

AN ANALYSIS OF STUDENTS' SUPRASEGMENTAL ERRORS IN READING SENTENCES AT SMAN 4 JENEPONTO

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 31, 2022 Revised: August 3, 2022 Accepted: August 20, 2022 Published: December 15, 2022</p> <p>Keywords: Intonation Stressing Reading sentence</p>	<p>This study aims to identify the errors students in intonation and in stressing the word in sentences. This is descriptive qualitative research. Student audio transcripts and an Oxford dictionary were used to process the data. Participants in this study were students of SMAN 4 Jeneponto X IPA 2 semester 2, totaling 15 people who were selected by random sampling technique. A pronunciation test or oral test was used as the primary research instrument, with recordings as a secondary instrument. The results showed that there were 2 errors in intonation made by students of class X IPA 2 semester 2 SMAN 4 Jeneponto, namely rising intonation and falling intonation errors. Then there is an error in stressing the word in the sentence, which lies in the verbs and adjectives. It can be concluded that the errors made by students are caused by a lack of knowledge and awareness of students in terms of pronunciation, especially suprasegmental sounds.</p>
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INTRODUCTION

In speaking, pronunciation is one component this is assessed via the interlocutor, and could even determine the speaker's capability to apply English. A student must have made mistakes in their pronunciation while studying English. This explains that most of the students experience a lot of distractions and misunderstandings. Morley (1998), said that limited suprasegmental skills have lowered students' self-confidence, limited their social contacts, and hurt perceptions of the speaker's credibility and abilities.

Poedjosoedarmo (2015), stressing an unnecessary syllable or word in a phrase is common cause of English misunderstandings since it makes it very challenging to comprehend the term as well as its meaning. Even if the speaker is understandable, mistakes in stress placement can be distracting and lead to communication breakdowns. As language develops,

children must master stress patterns so that second language learning doesn't sound "foreign" when their mother tongue stress patterns are less visible when speaking a new language. According to Saito (2017), they consider that all segmental (vowels and consonants) and suprasegmental (stress, rhythm, and intonation) parts of second language pronunciation should be taught in class; however, teachers are usually constrained to prioritize certain aspects of pronunciation due to time constraints.

The most common grammatical error is stressing every phrase in a sentence instead of eliminating unstressed syllables and feature words, not using contractions or un stressing one-syllable content phrases (nouns, verbs, adjectives, adverbs, and brief numbers), and announcing them too quickly.

The researcher strives to provide additional information and knowledge to students, especially English learners who want to improve or measure students' pronunciation, by studying or investigating the suprasegmental sound. According to Yurtbasi (2017), acceptable suprasegmentally errors elicit a stronger reaction from native speakers than segmental errors, so ignoring such key pronunciation aspects risks compromising communication quality. If English learners wish to communicate effectively with their audience, they should remember the adage, "It's not what you say, it's how you say it". Suprasegmental is needed to improve the ability to speak English and potentially reduce the error in the transmission of messages or information. The purpose of studying or investigating suprasegmental sounds is to provide additional information and knowledge to students, especially for learning English. Even though it's obvious when something isn't right Pronouncing words with incorrect emphasis will greatly affect the meaning of the words conveyed, whereas intonation errors can affect how the speaker speaks, for example, in interrogative sentences and commands, where appropriate intonation will clarify the meaning of the sentences. On the other hand, the error stressing in words in a sentence will create misunderstandings in communication. This is because the delivery person adjusts the stress pattern of a speech to the aim or purpose of delivering the sentence. So we need to know about the stressing in words in a sentence.

RESEARCH METHOD

In this study, the researcher used a qualitative descriptive method to find out students' errors in intonation and word stress in sentences. The subjects of this study were students of class X IPA 2 SMAN 4 Jeneponto. In this study, the researcher used a reading test as an instrument.

To collect data, the researcher used document analysis as a data collection technique. Document analysis is an activity of collecting data from written sources by researchers to obtain data that supports the analysis. Data collection through document analysis activities is carried out by viewing, recording, and collecting data from written data sources, in this case the reading test made by the researcher.

Techniques analysis data for evaluating descriptive data, the researcher used three components of analysis based on Miles and Huberman (1994), they are:

1. Data Reduction

Details of the data's outcome are provided. After gathering the data, the researcher went through the reduction stage, which included writing memos, creating summaries, and coding. In order to assess the research participants' writing skills, researchers used data from their writing tests.

2. Data display

Researchers in this study acknowledged the limitations placed on data display in this study, specifically the collecting of organized data that allowed for the possibility of inference and action.

3. Drawing Conclusions

In this stage, the researcher drew judgments based on the stated summary and came to a descriptive conclusion.

RESULT AND DISCUSSION

Researchers collected data from students of class X IPA 2 SMAN 4 Jeneponto. Then the data is analyzed. The number of tests made by the researcher was 20 sentences into intonation and 5 sentences of emphasis on words in sentences. This study aimed to determine the types of pronunciation errors in suprasegmental sounds made by students of class X Ipa 2 categorized, such as errors in intonation and stressing words in sentences.

1. Errors in intonation

Based on the results of the data above, of the ten rising intonation sentences read by the students, the researcher found seven people who most often made mistakes in rising intonation, namely five people who did not emphasize so that they produced a flat tone and two people who produced down intonation that should have been intonation. at the end of the sentence goes up. The researcher also found nine people who most often made mistakes in falling intonation, namely six people who did not emphasize so that it produced a flat tone and three people who produced rising intonation, which should have fallen intonation at the end of the sentence. Therefore, misplacement of stressing can affect the meaning in a sentence. Based on the theory from Culter (1980), that intonation contour errors can affect the lateral meaning of a sentence.

2. Error in a word stress in a sentences

Researchers found word stress placement errors, including errors involving the influence of vowel length and errors involving vowel pronunciation. Student errors that affect vowel length, such as changing the vowel sound /i:/ into a vowel sound /i:/, as well as student errors that affect vowel pronunciation, such as changing the emphasis of the first syllable vowel, especially the vowel sound / w/ into a vowel sound /u/ , can change the meaning of a word. The findings of this study are consistent with Haryani's (2016), theory, which states that all students only try to pronounce the word correctly without realizing they have placed stress in

the wrong location, this is due to students' lack of knowledge about the use of stress placement in the first syllable and theory Ahmad (2018), who found that students did not improve significantly after learning about word stress on the first syllable. They were unaware that following these guidelines would make it easier for them to communicate their ideas when speaking and prevent misunderstanding about what was being said.

CONCLUSION

The main purpose of this study was to identify students' errors in intonation and word stress in sentences at SMAN 4 Jenepono. Based on the results and discussion in chapter IV, it can be concluded that intonation contour errors, or in this case tone contour errors, are the main cause of rising intonation errors and falling intonation errors. While the emphasis of words in sentences that most students make mistakes in placing emphasis on words, namely mispronunciation of vowels and the effect of vowel length are the main causes of student errors in verbs and adjectives.

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