

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STRESS PLACEMENT IN THE
STUDENTS' PRONUNCIATION AT ELEVENTH GRADE
SENIOR HIGH SCHOOL 1 PEKALONGAN**

By:
PUSPA ANGGRAENI
Student number: 1701070041



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445H / 2024M**

AN UNDERGRADUATE THESIS
**AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS`
PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1
PEKALONGAN**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO LAMPUNG

1445 H / 2024 M



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APPROVAL PAGE

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STUDENTS' PRONUNCIATION AT ELEVENTH GRADE
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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr. Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE

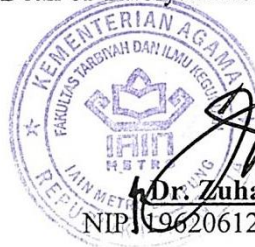
No. 6 - 2431 / ln.28.1 / D/PP-009 / 06 / 2024.

An Undergraduate thesis entitled: “AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS’ PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1 PEKALONGAN”, Puspa Anggraeni, student number 1701070041, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, May 22nd 2024 at 10.00 – 12.00 a.m.

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**AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS'
PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1
PEKALONGAN**

ABSTRACT

**BY:
PUSPA ANGGRAENI**

This research aims to 1) find out how students pronounce word stress, 2) find out what types of word stress are difficult for eleventh grade students at SMA N 1 Pekalongan. It is hoped that the results of this research will be useful for students and teachers, especially regarding word stress in pronunciation.

This form of research is qualitative research. Then the subjects in this research were eleventh grade students at SMA N 1 Pekalongan. Researchers analyzed the data in this study using the Miles and Huberman model, namely through several steps such as data collection, data reduction and data display. Data was collected by means of documentation and observation. This research used student recordings as a data.

Researchers found that the stressed pronunciation of eleventh grade students at SMA N 1 Pekalongan was still not correct. The students experience inaccuracies in word stress in both by-syllabic and polysyllabic words. Apart from that, researchers also found that the most difficult words for students were polysyllabic words. Several factors cause inaccuracies in students' pronunciation of word stress, namely that students are not familiar with word stress. Another factor is that students still have difficulty pronouncing words that have more than two syllables.

It can be concluded that eleventh grade students at SMA N 1 Pekalongan still experience difficulties with pronunciation, especially the placement of word stress. Then students experienced the most inaccuracy in placing word stress in words that had more than two syllables. So it can be said that polysyllabic words or words with more than two syllables are the most difficult for students to pronounce with the right word stress.

Keywords: English, pronunciation, word stress, stress placement

ANALISA PENEMPATAN PENEKANAN PADA PENGUCAPAN SISWA KELAS SEBELAS DI SMA NEGERI 1 PEKALONGAN

ABSTRAK

Oleh:
PUSPA ANGGRAENI

Penelitian ini bertujuan untuk 1) mengetahui bagaimana pengucapan penekanan kata siswa, 2) mengetahui jenis penekanan kata yang sulit bagi siswa kelas sebelas di SMA N 1 Pekalongan. Hasil penelitian ini diharapkan berguna untuk siswa maupun guru khususnya pada penekanan kata dalam pengucapan.

Bentuk penelitian ini adalah penelitian kualitatif. Kemudian subjek dalam penelitian ini adalah siswa kelas sebelas di SMA N 1 Pekalongan. Peneliti menganalisis data pada penelitian ini menggunakan model Miles and Huberman yaitu melalui beberapa langkah seperti data collection, data reduction dan data display. Data dikumpulkan dengan cara dokumentasi dan observasi. Dimana dalam penelitian ini peneliti menggunakan hasil rekaman siswa.

Peneliti menemukan bahwa pengucapan penekanan kata siswa kelas sebelas di SMA N 1 Pekalongan masih belum tepat. Yang mana siswa mengalami ketidaktepatan dalam penekanan kata baik pada jenis kata *bysyllabic* maupun kata *polysyllabic*. Selain itu peneliti juga menemukan kata yang paling sulit bagi siswa ialah kata jenis *polysyllabic*. Beberapa faktor penyebab terjadinya ketidaktepatan dalam pengucapan penekanan kata siswa yaitu siswa tidak familiar terhadap penekanan kata. Faktor lainnya siswa juga masih kesulitan dalam pengucapan kata yang memiliki lebih dari dua suku kata.

Dapat disimpulkan bahwa siswa kelas sebelas di SMA N 1 Pekalongan masih mengalami kesulitan pada pengucapan, khususnya penempatan penekanan kata. Kemudian siswa mengalami ketidaktepatan penempatan penekanan kata paling banyak pada kata yang memiliki lebih dari dua suku kata. Sehingga dapat dikatakan bahwa jenis kata *polysyllabic* atau kata dengan lebih dua suku kata adalah yang paling sulit bagi siswa untuk mengucapkannya dengan penekanan kata yang tepat.

Keywords: Bahasa Inggris, pengucapan, penekanan kata, penempatan penekanan

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 2 May 2024
The reseacher



PUSPA ANGGRAENI
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Menyatakan bahwa skripsi ini merupakan hasil penelitian peneliti, kecuali bagian-bagian tertentu yang dikutip dari bibliografi yang disebutkan.

Metro, 2 May 2024

Peneliti



PUSPA ANGGRAENI
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MOTTO

وَهْدُوا إِلَى الطَّيِّبِ مِنَ الْقَوْلِ وَهْدُوا إِلَى صِرَاطِ الْحَمِيدِ ٢٤

*“For they have been guided to the best of speech, and they have been guided to
the Commendable Path”*

(Al-Hajj: 24)

Raise your words, not voice. It is rain that grows flowers, not thunder

(Rumi)

DEDICATION PAGE

This undergraduate thesis would dedicate to the:

- 1. My beloved parents and sister, Mr. Nur Samsu, Mrs. Sri Nur Siati and Leni Megawati who gives understanding and supports to finish this thesis.*
- 2. My sponsor Dr. Aria Septi Anggaira, M.Pd who has guided me well to finished my under graduated thesis.*
- 3. My nephew Zaviero Mikael and my niece Zahira Malaika who has always pray the good things for me*
- 4. My friends, Eka Maisyaroh and Yesi Oktavia who always listen and give motivation to finish this thesis*
- 5. My beloved Almamater at State Institute for Islamic Studies of Metro.*

ACKNOWLEDGMENT

First of all, thanks to Allah SWT the Most Gracious and Merciful, for his amazing gifts which allowed the researcher to complete this undergraduate thesis. That blessing and gift is what kept the researcher from giving up today. Then, may our dear Prophet Muhammad SAW, who taught us how to live in harmony, always have peace and blessings upon him. Moreover, the title of this research is “AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS’ PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1 PEKALONGAN”.

The second, this undergraduate thesis is one of the requirements for completing undergraduate education in the English Department at IAIN Metro in order to obtain a Bachelor of Education Degree (S.Pd). In completing this thesis, the researcher has received a lot of help and guidance from many individuals. Therefore, the researcher wishes to express her deepest gratitude to the following:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and the Teaching Faculty of Metro Islamic State Institute (IAIN) Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I as Head of the English education department which motivated me to immediately complete this undergraduate thesis.
4. Dr. Aria Septi Anggaira, M.Pd as the supervisor in writing this thesis who provided a lot of direction, guidance, motivation, suggestions, and time for completing this thesis.

5. All my lectures of IAIN Metro, who have given me knowledge and information.
6. Teachers, staff and students of SMA N 1 Pekalongan who have provided me the opportunity to conduct this research.
7. My beloved family who always pray and support me in finishing this research.
8. All my friends who have helped me in finishing this undergraduate thesis.

Finally, the researcher is very grateful to the many individuals who helped the researcher in completing this undergraduate thesis. Then the researcher also apologizes for not being able to mention one by one the individuals who helped in completing this undergraduate thesis. Furthermore, the researcher hopes for criticism and suggestions that can make this research better. Moreover, the researcher hopes that this research can be useful for readers.

Metro, 2 May 2024

The Researcher,



PUSPA ANGGRAENI

St.Number 1701070041

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language that is used as an international language to make people easier to communicate with others. In addition, English is also created as a subject in school. As in Indonesia, English is a part of the subject that students must learn. However, the difference in language between English and mother tongue causes several obstacles for students, one of which is pronunciation.

According to Namaziandost, many people who thought the pronunciation is the sounds that generated when speaking, but the pronunciation more than it. Pronunciation is the formation of sounds used to create the messages.¹ In the other words, pronunciation is a part of the sound that can help people to convey the meaning of the word. It means that a clear pronunciation will give the effect of the meaning that is conveyed.

Furthermore, there are several aspects of pronunciation, namely accuracy, fluency, intonation, and stress. Therefore, these aspects are needed in mastering pronunciation. Pronunciation is also included in the area of phonology. Phonology is a branch of linguistics that studies the structure of sound.

¹ Ehsan Namaziandost and Fariba Rahimi Esfahani, "The Effect Of Teaching Phonological Rules On English Pronunciation Among Iranian Pre-Intermediate Efl Learners," *IJLRES - International Journal on Language, Research and Education Studies* 3, no. 1 (2019): 4–5.

Moreover, pronunciation has an important role in the communication process because the accuracy of the message conveyed from the speaker to the listener depends on the content accuracy and the pronunciation quality. Then, in English pronunciation, the inappropriate way to pronounce a consonant or a vowel in a word will cause a different meaning. In addition, by a good mastery of pronunciation mastery, the speaker can convey the message appropriately. It can support self-confidence in speaking about a topic.

Furthermore, the good quality of pronunciation mastery makes the people easy to achieve in many aspects, especially in education and career aspects. In education, pronunciation mastery will make the students easy to communicate effectively so they can communicate in various communities at local, national, and international levels. In addition, a good mastery of pronunciation can make students be spared from speaking or reading mistakes.

Moreover, in economic, or career aspects, pronunciation mastery contributes significantly because it will facilitate people to develop career targets. The speakers with good pronunciation mastery can certainly make them easy to communicate with foreigners so they can develop their career abroad. Moreover, good pronunciation can help the speakers in presenting a report or explanation of a product in a meeting. Currently, in some companies, English pronunciation mastery is one of the requirements in applying for a job.

However, pronunciation mastery is not easy. There are many obstacles in the pronunciation process. The basic problem is the students have low English vocabulary mastery so that students have difficulty in producing English words. The differences between Indonesia and English also become another factor in the lack of mastery of students' English vocabulary. This is because students just memorize vocabulary without practicing every day so that often memorized vocabulary is forgotten.

Besides that, another difficult factor in pronunciation is stress and sound words. That is because of the lack of students' understanding of phonetic symbols, so it makes difficult for students to pronounce words with correct stressing and sounds. In addition, the differences in the sound system between a mother tongue and English caused the students have errors in pronouncing some English sounds because the students do not find these sounds in their mother tongue.

One phenomenon that occurs in pronunciation activities is stress placement. Stress is a stress placement that is put on the particular syllable in a word, phrase, or sentence.² Moreover, stress placement can make a rhythm and also the meaning of language. It is because the syllable which gives the stressed would louder, longer and higher in pronounce it. This is important especially if a native speaker wants to understand an English word that we speak. Stress placement is a syllable that is not always the same.

Stress placement usually occurs at the beginning, in the middle, or often in

² T P Himadri and Vidushi Sharma, "A Study Of Stress In English Pronunciation Faced By English As Second Language (Esl) Learners In India," *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)* 6, no. 7 (2018): 115.

the last syllable section. Therefore, it can be concluded that stress placement is a tool used to convey the meaning of words or sentences.

Meanwhile, the function of the stress placement itself is to show the speaker's expression of feelings. It means that the stress placement can clarify the meaning to be conveyed. By using stress placement, the mistakes can be minimized so the meaning is clear. The example of stress placement in syllables such as KITchen, POSTman, oRIGinally, deFEctive, etc.

In line with the description above, the researcher has conducted a pre-survey to determine the pronunciation ability of students in Senior High School 1 Pekalongan. The pre-survey was conducted on April 7, 2021, at Senior High School 1 Pekalongan. The purpose of this pre-survey is to determine the students' pronunciation ability, especially in applying stress placement in pronunciation. Then, based on the results of the survey, the researcher obtained data related to stress placement, that is:

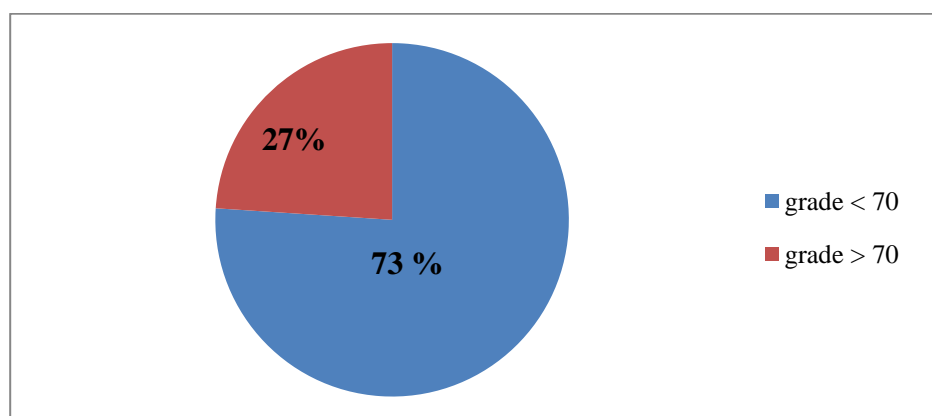


Figure I. Pre-survey Results of Pronunciation Ability of Eleventh Graders at SMAN 1 Pekalongan.

Connected with the results of the pre-survey above, it can be seen that the percentage of students whose pronunciation ability achieve the passing grade is 27%. Meanwhile, the percentage of students who did not achieve the passing grade was 73%. This shows that students who do not achieve passing grades are more than students who can achieve passing grades. It means that the pronunciation habits of eleventh graders are still lacking. Especially in stress placement on student's pronunciation. Students still have the mistake in the right stress placement on pronunciation.

Based on the description above, the researcher intends to explore the phenomenon of stress placement in pronunciation of the eleventh graders in SMAN 1 Pekalongan. The researcher will conduct a qualitative study. Therefore, the researcher constructs a research proposal entitled "*An Analysis of Stress Placement in Students' Pronunciation at eleventh grade SMAN 1 Pekalongan.*"

B. Research Question

Based on the background of the study, the researcher had determined the research question as follows:

1. How is the pronunciation of word stress placement of the eleventh graders at SMA N 1 Pekalongan?
2. What is the most difficult word stress placement that is pronounced by the eleventh graders at SMA N 1 Pekalongan.

C. Objective and Benefits of the Study

1. Objective of the Study

Based on the research questions above, there are objectives of the study as follows:

- a. To analyze the pronunciation of word stress placement among the eleventh graders at SMA N 1 Pekalongan.
- b. To investigate the most difficulties of word stress placement pronounced by the eleventh graders at SMA N 1 Pekalongan.

2. Benefit of the Study

The benefits of this research are as follows:

a. For the Students

This research hopefully can give information to students related to the mastery of their pronunciation, especially in stress placement. Then they can realize the type of stress placement that is for them. By knowing this, it is expected that students can take a solute step by practicing the pronunciation of English vocabulary so that the quality of their pronunciation becomes better.

b. For English Teachers

This research hopefully can give information to English teachers related to their students' abilities in pronunciation of English vocabulary specifically related to stress placement. In addition, teachers can also find out the most difficult types in the stress placement spoken by their students. Then after knowing this, it is

hoped that the teacher can provide a solution or motivate students to be more active and train students to deploy English vocabulary with the appropriate rules.

c. For Other Researchers

This research hopefully can give the information to other researchers not only related to the theory of stress placement but also a technical level of research related to stress placement in student pronunciation. By knowing this, other researchers can make this research one of the references in developing further research.

D. Prior Research

This research will be conducted by considering some prior research as a reference. Here is some prior research as follows:

The first prior research was conducted by Misfer and Busabaa in their journal, 2019.³ The objective of this study is to investigate the problems of English foreign language Female Students at the Faculty of Languages and Translation, King Khalid University in assigning stress accurately. The research method of this study is a descriptive-analytical method. The research sample consists of 10 questionnaire items given to 60 students. Then the finding of this study indicates that participants did not show evidence of rule application, even though they learned word stress

³ Zahra Ahmed Misfer and Najat Ahmed Busabaa, "Stress Placement and the Difficulties Encountered by Female EFL Students in Saudi Arabian Context," *Arab World English Journal*, no. 1 (December 15, 2019): 32.

placement rules.

The second prior research was conducted by Khan, Ullah, and Khan in their journal, 2017.⁴ The study used qualitative methods. The objective of this research is to investigate the pattern of English (primary) word stress in quadri-syllabic and five-syllabic suffixed words and their roots by Pashto speakers in Khyber Pakhtunkhwa of Pakistan and the effect of suffixation on stress placements. The data source of research is from sixteen Pashto language native speakers in Khyber Pakhtunkhwa Pakistan. Then, the finding of this research study is indicated that the main stress pattern varies between quadri-syllable and five-syllable suffixed words. The three types of suffixes in English emphasize different degrees of effect on the stress placement of the subject, which can affect the correct amount of production by the subject. The findings also reveal the fact that there is extreme unawareness of the strong stress shifting effect by Pashto speakers in Khyber Pakhtunkhwa, thus requiring more attention.

The third prior research was conducted by Weda in his journal, 2019.⁵ The study used the qualitative method. The objectives of this research are to find out the types of English stress shifts made by university students, and the most frequently English stress shift made by students. The data source of the research is 27 students of the first semester of English

⁴ Afzal Khan, Inayat Ullah, dan Aziz Ullah Khan, "Stress Placement in English Quadri-Syllabic and Five-Syllabic Suffixed Words and Their Roots by Pashto Speakers in Khyber Pakhtunkhwa of Pakistan," *International Journal of English Linguistics* 7, no. 6 (27 September 2017): 123

⁵ Sukardi Weda, "Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE)," *International Journal of English Linguistics* 2, no. 4 (June 20, 2012): 23.

Language and the Literature State University of Makassar who attended English Phonology subject. Then the finding of this research are the most of the students could not identify word stress, monosyllabic, dissyllabic, tri-syllabic word, words with suffixes or words with prefixes and the highest frequency of English stress made by students is words with suffixes, following by tri-syllabic, dissyllabic, and monosyllabic word, while words with prefixes are minor one.

Based on the previous research above, it is known that the previous research has similarities with the research conducted by the researcher. The similarity located in the research topic, namely the stress placement. In addition, there are also differences between previous research and research conducted by the researcher. The difference is in the research data source where the first research data source is sixty female students in the language and translation faculty. Then, the data source for the second study was sixteen native Pashito speakers in Khyber Pakhtunkhwa Pakistan. Furthermore, the data sources of previous research were twenty-seven first semester students in English Language and the Literature State University of Makassar who attended English Phonology subject. Meanwhile, in this study, the researcher obtained data sources from eleventh grade students at SMA N 1 Pekalongan.

The difference between this research and previous research is that this research aims to determine the stress on words in the pronunciation of eleventh grade students at SMA N 1 Pekalongan, especially by-syllabic and

polysyllabic words. Then it was also discovered that the types of words that were difficult for students to pronounce with the right stress placement were polysyllabic. Apart from that, the difference between this research and previous research located in the research results. The results of this research reveal students' pronunciation of word stress and the types of word stress that are difficult for eleventh grade students at SMA N 1 Pekalongan. Moreover, in this research, researchers also provide several recommendations for teachers and students, especially about stress placement.

CHAPTER II

RIVIEW OF THE LITERATURE

A. The Concept of Pronunciation

1. The Definition of Pronunciation

According to Donna, and Janet pronunciation is one of the basic parts of oral communication.⁶ In other words, pronunciation is important in communication because good pronunciation will help the speaker in the process of communication. The pronunciation of correct foreign language words will influence the understanding of the pair in the process of speaking.

Then, according to Trask, pronunciation is the way in which speech sounds, especially connected sequences, are articulated by singular speakers or by grouping speaker.⁷ In other words, pronunciation is a way of transferring a word through sound. Sound is an important part of oral communication, so good pronunciation is important to facilitate communication. Therefore, there are no mistakes in interpreting the meaning of words.

According to Corner, pronunciation is to construct another arrangement of boxes relating to the sounds of English and to separate the plan of boxes which the practice for our local language has

⁶ Marianne Celce-Murcia, Donna Brinton, and Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (Cambridge ; New York: Cambridge University Press, 1996), 8.

⁷ Robert L. Trask, *A Dictionary of Phonetics and Phonology*, Reprinted (London: Routledge, 1996), 291.

so emphatically developed. Pronunciation is to build a new set of boxes corresponding to the sounds of English and to break down the arrangement of boxes which the habits of our native language have so strongly built up.⁸ In other words, the pronunciation of every word in another language is different from the first language, so the habit will be built as a place to build a new habit in pronouncing vocabulary in the target language. In addition, the listener will be familiar with the pronunciation of the target language and make the pronunciation better.

2. The Importance of Pronunciation

One of the important things in English is Pronunciation. Pronunciation is important because it does not matter how good a student's vocabulary or grammar is if no one can understand it.⁹ It means that a good choice of vocabulary or grammar is not enough to convey meaning without having good pronunciation. In addition, good pronunciation is important for English learners. This is necessary to communicate and improve students' speaking skills.¹⁰

Good pronunciation will increase students' confidence in communicating. In addition, listeners can also more easily understand the meaning spoken by students.

⁸ J.D.O Connor, *Better English Pronunciation*, 2nd edition (United Kingdom: Cambridge University Press, 1980), 3.

⁹ Lynda Yates and Beth Zielinski, *Give It a Go: Teaching Pronunciation to Adults* (Sydney: Macquarie University, 2009), 11.

¹⁰ Kinanty Kintamani, Asep Dudi Kurnia, and Didih Faridah, "The Use of Oral Peer Feedback to Minimize The Students' Errors In Pronouncing English Consonant Sounds /p/, /f/ and /v/ in Reading Aloud," *JALL Journal of Applied Linguistic and Literacy* 3, no. 1 (February 2019): 19.

Then, according to Pandya, everyone judges people from the way they communicate, so learners with poor pronunciation can be judged as uneducated, lacking in pronunciation knowledge or incompetent.¹¹ This shows that good pronunciation is something that learners must have. With good pronunciation, learners will have higher confidence and be able to communicate well.

Furthermore, according to Gilakjani, pronunciation should be seen as more than the production of correct phonemes but should be seen as just as important as grammar, syntax, and discourse which are an important part of communication.¹² The point is that pronunciation is something that cannot be ignored in English. Good pronunciation is just as important as any other part of the English language. For this reason, pronunciation mastery needs to be studied so that learners can have good pronunciation.

The conclusion is that pronunciation has an important role in English. Pronunciation is more than just the production of phonemes, it is just as important as any other part of the English language. In addition, good pronunciation also affects learners both in terms of psychology and their ability in English.

¹¹ Pandya Disha Prashant, "Importance Of Pronunciation In English Language Communication," *Voice of Research* 7, no. 2 (2018): 15.

¹² Abbas Pourhosein Gilakjani, "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction," *International Journal of Humanities and Social Science* 2, no. 3 (2012): 127.

3. The Features of Pronunciation

The features of pronunciation consist of as follow:¹³

a. Suprasegmental Features

Suprasegmental features refer to sounds at the macro level.

The important features for effective pronunciation at the suprasegmental level are linking, intonation and stress.

1) Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel.

2) Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication.

3) Word stress

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey: the overall rhythm of the utterance; the most meaningful part of the utterance. At the meaning level, some words are given more prominence than others to foreground which meaning is important.

¹³ Anne Burns and Stephanie Claire, *Clearly Speaking: Pronunciation in Action for Teachers* (Sydney: NCELTR, Macquarie University, 2003), 6–8.

b. Segmental Features

Segmental features relate to sounds at the micro-level. They include specific sounds within words (for example, l as in lamp, r as in ramp, a as in hat). Segmental features are divided into consonant, vowel and diphthong.

1) Consonant

A consonant is a sound that is articulated with some type of spoken constriction in the airflow.¹⁴ Then, the consonants can be voiced and unvoiced. In English there are 24 consonants such as p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, l, r, w, j. According to the vocal cord the consonant that can be voice such as b, d, g, v, z, ʒ, ʤ, ð, m, n, ŋ, l, r, w, j and the rest of consonants are unvoiced. Furthermore, to find out voiced or unvoiced consonants, you can put your finger on Adam's apple. If it produces a sound, the finger can feel the vibration of the consonant being spoken but if it does not make a sound then it will not feel anything. Furthermore, consonant sounds can be divided according to the place or way of articulation. The following is the classification of consonant explanations in the table:¹⁵

¹⁴ Richard V. Teschner & M. Stanley Whitley, "Pronouncing English a Stress-Based Approach with Cd-Rom" (Washington D.C: Georgetown University Press, 2004), 169.

¹⁵ Dra. M.I. Indriani, *Englis Pronunciation The English Speech Sounds Theory & Practice* (Jakarta: PT. Gramedia Pustaka Utama, 2001), 8.

		Place Of Articulation								
		Bilabial	Labio-Dental	Dental	Alveoreal	Post Alveoreal	Palato-Alveoreal	Palatal	Velar	Global
Manner Of Articulation	Complete Oral Closure								k, g	
	Plosive	p, b			t, d					
	Affricate						tʃ, dʒ			
	Nasal	M			n				ŋ	
	Intermittent Closure									
	Roll					r				
	Partial Closure									
	Lateral				l					
	Narrowing									
	Fricative		f, v	θ, ð	s, z		ʃ, ʒ			H
	Glide									
	Semi Vowel	W						J		

Figure II. Phonetic Table

Chief English Consonantal Articulation

2) Vowels

Vowel sounds are articulated as single sounds. They can be short (for example, ae as in cat) or long (a as in cart). A vowel is a speech sound produced with vibrating vocal cords and continuous unrestricted flow of air coming from the mouth.¹⁶ It means that vowels sound depends on the lips and tongue

¹⁶ Paulette Dale and Lilian Poms, *English Pronnciation Made Simple* (New York: Longman, 2005), 4.

position. Then, the well-known vowel in English are A, I, U, E O, but actually in English there are any 14 cardinal vowels i:, ɪ, e, æ, ɜ:, ə, ɑ:, ʌ, u:, ʊ, ɔ:, ɒ.

In addition, according to Ulrike, vowels are classified into three characteristics, namely vowel height, vowel location and lip position.¹⁷ Vowel height refers to the highest point of the tongue in relation to the roof of the mouth. High vowels are produced with the tongue near the roof of the mouth and for low vowels there is a considerable distance between the tongue and the roof of the mouth. Furthermore, high vowels such as /i/ in bee and low vowels such as /a/. The middle vowel is articulated with the tongue in the middle position i.e. between high and low. An example of a middle vowel is /e/ in bed. Then, vocal location refers to the part of the tongue that is raised during vocal production. The front vowels are raised toward the hard palate and the back vowels are raised toward the velum. Middle vowels are produced by lifting the center of the tongue. Furthermore, the lips can be round or not round. For example, round lips are when producing /u/ and not round when producing /i/.

3) Diphthong

A diphthong is a combination of two vowel sounds. It begins as one vowel and ends as another. Furthermore, some

¹⁷ Ulrike Gut, *Textbooks in English Language and Linguistics (TELL): Introduction to English Phonetics and Phonology*, vol. 1 (New York: Peter Lang, 2009), 29.

people assume that there are 9 diphthongs in English, but some others assume there are only 8 diphthongs. It is because /ɔə/ can be replaced by the vowel /ɔ:/. Here are 9 diphthongs: /aɪ/, /eɪ/, /ɔɪ/, /ɪə/, /eə/, /ɔə/, /aʊ/, /əʊ/.

B. The Concept of Stress Placement

1. The Definition of Stress Placement

According to Geoffrey, stress is a feature of words not only when the word contrasts phonemically with its minimal pair partner, but also in giving shape to a word as spoken.¹⁸ In other words, stress placement on spoken words will give the difference with the pronunciation without stress. This stress will give a significant difference in pronunciation. The stress placement in words usually occurs in the first syllable or last syllable, but in English, it cannot be used as a reference, because there are several rules of stress placement.

Then, a syllable is said to be stressed if it is given more prominence than the syllable on at least one side of it, commonly both; if it is the most prominent syllable in the word it is said to carry the main stress.¹⁹ In another word, the stress does not put in every syllable except in the word there is at least one syllable spoken more prominently, for example, the stress placement in the first syllable, so that it is pronounced a little more prominent or louder to signify the

¹⁸ Geoffrey Broughton, et al., *Teaching English as a Foreign Language* 2nd edition (USA: Routledge, 1980), 53.

¹⁹ Donka Minkova and Robert P Stockwell, *English Words: History and Structure* 2nd ed (New York: Cambridge University Press, 2009), 190.

placement of the stress is in the first syllable. For example, is the word “banana” that has three syllables, and the placement of the stress is in the second syllable of “Ba-Na-na” so that the second syllable will be pronounced more prominently.

Stress is so important for communication in English, native speakers use a combination of signals to make clear which syllable is stressed; there are loudness, contrastive vowel length, contrastive vowel clarity, and pitch change.²⁰ In other words, the stress in syllable pronunciation will be done by giving a little different to the syllables that are not stressed so that in the pronunciation the word will be more correct and natural.

2. The Function of Stress Placement

There is some great function of stress placement as follows:²¹

- a. The function of stress is to create contrast. In other words, stress is a safeway to reduce ambiguity in pronunciation.
- b. In normal speech, words and phrases simply do not have the slightest pauses between them. In such situations, stress can help listeners who are unfamiliar with the language by pointing out where the boundaries are and getting them to understand.
- c. The stress can help the listener determine what the speaker means.

Therefore, stress is important in pronunciation or speech.

²⁰ Judy B. Gilbert, *Teaching Pronunciation using the Prosody Pyramid* (Cambridge: Cambridge university press, 2008), 15.

²¹ Pelvis Birjandi and Mohammad Ali Salmani-Nodoushan, *An Introduction to Phonetics* (Tehran: Zabankadeh Publicatians, 2005), 104–5.

- d. Stress in English will help speakers to make better their understanding and speaking skills. That is because the correct placement of stress in pronunciation can make it clear what the speaker says.

Based on the description above, it can conclude that stress placement is important part in pronunciation. This is because the correct stress placement can make clear what speaker means. In addition, stress can help to make the pronunciation clearer and make it easier for listeners to understand.

3. The Principles of Deciding Stress Placement

In order to decide on the stress placement, it is necessary to make use of some or all of the following information:²²

- a. Whether the word is morphologically simple, or whether it is complex as a result either of containing one or more affixes (that is, prefixes or suffixes) or of being a compound word.
- b. The grammatical category to which the word belongs (noun, verb, adjective, etc).
- c. The number of syllables in the word.
- e. The phonological structure of those syllables.

Based on the description above, it can be concluded that there are several principles in determining the stress placement. Therefore, it can

²² Peter Roach, *English Phonetics and Phonology: A Practical Course*, 2nd ed (Melbourne: Cambridge University Press, 1991), 88.

be used as a reference to determine the placement of word stress in English.

4. The Indicators of Stress

Stress is one of important part in English communication. However to identification the stress placement is not easy. Here are four phonetic variables appear most significant as indicators of stress:²³

a. Intensity

In physiological terms, intensity is the greater effort of breathing and muscle energy associated with the stressed syllable. This is perceived by listeners as loudness.

b. Pitch variations

Pitch variation is an important factor in determining the placement of stress in English. Furthermore, stressed syllables are characterized by this large pitch change that occurs when a word becomes the focus of meaning. Stressed syllables are lengthened to make pitch changes easier to hear.²⁴ In English, higher pitches are usually associated with stronger stress.

c. Vowel Clarity

Another important indicator in English is clarity. Each stressed vowel is clearly distinguished from one another, while most unstressed vowels are reduced to schwa. Schwa, /ə/, is the second

²³ Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology*, 3 edition (New York: Routledge, 2013), 129.

²⁴ Judy B Gilbert, *Teaching Pronunciation: Using the Prosody Pyramid* (Cambridge, 2008), 19.

vowel sound on the sofa or lemon or the first and last vowel on a banana.²⁵ From the example the meaning is that in the second vowel sound of the sofa /'sɒfə/ or lemon /'lemən/ is included in the schwa /ə/ so it is unstressed.

d. Vowel Duration

Vowels in the middle of syllables vary in length for some reasons such as what kind of consonant sound follows the vowel, but the most important reason vowels in English words are lengthened or shortened is stress.²⁶ An example is the English Sarcasm ['sɑ:ikæzm], sarcastic [sɑ'kæɪstɪ:k], TV [tɪvi]. This means that the stressed syllable has a longer vowel duration than the unstressed one.

Based on what has been described above, it can be concluded that in determining stress the learners can pay attention to things such as intensity, pitch variation, vocal quality and vocal duration. This can help learners in determining the appropriate stress placement.

²⁵ Gilbert, 17.

²⁶ Gilbert, 16.

5. The Pattern of Word Stress

a. Bi-Syllabic Words

In two syllables, the choice of stress placement is still quite simple: the first or second syllable will be stressed. Two-syllable words generally emphasize the last syllable, but there are a few exceptions to memorize.

Bi-syllabic content words are stressed differently. The following hints are helpful for the placement of stress in bi-syllabic content words:²⁷

1) Verb

Bi-syllabic verbs are usually stressed according to their second syllable:

- a) If the second syllable of the bi-syllabic verb contains a long vowel or diphthong, then the second syllable is stressed.
Examples: in'crease, en'croach.
- b) If the bi-syllabic verb ends with more than one consonant, then the second syllable is stressed. Examples: co'llapse.
con'dense
- c) If the final syllable contains a short vowel and one or no final consonant, then usually, the first syllable will be stressed.
Examples: 'open, 'envy.

²⁷ Birjandi and Ali Salmani-Nodoushan, *An Introduction to Phonetics*, 108–9.

2) Adjective

Two syllable adjectives are stressed in the same way as verbs. It means that the three rules that apply in stress placement on verbs also apply to adjectives. Examples: dis'creet, dis'guised

3) Adverb

For adverbs, always notice that the ending -ly does not affect stress. Therefore, it is easy to put the -ly aside and to identify the stress in adverbs that have the same rule with verbs and adjectives. Examples: 'handsomely, 'manly.

4) Noun

Bi-syllabic nouns usually follow a different stress placement pattern.

- a) If the second syllable contains a short vowel, then the stress usually comes on the first syllable. Examples: 'labrum, 'chimney
- b) If the bi-syllabic noun does not go by rule 1, its stress will have to be placed on the second syllable. This is because nouns in this category are rare. Example: In'crease

b. Polysyllabic Words

For words with more than two syllables, the main stress is on the antepenultimate and penultimate syllable. There is some hint to stress placement on the polysyllabic:²⁸

1) Polysyllabic Noun

Polysyllabic nouns have stress on the antepenultimate and penultimate syllables. The following is the placement of stress in polysyllabic nouns:

- a) Polysyllabic nouns which are written with double vowel letters, for example *kanga 'roo*.
- b) The other set is polysyllabic nouns stressed on the final syllable have been borrowed from French which contain the ending -ette, -ade, -elle, -esque, -eur, for example 'cigarette, lemo'nade, бага'telle, pictu'resque, conno'isseur.
- c) Polysyllabic nouns have consonant groups after the penultimate vowel which end in -ics, for example, a'coustics, e'lectrics, ling'uistics, lo'gistics, mathe'matics, sta'tistics.

2) Polysyllabic Adjectives

Polysyllabic adjectives have the same basic stress pattern as polysyllabic nouns. The following is the placement of stress in polysyllabic adjectives:

- a) Adjectives groups with a consonant group after the

²⁸ Philip Carr, *English Phonetics and Phonology An Introduction*, 2nd ed. (Malden, MA, Oxford: Wiley-Blackwell, 2013), 178–80.

penultimate vowel, and get penultimate stress, e.g. dependent, catastrophic, indulgent, clandestine, momentous, objective, and tremendous.

- b) Polysyllabic adjectives ending in –ate. For example: deliberate, elaborate, fortunate, inadequate, and legitimate.

3) Polysyllabic Verbs

- a) Polysyllabic verbs with three or more syllables that have final primary stress, for example: entertain, intervene, and intersect.
- b) Polysyllabic verbs with ending -ate follow the basic antepenultimate primary stress pattern, as co-ordinate, deliberate, elaborate, investigate, origin.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The writer will conduct qualitative research to analyze the stress placement in students' pronunciation at SMA N 1 Pekalongan. According to Creswell, qualitative research is a method for investigating and understanding the sense of individuals or groups' credit to a social or human issue.²⁹In the other words, qualitative research means to explore and find out the problem of social or human in individuals or groups. In this case, this research will be done to analyze the pronunciation of word stress placement and to investigate the most difficulties of word stress pattern pronounced by the eleventh graders at SMA N 1 Pekalongan.

The focus of this research is descriptive qualitative research. Then, to explain the phenomena and summarize them, the researcher will conduct a case study. The purpose of the case study to collecting data in descriptive research is to get the good step in certain things. The aim of descriptive research is a representation of the condition that has existed now.³⁰ It means that descriptive qualitative research manages the data without manipulation.

²⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edition (Singapore: Sage Publication, 2009), 4.

³⁰ C.R. Kothari, *Research Methodology: Methods and Techniques*, 2nd edition (New Delhi: New Age International, 2004), 2.

B. Data Resource

In this research the researcher uses two kinds of data sources. They are primary and secondary.

1. Primary source

The primary source is original data that used as the basis for the research. It is a statement or direct evidence about a topic that is being considered. Then, the information present in original form, not explained or summarized, or evaluated by other researchers. The primary source of this research is the recorded English pronunciation of the eleventh grader of SMA N 1 Pekalongan. The total numbers of students are 15 students.

2. Secondary resource

Primary sources are usually used to support a particular thesis or argument or to make a reader receive a particular point of view. In addition, the researcher uses academic literature, academic journal, and documents that are connected to the research as secondary sources.

C. Data Collection Technique

1. Observation

Observation is the process of collecting information openly and directly through observation of people and places at the research location.³¹ As a form of data collection, observation has advantages and disadvantages. Its advantages include the opportunity to record information as it occurs in a setting, to investigate actual behavior, and to investigate individuals who have difficulty expressing ideas (eg, preschool children). Then, there are some disadvantages to the observation that one is limited to the sites and situations one can gain access to, and on those sites, one may have difficulty developing relationships with individuals. This may occur if the individual is unfamiliar with formal research (eg, non-university settings).

2. Documentation

Qualitative research can use written documents or other object to get comprehension related to the phenomenon under study.³² The data in this research will be collected using the documents technique. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. Furthermore, in this study, the researcher obtained data in the form of student voice recordings.

³¹ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition (Boston: Pearson Education, 2011), 213.

³² Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: WadsworthCengage Learning, 2010), 442

D. Data Analysis Technique

Analyzing the data is an important part of research study because the result will be a conclusion from all of the research. Data analysis means observing the tabulated material to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts as concurrently in new arrangements for interpretation. Qualitative data usually takes the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and classify or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis contains two aspects that consist of text analysis and involve developing a description and subject.

The researcher would apply Miles and Huberman model to analyze the data.³³ The components of this analysis model are pictured in this figure.

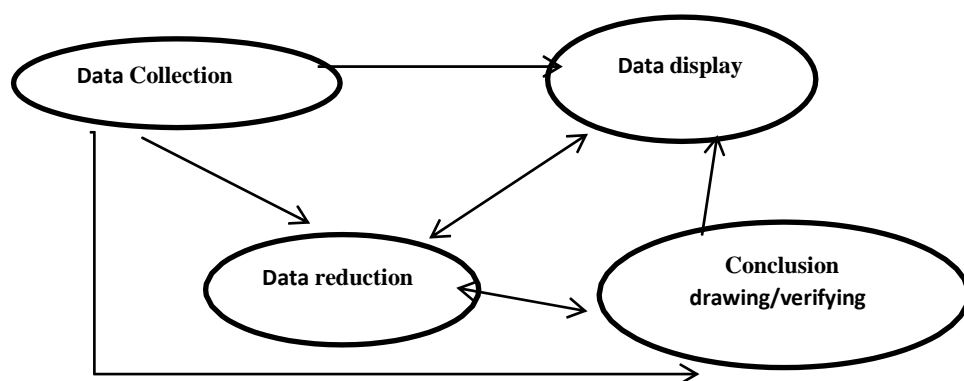


Figure III. Analysis Components of Miles and Huberman

³³ Matthew B. Miles and A. Michael Huberman, *An Expand Sourcebook Qualitative Data Analysis*, 2nd ed (Thousand Oak, California: SAGE Publications Inc, 1994), 12.

Model Data analysis by Miles and Huberman model conducts the following:³⁴

- 1) Data collection is the step when the writer gathers all data which are used to complete the research. In this stage the researcher came to SMA N 1 Pekalongan to collect data. This data is student records related to pronunciation, and stress.
- 2) The writer reduces the data obtained by summarizing and choosing specific things. In this case, researchers separate words that are needed from words that are not needed. The words needed are those that include by-syllabic and polysyllabic words.
- 3) To display the data, the writer usually uses graphics, figures, or charts. The display should be able to describe the content of entire the data. In this research the researcher used table data.
- 4) Lastly, the writer verifies the research by concluding of data findings. Therefore, it is concluded that the analysis of data contains some functions in analyze research data that include in; to make meaningful raw data, testing the null hypothesis, getting significant results, interpreting or generalize the inferences, and calculate parameters.

³⁴ Miles and Huberman, 10.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Description of Senior High School 1 Pekalongan

a. The History of Senior High School 1 Pekalongan

SMA N 1 Pekalongan is one of the public schools in East Lampung. This school is located in Kali Bening Village, Pekalongan District, East Lampung Regency. This school was built in 2001 with an area of 14,300 m². At this school there are two majors, namely Science and Social Sciences with five study days, Monday to Friday. SMA N 1 Pekalongan has been accredited A, based on certificate 458/BAN-SM/SK/2020.

Furthermore, SMA N 1 Pekalongan has undergone several leadership changes. Currently this school is led by Drs. Tumin.S.Pd.MM as the principal. This school is also has many facilities that support learning and teaching activities for students.

b. The Profile of Senior High School 1 Pekalongan

Name of School	: SMA N 1 Pekalongan
Status Accreditation	: A
Address	: Jl. Kamboja, Kalibening, Kec. Pekalongan, Kab. East Lampung, Lampung
Postal Code	: 34391

Email : sman1pekalonganlamtim@yahoo.co.id

Website : www.sman1pekalonganlamtim@ch.id

Telephone : 085645900104

The Status : Country

c. Vision and Mission of Senior High School 1 Pekalongan

1) Vision

The vision of Senior High School 1 Pekalongan is "The realization of Students who are Faithful, Intelligent, Skilled, Independent and Global Minded".

2) Mission

Senior High School 1 Pekalongan has the following missions:

- a) Cultivating faith and piety through the experience of religious teachings,
- b) Optimizing the learning process and guidance,
- c) Developing the field of science and technology based on the interests, talents and potential of students,
- d) Fostering independence and students through habituation activities, entrepreneurship, and self-development,
- e) Establish harmonious cooperation between school members and other related institutions.

d. The Condition of Teacher and Official Employee at Senior High School 1 Pekalongan

SMA N 1 Pekalongan has 56 teachers and employees in the 2022/2023 academic year. The number of teachers and staff at SMA N 1 Pekalongan can be identified as follows.

Table 4.1
The Data of the Teacher and Official Employees in Senior High School 1 Pekalongan

No	Position	Amount
1	Teacher	46
2	Official Employers	10
Total		56

e. The Condition of Student in SMA N 1 Pekalongan

SMA N 1 Pekalongan in the 2022/2023 school year has 355 students. The students consist of classes X, XI, and XII.

Table 4.2
The Condition of Students in Senior High School 1 Pekalongan in Academic Year 2022/2023

No	Class	Major					Amount
		MIPA			SOS		
		I	II	III	I	II	
1	X	25	26	22	21	22	116
2	XI	25	23	26	21	22	117
3	XII	25	25	25	24	23	122
Total							355

2. Description of Research Results

The results of this research are described in explaining the explanation of achieving research objectives related to the pronunciation of word stress placement and the most difficult word stress placement that was pronounced by eleventh graders at SMA N 1 Pekalongan. In conducting this research, the researcher collected data by documenting students' English language tasks related to words carried out in one learning session which was recorded directly by the researcher. This research was conducted with 15 students as participants. The research description includes the following:

- a. The Pronunciation of Word Stress Placement of Eleventh graders at SMA N 1 Pekalongan

This research aims to determine the placement of word stress in students' pronunciation. In this study, the researcher chose the eleventh grade science class 1 SMA N 1 Pekalongan as a representative of the sample population. Next, the researcher collected the data in the form of English assignment given by the English teacher. The assignments are about the record result of students' oral retelling toward the topic of Cheating and Instant Noodle. After that, the researcher listened to the students' recordings and wrote down the students' pronunciation. Then, the researcher selected the word stress that were pronounced by the students. Moreover, the researcher separate words that are by-syllabic and polysyllabic.

After that, the researcher will compare the student's pronunciation of word stress with the pronunciation of the word Oxford Advanced Learner's Dictionary 8th Edition as a reference for the correct placement of word stress. The results of this data are used to answer the first and second objectives of the research.

Next, to make the analysis easier, the researchers created the data in table form. This table is made based on the types of syllable that is by-syllabic and polysyllabic. The classification of student pronunciation data is as follows:

Student 1

Name	The Student's Pronunciation	The pattern of word stress	Oxford Dictionary	Stress Correction
AYA	A`void	By-syllabic	A`void (ə`vɔɪd)	
	Pre`vent	By-syllabic	Pre`vent (pri`vent)	
	En`force	By-syllabic	En`force (in`fɔ:s)	
	`Lower	By-syllabic	`Lower (ˈləʊə)	
	Cru`cial	By-syllabic	ˈCrucial (ˈkru:ʃl)	Misplaced
	Un`fair	By-syllabic	Un`fair (ʌn`fe:)	
	`Rather	By-	`Rather	

	syllabic	(ˈrɑːðə)	
ˈSometimes	By-syllabic	ˈSometimes (ˈsʌmtʌɪmz)	
Onˈly	By-syllabic	ˈOnly (ˈoʊnli)	Misplaced
Foˈcus	By-syllabic	ˈFocus (ˈfəʊkəs)	Misplaced
Learˈning	By-syllabic	ˈLearning (ˈlɜːnɪŋ)	Misplaced
ˈOrder	By-syllabic	ˈOrder (ˈɔːdə)	
ˈStudent	By-syllabic	ˈStudent (ˈstjuːdnt)	
ˈTeacher	By-syllabic	ˈTeacher (ˈtiːtʃə)	
ˈMaterial	Poly-syllabic	Maˈterial (məˈtɪəriəl)	Misplaced
Behaˈvior	Poly-syllabic	Beˈhavior (biˈheɪvjə)	Misplaced
Concluˈsion	Poly-syllabic	Conˈclusion (kənˈkluːʒn)	Misplaced
Conˈsequence	Poly-syllabic	ˈConsequence (ˈkɒnsɪkw(ə)ns)	Misplaced
ˈDishonest	Poly-syllabic	Disˈhonest (dɪsˈɒnɪst)	Misplaced
ˈNegative	Poly-syllabic	ˈNegative (ˈnegətɪv)	
Total misplaced word stress		By-syllabic 4 words	
		Polysyllabic 5 words	

Student 2

Name	The Student's Pronunciation	The pattern of word stress	Oxford Dictionary	Stress Correction
DR	A`void	By-syllabic	A`void (ə`vɔɪd)	
	`Prevent	By-syllabic	Pre`vent (pri`vent)	Misplaced
	Enfo`rce	By-syllabic	En`force (ɪn`fɔ:s)	Misplaced
	`Lower	By-syllabic	`Lower (`ləʊə)	
	Cru`cial	By-syllabic	‘Crucial (`kru:ʃl)	Misplaced
	`Unfair	By-syllabic	Un`fair (ʌn`fe:)	Misplaced
	`Rather	By-syllabic	`Rather (`rɑ:də)	
	`Sometime	By-syllabic	`Sometimes (`sʌmtʌɪmz)	
	`Only	By-syllabic	`Only (`oʊnli)	
	`Focus	By-syllabic	`Focus (`fəʊkəs)	
	`Learning	By-syllabic	`Learning (`lə:nɪŋ)	
	`Order	By-syllabic	`Order (`ɔ:də)	
	`Student	By-	`Student	

	syllabic	(ˈstju:dnt)	
ˈTeacher	By-syllabic	ˈTeacher (ˈti:tʃə)	
Mateˈrial	Poly-syllabic	Maˈterial (məˈtɪəriəl)	Misplaced
Behaˈvior	Poly-syllabic	Beˈhavior (biˈheɪvjə)	Misplaced
ˈConclusion	Poly-syllabic	Conˈclusion (kənˈklu:ʒn)	Misplaced
Conˈsequence	Poly-syllabic	ˈConsequence (ˈkɒnsɪkw(ə)ns)	Misplaced
ˈDishonest	Poly-syllabic	Disˈhonest (dɪsˈɒnɪst)	Misplaced
ˈNegative	Poly-syllabic	ˈNegative (ˈnegətɪv)	
Total misplaced word stress		By-syllabic 3 words	
		Polysyllabic 5 words	

Student 3

Name	The Student's Pronunciation	The pattern of word stress	Oxford Dictionary	Stress Correction
DRA	Aˈvoid	By-syllabic	Aˈvoid (əˈvɔɪd)	
	ˈPrevent	By-syllabic	Preˈvent (priˈvent)	Misplaced
	Enˈforce	By-syllabic	Enˈforce (ɪnˈfɔ:s)	

ˈLower	By-syllabic	ˈLower (ˈləʊə)	
Cruciˈal	By-syllabic	ˈCrucial (ˈkru:ʃl)	Misplaced
Unˈfair	By-syllabic	Unˈfair (ʌnˈfe:)	
ˈRather	By-syllabic	ˈRather (ˈrɑ:ðə)	
ˈSometime	By-syllabic	ˈSometimes (ˈsʌmtʌɪmz)	
ˈOnly	By-syllabic	ˈOnly (ˈoʊnli)	
ˈFocus	By-syllabic	ˈFocus (ˈfəʊkəs)	
ˈLearning	By-syllabic	ˈLearning (ˈlə:nɪŋ)	
ˈOrder	By-syllabic	ˈOrder (ˈɔ:də)	
ˈStudent	By-syllabic	ˈStudent (ˈstju:dnt)	
ˈTeacher	By-syllabic	ˈTeacher (ˈti:tʃə)	
ˈMaterial	Polysyllabic	Maˈterial (məˈtɪəriəl)	Misplaced
Behaˈvior	Poly-syllabic	Beˈhavior (biˈheɪvjə)	Misplaced
ˈConclusion	Poly-syllabic	Conˈclusion (kənˈklu:ʒn)	Misplaced
ˈConsequence	Poly-syllabic	ˈConsequence (ˈkɒnsɪkw(ə)s)	

)	
ˈDishonest	Poly-syllabic	Disˈhonest (dɪsˈɒnɪst)	Misplaced
ˈNegative	Poly-syllabic	ˈNegative (ˈnɛɡətɪv)	
Total misplaced word stress		By-syllabic 2 words	
		Polysyllabic 4 words	

Student 4

Name	The Student's Pronunciation	The pattern of word stress	Oxford dictionary	Stress Correction
CKW	Conˈsume	By-syllabic	Conˈsume (kənˈsju:m)	
	Afˌfect	By-syllabic	Aˌffect (əˈfɛkt)	Misplaced
	Conˈtain	By-syllabic	Conˈtain (kənˈteɪn)	
	ˈInstant	By-syllabic	ˈInstant (ˈɪnst(ə)nt)	
	ˈEasy	By-syllabic	ˈEasy (ˈi:zi)	
	ˈHealthy	By-syllabic	ˈHealthy (ˈhɛlθi)	
	ˈImmune	By-syllabic	ˈImmune (ɪˈmju:n)	
	ˈSecond	By-syllabic	ˈSecond (ˈsɛk(ə)nd)	
	ˈPeople	By-	ˈPeople	

	syllabic	(ˈpi:pl)	
ˈNoodle	By-syllabic	ˈNoodle (ˈnu:dl)	
ˈCertain	By-syllabic	ˈCertain (ˈsə:t(r)n)	
Chilˈdren	By-syllabic	ˈChildren (ˈtʃɪldrən)	Misplaced
ˈCarrot	By-syllabic	ˈCarrot (ˈkærət)	
ˈSpinach	By-syllabic	ˈSpinach (ˈspɪnɪtʃ)	
Cabˈbage	By-syllabic	ˈCabbage (ˈkæbɪdʒ)	Misplaced
ˈBody	By-syllabic	ˈBody (ˈbɒdi)	
ˈSystem	By-syllabic	ˈSystem (ˈsɪstɪm)	
ˈSubstance	By-syllabic	ˈSubstance (ˈsʌbst(ə)ns)	
Reguˈlarly	Poly-syllabic	ˈRegularly (ˈrɛɡjələli)	Misplaced
ˈRelatively	Poly-syllabic	ˈRelatively (ˈrelətɪvli)	
Ingreˈdient	Poly-syllabic	Inˈgredient (ɪnˈɡri:diənt)	Misplaced
ˈNutrition	Poly-syllabic	Nuˈtrition (njuˈtriʃn)	Misplaced
ˈDigestion	Poly-syllabic	Diˈgestion (dɪˈdʒɛstʃ(ə)n)	Misplaced

Coloring	Poly-syllabic	Coloring (ˈkʌlərɪŋ)	
Preservative	Poly-syllabic	Preservative (prɪˈzə:vətɪv)	Misplaced
Metabolism	Poly-syllabic	Metabolism (mɪˈtæbəlɪz(ə)m)	Misplaced
Propylene	Poly-syllabic	Propylene (ˈprəʊpɪli:n)	
Antifreeze	Poly-syllabic	Antifreeze (ˈæntɪfri:z)	Misplaced
Accumulation	Poly-syllabic	Accumulation (əkju:mjʊˈleɪʃn)	Misplaced
Addictive	Poly-syllabic	Addictive (əˈdɪktɪv)	Misplaced
Total misplaced word stress			By-syllabic 3 words
			Poly-syllabic 9 words

Student 5

Name	The Student's Pronunciation	The pattern of word stress	Oxford dictionary	Stress Correction
FW	Con'sume	By-syllabic	Con'sume (kənˈsju:m)	

`Affect	By-syllabic	A`ffect (ə`fekt)	Misplaced
`Contain	By-syllabic	Con`tain (kən`tem)	Misplaced
`Instant	By-syllabic	`Instant (`inst(ə)nt)	
`Easy	By-syllabic	`Easy (`i:zi)	
`Healthy	By-syllabic	`Healthy (`hɛlθi)	
I`mmune	By-syllabic	I`mmune (i`mju:n)	
`Second	By-syllabic	`Second (`sek(ə)nd)	
`People	By-syllabic	`People (`pi:pl)	
`Noodle	By-syllabic	`Noodle (`nu:dl)	
`Certain	By-syllabic	`Certain (`sə:t(ɪ)n)	
`Children	By-syllabic	`Children (`tʃɪldrən)	
`Carrot	By-syllabic	`Carrot (`karət)	
`Spinach	By-syllabic	`Spinach (`spɪnɪtʃ)	
Cab`bage	By-syllabic	`Cabbage (`kæbɪdʒ)	Misplaced
Bo`dy	By-syllabic	`Body (`bɒdi)	Misplaced

System	By-syllabic	System (ˈsɪstɪm)	
Substance	By-syllabic	Substance (ˈsʌbst(ə)ns)	Misplaced
Regularly	Poly-syllabic	Regularly (ˈrɛɡjʊləli)	Misplaced
Relatively	Poly-syllabic	Relatively (ˈrɛlətɪvli)	Misplaced
Ingredient	Poly-syllabic	Ingredient (ɪnˈɡriːdiənt)	
Nutrition	Poly-syllabic	Nutrition (njuˈtriʃn)	Misplaced
Digestion	Poly-syllabic	Digestion (dɪˈdʒɛstʃ(ə)n)	Misplaced
Coloring	Poly-syllabic	Coloring (ˈkʌlərɪŋ)	
Preservative	Poly-syllabic	Preservative (prɪˈzə:vətɪv)	Misplaced
Metabolism	Poly-syllabic	Metabolism (mɪˈtæbəlɪz(ə)m)	Misplaced
Propylene	Poly-syllabic	Propylene (ˈprəʊpɪliːn)	
Antifreeze	Poly-syllabic	Antifreeze (ˈæntɪfriːz)	Misplaced
Accumulation	Poly-syllabic	Accumulation (əkjuːmjʊˈleɪʃn)	Misplaced

	`Addictive	Poly-syllabic	A`ddictive (ə`dɪktɪv)	Misplaced
Total misplaced word stress			By-syllabic 5 words	
			Polysyllabic 9 words	

Students 6

Name	The Student's Pronunciation	The pattern of word stress	Oxford dictionary	Stress Correction
AP	`Consume	By-syllabic	Con'sume (kən`sju:m)	Misplaced
	`Affect	By-syllabic	A`ffect (ə`fekt)	Misplaced
	Con`tain	By-syllabic	Con`tain (kən`tem)	
	`Instant	By-syllabic	`Instant (`inst(ə)nt)	
	`Easy	By-syllabic	`Easy (`i:zi)	
	`Healthy	By-syllabic	`Healthy (`helθi)	
	Immune	By-syllabic	Immune (ɪ`mju:n)	
	`Second	By-syllabic	`Second (`sek(ə)nd)	
	`People	By-syllabic	`People (`pi:pl)	
	`Noodle	By-syllabic	`Noodle (`nu:dl)	

ˈCertain	By-syllabic	ˈCertain (ˈsə:t(ɪ)n)	
Chilˈdren	By-syllabic	ˈChildren (ˈtʃɪldrən)	Missplaced
ˈCarrot	By-syllabic	ˈCarrot (ˈkarət)	
ˈSpinach	By-syllabic	ˈSpinach (ˈspɪnɪʃ)	
ˈCabbage	By-syllabic	ˈCabbage (ˈkæbɪdʒ)	
ˈBody	By-syllabic	ˈBody (ˈbɒdi)	
ˈSystem	By-syllabic	ˈSystem (ˈsɪstɪm)	
Subsˈtance	By-syllabic	ˈSubstance (ˈsʌbst(ə)ns)	Misplaced
Reˈgularly	Poly-syllabic	ˈRegularly (ˈrɛɡjələli)	Misplaced
Reˈlatively	Poly-syllabic	ˈRelatively (ˈrɛlətɪvli)	Misplaced
ˈIngredient	Poly-syllabic	Inˈgredient (ɪnˈɡri:diənt)	Misplaced
ˈNutrition	Poly-syllabic	Nuˈtrition (njuˈtriʃn)	Misplaced
ˈDigestion	Poly-syllabic	Diˈgestion (dʌɪˈdʒɛstʃ(ə)n)	Misplaced
ˈColoring	Poly-syllabic	ˈColoring (ˈkɒləɪŋ)	
ˈPreservativ	Poly-	ˈPreservative	Misplaced

e	syllabic	(pri`zə:vətɪv)	
Meta`bolism	Poly-syllabic	Me`tabolism (mi`tabəlız(ə)m)	Misplaced
`Propylene	Poly-syllabic	`Propylene (`prəɒpɪli:n)	
Anti`freeze	Poly-syllabic	`Antifreeze (`antɪfri:z)	Misplaced
Accumu`lation	Poly-syllabic	Accumu`lation (əkju:mjɔ`leɪʃn)	
`Addictive	Poly-syllabic	A`ddictive (ə`dɪktrɪv)	Misplaced
Total misplaced word stress		By-syllabic 4 words	
		Polysyllabic 9 words	

b. The Most Difficult Word Stress Placement in the Students' Pronunciation at Eleventh Graders at SMA N 1 Pekalongan.

Based on the data described previously, it can be seen that students' pronunciation of the placement of word stress has several misplace in the placement of word stress. Misplaced occur in by-syllabic and polysyllabic words. However, judging from the data that has been presented, students most often pronounce words incorrectly with the correct stress, namely polysyllabic words. The students repeatedly misplace the stress placement on polysyllabic word even though the words are different. It is because the polysyllabic words longer than by-syllabic words.

B. DISCUSSION

Based on the results of the data above, it is known that students experience errors in placing emphasis in speech. This inaccuracy occurs in by-syllabic and polysyllabic words. However, more errors occur in polysyllabic. Several factors for this to occur are that students are not familiar with vocabulary, then students have difficulty identifying the place of stress on syllables.

Furthermore, the researcher will present research findings based on relevant theories from previous research. In this study there were students who did not correctly pronounce words with the right stress. This occurs in by-syllabic and polysyllabic words. Weda (2012) who conducted a research about Stress Shifts of English Utterances Made by Indonesian Speakers of English stated that "students cannot identify word stress, namely monosyllabic, disyllabic, trisyllabic words, words with suffixes or prefixes. Then the highest frequency of students pronouncing words with inappropriate stress is on suffixes, trisyllabic, disyllabic and monosyllabic."³⁵ Researchers also found that students experienced inaccurate stress on by-syllabic types of words, then the most errors occurred in polysyllabic. Students are more familiar with word stress that occurs on the first syllable in by-syllabic words.

Then, Misfer and Busabaa in their journal, 2019 state that participants did not show evidence of rule application, even though they

³⁵ Sukardi Weda, *Op.Cit.*, h.23

learned word stress placement rules.³⁶ Which means students do not apply the correct word stress rules in their speech. This was also found by researchers, which happened because students were not familiar with the correct word emphasis.

Moreover, Khan, Ullah, and Khan in their journal, 2017 find that unawareness of the strong stress shifting.³⁷ Which means that the stress on pronunciation of words is not seen as important as grammar. In this regard, researchers also found students' errors in pronunciation, especially in polysyllabic words where the vocabulary is longer.

Furthermore, based on data and also research theory, several things have similarities. Firstly, students still experience errors in placing word stress correctly in both by-syllabic and polysyllabic words. In this study, students were more familiar with the stress on the first syllable in by-syllabic words. Then, students do not consider pronunciation as important as grammar. This is a factor in not being familiar with the correct word stress. However, with the right stress, students will convey the meaning of the word more clearly.

³⁶ Zahra Ahmed Misfer dan Najat Ahmed Busabaa, *Op.Cit.*, h. 32

³⁷ Afzal Khan, Inayat Ullah, dan Aziz Ullah Khan, *Op. Cit.*, h. 23

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and explanation above, the researcher can conclude several things. First, the pronunciation of word stress placement at eleventh graders at SMA N 1 Pekalongan is dominated by inaccuracies of stress placement in the pronunciation of words. This caused by several factors, namely students are not yet familiar with the correct stress and unfamiliar vocabulary. Second, in addition the most difficult stress placement that is pronounced by the eleventh graders at SMA N 1 Pekalongan is polysyllabic words. Students have difficulty determining the correct placement of stress on the syllable. Even some students also experience errors in pronunciation of words.

B. Suggestion

Based on the conclusions above, the researcher provides several suggestions. These suggestions are as follows:

1. It is recommended that teachers provide more motivation to students who lack motivation in pronunciation, especially emphasizing students' correct pronunciation. Teachers should also make lesson plans that summarize pronunciation, so that students can get used to it.
2. English teachers should be facilitators in learning by choosing unique media or methods for learning pronunciation. For example, teachers can

use English learning applications where students can imitate pronunciation with the right stress placement as in the application *Duolingo*.

3. The teachers can also introduce phonetic symbol to students with *Pronunroid* application. In this application, there are activities like guessing phonetic symbol, guessing words, and also guessing pronunciation, which can attract students because learning can be packaged with additional fun games.
4. Students should improve their pronunciation skills. They can use an online dictionary to make it easier and more useful because it can provide examples of words with the correct pronunciation and there are also phonetic symbols with stress placement. Oxford dictionary can be used in this case.
5. Future researchers should develop improvements in students' pronunciation skills, especially in word stress.

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APPENDICES



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 Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, 03.07.2021		✓	Chapter I, II, III	Hand
2	Jum'at, 13.08.2021		✓	Chapter II	Hand
3	Jum'at, 15.10.2021		✓	Chapter I	Hand
4	Selara, 9.11.2021		✓	Chapter III	Hand
5	Rabu, 10.11.2021		✓	Ace for P	Hand

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Dosen Pembimbing II,


Dr. ARIA SEPTI ANGGAIRA, M.Pd
 NIP. 197909292005022006



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Puspa Anggraeni

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070041

Semester : XIV/ 2024

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	22.04.2024			Chapter 1,2,3,4	

Mengetahui,
 Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.Bi
 NIP. 198803082015031006

Dosen Pembimbing I,

Dr. ARIA SEPTI ANGGAIRA, M.Pd
 NIP. 197909292005022006



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Puspa Anggraeni
 NPM : 1701070041

Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : XIV/ 2024

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 26-04-2024			Chapter V Appendixes	
2.	29-04-2024			Chapter I, II, III, IV, V Appendixes	
3.	30-04-2024			All chapters Acc for Muncas	

Mengetahui,
 Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.Bi
 NIP. 1982015031006

Dosen Pembimbing I,

Dr. ARIA SEPTI ANGGAIRA, M.Pd
 NIP. 197909292005022006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5334/In.28.1/J/TL.00/12/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: PUSPA ANGGRAENI
NPM	: 1701070041
Semester	: 11 (Sebelas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS' PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1 PEKALONGAN

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Desember 2022
Ketua Jurusan,



Andianto M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1468/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SEKOLAH MENENGAH ATAS NEGERI 1 PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **PUSPA ANGGRAENI**
NPM : 1701070041
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF STRESS PLACEMENT IN
STUDENTS' PRONUNCIATION AT ELEVENTH GRADE SENIOR
HIGH SCHOOL 1 PEKALONGAN

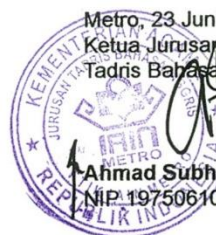
untuk melakukan *pra-survey* di SEKOLAH MENENGAH ATAS NEGERI 1 PEKALONGAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PEKALONGAN
AKREDITASI A



Jl. Kamboja KaliBening Pekalongan Lampung Timur Kode Pos. 34391
Situs : <http://sman1pekalonganlamtim.blogspot.com>, e-mail : sman1pekalonganlamtim@yahoo.co.id

Nomor : 421.3/ 166 / V.01/SMAN.1/2020
Lampiran :
Hal : **IZIN PRA-SURVEY**

Kepada Yth,
Dosen Pembimbing Skripsi IAIN _____
Di
Metro

Dengan hormat,
Menindaklanjuti Surat Nomor B-1468/In.28.1/J/TL.00/06/2020, Tanggal 23 Juni 2020 tentang permohonan untuk mengadakan Pra Survey yang saudara sampaikan. Demikian ini kami tidak keberatan untuk menerima mahasiswa tersebut dibawah ini :

Nama : Puspa Anggraeni
NPM : 1701070041
Semester : 6 (Enam)
Fakultas : Tarbiyah Dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Dalam rangka melakukan Pra-Survey di SMA Negeri 1 Pekalongan, dengan judul
**" AN ANALYSIS OF STRESS PLACEMENT IN STUDENTS PRONUNCIATION
ELEVENTH GRADE SENIOR HIGH SCHOOL 1 PEKALONGAN"**

Demikian surat ini kami sampaikan,atas kerjasamanya diucapkan terimakasih.

Pekalongan, 19 Oktober 2020
Kepala Sekolah,



Drs. TUMIN, M.Pd.I
NIP. 19630515 198503 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-5585/In.28/D.1/TL.01/12/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **PUSPA ANGGRAENI**
NPM : 1701070041
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS' PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1 PEKALONGAN".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 14 Desember 2022



Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5586/In.28/D.1/TL.00/12/2022
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SMA NEGERI 1
 PEKALONGAN
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5585/In.28/D.1/TL.01/12/2022, tanggal 14 Desember 2022 atas nama saudara:

Nama : **PUSPA ANGGRAENI**
 NPM : 1701070041
 Semester : 11 (Sebelas)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 PEKALONGAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS' PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1 PEKALONGAN".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Desember 2022
 Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PEKALONGAN
AKREDITASI A**



Jl. Kamboja KaliBening Pekalongan Lampung Timur Kode Pos. 34391
Situs : <http://sman1pekalonganlamtim.blogspot.com>, e-mail : sman1pekalonganlamtim@yahoo.co.id

Nomor : 421.3/183/ V.01/SMAN.1/2022
Lampiran :
Hal : *Izin Research*

Kepada Yth,
Wakil Dekan Akademik dan Kelembagaan
IAIN METRO
Di
Metro

Dengan hormat,
Menindaklanjuti Surat Nomor B-5586/In.28/D.1/TL.00/TL.00/12/2022, Tanggal 14 Desember 2022. tentang permohonan kegiatan Observasi/Survey Di SMA Negeri 1 Pekalongan, guna mengumpulkan data dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa dengan judul "**AN ANALYSIS OF STRESS PLACEMENT IN THE STUDENTS PRONUNCIATION AT ELEVENTH GRADE SENIOR HIGH SCHOOL 1 PEKALONGAN**" yang saudara sampaikan. Kami Memberikan Izin kepada :

Nama : PUSPA ANGGRAENI
NPM : 1701070041
Semester : 11 (Sebelas)
Jurusan : Tardis Bahasa Inggris

Untuk melakukan Research/Survey Di SMA Negeri 1 Pekalongan. waktu yang diberikan mulai tanggal dikeluarkan Surat Izin ini, Sampai dengan selesai

Demikian surat ini kami sampaikan,atas kerjasamanya diucapkan terimakasih.

Pekalongan, 16 Desember 2022

Kepala Sekolah,



TUMIN, S.Pd, M.M

NIP. 19630515 198503 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Puspa Anggraeni
NPM : 1701070041
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 30 April 2024

Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-222/ln.28/S/U.1/OT.01/04/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Puspa Anggraeni
NPM : 1701070041
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070041

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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DOCUMENTATION OF RESEARCH



Picture 1



Picture 2

RESEARCH INSTRUMENT

AYA

Nowadays **students** experience grading pressures. They **focus** more on achieving good grades **rather than learning materials**. Therefore, they **sometimes** cheat in **order** to achieve good grades. Obviously, cheating is morally wrong, for several reasons.

Cheating could lead to **dishonest behavior** and weak life styles. Besides, when one cheats and to achieve a good grade, it is **unfair** to other **students** who studied hard, but achieved **lower** grades. So, if **students** are caught cheating, it could lead to serious consequences, such as failing the tests.

In **conclusion**, cheating is **negative behavior**. **Students** must **avoid** it. Not only that. **Teachers** play a **crucial** part in **prevent students** from cheating. They should set strong rules about cheating, warn **students** about the consequences of cheating and **enforce** those rules.

ARP

People like instant noodles because they are easy and fast to make. Besides, they are relatively cheap. However, it is not healthy for people to consume them regularly.

First, certain ingredients in instant noodles affect digestion. Children who eat instant noodles regularly may lack in nutrition because of this.

Second, instant noodles contain substances which are not good for the body, like food coloring, addictive substances and preservatives, which make affect the body metabolism.

Third, instant noodles contain propylene glycol or anti-freeze which makes noodles moist and its accumulation in the body weakens the immune system. Considering the fact, we should not consume instant noodles regularly. Moreover, when we consume them, we should use only half of the ingredients provided. It is healthier to eat the noodles with other vegetables, such as carrots, spinach, and cabbage.

DR

Nowadays **students** experience grading pressures. They **focus** more on achieving good grades **rather** than **learning materials**. Therefore, they **sometimes** cheat in **order** to achieve good grades. Obviously, cheating is morally wrong, for several reasons.

Cheating could lead to **dishonest behavior** and weak life styles. Besides, when one cheats and to achieve a good grade, it is **unfair** to other **students** who studied hard, but achieved **lower** grades. So, if **students** are caught cheating, it could lead to serious consequences, such as failing the tests.

In **conclusion**, cheating is **negative behavior**. **Students** must **avoid** it. Not only that. **Teachers** play a **crucial** part in **prevent students** from cheating. They should set strong rules about cheating, warn **students** about the consequences of cheating and **enforce** those rules.

AYP

Nowadays **students** experience grading pressures. They **focus** more on achieving good grades **rather** than **learning materials**. Therefore, they **sometimes** cheat in **order** to achieve good grades. Obviously, cheating is morally wrong, for several reasons.

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HW

Nowadays **students** experience grading pressures. They **focus** more on achieving good grades **rather** than **learning materials**. Therefore, they **sometimes** cheat in **order** to achieve good grades. Obviously, cheating is morally wrong, for several reasons.

Cheating could lead to **dishonest behavior** and weak life styles. Besides, when one cheats and to achieve a good grade, it is **unfair** to other **students** who studied hard, but achieved **lower** grades. So, if **students** are caught cheating, it could lead to serious consequences, such as failing the tests.

In **conclusion**, cheating is **negative behavior**. **Students** must **avoid** it. Not only that. **Teachers** play a **crucial** part in **prevent students** from cheating. They should set strong rules about cheating, warn **students** about the consequences of cheating and **enforce** those rules.

NA

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FW

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RPS

People like instant noodles because they are easy and fast to make. Besides, they are relatively cheap. However, it is not healthy for people to consume them regularly.

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ARA

Nowadays **students** experience grading pressures. They **focus** more on achieving good grades **rather** than **learning materials**. Therefore, they **sometimes** cheat in **order** to achieve good grades. Obviously, cheating is morally wrong, for several reasons.

Cheating could lead to **dishonest behavior** and weak life styles. Besides, when one cheats and to achieve a good grade, it is **unfair** to other **students** who studied hard, but achieved **lower** grades. So, if **students** are caught cheating, it could lead to serious consequences, such as failing the tests.

In **conclusion**, cheating is **negative behavior**. **Students** must **avoid** it. Not only that. **Teachers** play a **crucial** part in **prevent students** from cheating. They should set strong rules about cheating, warn **students** about the consequences of cheating and **enforce** those rules.

FUA

People like instant noodles because they are easy and fast to make. Besides, they are relatively cheap. However, it is not healthy for people to consume them regularly.

First, certain ingredients in instant noodles affect digestion. Children who eat instant noodles regularly may lack in nutrition because of this.

Second, instant noodles contain substances which are not good for the body, like food coloring, addictive substances and preservatives, which make affect the body metabolism.

Third, instant noodles contain propylene glycol or anti-freeze which makes noodles moist and its accumulation in the body weakens the immune system. Considering the fact, we should not consume instant noodles regularly. Moreover, when we consume them, we should use only half of the ingredients provided. It is healthier to eat the noodles with other vegetables, such as carrots, spinach, and cabbage.

CKW

People like instant noodles because they are easy and fast to make. Besides, they are relatively cheap. However, it is not healthy for people to consume them regularly.

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DRA

Nowadays **students** experience grading pressures. They **focus** more on achieving good grades **rather** than **learning materials**. Therefore, they **sometimes** cheat in **order** to achieve good grades. Obviously, cheating is morally wrong, for several reasons.

Cheating could lead to **dishonest behavior** and weak life styles. Besides, when one cheats and to achieve a good grade, it is **unfair** to other **students** who studied hard, but achieved **lower** grades. So, if **students** are caught cheating, it could lead to serious consequences, such as failing the tests.

In **conclusion**, cheating is **negative behavior**. **Students** must **avoid** it. Not only that. **Teachers** play a **crucial** part in **prevent students** from cheating. They should set strong rules about cheating, warn **students** about the consequences of cheating and **enforce** those rules.

FAR

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STUDENTS PRONUNCIATION

No	Name	By-syllabic				Polysyllabic		
		Verb	Adjv	Adverb	Noun	Noun	Adjective	Adverb
1	AYA	A`void	`Lower	`Rather	Fo`cus	`Material	`Dishonest	
		Pre`vent	Cru`cial	`Sometime	Lear`ning	Beha`vior	`Negative	
		En`force	Un`fair	On`ly	`Order	Conclu`sion		
					`Student	Con`sequence		
					`Teacher			
2.	ARP	`Consume	`Instant		`People	`Ingredient	`Addictive	Re`latively
		`Affect	`Easy		`Noodle	Nu`trition		Re`gularly
		`Contain	`Healthy		`Certain	Diges`tion		
			`Immune		Chil`dren	`Coloring		
			`Second		`Substance	`Preservative		
					`Body	Metabo`lism		
					`System	`Propylene		
					`Carrot	Anti`freeze		
					`Spinach	`Accumulation		
					Ca`bbage			
3.	DR	A`void	`Lower	`Rather	`Focus	Mate`rial	`Dishonest	
		`Prevent	Cru`cial	`Sometime	`Learning	Beha`vior	`Negative	

		En`force	`Unfair	`Only	`Order	Con`clusion		
					`Student	Con`sequence		
					`Teacher			
4.	AYP	`Avoid	`Lower	`Rather	`Focus	Mate`rial	`Dishonest	
		`Prevent	`Crucial	`Sometime	`Learning	Be`havior	`Negative	
		`Enforce	`Unfair	`Only	`Order	`Conclusion		
					`Student	Conse`quence		
					`Teacher			
5.	AP	`Consume	`Instant		`People	`Ingredient	`Addictive	Re`latively
		`Affect	`Easy		`Noodle	`Nutrition		Re`gularly
		Con`tain	`Healthy		`Certain	`Digestion		
			I`mmune		Chil`dren	`Coloring		
			`Second		Subs`tance	`Preservative		
					`Body	Metabo`lism		
					`System	`Propylene		
					`Carrot	Anti`freeze		
					`Spinach	Accumula`tion		
					`Cabbage			
6.	HW	`Avoid	`Lower	`Rather	Fo`cus	`Material	`Dishonest	
		Pre`vent	`Crucial	Some`time	`Learning	`Behavior	`Negative	
		`Enforce	`Unfair	`Only	`Order	`Conclusion		
					`Student	`Consequence		

					`Teacher			
7.	NA	`Consume	`Instant		`People	`Ingredient	`Addictive	`Relatively
		Af`fect	`Easy		`Noodle	`Nutrition		`Regularly
		`Contain	`Healthy		Cer`tain	`Digestion		
			`Immune		`Children	`Coloring		
			`Second		Subs`tance	`Preservative		
					`Body	`Metabolism		
					`System	Pro`pylene		
					`Carrot	Anti`freeze		
					`Spinach	Accu`mulation		
					Ca`bbage			
8.	FW	Con`sume	`Instant		`People	`Ingredient	`Addictive	Re`latively
		`Affect	`Easy		`Noodle	`Nutrition		Regular`ly
		`Contain	`Healthy		`Certain	`Digestion		
			I`mmune		`Children	`Coloring		
			`Second		Subs`tance	Preser`vative		
					Bo`dy	Metabo`lism		
					`System	`Propylene		
					`Carrot	Anti`freeze		
					`Spinach	Accu`mulation		
					Cab`bage			

9.	RPS	Con`sume	Ins`tant		`People	`Ingredient	`Addictive	Re`latively
		A`ffect	`Easy		`Noodle	`Nutrition		Re`gularly
		`Contain	Heal`thy		`Certain	`Digestion		
			`Immune		`Children	`Coloring		
			`Second		Subs`tance	`Preservative		
					Bo`dy	`Metabolism		
					`System	`Propylene		
					`Carrot	Anti`freeze		
					`Spinach	`Accumulation		
					`Cabbage			
10.	ARA	`Avoid	`Lower	`Rather	`Focus	`Material	`Dishonest	
		`Prevent	`Crucial	`Sometime	`Learning	`Behavior	`Negative	
		`Enforce	`Unfair	`Only	Or`der	`Conclusion		
					`Student	`Consequence		
					`Teacher			
11.	FUA	`Consume	`Instant		`People	`Ingredient	`Addictive	Re`latively
		`Affect	`Easy		`Noodle	`Nutrition		Re`gularly
		Con`tain	`Healthy		`Certain	Diges`tion		
			`Immune		`Children	`Coloring		
			`Second		Subs`tance	Preser`vative		
					`Body	`Metabolism		
					`System	`Propylene		

					`Carrot	`Antifreeze		
					`Spinach	`Accumulation		
					`Cabbage			
12.	CKW	Con`sume	`Instant		`People	Ingre`dient	`Addictive	`Relatively
		Affect	`Easy		`Noodle	`Nutrition		Regu`larly
		Con`tain	`Healthy		`Certain	`Digestion		
			I`mmune		Chil`dren	`Coloring		
			`Second		`Substance	`Preservative		
					`Body	Meta`bolism		
					`System	`Propylene		
					`Carrot	Anti`freeze		
					`Spinach	Accumulation		
					Cab`bage			
13.	DRA	A`void	`Lower	`Rather	`Focus	`Material	`Dishonest	
		`Prevent	`Crucial	`Sometime	`Learning	Beha`vior	`Negative	
		En`force	Un`fair	`Only	`Order	`Conclusion		
					`Student	`Consequence		
					`Teacher			
14.	FAR	`Consume	`Instant		`People	`Ingredient	A`ddictive	Re`latively

		`Affect	`Easy		`Noodle	`Nutrition		Re`gularly
		`Contain	`Healthy		`Certain	Diges`tion		
			Im`mune		Chil`dren	`Coloring		
			`Second		`Substance	`Preservative		
					`Body	Me`tabolism		
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					`Spinach	`Accumulation		
					`Cabbage			
15.	GS	`Avoid	`Lower	`Rather	`Focus	Mate`rial	`Dishonest	
		Pre`vent	Cru`cial	`Sometime	`Learning	`Behavior	`Negative	
		`Enforce	`Unfair	`Only	`Order	Conclu`sion		
					`Student	`Consequence		
					`Teacher			

CURRICULUM VITAE



The researcher, Puspa Anggraeni was born in Yosodadi on February 14th 1999, Lampung. She is the second daughter of Nur Samsu and Sri Nursiati. She has one sister.

She started her education at Kindergarten PKK 3 Karang Rejo, North Metro and finished in 2006. In 2011, she finished her Elementary School at SDN 8 North Metro, Lampung. She continued her study at SMP N 1 Pekalongan, East Lampung (2011-2014) and continued her study at SMAN 1 Pekalongan, East Lampung (2014-2017). In 2017, she accepted at State Institute for Islamic of Metro.