



**THE ANALYSIS OF STUDENTS' STRESSED SYLLABLES
MASTERY AT SIXTH SEMESTER OF TBI IN IAIN
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) in English.*

Written By:

FITRI JULIANA LUBIS
Reg.Number: 13 340 0050

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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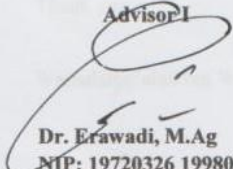
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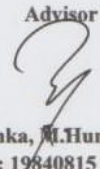
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Padangsidimpuan, 24 Mei 2017
To:
Dean Tarbiyah and Teacher Training
Faculty

Item : 7 (Seven) Exemplars

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Padangsidimpuan

Assalamu'alaikum Wr.Wb.

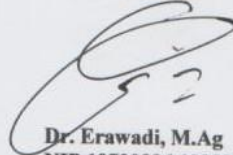
After reading, studying and giving advice for necessary revision on thesis belongs to FITRI JULIANA LUBIS, entitled "THE ANALYSIS OF STUDENTS' STRESSED SYLLABLES MASTERY AT SIXTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN". we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

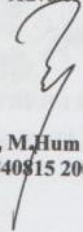
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Thesis : THE ANALYSIS OF STUDENTS' STRESSED SYLLABLES MASTERY AT SIXTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN.

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)

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Year : 2017

ABSTRACT

This research is about the analysis of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan. The students still have difficulties in stressed syllables mastery. The objective of the research are to describe students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan, to find the difficulties of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan, and find the teachers solution to overcome students difficulties in stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan.

The research is conducted by qualitative approach and descriptive method. The research starts in March 2017 until April 2017 in IAIN Padangsidimpuan. The sources of data for this research are students' of sixth semester at TBI in IAIN Padangsidimpuan as primary source and the Pronunciation lecturers as secondary source. There are 2 instruments in collecting data, there are test and interview. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher finds the students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan is 68,92% and can be categorized good score. The students difficulties were difficult to differ onset and coda structure, difficult in analyzed the word that have many syllable, and difficult in transcript the word. The reasons of students' problem in stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan is that the students have a problem in transcription especially in nucleus (vowel sounds), they are could not transcribe a word because lack in practice, low motivation and don't care when teacher explained the subject. The effort is students must review the lesson about phonemes especially in vowel and consonant based on English standard, so they will not confused.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and merciful, the lord of universe and space. I would like to say thank you to Allah because of Him the I could complete this thesis as one of requirement for Graduate Degree of Education (S.Pd) in English to finished study in Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Next, Shalawat always be given to our prophet Muhammad SAW who has guided us from the darkness into the brightness like this era.

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Finally, I realize this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future. May Allah, the Almighty bless them all, Amin.

Padangsidempuan, 2017

Declaration maker

FITRI JULIANA LUBIS
Reg. Number. 13 340 0050

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Human are social creature. Where, human need other in our live. Every day we communicate with others, human use language to expression our idea to communicate. Language is the expression of human communication through which knowledge, belief, and behavior that can be experienced, explained and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. Language is a system of arbitrary vocal symbol used for human communication. When a person needs to deliver human messages to other people, human needs a media or tool to deliver it.

English is acknowledged as a foreign language. It became an obligation subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn language skill. Such as listening, speaking, reading and writing skills, which include by language component, such as pronunciation.

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Having good pronunciation skills is an important part of every ESL (English Second Language) students'

ability to communicate in English. Abbas Pourhossein Gilakjani said that with good pronunciation, a speaker is intelligible despite other errors, but with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas.¹ So, the speakers have to have good pronunciation, so that their speech will be understandable to the listeners. There are many pronunciation categories that must be learnt by students. For example, phonetics, vowels, syllable, stress and intonation. But, the most important category of pronunciation is syllable. The following illustration will present some significance of syllable learning for the life.

Stress is a supra segmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables whatever they might be. Stressed is the way of sounds (s) in a word with reference to syllabification. Stressed syllable us be heavy while unstressed syllable may be light: any stressed syllable, whether it is a monosyllable or part of polysyllabic word, must have a complex rhyme (that is, a rhyme containing at least two X-position). English and other Germanic language make far more use of differences in stress than do most of the languages of the world. In many languages the position of the stress on the first syllable, irrespective of the number of the syllables in the word. In polish and Swahili, the stress is usually on the penultimate syllable. In some language stress is not a property

¹Abbas Pourhossein Gilakjani, *English Language Department* (Iran: Islamic Azad University, 2011), p.2.

of the word at all. All the syllables in a French word are about equally stressed. The only increase in stress that occurs in French comes on the last syllable of the phrase.²

The syllable is a very important unit. Most people seem to believe that, even if they cannot define what a syllable is, they can count how many syllables there are in a given word or sentence. If they are asked to do this they often tap their finger as they count, which illustrates the syllable's importance in the rhythm of speech. As a matter of fact, if one tries the experiment of asking English speakers to count the syllables in, say, a recorded sentence, there is often a considerable amount of disagreement.

Syllable is a unit relatively easy to identify and segmental if the splitting rules stipulated by the language orthography are followed. A syllable is defined so that its nucleus, canonically a vowel, constitutes a peak in the curve of audibility that is preceded (onset) and/or followed (coda) by a sequence of segments (none or more consonants), with progressively decreasing sonority values. The nucleus and coda are sometimes lumped together to form what is called the rhyme.

Syllable is a basic unit of speech studied on both the phonetic and phonological levels of analysis. Syllable is part or element of sounds in a word to identify how a word is sounded with reference to phonetic symbols.

² Francis Katamba, *An Introduction to Phonology* (London and New York: Chee Leong Press Sdn Bhd, 1992), p.153.

Furthermore, syllable is seen as a unit of neural programming rather than primarily muscular or acoustic events. If an error is made in the duration of a phoneme, the error is compensated for within the syllabic unit suggesting that articulatory events are programmed in terms of higher-level articulatory units rather than single phonemes. However, in IAIN Padangsidimpuan have found that many students still have difficulties in stressed syllables mastery. They difficulty in deciding how many syllables a given word of their language contains, they have difficulties count how many syllable in a word, they still confuse transcript the English word and determine place of onset, nucleus and coda in syllable.

Based on the explanation and problems above, the researcher interest in conducting the research with title “ **The Analysis of Students’ Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan**”.

B. The Focus of the Problem

Based on the background of the problem above, there were many problems included in pronunciation, especially in stressed syllables mastery, such as students could analyze the word perfectly. So, the researcher only focused the problem The Analysis of Students’ Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan.

C. The Definition of the Key Terms

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follow:

1. Students' ability

Students' ability comes from two words; students and ability. Student according to Hornby stated "student is a person who is studying at a university or collage".³ A student is a learner or someone who attends and educational institution. According to Hornby "ability is the mental or physical capacity, power or skill required to do".⁴ So students ability is a person who has a level of skill or intelligence in analyzing works that person is studying at junior high school up to a University or College.

2. Stress

Stressed syllables in English are produced with a stronger burst in initiatory energy-a more powerful construction of the chest muscles than unstressed syllables are. On the acoustic side, this increased energy input result in greater loudness, increased duration and often mainly in the case of primary stress a change of pitch.

³A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p. 1187.

⁴*Ibid.*, p.2.

3. Syllable

Syllable is part or element of sounds in a word. Syllable used to identify how a word is sounded with reference a phonetic symbols.⁵ It is very important because it can help understanding the meaning of word that pronounce. The syllable is at the heart of phonologically representations. It is a purely phonological entity. It cannot be identified with a grammatical or semantic unit.⁶ Based on definition above, the researcher concludes that syllable is part of element of sounds in a word consist of vowels and consonants. It is used to identify how a word is sounded with reference to phonetic symbols.

Word is a sound or combination of sounds that has a meaning and is spoken or written. Word is a speech sounds or series of speech sounds that symbolizes and communicates a meaning usually without being divisible into smaller units capable of independent use. So, English words are a single unit of language that has meaning and can be spoken or written.

4. Syllabification

Syllabification is process of identifying sounds in a word. In most language the syllabification assigned to a string or phonemes is predictable

⁵ Hamka, *Linguistic (An Introduction)* SekolahTinggi Agama Islam Negeri (STAIN) Padangsidempuan, 2011), p.9.

⁶ Francis Katamba, *An Introduction to Phonology* (London and New York: Chee Leong Press Sdr, Bhd, 1992), p.153.

from other aspects of the representation, in particular whether the segment is a consonant or vowel. So, syllabification can be used to make it easier to pronounce the word. Based on the explanation above, the researcher can conclude that syllabification is a way of identifying sounds in a word to phonetic symbols, which can help in understanding the word that is pronounced.

D. The Formulation of the Problem

Based on the above background and focus of the problem, the researcher formulated the problems of the research as follows:

1. How are the students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan?
2. What are students' difficulties in stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan?
3. What are teachers' solutions to overcome students' difficulties in stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan?

E. The Objectives of the Research

Based on the above question, the objective of the research is as follows:

1. To describe the students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan.
2. To find out the students' difficulties in stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan.

3. To find the teachers solution to overcome students difficulties in stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan.

F. The Significances of the Research

In this research, the researcher finds three significances they are students, English teacher and another researcher. First, students know their mastery in stressed syllables and also their difficulties in pronunciation. So, it is hoped they will be better in learning pronunciation. Second, English teachers know the analysis of students stressed syllable mastery and difficulties in learning pronunciation. In other word, the teacher finds the solution to solve the difficulties of the students in learning pronunciation. Third, it is hoped will be useful as a reference or comparisons for other researchers, when they have similar problem in their research.

G. The Outlines of Thesis

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

1. Chapter one consist about introduction, they are: First, background of the problem. Second, focus of the problem. Third, definition of key terms, definition of key terms included definitions about the title of research.

Fourth, the formulation of the problems. Fifth, the objectives of the research.

2. Chapter two it consist theoretical description, which explained about the definition of syllable, the structure of the English syllable, types of syllables, function of syllable, and rules of the syllable.
3. Chapter three discussed about the methodology of the research consist of: first, approach and kinds of research, the researcher had been conducted by descriptive analysis with qualitative methods. Second, location and time research was hold of the sixth semester of TBI in IAIN Padangsidimpuan. Third, source of data was taken from sample of research from TBI of the sixth semester in IAIN Padangsidimpuan. Fourth, technique data collection involved two technique included: test, interview. Fifth, the technique of the data trustworthiness to make this research more valid. Sixth, technique analysis data. This data was analyzed with qualitative process.
4. Chapter four include four parts. First, findings; findings consist of general findings and specific findings, general findings consist of stand history, situation of equipment and facilities, situation or lecture and students at sixth semester of TBI in IAIN Padangsidimpuan. Specific findings consist of the description of the analysis on analysis student' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan, the difficulties analysis students stressed syllables mastery at sixth semester of

TBI in Padangsidempuan, the explanation efforts that will be done by lecture and students to overcome the error found by students in stressed syllable at fifth grade English Education Department IAIN Padangsidempuan, discussion, which analyzed result of research theoretical review. Third, the threats of the research, which talking about the threats that researcher find in the process of research.

5. Chapter five involved: conclusion about the research and suggestion for all.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. The Theoretical Description

1. The Syllable

a. Definition of the syllable

The syllable is a very important unit. The units the sections into which words are divided while pronouncing them. Each sound which constitutes a peak of prominence is said syllabic.¹ The syllable is a units of pronunciation consisting of a vowel alone or of a vowel with one or more consonant. A vowel is the nucleus a consonant a marginal element in the syllable, that is, a consonant either at the beginning of a syllable is called initial consonant. Based on the definition above the researcher concludes that syllable is part of element sound in a word consist of vowels and consonants. It is used to identify how a word is sounded with reference to phonetics symbols.

Syllable are usually described as consisting of a centre which little or no obstruction to airflow and which sounds comparatively loud; before and after this centre(that is, at the beginning and end of the syllable), there will be greater obstruction to airflow and/ or less loud sound.

¹Daniel Jones, *An Outline of English Phonetics* (Cambridge: University Press,1975),p.55.

We will look at some examples according to Peter Roach in his book *English phonetics and phonology*:

- 1) What we might call a minimum syllable would be a single vowel in isolation, e.g. the words 'are' $\alpha:$, 'or' ɔ: , 'err' ɜ: . These are preceded and followed by silence. Isolated sounds such as m , which we sometimes produce to indicate agreement, or ʃ , to ask for silence, must also be regarded as syllable.
- 2) Some syllables have an onset (that is, they have more than just silence preceding the centre of the syllable):
 'bar' $\text{b}\alpha:$ 'key' $\text{k}i:$ 'more' $\text{m}\text{ɔ:}$
- 3) Syllable may have no onset but have a coda:
 'am' $\text{æ}m$ 'ought' ɔ:t 'ease' i:z
- 4) Some syllables have onset and coda:
 'run' $\text{r}\Lambda n$ 'sat' $\text{s}\text{æt}$ 'fill' $\text{f}il.$ ²

From the example above the researcher can conclude that not every syllable have onset and coda, but also only have onset but have no coda. Then, some syllables have no onset but have coda.

²Peter Roach, *English Phonetic and Phonology :a Practical Course* (New York: Cambridge University Press, 1983), p. 70-71.

b. The structure of the English Syllable

The structure of a syllable is onset, rhyme, nucleus, and coda. The only obligatory element is the syllable nucleus, normally a vowel. The syllable onset is an optional element, as is the syllable coda. Therefore define a vowel as a speech sound which function as the syllable nucleus. A consonant is a speech sounds which typically occurs at the coda of the syllable.³ The research can conclude the structure of the syllable are onset, rhyme, nucleus, and coda, obligatory elements is nucleus that is a vowel. This structure can help to identifying the word to phonetics symbols.

One of the structure of the syllable is onset. Where onset is the initial consonant before nucleus or vowel. If the syllable begins with one consonant, that initial consonant may be any consonant phoneme, such as: 'Deep' di:p, 'Get' gɜt, 'Back' bæk, 'You' ju:, 'Car' ka:.

When we have two or more consonant together call them a consonant cluster.⁴ The first consonant called pre- initial consonant the other consonant is the initial consonant. Example one sort is composed of followed by one of a small set of consonants. Such as: 'Sway' swei, 'Smoke' sməʊk, 'String' striŋ. The s in these cluster is called the pre-

³Beverly Collins and Inger M. Moes, *Practical Phonetics and Phonology* (London and New York: Routledge, 2009), p.73-74.

⁴Peter Roach, *English Phonetics And Phonology* (New York: Cambridge University Press, 2000), p.71.

initial consonant and the other consonant (w, m, t in the above example) is called initial consonant.

Then, when we look at three consonant cluster we can recognize a clear relationship between them, such as: ‘Split’ split, ‘Stream’ stri:m, ‘Square’ skweə. The s is the pre- initial consonant, the p, t, and k that follow s in the three example words are the initial consonant and the l, r and w are post-initial.

Then, other structure of the syllable is coda, where coda is the consonants at the end of a word. If there is one consonant only, this is called final consonant. Any consonant may be a final consonant except h, r, w, j. There are two sorts of two consonant final cluster, one being a final consonant preceded by a pre-final consonant and the other a final consonant followed by a post-final consonant. The pre-final consonants form a small set: m, n, ŋ, l, s, we can see this in ‘Bump’ bʌmp, ‘Bent’ bent, ‘Bank’ bæŋk, ‘Belt’ belt, ‘Ask’ a:sk. The post final consonant also form a small set: s, z, t, d, θ, example words are ‘Bets’ bets, ‘Eighth’ eitθ.

There are two types of final three consonant clusters, first is pre final plus final plus post final, such as in the following table.⁵ It is three consonant clusters.

	Pre final	Final	Post final
'helped' he	l	p	t
'banks' bæ	ŋ	k	s
'Bonds' bo	n	d	z
'twelfth' twe	l	f	θ

The second type shown that more than one post final consonant can occur in small cluster: final plus post final 1 plus post final 2. Post final 2 is again one of s, z, t, d, θ. Such as in the following table:

	Pre final	Final	Post final 1	Post final 2
'fifths' fi	-	f	θ	s
'next' ne	-	k	s	t
'lapsed' læ		p	s	t

From the explanation above, we may describe the English syllable as having the following maximum phonological structure.⁶

Pre-initial	Initial	Post-initial	VOWEL/ NUCLEUS	Pre-final	Final	Post final 1	Post final 2	Post final 3
ONSET				CODA				

⁵*Ibid.*, p.75.

⁶*Ibid.*, p.76.

Based of the explain above, the researcher concludes that the onset have three consonants cluster that is pre-initial, initial consonant, and post-initial consonant. Then the coda may consist of pre-final consonant, final consonant, and post final consonant.

c. Function of syllable

According to Francis Katamba in his book *An Introduction to Phonology*, function of the syllable as follow:

1) The syllable as the basic phonotactic unit.

its means the syllable is to regulate the ways in which lower level units that is consonant and vowels. Where in syllable vowels ia a nucleus and consonant and onset and coda. Onset is the beginning consonant and coda is the end consonant at the syllable.

2) The syllable as the domain phonological rules. It means the word can be pronounce well if we transcribe and analyze the word in syllable. In syllable we analyze the word into phonetic symbols, so it can help as to pronounce the word.

3) The syllable and the structure of complex segment

it means, syllable have structures that is onset, rhyme, nucleus, and coda. It is general structure of syllable. Then if we analyze the structure complex of syllable are onset consist of three consonant cluster that is pre- initial, initial, and post initial. Then coda consist of three consonant cluster that is pre final, final, and post final.

Then, the syllable use to provide an analyze of the internal structure of segments.

- 4) Compensatory lengthening, it is the traditional problem in phonology. Compensatory lengthening is if a high vowel is realized as a non syllabic glide if it appears followed by another vowel. This case don't find in English language.
- 5) The syllable as indispensable building block for higher phonological domains.

In syllable we will analyze the word to some structure and analyze the phonetics symbols. After we analyze the syllable, it can help us comprehending about stress, nasalization, intonation, etc. according to phonological research in recent years amassed evidence showing that the syllable is the hub of phonological organization. In many language, higher prosodic phenomena like stress, nasalization, and quantity (length) can only be insightfully described in terms of the syllable because often, in order to determine whether a given rule is applicable, the numbers of syllable in a word (or part of the word) has be counted.⁷

Based on the explanation above, the researcher concludes that the function of the syllable are the syllable as the basic phonotactic, as the domain of phonological rules, the syllable and the structure of

⁷ Francis Katamba, *Op.Cit.*, p.164-175.

complex segments, compensatory lengthening and the syllable as indispensable building block for higher phonological domains.

d. Types of syllables

Many pronunciation problems result from ESL students' ability to produce the different syllable types of English. A consideration of this syllable types and how they differ from those of other languages will help in understanding these difficulties.

Some examples of the syllable types of English are provided below:⁸

Word	Transcription	syllable type
See	[si:]	C(consonant) V(owel)
Sit	[sit]	CVC
Spit	[spit]	CCVC
Spits	[spits]	CCVCC
Sprint	[sprint]	CCCVCC

The word 'see' has a CV syllable, the most common syllable type among the languages of the world. This is referred to as an open syllable because it ends with a vowel. The word 'sit' has a CVC syllable, also common among the language of the world. This is referred to as a closed syllable because it ends with a consonant.

⁸Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, (New York: Oxford University Press, 1992), p. 53.

The word 'spit' has a CCVC syllable with consonant cluster /sp/. The word 'spits' has a CCVCC syllable with consonant cluster at the beginning and the end. A consonant cluster at the beginning of a word is a final cluster. The word 'sprint' has a CCCVCC syllable. In this case the initial cluster has three consonants and the final cluster has two consonants.⁹ The syllable types that are:

1) Closed syllable

Closed syllables have one vowel, followed by one or more consonants. The vowel has a short sound.

Example: in, on, cat, him, pot, trash.

2) Open syllable

An open syllable ends in one vowel and the vowel says its name (long sounds).¹⁰

Example: me, so, I, fly, she, Flu

3) Vowel-consonant-e syllable (commonly known as silent e syllable)

In this syllable type, there is a vowel followed by a consonant and silent e. The silent e makes the vowel before it say its name (long sounds).

Example: hate, mile, hole, grape.

⁹*Ibid.*, p.53

¹⁰Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, (New York: Oxford University Press, 1992), p. 53

4) Vowel team syllable

This syllable type contains two vowels next to each other. The vowels make one sound about fifty percent of the time, this rule will apply to double vowels: If two vowels go walking, the first one does the talking and says its name. The other vowel stays quiet. You can compare it to a bully. The first vowel shouts its name and the second one is quiet.

Examples: Wait, Beach, Beet, Play.

5) R-controlled syllable

In r-controlled syllable types, a vowel is followed by the letter r. The r "controls" vowel, and gives it a different sound that is neither long or short.

Example :

Car, bar, tar: Ar sounds like the name of the letter R. You don't hear the A at all.

Er, ir, ur: Often sounds like ER as in her

Or sounds like the word or.

Any of the R controlled syllables (ar, er, ir, or, ur) can sound like ER when it appears at the end of words and is not accented.

Example : sailor, regular, grammar.

6) Consonant-le syllable

Consonant-le syllables are normally found at the end of a word. They consist of a consonant followed by the letters le. The le sounds like UL.

Example :tur/tle, lit/tle, sta/ble.¹¹ So, consonant-le syllable followed letters le and we find at the end of a word.

e. Rules of Syllable

Every syllable has one vowel sound. The number of vowel sounds in a word equals the number of syllables.

- 1) When two or more consonants come between two vowels in a word, the word is usually divided between the first two consonants (don • key, sis • ter, but • ter, hun • gry).
- 2) Consonant blends and diagraphs are never separated (rest • ting, bush • el, reach • ing).
- 3) When a word has a **ck** or an **x** in it, the word is usually divided after the **ck** or **x** (nick • el, tax • i).
- 4) When a single consonant comes between two vowels in a word, it is usually divided after the consonant if the vowel is short (lev • er, cab • in, hab • it).

Based on rules above, the researcher concludes that the rules for syllabification one syllable can not be divided, if suffix and prefix divide the word between the base word the suffix and the prefix, when two or more

¹¹*Ibid.*, p. 55

consonant is usually divided between the first two consonants, a word has a **ck** or an **x** in it, the word is usually divided after the **ck** or **x**, if a single consonant comes between two vowels in a word, it is usually divided after the consonant if the vowel is short or long, and if two vowels come together in a word, and are sounded separately, divide the word between the two vowels.

B. Review of Related Findings

There are findings related to this research, first, Harold F. O'neil JR. in his research, he investigated that: 1. It is known whether educational interventions by themselves can make a substantial dent in the problem of the at risk students. 2. It is clear that the typical at-risk students suffers from major learning and stressed syllables problem. 3. It is also clear that, given the severity of the students problem, for any educational intervention to have major effects it must be carefully designed, highly systematic and creative, and provide extensive services.

Then, Rini Erminawati from State Collage for Islamic Studies has done research in 2008 with the title: The Influence of mother tongue to Students' Pronunciation, The result of her research said that there is effect of mother tongue toward Students' Pronunciation.¹²Based on the data above we

¹²Rini Erminawati, The influence of Mother Tongue to Students' Pronunciation(*Unpublished Script*) (Padangsidempuan STAIN, 2012).

know there is the influence of mother tongue to students' pronunciation because they usually use mother tongue in every day, and seldom use English Language in Communication.

The last, Hifni Marina Pade Siregar from State Institute for Islamic Studies has done research in 2015 with the title: The Students rising intonation ability of the Second Grade English Education Department IAIN Padangsidempuan could be known from the result of the test. It can be seen from the value by the students. The result of this research was 56,5 category low score. So, therefore it could be concluded that students' rising ability was still low score and it needed further improvement.¹³ From the result of the research above we know the students rising intonation ability of the second grade is low category, because they seldom to spell, speak use English Language. Then, they are shy to communicate with other use English Language, because they afraid their pronunciation is not good.

So, if the researches above explained about vowels, the researcher want to complete the researcher above. Whereas, the researcher want to analyze Students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidempuan.

¹³Hifni Marina Pade, The Students' Rising Intonation Ability of the Second Grade English Education Department IAIN Padangsidempuan (*Unpublished Script*) (Padangsidempuan IAIN 2015).

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Place and Time of Research

This research conducted in Institute for Islamic Studies (IAIN) Padangsidimpuan. It is located on Jl. H.Tengku Rijal Nurdin KM.4,5 Sihitang, Padangsidimpuan Selatan, Kotamadya Padangsidimpuan North Sumatera, Indonesia. This subject of the research is the sixth semester of TBI in IAIN Padangsidimpuan. Time of the research started on March 2017 until April 2017.

B. Research Design

Based on the analysis of data, this research used qualitative approach with descriptive method. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.¹ Qualitative approach is based on the collection and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.² It means in qualitative non numerical data just describe phenomena.

¹Lexy J. Moleong, *Penelitian Kualitatif*, (Bandung :Remaja Rosda karya, 2009), p.126.

²L. R Gay and Peter Airasian, *Education Research*, (USA :Printice Hall Incorporate, 2009),

Based on the method, this research used descriptive method. L. R. Gay said that descriptive research is a descriptive study determines and describes the way things are may also compare how subgroups such as males and females or experienced and inexperienced teachers view issues and topics.³ In other word qualitative research is not concerned simply with describing the way things, they also wish to provide insight into what people believe and feel about the way things.

Based on the explanation above, the researcher used Qualitative Descriptive Method to describe and analyzed the students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan.

C. Sources of Data

There were some sources that needed it in the research they are:

1. Primary sources of data are students sixth semester of TBI in IAIN Padangsidimpuan. They are TBI-4 classes. The informant of the research will be selected from TBI-4. They consist of 28 students. This research will be done by using purposive sampling; purposive sampling is a technique of taking sources of data with a certain judgment.⁴

³L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA; New Jersey, 2000), p. 275.

⁴Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, dan R&D* (Bandung: Alfabeta, 2009), p.300.

2. Secondary data, the research collected the information from lecturer of TBI in IAIN Padangsidempuan.

D. Instrument of Collecting Data

Sugiyono said that there are steps in collecting data of qualitative research include: test and interview.⁵ So to get an accurate data, The researcher of collecting data would be used in this research is:

1. Test

Test is one of the instrument that use in this research. The researcher will collecting the data use test. Brown defines “test as a method of measuring a person’ ability; knowledge of performance in a given domain”.⁶ It means, to know the ability, knowledge the performance of person we use test, this test can be written test and oral test. In this research the test that will be used is pronunciation test especially for stressed syllable. The test will be given to 28 students who become informant of the research. The informant will be tested true write stressed syllable in word pronunciation. The test is corrected in order to prove their mastery. This test used to describe students stressed syllables mastery and to find the students difficulties in pronunciation.

⁵*Ibid.*, p. 145.

⁶H. Douglas Brown, *Language Assessment* (San Francisco Longman,2004), p.3.

2. Interview

Hornby said interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".⁷ Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁸ It means interview is a process where someone gives question to another person to get information about something need and another person that interview would given a response about the question.

This interview used to get the data of the reason students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidempuan.

The researcher will interview students of TBI 4 the sixth semester to explain their problem in stressed syllables mastery. Then the researcher will interview the English lecturer he is Hamka, M.Hum to explain the students' stressed syllables mastery.

E. Technique of Data Analysis

In research, after collecting data, the researcher analyzed the data. The technique of data analysis will be presented in descriptive form. The researcher will analyze by using some steps. That are:

⁷AS. Hornby, *Oxford Advanced Learner's Dictionary*(New York: Oxford University Press, 1995), p. 788.

⁸L.R. Gay and Peter Airasian, *Educational Research*, (USA: Printice Hall Incorporate, 2000), p.8.

1. Identifying the students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidempuan.
2. Finding problems of the students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidempuan.

3. Talking about percentage of the data to calculated using the formula

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

Note : M = mean score

N = sum of respondent

$\sum X$ = total of the result

4. Description of data, it is done do describe to interpreted data that have been collected systematically.
5. Finally, the researcher explain the reason given in interview as the conclusion from students.⁹

⁹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta:Raja Grafindo Persada, 1991), p.43.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

This chapter presents the research result, in order to know the analysis of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan. To find out the difficulties of students' stressed syllables mastery. To explain the students' difficulties reason on stressed syllables mastery.

Described about the data description from the test and interview. Researcher described them in below:

1. Description of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan.

Based on the result research, the sixth semester total of TBI 4 were 28 students. As stated at the previous chapter that the instrument of the research were test and interview.

Based on explanation before that the analysis of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan. Here the researcher described as follow:

Table 1

Table Score The Analysis of Students' Stressed Syllables mastery at Sixth Semester of TBI in IAIN Padangsidempuan.

No	Initial Name	Indicators				Total Score
		One Syllable (30)	Two Syllable (20)	Three Syllable (20)	Four Syllable (30)	
1	AM	30	16	14	16	76
2	AW	30	16	12	10	68
3	AD	28	16	12	18	74
4	DG	26	10	8	12	62
5	DW	30	16	18	10	68
6	FKD	30	14	6	16	68
7	FMD	30	18	14	14	72
8	HM	30	16	14	20	82
9	IA	30	12	16	20	82
10	ISS	22	4	8	8	46
11	LD	18	10	10	14	46
12	MRA	18	16	14	10	52
13	MSW	30	16	12	8	68
14	MD	30	14	14	18	80
15	MKSG	30	10	16	10	70
16	MY	24	14	12	12	52
17	NS	24	10	14	10	60
18	NHDH	30	14	14	12	70
19	NM	26	10	14	10	60
20	NMSD	28	16	14	14	72
21	NS	28	18	16	16	78
22	NH	30	16	14	8	68
23	RA	30	12	14	10	66
24	RSL	30	18	18	20	86
25	SD	26	16	16	12	70
26	SA	28	20	16	22	86
27	WHD	30	18	14	16	78
28	YPPD	30	18	18	13	78
TOTAL		776/28= 27,71	406/28= 14,5	376/28= 13,42	378/28= 13,5	1930/28= 68,92
PERCENTAGE		776/840= 92,38	406/560= 72,5	376/560 =67,14	378/840= 45	

From data above describe about the total score for every indicator. The first, total score in one syllable indicator were 92,38. Then, in two syllable were 72,5. Next, in three syllable were 67,14. After that, in four syllable were 45.

Based on the description above the writer conclude that the students score in one syllables there were very good, the students score in two and three syllable there were good category, and four syllable there were in fair to enough category.

Based on the total score all of indicators in table score the writer describe the students dominants difficulties four indicator. Total score one syllables were 92,38. two syllable were 72,5. Next, in three syllable were 67,14. After that, in four syllable were 45.

So, based on explanation of the problem above, the researcher concluded that the problem dominantly do on students stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan that is in two syllable, three syllable, and four syllable. The describe can be seen in this following explanation.

The first from the students fifth semester of TBI IAIN Padangsidempuan named AM with Reg.Number 14 203 00002¹, Based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the two syllable “beautiful” [bjutifl). The respondents syllabifying it with [bjutiful].In the three syllable “information’ [infə:meifn], “beautifuli” [bjutifli], organize [ɔ:gənpiz], organist [ɔ:gənist]. The respondents syllabifying it with [infə:meɪfn], [bju:tifuli], [ɔ:gənpɪʒ], [ɔ:gənist]. In the Four syllable “informally” [infə:məli], “unbeautifully” [ʌnbjutifli] and “organization” [ɔ: gənpaizeifn].

The second from the students fifth semester of TBI 4 IAIN Padangsidempuan named AW with Reg.Number 14 203 00005². Based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable “organize” [ɔ:gənpiz] and “organist” [ɔ:gənist]. The respondents syllabifying it with [ɔ:gənpaiz] and [ɔ:gəniʃ]. In the four syllable “informally” [infə:məli], “unbeautifully” [ʌnbju:tifli], “organization” [ɔ:gənaizeifn].

¹AM, the fifth semester of TBI 4 IAIN Padangsidempuan, Result of Test.

²AW, the fifth semester of TBI 4 IAIN Padangsidempuan, Analysis Result of Test. .

The third from the students fifth semester of TBI 4 IAIN Padangsidimpuan named AD with Reg.Number 14 203 00020³. Based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable “organize” [ɔ:gəʊnɪz] and “organist” [ɔ:gəʊnɪst]. The respondents syllabifying it with [ɔ:gəʊnaɪz] and [ɔ:gəʊnɪʃ]. In the four syllable “informally” [ɪnfɔ:məli] and organization [ɔ:gəʊnaɪzeɪʃn].

The fourth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named DG with Reg.Number 14 203 00022⁴. Based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the one syllable until four syllable .the respondents wrong in answer all the test.

The fifth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named DW with Reg.Number 14 203 00028⁵. Based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the one syllable “form” [fɔ:m]. The respondents syllabifying it with [fo:m]. In the three syllable “organize” [ɔ:gəʊnɪz], “organist” [ɔ:gəʊnɪst]. The sixth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named

³, the fifth semester of TBI 4 IAIN Padangsidimpuan, Analysis Result of Test.

⁴DG, the fifth semester of TBI 4 IAIN Padangsidimpuan, Analysis Result of Test.

⁵DW, the fifth semester of TBI 4 IAIN Padangsidimpuan, Analysis Result of Test.

⁷FKD, the fifth semester of TBI 4 IAIN Padangsidimpuan, Analysis Result of Test.

FKD with Reg.Number 14 203 00038⁶. Based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable “information” [infə:meɪʃn], “organist” [ɔ:gənɪst]. The seventh from the students fifth semester of TBI 4 IAIN Padangsidempuan named FMD with Reg.Number 14 203 00039⁷. Based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the three syllable “information” [infə:meɪʃn], “organist” [ɔ:gənɪst]. The respondents syllabifying it with [infə:məʃn], [ɔ:gənɪʃ]. In the four syllable “organization” [ɔ:gənəɪzɪʃn].

The eighth from the students fifth semester of TBI 4 IAIN Padangsidempuan named HM with Reg.Number 14 203 00044⁸. Based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the two syllable “beauty” [bju:ti]. The respondents syllabifying it with [bijuti]. In the three syllable “information” [infə:meɪʃn], “beautiful” [bju:tɪfl]. The respondents syllabifying it with [infə:məɪʃn], [bjutiful]. In four syllable “informally” [infə:məli], “beautifully [bju:tɪfli].

⁷FMD, the fifth semester of TBI 4 IAINPadangsidempuan, Analysis Result of Test.

⁸HM, the fifth semester of TBI 4 IAINPadangsidempuan, Analysis Result of Test.

The ninth from the students fifth semester of TBI 4 IAIN Padangsidempuan named ISS with Reg.Number 14 203 00055⁹. Based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable “information” [infɔːmeɪfɪn], organize [ɔːgənɔɪz], “organist” [ɔːgənɪst]. The respondents syllabifying it with [infɔːməfɪn], [ɔːgənəɪz], [ɔːgəɪnɪʃ]. In the four syllable “organization” [ɔːgənɔɪzɪfɪn]. The respondents syllabifying it with [ɔːgənɪzɪfɪn]. In the five syllable “informality” [infɔːmələti], “disorganization” [dɪsɔːgənɔɪzɪfɪn]. The respondents syllabifying it with [infɔːmələti], [dɪsɔːgənəɪzɪfɪn].

After found the total scores for all of indicators, the writer found the dominant difficulties. The dominant difficulties there were in four syllable indicators because in four syllable indicators were enough category.

Then, the result above match and supported by the result of the interview that gave to the students. That is Isra soliyah said that, in analyzed syllable she was difficulties in analyzed the syllable if the word have many syllable, that is two syllable, three syllable, and four syllable. She was often mistake to analyzed the structure of the syllable if the syllable have many syllable, she was confused to differentiated onset, nucleus, and coda.¹⁰ Nur

⁹ISS, the fifth semester of TBI 4 IAIN Padangsidempuan, Analysis Result of Test.

¹⁰ IsraSoliyah, Students of Sixth Semester English Education Department IAIN Padangsidempuan, *Privat Interview*, 18 April 2017.

Mayunita also difficult in analyzed the word that have many syllable, she was confused to placement the onset and coda in first syllable, second syllable, three syllable, and four syllable.

From the result of interview above, the researcher can conclude, the other difficulties the students in analyzed the syllable is two analyzed the word have the syllable.

To determine the analysis of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan. Based on criteria score interpretation, the result can be seen in the following table:

Table 2
Criteria result

No	Percentage	Criteria
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	Good
5	81%-100%	Very Good ¹¹

Based on the calculating score the analysis of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan was

¹¹ Riduan ,*Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung:Alfabeta.2005), p.89.

68,92%. So, it can be categorized that the analysis of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan was into good category.

2. Difficulties of Students' Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan.

a. The students difficulties in coda structure

Nur Mayunita said that, she didn't understand how to placement coda structure in syllable, because she was confused to differentiated between coda and onset structure.¹² Nur Saadah said that she was confused and didn't understand to placement the structure of the syllable.¹³ Nur Hasanah said that she was difficult to placement coda and nucleus structure, because onset and coda is consonant in a syllable.¹⁴

Based on the result of the answer of interview above the researcher could conclude that the students difficulties in word pronunciation structure were the students difficult to different the structure of the syllable that is coda and onset, they were still confused to placement it because coda and onset is consonant in syllable.

¹² Isra Soliyah, Students of Sixth Semester English Education Department IAIN Padangsidimpuan, *Privat Interview*, 18 April 2017.

¹³ Nur Saadah, Students of Sixth Semester English Education Department IAIN Padangsidimpuan, *Privat Interview*, 18 April 2017.

¹⁴ Nur Hasanah, Students of Sixth Semester English Education Department IAIN Padangsidimpuan, *Privat Interview*, 18 April 2017.

b. The students difficult in onset structure

Isra Soliyah said that in analyzed English syllable she was difficult to analyzed onset structure in syllable, she was confused to placementthe onset coda, and confused to differentiated onset with coda structure.¹⁵ Sriase said that in analyzed the English syllable she was felt difficult analyzed onset structure, she was confused to differentiated between onset and coda structure, so she was often mistake in analyzed the syllable.¹⁶

c. Students difficulties in transcribe the word

Rizki Sarah Lubis said that English syllable she was didn't understand in transcribe the word, she often mistake when she was transcribed the word, so she was have problem in analyzed the syllable.¹⁷ Then, Rima Alfina said that in analyzed the syllable she was difficult in transcript the word into phonetic symbols. So she was mistake in analyzed the syllable.¹⁸

¹⁵ Isra Soliyah, Students of Sixth Semester English Education Department IAIN Padangsidempuan, *Privat Interview*, 18 April 2017.

¹⁶Sriase, Students of Sixth Semester English Education Department IAIN Padangsidempuan, *Privat Interview*, 18 April 2017.

¹⁷ Rizki Sarah Lubis, Students of Sixth Semester English Education Department IAIN Padangsidempuan, *Privat Interview*, 18 April 2017.

¹⁸ Rima Alfina, Students of Sixth Semester English Education Department IAIN Padangsidempuan, *Privat Interview*, 18 April 2017.

Based on the result research of interview of the students above, the researcher could concluded that the difficulties of the students' stressed syllables mastery were the studied the syllable.

3. The Reasons of students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidempuan.

Based on the interview, the seven students they are Isra Soliyah, Nur Mayunita, Nur Saadah, Nur Hasanah, Rima Alfina, Sriase, and Rizki Sarah Lubis is the sixth semester at TBI 4 In IAIN Padangsidempuan. The reasons of students' problem it can be seen on the below:

First, Isra Soliyah is one of students the sixth semester of TBI 4.¹⁹ she can be found the variation of mistakes of respondents in the one syllable until four syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondent said that the reasons the problem in stressed syllable words when transcript the words and deciding the right syllable without looking dictionary.

Based on the result interview, the researcher concluded that respondent of Isra Soliyah, it is because he could not transcript a words with the right in to syllable without looking dictionary to help her when transcript a words.

¹⁹ Isra Soliyah, Students of Sixth Semester English Education Department IAIN Padangsidempuan, 18 April 2017.

Second, Nur Mayunita is one of students the sixth semester of TBI 4.²⁰ it can be found the variation of mistakes of respondents in the one syllable until five syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice). After the researcher interview, respondents said that the reasons the problem in stressed syllable words when deciding the right syllable without looking dictionary and don't understand how to divided.

Based on the result interview, the researcher concluded that respondent of Nur Mayunita , it is because she could not deciding the right syllable without looking dictionary and don't understand how to divided.

Third, Nur Saadah is one of students the sixth semester of TBI 4.²¹it can be found the variation of mistakes of respondents in the one syllable until five syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondents said thatthe reasons the problem in stressed syllable words when determine nucleus (vowel voice).

Based on the result interview, the researcher concluded that respondent of Nur Saadah, it is because he could not determine nucleus (vowel voice) in English words.

²⁰ Nur Mayunita, Students of Sixth Semester English Education Department IAIN Padangsidempuan, 18 April 2017.

²¹ Nur Saadah, Students of Sixth Semester English Education Department IAIN Padangsidempuan, 18 April 2017.

Fourth, Nur Hasanah is one of students the sixth semester of TBI 4.²² it can be found the variation of mistakes of respondents in the one syllable until five syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondents said that the reasons the problem in stressed syllable words when transcription, she was could not transcribe the word without looking dictionary when studied pronunciation they could not open dictionary.

Based on the result interview, the researcher concluded that respondent of Nur Hasanah , it is because he could not transcript the word without looking dictionary when studied pronunciation they could not open dictionary.

The last, Rima Alfina is one of students the sixth semester at TBI 4.²³ she can be found the variation of mistakes of respondents in the one syllable until five syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondent said that he reasons the problem in syllabifying English words is she never understand about syllable because can not looking dictionary.

²² Nur Hasanah, Students of Sixth Semester English Education Department IAIN Padangsidempuan, 18 April 2017.

²³ Rima Alfina, Students of Sixth Semester English Education Department IAIN Padangsidempuan, 18 April 2017.

Based on the result interview, the researcher concluded that respondent of Rima Alfina, it is because she could not never understand about syllable because can not looking dictionary.

Based on the explanation above, the researcher concluded that from five students' the sixth semester at TBI 4 the reasons problem in stressed syllable words it is because they could not transcribe a word and diciding the right syllables without looking dictionary.

Additionaly, based on the interview with the pronunciation lecturer of English education department IAIN Padangsidimpuan, the problems about students' could not transcript a word and deciding the right syllables without looking dictionary, the lecturer said that they still have problem not in syllabification actually but have a problem in the segment of phoneme that is vowel and consonant.²⁴ So, it means that students' problem not in looking could not looking dictionary but don't know the segment of phoneme that is vowel and consonant.

Based on the result of interview that were gave to the sixth semester at TBI 4 in IAIN Padangsidimpuan, there were many difficulties were appear such how to transcribe a word to the right syllable without looking to the dictionary. It is difficult for them to transcribe a word it how to differentiate the vowel sounds in nucleus. They are confused. So, it makes

²⁴Hamka, M.Hum. as Phonetic and Phonology Lecturer, *Private Interview* (English Education Department IAIN Padangsidimpuan: Friday, 19th Mei 2017).

students are confuse to differentiate it, they are also said to be easy if they are when to transcribe a word looking to the dictionary.

While, based on the result interview with the pronunciation lecturer of English education department IAIN Padangsidempuan, the problems dominantly done by the students in syllabifying English words can be seen from the segment of phoneme, phoneme they are vowel and consonant. They say have a problem in transcription it means the problem is not about the syllabification, the problem still far at the beginning about segment the vowels and consonant.

In fact, this problem is faced not only common students, but also this problem faced by a lecturer. Actually, before come to syllable learning lecturer focus on segment on pronunciation practice class they are vowel and consonant. The students knowing the vowels and consonant make to the English standard not related to someone says, but related to standard. They can compare what they have transcript to oxford dictionary then they said to the lecturer that the differences between what they have transcribe and looking from the oxford dictionary not to far this a little bit. So when they study syllable the miss syllabification cases the not focus on segment of pronunciation that is vowel and consonant. So, the reason students can not stressed syllable words in transcription without looking to the dictionary it is the problem still far at the beginning about segment the vowels and consonant.

From the explanation above, the researcher concluded thing made students thought English words is difficult were transcript a word to the right syllable especially in nucleus (vowel sounds). This was the general problem in stressed syllable words. For solving the problem, lecturers had the effort to focus on the segment of phoneme that is vowel and consonant before talk about syllable.

B. Discusssion

In this research, the researched students mastery stressed syllable words researcher wanted to know students mastery in stressed syllable words the sixth semester of TBI 4 in IAIN Padangsidempuan. Syllable mastery would make the students were better in understanding message.

After analyzing the data, it was gotten that the students mastery in stressed syllable words can be categorized minus the research was related to some previous research concluding the first a script of Tracey Elen Taylor “ the effect of teaching two syllable types and one syllabication rule on the spelling achievement on the students with learning disabilities”.²⁵ Based on the research his Seven-fifth grade students with learning disabilities from western-lower Michigan participated in this study. The students were given a ten word spelling test on Monday of each week. To determine spelling

²⁵Tracey Elen Taylor, “the effect of teaching two syllable types and one syllabication rule on the spelling achievement on the students with learning disabilities” (script the graduate faculty at Grand Valley State University, 1997). <http://scholarworks.gvsu.edu/theses/391/pdf>, accessed at 30 juli, 2016 retrieved on 5 pm.

achievement, the students were evaluated for both word accuracy and syllable accuracy. The results showed a substantial increase in spelling achievement for both the closed syllable spelling test and the silent-e syllable spelling test.

The second, a script of Daniel Trinh “the role of the phonological in English word recognition” based on the research is experiment examined the role of syllable during English visual word recognition.²⁶ He found indicates that English readers process phonological information early during word recognition, even during silent reading, the phonological processing does not seem to include syllable information. He found English readers do not parse words according to the Boos boundary or maximal onset boundary during word recognition. Based on research above, the researcher conclude that he had done research These findings present a challenge to the CDP++ model, which includes a graphemic parser that syllabifies disyllabic words according to the maximal onset principle. The current study presents the kind of data that are important to enhancing theories of English word recognition, and the refinement of computational models of multisyllabic word recognition.

C. Threats of the research

In this research, there were many threat that the researcher done in this research. The researcher was aware about that. It started from the title up to techniques of analyzing data. So the researcher knew that this

²⁶Daniel Trinh, “the role of phonological syllable in English word recognition”.(script the universityofwesternOntario,2014).<http://www.psychology.uwo.ca/faculty/lupker/conferences/presentations2013/trinh.pdf>, accessed at 30 ,juli, 2016 retrieved on 5 pm.

researcher was so far from the perfect thesis the researcher done maximally to produce a good thesis but there were many threat any were and researcher believed that nobody perfect in the world perfect just for our god Allah SWT.

In searching the data, there were many weakness of time because the students had activities. They have many task and it harden to the researcher to interview the students. While interviewing the researcher felt they less concentrate and serious in answer the researcher' question. So the researcher must be patient to confront them.

In this research, there were many problems but the researcher attempted to do the best as able as the researcher do. The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threat of the researcher.

Even thought there were so many problems but the researcher attempted to do the best so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors because the good control from the pronounciation lecturers this research can be finished by the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the result after treating the collecting data, the next steps were taking the conclusions of this research. It is regarded important because it can be describe the final research itself. The conclusions of this research as following:

1. The students stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan was 68,92% and can be categorized good score. Based on the result found problems in one syllable with the score is 92,38 can be categorize very good. Two syllable with the score is 72,5 can be categorized good. Three syllable with the score is 67,14 can be categorized good and in four syllable with the score is 45 can be categorized enough.
2. Based on the result the data analysis the it appear that the students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan, particularyin English Education Department is low to stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan have a problem in transcription a word to the right syllable especially in nucleus (vowel sounds).
3. The result interview students the sixth semester of TBI IAIN Padangsidimpuan, the researcher concluded the difficulties of students when syllabifying English words is to transcript a word to the right syllable

especially in nucleus (vowel sounds) because lack in practice syllabifying English words, low motivation, don't care when teacher explain the subject of syllable. The effort to solve it students enrich their practice about segment of phonemes that are vowel and consonant, Growing up the motivation students' stressed syllables mastery at sixth semester of TBI in IAIN Padangsidimpuan.

B. Suggestion

Based on the conclusion and the implication of the research that had mentioned previously, the researcher would like to give some suggestion to people who gets benefits from this research.

1. To the students of TBI in IAIN Padangsidimpuan must practice to analyzed the syllable seriously and study hard, then, the lecture gave the quiz every week and give the motivation to students.
2. To the students of TBI in IAIN Padangsidimpuan should have to do practice in transcript the word and analyzed the syllable.
3. The researcher on this opportunity hopes that other researcher would conduct a research related to the topic of this study, especially to find out other students difficulties on English syllable.

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Kepada Yth Bapak/Ibu

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2. **Hamka, M.Hum** (Pembimbing II)

Di -
Padangsidimpuan

Assalamu'alaikumWr.Wb.

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Jurusan : Tadris Bahasa Inggris/ TBI-2

JudulSkripsi : **The Analysis of Students' Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan.**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

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Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

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Alamat : Pasar Lama Kecamatan Batang Anggola

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Analysis of Students Stressed Syllables Ability in Word Pronunciation at Fivth of TBI in IAIN Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Alamat : Pasar Lama Kecamatan Batang Angkola

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan mulai tanggal 21 Maret 2017 sampai dengan 12 April 2017 dengan judul:

"The Analysis of Students Stressed Syllables Ability in Word Pronunciation at Sixth of TBI in IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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