

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research finds out what the students' errors is in pronouncing stress of English words, what their errors are in pronouncing stress of English words, and what their common stressing of English words. The approach of this research is descriptive quantitative approach where the data will be analyzed descriptively and quantitatively. The researcher uses pronunciation test to get the data about the students' errors in pronouncing stress of English words. The test is written on a paper. The test is a lists of 60 English words and the paragraph that consists of 40 words stress on 12 sentences. Students are asked to pronounce it one by one. The researcher records their voice when they were pronouncing the tests.

The test of students' pronunciation had been performed on thirty one students. The test is pronouncing test which consists of five levels in scoring. They were very high error, high error, fair error, low error, and very low error.

There are the data of students' errors in pronouncing stress of English words concerned to the result of the research at the third semester Hulu Banjarese students at the English Department of Antasari State Institute for Islamic Studies Banjarmasin.

1. Students' Errors Analysis

This subchapter presents the data that have been collected in the research. To know about the error of the students in pronouncing stress of English words, the researcher conducted oral test on November 28th 2016 until December 6th 2016 at the third semester Hulu Banjarese students at The English Department of Antasari State Institute for Islamic Studies Banjarmasin. It takes about 2 minutes for each student to pronounce 60 words and 12 sentences.

Based on the result of the test in pronouncing stress of English words made by students from the third semester Hulu Banjarese students at The English Department of Antasari State Institute for Islamic Studies Banjarmasin, it can be seen in this table below:

Table 4.1 The number of errors in pronouncing stress of English words made by the third semester Hulu Banjarese students.

No.	Name	Ult	Penult	Antepenult	Total Errors	Correct Stressing
1	HM	-	20	19	39	21
2	IPS	-	16	10	26	34
3	JM	7	5	3	15	45
4	NJ	1	15	15	31	29
5	MAT	15	4	2	21	39
6	EYH	6	6	10	22	38
7	HE	-	19	19	38	22
8	NH	14	1	2	17	43
9	SH	-	18	19	37	23
10	MFF	-	16	18	34	26
11	MI	4	6	12	22	38
12	JN	8	-	2	10	50
13	EN	-	20	19	39	21
14	KT	6	1	2	9	51
15	NH	9	5	10	24	36
16	RD	11	3	6	20	40
17	MRR	6	16	14	36	24
18	MSF	8	11	11	30	30
19	DAD	6	2	2	10	50
20	FR	3	10	8	21	39
21	MP	8	10	11	29	31
22	MS	-	17	18	35	25
23	SR	6	17	12	35	25
24	SM	-	20	18	38	22
25	BTD	2	14	9	25	35
26	MK	14	2	7	23	37
27	BR	3	12	10	25	35
28	MN	3	15	13	31	29
29	SN	11	10	10	31	29
30	SY	-	19	16	35	25
31	AW	4	1	6	11	49

Based on the data above, it is identified that the highest errors of the pronunciation test result in pronouncing stress of English words is 39 and the lowest one is 9.

Table 4.2 The number of errors in pronouncing stress of sentences made by the third semester Hulu Banjarese students.

No.	Name	Ult (5)	Penult (23)	Antepenult (12)	Total Errors	Correct Stressing
1	HM	-	19	11	30	10
2	IPS	-	14	4	18	22
3	JM	-	9	8	17	23
4	NJ	-	15	10	25	15
5	MAT	1	12	7	20	20
6	EYH	2	15	9	26	14
7	HE	-	17	10	27	13
8	NH	1	13	5	19	21
9	SH	-	15	7	22	18
10	MFF	-	17	7	24	16
11	MI	-	21	13	34	6
12	JN	1	12	6	19	21
13	EN	-	12	6	18	22
14	KT	-	8	8	16	24
15	NH	1	4	14	19	21
16	RD	-	13	8	21	19
17	MRR	-	12	5	17	23
18	MSF	-	12	8	20	20
19	DAD	2	6	5	13	27
20	FR	-	8	2	10	30
21	MP	-	18	9	27	13
22	MS	-	15	8	23	17
23	SR	-	12	7	19	21
24	SM	-	13	9	22	18
25	BTD	1	8	7	16	24
26	MK	2	12	6	20	20
27	BR	1	8	4	13	27
28	MN	1	11	9	21	19
29	SN	-	17	6	23	17
30	SY	-	9	7	16	24
31	AW	1	9	5	15	25

Based on the data above, it is identified that the highest errors of the pronunciation test result in pronouncing stress of sentences is 34 and the lowest one is 10.

Table 4.3 The score of pronouncing stress of English words and sentences made by the third semester Hulu Banjarese students (the scores are categorized based on Harris' category).

No.	Name	Correct stressing		Score	Category
		Words	Sentences		
1	HM	21	10	31	High error
2	IPS	34	22	56	Fair error
3	JM	45	23	68	Low error
4	NJ	29	15	44	Fair error
5	MAT	39	20	59	Fair error
6	EYH	38	14	52	Fair error
7	HE	22	13	35	High error
8	NH	43	21	64	Low error
9	SH	23	18	41	Fair error
10	MFF	26	16	42	Fair error
11	MI	38	6	44	Fair error
12	JN	50	21	61	Low error
13	EN	21	22	43	Fair error
14	KT	51	24	75	Low error
15	NH	36	21	57	Fair error
16	RD	40	19	59	Fair error
17	MRR	24	23	47	Fair error
18	MSF	30	20	50	Fair error
19	DAD	50	27	77	Low error
20	FR	39	30	69	Low error
21	MP	31	13	44	Fair error
22	MS	25	17	42	Fair error
23	SR	25	21	46	Fair error
24	SM	22	18	40	Fair error
25	BTD	35	24	59	Fair error
26	MK	37	20	57	Fair error
27	BR	35	27	62	Low error
28	MN	29	19	48	Fair error
29	SN	29	17	46	Fair error
30	SY	25	24	49	Fair error
31	AW	49	25	74	Low error
Total				1643	

To know the average error in pronouncing stress of English words,

the researcher uses the accounting of mean score as follows:

$$M = \frac{\sum X}{N}$$

N

$$M = \frac{1643}{31} = 53$$

31

From the data of pronouncing stress of English words test score above, it can be found the average of the students got are 53. This average score is categorized “fair error category”, because the average scores between 40 - < 60.

Table 4.4 The frequency distribution of errors made by the third semester Hulu Banjarese students.

No.	Score	F	P (%)	Category
1	0 - < 20	0	0%	Very high error
2	20 - < 40	2	6,5%	High error
3	40 - < 60	21	67,7%	Fair error
4	60 - < 80	8	25,8%	Low error
5	80 - < 100	0	0%	Very low error
Total		31	100%	

From the table above, it can be seen that there are 2 students (6,5%) whose score is around 20 -< 40 that classified in high error category, there are 21 students (67,7%) whose score is around 40 -< 60 that classified in fair error category, and there are 8 students (25,8%) whose score is around 60 -< 80 that classified in low error category.

Table 4.5 The description of students score based on their regency.

Tapin	HSS	HST	HSU	Tabalong	Balangan	Score	Category
HM						31	High error
IPS						56	Fair error
JM						68	Low error
NJ						44	Fair error
MAT						59	Fair error
	EYH					52	Fair error
	HE					35	High error
	NH					64	Low error
	SH					41	Fair error
	MFF					42	Fair error
	MI					44	Fair error
		JN				61	Low error
		EN				43	Fair error
		KT				75	Low error
		NH				57	Fair error
		RD				59	Fair error
		MRR				47	Fair error
		MSF				50	Fair error
			DAD			77	Low error
			FR			69	Low error
			MP			44	Fair error
			MS			42	Fair error
			SR			46	Fair error
			SM			40	Fair error
				BTD		59	Fair error
				MK		57	Fair error
				BR		62	Low error
				MN		48	Fair error
					SN	46	Fair error
					SY	49	Fair error
					AW	74	Low error

Based on the data above, it is identified that one student from Tapin and one student from HSS get high error category. Three students from Tapin, four students from HSS, five students from HST, four students from HSU, three students from Tabalong, and two students from Balangan

get fair error category. One student from Tapin, one students from HSS, two students from HST, two students from HSU, one student from Tabalong, and one student from Balangan get low error category.

2. Common Errors Analysis

The students' problems in pronouncing stress of English words can be known by analyzing the students common error. By analyzing the students common error in pronouncing stress of English words the researcher concludes which stressing that students mostly error to pronounce. It can be seen in the table below.

Table 4.6 The students' common error in pronouncing stress of English words.

No.	Name	Ult	Penult	Antepenult
1	HM	-	20	19
2	IPS	-	16	10
3	JM	7	5	3
4	NJ	1	15	15
5	MAT	15	4	2
6	EYH	6	6	10
7	HE	-	19	19
8	NH	14	1	2
9	SH	-	18	19
10	MFF	-	16	18
11	MI	4	6	12
12	JN	8	-	2
13	EN	-	20	19
14	KT	6	1	2
15	NH	9	5	10
16	RD	11	3	6
17	MRR	6	16	14
18	MSF	8	11	11
19	DAD	6	2	2
20	FR	3	10	8
21	MP	8	10	11
22	MS	-	17	18

23	SR	6	17	12
24	SM	-	20	18
25	BTD	2	14	9
26	MK	14	2	7
27	BR	3	12	10
28	MN	3	15	13
29	SN	11	10	10
30	SY	-	19	16
31	AW	4	1	6
Total		155	331	333

On the table above, the researcher presents data about students' common errors in pronouncing stress of English words. The researcher asked the students to pronounce words with their correct pronunciation. Their common errors is in pronouncing penult and antepenult. There are 331 errors in pronouncing penult and 333 errors in pronouncing antepenult.

Table 4.7 The students' common error in pronouncing stress of sentences.

No.	Name	Ult (5)	Penult (23)	Antepenult (12)
1	HM	-	19	11
2	IPS	-	14	4
3	JM	-	9	8
4	NJ	-	15	10
5	MAT	1	12	7
6	EYH	2	15	9
7	HE	-	17	10
8	NH	1	13	5
9	SH	-	15	7
10	MFF	-	17	7
11	MI	-	21	13
12	JN	1	12	6
13	EN	-	12	6

14	KT	-	8	8
15	NH	1	4	14
16	RD	-	13	8
17	MRR	-	12	5
18	MSF	-	12	8
19	DAD	2	6	5
20	FR	-	8	2
21	MP	-	18	9
22	MS	-	15	8
23	SR	-	12	7
24	SM	-	13	9
25	BTD	1	8	7
26	MK	2	12	6
27	BR	1	8	4
28	MN	1	11	9
29	SN	-	17	6
30	SY	-	9	7
31	AW	1	9	5
Total		14	386	230

On the table above, the researcher presents data about students' common errors in pronouncing stress of English words. The researcher asked the students to pronounce one paragraph includes of 12 sentences with their correct pronunciation. Their common errors is in pronouncing penult and antepenult. There are 386 errors in pronouncing penult and 230 errors in pronouncing antepenult.

Table 4.8 The students' common error in pronouncing stress of English words and sentences.

Kind of errors	Ult	Penult	Antepenult
English words	155	331	333
Sentences	14	386	230
Total	169	717	563

Based on the table above, students common errors is in pronouncing penult. There are 717 errors in pronouncing penult.

3. Common Stressing Analysis

The students' common stressing of English words can be known by analyzing the data. By analyzing the students common stressing of English words, the researcher finds out the stress which is most pronounce by students. It can be seen in the table below.

Table 4.9 The students' common stressing of English word.

No.	Name	Ult	Penult	Antepenult
1	HM	59	1	-
2	IPS	47	3	10
3	JM	18	27	15
4	NJ	50	4	6
5	MAT	7	38	15
6	EYH	30	23	7
7	HE	57	2	1
8	NH	7	33	20
9	SH	59	1	-
10	MFF	52	6	2
11	MI	29	22	9
12	JN	12	31	17
13	EN	57	3	-
14	KT	14	26	20
15	NH	18	31	11
16	RD	12	34	14
17	MRR	45	10	5
18	MSF	31	19	10
19	DAD	18	24	18
20	FR	34	16	10
21	MP	30	21	9
22	MS	56	3	1
23	SR	38	12	10
24	SM	58	1	1
25	BTD	41	10	9
26	MK	8	39	13

27	BR	40	12	8
28	MN	41	9	10
29	SN	28	23	9
30	SY	56	1	3
31	AW	20	29	11
Total		1072	514	274

On the table above, students common stressing of English words is on “ult” stress. It is 1072 stressing. Total stressing on each category must be 620. Stressing on ult is more 452 stressing. According to the result, students’ common stressing of English words is on ult.

Table 4.10 The students’ common stressing of sentences.

No.	Name	Ult (5)	Penult (23)	Antepenult (12)
1	HM	34	5	1
2	IPS	23	9	8
3	JM	12	20	8
4	NJ	25	10	5
5	MAT	15	14	11
6	EYH	22	11	7
7	HE	24	8	8
8	NH	14	13	13
9	SH	24	10	6
10	MFF	20	10	10
11	MI	40	-	-
12	JN	14	12	14
13	EN	18	14	8
14	KT	10	20	10
15	NH	15	23	2
16	RD	18	12	10
17	MRR	21	11	8
18	MSF	15	14	11
19	DAD	7	23	10
20	FR	12	16	12
21	MP	27	7	6
22	MS	26	7	7
23	SR	21	10	9
24	SM	22	13	5
25	BTD	9	22	9
26	MK	16	13	11
27	BR	16	15	9

28	MN	24	12	4
29	SN	22	8	10
30	SY	16	18	6
31	AW	10	17	13
Total		592	397	251

On the table above, students common stressing of sentences is on “ult” stress. It is 592 stressing. Total stressing on ult stress must be 155, penult stress must be 713, and antepenult stress must be 372. Stressing on ult is more 437 stressing. According to the result, students’ common stressing of sentences is on ult.

In brief, the students’ common stressing of English words and sentences is on ult stress. The total both of them is 1664. Ult category of English words and sentences must be 775. Stressing on ult category is more 889 stressing. According to the result, the students’ common stressing of English words and sentences is on ult.

B. Discussion

Based on the research and data analysis about the third semester Hulu Banjarese students in pronouncing stress of English words, the researcher would like discuss the results of the data.

The findings data show that there are 2 students (6,5%) whose score is around 20 -< 40 that classified in high error category, there are 21 students (67,7%) whose score is around 40 -< 60 that classified in fair error category, and there are 8 students (25,8%) whose score is around 60 -< 80 that classified in low error category. The data that have obtained are shown the score 1643 of

31 students. The mean of score is 53. According to Harris' category (1969), it shows that the errors of the third semester Hulu Banjarese Students in pronouncing stress of English words is categorized into "fair error".

The most errors in pronouncing stress of English words and sentences are in Penult stress. The total of students' common errors in Penult is 717. While errors stressing in Ult is 169 and Antepenult is 563. This result shows that students who from Banjarese Hulu pronounce stress of English words and sentences according to their first language. Their first language puts stress anywhere they feel it is appropriate (Rahmah and Sari 2016: 6, Journal). Hassan (2014: 33) states that a second language learners meet some difficulties, because their first language affects his second language specially in adulthood. This effect is a result of first language transfer; so it is a significant source of making errors for second language learners. Ladefoged (2001: 61) showed that mother tongue has clear influence on learning second language pronunciation. Where the first language and second language rules are in conflict, errors are expected to be committed by foreign learners.

Each category of English words test only have 20 stressing. Total stressing of each category must be 620. Based on the data of students errors in pronouncing stress of English words, the common stressing of English words is in Ult. There are 1072 stressing on Ult, 514 stressing on Penult, and 274 stressing on Antepenult. Stressing on Ult is more 452 stressing than 620 stressing. Students common stressing of sentences is also in Ult. It is 592 stressing on Ult. Total stressing on Ult must be 155, Penult must be 713, and

Antepenult must be 372. Stressing on Ult is more 437 stressing than 155 stressing. Based on the result, students' common stressing on sentences is in Ult. Rahmah and Sari (2016: 11) on their journal state that students common stressing is also according to the stressing of their first language. When the students were speaking in English language, they tended to associate English stress with that *Bahasa Banjar Hulu*. This is to say, they transfer the L1 accent as a guideline in giving stress to English utterances such as in the following words: pronun'cia'tion, bro'ther, fa'ther, im'por'tent, eng'lish, yester'dai. Their stressing is often on the last syllable or the second to last syllable. The result of this research shows that students common stressing is on the last syllable (Ult).