THE STUDENTS' ERROR IN PLACING STRESS ON ENGLISH WORDS

SKRIPSI

Submitted In Partial Fulfillment of the Requirements of the Requirements For the Degree of Sarjana Pendidikan (S.Pd) English Education Program

By

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ABSTRACT

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This research deals with the analysis of The Students' Error in Placing Stress on English Words. The objectives of the study were (1) To find out many of stress error made by the students in placing the Beauty and the Beast Movie. (2) To find out the function of stress error made by the students in placing the Beauty and the Beast Movie. The source of this research is the Beauty and the Beast video on youtube and the script from internet. Decriptive qualitative was applied to analyze The Students' Error in Placing Stress on English Words that was focused on stress error . There was focused two and three syllable of word stress found on The Beauty and the Beast Movie. Then, the function of word stress error found on the Beauty and the Beast Movie were as a Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction, Article, Negation, Quantifier, and Auxiliary Verb.

Keywords: stress, error, the beauty and the beast movie.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Wr.Wb

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This research entitle "The Students' Error in Placing Stress on English Words", the aim of this writing is requirement to obtain the degree of Sarjana Pendidikan from English Education Program in the Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. In writing this research, the researcher faced a lot of difficulties and problems that without much helping from the following people, it was impossible for her to complete this research. The researcher also would like to thank her parents, **Suparmin** and **Sahrum** who have given her love, advice, support, motivation, attention, material, suggesstion, and prayers before during and after her study at UMSU. May Allah bless them.

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May Allah SWT the most Almighty bless them all, Aamiin...

Wassalamu'alaikum Wr.Wb

Medan, October 2017
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BAB I

INTRODUCTION

A. The Background of the Study

The important thing to study English is the mastering of the basic skills. They are listening, writing,readingand speaking.Notonly that but there are also important elements, one of them is pronunciation.Pronunciation is important part of speaking skill as communication. If studentsspeakEnglish, students should pronounce the word clearly. In studying English, the correct pronunciation will make them easy to give the meaning of their speech. So, it cannot break communication between messenger and receiver.

Yates (2002: 2) point out stress refers to the prominence given to certain syllables within words, and to certain syllables orwords within utterances. It is signalled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements andother gestures when we are watching someone talking.

Thus identified, word stress typically serves one of two crucial linguistic functions in some languages, stress merely demarcates a word edge, in which case the position of the stressed syllable in a word is regular or predictable. In other languages, however, word stress may have a contrastive function, in which case primary stress is not fixed to a given position and different placement of stress within a word may result in a meaning difference.

According to Trask (1996:336), Stress is a certain type of prominence, which in some languages, is present upon certain syllables. Native speakers and phoneticians usually find it easy to determine which syllables bear stress, and even to distinguish varying degrees of stress, but the phonetic characterization of stress is exceedingly difficult, stress is variously associated with greater loudness, higher pitch and greater duration, any of which may be more important in a given case, and sometimes also with vowel quality. In fact some people do not understand about the word stress. Sometimes in University of English department, many students are still confused how to place the word stress correctly and the students can not pronounce the word stress well.

Based on this case above the researcher conducted the research about "The Students' Error in placing stress on English Word" in order to the students understand about the word stress and the students know how to place word stress correctly.

B. The Identification of the Problems

The problems of this research were identified as follows:

1. Many students cannot pronounce English well especially stress.

2. Many students do not know how to place word stress correctly.

C. The Scope and Limitation

The research were focused on the students' error in placing stress the words on the Beauty and the Beast movie made by students of Teacher Training

and Education, University of Muhammadiyah Sumatera Utara in semester V. The scope of this research is phonolgy. It was focused on stress error in two and three syllables.

D. Formulation of the Problems

In this research, the problems wereformulated as follows:

1. How many stress error made by the students in placing stress the words on the Beauty and the Beast movie?

2. How does the function of stress error made by the students in placing the Beauty and the Beast Movie?

E. The Objectives of the Study

The objectives of this study are:

1. To find out many of stress error made by the students in placing the Beauty and the Beast Movie

2. To find out the function of stress error made by the students in placing the Beauty and the Beast Movie.

F. The Significance of the Study

The findings of this research were expected to be useful and relevant

1. Theoretically

The findingof this study wereexpected to enrich proficiency of the readers' knowledge about stress error.

2. Practically

The findings of this study were expected to be useful for:

a. The Reader, improving their ability in pronouncing the English by using stress.

b. The English Teacher, introducing about stress and give them more information how to make word stress correctly.

c. The other researcher, adding information about Stress.

CHAPTER II

RIVIEW A OF LITERATURE

A. Theoretical Framework

This chapter presents a review of related literature and explanation of the related materials. There are many theories in this study will be discussed as follows.

1. Definition of Pronunciation

According to Laurea (2015: 8) point out the pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality). Although we often talk about these as if they were separate, they all work together in combination when we speak, so that difficulties in one area may impact on another, and it is the combined result that makes someone's pronunciation easy or difficult to understand

In explanation of Shooshtari, Mehrabi &Mousavinia (2013: 455) when talking about pronunciation in language learning we mean the production and perception of significant sounds of the language in order to achieve meaning in contexts of language use, this comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of 'speech melody', or intonation.

Based on Yates (2002: 1) Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individualsound, such as intonation, phrasing, stress, timing,rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions thatare closely related to the way we speak a language.

In addition Gilakjani (2012: 96) pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particularsounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice qualify) and, in it's broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

a. Aspects of Pronunciation

Yates (2002: 2) point out the a broad definition of pronunciation includes bothsuprasegmental and segmental features. Althoughthese different aspects of pronunciation are treatedin isolation here, it is important to remember thatthey all work in combination when we speak, andare therefore usually best learned as an integral part of spoken language. The aspect of pronunciation as follows:

FEATURES OF ENGLISH PRONUNCIATION

- Segmental features
  - Phonemes (Sound differences within a language)
    - Consonant sounds
      - Voiced
      - Unvoiced
    - Vowel sounds
      - Single
        - Short
        - Long
      - Diphthongs
- Suprasegmental features
  - Linking
  - Intonation
  - Stress
    - Sentence stress
    - Word stress
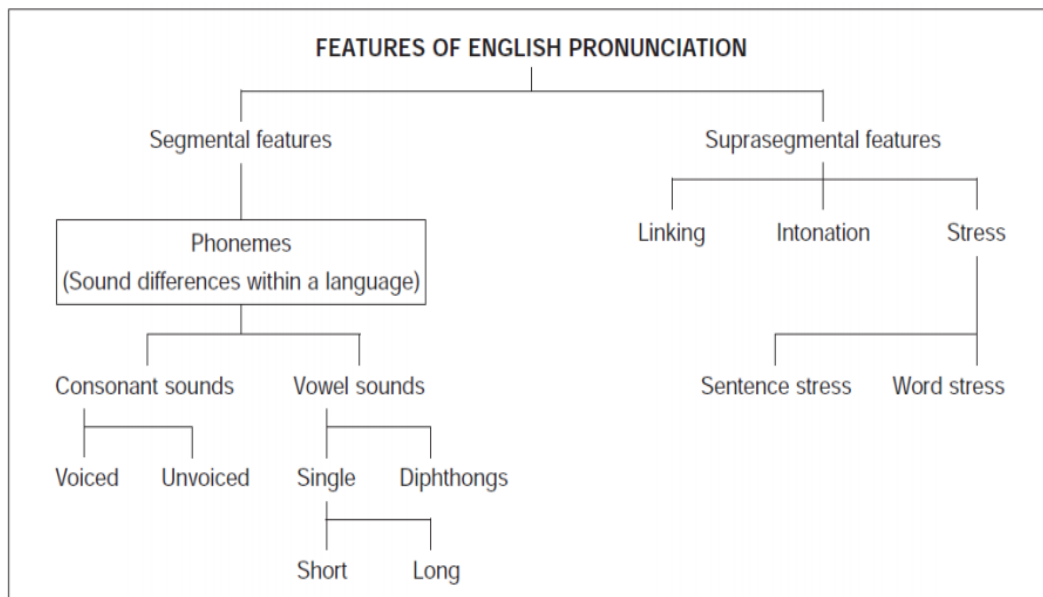
1. Suprasegmental Features

1.1. Consonant

Consonants are made by causing a blockage or par-tial blockage in the mouth, and these are usually described in terms: where the sound is made in the mouth, or placeof articulation, how the sound is made, or the manner of articu-lation and whether or not the vocal cords vibrate, or voicing

1.2. Vowel

Vowels are usually described in terms of: length, although remember that length dependson stress, and that even short vowels in Englishmay seem rather long when stressed;the position in the mouth in which they aremade (in terms of their position from high to lowand front to back) and the degree to which the lips are rounded, spreador neutral.

2. Segmental Features

2.1. Stress

Stress refers to the prominence given to certain syllables within words, and to certain syllables orwords within utterances. It is signaled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements andother gestures when we are watching someone talking

2.2. Intonation

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal atti-tudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since into-nation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence.

2. Stress

According to Bian (2013: 199) stress is one of the key suprasegmentals in English sound system. It plays an important role in intelligibility and Comprehensibility. Stress refers to "the greater prominence or loudness that a vowel or syllable exhibits within a word, in at least two degrees: strong/weak (or primary/secondary), stress is the result of the interaction of pitch, intensity, and duration. A stressed syllable is often louder and longer than an unstressed syllable. Stress gives a certain basic prominence to the syllables, and hence to the words, on which it is used, and incidentally assists in avoiding monotony.

Stress usually falls into two types according to the way it is presented. When it is considered in the linguistic environment of a word (including compound) being in isolation, it is called word stress. When it comes to a sentence (including phrase) that represents a form of connected speech, it is termed sentence stress.

Ladefoged (2006) states that stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables. When a syllable or a word is pronounced with more force than other syllables or words, we can say that it is stressed. At the same time, the listeners can hear that stressed syllable in a word louder, stronger, and slightly higher than the rest or the unstressed one. In general, at least one syllable is stressed in a word. For longer words, there is often more than one stressed syllable.

Stress is generally defined as the degree of prominence a syllable has. If a word has more than one syllable, one of the syllables stands out from the rest. For example, in the word table/ 'teible/, the first syllable /tei/ is more prominent than the second syllable /bl/. Similarly in the word committee/ k'miti/ the second syllable/ mi/ is more prominent than the others. Taking another example, in the word recommend /rek'mend/ the third syllable/ mend/ is more prominent than the others. The syllable which is more prominent than the others is said to receive the accent. The relative prominence of a syllable is generally due to stress, that is grater breath force, but very often stress and pitch change work together to make a syllable more prominent. Every good dictionary indicates the

location of word accent, it is necessary to refer to the dictionary to find out the accentual pattern.

In Jaime(2008: 3) the latter feature refers to pronunciation adjustments that are made when a word occurs in a phrase or a sentence, thus pronunciation in connected speech may differ from pronunciation in isolation. Word stress means that a word has one or more syllables which are stressed and the symbol''indicates main stress, and the symbol '' indicates secondary stress. Stress features are of importance in the identification of individual words

In addition Altmann (2006: 22) word stress can furthermore be understood as a phonetic effect of foot structure. Typically, this is manifested by greater articulatory care in the pronunciation of stressed syllables, including more effort to produce stressed vowels, even intensity distribution across the frequency spectrum, and longer duration for stressed vowels and consonants

2.1. Level of Stress

According to Yates (2002: 2) one noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality. Stress is important at three different levels:

a. Word level multisyllabic words have one ormore syllables that are stressed

b. Sentence level the most important words tendto be stressed

c. Contrastive stress the most important wordscarry greater stress.

Consider the example below: LYNda shouldn't TAKE the STUDents to the PARty The stressed syllables are marked with capital letters. Each two-syllable word in this utterance must have one syllable that is stressed. This is word-level stress, and it is fixed for any word, although there are some variations between different varieties of English. Those words which are more important for communicating the speaker's meaning, usuallyhe content words, tend to be stressed (these areunderlined in the example), while those which are less important, usually the grammatical words, areunstressed.

In addition Bian (2013: 201) despite the fact that there is no simple rule that governs the happening of word stress, some general principles have been recognized, which the learners may observe to facilitate themselves in pronouncing English content words. As we have known, all monosyllabic words are stressed. Multisyllabic words often vary in their stress patterns. Consider the groups of words below.

    a. Two-syllable words: 'paper 'napkin 'chairman 'penny

    b. Words of three or more syllables: te'legraphy pho'tography e'conomy 'family 'capital

    c. Words with suffixes: 'clarity 'greenish dic'tation tele'graphic com'panion ci'vilian

    d. Same spelling, different words:
       1) 'produce (n.) pro'duce (v.)
       2) 'present (n./adj.) pre'sent (v.)
       3) 'abstract (n./adj.) ab'stract (v.)

4) 'increase (n.) in'crease (v.)

2.2. Kinds of Stress

Based on Aungcharoen (2006: 5) two aspects of English word stress are word stress perception and word stress production.

a. Word stress production, the stressed syllable of a polysyllabic word is pronounced longer in vowel duration, louder, and higher in pitch than unstressed syllables.

b. Word stress perception is the recognition of the stressed syllable of a word. Learners of a second or foreign language will not be able to produce the target sound successfully if they cannot perceive it correctly

2.3.Word Stress Patterns

Aungcharoen (2006: 20) Although the location of the stress placement in English is not fixed like the stressplacement of other languages, some stress patterns can be predicted. It is possible to predict the location of the primary stress of the majority of English words, four important factors for word stress patterns are the form class (noun, adjective, adverb, etc) of a word, the number of syllables in a word, the distinction between the strong syllables and weak syllables and the recognition of certain specific prefixes and suffixes. The stressed syllable of English words can be in one of four different positions, as follows:

a. Words Stressed on the Ult

Words with certain suffixes are always stressed on the last syllable.

Nouns   absentee, engineer, technique, physique

Noun –Adjective   Japanese, Vietnamese

Verbs   convalesce, acquiesce

Verbs and adjectives that have the last syllable stronger than the first are stressed on the ult, as in the following words.

agree, obey, divide, promote, reduce, attend, convict, demand,

expect, molest, acute, divine, serene, distinct, reply, arrest,

relate, employ, exempt, debate, absurd

b. Words Stressed on the Penult

Some verbs and adjectives that have a weak ult are stressed on the penult, as in the following.

abandon, discover, examine, inhabit, humid, dynamic, explicit,

periodic

Two-syllable nouns with a strong ult or weak ult are stressed on the penult, as in the following words.

canine, hygiene, membrane, status, carbine, calcite, module,

delta, garden, sentence, magic

A compound word consisting of two simple words is stressed on the penult, as in the following words.

keyhole, weekend, hardware, trashcan

Nouns of more than two syllables that have a weak ult are stressed on the penult.

appendix, horizon, intestine, arena

Words with the suffixes -al, -ant, -ent, -ine, -ous, -ic, and -ion are stressed on the penult if the penult is strong.

abundant, accidental, internal

democratic, alcoholic, antiseptic, cosmetic, economic

civics, economics, gymnastics, semantics,

addiction, examination, satisfaction, identification, opinion,

profession, indigestion solution

c.   Words Stressed on the Antepenult

Nouns of more than two syllables that have a weak ult and weak penult are stressed on the antepenult, as in the following examples.

cinema, citizen, opera, asterisk

Most words that have three or more syllables with a strong ult are stressed on the antepenult, as in the following examples.

Verbs multiply, prosecute, implement, manifest

Adjectives destitute, erudite, moribund

Nouns exercise, asteroid, hurricane, dynamite,

A compound word comprising three syllables is stressed on the antepenult.

wastebasket somebody cornflower

Words that end with -ate are usually stressed on the antepenult, as in the following examples.

adequate, educate, advocate, penetrate, elaborate, separate,

stimulate, affectionate, estimate, intimate, considerate,

Adjectives with the suffixes -al, -ant, -ent, -ine, and -ous are stressed on the antepenult if the penult is weak, as in the following.

feminine, generous, ridiculous

Some words are stressed on the antepenult when they end with the suffixes -ty, or -ical, as in the following words.

possibility, festivity, community, responsibility, maturity, anxiety,

humility, loyalty, novelty, responsibility, society, historical,

chemical, political, electrical, international

d. Words Stressed on the Pre-antepenult

If the antepenult vowel is followed by the penult vowel without a consonant between them, the stress is on the pre-antepenultimate syllable, as in the following.

Bibliophile, deteriorate, heliotrope, stereotype

Words with more than three syllables that end with the suffixes -acy, -ancy, -ency, -ory, -ary, and -m are stressed on the pre-antepenult, as in the following words.

adequacy, hesitancy, presidency, advocacy,

complimentary, secretary, dormitory

egotism, logarithm, protoplasm

Ladefoged (2006) states that stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables. When a syllable or a word is pronounced with more force than other syllables or words, we can say that it is stressed. At the same time, the listeners can hear that stressed syllable in a word louder, stronger, and slightly higher than the rest or the unstressed one. In general, at least one syllable is stressed in a word. For longer words, there is often more than one stressed syllable.

Stress is generally defined as the degree of prominence a syllable has. If a word has more than one syllable, one of the syllables stands out from the rest. For example, in the word table/ 'teible/, the first syllable /tei/ is more prominent than the second syllable /bl/. Similarly in the word committee/ k'miti/ the second syllable/ mi/ is more prominent than the others. Taking another example, in the word recommend /rek'mend/ the third syllable/ mend/ is more prominent than the others. The syllable which is more prominent than the others is said to receive the accent. The relative prominence of a syllable is generally due to stress, that is grater breath force, but very often stress and pitch change work together to make a syllable more prominent. Every good dictionary indicates the location of word accent, it is necessary to refer to the dictionary to find out the accentual pattern.

Some linguists identify three levels of stress, others four. This happens with American linguists by and large. When four levels of stress are identified they are usually classified as follows:

1) Primary Stress

The principal or strongest degree of stress in a word or phrase, indicated by an acute accent on top of a vowel letter in spelling and the phonetic symbol/ ˈ/before the first segment of a syllable in transcription.

e.g. *supraseg<u>men</u>tal*

2) Secondary Stress

The weaker of two degrees of stress in the pronounciation of a word, indicated by a grave accent on top of a vowel letter in spelling and the phonetic symbol / , / before the first segment of a syllable in transcription. A secondary stress, weaker than the primary stress but stronger than that of the unstressed syllables. It is optional,basically it only appears in longer English words under very specific circumstances (see below in more detail). For example, the first syllable of the word *suprasegmental* and the second syllable of *syllabification* are secondary stressed.

e.g. *<u>su</u>prasegmental*

sy<u>lla</u>bification

3) Tertiary Stress

This is assigned to less prominent syllables or words. It is unindicated in spelling and transcription by any special phonetic symbol. A tertiary stressed syllable is one that has a full vowel but bears no stress mark.

e.g. *supra<u>seg</u>mental*

4) Weak stress

Involving a non prominent syllable containing no pitch change. In all the weak or unstressed forms, normally have the short closed vowels /i/ or /u/ and the schwa. This sound is difficult to hear exactly and it is always unstressed. Unstressed syllables, defined by the absence of any prominence, becoming then the background against the prominent stressed syllables appear.

e.g. *sup<u>ra</u>segmen<u>tal</u>*

The most common weak-form words are: Pronoun, Preposition, Conjunction, Determiner (Article), Auxiliary verbs.

Most British linguists and phoneticians, however, speak of two word accents, primary accent and secondary accent. Primary accent is marked with a vertical bar above and in front of the syllable to which it refers, secondary accent with a bar below and in front of the syllable.

For example, in the following disyllabic words, the first syllable receives the primary accent:

'table	'doctor	'writer	'mother
'apple	'dentist	'author	'father

In the following disyllabic words, the primary accent is on the second syllable:

a'bout	all'ot	ca'nal
a'llow	es'tate	ga'rage

In the following trisyllabic words, both primary and secondary accents have been marked:

'edu,cate   'recti,fy   under'stand

'cal,culate   'recog,nise   decom'pose

The accentual pattern of English word is fixed. That is, the primary accent is always on a particular syllable for a given word. That is why it is shown in every dictionary.

Below some of most important rules in stress:

1. Most English words are stressed on the first syllable.

   e.g. 'teacher   'mister   'pretty   'little

2. Not all words are stressed in this way. Many two syllables words, for example stressed on the second syllable.

   e.g. a'bout   a'mong   af'raid   e'nough

3. Stress on compound nouns usually falls on the first part. Compound is one expression made up of two nouns. But meaning of the whole is different merely adding the two parts. For eample, 'girl' and 'friend' make up 'girlfriend'. The compound noun sometimes be written as two words, as in 'post office'.

4. The stress compound nouns is different from ordinary adjective noun. Both adjective and noun are usually stressed.

Compound Noun	Adjective+Noun
Classroom	big room
Flashlight	red light
Tennis shoes	new shoes

5. Stress on many two syllables verbs falls on the last syllable.

    e.g.   be'lieve   for'get   ad'mit

            ac'cuse   be'come   be'gin

            ex'plain   re'ceive   ad'vance

            re'gard   de'cide   con'clude

6. Some nouns and verbs are distingished only by stress. the nouns receive stress on the first part. The verbs on the last part.

    e.g.

Noun	Verb
'increase	in'crease
'permit	per'mit
'progress	prog'ress
'suspect	sus'pect
'contrast	con'trast
'import	im'port
'conflict	con'flict
'insult	in'sult

7. Modals and others auxiliary verbs are usually stressed when they appear with not.

    e.g.   I don't like it   We have'nt finished

            They are'nt going   Sam can't go out

            He says he had'nt done it We must'nt believe it

            Gopi won't accept me   He does'nt study English

            We won't have time   You should'nt eat quickly

8. The endings -ed, -en, and –ing are not normally stressed like:

        speaking   broken   reported

        assisted   avoiding   spoken

9. Some of words that change from noun to verb by a change of stress also undergo a change in vowel. When stress leaves a syllable the vowel is reduced to [Ə] like:

Noun	Verb
rebel	rebel
conflict	conflict
convert	convert
progress	progress
protest	protest
record	record

10. Non-stressed words are considered "Function Words" such as:

- Determiners e.g. the, a, some, a few, etc.

- Auiliary verbs e.g. are, am, can, were, etc.

- Prepositions e.g. before, next to, opposite, etc.

- Conjunctions e.g. but, while, as, etc.

- Pronouns e.g. they, she, us, etc.

a. Stress Shift

Words with the same stem do not keep the primary stress on the same syllable. Stress-shift is quite normal in derivatives.

e.g.   a'cademy   a,ca'demic   a,cade'mician

'photograph	pho'tographer	photo'graphic
'indi'vidual,	individu'ality	'indi,vidua'listic
'in'ferior	in,feri'ority	
'politics	poli'tical	poli'tician

b. Historical Reasons

The reasons for complexity in word accent in English like in history. The English language is drawn from two main sources, Germanic and Romance. In the first, words normally had accent at the beginning; in the second on the contrary, the last syllable was usually the most prominent, and it is the interaction of these two principles that has produced the accentual patterns of modern English.

 c. Accent in Compound Words

By compound words we mean words which are made up of two words. Normally the two words are written as one word, with or without a hyphen. Most compound words have the primary accent on the first element. For example,

'apple'tree	'daybreak	'goldsmith
'anything	'earthquake	'pickpocket
'bookbinding	'flute-player	'schoolmaster
'back-bone	'hairbrush	'tea-party
'churchyard	'midnight	'thunderstorm

There are a few compound words which have the accent on the second element. They are mostly compounds with-ever and –self. A few examples are cited below:

When'ever how'ever your'self her'self

them'selves.Sometimes both elements are accented, but the tonic accent is placed on the second elements. In the following examples the tonic accent is shown by an oblique bar pointing downwards and the pre-tonic accent by a vertical bar.

'after\noon   'old-\fashioned 'long-\lived

'red\hot   'bad\tempered   'middle\aged

'good-\looking   'absent-\minded 'second-\hand

In connected speech one of the two accents is dropped to suit the rhythm of the sentences, e.g. waste-paper-basket.

 d. Stress Change According to Function

There are a number of words of two syllables in which the accentual pattern depends on wether the word is used as a noun, an adjectives, or a verb. The accent on the first syllable if the word is a noun or adjectives and the second if it is a verb.

For example.

Noun/Adjective	Verb
'conduct	con'duct
'contract	con'tract

'digest	di'gest
'import	im'port
'increase	in'crease
'object	ob'ject
'perfect	per'fect
'present	pre'sent
'process	pro'cess
'produce	pro'duce
'progress	pro'gress
'project	pro'ject
'protest	pro'test
'record	re'cord
'subject	sub'ject

e. Accent and Rhythm in Connected Speech

In the sentence, I have a good book, there are five words. The second, fourth and fifth are stressed, whereas the first and third are unstressed. As a general rule we can say that we stress those words in connected speech that are important for meaning. They are generally content words—nouns, demonstrative and interrogative pronouns, principal verbs, adjectives, and adverbs. Structural words—articles, personal relative pronouns, auxiliary verbs, prepositions and conjunctions,—are normally not stressed. Consider the following sentences:

1. Mohan has/just re'turned from a 'trip abroad.

2. It's me.

In the above sentences some syllables/words are stressed, others are not. It is because of the characteristic rhythm of the English language. The stressed syllables which occur at regular intervals are pronounced carefully and the unstressed ones are crowded together between the stressed syllables. It is this regularity of occurrence of the stressed syllables that gives English its charecteristic rhythm. If this feature is neglected, that is, if the unstressed syllables are given more time than is due to them, the characteristic rhythm of English is lost and this results in the speech sounding in English.

3. The Description of Error

Error means something is done wrong by the learner because they do not know or cannot use the correct system. Error is a systematic deviation from the accept system of the target language (Norrish, 1983: 5). In another definition, error is evidence of the learners' in built syllabus or what they have taken in rather than what teachers think they have put, intake should not be equated in with (James, 1998:85).

According to Corder(2007:67) errors are breaches of the code, meaning that they are against the grammatical rules of the language, which result in unacceptable utterance. They are not physical failures but the sign of imperfect knowledge or the code. Errors are systematic and provide the researcher insight into the learning process.

3.1. Types of Errors

There are some types of error might did by students in learning language, especially for those who are learning second language (L2). There are five types of error as classified, namely (James, 1998: 111).

3.1.1. Error of Omission

Error of omission happens when one or more elements of a sentence is omitted. The error in this case is the omission of subject, auxiliary, verbs modal, conjunction 'that', or 'whether' and 'if'. The omission seems so fine to second language learner, since the element omitted will not give many changes if they are translated literally. The elements of sentences should be presented, but the learners do not present them. The omission make the sentence ungrammatically. In other word, the sentence is wrong.

1. Example   : This is Steven book.
2. Should be   : This is Steven's book.

3.1.2. Error of Addition

It is an error in which a sentence aspect (a word) is added into a correct word or it occurs where some elements are presented which should not be there. There are two subtypes in error of addition, they are regularization and double marking. Regularization involves over looking expectations and spading rules to domains where they do not apply, for example the regular buy for bought.

a. Example   :This bag is my mine
b. Should be   :This is mine

3.1.3. Error of Ordering

This kind of error occur where the element presented are correct but incorrect sequence.

1. Example   : This is they my brown cat
2. Should be   :This is my brown cat

3.1.4. Malformation

Malformation is the use of wrong of structure or morpheme.

a. Example   : That is she's pen and those tables are theirs.
b. Should be   : That doll is hers and those tables are theirs.

3.1.5. Substitution or Election

This kinds error often occur when the wrong item has been choose in the right place.

1. Example   : What a beautiful lady. What is his name?
2. Should be   : What a beautiful lady. What is her name?

3.1.6. Carelessness

The error of carelessness was caused of the less knowledge of the students who are purposely done the mistake. It will influence the learners in learning the foreign language. The cause of error come from the learner background and custom. To avoid the carelessness the learners have to learn and read some book especially pronunciation.

4. The Definition of Students

Student is a person who is learning at a college or university, or sometimes at a school.Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students. Three categories of diversity that have been shown to have important implications for teaching and learning are differences in students' learning styles (characteristic ways of taking in and processing information), approaches to learning (surface, deep, and strategic), and intellectual development levels (attitudes about the nature of knowledge and how it should be acquired and evaluated). This article reviews models that have been developed for each of these categories, outlines their pedagogical implications, and suggests areas for further study.

B. Conceptual Framework

Pronunciation is also related to study of Phonetic. Phonetic is the scientific study of the production, transmission and reception of the speech sound. In phonetics, a <u>speech</u> feature such as <u>stress</u>, <u>tone</u>, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases. The units which govern more than one sound in an utterance are Suprasegmental features. Suprasegmental features are aspects of speech that involve more than

single consonants or vowels. We said earlier that juncture, stress, and intonation are suprasegmental features.

In this research, the researcher will be focus to analyze stress error in used by The Students' Error in Placing Stress in English Words.According to Bian (2013: 199) stress is one of the key suprasegmentals in English sound system. It plays an important role in intelligibility and Comprehensibility. Stress refers to "the greater prominence or loudness that a vowel or syllable exhibits within a word, in at least two degrees: strong/weak (or primary/secondary), stress is the result of the interaction of pitch, intensity, and duration. A stressed syllable is often louder and longer than an unstressed syllable. Stress gives a certain basic prominence to the syllables, and hence to the words, on which it is used, and incidentally assists in avoiding monotony.Stress havemain elements of linguistic prosody. We should know about this stress in order for us be easier to detect stress error of the students and to catch the word correctly.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

There are two types of research namely qualitative and quantitative research. Qualitative research is the research which does not use statistic data, it is associated to hypothesis generating and developing an understanding. Qualitative research collects the data through observation and then comes up with a theory account for the data. The theories can explain the data collected or the facts which are observed (Moleong. 1995: 2-7).

Based on Tewksbury (2009: 52-53) Qualitative research relies on the process of analytic descriptions for "identification of recurrent patterns or themes and attempting to construct a cohesive representation of the data. These recurrent themes are then linked to concerns or issues in the literature, theoretical, conceptual, or applied as you develop interpretations of what is happening in your setting (or interviews or documents or images) and what their words or images mean to the participants as such, the analytic process in qualitative research is centered on researchers looking at their data, finding patterns and similarities across cases, times and instances and interpreting what these issues mean.

This research use descriptive method. According to Neuman (2014: 38) Descriptive research is the research in which the primarypurpose is to "paint a picture" using words or numbersand to present a profile, a classification of types, or anoutline of steps to answer questions such as who, when,where, and how.A

descriptive research studystarts with a well-defined issue or question and triesMost exploratory research uses qualitative data. Ingeneral, qualitative research tends to be more opento using a wide range of evidence and discoveringnew issues.

B. Source of Data

The data was taken from Beauty and the Beast Movie on youtube and the script from internet. The researcher chose two selected page: page 1,11and 25of her address text. Two were 28 pages of that address text. The researcher take 20 students as the sample.

C. Technique for Collecting Data

Data have very important role in a research, because without data it is impossible to get result of the research. To obtain the data, the research has to use instruments of collecting data, namely: (1) Observation; (2) Interview, and (3) Document.

1. Observation

Observation is monitoring with systematic phenomenon which is investigated. In other words, the researcher observes the stress on beauty and the beast movie and drawing conclusion of whatever happen in placing the stress.

2. Interview

3. Document

Document is a kind of source data involves anything notes aimed to examine a research (Moleong. 1995: 161). In a research, the researcher may use syllabus, teaching material, lesson plan, and recording interview as the document.The data analyze by using video of Beauty and the Beast Movie, through some steps. The steps are follows:

a. Watching and listening the Beauty and the Beast Movie

b. Listening the conversation of Beauty and the Beast Movie

c. Writing the word stress in to table

d. Listing the word stress in to table

e. Identifying stress error.

D. Technique for Analyzing Data

The data were analyzed in some steps as the following.

1. Organizing and prepare the data for analysis.

2. Listening carefully Beauty and the Beast Movie to find out word stress from beginning until the end of the Beauty and the Beast Movie.

3. Analyzing the data by using stress symbol and stress error.

4. Finding out the number of word stress error.

5. Representing the data within a research report and convey descriptive information about each the data in a table.

CHAPTERE IV

DATA AND DATA ANALYSIS

This chapter presents the analysis on the data collection, data analysis, research findings and discussion. Further presentation to the cases, will be presented in the description below.

A. Data Collection

The data of this research was taken from the movie Beauty and the Beast with the script contained 28 pages, the researcher chose three selected page: page 1,11and 25 to find out the placing stress error in the Beauty and the Beast movie

B. Data Analysis

After collecting the data from internet, then this research was analyzed into the score. The data analysis can be seen on the table below:

Table 4.1

Stress Error in Two Syllable from Student 1-10

WORD	STUDENTS									
	APY	ASB	ASI	AS	CYS	DS	ESW	FNI	HZI	ISI
Country	√	-	-	√	√	-	-	√	√	√
Merchant	√	√	√	-	-	√	-	-	-	-
Having	√	√	√	-	√	-	√	-	-	√
Fancing	-	-	√	√	√	√	-	√	√	-
Penny	-	√	√	-	√	√	√	√	-	√
Beefell	-	-	√	√	-	√	-	√	√	-
Picture	√	-	√	-	√	-	-	-	-	-
Silver	-	√	√	√	√	√	√	√	√	√
Precious	-	√	-	-	-	√	√	-	-	√
Pirates	√	-	-	-	-	√	-	-	-	-
Distant	-	√	-	√	√	-	-	-	√	-

WORD	STUDENTS									
	APY	ASB	ASI	AS	CYS	DS	ESW	FNI	HZI	ISI
Trusted	√	-	-	√	√	-	-	-	√	-
Direst	√	√	√	-	√	√	√	√	-	√
Hungry	-	√	-	-	-	-	√	-	-	√
Beauty	√	-	-	-	√	-	-	-	-	-
Over	-	-	√	√	-	√	-	√	√	-
Admind	-	√	-	√	-	-	√	-	√	√
Father	-	-	√	-	√	√	-	√	-	-
Little	-	-	√	√	-	√	-	√	√	-
Before	√	√	-	-	√	-	√	-	-	√
Burning	-	√	-	-	√	-	√	-	-	√
Table	√	-	√	√	√	√	-	√	√	-
Hardly	√	-	√	-	√	√	-	√	-	-
Footsteps	√	√	-	-	-	-	√	-	-	√
Became	-	-	√	-	√	√	√	√	-	-
Greater	√	√	√	√	--	√	√	√	√	-
Really	√	-	√	-	√	√	-	√	-	-
Trambled	-	-	-	-	√	√	-	-	-	-
Effort	√	-	√	√	√	√	-	√	√	-
Horror	√	√	-	√	√	-	√	-	√	√
After	√	-	√	√	√	√	-	√	√	-
Saluted	√	-	√	-	-	√	-	√	-	-
Looking	-	√	-	-	-	-	√	-	-	√
Terror	-	√	√	√	√	√	√	√	√	√
Boldest	-	√	-	-	√	-	√	-	-	√
Angry	-	-	√	-	√	√	√	-	-	-
Evening	√	-	-	-	-	-	-	-	-	-
Sweetly	√	√	-	-	√	-	√	-	-	√
Content	√	√	√	-	√	√	√	√	-	√
Ugly	-	-	√	√	√	√	-	√	√	-
Creature	-	-	-	-	-	-	-	-	-	-
Because	√	-	√	√	-	√	-	√	√	-
Promise	-	√	-	√	-	-	√	-	√	√
Again	√	√	-	√	√	-	√	-	√	√
Gentle	-	√	√	√	√	√	√	√	√	√
Palace	√	-	-	√	-	-	-	-	√	-
Supper	-	-	√	√	√	√	-	√	√	-
Herself	-	√	√	√	-	√	√	√	√	√
Telling	-	-	√	√	√	√	-	√	√	-
Asked	√	-	√	√	√	√	-	√	√	-
Marry	-	√	-	√	√	-	√	-	√	√
Windows	-	-	√	-	-	√	-	√	-	-

WORD	STUDENTS									
	APY	**ASB**	**ASI**	**AS**	**CYS**	**DS**	**ESW**	**FNI**	**HZI**	**ISI**
Crackled	-	-	√	-	√	√	-	√	-	-
Across	√	√	-	√	√	-	√	-	√	√
Aveneu	-	√	-	-	-	-	√	-	-	√
Orange	√	√	-	√	√	-	√	-√	√	√
Letters	√	√	√	√	-	√	√	-	√	√
Moment	√	√	√	√	-	√	√	√	√	√
Chairot	√	√	√	√	-	√	√	√	√	√
Terrace	-	-	√	-	√	√	-	√	-	-
Ladies	-	√	-	√	√	-	√\	-	√	√
Entered	√	√	-	-	-	-	√	-	-	√
Statetly	√	√	-	√	-	-	√	√	√	√

Table 4.2
Stress Error in Two Syllable From 11-20

WORD	STUDENTS									
	JMI	**JPA**	**MLN**	**NAS**	**PAH**	**RFW**	**SAA**	**TIH**	**VSY**	**WPI**
Country	-	√	-	-	-	√	-	√	-	√
Merchat	√	√	-	-	√	√	√	√	√	-
Having	√	-	√	√	√	√	-	-	√	√
Fancing	√	√	-	√	√	-	√	-	√	√
Peenny	-	√	√	√	-	-	-	√	-	√
Beefell	√	√	-	-	√	-	-	-	√	-
Picture	√	-	-	√	√	-	√	-	-	√
Silver	-	√	-	-	-	√	√	√	√	√
Precious	-	-	-	√	-	√	-	-	√	-
Pirates	√	√	-	√	√	-	√	-	-	-
Distant	√	√	√	-	√	√	√	√	√	√
Trusted	√	-	√	√	√	√	√	-	-	-
Direst	-	√	√	-	-	√	√	√	√	√
Hungry	√	-	√	√	√	√	-	√	-	-
Beauty	-	√	-	√	-	-	-	√	-	√
Over	√	√	√	-	-	√	√	√	√	-
Admind	√	-	-	-	-	-	√	-	√	-
Father	-	√	-	√	-	√	√	√	√	√
Little	√	√	-	√	√	-	√	√	-	-
Before	-	√	√	-	-	√	√	-	√	√
Burning	√	-	√	√	√	√	-	√	√	-
Table	√	√	-	√	√	√	-	-	-	√

WORD	STUDENTS									
	JMI	JPA	MLN	NAS	PAH	RFW	SAA	TIH	VSY	WPI
Hardly	-	√	-	-	-	√	√	√	√	√
Footsteps	√	-	√	√	√	√	-	-	√	-
Became	√	√	-	√	√	-	√	-	√	√
Greater	√	√	√	√	√	√	-	-	-	√
Really	√	√	-	-	√	√	√	√	-	√
Trambled	√	-	√	√	√	-	√	√	-	√
Effort	√	√	√	-	√	√	√	√	√	√
Horror	√	-	√	√	√	√	-	-	√	√
After	-	√	√	√	-	-	√	√	-	√
Saluted	-	√	-	-	-	-	√	√	√	-
Looking	√	-	√	√	√	√	√	-	-	-
Terror	-	√	√	-	-	√	√	-	√	√
Boldest	√	-	√	√	√	√	-	√	-	-
Angry	-	√	√	-	-	-	-	√	√	√
Evening	√	-	-	√	√	-	√	-	√	-
Sweetly	√	√	√	√	√	√	√	√	√	√
Content	√	√	√	√	√	√	-	√	-	√
Ugly	-	√	-	-	-	-	√	√	√	√
Creature	-	-	-	√	-	-	-	√	√	-
Because	-	√	-	√	√	-	√	-	√	-
Promise	√	√	√	√	√	√	√	√	√	√
Again	√	√	-	√	√	√	√	-	-	√
Gentle	-	√	√	-	-	√	-	√	√	√
Palace	√	-	-	√	√	-	-	√	√	-
Supper	-	√	-	√	-	-	√	-	√	√
Herself	-	√	√	√	√	√	-	√	√	-
Telling	-	√	√	√	√	-	-	-	-	√
Asked	√	√	-	-	√	-	√	√	√	√
Marry	-	-	√	√	-	√	√	√	√	√
Windows	-	√	√	-	√	-	-	√	-	-
Crackled	-	√	-	-	√	-	√	-	-	√
Across	√	-	√	-	-	√	√	√	-	√
Aveneu	-	-	-	-	√	√	√	√	√	-
Orange	√	-	√	√	-	√	√	-	√	√
Letters	√	√	√	√	√	√	√	√	√	-
Moment	√	√	√	√	-	√	√	√	√	-
Chairot	√	√	√	√	√	-	-	-	-	-
Terrace	-	√	√	-	√	-	√	-	-	√
Ladies	-	-	√	√	-	√	√	√	-	√
Entered	√	-	-	-	√	√	√	√	√	-
Statetly	√	-	-	√	√	√	-	-	√	-

Table 4.3
Stress Error in Three Syllable From Students 1-10

WORD	STUDENTS									
	APY	ASB	ASI	AS	CYS	DS	ESW	FNI	HZI	ISI
Fortunate	√	√	√	-	√	√	-	√	√	√
Afterward	√	√	√	√	√	√	√	√	√	√
However	√	√	-	√	√	-	√	√	-	√
Accustomed	√	√	√	√	√	√	√	√	√	√
Everything	-	√	√	-	√	-	√	-	√	√
Misfortunes	√	√	√	√	√	√	√	√	√	-
Spedily	-	-	√	-	-	√	-	-	-	√
Furniture	√	√	-	√	√	-	√	√	√	-
Approaching	√	√	-	√	√	√	√	√	-	√
Suddenly	-	-	√	-	√	√	√	√	√	√
Unfaithful	√	√	√	√	√	√	√	√	√	√
Poverty	-	-	√	-	-	√	-	√	√	√
Rejoicing	√	√	√	√	√	-	√	√	√	√
Anxiety	√	√	√	√	√	√	√	√	-	√
Wonderful	√	√	-	-	√	-	√	√	√	-
Dismounted	√	-	√	√	√	√	√	√	√	√
Daintily	√	√	√	√	√	√	√	√	-	√
Frightened	√	-	-	√	√	-	√	√	√	-
Contained	-	√	√	-	-	√	-	-	√	√
Appeared	√	√	-	√	√	-	√	-	√	√
Terrified	√	√	√	√	√	√	√	√	-	√
Answered	-	-	√	-	-	√	-	-	√	-
Wilingly	√	√	-	√	√	-	√	√	√	√
Faintly	√	√	√	√	√	√	√	√	√	√
Forgetten	√	-	√	√	√	√	√	√	√	√
Expected	-	√	√	-	-	√	-	-	√	√
Reassured	√	-	√	√	√	√	√	√	√	-
Awaiting	-	√	√	-	√	√	-	√	-	-
Afterward	√	√	√	√	√	√	√	√	√	-
Daugthers	√	√	√	√	√	√	√	-	-	√
Enjoyed	-	√	-	√	-	-	-	-	√	√
Happned	√	-	-	√	√	-	√	√	√	-
Fireworks	-	√	√	√	-	√	√	-	-	√
Fireflies	√	√	√	√	√	-	-	√	√	-
Recognized	√	√	√	-	√	√	-	√	√	√

Table 4.4
Stress Error in Three Syllable From Students 11-20

WORD	STUDENTS									
	JMI	JPA	MLN	NAS	PAH	RFW	SAA	TIH	VSY	WPI
Fortunate	√	√	√	√	√	√	-	√	√	-
Afterward	√	√	√	√	-	√	√	√	√	√
However	√	-	√	√	√	-	√	√	-	√
Accustomed	√	√	√	√	√	√	√	√	√	√
Everything	-	√	√	-	√	√	-	√	-	√
Misfortunes	√	√	-	√	√	√	√	√	√	√
Spedily	-	-	√	-	-	√	-	-	√	-
Furniture	√	√	-	√	√	-	√	√	-	√
Approaching	√	-	√	√	√	-	√	√	√	√
Suddenly	√	-	√	-	-	√	-	√	√	√
Unfaithful	√	√	√	√	-	√	√	√	√	√
Poverty	√	-	√	-	-	√	√	-	√	-
Rejoicing	√	√	√	√	√	√	√	√	-	√
Anxiety	√	-	√	√	√	√	√	√	√	√
Wonderful	√	-	-	√	√	-	-	√	-	√
Dismounted	√	√	√	√	-	√	√	√	√	√
Daintily	√	-	√	√	√	√	√	√	√	√
Frightened	√	√	-	√	-	-	√	√	-	√
Contained	-	√	√	-	√	√	-	-	√	-
Appeared	√	√	√	√	√	-	√	√	-	√
Terrified	√	-	√	√	√	√	√	√	√	√
Answered	-	√	-	-	-	√	-	-	√	-
Wilingly	√	√	√	√	√	-	√	√	√	√
Faintly	√	√	√	√	√	√	√	√	√	√
Forgetten	√	√	√	√	-	√	√	√	√	√
Expected	-	√	√	-	√	√	-	-	√	-
Reassured	-	√	-	√	-	√	√	√	√	√
Awaiting	√	-	-	-	√	√	-	√	√	√
Afterward	√	√	-	√	√	√	√	√	√	√
Daugthers	√	-	√	√	-	√	√	√	√	√
Enjoyed	-	√	√	-	√	-	√	-	-	-
Happned	√	√	-	√	-	-	√	√	-	√
Fireworks	-	-	√	-	√	√	√	-	√	√
Fireflies	√	√	-	√	√	-	√	√	-	-
Recognized	√	√	√	√	√	√	-	√	√	-

NOTE:
(√) = Stress
(-) = Error Stress

Table 4.1
The Students Score in Stress Error Two and Three Syllable

NO	STUDENTS	Error Score In Two Syllable	Error Score in Three Syllable
1.	APY	32	10
2.	ASB	30	10
3.	ASI	29	7
4.	AS	30	11
5.	CYS	25	7
6.	DS	28	10
7.	ESW	32	8
8.	FNI	30	10
9.	HZI	30	7
10.	ISI	30	9
11.	JMI	26	10
12.	JPA	22	7
13.	MLN	24	9
14.	NAS	21	10
15.	PA	22	10
16.	RFW	23	7
17.	SAA	22	11
18.	THI	26	7
19.	VSY	22	10
20.	WPI	25	8
	Total	**529**	**178**

Table 4.5
Function Stress Error In Two and Three Syllable

WORD	FUNCTION	WORD	FUNCTION
Country	N	Defend	N
Merchat	V	Leadership	N
Having	V	Election	N
Fancing	V	Zone	N
Penny	N	Save	V
Massive	Adj	Lives	N
Picture	N	Hasten	V
Silver	N	Conflict	N
Precious	Adj	Ground	N
Pirates	N	Millions	Adv
Distant	Adj	People	N
Trusted	Adj	Leave	V
Anyone	P	Syria	N
Hungry	Adj	Interests	N
Beauty	N	Respond	V
Over	N	Donald	N
Admind	V	Confidence	N
Father	N	Ambulance	N
Little	Adj	Haunting	V
Before	Prep	Very	Adv
Burning	V	Careful	Adj
Table	N	Through	Prep
Hardly	N	Vetting	V
Footsteps	N	Because	Conj
Became	V	Whole	Adj
Greater	Adj	Could	Aux. V
Really	Adj	Biggest	Adj
Trambled	V	Breaks	V
Effort	N	Adding	V
Horror	N	Pausing	V
After	Prep	Down	Adv
Saluted	N	Economics	N
Looking	V	Steroids	N
Terror	N	Recession	N
Boldest	Adj	Going	V
Angry	Adj	Advocate	V
Evening	N	Largest	Adj
Sweetly	Adj	Costed	V
Content	N	Mentioned	V

WORD	FUNCTION	WORD	FUNCTION
Wealthy	Adj	Because	Conj
Going	V	Whole	Adj
Have	V	Could	Aux. V
Corporations	N	Biggest	Adj
Make	V	Breaks	V
Contribution	N	Adding	V
Analyzed	V	Pausing	V
Experts	N	Down	Adv
Conclude	V	Economics	N
Actually	Adv	Steroids	N
Produce	V	Recession	N
Apportunities	N	Going	V
Repeatedly	Adv	Advocate	V
Campaign	N	Largest	Adj
Taxes	N	Costed	V
Making	V	Mentioned	V
Also	Adv	Digging	V
Fighters	N	Underground	N
Thousand	Adv	Prepared	V
Fighters	N	Defend	N
Mosul	N	Leadership	N
Amazed	V	Election	N
Government	N	Zone	N
Allies	N	Save	V
Launched	V	Lives	N
Attack	N	Hasten	V
Russians	N	Conflict	N
Syrians	N	Ground	N
Purpose	N	Millions	Adv
Here	Adv	People	N
Against	Prep	Leave	V
Dislocated	V	Syria	N
Something	P	Interests	N
Believe	V	Respond	V
Claims	N	Donald	N
Repeatedly	Adv	Confidence	N
Women	N	Ambulance	N
Children	N	Haunting	V
Picture	N	Very	Adv
Little	Adj	Careful	Adj
Solve	V	Through	Prep
Internal	N	Vetting	V

Note:
N   : Noun
P   : Pronoun
V   : Verb
Adv   : Adverb
Quant :Quantifier
Prep : Preposition
Conj : Conjunction
Art   : Article
Adj   : Adjective
Neg   : Negation
Aux. V: Auxiliary Verb

Based on the data above that the 20 studentsat the fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utara on the placing the words stress at the Beauty and the Beast movie the researcher found that the total Error score in two syllable was 529and Error score in three syllable was 178.

Table 4.6
Types of the Students Error

Types of Error	Total
Two Syllables	529
Three Syllables	178

Based on the result of the students answer in placing the word stress on beauty and the beast movie at the fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utarathe researcher found the two types of error there are in two, three syllables. There were 529 errors in two syllables, 179 errors in three syllables.

C. Research Finding and Discussion

After analyzing the placing of word stress used by the students at the fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utara on the Beauty and the Beast movie the finding can be reported as followed:

1. The 20 students at the fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utara on the placing the words stress at the Beauty and the Beast movie the researcher. The researcher also found total number of error in two Syllable was 529 and three syllable was 178, average of each students was 20 placing word stress error in two syllable and 10 placing word stress in three syllable.

2. There weretwo type of word stress made by the students at the fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utarafound on on the Beauty and the Beast movie.

3. The students answer in placing the word stress on beauty and the beast movie at the fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utara the researcher found the two types of error there are in two, three syllables. There were 529 errors in two syllables, 178 errors in three syllables,

Based on the data findings above the research concluded thatthe fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utara on the placing the words stress at the Beauty and

the Beast movie have a good score in placing the word stressand there are two types error which two, threesyllables while the dominant error in two syllables.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis from all chapter in this thesis the researcher have a some conclusions that can be described as follows

1. The fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utara on the placing the words stress at the Beauty and the Beast movie have a good score in placing the word stress (mean score 529 of 20 students)

2. The fifth semester students of Teacher Training and Education University of Muhammadiyah Sumatera Utara on the placing the words stress at the Beauty and the Beast movie there are four types error which ,two, threesyllables while the dominant error in two syllables.

3. The function of word stress found on The Stusents' in Placing Stress Error on Placing Words were:as a Noun, as a Pronoun, as a Verb, as an Adverb, as an Adjective, as a Preposition, as a Conjunction, as an Article, as a Negation, as a Quantifier, as an Auxiliary Verb.

B. Suggestion

After finished this thesis and in relation to the conclusions the researcher give suggesstions were staged as the following:

1. It is advised that the researcher have to increase the knowledge about placing word stress especially Stress on Beauty and the Beast movie.

2. It is expected for another researcher to explore placing word stress especially Stress on Beauty and the Beast movie.

3. The writer hope this thesis could be a reference for students who study about placing word stress.

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APPENDIX

BEAUTY AND THE BEAST
Madame de Villeneuve

Once upon a time, in a far-off country, there lived a merchant who had been so fortunate in all his undertakings that he was enormously rich. As he had six sons and six daughters, however, who were accustomed to having everything they fancied, he did not find he had a penny too much. But misfortunes befell them. One day their house caught fire and speedily burned to the ground, with all the splendid furniture, books, pictures, gold, silver, and precious goods it contained. The father suddenly lost every ship he had upon the sea, either by dint of pirates, shipwreck, or fire. Then he heard that his clerks in distant countries, whom he had trusted entirely, had proved unfaithful. And at last from great wealth he fell into the direst poverty.

"The Beast must be very hungry," said Beauty, tryingto laugh, "if he makes all this rejoicing over the arrival ofhis prey." But in spite of her anxiety, she admired all thewonderful things she saw.When they had dismounted, her father led her to thelittle room he had been in before. Here they found asplendid fire burning and the table daintily spread with adelicious supper.The merchant knew that this was meant for them,and Beauty, who was less frightened now that she hadpassed through so many rooms and seen nothing of theBeast, was quite willing to begin, for her long ride hadmade her very hungry. But they had hardly finished theirmeal, when the noise of the Beast's footsteps was heardapproaching, and Beauty clung to her father in terror, which became all the greater when she saw howfrightened he was. But when the Beast really appeared, though she trembled at the sight of him, she madea great effort to hide her horror and saluted himrespectfully.This evidently pleased the Beast. After looking at her he said, in a tone that might have struck terror into theboldest heart, though he did not seem to be angry:"Good evening, old man. Good evening, Beauty." The merchant was too terrified to reply, but Beautyanswered sweetly, "Good evening, Beast.""Have you come willingly?" asked the Beast. "Will you be content to stay here when your father goes away?"

Can you really love such an ugly creature as I am?" asked the Beast faintly. "Ah, Beauty, you came only just in time. I was dying because I thought you had forgotten your promise. But go back now and rest; I shall see you again by and by." Beauty, who had half expected he would be angry with her, was reassured by his gentle voice and went back to the palace, where supper was awaiting her. And afterward the Beast came in as usual and talked about the time she had spent with her father, asking if she had enjoyed herself and if they had all been glad to see her. Beauty quite enjoyed telling him all that had happened to her. When at last the time came for him to go, he asked, as he had so often asked before: "Beauty, will you marry me?" She answered softly, "Yes, dear Beast." As she spoke a blaze of light sprang up before the windows of the palace; fireworks crackled and guns banged, and across the avenue of orange trees, in letters all made of fireflies, was written: *Long live the prince andhis bride.* Turning to ask the Beast what it could all mean, Beauty found he had disappeared, and in his place stood her long-loved prince! At the same moment the wheels of a chariot were heard upon the terrace, and two ladies entered the room. One of them Beauty recognized as the stately lady she had seen in her dreams; the other was so queenly that Beauty hardly knew which to greet first.

Nama   :
Room   :

BEAUTY AND THE BEAST
Madame de Villeneuve

Once upon a time, in a far-off country, there lived a merchant who had been so fortunate in all his undertakings that he was enormously rich. As he had six sons and six daughters, however, who were accustomed to having everything they fancied, he did not find he had a penny too much. But misfortunes befell them. One day their house caught fire and speedily burned to the ground, with all the splendid furniture, books, pictures, gold, silver, and precious goods it contained. The father suddenly lost every ship he had upon the sea, either by dint of pirates, shipwreck, or fire. Then he heard that his clerks in distant countries, whom he had trusted entirely, had proved unfaithful. And at last from great wealth he fell into the direst poverty.

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