

STUDENTS' ANALYSIS IN SYLLABIFYING WORD AT THE SIXTH SEMESTER OF TADRIS BAHASA INGGRIS IAIN PADANGSIDIMPUAN

By

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ABSTRACT

Penelitian ini adalah analisis siswa pada kata syllabifying pada semester enam Tadris Bahasa Inggris IAIN Padangsidimpuan. Para siswa masih mengalami kesulitan dalam suku kata. Tujuan dari penelitian ini adalah untuk mendeskripsikan analisis siswa dalam suku kata pada semester enam Tadris Bahasa Inggris IAIN Padangsidimpuan, untuk menemukan kesulitan siswa dalam suku kata pada semester enam Tadris Bahasa Inggris IAIN Padangsidimpuan, dan untuk menjelaskan kesulitan siswa dalam suku kata pada semester keenam Tadris Bahasa Inggris di IAIN Padangsidimpuan. Penelitian ini dilakukan dengan penelitian kualitatif. Sumber data untuk penelitian ini adalah siswa pada semester enam Tadris Bahasa Inggris IAIN Padangsidimpuan sebagai sumber primer dan dokumen dosen sebagai sumber sekunder. Ada dua instrumen dalam mengumpulkan data, yaitu dokumen dan wawancara. Data diolah dan dianalisis dengan proses kualitatif. Berdasarkan hasil penelitian, peneliti menemukan analisis siswa dalam kata-kata suku kata pada semester enam Tadris Bahasa Inggris IAIN Padangsidimpuan dominan dalam transkripsi. Kesulitan siswa dalam transkripsi adalah 12 siswa, jumlah suku kata adalah 8 siswa dan struktur suku kata (onset, nukleus dan coda) adalah 7 siswa. Alasan masalah siswa dalam pembuatan suku kata pada semester enam Tadris Bahasa Inggris IAIN Padangsidimpuan adalah siswa memiliki masalah dominan dalam transkripsi karena kurangnya latihan siswa, siswa tidak mengerti tentang bunyi simbol dan siswa sulit untuk membedakan diphthong dan triphthong. Jadi, siswa harus meninjau pelajaran tentang bunyi simbol terutama vokal dan konsonan berdasarkan standar bahasa Inggris, sehingga mereka tidak bingung.

Key words: syllabifying, transcription, diphthong and triphthong

A. INTRODUCTION

Syllable is very important unit. Most people seem to believe that, even if they cannot define what the syllable is, they can count how many syllable there in a given word and sentences. If they ask to do are they often tapping their finger as they count, which illustrates syllables important in the rhyme of speech. Then, syllable is the unit, into which a word is

divide, containing vowel sound and usually one or more consonant, or syllable is defined by the way in which vowel and consonant combine to form various sequence.

Then it relate with phonetic symbol in pronunciation because phonetic symbol is key when analyze syllable. If someone understand and mastery with phonetic symbol, so he will transcript something easily. Someone just write base on his pronounced then identify how many syllable. Syllable is a group sound in a word. But to identify and analyze it need some steps and process. Syllable consists of vowel, consonants, diphthong and trip thong. They are cluster in syllable because they will divide become onset, rhyme and code, so it needs draft to analyze it.

Based on private interview with student of fifth semester of TBI IAIN Padangsidimpuan¹, they were said that they were not able to analyze the syllable structure. It was because of their English syllable mastery was less, they felt difficult when they were transcribing the word, and were not able to transcript, and they felt difficult to count or identified how many syllable. Moreover the student had less motivation to study English because their view of English was one of the most difficult lessons.

Then, the researcher would like to see the student analysis in syllabifying word at fifth semester of Tadris Bahasa Inggris in IAIN Padangsidimpuan. Because researcher wants, analyze how many students' difficulties about syllabification. Actually the process to identify of syllable is easily but problem and difficulties of students is transcript the text because it is a key to identify of syllable.

Hopefully, the researcher in this research will give something new to behave that can improve another pronounce. Based on the problem above, this research can be useful to another. So, researcher wants to research entitled **“Students’ Analysis in Syllabifying Word at the Sixth Semester of Tadris Bahasa Inggris IAIN Padangsidimpuan”**.

¹ *Private Interview*, Students at Fifth Semester of TBI in Padangsidimpuan (Padangsidimpuan: September 03th, 2017, at 11.00 p.m).

B. THEORITICAL DESCRIPTION

1. Syllable

Syllable is at the heart of phonological representations. It is the unit in term of which phonological system are organized.² It is purely phonological entity. It cannot be identified with a grammatical or semantic unit. Then syllable is describes as consisting of a centre which has little or no obstruction to airflow and which sound comparatively loud; before and after this centre that is at beginning and end of the syllable.³ Also syllable is relate to chest pulses, contraction of chest muscles accompanied by increased air pressure, to sonority, the loudness of a sound relative to that of other sound with the same length, stress, and pitch, prominence and combination of sonority, length, stress and pitch.⁴ So syllabifying word is the process to identify how many syllables like vowel and consonant in the word.

Syllable is very important unit. Most people seem to believe that, even if they cannot define what a syllable is, they can count how many syllable there are in given word and sentences. In fact, if one tries the experiment of asking English Speaker to count the syllable in, say recorded sentences, there is often a considerable amount of disagreement.

2. Structure of Syllable

Syllable has two constituents, namely the onset which come at the beginning and the rhyme which follow it.⁵ In the first syllable is rhyme is simple. It does not branch. It contains just one constituent: the vowel. The rhyme of *bats*, on the other hand branches. It contains a vowel which is followed by a consonant.

There are two types of final three-consonant cluster; the first is pre-final plus, final plus, post-final plus.⁶ They found in coda after nucleus, but coda consists of them and not just one coda. Look at the following tables:

¹Katamba, *An Introduction to Phonology* (Francis: Longman Group UK Limited), p. 153.

² Peter Roach, *English Phonetic and Phonology Practical Course* (New York: Cambridge University Press, 2000), p. 70.

³Jack C. Richard, *Longman Dictionary of Language Teaching & Applied Linguistic* (London: Longman, 2002), p. 531.

⁵ Katamba, *Op.Cit.*, p. 154.

⁶ *Ibid.*, p. 75.

o	Example	Syllable	re-final	inal	Post-final	Meaning
	Example	[ig] [zæ]			l	Something such as an object
	banks	bæ]			s	A financial service
	bonds	[bd]			z	A document containing this agreement
	twelfth	[twe]			θ	Ordinal number

The second type shows that more than one post-final consonant can occur in a final cluster: final plus, post final 1 plus post-final 2. Post final 2 is again one of s,z,t,d,θ.⁷ It means the syllable or consonant word found in final cluster and they are consist of one until three consonants before nucleus.

o	Example	Syllable	re-final	inal	Post-final 1	ost-final 2	Meaning
	Next	[ne]			s		Coming straight after
	Lapsed	[læ]			s		A period of time and two things

3. Function of syllable

Katamba states in his book entitled *An Introduction to Phonology*, the function of syllables are:

- a. The syllable as the basic phonotactic unit
One of the basic functions of the syllable is to regulate the ways in which lower level units consonants and vowels of the phonological hierarchy can combine.
- b. The syllable as the domain of phonological rules

¹⁰*Ibid.*, p. 75.

The relevance of syllable structure constrains is not restricted to loan words and mother tongue inferences. Syllable structure often plays an important role in conditioning the application of phonological rules internal to a language.

c. The syllable and the structure of complex segments

The syllable not only regulates the combination of the segment, it also controls the combination of features which make up segments.

d. Compensatory lengthening

e. The syllable as the syllable as indispensable building block for higher phonological domains.

In many languages, higher prosodic phenomenon like stress, nasalization, in quantity can only be insightfully described in term of syllable because often in order to determine whether a given rule is applicable, the number of syllable in word a part of a word has to be counted.⁸

4. Types of syllable

There are four types of syllable. *The first* closed syllables. It is a closed syllable has one and only one vowel, and it ends in a consonant. Examples include in, ask, truck, sock, stretch, twelfth, and so on. *Second* open syllables: An open syllable has one and only one vowel, and that vowel occurs at the end of the syllable. Examples include no, she, I, a, and spray. *Third* silent – *E* syllables: A silent-e syllable ends in an *e*, has one and only one consonant before that *e*, and has one and only one vowel before that consonant. Examples includes ate, ice, tune, slope, strobe, and these. *Fourth* vowel combination syllables: A vowel combination syllable has a cluster of two or three vowels or a vowel consonant unit with a sound or sounds particular to that unit. Examples include rain, day, see, veil, pie, piece, noise, toy, cue, and true.

5. Principles of syllable

Szigetvari states that, there are two principle of syllable they are:

a. Sonority Sequencing

Sonority is a scalar property of speech sounds, that is, some sounds are less sonorous, others more sonorous, and yet others even more so. Sonority is related to the loudness or vocalicness of sounds.

b. Onset maximization

The onset maximization principle says: if a segment may belong to both the coda of the first and the onset of the second syllable, it belongs to the onset of the second syllable.⁹

¹²Francis Katamba, *Op. Cit.*, p. 164-175.

¹⁴ Peter Szigetvari, English Phonological Analysis, ([Http://Seas3.Elte.Hu/Analysis/Analysis4. Pdf](http://Seas3.Elte.Hu/Analysis/Analysis4.Pdf), Accessed on 12th October 2017 at 16.00 WIB).

6. Strong and Weak of Syllables

One of the most noticeable features of English is that some of its syllable are strong while many other are weak; the strong of syllable are stressed and weak syllable are unstressed. This is also true of many other languages, but it is necessary to study how these weak syllables are pronounced and where they occur in English. The distribution of strong and weak syllable is a subject that will be meeting in several later.¹⁰ Then strong syllable also play a certain part in making sound prominent. The longer sound is, or prominent it become, and other thing being equal, strong stress produces greater prominence than weak stress.¹¹ It means the syllables strong and weak are strong syllable it has stress then weak syllable is unstressed. Strong syllable must have one nucleus of vowel phoneme like (triphthong) but weak syllable only have one of very small number that usually ending with vowel (with no coda).

When we compare weak syllable and strong syllable, we find that vowel in a weak syllable tends to be shorter of lower intensity and different quality. There are other ways of characterizing strong and weak syllable. We could describe them partly in term of stress.

C. RESEARCH METHODOLOGY

This research was qualitative research. Qualitative research was base on the collection and analysis of no numerical data such as observation, interview, and other more discursive source of information.¹² The researcher concluded that data source was a source or subject where researcher got the data. Then document was data source in this research. The source of data in this research was Lecturer's document at sixth semester of TBI in IAIN Padangsidimpuan that used researcher to find out the result of research. This research, researcher got data from lecturer's document at sixth semester consists of 94 students that divided in three classes from TBI-1 until TBI-3. Then, researchers found of students' difficulties in syllabifying word were 27 students' based on their paper test.

¹⁰ Peter Roach, *English Phonetic and Phonology Practical Course* (New York: Cambridge University Press, 2000), p. 81.

¹¹ Daniel Jones, *The Pronunciation of English* (London: Cambridge University Press, 1986), p. 134.

¹² L.R. Gay And Peter Airasian, *Educational Research* (New Jersey: Prentice-Hall, 2000), p. 8.

This research, researcher used document to collecting the data. The document was about students' analysis in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan that researcher got from lecturer.

D. FINDINGS

Students' difficulty in structure of syllable From TBI-1 is YH is one of the students of TBI-1.¹³ The researcher found mistake of respondent that respondent was difficult to arrangement the structure of syllable. Like onset, rhyme and coda. After interview, the reason of respondent said that respondent must focus and need long time to analyze it.

RI is one of the students at sixth semester in TBI-2.¹⁴ The researcher found the mistake of respondent was structure of syllable. After interview, the reason of respondent said that she confused when it consists of three or more syllables. She did not know the place of onset, rhyme and coda.

LE is one of the students at sixth semester in TBI-2.¹⁵ The researcher found the mistake of respondent was structure of syllable. After interview, the reason of respondent said that respondent did not understand with structure of syllable especially to identify the coda and it made respondent confuse.

MS is one of students at sixth semester in TBI-3.¹⁶ The researcher found many mistakes of respondent like: transcription, to count of syllable and decide structure of syllable. After interview, the reason of respondent said that respondent did not understand about symbol then diphthong and trip thong.

¹³YH, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

¹⁴RI, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

¹⁵LE, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

¹⁶MS, Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

YD is one of the students in TBI-3.¹⁷ The researcher found mistake of respondent that syllable is very difficult. The reason of respondent said that respondent did not know how to write and analyze it.

SM is one of students in TBI-3.¹⁸ The researcher found respondent troubles in syllable. After interview, the reason of respondent did not understand to analyze it.

AU is one of the students in TBI-3.¹⁹ The researcher found mistake of respondent that respondents did not able to count the syllable because she confused to analyze the sound and to identify the structure of syllable.

SM is one of students in TBI-3.²⁰ The researcher found she troubles in syllable. After interview, the reason of respondent she did not understand to analyze it.

YD is one of the students in TBI-3.²¹ The researcher found mistake of respondent that syllable was very difficult. The reason of respondent said that respondent did not know how to write and analyze it.

Based on the explanation above those students still difficult to identify the structure of syllable because from students' reason, there were some students did not know about symbol sound that want to pronounce word, so it made students' difficulties to identify and placement the structure of syllable. Then students must study hard and concentration when learn this material.

A In this research, researched students' analysis in syllabifying word, researcher want to know student describe in syllabifying word at sixth semester of TBI in IAIN Padangsidimpuan.

After analyzing the data, it was gotten that students analysis in syllabifying word can be categorized the minus, because the research was relate to some various research, concluding the

¹⁷YD , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

¹⁸SM , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

¹⁹AU , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

²⁰SM, Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

²¹YD , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

first Tammy Renee Fust “Syllable Systems: Four Students' Experiences In Learning Rhythm”²² the result of his research that the students caught on quickly to the new idea of using different syllables. Each group did just as well as the other in counting and playing the rhythms using the two different syllable systems. There was no apparent difference in performance between the two systems, the clarinet players versus the saxophone players, or the males versus the females. It is evident, however, that students performed rhythms most accurately after they first counted them. This was true among all four students no matter what counting system was taught.

Second, a script of Tracey Ellen Taylor” The Effects of Teaching Two Syllable Types and One Syllabication Rule on the Spelling Achievement of Students with Learning Disabilities”²³ He found that teaching syllable types and a syllabication rule may, in fact, positively affect students' with learning disabilities spelling achievement. The role of syllable types and syllabication rules on spelling achievement needs to be pursued further to see if there is a need for teachers to implement this strategy into a reading and spelling program for students with learning disabilities. Due to the nature of students with learning disabilities differences in learning, new approaches need to be explored.

Based on the research above, researcher can conclude that this research has related with another research because it can share information to reader about syllabification process.

E. CONCLUSION

Based on the result of the research from the data, the researcher concluded that; The students still have many problems in syllabifying word. Because they were consists of 27 students that divided in three classes. Then, students have various mistakes, and dominantly students' difficulties in transcription. Students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidempuan were transcription consists of 12 students, number of syllable consists of 8 students and structure of syllable consists of 7 students.

²² Tammy Renee Fust, “Syllable Systems: Four Students' Experiences In Learning Rhythm” (Louisville: University of Louisville, 2006), <http://ir.library.louisville.edu/etd/p>, Accessed on 12 December 2018 at 14.00 WIB.

²³ Tracey Ellen Taylor, “The Effects of Teaching Two Syllable Types and One Syllabication Rule on the Spelling Achievement of Students with Learning Disabilities” (Grand Valley: State University, 1997), p. 38, <http://scholarworks.gvsu.edu/theses>, Accessed on 19 December 2018 at 15.00 WIB).

Students' problem dominantly in transcription because it was a key in analyze syllable process. If it is wrong, so the next step will be wrong.

And the last Students' difficulties in syllabifying word because students don't understand dominantly about transcription. Base on the students' reason that students difficult in transcription because the word has rare vocabulary, a word has vowel, different between written with the pronunciation, and it confused when consists of two or more syllable, students difficult to remember the word, students dont understand with transcription well, students don't know the vocabulary and how to pronoun it, students dont able to comprehend of phonetic symbol, confused to identify diphthong and triptong. Then students' difficulties in number of syllable because students do not understand to differentiate two or more syllable. The last students' difficulties in the structure of syllable because students do not understand to put sound the phonetic symbol where is onset, rhyme and coda.

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