AN ERROR ANALYSIS OF SYLLABLE STRESS
IN THE STUDENTS' PRONUNCIATION
AT KING KUMAR COURSE IN THE ACADEMIC YEAR OF 1999 / 2000

THESIS

BY

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DEDICATION

I dedicate this thesis to:

➢ My beloved mother, **Ibunda Salbiyah**. Thanks will have never been enough for all your love, affection, silent prayer and everything given to me. I do love you more than I could say.

➢ My beloved father, **Ayahanda Tumidjan** (in memoriam). I feel you in each step of my life. Hope you rest in peace.

➢ My beloved elder brothers, **Iskandar and Andi**. We have spent our time nicely. You have my love and prayer.

➢ My best friends, **Wiwit, Fatty Sri, Miftah, Sofan, Memed, Yoyok, Nugie, Rini, Rinda, and Aisy**. Guys! Our adventure is so sweet.

➢ All my friends in **1995** level. Keep our unity, OK!

➢ My friends in deed and in need in hometown, Madura island, **Andhy, Vivin, Dina, and Santi**.

➢ My almamater.

➢ The last but the greatest spirit comes from you, **Gunarmo Adi**. Let's reach the next **"plans"**, may Allah bless us.

APPROVAL SHEET

An Error Analysis of Syllable Stress in Students' Pronunciation at King Kumar
Course in the Academic Year of 1999/2000

THESIS

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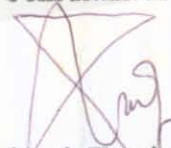|		
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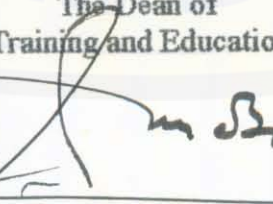1. Drs. Bambang Suharjito, MEd
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Jember, May 2000

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ABSTRACT

Mentik Ambarwati, May 2000, Error Analysis of Syllable Stress in Students' Pronunciation at King Kumar Course in The Academic Year of 1999/2000

Thesis, English Education Program, Language and Arts Education Department, Teacher Training and Education Faculty, the University of Jember.

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The English teachers in public schools give less attention to stress of pronunciation. In other words, the English curriculum of secondary schools provides insufficient information about the importance of pronunciation practice in teaching and learning activity. However, some teachers in English private courses might teach sufficient English pronunciation, for example those who teach in King Kumar Course. From the above phenomena, this research was concern with the errors in pronouncing the English words, especially syllable stress. This research had two problems, that is how and to what extent the students made syllable stress errors in pronunciation. So, the objectives were to know how and to what extent the students made syllable stress errors in pronunciation. The design of this research was descriptive. To get the research data, I purposively took 14 students from King Kumar Course as the respondents and used some instruments, that is pronunciation test, interview, and document. I used the percentage formula to analyze the test result. The research findings show that the students made misplacement of the primary and weak stress. The average percentage of errors in making syllable stress was 13,5%. This means that the students were in low criteria of errors because the average percentage was between 0% - 25%. This shows that the English teachers in King Kumar Course should consider the students' words of which the stress was in the middle syllable more than those whose stress was at the initial syllable.

Key words: Error Analysis, Syllable Stress of Pronunciation

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I. INTRODUCTION

1.1 Research Background

As a foreign language, English is not used in daily activities outside the classroom, yet. Accordingly, many English students might often make mistakes in pronunciation. For example, they might pronounce "she" and "see" in the same way, as [si:]. However, the correct one is [ʃi] for "she". Furthermore, they also make mistakes on stress. For example, "girlfriend" will have a different meaning with different stress. When the stress is on the first syllable, "girlfriend" means a special friend. However, when the stress is on the second syllable, the gender of "friend" means female (Fitri, 1997:46). Consequently, misinterpretation will occur when a boy pronounce the word (girl-friend) with the wrong stress, such as stressing on the second syllable of the word "girl-friend". Therefore, the mistakes on stress of pronunciation often make the native speakers confused (Kenworthy, 1990:128).

Besides, the English teachers in public schools give less attention on pronunciation, especially on stress. In other words, the English curriculum of secondary schools provides insufficient information about the importance of pronunciation practice in teaching and learning activity. This may result in the fact that the students often make errors in pronouncing the English words.

However, the English teachers in private courses give the English pronunciation to their students, for example the English teachers in King Kumar Course. Based on the prelementary study at King Kumar Course (1994:1-2), the English pronunciation is taught integratedly with the English language skills, reading, speaking, and listening except writing. The focus of the teaching pronunciation is on the phonetic symbols, how to pronounce the sounds and also the syllable stress of the words correctly.

Based on the above phenomena, especially on the stress error of English pronunciation made by the students at King Kumar Course is the main concern of the research. This is because some findings might give some feedback to the English teachers to improve their students' pronunciation, especially the word stress.

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1.2 Research Problems

Based on the background above, the problems of this research are as follows:

1. How do the students in the intermediate level of King Kumar Course in the academic year of 1999/2000 make syllable stress error of pronunciation?

2. To what extent do the students in the intermediate level of King Kumar Course in the academic year of 1999/2000 make syllable stress error of pronunciation?

1.3 Operational Definitions

There two terms to be defined in this research: error analysis on stress and students in intermediate level of King Kumar Course

- Error analysis on stress

Error analysis on syllable stress means the analysis on the stress error that the students in the intermediate level of King Kumar Course in the academic year of 1999/2000 make. In this case, the stress error is the misplacement between primary (strong) and weak stress on the syllable of the words.

Besides, there are ninety words in the pronunciation test. Those words are divided into six types or pattern, pattern one up to pattern six. Pattern one refers to the words that consist of two syllables with the primary stress in the first syllable. Pattern two refers to the words that consist of three syllables with the primary stress in the first syllable. Pattern three refers to the words that consist of four syllables with the primary stress in the second syllable. Pattern five refers to the words that consist of three syllables with the primary stress in the second syllable. Pattern six refers to the words that consist of four syllables with the primary stress in the second syllable. The examples of the words can be seen on the following table:

Table 1. Simple Words with Primary and Weak Stress

Pattern 1	Pattern 2	Pattern 3
dinner	hospital	naturally
breakfast	elephant	usually
English	excellent	temperature
Pattern 4	Pattern 5	Pattern 6
hello	professor	community
asleep	Italian	material
today	direction	experience

Explanation:

(') the symbol of primary stress

(.) the symbol of weak stress

- Students in intermediate level of King Kumar Course in the academic year of 1999/2000

    There are two levels of intermediate class in King Kumar Course, that is intermediate one and intermediate two. This research takes the students of intermediate two in the academic year of 1999/2000 as the respondents.

1.4 Research Objectives

    The research objectives are as follows:

1. To describe the syllable stress error of pronunciation of students in intermediate level of King Kumar Course in the academic year of 1999/2000

2. To know to what extent the students in intermediate level of King Kumar Course in the academic year of 1999/2000 make syllable stress error of pronunciation

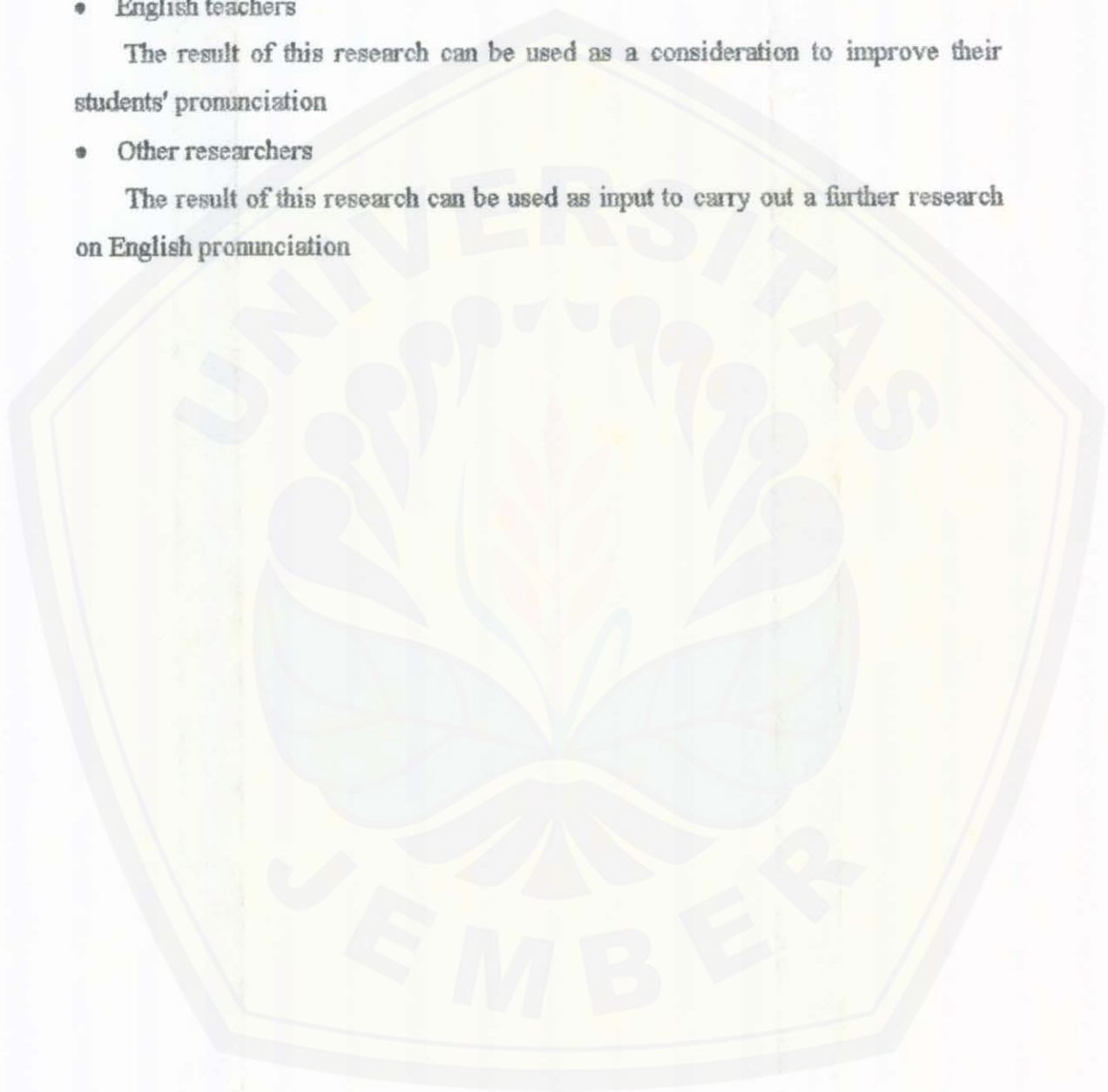## 1.5 Research Significances

The research results are expected to give some significances to the following people:

- English teachers

    The result of this research can be used as a consideration to improve their students' pronunciation

- Other researchers

    The result of this research can be used as input to carry out a further research on English pronunciation

II. LITERATURE REVIEW

2.1 Error Analysis

Error analysis is the study of the learners' errors that these errors can be observed, analyzed, and classified (Brown, 1982:166). In other words, the students' errors are measurable.

Dulay et al. (1982:138) notes that the study the learners' errors have two major purposes. Firstly, the study can be used to get the data from which inference about the nature of the language learning can be made. Secondly, the study shows the teachers and curriculum designers in what part of the target language that the students have errors and which error type they are weak in.

Furthermore, Corder (1974:25) has proved that there are three points to know the learners' errors. Firstly, the teachers can see the learners' progress concerning the goal of the teaching and learning process. Secondly, the researchers can discover how the second language is learned by the students and what strategies or procedures they use in the teaching and learning activities. Thirdly, by knowing the errors, the learners can improve their capability concerning the target of teaching and learning process. In short, the students' errors can be observed, analyzed, and classified.

2.2 Errors and Mistakes

Errors and mistakes are the major problems that negatively influence the English foreign language students' performance in using the target language. They might think that "errors" are "mistakes" and "mistakes" are "errors". Since both refer to the inproper used of language. Therefore, redefining the concepts of errors and mistakes is necessary to avoid the readers' misunderstanding.

Errors refer to "goofs" (Dulay and Burt in Richard, 1974:95). "Goofs" mean the deviation from syntactic structures which native speakers consider grammatically correct. This means that errors or goofs are the deviation of syntactical structure of a language.

Furthermore, Dulay (1982:139) says: errors are

> flawed side of the learners' speech and writing. These errors are parts of conversation and composition that digress from some selected norms or forms of mature language performance in the process of developing mastery of the target language.

In other words, errors are foreign language learners' flaw of the correct conversation and composition.

However, Corder (1974:26) is much interested in identifying "errors" rather than defining it. He notes that "errors" refer to "competence errors", that is lack of knowledge competence to construct the rule of the language system consistently.

Consequently, it can be assumed that errors are the deviation of the correct norm or form of the target language that is made by the second language learners. These errors occur because of lack of competence in using linguistic systems consistently. Thus, errors deal with consistent or recurring mistakes of language use.

In general, the students often make mistakes when they are speaking in their own mother tongues. These mistakes do not refer to incompetence in constructing the linguistic systems. Rather, the mistakes might result from, for example, lapses. Therefore, they cannot be categorized as errors, since the mistakes are the result of more temporary features of their performance, such as slip of the tongue.

This is supported by Corder (1974:24) that mistakes are due to memory lapses, physical states, such as tiredness and psychological condition such as strong emotion. Furthermore, he says that mistakes are of no significance to the process of language learning. This means that mistakes are the result of the subconscious production of language misuse and therefore they are not the result of language learning.

Similarly, Littlewood in Dulay (1982:32) notes that mistakes deal with the problem of performance because the deviations are the result of lapses, such as slip of the tongue. Thus, mistakes are the deviations of language production that occur beyond the speaker's consciousness. On this point, Tarigan and Tarigan (1988:76) distinguish errors and mistakes as follows:

Table 2. The Distinction between Errors and Mistakes

Points of view	Errors	Mistakes
1. Resource	Competence	Performance
2. Character	Systematic	Non systematic
3. Duration	Longer	Temporary
4. Linguistic System	It has not been mastered	It has been mastered
5. Result	Deviation	Deviation
6. Improvement	Assisted by a teacher drilling and remedial teaching	Assisted by the learners' concentration

(Tarigan and Tarigan, 1988:76)

Similarly, Corder and Littlewood (see the previous discussion) both concede mistakes as the result of speaker's subconsciousness, such as the strong emotion, tiredness, and lapses. However, Tarigan and Tarigan give more comments on the difference between errors and mistakes. According to Tarigan and Tarigan, mistakes deal with improper use of language performance rather than language competence.

In this research, I agree with Dulay's statement (1982:139) that errors are any deviations from a selected norm of a language performance regardless of what causes the deviation.

However, to analyze the learners' errors, every researcher must establish the norms. The norms are used to identify the errors (Dulay, 1982:140). The norms used in this research can be seen on page 11-12.

2.3 Stress Error

Stress error is the deviant stress pattern, which is against the linguistic rule. For example, the students pronounce the words, such as

Yellow was pronounced on the second syllable instead of yellow.

Familiar was pronounced on the first syllable instead of familiar.

Dangerous was pronounced on the second syllable instead of dangerous.

Kenworthy (1990:18) also notes that the native speakers often get difficulty to understand the words of the second or foreign language speakers. This might result from the fact that the non-native speakers stress the words in the wrong syllables.

Further, Kenworthy (1990:18) gives some example of such evidence:

➤ The word "written" was pronounced with the stress on the second syllable instead of the first. The listener thought the speaker has said "retain".
➤ "Comfortable" was pronounced with the stress on the syllable 'com' and on --'ta' -- The listener heard this as "come-for-a-table".
➤ "Productivity", which has pattern pro duc tiv i ty, was pronounced with stress on the 'duc' and on 'ti'. This was heard as "productiv tea". (1990:18)

Moreover, if the word stress is pronounced correctly, the intonation must be accurate. Since, the intonation can be used to convey the shade of meaning of particular utterances, which the speaker may stress on the words, that he/she thinks important (Allen, 1982:2).

Haycraft (1980:9-10) describes that stress decides the correct comprehension of utterance. Although the individual sound and grammatical structure are acceptable, the utterance will not be easily understood if the speaker stresses the words in the wrong syllables.

Besides, stress error leads to the intonation error. Intonation error may result in the wrong mood or attitude that foreign students want to utter something to the native speaker of English, but his utterance is not comprehended (Laver,1995:513).

Furthermore, Allen (1980:3) says that "the ability to move smoothly and steadily from one stress to the next, and to fit in unstressed syllables between them, forms the basic of a good natural English accent". This means that English accent has one characteristic that is the speaker can stress the words smoothly from one syllable to the others.

2.4 Stress
2.4.1 Notion of stress

Haycraft (1975:1) says that stress is the strength of voice placed on particular syllable in a word or a word in a sentence. He notes that stress is the loudest voice that occurs in a certain syllable of a word or a certain word of a sentence, while the other syllable or words are pronounced in weak stress. Thus, Haycraft uses the syllables of a word as the place of not only the strong stress but also the weak stress.

Stress refers to the degree of force with which a sound or syllable is uttered (Jones, 1987:245). Besides, stress refers to the marking the syllables that have more prominent than the others. The prominent syllable can be an exaggeration of the value of the one or more of the phonetic parameters of pitch, loudness, duration, or quality (Laver, 1995:511). In addition, Strawhorn (1999:27) says that stress is the degree of loudness or emphasis given to a syllable in a word and a word in a sentence.

From the above opinions, it can be assumed that stress is used as phonetic parameters such as pitch, loudness, emphasis given to a syllable in a word and a word in a sentence.

Laver (1995:512) exemplifies

"going"   ---- 'go' is louder than 'ing'

"remember"   ---- 'mem' is louder than 're' and 'ber'

"he is a doctor" ---- 'doc' is the loudest, 'he' is louder than 'is', 'a', and ' tor'.

2.4.2 Degrees of Stress

In English, a word, a phrase, and a sentence are spoken with different stress for telling the actual meaning of words or the significant word in a sentence or a phrase. Hence, (Laver 1995:517) has distinguished three degrees of stress; stress (strong stress), intermediate (secondary stress), and unstressed (weak stress).

He gives symbols:

(') before the syllable with primary stress.

(,) before the syllable with secondary stress.

(.) no mark for weak stress.

For example: introductory ----- / ,intro'dʌktƏri /

where are you going ----- / 'wɛƏr ðju 'gouiŋ / (Laver, 1995:517).

Allen (1982:1) says that spoken English shows a marked contrast between its stress (strong stress), and unstressed (weak stress) syllable. Thus according to him, the degree of stress in spoken English is distinguished into two namely strong stress and weak stress.

However, Hann (1970:6) gives more detailed distinction of stress degree. The loudest be primary and secondary stress are called major stress. The weaker tertiary and weak stress are minor stress. As can be seen in the following table:

Table 3. The Division of Stress

Type	Name of stress	Symbol	Example
Major stress	primary	'	It's 'a black book
	secondary	—	It's 'a black book
Minor stress	tertiary	-	It's 'a black book
	weak	.	It's 'a black book

(Drill and Exercises in English Pronunciation and Intonation, Hann, 1970:6)

Further, Hann, (1970:xii) shows that major stress and minor stress are caused by the different functions of words in a phrase or a sentence.

"Major stress occurs on the items that are members of four syntactic word classes in English; noun, verb, adjective, and adverb. Unless an item that ordinary word belongs to one of these classes have entered into syntactic combination that require its stress to be reduced to minor (usually tertiary). For example; the word "tray" would normally be major - stress, as in "Give Mr. the tray" or "this tray is too heavy". However, when it becomes part of the noun compound "ashtray", its stress is obligatory reduced to tertiary; this reduction, in fact is the one of the main signals in English that such compounding has occurred" (Hann, 1970:xii).

This shows that the strong stress occurs on the four syntactic word classes in English that is noun, verb, adjective, and adverb. Nevertheless, the stress weakens to minor when the word is followed with another word. For example, "tray" as noun has the strong stress but when it is followed with "ash" to become "ashtray", "ash" gets the strong stress and the stress of "tray" is reduced.

This means that the stress of a word might be reduced when it is followed with another word. This can be explained as follows:

- Primary stress (') is the strongest stress in a phrase. Every word spoken in isolation has primary stress on one syllable, the other syllables have one of the weak stress. Two successive primary do not occur without one of the phrase-ending contour between them. For example are you coming or going?

- Secondary stress (⎯) is a kind of reduced primary. It occurs only one major stressed item that has entered into syntactic combinations.

  For example: the white house (not the yellow one)

          The white house (the presidential mentioned in Washington)

  Those two phrases above have different meaning affected by distribution of different stress type. Failure to master secondary stress, and to sound quite unnatural and even interfere with communication.

- Tertiary stress (⎯) is the intermediate stress and a great many syntactic relationship are signaled in English by giving minor stress to items that in independent word used would have primary or secondary. Personal pronoun (he, she, him, I, we, us, etc), short prepositions (to, in, at, with, etc), auxiliary verb (is, have, will, must, etc) are normally spoken with minor stress and should have no more than tertiary stress (Hann, 1970:xiii). For example:

  Subject pronoun, object pronoun, preposition, auxiliary verbs that in independent used have primary stress become tertiary stress.

I	-----	I come
She	-----	She sings
He	-----	He translates
They	-----	They travel
We	-----	We remember

  Object Pronouns

him	-----	give it to him
her	-----	give it to her
us	-----	give it to us

  Prepositions

in	-----	in class
at	-----	at school
with	-----	with Marry
to	-----	to house

  Auxiliary verbs

  | is | ----- | is he studying |

have ----- have you forgotten

will ----- I will listen

was ----- she was here

must ----- he must come

Failure to mater tertiary stress in phrase leaves the students unprepared to use or understand many of the most important phonological signals in English.

* Weak stress (.) is the level of least intensity. Most syllable spoken with weak stress or limited to certain vowels only, /ð/ and /i/, and sometimes /ey/ (as in Sunday) and /oω/ (as in window). Most speakers never say the vowel /æ/, /ð/, /ɔ/, /u/, or /e/, /or/ the glides /ay/ and /aω/ with weak stress; That is any syllable containing these sounds automatically has at least tertiary stress (Hann 1970:xiii).

From the above explanation, it can be assumed that the types or the degrees of stress with commonly English native speaker used are primary stress, secondary, tertiary and weak stress. Failure to pronounce the correct stress that must exist between the syllables of a word will sound unnatural and even reduces the meaning of words or ideas that a foreign student wants to convey.

In order to present precisely the description of the students' error in stress, in this research, I will use two degrees of stresses, that is primary and weak stress. The distinction or verification of them shows the actual movement ranging from the loudest to the lowest force of voice. These forces of voice determine among the stress position of the syllables in a word, phrase and sentence.

2.4.3 Division of Stress

In general, stress does not only occur between the syllables, but also can be found in a word, phrase and sentence. When the word is combined with the other words to become a phrase or sentence, the reduction of stress pattern will appear from major stress to the minor one. Meanwhile, Jones (1987:248-262) divides the stress into word stress, including simple words and compound words and sentence stress.

Another division of stress that is spoken in English; a word, phrase, or sentence is spoken with stress (Hann, 1970:6). In other words, the division of stress occurs in a word, phrase and sentence.

Furthermore, this research concentrates the word stress, in terms of simple words. The reduction of stress in word is not so complex for which the stress pattern is not difficult to measure. In addition, it fits the range of students' knowledge. The tested words are grouped into six patterns. Pattern one refers to the words that consist of two syllables with primary stress in the first syllable. Pattern two refers to the words that consist of three syllables with primary stress in the first syllable. Pattern three refers to the words that consist of four syllables with primary stress in the first syllable. Pattern four refers to the words that consist of two syllables with primary stress in the second syllable. Pattern five refers to the words that consist of three syllables with primary stress in the second syllable. Pattern six refers to the words that consist of four syllables with primary stress in the second syllable (see Table 4).

Table 4. Simple Words with Primary and Weak Stress

Pattern 1	Pattern 2	Pattern 3
dinner	hospital	naturally
breakfast	elephant	usually
English	excellent	temperature
Pattern 4	Pattern 5	Pattern 6
hello	professor	community
asleep	Italian	material
today	direction	experience

(Drill and Exercises in English Pronunciation and Intonation, Hann, 1970:8-9)

Explanation:

(') the symbol for the primary stress

(.) the symbol for the weak stress

2.5 Teaching and Learning Pronunciation

The students' pronunciation achievement depends on the teaching and learning process in the classroom. The students will have good pronunciation when the teaching and learning process is supported by the teacher and the students, (Kenworthy, 1990:1-3).

Further, Kenworthy (1990:1) states that the teacher has some roles in teaching pronunciation. Firstly, the teacher introduces some unfamiliar sounds that do not occur in the native language. Secondly, the students are helped by the teacher to produce the sounds. Thirdly, the teacher gives some information about the students' performance in making the sounds, whether the students are able to make the sound or not. Fourthly, the teacher can emphasize the teaching on the sound that the students can not produce the sound well. Fifthly, the teacher must consider what types of exercises and which activities will provide the most opportunities for practice, experimentation, or exploration. Sixthly, the teacher gives the students' progress to motivate the students. Besides, the students also have a role; that is, the students give responds to all aspects of the teacher's roles.

III. RESEARCH METHOD

3.1 Research Design

This research used descriptive design, because its purpose was not to prove any hypothesis. Rather, it was to describe the students' errors on English pronunciation, especially on the syllable stress. Furthermore, descriptive research only described the existing phenomena without changing some conditions that affected respondents' responses (for example see, McMillan, 1992:9).

The research procedures were to:

a. give the speaking test

b. analyze error data

c. interprate the data analyzed

3.2 Research Area

This research was conducted in King Kumar Course in Kamal Madura. For practicability reasons, such as permission and time management, the research area was chosen purposively (for example see McMillan, 1992:76).

3.3 Research Respondent

The research respondents were the students in the intermediate level of King Kumar Course in the academic year of 1999/2000. They were taken based on the population method because the number of the respondents were less than 100 people. This agreed with Arikunto's statement (1993:102) that if the respondents of the research were less than 100 people, it would be better to take all of them.

3.4 Research Instruments

The research instruments were used to collect both the primary and secondary data. The research instruments were test, interview, and documents. Test was for the primary data, and the interview and documents were for the secondary data.

3.4.1 Test

The test was used to measure the students' stress error of pronunciation. This research conducted a speaking test. This test was regarded as the objective test because they had only one correct answer.

In speaking test, reading aloud was used to assess the students' mastery on placing the stress among the syllables of the words. It was suggested by Brown (1987:31) that reading aloud could be used to assess the mechanical skill of language product, such as pronunciation, intonation, words and sentence stress pattern.

In the test, the students were given the list of 30 isolated words and 30 pairs of isolated words. Then the students were asked to read the words loudly. I used a tape recorder to record the students' test. Since, by using the tape, I could check the test result more accurate by replaying the cassette.

Regarding the validity, the test of this research concentrated on content validity. This meant that the test dealt with the distribution of the representatives sample of the target language (Hughes, 1984:22). As to the reliability, Weir (1998:32) says that if the test is valid, it must be reliable.

3.4.2 Interview

The guided interview was used to get the data about the importance of English pronunciation of King Kumar Course, the method, and the frequency in the pronunciation teaching. The interviewee was the English teacher.

3.4.3 Document

In this research, the documents was to get the data about the curriculum and syllabus used in King Kumar Course, the name of the respondents and the personnel of King Kumar Course.

3.5 Data Analysis

After the stress error made by the students were identified and classified in certain patterns (see chapter II page 12), they were analyzed statistically in percentage by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Explanation:

E = the percentage

N = total number of error in stress of all patterns

n = the number of error in stress of each pattern

(adapted from Ali, 1993:186).

The result of the data analysis was analyzed decriptively based on the following classification of the error grade.

Table 5. The Classification of the Error Grade

Scores(%)	Category
0% - 25%	Low
26% - 50%	Fair
51% - 75%	High
76% - 100%	Very high

(Adapted from Mardiyati 1989:15)

IV. RESEARCH RESULT AND DISCUSSION

4.1 Result of Speaking Test

The test was conducted on March 27, 2000. There were 14 respondents joining the test and they were given a list of words during the test. The list consisted of 30 isolated words and 30 pairs of isolated words for example (see appendix 2). So, there were 90 words altogether, and the students were asked to read these words loudly. In this case, I used a tape recorder to record their voice and checked the result together with the teacher on March 29, 2000.

4.1.1 Data Analysis

The result of data analysis on the test results can be seen in Table 6.

Table 6. The Frequency of Students' Stress Error

Class of Error	Number of the students	Error	Frequency
Misplacement of pattern I	1, 2, 3, 8, 11	Export	5
	1, 3, 8	import	3
	1	beggar	1
	3	yellow	1
	3	district	1
	6, 1	consist	2
Misplacement of pattern II	1, 3, 4, 10, 12, 14	calendar	6
	1, 3, 4, 5, 6, 7, 10, 13, 14	foreigner	9
Misplacement of pattern III	1, 2, 3, 5, 8, 11, 12, 13, 14	honorable	9
	1	similarly	1
	1, 3, 9. 13, 14	literature	5
	1	architecture	1
	2, 3, 4, 5, 8, 11, 12	agriculture	7
	3, 5, 6, 7, 9, 12, 13, 14	miniature	8
	3, 7, 13	fortunately	3
	3, 8, 12, 13	miserable	4
	4	actually	1
	4	regularly	1
	10	reasonable	1
Misplacement of pattern IV	1, 5, 6, 7, 10, 13, 14	fourteen	7
	2, 9, 14	resort	3
	1, 5, 6, 11, 13, 14	obey	6
	1, 6,	today	2
	1, 6, 9	elect	3
	4, 8, 9, 11, 13	correct	5
	7, 9, 11	asleep	3
	7, 9	hello	2
	8, 9	Japan	2
	9	depend	1

Misplacement of pattern V	1, 3, 7, 11, 14	direction	5
	1, 6	familiar	2
	1, 4, 6, 9, 11	professor	5
	2, 9, 10, 11, 12, 13, 14	examine	7
	2	imagine	1
	3, 7, 11	remember	3
	3, 4, 5, 8, 10, 12	prohibit	6
	5	Alaska	1
	5, 9, 11	Improve-ment	3
	7, 8, 9, 11, 12, 13	eleven	6
	7, 9, 11, 13, 14	eraser	5
	9	origin	1
	9	tomorrow	1
	10	potato	1
	11	important	1
Misplacement of pattern VI	1, 5, 11	geology	3
	3, 5, 6, 7, 8, 9, 10, 13, 14	particular	9
	3, 5, 9, 11, 14	Develop-ment	5
	7	ability	1
	11	kilometer	1
	11	biology	1
	3	reasonable	1
Total			172

Table 6. The Percentage of Students' Stress Error

Class of error	Number of error	Percentage
Misplacement of pattern I	13	7,64
Misplacement of pattern II	15	8,82
Misplacement of pattern III	41	24,12
Misplacement of pattern IV	34	20
Misplacement of pattern V	48	27,07
Misplacement of pattern VI	21	12,35
Total	172	100

To get the percentage of errors, the following formula was used:

$$E = \frac{n}{N} \times 100\%$$

Explanation:

E = the percentage

N = total number of stress error of all pattern

n = the number of stress error of each pattern (Adapted from Ali, 1993:186).

The result of data analysis showed that the students' stress error for pattern I and II was respectively 7,64% and 8,84%. Further, the students' stress error for pattern IV and V was respectively 24,12% and 20%. Their stress error for pattern V and VI was respectively 27,06% and 12,35%. Of the six patterns, pattern V showed the highest percentage of the students' stress error.

4.2 Result of Interview

The interview was conducted on April 2, 2000. During the interview, the course manager who was also the English teacher explained that English pronunciation was very important in King Kumar Course because in the course, the had to master English in all the skills; speaking, then listening, reading, and writing. Consequently, English pronunciation as an important factor in speaking was also taught.

The English teachers in King Kumar Course used eclectic method or what they regarded as "O" method, that was the combination of direct, indirect, audio lingual, and grammar translation method. By using this method, they hoped that their students could understand the lessons in a relatively short time.

Before allowing the students to speak, the teachers taught how to pronounce English words and introduced the phonetic symbols of words. They taught how to pronounce the words by drilling that is they pronounce the words, and their students had to imitate them (the way their pronounce). This classroom activity took place when the teachers asked their students to read and discuss the English texts or listen to the tape. This meant that pronunciation was frequently taught in the course.

The books used as the reference were Oxford Advanced Learner's Dictionary by HS. Hornby, Contemporary English-Indonesian Dictionary, Kamus Inggris-Indonesia by John Echol and Hasan Shadyli, English Pronunciation by UNIBA, and English Pronunciation by Daniel Jones.

4.2 Result of the Document

The document was intended to get the data about the syllabus of the teaching English pronunciation, the name of the respondents, the name of the English teachers and the name of the administrative staff. According to the syllabus of King Kumar Course, the English pronunciation was taught in lesson 3. The main subject of lesson 3 was "New Orleans: A mix of cultures". The sub-subjects were listening, vocabulary, grammar and expression, pronunciation and discussion. Further, the syllabus showed many activities of speaking, such dialogue, conversation and discussion in each lesson, for further information (see appendix 5). This meant that the teachers could see the students' pronunciation achievement from those activities and they could make a correction when the students made pronunciation error.

The name of the respondents, the English teachers and the administrative staff can be seen on appendix 6 and 7.

4.4 Discussion

The discussion is intended to discuss the research findings. This research found how the students made stress error. This referred to the way how the students stressed the syllable of the words incorrectly or misplacement of the syllable stress as can be seen in the following patterns of the words;

Pattern I: the students stressed export instead of export.

Pattern II: the students stressed calendar instead of calendar.

Pattern III: the students stressed Honorable instead of honorable

Pattern IV: the students stressed fourteen instead of fourteen

Pattern V: the students stressed direction instead of direction

Pattern VI: the students stressed geology instead of geology

In which, the five patterns above had been discussed on previous chapter (see page 2). Besides, the highest number of the students' errors occurred on pattern V, the pattern that had three syllables and the primary stress on the second syllable. From the data analyzed, the percentage of the students' errors on pattern V was 27,06%. This means that the students had a weakness and made a deviation in stressing the English words that consisted of three syllables and the primary stress

in the second syllable. However, this feature (27,06%) shows that the students' errors on pattern V belonged to *fair* of the criteria, because the percentage was between 26% - 50%.

Furthermore, this research also found the students' average percentage of syllable stress error. From the data analyzed (see page 17), the students' average percentage in making stress error was 13,5 %. This means that their stress error included in *low* criteria (see table 5, page 15) because the average percentage was between 0% - 25%. This figure (13,5%) could be the result of the teaching pronunciation there. As stated before (see page 20) that pronunciation was frequently taught in many activities such as discussion, listening to the tape and reading the English texts. Consequently, the teachers could control the students' pronunciation achievement and made some correction when the students made errors. This agrees with Kenworthy's statement that the learners would have good pronunciation when the learners responded to the aspects of teaching pronunciation in the classroom.

The aspects of the teaching pronunciation were; the teacher introduced some unfamiliar sounds that do not occur in the native language; the teacher helped the students to produce the sounds; the teacher gave some information about the students' performance in making the sounds, whether the students could make the sound or not; the teacher could emphasize the teaching on the sound that the students could not produce the sound well; the teacher had to consider what types of exercises and which activities would provide the most opportunities for practice, experimentation, or exploration; the teacher gave the students' progress to motivate the students. Besides, the students responded to the all aspects above.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. The students in intermediate class of King Kumar Course made syllable stress error in the form of misplacement for pattern I, pattern II, pattern III, pattern IV, pattern V, and pattern VI.

2. Based on the research result, the students' error in making stress was in the category of low (13,5%). However, many students made errors by misplacing the syllable stress, such as in pattern III (24,12%) and pattern V (27,06%). The details of the students' syllable stress error of the six patterns were as follows:

   - The students' misplacement of pattern I: 7,64%
   - The students' misplacement of pattern II: 8,82%
   - The students' misplacement of pattern III: 24,12%
   - The students' misplacement of pattern IV: 20%
   - The students' misplacement of pattern V: 27,06%
   - The students' misplacement of pattern VI: 12,35%

This means that they experience difficulties in pronouncing the English words with the stress of the middle and final syllable.

5.2 Suggestions

Based on the above research result, some suggestion could be made;

1. The English teacher should consider the students' words whose stress is in the middle syllable more than those whose stress is at the initial or final

2. This research result can be used as the basis to conduct further research in pronunciation such as the experimental research.

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Appendix 1

RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data Resources	Research Method
An Error Analysis of Syllable Stress in Students' Pronunciation at King Kumar Course in the Academic Year of 1999/2000	1. How do the students in Intermediate Level at King Kumar Course in the Academic Year of 1999/2000 make syllable stress error of pronunciation? 2. To what extent do the students in Intermediate Level at King Kumar Course in the Academic Year of 1999/2000 make syllable stress error of pronunciation?	Syllable Stress Error	1. Primary Stress Error 2. Weak Stress Error	1. Respondents: The Second Year Students in Intermediate Class of King Kumar Course 2. Informants: The English Teachers	1. Research Design: Descriptive 2. Research Area: (King Kumar Course) 3. Research Respondents: Population Method 4. Research Instruments: - Test - Interview - Documents 5. Data Analysis includes: $E = \dfrac{n}{N} \times 100\%$ Explanation: E = the percentage N = total number of error in stress of all pattern n = the number of error in stress of each pattern (adapted from Ali, 1993:186)

Appendix 2

Pronunciation Test

I. Pronounce the following words with the correct stress!

Ucapkan kata-kata berikut dengan "stress" yang benar!

1. Export (noun)
2. Alaska
3. Honorable
4. Import (noun)
5. Africa
6. Calendar
7. Beggar
8. Resort
9. Biology
10. Similarly
11. Fourteen
12. Agriculture
13. Current
14. Remember
15. Botanical

16. Obey
17. Horizon
18. Literature
19. Study
20. Direction
21. Geology
22. Belief
23. Foreigner
24. Architecture
25. Error
26. Company
27. Eleven
28. Particular
29. Prohibit
30. Kilometer

II. Below are pair of words. Pronounce the words with the correct stress!

Ucapkan pasangan kata berikut dengan "stress" yang benar!

1. Doctor x Japan
2. Important x hospital
3. Development x perishable
4. Above x become
5. Eraser x seventy
6. Actually x facility
7. English x asleep]
8. Elephant x president
9. Miniature x academy
10. Yellow x dinner
11. Citizen x collection
12. Regularly x mechanical
13. Today x rubber
14. Dangerous x improvement
15. Fortunately x ability

16. Central x hello
17. Potato x imagine
18. Familiar x naturally
19. District x elect
20. Capital x century
21. Behaviour x ordinary
22. Harvest x depend
23. Professor x examine
24. Miserable x community
25. Artist x correct
26. Origin x animal
27. Profession x sympathy
28. Consist x cabbage
29. Company x tomorrow
30. Majority x reasonable

Appendix 3

ANSWER KEY

Pronunciation Test

I.Pronounce the following words with the correct stress!

Ucapkan kata-kata berikut dengan "stress" yang benar!

1. Export (noun) ['ækpɔ:t]
2. Alaska [ə'læskə]
3. Honorable ['ɒnərəbl]
4. Import (noun) ['impɔ:t]
5. Africa ['æfrikə]
6. Calendar ['kælində(r)]
7. Beggar ['begə(r)]
8. Resort [ri'zɔ:t]
9. Biology [bai'ɒləd i]
10. Similarly ['similəli]
11. Fourteen [fɔ:'ti:n]
12. Agriculture ['ægrik∧ltʃə(r)]
13. Current ['k∧rənt]
14. Remember [ri'membə (r)]
15. Botanical [bə'tænikl]
16. Obey [ə'bei]
17. Horizon [hɒ'raizn]
18. Literature ['litrətʃə(r)]
19. Study ['st∧di]
20. Direction [də'rekʃn]
21. Geology [d i'ɒlədi]
22. Belief [bi'li:f]
23. Foreigner ['fɒrənə(r)]
24. Architecture [ɑ:kitektʃə(r)]
25. Error ['erə(r)]
26. Company ['k∧mpəni]
27. Eleven [i'levn]
28. Particular [pə'tikjələ (r)]
29. Prohibit [prə'hibit]
30. Kilometer [kilámi:tə(r)]

II. Below are pair of words. Pronounce the words with the correct stress!

Ucapkan pasangan kata berikut dengan "stress" yang benar!

1. Doctor ['dɒktə (r)] x Japan [jə'pæn]
2. Important [imp:tnt] x hospital ['hɒspitl]
3. Development[di'veləpmənt] x perishable [pe'riʃebl]
4. Above [ə'bʌv] x become [bi'kʌm]
5. Eraser [i'reizə(r)] x seventy ['sevnti]
6. Actually ['æktʃuəli] x facility [fə'siləti]
7. English ['ɪŋglɪʃ] x asleep [əs'li:p]
8. Elephant ['elifənt] x president ['prezidənt]
9. Miniature['miniətʃə(r)] x academy [ə'kædəmi]
10. Yellow ['jeləʊ]x dinner ['dinə(r)]
11. Citizen ['sitizn]x collection [kə'lekʃn]
12. Regularly ['regjələli]x mechanical [mə'kænikl]
13. Today [tə'dei] x rubber ['rʌbə(r)]
14. Dangerous['deindərəs]x improvement [im'pru:vmənt]
15. Fortunately ['fɔ:tʃənətli]x ability [ə'biləti]

16. Central ['sentrəl] x hello [hə'ləʊ]
17. Potato [pə'teitəʊ] x imagine [i'mædin]
18. Familiar [fə'miliə(r)] x naturally ['nætʃrəli]
19. District ['distrikt] x elect [i'lekt]
20. Capital ['kæpitl] x century ['sentʃəri]
21. Behaviour [bi'heivjə(r)] x ordinary ['ɔ:dnri]
22. Harvest ['hɑːvist] x depend [di'pend]
23. Professor [prə'fesə(r)] x examine [ig'zæmin]
24. Miserable ['mizrəbl] x community [kəm'ju:nəti]
25. Artist ['ɑːtist] x correct [kə'rekt]
26. Origin ['ɒrid in] x animal ['æniml]
27. Profession [prə'feʃn] x sympathy ['simpəθi]
28. Consist [kən'sist] x cabbage ['kæbid]
29. Company ['kʌmpəni] x tomorrow [tə'mɒrəʊ]
30. Majority [mə'd ɒrəti] x reasonable ['ri:znəbl]

Appendix 4

Points to consider for the interview with the English teacher

☐ How importance the English pronunciation in King Kumar Course?

☐ What kind of method do you use in teaching English pronunciation?

☐ How often the English Pronunciation is taught in King Kumar Course?

☐ What kind of books do you use in teaching Pronunciation?

Points to consider for the document

☐ The teachers' curriculum and the syllabus

☐ The name of the respondents

☐ The name of the personnel at King Kumar Course
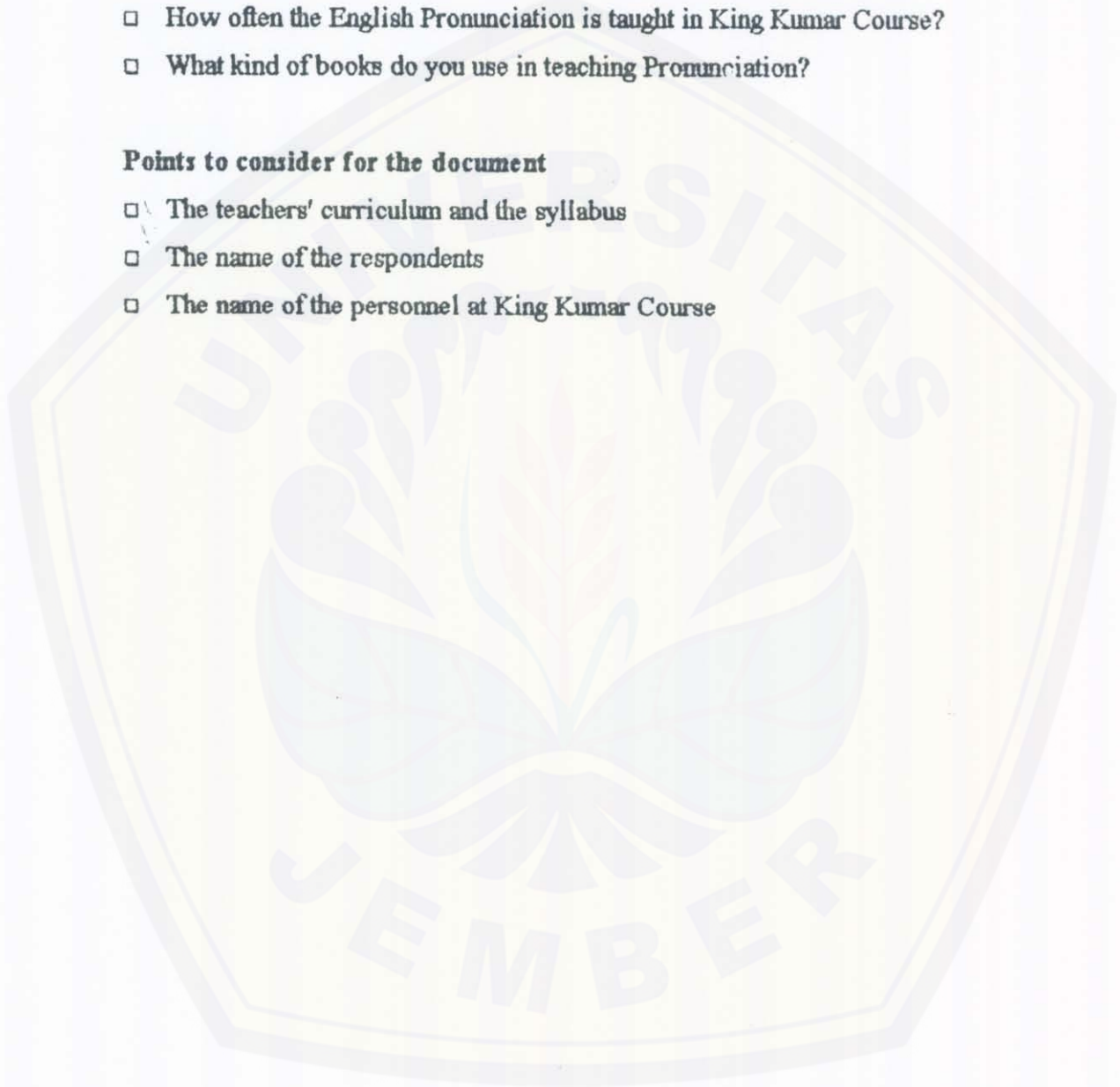
Appendix 5

King Kumar

Lesson Program for Intermediate II

No	Main Subjects	Sub-Subjects
1	2	3
L1	Apologizing	- Dialogue - The form - When to apologize - Other uses of "I'm sorry" - Responding to an apology - Discussion - Phrases - Role-play
L2	- Transferred Negation - Conditional - Discourse Makers	- Using the verbs, think, believe, etc - Conditional type 1, 2, 3, and without if - Introduction to discourse makers - Test
L3	"New Orleans: A Mix of Cultures"	- Listening - Vocabulary - Grammar and expressions - Pronunciation - Discussion
L4	The Lochness Monster: what could it be?	- Reading and speaking - Discussion - Grammar practice - Vocabulary - Exercises for homework - Test
L5	FORUM: Should School Children Take Part Time Job?	- Conversation for discussion
L6	Expressing Anger and Resolving Conflict	- Dialogue - Discussion - Expressing anger - Resolving - Taboo words - Phrases - Role-play
L7	- Verb + ing - Verb + infinitive - Verb + object + infinitive - Infinitive or Ing	- Special verbs - exercise

L8	Sadrina Project	- The story - Words and expressions - Ordering food - Making a telephone call - How to say 'no' politely - Discussion
L9	Windsurfing Chose Me	- Reading and speaking - Grammar practice - Vocabulary - Exercises for homework - Discussion - Test
L10	Trendy Look?	- Discussion - Helpful expressions
L11	Giving Compliments and Replying to Compliment	- Dialogues - Whom/what to compliment - How to compliment - Replying the compliments - Discussion - Phrases - Role-play
L12	- Relative Clause - Infinitive	- Clauses with who/that/which - Clauses with or without who/what - Whose, whom, where - Negative infinitive - Infinitive without to - Split infinitive - Active and passive infinitive
L13	- Art Competition Brochure - A Puma at Large	- Listening - Question and answer - Passive voice - Composition - Comprehension and practice
L14	The Earth is Being Squeezed Dry	- Reading and speaking - Grammar practice - Discussion - Exercise for homework - Test
L15	Kidnapped	- Discussion - Motive of kidnapping - Kidnapping Vs hijacking
L18	Getting People's Attention and interrupting	- Dialogue - Getting people's attention - Interrupting people - Discussion - Phrases - Role-play

L17	- Relative Clause (continuation) - -Ing and -ed Clause	- Extra information clauses - Exercises
L18	Successful Failures	- Reading and speaking - Grammar practice - Discussion - Exercise for homework - Test
L19	A Ghost Story	- Make up a ghost story - Telling the experience
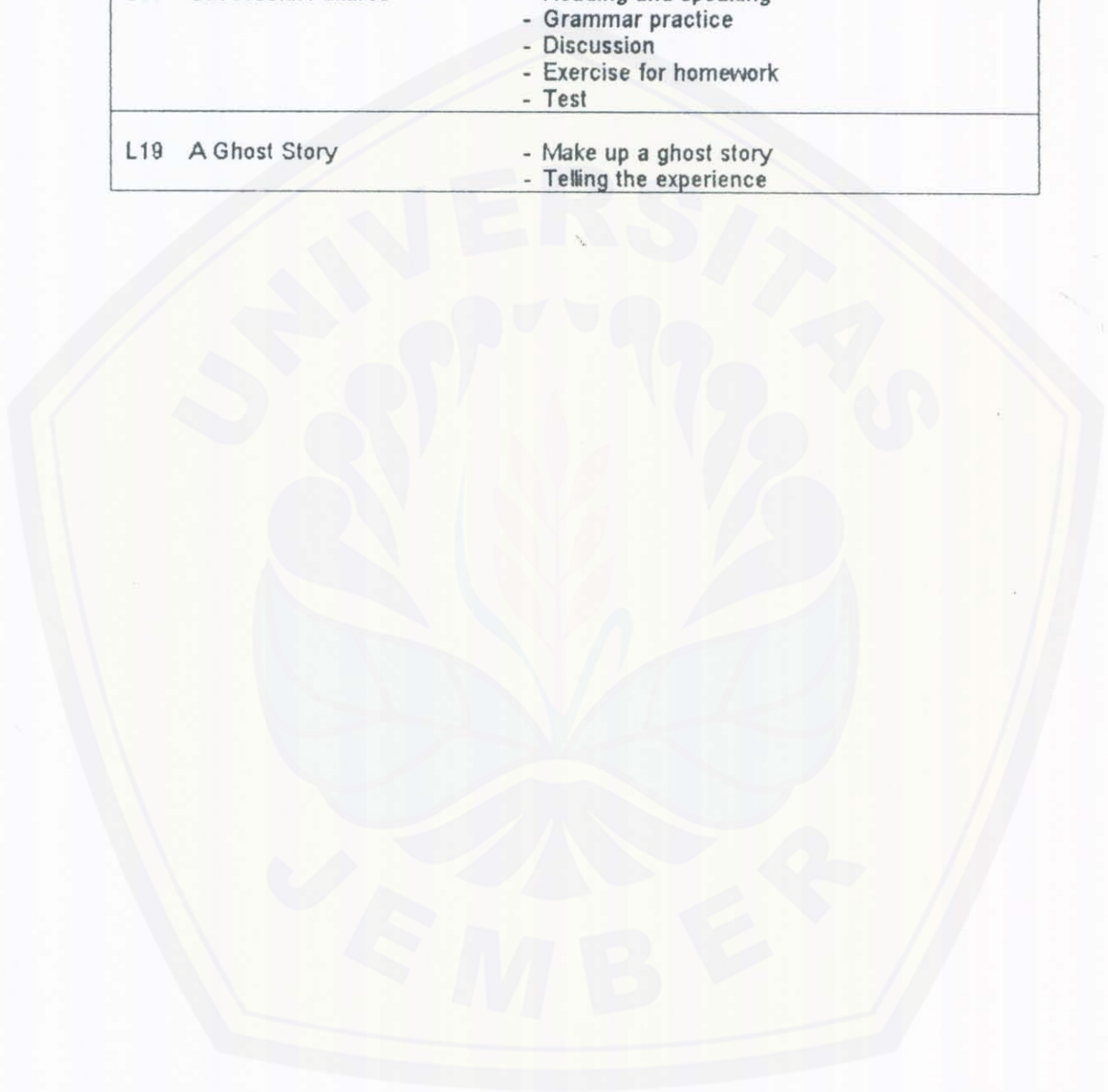
Appendix 6

The Name of Respondents

1. Aci Sri Suharsih
2. Ahmad Amari
3. Aprian Satriawan
4. Dayat
5. Debby Anita Sari
6. Indah Haryati
7. Kurniawan
8. Madunita
9. Muhlisina
10. Musyarofah
11. Narsih Suzan
12. Rossi Febrian
13. Slamet Riyadi
14. Siti Fatimah

Appendix 7

The Personnel of King Kumar Course

Name	Position
1. Sudiyono Kumar, S.E, M.M	Manager and teacher
2. Risdian Kumar	The Secretary
3. Dewi Suryaningsih	The Treasurer
4. Sri Utami Lindawati	Administrative Staff
5. Muji Rahayu	Administrative Staff
6. Drs. Sutijoko	The English Teacher
7. Dra. Erika Agustina	The English Teacher
8. Drs. Prastomo Suhendro	The English Teacher
9. Drs. Bambang Harto. S	The English Teacher
10. Dra. Kusmiyati	The English Teacher
11. Tutik Nurhayati, S.Pd	The English Teacher
12. Yenny Silafatmawati	The English Teacher
13. Achmad Taufik	The English Teacher
14. Ricka	The English Teacher

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : MENTIK AMBARWATI

Nim / Jurusan / Angkatan : BIGI95-293 / PBS / 1995

Judul Skripsi : AN ERROR ANALYSIS ON STRESS PRONUNCIATION OF
THE STUDENTS IN INTERMEDIATE LEVEL AT KING KUMAR
COURSE IN THE ACADEMIC YEAR OF 1999 / 2000

Pembimbing I : Drs. Sugeng Ariyanto, MA

Pembimbing II :

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Sabtu, 18 Desember 1999	Matrik	1.
2.	Selasa, 21 Desember 1999	Bab I	2.
3.	Kamis, 23 Desember 1999	Bab I	3.
4.	Senin, 27 Desember 1999	Bab I	4.
5.	Selasa, 18 Januari 2000	Bab II	5.
6.	Kamis, 20 Januari 2000	Bab II	6.
7.	Kamis, 27 Januari 2000	Bab III	7.
8.	Sabtu, 5 Pebruari 2000	Bab III	8.
9.	Sabtu, 22 April 2000	Bab IV & V	9.
10.	Kamis, 27 April 2000	Bab IV & V	10.
11.	Selasa, 9 Mei 2000	Bab I, II, III, IV, V	11.
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : MENTIK AMPARWATI

Nim / Jurusan / Angkatan   : BIGI 95 293 / PBS / 1995

Judul Skripsi   : AN ERROR ANALYSIS ON STRESS PRONUNCIATION OF
THE STUDENTS IN INTERMEDIATE LEVEL AT KINIS KUMAR
COURSE IN THE ACADEMIC YEAR OF 1999/2000

Pembimbing   I   :
Pembimbing   II   : Dra. Zakiyah Tasnim, M.A.

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Selasa, 15 Pebruari 2000	Matrix, bab 1, bab 2, bab 3	1
2.	Selasa, 22 Pebruari 2000	Matrix, bab 1, bab 2, bab 3	2
3.	Kamis, 20 April 2000	Bab IV & V	3
4.	Selasa, 25 April 2000	Bab IV & V	4
5.	Kamis, 4 Mei 2000	Bab IV & V	5
6.	Selasa, 9 Mei 2000	Bab I, II, III, IV, V	6
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
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Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988
Fax. 334988 Kode Pos 68121 Jember

FORM. 4

BERITA ACARA SEMINAR PROPOSAL SKRIPSI

Pada hari ini : ..Selasa...........

Tanggal : ..29. Februari. 2000.......

Dari jam s/d jam : ..08.00. s/d. 09.00..

T e m p a t : ..R. Seminar.........

Panitia Proposal Seminar Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember yang telah ditetapkan berdasarkan Surat Keputuasan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember nomor : ..243..........

Tanggal ...12. Pebruari. 2000............... Seminar Proposal Skripsi.

N a m a : ..Hentik ....

N I M : ..9101 95-293.........

Jurusan/Program/Angkatan : ..P. Bahasa dan Seni/P. Bahasa Inggris/1995.

Tempat Tanggal lahir : ..Jakarta, 1 Mei 1977..

Judul Skripsi : ..An Error Analysis on Stress............

..of the Second Year Students in Intermediate Level of King Kumar...

..Course the Academic Year ....

Drs Bambang Suharjito, M.Ed.

Dosen Pembimbing I : .... (tanda tangan) ....

Dosen Pembimbing II : .... (tanda tangan) ....

Mahasiswa yang Seminar : ....Hentik........ (tanda tangan) ....

Dengan hasil nilai : ....7.2........ (A ; (B) ; C ; D ; E)

Jember,
DEKAN

Appendix 10

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor   : 399 /PT.32.H5.FKIP/I.7'..2000   Jember, 01 MAR 2000...
Lampiran : Proposal
Perihal   : Ijin Penelitian

Kepada   : Yth.Sdr. Pimpinan..........

            King Kumar Course..
         di -
            Kamal-Bangkalan...

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a   : Mentik Ambarwati.......................
N i m   : BIGI 95-293.......................
Program / Jurusan : Pend. Bahasa dan Sastra/Pend. Bhs. Inggris

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber -
maksud melaksanakan penelitian dengan judul :

An Error Analysis on Word Stress Pronunciation of The
Second year Students in Intermediate Level at King Kumar
Course in The Academic Year of 1999/2000

....

....

....

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara
berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

                                    a/n Dekan
                                    Pembantu Dekan I

                                    DJOKO SUHUD

Appendix 11

KING KUMAR

EXPRES ENGLISH & COMPUTER COURSE

Pusat : Jl. Raya Kamal No. 1 - Cabang : Jl. Sukun 8/2

Telp. 3011520 - 3013387 HP.081 - 2357 4523 PO.BOX 01 Kamal - Madura

SURAT KETERANGAN
No. 09/KKE/SK/IV/00

Yang bertanda tangan dibawah ini, Pimpinan King Kumar Course menerangkan bahwa :

Nama   : Mentik Ambarwati.

NIM   : BIGI 95293

Fakultas   : Keguruan dari Ilmu Pendidikan

Jurusan   : Pendidikan Bahasa dan Sastra

Program   : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian di King Kumar Course, mulai tanggal 20 Maret 2000 s/d 03 April 2000. Adapun Penelitian tersebut adalah untuk memenuhi persyaratan penyusunan skripsi yang berjudul :

An Error Analysis on Word stress Pronunciation of The Second Year Students in Intermediate Level at King Kumar Course in Academic Year of 1999/2000

Demikian surat keterangan ini dibuat digunakan sebagaimana mestinya.

Kamal, 5 April 2000

King Kumar Course
Pimpinan & Guru,

Sudiyono Kumar, SE.,MM.