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IDENTIFYING STUDENTS' ABILITIES IN PRONUNCIATION OF WORDS STRESS AND INTONATION IN THE SECOND-SEMESTER PRONUNCIATION PRACTICE SUBJECT AT UPMI MEDAN

Abstrak

This research discusses identifying students' ability to pronounce words by using three degrees of stress and three types of intonation, wherein these two categories, the results of students' abilities will be tested and the research uses quantitative research, which underlies percentage research using the Arikunto formula, namely: $P = $ x 100%. It is known that the total number of students who pronounce in stress degrees can be found at 5,72 % is means that this score level is "less", and the total number for the test by using intonation types is found 6% means "enough" for the score level.

Key words: Pronounciation Practice, Strees and Intonation

Abstrak

Penelitian ini membahas tentang mengidentifikasi kemampuan siswa dalam melafalkan kata dengan menggunakan tiga derajat tekanan dan tiga jenis intonasi, dimana dari kedua kategori tersebut akan diuji hasil kemampuan siswa dan penelitian ini menggunakan penelitian kuantitatif, yang mendasari penelitian persentase dengan menggunakan rumus Arikunto, yaitu: $P = $ x 100%. Diketahui bahwa jumlah total siswa yang mengucapkan dalam derajat tekanan dapat ditemukan sebesar 5,72% berarti tingkat skor ini "kurang", dan jumlah total untuk tes dengan menggunakan jenis intonasi ditemukan 6% berarti "cukup" untuk tingkat skor.

Kata kunci: Latihan Pengucapan, Tekanan dan Intonasi

INTRODUCTION

In the noun form, pronunciation is (noun) the act or result of producing the sounds of speech, including articulation, stress, and intonation, often concerning some standard of correctness or acceptability: (https://www.dictionary.com/browse/pronunciation)

They are arguing about the pronunciation of "forte" again.

His pronunciation retains charming traces of his early years in Ireland.

an accepted standard of the sound and stress patterns of a syllable, word, phrase, etc.:

He said the pronunciation of "curl" is kɜrlkurl not kɔɪlkoil

the conventional patterns of treatment of the sounds of a language:

the pronunciation of French. a phonetic transcription of a given word, sound, etc.:

The pronunciation of "pheasant" is ˈfɛz▯ənt▯fez▯uhnt

Rare. an act or instance of declaring publicly; pronouncement:

It was but the latest pronunciation of the political double-standard uttered in the course of this scandal.

According to Louma, pronunciation is the sounds of speech that can refer to many features of the stream such as individual sounds, pitch, volume, speed, stressing, intonation, and pausing then according to Hornby pronunciation is defined as the way how a language is spoken. It means that pronunciation is the speech production that creates meanings. Pronunciation is one of the most challenging speaking skills in English because learning pronunciation takes much time and effort to improve understanding of how to pronounce

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correctly. When speaking English, the speakers and the listeners have a mutual relationship with communication. It affects each other by means that the 12 listeners can understand the message of what is said. The speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will misunderstand caused of incorrect pronunciation. It is because speech sounds in a language are specific units that different sounds can lead to separate meanings and we call the study of language sound phonology. (Yule: 2010).

The goal of English Pronunciation practice is essential for oral communication; it is also a significant part of communicative competence. The goal of pronunciation is not to ask learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way to uttering English word, they have to change the way they think about the sounds of those words. It is true both of individually sound and the more significant part of speech such as syllable, stress, pattern, and rhythm. Unfortunately, most English teachers ignore the importance of learning pronunciation. In some cases, we may be willing to be patient and ultra-tolerant, for example, if the speaker has some hold over us, such as a customs official at border control. For the most part, we expect our conversations with nonnative speakers to be comfortable. In setting goals for our learners, we must consider the effect mispronunciation on the listener, and the degree of tolerance listeners will have for this (Kenworthy: 2000).

Pronunciation is an essential part of speaking (oral communication). It involves making correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). Boyer stated that a necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and to use intonation appropriately (Boyer: 2001).

This research will identify students' ability to pronounce words according to their pronunciation test. Where the test given is part of the pronunciation practice itself which consists of stress and intonation. Where stress has three levels, namely, strong, medium and weak and intonation has three types, namely high, low and flat. According to (Jones: 1983: 247) states that stress is the degree of force with which a sound or syllable is pronounced. He was distinguished into three degrees of stress:
1. Strong stress (or primary stress), which is marked by placing ['] before the stressed sylable.
2. Medium stress (or secondary stress) with is indicated by (.) before the syllable.
3. Weak stress which is not market at all.

Another subdivision of the various kinds of stress is (Jones: 1983: 248) word stress is the distrbution of the stress in a word. The defenition of intonantion: intonantion may be defined as the variations which take place in the pitch of the voice in the connected speech. i.e the variations in the pitch of the musical note produced by the vibration of the vocal cords (Jones: 1983: 275). Kelly also (2000:86) defines that intonation refers to the way the voice goes up and down in pitch when we are speaking.

An intonation is thus quite a different thing from stress. There are however important relations between stress and intnation in english as indeed in all stress language. The effect of prominence is often produced by certain combination of the two.
Types of intonations are follows:
1. High, a raising intonation is when the pitch of the voice rises.
2. Fall, a falling intonantion is when falls and,
3. Flat, a level intonantion is when it remains on one note for an appreciable time.

METHOD
This research method uses quantitative research, the target of this research refers to the object of second semester students at the Universitas Pembinaan Masyrakat Indonesia with a total of 6 students. The data analysis technique uses tests.

RESULT AND DISCUSSION
This research examines how students able to pronounce words in practice pronunciation, which examines and gives tests to them to identify the stress and intonation of the pronunciation

practice they say, where there are several levels of stress here, namely three levels: strong, medium and weak, Then there are three types of intonation, namely: high, low and flat. In this research, there were eight students as objects and they gave a test on February 19 2024. To identify their pronunciation individually.

This research aims to identify students' abilities when pronouncing their words in this test, then identify the extent of their pronunciation abilities and whether these students have difficulty pronouncing English or whether they can pronounce these words. And this can be proven by giving tests to them where the test used here is only once in giving the test. Before that, they are given training when they say these words, so are they able to capture and copy what has been taught to them previously.

The researcher researched on 19th February 2024. in this course, the researcher first explained each sub-subject one by one, and on that day, and on that day a test was given to them after giving and telling them how to pronounce the test words correctly Then the student was asked to repeat what was said previously. Then, they passed the test, received the English pronunciation practice test scores, collected the data, and the researcher analyzed the results of the student's tests. It was mentioned that the research findings were analyzed based on the student's ability to identify by using three degrees of stress and three types of intonation. It was done to give the relevant pronunciation to the main research question posed in the problem statement: how can the students be able to pronounce the words by using three degrees of stress and three types of intonation? In computing the data, the researcher corrected the students' answer sheets. The researcher gave the score based on the scoring scale for controlled writing: Douglas Brown, Language Assessment Principles and Classroom Practices, (San Francisco: Longman, 2003), p. 228. Usually, this theory is always tested using, Score 2: Grammatically and lexically correct. Score 1: Either grammar or vocabulary needs to be corrected, but not both. Score 0: Both grammar and language need to be updated. In this research, students will identify whether they are capable or not in their pronunciation according to the theory used and tested on them individually.
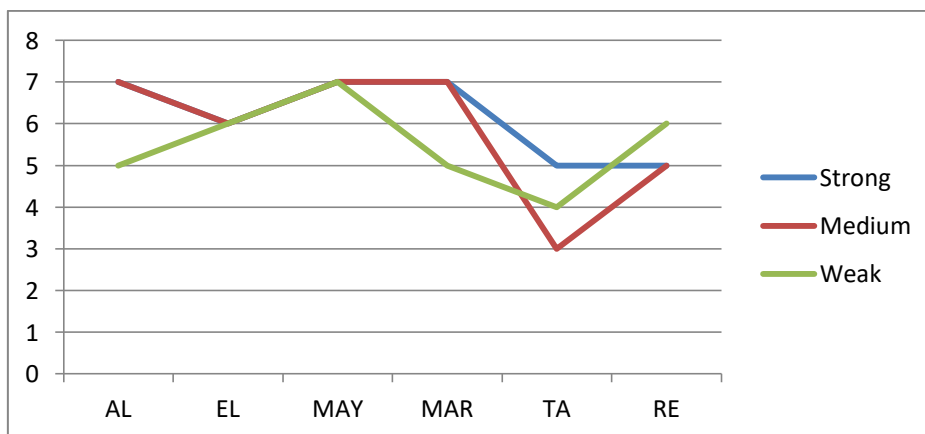

Figure 1. The Identification of Students Ability in Stress Degress of Pronouncing Practice

The diagram above was taken on February 19 2024, which shows that student's ability to pronounce words for the test given previously consists of two categories. The first is to examine and identify student pronunciation stress which consists of three levels, namely, strong, medium and weak. Then the second test category identifies their pronunciation intonation which consists of three types, namely, high, fall and flat. Where the diagram above shows that students' abilities are still in a low position because it can be seen from the calculation results obtained that they are still very low.

The written form test was used to measure students' ability to make simple sentences by using preferences. After the data were collected, the researcher analyzed them.

They were determining the level of students' mastery in making simple sentences using eight stages in the sentence-building course. In this step, the researcher used the formula To find out the percentage of classification (Sudijono, Anas. 2011).

After the students' score was classified, the researcher found the percentage of classification. The formula for percentage is:

P = $\frac{F}{N}$ x 100%

P = Percentage Number

F = Frequency

N = Number of Students (Herryanto. N: 2008)

Below we will explain the total score per individual student, which uses a unit count of each truth they say, which will be illustrated in the form of a table below.

Table 1**:** The Classification of The Student Ability in Using the Three Degrees in Pronunciation Practice

No	Strong	Medium	Weak
1	7	7	5
2	6	6	6
3	7	7	7
4	7	7	5
5	5	3	4
6	5	5	6
Total	**37**	**35**	**33**

After looking at and finding the classification results from the table above, six students answered the test based on the stress degrees category test.

From the table above, it can be concluded that several students had low scores because they were not correct in pronouncing stress, especially in the medium and weak parts. In this position, some of them have difficulty maintaining their pronunciation stress.

So, it is known that the total score of the students above is 5.72%.

That means that indicated students' abilities are low in the total score to the "Less" classification; this proves that students can pronounce the word by using three degrees stress with low.
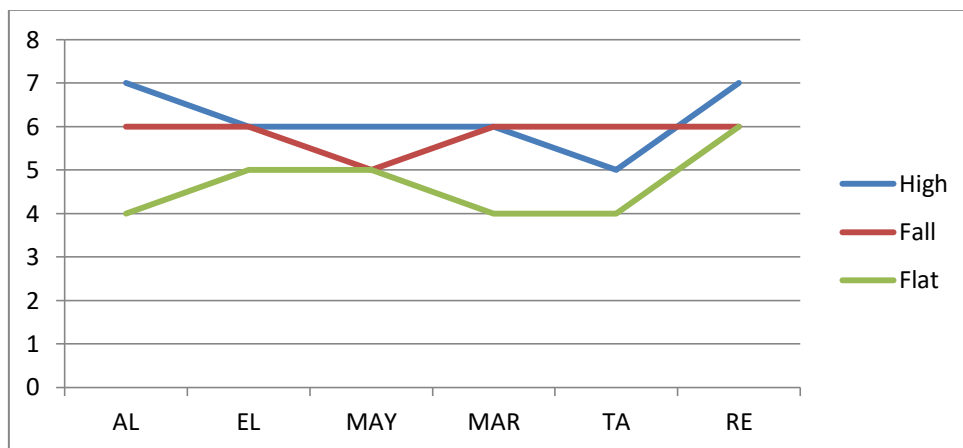

Figure 2. The Identification of Students' Ability in Types of Intonation of Pronouncing Practice

The diagram above shows that several students are able and unable to pronounce words in pronunciation practice, so the diagram above shows that their pronunciation rating is at a medium level or "Enough". This proves that they are also not very good at pronunciation and intonation.

Table 2: The Classification of The Student Ability in Using the Three Degrees in Pronunciation Practice

No	High	Fall	Flat
1	7	7	5

2	6	6	6
3	7	7	7
4	7	7	5
5	5	3	4
6	5	5	6
Total	**37**	**35**	**33**

As seen from Table 2 above, it also shows that there are students who are unable to pronounce words with flat and low intonation. That proves that the students' abilities were identified as "Enough" level because the intentions they uttered were not firm and not visible. That proves that pronunciation intonation must also be proven, especially in English pronunciation.

The results obtained are: the total score of the students above is 6%. This level is in the middle position of the "Less" level.

CONCLUSION

This research identified that students' pronunciation in the pronunciation practice test used two categories, namely, stress and intonation. Where stress has three degrees, namely, strong, medium and weak and intonation has three types of intonation, namely, high, low and flat. Where it is known that when they said the pronunciation of words in the test it was found that for the stress category, it was found to be "Less", namely low at 5.72%, while for the intonation category, it was found to be only 6%, proving that the middle level for this was also found to be "Enough" level.

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