

**ERROR ANALYSIS OF ENGLISH WORD CLASS PAIRS STRESS PRODUCED
BY NON-ENGLISH LANGUAGE EDUCATION STUDY PROGRAM (NON-PBI)
STUDENTS IN UNIVERSITY OF PGRI YOGYAKARTA**

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ABSTRACT

Pusfitriyani, Wahyu. 2017. Error Analysis of English Word Class Pairs Stress Produced By Non- English Language Education Study Program (Non- PBI) Students in University Of PGRI Yogyakarta. Yogyakarta: English Language Education Study Program of Teacher Training and Education Faculty. University Of PGRI Yogyakarta.

This research aims are to find out the characteristic of English word stress produced by Non- PBI students in University Of PGRI Yogyakarta, English error word stress mostly produced by Non- PBI Students in University Of PGRI Yogyakarta, and linguistics factors that influence the error word stress.

This research populations were non- PBI students in University Of PGRI Yogyakarta while the research samples were 5 (five) female students which chosen by random sampling. The data collection techniques of this research were interview, documents, and test by recording the respondent's voices. Then the data analysis technique used acoustic analysis technique using PRAAT 5.3.5.6 software.

The research results were: 1) the characteristic of English error word stress produced by non- PBI students in University Of PGRI Yogyakarta was pitch; 2) English error word stress produced by non- PBI students in University Of PGRI Yogyakarta were adjectives, it was 80% errors, 46% errors of nouns and 30% errors of verbs; 3) linguistics aspect that influence the error word stress were native language and phonetic ability; there is different phonetics feature of English and Indonesian language. Suprasegmental features does not prevail in Indonesian phonology system, it prevails in syntax. It makes Indonesian cannot stress the words properly.

Keywords: *error analysis, word class pairs, word stress*

ABSTRAK

Pusfitriyani, Wahyu. 2017. Error Analysis of English Word Class Pairs Stress Produced By Non- English Language Education Study Program (Non- PBI) Students in University Of PGRI Yogyakarta. Yogyakarta: English Language Education Study Program of Teacher Training and Education Faculty.University Of PGRI Yogyakarta.

Penelitian ini bertujuan untuk mengetahui karakteristik kesalahan penekanan kata yang diucapkan oleh mahasiswa non-PBI di Universitas PGRI Yogyakarta, kesalahan penekanan kata yang sering diucapkan oleh mahasiswa non-PBI di Universitas PGRI Yogyakarta, dan faktor linguistik yang dapat mempengaruhi kesalahan penekanan kata.

Populasi dalam penelitian ini adalah seluruh mahasiswa non-PBI di Universitas PGRI Yogyakarta, sedangkan sample penelitian ini adalah 5 (lima) mahasiswi yang dipilih secara acak. Teknik pengumpulan data menggunakan wawancara, dokumen, dan tes dengan merekam suara responden. Kemudian data dianalisis menggunakan teknik *acoustic analysis* menggunakan aplikasi PRAAT 5.3.5.6.

Hasil penelitian ini yaitu: 1) karakteristik kesalahan penekanan kata yang diucapkan mahasiswa non-PBI di Universitas PGRI Yogyakarta yaitu pada *pitch*; 2) kesalahan penekanan kata yang paling sering dilakukan mahasiswa non-PBI di Universitas PGRI Yogyakarta yaitu terdapat 80% kesalahan pada *adjective*, 46% kesalahan pada *noun*, dan 30% kesalahan pada *verb*; 3) faktor linguistik yang mempengaruhi kesalahan penekanan kata yaitu bahasa ibu dan kemampuan fonetik; ada perbedaan fitur dalam bahasa Indonesia dan bahasa Inggris. Fitur suprasegmental tidak berlaku dalam sistem fonologi bahasa Indonesia, fitur tersebut hanya berlaku dalam sintaksis bahasa Indonesia. Hal tersebut membuat orang Indonesia tidak dapat memberikan penekanan kata dengan tepat.

Keywords: *analisis kesalahan, word class pairs, penekanan kata*

I. Introduction

Language is a tool of communication. Without it, our important activities are inconceivable. Human beings use language to express their feelings, communicate each other, deliver some messages or represent something to the other, etc.. There are so many languages in this world. Each nation or state in this world has different language, accent and dialect.

Furthermore, English spread rapidly around the world. Kachru in Laufer (2008) widely accepted conceptualization of the geographic and historical spread of English as three circles is helpful. According to Crystal (2003a: 60) in Laufer (2008) the circles of English spreading presented as follows: 1) the inner circle refers to the "traditional bases" of English: the UK, USA, Ireland, Canada, Australia and New Zealand; 2) The outer (the extended) circle refers to the earlier spread of English in non-native settings, where the language has become a part of the country's important institutions, and it plays an important "second language" role in a multilingual setting: Malaysia, Singapore, India and over fifty other territories; 3) The expanding or extending circle refers to nations which recognize the importance of English as an international language, but which were not colonized by the countries of the inner circle, and which have not given English any special official status. In these countries, English is taught as a foreign language. Indonesia,

China, Japan, Greece and Poland are including to this group.

Rather in Indonesia English is as foreign language. It is taught since in elementary school. All of school in Indonesia has different curriculum, learning model and technique. However, some of them also have no adequate equipment that supports the learning process. It makes the learning result of each student different.

Naturally, the goal of pronunciation is to make a comfortable conversation with non-native speakers. In addition, there are some aspects of pronunciation, one of them is word stress. Each group of words has different word stress position. Stress rules are based three kinds of information: syntactic, morphological, and phonological (Kreidler, 2001: 180). Syllables in sequence differ in intensity (or loudness), in pitch (or tone), and in duration. Some syllables are comparatively strong and others are weak. Syllable strength depends on several things: what vowel it has, whether it is stressed syllable of a word, and whether it is accented syllable of a tone unit.

According to the interview of non-PBI students (the respondents) in University of PGRI Yogyakarta, they come from different cities, while their first language is Indonesian language. Actually, they like English and can speak English, but they cannot speak English properly. Sometimes they speak English when they sing English songs, and when they communicate with their friends.

Since they learn English for the first time until now, they never learn the English word stress. They learnt English vocabularies and grammars only in English class.

Thus, the researcher chooses the title because the correct pronunciation of English words stress is important. English words are different with Indonesian. There are no word stresses in Indonesian words. That is why the researcher interest to do the research about word stress.

II. Theoretical Framework

A. Previous Studies

There are some previous researches related to the error analysis of English pronunciation. One of them is Widagsa (2016) who writes about stress alternation in English morphological derivation. He finds that most English-L2 is not able to distinguish between strong and weak stressed syllable.

The other one is Widyningtias (2014). She writes about error analysis on English consonant pronunciation. She states that the second semester students have not mastered the pronunciation of English language yet because most of them are still influenced by their first language pronunciation system.

However, this research is more specifically on word class pairs stress which consists of two syllables produced by non- PBI Students. It is not only focused on the error analysis,

but this research also finds out the linguistics aspects that influenced the error word stress.

B. Teaching Pronunciation

1. Factors That Can Affected Pronunciation Learning (Kenworthy, 1987 : 4-8).

a. Linguistics factors consist of native language and phonetic ability.

b. Non-linguistics factors consist of the age factors, amount of exposure, attitude and identity, and the last is motivation and concern for good pronunciation.

2. Techniques and activities in pronunciation class according to Kelly (2000: 15-22):

a. Drilling

b. Chaining

c. Minimal pairs and related activities

d. Pronunciation and spelling activities

e. Taping student's English

f. Listening activities

g. Reading activities

C. Word stress

In English words, the differences in stress signal differentiate between a noun and verb: nouns are stressed in first syllable; verbs are stressed on the second syllable (Bonvillain, 2010: 14). In addition, there are 4 (four) main factors of stress production according to Roach (1983): 1) Loudness;

2) Length; 3) Pitch; and 4) Quality.

D. Indonesian stress

There are many findings about Indonesian stress; most of them found that there is no stress or prominence in Indonesian words. Another finding claimed that the stress or prominence is on the penultimate syllables and or in the final syllables.

E. Word class pairs

There are several dozen pairs of two syllable words with identical spelling which differ from each other in stress placement, apparently according to word class such as noun, verb or adjective. The following rule of special type of word (prefix + stem) is when a pair of prefix-plus-stem words exists, both members of which are spelt identically, one of which is a verb and the other is either a noun or an adjective, the stress will be placed on the second syllable of the verb but on the first syllable of the noun or adjective.

III. Research Methodology

This is qualitative research which used acoustic analysis using PRAAT software to analyze the data. This research conducted in University of PGRI Yogyakarta on March 2017. The research populations were the non-PBI students in University of PGRI Yogyakarta while the research samples were five (5) females of non-PBI students in University of PGRI Yogyakarta. Furthermore, the research variables were: (1) The

independent variables were English words stress; (2) The dependent variables were non-PBI students in University of PGRI Yogyakarta. In addition, the data were collected by interview, documents and test by recording the respondent's voices. The respondents pronounced the word stimulus while the researcher records their voices. The word stimulus consists of the word class pairs which inserted in the sentence to differentiate the words easier.

IV. Findings and discussions

1. Findings

The researcher used 20 (twenty) data of word class pairs which consist of two types of data. There were the data which have stressed on first syllable and the data which has stressed on second syllable. The data which have stressed on first syllable were consists of noun and adjective, while the data which have stressed on second syllable were verbs. The research result will be presented as follow:

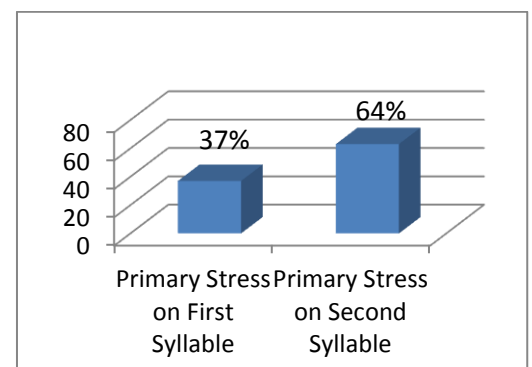


Chart 4.1 Percentage of the data which mostly produced by respondents

That chart illustrates the percentage of the data which mostly produced by the respondents. From 37 of 100 words (37%) was stressed on the first syllable by respondent and 63 words (63%) was stressed on the second syllable. The result refers to Samsuri (1971) in Goedemans and Zanten (2007) he stated that the main stress of Indonesian words is on the final syllable.

Furthermore, the percentage of the words which stessed correctly by the respondents show that 22 words (44%) were stressed correctly on the first syllable while 28 words (56%) was error stressed. The words which has error stressed is higher than the words which stressed correctly on the first syllable, on the other hand the words which stressed correctly on the second syllable was higher than the words which has error stressed. The percentage is 70% correctly stressed and 30% was error stressed.

2. Discussions

a. The differencess of English and Indonesian word stress

The difference of English and Indonesian language phonology is on the suprasegmental features. In Indonesian phonetics, suprasegmental features does not prevail.

b. Factors that influence the error word stress.

On this research, researcher focused on the linguistics factors that can influence the error word stress, especially on phonetics ability. Indonesian and English language have different phonetics features. In Indonesian phonetics, the suprasegmental features does not prevail. It makes Indonesian cannot differentiate how to stress the words correctly.

3. Research result

The researcher had analyzed the data collection using PRAAT 5.3.5.6.. Then, the data will be described according to the research formulation as follow:

a. The characteristics of English word stress.

Stress or prominence is produced by 4 (four) main factors, there are: loudness, length, pitch and quality. On this research, the researcher was using PRAAT 5.3.5.6. application to find out the higher pitch of respondent's sound to know on which syllable of words that they stressed.

b. English error word stress mostly produced by respondents.

Based on the table 4.6, English error word stress that mostly

produced by respondents can be calculated as bellow:

Table 4.7

Percentage calculation of English error word stress

Word class	Calculation	Percentage of errors
Nouns	$\frac{16}{35} \times 100\%$	46%
Adjectives	$\frac{12}{15} \times 100\%$	80%
Verbs	$\frac{15}{50} \times 100\%$	30%

The table above shows that the highest percentage of English error word stress was adjectives and the lowest percentage was verbs. There are 16 error of nouns, 12 error of adjectives and 15 error of verbs that produced by respondents.

- c. Linguistics factors that influence the error word stress

The researcher found that there are different phonology system between English and Indonesian language. Refers to Troike (2006) second language acquisition follow the first language acquisition. It means that the differences of English and Indonesian phonology system influence the English error word stress. In addition, according to

Chaer (2009) stated that suprasegmental features does not prevail in Indonesian system of phonology, it prevails on syntax. It makes Indonesian cannot stress the words properly.

V. Conclusion

The conclusion of this research is supported by three findings. They answer the research questions on chapter I. The characteristic of English word stress in this research is pitch. The researcher used PRAAT 5.3.5.6 software to find out the higher pitch of respondent's voices to know the syllable of word which they stressed.

English error word stress mostly produced by respondents was adjectives. It was 80% errors. Then, the percentage of error word stress on nouns was 46%. While percentage of error word stress on verbs was 30% errors. It was the lowest percentage of this research result.

Based on the research result, the researcher found the linguistics aspects that influence the error word stress. It was the phonetic ability. There is different phonetics feature of English and Indonesian language. According to Chaer (2009) suprasegmental feature does not prevail in Indonesian system of phonology, it prevails on syntax. It makes Indonesian cannot stress the words properly.

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