

**THE ANALYSIS OF STUDENTS' PRONUNCIATION ON  
WORD STRESS IN ENGLISH LESSON AT MTS MA'ARIF  
NU 10 PANAWAJA LAMPUNG TIMUR IN ACADEMIC  
YEAR OF 2021/2022**

**A Thesis**

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LAMPUNG  
1445 H/2023 M**

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10 PANAWAJA LAMPUNG TIMUR IN ACADEMIC YEAR OF  
2021/2022**

**A Thesis  
Submitted as a Partial Fulfillment of Requirements for S1- Degree**

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## ABSTRACT

This research aimed at analyzing pronunciation skill of the seventh grade students of Mts Ma'Arif NU 10 Panawaja Lampung Timur. The objective of this research was to find out the students of Mts Ma'Arif NU 10 Panawaja Lampung Timur pronunciation of word stress comprehension.

The researcher used descriptive qualitative. Qualitative is types of a research that result a descriptive data which is written words or saying words from people whom can be observed. The subjects of this research were the students of seventh grade in Mts Ma'Arif NU 10 Panawaja Lampung Timur itself. The researcher collected the data by giving a test the student one by one. Every student had been given same test.

It was concluded that the students of Mts Ma'Arif NU 10 Panawaja Lampung Timur still face problem about the pronunciation especially the word stress. The students' misplaced stress are quite similar. The words most misplaced stress made by the students are the four and three syllables word. It was also found that the Indonesian accent was causing the students misplaced the word stress. While, they have a good pronouncing of two syllables words because they often hear those word in daily conversations.

**Keyword** : *Descriptive Qualitative Design, Pronunciation Skill, Word Stress.*

## DECLARATION

I hereby state that this thesis entitled : THE ANALYSIS OF STUDENTS' PRONUNCIATION ON WORDS STRESS IN ENGLISH LESSON AT MTS MA'ARIF NU 10 PANAWAJA LAMPUNG TIMUR IN ACADEMIC YEAR OF 2021/2022 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, 16 February 2023

Declared by



**AINI NURHAYATI**

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(.....)  
(.....)  
(.....)  
(.....)  
(.....)

## MOTTO

اللَّهُ لَا إِلَهَ إِلَّا هُوَ لِيَجْمَعَنَّكُمْ إِلَى يَوْمِ الْقِيَامَةِ لَا رَيْبَ فِيهِ ۗ وَمَنْ أَصْدَقُ مِنَ اللَّهِ حَدِيثًا

Meaning :

87. Say : “Allah! There is no Allah save Him. He gathered you all into a Day of Resurrection where of there is no doubt. Who is more true in statement than Allah?”. (Q.S. An-Nisa :87)<sup>1</sup>



---

<sup>1</sup> Abdullah Yusuf Ali, *The meaning of Holy Al-Qur'an*, (Maryland: Amma Publication, 1987), p. 70

## DEDICATION

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to :

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr Sunardi and Mrs Daryani who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you mom and dad.
3. My beloved sister and brother, Agus Hartanto and Ayu Setiyawati who love, care, support and cheer me up until the completion of this thesis.
4. My beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.





## CURRICULUM VITAE

The researchers name is Aini Nurhayati. Her nickname is Aini. She was born on May 03, 1999 in Bungkok. She is the third child of Mr Sunardi and Mrs Daryani. She also has a sister named Ayu Setiyawati and a brother named Agus Hartanto.

She studied at the first time in Elementary School of SD N 4 Bungkok and graduated in 2011. Then, she continued her study in Junior High School of SMP Darul Ulum and finished in 2014. Then she continued her study in Senior High School of MA Ma'Arif NU 5 Sekampung Lampung and finished in 2017. In 2017, she entered of The State Islamic of University Raden Intan Lampung and took an English Education as her major. Last, she also one of the active students in intern organization of campus that called as UKM Pagar Nusa.



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Alhamdulillahirobbil'alamin, all praises due to Allah SWT, the Most Gracious and the Most Merciful. None of the best word to express my gratitude until this thesis could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the last messenger and the most beloved Prophet of Allah. However, this success would not be achieved without love, support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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Finally, the researcher always expects that this research may be helpful for all. Aamiin.

**Bandar Lampung, 21 February 2023**  
**The Researcher**



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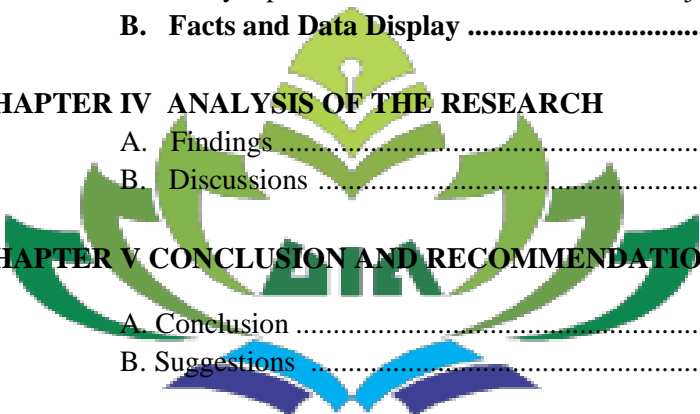
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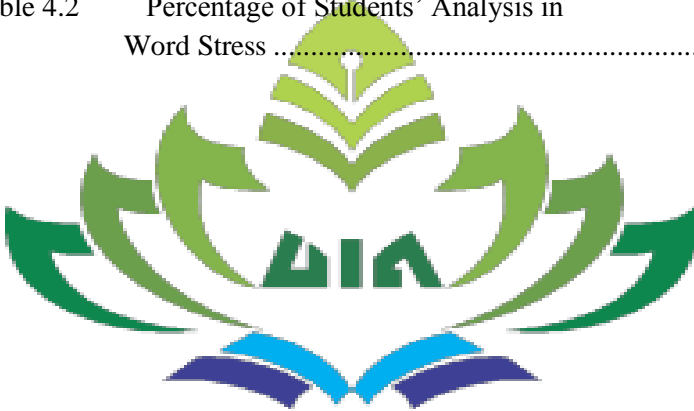
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## CHAPTER I

### INTRODUCTION

This chapter presented title affirmation, background of the problem, focus and subfocus of the problem, problem formulation, objectives of the research, the significance of the research, research method and systematic of the research.

#### A. Title Confirmation

In this sub-chapter, the writer explained the purpose of the title of this thesis in order to not make misunderstanding for the readers in understanding the title. The thesis title is “ The Analysis of Students’ Pronunciation on Word Stress in English Lesson at Mts Ma’Arif NU Panawaja Lampung Timur in Academic Year of 2021/2022”. The explanation below is for understanding some of terms contained in this thesis. Here as follows :

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation often concerning some standard of correctness or acceptability. It includes of person’s stress, intonation, and rhythm used in order to produce an utterances. Every utterances itself convey the meaning that send to the hearer. So, the students’ pronunciation is the sounds of speech that produced by the person in an utterances. By considering some aspects of pronunciation such as stress, intonation, rhythm, and also the elements of pronunciation such as two elements of pronunciation namely suprasegmental features (included stress, intonation, and connected speech) and segmental features (included phoneme).

Word stress is a way of giving more air pressure on a certain syllable in a word. In other words, stress means giving more energy in pronouncing certain parts of a word and the result of the stress is meaning difference. The force of the breath with which a sound or a syllable is pronounced is called its stress. To be concluded, word stress is a pressure of more air to pronounce a word which can give a variety meaning.

Asking opinion is a sentence which asking opinion or argument to other people to satisfaction. While, giving opinion is an activity to give some opinion, thought, or idea about something from the other

people. In addition, students' pronunciation of word stress in English lesson especially in pronouncing a word of an expression asking and giving opinion means the students' sounds of speech produced by the students in an utterance to deliver their idea directly.

Based on the explanation above, the writer was liked to do the thesis proposal entitled "The Analysis of Students' Pronunciation on Word Stress in English Lesson at MTS Ma'arif NU Panawaja Lampung Timur in Academic Year of 2021/2022."

## **B. Background of the Problem**

English is an important foreign language that must be mastered by the students from elementary school, junior high school, senior high school, and even in college.<sup>1</sup> It shows that English is one of the subjects in school that include the curriculum, even it is also one of the national final exams made by the government. In school, English is taught in order for the students to be able to write, speak, read, and listen well.

English as a foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. English has always been familiar since it is taught in most of the educational levels.<sup>2</sup> English is also a natural language for those who take English majors where English is always used in every lesson.

Therefore, the students of MTS Ma'arif NU 10 Panawaja told about the process of the skills of language when learning English. The language skill enables the students to comprehend and produce the language, whether spoken and written. There are four basic language skills that should be learned and possessed by the students. These skills are Listening, Speaking, Reading, and Writing. Listening and reading are known as receptive skills or passive skills. Meanwhile, speaking and writing are known as productive skills or active skills.

One of the language skills that have to be mastered by students in learning English is speaking. Speaking is the productive skill in the

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<sup>1</sup> Tom Hutchinson and Alan Waters, *English for Specific Purpose- A Learning Centered Approach*, (Cambridge: Cambridge University Press, 1987) p. 6

<sup>2</sup> Hosni, S.A., 2016. Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5 (12), p.97.

oral mode. Most learners feel difficult to speak because they are shy, nervous, afraid to make mistake with pronunciation, and unconfident to say something in English.

Having good pronunciation is important for learners. It will facilitate them in improving their ability to speak. The students should be able to pronounce the sounds easily understood by others. However, pronouncing English sounds not easy. This problem is due to the fact that most English sounds do not exist in the Indonesian language. Moreover, the mother tongue also affected their English pronunciation. Therefore, the pronunciation of English should be practiced by the students.

Pronunciation refers to how we produce the sounds that we used to make meaning when we speak.<sup>3</sup> It includes the particular consonants and vowels of a language (segments), aspect of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality). Pronunciation of word stress refers to the production of sounds.<sup>4</sup> It refers to the prominence given to certain syllables within words and to certain syllables or words within an utterance. It is signaled by volume, pitch change, and syllable length.

Word stress is the magic key to understand of speaking English. Native speakers of English use word stress naturally. Word stress is so natural for them that they do not even know they use it. Non-native speakers who speak English to native speakers without using word stress, encounter two problems, they find it difficult to understand native speakers, especially those speaking fast. The native speakers may find it difficult to understand them. To understand word stress, it helps to understand syllables.

Therefore, word stress is important part of speech. Mistakes in word stress are a common case of misunderstanding in English because stressing the wrong syllable in a word can make the word very difficult to hear and understand. Even if the speaker can be

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<sup>3</sup> Yates, L. & Beth, Z., *Give it ago: Teaching Pronunciation to Adults*. First Edition ed. (Australia: AMEP Research Centre, 2009), p.35

<sup>4</sup> Jones, D., *An Outline Of English Phonetics*. First Edition ed. (New York: Cornell University Library, 1922), p.44

understood, mistakes with word stress can make the listener feel irritated, or perhaps even amused. Based on theory of O'Connor, there are some problems of students in pronouncing a words. They are : what students hear, what students say, and what the intonation they used.<sup>5</sup> It means that if students itself can hear and say correctly, the message that want to deliver to other people can be arrived. And the intonation can be influenced the meaning of the word itself. Especially for the words that unfamiliar one.

This problem also occurred on Mts Ma'arif NU 10 Panawaja Lampung Timur. Based on the preliminary research conducted at Mts Ma'arif NU 10 Panawaja Lampung Timur on January 24, 2022, it was found that most of the seventh grade students had problems with their pronunciation. They speak English with poor pronunciation. From the interviewed with the English teacher, Yuniani Fitria S.S., it was found that most of the students had difficulties in pronouncing words correctly since they lacked of practiced in pronouncing words.<sup>6</sup> Therefore, the ability of students' pronouncing of words are various. Many of them have low pronouncing is for the words that have 2 or more syllables. They were unable to produce sounds like world /wɜ:ld/, She /ʃi:/, and information /ɪnfə'meɪʃən/ correctly. Besides that, the researcher also do the preliminary research towards the students there. The researcher gave the questionnaire to them in order to measure their ability in speaking. Specifically to pronunciation, students enjoy learning in the classroom while the technique of teacher used are interesting. While, the students still feel confused and difficulties to understanding the word. The intonation and word stress of the students produced are sometimes have different in meaning (*see on Appendix 5*).

The next result of the interviewed with the English teacher of seventh grade, Yuniani Fitriani S.S., most of the students in the seventh grade had low ability in pronunciation, specifically in using word stress of pronunciation correctly.<sup>7</sup> This may be caused by many

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<sup>5</sup> O'Connor, *Stress, Rhythm and Intonation*. (BBC France : University of California, 1963), p.31

<sup>6</sup> Yuniani Fitria, S.S., An English Teacher at Mts Ma'arif NU 10 Panawaja Lampung Timur, January 24, 2020, *an Interview*.

factors, such as interference of mother tongue and lack of pronunciation practice. For example, the students mostly pronounce the word /wɜ:lɪd/ in secondary stress for the word world, instead of the word /wɜ:l/ for word war in primary stress. Whereas, the meaning certainly different. The secondary stress have high intonation in the middle of the word. While, the word /wɜ:lɪd/ should produced on the beginning of the word that we said as primary stress. On the other hand, the different intonation of word stress produced, the meaning will different. It will be influenced the understanding of the interlocutor in understanding the students' utterances. The other example is the word present /preznt/. There are two types of the word present, the first is /pre'znt/ for verb and /'preznt/ for noun. Here, if the speaker changes the stressed syllable it can change the meaning of the word especially when it is uttered without a context. This kind of error may cause other people to have a wrong assumption of the word being stressed. It is expected that the students of Mts Ma'arif NU 10 Panawaja will not do this kind of error. Therefore, it is better for us to know the right word stress of each word that we speak. Therefore, there were other several words that are difficult for students to distinguish and pronounce the syllables:

Opportunity /,ɒpə'tju:nɪti/ become In a sanity /ɪn ə'sæntɪ/

Wait /weɪt/ become wide /waɪd/<sup>8</sup>

Some students at the Mts Ma'arif NU 10 Panawaja Lampung Timur were studying english as the main language. Therefore, they are expected to be speaking English with correct pronunciation. This aimed not only to communicate in English properly and appropriately but also show that they can pronounce correct English. Pronunciation and stress are included in the main subject of the final examination at school. In the other hand, the teacher actually have variety of technique in teaching. One of them is a technique of game. The students usually have to record their speaking in an application while the other students must guess the words instead of. That is why the students did not feel bored to learning English in the class. It meant

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<sup>8</sup> Yuniani Fitria, The English Teacher of Mts Ma'Arif NU 10 Panawaja, Data of Sudents' Speaking Score at the First Semester of VII Class of Academic Year 2021/2022, (January 24th, 2022), Unpublished.

that the students did not have a problems in a technique of the teacher given.<sup>9</sup>

In this research, the researcher analyzed the word stress from students of 7I class at Mts Ma'arif 10 Panawaja Lampung Timur who must have one another with different pronunciation. So, they were increasingly able to say the word stress. Then they can repeat the sound several times until they can pronounce word of stress correctly. Therefore, every word is made from syllables. Each word has one, two, three or more syllables. In many languages such as in English, all the syllables in multisyllabic words are not equally stressed (spoken with some kind of a force or strength) when they are pronounced. Word Stress is also sometimes referred to as word accent.

In English, native speakers do not say each syllable with the same force or strength. This meant that one part of a certain word is said louder and longer than other parts of the same word. In one word native speakers accentuate one syllables. They say one syllable very loudly (big, strong, important) and all the other syllables very quietly. The syllable which is pronounced with greater force is called the stressed syllable.

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. You can also call it the accented syllable. "Acent" in this case means "emphasis".<sup>10</sup> It is something that is completely natural for English speakers, but something students can learn from practicing their conversation skills and by learning the rules for using the word stress. When speaking, it is important to put the 4 stress on the correct syllable. Otherwise, it would sound unnatural, and might even be difficult to understand.

Indonesian's students had difficulties in identifying the stress for three to seven syllable words, because the students have already

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<sup>9</sup> Interview with Students of 7I class Mts Ma'Arif NU 10 Panawaja, (January 24th, 2022), Unpublished.

<sup>10</sup> Ladefoged, P., *A Course in Phonetics*. Fourth Edition ed. (United States of America: Thompson Learning, 2001), p.12

learned a specific stress pattern for the individual words, and they often misstress words with suffixes because they tend to retain the stress for the stem which had been learned earlier.

In conducting the research, researchers are finding out some previous studies in order to help the researcher to get the result. First, study entitled “Analyzing Students’ Pronunciation of Word Stress of IET 7 Students of Cambridge English College (CEC) Makassar by Meidy Yuhar Alghifari. This research aimed at analyzing pronunciation skill of the s IET 7 students of Cambridge English College. The specific objective of this current research are finding out the IET 7 students of Cambridge English College’s pronunciation of word stress comprehension. The results of this study were expected to give practical benefits for the people concerned. The researcher used descriptive qualitative. Qualitative is Procedure research that result a descriptive data which is written words or saying words from people whom can be observed. The subjects of this research were the students of Cambridge English College (CEC) Makassar who had been joining the International English Training 7 2015 for approximately three months chronologically. The researcher collected the data by giving a test the student one by one. Every student had been given same test. This research found that there were some misplaced stress made by the students. The misplaced stress happened to the two-syllable words, three-syllable words, and four-syllable words. The misplaced word stress made by the students were quite similar. Few students even misplaced same word stress. The words stress that misplaced were even the simple words. It was concluded that the students of IET 7 Cambridge English College (CEC) Makassar still face problem about the pronunciation especially the word stress. The students’ misplaced stress are quite similar. The words most misplaced stress made by the students are the two-syllable words. It was also found that the Indonesian accent was causing the students misplaced the word stress. The students face the difficulty to place the stress correctly even though they had been trained well as good speakers and instructors.

Second, study entitled “The Analysis of Students’ Errors in Stress Placement in English Pronunciation” by Haryani. The objective of this research was to identify and to analyze the errors made by grade XI students of SMA Negeri 5 Palu in locating stress (stress placement) in

English pronunciation and also to find out why the errors occurred. The research subject was XI IPA III which consisted of 29 students selected by using purposive sampling technique. The techniques of data collection were test, questionnaire and interview. In analyzing the data, the researcher used Simple Statistics Analysis. From the result of test, the researcher found that the students made an overgeneralization error which categorized as inter-lingual (mother tongue factors) and intra-lingual (target/native language) errors. The error occurred because of the effect of the students' mother tongue language and their understanding about target language was poor. The total percentage of errors both from oral test and written test are 74.75% which categorized as high error. It means that the ability of the eleventh grade students of SMA Negeri 5 Palu in locating stress in English words specifically in nouns and verbs was poor.

Last, study entitled “ An Analysis of English Speaking Syllable Words Stress Error by the Students of English Education Study Program of University of Bengkulu” by Ronaldi Styvant 2019. This research was aimed at finding out the errors of English speaking syllable stress by the students of English Education Study Program, University of Bengkulu. The subject of this study was 19 students with highest GPA and speaking and Phonetic phonology score or both of them of English Program. The method of data collection was recorded. The data were collected by recording their pronunciation in reading words stress and Audacity program to analyze the data. The result of this research showed that English Students pronounced syllable words stress in the first syllable and second syllable with average predicate and 2 stresses in a word with low predicate. Meanwhile, this research also found that a lot of students put the stress on the first syllable.

Based on the preliminary research, students' in Mts Ma'arif NU 10 Panawaja feel unconfident or shy to make mistake with their pronunciation of word strees and afraid to say something in English. Therefore, on this thesis proposal the researcher was liked to do the research entitled “**The Analysis students' pronunciation of word stress in English Lesson At MTs Ma'arif NU 10 Panawaja Lampung Timur in the Academic Year of 2021/2022**”.



### **C. Focus and Subfocus of the Problem**

In this research, it focused to analyzing students' ability in pronunciation of word stress based on the types of syllables such as second syllables, three syllables and analyze it according to the IPA' Dictionary in English Lesson especially in pronouncing of expressing asking and giving opinion at the second semester of the seven grade of MTs Ma'arif NU 10 Panawaja in the academic year of 2021/2022" especially for the test given by the teacher. Meanwhile, the sub focus of this research was conducted to know about the ability of the students' word stress that include of process and the degrees of word students' syllable of word stress in producing a sounds.

### **D. Research Questions**

In order to enable the researcher to elaborate the main problem, the problem formulation is formulated as follow :

1. How is the degrees of students' syllable word stress in pronouncing each word of English Lesson at the MTs Ma'arif NU 10 Panawaja?
2. How are the students' ability of word stress in pronouncing each word about asking and giving opinion in English Lesson at the MTs Ma'arif NU 10 Panawaja?

### **E. Objective of the Research**

In line with the problem above, the objective of this study below :

1. To investigate the most dominant degrees of word stress produced by the students of Mts Ma'arif NU 10 Panawaja Lampung Timur in the academic year of 2021/2022.
2. To find out the students' ability of word stress in English Lesson at Mts Ma'arif NU 10 Panawaja Lampung Timur in the academic year of 2021/2022.

### **F. Significance of the Research**

The results of this study was expected to give practical benefits as follows:

a. Teacher

This research informed the teachers about the real condition in teaching the pronunciation class and assisted the teacher to pay more attention to the common mistakes on pronunciation especially the word stress.

b. Students

The students learned from the mistakes they probably commonly made on pronouncing the English word.

c. Researcher

This research may be a reference for researcher who will conduct a similar research for the future time.

## G. Previous Research

This part deals with some kinds of literature on the issue of pronunciation and word stress. There were some findings of researches that have a relation with this research, in this case, related to word stress analysis.

- a. First, the research of Weda (2012) who researched *Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE)*,<sup>11</sup> based on the result of the data analysis, it can be concluded that the words, and words with prefixes. The highest frequency of English stress shifts made by students was monosyllabic, disyllabic, trisyllabic words and words with prefixes.
- b. Second, the research of Karjo (2016) on his research “Accounting for L2 Learners’ Errors in Word Stress Placement”.<sup>12</sup> Based on the result of the data analysis, there were two major findings in his study. The first one confirmed that stress placement is indeed problematic for L2 learners due to the unavailability of the similar stress system in their native language (in this case Indonesian). However, when confronted with the task of placing stress for two or three-syllable words, Indonesian students found more difficulty in producing stress

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<sup>11</sup> Weda, Sukardi. *Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE)*. State University of Makassar, 2012.

<sup>12</sup> Karjo, Clara Herlina. *Accounting for L2 Learners’ Errors in Word Stress Placement*. Universitas Katolik Atma Jaya, 2015.

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 was that stress placement errors were caused by five phonological factors.

- c. Next, the research of Hakim (2012) on his journal “An analysis of Phonetics b, d, g, j, - and δ into English pronunciation for Java Students (A Study on Java Students at English Department on STAIN Bengkulu)”, based on the result of the data analysis, it can be concluded that 13 male students from a total of 13 students or equal to 100% still use a Javanese accent emphasis when they speak English.
- d. Last, the research of Bian (2013) 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.<sup>13</sup> 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.

The difference of this research with the others was the expressing in asking and giving opinion that used in this research. Students’ in expressing asking and giving opinion has different word stress in pronouncing each word of the sentence in its dialogue. The result of this research gave information about word stress used in the education world, especially in pronouncing studies. This expression related to educational activity, therefore it is important for us to know about word stress in conveying meaning that is used in daily activity in

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<sup>13</sup> Bian, Fuying. “The Influence of Chinese Stress on English Pronunciation Teaching and Learning”, *English Language Teaching*, Vol. 6 No. 11; 2013. (23 May 2022)

school. Hopefully, it was find a good word stress that can use in teaching and learning activity in final this research.

## **H. Research Method**

This research investigated pronunciation difficulties and word stress awareness of students MTs Ma'arif NU 10 Panawaja in the academic year 2021/2022. A combined research method is a research method based on the philosophy of pragmatism (a combination of positivism and postpositivism).<sup>14</sup> Used to examine the conditions of natural and artificial objects (lab), where researchers can act as instruments and use instruments for measurement, data collection techniques can use tests, questionnaires and combinations (triangulation), data analysis is deductive (quantitative) and inductive (qualitative). Combination research results can be useful for making generalizations and understanding meaning.

The combination method will be very useful when both quantitative and qualitative methods alone are not sufficiently accurate to understand the research problem. The use of a combination method can obtain a better understanding when compared to using only one method.

### **1. Research Procedure**

The research procedure is the procedure that the researcher should know and follow in conducting this research. The procedure of this research is as follows :

#### **a. Pre-Field Stage**

This stage is an activity that the researcher do before collecting the data, namely :

- 1) Arrange the research.
- 2) Determine the focus of the research.
- 3) Prepare for the theory and the method in conducting the research.
- 4) Seminar proposal.

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<sup>14</sup> Palmer Cathryne and Bolderston Amanda, *A Brief Introduce to Qualitative Research*. (The Canadian Journal of Medical Radiation Technology, 2006), p.16

b. Field Work Stage

At this stage, the researcher did the research by :

- 1) Give the instrument to the students.
- 2) Collect the data.

c. Data Analysis Stage

All the data which already gathered during the research was analyzed and the data of the research was validated.

The steps of this stage, namely :

- 1) Identifying the data.
- 2) Interpret the data.

## 2. Research Instrument

In every qualitative research, the researcher spent every research stage helping the writer comprehend all the collected data in research. Therefore, qualitative research has a lot of time in research. It meant in this research spent a lot of time and focus on research to get a lot of information about that analysis. The key instrument from this research was the researcher itself.<sup>15</sup> The author spent a great deal of her time reading, watching and understanding relate to the theory and concept before the writer collected and analyzed the data. The writer was an instrument and collector of data at the same time.

There were two kinds of research instrument that are used in this research. There are task and documentation. Task given to know their pronouncing skill in produce a word. While documentation done as a way to analyzing their word stress ability of each words their produces which still misplaced. Besides that, in this research used table of instrument are mentioned to collect the data. It made easy to identifying students' word stress in expressing asking and giving opinion . The first table is used to analyzing of students' word stress and find an amount of misplaced words in utterances by the students' of MTs Ma'arif NU 10 Panawaja. In this research, there were 36 words that should be pronounced by each

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<sup>15</sup> J.W Creswell, Op.cit. 175

students there. The words are cookies, dinner, rocket, comic, students, accurate, electric, etc for the second/three syllable words. While for the secondary stress it contained of the words understand, instruction, satisfaction, interested, interfere, impression, everybody, disappointment, however, important, holiday, etc. Which consisted of 18 words syllable on primary stress, and 18 words syllable on secondary stress. Here, the unstressed did not insert some of words because it has include of each words given.

**Table 1.1 Analysis Degrees of Word Stress**

No .	Word	Types of syllable	Description	Stress Placement Based on		Stress Correction
				IPA' Dictionary	Students' Pronunciation	
1.	Ex : enjoy	2 syllables	Verb	en'joy	'enjoy	Misplaced on primary stress
2.						

### 3. Data and Data Source

The data are fact or information that used to decide the answer of research question.<sup>16</sup> Data is an important thing in research because it is the form of a phenomenon in the number and field. From the data, research found the result of research. The data of this research is students' pronunciation on word stress of asking and giving opinion material using Lade Foged theory.

Based on Ary et.al there are two data source to get the data, those are<sup>17</sup>:

<sup>16</sup>Afif Annikmatul Khoiriyah. "An Analysis of Figurative Language Used Inmoviescript "Frozen"" (State Islamic Institute of Tulungagung, 2006). p. 35

<sup>17</sup>Donald Ary et. al., *Introduction to Research in Education Eighth Edition*, (Belmont: Nelson Education, Ltd, 2010), p.11

1. Primary source

Primary source is a source that can get information directly. It means primary a source give prominent data relates to the problem of the research. Actually, for primary source people can use the result of questioner and interview.

2. Secondary source

Secondary source is an additional source to get the data. Given said secondary a source is pre-existing a source that has been gathered to different purpose or by someone other than researcher.<sup>18</sup> In the other word, the function of the secondary source is collecting data in different purpose when conducting the research.

After read explanation above, the data source in this research used the both of sources. Which for primary source, the researcher used interview on the pre-test (by giving them three words in english : world, present, and opportunity that should be pronounce), and observation. While for secondary source, the researcher found other related literature related to the pronunciation and word stress studies.

#### 4. Population, Sample and Data Collecting Technique

##### a. Population

Table 1.2

Class Distribution of Seven Grade Students in Mts Ma'Arif NU 10 Panawaja Lampung Timur in Academic Year of 2021/2022

CLASS	NUMBER OF STUDENTS		TOTAL
	MALE	FEMALE	
7 1	14	20	34
7 2	18	20	38
<b>Total</b>	<b>32</b>	<b>40</b>	<b>72</b>

Source: *The Data of Documentation at the Seven Grade of Mts Ma'Arif NU 10 Panawaja Lampung Timur in Academic Year of 2021/2022.*

<sup>18</sup>Lisa. M. Given. "The SAGE Encyclopedia of Qualitative Research Methods". (A SAGE reference Publication. United Kingdom, 2008), p.23

### **b. Sample**

In getting the sample of the research, the researcher used purposive sampling. Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by determining the special characteristics that are in accordance with the research objectives so that they are expected to be able to answer research problems.

Purposive sampling is more appropriate for use by researchers if indeed a study requires special criteria so that the samples taken later are in accordance with the research objectives can solve research problems and can provide a more representative value. So that the techniques taken can fulfill the real purpose of conducting research.

The reason to choose this way to selected the sample are : the selected sample is a sample that is in accordance with the research objectives, this technique is an effective way to implement, the students have the similarities based on physics, psychologists, and educational background, also the selected sample is usually an individual or personal who is easily found or approached by the researchers.

However, the researcher used only class 7 1 which consists of 34 students as the sample of the research since in general, it conducted that the class outstanding students and they were taught by the same English teacher as the other classes.

### **c. Data Collecting Technique**

Ary said there are three manners that are used in qualitative research to collect data. They are an interviews, observation, and document or artifact analysis. In this research was collected in the form of written documents to understand the phenomenon in research. The instrument of this research was recording. Which instruct them to record their dialogs as online through group class. Before do it, each of them have to



find their partner and do the dialogs in well pronounce that have prepared by the teacher. Last, they have to take turns doing the dialogue with different roles.

The data of this research was analyzing on word stress. There are several steps that used in this research to collect the data as detailed :

- 1) The researcher prepared several words that contain of second and three syllable about asking and giving opinion and share it.
- 2) The researcher asked the students to pronounce the word.
- 3) The researcher asked the students to record consecutively.
- 4) This research identified the word stress of each word have pronounced.
- 5) This research gave code or underline the utterances of students based on IPA' Dictionary.
- 6) This research classified data based on degress of word stress and describe the types of syllable.

## 5. Data Analysis

Data analysis is the important step of every research. According to Lodico et al, in all qualitative research, data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection.<sup>19</sup> In addition according to Ary, a qualitative researcher must organize and categorize or code the large mass of data so that they can be described and interpreted<sup>20</sup>. He also explained that the data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio

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<sup>19</sup> Lodico, Marguerite G. *Methods in Educational Research: From Theory to Practice*. (USA: A Wiley Imprint, 2006), p.26.

<sup>20</sup> *Op.Cit*, p. 435.

recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.

According to Miles and Huberman, analysis can be define as consisting as three current flows of activity that is : data reduction, data display, and conclusion drawing/verification.<sup>21</sup> In this research, the researcher used Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

**a. Data Reduction**

Data reduction become the first steps to do in analyzing the data in this research. According to Miles, data reduction refered to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. In this research the data was in the form of dialogs of each students in producing sounds about asking and giving opinion. Based on Miles theory, in this step the researcher firstly analyzing the data by recording the data, listen carefully and checking the data by rewrite the word produces by the students to see the context. Next, the researcher selecting the sentences which contains the word stress to be analyzed. After that, the researcher categorized the data based on the types of level of word stress.

**b. Data Display**

The second steps data display. According to Miles, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher showed or displayed the data which is contained the affixes, not only as generally but specifically and clearly. The researcher showed which sentences contains of word stress, what levels of word stress in those sentence, why

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<sup>21</sup> Miles, Mathew B., dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (London: Sage Publications, 1994), p.134.

is it categorized as its category of word stress, and then extract the meaning of the word whether the sounds produces are correct or not.

### c. **Conclusion Drawing**

After finished doing data reduction and data display, the last steps to analyze the data in this research was drawing conclusion. According to Miles, final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concluded the result of the research based on the research problems and word stress that are used.

## 6. **Trustworthiness of the Data**

In a research, trustworthiness of the data is a proof that the data can be accounted for. In qualitative research, findings or data are valid if there is no difference between what is being reported by the researcher with what is going on the subject of the research which is being investigated. In conducting the trustworthiness test of the data, the researcher utilized triangulation. Triangulation is defined as checking the data from various things. Denzin on Hales explains that triangulation itself is divided into several kinds, namely :

### a. **Data Triangulation**

This kind of triangulation is about using various data resources such as time, space, and people involved in a research. Data triangulation will reduce the risk of false interpretation and reinforce conclusions of the findings.

### b. **Method Triangulation**

In this kinds of triangulation, the researcher use multiple methods while studying the same

phenomenon under one research. The purpose is to lower the deficiencies and biases that come from any single method.

**c. Investigator Triangulation**

Investigator triangulation defines as the use of more than one investigator, interviewer, observer, researcher, or data analyst in a research. The ability to certify discoveries throughout investigators without earlier discussion between them can significantly enhance the credibility of the discoveries.

**d. Theory Triangulation**

In order to validate the data, the researcher utilized different theories or perspectives when inspecting a situation or phenomenon. The point of this kind of triangulation is to see at a situation from a different point of view.<sup>22</sup>

However, from the five kinds of triangulation above, the researcher only used investigator triangulation. To check whether the data is valid or not, the validation checked by the expert to the study related to this research.

**I. Systematic of the Discussion**

The discussion of this research would be systematized into five chapters that are related to one another. The structure of the discussion is as below :

**Chapter I** : This chapter is an introduction which consists of title affirmation, background and focus and sub-focus of the research, identification of the problem, formulation of the problem, objective of the research, significance of the research, relevant studies, research methodology, and systematic discussion.

**Chapter II** : This chapter presented theories from experts to support this research study which consists of theories about

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<sup>22</sup> David Hales, *An Introduction to Triangulation*, (Geneva : UNAIDS Monitoring and Evaluating Fundamentals Series, 2010), page 14-16.

Pronunciation, Word Stress, Syllable, and Expression of Asking and Giving Opinion.

**Chapter III** : This chapter consists of a general description of the object in this research which in this case is Mts Ma'Arif NU 10 Panawaja Lampung Timur.

**Chapter IV** : This chapter is about the results of the research. There are research findings and discussion. The research findings discusses the data analysis results and a list of the findings of the the analysis of students skill in pronouncing a word while the discussions explain the answer of the research question and discuss the findings of the pronunciation skill found in that movie.

**Chapter V** : This chapter consists of conclusion and recommendation. The conclusion contains a statement from the researcher about the result of the research according to the data analysis and the research findings whilst the recommendation states the researcher's suggestion of the upcoming research.





## CHAPTER II

### LITERATURE REVIEW

This chapter explained some theories related to the research. This chapter discussed about concept of pronunciation, concept of word stress, concept of asking and giving opinion.

#### A. Concept of Pronunciation

##### 1. Definition of Pronunciation

Pronunciation is one of the essential part in English speaking. Every sounds, pattern, and intonation have the meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or they may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here are some definitions of pronunciation from several experts :

According to Dalton and Barbara, pronunciation can be defined as the production of important sound in two senses<sup>1</sup>. First, the sound is important because it is used as part of a code of particular language. Second, the sound is important because it is used to achieve meaning in the context of use. However, Lado states that pronunciation is the use of a sound system in speaking and listening<sup>2</sup>. Here pronunciation is merely treated as the act that happens in speaking and listening. Lado doesn't mention how the sounds are produced.

Harmer also stated that pronunciation as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and our meaning<sup>3</sup>. Kelly defined the pronunciation is when the speaker uses all the same speech organs to produce the sounds we become

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<sup>1</sup> Dalton, C. & Barbara, S., Teaching English Pronunciation Using Film. *Journal of English and Education*, 5(2), PP.194-201, 1994.

<sup>2</sup> Lado, 2017. Improving Pronunciation Ability by Using Animated Films. *Journal of English Language Teaching*, 1 (1), p.27

<sup>3</sup> Harmer, J., *The Practice of English Language Teaching*. Fourt Edition ed.s.1.. (Pearson Longman, 2007), p.56

accustomed to producing<sup>4</sup>. On the other hand, Richard & Schmidt stated that pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer<sup>5</sup>.

In conclusion, pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation often concerning some standard of correctness or acceptability. It includes of person's stress, intonation, and rhythm used in order to produce an utterances. Every utterances itself convey the meaning that send to the hearer.

There are two elements of pronunciation namely suprasegmental features (included stress, intonation, and connected speech) and segmental features (included phoneme). The sound can be significantly affected by speech features. In this case, when we learn English well, we will find two kinds of speech features, those are :

#### a. Suprasegmental Aspects of Pronunciation

Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments or phonemes.<sup>6</sup> The features which are important in English are stress, intonation, and how sounds change in connected speech.

Here is the brief information:

##### 1) Stress

Kelly assumes that all of the words have each identifiable syllable, and one of the syllables in each word will sound louder than the others. Stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants, but to whole syllables. A stress syllable is pronounced with a greater amount of energy than an unstressed syllable and is more prominent in the flow of speech. The syllable indicated with a louder sound, are the

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<sup>4</sup> Kelly, G., *How to Teach Pronunciation*. Second Edition ed. (England:Bluestone Press., Charlbury, 2000), p. 67

<sup>5</sup> Richard & Schmidt, *Students' Difficulties in Pronouncing the English Labiodental Sounds*. (Science Publishing Group, 2 (1), 2002), p.2.

<sup>6</sup> *Op.Cit*



stressed syllable. Each stressed syllable, in a word in isolation, also has changed in the pitch or the level of the speaker's voice, and the vowel sound in that syllable lengthened.

Stress can fall on the first, middle, or last syllable of words. As shown here :

**Table 2.1 Examples of Syllables**

Ooo	oOo	OoO
SYLLabus	enGAGEment	UsheRETTE
SUBstitute	baNana	KangaROO
TECHnical	phoNETic	UnderSTAND

The words in the first group (Ooo) are all stressed on the first syllables, the words in the second group are stressed on the second syllables, and those in the third group are stressed on the third syllables.

## 2) Intonation

According to Kelly, the term of intonation refers to the way of the voice goes up and down in pitch when we are speaking.<sup>7</sup> It is a fundamental part of way we express our thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level.

Term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level.

## 3) Connected Speech

Kelly also emphasizes that longer utterances are subject to the influences of the stresses we make, and the tone movements we apply, according to the message we wish to convey, word stress, sentences stress and intonation are

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<sup>7</sup> Kelly, G, *How to Teach Pronunciation*. Second Edition ed. (England:Bluestone Press., Charlbury, 2002), p.9

aspects of connected speech, in that they apply to more than one phoneme.

#### b. Segmental Aspects of Pronunciation

Segmental aspects of pronunciation also called phonemes are the different sounds within a language. According to Kelly, phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is this principle that gives us the total number of phonemes in a particular language. Kelly defined the set of phonemes consists of two categories; vowel sounds and consonants sounds.

##### 1) Vowel sounds

One of the speech sounds that is always produced by people is a vowel. Vowels are articulated when a voiced airstream is shaped by the mouth. According to Rowe, vowel is defined as sounds which have no obstruction when it passed or flow from the larynx to the lips.<sup>8</sup> Simply, saying —ahl is the example of making vowel sounds. Similarly, Rowe argued that vowels are sounds that are produced with no closure or obstruction of the airstream. The differences between various vowel sounds depend on two things: employed cavity (oral, nasal, or pharyngeal) and formed shape in that resonance chamber. The shape of the oral cavity is primarily affected by the position of the lips and the placement of the tongue. For instance, the vowel sound in the word —toɪ is produced with the high point of the tongue in the back of the mouth, the oral cavity relatively closed, and the lips rounded. The vowel sound in —catɪ is formed with the high point of the tongue toward the front of the mouth, the oral cavity relatively open, and the lips spread. In English, vowels are divided into two main branches as they follow:

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<sup>8</sup> Bruce M Rowe and Diane P Levine, 2015, *A Concise Introduction to Linguistic (4th ed)* New York: Routledge.

### 1) Short Vowels

Short vowels are vowel sounds which have relatively short sounds. They can be seen in the table 2.2:

**Table 2.2**  
**Short Vowels**

Short Vowels	Examples of Words	Lips' Manner
ɪ	bin, pin, fish	Slightly spread
ɛ	bet, men, yes	Slightly spread
æ	bat, man, gas	Slightly spread
ʌ	but, some, rush	Neutral
ʊ	put, pull, push	Rounded
ɒ	pot, gone, cross	Slightly rounded

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.14-15).

There is one other short vowel that is ə (schwa). This vowel is very familiar in English. The example of word is the first sound in the word —opposel, or the sound that can be heard a lot when native English does nonrhotic in the word endings with or, -iar. Example: Actor, Similar, and etc.

### 2) Long Vowels

Contrary to the previous one, long vowels are sounds that length longer relatively than short vowels. It is usually symbolized by the one vowel with length-mark double dot —: as it shows on the table 2.3 :

**Table 2.3**  
**Long Vowels**

Long Vowels	Example of Words	Lips' Manner
i:	beat, peace, mean	slightly spread
ɜ:	fern, purse	neutral
a:	card, pass, half	neutral
u:	food, good, loose	moderately-rounded
ɔ:	broad , torn, horse	strong-lip rounded

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.18-19).

It is noticeable that the five long vowels are quite different from the six short vowels. It is not only in length but also in quality. If comparing one by one, the quality: position of tongue, shape of tongue, and lip position is different, and so does the length.

## 2) Consonant

Three ways of describing the consonant sound: the manner of articulation, refers to the interaction between the various articulators actually do: and the force of articulation, the following terms are used: fortis or strong and lenis or weak. This leads to the conclusion that not only segmental aspects but also suprasegmental aspect, contribute substantially to children's speaking development. Suprasegmental refers to intonation patterns, stress placement and rhythm in spoken language; also called prosody.

Rowe defined consonant is a speech sound that is formed when the airstream is constricted or stopped (and then released) at some place along its path before it escapes from the body.<sup>22</sup>In the same opinion, Kelly argued that consonant is produced by interrupting, restricting, or diverting the airflow in various ways. Technically, a part of the vocal tract impedes the pulses from the larynx and it is when a consonant voice is created—either voiced or voiceless. The air flows can be immediately hampered by the momentary closure of the glottis (the gap between the vocal folds) and followed by a sudden opening. In English pronunciation, consonant is separated in two basic ways: the place of articulation, the manner of articulation and voice or voiceless.

## 2. Problems of Pronunciation

Some problems in pronunciation teaching and learning based on O'Connor, those are:<sup>9</sup>

1) What students can hear

Some students have great difficulty in hearing pronunciation features that they want to reproduce. Frequently, speakers of the different first language have problems with sounds. There are two ways dealing with this. The first, place, the teacher can show students how sounds are made through demonstrations, diagrams, and explanations. The teacher can also draw the sounds to their attention every time they appear on a recording or in conversation. In this way, the teacher gradually trains the students' ears. When the students can hear correctly, the students are on the way to be able to speak correctly.

2) What students can say

All babies are born with the ability to make the whole range of sounds available to human beings. But as the students grow and focus on one or two languages, the students lose the habit of making some of those sounds. Learning a foreign language often presents the students with the problem of physical unfamiliarity (i.e. it is physically difficult to make the sound using particular parts of the mouth, uvula, or nasal cavity). To counter this problem, the teacher needs to be able to show and explain exactly where sounds are produced (e.g. where is tongue about the teeth? What is the shape of the lips when making a certain vowel?)

3) The intonation problems

For many teachers the most problematic area of pronunciation is intonation. Some of the people (and many of the students) find it extremely difficult to hear

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<sup>9</sup> O'Connor, J.D. *Better English Pronunciation*. 2nd. ed., (Cambridge: Cambridge University Press, 1980), p. 32

‘tunes’ or to identify the different patterns of raising and falling tones. In such a situation, it would be foolish to try to teach the students.

## **B. Concept of Word Stress**

### **1. Definition of Word Stress**

In term of pronunciation, stress is a way of giving more air pressure on a certain syllable in a word. In other words, stress means giving more energy in pronouncing certain parts of a word and the result of the stress is meaning difference. The force of the breath with which a sound or a syllable is pronounced is called its stress.<sup>10</sup> In a connected speech the stress varies from syllable to syllable. A syllable which is pronounced with greater stress than the neighboring syllable is said to be stressed.

In languages such as english that are described as stress-timed, there is roughly an even duration between successive stressed syllable, while languages in which each syllable is pronounced with approximately the same length of time are classified as having a syllable-timed rhythm.<sup>11</sup>

According to Harmer, stress is the term we use to describe the point in a word or phrase where pitch change, vowels lengthen and volume increase. Stress is vitally important in conveying in phrases and sentences. Kelly also states that each stressed syllable, in a word in isolation, also has a change in the pitch or the level of the speaker’s voice, and the vowel sound in that syllable is lengthened.

Another ideas of word stress is suggested by Bian by comparing it from sentence stress.<sup>12</sup> It is called word stress when it happens in the work environment including the

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<sup>10</sup> Jones, D., *An Outline Of English Phonetics*. First Edition ed., (New York: Cornell University Library, 192), p.11

<sup>11</sup> Kirkpatrick, Word Stress and Pronunciation Teaching in English as a Lingua Franca Contexts. *The Catesol Journal*, 30 (1), p. 165. 2018.

<sup>12</sup> Bian, Fuying. “The Influence of Chinese Stress on English Pronunciation Teaching and Learning”, *English Language Teaching*, Vol. 6 No. 11; 2013. (20 January 2022)

compound. On the contrary, it is called sentence stress when it occurs in a sentence (including phrase) that represents a form of connected speech. In this case, stress can happen both in sentence and word.

From the definitions above, it can be concluded that the definition of word stress is the prominence in a word created by air pressure given to certain syllables which function to distinguish meaning. Word stress is the emphasis a speaker places on a specific syllable in a multi-syllable word.

## 2. Degree of Word Stress

In discussing the degrees of word stress, the existence of at least three levels of stress is usually taken for granted.<sup>13</sup> It is generally sufficient to distinguish two degrees only, stressed and unstressed. Three degrees of stress, the sign may be used to denote the second syllable, so that the word may be written if the desired is, zaemi'ne:fn. It is useful to mark the secondary stress in the word examination because foreigners usually put the secondary stress or even the primary stress on the first syllable (pronouncing the word, eksami'ne:fn. Making secondary stress is thus useful in all cases in which three or more syllables are preceding the principal stress and in which the secondary stress is not the first syllable.

In some longer words, it may seem as if there is more than one stressed syllable. For example, say the word *multiplication* and try to tap on the stressed syllables. You will find that you can tap on the first and the fourth syllables – '*multi'pli'cation*. The fourth syllable seems to have a higher degree of stress. The same is true of other long words, such as '*magnifi'cation* and '*psycholin'guistics*. But this apparently higher degree of stress on the later syllable occurs only when the word is said in isolation or at the end of a phrase. Try saying a sentence such as *The 'psycholin'guistics' course was 'fun*. If you tap on each stressed syllable, you will find that there is no difference

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<sup>13</sup> Jamilah, *Stress Pattern*, (Universitas Negeri Yogyakarta., 2010). P. 3

between the first and fourth syllables of *psycholinguistics*. If you have a higher degree of stress on the fourth syllable in *psycholinguistics*, this word will be given a special emphasis, as though you were contrasting some other psychology course with a psycholinguistics course. The same is true of the word *magnification* in a sentence such as *The degree of 'magnifi'cation de'pends on the 'lens*. The words *magnification* will not have a larger stress on the fourth syllable as long as you do not break the sentence into two parts and leave this word at the end of a phrase.

For the purpose of practicing pronunciation we distinguish three levels of stress: primary stress, secondary stress, and unstressed. The examples are:

o . O ..

opportunity

O . o

telephone

O . o

Substitute

Structurally, from a linguistic point of view, in every language there exists a functional discrimination of definite degrees of stress, the number of which may be different in different languages. Degrees of stress may be opposed to each other in case of primary and secondary stress as a stressed syllable to another stressed syllable. Consequently, there exist a phonological opposition between three degrees of word stress – primary, secondary stress and unstressed syllables in English polysyllabic words and two degrees of stress in two and three-syllable words, which have only one stressed syllable.

Based on Peter Ladefoged, there are 3 degrees of word stress  
 .<sup>14</sup>

<sup>14</sup> Ladefoged, "*A course in phonetics*" sixth edition, (Boston : USA, 2010), p



1. refers to primary stress : the loudest syllable in the word. It is characterized by the biggest degree of energy. In one-syllable words, that one syllable has the primary stress (except for a handful of short function words like *the*, which might not have any stress at all). Primary stress is marked in IPA by putting a raised vertical line ['] at the beginning of the syllable.
2. refers to secondary stress : syllables which aren't completely unstressed, but aren't as loud as the primary stress. Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of the syllable.
3. refers to unstressed : syllables that have no stress at all. In English, almost all of these have schwa [ə] for their vowel, though [i] will also often be unstressed, like the [i] in *happy* ['hæpi]. (Very rarely, another non-schwa vowel might be unstressed, like the [o] of *potato* [pə'teto] for most speakers.)

In the phonological literature on English, the existence of at least three levels of stress is usually taken for granted. It is generally assumed that there are syllables that carry primary stress, syllables that are secondarily stressed, and unstressed syllables.<sup>15</sup> Word stress in English is free. But it always falls on a particular syllable of any given word. The secondary stress is manifested in polysyllabic words. In words with the primary stress on the 3rd syllable the secondary stress usually falls on the 1st syllable. If the primary stress falls on the 4th or 5th syllable the secondary stress is on the second syllable. The strong or primary stress on one syllable has the effect of weakening the pronunciation of the secondary syllables. It is therefore important to be able to determine the stress pattern of words.

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<sup>15</sup> Plag, Ingo and Gero Kunter, "The Phonetics of Primary vs. Secondary Stress in English", (*Research Paper*. Siegen University, 2007)

#### 4. Sentence Stress

When we talk about word stress, our unit of analysis is words in isolation, where to place stresses on words. When we say words of more than one syllable in isolation, we will stress one of syllables. When words are arranged together in a sentence or utterance, certain syllables will be stressed in order to convey the most important information. This may cancel out normal word stress. Here intonation is used to give further subtleties of meaning to the syllables we have chosen to stress. Remember also that our spoken language is not tied to sentences. When conversing, we often use incomplete sentences, phrases which would be considered ungrammatical if written down, interrupt each other, backtrack and so on. However, a study of stress within complete sentences provides 'a user-friendly' way of drawing attention to the main aspects of how we use stress in speech.

Normally, we give stress to content words: nouns, verbs, adjectives, and adverbs, and we do not give stress to the structural or functional words, such as articles, prepositions, auxiliary verbs, conjunctions, and so on. Those structural or functional words unstressed in sentences are usually pronounced in weak forms of pronunciation. Thus, structural or functional words may have both strong or full forms of pronunciation, as well as weak forms of pronunciation. They will have full forms of pronunciation when they are stressed, and weak forms of pronunciation when they are unstressed.

#### C. Syllables

According to Yule, a syllable must contain a vowel (or vowel-like) sound. The most common type of syllable in language also has a consonant (C) before the vowel (V) and is typically represented as CV. Technically, the basic elements of the syllable are the onset, vowel, and coda. According to Roach, syllable are usually described as consisting of a centre which has little or no obstruction to airflow.

As described by Yule, syllable consists of consonant and vowel. As well, stress is an emphasis of syllable in a word, phrase, or

sentence in. So there is a relation between syllable, word and stress. A syllable word, or part of a word, which, contains a single vowel sound. It is a single unit of speech. Each word contains one syllable or more.<sup>16</sup>

### 1) 1 Syllable

Here are examples of words with a single syllable: pen, man, pig, cup, hat. In English, a vowel sound can be made of more than one vowel letter. So, the following words have a single syllable as well: feet, moon, cake, have, break, bought. All of these words contain only one vowel sound, and therefore a single syllable.

### 2) 2 Syllables

A word can have more than one syllable. The following words are examples of words with two syllables. Here are examples of word with 2 syllables. The different syllables are shown on the right, and they are separated with space.

Garden: gar-den

Hotel: ho-tel

Consist: con-sist

Object: ob-ject

### 3) 3 Syllables

Examples of words with three syllables:

September: sep-tem-ber

Department: de-part-ment

Telephone: te-le-phone

Vitamin: vi-ta-min

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<sup>16</sup> Mariana, Smita Sarapung, 2015. *Improving Students' Ability in Placing English Word Stress through Hand Gesture Technique*, vol. 3 No. 1.

## 4) 4 Syllables

Examples of words with four syllables:

Kindergarten: kin-der-gar-ten

Information: in-for-ma-tion

January: ja-nu-ar-y

American: A-mer-i-can

Discovery: di-sco-ver-y

**D. Stress on the level of the sentence**

One syllable is singled out when being pronounced and receives the primary stress. Similarly, words in a sentence are not all given the same salience in oral English. Some words are picked out and are stressed in contrast to others. The one that is the most stressed is said to receive the sentence stress. This usually implies differences in meaning. In the following sentences, the sentence stress is indicated in bold case.

**E. Word Stress in Different Languages**

Word stress has different rules from language to language. While it is extremely regular in some languages, it is less easily predictable in English. For example, the first syllable is almost always stressed in Finnish and Czech. In Polish and Swahili, it is always the syllable before the last one that is stressed. In French, it is the last syllable that is given more prominence. In English, the placement of word stress is not as regular as in the languages just mentioned. Word stress can be on the first syllable, the second, the third, the last, the one before last, etc. It depends on various factors, including the different parts that form the word.

## F. Rule of Word Stress.

The following list provides a rough guide to stressed syllables. It is more accurate to see these as descriptions of tendencies rather than rules, in that they only tell us what is the true most of the time, and it is always possible to find exceptions<sup>17</sup>:

**Core Vocabularies:** Many everyday nouns and adjectives of two-syllable length are stressed on the first syllables. Examples are: sister, brother, mother, water, paper, table, coffee, lovely, etc.

**Prefixes and suffixes:** These are not usually in English. Consider: QUIetly, oRIGInally, deFECTive, and so on. (None the exception, though among prefixes, like Bicycle, DISclose.)

**Compound words:** Words formed from a combination of two words tend to be stressed on the first element. Examples are: POSTman, NEWSpaper, TEApot, and CROSSword.

**Words having a dual role:** In the case of words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable (in line with the core vocabulary rule above), and the verb on the last syllable (in line with the prefix rule). Examples are: IMport (N), imPORT (V); REbel (N), reBEL (V); and INcrease (N), inCREASE (V)

## G. Stress and Vowel Reduction

Word stress is closely related to vowel reduction. Vowel reduction is another important feature of oral English. What does it mean? It means that a vowel sound is pronounced [B] or [N] instead of another full vowel. For example, the *a* in the word about is not pronounced [a] that is present in the word father. This would result to the incorrect form [abaLt]. Instead, this vowel sound is reduced to [B], yielding to the correct pronunciation [B@baLt]. Vowel reduction is a very common phenomenon

in English. If you browse through a dictionary, you will notice that a lot of unstressed syllables have [B] or [N] as their vowel sound. If you

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<sup>17</sup> Weda, Sukardi. *Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE)*. (State University of Makassa, 2012). p.11

pay attention to the pronunciation of learners of English, you will also notice that very often those vowels which should be reduced are not, and the speakers will produce a full vowel sound.<sup>18</sup>

## H. The Phonetic Characteristic of Stress

The characteristics of word stress in English are that the stressed syllables will be slightly louder, longer, and at a higher pitch. Word stress in other language might not be realized phonetically the same way. It may involve all three, or only one or two of these characteristics.<sup>19</sup>

## I. Problems of Word Stress

In principle, stress alone could serve to distinguish words, but in reality, it seldom does.<sup>20</sup> Minimal pairs in English which are distinguished by word stress, such as 'insight/incite', are rare. However, that faulty suprasegmental aspects of speech can impact on intelligibility and that word stress constitutes a significant part of suprasegmental speech. There is evidence to indicate that intelligibility and comprehensibility are undermined specifically by faulty word stress. Faulty prosodic features including word stress may affect comprehension more adversely than segmental. This misunderstanding of word stress can have a significant impact beyond the language lab or classroom. For example, it has been found that word stress mispronunciation contributes to misunderstandings of their patients in multicultural medical. Although not fully understood, the possibilities of how word stress can be so detrimental to intelligibility have been discussed.

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<sup>18</sup> Pierrel, Jonathan J. "Developing Materials for Teaching Word Stress in English", *A Research Paper Submitted to the Graduate School in Partial Fulfillment of Requirements for the Degree Masters of Arts*. Muncie, (Indiana: Ball State University, 2010). p.48

<sup>19</sup> *Ibid*, p. 50

<sup>20</sup> Plag, Ingo and Gero Kunter. "The Phonetics of Primary vs. Secondary Stress in English", (*Research Paper*. Siegen University, 2007).

Knowing that regional and foreign accents trigger a delay in word identification processes.<sup>21</sup> It may be that the English listener relies on word stress to decode the word and locate the word in their mental lexicon and that, if stress is wrongly distributed, it might have serious consequences for the listener to locate words within a piece of connected speech. Lexical stress plays a central role in determining the profiles of words and phrases and misplaced word stress appears to be more perceptually important to native speaker listeners than are instances of mispronounced phonemes. Word stress errors in which the stress is shifted to the following syllable (e.g., ‘TURbine’ changes to ‘TurBINE’) have been shown to be more detrimental than vice versa and even more so if combined with a phonemic error. However, it is important to note that these studies have generally investigated native speakers’ understanding of non-native speakers. There is a paucity of evidence which describes whether faulty word stress is detrimental to intelligibility in non-native to non-native interactions. This is not surprising as, overall, research investigating non-native to nonnative interactions is still in its early stages.

Based on the definitions, the writer concluded that these generally native speakers’ of non-native speakers. There is a paucity of evidence which describes whether faulty word stress is detrimental to intelligibility in non-native to non-native interactions.

### **J. Language Function**

Language functions are someone’s knowledge how to the language in giving their response and initiate questions on various situations, events, and activities that are commonly referred to social interaction with another speaker. According to Holmes language function is “people usually use language to ask for and to express their feeling of indignation, annoyance, happiness, sadness, admiration, respect and etc. People can also share information, experiences or stories, state the idea, opinion and also deliver the message to others”. They use language in conveying their feeling, ideas, and opinions in

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<sup>21</sup> Pierrel, Jonathan J, “Developing Materials for Teaching Word Stress in English”, *A Research Paper Submitted to the Graduate School in Partial Fulfillment of Requirements for the Degree Masters of Arts*. Muncie, (Indiana: Ball State University, 2010).

social communication. They need to know not only sufficient vocabulary but also having something to say, how to make request, offer suggestion or helps, respond and react to some English expression. There are some English expressions that commonly used in social interaction in community.

#### 1. Asking opinion

Asking opinion is a sentence which asking opinion or argument to other people to satisfaction. There are expressions of asking opinion in two situations :

**Table 2.4 Expressing of Asking Opinion**

<b>Formal</b>	<b>Informal</b>
Do you have any idea?	What do you think of?
Do you have any opinion on	What do you think about?
Do you think is/are	What is your idea/opinion?
Have you get any comments on	How do you like?
What is your opinion about?	
What are you feeling about?	

### **K. The Nature of English Expressions**

The word of expressions is derived from the word express. Expression is speaking or writes clearly one thought or feeling. On the other hand, we say that express is how someone conveys his/her feelings and opinions. So, English expressions is something that we used to convey our feelings and opinions in English especially is communicating section.

Oxford English Dictionary defines that the act or an instance of transforming ideas to word.<sup>22</sup> It's mean before someone deliver and act expression to other people must transforming their idea to word in order to the someone to understand the meaning.

Online Etymology Dictionary state that expression is action of manifesting a feeling. It means that in say the expression must use the feeling before say to other. It's useful to say and keep the polite.

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<sup>22</sup> *Oxford Learner's Pocket Dictionary*, Fourth Edition. (UK: Oxford University Press, 2008).



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