

THE ANALYSIS OF STUDENTS' ERROR IN STRESS PLACEMENT IN ENGLISH PRONUNCIATION OF THE FOURTH SEMESTER STUDENTS AT THE ENGLISH EDUCATION DEPARTMENT IN BORNEO TARAKAN UNIVERSITY

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ABSTRACT

The purpose of this research was to find out the error in stress on English by students in the fourth semester of the English Education Department, University of Borneo Tarakan. Purposive sampling was used to choose 30 English Language Education students who were enrolled in the English Morphology course as the study's participants. This research used a qualitative descriptive method. The data was gathered via a reading test by having the researcher record participants' accented speech and compare it to the eighth edition of the Oxford Advanced Learner's Dictionary. The results of the reading test were presented in the form of percentages with a descriptive explanation. The results of this research showed that the students made the most mistakes in pronouncing words with four syllables and that the students had a good level of English pronunciation knowledge. The study also discovered that the number of syllables had an impact on the frequency of errors, as evidenced by data that revealed that more errors were made in words with more syllables than before. Misplaced word stress and double-stressed words were the most common causes of errors in this research.

Keywords: *Analysis, Words, Stress, Mistakes, Syllables, Students.*

INTRODUCTION

Mastering the fundamentals of the language is crucial for any student of English. They are actively engaging in all four linguistic modes of communication. Pronunciation, for example, is an integral part of linguistics. An integral aspect of effective communication is clear and precise pronunciation. Students who speak English should have clear pronunciation. Learning the proper pronunciation of English words and phrases will make conveying the message of what they say much simpler. Hence, it cannot disrupt the flow of information between the sender and the recipient.

Due to the discrepancy between how a symbol looks and how it sounds, speakers of other languages often need help to pronounce English. Students may grasp the meaning of a term yet need help to utilize it in speech due to the significant gap between spelling and pronunciation (Harmer, 2007). Nonetheless, work on pronunciation should be prioritized. Recent years have seen a shift in pronunciation theory and practice away from a strict emphasis on the articulation of consonants and vowels towards a more nuanced consideration of suprasegmental qualities like stress and intonation. The up-and-down sounds of inflection are known as intonation. Stress, on the other hand, is suprasegmental, meaning that it affects multiple syllables within a single word or phrase (Skoruppa et al., 2013).

Learning the stress patterns or placement of spoken English is essential. Due to the potential roles that stress has in differentiating the meaning of comparable phrases in English,

stress patterns play a crucial function to pay attention to in pronunciation. English relies heavily on stress to express the meaning of words and sentences. When speakers misplace stress on a syllable, it throws off listeners and makes the intended meaning of the word unclear. This indicates how stress plays a crucial role in making English words understandable. Word stress that is accurately delivered sends a clear signal to listeners and enhances the quality of the speaker's speech.

The researchers conducted preliminary research on 15 May 2023 at the English Education Department of Borneo Tarakan University by asking seven students of the English Department to read and record their pronunciation of 5 words that contained stress. It was obtained that the students were still unable to stress the word correctly. Some of them made the errors of stressing the word enumerate [e'numerate], the words suppose [su'ppose], and the word confabulate [ˌkən'fæbjuleɪt]. It is shown that English students still have problems in stressing words correctly. Therefore, the researcher intends to conduct a research entitled "The Analysis of Students' Error in Stress Placement in English Pronunciation of the Fourth Semester Students at the English Education Department in Borneo Tarakan University."

METHOD

Research Design

This research used a descriptive qualitative approach as a research design. Qualitative research is the method of gathering knowledge on social phenomena using interviews, questionnaires, and other forms of qualitative research (Creswell, 2012). In addition, Parahoo (1997: 142) describes a research design as "a plan that describes how, when, and where data are to be collected and analyzed." Furthermore, Aggarwal (2008) states that descriptive research is related to the process of gathering information about prevailing conditions or situations for description and interpretation. Briefly, descriptive research is a type of exploratory study used to learn more about anything in its current situation; it aims to provide a thorough, methodical description of whatever it is studying (Creswell, 2012).

Setting and sample of the research

This research was conducted at the English Education Department of Borneo Tarakan University located at Jalan Amal Lama, Kelurahan Pantai Amal, Kecamatan Tarakan Timur, Kota Tarakan, Kalimantan Utara. This research was conducted in May, 2023. The population of this research was 60 students from two classes (A1 and A2). The research population consisted of all the people in the study who shared a common trait (Creswell, 2012). Therefore, the researcher used 30 students as a sample in this research by using purposive sampling.

Data analysis

In this study, two kinds of data were used and gathered: primary data and secondary data. The primary data was the result of a speaking test focused on analyzing placement stress. The actual material of the speaking test consisted of words disyllabic (two syllables), trisyllabic (three syllables), and tetrasyllabic (four syllables) in length, making up the bulk of the test script. In addition, several sentences were formed with words consisting of 3 types of words that have a different number of syllables. The secondary data itself was gathered from literary works related to the current research topic, such as books, journals, reports, and so on.

The researcher had to develop and employ a research instrument in order to get such information. Then, the data was gathered via a speaking test by having the researcher record participants' accented speech and compare it to the eighth edition of the Oxford Advanced Learner's Dictionary. The results of the speaking test were presented in the form of percentages with a descriptive explanation with a supporting theory or the results of previous studies that had similar values in terms of issues or topics.

RESULTS

Stress Placement Errors

In the disyllabic category, the errors found were 48 out of 360 data. By this number of errors, it can be shown that the errors were 13%. With this percentage, it can be concluded that the error rate is in the low category. The following are the details of the category:

Table 2.4.1 The Percentage of Errors and Correct (Disyllabic)

No	Words	Score
1	Suitcase	25
2	Armchair	23
3	Suppose	27
4	Conduct	25
5	Older	27
6	Enjoy	28
7	Never	28
8	Badly	29
9	Above	23
10	Except	28
11	Involves	19
12	Network	30
Total of Correct Stress Placement		312
Total of Errors Stress Placement		48
		87%
Percentages		13%

The errors found were 48 data out of a total of 360 data. By this amount, it can be shown that in the disyllabic category, errors that occurred were 13%. With this percentage, it can be concluded that the error rate that occurs is in the low category. It is in line with the theory of Garlson et al. (1985) that the most common word type in English is two-syllable words with a solid initial syllable and a weak second syllable. The finding showed that the students tended to stress on the first syllables of words that have two syllables.

Furthermore, there were 63 incorrect data out of a total of 330 in the trisyllabic category. It can be shown that the errors were 19,1%. As a result, it can be concluded that the error rate is in the low category. Here are some specific data about this category:

Table 2.4.2 The Percentage of Errors and Correct (Trisyllabic)

No	Words	Score
1	Banana	24
2	Citizen	27
3	Aggregate	13

4	Determine	18
5	Expensive	29
6	Unpleasant	29
7	Overseas	27
8	Together	30
9	Underneath	29
10	Opposite	17
11	Engineer's	24
Total of Correct Stress Placement		267
Total of Errors Stress Placement		63
Percentages		80,9%
		19,1%

In the last category, namely tetrasyllabic, out of a total of 330 data, 78 were classified as errors. Of this total, it can be presented that in the tetrasyllabic category, errors that occurred were 23,6%. As a result, it can be concluded that the error rate that occurs is in the low category. The followings are the detailed data in this category:

Table 2.4.3 The Percentage of Errors and Correct (Tetrasyllabic)

No	Words	Score
1	Education	28
2	Certificate	22
3	Categorize	25
4	Enumerate	20
5	Territorial	28
6	Indigenous	14
7	Subsequently	18
8	Nevertheless	25
9	Technology	28
10	Information	26
11	Generated	18
Total of Correct Stress Placement		252
Total of Errors Stress Placement		78
Percentages		76,4%
		23,6%

Furthermore, there were 63 incorrect data out of a total of 330 in the trisyllabic category. It is possible to argue that 19,1% of these errors were made in trisyllabic words. As a result of this percentage, it can be concluded that the error rate that occurs is in the low category and the last category, namely tetrasyllabic. Out of a total of 330 data, 78 were classified as errors. Of this total, it can be presented that the errors in the tetrasyllabic category were 23,6%. As a result of this percentage, it can be stated that the error rate was in the low category. The results mentioned above are in line with the theory of Li (1999), which emphasized that most two-syllable words have stress on the first syllable, words with three or more syllables have stress on the third and last syllable, and words with the suffixes -ity, -ish, -ion, -ic, -ian, etc., almost put stress on the previous last syllable or suffix. Briefly, the current findings confirmed the theory, specifically about the errors that students produced in

disyllabic, trisyllabic and tetrasyllabic. In this case, the students' three-syllable word pronunciation was not indicated by the influence of the local language. The possible factor affecting the students' three-syllable words was motivation, based on their desire to pronounce the word correctly. It is in line with the statement that one of several factors influencing students' pronunciation mastery is motivation (Celce-Murcia & UCLA, 2013; Gilakjani & Ahmad, 2011). It is one of the affective variables that can have a significant influence on their pronunciation—furthermore, the same finding that having a personal or professional goal for learning English can influence the need and desire for achieving native-like pronunciation (Bernaus et al., 2004; Gatbonton et al., 2005). The students who have great motivation to learn the language will be able to achieve the target language in every aspect, such as pronunciation. It is different with the students who do not have the motivation to learn the language to be better; they will find it impossible to achieve the target language.

After analyzing the described data separately due to category, the researchers found that the most errors of stress placement occurred in the tetrasyllabic category. There were 78 errors from a total of 330 data. This data was not the only cause of the overall 18,5% errors that the researcher found in this research. It can be seen that the results of the collection and analysis show that the more syllables are available, the more errors occur. The errors found in the disyllabic category were 13%. Next, the errors found in the trisyllabic category was 19,1%. Then, the errors found in the tetrasyllabic category were 23,6%. The following table shows the details of the data:

Table 2.4.4 The Percentage of Errors and Correct

No	Categories	Score	Percentages
Disyllabic			
1.	Total of Correct Stress Placement	312	87%
2.	Total of Errors Stress Placement	48	13%
Trisyllabic			
3.	Total of Correct Stress Placement	267	80,9%
4.	Total of Errors Stress Placement	63	19,1%
Tetrasyllabic			
5.	Total of Correct Stress Placement	252	76,4%
6.	Total of Errors Stress Placement	78	23,6%
Overall/Total			
7.	Total of Correct Stress Placement	831	77,5%
8.	Total of Errors Stress Placement	189	18,5%

Students' Stress Placement Ability

The students rarely fail to pronounce stress correctly. It can be seen that the ability of the participants in stress placement words is classified into high category. the percentage of error was 18,5% and was classified in the low category. Thus, it can be concluded that the ability of participants was high with 77,5% of total correct stress placement (Harris cited in Pareza and Ratmanida, 2019).

DISCUSSION

It is, moreover, taking a look at the speaking test, which has been divided into three forms, i.e., words, sentences, and paragraphs. It can be concluded that by dividing it does not affect the number of errors that occur. The number of syllables influenced the number of errors. The number of syllables that were available in a word, the more errors the participants made. This strengthens the previous research results, indicating that even the word form of conversations or sentences does not become one of the types and factors of errors in producing the error of word stress placement (Sabaruddin et al., 2023).

The researcher found that errors occurred in two main problems, namely misplaced stress and double-stressed placed in words. This fact can actually strengthen and be strengthened by the results of previous research conducted by (Pareza & Ratmanida, 2019). In that previous study, the errors that occurred consisted of three types, namely misplaced stress, double-stressed, and equal-stress, but the most frequent errors occurred in the misplaced stress category, followed by double-stressed one. Besides, in line with a study conducted by Krisdianata and Bram (2022), in their research, participants made two types of errors in placing stress on words in the disyllabic category there were double stressed and misplaced stress placement.

CONCLUSION

There were two conclusions derived from the research findings and the discussions in the previous chapter. In accordance with the first problem, which was intended to find out what kind of words the fourth-semester students of the English Education Department at Borneo Tarakan University produce stress placement errors in English pronunciation, the researcher concluded that most errors of stress placement occurred in the tetrasyllabic category, where in this category there were 97 errors from a total of 330 data with the highest percentage of total errors stress placement was 29%. Then, it was followed by the trisyllabic category with 84 errors from a total of 330 data with 24% of total errors. Next, the lowest error of stress placement was the disyllabic category, where there were 48 errors from a total of 360 data, with the percentage of total errors being 13%. In-depth, the number of syllables affects the frequency with which errors were made, which is shown by the data that more errors were made in words with more syllables than before. Misplaced stress and double-stressed words were the most common causes of errors in this research.

The second question was intended to find out how well the English Education Department at Borneo Tarakan University fourth semester students' pronunciation ability in word stress placement. It can briefly be concluded that students in the English Education Department at Borneo Tarakan University had a good knowledge of English, with only a few cases of error stress placement, specifically in terms of varying syllable counts. Moreover, the student's ability word stress placements (the disyllabic, trisyllabic, and tetrasyllabic categories) can be classified as high with a low number of errors. It means that the participants had an excellent ability to put stress on words with 77,5% of total correct stress placement, which was then categorized as "high" in accordance with the level of ability categorization set by Harris in Pareza and Ratmanida (2019).

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