A STUDY ON THE ABILITY OF POLYSYLLABIC ADJECTIVE WORDS STRESS PLACEMENT OF ENGLISH STUDY PROGRAM STUDENTS

[1]Sari Puspita, [2] Dahnilsyah, [3] Mariasyafriyanti
Email: [1]sari.puspita3029@student.unri.ac.id, [2] danil_71@yahoo.com, [3]maria.syafriyanti@lecturer.unri.ac.id
Contact: 085323391663

Student of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
University of Riau

Abstract: *This research concerned with the student's knowledge on the polysyllabic adjective word stress placements of English Education Study Program Students. This research was a descriptive with quantitative approach. The research was conducted on English Study Program of Universitas Riau. The selected sample was Class of B English Study Program which consist of 34 students. The sample is selected by using cluster random sampling technique. Thirty-four students involved in this study were given the instrument of stressing test. The data were collected by using WhatsApp and Google Drive. The collected data were analyzed by three raters and the result were calculated by using Microsoft Excel. The results of this study shows that the ability of the Second-year Students of English Study Program on polysyllabic adjective words stress placements was categorized Very Good level with 86,79 of the total average score. Furthermore, the test result among 3 syllables and 4 syllables polysyllabic adjective words shows that the second-year students of English Study Program made many incorrect stress placements in 4 syllables words.*

Key Words: *Stress, Polysyllabic Adjective words*

KAJIAN TENTANG KEMAMPUAN PENEMPATAN PENEKANAN KATA PADA *POLYSYLLABIC ADJECTIVE WORDS* OLEH MAHASISWA PROGRAM STUDI BAHASA INGGRIS

[1])Sari Puspita, [2]) Dahnilsyah, [3]) Mariasyafriyanti
Email: [1])*sari.puspita3029@student.unri.ac.id,* [2]) *danil_71@yahoo.com,*
[3])*maria.syafriyanti@lecturer.unri.ac.id*
No.Hp: 085323391663

Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini berkaitan dengan pengetahuan mahasiswa tentang penempatan penekanan kata *polysyllabic adjective words* pada mahasiswa Prodi Pendidikan Bahasa Inggris. Penelitian ini bersifat deskriptif dengan pendekatan kuantitatif. Penelitian dilakukan pada Program Studi Bahasa Inggris Universitas Riau. Sampel yang dipilih adalah Program Studi Bahasa Inggris Kelas B yang terdiri dari 34 siswa. Sampel dipilih dengan menggunakan teknik *cluster random sampling*. Tiga puluh empat siswa yang terlibat dalam penelitian ini diberikan instrumen stressing test. Data dikumpulkan dengan menggunakan *WhatsApp* dan *Google Drive*. Data yang terkumpul dianalisis dengan tiga penilai dan hasilnya dihitung dengan menggunakan Microsoft Excel. Hasil penelitian ini menunjukkan bahwa kemampuan siswa tahun kedua Program Studi Bahasa Inggris dalam penempatan stres *polysyllabic adjective words* termasuk kategori Sangat Baik dengan skor rata-rata total 86,79. Selain itu, hasil tes antara 3 suku kata dan 4 suku kata *polysyllabic adjective words* menunjukkan bahwa mahasiswa tahun kedua Prodi Bahasa Inggris banyak melakukan kesalahan penempatan stres pada kata 4 suku kata.

Kata Kunci: Penekanan Kata, Kata Sifat Bersuku kata banyak

INTRODUCTION

Students of English Study Program are expected to have good English speaking skills with good pronunciation to avoid misunderstanding during communication. As stated by Zemmermann (2004:29) pronunciation is crucially important, as it is usually the first thing people notice in a language learners' English. Therefore, English learners are required to have a good pronounciation to avoid misunderstanding in speaking. However, pronunciation is crucial in communication. It helps students to solve serious intelligibility problems. Pronunciation not only makes students aware of different sounds and sound features, but can also improve their ability in using spoken English properly. Understanding spoken English involves more than the ability to pronoun individual words correctly. It also involves an ability to hear and produce stress of English words.

Checklin (2012) provides some word stress rules that must be beneficial to understand more about word stress. The first of the three is phonological similarity. This is when students use known stress patterns from other similar words and transfer them to new words. For example, a student may know the word stress pattern of 'humanity' and apply its word stress structure to a new vocabulary item such as 'absurdity'. It is particularly of note that late learners of English rely most on the stress patterns of phonologically similar known words (Guion, 2006). The second rule relates to word class. Just over 80% of two syllable nouns and adjectives place stress on the first syllable, e.g.,'kitchen'/ˈkɪtʃ.ən/ and 'extra' /ˈek.strə/ (Hammond, 1999). However, verb stress works in the opposite manner (consider 'achieve' /əˈtʃiːv/ and 'agree' /əˈgriː/). And the last third rule is concerns the syllabic structure of words (Guion, 2006). In this study, the writer focuses on word stress patterns suggested by Checklin (2012) focusing on the second rule and the third rule which relates to word classes and the syllabic structure of the words that the writer believes will be best implemented in English polysyllabic adjective words. Regarding Crystal (2008), an adjective is a term used in the grammatical classification of words to refer to the main set of items that specify the attributes of nouns. An adjective describes something looks, smells, feels, or sounds. This research focuses on the adjective word that has more than 2 or 3 syllables, for example: intellectual, comfortable, cooperative, etc.

In Riau University, the students who are taking English study program are expected to study and improve their skills in stressing the English words. In the first year, students have taken Pronunciation and Speaking classes. Based on the writer's experienced and the interview with some students of English Study Program FKIP Universitas Riau, during the learning process of Pronunciation subject, the lecturer was used many utilities for example speakers, projectors to display the video, etc. The use of the utilities was to helped students to get more understanding about pronunciation. Moreover, during the learning process of Speaking subject, the lecturer also made interesting activities such as dialogue with friends, made an audio diary and recorded it, project drama, speech in front of the class, etc. From those activities, the students can improve their speaking skills, especially pronunciation in stressing English Words.

From the explanation above, the students' ability in stressing English words needs to be investigated. The writer is interested to study the ability of students in stressing polysyllabic adjective words because the writer would like to know the ability of the English students in stressing polysyllabic adjective words consist of 3 and 4 syllables. However, the Second-year students of English Study Program have learned how to

speak English in Pronunciation class, Speaking I, Speaking II, and Speaking III. In that case, they already have enough skill in speaking and pronunciation. They are expected to have good English speaking with good pronunciation. Based on the previous point of view about pronunciation and word stress, the writer will conduct descriptive research with a quantitative approach entitled "A Study on The Ability of Polysyllabic Adjective Words Stress Placement of English Study Program Students".

METHODOLOGY

Participants

There were 34 second-year students of English Study Program FKIP Universitas Riau involved in the present study as a sample by using cluster random sampling. The sample was decided by using a lottery.

Instruments

The instrument was adapted from Novitadewi Ninda (2017) with adjustment. The instrument contained 30 words of stress in polysyllabic adjective words. The criteria that were used to select the 30 words stress were based on the category of adjective words from English dictionary that contained 3 syllables and 4 syllables.

Data Collection Technique

The data needed in this research is the audio of the stressing test. Before the data has been collected, the students have learned about stressing words from the Pronunciation subject, Speaking I, Speaking II, and Speaking III. Due to the social distancing policy, the test of the study was collected via online. The instrument was sent in the group of WhatsApp and the audio result was collected in Google Drive.

Data Analysis Technique

In analyzes, the data were scored by three raters. Every answer that was given in the research subject of identifying correct stress would be checked and scored. The scoring technique assessed in this study is speaking but only focus on the stressing can be seen in some item types are scored as either correct or incorrect. If responses are correct, a score of 1 score point will be given, but if they are incorrect, no score is awarded (The article of PTE Academic, 2012 in Anugrah Ketut, 2015:19).
The score was calculated by using this formula:

1. To know the student's score individually, the data is calculated by using this formula:
$$M = \frac{x}{n} \times 100$$

Where:

M = Individual score

X= Number of correct pronunciation

n = Number of items

(Heaton, 1988 in Anggraini Mira, 2020:23)

2. To know the score of each student from the three raters, the following formula was used:

$$A = \frac{R1+R2+R3}{3}$$

Where:

A = Average

R1 = Rater 1

R2 = Rater 2

R3 = Rater 3

3. To know the percentage of the classification of students' ability in stressing polysyllabic adjective words correctly using this formula:

$$P = \frac{F}{R} \times 100\%$$

Where:

P= the percentage

F= the number of frequency

R= the number of students

(Hatch and Farhady, 1982)

Therefore, to know the level of students' ability in correct stressing, the student could be classified by using a scale. Based on the scale, the writer used certain criteria by Best's (1981) this criterion to know how good the students pronounce the English stressing of polysyllabic adjective words.

Table 1. The Classification of Students' Ability

No	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

Result

34 students were the respondents and did the test. The item types were scored as either correct or incorrect. When a respondent can place correct stress on a word, his/her pronunciation is valued 1. On the other hand, when she/he cannot place correct stress on a word, his/her pronunciation is valued 0 (The article of PTE Academic, 2012 in Anugrah Ketut, 2015:19)

Table 2. The Classification of the Students' Ability Category

No	Score	Classification	Frequency	Percentage
1	80-100	Very Good	22	64,70%
2	66-79	Good	12	35,30%
3	56-65	Enough	0	0%
4	40-55	Less	0	0%
5	30-39	Fail	0	0%
Total			34	100%

According to the data from Table 4.1 and Figure 4.1, it can be concluded that 22 of 34 students, who gained 80-100 (64,70%) score in very good level, 12 students (35,30%) who gained score 66-79 in good level and there were none of the students (0%) who gained score 30-65 in enough until fail level. So the average score of students obtained in stressing polysyllabic adjective words was 86.79, it meant that the second-year students of English Study Program of FKIP Universitas Riau had a very good level in stressing polysyllabic adjective words.

To answer the second question of the research problem, the writer attempted to find out the most incorrect word stress placement. It was done by making the percentage of the correct word stress placement made by the students (Appendix 7). Based on this study, the total number of words test which students have done is 30 words from the result of the test it is found that there are five most commonly incorrect words stress placement made by the students. the word knowledgeable has the highest rank of incorrect stress with 14 students. the writer summarizes all the results into a table. The table below shows the list of the polysyllabic adjective words, the total, and the percentage of students who made incorrect word stress. The detail would be discussed as follows:

Table 3. The Percentage Of Students Made Incorrect Word Stress

No	Word List	Total of students made incorrect word stress	The Percentage
1.	Knowledgeable	14	41,17%
2.	Miniature	13	38,23%
3.	Presumptuous	12	35,29%
4.	Inexpensive	11	32,35%
5.	Comfortable	10	29,41%

It was revealed from table 3 from a total of 30 words the students made much incorrect stress in pronouncing words in 4 syllables such as: knowledgeable, miniature, presumptuous, inexpensive, and comfortable. The highest percentage of incorrect word stress is the "knowledge" with 12 students (41,17%) and the lowest is "comfortable" with 10 students (29,41%). In conclusion, the students have good ability in stressing 3 syllables than 4 syllables words.

DISCUSSION

According to the finding and data analysis provided in the previous chapter, the writer has answered the research question related to the students' ability in stressing polysyllabic adjective words and what number of syllables, the students commonly fail to pronounce stress correctly. It can be seen that the ability of the second-year students in stressing polysyllabic adjective word is classified into Very Good level and the number of syllables of the students commonly fail to pronounce stress correctly is 4 syllables.

Based on the result of this research, most of the students already have word-class and syllabic structure of words competence in stress placement of polysyllabic adjective words. The result shows that most of the stress is placed correctly with 22 students in Very Good category, and 12 students are in Good Category, none of the students is in enough, less, and fail category. This finding is contrasted with the previous research by Novitadewi's (2017) and Styvant's (2019). On the other hand, this finding is similar to the previous research by Veronica's (2017). This result was the same with this study, where the wrongest answer appeared in stressing 4 syllables words.

By looking at the phenomena above, the writer found out that the ability of the second-year students in polysyllabic stress placement is Very Good category, but they are still made some mistakes in different syllables. Stressing ability is acquired through practice, not only through educational settings or teaching methods. The second-year English students must keep practicing their ability in stressing even though not in the class with the lecturer. Because they will be role models for their future students, they should increase their knowledge in speaking especially pronunciation and stress of a word. There are third important categories to be a professional English teacher. The first category was the teacher must be able to pronounce English correctly. The second category was the teacher must have the ability to speak English correctly. The third category was the teacher must know and observe the correct intonation stress pattern (Chyntia, 2013 in Veronica, Sabarudin, and Damayanti, 2017).

CONCLUSION AND RECOMMENDATION

Conclusion

The present study entitled "A Study on the ability of polysyllabic adjective words stress placement of English Study Program Students" has a purpose which are to find out the ability of students who are able to pronounce of polysyllabic adjective words with correct stress placement and to find out what number of syllables the students most fail to stress correctly. The result of the study shows that the ability of polysyllabic adjective word stress placement of English Study Program Students are categorized into Very Good level with the average of the score 86,79. The writer found, the most common incorrect stress placement in pronouncing 4 syllables words which are: knowledgeable (41,17%), miniature (38,23%), presumptuous (35,29%), inexpensive (32,35%) and comfortable (29,41%).

Recommendation

The result of the present study led to several suggestions based on the result of this research. Two main suggestion and recommendation of this study which are: First, the students should maintain and also improve their ability in stressing words in a different part of speech, because it is important for English students to pronounce words and place the correct stress based on the dictionaries which are provided in phonetic symbols from International Phonetic Alphabet (IPA) and Second, this research investigates the ability of students in pronouncing the word stress. It will be good if the future observers to conduct a thesis which discusses some words that are from different part of speech and different syllables and see the mastery of the students in pronouncing those words.

BLIBLIOGRAPHY

Anugrah, K. (2015). *Aa Study on The Students' Ability in Pronuncing English Vowels That Do not Exists in Indonesian By Forth Semester Students of English Study Program of FKIP University of Riau.* Pekanbaru: Thesis.

Checklin, M. (2012). What in the world do we know about word stress? A review of what it is and how to teach it. *TESOL as a Global Trade:Ethics, Equity and Ecology.*

Cresswell, J. (2012). *Educational Research: planning, conducting, evaluating quantitative and qualitative research- Fouth Edition.* Boston: Pearson .

Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics.* Oxford: Blackwell Publicing Ltd.

Fraser, H. (2001). *Teaching pronunciation: A handbook for teachers and trainers.* Canberra: Department of Education Training and Youth Affairs.

Gay, L. R. (2000). *Educatio Research .* London: A. Bell & Howel Company.

Hatch, E. &. (1982). *Writing English Language Test: A Principal Guide For Teacher Of English As A Second Foreign Language.* London: Newburry House Publisher.

Kreidler, C. (2004). *The Pronunciation of English : A Course Book .* Cornwall: Blackwell Publishing.

Novitadewi, N. (2017). *Stress Errors in Ppolysyllabic Adjective Words by The 6th Semester Students of English Latters Department in Sanata Dharma University.* Yogyakarta: Sanata Dharma University.

Roach, P. (1991). *Engllish Phonetics and Phonology. A Pratical Course Second Edition.* Cambridge: Cambridge University.

Styvant, R. a. (2019). An Analysis of English Speaking Syllable Words Stress Errors by The Students of English Education Study Program of University of Bengkulu. *Journal of English Education and Teaching Volume 3 number 1* , 112.

Veronica, S. (2018). An Analysis on English Syllable Stress Placement of the English Study Programs Students. *Journal of English Education and Teaching (JEET) Vol.2.No.1.2018*, Page 51 of 85.

Zemmerman, L. (2004). *Teaching Pronunciation : A Specialist Approach. C. Proceedings of the 9th.* Dubai: TESOL Arabia.