

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the research problems, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the key terms.

A. Background of the Study

Pronunciation is other important part in communication. The essential thing in communication is understanding each other. However, to understand each other is using the correct pronunciation. Although, every English learner has their own native language. They should not pronounce like native English, at least they can pronounce word or sentence clearly. Therefore, they can minimize to make misunderstanding. In addition, within pronunciation, stress is also the significant part of communication. To pronounce a word or sentence, stress takes a part to determine the purpose of the speaker. Hence, within the sentence, it consists of some words, however the place of stress among the word is different. The different place of stress can indicate the syntactic relation between words or parts of words such as noun and verb, for instance the word *increase* as noun and *increase* as verb.

Knowing a language means knowing what sounds (or signs') are in that language and what sounds are not. This unconscious knowledge is revealed by the way speakers of one language pronounce words from another

language. ¹At times, the foreign language learners still carry their own language when they pronounce word in foreign language. It is very natural whether they know the sounds or not. Hence, it is very essential for foreign language learner to acquire the sounds because it can make misunderstanding between the foreign language learner and the native language speaker.

One of English skills that most people expect to get is speaking. This is one of their aims to learn English. Many people learn English because they want to speak English fluently like native speaker. However, every English learner has different background of life. Not only background of life but also background of education, it will influence them when they learn English. Hence, when they produce word or sentence in English, they will speak differently.

Every language has their own system for instance, sound. English is one of the international languages used by people in the world. It also has its different sound than any other language sound. However, it is expected for the English learner understand the sound, because it can carry them when they pronounce words in English. Mispronouncing will cause misunderstanding because the listener cannot catch what the speaker says. In this case, English learner at least know the correct pronunciation as the international language. They should not be like native English precisely because every English learner has their own mother tongue. It will interfere when they pronounce other language.

¹ Victoria Fromkin, et.al., *An Introduction to Language* (Sydney: Harcourt Australia, 1999), 3.

Unconsciously learning language will learn about its system. Like bahasa Indonesia has speech sound. Bahasa Indonesian has vowel system, there are ten different vowels identified, [a, i, u, e, ə], and [o] and also include several diphthongs, such as [ai, au, oi], and [ei].² English also has its sound feature, there are two sounds features, they are segmental and supra segmental. Segmental is the study about vowel and consonant, while suprasegmental is the study about length, rhythm, stress and intonation. For the reason that in previous study, it has already analyzed about segmental, in this case will analyze more about suprasegmental feature.

Furthermore, an element that is very crucial to achieve in learning English is pronunciation. It becomes the essential things when people want to learn English. Mostly, people can say a word or sentence only based on what they heard without any knowledge about sound pattern. Indeed, some of them do not need to learn about sound but at least they know the real and the truly speaking English in order to avoid misunderstanding between English learner and native English. For instance when the foreign learner says *soap* in a situation such as a restaurant where they should have said *soup*, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phoneme can be extremely difficult for a speaker from another language community to understand.³

² Abdul Chaer, *Fonologi Bahasa Indonesia* (Jakarta: Rineka Cipta, 2009),109.

³ Gerald Kelly, *how to teach pronunciation* (England: Pearson education Limited, 2000) p 11.

In addition, not only pronunciation but also to understand the communication of someone else, we still need one element to encourage our communication that is stress. Many people ignored about stress. However, it is actually very essential to recognize such thing. Although, not all languages use stress but it is very essential for us to recognize that. For instance, when we are speaking to somebody by telephone over a very bad line, we cannot hear the word clearly. In fact, we hear only the first two syllables of one of these words, *photo...* Which word is it, photograph or photographer? Of course, with word stress we will know immediately which word it is because in reality we will hear either ***PH**Oto...* or *ph**o**TO...* So without hearing the whole word, we probably know what the word is (***PH**Oto...graph* or *ph**o**TO...grapher*). As a result, stress can make a different meaning in the same words or it can be said that the placement of the stress indicates the syntactic function of the word. For instance, the word *increase* as a noun and *increase* as a verb, they have different the placement of the stress because the noun has the stress on the first syllable, then the verb on the last.⁴

Currently, learning foreign language especially English is not something strange because it is needed for most people to face globalization era. Moreover English is international language. Most people want to learn English because they feel out of the date if they do not recognize English and cannot speak English. Not only will be out of the date but also will miss some information because many products and sources of information use English.

⁴ Peter Ladefoged., *A Course in Phonetics* (USA : Harcourt Brace Jovanovich, 1975) P 105

Therefore, English becomes the most interesting language to learn. The evidence is recently there are many people interested to take English in their major. However, they must have different purpose in taking English major.

STAIN Kediri is one of the colleges that has many faculties, one is English Department. It will graduate many English teacher candidates. Therefore, they should be competent in their field. They should have good ability in producing something, for instance when they pronounce a word or sentence correctly, because they are the stake holder of English. Everything they say will be imitated by their student. Hence, as the teacher candidate, they should have good pronunciation and prepare themselves to minimize that case.

Although, in English Department has some courses for instance, in the second semester the English department students have learned about introduction to Linguistic and English pronunciation, in the third semester they learned the specific of English phonology that can encourage the ability of student English especially in pronunciation and how they put the stress when they produce a word or sentence. Sentence stress is integral feature of language which provides listeners with vital clues as to the salient point of the speaker's message.⁵ However, these are not the guarantee that their English comprehension is good. In addition, they will get interference from their environment because their first language is not English. Based on that reason,

⁵ Kelly, *how to.*, p 84.

the researcher intended to analyze *The Stress Pattern Analysis on the Students' Speaking Ability at STAIN Kediri*.

B. The Research Problem

Research problem is the case that come out after analyzing the background of the study. It makes the researcher feels apprehensive. Based on the background of the study above, the researcher formulates the problem of the study. That is:

“How is the stress pattern that produced by the students English?”

C. The Objective of the Study

Objective of the study is the purpose in doing the research. All of the things that we do in holding a research must have clear purpose. Therefore, the purpose of this research is to know the stress pattern that produced by the students English.

D. The Significance of the Study

Significance of the study is the expectation or contribution that the researcher hopes from the research. The result of this research is expected to have some significance or valuable contribution for some people, they are:

1. English Students

The researcher expects mainly for the English learners exactly the English department students of STAIN Kediri. They should know the

exact stress in producing word or sentence in order to make them can catch the message of the speaker they talk to and more comprehend about English. In addition, it can minimize them making misunderstanding when they speak English.

2. Lecturer

For the lecturer, it gives contribution that they can take the lesson that neither pronunciation nor stress is important. Therefore, the lecturer can give more explanation to their students about stress instead of pronunciation, because stress is also important to obtain the message of the speaker. Furthermore, the lecturer can show the real stress pronunciation in order that it can encourage the students' speaking to minimize mispronouncing or misunderstanding.

3. Researcher

For the researcher, she got much new knowledge during doing this research particularly about stress. Not only that but also she can know the speaking ability of students at STAIN Kediri.

Finally, the researcher expects the result of this study will be useful for the students for which it gives knowledge and information about phonological interference particularly in stress.

E. Scope and limitation

The scope of this research is the writer analyze the phonological interference. There are two features of phonology, that is segmental and

suprasegmental feature. In segmental feature, it has vowel, consonant and diphthongs. In another word, suprasegmental feature, it is included speech sound, intonation, pitch, length and stress. In this case, the scope of this researcher is about stress. There are two kinds of stress that is word stress and sentence stress. The researcher wanted to analyze the phonological interference particularly about stress that is often done by English department students of STAIN Kediri. Thus, the researcher takes the sample of this research by reason that they have already taken phonology class. By joining that class, whether they still often bring their phonological interference particularly in terms of stress in speaking English or not.

While, the limitation of this research is that the researcher only focuses to analyze this study about suprasegmental feature particularly about stress. Hence, there are other features in suprasegmental feature, they are sound, intonation, pitch, and length. By the reason that the limitation of the researcher's capability in doing that. Thus, the researcher emphasizes on the problem of phonological interference on the students' ability of STAIN Kediri.

F. The Definition of Key Terms

1. Interference

Interference has two definitions based on its field. The psychological use of the term interference refers to the influence of old habits when new ones are being learned. While in sociolinguistic, interference

refers to language interaction, such as linguistic borrowing and language switching, that occur when two language communities are in contact.⁶

2. Phonology

Phonology deals with the system and pattern of the sounds which exist within particular language.⁷ Within the discipline of phonology, when we talk about vowels and consonants we are referring to the different sounds we make when speaking, and not the vowel and consonant letters we refer to when talking about spelling.

3. Phonological interference

Phonological interference is defined as items including foreign accent such as stress, rhythm, intonation and speech sounds from the first language influencing the second.

4. Stress

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence.⁸ The prominence is due to a number of factors, including the fact that stressed syllables are longer and louder than unstressed syllable and usually contain full vowels.⁹

⁶ Heidi Dulay, et.al., *language two* (New York : Oxford University press, 1982) p 98-99.

⁷ Kelly, *How to Teach.*, p 9.

⁸ Ramelan., *English Phonetics* (Semarang: IKIP Semarang Press, 1985) p 24.

⁹ Vedrana Mihalicek and Christin Wilson., *Language File* (Columbus : The Ohio State University, 2011) p 66