



**STUDENTS' ERRORS ON PRONOUNCING CONTENT
WORD STRESS OF ENGLISH WORDS IN THE TEXTBOOK**
A Case of Class XI D of SMA Semesta Semarang
in the Academic Year of 2015/2016

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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DECLARATION OF ORIGINALITY

I Aimatun Uva Atmainah hereby declare that this final project entitled *Students' Errors on Pronouncing Content Word Stress of English Words in the Textbook (A Case of Class XI D of SMA Semesta Semarang in the Academic Year of 2015/2016)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished works of others have been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 4 November 2016



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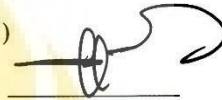
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This final project entitled *Students' Errors on Pronouncing Content Word Stress of English Words in the Textbook (A Case of Class XI D of SMA Semesta Semarang in the Academic Year of 2015/2016)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages Arts on 4th November 2016.

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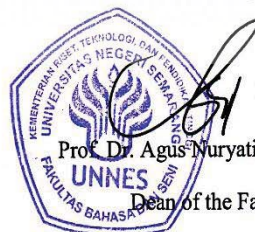


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MOTTO AND DEDICATION

“Nothing is impossible with Allah.” (anonymous)



Dedicated to:

My Parents Sunarsih and Saripin

My Siblings Salma Noviya and Virna Ustamia

Pakde Waryono

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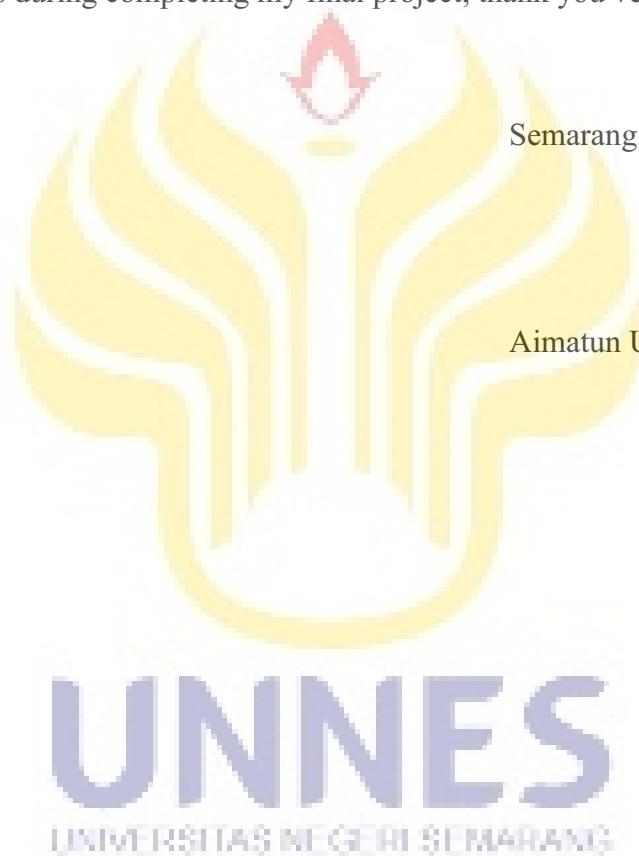
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ABSTRACT

Atmainah, Aimatun Uva. 2016. *Students' Errors on Pronouncing Content Word Stress of English Word in the Textbook (A Case of Class XI D of SMA Semesta Semarang in the Academic Year of 2015/2016)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Dr. Dwi Anggani Linggar Bharati, M.Pd; Advisor II: Sri Wuli Fitriati, S.Pd.,M.Pd.,Ph.D.

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This study aimed at (1) identifying the content word stress pronunciation of the students of class XI D of SMA Semesta Semarang, (2) identifying the strengths and the weaknesses of the students in the pronunciation, and (3) finding the alternative ways to overcome the students' weaknesses in content word stress pronunciation.

This research was a descriptive qualitative case study. The subject of this study was the students of class XI D of SMA Semesta Semarang. The object of the study was the students' content word stress pronunciation in the textbook. The instruments of collecting the data were pronunciation test and interview. The instruments were tried out by an expert judgement. The data were collected by recording the students' pronunciation and the interview. The data were analyzed by transcribing the recording of the pronunciation test and the interview. The researcher used the criterion mastery of Grounlund (1981) to measure the students' content word stress pronunciation.

The findings of the study showed that (1) the students' level of pronunciation achievement was categorized 'unsatisfactory'. It could be seen by the class attainment score which was only 23.11%; 2) the strengths of the students in pronouncing content word stress were bisyllabic words and the weaknesses of the students were polysyllabic words; 3) the alternative ways to overcome the weaknesses were: 1) the teacher should be the model for the students; 2) the teacher should be creative in teaching word stress, for example by playing game; 3) the students should practice more; 4) there should be a specific course to learn word stress, 4) the teacher should teach the students word stress pattern material.

The conclusion of this study was that the students of class XI D of SMA Semesta Semarang have to learn and have to practise word stress more in their speaking activities. One way that could be done to improve the students' pronunciation is by introducing the students with the word stress patterns.

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CHAPTER I

INTRODUCTION

The Introduction consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the research, definition of key terms, scope of the study, and outline of the research report.

1.1 Background of the Study

Communication through spoken language, or speaking, should be intelligible. Efrizal (2012) states that speaking is one way to communicate which ideas and thought a message orally. Considering the importance of this skill, it is one of language skills needed to be mastered by students in learning English. However, based on researcher's experience, there is no specific English speaking course in some state high school. In other word, the speaking material has been integrated with other skills in English. In practicing speaking, the students are usually ordered to do a conversation. According to the researcher's observation, it sometimes does not work because most of the students are not sure about the words they say. Consequently, it makes the words are not intelligible.

Based on the quotation above, the researcher concludes that in order to the words meaningful, it is needed to be spoken intelligibly. Thus, to be intelligible in speaking practice, students should have proper pronunciation. Meanwhile, in order to get proper pronunciation, students should learn word stress because word stress is a part of pronunciation that is important to be learnt.

Ramelan (1994) stated that word stress occurs in words that contain more than one syllable. Furthermore, it is important understand to know the correct placement of the stress because incorrect word stress placement can cause serious problem in intelligibility. As a result, the meaning of the word will be changed. For example, the word *personal* with *personnel* are similar but they pronounced in different way. The stress of the word *personal* takes place on the first syllable /'pɜːsɒnl/, while the stress of the word *personnel* takes place on the last syllable /pɜːsɒ'neɪ/. If one of those words stressed incorrectly, the meaning will be different.

There are two kinds of words, they are: content words and function words. Content words convey meaning, while function words are structural words or grammatical words. Compared with content words, function words are less pronounced with stress. Besides, Sisbiyanto and Ramelan (2005) stated that majorly words stressed are content words. So, the researcher chooses the content words in this research. Content words are noun, verb, adjective, and adverb.

The students' difficulty in stressing word is caused by their mother tongue. However, this actually can be solved by teaching them content word stress material as early as possible. For example, the teacher teaches them word stress since they are in senior high school or junior high school. Specifically, the teacher could insert pronunciation practice in every English speaking lesson to improve students' fluency or intelligibility in speaking English. By doing so, they can be more familiar with the English word stress itself.

This study addressed to SMA Semesta Semarang. According to seputarsemarang.com that SMA Semesta Semarang is a bilingual boarding school.

Additionally, this bilingual boarding school implies education system with the National Curriculum Plus. Moreover, this school is facilitated with professional foreign teacher. Based on the researcher's observation, the lessons like: biology, mathematics, chemist, etc. are delivered in English. For the English class itself, it has been separated for every skill (listening class, speaking class, reading class, writing class, pronunciation class, and grammar class). Moreover, the students have been taught word stress. They stress the words by looking up Oxford dictionary which is considered as advanced learners' dictionary. In addition, they have been familiar with the symbol of word stress. Besides, the teaching learning condition in SMA Semesta Semarang is also supported by the size of the class which is not too large, maximum students on each class is 25 students. It enables the students become more focus and better in learning English.

Specifically, the research addressed to the second graders because of the institution's recommendation. Furthermore, after discussing with the teacher, class XI D is recommended.

The textbook used by the students in SMA Semesta Semarang is *Aim High: Student's Book 2*. It is written by Tim Falla and Paul Davies, published by Oxford University Press in 2010.

1.2 Reasons for Choosing the Topic

Mastering English orally is important since it deals with the meanings that want to be conveyed. Based on the researcher's experiment in PPL program in such state junior high school, nowadays, many students are good at English. They learnt it from English songs, but it was limited only in vocabulary attainment. It reflected on their academic attainment. They had rich vocabulary but they did not know how to pronounce the word stress on each word. There was an experience when the researcher at that time as teacher, pronounced stress in word provided in the students' textbook and the students' response was so astonishing. They thought that that was a joke. It was happen because they were not familiar with word stress. Meanwhile, the researcher understood since they were just junior high school students.

Based on the experience above, the researcher chose this topic: *Students' Errors on Pronouncing Content Word Stress of English Word in the Textbook (A Case of Class XI D of SMA Semesta Semarang in the Academic Year of 2015/2016)*. Senior high school is chosen because it is the higher level of education than junior high school.

1.3 Research Questions

The research questions guiding this study are as further:

- a. How do the students of class XI D of SMA Semesta Semarang pronounce content word stress in the textbook?
- b. What are the students' strengths and the weaknesses in pronouncing content word stress?

- c. What are the alternative ways to overcome the students' weaknesses in pronouncing content word stress?

1.4 Purposes of the Study

Based on the problems stated above, the purposes of this study are:

- a. To identify how the students class XI D of SMA Semesta Semarang pronounce content words stress in the textbook.
- b. To identify the strengths and the weaknesses of students in pronouncing content word stress.
- c. To find the alternative ways to overcome the students' weaknesses in pronouncing content word stress.

1.5 Significance of the Research

The significance of this study are classified into three parts: significance for the students, significance for the teacher and significance for the researcher.

1.5.1 Significance for the students

Hopefully, this study can be used as a guideline for the students to know how far their content words stress pronunciation. So, they can learn more to improve it.

Additionally, they are able to know their strength and their weaknesses in pronouncing content word stress.

1.5.2 Significance for the Teacher

This study hopefully make the teacher to know more about the students' content words stress pronunciation, their strength and weaknesses and find the alternative

ways to overcome the weaknesses in pronouncing content word stress. It directly makes the teacher motivated to keep improving the students' content word stress pronunciation.

1.5.3 Significance for the researcher

Hopefully, it motivates the researcher as the candidate of teacher to be more aware about content word stress pronunciation. Furthermore, it enlarges the researcher knowledge. So, when she becomes teacher someday, she will be more motivated to teach content word stress pronunciation better.

1.6 Definition of Key Terms

The key terms relate to this study are:

- a. Ramelan (1994) states that stress is the degree of force or loudness with which a syllable is pronounced so as to give it prominence.
- b. Word stress is stress within a word.
- c. Content word is non-grammatical-function word.
- d. A content word stress is a [primary] stress consisted at a content word.
- e. Textbook is the book the students used as the module in teaching learning process. In this case, the textbook that used by the students is *Aim High: Level 2 Students' Book*.

1.7 Scope of the Study

The study's limitation is as follows:

- a. This study limits the investigation for the students' content word stress pronunciation.

- b. This study limits only for the primary stress one at every word.
- c. This study limits in investigating the students' strength and weaknesses in pronouncing English content word stress.
- d. This study takes content words which available on students' textbook.
- e. This study is only conducted for the students of class XI D at SMA Semesta Semarang.
- f. This study limits on the offered alternative ways to overcome the students' weaknesses.

1.8 Outline of the Report

In order to ease the readers, the researcher systemized the research report into five chapters as follows:

Chapter one is the introduction. It consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the research, definition of key terms, scope of the study, and outline of the research report.

Chapter two is the review of related literature. It consists of review of previous studies, theoretical review, and theoretical framework of the current study.

Chapter three is the research methodology. It consists of research method, subject of the study, object of the study, roles of the researcher, instruments of collecting the data, try out test, method of collecting the data, the method of analyzing the data, and the triangulation.

Chapter four is the findings and discussion. It explains general description, findings, and discussion. The subchapters show summaries of the findings, a

complete elaboration of the results and interpretation of the findings that answer the problems of the study.

Chapter five is the conclusions and suggestions. This chapter consists of conclusion of the study and suggestions related to the study.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of review of previous studies, theoretical reviews, and theoretical framework of the current study.

2.1 Review of Previous Studies

There have been a number of researchers coming up with a number of researches related to the topic of current study.

The first research (*Students' Mastery in Pronouncing English Words Presented in Their Textbooks*) was by Hidayatun (2009). It was conducted to find out the students' mastery in pronouncing English words that were presented in the textbook by the eighth graders of SMP N 1 Winong Pati. The subjects of this research were 36 second graders (15% of the population) of SMP N 1 Winong Pati. She used purposive sampling and proportional random sampling to select the words. Tape recorder was used to record students' pronunciation. Then she transcribed the pronunciation test to be analyzed. She used curriculum 2004 measurement criterion to measure the students' attainments. Analysis of the pronunciation test revealed that the students' mastery in pronouncing English words presented in their textbook was considered poor.

Another research (*Students' Mastery in Pronouncing English Content Words Offered in a Textbook*) was conducted by Sagita (2009). It aimed to investigate the students of SMP 4 Purbalingga mastery in pronouncing content words offered in a textbook. The participants of this research were the seventh

graders. The subjects of this research were 29 students (10%) of the population. She used proportional random sampling to choose the sample. In obtaining the data, she used pronunciation test and tape recorder to save the data (students' pronunciation). She used the curriculum 2004 as the measurement criterion of the students' mastery. This study suggested the poor result of the students' pronunciation.

Another research (*The students' Mastery in Pronouncing English Words Offered in the Junior High School Textbook*) was by Riyani (2010). It revealed fail result in the students' pronunciation. The participants were eight graders. They were 52 students (10% of the population). They were given a pronunciation test containing 52 words of the test items. To obtain the test items, purposive and random sampling techniques are used. The participants' pronunciations were recorded by using a tape recorder. Then the researcher transcribed them into phonetic transcription. In categorizing the students' pronunciation, the researcher used curriculum 2004.

It is inevitable that in several cases there are similarities between the current study and the previous. One of them is in term of instrument of data collection. To collect the data (students' pronunciation) the researcher of the current study and the previous studies used pronunciation test.

It goes without saying that the current study is different from the previous studies in several cases. There are three differences between the current study and the previous studies, those are, in term of subjects or participant of the study, measurement criterion, and sampling techniques.

In term of subjects or participants of the study, the current study was addressed to the students of senior high school, while the previous studies were addressed to the students of junior high school. In term of measurement criterion, the previous studies were in accordance in curriculum 2004, while the current study's measurement criterion is in accordance with Grounlund (1981). The last is in term of sampling technique (to select the test items) applied in the current study and the previous studies. While the current study applied proportional and random sampling techniques, the previous studies applied purposive and random sampling techniques.

Beside the above three studies, there were more studies conducted to investigate the similar phenomenon. Below are the reviews of them.

Nipa Aungcharoen (2006) conducted a research investigating the word stress perception and production of 12th grade students studying at Bencharatcharungsarit School, Chachoengsao, in the academic year of 2005. In this study the researcher investigated the difference between male and female English learners. The participants were 160 students who were divided into four groups, they were: (a) 40 male students with high proficiency in English, (b) 40 male students with low proficiency in English, (c) 40 female students with high proficiency in English, and (d) 40 female students with low proficiency in English. To collect the data (students' perception on English word stress) the researcher assigned them to listen to a word list pronounced by a native speaker of English and then the participants marked the syllable stressed of each word they listened to.

Then they read the same word list for the production task. The result of the study was the females' perceptions and production skills did not differ from the males.

Grace (2006) investigated the Hong Kong ESL learners in placing word stress. The participants of this research were undergraduate students. Grace classified the word into bisyllabic, trisyllabic, quadrisyllabic, five-syllabic stem. She observed the placement of the word stress based on the suffix of the words. The result revealed that most of words that should be stressed on the last syllable were stressed on the first syllable.

Concerned with the differences, the current study is different from those previous studies in term of objective of the study. Those previous studies were aimed to investigate the students' word stress perception and production; and to know the students' word stress placement, whereas the present study aimed to identify the students' content word stress pronunciation.

The last study on learners' English words mastery was a qualitative study by Rinjani (2014). The study found that the participants constantly made mistakes in placing word stress. She investigated the placement of bisyllabic and trisyllabic word stress. There mistakes were both on bisyllabic and trisyllabic words.

Comparing the current research and the last research, there were two differences, they are: the research objectives and the participants. The current research is conducted to identify students' content word stress pronunciation of bisyllabic, trisyllabic and polysyllabic words, while the last study was conducted to investigate the placement of only bisyllabic and trisyllabic words. The current

research is addressed to senior high school students, while the last study was addressed to college students.

2.2 Theoretical Review

There are some theories related to this research, such as: error, pronunciation, word stress, and content word.

2.2.1 Errors

Ellis (1997) stated that errors are caused by lack of learners' knowledge. They occur when the learners do not know what is correct. It is different with mistake in which mistakes happen occasionally as a reflection of lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows.

Based on statements above, the researcher wrapped up that errors and mistakes are two different things, i.e.: errors take place at the level of competence and they are systematic or regular. Meanwhile, mistakes do not take place at the level of competence and they are not systematic.

2.2.2 Pronunciation

There are some theories related to pronunciation. First, Hornby (2010: 1175) stated that pronunciation is the way in which a language or a particular words or sounds is pronounced. Second, Dalton and Seidlhofer (2001: 1) defined "pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as part of a code of a particular language. Second, the sound is significant

because it is used to achieve meaning in the context of use.” It can be drawn that pronunciation is as the production and reception of sounds of speech.

Kelly (2012) mentioned that there are two features of pronunciation, they are: phonemes and suprasegmental features. Phonemes features consist of consonants and vowels. Consonants are divided into voiced and unvoiced. Vowels are divided into single vowels and diphthongs sounds. The single vowel sounds are divided into short and long vowel. Suprasegmental features consist of intonation and stress. Moreover, the stress here is classified into word stress and sentence stress.

Based on the explanation above, it implies that word stress and phoneme are different parts of pronunciation. It is important for the learners to learn how to pronounce words in any language correctly. However, learning English pronunciation is not that easy for non-native speakers especially Indonesian. It is confirmed by Hidayatun (2009) stating that pronouncing English language is not easy as pronouncing Indonesian.

Furthermore, in defining good pronunciation, Kenworthy (1987) stated that it is not very important to be native like, but the most important is being intelligible. Lynch and Anderson (2012) stated that the key to make the word comfortably intelligible is by putting the main stress on the correct syllable of a word when it is said to other people.

It can be concluded that learning word stress is an important thing. Word stress is part of pronunciation. Gimson, as cited in Sagita (2009) suggested several principles for teaching pronunciation, such as:

- 1) Learner's efforts to communicate meaningfully are sometimes more important than perfect pronunciation.
- 2) Pronunciation Practice between students and teacher is essential.
- 3) Activities that provide opportunities for learners to communicate meaningfully with each other are more interesting, enjoyable, and memorable.
- 4) Feedback on learner progress encourage learners to improve their pronunciation, and
- 5) Wi Control of changes in pronunciation is on the learners themselves.

Based on the quotation above, it can be concluded that learning word stress also can be done by using the principles above.

Thornbury (2012) stated one way to raise the students' features of spoken language is by exposing them to instances of speaking and to have them study transcripts of such instances. For instance, it can be done traditionally by assigning the students to record their pronunciation (isolated word or sentences). That assignment is fruitful to encourage the students to speak meaningfully and intelligibly with correct word stress. It can be performed by practicing through recording. Furthermore, it can to improve students' self-monitoring so that the students are able to monitor their pronunciation mastery.

2.2.3 Stress Definition

There are many discussions about the importance of word stress. Sabater (1991) said that for the sake of intelligibility appropriate word stress is more important than pronunciation of isolated segments since stress and rhythm determine the pronunciation of segments in English. In addition, Kelly (2012) stated that word stress is one of the important features in English pronunciation. It is also supported by Kenworthy as cited in Chen (2012) stated that all English learners will need to pronounce English words with correct stress. However, the unpredictability of

English words stress potentially causes difficulty for the learners. It is confirmed by Kreidler (2004) stating that stress is unpredictable. Consequently, learning English word stress is one of the challenging issues on learning pronunciation.

There are many problems in learning English pronunciation due to misplacement of word stress. Lepage and Busa's (2014) stated that misplaced word stress damaged the intelligibility. Moreover, Syafe'i (1988) stated that it can cause miscommunication. Similarly, Field as cited in Checklin (2014) stated that incorrect distribution of word stress may cause serious problems for listeners. It is therefore, the definition of word stress is needed to provide understanding about the concept word.

Ramelan (1994) defined stress is the degree of force or loudness with which a syllable is pronounced to give it prominence. Furthermore, Hayes as cited in Fabb (1997) stated stress is a rhythm in the word, which is realized by a combination of several features. In addition, stressed syllables are typically louder, longer and higher in pitch. Fabb (1995) stated:

Stress within a lexical word, on the other hand, is rigidly constrained by phonological rules of the language and is part of the basic identity of the word. Thus the word *differ* and *defer* are differentiated in their sound-patterns primarily by the different patterns of stress (*differ* has a stressed-unstressed pattern, while *defer* has an unstressed-stressed pattern).

Fery and Vijver (2003: 1) stated that "syllable has (nearly) always played a central phonological role." Specifically speaking, Ramelan (1994: 25) pointed out that "syllables are the vowel sounds like *a*, *i*, *u*, etc., which its role as the nucleus of the syllable."

One of the characteristic of polysyllabic words is that there can be some syllables pronounced more prominent. It is confirmed by Ramelan (1994) stated that within the word, there can be more than one level of stress, there were: strong or primary stress, medium or secondary stress, and weak stress. It was asserted by Kingdon in Lira (1998) dividing stress into three kinds, they were: primary, secondary, and tertiary stress. However, this study deals with primary stress in which using symbol (').

Based on the explanation above, the researcher concludes that stress is an arbitrary, determined-rule which is contained in every word. In other word, words have their own rule to be pronounced. As it is arbitrary, it is not an easy thing. Incorrect distribution can cause serious problems. Therefore, it is important to know the stress of the words.

2.2.4 Word Stress

When a word has more than one syllable, there is always one syllable that has greater stress than the other. For example '*Flower* is stressed in the first syllable '*Flo*, which has greater prominence than the second syllable. Table 2.1 shows some example how words stressed:

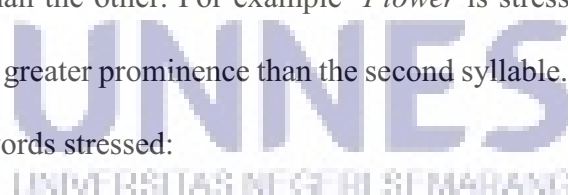


Table 2.1

Example of How Word Stressed

'Politic	Po'litical	Poli'tician	Artifici'ality
'Democrat	De'mocracy	Demo'cratic	Intelli'gentsia
'Personal	Per'sonify	Perso'nality	Mechani'zation
'Meteor	Fa'miliar	Mete'oric	Organi'zation

There are so many terms used to refer to four-syllabic words, such as: multisyllabic words, polysyllabic words, and quadrisyllabic words. The researcher

here used the term polysyllabic word to refer to four-syllable word. However, Sisbiyanto and Ramelan (2005) states that trisyllabic word has been included as polysyllabic word.

According to Dalton and Seidlhofer (2001) polysyllabic words one of the problems for many language learners due to the difficulty in dividing up long polysyllabic words. It is supported by Sisbiyanto and Ramelan (2005) who stated that it is more complicated for deciding the placement of the stress on polysyllabic word because they are more arbitrary stress placement.

2.2.5 Word Stress Patterns

Sisbiyanto and Ramelan (2005: 19) stated that “stressed syllable occur when the air expelled more aggressively from the lung muscle than unstressed syllable.” They classified the syllables into three: monosyllabic, bisyllabic, and also multisyllabic.

2.2.5.1 Monosyllabic words

Monosyllabic words are words with one syllable.

e.g.

act	cat	book
slew	base	vile
oft	cause	crown
mourn	worse	fear

Sisbiyanto and Ramelan (2005: 20) differentiate the difference between monosyllabic content and function word. Monosyllabic content words are pronounced with full forms of vowels, whereas monosyllabic function words are normally pronounced with the weaker forms of vowels.

2.2.5.2 Bisyllabic Words

Bisyllabic words are words that having two syllables. For example:

cap-tives	rea-son	be-side
dec-tate	wo-men	cri-tic
in-stead	de-lay	a-gain
con-sole	pro-gramme	de-bate

Sisbiyanto and Ramelan (2005) stated that in two syllable words, there are only two somewhat simple choices of stress placement of bisyllabic words; either the stress is on first or the second syllable. Moreover, he stated that bisyllabic verb are usually stressed on their second syllable, but in some cases the stress may be shifted. The stress will be on the second syllable if the second syllable of the verb contains a long vowel or diphthong and if the bisyllabic verb ends with more than one consonant and the stress will be on the first syllable if the final syllable contains a short vowel and one or no final consonant.

The rules are mentioned for verbs also can be applied to bisyllabic adjectives. For adverbs, the ending *-ly* does not affect stress. Therefore, for adverb ends with *-ly*, only ignore the ending *-ly* and identify the stress for the remaining adjective. Bisyllabic nouns have different stress placement pattern as follows: The stress usually on the first syllable if the second syllable contains a short vowel, unless it will be stressed on the second syllable.

2.2.5.3 Multisyllabic Words

Multisyllabic words or polysyllabic words are also called heavy words. Sisbiyanto and Ramelan (2005) said there have number of research deal with the stress pattern conducted by phoneticians. They classified the stress pattern as follows:

- a. The stress will be not changed from the basic pattern if the word end with the suffix *-ly*, *-ism*, *-ist*.

- b. The words will be stressed at the ending of the syllable if they end with *-ese*, and *-ee*.
- c. The words will be stressed on the second syllable from the right are the words end with *-ify*, *-ious*, *-uous*, *-eous*, *-ieous*, *-ic*, *-ical*, *-ian*, *-ible*, *-ial*, *-ive*, *-ity*, *-ety*, *-al*, *-ion*, *-ence*, *-ance*, *-acy*, and *-ian*. except: *lunatic*, *Arabic*, and *rhetoric*.
- d. The words will be stressed on the third syllable from right if they end with *-ate*, *-ize*, *ity*, *-ety*, *-al*, and *-ous*.

That was one helpful way to identify the stress of the words. If the students have been taught this material, there is a possibility for them to be more familiar the word stress of such words.

2.2.6 Content Words

Sisbiyanto and Ramelan (2005: 20) certain the “major words that are stressed are content words” because content words are words that have meaning. In other words, content words give the important information.

Content words are usually nouns, verbs, adjectives and adverbs. A noun tells us which object, a verb tells us about the action happening, or the state. Adjectives give us details about objects and people and adverbs tell us how, when or where something is done. Nouns, verbs, adjectives and adverbs give us important information required for understanding:

(<http://esl.about.com/od/learningtechniques/a/Content-And-Function-Words.htm>)

Based on quotation above, the researcher takes nouns, verbs, adjectives, and adverbs as the instruments for collecting the data of this research. The explanations are in the following sections:

2.2.6.1 Noun

A noun used to name a person, place, or thing, It comprises something can or cannot be perceived by human senses. Nouns are divided into two; they are proper and common noun. Common noun divided into abstract, individual, and collective noun. Grammatically distinction, common noun classified into countable and uncountable noun. Countable noun belongs to individual and collective noun, whether most of uncountable noun belongs to abstract and individual nouns.

Categorized according to their number, countable nouns comprised from singular and plural nouns. Based on their gender, nouns classified into masculine, feminine, common, and neuter gender. According to the case, noun classified into nominal, accusative and genitive. For clarification, this system can be diagrammatically drawn in figure 2.1.

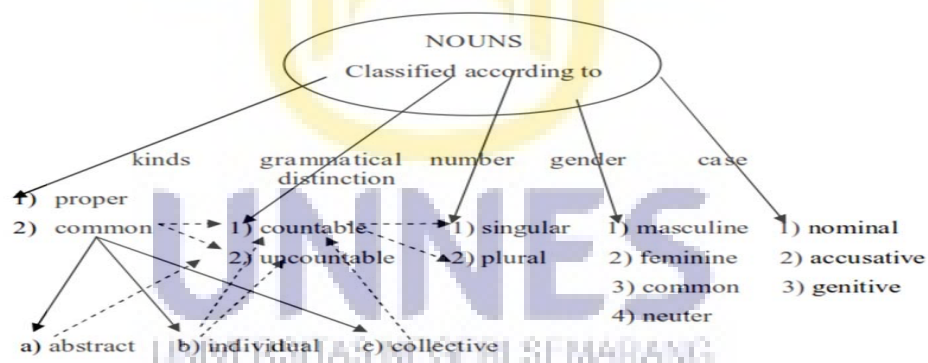


Figure 2.1

Noun Classification

Below is the explanation of proper and common noun.

- a. Maurer (2000) stated a proper noun is a name of a particular, individual person, place, or thing who/which is usually unique. The first letter of the word is written in capital letter.
- b. Wren and Martin (1990) state a common noun is given in common every person or thing of the same class or kind. The first letter of the word is not written in capital letter. Table 2.2 shows how these two categories work.

Table 2.2

Two Categories of Noun

Proper Noun	Common Noun
Anna	Girl
Ali	Boy
Semarang	City
Indonesia	Country
Universitas Negeri Semarang	University

Based on particular details, common noun divided into abstract, individual, and collective nouns. An abstract noun, it belongs to uncountable nouns, used to name an idea, activity, action, a quality, or state for example of this noun category is kindness, theft, boyhood, and grammar. An individual noun, it belongs to countable nouns; represents a typical member of a group and may include most of the concrete nouns; it can be perceived by human senses. This category can be exemplified by these words: student, lawyer, flower, and plant. Wren and Martin (2000) stated that a collective noun taken together and spoken as a whole. It names a group, number, or collection of persons, objects, or things for example: fleet, police, and crowd.

Based on grammatical distinction and number, nouns are divided into countable nouns (which consist of individual and collective nouns) and uncountable nouns (consist of abstract noun). According to the number, nouns are classified into singular and plural. It is not easy to recognize the countable and uncountable noun, just look the dictionary up. A countable noun refers to a person or thing that can be counted. Only in this kind of noun can be divided into singular and plural noun. For a singular noun, it precedes the noun with *a* or *an*, and plural noun it ends with *-s/-es*. An uncountable noun refers to something non-count or mass which cannot be counted. Uncountable noun is usually preceded with *a cup of*, *a bottle of*, *etc.* it cannot precede with *a* or *an*, for example: coffee, furniture, luggage, etc. Wren and Martin Introduce four technical terms to classify these nouns, they are: masculine, feminine, common noun and neuter noun. Look at table 2.3 for the explanation.

Table 2.3

Noun Based on Gender

Masculine	Feminine	Common	Neuter
Boy	Girl	} child/person	book
Son	Daughter		Kingdom
Father	Mother	Parent	House
king	Queen	Monarch	Table
Man	Woman	Person	Lake
waiter	Waitress	Person	Restaurant

Based on the explanation above, generally nouns are classified into proper and common nouns. Common nouns are classified into abstract, individual, and collective noun. The nouns used in this study were all kinds of nouns in singular form which contain more than one syllable.

2.2.6.2 Verb

A verb indicates the action or express in the past, present, and future tenses. Verbs have four principal parts or fundamental forms used to create a tense, for example it can be seen in table 2.4.

Table 2.4

Principal Parts of Verb

Present	Past	Past Participle	Present Participle
Abandon	Abandoned	Abandoned	Abandoning
Accept	Accepted	Accepted	Accepting
Go	Went	Gone	Going
Take	Took	Taken	Taking
Become	Became	Became	Becoming

A verb should agree with its subject in term of number and person (agreement). Moreover, there are two kinds of verbs based on their agreements, those are: singular and plural verbs. Singular verb are signed by suffixes (-s/-es). Conversely, plural verbs are signed by the absence of those suffixes. It is drawn in Table 2.5.

Table 2.5

Example of Six Basic Verb Form

Base Form	Walk	Go
Present	walk / walks	go / goes
Past	Walked	Went
Infinitive	to walk	to go
Present Participle	Walking	Going
Past Participle	Walked	Gone

The base form is the source for the present, infinitive, and past participle of the verb; the present form refers to something existing or happening now or happens

routinely; the past form of a verb is used to indicate that something in the past. Infinitive form consists of its base form; past participle is formed by regular verbs or irregular verbs, it is used with the auxiliary, such as: has, have or had; present participle is formed by adding *-ing* to the end of present verbs, it is used with ‘to be’, such as am, is, are, was, or were, this expresses an on-going action.

Verbs are the fundamental element in a sentence; they are nucleus in a sentence. A group of words is considered as a sentence when there is a finite verb. The role of verb is so powerful that it can construct a sentence solely. Imperative sentence like Go!, Wait! and Run! is only constructed by a verb.

Verbs need a subject, no matter it is expressed or understood. It is needed to give information about the subject does (do/will do) or to give information about the subject is (was, will be) something. For instance: I try and My Parents pray.

Those are the various kinds of verbs. The verbs used as the instrument of this research are base form verbs. Moreover, the verbs should contain more than one syllable.

2.2.6.3 Adjective

An adjective is different with an adverb which does not modify a verb. It modifies a noun or a pronoun by providing specific detail. It precedes the noun or pronoun it modified. It does not have to agree with the subject or gender of the noun it described. It answers the questions what kind? how many, and which ones?

Example:

Rendi bought a used car. (used describes what kind of car Rendi bought.)

Mutia baked ten pies for the school bake sale. (ten tells how many pies Mutia baked.)

Didi climbed that tree in the backyard. (that specifies which tree Didi climbed.)

There are so many types of adjectives: descriptive, proper, limiting, interrogative, coordinate, compound and determiner adjectives. A descriptive adjective name a quality of the noun or pronoun they modified. For example: *brown* cat. A proper adjective is derived from a proper noun. Example: *Indonesian* food. Limiting adjective bounds the word its modified. For example: *this* book. An interrogative adjective used to ask question. Example: *whose* purse is this? Coordinate adjective consists of two adjectives that separated by comma. Example: *cold, rainy* day. The compound adjective consists of two or more words that function as a unit. Depend on its position, it can be given hyphen. For example: She is taking a class in *nineteenth-century* literature; she is studying literature from the *nineteenth* century. Determiners such as articles, pronouns, and number can be used as an adjective; it restricts the noun it modified. For example: *a* man, *his* beard, and *first* meeting.

The adjectives that are used as the instrument of this research are the descriptive and proper adjective. The other kinds of adjective are not used as the instrument for collecting the data in this research. The reason is because the researcher chooses only single words having more than one syllable.

2.2.6.4 Adverb

Adverbs tweak the meaning of verbs, adjectives, other adverb, and clauses. They can be single word, phrases, or clauses. They answer questions: *how? where? and why?* For example: John *rudely* grabbed the last chocolate cookie.

Many single-word adverbs end in *-ly*, like the example above, the word *freely*, *quickly*, *surprisingly*, *happily* and so on. However, we cannot generalize that all words that end with *-ly* are adverbs for example *lively*, *lonely* and *lovely* which they are adjectives.

Many single-word adverbs do not end in *-ly* like *next*, *not*, *often*, *seldom*, and *then*. To make sure what kind of word that is, just look up dictionary to determine its part of speech.

Adverbs are also can be a cluster of words in the form of phrases or clauses. To construct the research instrument, only the single words that having more than one syllable used.

2.3 Theoretical Framework

Summarizing the explanation above, there are some theories used in this research. The first theory is about pronunciation. There are two features of pronunciation, they are: phonemes and suprasegmental features. In which phoneme features consist of consonants and vowel; consonants are divided into voiced and unvoiced; the vowel is divided into single vowel and diphthong; the single vowel is divided into short and long vowel. Suprasegmental features consist of intonation and stress. The stress here is classified again into word stress and sentence stress. It means that stress belongs to suprasegmental features. In this research, the researcher ignores

the phoneme features. The second theory is about word stress. Word stress happens on more-than-one syllable words in which one particular syllable will be more prominent than another. The last theory is about content word, which most of the stressed words are content words. A theory said that stress is unpredictable. Moreover, many language users still have difficulty with polysyllabic words. It is supported by Sisbiyanto and Ramelan (2005) who states that deciding to give which syllables stressed becomes complicated when word include more than two syllables; it will be more arbitrary. To overcome those problems there was a theory about the principles in teaching pronunciation:

- a) Learner's efforts to communicate meaningfully are sometimes more important than perfect pronunciation.
- b) Pronunciation Practice between students and teacher is essential.
- c) Activities that provide opportunities for learners to communicate meaningfully with each other are more interesting, enjoyable, and memorable.
- d) Feedback on learner progress encourage learners to improve their pronunciation, and
- e) Control of changes in pronunciation is on the learners themselves.

Since word stress is an important part of pronunciation, so those principles also prevail in teaching word stress. There is an additional theory said that to raise students' awareness about features of spoken language, can be done by recording. Moreover, in learning word stress should also learn the rules. According to sisbiyanto and Ramelan (2005) word stress pattern may assist the students to learn word stress rules. Figure 2.2 below is the description of the theoretical framework:

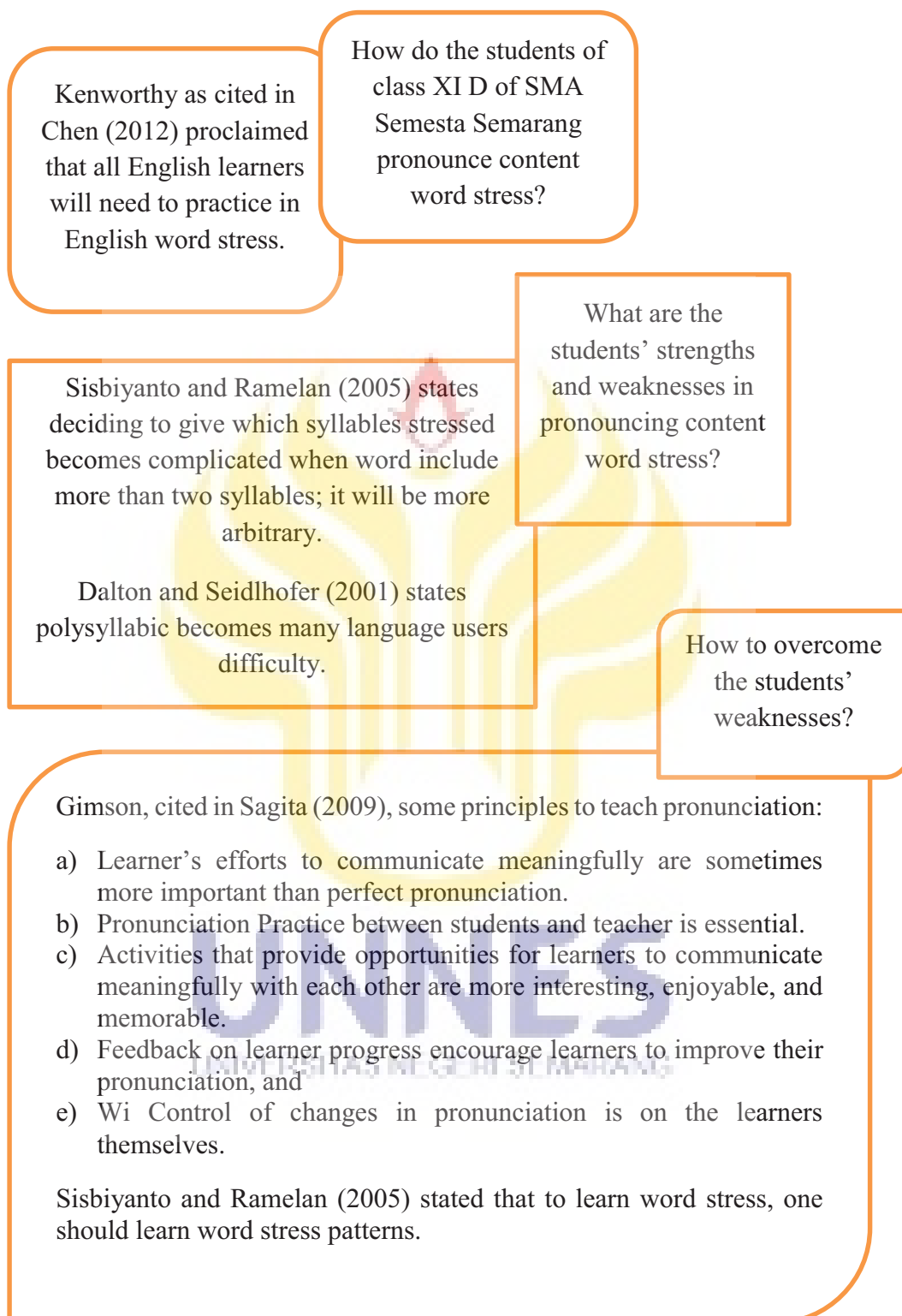


Figure 2.2

The Theoretical Framework of Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions related to the study.

5.1 Conclusions

Based on the results of the current study, there are several conclusions that can be drawn. Those are, the students' content words stress pronunciation mastery, the students' strengths and weaknesses in pronouncing particular groups of words with correct stress, and the alternative ways to overcome the students' weaknesses.

First, considering the students' content words stress pronunciation, they were not good. The class attainment is only 23.11%. According to Grounlund (1981), the grade of the score is categorized as 'unsatisfactory'. Looking at the individual students' results, there is a student who failed in pronouncing all of the word assigned. Furthermore, the failure of the students in pronouncing content word stress can be seen from the maximum score of the students' results which is only 50%.

Second, the strengths of the students in pronouncing content word stress are on bisyllabic words. Meanwhile, the weaknesses of the students in pronouncing content words stress are on polysyllabic words. In terms of content word stress pronunciation, the result shows that bisyllabic words are easier than trisyllabic words. In addition, trisyllabic words are easier than polysyllabic words. This finding confirms the statement by by Sisbiyanto and Ramelan (2005) that the bisyllabic words become the easiest group of word to be pronounced because there are only

two possibilities in stressing the words. Conversely, polysyllabic become the most difficult group of words to be pronounced because there are more than two possibilities in stressing the words.

After knowing the students' weaknesses, there are five alternative ways offered. They are: 1) the teacher should be the model of content word stress pronunciation to the students. In other words, they have to apply the content words stress pronunciation every time they teach; 2) the teachers are demanded to be more creative. The use of such game in the class is considered as the one of the effective ways; 3) the teacher should assign the students pronunciation practice homework; for instance, the teacher can ask the students to record their content words stress pronunciation; 4) there should be a specific course (i.e. phonetic course) to optimize the students in learning content word stress pronunciation; and 5) the teacher has to acquaint the students with word stress patterns material.

5.2. Suggestions

Referring to the conclusion, the researcher provides some suggestions for English learners, English teachers, institutions, and future researcher. The suggestions are as follows:

First, the researcher suggests all English learners to learn and practice more in English content word stress pronunciation. Applying word stress in speaking activity will be better to improve the skill. Creating English environment with some friends in the surroundings to practice and monitor together is one thing can be applied.

Second, the researcher suggests several things can be done by English teachers in teaching content word stress pronunciation. They are: 1) the teacher should be more creative in teaching English content word stress pronunciation. Using such game as strategy to teach content word stress pronunciation is highly recommended. Moreover, involving the students in teaching learning games can avoid the students from boredom. As a result, the material taught can be long lasting embedded at students' memory; 2) introducing word stress patterns with the students can be done to help the students in stressing words. As what have been explained above that by doing so, it would ease the students in learning content word stress pronunciation. Learning word stress patterns is important not only for students, but also for teachers. Teachers are a model for students, in which they are demanded to be accurate in pronunciation. The researcher recommend for teachers to have a phonetic book as the handout in teaching content word stress pronunciation. There are some phoneticians write such books; 3) assigning the students to record their pronunciation also can be done to encourage them in pronouncing content word stress.

Third, the suggestion is addressed for high school institutions. The researcher suggests to provide a specific time to learn word stress, whether it is included as intra-curricular or as extracurricular. In terms of intra-curricular, it could be as phonetic course, while in terms of extracurricular, it could be inserted as a material in ECC (English Conversation Club). It enables the students to get more knowledge about English especially English phonetic.

Last, the suggestion is addressed to future researchers. The researcher hopes that future researchers can use this research as a reference in conducting the same field of study, that is research in pronunciation. It is advisable to future researchers to conduct a research to find other alternative ways to overcome students' weaknesses in pronunciation. Therefore, students' pronunciation can be improved.



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