. Pd, M.Pd**
 NIP : 19730204 2005011013
 Pangkat/Gol : Pembina Tk.I / IV.b
 Jabatan : Kepala SMP Negeri 6 Jember
 Alamat Sekolah : Jl. Hayam Wuruk 39 Jember

menerangkan dengan sebenarnya bahwa yang bersangkutan di bawah ini telah mengadakan Penelitian/Riset mengenai & quot, The Influence of Madurece Accent on Student's English Word Stress in Teacing Speaking at SMPN 6 Jember & quot, yang dilaksanakan pada Tanggal 14 s.d 19 Oktober 2024 Kelas VIIE di SMP Negeri 6 Jember.

Nama : Rizqi Relo Prayogi
 Semester : XI
 Program Studi : Tadris Bahasa Inggris
 Universitas : Universitas Islam Negeri (UIN) KH Achmad Siddiq Jember.

Demikian, Surat Keterangan ini dibuat agar dapatnya dipergunakan sebagaimana mestinya.

Jember, 29 November 2024
 Kepala SMP Negeri 6 Jember

Rahmat Eko Hariyanto, S.Pd., M.Pd
 NIP. 197302042005011013

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Appendix 9

DECLARATION OF AUTORSHIP

The undersigned below:

Name : Rizqi Relo Prayogi
 NIM : T20196013
 Program : Tadris Bahasa Inggris
 Faculty : Fakultas Tarbiyah dan Ilmu Keguruan
 University : UIN K.H. Achmad Siddiq Jember

Declare that there are no elements of plagiarism in this research or scientific work that has been done by others, except those that are written cited in this manuscript, and mentioned in the citation sources and bibliography.

If in the future it turns out that the result of this research are proven to contain elements of plagiarism and there are claims from other parties, then I am willing to be processed in accordance with applicable laws and regulation .
 Thus, I make this statement truthfully and without coercion from anyone.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 Jember , 14 November 2025
 J E M B E R



RIZQI RELO PRAYOGI
 NIM. T20196013

Appendix 10

AUTOBIOGRAPHY



Personal Information

Name : Rizqi Relo Prayogi
 Place, date of birth : Bojonegoro, 1 November 2000
 Address : Rt/Rw 07/02 Ds. Glagahsari, Kec. Soko, Kab. Tuban
 Faculty : Educational and Teacher Training
 Major : English Educational Department
 Email : rizkyrelo@gmail.com

Educational Background

MI DARUL HUDA GLAGAHSARI (Graduated in 2013)
 SMPN MODEL TERPADU BOJONEGORO (Graduated in 2016)
 SMAN MODEL TERPADU BOJONEGORO (Graduated in 2019)