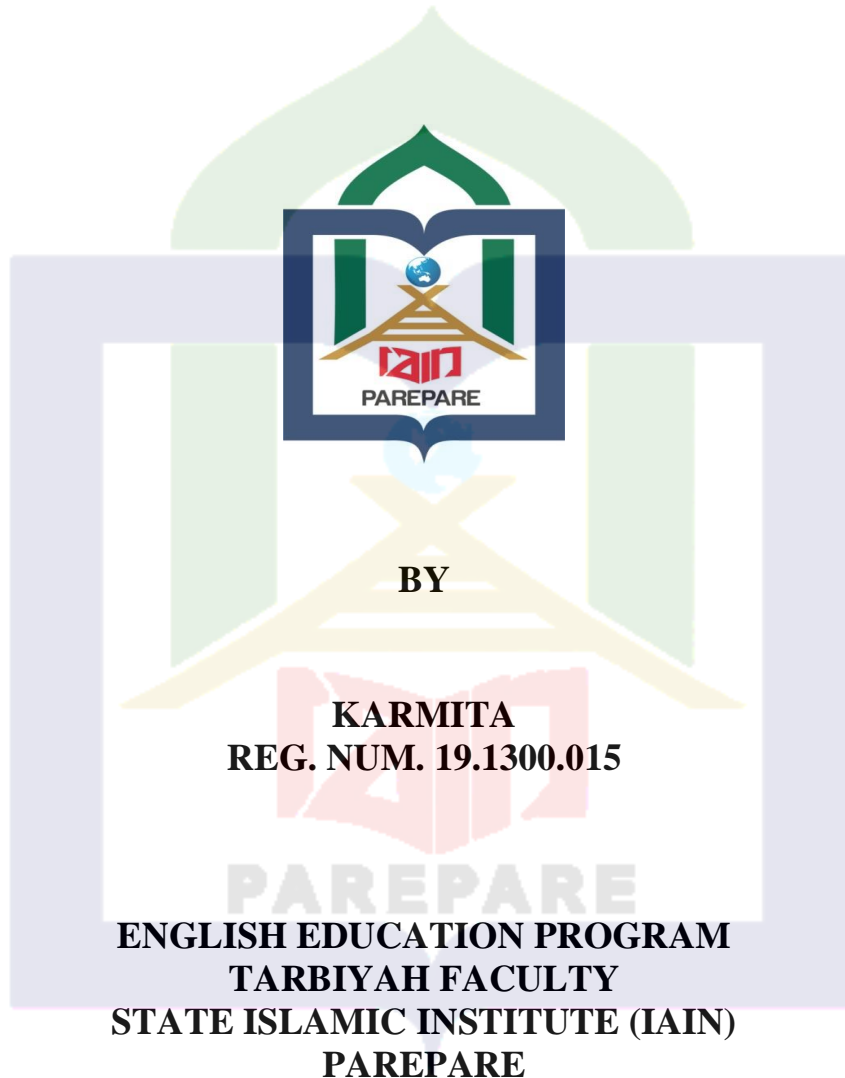**A THESIS**

**ANALYSIS OF WORD STRESS MISTAKE IN READING ALOUD OF
ENGLISH DEPARTMENT STUDENTS
AT IAIN PAREPARE**

BY

**KARMITA
REG. NUM. 19.1300.015**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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BY

KARMITA
Reg. Num. 19.1300.015

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

SUPERVISORY COMMISSION APPROVAL

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ ِللهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَ نْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

Praise the author goes to the presence of Allah SWT. thanks for His guidance, taufik and maunah, the author can complete this paper as one of the requirements to complete the study and obtain a Bachelor's degree Sarjana Pendidikan (S.Pd) at the Faculty of Tarbiyah of State Islamic Religious Institute (IAIN) Parepare.

The author would like to express his sincere gratitude to her beloved mother Hj. Nurjaya and father Syafaruddin, where with the guidance and blessings of sincere prayer, the writer has found it easy to complete academic assignments on time.

The author has received a lot of guidance and assistance from Dr. Zulfah, M.Pd as Consultant I and Humaeroah, M.Pd as Consultant II, for all the help and guidance that has been given, the authors thank.

Furthermore, the author also thanks to:

1. Dr. Hannani, M.Ag as the rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd as the Dean of the Tarbiyah Faculty, for her dedication to creating a positive educational atmosphere for students

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3. Dr. Arqam, M.Pd as chairman of the department of English education, faculty of tarbiyah

4. Lecturers and all tarbiyah faculty staff who have taken the time to educate and provide the best service

5. Colleagues in the English language education study program, as well as friends in arms in internal and external organization who have provided all forms of support and assistance in the process of completing this thesis.

6. Close friends who have donated everything and are loyal to hear the author's complaints

The author does not forget to thank all those who have provided assistance, both moral and material, so that this writing can be completed. May Allah swt. deign to judge all virtues as charity and bestow His grace and reward.

Finally, the writer hopes that the readers are willing to provide constructive suggestions for the perfection of this thesis

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated this thesis her own writing, and if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Karmita. *Analysis of Word Stress Mistake in Reading Aloud of English Department Students at IAIN Parepare (*Supervised by Zulfah and Humaeroah*)*

The objective of the research is to describe the kind of English word stress mistake and the cause of English word stress mistake in reading aloud of English department students.

This research used descriptive quantitative method. The population in this research were 119 students. The sample was 18 students choosen by random sampling. The instrument were test and questionnaire The data analaysis technique used descriptive statistic. The data gained analysed then explained descriptively.

The results of this research show that (1) The English word stress mistake in reading aloud of English Department students at IAIN Parepare are in initial (31%), ultimate (19%), penultimate (26%), and antepenultimate (24%. (2) The cause of English English word stress mistake in reading aloud of English Department students at IAIN Parepare are lack of motivation in learning more about word stress (25%), students are rarely learn about word stress material (21%), mother language factor (19%), the lack of knowledge in word stress rule (18%), and lack of pronunciation training (17%)

Keywords : *Word Stress, English Mistake, Reading Aloud, Students Pronounciation*

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CHAPTER I

INTRODUCTION

A. Background

Pronounciation is a part of speaking skill. It is something that is essential both in the process of learning a language and when using the language. It supports supports students' clarity in language. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. It is considered this skill is very important for speakers, especially when the language used is a foreign language or the speaker's second language. The quality of a person's conversation with their listeners is also influenced by the pronounciation of the speaker. Pronounciation that are not good will cause misunderstandings and in the end can not build communication between speakers and listeners.

Pronounciation consist wider element more than consonant and vowels[1]. Consonant and vowel refers to segmental feature system which is the sounds that include vowel, consonant, cluster, and diphthong. Segmental refers to the sound units which are arranged in a sequential order. Next, there are supra segmental features, they are like the style used in words or sentences. Suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone.

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[1] Febronia Lasi, "A Study on the Ability of Supra-Segmental and Segmental Aspects in English Pronunciation," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 2 (2020): 426–37, https://doi.org/10.30605/25409190.222.

We often learn segmental features when we learn pronunciation while we rarely get a lesson about suprasegmental features. One of the supra segmental features is stress. Stress is relative emphasis or prominence given to a certain syllable in a word or to a certain word in a phrase or sentence. It can be defined as a pressure of sound that is given to several syllables in a word[2]. The stressed syllable is considered more important than the other syllable because it gives meaning to the word , therefore it produced by expelling more air in the lungs in one word is an important point. This is followed by increased laryngeal activity. So that the word that is stressed will also have greater breathing energy, than the syllable that is not stressed.

Students in the Faculty of Tarbiyah IAIN Parepare who are majoring in English are highly expected to have a good skill both in speaking and also reading English. This requires them to be correct in their main pronounciation include in producing stress correctly. This aims not only to communicate in English properly and correctly but also to show that they can pronounce English correctly. Word stress become a problem experienced by students who learn English if they are not careful in paying attention to word stress. They do not care about the position of the word stress. [3] Besides that, Indonesian and English have very different word stress patterns.

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[2] Hastini Haryani, Jos E. Ohoiwutun, "The Analysis of Students' Errors in Stress Placement in English Pronunciation," *Journal of English Language Teaching Society (ELTS)* 4, no. 1 (2016): 1–10, http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/5996/4751.

[3] Anggara Jatu Kusumawati, "Increasing the Students' Awareness of Stressed Syllable in Pronouncing English Words," *Ahmad Dahlan Journal of English Studies* 4, no. 1 (2017): 1, https://doi.org/10.26555/adjes.v4i1.6248.

There are many cases where students in Indonesia complain about the pronunciation of words in English. This is because Indonesian students are usually pronouncing words according to their spelling. The spelling of words that are different from their pronunciation in English makes students think that English is difficult to learn. However, the students' should follow the rule to obey especially in word stress. It is because word stress can help the speaker to differentiate the words and its meaning, it can be a tool to communicate English accurately, and stressing words or syllable keep the culture of uttered language.

Misproducing stress means making errors, and this problem is certainly never expected by students majoring in English. Therefore, it is better for the students to know using the stress of each word that they speak. Based on the premilinary research, in Parepare especially at IAIN Parepare, most of the students who are majoring in English department are often insecure and hesitate to read a word because they are afraid of making mistakes especially in pronouncing word stress.

The mistake that made in pronounciation can be solved by practicing pronounciation. One of tool that can be used in practicing pronounciation is reading. The kind of reading that can be effective as a tool to improve the correct production of word stress is reading aloud. It can help the students to practice and applying a correct placement of word stress in pronouncing word or sentence. Reading aloud also considered as major and magic way for improving student's oral English. It can also help to build the linguistic reflexes, help to adjust the sound combination by the tongue, and help the brain used to word pattern. It is increase the ability of students to produce

words in apprioriate way[4]. For the students with less confidence, this technique also can overcome the problem because learning process became enjoyable and more effective. It increase the feedback between the students and the teacher in learning process. Besides that applying this method also can help the to monitoring the students' pronounciation skill.

From the background above, the researcher would like to conduct a research entitled "Analysis of Word Stress Mistake in Reading Aloud of English Department Student at IAIN Parepare". In this research, the researcher will focus on the mistake of stress in reading aloud that was produced by the English department students at IAIN Parepare who have been studying pronunciation class. This study is expected to resolve the mistake that they have in producing word stress because the opinion above has been explained how important the word stress has to be understood and applied by the students especially students majoring in English department. Therefore, by conducting this research, students in the English department at IAIN Parepare will be able to make this study as an evaluation and reference for their skills as a learner of English

B. Research Questions

Based on the background above, the research formulates research question as a follows:

1. What kind of English word stress mistake in reading aloud of English Department Students at IAIN Parepare?

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[4] Li Ai Huang, "Reading Aloud in the Foreign Language Teaching.," *Asian Social Science* 6 (2010): 148–50.

2. What is the cause of English word stress mistake in reading aloud of English Department Students at IAIN Parepare?

C. The Objective of the Research

Based on the background above, the research formulates research question as a follows:

1. To describe the kind of English word stress mistake in reading aloud of English Department students at IAIN Parepare

2. To describe the cause of English word stress mistake in reading aloud of English Department students at IAIN Parepare

D. Significant of the Research

The significances of this research are expected to be useful contributions to:

1. Teacher

This research is expected to obtain information about the mistake of word stress produced by students in reading aloud the words. So, the basic information can be a reference for teachers to overcome the mistake of word stress experienced by students. Knowing the mistake of word stress also make the teacher more aware when teaching English especially in speaking skills.

2. Students

The results of this study make students knowing the mistake of producing the word stress. This is then expected to be material for evaluation and motivation to improve students' skills as English Foreign Language learner.

3. Further Researcher

For further researchers, the results of this study can be used as basic information or reference material to facilitate their research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

Previous research findings consist of previous research related word stress problem. Those research are:

Ditta Puspa Ayu Rinjani conducted study about error analysis on word stress at third semester students. The study using qualitative research approach. This study showed the result that the error predominates two syllables is the word 'make'. While in three syllables, error dominating is the word 'understand'. It can be said that the word 'understand'is the most frequent error made by students. It can be concluded that three syllables are still difficult for 3rd semester students English Study Program at the Faculty of Cultural Sciences.[5]

T.P. Himadri, Vidushi Sharma conducted study about stress in english pronunciation faced by english as second language (ESL) learners in India. The study using qualitative analytical method. This study showed the result that students who read monosyllabic words with proper stress about more than 86%.

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[5] Ditta Puspa Ayu Rinjani, "Error Analysis on Word Stress of 3rd Semester Students of English Study Program of Faculty Cultural of Studies" (Universitas Brawijaya, 2014), https://www.ptonline.com/articles/how-to-get-better-mfi-results.

The students who read the bisyllabic words with proper stress about 84%. Then the students who read three-syllable word with proper stress about 72%[6]

Ronaldi Styvant, Arasuli, and Rudi Afriasi conducted study about analysing the english speaking syllable words stress errors by the students of english education study program of University of Bengkulu. The data of study analyzed by using qualitative and quantitative method. The result of the study showed that students in English Education study program in the University of Bengkulu mostly produced word stress in the first syllable and second syllable. Students rarely stressed all the syllables in a word.[7]

Rohani Sri Margaret conducted study about an analysis of word stress pronounced by the seventh semester students at english department of FKIP UIR. The study using descriptive qualitative to analyze the data. The study showed the result that there are three kinds of stress errors. Those are, the students misplace the word stress. It means students put the stress on the wrong syllable. The second kind of error is the unstressed word stress. The third type of error is the students usually mispronouncing the words.[8]

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[6] T P Himadri and Vidushi Sharma, "A Study of Stress in English Pronunciation Faced by English as Second Language (ESL) Learners in India" 6, no. 7 (2018): 113–26, https://bit.ly/3ueKALT.

[7] Ronaldi Styvant, Arasuli -, and Rudi Afriazi, "An Analysis of English Speaking Syllable Words Stress Errors by The Students of English Education Study Program of University of Bengkulu," *Journal of English Education and Teaching* 3, no. 1 (2019): 106–15, https://doi.org/10.33369/jeet.3.1.106-115.

[8] Rohani Sri Margareth, "An Analysis Of Word Stress Pronounced By The Seventh Semester" (Universitas ISlam Riau Pekanbaru, 2020).

Yoannes Yuka Krisdianata, Barli Bram, conducted study about word stress errors made by english education master's program students. The study using qualitative content analysis. The study showed the result that the students made error because Indonesian as the native language. Indonesian doesn't have a word stress to differ the meaning while English used the word stress to differ the meaning. In this case, students used to be difficult for applying stress on a word. This study also indicated that the students have to be given deeper more understanding about word stress.[9]

The difference of this study with previous studies lies in the focus of the research. The focus of the research in this study is analysis mistake of word stress in reading aloud, while in previous study they only focus on the analysis error produced by students. The other difference lies on the method. This study will use descriptive quantitative research method, while the previous study used the qualitative research method.

B. **Some Pertinent Ideas**

1. **Concept of Word Stress**

a. **Definition of Word Stress**

In terms of pronunciation, word stress is a way of giving an air pressure to certain syllables in a word. On other hand, word stress means giving more energy

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[9] Yoannes Yuka Krisdianata and Barli Bram, "Word Stress Errors Made by English Education Master's Program Students" 10, no. 15 (2022): 1–12.

by pronouncing certain parts of syllable and the result of the stressed syllable will make different meaning. [10]

Stress is a dynamic feature of language. It can be described as the power level of the sound or spoken syllables. It is basically a subjective action. The level of speech power involves the action of all organs of articulation. Usually also accompanied by hand or head or other body parts gesture. Powerful speech involves a strong chest thrust of air and consequently increased force of exhalation which generally gives the loudness of the spoken speech. Weak speech involves weak chest action in expelling air which results in weak exhalation power, and gives the impression of softness to the spoken speech. In English, some syllables are pronounced with a stronger degree of force than others. The syllable that is pronounced stronger than the others is said to be a stressed. Syllable that is pronounced without much stress is called unstressed, or somewhat weakly stressed. Since English is an emphasized language, it is an important part of speaking skills and listening skills. Emphasis can occur on both syllables in a word and words in a sentence. So stress can be classified into word stress and sentence stress. [11]

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[10] Yuli Setiani Tri Adiana, "Analyzing Students' Pronunciation of Word Stress in English Education Department Muhammadiyah University of Ponorogo in Academic Year Of 2018/2019" (Universitas Muhammadiyah Ponogoro, 2019).

[11] Himadri and Sharma, "A Study of Stress in English Pronunciation Faced by English as Second Language (ESL) Learners in India."

From the definition above, it can be concluded that the notion of word stress is the protrusion of words caused by air pressure given to certain syllables which serves to distinguish meaning. It is the emphasis that the speaker places on a particular syllable in a multi-syllable word.

b. Degrees of Word Stress

The majority of English phoneticians assert that there are three degrees of stress in English:

1) Primary Stress

There are a number of syllables which are very prominent and strong due to the effect of stress. The primary stress represents the maximum prominence of the syllable in a word.Primary stress can be marked with a vertical mark ['] placed above and in front of the syllable [12]

Examples :

Father / ˈfɑːðə /

About / əˈbaʊt /

2) Secondary Stress

In long words of more than one syllable, secondary stress is a type of stress that can be observed, it is weaker than primary stress. This kind of stress

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[12] Beverley Collins, Inger M Mees, and Paul Carley, *Practical English Phonetics and Phonology A Resource Book for Students* (Routledge English Language Introductions, 2019).

represent minimum prominence syllable in word. IPA marking for secondary

stress is [ˌ] to be placed before the syllable concerned[13].

Examples:

Photography / ˌfəˈtɒgrəfi /

Anthropology / ˌænθrəˈpɒlədʒi /

3) Unstressed

This kind of stress implicate a non-prominent syllable. This level of stress

is often the weakest stress at syllable in a word that contains the short vowel

/ə/. Unlike primary and secondary stress, unstressed level is left unmarked.

Examples:

Open / ˈəʊpən /

c. The Placement Word Stress

The placement of word stress can be on the first, middle, and the last

syllable of words. For indetify the word stress, there will be following

information to help, those are :

a. deciding whether the word is simple, complex (either contains one or more

   affixes), or compound word.

b. knowing the part of speech of the words (nouns, verb, adj actives, etc)

c. knowing the number of syllable in a word

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[13] Carlos Gussenhov and Haike Jacobs, *Understanding Phonology*, Third (London: Hodder Education, 2011).

d.knowing the phonological structures of the word (Phonetic transcription, vowel, and consonant)

If the English speakers put stressed the wrong syllable, it will be leading to misinterpreting and misunderstanding for listener. It can be conclude that word stress very important in giving intelligibility in English. In the reality there are many learners who have studied English that do not know about stress and also the placement of the stress, so they only focus on how to pronounce the word correctly without used a correct stress placement.

An example of how important the placement of the word stress that, its difficult for many people to hear the difference between "forty" and "fourteen" if the stress is not placed correctly. Therefore, it is important for students to learn how a word is stressed at the same time that they learn how to pronounce it. Thus, it is clear that the importance of stress appears on both: their grammatical function in utterances; and its important role in communication.[14]

d. The Importance of Word Stress

Several word in English, have similar in written forms, but they have different part of speech and meaning. Words with different meaning and part of speech using a different stress. Stress is an important thing that have to used in daily speaking. It will helping to keep the culture of uttered language. Word

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[14] Haryani, Jos E. Ohoiwutun, "The Analysis of Students' Errors in Stress Placement in English Pronunciation."

stress is a tool to communicate English accurately and rapidly even when its in difficult condition.[15]

Mastering English pronounciation involve a good using of word stress. In learning English, word stress is not considered as an option. It is a part of language   Word stress help the listener to understand word even it is not pronounced clearly.[16] A key of learning english pronounciation is word stress. [17] Therefore, according to all the statement above, word stress considered as a crucial thing that for English Foreign Language. Thus, it is needed to pay attention in word stress learning for learners.

e.   Function of Word Stress

There are several function of word stress, they are :

a.   Show function of syntactic

In some words, noun always stressed in first syllable. Verb always stressed in last syllable. English words that have two syllable or more than two syllable have different stress according to its part of speech even they have a same spelling. It will always have the stressed in first syllable when its function as noun or adjective. The stress always come in last syllable when its functioning as verb.

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[15] Chiang Mai, "Stress in English Words," 2013, 978–81.

[16] Szilágyi László, *Put English Phonetics into Practice* (Beregszász: TRANSCARPATHIAN HUNGARIAN INSTITUTE DEPARTMENT OF PHILOLOGY, 2014).

[17] Sam Mohanlal et al., "Strength for Today and Bright Hope for Tomorrow The Nature of Stress in English Language" 12, no. December (2013).

b. Distinguish between a compound and a noun phrase

For example:

GREEN house (a building or a place for growing plants)

= a compound

green *HOUSE* (A green painted house)

= a noun phrase

The use of word in sentence :

Stress on The First Word	Stress on The Second Word
QUIET room The quiet room is for private study	quiet *ROOM* This is a nice quiet room where we can talk
*BLACK*bird There is a black bird on the lawn	black *BIRD* Look at the big black bird there

c. To be associated with grammatical structures of words.

This part discusses suffixes. This means that some prefixes can change the pattern of stress in words.

For example, when suffix –ation is added to the words :

appreciate, inform, pronounce, clarify, classify, then stress is shifted to the suffix -ation :

appreciAtion, informAtion,

Suffixes are easier to predict than prefixes. However, because there are many suffixes, this section will only explain the common and productive suffixes.

Suffixes carrying primary stress

'-ee':

| adVISE | adviSEE |
| Employ | emploYEE |

'-eer':

| MOUNtain | Mountaineer |

'-ese':

| CHIna | ChiNESE |
| JaPAN | JapaNESE |

'-esque':

| PICture | pictuRESQUE |

'-ation':

| conTInue | continuAtion |
| Inform | Information |

Suffixes that do not affect stress placement

-able':

| COMfort | COMfortable |
| CURE | CUrable |

'-age':

| Percent | perCENtage |
| POST | POStage |

'-al':

| Refuse | reFUsal |
| Arrive | Arrival |

'-en':

| SHORT | SHORten |
| WEAK | WEAken |

'-ful':

| BEAUTy | BEAUtiful |
| SPOON | SPOONful |

'-ing':

| MARket | MARketing |
| Present | Presenting |

'-ish':

| YELlow | YELlowish |
| Baby | Babyish |

'-ive':

| Abuse | aBUSsive |
| Create | Creative |

'-like':

CHILD	CHILDlike
WAR	WARlike

'-ly':

FREquent	FREquently
Actual	Actually

'-ment':

exCITE	Excitement
GOVern	GOVernment

'-ness':

HAPpy	HAPpyness
LONly	LONliness

'-ous':

DANger	DANgerous
POIson	POIsonous

'-wise':

CLOCK	CLOCKwise

Suffixes that influence stress in the stem: in this case the primary stress is on the last syllable of the stem.

'-ic':

CLImate	Climatic
Hero	Heroic

'-eous':

Advantage	advanTAgeous

d. To give special emphasis to word and sentence

For the example, the sentence, "Pass me the salt." This sentence have two contrast meaning depend on the placement of stress. If the speaker puts the stressed word "me", it means "pass the salt to me not to someone else." But if the speaker stressed the word "salt" . It means "pass me the salt, not sugar, sauce or something else." [18]

f.   The Phonetic Characteristic of Word Stress

Word stress in phonetic characteristics are uttered slightly louder, it is also usually uttered longer, and it uttered at a higher pitch. It is not a general characteristic of word stress in all language. Other language that have word stress have different phonetic characteristic. For example in France word stress, the difference is the syllable stressed will be only uttered longer and louder. In

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[18] Mai, "Stress in English Words."

France, all of the words stressed in last syllable while in English it is stressed according to the kind of the words. [19]

g. **Stress in Simple Word**

The word "simple" in this context refers to words that are not composed of more than one grammatical unit such as "hope". There are three kind of simple words, those are :

a. One syllable words

One syllable as function words (pronouns, articles, prepositions, etc…) seldom has an unstressed. However, one syllable words like (verbs, nouns, adjectives, adverbs) have primary stress.

b. Two syllable words

In two syllable words, one of the syllable must be stressed and there's no stress both of the syllable according to the grammatical category of the particular word. The majority of two syllable nouns (especially the proper nouns) usually have the stress on the first syllable.

c. Three syllable words

Verb that has three syllable have three rules that may influences the placement of stress. Firstly, if the final syllable is strong, then it must be stressed as in (entertain /entə'teɪn/, understand /əndər'stænd/). While, if the final syllable weak,

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[19] J Jonathan Pierrel, "Developing Materials For Teaching Word Stress in English" (Ball State University, 2015).

then the penultimate syllable must be stressed as in (determine /dɪˈtɜːmɪn/, develop /dɪˈvɒləp/, examine /ɪkˈzæmɪn/). If the ultimate and penultimate are both weak, then stress falls on the initial syllable as in (parody /ˈparədi/).

With regard to nouns consist of three syllables, if the ultimate syllable is weak or ends with /əu/, then stress moves on the penultimate syllable such as (potato /pəˈteɪtəu/, disaster /dɪˈzaːstə/). If the ultimate and penultimate syllables are both weak, then stress falls on the first syllable as in (cinema /ˈcɪnəmə/, quantity /ˈkwɒntəti/, custumer /ˈkʌstəmə/).

h.   Stress in Complex Word

Complex word means that word contain of Pollysylabic that usually derive from other language and most of them are noticeable, there are some words which come from Latin such as (sub, com, per + mit), others which derive from Greek as in (cata, ana, dia, mono + logue). Moreover, affixes have one of three possible effects on word stress.

First, the affix itself may take a primary stress such as:

(Semicircle /ˈsemɪsɜːkl/, personality /pɜːsˈnˈæləti/).

Sometimes, it does not effect on word stress and the particular word is stressed as if the affix does not exist such as :

(unpleasant / ʌnˈplezˌnt/.)

Thirdly, stem may receive the stress, but it may influenced by affix and then the position may change and shift to different syllable as in :

(magnet /ˈmægnət/, magnetic /mægˈnetic/).

In English there are some words that have a complex stem such as "audacity", another problem that encounter by learners is that in some cases it is very difficult to know whether the word has one or more than one suffix as in "personality" pɜːsˌn + al + ti/. So it is very important for learners to distinguish between stem (the head word when affixes are removed) and the root (which refers to the smallest piece of lexical material that the stem can be reduced to). There are three possibilities of affixes on word stress according to (the first type is suffixes that receive primary stress themselves; in this case the first syllable of the suffix carry the primary stress and if the stem consists of more than one syllable, there will be a secondary stress on one of its syllables as in:

a. Suffixes carrying primary stress themselves

-ee': 'refugee' ˌrefjʊ'dʒiː/ 'evacuee' ˌvækju'iː/

-eer': 'mountaineer' ˌmaʊnt'n 'volunteer' ˌvɒl n't /

-ese': 'Portuguese' ˌpɔːtʃ'giːz 'journalese' ˌdʒɜːnl'iːz/

-ette': 'cigarette' ˌs gr'et „launderette" ˌlɔːndr'et/ ktʃr'esk/

b. Suffixes that do not affect stress placement

-able': 'comfort' /'kʌmf t/ 'comfortable' / 'kʌmf tbl/

-age': 'anchor' 'æŋk 'anchorage' ' æŋk r dʒ/

-al': 'refuse' (verb) /r 'fjuːz/ 'refusal' /r 'fjuːzl/

-en': 'wide' /'waid/ 'widen' /'waidn/

-ful': 'wonder' /'wʌnd / 'wonderful' /'wʌnd fl/

-ing': 'amaze' / 'meɪz/ 'amazing' / 'meɪz ŋ

 -like': 'bird' /'bɜːd/ 'birdlike' /'bɜːdlaɪk/

-less': 'power' /'paʊ / 'powerless' /'paʊ l s/

-ly': 'hurried' /'hʌr d/ 'hurriedly' /'hʌr dli/

-ment' (noun): 'punish' /'pʌn ʃ/ 'punishment' /'pʌn ʃm nt/

-ness': 'yellow' /'jel ʊ/ 'yellowness' /'jel ʊn s/

-ous': 'poison' /'pɔizn/ 'poisonous' /'pɔizn s/

-fy: 'glory' /'glɔːri/ 'glorify' /'glɔːrifaɪ /

-wise': 'other' /'ʌɚ / 'otherwise' /'ʌɚ waɪz/

-y' (adjective or noun): 'fun' /'fʌn/ 'funny' /'fʌni/

-ish' in the case of adjectives does not affect stress placement: 'devil' /'devl/ 'devilish' /'devl ʃ/ however, verbs with stems of more than one syllable always have the stress on the syllable immediately preceding 'ish' - for example, 'replenish' /r 'plen ʃ/, 'demolish' /d 'mɔl ʃ/).

d. Suffixes that influence stress in this stem
   In these examples primary stress is on the last syllable of the stem.
   -eous': 'advantage' / d'vaːnt dʒ 'advantageous' ˌædv n'te dʒ s/
   -graphy': 'photo' /'f ʊt ʊ/ 'photography' /f 'tɔgr fi/
   -ial': 'proverb' /'prɔvʒːb/ 'proverbial' /pr 'vʒːb l/
   -ic': 'climate' /'klaɪm t/ 'climatic' /klaɪ 'mæt k/
   -ion': 'perfect' /'pʒːf kt/ 'perfection' /p 'fekʃn/
   -ious': 'injure' /' ndʒ / 'injurious' / n'dʒɔːri s/
   - ty': 'tranquil' 'traŋkw l 'tranquillity' traŋ'kw l ti/
   -ive': 'reflex' /'r ːfleks/ 'reflexive' /r 'fleks v/

Moreover, suffixes such as "ance", "ant", "ary" are added to single syllable stems, the stress always placed on the stem. But, if the stem consists of more than one syllable in this case we will look at the final syllable of the stem if it is strong, it will be stressed as in "importance" m'pɔ:tns/, otherwise the penultimate syllable receives the stress as in "centenary" sen't :nri/.

Regarding prefixes there is no prefix of one or two syllables that carries primary stress and stress in words with prefixes is governed by the same rules as words without prefixes [20]

i. Stress in Compound Words

Compounds are words that consist of two independent words, both of them can be found in English as separate words. English compounds are written in two different ways, sometimes with words separated by a hyphen as in (paper-sack), while others are written as one word as in (armchair, sunflower). Regarding compound words, primary stress may occur on the first constituent word, or in the second and words that do not receive primary stress, may receive a secondary. In English the most familiar type of compound is one which combines of two nouns and which usually has stress on the first element such as:

- Suitcase /'su:tke s/

- Tea-cup /'t :kʌp/

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[20] Peter (Peter John) Roach, *English Phonetics and Phonology : A Practical Course*, *English Phonetics and Phonology : A Practical Course* Fourth Edi (New York: Cambridge University Press, 2000).

There is also another type of compound that are composed with an adjective in the first element and „ed" morpheme at the end of the second element, in this case stress will be at the second as in:

- Bad-'tempered

- Half-'timbered

Furthermore, there are compounds in which the first element is a number, in this case the second element tend to be stressed as in:

- Three-'wheeler

- Five-'finger

Also compounds functioning as adverbs usually receive final stress as in:

- Head-first

- North-East

Finally, compounds which function as verbs and have adverbial first element receive stress in the final element as in:

- Down-'grade

- Back-'pedal [21]

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[21] RPeter (Peter John) Roach, *English Phonetics and Phonology : A Practical Course*, *English Phonetics and Phonology : A Practical Course* Fourth Edi (New York: Cambridge University Press, 2000).

j. Stress in The Level Sentence

One syllable is selected as it is pronounced and receives the primary stress. Similarly, the words in a sentence are not all given the same importance in spoken English. Some words are chosen and stressed differently than others. The most stressed is said to be the most important word in the sentence.. This usually implies a difference in meaning. [22]

When uttering a sentence, the content words such as nouns, verbs adjectives and question words are stressed as they carry the meaning. Function words such as articles and prepositions, on the other hand are not stressed. The basic rules for sentence stress are:

1. Content words are stressed

2. Structure words are unstressed

3. The time between stressed words is always the same.[23]

k. Problem of Word Stress

Intelligibility and comprehensibility of speech effected by suprasegmental features aspect, including stress. For the function, word stress use to difference the meaning of the words. It's effect the speech more than the segmental features. One syllable is singled out when being pronounced and receives the primary stress.

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[22] Pierrel, "Developing Materials For Teaching Word Stress in English."

[23] Hulya Kucukoglu, "Sentence Stress and Learning Difficulties of ELT Teachers : A Case Study," *Procedia Social and Behavioral Sciences* 46 (2014): 4065–69, https://doi.org/10.1016/j.sbspro.2012.06.198.

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. Knowing that regional and foreign accents trigger delays in the word identification process in speech, English listeners rely on word stress to decode words so, if stress is distributed incorrectly, there may be serious consequences for listeners to find words in connected speech. [24]

The previous study describe which conducted in Vietnam showed that there are two types of problem of word stress, they are:

1. Primary / Secondary stress falls on the wrong syllable

2. Stressing all of the syllable.[25]

Another studies by Kenyar, showed that problem of word stress of students in second semester are :

1. Misplacing the word stress or the stress falls on the wrong syllable.

2. Double-stressing the words that actually only have one stressed syllable.

3. Putting equal stress on all the syllables of the word. [26]

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[24] Meidy Yuhar Algifari, "Analyzing Students ' Pronunciation of Word Stress Of IET 7 Students Of Cambridge English College Makassar" (UIN Alauddin, 2017).

[25] Thuy Le Chi, "Stress Errors Analysis in Vietnamese Students' Reading Aloud," 2013.

[26] Nina Kenyar, "The Mastery of Stress Placement of Nouns among the Second Semester Students of the English Language Education Study Program." (2015).

l. Stress in Different Language

Word stress has different rules from language to language. Although it is very regular in some languages, it is less predictable in English. For example, in Finnish and Czech, the first syllable is almost always stressed. In Polish and Swahili, it is the syllable before the last syllable that is stressed. In French, it is the last syllable that stands out more. In English, the placement of word stress is not as regular as in the language just mentioned. The stress of the word can be on the first, second, third, last 18 syllables, one before the last, etc. It depends on various factors, including the various parts that make up the word.[27]

In Chinese language, if certain word is used in the sentence and becomes the focus of the sentence, the sentence stress can be put into different syllables according to the needs of expression.[28] In Tagalog, vowel length regardless of pitch, stressed words means have long vowel, when it has no stressed, it means short vowel. For example word *Lalaki* (stress in first syllable referred to verb; stress in last syllable referred to noun) . The glottal stopped in the word will give different meaning.[29] In Indonesia, word stress it become controversial because some researcher said that word stress in Indonesian doesn't exist, but some researcher said that it does exists. The word stress said to be fallen in penultimate syllable and

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[27] Pierrel, "Developing Materials For Teaching Word Stress in English."
[28] KEATS, "Difference of Word Stress Between Mandarin and English," KEATS, 2020, https://keatschinese.com/china-culture-resources/differences-of-word-stress-between-mandarin-and-english/.
[29] "Stress in Tagalog," TAGALOG.COM, 2022, https://www.tagalog.com/dictionary/.

final syllable. The different opinion caused by the influence of the regional accents in Indonesia.[30]

2. Concept of Reading Aloud

a. Definition of Reading Aloud

Reading is an activity that attached into humans habit anf behaviour. It is an activity that can make students get an information, for students' pleasure, for academic purpose, and for the social needs. In academic environment, reading considered as the central thing for getting an information, having an access to explanation and interpretation.

There are some techniques of reading that commonly used, which is one of them, reading aloud. Reading aloud is the perfect time to provide students with a window into the comprehension of a professional reader so that they can begin to "construct a network of techniques for themselves. [31] In the other hand, reading aloud is involving verbalizing the words while adhering to the intonation, pitch, inflection, stress and pauses that present the language and style that are appropriate for conveying the writer's message.[32]

Morover, reading aloud defined a systematic approach can produce important academic benefits for children. In addition, this technique allows students to hear

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[30] Angeliki Athanasopoulou, Nadya Pincus, and Irene Vogel, "Is There Stress in Indonesian?," 2014, 5–6.

[31] J. Barbara Guzzeti, *Literacy in America: An Encyclopedia of History, Theory, and Practice* (California: ABC-CLIO, 2002).

[32] Lee Mary Hahn, *Reconsidering Read-Aloud* (Portland: Stenhouse Publishers, 2013).

very well-written stories spoken accurately with the right expressions and at the right pace.[33]

Reading aloud can be combined with reading activity skills for practicing pronunciation. It is supported by Huang said that for improving students' oral-English, reading aloud is the major and magic way.[34] By reading aloud, students can test if their pronunciation is correct. Reading aloud is a strategy in which students or teachers can read aloud words. While listening, the students read aloud. This helps them understand the pronunciation of words, pauses, and stress on words in fragments, thereby providing an acceptance model for academic language and registration. [35]

B. **Purpose of Reading Aloud**

According to Sri Utami and Nababan, the purpose of reading aloud, are:

a) Improving self confidence,

b) Error pronounciation produced by students will be more easily detected, and this makes it easy for students to evaluate error and correct the error

c) Improving discipline [36]

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[33] Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners* (New York: A Divition of Guildford Publication, 2016).

[34] Li Ai Huang, "Reading Aloud in the Foreign Language Teaching," *Education; Asian Social Science*, 2020.

[35] Debra L. Cook Hirai et al., *Academic Language/Literacy Strategies for Adolescents* (New York: Routledge English Language Introductions, 2010).

[36] Sri Utami Subyakto and Nababan, *Metodologi Pengajaran Bahasa* (Jakarta: Gramedia Pustaka Utama, 2010).

Moreover, according to Huang Reading aloud has a lot of purpose, they are :

1) Practice pronunciation

   Reading aloud considered as a kind of comprehensive practice of pronunciation. Error pronunciation will be faster detected in reading aloud, and the error will be evaluated and from the evaluation, it will help the correct pronounciation of the reader

2) Improving oral English

   The students with good skill in pronounce properly and speak fluently considered have a perfect oral English. Reading aloud can helping the students to have a perfect oral English by overcoming the disfluecy problem and it make the students developing natural and good pronounciation.

3) Get deeper understanding

   Reading aloud in fact, can reappearing all the original contents of ideas, feelings, attitudes and styles in the form of sound.in fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice

4) Strengthen the knowledge

   Reading aloud, as relevant as listening, speaking, reading, is a practice of pronunciation, grammar and vocabulary. Common spoken English is an important method, but has some limitations in vocabulary and structure. As an exercise, reading aloud can make up for any deficiencies in spoken

English, as the material has a wide range of topics, vocabulary, and grammar.

5) Improve the classroom atmosphere.

During reading aloud, in the process students share the excitement, the suspense, the emotion, and the sheer fun the reading material and its intriguing or annoying characters.[37]

C. Process of Reading Aloud

Reading aloud is concerned with the surface structure of reading skills, which focuses on forms of language (vocabulary, sentence structure, and pronunciation). Every learner, who wants to be able to read fluently, must develop learners reading skills over time and with lots of practice. For improving the skill on reading, there is a technique, namely reading aloud. According to Hermer, reading aloud is a a pleasurable activity, when its done with confidence and style. It means reading aloud can be modeled on the basis of its own production. [38] Jacobs stated that reading aloud is a form of communication in which a well-prepared reader reads to make the audience interested. Therefore, the reader must prepare in advance and hear the voice of the reader. He adds that there are several techniques in reading aloud, such as :

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[37] Huang, "Reading Aloud in the Foreign Language Teaching."

[38] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth (London: The Practice of Language Teaching, 2001).

a. Reading with feeling and variety

b. Making sure the listener comfortable

c. Maintaining eyes contact

d. Stop at interesting places

e. Pay attention to the listener.

In reading aloud performance, the students have four important things for oral interpretation, they are as follows:

a. The use language cues and text structure for an effective reading aloud.

b. To find meaning in the text as a reader.

c. To communicate an interpretation of the text to an audience.

d. To deliver a performance that stands apart from the original reader''s response. [39]

D. Advantage of Reading Aloud

As a teaching method, reading aloud give advantages in teaching learning process. There are some advantages of reading aloud that defined by Gibson (2008), such as:

1. Reading aloud can improve reading fluency

The more students practice reading aloud technique, the better reading skill students have. Of course this is followed by doing some exercises to

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[39] Alan Jacobs, *The Pleasures of Reading in an Age of Distraction*, First Edit (USA: Oxford University Press, 2011).

read certain text aloud, in order to improving students reading fluency because they are used to reading it aloud.

2. Reading aloud can monitor pronunciation

When students read the text aloud, they will be able to hear their pronunciation. Therefore, their brains and feelings will know whether their pronunciation is right or wrong

3. Reading aloud can reduce speaking anxiety as it controlled

Usually when students should speak in front of many people, they feel anxious. It is because the students being afraid if the audience can't understand the speech that they delivered. This is why the use of reading aloud technique can help them reduce oral anxiety because they only focus on the text and read it aloud.

4. Reading aloud is indirectly connected to writing via intonation

Pronunciation has two components. They are intonation and word stress. Intonation is the melody of language. Therefore, using reading aloud technique, students need to control their intonation when pronouncing English words. Then, in terms of intonation, the students will improve their writing skills because they can imitate the voice of writing.[40]

From these explanations above, it has conclusion that reading aloud gives many advantages in learning English process.

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[40] Sally Gibson, "Reading Aloud: A Useful Learning Tool?," *ELT Journal*, 2014.

E. Disadvantages of Reading Aloud

According to Huang, there are four disadvantage in reading aloud, they are :

(1) reading aloud frequently will slowdown reading skill speed that reader always emphasize to improve.

(2) reading aloud only can give a few students chances of practice while the others feel bored.

(3) the students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

(4) compared to conversation and discussion, reading aloud skill has little practical value unless the student will be the announcer in the future. [41]

In the end, this kind of reading is aimless. Each student has original material. As a result, only a few students were able to continue reading regardless of the embarrassment. Another researcher states that learners may read aloud fairly competently in terms of the pronunciation of individual words, but fail to understand the meaning of what they are reading.[42]

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[41] Huang, "Reading Aloud in the Foreign Language Teaching."
[42] Costas Gabrielatos, "Corpus Approaches to Lexicogramma: Symposium Abstracts Corpus," no. June (2022).

F. Conceptual Framework

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┌─────────────────────────────┐
│ English Department Students of │
│      IAIN Parepare          │
└─────────────────────────────┘
              │
              ▼
      ┌─────────────┐
      │ Reading Aloud │
      └─────────────┘
              │
              ▼
      ┌─────────────┐
      │ Word Stress │
      └─────────────┘
              │
              ▼
    ┌─────────────────┐
    │ Analysis Mistake of │
    │   Word Stress in   │
    │   Reading Aloud   │
    └─────────────────┘
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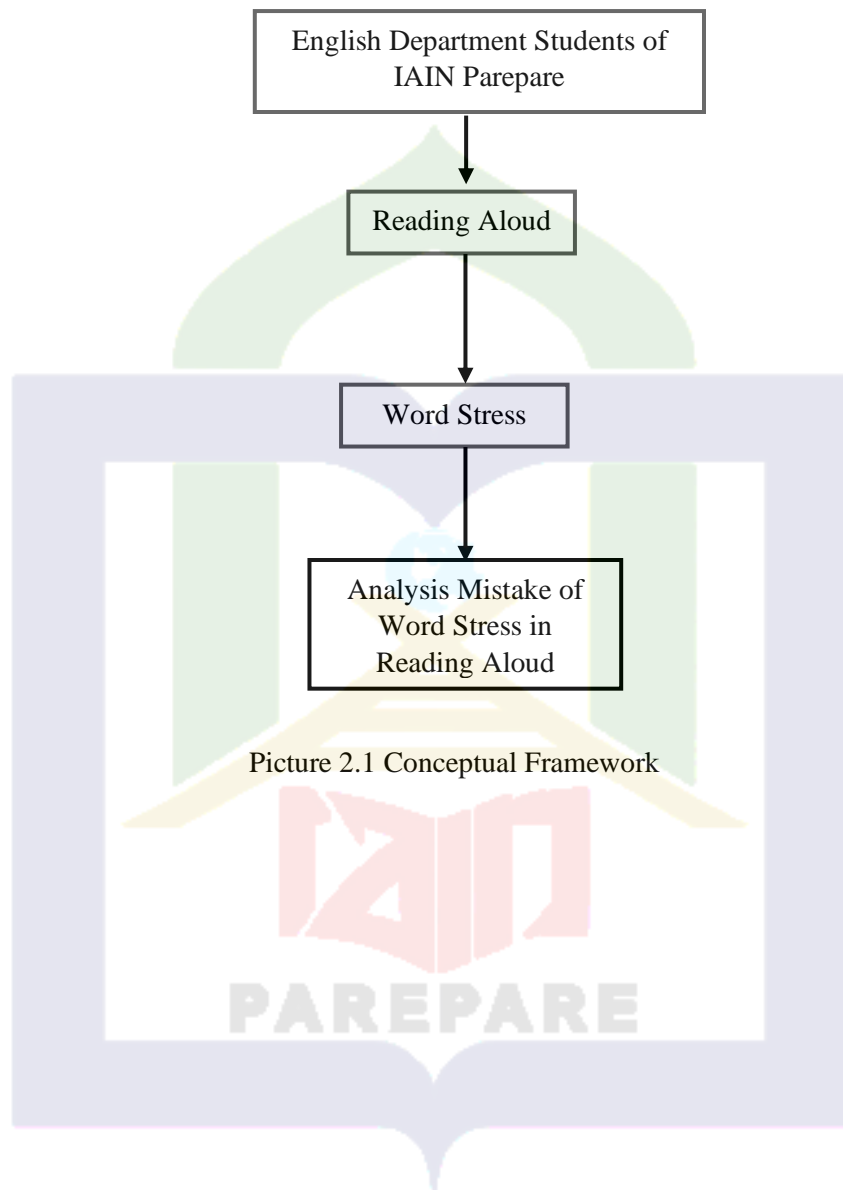
Picture 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive quantitative method. This method describe a research problem answer in a description.[43] This is supported by another expert said that descriptive approach describing and determining the way things are. [44] Researchers who doing research using quantitative descriptive method identify problems based on trends in the field. Describing trends means that the research problem can be answered by research in which the researcher seeks to find out the tendencies of individual responses and how these tendencies vary individually.

For example, to investigate pronunciation mistakes, the researcher can explore the types of mistakes and present the results as the predominant type of errors made by the sample. Anderson stated that the descriptive method defines as an approach used to describe data. It gathers numerical data from individuals using instruments. Because it is part of quantitative research, descriptive quantitative uses statistical analysis to describe the problem.[45]

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[43] John W. Cresswell, *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*, Edisi Keti (Yogyakarta: Pustaka Pelajar, 2017).

[44] L.R Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research: Compentencies for Analysis and Application*, Tenth (USA: Pearson Education, Inc, 2012).

[45] John. D. Anderson, *Qualitative and Quantitative Research* (Grants & Evaluation Office, 2016).

B.   Location and Time of Research

This research conducted in Institut Agama Islam Negeri (IAIN) Parepare by focusing on the students in the sixth and fourth semester of English Department in Tarbiyah Faculty. The location was determined above with the consideration that IAIN Parepare is located in the writer's university, making it easier for the writer to obtain the data needed in this study.

Research on " Analysis of Word Stress Mistake in Reading Aloud of English Department of IAIN Parepare"   conducted in several weeks.

C.   The Population and Sample of the Research

1.   The Population of the Research

The word population means the number of inhabitants. The population is the entire object of research which can be in the form of humans, animals, plants, air, symptoms, events, attitudes and so on. Another definition of the word population is used to refer to a family or a group of objects that are the target of research. Population is the generalization area which consists of; objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions.

From the various definitions above, it can be concluded that population is not only people, but also other natural objects. The population is also not just the amount that exists in the object or subject being studied, but includes all the characteristics or properties possessed by that subject or object.

The population of this research is all students in academic year 2020 and 2021 of English Department at students at IAIN Parepare with the following number of students:

Table 3.1 Population Data English Department Students at IAIN Parepare

No.	Academic Year	Amount
1.	2020	67
2.	2021	52
Total		119

Based on existing data, the writer used the object of students academic year 2020 and 2021 of English Department at students at IAIN Parepare. Total of the students in academic year 2020 and 2021 are 119 people. For this writer will use sample research.

2. The Sample of the Research

Sampling is a data collection procedure in which only a portion of the population is taken and used to determine the desired characteristics and characteristics of a population. Since this research used quantitative design, the technique of sampling that the researcher used simple random sampling.

In simple random sampling, the writer select individual from a list of the population randomly, but it had characteristics since the individuals have an equal

chance to be a sample. [46] Therefore, there are some considerations to choose the sample as follows:

a. The problem of this research was found at English Department sudent at IAIN Parepare. Hence, the researcher took the sample from students in academic year 2020 and 2021. It helped the writer to analyze and describe the variable.

b. The students in academic year 2020 and 2021 of English Department at IAIN Parepare consisted of 119 students and it is large, the researcher used the calculation from Arikunto . He explains that if the number of participants is more than 100, the researcher can take 10-15% or 20-25% for sampling.[47] In this research, the researcher calculates 15% of academic year 2020 and 2021 of English Department at IAIN Parepare. Therefore, the number of samples was 18 with 9 students for academic year 2020, and students for academic year 2021, 9 students.

D. Instrument

The instruments that used in the study are test and questionnaire. The followings are the description of the instruments.

1. Test

   This test consist sentence test. The are four category of word stress test, they are :

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[46] Cresswell, *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*.
[47] Suharsimi Arikunto, *Prosedur Penelitian*, Ed. Rev. V (Jakarta: Ririn Eka Cipta, 2010).

a. The stress falls in last syllable (ultimate)

b. The stress falls in the second syllable from the last (penultimate)

c. The stress falls in the third syllable from the last syllable (antepenultimate)

d. The stress falls in the first syllable

the total of sentence test are 50.

2. Questionnaire

Questionnaire given after the analysis of the test score. The questionnaire purposed to find out the cause of word stress mistake in reading aloud of English students IAIN Parepare.[48]

E. Data Analysis Procedure

There are some steps of analyzing data, they are:

1. Find out the degree of students word stress mistake in reading aloud of English words.

2. Find out the common of students word stress mistake in reading aloud of English words.

In this research, the writer used descriptive quantitative analysis and conclude by inductive way that is to synthesize the facts into general conclusion. This research used oral test as instrument. It designed to measure students' word stress mistake in reading

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[48] Muhammad As'ad, "Paragraph Students' Errors in Pronouncing Stress of English Words of The Third Semester Hulu Banjarese Students at The English Department of Antasari State Institute For Islamic Studies Banjarmasin Academic Year 2016/2017" (IAIN Antasari Banjarmasin, 2016).

aloud of English words. The students will pronounce 50 sentences for the test. The highest of total score is 100 and the lowest of total score is 0. After finishing the test, the researcher:

1. Makes students' error and score table based on the kind of the test and find out sum of their score.

2. Analyzing students answers on recorder to find out their common mistake

3. The data obtained from questionnaires were analyzed using descriptive statistics in SPSS to display frequency, percentage, mean, and standard deviation, then they were processed by the 5 level intervals to interpret the mean score of each question in the following range:

Means	Level
1.00 - 1.25 scores	Never
1.26 – 2.50 scores	Rarely
2.51 – 3.75 scores	Sometimes
3.76 – 5.00 scores	Always

The results obtained from the data analysis presented in the next chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research aimed to find the kind of students' mistake of stressing English word in reading aloud. The result of research were obtained from the test and questionnaire. The reading test used in research to get the data about the students' mistake in English word stress. It is written in a paper contains list of 50 sentences. The questionnaire used to get the cause of English word stress mistake in reading aloud by students.

The following explanation is the data of students' mistake of English word stress in reading aloud which concerned to the result of the research at the students in academic year 2020 and 2021 English department of IAIN Parepare.

1. Analysis of Student's English Word Stress Mistake in Reading Aloud

In this subchapter the data that have been collected in the research will be presented. It aimed to find out the students' mistake of English word stress in reading aloud. The researcher conducted the research several weeks from June, 4th 2023 until June, 17th 2023. The following figure will show the result of test that have been given to the students about the mistake of the English word stress in reading aloud.

Figure 4.1 The Chart of Students' Word Stress Mistake in Reading Aloud

Based on the data above, it is identified that the highest mistake of the test result in reading aloud English word stress is in initial (31%) and the lowest one is in ultimate (19%)

Table 4.1 The Detail Score Initial Word Stress Mistake in Reading Aloud

No.	Scoring	
1.	**Mininum**	4
2.	**Maximum**	10
3.	**Mean**	7
4.	**Median**	6
5.	**Modus**	5

Based on the data above, it is identified that the highest point mistake of the test result in reading aloud Initial word stress is 10 and the lowest one is 4.

Table 4.2 The Detail Score in Ultimate Word Stress Mistake in Reading Aloud

No.	Scoring	
1.	**Mininum**	2
2.	**Maximum**	7
3.	**Mean**	4
4.	**Median**	4
5.	**Modus**	4

Based on the data above, it is identified that the highest point mistake of the test result in reading aloud Ultimate word stress is 7 and the lowest one is 2.

Table 4.3 The Detail Score in Penultimate Word Stress Mistake in Reading Aloud

No.	Scoring	
1.	**Mininum**	2
2.	**Maximum**	9
3.	**Mean**	6
4.	**Median**	5
5.	**Modus**	5

Based on the data above, it is identified that the highest point mistake of the test result in reading aloud Penultimate word stress is 18 and the lowest one is 4.

Table 4.4 The Detail Score in Antapenultimate Word Stress Mistake

No.	Scoring	
1.	**Mininum**	1
2.	**Maximum**	9
3.	**Mean**	5
4.	**Median**	5
5.	**Modus**	5

Based on the data above, it is identified that the highest point mistake of the test result in reading aloud Penultimate word stress is 18 and the lowest one is 2.
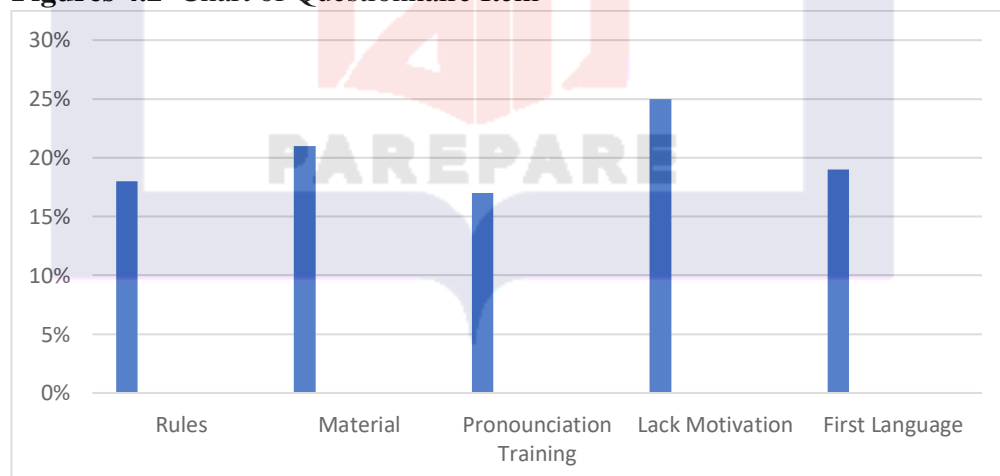
2. The cause of English Word Stress Mistake in Reading Aloud

Figures 4.2 Chart of Questionnaire Item

Table 4.5 The Detail of Item 1(I know the rules of word stress)

Scale	Frequency	Percent
1	3	17%
2	9	50%
3	4	22%
4	2	11%
Total	18	100%

Source : IBM SPSS Statistics

From the table above, the rules of word stress categorized "rarely" known by the students. It can be seen that there are 50% of the students choose rarely level on the first item.

Table 4.6 The Detail of Item 2 (I learn the word stress material in university)

Scale	Frequency	Percent
1	3	17%
2	5	27%
3	7	39%
4	3	17%
Total	18	100%

Source : IBM SPSS Statistics

From the table above, the word stress material "rarely" learned by the students. It can be seen that there are 39% of the students choose rarely level on the second item.

Table 4.7. The Detail of of Item 3 (I am doing pronounciation training)

Scale	Frequency	Percent
1	4	22%
2	9	50%
3	4	22%
4	1	6%

Total	18	100%

Source : IBM SPSS Statistics

From the table above, the item that said they seldom doing pronounciation training categorized "rarely" by the students. It means that students frequently doing pronounciation training. It can be seen that there are 50% of the students choose rarely level on the third question.

Table 4.8. Data Frequencies of Item 4 (I have no motivation to learn more about word stress.)

Scale	Frequency	Percent
1	1	6%
2	5	28%
3	4	22%
4	8	44%
Total	18	100%

Source : IBM SPSS Statistics

From the table above, students have no motivation in learning more about the word stress material categorized "always" by the students. It can be seen that there are 44% of the students choose always level on the fourth item.

Table 4.9. Data Frequencies of Item 5 (I am used to word stress because Indonesian don't have stressed word.)

Scale	Frequency	Percent
1	5	29%
2	3	17%
3	7	39%
4	3	17%
Total	18	100%

Source : IBM SPSS Statistics

From the table above, students not used to word stress because Indonesian don't have stressed word categorized "sometimes" by the students. It

can be seen that there are 38.9% of the students choose always level on the fifth

item.

Table 4.10. Descriptive Frequencies of The Quesionnaire

Questionnaire Item	N	Minimum	Maximum	Mean	Std. Deviation	Classification
Rules	18	1.0	4.0	2.278	.8948	Rarely
Material	18	1.0	4.0	2.556	.9835	Rarely
Pronounciation training	18	1.0	4.0	2.111	.8324	Rarely
Syllabic structure	18	1.0	4.0	2.444	.9835	Rarely
Mispronouncing vowels	18	1.0	4.0	2.278	.8948	Rarely
Placing the syllable stressed	18	1.0	4.0	2.444	.8556	Rarely
Lack of learning motivation	18	1.0	4.0	3.056	.9984	Sometimes
Indonesian don't have stressed word.	18	1.0	4.0	2.444	1.0966	Rarely

Source : IBM SPPS Statistic

From the table, it can be seen that most of the student sometimes lack of

motivation in word stress. It also found that the students "rarely" got the word

stress material in the university.

B. Discussion

The research was conducted to finding out the kind of English word stress mistake

in reading aloud made by English department students at IAIN parepare and to find out

the cause of English word stress mistake in reading aloud made by English department students at IAIN parepare.

The result of the data revealed to answer the first research question. It is showed that there are four kind of mistake that the students made. They are initial, ultimate, penultimate, and antepenultimate, The data showed that the students made mistake in initial (31%), ultimate (19%), penultimate (26%), and antepenultimate (24%). The kind of words that the students made mistake the most is initial. The total score of English word stress mistake in initial words is 118. While the score of English word stress mistake in ultimate is 74, penultimate is 101, and antapenultimate 92.

However, there are several study about English word stress mistake. One of them conducted by As,ad in 2016 about students' errors in pronouncing stress of English words of the third semester hulu banjarese student at the English department of UIN Antasari Banjarmasin, stated that the students' common error in pronouncing stress of English words are in penultimate word. The total number of students' common errors in penultimate is 717. In this research it tis said the main factor of errors in pronouncing stress of English word is the student's first language.

The result of the current study is not in line with the previous study which is the previous study revealed that the most common students' errors pronouncing is in penultimate words while the current study showed that the initial words are the common words that students made the mistake the most.

The questionnaire answer the second research question about the cause of English word stress mistake. The questionnaire's item that has been answered by the students related to the factor that cause mistressing the word. It consist of the lack of knowledge in the rules of word stress and syllabic structure, mispronouncing the vowels, the material of word stress that just students' got in the university, lack of of motivation and training of pronounciation, mispalacing the syllable stress, and mother language factor.

The result from questionnaire indicated some potential cause that contribute to the mistake of English word stress mistake in students. The first cause mistake in English word stress by the students are the lack of motivation. Several factors that influence students' pronunciation mastery is motivation. Students' motivation is one of affective variables that can give great influence of their pronunciation. Bernaus, has the same finding that having a personal or professional goal for learning English can influence the need and desire for achieving native-like pronunciation[49]. The students who have great motivation to learn language will be possible to achieve the target language in every aspect such as pronunciation. It is different with the students who do not have motivation to learn language to be better, they will impossible to achieve the target language[50].

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[49] Mercè Bernaus et al., "Motivation and Attitudes towards Learning Languages in Multicultural Classrooms," *International Journal of Multilingualism* 1, no. 2 (2004): 75–89, https://doi.org/10.1080/14790710408668180.

[50] Lynda Yates and Beth Zielinski, *Give It a Go: Teaching Pronunciation to Adults*, ed. Adult Migrant English Program (Australia). (AMEP Research Centre on behalf of the Department of Immigration and

The second cause is the students just got the material of word stress. It is based on the answer of students' questionnaire that most of them got the material of word stress and it is categotized "rarely". Therefore, it certainly influence the students" pronunciation especially word stress, although they study English at the first time in elementary school. Study English in elementary school, junior high school and senior high school is not a focus for learning pronunciation, the teachers only teach vocabulary, reading, and so forth. As the result, when the students study pronunciation at the first time in university, they will get difficulties in learning pronunciation. In line with the theory of CelceMurcia who claimed target language exposure and age as two of factors that may influence pronunciation learning[51].

The third is the mother language. From the questionnaire it can be found that students' rarely used tot the word stress. *Bahasa Indonesia* used no stress in pronouncing word while English have word stress as an integrated part of the uttered language. All of Indonesian students must be used to reading a text without pay attention to the word stress. This habit makes them also treat the English as Indonesian. Indonesian student should be aware of this habit by doing more pronounciation training.

Citizenship Macquarie University Sydney NSW 2109, 2009),
http://www.ameprc.mq.edu.au/resources/amep_fact_sheets%5CnBurns,%5Cnhttp://www.ag.gov.au/cc
a.
[51] Celce-Murcia M and Brinton D.M., *Teaching Pronunciation. A Reference for Teachers of English to Speakers of Other Languages* (Cambridge: Cambridge University Press., 2000).

The fourth is the lack of knowledge about the English word stress rules. The English language, unlike any other language, has complicated rules especially when it comes to pronunciation particularly word stress. For some people, learning the different rules of word stress is not quite a necessity but it is otherwise. Technically, not being able to correctly stress a particular word can result in a very unnatural and reprehensible rhythm

The fifth is lack of training pronounciation. The major problem affecting the students" pronunciation of word stress is lack of pronunciation training. It can be seen when the researcher records them, they produced much improper pronunciation. The students gave stress wherever they feel so easy to pronounce the words. As we know that word stress has some rules and not all of the students know the rules. In pronouncing English word stress, we cannot stress wherever we want. Despite the fact that there is no simple rule that governs the happening of word stress, there are some rules of pronouncing word stress that learners may observe to facilitate themselves in pronouncing English words.

It seems like the student did not really pay attention to pronunciation especially in word stress. They did not understand on how to place stress properly. The understanding on how to place stress can be affected by their background knowledge about the stress. It means the students still need more knowledge about English word stress and practicing more in order to make a correct pronunciation. It also showed that English lecturers also have more reposnsibility in the process of teaching and learning.

Student is habit to hear the corrrect pronunciation of the word maybe is one way to understand about the correct stress of the word.

CHAPTER V

CLOSING

A. Conclusion

There four kind of word stress mistake made by the students. They are initial (31%), ultimate (19%), penultimate (26%), and antepenultimate (24%). The total number of students' mistake is 385 of 18 students.

The students' common English word stress mistake are in Intitial. The total score of students' word stress mistake in initial is 118. The important causes that affecting English word stress mistake in the lack of motivation to earn more about the word stress. The students rarely got the material about word stress. However, students should also put more effort into exposing themselves to English language as well as be aware of attitude that might affect pronunciation competence.

Additionally, the findings are applicable to lecturers in designing more appropriate teaching strategies and establishing explicit pronunciation instructions including stress pattern of English word stress.

B. Suggestion

Based on the data above, the suggestion offer to the next researcher :

1. This study was conducted with a limited number of 18 participants. A further study should increase the number of participants to enhance the degree of generalization, and also broaden the target sample to graduate students in other fields to observe similarities or differences of the research.

2. Due to the time constraint, the participants were asked to complete the test by producing the words with a limit time. Future research should investigate the real production of words as that seems to be more natural and more reliable.

3. It is recommended that a future study should compare groups of students with different characteristics such as age, exposure to English, or phonetics ability to find statistical significance of factors affecting pronunciation.

4. It would be interesting for a future study to explore the stress competence in other complex words

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APPENDICES

Supervisor Determination

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3368 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

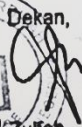| Menetapkan | : | KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022; |
| Kesatu | : | Menunjuk saudara; 1. Dr. Zulfah, M.Pd.
 2. Humaeroah, M.Pd. |

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Karmita
NIM	:	19.1300.015
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Analysis of Word Strees Problems Encountered By English Departement Students at IAIN Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 September 2022

Dekan,

Zulfah

Research Instrument

<table>
<tr>
<td rowspan="2">

PAREPARE
(logo)</td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang 91113 Telp.(0421)21307</td>
</tr>
<tr>
<td>RESEARCH INSTRUMENT VALIDATION
THESIS WRITING</td>
</tr>
</table>

NAME OF STUDENT   : KARMITA

STUDENT REG. NUMBER   : 19.1300.015

FACULTY   : TARBIYAH

STUDY PROGRAM   : ENGLISH EDUCATION

TITLE OF THE THESIS   : ANALYSIS OF WORD STRESS MISTAKE IN
READING ALOUD OF ENGLISH DEPARTMENT
STUDENTS AT IAIN PAREPARE

TEST GUIDELINES

1. The carpet was a wedding present from the Prime Minister
2. They're not clever enough to find the code.
3. The local bus service was a poor substitute for their car.
4. Patients often reject transplanted organs.
5. I did not mean to insult you.
6. I don't enjoy physical activities
7. I had to fill in this really complicated form.
8. The family all play instruments
9. A government enquiry has been launched.
10. She's quite an interesting woman
11. I often see him in the garden.
12. The official transfer of ownership will take a few days to complete.
13. The book was better than I expected.
14. His diaries do not contain any secret revelation.
15. The company is accused of child exploitation, which is a very serious charge
16. Television is an increasingly important means of communication.

17. The assimilation of <u>ethnic</u> Germans in the US was <u>accelerated</u> by the two <u>world</u> <u>wars</u>.
18. It's <u>important</u> for <u>children</u> to get a good education.
19. I don't <u>tend</u> to <u>trust</u> first impression
20. Eating so late at <u>night</u> cannot be good for anyone's digestion.
21. The <u>medicine</u> <u>left</u> an unpleasant <u>aftertaste</u>.
22. It's one of the fundamental <u>differences</u> between men and women.
23. I'm <u>looking</u> for a <u>job</u> which will <u>enable</u> me to develop my <u>skills</u>.
24. I <u>try</u> to use <u>olive</u> <u>oil</u> whenever <u>possible</u>.
25. This <u>film</u> is good <u>family</u> entertainment .
26. She's taking an <u>evening</u> <u>class</u> in photography.
27. she was writing a <u>book</u> on the geology of <u>Australia</u>.
28. I had no <u>reason</u> to <u>question</u> the validity of her <u>arguments</u>.
29. He <u>died</u> in mysterious <u>circumstances</u>
30. There's no <u>doubting</u> her ability
31. Colin Lamb has taken over responsibility for this <u>project</u>..
32. The accessibility of <u>online</u> <u>information</u> is an <u>important</u> <u>consideration</u>.
33. He has no <u>authority</u> over his students
34. You can <u>land</u> a <u>plane</u> on <u>water</u> in an emergency
35. Company <u>profits</u> have <u>doubled</u> since the <u>introduction</u> of new technology.
36. I must apologize to Isobel for my <u>lateness</u>.
37. Amnesia can be <u>caused</u> by emotional <u>trauma</u>.
38. He can't decide <u>whether</u> to <u>buy</u> it.
39. Grey kangaroos represent an ideal host species-pair
40. The different <u>sizes</u> of <u>eggs</u> are <u>sorted</u> by a machine.
41. Our <u>clothes</u> <u>sell</u> so well in this <u>country</u> that we have <u>no</u> need to export.
42. He compose a <u>poem</u> for his <u>wife</u>.
43. Her <u>reply</u> corresponded with yours
44. He is <u>trying</u> to persuade <u>local</u> and <u>foreign</u> businesses
45. He used <u>compasses</u> to describe a <u>circle</u>.
46. I have engaged a <u>secretary</u> to <u>deal</u> with all my <u>paperwork</u>.
47. I <u>asked</u> her what the <u>time</u> was, but she didn't respond.
48. Sometimes I don't understand James.
49. It's <u>their</u> <u>problem</u> and I'm not going to interfere.
50. The <u>sun</u> disappeare behind a <u>cloud</u>.

Key Word

Present /n/	Reve**la**tion	Pho**to**graphy	Deci**de**
Clever	Exploi**ta**tion	Ge**o**logy	Kanga**roo**
Substitute	Communi**ca**tion	Va**li**dity	Ma**chine**
Reject /n/	Assimi**la**tion	My**ster**ious	E**xport** /v/
Insult /n/	Edu**ca**tion	A**bi**lity	Com**pose**
Physical	Im**press**ion	Responsi**bi**lity	Corre**spond**
Complicated	Di**ges**tion	Accessibility	Per**suade**
Instrument	Un**pleas**ant	Au**tho**rity	De**scribe**
Government	Fun**damen**tal	E**mer**gency	En**gage**
Interesting	De**vel**op /v/	Tech**no**logy	Re**spond**
Often	When**ever**	A**po**logize	Under**stand**
Transfer **/n/**	Enter**tain**ment	E**mo**tional	Inter**fere**
Better			Dissa**pear**

Questionnaire

No.	Items	Scale			
		1	2	3	4
1.	I don't know the rules of word stress				
2.	I just learn the word stress material in university				
3.	I seldom doing pronounciation training				
4.	I am interested to learn more about word stress				
5.	I am not used to word stress because Indonesian don't have stressed word.				

The Score of Reading Sentences Test

No.	Name	Initial	Ult	Penult	Ant
1.	RN	6	4	7	4
2.	AA	6	5	4	4
3.	FR	8	3	6	5
4.	SA	10	3	7	1
5.	MAH	10	4	5	3
6.	NA	5	2	8	6
7.	HNF	7	4	2	5
8.	ML	5	4	8	7
9.	NA	5	2	6	4
10.	PA	5	4	5	5
11.	AAPM	6	5	5	5
12.	AL	8	7	9	4
13.	NR	7	5	9	9
14.	NH	6	6	4	8
15.	RM	4	2	5	8
16.	AL	4	5	4	6
17.	APP	9	6	5	3
18.	RS	7	3	2	5
Total		**118**	**74**	**101**	**92**

The Students Answer in Questionnaire

Kuesioner Penyebab Kesalahan Kata Dalam Membaca Nyaring

Description

1=Never

2= Rarely

3=Sometimes

4=Always

Name *

Annisa Ahmad

Academic Year *

Semester 4

I know the rules of word stress *

- (●) 1
- ( ) 2
- ( ) 3
- ( ) 4

I learn the word stress material in university *

- ( ) 1
- ( ) 2
- (●) 3
- ( ) 4

I am doing pronounciation training *

- ( ) 1
- (●) 2
- ( ) 3
- ( ) 4

I have no motivation to learn more about word stress *

- ( ) 1
- ( ) 2
- ( ) 3
- (●) 4

I am used to word stress because Indonesian don't have stressed word *

- (●) 1
- ( ) 2
- ( ) 3
- ( ) 4

Formulir ini dibuat dalam IAIN PAREPARE.

Google Formulir

XI

Kuesioner Penyebab Kesalahan Kata Dalam Membaca Nyaring

Description

1=Never

2= Rarely

3=Sometimes

4=Always

Name *

NORMA

Academic Year *

2020

I know the rules of word stress *

- ◉ 1
- ○ 2
- ○ 3
- ○ 4

I learn the word stress material in university *

- ◉ 1
- ○ 2
- ○ 3
- ○ 4

I am doing pronounciation training *

- ◉ 1
- ○ 2
- ○ 3
- ○ 4

I have no motivation to learn more about word stress *

- ○ 1
- ○ 2
- ◉ 3
- ○ 4

I am used to word stress because Indonesian don't have stressed word *

- ◉ 1
- ○ 2
- ○ 3
- ○ 4

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Google Formulir

XII

Kuesioner Penyebab Kesalahan Kata Dalam Membaca Nyaring

Description

1=Never

2= Rarely

3=Sometimes

4=Always

Name *

Siti Amilah

Academic Year *

2021

I know the rules of word stress *

○ 1
◉ 2
○ 3
○ 4

I learn the word stress material in university *

◉ 1
○ 2
○ 3
○ 4

I am doing pronounciation training *

◉ 1
○ 2
○ 3
○ 4

I have no motivation to learn more about word stress *

○ 1
○ 2
○ 3
◉ 4

I am used to word stress because Indonesian don't have stressed word *

◉ 1
○ 2
○ 3
○ 4

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Google Formulir

XIII

The Total Score of Questionnaire

No.	Name	Questionnaire				
		Item 1	Item 2	Item 3	Item 4	Item 5
1.	RN	1	3	2	4	1
2.	AA	2	1	1	4	1
3.	FR	1	1	1	3	1
4.	SA	4	2	3	1	1
5.	MAH	3	3	2	4	1
6.	NA	2	2	3	4	3
7.	HNF	3	2	3	3	2
8.	ML	2	2	2	2	2
9.	NA	2	3	3	4	3
10.	PA	2	4	2	4	4
11.	AAPM	4	3	4	3	3
12.	AL	2	3	2	4	3
13.	NR	3	4	2	2	3
14.	NH	2	2	2	2	2
15.	RM	3	3	2	2	3
16.	AL	1	1	1	4	4
17.	APP	2	3	2	3	3
18.	RS	2	4	1	2	4

Scale

1 = Never

2= Rarely

3 = Sometimes

4 = Always

Documentation

Research Recommendation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 🕾(0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.2228/In.39/FTAR.01/PP.00.9/06/2023   05 Juni 2023
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

     Kota Parepare

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Karmita
Tempat/Tgl. Lahir	: Parepare, 5 April 2000
NIM	: 19.1300.015
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jl. Ketilang No.27A, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Analysis Of Word Stress Mistake In Reading Aloud Of English Departement Students At IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP 19830420 200801 2 010

Tembusan:

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

XVI

Research Allowances

SRN IP0000503

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 504/IP/DPM-PTSP/6/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA   **M E N G I Z I N K A N**

NAMA   : **KARMITA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan   : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT   : **JL. KETILANG KOTA PAREPARE**
UNTUK   : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **ANALYSIS OF WORD STRESS MISTAKE IN READING ALOUD OF ENGLISH DEPARTMENT STUDENTS AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN   : **08 Juni 2023 s.d 08 Juli 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal :   **12 Juni 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina Tk. 1 (IV/b)
NIP   : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  İnformasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Completion of Reseacrh Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.3256/In.39/FTAR.01/PP.00.9/07/2023

Yang bertanda tangan di bawah ini,

Nama	: Dr. Zulfah, M.Pd.
NIP	: 19830420 200801 2 010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Dekan Fakultas Tarbiyah
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Karmita
NIM	: 19.1300.015
Fakultas/Prodi	: Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	: Jl. Ketilang, Kota Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2023 sampai dengan bulan Juli 2023, dengan judul penelitian "Analysis Of Word Stress Mistake In Reading Aloud Of English Department Students At IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 20 Juli 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

XVIII

CURRICULUM VITAE

Karmita, the writer was born on April 5th 2002 in Parepare, Sulawesi Selatan. She is the third child in her family, her father's name is Syafaruddin and Her mother's name is Hj. Nurjaya, she is student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2008 at SDN 8 Parepare and graduated on 2013, while at the same year she study in SMPN 2 Parepare and then continued her study in SMAN 1 Parepare and graduated 2019. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "Analysis of Word Stress Mistake in Reading Aloud of English Department of IAIN Parepare"