

**ASSESSING STUDENTS' ABILITY IN STRESSING ENGLISH
VERBS OF THE SEVENTH SEMESTER STUDENTS AT UIN
RADEN INTAN LAMPUNG**

A Thesis

By:

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**TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG**

2022

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**ENGLISH EDUCATION STUDY PROGRAM
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CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this proposal, and to avoid misunderstanding, the researcher considers it is needed to explain certain words that are the key to the title of this thesis. The title is Assessing Students Ability in Stressing English Verbs of the Seventh-semester English Education Students at UIN Raden Intan Lampung. As for a description of the meaning of several terms contained in the title of this thesis, as follows;

Assessing is to judge or decide the amount, quality, value, or importance of something.¹ Assessing is estimating and determining its value. Assessing is also interpreted as an act or example of making a judgment about something. In other words, assessing is the act of judging something. So what is meant by assessing in this research was judging how far is the students' ability in stressing English verbs.

Ability is a skill or power.² According to Mariam, the ability is the state of a person being able to do something either in the form of physical or mental strength.³ Ability is the amount of a job they can do and how well they can do it. Ability is the strength of each individual to complete this work or master the things he wants to do in a job, and ability can also be seen from the actions of each individual. What is meant by ability in this research was the ability of seventh-semester students in stressing English verbs.

Stressing or stress in this research refers to the word stress on verbs. Word stress is a term that includes the length and pitch of

¹ A S Hornby, Oxford Advanced Learner's Dictionary 8th edition. (New York: Oxford University Press, 2010), p.74

² Ibid., p.2

³ Merriam Webster. 2021. Keyword Definition. Merriam Webster Online dictionary, <https://www.merriam-webster.com/dictionary/ability> , Accessed January 30, 2021

a particular vowel so that it is pronounced more prominently.⁴ Stress is suprasegmental involving the prominence of syllables in a word or utterance.⁵ Stress is the part of the word or sentence that gets stressed. So, word stress is the stress of one particular syllable in the word itself that causes the syllable to sound louder than the other syllables.

Verb are words that denote an activity that refers to an action, for example like taking, putting, walking, etc.⁶ A verb is a word that describes an action that is done by someone. Verbs are the most complex part of speech because of their varied arrangement, along with nouns, verbs can define various types of statements, questions, commands, and exclamations.⁷ The verb that was meant in this research was a verb that consists of two syllables, three syllables, and four syllables.

Seventh-semester students in this research mean the seventh-semester students of the English Education Department at UIN Raden Intan Lampung in the academic year of 2020/2021.

From several meanings of words that are the key in this research, then what the researcher means by the title of the thesis **Assessing Students Ability in Stressing English Verbs of the Seventh-semester Students at UIN Raden Intan Lampung** is to assess how the seventh-semester students' ability in stressing English verbs.

B. Background of the Problem

In learning English, students should grasp at least four language skills; listening, speaking, reading, and writing. These four skills are related with each other and, all of them are practiced daily to enhance the learning process. Interestingly,

⁴ William O'Grady and John Archibald, *Contemporary Linguistic Analysis* (Canada: Pearson Canada, 2016), 45.

⁵ Sukardi Weda and Andi Elsa, The Effect of Formal Instruction on the Acquisition of English Fricative consonants of Indonesia EFL learners, *Journal of arts, science, & commerce*,. Vol. VIII (2017)

⁶ Geoffrey Leech, Margaret Ducher, Robert Hogenraad, *English Grammar for Today*, (London: The Macmillan Press LTD, 1982), 24.

⁷ Marcella Frank, *Modern English, A Practical Reference Guide*, (New Jersey: Prentice-Hall, Inc, 1942), 47.

speaking is a skill that many people are eager to master. Since students learn English, speaking has always been the focus of learning. People identify to master the language when they can speak because speaking is the most basic ability. As Bailey and Savage said, speaking is the most demanded skill of the four existing language skills, speaking is also considered a central skill for many people.⁸ Regarding mastering a speaking skill, students need to learn pronunciation as the main step.

Pronunciation is one of the most important forms of English. Pronunciation is the way we say the word in a way that is generally understood and accepted.⁹ Other people will understand what we say if we pronounce it right. It's different if our pronunciation is wrong, it can cause the other person difficulty to understand what we mean. It is shown that incorrect pronunciation can also affect the meaning of the word.

In recent years, pronunciation not only focused on how to pronounce words, with the articulation of consonants and vowels aspect only, but now the focus has expanded to take into account the suprasegmentally features of stress and intonation. Intonation is the sound up and down when speaking. Meanwhile, stress is suprasegmental involving the prominence of syllables in a word or utterance.¹⁰ Therefore, stress is also studied in phonology courses. Stress is used to denote an important point in a word also phrase by emphasizing it by changing the tone, lengthening the vocals, and increasing the volume.¹¹ As O'Grady and Archibald stated, word stress is a term that includes the length and pitch of a

⁸ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (Boston: Thomson Learning, 2001), p. 103

⁹ Zahra Farmand, Behzad Pourgharib, The effect of English songs on English learner's pronunciation. *International Journal of Basic Sciences & Applied Research*, Vol. 2 (2013), 840-846.

¹⁰ Katrin Skoruppa, et.al, The development of word stress processing in French and Spanish infants. *Language Learning and Development*, Vol. 9, (2013) pp. 88-104.

¹¹ Rada ayu Pareza and Ratmaanida, An Analysis of Students' English Word Stress Errors Made by the Final Year students of English Department at Universitas Negeri Padang. *Journal of English Language Teaching*, Vol.8, No.3, (2019)

particular vowel so that it is pronounced more prominently.¹² So it can be said that word stress is the stress of one particular syllable in the word itself that causes the syllable to sound louder than the other syllables.

Word stress is the key to understanding spoken English.¹³ Stress patterns play an important role to pay attention to in pronunciation because stress has potential factors that differentiate the meaning of similar words in English. Stress is the main tool in English that is used to convey the meaning of words and sentences.¹⁴ For example, the word "accent" can mean both a noun and a verb. The word "accent" will be meaningful as a noun if the stress is placed on the first syllable ('ACCent). And will be meaningful as a verb if the stress is placed on the second syllable (acc'ENT). It can be seen that the stress of words can affect the meaning of the word itself, when the stress placement is wrong, the meaning of the word will be different.

When the English speakers apply word stress to the wrong syllable, the word cannot be understood by listeners and causes misinterpretation. As also explained by O'Connor, the wrong syllable stress can distort word form and may make it very difficult to hear and understand.¹⁵ It shows the importance stress is in giving English words clarity. Accuracy of word stress in utterance will give listeners a clear signal and also can improve the quality of the speaker's speech.¹⁶ Therefore, the use of stress patterns in English is very important to prevent

¹² William O'Grady and John Archibald, *Op.cit* 39.

¹³ Widmayer, and Gray, 2007. *Word Stress in English*. <http://www.englishclub.com/pronunciation/word-stress.htm>. accessed on February 9, 2021.

¹⁴ Helen Fraser, *Teaching Pronunciation: A handbook for teachers and trainers*, (New South Wales: Department of Education Training and Youth Affairs (DETYA), 2001), 31.

¹⁵ J.D. O'Connor, *Better English Pronunciation*, (United Kingdom: Cambridge University Press, 1980), 91.

¹⁶ Sukardi weda, Andi Elsa Fadhilah Sakti, "The effect of formal instruction on the acquisition of English fricative consonants of Indonesian EFL learners," *Journal of Arts, Science & Commerce*, Vol. 8, no. 2 (2017): [http://dx.doi.org/10.18843/rwjasc/v8i2\(1\)/02](http://dx.doi.org/10.18843/rwjasc/v8i2(1)/02)

misunderstandings of communication between listeners and speakers.

Seeing the importance of word stress, English learners are required to be able to understand and master this word stress placement. Unfortunately, the ability of most English learners in stressing words is still low. It was investigated in Siska Veronica, Syafrizal Sabaruddin and, Indah Damayanti's research entitled *"An Analysis on English Syllable Stress Placement of the English Study Program Students."* In their research, the subject is a third-year student of the English Study Program of Bengkulu University. They found that based on the total average score, the English Education study program students' knowledge of the English syllable stress placement is still in the low category with a total average score of 39.3.

Based on the preliminary research, data was obtained by asking 7 English education students to read and record their pronunciation of 5 words that contained stress. The students are seventh-semester students of English education. This data is obtained online via WhatsApp. From these data, the researcher found that the students were still unable to stress the word correctly. Some of them made the errors of stressing the word enumerate [e'numerate], the words suppose [su'ppose] and also the word confabulate [ˌkən'fæbjələt]. It is shown that the English students still have problems in stressing words correctly.

Therefore, the researcher is interested in knowing how the seventh-semester students' ability in stressing English verbs. The subject of this research was the seventh-semester student of the English Education Department of UIN Raden Intan Lampung. The researcher has several reasons for choosing this seventh-semester student as the research subject. First, the researcher conduct this research where the researcher learns, so it is easier to observe or conduct research because the researcher recognizes the students who are the research subjects. Second, the researcher used seventh-semester students of the English Education Department as research subjects because they had learned word

stress in the previous semester, so it is assumed that they are familiar with the word stress and can put it into practice.

In connection with this research, the researcher limits the discussion of stress to only focus on verbs. Verbs are the most complex word in an utterance.¹⁷As Lindsey Wegner also explained, verbs are an important part of a speech because without them a sentence would not exist.¹⁸ A verb is one part of speech that shows an action event of a situation and attitude. Verbs play an important role in a sentence. Not just in sentences, even in spoken language, people can already express an idea with only verbs, and that too can be understood by others. Verbs are also the most frequently used words in various conditions and activities regarding the important function of the verb itself. Therefore, pronouncing the verb correctly must be the main focus considering its very important role in a sentence.

There are also several previous research to support this research. The first research was conducted by Siska Veronica, Syafrizal Sabaruddin and, Indah Damayanti's entitled "*An Analysis on English Syllable Stress Placement of the English Study Program Students.*" This research focus was to know the English Education students' knowledge on the English syllable stress placement.

The second previous was conducted by Sari Puspita, Dahnilsyah and, Mariasyafrianti in their journal entitled "*A Study on the Ability of Polysyllabic Adjective Word Stress Placement of English Study Program Students*". This research was aimed to now the students' knowledge on the polysyllabic adjective word stress placement of English Education Study Program Students.

The third previous research was conducted by Rada Ayu Pareza and Ratmanida entitled "*An Analysis of Students English Word Stress Error Made by the Final Year Students of English Department at Universitas Negeri Padang*". This research aimed

¹⁷ Marcella Frank, *Op.cit.* p 47.

¹⁸ Lindsey Wegner, M.A., CCC-SLP Handy Handout accessed January 30,

to identify common types of errors and also the level of error in word stress made by final year students of the English Department at Padang State University.

The last was conducted by Nina Kenyar with her thesis entitled "*The Mastery of stress Placement of Nouns Among the Second Semester Students of the English Language Education Study Program*". The focus of this research is to know how well student's mastery the stress placement of nouns and the error that students made in stressing nouns.

Distinguishes of this research from the previous research is in this research, the researcher was focused more on the stress of the verb, considering that verbs are an important Part of Speech. Then the researcher wants to assess the seventh-semester students' ability in stressing English verbs by giving tests. Therefore, the researcher intends to conduct a research entitled "**Assessing Students Ability in Stressing English Verbs of the Seventh-semester Students at UIN Raden Intan Lampung**". The result of this research provided an overview of how the students' ability in stressing English verbs.

C. Identification and Limitation of the Problem

1. Identification of the problem

Regarding the background of this research the researcher identifies:

- a. Most English students remain to have less ability in stressing words
- b. The English students still have problems in stressing words correctly.

2. Limitation of the Problem

In the terms of problem identification, to make it more specific and meaningful, the researcher has limited the problems in this research. This research was focused on how the students' ability in stressing English words, especially on verbs that contain disyllabic, trisyllabic, and tetrasyllabic.

D. Formulation of the problem

Based on the limitation above, the formulation of the problem in this research was: “How is the seventh-semester students' ability in stressing English verbs that contain disyllabic, trisyllabic and tetrasyllabic?”

E. Objectives of the research

The objective of this research was to know how far is the seventh-semester students' ability in stressing English verbs, especially on verbs that contain disyllabic, trisyllabic, and tetrasyllabic.

F. Significance of the research

This research is expected to have benefits and uses, among others:

1. Theoretically

This research is expected to contribute to the English Education Department by providing information related to word stress. To develop knowledge of pronunciation especially word stress.

2. Practically**a. English learners**

The result of this research can provide information on the student's ability in stressing the word so that they knowing their ability and it will make them increase their understanding of word stress. Not only that, by reading the results of this research, English learners are expected to know verbs that are often spoken with inappropriate stress patterns, so the students can avoid the same mistakes.

b. English Lecturer

The finding of this research hopes useful for the English lecturer as the information about the student's ability in stressing English words, especially verbs, so the lecture can emphasize word stress material when they teach pronunciation.

c. Next researchers

For next researchers, this research can be used as a reference to do other research regarding word stress. By reading this research, the next researchers are expected to be able to conduct more in-depth research on problems that arise in the process of learning English, especially word stress.

G. Relevance Research

The first relevant research conducted by Siska Veronica, Syafrizal Sabaruddin and, Indah Damayanti entitle "*An Analysis on English Syllable Stress Placement of the English Study Program Students.*" This research focus was to know the English Education students' knowledge on the English syllable stress placement. The results of this research show that based on the total average score, the English Education student's knowledge of the English syllable stress placement is still in the low category with a total average score of 39.3

The second previous was conducted by Sari Puspita, Dahnilsyah and, Mariasyafrianti in their journal entitle "*A Study on the Ability of Polysyllabic Adjective Word Stress Placement of English Study Program Students*". This research was aimed to know the students' knowledge on the polysyllabic adjective word stress placement of English Education Students. The results of this study indicate that the ability of Second-year English Education Study Program students on polysyllabic adjectives stress placements were categorized as very good with a total average of 86.79 scores. However, many students still misplaced stress words that contain 4 syllables.

The third previous research was conducted by Rada Ayu Pareza and Ratmanida entitle "*An Analysis of Students English Word Stress Error Made by the Final Year Students of English Department at Universitas Negeri Padang*". This research aimed to identify common types of errors and also the level of error in word stress made by final year students of the English Department at Padang State University. The results of this

research indicate that misplaced stress is the most common type of errors made by students. It also found that the student's level of error in word stress was in a low category.

The last is from Nina Kenyar. His thesis with the title "*The Mastery of Stress Placement of Nouns Among the Second Semester Students of the English Language Education Study Program*". This research was aimed to know how students master the stress placement of nouns and the error that students made in stressing nouns. From the results of the analysis, the total average stress placement of students in all types of nouns is 20.15% or <49% that means the students do not master the placement of noun stress. As well as found some errors made by students, there are misplacement stress, double stress and, unstressed.

After reading and understanding the related research, the researcher found that word stress remains a problem for English learners. It motivates the researcher to conduct similar research by updating previous studies. The researcher was focus on examining the word stress focus more on verbs, considering that verbs are an important Part of Speech. The researcher focused on assessing students' ability in stressing English verbs of the seventh-semester English Education Students at UIN Raden Intan Lampung because no research discusses word stress on verbs in the English Education Department of UIN Raden Intan Lampung.

H. Systematic of the Research

Chapter I. Introduction

This chapter contains the title confirmation, background of the problems, identification and limitation of the problem, formulation of the problem, objectives of the research, significance of the research, relevant research, and also systematic of the research. This introduction is useful for providing initial information to readers about this research and for building a research framework so that readers can understand this research.

Chapter II Frame of Theory

This chapter contains the frame of theory used in this research. This is intended to provide an overview to the reader regarding the theories that the researcher uses as a reference or foundation in this research.

Chapter III Research Method

This chapter contains in detail the research method that is used by the researcher, such as place and time of the research, research design, population and sample, data collecting technique, data analysis, operational definition of variables, research instrument, validity, and also the reliability of the instrument.

Chapter IV Finding and Discussion

This chapter contains the finding of the research and also the discussion. In this chapter, research findings are presented and a discussion is provided to further explain the findings of this research.

Chapter V Conclusion and Recommendation

This chapter contains a conclusion and recommendation of the research. In this chapter, the research findings are summarized to conclude. After knowing the conclusions of this research, suggestions are given to all parties related to this research.

CHAPTER II

FRAME OF THEORY

A. Theories

1. Concept of Pronunciation

Pronunciation is a complex as well as an interesting topic that also involves insights from phonetics, phonology, psycholinguistics, as well as scientific disciplines in education.¹⁹ Pronunciation is defined as a procedure for pronouncing words. As also explained by Paulston & Burder that pronunciation is a production in which the sound system does not interfere with the speaker's communication or the listener's point of view.²⁰ Pronunciation is also one of the most important forms of the English language. Pronunciation is the way we say a word, especially in a way that is generally accepted or understood.²¹ Other people will understand what we say if we pronounce it right.

Pronunciation has an important role in English. "Pronunciation is an essential ingredient of oral communication, which also includes grammar, vocabulary choice, cultural considerations and so on".²² This is because sometimes when the pronunciation is wrong it can hinder the course of communication. In English, the writing and pronunciation of words are different, therefore to pronounce the vocabulary correctly according to native speakers, the pronunciation cannot be underestimated. If

¹⁹ Helen Fraser, *Teaching Pronunciation: A handbook for teachers and trainers*, (New South Wales: Department of Education Training and Youth Affairs (DETYA), 2001), 14.

²⁰ Christina Bratt Paulston, Mary Newton Bruder, *Teaching English as a Second Language. Techniques and Procedures*, (Cambridge: Winthrop Publisher, 1976), 93.

²¹ Zahra Farmand, Behzad Pourgharib, The effect of English songs on English learner's pronunciation. *International Journal of Basic Sciences & Applied Research*, Vol. 2 (2013), 840-846.

²² Fraser, *Teaching Pronunciation: A handbook for teachers and trainers*, p.6

our pronunciation is wrong, it can cause the other person difficulty to understand what we mean. It is shown that incorrect pronunciation can also affect the meaning of the word.

The role of pronunciation as a key in communicating makes pronunciation a matter that must be considered by English learners. Attention to pronunciation is not limited to how to pronounce words, but there are more things or parts of pronunciation that must be paid attention to. The elements of pronunciation must also be considered to achieve this goal. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below. Pronunciation consists of segmental and supra segmental features.²³

a. The elements of Pronunciation

Definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth.

²³ Haryani, Jos E. Ohoiwutun , Hastini, “The Analysis Of Students’errors in Stress Placement in English Pronunciation”. *e-Journal of English Language Teaching Society (ELTS)* Vol. (4) No. 1. (2016).

b. Suprasegmental Aspects of Pronunciation

1) Stress

Stress is the part of the word or sentence that gets stressed. stress is a term used to denote an important point or point in a word or phrase by applying pressure by changing the tone, lengthening the vocals and increasing the volume.²⁴ There are two kinds of stress; stress on words and stress on sentences. The stress of the word is more focused on the part of the word (syllable) that contains the main stress. Whereas in sentence stress, stress is given specifically to certain parts of a sentence by increasing the volume or height of the voice and changing the tone.

2) Intonation

Intonation is a differentiator in spoken language that sees changes in tone and variations in a speaker's voice to convey its meaning.²⁵ Intonation is the sound up and down when speaking. When talking, the vocal cords will vibrate, and the frequency of these vibrations will determine the tone of the voice. Intonation has an important role in communication because with this intonation we can convey our state of mind and emotions. Intonation is used to cause variations in voice or tone when we speak so that it is not monotonous.

²⁴ Harmer in Rada Ayu Pareza and Ratmanida, An Analysis of Student's English Word Stress Error Made by the Final Year Students of English Department at Universitas Negeri Padang, *Journal of English Language Teaching*, Vol. 8. No. 3. (2019)

²⁵ Khalid Alsmadi, Kamariah Yunus, Yasmeen Almadani, The Importance of Intonation In The Performance of Different Speech Acts, *English Education: Jurnal Tadris Bahasa Inggris* Vol.13 (2), (2020), 65.

c. Segmental Aspects of Pronunciation

Segmental features are focus on phonemes, vowels, diphthongs, triphthongs, and also consonants. Phonemes is the smallest sound unit in a language, which is useful for distinguishing a meaning. Diphthongs is a combination of two vowel sounds. Triphthongs is combinations of three vowel sounds or consonant. These sounds are made using our tongue in different parts of the mouth.

2. Problems of Pronunciation

There are several factors influencing the pronunciation. Those are, the first language interference by interference of mother language, learner's age, learner's attitude and psychological, prior pronunciation instruction, and the insufficient language knowledge of English phonology and phonetics. Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So called interference or interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language. Some students tend to have difficulty with English sounds because they are deeply influenced by similar Indonesian sounds. However, they are very different from each other. A particular sound which does not exist in the native language can therefore pose a difficulty for the second language learners to produce or some times to try to substitute those sounds with similar ones in their mother tongue. These sounds include both vowels and consonants.

3. Concept of English Word Stress

a. Definition of word stress

English is not a tone language, it means that the raising and the falling tone of a word will not

completely after its meaning, instead it has a suprasegmental function which operates above the level of individual segments. Suprasegmental features consist of four parts: stress, pitch, length, and gesture. Stress is a term used to denote an important point in a word also phrase by emphasizing it by changing the tone, lengthening the vocals, and increasing the volume.²⁶ Word stress is an abstract phonological property of a word under certain conditions.²⁷ Word stress is a term that includes the length and pitch of a particular vowel so that it is pronounced more prominently.²⁸ Word stress is more focused on the part of the word (syllable) that contains the main stress. So it can be said that word stress is the stress of one particular syllable in the word itself that causes the syllable to sound louder than the other syllables.

It is important to put proper stress in words because word stress is the key to understanding spoken English. Stress patterns play an important role to pay attention to in pronunciation because stress has a potential factor in differentiating the meaning of similar words in English. For example, an English word similar to "research". If we stress on the first syllable ('research) it will identify as a noun. But if we stress on the second syllable (re'search) it is indicated that the word is a verb.

Stress is one of the main tools used in English to convey the meaning of words and sentences. Emphasis of words in English is recognized as a factor in differentiating the meanings of words with the same pronunciation, such as research as noun and

²⁶ Harmer in Rada Ayu Pareza and Ratmanida. *Op.Cit*

²⁷ Jean Vroomen, Jyrki Tuomainen, Beatrice de Gelder, "The Roles of Word Stress and Vowel Harmony in Speech Segmentation". *Journal of Memory and Language*, No. 38 (1998), 133-149.

²⁸ William O'Grady and John Archibald, *Contemporary Linguistic Analysis* (Canada: Pearson Canada, 2016), 39.

research as verbs. As Prabandari stated, the word stress has a role to distinguish the meaning and class of words.²⁹ From this it can be recognized that word stress has an important role in differentiating the meaning in spoken language.

b. The Important of Word Stress

English is a language that has stress placement rules both for words and for sentences. In learning English, it is important to master word stress in order to acquire good English skills, especially speaking skills. English listeners will need more effort to understand the meaning of a sentence or even a word uttered by a non-native speaker if he pronounces it with the wrong stress pattern.³⁰

Comprehending English word stress is a magic key to understanding spoken English. Although the phonemic function of stress in English is not very significant as in some other languages, it is important to note that in the vast majority of English words where stress does not give rise to a phonemic distinction, speakers are not at liberty to stress whichever syllable they like. Different placement of a stress could give different meaning of a word. By paying attention to stress placement, people can still understand the word spoken although they do not hear the complete word.³¹

Indonesian learners will find it difficult to master all English word stress since there is no word stress in Indonesian language. It is important for English

²⁹ Carla Sih Prabandari, “*Differences of lexical stress assignments in British and American English*” (Thesis, Sanata Dharma University, 2008), 15.

³⁰ Kenworthy, J, *Teaching English pronunciation*, (New York: Longman Publishing, 1987), p.28

³¹ Giegerich, H, *English phonology: An introduction*, (Cambridge: Cambridge University Press, 1992), 180

learner to acquire knowledge on English word stress since an English listener may have great difficulty in understanding the word if a non-native speaker produces a word with the wrong stress pattern, even if most of the individual sounds have been well pronounced.

Another consideration is that in mastering a language, learners cannot only master one aspect. Knowing how to pronounce a word is not enough. Learners have to be concern also to various components of pronunciation such as sounds, stress, and variation in .Those components help the learners to understand the function of the language in order to convey meanings.

c. Degrees of English Stress

In the phonological literature on English, the existence of at least three levels of stress is usually taken for granted. It is generally assumed that there are syllables that carry primary stress, syllables that are secondarily stressed, and unstressed syllables. Word stress in English is free. But it always falls on a particular syllable of any given word. The secondary stress is manifested in polysyllabic words. In words with the primary stress on the 3rd syllable the secondary stress usually falls on the 1st syllable. If the primary stress falls on the 4th or 5th syllable the secondary stress is on the second syllable. The strong or primary stress on one syllable has the effect of weakening the pronunciation of the secondary syllables. It is therefore important to be able to determine the stress pattern of words.

d. English Syllable

Realize it or not, people have already spoken of the small peaks of loudness which form syllables. A

syllable is a unit into which word can be divided. A syllable is a snippet of a word or part of a word. However, syllables vary in loudness. Meanwhile, in English utterances of any length, there are syllables of many different degrees of loudness. On the other hand, we can say that syllable is the representative of one or more letters in an utterance. It usually made up by a single vowel sound or even a combination between a vowel and consonant sound. Here are the distributions of syllables in English:

1) One syllable (monosyllabic)

It consists of a single syllable of the word. In English, a vowel sound can be made by one or more than a vowel letter. Here are the examples: man, cat, hat, feet, moon, eat, bake, etc.

2) Two or more syllables (polysyllable)

It consists of two or more syllables in a word. The longest syllable of the English word is twelve. Here are the examples:

2 syllables *aback, better, eager, famous, smooth, tidy.*

3 syllables *psychology, quality, dictionary, abandon.*

4 syllables *macaroni, ability, necessary,*

5 syllables *periodical, unnecessary, imaginative, individual*

6 syllables *biodiversity, capitalization, encyclopedia, identification*

7 syllables *Decriminalization, individuality, anesthesiologist*

8 syllables *Intellectualization, authoritarianism, internationalization*

12 syllables *Antidisestablishmentarianism*

From the examples and statement above, it can be concluded that syllable is the smallest unit of rhythmic in an utterance or a word. Moreover, it

stated that the syllable consists of one or some stress shifts, because every syllable has one vocal sound or more than one, and one consonant sound or more than it that should be pronounced by people.

e. Level of Stress

There are only three possibilities in recognizing stress: primary stress, secondary stress and, unstressed.³²

1) Primary stress

Some syllables are pronounced louder, longer and, higher than others. This is called primary stress. Primary stress refers to the most or more prominent syllable in a word.³³ Primary stresses are indicated by a vertical sign ['] placed over the line.³⁴

For example:

Reading ['ri:dɪŋ]

Phonograph ['fou. nougræf]

2) Secondary stress

Syllables that are pronounced more slowly with a low pressure are called secondary stress.³⁵ Collins state that secondary stress is the second most prominent force.

Secondary stresses are indicated by a vertical mark below the line.

For example:

Activation [,æktɪ'veɪʃn]

Understand [ˌʌndər'stænd]

³² Praticia Ashby, *Understanding Phonetics*, (London: Book point, 2011), 161.

³³ Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology*, (USA and Canada: Routledge, 2013), 306

³⁴ *Ibid*, p.131

³⁵ *Ibid*, p.306

3) Unstressed

Unstressed syllable that has no sign in other words this is a non-prominent syllable.

For example:

Grow [grəʊ]

Like [laɪk]

4. English Words Stress Pattern

Placement of stress can be varied depends on the part of speech of the words and also the number of syllables. Here are the patterns of word stress:

a. Verb stress patterns

Verbs are usually stressed on the final syllable if the syllable is heavy. If the final syllable is light then the stress will be on the penultimate syllable.³⁶ For example like:

Obey [ə'beɪ]

Usurp [ju:'zɜ:p]

Tally ['tæl.i]

Hurry ['hʌri]

Heavy syllable is a syllable that composed of long vowels or diphthongs with or without coda, or a short vowels with coda. Light syllable is a syllable that composed with a short vowels or syllable without coda. There is other rules for the patterns of verbs based on the number of syllable:

1) Disyllabic

More than 60% of all verbs in English have stress on the second syllable.³⁷ But there are some verbs where the stress is on the first syllable as described by Roach in his book entitled *English Phonetics and Phonology*. Roach states that:

³⁶ April McMahon, *An Introduction to English Phonology*, (Edinburgh: Edinburgh University Press, 2002), 120

³⁷ Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, (Oxford: Oxford University Press, 1992), 67.

-) The first syllable is stressed if the verb contains a short vowel and has only one or no consonants at the end.³⁸

Example:

Open ['oʊpən]

Enter ['entər]

But the last syllable is not stressed if it contains /oʊ/

Example:

Follow ['fɑ:ləʊ]

Yellow ['jeləʊ]

-) The second syllable stress if the verb contains a long vowel or we know as diphthongs or if the verbs end with more than 1 consonant. Example:

Provide [prə'vaɪd]

Attract [ə'trækt]

However, Giegerich states that the final syllable will be stressed if the word ends with:

- 1) A heavy vowel (/æ/ and /e/) + a consonant
For example the word distract → /dɪ'strækt/,
- 2) A long vowel or a diphthong
For example the word rely → /rɪ'laɪ/,
- 3) A long vowel + a consonant
For example the word assert → /ə'sɜ:t/,
- 4) A vowel + a cluster of two consonants
For example the word resist → /rɪ'zɪst/³⁹

2) Trisyllabic

In trisyllabic verbs, two rules are stipulated. First, Roach argues that if the last syllable contains a

³⁸ Peter Roach, *English Phonetics and Phonology*, (United Kingdom: Cambridge University Press, 1991), 89

³⁹ Giegerich, H, *English phonology: An introduction*, (Cambridge: Cambridge University Press, 1992), 184

short vowel and ends with no more than one consonant, the syllable will be unstressed, and emphasis will be placed on the previous (penultimate) syllable.

Example:

Encounter [ɪn'kaʊntər]

Determine [dɪ'tɜːrɪn]

Second, Roach stated that if the last syllable in a verb contains a long vowel or diphthong or ends with more than one consonant then the last syllable is stressed.

Example:

Engineer [ˌendʒɪ'nɪr]

Resurrect [ˌrez ə'rekt].

Levante states that stress in trisyllabic verbs can fall on the first syllable or antepenultimate if the verbs are formed by adding affixes –ed or –ing in a disyllabic verbs, for example borrowed, watering, and comforted.⁴⁰ The roots of those verbs have stress on the first syllable so that the adding of affixes –ed and –ing do not change the stress. In other word, when those verbs are added by affixes –ed or –ing, the stress is still in the same place. So, the words imported, convicting, reminding, deceived, and reviewed still have stress in the second syllable like the stress in the root words.

3) Tetrasyllabic

Levante said that verbs with four syllables can have stress in the antepenultimate syllable if the verb ends with the suffix –ate.⁴¹

Example:

⁴⁰ De levante, Op.Cit, p.88

⁴¹ De Levante, *Orthoepy and Orthography of the English Language*, (London: Longmans, 1869), 97.

Anticipate [æn' tɪsɪpeɪt]

Evacuate [ɪ'vækjuəɪt]

According to Kenworthy, words with four, five, or six syllables tend to have stress on the middle on the words, rather than on the first or last syllable. It's based on rules 2 and 3 of Kenworthy. Rule 2 is about prefixes which are never stressed. It means that words with prefixes will have stress on the second or third syllable. Rule 3 tells that suffixes are never stressed. So, it can be inferred that polysyllabic words tend to have stress on the middle syllable rather than on the first or last syllable.⁴²

b. Noun stress pattern

Usually the rule of noun is: stress the penultimate syllable if heavy. If the penultimate syllable is light, stress the antepenultimate.⁴³

1) Disyllabic

More than 90% of all nouns in English have stress on the first syllable.⁴⁴ But based on Roach there are rules to identify stress on disyllabic nouns:

If the second syllable contains a short vowel, so the stress will come on the first syllable⁴⁵.

For example: Money → ['mʌni],

Product → ['prɔːdʌkt].

2) Trisyllabic

Based on Roach: If the final syllable contains a short vowel or /əʊ/, it is unstressed; if the syllable preceding this final syllable contains a long vowel

⁴² Kenworthy, J, *Teaching English pronunciation*, (New York: Longman Publishing, 1987), p.67

⁴³ McMahon, Op.Cit. p.120

⁴⁴ Avery, Op.Cit, p.67

⁴⁵ Roach, Op.Cit, h.89

or diphthong, or if it ends with not more than one consonant, that middle syllable will be stressed.

For example; potato → [pə'teɪtəʊ].

And if the final syllable contains long vowels or diphthong and/or ending with more than one consonant, the stress usually be placed on the first syllable.

For example; marigold → ['mæɪ.rɪ.gəʊld].

However, if the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, both final and middle syllable are unstressed and the first syllable is stressed.

For example; cinema → ['sɪnəmə]

c. Adjective stress pattern

1) Disyllabic

Most of disyllabic adjectives have stress on the second syllable. However, there are rules to identify the stress on disyllabic adjectives. The first syllable will be stressed if the final syllable contains a short vowel and has one (or no) final consonant.

For example; pretty → ['prɪti].

The second syllable is stressed if the second syllable contains a diphthong or a long vowel.

For example; divine → [dɪ'vaɪn]

2) Trisyllabic

If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, both final and middle syllable are unstressed and the first syllable is stressed.

For example; insolent → ['ɪn.səl.ənt].

d. Stress pattern of Affix Words

There are three possible effects on word stress caused by the addition of affixes by Roach:

1. The affix itself receives the primary stress.
For example;
circle → /'sɜ:kəl/
semi + circle → /'semisɜ:kəl/
2. The word is stressed just as if the affix was not there.
For example; happy → /'hæpi/
un + happy → /ʌn'hæpi/
3. The stress remains on the stem, not the affix, but is shifted to a different syllable.
For example; magnet → /'mægnət/
magnet + ic → /mæg'netɪk/

1) Suffix

Roach tries to divide most common suffixes into three main characters. Thus:

- a) Suffixes carrying primary stress themselves.
The word stress falls on the suffix instead of the stem. Here are some suffixes that get the stress after being attached to the stem;

'-ee' '-ese' '-esque'
'-eer' '-ette'

- b) Suffixes that do not affect stress placement.
Following are the examples of some suffixes that do not affect the placement of the word stress after it is attached to the stem:

'-able' '-ful' '-ish'
'-age' '-ing' '-like'
'-less' '-ness' '-ly'
'-ment' '-wise' '-y'

- c) Suffixes that influence stress in the stem.
The attachment of the suffix moves the stress to the final syllable of the stem on disyllabic

and to the penultimate syllable of the stem on trisyllabic :

'-ial'	'-ic'
'-ion'	'-ious'
'-ty'	'-ive'

2) Prefix

The effects of prefixes on stress do not have the comparative regularity, independence, and predictability of suffixes, and there is no prefix of one or two syllables that always carries primary stress.

e. Stress pattern of Compound Words

Even though most two-element compounds have stress on their first syllable, there are some compounds that have stress on their final syllable. According to Roach there are several types of two-element compounds that stressed on their final elements, thus:

1. Compounds with an adjectival first element and the -ed morpheme at the end. For example;
left-handed → [ˌleftˈhændɪd]
2. Compounds which have a number as their first elements.
For example:
second-hand → [ˈsek.əndˈhænd]
3. Compound functioning as verbs and have an adverbial first element.
For example:
downgrade → [ˌdaʊnˈɡreɪd]
4. Compound functioning as adverbs
For example: head-first → [ˈhedˈfɜːst]

f. Stress pattern of Word-class pair words

Word-class pairs words are words which are identical in spelling but different in the stress placement, according to its word class. There is no significant rule in identifying the stress of word-class pairs words. The most common rule is the stress is likely to fall on the second syllable of a verb and fall on the first syllable of a noun or adjective. The examples are:

-object (V) → [ɑ:b'dʒekt]

(N) → ['ɑ:bdʒekt]

-present (V) → [pri'zent]

(N) → ['prɪznt]

Although most of word-class pairs words have a different stress placement, some of them share a same stress placement. Thus: open (V and A) → /'əʊpən/ and envy (V and N) → /'envi/.

5. Concepts of English Verb

a. Definition of Verb

Verbs are words that denote an activity that refers to an action, for example like taking, putting, walking, etc.⁴⁶ Verbs are the most complex part of speech because of their varied arrangement, along with nouns, verbs can define various types of statements, questions, commands, and exclamations.⁴⁷

b. Types of verb

Based on Frank, verbs can be separated into two classes;

1) Classified based on the complement of the verb:

⁴⁶ Geoffrey Leech, Margaret Ducher, Robert Hogenraad, *English Grammar for Today*, (London: The Macmillan Press LTD, 1982), 24.

⁴⁷ Marcella Frank, *Modern English, A Practical Reference Guide*, (New Jersey: Prentice-Hall, Inc., 1942), 47

- a) Linking Verb: the main word contained in the predicate which states something about the subject. For example; he looked cool, joy becomes old.
 - b) Transitive Verb: a verb that requires an object. The required object can be either a direct object or an indirect object. For example, He gave a surprise to his girlfriend. He celebrates his birthday with his parents.
 - c) Intransitive Verbs: verbs that do not require an object.
For example; He came late to my house yesterday. He worked in a big company.
 - d) Reflexive Verbs: a verb that requires a compound with –self as the object of the word. For example, He hated himself. He's torturing himself.
- 2) Classified based on the form of the verb
- a) Auxiliary: auxiliary verbs that serve to help lexical verbs, for example, be, have, and do
 - b) Lexical Verb: acts as the main verb, such as: open, talk, want, etc.
 - c) Finite: lexical verb which acts as a full verb in the predicate with or without a helper. For example, they arrived in Jogja, he took out the trash.
 - d) Non Finite Verbs: a non-infinite verb is an incomplete form that functions as a part of speech other than a verb. They consist of the infinitive forms (to + simple verb forms) and other participial -ing and -ed forms form. for example, he is talking to the doctor.

Based on Bergman and Senn, verbs divided into four categories; the first category is action verbs, such as has, holds, and thought. The second is linking verbs, such as be, feel, and look. The third

category is helping verbs or auxiliary verbs, such as *be*, *have*, and *do*. The fourth is verb phrase, such as *are talking* and *have been performing*.

1) Action verbs

A verb is important in a sentence because without a verb, words cannot be united into a sentence. An action verb is a verb which tells about what is performed by the subject. To make sure whether the verb is an action verb or not, there is a question to ask, *What is the subject doing?*

According to Bergman and Senn, there are three things which can be seen in the use of action verbs, namely physical action, mental action, and ownership. In the sentence “John **holds** his mother’s hand” there is an activity which is done by the subject. The activity is *holds*. The example of a sentence with mental action is “**I thought** about the physics test last night.” *Thought* shows a mental action of the subject. While the word *has* in the sentence “My little sister **has** a new bag” shows an ownership of the subject.

2) Linking verbs

When there are verbs which show actions of the subject, there are also verbs which do not show actions. Those verbs are called state-of-being verbs. According to Bergman and Senn verbs are often used as linking verbs. Those verbs are used to make statements about or to describe the subjects, for instance in the sentence “The movie **is** interesting” the word *interesting* describes the subject. Some examples of linking verbs are *be*, namely *am*, *is*, *are*, *was*, *were*, *be*, *being*, and *been*, *appear*,

become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.

3) Helping Verbs or Auxiliary Verbs

Bergman and Senn state that there is a possibility for an action verb or a linking verb to be used as a part of a verb phrase. In that situation, those kinds of verbs are usually called helping verbs or auxiliary verbs. The example of most common helping verbs according to Bergman and Senn are *be*, namely *am, is, are, was, were, be, being, and been*, *have*, namely *has, have, and had*, *do*, namely *do, does, and did*, and *others*, for example *may, might, must, can, could, shall, should, will, and would*.

4) Verb Phrases

According to Bergman and Senn, “a verb phrase is a main verb plus one or more helping verbs”. In the sentence “We **are talking** about you” and “The acrobats have been performing for two hours”, the verb of those two sentences are not only a word. The first sentence has a main verb, *talking*, and a helping verb, *are*, while the second sentence has a main verb, *performing*, and two helping verbs, *have* and *been*.⁴⁸

c. Stress Placement in Verbs

This part discusses stress placement in disyllabic verbs, trisyllabic verbs, and verbs with four or more syllables. Disyllabic verbs are verbs with two syllables. Trisyllabic verbs are verbs with

⁴⁸ Bergman, C. A. & Senn, J. A. *Heath grammar and composition: Fourth course*. (Washington: D.C. Heath and Company, 1987), 39

three syllables. Meanwhile, verbs with four syllables or more are included into one category.

1) Disyllabic

More than 60% of all verbs in English have stress on the second syllable.⁴⁹ But there are some verbs where the stress is on the first syllable as described by Roach in his book entitled *English Phonetics and Phonology*. Roach states that:

-) The first syllable is stressed if the verb contains a short vowel and has only one or no consonants at the end.⁵⁰ But the last syllable is not stressed if it contains /oo/

-) The second syllable stress if the verb contains a long vowel or we know as diphthongs or if the verbs end with more than 1 consonant.

2) Trisyllabic

In trisyllabic verbs, two rules are stipulated. First, Roach argues that if the last syllable contains a short vowel and ends with no more than one consonant, the syllable will be unstressed, and emphasis will be placed on the previous (penultimate) syllable.

Example:

Encounter [ɪn'kaʊntər]

Determine[dɪ'tɜ:rmɪn]

Second, Roach stated that if the last syllable in a verb contains a long vowel or diphthong or ends with more than one consonant then the last syllable is stressed.

Example:

⁴⁹ Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, (Oxford: Oxford University Press, 1992), 67.

⁵⁰ Peter Roach, *English Phonetics and Phonology*, (United Kingdom: Cambridge University Press, 1991), 89

Engineer [ˌendʒɪ'nɪr]

Resurrect [ˌrez ə'rekt].

3) Tetrasyllabic

According to Kenworthy, words with four, five, or six syllables

tend to have stress on the middle on the words, rather than on the first or last syllable. It's based on rules 2 and 3 of Kenworthy. Rule 2 is about prefixes which are never stressed. It means that words with prefixes will have stress on the second or third syllable. Rule 3 tells that suffixes are never stressed. So, it can be inferred that polysyllabic words tend to have stress on the middle syllable rather than on the first or last syllable.⁵¹

6. Overview of Problems in English Stress Placement

The difficulty of learning English, especially for Indonesian, is mainly because there is no word stress rule in the Indonesian language. Wrong stress placement will cause misunderstanding since it can refer to another word with totally different meanings or even different parts of speech. For example, 'record (N) and re'cord (V). Native speakers will find it difficult to understand non-native speakers' utterance if the stress placement is wrong. Meanwhile, it is difficult for the people whose mother tongue does not have any specific rules of word stress, for example, the stress falls regularly on certain syllables, to learn word stress rule in English where stress can fall on any syllable.⁵²

⁵¹ Kenworthy, J, *Teaching English pronunciation*, (New York: Longman Publishing, 1987), p.67

⁵² Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, (Oxford: Oxford University Press, 1992), 106.

Such kinds of problems may lead to inappropriate stress placement of English words. Another problem is the lack of awareness from the learners about the importance of stress patterns in English words. Pronouncing English words in slightly different ways could help the speaker to convey meaning so that the addressee knows what the speaker wants to say.⁵³ Stress placement rules in English actually can be predicted. However, there are many exceptions that should be understood by learners, especially in determining stress on borrowed words or loan words because sometimes they have their own rules of stress placement.

B. Frame of Thinking

The students of the English Education Study Program are role models because they are going to be teachers in the future. As a role model, they should have a good knowledge and skill in speaking, listening, writing and reading. When they speak, pronunciation is one of the most important things that they should master in order to communicate appropriately and fluently to other people. In pronunciation there are suprasegmental aspect such as stress. Students of the English education study program who learn about English language need to know about English stress.

The students should have good knowledge about English syllable stress placements to make their pronunciation more fluently. As role model, students must be able to speak English with correct pronunciation. Therefore, if the students are wrong in placing stress on the syllable, it will make different meaning of a word, for example the word “dessert and desert”, if students stress on the first syllable it means “gurun” but when the students stress on the second syllable, it means “makanan penutup”. Besides, English syllable stress

⁵³ Kenworthy, *Teaching English pronunciation*

placements are important for another job, like; presenter, tour guide, mc and so on.

Based on explanation above, the researcher would like to know the ability of English Education Study Program students in stressing English verbs especially verbs that contain disyllabic, trisyllabic and tetrasyllabic.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research was held at the English Education Department of State Islamic University Raden Intan Lampung. This research was conducted during the seventh semester of English Education in the academic year of 2020/2021. It was conducted on the 3rd of December 2021.

B. Research Design

In this research, the researcher used descriptive quantitative methods. Because the researcher described students' abilities based on their scores on the test. Descriptive research is research that aims to make a systematic, factual, and accurate description of the facts and also the nature of the research subject.⁵⁴ Besides, Quantitative is research based on the measurement of amount or quantity, which applies to a phenomenon that can be expressed in terms of quantity.⁵⁵ Quantitative is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results.⁵⁶ From this, it can be concluded that descriptive quantitative research is research that explains or describes a phenomenon by using numerical data. This research design was suitable for this research because this research focused on collecting numerical data from a group of people to explain certain phenomena.

⁵⁴ Djatmiko, Istanto Wahju. *Strategi penulisan skripsi tesis & disertasi bidang pendidikan*. (Yogyakarta: UNY Press.2018). P.10.

⁵⁵ C.R. Kothari, *Research Methodology Method and Techniques* (2nd ed), (New Delhi: New Age International Publishers, 2004), p.3

⁵⁶ Arikunto, suharmisi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2013) p.12

Furthermore, this descriptive research can use both qualitative and quantitative.⁵⁷ This research was descriptive quantitative because the researcher focused to know the students' ability in stressing English verbs by giving a test. Descriptive can involve a tabulated collection of quantitative information in numeric forms, such as the score on a test or the number of times someone chooses to use a particular feature of a multimedia program, or can even describe categories of information such as gender, or patterns of interaction when using technology in group situations.⁵⁸

The test instrument was used to obtain data about the ability in stressing English verbs. This instrument was chosen because this was suitable to find out how the students ability. It is in line with Arikunto's opinion which states that the test is a list of questions or exercises that are used to measure the intelligence, abilities, skills, and talents of individuals or groups.⁵⁹

Based on the description above, it is concluded that this research was descriptive quantitative because the data in this research was collected through a pronunciation test as data to measure students' abilities. With this research design, the result has obtained a description of the seventh-semester students' ability in stressing English verbs.

C. Population, Sample and Data Collecting Technique

1. Population

A population is a group of individuals who have one or more characteristics in common that are of interest to the

⁵⁷ Haryanto Atmowardoyo, Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis and R&D, *Journal of Language Teaching and Research*. Vol.9 No. 1 (2018), 197-204

⁵⁸ Gene V. Glass and Kenneth D. Hopkins, *The Handbook of Research for Educational Communications and Technology*, available in <http://members.aect.org/edtech/ed/41/41-01.html>, accessed on (June 11 2021)

⁵⁹ Arikunto, Suharmisi, *Prosedur Penelitian*, p.13

researcher.⁶⁰The population in this research was the seventh-semester of English Education for the 2020/2021 academic year with a total of 344 students that divided into nine class A-I.⁶¹

Table 3.1 Population of the Research

Class	Total
A	39 students
B	38 students
C	39 students
D	38 students
E	38 students
F	38 students
G	38 students
H	38 students
I	38 students
Total	344 students

2. Sample

The sample is a small part of a population that is selected for observation and analysis.⁶² It can be interpreted that the sample is part of the selected individual members to represent the entire population.

According to Arikunto, if the research population is less than 100, then all respondents can be taken, but if the population is more than 100, then the respondents can be taken 10% - 15% or 20% - 25% or more.⁶³Because the seventh-semester student population is quite large, that is

⁶⁰ John W. Best and James V. Kahn, *Research in Educational* (7thed), (New Delhi: Prentice Hall, 1995) .p.13

⁶¹ *Document of English Education Department Tarbiyah and Training Teacher Faculty, State Islamic University Raden Intan Lampung*

⁶² *Ibid.*

⁶³ Arikunto, Suharmisi. *Op.cit*, p.134

344 students, so the researcher took 10% of students as samples. 10% of the 344 students are 34 students.

3. Sampling technique

The sampling technique used was probability sampling. The researcher used this probability sampling to give the same opportunity to the population to be a member of the sample because the researcher wants to know the students' ability in stressing English verbs. In probability sampling, a representative sample from a population provides the ability to generalize to a population.⁶⁴ Probability sampling has four methods, there are simple random sampling, proportioned stratified random sampling, disproportionate random sampling, and cluster sampling. In this case, the researcher used simple random sampling. Simple random sampling is taking samples from the population which is done randomly without and pay attention to the strata in the population.⁶⁵ The 34 students were chosen randomly from class A to I, with 3-4 students from each class.

4. Data collecting Technique

The main data needed in this research is the students' verb pronunciation recording. So, the researcher collected data by providing pronunciation tests. Tests were used to know the students' verb stress patterns. Due to the social distancing policy in this pandemic era, the test was conducted online. The list of verbs was sent to the student via the WhatsApp group. Students asked to record their pronunciation of verbs used a recording application available on the cellphone instead of voice notes to maintain the audio quality. The students were asked to complete the test within 60 minutes, and it was sent to the

⁶⁴ Creswell, J. *Educational Research*. (New York : Pearson, 2012). P. 142

⁶⁵ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. (2016).

researcher via WhatsApp group. This audio was transcribed and then analyzed to answer the research question.

D. Research Instrument

There are two kinds of instruments, that is test and non-test instruments.⁶⁶ In this research, the researcher used a test instrument. This instrument was chosen because suitable to find out how the students' abilities. It is in line with Arikunto's opinion which states that the test is a list of questions or exercises that are used to measure the intelligence, abilities, skills, and talents of individuals or groups.⁶⁷ The researcher used a pronunciation test to determine students' ability in stressing English verbs. The researcher provided a list of verbs categorized based on the number of syllables; disyllabic, trisyllabic, and tetrasyllabic. The instrument was adapted from Lucia Niken Tyas Utami with adjustment.⁶⁸ The purpose of this type of test was to measure the students' ability in stressing the verb.

Table 3.2
Test Specification before Validity Test

Aspect	Indicators	Items Number	Total
Stress	1. disyllabic verbs	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18,19,20	20
	2. Trisyllabic verbs	21,22,23,24,25,26,27,28,29,30, 31,32,33,34,35,36,37,38,39,40	20
	3. Tetrasyllabic verbs	41,42,43,44,45,46,47,48,49,50, 51,52,53,54,55,56,57,58,59,60	20
Total			60

⁶⁶ Iwan Kurniawan and seprizanna, An Analysis of Students' Ability in Using Subject-Verb Agreement, *English Education: Jurnal Tadris Bahasa Inggris*, Vol.9. 2016, 327-343

⁶⁷ Arikunto, Suharmisi. *Prosedur Penelitian*, (Jakarta: PT. Rineka Cipta, 2013)p.13

⁶⁸ Lucia Niken Tyas utami, "ELESP Students' Problems In Placing Verb Stress"(Thesis, Sanata Dharma University, 2012).64

After trying out the test, there were found 39 items which were valid. The following table of it can be seen on the table below:

Table 3.3
Test Specification after Validity Test

Aspect	Indicators	Items Number	Total
Stress	1. disyllabic verbs	1,2,6,7,8,9,10,11,13,14,15,17	12
	2. Trisyllabic verbs	21,22,23,24,26,27,28,29,30,31,32,34,35,36,37,38	16
	3. Tetrasyllabic verbs	41,42,43,44,46,48,52,53,55,56,58	11
Total			39

Furthermore, to make the distribution of the test easy, the researcher arrange the number of the test in orderly starting from 1 to 39. (See the appendix on page 98).

E. Data Analysis

To analyze the data, the researcher used descriptive statistics. Descriptive statistics are a set of procedures for summarizing numerical data from a large number of observed values reduced to a few numbers.⁶⁹ It means that student scores classified into the classification of student abilities. In this research, the researcher was analyze the audio or voice recording documents produced by the students. The researcher used steps were as follow:

1. Listening to the students recording and transcribing it. In listening to the students recording, the researcher rechecks the student's pronunciation with an online Oxford Dictionary.

⁶⁹ James Schreiber and Kimberly Asner-Self, *Op.Cit*, p. 232

2. Checking the data by comparing the transcripts of the students' stress placement with the correct stress placement based on the Oxford Dictionary.
3. Giving the students a score based on the data, if the students stress placement correctly then the point is 1, if incorrect points are 0. To calculate student scores, the number of correct answers divided by the total test items then multiplied by 100, the highest score was obtained is 100.⁷⁰
4. Classifying ability of student's ability based on their scores using the following scale:

Table 3.4 The Classification of students Ability

Score	Category
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
30-39	Very poor ⁷¹

5. After the students' score classifying, the researcher put it into the percentage of classification before making a chart for knowing the students' classification ability easily. The researcher used formula of percentage:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F: Frequency

N: Number of sample⁷²

⁷⁰ Arikunto, Suharmisi. *Op.Cit*, p.35

⁷¹ Suharmisi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2012), p.80

Table 3.5 The Percentage Table of Score classification

Level of Ability	Frequency (f)	Percentage (p)
Excellent		
Good		
Fair		
Poor		
Very Poor		

6. Finding out the total average score of the students in stressing English verbs with the following formula:

$$M = \frac{\sum x}{\sum y}$$

Notes:

M : Mean

$\sum x$: The total score

$\sum y$: The number of students⁷³

F. Validity and Reliability of the Instrument

1. Validity

A valid instrument is a measuring instrument to use to obtain data (measure) it is valid. Valid means that the instrument can be used to measure what should be measured.⁷⁴ There are some types in validity;

a. Content validity

Content validity is the process of establishing the representativeness of items with respect to the domain of skills, task, knowledge and so forth of whatever is

⁷² Adam Malik, *Pengantar Statistika Pendidikan*, (Yogyakarta: Deepublish Publisher, 2018), p.87

⁷³ *Ibid.*

⁷⁴ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2016) p.121

being measured. Content validity refers to whether or not the content of the manifest variables.

b. Construct validity

Construct validity focuses on the kind of the test that is used to measure what need to be measure. The items of the test should show whether the students have mastered about stressing English verbs or not.

c. Items validity

In tests or experiments the extent to which an individual item measures what it purports to measure, item validity is used: "Item validity is the degree to which an individual item measures what it purports to measure."

To get the validity of the instrument in this research, the researcher used item validity. The instrument was tried out first. Try out was conducted to identify how accurate and effective the tests that used to collect research data and to identify whether the test can be administered or not. The instrument was tried out on students outside the research sample, by making the following decisions:

If $R_{\text{observe}} > R_{\text{table}}$, then the instrument is valid

If $R_{\text{observe}} < R_{\text{table}}$, then the instrument is invalid.⁷⁵

From the result of validity test, it was found 21 items invalid, they were number 3,4,5,12,16,18,19,20,25,33,39,40,45,47,49,50,51,54,57,59,60, and the total valid of validity instrument were 39 items. (See the appendix on page 96-97)

2. Reliability

The second criterion of a good test is reliability. Reliability is the degree of a test that consistently measures whatever will be measured.⁷⁶ A test is reliable if

⁷⁵ Adam Malik, *Pengantar Statistika Pendidikan*, (Yogyakarta: Deepublish Publisher, 2018),p.111

⁷⁶ Gay, L. R. *Op.cit.* p.164

the test can provide consistent value even though the test is given repeatedly. In this case, the researcher used SPSS 25 to calculate the reliability of this test. So the researcher know whether this test have reability or not. The result of computing can be seen below:

Reliability Statistics

Cronbach's Alpha	N of Items
.956	39

Based on the table above, it showed the reliability of cronbach's alpha is 0,956, the value cronbach's alpha can be interpreted as follow:

Table 3.6
Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0.00-0.19	Very low
0.20-0.39	Low
0.40-0.59	Medium
0.60-0.79	High
0.80-1.00	Very high ⁷⁷

Based on the table above, it can be concluded that the instrument of this research was in the category of very high reliable because $0.80 < 0.95 < 1.00$.

⁷⁷ Adam Malik, *Opcit*.p.114

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Description

1. Research Findings

The researcher conducted the research on the 3rd of December 2021 at 09.35 a.m up to 10.35 a.m. Before that, the researcher first collected sample members from class A-I into the WhatsApp group. At the time the researcher introduced herself and delivers her purpose to the sample. Then, she gave a test of students' ability in stressing English Verbs. After that, the researcher collected and analyzed the data.

In computing the data, the researcher corrected the students' pronunciation audio. The test consisted of 39 lists of verbs which were divided into three indicators of verbs, they were disyllabic verbs, trisyllabic verbs, and tetrasyllabic verbs. The test was a pronunciation test that was used to measure students' ability in stressing English verbs. After the data were collected, the researcher analyzed them.

a. Data Display

Here are the data display based on the test:

Student 1

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	'ri:li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	'dis-kʌs	0
5	Confess	kən'fes	'kən-fes	0
6	Presume	pri'zu:m	'pri-zu:m	0
7	License	'laɪns	'lai-sns	1
8	Acquire	ə'kwaɪər	ə-'kwaɪər	1

9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə'-læps	1
11	Labour	l'leɪbər	l'lei-bər	1
12	Differ	'dɪfər	'dɪ-fər	1
Total				7
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	l'kɑ:nsntreɪt	l'kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋɡwɪʃ	'dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	'dɪ-ve-ləp	1
7	Determine	dɪ'tɜ:rmɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	l,ri:ɪn'fɔ:rs	l,ri:-m-'fɔ:rs	1
9	Generate	'dʒenəreɪt	dʒe-nə-'reɪt	0
10	Examine	ɪg'zæmɪn	ɪg'-zæ-mɪn	1
11	Coincide	l,kəʊm'saɪd	l,kəʊ-m-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenset	'kɑ:m-pen- set	1
16	Magnify	'mægnɪfaɪ	mæg-nɪ-'faɪ	0
Total				9
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə'-klaɪ-mə- təɪz	1
2	Reconsider	l,ri:kən'sɪdər	l,ri:-'kən-sɪ- dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə- raɪz	0
4	Enumerate	ɪ'nu:məreɪt	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ- 'peɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1

7	Encapsulate	ɪn'kæpsjʊleɪt	ɪn'kæp-sjʊ- leɪt	1
8	Excogitate	ɛks'kɒdʒɪteɪt	ɛks'kɒ-dʒɪ- teɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				7

- a. For the disyllabic verbs, Student 1 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{7}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 58 is included in the 'fair' level.

- b. Trisyllabic verbs, students 1 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 1 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 1 able to stress 6 verbs correctly. The students put the wrong stress on the other 5 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in poor level.

Students 2

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	dɪs-'kʌs	0
5	Confess	kən'fes	'kən-fes	0
6	Presume	pri'zu:m	pri-'zu:m	1
7	License	'laɪns	lar-'sɪns	0
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	lei-'bər	0
12	Differ	'dɪfər	'dɪ-fər	1
Total				7
Trisyllabic verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	dɪ-'tɜ:r-mɪn	0
8	Reinforce	,ri:m'fɔ:rs	, 'ri:-m-fɔ:rs	0
9	Generate	'dʒenəret	'dʒe-nə-reɪt	1
10	Examine	g'zæmɪn	'g-zæ-mɪn	0
11	Coincide	,kəʊm'saɪd	, 'kəʊ-ɪn-saɪd	0
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenset	'kɑ:m-pen-seɪt	1

16	Magnify	'mægnɪfaɪ	mæg-nɪ-'faɪ	1
Total				7
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə'-klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	1
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	1
4	Enumerate	ɪ'nu:məreɪt	ɪ'-nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-'peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjələt	ɪn'kæp-sjə-leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-erɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				11

- a. Disyllabic verbs, Student 2 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{7}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 58 is included in the 'fair' level.

- b. In stressing Trisyllabic verbs, students 1 able to stress the 7 verbs correctly:

$$S = \frac{7}{16} \times 100 = 44$$

A score of 44 is included in the poor level, so students 2 ability in stressing trisyllabic verbs is included in poor level.

- c. Tetrasyllabic verbs, students 2 able to stress 11 verbs correctly. Students score calculated as below :

$$S = \frac{11}{11} \times 100 = 100$$

Based on the classification of students ability, this students included in excellent level.

Students 3

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	rɪ'li:s	"rɪ-'li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	"prɪ'zu:m	"prɪ-zu:m	0
7	License	"ləɪns	"lɑr-'sns	0
8	Acquire	"ə'kwɑɪər	"ə-'kwɑɪər	1
9	Expect	"ɪk'spekt	"ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	"leɪbər	"leɪ-'bər	0
12	Differ	"dɪfər	dɪ-'fər	0
Total				6
Trisyllabic Verbs				
1	Aggregate	"ægrɪgət	"æ-'grɪ-gət	0
2	Consider	kən'sɪdər	"kən-sɪ-dər	0
3	Envelop	"ɪn'veləp	"ɪn-ve-ləp	0
4	Concentrate	"kɑ:nstret	"kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	dɪ-'ve-ləp	1
7	Determine	dɪ'tɜ:rɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	"rɪ:ɪn'fɔ:rs	"rɪ:-ɪn-'fɔ:rs	1
9	Generate	"dʒenəret	"dʒe-nə-rett	1

10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	'sə-ren-dər	0
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpensert	kɑ:m-pen-'sert	0
16	Magnify	'mægnɪfaɪ	mæg-nɪ-'faɪ	0
Total				7
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə'-klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-tə-gə-'raɪz	0
4	Enumerate	'ɪnu:mərəɪt	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-'peɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	ɪn'kæpsjələt	ɪn'kæp-sjə-lət	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				5

- a. For the disyllabic verbs, Student 3 was able to correctly place the stress on 6 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{6}{12} \times 100 = 50$$

Based on the classification of student ability, a score of 50 is included in the 'poor' level.

- b. Trisyllabic verbs, students 3 able to stress the 7 verbs correctly:

$$S = \frac{7}{16} \times 100 = 44$$

A score of 56 is included in the fair level, so students 3 ability in stressing trisyllabic verbs is included in poor level.

- c. Tetrasyllabic verbs, students 3 able to stress 5 verbs correctly. The students put the wrong stress on the other 6 verbs. Students score calculated as below :

$$S = \frac{5}{11} \times 100 = 45$$

Based on the classification of students ability, this students included in poor level.

Student 4

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	ri-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	pɹɪ'zu:m	'pɹɪ-zu:m	0
7	License	'laɪns	laɪ-'sns	0
8	Acquire	ə'kwaiəɹ	ə-'kwaiəɹ	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbəɹ	leɪ-'bəɹ	0
12	Differ	'dɪfəɹ	dɪ-'fəɹ	0
Total				5
Trisyllabic verbs				

1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nsntreɪt	'kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'strɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	dɪ-'ve-ləp	1
7	Determine	dɪ'tɜ:rɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	ri:m'fɔ:rs	ri:-m-'fɔ:rs	1
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	kəʊɪn'saɪd	kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	0
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenseɪt	kɑ:m-pen-'seɪt	0
16	Magnify	'mægnɪfaɪ	mæɡ-nɪ-'faɪ	0
Total				7
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə'-klaɪ-mə-taɪz	1
2	Reconsider	ri:kən'sɪdər	ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	ɪ'nu:məreɪt	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-'peɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	ɪn'kæpsjʊleɪt	ɪn'kæp-sjʊ-leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-erɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1

11	Identify	ar'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				5

- a. Disyllabic verbs, Student 4 was able to correctly place the stress on 5 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{5}{12} \times 100 = 42$$

Based on the classification of student ability, a score of 42 is included in the 'poor' level.

- b. Trisyllabic verbs, students 4 able to stress the 7 verbs correctly:

$$S = \frac{7}{16} \times 100 = 44$$

A score of 44 is included in the fair level, so students 4 ability in stressing trisyllabic verbs is included in poor level.

- c. Tetrasyllabic verbs, students 4 able to stress 5 verbs correctly. The students put the wrong stress on the other 6 verbs. Students score calculated as below :

$$S = \frac{5}{11} \times 100 = 45$$

Based on the classification of students ability, this students included in poor level.

Student 5

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	pri'zu:m	pri-'zu:m	1

7	License	'laɪns	laɪ-ˈsns	0
8	Acquire	əˈkwaɪər	ə-ˈkwaɪər	1
9	Expect	ɪkˈspekt	ɪks-ˈpekt	1
10	Collapse	kəˈlæps	kə-ˈlæps	1
11	Labour	ˈleɪbər	ˈleɪ-bər	1
12	Differ	ˈdɪfər	ˈdɪ-fər	1
Total				11
Trisyllabic Verbs				
1	Aggregate	ˈægrɪgət	æ-ˈgrɪ-gət	0
2	Consider	kənˈsɪdər	ˈkən-sɪ-dər	0
3	Envelop	ɪnˈveləp	ˈɪn-ve-ləp	0
4	Concentrate	ˈkɑːnsntreɪt	ˈkɑːn-sn-treɪt	1
5	Distinguish	dɪˈstɪŋɡwɪʃ	dɪs-ˈtɪŋ-gwɪʃ	1
6	Develop	dɪˈveləp	dɪ-ˈve-ləp	1
7	Determine	dɪˈtɜːrɪn	ˈdɪ-tɜːr-mɪn	0
8	Reinforce	ˌrɪːɪnˈfɔːrs	ˌrɪː-m-ˈfɔːrs	1
9	Generate	ˈdʒenəreɪt	ˈdʒe-nə-reɪt	1
10	Examine	ɪɡˈzæmɪn	ɪɡ-ˈzæ-mɪn	1
11	Coincide	ˌkəʊɪnˈsaɪd	ˌkəʊ-m-ˈsaɪd	1
12	Surrender	səˈrendər	sə-ˈren-dər	1
13	Contribute	kənˈtrɪbjʊːt	kən-ˈtrɪb-juːt	1
14	Emphasize	ˈemfəsaɪz	ˈem-fə-saɪz	1
15	Compensate	ˈkɑːmpenseɪt	ˈkɑːm-pen-seɪt	1
16	Magnify	ˈmæɡnɪfaɪ	ˈmæɡ-nɪ-faɪ	1
Total				12
Tetrasyllabic Verbs				
29	Acclimatize	əˈklaɪmətaɪz	ə-ˈklaɪ-mə-taɪz	1
30	Reconsider	ˌrɪːkənˈsɪdər	ˌrɪː-kən-ˈsɪ-dər	1
31	Categorize	ˈkætəɡəraɪz	kæ-ˈtə-gə-raɪz	0
32	Enumerate	ɪˈnuːməreɪt	ɪ-ˈnuː-mə-reɪt	1
33	Participate	pɑːrˈtɪsɪpeɪt	pɑːr-ˈtɪ-sɪ-	1

			peɪt	
34	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
35	Encapsulate	ɪn'kæpsjuleɪt	ɪn'kæp-sjʊ- leɪt	1
36	Excogitate	ɛks'kɒdʒɪteɪt	ɛks'kɒ-dʒɪ- teɪt	1
37	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
38	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
39	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				11

- a. Disyllabic verbs, Student 5 was able to correctly place the stress on 11 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{11}{12} \times 100 = 92$$

Based on the classification of student ability, a score of 92 is included in the 'excellent' level.

- b. Trisyllabic verbs, students 5 able to stress the 12 verbs correctly:

$$S = \frac{12}{16} \times 100 = 75$$

A score of 75 is included in the fair level, so students 5 ability in stressing trisyllabic verbs is included in good level.

- c. Tetrasyllabic verbs, students 5 able to stress 10 verbs correctly. The students put the wrong stress on the other 1 verbs. Students score calculated as below :

$$S = \frac{10}{11} \times 100 = 91$$

Based on the classification of students ability, this students included in excellent level.

Student 6

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	dɪs-'kʌs	0
5	Confess	kən'fes	kən-'fes	1
6	Presume	pri'zu:m	pri-'zu:m	1
7	License	'laɪns	lar-'sns	0
8	Acquire	ə'kwaɪər	ə-'kwaɪər	1
9	Expect	ɪk'spekt	ks-'pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	'lei-bər	1
12	Differ	'dɪfər	dɪ-'fər	0
Total				9
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nsntreɪt	'kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋgwɪʃ	'dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,ri:ɪn'fɔ:rs	,ri:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpenset	'kɑ:m-pen-seɪt	0

16	Magnify	'mægnɪfaɪ	mæɡ-nɪ-'faɪ	0
Total				6
Tetrasyllabic Verbs				
29	Acclimatize	ə'klaɪmətaɪz	'ə-klai-mə-taɪz	0
30	Reconsider	,ri:kən'sɪdər	,ri:-kən-'sɪ-dər	1
31	Categorize	'kætəɡəraɪz	kæ-'tə-gə-raɪz	0
32	Enumerate	ɪ'nu:məreɪt	'ɪ-nu:-mə-reɪt	0
33	Participate	pɑ:r'tɪsɪpət	pɑ:r-tɪ-sɪ-'pɛt	0
34	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-'faɪ	0
35	Encapsulate	ɪn'kæpsjələɪt	ɪn'kæp-sjʊ-leɪt	1
36	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
37	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-erɪt	0
38	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
39	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				4

- a. For the disyllabic verbs, Student 6 was able to correctly place the stress on 9 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{9}{12} \times 100 = 75$$

Based on the classification of student ability, a score of 75 is included in the 'good' level.

- b. Trisyllabic verbs, students 6 able to stress the 6 verbs correctly:

$$S = \frac{6}{16} \times 100 = 38$$

A score of 38 is included in the very poor level, so students 6 ability in stressing trisyllabic verbs is included in very poor level.

- c. Tetrasyllabic verbs, students 6 able to stress 4 verbs correctly. The students put the wrong stress on the other 7 verbs. Students score calculated as below :

$$S = \frac{4}{11} \times 100 = 36$$

Based on the classification of students ability, this students included in very poor level.

Student 7

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	rɪ'li:s	rɪ-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	'kən-fes	0
6	Presume	prɪ'zu:m	prɪ-'zu:m	1
7	License	l'laɪns	'laɪ-sns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	l'leɪbər	l eɪ-'bər	0
12	Differ	l'dɪfər	dɪ-'fər	0
Total				8
Trisyllabic Verbs				
1	Aggregate	l'ægrɪgət	l'æ-grɪ-gət	1
2	Consider	kən'sɪdər	l'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	l'n-ve-ləp	0
4	Concentrate	l'kɑ:nsntreɪt	l'kɑ:n-sn-treɪt	0
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	l'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	l'dɪ-tɜ:r-mɪn	0
8	Reinforce	l,rɪ:ɪn'fɔ:rs	l,rɪ:-ɪn-'fɔ:rs	1

9	Generate	'dʒenəreit	'dʒe-nə-reit	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsəɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpeɪnsət	'kɑ:m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				9
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	ɪ'nu:məreit	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn'kæp-sjʊ-leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreit	'və-sɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				7

- a. Disyllabic verbs, Student 7 was able to correctly place the stress on 8 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{8}{12} \times 100 = 67$$

Based on the classification of student ability, a score of 67 is included in the 'good' level.

- b. Trisyllabic verbs, students 7 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 1 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 7 able to stress 7 verbs correctly. The students put the wrong stress on the other 4 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in fair level.

Student 8

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	'sə-pəʊz	0
2	Release	rɪ'li:s	rɪ-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	prɪ-'zu:m	1
7	License	l'laɪns	lɑr-'sɪns	0
8	Acquire	ə'kwaɪər	l'ə-kwaɪər	0
9	Expect	ɪk'spekt	l'ɪks-pɛkt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	l'leɪbər	l'leɪ-bər	1
12	Differ	l'dɪfər	dɪ-'fər	0
Total				7
Trisyllabic Verbs				

1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nsntreɪt	'kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋɡwɪʃ	'dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	dɪ-'ve-ləp	1
7	Determine	dɪ'tɜ:rɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,rɪ:ɪn'fɔ:rs	,rɪ:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəreɪt	dʒe-nə-'reɪt	0
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-saɪd	0
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæg-nɪ-faɪ	1
Total				9
Tetrasyllabic Verbs				
1	Acclimatize	ə'klamətɑɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,rɪ:kən'sɪdər	,rɪ:-kən-'sɪ-dər	1
3	Categorize	'kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	'ɪnu:məreɪt	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn'kæp-sju-leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	'eks-kɒ-dʒɪ-tert	0
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1

11	Identify	ar'dentɪfə	ar-den-tɪ-'fə	0
Total				23

- a. Disyllabic verbs, Student 8 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{7}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 58 is included in the 'fair' level.

- b. Trisyllabic verbs, students 8 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 1 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 8 able to stress 7 verbs correctly. The students put the wrong stress on the other 4 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in fair level.

Student 9

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	rɪ'li:s	rɪ-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	prɪ-'zu:m	1

7	License	'ləɪns	ləɪ-'sɪns	0
8	Acquire	ə'kwaiə	ə-'kwaiə	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbə	leɪ-'bə	0
12	Differ	'dɪfə	'dɪ-fə	1
Total				9
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	dɪ-'ve-ləp	1
7	Determine	dɪ'tɜ:rmɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	,ri:ɪn'fɔ:rs	, 'ri:-ɪn-fɔ:rs	0
9	Generate	'dʒenəret	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊm'saɪd	,kəʊ-m-'saɪd	1
12	Surrender	sə'rendər	sə-ren-'dər	0
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenset	kɑ:m-pen-'seit	0
16	Magnify	'mægnɪfaɪ	mæg-nɪ-'faɪ	0
Total				5
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-klai-mə-'taɪz	0
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	'ɪnu:məret	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpet	pɑ:r-tɪ-sɪ-	0

			'pert	
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjələɪt	ɪn'kæp-sjə- ləɪt	1
8	Excogitate	ɛks'kɒdʒɪteɪt	ɛks'kɒ-dʒɪ- teɪt	1
9	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	0
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				5

- a. For the disyllabic verbs, Student 9 was able to correctly place the stress on 9 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{9}{12} \times 100 = 75$$

Based on the classification of student ability, a score of 75 is included in the 'good' level.

- b. Trisyllabic verbs, students 9 able to stress the 5 verbs correctly:

$$S = \frac{5}{16} \times 100 = 31$$

A score of 31 is included in the very poor level, so students 9 ability in stressing trisyllabic verbs is included in very poor level.

- c. Tetrasyllabic verbs, students 9 able to stress 5 verbs correctly. The students put the wrong stress on the other 6 verbs. Students score calculated as below :

$$S = \frac{5}{11} \times 100 = 45$$

Based on the classification of students ability, this students included in poor level.

Student 10

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	'ri-li:s	0
3	Conduct	kən'dʌkt	'kən-dʌkt	0
4	Discuss	di'skʌs	'dis-kʌs	0
5	Confess	kən'fes	'kən-fes	0
6	Presume	pri'zu:m	'pri-zu:m	0
7	License	ləɪns	ləɪ-sns	1
8	Acquire	əkwaɪə	əkwaɪə	0
9	Expect	ɪkspekt	ɪkspekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	leɪbə	leɪ-'bə	0
12	Differ	dɪfə	dɪ-fə	1
Total				4
Trisyllabic verbs				
1	Aggregate	ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	kɑ:nsntreɪt	kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	ri:ɪn'fɔ:rs	'ri:-ɪn-fɔ:rs	0
9	Generate	dʒenəreɪt	dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	kəʊɪn'saɪd	'kəʊ-ɪn-saɪd	0
12	Surrender	sə'rendər	sə-ren-'dər	0
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	emfəsaɪz	em-fə-'saɪz	0
15	Compensate	kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1

16	Magnify	'mægnɪfaɪ	mæg-nɪ-'faɪ	0
Total				6
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	r'nu:məreɪt	r-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpət	pɑ:r-'tɪ-sɪ-pət	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjələɪt	ɪn'kæp-sjə-ləɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				8

- a. Disyllabic verbs, Student 10 was able to correctly place the stress on 4 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{4}{12} \times 100 = 33$$

Based on the classification of student ability, a score of 33 is included in the 'very poor' level.

- b. Trisyllabic verbs, students 10 able to stress the 6 verbs correctly:

$$S = \frac{6}{16} \times 100 = 38$$

A score of 38 is included in the very poor level, so students 10 ability in stressing trisyllabic verbs is included in very poor level.

- c. Tetrasyllabic verbs, students 10 able to stress 8 verbs correctly. The students put the wrong stress on the other 3 verbs. Students score calculated as below :

$$S = \frac{8}{11} \times 100 = 73$$

Based on the classification of students ability, this students included in good level.

Student 11

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	rɪ'li:s	rɪ-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	'dɪs-kʌs	0
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	prɪ-'zu:m	1
7	License	l'laɪns	'laɪ-sns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	leɪ-'bər	0
12	Differ	'dɪfər	dɪ-'fər	0
Total				7
Trisyllabic verbs				
1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstrɪt	'kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋgwɪʃ	'dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	dɪ-'tɜ:r-mɪn	1

8	Reinforce	,ri:m'fɔ:rs	,ri:-m-ˈfɔ:rs	1
9	Generate	'dʒenəreit	dʒe-nə-ˈreit	0
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-ˈsaɪd	1
12	Surrender	sə'rendər	sə-ˈren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-ˈtrɪb-ju:t	1
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæg-nɪ-faɪ	0
Total				9
Tetrasyllabic verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-ˈklaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-ˈkən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	ɪ'nu:məreit	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-ˈpeɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-ˈfaɪ	0
7	Encapsulate	ɪn'kæpsjʊleɪt	ɪnkæp-sjʊ-ˈleɪt	0
8	Excogitate	ɛks'kɒdʒɪteɪt	ɛks-ˈkɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreit	və-ˈsɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-ˈves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-ˈfaɪ	0
Total				4

- a. Disyllabic verbs, Student 11 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{7}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 58 is included in the 'fair' level.

- b. Trisyllabic verbs, students 11 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 1 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 11 able to stress 4 verbs correctly. The students put the wrong stress on the other 7 verbs. Students score calculated as below :

$$S = \frac{4}{11} \times 100 = 36$$

Based on the classification of students ability, this students included in very poor level.

Student 12

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	'səpəʊz	0
2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	'kən-dʌkt	0
4	Discuss	dɪ'skʌs	dɪs-kʌs	0
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	prɪ-'zu:m	1
7	License	'laɪns	laɪ-'sns	0
8	Acquire	ə'kwɪər	'ə-kwɪər	0
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə'-læps	1
11	Labour	'leɪbər	'leɪ-bər	1
12	Differ	dɪfər	dɪ-fər	1

Total				5
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	kən-'sɪ-dər	1
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-'tret	1
5	Distinguish	dɪ'stɪŋɡwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	'dɪ-tɜ:r-rɪn	0
8	Reinforce	,rɪ:ɪn'fɔ:rs	,rɪ:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəreɪt	dʒe-nə-'reɪt	0
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	'sə-ren-dər	0
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpeɪnsət	kɑ:m-pen-'seɪt	0
16	Magnify	'mæɡnɪfaɪ	mæɡ-nɪ-'faɪ	0
Total				4
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-klaɪ-mə-'taɪz	0
2	Reconsider	,rɪ:kən'sɪdər	,rɪ:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	'ɪnu:məreɪt	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-'peɪt	0
6	Intensify	ɪn'tensɪfaɪ	'ɪn-ten-sɪ-faɪ	0
7	Encapsulate	ɪn'kæpsjʊleɪt	ɪn'kæp-sjʊ-leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-	1

			teɪt	
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				7

- a. For the disyllabic verbs, Student 12 was able to correctly place the stress on 5 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{5}{12} \times 100 = 42$$

Based on the classification of student ability, a score of 42 is included in the 'poor' level.

- b. Trisyllabic verbs, students 12 able to stress the 4 verbs correctly:

$$S = \frac{5}{16} \times 100 = 31$$

A score of 25 is included in the fair level, so students 1 ability in stressing trisyllabic verbs is included in very poor level.

- c. Tetrasyllabic verbs, students 1 able to stress 6 verbs correctly. The students put the wrong stress on the other 5 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in poor level.

Student 13

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	rɪ'li:s	rɪ-'li:s	1

3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	pɹɪ'zu:m	pɹɪ-'zu:m	1
7	License	['laɪns	laɪ-'sns	1
8	Acquire	ə'kwɪər	['ə-kwɪər	0
9	Expect	ɪk'spekt	['ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	['leɪbər	leɪ-'bər	0
12	Differ	['dɪfər	dɪ-'fər	0
Total				8
Trisyllabic verbs				
1	Aggregate	['ægrɪgət	['æ-grɪ-gət	1
2	Consider	kən'sɪdər	['kən-sɪ-dər	0
3	Envelop	ɪn'veləp	['ɪn-ve-ləp	0
4	Concentrate	['kɑ:nsntreɪt	kɑ:n-sn-'treɪt	0
5	Distinguish	dɪ'stɪŋɡwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	['dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	['ri:ɪn'fɔ:rs	['ri:-ɪn-fɔ:rs	0
9	Generate	['dʒenəreɪt	['dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	['kəʊɪn'saɪd	['kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-ren-'dər	0
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	['emfəsaɪz	['em-fə-saɪz	1
15	Compensate	['kɑ:mpeɪnsət	['kɑ:m-pen-seɪt	1
16	Magnify	['mæɡnɪfaɪ	['mæɡ-nɪ-faɪ	1
Total				10
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	['ri:kən'sɪdər	['ri:-'kən-sɪ-dər	1

3	Categorize	'kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	ɪ'nu:məreɪt	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-'peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn'kæp-sju-leɪt	1
8	Excogitate	ɛks'kɒdʒɪteɪt	'ɛks-kɒ-dʒɪ-tert	0
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				10

- a. Disyllabic verbs, Student 13 was able to correctly place the stress on 8 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{8}{12} \times 100 = 67$$

Based on the classification of student ability, a score of 67 is included in the 'good' level.

- b. Trisyllabic verbs, students 13 able to stress the 10 verbs correctly:

$$S = \frac{10}{16} \times 100 = 63$$

A score of 63 is included in the fair level, so students 13 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 13 able to stress 10 verbs correctly. The students put the wrong stress on the other 1 verbs. Students score calculated as below :

$$S = \frac{10}{11} \times 100 = 91$$

Based on the classification of students ability, this students included in excellent level.

Student 14

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	'sə-pəʊz	0
2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	'dɪs-kʌs	0
5	Confess	kən'fes	'kən-fes	0
6	Presume	prɪ'zu:m	'prɪ-zu:m	0
7	License	ləɪns	ləɪ-'sns	0
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	leɪbər	leɪ-'bər	0
12	Differ	dɪfər	dɪ-'fər	1
Total				4
Trisyllabic verbs				
1	Aggregate	ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	kən-'sɪ-dər	1
3	Envelop	m'veləp	m-ve-ləp	0
4	Concentrate	kɑ:nsntreɪt	kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	dɪ-'ve-ləp	1
7	Determine	dɪ'tɜ:rmɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	rɪ:ɪn'fɔ:rs	rɪ:ɪn-'fɔ:rs	1
9	Generate	dʒenəreɪt	dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	kəʊɪn'saɪd	kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	'sə-ren-dər	0
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	emfəsaɪz	'em-fə-saɪz	1

15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1
16	Magnify	'mæɡnɪfaɪ	mæɡ-nɪ-'faɪ	0
Total				8
Tetrasyllabic verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-klai-mə-'taɪz	0
2	Reconsider	ri:kən'sɪdər	ri:-kən-'sɪ-dər	1
3	Categorize	kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	r'nu:məreɪt	'r-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-'peɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn-kæp-sjʊ-'leɪt	0
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				4

- a. For the isyllabic verbs, Student 14 was able to correctly place the stress on 4 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{4}{12} \times 100 = 33$$

Based on the classification of student ability, a score of 33 is included in the 'very poor' level.

- b. Trisyllabic verbs, students 14 able to stress the 9 verbs correctly:

$$S = \frac{8}{16} \times 100 = 50$$

A score of 56 is included in the fair level, so students 14 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 14 able to stress 4 verbs correctly. The students put the wrong stress on the other 7 verbs. Students score calculated as below :

$$S = \frac{4}{11} \times 100 = 36$$

Based on the classification of students ability, this students included in very poor level.

Student 15

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	'ri-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	'kən-fes	0
6	Presume	pri'zu:m	'pri-zu:m	0
7	License	'laɪns	lar-'sns	0
8	Acquire	ə'kwaɪər	ə-'kwaɪər	1
9	Expect	ɪk'spekt	ks-'pekt	1
10	Collapse	kə'læps	'kə-læps	0
11	Labour	'leɪbər	leɪ-'bər	0
12	Differ	dɪfər	dɪ-'fər	0
Total				4
Trisyllabic verbs				
1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	n'veləp	'n-ve-ləp	0
4	Concentrate	'kɑ:nsntreɪt	'kɑ:n-sn-treɪt	1

5	Distinguish	dɪ'stɪŋɡwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	'dɪ-tɜ:r-ɪn	0
8	Reinforce	\,ri:ɪn'fɔ:rs	\,ri:-ɪn-'fɔ:rs	1
9	Generate	\ 'dʒenəreɪt	\ 'dʒe-nə-reɪt	1
10	Examine	ɪɡ'zæmɪn	\ 'ɪɡ-zæ-mɪn	0
11	Coincide	\,kəʊɪn'saɪd	\,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-ren-'dər	0
13	Contribute	kən'trɪbjʊ:t	\ 'kən-trɪb-ju:t	0
14	Emphasize	\ 'emfəsaɪz	\em-fə-'saɪz	0
15	Compensate	\ 'kɑ:mpenseɪt	\kɑ:m-pen-'seɪt	0
16	Magnify	\ 'mæɡnɪfaɪ	\mæɡ-nɪ-'faɪ	0
Total				6
Tetrasyllabic Verbs				
1	Acclimatize	\ə'klaɪmətaɪz	\ə'-klaɪ-mə-taɪz	1
2	Reconsider	\,ri:kən'sɪdər	\,ri:-'kən-sɪ-dər	0
3	Categorize	\ 'kætəgəraɪz	\kæt-'tə-gə-raɪz	0
4	Enumerate	\ɪ'nu:məreɪt	\ 'ɪ-nu:-mə-reɪt	0
5	Participate	\pɑ:r'tɪsɪpeɪt	\pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	\ɪn'tensɪfaɪ	\ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	\ɪn'kæpsjəleɪt	\ɪn'kæp-sjə-leɪt	1
8	Excogitate	\eks'kɒdʒɪteɪt	\ 'eks-kɒ-dʒɪ-teɪt	0
9	Vociferate	\və'sɪfəreɪt	\ 'və-sɪf-ər-eɪt	0
10	Investigate	\ɪn'vestɪgeɪt	\ 'ɪn-ves-tɪ-geɪt	0
11	Identify	\aɪ'dentɪfaɪ	\aɪ-'den-tɪ-faɪ	1
Total				4

- a. For the isyllabic verbs, Student 15 was able to correctly place the stress on 4 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{4}{12} \times 100 = 33$$

Based on the classification of student ability, a score of 33 is included in the 'very poor' level.

- b. Trisyllabic verbs, students 14 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 15 ability in stressing trisyllabic verbs is included in very poor level.

- c. Tetrasyllabic verbs, students 15 able to stress 4 verbs correctly. The students put the wrong stress on the other 7 verbs. Students score calculated as below :

$$S = \frac{4}{11} \times 100 = 36$$

Based on the classification of students ability, this students included in very poor level.

Student 16

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	?'kən-dʌkt	0
4	Discuss	di'skʌs	?'dɪs-kʌs	0
5	Confess	kən'fes	?'kən-fes	0
6	Presume	pri'zu:m	?'pri-zu:m	0
7	License	?'laɪns	'laɪ-'sns	1
8	Acquire	?'kwɪər	?'ə-kwɪər	0
9	Expect	'ɪkspekt	?'ɪks-pekt	0

10	Collapse	kə' læps	'kə-læps	0
11	Labour	'leɪbər	'leɪ-bər	1
12	Differ	'dɪfər	'dɪ-fər	1
Total				5
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	kən-'sɪ-dər	1
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,ri:ɪn'fɔ:rs	, 'ri:-ɪn-fɔ:rs	0
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæg-nɪ-faɪ	1
Total				10
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	ɪ'nu:məreɪt	'ɪ-nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1

7	Encapsulate	ɪn'kæpsjələt	ɪn'kæp-sjə-lert	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				9

- a. Disyllabic verbs, Student 16 was able to correctly place the stress on 5 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{5}{12} \times 100 = 42$$

Based on the classification of student ability, a score of 42 is included in the 'poor' level.

- b. Trisyllabic verbs, students 16 able to stress the 10 verbs correctly:

$$S = \frac{10}{16} \times 100 = 63$$

A score of 63 is included in the fair level, so students 16 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 16 able to stress 9 verbs correctly Students score calculated as below :

$$S = \frac{9}{11} \times 100 = 82$$

Based on the classification of students ability, this students included in excellent level.

Student 17

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	'dis-kʌs	0
5	Confess	kən'fes	kən-'fes	1
6	Presume	pri'zu:m	pri-'zu:m	1
7	License	l'laɪns	laɪ-'sɪns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	l'ɪks-pɛkt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	l'leɪbər	leɪ-'bər	1
12	Differ	l'dɪfər	l'dɪ-fər	1
Total				10
Trisyllabic Verbs				
1	Aggregate	l'ægrɪgət	l'æ-grɪ-gət	1
2	Consider	kən'sɪdər	l'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	l'in-ve-ləp	0
4	Concentrate	l'kɑ:nsntreɪt	l'kɑ:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	l'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	l'dɪ-tɜ:r-mɪn	0
8	Reinforce	l,ri:m'fɔ:rs	l,ri:-m-'fɔ:rs	1
9	Generate	l'dʒenəreɪt	l'dʒe-nə-reɪt	1
10	Examine	lɪg'zæmɪn	l'ɪg-zæ-mɪn	0
11	Coincide	l,kəʊɪn'saɪd	l,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	l'kən-trɪb-ju:t	0
14	Emphasize	l'emfəsaɪz	l'em-fə-saɪz	1
15	Compensate	l'kɑ:mpenseɪt	l'kɑ:m-pen-seɪt	1

16	Magnify	'mægnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				10
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-klaɪ-mə- 'taɪz	0
2	Reconsider	,ri:kən'sɪdər	,ri:-kən- 'sɪ-dər	1
3	Categorize	'kætəgəraɪz	'kæ-tə-gə- raɪz	1
4	Enumerate	r'nu:məreɪt	'r-nu:- mə-reɪt	0
5	Participate	pɑ:r'tɪspert	pɑ:r- 'tɪ-sɪ- pert	1
6	Intensify	ɪn'tensɪfaɪ	ɪn- 'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjələɪt	ɪn'kæp-sjə- ləɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ- teɪt	1
9	Vociferate	və'sɪfəreɪt	və- 'sɪf-ər- eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn- 'ves-tɪ- geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ- 'den-tɪ- faɪ	1
Total				9

- a. For the isyllabic verbs, Student 17 was able to correctly place the stress on 10 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{10}{12} \times 100 = 83$$

Based on the classification of student ability, a score of 83 is included in the 'excellent' level.

- b. Trisyllabic verbs, students 17 able to stress the 10 verbs correctly:

$$S = \frac{10}{16} \times 100 = 63$$

A score of 63 is included in the fair level, so students 17 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 17 able to stress 9 verbs correctly. The students put the wrong stress on the other 4 verbs. Students score calculated as below :

$$S = \frac{9}{11} \times 100 = 82$$

Based on the classification of students ability, this students included in excellent level.

Student 18

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	'sə-pəʊz	0
2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	'dɪs-kʌs	0
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	'prɪ-zu:m	0
7	License	'laɪns	'lɑɪ-sns	1
8	Acquire	ə'kwɑɪər	ə-'kwɑɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	'leɪ-bər	1
12	Differ	'dɪfər	'dɪ-fər	1
Total				6
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	1
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,rɪ:m'fɔ:rs	,rɪ:-ɪn-'fɔ:rs	1

9	Generate	'dʒenəreit	'dʒe-nə-reit	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	kəʊm'saɪd	kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	"emfəsaɪz	"em-fə-saɪz	1
15	Compensate	"kɑ:mpenset	"kɑ:m-pen-seɪt	1
16	Magnify	"mægnɪfaɪ	mæg-nɪ-'faɪ	0
Total				9
Tetrallabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	ri:kən'sɪdər	ri:-kən-'sɪ-dər	1
3	Categorize	"kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	r'nu:məreit	r-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-'sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjələt	ɪn'kæp-sjə-lət	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-kɒ-dʒɪ-'teɪt	0
9	Vociferate	və'sɪfəreit	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				8

- a. For the syllabic verbs, Student 18 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{8}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 50 is included in the 'poor' level.

- b. Trisyllabic verbs, students 18 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 18 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, students 18 able to stress 8 verbs correctly. The students put the wrong stress on the other 3 verbs. Students score calculated as below :

$$S = \frac{8}{11} \times 100 = 73$$

Based on the classification of students ability, this students included in good level.

Student 19

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	[sə'pəʊz]	[sə'pəʊz]	1
2	Release	[rɪ'li:s]	[rɪ-'li:s]	1
3	Conduct	[kən'dʌkt]	[kən-'dʌkt]	1
4	Discuss	[dɪ'skʌs]	[ɪ'dɪs-kʌs]	0
5	Confess	[kən'fes]	[ɪ'kən-fes]	1
6	Presume	[prɪ'zu:m]	[prɪ-'zu:m]	1
7	License	[ˈlaɪns]	[ɪ'laɪ-sns]	1
8	Acquire	[ə'kwɪər]	[ə-'kwɪər]	1
9	Expect	[ɪk'spekt]	[ɪks-'pekt]	0
10	Collapse	[kə'læps]	[kə-'læps]	1
11	Labour	[ˈleɪbər]	[ɪ'leɪ-bər]	1
12	Differ	[ˈdɪfər]	[ɪ'dɪ-fər]	1
Total				10
Trisyllabic Verbs				

1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	kən-'sɪ-dər	1
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	,ri:ɪn'fɔ:rs	,ri:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəret	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	,kəʊɪn'saɪd	, 'kəʊ-ɪn-saɪd	0
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	'emfəsaɪz	əm-fə-'saɪz	0
15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				11
Tetrasyllabic verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	ɪ'nu:məreɪt	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-'sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	ɪn'kæpsjələɪt	ɪn'kæp-sjə-ləɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-kɒ-dʒɪ-'teɪt	0
9	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪɡeɪt	ɪn-'ves-tɪ-ɡeɪt	1

11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				6

- a. Disyllabic verbs, Student 19 was able to correctly place the stress on 10 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{10}{12} \times 100 = 83$$

Based on the classification of student ability, a score of 83 is included in the 'excellent' level.

- b. Trisyllabic verbs, students 19 able to stress the 11 verbs correctly:

$$S = \frac{11}{16} \times 100 = 69$$

A score of 69 is included in the good level, so students 19 ability in stressing trisyllabic verbs is included in good level.

- c. Tetrasyllabic verbs, students 19 able to stress 6 verbs correctly. The students put the wrong stress on the other 5 verbs. Students score calculated as below :

$$S = \frac{6}{11} \times 100 = 55$$

Based on the classification of students ability, this students included in poor level.

Student 20

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	'dɪs-kʌs	0
5	Confess	kən'fes	kən-'fes	0
6	Presume	prɪ'zu:m	'prɪ-zu:m	0

7	License	l'laɪns	lɑɪ-'sns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	ɪks-'pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	ɪ'leɪ-bər	1
12	Differ	'dɪfər	'dɪ-fər	1
Total				7
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	ɪ'æ-grɪ-gət	1
2	Consider	kən'sɪdər	ɪ'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	ɪ'n-ve-ləp	0
4	Concentrate	'kɑ:nstret	kɑ:n-sn- 'tret	0
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	ɪ'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:mɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	ɪ'ri:m'fɔ:rs	ɪ'ri:-m-'fɔ:rs	1
9	Generate	'dʒenəreɪt	ɪ'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	ɪ'ɪg-zæ-mɪn	0
11	Coincide	ɪ,kəʊɪn'saɪd	ɪ,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-ren-'dər	0
13	Contribute	kən'trɪbjʊ:t	ɪ'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenset	ɪ'kɑ:m-pen- seit	1
16	Magnify	'mægnɪfaɪ	ɪ'mæg-nɪ-faɪ	1
Total				8
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə- taɪz	1
2	Reconsider	ɪ'ri:kən'sɪdər	ɪ'ri:-'kən-sɪ- dər	0
3	Categorize	'kætəgəraɪz	ɪ'kæ-tə-gə- raɪz	1
4	Enumerate	ɪ'nu:məreɪt	ɪ-'nu:-mə-reɪt	1

5	Participate	pɑ:r'tɪsɪpət	pɑ:r-tɪ-sɪ- 'pɛt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	ɪn'kæpsjələt	ɪn'kæp-sjə- lət	1
8	Excogitate	ɛks'kɒdʒɪteɪt	ɛks-kɒ-dʒɪ- 'teɪt	0
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				7

- a. For the isyllabic verbs, Student 20 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{7}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 58 is included in the 'fair' level.

- b. Trisyllabic verbs, students 20 able to stress the 8 verbs correctly:

$$S = \frac{8}{16} \times 100 = 50$$

A score of 50 is included in the poor level, so students 20 ability in stressing trisyllabic verbs is included in poor level.

- c. Tetrasyllabic verbs, students 20 able to stress 6 verbs correctly. The students put the wrong stress on the other 5 verbs. Students score calculated as below :

$$S = \frac{6}{11} \times 100 = 54$$

Based on the classification of students ability, this students included in poor level.

Student 21

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	'ri-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	dis-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	pri'zu:m	'pri-zu:m	0
7	License	l'laɪns	l'laɪ-sns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	l'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	l'leɪbər	l'leɪ-bər	1
12	Differ	dɪfər	dɪ-fər	1
Total				9
Trisyllabic verbs				
1	Aggregate	ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	l'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	l'ɪn-ve-ləp	0
4	Concentrate	kə:nsntreɪt	l'kə:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	l'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	l'dɪ-tɜ:r-mɪn	0
8	Reinforce	ri:ɪn'fɔ:rs	l'ri:-ɪn-'fɔ:rs	1
9	Generate	dʒenəreɪt	dʒe-nə-'reɪt	0
10	Examine	ɪg'zæmɪn	l'ɪg-zæ-mɪn	0
11	Coincide	kəʊɪn'saɪd	l'kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	l'kən-trɪb-ju:t	0
14	Emphasize	ɪ'emfəsaɪz	l'em-fə-'saɪz	0
15	Compensate	kə:mpenseɪt	l'kə:m-pen-	1

			seɪt	
16	Magnify	ˈmæɡnɪfaɪ	ˌmæɡ-nɪ-ˈfaɪ	0
Total				6
Tetrasyllabic Verbs				
1	Acclimatize	əˈklaɪmətaɪz	əˈ-klai-mə-taɪz	1
2	Reconsider	ˌriːkənˈsɪdər	ˌriː-ˈkən-sɪ-dər	0
3	Categorize	ˈkætəɡəraɪz	ˈkæ-tə-gə-raɪz	1
4	Enumerate	ˌɪnuːməreɪt	ˌɪ-ˈnuː-mə-reɪt	1
5	Participate	pɑːrˈtɪsɪpeɪt	pɑːr-ˈtɪ-sɪ-peɪt	1
6	Intensify	ɪnˈtensɪfaɪ	ɪn-ˈten-sɪ-faɪ	1
7	Encapsulate	ɪnˈkæpsjuleɪt	ɪnˈkæp-sju-leɪt	1
8	Excogitate	ɛksˈkɒdʒɪteɪt	ɛksˈkɒ-dʒɪ-teɪt	1
9	Vociferate	vəˈsɪfəreɪt	və-ˈsɪf-ər-eɪt	1
10	Investigate	ɪnˈvestɪɡeɪt	ɪn-ˈves-tɪ-ɡeɪt	1
11	Identify	aɪˈdentɪfaɪ	aɪ-ˈden-tɪ-faɪ	1
Total				10

- a. In stressing Disyllabic verbs, Student 21 was able to correctly place the stress on 9 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{9}{12} \times 100 = 75$$

Based on the classification of student ability, a score of 75 is included in the 'good' level.

- b. Trisyllabic verbs, students 21 able to stress the 6 verbs correctly:

$$S = \frac{6}{16} \times 100 = 38$$

A score of 38 is included in the very poor level, so student 21's ability in stressing trisyllabic verbs is included in the very poor level.

- c. Tetrasyllabic verbs, students 21 able to stress 6 verbs correctly. The students put the wrong stress on the other 5 verbs. Students score calculated as below :

$$S = \frac{6}{11} \times 100 = 55$$

Based on the classification of students ability, this students included in poor level.

Student 22

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	ri'li:s	"ri-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	dis-'kʌs	1
5	Confess	kən'fes	"kən-fes	0
6	Presume	pri'zu:m	"pri-zu:m	0
7	License	"laisns	lai-'sns	0
8	Acquire	ə'kwair	"ə-kwair	0
9	Expect	ɪk'spekt	"ɪks-pekt	0
10	Collapse	kə'læps	kə'-læps	1
11	Labour	"leɪbər	"leɪ-bər	1
12	Differ	"difər	"di-fər	0
Total				5
Trisyllabic Verbs				
1	Aggregate	"ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	kən-'sɪ-dər	0
3	Envelop	ɪn'veləp	"ɪn-ve-ləp	0
4	Concentrate	"kɑ:nstret	"kɑ:n-sn-tret	1
5	Distinguish	di'stɪŋgwɪʃ	dis-'tɪŋ-gwɪʃ	1
6	Develop	di'veləp	"di-ve-ləp	0
7	Determine	di'tɜ:rɪn	"di-tɜ:r-mɪn	0
8	Reinforce	"ri:ɪn'fɔ:rs	"ri:-ɪn-'fɔ:rs	1

9	Generate	'dʒenəreit	'dʒe-nə-reit	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	kəʊɪn'saɪd	kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	'sə-ren-dər	0
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen- seɪt	1
16	Magnify	'mægnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				7
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə'-klaɪ-mə- taɪz	1
2	Reconsider	ri:kən'sɪdər	ri:-kən-'sɪ- dər	1
3	Categorize	'kætəgəraɪz	kæ-'tə-gə- raɪz	0
4	Enumerate	ɪ'nu:məreit	'ɪ-nu:-mə-reit	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ- 'peɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjʊleɪt	ɪn'kæp-sjʊ- leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-kɒ-dʒɪ- 'teɪt	0
9	Vociferate	və'sɪfəreit	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				7

- a. In stressing disyllabic verbs, Student 22 was able to correctly place the stress on 5 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{5}{12} \times 100 = 42$$

Based on the classification of student ability, a score of 42 is included in the poor' level.

- b. In stressing Trisyllabic verbs, students 22 able to stress the 6 verbs correctly:

$$S = \frac{7}{16} \times 100 = 44$$

A score of 38 is included in the very poor level, so students 22 ability in stressing trisyllabic verbs is included in very poor level.

- c. Tetrasyllabic verbs, students 22 able to stress 7 verbs correctly. The students put the wrong stress on the other 4 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in fair level.

Student 23

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə'pəʊz	1
2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	'prɪ-zu:m	0
7	License	'laɪns	'lɑɪ-sns	1
8	Acquire	ə'kwɑɪə	ə-'kwɑɪə	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbə	leɪ-'bə	0
12	Differ	'dɪfə	'dɪ-fə	1
Total				8
Trisyllabic Verbs				

1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	kən-'sɪ-dər	1
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nsntreɪt	kɑ:n-sn-'treɪt	0
5	Distinguish	dɪ'stɪŋɡwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	ri:m'fɔ:rs	ri:-m-'fɔ:rs	1
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	kəʊɪn'saɪd	kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpeɪnsət	'kɑ:m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæg-nɪ-faɪ	1
Total				12
Trisyllabic verbs				
1	Acclimatize	ə'klamətəɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	ri:kən'sɪdər	ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-'tə-gə-raɪz	0
4	Enumerate	'ɪnu:məreɪt	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-tɪ-sɪ-'peɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn'kæp-sju-leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-ves-tɪ-'geɪt	0

11	Identify	ar'dentɪfai	'aɪ-den-tɪ-faɪ	0
Total				4

- a. For the disyllabic verbs, Student 23 was able to correctly place the stress on 8 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{8}{12} \times 100 = 67$$

Based on the classification of student ability, a score of 33 is included in the 'good' level.

- b. In stressing Trisyllabic verbs, students 23 able to stress the 12 verbs correctly:

$$S = \frac{12}{16} \times 100 = 75$$

A score of 75 is included in the good level, so students 23 ability in stressing trisyllabic verbs is included in good level.

- c. Tetrasyllabic verbs, students 23 able to stress 4 verbs correctly. The students put the wrong stress on the other 7 verbs. Students score calculated as below :

$$S = \frac{4}{11} \times 100 = 36$$

Based on the classification of students ability, this students included in very poor level.

Student 24

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	l'sə-pəʊz	0
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	pri'zu:m	l'pri-zu:m	0

7	License	l'laɪns	l laɪ-'sns	0
8	Acquire	ə'kwaiə	l'ə-kwaiə	0
9	Expect	ɪk'spekt	l'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	l'leɪbə	l leɪ-'bə	0
12	Differ	dɪfə	dɪ-'fə	0
Total				5
Trisyllabic Verbs				
1	Aggregate	ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	l'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	l'ɪn-ve-ləp	0
4	Concentrate	kə:nsntreɪt	l'kə:n-sn-treɪt	1
5	Distinguish	dɪ'stɪŋgwɪʃ	l'dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	dɪ-'ve-ləp	1
7	Determine	dɪ'tɜ:rmɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	l,rɪ:ɪn'fɔ:rs	l,rɪ:-ɪn-'fɔ:rs	1
9	Generate	dʒenəreɪt	dʒe-nə-'reɪt	0
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	l,kəʊɪn'saɪd	l,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	l'sə-ren-dər	0
13	Contribute	kən'trɪbjʊ:t	l'kən-trɪb-ju:t	0
14	Emphasize	ɪ'emfəsaɪz	l'em-fə-saɪz	1
15	Compensate	kə:mpenseɪt	l'kə:m-pen-seɪt	1
16	Magnify	mægnɪfaɪ	l mæg-nɪ-'faɪ	0
Total				8
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	l'ə-klaɪ-mə-taɪz	0
2	Reconsider	l,rɪ:kən'sɪdər	l,rɪ:-kən-'sɪ-dər	1
3	Categorize	kætəgəraɪz	kə-tə-gə-'raɪz	0
4	Enumerate	ɪ'nu:məreɪt	l'ɪ-nu:-mə-reɪt	0

5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-ˈtɪ-sɪ-peɪt	0
6	Intensify	ɪn'tensɪfaɪ	ɪn-ˈten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjuleɪt	'ɪn-kæp-sjʊ-lerɪt	0
8	Excogitate	ɛks'kɒdʒɪteɪt	'ɛks-kɒ-dʒɪ-terɪt	0
9	Vociferate	və'sɪfəreɪt	və-ˈsɪf-ər-erɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-ˈves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-ˈfaɪ	0
Total				2

- a. In the disyllabic verbs, Student 24 was able to correctly place the stress on 5 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{5}{12} \times 100 = 42$$

Based on the classification of student ability, a score of 42 is included in the 'poor' level.

- b. In stressing Trisyllabic verbs, students 24 able to stress the 8 verbs correctly:

$$S = \frac{8}{16} \times 100 = 50$$

A score of 50 is included in the poor level, so students 24 ability in stressing trisyllabic verbs is included in poor level.

- c. And in Tetrasyllabic verbs, students 24 able to stress 4 verbs correctly. The students put the wrong stress on the other 9 verbs. Students score calculated as below :

$$S = \frac{4}{11} \times 100 = 36$$

Based on the classification of students ability, this students included in very poor level.

Student 25

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə-'pəʊz	1
2	Release	rɪ'li:s	rɪ-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	prɪ-'zu:m	1
7	License	lɪ'sns	lɪ-'sns	0
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	ɪ-'eks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	lɪ'bər	lɪ-'bər	0
12	Differ	dɪfər	dɪ-'fər	0
Total				8
Trisyllabic Verbs				
1	Aggregate	ægrɪgət	ɪ'æ-grɪ-gət	1
2	Consider	kən'sɪdər	ɪ'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	ɪ'n-ve-ləp	0
4	Concentrate	kɑ:nstret	kɑ:n-sn-'tret	0
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	ɪ'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	ɪ'dɪ-tɜ:r-mɪn	0
8	Reinforce	ri:ɪn'fɔ:rs	ri:-ɪn-'fɔ:rs	1
9	Generate	dʒenəreɪt	dʒe-nə-'reɪt	0
10	Examine	ɪg'zæmɪn	ɪg-zæ-'mɪn	0
11	Coincide	kəʊɪn'saɪd	kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	ɪ'sə-ren-dər	0
13	Contribute	kən'trɪbjʊ:t	ɪ'kən-trɪb-ju:t	0
14	Emphasize	em'fæsaɪz	em-fə-'saɪz	0
15	Compensate	kɑ:mpenseɪt	kɑ:m-pen-'seɪt	0

16	Magnify	'mægnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				5
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	r'nu:məreɪt	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪspert	pɑ:r-'tɪ-sɪ-pert	1
6	Intensify	ɪn'tensɪfaɪ	'ɪn-ten-sɪ-faɪ	0
7	Encapsulate	ɪn'kæpsjuleɪt	'ɪn-kæp-sjʊ-lert	0
8	Excogitate	eks'kɒdʒɪteɪt	'eks-kɒ-dʒɪ-teɪt	0
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	0
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				2

- a. For the disyllabic verbs, Student 25 was able to correctly place the stress on 8 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{8}{12} \times 100 = 67$$

Based on the classification of student ability, a score of 67 is included in the 'good' level.

- b. In stressing Trisyllabic verbs, students 25 able to stress the 5 verbs correctly:

$$S = \frac{5}{16} \times 100 = 42$$

A score of 42 is included in the poor level, so students 25 ability in stressing trisyllabic verbs is included in poor level.

- c. Tetrasyllabic verbs, students 25 able to stress 2 verbs correctly. The students put the wrong stress on the other 9 verbs. Students score calculated as below :

$$S = \frac{4}{11} \times 100 = 36$$

Based on the classification of students ability, this students included in very poor level.

Student 26

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	sə-'pəʊz	1
2	Release	rɪ'li:s	"rɪ-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	"dɪs-kʌs	0
5	Confess	kən'fes	"kən-fes	0
6	Presume	"prɪ'zu:m	"prɪ-zu:m	0
7	License	"ləɪns	"ləɪ-sns	1
8	Acquire	"əkwaɪə	"ə-kwaɪə	0
9	Expect	"ɪkspekt	"ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	"leɪbə	leɪ-'bə	0
12	Differ	"dɪfə	dɪ-'fə	0
Total				4
Trisyllabic Verbs				
1	Aggregate	"ægrɪgət	"æ-grɪ-gət	1
2	Consider	kən'sɪdər	"kən-sɪ-dər	0
3	Envelop	"ɪn'veləp	"ɪn-ve-ləp	0
4	Concentrate	"kɑ:nstret	"kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	"dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	"dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	"dɪ-tɜ:r-mɪn	0
8	Reinforce	"ri:ɪn'fɔ:rs	"ri:-ɪn-'fɔ:rs	1

9	Generate	'dʒenəreɪt	dʒe-nə-'reɪt	0
10	Examine	ɪɡ'zæmɪn	'ɪɡ-zæ-mɪn	0
11	Coincide	kəʊɪn'saɪd	kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpenseɪt	kɑ:m-pen- seɪt	1
16	Magnify	'mæɡnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				9
Tetrasyllabic verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə- taɪz	1
2	Reconsider	ri:kən'sɪdər	ri:-kən-'sɪ- dər	1
3	Categorize	'kætəɡəraɪz	'kæ-tə-gə- raɪz	1
4	Enumerate	ɪ'nu:məreɪt	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ- peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjʊleɪt	ɪn-'kæp-sjʊ- leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ- teɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				11

- a. In stressing the disyllabic verbs, Student 26 was able to correctly place the stress on 3 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{3}{12} \times 100 = 25$$

Based on the classification of student ability, a score of 25 is included in the 'very poor' level.

- b. Trisyllabic verbs, students 26 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 26 ability in stressing trisyllabic verbs is included in fair level.

- c. In stressing Tetrasyllabic verbs, students 26 able to stress 11 verbs correctly. So this students get 100 score or excellent level.

Student 27

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	ʔsə-pəʊz	0
2	Release	rɪ'li:s	ʔrɪ-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	ʔdɪs-kʌs	0
5	Confess	kən'fes	ʔkən-fes	0
6	Presume	prɪ'zu:m	pɾɪ-'zu:m	1
7	License	'laɪns	ʔlaɪ-sns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	ʔɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	ʔleɪ-bər	1
12	Differ	dɪfər	ʔdɪ-fər	1
Total				6
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	ʔkən-sɪ-dər	0
3	Envelop	ɪn'veləp	ʔɪn-ve-ləp	0
4	Concentrate	'kɔ:nstɾeɪt	'kɔ:n-sn-treɪt	1

5	Distinguish	dɪ'stɪŋɡwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,ri:m'fɔ:rs	,ri:-m-'fɔ:rs	1
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪɡ'zæmɪn	ɪɡ-'zæ-mɪn	1
11	Coincide	,kəʊm'saɪd	,kəʊ-m-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenset	'kɑ:m-pen-seɪt	1
16	Magnify	'mæɡnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				9
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəɡəraɪz	kæ-tə-gə-'raɪz	0
4	Enumerate	r'nu:məreɪt	r-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjələɪt	ɪn-'kæp-sjʊ-lɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ-tɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪɡeɪt	ɪn-ves-tɪ-'ɡeɪt	0
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				7

- a. For the disyllabic verbs, Student 27 was able to correctly place the stress on 6 verbs out of a total of

12 available verbs. Student scores are calculated as below:

$$S = \frac{6}{12} \times 100 = 50$$

Based on the classification of student ability, a score of 50 is included in the 'poor' level.

- b. In stressing Trisyllabic verbs, students 27 able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 27 ability in stressing trisyllabic verbs is included in fair level.

- c. In stressing Tetrasyllabic verbs, students 27 able to stress 7 verbs correctly. The students put the wrong stress on the other 4 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in fair level.

Student 28

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə-'pəʊz	1
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	di'skʌs	dis-'kʌs	1
5	Confess	kən'fes	'kən-fes	0
6	Presume	pri'zu:m	pri-'zu:m	1
7	License	l'laɪns	l'laɪ-sns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	ɪks-'pekt	1
10	Collapse	kə'læps	kə-'læps	1

11	Labour	'leɪbər	'lei-bər	1
12	Differ	'dɪfər	'dɪ-fər	1
Total				11
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	kən-'sɪ-dər	1
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋɡwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	dɪ-'ve-ləp	1
7	Determine	dɪ'tɜ:rmɪn	dɪ-'tɜ:r-mɪn	1
8	Reinforce	,ri:ɪn'fɔ:rs	,ri:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1
16	Magnify	'mæɡnɪfaɪ	'mæɡ-nɪ-faɪ	1
Total				14
Tetrasyllabic verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-kən-'sɪ-dər	1
3	Categorize	'kætəgəraɪz	kæ-tə-gə-'raɪz	0
4	Enumerate	ɪ'nu:məreɪt	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjʊleɪt	ɪn-'kæp-sjʊ- leɪt	1

			leit	
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ- teɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				9

- a. In Disyllabic verbs, Student 28 was able to correctly place the stress on 11 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{11}{12} \times 100 = 92$$

Based on the classification of student ability, a score of 92 is included in the 'excellent' level.

- b. In stressing Trisyllabic verbs, students 28 able to stress the 14 verbs correctly:

$$S = \frac{14}{16} \times 100 = 88$$

A score of 88 is included in the excellent level, so students 28 ability in stressing trisyllabic verbs is included in excellent level.

- c. Tetrasyllabic verbs, students 28 able to stress 9 verbs correctly. The students put the wrong stress on the other 2 verbs. Students score calculated as below :

$$S = \frac{9}{11} \times 100 = 82$$

Based on the classification of students ability, this students included in excellent level.

Student 29

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz]'sə-pəʊz	0

2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	'kən-dʌkt	0
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	'kən-fes	0
6	Presume	prɪ'zu:m	'prɪ-zu:m	0
7	License	'laɪsns	'laɪ-sns	1
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	'leɪ-bər	1
12	Differ	'dɪfər	dɪ-'fər	0
Total				5
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,ri:ɪn'fɔ:rs	,ri:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	0
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenseɪt	'kɑ.m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæg-nɪ-faɪ	1
Total				8
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-	0

			dər	
3	Categorize	'kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	ɪ'nu:məreɪt	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn-'kæp-sjʊ-leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				10

- a. In stressing disyllabic verbs, Student 29 was able to correctly place the stress on 5 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{5}{12} \times 100 = 42$$

Based on the classification of student ability, a score of 42 is included in the 'poor' level.

- b. Trisyllabic verbs, students 29 able to stress the 8 verbs correctly:

$$S = \frac{8}{16} \times 100 = 50$$

A score of 50 is included in the poor level, so students 29 ability in stressing trisyllabic verbs is included in poor level.

- c. Tetrasyllabic verbs, students 29 able to stress 10 verbs correctly. The students put the wrong stress on the other 1 verbs. Students score calculated as below :

$$S = \frac{10}{11} \times 100 = 91$$

Based on the classification of students ability, this students included in excellent level.

Student 30

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə-'pəʊz	1
2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	kən-'dʌkt	1
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zu:m	'prɪ-zu:m	0
7	License	l'laɪns	l'laɪ-sns	1
8	Acquire	ə'kwɪər	l'ə-kwɪər	0
9	Expect	ɪk'spekt	l'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	l'leɪbər	l'leɪ-bər	1
12	Differ	l'dɪfər	l'dɪ-fər	1
Total				8
Trisyllabic Verbs				
1	Aggregate	l'ægrɪgət	l'æ-'grɪ-gət	0
2	Consider	kən'sɪdər	l'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	l'ɪn-ve-ləp	0
4	Concentrate	l'kɑ:nstrɪt	l'kɑ:n-sn-treɪt	0
5	Distinguish	dɪ'stɪŋgwɪʃ	l'dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	l'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	l'dɪ-tɜ:r-mɪn	0
8	Reinforce	l,rɪ:ɪn'fɔ:rs	l,'rɪ:-ɪn-fɔ:rs	0
9	Generate	l'dʒenəreɪt	l'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	l,kəʊɪn'saɪd	l,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1

14	Emphasize	'emfəsəɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpeɪnsət	'kɑ:m-pen-sət	1
16	Magnify	'mægnɪfaɪ	'mæg-nɪ-faɪ	1
Total				8
Tetrasyllabic verbs				
1	Acclimatize	ə'klaɪmətaɪz	'ə-klaɪ-mə-taɪz	0
2	Reconsider	,rɪ:kən'sɪdər	,rɪ:-kən-'sɪ-dər	1
3	Categorize	'kætəgəraɪz	kæ-tə-gə-'raɪz	0
4	Enumerate	'ɪnu:məreɪt	'ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ-peɪt	1
6	Intensify	ɪn'tensɪfaɪ	'ɪn-ten-sɪ-faɪ	0
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn-'kæp-sju-lət	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ-tert	1
9	Vociferate	və'sɪfəreɪt	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	'ɪn-ves-tɪ-geɪt	0
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				6

- a. For the disyllabic verbs, this student was able to correctly place the stress on 8 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{8}{12} \times 100 = 67$$

Based on the classification of student ability, a score of 67 is included in the 'good' level.

- b. In Trisyllabic verbs, this student was able to stress the 8 verbs correctly:

$$S = \frac{8}{16} \times 100 = 50$$

A score of 50 is included in the poor level

- c. In Tetrasyllabic verbs, this able to stress 6 verbs correctly. The students put the wrong stress on the other 5 verbs. Students score calculated as below :

$$S = \frac{6}{11} \times 100 = 55$$

Based on the classification of students ability, this students included in poor level.

Student 31

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə-'pəʊz	1
2	Release	rɪ'li:s	rɪ-'li:s	1
3	Conduct	kən'dʌkt	'kən-dʌkt	0
4	Discuss	dɪ'skʌs	'dɪs-kʌs	0
5	Confess	kən'fes	'kən-fes	0
6	Presume	prɪ'zu:m	'prɪ-zu:m	0
7	License	'laɪns	laɪ-'sɪns	0
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	leɪ-'bər	0
12	Differ	'dɪfər	dɪ-'fər	0
Total				4
Trisyllabic verbs				
1	Aggregate	'ægrɪgət	'æ-grɪ-gət	1
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	ɪn-'ve-ləp	1
4	Concentrate	'kɑ:nstret	kɑ:n-sn-'tret	0
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	'dɪ-tɜ:r-ɪn	0
8	Reinforce	,rɪ:ɪn'fɔ:rs	,rɪ:-ɪn-'fɔ:rs	1

9	Generate	'dʒenəreit	dʒe-nə-'reit	0
10	Examine	ɪg'zæmɪn	"ɪg'zæ-mɪn	0
11	Coincide	kəʊm'saɪd	'kəʊ-ɪn-saɪd	0
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	"emfəsaɪz	"em-fə-saɪz	1
15	Compensate	"kɑ:mpenseɪt	"kɑ:m-pen- seɪt	1
16	Magnify	"mægnɪfaɪ	"mæg-nɪ-faɪ	1
Total				9
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə- taɪz	1
2	Reconsider	ri:kən'sɪdər	ri:-'kən-sɪ- dər	0
3	Categorize	"kætəgəraɪz	kæ-tə-gə- 'raɪz	0
4	Enumerate	ɪ'nu:məreit	"ɪ-nu:-mə-reɪt	0
5	Participate	pɑ:r'tɪsɪpeɪt	pɑ:r-'tɪ-sɪ- peɪt	1
6	Intensify	ɪn'tensɪfaɪ	ɪn-'ten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjuleɪt	ɪn-'kæp-sju- leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ- teɪt	1
9	Vociferate	və'sɪfəreit	və-'sɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				8

- a. Dsyllabic verbs, this student was able to correctly place the stress on 4 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{4}{12} \times 100 = 33$$

Based on the classification of student ability, a score of 33 is included in the 'very poor' level.

- b. Trisyllabic verbs, this students able to stress the 9 verbs correctly:

$$S = \frac{9}{16} \times 100 = 56$$

A score of 56 is included in the fair level, so students 14 ability in stressing trisyllabic verbs is included in fair level.

- c. Tetrasyllabic verbs, this students able to stress 9 verbs correctly. The students put the wrong stress on the other 2 verbs. Students score calculated as below :

$$S = \frac{8}{11} \times 100 = 73$$

Based on the classification of students ability, this students included in excellent level.

Student 32

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə-'pəʊz	1
2	Release	ri'li:s	ri-'li:s	1
3	Conduct	kən'dʌkt	'kən-dʌkt	0
4	Discuss	di'skʌs	dis-'kʌs	1
5	Confess	kən'fes	'kən-fes	0
6	Presume	pri'zu:m	pri-'zu:m	1
7	License	'laisns	laɪ-'sns	0
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	lei-'bər	0
12	Differ	'dɪfər	'dɪ-fər	1
Total				7
Trisyllabic Verbs				

1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-treit	1
5	Distinguish	dɪ'stɪŋgwɪʃ	'dɪs-tɪŋ-gwɪʃ	0
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:mɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,ri:ɪn'fɔ:rs	,ri:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəreit	dʒe-nə-'reit	0
10	Examine	ɪg'zæmɪn	ɪg-zæ-'mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	'kən-trɪb-ju:t	0
14	Emphasize	'emfəsaɪz	'em-fə-saɪz	1
15	Compensate	'kɑ:mpenseɪt	'kɑ:m-pen-seɪt	1
16	Magnify	'mægnɪfaɪ	'mæg-nɪ-faɪ	1
Total				7
Tetrasyllabic verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	'kæ-tə-gə-raɪz	1
4	Enumerate	ɪ'nu:məreit	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	'pɑ:r-tɪ-sɪ-peɪt	0
6	Intensify	ɪn'tensɪfaɪ	'ɪn-ten-sɪ-faɪ	0
7	Encapsulate	ɪn'kæpsjʊleɪt	'ɪn-kæp-sjʊ-leɪt	0
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreit	və-'sɪf-ər-eɪt	1

10	Investigate	ɪn'vestɪgət	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-'den-tɪ-faɪ	1
Total				7

- a. For the disyllabic verbs, Student 32 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{7}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 58 is included in the 'fair' level.

- b. Trisyllabic verbs, students 32 able to stress the 7 verbs correctly:

$$S = \frac{7}{16} \times 100 = 44$$

A score of 44 is included in the poor level

- c. Tetrasyllabic verbs, students 32 able to stress 7 verbs correctly. The students put the wrong stress on the other 4 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in fair level.

Student 33

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic Verbs				
1	Suppose	sə'pəʊz	sə-'pəʊz	1
2	Release	rɪ'li:s	rɪ-'li:s	1
3	Conduct	kən'dʌkt	'kən-dʌkt	0
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	'kən-fes	0
6	Presume	prɪ'zu:m	'prɪ-zu:m	0
7	License	'laɪns	laɪ-'sɪns	0

8	Acquire	ə'kwaɪər	'ə-kwaɪər	0
9	Expect	ɪk'spekt	'ɪks-pekt	0
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	lei-'bər	0
12	Differ	'dɪfər	'dɪ-fər	1
Total				5
Trisyllabic verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	'kən-sɪ-dər	0
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nsntret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rmɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,ri:ɪn'fɔ:rs	,ri:-ɪn-'fɔ:rs	1
9	Generate	'dʒenəreit	dʒe-nə-'reit	0
10	Examine	ɪg'zæmɪn	ɪg-'zæ-mɪn	1
11	Coincide	,kəʊɪn'saɪd	, 'kəʊ-ɪn-saɪd	0
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpeɪsɪt	'kɑ:m-pen- sɪt	1
16	Magnify	'mægnɪfaɪ	mæɡ-nɪ-'faɪ	0
Total				7
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətəɪz	ə-'klaɪ-mə- taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ- dər	0
3	Categorize	'kætəgəraɪz	kæ-tə-gə- 'raɪz	0
4	Enumerate	ɪ'nu:məreit	ɪ-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpeɪt	'pɑ:r-tɪ-sɪ- peɪt	0

6	Intensify	ɪn'tensɪfaɪ	ɪn-ˈten-sɪ-faɪ	1
7	Encapsulate	ɪn'kæpsjʊleɪt	ɪn-ˈkæp-sjʊ- leɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-ˈkɒ-dʒɪ- teɪt	1
9	Vociferate	və'sɪfəreɪt	və-ˈsɪf-ər-eɪt	1
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				7

- a. In stressing the disyllabic verbs, Student 33 was able to correctly place the stress on 5 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{5}{12} \times 100 = 42$$

Based on the classification of student ability, a score of 42 is included in the poor' level.

- b. Trisyllabic verbs, students 33 able to stress the 7 verbs correctly:

$$S = \frac{7}{16} \times 100 = 44$$

A score of 44 is included in the poor level, so students 33 ability in stressing trisyllabic verbs is included in poor level.

- c. Tetrasyllabic verbs, students 32 able to stress 7 verbs correctly. The students put the wrong stress on the other 4 verbs. Students score calculated as below :

$$S = \frac{7}{11} \times 100 = 64$$

Based on the classification of students ability, this students included in fair level.

Student 34

No	Verbs	Stress Placement Based On		Score
		Oxford	Students	
Disyllabic verbs				
1	Suppose	sə'pəʊz	'sə-pəʊz	0
2	Release	rɪ'li:s	'rɪ-li:s	0
3	Conduct	kən'dʌkt	'kən-dʌkt	0
4	Discuss	dɪ'skʌs	dɪs-'kʌs	1
5	Confess	kən'fes	kən-'fes	1
6	Presume	prɪ'zʊ:m	'prɪ-zʊ:m	0
7	License	'laɪns	lar-'sɪns	0
8	Acquire	ə'kwɪər	ə-'kwɪər	1
9	Expect	ɪk'spekt	ɪks-'pekt	1
10	Collapse	kə'læps	kə-'læps	1
11	Labour	'leɪbər	'leɪ-bər	1
12	Differ	'dɪfər	'dɪ-fər	1
Total				7
Trisyllabic Verbs				
1	Aggregate	'ægrɪgət	æ-'grɪ-gət	0
2	Consider	kən'sɪdər	kən-'sɪ-dər	1
3	Envelop	ɪn'veləp	'ɪn-ve-ləp	0
4	Concentrate	'kɑ:nstret	'kɑ:n-sn-tret	1
5	Distinguish	dɪ'stɪŋgwɪʃ	dɪs-'tɪŋ-gwɪʃ	1
6	Develop	dɪ'veləp	'dɪ-ve-ləp	0
7	Determine	dɪ'tɜ:rɪn	'dɪ-tɜ:r-mɪn	0
8	Reinforce	,ri:n'fɔ:rs	, 'ri:-ɪn-fɔ:rs	0
9	Generate	'dʒenəreɪt	'dʒe-nə-reɪt	1
10	Examine	ɪg'zæmɪn	'ɪg-zæ-mɪn	0
11	Coincide	,kəʊɪn'saɪd	,kəʊ-ɪn-'saɪd	1
12	Surrender	sə'rendər	sə-'ren-dər	1
13	Contribute	kən'trɪbjʊ:t	kən-'trɪb-ju:t	1
14	Emphasize	'emfəsaɪz	em-fə-'saɪz	0
15	Compensate	'kɑ:mpenset	'kɑ:m-pen- set	1

16	Magnify	'mægnɪfaɪ	mæg-nɪ-'faɪ	0
Total				8
Tetrasyllabic Verbs				
1	Acclimatize	ə'klaɪmətaɪz	ə-'klaɪ-mə-taɪz	1
2	Reconsider	,ri:kən'sɪdər	,ri:-'kən-sɪ-dər	0
3	Categorize	'kætəgəraɪz	kæ-tə-gə-'raɪz	0
4	Enumerate	r'nu:məreɪt	r-'nu:-mə-reɪt	1
5	Participate	pɑ:r'tɪsɪpət	pɑ:r-'tɪ-sɪ-pət	1
6	Intensify	ɪn'tensɪfaɪ	'ɪn-ten-sɪ-'faɪ	0
7	Encapsulate	ɪn'kæpsjələɪt	ɪn-'kæp-sjə-ləɪt	1
8	Excogitate	eks'kɒdʒɪteɪt	eks-'kɒ-dʒɪ-teɪt	1
9	Vociferate	və'sɪfəreɪt	'və-sɪf-ər-eɪt	0
10	Investigate	ɪn'vestɪgeɪt	ɪn-'ves-tɪ-geɪt	1
11	Identify	aɪ'dentɪfaɪ	aɪ-den-tɪ-'faɪ	0
Total				6

- a. In stressing disyllabic verbs, Student 34 was able to correctly place the stress on 7 verbs out of a total of 12 available verbs. Student scores are calculated as below:

$$S = \frac{7}{12} \times 100 = 58$$

Based on the classification of student ability, a score of 58 is included in the 'fair' level.

- b. Trisyllabic verbs, students 34 able to stress the 8 verbs correctly:

$$S = \frac{8}{16} \times 100 = 50$$

A score of 50 is included in the poor level.

- c. Tetrasyllabic verbs, students 34 able to stress 6 verbs correctly. The students put the wrong stress on the other 5 verbs. Students score calculated as below :

$$S = \frac{6}{11} \times 100 = 55$$

Based on the classification of students ability, this students included in poor level.

After analyzing student pronunciation, the researcher then classified the students' abilities through the following steps:

1. Determining the level of students' ability level in stressing English verbs based on the number of the syllable.

The scoring system of the test was given, score one to each correct stress pronunciation and zero to the wrong stress pronunciation, it is done by comparing the transcripts of the students' stress placement with the correct stress placement based on the Oxford Dictionary. Then, the total of the correct answer was divided by the total test item and multiplied by 100, so that the highest score was 100.⁷⁸Based on the result of counting the test, the student's score can be seen on the table below:

a. Disyllabic Verbs

Table 4.1
The results of students Ability Level in
stressing Disyllabic Verbs

No	Code of students	Σ right answer	Σ items	Level of Mastery	Ability
1	AR	7	12	58	Fair
2	ADL	7	12	58	Fair
3	AWQ	6	12	50	Poor
4	ABZ	5	12	42	Poor
5	AM	11	12	92	Excellent

⁷⁸ Arikunto, suharmisi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2013) p.35

6	AP	9	12	75	Good
7	AM	8	12	67	Good
8	ARSP	7	12	58	Fair
9	BNS	9	12	75	Good
10	DA	4	12	33	Very Poor
11	DPM	7	12	58	Fair
12	DS	5	12	42	Poor
13	DTP	8	12	67	Good
14	EL	4	12	33	Very Poor
15	FCD	4	12	33	Very Poor
16	FF	5	12	42	Poor
17	AHBI	10	12	83	Excellent
18	IW	7	12	58	Fair
19	IDH	10	12	83	Excellent
20	ARA	7	12	58	Fair
21	ARZ	9	12	75	Good
22	LA	5	12	42	Poor
23	M	8	12	67	Good
24	MAS	5	12	42	Poor
25	MUS	8	12	67	Good
26	HDS	4	12	33	Very Poor
27	QN	7	12	58	Fair
28	RA	11	12	92	Excellent
29	RSR	5	12	42	Poor
30	RP	8	12	67	Good
31	SPD	4	12	33	Very Poor
32	SA	7	12	58	Fair
33	MS	5	12	42	Poor
34	WS	7	12	58	Fair
The total score /$\sum x$				1941	
Mean score /M				56,62	

From the table it can be seen that there were two student who got 92 , two student got a score of 83, three student got a score of 75, five students got a score of 67, nine

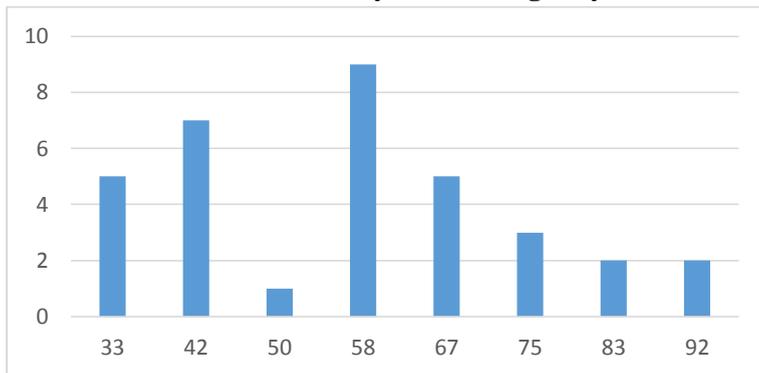
students got 58, one students got 50, seven students got a score of 42, and five students who got a score of 33. This explanation can be seen in the following table and figure:

Table.4.2
The result of Students' Score in
stressing Disyllabic Verbs

No	Students' Score	Total of students
1	33	5
2	42	7
3	50	1
4	58	9
5	67	5
6	75	3
7	83	2
8	92	2
Total students		34 Students

Figure 4.1

The result of Students Ability in Stressing Disyllabic Verbs



2. Finding out the percentage of classification

After the students' score was classified, the researcher found the percentage of classification. The formula of percentage was:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency

N: Number of the sample⁷⁹

From table 4.1 on page 90 up to 91 about students score, the frequency of each students' classification was calculated as follows:

Excellent : 4

Good : 8

Fair : 9

Poor : 8

Very Poor : 5

The percentage of students ability in stressing Disyllabic verbs:

- a. The percentage of the students' ability in stressing Disyllabic verbs that having excellent level. There were 4 students at this level. The percentage was as follow:

$$P = \frac{4}{34} \times 100\% = 11,76\%$$

- b. The percentage of the students' ability in stressing Disyllabic verbs that having good level. There were 8 students at this level. The percentage was as follow:

$$P = \frac{8}{34} \times 100\% = 23,53\%$$

⁷⁹ Adam Malik, *Pengantar Statistika Pendidikan*, (Yogyakarta: Deepublish Publisher, 2018),p.87

- c. The percentage of the students' ability in stressing Disyllabic verbs that having fair level. There were 9 students at this level. The percentage was as follow:

$$P = \frac{9}{34} \times 100\% = 26,47\%$$

- d. The percentage of the students' ability in stressing Disyllabic verbs that having poor level. There were 8 students at this level. The percentage was as follow:

$$P = \frac{8}{34} \times 100\% = 23,53\%$$

- e. The percentage of the students' ability in stressing Disyllabic verbs that having very poor level. There were 4 students at this level. The percentage was as follow:

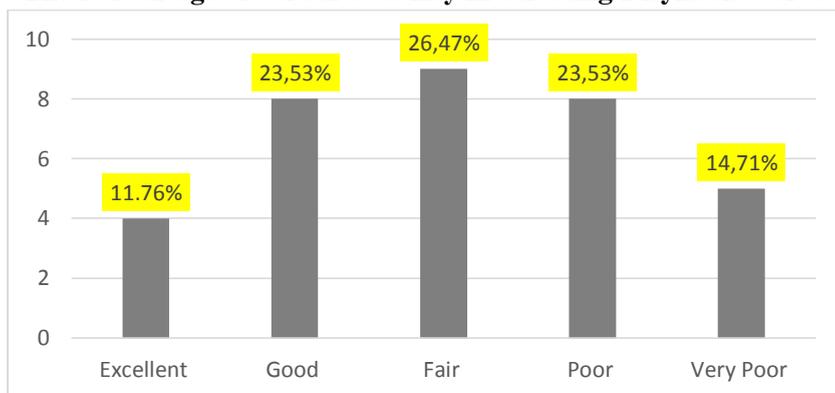
$$P = \frac{5}{34} \times 100\% = 14,71\%$$

Those calculations can be seen in the following table:

Table 4.3
The Percentage Result of Students Score Classification

Level of Ability	Frequency	Percentage (P)
Excellent	4	11.76%
Good	8	23.53%
Fair	9	26.47%
Poor	8	23.53%
Very Poor	5	14.71%
Total	34	100%

In order for the data to be clearer and easier to understand, the researcher presents the results in the form of figure as below:

Figure 4.2**The Percentage of students' ability in Stressing Disyllabic Verbs**

The result was indicated that the students' ability in stressing Disyllabic verbs at the seventh semester of English Education for the 2020/2021 academic year belongs to fair level.

b. Trisyllabic Verbs

The results of the calculating students' scores in trisyllabic verbs are in the following table:

Table 4.4**The results of students Ability Level in stressing Trisyllabic Verbs**

No	Code of students	Σ right answer	Σ items	Level of Mastery	Quality
1	AR	9	16	56	Fair
2	ADL	7	16	44	Poor
3	AWQ	7	16	44	Poor
4	ABZ	7	16	44	Poor
5	AM	12	16	75	Good
6	AP	6	16	38	Very Poor
7	AM	9	16	56	Fair
8	ARSP	9	16	56	Fair
9	BNS	5	16	31	Very

					Poor
10	DA	7	16	44	Poor
11	DPM	9	16	56	Fair
12	DS	5	16	31	Very Poor
13	DTP	10	16	63	Fair
14	EL	8	16	50	Poor
15	FCD	6	16	38	Very Poor
16	FF	10	16	63	Fair
17	AHBI	10	16	63	Fair
18	IW	9	16	56	Fair
19	IDH	11	16	69	Good
20	ARA	8	16	50	Poor
21	ARZ	6	16	38	Very Poor
22	LA	7	16	44	Very Poor
23	M	12	16	75	Good
24	MAS	8	16	50	Poor
25	MUS	5	16	42	Poor
26	HDS	9	16	56	Fair
27	QN	9	16	56	Fair
28	RA	14	16	88	Excellent
29	RSR	8	16	50	Poor
30	RP	8	16	50	Poor
31	SPD	9	16	56	Fair
32	SA	7	16	44	Poor
33	MS	7	16	44	Poor
34	WS	8	16	50	Poor
The total score /$\sum x$				1770	
Mean score /M				51,88	

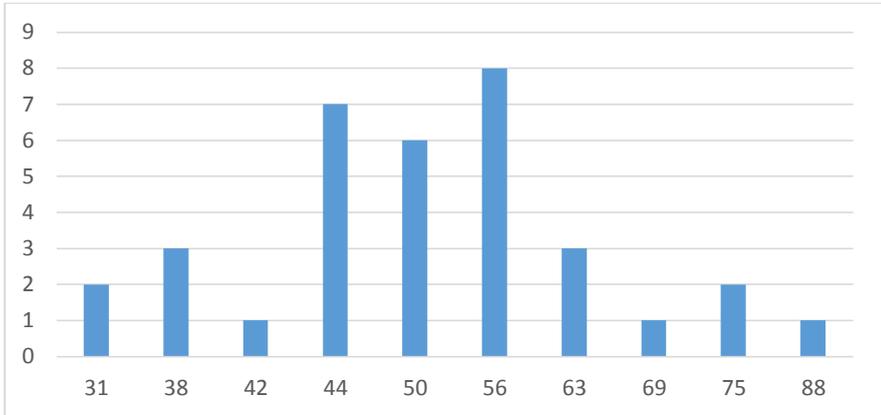
From the table it can be seen that there were one student who got 88 , two student got a score of 75, one student got

a score of 69, three students got a score of 63, eight students got 56, six students got 50, seven students got a score of 44, one students who got a score of 42, three students who got score of 38, and two students who got score of 31. This explanation can be seen in the following table and figure:

Table 4.5
The result of Students' Score in
stressing Trisyllabic verbs

No	Students' Score	Total of students
1	31	2
2	38	3
3	42	1
4	44	7
5	50	6
6	56	8
7	63	3
8	69	1
9	75	2
10	88	1
Total Students		34

Figure 4.3
The Result of Students Score in stressing Trisyllabic verbs



The percentage of students ability in stressing Trisyllabic verbs:

- a. The percentage of the students' ability in stressing Trisyllabic verbs that having excellent level. There were 4 students at this level. The percentage was as follow:

$$P = \frac{4}{34} \times 100\% = 11,76\%$$

- b. The percentage of the students' ability in stressing Trisyllabic verbs that having good level. There were 8 students at this level. The percentage was as follow:

$$P = \frac{8}{34} \times 100\% = 23,53\%$$

- c. The percentage of the students' ability in stressing Trisyllabic verbs that having fair level. There were 9 students at this level. The percentage was as follow:

$$P = \frac{9}{34} \times 100\% = 26,47\%$$

- d. The percentage of the students' ability in stressing Trisyllabic verbs that having poor level. There were 8 students at this level. The percentage was as follow:

$$P = \frac{13}{34} \times 100\% = 38,24\%$$

- e. The percentage of the students' ability in stressing Trisyllabic verbs that having very poor level. There were 4 students at this level. The percentage was as follow:

$$P = \frac{6}{34} \times 100\% = 17,65\%$$

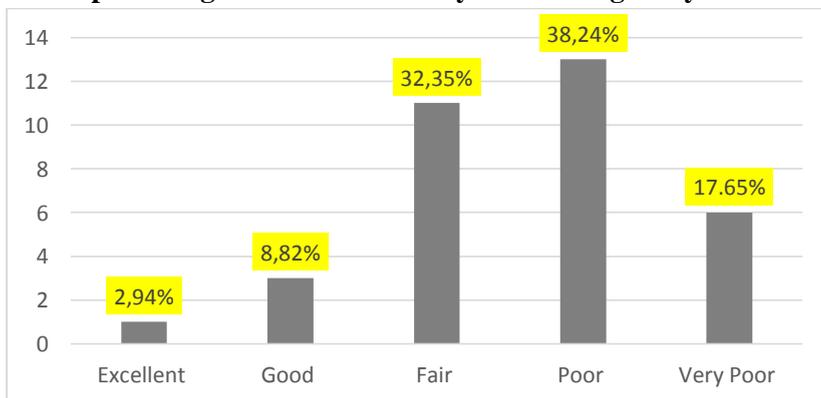
Those calculations can be seen in the following table:

Table 4.6
The Percentage Result of Students Score Classification

Level of Ability	Frequency	Percentage (P)
Excellent	1	2,94%
Good	3	8,82%
Fair	11	32.35%
Poor	13	38.24%
Very Poor	6	17.65%
Total	34	100%

In order for the data to be clearer and easier to understand, the researcher presents the results in the form of figure as below:

Figure 4.4
The percentage of Students Ability in Stressing Trisyllabic Verbs



From the highest percentage above it is indicated that the students' ability in stressing trisyllabic verbs at the seventh semester of English Education for the 2020/2021 academic year belongs to poor level.

c. Tetrasyllabic Verbs

The results of the calculating students' scores in tetrasyllabic verbs are in the following table:

Table 4.7
The results of students Ability Level in stressing Tetrasyllabic Verbs

No	Code of students	Σ right answer	Σ items	Level of Mastery	Quality
1	AR	7	11	64	Fair
2	ADL	11	11	100	Excellent
3	AWQ	5	11	45	Poor
4	ABZ	5	11	45	Poor
5	AM	10	11	91	Excellent
6	AP	4	11	36	Very Poor
7	AM	7	11	64	Fair
8	ARSP	7	11	64	Fair
9	BNS	5	11	45	Very Poor
10	DA	8	11	73	Good
11	DPM	4	11	36	Very Poor
12	DS	7	11	64	Fair
13	DTP	10	11	91	Excellent
14	EL	4	11	36	Very Poor
15	FCD	4	11	36	Very Poor
16	FF	9	11	82	Excellent
17	AHBI	9	11	82	Excellent

18	IW	8	11	73	Good
19	IDH	6	11	55	Poor
20	ARA	7	11	64	Fair
21	ARZ	6	11	55	Poor
22	LA	7	11	64	Fair
23	M	4	11	36	Very Poor
24	MAS	4	11	69	Good
25	MUS	4	11	36	Very Poor
26	HDS	11	11	100	Excellent
27	QN	7	11	64	Fair
28	RA	9	11	82	Excellent
29	RSR	10	11	91	Excellent
30	RP	6	11	55	Poor
31	SPD	8	11	73	Good
32	SA	7	11	64	Fair
33	MS	7	11	64	Fair
34	WS	6	11	55	Poor
The total score /$\sum x$				2154	
Mean score /M				62,82	

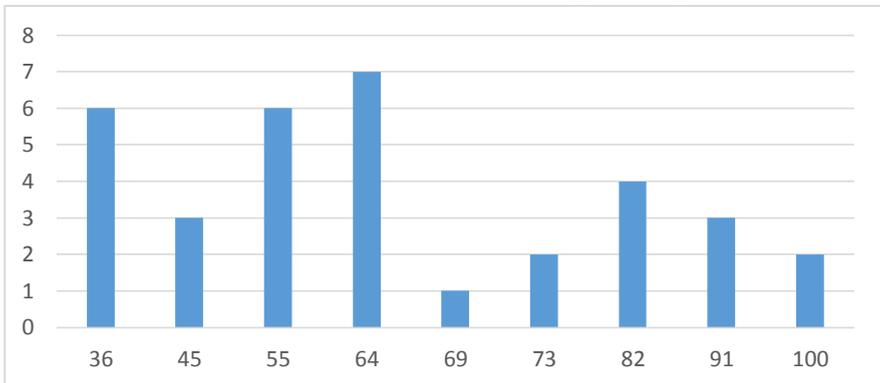
From the table it can be seen that there were two students who got 100 , three students got a score of 91, four students got a score of 82, two students got a score of 73, one student got 69, seven students got 64, six students got a score of 55, three students who got a score of 45, and six students who got score of 36. This explanation can be seen in the following table and figure:

Table 4.8
The result of Students' Score in
stressing Tetrasyllabic Verbs

No	Students' Score	Total of students
1	36	6

2	45	3
3	55	6
4	64	7
5	69	1
6	73	2
7	82	4
8	91	3
9	100	2
Total Students		34

Figure 4.5
The Result of Students Score in stressing Tetrasyllabic Verbs



The percentage of students ability in stressing Tetrasyllabic verbs:

- a. The percentage of the students' ability in stressing Tetrasyllabic verbs that having excellent level. There were 8 students at this level. The percentage was as follow:

$$P = \frac{8}{34} \times 100\% = 23,53\%$$

- b. The percentage of the students' ability in stressing Tetrasyllabic verbs that having good level. There were 4 students at this level. The percentage was as follow:

$$P = \frac{4}{34} \times 100\% = 11,76\%$$

- c. The percentage of the students' ability in stressing Tetrasyllabic verbs that having fair level. There were 9 students at this level. The percentage was as follow:

$$P = \frac{11}{34} \times 100\% = 26,47\%$$

- d. The percentage of the students' ability in stressing Tetrasyllabic verbs that having poor level. There were 6 students at this level. The percentage was as follow:

$$P = \frac{6}{34} \times 100\% = 17,65\%$$

- e. The percentage of the students' ability in stressing Tetrasyllabic verbs that having very poor level. There were 7 students at this level. The percentage was as follow:

$$P = \frac{7}{34} \times 100\% = 20,59\%$$

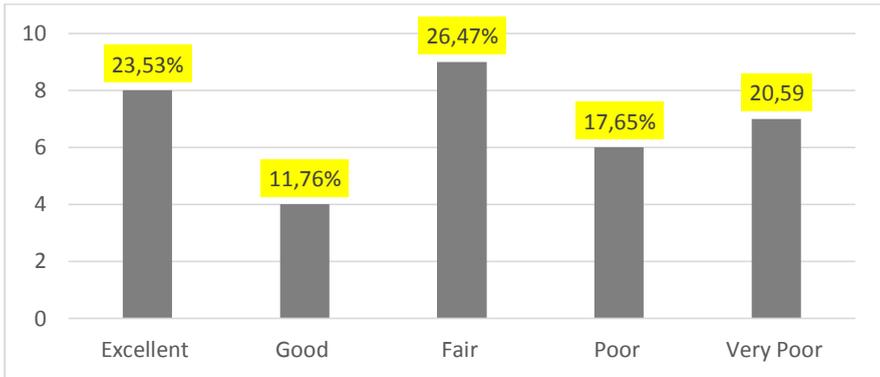
Those calculations can be seen in the following table:

Table 4.9
The Percentage Result of Students Score Classification

Level of Ability	Frequency	Percentage (P)
Excellent	8	23,53%
Good	4	11,76%
Fair	9	26,47%
Poor	6	17,65%
Very Poor	7	20,59%
Total	34	100%

In order for the data to be clearer and easier to understand, the researcher presents the results in the form of figure as below:

Figure 4.6
The percentage of Students Ability in Stressing Tetrasyllabic Verbs



From the table and figure above indicated that the students' ability in stressing tetrasyllabic verbs at the seventh semester of English Education for the 2020/2021 academic year belongs to fair level.

b. Discussion

There were 3 indicators in this research. The indicators were: stress on disyllabic verbs, trisyllabic verbs, and tetrasyllabic verbs. From the findings above, the researcher resumes it into the following table :

Table 4.10
The Resume of the data

Types of Verbs	Percentage	Average score	Ability level
Disyllabic Verbs	26,47%	56,62	Fair
Trisyllabic Verbs	38,24%	51,88	Poor
Tetrasyllabic Verbs	26,47%	62,82	Fair

Through the data, the researcher obtained that in stressing Disyllabic verbs 11,76% or 4 students were included in the highest score or had excellent

level. 23,53% or 8 students were included in good level. 26,47% or 9 students were included in the fair level. Then, 23,53% or 8 students were included in the poor level, and 14,71% or 5 students were included in the very poor level. It meant that the students' ability in stressing Disyllabic verbs was belong to a fair level with a total average score which was 56,62.

Related to trisyllabic verbs, 2,94% or just 1 student was included in the excellent level. Also, 8,82% or 3 students were included in good level. 32,35% or 11 students were included in the Fair level. Meanwhile, 38,24% or 13 students were included in the poor level and also 17,65% or 6 students were included in the very poor level. It can be seen that the highest percentage is at the poor level with a score of 38,24%, and based on the average score of the student's ability in stressing trisyllabic verbs is also included in the poor level with a score of 51,88. It means that the students' ability in stressing trisyllabic verbs was belong to a poor level.

Meanwhile, in stressing tetrasyllabic verbs there are 23,53% or 8 students who categorized at an excellent level. 11,76% or 4 students categorized at a good level. 26,47% or 9 students who categorized at a fair level. 17,65% or 6 students who categorized as poor level, and 20,59% or 7 students who categorized as very poor level. Seeing the highest percentage score it can state that students' ability in stressing tetrasyllabic verbs was categorized at a fair level. Also seen from the total average score of the students was 62,82, based on the classification table of student abilities 62,82 were included in the fair level.

From the discussion above, it can be seen that word stress is still a problem for students. This can be seen from the tendency of the results of the research which show that students' abilities are still low or have not reached a good category in stressing English verbs. And based on the findings of this research; first, the student's ability in stressing disyllabic verbs in the seventh semester of the English Education Department of UIN Raden Intan Lampung was fair. Second, the student's ability in stressing trisyllabic verbs in the seventh semester of the English Education Department of UIN Raden Intan Lampung was poor. And the last. the student's ability in stressing tetrasyllabic verbs in the seventh semester of the English Education Department of UIN Raden Intan Lampung was fair.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The objective of this research analyzed the seventh-semester students' ability in stressing English verbs that contain disyllabic, trisyllabic, and tetrasyllabic in the English Education Department of UIN Raden Intan Lampung in the academic year of 2020/2021. Based on the research finding, the researcher found:

1. The student's ability in stressing disyllabic verbs in the seventh semester of the English Education Department of UIN Raden Intan Lampung in the academic year of 2020/2021 was at a fair level with a total average score of 56,62.
2. The student's ability in stressing trisyllabic verbs in the seventh semester of the English Education Department of UIN Raden Intan Lampung in the academic year of 2020/2021 was at a poor level with a total average score of 51,88
3. The student's ability in stressing tetrasyllabic verbs in the seventh semester of the English Education Department of UIN Raden Intan Lampung in the academic year of 2020/2021 was at the fair level with a total average score of 62,82.

B. Recommendation

The researcher would like to deliver some suggestion, they are:

1. For the lecturer
English word stress is a very important part of English and it is found that the students of the college have not mastered it yet. To improve students' ability in stress placement, especially on verbs, it is important to build the students aware of the importance of stress placement first. Building students' awareness of the importance of stress placement is important because many students think that putting appropriate stress placement is not needed to create a

successful conversation whereas inappropriate stress placement can cause misunderstanding or misinterpretation. However, this must be started from the very beginning level of study. The students must be taught how to pronounce English words with appropriate stress.

2. For the students

Related to the first recommendation, the students must be given time to practice and to develop their English speaking skills. It also needs the students' motivation and willingness. The more they practice, the more they are accustomed to the English expression, grammar, and pronunciation including the stress. If they do not reduce their laziness, the students' speaking ability and then the ability to stress verbs will not improve.

3. For next researchers

For the next researcher it is possible to conduct a research about stress in sentence in relation to the intention of the speaker since stress can be used to emphasize the speaker's intention. And for the future researchers could also conduct a research regarding to the students' motivation in placing verb stress, it could become an interesting research in knowing whether the students really aware of the importance of stress placement in English words or not.

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