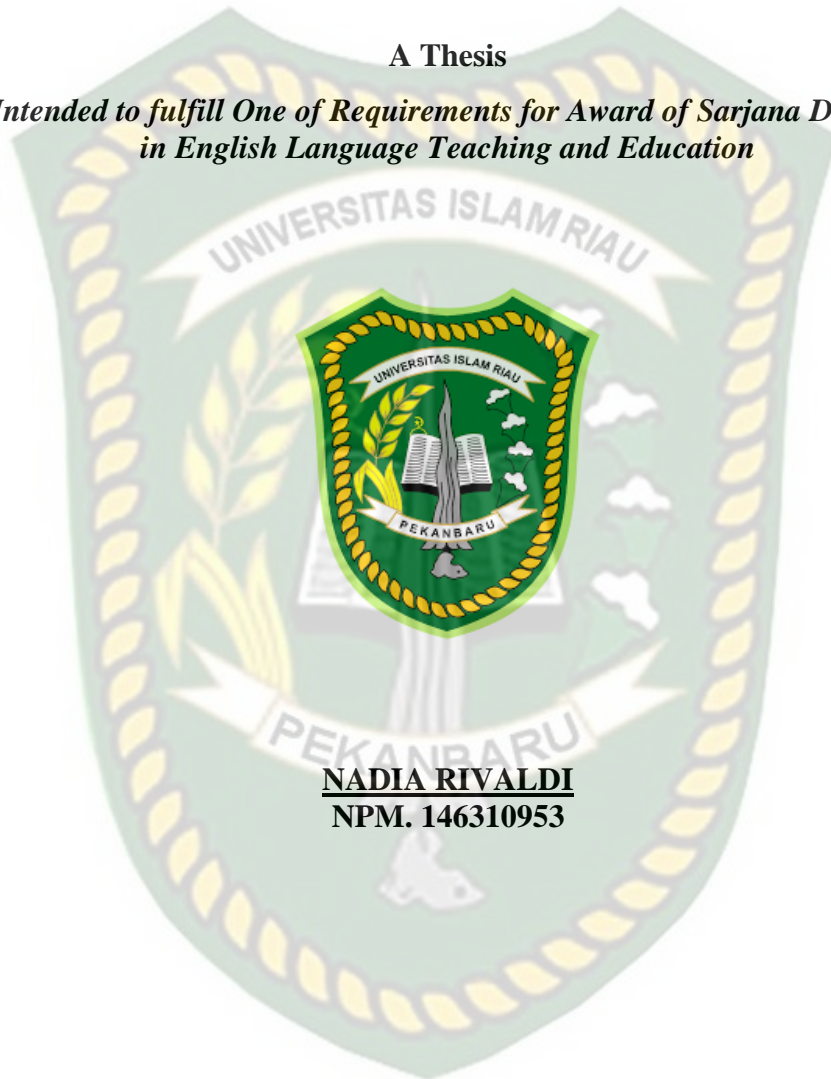


**AN ANALYSIS OF SUPRASEGMENTAL USED BY THE FOURTH
SEMESTER STUDENTS AT ENGLISH EDUCATION
STUDY PROGRAM OF FKIP UIR**

A Thesis

*Intended to fulfill One of Requirements for Award of Sarjana Degree
in English Language Teaching and Education*



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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

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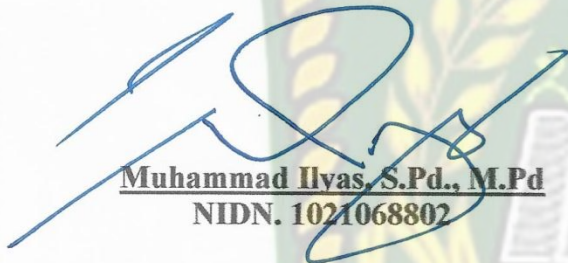
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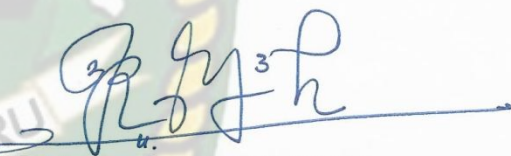
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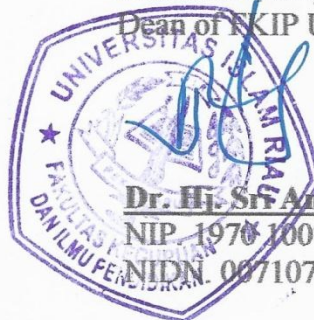

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2	March, 08 th 2020	Chapter I	Revised chap I, background and research questions	
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4	May, 11 th 2020	Chapter III	Add data analysis technique	
5	June, 03 rd 2020	Revise the references		
6	January, 28 th 2021	Join Seminar Proposal		
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DECLARATION

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I truly confess that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the “references”. Scientificaly, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, April 9th 2021

Nadia Rivaldi

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First of all, I wanted to give my great thanks to Allah Subhanahu Wa Ta'ala who has given his blessing to me in completing this thesis entitle **“AN ANALYSIS OF SUPRASEGMENTAL USED BY THE FOURTH SEMESTER STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM OF FKIP UIR’**

In writing this *skripsi*, I believed that without having directed guidance, meaningful advice, love and support from the people around me, this *skripsi* would never been finished. Therefore, I would like to give my sincere and deep gratitude to:

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Finally, the researcher realizes that this *skripsi* is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for the perfection of this thesis.

Pekanbaru, April 9th, 2021

The Researcher,

Nadia Rivaldi

ABSTRACT

Nadia Rivaldi 2021 *An Analysis of Suprasegmental Used by The Fourth Semester Students at English Education Study Program of FKIP UIR*. Thesis. Pekanbaru: English Study Programme, Education and Teacher Training Faculty, Islamic University of Riau.

Keywords: Analysis, Speaking Problems

Pronunciation instruction is of great deal for successful oral communication to take place since it is an important ingredient of the communicative competence. Therefore, a research should be done in order to analyze it. The objective of this research was to find out the students' ability in locating the intonation, rhythm, and stress when the fourth semester students of English Language Program FKIP-UIR pronouncing words.

This research used a descriptive quantitative research with only using one variable that is the students' ability in locating the intonation, rhythm, and stress. The researcher applied the quantitative research and used descriptive methods in this study because all data are in the form of words, numbers and tables. This research used 45 samples by using cluster sampling method.

The result of the data analysis of this research reveals that most of the fourth semester students of English Language Program FKIP-UIR were good in placing the intonation by the frequency 29 from 45 samples (64.44%), the students also in good level in locating the rhythm by the frequency 22 from 45 samples (48.88 %), and the 17 (37.77 %) from 45 samples were good at locating the stress. The lowest ability by the fourth semester students of English Language Program FKIP-UIR were made by 2 students (4.4%) in locating the intonation, 5 students (11.11%) in locating the rhythm, and 7 students (15.6 %) were failed in locating the stress. The highest ability by the fourth semester students of English Language Program FKIP-UIR were made by 1 student (2.2%) who achieve the excellent level and 6 students were in very good level (13.33%) in locating the intonation, 8 students (17.77%) were in very good ability in locating the rhythm, and 8 students (17.77 %) were very good in locating the stress.

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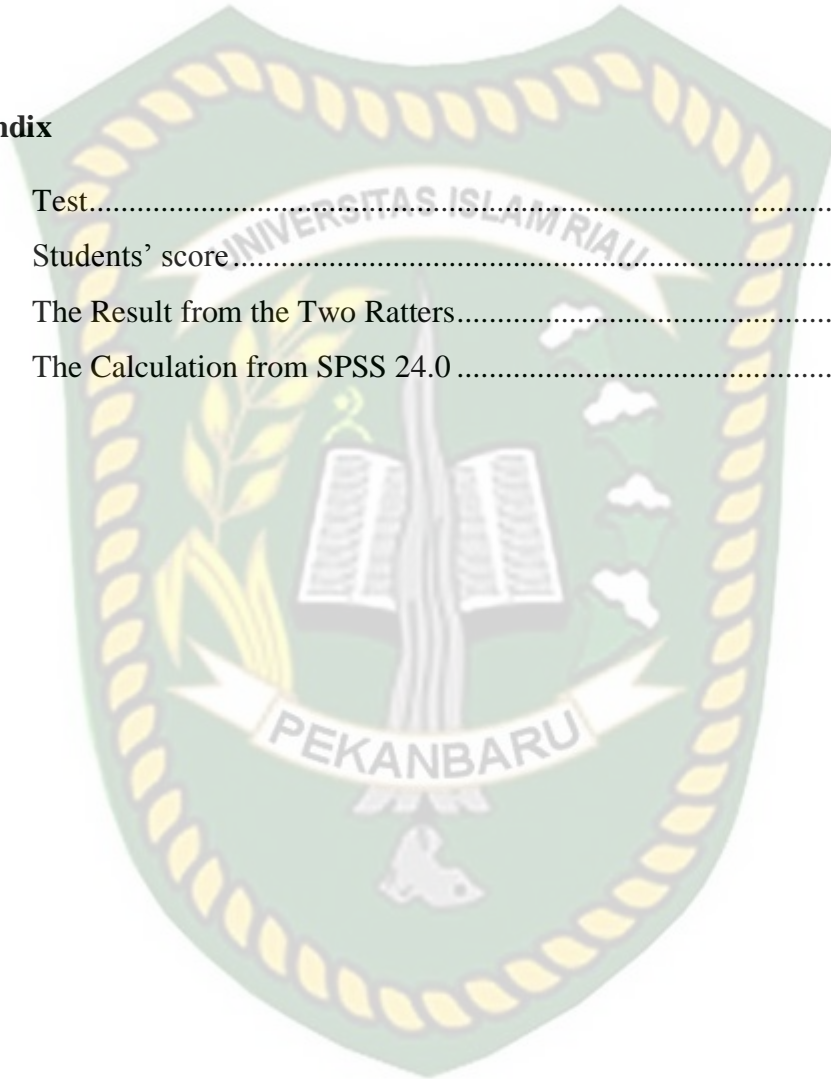
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CHAPTER I

INTRODUCTION

1.1 Background

The English communication skill has an important role in the globalization era. English has been declared as the international language and is used in many aspects of global life. In Indonesia, English has been taught from elementary schools until university level. The students learn English to get more knowledge and information through spoken and written in English. In the highest education, learning English means not only knowing the language so the learner can boarder their knowledge on the real study but also developed and learned when the learners are interacted with the lecturer or with others.

In line, learning English for the students cannot be separated from learning pronunciation. Pronunciation is one of the components in speaking skill. The pronunciation is very important with someone when speak in English. It is no paradox that pronunciation is a part of communication that has a mutual relationship between the speakers and the listeners. This means that the students must comprehend what they hear in the target language and must produce the sounds of the language they are trying to learn accurately. Unless they have sufficient knowledge of the sound patterns of the target language, they can neither encode a message to anybody nor decode the message sent by another person by learning the

sounds of the target language within his mother tongue. Therefore, pronunciation instruction is of great deal for successful oral communication to take place since it is an important ingredient of the communicative competence (Hismanoglu:2006).

However, in English language Program of FKIP-UIR Pekanbaru, the students pay a little attention about their pronunciation especially in suprasegmental features, and they do not react to them in most time; in other word, they do not use the feedback as an effective technique to correct their errors in pronouncing the English words. Consequently, the researcher observed that most of English Foreign Language (EFL) learners faced many obstacles and commit many errors during their speech that lead them to stop speaking in the classroom, and they repeat the same committed errors many times, as well as they consider the mistake as a correct form of this language when pronouncing some words. This habit is required by repeating it over and over again and by being corrected if there are any mistake pronunciation include attention to the particular sound of language, aspect of speech such as intonation, stress, phrasing, timing, rhythm (supra-segmental aspect), and others (gesture and expression) that are still related to the way in speaking a language (Gilakjani, 2012).

Furthermore, the area of pronunciation, including the ability of learners to produce phonological sounds (suprasegmental) as well as using correct stress and rhythm, has become increasingly important to the researcher to investigate in term of suprasegmental features. The pronunciation's lecturer typically corrects the students' pronunciation of the common mistake of the /θ/ sound. As the result, because the student's error in locating stress, misunderstanding will appear between the students as the speaker and the teacher as the listener. But sometimes the teacher did not aware about students' error. Then, the students make their errors time after time. The word stress and it is significances, many people have a problem hearing the different between

the “fourty” and “fourteen” for instance, if stress is not placed properly. However, the researcher gains more and more experience in observing the students pronouncing the supra segmental features of English words, the researcher begins to see the importance of explicit pronunciation in suprasegmental learning and its benefits for helping the students communicate correctly in English.

Thus, in teaching and learning English process, pronunciation becomes the one of the hardest subjects. There are a lot of problems that students and lecturers been through. This statement based on the researcher preliminary research. For the lecturer side, teaching pronunciation is not an easy job. The lecturers faced much problem while teaching pronunciation such as the condition of the students who have lack of vocabulary, used their mother tongue as their first language, lack of practice to speak English as a language to communicate with the others. In the students’ side, most of the students do not feel confidence when their lecturer asks them to practice the dialogue in front of the class. They have their own reason why they are not confident when the lecturer asked them to practice the conversation in front of the class. Those are the problems that faced by the pronunciation lecturer and students at the fourth semester of English study Program of FKIP UIR Pekanbaru. Based on the phenomena that the researcher has found, the students can speak the words and sentences with the correct grammar and structure, but researcher still did not know how much they could pronounce the sentences with the right placement stress. From the description above, the researcher was interested to analyse students’ pronunciation error based on the supra-segmental analysis research. Thus, the researcher conducted a research entitled: **“An Analysis of Suprasegmental Used by the Fourth Semester Students at English Education Study Program of FKIP-UIR”**.

1.2 Identification of the Problem

Supra segmental aspect in pronunciation has been considered as a difficult problem for students at the fourth semester of English Study Program FKIP UIR Pekanbaru. They repeat the same committed errors many times in intonation, word stress, and rhythm as well as they consider the mistake as a correct form of this language when pronouncing some words. The students speak English in different way. They use their local accent. Some speak English with Minangnese accent, some with Javanese accent. English has its real accent that determine the meaning of the word those were said. The accent influenced the stress of the word that is produced. Speak by incorrect accent means giving incorrect stress to the words. Incorrect word stress means wrong meaning. The pronunciation of English revealed many problems because the way of pronouncing English and Indonesian language is different.

1.3 Focus of the Problem

Based on the setting of the problems above, the researcher limited the study on the students' ability in pronouncing the stress, intonation and rhythm in supra segmental aspect of pronunciation. In this research, students' pronunciation proficiency meant the ability to reach a certain degree of accuracy or conversational fluency to be understood by others or intelligible pronunciation, as opposite to achievement of native-like accent. This study aimed at analysing and identifying students' suprasegmental errors as far as their tone and accuracy is concerned.

1.4 Research Question

In line with the limitation of problem above, this research can be formulated as follow: How were the students' ability in locating the intonation, rhythm, and stress when the fourth semester students of English Language Program FKIP-UIR pronouncing words?

1.5 Objective of the Research

The objective of this research was to find out the students' ability in locating the intonation, rhythm, and stress when the fourth semester students of English Language Program FKIP-UIR pronouncing words.

1.6 Significance of the Research

The result of this research, hopefully would give valuable contributions to:

- 1.6.1** For the English Lecturer: The lecturer knew the characters of each student in the class during learning process, so the lecturer can guide them better than before in term of Prosodic feature in pronunciation.
- 1.6.2** For the students: The students would be active and cooperative during learning process. The students will be motivated to improve and to master their skill in Pronunciation. So, it is helpful for them especially on getting much knowledge especially in pronunciation.
- 1.6.3** For the next researcher: This research added the researcher's and next researcher knowledge and experience in analyzing the prosodic features in pronunciation. Hopefully, the result of this research can be as references for the next researcher and try to continue this research with various characteristics.

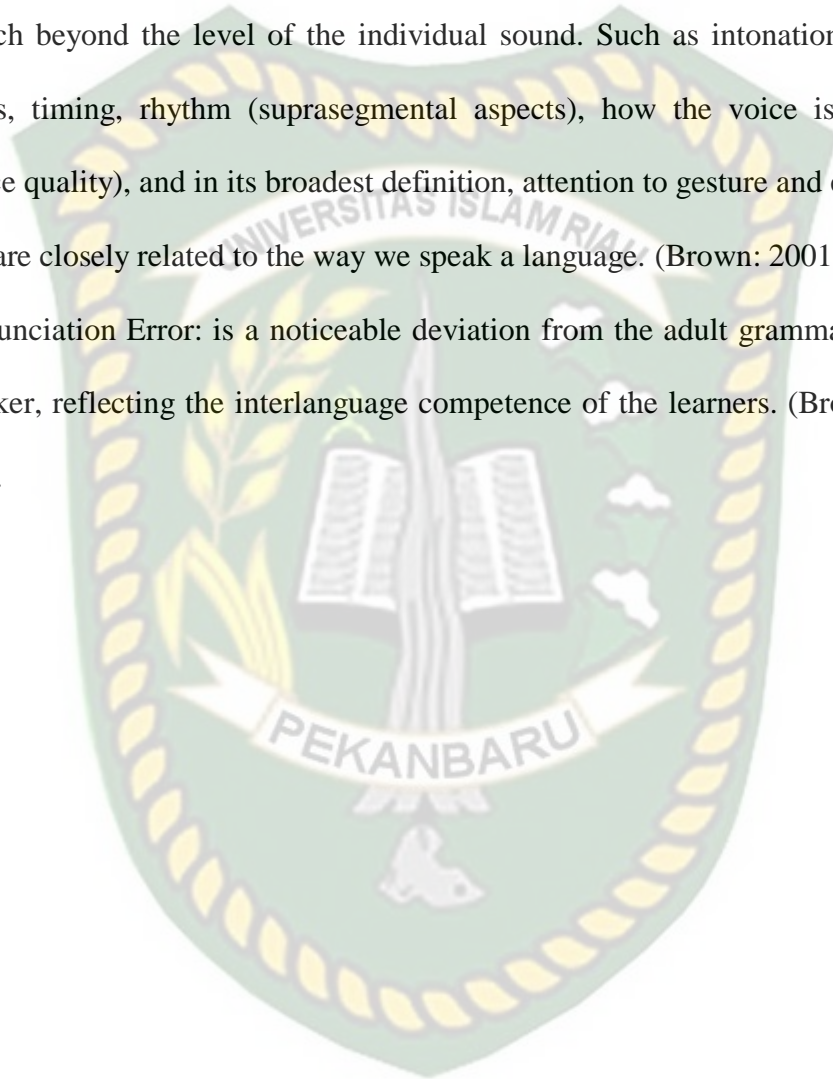
1.7 Definition of the Key Terms

In order to avoid unnecessary misunderstanding, some terms were clarified as follows:

- 1.7.1** Analysis: Analysis is a study about something by examining its part (Gay L.R 2006) is the detailed study or examination of sentence in order to understand more about it. In this study, analysis means that analyze about the problems of Prosodic features committed by the fourth semester students of English Language Program of FKIP UIR Pekanbaru. Furthermore, In this research the researcher will analyze the Stress, Intonation and Rhythm on Pronunciation

committed by the fourth semester of English Language Program students FKIP UIR Pekanbaru.

- 1.7.2** Pronunciation: refers to the problem of sounds that we used to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound. Such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projective (voice quality), and in its broadest definition, attention to gesture and expressions that are closely related to the way we speak a language. (Brown: 2001)
- 1.7.3** Pronunciation Error: is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. (Brown (2007: 258).



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Pronunciation

Pronunciation is a set of habits of producing sound. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Also, learning how to pronounce a fourth language means building up new pronunciation habits overcoming the bias of the first language. (Cook in Abbas (2012)). Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Meanwhile, According to Oxford Advanced Learner's English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

- a) Pronunciation is a way of producing something.
- b) The product of this act is language or word or sound.

From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood (intelligible).

2.1.1 The Elements of Pronunciation

A broad definition of pronunciation includes suprasegmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to

remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth. It is the practice that concerns them most! Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on.

According to Gilbert in Parlindungan (2016, p.38) described it as “something of an orphan in English programs around the world” and, sixteen years later, she stated that “pronunciation continues to be the EFL/ESL orphan” (Gilbert, 2010, p. 1). Its prolonged negligence even drove researchers to regard pronunciation instruction as suffering. It is the component of the SL/FL mostly excluded from all teaching programs. More recent approaches to pronunciation, however, have suggested that the suprasegmental aspects of pronunciation may have the most effect on intelligibility for some speakers (Celce-Murcia et al, in Elina 2012, p. 323). Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in others. This overview starts with suprasegmental features. One considerable practical advantage of focusing on suprasegmental is that learners from mixed L1 backgrounds in the same class will benefit, and will often find that their segmental difficulties improve at the same time.

2.1.1.1 Suprasegmental Aspects of Pronunciation

1. Stress

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain within words, and to certain syllables or words within utterances. It is signalled by volume, force, pitch

change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality. Stress is important at three different levels:

- a) Word level – multisyllabic words have one or more syllables that are stressed
- b) Sentence level – the most important words tend to be stressed
- c) Contrastive stress – the most important words carry greater stress.

Consider the example: *LYN*da shouldn't *TAKE* the *STUD*ents to the *PAR*ty The stressed syllables are marked with capital letters.

Each two-syllable word in this utterance must have one syllable that is stressed. This is word level stress, and it is fixed for any word, although there are some variations between different varieties of English. Those words which are more important for communicating the speaker's meaning, usually the content words, tend to be stressed (these are underlined in the example), while those which are less important, usually the grammatical words, are unstressed. In addition, one of these stressed syllables or words is usually more important than the others, and this is called the 'tonic'. When we speak, we tend to group words together in chunks that make sense, called 'sense groups' or 'tone groups. Thus, the example above would normally be said as one sense group. Sense groups are often bounded by short pauses, and are said under a single intonation contour or tune. Within each of these, there is usually one tonic, although there may be a fourth tonic syllable at the end which also carries significant pitch change (Clennell in Mike 2009).

The tone is important because it carries not only the major stress, but is the major pitch change (see next section), and it changes according to the speaker's intended

meaning. So, if the speaker wanted to emphasise that fact that it is Lynda rather than some other person who should not take the students, then the LYN of Lynda would be more strongly stressed than other stressed syllables in the utterance. If, however, the speaker wanted to emphasise that Lynda should not *take* them but could perhaps *bring them back*, then *take* would be the most strongly stressed syllable in the utterance. This is sometimes called contrastive stress, and is marked with italics in the example.

As noted above, however, an important aspect of teaching stress is its converse – an absence of stress. It is often failure to unstress syllables appropriately that makes learners' pronunciation difficult to understand because, unlike other languages, English tends to maintain a rhythm from stressed syllable to stressed syllable by unstressing and therefore reducing the syllables in between. This rhythm gives English its characteristic pattern. The reduced vowel 'schwa' /ə/ is very common in English and deserves special attention. The 'a' at the end of 'LYNda', the 'ents' at the end of 'STUDents' and the words 'to' and 'the' in the above example would all be pronounced with a schwa.

Although the rhythm of English cannot be called strictly stress timed, it nevertheless presents real problems for learners, particularly if they speak an L1 which is syllable-timed – that is, where each syllable has stress, or where the stress patterns of words are predictable. Work on stress and unstress at each of the three levels is therefore essential for many learners, and the stress pattern should be taught along with every new multisyllabic word (Rogerson and Gilbert and Zawadzki in Pamela (2011)).

2. Intonation

In English, Intonation contributes to the structure and interpretation of information in speech. As the melody of the speech, the basis of intonation is the variation in pitch or accent (Carloss, 2008 :49). Intonation makes words stand out by creating peaks and valley with pitch. Intonation has functions to highlight certain

information, because of its newness, importance, informativeness, or interest, and backgrounding other information, because of its redundancy, lesser importance, or lack of interest (Carloss, 2008 :49)

Intonation, or change of pitch, is crucial in signalling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch hinges are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasises speakers and their intentions in longer stretches of discourse). Clennell in Mike (2009) identifies some major functions that are important for learners:

- a) information marking (prominent stress)
- b) discourse marking (given/new)
- c) conversational management (turn-taking/collaborating)
- d) attitudinal or affect marking (mood/feeling)
- e) grammatical/syntactic marking (clause boundaries/word classes)
- f) pragmatic marking (illocutionary force/intention of the speaker).

The way in which intonation works is highly complex, and teachers will not have the time to explore the theory in depth with learners. However, there are some simple patterns that can be identified and practised even for beginner learners. The major changes of pitch take place on stressed syllables, particularly on the tonic syllable. Five major patterns of tones can be identified: fall, rise, fall-rise, rise-fall and level:

- a) *Rising Intonation* means the pitch of the voice rises over time [↗];

- b) *Falling Intonation* means that the pitch falls with time [↘];
- c) *Dipping or Fall-rise Intonation* falls and then rises [↘↗];
- d) *Peaking or Rise-fall Intonation* rises and then falls [↗↘].

A **falling pattern** usually indicates that the speaker has finished, at least temporarily. A **rising intonation** signals a question or continuation. This difference can signal meaning even in short exchanges. Thus, if someone calls me and I answer ‘Yes’ with a rising tone, I signal that I am opening interaction with them, but if I say ‘Yes’ with a falling tone, this may indicate that I do not wish to speak to them, and may even be interpreted as rude. Thus, questions to which the speaker knows the answer will be said with a falling tone, while questions in which new information is sought are usually said with a rising tone (Clennell in Mike, 2009).

Often, ‘Yes- No’ questions will have a rising tone, and ‘wh’ questions will have a falling tone, but this is only true some of the time, since the way speakers make these questions depends crucially on their intention and how the question fits into the rest of what they are saying. In Australia, many speakers use what is called a ‘high rising terminal’ – that is, their intonation rises, even where they may be expected to signal finality at the end of an utterance. This seems to be associated with the signal of solidarity, and is more often found among less powerful speakers according to Gilbert, J. (2016):

- a) A **fall-rise** tone signals definiteness combined with some qualification; what calls a ‘No, but...’ interpretation. Thus, if someone asks if I am busy, and I am suspicious that this is a prelude to asking me to do a job, I may answer ‘No’ but with a fall-rise tone to indicate my mixed feelings.

- b) A **rise-fall** is usually used to signal strong feelings of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest.
- c) A **level tone** signals boredom, routine or triviality, and thus is the tone that teachers use for routines such as the class roll. Yet this is the tone that many learners may use if they do not pay attention to their intonation. It is therefore particularly important to help learners to overcome any tendency they may have to use this tone inadvertently.

Also important in intonation is the notion of ‘key’ or the relative pitch chosen by a speaker. Contrasts in intonation are usually perceived in relation to the key. Thus, the first stressed syllable of new information may be said at a higher pitch, criticism may be offered at a lower pitch and so on. Indeed, one relatively simple way of approaching intonation in the classroom through the identification and practice of stressed syllables and their relative pitch. Underhill (2005) gives a teacher-friendly description of the sounds of English, and provides a phonemic chart arranged according to how they are made in the mouth. These sounds are represented using a phonemic script, like that used in the front of dictionaries. It is very useful for teachers to become familiar with this script, and more details and examples of how it is used can be found in reference works such as Underhill (2005).

Clennell in Mike (2009) provides a useful description of how intonation is used to signal what is important in what is said, the force or attitude with which something is said, how we use intonation to distinguish between new and old information, and how we use pitch change to signal turn-taking and other conversational management strategies. He also suggests some teaching ideas appropriate for more advanced learners, but which could be adapted for use with lower levels.

That uniquely English tone, the fall-rise, according to (Wells 2006: 70 calls it 'a tone very characteristic of RP and GA, yet rare or absent in most languages'), should be the starting-point of any discussion of intonation. It poses special problems for learners, and understanding its phonetic components and discourse meanings is central to explaining how intonation works.

However, faced with the complexity of most descriptions of intonation, and the lack of effective teaching methods, teachers have in the past shied away from the problem. Parker and Graham's (2002: 75) approach is typical:

As native speakers ... we can all operate the system perfectly well and with ease. We do it without thinking about it ... So, the ideal, perhaps ironically, when teaching intonation is not to draw too much attention to it ...

Even in situations where learners' goal is communication with other non-native speakers, awareness of the way intonation conveys evaluation of the relevance of the words we utter can greatly improve learners' ability to convey and interpret messages. Parker and Graham's first sentence gives grounds for optimism. If native speakers can operate the system with ease, then there must be a learnable system at work. What is learnable is also teachable, if a satisfactory description of its workings can be produced.

3. Voice quality

According to Kerr (2000), Voice quality has received little attention in L2 learning, although actors may be quite familiar with the concept. The term refers to the more general, longer-term articulatory settings shared by many sounds within a language, and these affect accent and the quality of voice in a global way. The voice quality is the aspect of prosody that 'spans the longest stretches of speech and underlies all other aspects', and argues that all other aspects of pronunciation (suprasegmental and segmental) are 'produced within the limits of the voice quality set by the articulators and

the breath stream coming up from the lungs. Basically, the argument is that areas of the mouth may be held ready in particular long-term settings which affect the overall quality of the accent. Since different languages have different long-term settings, getting learners to focus on the settings relevant to English may help the learner with individual sounds as well as their overall voice quality, particularly for L1 speakers with settings that differ considerably from English.

2.1.2 Concept of Error

Brown (2007, p. 258) defines the error as a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. Ellis (1997, p. 15) believed that there are good reasons for focusing on errors. First, they are a clear feature of learner language. Second, it is useful for teachers to know what errors learners make. The last, it is possible that making errors may actually help learners to learn when they self-correct the errors they make. Error and mistake are two different words with different meaning. According to Jabeen (2015, p. 53):

Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected. While mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Learners have the knowledge of the correct linguistic form and they can self-correct themselves on the basis of their linguistic knowledge.

In a tone with it, Ellis (1997, p. 17) states that errors reflect gaps in a learners' knowledge, they occur because the learner does not know what is correct. As mentioned by Brown (2007, p. 226), a mistake refers to performance error that is either random on a slip of the tongue, in that it is failure to utilize a known system correctly.

From the definitions above, the researcher concludes that if the students use deviant utterance and then they are able to correct them, it is a mistake. However, if

the students use deviant utterance and they are unable to correct them, it is then an error. It means, if the students make a mistake, they need a qualified teacher to correct their errors. Dulay, Burt, and Krashen (2005, pp. 146-190) state that there are four taxonomies of errors. Each of them is classified into several categories of errors:

1. Linguistic Category Taxonomy

These linguistics category taxonomies classify errors according to either language component or the particular linguistic constituent the error affect (Dulay, Burt, and Krashen, 2005, pp. 146-147).

- a. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).
- b. Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary verb, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

2. Surface Strategy Taxonomy

- a. A surface strategy taxonomy highlights the ways surface structures are altered: learner may *omit* necessary items or *add* unnecessary one; they may *misform* items or *misorder* them (Dulay, Burt, and Krashen 2005, p. 150). Therefore, Dulay, *et al.* divide the error based on surface strategy taxonomy in four categories: omission, addition, misformation, and misordering.
- b. Omission: Omission is characterized by the absence of one more element, which are needed in a phrase or a sentence construction. For example, the word 'test' [test] is pronounced as [tes].
- c. Addition: Addition is characterized by the presence of one or more elements that

are not needed. For example, the word 'car' [ka:] is pronounced as [kʌr].

- d. Misformation: Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example, is when the learner pronounced the word 'thin' [θin] as [tin].
- e. Misordering: Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks]

3. Comparative Category Taxonomy

Comparative taxonomy is a classification of errors based on comparisons between the structure of L2 errors and certain other types of constructions (Dulay *et al*, 2005, p. 163). These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and supra segmental errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or supra segmental; and of course, the grab bag category, Other, which are neither (Dulay *et al*, 2005, p. 164).

a. Developmental Errors

Developmental errors are errors similar to those made by children learning that target language as their first language. It occurs when the learners hypothesize about the target language based on their limited knowledge (Kaweera, 2013, p. 10).

b. Supra segmental Errors

Brown (2000) in Sawalmeh (2013, p. 4) states that Supra segmental (Interference) Errors are those errors that are traceable to learner's first language or mother tongue interference. These errors are attributable to negative supra segmental transfer.

c. Ambiguous Errors:

Ambiguous errors are those that could be classified equally well as developmental or supra segmental. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language.

d. Other Errors

Few taxonomies are complete without a grab bag for items that do not fit into any other category. In this particular type of taxonomy, the grab bag errors should be of more than passing interest.

4. Communicative Effect Category Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication. It consist of two categories. They are as follows:

a. Local Errors

Local errors are caused by the omission of one or more language elements in a sentence construction which do not usually disturb the process of communication significantly. An awkward sentence is usually the result of this kind or errors. This error that can be comprehended by the hearer or reader by guessing the intended meaning because there is a bit violation in a part of the sentence.

b. Global Errors

Global errors are the errors which cause the entire message conveyed not to be understandable for readers or listeners, since it has a big portion of violation.

2.2 Relevance Studies

In accomplishing the research, the researcher uses the past study dealing with the topic of the study as guidance. The research that relates to the researcher's study has been done by Mahadina (2005) entitled "A Study On English Pronunciation By The First Semester Students Of English Department Of Muhammadiyah University of Surakarta In 2004/2005 Academic Years". Her research focused on the student's pronunciation in producing the vowel, consonant, and diphthong sounds. The result of the her reseach is It the first semester students of the English Department produce the English pronunciation very well.

The other research was done by Muflihah Islamiyah from Indonesia University of Education. Entitled; Error Analysis on English Sound Produced by English Learners: The Influence of Transfer. In her research, the mix method was used, it began with the qualitative one and then to know the percentage of each data, quantitative one was applied. The data were got from the recording of speaking activities and interview and then it was transcribed into broad transcription. This research did not include the narrow transcription, therefore no suprasegmental features found in her research. The results of her study revealed that most of the students made some errors in pronouncing English sounds which they cannot found in their first language such /. æ/ /θ/ and/ ʃ.

The other research is done by Yunxia Tong, et all in 2008 entitled "Processing dependencies between segmental and suprasegmental features in Mandarin Chinese". The aim of her research was to examine processing interactions between segmental (consonant, vowel) and suprasegmental (tone) dimensions of Mandarin Chinese. Using a speeded classification paradigm, processing interactions were examined between each pair of dimensions. Asymmetric interference effects were observed between segmental

and suprasegmental dimensions, with segmental dimensions interfering more with tone classification than the reverse. Among the three dimensions, vowels exerted greater interference on consonants and tones than vice versa. Comparisons between each pair of dimensions revealed greater internality between tone and vowel than between tone and consonant. His findings suggest that the direction and degree of interference between segmental and suprasegmental dimensions in spoken word recognition reflect differences in acoustic properties as well as other factors of an informational nature.

The other research was done by Ricky Fernandes (2014) entitled “Using Audio Lingual Method in Mastering Segmental and Supra-Segmental Features to Improve Intelligibility of The Fourth Year Students of Sma Negeri 2 (A Classroom Action Research). His research concerned on the student’s difficulties in differing long and short vowel sounds, pronouncing consonant word, and in using linking and stress in speaking. The researcher found the fact that Using Audio Lingual Method in Mastering Segmental and Supra-segmental Features is effective to improve the Intelligibility of the fourth-year students of SMA N 2 Pekanbaru.

Furthermore, those were four relevant researches which are used as related study. There are some aspects that similar and difference with this study. The similarity can be seen at from the variable in this study. All of the related study above that carried out by them investigated about the pronunciation aspects. Although the variable that used above almost same, however, in this study will use different construct. Moreover, the problem that as the background of researcher in conducting this study also different. Additional, places and participants in conducting this study also do not similar. This study will be conducted at the fourth semester students of English Language Program of FKIP-UIR Pekanbaru.

2.3 Conceptual Framework

The design of this research was descriptive quantitative research of one variable design. Figure 2.1 shows how the suprasegmental of pronunciation features in students pronunciation ability.

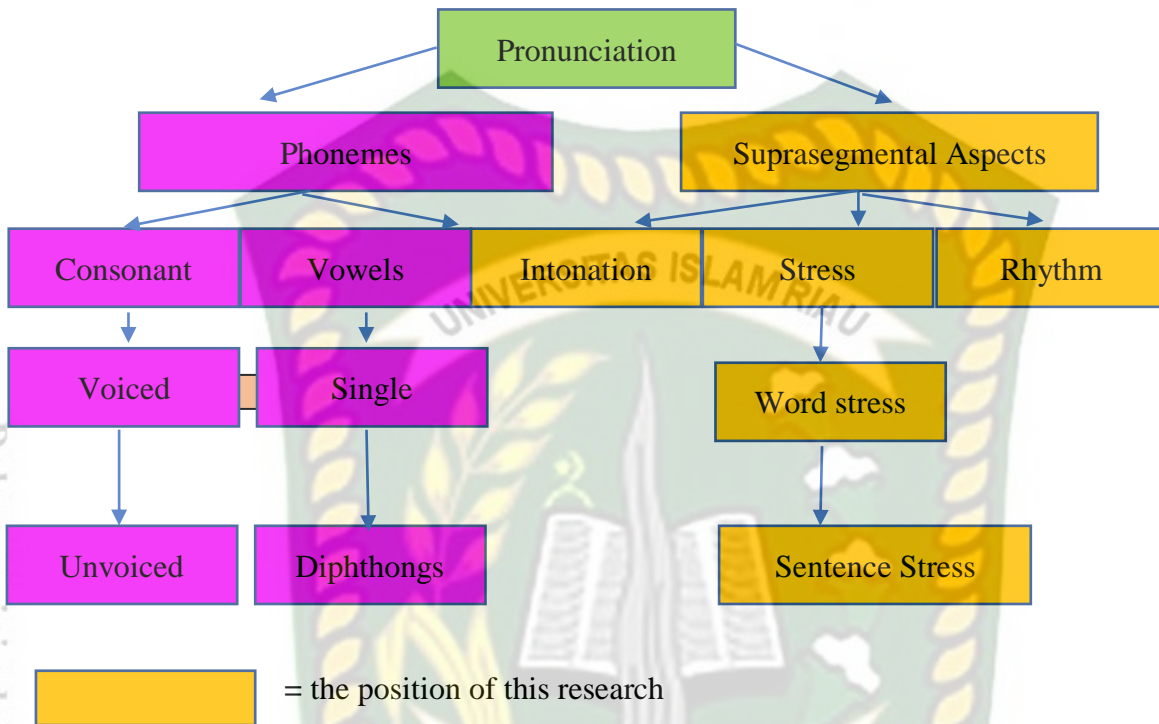


Figure 2.1 Conceptual Framework

The figure 2.1 describes the conceptual framework of this research. There two aspects of pronunciation such as phonemes consists of; consonants (voiced and unvoiced), vowels (single and diphthongs). Phonemes are units of sound which can be analysed. It is also known as segments. On the other hand, suprasegmental features are features of speech which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegmental. This research will only focus in suprasegmental part of pronunciation such as; intonation, stress, and rhythm.

2.4 Assumption

The researcher assumes that the fourth semester students of English Language Program FKIP-UIR committed some errors in pronunciation especially in terms of suprasegmental errors.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research only has one variable that was pronunciation in supra segmental which were employed by the fourth semester students of English Language Program FKIP UIR. Therefore, the researcher chose quantitative method since the method of structural analysis of this research was conducted by using a descriptive quantitative design. Suryabrata (2010: 75), stated that “Descriptive research is research which has objectives to describe method in certain situation systematically, accurately, and factually”. So, this research it just determined the nature of a situation as it existed at the time of the research. In this case, the researcher described the situation as mention in statement of research. According to Lambert (2012, p. 255), the goal of quantitative descriptive studies is a comprehensive summarization of specific events experienced by individuals or groups of individuals.

3.2 Population and Sample

In this research, the sample was the A class of the fourth semester students of English Language Program FKIP-UIR. The population of this research is drawn by this following table:

Table 3.1 the Population of the fourth Semester Students of English Language Program FKIP UIR Pekanbaru

No	Class	Population		Total
		Male	Female	
1	IVA	10	39	49
2	IV B	7	40	47
Total				96

Based on the table above, the fourth semester students of English Language Program of FKIP-UIR consists of four classes, IVA and IVB. The researcher used cluster sampling to choose the participant. Cluster sampling means randomly selects group, not individual to be the sample respondent to this research (Gay:2006).

3.3 Research Instrument

3.3.1 Tests

The test was given in this research in order to find out students' initial pronunciation proficiency. (See appendix 2). The aimed of this test was to find out students' ability in pronouncing the aspects of suprasegmental errors.

3.3.2 Video Recorder

Video recorder was used to record students' voice during the test to gain the data related to the analysis system.

3.4 Data Collection Technique

In this research, the ways of data collection technique are according to Ary et al (2010:326). In conducting this research, type of the test was pronunciation test from Improving Reading Skill in English "for University Students": p.3: 2005, which is composed from the pronunciation exercises, it is conducted orally and recorded to be analysed.

Furthermore, the students asked to pronounce 176 words, since the data needed related only to the English sounds, the phonetic transcription of the students' pronunciation was restricted only to the transcription of the words which contained the English sounds. The oral pronunciation test will be conducted once.

The phonetic transcription of the data was done through pronunciation application. The analysis begins by identifying the errors and comparing each student's

actual pronunciation with the standard phonetic transcription from Cambridge Advanced Learner's Dictionary 3rd Edition. Then, the deviations found was listed down based on each sound and each position of occurrences in a table. Afterwards, detailed descriptions to each of the deviations was noted down by relating the deviations to the English sounds.

3.5 Data Analysis Technique

After the pronunciation test pronounced by the students, the result of the test was submitted. According to Ellis (1997, pp. 15-20), the procedures for error analysis are as follow:

a. Identifying the errors.

After collecting the data needed, the researcher will identify them. The researcher studies and find out the pronunciation errors will be made by the students.

b. Describing the errors

After all errors have been identified, the errors will be described and classified into supra segmental errors classification based on the taxonomy by Keshavarz (2012).

c. Calculating the errors

The researcher will explain and draw a conclusion based on the analysis. Ellis and Barkhuizen (2005, p. 62) stated that explaining error involves determining their sources in order to account for why they made.

d. Error Evaluation

Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Furthermore, the last step in error analysis is to evaluate and to draw a conclusion on the gathered

results. In this step, the different errors are being weighed in order to distinguish which error should get more attention and be taught in class.

3.5.1 Identification and Classification of Pronunciation Errors

After collecting the data, researcher identifies the errors. In order to determine what pronunciation errors made by the participants, the identified and classified sounds of words were consulted to the lecturers of English Language Program of FKIP UIR as the raters to agree on the identification of almost all of the pronunciation errors. The qualification of the raters must have TOEFL score at least 550, teaching experience at least 5 years, and master degree. To identify the pronunciation errors, the researcher applied the following steps:

- a. Selecting the words which contained suprasegmental errors of pronunciation and then underlining them.
- b. Rewriting down the phonemes of error on the table 4 provided below.
- c. Determining the kinds of those errors based on the classification of error.

Table 3.2 Analytic Scoring Rubric of Prosodic Features

Focus/Rating	Failed 1	Low 2	Good 3	Very Good 4	Excellent 5
Intonation	Phonetically incorrect that confuse listeners	Frequent errors	Occasional errors	Comprehensible	Phonetically correct and can be understood
Rhythm	Phonetically incorrect that confuse listeners	Frequent errors	Occasional errors	Comprehensible	Phonetically correct and can be understood
Linking	Do not complete utterances	Most utterances contain errors	Utterances are generally comprehensible	Utterances are more comprehensible	Genuine effort to sound like a native speaker
Stress	Most stress patterns in words are	Slow rate of stress patterns in	General error in using stress	Appropriate stress patterns in words	Excellent control of stress patterns

	incorrect	words	patterns in words		in words
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Adapted from Mariane Celce-Murcia et al (2000)

3.5.2 Percentage of Pronunciation Errors

After doing identification processes, the researcher applied the following steps:

- d. Counting the total of each type of supra segmental errors of pronunciation from the identification table.
- e. Counting the total number of all type's pronunciation errors.
- f. Making percentage each type pronunciation errors, in order to know the most frequent type of supra segmental errors of pronunciation. It is done by Sudjono's pattern (2004).

Table 3.3 The Percentages of Pronunciation Errors

Types	Frequency	Percentage (%)	Items
Intonation			5
Stress			5
Rhythm			5
Total Number of Pronunciation Errors			15

The percentage of data are analyzed by using the formulation:

$$p = \frac{F}{N} \times 100\%$$

Where :

P = percentage

F = frequency

N = number of students

(Sugiyono, 2008)

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This research used descriptive quantitative method. The data of the research was the analysis of the students' pronunciation error. The test was used for collecting the data which consisted of 15 words indicated with supra segmental aspects of pronunciation. The indicators of research were; intonation, rhythm, and stress.

4.2 Data Analysis

After collecting the data, the researcher analysed it by using descriptive quantitative analysis which involved the description and the interpretation of the data. The data which is collected by the researcher was analysed into her own sentences. In doing this research, the researcher related it to English Phonetics theories. In getting the data, the researcher distributed the test to 45 samples. There were 176 words in the instrument test. The researcher chose 15 words to be analysed. The phonetic transcription can be seen by this following table:

Table 4.1 Phonetic Transcription of the Test

No	Words	Phonetic Transcription
1	Emotion	ɪ'məʊʃən
2	Feeling	fi:lɪŋ
3	Arise	ə'raɪz
4	Emergencies	ɪ'mɜ:dʒənsɪz
5	Reading	'ri:dɪŋ
6	Pleasure	'pleɪʒə
7	Sorrow	'sɒrəʊ
8	Fear	fɪə
9	Disappointment	ˌdɪsə'pɔɪntmənt
10	Important	ɪm'pɔ:tənt
11	Prevent	pri'vent
12	Want	wɒnt
13	Impression	ɪm'preʃən
14	Problem	'prɒbləm
15	Understand	ˌʌndə'stænd

Before calculating the data, the researcher found the phonetic transcription of each words which was analysed. The researcher analysed the students' supra segmental aspect in pronunciation as can be seen from the above table. After doing the calculation by using the SPSS 24 for windows programme from the two ratters (*see appendix 3*), the researcher draws the result by the following table:

Table 4.2 Statistics Result from Two Ratters

Statistic Result		
N	Valid	45
	Missing	0
Mean		74.73
Std. Deviation		7.569
Minimum		59
Maximum		91
Sum		3228

Table 4.2 presented the students' score in pronouncing the word, it can be seen that the fourth semester students of English Language Program of FKIP-UIR total score was 3336 (Mean score: 74.13) by the highest score was 94. However, the lowest score was 58. The result of SPSS 24.0 for windows program, the researcher found the frequency of students score as follow:

Table 4.3 Frequency of Students' Score

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	2.2	2.2	2.2
	60	2	4.4	4.4	6.7
	61	2	4.4	4.4	11.1
	63	4	8.9	8.9	20.0
	64	2	4.4	4.4	24.4
	65	2	4.4	4.4	28.9
	69	4	8.9	8.9	37.8
	71	4	8.9	8.9	46.7
	73	5	11.1	11.1	57.8
	74	2	4.4	4.4	62.2
	75	6	13.3	13.3	75.6
	76	3	6.7	6.7	82.2
	79	2	4.4	4.4	86.7
	81	1	2.2	2.2	88.9
	83	2	4.4	4.4	93.3
	85	2	4.4	4.4	97.8
	91	1	2.2	2.2	100.0
Total		45	100.0	100.0	

Table 4.2 presented the frequency of students score in supra segmental aspect of pronunciation (intonation, rhythm, and stress). From the three aspects, only 6 students achieve good score. The following chart present the frequency and percentage of students' score:

Chart 4.1 Percentage of Students' Score

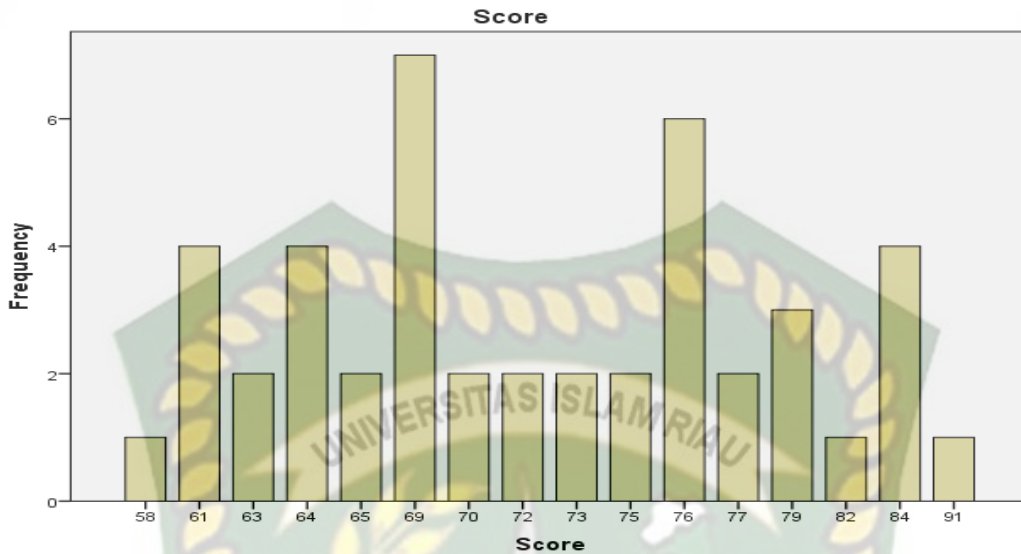


Chart 4.1 showed that the highest frequency of achievement got by the students was 69 which was in low ability of placing the intonation, rhythm, and stress category, then followed by score 76 with the frequency of 6 students in enough category ability. A further analysis of the data according to the three indicators; Intonation, rhythm, and stress were presented by the following description.

4.2.1 Intonation

The researcher had given oral test to find out the students' error in locating Intonation in English pronunciation. The oral test consisted 15 items, which every item contains verbs and adjectives that the students had to pronounce with a correct pronunciation and correct intonation placement. The researcher used smart phone to record and film the students answer in oral test. The researcher categorized the student's achievements by the result of first indicator analysis presented by the following table:

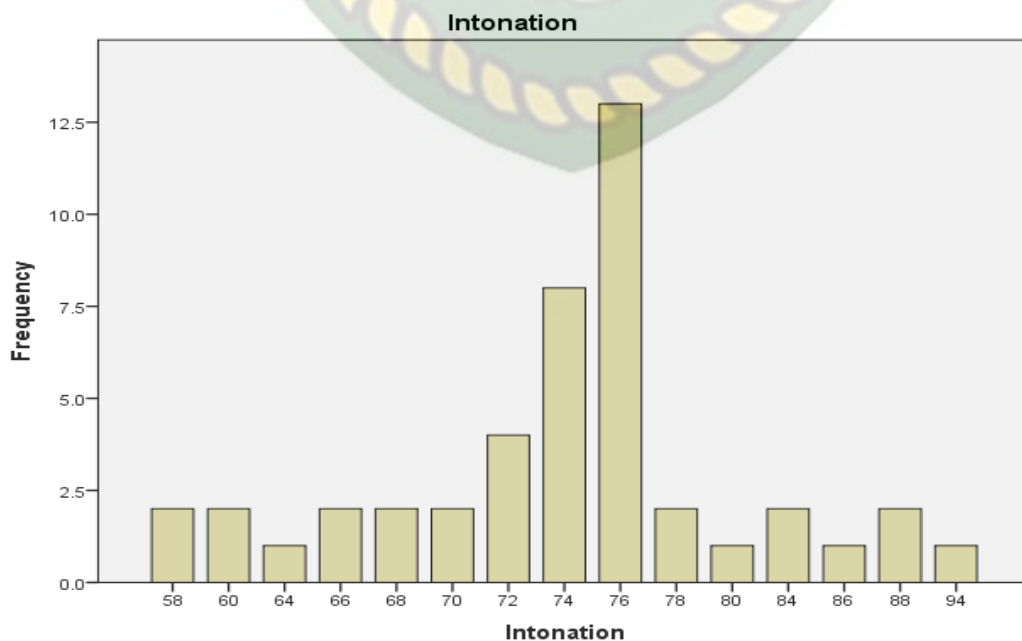
Table 4.4 Frequency and Percentage of Intonation Aspect

Intonation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	2	4.4	4.4	4.4

60	2	4.4	4.4	8.9
64	1	2.2	2.2	11.1
66	2	4.4	4.4	15.6
68	2	4.4	4.4	20.0
70	2	4.4	4.4	24.4
72	4	8.9	8.9	33.3
74	8	17.8	17.8	51.1
76	13	28.9	28.9	80.0
78	2	4.4	4.4	84.4
80	1	2.2	2.2	86.7
84	2	4.4	4.4	91.1
86	1	2.2	2.2	93.3
88	2	4.4	4.4	97.8
94	1	2.2	2.2	100.0
Total	45	100.0	100.0	

Table 4.3 showed that the most frequent score gotten from 13 students were 76 in level of good category. There were 2 students got the lowest score (58) which in category of failure. The highest sore got by the student was 94. The complete result can be seen in the appendix 3. The result can be seen by the following chart:

Chart 4.2 Frequencies and Percentage of Intonation



The analysis of students' error in locating the intonation can be seen as follows:

Table 4.5 Students' Error in Intonation

No	Words	Correct Intonation	Students' Intonation	Frequency	Percentage
1	Emotion	/ɪ'məʊʃən	ɪ/məʊ'ʃən	40	88.88
2	Feeling	\ fi:lɪŋ	fil\ ɪŋ'	42	93.33
3	Arise	ə\raɪz	əra\ɪz	43	95.55
4	Emergencies	\ ɪ'mɜ:dʒənsɪz	/ɪmɜ:dʒən'sɪz	29	64.44
5	Reading	/ri:dɪŋ	r/i:'dɪŋ	38	84.44
6	Pleasure	'pleʌʒə	/ple'ʒə	25	55.55
7	Sorrow	\ sɒrəʊ	/sɒr'əʊ	35	77.77
8	Fear	f\ɪə	\ fiə'	28	62.22
9	Disappointment	dɪsə\pɔɪntmənt	\ dɪsəpɔɪntm'ənt	29	64.44
10	Important	ɪm\pɔ:tənt	\ɪm'pɔ:'tənt	40	88.88
11	Prevent	\pri'vent	pr\ɪv'ent	38	84.44
12	Want	/wɒnt	wɒ/'nt	35	77.77
13	Impression	ɪm\preʃ+əʃən	ɪm'pre'ʃən	33	73.33
14	Problem	/prɒbləm	prɒv'/bləm	42	93.33
15	Understand	\ʌn\də'stænd	/'ʌndə'st'ænd	43	95.55

Note: coding/symbols that adapted from Tench (2011: 133):

\ : falling tone

/ : rising tone

\/: falling-rising tone

\/: rising-falling tone

The table above shows that the students, error in placing the intonation. The first word was "Emotion". The correct transcription and intonation placement was (/ɪ'məʊʃən) but 40 (88.88 %) out of 45 students pronounce it ɪ/məʊ'ʃən. The second word was "Feeling". The correct transcription and intonation placement was (\ fi:lɪŋ) but 42 (93.33%) out of 45 students pronounce it (fil\ ɪŋ'). The third word was "Arise". The correct transcription and intonation placement was (ə\raɪz) but 43 (95.55%) out of 45 students pronounce it (əra\ɪz). The fourth word was "Emergencies". The correct transcription and intonation placement was (\ ɪ'mɜ:dʒənsɪz) but 29 (64.44%) out of 45 students pronounce it (/ɪmɜ:dʒən'sɪz). The fifth word was "Reading". The

correct transcription and intonation placement was (/ri:diŋ) but 38 (84.44%) out of 45 students pronounce it (r/i:'diŋ).

The sixth word was "Pleasure". The correct transcription and intonation placement was ('pleʌʒə) but 25 (84.44%) out of 45 students pronounce it (/ple'ʒə). The seventh word was "Sorrow". The correct transcription and intonation placement was (\sɒrəʊ) using the falling tone but 35 (77.77%) out of 45 students pronounce it (/sɒr'əʊ). The eighth word was "Fear". The correct transcription and intonation placement was (fʌɪə) with the rising-falling tone but 28 (62.22%) out of 45 students pronounce it (\frə') using the falling tone. The ninth word was "Disappointment". The correct transcription and intonation placement was (dɪsəʊpɔɪntmənt) by using falling-rising tone but 29 (64.44%) out of 45 students pronounce it (\dɪsəpɔɪntm'ənt) using the falling tone. The tenth word was "Important". The correct transcription and intonation placement was (ɪmʌpɔ:tənt) but 40 (88.88%) out of 45 students pronounce it (\ɪm'pɔ:'tənt) using the wrong rising-falling tone placement in the beginning of word.

The eleventh word was "Prevent". The correct transcription and intonation placement was (\pri'vent) using the falling tone placement in the beginning of word but 38 (84.44%) out of 45 students pronounce it (prɪv'ent). The twelveth word was "Want". The correct transcription and intonation placement was (/wɒnt) but 35 (77.77%) out of 45 students pronounce it (wɒ/'nt) the wrong placement of rising tone. The thirteenth word was "Impression". The correct transcription and intonation placement was (ɪmʌpreʃ+6ən) but 33 (73.33%) out of 45 students pronounce it (ɪm'preʃ'ʃən) with the wrong falling-rising tone placement. The fourteenth word was "Problem". The correct transcription and intonation placement was (/prɒbləm) but 42 (93.33%) out of 45 students pronounce it (prɒ'/bləm) with the wrong placement of rising tone. The fifteenth word was "Understand". The correct transcription and intonation placement was

(ʌnʌdə'stænd) but 43 (95.55%) out of 45 students pronounce it (/ʌndə'st'ænd) the correct placement rising-falling tone supposed to be in the middle of words but most of the students place the rising tone in the beginning of words.

4.2.2 Rhythm

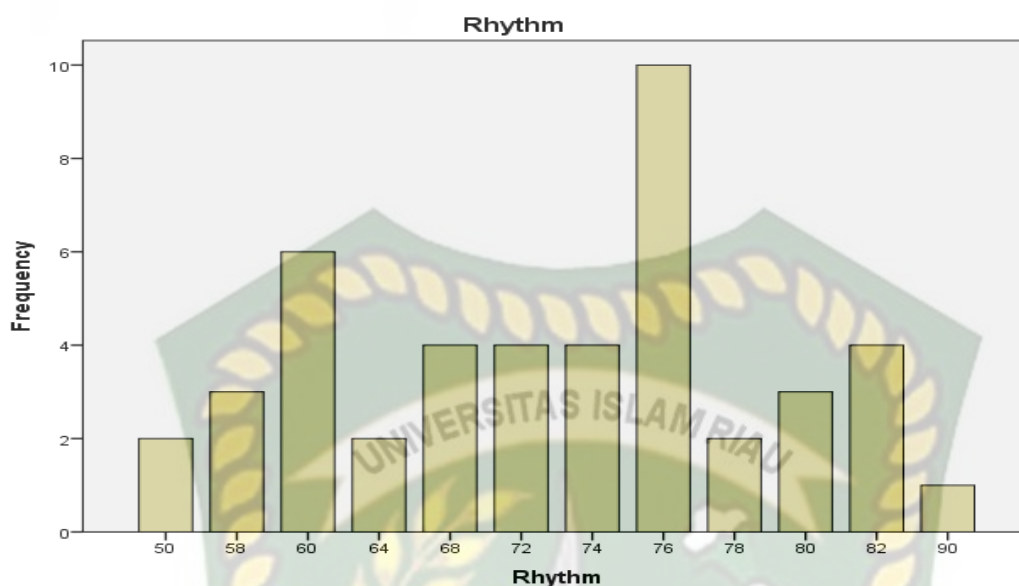
After analysing the students' intonation, the researcher given oral test to find out the students' error in locating Rhythm in English pronunciation as well. The oral test consisted 15 items, which every item contains verbs and adjectives that the students had to pronounce with a correct pronunciation and correct rhythm placement. The researcher used smart phone to record and film the students answer in oral test to listen to their rhythm. The researcher categorized the student's achievements by the result of second indicator analysis presented by the following table:

Table 4.6 Frequency and Percentage of Rhythm

		Rhythm			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	4.4	4.4	4.4
	58	3	6.7	6.7	11.1
	60	6	13.3	13.3	24.4
	64	2	4.4	4.4	28.9
	68	4	8.9	8.9	37.8
	72	4	8.9	8.9	46.7
	74	4	8.9	8.9	55.6
	76	10	22.2	22.2	77.8
	78	2	4.4	4.4	82.2
	80	3	6.7	6.7	88.9
	82	4	8.9	8.9	97.8
	90	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

Table 4.4 showed that the most frequent score got by the students was 76 in level of good category. The highest score was 90 gotten by 1 student. The lowest score was 50. The result can be seen by the following chart.

Chart 4.3 Frequency and Percentage of Rhythm



4.2.3 Stress

The third analysis was the stress. The researcher analysed the students' stress placement for 15 words which every word contains verbs and adjectives that the students had to pronounce with a correct pronunciation and correct stress placement. The researcher used smart phone to record and film the students answer in oral test. The researcher categorized the student's achievements by the result of third indicator analysis presented by the following table

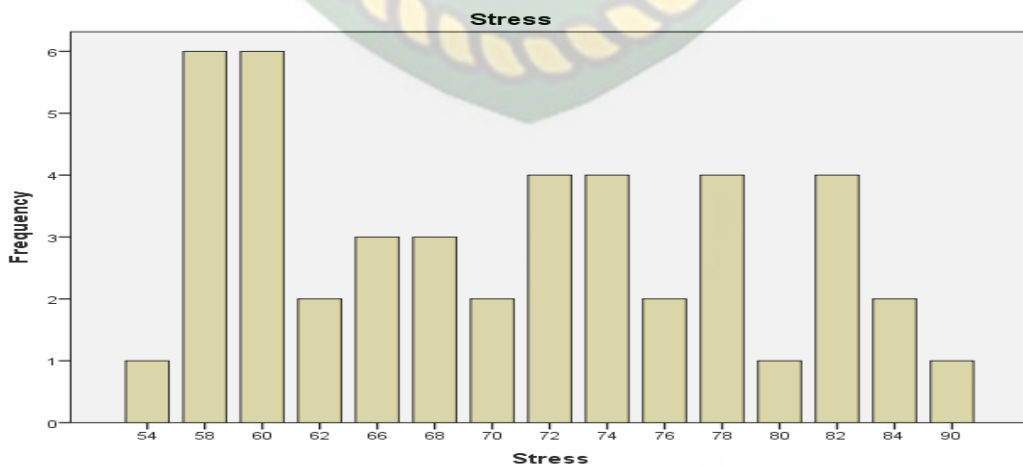
Table 4.7 Frequency and Percentage of Stress

		Stress			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	2.2	2.2	2.2
	58	6	13.3	13.3	15.6
	60	6	13.3	13.3	28.9
	62	2	4.4	4.4	33.3
	66	3	6.7	6.7	40.0
	68	3	6.7	6.7	46.7

70	2	4.4	4.4	51.1
72	4	8.9	8.9	60.0
74	4	8.9	8.9	68.9
76	2	4.4	4.4	73.3
78	4	8.9	8.9	82.2
80	1	2.2	2.2	84.4
82	4	8.9	8.9	93.3
84	2	4.4	4.4	97.8
90	1	2.2	2.2	100.0
Total	45	100.0	100.0	

Table 4.6 showed that the students score in stress part. The researcher used SPSS 24.0 to analyse the frequency and percentage of students' score. The highest score was 90. The lowest score was 54. Meanwhile, the highest frequency was in score 58 and 60. The chart below described the frequency and percentage of student's score.

Chart 4.4 Frequency and Percentage of Stress



After the data transcribed in broad transcription, it was known that there were some errors made by the 45 students as samples while producing supra segmental

sounds such stress. The detail dominant frequent errors of stress produced by the students can be seen in the table as follows:

Table 4.8. Students' Error in Stress

No	Words	Correct stress	Students' stress	Frequency	Percentage
1	Emotion	i'məʊʃən	ɪməʊ'ʃən	35	77.77
2	Feeling	fi:lɪŋ	filɪŋ'	28	62.22
3	Arise	ə'raɪz	əra'ɪz	29	64.44
4	Emergencies	i'mɜ:dʒənsɪz	ɪmɜ:dʒən'sɪz	40	88.88
5	Reading	'ri:dɪŋ	ri:'dɪŋ	38	84.44
6	Pleasure	'pleɪzə	plɛ'zə	35	77.77
7	Sorrow	'sɒrəʊ	sɒr'əʊ	40	88.88
8	Fear	fɪə	fɪə'	42	93.33
9	Disappointment	ˌdɪsə'pɔɪntmənt	ˌdɪsəpɔɪtm'ənt	43	95.55
10	Important	ɪm'pɔ:tənt	ɪm'pɔ:'tənt	29	64.44
11	Prevent	pri'vent	prɪv'ent	38	84.44
12	Want	wɒnt	wɒ'nt	25	55.55
13	Impression	ɪm'preʃ+ʃən	ɪm'pre'ʃən	33	73.33
14	Problem	'prɒbləm	prɒ'bləm	42	93.33
15	Understand	ˌʌndə'stænd	ˌʌndə'st'ænd	43	95.55

The table above shows that the students, error in placing the stress. The first word being analyzed was “Emotion”. The correct transcription and stress placement was (i'məʊʃən) but 35 (77.77 %) out of 45 students pronounce it ɪməʊ'ʃən. The second word was “Feeling”. The correct transcription and stress placement was (fi:lɪŋ) but 28 (62.22%) out of 45 students pronounce it (filɪŋ') the correct stress supposed to be in the middle of words not in the end. The third word was “Arise”. The correct transcription and stress placement was (ə'raɪz) but 29 (64.44%) out of 45 students pronounce it (əra'ɪz). The fourth word was “Emergencies”. The correct transcription and stress placement was (i'mɜ:dʒənsɪz) but 40 (88.88%) out of 45 students pronounce it (ɪmɜ:dʒən'sɪz). The fifth word was “Reading”. The correct transcription and stress placement was ('ri:dɪŋ) but 38 (84.44%) out of 45 students pronounce it (ri:'dɪŋ) the correct stress placement supposed to be in the beginning of the word..

The sixth word was “Pleasure”. The correct transcription and stress placement was (ˈpleʒə) but 35 (77.77%) out of 45 students pronounce it (pleˈʒə). The seventh word was “Sorrow”. The correct transcription and stress placement was (ˈsɒrəʊ) using the falling tone but 40 (88.88%) out of 45 students pronounce it (sɒrˈəʊ). The eighth word was “Fear”. The correct transcription and stress placement was (fiə) but 42 (93.33%) out of 45 students pronounce it (fiəˈ). The ninth word was “Disappointment”. The correct transcription and stress placement was (dɪsəˈpɔɪntmənt) but 43 (95.55%) out of 45 students pronounce it (ˈdɪsəpɔɪntmˈənt). The tenth word was “Important”. The correct transcription and stress placement was (ɪmˈpɔ:tənt) but 40 (88.88%) out of 45 students pronounce it (ɪmˈpɔ:ˈtənt) using the wrong stress placement in the end of word.

The eleventh word was “Prevent”. The correct transcription and stress placement was (priˈvent) but 38 (84.44%) out of 45 students pronounce it (privˈent). The twelfth word was “Want”. The correct transcription and stress placement was (wɒnt) but 25 (55.55%) out of 45 students pronounce it (wɒˈnt) the wrong placement of stress. The thirteenth word was “Impression”. The correct transcription and stress placement was (ɪmˈpreʃ+ən) but 33 (73.33%) out of 45 students pronounce it (ɪmˈpreˈʃən) with the wrong two stresses placement. The fourteenth word was “Problem”. The correct transcription and stress placement was (ˈprɒbləm) but 42 (93.33%) out of 45 students pronounce it (prɒˈbləm) with the wrong placement of stress. The correct stress supposed to be in the beginning of word. The fifteenth word was “Understand”. The correct transcription and stress placement was (ʌndəˈstænd) but 43 (95.55%) out of 45 students pronounce it (ˈʌndəˈstˈænd) the correct placement stress supposed to be only in the middle of words but most of the students place the stress in the beginning and middle of words.

4.3 Finding

After analysing the data, the researcher found the answer of research question: How were the students' ability in locating the intonation, rhythm, and stress when the fourth semester students of English Language Program FKIP-UIR pronouncing words? After analysing the descriptive data through SPSS 24.0 for windows, the researcher found the result which drawn by the following table.

Table 4.7. Students' Ability in Supra Segmental Aspect of Pronunciation

No	Category	Intonation		Rhythm		Stress	
		F	%	F	%	F	%
1	Failure (<60)	2	4.4	11	24.44	13	28.88
2	Low (<70)	9	20	6	13.33	10	22.22
3	Good (<80)	28	62.22	23	51.11	15	33.33
4	Very Good (<90)	5	11.11	5	11.11	7	15.55
5	Excellent (<100)	1	2.2	-	-	-	-

Table 4.7 showed that students' ability in supra segmental aspect of pronunciation. The first analysis was the intonation. There were 2 students in failure level, 9 students in low level, 28 students in good level, 5 students in very good level, and 1 student in excellent level. The second analysis was the rhythm. There were 11 students in failure level, 6 students in low level, 23 students in good level, 5 students in very good level. The third analysis was the stress. There were 13 students in failure level, 10 students in low level, 15 students in good level, 7 students in very good level. The following chart described the result:

Chart 4.5 Students' Ability in Supra Segmental Aspect of Pronunciation

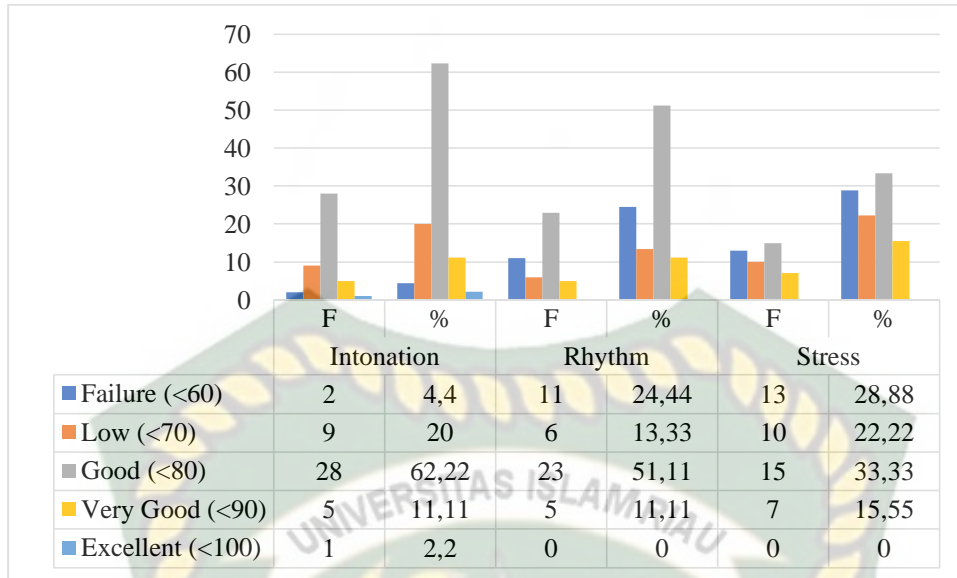


Chart 4.5 shows that the students' ability in locating the intonation, rhythm, and stress was in good category. The lowest ability achieve was in failure category which was gotten by 2 students in intonation, 5 students in rhythm, and 7 students in locating the stress.

From the displayed data above, it can be concluded that the pronunciation errors made by the students in all words test. The incorrect placement of intonation, rhythm, and stress found in producing English sounds were caused by the transfer from the first language to the target language. The way the students sounds produced of L1 was brought by the students in pronouncing English sounds. It can be seen clearly from the errors especially in stress made by the students in the table above.

4.4 Discussion

It is becoming apparent that intonation, rhythm, and stress phenomena may not inhabit the same cognitive domains as other linguistic features of language. Therefore, the students need to pay more attention to the supra segmental aspect of pronunciation to produce the correct pronunciation as native speaker. The students seemed to have problem in language transfer resulting in producing incorrect English sound. The errors made by the students are due to the fact that their mother tongue influence in their

foreign language sounds. The incorrect placement of intonation, rhythm, and stress found in producing English sounds were caused by the transfer from the first language to the target language. This finding is in line with Brown (2000) in Sawalmeh (2013, p. 4) who stated that Supra segmental (Interference) Errors are those errors that are traceable to learner's first language or mother tongue interference. These errors are attributable to negative supra segmental transfer.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This study aimed to discuss and to find out the students' ability in locating the intonation, rhythm, and stress when the fourth semester students of English Language Program FKIP-UIR pronouncing words. The result of the data analysis of this research reveals that the fourth semester students of English Language Program FKIP-UIR had made errors in locating the intonation, rhythm, and stress. The researcher drawn the conclusion of the research as follow:

- 1) According to the analysis from the two ratters, most of the fourth semester students of English Language Program FKIP-UIR were good in placing the intonation by the frequency 29 from 45 samples (64.44%), the students also in good level in locating the rhythm by the frequency 22 from 45 samples (48.88 %), and the 17 (37.77 %) from 45 samples were good at locating the stress.
- 2) The lowest ability by the fourth semester students of English Language Program FKIP-UIR were made by 2 students (4.4%) in locating the intonation, 5 students (11.11%) in locating the rhythm, and 7 students (15.6 %) were failed in locating the stress.
- 3) The highest ability by the fourth semester students of English Language Program FKIP-UIR were made by 1 student (2.2%) who achieve the excellent level and 6 students were in very good level (13.33%) in locating the intonation, 8 students (17.77%) were in very good ability in locating the rhythm, and 8 students (17.77 %) were very good in locating the stress.

5.2 Suggestions

There are several suggestions that the researcher can suggest to the lecturer, students, and the future researcher who wanted to analysed this area of research. First for the Lecturer, the researcher suggested that the lecturer need to be more aware of students' problems in supra segmental aspect of pronunciation such as; intonation, rhythm, and stress. The lecturer can provide more media to train the students in pronouncing English words especially in suprasegmental parts.

Second, for the students, students need more practice for their speaking to overcome learning difficulties that arise and students can also help each other in learning activities and motivate each other. The researcher hopes that this research can make students can be aware that have good pronunciation are important in use of English communication. The students should pay attention and motivate themselves to study hard English sounds then practice continuously to the pronunciation for increasing their English spoken.

Third, for the next researcher, the researcher hoped that the future researcher can use this research as the related relevance research and developed this analytical research to make it better.

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