

TEACHING PRONUNCIATION TO DIFFERENTIATE THE STRESS POSITION OF NOUNS AND VERBS THROUGH CREATED RECORDING

Multisarita¹, Mochtar Marhum², Mashuri³

Abstract

The objective of this research was to improve the pronunciation of the eighth grade students of SMP Al-Khairat 1Palu through created recording. This was a pre-experimental research involving one group where the pre-test and post-test design was used. The techniques used to collect the data were observation, interview and test. Observation and interview were used to gather information dealing with the students during the teaching and learning process, while the test was done to find out the students' improvement in pronunciation after the media was used. Based on the result of the test, there was a difference between the mean values of the pre-test and the post-test. It was proved by the t-counted value of 18.82 that was higher than the t-table value 1.70. It means that teaching pronunciation through the use of created recording can improve the students' pronunciation.

Keywords: pronunciation, supra segmental, word stress, created recording.

INTRODUCTION

Language has two forms, verbal and nonverbal. Mostly, human beings express their feeling, opinion, and idea by using their oral language form rather than written form. Oral communication in foreign language involves knowledge of three elements of the language namely vocabulary, grammar and pronunciation. Without having competence in all of these areas, we cannot communicate effectively.

Speaking deals with pronunciation due to the fact that communication does not simply mean a process of producing and receiving sound, but how to comprehend and respond the interlocutor. Therefore, good pronunciation is needed to make communication meaningful. Badan Standar Nasional Pendidikan (BSNP) on its book "Silabus Mata Pelajaran Bahasa Inggris" (2006) states that one of language element that needs to be paid attention by the teacher is pronunciation. She/he has to teach pronunciation to the students since it is a

¹Prodi Pendidikan Bahasa Inggris FKIP Universitas Tadulako – email: multisarita@ymail.com

²email: mochtar_marhum@yahoo.com

³email: uri_dj@yahoo.com

crucial one in communication, the interlocutor cannot understand what we say if our pronunciation is not good.

It means appropriate pronunciation makes good communication between one person to another. Our language can be understood by using a good pronunciation because it controls what we say. In contrast, when we speak by using bad pronunciation, it may be hard to understand even when we use good grammar and diction. One aspect must get attention in communication is intelligibility. Kenworthy (1987:13) argues, “Foreign speakers need to be intelligible that showing they can communicate. Intelligibility is being understood by a listener at a given time in a given situation.” it has sense when someone understand what his/her interlocutor is saying; it means that the speech is intelligible.

Students who learn pronunciation need to know about the elements of pronunciation. These elements can make them easy to learn it. These elements support in making the meaning understandable and comprehensible. Kelly (2000) states that the elements of pronunciation divided into two categories: segmental and supra segmental. Segmental is an individual sounds that can be broken down in a language. It is divided into two categories: consonant and vowel. Supra segmental is feature of speech that generally apply to groups of segment or phonemes. It is divided into two, namely intonation and stress. The stress is divided into word stress and sentence stress.”

A word in English may consist of one or more syllables, one of these will have prominence or stress. That syllable is perceived as more prominent because of a complex of features such as loudness, length of vowel, etc. Kenworthy (1987:28) states, “Correct word stress pattern are essential for the learners’ production and perception of English. If a non-native speaker produces a word with the wrong stress pattern, an English listener may have great difficulty in understanding the word, even if most of the individual sounds have been well pronounced.”

If the learner pronounces the word with wrong stress position or stresses the wrong syllable, it may be very difficult for the listener to identify the words. This is because the stress pattern of a word is an important part of its identity for the native speaker. There is a great deal of evidence that native speakers rely very much on the stress pattern of words when they are listening. In fact, often the interlocutor misheard of a word; it is because the speaker has put the stress in wrong place or position. Basri (2004:29) says, “There are several factors that can affect the placement of stress in English. The factors can be syntactic, morphological, or phonological.” The syntactic factor that affects stress placement is the word category. For example, the word “record” has different categories

when the stress position moves to the other syllables. It will be a verb if the stress position falls on the second syllable and will be a noun if the stress position falls on the first syllable. The stresses of these two-word pair are different. If the word is a noun, the stress should be in the first syllable and its final syllable is reduced, while if the word functions as a verb, the stress falls on the second syllable and its initial syllable is reduced so the speaker must be careful in pronouncing the word especially in putting the stress position of the word.

There are many ways of teaching English to the students, but the most important aspect to teach English is building their motivation to learn the language. In other words, it is teacher's main goal to make them feel that they need English, and think that English is very interesting subject to learn. Therefore, the writer is interested in using created recording as a way to rising their self-enthusiasm in learning English especially in improving their pronunciation. Murcia (1966:3) argues "[...] pronunciation is taught through intuition and imitation; students imitate a model – a teacher or recording – and do their best to approximate the model through imitation and repetition." In learning foreign language, the learners should practice to listen the words as much as possible. It can help them being familiar toward the words then try to imitate the word. By pronouncing the word, the learners know how to pronounce the words correctly with correct the stress position. It is supported by Dash's statement (2007:141) "By listening to the recording, the students learn pronunciation of new and difficult words, sentence pattern, and even use of words."

When teachers teach pronunciation, they need to use some media to help the students to pronounce the words appropriately. Using recording will help the students to learn how to pronounce it well. Before going to class, teachers need to have recording materials that would be taught in the class by using her or the others' voice. Then, she can play it and allow the students a few minutes to listen and repeat it. Here, the students try to identify the stress position of the words by listening to the recording.

The writer observed the junior high school in Palu namely SMP Al-Khairat 1 Palu and interviewed the teacher about the students' ability in speaking especially in pronunciation ability. The teacher said that their ability in speaking especially in pronunciation was low. She also interviewed some students at the eighth grade to ask whether they liked English or not. Most of them said that they did not like English because of some reasons. Firstly, they did not know how to use grammar correctly. Secondly, one word in English may have more

than one meaning, so it was quite difficult for them to memorize it. Lastly, they did not know how to pronounce the words appropriately.

Based on the problems above, the writer is interested in helping those students about the last problem regarding pronunciation. She conducted her research on improving the pronunciation of the eighth grade students of SMP Al-Khairat 1 Palu by using created recording. In relation to this, the objective of this research was to improve their pronunciation so they can pronounce the words appropriately. She focused her research on word stress position where the students are expected to be able to differentiate the category of the word based on the stress position.

METHODOLOGY

In conducting this research, the writer applied the pre-experimental research design. One group pre-test and post-test design was used and the research design is proposed by Arikunto (2002:78):

$$O_1 X O_2$$

Where: O_1 = Pretest

X = Treatment

O_2 = Posttest

The population of this research was the eighth grade students of SMP Al-Khairat 1 Palu. They were grouped into 4 parallel classes. Class VIII A consists of 27 students, class VIII B consists of 29, C, and D consist of 28 students so the population was 112 students. Arikunto (2002:109) states, "Sample is a part or representative of the population that will be researched." It means that from the population we took partly to be a sample. Since the populations were heterogeneous, the writer used purposive sampling technique. In some conditions, the ability of the students in each class is different so the teacher suggested the writer to choose class A as the sample because they had an adequate ability to learn word stress than the other class.

In this research, there are two variables namely dependent and independent variable. The dependent variable refers to improving students' pronunciation ability, while the independent one refers to the use of the created recording.

Before conducting the treatment, the writer gave the pre-test to the students in order to know their prior knowledge about pronunciation. There were two part of the test namely

pronunciation test of words part 1 and 2. The pronunciation test of words part 1 was scored 1 point for 1 correct item while the one was scored 4 for maximum points. Since each number consisted of 2 parts of word stress so each item would be scored 2 point. The scoring system could be seen in the following table:

Table 1: The Scoring System

Test Type	Number of Items	Score per Item	Maximum Score
Pronunciation test of words part 1	20	1	20
Pronunciation test of words part 2	10	2	20
Total	30		40

After giving the treatment that was done for eight meetings, the writer gave the post-test in order to know the effectiveness of the technique given. Then, the writer analyzed the data from the result of the pretest and posttest statistically. The writer computed the individual score by using formula recommended by Arikunto (2006:244):

$$\sum = \frac{x}{n} \times 100$$

Where: \sum = standard score
 x = obtained score
 n = maximum score
 100 = constant score

The writer computed the student's mean score by using formula proposed by Arikunto (2006:306):

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

Where: M = mean score
 $\sum x$ = sum score
 N = number of the students.

After that, the writer analyzed the effectiveness of the treatment by using the formula quoted from Arikunto (2002:275):

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

- t = significant score
 M_d = deviations' mean score of pretest and posttest
 $\sum x^2 d$ = deviations' quadrate score
 N = number of the students
 1 = constant score

RESULTS

The writer analyzed the data of the research by using two kinds of analysis; they are descriptive and statistical analysis. She used descriptive analysis to analyze the result of the observation and interview while the data from pre-test and post-test were analyzed statistically.

The writer conducted the observation to know the condition of the English classroom activities and to get some information about the learning and teaching pronunciation after getting the treatment. The result of observation is on the first time the writer taught about stress position to the students; it was quite difficult for them since they never thought about that before. However, by using created recording as a media in teaching pronunciation where the students could listen and repeat so they could practice to pronounce the words. To attract students' attention, the teacher asked them to identify the stress position of the words based on its category by listening to the recording. It makes them easy to identify the stress point of the words because it was played three times. Firstly, they just listen to. Secondly, they tried to identify the stress point of the words. Thirdly, they check their answer and the last, they pronounce the words. Here, the teacher and the students did the tasks together so if there was a problem they got, they could ask the teacher. There was a huge difference between before and after getting the treatment. Before getting the treatment, their knowledge about pronunciation and the ability of the students in pronouncing the word was very poor. They did not know how to produce the words appropriately but after getting the treatment, they knew how to pronounce the words appropriately with correct stress point and they knew such terms like as what stress point is, noun, verb, and phonetic transcription.

The writer interviewed the students to find out the effect that they felt after getting the treatment. The result of the interview was most students said that they enjoyed the class because it was the first time for them studying pronunciation by using media such as created recording. It was very helpful for them because they could listen and repeat what the speaker said. They also knew how to pronounce the words appropriately after getting the treatment since the more they listened the more they know how to pronounce it and they know such term like as what stress position, noun, verb, and phonetic transcription was.

Before getting treatment, the researcher conducted the pre-test. The purpose was to find out the students` ability. Below, the writer presented the result of pre-test. The test was divided into two parts. It was pronunciation test of words: part one and two consisting of 20 items in part one and 10 items in part two, so the total was 30 items. The item in pronunciation test of part one was scored 1 point for each correct pronunciation and that of part two was scored 2 point for each correct pronunciation. The total score was 40 points. It was the maximum score. For example, if a student got 20 points then it was divided by the maximum score and multiplied by $100\left(\frac{20}{40} \times 100\right)$ so she got 50 as her score. The results of pre-test can be seen in following table:

Table 2: The Result of Pre-test

No	Initials	Score	
		Raw (0-30)	Standard (0-100)
1	Dnda	11	27.5
2	Nbla	9	22.5
3	Fzn	16	40
4	Hni	15	37.5
5	Ind	17	42.5
6	Indr	12	30
7	Ins	11	27.5
8	Jbrn	8	20
9	Krml	14	35
10	Ltf	15	37.5
11	Mrc	16	40
12	Msdlf	14	35
13	Nfz	14	35
14	Nvra	12	30
15	Rynl	19	47.5
16	Wln	9	22.5
17	Tr	13	32.5
18	Tra	12	30
19	Sygi	11	27.5
20	Blla	13	32.5
21	Sr.W	12	30
22	Anns	13	32.5
23	Slslt	9	22.5
24	Alf	8	20
25	Rdwn	16	40
26	Nrndva	13	32.5
27	Afrna	7	17.5
Total		339	$\Sigma x = 847.5$

Having noticed the pre-test scores, the writer computed the mean score of the students by applying the formula as proposed previously. The computation is as follows:

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{847.5}{27} = 31.38$$

From the result shown above, the mean score of the students in pre-test was low. It could be seen by looking at the number of correct pronunciation. None of them achieved half or more from the correct pronunciation. After computed the mean score of pre-test, the

writer also did the same thing in the post-test by using the same formulas as the previous one to calculate the students' score on the post-test. The results of post-test can be seen in the following table:

Table 3: The Result of Post-test

No	Initials	Score	
		Raw (0-30)	Standard(0-100)
1	Dnda	25	62.5
2	Nbla	28	70
3	Fzn	35	87.5
4	Hni	27	67.5
5	Ind	28	70
6	Indr	31	77.5
7	Ins	29	72.5
8	Jbrn	23	57.5
9	Krml	25	62.5
10	Ltf	22	55
11	Mrc	28	70
12	Msdlf	32	80
13	Nfz	21	52.5
14	Nvra	23	57.5
15	Rynl	30	75
16	Wln	22	55
17	Tr	30	75
18	Tra	23	57.5
19	Sygi	21	52.5
20	Blla	29	72.5
21	Sr.W	26	65
22	Anns	23	57.5
23	Slsllwt	25	62.5
24	Alf	21	52.5
25	Rdwn	25	62.5
26	Nrndva	26	65
27	Afrna	27	67.5
Total		705	$\Sigma x = 1762.5$

The writer had the same formula to calculate students' scores on the post-test. The result of pre-test can be seen as follows:

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

$$M_{\text{Post-test}} = \frac{1762.5}{27} = 65.27$$

The result of the computation showed that the mean score of pre-test was 31.38 and on the post-test was 65.27. It indicates that the students' achievement after getting the treatment was increased.

Before finding out the significant difference of the two tests, Firstly, the writer computed the total mean deviation of the students' scores in the pre-test and the post-test. Then, she computed the mean deviation of the students as follows:

$$M_d = \frac{\sum d}{N}$$

$$M_d = \frac{915}{27}$$

$$M_d = 33.88$$

Secondly, the writer computed the total of square deviation score as follows:

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 33300 - \frac{(915)^2}{27} \\ &= 33300 - \frac{837225}{27} \\ &= 33300 - 31008.33 \end{aligned}$$

$$\sum x^2 d = 2291.67$$

Finally, the researcher needs to analyze statistically the main deviation in order to know the significant difference between the pre-test and the post-test by applying t-test formula as follows:

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$\begin{aligned} t &= \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\ &= \frac{33.88}{\sqrt{\frac{2291.67}{27(27-1)}}} \\ &= \frac{33.88}{\sqrt{\frac{2291.67}{27(26)}}} \end{aligned}$$

$$\begin{aligned}
 &= \frac{33.88}{\sqrt{\frac{2291.67}{702}}} \\
 &= \frac{33.88}{\sqrt{3.26}} \\
 t &= \frac{33.88}{1.80} = 18.82
 \end{aligned}$$

The result of the data has showed that the t-counted was 18.82. In applying 0.05 level of significance with degree of freedom (df) = N-1= 27-1= 26, the researcher found that the value of t-counted (18.82) was higher than t-table (1.70). It means the research hypothesis was accepted. In the other words, the use of created recording can improve the students' pronunciation particularly on word stress to the eighth grade students at SMP Al-Khairat 1 Palu.

DISCUSSION

Based on the result of the pre-test given, none of the students got high score even got half of the score. Most of them often mispronounce the words especially for the stress point of the words.

By looking at the problem that they got, the writer wants to help them by using created recording in teaching pronunciation so the students can learnt how to pronounce the words appropriately. The use of created recording as a media in teaching pronunciation makes the students easily studying how to pronounce the words appropriately since the students could listen the recording and repeat what the speaker said. The more they listened the more they know how to pronounce it. They said that they enjoyed the class because it was the first time for them to study pronunciation by using media such as created recording.

. After getting the treatment, the writer gave post-test to the students in order to find out the effectiveness of using created recording in teaching pronunciation to the student. Based on the result of the post-test, the writer find the percentage of the students that get score 50 to 69 is 60% and the percentage of the students that get score over 70 is 40%. It shows that the use of created recording can improve the ability of the student in pronunciation.

The use of some media in teaching pronunciation is needed to help the students like as the researchers previously, Hsueh Chu (2012). She conducted a research and title was "Hong Kong ESL Learners' Acquisition of English Stress and Assessment of an Online Tutoring Program". She used Online Tutoring Program as a media in teaching pronunciation where the students record their voice by using the program then it

automatically detected the pronunciation is wrong or correct so the students know whether it is wrong or correct. The result showed that the use of an online tutoring program is effective in improving ESL learners' ability to produce and perceive correctly different stress patterns in words.

Furthermore, a similar research also done by Stead (2002). The title was "How Best Can Pronunciation Best Be Integrated into Existing Curricula?" He used Podcast as the media in pronunciation. Podcast is the students' recording, the students listened to the recording that made by the teacher then they tried to imitating and recorded it so they knew whether their pronunciation was correct or not. The results of the study showed that the use of Podcast in teaching pronunciation improve the ability of the students in pronunciation.

CONCLUSION AND SUGGESTION

The writer draws some conclusions. Firstly most students still had poor pronunciation of the words but after the treatment, their pronunciation ability has improved. Secondly, it shows the use of created recording is an effective way in improving the students' pronunciation. It can be seen from the result of the data analysis. The pre-test result was 31.38 while the post-test result increased to 65.27. Obviously, it indicates that there is a significant difference between the mean values of pre-test and post-test. It is proved since t-counted value 18.82 is higher than t-table value 1.70.

Concerning to the conclusion above, the writer would like to provide some suggestions. Firstly, the teachers should have time to teach pronunciation even though it is just for 15 minutes to talk about the sounds, stress or intonation of the words that were rare or never listened by the students. Secondly, creativity and motivation of the teachers are needed in order to make the students interested in learning English especially pronunciation. They can use created recording as the media in teaching pronunciation. The last, this study provides information for the other researchers in conducting the future research about pronunciation. They need to pay more attention to the development of learners' competence.

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