

The influence of Madurese dialect on students' English word stress

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ABSTRACT

In contexts where English is a foreign language, such as in Indonesia, communication in English is challenging. In Indonesia, English is only taught as a mandatory subject in high schools. Madura is one of the islands in East Java that has unique characteristics, especially the native language. This study aims to analyze the misplacement of English word stress done by Madurese students and to explore the reasons why they frequently misplace the word stress. A questionnaire and recording were used to collect data on students' background and to record the students' voices in pronouncing English words. The data were analyzed by using qualitative research design to find out the causes of word stress misplacement. The findings reveal that mother language, motivation, attitude, and age are the most influential factors of students' misplacement of word stress. Besides, the lack of pronunciation training and practice provided by teachers in their high school is also a factor causing students to produce incorrect word stresses.

Keywords: English pronunciation; English syllable; Madurese dialect

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INTRODUCTION

The reality that English is recognized as a foreign language in Indonesia is reflected on the education system which assigns it as a supplementary subject in school, especially at elementary and secondary level. Considering that it is a supplementary subject, the teaching and learning process is not maximum yet. The English subject given is focused on grammar and language structure (Hakim, 2017). In some secondary schools (junior and senior high school), English is taught in limited conditions, especially in remote areas. English teaching and learning cannot run smoothly, especially in secondary education in which teachers are left without clear guidelines and face contradictory practices for English Teaching Instruction in Indonesia. This condition is triggered by the reality that the exposure to the Target Language (TL) is limited (Zein, 2020). English is given at secondary

schools as language specialization (local content language) This is one of the reasons why English is considered as an international language, where it is used for international communication, business, culture and diplomacy.

The use of English for international communication must be supported by good proficiency in using English. Pronunciation is one of essential components of oral communication, because when someone pronounces words clearly and correctly, he produces a collection of speech units (Berry, 2021). Thus, without correct pronunciation, verbal communication can be done inadequately and can be rigorously impaired. Exposure to pronunciation is necessary to improve the language skills of EFL learners (Abker, 2020). It would help learners distinguish good English from poor English. As Reed and Levis (2019) state, language is regularly expressed and conceived in

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various systems, both segmental features and suprasegmental features. Pronunciation, word stress, timing, rhythm and intonation are parts of suprasegmental features. The habit of producing a sound is acquired by repeating it over and over again.

Pronunciation is crucial in communication. It helps students solve serious intelligibility problems. People can understand what we say if we pronounce words correctly. Stress, articulation, and intonation are the three components of pronunciation. Stress emphasizes the syllables. Articulation refers to the movement of the teeth, lips, and tongue to change the sound produced (Wang, 2020). When speaking, intonation refers to the rising or falling of a sound. The way to pronounce English properly is one of barriers for people, especially for those who cannot speak English well. Not only does pronunciation make students aware of different sounds and sound features, it also helps them use spoken English more effectively. Understanding spoken English entails more than just correctly pronouncing individual words. It also requires the ability to hear and stress English words. Word stress is a big problem faced by Indonesia speakers in pronouncing English words because most of them do not have adequate theoretical knowledge about how to place right stress on right syllable of English word (Saiful, 2013)

The condition that Indonesia is a country with multi-dimensional perspectives of language diversity enables people to communicate different mother tongues with different people from other regions (Zein, 2020). It normally happens to people from different cultural backgrounds who speak English for communication which is known as a lingua franca. Lingua Franca, as stated by UNESCO in 1953, is a language which is used habitually by people whose mother tongues are different to facilitate communication between them. One of mother tongues in Indonesia is Madurese, which has unique features and is spoken by numerous speakers. The number of Madurese speakers who speak the language for daily communication is approximately 7.8 million (Ananta et al., 2017). This number includes both speakers living on the Island of Madura and outside Madura, such as the north coast of East Java, as well as those living on other islands across the Indonesian archipelago. Outside Madura, speakers of Madurese are mostly concentrated in a number of regencies across the north coast of East Java. On the island, Madurese is formally taught in schools from grade 1 to grade 11 as part of muatan lokal (local content), but most speakers are also fluent in Indonesian (Misnadin, 2018).

Madura as one of regional languages with unique features influences the way they communicate both in Indonesian and in English as their foreign language. It is said that perceptions of

cultural and linguistic differences are essential in intercultural communication (Jenkin et al., 2020). The way the Madurese speak English is influenced by their first language of Madurese dialect, especially in placing the word stress. Most Madurese frequently misplace the word stress with suffixes because they tend to defend the stress for the stem that was previously studied in their native language. One example is the word "popular" /'pɒpjələr/ which is stressed on the first syllable and the word "Popularity" /pɒpjə'lerəti/ which is stressed on the third syllable. The students often put the stress on the second syllable /pə'pjələr/ and sometimes put the stress on the first syllable on /'pɒpjələrəti/. The misplacement of word stress or the stress shift in English has become issues for EFL learners, especially for college students (Arienintya, 2017; Weda, 2012; Weda, 2018).

In Indonesia, English is given as a compulsory subject at junior high school and senior high school level. It was changed due to the growing need for English in a multilingual ASEAN. The policy of English as a medium of instruction in primary education has been agreed by some ASEAN countries, but not in Indonesia. Kirkpatrick, as quoted by Zein, (2020) suggests the postponement of English to be given in primary education with the reason that English could displace other subjects from the curriculum, especially local language (Zein, 2020). This condition also happens in some high schools in Indonesia, especially in remote areas where regional language is still dominant. English is taught at high school level in some areas in Indonesia with Indonesian Language as the language of instruction, especially in some schools in remote areas, where regional language which is also their first language is still dominant. The influence of the first language on English learning is strong, especially in terms of pronunciation of English words, including the word stress.

According to previous research done by Gilakjani (2016), 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 words 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 or penultimate syllables when speaking English and they tend to put stress wherever they want.

Another research was done by Syarifah et al. (2020) who investigated the word stress production of male and female Madurese students and found that there were no differences in terms of gender, especially on word stress. The results of that study generated the researcher in investigating the

possibilities of misplacing the word stress based on the number of syllables without differing on gender.

Most Madurese who live in other areas outside of Madura Island always use Madurese as their daily language. As Zein stated, (Arienintya, 2017; Weda, 2012; Weda, 2018).

People who no longer live in their territory are still associated with their origin by communicating using their indigenous language/native language (Zein, 2020). No matter what their profession is and where they are, they usually use Madurese as their communication language when they meet other Madurese. Madurese is spoken by Maduranese or people from Madura Island and other parts of north eastern part of East Java Province, including Gersik, Probolinggo, Jember, Bondowoso, Lumajang, Pasuruan, and Mojokerto. The use of Madurese in their daily life as their communication language has significant influences on their foreign language proficiency. It happens to most of Madurese students who study in other cities in Indonesia. Most Madurese can be recognized when they speak English or pronounce some English words. (Sa'adiyah, 2021). Many of them often make mistakes in putting the word stress in some English words. The misplacement of word stress is influenced by the lack of pronunciation training and lack of knowledge about the rules of word stress and dialect (Syarifah et al., 2020).

Mother tongue (L1) has a clear influence on learning L2 pronunciation. It happens to Madurese students who dominantly use L1 in their daily communication. This happens to Madurese students who study at one of the vocational colleges in Surabaya. Most of the Madurese students are reluctant to be active in speaking English, and when they are asked to speak English, most of them make mistakes in pronouncing some words by misplacing the word stress. It is related to Gosselke Berthelsen (2022) in her psychophysiology research who claimed that native language experience shapes L2 tone processing and acquisition. Where LI and L2 rules are in conflict, errors are expected to be committed by foreign learners. Besides, they started to learn English when they were in Junior High School. When they were in Junior High School, English was taught as a compulsory subject with a minimum standard because of inadequate education facilities. The curriculum of English as a compulsory subject in middle school was emphasized on grammar without paying attention to pronunciation and word stress.

Pronunciation is the production of sound that we use to make meaning. It includes paying attention to specific sounds of language (segments), aspects of speech beyond the level of individual sound, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental aspect), how the voice is projected (voice quality), and, in its broadest definition, paying attention to gesture and

expression that are closely related to the way we speak a language (Astina et al., 2020). In other words, it can be said that clear pronunciation is very important in English oral communication. If we pronounce words correctly, people will understand what we are saying because good communication is where both parties can understand each other. Unfortunately, communication does not always run smoothly because probably one or both parties pronounce words or sentences incorrectly.

Furthermore, pronunciation is the process of producing comprehensible sounds by articulating speech organs such as lips, teeth, lungs, vocal tracts and tongue. It can be concluded that English pronunciation is regarded as one of the most difficult skills to master, and students should devote significant time to improving their pronunciation (Gilakjani, 2016). Understandable pronunciation is one of the most important aspects of language instruction and one of the basic requirements of learners' competence. Good pronunciation promotes learning, whereas poor pronunciation promotes significant difficulties in language teaching. It includes paying attention to the specific sounds of a language (segments), aspects of speech that go beyond the level of the individual sound, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental aspects), how the voice is projected (voice quality), and, in its broadest definition, paying attention to gestures and expressions that are closely related to how we speak a language (Wang, 2020).

Dialect is also prominent in influencing someone in producing English sentences. An accent refers to how people pronounce words, whereas a dialect is all-encompassing. Indonesia has many cities, and each city in Indonesia has a distinct dialect. Surabaya, for example, uses the Suroboyoan dialect as a means of communication. The term dialect, according to Zein (2018), refers to any regional, social, or ethnic variety of language. It can be said that dialect is one of the most important aspects in language and communication. Language differences associated with dialect can occur at any level of language, including differences in pronunciation, grammatical structure, semantics, and language use. Dialects develop because language changes, and the changes that occur in one group or area may differ from those that occur in another.

The ability to pronounce English accurately is a must because pronunciation constitutes the mechanical elements of speaking skill. Without appropriate pronunciation, one's grammatical rules mastery and rich vocabulary possession do not guarantee that he is able to speak effectively. The one who can pronounce correctly will be able to communicate effectively with others. This statement is correlated with consistent practice with a few

sample words every day and guided by language experts (Jahara & Abdelrady, 2020).

Motivation, age, exposure to the target language, attitude, instruction, and mother tongue are factors that influence students' pronunciation mastery (Gilakjani, 2016). Aside from that, there are some factors that influence students' pronunciation, particularly word stress, such as the lack of pronunciation training and knowledge of word stress and dialect rules. Indonesia has several dialects, including Javanese, Balinese, Sundanese, Madurese and some other ethnic groups in Indonesia. This study is focused on Madurese who study in Surabaya, who use Madurese as their main communication language. They often use Madurese whenever they gather with their community. According to Zein (2020), the use of native language in a new educational setting or the use of media for interethnic communication when speakers develop or modify their linguistic repertoire in response to a sociolinguistic environment is called language policy.

There are many ethnic groups living in Surabaya, the capital city of East Java, and the most dominant is Madurese. Almost all commercial sectors, especially in traditional markets are dominated by Madurese. Even though most Madurese dominate the commercial sector in Surabaya, many of them also care about having a good education by studying in higher education like in one of the vocational colleges in East Surabaya. It is caused by the reality that this campus is located near Suramadu bridge, and their life cannot be separated from the shipping world.

In their daily life, some Madurese students always communicate in Madurese with those who come from the same origin or who are Madurese. This study was easy to execute because of the large number of Madurese students studying at the college. The uniqueness of Madurese in speaking is the basic reason why this study focuses on the pronunciation of the English word stress they produce. Most Madurese have a specific dialect when speaking English, and it can be recognized easily.

There are several studies conducted by some researchers like Ma and Tan (2013), Liu (2017), Yuan and Cheng (2017) who revealed the influences of mother tongue in learning L2 pronunciation. Another research done by Weda (2012) investigated stress shifts of English utterances made by Indonesian speakers of English. He found that most students could not identify word stress, monosyllabic, disyllabic, trisyllabic words, words with suffixes or words with prefixes. Ma and Tan (2013) investigated the negative transfer of Sichuan dialect to the study of English Pronunciation. They examined the most common errors in pronunciation and the reasons for them in order to make recommendations on how to teach and learn English

pronunciation. Liu (2017) investigated how 70 Chinese college students produced word stress while reading aloud. The findings revealed that improper word stress assignment occurs most frequently in two-syllable words, three-syllable words, and the first syllable. Factors that contributed to these issues were a lack of knowledge of English word stress rules and learners' insensitivity to the syllabic structure of English words.

Another research on word stress was conducted by other researchers who discussed the positive and negative effects of English speech sounds. Dewi et al. (2017) conducted research on the influence of Brebes dialect on English pronunciation. The research was focused on the influence of BJD (Brebes Javanese Dialect) toward students' pronunciation of English speech sounds, which was targeted on the segmental features of pronunciation. It was found that there are some vowels, consonants and diphthongs influenced by the native language. They discovered that BJD causes negative transfer on the vowel sound [ɪ], as well as the diphthongs [eɪ], [aɪ], [ɔɪ], and [ɪə], for example the word 'prei' [prei] and 'liyer' [liɛr]. It does, however, provide positive transfer for the consonant sounds final [b], final [d], and final [g], like on the word 'bed' as [bed] not [bet]. Furthermore, teachers provide pronunciation practice as part of their teaching process.

This study is focused on the misplacement of English word stress made by Madurese students in pronouncing English words. The main purpose of this study is to describe the pronunciation errors made by English learners, especially Madurese, as a result of negative transfer from their first language (L1). Some studies have been conducted to investigate the positive and negative transfer of LI. The experience as an English teacher and in dealing with Madurese students in some organizations encouraged the researcher to analyze the misplacement of word stress frequently made by the students. Therefore, the objective of this study is to analyze students' stress production of different syllable words, and to investigate the possible factors affecting the Madurese students in pronouncing English words and to find out the causes of stress production of different syllable words.

METHOD

Research Design

This study used the qualitative research design to investigate and explain the influence of Madurese local language on students' English stress production. The participants of this study were students in their second and fourth semester. They voluntarily participated in this study because most of Madurese students in that semester were still active and involved in some academic and

organizational activities. Besides, they got an English Subject as a basic subject starting from the first until fourth semester. All of the participants were Madurese coming from some cities in Madura Island, such as Bangkalan, Sampang and Pamekasan. Some others are Madurese students from some cities near Surabaya, like Sidoarjo, Gresik, Pasuruan, Situbondo and Jember. The data were obtained from questionnaires and recording of students' voices. There were 30 students from three departments coming from second, fourth and three students from sixth semesters. The three semesters were chosen because they were large enough to accommodate all of the participants.

Data Collection

The data were obtained from the questionnaire and recording of students' voices when they were pronouncing some English words. The questionnaire was used to collect students' backgrounds and identities. The data were collected by the following steps. The first step was creating a WhatsApp group for Madurese students in semester 2 and 4 who were actively involved in the learning process. Then, the questionnaire was distributed to the Madurese students to recognize the origin of the participants, the language used in daily communication, and the educational background of the participants. The results of the questionnaires were analyzed by looking at the influences of the origin, educational background (High Schools and English courses), attitude, and mother tongue that they used to see the influences of the mother language in the production of English words stress. The general principle of this study was qualitative method. It was best suited to address the phenomenon of the study, and the researcher needed to learn more from the participants through exploration (Creswell, 2014).

Participants

Thirty 30 students from three departments at one vocational college were invited as participants of the study. The students were in the second and fourth semester and they came from nine study programs of the three departments. The students of semester two and semester four were chosen because they had obtained two credits of English subject in that semester. There were 17 students from semester 2 and 13 students from semester 4 involved in this research. All of the participants were Madurese from cities around Surabaya; 13 students were from Pasuruan, Jember, Probolinggo, Situbondo and 17 students were from some cities in Madura Island, like Bangkalan, Sampang, and Pamekasan. All of the participants were active students and were actively involved in student organizations. They used their mother tongue for their daily communication

Instruments

The data collected from the questionnaire were analyzed to find out the impact of the origin to the word stress production. The result of the questionnaire was used as primary data collection to recognize the participants closely.

The recordings were used as media to record the students when they pronounced the English words list and read some English words. Next, all words were recorded to recognize the students' words stress production. After recording, the next process was making word lists by comparing the correct word stress from the word stress dictionary with the students' words stress production. Then, the list of the words were listed and counted. The data were analyzed using the following procedures: (1) grouping the words by syllable, (2) counting the errors and (3) categorizing the errors.

Data Analysis

The data from the questionnaire were combined with the data from the word list which was taken on April 12th until April 18th 2021. From the questionnaire, it was found that among 30 participants, 18 participants were born in Madura Island and live in Bangkalan, Sampang, and Pamekasan, with Madurese as their Native Language. The other 12 students were Madurese who live in some cities near Surabaya, such as Pasuruan, Probolinggo, Jember, Situbondo, Sidoarjo and Surabaya. The observation done by distributing the questionnaire was to recognise the participants identity to find out the origin and the background of education. It can be seen that most of the students started to learn English when they were in junior High School as a compulsory subject. The data from the recording indicate that most students had no mistake on the two syllable words, and some mistakes occurred when they pronounced three, four and five syllable words. The recordings of the word list were grouped based on words starting with plosive consonants /p/, /t/, /k/, /b/, /d/, /g/ and categorized by the number of syllables. The errors made by students were classified and counted. Then, they were analysed by writing the phonetic transcription in order to see the words stress made by students.

FINDINGS AND DISCUSSION

According to the results from the recording on words stress made by students during the data collection, the Madurese dialect has a significant influence on the students' English pronunciation, especially when they pronounced some words starting with "p", "t", "b", "d", "g". They always added "ə" in front of each consonant, like "p" = ə'peɪpər, "t" = ə'teɪbəl, "b" = ə'beɪbi, "d" = ə'dətər, "g" = ə'gɑrdən. It also occurred on some words like: bag, people, telephone, garden, and dinner.

No matter the number of the syllable, all of the words were pronounced by adding ‘ə’ in front of those words. For example, when there is a sentence: There are two (ə)books on the table. It was caused by the influence of their mother language which has ‘ə’ sound in all Madurese words, especially to some words started with consonants of “p and b” (bilabial), “t and d” (alveolar) and “k and g” (velar). Almost all Madurese words are pronounced by adding “ə” in front of it.

Some of Madurese words starting with bilabial [p] and [b] are *be'en* (you), *pendeng* (fish), alveolar [t] and [d] are *te'dhung* (sleep), *dephor* (kitchen) and velar [k] and [g] are *kajuk* (wood), *geddheng* (banana). Those consonants influence the way the Madurese students pronounce some English words, especially when those words have more than two syllables. When those words have more than two syllables, the stress word will change automatically, as what they experience in their native language.

Those are caused by the influence of Madurese as their L1 which is used as their daily communication. The influence of mother tongue made the students face difficulties in giving stress in English words because of the influence of their first language. Moreover, some of the students started to learn English in their high school period, not in their childhood. Some students who started to learn

English in their high school often pronounce some English words incorrectly.

Factors Influencing Students' Word Stress Position

The word stresses produced by the students were categorized based on the number of syllables. The first is for the two syllables produced by students which are mostly correct in giving stress on the first syllable. This is due to the fact that in the Madurese dialect sound system, stress in two syllable words is frequently produced in the first position. It can be proven in the word “begin [br'gɪn], picture [ˈpɪktʃər], gesture [ˈdʒɛstʃər]”. It was discovered that almost all of the Madurese students correctly placed stress on the first syllable. The number of students who made mistakes in putting the word stress on the word “begin [br'gɪn]” was 13 students. It happened because they were used to putting the stress on the first syllable, as they often do in their native language. The stress in Madurese dialect, particularly for two syllable words, is usually placed on the first syllable and some are also placed on the second syllable.

The mistakes or the misplacement of word stress occurred when the students pronounced some words with three, four, and five syllables. The details of the analysis can be seen on table 1.

Table 1
List of Words

Syllable	Words	Correct stress	Students' stress	Students' correct stress	Students' wrong stress
Two Syllable	Begin	/br'gɪn/	/ˈbrɪgɪn/	17	13
	Picture	/ˈpɪktʃər/	/pɪkˈtʃər/	24	6
	Gesture	/ˈdʒɛstʃər/	/dʒɛsˈtʃər/	22	8
	Keyword	/ˈdʒɛstʃər/	/kiˈwɜːrd/	9	11
		/ˈkiˌwɜːrd			
Three Syllable	Beautiful	/ˈbjutəfəl/	/bjutəˈfəl/	20	10
	Policeman	/pəˈlɪsmən/	/ˈpəlɪsmən/	15	15
	Gentlemen	/ˈdʒɛntəlmən/	/dʒɛntəlˈmən/	18	12
	Dangerous	/ˈdeɪndʒərəs/	/deɪnˈdʒərəs/	21	9
Four Syllable	Comfortable	/ˈkʌmf(ə)təbl/	/kʌmˈf(ə)təbl/	9	21
	Development	/dɪˈveləpmənt/	/ˈdɪvələpmənt/	16	14
	Politician	/ˌpələˈtɪʃən/	/ˌˈpələtɪʃən/	13	17
	Determination	/dɪˌtɜːməˈneɪʃən/	/dɪˌˈtɜːməneɪʃən/	11	19
	Biological	/ˌbaɪəˈlɒdʒɪkəl/	/ˈbaɪələdʒɪkəl/	14	16

Table 2
Students Personal Data

Student Origin		1 st Language		Start Learning English	
Madura Island (Sampang, Bangkalan, Pamekasan)	Surabaya, Pasuruan, Probolinggo, Jember, Situbondo	Madurese	Javanese	Elementary School	Junior High School
17	13	26	2	3	24

From the table 2, it can be seen that the number of Madurese students who come from Madura Island were more than the students from cities around Surabaya. Besides, the use of Madurese as the first language for daily communication is also dominant. It is also supported by the fact that most of the students started learning English from Junior High School.

Furthermore, in Table 3, incorrect word stresses commonly occurred on the three syllable, four syllable and five syllable words. Meanwhile, on the two syllable words, there were only a few misplacement of word stress. For three syllable words, fifty percent of the students made wrong stress on the word “Policeman /pə'listmən/”, where the stress should be on the second syllable. However,

15 students put the stress on the first syllable. It also happened on the four syllable words like the word “Comfortable /'kʌmf(ə)təbl/” which was pronounced /'kʌm'f(ə)təbl/” by 21 students (70%). The same mistake also happened on the five syllable words like “Communication /kəm.junə'keɪʃən/, Determination /dɪ.tɜrmə'neɪʃən/, and Biological /baɪə'lɒdʒɪkəl/. It is because most Madurese words are also stressed on the first syllable, and some are stressed on the second syllable. In this case, it can be concluded that this is caused by the influence of their first language. The misplacement of word stress committed by Madurese students was caused by attitude and the influence of their native language. The attitude of students toward language has changed their mindset in learning language.

Table 3
Percentage of Incorrect Word Stress

Syllable	Word	Correct Percentage (%)	Incorrect Percentage (%)
Two Syllables	Begin //bɪ'gɪn/	57%	43%
	Picture /'pɪktʃər/	80%	20%
	Gesture /'dʒɛstʃər/	73%	27%
	Keyword /'ki,wɜrd/	63%	37%
Three Syllables	Beautiful /'bjutəfəl/	67%	33%
	Policeman /pə'listmən/	50%	50%
	Gentlemen /'dʒɛntəlmən/	60%	40%
	Dangerous /deɪndʒərəs/	70%	30%
Four Syllables	Comfortable /'kʌmf(ə)təbl/	30%	70%
	Development /dɪ'veləpmənt/	53%	27%
	Politician /,pəlɪ'tɪʃən/	43%	57%
Five Syllables	Communication /kəm.junə'keɪʃən/	47%	53%
	Determination /dɪ.tɜrmə'neɪʃən/	37%	63%
	Biological /baɪə'lɒdʒɪkəl/	43%	57%

It is also supported by the first language culture which dominates their language behaviour. Furthermore, the starting time of learning English has also impacted on the students' language proficiency. Most of the students started learning English in their teenage years when they were in junior high school with English as a compulsory subject, where the word stress was not emphasized.

Besides, motivation to learn English is also a significant factor in putting the stress/mistress. It can be seen from the questionnaire given. Most of the students said that they chose a vocational higher education because they will learn more about technical skills that can be directly applied in the workplaces. In their assumption, since technical skill is the main subject, the English subject is not the main subject to be learned.

From the questionnaire distributed to the students, it can be seen that most of the students grew up in rural areas in Madura island and the others were from cities near Surabaya and some cities on the north east of East Java. Most of them use Madurese as their daily communication language because it is their native language. There are only two students who use Javanese as their First Language. Among the 30 students, only three of them started to learn English in Elementary School and the rest of them had English Subjects in their Junior High School. Since were graduated from rural junior high schools and rural vocational schools with minimum quality of infrastructure, the English subject was given in minimal conditions

The analysis revealed that the negative influence the production of word stress on three, four and five syllable words. One of the most possible factors is their attitude toward the use of mother tongue in their daily conversation and the use of Indonesian as their formal language. Based on the questionnaire responses, the majority of the students studied pronunciation for the first time in English class at university. Other factors that can influence word stress are a lack of pronunciation training and a lack of knowledge about word stress rules. This phenomenon might be related to the absence of a specific stress placement rule in multi syllabic words in Madurese. As a result, the students tended to pronounce syllable words carelessly and place the stress where they felt it would be easiest to pronounce them. The findings revealed that students tended to pronounce words with three to five syllables correctly.

Other factors that influence the Madurese students' misplacement of the word stress in English are motivation and age of the students in starting to learn English. Ellis, as quoted by Khasinah (2017), stated that the general factors that influence people's language acquisition are motivation and age. Motivation is defined as a factor that influences a person's desire to do something. Learners who want to learn are more likely to succeed than those who do not. It can be found from the questionnaire distributed

to the participants that most of them have low motivation in learning English, considering that they are from the engineering department. They believed that English is a minor subject. However, age is also one main factor affecting someone in learning a foreign language. The child will learn the language faster, retain it better and most often speak it with near-native pronunciation (Çağaç, 2018). In reality, the English subjects were given firstly when the participants were in high school with grammar as the main point without emphasizing on the pronunciation training.

Based on the discussion, it can be concluded that mother tongue, in this case Madurese dialect, has a significant positive influence on two-syllable word stress by emphasizing the first syllable. This is due to the fact that in the Madurese stress in two syllable words is frequently produced in the first position. Consequently, the influence of the local language on the students' three syllable words is not indicated. However, apart from the influence of the first language, motivation is also one of possible factors which drives the students to put the correct word stress. Students who are motivated to speak English well can improve their word stress when there is a model to follow. Motivation can be defined as the driving force in any situation that leads to action.

CONCLUSION

Based on the analysis and discussion, it can be concluded that the influence of L1 is the crucial factor that influences students in foreign language acquisition. The age when they start studying English is also impacted by their foreign language mastery. When they start learning in younger ages the pronunciation and the word stress production will be easier to form. However, age is also one main factor affecting someone in learning a foreign language. The reality that most of the students live in the same boarding house and communicate using native language is also becoming a factor that influences students to produce wrong word stress.

Other possible factors are motivation. The data collected on the questionnaire showed that most of the participants have low motivation in learning English. It can be seen from one of the reasons in choosing to study in the engineering department were because they considered that English is not the major subject to be learned. They believed that English is a minor subject that they must learn.

Besides, the condition that English subjects were given firstly to the participants when they were in high school with grammar as the main point without emphasizing on pronunciation training is also the influence factor in word stress production. This phenomenon might be related to the lack of a specific stress placement rule in multisyllabic words in their native language. As a result, the students had a tendency to pronounce syllable words carelessly. They

tended to place the stress where they felt it would be easiest to pronounce them. Thus, the influence of the first language can be detected in the way they pronounced four syllables and five syllable words. This indicates that certain factors such as motivation, attitude, and age are the most influential factors that affect students' misplacement of word stresses. Besides, the lack of pronunciation training and practice given by teachers in their high school was also a causing factor.

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