AN ANALYSIS OF WORD STRESS PRONOUNCED BY THE SEVENTH SEMESTER

STUDENTS AT ENGLISH DEPARTMENT OF FKIP UIR

A THESIS

Thesis Submitted in Partial Fulfillment of the Requirements for the degree of Sarjana of Education

By:

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, July 2020

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I take this opportunity to give thanks to God the most gracious and the most merciful that i could finish writing this skripsi.

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2. I owe and respectfully offer my thanks to my family for their constant moral support and mellifluous affection which helped me to achieve success in every sphere of life and without their kind devotion, this skripsi would have been a sheer dream.

3. I thank to my classmates 8C and my closest friends; Dyla, Intan, Vira, Wanda, Febi, for the stimulating discussions and memories we created since the first semester.

Pekanbaru, July 2020

The researcher,

Rohani Sri Margareth

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ABSTRACT

ROHANI SRI MARGAREHT. (2020). *An Analysis of Word Stress Pronounced by the Seventh Semester Students at English Department of FKIP UIR*. **Thesis**

The researcher analyzed this research entitled "An Analysis of Word Stress Pronounced by The Seventh Semester Students at English Department of FKIP UIR" to investigated the word stress among the seventh semester students of English Department in Universitas Islam Riau and know how the students put stresses on word in English.

Furthermore, the researcher applied descriptive qualitative design as the research method. The script of the word stress was made by finding the 20 words from the Pronunciation Intensive Academic Program Book. To collect the data, the researcher followed the stages as (1) made an appointment with the students before taking the data. (2) asked the students one by one to read slowly and carefully the 20 words and it would be recorded. (3) used an observation table. This table was used by researcher when gathering the data. It aimed to identify how the respondents showed the data 20 words stress.

The researcher analyzed the data by listening carefully to the student's stress and pronunciation. The results of this study showed that there were three types of word stress errors. The first type of error produced by the students were misplaced word stress. In this type, the stress fell on the wrong syllable of the word. The second type of error was unstressed the word. In this type, the students did not put the stress in the exact place on word. The third type of error was mispronounced the word. In this type, the students did not pronounce the word correctly.

Keywords: Word Stress, Errors, Pronunciation

CHAPTER I

INTRODUCTION

Background of The Problem

There are four language skills in learning English that the students should learn, which are: listening, speaking, reading and writing. All English skills are necessary because they all apply to each other. This research is not going to focus on the four skills as it consumes many times and requires ongoing efforts. This study has something to do with just one ability, namely speaking, and researcher choose one part of the speech which is pronunciation. Pronunciation is one of important aspects in English. In communication, pronunciation is important. However, there are some students who choose to speak nothing because they do not know what to say and have no confidence in producing correct English pronunciation, unlike writing where students express and develop ideas in a written form that is not spoken, Utami, Pabbajah, & Juhansari (2018,115).

As a foreign language, English is considered difficult to pronounce since there are differences between a symbol and it sounds. In many cases, students understand the meaning but find difficulties to express a word on spoken language, because it is very different between how to spell and to pronounce a word. However, it is important to improve pronunciation. As Harmer (2000) said

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, the knowledge of pronunciation issues will be of significant benefit not only for their own development as well as for their own comprehension of spoken English. It means that the better of pronunciation and the better we understand the meaning.

Pronunciation also cannot be separated from stress. Fraser (2001) said, stress is the one of the main tools used in English to convey word and sentence meaning. Therefore, stress in English is important because different stress placements on some words can change the words meaning. When we look at and listen to the word, we need to understand its stress pattern. For eample, when we look at and listen to the word incredible, it has more than one syllable and the second syllable (-cred-) is stressed.

Another important aspect related to stress is syllable. Syllable is the next important thing when we produce sounds. In English, a word can have more than one syllable. When we speak, it is important to put stress on the correct syllable.

Based on the explanation above this research focuses on the word stress. The researcher is interested in conducting a research with the title **"AN ANALYSIS OF WORD STRESS PRONOUNCED BY THE SEVENTH SEMESTER STUDENTS AT ENGLISH DEPARTMENT OF FKIP UIR"**

Identification of the Problem

Pronunciation is one of the problems in the teaching and learning process, especially in English students. Most students have a lot of vocabulary but they do not know how to pronounce it. In daily activities when they want to say something in English they are confused how to say it, but they know the meaning of the sentence. As we know some words have the same pronunciation but the meaning is different, and same meaning different pronunciation.

Some of them able to speak English words, but do not have good pronunciation. Its means that there are some students who dare to speak in English even thought if they do not know if they are right or not. They just pronounce the words according to what they thought.

Focus of the Problem

Based on the explanation above, they are many aspects that can be discussed in pronunciation , but the researcher only focuses on word Stress.

Research Question

Based on the background of the problem above, the researcher formulates the research questions as follows:

1. How are the seventh semester students' pronunciation ability of word stress?

Objective of the Research

In relation to the research problems formulated above, the objectives of the research are as follow:

1. To know the seventh semester students of English Department put stresses on words in English.

Significance of the Research

The researcher hopes that the result of this research will give some contributions to English language teaching and learning, as follows:

1. For students: students can improve and optimize their mastery of pronunciation.
2. For researcher: researcher are able to know the problems faced by students in pronouncing English stress.

3. For English teacher: teacher to be more attention in students' oral performance

Definition of Key Terms

This sub chapter explains about some keywords that need further explanation in order to prevent misunderstanding between the researcher and the reader. They are:

1. Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness.

2. Stress is the relative emphasis that may be given to certain syllabes in a word, or to certain words in a phrase or sentence.

3. Word stress is term stress defined as the syllable prominence which may, of course, derive from several phonetic factors such as increased length, loudness, pitch movement or a combination of these aspects

4. Analysis is a detailed examination of anything complex in order to understand its nature or to determine it is essential features, a thorough study doing a carefull analysis the problem.

CHAPTER II

LITERATURE REVIEW

Learning English will help students to learning easily and make they interested in learning. Otherwise the pronunciation lecturer should be a good model for the students, the students will simulate bad pronunciation and lead errors in making. Lecturer should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer (2000: 183) says that focusing on sound, showing where it may be done in their tongues, helping students understand where words should all be stressed and give them more information about spoken English, helping them reach the goal of better understanding.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example "Soap" in a situation such as a restaurant where they should have said "soup", the inaccurate production of a phoneme can lead to misunderstanding. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students language and mother tongue.

Phonology theory

Phonology is concerned with how sound functions in language in relation to another one, Forel (2005: 3). It means phonology is concerned with organizing within relevant languages, either with the sound system and patterns that occur in specific languages. It provides objective ways to describe and analyze the range of phonology of human sounds by demonstrating the patterns of distinctive sounds that are found in a language, and using them in their language.

The aim of make as recognized: segmental and supra segmental. Segmental phonology analyses speech into discrete segments, such as phonemes, while supra segmental phonology analyses those features which extend over more than one general statements as possible about the nature of sound systems in the languages of the world. Within phonology, there are two branches of study in phonology which are usually segment, Crystal (2008: 365).

Supra segmental Phonology

The study of English speech sounds is based on segmental and supra segmental characteristics, Meyer (2009: 196). In this case, Meyer also points out that the study of supra segmental broadens the focus of the investigation to units that are larger than the individual segments of syllables, words, phrases and clauses, and to the sound characteristics that describe these units, in particular stress and intonation.

The term suprasegmental is used to refer to both phonological and grammatical units larger than the segment. Therefore, word stress is as the part of supra segmental features, as Forel (2005: 43) states that supra segmental elements include syllables and stress. Syllable is supra segmental units formed of phonemes and characterized as units by the presence of the vowel, and stress is a supra segmental feature characterizing the units which we intuitively recognize as words.

Definition of Pronunciation

Pronunciation is the act or manner of producing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Pronunciation refers to making sounds which are used by people to make context. It contributes to the particular sounds of a language (segments), elements of speech beyond the individual level sound, such as intonation, phrases, strees, timing, rhythm (suprasegmental aspects), how the voice is expected (quality of voice) and, to its literal definition, attention to body movements and expressions which are closely related to the phonetic pronunciation a language.

In English, there are 44 phonemes which consisted by 24 consonants, 12 vowels, and 8 diphtongs. Here, the picture below shows the chart of English consonants and vowels.

Picture 1. English Consonants

	Bilabial	Labio dental	Dental	Alveolar	Post alveolar	Palatal	Velar	Glottal
Plosives	p b			t d			k g	
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral				l				
Approximants	w				r	j		

(Taken from Lacy, 2007)

Picture 2. English Vowels

(Taken from Lacy, 2007)

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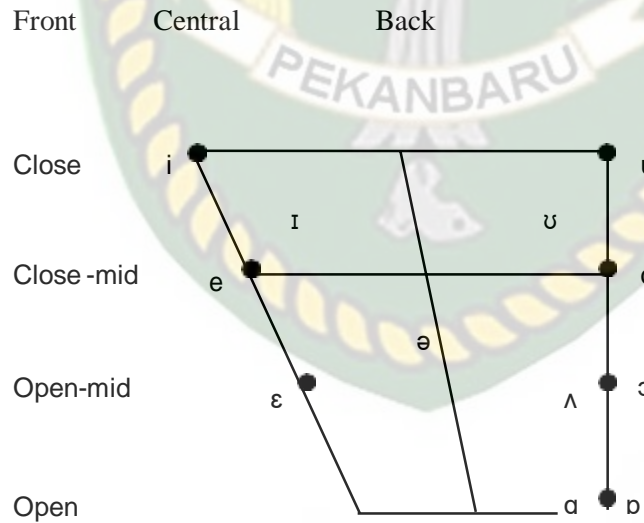
Then there might be some explanation why it is significant to analyze, based on the significance of pronunciation. According to Burns (2003), that it is significant for English speakers to really be able to produce fluency (the speaker produces sound patterns that are visible as English), comprehensibility (the listener can understand the meaning of what is said), and interpretability (the listener can understand the purpose of what is said).

Mean while, Yule and O'Connor (2003) reports that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of the L1 has strongly built up. It means that learners should use new ways of hearing and new ways of using their organs of speech. Learners also have to change such as habits which they have done since their childhood or at least it needs very long time to be adopted by regular pratice that is linked to a certain age of the learner.

As mentioned above, there are three essential things related to the pronunciation matter. Firstly, it is intelligibility or the contentthat speaker uuter can be identified or formed as English. Secondly, it is comprehensibility which means that what speaker say must be clear firsly even meaning of what is said depends on the knowledge of the listener. At the last, it is interpretability which means that the complete thing of what is said should be clear firstly even the purpose of what has been said will be completely analyzed and understood by the listener comprehension. In short, it can be inffered

relating to the ability of pronunciation that the three points mentioned by Burns confirm why pronunciation has essential role in communication both for speaker and listener in order to deliver and understand the messages.

But, unfortunately, since the habits and system of L1 have been stongly affected the learner and there is a necessity to build a new set of sounds corresponding to the sounds of English by the learner, the background of the learner itself could be possibly affected the pronunciation of English as L2. Thus, it can be inffered that stonger L1 and old habits affect the pronunciation of L2, the more mispronunciation leads to an ineffective communication. Then, the less L1 and old habits the pronunciation of L2, the more clear pronunciation lead to an effective communication. This is why it is important to be investigated.

Then, there are some factors may affect the students' pronunciation when they put efforts in learning the target language. The factors are various as Gilakjani (2011) points out that there are some factors may affect the pronunciation; accent, stress, intonation, and rhythm, motivation and exposure, attitude, instruction, age, personality, and mother tongue influence. Thus there are certain factors that are related to this study especially in the case of speech community.

Firstly, for those who live and share the area with people who comes from the different ethnics that speak different language, it may be obvious that there are some

particular accents appeared when the people speak the same language and those accents are primarily the representative for each of ethnic. In fact, for those students who acquired the local language firstly, it is obvious they have certain accents when they speak Bahasa Indonesia and the accents could easily point out from which ethnic she or he comes from. As Crystal (2003) states that an accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially. In addition, Derwing & Munro (2005) states that accent is a normal consequence of second language learning and the listener's perception of how different a speaker's accent is come from the L1 community.

Secondly, each of speech community shares certain languages that has its own way to be uttered that differs from one language to other. Thus, each of language, especially the local language has its own stress, intonation, and speech sounds which are unique and primarily recognized as the identity of the language. Meanwhile, in fact, there could be an interference from mother tongue to other language including those features as Crystal (2003) states that pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features that is, vocal effects that extend over more than one sound such as stress, sentence and word intonation, and speech rhythm.

At the last, since each of languages has its own sound system, the mother language will affect the student pronunciation in learning the other language.

Therefore, there is a possibility that the local language that is used in the speech community could affect the pronunciation of English since the local is the first language students acquired as Nunan (2001) states that when there is a difference in the sound system in the LI and L2 showed, errors are expected to be committed because the learners transfer their mother tongue sound system into the target language. Mother tongue has clear influence on learning L2 pronunciation. Where LI and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between LI and L2 Ladefoged (2001), Carter & Nunan (2001).

Thus, as an addition, the other factor affects the pronunciation is fossilization and the difference in the sound system between L1 and L2 that are closely related to the language used in the speech community. For the example, according to O"Connor and Yule (2003:33) in their study of pronunciation problems and the influence of L1 find so many sounds such as /p/ and /b/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /ʃ/, /v/ and /b/ are confused e.g. (pit / bit), (thin / sin), (question /action), (very / berry). Meanwhile, Hago (2015) finds that some consonant sounds mispronounced by the participants, these consonants from phonemes are not present in Arabic. They are /p/, /ŋ/, /ʒ/, and /tʃ/, because of this reason, many consonants which causes trouble for the learners. It is the example of the difference in the sound system between L1 and L2.

English Stress

According to Dale (2005) stress refers to the amount of volume that a speakers given to particular sound, syllable, or word while saying it. Stressed sound and syllables are louder and longer than unstressed ones. The words accent, stress and emphasize are frequently used interchangeably. A major characteristic of the english language is the use of strong and weak stress. Accented syllable receive more force and are louder than unaccented ones. Correct use of stress is essential for achieving proper pronunciation words. Futhermore, she also says that english sentence level stress pattern may not be used the same way as in your language. In english, specific word within a sentence are emphasized or spoken louder to make them stand out. Your language may use its grammar instead of words to convet the same meaning. Consequently, you may be confused about when to use strong stressin english sentence. Using the stress pattern of your native language when speaking english will contribute to your foreign accent.

According to O'Connor, there is no simple of knowing which syllable or syllable in an English word must stress, but every time you learn another word you must be sure to learn how it stressed, any good dictionary of english will give you this information. If you stress the wrong syllable it spoils the shape of the word for an english hearer and it may have difficult in recognizing the word.

From the descriptions above, the writer can infer that the syllable in a word that is longer, louder, and higher in pitch than others. If a word has more than one syllable, one of them is stressed the most. It is very important to get the stress in the right place. Without correct stress, words may not be understood.

Word stress

In the terms of pronunciation, stress deals with the process of giving more air pressure on certain part of a word while word stress deals with the position where the air pressure placed. According to McMohan (2002: 118), there are three important factors which combine to signal stress. First, the vowels of stressed syllables are produced with higher fundamental frequency that is the vocal folds vibrate more quickly, and this is heard as higher pitch. Secondly, the duration of stressed syllables is greater, and they are perceived as longer. Thirdly, stressed syllables are produced with greater intensity, and are thus heard as louder than adjacent unstressed syllables. Therefore, word stress is the important in a word created by air pressure given to certain syllable which functions to distinguish meaning.

Placement of Stress in Words

Word stress in English concerns to the placement of stress in English words. There are two levels of word stress, namely primary stress and secondary stress, Zapata (2009: 1). The syllable that is pronounced with the greatest emphasis in a word receives

the primary stress, while the syllable that is pronounced with a little less emphasis than the one which has the primary stress receives the secondary stress. Primary word stress is signaled with an acute accent (') which precedes the stress syllable, and secondary stress with a comma before the stress syllable. Primary stress usually occurs on heavy syllable, in monosyllabic word or 1 –syllabic- word, but may not indicated and polysyllabic word or more than one syllable. For example, the monosyllabic words 'book' and 'speak' have primary stress, the syllable –ten- in the word 'attention', -a- in the word 'pronunciation' and –sec- in the word 'secondary' have primary stress, while the syllables –ary- have secondary stress, Zapata (2009). We can see the stress in a word depends on their position, for example:

1ˢᵗ syllable: 'family   4ᵗʰ syllable: famili'arity

2ⁿᵈ syllable: fa'miliar   5ᵗʰ syllable: nationali'zation 3ʳᵈ

syllable: natio'nally

Stress Pattern English words

In linguistics, stress is relative emphasis that may be given to certain syllables in a word, or to certain words in phrase or sentence. The term is also used for similar patterns of phonetic prominence inside syllables. The stress pattern of a word is the way all the syllables are stressed in it. There can be main and secondary stress or unstressed sounds.

In dictionary, we will find the phonetic transcription of the words since the sounds of English are often displayed in the form of phonetic transcription which is written according to International Phonetic Alphabet (IPA), which is an alphabet developed by the international phonetic association to provide suitable symbols foe the sounds of any language. In this case according to Meyer (2009), linguistics use a set of symbols from the phonetic alphabet, an alphabet in which each symbol corresponds to one sound. The phonetic alphabet usually called phonetic transcription will tell the pronunciation of words. The phonetic transcription is also completed with the stress mark which is intended to inform us about the placement of the stress. The lists below show the general patterns of word stress that may help to recognize word stress placement:

1. Stress and part of speech

A large of group words, which may be used either as nouns or verbs have a difference in stress to indicate the difference in usage, Meyer (2009). Meyer also state that the noun is stressed on the first syllable and the verb on the second syllable, for example the word conduct is pronounced [ˈkɒndʌkt] as a noun and pronounced [kənˈdʌkt] as a verb. Therefore, it is important to pay attention to the word class or part of speech of the stressed words.

2. Stress and derivation

Usually, when a suffix is added to a word, the new form is stressed on the same syllable as was the basic word, for example abandon [ə'bændən], abandonment [ə'bændənmənt], reason ['ri:zn], reseasonable ['ri:znəbl]. Words can end in –tion- , -sion- , -ity-, and –graphy- almost have primary stress on the syllable preceding the ending. For example, production [prə'dʌkʃn], decision [di;siʒ] ability [ə'biləti], and photography [fə'tɒgrəfi]. It means that the addition of one of those suffixes may result in a modification of pronunciation.

The Syllable

Syllable is a unit of pronunciation typically larger than a single sound and smaller than a word. A word containing a single syllable is called monosyllabic, while if it is contains more than one is called polysyllabic, Crystal (2008). Polysyllabic is a term used in phonetic and phonology to refer to a word consisting of more than one syllable, Crystal (2008).

The syllable consists of three phonetic parts: the onset, the peak or nucleus, and the coda. In a syllable such as man, /m/ is the onset, /æ/ is the peak, and /n/ is the coda. In English, a syllable consists of a phoneme or a sequence of phoneme. If the syllable receives word stress it can be associated with meaning and form what is usually called a word. No word in English can consist of anything less than a vowel.

Relevance Studies

This section will discuss about related studies which has been conducted by some researchers. The first research was conducted by Ditta Puspa Ayu Rinjani (2014), entitled "ERROR ANALYSIS ON WORD STRESS OF THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF FACULTY OF CULTURAL STUDIES". This research focused to find out how the third semester students of English Study Program of Faculty of Cultural Studies pronounced two and three syllable words. The result of this research, show that the dominant error of two syllable – words is the word "create", while, the dominant error in three – syllable words is the word 'understand'. The word 'understand' is the most frequent error produced by the students which answer the problem of the study. Thus, it can be concluded that the three – syllable words is still difficult for the 3rd semester students of English Study Program of Faculty of Cultural Studies.

The second research was conducted by Ninda Novita Dewi (2017), entitled "STRESS ERRORS IN POLYSYLLABIC ADJECTIVE WORDS BY THE SIXTH SEMESTER STUDENTS OF ENGLISH LETTERS DEPARTMENT IN SANATA DHARMA UNIVERSITY". This research focused to find out the word stress error and compared the students' word stress productions to the transcription in the dictionary. The result of this research, show that there are three types of words stress errors. The first type of error produced by the students was misplaced word stress. In this error, the stress fell on the wrong syllable of the word. The second type of error was double –

stressing the words. The error happened to the word which had more than one primary stress, including the placement of stress on the correct syllable. The third type of error was unstressed the word.

The third research was conducted by Sukardi Weda (2018), entitled "STRESS SHIFTS OF ENGLISH UTTERANCES MADE BY INDONESIAN SPEAKERS OF ENGLISH (ISE)". This research focused to find out which English words undergo stress shifts made by English Language and Literature students. The result of this research, the words that undergo shift are monosyllabic, dissyllabic words, trisyllabic words, and words with prefixes, while students are competent to identify stress for words with suffixes.

The fourth research was conducted by T.P. Himadri & Vidushi Sharma (2018), entitled " A STUDY OF STRESS IN ENGLISH PRONUNCIATION FACED BY ENGLISH AS SECOND LANGUAGE (ESL) LEARNERS IN INDIA". This research focused to find out the stress in English pronunciation by the English as second language learners. The result of this research, show that more than 86% students read monosyllabic words with proper stress about 84% students read the two syllable words with proper stress an average of 72% students read three syllable words with proper stress and the number of students who read the polysyllable words were least. Only 67% of students from the sample were able to read the given sentences with proper stress.

The fifth research was conducted by Sukardi Weda (2018), entitled "PROBLEMS ON ENGLISH WORD STRESS PLACEMENT MADE BY INDONESIAN LEARNERS OF ENGLISH". This research focused to find out the problems of stress placement in English words made by Indonesian learners of English (ILE)". The result of this research show that the Indonesian learners of English (ILE) were able to put the an acute accent (') illustrating the primary stress on monosyllabic words (one syllable words) easily; two syllable words, except for word permit; three syllable words, except for the word determine; words with suffixes in reading test; words with prefixes, except for word imbalance; compound words; except for word sunrise; noun phrases; stress on verbs and stress on nouns.
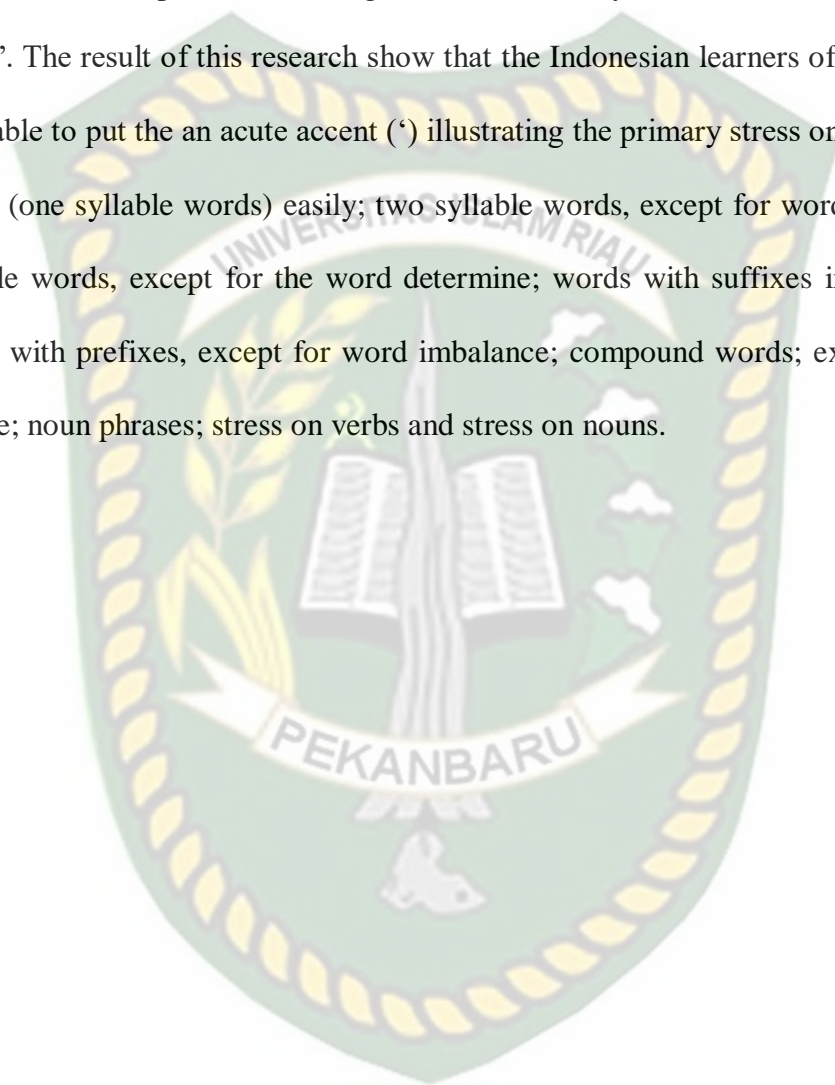
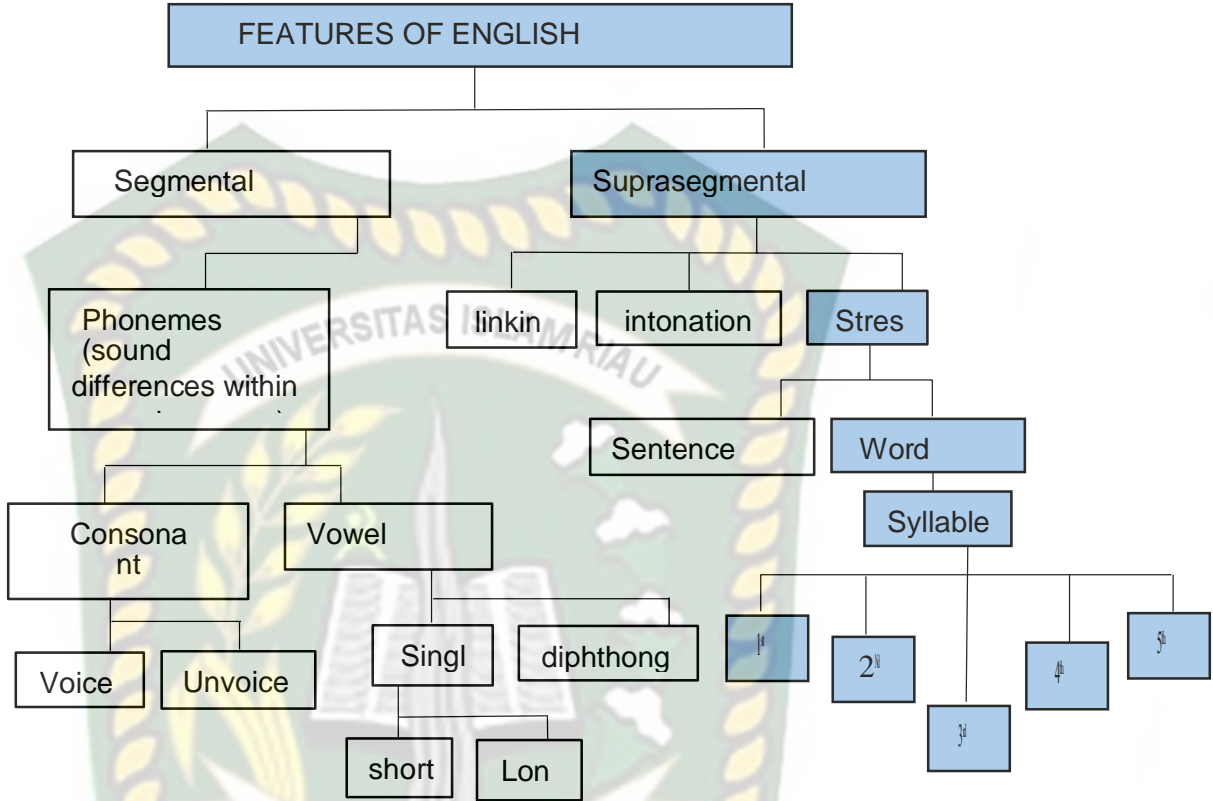**Conceptual Framework**

Figure 2.6 Various Features of English Pronunciation

Assumption

In this research, the seventh semester students' have studied Phonetics and Phonology. It is assumed that they have mastered in the material of stress.

CHAPTER III

RESEARCH METHODOLOGY

Research Design

Research method deals with how the research questions proposed in the first chapter processed with a particular method. According to Cohen, Manion & Morrison (2007:446), methods are approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

The researcher chooses that participant to get the data by using 20 words stress which are taken from the Pronunciation Intensive Academic Program Book. Related to the research, the researcher uses the sounds as the linguistics element to analyze the data. In this research, the stress is the suprasegmental features of sound.

In this research, the researcher used a descriptive qualitative to analyzed the data. This research uses descriptive survey because it is to describe the nature of existing conditions. The researcher conducted the research at Universitas Islam Riau especially in English Department and chooses seventh semester.

Participant

In this research, of the participants were the seventh semester students of English Department of FKIP UIR Pekanbaru. The seventh semester students of English Department of FKIP UIR consisted of six classes, from VII A until VII F with total 159 students and become a population of this research. Population is defined as a completed set of analysis units that were being studied. According to Arikunto (2006), if the number of population research has large number of subjects and can be sample can be taken between 10-15% or 20-55%. And to get the sample, the researcher used 15% of population, the researcher choosed stratified random sampling that the sample take data from each class from A to F class which random selected. Thus, in this research there were 25 participants from seventh semester students of English Department of FKIP UIR.

Research Instrument

The research is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete and systematic in order to make the data easy to process, Arikunto(2013).

In qualitative research commonly uses interview to get data even the other method may be applied. The research instrument of this research is vocabulary pronunciation test. In selecting the words, the researcher took words from Pronunciation Intensive Academic Program Book, Ultimo (2007).
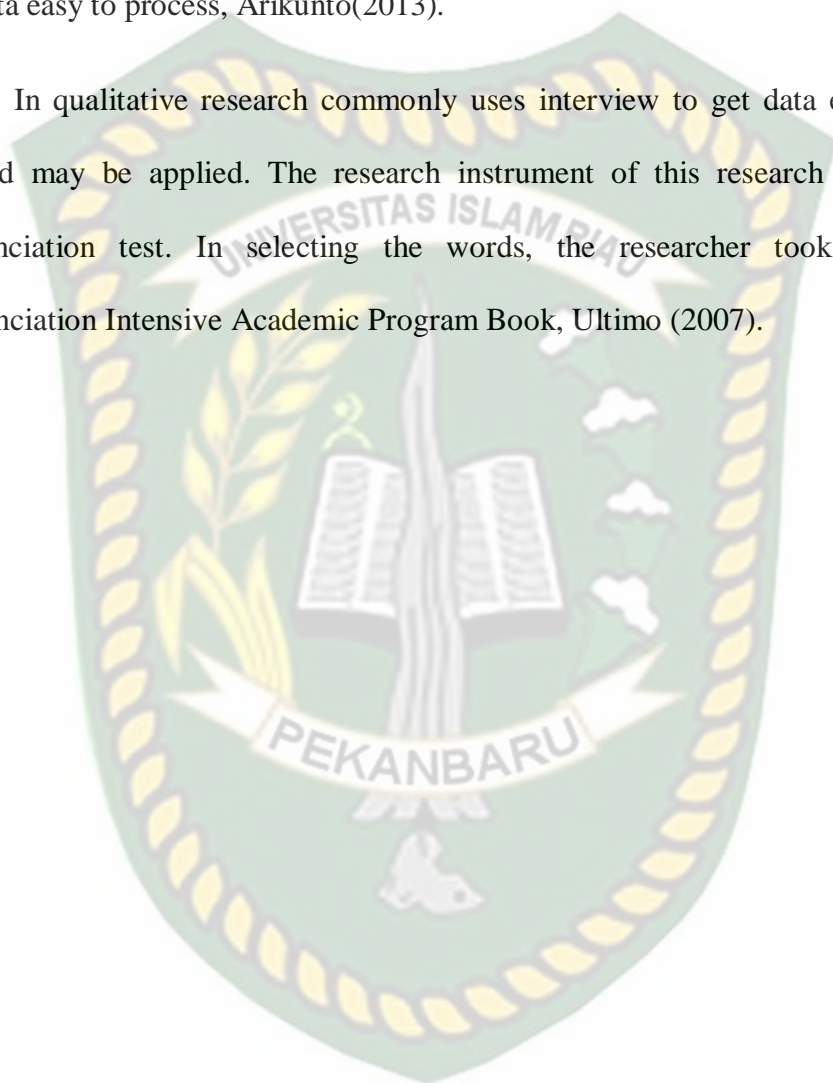
Data Collection Technique

In collecting the data, the researcher uses the instruments of word stress lists which were taken from the Pronunciation Intensive Academic Program Book. The instrument contained of 20 words stress. The collection data from the sample of this research, was conducted by using handphone recorder while the students pronounced some words. The following are number of step apply in holding this research:

1. The researcher made an appointment with the students before taking the data.

2. Then, the researcher asked the students one by one to read slowly and carefully the 20 words and it would be recorded.

3. The researcher used an observation table. This table was used by researcher when gathering the data. It aimed to identify how the respondents showed the data 20 words stress.

List of Words, Transcript of the students' word stress, and Phonetic transcription.

Table 3.5

No	Word List	Transcript of the students' word stress	Phonetic transcription
1	Politics		
2	Interesting		
3	Develop		
4	Introduction		
5	Complicated		
6	Photocopy		
7	Application		
8	Opinion		
9	Important		
10	Instrument		
11	Whenever		
12	Entertainment		
13	Fundamental		
14	Disappear		
15	Government		
16	Technology		

17	Experience		
18	Sympathetic		
19	Centimeter		
20	Interrupt		

<div align="right">Ultimo, (2007)</div>

Data Analysis Technique

After getting the data, the researcher applies qualitative approach to analysis the data of this research.

1. The researcher collected recording from 25 students

2. the researcher listened carefully and continually how the students stressed the words.

3. Then, the researcher identified on the table list to know whether they pronounced the word stress.

4. Finally, the researcher analyzed and described those data according to the total of students' result based on the theory of word stress.

Indicators of Word Stress

Table 3.6

	Poor (unable to perfom)	Fair (perform only some)	Satisfied (perform more than 50%)	Good (perform intonation clearly based on the syllables and stress/unstressed part or words).	Excellent (perform intonation clearly and accurately based on the syllables and stress/ unstressed part of words).
One syllable word					
Two syllable words					
Three syllable words					

Four syllable words					
Five syllable words					

<div align="right">Terika (2020)</div>
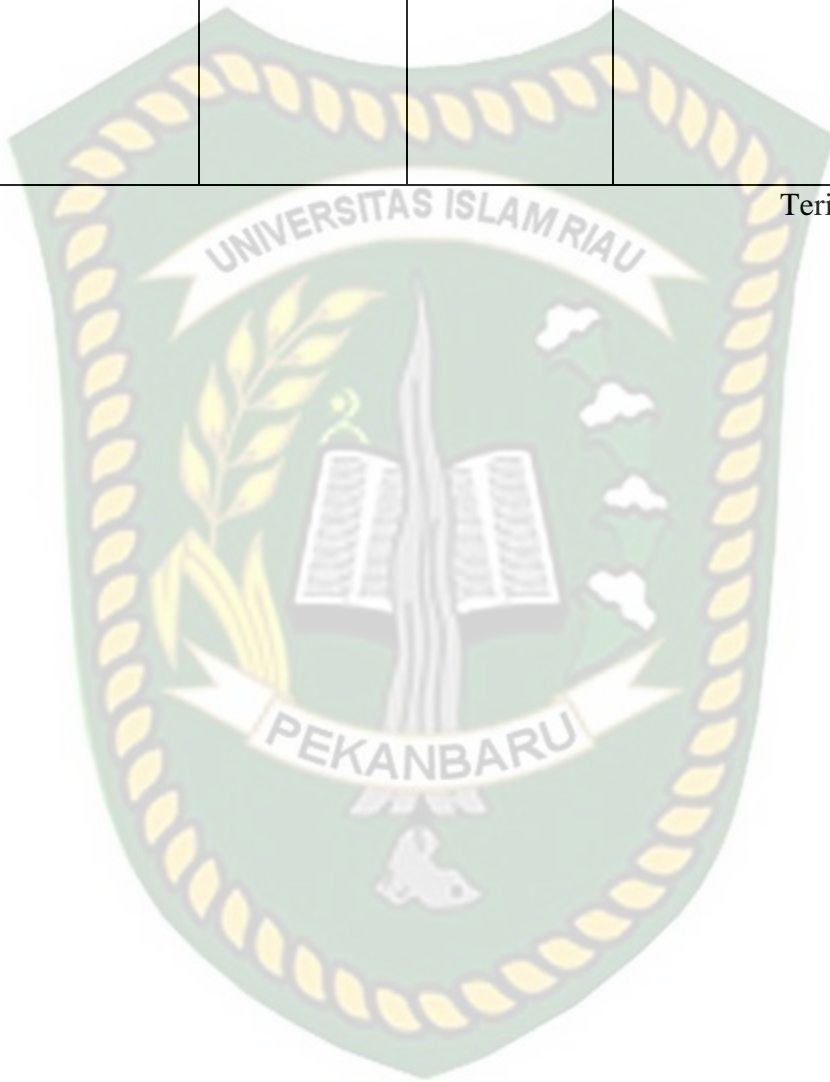
CHAPTER IV

RESEARCH FINDINGS

Data Description

This section covers the discussion of the result findings, answering the research question which are earlier on this research. This part of discussion describes the answer of the research question, that is about how the seventh semester students of English Department put stresses on words in English. The answer is obtained by analyzing the data of the research.

Data Analysis

Based on this research, the total numbers of words are 20 words with which 25 total participants involved to pronounce. The researcher collected recording from all of participants. Next, the researcher listened carefully and continually how the students stressed the words. Then, identified on the table list to know whether they pronounced the word stress. Finally, the researcher analyzed and described those data according to the total of students' result based on the theory of word stress.

Table 4.2.1 The Occurances of Word Stress Errors

No	Word list	Types of Error		Correct word stress	Total Occurrences of Error
		Misplaced word stress	Unstressed word		
1	Politics	1	1	23	2
2	Interesting	0	0	25	0
3	Develop	1	0	24	1
4	Introduction	0	0	25	0
5	Complicated	0	0	25	0
6	Photocopy	0	0	25	0
7	Application	2	0	23	2
8	Opinion	0	0	25	0
9	Important	0	0	25	0
10	Instrument	0	0	25	0
11	Whenever	1	0	24	1
12	Entertainment	2	0	23	2
13	Fundamental	1	1	23	2
14	Disappear	3	0	22	3
15	Government	0	0	25	0
16	Technology	0	0	25	0
17	Experience	10	0	15	10
18	Sympathetic	2	0	23	2
19	Centimeter	1	0	24	1
20	Interrupt	12	0	13	12
Total		36	2	462	38

From the data analysis, the researcher found that there were two types of word stress errors produced by the participants. There were 36 times of misplaced word stress, and 2 times of unstressed word. Therefore, the total of the word stress errors produced by the participants was 38 times. In this result, the researcher found that the most common type of error produced by the students was misplaced word stress. The type of this error was produced 36 times. Another type of error was unstressed word stress which occurs 2 times. In the table above, the word *interrupt* has the highest rank with 12 occurrences. The word stress errors which were produced by the participants can be seen in the table above.

The Types of Word Stress Error Produced by the Students

In order to answer the research question, the researcher attempted to found the types of word stress errors. It was done by noticing the stress position on the word stress error produced by the participants. Based on the data above, it was found that there were two types of stress errors. The first type of error was misplaced the word stress, and the second was unstressed word. For the misplaced word stress, the primary stress falls on the wrong syllable. For the the unstressed word, the participants did not put the stress in all the words. It means that there were no stresses in word stress which were produced by the students. The details will be discussed as follows:

Misplaced Word Stress

This type of error shows that the participants placed the stress on the wrong

syllable in 11 words. The detail would be discussed as follows:

Table 4.2.2 Misplaced Word Stress

No	Word list	Transcript of The Students' Word Stress	Phonetic Transcription	
			American	British
1	Politics	/po'litics/	\'pä-lə-,tiks\	/'pɒlətIks/
2	Develop	/'develəp/	\di-'ve-ləp\	/dI'veləp/
3	Application	/'aplikeiʃən/	\,a-plə-'kā-shən\	/æplI'keIʃ(ə)n/
4	Whenever	/ 'winevər/	\hwe-'ne-vər\	/wen'evə(r)/
5	Entertainment	/'entərteinmənt/	\,en-tər-'tān-mənt\	/,entə(r)'teInmənt/
6	Fundamental	/'fʌndəmentəl/	\,fən-də-'men-təl\	/,fʌndə'ment(ə)l/
7	Disappear	/'disəpiər/	\,dis-ə-'pir\	/,dIsə'pIə(r)/
8	Experience	/'experiəns/	\ik-'spir-ē-ən(t)s\	/Ik'spIəriəns/
9	Sympathetic	/sim'pətik/	\,sim-pə-'the-tik\	/,sImpə'θetIk/
10	Centimeter	/senti'metər/	\'sen-tə-,mē-tər\	/'senti,mi:tə(r)/
11	Interrupt	/'intərupt/	\,in-tə-'rəpt\	/,Intrə'rʌpt/

Unstressed Word

In this type error, the researcher found that the type of error produced by the participants was unstressed word. In this types the participants did not put the stress in almost all of the word stress. It means that the words sounds like flat without stress anymore. The unstressed word list which was produced by the participants was following:

Table 4.1.2 Unstressed Word

No	Word list	Transcript of The Students' Word Stress	Phonetic Transcription	
			American	British
1	Politics	/pəlitiks/	\'pä-lə-,tiks\	/'pɒlətlks/
2	Fundament al	/fundəmentəl/	\,fən-də-'men-təl\	/,fʌndə'ment(ə)l/

Based on the result, the participants did not put the stress in those words because the do not pay attention if those words have stress. Althought there were the words which have stress by using a mark ('). But the participants pronounced those words without using stress. It means that the words sounds like flat without stress. It is assumed that the participants did not really pay attention to the stress when they pronounced the English words.

Correct Word Stress

In this type, the researcher found that the type produced by the participants was correct word. In this types the participants put the stress correctly in almost all of the word stress. It means that the words sounds correct with put stress on good placed. The correct word stress list which was produced by the participants was following:

Table 4.1.3 Correct Word Stress

No	Word list	Transcript of The Students' Word Stress	Phonetic Transcription	
			American	British
1	Politics	/'pɒlətiks /	\'pä-lə-,tiks\	/'pɒlətIks/
2	Interesting	/'intərestiŋ/	\'in-t(ə-)rə-stiŋ\	/'intrəstIŋ/
3	Develop	/di'veləp/	\di-'ve-ləp\	/dI'veləp/
4	Introduction	/intrə'dΛkʃn/	\,in-trə-'dək-shən\	/,Intrə'dΛkʃn/
5	Complicated	/'kɒmplikeitid/	\'käm-plə-,kä-təd\	/'kɒmplI,keitId/
6	Photocopy	/'fotəkɒpi/	\'fō-tə-,kä-pē\	/'fəʊtə,kɒpi/
7	Application	/ æpli'keiʃən/	\,a-plə-'kā-shən\	/æplI'keIʃ(ə)n/
8	Opinion	/ə'pinyən/	\ə-'pin-yən\	/ə'pInjən/
9	Important	/im'portənt/	\im-'pȯr-tənt\	/Im'pɔ:(r)t(ə)nt/
10	Instrument	/'instrʊmənt/	\'in(t)-strə-mənt\	/'Instrʊmənt/
11	Whenever	/wen'evə/	\hwe-'ne-vər\	/wen'evə(r)/
12	Entertainment	/entər'teinmənt/	\,en-tər-'tān-mənt\	/,entə(r)'teInmənt/
13	Fundamental	/fΛndə'mentəl/	\,fən-də-'men-təl\	/,fΛndə'ment(ə)l/
14	Disappear	/ disə'piər/	\,dis-ə-'pir\	/,dIsə'pIə(r)/

36

15	Government	/'gʌvərnmənt/	\'gə-vər(n)-mənt\	/'gʌvə(r)nmənt/
16	Technology	/tek'nɒlədʒi/	\tek-nä-lə-jē\	/tek'nɒlədʒi/
17	Experience	/ik'spiəriəns/	\ik-'spir-ē-ən(t)s\	/Ik'spIəriəns/
18	Sympathetic	/simpə'ɵetik/	\,sim-pə-'the-tik\	/,sImpə'ɵetIk/
19	Centimeter	/'sentimetər/	\'sen-tə-,mē-tər\	/'senti,mi:tə(r)/
20	Interrupt	/intrə'rʌpt/	\,in-tə-'rəpt\	/,Intrə'rʌpt/

Based on the table 4.1.3, it informs how the participants pronounced the word stress. the participants put the stress correctly in those words because they pay attention if those words have stress. It means that the words sounds correct with put stress on good placed It is assumed that the participants really pay attention to the stress when they pronounced the English words.

CHAPTER V

IMPLICATION, SUGGESTION AND CONCLUSION

In this chapter, the researcher discusses three sections, namely implication, suggestion and conclusion. The implication are explained what will be done and the role of the lecturer to solve the problem of the research. While the suggestion, this is aimed for English students and the future researcher who might be interested in conducting in similar study. Then, the conclusion is explained from the results of the research taken from the research question.

Implication

In this implication, this study can be applied as the lecturer focus on students' word productions by practicing more and giving exercises in oral and written form on phonetic and phonology subject. Expectedly, the lecturers pay more attention to word stress pronounce by students, because there are still found mistakes made by students on word stress

Suggestion

Based on the results of this research, there are some recommendations which are presented in this section. The suggestions are for the students and the future researchers.

1. for lecturer

It is suggested that the lesson for the students need to focus on the word stress because based on the research finding the students got problem mostly on word stress.

2. for students

The students should study and master the phonetic transcriptions because it is important to understand how to pronounce words and place the correct stress based on the dictionaries which is provided in phonetic symbols from the International Phonetic Alphabet (IPA). The students also need to check the dictionary for the placement of the word stress. It is useful because the rule of the word stress is irregular. Then, it is important to listen to audio pronunciation in order to improve the students' pronunciation skill because the students can listen, repeat and practice it by themselves until they get to use the appropriate stress on the words.

3. for future reseachers

This research investigates the word stress production of the students when pronouncing the word stress. It will be good for the future researchers to conduct a thesis which discuss the similar study with this research.

Conclusion

Based on the research question and the discussion in the previous chapter. Related to the question about how the seventh semester students of English Department put stresses on words in English, it was found that the students put the stress in the words incorrectly. Therefore, there are two types of word stress errors produced by the participants. The first type is misplaced word stress, it means that the stress was put on the wrong syllable. The second type is unstressed word, it means that the students did not put stress at anymore on the words. In majority, the seventh semester students got problems on word stress production.
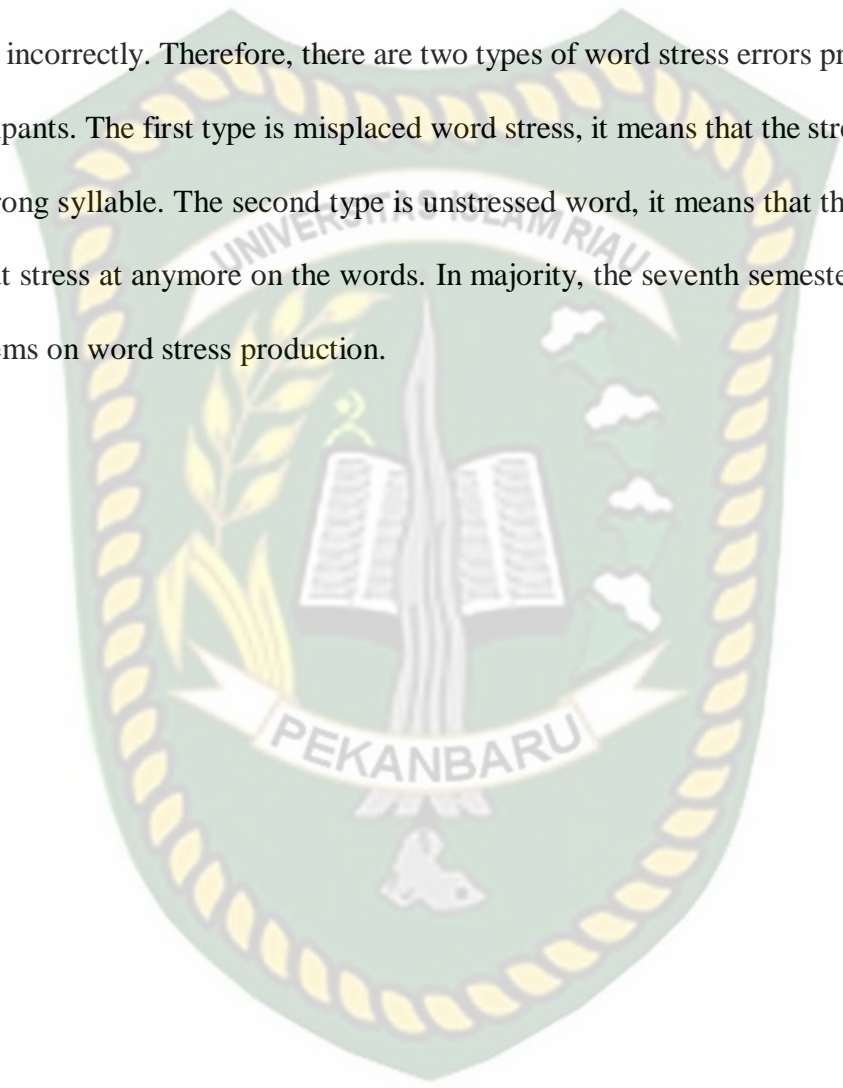
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