

**THE INFLUENCE OF MADURESE LANGUAGE ON
ENGLISH WORD STRESS PRODUCTION AMONG EFL
STUDENTS**

THESIS



By:

Wilda Ayu Nur Azizah

SRN: 212101060031

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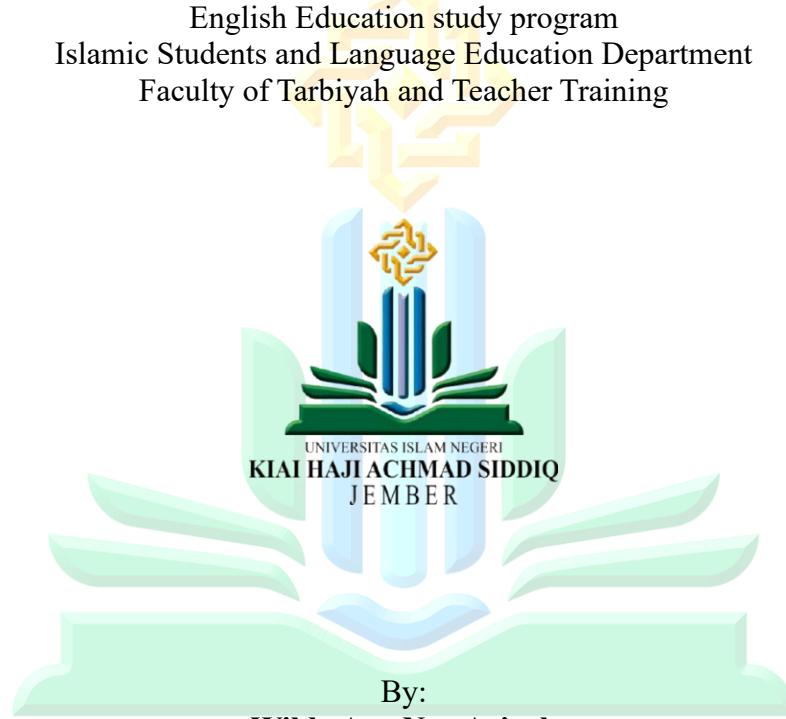
**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Submitted to state Islamic university of Kiai Haji Achmad Shiddiq Jember
To fulfill the requirements to get Bachelor's degree (S. Pd)

English Education study program
Islamic Students and Language Education Department
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Had Been Approved by Advisor



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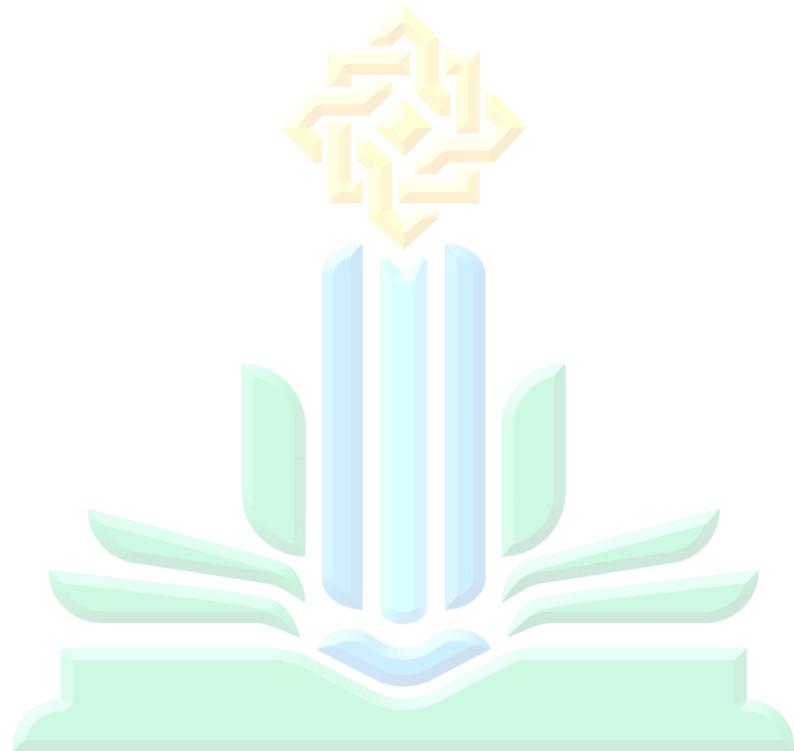


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MOTTO

قُولِي يَفْقَهُوا لِسَانِي مِنْ عُقْدَةٍ وَأَحْلُلُ

And untie the knot from my tongue that they may understand my speech. (clarity of pronunciation)*



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* Shahih International, Qur'an Translation in English Arabic Text (Durban: Islamic Propagation Center International), [https://myislam.org/surah-taha/ayat 27-28](https://myislam.org/surah-taha/ayat-27-28)

DEDICATION

This thesis is dedicate to those always love, encourage, and guide me in every steps of my journey to complicated this thesis promptly and these are behind it all:

1. For my mother Mrs. Jumawati, thanks a lot for always supporting me, always praying for me in every prayer, always motivating me to work on my thesis until it is finished.
2. For my Father Mr. M. Tuchfa, thanks a lot for always motivating me to be enthusiastic in working on this thesis, and also for your prayers in every prayer.
3. For my sibling and entire family, thanks a lot for always helped me in the process of writing this thesis, and also always provided support so that I am enthusiastic about working on my thesis.
4. For My self, thanks a lot for being willing to fight until this stage even though you have gone through many difficulties, but you have still been able to get through it, and have tried really hard.
5. All kind people around me, my classmate, my roommate, who accompanied me when writing this thesis and always supporting me
6. And last for my future partner, even though we haven't met yet, I hope you can be my encouragement in every process until I achieve my dream.

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First, all praise is due to Allah SWT who has given his mercy and grace, health, opportunity, and inspiration to complete this thesis. Second, sholawat and salam are always poured out to the Prophet Muhammad SAW who has guided us from the age of darkness to the age of light, from the age of ignorance to the age of knowledge. That is the age of Islam.

The researcher understands this thesis will not be completed without the help and guidance of other parties. On this occasion, the researcher would like to thank the honourable ones:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., the rector of Islamic University Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
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May Allah SWT. Repay all of the kindness of the people who helped me to finish this thesis. I believe that this thesis might have some weakness, but I hope this thesis will be useful for future researcher.

Jember, 17th November 2025

WILDA AYU NUR AZIZAH

ABSTRACT

Wilda Ayu Nur Azizah, 2025: The Influence of Madurese Language on English Word Stress Production Among EFL Students

Key words: Madurese language, English word stress, L1 transfer

English serves as an international language facilitating global communication and is widely taught as a subject in schools. In Indonesia, English is a mandatory subject for students. However, linguistic differences between English and learners' mother tongue create various challenges, particularly in pronunciation. This study examines the influence of Madurese language on students' English word stress production. While previous research has explored the general impact of Madurese on English pronunciation, few studies have specifically investigated how first language (L1) interference manifests in English word stress production among EFL (English as a Foreign Language) learners. This research addresses this gap by investigating how Madurese as an L1 influences university students' English word stress patterns in an EFL context.

This study focuses on the types of English word stress errors commonly made by students with a Madurese dialect background. The purpose of this research is to identify and categorize the types of English word stress errors frequently produced by these students. In addition, this study also examines the factors that contribute to students' errors in producing English word stress. The research aims to analyze the underlying factors that lead to these word stress production errors.

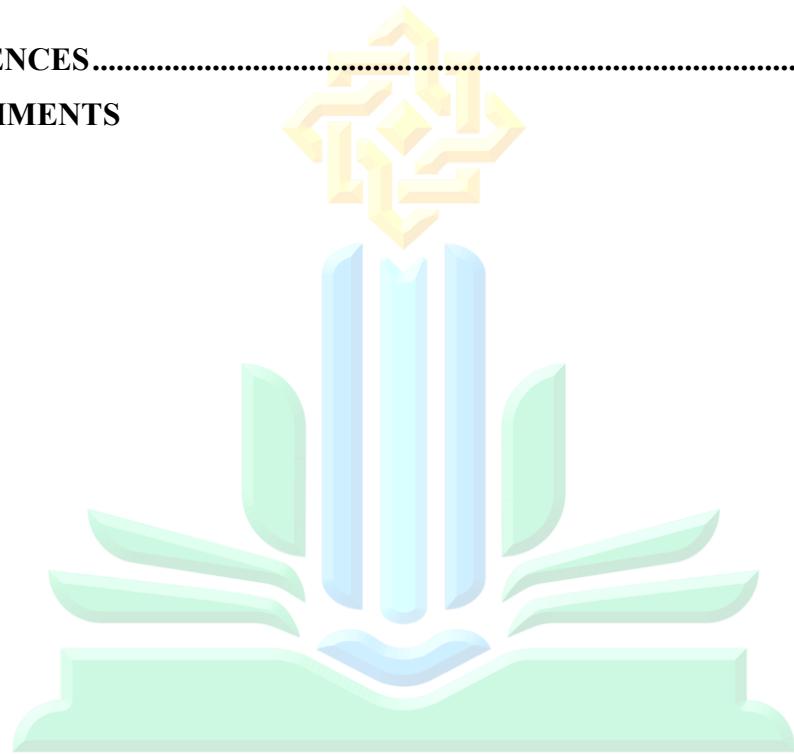
This study used a qualitative approach to analyze English word stress errors among Madurese EFL learners and the factors influencing them. There were 20 participants. The participants were eighth-semester English Education students at UIN Kiai Haji Achmad Siddiq Jember. The data were obtained through a pronunciation and open-ended questionnaire. The data were analyzed qualitatively to identify patterns of word stress errors and contributing factors related to the influence of the Madurese dialect.

The findings of this study suggest important pedagogical implications. English teachers need to raise students' linguistic awareness, particularly in relation to phonological aspects such as word stress. The use of technology, such as YouTube videos, podcasts, and other audio-visual media, can be an effective tool to support pronunciation and speaking practice, especially for students whose first language has different stress patterns from English.

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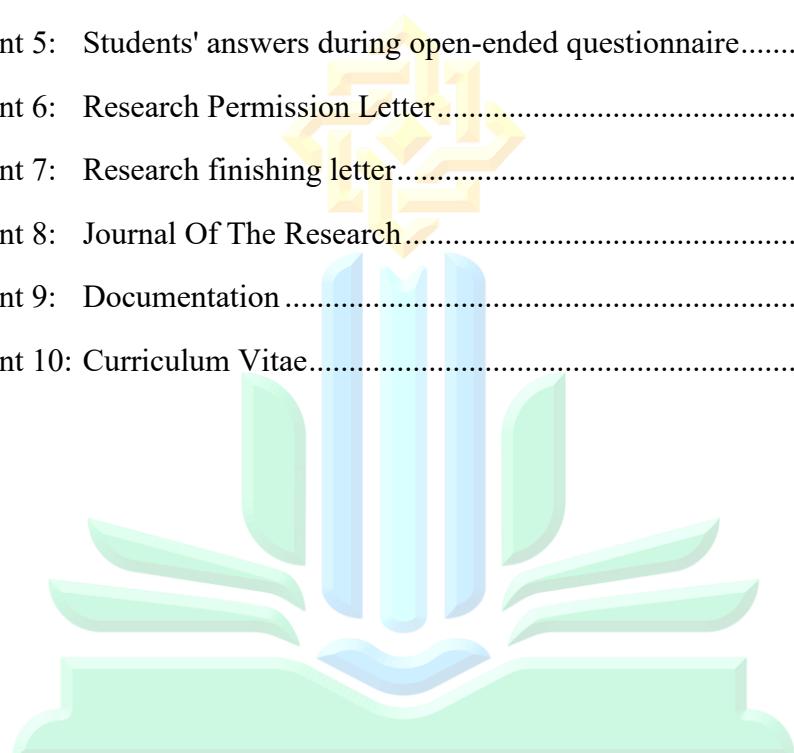
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CHAPTER I

INTRODUCTION

This chapter contains some important point to provide background of study, research questions, research objective, significance of the research, definition of key terms

A. Background of study

The widespread use of English as an international language has made English proficiency increasingly important for cross-cultural communication. Recognizing this significance, many countries, including Indonesia, have incorporated English into their educational curricula as a mandatory subject. However, the linguistic differences between English and students' mother tongue create several obstacles for learners, one of which is pronunciation. According to Namaziandost, and Esfahani many people who thought the pronunciation is the sounds that generated when speaking, but the pronunciation more than it. Pronunciation is the formation of sounds used to create the messages.¹ In the other words, pronunciation is a part of the sound that can help people to convey the meaning of the word. It means that a clear pronunciation will give the effect of the meaning that is conveyed.

Furthermore, there are several aspects of pronunciation, namely accuracy, fluency, intonation, and stress. Therefore, these aspects are needed in mastering pronunciation. Pronunciation is also included in the area of

¹ Ehsan Namaziandost and Fariba Rahimi Esfahani, "The Effect Of Teaching Phonological Rules On English Pronunciation Among Iranian Pre-Intermediate Efl Learners," IJLRES - International Journal on Language, Research and Education Studies 3, no. 1 (2019): 4–5.

phonology. Phonology is a branch of linguistics that studies the structure of sound. Moreover, pronunciation has an important role in the communication process because the accuracy of the message conveyed from the speaker to the listener depends on the content accuracy and the pronunciation quality. Then, in English pronunciation, the inappropriate way to pronounce a consonant or a vowel in a word will cause a different meaning. In addition, by a good mastery of pronunciation mastery, the speaker can convey the message appropriately. It can support self-confidence speaking about a topic.

Moreover, talking about pronunciation means talking about the spoken language by studying its sounds, this study is called phonetics.² The study is about stress and intonation. Those are called suprasegmentals because they relate to aspects of pronunciation that go beyond the production of individual (segmental) sounds. Pitch, length, and loudness are components of stress. The basic unit containing stress is the syllable. A syllable generally consists of a vowel accompanied by one or more consonants. The most common syllable form in English is a consonant plus a vowel. In actual pronunciation, one may stress syllable by giving it a higher pitch, making it louder or making it longer or perhaps by a combination of all three. In English native speakers generally recognize at least three levels of stress: primary, secondary, and unstressed

One phenomenon that occurs in pronunciation activities is stress placement. Stress is a stress placement that is put on the particular syllable in

² Crane, L. Ben. An Introduction to Linguistics; Toronto: Little, Brown and Company, 1981.

a word, phrase, or sentence.³ Moreover, stress placement can make a rhythm and also the meaning of language. It is because the syllable which gives the stressed would louder, longer and higher in pronounce it. This is important especially if a native speaker wants to understand an English word that we speak. Stress placement is a syllable that is not always the same. Stress placement usually occurs at the beginning, in the middle, or often in the last syllable section. Therefore, it can be concluded that stress placement is a tool used to convey the meaning of words or sentences. Meanwhile, the function of the stress placement itself is to show the speaker's expression of feelings. It means that the stress placement can clarify the meaning to be conveyed. By using stress placement, the mistakes can be minimized so the meaning is clear. The example of stress placement in syllables such as KITchen, POSTman, oRIGINally, deFECtive, etc.

Linguistic studies distinguish two main terms: L1 (first language) and L2 (second language). L1 is the language learned and used by a person during childhood, usually in the family and community environment. L2 is the language learned after L1, often through school or social interaction in different environments. Both terms are very important in understanding the development of language skills and cultural differences. Therefore, understanding the difference between L1 and L2 is essential to understanding and improving language learning. L1 is a language that is acquired naturally from an early age, influenced by social and environmental contexts. This

³ T P Himadri and Vidushi Sharma, "A Study Of Stress In English Pronunciation Faced By English As Second Language (Esl) Learners In India," IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL) 6, no. 7 (2018): 115.

language is learned by individuals without formal education, such as Indonesian children. First language speakers have intuitive skills in grammar, vocabulary, and pronunciation, which allow them to use the language fluently in a variety of communication contexts.⁴ L2 is a second language learned after mastering L1. This language can be acquired through formal education, social interaction, or living in a country that uses L2. The learning process is complicated because of the understanding of language structures and grammar rules that may be different from L1. For example, an Indonesian speaker learning English must understand the differences in phonology, morphology, and syntax.

There are some important factors that have effects on learners' English word stress assignment. To begin with, in the English learning process used by L2 learners, similarities and differences between learners' L1 and L2 are normally found. These cause the occurrence of positive and negative transfer between the two languages.⁵

Positive transfer facilitates L2 learners' language acquisition, whereas negative transfer hinders L2 learners' language acquisition. According to Peperkamp and Dupoux, with regard to English word stress, the more differences between L1 and L2 stress patterns there are, the more difficulties

⁴ Sijono, & Ilinawati. (2018). The study of students' errors in transferring L1 to L2 at first year students of private university in Sintang. *Journal of English Educational Studies*, 1(1), 9–17. <https://doi.org/10.31932/jees.v1i1.284>

⁵ Malghani, F., & Bano, S. (2014). Influence of L1 on acquisition of English (L2) stress pattern. *Balochistan Journal of Linguistics*, 2, 64-78.

learners will have in L2 word stress acquisition.⁶ Moreover, learners whose L1 stress patterns are predictable will find it easier to acquire the language. Additionally, it has been shown in many previous studies that English word stress is difficult for L2 learners of different language backgrounds to acquire; for example, learners have difficulties when they have to decide which syllables should be stressed. It is because English word stress assignment can be determined by several factors, such as syllable structure, lexical class, and phonological similarity. Furthermore, there are other factors involved in the English word stress assignment of L2 learners, such as differences in ages. According to Şenel, it is usually found that learners whose English is native-like must have started learning English at a very young age.⁷

Madurese is a regional language used as a means of daily communication by the Madurese ethnic community, both those who reside on Madura Island and the surrounding small islands and overseas, Madurese occupies the fourth position of the thirteen largest regional languages in Indonesia with the number of speakers around 13.7 million people.⁸ Based on the linguistic point of view, Madurese is grouped into four main dialects, namely (1) Sumenep dialect, (2) Pamekasan dialect, (3) Bangkalan dialect, and (4) Kangean dialect as well as two additional dialects, namely (1) Pinggirpapas dialect and (2) Bawean dialect". By experts who divide

⁶ Nunan, D. (2001). Expressions book 2. Institute of Academic Development. Peperkamp, S., & Dupoux, E. (2002). A typological study of stress "deafness". *Laboratory Phonology*, 7, 203-40.

⁷ Şenel, M. (2006). Suggestions for beautifying the pronunciation of EFL learners in Turkey. *Journal of Language and Linguistic Studies*, 2(1). 111-125.

⁸ Lauder, Multamia RMT. 2004. "Minority Language Tracking and Multicultural Dynamics" Paper presented at the Symposium on Austronesian Language, Literature and Culture III August 19-20, 2004. Denpasar: Udayana University

Madurese into four dialects, the Pinggirpapas dialect is included as part of the Sumenep dialect, while the Bawean dialect is included as part of the Bangkalan dialect.⁹ The characteristics of the Madurese language vary greatly in its use. Besides the Madurese language has oral literature such as; traditional expressions (parèbhâsan), paparèghân, verses, poetry, sendèlan, poems, and rhymes.

Madurese also has grammar or also known as Madurese pre-literature which includes phonology, morphology, syntax, and discourse. discourse or ghâncaran. The characteristics in question as happens in the umenep dialect. If the knife in the umenep area called (laddhing) then in Pamekasan district as the dialect of Pamekasan called (tođi). Pamekasan is called (tođi'). Similarly, from the characteristics of morphology. If in the Sumenep district the pronunciation of the word you (bâ'na) is different in the Pamekasan district it is pronounced (bâ'en), Sampang district (bâ'âng) (bâ'âng) (bâ'âng) (bâ'âng). Sampang (bâ'âng), Bangkalan district pronounces it (embâng). ¹⁰ Stress patterns or syllable stress are important features in the pronunciation of a language that affect how words are pronounced and understood. The stress pattern of Madurese tends to have a more regular and predictable stress pattern, with a tendency to stress the initial syllable for two-syllable words. This suggests that stress position may be more “fixed” or follow more consistent rules. whereas the stress pattern of English is very flexible and

⁹ Sofyan Akhmad. 2007a. “Dialects and Levels of Speech in Madurese” in Medan Language Journal (Vol.1 No.1 June 2007). Surabaya: Surabaya Language Center

¹⁰ Madurese Language Based on Various Text Genres guide by the writing team ¹ Dr. Moh. Hafid Efendy, M.Pd. ² Fathor Rohman, ³ Tola'adi, S.Pd. ⁴ Habibur Rohman, ⁵ Mudhar, S.Pd. ⁶ Isya Sayunani, M.Pd. ⁷ Lukman Hakim, Uin Madura, <https://press.iainmadura.ac.id/>

often unpredictable just from the writing of the word. Stress position often depends on the type of word (noun, verb), the number of syllables, and the ending of the word. A mistake in placing the stress can change the meaning of the word. The difficulty Madurese speakers face in pronouncing the stress of English words is often caused by interference from their mother tongue which has different stress patterns. To master stress in English, Madurese speakers need to practice a lot listening to native speakers and paying attention to the specific patterns that exist.

English pronunciation remains one of the most challenging aspects for EFL learners in Indonesia, particularly for students whose first language has a phonological system that differs significantly from English. One crucial component of pronunciation is word stress, which plays an important role in intelligibility and meaning. Incorrect stress placement may cause misunderstanding even when individual sounds are pronounced correctly. For learners from regional language backgrounds, such as Madurese, differences in phonological patterns often lead to persistent pronunciation difficulties in English. Based on preliminary observation in the TBI 2 class of the English Education Department at UIN Khas Jember, many students with a Madurese language background were found to experience difficulties in placing correct word stress when pronouncing English words. During pronunciation tasks and speaking activities, students frequently misplaced stress, particularly in two-syllable English words. These errors tended to occur repeatedly, indicating that students unconsciously applied the stress patterns of their first

language when speaking English. This condition suggests that word stress remains a problematic aspect of English pronunciation for Madurese learners and deserves further investigation.

Several empirical studies have reported similar challenges faced by Madurese EFL learners. Sa'adiyah, Rezti, and Mufidah (2020) found that Madurese learners often transfer phonological features of their first language into English pronunciation, resulting in systematic errors.¹¹ Likewise, Wahyudi and Halili (2024) reported that the fixed and stable phonological characteristics of the Madurese language strongly influence learners' English pronunciation.¹² However, most previous studies have focused on segmental features, while empirical research specifically addressing word stress errors among Madurese EFL learners remains limited. Therefore, this study aims to investigate English word stress errors produced by Madurese students and to explore the factors contributing to these errors.

B. Research Questions

1. What types of English word stress errors are commonly produced by students with a Madurese dialect background?
2. What factors contribute to these errors in students English word stress production?

¹¹ Evha Nazalatus Sa'adiyah Devie Rezti, Luqyana Mufida FKIP, Universitas Madura

¹² M. Arman Indra Wahyudi1, M. Halili, S.Hum., MLangSt2 Universitas Trunojoyo Madura

C. Research Objectives

1. To identify and categorize the types of English word stress errors are commonly produced by students with a Madurese dialect background
2. To analyze the factors that contribute to these errors in students English word stress production

D. Research Significant

The expected benefits of the research the influence of Madurese dialect students English word stress as follows:

1. Theoretically

This study is expected to provide both theoretical and practical benefits. Theoretically, this research contributes to the study of English phonology by presenting empirical evidence on word stress as a suprasegmental feature among Madurese EFL learners. This study complements previous research that mainly focused on segmental aspects by showing how first language interference affects English word stress placement. In addition, the findings strengthen the language transfer theory by demonstrating that the phonological patterns of the Madurese language influence suprasegmental features in English.

2. Practically

The practical benefit of this research are as follows:

a. For students

For students of English, hopefully by reading this study, they can understand deeply about the dialect and how it represents the personality of the speaker.

b. For future researchers

This study can serve as a new reference for future researchers who wish to conduct research on the influence of the Madurese dialect on word stress. The author hopes that by identifying errors in English word stress used by Madurese students at TBI 2 of Uin Khas Jember, this will enrich the language itself, particularly in the study of language variation. In other words, the author aims to highlight the errors in stress placement of the language spoken by its speakers, as observed in the students, to readers or future researchers. The author hopes that readers or future researchers can derive positive value from this study, namely that

one should not judge someone negatively based on their dialect. On the contrary, the dialect itself reflects identity and explains unique ways of speaking.

E. Definition of Key Terms

The definition of key terms contains the understanding of important terms that become the researcher point of attention in the research title. The goal is to avoid misunderstanding the meaning of the term as intended by the researcher. The terms that need to be defined are as follows:

1. Madurese Students

In this research, Madurese students are defined as individuals whose family origins trace back to Madura island or to specific regions in East Java where the Madurese language is predominantly spoken, including Bangkalan, Sampang, Pamekasan, Sumenep, and certain areas of Situbondo, Bondowoso, Pasuruan, Probolinggo, and Jember.¹³ These learners employ Madurese as their first language (L1) in everyday communication, whether within their households or local communities. Due to their linguistics background, they tend to display distinctive phonological characteristic of the Madurese language, such as a preference for initial-syllable stress, vowel alternations, and restricted stress variation. Such phonological traits may affect their English pronunciation, particularly in the placement of word stress, which often result in linguistic interference from their native language.

2. Madurese Dialect

The Madurese dialect represents a regional linguistics variety spoken by communities originating from Madura island and several surrounding areas of East Java, such as Bangkalan, Sampang, Pamekasan, Sumenep, and parts of Situbondo, Bondowoso, Pasuruan, Probolinggo, and Jember. In the context of this research, Madurese students are identified as individuals whose familial roots trace back to Madura and who consistently use Madurese as their first language (L1) in

¹³ Penninga, J., & Hendriks, J. (1942). *Madureesche Spraakkunst*. Groningen: J.B. Wolters.

domestic and daily communication. These speakers tend to exhibit distinct phonological traits, including a syllable-time rhythm, vowel modification, and restricted stress variation, all of which can significantly affect their English language acquisition, particularly in the production and placement of word stress.¹⁴

3. Word Stress

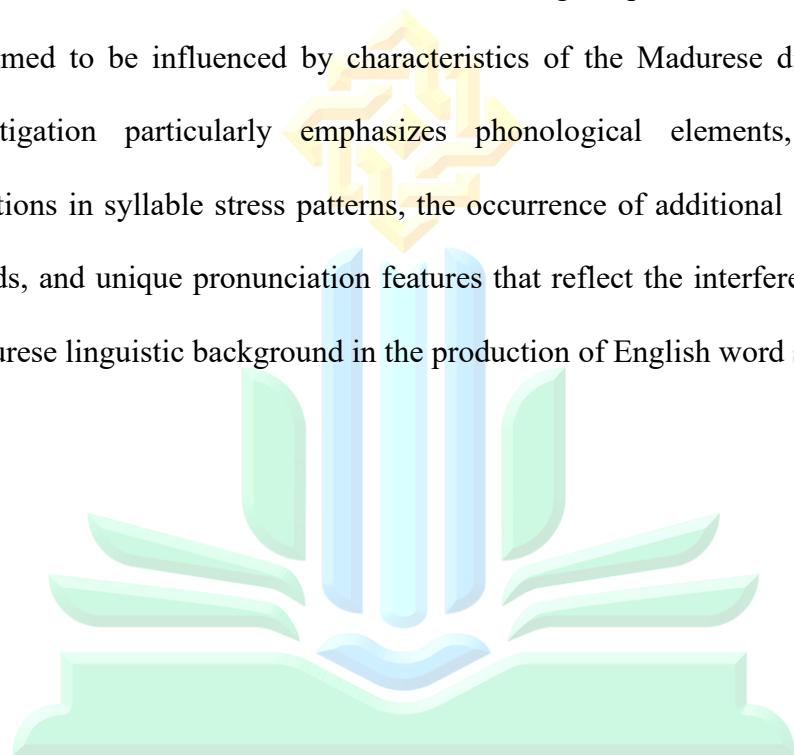
Word stress is defined as the prominence given to particular syllable in a word, making it stand out from the others through increased loudness, higher pitch, or longer duration.¹⁵ It serves an essential function in distinguishing word meanings and achieving natural and intelligible pronunciation and potential misunderstanding. The stress system in English tends to be complex and inconsistent, as the location of stress often varies depending on grammatical category (e.g., noun, verb, adjective), the number of syllables, and the morphological composition of the word. For non-native English learners, such as those from Indonesian or Madurese linguistic backgrounds, acquiring accurate word stress poses a challenge since their first language (L1) generally features more predictable and fixed stress rules, which can cause negative transfer during English pronunciation.

¹⁴ Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119–128.

¹⁵ Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (Edisi ke-4). Cambridge: Cambridge University Press.

F. Scope of The Research

This research focuses on Madurese students in the TBI 2 class at UIN Kiai Haji Achmad Siddiq Jember, whose dialect demonstrates distinctive phonological features. The primary focus of this study is to analyze the misplacement of word stress in the students' English pronunciation, which is presumed to be influenced by characteristics of the Madurese dialect. The investigation particularly emphasizes phonological elements, such as variations in syllable stress patterns, the occurrence of additional or inserted sounds, and unique pronunciation features that reflect the interference of the Madurese linguistic background in the production of English word stress.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

This research is not the first research in the influence of Madurese dialect students English word stress. The researcher found some research that related to this study:

1. “The Perception Between Javanese and Madurese Speaker Toward Their Dialects in English Conversation”2024. Written by 1Abd. Syakur, 2Wahyu Sudrajad, 1Sulistyaningsih, 1Lailatul Musyarofah.¹⁷

This study aimed to explore and analyze Javanese and Madurese speakers' use of their respective dialects in English conversation. From the result of this study, the researcher found that the data from online questionnaires show that the score gathered was 2118 for Javanese perception and 2576 for Madurese perception after that, 2118:3500 was 60% (neutral categorized). After the spread out of the questionnaires and measurements, the result shows both Javanese and Madurese respondents did not have a problem with their dialects each other.

Previous study by Syakur, Sudrajad, Sulistyaningsih and Musyarofah discussed the exploration and analyze Javanese and Madurese speakers'. This study is focus on the influence of local dialects on English performance. However, the previous study focused on perceptual aspects how speakers perceive their dialects in English

¹⁷ 1Abd. Syakur, 2Wahyu Sudrajad*, 1Sulistyaningsih, 1Lailatul Musyarofah

conversation without examining specific phonological features. In contrast, the present study concentrates on the phonological aspect of pronunciation, specifically word stress, to analyze how the Madurese dialect affects students' accuracy in stressing English words. Thus, while the previous study provides general insights into dialectal influence in English communication, the current research offers a more detailed analysis of how first language interference (Madurese dialect) impacts English suprasegmental features such as word stress.

2. “The Influence of Madurese L1 Background on The Students English Consonantal Sounds Production”2020. Written by Evha Nazalatus Sa’adiyah, Devie Rezti, Luqyana Mufidah.¹⁸

This study aimed to the English consonantal sounds influenced by Madurese L1 background of students. From the result of this study, the researcher found that they were twelve English consonantal sounds that tend to be influenced by students first language background. They are the fricatives [v, θ, δ], the voiceless stops [p, t, k], the voiced stops [b, d, g], the alveolar stops [t̬, d̬], and the alveolar fricative [s]. The influence caused students to delete or substitute some consonant sounds and also pronounce the aspirated sounds un-aspirated or un-aspirated sounds aspirated. Those difficulties emerged mostly due to the difference in the existence of consonant sounds, the rules of consonant distribution, and the difference in consonant clusters between English and Madurese.

¹⁸ Evha Nazalatus Sa’adiyah Devie Rezti, Luqyana Mufida FKIP, Universitas Madura

Previous study by Sa'adiyah and Mufidah discussed the English consonantal sounds influenced by Madurese L1 background of students. This study is focus on the interference of the Madurese language in English pronunciation. However, while Sa'adiyah examined segmental aspects specifically, how individual consonant sounds are influenced by the Madurese L1 background the present study focuses on suprasegmental aspects, particularly English word stress. Therefore, the current research extends the discussion from consonantal sound interference to stress placement, providing a broader understanding of how the Madurese dialect affects different levels of English pronunciation.

3. “Representation of Madura Dialect in The English Study Program At The University of Trunojoyo Madura”2024. Written by M. Arman Indra Wahyudi¹, M. Halili, S.Hum., MLangSt2.¹⁹

This study aimed to identify the Madurese dialect and identify difficult factors for the English study program at University Trunojoyo Madura in understanding Madurese dialect. This applied a qualitative method with a descriptive approach. The result of this paper shows that there are lexicon variations of Madurese dialects including nouns, pronouns, adjectives, verbs, and adverbs and there are also difficult factors for English study program students at the university of Trunojoyo Madura in understanding the Madurese dialect, including the vocabulary

¹⁹ M. Arman Indra Wahyudi¹, M. Halili, S.Hum., MLangSt2 Universitas Trunojoyo Madura

factor, which referred to the number of lexical variations (special words) of the Madurese dialect and the pronunciation factor, which referred to the speed of intonation and accent.

Previous research by Wahyudi and Halili discussed to identify the Madurese dialect and identify difficult factors for the English study program. This study is focused of the aspects of the Madurese dialect that influence language learning and use. However, Wahyudi and Halili focused on the representation and comprehension of the Madurese dialect itself, particularly its lexical and phonological variations, whereas the present study focuses on how the Madurese dialect affects English pronunciation, specifically word stress placement. Thus, while the previous study explores how learners perceive and understand dialectal differences within Madurese, the current research expands the focus to the interference of the Madurese dialect in learning English suprasegmental pronunciation.

4. "English word stress production of male and female Madurese students" 2020. Written by Syarifah, Warsono, Fitriati.²⁰

This study aimed to analyze students stress production of two, three, four, five, and six syllable words in order to explain the possible factors that influence the Madurese male and female students in pronouncing English word and to analyze students stress production of syllable words in order to explain the influence of gender on students

²⁰ Syarifah, Warsono, Sri Wuli Fitriati Universitas Negeri Semarang, Indonesia

pronunciation. This research employed qualitative descriptive research. This result of this study shows that Madurese dialect gives significant positive influence on two syllable words stress on first syllable. It is because in Madurese dialect sound system, stress in two syllable words are frequently produced on first position. Meanwhile, male and female students were almost the same in pronouncing stress correctly on three until four syllable words. On the contrary, they put stress improperly on words that consist of five to six syllables. In this case, the students put the stress correctly and incorrectly from three until six syllable words, it does not indicate that it was influenced by Madurese local language.

Previous research by Syarifah, and Fitriati This study is focus on the influence of the Madurese dialect on English word stress. However, while Syarifah emphasized gender comparison and general patterns of stress production, the present study focuses more specifically on how the Madurese dialect itself interferes with students' ability to produce correct English word stress, without analyzing gender differences. Therefore, the current research deepens the understanding of L1 (Madurese) interference on English suprasegmental pronunciation, highlighting stress placement as a crucial component of intelligibility in spoken English.

5. “An Analysis Of Madurese Dialect In The English Conversation By The Members Of Bata-Bata English Centre (BBEC)”2021. Written by Imroatul Mufidah¹ and Eva Nikmatul Rabbianty².²¹

This study aimed to describing the patterns of Madurese dialect in the English conversation by the members of Bata Bata English Center (BBEC). From the result of this study, the researcher found Madurese dialect patterns that appear in English conversation in three features: pronunciation that causes sound changes, grammar patterns that cause incorrect grammar; and improper vocabulary. Secondly, the researcher found that three factors influenced how their dialect appeared in English conversation.

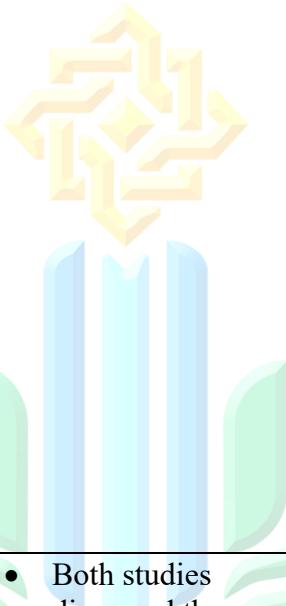
Previous research by Imroatul and Eva discussed the exploration and analysis of perceptions between Madurese and Javanese speakers' dialects. This study is focused on general spoken English features such as pronunciation, grammar, and vocabulary, while the present study specifically concentrates on English word stress. Thus, the current research provides a more detailed phonological analysis of how the Madurese dialect affects students' ability to place stress in English words.

In other words, while the previous study explored the broader impact of the Madurese dialect on English speech, the present study narrows the focus to the suprasegmental aspect of pronunciation word stress among Madurese students.

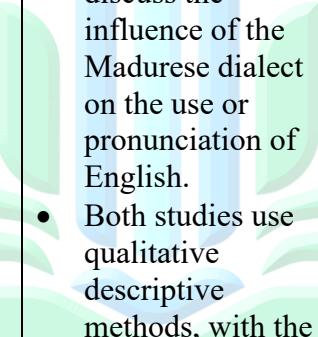
²¹ Imroatul Mufidah¹ and Eva Nikmatul Rabbianty² Institut Agama Islam Negeri Madura, Indonesia,

Table 2. 1
Differences and Similarities of previous Research

NO	NAME, YEAR, AND TITLE	SIMILARITY	DIFFERENCES
1.	¹ Abd. Syakur, ² Wahyu Sudrajad*, ¹ Sulistyaningsih, ¹ Lailatul Musyarofah, Universitas Kristen Cipta Wacana Malang, 2024,, entitled “ The Perception Between Javanese and Madurese Speaker Toward Their Dialects in English Conversation”	<ul style="list-style-type: none"> Both studies discussed the influence of local dialects on the use of English, particularly the Madurese dialect (and also Javanese in previous research). Both studies aim to understand how regional language (L1) background influences English language ability. 	<ul style="list-style-type: none"> Previous studies examine Javanese and Madurese speakers' perceptions of their dialects in English conversations, while this studies examining the influence of Madurese dialect on students' ability to place word stress in English. Previous studies use descriptive quantitative data from speaker assessments), while this research using phonological qualitative data from students' pronunciation). Previous studies compare two dialect groups (Javanese & Madurese) in the context of English communication, while this research focus only on Madurese students to identify phonological interference from Madurese dialect.
2.	Evha Nazalatus Sa'adiyah, Devie Rezti, Luqyana Mufidah Universitas Madura,2020, entitled “The Influence of Madurese L1	<ul style="list-style-type: none"> Both studies examined the influence of Madurese first language (L1) on English language ability, especially on the aspect of 	<ul style="list-style-type: none"> Previous studies examine the influence of Madurese on the pronunciation of English consonant sounds (segmental level), while this studies examining the

	Background on The Students English Consonantal Sounds Production”	<ul style="list-style-type: none"> Both studies used a descriptive qualitative approach to analyze phonetic/linguistic data from Madurese students. 	<p>influence of Madurese on the pronunciation of English consonant sounds (segmental level).</p> <ul style="list-style-type: none"> Previous studies the difference in the consonant system between Madurese and English, while this research the difference in stress patterns between Madurese and English. Previous studies focus on consonantal production (segmental pronunciation errors), while this research focus on word stress placement (suprasegmental pronunciation accuracy).
3.	M. Arman Indra Wahyudi ¹ , M. Halili, S.Hum., MLangSt ² Universitas Trunojoyo Madura, 2024, entitled “Representation of Madura Dialect in The English Study Program At The University of Trunojoyo Madura”	<ul style="list-style-type: none"> Both studies discussed the Madurese dialect as the main focus of their research. Both studies used qualitative descriptive methods to describe linguistic phenomena. 	<p>Previous studies examine the representation and understanding of Madurese dialect among English study program students, while this research examine the influence of Madurese dialect on word stress placement in English</p> <ul style="list-style-type: none"> Previous studies focusing on the characteristics of the Madurese dialect itself (lexical, phonological, and factors that make it difficult to understand the dialect), while this research focuses on

			<p>the interference of Madurese dialect on English pronunciation, especially on suprasegmental features (word stress).</p> <ul style="list-style-type: none"> Previous studies analyze lexical variations (nouns, verbs, adjectives) and pronunciation in general (intonation, accent), while this research analyzing more specific phonological interference, namely word stress placement in English.
4.	<p>Syarifah, Warsono, Sri Wuli Fitriati</p> <p>Universitas Negeri Semarang, Indonesia, 2020, entitled "English word stress production of male and female Madurese students"</p>	<ul style="list-style-type: none"> Both studies discuss the influence of the Madurese dialect on English word stress or word stress in English. Both studies used qualitative descriptive methods to describe the phenomenon of word stress placement errors. 	<ul style="list-style-type: none"> Previous studies examine gender differences (male and female) in producing English word stress, while this research doesn't examine gender factors; focuses on the direct influence of Madurese dialect on word stress placement ability. Previous studies to find out whether there are differences between male and female students in stress placement and whether it is influenced by the Madurese dialect, while this research to understand how the Madurese dialect directly interferes with the production of English word stress.

			<ul style="list-style-type: none"> Previous studied provides an initial overview that the Madurese dialect can influence word stress at a certain level and that gender does not have a significant effect, while this research deepening the analysis of L1 (Madura) interference on suprasegmental pronunciation (word stress) as an important aspect of intelligibility (speech clarity).
5.	Imroatul Mufidah ¹ and Eva Nikmatul Rabbianty ² Institut Agama Islam Negeri Madura, Indonesia, 2021, entitled “An Analysis Of Madurese Dialect In The English Conversation By The Members Of Bata-Bata English Centre (BBEC)”	 <ul style="list-style-type: none"> Both studies discuss the influence of the Madurese dialect on the use or pronunciation of English. Both studies use qualitative descriptive methods, with the aim of describing linguistic phenomena that arise due to the influence of the first language (L1). 	<ul style="list-style-type: none"> previous studies analyzing the general patterns of Madurese dialect in English conversation, while this research analyzing the influence of the Madurese dialect on word stress placement in English. Previous studies looking at the influence of dialect on common mistakes in speaking English, while this research Looking at the influence of dialect on intonation and word stress placement phonologically. Previous studies shows that speaking errors are influenced by lack of practice, L1 interference, and lack of exposure to native speakers, while this research Shows that

			the influence of the Madurese dialect has an impact on word stress patterns, especially due to the differences in stress systems between Madurese and English.
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Based on the explanation of previous studies, it can be concluded that studies share some similarities and differences with the present research. The study conducted by Sa'adiyah, Rezti, and Mufidah (2020) focused on the influence of the Madurese phonological system on the pronunciation of English consonants, which falls under the segmental aspect of pronunciation. Meanwhile, Wahyudi and Halili (2024) examined the characteristics and representation of the Madurese dialect in general without specifically investigating English pronunciation errors at the suprasegmental level.

Previous studies have not specifically examined errors in English word stress placement as an important suprasegmental feature. The types and patterns of word stress errors have also not been systematically analyzed based on the number of syllables or word characteristics. In addition, the factors contributing to word stress errors, such as first language interference, limited exposure to English, language habits, and fossilization, have not been discussed in depth. This study aims to investigate English word stress errors as a suprasegmental feature among Madurese EFL learners and to explore the factors influencing the occurrence of these errors. This study is expected to complement and enrich previous research by providing a more detailed description of the influence of the Madurese dialect on English word stress.

B. Theoretical Framework

1. Language Transfer Theory

Language transfer theory refers to the influence of previously acquired language (L1) on the learning of target language (L2). This influence can be either positive or negative. Positive transfer occurs when the structures of L1 and L2 are similar facilitate language learning, while negative transfer occurs when differences between the two languages lead to errors in L2 production.²² In the context of second language pronunciation, negative transfer is more likely to occur when learners rely on phonological patterns of their first language that are not compatible with those of the target language.

Language transfer does not only occur at the segmental level, such as consonants and vowels, but also at the suprasegmental level, including stress, rhythm, and intonation. In this study, negative transfer is reflected in the transfer of the Madurese stress pattern into English pronunciation. Madurese generally applies a relatively stable stress pattern, often placing stress on the initial syllable, whereas English has irregular and unpredictable word stress patterns. As a result, Madurese EFL learners tend to apply their L1 stress pattern when pronouncing English words, leading to systematic errors in word stress placement. Therefore, Language Transfer Theory provides a relevant theoretical

²² Odlin, T. (2001). *Language transfer: Cross-linguistic influence in language learning*. Shanghai: Shanghai Foreign Language Education Press.

framework for explaining English word stress errors as a form of suprasegmental interference among Madurese learners.

2. Constructive Analysis Hypothesis

Constructive analysis hypothesis is an area of comparative linguistics which is concerned with the comparison of two or more languages to determine the differences or similarities between them.²³ This comparison is conducted to understand potential learning difficulties experienced by second language learners, particularly when the structures of the learners' first language (L1) differ from those of the target language (L2). CAH is based on the assumption that differences between languages may result in learning difficulties and errors in second language acquisition.

In the context of second language learning, CAH explains that errors may occur when learners transfer linguistic features from their first language that are not compatible with the target language. When the phonological, morphological, or syntactic structures of L1 differ significantly from those of L2, learners may experience difficulty in acquiring the target language accurately. These differences may lead to negative transfer, which manifests in the form of errors in language production.

²³ Lado, R. (1957). *Linguistic across cultures: Applied linguistic for language teachers*. Ann Arbor, Michigan: University of Michigan Odlin, T in Doughty C J and Long M H, (2003), *The Handbook of second language Acquisition*, Blackwell Keshavarz M H (1999), *Contrastive Analysis and Error Analysis*, Rahnama Publications, Tehran

With regard to pronunciation, contrastive analysis is particularly relevant to phonological aspects, including both segmental and suprasegmental features. While segmental features involve consonants and vowels, suprasegmental features include stress, rhythm, and intonation. In this study, CAH is applied to explain errors in English word stress as a suprasegmental feature. The differences between the stress patterns of Madurese and English may cause Madurese EFL learners to rely on their L1 stress patterns when pronouncing English words, which results in systematic word stress errors.

Therefore, Constructive Analysis Hypothesis provides a theoretical framework for understanding how differences between Madurese and English phonological systems, particularly in terms of suprasegmental features, contribute to English word stress errors among Madurese EFL learners.

a. Language distance

Language distance refers to the degree of linguistic difference between two languages in terms of phonology, morphology, syntax, and lexicon. This term is used to measure how close or distant the relationship between two languages is. According to Ringbom,²⁴ the similarities or differences between the first language (L1) and second language (L2) greatly influence learners' ability to master the target language. When two languages have typological similarities, learners

²⁴ Ringbom, H. (2007). *Cross-Linguistic Similarity in Foreign Language Learning*. Clevedon: Multilingual Matters.

tend to experience positive transfer, whereby linguistic knowledge from the first language aids in the learning of the second language. Conversely, a large language distance can cause negative transfer or interference, resulting in errors in pronunciation, grammar, and vocabulary usage. Chiswick and Miller²⁵ also emphasize that language distance affects the level of success and speed of second language acquisition, especially in terms of pronunciation and fluency. Thus, understanding language distance is very important for language teachers and researchers to understand how linguistic differences affect learning outcomes and to design teaching strategies that can reduce difficulties in foreign language learning.

b. Negative transfer

Negative transfer, also known as interference, refers to the influence of the learner's first language (L1) that causes errors or difficulties in learning a second language (L2). This phenomenon occurs when linguistic patterns, pronunciation, grammatical structures, or vocabulary from the mother's tongue are applied incorrectly to the target language. According to Ellis,²⁶ negative transfer occurs when there are significant differences between L1 and L2, causing learners to rely on their first language knowledge in the wrong context. This is often seen in phonological, syntactic, and

²⁵ Chiswick, B. R., & Miller, P. W. (2005). Linguistic Distance: A Quantitative Measure of the Distance Between English and Other Languages. *Journal of Multilingual and Multicultural Development*, 26(1), 1–11.

²⁶ Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

lexical errors. For example, in terms of pronunciation, learners may pronounce English sounds using the sound system of their native language, which then results in a foreign accent or incorrect pronunciation. In terms of grammar, learners may transfer sentence structures from their native language that do not conform to the syntactic rules of English. Ringbom asserts that negative transfer occurs more frequently when the distance between L1 and L2 is quite far (distant language relationship), because these differences increase the likelihood of errors. Therefore, understanding negative transfer is very important in second language acquisition research to help teachers identify the sources of student errors and design teaching strategies that can minimize the negative influence of the first language.

c. Positive transfer

Positive transfer refers to the influence of the learner's first language (L1) that facilitates the process of learning a second language (L2). This phenomenon occurs when several linguistic aspects such as pronunciation, grammar, or vocabulary are similar between the two languages, so that knowledge of the mother tongue can be applied appropriately to the target language.²⁷ According to Ellis, positive transfer occurs when the structure or patterns in L1 are similar to those in L2, so that learners tend to make fewer mistakes

²⁷ Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.

and experience faster learning progress. Ringbom adds that similarities between L1 and L2 often referred to as language proximity—can increase learners' confidence and accuracy in using the language. For example, English learners who are native Indonesian speakers may find it easier to understand and use words that have similar forms (cognates) or similar word order patterns, because the two languages have comparable syntactic structures. Thus, positive transfer plays an important role in second language acquisition because it helps learners utilize their prior linguistic knowledge to communicate more effectively in the target language.

d. Lack of equivalent

Lack of equivalence refers to the absence of a direct correspondence between words, sounds, or grammatical structures in two different languages. This phenomenon occurs when a concept, sound, or linguistic form in the first language (L1) does not exist or cannot be expressed in the same way in the second language (L2).

According to Baker,²⁸ lack of equivalence can occur at various linguistic levels, such as lexical, grammatical, and phonological. In terms of phonology, this occurs when some sounds in L2 do not exist in L1, making it difficult for learners to pronounce them correctly. For example, the English sounds /θ/ and /ð/ do not exist in Indonesian or Madurese, so speakers often replace them with the

²⁸ Baker, M. (2018). *In Other Words: A Coursebook on Translation* (3rd ed.). London: Routledge.

sounds /t/ or /d/. In terms of lexical aspects, the absence of equivalents occurs when vocabulary or idiomatic expressions in English do not have direct translations in the native language. Meanwhile, in grammar, learners often have difficulty forming correct English sentence structures because these grammatical forms do not exist in their first language system. Odlin explains that the lack of equivalents between L1 and L2 often causes negative transfer and pronunciation errors.²⁹ Therefore, understanding the concept of lack of equivalent is very important for identifying the sources of learners' errors and designing teaching that strategies

e. Degree of difficulty

Degree of difficulty refers to the extent to which learners experience challenges in learning a second language (L2), which is greatly influenced by the degree of similarity or difference between the first language (L1) and the target language. According to Lado,³⁰

the degree of difficulty in learning a second language depends on the extent to which the linguistic elements of the two languages differ; the greater the difference, the higher the degree of difficulty. This concept is closely related to the Contrastive Analysis Hypothesis (CAH), which states that similarities between L1 and L2 can facilitate learning (positive transfer), while differences can cause

²⁹ Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.

³⁰ Lado, R. (1957). *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor: University of Michigan Press.

difficulties (negative transfer). In phonology, for example, learners often have difficulty pronouncing certain sounds that do not exist in their native language, such as the English sounds /θ/ and /ð/ for speakers of Indonesian and Madurese. Similarly, in grammar and vocabulary, differences in linguistic structure can increase the level of difficulty because learners must learn new patterns that are unfamiliar in their L1 system. Ellis explains that understanding the degree of difficulty helps teachers and researchers predict possible learning difficulties and design teaching materials that focus on the most problematic linguistic features. Thus, identifying the degree of difficulty is very important in second language acquisition research to improve both teaching effectiveness and learner outcomes.

f. Fossilization

Fossilization refers to the process whereby incorrect linguistic forms or patterns become a permanent part of the interlanguage system of second language (L2) learners, even though they have received intensive exposure or instruction. This phenomenon occurs when language development reaches a point where progress stops, and certain errors continue to appear even after repeated correction. According to Brown,³¹ fossilization occurs because learners stabilize incorrect forms and become accustomed to using them, which can be caused by a lack of feedback, low

³¹ Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed.). White Plains, NY: Longman.

motivation, or the strong influence of the first language (L1). For example, an Indonesian learner of English who consistently pronounces the word “think” as /tɪŋk/ instead of /θɪŋk/ may continue to maintain this error even after frequent correction. Fossilization can occur in various linguistic aspects, including pronunciation, grammar, and vocabulary. Han explains that this phenomenon is one of the most difficult problems to overcome in second language acquisition because it limits learners from achieving a level of proficiency similar to that of native speakers.³² Therefore, understanding fossilization is very important for teachers and researchers to identify the causes of stagnation in learners' language development and to design learning strategies that can help overcome deep-rooted errors

3. Factors Madurese Dialect Influencing English Word Stress

Madura as one of the regional languages that has its own uniqueness affect the way they communicate both in Indonesian and in English as a foreign language. It is said that the perception of cultural and language change is important in intercultural communication.³³ For the example how Madurese speak in English can be influenced by their first language which is Madurese dialect, especially in placing word stress. Reinforced by the opinion of Kramsch argues that multilingual speakers'

³² Han, Z. (2004). *Fossilization in Adult Second Language Acquisition*. Clevedon: Multilingual Matters.

³³ Jenkins, J., Baker, W., & Dewey, M. (Eds.). (2018). *The Routledge handbook of English as a lingua franca*. Routledge.

ability to speak more than one language can be affect their foreign language learning in several aspects: desire, symbolic, and mythic. The desire aspect relates to the element of self-fulfillment and showing the learner's identity. Most Madurese often misplacement word stress with suffixes because they tend to maintain more stress on the base word that has been learned in their native language. One example is the word "popular /'papjələr/ which is stressed on the first syllable and the word "popularity /papjə'lərəti/ which is stressed on the third syllable. The students often put stress on the second syllable /pa'pjələr/ and occasionally put stress on the first syllable /'papjələrəti/.

According to previous research done by Gilakanjani.³⁴ There are some factors which influence students' pronunciation, such as motivation, age, exposure to the target language, attitude, instruction, and mother tongue. Moreover, the word stress is a major issue for Indonesian speakers when pronouncing English word because most of them lack adequate theoretical knowledge about how to place proper stress on the syllable of English words. They frequently use Indonesian word stress patterns in the final penultimate syllables when speaking English and they tend to put stress wherever they want. So here some factor of Madurese dialect:

³⁴ Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. International Journal of Research in English Education, 1(1), 1-6. <http://ijreeonline.com/article-1-21-en.pdf>

a. Madurese Language

Madurese language is spoken by Madurese ethnics. It used by at least six million people in eastern Java and Madura, and thus ranks as the fourth largest language of Indonesia.³⁵ It covers the areas through Madurese island, Tapal Kuda areas through pasuruan, Surabaya, Malang, Banyuwangi, Kangean island, Masalembu island, and some areas in Kalimantan island. It shows that Madurese ethnic spreads many areas in all of parts in Indonesia.

Madurese language is a subdivision of Austronesia language of malayu-polynesia branch, so it is equal with other vernaculars in Indonesia. Madurese language is more influenced by Javanese language as an effect of mataram occupant of Madura island. On the other side, many words in Madurese language are rooted from Indonesia language or malay, but with different pronunciation for example bhila (read: bhole) = bila, oreng = orang, and onggu = sunggu.

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Madurese language is a unique language. Its uniqueness make non-native speakers who are interested to study it, find difficulties. Madurese language has a pitch and depressed pronunciation, especially at b, d, j, g, jh, dh and bh letters or at double consonants like jj, dd, and bb. This emphasis occurs in the syllable of middle part. Meanwhile, the system of vowel of

³⁵ Stevens, Alan. 1968. *Madurese Phonology and Morphology*. New Haven/CT: American Oriental

Madurese language recognizes a schwa sound and strong a, i ,u ,e, and o.

Those unique characteristics also mae a difficulty for native speaker to learn second language, including Indonesia language. Raymond stated that only 60% of men and 40% of women in Madura can speak Indonesia language which can be understood by non native speaker (speak ‘passable’ Indonesian language to outsiders).

Madurese language has some dialects such as Bangkalan dialect. Sampang dialect, Pamekasan dialect Sumenep dialect and Kangean dialect. The dialect of east Madura is considered standard (Stevens, 1969; p.294). Sumenep dialect is used a standard language Madurese because Sumenep is center culture and kingdom in the past. Other dialects are rural dialects which is a mixture of Madurese. In Java, they develop a Javanese language, called

Pendalungan for example; be'en is used in Madura (be'na is used in sumenep), kakeh usually used in sampan and Bangakalan, and others.

Madurese language has three varities: the low language, the middle and the one. The low language is enja-iya language, the

middle is enggi-enten language and high is enggi-bunten or alos tengi language.³⁶

1) Enja-iya language

this level is commonly used in conversation between friends, person with the same status. The use of this level makes stronger solidarity between the speakers. Sometimes the enja-iya language mixes together with the enggibunten language in order to make the situation more friendly.

2) Enggi-enten language

This level is higher than enja-iya language. It is used by the people when they consider that the use of enja-iya language is not suitable anymore because they start to learn how to behave in society. It is used to show respect to the person they are talking to. It is used to measure the etiquette.

3) Enggi-bunten

This level is used between older people. The noble and

authorities. This language is used by someone when he speaks to the public.

b. Motivation

Motivation provides the primary impetus to initiate learning the second language and later the driving force to sustain the long

³⁶ Stevens, Alan. 1968. *Madurese Phonology and Morphology*. New Haven/CT: American Oriental

and often tedious learning process³⁷. Over the years consistent relationships have been demonstrated between language attitudes, motivation, and L2 achievement, with strongest relationships obtaining between motivation and achievement³⁸. A distinction also has been made between integrative motivation and instrumental motivation. Integrativeness has been defined as open and accepting orientation toward the other language community and other communities in general, in combination with motivation it has steadily shown to be high powered predictor of L2 learning success. Instrumental motivation reflects the belief that language learning will bring concrete and tangible benefits such as a better job or higher salary. Integrativeness and instrumentality and their potential effect on language achievement has been topic of numerous research over the years. Gardner³⁹, believed language learners who have open, inquisitive and unprejudiced orientation (integrative orientation) toward foreign language might find themselves becoming acculturated member of new linguistic and cultural community, thus, develop a mastery of the groups' sounds. Moyer⁴⁰, found that experience with and positive orientation to the language

³⁷ Dornyei, Z. (1998). Motivation in Second and Foreign Language Learning, *Language Teaching*, 31, 117-135.

³⁸ Masgoret, M. A. & Gardner, R. C. (2003). Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates, *Language Learning*, 53:1, 123-163.

³⁹ Gardner, R. c. (1972). *Attitudes & Motivation in Second Language Learning*. Newbury & Rowley: House Publication.

⁴⁰ Moyer, A. (2007). Do language attitudes determine accent? A study of bilinguals in the USA. *Journal of Multilingual and Multicultural Development*, 28(6), 502-518.

appears to be important factors in developing native-like pronunciation. Finegan states “integrative motivation typically underlies successful acquisition of a wide range of registers and nativelike pronunciation”

Ghriffiths stated that since accent is a strong marker of cultural identity, it is intuitive to think that learners with internal and integrative motivation would achieve better pronunciation than others. Coates found no correlation between integrative motivation and pronunciation. Inspired by numerous studied and contradictory result, present study is going to find the relationship between motivation and pronunciation, to compare the effect of integrative and instrumental motivation on pronunciation skill of and to clarify which group is more successful in acquiring perfect pronunciation.

c. Attitude

Attitude is a mental reaction towards a particular thing that functions as a link between opinion and behavior. (obiols⁴¹) The writer has reviewed some previous studies related to this research. The first one is Alahmadi, who investigated the attitudes of urban Meccan Hijazi Arabic (UMHA) speakers towards the dialect and whether social variables affect their perception. The result show that

⁴¹ Obiols, S. (2002). The Matched Guise Technique: a Critical Approximation to a Classic Test for Formal Measurement of Language Attitudes.

the speakers have positive attitudes to their dialect and (Alahmadi42).

Secondly, there is Rochiyati who studied the language choice of Madurese ethnics in Jember, as an urban area. Rochiyati found that the dominant determiner in choosing a language is the situations, the participants, and the meaning of the speech. (Rochiyati43) However, there is no study that analyzes the attitude and the determiner of the language choice in UTM, besides the fact that it contains people with many ethnicities. Thus, the writer chose to analyze them and find the determiner of the language they use.

This research aims to identify the language attitude and understand if sex affects their attitudes towards the Madurese language by non-native students in UTM. The writer targeted to find a) what is the attitude depicted by non-native students towards Madurese? And b) how does the sex of the respondent have an impact on the attitudes depicted by non-natives? The writer has reviewed some previous studies related to this research. The first one is Alahmadi, who investigated the attitudes of Urban Mecca Hijazi Arabic (UMHA) speakers towards the dialect and whether age, sex, and educational level have an impact on their perception of their

⁴² Alahmadi, S. D. (2016). Insight into the Attitudes of Speakers of Urban Meccan Hijazi Arabic towards Their Dialect. *Advances in Language and Literary Studies*, 7(2). <https://doi.org/10.7575/aiac.all.v.7n.2p.249>

⁴³ Rochiyati, A. E. S., Sariono, A., Kusnadi, K., & Suyanto, B. (2023). The Language Choice of Madurese Ethnics in Urban Area: A Case Study of Jember City. *International Journal of Linguistics, Literature and Translation*, 6(1), 20–25. <https://doi.org/10.32996/ijllt.2023.6.1.3>

dialect. The study finds that overall, all groups have a positive attitude towards their dialect. The study finds that overall, all groups have a positive attitude towards their dialect, but there are differences between the group. For example, older speakers tend to express more pride in their dialect than younger speakers, and females feel more pressure to conform to societal norms. Overall, the study suggests that age, sex, and females feel more pressure to conform to societal norms. Overall, the study suggests that age, sex, and educational level do play a role in shaping the attitudes of speakers of UMHA towards their dialect, but regardless of these factors, there is a general positive attitude and a desire to preserve the dialect.

Secondly, there is Rochiyati who studied the language choice of Madurese ethnics in Jember, as an Urban are. The study explores the factors influencing language choice and the dominance of the

Madurese language in the family and neighborhood domains. The research reveals that speech situation, participants, and means of speech play a role in language choice. These factors play a significant role in determining which language (Madurese, Javanese, or Indonesia) is chosen for communication in different contexts. For example, when speaking to Madurese's neighbors, the choice of language is dominantly Madurese language. However, when speaking to Javanese neighbors who are older or have a higher social

status, the choice of language is more likely to be Indonesia. Similarly, in intra-ethnic relations, the use of the Madurese language still dominates, indicating a strong loyalty for the Madurese community. Additionally, the size of the gathering can also influence language choice, larger events tend to have a higher choice of Madurese or Indonesia.

Attitudes is a mental reaction towards a particular thing that functions as a link between opinion and behavior. The students' attitude towards Madurese language can be seen through language attitude theory and it will predict: (1) students' linguistic behavior; (2) the language they choose to speak in multilingual speech communities; (3) the language prestige; and (4) language loyalty. In accordance with this situation, this paper aims to identify the attitude of the non-Madurese towards the Madurese language. Other than that, it also intends to find out the usage of Madurese by students

who have lived in Madura for years. Nevertheless, attitude to language are strongly influenced by social and political factors.

(holmes⁴⁴) This cause the results of this study need to analyzed

further on the next research.

d. Age

Age has been perceived most significant variables in language acquisition, the discussion on which has been a perennial

⁴⁴ Holmes, J. (2013). An Introduction to Sociolinguistics (4th ed.). Routledge.

theme amongst researchers, practitioners and second language learners within the field of SLA⁴⁵. In 1959, Penfield and Roberts first introduced the idea of a critical period within the field of neurolinguistics, but Lenneberg was generally considered as the “father” of the idea of the Critical Period Hypothesis (hereafter CPH). The term critical period for language acquisition refers to a period of time (usually before nine to twelve) during which language skills are usually achieved relatively easily and with a great degree of success (Marinova-todd, Marshall and Snow⁴⁶); a child before this age is a “specialist in learning to speak”. CPH was considered applicable to language acquisition, not only second language but also learners’ mother tongue language. Researchers supporting CPH also suggested that once this period was finished, usually hypothesis to be age 9 to 12, it was assumed that the average learner was less likely to achieve nativelike competence and performance.

In 1967, Lenneberg examined the neurological completion of

the human brain and underpinned the critical period assumption by claiming that, the process lateralisation in the brain was completed by the age of puberty and speech functions were then localised in the left hemisphere for the majority of language learners. He and his associates suggested that there were maturational constraints for

⁴⁵ Singleton and Z. Lengyel (1995), *The Age Factor in Second Language Acquisition*. Clevedon: Multilingual Matters.

⁴⁶ Marinova-Todd, S. H., Marshall, D. B. and Snow, C. E. (2000) Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34, pp. 9-34.

language acquisition and, once the process of lateralisation was finished, the mastery of a language becomes more challenging and less possible. However, some experimental studies have provided contrary evidence to prove that the lateralisation of human brain is in fact accomplished by the age of five.

One of the most important distinctions claimed in relation to the age and attainments of L2 is that the influence of age on rate had to be distinguished from the influence of age on the degree of ultimate attainment⁴⁷. In 1979, Long, Krashen and Scarcella published a well-known review of age-related researches, in which they proposed three famous generalizations with regard to age, initial rate and the ultimate attainment in the field of second language acquisition. As proposed in this article, compared to younger acquirers, adults and older children are faster learners in terms of proceeding through the early stages of morphological and syntactical learning; while children who begin to be exposed to natural L2 settings during childhood generally possess higher levels of language proficiency than those late starters. Therefore, in 1979, Krashen et al. indicated that with the regard to initial rate, adults and older children possess certain advantages over younger acquirers; while younger children eventually surpass older learners concerning ultimate

⁴⁷ Muñoz, C. (2003) Variation in Oral Skills Development and Age of Onset. In M. García Mayo and M. L. García Lecum berri (Eds.), *Age and the Acquisition of English as a Foreign Language*. pp. 161-181. Clevedon: Multilingual Matters Ltd.

attainments in the long run, “when time and exposure are held constant⁴⁸”

e. Educational Background

According to Robert,⁴⁹ “educational background means student knowledge before included, their culture, and academic experience all students bring something to the classroom that familiar with their environment and prior knowledge” (Poedjosoedarmo⁵⁰) states that the influence of previous schooling at level from kindergarten to elementary, high school, until university is strong.

As stated by Haeruddin,⁵¹ educational background is a person's experience that has been obtained from a learning program. Thus it can be stated that different educational backgrounds will lead to the development of different knowledge where the development of knowledge occurs through the learning experiences that have been obtained. In this research, educational background refers to students' experience in formal and non-formal education before they study at English department.

J E M B E R

⁴⁸ Krashen, S., Long, M. and Scarcella, R. (1979) Age, Rate and Eventual Attainment in Second Language Acquisition. *TESOL Quarterly*, 13 (4), pp 573-582.

⁴⁹ Robert, J., M. (2003). *What works in Schools: Facilitator's guide*. Alexandria: Association for Supervision and Curriculum Development

⁵⁰ Poedjosoedarmo, G. (2007). *Teacher education and language teaching*. Newtown: SAMEO

⁵¹ Haeruddin, A., G. (2020). *The influence of students' educational background toward their ability in speaking English (A descriptive study of students in ten grade SMAN 8 Makassar)*. (Proposal). Retrieved from: Repository Universitas Muhammadiyah Makassar

f. Lack Of Pronunciation Training

Students often struggle with understanding pronunciation material due to the complexity of phonetics, lack of practice and feedback, and limited resources in the learning environment. Overall, these issues can be addressed by increasing exposure to native speakers, improving teaching methods and materials, and providing more opportunities for practice and feedback.

4. Differences between English word stress and Madurese

Word stress operates under different rules across languages. While some languages apply highly regular stress patterns, English is notably less predictable. In certain languages, stress consistently falls on the initial syllable, whereas in others it is typically assigned to the penultimate or even the final syllable. English, however, presents far greater variability; stress may occur on the first, second, third, penultimate, or final syllable depending on factors such as morphological composition and word class.⁵² In some linguistic systems, the placement of prominence within a word may shift according to communicative emphasis, and in others, distinctions in stress influence vowel length or the presence of glottal stops, which can alter lexical meaning.⁵³ In contrast, the status of word stress in Indonesian remains a point of scholarly debate. Some researchers argue that Indonesian lacks a fixed lexical stress system, while others claim that stress typically appears on

⁵² Pierrel, “Developing Materials For Teaching Word Stress in English.”

⁵³ “Stress in Tagalog,” TAGALOG.COM, 2022, <https://www.tagalog.com/dictionary/>

the penultimate or final syllable. These differing views are largely shaped by the influence of diverse regional accents, which contribute to inconsistent stress realizations among speakers. Similarly, the Madurese language exhibits its own distinct pattern, with stress generally tending to fall on the initial syllable, creating a more stable and predictable stress system. This regularity may influence Madurese speakers when producing English stress patterns, as they often transfer the first-syllable stress tendency to English words, leading to misplacement of stress in contexts where English requires different stress positions.

a. English word stress

1) Complex and Not Always Predictable Patterns: English has highly variable word stress patterns that often cannot be predicted simply by looking at the spelling or number of syllables. There are many rules and exceptions.

2) Role in Distinguishing Meaning and Word Category: Word stress in English is very important. Changing the stress on different syllables in the same word can change the meaning or grammatical category of that word (e.g., “PRE-sent” (noun: gift) vs. “pre-SENT” (verb: to present)).

3) Characteristics of Stress: Stressed syllables are pronounced with:

- a) Longer duration (LONGER)
- b) Higher volume (LOUDER)

- c) Higher pitch (HIGHER pitch)
- d) Clearer (CLEARER)
- e) Sometimes even involving greater facial movements.

4) General Rules (with many exceptions):

- a) Two-syllable nouns and adjectives: Stress tends to fall on the first syllable (e.g., CLImate, HAppy).
- b) Two-syllable verbs and prepositions: Stress tends to fall on the second syllable (e.g., deCIDE, beTWEEN).
- c) Words with certain suffixes: Stress often falls on the syllable before the suffix (-ic, -sion, -tion, etc.).
- d) One word, one primary stress: Although there is a “secondary stress” in longer words, there is only one primary stress.
- e) Only vowels can be stressed, not consonants.

5) Madurese word stress

A More Consistent Pattern: Research shows that the

stress pattern in Madurese tends to be more consistent, especially for two-syllable words.

- a) Stress on the First Syllable (especially for two-syllable words): In many cases, especially for two-syllable words, the stress in Madurese tends to fall on the first syllable. This has been found to be one of the factors affecting the difficulty Madurese speakers have in pronouncing English

word stress correctly, especially in two-syllable words where the stress in English falls on the second syllable (e.g., begin, which in English is /bɪ'gɪn/ but is often pronounced by Madurese speakers as /'bɪgɪn/).

- b) Less Role in Distinguishing Meaning: Word stress in Madurese does not play a significant role in distinguishing lexical meaning as it does in English. Changes in stress tend not to change the meaning or category of a word.
- c) Influence of L1 on L2: This stress pattern in Madurese often causes negative transfer (errors) when Madurese speakers learn English. They tend to apply the stress pattern of their native language to English, causing errors in stress placement in English words, especially in words ending with suffixes.

b. Word stress placement

Stress is one of the important parts in pronouncing English

words. One of the functions of stress is to make words

understandable. As it stated with Dalton and Seidlhofer, the correct

production of sounds is as important as correct word stress. It is

reasonably accepted that the speaker should aware of the differences

made by stressed and unstressed syllable, or stressed the wrong

syllable. If they do not, the listeners may have difficulty to identify

the words. In addition, Kenworthy⁵⁴ stated that there is a great evidence that a native speaker relies primarily on the word stress when they are listening. This statement is proven by her experiments that have shown that when native mishears words, it is mostly because of the wrong stressing, not because the individual sounds were mispronounced. Some examples are provided by her:

The first example comes from the word written. If it was pronounced with the stress on the second syllable instead of on the first, the listener perceived the speaker had said retain.” Another example is from the word comfortable when it was pronounced with stress on ‘com’ and ‘-ta-’. The listener perceived this as come for a table.”

Furthermore, Dalton & Seidlhofer⁵⁵ gave another example about mispronouncing caused by misplaced word-stress; they give example as it is when a host was introducing a guest speaker; “Here

he is Professor X, and he is a very ['impo.tənt] man in the field.

From the context, what the speaker meant was, of course, im'portant with the stress on the second syllable. The sounds

pronounced became inaccurate because of misplaced word-stress, and it turned into different meaning. Thus, this case clearly demonstrates how important of speaker awareness related with word stress intelligibility in order to emphasize the word meaning.

⁵⁴ Kenworthy, J. (1990). *Teaching English Pronunciation*. New York: Longman.

⁵⁵ Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press.

There is some prior research conducted related with word stress. First, it comes from Sichuan, and the authors are Chuandong Na and Lunhua Tan. Ma & Tan⁵⁶ did the comparative study on the supra-segmental between English and Sichuan dialect, and it was found that there are some great differences of English and Sichuan dialect on their word stress pattern. For instance, English word-stress patterns are free and complicated while Sichuan dialect are usually fixed and simple. The stress of Sichuan dialect mostly does occur on the first syllable of words and it has only two levels of stress; strong and middle. English word-stress patterns have three levels of stress, those are primary stress, secondary stress and unstressed. The variety of stress placement in English word-stress pattern which makes it very complicated. It may occur in the first, second, third or even fourth syllable. It concludes the difficulty encountered by Sichuan students when they pronounced English words due to the fact that the accentual patterns in Sichuan dialect are comparatively fixed and simpler than those in English, it is common for them to misplace word stress and sometimes even mispronounce English words. The research also found that first language interference did affect the acquirement of new language.

The placement of word stress in English can hardly be reduced to a set of strict rules. Although some rules do exist, they tell

⁵⁶ Ma, C., & Tan, L. (2014). Comparative study on the suprasegmental phonemes between English and Sichuan dialect. International Letters of Social and Humanistic Sciences, 51-59.

us what is true most of the time, not always. There is a large number of exceptions to almost any rule, so the following sections should be regarded as descriptions of tendencies rather than absolute rules. One may wonder how it is possible that some languages use a regular and easy word stress while a language like English has such an irregular and complicated system. The answer lies in the etymological standpoint. The irregularity of English stress arose from the fact that the vocabulary has been drawn from two principal sources. English is a blend of Germanic elements (with the tendency towards early word stress) and Romanic elements (where late stress prevails⁵⁷). The interaction of these two opposing tendencies has led to a somewhat confusing combination which now causes troubles to thousands of English learners all over the world.

1) Misplacement of English word stress

Based on the tests that have been carried out, the

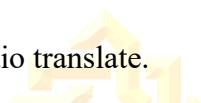
researchers found several stress word errors that occur when speaking English. This error often occurs in words that have three syllables, suffixes, prefixes, noun phrases, and verbs. They tend to misplace stress in English syllables. Errors that often occur in vocabulary that has three or more syllables. The form of stress in phonetic symbols is described in the form of a comma, if a syllable is primary stress it is indicated by a comma above

⁵⁷ Fudge, E. C. (1984). English Word Stress. London: George Allen and Unwin

(‘) and if a syllable is secondary stress it is indicated by a comma below(,)

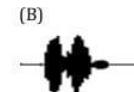
a) Stress in first syllable

Here are some examples, in part (A) it is a wrong reading by students, in part (B) comparison data with google audio translate.



Green - 'house
/grin'haʊs/

(Student 1)



'Green - house
/'grɪnhaus/

In the green house vocabulary, the correct placement of the word stress is at the beginning of the syllable. In picture (A) most students are wrong in placing the word stress on the word. Based on the theory of (Karjo 2016⁵⁸).

Content words such as nouns, verbs, adjective and adverbs are generally stressed while function words are generally

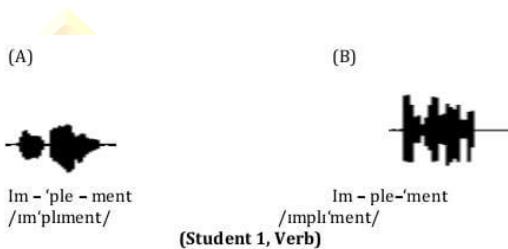
unstressed. If the vocabulary has two syllables that have a heavy ending, the word stress is at the beginning of the syllable. In the data above, it can be seen that the pronunciation of the vocabulary above contains errors in the stress of syllables. Students should be able to pronounce vocabulary with the correct stress placement, namely at the beginning of the syllable. Usually, vocabulary that is a noun

⁵⁸ Karjo, c. H. (2016). Accounting for l2 learners ' errors in word stress placement. 5(2), 199–208.

or noun phrase has word stress at the beginning of the syllable.

b) Stress in the middle syllable

The following is an example of an error that occurs.



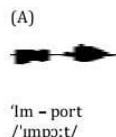
Repeated errors that occur when students pronounce English vocabulary. Sometimes they stress English syllables not in the middle of a syllable. Vocabulary that has stress in the middle of a syllable is usually a vocabulary that has an arrangement of two words but has one meaning, (Inhoff, Starr, Solomon, & Placke⁵⁹) Compound words are formed by combining free lexemes into a single lexicalized expression. Few rules govern this lexical-conceptual “evolution.” Some compound words consist of more than two words, but we will not consider them. In this implement vocabulary there are errors when pronouncing the vocabulary.

⁵⁹ Inhoff, a. W., starr, m. S., solomon, m., & placke, l. (2008). Eye movements during the reading of compound words and the influence of lexeme meaning. *Memory and cognition*, 36(3), 675–687. [Https://doi.org/10.3758/mc.36.3.675](https://doi.org/10.3758/mc.36.3.675)

They made repeated mistakes in the syllable (plr') based on the theory of McMahon⁶⁰ Noun rules: stress the penultimate syllable if it is heavy. If the penultimate syllable is light, stress the antepenult. Based on this theory, if the second syllable is a vowel or a light sound when pronouncing a word, the stress word in the word is in the middle of the word or before the last syllable. In that syllable, many students pronounce the word stress in that part

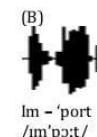
c) Stress in the last syllable

The following is an example of an error that occurs.



(A)

'Im - port
/im'pɔ:t/



(B)

Im - 'port
/im'pɔ:t/

(Student 1, verb)

Stress is located at the end of a syllable, usually verb

vocabulary, sometimes there are also some words that have a suffix that has a stress at the end of a syllable, Collins & Mees. When the suffix -ly is added to an adjective, say bold, the result, the adverb boldly, is a distinct word. But there are also some verbs that have two syllables and adjectives that start with two syllables have stress at the end

⁶⁰ McMahon, a. (2002). An introduction to english phonology-edinburgh university press (2001) (1) (titles in; bauer laurie bauer, ed.). Edinburgh: an introduction to english phonology april mcmahon edinburgh university press.

of the syllable. Based on these data, it can be seen that errors often occur in the pronunciation of English vocabulary. From the placement of stress that is often wrong, it can confuse listeners with the meaning of what is said. This data is a fragment of one-time pronunciation of vocabulary. In the end, The results found that there are often errors in noun and verb vocabulary.

They often put the stress on the syllable incorrectly.

For vocabulary nouns that often have errors in secondary stress. Many of them do not emphasize the syllables that have secondary stress. Secondary stress syllable stress is weaker than primary stress. Therefore, if there is secondary stress in the vocabulary, it must be followed by primary stress. Erroralso occur in verb vocabulary. Based on the results of the research, several students out of 10 students emphasized the syllables for the verb vocabulary at the beginning of the syllables. Based on McMahon's⁶¹ theory, the emphasis on verb vocabulary is at the end of the syllable. In vocabulary that has 3 syllables, there are also some stress errors, but not many tend to be right in placing stress on these syllables.In the vocabulary that has suffixes and prefixes in English, there is also a stress error, but only

⁶¹ McMahon, a. (2002). An introduction to english phonology-edinburgh university press (2001) (1) (titles in; bauer laurie bauer, ed.). Edinburgh: an introduction to english phonology april mcmahon edinburgh university press.

a little. They can place stress according to the stress location that has been determined by Google Audio Translate. In this vocabulary there is only primary stress. In compound vocabulary there are also some stress errors but not many. They tend to put stress on the 2nd word. Algifari & Faculty,⁶²

Based on research that has been studied previously, which examines errors in placing word stress when pronouncing English syllables. Errors that often occur in vocabulary that has three or more syllables. Most students often make mistakes in placing word stress when speaking English. Based on the findings that the researchers found, there are three points based on the group of words that have been previously tested on students. First, the vocabulary of nouns, verbs, and adjectives, some of the students who have been tested often say stress at the beginning of the syllable. In noun vocabulary, word stress is also placed in the middle of the syllable. Not only that, sometimes there are nouns that have three syllables in their vocabulary that have secondary stress, but some of them forget the placement of secondary

⁶² Algifari, m. Y., & faculty, t. S. (2017). Analyzing students ' pronunciation of word stress of iet 7 students of cambridge english college (cec) makassar.

stress. Likewise with verb and adjective vocabulary, errors often occur in the vocabulary. Second, there are several rules that need to be remembered in order to know the location of the word stress in each syllable. For example, vocabulary that ends in -ess usually has stress at the end of the syllable. Likewise, rich which has a prefix such as a word that has an-im prefix usually has stress in the middle of a syllable or the beginning of a syllable. The third is compound vocabulary which has one meaning from combining 2 vocabularies. This often happens when talking sometimes every word is always stressed at the beginning of the syllable which will later change meaning. According to the rules of this combined vocabulary, there is only one stress or two stresses which are usually secondary stress.

The researcher found some errors that often occur in

the pronunciation of English vocabulary. Like the pronunciation of the vocabulary "photography", this vocabulary is often spoken by students but there are still many errors in the pronunciation of the vocabulary. (Pho - to - gra - 'phy) is a form of errors in pronunciation of the vocabulary that occurs when the emphasis is on the last syllable, in the correct pronunciation the stress is located in the middle of the syllable (Pho' - to - gra - phy). In addition,

there are also errors that are often wrong in the placement of stress, namely the vocabulary "Loudspeaker". ('Loud – spea – ker) the pronunciation spoken by students has stress at the beginning of the syllable, but the stress that should be pronounced is secondary stress (, Loud' – spea – ker)

5. Factor affecting foreign/L2 pronunciation

In the course of time, different studies were conducted on pronunciation which epitomized that there are a number of factors which affect the pronunciation of English as a second language (L2). Kenworthy conducted a study and concluded that age, exposure, innate phonetic ability, identity, language ego, motivation and interest of the learner are the factors affecting pronunciation during second language acquisition (Kenworthy).⁶³ Moreover, Eliot described that learner's attitude towards pronunciation is known as Pronunciation Attitude Inventory (PAI) and it is the main variable in relation to the acquisition of pronunciation of English as a second language (L2) (Eliot).⁶⁴ On the whole, it is difficult to provide a complete list of factors affecting pronunciation during second language acquisition. Therefore, linguists have divided these factors into two main types, that is, internal and external factors.

⁶³ Kenworthy, J. (1987). *Teaching English pronunciation* (2nd ed.). London: Longman press.

⁶⁴ Eliot, A. R. (1995). Foreign Language Phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation. *The Modern Language Journal*, 79(iv), 530–542.

a. Internal factor

1) Age

It is a frequently occurring observation of teachers in ESL classroom that young learners are more likely to acquire the correct pronunciation of English. They face less difficulty in understanding novel sounds and in uttering them, whereas older learners face more trouble in fixing their pronunciation. This relationship of language acquisition with the variable ‘age’ is known as the Critical Period Hypothesis. CPH has been the subject of endless debate in linguistics and language acquisition. It was first proposed by Lenneberg.⁶⁵ According to CPH, if a learner does not learn a language in a certain age, he may not be able to acquire a better pronunciation of that language after that age. Usually, if the learner starts to speak the second language before the age of six, he will have only a little or no accent.

However, if the learner starts to speak the second language between the age of seven and eleven years, he probably will have a slight accent. If the learner starts to speak the second language after the age of twelve, he will definitely have an accent. The learner’s abilities, competencies and cognitive skills vary according to his age. As Harmer said, “It has something to do with plasticity of the brain”. Therefore, it is concluded that

⁶⁵ Lenneberg, E. H. (1967). *The biological foundation of language*. New York: Wiley.

age affects the pronunciation of English greatly. On the other hand, some researchers like Marinova, Marshall and Snow as well as Johnson and Newport suggested that the learners of a second language go through different developmental stages and their learning depends on their cognitive maturity and neurological factors. As a matter of fact, CPH was first presented as an answer to all the questions but some researchers still believe that it is not the only factor which affects the acquisition of English as a second language (L2). Indeed, there are other factors as well.

2) Brain

As mentioned above, a child seems to have less difficulty in acquiring native-like pronunciation in contrast to an adult learner because a child's brain is plastic in contrast to an adult's brain. After the age of nine years, a child's brain matures and

functions are assigned to left and right hemispheres and it becomes difficult for the child to acquire native-like pronunciation. Some researchers and neurologists assert that there is a strong connection between language learning and lateralization. Lenneberg suggested that lateralization is a slow process, it starts at the age of two and it ends during puberty. In an early age, the brain is not sufficiently developed. However, after puberty the brain is sufficiently developed to lose its

plasticity and it causes the lateralization of the language function. Therefore, it is hard for an older learner to acquire native-like pronunciation in a second language. However, some researchers have the opposite opinion and they assert that plasticity survives puberty and the brain retains its plasticity in the twenties; hence, the learners still have the ability to acquire native-like pronunciation (Lund).⁶⁶ It suggests that human brain has the tendency to change and develop over time.

3) Aptitude

It has been observed in ESL classroom that some students seemingly make good progress in acquiring pronunciation as compared to others. Researchers and language teachers studied them closely and they revealed that such students possessed a specific set of characteristics which enabled them to acquire good pronunciation of the English

language. It was labeled as aptitude.⁶⁷ Aptitude is defined as “a disposition to be able to do something well”. It means that every individual has an ability which helps him to perform any task, such as acquiring appropriate pronunciation of the second language. This innate ability is known as aptitude. Researches and studies showed that learners with a more positive aptitude towards English language learning are able to acquire the

⁶⁶ Lund, N. (2003). *Language and thought*. London; New York: Routledge.

⁶⁷ Zhang, Q. M. (2009). Affecting factors of native-like pronunciation: A literature review. *EFL and ESL Teaching and Learning*, 27(2), 33–52.

pronunciation of English speedily and they improve a lot. It is amazing to see the magic of the right aptitude in ESL classroom. Carroll and Carroll highlighted four traits that form language aptitude.

- a) Phonemic coding ability: the capability to discriminate and code foreign sounds such that they can be recalled.
- b) Grammatical sensitivity: the capability to analyze language and to figure out its rules.
- c) Inductive language learning ability: the capability to improve language skills through exposure.
- d) Memory: the amount of rote learning activity needed to internalize something (such as a new sound, a lexical item, a grammatical rule, pronunciation or spelling of a word) All in all, aptitude is important for language learning and it facilitates the learning process rather than hindering it.

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CHAPTER III

RESEARCH METHODS

A. Research Design

This study uses a qualitative approach with a case study design. A qualitative approach is a research method that explores the quality of relationships, actions, conditions, and materials.⁶⁸ This approach was chosen because the purpose of the study was to provide a detailed description of word stress placement errors in English among Madurese students and to explore the factors that influence them. The descriptive design allows researchers to answer Research Question by classifying the types of errors through phonetic analysis of pronunciation task, and identifying factors through open-ended questionnaire. This design focuses on the subjective experiences of Uin Kiai Haji Achmad Siddiq Jember students who predominantly use the Madurese dialect in their daily communication in English.

This study uses a qualitative approach to examine a specific group and linguistic phenomenon in depth. This approach allows the researcher to answer the research questions by identifying and classifying types of word stress placement errors through phonetic analysis of data obtained from a pronunciation task. In addition, open-ended questionnaires are used to examine the factors influencing the occurrence of these errors by collecting in-depth data from the participants. By integrating data collected through

⁶⁸ Jack R. Fraenkel et al., *How to Design and Evaluate Research in Education* (McGraw-Hill Higher Education, 2012).

Google Forms with information reported by the participants, this qualitative approach provides a comprehensive and systematic understanding of the phenomenon under investigation.

This study aims to answer the research questions regarding how word stress errors occur in students' spoken English within an academic setting and why students produce these errors. The study focuses on students of UIN Kiai Haji Achmad Siddiq Jember who use the Madurese dialect in their daily communication. Through the analysis of spoken data and students' explanations, this study provides an in-depth understanding of error patterns and the underlying reasons for their occurrence.

B. Research Setting

This research was conducted at the Department of English Language Education, Faculty of Tarbiyah and Teacher Education, UIN Kiai Haji Achmad Siddiq (UINKHAS) Jember, during the 2024/2025 academic year. The research location was chosen because it has a diverse student population, including a large number of students who are native speakers of the Madurese dialect. The category of Madurese speakers refers to students who use the Madurese language in their daily lives. These students often bring the distinctive phonological features of their native language into their English language learning, making this location suitable for exploring the influence of the Madurese dialect on word stress in English.

C. Research Participant

This study involved eighth-semester students of the English Education program, at Uin Khas Jember TBI 2 class, specifically those taking speaking or phonology courses. The classroom environment provided a natural setting to observe and analyze the students' spoken English in both formal situations (class presentations, oral exams) and informal situations (group discussions, peer conversations). The study was conducted over four days, with data collected through audio recordings of pronunciation and interviews with selected students to gain deeper insights into the influence of the Madurese dialect on students' English word stress. Before the data collection was conducted, the researcher obtained consent from each participant. The participants took part in this study voluntarily without any form of coercion. In addition, the confidentiality of their identities was fully protected; names and personal information were not included in the research report, and all data were used solely for academic purposes.

D. Research Instrument

Instruments are tools used to collect data. This study employed a pronunciation task and an interview as instruments that were analyzed to determine the factors causing English word stress errors. The purpose of the pronunciation task was to obtain data on students' pronunciation ability. The data collected through the pronunciation task included segmental aspects, suprasegmental aspects (word stress and intonation), and speaking fluency. All words were recorded to identify the students' word stress production, and

a word list was then created by comparing the correct stress patterns from a word stress dictionary with the participants' stress production. Meanwhile, the interview was used to gather detailed and in-depth information from the participants. The interview was conducted using Google Forms, which contained 12 interview questions regarding language distance, negative transfer, positive transfer, lack of equivalents, degree of difficulty, and fossilization.

The researcher collect the data by using two instruments, those were:

1. Pronunciation task

A pronunciation task is a form of assignment in language learning designed to train and measure students' ability to pronounce the sounds of the target language correctly. The instrument consist of a series of reading task for English words, sentences, and texts aimed at obtained data on students' pronunciation abilities. Data collected through the pronunciation task includes segmental aspects suprasegmental (word stress and intonation), and speaking fluency. Students' pronunciation result are then recorded and analyzed to identify pronunciation error and the factors that influence them.

2. Open-ended questionnaire via google forms

An open-ended questionnaire is a type of questionnaire consisting of open-ended questions, which do not restrict respondents' answers to predetermined options. Therefore, open-ended questionnaires allow respondents to express their answers in their own words, enabling

researchers to obtain more in-depth, detailed, and varied responses. This instrument was chosen because it allows the researcher to collect information regarding the factors that cause errors in the production of word stress in English. In this study, the open-ended questionnaire was administered using Google Forms and consisted of 12 questions, as presented in the appendix. There were 20 participants involved in this open-ended questionnaire. The use of Google Forms was selected because it provides flexibility for participants in responding to the questions and allows the researcher to collect data efficiently and in an organized manner. In addition, the Google Form format enables participants to provide more extensive and in-depth responses based on their experiences.

E. Data collection method

The data collection methods used in this study include pronunciation task and interview Pronunciation Task

1. Pronunciation task

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This method was used to obtain data on students' vocabulary pronunciation ability. The study was conducted through recorded pronunciation tasks in which participants read a list of vocabulary words; there were 15 words divided into categories of 2-syllable, 3-syllable, 4-syllable, 5-syllable, and 6-syllable words. The data were collected over two days. The participants' pronunciations were recorded, and the data were processed by identifying and categorizing their pronunciation

errors. Then, the word list was quantified. The data were analyzed using the following procedures: (1) grouping the words based on the number of syllables, (2) counting the errors, and (3) categorizing the errors.

2. Open-ended questionnaires

This method was used to obtain open-ended questionnaires. The open-ended questionnaires was conducted using a Google Form containing 12 questions related to language distance, negative transfer, positive transfer, lack of equivalent, degree of difficulty, and fossilization. The data were collected over two days, and the data were processed by analyzing and categorizing the responses into several sections.

F. Technique of Data Analysis

The data were analyzed by using interactive qualitative analysis. According to Braun and Clarke.⁶⁹ Thematic analysis is a qualitative data analysis technique used to identify, analyze, and report patterns or themes within qualitative data. This technique was chosen because it is appropriate for analyzing data obtained from open-ended questionnaires and participants' explanations related to errors in word stress placement.

The data analysis process was conducted through six stages as suggested by Braun and Clarke.

1. Data familiarization: the researcher read and re-read the data to gain a thorough understanding of the responses from the open-ended

⁶⁹ Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. Qualitative Research in Psychology, 3(2), 77–101.

questionnaires collected through Google Forms as well as the results of the pronunciation task.

2. Coding: identifying important parts of the data related to types of word stress errors and factors influencing the occurrence of these errors.
3. Searching for themes: grouping similar codes into broader themes.
4. Reviewing themes: ensuring that the developed themes are appropriate and consistent with the entire data set.
5. Defining and naming themes: explaining the central meaning of each theme.
6. Reporting the results: interpreting and explaining the identified themes to answer the research questions regarding how word stress errors occur in students' spoken English and why these errors occur in an academic context.

G. Validity of Data

In qualitative research, ensuring data validity is an essential aspect. In this study, several validity strategies according by Creswell⁷⁰ were applied, namely triangulation, member checking, peer debriefing

1. Methodological triangulation

Methodological triangulation was conducted by confirming the findings through the use of multiple research methods to strengthen the accuracy of the data. In this study, triangulation was carried out by comparing the results obtained from two different methods, namely a

⁷⁰ Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.).

pronunciation task as a research instruments and an open-ended questionnaires through google forms. Both methods were analyzed to determine whether they showed similar patterns regarding the influence of the Madurese dialect on English word stress. The consistency of findings across these two methods increased the credibility and reliability of the research results.

2. Data Source Triangulation

Data source triangulation was employed by comparing information obtained from different data sources to validate the findings. In this study, the researcher compared students' actual pronunciation performance with their self-reported explanations and perceptions regarding word stress difficulties. This triangulation allowed the researcher to examine whether the identified error patterns were supported by participants' own accounts of first language influence, exposure to English, and phonological awareness. The convergence of evidence from these data sources enhanced the trustworthiness of the findings.

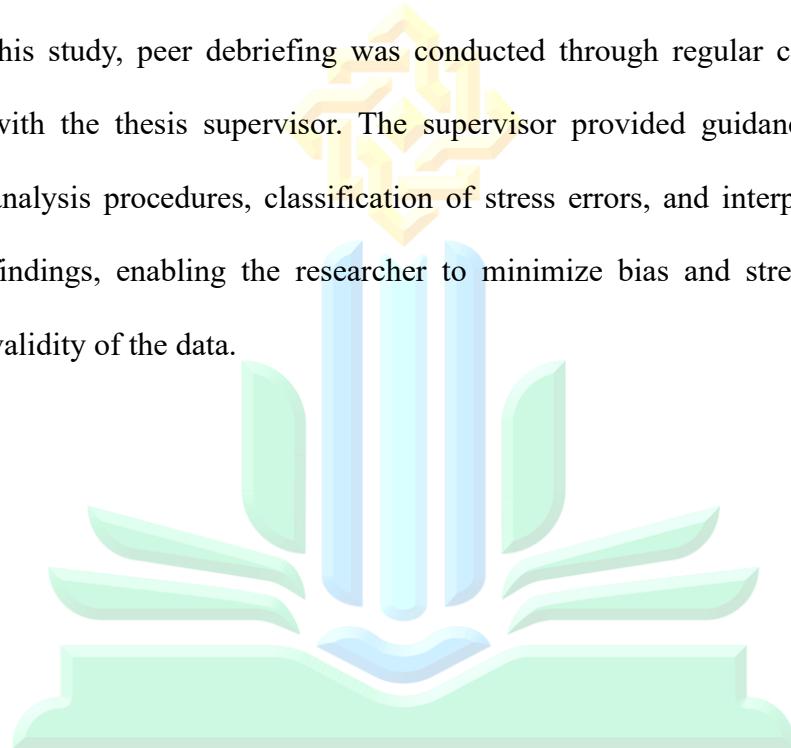
3. Member Checking

Member checking is considered the most important technique in validating qualitative research. In this study, member checking was conducted by asking participants to reconfirm the researcher's interpretation of their interview responses submitted through Google Forms. This ensured that the researcher did not misinterpret participants'

statements, especially those related to the factors causing errors in word stress production.

4. Peer Debriefing

Peer debriefing was carried out by presenting the research process and findings to someone knowledgeable to obtain critical feedback. In this study, peer debriefing was conducted through regular consultation with the thesis supervisor. The supervisor provided guidance on data analysis procedures, classification of stress errors, and interpretation of findings, enabling the researcher to minimize bias and strengthen the validity of the data.



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CHAPTER IV

FINDINGS AND DISCUSSION

The focus of this study is to identify the type of English word stress and the factors contribute to these error in students' English word stress production by Madurese students' of TBI 2 Uin Khas Jember. The main purpose of this chapter is to answer the research question

A. Findings

Based on the word stress recordings collected during the data-gathering process, the Madurese dialect has a significant influence on the participants' English pronunciation, especially when they pronounce certain words. For example, the word table, which should be pronounced /'teɪ.bəl/, is often produced as /'tʌ.bel/, similar to the pronunciation of the word bebek in Indonesian. Another example is the word record, which should be pronounced /'rek.ɔ:d/ with the vowel /e/, but many participants pronounce it as /rɪ'kɔ:d/ using the vowel /i/. The participants replace English vowels with vowels that are more familiar in Madurese or Indonesian; the diphthong /eɪ/ in table is replaced with /ʌ/ (because the diphthong /eɪ/ does not exist in Madurese), and the vowel /e/ in record is replaced with /ɪ/, as the high front vowel /i/ is more common and easier for Madurese speakers to produce. The mistakes or misplacements of word stress occurred when students pronounced several words with two, three, four, five, and six syllables. The detailed analysis can be seen in Table 1.

1. The types of English word stress errors are commonly produced by students' with a Madurese dialect background

Table 4. 1
Students' English word stress errors per syllable category

A list of words with the number of syllable	Correct pronunciation	Incorrect pronunciation	The correct word	The incorrect word
Table	/'teɪ.bəl/	/'tʌ.bel/	10	10
Record	/'rek.ɔ:d/	/rɪ'kɔ:d/	2	18
Become	/bɪ'kʌm/	-	20	0
Begin	/bɪ'gɪn/	/'bi:.gɪn/	1	19
Teacher	/'ti:.tʃə/	-	20	0
Positive	/'po.zɪ.tɪv/	/po'si.tif/	5	15
Amazing	/'ə'meɪ.zɪŋ/	-	20	0
Develop	/dɪ'vel.əp/	/de've.lop/	5	15
Computer	/kəm'pju:.tə/	/kom'pu.ter/	11	9
Interesting	/'ɪn.trə.stɪŋ/	-	20	0
Information	/'ɪn.fə'meɪ.ʃən/	-	20	0
Opportunity	/'ɒp.ə'tju:.nə.ti/	/o.por'tu.ni.ti/	18	2
Communication	/kə'mju:.nɪ'nə.ti/	/ko.mu.ni'ka.sion/	19	1
Personality	/pə:.sə'næl.ɪ.ti/	/per.so.na'li.ti/	15	5
Responsibility	/rɪ'spɒn.sɪ'bɪ.lə.ti/	-	20	0

Table 4. 2
The percentage of English word stress errors

Syllable category	Total errors	Total items N=94	Percentage of errors
2-syllable words	47	94	50%
3- syllable words	39	94	41,5%
4- syllable words	0	94	0%
5- syllable words	8	94	8,51%
6- syllable words	0	94	0%

The data indicate that participants made the highest number of errors in two-syllable words, reaching 50%. This finding suggests that

the fewer syllables a word has, the greater the likelihood of errors in word stress placement and pronunciation. This occurs because words with fewer syllables tend to have more variable and inconsistent stress patterns, making them more difficult for learners to predict accurately.

In Table 1, incorrect word stress generally occurs on the second, third, and fifth syllables. For the second syllable, 50% of the participants placed the stress incorrectly on words such as “table,” “record,” and “begin.” Meanwhile, for the third syllable, 41.5% of the participants misplaced the stress on words like “positive” and “develop.” Although several errors found among the participants are related to broader aspects of pronunciation, these errors are strongly connected to incorrect word stress placement. Misplaced stress often leads to vowel changes, consonant alterations, and unnatural rhythm. Therefore, the pronunciation errors that appear in this study are not separate findings from word stress; rather, they are direct consequences of stress misplacement influenced by the Madurese dialect.

This occurs because most Madurese words place stress on the first syllable, while some others shift stress to the second syllable. In this case, it can be concluded that the errors are caused by the influence of their first language. The incorrect stress placement made by the Madurese participants is influenced by their attitudes and their mother tongue. The participants’ attitude toward language has shaped their mindset in learning a new language.

2. The factors contribute to these error in students' English word stress production made by Madurese students'

Based on the result of the influence of Madurese dialect on the word stress of TBI 2 students, the factors that contribute to this errors in word stress placement can be explained from the result of the interviews that you have collected.

a. First language interference

First language interference is one of the main factors that causes word stress misplacement among the participants. This occurs because speakers unconsciously transfer the phonological patterns of their first language, namely Madurese, when producing English words. Madurese places stress on the first syllable, and this pattern carries over when participants pronounce English words, which have more varied and irregular stress rules. As a result, participants tend to place stress on the wrong syllable because their brains are accustomed to the consistent stress patterns found in Madurese. In addition, their speaking habits, which are shaped by their first language, also influence the way they perceive and pronounce English words.

Many participants interviewed stated that they still think in Indonesian or Madurese when speaking English. This causes them to apply the syllable stress pattern from their mother tongue, which is typically flat and lacks the stress variation required in English. Since

these habits have been formed since childhood, it becomes very difficult for them to change these patterns when learning English.

Participant said that:

P1: "Those mistakes keep appearing because I often think in Indonesian when speaking English, so I use Indonesian patterns without realizing it"⁷¹ Participant 1 explained that these errors often occur because they frequently think in Indonesian when speaking English, which leads them to unconsciously apply Indonesian stress patterns.

P8: "Due to the mother tongue interference (Indonesian) and lack of grammar"⁷²

Participant 8 added that Indonesian does not have a word stress system like English, so they are accustomed to pronouncing all syllables with almost the same prominence. As a result, when required to place stress in English words, they tend to make mistakes because the stress patterns in Indonesian differ significantly.

Based on the analysis of the excerpts from P1, P8, several key factors were identified as the main causes of English word stress misplacement among students with a Madurese dialect background.

The interview findings reinforce the error patterns found in the pronunciation task, providing a clear picture of how the Madurese dialect influences the students' suprasegmental production.

Participants P1 and P8 explained that they often unconsciously transfer the Madurese stress pattern when speaking English. This aligns with the pronunciation task results, which show

⁷¹ Participant 1 interview by author, 18 october, 2025

⁷² Participant 8 interview by author, 18 october, 2025

that two-syllable words had the highest percentage of errors. Most students placed the stress on the first syllable, even though in English the stress should fall on the second syllable. This pattern strongly reflects the Madurese stress system, which consistently places stress on the initial syllable. Therefore, the error data support the participants' statement that first language interference is the most dominant factor contributing to word stress misplacement.

b. Lack of exposure and practice

Several respondents stated that they rarely use English in their daily lives, which makes them unaccustomed to hearing correct stress patterns. This lack of exposure and practice makes it difficult for them to learn English word stress, as limited exposure means they do not hear enough accurate examples in real situations, while limited practice means they rarely use English to speak and regularly correct themselves, which slows their progress. For example, they may not know how to place stress on a word like *record* differently when used as a noun or a verb. As a result, their pronunciation continues to be influenced by their first language, causing errors even after learning.

Participant said that:

P13: “Because English is rarely used in everyday life, so it is difficult to get rid of this habit”⁷³

⁷³ Participant 13 interview by author, 18 october 2025

Participant 13 mention because the participants rarely use English in their daily lives, this habit is difficult to break and has become ingrained for them. As a result, this habit not only persists but also hinders their progress in speaking English.

P12: "Because English is not studied or used in everyday life, it is difficult to learn"⁷⁴

Participant 12 stated that English is rarely used in daily life and is also rarely studied. As a result, even though there are formal learning efforts, progress is hindered without consistent daily practice.

P14: "I need an effort to master it, cause of course English is not my first language. So it's very difficult at the first time"⁷⁵

Participant 14 stated that mastering English requires a great deal of effort because English is not their first language. Due to the lack of early exposure to English, their primary language makes the learning process a significant challenge.

Based on the statements from P13, P12, and P14, limited

exposure to English and insufficient practice contribute significantly

to students' word stress errors. P13 and P12 emphasized that English

is rarely used or studied in daily life, making it difficult to break

existing L1-based habits. P14 added that mastering English requires

considerable effort because it is not their first language, especially

due to the lack of early exposure.

⁷⁴ Participant 12 interview by author, 18 october 2025

⁷⁵ Participant 14 interview by author, 18 october 2025

These interview findings align with the pronunciation task results. The high error rate in three-syllable words 41.5% indicates that students struggle to recognize stress patterns that require greater phonological sensitivity. The total of 94 errors across all productions further shows that students lack repeated practice needed to internalize English stress rules. Without regular exposure to authentic English input such as listening to native speakers or engaging in daily speaking practice students tend to rely on their L1 stress patterns.

Thus, both the interview data and pronunciation task consistently demonstrate that minimal exposure and limited practice are key factors contributing to the incorrect placement of word stress among Madurese EFL learners.

c. Limited phonological awareness

some participant think that all syllables in English are pronounced with the same stress as in Indonesian or Madurese, but they don't realize how important word stress is in English. this is demonstrated by the mispronunciation of the word "TAble" which is pronounced /'tabəl/ instead of /'teɪ.bəl/. this means that students are unaware of this differences and stress patterns between syllables.

Limited phonological awareness refers to a restricted ability to recognize and process the sound units of English such as syllables, vowels, consonants, and stress patterns which leads to consistent

pronunciation errors. In the context of learning English, participants with limited phonological awareness tend to pronounce words with equal stress on all syllables, without realizing that stressing certain syllables can change meaning. This occurs because they are not sensitive to the phonetic nuances of English, which differ from those of their first language.

Participant said that:

P13: "It's more difficult in English language because I have to learn a structure, knowing the pronounce word and recognizing what I listened that someone said"⁷⁶

Participant 13 stated that English is more difficult because it has many structures that must be learned, and learners need to pay close attention to word pronunciation as well as listen carefully to what the interlocutor is saying.

P5: "Learning English is more difficult because it has complex grammar, irregular spelling and many exceptions compare to Indonesia."⁷⁷

Participant 5 stated that learning English is more difficult than Indonesian because English has more complex grammar, and if the spelling is incorrect, the meaning of the word can also change.

Based on the statements from P13 and P5, difficulties in understanding and recognizing English pronunciation patterns are identified as factors contributing to word stress misplacement. P13 mentioned that they struggled to learn the structure, understand how

⁷⁶ Participant 13 interview by author, 18 october, 2025

⁷⁷ Participant 5 interview by author, 18 october, 2025

words are pronounced, and recognize what they hear. This reflects limited phonological awareness, particularly in distinguishing strong and weak syllables. This difficulty is evident in the pronunciation task results, where participants continued to make errors in three-syllable words (41.5%), which require a higher level of phonological awareness to determine the correct stress pattern.

P5 stated that English is more difficult due to its complex grammar, irregular spelling, and many exceptions. The unpredictability of English word forms and pronunciation makes learners more prone to misplacing word stress, especially in seemingly simple words that actually have irregular stress patterns. This can be seen in the high error rate for two-syllable words 50%, where most participants placed stress on the first syllable because they assumed the word was “simple,” even though the correct stress pattern did not match their expectations.

d. The influence of learning method and environment

Learning methods and the learning environment influence students' ability to absorb knowledge more easily. Active learning, passive learning, or technology-based learning is not only about how information is delivered but also about how the brain processes and remembers it. Meanwhile, the learning environment such as a comfortable classroom or social support from family and friends can increase students' motivation to learn. Effective learning methods

provide opportunities for students to develop their language skills, including pronunciation, grammar, and accurate word stress placement. However, when learning methods are monotonous or offer little opportunity for practice, students often experience recurring difficulties and limited progress. The learning environment also plays an important role, as an environment that supports the use of English through interaction can significantly enhance language development. Therefore, learning methods and the learning environment help shape motivation and confidence, enabling students to overcome challenges in word stress placement and grammatical mastery.

Participant said that:

P17: "Due to the lack of motivation and monotonous learning method"⁷⁸

Participant 17 stated that a lack of motivation and monotonous learning methods can hinder their learning, making the

learning process ineffective.

P15: "I find it difficult with English because English is not common in our country and there is very little motivation to learn it" ⁷⁹

Participant 15 stated that they find English difficult because it is not their first language, so it is not commonly used in our country, and there is little desire to learn it due to motivational factors.

⁷⁸ Participant 17 interview by author, 18 october, 2025

⁷⁹ Participant 15 interview by author, 18 october, 2025

Based on the analysis of the statements from Participants 17 and 15, the learning environment and teaching methods have a significant influence on English word stress errors. P17 stated that the lack of motivation and the monotonous learning method made the learning process ineffective. Meanwhile, P15 added that English is rarely used in daily life, resulting in very low motivation to learn it. These statements indicate that the learning environment does not provide sufficient exposure and does not encourage students to actively develop their pronunciation skills.

These findings are consistent with the pronunciation task data, which show a total of 94 errors in word stress production. This high number of errors illustrates that students are not accustomed to practicing stress patterns within a structured and consistent learning context. Furthermore, the high error percentages in two-syllable words 50% and three-syllable words 41.5% indicate that students do not receive adequate training in suprasegmental features, as the learning environment tends to focus more on grammar and vocabulary rather than pronunciation.

The statements from P17 and P15 are reinforced by the pronunciation task results, which consistently demonstrate that low motivation, limited exposure, and unvaried learning methods contribute to students' difficulties in accurately placing English word stress.

e. Habit formation and fossilization

In the learning process, especially in foreign language learning, habit formation and fossilization are two important factors that can determine success or create obstacles. Habit formation refers to how we build routines through repetition, such as getting used to reading books or practicing conversations every day, which eventually makes these activities feel easier. Meanwhile, fossilization occurs when errors or incorrect patterns become difficult to correct because the learner continues to pronounce words or use sentence structures incorrectly, even after frequent practice. This often happens due to a lack of consistent correction or practice, which then affects the habits they form.

Participant said that:

P1: "Yes, they are difficult to change because I'm already used to speaking with Indonesian patterns and sounds"⁸⁰

Participant 1 stated that it is difficult to change the habit of

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P6: "It's very difficult. I have to change my habit. Cause I already learned it in the strong way"⁸¹

Participant 6 said that they find it difficult to change their habits, and they have been trying to change them for a long time.

⁸⁰ Participant 1 interview by author, 18 october, 2025

⁸¹ Participant 6 interview by author, 18 october, 2025

P7: "Yes, some pronunciation and grammar errors are difficult to change because they are influence by habits from the first language and need consistent practice to improve."
⁸²

Participant 7 said that pronunciation and grammatical patterns are difficult to change because they are already used to producing them in daily speech, so consistent practice is needed to eliminate these habits.

Based on the analysis of the statements from Participants 1, 6, and 7, the factors of habit formation and fossilization play an important role in the misplacement of English word stress. P1 stated that it is difficult for them to change their pronunciation patterns because they are already accustomed to speaking with Indonesian patterns and sounds. Similarly, P6 explained that changing pronunciation habits is very difficult because the patterns they previously learned have become deeply ingrained. P7 added that some pronunciation and grammatical errors are difficult to change

because they are influenced by first-language habits and require consistent practice to improve. These statements indicate the presence of long-established pronunciation patterns that have become difficult to modify, commonly referred to as fossilized habits.

This is supported by the pronunciation task data. The high number of errors 94 errors from all stress production attempts shows

⁸² Participant 7 interview by author, 18 october 2025

that students tend to repeat the same stress patterns, indicating that the errors are habitual rather than accidental. The tendency to place stress on the first syllable, as shown by the 50% error rate in two-syllable words, reflects the fossilized pattern of the Madurese and Indonesian languages, which typically assign stress to the initial syllable. Similarly, the 41.5% errors in three-syllable words indicate that students continue to apply first-language stress rules even when they do not align with English stress patterns.

The pronunciation task data reinforce the statements of P1, P6, and P7, showing that strongly ingrained first-language habits and fossilized pronunciation patterns are significant factors contributing to English word stress errors among Madurese-background EFL learners.

B. Discussion

This research was conducted to address two questions, both of which were raised as the main topics in the discussion. The first discussion examines the types of English word stress errors commonly produced by students with a Madurese dialect background, while the second discussion focuses on the factors that contribute to errors in students' English word stress production.

1. The types of English word stress errors commonly produced by students with a Madurese dialect background

The results of this study show that most Madurese students in the TBI 2 class tend to misplace word stress when pronouncing English

words. The greatest number of errors occurs in two-syllable words, where participants predominantly place the stress on the first syllable. This pattern mirrors the stress characteristic of the Madurese language, which consistently assigns stress to the initial syllable. This findings support Odlin's⁸³ theory of negative transfer, which explain that errors occur when the phonological rules of the first language influence the production of the second language. In this case, participants unconsciously transfer the Madurese stress pattern into English, resulting in systematic word stress misplacement.

The pronunciation task revealed that the highest number of word stress errors occurred on the second syllable, reaching 50%. This finding indicates that stress errors are more frequent in words with fewer syllables, particularly two syllable words. English two syllable word often have less predictable stress patterns compared to Madurese, whose stress system is more fixed and stable. The mismatch between these two phonological systems leads to a high level of phonological interference, contributing to frequent stress misplacement.

This finding is consistent with the study conducted by Sa'adiyah, Rezti, & Mufidah (2020), which reported that the Madurese phonological system significantly influences English pronunciation. While their research focused on segmental features, the present study extends these

⁸³ Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.

findings to the suprasegmental level, particularly word stress. This suggests that L1 interference among Madurese learners affects not only consonant production but also suprasegmental aspects of English pronunciation.⁸⁴

The findings of this study confirm that the Madurese dialect has a substantial influence on various aspects of English pronunciation, including word stress as a crucial suprasegmental features. The consistent misplacement of stress among participants highlights the pedagogical need for explicit instruction on English word stress, particularly for learners with a Madurese language background.

2. The factors that contribute to errors in students' English word stress production.

Based on the interview results, several main factors were found to influence students' word stress placement errors, namely: first language interference, lack of exposure and practice, limited phonological awareness, the influence of learning methods and environment, habit formation, and fossilization. These findings are consistent with relevant theoretical frameworks and previous empirical studies, indicating that word stress errors are influenced by both linguistic and instructional factors.

First language interference emerged as the most dominant factor. Madurese has a stable stress pattern that typically occurs on the first

⁸⁴ Evha Nazalatus Sa'adiyah Devie Rezti, Luqyana Mufida FKIP, Universitas Madura

syllable, which differs significantly from the irregular stress patterns found in English. This finding supports Odlin's,⁸⁵language transfer theory, which states that differences between L1 and L2 can result in negative transfer. Similarly, Wahyudi & Halili (2024) emphasized that the fixed phonological characteristics of Madurese lead learners to maintain this stress pattern when pronouncing English words. Therefore, the Madurese stress system directly interferes with students' English word stress production.⁸⁶

The lack of exposure and practice also identify as a significant contributing factor. Many participants reported that they rarely hear native speakers and are not accustomed to using English in daily lives. This finding is consistent with Gilakjani⁸⁷, which explains that pronunciation difficulties are strongly influenced by limited exposure, low motivation, and strong L1 influence. In this context, insufficient exposure prevents students from receiving adequate input to recognize and internalize English word stress patterns.

Limited phonological awareness further affects students' ability to identify strong and weak syllables in English words. This finding

⁸⁵ Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.

⁸⁶ M. Arman Indra Wahyudi1, M. Halili, S.Hum., MLangSt2 Universitas Trunojoyo Madura

⁸⁷ Gilakjani, A P. (2016). English pronunciation instruction: A literature review, international Journal of Research in English Education, 1/1), 1-6. <http://freeonline.com/article-1-21-en.pdf>

supports Roach's ⁸⁸ theory of suprasegmental features, which highlights the importance of stress awareness in producing intelligible pronunciation. When learners lack phonological awareness, they tend to rely on familiar L1 stress patterns, leading to persistent stress errors in English.

learning methods and the learning environment also played an important role. Several students reported that word stress instruction was not discussed in depth during classroom activities. This finding support the study by Imroatul & Rabbiatty (2021), which found that pronunciation errors often result from insufficient practice and limited variation in teaching strategies.⁸⁹

Habit formation and fossilization further contribute to the persistence of word stress errors. Some errors were repeated consistently, indicating that these patterns have become habitual. The theory of fossilization explains that errors may become permanent if learners do not receive adequate correction and practice. The findings of this study reinforce this concept, as participants continued to demonstrate the same stress errors despite years of learning English.

Therefore, these findings indicate that the combination of L1 interference, limited exposure, low phonological awareness, an unsupportive learning environment, habitual patterns, and fossilization

⁸⁸ Roach, P. (2009). English Phonetics and Phonology: A Practical Course (Edisi ke-4). Cambridge: Cambridge University Press.

⁸⁹ Imroatul Mufidah1 and Eva Nikmatul Rabbiatty2 Institut Agama Islam Negeri Madura, Indonesia,

are the primary factors contributing to errors in English word stress production among Madurese learners.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, it can be concluded that the Madurese dialect has a significant influence on students' ability to produce English word stress. The results of the pronunciation task show that most participants incorrectly placed stress, particularly in two-syllable and three-syllable words. This pattern is consistent with the characteristics of the Madurese stress system, which typically places stress on the initial syllable. Factors such as first language interference, limited exposure and practice, low phonological awareness, less varied learning methods, as well as habit formation and fossilization further contributed to these errors.

Despite its contributions, this study has several limitations. First, the number of participants was limited and involved only a small group from the TBI 2 class at UIN KHAS Jember, so the findings cannot be widely generalized. Second, the pronunciation task assessed word production in isolation rather than in connected or natural speech. Third, the data were collected in a controlled setting, which may not fully represent spontaneous pronunciation. In addition, the interview data were subjective, and the study focused solely on word stress without examining other prosodic features.

B. Suggestion

Based on the research findings, several suggestion are proposed for teachers, students, and future researchers:

1. For Students:

Students are encouraged to increase their exposure to English by listening to native speakers through podcasts, videos, movies, and language-learning applications. Increased exposure will help them internalize the natural stress patterns in English. Students should also practice pronunciation regularly, focusing on identifying stressed syllables and understanding basic stress rules to reduce negative transfer from their first language.

2. For Future Researchers:

Future researchers are recommended to explore the influence of the Madurese dialect on other suprasegmental aspects, such as intonation, rhythm, and sentence stress. Further studies involving larger sample sizes or comparative studies with other regional dialects in Indonesia could offer deeper insights into the impact of L1 on English pronunciation.

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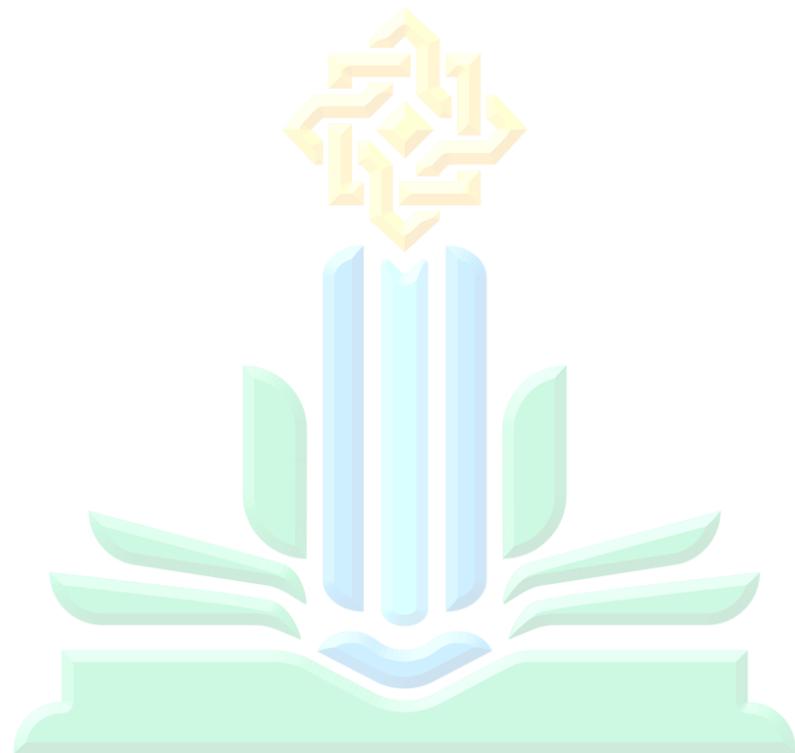
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Attachment 1: Declaration Of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Wilda Ayu Nur Azizah

SRN : 212101060031

Program : English Education Study Program

Faculty : Tarbiyah and Teacher Training

University : UIN Kiai Haji Achmad Siddiq Jember

State That Thesis Entitled “The Influence Of Madurese Language On English Word Stress Production Among EFL Students” is truly my original work from the result of conducting a research analysis of a movie entitled Upside Down Magic, except some resources which are accepted from references mentioned.

Jember, 08 December 2025



Wilda Ayu Nur Azizah
SRN: 212101060031

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Attachment 2: Matrix of Research

Title	Variable	Indicator	Source of data	Research Method	Research Focus
The influence of Madurese Language on English word stress Production Among EFL Students'	A. Factor Madurese Dialect B. Word stress placement	1. Madurese language 2. Motivation 3. Age 4. Attitude 5. Educational background 6. Lack of pronunciation training 1. Misplacement of English word stress	1. Participants: students of TBI 2 with the Madurese language	Research Design: Qualitative Design Data Collection method: 1. Pronunciation Task 2. Open-ended questionnaires Data Analysis: 1. Data collection 2. Data condensation 3. Data presentation 4. Conclusion Validity of data	1. what types of English word stress errors are commonly produced by students' with a Madurese dialect background? 2. What factors contribute to these errors in students English word stress production?

Attachment 3: Pronunciation Task and Open-ended Questionnaires

A. Pronunciation Task

- Please read the following words clearly and naturally, as if you are speaking in normal conversation.
- Do not worry about mistakes; just read as you normally would. Each word will be recorded for analysis.

1. Table
2. Record
3. Become
4. Begin
5. Teacher
6. Positive
7. Amazing
8. Develop
9. Interesting
10. Computer
11. Opportunity
12. Information
13. Responsibility
14. Communication
15. Personality



B. Open-ended Questionnaires

This question was created to find out the factors contribute to these errors in students English word stress production

VARIABLE	INTERVIEW QUESTION
1. Language distance	<ol style="list-style-type: none"> 1. How would you describe the difference between your Indonesian language (L1) and English?
	<ol style="list-style-type: none"> 2. Do you think the differences between your Indonesia language and English affect your ability to learn English?
2. Negative transfer	<ol style="list-style-type: none"> 3. Have you ever realized that you made mistakes in English because you used patterns from your Indonesian language?
	<ol style="list-style-type: none"> 4. Do you find it hard to change pronunciation

	habits that come from your Indonesian language? Why or why not?
3. Positive transfer	5. Are you aware when your Indonesian language helps you in learning or using English?
	6. Do you think recognizing similarities between the two languages helps you improve faster in English? Why or why not?
4. Lack of equivalent	7. Are you aware that not all English words or structures have equivalents in your Indonesian language?
	8. Do you think learning about culture helps you understand words that have no equivalent in your native language?
5. Degree of difficulty	9. How difficult do you think learning English is for you compared to your Indonesian language?
	10. What aspects of English do you find the most difficult to learn (e.g., pronunciation, grammar, vocabulary, or speaking)?
6. Fossilization	11. Do you think some of your pronunciation or grammar errors are difficult to change? Why?
	12. In your opinion, what causes those mistakes to keep appearing in your English?



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Attachment 4: Students' recording results of the pronunciation task

No	Students' code	Students' pronunciation (IPA)	Correct pronunciation (IPA)	Stress placement	Result	Type of error
1.	P1	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gm/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong as /i:/
		/'tɪ:.tʃə/	/'tɪ:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zɪ.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/de've.lop/	/dɪ've.əlp/	2 nd syllable	Incorrect	The first vowel is /ə/ instead of /o/, the middle sound is /u/ instead of /ju:/, and the ending is pronounced strongly as in Indonesian.
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pju:tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/,

						and the ending is pronounced strongly as in Indonesian.
		/o.por'tu.ni.ti/	/ɒp.ə'tju:.nə.ti/	3 rd syllable	Incorrect	The first vowel is /o/ instead of /ɒ/, and all vowels are pronounced fully, without a schwa.
		/ɪn.fə'mei.ʃən/	/ɪn.fə'mei.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:.ni'keɪ.ʃən/	/kə'mju:.ni'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/pɜ:.sə'næl.ɪ.ti/	/pɜ:.sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
2.	P2	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/bi:.gɪm/	/bɪ'gɪm/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zɪ.trɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.

		/ə'mei.zɪŋ/	/ə'mei.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/di've.lop/	/di'vel.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/, and the ending /lop/ is pronounced clearly as in Indonesian.
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pjju:tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/, and the ending is pronounced strongly as in Indonesian.
		/o.por'tu.ni.ti/	/ɒp.ə'tju:nə.ti/	3 rd syllable	Incorrect	The first vowel is /o/ instead of /ɒ/, and all vowels are pronounced fully, without a schwa.
		/ɪn.fə'mei.ʃən/	/ɪn.fə'mei.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/ko.mu.ni'kə.sion/	/kə'mju:nɪ'keɪ.ʃən/	4 th syllable	Incorrect	The initial vowel is /o/ instead of /ə/, all vowels are full, and the ending is /sion/ instead of /ʃən/.
		/pɜ:sə'næl.ɪ.ti/	/pɜ:sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
3.	P3	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD

		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gm/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zi.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ've.lop/	/dɪ've.lop/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pju:tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/
		/,ɒp.ə'tju:.nə.ti/	/,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	/,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪ.ʃən/	/kə'mju:nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/per.so.na'li.ti/	/pɜ:.sə'næl.ɪ.ti/	3 rd syllable	Incorrect	All vowels are pronounced fully, with no schwa and no stress.
4.	P4	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/'rek.ə:d/	/'rek.ə:d/	1 st syllable	Correct	Good pronunciation
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gm/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is

						wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'po.zi.trɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/ə'mei.zɪŋ/	/ə'mei.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/di've.lop/	/dɪ'vel.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.trə.stɪŋ/	/'ɪn.trə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pjju:tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/
		/ɪn.fə'mei.ʃən/	/ɪn.fə'mei.ʃən/	3 rd syllable	Incorrect	The first vowel is /o/ instead of /ə/, and all vowels are pronounced fully, without a schwa.
		/ɒp.ə'tju:nə.ti/	/ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪ.ʃən/	/kə'mju:nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/per.so.na'li.ti/	/pər.sə'næl.ɪ.ti/	3 rd syllable	Incorrect	All vowels are pronounced fully, with no schwa and no stress.
5.	P5	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-

CORD						
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪn/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zi.trɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/ə'meɪ.zɪŋ/	/ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ'vel.əp/	/dɪ'vel.əp/	2 nd syllable	Correct	Good pronunciation
		/'ɪn.trə.stɪŋ/	/'ɪn.trə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pju:.tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/
		/,ɒp.ə'tju:.nə.ti/	/,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	/,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:.nɪ'keɪ.ʃən/	/kə'mju:.nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/,pɜ:.sə'næl.ɪ.ti/	/,pɜ:.sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
6.	P6	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD

		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bɪ:.gm/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zɪ.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ've.lop/	/dɪ'vel.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pjju:tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/
		/,ɒp.ə'tju:.nə.ti/	/,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	/,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪ.ʃən/	/kə'mju:nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/per.so.na'li.ti/	/pɜ:.sə'næl.ɪ.ti/	3 rd syllable	Incorrect	All vowels are pronounced fully, with no schwa and no stress.
7.	P7	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on

					ct	the second syllable, so it sounds like re-CORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪn/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zɪ.trɪ/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ've.lop/	/dɪ've.lop/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.trə.stɪŋ/	/'ɪn.trə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pju:.tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/
		/,ɒp.ə'tju:.nə.ti/	/,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	/,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:.nɪ'keɪ.ʃən/	/kə'mju:.nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/per.so.na'li.ti/	/pər.sə'næl.ɪ.ti/	3 rd syllable	Incorrect	All vowels are pronounced fully, with no schwa and no stress.
8.	P8	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD

		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bɪ:.gm/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zɪ.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ've.lop/	/dɪ'vel.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.trə.stɪŋ/	/'ɪn.trə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pjju:tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/
		/,ɒp.ə'tju:.nə.ti/	/,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	/,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪ.ʃən/	/kə'mju:nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/pɜ:.sə'næl.ɪ.ti/	/pɜ:.sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
9.	P9	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD

		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/bɪ'dʒɪn/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is on the first syllable; the /i/ is long; the /g/ sound changes to /dʒ/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zi.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/ə'meɪ.zɪŋ/	/ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/di've.lop/	/dɪ've.əlp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kɒm'pu.ter/	/kəm'pju:.tə/	2 nd syllable	Incorrect	The first vowel is /o/ instead of /ə/, the middle sound is /u/ instead of /ju:/
		/,ɒp.ə'tju:.nə.ti/	/,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	/,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə,mju:.nɪ'keɪ.ʃən/	/kə,mju:.nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/,pɜ:.sə'næl.ɪ.ti/	/,pɜ:.sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
10.	P10	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kɔ:d/	/'rek.ə:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪn/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.

		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'po.zi.tif/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'mei.zin/	/'ə'mei.zin/	2 nd syllable	Correct	Good pronunciation
		/di've.lop/	/'di've.lop/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'in.trə.stin/	/'in.trə.stin/	1 st syllable	Correct	Good pronunciation
		/kəm'pjju:tə/	/kəm'pjju:tə/	2 nd syllable	Correct	Good pronunciation
		/,ɒp.ə'tju:nə.ti/	/,ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/'in.fə'meiʃən/	/'in.fə'meiʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪʃən/	/kə'mju:nɪ'keɪʃən/	4 th syllable	Correct	Good pronunciation
		/,pɜ:sə'nælɪ.ti/	/,pɜ:sə'nælɪ.ti/	3 rd syllable	Correct	Good pronunciation
11.	P11	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like record
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gm/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.

		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'po.zi.trv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/ə'mei.zɪŋ/	/ə'mei.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ'vel.əp/	/dɪ'vel.əp/	2 nd syllable	Correct	Good pronunciation
		/'ɪn.trə.stɪŋ/	/'ɪn.trə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjju:tə/	/kəm'pjju:tə/	2 nd syllable	Correct	Good pronunciation
		/,ɒp.ə'tju:nə.ti/	/,ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meiʃən/	/,ɪn.fə'meiʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.ləti/	/rɪ'spɒn.sɪ'bɪ.ləti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪʃən/	/kə'mju:nɪ'keɪʃən/	4 th syllable	Correct	Good pronunciation
		/per.so.na'li.ti/	/,pɜ:sə'næl.ɪ.ti/	3 rd syllable	Incorrect	All vowels are pronounced fully, with no schwa and no stress.
12.	P12	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like RECORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gm/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation

		/'ɒ.zi.tɪv/	/'ɒ.zi.tɪv/	1 st syllable	Correct	Good pronunciation
		/ə'meɪ.zɪŋ/	/ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ've.lop/	/dɪ've.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:tə/	/kəm'pjū:tə/	2 nd syllable	Correct	Good pronunciation
		/'ɒp.ə'tju:nə.ti/	/'ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/'ɪn.fə'meɪ.ʃən/	/'ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪ.ʃən/	/kə'mju:nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/'ɒz:sə'næl.ɪ.ti/	/'ɒz:sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
13.	P13	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪn/	/'bi:gin/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/'ɒ.zi.tɪv/	/'ɒ.zi.tɪv/	1 st syllable	Correct	Good pronunciation
		/ə'meɪ.zɪŋ/	/ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ've.lop/	/dɪ've.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:tə/	/kəm'pjū:tə/	2 nd syllable	Correct	Good pronunciation
		/'ɒp.ə'tju:nə.ti/	/'ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/'ɪn.fə'meɪ.ʃən/	/'ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə/	/rɪ'spɒn.sɪ'bɪ.lə/	4 th syllable	Correct	Good pronunciation

		br.lə.ti/	ti/			
		/kə.mju..ni'kei.ʃən/	/kə.mju..ni'kei.ʃən/	4 th syllable	Correct	Good pronunciation
		/pɜ:.sə'næl.i.ti/	/pɜ:.sə'næl.i.ti/	3 rd syllable	Correct	Good pronunciation
14.	P14	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/br'kʌm/	/br'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪm/	/bɪ'gɪm/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/'pɒ.zi.trɪ/	/'pɒ.zi.trɪ/	1 st syllable	Correct	Good pronunciation
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ've.lop/	/dɪ've.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.trə.stɪŋ/	/'ɪn.trə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū.tə/	/kəm'pjū.tə/	2 nd syllable	Correct	Good pronunciation
		/,ɒp.ə'tju:.nə.ti/	/,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	/,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'br.lə.ti/	/rɪ'spɒn.sɪ'br.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə.mju..ni'kei.ʃən/	/kə.mju..ni'kei.ʃən/	4 th syllable	Correct	Good pronunciation
		/pɜ:.sə'næl.i.ti/	/pɜ:.sə'næl.i.ti/	3 rd syllable	Correct	Good pronunciation
15.	P15	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/br'kʌm/	/br'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪm/	/bɪ'gɪm/	2 nd syllable	Incorrect	The stress is incorrect on the first

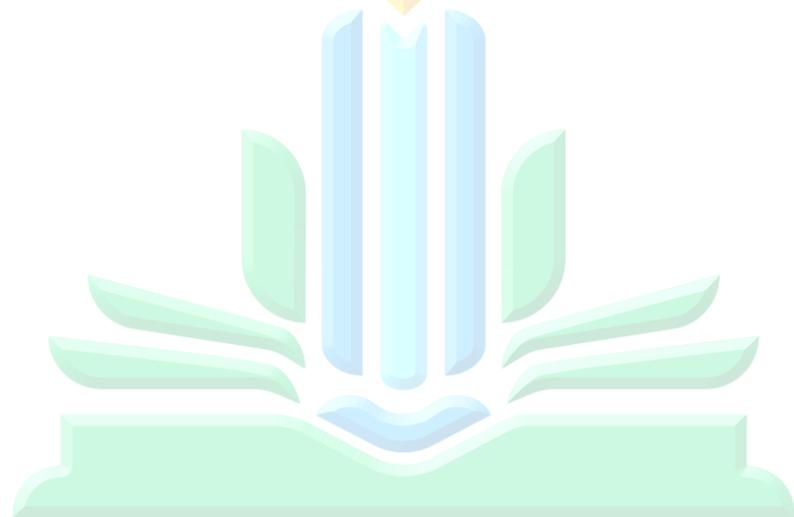
						syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/'pə.zi.trɪ/	/'pə.zi.trɪ/	1 st syllable	Correct	Good pronunciation
		/ə'meɪ.zɪŋ/	/ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ'vel.əp/	/dɪ'vel.əp/	2 nd syllable	Correct	Good pronunciation
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:tə/	/kəm'pjū:tə/	2 nd syllable	Correct	Good pronunciation
		/pəp.ə'tju:nə.ti/	/pəp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/ɪn.fə'meɪʃən/	/ɪn.fə'meɪʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪlə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪʃən/	/kə'mju:nɪ'keɪʃən/	4 th syllable	Correct	Good pronunciation
		/pə:sə'nælɪ.ti/	/pə:sə'nælɪ.ti/	3 rd syllable	Correct	Good pronunciation
16.	P16	/'tʌ.bel/	/'teɪ.bəl/	1 st syllable	Incorrect	The first vowel is changed from /eɪ/ (diphthong) to /e/ or /ɛ/ (monophthong), like the “e” sound in “besar” or “bebek.”
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like record
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪn/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pə.zi.trɪ/	1 st syllable	Incorrect	The stress is incorrect on the

						second syllable, and the vowel /o/ is used as in Indonesian.
		/ə'mei.zɪŋ/	/ə'mei.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/di've.lop/	/di've.lop/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:tə/	/kəm'pjū:tə/	2 nd syllable	Correct	Good pronunciation
		/,ɒp.ə'tju:nə.ti/	/,ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'mei.ʃən/	/,ɪn.fə'mei.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪ.ʃən/	/kə'mju:nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/,pɜ:sə'næl.ɪ.ti/	/,pɜ:sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
17.	P17	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kə:d/	/'rek.ə:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gɪn/	/bɪ'gɪn/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/po'zi.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/ə'mei.zɪŋ/	/ə'mei.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/di've.lop/	/di've.lop/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming /i:/

		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:tə/	/kəm'pjū:tə/	2 nd syllable	Correct	Good pronunciation
		/,ɒp.ə'tju:nə.ti/	/,ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meiʃən/	/,ɪn.fə'meiʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪʃən/	/kə'mju:nɪ'keɪʃən/	4 th syllable	Correct	Good pronunciation
		/pɜ:sə'nælɪ.ti/	/pɜ:sə'nælɪ.ti/	3 rd syllable	Correct	Good pronunciation
18.	P18	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kɔ:d/	/rɪ'kɔ:d/	1 st syllable	Incorrect	The wrong stress on the second syllable, so it sounds like re-CORD
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bi:.gm/	/'bi:.gm/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'ti:.tʃə/	/'ti:.tʃə/	1 st syllable	Correct	Good pronunciation
		/'ɒ.zɪ.trɪv/	/'ɒ.zɪ.trɪv/	1 st syllable	Correct	Good pronunciation
		/'ə'mei.zɪŋ/	/'ə'mei.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ'vel.əp/	/dɪ'vel.əp/	2 nd syllable	Correct	Good pronunciation
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:tə/	/kəm'pjū:tə/	2 nd syllable	Correct	Good pronunciation
		/,ɒp.ə'tju:nə.ti/	/,ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meiʃən/	/,ɪn.fə'meiʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪʃən/	/kə'mju:nɪ'keɪʃən/	4 th syllable	Correct	Good pronunciation
		/pɜ:sə'nælɪ.ti/	/pɜ:sə'nælɪ.ti/	3 rd syllable	Correct	Good pronunciation
19.	P19	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/'rek.ɔ:d/	/'rek.ɔ:d/	1 st syllable	Correct	Good pronunciation

		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bɪ:.gɪm/	/bɪ'gɪm/	2 nd syllable	Correct	Good pronunciation
		/'tɪ:.tʃə/	/'tɪ:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zɪ.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ'vel.əp/	/dɪ'vel.əp/	2 nd syllable	Correct	Good pronunciation
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:tə/	/kəm'pjū:tə/	2 nd syllable	Correct	Good pronunciation
		/'ɒp.ə'tju:nə.ti/	/'ɒp.ə'tju:nə.ti/	3 rd syllable	Correct	Good pronunciation
		/'ɪn.fə'meɪʃən/	/'ɪn.fə'meɪʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ'spɒn.sɪ'bɪ.lə.ti/	/rɪ'spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə'mju:nɪ'keɪʃən/	/kə'mju:nɪ'keɪʃən/	4 th syllable	Correct	Good pronunciation
		/'ɒz:sə'næl.ɪ.ti/	/'ɒz:sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation
20.	P20	/'teɪ.bəl/	/'teɪ.bəl/	1 st syllable	Correct	Good pronunciation
		/rɪ'kɔ:d/	/'rek.ɔ:d/	1 st syllable	Incorrect	Good pronunciation
		/bɪ'kʌm/	/bɪ'kʌm/	2 nd syllable	Correct	Good pronunciation
		/'bɪ:.gɪm/	/bɪ'gɪm/	2 nd syllable	Incorrect	The stress is incorrect on the first syllable, and the first vowel is wrong, pronounced like /i:/.
		/'tɪ:.tʃə/	/'tɪ:.tʃə/	1 st syllable	Correct	Good pronunciation
		/po'si.tif/	/'pɒ.zɪ.tɪv/	1 st syllable	Incorrect	The stress is incorrect on the second syllable, and the vowel /o/ is used as in Indonesian.
		/'ə'meɪ.zɪŋ/	/'ə'meɪ.zɪŋ/	2 nd syllable	Correct	Good pronunciation
		/dɪ'vel.əp/	/dɪ'vel.əp/	2 nd syllable	Incorrect	The first vowel is incorrect, becoming

						/i:/
		/'ɪn.t्रə.stɪŋ/	/'ɪn.t्रə.stɪŋ/	1 st syllable	Correct	Good pronunciation
		/kəm'pjū:.tə/	/kəm'pjū:.tə/	2 nd syllable	Correct	Good pronunciation
		/,ɒp.ə'tju:.nə.ti/	,ɒp.ə'tju:.nə.ti/	3 rd syllable	Correct	Good pronunciation
		/,ɪn.fə'meɪ.ʃən/	,ɪn.fə'meɪ.ʃən/	3 rd syllable	Correct	Good pronunciation
		/rɪ,spɒn.sɪ'bɪ.lə.ti/	/rɪ,spɒn.sɪ'bɪ.lə.ti/	4 th syllable	Correct	Good pronunciation
		/kə,mju:.nɪ'keɪ.ʃən/	/kə,mju:.nɪ'keɪ.ʃən/	4 th syllable	Correct	Good pronunciation
		/pɜ:.sə'næl.ɪ.ti/	/pɜ:.sə'næl.ɪ.ti/	3 rd syllable	Correct	Good pronunciation



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Attachment 5: Students' answers during open-ended questionnaire

1. How would you describe the differences between Indonesian language and English?

No	Theme	Students' responses	Researcher's Interpretation
1.	Differences in grammar and tenses	<ul style="list-style-type: none"> - Indonesian and English are different in grammar, pronunciation, and word order. Indonesian has no tenses or articles, and words are ready as they are written. English uses tenses, articles like a and the, and has more complex grammar. - Indonesian has no tenses, while English uses tenses (past, present, future). - Indonesian language has simpler grammar and does not use tenses like English. English relies on word order and verb changes to show time and meaning. - Indonesian and English differ in grammar, pronunciation, and structure. Indonesian has simple tenses, no verb conjugation, and phonetic spelling, while English uses complex tenses, varied verb forms, and irregular spelling. - The main difference between Indonesian and English lies in grammar, especially the concept of tenses and the use of plural forms. - For me as Indonesian, I think English is more complicated than Indonesian, cause in English there's so many rules, like grammar, etc. not as simple as Indonesian. 	The majority of students cited grammatical and tense distinctions as the primary distinction. Indonesian grammar is simpler and does not use tense inflection, whereas English grammar is thought to be more complicated with tenses, verb changes, and rigid structure. This demonstrates that one of the main obstacles faced by Indonesian English language learners is grammar.
2.	Pronunciation and spelling differences	<ul style="list-style-type: none"> - Indonesian has a high consistency between spelling and pronunciation, whereas what is 	While English spelling and pronunciation frequently diverge,

		<p>written is generally pronounced. Meanwhile, English is known for the discrepancy between spelling and pronunciation.</p> <ul style="list-style-type: none"> - For Indonesian language it's easy to talk and similar pronounce what is written, but in English it's different how to pronounce and write. - English and Indonesian are very different. English has tenses, but Indonesian doesn't, we just say "makan" anytime! Also, English pronunciation is crazy. The word "rid" or "red." - Indonesian pronunciation is also more consistent compared to English. 	<p>several students observed that Indonesian spelling and pronunciation are more consistent. Because Indonesian speakers are accustomed to a one-to-one sound-letter relationship, these differences make it more difficult for them to pronounce English.</p>
3.	Vocabulary and pronoun differences	<ul style="list-style-type: none"> - Indonesian is my first language, while English is a foreign language. I think Indonesian language has simpler form than English. Such as word word "Dia" in Indonesia, it has the function as a pronoun for both woman and man, but English has "He" for man and "She" for girl. - Different because of the accent. - From the vocabulary, dialect, grammar, pronounce, it's very different. - These two languages can't be equalized. 	<p>Some students drew attention to differences in vocabulary and pronouns, such as the gendered English pronouns "he" and "she" and the gender-neutral Indonesian pronoun "dia." This indicates an understanding of the differences between the two languages' linguistic and cultural systems.</p>
4.	Structural and cultural differences	<ul style="list-style-type: none"> - I would say English and Indonesian are completely different because of the cultural and the way people express ideas. English focuses more on tenses and sentence structure, while Indonesian is simpler, more flexible, and context-based in communication. - Because those are from different sides of earth, and each 	<p>A few answers linked the two languages' structural and cultural contexts. Indonesian was characterized as contextual and adaptable, whereas English was viewed as global and rule-based. This suggests that students' perceptions</p>

		<p>language has their own history and also English has an important role as an international language.</p> <ul style="list-style-type: none"> - Indonesian is our national language, English is an international language. 	<p>and usage of both languages are influenced by their cultural background and language function.</p>
5.	General observations and simplified statements	<ul style="list-style-type: none"> -From the accent and language. - Different accent. - Indonesian is simpler in grammar and has no tenses, while English uses many tenses and word changes. - 	<p>Some students summed up the differences by stating that English is more complicated, mostly because of grammar and pronunciation, while Indonesian is simpler. These succinct answers are still consistent with the more general themes of complexity versus simplicity.</p>

2. Do you think the differences between Indonesian language and English affect your ability to learn English?

No	Theme	Students' responses	Researcher's interpretation
1.	Grammar and structure differences	<ul style="list-style-type: none"> -Yes, the differences affect my ability to learn English. English has tenses, articles, and different word order, while Indonesian does not. - Yes, I think the differences affect my ability to learn English because English grammar and tenses are more complicated than Indonesian. - Yes, the differences sometimes make it harder to form correct sentences or use the right tenses. - Yes, they do. Sometimes I understand the meaning, but 	<p>The majority of students said that learning English is more challenging because of variations in grammar and sentence structure. Both when writing and when speaking, the use of tenses, articles, and intricate sentence structures can be confusing.</p>

		<p>I make mistakes because English rules don't work the same way as Indonesia.</p> <p>-Yes, the differences between Indonesian and English affect my ability to learn English. English has complex grammar and tenses that do not exist in Indonesia.</p> <p>- Yes, the differences affect learning ability, especially in grammar and tenses that are more complex than Indonesian.</p> <p>- Yes, a little, the grammar and tenses in English are more complex, so it sometimes makes learning harder.</p>	
2.	Pronunciation and vocabulary differences	<p>- Yes, it's like you have memorize a thousand vocabulary in English, with different pronunciation and writing</p> <p>- Yes, because it depends on the person's pronunciation</p> <p>- Yes, the differences affect my ability to learn English because English grammar and pronunciation are more complex than Indonesian</p>	Due to the inconsistent spelling and sound of English compared to Indonesian, which is more phonetic, students struggle with vocabulary and pronunciation.
3.	Translation and negative transfer	<p>-Yes, I agree that exactly for exchange Indonesia to English language</p> <p>- Yes, sometimes it makes me confused when I try to speak or write in English</p>	Due to linguistic differences, some students frequently translate straight from Indonesian into English, which can lead to grammatical errors and confusion.
4.	Positive attitude/adaptation	<p>-Yes, the differences can affect learning English, but with practice and dedication, anyone can become proficient in</p>	A student expressed a positive outlook, thinking that the difficulties brought on by linguistic

		English	differences can be overcome with constant exposure and practice.
5.	General agreement (no detailed explanation)	<ul style="list-style-type: none"> - Yes - Yes, I do - Yes, it's affects - Yes, very affecting - Kind of, moreover for my speaking ability - Yes, I do 	Although they did not identify the most difficult aspects, these students generally concur that the differences have an impact on their learning.

3. Have you ever realized that you made mistakes in English because you used patterns from Indonesian language?

No	Theme	Students' responses	Researcher's interpretation
1.	Direct translation/negative transfer	<ul style="list-style-type: none"> - Yes, I often translate sentences directly from Indonesian, which makes the grammar sound unnatural in English. - Yes, multiple times, cause sometimes I translate it directly, so it makes a little bit strange to speak or to hear. - Yes, sometimes. I often translate directly from Indonesian, which makes the English sentences sound unnatural. - Yes, I often make mistakes because I translate directly from Indonesian to English. - Yes, I have. Sometimes I translate directly from Indonesian, which causes grammatical or word order mistakes in English. - Yes, many Indonesian speakers often realize they've made mistakes due to the influence of Indonesia 	Most students acknowledged that because they translate straight from Indonesian to English, they usually make mistakes. This demonstrates negative transfer, in which L1 structures obstruct L2 learning, particularly in the areas of word order and grammar.

		language patterns.	
2.	Sentence structure interference	<p>- Yes, I have. Sometimes I use Indonesian sentence patterns when speaking or writing in English, so the sentence sound wrong or not natural.</p> <p>- Yes, I have. Sometimes I use Indonesian sentence patterns when speaking or writing in English, so the sentences sound stranger or incorrect.</p> <p>- Yes, I have realized that I sometimes make mistakes because I use Indonesian sentences patterns in English. For example, I tend to place words in the same order as in Indonesian.</p> <p>- Yes, I have, because before using English, I used Indonesian first.</p> <p>- The difference between grammar and meaning, word order, has different pattern. Sometimes the word order from English looks random for me. Very different with Indonesian language which is more flexible.</p>	Sentence structure and word order were cited by many respondents as major error sources. When speaking or writing in English, they frequently use Indonesian syntax rules, which results in grammatically incorrect or unnatural sentences.
3.	Grammar and meaning differences	<p>- Yes, many mistakes happen in the learning process, and it's fine and normal. The difference between grammar and meaning, word order, has different patterns.</p> <p>- Yes, sometimes I make grammar mistakes because I still think in Indonesian when forming English sentences.</p> <p>- Yes, I have exactly phonemes to link other sentence.</p>	Some students demonstrated awareness of how structural differences between the two languages impact their learning by citing grammatical and meaning differences as reasons for errors.
4.	General agreement (no detailed explanation)	<p>- Yes</p> <p>- Of course, I have</p> <p>- Yes, sometimes</p>	Although several students provided brief, unexplained

		<ul style="list-style-type: none"> - Yes, I do - Yes, I am ever - Yes, I think when I speak fast 	<p>affirmative responses, their responses nevertheless demonstrated awareness of how L1 interference impacts their English proficiency.</p>
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4. Do you find it hard to change pronunciation habits that come from Indonesian language? Why or why not?

No	Theme	Students' responses	Researcher's interpretation
1.	Difficult due to different sound systems	<ul style="list-style-type: none"> - Yes, I do. Some English sounds don't exist in Indonesian, so it's hard to pronounce them correctly. I often say the words the Indonesian way by habit. - Yes, because some English sounds, like /θ/ or /ð/, don't exist in Indonesian, so it takes time to pronounce them correctly. - Yes, I do, because Indonesian pronounce is simpler and more consistent, while English has many sounds that don't exist in Indonesian. - Yes, it's hard cause Indonesian sound is more simpler. Like the way I speak it's same with the way I write. While English has a stress and intonation. - Yes, I find it quite hard to change pronunciation habits from Indonesian. Some English sound don't exist in Indonesian, so I tend to pronounce them incorrectly. - Yes, I do. Some English 	<p>Because the sound systems of English and Indonesian differ, most students find it challenging to alter their pronunciation patterns. The absence of some English phonemes in Indonesian, including /θ/, /ð/, /ʃ/, and /tʃ/, results in negative transfer and frequent mispronunciation.</p>

		<p>sounds don't exist in Indonesian, so it's hard to pronounce them correctly.</p> <ul style="list-style-type: none"> - Yes, because in Indonesian we pronounce every letter, but in English some words sound very different from how they are written. - Yes, I do because I didn't identify the word that I knew, I just tried to read a word by written. 	
2.	Difficult due to spelling pronunciation inconsistency	<ul style="list-style-type: none"> -Yes, I do. It's hard because Indonesian pronunciation is always the same as the spelling, but English words are often pronounced differently from how they are written. - Yes, I do. Because I am not used to it. - Because I am not used to it. -Yes, because I'm not used to using English on a daily basis 	Some participants mentioned that it is challenging to adapt due to variations in English spelling and pronunciation. They read and pronounce English words differently because they are more accustomed to the phonetic consistency of Indonesian.
3.	Easier with practice and exposure	<ul style="list-style-type: none"> -No, I don't find it hard because I practice a lot using visual media such as watching English films or listening to music. - No, because I often hear and practice imitating native speakers, so I'm used to it. - It's not too difficult because there are several Indonesian words taken from English terms. - it's not too difficult because I make it a habit to study English pronunciation 3 times a week. - Changing pronunciation habits can be challenging, but with consistent practice and listening, it's possible to 	A smaller group of students believed that regular training, exposure to native pronunciation (through songs, movies, and repetition), and practice could help them change their pronunciation habits. They are aware of the need for improvement and exhibit positive motivation.

		<p>improve pronunciation.</p> <p>- For me, not really. Every person has a different ability, but I can follow pronunciation easily, even if sometimes I forget.</p>	
4.	Influence of daily Indonesian use	<p>- I find it difficult to change my pronunciation habits from Indonesian because every day we use Indonesian to interact with other people.</p>	<p>Because a student constantly exposed to Indonesian in their daily lives, which reinforces L1 pronunciation patterns, some students find it challenging to modify their pronunciation habits.</p>

5. Are you aware when Indonesian language helps you in learning or using English?

No	Theme	Students' responses	Researcher's interpretation
1.	Vocabulary similarities	<p>- Yes, I am. Sometimes Indonesian helps me understand English words that have similar meanings or roots, and it makes learning vocabulary easier.</p> <p>- Yes, I am. Indonesian helps me understand English meaning faster because some words are similar or borrowed from English.</p> <p>- Yes, it helps when both languages share similar vocabulary from latin or English loanwords.</p> <p>- Yes, it helps me a lot because some vocabulary between Indonesian and English is similar, like “television” and “TV”.</p> <p>- Yes, sometimes. It helps</p>	<p>Most students said that learning English vocabulary is aided by Indonesian, particularly when words are borrowed from English or have similar meanings (cognates). This illustrates positive transfer, in which learning is facilitated by L1 and L2 similarities.</p>

		<p>when the words have similar meanings or sounds.</p> <p>- Yes, sometimes. It helps me understand meanings because some English and Indonesian words are similar.</p> <p>- Yes, of course, it is very helpful, because we learn English with the help of Indonesian as well, namely by translating it.</p> <p>- Yes, I am. Indonesian helps me understand basic sentence structure and some similar vocabulary, which makes learning English easier.</p>	
2.	Sentence structure and grammar awareness	<p>- Indonesian can help in learning English in some ways, such as: cognates (lie “telephone” → “telepon”), and logical sentence structure (both use subject-verb-object word order).</p> <p>- Yes, I am aware when Indonesian helps me in learning English. It helps me understand meanings or grammar more easily by comparing both languages. However, sometimes it also causes confusion when the structure are different.</p>	<p>Some students realized that the S-V-O structure of both languages is similar, which aids in their comprehension of English grammar and sentence construction. They do observe, though, that there is occasionally misunderstanding when grammatical rules diverge.</p>
3.	General positive awareness	<p>- Yes</p> <p>- Yes, sometimes.</p> <p>- Yes, it helps.</p> <p>- Yes, I do.</p> <p>- I do, it helps me to understand the language.</p> <p>- Yapps.</p> <p>- Of course</p>	<p>The majority of these students agreed that learning Indonesian aids their comprehension of English, but they did not say which specific areas (pronunciation, vocabulary, or grammar) it helped. They continue</p>

			to acknowledge the importance of L1 support for L2 learning in their responses.
4.	Negative response	-No - No, I don't think so	Few students stated that they were unaware of any assistance available in Indonesian for learning English. Lack of metalinguistic awareness or a greater emphasis on L2 input without L1 comparison could be the cause of this.

6. Do you think recognizing similarities between the two language helps you improve faster in English? Why or why not?

No	Theme	Students' responses	Researcher's interpretation
1.	Vocabulary and grammar connection	<p>-Yes, I do. Recognizing similarities helps me learn faster because I can connect English words or grammar with what I already know in Indonesian. It makes learning easier to remember.</p> <p>- Recognizing the similarities between Indonesian and English can accelerate English learning because these similarities provide a familiar starting point.</p> <p>- Yes, I do. Recognizing similarities helps me learn faster because I can connect new English words or grammar to what I already know in Indonesian. It makes learning easier and more</p>	The majority of students concurred that understanding the parallels between English and Indonesian speeds up learning. They underlined that it enhances comprehension and memory retention by enabling them to make connections between vocabulary and grammar in both languages. This illustrates a beneficial transfer effect.

		<p>familiar.</p> <ul style="list-style-type: none"> - Yes, recognizing similarities helps me improve faster because it makes learning easier. I can relate English words or structures to Indonesian ones. It also helps me remember vocabulary and grammar better. - Yes, because recognizing similarities helps me understand concepts more easily and connect new English word or grammar to what I already know in Indonesian. 	
2.	Vocabulary recall and easier memorization	<ul style="list-style-type: none"> - Yes, recognizing similarities helps me learn faster because I can easily remember words that sound or mean the same. - Yes, because when I find the same vocabulary it makes me easier to understand and remember. - Yes, because when I find something similar, I can understand and remember it more easily. - Yes, because it's easier to remember. - Yes, it helps. Recognizing similarities makes it easier to remember word and understanding their meanings. - Yes, because of these similarities we can see it is easier to learn it. - Yes I do because I know what that means and knowing how to pronounce the word or sentence. - Yes, because by knowing it will be easier for us to 	<p>Many students emphasized that English is easier to remember and comprehend when it is similar to Indonesian, particularly when words have similar sounds or meanings. This demonstrates how lexical similarities are used by students as a memory aid when learning new words.</p>

		<p>improve our English skill.</p> <p>- Yes, that's right, because it will make easier for us to learn English quickly.</p>	
3.	Structural understanding (sentence pattern awareness)	<p>-The similarities of two languages help me a lot to understand the structure.</p> <p>- Yes, recognizing similarities can help improve English skills faster because: cognates (similar words) aid vocabulary acquisition and shared grammatical concepts facilitate learning.</p>	Some students understanding the similarities between English and Indonesian sentence structure such as word order or grammar patterns— helps them better comprehend how sentences are put together in English.
4.	Learning through mistakes	<p>-Yes, because sometimes I make mistakes, and those mistakes help me improve my English significantly.</p>	One student realized that her English improvement was facilitated by recognizing similarities and even mistakes made by others. This demonstrates a positive awareness of cross-linguistic influences and demonstrates learning through reflection and error correction.
5.	Negative response (Accent difference)	<p>-No, because different accent between both.</p>	Only one student disagreed, indicating that the different accents and pronunciation of the two languages prevented them from capitalizing on their similarities.

7. Are you aware that not all English words or structures have equivalents in Indonesian language?

No	Theme	Students' responses	Researcher's interpretation
1.	Awareness of non-equivalent words and	<p>-Yes, I am. Some English words or</p>	Not every English word or grammatical structure

	<p>structures</p> <p>grammar structures don't exist in Indonesian, so sometimes it's hard to translate them exactly.</p> <p>- Yes, I am. Some English structures don't exist in Indonesian, so I have to learn their meanings through context or examples.</p> <p>- Yes, I am aware. Some English word or structures don't have exact equivalents in Indonesian. This makes translation and understanding more challenging.</p> <p>- Yes, I am. Some English words or structures don't exist in Indonesian, so they must be learned and understood in context.</p> <p>- Yes, I am. Some English words or expressions don't exist in Indonesian, so they must be explained differently.</p> <p>- Yes, many English words and structures don't have direct equivalents in Indonesian, which can make translation and learning more challenging. Indonesian and English have different linguistics and culture context, so learners often need to understand the nuances and context-specific</p>	<p>has a direct equivalent in Indonesian, as most students are aware. They said that this frequently makes comprehension and translation challenging. They demonstrated awareness of the semantic and cultural distinctions between the two languages by acknowledging that context and cultural background affect meaning.</p>
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		<p>meanings to use English effectively.</p> <p>- Yes, I know. Because there are some words and expressions in English that don't have direct equivalents in Indonesian, usually due to cultural differences and ways of thinking.</p> <p>- Yes I know, because these differences are the result of differences in history, culture, and perspective of each language.</p>	
2.	Idioms and untranslatable expressions	<p>- Yes, I think there's a lot of idiom sometimes make me confuse. They cannot directly translate into Indonesian, cause it will make change real meaning.</p> <p>- Yes, some English expressions or idioms have no direct translation, which makes them difficult to understand.</p> <p>- Yes, sometimes I can't find the right Indonesia word to translate English sentences.</p>	<p>Idioms and other figurative expressions in English are especially challenging to translate, according to several students. This demonstrates their comprehension of the importance of cultural context and figurative meaning in language equivalency.</p>
3.	Partial awareness/ limited understanding	<p>-Yes, some of Indonesian word it's so different when it's translate to English.</p> <p>- Yes, of course, I'm aware</p> <p>- Yes, I do</p> <p>- Yes</p> <p>- Yes I agree</p> <p>- Yesss</p>	<p>Although they did not go into further detail, some students demonstrated an awareness of the distinctions between English and Indonesian. Despite the lack of a thorough explanation, their answers nevertheless show that they recognize the differences.</p>
4.	Lack of awareness	- No	Only a few students are

		<ul style="list-style-type: none"> - No - I don't know 	<p>unsure that there is no equivalent between Indonesian and English. This may be due to a lack of experience or expertise in translation or cross-language comparison.</p>
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8. Do you think learning about culture helps you understand words that have no equivalents in your native language?

No	Themes	Students' responses	Researcher's interpretation
1.	Learning culture enhances understanding of meaning and context	<ul style="list-style-type: none"> - Yes, I do. Learning about culture helps me understand the meaning and use of words that don't exist in Indonesian, because culture shows how people use those words in real life. - Yes, culture helps a lot. When I know the culture, I can understand the meaning behind certain phrases or idioms that sound strange in Indonesian. - Yes, learning about culture helps me understand those words better. It gives me context and meaning behind them. Culture explains why certain words exist only in that language. - Yes, because understanding culture helps me grasp the meaning and context of words that don't exist in my native language. 	<p>The majority of students concurred that knowing English speakers' cultures aids in their interpretation and usage of terms for which there are no direct Indonesian equivalents. They came to see that language and culture are closely related, and understanding the cultural background helps one understand the meaning, purpose, and application of words.</p>

		<ul style="list-style-type: none"> - Yes, it helps because culture shows the real meaning of words that don't exist in Indonesian. - Yes, I do. <p>Understanding culture helps me know the real meaning and context of those words.</p>	
2.	Culture as a bridge for cross-linguistic understand	<ul style="list-style-type: none"> - Learning about culture can definitely help. When words or phrases are deeply rooted in a culture, understanding the context, customs, and values behind them can provide insight into their meanings and usages. This can be especially helpful for words or expressions that don't have direct equivalents in another language. - Yes, studying culture really helps to understand words that don't have an equivalents in the mother tongue because language and culture are two things that are closely related. - Yes, it's interesting way to learning language. 	<p>A number of students emphasized how culture can help us understand linguistic differences. They underlined that understanding cultural background enhances understanding of English idioms, expressions, and distinctive concepts.</p>
3.	General agreement without detailed explanation	<ul style="list-style-type: none"> - Yes - Yes - Yes, it really helps - Yes, it can help - Yes, sometimes - Yes, of course - Yes, that's right - Emm yes I do 	<p>Although many students gave brief or insufficiently detailed answers, they generally agreed that culture aids in understanding. This shows awareness, but it lacks a thorough analysis of the precise ways in which culture influences language acquisition.</p>
4.	Limited or no agreement	<ul style="list-style-type: none"> -No - Yes I do, it's just imitate 	<p>A very small number of students did not agree or</p>

		that word, sometime little bit hard to say	gave unclear explanations, suggesting that they may not fully grasp how cultural knowledge relates to language understanding.
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9. How difficult do you think learning English is for you compared to Indonesian language?

No	Theme	Student's responses	Researcher's interpretation
1.	English is more difficult because of grammar, tenses and pronunciation	<p>-Learning English is more difficult than Indonesian because English has many grammar rules, tenses, and different pronunciation, while Indonesian is simpler.</p> <p>- I think learning English is more difficult than Indonesian because English has many grammar rules, tenses, and irregular verbs, while Indonesian is simpler and more consistent.</p> <p>- It's more difficult because English grammar and pronunciation are more complex than Indonesian.</p> <p>- Learning English is more difficult for me than Indonesian because of different grammar rules and pronunciation, I also needed to learn many new words. However, with practice, it becomes easier.</p> <p>- Learning English is more difficult because it has complex grammar, irregular spelling, and</p>	<p>Because of its complicated grammar, many tenses, irregular verbs, and inconsistent pronunciation, the majority of students said that learning English is more difficult than learning Indonesian. They believed that while English demands more work and memorization, Indonesian is easier to understand, more straightforward, and more predictable.</p>

		<p>many exceptions compare to Indonesian.</p> <p>-It's more difficult. English has more complex grammar, tenses, and pronunciation than Indonesian.</p> <p>- It's harder, because English has many grammar rules and different sentence structures.</p> <p>- Learning English is more difficult for Indonesian speakers than learning Indonesian itself, mainly because of the differences in grammar, spelling and pronunciation.</p> <p>- The pronunciation</p>	
2.	English is difficult but becomes easier with practice	<p>- I would say the difficulty was 70 out of 100 at first, but when I learned more and practiced a lot, it became easier.</p> <p>- It's not difficult when we learn a lot about structure and vocabularies.</p> <p>- It's not that difficult if you keep learning.</p> <p>- Because English is not studied or used in everyday life, it is difficult to learn. However, if you get used to using English, it will be easy to understand.</p> <p>- I need an effort to master it, cause of course English is not my first language. So it's very difficult at the first time, but I still enjoy to learn it.</p>	<p>Many students agreed that learning English is difficult at first but gets easier with constant practice, exposure, and encouragement. They understood the importance of habit and perseverance in overcoming language barriers.</p>
3.	English is difficult due to limited use and exposure	-I find difficult with English because English	Some students pointed out that

		<p>is not common in our country and there is very little motivation to learn it.</p> <ul style="list-style-type: none"> - Because English is not studied or used in everyday life, it is difficult to learn. 	<p>learning is more difficult when English isn't used much in everyday conversations. They find it difficult to apply what they've learned in practical settings if they don't receive frequent exposure and practice.</p>
4.	Difficult depends on effort and learning habits	<p>-It's depends on how often we studying, listening, or speaking in English.</p> <ul style="list-style-type: none"> - Yes, it's quite difficult. - As a language companion, I don't have personal experiences, but I can provides insight. For Indonesian speakers, English can be challenging due to differences in grammar, vocabulary, and pronunciation. However, with consistent practice and exposure, many Indonesian speakers can become proficient in English. 	<p>Some students, the level of difficulty varies based on each student's drive, work, and learning preferences. They proposed that exposure and frequent use might eventually make English easier.</p>

10. What aspect of English do you find the most difficult to learn (e.g., pronunciation, grammar, vocabulary, or speaking?)

No	Theme	Students' responses	Researcher's interpretation
1.	Grammar as the most difficult aspect	<ul style="list-style-type: none"> - Grammar - Grammar - Grammar or the structure 	Grammar is the most difficult aspect of learning English,

		<ul style="list-style-type: none"> - Grammar - I find grammar the most difficult to learn because English has many rules and exceptions that are different from Indonesian. 	according to the majority of students. They stated that it is difficult to correctly apply English grammar rules and exceptions because they are intricate and significantly different from Indonesian.
2.	Grammar and pronunciation are both difficult	<ul style="list-style-type: none"> -I find grammar and pronunciation the most difficult because English has many rules and sounds that are different from Indonesian. - I find grammar and pronunciation the most difficult. English grammar has many rules and exceptions, and pronunciation is hard because some words are not pronounced as they are written. - Pronunciation and grammar are the most difficult because they require consistent practice and attention. - Grammar and pronunciation - Grammar and pronunciation - Pronunciation and grammar are the harder, because I must think both of them when I am talking. - I find pronunciation and grammar the most difficult because English sounds and sentence rules are often different from Indonesian. - Grammar and pronunciation, because 	Most respondents stated that pronunciation and grammar are equally challenging. The numerous rules and exceptions in grammar made it difficult for them, and the distinctions between spoken and written English made pronunciation difficult. This demonstrates that pupils struggle with both fluency (pronunciation) and accuracy (grammar).

		<p>composing grammar and pronunciation is difficult.</p> <ul style="list-style-type: none"> - For me, pronunciation and grammar are the hardest parts. 	
3.	Pronunciation as the main difficulty	<p>-Pronunciation</p> 	<p>Pronunciation was noted by some students as the most challenging component. Unlike Indonesian, where words are pronounced as written, English spelling and pronunciation are inconsistent, so they had trouble pronouncing English words correctly.</p>
4.	Multiple aspects are difficult	<ul style="list-style-type: none"> - Everything - Pronunciation and grammar can be challenging, but vocabulary and speaking are also important. It's different for everyone - Memorizing and vocabulary, if pronunciation is easy - I think pronunciation and speaking 	<p>Some students said that speaking, vocabulary, pronunciation, grammar, and other areas of English are difficult. According to their beliefs, learning English necessitates mastering all of these abilities simultaneously, and each student may struggle with different aspects based on their individual strengths and weaknesses.</p>

11. Do you think some of your pronunciation or grammar errors are difficult to change? Why?

No	Theme	Students' responses	Researcher's interpretation
1.	Errors are difficult to change because they have become habits	<p>- Yes, they are difficult to change because I'm already used to speaking with Indonesian patterns and sounds, so it takes time to build new habits in English.</p> <p>- Yes, habit</p> <p>- Yes, I do. Some pronunciation and grammar errors are difficult to change because I've used them for a long time, and they come naturally when I speak. It takes practice to fix them.</p> <p>- Yes, because they have become habits from years of using Indonesian patterns in speech.</p> <p>- Yes, some errors can be hard to change because they become habits. Pronunciation errors might require retraining your mouth and ears to produce new sounds, while grammar errors might need a conscious effort to learn and apply new rules. Consistent practice and feedback can help overcome these challenges.</p> <p>- Yes it's very difficult. I have to change my habit. Cause i already learned it in the wrong way. So it's difficult to build a new</p>	<p>Most respondents concurred that because pronunciation and grammar mistakes have already become ingrained, they are difficult to correct. Students' long-standing usage of Indonesian language patterns is the source of these habits. It takes constant practice, awareness, and correction to break such habits.</p>

		<p>habit</p> <ul style="list-style-type: none"> - Yes, some pronunciation and grammar errors are difficult to change because they are influenced by habits from my first language and need consistent practice to improve. - Yes, because those errors have become habits influenced by Indonesian patterns and are hard to correct without constant practice. - Yes, they are. Because I've used them for a long time, it's hard to break the habit. - Yes, because I've been used to speaking in Indonesian patterns for a long time. 	
2.	Errors are difficult due to lack of exposure or practice	<ul style="list-style-type: none"> - Yes, due to lack of learning. - Some of my pronunciation are difficult to change because I don't really use English as a daily communication. - Yes, because English is rarely used in everyday life, so it is difficult to get rid of this habit. - Yes, because of the habit with the language accent maybe. 	Because they don't use English often in their daily lives, some students found it challenging to correct their mistakes. They struggle to internalize proper grammar and pronunciation due to a lack of exposure and practice opportunities.
3.	Errors are not too difficult to change with practice and motivation	<ul style="list-style-type: none"> -No, I don't think so. But sometimes I make mistakes in grammar because I forgot the tenses formulas. - No, because with diligence and high motivation to study it will definitely not be difficult 	Some students thought that with constant study, practice, and drive, pronunciation and grammar mistakes could be corrected. They stated that they get better when they practice under the right supervision and are

		<p>to change it.</p> <ul style="list-style-type: none"> - No, because I often practice speaking and listening to native speakers, so I quickly notice and correct my pronunciation or grammar mistakes. - No, I don't it's balance for me because I just imitate what that rule. 	conscious of their errors.
4.	Other factors (dialect or cultural influence)	<ul style="list-style-type: none"> - Difficult because dialects from childhood to adulthood have become a habit of the tongue, but someone with the ability and intelligence to speak will certainly be fine. - Yes, because the culture. 	<p>Few students claimed that their inability to correct pronunciation errors is also influenced by their dialect and cultural background. Since they were young, they have spoken with a local accent, which has become ingrained in their speech pattern.</p>

12. In your opinion, what causes those mistakes to keep appearing in your English?

No	Theme	Students' responses	Researcher's interpretation
1.	Thinking in Indonesian/ L1 interference	<ul style="list-style-type: none"> - Those mistakes keep appearing because I often think in Indonesian when speaking English, so I use Indonesian patterns without realizing it. - I think those mistakes keep appearing because I still think in Indonesian when speaking English, and I don't practice enough to make correct patterns automatic. - I think it's because I still mix Indonesian sentence structure with English, especially when I speak 	<p>As a result of thinking in Indonesian first, most students reported negative transfer from their mother tongue into English. As a result, when speaking or writing in English, Indonesian grammatical structures and pronunciation patterns are used. Due to the unintentional influence of their native language system, students</p>

		<p>quickly</p> <ul style="list-style-type: none"> - Those mistakes keep appearing because I still use Indonesian patterns when speaking English and sometimes forget the correct grammar or pronunciation rules. - They keep appearing because I often think in Indonesian first and then translate directly into English. - I often think in Indonesian first and then translate it into English, the sentence structure sometimes follows Indonesian patterns. This makes my English sound unnatural and leads to repeated grammar or word choice mistakes. - Because I still think in Indonesian before speaking in English. - Due to mother tongue interference (Indonesian) and lack of grammar understanding. - The main causes in interference from my first language and lack of consistent speaking practice in English. 	frequently repeat mistakes as a result of this interference (L1 transfer).
2.	Lack of practice and exposure	<ul style="list-style-type: none"> - I don't practice grammar regularly and sometimes I focus more on speaking fluency than on using the correct structure. - I don't memorize the vocabulary. - Due to lack of study. - The main causes is interference from my first language and lack of consistent speaking practice 	Some students, a lack of practice and exposure to English in everyday situations leads to recurrent errors. It becomes challenging to internalize proper grammar and pronunciation patterns if speaking, writing, and listening are not

		in English.	practiced consistently.
3.	Complex grammar and pronunciation rules	<p>-The complex of English grammar, especially tenses and inconsistent pronunciation rules, contributes to repeated mistakes.</p> <ul style="list-style-type: none"> - About grammar control, structure text, and pronounce. - Pronunciation and grammar. 	A number of students emphasized how complicated and inconsistent English grammar and pronunciation rules are. Due to these challenges, students are more likely to make the same mistakes repeatedly, especially when it comes to pronunciation, sentence structure, and tense usage.
4.	Lack of motivation or ineffective learning methods	<p>-Due to the lack of motivation and enthusiasm for learning English and monotonous and boring learning method.</p>	Some students pointed out that repetitive errors can result from uninteresting learning strategies and low motivation. Without interesting and purposeful learning opportunities, students might become disinterested, which would impair their concentration and ability to increase accuracy.
5.	Cultural or dialect influence	<ul style="list-style-type: none"> - Because the cultural/language used every day has a different accent. 	One student, pronunciation patterns are influenced by dialect and culture, which causes some mistakes to persist. This suggests that error retention is also influenced by the local accent and linguistic context.

Attachment 6: 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 Email: tarbiyah.iainjember@gmail.com

Nomor : B-14145/In.20/3.a/PP.009/11/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Uin Khas Jember

Jember, Jl. Mataram No.1, Karang Miuwo, Mangli, Kabupaten Jember â™

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

NIM	:	212101060031
Nama	:	WILDA AYU NUR AZIZAH
Semester	:	Semester Sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Influence of Madurese Dialect on Students' English Word Stress" selama 4 (empat) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. H. Abdul Mu'is, S.Ag ., M.Si Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 November 2025

an. Dekan,

Wakil Dekan Bidang Akademik,



Attachment 7: Research finishing letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
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SURAT KETERANGAN

Nomor : 1466/Un.22/D.1.Wd.1/PP.00.9/11/2025

Yang bertanda tangan di bawah ini,

Nama : Dr. Khotibul Umam, M.A
 NIP : 197506042007011025
 Jabatan : Lektor Kepala/Wakil Dekan Bidang Akademik FTIK

dengan ini menerangkan bahwa

Nama : Wilda Ayu Nur Azizah / 212101060031
 Program Studi : Tadris Bahasa Inggris
 Semester : 9
 Judul Penelitian : "The Influence of Madurese Dialect on Students' English Word Stress"

benar-benar telah menyelesaikan penelitian mulai 15 oktober 2025 - 18 oktober 2025 di Fakultas Tarbiyah dan Ilmu Keguruan Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 28 November 2025

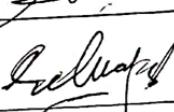
An. Dekan,
Wakil Dekan Bid. Akademik,

Khotibul Umam

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Attachment 8: Journal Of The Research

RESEARCH JOURNAL
THE INFLUENCE OF MADURESE DIALECT ON STUDENTS' ENGLISH WORD STRESS

No	Time	Activity	Informant	Signature
1.	14 th October, 2025	Sending a permission letter for doing research	Moh. Zainuri, S. E	
2.	15 th October, 2025	Collecting data through pronunciation task	TBI 2 students' with Madurese dialect	
3.	17 th October, 2025	Collecting data through interview	TBI 2 students' with Madurese dialect	
4.	26 th November, 2025	Asking research's finished letter	Moh. Zainuri, S. E	

Jember, 26 November 2025

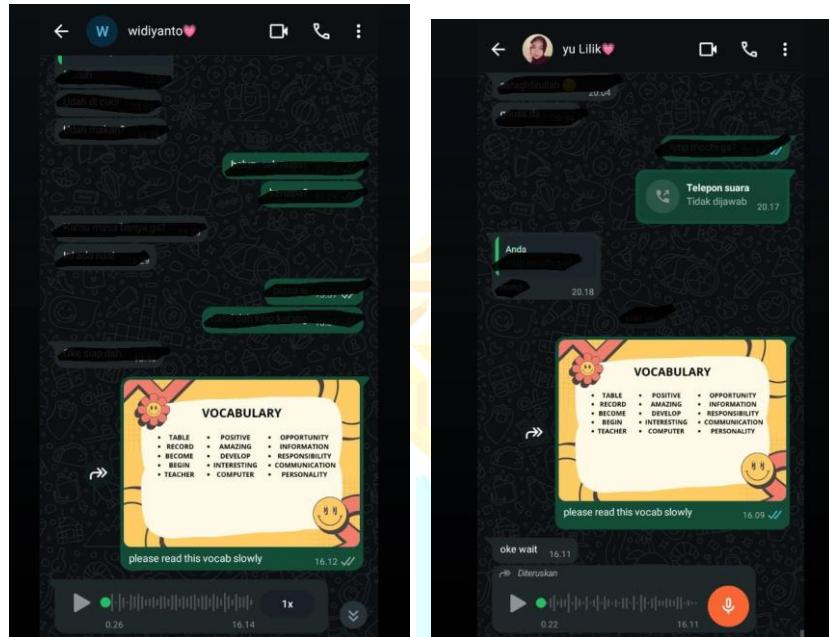
The head of English study program of UIN
KHAS Jember

Dewi Nurul Qomariah, S.S.,M.Pd
NIP. 197901272007102003

**UNIVERSITAS ISLAM
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

Attachment 9: Documentation

Recording pronunciation task via whatsapp



Open-ended questionnaires via google forms



Attachment 10: Curriculum Vitae**Curriculum Vitae****1. Personal information**

- a. Name : Wilda Ayu Nur Azizah
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- c. Place date of birth : 23 December 2002
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2. Education Background

- a. Elementary school : Mi-At Taqwa Bondowoso
- b. Junior High School : MTS Nurul Jadid
- c. Senior High School : SMA Nurul Jadid