CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides findings and the discussion of the research about the misplacement of word stress in English Department students' in pronouncing English words at State University of Jakarta. The findings presented are regarding to the research problems:

1. What kinds of stress are usually misplaced by students when pronouncing English words?

2. What kinds of words are usually misplaced in terms of stress based on their word classes and syllables?

3. What factors are causing the misplacement of stress in pronunciation?

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4.1 Data Description

The data are the students' pronunciation that are considered as the misplaced stress and transcribed from the classroom observation and word stress test. The data were taken from classroom observation on 13 Dik B students in Public Speaking class. In addition, word stress test and interview were administered to triangulate the data. The word stress test and the interview were taken to the students who have passed English Phonetic and Phonology class. The consideration of selecting those students is because they are considered

having the knowledge about the word stress. In addition, the distribution of the data collection can be seen as follows:

No	Observation	Interview	Word stress test
1.	Public Speaking class; 15 students of 13 Dik B who have passed English Phonetic and Phonology class.	The 8 out of 15 students observed were chosen to be interviewed.	The 5 participants of the test were taken from 15 students observed in the class.

Table 1. The distribution of data collection

4.2. Findings and Disccusion

After analyzing the transcriptions of the observation, interview and word stress test as it stated from the table of data distribution, the writer encountered some findings as presented below.

4.2.1. Findings on the kinds of stress that are usually misplaced

In order to gain answer of the first research question, the transcriptions were classified by choosing the words that only have two or more syllables in accordance with its words classes. The word classes are classified into noun, adjective, verb, and adverb. This study 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. The similar number of words found in the case of the students 11-15 is due to the fact that they were tested by using word stress test in which reading the same passage. As it can be seen from the chart below:

The overall number of words consisted of two or more syllables

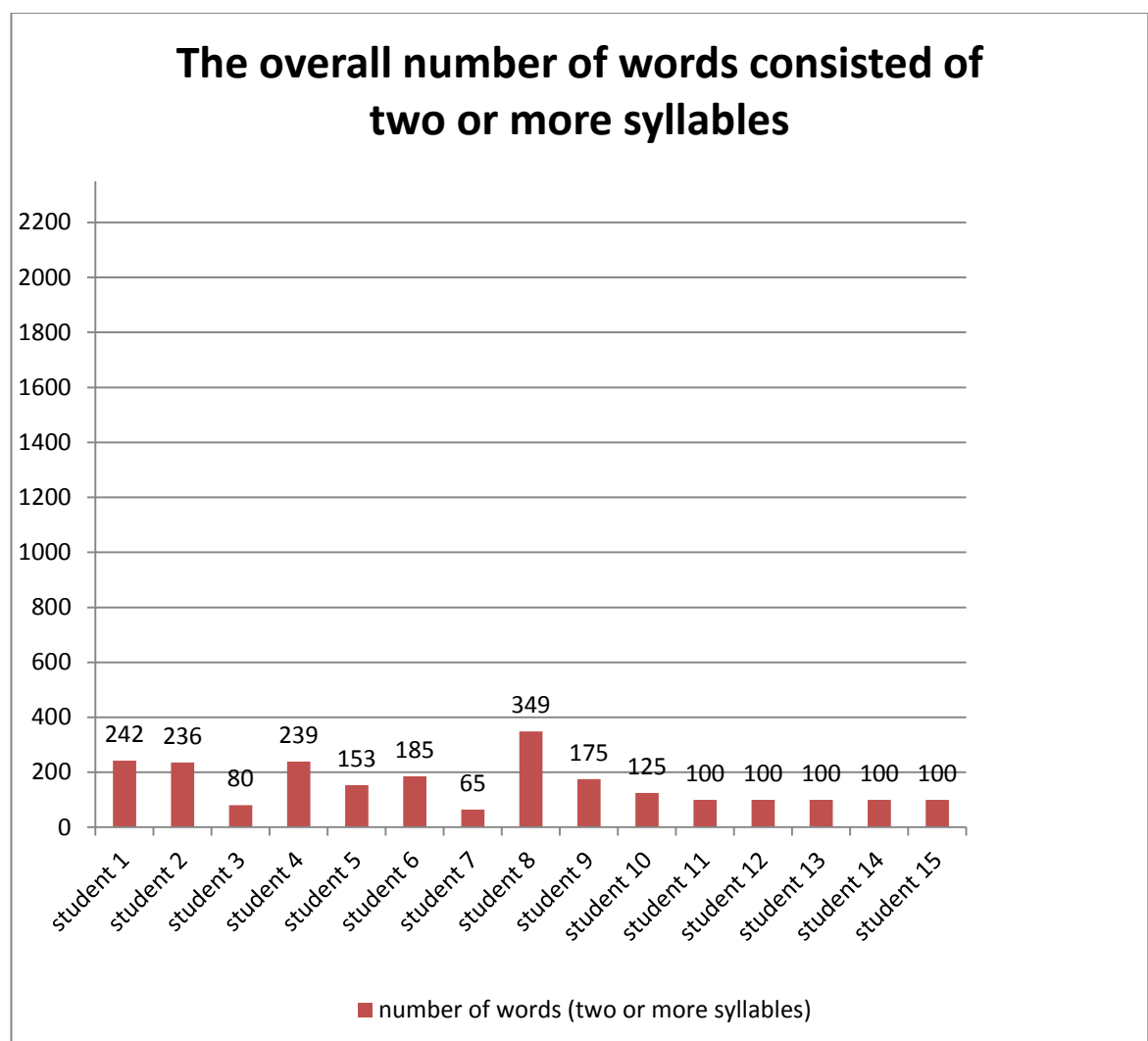| Student	number of words (two or more syllables)
student 1	242
student 2	236
student 3	80
student 4	239
student 5	153
student 6	185
student 7	65
student 8	349
student 9	175
student 10	125
student 11	100
student 12	100
student 13	100
student 14	100
student 15	100

Chart 1. The overall number of words consisted two or more syllables.

From those 2349 words analyzed, the study found that 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. It can be illustrated in the following chart.
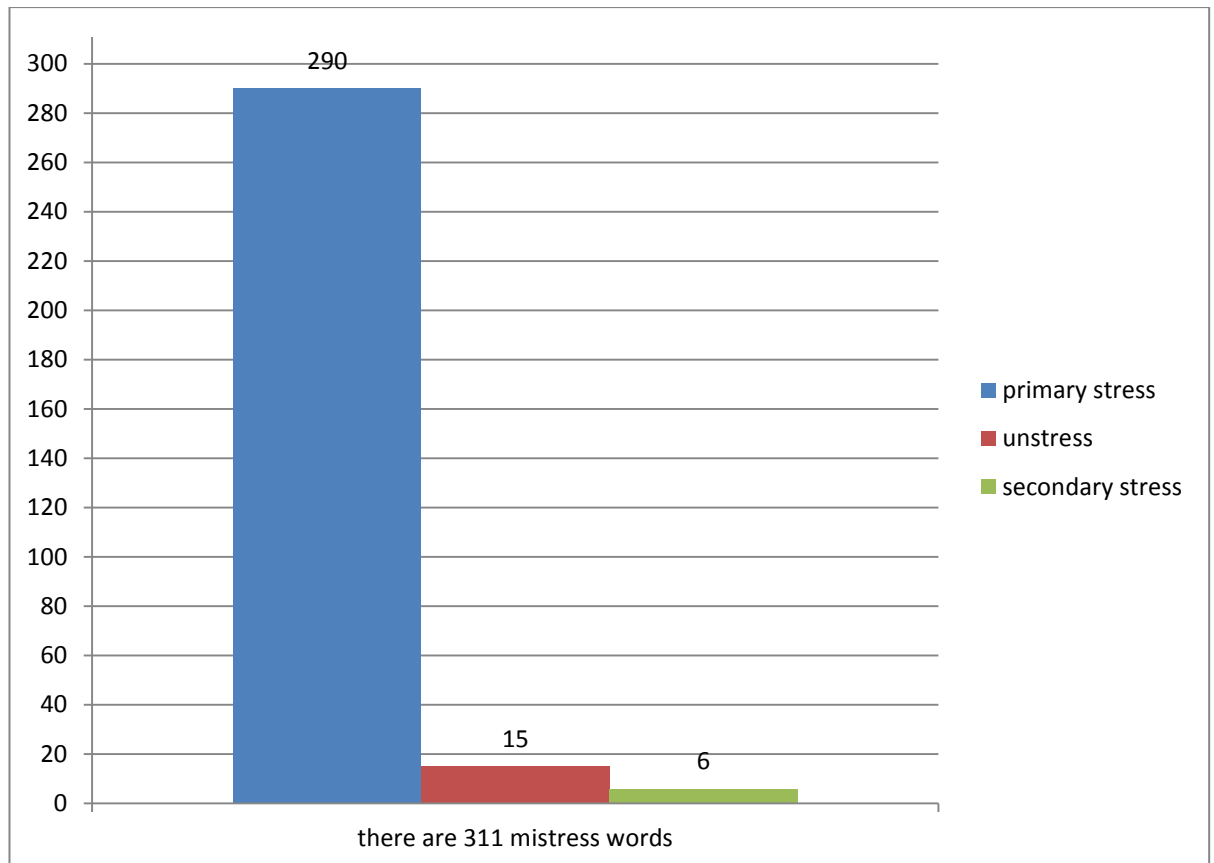

Chart 2. The frequency of kinds of stress usually misplaced

The chart shows that the misplacement on the primary stress is frequently undertaken by the students when prounouncing the words. It might be happened due to the fact that the mispronouncing can lead the misplaced stress. As in the extract taken from the student 4 performance transcriptions.

Here is the example of the sentence:

*The **effort** to do it so is not impossible*

From the example above, the word ***effort*** indicated the misplacement on the primary stress. The writer observed that it was occurred because the student 4 had mispronounced the vowel. The right placement of the stress in the word effort should be */ˈef.ət/*, not */ɪˈf.ət/.* The stress is placed on the first syllable of the word. From the phonetic transcription above, the vowel **[e]** is stronger than **[ɪ]** in which the stress will be fallen.

However, the student 4 encountered the problem to place the stress because of mispronouncing the vowel. Instead of placing the stress on the fisrt syllable, the student placed it on the second syllable. It could not be imagined that if the native speaker heard this word as */ɪˈf.ət/*, the native would be misunderstood to what has been said. Because, the word */ɪˈf.ət/* has no meaning and no one could deal with that word even the native is. As it stated by Kostakova (2005), only strong syllables can be stressed, weak syllables are always unstressed.

Interestingly enough, the other example of this case comes from word academic. It surprises us because the word 'academic' is frequently used and heard by the students of English Department in the context of daily campus life. It was gained from the students in word stress test. Almost all the participants encountered the misplaced stress.

Here is the example of the sentence:

*She speaks clearly and plainly with none of the **academic** verbosity......*

This word has four syllables, and the phonetic transcriptions of this word should be */ˌæk.əˈdem.ɪk/*, but because of the misplaced stress, this word could be perceived as */ˌə k.ˈæ dem.ɪk/.* This might be happened because of students' attitude toward certain word. Morphologically, the root of word 'academic' is from the word 'academy' so that the students might perceive both words have similiarity in pronunciation and word stress. The given stress on the second syllable has strenghtened that mispronounced of vowels can lead into the misplaced stress. The second syllable that originally consisted of weak vowel [ə] has changed into [æ] that stronger than [ə]. It has caused the misplaced stress in pronouncing this word.

Furthermore, there has been also found the other possibilites that cause the misplaced stress. As it illustrated in the example below from the transcription of student 5.

Here is the example of the sentence:

There are freedom, equality, solidarity, ***tolerancy****, respect*

According to the finding in the transcription, there are two possibilities that might lead into the misplaced stress. The first possibility is the lack of students vocabulary. The student might think that the word 'tolerancy' is originated from English word, but, it really does not. The original word is 'tolerance'. In this case, the student predicted the word stress to the word that even does not exist in English.

The second possibility that related to the explanation above is the student's tendency to generalize the similarity of sound that owned by student's L1. The word 'toleransi' is exist in Bahasa, but the students perceive it exist as in English. In a result, the student generalize the word into 'tolerancy', same sound but different spelling. Therefore, the generalization of the word encountered by student might bring to the misplaced stress. the origin of word 'tolerance' has been transcribed phonetically to /ˈtɒl.ə.r.ə.n t / which the stress falls on the first syllable. However, the student's tendency in perceiving this word as 'tolerancy' might be predicted to the transcription like this /tɒˈl.ə.r.ə.n t si/ while the stress falls on the second syllable. Again, this case is in line with Kostakova (2005) thought in which mispronounce vowels can lead the misplaced stress.

Also, in the chart 3 shows that the misplacement on unstress frequents 15 times on the students in pronouncing the words. The study found that when students misplaced the unstress, it would be mostly because they pronounced the certain words in a very relax way. This case might happen because the students tried to overcome their nervousness in front of the class by reading and delivering their speech in a relax way. Thus, the result of this might cause the stress are not perceived by the audience.

Last, the secondary stress is the least frequent misplacement encountered by students in pronouncing the words. It is noted that only 6 words out of 311 mistress words were included into the misplacement on the secondary stress. This case 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 perceived by the writer. Thus, it can be concluded that the findings above show the answer regarding to the first research question of this study that *what kinds of stress that are usually misplaced by students*. The answer is the primary stress is the kinds stress that are usually misplaced by students in pronouncing English words.

Then, to find out the answer for the second research question that is *what kinds of words are usually misplaced in terms of stress based on their word classes and syllables,* the writer would categorize the overall number of mistress words in accordance with word classes (noun, adjective, verb, and adverb), and syllables (disyllabic, trisyllabic and polysyllabic) that will be elaborated in the next part.

4.2.2. Findings on the kinds of word usually misplaced based on its word class and syllable

As mentioned earlier, in answering the second research question, the overall number of mistress words would be categorized into their word classes and syllables After categorizing the overall number of mistress words, the study found that the distribution of word classes being misplaced in term of stress can be seen in the chart below.

The frequency of mistress words based on their classes

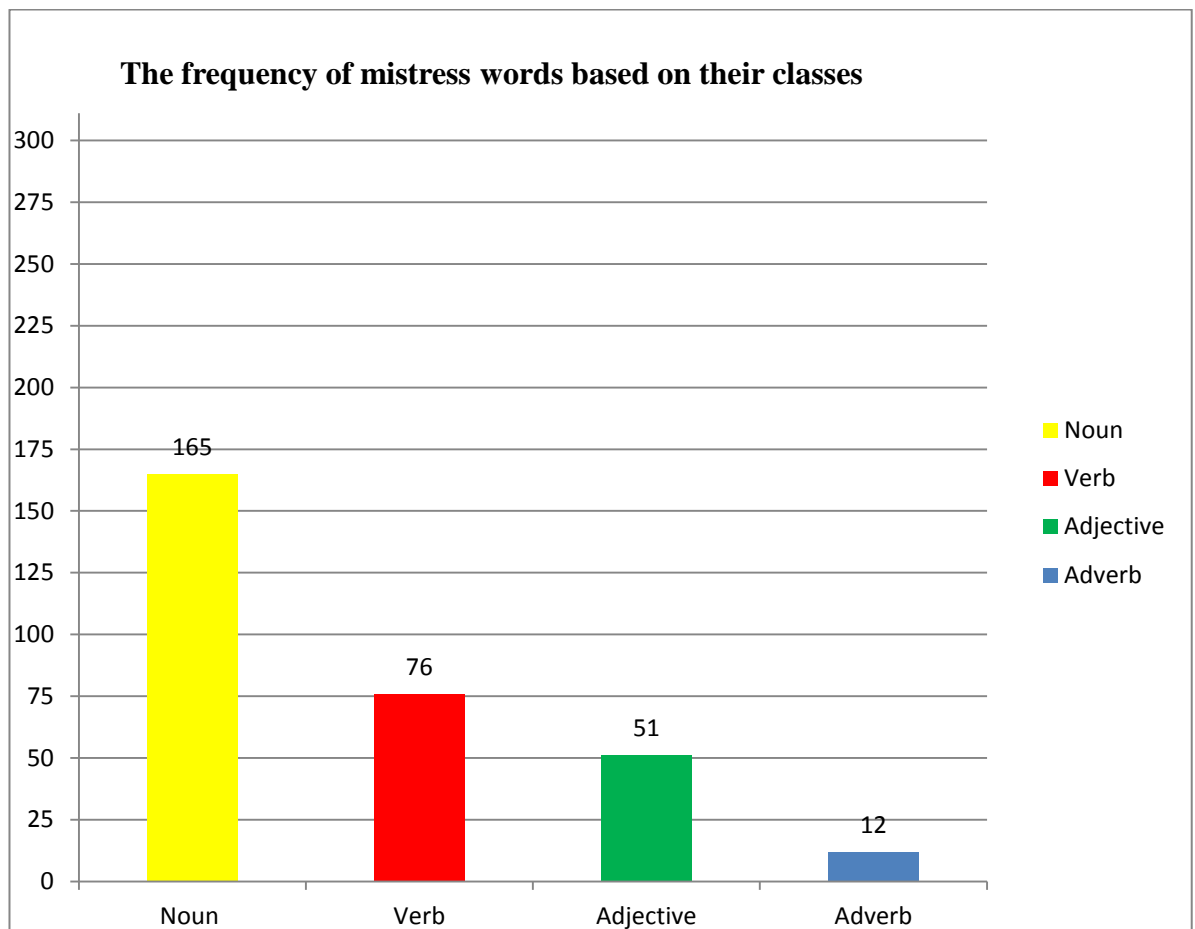|	
Noun	165
Verb	76
Adjective	51
Adverb	12

Chart 3. The frequency of mistress words based on their classes.

From the chart above, it can be seen that the most frequent word class that encountered misplaced stress is noun. It was found 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.

After knowing the frequency of the mistress words according to their word classes, the writer also categorize them based on their own syllables. The findings can be seen in the following chart.
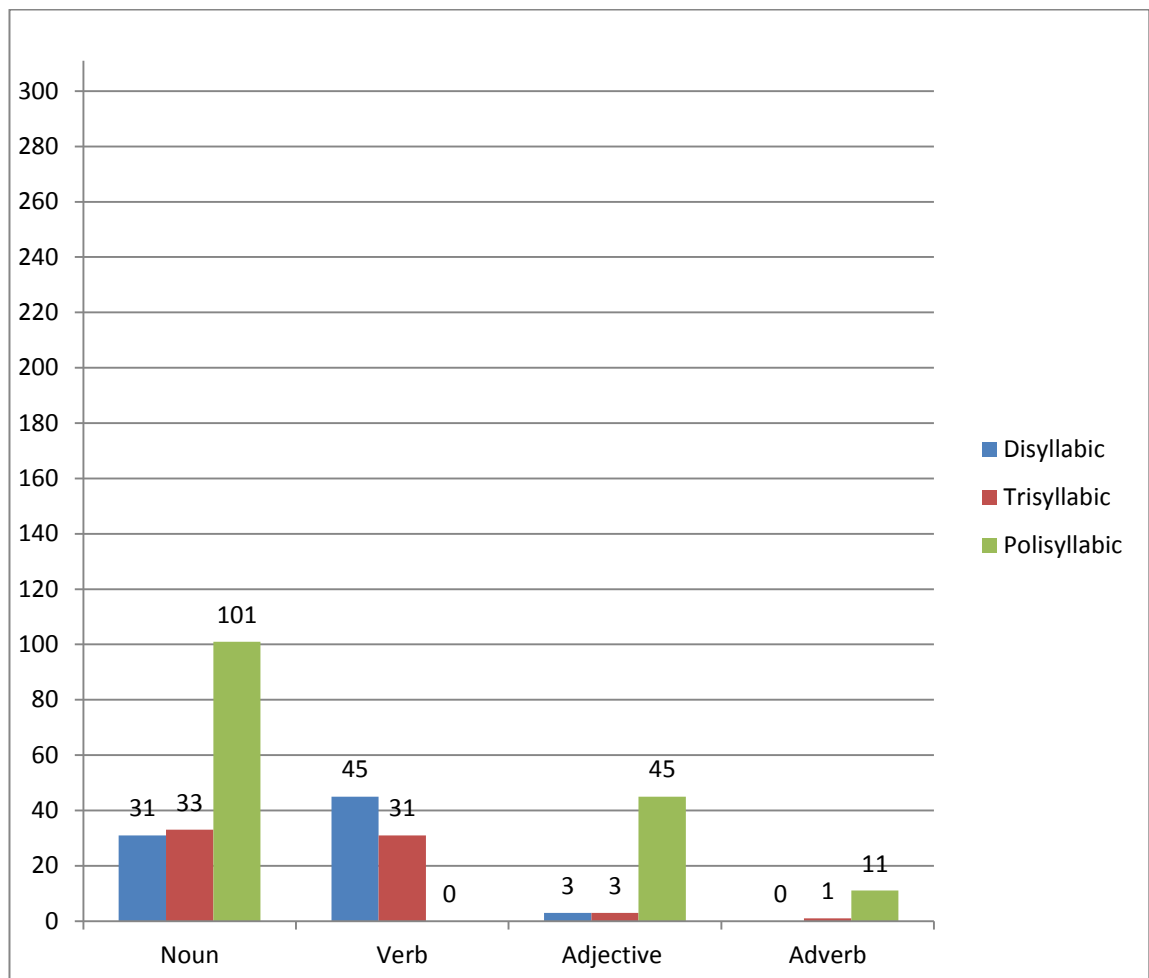
Chart 4. The frequency of mistress words based on their syllables

The chart above shows that the polysyllabic nouns are frequently encountered the misplaced stress. From the total of 165 nouns, it can be found that there are 101 polysyllabic nouns, 31 disyllabic nouns, and 33 trisyllabic nouns. Meanwhile, the chart shows that from the total of 76 verbs, it can be found that there are 45 disyllabic verbs, and 31 trisyllabic verbs while there is no polysyllabic verb in it. In addition, this chart also illustrate that from the total 51 adjectives, there were found the most is from polysyllabic adjective which amounts 45 polysyllabic adjectives. The disyllabic and trisyllabic has shown the same amount, that is 3. However, the least goes to adverb which only amount 12

words, consisted 11 polysyllabic adverb, 1 trisyllabic adverb, and none of disyllabic adverb.

The study found that the polysyllabic would become the most syllable that frequently encountered the misplacement of stress. If, we collect all the words above only based on the syllables that frequently misplaced, polysyllabic has 157 words. Besides, the disyllabic goes to the second post which collected 79 words, and the last is trysillabic for its 68 words.

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.*

As it has been stated before, the students might have the difficulties in placing the stress to the right syllables. In order to explore the factors of that case, the writer conducted interview to the 8 students who have passed English

Phonetic and Phonology to answer the third research question that is *What factors are causing the misplacement of stress in pronunciation.*

4.2.3. Findings on the factors that are causing the misplacement of word stress in pronunciation

This interview was administered to answer the third research question, and the participants of interview in this study are 8 students. As stated it above, the students interviewed who have passed the English Phonetic and Phonology. The consideration of selecting the students who have passed the English Phonetic and Phonology is they are expected to give concrete answer as they have known abou word stress in EPP course.

The interview was consisted of 6 questions that initiated with the general knowledge of the topic related in the no.1-3. The rest of the questions would be more eliciting to the answer of the third research question.

Beginning from the first part. According to the interview, most of the students stated that they all have heard and known about word stress when they took English Phonetic and Phonology course. They all have known the definition of the word stress by their own knowledge, and despite there are some differences or perception about word stress, it can be concluded that they agreed to say the word stress is a set of rules that can determine you to place the stress correctly to the certain words in order to make those words understandable.

The students also answered regarding to the importance of word stress in pronouncing English words. They were agree to say that using word stress in

pronunciation is important because its relation to the meaning, and if the words pronounced by wrong stressing, the audience or the listener could not get what was delivered by the speaker. It is supported from the findings from the first research question, in which the word impact. As in phonetic transcriptions, impact can be transcribed into two forms the first is */ˈɪm.pækt/* which the stress falls on the first syllable shows that this is perceived as noun, while the second transcription is */ɪm.ˈpækt/* which the stress falls on the second syllable shows that this word perceived as a verb. In addition, they were also agree to say that when the speaker misplace the stress to certain words, it was automatically influenced to the audience perception. Thus, this case might lead into misunderstanding.

Related to the factors that cause the students'difficulties in word stress, the most cause which is mentioned by almost all of the students is the difficulty to determine where to stress or what syllables of the words should be stressed. As in line with Kelly (2002), he 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. The research conducted by Ma & Tan (2014)

might be related to the case in the misplacement of stress of English Department of State University of Jakarta.

In this interview, students were also asked to give their effort to overcome their problem regarding to the word stress. The answers of each student are varied. Some of students were said that the word stress can be overcome by hearing from the native speaker in the radio or film, or by imitating the native speaker directly, while others prefer to check the dictionary when finding the new word.

Therefore, the findings above indicate to answer the third research question that is w*hat factors are causing the misplacement of stress in pronunciation,* in which the factors causing the misplacement of stress in students pronunciation are: the difficulty to determine where to stress/what syllables of the words should be stressed, and the language interference.