

# STUDENTS' WORD STRESS ERRORS IN PRONOUNCING ENGLISH WORD STUDENT'S WORD STRESS ERRORS IN PRONOUNCING ENGLISH WORD BY USING SPEECH ANALYZER SOFTWARE

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## Abstract

This research is motivated by several mistakes that are often experienced by students when speaking English, especially in pronunciation when emphasizing a syllable when speaking English. This study is qualitative research by analyzing student voice recordings to analyze errors that often occur when emphasizing syllables in English. The data from this research is primary data which is directly collected in the field. The data that has been collected from ten students is in the form of an audio recorder. Researchers conducted an analysis using the Speech Analyzer Software tool and compared the data with Google Audio Translate and saw the pitch listed on the application to be used. With the results obtained, the most errors occur in the vocabulary that is often used when communicating. The results of this study indicate that 10 students who have been tested for word stress pronunciation, there are still many of them who make errors when pronouncing word stress in English. Vocabulary that often occurs in emphasis is the vocabulary that is often said when speaking. The emphasis of this syllable is very important because the wrong position of the emphasis can make the listener understand different meanings from the speaker because in English there is a vocabulary that has the same writing and pronunciation but the emphasis is different. If there are repeated mistakes it will change the meaning.

**Keywords:** Word Stress; Student Analysis; Pronunciation

## Abstrak

*Penelitian ini dilatarbelakangi oleh beberapa kesalahan yang sering dialami oleh mahasiswa ketika berbicara Bahasa Inggris, khususnya dalam pengucapan ketika menekankan sebuah suku kata ketika berbicara Bahasa Inggris. Penelitian ini merupakan penelitian kualitatif dengan menganalisis rekaman suara mahasiswa untuk menganalisa error yang sering terjadi ketika menekankan suku kata dalam Bahasa Inggris. Data dari penelitian ini merupakan*

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*data primer yang langsung dikumpulkan dilapangan. Data yang telah dikumpulkan dari sepuluh mahasiswa berbentuk audio recorder. Peneliti melakukan analisi sdengan menggunakan alat Speech Analyzer Software dan membandingkan data tersebut dengan Google Audio Translate dan melihat pitch yang terdapat pada aplikasi yang akan digunakan. Dengan hasil yang didapatkan yang paling banyak terjadi error pada kosa kata yang sering digunakan ketika berkomunikasi. Hasil dari penelitian ini menunjukkan bahwa 10 mahasiswa yang telah dites pengucapan peekan kata masih banyak diantara mereka yang errors saat mengucapkan penekanan kata dalam bahasa inggris. Kosakata yang sering terjadi kesalahan penekanan yaitu kosakata yang sering diucapkan ketika berbicara. Penekanan suku kata ini sangat penting karena salah letak penekananny bisa membuat pendengar memahami makna yang berbeda dengan pembicara karena dalam bahasa inggris terdapat kosakata yang mempunyai penulisan dan penyebutan yang sama namun berbeda letak penekanannya. Jika terjadi kesalahan berulang itu akan merubah makna.*

**Kata kunci:**Penekanan Kata; AnalisisSiswa; Pengucapan

## 1. INTRODUCTION

Pronunciation is the one of important part of speaking English. Speaking without considering the pronunciation will cause different interpretation in meaning among the speakers and listeners Rafael, (2019). Speaking English without using proper and correct pronunciation will make it difficult for listeners to understand what is being said. Miss of pronunciation often occurs in students or people who are learning English. Some of them often mispronounce because of their lack of habits in practicing their pronunciation skills. In Indonesia, English is still a foreign language; English has not become a second language in Indonesia. The problem when students learn English is how to pronounce English well. Based on the book from (Mcmahon, 2002) Native speakers of English are intuitively aware that certain syllables in each word, and one syllable in particular, will be more phonetically prominent than others. In *father*, the first syllable seems stronger than the second; in *about*, it is the other way around; and in syllable, the first syllable stands out from the rest. These more prominent syllables are stressed. The emphasis of a word will give rise to the meaning of a word to be spoken. If someone says an English word without using emphasis the listener will not understand the meaning conveyed by the speaker. After conducting pre-observations with the pronunciation lecturer at University PGRI Sumatra Barat, English students learned word stress in the pronunciation class. During the process of learning the word stress, practice is carried out to determine students' abilities. From the practical results, many of the English language students of University PGRI still do not understand the use of the word stress. Mistakes that often occur when word stress. They tend to emphasize the beginning of the syllable, sometimes they do not understand the high or low stress of the word, but not all words in English have the stressed word placement at the beginning of the syllable.

Stress on each syllable has a different meaning because English syllables have many different locations from the word stress. When pronouncing words in English the word stress is very important so that the listener can understand the meaning of a speaker. Similarly, when native speakers talk to non-native speakers, they tend to have difficulty understanding the words of the native speakers. English has many rules in language including the use of stress when speaking because there are some vocabularies in English that have multiple meanings, can be as a verb or a noun depending on the location of the stress in each tribe. To measure the stress of each word in English, a tool is needed to find out the stress of each syllable. This tool is used to determine the placement of stress in each syllable. Several tools can be used to determine the stress, one of which is Speech Analyzer Software, which is a computer program for recording and analyzing sound. Transcription data in the form of spectra and lines. The data can be read and analyzed to find out the phonology or stress in each syllable. The program can display up to six graphical representations of the same sound or group on one screen so that comparative analysis can be easily done. Almost all English words have an emphasis in pronunciation. As English words have many syllables, usually the emphasis of pronunciation is at the beginning of the word. The stress system of English words is 'trochaic', that is, English words begin with strong syllables. This system is usually used in English. (Algifari & Faculty, 2017).

The stress system of English words is 'trochaic', that is, English words begin with strong syllables. This system is usually used in English. Often there are errors in the emphasis of words on English education students. This is a factor in the mistakes of students in stressing words in English because the patterns of stress in English and Indonesian words are different. Stress is a final attribute, represented by a series of auxiliary phonetic factors, which work together to distinguish stressed syllables from the unstressed syllables surrounding it. There are 3 factors that influence the stress factor (Mcmahon, 2002) First, the vowels of stressed syllables are produced with higher fundamental frequency; that is, the vocal folds vibrate more quickly, and this is heard as higher pitch. Secondly, the duration of stressed syllables is greater, and they are perceived as longer. Thirdly, stressed syllables are produced with greater intensity, and are thus heard as louder than adjacent unstressed syllables. In addition, the stress has an impact on the quality of the vowels, because vowels are usually reduced to under low accents. Stresses have two categories. They are primary and secondary stress. Primary stress is the strongest degree of stress placed on a syllable in the pronunciation of a word and secondary stress is the weaker of two degrees of stress in the pronunciation of a word. There are some rules in English word stress. There are some on the first syllable; some are on the penultimate syllable, stress on the ante-penultimate syllable and the last is stress in compound and the last is stress in compound word.

In the assessment of the pronunciation course, the scores obtained by the students were the result of the accumulation of various perceptions in pronunciation including word stress. English students who have taken pronunciation courses are still having difficulties

in practicing word stress in pronunciation. This is caused by several factors, including the students' mother tongue which makes it difficult for students to practice word stress. Then the lack of student practice. As we know the key to getting good pronunciation is to practice often. To find out the student's stress, a tool Speech Analyzer Software is needed to measure the stress in each syllable that has been spoken. All aspects of pronunciation will be tested to determine pronunciation ability using speech analyzer software. In this study researcher want to know what types of errors often produce in the word stress.

## 2. METHODS

In this study, the researcher was descriptive qualitative. Descriptive research aims to provide an original view of the variables, indications or conditions. Arikunto (in (Suryatiningsih, 2015) this study aims to describe or describe the results of participant observations that are the target of research. Participants in this study were students of the 2019 C school year. Researchers chose the class because they had learned about word stress. The samples of this study were students of the 2019 C school year.. Researchers used tests and Speech Analyzer Software as instruments. The test that has been given reads 53 English words one by one. (Kuntjojo 2009) The test technique is a data collection technique carried out by giving a series of questions or assignments and other aids to subjects whose data is needed. Collecting data using test techniques can be referred to as measurement. The test was conducted in the form of giving some vocabulary in English and then asking them to read it. Then it will be recorded using a voice recorder. A word is said to be stressed if it has a greater articulation, can contain vowels that have a clear quality, and has a long vowel. Meanwhile, unstressed words have less loudness or less breath, and generally have a central vowel or consonant of a vowel syllable, and have shorter vowels. Each student repeats the pronunciation of one vocabulary word five times. After the audio is collected, it is analyzed using speech analyzer software to see the pitch of the audio. The results that have been obtained are then analyzed again based on the theory of word stress errors. There are several theories that explain how to determine stress on syllables, one of which is McMahon, (2002) to find out where the stress is on a syllable seen from the type of vocabulary and the number of syllables.

## 3. RESULTS AND DISCUSSION

Based on the tests that have been carried out, the researchers found several stress word errors that occur when speaking English. This error often occurs in words that have three syllables, suffixes, prefixes, noun phrases, and verbs. They tend to misplace stress in English syllables. Errors that often occur in vocabulary that has three or more syllables. The form of stress in phonetic symbols is described in the form of a comma, if a syllable is

primary stress it is indicated by a comma above (') and if a syllable is secondary stress it is indicated by a comma below (,)

### 1). Stress in First Syllable

Here are some examples, in part (A) it is a wrong reading by students, in part (B) comparison data with Google audio translate.

(A)



Green - 'house  
/gri:n'haus/

(B)



'Green - house  
/'gri:nhaus/

(Student 1)

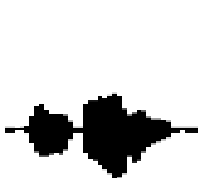
In the green house vocabulary, the correct placement of the word stress is at the beginning of the syllable. In picture (A) most students are wrong in placing the word stress on the word. Based on the theory of (Karjo, 2016) Content words such as nouns, verbs, adjective and adverbs are generally stressed while function words are generally unstressed. If the vocabulary has two syllables that have a heavy ending, the word stress is at the beginning of the syllable.

In the data above, it can be seen that the pronunciation of the vocabulary above contains errors in the stress of syllables. Students should be able to pronounce vocabulary with the correct stress placement, namely at the beginning of the syllable. Usually, vocabulary that is a noun or noun phrase has word stress at the beginning of the syllable.

### 2). Stress in the Middle Syllable

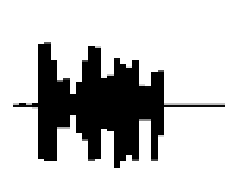
The following is an example of an error that occurs.

(A)



Im - 'ple - ment  
/im'pliment/

(B)



Im - ple-'ment  
/impli'ment/

(Student 1, Verb)

Repeated errors that occur when students pronounce English vocabulary. Sometimes they stress English syllables not in the middle of a syllable. Vocabulary that has stress in the middle of a syllable is usually a vocabulary that has an arrangement of two words but has one meaning, (Inhoff, Starr, Solomon, & Placke, 2008) Compound words are formed by combining free lexemes into a single lexicalized expression. Few rules govern this lexical-conceptual “evolution.” Some compound words consist of more than two words, but we will not consider them. In this implement vocabulary there are errors when pronouncing the vocabulary. They made repeated mistakes in the syllable (plɪ') based on the theory of McMahon (2002) Noun rules: stress the penultimate syllable if it is heavy. If the penultimate syllable is light, stress the antepenult. Based on this theory, if the second syllable is a vowel or a light sound when pronouncing a word, the stress word in the word is in the middle of the word or before the last syllable. In that syllable, many students pronounce the word stress in that part.

### 3). Stress in the Last Syllable

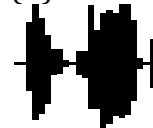
The following is an example of an error that occurs.

(A)



'Im - port  
/'ɪmpɔ:t/

(B)



Im - 'port  
/ɪm'pɔ:t/

**(Student 1, verb)**

Stress is located at the end of a syllable, usually verb vocabulary, sometimes there are also some words that have a suffix that has a stress at the end of a syllable, Collins & Mees (2013) When the suffix -ly is added to an adjective, say bold, the result, the adverb boldly, is a distinct word. But there are also some verbs that have two syllables and adjectives that start with two syllables have stress at the end of the syllable. Based on these data, it can be seen that errors often occur in the pronunciation of English vocabulary. From the placement of stress that is often wrong, it can confuse listeners with the meaning of what is said. This data is a fragment of one-time pronunciation of vocabulary.

In the end, The results found that there are often errors in noun and verb vocabulary. They often put the stress on the syllable incorrectly. For vocabulary nouns that often have errors in secondary stress. Many of them do not emphasize the syllables that have secondary stress. Secondary stress syllable stress is weaker than primary stress. Therefore, if there is secondary stress in the vocabulary, it must be followed by primary stress. Error also occur in verb vocabulary. Based on the results of the research, several students out of 10 students

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emphasized the syllables for the verb vocabulary at the beginning of the syllables. Based on McMahon's (2002) theory, the emphasis on verb vocabulary is at the end of the syllable. In vocabulary that has 3 syllables, there are also some stress errors, but not many tend to be right in placing stress on these syllables. In the vocabulary that has suffixes and prefixes in English, there is also a stress error, but only a little. They can place stress according to the stress location that has been determined by Google Audio Translate. In this vocabulary there is only primary stress. In compound vocabulary there are also some stress errors but not many. They tend to put stress on the 2nd word. Algifari & Faculty, (2017) based on research that has been studied previously, which examines errors in placing word stress when pronouncing English syllables. Errors that often occur in vocabulary that has three or more syllables. Most students often make mistakes in placing word stress when speaking English.

Based on the findings that the researchers found, there are three points based on the group of words that have been previously tested on students. First, the vocabulary of nouns, verbs, and adjectives, some of the students who have been tested often say stress at the beginning of the syllable. In noun vocabulary, word stress is also placed in the middle of the syllable. Not only that, sometimes there are nouns that have three syllables in their vocabulary that have secondary stress, but some of them forget the placement of secondary stress. Likewise with verb and adjective vocabulary, errors often occur in the vocabulary. Second, there are several rules that need to be remembered in order to know the location of the word stress in each syllable. For example, vocabulary that ends in -ess usually has stress at the end of the syllable. Likewise, rich which has a prefix such as a word that has an -im prefix usually has stress in the middle of a syllable or the beginning of a syllable. The third is compound vocabulary which has one meaning from combining 2 vocabularies. This often happens when talking sometimes every word is always stressed at the beginning of the syllable which will later change meaning. According to the rules of this combined vocabulary, there is only one stress or two stresses which are usually secondary stress. The researcher found some errors that often occur in the pronunciation of English vocabulary. Like the pronunciation of the vocabulary "photography", this vocabulary is often spoken by students but there are still many errors in the pronunciation of the vocabulary. (Pho - to - gra - 'phy) is a form of errors in pronunciation of the vocabulary that occurs when the emphasis is on the last syllable, in the correct pronunciation the stress is located in the middle of the syllable (Pho' - to - gra - phy). In addition, there are also errors that are often wrong in the placement of stress, namely the vocabulary "Loudspeaker". ('Loud - spea - ker) the pronunciation spoken by students has stress at the beginning of the syllable, but the stress that should be pronounced is secondary stress (, Loud' - spea - ker).

#### 4. CONCLUSION

The results of this study can be concluded that the level of stress that often errors in English Education 2019 C students is primary stress. Which is located at the beginning of the syllable, in the middle, and at the end Primary stress is the emphasis on syllables in English, but many of them put the stress wrong. For example; in the "implement" vocabulary, there are 2 stress points at the beginning of the syllable and at the end of the syllable. If the stress is at the beginning of the syllable it means a noun and if it is at the end it means a verb. The mistakes made by some students, especially 2019 C students; put stress for noun vocabulary at the end of syllables. And if this happens in a conversation, it will have a double meaning for the listener. If the error stress error often occurs in conversation, of course, it will make the listener confused with the actual meaning of what was said. In secondary stress, there are also some errors. 2019 C students tend not to place secondary stress on the vocabulary that has been given. Secondary stress itself is indeed weaker than primary stress, but that doesn't mean it doesn't exist. For example in the vocabulary "objectivity" the error lies in the syllable "ob", they emphasize the primary syllable, which is actually secondary. If there is secondary stress in the vocabulary, then there must be primary stress. Because secondary stress cannot be said to be stress if there is no primary stress.

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