

CHAPTER I

INTRODUCTION

A. Background of Study

Language is the component of communication that is used by people of the world to tell what are in their minds to the others such as opinion, ideas, and information. By using language, we can easily communicate with other people in getting the best interaction. The language is attention, opinion, speech, and conversation.

There are many languages in the world. One of them is English. People use English as first language, second language, or foreign language. English is also considered as an international language. In recent years, the term ‘English as a lingua franca’ (ELF) has emerged as a way of referring to communication in English between speakers with different first languages (Crystal 2003).

Nowadays, almost every developing science recently uses English. People who want to get the latest information in recent science have to master English because today English reports many kinds of information. Many books, magazines, news on the television programs are written in English.

In learning English. There are four skills which have to be mastered by the students. The basic skills have the same position in language learning. They are listening, speaking, reading, and writing (Fauziati, 2002, p. 110). Besides the four basic skills mentioned above, there are also four components in English. There are pronunciation, vocabulary, spelling, and grammar.

Pronunciation is important for students because the competency of pronunciation is one aspect that determines the level of someone's speaking ability. A mistake that is made in pronouncing sounds may raise misunderstanding in communication. Because of its importance, pronunciation must be paid attention in language teaching and learning.

In the pronunciation of English words, there are many aspects that are learned. One of them is stress. Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in phrase or sentence. In English, stress of syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch.

In QS: Al-Qiyamah 16-18, Allah Almighty said :

لَا تُحْرِكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ ۖ ۱٦ إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْءَانَهُ ۗ ۱٧
فَإِذَا قَرَأَهُ فَاتَّبِعْ قُرْءَانَهُ ۗ ۱٨

Based on Surah Al-Qiyamah above, Allah the Almighty has forbidden The Prophet Muhammad to recite The Holy Qur'an quickly. The Prophet Muhammad will be given understanding in reciting it. The Prophet Muhammad must listen to the right reciting of The Holy Qur'an and follow it.

In explanation, Allah the Almighty does not command humans to pronounce the words directly when they hear words. When people want to pronounce well, they have to listen to the words in how they are pronounced. If

they wonder how the words are pronounced, they can imitate the right models such as native speaker or English teacher.

Unlike many other languages, English words contain syllables which are stressed and distressed. In other words, some syllables need to be stressed more than the others. There are four different things an English speaker should pay attention to in producing stress: (1) loudness, (2) length of syllable, (3) pitch, and (4) quality difference of a vowel among the neighboring vowels (Roach, 2008: 94). English stress is a complex one and rather difficult to predict. The importance of putting the stress on the right syllable in English words, however, cannot be underestimated. Zhang and Yin, 2009: 143 states: “putting stress on the wrong syllable is more likely to make a word unintelligible than mispronouncing one of its sounds” A change in stress pattern of a word will change its sounds as well. One word that is stressed differently would have different grammatical functions and different meanings, such as 'record (v) and re'cord (n), or 'desert (n) and de'sert (v).

Indonesia has so many languages in each region. People use their own region language to communicate as their first language. Their second language is Indonesian Language, people use it to communicate in formal situation like business, education, and government. English in Indonesia is a Foreign Language that makes English difficult to learn. Many Indonesian people find many problems when learning and practicing English. For example, they cannot pronounce English words in right stressing.

Indonesian stress is only weakly marked in phonetic (Teeuw 1984: 9). Nonetheless, deviations from the correct pronunciation are “sound awkward” (Moeliono & Dardjowidjojo 1988: 73). No phonological rules or structural differences based on stress are observed. Finally, stress does not seem to be communicatively relevant; it at least serves no contrastive functions (van Zanten & van Heuven 1998). The inconsistent stressing, and the apparent absence of clear phonetic correlates for stress, prompt Ladd (1996: 58) to say that the penultimate syllable in Indonesian is not overtly stressed (i.e. not prominent at the word level), but that it is metrically strong, since it serves as the docking site for phrase-level prominence.

English Department Students of Antasari State Institute for Islamic Studies mostly come from Borneo Island, especially in South Kalimantan that their first language is *Bahasa Banjar Hulu* and *Bahasa Banjar Kuala*. Stress in English language is significant while in *Bahasa Banjar Hulu* (will be abbreviated into BBH) is not that significant. The stress in BBH has different functions from that of English language. In BBH, stress is not meant to distinguish meaning in a sentence, but only to emphasize the message of a speaker. Therefore, BBH can put stress anywhere they feel it is appropriate; and putting stress in any words will not really change the meaning of certain words or utterance (Rahmah and Sari 2016: 6).

In the English Department of Antasari State Institute For Islamic Studies Banjarmasin, the third semester students have finished Pronunciation Practice course when they were in the second semester that one of its materials is stressing

of English. After they finished that course, they were hoped to master stressing of English in the third semester.

Many studies have been conducted in Indonesia on EFL students about their pronunciation. Rahmah in her journal with the title; *Phonological Transfer: Banjarese Language into English Language*, stated that *Hulu Banjarese* People tended to associate English stress with that *Bahasa Banjar Hulu*. They put stress anywhere they feel it is appropriate. Other research studies are done by Nipa Aungcharoen in his thesis with the title; *An Investigation of the English Word Stress Perception and Production Skills of Thai 12th -Grade Students* and Hsueh Chu Chen in her journal with the title; *Hong Kong ESL Learners' Acquisition of English Stress and Assessment of an Online Tutoring Programe*. They both state that the mother tongue of subjects of their researches has no stressing system and they put stress anywhere they feel it is appropriate.

From the case above, this research wants to know about students' errors in pronouncing stress of English words and do a research entitled "Students' Errors in Pronouncing Stress of English Words of the Third Semester Hulu Banjarese Students at The English Department of Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2016/2017".

B. Statements of Problems

Based on the rationale above, the research problems are formulated as follows:

1. What are the students' errors in pronouncing stress of English words?

2. What are the students' common errors in pronouncing stress of English words?
3. What is the students' common stressing of English words?

C. Objectives of Study

The objectives of the study are:

1. To know students' errors in pronouncing stress of English words.
2. To obtain information about students' common errors in pronouncing stress of English words.
3. To know about students' common stressing of English words.

D. Significance of Study

The significance of the study are:

1. Enriching the writer's knowledge and experience in this specific research.
2. Providing informatin to English lecturer of Pronunciation course about students's errors in pronouncing stress of English words.
3. Enriching literary source of IAIN Antasari library.

E. Definition of Key Terms

The defition of the key terms are:

1. Student

Student is a learner, or someone who attends an educational institution. The third semester Hulu Banjarese students at The English Department of Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2016/2017 are chosen as subjects in this research. They have taken Pronunciation course in the second semester.

2. Error

Error is an action which is inaccurate or incorrect. In some usages, an error is synonymous with a mistake, though in technical contexts the two are often distinguishable. In pronouncing stress of English words, some ESL or EFL students place stress of English words in wrong location.

4. Pronouncing

Pronouncing is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability of language sound systems. The researcher wants to know about students' errors in pronouncing stress of English words.

3. Stress

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch.

4. Hulu Banjarese

Hulu Banjarese is the language used by people who live in Hulu Sungai Regency, it includes Banua Anam (Tapin, South Hulu Sungai, Central Hulu Sungai, North Hulu Sungai, Balangan, Tabalong and Tanah Bumbu). Their first language is "Bahasa Banjar Hulu".

In brief, the researcher wants to know and give information about the error in pronouncing stress of English words of The Third Semester Students of Hulu Banjarese in English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2016/2017.

F. Organization of Thesis Writing

This thesis consists of five chapters as follows:

The first chapter is introduction. This chapter consists of background of study, statement of problems, objectives of study, significance of study, definition of key terms, and organization of thesis writing.

The second chapter is theoretical review. This chapter includes error, the distinction between error and mistake, pronunciation, phonetics and phonology, feature of pronunciation, pronunciation problems, English word stress, the phonological structure of words, the morphological structure of words, stressed and unstressed syllables, words stress patterns on English words, and Hulu Banjarese in stressing English words.

The third chapter is research method. This chapter covers research design, research setting, subject and object, research instrument, source of data, data collection procedure, and data analysis procedure.

The fourth chapter is findings and discussion. This chapter consists of findings and discussion.

The fifth chapter is closure. This chapter includes conclusion and suggestion.