# CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestion of the study after finding the result. This chapter is divided into two parts, they are conclusion and suggestion.

### 5.1 Conclusion

In answering the first research question— *what kinds of stress are usually misplaced by students when pronouncing English words,* it is found that there are 2349 words that have two or more syllables. The distributions are: 242 words from the student 1, 236 words from the student 2, 80 words from the student 3, 239 words from the student 4, 153 words from the student 5, 185 words from the student 6, 75 words from the student 7, 349 words of the student 8, 175 words from the student 9, 125 words from the student 10, and there are 100 words from the students 11-15.

From those 2349 words analyzed, there are 311 mistress words in which 290 words occurred in the case of primary stress, 15 words in the case of secondary stress, and 6 words in the case of unstress. The highly number of misplacement on the primary stress might be due to the fact that students mispronounced vowels. Some of the students mispronounced the weak vowel into a strong vowel that make stress falls on its despite the origin of the stress is not stressed on its syllable. In term of the misplacement of primary stress, it was also found that the possibility of language interference and lack of vocabulary might

cause the misplacement of stress. It was suggested that the language interference and lack of vocabulary might lead into the generalization of a 'new word' which is not exist in English, and of course the stress is not exist, too. Furthermore, the writer observed that the students who pronounced certain words in a very relax way might cause the misplacement of stress on the case of unstress.

Moreover, the case of secondary stress is the least frequent misplacement encountered by students in pronouncing the words. From the chart 3, the only noted 6 words out of 311 mistress words were included into the misplacement on the secondary stress. It might be due to the fact that the classroom situation at that time was not conducive and the classroom acoustically might not support the quality of the sound production.

In answering the second research question—*what kinds of words are usually misplaced in terms of stress based on their word classes and syllables*, the overall were categorized into their word classes and syllables. After that, the result of the categorization shows that there are 165 nouns out of 311 mistress words, while the least frequent is adverb in which only 12 mistress words. In this study, nouns are frequently misplaced because it might be the usage of noun is dominant among the other clasess. The least usage of the adverb might be as the cause that this class only frequents 12 mistress words.

Next is the categorization of the mistress words according to their syllables. It was found that From the total of 165 nouns, it can be found that there are 101 polysyllabic nouns, 31 disyllabic nouns, and 33 trisyllabic nouns. Then,

from the total amount of 76 verbs, there are 45 disyllabic verbs, and 31 trisyllabic verbs, 45 polysyllabic adjectives, 3 disyllabic and trisyllabic adjectives, and last from the 12 adverbs consisted of 11 polysyllabic adjectives, and 1 trisyllabic adjectives.

It was found that polysyllabic noun words become the most frequently encountered the misplacement of the stress. Therefore, it can be concluded that the students might still have difficulties in the placement of stress to the polysyllabic words. To what has been stated by Cruttenden (1997), the rules for the placement of stress in polysyllabic words are otherwise quite complicated because in accordance to the tendencies of grammatical classes, "Words of three syllables or more with a long final vowel or short vowel plus two or more consonants may have the primary accent on the antepenultimate rather than the final syllable". In addition, the most frequent words appeared are development, economic, and academic. This would be due to the fact that the similarity of the topic presented by students in mid-term performance. The findings above answer the second research question that is what kinds of words are usually misplaced in terms of stress based on their word classes and syllables.

In answering the second research question— w*hat factors are causing the misplacement of stress in pronunciation,* the writer took interview to the 8 students who have passed English Phonetic and Phonology class. It was found that the most cause which is mentioned by almost all of the students is the difficulty to determine/predict where to stress/what syllables of the words should be stressed. As in line with Kelly (2002), the said that as well as being variable,

English word stress is also mobile and the placement of word stress in English can hardly be reduced to a set of strict rules. They also answered the lack of exposure and practice to word stress are the factors that they encountered.

Some of them added that language interference of the L1 could take role to this factors. This indicates to what has been found by Ma & Tan (2014) on their comparative study on the supra-segmental between English and Sichuan dialect, and it was found that there are some great differences of English and Sichuan dialect on their word stress pattern.

## 5.2. Suggestion

As mentioned earlier, the factors that cause mistress are the difficulty to determine/predict where to stress/what syllables should be stressed, and the language interference. Thus, the suggestion would be as follow: a) students should be aware of the word stress because its importance in communication, b) students should be more exposure in practice the word stress by hearing or imitating native speaker from the film, or directly from the radio, and c) students enrich their vocabulary repertoire in order to familiarize the word stress.