

CHAPTER 4

FINDINGS AND DISCUSSIONS

The findings and discussions of this research are about the use of word stresses in stressed syllables, the applications of word stresses in utterances done by Darma Persada active English students the generation of 2005, and the causes of disapplying word stresses in stressed syllables when those are being uttered.

4.1 **The Use of Word Stress in Stressed Syllables Done by Darma Persada Active English Students**

Based on the respondents' answers on the speared copies of questionnaire, especially for questions number 1 and 6, I got found that almost all of them know or understand about word stress. But their understanding about it doesn't influence their capability in using language in spoken form because in chapter 3, the data that I have found from the recorded data show that the percentages of the correct utterances (right stressed syllables) are smaller than the incorrect ones.

4.2 **The Applications of Word Stresses in Utterances Done by Darma Persada Active English Students the Generation of 2005**

After analyzing the use of word stresses in utterances in chapter 3, I found that there is lack in using word stress as a word distinguisher. I said that (lack in using

word stress) because most of the students do not apply word stresses in their utterances. Some of them apply it, but they are still mistaken in uttering stressed and unstressed syllables. I mean that for nouns to which they should utter on the first syllables, in recorded data they utter those on the second syllables and even some of the students do not use word stress either on the first or on the second syllables. Instead, for verbs to which the students should stress on the second syllables, in recorded data they sometimes utter those verbs on the first syllables. The number of percentage for each word is dominated by the incorrect utterances.

4.3 The Causes of Failure in Applying Word Stresses in Syllables

The percentages of utterances which are dominated by the incorrect utterances prove to what Jones has stated that in his experience many foreigners of English fail in using word stress, especially for them whose mother languages are stressless, including *Bahasa*. The stressless mother tongue is a cause of failure in applying word stresses in utterances in English. But although Jones stated such condition, as learners or users of English, they should understand and apply it to keep the taste of language. One will still have a noticeable foreign accent until he/she masters (word) stress as one pattern of English.

RECORDED TEXT MATERIAL

The following sentences are recorded text material in which the same written forms of verb and noun pairs are put.

1. Producing high quality products is a promise that they have to do.
2. When you promise something, you will really do it.
3. He **interests** to join you in a sport club because sport is one of his **interests**.
4. The countries **present** their new products in the exhibition. At least one delegation is present in that exhibition.
5. The factories **export** their products to the countries all over the world. They choose high quality products for **export**.
6. Indonesia doesn't only export, but also **imports** various products. The **imports** come from different countries, such as; Malaysia, Japan, Singapore, China, etc.
7. I **help** you because of your **help** yesterday.
8. We **digest** the **digest** of that story.
9. Governmental institutions show their **exploit** to **exploit** the mineral resources.
10. The **conflict** appears because they **conflict** in deciding the decision.

Consecutive Number in:

questionnaire :.....

recorded data:

**THIS QUESTIONNAIRE IS ABOUT THE USE OF WORD STRESSES
IN UTTERANCES ADRESSED TO ENGLISH DEPARTMENT STUDENTS
STRATA I THE GENERATION OF 2005 IN DARMA PERSADA UNIVERSITY**

This questionnaire doesn't have any influence to the respondents. It is only for collecting data to prove the researcher's assumption. She assumes that English students fail in applying word stresses. You are free to give the real answer for each number as your contribution to this research.

One of linguists, Daniel Jones says that stress is a word and sentence-distinguisher. It has functions; it gives emphasis to a word and also helps to distinguish the meanings of words (Jones:1962).

Read the following questions carefully and cross the appropriate answer for each number.

1. Do you know word stress as one of suprasegmental features (prosodic elements of speech)?
 - a. Yes
 - b. No

2. Do you know that word stress can differ parts of speech of words although are similar in written forms?
 - a. Yes
 - b. No

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Jalan Nusa Indah VII
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Jakarta Timur

Ms. Swany Chiakrawati, SS, S.Psi, MA.
The Head of English Department
Faculty of Letters
Darma Persada University
Jakarta

Dear Ms. Swany,

RE: Application for Eliciting Research Data

I am Nurianti Sihombing, one of Darma Persada University students, majoring in English Department, Faculty of Letter, with registration number 05130032. Now I am on the seventh semester and conducting my research titled **“The Use of Word Stress in Utterances by The Generation of 2005 in Darma Persada University”** For that purpose, I would like to elicit data from about thirty percent of English Department active students the generation of 2005 as my respondents in Darma Persada University. The data will be elicited either during the free or class time for about 15 minutes.

I would be very grateful, if you could permit me to elicit the research data needed in this research.

Thank you for your attention and cooperation.

Yours Sincerely



Nurianti Sihombing

Approved by:



Dra. Irna N. Djajadiningrat, MHum
Supervisor I

Jl. Radin Inten
Terusan Casablanca
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13450

the Lecturing Lecturer
Faculty of Letters
English Department
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Dear Mr/Ms,

RE: Permission for Eliciting Research Data

The English student whose name is written below;

Name : Nurianti Sihombing

Reg. Numb : 05130032

conducting research titled "The Use of Word Stress in Utterances by The Generation of 2005 in Dharma Persada University". For that purpose, she would like to elicit data from about 100 percent of English Department active Students the generation of 2005 as respondents by handing up the questionnaires and recording data.

The data will be elicited during the free and class time for about 15 minutes.

Through this letter I need your cooperation to permit her to elicit the research data needed in her research.

Thank you for your attention and cooperation.

Yours Faithfully



Swany Chiakrawati, SS, S. Psi, MA

Head of English Department

UNIVERSITAS DARMA PERSADA
FAKULTAS SAstra

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05130049	CYNTIA DITA PRIMAYANTI	7	18
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05130052	ROWLAND PRICHARD T.	9	24
05130053	ANTONIUS DIKI SANTOSO	6	12
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- ❖ SD Negeri 095247, Medan (1994-1999)
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Working Experiences

August 1st 2005 – March 1st 2008 : As an English teacher for children and adults in SMART AND FAST ENGLISH COURSE, Jakarta.

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