



English Word Stress Production of Male and Female Madurese Students

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Abstract

Pronunciation is very important in speaking. Most of English learners usually face some difficulties in pronouncing English words properly especially in word stress. One of the influential factors is because of first language interference. Therefore, the objective of this study was 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' pronunciation. This research employed qualitative descriptive research. The subjects of this study were 20 students of Madura Islamic University. The data were collected by using questionnaires, students' recording and table. The 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. The possible factors affecting the students' word stress is because of motivation, age, target language exposure, lack of pronunciation training and lack of knowledge about the rules of word stress. Last, Gender does not influence much in pronunciation moreover in word stress. In segmental feature, female students' pronunciation consonant is better than that of male students but not in vowel. The students who pronounce correctly were the students who always train themselves. Pedagogically, this study can be the additional information to develop male and female students' stress production.

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INTRODUCTION

Language is very important for human beings in their daily activities, as it is a tool to communicate with each other. Language covers four skills. Speaking is one of the four language skills beside listening, speaking, and writing. As Rivers (1981) argued that speaking is used twice as much as reading and writing in our communication. In this era of Globalization, English is important for our lives, because English is an international language, we can communicate with other people in this world by using English, preferably using correct pronunciation.

Pronunciation is the important thing in communication, especially to speak in English. People can understand what we say if our pronunciation is correct. Pronunciation is the way for producing the sound of the speech. There are three parts of pronunciation: stress, articulation, and intonation. According to Crystal (1987), stress is called a supra-segmental phoneme because it can only occur with the segmental phonemes. Stress emphasizes the syllables of a word. Articulation is the changing of the teeth, lips, and tongue which affects the different sound produced. Intonation is rising or falling sound when speaking. University students in Indonesia have difficulties in identifying the stress of one or more syllables. It is because the students have already learned a specific stress pattern for the individual words. They often misstress words with suffixes because they tend to defend the stress for the stem which had been studied earlier. The example is the word 'CIRculate' which is stressed on the first syllable and the word 'circuLation' which is stressed on the second syllable. We should study words stress production, because word stress plays a very important role in English speaking. It is not just optional for English language but a very essential and important part of the language. Misplacement of stress can be big problem for the students' pronunciation. Therefore the students should pay attention more of the rules of syllable word. It will influence the students' pronunciation in understanding the partners' messages.

There are several factors that influence students' pronunciation mastery. They are motivation, age, target language exposure, attitude, instruction, and mother tongue (Gilakjani, 2011). Besides that, there are also some factors that influence students' pronunciation especially word stress, such as lack of pronunciation training, lack of knowledge about the rules of word stress and dialect. Indonesia has some dialects such as Javanese dialect, Balinese dialect, and Madurese dialect. Madura is one of the islands in Indonesia, exactly a small island. Madurese is used by Maduranese or people who live in Madura Island and in the other regions in East Java, such as Gersik, Banyuwangi, Probolinggo, Jember, Bondowoso, Lumajang, Pasuruan, and Mojokerto. Certainly, four more regencies located on Madura Island also speak Madurese, they are Bangkalan, Sampang, Pamekasan, and Sumenep. There are three dialect of Madurese, such as Bangkalan dialect, Pamekasan dialect, and Sumenep dialect. This study only focuses on the central dialect (Pamekasan), because this study will be conducted in Madura Islamic University, which is located in Pamekasan.

The students in Indonesia, especially Madurese seem shy to speak English, but they talk actively in their L1 or mother tongue. Brown (2000) found that a second language learner meets some difficulties, because his L1 affects his L2 especially in adulthood, and this effect is the result of L1 transfer; so it is a significant source of making errors for second language learners. Ladefoged (2001) shows that mother tongue has clear influence on learning L2 pronunciation. Where L1 and L2 rules contradict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between L1 and L2. Many students find difficulty to make distinction between the sound and the stressing in English. There are two types of the influence of L1. If the influence of L1 make an error in L2, negative transfer occurs. Otherwise, when L1 influence L2 as facilitator, it is called positive influence.

There are several relevant studies which have been conducted by the researchers on this topic. Such as Bian (2013); Liu (2017); Lee et al (2019); Weda (2012); Arienintya (2016); Arslan (2012); Yuan and cheng (2017). These studies were basically about the influence of L1 toward English stress. Meanwhile, the differences are the kinds of speech acts and the findings. Bian (2013) discussed about contrastive analysis of English and Chinese stress. His Experiments are conducted to investigate the reasons of difficulties of Chinese EFL learners' in English stress. Liu (2017) investigated the production of word stress by 70 Chinese college students in their reading aloud. The result showed that improper assignment of word stress mostly occurs in two syllable words, three syllable words and the first syllable. The factors which cause for these problems were lack of knowledge of rules on English word stress and learners' insensitivity to syllabic structure of English words. Lee et al (2019) investigated the extent to which the phonological features of L1 (Korean) influence the processing of an L2 (English) lexical stress and sentence focus. The results showed that having lexical stress and phrasal accent on L1 facilitated the acquisition of L2 prominence, but the differences in how this information was used at L1 might have a negative effect in its acquisition. Weda (2012) investigated stress shifts of English utterances made by Indonesian speakers of English. He found that most of the students could not identify word stress, monosyllabic, disyllabic, trisyllabic word, words with suffixes or words with prefixes. The highest frequency of English stress made by students is words with suffixes, followed by trisyllabic, disyllabic, and monosyllabic word, while words with prefixes are minor one.

Furthermore, other studies related to relationship between dialectic accents and English pronunciation. The similar studies come from Uddin and Monjur (2015); Omar et al (2015); Dustan and Jaeger (2015); Ma and Tan (2013). Uddin and Monjur (2015) investigated the relationship between dialectic accents of Bangladeshi EFL (English as a Foreign Language)

learners and Standard English pronunciation. Mostly the teachers and students think that regional accent has an influence on their English accent. While, their school do not have enough logistic support such as multimedia, OHP, tape recorder and CD Player for teaching pronunciation properly. Omar et al (2015) investigated contact of dialect clusters between Malay Peninsula and Sumatera. Their finding showed that that even though there is adaptation in parts of minority communities, it is not ready. Dustan and Jaeger (2015) investigated Dialect and influences on the Academic experiences of College Students. Their Findings suggested that for more vernacular students, dialect can influence participation in class and their beliefs that the people will perceive them as intelligent or scholarly based on their speech. Ma and Tan (2013) investigated the negative transfer of Sichuan dialect to the study of English Pronunciation. They analyzed the common errors in their pronunciation and the reasons so as to make some suggestions on how to teach and learn English pronunciation.

Moreover, the similar studies also come from some researchers which discussed about English speech sounds both positive and negative influence. Such as Dewi et al (2017); Moedjito and Harumi (2008); Islamiyah (2012). Dewi et al (2017) investigated the influence of brebes dialect in English pronunciation entitled the influence of brebes javanese dialect toward students' pronunciation of English speech sounds. They found that BJD gives negative transfer on the vowel sound [ɪ], and diphthong [eɪ], [aɪ], [ɔɪ], and [ɪə]. However, it gives positive transfer on the consonant sounds final [b], final [d], and final [g]. It does not give any transfer to the English initial cluster /st/, /spr/, and /str/. In addition, the teachers give pronunciation practice in their teaching process. Moedjito and Harumi (2008) investigated Indonesian EFL teachers and native English speaker's perceptions of mispronunciations of English sounds by Indonesian EFL learners. They found that 20 mispronunciations (12 consonants and 8 vowels) were perceived as common by the Indonesian EFL teachers.

Islamiyah (2012) investigated error analysis on English sound produced by English learners. This study is aimed at revealing and describing the errors in pronouncing English sounds made by the English learners because of the negative transfer from their first language (L1).

Those studies above mostly discussed about an error analysis whereby researchers' desired to find out the interference or negative effect of L1 towards English stress. There are some studies which have been conducted to investigate positive and negative transfer of LI. The writer chose this topic because it has not been much researched in Indonesia, especially in Madurese. And the study only focuses on suprasegmental aspect of pronunciation. Therefore, the writer chose the factors affecting the English word stress production of male and female Madurese students, since there were no study ever conducted as this study in Madura.

Therefore, the object of this study were to analyze students' stress production of two, three, four, five, and six syllable words in order to explain the possible factors affecting 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' pronunciation.

METHOD

This research employed qualitative research design which was aimed to explore and to explain the influence of Madurese local language towards students' English stress production. The subjects of this study were the English education department students at Madura Islamic University. It consisted of 20 students, there are 10 male and 10 female students who were from Pamekasan regency. The participants were taken from three classes, they were from second, fourth, and six semesters. The reason why the researcher choose these three semesters because it was enough to take the participants who were from Pamekasan regency. If researcher took one class or one semester is not enough to be the participant of this research.

Moreover, the researcher did not chose eight semesters because they were busy with their thesis.

There were multiple instruments, they are questionnaire, recording, and table. First, questionnaire was used to obtain the data of the students' background and identity. The researcher spread out the questionnaire to all of the students to know who are from Pamekasan regency. Second, recording was employed to collect the data of the students' word stress production. The researcher used the students' recording as source data of this research, after they read the list of word and sentences. Third, table was employed to measure the data in analyzing the influence of gender to pronunciation.

Last, the data were analyzed through some steps; (1) highlight, (2) selection, (3) classification, (4) data analyzing and interpretation, and (5) data presentation.

RESULTS AND DISCUSSION

The following are the findings and discussion of this research after the researcher recorded the students' word stress production. This part is divided into six parts based on the research questions of the research.

Factors Influencing Students' Productions of Two Syllable Words

After analyzing all of two syllable word, it was found that all of the male and female students gave stress correctly on the first syllable in the word 'formal', 'teaching' and they put stress correctly in the word 'around' on final syllable, it was because stress placement in Madurese dialect, particularly two syllable words, is usually put on the first syllable as in the word [cetak](head), and [putoh](need). It is in line with the theory of Garlson et al (1985) that the most common word type in English is two-syllable words with a strong initial syllable and a weak second syllable. Therefore, Madurese local language give significant positive influence on the students' pronunciation of two syllable English words in first position. Similar results were also found in a study which was conducted by Bian (2013) in Chinese

context. The finding showed that the students tended to stress on the first syllables of the word that have two syllables.

Factors Influencing Students' Productions of Three Syllable Words

After analyzing all of the three syllable words, it was found that all of the male and female students gave stress correctly on the first syllable in the word 'primary', 'normally', and they put the stress correctly on medial syllable in the word 'aesthetic'. In line with the theory of Li (1999) which says that most words of two syllables have their stress on the first syllable, words of three or more syllables are stressed on the third syllable from the end, and words suffixed with -ity, -ish, -ion, -ic, -ian, etc, nearly always show their stress on the syllable immediately before the suffix. In this case, the students' three syllable words is not indicated that influence by local language. The possible factors affecting the students' three syllable words is motivation, it based on their desire to pronounce the word correctly when the researcher recorded the students' voice. According to Celce-Murcia & UCLA (2013) argue that one of several factors that influence students' pronunciation mastery is motivation. Students' motivation is one of affective variables that can give great influence of their pronunciation. Gatbonton, et al (2005) has the same finding that having a personal or professional goal for learning English can influence the need and desire for achieving native-like pronunciation. The students who have great motivation to learn language will be possible to achieve the target language in every aspect such as pronunciation.

Factors Influencing Students' Productions of Four Syllable Words

Based on the analysis of six syllable words, it was found that all of the male and female students gave stress correctly on the third syllable in the words 'education', 'fundamental', and 'systematic'. According to Celce-Murcia et al (1996) certain suffixes allow penultimate stress pattern in which case the syllable before the suffix

or second syllable from left is stressed. In this case, the students' four syllable words is not indicated that influence by local language. The possible factors affecting the students' four syllable words is motivation, it based on their desire to pronounce the word correctly when the researcher recorded the students' voice. According to Gilakjani & Ahmad (2011) state that one of several factors that influence students' pronunciation mastery is motivation. Students' motivation is one of affective variables that can give great influence of their pronunciation. Bernaus, et al (2004) has the same finding that having a personal or professional goal for learning English can influence the need and desire for achieving native-like pronunciation. The students who have great motivation to learn language will be possible to achieve the target language in every aspect such as pronunciation. It is different with the students who do not have motivation to learn language to be better, they will impossible to achieve the target language.

Factors Influencing Students' Productions of Five Syllable Words

After analyzing all of five syllable words, it was found that some of male and female students gave stress mostly incorrectly in the word 'contemporary', they put the stress on the first, and third syllable, and some students put the stress correctly on the second syllable. They put the stress correctly on the third syllable on the word 'undergraduate'. On the contrary, all of the male and female students put the stress incorrectly on the third syllable in the word 'particularly'. The students who put the stress incorrectly in five syllable words, it is indicated that influence by certain factors. The possible factors is age and target language exposure, it based on the answer of students' questionnaire that most of the students studied pronunciation at the first time is in English course and in university. Therefore, it certainly influence the students' pronunciation especially word stress, although they study English at the first time in elementary school. Study English in elementary school, junior high school and senior high school is not a focus for learning

pronunciation, the teachers only teach vocabulary, reading, and so forth. As the result, when the students study pronunciation at the first time in university, they will get difficulties in learning pronunciation. In line with the theory of Celce-Murcia (2013) who claimed target language exposure and age as two of factors that may influence pronunciation learning.

Factors Influencing Students' Productions of Six Syllable Words

Based on the analysis of six syllable words, it was found that some of the male and female students gave stress incorrectly on the word 'responsibility', they put the stress at the second syllable, and some students put stress correctly on the fourth syllable. Then, they put the stress correctly on the fourth syllable on the word 'totalitarian'. And, some of the male and female students gave stress incorrectly on the word 'desertification', they put the stress on the second syllable, but mostly the students gave stress correctly on the fifth syllable. The students who put the stress incorrectly in six syllable words, it is indicated that influence by certain factors. The possible factors is age and target language exposure, it based on the answer of students' questionnaire that most of the students studied pronunciation at the first time is in English course and in university. Therefore, it certainly influence the students' pronunciation especially word stress, although they study English at the first time in elementary school. Study English in elementary school, junior high school and senior high school is not a focus for learning pronunciation, the teachers only teach vocabulary, reading, and so forth. As the result, when the students study pronunciation at the first time in university, they will get difficulties in learning pronunciation. In line with the theory of Gilakjani (2011) who claimed target language exposure as one of factors that may hinder pronunciation learning. Besides that the possible factors affecting students word stress is lack of pronunciation and lack of knowledge of the rule of word stress syllable. This phenomenon was identified due to the

nonexistence of specific stress placement rule in multisyllabic word. Therefore, the students tended to pronounce it carelessly. They tended to put the stress wherever they feel so easy to pronounce it. It is a line with the research which was conducted by Mulya (2018) in context Serawai Malaynese dialect. The finding which showed that the participants might put stress incorrectly in multisyllabic word is not indicated influence by Serawai Malaynese dialect, but it because other factors such as lack of pronunciation training.

The major problem affecting the students' pronunciation of word stress is lack of pronunciation training. It can be seen when the researcher records them, they produced much improper pronunciation. The students gave stress wherever they feel so easy to pronounce the words. As we know that word stress has some rules and not all of the students know the rules. In pronouncing English word stress, we cannot stress wherever we want. According to Li (1999) despite the fact that there is no simple rule that governs the happening of word stress, there are some rules of pronouncing word stress that learners may observe to facilitate themselves in pronouncing English words. Therefore, besides lack of pronunciation training, the students also lack of knowledge of rules on English word stress. The finding showed that the students tended to be correct in pronouncing words from three to six syllables. It did not mean that their pronunciation was influenced by first Language, but other factors, such as watching English movie, listening to English broadcast and taking an English course etc. May have had the role in determining their pronunciation. Based on the questionnaire results some students who have good pronunciation are students who had taken an English course.

Students' Pronunciation Influenced by Gender

After analyzing all of the syllable words, it was found that mostly some of the male and female students gave stress incorrectly on five until six syllable words, and they have difficulties in pronouncing the words that have three until six syllables. The students can pronounce the word

correctly or incorrectly, it is not purely because of the influenced by gender, it depends on their pronunciation training. But in segmental feature, the researcher found that female students are better in producing consonants than male students but not in vowel sounds. It is in line with the previous study conducted by Jahandar et al (2012) who conducted a gender-based approach to pronunciation accuracy of advanced EFL learners. The results revealed that female outperform male subjects in producing accurate consonants, but not vowels. According to Mr. Roy, a native speaker, the differences between male and female voice is females' voice never changes, different from males' voice which changes when they get mature, their voice will be deeper and clearer, but when they were young their voice is like the females' voices which is weak. When the students read a sentence and word faster, the more mistake they made, especially male students who tended to read the sentence and word quickly. Some male and female students of the second semester, need more pronunciation practice.

CONCLUSION

The conclusions of this study were Madurese dialect gives significant positive influenced on two syllable words stress by putting stress on first syllable. It is because in Madurese dialect sound system, stress in two syllable words is frequently produced on first position. Furthermore, the students' three syllable words is not indicated that influence by local language. The possible factors affecting the students' three syllable words is motivation. Therefore, the students put stress correctly. Then, the influence of Madurese local language has not been found in four syllable words. The students' four syllable words influence by their motivation to pronounce the words correctly. Then, the negative and positive influence of Madurese local language also has not been found in the production of five syllable words. It is indicated that influence by certain factors. The possible factors is age and target language exposure, it based on the answer of students' questionnaire that most of the students

studied pronunciation at the first time is in English course and in university. While, Madurese local language has not been found to have given positive or negative influence on the pronunciation of six syllable words. It can be influenced by other factors such as age, target language exposure, lack of pronunciation training, lack of knowledge about the rules of word stress. This phenomenon was identified due to the nonexistence of specific stress placement rule in multisyllabic word. Therefore, the students tended to pronounce syllable word carelessly. They tended to put the stress wherever they feel so easy to pronounce them.

Male and female students' pronunciations are almost the same. Gender does not influence much on students' pronunciation, especially on word stress. In segmental feature, female students' pronunciation of consonant is better than that of male students but not of vowel. Male and female students' pronunciations of vowel are often incorrect, they need more practice and training in pronunciation. The students who pronounce correctly are those who always train themselves. Mostly the students who pronounce words correctly are those who joined English course or the students always practice speaking with their friends. Students' pronunciation are significantly influenced by lack of pronunciation training. Students' Pronunciation is also influenced how fast they pronounce words or sentences such as in this study, the faster they read the more mistakes they made whether male or female. In this study, between male and female who have much correction is male students, because male students read the text quickly. All of the students need more pronunciation training, moreover the students of second semester. There is a female student who pronounces the word "students" incorrectly, she pronounces */'stʌ:.dɒnt/* and there is a male student also pronounces the word "around" incorrectly, he pronounces */'ə'rraʊnd/*.

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