

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses Concept of Pronunciation, Concept of Word Stress, Concept of Error Analysis, and Related Previous Study.

#### **A. Concept of Pronunciation**

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Pourhosein 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Lado (2017) states that pronunciation is the use of a sound system in speaking and listening. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012). Cook (cited in Pourhosein 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.

According to Yates (cited in Pourhosein 2016), pronunciation is the production of sounds that is used for making meaning. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint. According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker

uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. James (2010) answered the above question and stated that there are different kinds of models that can be found for teaching and learning English pronunciation.

In short, it can be concluded that pronunciation is the sound produced by words that is extremely crucial in a oral communication and is also an important issue to always be addressed in learning foreign language. So, in order to master English well, the second language learners should pay attention to the importance of pronunciation

## **B. Concept of Word Stress**

In terms of pronunciation, stress is a way of giving more air pressure on a certain syllable in a word. In other words, stress means giving more energy in pronouncing certain parts of a word and the result of the stress is meaning difference. The force of the breath with which a sound or a syllable is pronounced is called its stress. In a connected speech the stress varies from syllable to syllable. A syllable which is pronounced with greater stress than the neighboring syllable is said to be stressed.

According to Harmer (2007), stress is the term we use to describe the point in a word or phrase where pitch change, vowels lengthen and volume increase. Stress is vitally important in conveying meaning in phrases and sentences. Kelly (2000) states that each stressed syllable, in a word in isolation, also has a change in the pitch or the level of the speaker's voice, and the vowel

sound in that syllable is lengthened. Another idea of word stress is suggested by Bian (2013) by comparing it from sentence stress. It is called word stress when it happens in the work environment including the compound. On the contrary, it is called sentence stress when it occurs in a sentence (including phrase) that represents a form of connected speech. In this case, stress can happen both in sentence and word.

According to Kirkpatrick (2018), in languages such as English that are described as stress-timed, there is roughly an even duration between successive stressed syllable, while languages in which each syllable is pronounced with approximately the same length of time are classified as having a syllable-timed rhythm.

From the definitions above, it can be concluded that the definition of word stress is the prominence in a word created by air pressure given to certain syllables which function to distinguish meaning. Word stress is the emphasis a speaker places on a specific syllable in a multi-syllable word.

### **1. Degrees of Word Stress**

In discussing the degrees of word stress, the existence of at least three levels of stress is usually taken for granted. It is generally sufficient to distinguish two degrees only, stressed and unstressed. According to Jones (cited in Weda 2012), there are three degrees of stress, the sign may be used to denote the secondary stress. Thus, in the examination, the secondary stress is on the second syllable, so that the word may be written if the desired *ig,zæmi'neifn*. It is useful to mark the secondary stress in the word examination because foreigners usually

put the secondary stress or even the primary stress on the first syllable (pronouncing the word, eksami'ne:ʃn. Making secondary stress is thus useful in all cases in which three or more syllables are preceding the principal stress and in which the secondary stress is not the first syllable. To make it easier for researchers to remember stress, the symbol / ' / is used.

When a word has more than one syllable, a single syllable within the word is given more emphasis than any of the other syllables. That syllable is considered to be the stressed syllable. The vowel sound of the stressed syllable is emphasized by being pronounced longer, louder, and often at a higher pitch than the surrounding syllables. Vowel sounds of stressed syllables are more likely to be phonetic (pronounced as the spelling would suggest). The symbol acute accent / ' / is used to represent the stressed syllable of a multi-syllable word.

## 2. Syllable

A syllable is a word, or part of a word, which contains a single vowel sound. It is a single unit of speech. Each word contains one syllable or more.

1 syllable :pen, man, pig,cup, hat. In English, a vowel sound can be made of more than one vowel letter. So, the following words have a single syllable as well: feet, moon, cake, have, break, bought. All of these words contain only one vowel sound, and therefore a single syllable.

2 syllables :garden: gar-den, hotel: ho-tel, consist: con-sis,t object: ob-ject

3 syllables :September: sep-tem-ber department: de-part-ment telephone: te-le-phone vitamin: vi-ta-min

4 syllables :kindergarten:kin-der-gar-ten,information:in-for-ma-tion, January :  
ja-nu-ar-y, American: A-mer-i-can, discovery: di-sco-ver-y

Stress on the level of the sentence one syllable is singled out when being pronounced and receives the primary stress. Similarly, words in a sentence are not all given the same salience in oral English. Some words are picked out and are stressed in contrast to others. The one that is the most stressed is said to receive the sentence stress. This usually implies differences in meaning. In the following sentences, the sentence stress is indicated in bold case.

Stress can be 3 positions in the word. Here there are some kinds of syllable of the word stress presented in this table:

**Table 1**  
**Syllable of word stress**

<i>Syllable of word stress</i>
First syllable
Second syllable
Third syllable

(Source : (Styvan, Arasuli, & Afriaz, 2019)

**Table 2**  
**Patterns of syllable stress**

Word Criteria	Stress	Example
<i>Nouns &amp; Adjectives</i>	First syllable	TABLE, WINDOW, PICTURE, PRODUCT, CLEVER, SEQUENCE, FUNNY, LANGUAGE
<i>Compound nouns</i>	First syllable	SMARTPHONE, BACKYARD, FOOTBALL, HANDWASH, HEADSET, TOOTHBRUSH
<i>Verbs</i>	Second syllable	CONDUCT, HANDLE, APPLY, REDUCE, PREPARE, DETECT, CONSIST, DEFINE

<i>Words ending:</i> - <i>cy, -fy, -gy, -phy, -ty,</i> - <i>al, -ate</i>	The third syllable from the end	<b>PREGnancy, iDENTify, biOLogy,</b> <b>bibliOgraphy, uniVERsity,</b> <b>psychoLOGical, iLUMinate</b>
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(Source : (Yuliandra, 2019))

### 3. Problems of Word Stress

In principle, stress alone could serve to distinguish words, but in reality, it seldom does. Minimal pairs in English which are distinguished by word stress, such as ‘insight/incite’, are rare. However, that faulty suprasegmental aspects of speech can impact on intelligibility and that word stress constitutes a significant part of suprasegmental speech. There is evidence to indicate that intelligibility and comprehensibility are undermined specifically by faulty word stress. Faulty prosodic features including word stress may affect comprehension more adversely than segmental. This misunderstanding of word stress can have a significant impact beyond the language lab or classroom. For example, it has been found that word stress mispronunciation contributes to misunderstandings of their patients in multicultural medical. Although not fully understood, the possibilities of how word stress can be so detrimental to intelligibility have been discussed. Based on the definitions, the writer concluded that these generally native speakers’ understanding of non-native speakers. There is a paucity of evidence which describes whether faulty word stress is detrimental to intelligibility in non-native to non-native interactions.

#### 4. The Meaning of a Word can Change when Stress a Different Syllable

The meaning of a word can change if you stress a different syllable. This change only happens with a few, specific words, many of which are listed here, it doesn't apply to all words in the English language. Most of the words are two syllables long, there are just a few examples with three syllables.

The examples fall into two categories:

- 1) Those which keep the same general meaning, but which change from noun to verb when the stress moves from the first to the second syllable.
- 2) Those which change their meaning completely, most of them change from noun to verb, but a few change to an adjective.

##### a) Change from Noun to Verb, Same General Meaning

Addict	ADD-ict	Rob is a crack cocaine ADD-ict. ( <i>Rob is a person who uses crack cocaine and cannot stop doing it</i> )
	add-ICT	If you keep playing that game, you will get add-ICT-ed to it! ( <i>you will become an addict</i> )
Conflict	CON-flict	The two friends were in CON-flict. ( <i>didn't agree about something</i> )
	con-FLICT	Your two accounts of what happened con-FLICT. ( <i>your stories don't agree with each other</i> )
Contest	CON-test	He is taking part in a boxing CON-test. ( <i>a fighting competition</i> )
	con-TEST	I'm sorry, I have to con-TEST your figures. ( <i>I can't agree with your figures</i> )
Contrast	CON-trast	There's quite a CON-trast between their political views. ( <i>a big difference</i> )
	con-TRAST	I will compare and con-TRAST these two poems. ( <i>show the differences between them</i> )
Convert	CON-vert	He is a CON-vert to Buddhism. ( <i>he has changed his religion</i> )

	con-VERT	I'm sorry, you will never con-VERT me. ( <i>you will never persuade me to change my beliefs/opinions</i> )
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b) *Change from Noun to Verb Or Noun to Adjective, Different Meaning*

Address	AD-dress	Do you know Valen's AD-dress? ( <i>where she lives</i> )
	ad-DRESS	Do you know Valen's AD-dress? ( <i>where she lives</i> )
Attribute	AT-trib-ute	Dishonesty is a common ATT-rib-ute of politicians. ( <i>a trait/characteristic</i> )
	at-TRIB-ute	That quote is at-TRIB-u-ted to Winston Churchill. ( <i>considered to be first said/created by him</i> )
Conduct	CON-duct	We aren't happy about your general CON-duct. ( <i>the way you're behaving</i> )
	con-DUCT	I was asked to con-DUCT the orchestra at short notice. ( <i>coordinate a musical performance by waving a baton</i> )
Content	CON-tent	The CON-tent of your essay is fine, but you need to rearrange the structure. ( <i>what it contains</i> )
	con-TENT (adj.)	She was sitting reading a book, looking very con-TENT. ( <i>relaxed, peaceful</i> )
Object	OB-ject	What is that OB-ject over there? ( <i>thing</i> )
	ob-JECT	Would anyone ob-JECT if I opened a window? ( <i>complain</i> )

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**C. The Concept of Error Analysis**

Error is recognized as a deviation from accuracy or correctness, or generally defined as a mistake of the English. There are many definition about error by some linguist Error is the condition of erring, or going astray from the truth, especially in matters of opinion or belief; also, deviation from a right standard of judgment or conduct, as through ignorance or inadvertence; mistake.



Error Analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics (particularly numerical analysis), applied linguistics and statistics. In essence, error analysis in a part interlingua study, error analysis focuses, on the made by the second language learners in understanding the rule of the target language.

According to Hammerer in Unready and Roe Khan (2018), error analysis is only concerned with the errors, whereas Corder to the same books exposed that, error analysis is a study of error that made by the second language learners in speaking and writing.

According to Bakoko (2010), error analysis is a branch of applied linguistics, emerged in the nineteen sixties to demonstrate the learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contractive analysis theory, which considered language transfer as the basic process of second language learning, as behaviorist theory suggested. Error analysis, on the other hand, deals with learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language.

According to Ellis cite in Dewi (2017), "errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct". According to Prator and Robinett cite in Dewi (2017), "persons who learn English as a second language often make the mistake of pronouncing unstressed vowels the way they are spelled" Corder (2017) also states that errors happen when "the learners have not yet internalized the information rules of the second language."

Therefore, it is considered challenging for second language learners including Indonesian learners to produce English word stress. Moreover, there is no word stress in Indonesian language. Three types of word stress errors, they are:

1. Misplacing the word stress or the stress falls on the wrong syllable.
2. Double-stressing the words that actually only have one stressed syllable.
3. Putting equal stress on all the syllables of the word.

**Table 3**  
**Types of error**

<i>Type of error</i>		
Misplaced Stress	Double- Stressed	Equal Stressed

*(Source :Kenyar, 2009)*

#### **D. Related Previous Study**

The previous that the writer that becomes the references to this study is the first study conducted by Pareza and Ratmanida entitled “An Analysis of Students’ English Word Stress Errors Made by the Final Year Students of English Department at Universitas Negeri Padang”. The objective of this research was to identify and to analyze the common type of English word stress errors made by the final year students of English Department at Universitas Negeri Padang based on academic word list and also to find out the students’ level of error in English word stress. The research subject was K2-2016 class which consisted of 30 students selected by using cluster random sampling technique. The technique of data collection was speaking test. In analyzing the data, the researcher used Speech Analyzer Software. the result of the test found that the common type of stress error that made by the students was misplaced stress(81.8%)f rom all the

errors occurred. The mean of students' level of error in English word stress was 4.9% which categorized as low error level.

The similarity of this study is the writer which is analysis of Students' English Word Stress Errors. While the different is population of study where the population the previous study were Padang State English Department at Universitas Negeri Padang and the population of this study at English Study Program of Baturaja University.