

**AN ANALYSIS OF PRONUNCIATION IN WORD STRESS
TOWARDS STUDENTS OF SIXTH SEMESTER ENGLISH
EDUCATION UIN RADEN INTAN BANDAR LAMPUNG
ACADEMIC YEAR 2022/2023**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S-1
Degree**

By:

NUFLIHIN SURYA ADAM

NPM: 1911040158

Study program: English Education

**Advisor : M. Ridho Kholid, S.S.,
M.Pd**

Co-Advisor : Agus Hidayat, M.Pd



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
THE ACADEMIC YEAR 2023**

ABSTRACT

As part of an English education, students are expected to have appropriate skills in pronunciation; usually, word stress tends to be neglected and is not considered a serious issue in Indonesian EFL. Stress placement in English words is conducted with complicated rules. Hence, assigning stress correctly in English words is still a challenge for learners due to the fact that Indonesian and English have different rules in the suprasegmental or prosody system.

This research explored the production of English word stress by 23 students of the sixth semester at Islam State University Raden Intan Bandar Lampung. This research used a qualitative approach, and the data were recorded by giving a task to pronounce 15 words, which consist of *five words in two syllables, six words in three syllables, and four words in four syllables*. PRAAT software was utilized to analyze the recordings, including measuring the pitch, intensity, and duration as indicators.

The result illustrated that the students' word stress pronunciation was average. Almost all the students were able to distinguish the placement of stress correctly, with a percentage of 82% on two syllables, 51% on three syllables, and 67% on four syllables. However, in most cases, the highest pitch and longest duration fell on the last syllable. Another fact about the factors of error for the students in word stress was the absence of mother tongue or prosody features in Indonesian, a lack of practice, and limited knowledge in English phonetics.

Keywords: word stress; stress placement Indonesian EFL; phonetics pronunciation; prosodic features, PRAAT software.

DECLARATION

In, the researcher with following identiy:

Name : Nuflihin Surya Adam
Students Number : 1911040158
Study Program : English Education
Thesis Title : An Analysis Of Pronunciation In Word Stress Towards Students Of Sixth Semester English Education Uin Raden Intan Bandar Lampung Acadmeic Year 2022/2023

Hereby declare that entitled “An Analysis Of Pronunciation In Word Stress Towards Students Of Sixth Semester English Education Uin Raden Intan Bandar Lampung Acadmeic Year 2022/2023” is truly my own original work. The sources and structure of this research writings have complied with the previous and ethical standards.

Bandar Lampung, 2023

Declared by.



Nuflihin Surya Adam

NPM. 1911040158



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung, Telp: (0721) 703260

APPROVAL

Title: **AN ANALYSIS OF PRONUNCIATION IN WORD STRESS
TOWARDS STUDENTS OF SIXTH SEMESTER ENGLISH EDUCATION, UIN
RADEN INTAN BANDAR LAMPUNG ACADEMIC YEAR 2022/2023**

Student's name: **M. NUFILIH SURYA ADAM**

Student's number: **19111040158**

Study Program: **English Education**

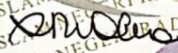
Faculty: **Tarbiyah and Teacher Training**


APPROVED

Was tested and defended in the examination session at Tarbiyah and
Teacher Training Faculty, State Islamic University,
Raden Intan Lampung

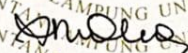
Advisor

Co-advisor


M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004


Agus Hidayat, M.Pd
NIP. 198806192023211011

The Chairperson of
English Education Study Program


M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004



KEMENTERIAN AGAMA, RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol Endro Suratmih, Sukarame, Bandar Lampung, Telp. (0721)703289

ADMISSION

A thesis entitled: "AN ANALYSIS OF PRONUNCIATION IN WORD STRESS TOWARDS STUDENTS OF SIXTH SEMESTER ENGLISH EDUCATION UIN RADEN INTAN BANDAR LAMPUNG ACADEMIC YEAR 2022/2023", by: NUFLIHIN SURYA ADAM, NPM: 1911040158, Study Program: English Education, was tested and defended in the examination session held on: Thursday, October 5th 2023.

Board of examiner:

The Chairperson : Dr. Old Dermawan, M.Pd

The Secretary : Zakiyah, M.Pd

The Primary Examiner : Hasanul Mublah, M.Pd

The First Co-Examiner : M. Ridho Kholid, S.S., M.Pd

The Second Co-Examiner : Agus Hidayat M.Pd

The Dean of
Tabiyah and Teacher Training Faculty

Prof Dr. Hj. Nirva Hana, M.Pd

NIP: 196408281986032002

MOTTO

طَاعَةٌ وَقَوْلٌ مَّعْرُوفٌ ۗ

"to obey and speak rightly". (QS. Muhammad [47]: 21)

DEDICATION

Hereby, I dedicate this thesis to:

1. My God Allah SWT, whose mercy and blessing have been very important to the completion of my thesis.
2. My beloved Ayah Mama, Mr. Suryadi, and Mrs. Suyanti for always giving me plenty of love and never-ending support for all those things I have done. I am super grateful for having you both in my life, and this thesis also belongs to yours.
3. My lovely brothers and sisters, Nando, Tata, and Aya, who always back me up and care for me all the time.
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CURRICULUM VITAE

Nuflihine Surya Adam, commonly called Adam by his friends, is the author of this thesis. He was born on October 18th, 2001, in Teluk Betung, Bandar Lampung. Adam is the second son of Mr. Suryadi and Mrs. Suyanti. He has one older brother, Regisna Finando, and two younger sisters, Intan Tata Aulia and Putri Dheya Araya.

He spent his elementary school years at Madrasah Ibtidaiyah Sriwijaya back in 2013. His junior high school was SMPN 17 Bandar Lampung, and his senior high school was SMA Perintis 1 Bandar Lampung. For his education career, he is pursuing a bachelor's degree in the department of English education

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Finally, since nothing is perfect and despite all the meaningful names I have mentioned above, every mistakes in this bachelor thesis remains exclusively mine and thus I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, 06 Agustus 2023

Author

Nuflihin Surya Adam

1911040158

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CHAPTER I

INTRODUCTION

A. Title Confirmation

Title confirmation is crucial to assert and elaborates on the words related to the title of this research. The research entitled “An Analysis Of Pronunciation Ability In Word Stress Towards Students Of English Education Uin Raden Intan Bandar Lampung.” Thus the researcher will describe the terminology contained in the title of this research is:

The term of analysis is linked with the activity of knowing something. Furthermore, analysis is a process of solving a problem that embarks with a hypothesis until proven through several certainties (observing, differentiating, and classifying). Continually, Lexy J.Moleong explain that analysis is an analytical action in study that is undergoes with examining entire data from research instruments, likewise notes, documents test results, and recordings.¹ Hence analysis is the elaboration of an understanding of a phenomenon.

Every language will undoubtedly be used to speak. Speaking is linked with the pronunciation. The definition of pronunciation is the manner how human create sound of word. pronunciation can define in two senses as the tools of sounds of speech, and the tools of creating meaning or context ² Another explanation of pronunciation is the act of pronouncing words; utterance of speech, a manner of speaking a word, particularly a way that is accepted or generally

¹ Lexy Moeloeng, *Metodelogin Penelitian Kualitatif* (Bandung: P Remaja Rosda Karya, 2002).

² Barbara Seidhofer Crhristiane Dalton, “Pronunciation - Christiane Dalton, Barbara Seidlhofer - Google Books,” OUP OXford, 1994, https://books.google.co.id/books?hl=en&lr=&id=rDp7SITbwHEC&oi=fnd&pg=PR7&dq=definition+of+pronunciation&ots=S3iynW6ArT&sig=69NHafCUntbg0MeVeKeB5Eo5yPU&redir_esc=y#v=onepage&q=definition of pronunciation&f=false.

understood, and a graphic representation of the manner a word spoken, using phonetic symbols.

In this study word stress play crucial role. In defining word stress is refers to emphasizing certain syllable of a word when pronouncing it. Additionally, word stress is a term that includes the length and pitch of a particular vowel so that is pronounced more prominently.³ Stress is categorized in suprasegmental features involving the prominence of syllables in a word or utterance.⁴ So, words stress is the stress of one particular syllable in the word itself that causes the syllable to sound louder than other syllables.

From the explanation of a keywords of in this research, then what's the researcher purpose by the title of the thesis **An Analysis of Pronunciation in Word Stress Towards Students of English Education at UIN Raden Intan Bandar Lampung** is to analyze the pronunciation particularly in word stress students of English Education at UIN Raden Intan Bandar Lampung.

B. Background of the Problem

"Semantics, or the study of meaning, remained undeveloped, while phonetics made rapid progress and even came to occupy the central place in the scientific study of language"

- Roman Jakobson (American Linguist)

Most people who rarely use English may perceive English as an "impressive" thing. However, nowadays,

³ William O'Grady et al., *Phonology: The Function and Patterning of Sounds, Contemporary Linguistic Analysis: An Introduction*, 2016, <http://www.pearsoned.ca/text/ograde/>.

⁴ Sukardi Weda and Andi Elsa Fadhilah Sakti, "The Effects of Formal Instruction on the Acquisition of English Long Vowels," *Journal of Physics: Conference Series* 1028, no. 1 (2018): 2643–47, <https://doi.org/10.1088/1742-6596/1028/1/012101>.

English is necessary for communication and study worldwide. Every citizen across the world, especially in non-anglophone countries inhabitants. English has been utilized with the status of an international language, and non-native English speakers have universally used it as a tool of intercultural communication. English learners must master four basic language skills; listening, reading, speaking, and writing is crucial. English learners must have micro-skills of English, for instance, grammar, vocabulary, pronunciation, and so on. Speaking skills are essential for foreign and second language learners and assist as efficient communication. To prevail in oral communication, language learners must master macro and micro skills of speaking to generate spoken language for better and effective interpersonal communication.

Speaking skills embrace four aspects that learners have to concern about; fluency, vocabulary, accuracy, and pronunciation, which are those aspects that are connected.⁵ Hence, language learners must fulfill and be sufficient in four aspects to reach goal communication. In daily life, one fundamental unit of speaking is pronunciation. Learning a language is compulsory to master pronunciation. Even though language learners appropriately utilize other aspects of speaking, if pronunciation units like intonation, linking sound, and stress are not generated accurately, it may cause misunderstandings and failures to deliver intended messages.⁶

Pronunciation is one of the primary elements of language that is essential to be learned by language learners. In making better and more effective communication, people have sufficient to communicate competently, clearly, and

⁵ Binus University, "THE FOUR SPEAKING SKILLS | English BINUS University," accessed November 21, 2022, <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>.

⁶ Nikita Lasabuda, "An Identification of Students' Difficulties in Pronunciation," *Al-Lisan. Journal Bahasa 2* (2017): 2013–15.

dynamically.⁷ English pronunciation is one of the most challenging skills to acquire, and it takes much time for students to improve their pronunciation.⁸ A comprehensible pronunciation is one of the foundation requirements of learners. Humans communicate through the oral organ, which produces sound, intonation, and stress patterns that express meaning. Many learners of a foreign language (EFL) and a second language (ESL) pursue mastering native-like pronunciation and want to speak English accurately and fluently. The low-ability pronunciation will make misunderstanding unpleasant for either speakers or listeners. In addition, inadequate pronunciation skills will make learners lose self-confidence and invent negative perceptions to estimate their credibility and abilities.⁹ In addition, to improve communication, people seek to learn how the interlocutor understands their point while speaking.

Pronouncing English words is perhaps tricky for Indonesian EFL learners; both Bahasa and English have significant differences in the production of the sounds. Following the production of words associated with elements of pronunciation are stress, rhythm, pitch, and intonation, which will impact when producing pronunciation. To illustrate, the problem facing Indonesian EFL learning English is having differences in word stress patterns. Indonesia is rich in diversity of ethnicity, which tends to Indonesia foreign learners have their characteristics in communicating. Most Indonesian foreign learners may speak with their local accent; it can be with a Lampung accent or

⁷ - Syahrul Jihad, "PRONUNCIATION PROFILING OF ENGLISH EDUCATION STUDY PROGRAMME STUDENTS: AN ANALYSIS OF SEGMENTAL SOUNDS AND WORD STRESS," July 30, 2021, <http://repository.upi.edu>.

⁸ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *English Pronunciation Instruction: A Literature Review Vol.1 No.1* (2016), www.ijreeonline.com.

⁹ Joan Morley, "The Pronunciation Component in Teaching English to Speakers of Other Languages," *TESOL Quarterly* 25, no. 3 (1991): 481, <https://doi.org/10.2307/3586981>.

even a Java accent. An English accent can influence the word's.¹⁰

In understanding speaking English, the first foundation is comprehending word stress. There are differences between native speakers versus non-native speakers in utilizing word stress. Non-native speakers are speaking in English, almost making mistakes in word stress. Otherwise, native speakers naturally pronounce every word with stress, so they do not even know they use it. In everyday settings, non-native English learners who learn English without knowing word stress encounter issues. First, in general, non-native speakers may perceive it hard to understand native speakers and those speaking fast. Contrariwise, native speakers may find it hard to understand those speaking with wrong word stress. Word stress is linked with syllables. Not all languages in the world have stress, and not all languages that assign stress are alike.¹¹ Each syllable is not stressed with the same force or strength in English. Therefore every specific word is pronounced louder and longer than other parts of the same word. English is categorized as a lexical-stress language. It can be deduced that in any English word with more than one syllable, the syllable will differ in their relative salience. Perhaps some syllable has determined the place for prominence-lending accents (word). Meanwhile, others can never be “accented”. Moreover, the syllable utter with the power force is mentioned in stressed syllables. “Accent” in this point is “prominence.” The precise placement of stress on certain syllables is the main feature of communicating the intended meaning of a word in English.¹²

¹⁰ Meidy Yuhar Algifari, “Analyzing Students’ Pronunciation of Word Stress of Iet 7 Students of Cambridge English College (Cec) Makassar,” *Gyrfluidnk 1* (2017).

¹¹ Anne Cutler, “ERRORS IN LINGUISTIC PERFORMANCE Chapter 4 ERRORS OF STRESS AND INTONATION,” n.d.

¹² Murat Hismanoglu, “Teaching Word Stress to Turkish EFL (English as a Foreign Language) Learners Through Internet-Based Video Lessons,” *US-China Education Review A 1* (2012): 1548–6613.

Generally, word stress is an exception in learning amongst EFL perception and is not considered a significant problem in Indonesian EFL.¹³ Approximately 90% of English words have been assigned stressed in order correct in terms of pronunciation and syntactic and semantic aspects. In the rules of word stress, in polysyllabic English words, the first syllable is primary stress, whereas other syllables tend to receive weaker degrees of stress. Hence, it can be said that the English word stress system is predominantly 'trochaic'. However, not all stress relies on the first syllable depending on the stress pattern towards syllables. The EFL Indonesian had difficulties producing word stress due to the influence of Indonesian prosodic, which is how Bahasa Indonesia and English differ. If the learner incorrectly stresses words in syllables, it will shift meaning or cause misunderstanding. On top of that, if the speakers perfunctorily use word stress, it would be confusing listeners. Listeners might not be recognized even with simple vocabulary if the speaker's stress syllables equally utilize incorrect word stress.¹⁴ Word stress is crucial to be learned owing to the differences in word stress patterns between Bahasa Indonesia and English. That indicates a problem for Indonesian learners who learn English. For the reason described above, Indonesian EFL sometimes felt difficulty pronouncing words in English and was confused about placing word stress in syllables.

Present the phenomena of Indonesian speakers' possible wrong-stressing word syllables has often been discussed with one of the YouTubers in Indonesia. She is Sacha Stevenson, a native speaker who had been worked in Indonesia as an actress and Youtubers. Sacha Stevenson herself has 1.29 million subscribers on Youtube. On her youtube channel, she has one of the leading video content

¹³ Rudha Widagsa, Sri Wiyanah, and Primasari Wahyuni, "THE INFLUENCE OF INDONESIAN PROSODIC FEATURES ON ENGLISH WORD STRESS PRODUCTION" 7, no. 2 (2019), <https://doi.org/10.25134/erjee.v7i2.1647>. Received.

¹⁴ MarryAnn McDonald, "High Education Language & Presentation Support," 2013.

judging the English of Indonesian public figures. This content has been attracting Indonesian viewers. The technique how the way she judges the English ability of Indonesian public figures. She would present the video of Indonesian public figures using English during an interview or on some occasions. Subsequently, she would comment on their English pronunciation and grammar. During observing her videos, the researcher found that she regularly found that Indonesian speakers tendency make mistakes in word stress. In one of her videos entitled "Rich Brian, Ayu Ting-Ting, Agnezmo, Dian Sastro, Sule-Seleb English. She found the wrong placement stress of syllables in Agnezmo's dialogue "***There many things in our world and especially in industry.***".¹⁵ Sacha found that Agnezmo misplaced stress on the word "Industry"/'indəstrē/; she misplaced the word 'Industry' on the second syllable/'in'dəstrē/, not in the first syllable/'indəstrē. Based on previous facts is shown the problem is word stress among Indonesian speakers.

Making mistakes in words stress also happens in the researcher's surroundings. To assert writer phenomena on students' pronunciation ability mainly in word stress. The writer conducted pre-research and distributed a questionnaire to acquire information. The questionnaire has several questions which encompass common questions related to topics. The participant of the questionnaire were English Education students from a different batch who passed subjects pronunciation and phonology. The writer found that almost participants considered that they did not become familiar with the word stress. In addition, most of the participants seldom and did not use the word stress in a common setting. From the questionnaire, the writer provides multiple-choice, which consists of phonetic transcription of words, and then the

¹⁵ Sacha Stevenson, "Rich Brian, Ayu Ting2, Agnezmo, Dian Sastro, Sule - Seleb English - YouTube," 2018, <https://www.youtube.com/watch?v=BeC0LeL4hHk&list=PL1kksnrT6Y72Lg-60N7UAvLP2Sd3nAUum>.

participant should choose which correct answer. The participant answered the question with an unsatisfied result; from the result majority of participants were wrong to identify the words PRODUCTION; on average, 62% of participants chose /prədək'SH(ə)n/ instead /prə'dəkSH(ə)n/. They did not recognize that the stress falls on the second syllable; however, the correct stress is on the first syllable. Followed by the word YESTERDAY 54% of participants were chosen yestər'dē/ instead 'yestərdē/, which is wrong. Hence, based on the questionnaire result, the knowledge of words stress on participants is still low.

For this reason, the researcher wants to analyze pronunciation in word stress, especially in part word stress, in his junior English Department University Raden Intan Bandar Lampung depth. The researcher is considering taking this research due to the researcher's interest in pronunciation.

C. Focus and sub-focus of the research

Due to the background above, this study focuses to the analysis of pronunciation in word stress towards students of English Education of Uin Raden Intan Bandar Lampung. The sub-focus of this study, the researcher will analyze the pronunciation word stress of students with sound analyzer application PRAAT through features; intensity, pitch, and duration.

D. Problem formulation

Following with the elaboration in background and title: *“An Analysis of Pronunciation in Word Stress Towards Students English Education Department UIN Raden Intan Bandar Lampung ”*

The researcher compose the research questions:

1. How is the word stress pronunciation of The English Education Department students of UIN Raden Intan Bandar Lampung?

2. What is the problem that students in the English Education Department encounter with word stress?

E. Objective of the research

The researcher aims to analyze the pronunciation of the six semester students Islamic University Raden Intan Bandar Lampung. The precise objective of ongoing research is to discover the fourth-semester students of UIN Raden Intan Bandar Lampung's pronunciation of word stress comprehension.

F. Significance of the research

Research on analyzing word stress has significant implications for both theoretical and practical aspects of linguistics.

1. Theoretical Significance

From a theoretical perspective, understanding word stress patterns is important for developing a comprehensive understanding of the structure of language. Word stress patterns are a key feature of many languages, and their analysis can help to identify underlying patterns and regularities in the organization of the sound system of a language. This knowledge can inform theories of phonology and phonetics, and can help to refine our understanding of the mechanisms that govern the production and perception of speech sounds.

2. Practical Significance

From a practical perspective, analyzing word stress patterns can have important implications for language teaching and learning. Understanding word stress patterns is essential for developing accurate pronunciation and improving intelligibility, particularly for non-native speakers of a language. Research in this area can help to identify the patterns and rules that govern word stress, and can provide

insights into effective teaching strategies for both native and non-native speakers.

In addition, word stress patterns can have important implications for speech recognition and synthesis. Accurate recognition and synthesis of word stress patterns is essential for the development of effective speech recognition and synthesis systems, which have applications in fields such as computer-assisted language learning, speech therapy, and assistive technology.

Overall, research on analyzing word stress is an important area of study that has significant implications for both theoretical and practical aspects of linguistics. By understanding the patterns and rules that govern word stress in different languages, we can develop more accurate and effective models of language structure and use this knowledge to improve language teaching and learning, as well as develop more advanced speech recognition and synthesis technologies.

G. Relevant Research

The following are some past studies that are similar to this researcher:

The first research under the title “The Influence of Indonesian Prosodic Features on English Word Stress Production” conducted by Rudha Widagsa, Sri Wiyanah, Primasari, from the University of PGRI Yogyakarta. In this research, they focus on investigating how Indonesian learners of English (ILE) generate English word stress. This research involved 20 respondents from the Indonesian language education study program of the University of PGRI Yogyakarta whose mother tongue is Indonesian. Research shows that ILE produces inappropriate word stress in second-language learning. The researcher found that most of the

respondents could not distinguish between prominence and weakly stressed syllables.¹⁶

Clara Herlina Karjo conducted the same topic in researching “Accounting for L2 Learners errors in word stress placement”.¹⁷ She explores the production of English word stress to find out whether English word stress placement is problematic for L2 learners and investigates the phonological factors which account for this problem. The participants were 30 university students, and the method utilized in this study is an immediate repetition task examining two-syllable and three-syllable words. The research revealed that each L2 learner has a different ability to generate word stress. The learners often made errors in three-syllable than two-syllable words. In conclusion, in this research, the misplacement of stress occurs by, among others, the influence of vowel length and height.

In 2012 Sukardi Weda analyzed “Stress shifts of English Utterances made by Indonesian Speakers of English ISE”. Weda intended to research the types of English stress shifts by university students and what is most frequently English stress shifts made by students. The respondents were first-semester students at the State University of Makassar who enrolled in English phonology subjects. The researcher used the qualitative research method and test as the instrument. The students are given a vocabulary test list containing words with primary word stress. Those words ranged from one syllable to five syllables and were classified into monosyllabic, dissyllabic, trisyllabic, and words with prefixes. The result of this research shows that. Some students gave the wrong English stress in various syllabics in some tests. Additionally, students' highest frequency of English

¹⁶ Widagsa, Wiyanah, and Wahyuni, “THE INFLUENCE OF INDONESIAN PROSODIC FEATURES ON ENGLISH WORD STRESS PRODUCTION.”

¹⁷ Clara Herlina Karjo, “Accounting for L2 Learners’ Errors in Word Stress Placement,” *Indonesian Journal of Applied Linguistics* 5, no. 2 (2016): 8, <https://doi.org/10.17509/ijal.v5i2.1344>.

stress shifts was monosyllabic, dissyllabic, and trisyllabic words and prefixes. Some students do not control English morphological processes, such as prefixes and suffixes. The students tend to retain the stress for the stem in words with suffixes, whichever had been learned earlier. However, the students could put correct stress on words with prefixes.¹⁸

Regardless of the three relevant research above, there are some similarities and variances between these research. All the researchers examined the words stress as the main topic of the research, further with the same objective were Indonesian English foreign learners. The first research concentrated on analyzing Indonesian prosody's influence on English pronunciation. The second study focused more on the production of English word stress pronunciation and investigated the phonological factors. The last study concentrated on identifying stress shift utterances made by Indonesian speakers. However, in the case of this research, the distinction is under consideration. In this study, the researcher intends to investigate pronunciation in word stress among English Education students of Uin Raden Intan as the main object.

H. Research Method

1. Research Design

Researchers regularly use quantitative, qualitative, experimental, and other development designs. Concerning the study of this research, the writer considered using descriptive qualitative. The qualitative research design is suitable for this kind of research. Qualitative research design is an assay for acknowledging, exploring, and examining particular phenomena, afterward interpreting and deducing the pinpoint related to the context. According to Cresswell, qualitative research is a type of research method of describing the

¹⁸ Sukardi Weda, "Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE)," *International Journal of English Linguistics* 2, no. 4 (2012), <https://doi.org/10.5539/ijel.v2n4p23>.

phenomena in which the researcher is interested in the process, meaning and acknowledging the result through words and sentences.¹⁹

In this study, the research uses descriptive qualitative. Arikunto argues descriptive research is research whose purpose is to gather information about anything that take place in the setting according to the naturalistic occasion. The researcher chose this research design due to being able to elaborate on the problem of pronunciation ability in word stress

2. Research subjects

The existence of researcher subjects is important for this study. To determine the subject researcher use purposive technique sampling for determining the sample for this research. Sugiyono explains that purposive sampling is a technique that allows the researcher to gain a sample by determining the criteria.²⁰ In this study, the subjects are Six semester students of the English education department UIN Raden Intan Bandar Lampung who passed the subjects pronunciation and phonology as a criterion of purposive technique sampling. Thus the subject of this study is 23 students of C class six-semester of the English Education department UIN Raden Intran Bandar Lampung.

3. Data and source

a. Data

Data plays a significant role in research. Data is the evidence assembled by the researcher to answer the research question. The types of data in this study focus on qualitative research data which consists of words, sentences, and spoken,

¹⁹ John Creswell, *Research Design Qualitative and Mix Method Approches Third Edition* (Los Angeles: Sage, 2009).

²⁰ D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

not numbers. Based on Creswell the data in qualitative involves observation, report, interview, and document. However, in this study, the data is a transcription and documentation.²¹

b. Source of data

In qualitative, the source data can obtain from various sources namely; documentation, interview, observation, audiovisual record, and physical artefacts.²² Data from this study is gathered from the participants in the form of a recording of students' pronunciation.

4. Instrument

In this study, the researcher use two types of instruments namely; task and questionneir

a. Task

A task instrument is a type of research instrument used to assess participants' performance on a specific task or set of tasks. Task instruments can be administered in various ways, depending on the type of task and research design.

The task consists of a list of words of primary stress on second syllables. the task consists of fifteen words. The words is B1 (intermediate) vocabulary that has been chosen due to costumized with level of participant.

The amaount of syllables in each word is randomly chosen, nevertheless the words contain primary stress on second syllable .The researcher will ask the students to pronounce a list of word that is given.

b. Questionnaire

A questionnaire is a research instrument consisting of a set of questions used to gather data from a sample of individuals. It is one of the most widely used data

²¹ Creswell, *Research Design Qualitative and Mix Method Approches Third Edition*.

collection tools in research. Questioner is an instrument in which respondents provide written responses to questions or mark items that indicate their responses.

Questionnaires can be administered in various ways, including by mail, telephone, email, or in-person. They can be structured, where respondents are presented with a fixed set of questions and response options, or unstructured, where respondents are free to answer questions in their own words. Questionnaires can include a variety of question types, such as open-ended questions, closed-ended questions with multiple choice options, rating scales, and Likert scales. The questions should be designed to elicit the information needed to address the research questions or hypotheses.

The questioner of this research is openended questions. Open-ended questions are made because the researcher does not provide the optional answer, so the students answer the questions by their own responses and in their own words. The item of the questions is consist question pertaining word stress.

5. Data collecting technique

This section shows the data collection techniques that allowed the researcher to systematically obtain information about the research object. Technique collecting data is a research stage when the researcher involves scientific techniques to acquire data systematic data for analysis purposes. In qualitative research, the data collection approaches are in-depth interviews, document analyses, observation, and audiovisual analysis. In this study researcher, the data will be collected by using a documentation approach. Cresswell describes the form of documentation it can be from (e.g, official reports, newspapers) or personal documents (e.g, personal journal, email, letters, or diaries) also with audio and visual materials, photographs, art objects, videotapes, or any

forms of sound. Hence, the form of documentation is recording of students word stress pronunciation.

6. Data analysis

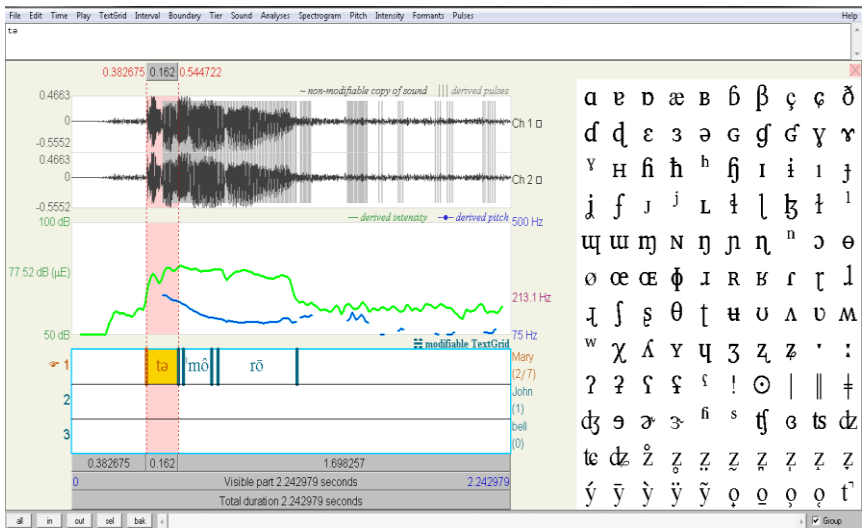
There two steps for analyzing the data in this research;

a. Analyzing recording

Analyzing word stress involves identifying which syllable in a word is pronounced with more emphasis or prominence than the other syllables. In this research the researcher use PRAAT software to analyzing the word stress .Here are some steps to follow.

Figure 1.1: Praat software

1. Identify syllables in the word : Break the word into its component syllables.
2. Analyze word stress according to pitch, intensity, and duration. After analyzed all the



section create write it in table.

Table 1.1: word stress indicator

Words	Transcription	Intensity	Pitch	Duration
Tomorro w	/tə'môr ô/	1. 77.51969 1541901 51 dB	1. 213.1043 07485321 67 Hz	1. 0.1 62
		2. 79.07431 4587867 83 dB	2. 160.7396 56754155 4 Hz	2. 0.1 44
		3. 76.69711 4814588 73 dB	3. 125.6969 15117414 04 Hz	3. 0.4 03
				31
				7

3. Use a dictionary or online resources; To determine the stress pattern of a word to provide stress pattern for words.
4. Last step display the result

Table 1.2: Word stress recapitulation

Students 1

Students Placement Based on			Students Correction	
Words	Cambridge Dictionary	Students Pronunciation	Correct	Incorrect
Absorb	əb'zɔ:rb	əb'zɔ:rb	✓	
Addition	ə'dɪf.ən	ədɪ'f.ən		✓
Behind	bɪ'haɪnd	bɪ'haɪnd	✓	
Divide	dɪ'vaɪd	dɪ'vaɪd	✓	

Divorce	di'vɔ:rs	di'vɔ:rs	✓	
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b. Analyzing with Miles and Huberman Theories

The peak stage of every research is data analysis. In this research, the researcher utilizes qualitative analysis of data. Fossey and his friends stated that qualitative is an activity of criticizing, combining, and interpreting data to elaborate and define the principles of social worlds. Similarly, Moleong in Arikunto wrote that the result of data from qualitative research can be from spoken or written words whichever is observed by the researcher itself, additionally, the researcher must comprehend every piece of data that has been observed. In order for the researcher can discover the unexpressed meaning of the data. Therefore, for the result, the researcher uses words to elaborate on the data.²³

In analyzing data the researcher considered using Miles & Huberman Model theory. In the theory of analyzing data from Miles & Huberman, there are three activities in analyzing data namely; data reduction, data display, and conclusion drawing or verification.²⁴

The first stage is data reduction. Reducing data is equivalent to summarizing data, selecting the data and obtaining primary data, concentrating on the crucial things, and recognizing the pattern. The data that the researcher acquire is varied. Thus, the researcher has to select the data from the important data and expelling data is not necessary for analyzing data. Hence, reducing data is crucial and assists the researcher in making conclusions.

The second stage is data display. Displaying data is the manner of presenting data into the pattern. Qualitative research is flexible to displaying data, the data can be

²³ Moeloeng, *Metodelogin Penelitian Kualitatif*.

²⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*.

display by utilize a short description, chart, the correlation among the categories, and et cetera. The last stage is conclusion or drawing or verification. In this step the researcher attempts to describing all the data that has been analyzed.

7. Trustworthiness of the Data

The qualitative research must be contained validity to get the valid data. Tringulation is the most popular way to measure the validity of data. The purpose of tringulation is not to find the truth about some phenomena, but to improve, research understand what has been found. Therefore, the tringulation technique intended in this study is to examine the data obtained from various collection techniques. The researcher will use the investigator tringulation in analysing the data validity. The investigator tringulation is conduct by the consultation with experts. The role of the investigators is checking and validating data. Investigator tringulation is particulary important for decreasing important bias in gathering, reporting, and/or analysis study data.²⁵

8. Systematic of Research.

The discussion of this research would be organized into five related chapters. These are the systematic discussion as follows:

Chapter I: The first chapter is the introduction of the discussion and contains an explanation of the title affirmation, background of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, significance of the research, relevance research studies, research method, systematic discussion.

²⁵ UN Aids, "An Introduction to Triangulation," n.d., http://www.unaids.org/en/media/unaids/contentassets/documents/document/2010/10_4-Intro-to-triangulation-MEF.pdf.

Chapter II: Second chapter is literature review is a discussion chapter on theoretical studies that aims to analyze research, which includes an explanation of related topic of studies.

Chapter III: This chapter is a description of the research object, the chapter that discusses the general description of the object and the presentation of the facts and research data. In this chapter is shown the procedure analyze the data with PRAAT application.

CHAPTER III

DESCRIPTION OF THE RESEARCH OBJECT

A. General Description

Speaking is a goal for every language learner. With speaking, learners can communicate with speakers who speak the language they are learning. To illustrate, English foreign learners have plans to be able to speak fluently. To create eloquent speaking, learners must practice and develop their speaking skills. The most fundamental key to speaking skills is pronunciation.

Pronunciation is the key to creating better communication between speaker and listener. If the speaker can pronounce those words correctly, it will make communication a success; otherwise, if the speaker is insufficient to pronounce words, it will induce misunderstanding among listeners. These issues are often encountered when the researcher studies at the English Education Department. The researcher's personal observation found that his classmates and his junior constantly commit mistakes in pronunciation, especially in word stress. Word stress in pronunciation if the learner is wrong to stress the words, it could affect the meaning of words. The students lack comprehension of pronunciation, especially in words stress. The students, especially in the English Education department, constantly made mistakes when stressing words in every context during presentations or video assignments. This is a severe problem remembering the area as students of the English Education Department should have proper pronunciation. Hence the researcher wants to analyze in depth, mainly about the word stress also what the factors to induce the error.

B. Presentation of facts and data

The researcher presents the list of vocabulary which contain primary stress on second syllables. The total vocabulary is fifteen words. Then, the researcher matches the result of the recording from the test that analyzes with PRAAT software with Cambridge dictionary in American pronunciation as a benchmark word stress from the International Phonetic Alphabet.

Table 3.1: List of primary stress word on second syllables

	Words	Phonetic Transcription
1	Absorb	əb'zɔ:rb
2	Addition	ə'dɪʃ.ən
3	Behind	bɪ'hænd
4	Divide	dɪ'vaɪd
5	Divorce	dɪ'vɔ:rs
6	existence	ɪg'zɪs.təns
7	Forget	fə'get
8	Frustration	fɾʌs'treɪ.ʃən
9	Impression	ɪm'preʃ.ən
10	majority	mə'dʒɔ: .rə.t̬i
11	Percentage	pə'sen.tɪdʒ
12	recovery	rɪ'kʌv.ə.i
13	significant	sɪg'nɪf.ə.kənt
14	Investigate	ɪn'ves.tə.ɡeɪt

15	possession	pə'zef.ən
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Table 3.2: students' word stress recapitulation

Students 1

Students Placement Based on			Students Correction	
Words	Cambridge Dictionary	Students Pronunciation	Correct	Incorrect
Absorb	əb'zɔ:rb	əb'zɔ:rb	✓	
Addition	ə'dɪf.ən	ədɪ'f.ən		✓
Behind	bɪ'hænd	bɪ'hænd	✓	
Divide	dɪ'vaɪd	dɪ'vaɪd	✓	
Divorce	dɪ'vɔ:rs	dɪ'vɔ:rs	✓	
existence	ɪg'zɪs.təns	ɪgzɪs. 'təns		✓
Forget	fə'get	fə'get	✓	
Frustration	fɾʌs'treɪ.fən	fɾʌstreɪ. 'fən		✓
Impression	ɪm'preʃ.ən	ɪmpre'f.ən		✓
majority	mə'dʒɔ:.rə.ti	mədʒɔ:.rə. 'ti		✓
Percentage	pə'sen.tɪdʒ	pəsen. 'tɪdʒ		✓
recovery	rɪ'kʌv.ə.i	rɪkʌv. 'ə.i		✓
significant	sɪg'nɪf.ə.kənt	sɪg'nɪf.ə.kənt	✓	
Investigate	ɪn'ves.tə.ɡeɪt	'ɪnves.tə.ɡeɪt		✓
possession	pə'zef.ən	pə'zef.ən	✓	

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CHAPTER V

CONCLUSION AND RECOMMENDATION

After analyzing the results of the word stress pronunciation of sixth-semester students of the English Education department for the academic year 2022-2023, the researcher draws a conclusion based on the result of the analysis of the data. The researcher also makes some suggestions for teaching the learning process of pronunciation.

A. Conclusion

Based on the analyzed data from the task result The students had sufficient stress on the right syllables, with a percentage of 82% on two syllables, 51% on three syllables, and 67% on four syllables. The students make an error in word stress dominantly due to pitch, vowel high, and length influences.

As a result of the data analysis of the questionnaire, the researcher found several pieces of information that caused the problem of word stress that students encountered. First, the students had difficulty determining the stress due to insufficient knowledge of stress; next, mother tongue influence contributed to a major problem; and the influence of local language

B. Recommendation

The researcher would like to give a some suggestion, they are:

1. For the lecturer

Word stress is an aspect of the language and it has been observed that college students have yet to master it. To enhance their word stress skills, in terms of stress placement it is crucial for students to understand the importance of placing stress. Many students still believe that proper stress placement is unnecessary for communication. Incorrect stress placement can lead to misunderstandings or

misinterpretations. However this should be taught from the beginning stages of studying English. Students need to learn how to pronounce words, with the stress.

2. For the students

In line, with the suggestion it is crucial for students to engage in practice sessions to enhance their proficiency in spoken English. Additionally their. Willingness to learn play a role. Regular practice enables them to familiarize themselves with aspects of the language such, as grammar, expression and pronunciation in challenging situations. Without practice students may struggle to improve their speaking skills especially when faced with scenarios.

3. For the next researcher

If another researcher is interested, in exploring word stressing there are ways to expand on this topic. For example one could investigate how accents impact speaking proficiency in a language or explore methods, for analyzing stress not limited to PRAAT software. Building upon my suggestion it would be intriguing to delve into the capacity of words to be emphasized.

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