

**AN ANALYSIS OF STUDENTS' ERROR IN STRESS WHILE READING
ALoud AT THE SECOND YEAR OF ENGLISH EDUCATION**

THESIS

**Submitted as a Partial Fulfillment of Requirements to Obtain the Bachelor of
Education (B. Ed)**



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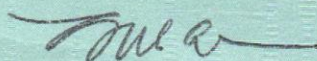
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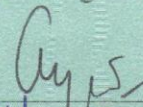
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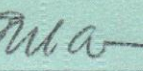
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ABSTRAK

Agusnawati, Fitri. 2020. An Analysis of Students' Error in Stress while Reading Aloud at the Second Year of English Education: skripsi. Padang. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk mengidentifikasi dan menganalisa persentase kesalahan dalam menggunakan tekanan kata. Subyek dari penelitian ini adalah kelas K2-2017 yang terdiri dari 27 mahasiswa dipilih melalui teknik Cluster Random Sampling (Sampel Random Berkelompok). Teknik dalam mengumpulkan data menggunakan tes membaca. Dalam menganalisa data, peneliti menggunakan software Speech Analyzer. Dari hasil tes, peneliti menemukan persentase kesalahan yang paling tinggi ialah dalam menempatkan tekanan kata kerja dalam kalimat yaitu 32%. Secara umum, persentase kesalahan mahasiswa dalam menempatkan tekanan kata dalam bahasa Inggris ialah 62,8% yang dikategorikan ke dalam tingkatan kesalahan yang rendah.

Kata Kunci: Tekanan kata, kesalahan dalam penekanan kata, persentase kesalahan

ABSTRACT

Agusnawati, Fitri. 2020. An Analysis of Students' Error in Stress while Reading Aloud at the Second Year of English Education: skripsi. Padang. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

The objective of this research was to identify and to analyze the error percentage of stress placement in reading noun and verb class of word made by the second year students of English Education at Universitas Negeri Padang based on the 30 words list by Gill, the same word but different meaning if different stress placement. The research subject was K2-2017 class which consisted of 27 students selected by using cluster random sampling technique. The technique of data collection was reading test. In analyzing the data, this research used Speech Analyzer Software. From the result of the test, it is found that the highest percentage of error made by the students were verb stress placement (32%). Overall, the mean of students' percentage of error in English word stress was 62,8% which categorized as moderate error level.

Keyword: Word stress, stress error, percentage of error

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Stress may occur in the first, middle or the last syllable of word. Stress is not an optional element which the readers use when they want and forget it when they do not. However, it is an important part of English language.

Correct stress placement is important in reading aloud because the same word will have different meaning if the stress placement is different. For example, the word “ ‘desert” with the stress in the first syllable of word will have different meaning from the word “ de’sert” with the stress in the second syllable of the word. The first one means *padang pasir* and the second one means *meninggalkan* in Indonesia. Therefore, different stress placement will cause different meaning; if the speakers are wrong in placing the stress of each word, it can cause the listeners get misunderstanding about what the speakers mean. That is why every English reader has to place the stress of each word correctly.

On the contrary, many students can not read well. They just read as they like. Furthermore, most of students do not read the English material based on the rules stated in dictionary. For example, the result of research conducted by Ditta Puspa Ayu Rinjani (2014) at third semester of students in the Faculty of Cultural Studies of Universitas Brawijaya claimed that most of students made error in placing the stress of two and three syllable words. Most of them were misplaced in the same stress word. Therefore, her research

shows that they have problem in locating stress of word, especially the words with two and three syllable.

Another research done by Haryani et al., (2016) in SMA N 5 Palu found that 74,75% of students have problem in reading the stress of each word. This error was categorized as high error. They were mistress in locating stress of English word especially in nouns and verbs. Based on the study, most of the error are caused by two factors; namely, inter-lingual (mother tongue factors) and intra-lingual (target language factor). Mother tongue factor means the error happened because the students were influenced by their mother language (Indonesia) which does not have any word stress. Furthermore, target language factor means they did not understand about the target language, so they were wrong in locating the stress of English word.

Another example is the result of interviewing on some English department students of UNP, especially the students of K2 entered in academic year 2017. They were asked to read the simple words such as photograph, photographer, and photographic. Most of them read those words incorrectly. Most of them were wrong in placing the stress of each word.

These cases are possibly caused by two factors, students' factor and teachers' factors. Students' factors can be defined as everything which limits and blocks students' ability in learning English, especially stress placement in reading, and it comes from the students themselves. In addition, teachers'

factors are everything that comes from teachers which makes the students unable to place the stress of words correctly in reading English.

Moreover, students' factors include the students are lazy, low motivation and not confidence. The next causes are teachers' factor. This factor includes the teachers do not teach more about word stress because the curriculum does not demand them to teach more about it and word stress is also not stated in the English curriculum.

Based on the problems shown above, it is interested to choose *an analysis of students' error in stress while reading aloud at the second year of English education* as the title of this research.

B. Identification of the Problem

Based on the background above, reading English word stress correctly is not an easy thing to do. Many problems are faced by students in stress placement such as: the same word but different meaning which is signed by stress placement starting from two syllable words, three syllable words, four syllable words, the word with suffixes, and noun and verb. This case is caused by two factors namely the influence of by their mother tongue (Indonesia) which do not have any stress and lack of understanding of target language that makes them do errors in English stress placement.

C. Limitation of the Problems

Based on the identification above, the problems of this study are limited on word stress errors made by students in reading noun and verb class of word.

D. Formulation of The problems

Based on the limitation, the problem of this research is formulated as follow:

“How is the students’ competence in reading noun and verb class of words judged from the stress at the second year of English Education students in Universitas Negeri Padang?”

E. Research Question

In this research, two are two questions to be answered, namely:

1. What is the percentage of stress placement error made by students in reading noun class of word based on the 30 words list by Gill, the same word but different part of speech if different stress placement?
2. What is the percentage of stress placement error made by students in reading verb class of word based on the 30 words list by Gill, the same word but different part of speech if different stress placement?

F. Purpose of the Study

The purposes of this research are

1. To find out what the percentage of stress placement error is made by students in reading noun.
2. To find out what the percentage of stress placement error is made by students in reading verb.

G. Significances of the Study

Theoretically, this research is believed to be significant because it will lessen the students' error in reading, especially word stress. The students will be more aware of their errors in reading word stress, so they can improve their learning strategy because when the lecturers reads this study, they will be more aware to teach word stress to their students. Besides, it is hoped that the teachers can recognize the students' errors in stress placement while reading. Practically, this research is expected to be used as supporting information for the next research.

H. Definition of Key Term

1. Students' error : The use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning.
2. Analysis : The process of considering and comprehending something carefully by

using statistical methods in order to understand it or explain it.

3. Reading : An activity which tries to understand the meaning of a book, article, journal, etc.
4. word stress : The emphasis that the reader to each word when he reads a text
5. One syllable word : A part of a word contains a single vowel sound and that is pronounced as a unit.
6. Two syllable word : A part of a word contains two vowel sounds.
7. Three syllable word : A part of a word contains three vowel sounds.