An Analysis Of Students' Abilities In Pronuncing Word Stresses Of English Education Section Iain Bukittinggi Academic Year 2019/2020

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Abstract

The main focus of the research is to find out the level of students ability in pronouncing word stresses by using percentage, the research was due to the problem found some students still incorrectly put the stress within a word. The design of this research was a descriptive quantitative research where the sample was taking by using simple random sampling technique with 20 students as samples. Additionally, the analyzing of the data was done by using pronunciation test. In conclusion, students' ability in pronouncing word stress of English Education section IAIN Bukittinggi was poor because the percentage of their abilities in pronouncing word stress only reached 43% of all the items.

Keywords: *Word stress, Stresses within a Word, Pronunciation.*

INTRODUCTION

English is not same as other languages where pronouncing each syllable with equal emphasis. Language also need sign to improve human understanding such as; eye contact, body language, expression, intonation, etc. when they do a conversation.

Oxford dictionary (2011) Human do needs to tune a word in a communication of an interaction, and it is called pronunciation. Pronunciation is way in which a language or a particular word or sound is spoken. Based on Oxford dictionary, pronounce means makes the sound of a word or letter. Pronunciation is the way of how to say a words naturally like a native speaker. Szyszka (2017) Pronunciation is frequently viewed as a part of a wider notion referring to the sound of language – phonetics. Since pronunciation was learned as a part of intensive course where also have an assessment apart in education of English major. Pronunciation is divided into letter, vowel and consonant, diphthong, word stresses, linking, intonation and syllable. Where the letter is a Latin alphabet in English which have twenty-four consonant and twenty vowels as a standard set of letters that is used to write one or more languages based on the general principle that the letters represent phonemes of the spoken language. It means that pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have 'correct pronunciation', then it refers to both within a particular dialect. A word can be spoken in different ways by various individuals or groups, depending on many factors. Based on Oxford dictionary (2011),

alphabet is a set of letters in a fixed order that you use when you are writing a language. The use of this alphabet is to be able to convey important message that can be received correctly in accordance with the ability of each human being to understand something, including ability on mastering word stress in speaking skill.

As states above, every human being have the ability to understand something differently, especially on understanding in speaking skill. Ability is possession of the means or skill to do something. Ability is also the quality or skill that means the capacity possessed by a person to take action in accordance with the level of knowledge, reasoning, and other mechanism related to life which makes it possible for you to do something. The ability is an embodiment that is owned by someone based on environmental influences, how to get along, as well as the level of knowledge that all can be obtained from a variety of experiences or innate based on family education (parents) or perhaps influence by formal education that is following by someone.

In the English Department of IAIN Bukittinggi at the second semester in recently curriculum, pronunciation was learned as a part of intensive course that combined by using text and some activities. The students of English Department have learns all of part of pronunciation. The procedure to learn the material is related with the reading aloud, debate, discussion, and other activity based on speaking activity. As the non-native speakers of English, student who speaks English have to be very careful in pronouncing some utterances of sentence or word especially student have to pay attention in putting stress, such sentence stress and word-stress or they may create a misunderstanding in sound or meaning. So, having an intelligible pronouncing a word-stress is necessary rather than having a native-like utter.

When conducting the preliminary research on March 1, 2020, researchers discovered that second semester students IAIN Bukittinggi understand the meaning of word stress but less understanding the concept of using such word stress in pronunciation. Most of these students still speak English words in mother's language. Example "man" is pronounced /mʌni / not /menɪ/ the word "back" is pronounced /bʌck / not /bæck /. Also when asking in English, they still use the rising intonation when asking using question mark what, why, where, when and how. For example, "what are you **doing**?" They were increasing in intonation of word 'doing' but that sentence should use falling intonation. In the early observation, researchers also test the ability of students in pronouncing the word "honest" where the letter "h" function as a silent letter. But again the students make it according to what is that word written, that is /hɒnest/.

Based on some problems above researcher concluded the problems in English speaking skill are: First, the students confused how to produce sound and spelling of word. They said, "The way how to say a word was same as word was written but, it was different compared to how we learned in Indonesian language. For example they pronounced the word "back" with "bʌck" but the real pronunciation is "bæck". Sometimes, the student did not pay attention to how to produce a sound and how to spelling a word. Some students pronounced a word based on their mother tongue not imitating the native speaker.

Second, the students did not know how to pronouncing words in right stresses and intonation. When the researcher asks the students, they said that they were confused while using word stresses when speaking directly. Even they should put a rising tone in every word they say. Sometimes students mention a word without stress or even emphasized as a whole. For example the students still confused how to pronounce between the words "fifty" and "fifteen". The students tend to used falling intonation when they said "fifteen" in the stress of "teen". Besides, with the word "fifty" the students did not used falling intonation when they said "ty". Some of students found it extremely difficult to hear 'tunes' or to identify the different patterns of rising and falling tones. Then, the students usually did not use the right intonation when they said question tag orally. For example, when they asked a question "What are you doing?" the student used raising intonation in the word "doing". It means, the students still did not understand or confused in putting stress or raising and falling intonation. They don"t realize that the intonation is using as agreement and to get information.

The last one, the students said that they also did not know which word that needs to be a silent letter. In silent letter there are some words that are silent. silent letter is word contain letter h, rh, wh and hs. The students usually pronounce the word that is a silent letter. For example, the word "honest", it has the silent letter in the word. When we pronounce "honest" we must say /ˈɒnɪst/ and omit the letter „h". But, the students pronounced the word "honest" with /hɒnest/. It means that, the students ignoring the silent letter. They do not know which letter that must be silent. It seems that the students did not aware about word stress or sentence stress in prounciation. However, the current mind of this study aims to find out the level of students' abilities in pronuncing word stress on first syllable, last syllable, peniltimate syllable, ante penultimate syllable and compound words with in a word.

METHOD

This study was categorized into the test, the test collected through pronunciation test. The test used written sources as the instrument and recorder to collect the data. The design of this research is descriptive quantitative research. Cahyanti et al., (2019) descriptive research is a research which purposes to collect some information which is related to the situation when doing research. Beside, according to Gay (2000) descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. In this research the population was the second semester of English Department of IAIN Bukittinggi. The simple random sampling is used as sampling technique with 20 samples. The Pronunciation Test is used as research instrument and data would interpret by using the following table.

Criteria of Mastery	Level of Achievement
80% – 100%	Excellent
60% – 79%	Good
50% – 59%	Fair
0% – 49%	Poor

Dasar-dasar Evaluasi Pendidikan (Suharsimi Arikunto : 2002)

RESULT AND DISCUSSION

The were 6 situations and 5 indicators of pronunciation test. the test of pronuncing word stress consisted of 30 words. The indicators were: stress on first syllable, last syllable, penultimate syllable, ante penultimate syllable and compound words.

Tabel 1. The Description of Students Pronouncing Word-stress

Indicator	Mean		Level
	Correct	Incorrect	
Stress on first syllable	**56%**	**44%**	**Fair**
Stress on last syllable	**48%**	**52%**	**Poor**
Stress on penultimate	**39%**	**61%**	**Poor**
Stress on ante-penultimate	**38%**	**62%**	**Poor**
Stress on compound words	**34%**	**66%**	**Poor**

Result

The findings of the research; first, the level students' abilities in pronuncing stress on first syllable at second semester of English Department of IAIN Bukittinggi is fair. Second, the level students' abilities in pronuncing stress on last syllable at second semester of English Department of IAIN Bukittinggi is poor. Third, the level students' abilities in pronuncing stress on penultimate syllable at second semester of English Department of IAIN Bukittinggi is poor. Fourth, the level students' abilities in pronuncing stress on ante penultimate at second semester of English Department of IAIN Bukittinggi is poor. Fifth, the level students' abilities in pronuncing stress on compound words at second semester of English Department of IAIN Bukittinggi is poor.

The indicators were divided into five situations where; first, in stress on first syllable, the students' ability was fair. Second, in stress on last syllable, the students' ability was poor. Third, in stress on penultimate syllable, the students' ability was poor. Fourth, in stress on ante-penultimate syllable, the students' ability was poor. The last one is in and stress on compound words, the students' ability was poor. In conclusion, students's ability in pronuncing word stress was poor because the percentage of their correcness only reach 43% of all of the items. Thus there are most of students that still has low ability in pronuncing word stresses. The data analysis can be seen in the explanation below.

Discussion

This research was done by giving pronunciation test to see the students' ability in pronouncing word stress. There are 20 students that done the pronouncing word stress. Based on the research questions, the researcher wanted to find out how the student ability in pronouncing word stress of the second semester of English education section in IAIN

Bukittinggi. From the analysis of the data, the researcher found the percentage of the student's ability in pronouncing word stress. The pronunciation test items given included situation related to the rules of word stress. In this study had 5 types were taken as the indicator.The indicators were the stress on first syllable, stress on last syllable, stress on penultimate syllable, stress on ante penultimate syllable, and even stress on compound words.

This research used 30 words as items. There are 6 words the each indicator. The researcher gave the pronunciation test to the subject and the subjects pronounce each word with a clear voice and the subject record it in an audio/video. Then, after analyzing the data from the students test, itindicated that the students had stressing issue of all the indicators statedabove.It was proven by the students'answer that related to allindicatorswhich are the stress on first syllable, stress on last syllable, stress on penultimate syllable, stress on ante penultimate syllable, and even stress on compound words.

Word-stress, it self is essentially pick-out one *syllable* within a *word*; in English, the syllable singled word is nearly always the same one, irrespective of the context: the word arrived, for example, is always arRIVED, never ARrived. In Fudge, Word stress also differs from sentence-stress in that stress syllable of a word is not always given special prominence in pronunciation; is the word is not an important one in a sentence, it is quite likely that none of its syllables will be emphasized. And according to Khalifa (2007), that stress is the name given to the stronger muscular effort, both respiratory and articulatory, which we feel in connection with some syllables as opposed to others in English and others languages. Stress is the linguistic manifestation of rhythmic structure. in this research also explained that in word stress there are five parts to place the stresses themselves. Based on the two opinions above, it can be concluded that in pronuncing a word there is an emphasis on one syllable. There are five rules where you should put the word stress according to Laszlo (2014), stress on first syllable, stress on last syllable, stress on penultimate syllable, stress on ante-penultimate syllable, and stress on compound words. So, it can be concluded that word stress is necessary to give the meaning in the word based on the context.

Mostly, based on Laszlo (2014) the word that stressed in the first syllable is noun or adjectiveas in the discussion above, that the words *piture, water, mother, study, crazy*, and *funny* are part of nouns and adjectives. Most two-syllable that is stressed on the last syllable is verb class such as *employee, volunteer, handle, toprotect, to connect* and *to collect*. For the part where the word which has two words in stress on the last syllable is a combination of adjectives which are added with the word 'to' in front of it adjective to form a verb. Penultimate syllable is stressed second from end of a syllable,examples of the words in this study are *allergic, mozaic, education, Reputation, vision,* and *commission*.And ante penultimate syllable is stressed third from end of a syllable. The words used for antepenultimate in this study are *undergraduate, classical, bacterial, psycological, identify* and *pregnancy* whre usually apply towords that have 3 or more syllable words that end ic, sion,tion.While Kelly (2000) , the compound words are words formed by a combination of two words tend to be stressed on the first element where researchers used *footprint, birthday,*

software, dry-cleaning, lookout and *smartphone* as research items.Which are used as a guidance test the ability of students that researchers used.

In other hand, based in Saiful, Word stress is very important in English. Placing wrong stress on the wrong syllable when we speak English will cause misunderstanding and mis-interpretating. One of the most important criteria used in assessing the importance of word stress is intelligibility. According to Hughes in Saiful state that, although intelligibility includes a variety of speaking related features, it is often closely tied to pronunciation. She says that intelligibility refers to whether a listener is able to understand a speaker. In other words, the speaker's message or intention must be able to be understood by a listener. It means that the word stress is very important in understanding daily conversation to avoid the misunderstanding and miscommunication.

Zaten in Wacana (2009) stated that in addition word stress information was not used by our Indonesian listeners to differentiate between words. Our results indicate that stress is communicatively irrelevant and essentially free in Indonesian. Halim and Zubkova in that there is no word stress in Indonesian, free stress being tantamount to no stress. Karjo, et. al (2015) on her research "Accounting for L2 Learners' Errors in Word Stress Placement" stated, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, thepenult (initial) stress words were mostly misplaced, while in three-syllablewords, the final syllable stress words were causing stress placement errors. The researcher also found that the students mentioned a word with Indonesian accent, for instance; smartphone mentioned "SMARTphone". In English pronounciation, which is stress in compound word. Whereas the students placed the stress on the last syllable; "smartPHONE" which more sounds like Indonesian accent.

Mastery of speaking skill especially in mastery words stress is not easy for most learners in Indonesia where English is learned as a foreign language. Nation in Syahrul (2019) stated that the existence of loanwords in the first language help and make easy the learners' burden in learning vocabulary because loanwords tend to have the similarity or even the sameness in the form, meaning and the way to pronounce it with the vocabulary of language where they derived from. Even Griffits in Lismay et. al, (2019) reminds us that for further learning English strategy provides characteristics such as 'confusion' and 'incompatibility', 'confuse' the way the universe is. Kardena et. al, (2020) also suport that statement; even the lecturers know about second language acquisition and applied linguistics, but they did not integrate it all to teaching speaking. Based on their statements during interview, the focus of teaching speaking is helping the learners to speak confidently and fluently. Because of limitations of vocabulary, they cannot fulfill all aspects of teaching speaking, including intercultural competence. As researchers have found that many of English education section students in Bukittinggi IAIN are still confused in determining the location of stresses in a word even though the lecturers has explained the theory. Most of them experience errors in the placement of stresses due to their habit of using their mother tongue accents in their daily conversations.

Moreover, related with word stress theory that show that word stress is necessary in conversation it also demand the student to have correct stress when they utters a word. In

fact,based on Suharsimi level of ability theory, thestudent's ability in pronouncing word stress of English education section in IAIN Bukittinggiwas found in levelpoor.It showed that the student abilities are fair enough in comprehending term of the stress on first syllable. In other hand, the students ability were poor in the stress on last syllable, stress on penultimate syllable, stress on ante penultimate syllable, and even stress on compound words.

CONCLUSION

This research was about an analysis of "An analysis of students' ability in pronouncing word stresses of English education section IAIN Bukittinggi academic year 2019/2020. This study was done to answer the questions about the student's ability in pronouncing words stress in IAIN Bukitinggi. From the data description and analysis, it was found that **1)** In the stress on first syllable, the result show that 56% of the students were 'correct' in pronouncing words stress and 44% of the students was 'incorrect' in pronouncing words stress from 6 situations. Which means the level was fair in understanding the stress on first syllable, 2) In the stress on last syllable, the result show that 48% of the students was 'correct' in pronouncing words stress and 52% of the students was 'incorrect' in pronouncing words stress from 6 situation. Which means the level was poor in understanding the stress on last syllable, 3) In the stress on penultimate syllable, the result show that 39% of the students was 'correct' in pronouncing words stress and 61% of the students was 'incorrect' in pronouncing words stress from 6 situation. Which means the level was poor in understanding the stress on penultimate syllable, 4) In the stress on ante penultimate syllable, the result show that 38% of the students was 'correct' in pronouncing words stress and 62% of the students was 'incorrect' in pronouncing words stress from 6 situation. Which means the level was poor in understanding the stress on ante penultimate syllable, 5) In the stress on compound words, the result show that 34% of the students was 'correct' in pronouncing words stress and 66% of the students was 'incorrect' in pronouncing words stress from 6 situation. Which means the level was poor in understanding the stress on compound words.

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