

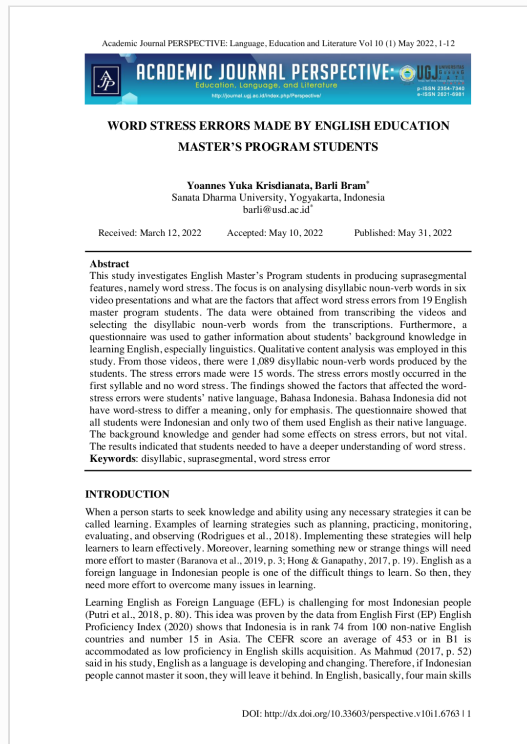


Digital Receipt

This receipt acknowledges that **Turnitin** received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Barli Bram
Assignment title: Periksa similarity
Submission title: WORD STRESS ERRORS MADE BY ENGLISH EDUCATION MAST...
File name: S_ERRORS_MADE_BY_ENGLISH_EDUCATION_MASTER_S_PROG...
File size: 521.45K
Page count: 12
Word count: 5,980
Character count: 31,419
Submission date: 28-Jun-2022 02:18PM (UTC+0700)
Submission ID: 1864065023



WORD STRESS ERRORS MADE BY ENGLISH EDUCATION MASTER'S PROGRAM STUDENTS

by Bram Barli

Submission date: 28-Jun-2022 02:18PM (UTC+0700)

Submission ID: 1864065023

File name: S_ERRORS_MADE_BY_ENGLISH_EDUCATION_MASTER_S_PROGRAM_STUDENTS.pdf (521.45K)

Word count: 5980

Character count: 31419



WORD STRESS ERRORS MADE BY ENGLISH EDUCATION MASTER'S PROGRAM STUDENTS

8 Yoannes Yuka Krisdianata, Barli Bram*
Sanata Dharma University, Yogyakarta, Indonesia
barli@usd.ac.id*

Received: March 12, 2022

Accepted: May 10, 2022

Published: May 31, 2022

Abstract

This study investigates English Master's Program students in producing suprasegmental features, namely word stress. The focus is on analysing disyllabic noun-verb words in six video presentations and what are the factors that affect word stress errors from 19 English master program students. The data were obtained from transcribing the videos and selecting the disyllabic noun-verb words from the transcriptions. Furthermore, a questionnaire was used to gather information about students' background knowledge in learning English, especially linguistics. Qualitative content analysis was employed in this study. From those videos, there were 1,089 disyllabic noun-verb words produced by the students. The stress errors made were 15 words. The stress errors mostly occurred in the first syllable and no word stress. The findings showed the factors that affected the word-stress errors were students' native language, Bahasa Indonesia. Bahasa Indonesia did not have word-stress to differ a meaning, only for emphasis. The questionnaire showed that all students were Indonesian and only two of them used English as their native language. The background knowledge and gender had some effects on stress errors, but not vital. The results indicated that students needed to have a deeper understanding of word stress.

Keywords: disyllabic, suprasegmental, word stress error

INTRODUCTION

When a person starts to seek knowledge and ability using any necessary strategies it can be called learning. Examples of learning strategies such as planning, practicing, monitoring, evaluating, and observing (Rodrigues et al., 2018). Implementing these strategies will help learners to learn effectively. Moreover, learning something new or strange things will need more effort to master (Baranova et al., 2019, p. 3; Hong & Ganapathy, 2017, p. 19). English as a foreign language in Indonesian people is one of the difficult things to learn. So then, they need more effort to overcome many issues in learning.

Learning English as Foreign Language (EFL) is challenging for most Indonesian people (Putri et al., 2018, p. 80). This idea was proven by the data from English First (EP) English Proficiency Index (2020) shows that Indonesia is in rank 74 from 100 non-native English countries and number 15 in Asia. The CEFR score an average of 453 or in B1 is accommodated as low proficiency in English skills acquisition. As Mahmud (2017, p. 52) said in his study, English as a language is developing and changing. Therefore, if Indonesian people cannot master it soon, they will leave it behind. In English, basically, four main skills

should be mastered to be able to perform this language well, namely speaking, writing, reading and, listening. However, based on the common known, English is one international language, yet Indonesian people still struggle to use it.

A study conducted by Patahuddin et al. (2017, p. 131), claims that Indonesian people still struggle in learning EFL, English is still called a strange language. This condition occurs because of a lack of motivation, self-efficacy, and facilities from the learners and also might happen because of the tutor (Hermagustiana et al., 2021, p. 70; Lomi & Mbato, 2020, p. 11; Ulfa & Bania, 2019, p. 169). Indonesian people tend to give up easily and cannot maintain their motivation in learning EFL. Although they start to use some strategies to keep the learning spirits, such as independent learning, action learning, and metacognitive strategies, the journey is still quite far from the finish line (Hendriwanto et al., 2021, p. 117; Laos Mbato, 2013). Another research by Leong & Ahmadi (2017) argues that from four skills in learning EFL, the most difficult one is speaking skill. Even though speaking skill is said to be an important skill to master, there are several reasons why this skill is hard to learn, i.e. structure, lack of confident, different mother-tongue, lack of ability from the teacher to deliver the skill well, and under-motivated students (2017, pp. 34–36).

One of the elements in speaking skills is pronunciation. Having good pronunciation is a must to be able to deliver the meaning in speaking. (Plansangket, 2016) explains that pronunciation takes a big role in speaking. It helps the speaker to deliver their message and the listener to understand the meaning. Mispronunciation can lead to a big disaster. Missing ability to transfer meaning effectively and efficiently make the listener hard to interpret the information given. There are two categories in speaking that mistakes mostly occur; segmental and suprasegmental. Segmental, consonant and vowels, and suprasegmental, intonation, and stress, are features in pronunciation (Abdullah & Lulita, 2018, p. 19). EFL learners must give more proportion to this part to make their pronunciation well developed.

Word stress is one of the main features in suprasegmental. Word stressed is used in many languages, including English. Chinese and Japanese have strict rules in word stress. Different stress will result not in the same meaning. English as the main language to communicate in the world also has some rules to obey in word stress. Wuli Fitriati et al. (2020) explain that in a word there is an emphasis on a specific syllable. Moreover, EFL learners tend to face a hard time in deciding the stressed and unstressed syllables in a word, especially more than one syllable. That is why examining EFL learners' word stress is significant. According to (Ghorbani, 2019) in Iranian undergraduate EFL students' word stress learning, students got difficulty in identifying the word stress because of the influence of the Persian language. Students mostly misplace the primary stress at the end of a syllable. The way to improve word stress learning is using the phonetic transcription. It helps students to understand the position of word stress and thus helps students to pronounce the word stress well, reduce the mistakes and increase pronunciation.

Another research in word stress was conducted by Saito & Saito (2017) in EFL learners in Japan. There were 10 participants and they got special treatment in suprasegmental for six weeks. The result shows that if they got exposed to suprasegmental (word stress, intonation, and rhythm), it will improve their understanding and reduce their word-stress errors.

Research on phonology especially in word-stress also conducted in the university in China with 70 participants Liu (2017). The word-stress was analysed using the reading aloud process, the data were collected and coded from recording. From this research, the researcher found that most students made mistakes on the first syllable and in two and three-syllable words. The reason was that word stress rules are not familiar in EFL students.

Research about word stress in Indonesia was conducted by several Indonesian researchers. Word stress research was conducted to understand the capability between men and women students in Indonesia (Fitriati et al., 2020). It found out that gender did not affect word stress in pronunciation. Working hard and practicing were the key to successfully and correctly pronouncing words. Another research by Widagsa et al. (2019) wanted to know the English word stress in Indonesian prosodic structures. It was conducted on 20 participants whose L1 is Indonesian. Research showed that the vacuum of prosodic structures, especially intonation, stress, and rhythm, to differ meaning, made Indonesian students difficult to produce word-stress correctly (2019, p. 83). Last, a study about word stress in Indonesia was conducted by (Abdullah & Lulita, 2018). They examined the pronunciation produced by 26 students from EFL students at Siliwangi University. The result was both suprasegmental and segmental features were still indicated as a difficult task to master by those students. Rising and falling intonation and mislaying the stress was the main errors concern.

The studies about word stress in Indonesia, especially the English Department study, were substantially raised (Abdullah & Lulita, 2018; Fitriati et al., 2020). However, from the previous studies, no research put interest in English Master's Program students. Therefore, the researchers try to put those issues into words of the problems of this study as follows:

1. What word-stress errors are made by English Master's Program students?
2. What are the factors that affect English Master's Program students' word-stress errors?

METHOD

In this study, the researchers employed a theory from Ladefoged & Johnson (2011, pp. 249–250) about word stress. Stress is defined as (1) the bigger sum of energy flow of speech in a certain syllable than unstressed syllable, (2) speaker uses extra muscular energy, and (3) increasing the loudness of produced sound. There are specific ways to differentiate between word stress and no stress words. The researchers used a qualitative method to discover whether or not EFL students in the English Education Master's Program (EEMP) managed to assign stress in disyllabic noun-verb words and the factors that affected the students' stress errors. Content analysis was used to determine the disyllabic noun-verb from presentation videos.

The source of the data was recorded presentation from EEMP students in Curriculum: From planning to assessment class. There were six videos from 19 students, 15 female students, and 4 male students. EEMP students were chosen because they were expected to be able to deliver English material better than undergraduate students. They were likely to pronounce all words correctly and precisely. All of the students are Indonesian students. The data were collected through a recorded presentation. After the video was recorded, the researcher transcript the video and look for disyllabic noun-verb words from the transcription. The researchers eliminated and chose suitable data. After all the disyllabic noun-verb words were found, the researcher started to examine the precise and correct word stress that students produced. The incorrect word-stress words were inspected and categorized into different types of errors. The analysis from each video was presented in form of a table.

The questionnaire was used to collect data about students' information and background knowledge that affects their pronunciation and word-stress decision whether it was in the first syllable, second syllable, or no stress. The information gathered from the questionnaire consisted of age, native language, English exposure, personality, motivation, and phonetic ability (Antaris & Omolu, 2019; Wangi & Nudiya, 2020, p. 99; Yürük, 2020). The

questionnaire was open-ended questions which consisted of seven questions. The collected data were analysed and processed to obtain the information of the factors that affected EFL master students who made an incorrect decision when producing word stress. The results were presented in form of a chart. The data were collected from six videos. From six videos, there were 19 English Education Master Program students. The data were obtained from transcribing the videos and after that, selecting the suitable words that had disyllabic noun-verb words from the video presentation.

RESULTS AND DISCUSSION

Results from six videos showed that 1,089 disyllabic noun-verb words had been used by the speakers. Note that all names in the data were pseudonyms. Video 1 had a duration of 27 minutes and 24 seconds. The researcher found 239 disyllabic noun-verb words from the first video. There were 98 disyllabic nouns and 141 disyllabic verbs located in the first video. As Ladefoged and Johnson (2011) mentioned in their book, the stress in the syllable must cover three aspects that have more energy in the specific part of the syllable than the unstressed syllable. Moreover, the participants must use extra muscular power to differentiate stressed and unstressed syllables. Last, rising the volume of produced sound of the stressed syllable.

The first video was delivered by four students. The first student, participant 1, could correctly give stress. There was no error found in the presentation from participant 1. Participant 1 can speak 33 disyllabic words, 9 nouns, and 24 verbs. The next students produce 53 disyllabic words, consisting of 17 nouns and 36 verbs. Surprisingly, the next student, Participant 2, also gave correct stress in every disyllabic word she produced. However, student 3, Participant 3, made 2 stress errors from 102 disyllabic words, 41 nouns, and 61 verbs, she spoke. The first error was found in the word /ə'prəʊtʃ/ 'approach' as a noun. Participant 3 wrongly pronounces the approach as /ə'prəʊtʃ/ which means there was no stress in this word. The correct pronunciation was /ə'prəʊtʃ/, the stress was in the first syllable. Furthermore, a second-word stress error was found in a word /prə'dju:s/ 'produce' as a verb. Participant 3 was mistakenly pronounced as /'prɒd.ju:s/ like in the noun. The stress should be put in the second syllable, not in the first syllable. This condition was the same as the study from Fitriati et al. (2020) that students tend to put stress on the words with two syllables at the beginning of the syllable. Furthermore, no stress error made by participant 3 was commonly made by Indonesian people (Indrayani & Rizki, 2019). The participant, who is an Indonesian citizen, seems to take part in this error. Last, Participant 4, the fourth student, amazingly can pronounce all disyllabic noun and verb words correctly. In her video presentation, she made 51 disyllabic nouns and verb words, 23 nouns, and 28 verbs. Participants 1, 2, and 3 showed a clear contrast between stressed and unstressed syllables, energy in the stressed syllable, and rising volume (Ladefoged & Johnson, 2011). Table 1 presents the details of the first video presentation word-stress analysis.

Table 1 Video 1 Stress Error Analysis

| Participant | Noun | Verb | Total | Error | | Types of error | | | |
|--------------|-----------|------------|------------|----------|----------|----------------|----------------|-----------------|---------------|
| | | | | Noun | Verb | No stress | First syllable | Second syllable | Double stress |
| P 1 | 9 | 24 | 33 | - | - | - | - | - | - |
| P 2 | 17 | 36 | 53 | - | - | - | - | - | - |
| P 3 | 41 | 61 | 102 | - | 2 | 1 | 1 | - | - |
| P 4 | 23 | 28 | 51 | - | - | - | - | - | - |
| TOTAL | 90 | 149 | 239 | 0 | 2 | 1 | 1 | 0 | 0 |

Video 2 had a duration of 26 minutes and 18 seconds. There were three students presented in this video namely, Participant 5, Participant 6, and Participant 7. The researcher found 247 disyllabic noun-verb words produced by students in video 2. There were 90 disyllabic nouns and 157 disyllabic verbs in this video. Unpredictably, Participant 5 made four stress errors from 69 disyllabic words he produced. From 69 words there were 29 nouns and 40 verbs. The errors found in /aɪ'dɪə/ 'idea', /ɪg'zɪst/ 'exist', /'mæt.ər/ 'matter', and /dɪ'mænd/ 'demand'. The word 'idea' as a noun was incorrectly stressed as /'ɪ:dɪə/ which meant double stress. Additionally, the second error was 'exist' as a verb that was pronounced as /əgzɪst/ meaning no stress found in the word. Next, the noun word 'matter' was by mistake said as /mæt.ər/ which meant no stress. Last, the fourth error was found in the verb word 'demand'. The word was mistakenly pronounced /'dɪ'mænd/, meaning double stress. As previously mentioned by Indrayani and Rizki (2019), the no stressed error occurred mostly because the participant was an Indonesian citizen who had no stress in differentiated word meaning in *Bahasa Indonesia*. Furthermore, double stresses errors indicated that participant 5 still lacks phonology familiarity, especially in suprasegmental word-stressed (Indrayani & Rizki, 2019). On the other hand, the other two students perfectly stressed all words correctly. Participant 6 produced 95 disyllabic words consisting of 32 nouns and 63 verbs. Moreover, Participant 7 pronounced 29 nouns and 54 verbs with a total of 83 disyllabic words that were correctly stressed. Table 2 shows the results of word-stress analysis from video 2.

Table 2 Video 2 Stress Error Analysis

| Participant | Noun | Verb | Total | Error | | Types of error | | | |
|--------------|-----------|------------|------------|----------|----------|----------------|----------------|-----------------|---------------|
| | | | | Noun | Verb | No stress | First syllable | Second syllable | Double stress |
| P 5 | 29 | 40 | 69 | 2 | 2 | 2 | - | - | 2 |
| P 6 | 32 | 63 | 95 | - | - | - | - | - | - |
| P 7 | 29 | 54 | 83 | - | - | - | - | - | - |
| TOTAL | 90 | 157 | 247 | 2 | 2 | 2 | 0 | 0 | 2 |

Video 3 had a duration of 17 minutes and 24 seconds. The researcher found 170 disyllabic noun-verb words from the third video. There were 71 disyllabic nouns and 99 disyllabic verbs located in the first video. In addition, this third video was delivered by three students. The first student, Participant 8, produced 75 disyllabic words in his presentation. There were 36 nouns and 39 verbs found in his appearance. In addition, there was one stress mistake found on his part. The disyllabic noun word 'response' /rɪ'spans/. Participant 8 was incorrectly put the stress in the first syllable /'rɪspans/ which means first syllable error. Furthermore, student Participant 9 also made mistake in one noun word which was 'major' that pronounce as /'meɪ.dʒər/. Participant 9 was mistakenly put the stress in the second syllable as /meɪ'dʒər/. In all her performances, Participant 9 produced 55 disyllabic words consisting of 18 nouns and 37 verbs. The error that appeared in the first and second syllables of the noun was commonly found in several studies (Abdullah & Lulita, 2018; Indrayani & Rizki, 2019; Widagsa et al., 2019). This situation occurred typically since the verb words stressed were severally used in daily activities or class rather than noun stressed word. However, the last student, Participant 10, made no mistake. She pronounced 40 disyllabic words correctly. There were 17 nouns and 23 verbs. Table 3 showed the result of the word-stress analysis from video 3.

Table 3 Video 3 Stress Error Analysis

| Participant | Noun | Verb | Total | Error | | No stress | Types of error | | |
|--------------|-----------|-----------|------------|----------|----------|-----------|----------------|-----------------|---------------|
| | | | | Noun | Verb | | First syllable | Second syllable | Double stress |
| P 8 | 36 | 39 | 75 | 1 | - | - | 1 | - | - |
| P 9 | 18 | 37 | 55 | 1 | - | - | - | 1 | - |
| P 10 | 17 | 23 | 40 | - | - | - | - | - | - |
| TOTAL | 71 | 99 | 170 | 2 | 0 | 0 | 1 | 1 | 0 |

Video 4 had a duration of 23 minutes and 11 seconds. Three students were presented in this video namely, Participant 11, Participant 12, and Participant 13. Surprisingly, the researchers found no mistake in this video. The three presenters put all the stresses correctly and put rising volume and extra energy on the perfect syllables (Ladefoged & Johnson, 2011). Participant 11, the first presenter, produced 71 disyllabic words, 20 nouns, and 51 verbs. Moreover, Participant 12 mentioned 62 disyllabic words that consisted of 30 nouns and 32 verbs. Last, Participant 13, in her part, spoke 20 nouns and 44 verbs which were a total of 64 disyllabic words. Table 4 showed the result of word-stress analysis from video 4.

Table 4 Video 4 Stress Error Analysis

| Participant | Noun | Verb | Total | Error | | No stress | Types of error | | |
|--------------|-----------|-----------|------------|----------|----------|-----------|----------------|-----------------|---------------|
| | | | | Noun | Verb | | First syllable | Second syllable | Double stress |
| P 11 | 20 | 51 | 71 | - | - | - | - | - | - |
| P 12 | 30 | 32 | 62 | - | - | - | - | - | - |
| P 13 | 20 | 44 | 64 | - | - | - | - | - | - |
| TOTAL | 80 | 90 | 170 | 0 | 0 | 0 | 0 | 0 | 0 |

Next, video 5 was presented by Participant 14, Participant 15, and Participant 16. The duration of video 5 was 20 minutes and 1 second. In total, there were 175 disyllabic words found in video 5. Participant 14 produced 46 disyllabic words containing 19 nouns and 27 verbs. There were two mistakes found in those words: 'knowing' and 'process'. The verb word 'knowing' should have stress in the first syllable /'noʊ.ɪŋ/, and the noun 'process' also had stress at the beginning of the word /'prɑːsɪs/. Participant 14 made mistakes by not putting stress in the word knowing that became /noʊ.ɪŋ/ and putting the stress in the second syllable for the word 'process' that later became /prɑːsɪs/. These errors mostly happened because the student's background was Indonesian (Widagsa et al., 2019). The participant put no stress or at the end of the words. However, the other two students made no mistakes in their presentations. Participant 15 produced 75 disyllabic words and Participant 16 mentioned 54 disyllabic words. Table 5 presented the result of word-stress analysis from video 5.

Table 5 Video 5 Stress Error Analysis

| Participant | Noun | Verb | Total | Error | | No stress | Types of error | | |
|--------------|-----------|-----------|------------|----------|----------|-----------|----------------|-----------------|---------------|
| | | | | Noun | Verb | | First syllable | Second syllable | Double stress |
| P 14 | 19 | 27 | 46 | 1 | 1 | 1 | - | 1 | - |
| P 15 | 34 | 41 | 75 | - | - | - | - | - | - |
| P 16 | 15 | 29 | 54 | - | - | - | - | - | - |
| TOTAL | 68 | 97 | 175 | 1 | 1 | 1 | 0 | 1 | 0 |

Last, video 6 was presented by three students. There were 88 disyllabic words located in this video. The duration of the video was 11 minutes and 10 seconds. The first student who delivered her material was Participant 17. Participant 17 produced 27 disyllabic words and

made 1 mistake. The next student who delivered her material was Participant 18. Participant 18 mentioned 23 disyllabic words and unintentionally ended with one mistake also. The last student in this video was Participant 19, she performed with 38 disyllabic words and unfortunately made three incorrect stresses. Participant 17 was made mistake with the word 'confuse', whereas Participant 18 in the word 'relate' and Participant 19 in words 'offer', 'provide', and 'template'. Those words should be pronounce and put stress like /kən'fju:z/, /rɪ'leɪt/, /'ɔ:fər/, /prə'vaɪd/, and /'tɛm.pləʊt/. However, the students mistakenly put stress in the first syllable for 'confuse' /'kən.fju:z/, 'relate' /'rɪ.leɪt/, and 'provide' /'prə.vaɪd/. Furthermore, the other two words had no stress on it, 'offer' /ɔ.fər/ and 'template' /tɛm.pləʊt/. According to Indrayani and Rizki (2019) some cases where a noun and verb stress placement were mixed up, shown in participants 17, 18, and 19. This situation happened mostly because the participants were more familiar with noun stressed words than a verb. Table 6 displayed the result of word-stress analysis from video 6.

Table 6 Video 6 Stress Error Analysis

| Participant | Noun | Verb | Total | Error | | Types of error | | | |
|--------------|-----------|-----------|-----------|----------|----------|----------------|----------------|-----------------|---------------|
| | | | | Noun | Verb | No stress | First syllable | Second syllable | Double stress |
| P 17 | 11 | 16 | 27 | - | 1 | - | 1 | - | - |
| P 18 | 8 | 15 | 23 | - | 1 | - | 1 | - | - |
| P 19 | 12 | 16 | 38 | 1 | 2 | 2 | 1 | - | - |
| TOTAL | 31 | 47 | 88 | 1 | 4 | 2 | 3 | 0 | 0 |

In summary, there were 1,089 disyllabic words in six video presentations that contained 430 nouns and 639 verbs. From that result, there were 6 nouns and 9 verbs that were found incorrectly stressed in those presentations. The types of errors found on 15 errors allocated into 6 with no stress, 5 mistakes put in the first syllable, 4 errors put in the second syllable, and 2 words with double stresses. Table 7 showed the type of word-stress errors made by English education master students.

Table 7 Word-Stress Errors of English Education Master Students

| Video | Noun | Verb | Total | Error | | Types of error | | | |
|--------------|------------|------------|-------------|----------|----------|----------------|----------------|-----------------|---------------|
| | | | | Noun | Verb | No stress | First syllable | Second syllable | Double stress |
| 1. | 90 | 149 | 239 | 0 | 2 | 1 | 1 | 0 | 0 |
| 2. | 90 | 157 | 247 | 2 | 2 | 2 | 0 | 0 | 2 |
| 3. | 71 | 99 | 170 | 2 | 0 | 0 | 1 | 1 | 0 |
| 4. | 80 | 90 | 170 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. | 68 | 97 | 175 | 1 | 1 | 1 | 0 | 1 | 0 |
| 6. | 31 | 47 | 88 | 1 | 4 | 2 | 3 | 0 | 0 |
| TOTAL | 430 | 639 | 1089 | 6 | 9 | 6 | 5 | 2 | 2 |

The results showed that from 1,089 disyllabic words made by English Education Master's students, there were only 15 words or 1.37% errors found in the presentation. Hence, it meant that the students were capable of putting stress on the words and had no problem with word stress. However, the students needed to improve their word stress in English.

To answer the research question of what factors affected English Master's Program students' word-stress errors, the researchers asked participants to complete questionnaires using Google forms. There were seven open-ended questions in the questionnaire. The outcomes of the questionnaire were presented in Table 8.

Table 8 Questionnaire Summary

| Participant | Age | Native language | Length of studying English? | Experience of studying or living abroad, and for how long. | Length of studying Linguistic Field? |
|----------------------|-----|---------------------|---|--|---|
| P 1 | 23 | Indonesian | Since I was in elementary school | No I haven't studied or lived abroad | 4 years when I was in the university. |
| P 2 | 23 | Indonesian language | 12 years (3 th sd, 3 th smp, 4 th SI) | No | 5 semesters |
| P 3 | 22 | Bahasa Indonesia | 18 years | No | 3 years |
| P 4 | 25 | Bahasa Indonesia | since kindergarten (basic English) | No | started to learn deeper when I was an undergraduate |
| P 5 | 37 | Bahasa Indonesia | 16 years | Yes 2 years | never |
| P 6 | 23 | Indonesian | 18 years | No | 6 years, since 2017 |
| P 7 | 23 | English | Around 17 years | No | Around 4 years |
| P 8 | 25 | Bahasa Indonesia | 13 | No | 4 years |
| P 9 | 23 | English | About 20 years I think | No | Five years till now |
| P 10 | 22 | Bahasa Indonesia | Since I was in JHS? (around 2011/2012) | No | Around 4 years |
| P 11 | 28 | Indonesian | 5 years | No | 1 year |
| P 12 | 22 | Indonesia | since 2011 | No | since 2017 |
| ⁶ P 13 | 26 | Bahasa Indonesia | Since college (2014) actually i also learned from school.. but i didn't really learn/acquire the language | No | since college (2014) |
| P 14 | 29 | Bahasa Indonesia | Since Elementary School | No | Since 6 months ago |
| P 15 | 23 | Indonesia | 18 years | No | 4 years |
| P 16 | 24 | Indonesian | More than 5 years | No | 4 years (during undergraduate) |

| Participant | Age | Native language | Length of studying English? | Experience of studying or living abroad, and for how long. | Length of studying Linguistic Field? |
|-------------|-----|---------------------|--|--|--------------------------------------|
| P 17 | 26 | Bahasa Jawa | since Junior High School (2008, <i>kalau tidak salah</i>) +- 14 years | No | since S1 (2014) |
| P 18 | 23 | Indonesia | 18 years | No | 4,5 years |
| P 19 | 25 | Indonesian language | Around 8 years? | No | 4 years |

Table 8 showed seven errors made by male students and 8 words made by female students. However, there were only 4 male students and 15 female students. It showed that there was no tendency to whether gender had a role in making more mistakes in placing word stress or not (Fitriati et al., 2020). The age of the students also had no effects in this range of age. The students were 22-37 years old, with the mean were 24.8. There were no specific factors that showed that older students tend to make more mistakes than younger students and vice versa.

As mentioned by (Foote & Trofimovich, 2018), the background knowledge of English especially suprasegmental, phonetics and phonology had a big role in identifying word stress. The two students Participant 5 and Participant 14 were new in the Linguistic field, Participant 5 never had a Linguistics subject and Participant 14 only had it since 6 months ago. Therefore, they made some mistakes in placing the word stress in their presentation. However, mistakes were also found in the students from students who learned linguistics for years, 1 to 6 years. Overall, background knowledge had a factor in word-stress error but not in a big portion. In addition, exposure had some effects that contribute to students' pronunciation. Surprisingly, the summary above it showed that Participant 5, who has experience abroad for 2 years, still made some errors in placing the word-stress. Therefore, the exposure he had from abroad did not help him to place word-stress correctly in his presentation.

Those students that participated in this research were all Indonesian students. Sixteen students had *Bahasa Indonesia* as their mother tongue, two students English, and one student *Bahasa Jawa* (Javanese). Kosasih (2021) in her study mentioned that one of the factors in pronunciation was the mother tongue. Hence, in this research, the results showed slight agreement with what Kosasih mentioned earlier. Two students who have English as a mother tongue made fewer mistakes, Participant 7 no error, Participant 9 one error. Some mistakes were made by the students whose mother tongue was *Bahasa Indonesia*. *Bahasa Indonesia* used no stress in differentiating the meaning, and word-stress was only used as emphasizing the importance. Consequently, the no-stress errors found in the video presentations were high.

CONCLUSION

The results showed that EFL students in English Education Master's Program **can assign stress to disyllabic noun-verb** words correctly. From 1,089 disyllabic words produced by EMMP students, there were only 15 words or 1.37% mistakes found in the presentation. This conclusion meant that the students were able to placed stress in the noun and verb words and had no significant problem with word stress.

Some factors that affect EFL students in the English Education Master's Program word stress errors were age, native language, English exposure, personality, motivation, and phonetic ability. In this study, age, personality, and English exposure showed no effect on students' word stress, whereas, some factors such as native language, motivation, and phonetic ability had major effects on the students' word-stress accuracy.

The gap from this study is the limit of videos analyzed and the variety of words. For future studies, it would be good if there are more videos to be analyzed and other types of words such as adverbs, adjectives, or prepositions. The variety of the participants can enrich the result if provided from different ages, backgrounds of study, and how long they learned English and Linguistic subject.

REFERENCES

- Abdullah, F., & Lulita, L. (2018). Situating English segmental and suprasegmental features proportionally: A profile of Indonesian EFL students. *Journal (English Education and Applied Linguistics Journal)*, 17(1). <https://doi.org/DOI:https://doi.org/10.31980/eeal%20journal.v1i1>
- Antaris, I., & Omolu, F. A. (2019). Factors affecting pronunciation difficulties of 8 th grade students of MTSN Palu Barat. *Journal of Foreign Language and Educational Research*, 2(2).
- Baranova, T., Khalyapina, L., Kobicheva, A., & Tokareva, E. (2019). Evaluation of students' engagement in integrated learning model in a blended environment. *Education Sciences*, 9(2). <https://doi.org/10.3390/educsci9020138>
- EF EPI EF English Proficiency Index. (2020). www.ef.com/epiwww.efset.org
- Fitriati, S. W., Syarifah, S., & Warsono, W. (2020). English education journal English word stress production of male and female Madurese students. *EEJ*, 10(1), 102–109. <http://journal.unnes.ac.id/sju/index.php/eej>
- Footte, J. A., & Trofimovich, P. (2018). Is it because of my language background? A study of language background influence on comprehensibility judgments. *Canadian Modern Language Review*, 74(2). <https://doi.org/10.3138/cmlr.2017-0011>
- Ghorbani, M. R. (2019). The effect of phonetic transcription on Iranian EFL students' word stress learning. In *Journal of Language and Linguistic Studies* (Vol. 15, Issue 2). www.jlls.org
- Hendriwanto, H., Desela, T.D., & Sharda, R.S. (2021). Exploring the university students' experiences in learning English from Youtubers. *Academic Journal PERSPECTIVE: Language, Education and Literature*, 9(2), 116–123. <https://doi.org/10.33603/perspective.v9i2.6089>
- Hermagustiana, I., Astuti, A. D., & Sucahyo, D. (2021). Do I speak anxiously? A correlation of self-efficacy, foreign language learning anxiety and speaking performance of Indonesian EFL learners. *Script Journal: Journal of Linguistics and English Teaching*, 6(1), 68–80. <https://doi.org/10.24903/sj.v6i1.696>
- Hong, Y. C., & Ganapathy, M. (2017). To investigate ESL students' instrumental and integrative motivation towards English language learning in a Chinese school in Penang: Case study. *English Language Teaching*, 10(9), 17. <https://doi.org/10.5539/elt.v10n9p17>

- Indrayani, L. M., & Rizki, V. (2019). The Production of word stress patterns in English noun to verb conversion words by adult EFL learners in Indonesia: A Phonological study. *International Journal of English Literature and Social Sciences*, 4(6). <https://doi.org/10.22161/ijels.46.49>
- Kosasih, M. M. (2021). Factors affecting Indonesian students in learning English pronunciation. *International Research in Higher Education*, 6(3). <https://doi.org/10.5430/irhe.v6n3p13>
- Ladefoged, P., & Johnson, K. (2011). A Course in Phonetics (6th ed). In Wadsworth.
- Laos Mbato, C. (2013). *Facilitating EFL learners' self-regulation in reading: implementing a metacognitive approach in an Indonesian higher education context*, EdD thesis.
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Liu, D. (2017). The acquisition of English word stress by Mandarin EFL learners. *English Language Teaching*, 10(12), 196. <https://doi.org/10.5539/elt.v10n12p196>
- Lomi, A. N. K., & Mbato, C. L. (2020). Struggles and strategies in constructing professional identity: The first-year teaching experiences of Indonesian EFL novice teachers. *Journal of English Education and Teaching*, 4(1), 1–19.
- Mahmud, M. (2017). Interference: Its role in the second or foreign language mastery to Indonesian learners. *Academic Journal Perspective : Education, Language, and Literature*, 5(1). <https://doi.org/10.33603/perspective.v5i1.553>
- Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z. (2017). Investigating Indonesian EFL learners' learning and acquiring English vocabulary. *International Journal of English Linguistics*, 7(4), 128. <https://doi.org/10.5539/ijel.v7n4p128>
- Plansangket, M. C. (2016). *Word stress errors of graduate students in Thailand: A study of CEIC program*. Language Institute, Thammasat University.
- Putri, E. W., Fauzan, U., & Toba, R. (2018). The quality of listening skill of the EFL students. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 3(1), 79. <https://doi.org/10.21093/ijeltal.v3i1.125>
- Rodrigues, M. W., Isotani, S., & Zárate, L. E. (2018). Educational data mining: A review of evaluation process in the e-learning. In *Telematics and Informatics* (Vol. 35, Issue 6). <https://doi.org/10.1016/j.tele.2018.04.015>
- Saito, Y., & Saito, K. (2017). Differential effects of instruction on the development of second language comprehensibility, word stress, rhythm, and intonation: The case of inexperienced Japanese EFL learners. *Language Teaching Research*, 21(5). <https://doi.org/10.1177/1362168816643111>
- Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English in Langsa, Aceh. *Studies in English Language and Education*, 6(1), 163–170. <https://doi.org/10.24815/siele.v6i1.12860>
- Wangi, W., & Nudiya, D. A. (2020). The analysis of pronunciation error on English diphthongs made by certified tour guides. *Academic Journal Perspective : Education, Language, and Literature*, 8(2), 98. <https://doi.org/10.33603/perspective.v8i2.4244>

Widagsa, R., Wiyanah, S., & Wahyuni, P. (2019). The influence of Indonesian prosodic features on English word stress production. *English Review: Journal of English Education*, 7(2), 77. <https://doi.org/10.25134/erjee.v7i2.1647>

Yürük, N. (2020). Using Kahoot as a skill improvement technique in pronunciation. *Journal of Language and Linguistic Studies*, 16(1), 137–153. <https://doi.org/10.17263/JLLS.712669>

About the Authors

Yoannes Yuka Krisdianata earned his undergraduate degree in English education from Sanata Dharma University Yogyakarta. Currently, he is completing his *Magister Pendidikan* or Master of Education in English education at Sanata Dharma University. His research interests include pronunciation, language skills, and teacher education.

Barli Bram teaches English at Sanata Dharma University Yogyakarta. He completed his undergraduate degree at Sanata Dharma University, MEd at Boston University, the United States and PhD at Victoria University of Wellington, New Zealand. His research interests include writing skills, morphology, syntax, semantics and ELT. He has published a book entitled *Write Well: Improving Writing Skills*.

WORD STRESS ERRORS MADE BY ENGLISH EDUCATION MASTER'S PROGRAM STUDENTS

ORIGINALITY REPORT

3%

SIMILARITY INDEX

3%

INTERNET SOURCES

2%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|--|------|
| 1 | Submitted to Forum Perpustakaan Perguruan Tinggi Indonesia Jawa Timur III Student Paper | 2% |
| 2 | www.irrodl.org Internet Source | <1 % |
| 3 | digilibadmin.unismuh.ac.id Internet Source | <1 % |
| 4 | ejournal.iainpalopo.ac.id Internet Source | <1 % |
| 5 | ethesisarchive.library.tu.ac.th Internet Source | <1 % |
| 6 | mafiadoc.com Internet Source | <1 % |
| 7 | Tabita Hermayani, Concilianus Laos Mbato. "INDONESIAN CIVIL ENGINEERING STUDENTS' METACOGNITIVE AWARENESS DURING INDEPENDENT ENGLISH SPEAKING CLUB ACTIVITIES", PROJECT (Professional Journal of English Education), 2020 | <1 % |

8

Elizabeth Liza, Ouda Teda Ena. "Pre-service Teachers' Perceptions on the Relationship between Learning Program Design Course and Their Teaching Preparations", Premise: Journal of English Education, 2019

Publication

<1 %

9

www.tesol.id

Internet Source

<1 %

Exclude quotes On

Exclude matches < 5 words

Exclude bibliography On