THE DIFFERENCES OF ENGLISH STRESS PATTERNS BETWEEN JAVANESE AND SUNDANESE BREBES DIALECT SPEAKERS OF INDONESIAN ENGLISH CLUB (IEC) IN SMA N 2 BREBES

A THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Education

by:
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2019

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is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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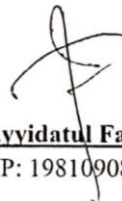
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ABSTRACT

Title : The Differences of English Stress Patterns between
Javanese and Sundanese Brebes Dialect Speakers of
Indonesian English Club (IEC) in SMA N 2 Brebe
Name : Halimatussa'diah
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The aim of the research is to find the differences production of English stress patterns between the Javanese and Sundanese Brebes dialect speakers of IEC in SMA N 2 Brebes and its implication for the learners. The current study uses qualitative descriptive method. It is carried out in 18th until 29th of March 2019. The research's subjects are 30 students of IEC which consists of 15 the Javanese and Sundanese. Interview and test are used to find out the research's problems. The aim of interview is to find out the students' language background and also the pedagogical implication of this research. The object of this study is the Javanese and Sundanese utterances of 25 words which consist of 2 until 6 syllabic words, and 8 sentences. The result of the research, the word stress differences from 2, 3, 4, 5, and 6 syllabic words are; for the Javanese, they put the stress on the *ult*, *penult, penult, ante-penult,* and *ult.* While the Sundanese put the stress on the *penult, ante-penult, ante-penult, ante-penult,* and *quint-ult.* The result of sentence stress patterns is mostly both Javanese and Sundanese Brebes dialect speakers produced in the *verb,* but the Sundanese tend to produced more than one primary stress in the sentence. They produced 23 times, while the Javanese produced 12 times. Moreover, this research also can be used in pedagogical aim for the learners.

Key words: *english stress patterns, syllable, pronunciation, dialect.*

MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

For indeed, with hardship (will be) ease. Indeed, with hardship will be ease.
(Al-Insyiroh: 5-6)

Bhinneka Tunggal Ika
Unity in Diversity.
(Indonesian official motto)

Do good! And the good will come to you.
"Berbuat baiklah! Maka, yang hal baikpun akan datang kepadamu"

DEDICATION

This writing project is fully dedicated to:

1. My beloved father and mother, Bapak Darja (Alm) and Ibu Aisyah, who always given me support. Thank you for believing me until finishing the project.

2. My beloved sisters, Widya Ningrum, A. Md, Santi Anggraeni, S.Pd.I and Trisnawati, S.Pd.I, who always inspire me to finish the project.

3. My beloved nieces and nephews, Nabila, Naura, Zidni, and Hanif who always make my day brighter.

4. My beloved one, Ahmad Azmi Hidayatulloh who is always in my side to give me support and spirit.

ACKNOWLEDGEMENT

All the goodness are from Allah SWT, Who has given me mercy and blessing to accomplish this thesis. My beloved prophet Muhammad SAW who has inspired me to be better. Thank you for giving me a chance to finish this project as the requirement for the Bachelor Degree of Education in English Language Education Department.

I do realize that I cannot complete this thesis without the support and spirit from others. Many people had helped me during writing this, and it would be impossible for me to mention all of them. Therefore, I would like to give my sincere thanks to all of them, especially to:

1. DR. H. Raharjo, M. Ed, St. as the dean of Education and Teacher Training Faculty.
2. DR. H. Ikhrom, M. Ag. as the head of English Language Education Department.
3. Dra. Nuna Mustikawati Dewi, M. Pd. and Sayyidatul Fadlilah, M. Pd. as the advisor, thank you for being patience in guiding this final project.
4. All the lecturers in English Language Education Department for valuable knowledge and guidance.
5. Eka Nur Afiyah, S. Pd. for guiding my research in SMA N 2 Brebes.

6. All my family members (Bani Talan) who always give the great support.

7. BPI Blok J 30.b family members (Mba Heni, Mas Yahya, Anis, Nina, Kuri, Dika, and Syifa) who have guided me in my new life.

8. All of my best friends in PBI B 2015, KKN Undaan Lor and PPL SMA N 3 Semarang families.

9. Last but not least, the one who always believes me and helps me, who cannot be mentioned one by one.

The researcher realizes that this thesis is still far to be perfect, therefore constructive suggestion and criticism is needed to make it perfect. The researcher hopes this thesis can be useful for the improvement of English teaching learning.

Semarang, 10th July 2019
The Writer,

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CHAPTER I
INTRODUCTION

This chapter discusses the background, the questions, the objectives, the significances, and the key terms of the research.

A. Background of the Research

Humans are the best creation in the universe, and they have more special things than other creations. One of the best things is that they can communicate using a perfect tool, namely language. It is a rule-based system of signs or symbol, such as oral or written forms.[1] It is used not only for linguistic interaction but also as social interaction among people.[2] However, the use of language will be different from depending on the nation. Therefore, a thousand languages are speaking around the world. The commandment of Allah:

وَمِنْ ايته خَلْقُ السَّموَاتِ وَلاَرْضِ وَاخْتِلاَفُ اَلْسِنَتِكُمْ وَاَلْوَا نِكُمْ ۞ اِنَّ فِي ذَالِكَ لَايتِ لِلعلَمِينَ [٢٢]

And of His signs is the creations of the heavens and the earth, and the difference of your languages and colors. Lo! Herein indeed are portents for men of knowledge. [QS. Ar-rum: 22]

The surah tells that Allah has created this world full of diversities. One of them is the use of language in the world. Luckily,

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[1] Julie S and Deborah J. Vause Amberg, *American English: History, Structure, and Usage* (Cambridge: Cambridge University Press, 2010), pg. 5

[2] Waliyadin, "The Impoliteness in the Charlie Pippin: A Pragmatic Study," *Jurnal Vision* 5 no. 2 (2016), pg. 94

language makes human being understand, and the speakers will be able to identify the language as a symbol of identity.[3] However, the identity's differences affect the use of language, which is caused by the nation, living area, and appropriate authorities that made some language rules for the people. Arabian used the Arabic language, while Indonesian used the Indonesia language and other regional dialects.[4] Hence, people all around the globe speak differently.

People who speak a different language and are in contact with each other must find a way of communicating, namely lingua franca. As stated by UNESCO in 1953, Lingua Franca is a language which is used habitually by people whose mother tongues are different to facilitate communication between them.[5]

One of the examples of the language which is used as a Lingua Franca is English, which spoken all around the world, including in Indonesia. English is used as a foreign language and taught in the whole junior school until the university level with the four language skill that should be mastered; they are listening, speaking, reading, and writing.

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[3] Nuria Dhotul and Siti Tarwiyah Janah, "Male and Female Speech in Pride and Prejudice Novel by Jane Austen and Its Implication in Teaching Speaking," *Jurnal Vision* 6 No. 2 (2018), pg. 21

[4]http://www.recitequran.com/tafsir/en.ibn-kathir/30:22

[5] Ronald Wardhaugh and Janet M Fuller, *An Introduction To Sociolinguistics - Seventh Edition*, *John Wiley & Sons, Inc.*, 2015, pg. 103

Having a speaking ability is identified with knowing that language because it is the most basic means of human communication. As Bailey and Savage stated, that speaking in a second or foreign language has often been viewed as the most demanding of the four skills, and for many people seen that speaking is the central skill.[6] Our ideas can't be understood if we don't' deliver it in a right way. Speaking is the rightest way to express the feeling of our mind, because other people see our expression Before mastering English speaking, the learners need to learn the primary step which called pronunciation.

Pronunciation as the necessary step of speaking should be first learned. Unfortunately, in Indonesia, the pronunciation seems to have a little concern in English class.[7] Moreover, it is a bit left behind than teaching other English language elements, such as grammar and vocabulary. The school in Czech also faces the same problem. The teachers often neglect teaching pronunciation because pronunciation is hard to be learned by the students.[8]

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[6] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (Boston: Thomson Learning, 2001), pg. 103

[7] Dhinar Arienintya, "The Influence Of L1 And L2 In English Stress Shift Production Of The Efl Learners In Indonesia," *KnE Social Sciences* 1, no. 3 (2017), pg. 482

[8] Jana Langrova, "Pronunciation of Secondary School Students of English" (Masaryk University, 2012), pg. 7

In the past decade, teaching pronunciation was only focused on how to pronounce well in English, which the aspects were articulation on consonants and vowels. But, in recent years, the focus has shifted into a broader on emphasizing the *suprasegmental* features, such as *stress* and *intonation*.[9] Morley (1999) has stated that functional intelligibility as one of the important goals for pronunciation instructions.[10] It defines as spoken in English with the L1 accent. Since the learners rarely achieve the English pronunciation accent, so having an accent in speaking English is okay as far it is intelligible.

Stress patterns as one of the suprasegmental features, play a crucial role to be noticed, such as in English stress patterns, which have a potential factor in differentiating the meaning of similar words in English. For instance, the English stress patterns between *combine* as a noun and *combine* as a verb. This word means join two or more together as a verb, and the correct stress pattern is in the second syllable. Meanwhile, for the stress pattern in the first syllable means a group of people or organizations which has the function as a noun. If the speakers pronounce it wrong, so the meaning will be different. The accuracy of the acceptability of stress in utterances will give a clear

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[9] Celce-Murcia, *Teaching English as a Second or Foreign Language,* pg.117

[10] Celce-Murcia, *Teaching English as a Second or Foreign Language,* pg.118

signal to the listeners.[11] Hence, the use of English stress patterns is essential to prevent miss-conception and communication breakdown among listeners.

Unfortunately, the misplacement of English stress patterns becomes one of the problems that many EFL teacher and students face. For instance, stress shift made by Indonesia learners at college (Weda, 2012; Arienintya, 2017, and Weda, 2018). English stress misplacement also happened to the students who have learned in the English course institution (Alghifari, 2017) and even in the English department (Wulandari, 2016). Since the learners come from different regions who have already acquired their first language pattern and stress patterns are un-noticeable for some teachers, so if they speak a foreign language, then they are still affected by their mother language.[12] Indeed, stress patterns have different rules from language to language. In English, it is less predictable, while other languages have regular stress.

English pronunciation and speaking become a challenging skill in Indonesia education. Indonesia is a rich culture country, including language which every region has its dialect. Brebes is one of the regions in Central Java which has two dialects; they are Javanese

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[11] Sukardi and Andi Elsa Fadhilah Sakti Weda, "The Effects of Formal Instruction on the Acquisition of English Fricative Consonants of Indonesian EFL Learners," *Journal of Physics: Conference Series*, 2018, pg. 15

[12] Arienintya, "The Influence Of L1 And L2 In English Stress Shift Production Of The Efl Learners In Indonesia, pg. 483-485

Brebes Dialect (JBD) and Sundanese Brebes dialect (JBD). Moreover, each dialect has the unique characteristics that can be the influence agent for the dialect speakers in speaking English.

Realizing the importance of English stress patterns, hence solving the language background differences to get intelligibility understandable in English is the solution. Moedjito (2008) argued that in the Indonesian context, English pronunciation has somewhat been neglected.[13] So, having more attention in teaching English speaking and pronunciation is a big deal for the teacher. Moreover, mastering English speaking skill sooner is better, for instance, by joining a club such as Indonesian English Club (IEC) in SMA N 2 Brebes, etc. However, according to Goodwin (Murcia, 2001) the most important one is to reach the goal of instruction: to enable the learners to understand and be understood, to build the confidence in entering communicative situations, and to enable them to monitor the learners' speech based on input from the environment.

B. Research Questions

To enable the researcher to elaborate on the main problem, the research questions are formulated as follow:

1. What are the differences between English stress patterns produced by Javanese and Sundanese dialect speakers of IEC at SMA N 2 Brebes in the academic year of 2018/2019?

2. What is the pedagogical implication of this research in Indonesian English education?

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[13] Moedjito and Ito Harumi, "Perception of the Seriousness of Mispronunciations of English Speech Sounds," *TEFLIN Journal*, 2015, pg.71

C. Objectives of the Research

According to the research questions, the goals of the study are:

1. To describe the differences of English stress patterns produced by Javanese and Sundanese Brebes dialect speakers of IEC at SMA N 2 Brebes in the academic year of 2018/2019.

2. To explain the pedagogical implication of this research.

D. Significances of the Research

This research is essentials for some reasons to know the goals of the study. It gives benefits as follow:

a) Theoretical Significances

   1. The current research contributes to English Language Studies by providing information related to the area of English stress patterns.

   2. The other researches may conduct more in the investigation related to the theme of the current study.

b) Pedagogical Significance

   1. This research may help the English teachers and English education stakeholders to improve their teaching system in the class due to having known the language background differences of the students.

c) Practical Significance

   1. This research may help the students to be more aware of their potential to have better English pronunciation by noticing stress patterns so that they can improve their learning strategy.

E. Key Terms

To know further about this research and also to avoid any misunderstanding on the readers, the researcher would like to present the explanation of some important terms in this research:

1. English Stress Patterns

English stress patterns are one of the suprasegmental aspects of English Phonology. It is defined as a strength given in a word or utterances, which functions to distinguish meaning. So, based on the definition, it is divided into two kinds; English word stress and sentence word stress patterns.

2. Dialect

Defined that, dialect is a language that is only used by a specific group of people. It could be based on the living area which called regional dialect and based on the social community which called social dialect. However, this research only focused on the local dialect, which are Javanese and Sundanese Brebes dialect.

CHAPTER II

ENGLISH STRESS PATTERN (ESP) DIFFERENCES IN DIALECTS

This chapter discusses previous researches, review of related literature, and theoretical framework of this research.

A. Previous Researches

Before conducting the research, some researches related to this research had been looked for. *First,* the study from Tria Nufitaayuni tried to find out the difference of phonological performance between Banyumas and Semarang EFL learners in pronunciation, especially in English consonant. The results of the previous study are some sound still resembled in L1s' dialect, some English sounds are missing in both dialects, unique characteristics are found in both dialects, [r] and [h] have same spelling in both dialects, and [l], [m], [n], [ŋ] are the correct sounds pronounced by Banyumas speakers, and [p], [l], [m],[n], [ŋ], [k] are Semarang dialect speakers.[14] The similarities are both the researches used two dialects comparison, and the method used descriptive qualitative. The difference is the previous study analyzed the pronunciation of English consonant and how to pronounce correctly. Meanwhile, this research examined the ESP and the implication in speaking class.

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[14] Tria Nufitaayuni, 'Phonological Performance Differences between Banyumas and Semarang EFL Learners in Pronunciation of English Consonants (A Study at 2nd Grade Students of English Education Department of Walisongo State Islamic University in the Academic Year of 2016/2017)' (UIN Walisongo Semarang, 2017), pg. 69-70

The next research is from Meidy Yuhar Alghifari. He analyzed Cambridge English College students' pronunciation and focused on their English word stress. It is found that students of CEC Makassar still faced the problem about the pronunciation, especially the word stress. Students' misplaced stress are quite similar. The most misplaced words stress made by the students are two-syllable words. Repetitive that the Indonesian accent was causing the students to misplace the word stress. The students faced the difficulty in placing the stress correctly even though they had been trained well as good speaker and instructors. Compared to the other students from previous research, these students faced the same problem in pronunciation skill, especially word stress.[15] The similarities of the previous study and this study are about focusing on English stress using a descriptive qualitative method. The differences are the previous research only analyzed the students of CEC Makasar in general and concentrated on word stress alone. Meanwhile, this study will find the differences between the English word and sentences stress patterns between the two dialects.

The following research is from Muhammad As'ad researched to analyze students' errors in pronouncing English word stress and examined 31 Hulu Banjarese students by the tests consisting of 60 English words and 12 sentences. The results from his research showed that; there were 74,19% averagely got a score between 31 and 60,

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[15] Meidy Yuhar Algifari, 'Analyzing Students' Pronunciation of Word Stress of IET 7 Students of Cambridge English College (CEC) Makassar' (UIN Alauddin Makassar, 2017), pg. 39

there were 717 typical errors in the penult, and the common stressing is on the Ult.[16] The similarity is about analyzing students English stress production. The differences are the previous research focused on a dialect, while this research focused on two dialects. Moreover, previous study used a quantitative method.

The next research is from Iskhi Ittaqi analyzed the phonological variation of Javanese Language Tegal Dialect (JLTD), especially in Sangkajaya village. It focused on the phonemic transition and the lexicon of its dialect. From the previous research results were Sangkajaya people have seven phonemes of vowel and 18 phonemes of the consonant. The JLTD vowel and consonant phonemes are different with standard Javanese Language, which has ten phonemes of vowel and 26 phonemes of the consonant. Furthermore, it also found six deformations of sound based on its place.[1718] The similarities are the previous study used a qualitative descriptive method and also analyzed a local dialect. The differences are it focused on the phonemics and lexicon forms without including English education aspect for the future. On the other hand, this

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[16] Muhammad As'ad, 'Students' Errors in Pronouncing Stress of English Words of the Third Semester Hulu Banjarese Students at the English Department of Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2016/2017' (IAIN Antasari Banjarmasin, 2016), pg. V

[17] Iskhi Ittaqi, 'The Phonological Variation of Tegal Dialect of Sangkajaya People' (UIN Walisongo Semarang, 2015), pg. 44

research focused on two dialect comparison in producing English stress patterns.

The last research is from Than Thi Thanh Dieu analyzed English stress mistakes produced by Vietnamese students. It found that the combination of phonological knowledge with rhythm and English stress rules is one of the solutions for the English stress problems faced by Vietnamese students. From the prosodic experiment, some types of stress mistakes made by Vietnamese students discovered. Vietnamese students were not aware of the importance of syllable weight, shown through intensity, the particular cue to identify English word stress, which decided the ability to catch the accurate information based on the main syllable of a word, which was not only the stressed syllable but also the tonic syllable in a tone unit. It was because of their mother-tongue.[19][20] The similarities of the research focused on English stress, and the researcher analyzed the local students that are Vietnamese students. On the other hand, the differences are focused on the national language that is Vietnamese and also the methodology, it is used experimental research as well as the combination of the quantitative approach to find out the students' stress mistakes and solutions using spectrogram. However, the previous research only focused on Vietnamese students in general, but

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[19] Tran Thi Thanh Dieu, 'Some English Stress Mistakes and Solutions - A Phonetic Experimental Research on Vietnamese Students', *International Journal of Language and Linguistics*, 5.2 (2017), pg. 39-43

this study will find out the differences in producing English stress patterns between two different dialects.

B. Literature Review

On the related literature, the discussions are about English stress patterns, English syllables, dialect, and English stress patterns in a different language.

1. English Stress Patterns

a. Definition of English Stress

One of the prosodic aspects that can convey the meaning of utterances and words is called stress. Stress means the degree of strength or loudness which a syllable is pronounced as to give it eminence.[2122] It knows that stress is pronounced or produced in every syllable, but it depends on how long the syllable is. Stress is also will be different when it comes to the sentence or utterance. It means that stress patterns can help to distinguish and convey the meaning of some words or phrases that appear in the same sound.

b. Degrees of English Stress

Stress patterns divide into some degrees. According to Ramelan (2003:25), the three degrees of stress are namely strong or primary stress, medium or secondary stress, and weak stress. For strongly stressed or primary stress syllable is illustrated by a superscript accent

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[21] Ramelan, *English Phonetics* (Semarang: UPT UNNES Press, 2003), pg. 25

mark (') placed before syllable; medium or secondary stress marked by using a subscript accent mark (,); meanwhile, there is no mark for unstressed syllable.

Furthermore, the example of the word *around,* where the stress always falls clearly on the last syllable and the first syllable is weak, as the result when we pronounce it becomes /ə'raʊnd/**.** It might conclude into the *primary stress* that is the prominence that gives the strongest type of stress. While the *secondary* or *medium stress* is a type of stress that is weaker than primary stress but stronger than the first syllable of *around*. Moreover, the *unstressed* or *weak stress* regards as being the absence of any recognizable amount of prominence.[23] However, the unstressed syllables consisting of ə, ɪ, I, or u, or a syllabic consonant that will produce a less sound prominent. So, when there is one of the sounds, then there will be no stress patterns in the English word.

c. English Word Stress Patterns

English stress pattern placement derives from a rather colorful history of the language, which is from Old English origins and the native German. That is why the distribution of English word stress is unpredictable. It means that each English word has its stress pattern, which should be learned together with its meaning. Because this irregularity of the patterns, a dictionary is one of the best ways to get the right stress. Such stress rules as English has varied depending on

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[23] Peter Roach, *English Phonetics and Phonology: A Practical Course*, 4th edn (Cambridge: Cambridge University Press, 2007), pg. 96

the lexical class of the word they are applying to. On the other hand, there are some general rules which do allow stress placement to be predicted in many English words as follows:

c. 1 Noun-Verb Stress Patterns

Here are the rules of noun-verb stress patterns:[24]

1. Noun rule is stressed on the penultimate syllable if heavy if the penultimate syllable is light, stress the antepenult, the examples are *a'roma, 'discipline,*

2. Verb rule is stressed on the final syllable if heavy, if the last syllable is light, thus stress the penultimate. Examples are *o'bey, u'surp, a'ttack, 'tally, 'hurry*

According to the rules above, for *noun* rule, the stress pattern is usually at the antepenult, but for some cases, if the word has a heavy sound which consisting either rhyme or diphthong and so on, the stress will on the penultimate syllable. Moreover, other factors influenced English stress placement consisting of the historical origin of a word, affixation, and the words' grammatical function in the utterance.[25] Here are the stress pattern comparisons between verb and noun word:

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[24] April McMahon, *An Introduction to English Phonology* (Edinburgh: Edinburgh University Press Ltd, 2002), pg. 120

[25] Marianne. Donna M. Brinton et.al Celce-Murcia, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, 4th edn (Cambridge: Cambridge University Press, 2004), pg. 133

Table c.1.1 (Verb and Noun pairs are in dissyllabic forms)

Verb	Noun	Note
pre'sent	'present	
de'sert	'desert	
ab'sent	'absent	Reducing the initial syllables of the *verb* and the final syllables of *noun*.
add'ress	'address	
pro'test	'protest	
sub'ject	'subject	
Etc.	Etc.	

Table c.1.2 (Verb and Noun pairs are in three syllable forms)

Verb	Noun	Note
imple'ment	'implement	In *verb*, the primary stress is on the last syllable, and the antepenult syllable is stressed on the *noun*
docu'ment	'document	
supple'ment	'supplement	
compli'ment	'compliment	
comple'ment	'complement	

c. 2 Stress Rules in Affixes

Affix is a morpheme that attached into a word. Its function is to change the words' classification into noun, verb, adjective, or adverb.

1. Prefixes

In general, a prefix is a morpheme which added to the beginning of a word. The first syllable of the base of the root (not

prefix) tends to be strongly stressed in a prefix. In English, a prefix is dividing into two kinds; they are Germanic and Latinate origin.[26] Both Germanic origin and Latinate origin stressed on the base word. The Germanic prefixes contain *a-, be-, for-, fore-, mis-, out-, over-, un-, under-, up-,* and *with-*.

Table c.2.1 prefixes stress rules (Germanic)

Un	*out-*
●●	●●
un'do *un'tie*	*out'class* *out'door*
over-	*under-*
●.●	●.●
over'come *over'do*	*under'stand* *under'go*

the exception is for these prefixes because its words function is changed as a noun or a noun compound:

fore-	*out-*	*over-*
●●	●●	●.●
'forecast *'foreground*	*'outlook* *'outline*	*'overalls* *'overdose*

under-	*up-*	
●.●	●●	
'undertow *'underpass*	*'upstairs* *'upsurge*	

Another one is Latinate prefixes that including: *a(d)-, com-, de-, dis-, ex-, en-, in-, ob-, per-, pro-, re-, sub-,* and *sur-.* Unlike Germanic, which receives middle stress, Latinate receives light stress on the prefixes. The following examples are the most frequent Latinate prefixes in English words:

Table c.2.2 prefixes stress rules (Latinate)

com-	*dis-*	*pro-*	*ex-*
.●	.●	.●	.●
com'mand	dis'turb	pro'gram	ex'ist
com'plete	dis'turb	pro'duct	ex'tend

2. Suffixes

In general, a suffix is usually affecting the word stress in three ways:[27]

1. They may not change the stress pattern of the root word.

2. They may receive strong stress themselves.

3. They may cause the stress pattern in the stem to shift from one syllable to another.

First of all is a group of suffixes which do not affect the stress pattern of the root word, such as neutral suffixes. Here are the examples:

Table c.2.3 (neutral suffixes)

Neutral Suffixes	English Words and Stress Patterns	Note

-en	'threaten	
-er	'baker	
-full	'tactful	Neutral suffixes are
-hood	'childhood	from the Germanic
-ing	'closing	origin; it gives stress
-ish	'childish	on the origin of the
-less	'useless	root word.
-ly	'friendly	
-ship	'friendship	

However, there are some other neutral suffixes (not in Germanic origin) that have the same stress pattern as Germanic suffixes origin. It includes: *-able* (*usable*)*, -al* (noun suffix, *arrival*), *-dom*(*kingdom*), *-ess*(*hostess*), *-ling* (*yearling*), *-ness* (*kindness*), *-some* (*handsome*), *-wise* (*edgewise*), and *–y* (*silky*).

Beside Germanic origin, there some suffixes that have been affected by French. It causes the final syllable receives strong stress, or the suffixes to accept the strong stress themselves (statement no. 2), while the other is receiving light stress. On the other hand, the strong stress in on its suffixes. Here are some categories from Kreidler (1989:307) represent borrowings from modern-day French:[28]

-aire	*-ee*	*-eer*
million'aire	refu'gee	engi'neer

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[28] Marianne Celce-Murcia et.al, *Teaching Pronunciation: A Reference...,* pg. 136

question'naire   trus'tee   volun'teer

-eur/-euse   ***-ese***   ***-esque***

mas'seuse   vietna'mese   pictur'esque

chauf'feur   leba'nese   gro'tesque

-ique   ***-oon***   ***-ette***

bou'tique   bal'loon   cas'sette

tech'nique   sa'loon   kitchen'ette

-et/ey/

bou'quet

On the last statement states that suffixes can make shift stress from one syllable to another. The factor is because of the additional suffixes to the root of the word.

Table c.2.4 (stress shifts caused by suffix)

Suffix	Root word	Root with suffix
-eous	ad'vantage	advan'tageous
-graphy	'photo	pho'tography
-ial	'adverb	ad'verbial
-ian	'paris	pa'risian
-ic	'atom	a'tomic
-ical	ge'ography	geo'graphical
-ious	'injure	in'jurious
-ity	'credible	credi'bility

-ion	'educate	edu'cation

For instance, it should note that stress patterns in suffix forms depend on the base and the suffix origin. On the other hand, it can be predicted from the examples above. Given a model, Germanic suffixes –*ly* and –*ness* in the word *positive,* which has natural stress pattern 'positive so that it won't cause shift stress: 'positively, 'positiveness. However, if it gives a Latinate suffix –*ity*, so the stress becomes posi'tivity.

c. 3 Stress Rules in Numbers

Numbers, as a general also have stress patterns. However, native speakers can produce it naturally, because they know the nature of stress. These are the following rules of number stress patterns:[29]

1. Cardinal and ordinal numbers, which represent multiples of ten (20, 30, 40, etc.) have strong stress on the first syllable:

Cardinal	Ordinal
'twenty	'twentieth
'thirty	'thirtieth
'forty	'fortieth
'fifty	'fiftieth
'sixty	'sixtieth

2. The –*teen* numbers usually stressed on the last syllable.

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[29] Marianne Celce-Murcia et.al, *Teaching Pronunciation: A Reference...,* pg. 138

-teen Numbers	
thir'teen	fif'teen
four'teen	six'teen

Furthermore, one syllable numbers (one, two, three, etc.) have no choice syllable, such as: 'one, 'two, 'three, etc. Meanwhile, according to Oxford dictionary, the stress pattern of *eleven* is e'leven.

c. 4 Stress Rules in Compounds

In English, the noun compound is usually strongly stressed on the first element. Here are the following examples of compounds:

Simple compounds	Complex compounds	Adjective compounds
'blackbird	'blackbird nest	'good looking
'airplane	'airplane wings	'middle aged
Adjective + noun compounds	**Noun + noun compounds**	**Verb compounds**
'whiteboard		
'greenhouse	'lipstick	'babysit
	'mailbox	'typewrite

d. English Sentence Stress Patterns

The combination of primary stress, secondary stress, and unstressed elements in multisyllabic words also characterize English utterance, namely sentence stress. When words arranged in a sentence,

they usually maintain their stress patterns.[30] However, the strongest stress is mainly given on one word in a sentence. The placement of sentence stress may put on one word to another, depending on the speaker's intention. Consider the following examples: [31]

This is my **HO**use : primary stress on 'house', this is the normal way of   saying the sentence.

This is **MY** house : primary stress on 'my', to emphasize the possessor; the implication is that it is not your house, or his house, but *my* house.

This **IS** my house : primary stress on 'is' to emphasize the affirmative element of the statement; the implication is 'it is not a lie; this house belongs to me'.

THIS is my house : primary stress on the word 'this'; the implication is 'it is this house that belongs to me, and not that house'.

Here are also some examples that illustrate the physical similarities in stress patterns that exist in both multisyllabic words and simple sentences:[32]

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[30] Ramelan, *English Phonetics........,* pg. 28

[31] Ramelan, *English Phonetics........,* pg. 28.

[32] Marianne Celce-Murcia et.al, *Teaching Pronunciation: A Reference.....,* pg. 151-152

●. mother Do it. Pay them	.● attend Did you? It hurts.	.●. abandon I saw you We found it.	●.● guarantee Have some cake. Where's the beef?
●..●. education Mary saw it. John's a lawyer?	●.●.. nationality Come to Canada. Where's your bicycle?		
●..●. communication I want a soda. I think he's got it	●●. .●. electrification We took a vacation. I went to the station.		

It can be concluded from the examples above is the word, and sentence stress patterns combine the rhythm of an English utterance. This stress nature is not depending on the number of syllables but rather on the central part of the utterance that needs a highlight.

Table d.1 (content words versus function words)[33]

Content/information words (often stressed)	**Function words (usually unstressed, unless in final position or when used emphatically)**
Nouns main verbs	Articles auxiliary verbs

[33] Marianne Celce-Murcia et.al, *Teaching Pronunciation: A Reference....,* pg. 153

possessive pronouns	personal pronouns
demonstrative pronouns	possessive adjectives
interrogatives	demonstrative adjectives
*not/*negative contractions	prepositions
adverbs	conjunctions
adverbial particles	

2. English Syllable

Realize it or not, people have already spoken of the small peaks of loudness which form syllables. A syllable is a unit into which word can be divided.[34] However, syllables vary in loudness. Meanwhile, in English utterances of any length, there are syllables of many different degrees of loudness.

On the other hand, we can say that syllable is the representative of one or more letters in an utterance. It usually made up by a single vowel sound or even a combination between a vowel and consonant sound. Here are the distributions of syllables in English:

1. One syllable (monosyllabic)

It consists of a single syllable of the word. In English, a vowel sound can be made by one or more than a vowel letter. Here are the examples: *man, cat, hat, feet, moon, eat, bake,* etc.

2. Two or more syllables (polysyllable)

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[34] Oxford English Dictionary Online, "Oxford English Dictionary Online," *Oxford English Dictionary*, 2010.

It consists of two or more syllables in a word. The longest syllable of the English word is twelve. Here are the examples:

2 syllables	*ago, hotel, present, content, believe*
3 syllables	*determine, radio, atomic, preference, consonant*
4 syllables	*determinant, democracy, declaration, television, geography*
5 syllables	*alliteration, unidentified, discrimination, globalization, communicator*
6 syllables	*biodiversity, capitalization, encyclopedia, identification*
7 syllables	*Decriminalization, individuality, anesthesiologist*
8 syllables	*Intellectualization, authoritarianism, internationalization*
12 syllables	*Antidisestablishmentarianism*

From the examples and statement above, it can be concluded that syllable is the smallest unit of rhythmic in an utterance or a word.[35] Moreover, it stated that the syllable consists of one or some stress shifts, because every syllable has one vocal sound or more than one, and one consonant sound or more than it that should be pronounced by people.

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[35] Achmad and Alek Abdullah HP, *Linguistik Umum* (Jakarta: Penerbit Erlangga, 2012), pg. 35

3. Dialect

Naturally though, in Central Java people communicate using the Javanese language. It is right, but it doesn't match reality. People speak using the Javanese language, but it has their characteristics for each region or a specific group. It is called dialect, that means a particular group of language lived in a particular area.[36] Usually, the dialect speakers can understand another dialect. But, in some cases, it can be the opposite situation. However, it is still called by dialect because of the language origin history and the homogeneity of the primary language.

The main language will divide into some dialects because of some factors, such as the natural condition of the living place in the mountain, near the river, or coastal area. Besides, the human social environment also has an impact on dialect differences. Because of its factors, the dialect divided into two:

1. Regional Dialect

The regional dialect is a dialect based on the differences in geographical areas. It happens because of various factors. The first one comes from the geography condition itself. A mountain, river, forest, barren land, or even coastal land can serve to make the population growing apart. Automatically the dialect of the two societies will drift apart. Other factors that develop regional dialects,

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[36] Sumarsono, *Sosiolinguistik*, ed. by Jamaludin Irianto, 4th edn (Yogyakarta: SABDA (Lembaga Studi Agama, Budaya dan Perdamaian), 2008), pg. 21

including political boundaries, settlement patterns, migration and immigration routes, territorial conquest, and language contact.[37]

2. Social Dialect

Meanwhile, social dialect means that a dialect used by people because of the influence of their social experiences and environments. Some factors can consider the variation. It includes a gender perspective, age, and work relations.[38] Moreover, race or ethnicity, social class, and network might reflect the factor.[39] The fact that young Javanese people tend to use *Krama Inggril* to the older ones. However, the elder should use *Krama Inggil* to the younger when, the younger has a higher position in work.

3. Dialect in Brebes

Brebes is one of the regions in Central Java and located on the northern Java Sea, near to West Java on the west, Tegal regency on the east, and Banyumas regency on the South.[40] Although it includes in Central Java, the dialect is different from the other regencies. Brebes has two distinct dialects; Javanese and Sundanese Brebes Dialect. The differences are because of the historical phenomenon and

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[37] Sandra Lee and Nancy H. Hornberger Mckay, *Sociolinguistics and Language Teaching*, 15th edn (New York: Cambridge University Press), pg. 163

[38] Sumarsono, *Sosiolinguistik….*, pg. 25.

[39] Sandra Lee and Nancy H. Hornberger Mckay, *Sociolinguistics…,* pg. 165.

[40] Badan Pusat Statistik, *Kabupaten Brebes Dalam Angka: Brebes Regency in Figures* (Brebes: BPS Kab. Brebes, 2016), pg. 5.

also the areas' borders. However, every dialect in Brebes has its uniqueness, such as the following explanations:

a) Javanese Brebes Dialect (JBD)

Nowadays people tend to name Javanese Brebes Dialect as *Ngapak Brebes* or *Bahasa Jawa Brebes.* The speakers spread around Brebes, except Salem sub-district.[41] Some sub-districts such as Bantarkawung, Banjarharjo, and Larangan are using JBD, but some of the people are using SBD too. The dialect is using as a daily communication tool among people.

However, the main factor is because of the speakers' living location. Most of JBD speakers live in which the Javanese language exists, such as in the southern, there is Bumiayu sub-district which affected by *Banyumasan* dialect, on the western such as Brebes, Jatibarang, Bulakamba, and the others are influenced by *Tegalan* dialect.

Furthermore, JBD has its uniqueness. JBS tends to have more stress in every word meanwhile for the other Javanese dialects do not have it. JBDs' words are mostly ending by *–b, -d, -k,* and *–g* which the people usually give strong stress at the end of words.[42] However, some

[41]KabupatenBrebes, https://id.wikipedia.org/wiki/Kabupaten_Brebes#Bahasa, accessed on 6 Feb 2019 at 9 PM

[42]Kabupaten Brebes, https://id.wikipedia.org/wiki/Kabupaten_Brebes#Bahasa, accessed on 6 Feb 2019 at 9 PM

people who use other Javanese dialects such as *Semarangan* sound weird when they heard JBD. For instance:

Table 2.1 the Javanese Brebes language sound

Indonesia Language	JBD	The sound in other Javanese dialects
Tidur	turu (turu')	Turuk
Minum	mimi (mimi')	Mimic
Note	This shown that JBD has more stress than other Javanese dialects, and some words in JBD mean rude for other speakers because it sounds different.	

b) Sundanese Brebes Dialect (SBD)

Sundanese Brebes Dialect (SBD) is a Sundanese language used by some local societies in Brebes. The speakers spread around the southern and western of Brebes who live near to Cilacap and Cirebon regency, such as Salem, Bantarkawung, Ketanggungan, Banjarharjo, and some villages in Tanjung, Larangan, and Kersana sub-districts.[43] However, most of the speakers are influenced by the geographical area, which has Sundanese language as the mother tongue.

Moreover, SBD has a significant difference characteristic with JBD. One of its differences is SBDs' speaker has lighter stress than

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[43]BahasaSundaBrebes, https://id.wikipedia.org/wiki/Bahasa_Sunda_Brebes, accessed on 7 Feb 2019 at 8.32 PM

the JBDs' speaker. It also has different intonation with JBD. But, some of SBD vocabularies are affected by JBD. It is possible that because both of the dialects are existing together in a place.

Table 2.2 the similarities of SBD and JBD vocabularies:[44]

Indonesia Language	SBD	JBD
Dorong	*Surung*	*Surung*
Makan	*Madang*	*Madang*
Menyanyi	*Nembang*	*Nembang*
Melotot	*Mendelik*	*Mendelik*
Genggam	*Nyekel*	*Cekel*
Alus	*Apik*	*Apik*
Sehat	*Waras*	*Waras*
Tuli	*Budeg*	*Budge*
Kaya	*Sugih*	*Sugih*
Gigi bertumpuk	*Gingsul*	*Gingsul*
Kunyah	*Gayem*	*Gayem*
Hemat	*Gemi*	*Gemi*
Enampuluh	*Sawidak*	*Suwidak*
Mana	*Endi*	*Endi*
Datar	*Rata*	*Rata*

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[44] Wahya et.al, 'Inovasi Bahasa Sunda Di Kecamatan Salem Kabupaten Brebes', *Riksa Bahasa*, 2 No.1 (2016), pg. 133.

4. English Stress in Different Language

Stress has different rules, from language to language. The others might have no tricky rules about its stress patterns, while English has general rules that must be obeyed by the speakers. A study was found by Andrews (1984) that French tended to accent syllables at the end of close to the end of English words; that tendency accords with stress patterns in French, and it proved to be different from the stress patterns of speakers of other languages. Such a tendency that cognates forms (e.g., *motor* and *moteur)* might often be unrecognizable when listeners do not take into stress pattern differences.[45]

However, there are some analysis differences in Indonesian stress patterns. Most authors found it stressed on the penultimate syllable in common. Such as Cohn & McCarthy (1994) state that the primary stress of Indonesian can be derived, and the secondary stress is in the first syllable. But, they seem never mention about the real primary stress, such as on the example *'pascasar'jana*. That is why Zubkova (1966) and Halim (1974) also stated that Indonesian never have stress patterns.[46] These happen mostly due to the regional background of Indonesia, which has more than 700 local languages

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[45] Terence Odlin, *Language Transfer: Cross Linguistic Influence in Language Learning*, ed. by MIchael H and Jack C. Richards Long, 6th edn (Cambridge: Cambridge University Press, 1997), pg. 118.

[46] Rob and Ellen van Zanten Goedemans, *Prosody in Indonesia* (Leiden: LOT, 2007), pg. 38.

and dialects. So, they are affected by their first language stress system, which as not as complicated as English.

C. Theoretical Framework

This section is involved in the theories framework in answering the research questions. Therefore, two construct theories have been prepared, such as English stress patterns and Indonesian EFL learners, which consist of Javanese and Sundanese Brebes dialect speakers. English stress patterns defined as a prominence given in a word or utterances, which the function is to distinguish meaning. As stated that English stress patterns are divided into word and sentence stress patterns. However, the complex one is on the stress patterns which divided the rules into suffixes and prefixes words, yet the acquisition is not in the right portion in Indonesia. Indonesian first language acquisition makes it different to produce the stress patterns in English words or utterances while Indonesia has a lot of language differentiation, such as in Brebes region which consists of two dialects (Javanese and Sundanese). Since the speakers from both dialects have acquired different first mother language, so the differences also could be happened anytime. Investigating the differences English stress patterns produced by JBD and SBD speakers can help the teachers and students to be aware of the foreign language acquisition, so they can control and improve the way of acquiring the target language through teachers' teaching improvement. If the students know the primary form of English speaking, thus it can be the way of the students who want to get a serious career in the English area or to get a brighter

future by mastering English as a foreign language. To summarize, the theoretical framework is figured as followed on the *figure 2.1.*

Figure 2.1 Construct Map

Figure 2.1 Construct Map

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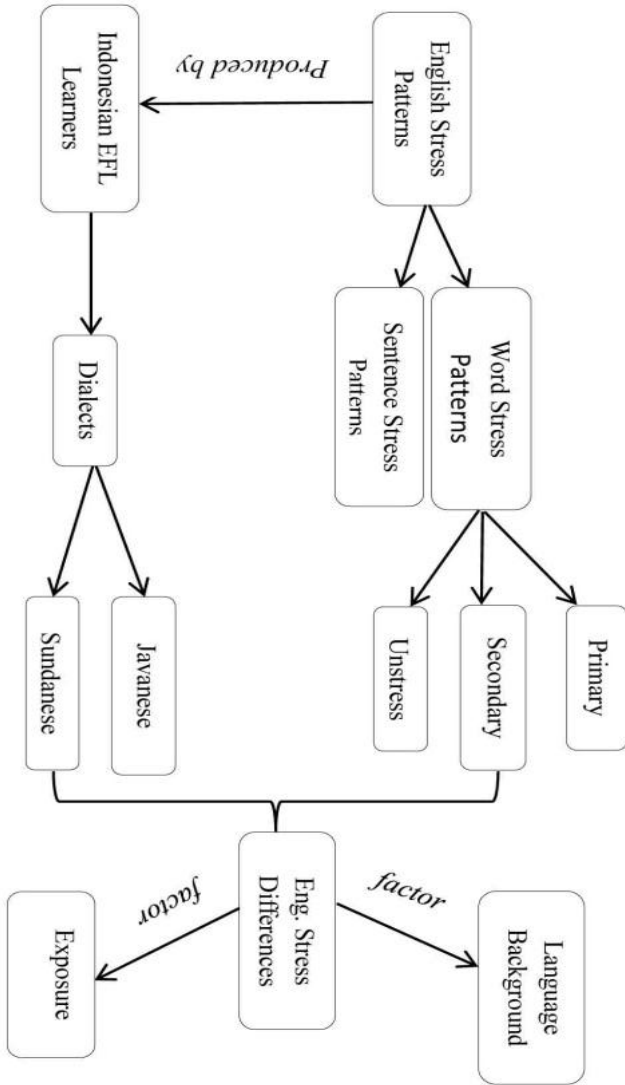
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method implemented in this research to obtain the answer to the research questions. However, seven sections are presented; they are research design, research setting, research subject, research object, scope of the research, data collection technique, and data analysis technique.

A. Research Design

Based on the process of the study, the researcher used descriptive qualitative analysis. This study was only to describe the differences between Javanese and Sundanese Brebes dialect speakers and also mentioned the pedagogical implications for the learners. As Cresswell explained about the descriptive qualitative method that is an approach of research problems addressing the meaning of individuals or groups consider their issues.[47] The study will involve the process of emerging some questions, procedures, and an interpretation that will be conducted by the researcher. Moreover, the analysis of the data will also in a description form of the problems.

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[47] Jhon W. Cresswell, *Qualitative Inquiry and Research Design: Choosing among Five Approach*, third (Los Angeles: Vicki Knight, 2013), pg. 44

B. Research Setting

This research was held in SMA N 2 Brebes. It is located in Jl. Ahmad Yani No. 77, Sangkalputung, Brebes, Central Java. The school was one of the ex-RSBI schools in Central Java, and most of the Brebes students come to this school. The reason for choosing this school as the place of this research was because the researcher was graduated from this school and knew that this school has students from different cultures, such as Javanese and Sundanese. So, it facilitated the researcher in doing this research.

This study was conducted in two weeks, from the 18th until the 29th of March. The 1st week was used to interview the residents, while the 2nd week was used to test the Javanese and Sundanese dialect speakers in producing English stress patterns.

C. Research Subject

According to the point, the researcher has chosen the members of Indonesian English Club (IEC) of SMA N 2 Brebes in the academic year of 2018/2019 as the subject of the research. The number of the members are 30 students who consist of 15 Javanese students and 15 Sundanese students. The reason for choosing IEC members was because the students have an average level of speaking, while if the researcher decides students in the regular class, they haven't the same average speaking skill.

D. Research Object

The main object of this research is the student's utterances. The researcher used the utterance of the Javanese and Sundanese students

to be observed. The student's utterances were recorded so that the researcher can find the English stress patterns differences easily. Each speakers pronounced 25 times as same as the number of the words. Meanwhile, the total pronounciation of each syllable is 75 times, because the number of speakers time to the five words in each syllable.

E. Scope of the Research

To make this research clear and specific, the researcher limited the study into to find the English stress pattern differences between Javanese and Sundanese Brebes dialect speakers and its pedagogical implication for the learners in the future.

F. Data Collection Technique

a) Interview

This data collection technique is used by the researcher to know the respondents' language background and to make sure that the 1st language of the respondent is either Javanese or Sundanese Brebes dialect. Thus the researcher will use a *structured interview,* which means the questions will be arranged well by the researcher.[48] The questions will refer to some factors affecting learners' pronunciation according to Brown; they are the native language, age, exposure, innate phonetic ability, identify and language ego, motivation, and

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[48] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*, 25th ed. (Bandung: Alfabeta, 2017), pg. 297

concern for proper pronunciation.[49] But, the researcher only used the students' language background and exposure as the indicator of the interview question list, because this research is focused on the dialect differences. Furthermore, some follow up questions were also asked the IEC homeroom teacher as the reference to answer the 2nd research question.

b) Test

The researcher used the *test* to collect the data and to know the respondents' English stress patterns, then the differentiation of English stress patterns can be compared between the speakers. The tests consist of word stress and sentence stress.

Word stress test comprised of five columns of words list with a different number of syllables. Five words were put from two-syllable to six-syllable-word, which are not classified according to the word class to see the influence of the dialect in producing English word stress patterns. The words were chosen from the Cambridge online dictionary.

The sentence stress test consists of 8 sentences. The sentence test was taken from the reference book *Teaching Pronunciation* by Marianne Celce-Murcia.

c) Documentation

Documentation is needed in collecting the data. However, the researcher will use a cellphone recorder to record the resesidents'

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[49] Ninik Suryatiningsih, "A Study on the Students' Ability in Pronouncing Diphtongs at STKIP PGRI Pasuruan," *Jurnal Dimensi Pendidikandan Pembelajaran* 3 No. 2 (2015), pg. 6

pronunciation to analyze the English stress patterns that produced by the respondents. On the other, the interview with the teacher was also taken by a voice recorder in cellphone. Meanwhile, the students' interview was taken in notes.

G. Data Analysis Technique

The researcher used Miles & Huberman Model in analyzing the data. Miles & Huberman stated in Sugiyono (2017: 337) that there are three activities in analyzing data, namely data reduction, data display, and conclusion drawing or verification.

The first step is data reduction. It means that the researcher summarized and focused on the most important data because the researcher has collected the data in the field which complex and many forms.[50] Therefore, the researcher has to select the recording of the students' pronunciation, the students' and teacher's answers data carefully to bring it on the next step of data analyzing.

The second one is the data display. Displaying data means that the information is presented in the pattern. Because of the researcher used qualitative research, so the data is displayed using chart for the result of English stress pattern production, and descriptively describe the result of interview.

The last one is conclusion drawing or verification. It means that the researcher concluded the data after analyzing it into descriptive patterns. The conclusion is about whether there are differences

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[50] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D....,* pg. 338

between Javanese and Sundanese Brebes dialect speakers or not, and describing the pedagogical implications of this research for the learners.

Figure 3.1[51]
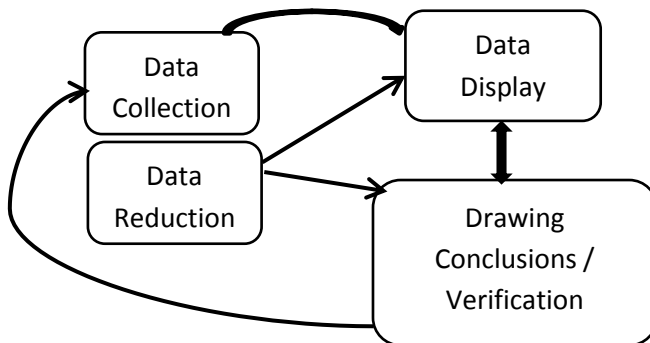
[51] Sugiyono *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D...., pg. 338

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of two sections, namely, findings and discussion. The findings of the study deal with the data analysis results of the Javanese and Sundanese students' pronunciation of English stress patterns. Whereas, further explanation is presented in the discussion section.

A. Findings

As the researcher exlained in the previous chapter, there were two kinds of instrument used in collecting the data, namely test and interview. Test is used to find the differences of English stress pattern production between the Javanese and Sundanese Brebes dialect speakers. Meanwhile, the interview is used to know the implication of this research to the learners.

a. Schools' Identity

Here is the school's identity that the researcher take the research:

Schools' Name	SMA N 2 BREBES
NPSN	20326436
Educations' level	SMA
Schools' status	States' School
Address	Jln. Ahmad Yani No. 77 Brebes

RT / RW	7 / 9
Code	52212
District	Brebes
Sub-district	Brebes
Regency/City	Brebes
Province	Central Java
Country	Indonesia
Geographical Position	-6,872608 (latitude)
	109,048408 (longitude)
Schools' Decree	0236/0/1973
Date of Decree	1973-12-18
Proprietary rights	Regional Government
Special needs	-
Bank account	2.028.06915
MBS	Yes
Lands' area	39250
NPWP	50963501000
Telephone Number	(0283) 671060
Fax Number	(0283) 671060
e-mail	smadabes@ymail.com
Website	http://sman2-brebes.sch.id
Headmaster	Sadimin
Operator	Kamal Musthafa Putra
Accreditation	A

Curriculum	2013 Curriculum

b. Results

This section provides research results which are used to answer the research questions. The first question is *what are the differences between English stress patterns produced by Javanese and Sundanese dialect speakers of IEC at SMA N 2 Brebes in the academic year of 2018/2019?* While, the second is *what are the pedagogical implications of this research for the learners?*

Shortly the answer of the first research question is, there are some differences English stress patterns production between Javanese and Sundanese speakers. In the 2 syllables, for example, most of the Javanese speakers produced word stress on the *ult*, while Sundanese speakers produced it on the *penult*. In the 3 and 4 syllables, the most common stress placement for Javanese speakers were on the *penult*, while Sundanese speakers were on the *antepenult*. Meanwhile there was no differences in 5 syllables stress production, which on the *antepenult*. The last is 6 syllables, mostly Javanese speakers produced on the *ult*, and the Sundanese speakers produced on the *quint-ult*.

According to the result in sentence stress productions, both dialect mostly have same English stress patterns, that is on the *verb*. Eventough they have same stress patterns, but the Sundanese has more colorful sentence stress patterns than the Javanese. The total of the Javanese speakers who produced sentnce stress more than one was 12 times, while the Sundanese speakers produced it 23 times. Meanwhile,

the pedagogical of English stress patterns for the learners are; it is appropriate to be included in the basic English teaching-learning, so that the students will understand the meaning of English words or utterances easily.

In detail, for answering the first research question, the word stress results are presented in the overall graphic recapitulation which includes the data of speakers' stress pattern production are presented based on the number of syllables. On the other hand, the sentence stress patterns result is presented descriptively based on the table in the appendix. Meanwhile, for answering the second research question, the researcher has analyzed the interview transcript with the teacher.

1. English Stress Patterns Production

According to the data finding results, there are some significance differences of the English stress pattern productions between the Javanese and Sundanese Brebes dialect speakers. Here are given the result of word and sentence English stress pattern analysis:

a. Word Stress

Word stress data findings got from the test given to the Javanese and Sundanese dialect speakers. The test consists of five different words in general, specifically consist of two-syllable to six-syllable-words. It is given randomly without any clue verb or noun form.

From the vocabularies given, the students' pronunciation was described as follow:

1. Two-syllable-word

In this section, the word stress pattern production of the Javanese and Sundanese Brebes dialect are presented. The words given to the students such as; *mature, persuade, system, dessert,* and *describe.*

a. Javanese Brebes Dialect

According to the test given to 15 Javanese students, the following result is the stress patterns production of mostly the Javanese produced on the two-syllable-word:

• ●

Ultimate

The pattern above shows that, mostly they put the stress on the *ultimate* syllable, which means the primary stress is put on the last syllable of the word. The word *mature, persuade, dessert,* and *describe* succeed to be put the primary stress on the *ultimate.* Fortunately, those four words have the correct stress on the *ultimate.* Therefore, the Javanese Brebes students mostly get the correct answers.

Specifically, according to the table 4.1 in appendix 15, 10 students put the right stress on *mature,* 14 students put the correct stress on *persuade,* 14 students produced the correct stress on *dessert,* and 13 students put the right stress on *describe.* Meanwhile, there is only one word which the students mostly put on the *penultimate*, it is the word *system.* There are 8 students who put the stress on the *penultimate,* and

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the right stress placement on the word *system* is on the *penultimate.* So, 8 students are getting it correct.

b. Sundanese Brebes Dialect

According to the test given to 15 Sundanese students, the following result is the stress patterns production of mostly the Sundanese produced in the two-syllable-word:

● .

Penultimate

From the above pattern, it shows that the Sundanese mostly put the stress on the *penultimate,* which means the second before the last syllable. They mostly put the *penultimate* on the whole words such as *mature, persuade, system, dessert,* and *describe.* Meanwhile, according to Cambridge online dictionary, those five words have the primary stress on the *ultimate,* except for *system.* Therefore, most of the Sundanese put the primary stress on the wrong place. Based on the table 4.7 in the appendix 16, the number of the speakers who put the stress on the *penultimate* are 11 students on the word *mature,* 9 students on *persuade,* 12 students on word *system,* 10 students on *dessert,* and 10 students on *describe.*

2. Three-syllable-word

In this section, the word stress pattern production of the Javanese and Sundanese Brebes dialect speakers are presented. The words given to the students such as; *volunteer, banana, develop, benefit,* and *description.*

a. Javanese Brebes Dialect

According to the test given to 15 Javanese students, the following result is the stress patterns production of mostly the Javanese produced on the three-syllable-word:

. ● .

Penultimate

The pattern shows that the Javanese Brebes dialect speakers tend to put the primary stress on the *penultimate.* On the other hand, the secondary stress is given on the *ultimate* one. Moreover, the words which put the stress on the *penultimate* by the speakers such as; *volunteer, banana, benefit,* and *description.* While, the word *develop* is given the primary stress on the *ultimate* by the speakers.

Table 4.2 in appendix 15 shows that 8 speakers put the stress on the *penultimate* on word *volunteer, banana,* and *benefit,* and there are 12 students who produced *penultimate* on word *description.* Meanwhile, the word *develop* is mostly produced by the speakers on the *ultimate,* with the total is 12 speakers.

According to the Cambridge online dictionary, the words which put the right primary stress by the speakers such as *banana,* and *description*. Actually the word which has secondary stress is only *volunteer,* but the speakers don't keep producing the secondary stress for the following words on the test given. It happened regularly for the 15 students which the researcher take the test.

b. Sundanese Brebes Dialect Speakers

According to the test given to 15 Sundanese students, the following result is the stress patterns production of mostly the Sundanese produced on the three-syllable-word:

● ••

Antepenultimate

As the pattern shows that, the Sundanese mostly put the primary stress on the *antepenult* for the three-syllable-word. The words which mostly put the stress on the *antepenultimate* are *volunteer, develop,* and *benefit.* Meanwhile, there is a word that the primary stress location is on the *penultimate* such as; *banana.* Moreover, the word *description* tends to have the same number of the primary stress on the *penultimate* and *antepenultimate.*

Based on the table 4.8 in appendix 16, the number of the speakers who put the stress on the *antepenultimate* are 10 speakers on the word *volunteer,* 10 speakers on the word *develop,* and 9 speakers on the word *description.* On the other hand, the number of the speakers who put the stress on the *penultimate* are 6 speakers on the word *banana,* and the word *description* gets the same number of the speakers who put the stress on the *penultimate* and *antepenultimate* with the total is 6 students respectively.

As the result stated that, the words which put the correct primary stress such as on *banana* and *description.* However, mostly Sundanese speakers tend to not produce the secondary stress on the three-syllable-word.

3. Four-syllable-word

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In this section, the word stress pattern production of the Javanese and Sundanese Brebes dialect speakers are presented. The words given to the students such as; *voluntary, dictionary, development, presentation,* and *ordinary.*

a. Javanese Brebes Dialect Speakers

According to the test given to 15 Javanese students, the following result is the stress patterns production of mostly the Javanese produced on the four-syllable-word:

<p align="center">. . ● .</p>

<p align="center">*Penultimate*</p>

The stress pattern above shows that the Javanese Brebes speakers tend to put the primary stress on the *penultimate.* The words which mostly receive the primary stress on the *penultimate* are *voluntary, development,* and *presentation.* Meanwhile, the word *dictionary* mostly accept the primary stress on the *antepenult.* Moreover, the word *ordinary* mostly accept the primary stress on the *preantepenult.*

Table 4.3 in appendix 15 shows that 7 speakers put the stress on the *penultimate* on the word *voluntary*, 9 speakers also put the same primary stress on the word *development,* and 8 speakers on the word *presentation*. On the other hand, there are 6 students who put the primary stress on the *antepenult* on the word *dictionary,* and 8 students put the primary stress on the *preantepenult* on the word *ordinary.*

<p align="center">50</p>

Based on the Cambridge online dictionary, the correct primary stress location from *voluntary, dictionary,* and *ordinary* is on the *preantepenult* which means the speakers mostly got the right pronunciation on the word *ordinary.* Moreover, the actual secondary stress only appears on *presentation*, but mostly the speakers do not put the secondary stress on the whole words given.

b. Sundanese Brebes Dialect Speakers

According to the test given to the 15 Sundanese students, the following result is the stress patterns production of mostly the Sundanese produced on the four-syllable-word:

Antepenultimate

As the pattern above shows that the Sundanese brebes dialect speakers mostly put the primary stress on the *antepenultimate*. The words which mostly have the primary stress on the *antepenultimate* are *voluntary, dictionary,* and *presentation.* However, there are two words accept different primary stress location. First, the word *development* which accepts the primary stress on the *penultimate.* The next one is *ordinary* which accepts the primary stress on the *preantepultimate.*

Based on the table 4.9 in appendix 16, *voluntary* receives 12 speakers who put the stress on the *antepenult* and 3 speakers on the *ultimate.* The result is almost similar with *dictionary* that receives 9 speakers who put the primary stress on the *antepenultimate.* Moreover, *presentation* also receives the primary stress mostly on the

antepenultimate, with the total is 7 speakers. On the other hand, *development* mostly receives the primary stress on the *penultimate,* with the total speakers is 7. Furthermore, *ordinary* receives the primary stress mostly on the *preantepenult* which the total is 7 speakers.

From the result above, according to the Cambridge online dictionary, the Sundanese speakers mostly put the right primary stress on the word *ordinary* which on the *preantepenult.* The correct stress placement result is similar with the Javanese brebes speakers, but the Sundanese tend to put the primary stress on the *antepenultimate.*

4. Five-syllable-word

In this section, the word stress pattern production of the Javanese and Sundanese Brebes dialect speakers are presented. The words given to the students such as; *congratulations, generosity, developmental, representative,* and *imaginary.*

a. Javanese Brebes Dialect Speakers

According to the test given to 15 Javanese students, the following result is the stress patterns production of mostly the Javanese produced on the five-syllable-word:

● ● ◕ ● ●

Antepenultimate

The pattern shows that the Javanese Brebes dialect speakers tend to put the primary stress on the *antepenultimate.* The words which mostly receive the primary stress on the *antepenultimate* are *generosity, developmental,* and *representative.* Meanwhile, the two

words which are *congratulation* and *imaginary* receive the primary stress on the *penultimate.*

Table 4.4 in appendix 15 presents that 8 speakers tend to put the primary stress on the *antepenultimate* on the word *generosity,* 9 speakers on *developmental,* and 6 speakers on *representative.* The number of the speakers which produced the primary stress on the *antepenultimate* on the three words are the most frequent. On the other hand, *congratulations* mostly receives the primary stress on the *preantepenult,* with the total speakers is 6. Moreover, *imaginary* also mostly receives the primary stress on the *preantepenult,* which the total of the speakers is 9.

Based on the Cambridge online dictionary, the correct primary stress production from the Javanese one is on *generosity* and *representative*. Actually, these two words consist of a secondary stress on the *quintultimate,* but the speakers do not produce it for the whole words given. In this case is okay, because secondary stress does not affect the whole meaning of the word. Moreover, there are two words more that consist of secondary stress such as; *congratulation* (on the *preantepenult*) and *developmental* (on the *preantepenult*). Meanwhile, the speakers also put the right primary stress on the word *imaginary* which located on *preantepenult.*

b. Sundanese Brebes Dialect Speakers

According to the test given to the 15 Sundanese students, the following result is the stress patterns production of mostly the Sundanese produced on the five-syllable-word:

● ● ● ● ●

Antepenultimate

As the pattern presents that, it is similar with the Javanese Brebes dialect speakers. So, according to the test result, the highly stress production on five-syllable-word is on *antepenult* for both dialect speakers. Although they mostly put the similar primary stress location, but the distribution is a bit different. The words which mostly receive the primary stress on the *antepenultimate* are *generosity, developmental,* and *representative.* Meanwhile, *congratulation* receives the primary stress on the *penultimate,* and *imaginary* receives the primary stress mostly on the *preantepenult.*

Table 4.10 in appendix 16 shows that 9 speakers put the primary stress on the *antepenult* on the word *generosity,* 6 speakers on *developmental,* and 5 speakers on *representative.* However, for the rest of the words such as, *congratulations* receives the primary stresss mostly on the *penultimate,* which the total is 5 speakers. Moreover, *imaginary* receives the primary stress on the *preantepenult,* which the total of the speakers is 6.

According to this result, it is proven that both Javanese and Sundanese dialect speakers ten to have similar primary stress pattern in five-syllable-word. The Sundanese speakers also do not put a secondary stress on the words given. So, basically, they put only primary stress on the words.

5. Six-syllable-word

In this section, the word stress pattern production of the Javanese and Sundanese Brebes dialect speakers are presented. The words given to the students such as; *responsibility, personification, revolutionary, biodiversity,* and *capitalization.*

a. Javanese Brebes Dialect Speakers

According to the test given to 15 Javanese students, the following result is the stress patterns production of mostly the Javanese produced on the six-syllable-word:

● ● ● ● ● ⬤

Ultimate

As the stress pattern above shows that, the Javanese Brebes dialect speakers tend to put primary stress mostly on the *ultimate* on the six-syllable-word. The words which mostly receive the primary stress on the *ultimate* are *responsibility, personification, revolutionary,* and *biodiversity.* But, *personification* has the same total of the primary stress given on the *quintultimate.* So, it has two frequent stress placements. Meanwhile, the word *capitalization* receives different primary stress, that is on the *preantepenult.*

Based on the table 4.5 in appendix 15, *responsibility* receives the *ultimate* stress which produced by 7 speakers. Moreover, *personification* receives the same number of primary stress placement on *ultimate* and *quintultimate,* which the tota is 6 speakers respectively. The word *revolutionary* receives 7 speakers who put the primary stress on the *ultimate,* while *biodiversity* also receives 7

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speakers who put the primary stress on the *ultimate*. However, the total of *preantepenult* productionon *capitalization* is 7 speakers.

According to Cambridge online dictionary, it is proven that the more complex syllable of the word, so the more complex one the stress given. On the six-syllable-word, it mostly has primary, secondary, and unstress more. But, mostly the speakers put the primary stress on the wrong place, and none of them put a secondary stress on the words given. However, few speakers put the right stress such as on; *personification* is receive the correct primary stress that is on *penultimate,* which the total is 2 speakers. The word *biodiversity* also receives the correct stress on the *antepenult,* with the total is 6 speakers. The last is *capitalization* which receives the correct stress pattern on the *penultimate*, with the total is 5 speakers.

b. Sundanese Brebes Dialect Speakers

Based on the test given to 15 Sundanese students, the following result is the stress patterns production of mostly the Sundanese produced in the six-syllable-word:

. ● . . . .

Quintultimate

The pattern above shows that the Sundanese tend to put the primary stress on the six-syllable-word on the form *quintultimate*. The words which mostly have the primary stress on the *quintultimate* are *responsibility, personification,* and *biodiversity* respectively. Meanwhile, *revolutionationary* tend to receive *preantepenultimate,* and *capitalization* receives the *penultimate.*

Table 4.11 presents that, *responsibility* receives the primary stress on the *quintultimate,* which produced by 7 speakers. Moreover, *personification* and *biodiversity* have the same primary stress placement that is on the *quintultimate.* The total of the speakers who pronounce on the *quintultimate* is 5 for both *personification* and *biodiversity.* Meanwhile, *revolutionary* receives the primary stress on the *preantepenult,* which the total of the speakers is 6 speakers. The result is similar with the word *capitalization,* which has 6 speakers who put the primary stress on the *penultimate.*

The result of the Sundanese is better than the speakers before. The Sundanese Brebes dialect speakers have two words, which get the correct primary stress, they are *revolutionary* and *capitalization.*

b. Sentence Stress Analysis

As the sentence stress test given for the speakers, there are eight different sentences. Each sentence consists of subject and verb in general, but the word construction is from two- words per-sentence until five- words per-sentence respectively. Here are the patterns from both dialect:

Table 4.1a The Sentence Stress Patterns of Javanese Brebes Dialect Speakers

1. It hurts. • ●	5. Doni bought these. ● • • ●
2. Pay them. ● •	6. She's a teacher. ● • • •
3. I saw you. •● •	7. I want a soda. • ● • • •

4. Have some cake. ● ● ●	8. I think you'll get it ● ● ● ● ●

Table 4.1b The Sentence Stress Patterns of Sundanese Brebes Dialect

Speakers

1. It hurts. ● ●	5. Doni bought these. ● ● ● ●
2. Pay them. ● ●	6. She's a teacher. ● ● ● ●
3. I saw you. ● ● ●	7. I want a soda. ● ● ● ●
4. Have some cake. ● ● ●	8. I think you'll get it ● ● ● ● ●

Based on the table above, the first and the second sentence are only consisting of two-words in a sentence. The result of both dialect speakers is similar. They mostly produced primary stress on the verb form on each sentence. Specifically, the Javanese and Sundanese Brebes dialect speakers tend to produce the stress on the noun form. However, both dialect speakers mostly put the English stress on the verb form on the sentence number 2, 3, 4, 7, and 8 respectively. It means that the rest of numbers, 4 and 6, get the stress on the noun form.

As the sentence test given, there are some sentences that having probabilities to be stressed more than one time. Based on the table 4.6 the Javanese produced the stress more than one time on the

sentence number 4 and number 6. On the number 4, there are 2 speakers who put the primary stress more than one on the sentence. Meanwhile, there are 10 speakers on the sentence number 6, who put the primary stress more than one.

On the other hand, based on the table 4.12 the Sundanese Brebes dialect speakers produced the stress more than one time on the sentence number 6, 7, and 8. Specifically, there are 12 speakers who put the stress more than one time on number 6. While, there are 7 and 4 speakers respectively who put the stress more than one time on number 7 and 8.

B. Discussion

The current part presents the discovery of English stress patterns differences between the Javanese and Sundanese dialect speakers. Meanwhile the pedagogical implication discussed deeply in this section.

a. English Stress Pattern Different Production

Answering the first research question, the result of the current study revealed that there were some differences in producing English stress patterns between the Javanese and Sundanese dialect speakers, except for the 5 syllables word. As the researcher describes in findings, the Javanese speakers tend to produce in the *ultimate* for the 2 syllables pattern. The typical English stress pattern productions of the Javanese speakers bring them in the right stress pattern. Meanwhile for the word /system/, they also place the right stress, which means their natural stress pattern in the 2 syllables is good. The

result of the Sundanese was the opposite one. Mostly, they produced English stress patterns in the penult.

The findings above show that stress patterns production is varied. However, the Javanese and Sundanese Brebes dialect speakers still have the same production stress patterns, such as for the three-syllable-word, both dialect speakers mostly have the same production in word /banana/, because they are familiar with this word.

The researcher also found that for the 4 syllables, the Javanese mostly produced stress pattern in the *penultimate*, while the Sundanese was in the antepenult. However, in the 5 syllable words, there were no English stress patterns differences. Both dialect speakers mostly produced on the *antepenultimate* pattern. In line with the finding, Karjo (2016) stated that three-syllable-words are the most problematic than the twho-syllable-words for Indonesian learner. This is proven with the findings that, the speakers from both dialect put the English stress patterns more varied. On the other hand, another result of sentence stress patterns are both Javanese and Sundane dialect speakers mostly have the same stress patterns, but the Sundanese produced more primary stress than the Javanese.

According to the results above, it is proven that there are some significance differences of the English stress pattern productions between the Javanese and Sundanese Brebes dialect speakers. Confirming the theory of Cohn & McCarthy (1994) in Goedemans that the primary stress of Indonesian can be derived, and the secondary stress is in the first syllable. This is in line with the result

of the two-syllable-word stress patterns of the Javanese Brebes dialect speakers who pronounced the primary stress on the *ultimate*. Meanwhile, some speakers from both dialeacts also put the stress randomly.

The result can be different because English has more complex stress patterns than the native language speakers' stress patterns. Indonesia has so many different language and dialect, thus it doesn't have the exact stress patterns. The experts still have different result of their studies about Indonesian stress patterns, but the statement is in line with Van Zanten in Prosody in Indonesia (2007) who said that, Indonesian has free variation stress position that commonly observed, especially in longer words.

The different probabilities exist because of some factors. According to Brown theory in the language acquisition (Ninik: 2015), there are some factors which affecting leraners' pronunciation production, they are native language and exposure. The researcher chooses these factors because this study is only focused on the differences of the two dialects which exist in Brebes.

1. *Native Language*

Indonesian usually had have their own native language before they are going to learn another language. Both Javanese and Sundanese speakers have their own native language as their early childhood language. According to this matters, most of the speakers have been lived in their hometown for about 16 years or as long as their life. So, their speaking skill is influenced by their native

language. This is in line with the statement of Arienentya (2017) who said that few students who can put the correct stress pattern on their pronunciation production, because they come from different regions who have already acquired their first language pattern.

Brebes has two different native language, they are Java and Sunda Language. Java Language is usually used by people who lived in the coastal, eastern, and some western of Brebes. While Sunda Language is used by people who mostly live in the mountainous area and near the boarder of West Java.

2. *Exposure*

According to 2013 curriculum, english is started to be taught to most of Indonesian learners when they are in Junior High School. It means that the speakers who were involed in the current research have studied for about 3 years. Whilst, the Javanese and Sundanese speakers use their native language (Java and Sunda Language) as their daily language. In line with the high intensity of using their native language, the speakers have limited exposure to English, eventhough they have joined a club such as IEC in SMA N 2 Brebes.

R	Do you force your students to use full English in IECs' activities?
E15	As their teacher, I always try to make them using English. But, the students just get it easy. Some of them are using it and the rest of them aren't.
R	What about in their regular class? Do you do the same thing?

E15   Well, because every student has different ability in understanding English, so I just get it flexible. But I forced them with English for about 70% in class, so that they will get used to it.

According to the dialogue above, mostly, English is exposed to the learners at school and for some activitives – here is IEC – which means that they use English only around those environments. It made the learners are unable to use English appropriately inside and outside the classroom.

b. Pedagogical Implication

Learning a language is important to open the new knowledge and experience. But if it is taught carelessly on the primary step, so it can be a disaster for the next step. Speaking as the productive skill need to be treat serious for the foreign learners, such as Indonesian which has so many regional language as their first language. Stress pattern as the suprasegmental aspects needs to be taught carefully from the beginning, because it can lead to the misunderstanding when it comes to two-ways communication; speaker and listener.

As the finding results show that, there are some differences of the learners in producing English stress patterns. The differences are coming from the differences of language background and exporsure factors which don't get much of teachers' attention, especially in regular class. The stress patterns are un-noticeable for some teachers, so if the students speak in English, then they are still affected by their mother language. According to the researcher view, Indonesian EFL

secondary teachers need to take a serious account to prevent the mispronunciation especially in suprasegmental features which are stress patterns, intonation, and rhythm in connected speech. However, not oly the teacher, but also the learners need to take an independent action to improve their speaking skill.

Regarding to this matter, stress pattern as the suprasegmental aspect is suggested to be introduced to the Indonesian learners by the English language educator as soon as possible to prevent the ambiguousness in the speaking class section. It can be started from the basic one, that when the teachers introduce new words, they need to include how to pronounce it well with the suprasegmental features in conneted the speech. Drilling with knocking sound or a hand clap also helps the students to memorize the stress pattern. This simple way could be one of the method to teach stress pattern for the learners.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As stated on the first chapter, this study is limited with only English stress patterns production between the Javanese and the Sundanese Brebes dialect speakers. Related to the problems, it can be conclude that:

1. There are some big differences English stress pattern production between the Javanese and Sundanese Brebes dialect speakers on the 2, 3, 4, and 6-syllable-words.

2. The is no different production of English stress pattern production on the five-syllable-words

3. On the sentence stress patterns, most of the speakers from both dialect tend to put the primary stess on the verb.

4. The Sundanese speakers put primary sress on the sentence more frequent than the Javanese. The Sundanese produced it 23 times, while the Javanese only 12 times.

5. The EFL teachers in Indonesia need to teach not only about grammar, but also the suprasegmental features to prevent misunderstanding among the speakers; speaker and listener.

B. Suggestion

There are some aspects that need to be taken into consideration on the findings and discussion of the current study for the improvement of students' speaking and pronunciation awareness at

IEC of SMA N 2 Brebes and for all the students. Based on the conclusion above, here are some suggestions to the teachers, students, and next researchers:

1. Teachers

   a. As professionals, the teachers might choose the proper method for raising students' speaking and pronunciation awareness both in the club and the regular class.

   b. It is suggested to the teachers to put a brief information about the English prosody aspect to the teaching learning as soon as possible to prevent mis-understanding.

2. Students

   a. The students need to be trained their pronunciation and speaking skill with partners or listening to the English movie and e-dictionary.

3. Next Researcher

   a. This research is limited only in the way of the speakers produced English stress patterns, so it is suggested to the next researcher to broaden the study into how to train Indonesia learners to have natural awareness about English stress patterns.

C. Limitation

This research is only looking for the differences of English stress patterns produced by two different dialects, which are Javanese and Sundanese Brebes dialect speakers. Based on the results, there are some significance differences English stress patterns, starting from

two until three-syllable-word. Meanwhile, for English sentence stress patterns, there are no significance differences.

According to the finding above, the researher realize that this study has not found the influence of each dialect for producing the English stress pattern. Moreover, this could be a deep reflection for other researchers who want to take the next study about this matter.

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Appendix 1

List of Sundanese Respondents

No	Name	Hometown	NIS / Phone Number	Code
1.	Yanuar Dwi Putra	Bandungsari,	085868631744	S1
2.	Bagas Asri Ramadhan	Ciseureuh, Ketanggungan	081575762219	S2
3.	Agung Purnama	Kamal, Larangan	13431/ 085727230350	S3
4.	Wahipin	Kradenan, Kersana	083861573709	S4
5.	M. Daffa Jundan M	Banjarharjo	13451/ 085975321275	S5
6.	Sandrina Fairuz Zahra	Bentarsari, Salem	13138	S6
7.	Salsha Novita Ramdani	Banjaran, Salem	082266947014	S7
8.	Pramesti Puspa Dewi	Pende, Kersana	083837203004	S8
9.	Fahmi Idris	Cipajang, Banjarharjo	085803326359	S9
10.	Puspa Anggraeni	Negla, Banjarharjo	081958204993	S10
11.	Dewi Hasanah	Negla, Losari	13441/ 087830601436	S11
12.	Retno Arra Sarraswati	Malahayu, Banjarharjo	083108080242	S12
13.	Erviana Nelfarita	Kamal, Larangan	085329720004	S13
14.	Putri Farras Najibah	Sendangjaya, Ketanggungan	081390229183	S14
15.	Maya Yuliyanti	Tiwulandu, Banjarharjo	083107780669	S15

Appendix 2

List of Javanese Respondents

No	Name	Hometown	NIS / Phone Number	Code
1.	Firyal Afria Fany	Pemaron, Brebes	085866898704	J1
2.	Widia Damayanti	Pasarbatan, Brebes	085727035530	J2
3.	Diki Hilmansyah	Kedunguter, Brebes	085793680415	J3
4.	Anja Wati Manihuruk	Cikandang, Kersana	082328196145	J4
5.	Della Dwi Meliawati	Grinting, Bulakamba	083861408335	J5
6.	Andini Salsabila Apriliyani	Randusanga Wetan, Brebes	085878354234	J6
7.	Bagus Aryadinatansyah	Pesantunan, Brebes	1311/ 083827262141	J7
8.	Difa Nabila Zahra	Luwungrag, Bulakamba	089619365012	J8
9.	Seffina	Pebatan, Wanasari	081574728865	J9
10.	Fenda Eldila	Saditan, Brebes	087860810581	J10
11.	Satria Dimas Wijaya	Limbangan, Brebes	13104/ 085640637351	J11
12.	Arya Widura S.W.H	Kaligangsa, Brebes	13080/ 081392476102	J12
13.	Norman Aprilia A.	Bulakamba	13101/ 089538022742	J13
14.	Ari Siswanto	Dumeling, Wanasari	087837403830	J14
15.	Pebi Riyanto	Jatirokeh, Songgom	085974650997	J15

2

Appendix 3

Personal Information of IEC Teacher

Name   : Eka Nur Afiyah, S. Pd

Date of Birth   : 22nd of September 1990

Place of Birth   : Brebes

Address   : Perumnas Limbangan Indah,
                                  Brebes.

Facebook   : facebook.com/eka.n.afiah/

Cell.No   : 085742071238

Educational Background   :

1. Intensive English Course at Colorado State University
   (2011)
2. UPS Tegal (2012)
3. SMA N 1 Tanjung (2008)

Appendix 4

The Javanese English Stress Transcription

1. J1 (Firyal Afria Fany)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	voLUNteer	voLUNtary	CONGratulations	resPONsibility
persuade	banana	dictionary	generosity	personification
perSUADE	baNAna	dicTIOnary	geneROsity	perSONification
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	DEvelopment	deveLOPmental	revoLUtionary
dessert	benefit	presentation	representative	biodiversity
desSERT	beNEfit	preSENtation	repreSENtative	biOdiversity
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	iMAginary	caPItalization

9. It hurts.
     ● ●
10. Pay them.
     ● •
11. I saw you.
     • ● •
12. Have some cake.
     ● • •

13. Doni bought these.
     ● • • •
14. She's a teacher.
     ● • • •
15. I want a soda.
     • ● • •
16. I think you'll get it
     • ● • • •

2. J2 (Widia Damayanti)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
MAture	volunTEER	volunTARY	CONGratulations	RESponsibiliTY
persuade	banana	dictionary	generosity	Personification
perSUADE	baNAna	dictioNARY	GEnerosity	PERsonification
system	Develop	development	developmental	Revolutionary
SYStem	deveLOP	deveLOPment	deveLOPmental	REvolutionary
dessert	benefit	presenTAtion	representative	biodiversity
desSERT	beneFIT	presenTAtion	REpresentative	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ordiNAry	iMAginary	CApitalization

1. It hurts.
   ● •

2. Pay them.
   ● •

3. I saw you.
   • ● •

4. Have some cake.
   ● • •

5. Doni bought these.
   ● • • •

6. She's a teacher.
   ● • ● •

7. I want a soda.
   • ● • • •

8. I think you'll get it
   • ● • • •

3. J3 (Diki Hilmansyah)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
MAture	volunTEER	volunTARY	CONGratulations	RESponsibiliTY
persuade	banana	dictionary	generosity	Personification
perSUADE	baNAna	dictioNARY	GEnerosity	PERsonification
system	Develop	development	developmental	Revolutionary
SYStem	deveLOP	deveLOPment	deveLOPmental	REvolutionary
dessert	benefit	presenTAtion	representative	biodiversity
desSERT	beneFIT	presenTAtion	REpresentative	biodiversiTY
describe	description	Ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ordiNAry	iMAginary	CApitalization

1. It hurts.
   ● ●
2. Pay them.
   ● ●
3. I saw you.
   ● ● ●
4. Have some cake.
   ● ● ●

5. Doni bought these.
   ● ● ● ●
6. She's a teacher.
   ● ● ● ●
7. I want a soda.
   ● ● ● ● ●
8. I think you'll get it
   ● ● ● ● ●

4. J4 (Anja Wati Manihuruk)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	voLUNteer	voLUNtary	congRAtulations	resPONsibility
persuade	banana	dictionary	generosity	personification
perSUADE	baNAna	DICtionary	geneROsity	perSONification
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	deveLOPment	deveLOPmental	revoLUtionary
dessert	benefit	presentation	representative	biodiversity
desSERT	beNEfit	preSENtation	repreSENtative	biodiVERsity
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	iMAginary	capiTAlization

1. It hurts.
   ● •

2. Pay them.
   ● •

3. I saw you.
   • ● •

4. Have some cake.
   ● • ●

5. Doni bought these.
   ● • • •

6. She's a teacher.
   ● • ● •

7. I want a soda.
   • ● • • •

8. I think you'll get it
   • ● • • •

5. J5 (Della Dwi Meliawati)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
maTURE	volunTEER	volunTAry	congRAtulations	resPONsibility
persuade	banana	dictionary	generosity	personification
perSUADE	BAnana	DICtionary	geneROsity	perSONification
system	develop	development	developmental	revolutionary
SYStem	DEvelop	DEvelopment	deveLOPmental	reVOlutionary
dessert	benefit	presentation	representative	biodiversity
desSERT	BEnefit	presenTAtion	repreSENtative	biodiVERsity
describe	description	ordinary	imaginary	capitalization
desCRIBE	descripTION	ordiNAry	Imaginary	capiTAlization

1. It hurts.
   ● •
2. Pay them.
   ● •
3. I saw you.
   ● • •
4. Have some cake.
   ● • ●

5. Doni bought these.
   ● • • •
6. She's a teacher.
   ● • ● •
7. I want a soda.
   • ● • • •
8. I think you'll get it
   • ● • • •

6. J6 (Andini Salsabila)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
maTURE	volunTEER	voluntaRY	congratulaTIONS	responsibiliTY
persuade	banana	dictionary	generosity	Personification
perSUADE	banaNA	dictionaRY	generosiTY	personificaTION
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	developMENT	developmenTAL	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
desSERT	beneFIT	presentaTION	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	iMAginary	capitalizaTION

1. It hurts.

   ● ●

2. Pay them.

   ● ●

3. I saw you.

   ● ● ●

4. Have some cake.

   ● ● ●

5. Doni bought these.

   ● ● ● ●

6. She's a teacher.

   ● ● ● ●

7. I want a soda.

   ● ● ● ●

8. I think you'll get it

   ● ● ● ● ●

7. J7 (Bagus Aryadinantsyah)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
maTURE	voLUNteer	volunTAry	congRAtulations	responsibiliTY
persuade	banana	dictionary	generosity	Personification
perSUADE	baNAna	dicTIOnary	geneROsity	personificaTION
system	develop	development	developmental	revolutionary
SYStem	deveLOP	developMENT	deveLOPmental	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
DESsert	beneFIT	presentaTION	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	orDInary	iMAginary	capitaliZAtion

1. It hurts.
   ● ●
2. Pay them.
   ● ●
3. I saw you.
   ● ● ·
4. Have some cake.
   ●   ·   ●

5. Doni bought these.
   ● · · ●
6. She's a teacher.
   ● · ● ·
7. I want a soda.
   · · · ● ·
8. I think you'll get it
   · ● · ● ·

10

8. J8 (Difa Nabila Zahra)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	voLUNteer	voLUNtary	congratulaTIONS	responsibiliTY
persuade	banana	dictionary	generosity	personification
perSUADE	banaNA	DICtionary	generoSIty	personificaTION
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	deveLOPment	developmenTAL	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
desSERT	beNEfit	preSENtation	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	iMAginary	capitaliZAtion

1. It hurts.
   ● ●

2. Pay them.
   ● ●

3. I saw you.
   ● ● ●

4. Have some cake.
   ● ● ●

5. Doni bought these.
   ● ● ● ●

6. She's a teacher.
   ● ● ● ●

7. I want a soda.
   ● ● ● ● ●

8. I think you'll get it
   ● ● ● ● ●

9. J9 (Seffina)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	voLUNteer	volunTAry	congRAtulations	resPONsibility
persuade	banana	dictionary	generosity	personification
perSUADE	BAnana	dicTIOnary	geneROsity	perSONification
system	develop	development	developmental	revolutionary
SYStem	deveLOP	deveLOPment	deveLOPmental	revoLUtionary
dessert	benefit	presentation	representative	biodiversity
desSERT	beNEfit	presenTAtion	represENtative	biodiVERsity
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	iMAginary	capiTAlization

1. It hurts.

   • ●

2. Pay them.

   ● •

3. I saw you.

   • ● •

4. Have some cake.

   • • ●

5. Doni bought these.

   • • ● •

6. She's a teacher.

   ● • ● •

7. I want a soda.

   • ● • • •

8. I think you'll get it

   • ● • • •

10. J10 (Fenda Eldila)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	VOlunteer	volunTAry	congraTUlations	responsibiliTY
persuade	banana	dictionary	generosity	personification
perSUADE	BANAna	dicTIOnary	geneROsity	personificaTION
system	develop	development	developmental	revolutionary
SYStem	DEvelop	deveLOPment	deveLOPmental	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
desSERT	BEnefit	presenTAtion	represenTAtive	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	DEScription	ORdinary	Imaginary	capiTAlization

1. It hurts.

    ● •

2. Pay them.

    ● •

3. I saw you.

    • ● •

4. Have some cake.

    ●   •   •

5. Doni bought these.

    ● • • •

6. She's a teacher.

    ● • ● •

7. I want a soda.

    ● • • • •

8. I think you'll get it

    • ● • • •

11. J11 (Satria Dimas W)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	voLUNteer	voLUNtary	congRAtulations	resPONsibility
persuade	banana	dictionary	generosity	personification
PERsuade	baNAna	dicTIOnary	geneROsity	perSONification
System	develop	development	developmental	revolutionary
SYStem	DEvelop	DEvelopment	deveLOPmental	reVOlutionary
dessert	benefit	presentation	representative	biodiversity
desSERT	BEnefit	presenTAtion	repreSENtative	biodiVERsity
describe	description	ordinary	imaginary	capitalization
DEScribe	desCRIPtion	ORdinary	iMAginary	capiTAlization

1. It hurts.

   ● •

2. Pay them.

   ● •

3. I saw you.

   • ● •

4. Have some cake.

   ● • •

5. Doni bought these.

   ● • • •

6. She's a teacher.

   ● • ● •

7. I want a soda.

   • ● • • •

8. I think you'll get it

   • ● • • •

14

12. J12 (Arya Widura)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	volunTEER	volunTAry	congratuLAtions	responsibiliTY
persuade	banana	dictionary	generosity	personification
perSUADE	banaNA	dictionaRY	generosiTY	personificaTION
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	developMENT	developmenTAL	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
desSERT	beneFIT	presentaTION	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	descripTION	ordinaRY	imaginaRY	capitaliZAtion

1. It hurts.

   ● •

2. Pay them.

   ● •

3. I saw you.

   • ● •

4. Have some cake.

   ● • •

5. Doni bought these.

   ● • • •

6. She's a teacher.

   ● • ● •

7. I want a soda.

   • ● • • •

8. I think you'll get it

   • ● • • •

13. J13 (Norman Aprilia)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	volunTEER	voLUNtary	congratuLAtions	responsibiliTY
persuade	banana	dictionary	generosity	personification
perSUADE	BAnana	dictionaRY	generoSIty	personificaTION
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	deveLOPment	developmenTAL	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
desSERT	beNEfit	presenTAtion	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ordinaRY	imaginaRY	capitaliZAtion

1. It hurts.
   ● ·

2. Pay them.
   ● ·

3. I saw you.
   · ● ·

4. Have some cake.
   ●　　·　·

5. Doni bought these.
   ● · · ·

6. She's a teacher.
   ●　· · ·

7. I want a soda.
   · ● · · ·

8. I think you'll get it
   · ● · ● ·

14. J14 (Ari Siswanto)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	voLUNteer	volunTAry	congratuLAtions	responsibiLIty
persuade	banana	dictionary	generosity	personification
perSUADE	baNAna	dictioNAry	generoSIty	personifiCAtion
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	deveLOPment	developMENtal	revolutioNAry
dessert	benefit	presentation	representative	biodiversity
desSERT	beNEfit	presenTAtion	represenTAtive	biodiverSIty
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ordiNAry	imagiNAry	capitaliZAtion

1. It hurts.

   ● •

2. Pay them.

   ● •

3. I saw you.

   • ● •

4. Have some cake.

   • ● •

5. Doni bought these.

   ● • • •

6. She's a teacher.

   ● • • •

7. I want a soda.

   • ● • • •

8. I think you'll get it

   • ● • • •

15. J15 (Pebi Riyanto)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
MAture	volunTEER	volunTAry	congratuLAtions	responsibiLIty
persuade	banana	dictionary	generosity	Personification
perSUADE	banaNA	dicTIOnary	generoSIty	personifiCAtion
system	develop	development	developmental	revolutionary
SYStem	deveLOP	deveLOPment	developMENtal	revoLUtionary
dessert	benefit	presentation	representative	biodiversity
desSERT	beNEfit	presenTAtion	represenTAtive	biodiVERsity
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	imagiNAry	capiTAlization

1. It hurts. • ●	5. Doni bought these. • • ● •
2. Pay them. ● •	6. She's a teacher. ● • ● •
3. I saw you. • ● •	7. I want a soda. • ● • • •
4. Have some cake. • ● •	8. I think you'll get it • ● • • •

Appendix 5

The Sundanese English Stress Patterns Transcription

1. S1 (Yanuar Dwi Putra)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	VOlunteer	voLUNtary	congratuLAtions	resPONsibility
persuade	banana	dictionary	generosity	personification
PERsuade	baNAna	dicTIOnary	geneROsity	personifiCAtion
system	develop	development	developmental	revolutionary
SYStem	DEvelop	deveLOPment	developMENtal	reVOlutionary
dessert	benefit	presentation	representative	biodiversity
desSERT	BEnefit	preSENtation	represenTAtive	biOdiversity
describe	description	ordinary	imaginary	capitalization
DEScribe	desCRIPtion	ordiNAry	imagiNAry	capitaliZAtion

17. It hurts.

    ● ●

18. Pay them.

    ● ●

19. I saw you.

    ● ● ●

20. Have some cake.

    ● ● ●

21. Doni bought these.

    ● ● ● ●

22. She's a teacher.

    ● ● ● ●

23. I want a soda.

    ● ● ● ● ●

24. I think you'll get it

    ● ● ● ● ●

2. S2 (Bagas Asri Ramadhan)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	VOlunteer	voLUNtary	congratuLAtions	RESponsibility
persuade	banana	dictionary	generosity	Personification
perSUADE	baNAna	dicTIOnary	geneROsity	PERsonification
system	develop	development	developmental	revolutionary
SYStem	DEvelop	DEvelopment	DEvelopmental	REvolutionary
dessert	benefit	presentation	representative	biodiversity
desSERT	beneFIT	PREsentation	repreSENtative	biOdiversity
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	iMAginary	CApitalization

9. It hurts.

      ● ●

10. Pay them.

      ● ●

11. I saw you.

      ● ● ●

12. Have some cake.

      ●   ●   ●

13. Doni bought these.

      ● ● ●   ●

14. She's a teacher.

      ●   ● ● ●

15. I want a soda.

      ● ● ● ● ●

16. I think you'll get it

      ● ●   ● ● ●

3. S3 (Agung Purnama)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	VOlunteer	voLUNtary	congratuLAtions	RESponsibility
persuade	banana	dictionary	generosity	personification
PERsuade	baNAna	dicTIOnary	geneROsity	PERsonification
system	Develop	development	developmental	revolutionary
SYStem	deveLOP	deveLOPment	deveLOPmental	REvolutionary
dessert	benefit	presenTAtion	representative	biodiversity
desSERT	beNEfit	presenTAtion	REpresentative	BIOdiversity
describe	description	ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ordiNAry	iMAginary	CApitalization

9. It hurts.

● ●

10. Pay them.

● ●

11. I saw you.

● ● ●

12. Have some cake.

● ● ●

13. Doni bought these.

● ● ● ●

14. She's a teacher.

● ● ● ●

15. I want a soda.

● ● ● ● ●

16. I think you'll get it

● ● ● ● ●

4. S4 (Wahipin)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	VOlunteer	voLUNtary	congRAtulations	resPONsibility
persuade	banana	dictionary	generosity	personification
PERsuade	BAnana	dicTIOnary	geneROsity	perSOnification
system	develop	development	developmental	revolutionary
SYStem	DEvelop	deveLOPment	deveLOPmental	revoLUtionary
dessert	benefit	presentation	representative	biodiversity
DESsert	BEnefit	preSENtation	REpresentative	BIOdiversity
describe	description	Ordinary	imaginary	capitalization
desCRIBE	desCRIPtion	ORdinary	imagiNAry	CApitalization

9. It hurts. • ●	13. Doni bought these. • • ● •
10. Pay them. ● •	14. She's a teacher. ● • ● •
11. I saw you. • ● •	15. I want a soda. • ● • • •
12. Have some cake. • • ●	16. I think you'll get it • ● • • •

5. S5 (M. Daffa Jundan)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
MAture	VOlunteer	voLUNtary	congRAtulations	resPONsibility
persuade	banana	dictionary	generosity	Personification
PERsuade	BAnana	dicTIOnary	geneROsity	perSOnification
system	develop	development	developmental	revolutionary
SYStem	DEvelop	deveLOPment	deveLOPmental	revoLUtionary
dessert	benefit	presentation	representative	biodiversity
DESsert	BEnefit	presenTAtion	REpresentative	biodiVERsity
describe	description	ordinary	imaginary	capitalization
DEScribe	DEScription	ORdinary	Imaginary	capitaliZAtion

9. It hurts.

   ● ·

10. Pay them.

    ● ·

11. I saw you.

    · ● ·

12. Have some cake.

    · · ●

13. Doni bought these.

    · · ● ·

14. She's a teacher.

    ● · ● ·

15. I want a soda.

    · ● · · ·

16. I think you'll get it

    · ● · ● ·

6. S6 (Sandrina Fairuz)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	VOlunteer	voLUNtary	congratuLAtions	resPONsibility
persuade	banana	dictionary	generosity	personification
PERsuade	baNAna	dicTIOnary	geneROsity	perSOnification
system	develop	development	developmental	revolutionary
SYStem	DEvelop	deveLOPment	deveLOPmental	reVOlutionary
dessert	benefit	presentation	representative	biodiversity
DEssert	BEnefit	preSENtation	rePREsentative	BIOdiversity
describe	description	Ordinary	imaginary	capitalization
DEScribe	desCRIPtion	ordiNAry	iMAginary	CApitalization

9. It hurts.
   ● ●
10. Pay them.
    ● •
11. I saw you.
    • ● •
12. Have some cake.
    ● • •

13. Doni bought these.
    ● • • ●
14. She's a teacher.
    ● • ● •
15. I want a soda.
    • ● • ●•
16. I think you'll get it
    • ● • ● •

7. J7 (Salsha Novita R)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	Volunteer	voluntary	congratulations	Responsibility
MAture	VOLunteer	voLUNtary	CONGratulations	resPONsibility
persuade	banana	dictionary	generosity	Personification
PERsuade	BAnana	dicTIOnary	GENerosity	perSOnofocation
system	Develop	development	developmental	Revolutionary
SYStem	DEvelop	DEvelopment	DEvelopmental	revoLUtionary
dessert	Benefit	presentation	representative	Biodiversity
DESsert	BEnefit	presenTAtion	repreSENtative	biodiVERsity
describe	description	ordinary	imaginary	capitalization
DEScribe	DEScription	ORdinary	imaGInary	capitaLIzation

9.   It hurts.

•   ●

10. Pay them.

●   •

11. I saw you.

• ●   •

12. Have some cake.

•   ●   •

13. Doni bought these.

●   •   •   •

14. She's a teacher.

●   • • •

15. I want a soda.

•   ●   •   ● •

16. I think you'll get it

• ●   •   ● •

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8. S8 (Pramesti Puspa D)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	Volunteer	voluntary	congratulations	Responsibility
MAture	VOLunteer	voLUNtary	CONGratulations	resPONsibility
persuade	banana	dictionary	generosity	Personification
perSUAde	baNAna	dicTIOnary	geneROsity	personiFIcation
system	Develop	development	developmental	Revolutionary
SYStem	deveLOP	DEvelopment	deveLOPmental	revoLUtionary
dessert	Benefit	presentation	representative	Biodiversity
DESsert	BEnefit	PRESEntation	rePRESENtative	biodiVERsity
persuade	description	Ordinary	imaginary	capitalization
PERsuade	DEScription	orDInary	imaGInary	capiTAlization

9. It hurts.

● ●

10. Pay them.

● ●

11. I saw you.

● ● ●

12. Have some cake.

● ● ●

13. Doni bought these.

● ● ● ●

14. She's a teacher.

● ● ● ●

15. I want a soda.

● ● ● ● ●

16. I think you'll get it

● ● ● ● ●

9. S9 (Fahmi Idris)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	Responsibility
MAture	voLUNteer	voLUNtary	congRAtulations	RESponsibility
persuade	banana	dictionary	generosity	Personification
PERsuade	baNAna	DICtionary	geNErosity	perSOnification
system	develop	development	developmental	revolutionary
SYStem	DEvelop	DEvelopment	DEvelopmental	reVOlutionary
dessert	benefit	presentation	representative	biodiversity
DESsert	BEnefit	PREsentation	REpresentative	biodiVERsity
describe	description	ordinary	imaginary	capitalization
DEScribe	DEScription	ORdinary	iMAginary	capitaliZAtion

9. It hurts.

    ● ●

10. Pay them.

    ● ●

11. I saw you.

    ● ● ●

12. Have some cake.

    ● ● ●

13. Doni bought these.

    ● ● ● ●

14. She's a teacher.

    ● ● ● ●

15. I want a soda.

    ● ● ● ● ●

16. I think you'll get it

    ● ● ● ● ●

10. S10 (Puspa Anggraeni)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
MAture	VOlunteer	voLUNtary	congratuLAtions	resPONsibility
persuade	banana	dictionary	generosity	personification
PERsuade	BAnana	DICtionary	geneROsity	persoNIfication
system	develop	development	developmental	revolutionary
SYStem	DEvelop	deveLOPment	deveLOPmental	revoLUtionary
dessert	benefit	presentation	representative	biodiversity
DEssert	BEnefit	preSENtation	rePREsentative	BIOdiversity
describe	description	ordinary	imaginary	capitalization
DEScribe	DEScription	ORdinary	iMAginary	capitaliZAtion

9. It hurts.
   ● •
10. Pay them.
   ● •
11. I saw you.
   ● • •
12. Have some cake.
   ● • •

13. Doni bought these.
   ● • • •
14. She's a teacher.
   ● • ● •
15. I want a soda.
   ● ● • ● •
16. I think you'll get it
   ● ● • ● •

11. S11 (Dewi Hasanah)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	volunTEER	voluntaRY	congratulaTIONS	resPONsibility
persuade	banana	dictionary	generosity	Personification
perSUADE	banaNA	dictionaRY	generosiTY	personificaTION
system	develop	development	developmental	Revolutionary
sysTEM	deveLOP	developMENT	developmenTAL	reVOlutionary
dessert	benefit	presentation	representative	biodiversity
DESsert	beneFIT	presentaTION	rePRESENtative	biOdiversity
describe	description	ordinary	imaginary	capitalization
DEScribe	descripTION	ORdinary	imaginaRY	capitalization

9. It hurts.

    . ●

10. Pay them.

    ● .

11. I saw you.

    . ● .

12. Have some cake.

    ●   .   .

13. Doni bought these.

    ● . ●   .

14. She's a teacher.

    ●   . ● .

15. I want a soda.

    ● ● . . .

16. I think you'll get it

    ● ●   .   ● .

12. S12 (Retno Arra S)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	Volunteer	voluntary	congratulations	responsibility
MAture	VOLunteer	voLUNtary	CONGratulations	resPONsibility
persuade	banana	dictionary	generosity	rersonification
perSUAde	banaNA	DICtionary	generoSIty	personifiCAtion
system	Develop	development	developmental	revolutionary
SYStem	DEvelop	DEvelopment	developmenTAL	revoLUtionary
dessert	Benefit	presentation	representative	biodiversity
DESsert	BEnefit	presentaTION	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
DEScribe	DEScription	ordinaRY	imaginaRY	capitaLIzation

9. It hurts.

   ● •

10. Pay them.

   ● •

11. I saw you.

   • ● •

12. Have some cake.

   • ● •

13. Doni bought these.

   ● • • •

14. She's a teacher.

   ● • ● •

15. I want a soda.

   • ● • • •

16. I think you'll get it

   • ● • ● •

13. S13 (Erviana Nelfarita)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	Volunteer	voluntary	congratulations	Responsibility
MAture	voLUnteer	voLUNtary	CONGratulations	resPONsibility
persuade	banana	dictionary	generosity	Personification
PERsuade	BAnana	dicTIOnary	geneROsity	personifiCAtion
system	Develop	development	developmental	Revolutionary
SYStem	DEvelop	deveLOPment	DEvelopmental	revoluTIOnary
dessert	Benefit	presentation	representative	Biodiversity
DESsert	beneFIT	presenTAtion	rePRESENtative	biodiversiTY
describe	description	ordinary	imaginary	capitalization
DEScribe	desCRIPtion	orDInary	iMAginary	capitaliZAtion

9. It hurts.

● •

10. Pay them.

● •

11. I saw you.

• ● •

12. Have some cake.

● • •

13. Doni bought these.

● • • •

14. She's a teacher.

● • • •

15. I want a soda.

• ● • • •

16. I think you'll get it

• ● • ● •

14. S14 (Putri Faras N)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	volunTEER	voluntaRY	congratulaTIONS	responsibiliTY
persuade	banana	dictionary	generosity	personification
perSUADE	banaNA	dictionaRY	generosiTY	personificaTION
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	developMENT	developmenTAL	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
deSSERT	beneFIT	presentaTION	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	descripTION	ordinaRY	imaginaRY	capitalizaTION

9. It hurts.

   ● ●

10. Pay them.

   ● ●

11. I saw you.

   ● ● ●

12. Have some cake.

   ● ● ●

13. Doni bought these.

   ● ● ● ●

14. She's a teacher.

   ● ● ● ●

15. I want a soda.

   ● ● ● ● ●

16. I think you'll get it

   ● ● ● ● ●

15. S15 (Maya Yulianti)

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
maTURE	volunTEER	voluntaRY	congratulaTIONS	responsibiliTY
persuade	banana	dictionary	generosity	personification
perSUADE	banaNA	dictionaRY	generosiTY	personificaTION
system	develop	development	developmental	revolutionary
sysTEM	deveLOP	developMENT	developmenTAL	revolutionaRY
dessert	benefit	presentation	representative	biodiversity
deSSERT	beneFIT	presentaTION	representaTIVE	biodiversiTY
describe	description	ordinary	imaginary	capitalization
desCRIBE	descripTION	ordinaRY	imaginaRY	capitalizaTION

9. It hurts.

    ● ●

10. Pay them.

    ● ●

11. I saw you.

    ● ● ●

12. Have some cake.

    ● ● ●

13. Doni bought these.

    ● ● ● ●

14. She's a teacher.

    ● ● ●

15. I want a soda.

    ● ● ● ● ●

16. I think you'll get it

    ● ● ● ● ●

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Appendix 6

Word Stress Test

Bacalah kosa kata di bawah ini dengan jelas, lantang, dan hati-hati.

2 syllables	3 syllables	4 syllables	5 syllables	6 syllables
mature	volunteer	voluntary	congratulations	responsibility
persuade	banana	dictionary	generosity	personification
system	develop	development	developmental	revolutionary
dessert	benefit	presentation	representative	biodiversity
describe	description	ordinary	imaginary	capitalization

Appendix 7

Word Stress Correct Transcriptions

2 syllables	3 syllables	4 syllables
məˈtʊr	vɒlənˈtɪər	ˈvɒl.ən.tər.i
pəˈsweɪd	bəˈnɑːnə	ˈdɪk.ʃən.ər.i
ˈsɪs.təm	dɪˈvel.əp	dɪˈvel.əp.mənt
dɪˈzɜːt	ˈben.ɪ.fɪt	ˌprez.ənˈteɪ.ʃən
dɪˈskraɪb	dɪˈskrɪp.ʃn	ˈɔː.dən.əri

5 syllables	6 syllables
kənˌɡrætʃ.əˈleɪ.ʃənz	rɪˌspɒn.sɪˈbɪl.ə.ti
ˌdʒen.əˈrɒs.ə.ti	pəˌsɒn.ɪ.fɪˈkeɪ.ʃən
dɪˌvel.əpˈmen.təl	ˌrev.əˈluː.ʃən.ər.i
ˌrep.rɪˈzen.tə.tɪv	ˌbaɪ.əʊ.daɪˈvɜː.sə.ti
ɪˈmædʒ.ɪ.nər.i	ˌkæp.ɪ.təl.aɪˈzeɪ.ʃən

Source:

Appendix 8

Sentence Stress Test

Bacalah kalimat di bawah ini dengan jelas, lantang, dan hati-hati.

1. It hurts.
2. Pay them.
3. I saw you.
4. Have some cake.
5. Doni bought these.
6. She's a teacher.
7. I want a soda.
8. I think you'll get it

Appendix 9

Sentence Stress Correct Transcription

1. It **hurts.**

    •　　●

2. **Pay** them.

    ●　　•

3. I **saw** you.

    •　●　•

4. Have some **cake.**

    •　　•　　●

5. Doni bought these.

    •　•　　●　　•

6. She's a teacher.

    •　•　　●　　•

7. I want a soda.

    •　•　•●　•

8. I think you'll get it

    •　•　•●　•

Source:

Marianne. Donna M. Brinton et.al Celce-Murcia, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, 4th ed. (Cambridge: Cambridge University Press, 2004).

Appendix 10

Transcription of Interview with Javanese Students

1. J1 (Firyal)

R		Selamat pagi, terimakasih sudah mau diwawancarai. Boleh perkenalkan dirinya?
J1	J1.01	Oh iya Mrs. Kenalkan, nama saya Firyal Afria Fany. Temen-temen biasa panggil saya Fani.
R		Oke, saya tanya-tanya sedikit tentang background bahasamu ya, yang pertama kamu berasal darimana nih?
J1	J1.02	Saya asli Brebes nih Mrs.
R		Oh kecamatan Brebes ya. Tinggalnya dimana?
J1	J1.03	Saya tinggal di Jln. Kyai Wasroni, desa Pemaron Mrs.
R		Oh iya saya tau desa Pemaron. Lalu, sudah berapa lama kamu tinggal di Pemaron?
J1	J1.04	Sudah dari lahir Mrs, berarti 16 tahun.
R		Jadi, tidak pindah-pindah ya. Lalu, kalau di Pemaron warganya pakai bahasa apa sehari-hari?
J1	J1.05	Biasanya bahasa Brebes-an Mrs, Ngapak.
R		Kalau kamu sendiri biasa pakai bahasa apa?
J1	J1.06	Saya juga sama Mrs, Ngapak.
R		Itu diajari dari keluarga atau bukan?
J1	J1.07	Iya betul. Semua pakai Ngapak sehari-hari. Jadi, saya ngikut saja.

2. J2 (Widia)

R		Hai Nduk. Menyela waktunya sebentar ya. Dengan siapa ini?
J2	J2.01	Saya Widia Damayanti Bu.
R		Oke, Widia, kalau boleh tahu kamu berasal darimana?
J2	J2.02	Saya asal dari Singkawang Bu.
R		Bukan asli Brebes ya? Kalau sekarang tinggal dimana?
J2	J2.03	Iya saya lahir bukan di Brebes Bu. Saya

		tinggalnya di Pasarbatang Bu.
R		Lalu, sudah berapa lama pindah ke Brebes?
J2	J2.04	Dari kecil, kira-kira udah 11 tahun Bu.
R		Oke, sudah lama ya. Tahu tidak kalau warga Pasarbatang sehari-harinya pakai bahasa apa?
J2	J2.05	Tahu Bu. Biasanya bahasa Jawa sini.
R		Ngapak ya. Terus kalau kamu sendiri biasanya pakai Ngapak juga?
J	J2.06	Iya kadang-kadang.
R		Tapi bisa Ngapak?
J2	J2.07	Bisa dong Bu.
R		Lalu, apakah keluargamu yang mengajari bahasa Ngapak ini?
J2	J2.08	Tidak Bu, saya kecilnya kan bukan di Brebes. Tapi saya terpengaruh lingkungan dan teman-teman di Brebes.

3. J3 (Diki)

R		Halo, terimakasih sudah mau saya wawancara. Sebelumnya, siapa namanya nih?
J3	J3.01	Sama-sama Bu. Nama saya Diki Hilmansyah, biasa dipanggil Diki.
R		Ok. Diki ini berasal darimana?
J3	J3.02	Saya berasal dari Brebes Bu.
R		Tinggalnya di Brebes sebelah mana ini?
J3	J3.03	Brebesnya di desa Kedunguter Bu.
R		Oh Kedunguter. Lalu, sudah berapa lama tinggal disana?
J3	J3.04	Dari lahir Bu, udah 16 tahun.
R		Warga asli ya. Jadi tahu dong, bahasa apa yang warga sekitar?
J3	J3.05	Ada yang Bahasa Jawa Kromo, sama Ngapak Bu. Campur-campur.
R		Oke, lalu kalau kamu sendiri pakai bahasa apa di rumah?
J3	J3.06	Saya juga Jawa Kromo atau Ngapak Bu, tergantung ngobrolnya sama siapa.
R		Wah bagus itu, sopan. Terus, itu diajari keluarga

		atau bagaimana?
J3	J3.07	Iya Bu, saya dari kecil sudah diajari seperti itu.

4. J4 (Anja)

R		Siang! Dengan siapa ini saya? Boleh perkenalkan dirinya?
J4	J4.01	Boleh, Mrs. Nama saya Anja Wati Manihuruk. Biasa dipanggil Anja.
R		Ok, Anja ini asalnya darimana?
J4	J4.02	Saya asalnya dari Kersana.
R		Jauh ya. Kalau sekarang tinggalnya dimana?
J4	J4.03	Saya tinggal di desa Cikandang, desa Kersana Mrs.
R		Terus, sudah berapa lama tinggal di desa tersebut?
J4	J4.04	Kurang lebih sudah 15 tahun Mrs.
R		Oh, sejak lahir ya? Kalau penduduk sekitar pakai bahasa apa sehari-harinya?
J4	J4.05	Iya dari lahir Mrs. Kalau warga desa biasa pakai bahasa Jawa kasar atau Ngapak Mrs.
R		Oh begitu. Lalu, kamu sendiri juga pakai Ngapak?
J4	J4.06	Iya Mrs.
R		Itu diajarkan keluarga sejak kecil atau bagaimana?
J4	J4.07	Iya sudah dari kecil, karena semua pakai Ngapak Mrs, saya jadi ikut-ikutan.

5. J5 (Della)

R		Halo Nduk, namanya siapa?
J5	J5.01	Perkenalkan, saya Della Dwi Meliawati Mrs, biasa dipanggil Della sama teman-teman.
R		Oke, Della asalnya darimana nih?
J5	J5.02	Kebetulan saya dari desa Grinting Mrs.
R		Oh kecamatan Bulakamba ya? Kalau sekarang masih menetap di sana?
J5	J5.03	Iya betul Mrs. Saya masih tinggal disana dong Mrs. Tapi karena sekolah saya jauh, jadi saya kost sekitar sini.

R		Ok saya paham, biar ngga capek ya bolak-balik. Lalu, sudah berapa lama tinggal di Grinting?
J5	J5.04	Kira-kira seumur saya, jadi sekitar 16 tahun Mrs.
R		Jadi sudah bisa dipastikan warga asli sana ya. Kalau warga sekitar desa biasanya pakai bahasa apa sehari-hari?
J5	J5.05	Iya Mrs, saya asli sana. Kalau warga sana biasa pakai Ngapak saja sih Mrs. Tapi kalau merantau ya biasanya campur-campur tapi logatnya tetap Brebes.
R		Oh begitu, kalau Della sendiri pakai bahasa apa sehari-hari? Ngapak juga?
J5	J5.06	Iya saya pakai bahasa Ngapak Mrs.
R		Apakah keluarga yang mengajarai itu sejak kamu kecil?
J5	J5.07	Iya Mrs, dan saya juga terpengaruh lingkungan sekitar.

6. J6 (Andini)

R		Hai selamat siang. Dengan siapa ini saya?
J6	J6.01	Halo Mrs. Nama saya Andini Sabila Apriliyani, biasa dikenal dengan Andini Mrs.
R		Baik, Andini berasal darimana?
J6	J6.02	Saya berasal dari desa Randusanga Wetan Mrs.
R		Oh deket saya itu Randusanga Nduk. Randusanga tepatnya dimana Nduk?
J6	J6.03	Saya sekarang sudah ngga di Randusanga Mrs, sudah pindah ke Jln. Dewi Sartika No.14 desa Kedunguter Mrs.
R		Jadi pindah ya. Lalu sudah berapa lama menetap di Kedunguter?
J6	J6.04	Sekitar 11 tahun Mrs.
R		Baik. Kalau di Kedunguter, warganya pakai bahasa apa untuk kegiatan sehari-hari?
J6	J6.05	Biasanya pakai bahasa Jawa Ngoko atau Ngapak Mrs.
R		Kamu sendiri pakai bahasa tersebut untuk berkomunikasi sehari-hari?
J6	J6.06	Iya betul Mrs.

R		Oh begitu. Lalu, apakah keluarga yang mengajarimu bahasa itu sejak kecil?
J6	J6.07	Tidak, awalnya saya diajari bahasa Jawa Krama, tapi karena orang-orang di sekliling saya pakai bahasa Ngoko, saya jadi ikut-ikutan Mrs.

7. J7 (Bagus)

R		Selamat sang! Terimakasih sudah mau bantu penelitian saya ya. Saya mau wawancara sebentar, dengan siapa ini?
J7	J7.01	Saya Bagus Aryadinantansyah, panggil aja Bagus.
R		Ok Bagus berasal darimana?
J7	J7.02	Saya bukan asli sini, jadi saya asalnya dari Labuhan Manggarai, Lampung.
R		Oh, lahir di Lampung ya. Kalau sekarang tinggalnya dimana?
J7	J7.03	Saya tinggal di desa Pesantunan, Brebes Mrs.
R		Kira-kira sudah berapa lama kamu tinggal di Pesantunan kalau dihitung?
J7	J7.04	Sudah lama sih Mrs, 13 tahun. Saya pindah umur 3 tahun.
R		Oh lama juga ya! Kalau begitu, warga sekitar biasanya pakai bahasa apa?
J7	J7.05	Biasa pakai bahasa Jawa Ngapak Mrs.
R		Kamu juga ikut pakai bahasa itu?
J7	J7.06	Iya otomatis begitu Mrs.
R		Oh begitu. Lalu, apakah keluarga yang mengajari kamu bahasa Ngapak?
J7	J7.07	Iya, dari saya pindah dulu sepertinya Mrs.

8. J8 (Difa)

R		Hai Selamat Siang! Makasih lo sudah mau diganggu. Dengan siapa ini?
J8	J8.01	Siang Mrs, saya Difa Nabila Zahra, biasa dipanggil Difa.
R		Baik Difa, saya ijin mau tanya seputar background bahasamu ya. Sebelumnya, kamu asalnya darimana?

J8	J8.02	Saya berasal dari Bulakamba Mrs.
R		Wah lumayan jauh dari sini ya. Tinggal dimana sekarang?
J8	J8.03	Saya tinggal di Jln. Djamburi RT 01/06 Luwungragi, Bulakamba Mrs.
R		Sudah berapa lama kira-kira tinggal disitu?
J8	J8.04	Sepertinya saya ngga pindah-pindah. Jadi dari kecil sampai sekarang Mrs.
R		Berarti warga asli ya. kalau begitu tahu tidak warga sekitar pakai bahasa apa untuk kegiatan sehari-hari?
J8	J8.05	Kalau untuk sehari-hari sih tentu pakai bahasa Jawa Brebes Mrs.
R		Oh begitu, kalau kamu juga pakai bahasa Jawa?
J8	J8.06	Iya Mrs, kan se-lingkungan.
R		Ok saya mengerti, pakai bahasa Jawa ini sudah diajarkan sejak kecil oleh keluarga?
J8	J8.07	Iya Mrs, ini sudah turun-temurun dari keluarga.

9. J9 (Seffina)

R		Halo, terimakasih sudah mau bantu penelitian saya ya. Namanya siapa ini?
J9	J9.01	Iya Bu, sama-sama. Nama saya Seffina.
R		Oke, saya mau taya-tanya sedikit ya. Ngga susah kok. Sebelumnya, kamu asalnya darimana ini?
J9	J9.02	Saya aslinya dari Banten.
R		Oh bukan lahir di Brebes ya. kalau begitu, sekarang tinggal dimana?
J9	J9.03	Sekarang tinggal disini. Di desa Pebatan, Wanasari.
R		Ok, berarti pindahan ya. Kira-kira sudah berapa kamu menetap di Brebes?
J9	J9.04	Saya sudah 8 tahun disini Bu.
R		Tapi tahu tidak bahasa apa yang digunakan warga Pebatan untuk berkomunikasi sehari-harinya?
J9	J9.05	Tahu Bu. Biasanya mereka pakai bahasa Jawa. Ngapak ya.

R		Ok. Kalau kamu juga pakai bahasa Jawa sehari-sehari?
J9	J9.06	Iya Bu, tapi terkadang juga campur bahasa Indonesia.
R		Oh begitu. Bahasa Jawa Brebes-an ini diajarkan oleh keluarga dari kecil atau tidak?
J9	J9.07	Tidak Bu, dari kecil saya pakai bahasa Indonesia, tapi karena disini terpengaruh teman juga.

10. J10 (Fenda)

R		Halo Nduk. Terimakasih ya sudah bersedia diwawancara. Sebelumnya, boleh perkenalkan diri dulu?
J10	J10.01	Baik, nama saya Fenda Eldila, panggilannya Fenda Bu.
R		Ok, Fenda berasal dari mana ini?
J10	J10.02	Saya asal dari Padang, tapi pindah ke Brebes Bu.
R		Jauh sekali. Sekarang di Brebes tinggalnya dimana?
J10	J10.03	Sekarang saya tinggal di Saditan, Brebes Bu.
R		Oh Saditan. Kira-kira sudah berapa lama tinggal disini?
J10	J10.04	Sudah 12 tahun sih Bu.
R		Kalau begitu, tau ya kalo warga sekitar Saditan itu biasanya pakai bahasa apa sehari-harinya?
J10	J10.05	Tahu. Biasa mereka ngobrol pakai bahasa Jawa Brebes Bu.
R		Ok, kalau kamu sendiri pakai bahasa apa?
J10	J10.06	Saya pakai bahasa Jawa Brebesan dan terkadang pakai bahasa Padang.
R		Oke, kalau keluarga sendiri mengajarkan bahasa apa saat kecil?
J10	J10.07	Kecil diajarin bahasa Indonesia, tapi karena pindah jadi bisa bahasa Jawa Brebesan Bu.

11. J11 (Satria)

R		Pagi Mas. Saya mau bertanya sedikit tentang background bahasa ya, sebelumnya dengan

		siapa ini?
J11	J11.01	Iya Mrs. Saya Satria Dhimas Wijaya. Biasa dipanggil Dhimas.
R		Oke, Dhimas ini asalnya darimana?
J11	J11.02	Saya asalnya dari Brebes Mrs.
R		Ok warga Brebes ya. sekarang tinggalnya dimana?
J11	J11.03	Sekarang tinggal di Saditan Mrs, dekat Les FISMAT.
R		Oh iya saya tahu tempat lesnya. Lalu, sudah berapa lama kamu tinggal disini?
J11	J11.04	Sudah lama Mrs, sejak saya lahir.
R		Baik. Kalau begitu, pasti tahu ya, warga sekitar Saditan pakai bahasa apa sehari-hari?
J11	J11.05	Biasanya pakai bahasa Jawa Brebesan aja Mrs.
R		Ok, kalau kamu pakai apa?
J11	J11.06	Saya juga bahasa Jawa saja Mrs.
R		Itu diajari keluarga sejak kecil?
J11	J11.07	Iya Mrs. Betul.

12. J12 (Arya)

R		Halo, saya boleh bertanya sedikit ya. Sebelumnya dengan siapa ini?
J12	J12.01	Dengan saya Arya Widura, panggilannya Arya Bu.
R		Ok, Arya berasal darimana ini?
J12	J12.02	Saya asalnya dari Purbalingga Bu.
R		Berarti pindahan ya. Kalau sekarang tinggal dimana?
J12	J12.03	Sekarang saya tinggal di Kaligangsa Bu.
R		Sudah berapa lama tinggal di Kaligangsa?
J12	J12.04	Sudah sekitar 9 tahun Bu.
R		Ok, kalau di Kaligangsa sendiri warga sekitarnya pakai bahasa apa sehari-hari?
J12	J12.05	Warga disana biasa Ngapak Brebes-an Bu.
R		Kalau kamu pakai bahasa apa biasanya?
J12	J12.06	Saya juga Ngapak Bu, terkadang campur Ngapak Kebumen.

R		Ok. Kalau keluarga sendiri mengajari bahasa apa sejak kecil?
J12	J12.07	Pas kecil saya biasa diajari Ngapak Kebumen, tapi sejak pindah saya jadi Ngapak Brebes Bu.

13. J13 (Norman April)

R		Sebelumnya saya mengucapkan terimakasih sudah bersedia diwawancara. Namanya siapa ini?
J13	J13.01	Saya Normal Aprilia, biasa dipanggil April Mrs.
R		Ok, April berasal darimana nih?
J13	J13.02	Saya asalnya dari Bulakamba, Brebes Mrs.
R		Penduduk asli Brebes ya. kalau sekarang tinggalnya dimana?
J13	J13.03	Sekarang saya masih tinggal di tempat yang sama Mrs. Di Jln. Taruna desa Bulakamba, kecamatan Bulakamba Mrs.
R		Kalau begitu sudah berapa lama kamu tinggal disitu?
J13	J13.04	Sudah lama Mrs, sekitar 16 tahun.
R		Ok, berarti warga asli ya. Kalau warga sekitar biasa menggunakan bahasa apa?
J13	J13.05	Biasanya warga ngobrol pakai bahasa Bulakamba.
R		Kalau kamu sendiri pakai bahasa apa ?
J13	J13.06	Saya biasanya pakai bahasa Jawa Ngapak Brebes-an Mrs.
R		Ok, berarti sama ya dengan warga sekitar. Itu diajarkan oleh keluarga sejak kamu kecil?
J13	J13.07	Iya, keluarga juga biasa ngobrol pakai Ngapak sejak dulu Mrs.

14. J14 (Ari S)

R		Makasih sudah menyempatkan waktu untuk saya wawancara ya. Dengan siapa ini?
J14	J14.01	Saya Ari Siswanto Mrs.
R		Ok, Ari berasal darimana ini?

J14	J14.02	Saya asalnya dari Brebes Mrs.
R		Wah warga asli ya. Sekarang tinggal dimana?
J14	J14.03	Sekarang saya tinggal di desa Dumeling, kecamatan Wanasari, kabupaten Brebes Mrs.
R		Baik. Kira-kira sudah berapa lama nih tinggal di desa Dumeling?
J14	J14.04	Sudah tinggal dari lahir sih Mrs, ya 16 tahun-an.
R		Kalau begitu tahu ya kalau warga sekitar biasanya pakai bahasa apa sehari-hari?
J14	J14.05	Warga biasa pakai bahasa Jawa Ngapak Mrs sehari-harinya.
R		Begitupun denganmu, Ari?
J14	J14.06	Iya Mrs, saya juga Ngapak.
R		Oh begitu. Itu diajari dari keluarga sejak kecil atau bagaimana?
J14	J14.07	Iya, karena saya kecil dan besar di desa yang sama, otomatis saya Ngapak juga Mrs.

15. J15 (Pebi Riyanto)

R		Hai, terimakasih sudah meluangkan waktunya. Siapa namanya Mas?
R		
J15	J15.01	Nama saya Pebi Riyanto, biasa dipanggil Pebi Mrs.
R		Ok, Pebi asalnya darimana?
J15	J15.02	Saya asli dari Jatirokeh, Kecamatan Songgom Mrs. Tapi sekarang sudah pindah.
R		Sekarang pindah dimana?
J15	J15.03	Sekarang saya pindah di Saditan, Brebes Mrs.
R		Lebih dekat sekolah ya. kira-kira sudah berapa lama tinggal di Saditan?
J15	J15.04	Hem.. sudah 10 tahun Mrs.
R		Kalau begitu, tahu tidak kalau warga Saditan biasanya pakai bahasa apa sehari-harinya?
J15	J15.05	Biasanya warga pakai Bahasa Ngapak sih Mrs.
R		Kalau kamu sendiri?
J15	J15.06	Saya juga Ngapak Mrs.
R		Apakah diajari orang tua sejak kecil?

J15	J15.07	Sejak kecil saya diajarinya bahasa Indonesia, sama Ngapak juga sih Mrs. Kayanya terpengaruh lingkungan Mrs.

Appendix 11

Transcription of interview with sundanese students

1. S1 (Yanuar)

R		Halo selamat pagi, dengan siapa ini?
S1	S1.01	Selamat pagi Mrs, nama saya Yanuar Dwi Putra
R		Ok Yanuar, saya mau bertanya perihal background bahasamu ya. Pertama, kamu berasal darimana?
S1	S1.02	Saya asalnya dari desa Bandungsari
R		Bandungsarinya dimana?
S1	S1.03	Di RT 05/ RW 03 Mrs.
R		Sudah berapa lama kamu tinggal di desa tersebut?
S1	S1.04	Kira-kira 16 tahun, sama dengan umur saya Mrs.
R		Berarti kamu asli Bandungsari ya. Lalu, bahasa yang digunakan sehari-hari apa kalo masyarakat desanya?
S1	S1.05	Pakai bahasa Sunda Mrs.
R		Kamu juga pakai bahasa Sunda?
S1	S1.06	Iya Mrs.
R		Oh Sunda. Diajari keluarga dari kecil atau bagaimana?
S1	S1.07	Iya Mrs, kebetulan karena asli warga situ jadi kami pakai bahasa Sunda di rumah.

2. S2 (Bagas)

R		Halo Mas, namanya siapa?
S2	S2.01	Perkenalkan, saya Bagas Asri Ramadhan Mrs.
R		Asalnya darimana nih Bagas?
S2		Kebetulan saya dari desa Ciseureuh
R		Nama desanya seperti desa Sunda ya. Lalu, sekarang tinggal di desa tersebut?
S2		Iya saya orang Sunda Mrs. Iya saya tinggal di desa Ciseureuh, kec. Ketanggungan
R		Baik, lalu sudah berapa lama kamu tinggal di desa tersebut? Apakah sejak lahir?
S2		Iya, saya lahir di desa tersebut. Namun, pindah kota. Tapi saya balik lagi. Jadi kira-kira sudah 10 tahun-an.

R		Oh sempat pindah berarti ya. Tapi masih menggunakan bahasa Sunda atau tidak?
S2		Iya, saya tetap pakai bahasa Sunda untuk kegiatan sehari-hari.
R		Kalau warga desa Ciseureuh kebanyakan pakai bahasa apa?
S2		Bahasa Sunda dong Mrs.
R		Ok siap. Lalu, kamu pakai bahasa Sunda ini karena diajari keluarga atau bagaimana?
S2		Iya, karena seluruh keluarga saya pakai bahasa Sunda dan lingkungan sekitar saya juga.

3. S3 (Agung)

R		Selamat pagi, boleh memperkenalkan diri?
S3		Baik, nama saya Agung Purnama.
R		Ok, Agung berasal darimana?
S3		Saya asli dari desa Kamal, kec. Larangan Mrs.
R		Sekarang juga tinggal di desa Kamal?
S3		Kalau saya nge-kos Mrs. Tapi iya, saya pulangnya tetap ke rumah di desa Kamal.
R		Kira-kira sudah berapa lama kamu tinggal di desa tersebut?
S3		Hem… sekitar 16 tahun. Sejak saya dilahirkan Mrs.
R		Larangan kan punya dua bahasa ya, Sunda dan Jawa. Di desamu warga sekitar pakai bahasa apa?
S3		Kalau di desa saya pakai bahasa Sunda Mrs. Tapi desa sebelah juga ada yang B. Jawa
R		Kalau kamu di keluarga biasanya pakai bahasa apa?
S3		Saya pakai bahasa Sunda Mrs.
R		Itu karena diajarkan keluarga?
S3		Iya, saya dari kecil sudah pakai bahasa Sunda sama keluarga dan sering mendengarkan orang sekitar juga.

4. S4 (Wahipin)

R		Hai selamat siang. Dengan siapa ini saya?
S4		Halo Mrs. Nama saya Wahipin.

R		Wahipin berasal darimana?
S4		Saya asalnya dari desa Kradenan, Kec. Kersana Mrs.
R		Jauh sekali dari Brebes. Tapi masih tinggal disana?
S4		Iya Mrs saya masih tinggal disana. Kalau di Brebes saya kost Mrs.
R		Lalu, sudah berapa lama kamu tinggal di desa tersebut?
S4		Dari kecil Mrs
R		Kersana itu kan perbatasan ya dengan Jawa Barat. Kamu pakai bahasa apa di rumah?
S4		Saya pakai bahasa Sunda Mrs. Terkadang bahasa Jawa juga, tapi lebih sering Sunda
R		Kalau penduduk sekitar pakai bahasa apa?
S4		Bahasa Sunda juga.
R		Apakah keluarga yang mengajari bahasa Sunda?
S4		Iya Mrs. Anggota keluarga saya semua pakai bahasa Sunda, jadi otomatis belajar dari situ.

5. S5 (M. Daffa)

R		Hai, namanya siapa Mas?
S5		Perkenalkan, nama saya Muhammad Daffa Jundan.
R		Ok, Mas Daffa ya. Asalnya darimana Mas Daffa?
S5		Saya asli dari desa Banjarharjo
R		Sekarang tetap tinggal di desa Banjarharjo atau sudah pindah?
S5		Karena saya sekolah di brebes, saya kost. Tapi kalau pulang ya tetep ke Banjarharjo Mrs.
R		Baik. Jauh ya. Kira-kira sudah berapa lama kamu tinggal di desa tersebut?
S5		Sejak saya kecil, jadi sekitar 16 tahun Mrs.
R		Yang saya tahu, Banjarharjo itu banyak orang Sunda. Apakah di desamu pakai bahasa Sunda? Atau malah Jawa?
S5		Di desa saya semuanya pakai bahasa Sunda Mrs.
R		Lalu, kamu juga pakai itu?
S5		Otomatis iya Mrs.

R		Apakah keluarga yang mengajarimu?
S5		Iya Mrs, dan lingkungan sekitar juga.

6. S6 (Sandrina)

R		Siang Nduk, boleh tau namanya siapa?
S6	S6.01	Siang Mrs. Nama saya Sandrina Fairuz Zahra
R		Sandrina berasal darimana?
S6	S6.02	Saya berasal dari Salem Mrs.
R		Sekarang tnggal dimana Sandrina?
S6	S6.03	Saya Salem-nya di desa Bentarsari Mrs. Kalau sekolah saya nge-kost dekat sekolah
R		Baik. Sudah berapa lama tinggal di desa Bentarsari?
S6	S6.04	Kurang lebih sudah 15 tahun Mrs.
R		Dari Salem ya. Apakah penduduk sekitar pakai bahasa Sunda?
S6	S6.05	Iya betul sekali Mrs.
R		Kalau sandrina pakai bahasa apa sehari-hari?
S6	S6.06	Saya juga pakai Sunda Mrs.
R		Itu karena diajari keluarga atau bagaimana?
S6	S6.07	Iya otomatis Mrs. Karena semua pakai bahasa Sunda.

7. S7 (Salsha)

R		Hai Nduk, silahkan perkenalkan diri.
S7	S7.01	Nama saya Salsha Novita Ramdani
R		Ok, Salsha ya? Darimana asalnya, Salsha?
S7	S7.02	Saya berasal dari Banjaran, Salem. Bu
R		Asli dan tinggal Salem?
S7	S7.03	Iya betul Bu. Saya tinggal di desa Banjaran juga.
R		Ok, kalau begitu sudah berapa kamu tinggal disana?
S7	S7.04	Hem… kalau dihitung sejak lahir sudah 15 tahun 6 bulan Bu.
R		Kalau di desa Banjaran sendiri, warganya kalau berkomunikasi pakai bahasa apa?
S7	S7.05	Pakai bahasa Sunda Bu.
R		Kamu juga pakai bahasa Sunda?
S7	S7.06	Iya Bu.

R		Belajar bahasa Sunda dari keluarga atau bagaimana?
S7	S7.07	Otomatis iya Bu, karena semua pakai itu.

8. S8 (Pramesti)

R		Selamat pagi. Maaf saya ganggu sebentar ya, dengan siapa ini?
S8	S8.01	Saya Pramesti Puspadewi Mrs.
R		Kalau boleh tau, asalnya darimana?
S8	S8.02	Saya dari desa Pende, kecamatan Kersana Mrs.
R		Jauh juga ya. Sekarang tinggal dimana?
S8	S8.03	Saya tinggal di Jl. Mbah Mansyur II RT 03/04 desa Pende. Kalau disini (Brebes) saya nge-kost Mrs.
R		Sudah berapa lama kamu tinggal di desa tersebut?
S8	S8.04	Dari saya lahir, berarti sudah 16 tahun.
R		Penduduk asli ya. Kalau warga sekitar pakai bahasa apa untuk kegiatan sehari-hari?
S8	S8.05	Kalau warga biasa pakai bahasa Sunda Mrs.
R		Berarti kamu juga pakai bahasa tersebut?
S8	S8.06	Iya dong Mrs. Kalau bahasa Jawa ngga ngerti.
R		Ok. Ini karena ajaran dari keluarga?
S8	S8.07	Tidak Mrs. Keluarga mengajari saya bahasa Indonesia. Tapi karena teman-teman biasa pakai bahasa Sunda, saya jadi bisa sendiri.

9. S9 (Fahmi Idris)

R		Halo good morning. Namanya siapa?
S9	S9.01	Nama saya Fahmi Idris Mrs.
R		Ok, Fahmi berasal darimana?
S9	S9.02	Saya dari desa Cipajang, kecamatan Banjarharjo.
R		Banyak juga ya dari Banjarharjo. Lalu, sekarang tinggal dimana?
S9	S9.03	Saya tetap tinggal di desa Cipajang Mrs, tidak pindah-pindah, kecuali saat ini saya kost.
R		Lalu, sudah berapa lama tinggal di Cipajang?
S9	S9.04	Hem.. sepertinya sudah 16 tahun Mrs.
R		Ok. Warga asli ya. Kalau penduduk sekitar

		pakai bahasa apa?
S9	S9.05	Penduduk biasa pakai bahasanya Sunda Mrs. Banjarharjo hampir semua desanya pakai bahasa Sunda Mrs.
R		Oh begitu. Jadi, kamu sendiri pakai bahasa Sunda?
S9	S9.06	Iya jelas Mrs.
R		Itu karea diajari dari keluarga atau bagaiman?
S9	S9.07	Iya Mrs, otomatis.

10. S10 (Puspa)

R		Halo dear, denga siapa ini?
S10	S10.01	Halo Mrs. Perkenalkan nama saya Puspa Anggraeni.
R		Baik. Puspa asalnya darimana?
S10	S10.02	Saya asli dari desa Negla, kecamatan Banjarharjo Mrs. Kalau Mrs darimana?
R		Saya asli Brebes. Ok. Sekarang tinggal dimana Puspa?
S10	S10.03	Saya nge-kost sekitar sekolah. Tapi seminggu sekali pulang ke rumah di Negla juga Mrs.
R		Berarti tetap pulang ya. Kalau gitu, sudah berapa lama tinggal di desa Negla?
S10	S10.04	Sudah 16 tahun Mrs kira-kira.
R		Saya dikasih tahu temanmu kalau kecamatan Banjarharjo hampir semua pakai bahasa Sunda. Apakah warga di desamu pakai bahasa Sunda?
S10	S10.05	Tentu iya Mrs.
R		Lalu, kamu sendiri bahasa sehari-harinya Sunda juga?
S10	S10.06	Iya betul sekali Mrs.
R		Ok siap. Lalu, apakah diajari keluarga bahasa Sunda atau belajar darimana?
S10	S10.07	Iya, keluarga saya yang mengajarkan saya bahasa Sunda Mrs.

11. S11 (Dewi)

R		Hai, saya boleh bertanya sedikit ya. Sebelumnya dengan siapa ini?
S11	S11.01	Nama saya Dewi Hasanah. Biasa dipanggil

		Dewi.
R		Baik, Dewi berasal darimana?
S11	S11.02	Saya dari desa Negla, kecamatan Losari.
R		Ternyata di Losari juga ada desa Negla ya. Sekarang tinggal dimana?
S11	S11.03	Saya masih tinggal di desa tersebut Bu.
R		Oh begitu. Sudah berapa lama tinggal di desa tersebut?
S11	S11.04	Dari lahir bu, sudah 16 tahun.
R		Tidak pindah ya. Lalu Losari kan perbatasan Jawa Barat nih, warga sekitar desamu pakai bahasa apa?
S11	S11.05	Iya saya ngga pindah-pindah-pindah kok Bu. Kalau warganya biasa pakai bahasa Sunda.
R		Lalu, kamu sendiri pakai bahasa Sunda?
S11	S11.06	Iya betul Bu. Saya sehari-harinya pakai bahasa Sunda.
R		Itu karena ajaran keluarga?
S11	S11.07	Iya, dari kecil saya dididik pakai bahasa Sunda Bu.

12. S12 (Retno)

R		Hai, terimakasih sudah bersedia diwawancara. Namanya siapa?
S13	S13.01	Iya sama-sama Mrs. Nama saya Retno Arra Sarraswati.
R		Baik, Retno asalnya darimana?
S13	S13.02	Saya dari Malahayu, kecamatan Banjarharjo Mrs.
R		Wah terkenal dengan waduk Malahayu ya. Kalau sekarang masih tinggal disitu?
S13	S13.03	Iya saya masih tinggal di Malahayu kok Bu. Tapi karena keperluan sekolah saya nge-kost.
R		Oh iya, kalau begitu sudah berapa kamu tinggal di desa Malahayu?
S13	S13.04	Lama Mrs, sejak lahir. Berarti 16 tahun.
R		Berarti penduduk asli ya. Kalau warga sekitar biasa menggunakan bahasa apa?
S13	S13.05	Warga pakai bahasa Sunda Mrs.
R		Kalau kamu?

S13	S13.06	Saya juga sama Mrs, Sunda.
R		Baik. Kalau begitu, apakah karena di keluarga diajarkan sejak kecil?
S13	S13.07	Iya betul. Keluarga saya mengajarkan bahasa Sunda sejak saya kecil.

13. S13 (Ervi)

R		Hai Nduk. Terimakasih sudah mau diwawancarai. Silahkan perkenalkan diri ya.
S13	S13.01	Baik Bu, nama saya Erviana Nelfarita biasa dipanggil Ervi.
R		Ok. Ervi berasal darimana ini?
S13	S13.02	Saya dari desa Kamal, kecamatan Larangan.
R		Sekarang tinggal dimana Ervi?
S13	S13.03	Saya masih tinggal di desa itu Bu. Tapi disini saya kost.
R		Kalau begitu, sudah berapa lama kamu tinggal di desa Kamal?
S13	S13.04	Sekitar 11 tahun, karena saya sempat pindah kota.
R		Kalau begitu, tau tidak warga di sekitar pakai bahasa apa ketika berkomunikasi?
S13	S13.05	Kalau warga biasa pakai bahasa Sunda Bu.
R		Oh begitu. Lalu, kamu sendiri pakai bahasa apa sehari-hari?
S13	S13.06	Saya pakai bahasa Sunda juga Bu.
R		Ok. Apakah itu diajarkan oleh keluarga?
S13	S13.07	Iya, sejak kecil saya diajarkan bahasa Sunda.

14. S14 (Putri Faras)

R		Selamat siang, saya dengan siapa ini? Silahkan perkenalkan diri ya.
S14	S14.01	Siang Mrs. Saya Putri Farras Najibah. Biasa dipanggil Putri
R		Ok, Putri berasal darimana?
S14	S14.02	Saya berasal dari desa Sindangjawa, kecamatan Ketanggungan.
R		Kalau sekarang masih tinggal di disitu?
S14	S14.03	Iya, saya masih tinggal di desa Sindangjaya Mrs.

R		Kalau begitu, sudah berapa lama tinggal di desa itu?
S14	S14.04	Sudah sekitar 16 tahun Mrs. Sejak lahir intinya.
R		Warga asli ya. Kalau warga sekitar berkomunikasi sehari-hari pakai bahasa apa?
S14	S14.05	Biasa pakai bahasa Sunda Mrs.
R		Lalu, apa kamu pakai bahasa Sunda juga?
S14	S14.06	Iya pasti Mrs, kalau bahasa Jawa ngga ngerti.
R		Baiklah. Itu diajarkan oleh keluarga atau bagaimana?
S14	S14.07	Iya Mrs, sejak kecil.

15. S15 (Maya)

R		Halo, terimakasih sudah meluangkan waktunya. Siapa namanya Nduk?
S15	S15.01	Iya Bu, sama-sama. Nama saya Maya Yuliyanti, biasa dipanggil Maya.
R		Ok, Diaz berasal darimana?
S15	S15.02	Saya berasal dari Tiwulandu kecamatan bajarharjo.
R		Desa Tiwulandu ya. Kalau sekarang tinggal dimana?
S15	S15.03	Saya masih tinggal di Tiwulandu Bu. Tapi, karena sekolah saya kost di Kotabaru.
R		Lalu, sudah berapa lama tinggal di desa Tiwulandu?
S15	S15.04	Hem.. sudah hampir 17 tahun.
R		Berarti asli Tiwulandu ya. Kalau begitu warga sekitar pakai bahasa apa untuk sehari-hari?
S15	S15.05	Biasanya, warga sekitar pakai bahasa Sunda Bu.
R		Kalau kamu pakai bahasa apa?
S15	S15.06	Saya juga sama dengan warga Bu, bahasa Sunda.
R		Oh begitu. Itu diajarkan oleh keluarga atau bagaimana?
S15	S15.07	Tentu Bu. Sejak saya kecil sudah pakai bahasa Sunda.

Appendix 12

Transcription of Interview with IEC Teacher (Ma'am Eka)

R		Assalamu'alaikum wr.wb, dengan siapa Bu?
E	E01	Wa'alaikumsalam w.wb, dengan ibu Eka.
R		Baik Bu, Bu Eka ini guru Bahasa Inggris di SMA N 2 Brebes ya?
E	E02	Iya betul sekali Mba.
R		Mengajar kelas berapa Bu?
E	E03	Mengajar kelas X
R		Oh begitu, terus Ibu juga pembina English Club / IEC disini?
E	E04	Iya betul sekali
R		Ibu, boleh tidak saya bertanya mengenai *pronunciation* untuk penelitian saya?
E	E05	Oh iya, silahkan.
R		Baik. Yang pertama menurut Bu Eka seberapa penting belajar *pronunciation* dalam English speaking untuk siswa?
E	E06	Menurut saya, pronunciation itu sangat penting sekali, karena yang namanya kemampuan Bahasa Inggris itu kan dibuktikan dengan *speaking* ya. Em jadi, *pronunciation* itu sangat penting buat saya.
R		Kenapa penting menurut Ibu?
E	E07	Pentingnya untuk orang awam itu adalah orang ketika dibilang bisa berbahasa Inggris itu dibuktikan dengan ngomong. Walaupun misal dalam *grammar* dia jago, tapi yang paling penting itu kan buktinya mana? Ya dengan dibuktikan ngomong pake Bahasa Inggris, begitu. Dan juga prosesnya bagus, oh berarti dia jago Bahasa Inggris, gitu.
R		Berarti penting sekali ya Bu. Lalu, menurut Bu Eka lebih penting mana siswa yang bicara seperti *native* atau *intellegible* ketika bicara menggunakan Bahasa Inggris?
E	E08	Menurut saya lebih pilih yang *native* ya, karena kita itu bisa kok *immitate* ya. Dulu saya juga tidak bisa, tapi dengan banyak nonton film dan mendengarkan lagu, jadi kemampuan *speaking* dan *pronunciation*-nya itu bisa bertambah dan itu bagus. Apalagi Bahasa Inggris itu kan

		juga tidak digunakan di jenjang SMA saja tetapi setelah ini kan mereka (siswa) bisa mengaplikasikan di dunia kerja atau dunia perkuliahan selanjutnya, gitu.
R		Berarti untuk yang *intellegible* itu berarti bisa belajar ya Bu.
E	E09	Bisa. Dan banyak anak-anak juga yang lebih bagus *pronunciation*-nya daripada saya, karena mereka sering nonton *movie* dan juga lagu yang berbahasa Inggris. Jadi, *they immitate* ya. Mereka meniru, seperti itu.
R		Terus kemudian, menurut Bu Eka. Perlukah mengajarkan *pronunciation* dengan aspek-aspek kebahasaannya seperti *rhythm*, *stress*, dan *intonation*?
E	E10	Em, jujur untuk *stress* dan *intonation* itu penting ya, karena saya juga di kelas, beberapa itu mengajarkan *stress* dan *intonation*. Tapi untuk *rhythm* itu engga terlalu saya aplikatifkan di pembelajaran. Karena *rhythm* itu ya seperti *include* saja. Jadi yang poin-poinnya saja; *stess* dan *intonation*.
R		Berarti dari jawaban Bu Eka biasanya Bu Eka mengajarkan apa *stress* atau *intonation* ketika mengajar materi *pronunciation*?
E	E11	Ya dua-duanya. *Stress* itu kan dia tekanannya dimana; diawal, atau di akhir dan juga *intonation*-nya; *rising or falling*.
R		Terus, apakah ada hal yang perlu diperbaiki lagi ketika mengajar *pronunciation* dan *speaking* baik di kelas dan IEC*?*
E	E12	Sebenernya banyak ya yang perlu diperbaiki lagi, Cuma di jenjang SMA kan kita tidak fokus pada *speaking, writing,* ya seiring berjalannya waktu Bahasa Inggris ada enam semester juga di sekolah menengah atas ya kita tidak bisa sepenuhnya mengajar satu hal. Semuanya baik. Karena yang namanya proses belajar bertambah ilmunya seiring berjalannya waktu.
R		Kalau untuk di IEC biasanya gimana Bu pembelajarannya?
E	E13	Kalau di English Club itu kita sudah plotkan anak-anak yang untuk *news reading,* terus itu apa namanya *speech* itu kan intonasinya beda-beda; *news reading* seperti apa, *speech* seperti apa, *story telling* seperti apa. Itu punya gaya bahasa, *stressing,* dan intonasi yang berbeda-beda.

		Jadi kita udah plot-plotkan untuk anak-anak yang *news reading* contohnya ya harus apa namanya harus dikelompokkan satu itu agar tidak terbawa pembawaan seperti misalkan *speech* atau *story telling,* begitu.
R		Berarti siswa yang ingin mendalami *speaking* atau *pronunciation* juga harus mengikuti IEC ya Bu.
E	E14	Iya harusnya seperti itu, idealnya. Karena ada beberapa hal yang tidak didapatkan di kelas.
R		Kalau di IEC sendiri apakah para siswa dituntut menggunakan Bahasa Inggris secara penuh?
E	E15	Kami selaku Pembina selalu menuntut agar siswa selalu berusaha pakai bahasa Inggris ya Mba, tapi ya namanya siswa ada yang nurut da nada yang enggak.
R		Oh begitu, lalu kalau di kelas juga dituntut pakai bahasa Inggris juga tidak Bu?
E	E16	Kalau di kelas karena kemampuannya berbeda-beda, saya tidak menuntut ya. Tapi saya selalu paling tidak 70% pakai bahasa Inggris, supaya mereka terbiasa.
R		Baik Ibu, sekian wawancara dari saya. Terimakasih atas waktunya Ibu.
E	E17	Iya, sama-sama Mba Diah.

Appendix 13

Indicators and Questions of Interview (students' language background)

Nama/Kelas   :
NIS   :

Concepts	Indicators	Questions
Learner's Language Background	Exposure	Kamu Berasal dari mana?
		Sekarang, Kamu tinggal dimana?
		Sudah berapa lama Kamu tinggal di tempat yang sekarang ini?
	Native Language	Bahasa apa yang digunakan penduduk di sekitar tempat tinggalmu?
		Apakah Kamu juga menggunakan bahasa tersebut?
		Apakah keluargamu mengajari bahasa tersebut sejak Kamu kecil?

Appendix 14

Question Lists for Interviewing IEC Teacher

1. Menurut guru, seberapa penting belajar *pronunciation* dalam *English speaking* untuk siswa? Mengapa?

2. Menurut guru, lebih penting mana antara *native like* atau *intellegible* dalam berbicara Bahasa Inggris? Mengapa?

3. Menurut guru, perlukah mengajarkan *pronunciation* kepada siswa dengan aspek-aspek kebahasaannya *(prosodic aspects)* seperti *rythm, stress,* dan *intonation*? Mengapa?

4. Biasanya guru lebih fokus ke rythm, stress, atau intonation ketika mengajar? Mengapa? (jika guru menjawab iya)

5. Apakah di IEC guru menuntut siswa untuk menggunakan full bahasa Inggris?

6. Apakah ada hal yang ingin diperbaiki lagi ketika mengajar pronunciation dan speaking baik di kelas biasa maupun kelas IEC?

Recapitulation Tables of the Javanese Brebes Dialect Stress

Patterns Analysis

Table 4.1 The Analysis of 2 syllables word

Words	Stress	Subject	Result
Mature	ult	J1, J2, J4, J5, J6, J7, J8, J10, J12, J13.	Ult was the most produced by the students, which is the right one.
	penult	J3, J9, J11, J14, J15.	
persuade	ult	J1, J2, J3, J4, J5, J6, J7, J8, J9, J10, J12, J13, J14, J15.	Ult was the most produced by the students, which is the right one.
	penult	J11	
System	ult	J1, J4, J6, J8, J12, J13, J14.	Ult was the most produced by the students, which is the right one.
	penult	J2, J3, J5, J7, J9, J10, J11, J15.	
Dessert	ult	J1, J2, J3, J4, J5, J6, J8, J9, J10, J11, J12, J13, J14, J15.	Ult was the most produced by the students, which is the right one.
	penult	J7	
Describe	ult	J1, J2, J3, J4, J5, J6, J7, J8, J10, J12, J13, J14, J15.	Ult was the most produced by the students, which is the right one.
	penult	J9, J11.	

Table 4.2 The analysis of 3 syllables word

Words	Stress	Subject	Note
Volunteer	ult	J3, J5, J6, J12, J13, J15.	Penult was the most produced one by the students, while there were only 6 students produced it right on
	penult	J1, J2, J4, J7, J8, J9, J11, J14.	
	antepenult	J10	

			the ult.
banana	ult	J6, J8, J12, J15.	Penult was the most produced by the students, which is the right one.
	penult	J1, J2, J3, J4, J7, J10, J11, J14.	
	antepenult	J5, J9, J13.	
Develop	ult	J1, J2, J3, J4, J6, J7, J8, J9, J12, J13, J14, J15.	Ult was the most produced by the students, while no one produced on the right one (penult).
	penult	-	
	antepenult	J5, J10, J11	
Benefit	Ult	J3, J6, J12.	Penult was the most produced one by the students, while 4 students produced well on the antepenult.
	penult	J1, J2, J4, J8, J9, J13, J14, J15	
	antepenult	J5, J7, J10, J11.	
Description	Ult	J5, J12	Penult was the most produced one by the students, which is the right one.
	penult	J1, J2, J3, J4, J6, J7, J8, J9, J11, J13, J14, J15.	
	antepenult	J10	

Table 4.3 The analysis of 4 syllables word

Words	Stress	Subject	Note
Voluntary	ult	J3, J6,	Most of the students produced on the penult, meanwhile no one produced it right on the preantepen.
	penult	J5, J7, J9, J10, J12, J14, J15,	
	antepenult	J1, J2, J4, J8, J11, J13.	
	preantepen	-	
Dictionary	ult	J3, J6, J12, J13.	Most of the students produced on the antepenult, meanwhile 4 students produced it right on the preantepenult.
	penult	J14.	
	antepenult	J1, J7, J9, J10, J11, J15.	
	Pre-antepen	J2, J4, J5, J8.	

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development	Ult	J6, J7, J12.	Most of the student produced it on the right one which is on the penult.
	penult	J2, J3, J4, J8, J9, J10, J13, J14, J15.	
	antepenult	-	
	preantepen	J1, J5, J11.	
presentation	Ult	J6, J7, J12.	Most of the students produced it on the penult, while only 4 students produced it right on the antepenult.
	penult	J3, J5, J9, J10, J11, J13, J14, J15.	
	antepenult	J1, J2, J4, J8.	
	Preantepenult	-	
Ordinary	Ult	J12, J13.	Most of the students produced it on the preantepen, which is the right one.
	penult	J3, J5, J14.	
	antepenult	J7	
	preantepen	J1, J2, J4, J6, J8, J9, J10, J11.	

Table 4.4 The analysis of 5 syllables word

Words	Stress	Subject	Note
congratula-tions	ult	J6, J8.	Preantepen was the most produced by the students, meanwhile there were 4 students who produced it well on the penult.
	penult	J12, J13, J14, J15.	
	antepenult	J10	
	preantepen	J2, J4, J5, J7, J9, J11.	
	quintult	J1, J3,	
Generosity	Ult	J6, J12.	Antepenult is the most produced one by students (the right one).
	penult	J8, J13, J14, J15.	
	antepenult	J1, J2, J4, J5, J7, J9, J10, J11.	
	preantepen	J3	
	quintult	-	

developme-ntal	ult	J6, J8, J12, J13	Antepenult is the most produced by the students, while no one produced it right on the preantepen.
	penult	J14, J15	
	antepenult	J1, J2, J3, J4, J5, J7, J9, J10, J11.	
	preantepen	-	
	quintult	-	
representa-tive	ult	J6, J7, J8, J12, J13.	Antepenult was the most produced one by the students, which is the right one.
	penult	J10, J14, J15.	
	antepenult	J1, J2, J4, J5, J9, J11.	
	preantepen	-	
	quintult	J3	
Imaginary	Ult	J12, J13	Preantepen was the most produced by the students, which is the right one.
	penult	J14, J15	
	antepenult	-	
	preantepen	J1, J2, J3, J4, J6, J7, J8, J9, J11.	
	quintult	J5, J10.	

Table 4.5 The analysis of 6 syllables word

Words	Stress	Subject	Note
responsibili-ty	Ult	J3, J6, J7, J8, J10, J12, J13.	Ult was the most produced by the students, while there were no one produced it right on the preantepen.
	penult	J14, J15.	
	antepenult	-	
	preantepen	-	
	quintult	J1, J2, J4, J5, J9, J11.	
	sexultimate	J3	
personifica-tion	Ult	J6, J7, J8, J10, J12, J13.	Ult and quintult have the same total of the patterns, while no one produced it right on the preantepen.
	penult	J14, J15.	
	antepenult	-	
	preantepen	-	
	quintult	J1, J2, J4, J5, J9, J11	
	sexultimate	J3	

revolutiona-ry	Ult	J6, J7, J8, J10, J12, J13.	Ult is the most produced one by the students, while no one produced it right on the antepenult.
	penult	J14	
	antepenult	-	
	preantepen	J1, J2, J4, J9, J15.	
	quintult	J5, J11.	
	sexultimate	J3	
Biodiversity	ult	J3, J6, J7, J8, J10, J12, J13.	Ult is the most produced one by the students, while no one produced it right on the preantepen.
	penult	J14	
	antepenult	J2, J4, J5, J9, J11, J15.	
	preantepen	-	
	quintult	J1	
	sexultimate	-	
capitaliza-tion	ult	J6	Preantepen is the most produced one by the students, while 1 student produced it right on the quintult.
	penult	J7, J8, J12, J13, J14.	
	antepenult	-	
	preantepen	J2, J4, J5, J9, J10, J11, J15	
	quintult	J1	
	sexultimate	J3	

Table 4.6 The analysis of sentence stress patterns of Javanese Brebes dialect speakers

No	Sentence		
1	It	hurts.	
Stress	J2, J4, J5, J10, J1, J12, J13, J14.	J1, J3, J6, J7, J8, J9, J15.	
Result	Mostly, speakers give stress on the **noun**.		
2.	Pay	them.	

Stress	J1, J2, J3, J4, J5, J6, J8, J9, J10, J11, J12, J13, J14, J15	J7			
Result	Mostly, speakers give stress on the **verb.**				
3.	I	Saw	you.		
Stress	J3, J5	J1, J2, J4, J6, J7, J8, J9, J10, J11, J12, J13, J14			
Result	Mostly, speakers give stress on the **verb.**				

4.	Have	some	cake.		
Stress	J1, J2, J3, J4, J5, J6, J7, J8, J10, J11, J12, J13	J14, J15	J9, J12, J13		
Result	Mostly, speakers give stress on the **verb.**				
5.	Do	ni	bought	these.	
Stress	J1, J2, J3, J4, J5, J6, J7, J10, J11, J12, J13, J14		J8, J9, J15		
Result	Mostly, speakers give stress on the **noun.**				
6.	She's	a	tea	cher.	

Stress	J1, J2, J3, J4, J5, J6, J7, J8, J9, J10, J11, J12, J13, J14, J15		J2, J3, J4, J5, J7, J8, J9, J10, J11, J13, J14, J15	J12	
Result	Mostly, speakers give stress on the **noun.**				

7.	I	Want	a	so	da.
Stress	J3, J10	J1, J2, J4, J5, J6, J8, J11, J12, J13, J14, J15		J7	
Result	Mostly, speakers give stress on the **verb**				
8.	I	Think	you'll	get	it.
Stress	J3, J5	J1, J2, J4, J6, J7, J8, J9, J10. J11, J12, J13, J14, J15			
Result	Mostly, speakers give stress on the **verb**				

APPENDIX 16
Recapitulation Tables of the Sundanese Brebes Dialect Stress Patterns Analysis
Table 4.7 The analysis of 2 syllables word

Words	Stress	Subject	Note
mature	ult	S2, S11, S14, S15	Penult was the common produced by the students, while there were only 5 students produced it right on the ult.
	penult	S1, S3, S4, S5, S6, S7, S8, S8, S10, S12, S13	
persuade	ult	S2, S8, S11, S12, S14, S15.	Penult was the common produced by the students, while there were only 6 students produced it right on the ult.
	penult	S1, S3, S4, S5, S6, S7, S9, S10, S13.	
system	ult	S11, S14, S15.	Penult was the common produced by the students, which is the right one.
	penult	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S12, S13.	
dessert	ult	S1, S2, S3, S14, S15	Penult was the common produced by the students, while there were only 5 students produced it right on the ult.
	penult	S4, S5, S6, S7, S8, S9, S10, S11, S12, S13	
describe	ult	S2, S3, S4, S14, S15	Penult was the common produced by the students, while there were only 5 students produced it right on the ult.
	penult	S1, S5, S6, S7, S8, S9, S10, S11, S12, S13	

Table 4.8 The analysis of 3 syllables word

Words	Stress	Subject	Note

Words	Stress	Subject	Note
volunteer	ult	S11, S14, S15.	Antepenult was the most produced by the students, while there were only 3 students produced it right on the ult.
	Penult	S9, S13.	
	antepenult	S1, S2, S3, S4, S5, S6, S7, S8, S10, S12	
banana	ult	S11, S12, S14, S15	Penult was the common produced by the students, which is the right one.
	penult	S1, S2, S3, S6, S8, S9	
	antepenult	S4, S5, S7, S10, S13.	
develop	ult	S3, S8, S11, S14, S15.	Antepenult was the common produced by the students, while no one produced it right on the penult.
	Penult	-	
	antepenult	S1, S2, S4, S5, S6, S7, S9, S10, S12, S13	
benefit	ult	S2, S11, S13, S14, S15.	Antepenult was the most produced one by the students, while there was only 1 student produced it right on the penult.
	Penult	S3	
	antepenult	S1, S4, S5, S6, S7, S8, S9, S10, S12.	
description	Ult	S11, S14, S15.	Penult and antepenult have the same total, while the right one is on the penult.
	Penult	S1, S2, S3, S4, S6, S13 .	
	antepenult	S5, S7, S8, S9, S10, S12.	

Table 4.9 The analysis of 4 syllables word

Words	Stress	Subject	Note
voluntary	Ult	S11, S14, S15.	Antepnult was the most common

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	Penult	-	produced by the students, while there were no one produced it right on the preantepe.
	antepenult	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S12, S13.	
	preantepen	-	
dictionary	ult	S11, S14, S15.	Antepenult was the most produced by the students, while there were only 3 students produced it right on the preantepen.
	penult	-	
	antepenult	S1, S2, S3, S4, S5, S6, S7, S8, S13.	
	preantepen	S9, S10, S12.	
development	ult	S11, S14, S15.	Penult was the most common produced by the students, while there were no one produced it right on the antepenult.
	penult	S1, S3, S4, S5, S6, S10, S13.	
	antepenult	-	
	preantepen	S2, S7, S8, S9, S12.	
presentation	ultimate	S11, S12, S14, S15.	Antepenult was the most common produced by the students, while there were only 4 students produced it right on the penult.
	penult	S3, S5, S7, S13.	
	antepenult	S1, S2, S4, S6, S8, S9, S10.	
	preantepen	-	
ordinary	ultimate	S12, S14, S15.	Preantepen was the most common produced by the students, which is the right one.
	penultimate	S1, S3, S6.	
	antepenult	S8, S13.	
	preantepen	S2, S4, S5,	

		S7, S9, S10, S11.	

Table 4.10 The Analysis of 5 syllables word

words	Stress	Subject	Note
ongratula-tions	Ult	S11, S14, S15.	Penult is the most produced by the students, which is the right one.
	Penult	S1, S2, S3, S6, S10.	
	antepenult	-	
	preantepen	S4, S5, S9	
	quintult	S7, S8, S12, S13	
generosity	ult	S11, S14, S15.	Antepenult was the most common produced by the students, which is the right one.
	Penult	S12	
	antepenult	S1, S2, S3, S4, S5, S6, S8, S10, S13.	
	preantepen	S9	
	Quintult	S7	
developm-ental	ult	S11, S12, S14, S15.	Antepenult was the most produced one by the students, while there were only 1 student produced it right on the penult.
	penult	S1	
	antepenult	S3, S4, S5, S6, S8, S10	
	preantepen	-	
	quintult	S2, S7, S9, S13.	
representa-tive	ult	S12, S14, S15.	Antepenult was the most produced one by the students, which is the right one.
	penult	-	
	antepenult	S1, S2, S7, S8, S11.	
	preantepen	S6, S10, S13.	
	quintult	S3, S4, S5, S9	

imaginary	ult	S11, S12, S14, S15.	Prentepen was the most produced one by the students, which is the right one.
	penult	S1, S4	
	antepenult	S7, S8	
	preantepen	S2, S3, S6, S9, S10, S13.	
	quintult	S5	

Table 4.11 The Analysis of 6 syllables word

Words	Stress	Subject	Note
responsibility	Ult	S14, S15.	Quintult was the most produced one by the students, while there were no one produced it right on the antepenult.
	Penult	-	
	antepenult	-	
	preantepen	-	
	quintult	S1, S4, S5, S6, S7, S8, S10, S11, S13.	
	sexultimate	S2, S3, S9	
personifica-tion	Ult	S11, S14, S15.	Quintult was the most produced one by the students, meanwhile there were only 3 students produced it right on the penult.
	penult	S1, S12, S13.	
	antepenult	S8	
	preantepen	S10	
	quintult	S4, S5, S6, S7, S9.	
	sexultimate	S2, S3.	
revolutionary	ult	S11, S14, S15.	Preantepen was the most produced one by the students, which is the right one.
	penult	-	
	antepenult	S13	
	preantepen	S4, S5, S7, S8, S10, S12.	
	quintult	S1, S6, S9.	
	sexultimate	S2, S3.	

biodiversity	ult	S12, S13, S14, S15	Quintult was the most produced one by the students, while there was only 1 student produced it right on the antepenult.
	penult	-	
	antepenult	S5	
	preantepen	S7, S8	
	quintult	S1, S2, S6, S9, S11	
	sexultimate	S3, S4, S10.	
capitalization	ult	S14, S15	Penult was the most produced one by the students, which is the right one.
	penult	S1, S5, S9, S10, S11, S13.	
	antepenult	S7, S12.	
	preantepen	S8	
	quintult	-	
	sexultimate	S2, S3, S4, S6.	

Table 4.12 The analysis of sentence stress patterns of Javanese Brebes dialect speakers

No.	Sentences		
1	It	hurts.	
stress	S5, S8, S9, S10, S11, S12, S13, S14, S15	S1, S2, S3, S4, S6, S7	
result	Mostly, speakers give stress on the **noun**.		
2.	Pay	them.	
stress	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15.		

result	All the speakers give stress on the **verb.**			

3.	I	saw	you.	
Stress	S10	S1, S2, S3, S4, S5, S6, S7, S8, S9, S11, S12, S13, S14,	S15	
Result	Mostly, speakers give stress on the **verb.**			

4.	Have	Some	cake.	
Stress	S1, S6, S8, S10, S11, S13, S14, S15.	S3, S7, S12	S2, S4, S5, S9	
Result	Mostly, speakers give stress on the **verb.**			

5.	Do	ni	bought	these.
Stress	S6, S7, S8, S9, S10, S12, S13, S14		S1, S2, S3, S4, S5, S11,	S15
Result	Mostly, speakers give stress on the **noun.**			

6.	She's	a	tea	cher.	

stress	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15		S1, S2, S3, S4, S5, S6, S9, S10, S11, S12, S13, S14,	S15	
result	Mostly, speakers give stress on the **noun.**				
7.	I	want	A	So	da.
stress	S1	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14,		S6, S7, S10, S14, S15	S1, S2
result	Mostly, speakers give stress on the **verb**				
8.	I	think	you'll	Get	it.
stress		S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15.		S6, S7, S12, S13	
result	Mostly, speakers give stress on the **verb.**				

Appendix 17

Documentation

Meeting with some of IEC members to give the test and interview

Recording the student's voice

interviewing the students

Interviewing the student

After interviewing Bu Eka

Nomor   : B.5792/Un-10-3/J4/PP-00-9/12/2018   17 Desember 2018
Lamp   : -
Hal   : **Penunjukan Pembimbing Skripsi**

Kepada Yth.

1. Dra. Nuna Mustikawati Dewi, M. Pd.
2. Sayyidatul Fadlilah, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama   : Halimatussa'diah

NIM   : 1503046054

Judul   : *"The Differences of English Stress Patterns between Javanese Brebes and Sundanese Brebes Dialect Speakers in Indonesian English Club (IEC) of SMA N 2 Brebes in the Academic Year of 2018/2019."*

Dan menunjuk saudari

1. Dra. Nuna Mustikawati Dewi, M. Pd. sebagai pembimbing I
2. Sayyidatul Fadlilah, M.Pd. sebagai pembimbing II

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Ketua Jurusan Pendidikan Bahasa Inggris

Dr. H. Ikhrom, M.Ag.
NIP. 19650329 199403 1 002

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
5. Arsip

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Nomor : B -1423/Un.10.3/D.1/TL.00/02/2019   28 Februari 2019
Lamp : -
Hal : Pengantar Pra Riset
a.n. : Halimatussa'diah
NIM : 1503046054

Yth.
Kepala SMA Negeri 2 Brebes
di tempat.

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama	: Halimatussa'diah
NIM	: 1503046054
Alamat	: Jln. Gajah Mada Gang Jago Abang No.6 Banjaranyar, Brebes
Judul skripsi	: **The Differences of English Stress Patterns between Javanese and Sundanese Dialect Speakers of Indonesian English Club (IEC) in SMA N 2 Brebes**

Pembimbing :
1. Dra. Nuna Mustikawati Dewi, M. Pd.
2. Sayyidatul Fadhilah, M. Pd

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 12 hari, mulai tanggal 16 sampai dengan tanggal 29 Maret 2019

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M. Ag
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Tembusan :
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip

82

Nomor : B -1424/Un.10.3/D.1/TL.00/02/2019   28 Februari 2019
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Halimatussa'diah
NIM   : 1503046054

Yth.
Kepala SMA Negeri 2 Brebes
di tempat.

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Halimatussa'diah
NIM   : 1503046054
Alamat   : Jln. Gajah Mada Gang Jago Abang No.6 Banjaranyar, Brebes
Judul skripsi   : **The Differences of English Stress Patterns between Javanese and Sundanese Dialect Speakers of Indonesian English Club (IEC) in SMA N 2 Brebes**

Pembimbing   :
1. Dra. Nuna Mustikawati Dewi, M. Pd.
2. Sayyidatul Fadhilah, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 12 hari, mulai tanggal 18 sampai dengan tanggal 29 Maret 2019

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M. Ag
NIP. 19681212 199403 1 003

Tembusan :
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2 BREBES
Jln. Jenderal Ahmad Yani 77, Brebes.52212, Telepon/Facsimile: 0283-671060
Website: www.sman2-brebes.sch.id – Email: smadabes@ymail.com

SURAT KETERANGAN

Nomor : 02/1206/2019.

Yang bertanda tangan di bawah ini Kepala SMA Negeri 2 Kecamatan Brebes, menerangkan bahwa :

Nama	:	**HALIMATUSSA'DIAH**
NIM	:	1503046054
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Universitas	:	UIN Walisongo Semarang

Yang bersangkutan pada tanggal 18 sd. 29 Maret 2019, telah melaksanakan penelitian,di SMA Negeri 2 Brebes, sesuai dengan surat dari Universitas Islam Negeri Walisongo Semarang Nomor : B-1424/Un.10.3/D.1/TL.00/02/2019, dengan judul :

" THE DIFFERENCES OF ENGLISH STRESS PATTERNS BETWEEN JAVANESE AND SUNDANESE DIALECT SPEAKERS OF INDONESIAN ENGLISH CLUB (IEC) IN SMA NEGERI 2 BREBES "

Demikian surat keterangan ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Brebes, 08 Mei 2019.
Plt.Kepala SMA Negeri 2 Brebes

DANI RUMDANI, S.Pd., M.Pd.
Pembina/IV/a
NIP. 19690122 199501 1 001

<div align="center">**CURRICULUM VITAE**</div>

A. Personal Identity
1. Complete Name   : Halimatussa'diah
2. Place & time of birth   : Brebes, January 11st 1997
3. Address   : Banjaranyar RT 02/ 03 Brebes
   Phone Number   : 085602285451
   Email   : halimtusdiah@gmail.com

B. Educational Background
1. Formal Education:
   a. SD N Banjaranyar 05   (2003-2009)
   b. SMP N 2 Brebes   (2009-2012)
   c. SMA N 2 Brebes   (2012-2015)
   d. UIN Walisongo   (2015-present)
2. Nonformal Education:
   a. TPQ Miftahul Huda Banjaranyar
   b. Madrasah Ibtidaiyah Miftahul Afkar Banjaranyar

C. Academic Achievement
1. 1st winner of Debate Competition in Brebes (2013)
2. 1st winner of Choir in Pekalongan Recidency (2013)
3. 2nd winner of Choir in Pekalongan Recidency (2014)
4. Anti-Drugs Ambassador of Brebes (2014-2015)
5. 3rd winner of Student's Tourism Ambassador in Central Java (2014-2015)
6. 2nd winner of Sister in English Language Education Department (2015)
7. The best vocalist in Festival of Hadroh in Central Java (2016)