



English Use In Al-Amien Islamic Boarding School Prenduan Sumenep Madura

Zainuddin, Zainuddin

Institut Agama Islam Negeri (IAIN) Padangsidimpuan

e-mail : zainuddin.iainpsp@gmail.com

Abstract The research discusses English Use in Al-Amien Islamic Boarding School Prenduan Sumenep Madura. The research says that the VI class students of Marhalah Aliyah TMI Putra Al-Amien Islamic Boarding School Prenduan Sumenep Madura do not pronounce the given aimed words in the sentence bases word stressed syllables of English. The research is designed as qualitative research with descriptive method. Within, the researcher takes observation, interview, and test for instrument of data collection. Here, the data is taken from Marhalah Aliyah TMI Putra Al-Amien Islamic Boarding School Prenduan Sumenep Madura students. There are 204 students from VI class: four classes for Dirasah Islamiyah Wal Arabiyah (DIA), one class for Matematika dan IPA (MIPA) and another one class for IPS dan Bahasa Inggris (IPSI). Five students are taken from each class as respondents through purposive sampling and another Six interviewees for primary data. In conclusion, the research says that the VI class students of Marhalah Aliyah TMI Putra Al-Amien Islamic Boarding School Prenduan Sumenep Madura do not pronounce the given aimed words in the sentence bases word stressed syllables of English.

Keywords : Analysis; Phonology; Word; Stress; Intonation.

Abstrak Penelitian ini membahas tentang Penggunaan Bahasa Inggris di Pondok Pesantren Al-Amien Prenduan Sumenep Madur. Di sini, peneliti ingin mengetahui Penggunaan Bahasa Inggris di Pondok Pesantren Al-Amien dalam hal kata stres dan deskripsi fonologisnya. Selanjutnya, penelitian ini dirancang sebagai penelitian kualitatif dengan metode deskriptif. Di dalam, penelitian mengambil observasi, wawancara dan tes untuk instrumen pengumpulan data. Di sini, data diambil dari siswa Pondok Pesantren Marhalah Aliyah TMI Putra Al-Amien Prenduan Sumenep Madura. Ada 204 siswa dari kelas VI: empat kelas untuk Dirasah Islamiyah Wal Arabiyah (DIA), satu kelas untuk Matematika dan IPA (MIPA) dan satu kelas lainnya untuk IPS dan Bahasa Inggris (IPSI). Lima siswa diambil dari masing-masing kelas sebagai responden melalui purposive sampling dan enam lainnya yang diwawancarai untuk data primer. Kesimpulannya, penelitian ini mengatakan bahwa siswa kelas VI dari Pondok Pesantren Marhalah Aliyah TMI Putra Al-Amien Prenduan Sumenep Madura tidak mengucapkan kata-kata bertujuan yang diberikan dalam kata dasar kalimat yang menekankan suku kata dari bahasa Inggris.

Kata Kunci: Analisis; Fonologi; Kata; Tekanan; Intonasi.

INTRODUCTION

In English, pronunciation is a global construct which consists of segmental (e.g., consonant and vowels) and supra segmental (e.g., stress, intonation, rhythm, rate, volume), over the past decade, a number of studies have variedly investigated the area of speaking skills, including speaking assessment phonology language acquisition, problems of teaching and learning speaking skill. In pronouncing English word, students must know how to pronounce the stress. It is important to know and practice. Better pronunciation is coming from better word stress pronunciation.

Due to the importance of pronunciation for English word stress, Al-Amien Islamic Boarding School is a part of formal education institution in Indonesia, have been taken English too as one of the official languages besides Arabic. Additionally, English has been studied and practiced since Al-Amien Islamic Boarding School establishment. Thus, students are familiar with the English in their study and practice.

As well as tone and intonation, word stress is one of the supra segmental features of spoken texts. (Nunan, 2003) Ladefoged and Kreidler state that every word in English has more than one syllable and has prominent stress. The stress pattern of an English word is fixed. Speakers of English are not free to give a prominent stress to any syllable they choose. When one listens to native speakers of English, he or she will find that some syllables of the utterances are louder, longer in vowel duration or higher in pitch.

Relating to the statement above, students need to know placing the stress correctly when they are speaking instantly and automatically improves their pronunciation, enhances the listener's comprehension and facilitates communication. At the other times, words are not easily recognized because the speaker has stressed the wrong part of the word. To give an example of word stress and its significances many people have a problem hearing the difference between "forty" and "fourteen" if stress is not placed properly.

In contrary with the researcher's observation toward the English use for students, the English Use is still far away from the study and practice target. In which Standard English be the English Use target for students. Students are still lacking in pronouncing English words. They confuse how to pronounce the word and they do not know the sound of the word. Another problem is, the students are seldom to practice English pronunciation, so they difficult to pronounce the words well.

The students had difficulties with their listening and speaking skills. Word stress misplacement is one possible cause of the problems. To be able to communicate effectively and intelligibly in oral English, nonnative speakers of English need to be able to produce understandable sounds. To achieve this, they need to speak English with correct word stress

placement in order to be comprehensible to other competent listeners. The uniqueness of this research is because this research was conducted at the boarding school using English as a second language and daily recitation language. From the case above, the researcher has a strong desire to conduct qualitative research about English Use in Al-Amien Islamic Boarding School based on Phonology Study.

METHOD

This research is qualitative research within takes observation, interview, and test for instrument of data collection. There are 204 students from VI class: four classes for *Dirasah Islamiyah Wal Arabiyah (DIA)*, one class for *Matematikadan IPA (MIPA)* and another one class for *IPS dan Bahasa Inggris (IPSI)*. Five students are taken from each class as respondents through purposive sampling and another Six interviewees for primary data.

The research used a descriptive method. Descriptive method involved collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive method also called survey research. (Gay L. R. and P. Airasian, 2000) It meant descriptive method in research is answering the questions of issue or surveying. Surakhmad believes that a descriptive method is a kind of research method employing technique of searching, collecting, classifying, analyzing interpreting the data and finally describing the conclusion. (Surakhmad, 1994, hal. 48) It is suitable to find out how the English Use by the students. So, this method is used to describe "*An Analysis of English Use in Al-Amien Islamic Boarding School Prenduan Sumenep Madura*".

It is possible to generate such elaborations for all the categories. (Mason, 2002, hal. 52) Data source is divided into two parts mainly primary data and secondary data. In this research, The researcher takes students of *Marhalah Aliyah TMI Putra Al-Amien Islamic Boarding School Prenduan Sumenep Madura* students. There are 204 students from VI class: four classes for *Dirasah Islamiyah Wal Arabiyah (DIA)*, one class for *Matematika dan IPA (MIPA)* and another one class for *IPS dan Bahasa Inggris (IPSI)*. The researcher takes five students for each class as respondents through purposive sampling and another five interviewees for primary data. This research uses purposive sampling. Sumadi says purposive sampling is the technique which takes sample of source data with certain considering. (Suma, 1983) It has representative to take result of the research. So, in this research the respondents of the research are 30 students taken by purposive sampling and another five interviewees. Secondary data is taken from interview records and some other institution books or magazines. In this case, the researcher used records for some interviewees and notes

The researcher collected the data through observation, interview and test. The researcher came to Al-Amien Islamic Boarding School to do observation. There, the researcher found out a lot of information. The director of AL-Amien Islamic Boarding School is DR. KH. Ahmad Fauzi Tidjani, MA. The deputy of Al-Amien Islamic Boarding School DR. KH. Ghazi Mubarak, MA., Mudir of Marhalah Aliyah TMI Putra AL-Amien Islamic Boarding School, Ust. Moh. Hamzah Arsa, M.Pd. The researcher also found that there are some English teachers, they are the teacher of Reading and Conversation, KH. Moh. Fikry Husein and Ust.. Abd warits. The teacher of grammar, KH. Ja'far Shodiq and the teacher of composition is KH. Ja'far Shidiq. Moreover, there are 204 students from VI class: four classes for Dirasah Islamiyah Wal Arabiyah (DIA), one class for Matematika dan IPA (MIPA) and another one class for IPS dan Bahasa Inggris (IPSI).

Besides, Interview also have done. The researcher met the director of AL-Amien Islamic Boarding School, DR. KH. Ahmad Fauzi Tidjani, MA., the deputies of Al-Amien Islamic Boarding School DR. KH. Ghazi Mubarak, MA., Mudir of Marhalah Aliyah TMI Putra AL-Amien Islamic Boarding School, Ust. Moh. Hamzah Arsa, M.Pd., the English teachers, they are: KH. Moh. Fikry Husein, Ust. Abd warits, KH. Ja'far Shodiq, The researcher describes the result of the interview in discussion, chapter IV.

Based on the source of the research, for primary data the research used the test as instrument for collecting data, although this research uses the qualitative research. Appropriate with the instrument of this research, the researcher wants to analyze English Use of the students.

RESULT AND DISCUSSION

This chapter contained of data finding and discussion. The researcher would provide the data findings of the research depended on technique of collecting the data and then it was discussed through data analysis in the third chapter. Data findings were taken from analysis towards English Use in Al-Amien Islamic Boarding School based on Phonology Study.

The researcher has analyzed the result of interviews with some teachers in Al-Amien Boarding School, the researcher concluded that the English use in Al-Amien Boarding School is still needed to improve, and then the students did not know how to pronounce English words based on standard English Words Pronunciation in use.

As stated in the previous chapter that the instruments of this research were observation, interview, and test. In this case, the researcher describes students' English use on word stress in Al-Amien Islamic Boarding School. There are 30 students who did the test as described below:

Here the researcher describes the result of the test as follow:

1. Student's initial "FF"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	'prəʊgres	√
2.	Permit - pə'mit	'pəmit	-	7.	pə'mit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	'prədju:s	-
4.	Suspect - sə'spekt	'səspekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	'rɪfju:z	-

The student only has three correct answers in numbers 3, 5 and 6. The wrong answers are in the number 1 student put the stress mark in the middle of the stress. It should be in front of the word. In number 2, students put stress mark in front of the word, the correct is in the middle. The stress mark in number 7,8,9,10 is wrong also.

2. Student's initial "MNHS"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	pəmit'	-	7.	pə'mit	√
3.	Produce - prə'dju:s	'prədju:s	-	8.	'prədju:s	-
4.	Suspect - sə'spekt	səs'pekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	-	10.	'rɪfju:z	-

The students put the right placement of stress mark on number 7 only, where another is wrong. The stress mark in number 2 should be in the middle of a word after the first syllable.

3. Student's initial "AA"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	'pəmit	-	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	sə'spekt	√	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

There are many enough for the student's answer. There are 6 numbers of correct answers. The students were wrong to put the stress mark in number 1,2, 6 and the last, number 10.

4. Student's initial "MFR"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prədju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student has only 4 right answers, numbers 3, 5, 8 and 10. The students were hard to identify of the position the stress mark on those numbers. He do mistake in those numbers. Meanwhile, the students can answer number 3 correctly.

5. Student's initial "MAF"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student has only 4 right answers, numbers 3, 5, 8 and 10. The students were hard to identify the position the stress mark on those numbers. He does mistake in those number. Meanwhile, the students can answer number 3 correctly.

6. Student's initial "MAI"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	-
4.	Suspect - sə'spekt	səs'pekt	√	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z'	-

The student answered numbers 3, 4, 5 and 9 correctly. The wrong position of stress is on numbers 1, 2, 6, 7, 8 and 10. The student seemed is in fair category.

7. Student's initial "SM"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	'prəʊgres	√
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	səs'pekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	-	10.	rɪ'fju:z'	-

The student answered numbers 1, 2, 3, 6, 7, and 8 correctly. The wrong position of stress is on numbers 4, 5, 9 and 10. The student seemed is in the fair category.

8. Student's initial "FNA"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	'prəʊgres	√
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	'prədju:s	-	8.	'prədju:s	-
4.	Suspect - sə'spekt	'səspekt	-	9.	səs'pekt	-
5.	Refuse - rɪ'fju:z	'rɪfju:z	-	10.	rɪ'fju:z'	-

The students seemed really need more learning about the word stress. He can only numbers 1 and 6. He put the wrong position of the word stress mark in the left number.

9. Student's initial "AZH"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	'prəʊgres	√
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student answered 7 numbers; 3,4, 6, 8,9 and 10. He was good enough in the level of fairness. The student put the wrong position of the stress in the word. The students might need more practice.

10. Student's initial "MFR"

No.	List of word	Result test pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	'pəmit	-	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	'rɪfju:z	-	10.	'rɪfju:z	-

The students could only answer half of the test. He answered 5 numbers of the test and the left number of his answers was wrong.

11. Student's initial "RA"

No.	List of word	Result test pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	'prəʊgres	√
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	'rɪfju:z	√	10.	rɪ'fju:z	√

The student has a problem in numbers 1, 2, 4, 7 and 9. He did mistakes in stress placement on those numbers. Sometimes he put the correct stress mark on pronouncing but not in sound.

12. Student's initial "AW"

No.	List of word	Result test pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	p'rəʊgres	-
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The students put the word stress, not in front of the syllable. He put the mark beside the letter as in number 6 but the left number he put in the right place as in numbers 3, 5, 8, 9 and 10.

13. Student's initial "FR"

No.	List of word	Result test pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	'prəʊgres	√
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	'prədju:s	-	8.	'prədju:s	-
4.	Suspect - sə'spekt	'səspekt	-	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student only has three correct answers in numbers 1, 5, 6, 9 and 10. The wrong answers are in numbers 2, 3, 4, 7 and 8 that student put the stress incorrectly. For number 2 and 7, he put the wrong position. There should be in the middle of the word or in front of the second syllable as in pə'mit.

14. Student's initial "AD"

No.	List of word	Result test pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	pə'mit	√	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student was good enough in placing the stress mark. He has 7 correct answers in numbers 2, 3, 4, 5, 8, 9 and 10. The wrong answers were only in numbers 1, 6 and 7, student put the stress incorrectly. For number 7, he put the wrong position. There should be in the middle of the word or in front the second syllable as in pə'mit. In number 1 and 6 the student put the mark in front of the second syllable as in 'prəʊgres.

15. Student's initial "S"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	'prəʊgres	√
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	'prədju:s	-	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student has 6 correct answers. He has a problem in numbers 1, 2, 3 and 7. In number 1 he put the stress unlike in number 6 'prəʊgres. In numbers 2, and 7, there should be in front of the second syllable.

16. Student's initial "AS"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	'prəʊgres	√
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	-	10.	rɪ'fju:z	-

The student has 6 correct answers in 1, 2, 3, 6, 7 and 8. He has no problem in number 1 and number 6 as the other students. He has a problem with numbers 4, 5, 9 and 10. There should be in front of the second syllable.

17. Student's initial "KR"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	'prədju:s	-	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	'səspekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student has 6 correct answers in 2, 4, 5, 7, 8, 9 and 10. He has a problem in numbers 1, 3 and 6. There should be in front of the second syllable in numbers 1 and 6. In number 3, the stress mark should be like number 8 prə'dju:s.

18. Student's initial "SM"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	p'rəʊgres	-
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	-	10.	rɪ'fju:z	-

The student has 6 correct answers in 3 and 8. He has a problem on the left number. There should be in front of the second syllable in number 1 and 6. In number 2, 3, 4, 5, 6, 7, 9 and 10.

19. Student's initial "NZ"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - <i>'prəʊgres</i>	<i>'prəʊgres</i>	√	6.	<i>'prəʊgres</i>	√
2.	Permit - <i>pə'mit</i>	<i>pə'mit</i>	√	7.	<i>pə'mit</i>	√
3.	Produce - <i>prə'dju:s</i>	<i>'prədju:s</i>	-	8.	<i>prə'dju:s</i>	√
4.	Suspect - <i>sə'spekt</i>	<i>sə'spekt</i>	√	9.	<i>'səspekt</i>	-
5.	Refuse - <i>rɪ'fju:z</i>	<i>rɪ'fju:z</i>	√	10.	<i>'rɪfju:z</i>	-

The student was good enough in the wrong stress placement. He only has a problem in numbers 3, 9 and 10. Sometimes he put the mark in front of the letter, not in front of the syllable.

20. Student's initial "AH"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - <i>'prəʊgres</i>	<i>'prəʊgres</i>	√	6.	<i>prəʊ'gres</i>	-
2.	Permit - <i>pə'mit</i>	<i>pə'mit</i>	√	7.	<i>pə'mit</i>	√
3.	Produce - <i>prə'dju:s</i>	<i>prə'dju:s</i>	√	8.	<i>prə'dju:s</i>	√
4.	Suspect - <i>sə'spekt</i>	<i>səs'pekt</i>	-	9.	<i>'səspekt</i>	-
5.	Refuse - <i>rɪ'fju:z</i>	<i>'rɪfju:z</i>	-	10.	<i>'rɪfju:z</i>	-

The students put the right placement of stress mark on number 1, 2, 3, 7 and 8, where another is correct. The stress mark in number 4 should be in middle of word of after the first syllable as in number 9 *sə'spekt*.

21. Student's initial "ASA"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - <i>'prəʊgres</i>	<i>prəʊ'gres</i>	-	6.	<i>prəʊ'gres</i>	-
2.	Permit - <i>pə'mit</i>	<i>'pəmit</i>	-	7.	<i>'pəmit</i>	-
3.	Produce - <i>prə'dju:s</i>	<i>prə'dju:s</i>	√	8.	<i>prə'dju:s</i>	√
4.	Suspect - <i>sə'spekt</i>	<i>səs'pekt</i>	-	9.	<i>'səspekt</i>	√
5.	Refuse - <i>rɪ'fju:z</i>	<i>'rɪfju:z</i>	-	10.	<i>'rɪfju:z</i>	√

The student could only answer 4 numbers of test items, numbers 3, 7, 8, 9 and 10. The problems were in numbers 1, 2, 4, 5 and 6. There should be *'prəʊgres* in numbers 1 and 6. The problem in number 2 and 7 were the same. There should be *'pəmit*. In number 4, he did not put in front of the second syllable.

22. Student's initial "ZZ"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	səs'pekt	√
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student was good in answering the test and the stress mark in the right position. There were only 2 items that answered incorrectly. They are number 1 and 6. There should be 'prəʊgres but the students put the mark in the middle of the word or in front of the second syllable.

23. Student's initial "N"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	prəʊ'gres	-
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	-	10.	'rɪfju:z	-

The student has only 5 right answers, numbers 1, 2, 3, 7 and 8. The students were hard to identify the position the stress mark on numbers 4, 5, 6, 9 and 10. He did mistake in those number. Meanwhile, the student can answer number 1 correctly but not in number 6.

24. Student's initial "MH"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	√
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	'rɪfju:z	-

The student has 7 right answers in numbers 1, 3, 4, 5, 6 and 8. The wrong answers were in numbers 2, 7, 9 and 10. Meanwhile, the students can answer numbers 1 and 6 correctly. Both of number is different from another number of items.

25. Student's initial "RI"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	prəʊ'gres	√
2.	Permit - pə'mit	'pəmit	-	7.	'pəmit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	sə'spekt	√	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	'rɪfju:z	-

The student has 6 right answers in numbers 1, 3, 4, 5, 6 and 8. The wrong answers were in numbers 2, 7, 9 and 10. Meanwhile, the students can answer numbers 1 and 6 correctly. Both of number is different from another number of items.

26. Student's initial "AN"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	prəʊ'gres	-	6.	prəʊ'gres	-
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	'səspekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	-	10.	rɪ'fju:z	√

The student has 5 right answers in numbers 2, 3, 7, 8 and 10. The wrong answers were in numbers 1, 4, 5, 6, and 9. There should be 'prəʊgres in numbers 1 and 2. For another left word the stress mark was in the middle of the word or in front of the second syllable.

27. Student's initial "LHR"

No.	List of word	Result test Pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	'prəʊgres	√
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student was good in answering the test and the stress mark in the right position. There were only 2 items that answered incorrectly. They are numbers 4 and 9. There should be sə'spekt but the students put the mark front of the first syllable.

28. Student's initial "Riski M. Nurdin"

No	List of word	Result test pronounce	True	No.	Result test Sound	True
1.	Progress - 'prəʊgres	'prəʊgres	√	6.	prəʊ'gres	-
2.	Permit - pə'mit	pə'mit	√	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	-	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	√	10.	rɪ'fju:z	√

The student has 7 right answers in numbers 1, 3, 4, 5, 6 and 8. The wrong answers were in numbers 2, 7, 9 and 10. Meanwhile, the students can answer numbers 1 and 6 correctly. Both of number is different from another number of items.

29. Student's initial "DA"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - 'prəʊɡres	'prəʊɡres	√	6.	prəʊ'ɡres	√
2.	Permit - pə'mit	pə'mit	-	7.	pə'mit	-
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z	-	10.	rɪ'fju:z	-

The student has 5 right answers in numbers 1, 3, 4, 6 and 10. The wrong answers were in numbers 2, 5, 7, 9 and 10. Meanwhile, the students can answer numbers 1 and 6 correctly. Both of number is different from another number of items.

30. Student's initial "R"

No.	List of word	Result test	True	No.	Result test	True
		Pronounce			Sound	
1.	Progress - 'prəʊɡres	prəʊ'ɡres	-	6.	prəʊ'ɡres	-
2.	Permit - pə'mit	'pəmit	-	7.	pə'mit	√
3.	Produce - prə'dju:s	prə'dju:s	√	8.	prə'dju:s	√
4.	Suspect - sə'spekt	səs'pekt	√	9.	'səspekt	-
5.	Refuse - rɪ'fju:z	rɪ'fju:z'	-	10.	rɪ'fju:z	√

The student has 5 right answers in numbers 3, 4, 7, 8 and 10. The wrong answers were in numbers 2, 7, 9 and 10. Meanwhile, the students can answer numbers 1 and 6 correctly. Both of number is different from another number of items.

From the description above the researcher calculate the percentage of each criteria based on the total points of the students is 50%.

After analyzing the data from observation, there are informations about the school. The name of school is Tarbiyatul Mu'allimien Al-Islamiyah (TMI) Al-Amien Islamic Boarding School. It is located in Prenduan, Sumenep, Madura. The directure is H.A. Tijani Syadzili, Lc and the chief is Ust. Moh. Hamzah Arsa, M.Pd. There are three classes in the school, they are: 4 class of Dirasah Islamiyah Wal Arabiyah (DIA), 1 class of Matematika and IPA (MIPA) and 1 class of IPS and Bahasa Inggris (IPSI). There are 204 students who sit in third grade. There are some English teachers, start with the teacher of Reading and Conversation, KH. Moh. Fikry Husein and U.K. Abd Warits. The teacher of grammar, KH. Ja'far Shodiq and the teacher of Composition is KH. Ja'far Shidiq.

After analyzing the data of test, it was gotten that the students' English use of word stress can be categorized to poor categories. In can be known from the calculating score that the

students' English use of word stress in Al-Amien Boarding School was 50% can be categorized as poor categories from the result of the test.

Looking at the result of the interview, there were many factors affected to the students in put the locating of the stress in English word. Factors like teachers, students, material and supporting activities. The teachers are considered to be the most important factors. First of all, the students who have no book depend much on their teacher to transfer their knowledge to them. So, if the teacher does not explain stress placement with some examples and exercises, they will face problems, especially how to locate the stress in English words.

The second factor is the students themselves. The students were relied too much on to the teacher to give them information about English. So, if the teacher did not explain about stress placement at the end the students will never know about how important stress placement in English. The third factor is material. Material is also important since the students and teacher use it in learning activities. The teacher should be given more materials to help students to understand easily.

The result of students' English use of word stress both in oral test and a written test showed that they made a wrong placement of stress mark. The researcher finds out that while the students are having oral and written test, the only tried to pronounce well but did not realize that they locating the stress in the wrong place.

In line with the students' result test, the researcher indicates that most students are lacking in word stress. The researcher interviewed 6 teachers to know about the students' competence and how the effort of the school to improve students' English which done in Al-Amien Islamic Boarding School Prenduan Sumenep Madura. The researcher uses face to face interview and gives 7 general questions.

The general questions are: "What is your overview towards English deals with Al-Amien Islamic Boarding School?", "What English is used by Al-Amien Islamic Boarding School?", "What are supported subjects done by the students to succeed in English use?", "What are supported activities done by the students to succeed in English use?", "How do you make the students use English for communication at the time they live in -Amien Islamic Boarding School?", "What is students' academic accomplishment in English use?" and the last "What is students' non-academic accomplishment in English use?".

Based on the interview with the teachers at -Amien Islamic Boarding School, the researcher can conclude that Marhalah Aliyah TMI Putra Al-Amien Islamic Boarding School Prenduan Sumenep Madura students are not really supported in developing English. The students only learn English not as an obligation but only as supporting subject to pass National Examination. Besides, the school only has one extracurricular in English, such English club. The students are

not really interested in English. They often, only learn in class and focus on another subject. English does not become as requirement for graduating from the school, unlike Arabic language.

CONCLUSION

Based on the discussion, the researcher draws a conclusion of the English use in Al-Amien Islamic Boarding School. The result of the test was presented in chapter IV, the researcher concludes that the students' ability in English use of word stress classified as good is (6.7%), the students' ability in English use of word stress classified as fair is (30%). the students' ability in English use of word stress classified as poor is (50%) and the last the students' ability in English use of word stress classified as very poor is (13.3%). It means the Students' English use of word stress in Al-Amien Islamic Boarding School is generally at poor level. The students still have a problem identifying the correct placement of word stress. They confuse on how the correct place to put stress mark. They are lacking in knowledge of the rule of word stress, so they often put the stress mark at the incorrect syllable.

Besides, the result of the interview shows that students in Al-Amien Islamic Boarding School were not supported in learning English. There is only limited academic activity and limited non-academic activity. The students seldom use English outside the classroom and only learn English three times a week even though the teachers have been followed the training for better teaching English. From the view of point of the discussion, the researcher conclude that the English use in Al-Amien Islamic Boarding School Prenduan Madura is low and the phological description Al-Amien Islamic Boarding School Prenduan Madura is also included in low criteria.

REFERENCES

- A., Harper J. "Phonological Description of Plang Spoken in Man Noi, La Gang and Bang Deng Villages in China". Payau University. 2009.
- Arikunto, Suharsimi. *Prosedur Penelitian*. (Jakarta: Rineka Cipta, 2002).
- Aungcharoen, Nipa. "An Investigation of the English Word Stress Perception and Production Skills of Thai 12th-Grade Students". Master of Arts Degree in English at Srinakharinwirot University, 2006. Accessed on August 20th, 2018. [http://thesis.swu.ac.th/swuthesis/Eng\(M.A.\)/Nipa_A.pdf](http://thesis.swu.ac.th/swuthesis/Eng(M.A.)/Nipa_A.pdf).
- Avery, Peter and Susan Ehrlich. *Teaching American English Pronunciation*, Oxford Handbooks for Language Teacher. (New York: Oxford University Press, 2012).
- Beckman, Mary. *Stress and non-stress accent*. (Dordrecht: Foris, 1986). Accessed 14 September 2018. http://www.linguistics.ucsb.edu/faculty/gordon/Gordon_2010_Stresssystems.pdf, at 05.00 p.m.
- Bye, Patrik and Paul de Lacy. *Metrical influences on fortition and lenition*. In Joaquim Brandão de Carvalho, Tobias Scheer & Philippe Ségéral (eds.). *Lenition and Fortition*. (Berlin: Mouton de Gruyter, 2008).
- Collins, Beverly and Inger M. Nees. *Practical Phonetics and Phonology, A Resource Book for Students, 2nd Edition*. (New York: Routledge, 2008).

- Collins English Dictionary, accessed on September 28th 2018, https://www.collinsdictionary.com/dictionary/english/word_1.
- Cresswell, W. Jhon. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition*. (USA: Library of Congress Cataloging in Publication Data, 2008).
- Creswell, W. Jhon. *Qualitative Inquiry and Research Design, Second Edition*. (USA: Library of Congress Cataloging in Publication Data, 2007).
- Crosswhite, Katherine. *Vowel reduction in Bruce Hayes*, Donca Steriade, and Robert Kirchner (eds.), *Phonetically Based Phonology*. (New York: Cambridge University Press 2004), 191-231.
- Department of Linguistics, UCLA. *Introductory Phonology*. Los Angeles. 2007. Accessed on August 14th, 2018. 4. <https://amerindias.github.io/referencias/hay09phonologytextbook-ch1and2.pdf>.
- Ely, Margot et. al. *On Writing Qualitative Research: Living by Words*. (Washington, D. C: A Member of the Taylor & Francis Group, 2005).
- English Phonological Analysis. Accessed September 14th, 2018, <http://seas3.elte.hu/analysis/analysis6.pdf>.
- Fitzgerald, Colleen M. Prosodic inconsistency in Tohono O'odham. *International Journal of American Linguistics*. 2012.
- Gay, L. R., & Peter Airsian, *Educational Research Competencies for Analysis and Application*. New Jersey: Prentice Hall Inc, 2000.
- Gick, Bryan, et.al. Articulation with acoustics: "Soundless" vowels in Oneida and Blackfoot. *Journal of Phonetics*. 2012.
- Giegerich, Heinz J. *English Phonology: An Introduction*. Cambridge University Press. 1986.
- Gordon, Matthew K., *Word stress*. University of California, Santa Barbara and Harry van der Hulst, University of Connecticut. Accessed August 5th, 2018. <https://harry-van-der-hulst.uconn.edu/wp-content/uploads/sites/1733/2018/01/169-Word-Stress.pdf>.
- Hadi, W. "Phonology of KAUR, Language in Generative Theory". *E-journal of Linguistic*. 2013.
- Hayes, Bruce. *Metrical Stress Theory: Principles and Case Studies*. (Chicago: University of Chicago Press, 1995).
- _____. *Intoductory Phology*. (Los Anngeles: Department of Linguistics, UCLA, 2007).
- Hietanen, Hilla. *Teaching The Pronunciation Of English As An International Language; Suggestions For Constructing A Syllabus For Finnish Learners*, (Department Of Languages English, University Of Jyvaskyla, 2012). accessed on September 3rd, 2018. <https://jyx.jyu.fi/bitstream/handle/123456789/37939/1/URN%3ANBN%3Afi%3Aju-201206011775.pdf>.
- Hornby, A. S., *Oxford Advanced Learner's Dictionary* (London: Oxford University Press, 1995).
- Jones, Daniel. *The Pronunciation of English*. (Cambridge: Cambridge University Press, 1986).
- King, A. "An Acoustic Account of the Allophonic Realization of /T". *Linguistic Portfolios*. 2012.
- Lindblom, Björn. Spectrographic study of vowel reduction. *Journal of the Acoustical Society of America*. 1963.
- Merriam-Webster Dictionary, accessed on September 28th, 2018, <https://www.merriam-webster.com/dictionary/word>.
- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2000.
- Nunan, David, *Practical English Language Teaching*, New York: Mc Grow Hill, 2003.
- Odden, David. *Intoducing phonology*. (Cambridge: Cambridge University Press, 2008).
- Pennington, Martha C. *Phonology in English Language Teaching: An International Approach*. (USA: Roudge, 2013). Accessed on August 5th, 2018. <https://amerindias.github.io/referencias/hay09phonologytextbook-ch1and2.pdf>.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. (Cambridge: Cambridge University Press, 2000).
- S., Maria Joseph S. "Alicantina R de Studios Ingless". Vol 02. No. 04. 1991.
- Surakhmad. *Pengantar Penelitian Ilmiah: Dasar Metode Teknik*. (Bandung: Tarsito, 1994).

- Suryabrata, Sumadi. *Metode Penelitian*. (Jakarta: Raja Grafindo Persada, 1983).
- Törkenczy, Miklós. *English Phonological analysis*. Accessed on September 14th, 2018. <http://seas3.elte.hu/analysis/analysis6.pdf>.
- Tuite, Kevin. *The production of gesture Semiotica*. 1993. Accessed August 5th, 2018. <https://harry-van-der-hulst.uconn.edu/wp-content/uploads/sites/1733/2018/01/169-Word-Stress.pdf>.
- Voorhoeve, Jan Safwa as a restricted tone system. *Studies in African Linguistic*. 1973. Accessed August 3rd, 2018. <https://harry-van-der-hulst.uconn.edu/wp-content/uploads/sites/1733/2018/01/169-Word-Stress.pdf>.
- Yin, K. Robert, *Qualitative Research from Start to Finish*, New York: Guilford Press.
- Yogatama, A. "Phonological Analysis of Indian Language". *Register Journal*. Vol. 10 Number 2 (2017).
- Yule, Geoge. *The Study of Language, Fourth Edition*. (Cambridge: Cambridge University Press, 2012).