STUDENTS' ABILITY TO IDENTIFY PROMINENCE PLACEMENT IN AUDIOBOOK

RESEARCH ARTICLE

by:
DIAN RATNA SARI
F12110019

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
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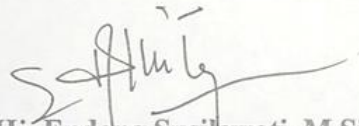# STUDENTS' ABILITY TO IDENTIFY PROMINENCE PLACEMENT IN AUDIOBOOK

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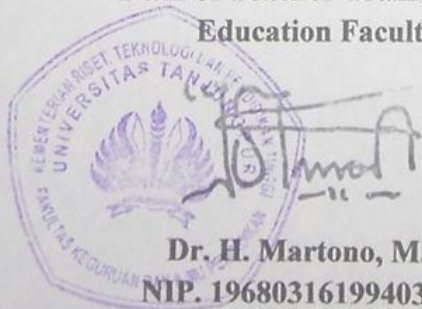
DIAN RATNA SARI
F12110019

Approved by:

Supervisor I

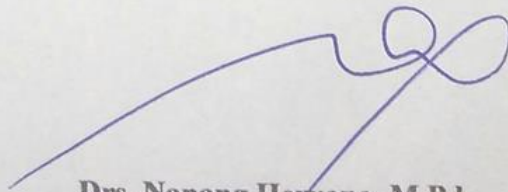Dr. Hj. Endang Susilawati, M.Si
NIP. 196202261989032002

Supervisor II

Dr. Eni Rosnija, M.Hum
NIP. 197201031997022001

Legalized by:

Dean of Teacher Training and
Education Faculty

Dr. H. Martono, M.Pd
NIP. 196803161994031014

Chairperson of Language and Arts
Education Program

Drs. Nanang Heryana, M.Pd
NIP. 196107051988101001

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Dian Ratna Sari, Endang Susilawati, Eni Rosnija
English Education Study Program of Teacher Training and Education Faculty,
Tanjungpura University Pontianak
E-mail: dianrsari@student.untan.ac.id

Abstract
This study aims to describe English Language Study Program students' ability in identifying prominence placement in audiobook. The subject of the research was Semester 5 students of English Language Education Study Program Teacher Training and Education Faculty Tanjungpura University Pontianak in academic year 2016/2017 that had taken requisite subjects related to English listening subjects. The researcher conducted a descriptive research on students' level of ability in identifying prominence placement in audiobook. A listening test to identify three circumstances governing prominence placement (which are New Information, Emphatic Stress, and Contrastive Stress) and an interview were conducted as activities of data collecting. The research findings showed that on average, the students were at very poor level in identifying prominence placement in audiobook with the average score of 49.09. Narrowing down to the ability to identify each circumstance governing prominence placement, the students were found to be on very poor level of identifying New Information circumstance. They were found to be on poor level of identifying Emphatic Stress circumstance. For identifying Contrastive Stress circumstance, they were also found to be on poor level. Based on the supporting data, it was assumed that the students' level of ability in identifying prominence placement in audiobook was influenced by their unfamiliarity with prominence and their lack of practice in identifying prominence.

Keywords: *Students' Ability, Identify, Prominence Placement, Audiobook*

English language learners are supposed to be capable of utilizing language skills so that communication can be done meaningfully. There are four language skills considered essential to be seized; those are listening, reading, speaking, and writing skills. When learning English, the learners need to be aware that listening and speaking skills are the two language skills that are inseparable. Verbal communication is created by interactions using these two language skills. With each of them being inseparable, these two language skills have rules in common. The rules refer to ways, by convention, of how speaking products bring closest, if not exact, meaning intended to be communicated when being heard.

The rules embedded in form of signs and emphases which are present in speaking product must be decoded by the listener. Nation & Newton (2009:38) imply that in listening processes, the pieces of message (which include these signs and emphases) become the target of practice so that language learners can benefit from being taught how to listen. Thus, to decode the rules and gasp the intended messages, the listener is supposed firstly to be able to identify signs and emphases, and then interpret the utterance.

So far, various media have been used to facilitate listening classes. One of the media is Audiobook. Audiobook is a book in a different kind of presentation that is audio dimension. An interesting thing from audiobook, which the researcher considers an enhancement as learning media, is the pronunciation uttered by the audiobook reader(s). This aspect, noticeably, cannot be found in original written work. Jason Camlot, a researcher in audiobook, assumed that phonographic book represented the fantasy of 'a spoken literature, not a written one' that would allow writers to communicate 'with all the living reality of the present moment' (in Rubery, 2011, p.26). Pronunciation aspect is considered an enhancement present in audiobook because more contents are given to book and, thus, enriches the presentation of the related title.

The enhancement in audiobook is potential to improve a learner's language skill. Moreover, the use of audiobook can help learners to improve more than one language skill at one time. This is possible because audiobook serves the listener with multidimensional experience which employs audio and literary dimension. In general use, listeners of audiobook can listen to audiobook as an exercise to improve listening skill. Other times, they can utilize the recordings to be examples for speaking practice. Even, by providing the printed version of the title and doing assisted reading activity, the listeners can improve their reading skill. Casbergue & Harris (1996) discovered other beneficial things from assisted reading in class using audiobook, which are related to features found in listening material: "As they follow the printed text while listening to an identical taped version, they are helped not only in the decoding process, but also in emulating phrasing, pronunciation, accent, emphasis, tone, and other attributes which characterize standard English speech patterns."

Suprasegmental features contained in audiobook are found in reader's pronunciation. Two of the features namely intonation and prominence are sensitive to the context so that they can give clues to the information communicated in speeches or conversations, including those featured in the audiobook.

Understanding prominence is important in learning language especially listening skill. Jason M. Branier (2008:12) said that knowledge of distribution and strength of accent (prominence) can reveal information about the communicative intention of a speaker and can help disambiguate between competing interpretations of an utterance.

In local academic communities especially English Language Study Program of Tanjungpura University Pontianak, listening skill is taught to students in listening subjects with levels that are composed in the curriculum. In those subjects, students are taught about elements in listening skill and given listening practices to improve their ability in listening to English language communication. In further semesters, the students will also take poetry and theatrical drama subject. Prominence, as one of suprasegmental features in pronunciation, is close to context. Therefore, it will be highly exploited in these two subjects.

The research was conducted in order to observe how well English Language Education Study Program students' ability in identifying readers' prominence placements in audiobook in Tanjungpura University Pontianak.

Listening is one of language skills acquired by language user in order to be able to involve in verbal communication. Of the four language skills, listening skill belongs to receptive skill. Listening skill is important in language learning, supported by Nation and Newton (2009) who stated that listening is the way of

learning the language by providing the basis for the other language skills. Vandergrift and Goh (2012) also implied the same idea by stating that this skill enables the language user to receive and interact with language input and facilitates the emergence of other language skills. For English language learners, more specifically ESL/EFL learners, listening skill is learnt often through language exercises where oral language was used (Vandergrift & Goh in Long & Doughty, 2009).

In listening, there are cognitive processes undergoing in the brain so that the speech can be decoded. From different models of cognitive processes in listening, some principles and common implications on SL/FL listening are shared, one of which is that: "For processing of information to take place, attention must be directed at the input and some amount of decoding and analysis of the signals must occur. Listeners must perceive and recognize words in a stream of speech and at the same time parse it into meaningful units or 'chunks'." (Vandergrift & Goh in Long & Doughty, 2009, p.396-397):

Related to that point, one of the ways to improve listening skill is by sharpening the ability to decode and analyze listening material so that the information can be unfolded. Traditionally, listening is considered as a passive process in which the listener receives information from the speaker. However, more recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact (Lynch & Mendelsohn in Nation & Newton, 2009). This is resulted in the increasing use of two-way listening (typically associated as interactional listening) materials such as

dialogues and the likes, which can be divided into thoughts groups and expose more richness and dynamics of listening, to improve listening skill in language classes.

In pronunciation, there are two features that can be found in pronunciation namely segmental and suprasegmental features. Segmental features refer to the inventory of vowels and consonants in pronunciation while suprasegmental features, also called *prosody* (Hatch, 2001) (Kreidler, 2004), are the features that extend over more than one sound segment. Celce-Murcia (2011) assumes that a learner's command of suprasegmental features is more critical to communicative competence because suprasegmentals carry more loads of meaning compared to the segmentals. She also describes suprasegmental features as features that extend over one sound segment, meaning that the shifts of these features' variations convey different messages to recognize and react to. For example, an interrogative sentence that is pronounced with falling intonation expresses different meaning compared to the same sentence that is pronounced with raising intonation.

Learning to identify suprasegmental features of English pronunciation means that the students learn to discriminate sounds by recognizing emphasis and other signs in speech other than its grammatical and segmental features. This activity needs constant practices and exercise. The more frequent the students do exercises for this skill, the more confident and skillful they will be. Yule, Hoffman, and Damico (in Celce-Murcia, 2011) pointed out that when intermediate or advanced ESL or EFL learners first receive explicit instruction in such listening discrimination, their performance on listening discrimination tests frequently deteriorates briefly. Later after they are more knowledgeable of the material and concept, they gradually

become more confident and better in doing exercises.

In her book titled Teaching Pronunciation, Celce-Murcia classified suprasegmental features into Stress, Rhythm, Prominence, and Intonation (2011). Similar classification is also found in (Hatch, 2001). Due to prominence feature becoming the focus of the research, prominence will further be explained deeper.

Prominence refers to focus given to certain stressed word in an utterance (Celce-Murcia, 2011). The word that is pronounced with prominence is the word to which the speaker wishes to highlight. Tonicity is the more commonly used term for prominence amongst phoneticians and experts in spoken language study as the term 'prominence' has wide context. From their views, the term prominence covers also importance of information in language. Nevertheless, in student handbooks prominence or accent is used rather that tonicity.

An utterance mentioned earlier refers to intonation unit or thoughts unit of a sentence. Intonation unit is a segment of discourse formed from a discrete stretch of speech that is semantically and grammatically coherent and has its own intonation contour. Some other phoneticians, such as Charles W. Kreidler (2004) and David Brazil (2005), refer intonation unit to as tone unit. Brazil describes tone unit as the basic building block of speech marked by stops symbol.

A tone unit typically contains one prominent element. A single grammatical sentence may have one or more tone unit, each of which has its own prominent element and contour. To highlight words that are supposed to convey more information than others, such as new or contrastive information, is by using added loudness or different pitch/ intonation (Weisser, 2005). Below is an example of tone units found in *The Wonderful Wizard of Oz* audiobook.

Dorothy was an innocent/ harmless little girl/who had been carried by a cyclone / / many miles from home / and she had never killed anything in all her life//

The Wonderful Wizard of Oz Version 3 (Dramatic Reading) Track 02 (time mark: 03'38" - 03'47")

From one sentence pronounced by the reader, five tone units are formed, from which each is preceded and followed by pauses and has its own intonation contour.

Celce-Murcia explains three circumstances governing the placement of prominence in tone unit (2011). The similar concept had been mentioned before by Halliday (1989). The first is when the speaker places the prominence on new information. New information is a significant piece of information that is delivered by speaker. The information is, by the listener, considered newly communicated in the listening. Some kind of stress or emphasis in form of prominence is given on the new information. Therefore, when there is new information mentioned by the speaker, normally the words delivering the new information will be given prominence through emphasize in stress. Here is an example.

*harmless little **girl**/*

The Wonderful Wizard of Oz Version 3 (Dramatic Reading) Track 02 (time mark: 03'38" - 03'47")

Second is the emphatic stress. This circumstance occurs when the speaker wishes to place special emphasis on a particular element. The emphasis is given for certain reasons.

***many** miles from home /*

The Wonderful Wizard of Oz Version 3 (Dramatic Reading) Track 02 (time mark: 03'38" - 03'47")

4

Third is the contrastive stress. In this case, two parallel elements can receive prominence within a given utterance. When the speaker gives options in his speech, he would give some emphases on the options he pronounced.

*he thanked her **kindly** and oiled himself **thoroughly** /*

*The Wonderful Wizard of Oz Version 3
(Dramatic Reading)
Track 19 (time mark: 01'23" - 01'26")*

Celce-Murcia offered a guideline to summarize the stress rules and to show how they form and underlie basis for the placement of prominence (2011, p.224).

In speaking, sometimes listeners hear neutral utterances that are articulated rather flatly. This kind of utterances belongs to unstressed utterances, where there is no clear hint which word is given prominence on. In this case, unstressed type tends to be given prominence on the last content word.

In addition to the set of guidelines above, there is an additional (and might be an exceptional, too) thing to consider when assigning prominence into a tone unit. That is discourse context. Prominence is sensitive to meaning, discourse, and syntactic boundaries (Celce-Murcia, 2011). Therefore, placement of prominence relies not only on the rules listed but also on the discourse and situational context.

While in pronunciation the focus in an utterance or tone unit is called prominence, in written sentence the focus is called as focus. Focus is defined as special attention to one element in a sentence (Kreidler, 2004). Written sentence will have tonic prominence (as what utterances have) when it is spoken aloud. Considerably different from speaking form, the focus in written sentence tends to fall on the end of a clause, which marks new information. In addition, given information will

predictably come at the beginning of the clause (Halliday in Leckie-Tarry, 1995). This also applies to unmarked pattern because in writing, matters are organized so that each clause proceeds from given to new information (Halliday, 1989).

Celce-Murcia said that one of material sources for working with thought groups (tone units) and prominence is short anecdotes. Any passage that reflects spoken language can be adopted for this purpose. Also, it is valuable to use authentic recordings for practice. By attending to what the speaker has chosen to highlight most strongly, listeners are better able to follow the discourse and topic flow (2011). This implies that audiobook might possibly be useful for language learners to explore about suprasegmental features and further advance their listening skill.

According to Rubery (2011), audiobook is any spoken word recording of books, periodicals, or other printed materials. It is a recording of either a whole (unabridged audiobook) or a reduced version of book (abridged audio-book). The term Audiobook itself is like a play of word. Book refers to documents, generally understood to be in printed or written form. However, in this sense, audiobook is not a book at all. It is a writing-storage device that includes an audio dimension (Rubery, 2011).

An audiobook can be listened to with or without reading along the written text of the related written source. A good thing from audiobook is that people with reading difficulties or disabilities can finish an audiobook in order to fulfill their needs of reading without having to go through with difficulties using conventional Silent Sustained Reading (SSR) technique. Casbergue & Harris (1996) assumed that the publication of book in recording version is a response to an increased awareness of people from all ages to take in listening to good literature read aloud. To make it crystal

clear, the awareness mentioned earlier represents the awareness of people to have the benefit of literature even though they might not be able to 'read' it in written form.

In education field, audiobook can be taken as materials for learning. More specifically in English Language learning, audiobook gets into the list of material that can be accessed by the students alone, technically termed Self-Access Materials (Lucy Cooker in Tomlinson, 2008). She defines Self-Access Materials as materials which are designed for use in 'open-learning' environments; in other words, the kind of learning which takes place outside the traditional classroom-based, teacher-led model. From its categorization, audiobook can be classified as Drama-Based language learning material.

Cooker continues that Drama-based language learning materials are not a very large category of EFL language materials. She included them in Self-Access Materials list because they tend to be multi-skill, difficult to place in any other category, and under-represented in the English language learning market. Such materials are very underrated and offer the self-access learner an excellent opportunity to develop proficiency in all four skills. However, this type of material has advantage in which the learner is exposed to a significant amount of language in context. As the storyline grows, and the learner becomes more familiar with the characters and the plot, so understanding of the language develops.

Audiobook is extracted from written book. Therefore, audiobooks contain elements from the recited books. Especially for fiction books, the pronunciation in audiobook that adjust the voice with the elements of fiction will bring justice to the original written fiction. This results in the performance of audiobook readers which mostly performed with more emphasis in pronunciation. With the given emphasis, language features of speaking in audiobook become clearer and more noticeable. Reciting a fiction into a good, representative audiobook needs consideration and efforts in pronunciation of the audiobook reader(s).

Generally, audiobook from fiction genre covers both narrative and dialogue, just as what readers find in fiction book. Dialogue refers to what characters say and their distinctive way of saying it (Abrams & Harpham, 2009), while narrative is a story involving events, characters, and what the characters say and do (Abrams & Harpham, 2009). Dialogues are normally presented in form of direct speech in printed fiction. In recited form, narrative and dialogues are performed orally by the audiobook reader(s). Also, in dramatic read audiobook, the dialogues contained in the respective fiction title are delivered with dramatic improvisations.

METHODOLOGY

This research used descriptive research methodology. In collecting the data of research, mix method with two data collection techniques were applied; quantitative data collection through listening test and qualitative data collection through interview.

In this research, The source of data for instrument of the research is a downloadable audiobook version of *The Wonderful Wizard of Oz* novel that is found on a public domain *LibriVox* under the label "*The Wonderful Wizard of Oz Version 3 (Dramatic Reading)*".

The population of the research was the Semester 5 students of English Language Study Program students in Tanjungpura University Pontianak enrolled in academic year 2016/2017 who had taken subjects for listening skill, which include Listening for General Communication (code KPE 401, taken in semester 1), Listening for Social Interaction (KPE 402, taken in semester

2), and Listening for Academic Purposes (KPE 403, taken in semester 3). The Semester 5 students became the object of the research with consideration that they had been taught subjects related to Listening skills. Based on the data from Academic Office of Teacher Training and Education Faculty Tanjungpura University, the number of active students registered was sixty-seven students.

The sample was decided by using cluster sampling technique, with the consideration that the researcher had limited time and cost to do the research. The researcher gathered 22 sets of data from sample students from class B+. Meanwhile, from the interview session, 8 sets of data have been collected.

In order to gather the data for description, a listening test had been administered. There was a chapter taken from an audiobook to be played during the listening test. "The Wonderful Wizard of Oz" contains 24 chapters. For this research, the chapter taken as test item was Chapter 18th "*Away to the South*" with a duration of 8 minutes 13 seconds. The chapter was taken as test item with consideration that the aforementioned chapter comes after the climax (making it rich in characters' expression and emotion, which affect the delivery of characters' pronunciation), the length of recording is less than 10 minutes, and the majority of the chapter was filled with dialogues. The dialogues were delivered dramatically so the dynamic flow of intonation was clearer and the prominence was more noticeable.

During the test, the test administrator played the audiobook. As the sample students listened to the audiobook, they were instructed to identify which word in a tone unit the prominence was placed on. There were 25 tone units selected from the chapter as the test items. Each test item counted 1 right answer (for prominence placement under Contrastive Stress with has 2 words containing prominence, either

word was counted as 1 correct answer). Each sentence from the selection contains prominence which is placed under any of the three circumstances explained in Chapter 2 (New Information, Emphatic Stress, and Contrastive Stress). The students were asked to listen to the recording of the chapter and identify which word on that the prominence is placed on. They were asked to mark their answer by circling the word which they identified as the word receiving prominence in the tone unit.

The answer sheet for the test was provided with audiobook chapter's transcriptions; with tone units serving as test item had been numbered, placed in box and printed in **bold** style.

An interview was administered in addition to the listening test. The purpose of the interview was to know how the sample students were introduced to prominence and how well they know the use of prominence in speaking. The interview items were employed also to determine their views behind certain level of understanding of prominence concept that they had demonstrated in the test.

The items provided in the interview related to these following topics: Students' concept of prominence; Students' experience of learning about prominence; Students' views about employing Audiobook to learn about prominence.

For the analysis of the data, the students' ability in identifying prominence placement in audiobook was observed from the outcomes from the listening test. As the listening test consists of 25 test items, the formula below was applied in order to calculate the score.

$$Score = \frac{Right\ answers}{25} \times 100 \quad .,...(1)$$

Each score was processed to get the classification of students' ability in identifying prominence placement in

audiobook. The classification was based on table of specification applied from Tanjunpura University Student Guidebook (2016).

After the test score of every student was calculated and classified, then percentage of each level was calculated to know the spread of students' ability level. A calculation of mean score from the overall students' result was also done to find student's ability in average.

$$\bar{X} = \frac{\sum S}{N} \quad \text{.........................}.\dots\dots\dots.(2)$$

$\bar{X}$ = Mean Score
ΣS = Sum of Students' scores
N = Number of students

It is also necessary to find students' level of ability to identify prominence under each circumstance on the average. By knowing students' level of ability more specifically for each circumstance, in future learning the students could better their ability in specific area where they are lacking. To find out students' level of ability to identify prominence under each circumstance, a series of formula was used.

A formula below was used to calculate the average number of right answers for a certain circumstance (further referred to as mean score for a certain circumstance).

$$\bar{X}c = \frac{\sum A_{circumstance}}{N} \quad \dots\dots\dots..\dots(3)$$

$\bar{X}c$ = Mean Score for a certain circumstance
$\Sigma A_{circumstance}$= Sum of Students' correct answers under a certain circumstance
N = Number of students

Then, to classify the students' average score for each circumstance into classifications, a formula below is applied.

$$Circumstance = \frac{\bar{X}c}{n_{items}} \times 100 \dots(4)$$

$\bar{X}c$ =Mean Score for a certain circumstance
n_{items} =Number of items belonging to the respective circumstance

As for the data gathered from the interview, the finding had been drawn from the majority views of the respondents. In addition, the researcher also conducted the interview by using somewhat closed-item approach by offering general views to the respondents. The researcher carried out procedures of interview analysis stage explained by Cohen, et al (2007, p.368): generating natural units of meaning; classifying, categorizing and ordering these units of meaning; structuring narratives to describe the interview contents; and interpreting the interview data.

The data collecting activities were carried out in January 2017.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

From the data collecting activity of listening test, five leading students got 15 correct answers. The student having the least correct answers obtained 7 correct answers.

The maximum score possible is 100. From the research findings, the highest score is 60. The lowest score that is achieved is 28.

It is shown in the table that the level of students' ability, which is derived from Tanjungpura University scoring system, is spread in range of *Very Poor, Poor, and Satisfactory*. The number of samples who achieved scores within *Satisfactory* level was 5 students, with the percentage of 23% of overall samples. The number of samples who achieved scores within *Poor* level was 7 students, with the percentage of 32% of overall samples. The number of samples

who achieved scores within *Very Poor* level was 10 students, making up 45% of overall samples. Furthermore, the average score calculated from the whole samples is revealed to be 49.09, which is classified as *Very Poor*.

Below is the chart showing the spread of students who possess certain classification of ability to identify prominence from audiobook.
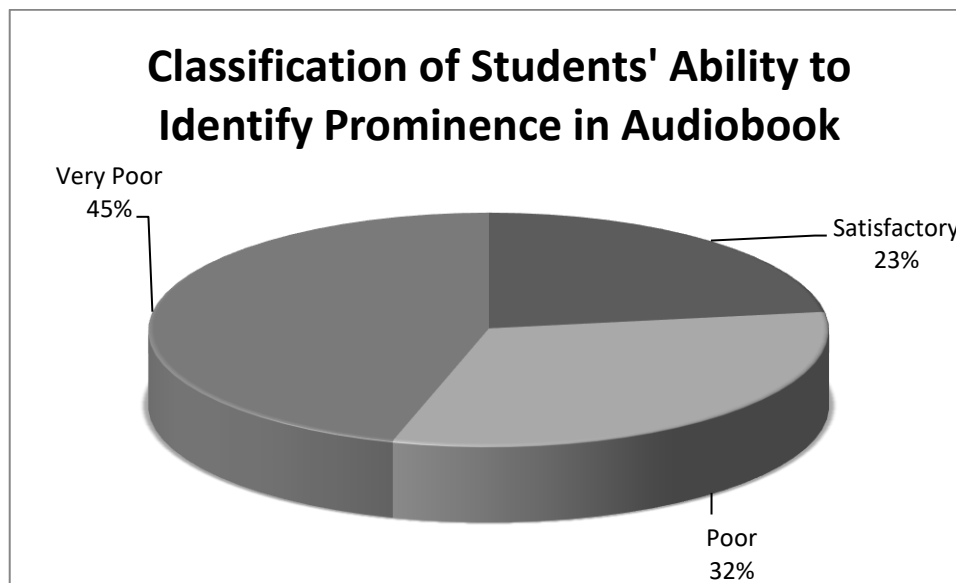
Classification of Students' Ability to Identify Prominence in Audiobook

Very Poor 45%

Satisfactory 23%

Poor 32%

Chart 2. Classification of Students' Ability to Identify Prominence in Audiobook

Going down to the level of ability to identify prominence under different circumstances, the calculations drawn were as follow.

Based on the calculation in table 3, the students' average number of right answers is:

$$\frac{71}{22} = 3,23$$

Then, the proceeding calculation:

$$\frac{3,23}{9} \times 100 = 35,92$$

The students' level of ability to identify prominence under New Information circumstance is classified as *Very Poor*.

Based on the calculation in table 3, the students' average number of right answers is:

$$\frac{114}{22} = 5,18$$

Then, the proceeding calculation:

$$\frac{5,18}{9} \times 100 = 57,55$$

The students' level of ability to identify prominence under Emphatic Stress circumstance is classified as *Poor*.

Based on the calculation in table 3, the students' average number of right answers is:

$$\frac{85}{22} = 3,86$$

Then, the proceeding calculation:

$$\frac{3,86}{7} \times 100 = 55,19$$

The students' level of ability to identify prominence under Contrastive Stress circumstance is classified as *Poor*.

Referring to the calculations, below is a chart showing the students' ability to identify prominence from audiobook under each circumstance.
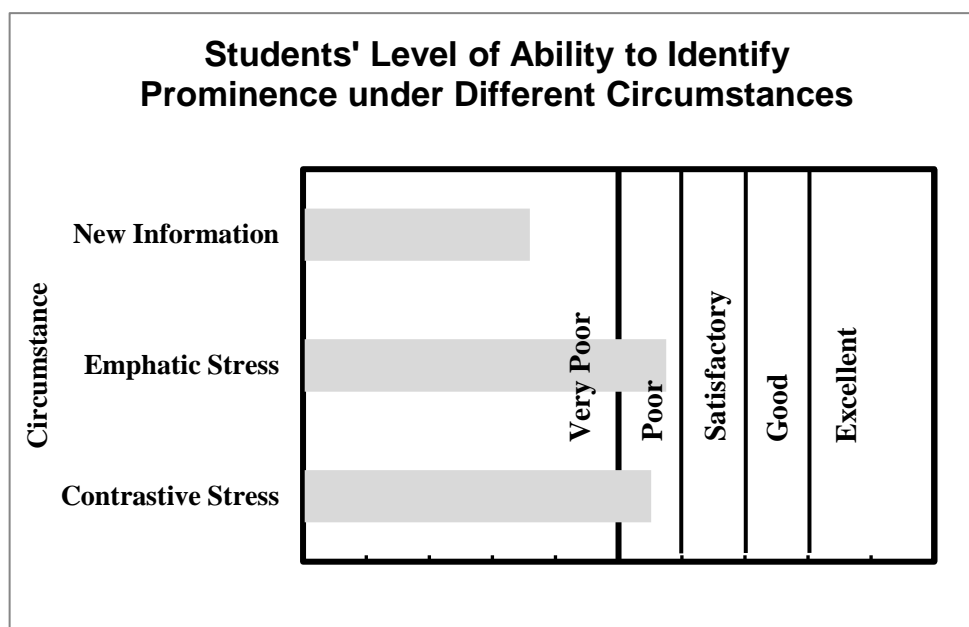

Chart 3.Students' Level of Ability to Identify Prominence under Different Circumstances

In addition to listening test that had been conducted, the researcher took secondary data for the research through interview. Based on the conclusion made from the interview, it was found that most interviewed students were newly introduced to prominence. Even though the majority of the students know the concept of prominence, they knew the term "prominence" only after the interview was conducted. Most students defined prominence as a piece of information that the speaker wanted to make important to be conveyed or expressed.

Being clueless about that language feature, the interviewees told that the listening test conducted prior to the interview (as part of the research data collecting procedure) was their first encounter with a test of identifying prominence. This finding led to the conclusion that lessons/ exercises to improve skill of identifying and/or distinguishing prominence from less-highlighted words in speaking had yet been experienced by the students. This finding also had something in correlation with their scores in listening test, which was *Very Poor*.

When asked about their opinion towards the use of audiobook in listening practice/test, the majority of the interviewees stated that they were positive towards its use. They added that by using audiobooks which contain dialogues and other natural expressions of English language, they can learn more.

Discussion

Based on the theory about prominence placement, the discussion will focus on three circumstances underlying prominence placement which are new information, emphatic stress, and contrastive stress. Firstly, one needs to know that the listening test given was comprised of 25 items in which are

planned based on the three circumstances. There were 9 items made related to new information circumstance, 9 items related to emphatic stress circumstance, and 7 items related to contrastive stress circumstance.

The test outcome presented in the table and calculations of the scores showed that students' ability to identify prominence placement under New Information circumstance to be *Very Poor*. This is reflected from the average number of correct answer for this circumstance achieved by the students that was 3,23 out of 9 correct answers at most.

After an investigation on students' answers for test items governed under New Information circumstance, it was found out that this circumstance had the most number of test items which were answered incorrectly by the students. Out of 9 assigned items, only three test items were correctly answered by more than half of the students. Still, students who gained most correct answers under this circumstance belongs to *Satisfactory* level by overall score, and most students who are classified into *Poor* and *Very Poor* level, in fact, were underperformed in answering test items under this circumstances. This is proved by the slightly skewed score gained by students who belong to different level of ability; a student in *Satisfactory* level gained 7 right answers while the rest of the group gained almost 4 right answers in average. Also, students belonging to *Poor* and *Very Poor* level had a trend of obtaining 1 to 3 right answers.

Relating to the spectrogram charts that revealed the measured aspects of sound in Appendix 6, it was discovered that the prominence placements in most of the items with low rates of correctness lacked in measured loudness. Even though other aspects of sound (including non-software analytical play to test the item validity during test composing) indicated that prominence was placed on

certain word in those tone units/test items, those words were slightly less loud than another word in each tone unit/test item.

In line with the discovery, the interview result indicated that most of the students had never experienced doing exercise about prominence placement prior to the listening test conducted during data collecting activity. The lack of experience might have impact on their test result. Another reason behind the students' poor performance might also be their decreased awareness towards the end of the utterance, possibly due to their discovery of considerably loudly-pronounced word in the beginning/middle of the utterance.

For prominence placement items under Emphatic Stress circumstance, the average number of correct answers achieved by the students is 5,18. It is classified as level *Poor*. The theory presented in chapter 2 has provided information about the dynamic placement of prominence when governed under this circumstance. However, the signs employed by the audiobook readers show the prominence just the same way as in New Information circumstance.

Students did better in identifying prominence placement under this circumstance than under New Information circumstance. However, the poor level classification might indicate something. Based on the investigation on students' answers, it can be indicated that the same reason for their very poor performances on test items under New Information circumstance also applied to their listening under Emphatic Stress circumstance. The difference was that the number of correct answers for each test item under this circumstance was higher than for items under New Information circumstance.

Interestingly, it was also found that most students who did better on this circumstance were those classified to be on *Poor* level in overall score. Whereas,

there was one student from *Satisfactory* level who obtained the most right answer with 9 right answers. Two of the students on *Very Poor* level obtained 6 right answers, like the majority of students on *Poor* level.

Under Contrastive Stress circumstance, the students had slightly lower outcomes compared to their outcomes under Emphatic Stress circumstance. This was reflected from the average number of correct answers obtained, which is 3,18 which through the calculation classified to be on *Poor* level.

A rather similar pattern as students answer in Emphatic Stress circumstance is found in students' answers under this circumstance. From the table in research findings, it can be seen that students who did better on test items under this circumstance gathered on the same level of ability. While students with better performance in identifying Emphatic Stress-governed prominence placement gathered in *Poor* level, the students who are good at identifying prominence placement under Contrastive Stress gathered in group on *Satisfactory* level.

The number of correct answers shows clear difference among these students. Students in Satisfactory level achieved between 4 and 6 correct answers out of 7 at most. On the other hand, students in Poor and Very Poor level achieved between 1 and 6 correct answers, with only three students gaining more than 4 correct answers.

Based on the description above, generally it is found that Semester 5 students of English Education Study Program of Tanjungpura University in academic year 2016/2017 possess ability classified as *Very Poor* in identifying prominence placement in Audiobook. Contrary to the interview conducted which implied that some of the students felt easier to identify prominence placement when using audiobook, their lack of exposure to basic knowledge

about prominence and audiobook in listening classes is reflected in the results of the test.

CONCLUSION AND SUGGESTIONS
Conclusion

The researcher hereby made conclusion of the research as well as several suggestions to the respective parties related to teaching-learning process. The research conclusions are that: Semester 5 students of English Education Study Program Tanjungpura University in Academic Year 2016/2017 have the ability to identify prominence placement in audiobook in the range of *very poor*; the students felt that knowledge about prominence is important for their learning; the lack of exposure to basic knowledge about prominence and audiobook in listening classes became the main reason behind the students' poor level of ability in identifying prominence placement.

Suggestion

The suggestions offered based on the research conclusions are as follow: First, to the fifth semester students of English education study program Teacher Training and Education Faculty Tanjungpura University, it is suggested that they can reflect their ability to identify prominence from this research finding so that they will be more aware of their learning especially in learning how to identify prominence when listening. In addition, for the students who will be taking listening courses in the future, it is suggested that they propose prominence placement to be featured in listening or pronunciation courses. Second, for lecturers of English Listening subjects and relating courses at English Education study program Tanjungpura University, it is suggested that they optimize students' acquisition of listening skill like identifying linguistic signs in English Language teaching – learning activities in their

respective subjects. Third, to the university, it is suggested that there be more researches regarding to students' ability to identify signs and/or English language features so that teaching-learning process can be enhanced in the future. Fourth, to audiobook listeners in general, it is suggested that by reflecting to the findings in this research, they can take benefit more from audiobook in addition to the leisure from reading it.

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