

UNDERGRADUATE THESIS

**AN ANALYSIS OF WORD-STRESS USAGE BY THIRD
SEMESTER OF ENGLISH DEPARTMENT STUDENT AT UIN
JURAI SIWO LAMPUNG**



By :

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**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H / 2026 M**

**AN ANALYSIS OF WORD-STRESS USAGE BY THIRD
SEMESTER OF ENGLISH DEPARTMENT STUDENT AT UIN
JURAI SIWO LAMPUNG**

Presented as a partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF WORD-STRESS USAGE BY THE THIRD SEMESTER OF ENGLISH DEPARTMENT STUDENT AT UIN JURAI SIWO LAMPUNG, written by Icha Nanda Afriza, student number: 2201051015, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesdsay, February 26th, 2026 at 09.00 - 11.00 a.m.

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The Dean of Tarbiyah and Teachers Training Faculty



ABSTRACT

AN ANALYSIS OF WORD-STRESS USAGE BY THIRD SEMESTER OF ENGLISH DEPARTMENT STUDENT AT UIN JURAI SIWO LAMPUNG

By:
ICHA NANDA AFRIZA

This study aims to analyze the use of word stress in the pronunciation of English words by third-semester students of the English Study Program at UIN Jurai Siwo Lampung. In speaking learning, word stress is an important aspect that affects clarity and accuracy of pronunciation. This study uses a qualitative approach with six students as research subjects. Data was collected through observation, interviews, and documentation, then analyzed to identify the types of errors that appeared in the use of word stress. The results showed that students still made various errors in pronunciation, with the majority of errors being stress neutralization. These findings indicate that students' understanding and awareness of the importance of word stress still needs to be improved in the process of learning speaking.

Keywords: *word stress, speaking, pronunciation error, stress neutralization, EFL students.*

ABSTRAK

ANALISIS PENGGUNAAN WORD-STRESS OLEH MAHASISWA SEMESTER TIGA TADRIS BAHASA INGGRIS UIN JURAI SIWO LAMPUNG

**Oleh:
ICHA NANDA AFRIZA**

Penelitian ini bertujuan untuk menganalisis penggunaan word stress dalam pengucapan kata bahasa Inggris oleh mahasiswa semester tiga Program Studi Bahasa Inggris di UIN Jurai Siwo Lampung. Dalam pembelajaran speaking, word stress menjadi salah satu aspek penting yang memengaruhi kejelasan dan ketepatan pengucapan. Penelitian ini menggunakan pendekatan kualitatif dengan enam orang mahasiswa sebagai subjek penelitian. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis untuk mengidentifikasi jenis kesalahan yang muncul dalam penggunaan word stress. Hasil penelitian menunjukkan bahwa mahasiswa masih mengalami berbagai kesalahan dalam pengucapan, dengan mayoritas kesalahan berupa stress neutralization. Temuan ini menunjukkan bahwa pemahaman dan kesadaran mahasiswa terhadap pentingnya word stress masih perlu ditingkatkan dalam proses pembelajaran speaking.

Kata kunci: *word stress, speaking, pronunciation error, stress neutralization, EFL students.*

MOTTOS

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

”So which of the Favor of your lord would you deny?”

Q.S Ar-rahman/55:13

“There’s so much to lose yet so much more to gain.”

Westlife – Fragile Heart

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

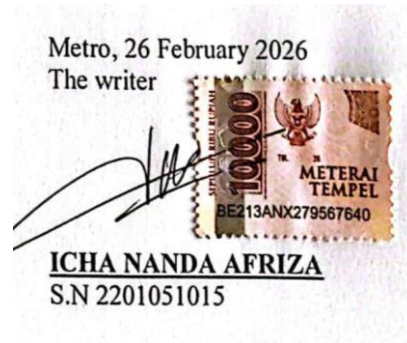
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DEDICATION PAGE

Praise and gratitude I pray to ALLAH SWT, with great gratitude I dedicate this undergraduate thesis as an expression of my sincere respect and love to:

1. My beloved parents, Mr. Djoko Supeno and Mrs. Umi Kalsum, who always give me support and best prayers.
2. My beloved siblings, Eka Hari Surahmad, S.ST, Eva Septiani, S.Pd, Ady Setiyawan, S.Pd.I, Haryati Oktavera, S.Pd, and Theresica Maretha, who always help me mentally and financially.
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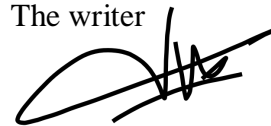
First of all, the researcher would like to express their deepest gratitude to Allah SWT, the Most Gracious and Most Merciful, for the strength and guidance that enabled the completion of this research entitled "The Analysis Of Word-Stress Usage By Third Semester Of English Department Student At Uin Jurai Siwo Lampung." The researcher also express greetings and prayers to the Prophet Muhammad SAW. as a source of inspiration throughout this journey

In completing this research, the researcher received valuable support guidance, and encouragement from many parties. Therefore, the researcher sincerely expresses his gratitude and appreciation to:

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2. Dr. Siti Annisah, M.Pd. as The Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M. Pd., BI, as The Head of the English Eduaction Department
4. Trisna Dinillah Harya, M.Pd, as The Undergraduate Thesis Supervisor
5. Lecturers in English education department for their contributions suggestions, and evaluations during the completion of this research.

Metro, 26 February 2026

The writer



ICHA NANDA AFRIZA
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CHAPTER I

INTRODUCTION

A. Background of study

Word stress is the emphasis placed on a syllable in the pronunciation of an English word. Word stress is not an inherent or fixed property of a word stored in the lexicon (the mental dictionary of a speaker). Instead, stress is a prosodic feature whose pattern is generated or determined by a set of phonological rules in grammar.¹ In other words, word stress is an abstract concept in English language learning because it cannot be defined by a single rule.

Word stress is marked with an accent ('), which indicates that the syllable is pronounced more loudly or longer than the other syllables. Although word stress is abstract, there are several rules in pronouncing word stress, including the rule of stressing the first syllable, as in the pronunciation of the words 'Apple' (/ˈæpəl/) and 'People' (/ˈpiːpəl/), stressing the second or third syllable, as in 'Because' (/biˈkɒz/) and 'Repeat' (/riˈpi:t/), and stress at the end of a syllable, as in 'Employee' (ˌemplɔɪˈiː/) and 'Volunteer' (ˌvɒləntɪə).² However, stress placement can change when a word receives an affix, such as in the word 'Present' (/ˈprezənt/) which receives the affix -tion the stress placement changes to the third syllable 'Presentation' (ˌprezənˈteɪʃən).

¹Noam Chomsky and Morris Halle, *The Sound Pattern of English* (New York: Harper & Row, Publisher, 1968),p59

²Joanne Kenworthy, *Teaching English Pronunciation, System*, vol. 18 (New York: Longman Group UK Limited, 1990), [https://doi.org/10.1016/0346-251x\(90\)90033-2](https://doi.org/10.1016/0346-251x(90)90033-2).p63-65

Word stress placement in English, which is often unpredictable, is one of the biggest challenges for non-native learners, especially those whose native language is phonetic, such as Indonesian.³ As a result, students cannot rely on consistent patterns and are forced to memorize the stress placement in almost every new word they learn. This memorization burden is a significant factor in mispronunciation.

These errors are not merely a matter of accent, but have a direct impact on comprehension. Incorrect word stress can drastically change the meaning of a word—for example, between ‘RE-cord’ (noun) and ‘re-CORD’ (verb)—or make an entire sentence difficult for listeners to understand. Furthermore, this phenomenon is worsened by interference from the first language (L1), in which Indonesian tends to have flatter and more predictable stress patterns (syllable-timed). When learners apply their L1 patterns to English (which is stress-timed), the result is an unnatural speaking rhythm that can disrupt the overall flow of communication.

Based on the reasons above, the author conducted a preliminary survey of third-semester students at UIN Jurai Siwo Lampung at 28th of August 2025 to find out if there is a problem with the using of word-stress by sending a questionnaire. The writer found that most of the students have not know about word-stress and think that word-stress is not important to learnt. Some of

³ Ellen V A N Zanten and Vincent J V A N Heuven, “Word Stress in Indonesian Its Communicative Relevance” 154, no. 1 (1998): 129–44, <https://www.jstor.org/stable/27865409>. p15

them also did not realize that they always use word-stress in every words they said. But some of them can recognize the wrong pronunciation just by hearing the word being said. This indicates that the third-semester students at UIN Jurai Siwo Lampung have not yet mastered word stress. They not even aware of the mispronunciation will bring a misunderstanding.

With the help of PRAAT software, this issue has led the writer to analyze the usage of word stress used in pronouncing words. In this writing, the focus is on analyzing word stress usage by third-semester of English Department students at UIN Jurai Siwo Lampung.

B. Problem Formulation

1. What is the types of errors were found in the English pronunciation of third-semester students at UIN Jurai Siwo Lampung?
2. What is the cause of error in their pronunciation?

C. Objective and Benefit of Study

The objective of this study is to find out the error in the English pronunciation of third-semester students at UIN Jurai Siwo Lampung and what is the cause of the error in their pronunciation. This study also have some benefit for others that can be use when they read it. Theoretically, this study may contribute to the development of technology-based learning strategies by using PRAAT software as a learning tool for speaking, phonetics, and phonology.

Practical Benefits:

1. **For students:** This study aims to raise awareness of the importance of word stress and to support the improvement of students' speaking abilities.
2. **For lecturers:** The findings may offer insights into more effective teaching strategies for speaking in public relation to pronunciation and word stress.
3. **For the institution (IAIN Metro):** The results may serve as useful data for curriculum or program development.
4. **For future researchers:** This research can be used as a reference for subsequent studies in related areas.

D. Prior Research

This study will be conducted by considering several previous research as references. The previous research as follow:

First is a study by Puspa Anggraeni titled “An Analysis of Stress Placement in the Students’ Pronunciation at Eleventh Grade Senior High School 1 Pekalongan” (2024).⁴ The objective of this research was to find out how students pronounce word stress and to identify which types of word stress were most difficult for them. This study used a qualitative method. The

⁴ Puspa Anggraeni, “An Undergraduate Thesis An Analysis Of Stress Placement In The Students ` Pronunciation At Eleventh Grade Senior High School 1 Pekalongan” (State Institute For Islamic Studies Of Metro Lampung, 2024).

findings showed that students still made mistakes and were often inaccurate in placing word stress, especially in words with two or more syllables.

Second, the study was conducted by Reska Alfiarahma, Yendra, and Muhammad Khairi Ikhsan in 2022 titled “Students’ Word Stress Errors in Pronouncing English Word By Using Speech Analyzer Software”.⁵ The objective of this research was to analyze students’ errors in syllable stress placement. The method used a qualitative approach with voice recordings from ten PGRI Sumatera Barat university students in a pronunciation class as data, which were analyzed using Speech Analyzer Software and compared with Google Audio Translate. The findings showed that many students still mispronounced word stress, especially in common daily vocabulary.

Third, the study was carried out by Pramustia Murti, Baso Jabu, and Santidar in 2022 titled “Students’ English Speaking Difficulties and Teachers’ Strategies in English Teaching: A Case Study At Sma Negeri 10 Gowa”.⁶ The objective of this study was to explore students’ difficulties in speaking English and the strategies used by teachers to deal with the students’ difficulties. This was a case study using a qualitative approach through

⁵ Reska Alfiarahma, Yendra, and Muhammad Khairi Ikhsan, “Students’ Word Stress Errors in Pronouncing English Word By Using Speech Analyzer Software,” *Social Sciences Review and Humanities* 1, no. 1 (2022).

⁶ Pramustia Murti and Baso Jabu, “Students’ English Speaking Difficulties and Teachers’ Strategies in English Teaching: A Case Study At Sma Negeri 10 Gowa,” *PERFORMANCE: Journal of English Education and Literature* 1, no. 1 (2022): 50–63, /<https://doi.org/10.26858/performance.v1i1%20August.36753>.

questionnaires and interviews with twelve students and three English teachers. The findings revealed that students faced both psychological and linguistic challenges, while teachers used traditional methods, mini dictionaries, and role-play to help them.

Previous studies share some similarities with this research, as they all focus on word stress analysis. However, previous studies did not use specialized acoustic analysis software to analyze word stress patterns. In particular, they did not utilize Praat to support their speech data analysis. Therefore, this study using Praat to analyze the acoustics of word stress patterns in the English pronunciation of third-semester students at UIN Jurai Siwo Lampung. Given the relative scarcity of studies applying this software in a similar context, this study aims to provide a more objective and tool-based analysis of word stress production.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Word Stress

1. Definition of word stress

Word stress is the emphasis placed on a certain syllable within a word and sentence stress is the emphasis placed on certain words in a sentence, and this can affect the speaker's intended meaning.¹ Although both are abstract concepts, word stress can usually be found by checking the pronunciation guide in a dictionary, while sentence stress depends more on the speaker's situation or context.² So it can be concluded that word stress is the emphasis on syllables, while sentence stress is the emphasis on words influenced by the speaker.

Word stress, often referred as lexical stress, is a key component of suprasegmental phonology—features that extend over more than one segment (vowel or consonant).³ Word stress is defined as the prominence given to one syllable within a multisyllabic word. This prominence is typically achieved through a combination of acoustic features:

- **Loudness:** The stressed syllable is pronounced with greater acoustic intensity.

¹ Erik Fudge, *English Word-Stress*, ed. Routledge, third (New York: Routledge, 2016). p1

² Ibid p3.

³ Peter Roach, *English Phonetics and Phonology A Practical Course*, 4th editio (New York: cambridge university press, 2009). p48

- **Pitch:** The pitch of the voice often rises or changes direction on the stressed syllable.
- **Length:** The vowel sound in the stressed syllable is often longer.⁴

English uses stress to organize the flow of speech, distinguishing it as a stress-timed language, where stressed syllables occur at roughly equal intervals.

2. The function of word stress

Word stress serves many functions—one of them is to help distinguish meaning when pronouncing a word. The listener will find difficulties if the speaker pronounce the word in wrong pronunciation.⁵ In English, there are many words that are spelled the same but pronounced differently depending on their meaning. For example, *present* (a gift, noun) and *present* (to give or show, verb) have different word stress patterns. Other examples include *record* (a recording, noun) and *record* (to record, verb), as well as *object* (a thing, noun) and *object* (to disagree, verb).⁶ This pronunciation often causes errors in the pronunciation of certain words in English.

⁴ Peter Roach, *English Phonetics and Phonology A Practical Course*, 4th editio (New York: cambridge university press, 2009). p85

⁵Kenworthy..p60

⁶ Ibid. p63-65

The correct placement of word stress is not merely an aesthetic concern; it serves critical linguistic functions:⁷

- **Lexical Identity:** Stress placement helps native speakers quickly identify words. Misplaced stress can lead to ambiguity or misrecognition.
- **Grammatical Differentiation:** In a significant number of English words, stress placement distinguishes the part of speech (grammatical class) of a word, particularly between nouns and verbs:
 - Noun: '**present** (a gift)
 - Verb: **pre'sent** (to give)
- **Intelligibility:** Research consistently shows that while errors in segmental features (individual sounds like /th/ or /r/) may be tolerated, errors in suprasegmental features, especially misplaced word stress, can severely impair **intelligibility**

English has many words with similar pronunciations. Word stress serves to distinguish the meaning of a word without having to understand the entire sentence being spoken. Word stress also serves to clarify the context of a sentence. Therefore, mispronunciation can lead to unclear information.

⁷Mohammad Reza Ghorbani, "The Effect of Phonetic Transcription on Iranian EFL Students' Word Stress Learning," *Journal of Language and Linguistic Studies* 15, no. 2 (2019): 400–410, <https://doi.org/10.17263/jlls.586079>. p15

3. The Features of word stress

Stress is influenced by several factors, including the pitch of the vowel in the stressed syllable, the duration of the pronunciation (which lengthens the stressed syllable), and the intensity of the stressed syllable, which makes it pronounced louder than the others.⁸ There are three general rules for word stress. First, word stress is usually placed on the first syllable of **nouns** and **adjectives** for example: “Apple” (/ˈæpəl/) and ‘People’ (/ˈpi:pəl/). Second, stress is often placed on the second or third syllable, especially in **verbs** with two or three syllables for example: “Because” (/bɪˈkɒz/) and “Repeat” (/rɪˈpi:t/). Third, stress can fall near the **end of a word**, especially before a suffix. Words with suffixes often get the stress near the end of the original word, like in the word ‘Employee’ (/ˌemplɔɪˈi:/) and “Volunteer” (/ˌvɒlənˈtɪə/). However, in this rule, the stress doesn't always fall exactly at the end — sometimes it can be on the third, fourth, or even fifth syllable depending on the word.⁹ For more details on the features of word stress, see the following table:

⁸ Afiahma, Yendra, and Ikhsan, “Students’ Word Stress Errors in Pronouncing English Word By Using Speech Analyzer Software.”p3

⁹ Kenworthy. p 63-65

Word Type	General Rule	Example
Two-Syllable Nouns/Adjectives	Stress falls on the first syllable.	'table, 'happy
Two-Syllable Verbs/Prepositions	Stress often falls on the second syllable.	re'peat, a'bout
Words ending in -ion, -ic, -ity, -logy	Stress falls on the syllable immediately preceding the suffix.	deci'sion, tele'phone

Table 1.1 the features of word stress

4. Types of Word Stress Error

Based on phonological analysis and the theory of Linguistic Interference, errors in word stress placement can be systematically categorized. This categorization provides the detailed framework for data analysis.¹⁰

- a. Stress Shift/Misplacement Error (Interference-Driven), This is the most common error, where the primary stress is placed on an incorrect syllable (e.g., shifting the stress from the first to the second syllable, or vice-versa). This error is strongly linked to **Negative Transfer** from L1. As Indonesian often places a default stress on the penultimate syllable, students tend to generalize this pattern to English words, ignoring inherent English lexical stress rules.¹¹ **Example:** Pronouncing 'camera (correct) as ca'mera (incorrect stress on the second syllable).

¹⁰ Peter Roach, *English Phonetics and Phonology A Practical Course*, 4th edition (New York: Cambridge University Press, 2009). p74

¹¹ Zanten and Heuven, "Word Stress in Indonesian Its Communicative Relevance." p136

b. Stress Neutralization Error (Rhythm/Timing Deficiency)

This error occurs when the student pronounces all syllables in a multisyllabic word with near-equal prominence, failing to realize any clear primary stress. This is a direct manifestation of the L1's **syllable-timed rhythm** (Indonesian) being imposed on the L2's **stress-timed rhythm** (English). The student treats the English word as if it follows the L1 pattern of equal syllable timing.¹² This leads to a lack of acoustic features (loudness, pitch change, length) expected for a stressed syllable. **Example:** Pronouncing *difficulty* with four syllables of equal weight, rather than giving prominence to the first syllable: **'difficulty**.

c. Grammatical Stress Error (Lexical Differentiation Failure)

This error specifically involves misplacing stress on words that change grammatical category based on stress, such as nouns and verbs derived from the same root. While also related to **Negative Transfer**, this error highlights a lack of mastery over a specific **Lexical Rule** in English.¹³ The student fails to perceive or apply the phonological rule that distinguishes the word's function (e.g., Noun: **'record** vs. Verb: **re'cord**).

¹² Kenworthy, *Teaching English Pronunciation*.p68

¹³ Ghorbani, "The Effect of Phonetic Transcription on Iranian EFL Students' Word Stress Learning." p20

Some people may find difficulties to pronounce the syllable such as /i/ in 'beat', /a/ in 'hat', or /ε/ in 'bed'. They probably put the tongue too close or too far from the roof of mouth. For example if you put your tongue too far from the roof of the mouth to pronounce /ε/ in 'ten', it will sound like /a/ in 'tan'. So you need to bring the tongue closer to the roof of the mouth to make a correct sound.¹⁴

In other words, word stress plays a very important role in learning English. By applying the right stress and intonation, a word can be pronounced more clearly and easily understood. This helps listeners distinguish the meaning between words that may have similar spellings but different stress

B. Phonetic and Phonological Aspect of Word stress

1. Phonetic Aspect of Word-Stress

From a phonetic point of view, word-stress refers to the audible prominence of one syllable over others in a word. This prominence is produced and perceived through acoustic features such as pitch (fundamental frequency), loudness (intensity), duration, and vowel quality.¹⁵ Stressed syllables in English are generally pronounced with a higher pitch, greater loudness, longer duration, and a fuller vowel quality,

¹⁴ Kenworthy, *Teaching English Pronunciation*. p 67

¹⁵ Roach, *English Phonetics and Phonology A Practical Course*, 4th edition (New York:Cambridge University Press, 2009). p47

while unstressed syllables tend to have a shorter duration and reduced vowels, often realized as the schwa /ə/.¹⁶

In practical analysis, these phonetic characteristics can be measured using acoustic software such as Praat. The measurement of stress realization through pitch, intensity, and duration helps researchers understand how learners physically produce stressed syllables.¹⁷ For example, in the word pair ‘record (noun) and re‘cord (verb), the position of stress not only changes meaning but is also reflected in measurable phonetic parameters such as pitch height and vowel duration.

Therefore, the phonetic analysis of word-stress involves examining how the stress pattern is realized in speech and how learners of English as a foreign language apply in their pronunciation.

2. Phonological Aspect of Word-Stress

The phonological aspect of word-stress concerns the abstract representation and systematic rules that determine stress placement in words. Word-stress is governed by phonological rules that depend on the structure of the word, including syllable weight and morphological

¹⁶ Ibid. p37

¹⁷ Peter Ladefoged and Keith Johnson, *A Course in Phonetics*, Seventh Ed (Stamford: Cengage Learning, 2015), <https://www.jstor.org/stable/27865409>.p157

composition.¹⁸ Stress, therefore, is not random but rule-governed within the mental grammar of a language.

Building on this, Liberman and Prince (1977) introduced the Metrical Phonology Theory, which represents stress as a hierarchical structure composed of strong and weak syllables arranged into metrical feet.¹⁹ This theory provides a visual and systematic model to describe stress distribution in words. Later, Hayes (1995) expanded this framework in his Metrical Stress Theory, explaining that languages vary in their stress systems, with English typically showing a right-headed (final) prominence pattern in compound or derived words.

In the context of English phonology, stress placement can also be influenced by lexical category (for example, nouns and verbs often differ in stress pattern) and by morphological processes (such as affixation). For instance, the stress shift in PHOtograph → phoTOgrapher → photoGRAphic illustrates how phonological rules interact with morphological structure.

¹⁸ Chomsky and Halle, *The Sound Pattern of English*. p73

¹⁹ Radek Skarnitzl and Anders Eriksson, "The Acoustics of Word Stress in Czech as a Function of Speaking Style," *Proceedings of the Annual Conference of the International Speech Communication Association, INTERSPEECH 2017-Augus (2017): 3221–25*, <https://doi.org/10.21437/Interspeech.2017-417>. p89

C. The Nature of PRAAT Software

PRAAT is a free application designed to analyze and manipulate sound data in detail. Developed by Paul Boersma and David Weenink at the University of Amsterdam, this software has been widely used in phonetic and linguistic research since 1992.²⁰ It provides researchers with precise tools to observe and examine acoustic features of speech, making it easier to conduct systematic and objective pronunciation analysis. Because it is freely available, PRAAT has become one of the most accessible and popular tools for students and researchers who study phonetics and speech science.

Through this application, researchers can visualize sound waves and spectrograms, allowing them to observe speech patterns more clearly. PRAAT enables users to measure important acoustic features such as pitch, intensity, and duration, which are essential for analyzing stress patterns and pronunciation accuracy. By using these features, researchers can compare pronunciation between speakers in a more structured and detailed way.²¹ In addition, the application allows users to record sound directly through a microphone or import audio files from a computer, providing flexibility in collecting and analyzing data.

²⁰ Boersma Paul and Vincent Van Heuven, "Speak and UnSpeak with PRAAT" 5, no. 9 (2001): 341–47.

²¹ Boersma Paul and Heuven.

Furthermore, PRAAT offers phonetic symbols and annotation tools that support detailed sound transcription and analysis. This feature is particularly useful in phonology and pronunciation research because it helps researchers label and examine specific segments of speech. Besides its use in linguistic analysis, PRAAT can also be used to manipulate sound, including editing audio signals or modifying acoustic properties.²² For this reason, it is not only valuable for language researchers but also useful for musicians and other users who need to explore and experiment with sound in a technical and systematic manner.

²² BoersmaPaul and Vincent Van Heuven, "Speak and UnSpeak with PRAAT" 5, no. 9 (2001): 341–47.

CHAPTER III RESEARCH METHOD

A. Types and Characteristics of Research

1. Types of research

This research is a qualitative study using a case study approach. A qualitative case study is a type of research based on a problem identified by the researcher. The purpose of this study is to analyze and understand the issue encountered by the writer. This method is used to gain in-depth data from a particular case.¹ Researcher explore the issues more in English pronunciation among third-semester students through observation, interviews, and documentation.

The researcher used purposive sampling to select the participants. Purposive sampling is a systematic method of selecting samples based on certain reasons that support the research process. Six participants were chosen with some criteria such as: the third semester of English department student at UIN Jurai Siwo Lampung, have good pronunciation based on the recommendation of the lecturer, and had listen to the native speaker via podcast, tiktok video, etc.

¹ John W Creswell, *Qualitative Inquiry & Research Design. Choosing Among Five Approaches*, SAGE Publication, second edi (California: Sage Publication, 2007), <https://doi.org/10.1111/1467-9299.00177>. p 73

2. Characteristic of Research

Qualitative research is conducted naturally because researchers find problems in the environment. Researchers play a key role in data collection. Data obtained from several sources becomes the basis and evidence for this research.² The problems in the community sparked the researchers' curiosity, prompting the researcher to observe the issues more to get the information. The researcher will collect the data by themselves to support their research.

B. Research Setting

This research was conducted at the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Jurai Siwo Lampung (formerly IAIN Metro), located at Jl. Ki Hajar Dewantara 15 A Iringmulyo, Metro City, Jurai Siwo State Islamic University Lampung – Lampung, Indonesia. The research focused on third semester students in the current academic year. The selection of the research location was based on the results of a pre-survey which found that some students still experienced difficulties in using word stress in pronouncing English words, especially in speaking activities. The data collection process was carried out in the campus academic environment through learning activities and direct interaction with research subjects, thus enabling researchers to obtain data relevant to the research focus.

² John W Creswell, *Qualitative Inquiry & Reserach Design. Choosing Among Five Approaches*, Sage Publication, second edi (California: Sage Publication, 2007), <https://doi.org/10.1111/1467-9299.00177>. p74

C. Data Sources

In this study, researcher divides the data sources into two categories:

1. Primary Data

Primary data refers to data obtained directly by the researcher. The primary data of this study includes the results of observation, interviews, and documentation such as syllabus and the students' grades from the relevant subject.

2. Secondary Sources

Secondary sources refer to data gathered by researcher through reviewing previous studies. This data may include journal articles, books, or theses related to the research topic.

D. Data Collection Technique

Qualitative research is a type of research in which the data is obtained through direct interaction between the researcher and the data source.³ That is why the writer choose to have an observation, interviews, and documentation as the data collection technique.

1. Observation

Observation is the act of monitoring a place, situation, or issue.

Observation is conducted to review the pre-survey data collected by the author. Researchers observed the use of word stress among subjects

³ Sugiyono, Metode Penelitian Pendidikan. Pendekatan Kuantitatif, kualitatif, dan RnD, Bandung: Alfabeta, (2011), p 21

were asked to read a short text and mark words that they found difficult to pronounce and give the reason why it difficult.

Nature's Beauty

Nature's beauty can be seen in many places, from green mountains and colorful forests to peaceful beaches and clear rivers. Spending time outdoors helps us feel calm and refreshed, especially when we listen to the sound of birds, feel the gentle breeze, or watch a beautiful sunset. These simple moments remind us to appreciate the world around us and inspire us to take better care of the environment so future generations can enjoy nature's beauty as well.

No	Words	Reason
1		
2		
3		
4		
5		

Table 2.1 observation sheets

2. Interviews

Interviews are a data collection technique involving direct interaction between researchers and participants to observe how they respond and react to a topic presented by the author in a question and answer session.⁴ The author interacts face to face with participants using

⁴ Creswell, *Qualitative Inquiry & Research Design. Choosing Among Five Approaches*.

prepared questions. The researchers prepared six questions to find out why they were stuck in pronunciation errors. Questions could be:

- a. Do you know the basic rules for word stress in English? If so, what rules do you know? If not, which part is the most confusing?
- b. Do you feel that stress placement in Indonesian affects the way you place word stress in English? Explain how it affects you.
- c. When listening to native speakers, can you clearly recognize which syllables are stressed? If it is difficult, which part confuses you?
- d. What makes it difficult for you to stress certain syllables? Is it because of the length of the word, the sound, or unfamiliarity?
- e. Do you have difficulty placing word stress on words that have many syllables or many affixes (prefixes/suffixes)? What kind of words are the most difficult for you?
- f. What strategies do you use to overcome the difficulties you encounter? Do you use rules, memorization, or guesswork?

3. Documentation

Documentation is a collection of data gathered by researchers to support and strengthen their arguments. In this context, documentation can take the form the recorder of interview and the student's record of a word *breeze*, *environment*, *appreciate*, and *gentle*.

E. Data Analysis Technique

The most important aspect of research is the data analysis technique. In qualitative research, data does not take in the form of numbers, but a descriptions and an explanations of a particular issue. As a result, choosing the right analysis method is a crucial step in any research. A suitable analysis technique helps researchers present their findings clearly.

Therefore, the researcher in this study uses data analysis technique modeling by Miles et.al to analyze the collected data. This technique was chosen because it was considered as a suitable technique for the researcher's topic in analyzing data obtained from observations, interviews, and documentation.. This model consists of several steps as described by Miles et.al.

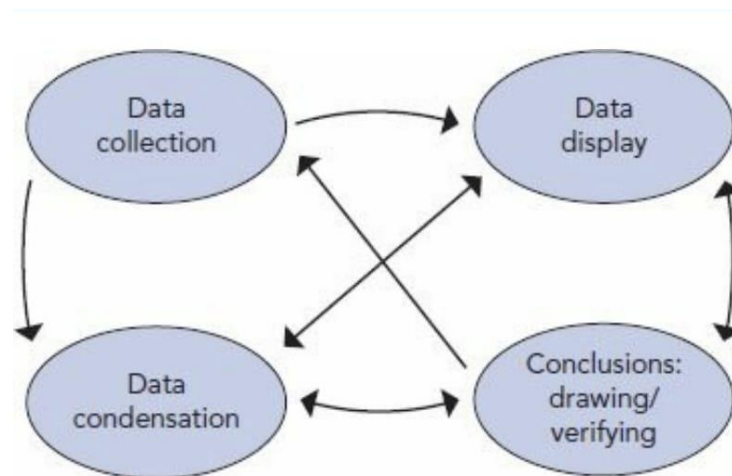


Figure 3.1

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into a full framework. This data can come from the field notes, interview transcripts, and documents. Data condensation is a part of analysis. Qualitative data can be transformed in various ways, such as selection, summarization, paraphrasing, and combining it into broader patterns.⁵ Data from observations and interviews will be sorted according to the researcher's needs. The researcher will select words that have pronunciation errors for analysis using PRAAT software.

2. Data Display

Data display can be done after the data has been collected, selected, and simplified. The data will be presented in the form of tables. During presented the data, the data can be grouped based on the theory of errors in pronouncing the word.

3. Drawing Conclusion and verifying

After presenting the data, the researcher will begin to analyze and interpret the findings carefully. The researcher will draw conclusions that answer the

⁵ Matthew B Miles, Huberman A. Michael, and Johnny Saldana, *Qualitative Data Analysis AMethods Sourcebook*, 3rd editio (United States of America: Sage Publication, 2014). p 8

research questions or objectives. Before finalizing the conclusion, the researcher will verify it by cross-checking with the collected data. This step ensures that the conclusion is accurate, reliable, and truly supported by the evidence gathered during the research process.

CHAPTER IV RESEARCH RESULT AND DISCUSSION

A. Research Result

Based on the research conducted by the researcher on the third semester at UIN Jurai Siwo Lampung. During the observation, subjects were asked to read a short text and mark words that they found difficult to pronounce, followed by an interview to explore why they had difficulty pronouncing those words. There were some errors found in the six subjects' pronunciation of the words (Breeze, Environment, Appreciate, and Gentle) compared to the audio dictionary. The following is a comparison of the sounds produced by the subjects and the audio dictionary:

1. Types of Error made by the subjects

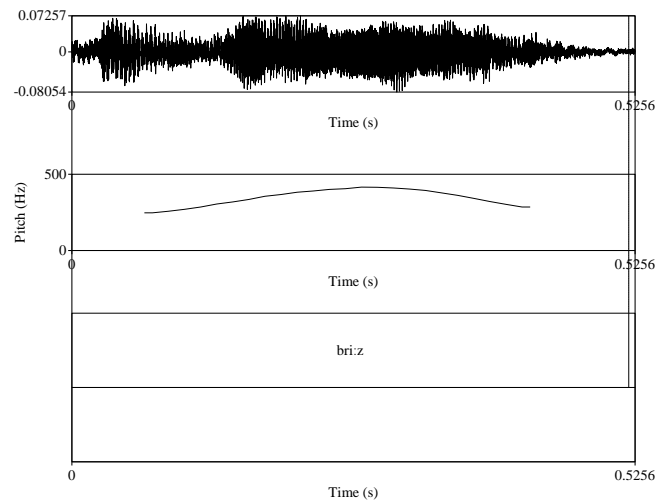
Subject 1

Word	Types of error
Breeze	Stress neutralization error
Environment	Stress neutralization error
Appreciate	Stress neutralization error
Gentle	Stress neutralization error

Table 4.1

Analysis:

Subject's production:



Audio from dictionary

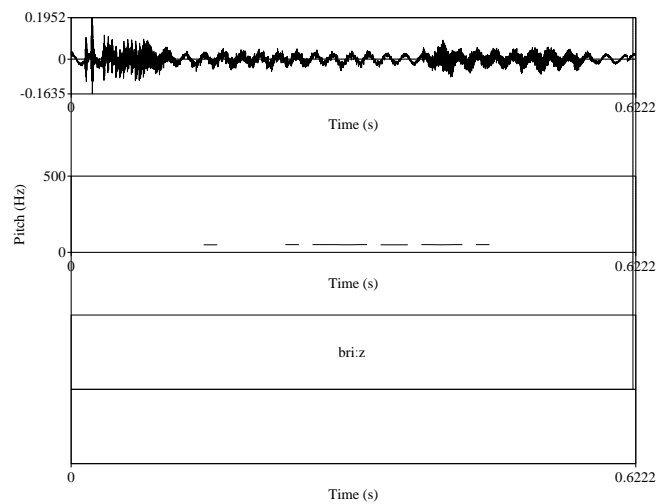
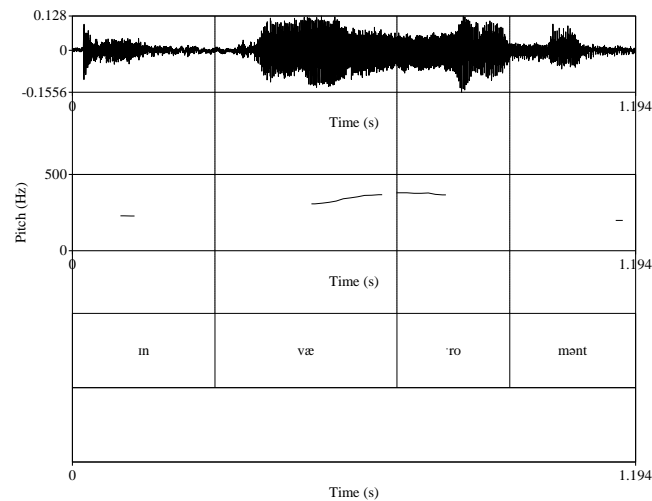


Figure 4.1

From the table above, the subject has different pitch pattern with the native. The subject raise the voice at /I:/ that indicate the error of stress neutralization.

Subject's production:



Audio from dictionary

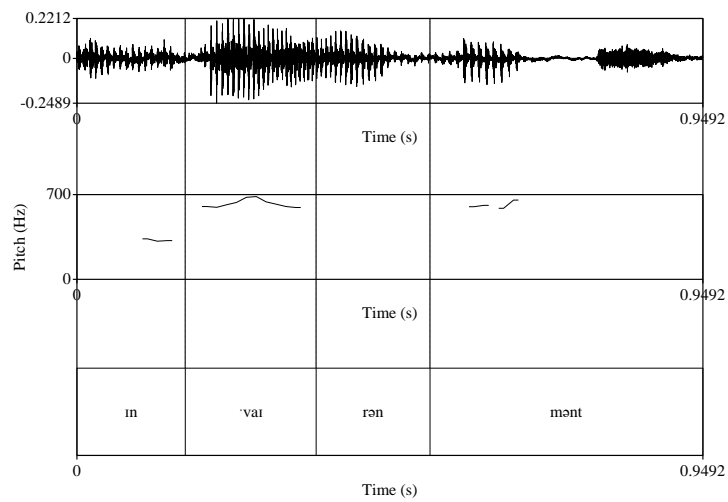
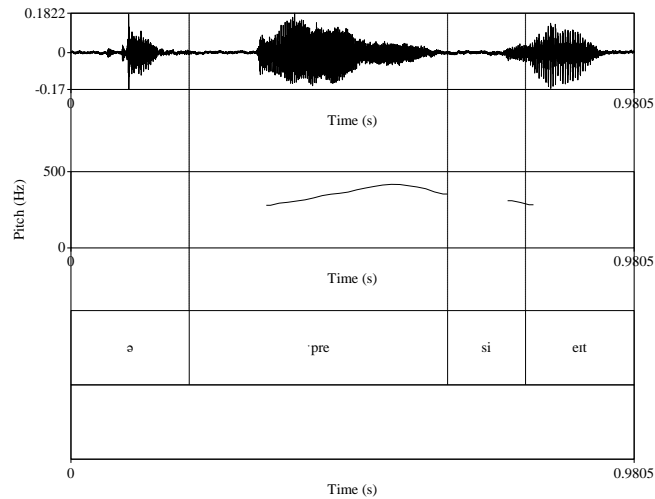


Figure 4.2

For the word “Environment” the subject did not show the pitch at the beginning of second syllable. It also did not show different pitch at the second and third syllable.

Subject's production:



Audio from dictionary

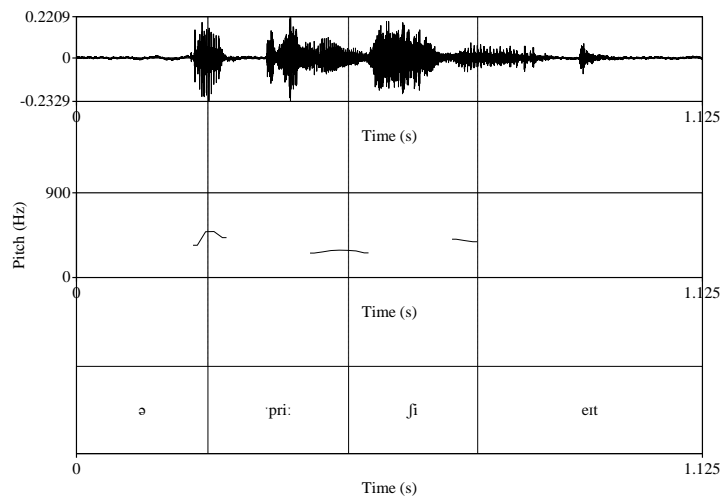
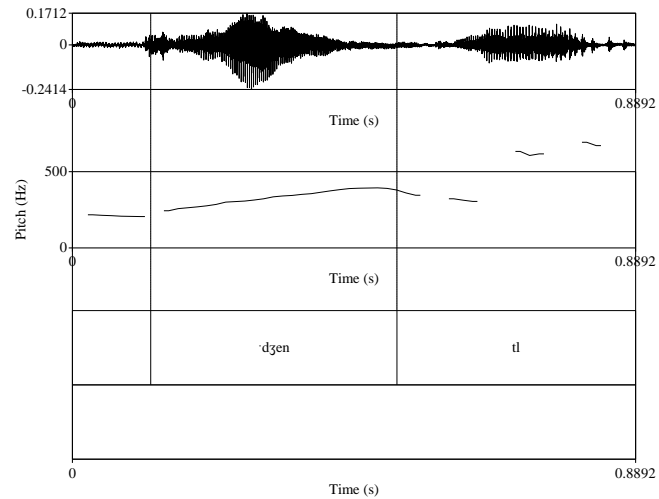


Figure 4.3

In the word “Appreciate” the subject fail to produce a clear pitch peak on the target stressed syllable. The pitch contour shows weak contrast across syllables, indicating stress neutralization error.

Subject's production:



Audio from dictionary

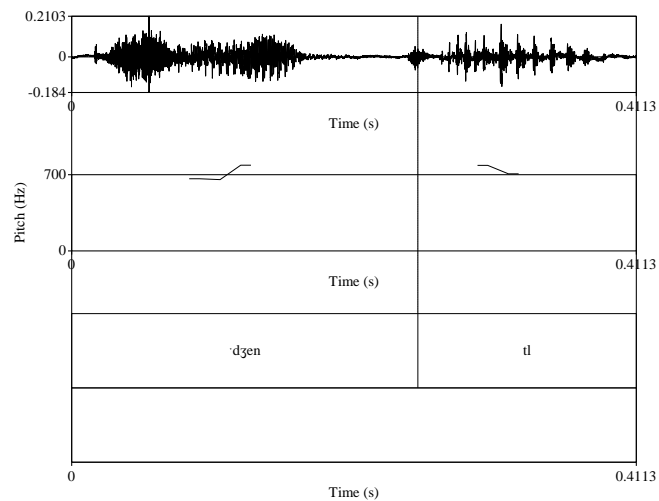


Figure 4.4

In the word “Gentle” the stress must fall on the first syllable but the subject did not show the clear pitch for the stressed syllable that indicating the stress neutralization error.

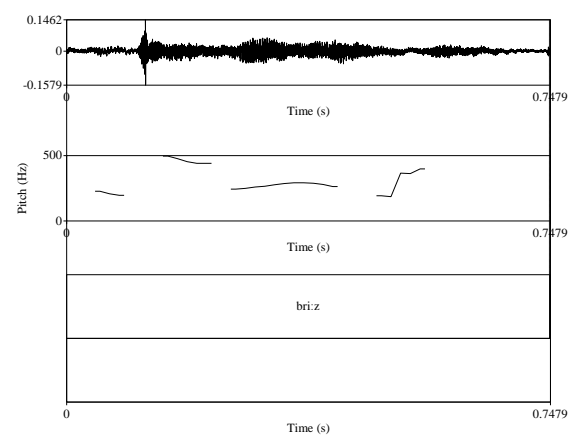
Subject 2

Word	Types of error
Breeze	Stress neutralization error
Environment	Stress neutralization error
Appreciate	Stress neutralization error
Gentle	Stress neutralization error

Table 4.2

Analysis:

Subject's production:



Audio from dictionary

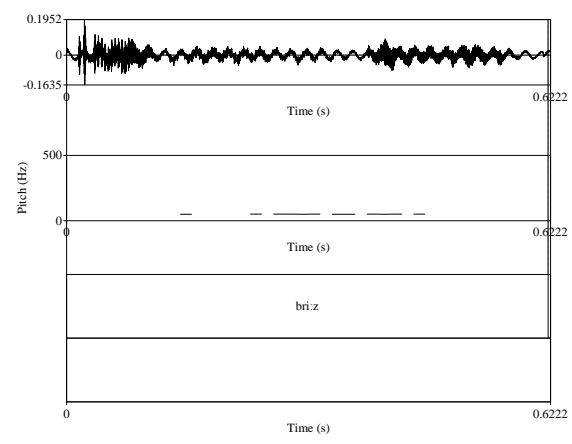
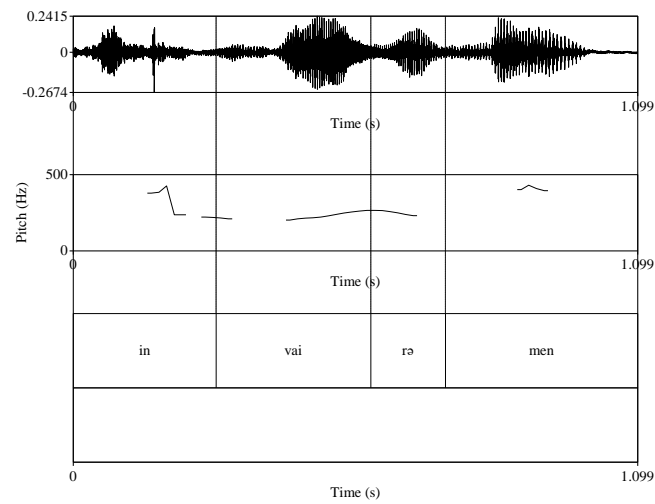


Figure 4.5

In the word “breeze” the subject did not produce clear pitch prominence, indicating the stress neutralization error in stress realization. The pitch slightly high and flatter. It is totally different from the pitch of the native that seems more smooth.

Subject's production:



Audio from dictionary

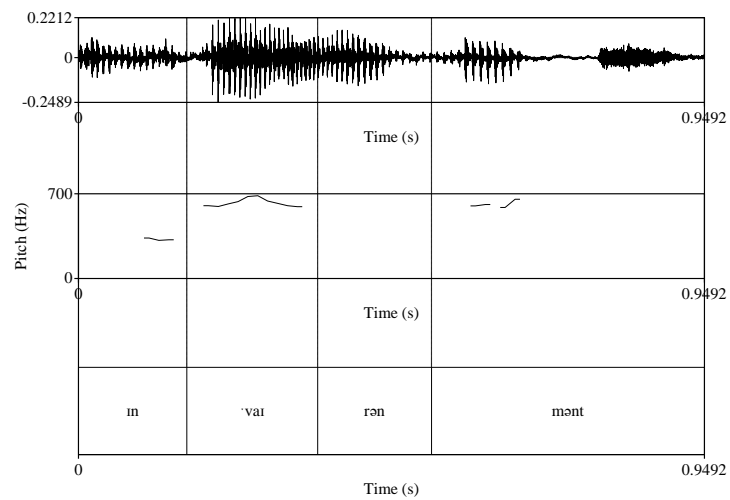
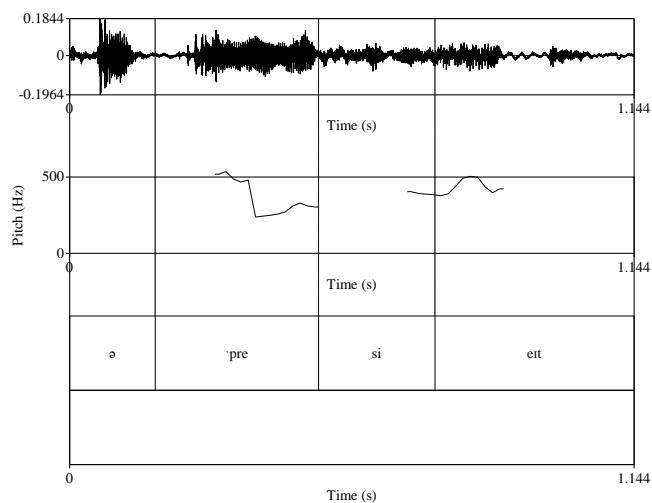


Figure 4.6

In the word “environment” the pitch higher on the first syllable. It means the subject put the stress on the first syllable not on the second syllable, it indicates the stress shift or misplacement error.

Subject's production:



Audio from dictionary

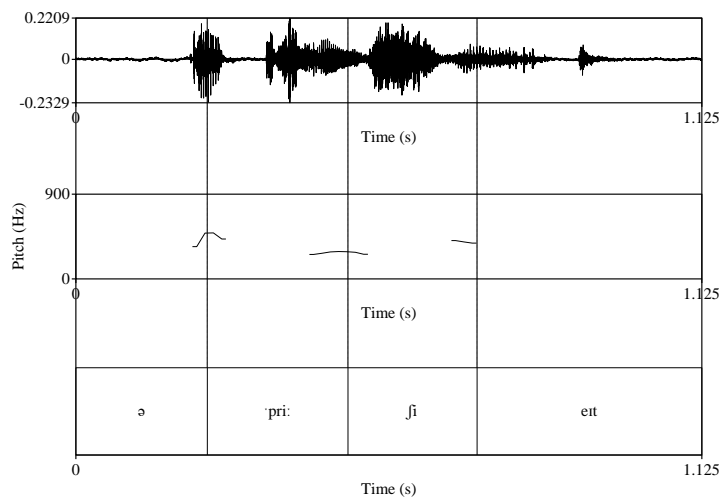
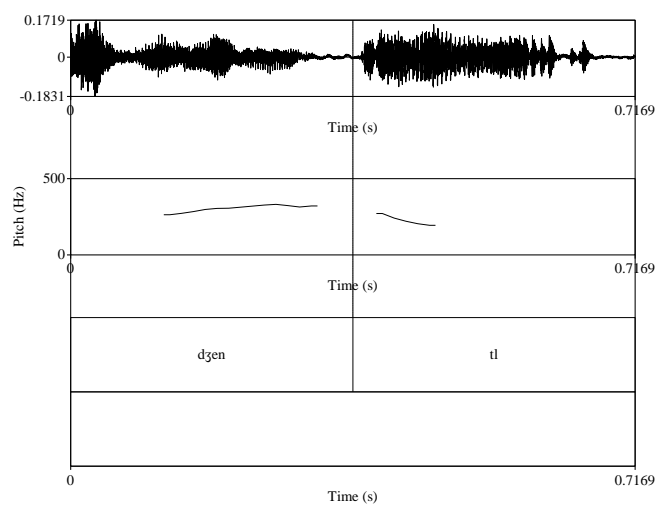


Figure 4.7

In the word “appreciate” the stress must be on the second syllable but the subject has two higher pitch on the second syllable and the fourth syllable. It is indicating an error of the stress shift or misplacement stress error.

Subject’s production:



Audio from dictionary

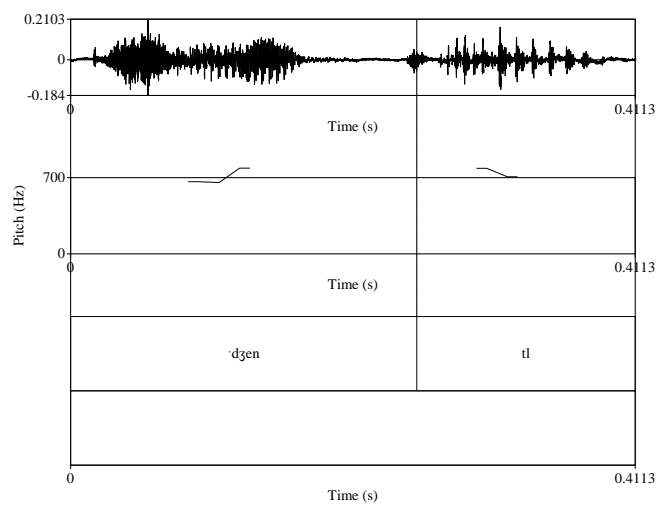


Figure 4.8

In the word “gentle” the subject did not show sufficient pitch on the first syllable, indicating stress neutralization error. The pitch on the first and second syllable are not different so it will be heard the same like there is no stress in the word “gentle.”

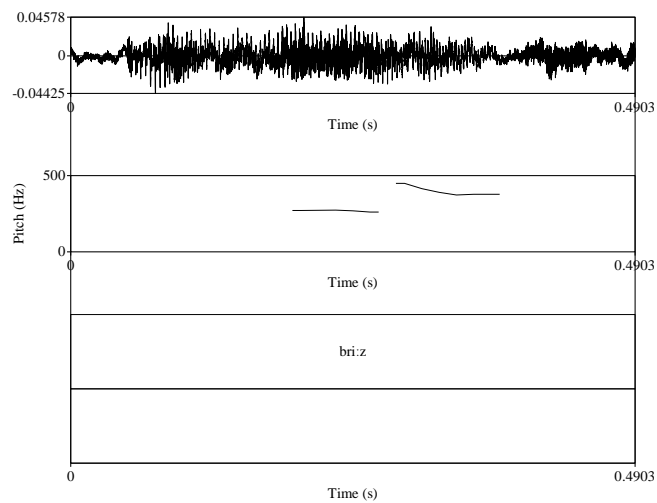
Subject 3

Word	Types of error
Breeze	Stress neutralization error
Environment	Stress neutralization error
Appreciate	Stress neutralization error
Gentle	Stress neutralization error

Table 4.3

Analysis:

Subject's production:



Audio from dictionary

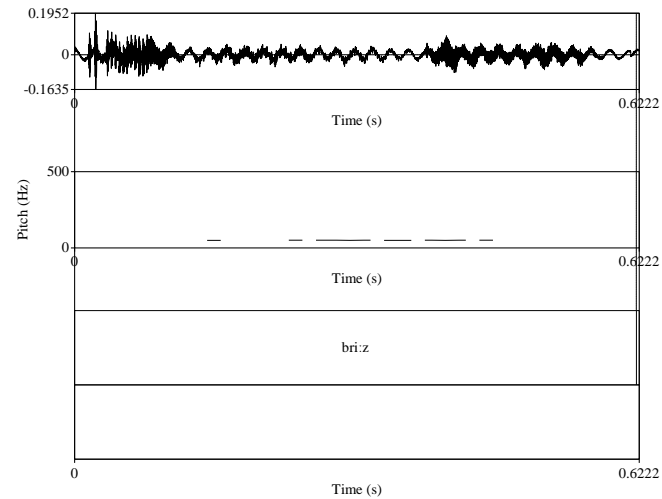
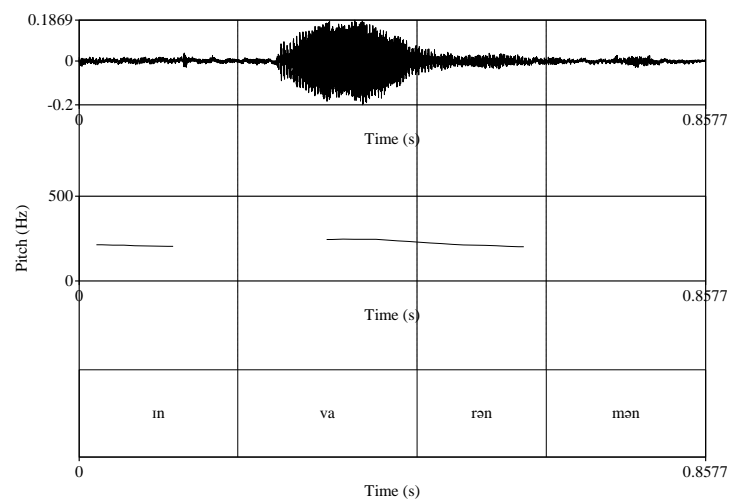


Figure 4.9

In the word “breeze” there is a slightly increase of the pitch compared to the native. This is show that the subject does not produce a clear and stable pitch indicating stress neutralization. It is caused by the rhythm of the Indonesian language used in their daily life.

Subject's production:



Audio from dictionary

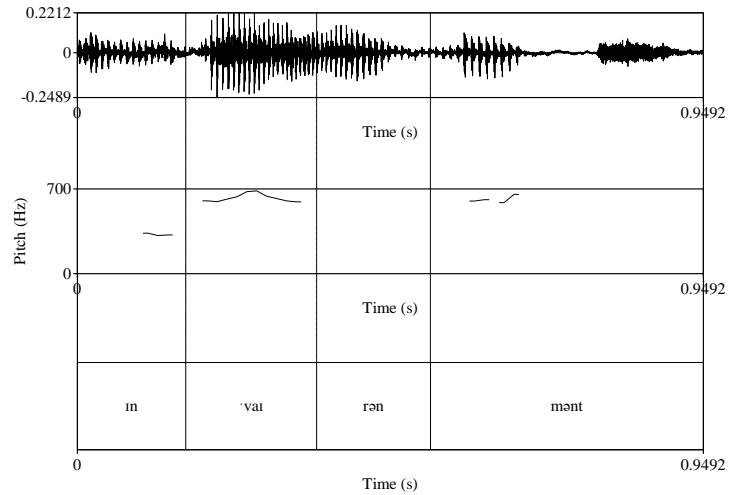
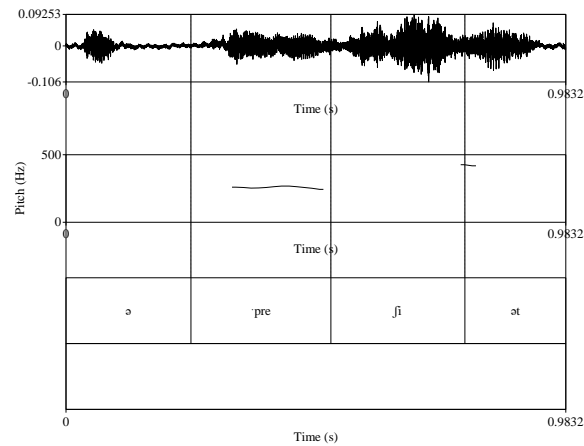


Figure 4.10

In the word “environment” there is no significant increase in the pitch. The pitch seems to flat when the stress should be place on the second syllable. It indicates an error since the subject does not put stress on the syllables. It means the subject fail to mark the stress syllable with clear pitch resulting a stress neutralization error.

Subject’s production:



Audio from dictionary

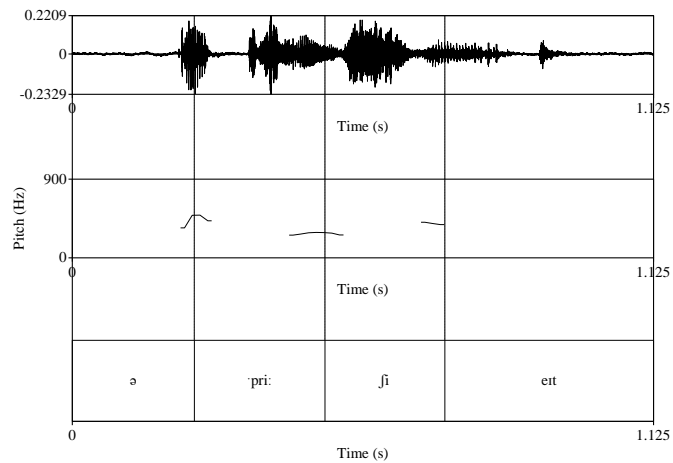
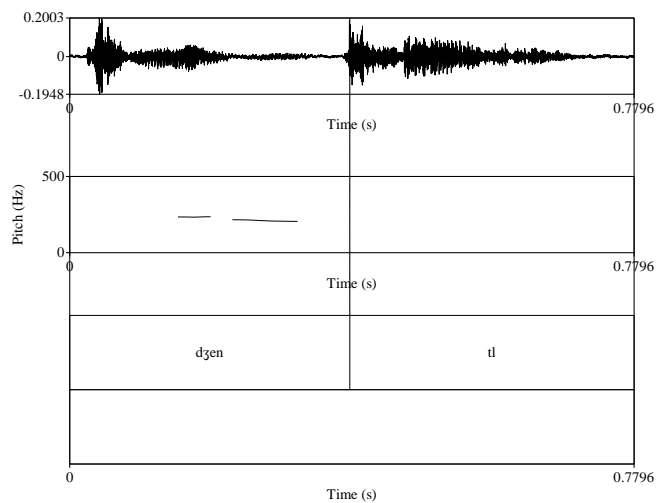


Figure 4.11

In the word “appreciate” the subject does not mark the stress word on the second syllable. The pitch is flat at the second syllable indicating stress neutralization.

Subject’s production:



Audio from dictionary

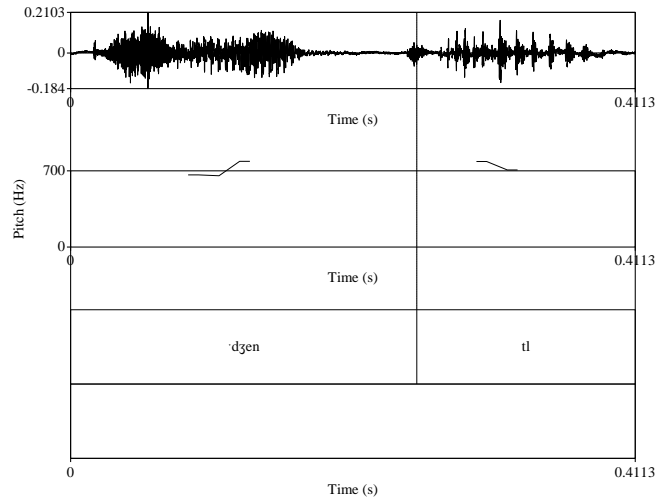


Figure 4.12

In the word “gentle” the subject put the stress on the first syllable but the pitch on the second syllable was not mark up because the pitch is too low. It actually has no error since the pitch on the first syllable was higher than the second syllable.

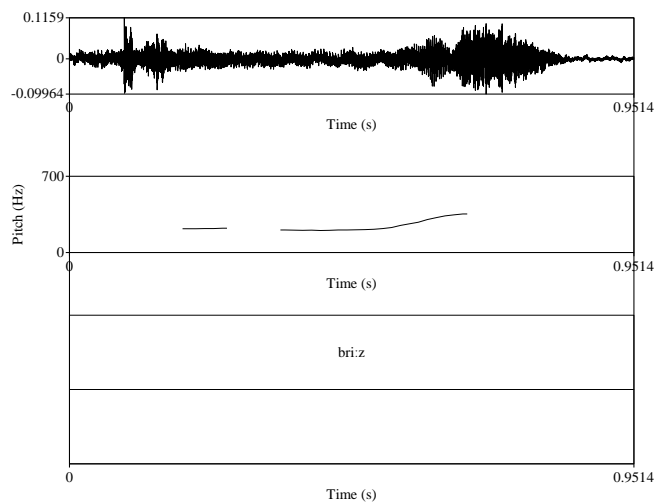
Subject 4

Word	Types of error
Breeze	Stress neutralization error
Environment	Stress shift/misplacement stress error
Appreciate	Stress shift/misplacement stress error
Gentle	Stress neutralization error

Table 4.4

Analysis:

Subject's production:



Audio from dictionary

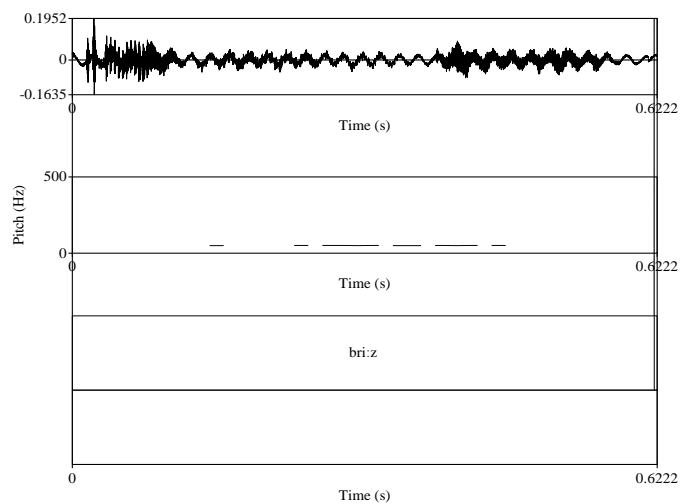
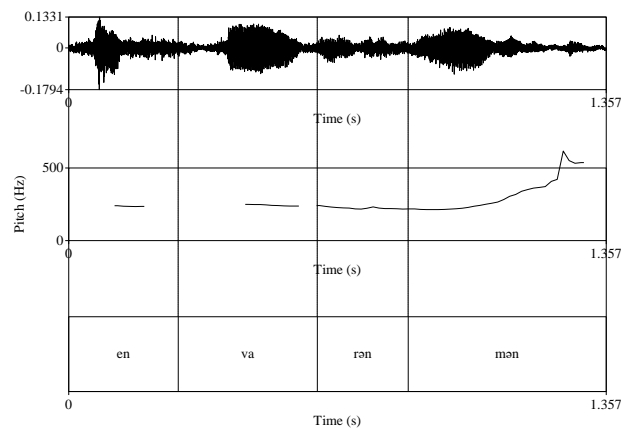


Figure 4.13

In the word “breeze” despite the absence of positional shifts, the subjects failed to maintain stable, native-like pitch control. The unnatural

rise in pitch at the end of words indicates an inability to control the stress weight of single vowels. it indicates a stress neutralization error.

Subject's production:



Audio from dictionary

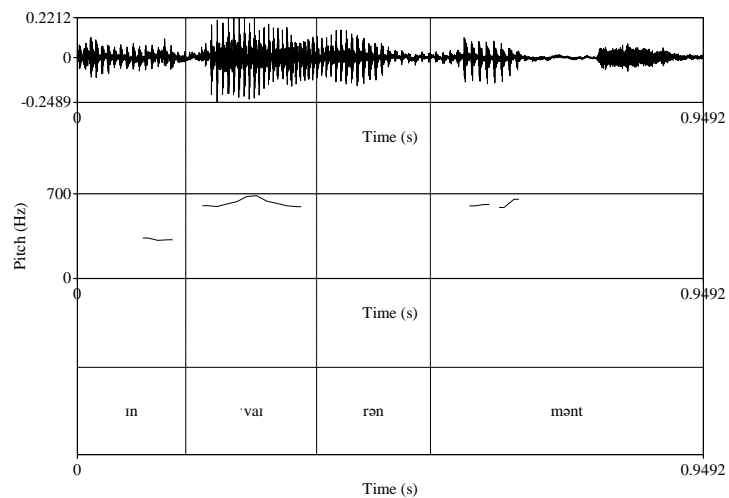
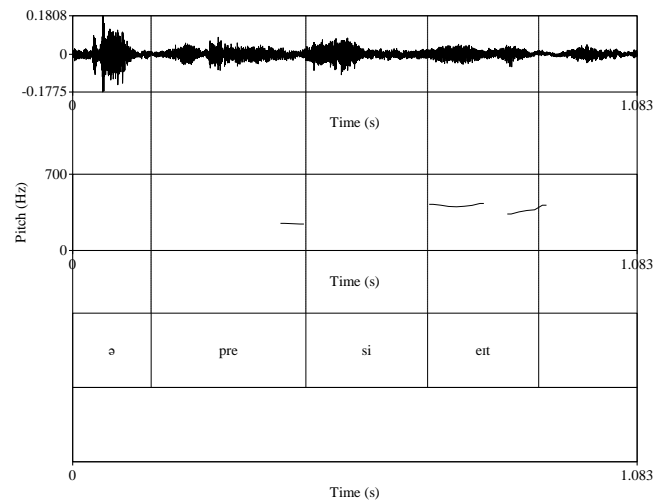


Figure 4.14

Subject 4's stress error in the word "environment" is categorized as a Stress Shift or Misplacement Stress Error. In the native speaker data, the peak tone and energy intensity are concentrated on the second syllable (-

vi-), while in the subject, the pitch contour visualization shows a line that tends to climb and reaches its peak intensity precisely on the last syllable (-ment). This causes a loss of proper prosodic contrast, where the subject fails to perform vowel reduction at the end of the word and instead shifts the main stress load to the back, thus changing the natural rhythm of the word.

Subject's production:



Audio from dictionary

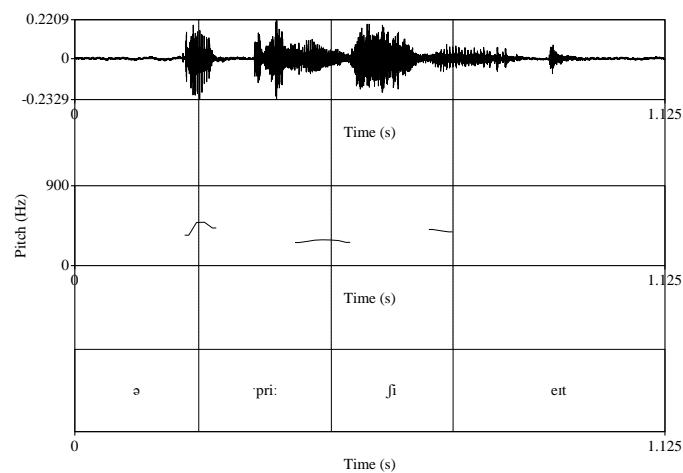
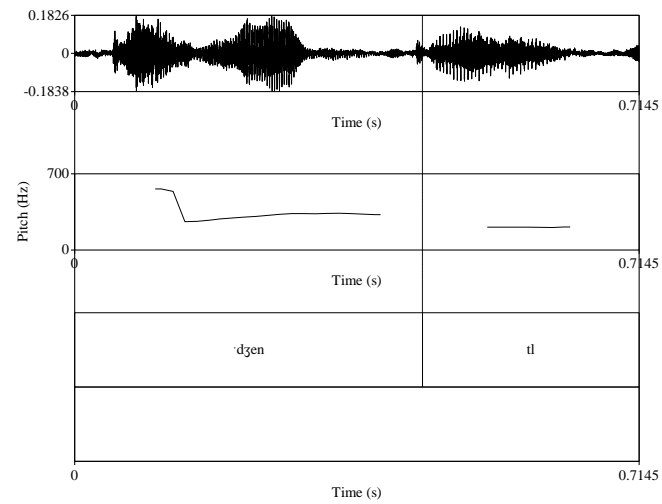


Figure 4.15

In the word “appreciate” the subject shifts the primary stress from the second syllable to the last syllable. This is evident in the thicker sound waves and higher pitch at the end of the word compared to the middle. This indicate an error of misplacement stress error.

Subject's production:



Audio from dictionary

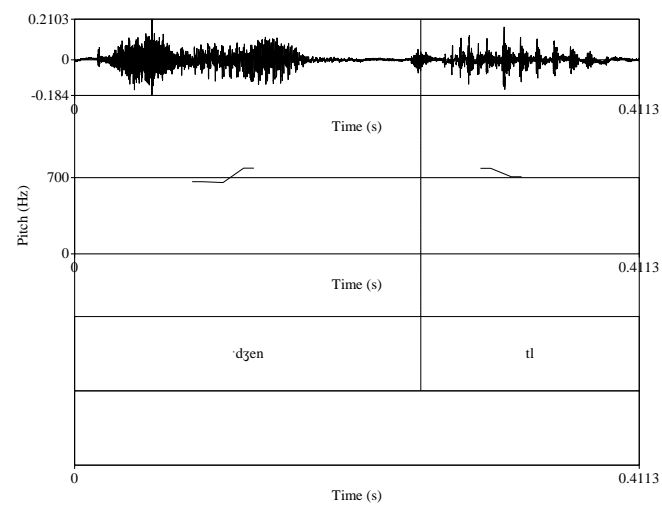


Figure 4.16

The subject places almost equal stress on both syllables. This eliminates the contrast between strong and weak syllables, making the word sound flat or monotonous without proper vowel reduction at the end.

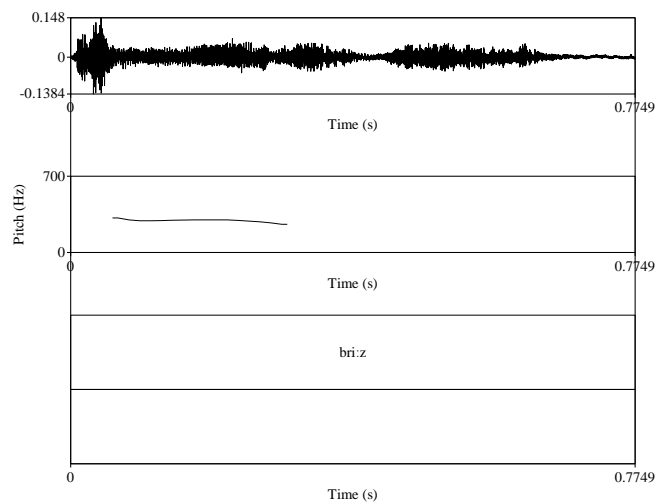
Subject 5

Word	Types of error
Breeze	Stress neutralization error
Environment	Stress neutralization error
Appreciate	Stress neutralization error
Gentle	Stress neutralization error

Table 4.5

Analysis:

Subject's production:



Audio from dictionary

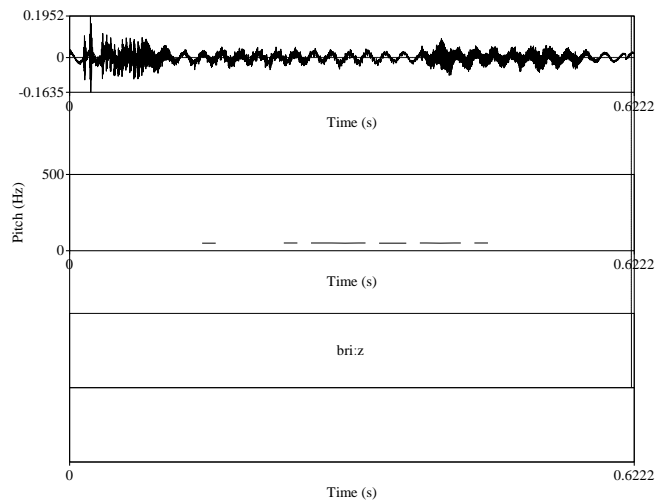
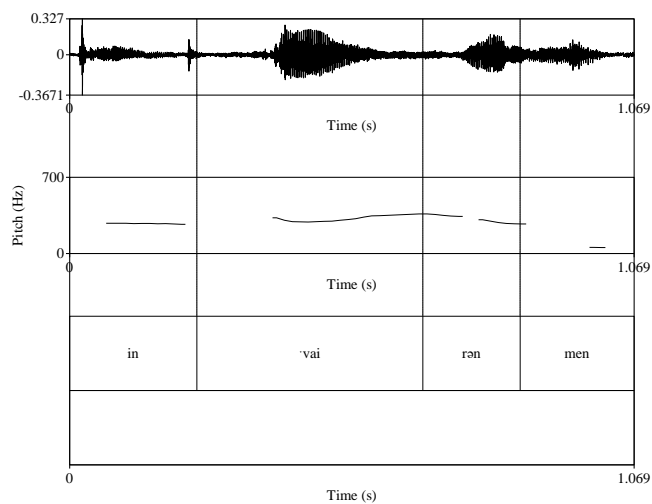


Figure 4.17

In the word “breeze” the subject does not produce a clear pitch, indicating stress neutralization. In the voice it sounds similar to the native but if we see the pitch it shows different pitch.

Subject's production:



Audio from dictionary

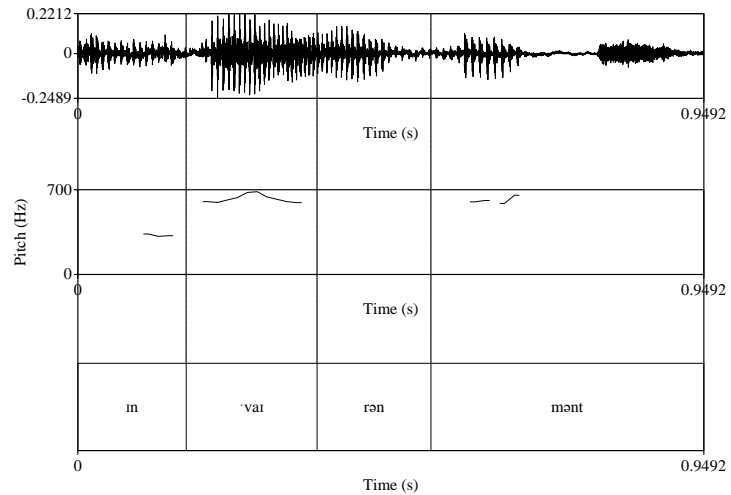
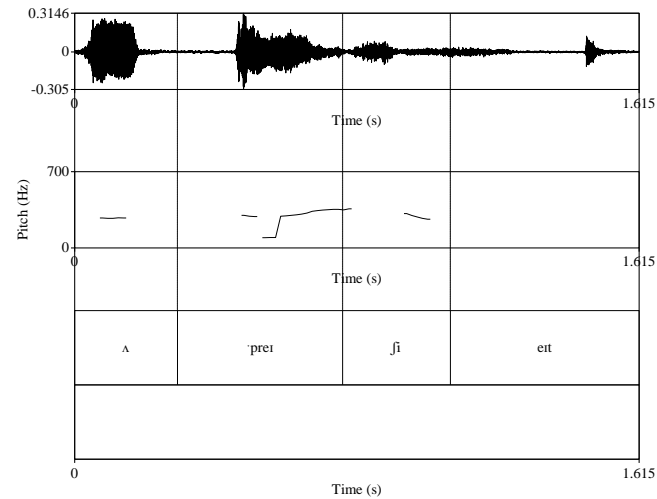


Figure 4.18

In the word “environment” the stress must be place on the second syllable. It can be seen as the pitch go higher on the second syllable than the other syllable. But ini subject’s pitch there is no high pitch. The pitch increase slowly and it seem flat.this situation indicates a stress neutralization.

Subject's production:



Audio from dictionary

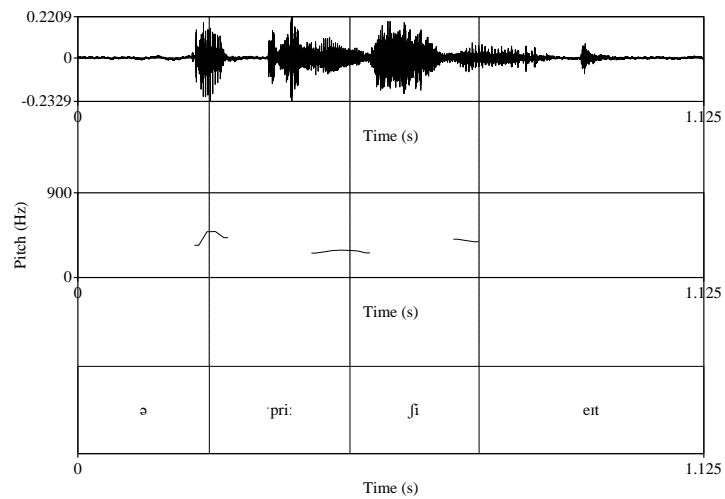
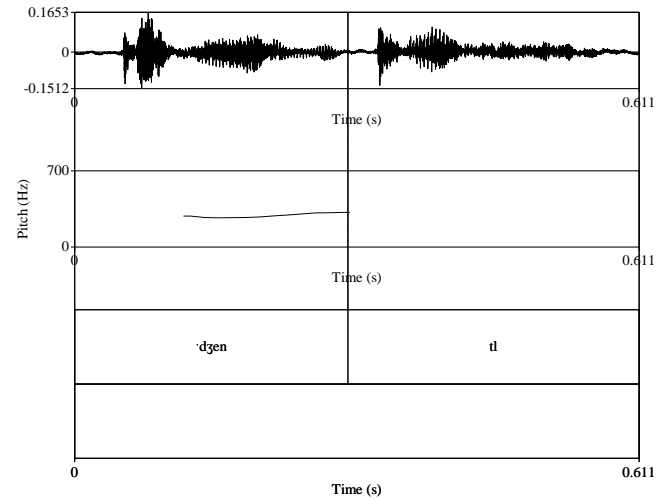


Figure 4.19

In the word “appreciate” the syllable must fall on the second syllable. On the table above we can see the pitch on the second syllable at the subject table (left) has no significant increase. It is not a misplacement error since the subject does not place the stress on the first, third, or fourth syllable.

Subject's production:



Audio from dictionary

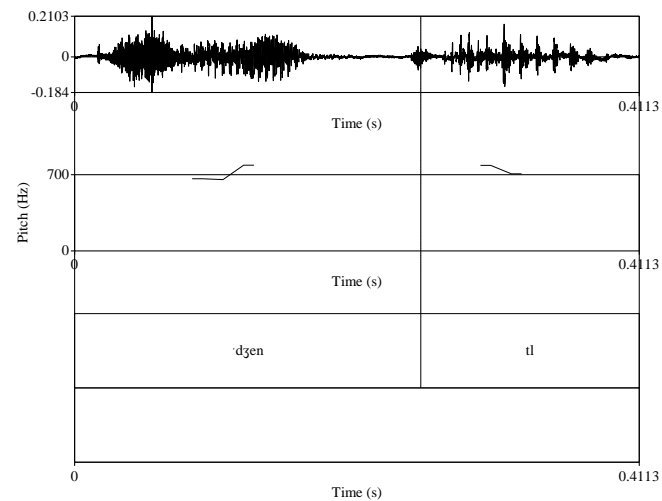


Figure 4.20

In the word “gentle” the syllable must be fall on the first syllable where the pitch should be higher than the second syllable. As we can see on the table, the subject has a flat pitch and has no different with the second syllable resulting an error in stress. this indicates a stress neutralization error.

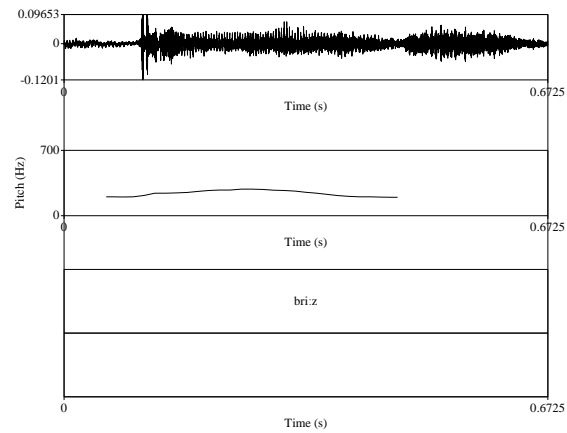
Subject 6

Word	Types of error
Breeze	Stress neutralization error
Environment	Stress neutralization error
Appreciate	Stress neutralization error
Gentle	Stress neutralization error

Table 4.6

Analysis:

Subject's production:



Audio from dictionary

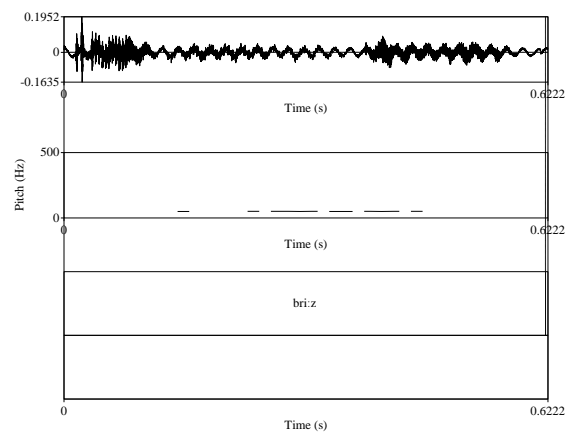
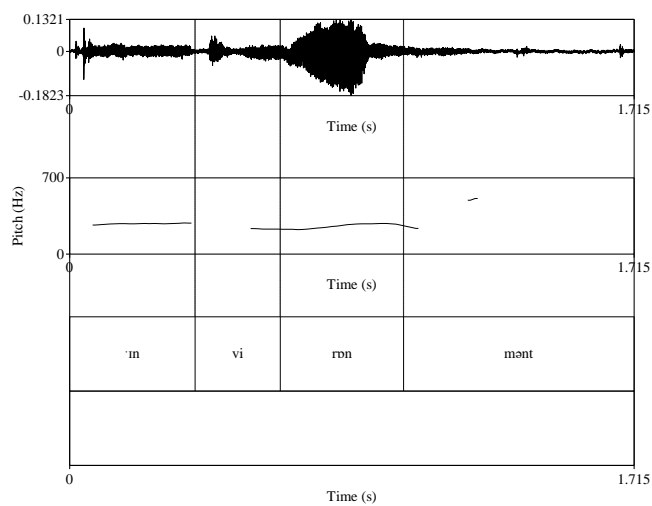


Figure 4.21

The subject pronounced this word in a monotone. In native speakers, there's usually a slight rise or fall in pitch (gliding) to give the vowel weight, while in the subject's case, the pitch line is almost horizontal.

Subject's production:



Audio from dictionary

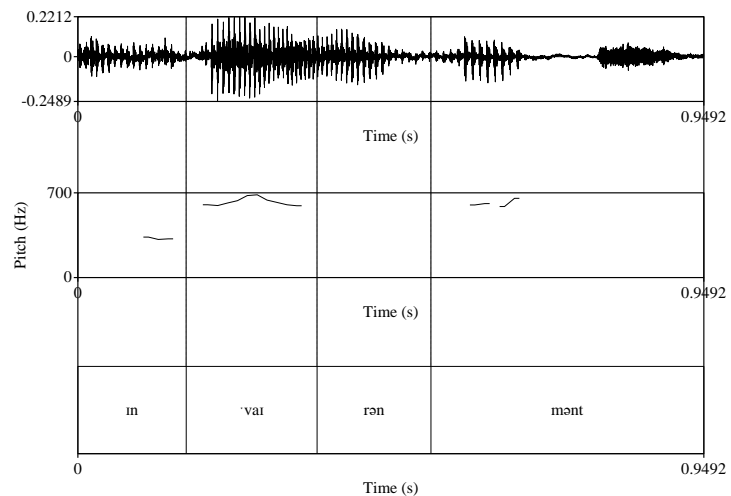
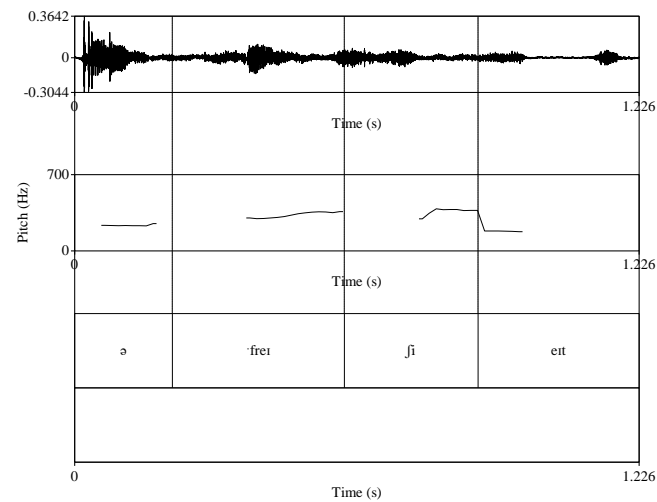


Figure 4.22

Subjects were most likely to place stress on the first (EN-vironment) or third (environ-MENT) syllable. The visualization shows that the duration between syllables tends to be the same length (isochronous), which is typical of failure to place primary stress on the second syllable.

Subject's production:



Subcejt's production:

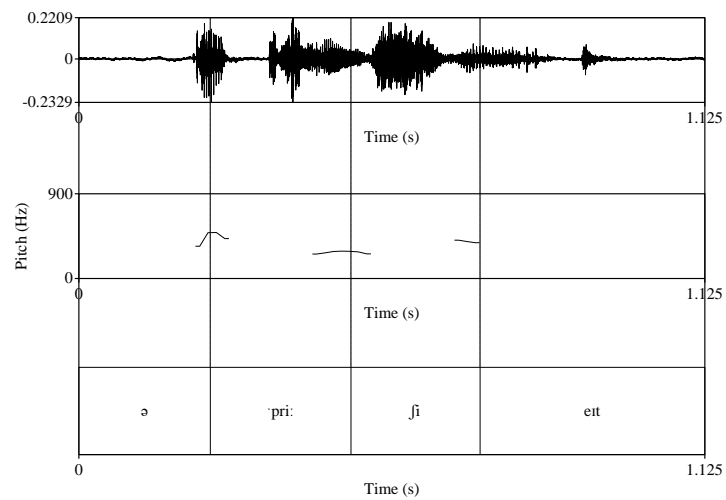
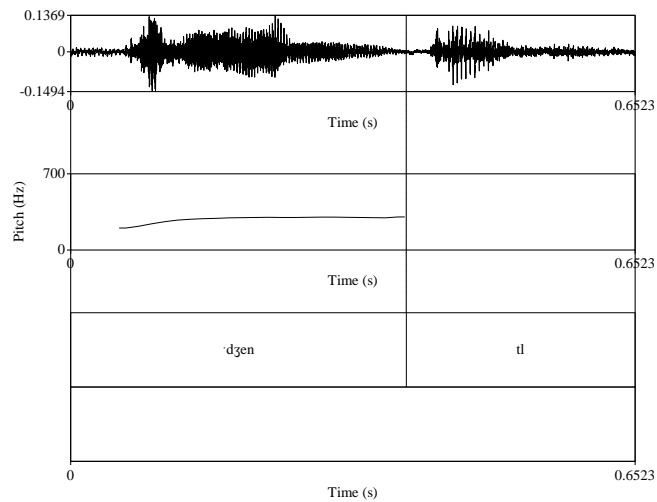


Figure 4.23

Because "appreciate" is a verb, stress position is crucial. If the subject emphasizes the last syllable (as in the suffix -ate), then a shift occurs. However, if the subject places equal stress on each syllable (as seen by the nearly uniform wave amplitude in the subject column), then this is more likely to be Stress Neutralization.

Subject's production:



Audio from dictionary

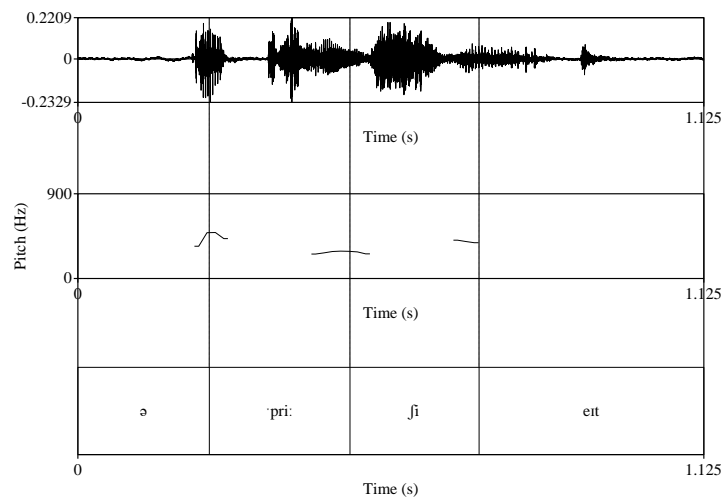


Figure 4.24

The subject failed to perform vowel reduction on the second syllable. Instead of lowering the pitch and shortening the duration of -tle, the subject gave almost equal energy to the first and second syllables, so that the contrast between stressed and unstressed syllables was lost.

2. The Cause of Errors

From the data above, researchers found errors in the pronunciation of the words breeze, environment, appreciate, and gentle, are mostly stress neutralization error. Some factors that influence this error are:

a. Failed to realization the stress

The results of the interviews above show that they know the rules of word stress placement, but they have difficulty implementing these rules, resulting in stress neutralization errors. Stress neutralization errors are errors caused by pronunciations that have relatively the same or slightly different intensity or pitch in stressed syllables.¹

Subject 2 said “*Biasanya word-stress ada penempatan dasarnya biasanya kalau kata benda, noun itu stressnya ada di suku kata pertama, Kalau adjective biasanya juga di suku kata pertama tapi ga terus-terusan berada di suku kata pertama tapi kebanyakan si suku pertama, Kalau verb itu biasanya ada di suku kata kedua atau di suku kata setelah suku kata awal.*”

¹ Joanne Kenworthy, *Teaching English Pronunciation, System*, vol. 18 (New York: Longman Group UK Limited, 1990), [https://doi.org/10.1016/0346-251x\(90\)90033-2.p63-65](https://doi.org/10.1016/0346-251x(90)90033-2.p63-65)

Subject 3 also said “*Untuk aturan aturan penempatan wordstress yang aku tau itu kayanya noun sama adjective itu di suku kata pertama yang verb sama ad- apanamanya itu di suku kata kedua.*”

b. Mother Tongue Influence

Stress neutralization errors can also be influenced by the speaker's native language. In this case, the speakers have Indonesian as their primary language. Unlike English, Indonesian does not have stress in its words, meaning that emphasis is not needed to distinguish meaning. This is a common difficulty for learners of English as a second language.

Subject 1, “*aksen indo itu mempengaruhi sih kak dalam kita menentukan word stress bahasa inggris kaya kalo di bing kan banyak vowel yang ini kak, banyak gacuma a i u e o, jadinya kaya susah aja gitu.*”

Subject 2, “*walaupun kita kadang udah pronounce nya bagus kita mau ga mau ttp kaya masih dibawa lidah indonesia nya apalagi kalo kita memang orang yg punya suku gitu terutama pasti stressword nya dibawa apalagi pronounce nya.*”

Subject 3, “*Untuk aksen sedikit mempengaruhi karena lidahnya masih lidah indo jadi untuk word-stress masih kurang paham bagian mana yang di tekankan tengah, depan atau belakang, jadi masih sering ketuker.*”

Subject 4, “*kalo biasa ngomong di bahasa jawa di keluarga terus ngomong bahasa inggris mungkin ya pronounce ngikut kaya bahasa jawanya medok ngikut, terus yang ada kata baru mungkin kita*

bacanya kaya medok terus bener bener ngikutin hurufnya ga kaya cara kita baca di inggrisnya itu sih kak.”

Subject 5, *“aksen bahasa indo itu bisa mempengaruhi pengucapan dalam bahasa inggris tp ga secara langsung menentukan word stress itu kak jadi pengaruhnya itu lebih ke cara pengucapan dan ritme nya kak bukan aturan stress nya itu sendiri.”*

Subject 6, *“Biasanya itu aksen indonesianya itu mempengaruhi wordstressnya, jadi masih ikut aksen indo nya jadi masih harus lebih memperhatikan lagi kalo kita ngomong inggrisnya.”*

c. Lack of Practice

The next error found by researchers was stress shift/misplacement stress error that occurred in the pronunciation of the words environment and appreciate by subject 4. It is considered a stress shift error when the highest pitch or word stress shifts to another syllable instead of remaining on the designated syllable.² In the word environment (Figure 4.14), it appears that the pitch in the last syllable *-ment* is higher than in the second syllable *-vi*. The word “environment” (ɪnˈvaɪrənmənt) is a noun with stress on the second syllable. This indicates a shift in stress, which causes an error. Similarly, in the word “appreciate” (əˈpriːʃiət) (Figure 4.15), which is a noun with stress on the second syllable, it can be seen that the highest pitch intensity is on the last syllable *-ate* instead of the second syllable *-pre*.

² Zanten and Heuven, “Word Stress in Indonesian Its Communicative Relevance.” P136

“Kalo untuk aku sendiri kata yang sulit untuk diucapkan itu karena katanya itu asing, terus pelafalannya itu susah gitu kak jadi kaya sebenarnya pelafalannya ga susah tapi karna ga biasa denger dan kaya kata baru yang di tahu jadi susah.”

In learning English, one common difficulty faced by learners is their limited exposure to hearing words used naturally in everyday communication. This issue was not only found in Subject 4 but was also experienced by several other participants; however, in those cases it did not significantly lead to stress-shift errors in pronunciation. Therefore, the findings suggest that insufficient auditory exposure may influence learners’ pronunciation development, highlighting the importance of providing more authentic listening experiences and regular interaction with spoken English to improve their awareness of correct word stress

B. Discussion

The findings of this study indicate that the majority of subjects made stress neutralization errors. The table above shows that 22 from 24 data was stress neutralization errors. This is not because they are unaware of the rules of word stress. Basically, they know the rules of word stress

placement, where nouns and adjectives have stress on the first syllable, while verbs have stress on the second syllable.³

This phenomenon occurred due to mother tongue interference (L1 transfer), in which subjects applied the syllable-timed rhythm pattern of Indonesian when pronouncing English words that are characterized by stress-timed rhythm.⁴

Phonetically, stress is a suprasegmental parameter that involves a combination of loudness, pitch, and duration. In phonetic transcription, syllables that receive primary stress are marked with a vertical bar (') at the beginning of the syllable.⁵ A syllable itself is a unit of sound organization consisting of a nucleus (usually a vowel) that can be preceded or followed by a consonant.⁶ It means stress syllables don't always consist of consonant-vowel pairs.

The fundamental difference lies in the functional role of stress; in Indonesian, stress is not phonemic, meaning it is not used to distinguish word meanings (phonemic contrast). In contrast, in English, stress placement is crucial because it serves to distinguish word classes or

³ Kenworthy, *Teaching English Pronunciation*. p68

⁴ Sitti Nurpahmi, et al, "An Acoustic Analysis of Word Stress Production by Indonesian Learners of English," *Tesl-Ej* 5, no. 2 (2023): 302–20. p 305.

⁵ Roach, *English Phonetics and Phonology A Practical Course*.

⁶ Nurpahmi, et al, "An Acoustic Analysis of Word Stress Production by Indonesian Learners of English." p307.

meanings in words with similar spellings (for example, the difference between the noun 'record' and the verb 'record')⁷. The stress help to differentiate the meaning of English word.

Stress neutralization is indicated by a difference in pitch and intensity that is not too great or too different between stressed syllables and unstressed syllables. As a result, stressed syllables seem hidden or even non-existent.

English learners, especially Indonesian learners, often make this type of error due to the differences between the two languages. In Indonesian, no stress is required to distinguish between the noun and verb forms of the word "bisa." In English, however, stress is required to make this distinction. This is the main cause of most of the errors in the data above, which are stress neutralization errors.

⁷ Ghorbani, "The Effect of Phonetic Transcription on Iranian EFL Students' Word Stress Learning." p20.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that third-semester students of the English Department at UIN Jurai Siwo Lampung still experience difficulties in using English word stress accurately.

The types of word stress errors, this study found two main types of errors produced by the students, namely stress neutralization error and stress shift/misplacement stress error. Among these, stress neutralization error was the most dominant error. Most students tended to pronounce all syllables with relatively equal pitch and intensity, resulting in the absence of clear stress contrast within words. This indicates that students failed to mark stressed syllables using appropriate acoustic features such as pitch prominence and duration. Meanwhile, stress shift or misplacement error was found in a smaller number of cases, where students placed the primary stress on incorrect syllables, particularly in multisyllabic words such as *environment* and *appreciate*.

Concerning the causes of errors, the findings indicate that the errors were mainly caused by interference from the students' first language (Indonesian), which is syllable-timed and does not rely heavily on stress to distinguish meaning. As a result, students tended to transfer Indonesian

rhythmic patterns into English pronunciation, leading to stress neutralization. Another contributing factor was the difficulty in applying theoretical knowledge into actual pronunciation practice. Although most students were aware of basic word stress rules, they experienced difficulty in realizing stress acoustically. In addition, limited exposure to English input, unfamiliarity with certain vocabulary, and lack of consistent pronunciation practice also contributed to the occurrence of stress errors.

B. Suggestion

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. For Future Researchers

Future researchers are encouraged to conduct further studies on word stress by involving a larger number of participants or different academic levels in order to obtain more comprehensive results. In addition, future studies may focus on experimental or classroom-based research to examine the effectiveness of pronunciation training or technology-assisted tools such as PRAAT in improving students' word stress accuracy. Researchers may also explore other suprasegmental features such as sentence stress and intonation for deeper phonological analysis.

2. **For Readers and English Learners**

Readers, especially English learners, are expected to become more aware of the importance of word stress in spoken English. It is recommended that learners pay closer attention to stress patterns when learning new vocabulary and frequently listen to native speaker models through audio dictionaries or authentic materials. Regular pronunciation practice and the use of phonetic tools can help learners improve their awareness and accuracy in producing correct word stress, which will ultimately enhance their overall speaking intelligibility.

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stable/27865409](https://www.jstor.org/stable/27865409).

APPENDIX

OBSERVATION SHEET AND THE RESULT OF OBSERVATION

Nama :

NPM :

Kelas :

1. Bacalah teks dibawah ini, lalu tulislah 5 kata yang menurut anda sulit untuk diucapkan dalam table yang sudah di sediakan.

Nature's Beauty

Nature's beauty can be seen in many places, from green mountains and colorful forests to peaceful beaches and clear rivers. Spending time outdoors helps us feel calm and refreshed, especially when we listen to the sound of birds, feel the gentle breeze, or watch a beautiful sunset. These simple moments remind us to appreciate the world around us and inspire us to take better care of the environment so future generations can enjoy nature's beauty as well.

No	Words	Reason
1		
2		
3		
4		
5		

2. Jawablah pertanyaan pada kolom dibawah ini!

No	Pertanyaan	Jawaban
1	Apa yang kamu pahami tentang word stress dalam bahasa Inggris?	
2	Apakah kamu sudah mempelajari word stress di mata kuliah Fonetik dan	

	Fonologi? Jika iya, materi apa saja yang dibahas?	
3	Menurutmu, seberapa penting penggunaan word stress dalam keterampilan berbicara bahasa Inggris?	
4	Saat berbicara bahasa Inggris, apakah kamu secara sadar memperhatikan penggunaan word stress? Mengapa iya atau tidak?	
5	Bisakah kamu menyebutkan contoh kata yang menurutmu sulit untuk diberi tekanan yang benar?	
6	Apakah kamu merasa kesulitan menentukan suku kata yang diberi tekanan pada kata yang panjang atau tidak familiar? Mengapa?	
7	Apakah kamu berlatih word stress di luar kelas? Jika iya, bagaimana caranya?	
8	Apa saranmu untuk meningkatkan pembelajaran word stress di mata kuliah Fonetik dan Fonologi?	

Nama : Riva Istiqomah

NPM : 2401051020

Kelas : A

1. Bacalah teks dibawah ini, lalu tulislah 5 kata yang menurut anda sulit untuk diucapkan dalam table yang sudah di sediakan.

Nature's Beauty

Nature's beauty can be seen in many places, from green mountains and colorful forests to peaceful beaches and clear rivers. Spending time outdoors helps us feel calm and refreshed, especially when we listen to the sound of birds, feel the gentle breeze, or watch a beautiful sunset. These simple moments remind us to appreciate the world around us and inspire us to take better care of the environment so future generations can enjoy nature's beauty as well.

No	Words	Reason
1	Appreciate	The word has many syllables and the pronunciation is different from the spelling.
2	environment	it has difficult consonant clusters.
3	generations	It contains the the suffix "tions" which is pronounced and maybe confusing.
4		
5		

2. Jawablah pertanyaan pada kolom dibawah ini!

No	Pertanyaan	Jawaban
1	Apa yang kamu pahami tentang word stress dalam bahasa Inggris?	Word stress adalah penekanan (stress) pada suku kata dalam sebuah kata ketika diucapkan.
2	Apakah kamu sudah mempelajari word stress di mata kuliah Fonetik dan Fonologi? Jika iya, materi apa saja yang dibahas?	Sudah, menentukan suku kata yang diberi stres pada noun, verb atau adjective
3	Menurutmu, seberapa penting penggunaan word stress dalam keterampilan berbicara bahasa Inggris?	sangat penting untuk membuat penutur terdengar jelas dan alami.
4	Saat berbicara bahasa Inggris, apakah kamu secara sadar memperhatikan penggunaan word stress? Mengapa iya atau tidak?	Iya, terkadang memperhatikan penempatan stress pada suatu kata agar orang lain tidak salah memahami apa yg saya katakan.

5	Bisakah kamu menyebutkan contoh kata yang menurutmu sulit untuk diberi tekanan yang benar?	Environment, karena terdiri banyak suku kata.
6	Apakah kamu merasa kesulitan menentukan suku kata yang diberi tekanan pada kata yang panjang atau tidak familiar? Mengapa?	Iya terkadang sulit ketika menemukan kata yang panjang karena aturan penekanannya dalam bahasa Inggris tidak selalu sama
7	Apakah kamu berlatih word stress di luar kelas? Jika iya, bagaimana caranya?	tidak sering, tetapi terkadang saya mengecek word stress di google.
8	Apa saranmu untuk meningkatkan pembelajaran word stress di mata kuliah Fonetik dan Fonologi?	Pembelajaran akan lebih baik jika ada banyak latihan, kegiatan mendengarkan dan konteks nyata.

Nama : Hayya Aqilah

NPM : 2901050011

Kelas : A

1. Bacalah teks dibawah ini, lalu tulislah 5 kata yang menurut anda sulit untuk diucapkan dalam table yang sudah di sediakan.

Nature's Beauty

Nature's beauty can be seen in many places, from green mountains and colorful forests to peaceful beaches and clear rivers. Spending time outdoors helps us feel calm and refreshed, especially when we listen to the sound of birds, feel the gentle breeze, or watch a beautiful sunset. These simple moments remind us to appreciate the world around us and inspire us to take better care of the environment so future generations can enjoy nature's beauty as well.

No	Words	Reason
1	forests	karna tekanan di akhir ada s (s)
2	environment	kadang suka terbalik / n nya sering gak kelua
3	Generations	g kadang suka dibaca (g) buka j
4	beaches	kadang suka terbalik bahkan salah makna
5	refreshed	stress word di akhir sulit

2. Jawablah pertanyaan pada kolom dibawah ini!

No	Pertanyaan	Jawaban
1	Apa yang kamu pahami tentang word stress dalam bahasa Inggris?	Word stress adalah penekanan dalam suatu kata / kalimat
2	Apakah kamu sudah mempelajari word stress di mata kuliah Fonetik dan Fonologi? Jika iya, materi apa saja yang dibahas?	Yz. Word stress, syllable, diphthong, IPA (International Phonetic Alphabet) Connected speech.
3	Menurutmu, seberapa penting penggunaan word stress dalam keterampilan berbicara bahasa Inggris?	Sangat penting, karna itu adalah maintenance dari ilmu pronounce agar speaking terdengar fluency dan baik
4	Saat berbicara bahasa Inggris, apakah kamu secara sadar memperhatikan penggunaan word stress? Mengapa iya atau tidak?	Iya, kadang juga sering lupa karna speaking di saat nervous itu lupa menggunakan word stress.

5	Bisakah kamu menyebutkan contoh kata yang menurutmu sulit untuk diberi tekanan yang benar?	Queue, gorgeous, predictable
6	Apakah kamu merasa kesulitan menentukan suku kata yang diberi tekanan pada kata yang panjang atau tidak familiar? Mengapa?	Iya, karena kata tersebut sering keliru dan lupa cara Pelebaran yg benar
7	Apakah kamu berlatih word stress di luar kelas? Jika iya, bagaimana caranya?	Iya terkadang ketika kelas Scott menemukan kata baru itu aku ucapkan ulang dan cari artinya
8	Apa saranmu untuk meningkatkan pembelajaran word stress di mata kuliah Fonetik dan Fonologi?	seringnya practice baik di dalam maupun di luar kelas

Nama : Nabila Fachrunnisa

NPM : 2401050016

Kelas : A

1. Bacalah teks dibawah ini, lalu tulislah 5 kata yang menurut anda sulit untuk diucapkan dalam table yang sudah di sediakan.

Nature's Beauty

Nature's beauty can be seen in many places, from green mountains and colorful forests to peaceful beaches and clear rivers. Spending time outdoors helps us feel calm and refreshed, especially when we listen to the sound of birds, feel the gentle breeze, or watch a beautiful sunset. These simple moments remind us to appreciate the world around us and inspire us to take better care of the environment so future generations can enjoy nature's beauty as well.

No	Words	Reason
1	beaches	it can be the same spelling with birds
2	especially	agak susah diucapkan
3	refreshed	pembacaan - ed kan banyak, jadi bingung pakre yg mana
4		
5		

2. Jawablah pertanyaan pada kolom dibawah ini!

No	Pertanyaan	Jawaban
1	Apa yang kamu pahami tentang word stress dalam bahasa Inggris?	penekanan kata
2	Apakah kamu sudah mempelajari word stress di mata kuliah Fonetik dan Fonologi? Jika iya, materi apa saja yang dibahas?	sudah, pengertian, ciri-ciri, dan fungsi
3	Menurutmu, seberapa penting penggunaan word stress dalam keterampilan berbicara bahasa Inggris?	sangat penting, karena word stress mempengaruhi suara nada bicara
4	Saat berbicara bahasa Inggris, apakah kamu secara sadar memperhatikan penggunaan word stress? Mengapa iya atau tidak?	iya, karena word stress membuat berbicara bahasa Inggris lebih ekspresif dan hidup

5	Bisakah kamu menyebutkan contoh kata yang menurutmu sulit untuk diberi tekanan yang benar?	Record, present
6	Apakah kamu merasa kesulitan menentukan suku kata yang diberi tekanan pada kata yang panjang atau tidak familiar? Mengapa?	Iya, karena tidak familiar dg kata nya
7	Apakah kamu berlatih word stress di luar kelas? Jika iya, bagaimana caranya?	Iya, biasanya dengan menonton podcast native speaker
8	Apa saranmu untuk meningkatkan pembelajaran word stress di mata kuliah Fonetik dan Fonologi?	latihan mendengar native speaker lalu dipraktikan

Nama: Khanidia Umi Latifah

NPM: 2401051006

Kelas: A

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Nature's Beauty

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No	Words	Reason
1	Beaches	baru pertama menemukan kata itu
2	Refreshed	lumayan sulit mengucapkan "ed" diakhir
3		
4		
5		

2. Jawablah pertanyaan pada kolom dibawah ini!

No	Pertanyaan	Jawaban
1	Apa yang kamu pahami tentang word stress dalam bahasa Inggris?	kata atau suku kata yang ditekankan dalam pengucapan bahasa Inggris
2	Apakah kamu sudah mempelajari word stress di mata kuliah Fonetik dan Fonologi? Jika iya, materi apa saja yang dibahas?	Ya sudah. Simbol-simbol IPA dan , word stress, syllable
3	Menurutmu, seberapa penting penggunaan word stress dalam keterampilan berbicara bahasa Inggris?	Sangat penting, karena untuk memahami maksud pembicara dengan jelas.
4	Saat berbicara bahasa Inggris, apakah kamu secara sadar memperhatikan penggunaan word stress? Mengapa iya atau tidak?	Saya usahakan menyadari karena untuk mengukur kejelasan serta keakuratan bunyinya.

5	Bisakah kamu menyebutkan contoh kata yang menurutmu sulit untuk diberi tekanan yang benar?	Ya, contoh g nya kata "ekonomis"
6	Apakah kamu merasa kesulitan menentukan suku kata yang diberi tekanan pada kata yang panjang atau tidak familiar? Mengapa?	Ya, karena saya kurang hafal aturan stress secara benar.
7	Apakah kamu berlatih word stress di luar kelas? Jika iya, bagaimana caranya?	Ya, biasanya saya menirukan pengucapan dari vidio bahasa Inggris
8	Apa saranmu untuk meningkatkan pembelajaran word stress di mata kuliah Fonetik dan Fonologi?	lebih banyak praktik langsung.

Nama : Nova Safitri

NPM : u1010018

Kelas : A

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Nature's Beauty

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No	Words	Reason
1	breeze	baru tau kata hi
2	inspire	kadang masih salah dalam pengucapannya
3	future	dalam pengucapan msh sering ketuker
4	beaches	sering kebalik
5	nature's	karna ada tambahan 's'

2. Jawablah pertanyaan pada kolom dibawah ini!

No	Pertanyaan	Jawaban
1	Apa yang kamu pahami tentang word stress dalam bahasa Inggris?	tebanan atau penekanan pada suatu kata dalam sebuah kata
2	Apakah kamu sudah mempelajari word stress di mata kuliah Fonetik dan Fonologi? Jika iya, materi apa saja yang dibahas?	iya. Diphthong, silable
3	Menurutmu, seberapa penting penggunaan word stress dalam keterampilan berbicara bahasa Inggris?	rangkat penting karna bisa to dalam word stress bisa belalar tentang penekanan pada sebuah kata bhr Inggris
4	Saat berbicara bahasa Inggris, apakah kamu secara sadar memperhatikan penggunaan word stress? Mengapa iya atau tidak?	kadang sadar. karna setelah belalar word stress jadi paham dalam penekanan sebuah kata

5	Bisakah kamu menyebutkan contoh kata yang menurutmu sulit untuk diberi tekanan yang benar?	decision, electric
6	Apakah kamu merasa kesulitan menentukan suku kata yang diberi tekanan pada kata yang panjang atau tidak familiar? Mengapa?	ya, karena kurang kata-kata ya bisa ketahu
7	Apakah kamu berlatih word stress di luar kelas? Jika iya, bagaimana caranya?	ya, dengan mendengarkan audio bahasa Inggris, sambil melatih pronunciation
8	Apa saranmu untuk meningkatkan pembelajaran word stress di mata kuliah Fonetik dan Fonologi?	tearing mempraktekan.

Nama: Meise Sandora

NPM: 2401050015

Kelas: A

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Nature's Beauty

Nature's beauty can be seen in many places, from green mountains and colorful forests to peaceful beaches and clear rivers. Spending time outdoors helps us feel calm and refreshed, especially when we listen to the sound of birds, feel the gentle breeze, or watch a beautiful sunset. These simple moments remind us to appreciate the world around us and inspire us to take better care of the environment so future generations can enjoy nature's beauty as well.

No	Words	Reason
1	Better	Sometime that's word same to britten (homophones).
2	Watch	The word watch (menonton) same to water (air) → homograph & homophone
3		
4		
5		

2. Jawablah pertanyaan pada kolom dibawah ini!

No	Pertanyaan	Jawaban
1	Apa yang kamu pahami tentang word stress dalam bahasa Inggris?	Word stress refers to "penekanan kata" dlm. berbicara. bhs. Inggris.
2	Apakah kamu sudah mempelajari word stress di mata kuliah Fonetik dan Fonologi? Jika iya, materi apa saja yang dibahas?	Iya, word stress (penekanan) pada noun, verb, Adj, Adverb, stress-timed rhythm.
3	Menurutmu, seberapa penting penggunaan word stress dalam keterampilan berbicara bahasa Inggris?	Sangat penting, karena penekanan sebuah kata menentukan maksud atau makna dari kata tsb. salah penekanan bisa salah arti.
4	Saat berbicara bahasa Inggris, apakah kamu secara sadar memperhatikan penggunaan word stress? Mengapa iya atau tidak?	-Sebelum belajar word stress saya tidak memperhatikannya. saya -sekarang secara sadar/memperhatikan penggunaan word stress

5	Bisakah kamu menyebutkan contoh kata yang menurutmu sulit untuk diberi tekanan yang benar?	- Environment ; - Word.
6	Apakah kamu merasa kesulitan menentukan suku kata yang diberi tekanan pada kata yang panjang atau tidak familiar? Mengapa?	Saya kesulitan di saat berbaru suku kata yg. panjang dan tidak familiar, karena bingung bagaimana yg. harus diberi word stress
7	Apakah kamu berlatih word stress di luar kelas? Jika iya, bagaimana caranya?	Kadang, dengan menonton podcast atau audio.
8	Apa saranmu untuk meningkatkan pembelajaran word stress di mata kuliah Fonetik dan Fonologi?	Dengan menguraikan audio akan lebih memudahkan untuk memahami materi "word stress"

INTERVIEW SHEET AND THE RESULT OF INTERVIEWS

Name :

NPM :

No	Pertanyaan	Jawaban
1.	Apakah kamu mengetahui aturan dasar penempatan word stress dalam bahasa Inggris? Jika iya, aturan apa yang kamu ketahui? Jika tidak, bagian mana yang paling membingungkan?	
2.	Apakah kamu merasa penempatan tekanan dalam bahasa Indonesia mempengaruhi cara kamu menempatkan word-stress dalam bahasa Inggris? Jelaskan bagaimana pengaruhnya.	
3.	Saat mendengarkan native speaker, apakah kamu dapat mengenali suku kata yang ditekan dengan jelas? Jika sulit, bagian mana yang membuatmu bingung?	
4.	Apa yang membuatmu sulit mengucapkan tekanan pada suku kata tertentu? Apakah karena panjang katanya, bunyinya, atau ketidakterbiasaan?	
5.	Apakah kamu kesulitan menempatkan word-stress pada kata yang memiliki banyak suku kata atau banyak imbuhan (prefix/suffix)? Kata seperti apa yang paling sulit untukmu?	
6.	Apa strategi yang kamu gunakan untuk mengatasi kesulitan yang kamu hadapi? Apakah kamu menggunakan aturan, menghafal, atau menebak?	

Name : Ria Istiqomah

NPM : 2401051029

No	Pertanyaan	Jawaban
1.	Apakah kamu mengetahui aturan dasar penempatan word stress dalam bahasa Inggris? Jika iya, aturan apa yang kamu ketahui? Jika tidak, bagian mana yang paling membingungkan?	Selama ria belajar materi tentang word stress itu ria nangkemnya ini sih kak kaya word stress di satu suku kata, 2 suku kata 3 suku kata terus word stress di noun atau verb itu gitu. kadang ria itu kesulitan kalo katanya itu 3 suku kata atau lebih kak jd kaya dimana ya letak word stressnya
2.	Apakah kamu merasa penempatan tekanan dalam bahasa Indonesia mempengaruhi cara kamu menempatkan word-stress dalam bahasa Inggris? Jelaskan bagaimana pengaruhnya.	Kalo menurut ria aksen indo itu mempengaruhi sih kak dalam kita menentukan word stress bahasa inggris kaya kalo di bing kan banyak vowel yang ini kak, banyak gacuma a, i, u, e, o, jadinya kaya susah aja gitu.
3.	Saat mendengarkan native speaker, apakah kamu dapat mengenali suku kata yang ditekan dengan jelas? Jika sulit, bagian mana yang membuatmu bingung?	Pernah ria liat di video di youtube, belajar tentang gimana sih cara nekan di word stress di setiap suku kata itu yang mana dimana sebelah mana yang noun tuh di depan, yang verb tuh di belakang rata-rata gitu.
4.	Apa yang membuatmu sulit mengucapkan tekanan pada suku kata tertentu? Apakah karena panjang katanya, bunyinya, atau ketidakterbiasaan?	Kayanya ria ini sih pas kemaren pas uts photograph, photography itu kan banyak toh word-stressnya bingung nentuinnya gitu. Photography itu kan katanya panjang toh, terus kaya wordstress nya tuh sebelah mana, photograph, photography tuh kan banyak jd bingung wordstressnya tuh yang mana.
5.	Apakah kamu kesulitan menempatkan word-stress pada kata yang memiliki banyak suku kata atau banyak imbuhan (prefix/suffix)? Kata seperti apa yang paling sulit untukmu?	Iya gitu kak itu bingung yang photograph and photography itu
6.	Apakah strategi yang kamu gunakan untuk mengatasi kesulitan yang kamu hadapi? Apakah kamu menggunakan aturan, menghafal, atau menebak?	Kalo sekarang lebih kaya kalo noun, oh ternyata ini wordstress nya di depan kalau verb itu wordstressnya di belakang cuma nandain itu sih kak

Name : Hayya Aqilah

NPM : 2401050011

No	Pertanyaan	Jawaban
1.	Apakah kamu mengetahui aturan dasar penempatan word stress dalam bahasa Inggris? Jika iya, aturan apa yang kamu ketahui? Jika tidak, bagian mana yang paling membingungkan?	Itu biasanya word-stress ada penempatan dasarnya biasanya kalau kata benda, noun itu stressnya ada di suku kata pertama contohnya table wordnya table stressnya ada di T Table terus doctor stressnya ada di suku kaya pertama kaya DOCTOR stressnya ada di D nya terus satu lagi student stu nya itu di bagian suku kata pertama karena student kan noun jadi penekanannya ada di suku kata pertamanya gitu kak. Kalao adjective biasanya juga di suku kata pertama tapi ga terus2an berada di suku kata pertama tapi kebanyakan si suku pertama for example happy, happy kan adjective jadi HAppy nya di suku kata pertama karena happy kan sebagai adjective terus satu lagi Boring bor nya itu ada stress nya jd suku kata pertama. Kalau verb itu biasanya ada di suku kata kedua atau di suku kata setelah suku kata awal for example is relax relax itu penekanannya atau stress word nya itu ada di lax nya bagian lax nya satu lagi arrive stress nya ada di rive arrive bagian rive nya. itu aja sih kak kalau noun sama verb kadang sama bntuk tulisannya kadang di awal kadang di akhir juga
2.	Apakah kamu merasa penempatan tekanan dalam bahasa Indonesia mempengaruhi cara kamu menempatkan word-stress dalam bahasa Inggris? Jelaskan bagaimana pengaruhnya.	Iya kak sgt mempengaruhi karena kesehariannya pakai bahasa Indonesia toh walaupun kita kadang udah pronounce nya bagus kita mau ga mau ttp kaya masih dibawa lidah indonesia nya apalagi kalo kita memang orang yg punya suku gitu terutama pasti

		stressword nya dibawa apalagi pronounce nya
3.	Saat mendengarkan native speaker, apakah kamu dapat mengenali suku kata yang ditekan dengan jelas? Jika sulit, bagian mana yang membuatmu bingung?	<p>Literally sering ya kak karna kan kaya emang isi fyp nya kadang emang orang orang luar gitu walaupun bukan pembelajaran tp kan native speaker walaupun bukan inggris asli gitu ya tp kan bagus gitu pronunciation nya tp memang banyak juga yang memang native speaker jadi sering denger gitu kadang nemuin vocabulary baru gitu juga kadang pernah nih bandingin pronounce nya beda kaya aku dengernya befere sama before gitu, qila baru taunya baru akhir2 ini sih baru bbrp hari ini ternyata ada cara pengucapannya yang beda gitu.</p> <p>Kata yg di ketahui itu ya kata yang memang sudah kita tau sih kak. Jd ketika dgr kata yg kita tau dan emang udh belajar word-stress nya jd faham gitu. Tp ketika kita nemu vocabulary baru, sempet mikir kaya ya ga keliatan gitu word-stress nya yg bagian mana karena emang asing ya kak kata2 nya. Jd ya yg emang bisa menentukan word-stress nya mana itu emang kata yang udah pernah di pelajari gitu aja sih kak kalau untuk yang asing kadang mikir dulu sih kak</p>
4.	Apa yang membuatmu sulit mengucapkan tekanan pada suku kata tertentu? Apakah karena panjang katanya, bunyinya, atau ketidakterbiasaan?	<p>Karna gabiasa ngucap kata tersebut sih kak dan bener juga tadi ada beberapa kata yang memang dia panjang ya kak ga cuma 2 sampai 3 kata bahkan kaya communication gitu kadang sempet mikir communication itu dimana sih stress word nya bagian com kah atau ke? Kemaren itu pas belajar itu kita bingungnya disitu dan ternyata bingungnya juga ketika kita gatau ni dia itu antara noun, verb, atau adjective kataa itu jadikan karna td di</p>

		rumusnya udah noun itu di awal adjective itu di awal, verb itu di akhir, jd kan enak gitu kak menentukannya. Jd ketika kita juga gatau kata itu termasuknya ke pronouns (part of speech) apa jd bingung.
5.	Apakah kamu kesulitan menempatkan word-stress pada kata yang memiliki banyak suku kata atau banyak imbuhan (prefix/suffix)? Kata seperti apa yang paling sulit untukmu?	Ada sih kk yg emng bbrp ya kk kaya unpredictable itu qila susah disitu karna dia kaya tengah2 ya kak itu stressnya itu kan terus misunderstand, engga sih sebenarnya itu. Terus kaya underestimate, determine, kadang determin atau determain itu terus relaxation gitu terus ada antisocial terus geographic, ada influential gitu.
6.	Apa strategi yang kamu gunakan untuk mengatasi kesulitan yang kamu hadapi? Apakah kamu menggunakan aturan, menghafal, atau menebak?	Kalau untuk strategi kalau nemu hal kaya gitu ya kak, karena kadang misal kita nemunya dadakan gitu ya kak gitu tuh kadang nebak aja sih kak bagian stress word nya dimana, kalo emang lagi pengen cari ya itu dicari gitu kaya misal ke gpt kadang ke google translate dgrin bagian stress wordnya dimana atau bahkan langsung di search gitu kan kata ini stress wordnya dimana tp keseringannya ya kaya ketika nemu tiba-tiba oh gini stress wordnya nebak gitu, feeling doang.

Name : Khanidia Umi Latifah

NPM : 2401051006

No	Pertanyaan	Jawaban
1.	Apakah kamu mengetahui aturan dasar penempatan word stress dalam bahasa Inggris? Jika iya, aturan apa yang kamu ketahui? Jika tidak, bagian mana yang paling membingungkan?	Suku kata yang ada word-stress nya itu biasanya diucapkan atau diladalkan lebih panjang lebih keras atau lebih di tekankan contohnya dalam kata “economy”
2.	Apakah kamu merasa penempatan tekanan dalam bahasa Indonesia mempengaruhi cara kamu menempatkan word-stress dalam bahasa Inggris? Jelaskan bagaimana pengaruhnya.	Untuk aksen sedikit mempengaruhi karena lidahnya masih kidah indo jadi untuk word-stress masih kurang paham bagian mana yang di tekankan tengah, depan atau belakang, jd masih sering ketuker. Karena kadang belum tau, kadang karena asal nyeplos jadi aksen indo nya kebawa
3.	Saat mendengarkan native speaker, apakah kamu dapat mengenali suku kata yang ditekan dengan jelas? Jika sulit, bagian mana yang membuatmu bingung?	Kadang bisa mengenali kadang bisa, karena mengalir dan hanya mendengarkan how to pronounce.
4.	Apa yang membuatmu sulit mengucapkan tekanan pada suku kata tertentu? Apakah karena panjang katanya, bunyinya, atau ketidak-terbiasaan?	Kalau nemu kata baru biasanya Karena belum tau pengucapannya apalagi stress nya tapi untuk kata-kata yang sudah tau kadang kesulitan karena panjang katanya itu dan lebih seringnya karena gatau letak stress nya dimana.
5.	Apakah kamu kesulitan menempatkan word-stress pada kata yang memiliki banyak suku kata atau banyak imbuhan (prefix/suffix)? Kata seperti apa yang paling sulit untukmu?	Biasanya ada imbuhan nya kak kaya information itu ada 4 suku kata ada imbuhan in sama.. sama satu lagi photographer dan itu panjangnya karena dikasih imbuhan. Kukira photographer kukira stressnya di pho nya ternyata di “to” nya , di suku kata kedua.
6.	Apa strategi yang kamu gunakan untuk mengatasi kesulitan yang kamu hadapi? Apakah kamu menggunakan aturan, menghafal, atau menebak?	Strategi untuk mengatasi itu ya menghafal tapi ga begitu menghafal tapi memahami soalnya kalo dihafal nanti ga hafal-hafal kak jd lebih di mengerti dengan mendengarkan native speaker terus diulang-ulang.

Name : Nabila Fachrunnisa

NPM :2401050016

No	Pertanyaan	Jawaban
1.	Apakah kamu mengetahui aturan dasar penempatan word stress dalam bahasa Inggris? Jika iya, aturan apa yang kamu ketahui? Jika tidak, bagian mana yang paling membingungkan?	Untuk aturan aturan penempatan wordstress yang aku tau itu kayanya noun sama adjective itu di suku kata pertama yang verb sama ad-apanamanya itu di suku kata kedua terus untuk kesulitan di wordstress itu kalo mislakan ada imbuhan belakangnya kaya -tion itu wordstressnya dimana gitu sih kak.
2.	Apakah kamu merasa penempatan tekanan dalam bahasa Indonesia mempengaruhi cara kamu menempatkan word-stress dalam bahasa Inggris? Jelaskan bagaimana pengaruhnya.	Kalo untuk aksen kita sih pasti mempengaruhi ya kak. Kalo menurut aku karena kalo biasa ngomong di bahasa jawa di keluarga terus ngomong bahasa inggris mungkin ya pronounce ngikut kaya bahasa jawanya medok ngikut, terus yang ada kata baru mungkin kita bacanya kaya medok terus bener bener ngikutin hurufnya ga kaya cara kita baca di inggrisnya itu sih kak.
3.	Saat mendengarkan native speaker, apakah kamu dapat mengenali suku kata yang ditekan dengan jelas? Jika sulit, bagian mana yang membuatmu bingung?	Kalo dari yang sering aku tonton mudah sih kak tau dimana peletakkan wordstressnya karena mereka ngomong nya jelas kaya yang bener bener yang kalo mereka ngomong ini langsung oh penekanannya disitu.
4.	Apa yang membuatmu sulit mengucapkan tekanan pada suku kata tertentu? Apakah karena panjang katanya, bunyinya, atau ketidakterbiasaan?	Kalo untuk aku sendiri kata yang sulit untuk diucapkan itu karena katanya itu asing, terus pelafalannya itu susah gitu kak jadi kaya sebenarnya pelafalannya ga susah tapi karna ga biasa denger dan kaya kata baru yang di tahu jadi susah.
5.	Apakah kamu kesulitan menempatkan word-stress pada kata yang memiliki banyak suku kata atau banyak imbuhan (prefix/suffix)? Kata seperti apa yang	Kak kalo untuk sekarang ini aku ga inget ya kata apa yang susah untuk diucapin tapi kayanya aku pernah nemu tapi aku juga lupa tapi susah

	paling sulit untukmu?	bacanya, ada imbuhan nya juga. Kalo kata yang lain kan ga begitu asing nah kalau yang ini karena asing banget gitu
6.	Apa strategi yang kamu gunakan untuk mengatasi kesulitan yang kamu hadapi? Apakah kamu menggunakan aturan, menghafal, atau menebak?	Kalo misalkan nisa ketemu sama kata yang seperti itu lagi aku bakal dengerin bagaimana cara pronounce nya di aplikasi setelah itu aku bakal nebak dimana letak wordstressnya. Nah kalau misalkan dikira masih kurang aku bakal pakai aturan sih kak atau nanya ke AI apakah wordstressnya terletak disitu

Name : Nova Safitri

NPM : 2401050018

No	Pertanyaan	Jawaban
1.	Apakah kamu mengetahui aturan dasar penempatan word stress dalam bahasa Inggris? Jika iya, aturan apa yang kamu ketahui? Jika tidak, bagian mana yang paling membingungkan?	Kan tadi kakaknya nanya tentang aturan dasar wordstress, kalo steahu nova tentang aturan wordstress tuh yang kaya 2 suku kata jadi yang verb sama adj itu stress nya di belakang contohnya began kalau noun dua suku kata itu yang ditekan diawal contohnya table terus aturan selanjutnya kalo katanya mirip tapi kelas katanya berbeda kak kaya noun ke verb gitu kak kaya kalo noun itu stressnya di pertama kalau verb itu di stressnya yang kedua kaya gitu kak selanjutnya kalau kesulitannya kalau menurut nova karena di bahasa inggris itu kan gaada aturan yang sepenuhnya konsisten gitu ya kak, stress itu ga selalu keliatan dari ejaan nya terus perbedaan dialeknya itu juga kan membuat variasi kan kak jadi kita tuh kaya kurang terbiasa mendengarkan perbedaan tekanan jadi masih sulit membedakan tekanannya itu dimana.
2.	Apakah kamu merasa penempatan tekanan dalam bahasa Indonesia mempengaruhi cara kamu menempatkan word-stress dalam bahasa Inggris? Jelaskan bagaimana pengaruhnya.	Kalo menurut nova iya kak, aksentuasi bahasa indo itu bisa mempengaruhi pengucapan dalam bahasa inggris tp ga secara langsung menentukan word stress itu kak jadi pengaruhnya itu lebih ke cara pengucapan dan ritmenya kak bukan aturan stress nya itu sendiri
3.	Saat mendengarkan native speaker, apakah kamu dapat mengenali suku kata yang ditekan dengan jelas? Jika sulit, bagian mana yang membuatmu bingung?	Kalau nova sendiri dari lagu kak karena lagu tuh bisa membantu melatih listening juga kan kak misalkan untuk membedakan suku kata yang kuat, sama yang lemah gitu tapi lagu tuh kaya ga selalu menunjukkan word-stressnya yang

		mana karena kan kalo music kan menguah penekanan kata kan kak kaya suku kata yang harusnya lemah demi mengikuti irama jadi ga sesuai gitu kak. Terus kaya ga semua kata yang dinyanyiin itu dengan pengucapannya itu natural ya kak. Sebenarnya kalau dengerin music itu kurang efektif ya kak.
4.	Apa yang membuatmu sulit mengucapkan tekanan pada suku kata tertentu? Apakah karena panjang katanya, bunyinya, atau ketidakterbiasaan?	Kalo nova dengerin music sambl liat lirik gitu kak jadi kalau seumpama nova gatau ini penekanannya dimana gitu ya kak nanti nova catet terus nova cari lagi dimana stressnya.
5.	Apakah kamu kesulitan menempatkan word-stress pada kata yang memiliki banyak suku kata atau banyak imbuhan (prefix/suffix)? Kata seperti apa yang paling sulit untukmu?	Kalau kesulitan dalam mengucapkan kata berbahasa inggris itu iya kak karena terlalu panjang kadang masih asing karena vocab nya masih sedikit ya kak jadi harus banyak2 nambah vocab lagi terus banyak2 latihan pronunciation juga kak. Kadang masih bingung kak kaya yang tadi kadang ada tambahan imbuhan awalan akhiran kadang jujur masih bingung buat nempatin wordstressnya itu kalao kata yang paling sulit yang nova temukan itu kata entrepreneur itu susah kak pengucapannya itu kaya bervariasi gitu lo kak jadi sulit buat ngucapinnya tuh.
6.	Apa strategi yang kamu gunakan untuk mengatasi kesulitan yang kamu hadapi? Apakah kamu menggunakan aturan, menghafal, atau menebak?	Kalo saya pake strategi ini kak rekam suara dulu gitu kak, direkam pengucapannya terus dibandingin sama audio aslinya terus tak perbaiki lagi bagian yang salah.

Name : Meise Sandora

NPM : 2401050015

No	Pertanyaan	Jawaban
1.	Apakah kamu mengetahui aturan dasar penempatan word stress dalam bahasa Inggris? Jika iya, aturan apa yang kamu ketahui? Jika tidak, bagian mana yang paling membingungkan?	Untuk penempatan wordstress itu sendiri meise lupa sih kak, sorry banget. Kalau untuk kesulitannya snediri tuh biasanya kalau menemukan kata yang umayan oanjang gitu kak kaya bagian mana nih yang harus di tekan, diawla, ditengah, atau diakhir jadi gitu kak
2.	Apakah kamu merasa penempatan tekanan dalam bahasa Indonesia mempengaruhi cara kamu menempatkan word-stress dalam bahasa Inggris? Jelaskan bagaimana pengaruhnya.	Menurut meise sndiri sih kak itu mempengaruhi ya kak soalnya itu biasanya itu aksen indonesianya itu mempengaruhi word-stressnya di inggris jadi masih ikut aksen indo nya jadi masih harus lebih memperhatikan lagi kalo kita ngomong inggrisnya jadi kalo misalkan tekanannya beda, itu artinya biasanya beda juga ya kak gitu.
3.	Saat mendengarkan native speaker, apakah kamu dapat mengenali suku kata yang ditekan dengan jelas? Jika sulit, bagian mana yang membuatmu bingung?	Biasanya meise nonton podcast sih kak yang native speaker itu kaya cerita cerita gitu kan nah biasanya mereka seperti mereka ngomong sehari hari tapi kadang juga meise kalo bosan biasanya nonton yang indo ada chapter-chapternya gitu kak jadi di selang seling gitu. Sejauh ini sih kak lumayan bisa ya kak membedakan mana yang word-stressnya dalam satu kalimat atau percakapan. Biasanya meise itu ngenalin kalo kata apa sih itu yang di tekanin itu kaya kalo misalkan dalam satu kalimat itu kan ada konten wordnya ya kak kaya kata yang menjadi focus utama dalam kalimat itu nah biasanya tuh kaya stelah subject biasanta verb ataupun kaya kata sifat tapi biasanya verb sih kak

		kata kerjanya itu ataupun objek yang jadi pembicaraan dalam kalimat itu. Gitu sih kak.
4.	Apa yang membuatmu sulit mengucapkan tekanan pada suku kata tertentu? Apakah karena panjang katanya, bunyinya, atau ketidakterbiasaan?	Yang buat sukut itu sih kak biasanya kata itu tuh jarangdi temui atau pertamakali aku baca, kedua biasanya kata itu lumayan panjang biasanya kan dimana ini yang harus di tekankan jadi kaya biasanya kebalik2 kan kalo pendek katanya itu bisa langsung kaya oh yang ini yang di tekan. Jadi gitu sih kak
5.	Apakah kamu kesulitan menempatkan word-stress pada kata yang memiliki banyak suku kata atau banyak imbuhan (prefix/suffix)? Kata seperti apa yang paling sulit untukmu?	Ada dua yang kaya katanya lumayan panjang, yang satunya ada suffix yang satunya gaada sih kayanya. Yang ada imbuhannya itu ada government go'verment atau gover'ment terus yang kedua itu kata enviro'ntment itu dua kata ini sih kak yang kalo ketemu dua kata ini th gimana sih cara pronounce yang benernya
6.	Apa strategi yang kamu gunakan untuk mengatasi kesulitan yang kamu hadapi? Apakah kamu menggunakan aturan, menghafal, atau menebak?	Biasanya sih kak kalo nemu kata yang panjang panjang tad tuh nebak aja sih kak kaya yang pronounce nya enak di denger terus kaya wah enak nih kalo pronounce nya gini daripada yang kaya gitu gitu. Jadi kaya nebak aja sih kak soalnya kadang kalo ngikutin aturan itunya kadang lupa jadi kaya nebak aja nih mana pronounce nya yang bener gitu sih kak.

DOKUMENTATION

Interview and Subjects' Recording Documentation





**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-0022/In.28/J/TL.01/08/2025
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
DEKAN FAKULTAS TARBIYAH DAN
ILMU KEGURUAN UIN JURAI SIWO
LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN JURAI SIWO LAMPUNG berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ICHA NANDA AFRIZA**
NPM : 2201051015
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE ANALYSIS OF WORD-STRESS USAGE BY THIRD-
SEMESTER OF ENGLISH STUDENTS IN SPEAKING FOR
PUBLIC RELATIONS SUBJECT AT IAIN METRO

untuk melakukan prasurvey di FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN JURAI SIWO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN JURAI SIWO LAMPUNG untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Agustus 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-0418/Un.36.1/D/PP.00.9/09/2025 Metro, 24 September 2025
Lampiran : -
Perihal : Balasan Surat Izin Prasurvey

Kepada Yth.
Icha Nanda Afriza
Di
Tempat

Assalamualaikum Wr. Wb

Menindaklanjuti surat nomor B-0022/In.28/J/TL.01/08/2025 Tanggal 19 Agustus 2025 Perihal Izin prasurvey, maka dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan memberi izin untuk melakukan prasurvey kepada :

Nama : Icha Nanda Afriza
NPM : 2201051015
Semester : 7 (tujuh)
Program Studi: Tadris Bahasa Inggris
Judul : The Analysis of Word-Stress Usage by Third Semester of English Students
in Speaking for Public Relations Subject at IAIN Metro

Demikian surat balasan ini disampaikan, atas perhatiannya diucapkan terimakasih.

Wassalamualaikum Wr. Wb





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1476/In.28.1/J/TL.00/11/2025
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
Trisna Dinillah Harya (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **ICHA NANDA AFRIZA**
NPM : 2201051015
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE ANALYSIS OF WORD-STRESS USAGE BY THIRD SEMESTER OF ENGLISH DEPARTMENT STUDENT IN SPEAKING FOR PUBLIC RELATION SUBJECT AT UIN JURAI SIWO LAMPUNG

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, 26 November 2025

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=2201051015>.
Token = 2201051015



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1588/In.28/D.1/TL.00/12/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR UIN JURAI SIWO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1587/In.28/D.1/TL.01/12/2025, tanggal 02 Desember 2025 atas nama saudara:

Nama : **ICHA NANDA AFRIZA**
NPM : 2201051015
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada REKTOR UIN JURAI SIWO LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UIN JURAI SIWO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE ANALYSIS OF WORD-STRESS USAGE BY THIRD SEMESTER OF ENGLISH DEPARTMENT STUDENT AT UIN JURAI SIWO LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Desember 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

SURAT TUGAS

Nomor: B-1587/In.28/D.1/TL.01/12/2025

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

Nama : **ICHA NANDA AFRIZA**
NPM : 2201051015
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di UIN JURAI SIWO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE ANALYSIS OF WORD-STRESS USAGE BY THIRD SEMESTER OF ENGLISH DEPARTMENT STUDENT AT UIN JURAI SIWO LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

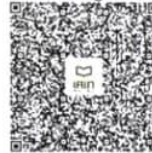
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 02 Desember 2025

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd**
NIP 19880823 201503 1 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296;

SURAT KETERANGAN

Nomor: B-0365/Un.36.1/J/PP.00.9/1/2026

Ketua Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan
 Universitas Islam Negeri Jember menerangkan bahwa:

Nama : Icha Nanda Afriza
 NPM : 2201051015
 Prodi : Tadris Bahasa Inggris
 Judul : The Analysis of Word-Stress Usage by Third Semester of English
 Department Students at UIN Jember

Telah melaksanakan Riset/ Penelitian pada Program Studi Tadris Bahasa Inggris UIN Jember
 Siwo Lampung.

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya
 dan dapat dipertanggungjawabkan



Metro, 29 Januari 2026

W. Huch Beiniatur, M.Pd.BI
 NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
UNIT PERPUSTAKAAN
NPP: 1807062F0000001**

Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297, 42775; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-073/Un.36/S/U.1/OT.01/02/2026**

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : ICHA NANDA AFRIZA
NPM : 2201051015
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201051015.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Februari 2026
Kepala Perpustakaan,
Aan Gufrohi, S.I.Pust.
NIP. 19920428 201903 1 0094



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ISLAM JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS



Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timut Kota Metro Lampung 34111
 Telepon (0725) 41507; website: www.tarbiyah.metrouniv.ac.id; e-mail hmpstbiinjusila@gmail.com

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

PROGRAM STUDI TADRIS BAHASA INGGRIS

UIN JURAI SIWO LAMPUNG

Nama : Icha Nanda Afriza

Program Studi : TBI

NPM : 2201051015

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
1.	Thursday 14/8	Revise footnote, minimize on chapter I - Explain about data collecting technique clearly		
2.	Tuesday 23/25 19	Revise font judul. - Revise font size on chapter II - Revise footnote on chapter III		
3.	Wednesday 10/25	Revise Chapter II 1. fokus pada satu theory data, 1 sub topic 2. More about component of speaking in Point B 3. Revise foot note.		



Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ISLAM JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS



Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; website: www.tarbiyah.metrouniv.ac.id; e-mail hmpstbiujusila@gmail.com

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

PROGRAM STUDI TADRIS BAHASA INGGRIS

UIN JURAI SIWO LAMPUNG

Nama : Icha Nanda Afriza

Program Studi : TBI

NPM : 2201051015

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
4.	Tuesday 7/25 /10	Revise Chapter III 1. Observation Please elaborate more what will you do in observation, not only definition		
5.	Tuesday 14/25 /10	Elaborate with your own word language Revise table observation sheet on chapter III		
6	Tuesday 23/25 /10	Acc Seminar proposal		



Mengetahui,

Ketua Program Studi TBI

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 UNIVERSITAS ISLAM NEGERI ISLAM JURAI SIWO LAMPUNG
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 PROGRAM STUDI TADRIS BAHASA INGGRIS



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

PROGRAM STUDI TADRIS BAHASA INGGRIS

UIN JURAI SIWO LAMPUNG

Nama : Icha Nanda Afriza

Program Studi : TBI

NPM : 2201051015

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
1.	Selasa 25/25	ACC APD		
2.	Rabu 28/26	Revise table in chapter IV		
3.	Kamis 29/26	ACC chapter IV		
4.	Senin 2/26	Revise grammar on ch. IV. elaborate more about the result of your research		
5.	Selasa 3/26	Acc ch. IV, 3 V		
5.	Selasa 3/26	Acc for munaqosah		
6.				



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Checklist appendix

No	Appendix	Ada	Tidak ada
1	Observation Sheet	✓	
2	Result of Observation	✓	
3	Interview Sheet	✓	
4	Result of Interview	✓	
5	Documentation	✓	
6	Izin Pra-Survey	✓	
7	Balasan Surat Pra-Survey	✓	
8	Surat Bimbingan Skripsi	✓	
9	Izin Research	✓	
10	Surat Tugas	✓	
11	Surat Balasan Research	✓	
12	Surat Keterangan Bebas Pustaka	✓	
13	Kartu konsultasi Bimbingan Skripsi	✓	
14	Result of Turnitin	✓	
15	Curriculum Vitae	✓	

CURRICULUM VITAE



Icha Nanda Afriza, the researcher, was born in Kotagajah, Central Lampung, on April 28, 2004. She comes from a loving family and is the youngest daughter of Mr. Djoko Supeno and Mrs. Umi Kalsum. She began her education at RA Nurul Ulum and continued her elementary studies at MI Nurul Ulum in 2010. In 2016, she pursued her junior high school education at SMP Negeri 2 Kotagajah and later continued to SMA Negeri 1 Kotagajah in 2019. Currently, she is an undergraduate student in the English Education Department at UIN Jurai Siwo Lampung. She hopes to successfully complete her undergraduate thesis and continue her education to a higher level. She also wishes that the knowledge and experience she has gained during her studies will be beneficial to many people.