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Examining the Ability of Students to Calculate the Syllable Stress at the Second Grade SMA Negeri 2 Baubau

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ABSTRACT

"How were the second-year students of SMA Negeri 2 Baubau ability in determining syllable-stress in the words?" was the research's problem statement. Additionally, the following were the goals of this study: to determine the second-year SMA Negeri 2 Baubau pupils' proficiency with syllable stress. The goal of this study was to assess the second-year students at SMA Negeri 2 Baubau's proficiency with syllable stress. Descriptive quantitative design was adopted in this study. The instrument utilized in this study was a question test. Purposive random sampling was employed to choose the study's sample. In order to gather data for this study, the researcher used a test that consisted of questions about stressed syllables and asked the students to respond. This was examined using percentage analysis to establish which classifications (very good, good, adequate, sufficient, and poor) the second-year SMA Negeri 2 Baubau students used to identify syllable stress in the terms. The results showed that, in terms of syllable-stress in words, the second-year students at SMA Negeri 2 Baubau scored very good, good, adequate, sufficient, and poor as follows: no student received a score of 90–100, 7 students (37%), only 9 students (47%), 8 students (42%), or sufficient, and 14 students (74%), or poor. As a result, the second-year SMA Negeri 2 Baubau students' average proficiency in identifying syllable-stress in words was adequate. Consistent with the aforementioned findings, the researcher discussed how the mean score of 58,4 suggested that the second year of SMA Negeri 2 Baubau was still challenging in determining syllable-stress in words.The majority of pupils in the sufficient achievement group of their ability to identify syllable-stress in words were unaware of stress, albeit occasionally they were.

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Ability; Syllable-stress; student.

1. Introduction

The most crucial thing is to speak English smoothly, but we also need to be aware of syllable stress, which helps the listener understand and recognize the words we use. The moment in a word or phrase where the pitch shifts, the vowels lengthen, and the volume rises is referred to as stress (Harmeer, 2001, p. 32; Aswad et al., 2019; Prihandoko et al., 2021; Youngsun et al., 2024; Weda, 2018). When stress is employed improperly or not at all, the listener misidentifies words and fails to understand their intended meaning.

The rules of stress in words are founded on the fact that many English words include stress. For instance, the word "environment" has four syllables: "en-vi-ron-ment." When they say it, a number of kids are challenging and incorrect. They occasionally make the initial word, En, louder, and occasionally they make the last syllable, Ron, louder as well. According to Finch (2000, p. 68) syllables transmit the emphasized patterns of English, which are crucial to the structure of speech. Based on the aforementioned circumstances, how proficient are they in syllable stress? If we analyse it to find a solution and a conclusion, this is really unusual. Nonetheless, syllable stress in English serves to improve our spoken pronunciation.

Based on the background information provided, we may conclude that using syllable stress is crucial to enhancing a speaker's capacity to pronounce words correctly, recognize them, and convey their meaning to the audience. Because second-grade pupils have access to syllable-stress material, this is quite unusual when analysed in a senior high school setting. SMA NEGERI 2 BAUBAU is among the greatest schools in Baubau; the facilities, legal discipline, and, of course,

academic discipline all demonstrate the high caliber of this institution. Thus, The Analysis of Students' Competence in Determining the Syllable-Stress at the Second Grade SMA NEGERI 2 BAUBAU is the title of the study.

a. Pattern of Syllable-Stress in English Words

According to Roach (2002, p. 66), the syllable is a fundamentally significant unit in phonology and phonetics. A syllable is "an element of speech that acts as a unit of rhythm, consisting of a vowel, a syllabic consonant, or a vowel (consonant combination)," according to Crystal (1989, p. 164). However, according to Hancock (2003, p. 50), a syllable is frequently defined as a collection of one or more sounds with a peak or nucleus.

In terms of phonetics, the nucleus is where the air pressure is most apparent. Because the central part of a syllable is more prominent than the surrounding sounds, the hearer may be able to distinguish it. However, people frequently have trouble hearing when one syllable ends and another begins; for instance, the word "bitter" [b'ltə] may be pronounced as (bi-tter, bit-ter, or bitt-er).

According to Finch (2000, p. 68), syllables contain the English stress pattern, which is crucial for speech organization. The next crucial aspect of learning English pronunciation and accent is stressed syllables. A word or portion of a word with a single vowel sound is called a syllable. A speech unit is a syllable. Every word has at least one syllable.

Naturally, it is not all. Words with even more syllables may exist. The field of linguistics uses certain terminologies, which are listed below.

Table 1. based linguistic terms for syllables

Syllable	Terms for syllables used here	Linguistic terms for syllables
(x x x x) x **X**	last syllable	Ultimate
(x x x x) **X** x	2nd from the last syllable	Penultimate
(x x x) **X** x x	3rd from the last syllable	Antepenultimate
(x x) **X** x x x	4th from the last syllable	pre-antepenultimate
(**X**) x x x x x	5th from the last syllable	Quintultimate
X x x x x x	6th from the last syllable	Sexultimate

Table 2. stress is counted from the end of the word

Linguistic terms	Explanation of Syllables	Example of Word-Stress
Ultimate	last syllable	derive, understand, tonight
Penultimate	last but one	bottom, Ohio
Antepenultimate	3rd from the end	stabilize, Africa, validate
Preantepenultimate	4rd from the end	kindergarten, caterpillar

"In cited by Pierrel, Jonathan J. (2010)".

b. Anxiety

According to Boey (1975, p. 33), stress is the degree of loudness assigned to certain syllables in comparison to others. Harmeer provides a more detailed definition (2001, p. 32). According to him, the term "stress" refers to the location in a word or phrase where the volume rises, the vowels elongate, and the pitch shifts. It is referred to as "*tekanan*" (*keras atau lemahnya bunyi*) in Indonesian. Word stress and sentence stress must be distinguished from one another. The emphasizing of individual words with two or more syllables when they are uttered separately is known as word stress.

Every syllable in English is not pronounced with the same intensity or force. This indicates that a word is spoken longer and louder in one area than in another. We emphasize one syllable in a single word. We speak loudly for one word (large, forceful, important) and softly for the others. The stressed syllable is the one that is uttered more forcefully. Another name for it is the emphasized syllable. "Emphasis" is what "accent" means in this context. "Word stress or lexical stress" refers to the emphasis on syllables within words. Certain languages have fixed stress, which means that a specific syllable,

such the first or the penultimate, is stressed in almost any multisyllable word. Other languages, such as English, have variable stress, meaning that a word's stress position is unpredictable. There may occasionally be more than one level of stress, such as main and secondary stress. On the other hand, certain languages are thought to completely lack lexical stress.

Here are the names of four grades of stress in two ways to represent them (Trager and Henderson, 197, p. 45), in cited by Chris. (2012).

Table 3. four grades of stress in dot symbol and accent symbol

Names Of Stress	Dot Symbol	Accent Symbol
Weak (Quiet)	●	˘
Tertiary (Loud)	●	\
Secondary (Louder)	●	^
Primary (Loudest)	●	/

c. Levels of Word Stress

The syllable that is emphasized the most in this example of indivisibility is -bil; this is known as main stress. The syllable vi receives tertiary stress, while the syllable in receives secondary stress.

Table 4. word stress levels based on syllable

Primary stress			**BI**		
Secondary stress	**In**				
Tertiary stress		vi			
Unstressed syllables	Di		Si	li	Ty

It's crucial to remember that a lengthy word may have multiple stressed syllables, but for the sake of this discussion, we'll concentrate mostly on the major stress and to some extent on the secondary stress.

d. Rules for word stress

According to Chris (2012), the following are the rules of word stress (Kelly, 2000, p. 69).

1.Essential Words: Many two-syllable "everyday" nouns and adjectives have the first syllable stressed. SISter, BROther, Mother, Water, Paper, Table, Coffee, Lovely, and so on are some examples. 2. The second is prefixes and suffixes. In English, these are not typically stressed. Think about: silently, ordinarily, flawed, etc. (Note: certain prefixes have exceptions, such as DISlocate and Bicycle.) 3. compound words. When two words are combined to form a word, the first element is typically stressed. The POSTman, NEWSpaper, TEApot, and CROSSword are a few examples. 4. Word playing two roles. When it comes to terms that can be employed as either verbs or nouns. It is common for the verb to be stressed on the final syllable and the noun to be stressed on the first. Import (noun), imPORT (verb), REbel (noun), reBEL (verb), Increase (noun), and inCREASE (verb) are some instances.

e. Dictionary word stress

Getting a dictionary is another excellent piece of advice for new English language learners. One excellent resource for learning word stress is a dictionary. The dictionary identifies the location of the emphasis for each word, for instance by preceding the stress with an apostrophe. Example: animation = Anɪˈmeɪʃ(ə)n/

2. Methodology

a. Design of the Study

According to the definition of descriptive quantitative design, this study's design "Descriptive quantitative is a method that tries to describe research object or subject suitable its real situation," according to Baer (1973, p. 187). In

connection with it, it was intended to characterize the pupils' proficiency in identifying stressed syllables by SMA Negeri 2 Baubau.

b. Research Instrument

The instrument employed in this study to collect student data was a question test. The researcher next asked the pupils to respond to the questions.

c. The Sample and Population

1). Population Determining the population is a crucial step in the research process since the researcher hopes to find various data points that will help address the research questions. The study's participants were the second-graders of SMA Negeri 2 Baubau.

2). The sample

A sample is a subset of the population being studied. The objective of the sample is to gather data regarding object research by examining a portion of the population. Purposive random sampling was employed to choose a sample of second-grade students for this study. The sample was chosen for the study based on Arikunto's belief that "if the subyeknya is large, it can be divided between 10 and 15% or more."

d. Data Collection Method

In order to gather data for this study, the researcher used a test that consisted of questions about stressed syllables and asked the students to respond.

e. Data Analysis Technique

A table has been created using the data once the students' scores have been provided. Then, as a means of determining the final students' skill, analyze in percentage. to determine the pupils' skill mean score. The following is how the researcher used the formula:

Mean score (M) $= \frac{\sum fx}{N}$

Remarks:

$\sum$ = Sum

x = Student score

f = Frequency of student score

N = Total of student

The quality of the students score in identify stressed syllable as follows:

Categories	Number of Scores
Very good	90 – 100
Good	80 – 89
Adequate	65 – 79
Sufficient	55 – 64
Poor	< 54

(Sudjana, 1996 : 29)

According to the Sudjana method above, a student receives a very good score if their score is 90–100, a good score if their score is 80–89, an adequate score if their score is 65–79, a sufficient score if their score is 55–64, and a poor result if their score is less than 54.

3. Result and Discussion

3.1 Finding

a. The presentation Student Score Data

In this part, the researcher provided the data on the syllable-stress scores of the second-year students in the 2024–2025 academic year at SMA Negeri 2 Baubau. Additionally, those were visible in appendix 3.

b. Student Presentation Data

In this section, the researcher provided the data from the class XI students at SMA Negeri 2 Baubau, who served as the research sample for the 2024–2025 academic year.

In the first semester, there were forty-one pupils in class XI IPA 8, but one of them transferred to another school. Thus, there were forty pupils actively participating in the class. There were only 38 pupils in class on the day of data collection since two students were absent without providing their information.

c. Analyzing The Mean Score of The Students' Competence in Determining Syllable-Stress

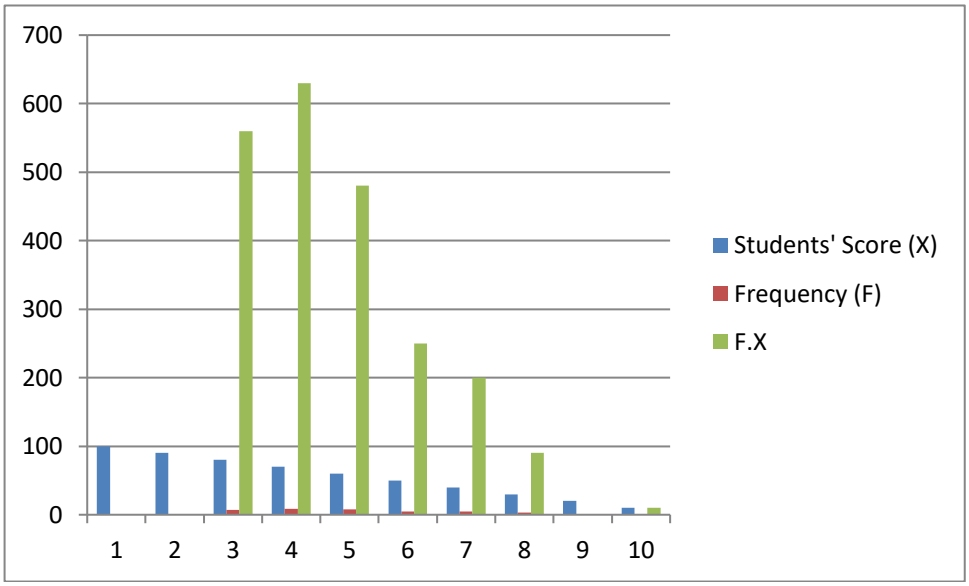

Diagram 1. The Distribution Frequency of Students' Mean Score about The Students'determining syllable-stress

To make it easier for the reader to understand the distribution frequency of the students' mean score about their proficiency in determining syllable-stress, the researcher incorporated the diagram above into the straightforward table below.

Tabel 6. The Distribution Frequency of Students' Mean Score about The Students' competence in determining syllable-stress

No	Students' Score (X)	Frequency (F)	F.X
1	100	-	-
2	90	-	-
3	80	7	560
4	70	9	630
5	60	8	480
6	50	5	250
7	40	5	200

8	30	3	90
9	20	-	-
10	10	1	10
TOTAL		**N = 38**	**2220**

Based on the table above, it showed that :

1. All of the students not got scores 100, 90, 20.
2. 7 student who obtained the score 80. It meant that they student answered the quenstions just got 8 point correctly and lost 2 point.
3. 9 students who obtained the score 70. It meant that they lost 3 point.
4. 8 students who obtained the score 60. It meant that they lost 4 point.
5. 5 student who obtained the score 50. It meant that this student lost 5 point.
6. 5 student who obtained the score 40. It meant that this student lost 6 point.
7. 3 student who obtained the score 30. It meant that this student lost 7 point.
8. 1 student who obtained the score 10. It meant that this student lost 9 point.

Based on the analysis above, the researcher found that:

FX = 2220

N = 38

With the formula:

Mean Score (M) $= \frac{\sum FX}{N}$

Where :

$\sum$ = Sum

X = Student score

F = Frequency of student score

N = Total of student

(Sudjana, 1996: 28)

M $= \frac{\sum FX}{N}$

= $\frac{2220}{38}$

= 58,4

It appeared that M was a sufficient level if we were to march this value, M=58.4, according to the test's mean score. The researcher then categorizes the students' scores according to syllable-stress, assessing their degree of skill, using the following terms: very good, good, adequate, sufficient, and poor, as indicated in table 7.

1. Examining the percentage of students who are proficient in identifying syllable stress.

By dividing the number of students who received a particular score based on the classification by the total number of students in the sample, and then multiplying the result by 100%, the percentage rate of the students was determined.

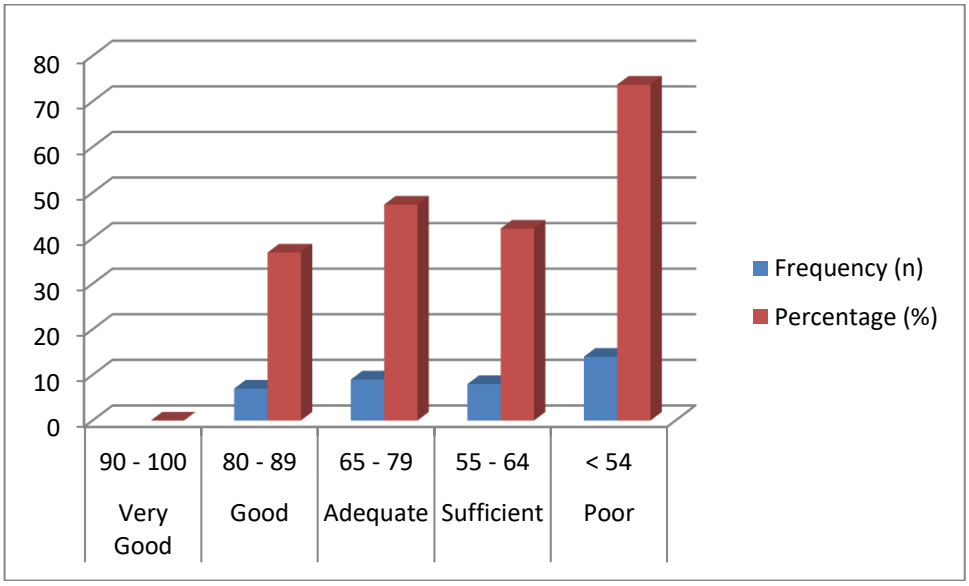

Diagram 2. The Distribution Frequency of Students' Rate Percentage of The Students' competence determining syllable-stress

In order to make it easier for the reader to understand the distribution frequency of students' rate percentage of their ability in predicting syllable-stress, the researcher described the diagram above in the straightforward table below.

Tabel 7. The Distribution Frequency of Students' Rate Percentage of The Students' determining syllable-stress

No	Classification	Score	Frequency (n)	Percentage (%)
1	Very Good	90 – 100	-	-
2	Good	80 – 89	7	37
3	Adequate	65 – 79	9	47,4
4	Sufficient	55 – 64	8	42
5	Poor	< 54	14	74
TOTAL			**38**	**200**

In the second year of SMA Negeri 2 Baubau, the distribution frequency of students' rate percentage of their competence in determining syllable-stress was as follows: 7 students, or 37% of the students, received a score of 80-89 with a "good" classification, 9 students, or 47.4%, received a score of 65-79 with a "adequate" classification, 8 students, or 42%, received a score of 55-64 with a "sufficient" classification, 14 students, or 74%, received a score of less than 54 with a "poor" classification.

3.2 Discussion

Following data analysis, the author discovered that the second-year students at SMA Negeri 2 Baubau scored very good, good, adequate, sufficient, and poor in terms of syllable-stress: no student received a score of 90–100, 7 students (37%), only 9 students (47%), 8 students (42%), and 14 students (74%), who received good, adequate, and poor. As a result, the second-year SMA Negeri 2 Baubau students' average proficiency in identifying syllable stress was adequate.

Consistent with the aforementioned findings, the researcher discussed how the mean score of 58,4 suggested that syllable-stress determination was still challenging in the second year of SMA Negeri 2 Baubau.

The majority of pupils in the sufficient achievement category of their ability to identify syllable-stress were unaware of stress, however occasionally they were. Their responses gave the impression. For instance, the research instrument contained a question that students may have found the most challenging: "find and circle the correct stressed syllable Wa-ter,?" The average student response was "Wa-ter." The real response, however, is "Wa-ter." Actually, the students

understood the fundamental idea of this question, which was to pronounce the words according to the laws of word stress and with the appropriate amount of tension.

According to the results, students found it challenging to correctly answer the test. In contrast, we only know the laws of word stress via the test answers. like: The core The first syllable is accentuated in vocabulary nouns and adjectives that are two syllables long. Examples include water, gardens, and so forth. both suffixes and prefixes. In English, these are not typically stressed. Think about words like "unable," "dislike," "lovely," "runner," etc. (Note: certain prefixes have exceptions, such as bicycle and disiocate). Compound words are two words combined with an emphasis on the first element. Examples include Crossword and Postman. The final one is Word Having a Dual Role. When it comes to terms that can be employed as either verbs or nouns. It is common for the verb to be stressed on the final syllable and the noun to be stressed on the first. Examples include the verb present and the noun present.

This suggests that the pupils' answers to the tests were unclear. One of the reasons they struggled to do well on the test was that they lacked the necessary skills to accurately identify syllable stress. Another aspect is that they are ignorant of the vowel and consonant portions of syllables. A syllable is "an element of speech that acts as a unit of rhythm, consisting of a vowel, a syllabic consonant, or a vowel (consonant combination)," according to Crystal (1989: 164).

Pierrel, Jonathan J. (2010) cited the following reasons: (1) Stress is used by native speakers to analyze auditory information and recognize words. (2) The vowel sounds in a word are influenced by word stress. (3) Learners are more comfortable speaking and reading English when they are aware of where to emphasize words. (4) Inaccurate word stress patterns by non-native English speakers may lead to misunderstandings between them and native English speakers. (5) Understanding word stress aids students in recognizing words when they hear them. (6) Understanding a word's stress pattern can aid in helping you recall how to pronounce new words. (7) Understanding stress norms will make it easier for you to pronounce unfamiliar words. (8) Applying vowel reductions will be considerably simpler once you are aware of which syllable in a word should be stressed.

4. Conclusion

Based on the data analysis results of the second-year SMA Negeri 2 Baubau students' proficiency in determining syllable-stress, it can be said that: No single student received a score of 90–100 or very good, 7 students (37%), only 9 students (47%), 8 students (42%), or sufficient, and 14 students (74%), or poor. As a result, the second-year SMA Negeri 2 Baubau students' average proficiency in identifying syllable stress was adequate. This could be because kids were unaware of syllables and stress, albeit occasionally they are aware of them. Their responses gave the impression. For instance, the research instrument had a question that students may have found the most challenging: "find and circle the correct stressed syllable Wa-ter,?" then "Wa-ter" was the average response from the students. The real response, however, is "Wa-ter." Actually, the students understood the fundamental idea of this question, which was to pronounce the words according to the laws of word stress and with the appropriate amount of tension. This suggests that the pupils' answers to the tests were unclear. One of the reasons they struggled to do well on the test was that they lacked the necessary skills to accurately identify syllable stress.

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