CHAPTER II REVIEW OF RELATED LITERATURE

This chapter review some theories and previous studies related to the topic. The theories related to the research are about supra-segmental phonetics, syllable, word stress, stress rules, factors affecting stress performance and acoustic phonetics. The previous studies used are related to the English words stress of ESL learners.

A. The General Concept of English Word Stress

1. Supra-segmental Phonetic

In the study of phonetic, it is not only about the segmental but also supra-segmental that important to learn. To have a clear description about the supra-segmental in the term of phonetic study, it will divide into two subtopics:

a. Supra-segmental Domain

Supra-segmental effects in phonetics operate over a number of different domains: some over stretches of the signal that are syllable-sized, others over domains of many syllables. The most important domains are defined as below:

1) Syllable

Syllable is a unit of pronunciation typically larger than a single sound and smaller than a word. Besides, a syllable is a "beat" heard in a spoken word. Every word is at least one syllable in length, and many words have multiple syllables. The number of syllables in a word is easier to discover directly than to have explained. When a word has more than one syllable, a single syllable within the word is given more emphasis than any of the other syllables. That syllable is considered to be the *stressed* syllable. The vowel sound of the stressed syllable is emphasized by being pronounced longer, louder, and often at a higher pitch than the surrounding syllables. Vowel sounds of stressed syllables are more likely to be phonetic (pronounced as the spelling would suggest).¹

In the term of English word syllable, every word at least has one syllable that called monosyllable and word which has more than one syllable (multiple syllables) called polysyllable but in this research the researcher will limit the research on polysyllable words that indicated the stressed placement.

¹ <u>http://pronuncian.com/Lessons/Default.aspx?Lesson=107</u> Syllable in phonology accessed on 26/03/15 at 22.22 am

In English, the syllables of words differ in *prominence*. In polysyllabic words (words of more than one syllable), one of the syllables always has a greater degree of prominence than any other syllable. The syllable of greatest prominence is known as the *primary stressed syllable*, or the syllable that carries primary stress, such as the following example:

a) Two syllables

 Picture
 /'pik.tfər/ stressed come up on the first syllable

 Ahead
 /ə'hed/ stressed come up on the second syllable

b) Three syllables

Organize /'ɔ:.gən.aız/ stressed come up on the first syllable Assumption /ə'sʌmp.ʃən/ stressed come up on the second syllable Volunteer /vpl.ən'tıər/ stressed come up on the third syllable

c) Four syllables

Certificate /sə'tɪf.i.kət/ stressed come up on the second syllable Reputation /rep.jo'tei.ʃən/ stressed come up on the third syllable

Those are the way stressed played on polysyllables words. Every single word has different syllable and different placed of stress. It is show us that stressed has its rules to be applied in every single words, especially in polysyllables words. Yet, some times learners become confused when they put the stress placement in more than two polysyllables words than in two syllables. This is in line with Altmann research "students have higher percentage in two syllables than the other polysyllables words when there are only two choices and where only one is incorrect, for example; if the first syllable is stressed in the stimulus, listeners have only one incorrect option while in polysyllables words it is more complicated when the word has two incorrect options in three-syllable words, and even three incorrect options in four-syllable words."² Moreover, the English is not their mother tongue and even learners have limit practice experience.

2) Prosody

Dealing with the supra-segmental, it is discussed deeply in the prosody of linguistics that means the study of stress, rhythm and intonation in units larger than the word.³ Prosody is the part of phonetics which is concerned with stress intonation as opposed to individual speech sounds (vowels and consonants). The term prosody and its adjective prosodic are used to refer to those features of speech

² Heidi Altmann, 2006. The perception and production of second language stress: a cross-linguistic experimental study. university of delaware in partial, p.76

³ Adam Nadasdy, English Phonological Analysis; Prosody. Chapter 7, (Autumn 2013), p.2

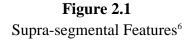
(such as pitch) that can be added to those sounds, usually to a sequence of more than one sound.

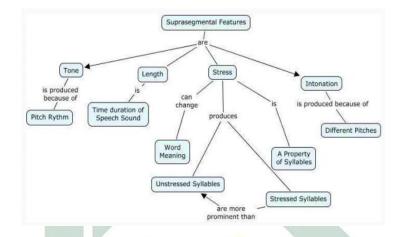
A number of prosodic features can be identified as significant and regularly used, the most thoroughly investigated is intonation, but others include stress, rhythm, voice quality, loudness and tempo (speed).⁴ The element of prosody itself is called as supra-segmental because they appear "above" the segments.

Supra-segmental features are the element of prosody that is not confined to any one segment but occur in some higher level of an utterance. The term supra-segmental was invented to refer to aspects of sound such as intonation that did not seem to be properties of individual segments (i.e. the vowels and consonants of which speech is composed).⁵ The supra-segmental features are tone, length, stress and intonation. Actually there has never been full agreement about how many supra-segmental features are to be found in speech, but pitch, loudness, tempo, rhythm and stress are the most commonly mentioned ones. See the image bellow, to have clear description about suprasegmental features:

⁴ Antony Fox, Prosodic features and prosodic structure; the phonology of suprasegmentals, p.3

⁵-----, Prosodic features and prosodic structure; the phonology of suprasegmentals, p.4





b. Supra-segmental Prominence

Not all segments, syllables, words and phrases are equal. Speakers make parts of words more prominent in order to help listeners recognize them. Speakers also change the relative prominence of parts of an utterance to direct the listener to elements which are new, unusual or important. The means for changing prominence are usually described under the headings "stress" and "pitch accent", but it will be more specified on the *stress*.

Stress is a supra-segmental feature of utterance which applies not to individual vowels and consonant but also to whole syllables whether they might be. Therefore, a stressed syllable is pronounced with a greater amount of energy than an unstressed syllable and more prominent in the

^b Anton Bittner. *Prosody and suprasegmental features*, unit 3. Phonetics and Phonology 2, Spring Term, 2013.

flow of speech.⁷ Stress is a meaningful feature of speech in respect in two both words and word groups in English; it has functions in the province of morphology, syntax, and discourse:

- 1. Stress distinguish different part of speech
- 2. Stress distinguishes a word from a phrase (idiom)
- 3. Stress patterns in derivationally related words distinguish part of speech
- 4. Stress is not unrelated to full vowels
- 5. Stress is used for constructive emphasis
- 6. Stress also may be used in a discourse to signal new as opposed to old (given) information.⁸

Those reasons showed the important of studying stress for the ESL learners. Dealing with the term of stress, there are two types of stress, namely; word (lexical) stress and sentence (syntactical) stress. *Word stress* is defined as "the relative degree of force used in pronouncing the different syllables of a word of more than one syllable."⁹ In deep, three degrees of English word stress are taken into account of primary (also known as strong, main, or principal), secondary (also known as

⁷ Peter Ladefoged. A Course in Phonetics, Thomson Corporation, 2006. p.243

⁸ Laurent J Brinton. The *Structure of Modern English, A Linguistic Introduction*, John Benjamins Publishing Company, Amsterdam/ Philadelphia, 2000. p. 58

⁹ Kingdon R. (1959). *The Ground work of English Stress* taken from a researched by Leung Ming Ming Grace (2006). The Patterns of English Word Stress by Hong Kong ESL Learners. The Chinese University of Hong Kong.

half strong or medium), and weak (also know as unstressed) stress. *Sentence stress* is defined as "the relative degree of force given to the different words in a sentence". Therefore to specify this research, it will be focused only on the term of *word stress* especially on (primary) word stress in polysyllabic words.

1) Word Stress

Word stress is crucial factor in proper pronunciation for English communication to understand spoken of native to non-native and the opposites. According to Marlett, Stress refers to the relative degree of prominence which is placed on syllables within an utterance. Therefore, this is sometimes manifested by loudness (greater amplitude of the acoustic signal), but also many languages manifest stress by lengthening the stressed syllable and/or by raising the pitch of the voice on the stressed syllable. It means that people who claim they are tone deaf should not be unable to distinguish the noun permit from the verb permit. If they can distinguish them as speakers typically do, based on the pitch, they are not tone deaf. Besides, a stress may also be manifested in increasing muscular activity involved in articulator movements.¹⁰

¹⁰ Stephen Marlett. An Introduction to Phonological Analysis, Summer Institute of Linguistics and University of North Dakota, 2001. <u>steve_marlett@sil.org</u>.

English uses a combination of these features to sign stress: a stressed syllable is often pronounced louder and with a higher pitch; the vowel of the syllable is usually longer, too. Stress is also realized in features such as the aspiration of voiceless stops at the beginning of stressed syllables.¹¹ Therefore, syllable has great relation to establish the stress placement on words. Besides, "The term stress is defined as syllable prominence which may derive from several determining phonetic factors such as increased loudness, duration, pitch movement, sound quality or a combination of these factors."¹² Thus, it judge that the stress syllable is more prominent than unstressed syllable if it is louder, longer and higher in pitch or the vowels in a stress syllable is different in quality from neighboring vowels. Besides, in the term of word stress it is divided into two level of stress, they are primary stress and secondary stress but in this research will be specified only on the primary word stress.

Primary stress is the loudest syllable in the word. In onesyllable words, that one syllable has the primary stress (except for a handful of short function words like *the*, which might not have any stress at all). Besides, Roach stated that Primary stress is the most

¹¹ -----, An Introduction to Phonological analysis, p. 206

¹² Celce-Murcia, M., Brinton, D.M., et.al. *Teaching pronunciation: A reference for teachers of English to speakers of other languages.* New York: Cambridge Universi ty Press, 1996.

prominent syllable which is also called tonic strong stress.¹³ It refers to the heaviest emphasis given to a syllable when spoken in isolation. Besides, the primary stress can be marked with a vertical stroke ['] above and in the front of syllable.

Absolute ['æbsəlju:t] Recognized ['rekəgnaız]

In addition, the English phonological vowel system consist of two separate subsystems, strong and weak, each one correlating with syllable stress. "Whereas stressed syllable can only have strong vowels and unstressed syllables can be made up for either strong or weak vowels."¹⁴

2) Stress pattern in English Language

Stress pattern is needed to have an easy way in indentifying stress in the words. It will help speakers and listeners to determine the stress placement in the words. Besides, in English there are two dialects they are American and British. Although it has two dialects with different pronunciation but the stress placement are still the same. Therefore, both two dialects of English would not disturb the learners in determining the stress placement. Thus, rules of word stress are displayed deeply.

¹³ Peter Roach. *English phonetics and phonology* (3rd ed.). New York:Cambri dge University Press, 2000.

¹⁴Hector Ortiz-Lira. Word Stress and Sentence Accent, 1998. P, 18

a) Placement of Stress in English

After know the definition of word stress and its level, it is also important to define what stress placements are. Term of stress fortunately has extremely complicated for ESL learners, it is very difficult to predict "some word in English are stressed on the first syllable, some on the second syllable and others on the third syllable and so on, remembered that English is not their mother tongue but this case must not be come a ghost for those ESL learners. They can learn by practicing a good speaking and learn the pattern for using word tress on their speaking. Therefore, there are a few things to remember that a word can only have one stress, in a very longer stress it may have secondary stress but it is always a much smaller stress. Besides, only vowel are stressed not consonant, the vowels in English are a, e, i, o, and u and the consonants are all the other letters.

According to Roach there are some aspects that can be helpful in the placement of stress in English word, they are:

- Whether the word is morphologically simple, complex or compound.
- The grammatical category of the word (noun, verb, adjective and others).

- 3) The number of syllable in the word.
- 4) The phonological structure of those syllables.¹⁵

Those aspects could help learners to determine the stress placement in the word syllables.

b) Rules of Stress in English

It is clearly known that the study of word stress is quite difficult and making rules in this term is become a complex matter. Therefore, we will very need to refer a good dictionary or hear the word spoken by native speaker.

Though the nature of English stress is quite complicated, the following rules based on some references can be helpful in the context of foreign and second language teaching.

1) Simple word

In a simple word or individual syllable are always stressed. Therefore, according to Roach there are some rules of word stress applying in simple word.¹⁶

¹⁵ Peter Roach (1993). *English Phonetics and Phonology*, taken from a journal written by Sardar Fayyaz ul Hassan, PH.D. *The nature of stress in English language* – A case study from a perspective of rule-governed approach. 12:12 December 2012. <u>www.languageinindia.com</u>

¹⁶ Peter Roach , English Phonetics and Phonology. p, 89

- a. Verb
 - In case of two syllable verbs, if the second syllable of the verb has a long vowel or diphthong, or if it ends with more than one consonant, that second syllable is stressed.

Array [ə'rei]Apply [ə'plai]Arrive [ə'raiv]Attract [ə'trækt]Assist [ə'sist]

 If the final syllable contains a short vowel and one (or no) final consonant, the first syllable is stressed.

Enter ['entə]	Equal ['i:kwəl]

Open ['əʊpən] Envy ['envı]

3) A final syllable is also unaccented if it contains/əu/.

Follow ['fɒləʊ] Borrow ['bɒrəʊ]

4) In case of three syllable 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 preceding (penultimate) syllable."¹⁷ Encounter [m'kaontə] Determine [dı't3:min]

In addition, "If the final syllable contains a long vowel or a diphthong, or ends with more than one consonant, that final syllable will be stressed."

Entertain [entə'teɪn] Resurrect [rezə'rekt]

¹⁷ Peter Roach, English Phonetics and Phonology, p.90

b. Nouns/Adjectives

According to Roach, nouns need different rules for placing stress. Some important rules are being discussed as follows:

 If the second syllable contains a short vowel, the stress will usually come on the first syllable; otherwise it will be on the second syllable.

Money ['mpni]Product ['prpdAkt]Baloon [bə'lu:n]Design [dɪ'zaın]

2) In case of a three syllable nouns:

If the final syllable contains a short vowel or $/\partial \sigma/$, it is unstressed:

Potato [pəˈteɪtəʊ]

Poultry ['paʊltrɪ]

Pounder ['paundə]

 If the syllable preceding the final syllable contains a long vowel or diphthong or it ends with more than one consonant, that middle syllable will be stressed:

Disaster [dɪ'za:stə] Synopsis [sɪ'nɒpsIs]

4) If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with not more than one consonant, both final and middle syllables are unstressed and the first syllable is stressed.

Quality ['kwplətı]Cinema ['sınəmə]

5) The above-mentioned rules can be equally applied to other two or three syllable stressed words. Stress is placed on the last syllable in case of most words with following endings:

ette	Cigarette	[sigəˈret]
oon	Cartoon	[ka:ˈtu:n]
00	Shampoo	[∫æm′pu:]
ique	Technique	[tek'ni:k]
esque	Picturesque	[pɪktʃəˈresk]
ain	Entertain	[entəˈteɪn]

6) The stress in these words shifts to initial position if they are immediately followed by another word with initial stress.
 Stress is placed on second syllable from the end (penultimate) in most words ending.

ic	Specific	[spəˈsɪfɪk]
tion	Generation	[dʒenə ˈreɪ∫n]
ish	Accomplish	[ə ˈkʌmplıʃ]
it	Explicit	[ıkˈsplɪsɪt]
ion	Explosion	[1kˈspləʊʒn]
id	Insipid	[ınˈsɪpɪd]
ive	Defective	[dɪˈfektɪv]

7) Stress is placed on third syllable from the end (antipenultimate) in multi syllable words, especially words ending with:

cracy	Democracy	[dɪˈmɒkrəsɪ]
ual	Habitual	[həˈbɪtʃʊəl]
ily	Family	[ˈfæməlɪ]

 Stress is placed on the fourth syllable from the end in most words of four syllables or more especially word ending with:

iater	Radiator	['reidietə]
ary	V ocabulary	[vəˈkæbjʊlərɪ]
. <mark>a</mark> cy	Accur <mark>ac</mark> y	[ˈækɪərəsɪ]

c. Complex words

Complex words are made from a basic stem word with the addition of an affix, i.e. composed of two or three grammatical units:

Care + less	(2 grammatical units)
Care + less + ness	(3 grammatical units)

Native English words tend to place the stress on the basic word and to maintain it there even if prefixes and suffixes are added:

Man	[ˈmæn]	Friend	['frend]
Stand	['stænd]	Understand	ing [Andəˈstændɪŋ], etc.

Stress remains on the same syllable in words ending with:

... able comfort ['kʌfət] comfortable ['kʌmfətəb]

... age anchor ['æ ŋkə] anchorage ['æŋkərɪdʒ], etc.

Those are some common word stress rules used in English word. It is important for ESL learners to pay much attention to the rules of word stress when they want to speak English, remembered that it is not their mother tongue. Besides, mother tongue not only the factor affecting students' pronunciation but also there are some factors affecting on it.

2. Factors affecting pronunciation (English stress)

There are many researches have contributed some important data on the factors affecting the learning and teaching of pronunciation skills including in the aspect of supra-segmental features such as pitch, stress and others. Kenworthy observes that there are many factors affecting pronunciation both segmental and supra-segmental.¹⁸

a) Native language / mother tongue

Kenworthy claims that native language plays an important role in learning English pronunciation. Verghese also added a statement that "the influence of mother tongue also felt in the supra-segmental like stress,

¹⁸ Joanne Kenworthy. *Teaching English pronunciation*. Longman, 1987, p.167

intonation and juncture."¹⁹ Many researches have tried to predict the troubles the learners could face in learning English pronunciation by comparing the sound systems of English and the learner's native language. The results showed that the more differences the sound systems are, the more difficulties the learner will face.

b) Age

The age of learners in which they started to learn English is also affected on learning pronunciation. Someone who have learned English since they were young tend to have better English pronunciation than others who have learned when they are old.

c) The length of time

The length of time the learners live in an English-speaking environment is also affecting on learning pronunciation. It doesn't matter in term of place or country but it depends on how much they use English in their life. The more they spend their time for listening and speaking English, the better their English pronunciation will be.

d) Hearing abilities

The next factor involves hearing abilities of the learners themselves. Different people have different level of hearing abilities. The better their abilities are, the better the learners can imitate or differentiate

¹⁹ C. Paul Verghese. *Teaching English as a second Language*. Sterling Publisher, New Delhi, 1989, p.70

the sounds, which result in their pronunciation skill developments. For normal people training can improve their hearing abilities but to a certain extent.

e) Sense of identity

The last factors that strongly determine the accuracy of learners' pronunciation are a person's "sense of identity" and feelings of "group affiliation". If the learners are positive and opened-mind towards the English speakers, they are likely to adopt and imitate English accent/ stress easily.

Those are some factors may affecting learners in learning pronunciation, including in the learning of English stress as supra segmental features.

3. Acoustic Phonetic

Dealing with the term of English stress (supra-segmental features), it will also talking about the term of phonetics. Phonetics is the study of speech sounds. It is usually separated into three subfields of study: 1) Articulatory phonetics which studies what is involved with making the mouth creates the sounds of language. 2) Auditory phonetics which studies the way in which the human ear processes speech sounds and 3) Acoustic phonetics which studies the physical properties of the stream of air of speech sounds. Yet, this study will be only specified on the acoustic phonetic that used to analyze the English stress of ESL learners in Indonesia, especially students of English teacher education department UIN Sunan Ampel Surabaya.

Acoustic phonetics is the study of the acoustic characteristics of speech, including an analysis and description of speech in terms of its physical properties, such as frequency, intensity, and duration.²⁰ It is an instrumental science that depends on ways to store, replicate, visualize, and analyze the speech signal included analysis of English stress. Besides, acoustic phonetics is concerned only with speech sounds. To produce speech sounds, we push air from the lungs through the glottis which makes the vocal chords vibrate. These vibrations occur in a pulse-like manner, pushing air out of the mouth or nose and displacing air with each pulse. The variations in air pressure due to these pulses can be represented as a waveform, which is what acoustic phonetics uses to characterize speech sounds.

Besides, it is a device used to measure and analyze the energy of waves and have been extremely useful in breaking down and analyzing phonetic segments of speech.²¹ Therefore, it will be great to analyze the English stress placement. Besides, Joos also stated that there are four acoustic properties of speech sounds: frequency, time, amplitude, and formant.

²⁰ Allard Jongman. Acoustic phonetic, <u>http://www.oxfordbibliographies.com</u> accessed on Sunday 29/03/2015 at 05:31 p.m

²¹ M. Joos, (1948). Acoustic phonetics. Language, 24, 5-137.

- a. **Frequency:** It relates to the individual pulsations produced by vocal cord vibrations for a unit of time. The rate of vibration depends on the length, thickness, and tension of the vocal cords, and thus is different for child, adult male and female speech. A speech sound contains two types of frequencies: fundamental frequency (F0) which relates to vocal cord function and reflects the rate of vocal cord vibration during phonation (pitch) and formant frequency which relates to vocal tract configuration.
- b. **Time:** It is a property of speech sounds reflects the duration of a given sound.
- c. **Amplitude:** The amplitude is marked by darkness of the bands; the greater the intensity of the sound energy presents in a given time and frequency, the darker will be the mark at the corresponding point on the screen.
- d. Formant: A formant is a concentration of acoustic energy around a particular frequency in the speech wave. There are several formants, each at a different frequency, roughly one in each 1000Hz band. To put it differently, formants occur at roughly 1000Hz intervals. Each formant corresponds to a resonance in the vocal tract.

From those four acoustics properties of speech sound description therefore in this research, the researcher will use PRAAT software which can present a valid acoustic phonetics analysis. PRAAT is a computer program for analyzing, synthesizing, and manipulating speech. It has been developed since 1992 by Paul Boersma and David Weenink at the Institute of Phonetic Sciences of the University of Amsterdam. Besides, PRAAT is used by many linguists (phoneticians, phonologists, syntacticians) to label and segment their speech recordings. This tool also can make transcriptions and annotations on multiple levels simultaneously, in a window that typically shows visible representations of the sound, the spectrogram, and perhaps the pitch contour.

The PRAAT software chosen for most phonetic research not only because it is the most complete program available or because it is distributed for free, but also because it comes with the finest algorithms. The pitch analysis algorithm is the most accurate in the world; the articulatory synthesis is the only one that can handle dynamic length changes (ejectives), non-glottal myo-eleastics (trills), and sucking effects (clicks, implosives); and the gradual learning algorithm is the only linguistically-oriented learning algorithm that can handle free variation.²² Therefore, this research decided PRAAT as the research instruments.

B. Review of Previous Studies

There are some previous studies searched by foreign people that almost closed to this research. Therefore, to show the significant differences among these previous studies and this study; they are displayed as bellow:

 ²² Paul Boersma and Vincent van Heuven, "Speak and unspeak with PRAAT". Glot International Vol. 5, No. 9/10, November/December 2001, Cowley Road, Oxford, UK and 250 Main Street, Malden MA 02148, USA, p. 345

The first previous study is "An Optimality-Theoretic Analysis of Stress in the English of Native Arabic Speakers" by Rasheed S. Al-Jarrah. In this study, the researcher analyzed the acquisition of English word-stress by Arabic speakers in light of advancements in optimality theory. The result indicated that there are significant differences between Arabic and English as far as the ranking of the universal and violable constraints is concerned. Among the major differences are the following. (1) WSP is irrelevant for stress placement in Arabic. (2) Arabic requires that foot-binarity be interpreted under a mosaic analysis, but English requires it to be interpreted under a syllabic analysis. (3) Arabic requires constructing metrical feet from left to right; English require that it be the other way around. (4) In polysyllabic words, whereas a final syllable that weighs two or more morass is parsed in English, only a final syllable that weighs three morasses is parsed in Arabic.

The second previous study is "Acquiring the Phonetics and Phonology of English Word Stress: Comparing Learners from Different L1 Backgrounds" by Rana Almbark, University of York, UK. In this study, the researcher explored the acquisition of phonetic and phonological realization of word stress. She explored the findings that there is no differences are found in the phonetic realization of stress between the two Arabic dialects under consideration, however differences are found between the realizations of stress in Arabic as compared to English. In the L2 English production data, the results show a clear pattern of L1 transfer in the phonetic realization of stress, in particular in lack of vowel reduction in unstressed syllables; this contrasts with minimal errors in word-stress placement.

The third previous study is "The perception and production of second language stress: a cross-linguistic experimental study" by Heidi Altmann, University of Delaware. In this study, the researcher investigated the effect of native language (L1) stress properties on the second language (L2) acquisition of primary word stress in light of two recent typological hierarchical models of stress: the Stress Deafness Model (SDM) and the Stress Typology Model (STM). The results indicate that, on the one hand, learners with predictable stress in their L1 (Arabic, Turkish, French) had problems perceiving the location of stress but they performed most like the English native speakers in production, who applied a frequency based common strategy. On the other hand, learners without wordlevel stress in their L1 (Chinese, Japanese, Korean) or with unpredictable L1 stress (Spanish) showed almost perfect perception scores; however, their productions were quite different from the control group's. Thus, it was found that good perception does not necessarily underlie good production and vice versa. While the current findings go contrary to predictions made by the SDM, the STM can explain both the perception as well as the production results. Languages with predictable stress, unpredictable stress, and without stress are included in this hierarchical model with branching parameters. It was found that positive parameter settings impede the perception of L2 stress, while the mere setting of

the topmost parameter in the hierarchy ('yes/no stress language') and thus experience with stress in the L1 determines the rate of success in production, although L1s with non-predictable stress face further challenges.

The fourth previous study is "*The Nature of Stress in English Language;* A Study from a Perspective of Rule-Governed Approach" written by Sardar Fayyaz ul Hassan. This study aims is to focus on the stress pattern in English Language (EL). This research is an endeavor to look at this complex phenomenon in detail. It does describe the stress placement rules both, at the word and the sentence levels. It gives information about the placement of stress in content and function words.

The fifth previous study is "*The Role of Explicit Instruction in English Word Stress Patterns in an EFL Arab University Context*" written by M. Mosheer Amer & Walid M. Amer Department of English at the Islamic University of Gaza. In this study, the researcher tried to do an investigation into the extent to which explicit instruction in English word stress patterns correlates with better word stress assignment performance by Palestinian EFL university students and the finding of data analyzed indicate that explicit instruction in word stress patterns is pedagogically advantageous since it has a direct impact on students' ability to place stress correctly in a word. The sixth previous study is "*Catalan speakers' perception of word stress in unaccented contexts*" written by Marta Ortega-Llebaria, University of Texas-Austin (UT). This study is intended to examine the perception of word stress by speakers of Central Catalan, in which, due to its vowel reduction patterns, words either alternate stressed open vowels with unstressed mid-central vowels as in English or contain no vowel quality cues to stress, as in Spanish and the result showed that Catalan agree with research in other languages that shows that listeners perceive word stress in the absence of pitch accents by relying on a cluster of cues in which duration plays an important role. They also agree with Lieberman's finding for English that cues from this cluster trade off, so that in the absence of one cue, speakers rely on others. For example, our results show that in the absence of pitch accents, duration, and vowel reduction cues, listeners perceive stress by relying on overall intensity or in the absence of pitch accents; overall intensity, and vowel reduction, speakers rely on duration cues.

Those differences of earlier studies with this thesis is that this research about the students' word stress performance and aim to describe any students' word stress performance and to obtain the common types of word stress performance produced by students. Some previous studies above did a research about the students' word stress acquisition in optimality theory. The other study simply comparing the students L1 and the English stress. The other studies analyzed the students' perspective on English word stress and the last thesis focused on the role of explicit instruction of English word stress. From those previous studies, it showed a fact that most of English word stress researcher is foreigners and Indonesian still have limited research on it.

After knew those significant differences of previous studies, it shows that these previous studies are different from this research, although the focus is almost the same at word stress analysis, but this research will be intended to describe on specific pattern of (primary) word stress more and specified on the three part of speech and (verbs, nouns and adjectives) with not more than four syllables on students' speaking performance at fourth semester of English education department UIN Sunan Ampel Surabaya. It is an endeavor to find out any word stress performance produced by students of English education department. By this research the researcher believe that it can give many advantages for both lecturers and learners to be aware of word stress placement that may change the part of speech of a word and of course may also affect on the spoken message.