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Problems on English Word Stress Placement Made by Indonesian Learners of English

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Abstract

This study focuses its investigation on the problems of stress placement in English words made by Indonesian learners of English (ILE). The subjects of the study were the students of English Literature Study Program Universitas Negeri Makassar (N = 66, 20 or 30.30% males and 46 or 69.69 females). Results of the study show that the Indonesian learners of English (ILE) were able to put the an acute accent (´) illustrating the primary stress on monosyllabic words (one syllable words) easily; two syllable words, except for word permit; three syllable words, except for the word determine; words with suffixes in reading test; words with prefixes, except for word imbalance; compound words, except for word sunrise; noun phrases; stress on verbs and stress on nouns. The ILE were not able to put an acute accent (´) illustrating the main stress on polysyllabic words with suffixes in written test, but the ILE has excellent competence for the words objectivity and disagreement. The ILE therefore tended to put the correct stress placement on reading test than on written test. The ILE often mistress the words in polysyllabic words, like: permit, determine, imbalance, accuracy, anchorage, etc. Additionally, descriptive statistics shows the percentage of correct and incorrect pronunciation made by Indonesian Learners of English (ILE) in recording and written test. The educational implication of this study is that the practice for stress placement of words, ranging from monosyllabic words to polysyllabic words needs to be taught in English learning and teaching process in the classroom setting. This in keeping with the results of the questionnaires that ‘Learning correct stress placement needs large portion in EFL classroom’ with a mean 3.6061 and SD = .87493 and ‘Correct stress placement on words is important’ with a mean of 4.1515 and SD = .68483.

Keywords: Pronunciation problems, stress, stress placement, English, ILE.

Keywords: Speaking, Perceptions, Creating Videos

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1. Introduction

Each language has uniqueness and one of the uniqueness of English is its pronunciation. Its spelling is different with its pronunciation. Language learners and linguists strongly agree that either segmental and supra segmental features of English are difficult to be pronounced (Weda & Sakti, 2018: 1). As English learners, Indonesian speakers of English meet difficulties in pronouncing English words (Weda & Sakti, 2018: 2643). One of the intriguing phenomena of pronouncing sounds in different languages is mispronunciation because the speakers of one language sometimes feel difficulties to pronounce words or sounds. The speaker of language A sometimes meets difficulties in pronouncing the sounds of language B but the speaker of language B can produce the sounds of language A easily (Weda, 2017:

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15). As an example is Indonesian speakers of English can produce [ŋ] and [ɲ] sound at the beginning of a word easily. This is because in Indonesian, these sounds are notably uttered in every day communication which appears in the words: *ŋambek, ŋilu, ŋomong, ŋompol* and *ŋambi, ŋanyi, ŋontek* in which this sounds are absent at the beginning of a word in English. The speakers of English meet difficulties to pronounce these sounds. In keeping with this, Fromkin, Rodman, & Hyams, (2007) exemplify that a sound such [ŋ] is difficult for an English speaker to pronounce at the beginning of a word but easy for a Vietnamese speaker means that there is no general notion of “difficulty of articulation” that can explain all of the sound patterns of particular language.

Languages differ not only in their inventory of speech segments (vowels and consonants) but also in their use of different suprasegmental features or prosodic systems such as tone, pitch-accent and stress to signal lexical contrasts (Wayland, Guion, Landfair, & Li, 2006: 1).

The pronunciation of English poses many problems of a different kind from those which we face when we learn our first language (Weda, 2017: 15). This is because English tends to be a stress-timed language with rhythmic patterns based on a fairly regular recurrence of stressed syllables (Bolinger in Dieu, 2015: 52). English, along with other languages such as Russian and Arabic, belongs to a group of languages which are described as ‘stress-timed’ languages (Abercrombie in Checklin, 2012: 1). These languages’ syllables are not equally stressed: some are more prominent, others have less prominence and some have none at all; and this system of stress-timing lies at the root of the whole suprasegmental system of English (Dickerson in Checklin, 2012: 1-2). In stress-timed languages, it is claimed that the stress syllables recur at regular intervals of time, regardless of the number of intervening unstressed syllables, as in English (Crystal, 1987: 289).

The L2 acquisition of word stress studies has become interesting research topics in phonetics and phonology. Some of the researchers who focused their study on the acquisition of English as a foreign language (EFL) or a second language (L2) and the English word stress for non-native speakers of English emerged (Kawagoe, Itsue, 2002; Weda, Sukardi, 2012; Karjo, C, 2016; Gralinska-Brawata & Rybinska, 2017; Liu, Dan, 2017; Wayland, Ratree, Guion, Susan G, Landfair, David, & Li, Bin, 2006; Archibald, John, 1994; Flege, James Emil & Bohn, Ocke-Schwen, 1989; Guion, Susan G, Harada, Tetsuo, & Clark, J.J, 2004; and Guion, Susan G, 2005). The L2 acquisition of word stress is a major part that is understudied (Liu, 2017: 1). Moedjito (2008) argues that in Indonesian context, English pronunciation has rather been neglected, for example, the teaching of English pronunciation tends to have an insufficient portion.

Learning the pronunciation of a foreign language involves not only the segments, i.e. the sounds of the L2, but also the acquisition of suprasegmentals, e.g. the placement of stress or the intonation (Liu, 2017: 1). Incorrect placement of primary stress in L2 words may lead to the breakdown of communication (Liu, 2017: 1). Word stress is an essential element of English language learning as it affects the comprehension and intelligibility of spoken English (Gralinska-Brawata and Rybinska, 2017).

The accuracy of acceptability of stress in utterances will give a clear signal to the listeners, and improve the quality of speakers’ utterances (Weda & Sakti, 2017: 15). One of the five phonological factors causing stress placement errors is

mispronunciation (Karjo, 2016). Karjo therefore adds that misplacement of stress is caused by, among others are the influence of vowel length, vowel height, misidentification of syllable structure, and the influence of orthographic form of the words (Karjo, 2016: 207).

2. Review of Literature

2.1. Stress

Stress is the degree of force used in producing a syllable (Crystal, 1987: 288). Ladefoged (Weda, 1998: 6) argues that stress as a suprasegmental feature of utterances: it applies not to individual vowels and consonants but to whole syllables – whatever they might be. A stress syllable is pronounced with a greater amount of energy than an unstressed syllable (Weda, 1998: 6). Ladefoged (Weda, 1998: 6) therefore adds that a stress syllable is produced by pushing more air out of the lungs in one syllable relative to others.

Stress and rhythm are suprasegmental aspects that give the overall shape to the word or sequence (Sabater, 1991: 1). She therefore claims that if easy intelligibility is to be achieved, it is important to give words their correct accentual pattern and rhythm. Thus, the example of pronunciation of a word with the inappropriate accentual and rhythmic pattern is as follows (Sabater, 1991: 1):

vocabulary [və'kæsbjuləri] as [voka'bjulari]

profitable ['prɒfɪtəbl] as [profi'teibol]

makes the word unintelligible not only because the misplaced main stress distorts the shape of the word, but also because there is no unstressing of the other syllables with the consequent phonetic reductions.

English speakers make many uses of stress – in simplest terms, coming down harder on one segment in a word or sentence than on its neighbors (Herndon, 1976: 255). In many languages, including English, one or more of the syllables in every content word (i.e., every word except for function words like *to*, *the*, *a*, *of*) are stressed (Fromkin, et al., 2007: 287). They therefore add that a stressed syllable, which can be marked by an acute accent (´), is perceived as more prominent than unstressed syllables in the following examples:

´import (noun) as in “The company buys some ´import goods from USA.”

im´port (verb) as in “The company im´port these goods from USA.”

Some words may contain more than one stressed vowel, but exactly one of the stressed vowels is more prominent than the others (Fromkin, et al., 2007: 287). They further state that the other stressed vowels, other than primary stress or main stress are secondary stress which marked by a grave accent (`) over the vowels.

2.2. Level of Stress

Following Jackson (Weda, 1998: 16), another good reason for recognizing syllables is that there is a further phenomenon that seems to be associated with them, that of stress placement. Jackson further states that when we hear polysyllabic words spoken we are often aware that some part of the word sounds louder or seems to be uttered with more force than another part. Or, to put it another way, one syllable is more prominent than another.

In English words, we usually recognize three degrees of stress: primary stress, indicated by a stroke above the line at the beginning of the syllable so stressed (ˈ); secondary stress, indicated by a stroke on or below the line at the beginning of the syllable so stressed, and unstressed syllable, which is not marked (Jackson in Weda 1998: 16).

2.3. The Basic Rules

Fudge (Weda, 2012: 25-26) presents the rules of identifying stress. If the stress portion (SP) is monosyllabic, there is no choice of stress placement: The single syllable receives stress, e.g. ship, eat, and man. If the SP is dissyllabic, stress is normally penultimate, e.g. ozon, Arab, permit, import. If the words are verbs, the basic rule is that if the second syllable of the verb contains a long vowels or diphthongs, or if it ends with more than one consonant, the second syllable is stressed, e.g. apply, arrive, attract. If the final syllable contains a short vowel and one (or no final consonant), the first syllable is stressed, e.g. enter, equal, envy. A final syllable is also unstressed if it contains əʊ, e.g. follow, borrow. If the SP is trisyllabic or longer, its stress is either penultimate or antepenultimate, depending on a number of factors. a) if the final syllable is strong, it means the final syllable gets emphasis, so stress falls two syllables back from that syllable, i.e, three syllables from the end of the SP of the word, as in: antelope, cummerbund, b) if the final syllable is weak, it means the final syllable does not get emphasis, then: i) if the penultimate syllable is strong, then it is stressed as in verandah, spaghetti; ii) if the penultimate syllable is weak, then the syllable before it is stressed, as in asparagus, America. In verbs, if the last syllable contains a short vowel and ends with no more than one consonant, that syllable will be unstressed and stress will be placed on the penultimate, e.g. encounter, determine.

If the final syllable contains a long vowel or diphthong, or ends with more than one consonant, that final syllable will be stressed, as in entertain, resurrect. Again, in nouns, if the final syllable contains a short vowel or diphthong, or if it ends with more than one consonant, that middle syllable will be stressed as in potato, disaster.

Fudge (Weda, 2012: 26) adds that certain words exhibit different stress patterns depending on whether they are nouns or verbs. There are some pairs of two syllable words with identical spelling which differ from each other in stress placement, apparently according to noun and verb. Examples are as follows:

Table 1. Noun-Verb Pairs

Verb	Noun	Notes
import	import	
protest	protest	
subject	subject	
address	address	Initial syllable or verbs are reduced, and in nouns, their final syllables are reduced
present	present	
desert	desert	
absent	absent	
permit	permit	
etc.	etc.	

3. Method

3.1. Subjects

The subjects of the study were 66 students at the English Literature Study Program Faculty of Languages and Literature Universitas Negeri Makassar, 20 or 30.30% males and 46 or 69.69 females, between the 17 and 20 ages, 1 or 1.51% of the student is 17 years old, 34 or 51.51% of the students are 18 years old, 26 or 39.39% of the students are 19 years old, and 5 or 7.57% of them are 20 years old. The subjects were registered in the second semester and attended Pronunciation Practice subject.

Table 2. Subjects' Information

School Level	Major	Semester	N	Gender
University	English Literature Study Program	2 nd Semester	66	20 males, 46females

3.2. Materials and Procedures

The subjects involved in reading a corpus of words presented in the lists. Procedures were the subjects were asked to read the target words in the lists consisting of one syllable words (monosyllabic words) to polysyllabic words as revealed in table 2 which were obtained from Weda (2012: 25-26). While the subjects were reading target words in the lists, the researcher recorded their pronunciation using audio recording. Another procedure to gain the data was asking the subjects to put an acute accent (´) illustrating the primary stress above the syllable.

Table 3. List of Words in Pronunciation Testing

Single Syllable Words	Dissyllabic Words	Trisyllabic Words	Stress with Suffixes	Stress with Prefixes
ship	ozon	antelope	accuracy	improper
eat	Arab	cummerbund	anchorage	improbable
man	permit	verandah	budgetary	befriend
	apply	spaghetti	disagreement	becalm
	arrive	America	politeness	dislike
	attract	encounter	prestigious	exservice
	enter	determine	advantageous	incorrect
	equal	entertain	photography	illogical
	envy	resurrect	objectivity	uncomfortable
	follow	potato	modernist	irrational
	borrow	disaster	neighborhood	imbalance

Table 4. List of Compounds and Noun Phrases

Compounds	Noun Phrases
greenhouse	green house

lightship	light ship
crossword	cross word
loudspeaker	loud speaker
car-ferry	second class
sunrise	bad-tempered
suitcase	three-wheeler
armchair	ice-cream

Table 5. Noun-Verb Pairs

Verbs	Nouns
complement	complement
compliment	compliment
decrement	decrement
document	document
implement	implement
supplement	supplement
regiment	regiment
import	import
export	export

3.3. Questionnaire

To find out the pronunciation problems in terms of word stress placement, it was administered Questionnaire consisting of 5 choices. In this study, the students were asked to rate their perception by choosing one of the following choices which reveal how much he or she agrees or disagree by circling around. Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), agree (4), and strongly agree (5).

4. Findings and Discussion

4.1. Learners' Perception on English Word Stress

The means and standard deviations of students' perception on English word stress are displayed in table 1. The findings indicate that the students achieved a mean of 3.5152 and SD = .98046 for LP-1 (Stress is one of the most difficult topics in phonology and pronunciation practice.). The students achieved a mean of 3.3788 and SD = .75986 for LP-2 (Stress on mono syllabic words is easy to identify.). The students achieved a mean of 3.3030 and SD = .76399 for LP-3 (Stress on two syllabic words is difficult to identify.). The students achieved a mean of 3.4697 and SD = -.237 for LP-4 (Stress on three syllabic words is difficult to identify.). The students achieved a mean of 3.5152 and SD = .78920 for LP-5 (Stress on four syllabic words is difficult to identify.). The students achieved a mean of 3.2727 and SD = .71351 for LP-6 (Stress on words with prefixes is difficult to identify.). The students achieved a mean of 3.3182 and SD = .66005 for LP-7 (Stress on words with suffixes is difficult to identify.). The students achieved a mean of 3.1818 and SD = .89286 for LP-8 (Stress on compound words is difficult to identify.). The students achieved a mean of 3.1970 and SD = .86326.86326 for LP-9 (Stress on phrase is difficult to identify.). The students achieved a mean of 3.6061 and SD = .87493 for LP-10 (Learning correct stress placement needs large portion in EFL classroom.).

The students achieved a mean of 4.1515 and SD = .68483 for LP-11 (Correct stress placement on words is important.). The students achieved a mean of 2.6364 and SD = 1.06173 for LP-12 (Incorrect stress placement on words is not important.). The students achieved a mean of 3.5758 and SD = .76582 for LP-13 (Stress placement needs to be taught at secondary schools as one of language elements.). The students achieved a mean of 4.1818 and SD = .67730 for LP-14 (Teaching stress needs more practices.). The students achieved a mean of 3.5909 and SD = .89404 for LP-15 (My stress placement on English words is sometimes influenced by my mother tongue.). Therefore, a normal distribution can be observed for all scales in the present study as revealed by skewness and kurtosis value as presented in table 6.

Table 6. Learners' Perception (LP) on English Word Stress (N= 166)

Code	M	SD	Skewness	Kurtosis	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
LP-1	3.5152	.98046	.007	-.971	0	16.7	33.3	31.8	18.2
LP-2	3.3788	.75986	-.117	-.399	0	12.1	42.4	40.9	4.5
LP-3	3.3030	.76399	-.367	-.813	0	16.7	37.9	43.9	1.5
LP-4	3.4697	.82685	-.237	-.514	0	13.6	33.3	45.5	7.6
LP-5	3.5152	.78920	-.051	-.353	0	9.1	39.4	42.4	9.1
LP-6	3.2727	.71351	-.717	.292	0	1.5	10.6	47.0	40.9
LP-7	3.3182	.66005	-.119	-.311	0	9.1	51.5	37.9	1.5
LP-8	3.1818	.89286	-.371	-.389	3.0	19.7	36.4	37.9	3.0
LP-9	3.1970	.86326	.046	-.891	0	24.2	36.4	34.8	4.5
LP-10	3.6061	.87493	-1.259	2.048	4.5	4.5	24.2	59.1	7.6
LP-11	4.1515	.68483	-.498	.376	0	1.5	12.1	56.1	30.3
LP-12	2.6364	1.06173	.465	-.252	12.1	37.9	30.3	13.6	6.1
LP-13	3.5758	.76582	-.157	-.242	0	7.6	36.4	47.0	9.1
LP-14	4.1818	.67730	-.544	.526	0	1.5	10.6	31.8	31.8
LP-15	3.5909	.89404	-.948	1.586	4.5	3.0	31.8	50.0	10.6

4.2. The Stress Placement in Monosyllabic, Dissyllabic, Trisyllabic, Stress in Affixes, Compounds and Noun Phrases, and Noun-Verb Pairs

4.2.1. The Recorded and Written Test

The aim of this test is to investigate the correct and incorrect stress placement among the students of English department of Faculty of Languages and Literature State University of Makassar in reading a list of words and putting the main stress of those words.

As revealed in table 7 that all students or 100% were able to give correct stress placement of the target sound in the words. This result shows that Indonesian learners of English (ILE) have good mastery on putting a primary stress on monosyllabic words. This confirms the result of the questionnaire that the ILE feel easy to put the stress on one syllable word "Stress on mono syllabic words is easy to identify" with a mean of 3.3788 and SD = .75986. The theory says that if the stressable portion (SP) is monosyllabic, there is no choice of stress placement, the single stress receives stress (Fudge in Weda, 1998: 19).

Table 7. The Stress Placement of One Syllable Word

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
ship	ˈship	66	100	100	0	0
eat	ˈeat	66	100	100	0	0
man	ˈman	66	100	100	0	0

In table 8, the result reveals that the Indonesian learners of English (ILE) have good mastery in placing the stress on two syllable words. Above 70% of the stress placement are correct on two syllabic words in recording (utterance) test and almost all stress placements are correct on written test and they are above 60%, only for the word permit is on 59.05%. This shows that the number of students put the stress on the second syllable of the word which shows the incorrect stress placement. The results also show that the students were easy to put the correct stress placement in recording or pronouncing words than in writing down the primary stress on words. The theory says that if the stressable portion (SP) is disyllabic, stress is normally penultimate (Fudge in Weda, 1998: 19).

Table 8. The Stress Placement of Two Syllable Words

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
ozon	ˈozon	66	93.93	80.30	6.06	10.60
Arab	ˈArab	66	86.36	74.24	13.63	25.75
permit	ˈpermit	66	98.48	59.09	1.51	40.90
apply	appˈly	66	86.36	60.60	13.63	39.39
arrive	aˈrrive	66	95.45	71.21	4.54	28.78
attract	attˈract	66	96.96	78.78	3.03	21.21
enter	ˈenter	66	98.48	77.27	1.51	22.72
equal	ˈequal	66	96.96	66.66	3.03	33.33
envy	ˈenvy	66	95.45	77.27	4.54	22.72
follow	ˈfollow	66	72.27	66.66	22.72	33.33
borrow	ˈborrow	66	87.87	68.18	12.12	31.81

As seen from the table 9 below, only 9.0% of Indonesian learners of English (ILE) were able to pronounce word *determine* correctly in recording and 69.69% of ILE was able to write down the primary stress on the word *determine*. This shows that ILE was easy to put a primary stress on written test than place the stress on utterance. In pronouncing the word *determine*, ILE often put the primary stress on the third syllable. The results therefore show that ILE did not find difficulties on pronouncing and putting the stress placement on the other words in three syllable words as appeared on table 9. This is because above 70% of utterance test and above 60% of written test are correct.

In verbs, if the last syllable contains a short vowel and ends with not more than one consonant, that syllable will be unstressed and stress will be placed on the penultimate syllable, like in *enˈcounter* and *deˈtermine*. The word '*determine*' [*deˈtermine*] has the stress on the penultimate syllable. As previously stated that only

9.0% of the ILE put correct stress placement on the word *determine* and others put primary stress on the last syllable.

Table 9. The Stress Placement of Three Syllable Words

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
antelope	ˈantelope	66	72.27	66.66	22.72	33.33
cummerbund	ˈcummerbund	66	86.36	63.63	13.63	36.36
verandah	veˈrandah	66	98.48	74.24	1.51	25.75
spaghetti	spaˈghetti	66	95.45	62.12	4.54	37.87
America	Aˈmerica	66	90.90	72.72	9.09	27.27
encounter	enˈcounter	66	98.48	87.87	1.51	12.12
determine	deˈtermine	66	9.09	69.69	90.90	30.30
entertain	enterˈtain	66	81.81	78.78	18.18	21.21
resurrect	resuˈrrect	66	83.33	75.75	16.66	24.24
potato	poˈtato	66	78.78	78.78	21.21	21.21
disaster	diˈsaster	66	95.45	69.69	4.54	30.30

Table 10. The Stress Placement of Words with Suffixes

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
accuracy	ˈaccuracy	66	80.30	46.96	19.69	53.03
anchorage	ˈanchorage	66	72.27	34.84	22.72	65.15
budgetary	ˈbudgetary	66	59.09	42.42	40.90	57.57
disagreement	disaˈgreement	66	93.93	54.54	6.06	45.45
politeness	poˈliteness	66	83.33	54.54	16.66	45.45
prestigious	ˈprestigious	66	72.72	40.90	27.27	59.09
advantageous	advantaˈgeous	66	57.57	43.93	42.42	56.06
photography	phoˈtography	66	65.15	33.33	34.84	66.66
objectivity	objecˈtivity	66	43.93	19.69	56.06	80.30
modernist	ˈmodernist	66	78.78	31.81	21.21	68.18
neighborhood	ˈneighborhood	66	72.72	12.12	27.27	87.87

As revealed in table 10 that only 43.93% of ILE were able to pronounce word *objectivity*, they tend to put the stress on the second syllable for the word *objectivity*. In written test, only 19,69% of ILE were able to put the stress on correct stress placement. The ILE did not find difficulties on placing the primary stress on other words in words with suffixes in pronunciation (recording) test and the ILE were not able to put the correct stress placement on written test. Almost all words in the written test were below 50% of correct placement, only the word *disagreement* and *politeness* were above 50%. This means the ILE were not able to identify the stress on written test. The ILE could not identify the correct stress placement on words with suffixes.

The theory says that, when certain suffixes are attached to free forms (i.e. forms which can occur as words in their own right, they leave the stress-pattern unchanged. This kind of suffixes is inflectional and it is considered a stress-neutral suffix (Fudge in Weda, 1998: 27). There are some derivational suffixes also behave in this way; some are always stress-neutral (they do not affect the stress placement), like in words: comfortable [ˈcomfɔrbaɪl], accuracy [ˈækjʊərəsi], anchorage [ˈæŋkɪdʒ] (Fudge in Weda, 1998: 27). There are some suffixes that influence stress in the stem, and the primary stress is on the last syllable of the stem, like in words: advantageous [advanˈtɛdʒiəs], photography [fəˈtɒɡrəfi], objectivity [ɒbʃekˈtɪvɪti].

Table 11. The Stress Placement of Words with Prefixes

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
improper	imˈproper	66	95.45	74.24	4.54	25.75
improbable	imˈprobable	66	96.96	81.81	3.03	18.18
befriend	beˈfriend	66	96.96	81.81	3.03	18.18
becalm	beˈcalm	66	96.96	81.81	3.03	18.18
dislike	disˈlike	66	95.45	74.24	4.54	25.75
exservice	exˈservice	66	96.96	69.69	3.03	30.30
incorrect	incoˈrrect	66	96.96	69.69	3.03	30.30
illogical	illogical	66	98.48	68.18	1.51	31.81
uncomfortable	unˈcomfortable	66	72.72	63.63	27.27	36.36
irrational	irˈrational	66	98.48	78.78	1.51	21.21
imbalance	imˈbalance	66	50	77.27	50	22.72

As illustrated on table 11 that only the word *imbalance* (50%) and the word *uncomfortable* (72.72%) were below 90% in recording or pronunciation test. This means that the ILE did not find difficulties in placing the primary stress on the words with prefixes in reading or uttering words with prefixes in recording test. In written test, all words were above 60% and this shows that the ILE were able to put the correct primary stress on words with prefixes in written test.

Certain prefixes, like stress-neutral suffixes, are automatically discounted when the placement of main stress is being calculated: main stress cannot possibly fall on them. They are not part of the stressable portion (SP) of the word. Thus the word ‘proper’ and ‘probable,’ if they are added with prefixes (im+proper, im+probable), the prefixes do not affect the stress placement or they are stress-neutral prefixes (Fudge in Weda, 1998: 32).

Table 12. The Stress Placement of Compound Words

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
greenhouse	ˈgreenhouse	66	98.48	75.75	1.51	24.24
lightship	ˈlightship	66	98.48	74.24	1.51	25.25
crossword	ˈcrossword	66	98.48	74.24	1.51	25.25
loudspeaker	ˈloudspeaker	66	98.48	71.21	1.51	28.78
car-ferry	ˈcar-ferry	66	98.48	66.66	1.51	33.33
sunrise	ˈsunrise	66	98.48	59.09	1.51	40.90

suitcase	ˈsuitcase	66	98.48	65.15	1.51	34.84
armchair	ˈarmchair	66	98.48	68.18	1.51	31.81

Table 12 above shows that the ILE was able to put the primary stress correctly on compound words, either in recording test or in written test. The ILE tended to put the stress placement correctly in recording test than in written test. Some ILE did not put the primary stress correctly in written test, especially for the word *sunrise*.

Table 13. The Stress Placement of Noun Phrases

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
green house	green ˈhouse	66	96.96	69.69	3.03	30.30
light ship	light ˈship	66	96.96	71.21	3.03	28.78
cross word	cross ˈword	66	96.96	59.09	3.03	40.90
loud speaker	loud ˈspeaker	66	96.96	60.60	3.03	39.39
second class	second ˈclass	66	96.96	60.60	3.03	39.39
bad-tempered	bad-ˈtempered	66	96.96	66.66	3.03	33.33
three-wheeler	three-ˈwheeler	66	96.96	62.12	3.03	37.87
ice-cream	ice-ˈcream	66	96.96	53.03	3.03	46.96

Table 13 above shows that the ILE was able to put the primary stress correctly on noun phrases, either in recording test or in written test. The ILE tended to put the stress placement correctly in recording test than in written test. The ILE were easy to put the correct stress on recording test than on written test.

Table 14. Stress on Verbs

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
complement	compleˈment	66	77.27	60.60	22.72	39.39
compliment	complıˈment	66	77.27	60.60	22.72	39.39
decrement	decreˈment	66	77.27	59.09	22.72	40.90
document	docuˈment	66	77.27	56.06	22.72	43.93
implement	impleˈment	66	77.27	50	22.72	50
supplement	suppleˈment	66	77.27	56.06	22.72	43.93
regiment	regiˈment	66	77.27	54.54	22.72	45.45
import	imˈport	66	77.27	54.54	22.72	45.45
export	exˈport	66	77.27	53.03	22.72	46.96

Table 14 above shows that the ILE was able to put the primary stress correctly on stress on verbs, either in recording test or in written test. The ILE tended to put the stress placement correctly in recording test than in written test.

Table 15. Stress on Nouns

Word	Target Stress	Number of Students	Correct Stress Placement (%)		Incorrect Stress Placement (%)	
			Uttered	Written	Uttered	Written
complement	ˈcomplement	66	92.42	63.63	7.57	36.36
compliment	ˈcompliment	66	92.42	60.60	7.57	39.39
decrement	ˈdecrement	66	92.42	62.12	7.57	37.87
document	ˈdocument	66	92.42	62.12	7.57	37.87
implement	ˈimplement	66	92.42	56.06	7.57	43.93
supplement	ˈsupplement	66	92.42	60.60	7.57	39.39
regiment	ˈregiment	66	92.42	60.60	7.57	39.39
import	ˈimport	66	92.42	60.60	7.57	39.39
export	ˈexport	66	92.42	60.60	7.57	39.39

Table 15 above shows that the ILE was able to put the primary stress correctly on stress on nouns, either in recording test or in written test. The ILE tended to put the stress placement correctly in recording test than in written test.

5. Conclusions

Some conclusions can be drawn from this study. Firstly, the Indonesian learners of English (ILE) were able to put the an acute accent (ˈ) illustrating the primary stress on monosyllabic words (one syllable words); two syllable words, except for word permit; three syllable words, except for the word determine; words with suffixes in reading test; words with prefixes, except for word imbalance; compound words, except for word sunrise; noun phrases; stress on verbs and stress on nouns. In written test, the ILE were not able to put an acute accent (ˈ) symbolizing the main stress on polysyllabic words with suffixes, except for the words *objectivity* and *disagreement*.

Secondly, the ILE tended to put the correct stress placement on recording or reading test than on written test for the list of words. The ILE pronounce the words spontaneously and they found difficulties on putting the stress placement in written test. In polysyllabic words, like: permit, determine, imbalance, accuracy, anchorage, etc., the ILE often mistress the words. This confirmed by the results of the questionnaires that ‘Stress on three syllabic words is difficult to identify’ with a mean of 3.4697 and SD = -.237, ‘Stress on four syllabic words is difficult to identify’ with a mean of 3.5152 and SD = .78920, ‘Stress on words with prefixes is difficult to identify’ with a mean of 3.2727 and SD = .71351, and ‘Stress on words with suffixes is difficult to identify’ with a mean of 3.3182 and SD = .66005.

Finally, the educational implication of this study is that the practice for stress placement of words, ranging from dissyllabic words to polysyllabic words needs to be toiled in English learning and teaching process in the classroom setting. The teaching of pronunciation: stress placement needs to be taught at primary and secondary

schools. This in keeping with the results of the questionnaires that 'Learning correct stress placement needs large portion in EFL classroom' with a mean 3.6061 and SD = .87493 and 'Correct stress placement on words is important' with a mean of 4.1515 and SD = .68483.

The study therefore suggests to other researchers to make research on other topics in pronunciation problems like intonation.

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