

**THE STUDENTS' ERROR OF VARIABLE
STRESS IN TONGUE TWISTER
AT 5th GRADE STUDENTS OF *PONDOK
PESANTREN MODERN DARUNNAJAT
IN THE ACADEMIC YEAR 2018/2019***

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Abstract

The aim of this study is to describe the students' error of variable stress in Tongue Twister. The source of data is the 5th grade students of *Pondok Pesantren Modern Darunnajat* in the academic year 2018/2019. In this article, the writer analyzes the students' error in pronouncing variable stress in Tongue Twister. The writer uses Metrical Phonology theory from McMahon in 2002. The writer uses descriptive qualitative research. The writer uses documentation technique to collect the data; the writer uses voice recorder to analyse students' error variable stress of Tongue Twister. The writer uses Audacity software to see the sounds frequency. Then, the writer uses Metrical Phonology to determine which syllable in each word is S (stronger) or W (weaker), and Oxford dictionary to analyze the students' error. It can be

concluded that the students have made the total number of error as many as five hundred and three (503) students' error from 5th F grade students, the total amount students is seventeen (17) and the total amount of words in Tongue Twister is fifty eight (58) from three levels.

Keywords: variable stress, tongue twister, pronunciation

A. Introduction

As an international communication language, English should be learned as early as possible by the students of Indonesia. English becomes a foreign language in Indonesia; it is not the second language or even the mother tongue. It causes difficulty in learning English for the students.

Ramelan (1997: 5) defines that the degree of difficulty in learning is also determined by the degree of the difference between the two languages. The greater the similarity between them, the less difficult it will be for the student to learn the foreign language.

Based on the explanation above learning foreign language has the different difficulties which depend on the language itself. As nation who uses English language as foreign language, communicating in English is a great challenge. Therefore, it is important to learn and practice it in everyday life. When the people communicate in English, the clarity of every word must be applied because it is also implemented by native speakers in clarifying every word with different stress. In this case, stress of the every word must be understood. It becomes one of the important things in English communication even though the word stress is not something extra that the people have to study every time.

Beregszász (2014: 21) defines that stress is a magic key to understand spoken English. Native

speakers of English use word stress naturally although they don't know that they use it. Non-native speakers who speak English to native speakers without using word stress will find two problems. First, they will find the difficulties to understand native speakers, especially if they speak English fast. Second, the native speakers may find the difficulties to understand them.

Every word is made from syllables. Each word has one, two, three or more syllables. Understanding word stress is helped by understanding syllables. In English, people say each syllable with the same force in strength. One word accentuates one syllable. People say one syllable very loudly (big, strong, important) and all other syllable very quietly. The syllables that are not stressed are weak or small or quiet.

When people make a mistake in word stress, it can cause misunderstanding in English communication. Furthermore, English word stress misplacement leads to misunderstanding in oral communication. There are some ways to minimize the cause of misunderstanding pronunciation. Some students in English lessons find difficulty to hear or say words stress, but others find it easy. There are three ways that make it easier. The first way is to hear and speak aloud his words. The second way is to hear and pronounce it in quick mode, and the third way is to hear and speak it aloud and quickly. Therefore, one shall listen very carefully to each word to know the performance of the stress pattern. In this case, it can be trained with Tongue Twister in performing the stress on every word. Kane (2005: 2) defines that Tongue Twister is excellent way for both teachers and students to practice clear pronunciation and improve their speech habits.

Tongue Twister is one of techniques to learn pronunciation. In some place, Tongue Twister has been used to improve the pronunciation, to know how far the

student can pronounce the words fluently. One of them is in Bumiayu, which is *Pondok Pesantren* Modern Darunnajat, specifically, at 5th grade students. This 5th grade students of *Pondok Pesantren* Modern Darunnajat is familiar with Tongue Twister, because they use it as a way to drill their pronunciation skills, as this Tongue Twister can train the use of word stress correctly, especially with every word used is similar.

B. Literature Review

Wardhaugh (1977: 46) says that stresses must be relative to each other, it much less easy to describe than of occurrence of voiceless bilabial stops. Moreover, McMahon (2002: 118) points out that stress is signaled by a number of phonetic factors, which prefer a stressed syllable from the unstressed ones.

Roach (1983: 72) points out that there are two characteristics can be used for studying stress, there are production and perception. According to Trask (1996: 336), stress is a certain type of prominence, which in some language, is present upon certain syllables. All stressed syllables have one characteristic in common. Stressed syllables are recognized as stressed because they are more prominent than unstressed syllables. There are three levels which will be used in describing and analyzing English stress (Roach, 1983: 75). Those are: primary stress, secondary stress, and unstressed.

Beregszász (2014: 21) defines that there are very simple rules about word stress. The first is one word has only one stress. One word cannot have two stresses. Two stresses cannot be one word. It is true that there can be a “secondary” stress in some words. But secondary stress is much smaller than the main (primary) stress, and is only used in long words. The second is only stress vowel, not consonant. This means

that only vowel syllable can be stressed and consonant syllable cannot be stressed.

Gonzales (2009: 3) offers that Tongue Twister is a phrase or sentence that is difficult to say because it contains many similar sounds. The object is to repeat it as many time as possible, without miss pronunciation.

According to Horby (1995: 928), “Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language”.

In this step, the writer uses tree diagram to analyze. McMahon (2002: 121) observes that the position of stress on particular words accurately and clearly using tree diagram which form part of a theory called Metrical Phonology. It is labeled with S or W, which are mean ‘Stronger’ and ‘Weaker’.

Airputih (2010: 1) states that Audacity is a program that manipulates digital audio waveforms. In addition to direct voice recording from within the program, it imports many sound file formats, including WAV, AIFF, MP3, and Ogg Vorbis. PCM formats from 8, 16, 24 and 32-bits can be imported and exported. In determining variable stress, the words have to show the pitch with high 0.5 and length with width 0.10. The kind of frequency used here is waveform.

C. Method of Investigation

The writer used descriptive qualitative study based on the theory of research design (Creswell, 2003). Research design is a model or an action plan upon which the entire study is built; dictates the manner in which a study is conducted and provides the road map of a study in terms of the sample, data collection instruments and analysis procedure. Approaches on the other hand, are paradigms, research frameworks, which may be either quantitative or qualitative or both (mixed

approach). The data source in this study is primary data source. The writer took the data from the 17 students in the 5th F grade of *Pondok Pesantren* Modern Darunnajat.

The writer uses a technique of collecting data, which covers: documentation. It is conducted in whole research activities in collecting the audio data of voice recorder. It is also to make the research believable and reasonable. The writer uses voice recorder to analyze students' error variable stress of Tongue Twister. The students are asked to read Tongue Twister through the list, per level, while the writer records them. All the words on the list have no stress mark on the stress syllable. The writer uses Audacity software to see the sound waves of students, Metrical phonology to determine the word which stress stronger (S) or weaker (W), and Oxford dictionary to analyze the data.

D. Findings and Discussion

The class taken in this study is 5th F grade. There are 17 students recording variable stress in Tongue Twister based on the list. The students get Tongue Twister list which consist of three levels. There are easy, medium and hard level.

The easy level is "*Green glass globe glow greenly.*" The medium level is "*I saw Susie sitting in a shoe shine shop. Where she sits she shines, and where she shines she sits.*"

The hard level is "*Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?.*"

The writer uses voice recorder to analyse students' error variable stress of Tongue Twister. The students are asked to read Tongue Twister through the

list, per level, while the writer records them. All the words on the list have no stress mark on the stress syllable.

The writer uses Audacity to determine variable stress, the words have to show the pitch with high 0.5 and length with width 0.10 in spectrum plot which axis on logarithm frequency with size 1024. The kind of frequency used here is waveform with the format 32-bit float and project rate (Hz) 44100 Hz. For example, the sound waves made by one of the student in easy level of Tongue Twister:



Figure 1. Sound Waves of Variable Stress in Tongue Twister by Alinda.

Moreover, the writer uses Metrical Phonology to determine variable stress in tree diagram which is show the stronger or weaker the word is. It is based on the sound waves shown by Audacity. Then, the writer uses Oxford dictionary to analyze the error of variable stress in Tongue Twister made by the students. For example, the tree diagram of Metrical Phonology based on the sound waves is shown below:

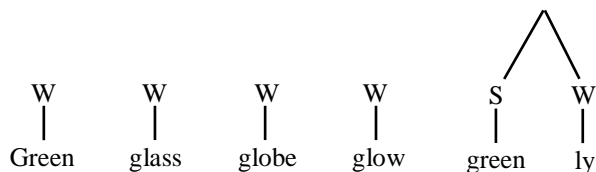


Figure 2. Metrical Phonology Based on the Sound Waves of Variable Stress in Tongue Twister by Alinda.

According to the findings, it can be seen that most of students as a subject of the study have made the total number of error as many as five hundred and three (503) students' error from 5th F grade students, the total amount students is seventeen (17) and the total amount of words in Tongue Twister is fifty eight (58) from three levels. There are easy level, medium level, and hard level.

There are 17 students who have analyzed with Oxford dictionary in their error based on students' sound waves and Metrical Phonology. They are Alinda, Farikha, Herna, Iin, Ike, Ilmi, Jihan, Litha, Mei, Nanda, Ni'ma, Nilna, Puspita, Septi, Siti, Sitta, and Sy. Shofaa.

Based on the example above, Alinda's sound waves and Metrical Phonology, the Oxford dictionary analysis is below: *green* shows weaker stress which means unstress word, it corresponds to Oxford dictionary /gri:n/; *glass* shows weaker stress which means unstress word, it corresponds to Oxford dictionary /gla:s/; *globe* shows weaker stress which means unstress word, it corresponds to Oxford dictionary /gləʊb/; *glow* shows weaker stress which means unstress word, it corresponds to Oxford dictionary /gləʊ/; *greenly* shows stronger stress at the first syllable and weaker stress at the second syllable, it corresponds to Oxford dictionary /'gri:nli/.

The error of pronouncing variable stress that is often found in this level is the word "green" with the total amount of error as many as fourteen (14), twelve (12) for the word "glass", five (5) for the word "globe", seven (7) for the word "glow", and nine (9) for the word "greenly". The error of pronouncing variable stress is found when the students pronounce the word with stronger stress but it must be weaker stress or the

students pronounce the word with weaker stress but it must be stronger stress.

The error pronouncing variable stress that is often found in this level is the word “saw” with the total amount of error as many as sixteen (16), twelve (12) for the word “I”, thirteen (13) for the word “sitting”, four (4) for the word “in”, four (4) for the word “a”, nine (9) for the word “shoe”, nine (9) for the word “shine”, and three (3) for the word “shop”. Those error are found at the first sentence of medium level. Meanwhile, in the second and third sentences of medium level are found fourteen (14) error for the word “where”, five (5) for the word “she”, four (4) for the word “sits”, four (4) for the word “she”, nine (9) error for the word “shine”, eight (8) error for the word “and”, twelve (12) for the word “where”, three (3) for the word “she”, four (4) for the word “shine”, and one (1) for the word “she”. Although there are several words in common, but the students pronounce the variable stress of them differently.

The error pronouncing variable stress that is often found in this level is the word “Peter” with the total amount of error as many as sixteen (16), eleven (11) for the word “Piper”, five (5) for the word “picked”, five (5) for the word “a”, four (4) for the word “peck”, one (1) for the word “of”, thirteen (13) for the word “pickled”, and fourteen (14) for the word “peppers”. Those error are found at the first sentence of hard level. Meanwhile, in the second sentences of hard level are found two (2) error for the word “a”, eleven (11) for the word “peck”, three (3) for the word “of”, eleven (11) for the word “pickled”, fifteen (15) for the word “peppers”, sixteen (16) for the word “Peter”, sixteen (16) for the word “Piper”, and six (6) for the word “picked”. Then, in the third sentence of hard level are found six (6) for the word “if”, fourteen (14) for the

word “Peter” and “Piper”, seven (7) for the word “picked”, one (1) for the word “a”, eight (8) for the word “peck”, three (3) for the word “of”, fourteen (14) for the word “pickled”, and fourteen (14) for the word “peppers”. Moreover, in the fourth sentence of hard level are found seventeen (17) for the word “where’s”, three (3) for the word “the”, three (3) for the word “peck”, five (5) for the word “of”, thirteen (13) for the word “pickled”, fifteen (15) for the word “peppers”, thirteen (13) for the word “Peter”, twelve (12) for the word “Piper”, and three (3) for the word “picked”.

The Positive Impact of Tongue Twister Implementation in 5th F Grade comes from the teacher. She said Tongue Twister can improve students’ learning outcomes in pronunciation. It helps her in pronunciation teaching, because by using Tongue Twister students are more active in pronouncing the sentences, so they have to be good in pronunciation. She applies variable stress in Tongue Twister. She feels happy after using Tongue Twister, it is funny and amazing. She finds some difficulties in teaching with Tongue Twister, because there are some students who cannot pronounce it well. She teaches Tongue Twister level by level. She uses another technique besides Tongue Twister, such as repetition. She learns more to help their pronunciation well when she faces student’s error in learning variable stress in Tongue Twister. She teaches the students more and gives them a punishment when she faces student’s error in practicing variable stress in Tongue Twister. Ordering the students to open Oxford dictionary and pronounce the word one by one is the way by which she guides the students to learn and practice variable stress. She uses another technique in teaching variable stress, which is playing a game. She uses Oxford dictionary to check the accuracy of variable stress.

Besides doing interview with the teacher, the writer also interviews the students of 5th F grade saying that Tongue Twister has positive impact to the students in studying English.

E. Conclusion

The study is set out to explore the analysis of variable stress in Tongue Twister pronounced by the students. Most of students have made the total number of error as many as five hundred and three (503) students' error from 5th F grade students, the total amount students is seventeen (17) and the total amount of words in Tongue Twister is fifty eight (58) from three levels.

The error of pronouncing variable stress in Tongue Twister at 5th F grade students that is often found in easy level is the word "green" with the total amount of error as many as fourteen (14). In medium level is found as many as sixteen (16) for the word "saw". Then, the error pronouncing variable stress that is often found in hard level is the word "Peter" as many as sixteen (16).

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