

**AN ANALYSIS OF STUDENTS' ERRORS IN WORD  
STRESS PLACEMENT IN PRONUNCIATION AT  
SEVENTH SEMESTER AT ENGLISH DEPARTMENT  
OF RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG IN ACADEMIC YEAR 2022/2023**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements for the  
Bachelor Degree**

**By**

**M. REZA FIKRI ADITYA**

**NPM : 1611040313**

**Study Program : English Education**

**Supervisor : Dr. Moh. Muhassin, M.Hum.**

**Co-Supervisor : Septa Aryanika, M.Pd.**



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

**1444 H / 2023 M**

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## ABSTRACT

This Research was about analysis of word stress placement in pronunciation at seventh semester at english department of Raden Intan State Islamic University Lampung, Word stress is the emphasis we place in a specific syllable of a word when pronouncing it. Based on previous study word stress often cause EFL (English as Foreign Language) learner's comprehension errors. The aim in this study was to identify the types of error that occurs in students' word stress placement in four syllables word in pronunciation, to find out Students' stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence and also find out the source of students' errors in word stress placement in pronunciation at English Department of Raden Intan State Islamic University Lampung.

The Research design of this research was descriptive qualitative. This is a kind of descriptive qualitative study using the Error Analysis (EA) framework devoted to analyzing word stress errors. The subject of the research was seventh semester at Raden Intan State Islamic University. The Pronunciation test (oral test), recording and questionnaire are used to collect the data in this research. The first step in doing this research analyzed the word stress in four syllables word by Roach theory, the second step analyzed the students' stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence and the third step analyzed the source of students' errors in word stress placement by Richard theory.

Based on the result of this research first, in Roach theory there were four types of word stress errors found in students pronunciation, these type included vowel height influence (14%), mispronunciation of vowel (20%), vowel length influence (10%) and misidentification of syllables structure (4%), the total of errors were produced is (48%). For the second result based on students' stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence, the errors were produced (60%) and The last result based on the Richard Theory there were six type sources of errors of word stress placement. These type included Interference (84%),

Overgeneralization (80%), Performance Error (60%), Markers of transitional competence (72%), Strategies of writing English communication and assimilation (76%) and Teacher-induced error (80%).

**Keyword:** *Error Analysis, Word Stress, Class of Word in Word Stress, Source of Word Stress Errors*



## ORIGINALITY DECLARATION

I honored stated that this thesis entitled the An Analysis of Students' Errors in Word Stress Placement in Pronunciation at Seventh Semester at English Department of Raden Intan State Islamic University of Lampung in Academic Year 2022/2023 is completely my own work and doesn't contain material that has been published by others, I am completely responsible for the content of this thesis. Other sources and findings included in thisthesis are quoted with ethical standards.

Bandar Lampung, 7 January 2023

The writer



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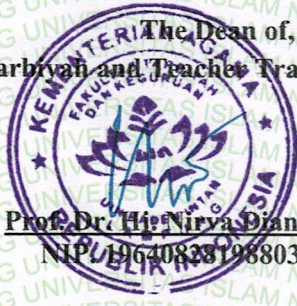
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## MOTTO

وَأَبْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ  
مِنَ الدُّنْيَا وَأَحْسِنَ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الفَسَادَ فِي  
الأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ ﴿٧٧﴾

*“Rather, seek the ‘reward’ of the Hereafter by means of what Allah has granted you, without forgetting your share of this world. And be good ‘to others’ as Allah has been good to you. Do not seek to spread corruption in the land, for Allah certainly does not like the corruptors.” (Q.S. a-Qasas / 77)*

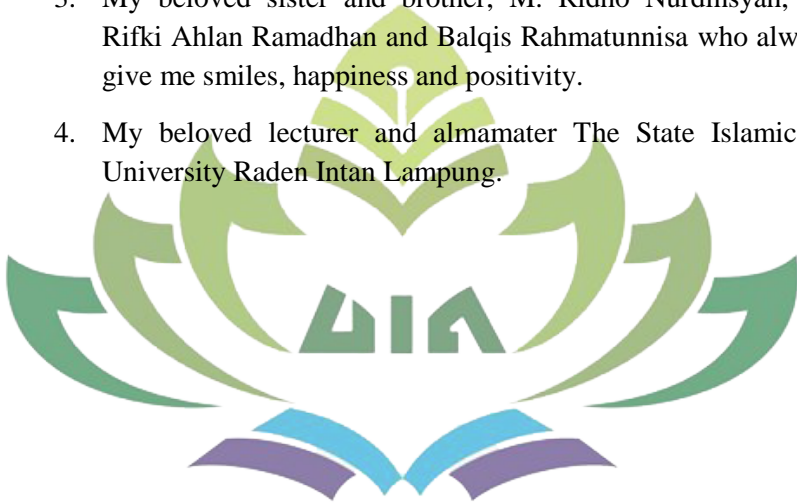




## DEDICATION

Give thanks to Allah SWT for the greatness blessing to me, and from my sincerity heart and deep soul this thesis dedicated to:

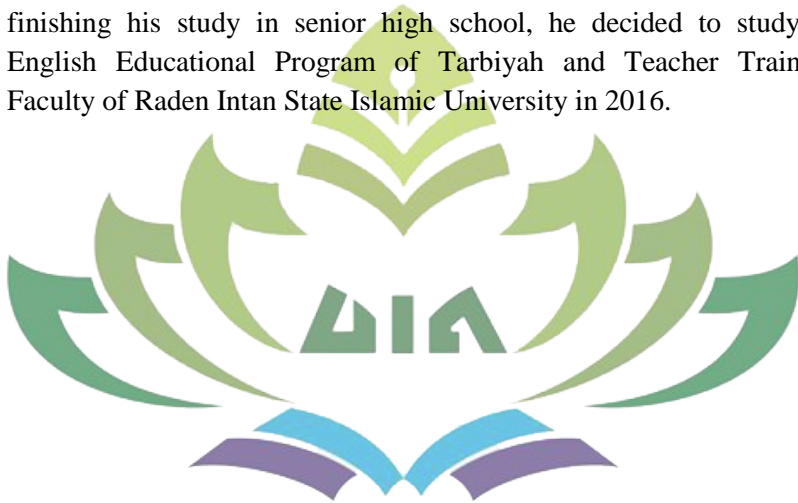
1. The Greatest Allah SWT, Alhamdulillah, Thanks a billion for all kindness.
2. My beloved parents, Mr. Komarudin and Mrs. Siti Nuryati who always support and pray for my success. Thank for all the motivation and spirit.
3. My beloved sister and brother, M. Ridho Nurdinsyah, M. Rifki Ahlan Ramadhan and Balqis Rahmatunnisa who always give me smiles, happiness and positivity.
4. My beloved lecturer and almamater The State Islamic of University Raden Intan Lampung.



## CURRICULUM VITAE

The name of the researcher is M. Reza Fikri Aditya, he was born on June, 07, 1997 in Bandar Lampung, Lampung province. He is a son of Mr. Komarudin and Mrs. Siti Nuryati. He has a brother M. Ridho Nurdinsyah, young brother M. Rifki Ahlan Ramadhan and young sister Balqis Rahmatunnisa.

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allāh, the Most Gracious, the Most Merciful

In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, the Lord of the world who has blessed the writer in completing this "thesis" entitled **"An Analysis of Students' Error in Word Stress Placement in Pronunciation at Seventh Semester at English Department of Raden Intan State Islamic University Lampung in Academic Year 2022/2023"**. Peace and Blessing be upon the Prophet Muhammad S.A.W, his family, his companion, and his followers.

In this opportunity, I would like to express my greatest gratitude to my beloved families, especially my parents *Komarudin and Siti Nuryati* and my Brothers and sister, *M. Ridho Nurdinsyah, M. Rifki Ahlan Ramadhan* and *Balqis Rahmatunnisa*, who have given the greatest love, prayer, and moral encouragement. It also will be expressed to the whole of my families for their biggest love and kindness to support me in finishing this "thesis". Also, I would like to address my greatest thanks to my advisors *Dr. Moh. Muhassin, M.Hum* for his time, valuable guidance, helps, corrections, and suggestions during completing this "skripsi".

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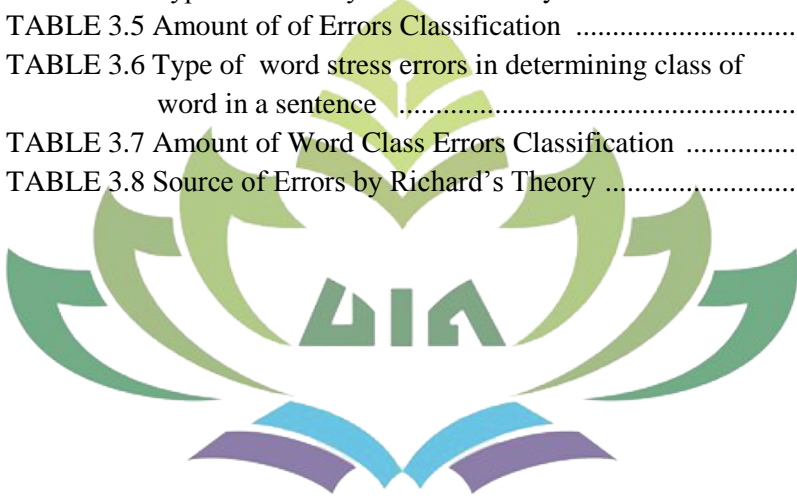
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# CHAPTER I INTRODUCTION

## A. Title Affirmation

Before the author conducts further discussion of this research, the author will first explain the meaning of the title. The title is a framework for action. what else in a scientific study. This is to avoid praying among the readers. So there is a need for an explanation by giving the meaning of several terms in this proposal. This proposal is entitled “An Analysis of Student’s Errors in Word Stress Placement in Pronunciation at Seventh Semester at English Department of Raden Intan State Islamic University Lampung in Academic Year 2022/2023 “.The terms that must be explained are as follows:

### 1. Analysis of Students’ Errors.

An error is a form in learner language that is inaccurate, meaning it is different from the forms used by competent speakers of the target language. While analysis of student’s errors means is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them. Native speakers of the target language (students) who listen to learner language probably find learners' errors very noticeable, although, as we shall see, accuracy is just one feature of learner language.

While native speakers make unsystematic 'performance' errors (like slips of the tongue) from time to time, second language learners make more errors, and often ones that no native speaker ever makes. An analysis of errors should focus on errors that are systematic violations of patterns in the input to which the learners have been exposed. Such errors tell us something about the learner's



interlanguage, or underlying knowledge of the rules of the language being learned.<sup>1</sup>

## 2. Word Stress Placement.

Word stress is the emphasis we place in a specific syllable of a word when pronouncing it. In English words that have more than one syllable, we usually don't pronounce every syllable with the same weight, so each syllable in a word can be stressed or unstressed. Stressed syllables are louder than the others - i.e. air comes out of our lungs with more power; but they might also be longer, or pronounced with higher or lower in pitch. Syllables that are not pronounced with such emphasis are usually referred to as unstressed syllables, and they are usually not pronounced as clearly as the others.

Some longer words may have more than one 'strong syllables', but one of them tends to stand out more than the other. They are referred to as primary and secondary stress, the former being the strongest.

Stress is usually represented in the phonemic chart and transcription by the symbol /' / placed before the stressed syllable. In words that have secondary stress, we include the symbol /, / before the appropriate syllable.

## B. Background of the Problem

English is an International language , it means that English is one of the most language that have to be learned by student all over the world. There are four English's learning comprehension, Students are taught to be able to speak, read, listen and write. Students who learn English is definitely want to pronounce English word like a native speaker. But in Indonesia there are many ethnics and language, sometime those students speak English in different way. They use their local accent. Some speak English with Lampung accent, some with Java accent or maybe they make their own accents. English has

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<sup>1</sup> Corder, S., *Error analysis. In J. P. B. Allen & S. P. Corder (Eds.), Papers in applied linguistics, The Edinburgh course in applied linguistics, vol. 3: Techniques in applied linguistics*, (Oxford : Oxford University Press, 1975), p.10.

its real accent that determine the meaning of the word those are said. The accent influence the stress of the word that is produced. Speak by incorrect accent means giving incorrect stress to the words. Incorrect word stress means wrong meaning.

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or they may create misunderstanding. Talking about pronunciation means talking about the spoken language by studying its sounds, this study is called phonetics.<sup>2</sup> The study is about stress and intonation. Those are called suprasegmentals because they relate to aspects of pronunciation that go beyond the production of individual (segmental) sounds. Pitch, length, and loudness are components of stress. Word stress system is different from one language to another. There have not been found that two languages in the world have the same word stress patterns.

The basic unit containing stress is the syllable. A syllable generally consists of a vowel accompanied by one or more consonants. The most common syllable form in English is a consonant plus a vowel. In actual pronunciation, one may stress syllable by giving it a higher pitch, making it louder or making it longer or perhaps by a combination of all three. In English native speakers generally recognize at least three levels of stress: primary, secondary, and unstressed.<sup>3</sup>

A stressed syllable is produced by pushing more air out of the lungs in one syllable relative to others. A stressed syllable thus has greater respiratory energy than neighboring unstressed syllables. It may also have an increase in laryngeal activity. Stress can always be defined in terms of something a speaker does in one part of an utterance relative to another.<sup>4</sup>

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<sup>2</sup> Crane, L. Ben, *An Introduction to Linguistics*, (Toronto: Little, Brown and Company, 1981), p. 57.

<sup>3</sup> Crane, *An Introduction to Linguistics*, p. 69

<sup>4</sup> Ladefoged. P., *A Course in Phonetics*, p. 104.

Problems concerning students' mistakes or errors during learning a second or foreign language have gained considerable attention from educators and researchers.<sup>5</sup>

According to Roach in speaking English, incorrect stress placement is a major cause of intelligibility problems for foreign learners (for example Indonesians), and therefore stress placement become a subject that needs to be treated very seriously.<sup>6</sup>

Regarding to stress placement, stress is the one of the main tools used in English to convey word and sentence meaning. If the English speakers put the stress in the wrong syllable, then the word will not be understood by the listener, even misinterpreting. This statement shows us how important stress in giving intelligibility in English. But, in the reality there are many learners who have studied English that do not know about stress and also the function of it in giving intelligibility, to convey the word meaning and class of word in speaking so they only focus on how to pronounce the word correctly without used a correct stress placement.

Roach proposes that it is best to treat stress placement as a property of the individual word, which should be learned when the word itself is learned.<sup>7</sup>

While in English, the problem occurs in the placement of stress, in Indonesian, it is still debatable whether lexical stress exists in Indonesian words. Indonesian words do not use phonetic cues such as intensity, duration and vowel quality to discriminate one word to another. In Indonesian it is possible to put the prominence on any syllable of a word, such as *memperbanyak*, *memperbanyak*, *memperbanyak*, *memperbanyak* (to increase) without changing the meaning. The only effect is that it doesn't sound Indonesian.

Relating with the statement above, as a matter of fact, Jesry that students need to know that placing the stress correctly when they are speaking instantly and automatically improves their pronunciation,

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<sup>5</sup> Muhassin, M., et. al. "Students' Grammatical Error in Using Present Tense". *English Education: Jurnal Tadris Bahasa Inggris*, No. 12 Vol 2, 1-24. (2019), p. 2.

<sup>6</sup> Roach, P., *English phonetics and phonology :apraactical course*. (Cambridge: Cambridge University Press, 2009), p. 79.

<sup>7</sup> Ibid., p. 79

enhances listeners' comprehension and facilitates communication. Jesry added that misplaced stress, in contrast, impedes comprehension and makes speech more difficult to understand. Therefore, non-native speakers who speak English to native speakers without using word stress encounter at least two problems. First, they find it difficult to understand native speakers, especially those speaking fast. And second, the native-speakers may find it difficult to understand them. This happens very often because non-native speakers mispronounce some of the individual sounds in words.<sup>8</sup>

The researcher also found the same problem with students when he had studied at Raden Intan State Islamic University in English Department, For example the word 'present' is used as a noun if the stress is placed on the first syllable while it is a verb when the stress is placed on the second syllable. As an illustration, to determine the placement of stress in the word 'present', we have to take into account at least four factors. First, the grammatical class of the word, whether it is a noun, a verb, an adjective or an adverb or broadly categorized as a content word. In general, content words are stressed because they carry information while function words are generally not stressed. Secondly, the morphological form of the word. Words can be categorized as simple or complex as a result of either containing one or more affixes, thus affecting the stress placement. Third, the phonological structure of the syllables. Syllables that contain a schwa /ə/ and short vowels are usually unstressed. Finally, the number of syllables also determines the stress placement. Two, three or four-syllable words require different treatment in placing stress. Therefore, what Roach describes as simple word stress rules are actually not simple at all. It is the complexity of stress rules that makes it difficult for learners of different language backgrounds to assign the correct placement of word stress.<sup>9</sup>

The error measured in this aspect of stress is more focused on errors in word emphasis, be it a verb, noun, adjective and English suffixes. Errors in the emphasis of the word itself are measured by

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<sup>8</sup> Jesry, M., "Theoretically-based Practical Recommendations for Improving EFL/ESL Students' Pronunciation,". *Language & Translation*, Vol. 18 (2005) : , p. 1-33.

<sup>9</sup> Roach,P., *.English phonetics and phonology :apractical course*, p . 76.

using some patterns from some experts and also by using the Oxford dictionary, so that error detection made by students can be easily identified and analyzed and can immediately be categorized into types of errors in word suppression. All the errors happened because of the displacement of the stress. The error analysis using the framework of Roach , particularly the fourth parameter, i.e. the phonological structure of syllable, the subsequent part describes the causes for misplacement of stress. A deeper analysis of the syllabic structure of each problematic word reveals that there are various phonological factors that can be accounted for the misplacement of stress. Each of these factors with one to three samples such as vowel height influence, mispronunciation of vowel, vowel length influence and misidentification of syllable structure.<sup>10</sup>

Phonological component of lexical stress can influence orthographic processes under certain conditions. Specifically, stress becomes likelier to affect orthographic processing as its activation time is maximized. The more time the stress pattern of a word is known to a reader before he or she either reaches a decision about it or moves on to the next word in the sentence or paragraph the more likely stress is to benefit error detection. Because a higher criterion is set to decide a string is a misspelled word than to decide it is a word, a spelling decision requires longer processing times than does a lexical decision.<sup>11</sup>

Al Jarf argues Spelling errors are sound or letter errors in word spelling According to Liu, spelling errors can occur either typographically or cognitively. Typographic errors include letter insertion, omission, substitution, and transposition or inversion cognitive errors derive from sound sameness, for example, spelling ‘acedemy’ for ‘academy’. Furthermore, Ellis maintains that spelling errors mirror blanks in students’ comprehension as they did not know what the correct was. For example, students failed to differentiate regular forms of the verbs from their regular ones, resulting in the

---

<sup>10</sup> Ibid, p. 78.

<sup>11</sup> L.N. Harris. “Why Detecting A Misspelling In Language Is Easier Than In Language: Segmental And Suprasegmental Influences On Orthographic Processing” *University of Pittsburgh* (2014) : p.89.

misspelled words such as ‘payed’ for ‘paid’ and ‘buyed for ‘bought’. (as Cited in Muhassin.M, et.al).<sup>12</sup>

Richards points out some factors that may contribute errors known as sources of Errors such as interference, overgeneralization, performance error, markers of transitional competence, strategies of writing English communication and assimilation and teacher-induced error.<sup>13</sup>

Those theories were utilized as the main foundation in analyzing data of students’ word stress errors, starting from the error categorization under four kinds, i.e. vowel height influence, mispronunciation of vowel, vowel length influence, misidentification of syllable structure . Word stress errors were then supplemented with information on the sources of errors which were summarized in any types adapted from Richards .

Teaching pronunciation at schools is absolutely required because pronunciation is one of requirements for successful communication among people in the universe, Word stress is very important in English. Placing wrong stress on the wrong syllable when we speak English will cause misunderstanding and misinterpreting.

There are also several previous research to support this research. A study by Weda reported that Indonesian speakers of English cannot identify stress for polysyllabic words<sup>14</sup>. He stated, the first one is The words that undergo shift are monosyllabic, dissyllabic words, trisyllabic words, and words with prefixes, while students are competent to identify stress for words with suffixes. In the test, some informants gave the wrong English stress in a variety of syllabic. And also The highest frequency of English stress shifts made by students was monosyllabic, dissyllabic, and trisyllabic words and words with prefixes. It seems that some informants do not control English morphological process, such as prefixes and suffixes. They tend to

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<sup>12</sup> Muhassin, M. et.al “Investigating Spelling Errors Among Indonesian EFL Secondary School Students” *English Education: Jurnal Tadris Bahasa Inggris*, (2020).p .6

<sup>13</sup>Richards, J.C. *Error Analysis and second language strategies* . (London: Longman, 1973), p.32.

<sup>14</sup>: Weda, S. “Interlanguage Phonology: stress shift of English utterances made by Indonesian speakers of English”, *International Journal of English Linguistics*; Vol. 2, No. 4, (2012) : p.23-32, DOI : 10.5539/ijel.v2.n4p23



retain the stress for the stem in word with suffixes which had been learned earlier, but the students can put the correct stress for words with prefixes

Karjo, on her research “Accounting for L2 Learners’ Errors in Word Stress Placement” stated, there are two major findings in his study. The first one confirms that stress placement is indeed problematic for L2 learners due to the unavailability of similar stress system in their native language (in this case Indonesian). However, when confronted with the task of placing stress 10 for two or three-syllable words, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, the penult (initial) stress words were mostly misplaced, while in three-syllable words, the final syllable stress words were causing stress placement errors. The second major finding of this study is that stress placement errors were caused by five phonological factors.<sup>15</sup>

Previous studies have identified several factors which influence L2 learners to assign stress on certain syllable. As the distinction from the others study, the present study, tries to investigate students' errors in placing stress by using error analysis theoretical framework, in generally the common mistake of student in polysyllabic words such as affixations word, therefore this research will more focus on four syllables and try to finding out Students’ stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence and also this research will explain the source of error by using theoretical framework of error analysis.

### C. Focus & Sub-Focus Study

Based on background of the research above, then focus of this research is To Analyze Student’s errors in word stress placement in Pronunciation.

The focus is divided into two sub focus as follow :

1. Analyzing students' errors in placing primary stress on four syllables in word.

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<sup>15</sup> Karjo, Clara Herlina. “Accounting for L2 Learners’ Errors in Word Stress Placement”. *Indonesian Journal of Applied Linguistics*, Vol. 5 No. 2 (2016): p. 199-208, DOI : 10.17509/ijal.v5i2.1344

2. Finding out Students' stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence.
3. Analyzing the source of students' errors in word stress placement in pronunciation

#### **D. Formulation of the Problem**

Based on the previous point of views about pronunciation and word stress, the research question is formulated as follow:

1. What are the types of error that occurs in students' word stress placement in pronunciation?
2. How Students' stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence?
3. What are the source of students' errors in word stress placement in pronunciation?

#### **E. Purpose of the Research.**

The aim of this research is to identify the types of error that occurs in students' word stress placement in four syllables word in pronunciation, to Find out Students' stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence and also find out the source of students' errors in word stress placement in pronunciation. The research will be analyzed by Theory which has stated by the expert.

#### **F. Objective of the problem.**

Based on formulation, this research is focused on two objective. First to investigate students' errors in placing stress on four syllables in pronunciation, in generally the common mistake of student in polysyllabic words such as affixations therefore this research will more focus on four syllables words.

The second objective is find out Students' stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence like as a verb, a noun or an adjective.

The Third objective and also find out the source of students' errors in word stress placement in pronunciation. The research will be analyzed by Theory which has stated by the expert

### **G. Scope of the Research.**

#### 1. Subject of the Research.

The subjects of the study were 25 students in seventh semester at the English Study Program Faculty of Tarbiyah and Teacher Training Raden Intan State Islamic University Lampung. The subject of the research are 16% males and 84% females. The subjects were registered in the Seventh semester and attended Pronunciation Practice subject.

#### 2. Place of the Research.

The Research was conducted at Raden Intan State Islamic University Lampung.

#### 3. Time of Research.

The time of research was conducted in year academic 2022/2023.

### **H. Research Significance.**

1. As Theoretically, The result of the research may be able to educate the readers, and also give knowledge and information about stress placement then we can pay more attention to the common errors in English word stress.
2. As Practically, as Partial Fulfillment of the Requirements for the Bachelor Degree at Raden Intan State Islamic University Lampung.

### **I. Relevant Syudies.**

Weda, on his journal "Interlanguage Phonology: Stress Shifts of English Utterances Made by Indonesian University Students. State University of Makassar ". He stated, the first one is The words that undergo shift are monosyllabic, dissyllabic words, trisyllabic words, and words with prefixes, while students are competent to identify stress for words with suffixes. In the test, some informants gave the wrong English stress in a variety of syllabic. And also The highest frequency of English stress shifts made by students was monosyllabic,

dissyllabic, and trisyllabic words and words with prefixes. It seems that some informants do not control English morphological process, such as prefixes and suffixes. They tend to retain the stress for the stem in word with suffixes which had been learned earlier, but the students can put the correct stress for words with prefixes.<sup>16</sup>

Karjo, on her research “Accounting for L2 Learners’ Errors in Word Stress Placement” stated, there are two major findings in his study. The first one confirms that stress placement is indeed problematic for L2 learners due to the unavailability of similar stress system in their native language (in this case Indonesian). However, when confronted with the task of placing stress 10 for two or three-syllable words, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, the penult (initial) stress words were mostly misplaced, while in three-syllable words, the final syllable stress words were causing stress placement errors. The second major finding of this study is that stress placement errors were caused by five phonological factors.<sup>17</sup>

Hakim on his journal “An Analysis of Phonetics b, d, g, j, \_ and ð into English pronunciation for Java Students (A Study on Java Students at English Department on STAIN Bengkulu)” stated that 13 male students from a total of 13 students still use a Javanese accent emphasis when they speak English.<sup>18</sup>

Kondo on her Journal “Is Acquisition of L2 Phonemes Difficult? Production of English Stress by Japanese Speakers” She confirms The results suggest that the Japanese speakers were able to achieve good control of F0, intensity and duration of stressed and unstressed vowels in English, but even though they were fluent speakers they could not control native-like vowel quality. This implies that it is very difficult for Japanese to acquire L2 phonemes. These results imply that in the process of L2 acquisition acoustic features of

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<sup>16</sup> Weda, S. “Interlanguage Phonology: stress shift of English utterances made by Indonesian speakers of English”.

<sup>17</sup> Karjo, Clara Herlina. “Accounting for L2 Learners’ Errors in Word Stress Placement”.

<sup>18</sup> M. Arif Rahman Hakim “An Analysis Of Phonetics b, d, g, j, dʒ and ð into English pronunciation for Java Students” *International Journal of Humanities and Social Science* Vol. 2 No. 20, (2011): p. 244-256.

stress are ranked, and for Japanese speakers it is difficult to acquire L2 phonemes.<sup>19</sup>

Bian on her journal “The Influence of Chinese Stress on English Pronunciation Teaching and Learning” stated that many of the pronunciation difficulties in English stress are found to be a clear reflection of prosodic transfer of Chinese. Knowing the differences between Chinese and English stress can help teachers to identify reasons for Chinese EFL learners’ pronunciation difficulties in English stress, and put forward effective strategies to promote the positive transfer, and inhibit the negative transfer in English pronunciation teaching and learning.<sup>20</sup>

From previous researches there are some similarities and differences between the research that has been done and the research that is being carried out. Based on the researches above, the English department students still made mistakes in pronouncing English word or they were misplacing the stress of the word. But in this research, writer will also discuss about students' errors in placing stress on four syllables in pronunciation and also to find out Students’ stress placement ability in giving intelligibility to convey the word meaning and class of word in a sentence and also to find out the students’ source of errors in word stress placement at Raden Intan State Islamic University Lampung.

## **J. Research Methodology**

### **1. Research Design.**

In this research, the researcher used descriptive qualitative. This is a kind of descriptive qualitative study using the Error Analysis (EA) framework devoted to analyzing word stress errors of Seventh semester at Raden Intan State Islamic University. Qualitative is Procedure research that result a descriptive data which is written words

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<sup>19</sup> Kondo, M. “Is acquisition of L2 phonemes difficult? Production of English Stress by Japanese speakers”. *10th GASLA. Sommerville: Cascadilla* (2009) : p. 105-112.

<sup>20</sup> Bian, Fuying. “The Influence of Chinese Stress on English Pronunciation Teaching and Learning”, *English Language Teaching*, Vol. 6 No. 11, (2013) : p. 119-211, DOI : 10.5539/elt.v6n11p199.

or saying words from people whom can be observed. Meanwhile, Arikunto defined Descriptive research is research which intend to collect information about anything that happen in that place according to the naturalistic occasion.<sup>21</sup>

Moreover, qualitative research tends to investigate “the quality of relationship, activities, situations, or materials” where those four elements should be described in detail instead of comparing the effect of a certain treatment as what another type of research is doing. Qualitative research does not mean describing population characteristics or drawing generalizations to conclusions that apply to a population but rather focuses on the representation of phenomena. In other words, because researcher do not judge the result or products of the research subjects but tend to see the process of describing an activity, so the design of this study is definitely appropriate for this research.

## **2. Research Subject.**

The subjects of the study is the students at the English Study Program Faculty of Tarbiyah and Teacher Training Raden Intan State Islamic University Lampung . The subjects were registered in the seventh semester , there are 7 classes in the seventh semester and the students have attended Pronunciation Practice subject.

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<sup>21</sup> Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik. Edition. XV*; (Jakarta: Rineka Cipta, 2013), p.234.



**TABLE 1.1**  
**The population of Seventh Semester of English Department of**  
**Raden Intan State Islamic University.**

No.	Class	Gender		Total
		Male	Female	
1.	A	5	30	35
2.	B	5	31	36
3.	C	7	28	35
4.	D	5	32	37
5.	E	6	27	33
6.	F	5	29	34
7.	G	7	29	36
8.	H	5	30	35

*Source : The Data from Lecturer of English Department at Raden Intan State Islamic University.*

From The Data above we able to know the amount of Seventh Semester of English Department at Raden Intan State Islamic University Lampung. Researcher choose seventh semester as the subject of the Research.

### 3. Sampling Technique.

According to Arikunto, sample is a part or representative of the research population<sup>22</sup>. Then, Sugiyono also defines sample as the part of the number and characteristic possessed by population.<sup>23</sup> Then, he also defines sampling as the technique to take the sample.<sup>24</sup> It means that sampling is the way to select the sample of research. This research used purposive sampling technique to collect the data of the subject. According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who has

<sup>22</sup> Ibid, p. 131

<sup>23</sup> Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D* (Bandung : Alfabeta, 2013), p. 118

<sup>24</sup> Ibid, p. 118

specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.<sup>25</sup> Palinkas states purposive sampling is a technique widely used in qualitative research for the identification and selection of information cases for the most effective use of limited resources. The researcher choose seventh semester because the seventh semester has attended pronunciation subject . seventh semester is also middle semester, because the higher semester will be difficult to be researched because they are also focus on their own research.

#### **4. Data Collecting Technique and Instrument.**

According to Sugiyono data collection techniques are the most strategic step in research, because the main goal is getting the right data. To get data, the techniques and data collection tools must be determined precisely, so that the data obtained is valid.<sup>26</sup>

The primary instrument was used by the researcher in this study was the Pronunciation test (oral test), recording, and questionnaire. In this research, the data were analyzed as in the following steps:

1. This research was conducted online via whatsapp and google form where the researcher shared a paper containing English words and sentences on the WhatsApp group and shared a google fom link that was made by the researcher.
2. After that, the researcher asked the students to pronounce some words and sentences on the paper, as long as the students pronounce, the researcher asked the students to records the words and sentences were produced by the

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<sup>25</sup> Marguerite, et.al, *Methods in Educational Research: From Theory to Practice* ( San Fransisco:

Jassey-Bass, 2006), p. 152

<sup>26</sup> Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D*, p. 224.

students and also ask the student to fill the questionnaire in google form.

3. Then the researcher asked the students to send those recordings to a group, as research data, and send the answer for each questionnaire that was given..
4. Next, the researcher analyzed the errors were made by the students when mentioning the words and the sentences, which for the words were analyzed by using the Oxford dictionary and for the sentences were analyzed by looking at the correct patterns of word stress which stated by some experts, and analyzed the answer of questionnaire and classify them based on the theory.
5. And lastly, the researcher categorized the students' analysis error data based on the errors formed.

### **K. Data Analysis**

Sugiyono states that "Qualitative data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing the data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important and which ones will learned, and draw conclusions so that they are easily understood by themselves and others".<sup>27</sup>

In this study, data processing and data analysis will be carried out through the process of compiling, categorizing, looking for content relationships from various data obtained with the aim of getting results that are adjusted to the research study.

Data analysis in qualitative research is carried out before entering the field, while in the field and after finishing in the field.<sup>28</sup> In analyzing the data before in the field and after in the field to the data from the results of the preliminary study or secondary data, which will be used to determine the focus of the research.

In this research, error analysis was the methodology used in analyzing the data. The error analysis was used since it fit to the

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<sup>27</sup> Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D*, p. 89.

<sup>28</sup> Ibid, p. 89.

characteristics of the data and the nature of this research. Corder explains that error analysis can deal effectively only with learner production; speaking or sentences, not with learner reception; reading and listening. Its compatibility was then strengthened by the fact that this study tried to uncover the errors occurring in language construction made by a specific group of learners and the error analysis itself.<sup>29</sup>

There were some steps in applying the error analysis to analyze the data. The following steps were based on the procedure stated by Corder as quoted by Ellis. The steps are presented below:<sup>30</sup>

**TABLE 1.2**  
**The Procedures of Error Analysis**

No.	Steps	Explanations
1.	Collection of samples of learner language	Deciding what samples of language learner to use for the analysis and how to collect these samples
2.	Identification of errors	Identifying the errors by underlying the errors the learner made
3.	Classification of errors	Grouping the errors that have been found and stating the classes of the errors
4.	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear
5.	Evaluation of errors	Evaluating the errors step involves tabulating the errors and drawing conclusion

<sup>29</sup> Corder, Pit. *the significance of learner's errors*. (International Review of Applied Linguistics, 1967), p. 167

<sup>30</sup> Ellis, Rod. *The Study of Second Language Acquisition* (Oxford :Oxford University Press, 1994), p. 48.

## L. Trustworthiness of Data

In the research, researcher must obtain data are valid. Every research needs a standard to measure the belief or truth about research results. The part of research points how the way data can get the trustworthiness to reduce errors in the research data collection process which will definitely affect the final results of this research. Assigning the trustworthiness of this research, it showed the credibility, transferability, dependability and conformability. Sugiyono explains that “test the validity of the data in qualitative research includes the credibility test (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity)”.<sup>31</sup> The researcher taken into accounts all the complexities in the study and show problem that are not easy to explained (i.e., credibility). The researcher included descriptive, context relevant, statement so that someone knowing about or doing an experience of the study can identify with the setting (i.e. transferability). The researcher included as much detail as possible so others can see the setting for themselves. The researcher also addressed the stability of the data collected (i.e. dependability) and the neutrality and objectivity of the data (i.e. conformability).

### 1. Credibility.

According to Sugiyono suggests that the test credibility of data or trust in data from qualitative research results, among others, is carried out by extending observations, increasing persistence in research, data triangulation, negative case analysis, using reference materials, and member checks.<sup>32</sup> A series of data credibility test activities. To check the credibility of the data, the researcher applied Increase persistence.

Increasing persistence means making more careful and sustained observations. By increasing persistence, researchers can re-check whether the data they have found are wrong or not. Likewise, increase persistence, then researchers can

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<sup>31</sup> Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D*, p. 121.

<sup>32</sup> Ibid.

provide an accurate picture of the data and systematically about what is observed<sup>33</sup>. The researcher also applied adequacy of reference materials, what is meant by reference material here is the existence of supporters to prove the data that has been found by the researcher. Therefore the results of the research instrument in the form of a test are supported by authentic evidence in the form of sound recordings.

## 2. Transferability.

This transferability is an external validity in research qualitative. External validity indicates the degree of accuracy or can the application of research results to the population where the sample is taken. The transfer value relates to the question, so that the research results can be applied or used in other situations<sup>34</sup>. Therefore, so that others can understand the results of the study qualitative research that the author did so that it is possible to apply the results of this study, the author in making a report provides a detailed, clear, systematic, and reliable description.

## 3. Reliability.

In terms of this reliability, Sugiyono states that:“In quantitative research, dependability is also called reliability. A reliable research is that other people can repeat/reflect on the research process. In qualitative research, the dependability test is carried out by auditing the entire research process. It often happens that researchers do not carry out research in the field, but can provide data. Research like this needs to be tested for dependability”<sup>35</sup>.

The method is carried out by the examiner who independent, or supervisor to check the whole activity researchers in conducting research. How do researchers begin to determine problem/focus, entering the field, determining

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<sup>33</sup> Ibid, p.125.

<sup>34</sup> Ibid, p.130

<sup>35</sup> Sugiyono. 2008. Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung : Alfabeta, 2008), p.368.



data sources, conducting data analysis, test the validity of the data, to make conclusions must be demonstrated by the researcher. In this study, researchers will record the data obtained from field, archive it and attach the data to the report research to show traces of field activity. Researchers also guided by the thesis supervisor to check the activities researchers in conducting research.

#### 4. Confirmability.

Confirmability testing in the quantitative research with research objectivity test. Research is said to be objective if the research results many people have agreed. In qualitative research, confirmability test similar to the dependability test, so the test can be carried out simultaneously. Testing confirmability means testing research results, associated with the process. If the research results are function of the research process carried out, then the research has meet confirmability standards. In research, do not let the process does not exist but the results are there.<sup>36</sup> In accordance with the confirmability, then the researcher tests the research results by linking them with the research process in the field.

#### M. Systematic Discussion

Chapter I : Contains the affirmation of the title, the background of the problem, the formulation of the problem, objective of the research, the uses of the research, relevance of the studies, research methodology and the systematic discussion.

Chapter II : Contains theories related to the topic in this research.

Chapter III : Contains general description of research object and presentation of data and fact.

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<sup>36</sup> Ibid, Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, p. 131.

Chapter IV : Contains general finding and discussion.

Chapter V : Contains conclusion and suggestion of the research.






## CHAPTER II

### REVIEW OF THE RELATED THEORY

#### A. Error Analysis

##### 1. The Nature of Error Analysis

According to J. Richards et al., an error is the use of a word, speech act or grammatical items in such a way that it seems imperfect and significant of an incomplete learning<sup>37</sup> It is considered by Norrish, as a systematic deviation which happens when a learner has not learnt something, and consistently gets it wrong.<sup>38</sup> However, the attempts made to put the error into context have always gone hand in hand with either (language learning and second-language acquisition) processes, Hendrickson mentioned that errors are ‘signals’ that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured (linguistic competence) in the target language.<sup>39</sup>



All the definitions seem to stress either on the systematic deviations triggered in the language learning process, or its indications of the actual situation of the language learner themselves, which will later help monitoring, be it an applied linguist or particularly the language teacher to solve the problem, respecting one of the approaches argued in the Error Analysis.<sup>40</sup> The occurrence of errors doesn't only indicate that the learner has not learned something yet, but also it gives the linguist the idea of whether the teaching method applied was effective or it needs to be changed.

According to Corder, errors signify three things: first to the teacher, in that the learner tells the teacher, if they have

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<sup>37</sup> Richards, J. C. & Schmidt, R. *Dictionary of language teaching and applied linguistics (3rd Ed.)*. (London: Longman, 2002), p. 184

<sup>38</sup> Norrish, J. *Language learners and their errors*. (London: Macmillan Press, 1983) p.7

<sup>39</sup> Hendrickson, J.M. *Error correction in foreign language teaching: Recent theory, research, and practice*. In M.H. Long & J.C. Richards (Eds.), *Methodology in TESOL: A book of readings*. (Boston: Heinle & Heinle, 1987), p. 357.

<sup>40</sup> Anefnaf, Z. “English Learning: Linguistic flaws”, *Sais Faculty of Arts and Humanities :USMBA* ( 2017), p.10.

undertaken a systematic analysis, how far towards that goal the learner has progressed and, consequently, what remains for them to learn; second, they provide the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in their discovery of the language; third, (and in a sense this is their most important aspect) they are indispensable to the learner himself/herself, because the making of errors can be regarded as a device the learner uses in order to learn.<sup>41</sup> The occurrence of errors is merely a sign of ‘the present inadequacy of our teaching methods’.<sup>42</sup>

There have been two schools of thought when it comes to error analysis and philosophy; the first one, according to Corder linked the error commitment with the teaching method, arguing that if the teaching method was adequate, the errors would not be committed; the second, believed that we live in an imperfect world and that error correction is something real and the applied linguist cannot do without it no matter what teaching approach they may use.

## 2. Error Vs Mistake

Chomsky made a distinguishing explanation of competence and performance on which, later on, the identification of mistakes and errors will be possible, Chomsky stated that “We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)”.<sup>43</sup> In other words, errors are thought of as indications of an incomplete learning, and that the speaker or hearer has not yet accumulated a satisfied language knowledge which can enable them to avoid linguistics misuse. Relating knowledge with competence was significant enough to represent that the competence of the

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<sup>41</sup> Corder, Pit. *the significance of learner's errors.*, p. 167

<sup>42</sup> Ibid, p.163.

<sup>43</sup> Chomsky, N. *Aspects of the theory of syntax.* (Cambridge, MA: MIT Press,1965), p. 4.

speaker is judged by means of errors that concern the amount of linguistic data they have been exposed to, however, performance which is the actual use of language does not represent the language knowledge that the speaker has. According to J. Richards et al., people may have the competence to produce an infinitely long sentence but when they actually attempt to use this knowledge (to “perform”) there are many reasons why they restrict the number of adjectives, adverbs, and clauses in any one sentence.<sup>44</sup>

The actual state of the speaker somehow involves and influences the speaker's performance by either causing a good performance or mistakes. Thus, it is quite obvious that there is some kind of interrelationship between competence and performance; somehow, a speaker can perform well if they have had already satisfied linguistic knowledge. As a support to this, Corder mentioned that mistakes are of no significance to “the process of language learning”.<sup>45</sup>

### 3. Error Analysis Approach

Before the rise of error analysis approach, contrastive analysis had been the dominant approach used in dealing and conceptualizing the learners' errors in the 1950s, this approach had often gone hand in hand with concept of L1 Interference and precisely the interlingual effect,<sup>46</sup> it claimed that the main cause of committing errors in the process of second language learning is the L1, in other words, the linguistic background of the language learners badly affects the production in the target language or second language.

X. Fang and J. Xue-mei pointed out that contrastive analysis hypothesis claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system and that a scientific, structural comparison of the two languages in

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<sup>44</sup> Richards, J. C. *Dictionary of language teaching and applied linguistics* (3rd Ed.), p.392.

<sup>45</sup> Corder, Pit. *the significance of learner's errors.*, p. 167.

<sup>46</sup> Anefnaf. Z “English Learning: Linguistic flaws”, p.17.



question would enable people to predict and describe which are problems and which are not.<sup>47</sup> Error analysis approach overwhelmed and announced the decline of the Contrastive Analysis which was only effective in phonology; and, according to J. Richard et al., EA developed as a branch of Linguistics in the 1960s and it came to light to argue that the mother tongue was not the main and the only source of the errors committed by the learners.<sup>48</sup> In addition, Hashim, A. mentioned that the language effect is more complex and these errors can be caused even by the target language itself and by the applied communicative strategies as well as the type and quality of the second language instructions.<sup>49</sup>

The aim of EA according to J. Richard et al. is, first, to identify strategies which learners use in language learning, in terms of the approaches and strategies used in both of teaching and learning. Second, to try to identify the causes of learners' errors, that is, investigating the motives behind committing such errors as the first attempt to eradicate them. Third, to obtain information on common difficulties in Language Learning, as an aid to teaching or in the preparation of the teaching materials.<sup>50</sup>

The two major causes of error, coined by the error analysis approach, are the Interlingual error which is an error made by the Learner's Linguistic background and Native language interference, and the Intralingual error which is the error committed by the learners when they misuse some Target Language rules, considering that the error cause lies within and between the target language itself and the Learners false application of certain target language rules.

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<sup>47</sup> Fang, X. & Xue-mei, J. "Error analysis and the EFL classroom teaching" *US-China education review*, Vol. 4, No. 9 (2007), p. 10–14.

<sup>48</sup> Richards, J. C. *Dictionary of language teaching and applied linguistics* (3rd Ed.), p.184

<sup>49</sup> Hashim, A. "Crosslinguistic influence in the written English of Malay undergraduates". *Journal of Modern Languages*, Vol. 12, No. 1, (1999), p. 59–76.

<sup>50</sup> Ibid, p. 184.

Error analysis in SLA was established in the 1960s by Corder and colleagues.<sup>51</sup> Error analysis (EA) was an alternative to contrastive analysis, an approach influenced by behaviorism through which applied linguists sought to use the formal distinctions between the learners' first and second languages to predict errors. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language.



Error analysts distinguish between errors, which are systematic, and mistakes, which are not. They often seek to develop a typology of errors. Error can be classified according to basic type: omissive, additive, substitutive or related to word order. They can be classified by how apparent they are: overt errors such as "I angry" are obvious even out of context, whereas covert errors are evident only in context. Closely related to this is the classification according to domain, the breadth of context which the analyst must examine, and extent, the breadth of the utterance which must be changed in order to fix the error. Errors may also be classified according to the level of language: phonological errors, vocabulary or lexical errors, syntactic errors, and so on. They may be assessed according to the degree to which they interfere with communication: global errors make an utterance difficult to understand, while local errors do not. In the above example, "I angry" would be a local error, since the meaning is apparent.

From the beginning, error analysis was beset with methodological problems. In particular, the above typologies are problematic: from linguistic data alone, it is often impossible to reliably determine what kind of error a


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<sup>51</sup> Corder, Pit. *the significance of learner's errors.*, p. 167.

learner is making. Also, error analysis can deal effectively only with learner production (speaking and writing) and not with learner reception (listening and reading). Furthermore, it cannot account for learner use of communicative strategies such as avoidance, in which learners simply do not use a form with which they are uncomfortable. For these reasons, although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been abandoned. In the mid-1970s, Corder and others moved on to a more wide-ranging approach to learner language, known as interlanguage.

Error analysis is closely related to the study of error treatment in language teaching. Today, the study of errors is particularly relevant for focus on form teaching methodology.

In second language acquisition, error analysis studies the types and causes of language errors. Errors are classified<sup>52</sup> according to:

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- a. Modality (i.e., level of proficiency in speaking, writing, reading, listening)
  - b. Linguistic levels (i.e., pronunciation, grammar, vocabulary, style)
  - c. Form (e.g., omission, insertion, substitution)
  - d. Type (systematic errors/errors in competence vs. Occasional errors/errors in performance)
  - e. Cause (e.g., interference, interlanguage)
  - f. Norm vs. System

Error analysis using the framework of Roach<sup>53</sup>, particularly the fourth parameter, i.e. the phonological structure of syllable, the subsequent part describes the causes for misplacement of stress.

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<sup>52</sup> Cf. Bussmann, Hadumod. *Routledge Dictionary of Language and Linguistics*, London: Routledge, s.v. error analysis. A comprehensive bibliography was published by Bernd Spillner (1991), *Error Analysis*, (Amsterdam/Philadelphia: Benjamins 1996), p. 378.

<sup>53</sup> Roach, P., *English phonetics and phonology : a practical course*, p. 78.

causes for misplacement of stress. Each of these factors with one to three samples is detailed below.

1. Vowel height influence.

Vowel height refers to the location of vowels in the vowel chart concerning the tongue position against the hard palate. The tongue height ranges from high to low vowels. For example, /i/ is categorized as a high vowel, while /æ/ is classified as a low vowel. There is the word which is included in this category it is; Teknik [tek'ni:k] became [ˌ,tekni:k].

2. Mispronunciation of vowel

Mispronunciation refers to the inaccurate production of vowels. This mistake generally happens when learners overgeneralize the pronunciation of an English sound. For example, there is a tendency to pronounce words containing the letter 'a' with /æ/ or /e/ as in 'any', and 'that'. However, not all words written with 'a' are pronounced with those sounds, such as in 'woman' or 'all'. Examples: Option ['ɒpʃn] became [ɒp'ʃə:n].

3. Vowel length influence

English has a large number of vowel sounds and they can have quite different lengths in different contexts. Some vowels such as /ɪ/ and /ə/ are relatively shorter than other vowels such as /i:/ and /ɜ:/. Ten incorrectly stressed words can be accounted for the vowel length influence. Example: „network" ['netwɜ:k] became [net'wɜ:k]

4. Misidentification of syllable structure

Misidentification of syllable structure which determines which syllables are weak or strong may also cause displacement of stress. This error occurs because students were unable to identify the syllable boundary, for example, the last consonant (coda) of the first syllable may be used as the first consonant (onset) of the subsequent syllable, or vice versa. Example: Distribute [dɪ'strɪbjʊ:t] became [dɪs'trɪbjʊ:t]

#### 4. Types of Errors

Linguists have always been attempting to describe the types of errors committed by the language learners, and that is exactly the best way to start with, as it helps out the applied linguist to identify where the problem lies. According to Dulay et al. errors take place when the learner change the surface structure in a particularly systematic manner,<sup>54</sup> thus, the error, no matter what form and type it is, represent a damage at the level of the target language production.

Errors have been classified by J. Richard et al. into two categories. The Interlingual Error and the Intralingual Error, those two elements refer respectively to the negative influence of both the speaker's native language, and the target language itself.

Interlingual error is caused by the interference of the native language L1 (also known as interference, linguistic interference, and crosslinguistic influence), whereby the learner tends to use their linguistic knowledge of L1 on some Linguistic features in the target language, however, it often leads to making errors. The example, provided by J. Richard et al. “ the incorrect French sentence Elle regarde les (“She sees them”), produced according to the word order of English, instead of the correct French sentence Elle les regarde (Literally, “She them sees”).<sup>55</sup> shows the type of errors aroused by the negative effect of the native language interference.

Intralingual error is an error that takes place due to a particular misuse of a particular rule of the target language, it is, in fact, quite the opposite of Interlingual error, it puts the target language into focus, the target language in this perspective is thought of as an error cause. Furthermore, J. Richard, et al. consider it as one which results from “faulty or

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<sup>54</sup> Dulay, H., Burt, M., & Krashen, S.D. *Language two*. (New York : Oxford University Press 1982), p. 150

<sup>55</sup> Richards, J. C. *Dictionary of language teaching and applied linguistics* (3rd Ed.), p.267.

partial” learning of the target language.<sup>56</sup> thus the intralingual error is classified as follow:

**Overgeneralizations:** in linguistics, overgeneralizations error occur when the speaker applies a grammatical rule in cases where it doesn't apply. Richard et al, mentioned that they are caused ‘by extension of target language rules to inappropriate context.’<sup>57</sup> .this kind of errors have been committed while dealing with regular and irregular verbs, as well as the application of plural forms. E.g. (Tooth == Tooths rather than teeth) and (he goes == he goed rather than went).

**Simplifications:** they result from learners producing simpler linguistic forms than those found in the target language, in other words, learners attempt to be linguistically creative and produce their own poetic sentences/utterances, they may actually be successful in doing it, but it is not necessary the case, Corder (as cited in Mahmoud)<sup>58</sup> mentioned that learners do not have the complex system which they could simplify. This kind of errors is committed through both of Omission and addition of some linguistic elements at the level of either the Spelling or grammar. A. Mahmoud provided examples based on a research conducted on written English of Arabic-speaking second year University students:<sup>59</sup>

1. Spelling: omission of silent letters:  
no (= know) \* dout (= doubt) \* weit (weight)
2. Grammar:
  - a. Omission:  
We wait ^ the bus all the time.  
He was ^ clever and has ^ understanding father.
  - b. Addition:  
Students are do their researches every semester.

<sup>56</sup> Ibid, 267.

<sup>57</sup> Ibid, 185.

<sup>58</sup> Mahmoud, A. “Simplification in language learning: what do learners simplify? Studies in English Language Teaching”, *Vol. 2 No.3 (2014)*. p. 276.

<sup>59</sup> Ibid, p. 276.

Both the boys and the girls they can study together.

Developmental errors: this kind of errors is somehow part of the overgeneralizations, (this later is subtitled into Natural and developmental learning stage errors), D.E are results of normal pattern of development, such as (come = comed) and (break = breaked), D.E indicates that the learner has started developing their linguistic knowledge and fail to reproduce the rules they have lately been exposed to in target language learning.

Induced errors: as known as transfer of training, errors caused by misleading teaching examples, teachers, sometimes, unconditionally, explain a rule without highlighting the exceptions or the intended message they would want to convey. J. Richard et al. provided an example that occurs at the level of teaching prepositions and particularly “ at “ where the teacher may hold up a box and say “ I am looking at the box “, the students may understand that “ at “ means “ under “, they may later utter “ the cat is at the table “ instead of the cat is under the table.<sup>60</sup>

Errors of avoidance: these errors occur when the learner fail to apply certain target language rules just because they are thought of to be too difficult.

Errors of overproduction: in the early stages of language learning, learners are supposed to have not yet acquired and accumulated a satisfied linguistic knowledge which can enable them to use the finite rules of the target language in order to produce infinite structures, most of the time, beginners overproduce, in such a way, they frequently repeat a particular structure.

Norrish classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

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<sup>60</sup> Richards, J. C. *Dictionary of language teaching and applied linguistics* (3rd Ed.), p.184



a. *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

b. *First language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference".

c. *Translation*. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.<sup>61</sup>

Another expert who discusses the sources of error is Richards in Schumann and Stenson in his article "Error Analysis and Second language Strategies". He classifies sources of errors into six points:

- a. *Interference*, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language
- b. *Overgeneralization*, that is an error caused by extension of target language rules to areas where they do not apply
- c. *Performance error*, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion

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<sup>61</sup> Norrish, J. *Language learners and their errors*, p. 21-26.

- d. *Markers of transitional competence*, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)
- e. *Strategy of communication and assimilation* that is an error resulting from the attempt to communicate in the target language without havin completely acquired the grammatical form necessary to do so
- f. *Teacher-induced error* that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.<sup>62</sup>

## 5. Steps

According to linguist Corder, the following are the steps in any typical EA research:

- a. Collecting samples of learner language
- b. Identifying the errors
- c. Describing the errors
- d. Explaining the errors
- e. Evaluating/correcting the errors

Collection of errors: the nature and quantity of errors is likely to vary depending on whether the data consist of natural, spontaneous language use or careful, elicited language use. Corder distinguished two kinds of elicitation: clinical and experimental elicitation.<sup>63</sup> clinical elicitation involves getting the informant to produce data of any sort, for example by means of general interview or writing a composition. Experimental elicitation involves the use of special instrument to elicit data containing the linguistic features such as a series of pictures which had been designed to elicit specific features.

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<sup>62</sup> Richards, J.C. *Error Analysis and second language strategies*, p. 32.

<sup>63</sup>Ellis, Rod.*The Study of Second Language Acquisition*, p. 48.

## B. Pronunciation

### 1. The Meaning of Pronunciation

Language is an important thing for communication. To explain the language, people have to understand how to produce language correctly. It means that people have to know some knowledge about language. One of them is pronunciation. Pronunciation is one of important skills needed in speaking English. We can measure how fluent someone in speaking by his pronunciation. Pronunciation has some definition.

Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (received pronunciation), which is an accent often use on the BBC and other news media and in some course materials for language learners. But it also common to hear a variety of regional accents of English from across the world.<sup>64</sup>

Jack C. Richards has stated that pronunciation (n) is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sound in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.<sup>65</sup>

Speaking and pronunciation are the basic of communication and also not be separated because if the speaker can speech and has pronunciation mastery, people speech cannot be understood by listener, and people cannot to be the good communicators. Speaking and pronunciation both relation on the some basic activity but pronunciation concentrates on how speaking is down, the language can be understood when heard spoken language well, to understand the language speech speakers must be pronounce corretctly.

From the explanation above we can take conclusion

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<sup>64</sup> *Cambridge Advanced learner's dictionary and thesaurus for learners of English*, (London : cambridge university press, 2016).

<sup>65</sup> Richards, J. C. *Dictionary of language teaching and applied linguistics (3rd Ed.)*, p.469.

that pronunciation is something that producing that sound language to make the meaning. the right pronunciation will be understood by people, but the wrong pronunciation will be misunderstood. We know that in English pronunciation there are two kind of phonological structure, they are segmental and supra segmental.

a. Segmental structure

It can be defined As a consequence, numerous languages have writing systems – alphabets or syllabaries – which represent their consonants and vowels adequately.<sup>66</sup> Include punctuation marks, italics, underlines, and capital letters are crude and inadequate ways of representing prosodic elements. Segmental structure is based on the segmentation of language into individual speech sounds provided by phonetics. Unlike phonetics, however, segmental phonology is not interested in the production, the physical properties, or the perception of these sounds, but in the function and possible combinations of sounds within the sound system.

b. Supra segmental structure

The ways in which an utterance is broken into „chunks.“ Include The technical name which we use for „chunk“ called as tone unit, position of accent, and The intonation or melody. According to Paul, He said that :

Suprasegmental also called prosody, it is concerned with those features of pronunciation that cannot be segmented because they extend over more than one segment, or sound. Such features include stress, rhythm, and intonation (also called pitch contour or pitch movement.)<sup>67</sup>

From the explanation above, we can differentiate between segmental and supra segmental structure which segmental structure is pronunciation aspect come from phonetic side, but supra segmental structure (prosody) is

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<sup>66</sup> Daniel Jones, *The Pronunciation Of English 4th Ed* (New York: Cambridge University Press, 1986), p.141

<sup>67</sup> Ibid, 141.

pronunciation aspect come from phonology side.

## 2. Types of Pronunciation

There are no people that pronounce with the same pronunciation. Some reasons are about locality, early influences, social surroundings and also individual factor that difficult to account. The different speakers can be seen from their pronunciation. The types of pronunciation divided into two kinds, there are: <sup>68</sup>

### a. Good speech

According to Jones that “Good speech defined as a way of speaking which is clearly intelligible to all ordinary people”.<sup>69</sup> It is means who speak and their speaking is understood by their partner of communication, it is good speech because when speakers are mistake in their speech while effect to the meaning

### b. Bad speech

Another way Jones tells about bad speech is a way of taking which is difficult for most people to understand.<sup>70</sup> It means who speak and their speaking is difficult to be understood by their partner of communication.

## 3. The Importance of Pronunciation

Pronunciation is very much a “must” skill for any English language learner. There are many important reasons all students need to focus on correct form and pronunciation. Here are three very important ones: <sup>71</sup>

- a. Perceived Competence. Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost a job, a relationship or just be plain frustrating.
- b. Clarity & Intelligibility being understood. Communication, especially in today’s international world

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<sup>68</sup> Ibid, 141.

<sup>69</sup> Ibid, p. 3.

<sup>70</sup> Ibid, p. 4.

<sup>71</sup> <https://.Englishcentral.com/2015/02/22/the-importance-of-pronunciation-for-language-learners/html> Retrieved february 24, 20219

of school and business is so important. Pronunciation mistakes may impact from being understood and affect your results at school and in business.

- c. Pronunciation helps acquire English faster. The earlier people focus and master the basics of English pronunciation, the faster they become fluent. The ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

This means that they are more likely not only to sound like native when they speak, but also to understand which sound that in words that native to them example like improved reading aloud. According to AMEP research center "The importance of pronunciation is the way we speak immediately conveys something about ourselves to the people around us".<sup>72</sup> In addition, they are more likely to have improved phonetic spelling skill, and improved abilities to correctly sound out new words they read. Therefore more native-like speech sounds can lead to better listening skill, reading skill, and spelling skill.

Pronunciation is generally much easier to learn at early age, but some people are not naturally learn pronunciation as they go along. According to Cruz Ferreira in Judi B Gilbert says "Anyone who has had close daily contact with young children along their first years of life knows that language does not come easy to the them, because there is motivation with a clear purpose behind it".<sup>73</sup> It means if pronunciation learning in early age the child so easy to accept the new language from people around him like his parent and family, but in student the longer a teacher ignores the subject, the less his/her students will ever be able to learn about it.

The conclusion from the importance of pronunciation

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<sup>72</sup> AMEP Research Center, pronunciation Australia (<http://www.nceltr.mq.edu.au/pdamep>) Retrieved february 24, 2021

<sup>73</sup> Judi B Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York : Cambridge University Press, 2008), p.43

is understanding what the students mean to communicate is much more important than the accent they use when communicating between people around and also giving facility to people when looking for job in outside of they country.

#### 4. Aspect of Pronunciation

According to Joanne Ken worthy the aspects of pronunciation are :<sup>74</sup>

a. Combinations of sounds: some sounds occur in group. Example two

consonant occur at the end of word „salt“. When this happen within a word it is called by a consonant clusters.

b. Linkage sounds: when people speak, they generally do not pause

between each word, but move smoothly from one word to the next. Example: the sentence “not at all”, when said in this natural way, speakers don’t pause between the words, but move smoothly from the „t“ sounds at the end of „not“ and „at“ to the vowel sounds at the beginning of „at“ and „all“. In fact, when most speakers say the last word of the phrase it sound like the word “tall”

c. Word stress: when an English word has more than one syllable, one of

these is made to stand out more that the other. Example: in word „table“, „isn’t“, and „any“ the first syllables are stressed.

d. Rhythm: English speech resembles music in that is has a beat. There

are groups of syllables, just like bars of music and within each group there are strong and weak beats. Strong beats fall on nouns, verbs, adjectives and

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<sup>74</sup> Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman Group 2002), p. 9.



adverb. Weak beats fall on prepositions, articles and pronouns.

Example:

„What do you think of it?

DA da da DA da da

- e. Weak forms: when a word has special pronunciation in unstressed position. Example: the article „The“, when said by itself or stressed the vowel will sound like the word „me“, but when it is unstressed the vowel is made with the lips and tongue in neutral.
- f. Sentence stress: giving an extra stress word in the sentence. Example in this conversation:

A: there's plenty of salt

B: there isn't any salt on the table

In the above conversation, B gives extra stress to „table“, the meaning: „there may well be salt, but I want to point out to you that there isn't any in particular place – on the table“. This aspect is called sentence stress.

- g. Intonation: speech is also like music in that it uses changes in pitch. Speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. So speech has a melody called intonation.

From the statements above that the voice has a different character. Moreover, when we speak English it would sound with a kind of word to follow what the word. There are seven aspects of pronunciation, they are combination of sound, linkage sound, word stress, rhythm, weak forms, sentence stress and intonation. Specifically, on this research the researcher is more focused on the aspect of combination of sound, where based on O'Connor said that there are two general terms<sup>75</sup>, they are

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<sup>75</sup> J.D. O'Connor, *Better English Pronunciation* (New York : Cambridge University Press, 1980), p. 64.

consonant sequences, and vowel sequences. The details about them are bellow:

- 1) Initial sequences, it is a consonants<sup>66</sup> combination consisted of two or more consonants at the beginning of word, e.g.: /s/ followed by one of /p,t,k,m,n,l,w,j/ such as the sound of word spy, stay, sky, here small snow, sleep, swear, suit, and etc.
- 2) Final sequences, it is a consonants<sup>66</sup> combination consisted of two or more consonants at the end of word, e.g.: /s/ or /z/ is added at the end of noun such as the sound of word cats, dogs, facts, filed, etc; and /t/ or /d/ is added at the end of verb such as the sound of word raised, riskt, plunged, and etc.

h. The vowel sequences

- 1) Simple vowel, /i:,I,e,æ, ʌ/ such as the sound of word lead, been,check, fell, reach, and etc.
- 2) Diphthongs, eɪ, day. aɪ, eye. oɪ, boy. aʊ, mouth. əʊ, nose (UK). ʊʊ, nose (US). ɪə, ear (UK). eə, hair (UK). ʊə, pure (UK)

## C. English Stress.

### 1. The Nature of English Stress

Roach defines stress as the degree of force used in the pronunciation of a certain syllable.<sup>76</sup> Gimson refers to stress as a capacity of the pronunciation for the speaker and the higher sound for the listener.<sup>77</sup> There is a strong relationship between stress and syllable. Lodge points out that a stressed syllable is produced with strong energy which makes it unique.<sup>78</sup> Gussen hoven and Jacobs also argue that a stressed syllable appears in any words as more prominent than other

<sup>76</sup> Roach,P., .*English phonetics and phonology :apractical course.*, p. 73.

<sup>77</sup> Gimson, A. *An Introduction to the pronunciation of English* (4th ed.).(London:Arnold 1989), p.228.

<sup>78</sup> Lodge,k., *A Critical Introduction to Phonetic* .(London:British Library 2009), p. 76.

syllables in the same word.<sup>79</sup>

In addition, stress is also defined from two perspectives : production and perception.<sup>80</sup> Al-Hamash also defines stress from the point of view of the speaker as an effort used in the production of the sound of the syllable and from the view point of listener, stress is the loudness of the specific sound by comparing it with another sound near it.<sup>81</sup>

Stress is a special feature which is restricted by a number of phonetic factors that enable to select a stressed syllable from unstressed one near it.<sup>82</sup> Concerning the previous point, Roach indicates that the essential characteristic of stressed syllable is prominence.<sup>83</sup> Roach points out that this prominence is affected by four important factors :

- a. Loudness is a component of stressed syllable. Stresses syllables are all louder than unstressed ones. This is a direct result of speech production factors.
- b. Length is one of the affective component in the prominence. A stressed syllable has a longer duration and strong vowels than unstressed syllable.
- c. Pitch is a very important part of perceptual characteristic of speech sound. Each syllable of the word is produced either as low or high pitched. Stressed syllable is resulted as higher pitch which makes it prominent.
- d. Vowel quality is one of the affective part in determining the prominence of stressed syllable. Stressed syllable contains a vowel that is different from other syllables around it. So that, the prominence of stressed syllable can be showed by comparing it with other syllables near it<sup>84</sup>.

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<sup>79</sup> Gussenhoven, C., & Jacobs, H., *Understanding phonology*, (London: Hodder Education 2011), p. 32.

<sup>80</sup> Roach,P. *English phonetics and phonology:apRACTICALcourse.*, p. 73.

<sup>81</sup> Al-Hamash, K., *English phonetics and phonology*, (Baghdad: The Institute for the Development of English Language teaching in Iraq 1984), p. 93.

<sup>82</sup> McMahon, A., *An Introduction to English Phonology*. (Edinburgh: Edinburgh University Press 2022), p. 118.

<sup>83</sup> Roach,P. *English phonetics and phonology :apRACTICA lcourse*, p. 73.

<sup>84</sup>Ibid, p. 74.

Roach states that prominence is made by those four factors in combination and may be made by only one or two of them.<sup>85</sup>

## 2. Levels of Stress

In English language there are only three main levels of stress. Ashby asserts that there are only three possibilities in recognizing stress : primary stress, secondary stress and unstressed<sup>86</sup>. Ashby claims that these stresses are enough to play two main roles—they show the features of the word itself (word stress) and they also show the points in the word which may carry the important information when the word is used in longer utterance (sentence stress). Roach refers to the fourth level of stress which is Tertiary. Tertiary level is rare in English language.<sup>87</sup>

### a. Primary Stress

When we pronounce certain words, we put stress on certain syllables. There are some syllables which are very prominent and strong due to the effect of stress. Primary stress represents the maximal prominence of the syllable in a word.<sup>88</sup> Roach mentions that primary stress is on the strongest syllable in a word which appears to be more prominent than other syllables.<sup>89</sup> Primary stress can be marked with a vertical mark [ ' ] placed above and in front of the syllable<sup>90</sup>.

#### **Examples :**

Father     / 'fɑ:ðə /  
 About     / ə'baʊt /  
 Receive   / rɪ'si:v /  
 Camera    / 'kæməɾə /

<sup>85</sup>Ibid, p. 74.

<sup>86</sup>Ashby,P.,*Understanding Phonetic*,(London: Book point 2011), p. 161.

<sup>87</sup>Roach,P..*English phonetics and phonology: apractical course*, p. 75.

<sup>88</sup>Collins,B.,&Mees,I.M., *Practical phonetic sand phonology: A resource book for students* (3thed.). (London: Routledge 2013), p.306.

<sup>89</sup>Roach,P. *English phonetics and phonology :apractical course*, p. 75.

<sup>90</sup>Collins,B.,*Practical phonetics and phonology:Are source book for students* (3thed.), p.131.

b. Secondary Stress

In long words of more than one syllable, a type of stress can be observed, that is weaker than primary stress (strong). Gussenhoven and Jacobs state that IPA marking for secondary stress is [,] to be placed before the syllable concerned<sup>91</sup>.

**Examples:**

Photography / fə'tɒgrəfi /  
 Anthropology / ,ænrə'pɒlədʒi /  
 Organization / ,ɔ:gənai'zeɪʃən /  
 Activation / ,ækti'veɪʃən /

c. Unstressed

This involves a non-prominent syllable. This level of stress is often the weaker syllable in a word in that it contains the short vowel /ə/. Unlike primary and secondary stress, unstressed level is left unmarked.

**Examples:**

Open / 'əʊpən /  
 Announcer / ə'naʊnsər /  
 Programmer / 'prəʊgræmə /

### 3. Placement of Stress

Roach divides the languages of the world into two groups on the basis of placement of the stress. The first group contains languages which have fixed place for the stress in words like, French language in which the last syllable is usually stressed. The second group contains languages in which there is no fixed place for stress in words. For example, in English language there is a difficulty to predict the placement of word stress<sup>92</sup>.

a. Simple Words

The Learners of English language must use the correct placement of stress. For example, the shift of stress in words such as (desert) / 'dezət / and (desert) /

<sup>91</sup>Gussenhoven, C., & Jacobs, H., *Understanding phonology*, p. 16.

<sup>92</sup>Roach, P., *English phonetics and phonology: a practical course*, p. 76.

di'zɜ:t / may make confusion if they are not pronounced with proper stress. Kenworthy points out this problem and states:

“If a non-native speaker produces a word with wrong pattern , an English listener may have great difficulty in understanding the word, even if most of the individual sounds have been well pronounced. In listening, if learners of English expect a word to have a particular stress pattern,they may not recognize it when a native speaker says it. In other words, what they hear doesn't match what they have in their mental dictionary”<sup>93</sup>.

According to the above quotation, it is concluded that there is a strong relationship between stress and the class of the word. Gimson<sup>94</sup>, McMahon<sup>95</sup>, Roach<sup>96</sup>, Ladefoged& Johnson<sup>97</sup> and Collins & Mess<sup>98</sup> indicate that English language has pairs of two-syllable words in which the placement of stress play main role in determining their syntactic category ( noun, adjective or verb).

**Examples:**

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<sup>93</sup>Kenworthy, J. (1987). *Teaching English pronunciation* . New York: longman.

<sup>94</sup>Gimson, A., *An Introduction to the pronunciation of English* (4th ed.), p. 235.

<sup>95</sup> McMahon, A., *An Introduction to English Phonology*, p. 120.

<sup>96</sup>Roach, P., *English phonetics and phonology: a practical course*, p. 87.

<sup>97</sup>Ladefoged, P., & Johnson, K., *A Course in Phonetics*, p. 112.

<sup>98</sup>Collins,B..*Practical phonetics and phonology:A resource book for students* (3thed.), p. 132.

**TABLE 2.1**  
**Stress And Their Syntactic Category**

Words	Nouns	Verbs
Conflict	'kɒnflɪkt	kən'flɪkt
Import	'ɪmpɔ:t	ɪm'pɔ:t
Insult	'ɪnsəlt	ɪn'sʌlt
Abstract	'æbstrækt	æb'strækt
Digest	'daɪdʒest	dɪ'dʒest
Transfer	'trænsfə	træns'fɜ:
Torment	'tɔ:ment	tɔ:'ment
Reject	'ri:dʒekt	rɪ'dʒekt
Subject	'sʌbdʒɪkt	səb'dʒekt
Insert	'ɪnsɜ:t	ɪn'sɜ:t

b. Compound words

Roach suggests that compound words consist of two independent words. As far as stress placement in compounds is concerned<sup>99</sup>, Gimson mentions that one word of the compound has primary stress, while the other word(s) normally carries (carry) the secondary stress.<sup>100</sup>

With reference to the placement of stress in compound words, Susan gives some stress patterns for compound words: compound nouns have a primary stress on the first element as in (bedroom) / 'bedru:m /; compound verbs have a primary stress on the second word of the compound as in (outsmart) / aʊt'smɑ:t /; finally in the compound adjectives the stress is on the

<sup>99</sup>Roach, P. *English phonetics and phonology: a practical course*, p. 85.

<sup>100</sup>Gimson, A. *An Introduction to the pronunciation of English (4th ed.)*, p.



second word as in (bed-tempered) / bed- 'tempəd /.<sup>101</sup>

Roach also suggests another rules for compound stress. These rules are : compound words have primary stress on the second word if the first word is number as in (second class) / sekənd 'klɑ:s / ; compound words have a primary stress on the second word if the compounds functionas adverbs as in (north-East) / nɔ:θ 'i:st / ; finally, when compounds function as verb and has an adverb, then stress is on the second word as in them example (downgrade) / daʊn'greɪd /<sup>102</sup>.

It is good to note that Collins and Mess mentions other rules concerning this point. They are : the stress is on the second element when the compound words refer to name of towns as seen in (New York) / nju: jɔ:k / ; the stress is on the second word when the compounds refer to the part of building as in (back door) / bækdɔ: / ; finally, the names of magazines and newspapers have a primary stress on the second word as in ( Daily post) / deɪli 'pəʊst /<sup>103</sup>.

### c. Sentence stress

Unlike word stress, sentence stress has flexibility in the placement of stress. Kenworthy concludes that there are several ways in which the speaker is capable of sending ideas or important information by focusing the main stress of the sentence on specific words.<sup>104</sup>

However, the placement of sentence stress is affected by the classes of the word. In this regard, Collins and Mess list two type of words: function words and content words. Function words include ( articles,

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<sup>101</sup>Susan, “Syllable stress patterns: compound words”. (2010, June 11) Retrieved february 24, 2021, from Convidentvoice:www.convidentvoice.com/blog/syllable-stress-patterns-compound-words/

<sup>102</sup>Roach, P. *English phonetics and phonology: a practical course*, p. 86.

<sup>103</sup>Collins,B, *Practical phonetics and phonology:A resourcebook for students* (3thed.), p. 132-133.

<sup>104</sup>Kenworthy,J,*Teaching English pronunciation* (New York: Longman 1987), p. 32.

prepositions, pronouns, conjunctions and auxiliary verbs). They are normally unstressed. Content words are those which carry the meaning of the sentence such as ( nouns, main verbs, adjective and adverbs). Those content words are normally stressed.<sup>105</sup>

**Example:**

“I've heard that 'Jack and 'Jane 'spent their 'holidays in 'Jamaica”

In the sentence above, the content words ( heard, Jack, Jane, spent, holidays, and Jamaica) are stressed (strong) whereas the function words ( I, have, that, and, their and in) are normally unstressed (weak).

However, there are exceptions to the rules mentioned above specially what is concerned with the stress of function words. Roach indicates that those function words are normally stressed in certain circumstances<sup>106</sup>. They are :

- 1) Many function words are stressed when they occur at the end of the sentence :  
Chips are what I'm fond of.  
/ 'tʃɪps ə 'wɒntaɪn 'fɒnd 'ɒv /
- 2) When function words show a contrast :  
The letters from him not to him.  
/ ðə 'letəzfrəmɪmnot 'təɪm /
- 3) When function words are emphasized :  
You must give me more money.  
/ jʊ 'mʌstgɪv mi mɔ: 'mʌni /
- 4) When the function word is being "cited" or "quoted":  
You shouldn't put "and" at the end of a sentence.  
/ jʊ 'ʃʊdnt 'pʊt 'ændətði 'end əv ə 'sentəns /

<sup>105</sup>Collins,B, *Practical phonetics and phonology:A resource book for students* (3thed.). p.135.

<sup>106</sup>Roach, P, *English phonetics and phonology: a practical course*, p. 90-91.

#### 4. Stress and Meaning

There is a strong relationship between the placement of stress and the meaning. However, Gill (n. d) mentions that there are words of two- syllable in which the placement of stress does not only affect their syntactic category, but their meaning as well<sup>107</sup>, for example, there is a huge difference in meaning between ('address vs. add'ress ) and ('content vs. con'tent ). The difference of meaning can appear when these words are put in the sentences as below.

**TABLE 2.2**  
**Stress and Meaning**

Address	/ 'ædres/(n.)	Do you know Ali's address? ( The name of the place )
	/ ə'dres / (v.)	You are not allowed to address the president. ( to direct speech to someone )
Content	/ 'kɒntent/(n.)	The content of your essay is fine. ( what it contains )
	/ kən'tent (adj.)	She was sitting reading a book , looking very content. ( relaxed , peaceful )

One of the important functions of stress is to distinguish between compounds and phrases McMahon<sup>108</sup> and Ladefoged & Johnson<sup>109</sup>. Compounds generally have a primary stress on the first word while phrases have a primary stress on the second word. The difference in stress placement gives a clear indication of the meaning changes. Kushinka presents more than one

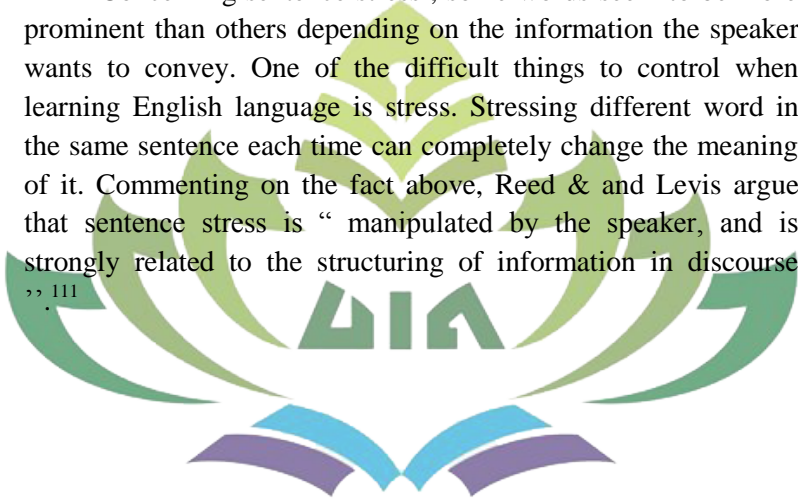
<sup>107</sup>Gill.(n.d.)."change the stress,change the meaning : 35 words that change the meaning". Retrieved february 24, 2021, from [engvid:www.engvid.com/English-resource/35-words-stress-changes-meaning/](http://engvid:www.engvid.com/English-resource/35-words-stress-changes-meaning/)

<sup>108</sup>McMahon, A. *An Introduction to English Phonology*, p. 123.

<sup>109</sup>Ladefoged, P, *A Course in Phonetics*, p. 112.

example to emphasize this fact. For the first example, there is a semantic difference between 'greenhouse / 'gri:nhaʊs /, a compound ( a building used to growing plants ) vs. green'house / gri:n'haʊs/ a phrase ( a house that its color is green ). The second example includes 'Whitehouse / 'waɪthaus/, a compound noun which means ( the house where the U.S president lives ) which has a different meaning from white'house / waɪt'haʊs /, a phrase which means ( the house that its color is green ). The last one is 'blackbird / 'blækɜːrd /, a compound ( a type of bird ) which has a different meaning from black'bird / blæk'bɜːrd / a phrase ( a bird that its color is black )<sup>110</sup>.

Concerning sentence stress , some words seem to be more prominent than others depending on the information the speaker wants to convey. One of the difficult things to control when learning English language is stress. Stressing different word in the same sentence each time can completely change the meaning of it. Commenting on the fact above, Reed & and Levis argue that sentence stress is “ manipulated by the speaker, and is strongly related to the structuring of information in discourse ”<sup>111</sup>.



<sup>110</sup> Matthew, K. (2016, October 10). Compound word stress : why a black bird isn't always a blackbird. Retrieved january 4, 2018, from REDLINE: [www.redlines.com/compound-word-stress/](http://www.redlines.com/compound-word-stress/)

<sup>111</sup>Reed, M., & Levis, J. M., *The Handbook of English Pronunciation*, (Oxford: Blackwell 2015), p 178.

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