CHAPTER IV

FINDING AND DISCUSSION

This chapter explains about the research findings of the description and the interpretation of students' word stress performance and the discussion.

A. RESEARCH FINDING

After collecting the data using some instruments presented on the previous study, therefore the researcher will present the data about the word stress performance and common type of word stress performance produced by students at forth semester of speaking class English education department as accurate as possible.

1. Students' word stress performance at forth semester of speaking class English education department

Based on the data collected, the researcher found some information dealing with the students' word stress performance on their speaking. It showed that many students are not paying much attention on their speaking performance and unfortunately students' first language or students' mother tongue is adhered as well. Here are the findings of students' word stress performance by students of English education department UIN Sunan Ampel Surabaya.

Deeply, this research data specified only on the three parts of speech under heading the simple words; Noun, Verb and Adjective with not more than four syllables. Then, match the students' word stress performance with the correct placement of stress by using rules of English stress and the Cambridge advanced learners' dictionary.

Here are the students' word stresses performances at speaking class of English education department which are classified based on the rule of English stress.

a. Verb

In the term of English stress, there are several rules of verbs determined. Therefore, in this finding description the data will be classified based on the rules, they are:

The verbs in case of two syllables:

1) If the second syllable of the verb has a long vowel or diphthong, or if it ends with more than one consonant, that second syllable is stressed.

Table 4.IThe verbs with a long vowel or diphthong

			Decision of	of students
No	Students' word stress	The correct	word	stress
	performance	word stress	perfor	mance
		transcription	Correct	Incorrect
1	Improve /ɪmˈpruːv/	/ɪmˈpruːv/	V	

2	Suppose /səˈpəʊz/	/səˈpəʊz/	V
3	Record /rɪˈkɔːd/	/rɪˈkɔːd/	$\sqrt{}$
4	Pretend /prɪˈtend/	/prɪˈtend/	$\sqrt{}$
5	Describe /dɪsˈkraɪb/	/dɪˈskraɪb/	$\sqrt{}$
6	Increase /m'kri:s/	/ɪnˈkriːs/	$\sqrt{}$
7	Transfer /træns'f3: r/	/trænsˈfɜː r /	$\sqrt{}$
8	Control /kənˈtrəʊl/	/kənˈtrəʊl/	$\sqrt{}$
9	Conclude /kənˈkluːd/	/kənˈkluːd/	$\sqrt{}$
10	Contains /kənˈteɪn/	/kənˈteɪn/	$\sqrt{}$
11	Research /'rɪ.sɜːtʃ/	/rɪˈsɜːtʃ/	
12	Compare /kəm'peə r/	/kəm'peər/	$\sqrt{}$
13	Provide /prəˈvaɪd/	/prəˈvaɪd/	
14	Divide /'dɪ vaɪd/	/dɪˈvaɪd/	
15	Invite /'ın.vaıt/	/in'vait/	$\sqrt{}$
16	Provide /'prə.vaid/	/prəˈvaɪd/	$\sqrt{}$
17	Compose /kəmˈpəʊz/	/kəmˈpəʊz/	$\sqrt{}$
18	Import /m'po:t/	/ɪ <mark>mˈ</mark> pɔːt/	

Based on the data presented on students' word stress performance, it showed a good word stress Performance. It is because in the term of two syllables, the possible stress placement is only two; they are in the first syllable such as the word Interview / Int

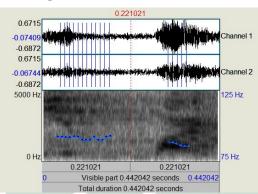


Figure 4.1: Invite / 'm.vart/

- 1. The word invite /'m.vait/ that student pronounced incorrectly, the stress is put on the first syllable. (For more acoustic analysis, see in the appendix)
 - a. In /'m -/ the pitch is rising, especially in the part of vowel, while in /vaɪt/ the pith is falling down. Whereas, invite /'m.vaɪt/ in the correct term is,
 - b. In /in -/ the pitch is falling down, while in /'vait/ the pitch is rising, especially in part of vowels.

Besides, the data finding also showed that in the case of two syllables students also perform some incorrect word stress placement. Thus, the data showed that students tend to place a wrong stress on word which contains close and short vowels /i/ on the first syllables, they are /'di vaid/, /'in.vait/ and /'ri.s3:tʃ/. Furthermore, let see another example of students' English stress performance:

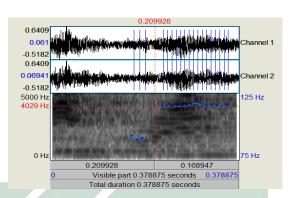


Figure 4.2: increase /mˈkriːs/

- 2. The word increase /mˈkriːs/ that students pronounced correctly, the stress is put on the second syllable. (for more acoustic analysis, see in the appendix)
 - a. In /m-/ the pitch is falling down, while in /'kri:s/ the pitch is rising.
 - b. The stressed syllable is higher that unstressed one and the duration of the second syllable /ˈkriːs/ is longer than the first.

Those are the result of fist category of students' word stress performance of verbs

2) If the final syllable contains a short vowel and one (or no) final consonant, the first syllable is stressed.

Table 4.2

The verbs with a short vowel

			Decision o	f students
No	Students' word	The correct	word s	stress
	stress performance	word stress	perforn	nance
		transcription	Correct	Incorrect
1	Cover /knv'ər/	/ˈkʌv.ə r /		$\sqrt{}$
2	Study /'stʌd.i/	/ˈstʌd.i/		
3	Access /æk'ses/	/ˈæk.ses/		$\sqrt{}$

In this second classification of English stress rule, students also produced stress often correctly. Let see the performance deeply:

0.214151
0.05412
-0.5871
0.5549
0.09982
-0.5871
5000 Hz

1169 Hz
0 Visible part 0.382937 seconds
0.382937
Total duration 0.382937 seconds

Figure 4.3: cover /kav'ər/

- 1. The word cover /kav'ər/ that student pronounced incorrectly, the stress is put on the second syllable. (For more acoustic analysis, see in the appendix)
 - a. In /kav -/ the pitch is falling down, while in /'ər / the pitch is rising, especially in part of vowels. Whereas, cover in the correct term /'kav.ər/.
 - b. In /'kav -/ the pitch is rising, while in /'ər/ the pitch is falling down, especially in part of vowels.

Besides, it also showed that they pronounced a wrong stress on the word which contains mid vowel /ə/ on the second syllable. Instead of that it is ought to placed a stress on the first syllables if the

final syllable contains a short vowel and one (or no) final consonant. Such as students correct word stress performance below:

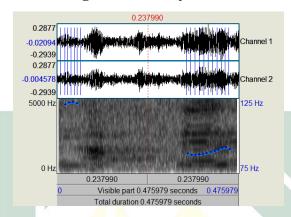


Figure 4.4: Study /'stʌd.i/

- 2. The word access / stʌd.i/ that students pronounced correctly, the stress is put on the first syllable. (for more acoustic analysis, see in the appendix)
 - a. In /'stʌd -/ the pitch is rising, while in /- i/ the pitch is falling down, especially in part of vowels.
 - b. The first stressed syllable is higher that second syllables.

Those are the finding in case of verb with two syllables. Deeply, let see to students' word stress performance in the term of more than two syllables:

The verbs in case of three syllables:

3) If the last syllable contains a short vowel and ends with not more than one consonant, that syllable will be unstressed and stress will be placed on the preceding (penultimate) syllable.

Table 4.3

The verbs with short vowels and ends not more than one consonant

			Deci	sion of
No	Students' word stress	The correct	studen	its word
	performance	word stress	stress pe	rformance
		transcription	Correct	Incorrect
1_	Influence /ɪn.flu.ˈənts/	<mark>/ˈɪn</mark> .flu.ən <i>t</i> s/		$\sqrt{}$
2	Recognize /rek. 'əg.naız/	/ˈrek.əg.naɪz/		V
3	Separate /sep.ər'eit/	/ˈse <mark>p.ə</mark> r.eɪt/		V

In this third classification of stress rule, the students produced incorrect stress placement. Let see the acoustic analysis deeply:

0.4755
0.1265
0.4755
0.07168
0.265174
Channel 1
0.4755
0.07168
0.5893
0.00 Hz
0.265174
0.206826
0 Visible part 0.472000 seconds
Total duration 0.472000 seconds
Total duration 0.472000 seconds

The word separate /sep.ər'eɪt/ that student pronounced incorrectly, the stress is put on the last syllable. (For more acoustic analysis, see in the appendix)

- a. In /sep-/ the pitch is falling down, and /ər-/ the pitch is also falling down, while in /'eɪt/ the pitch is rising, especially in part of vowels.
 Whereas, separate in the correct term is /'sep.ər.eɪt/,
- b. In /'sep -/ the pitch is rising, while in /'ər/ and /eɪt/ the pitch are falling down.

Whereas, in this case of word syllables if the last syllable contains a short vowel and ends with not more than one consonant, that syllable will be unstressed and stress will be placed on the preceding (penultimate) syllable. Deeply, those data also showed that students placed the stress on syllable which is contains with mid vowel /ə/.

4) In addition, if the final syllable contains a long vowel or a diphthong, or ends with more than one consonant, that final syllable will be stressed.

Table 4.4

The verbs with a long vowel or a diphthong

		//	Decis	sion of
No	Students' word stress	The correct	studen	its word
	performance	word stress	stress pe	rformance
		transcription	Correct	Incorrect
1	Related /ri lei. tid/	/rɪˈleɪ.tɪd/		$\sqrt{}$
2	Understand /An.də stænd/	/ʌn.dəˈstænd/		·

In this classification of English stress rules, there are two words produced. It contains of correct and incorrect stress placement.

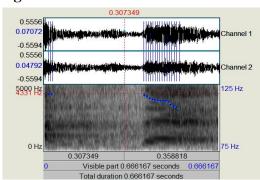


Figure 4.6: understand /An.dəˈstænd/

- 1. The word understand /An.dəˈstænd/ that students pronounced correctly, the stress is put on the last syllable. (for more acoustic analysis, see in the appendix)
 - a. In /\lambda n-/ and /d\text{da-/} the pitch is falling down, while in /'st\text{end/} the pitch is rising, especially in part of vowels.
 - b. The third stressed syllable is higher that first and second syllables.

Therefore, it is right if the final syllable contains a long vowel or a diphthong, or ends with more than one consonant, that final syllable will be stressed.

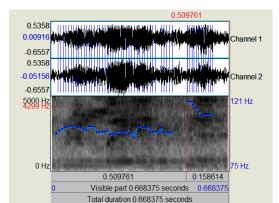


Figure 4.7: related /ri lei tid/

- 2. The word related /rɪ.leɪˈtɪd/ that student pronounced incorrectly, the stress is put on the last syllable. (For more acoustic analysis, see in the appendix)
 - a. In /rɪ -/ and /leɪ-/ the pitch are falling down, while in /'tɪd/ the pitch is rising. Whereas, related in the correct term is /rɪ'leɪ.tɪd/,
 - b. In /rɪ -/ the pitch is falling down, while in /'leɪ/ the pitch is rising in vowels term and the last syllable /tɪd/the pitch are falling down.

In this incorrect word of related /rɪ.leɪˈtɪd/, students also stress a syllable that contains the close vowels /ɪ/.

b. Noun

In the term of English stress, there are several rules of nouns determined. Therefore, in this finding description the data will also be classified based on the rules, they are;

The nouns in case of two syllables:

1) If the second syllable contains a short vowel, the stress will usually come on the first syllable; otherwise it will be on the second syllable.

Table 4.5
The nouns with a short vowel

No	Students' word stress performance	The correct word stress transcription	studen stress pe	sion of its word rformance Incorrect
1	Advise /'əd.vaɪs/	/əd'vaɪs/		

				1
2	Humor /hjuːˈmər /	/ˈhjuː.mə r /		√
3	Idea /aɪˈdɪə/	/aɪˈdɪə/		
4	Interest /ın'trəst/	/ˈɪn.trəst/		$\sqrt{}$
5	Journal /ˈdʒɜː.nəl/	/ˈdʒɜː.nəl/	$\sqrt{}$	
6	Knowledge /npl'id3/	/'nɒl.ɪdʒ/		√
7	Learner /ˈlɜː.nə r /	/ˈlɜː.nə r /	V	
8	Lesson /'les.ə n/	/ˈles.ə n/		
9	Level /lev'ə l/	/ˈlev. ə l/		V
10	Method /'meθ.əd/	/ˈmeθ.əd/		
11	Picture /pɪk'tʃə r /	/ˈpɪk.tʃə r /		
12	Practice /'præk.tis/	/'præk.tɪs/	√	
13	Function /fank's an/	/ˈfʌŋk.∫ə n/		
14	Process /'prov.ses/	/'prəʊ.ses/		
15	Purpose /paːˈpəs/	/'p3:.pəs/		
16	Reason /riːˈzən/	/ˈriː.z ə n/		
17	Research /rɪˈsɜːtʃ/	/ˈrɪ.sɜːtʃ/		
18	Sentence /ˈsen.tən ts/	/ˈsen.tən t s/	1	
19	Students / stju:.dənt/	/ˈ <mark>stjuː.dənt/</mark>	1	
20	Subject /sʌbˈdʒekt/	/ˈs <mark>ʌb</mark> .dʒekt/		V
21	Technique /tek'ni:k/	/te <mark>k'n</mark> iːk/	1	
22	Teaching /tiːˈtʃɪŋ/	/ˈti <mark>ː.t</mark> ʃɪŋ/	37	V
23	Meaning /miːˈnɪŋ/	/ˈmiː.nɪŋ/	7	
24	Language /ˈlæŋ.gwɪdʒ/	/ˈlæŋ.gwɪdʒ/	1	

In this noun classification of English stress rules, it showed that students pronounced word stress more correctly than incorrect one. Besides, the researcher also found that in this data finding the facts also showed if students often pronounced word stress incorrectly when the word syllable contains of close vowel /I/ such as; /npl'Idʒ/, /mi:'nɪŋ/ and /læŋ'gwidʒ/ and mid /ə/ vowel such as; /'əd.vaɪs/, /hju:'mər/, meθ'əd/, /pɪk'tʃər/, /pɜ:'pəs/, and /stju:'dənt/. Thus, it is the same as the previous finding that students often misplacing the stress when they met syllables

words contain with close /I/ and mid /ə/ vowel. Let see the stress pronounced either correct or incorrect deeply.

0.2747 0.05196 -0.3051 0.2747 0.009807 -0.3051 5000 Hz

1786 Hz

0 Hz

0.287199

0.342322

0 Visible part 0.629521 seconds

0.629521

Total duration 0.629521 seconds

Figure 4.8: humor /hjuːˈmər/

- 1. The word humor /hju: mər/ is pronounced incorrectly, its stress put on the second syllable. (For more acoustic analysis, see the appendix)
 - a. In /hju:-/ the pitch is falling down, while in the /'mər/ the pitch is rising. Whereas the correct stress placement of humor is /'hju:.mər/.
 - b. The stress comes up on the first syllable, especially in the long vowel /u:/.

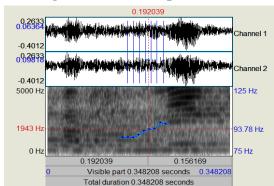


Figure 4.9: Technique /tek 'ni:k/

- 2. The word technique /tek'ni:k/ is pronounced correctly, the stress put on the second syllable. (see the acoustic phonetic)
 - a. In /tek-/ the pitch is falling down, while in the /'ni:k/ the pitch is rising especially in the term of vowel /i:/.
 - b. The pitch on second syllable is higher than the first one.

Let see the other students' noun words stress performance in term of three or more syllables:

2) If the final syllable contains a short vowel or /ə℧/, it is unstressed:

Table 4.6
The nouns with short vowels or /ə℧/

		The correct	Decis	sion of
No	Students' word stress	word stress	studen	its word
	performance	transcription	stress pe	rformance
			Correct	Incorrect
1	Animal /æ.nɪˈməl/	/ˈæn.ɪ.məl/		$\sqrt{}$
2	Article /a: 'tɪ.kl/	/ˈɑː.tɪ.kl/		$\sqrt{}$
3	Benefit /beˈnɪ.fɪt/	/'ben.i.fit/		$\sqrt{}$
4	Character /'kær.ɪk.tər/	/ˈkær.ɪk.tə r/	$\sqrt{}$	
5	Questioners / kwes.tsə.nər/	/ˈkwes.tʃə.nə r/		
6	Reference /'ref.ər.ənts/	/'ref.ər.ənts/		
7	Video /vɪd.iˈəʊ/	/ˈvɪd.i.əʊ/		V

In this second classification of English stress rule, the data almost have balance performance. Instead of that, this data ones more time showed that students often pronounced stress incorrectly when they met word syllable contains with close vowel /ɪ/, /æ.nɪˈməl/, /ɑːˈtɪ.kl/ and /beˈnɪ.fɪt/. Let see the stress performance deeply:

0.197406
0.2556
0.05347
-0.2607
0.2556
0.06308
-0.2607
5000 Hz

0 Hz

0 197406
0 Visible part 0.394813 seconds
0.394813
Total duration 0.394813 seconds

Figure 4.10: video /vid.i au/

- 1. The word video /vɪd.i'əʊ/ is pronounced incorrectly, the stress put on the last syllable.
 - a. In /vid-/ and /i-/ the pitch are falling down, while in diphthong /'əʊ/ the pitch is rising. Whereas when a word syllable contains of /əʊ/ it is unstressed /'vid.i.əʊ/.
 - b. The pitch on the firs syllable must be higher than the second syllable.

0.3071
-0.04759
-0.2535
-0.2535
5000 Hz

1786 Hz
-0.110321
-0.110321
-0.231971
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Figure 4.11: reference / ref.ər.ənts/

- 2. The word reference / ref.ər.ənts/ is pronounced correctly, the stress put on the first syllable. It is appropriate with roach statement "if the last word syllable consist of short vowels or /əu/, it is unstressed." See the acoustic phonetics:
 - a. In /'ref/ the pitch is rising while in the /ər/ and /ənts/ the pitch is falling down or unstressed.
 - b. The first pitch is higher than the second one.

Both two acoustic analyses result showed the students' misplacement of word stress on their speaking performance

3) If the syllable preceding the final syllable contains a long vowel or diphthong or it ends with more than one consonant, that middle syllable will be stressed:

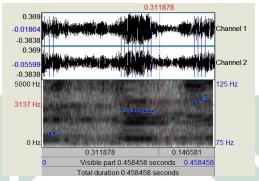
Table 4.7

The nouns with a long vowel or diphthong

		The correct	Decision of	of students
No	Students' word stress	word stress	word	stress
	performance	transcription	perfor	mance
			Correct	Incorrect
1	Example /ɪgˈzɑːm.pl/	/ɪgˈzɑːm.pl/		
2	Procedure /'prə.si:.dʒə r /	/prəˈsiː.dʒə r /		$\sqrt{}$
3	Projector /prəˈdʒek.tə r /	/prəˈdʒek.tə r /		
4	Researcher /rɪ.sɜːˈtʃə r /	/rɪˈsɜː.tʃə r /		V

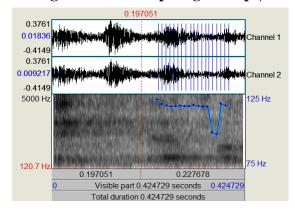
In this third classification, the data showed the balance performance both correct or incorrect stress placement. Besides, students still repeat their mistake that they placed stress incorrectly, when the met a word syllable contains of mid vowels /ə/ they are; /ˈprə.siː.dʒər/ and /rɪ.sɜːˈtʃər/. For clear description, let see the acoustic phonetics:

Figure 4.12: researcher /ri.s3: tfər/



- 1. The word researcher /rɪ.sɜ: 'tʃər/ is pronounced incorrectly, the stress is put on the last syllable.
 - a. In /rɪ/ and /sɜ:/ the pitch are falling down, while in the /'tʃər/ the pitch is rising. Whereas the correct stress placement is on the second syllable /rɪ'sɜ:.tʃər/.
 - b. In /rr'/ the pitch is rising and in the last two syllables the pitch ought to falling down.

Figure 4.13: example /igˈzɑːm.pl/



- 2. The word example /ɪgˈzɑːm.pl/ is pronounced correctly, because in this term if the last syllable contains of more than one consonant therefore the middle syllable is stressed.
 - a. In /ɪg/ the pitch is falling down, while in /ˈzɑːm/ the pitch is rising, and the pitch of last syllable /pl/ is also falling down such as the first syllable.
- b. The pitch on the second syllables is higher than other

 Those are the result of acoustics analysis using the PRAAT software, then Let see the other result of students' word stress performance.
- 4) If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, both final and middle syllables are unstressed and the first syllable is stressed.

Table 4.8

The nouns with the final and the middle syllables contains a short vowel

No	Students' word stress performance	The correct word stress transcription	word	of students I stress rmance
			Correct	Incorrect
1	Holiday /hpl.i'dei/	/ˈhɒl.ɪ.deɪ/		
2	Story /sto: 'ri/	/ˈstɔː.ri/		

The data showed that students pronounced stress correctly, because both two words syllable that they are stressed are contain of

close vowels /i/ and diphthong /eɪ/. Let see the acoustic phonetics analysis deeply:

0.3498
-0.03268
-0.3654
0.3498
-0.101
-0.3654
5000 Hz

0 Hz

0 Visible part 0.470167 seconds
0.470167
Total duration 0.470167 seconds

Figure 4.14: holiday /hpl.i dei/

The word holiday /hpl.i'deɪ/ is pronounced incorrectly, the stress put on the last syllable.

- a. In /hpl/ and /I-/ the pitch are falling down, while the last syllable /'deI/ the pitch is rising. Whereas in this term of stress rule, the last syllable is unstressed then the first syllable is stressed /'hpl.I.deI/.
- b. The pitch on the last syllables is higher than others.

From this result also showed that students made a mistake in short vowels.

5) The stress in these words shifts to initial position if they are immediately followed by another word with initial stress. Stress is placed on second syllable from the end (penultimate) in most words ending with (...ic,...tion,...ish,...it,...ion,...id,...ive).

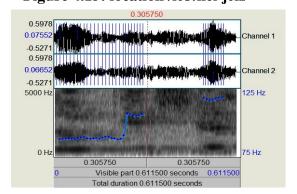
Table 4.9

The nouns with initial ending (..ic,..tion,..ish,..it,..ion,..id,..ive)

		The correct		sion of
No	Students' word stress	word stress	studen	ts word
	performance	transcription	stress per	rformance
			Correct	Incorrect
1	Combination /ˈkɒm.bɪ.neɪ.ʃən/	/kpm.brˈneɪ.ʃən/		$\sqrt{}$
2	Confusion /'kən.fju:.ʒən/	/kənˈfjuː.ʒən/		$\sqrt{}$
3	Conversation /kpn.və.sei fən/	/ˌkɒn.vəˈseɪ.ʃən/		$\sqrt{}$
4	Definition / def i.ni. sən/	/ˌdef.ɪˈnɪʃ.ən/		$\sqrt{}$
5	Difference /dɪf ˈər.ənt s/	/ˈdɪf.ər.ən t s/		$\sqrt{}$
6	Discussion /ˈdɪ.skʌʃ. ə n/	/dɪˈskʌʃ.ən/		$\sqrt{}$
7	Introduction / in.trə.dak on/	/ˌɪn.trəˈdʌk.ʃən/		$\sqrt{}$
8	Location /lə v.keɪˈʃən/	/lə σˈkeɪ.ʃən/		$\sqrt{}$
9	Regulation /reg.jv.lei'ʃən/	/ˌreg.jʊˈleɪ.ʃən/		$\sqrt{}$
10	Repetition / rep.i.tisən/	/rep.iˈtɪʃ.ən/		$\sqrt{}$
11	Situation /sɪt.juˈeɪ.ʃən/	/sɪt.juˈeɪ.ʃən/	$\sqrt{}$	
12	Observation / vb¹zə.veɪ.∫ən/	/ pb.zə¹veɪ.ʃən/	K.	$\sqrt{}$

The data findings showed that students often pronounced the stress incorrectly. Most of those stresses are caused by the word syllable which contain of mid vowel /ə/ such as /ˈkən.fju:.ʒən/, /kɒn.və.seɪˈʃən/, /dɪfˈər.ənts/. Let see the acoustic phonetics analysis:

Figure 4.15: location /ləv.kerˈʃən/



The word location /ləʊ.keɪˈʃən/ is stressed incorrectly, the stress put on the last syllable. In /ləʊ/ and /keɪ/ the pitch are falling down, while in /ˈʃən/ the pitch is rising. Whereas the correct stress placement is on the second syllable /ləʊˈkeɪ.ʃən/.

6) Stress is placed on third syllable from the end (anti-penultimate) in multi syllable words, especially words ending with (..an,..ity,..al,..ar,..ian,..ual,... itude,..logy,..graphy,..sophy, and others).

Table 4.10

The nouns with initial ending

(..an,..ity,..al,..ar,..ian,..ual,.. itude,..logy,..sophy and others)

		The correct	Decis	sion of
No	Stud <mark>ent</mark> s' word stress	word stress	studen	its word
	p <mark>erformance</mark>	transcription	stress per	rformance
			Correct	Incorrect
1	Ability /ə.bɪ.lɪˈti/	/əˈbɪl.ɪ.ti/		$\sqrt{}$
2	Activity /æk.tr'vr.ti/	/ækˈtɪv.ɪ.ti/		$\sqrt{}$
3	Material /məˈtɪə.ri.əl/	/məˈtɪə.ri.əl/	$\sqrt{}$	
4	Participant /pa:.tis.i'pənt/	/pa: 'tis.i.p ə nt/		$\sqrt{}$
5	Performance /pə.fɔ: mənts/	/pəˈfɔː.mən <i>t</i> s/		$\sqrt{}$
6	Significance /sig'nif.i.kənts/	/sɪgˈnɪf.ɪ.kən ts/	$\sqrt{}$	
7	Technology /'tek.np.lə.dʒi/	/tekˈnɒl.ə.dʒi/		$\sqrt{}$

The data findings also showed that students pronounced stress incorrectly when they met word syllables contain of close vowel /1/ such as /æk.tɪ'vɪ.ti/, /ə.bɪ'lɪ.ti/ and mid vowels /e/ such as/'tek.np.lə.dʒi/, /pə.fɔ:'mənts/, /pɑ:.tɪs.ɪ'pənt. Let see the acoustic phonetics analysis:

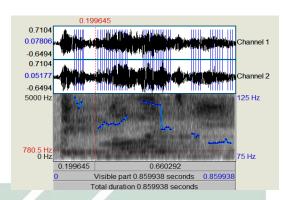


Figure 4.16: technology / tek.np.lə.dʒi/

The acoustic phonetics analysis of technology /ˈtek.np.lə.dʒi/, the first syllable is stressed:

- 1. In /'tek/ the pitch is rising, while /np/, /lə/ and /dʒi/ the pitch are falling down. Whereas, the correct stress placement is on the second syllable /tek'npl.ə.dʒi/.
- 2. The first pitch is higher than the other syllables.
- 7) Stress remains on the same syllable in words ending with (...able, ...age,...al,....en,...ful,...ing,...ish,...like,...less,...ly,...less,...ly,...ness, ...ous,..fy,...wise,...y,...ment).

Table 4.11

The nouns with initial ending
(..able,..age,..ent,..ful,..ing,..ish,..less,..less,..ment and others)

No	Students' word stress		The correct word stress transcription	Decision of students word stress performance	
	performance		transcription	Correct	Incorrect
1	Advantage	/ədˈvɑːntɪdʒ/	/ədˈvɑːn.tɪdʒ/	√	

2	Brightness /braɪt'nəs/	/'braɪt.nəs/	$\sqrt{}$
3	Confidence /kpn'f1.dənts/	/ˈkɒn.fɪ.dən <i>t</i> s/	$\sqrt{}$
4	Delivery /dɪ.lɪv.ər'i/	/dɪˈlɪv. ər.i/	$\sqrt{}$
5	Department /dɪ.paːtˈmənt/	/dɪˈpɑːt.mənt/	$\sqrt{}$
6	Development /dr.ve'ləp.mənt/	/dɪˈvel.əp.mənt/	$\sqrt{}$
7	Difference /dɪf ˈər.ənt s/	/ˈdɪf. ər. ənts/	V
8	Proficiency /'prə.fɪʃ. əntsi/	/prəˈfɪʃ. ənt.si/	V

In this last classification of noun stress rules, the data showed that students often pronounced the stress placement incorrectly, and ones more it is caused by the same mistake that words syllables that contains of close vowels /i/ such as /əd.va:n'tidʒ/, /prə.fɪʃ.ənt'si/, /dɪ.lɪv.ər'i/, /kɒn'fɪ.dənts/ and mid vowel /ə/ such as /dɪf'ər.ənts/, /dɪ.ve'ləp.mənt/, /dɪ.pa:t'mənt/ etc. See the acoustic phonetics deeply:

0.4849
0.1107
-0.6201
0.4849
0.04981
-0.6201
5000 Hz

0 Hz

0.174438
0 Visible part 0.348875 seconds

0.348875
Total duration 0.348875 seconds

Figure 4.17: department /dɪ.paːtˈmənt/

The PRAAT software analysis showed that the word department /dɪ.pa:t'mənt/ the stressed is put on the last syllable:

- a. In /dɪ/ and /pɑːt/ the pitch are falling down, while in the /ˈmənt/ the pitch is rising. Whereas the correct placement is /dɪˈpɑːt.mənt/ the stressed is placed on the second syllable.
- b. The last syllable is higher than the first one.

Those are the result of students' word stress performance showed by the PRAAT software

c. Adjective

In the term of English stress, there are also several rules of adjectives determined. Therefore, in this finding description the data will also be classified based on the rules, they are;

The adjectives in case of more than two syllables:

1) If the syllable preceding the final syllable contains a long vowel or diphthong or it ends with more than one consonant, that middle syllable will be stressed.

Table 4.12

The adjectives with a long vowel or diphthong

			Decision of students word stress	
No	Students' word stress	The correct		
	performance	word stress	performance	
		transcription	Correct	Incorrect
1	Appropriate /əˈprəʊ.pri.ət/	/əˈprəʊ.pri.ət/	V	
2	Important /im'po:.tent/	/ɪmˈpɔː.t ə nt/	V	
3	Frustrated /fras.trei tid/	/fras 'trei.tid/		$\sqrt{}$
4	Related /rɪ.leɪˈtɪd/	/rɪˈleɪ.tɪd/	V	

Based on the data findings, it showed that students often performance the stress placement correctly. Let see the stress produced deeply:

0.165305

0.2903

-0.07306
-0.3246
0.2903

-0.07582
-0.3246
5000 Hz

125 Hz

0 Hz

0.165305
0 270904
0 Visible part 0.436208 seconds

Total duration 0.436208 seconds

Figure 4.18: important /im'po:.tont/

- 1. The word important /im'po:.tent/ that students pronounced correctly, the stress is put on the middle or second syllable. (for more acoustic analysis, see in the appendix)
 - a. In /m-/ the pitch is falling down, while in /'po:/ the pitch is rising, especially in part of vowels and the last syllable /tənt/ the pitch is falling down again.
 - b. The second stressed syllable is higher that first and third syllables.

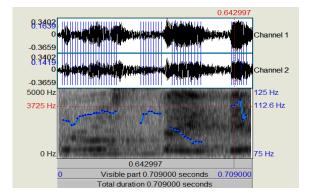


Figure 4.19: frustrated /fras.trei tid/

- 2. The word frustrated /fras.trei'tid/ that student pronounced incorrectly, the stress is put on the last syllable. (For more acoustic analysis, see in the appendix)
 - a. In / frʌs-/ and / treɪ-/ the pitch are falling down, while in the third syllable /'tɪd/ the pitch is rising. Whereas, the correct stress placement of frustrated is /frʌs'treɪ.tɪd/.
 - b. In /fras-/ the pitch is falling down and the /'treɪ/ the pitch is rising and the last syllable /tɪd/ is falling down.

It is because in first adjectives term of English word stress rule, the middle syllable is stressed. Besides, this finding also showed that the incorrect word stress performances produced are the words syllables which contain with the close and short vowels /1/.

2) If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, both final and middle syllables are unstressed and the first syllable is stressed.

Table 4.13

The adjectives with the final and middle syllables contains a short vowel

No	Students' word stress performance	The correct word stress transcription	Decision of students word stress performance	
			Correct	Incorrect
1	Difficult /dɪf.ɪˈkəlt/	/ˈdɪf.ɪ.kəlt/		
2	Similar /sım.ı'lə r /	/ˈsɪm.ɪ.lər /		V

In this second classification of adjective word stress rule, the finding showed that the words produced are incorrect, such as:

The word difficult /dɪf.ɪˈkəlt/ that student pronounced incorrectly, the stress is put on the last syllable. (For more acoustic analysis, see in the appendix)

0.343456
0.3273
0.6973
0.5627
0.1573
0.6973
5000 Hz
4151 Hz
0.343456
0.333003
0.5676458

Figure 4.20: difficult /drf.r'kəlt/

This analysis result of the word difficult /dɪf.ɪ'kəlt/, the stressed is put on the last syllables.

- a. In /dɪf-/ the pitch is falling down and the / ɪ-/ is also falling down, while /ˈkəlt/ the pitch is rising. Whereas the correct stress placeent of difficult is /ˈdɪf.ɪ.kəlt/.
- b. In /'dɪf-/ the pith is rising and in the /ɪ-/ and /kəlt/ the pitch is falling down.

Besides, those data findings also showed that students pronounced stress incorrectly in the word syllable that contains of mid and short vowels /ə/.

The stress in these words shifts to initial position if they are immediately followed by another word with initial stress. Stress is placed on second syllable from the end (penultimate) in most words ending with (...ic,...tion,...ish,...it,...ion,...id,...ive)

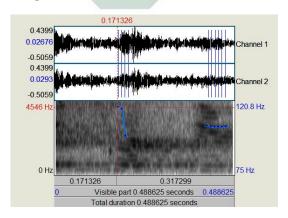
Table 4.14

The adjectives with initial endings
(..ic,..tion,..ish,..it,..ion,..id,..ive)

		The correct	Decision of students	
No	Students' word stress	word stress	word stress	
	performance	transcription	performance	
1			Correct	Incorrect
1	Interactive /'ıntə.ræk.tıv/	/ıntəˈræk.tɪv/		$\sqrt{}$
2	Effective /ı.fek'tıv/	/ıˈfek.tɪv/		
3	Attractive /əˈtræk.tɪv/	<mark>/ə</mark> ˈtræk.tɪv/	$\sqrt{}$	

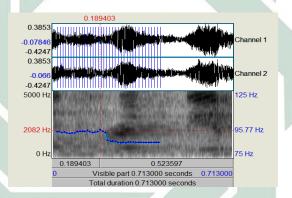
In this third classification of English stress rule, the data showed that students' incorrect word stress placement is higher than the correct one. Let see the data deeply:

Figure 4.21: attractive /əˈtræk.tɪv/



- 1. The attractive /əˈtræk.tɪv/ which is pronounced correctly, the stress is put on the second syllable. (For more acoustic analysis, see the appendix)
 - a. In /ə-/ the pitch is falling down, while in /'træk/ the pitch is rising and the last syllable /tɪv/ is falling down.
 - b. The pitch of second syllable is higher than the fist and the third syllable.

Figure 4.22: interactive / inta.ræk.tiv/



- 2. The word interactive /'ɪntə.ræk.tɪv/ is pronounced incorrectly, the stress is put on the firs syllable. (For more acoustic analysis, see the appendix)
 - a. In /'ıntə-/ the pitch is rising and in two last syllables /ræk/ and /tɪv/
 the pitch are falling down. Whereas the correct stress placement of interactive is /ıntəˈræk.tɪv/,
 - b. In /intə-/ the pitch is falling down, while in /'ræk/ the pitch is rising, and the /tɪv/ is falling down again.

In this incorrect pronounced of word stress placement the students also placed the word stress on the syllables that contains with mid and short vowel /I/.

4) Stress is placed on third syllable from the end (anti-penultimate) in multi syllable words, especially words ending with (...an,...ity,...al,...ar,...ian,...ual,...itude,...logy,...graphy,...sophy, etc).

Table 4.15

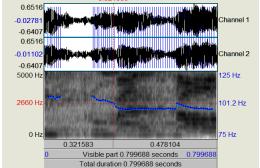
The adjectives with initial endings

(..an,..ity,..al,..ar,..ian,..ual,..logy,..graphy and others)

4		Students' word stress	The correct	Decis	sion of
	No	per <mark>formance</mark>	word stress	studen	its word
4			transcription	stress performance	
				Correct	Incorrect
	1	Original /əˈrɪdʒ.ɪ.nəl/	/əˈrɪdʒ.ɪ.nəl/		
ſ	2	Instrumental / in.strə.men.təl/	/ɪn.strəˈmen.təl/		V

In this forth classification of English stress rule, students produced a balance word stress placement. In this data finding students also put the incorrect stress placement on the word syllable which contains of close and short vowel /1/. Let see the word deeply:

Figure 4.23: instrumental / in.strə.men.təl/



The word instrumental /'m.strə.men.təl/ is pronounced incorrectly, students put the stress on the first syllable.

- a. In /'m-/ the pitch is rising, especially in the term of vowels and in the three syllables left /strə-/, /men-/ and /təl/ the pitch are falling down. Whereas the correct stress placement of word instrumental is put on the third syllable /m.strəˈmen.təl/.
- b. The first pitch stressed is higher than the other one.
- 5) Stress remains on the same syllable in words ending with (...able, ...age,...al,...ent,...ful,...ing,...ish,...like,...less,...ly,...less,...ly,...ness, ...ous,..fy,...wise,...y,...ment).

Table 4.16

The adjectives with initial endings

(..able,..age,..al,..ent,..ful,..ing,..ous,..ly,..less,..ment and others)

		The correct	Decision of students word	
No	Students' word stress	word stress		
	performance	transcription	stress pe	rformance
			Correct	Incorrect
1	Suitable /ˈsjuː.tə.bl/	/ˈs <i>j</i> uː.tə.bl/		
2	Curious /kjʊəˈri.əs/	/ˈkjʊə.ri.əs/		
3	Different / dif.ər.ənt/	/ˈdɪf. ə r.ənt/	V	
4	Excellent /ek.səl'ənt/	/'ek.s ə l.ənt/		

In the last classification of adjective English stress rule, students have a balance word stress performance. Let see the stress pronounced deeply:

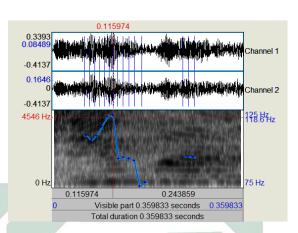


Figure 4.24: different /'dıf.ər.ənt/

- 1. The word different /'dɪf.ər.ənt/ is pronounced correctly, the stress is put on the first syllable. (For more acoustic phonetic, see the appendix)
 - a. In /'dɪf/ the pitch is rising especially on the vowels and in the /ər-/ and /ənt/ the pitch are falling down.
 - b. The pitch on the fist syllable is higher than the second and the third syllables.

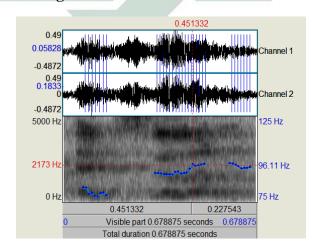


Figure 4.25: excellent /ek.səl'ənt/

- 2. The word excellent /ek.səlˈənt/ is pronounced incorrectly, the stress put on the last syllable. (For more acoustic syllable, see the appendix)
 - a. In /ek-/ the pitch is falling down, and the /səl-/ is also falling down, while in /'ənt/ the pitch is the rising. Whereas the correct stress placement is /'ek.səl.ənt/.
 - b. In /'ek-/ the pitch is rising, and in /səl/ and /ənt/ the stress are falling down.

In this incorrect word stress performance the students also put the stress on the word syllables which contains the mid and short vowels /ə/ /ek.səl ˈənt/.

Thus, those are students' word stress performance on their speaking class. Also, from those data it showed that many of students at fourth semester are not pay much attention on their pronunciation, especially in the term of stress. Besides, the data showed that students often made the same mistake of word stress placement. It can be seen from the findings above, students often made a mistake in pronouncing word syllables which contains of the same close /1/ and mid vowels /ə/ and this mistakes happened in all part of speech and syllables.

2. The common types of students' word stress performance at fourth semester of speaking class English education department

After the findings description of students' word stress performance above, therefore it also will be describe and interpret the percentage of over all students' word stress performance and make a decision of common types of students' word stress performance. Furthermore, its data findings also will be specified and classified into three kinds of part of speech under heading (verb, noun and adjectives) and three kinds of polysyllables they are (two, three and four syllables).

Therefore, this description and interpretation could answer the research question number two that find out students' common types of words stress performance. Here are the summarizing percentages of students' word stress performance based on the data finding: (see in the appendix)

Table 4.16
The finding summary of students' common type of word stress performance

Categories of Word Stress Performance	Syllables Presented			
Verb	2 syllables	3 syllables	4 syllables	
precentages of words produced	77.8%	22.2%	0%	
• correct	59.3%	3.7%	0%	
• incorrect	18.5%	18.5%	0%	
Noun	2 syllables	3 syllables	4 syllables	
Precentages of words produced	44%	32%	24%	
• correct	24%	9.3%	4%	
• incorrect	20%	22.7%	20%	
Adjective	2 syllables	3 syllables	4 syllables	
precentages of words produced	0%	73.3%	26.7%	
• correct	0%	20%	13.3%	
• incorrect	0%	53.4%	13.3%	

Furthermore, from those data findings it can be described and interpreted as below:

a. Word stress performance on Verbs

In this past of verbs, the data findings showed that students often pronounced the verbs which have two syllables. It is proven by the calculation that the biggest percentage of students' verbs syllables presented is in the categories of two syllables with 77.8%, categories three syllables with only 22.2% and 0% for the four syllables categories. It is showed the fact that students seem to have a limit vocabularies on their English communication. It also supported by the finding of observation that many of students have very slow speaking and just some of them who is fast speaking.

Furthermore in this case of students' verbs stress performance, students showed a good performance, because they often pronounced the English stress correctly with total 62.9% which is higher than the percentage of incorrect stress performance with only total 37.1%. Thus, let see the other finding of students' stress performance on their speaking performance.

b. Word stress performance on Nouns

The findings of students' nouns stress performance; it showed that in the categories of two syllables with 44% is higher than the other categories of syllables percentage on students' stress performance but in this

nouns syllables presented those three categories percentage showed a little difference with 32% in three syllables performance and 24% for four syllables performance. It is showed the same fact such the findings on the verbs stress performance, the students often pronounced English words which has two syllables.

Besides, the performance of nouns stress performance showed opposite findings with the verbs performance. In the nouns stress finding the percentage showed that students often pronounced the English stress incorrectly with 62.7%, it is higher than the correct one.

c. Word stress performance on Adjectives

Based on the data presented above, it is showed that students often pronounced the adjectives stress on the word which has three syllables with 73.3% percentage, it is much higher than the other adjectives syllables presented. Besides, in this adjectives stress performance the students showed the same finding with the nouns stress performance that students often pronounced word stress incorrectly. The percentage showed that students 60% pronounced adjectives stress incorrectly and it is higher than the correct stress performance.

Those are the finding description and interpretation of students' over all word stress performance on their speaking class. Therefore to have a valid and clear findings, therefore both the description and interpretation finding above will be discussed and correlate with some theories in the discussion.

B. DISCUSSION

After describing and interpreting the finding of students' word stress performance. Therefore, it will be discussed those finding description deeply. Based on the data presented above, the first finding showed that students often pronounced word stress incorrectly in polysyllabic word, especially in more than two syllables. Besides, most of students are made the same mistakes. They often pronounced the stress incorrectly when the word syllables contain of short vowels close /1/ and mid /ə/ vowels. Those mistakes often happened in all term of syllables and part of speech. It seemed that students did not know about the stress rules and syllables structure.

Besides, it also could be influenced by the students' various mother tongue. It is strengthen by Verghese statement that "the influence of mother tongue also felt in the supra-segmental like stress, intonation and juncture." In this case the researcher agreed with the Verghese because the data finding in this research also showed that students' various mother tongue affected on their stress performance, *Javanese* and *Madurese*. The facts showed that students always

¹ C. Paul Verghese. 1989. Teaching English as a second Language. Sterling Publisher, New Delhi, p.70

pronounced word syllables which contains close /I/ and mid /ə/ of short vowel incorrectly. Whereas, in these cases of Javenese and Madurese sound, there are no long vowels; therefore students tend to always pronounce the English stress in short vowel. Whereas, in the phoneme of Javanese² and Madurese³ vowels /I/ indicate high stress and /ə/ vowel indicate the mid stress. Therefore, they always stressed the word syllables which contains of /I/ and /ə/ vowels.

In addition, in case of two syllables students showed good stress performance but it is also found that students made some mistakes in words which have dual roles. Such as some verbs that pronounced incorrectly; research /ˈrɪ.sɜ:tʃ/, divide /ˈdɪ vaɪd/ and Invite /ˈɪn.vaɪt/ those verbs are stressed in the first syllable which indicated noun whereas if they would pronounce verbs, it should be stressed on the second syllable such /rɪˈsɜ:tʃ/, /dɪˈvaɪd/ and /ɪnˈvaɪt/. Opposite of that, students stress the noun words on the second syllables whereas they must stress on the first syllable.

From those students' performance facts showed that students pronounced noun while it must be pronounced as verb whereas students have to stress the verbs on the second syllables. Opponent of that, they have to stress the nouns on the first syllable. It is strengthen by Kelly that "in case of words which

² Marsono. Fonem vocal bahasa jawa dan alofon-alofonya. Humaniora 10 januari – april 1999, p 57-59.

³ Akhmad Sofyan. *Fonology bahsa Madura*. Humaniora, volume 22, no 2 juni 2010, p. 207-218

can be used as either a noun or a verb, the nouns tend to be stressed on the first syllable and the verb in the last or in the second syllable." Thus, it is indicated that many of students have limit understanding of English stress placement.

In deep, for the same (L1) it was not a problem, as long as they understand about spoken massage. However, it was become a phonological problem for the native speakers because they would be difficult in catching the spoken massage when the words pronounced with the wrong stress placement. Moreover it is added by Brittner perspective that "stress can change the word meaning." It is correct when a word pronounced with incorrect stress placement it could change the part of speech such the example above, and automatically it also will change the meaning of words. Therefore, stress placement becomes one of important aspect in learning the pronunciation.

Besides, the second finding showed that students often produced words consist of two syllables. It seemed that students have limited English vocabularies because the data showed that students often produced word with two syllables. Furthermore, the data also showed that when students pronounced words with polysyllables, they often pronounced or placed the stress syllables incorrectly. These misplacing of stress are applied on polysyllabic words, especially in more than two syllables. Therefore, from the summarizing of data

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⁴ Grald Kelly. How to teach pronunciation. Bluestone Press, Charlbury, Oxfordshire UK, p.69

⁵ Anton Brittner. Prosody and suprasegmental features, unit 3. Phonetic and phonology 2, spring term, 2013.

findings discussion above it can be conclude that common types of students' word stress performance are:

1. Students' common correct types of word stress performance are in the form of verbs with two syllables.

In the term of two syllables, the stress placement just has two possible rules, they are; stressed in the first syllable when it is noun, and stressed in the second syllable when it is verbs. It is strengthen by althmann that "students have higher percentage in two syllables than the other polysyllables words when there are only two choices and where only one is incorrect, for example; if the first syllable is stressed in the stimulus, listeners have only one incorrect option." Therefore, it is easy for the students to memorize the stress placement. Instead of that, the other finding showed an opponent fact when students produced words with polysyllable words especially in more than two syllables.

2. Students' common incorrect types of word stress performance are in the form of nouns and adjectives with more than two syllables.

In the term of polysyllables especially in more than two syllables, it has little bit complicated stress rules since it is not practiced frequently. Also,

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⁶ Heidi Altmann, 2006. The perception and production of second language stress: a cross-linguistic experimental study, university of delaware in partial, p.76

students seemed confuse when they pronounced the words with more than two syllables. This fact also strengthen in Altmann that "in polysyllables words it is more complicated when the word has two incorrect options in three-syllable words, and even three incorrect options in four-syllable words." Therefore, it could be expected to encounter a greater difficulty for the ESL learners since they have limited practice and understanding of English stress rule.

It is also supported by the observation data that students' daily communication is their mother tongue even when they were in the collage. They just practice the English in speaking class and in the presentation time. Furthermore, many of students are in slow speaking and just some of them who are in the fast speaking. Whereas, their first language is much influential on their second language included the English stress.

In addition, those research findings related to the affects of students L1 since their mother tongue is adhered. Also, the production of stress, however, speakers of non-stress languages could be expected to encounter greater difficulty in intentionally articulating the requisite combination of pitch, duration and intensity, since they would not have experience with this in their first language (L1).