AN ANALYSIS OF TENTH-GRADE STUDENTS' PRONUNCIATION OF WORD STRESS IN ENGLISH LEARNING AT SMK NEGERI 4 YOGYAKARTA DURING THE ACADEMIC YEAR 2022/2023

BACHELOR THESIS

Submitted to the Faculty of Teacher Training and Education
Universitas Ahmad Dahlan Yogyakarta as a Partial Fulfillment of the
Requirements for the Attainment of *Sarjana Pendidikan*

By

Riska Novia Damayanti

1800004190

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS AHMAD DAHLAN

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MOTTO

"إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوۡمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمۡ"

"Verily! Allah will not change the condition of a people unless there is a change of what is in themselves." [Ar-Ra'd: 11]

"If you want to make your dreams, come true, you must have strong thought and effort. Try something challenging. It sounds easy but you can't do it with uncertain heart."

– Watanabe Haruto

"Jika sekarang kamu jatuh dan merasa rapuh, ingatlah nantinya kamu pun akan sembuh dan seiring waktu akan bertumbuh."

– My Beloved Father

"Angkatlah kepalamu untuk meraih inspirasi dari mereka yang lebih tinggi, namun jangan terlalu lama hingga menyakitkan leher (menimbulkan kesombongan). Tataplah lurus ke depan, fokuslah pada tujuan, dan abaikan gangguan di sekitarmu. Sesekali, tundukkanlah kepala untuk senantiasa bersyukur dan menjaga kerendahan hati."

– My Beloved Mom

DEDICATION

I would like to express my gratitude to Allah SWT, who gave mercy in completing this research. Peace and blessing be upon Prophet Muhammad SAW. Appreciatively, I dedicated this thesis to me as the researcher. And especially for:

1. My beloved parents, Firstly, to my superhero and role model, my father Mr. Suyitno. Thank you for always striving to provide the best for my life. Although you did not have the opportunity to pursue higher education, you have succeeded in educating me, motivating me, and giving me unwavering support, enabling me to complete my studies and earn my degree.
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10. All parties that cannot be mentioned one by one who have helped a lot either directly or indirectly.

Lastly, the researcher realizes that this thesis is still far from being perfect. Therefore, the researcher needs suggestions from the reader. The researcher hopes that this thesis can contribute to the improvement of knowledge in the learning process. This thesis is useful for the readers who want to discuss a similar topic in the future.

Yogyakarta, June 6th, 2024
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ABSTRACT

This research focuses on the difficulties students in the tenth grade confronted while learning English pronunciation, specifically word stress. These difficulties are influenced by various factors and features that contribute to challenges in understanding and accurately pronouncing English word stress. This study explores how these factors impact the accurate pronunciation of English words, particularly in relation to stress. This study aimed to examine the ability of students from SMK Negeri 4 Yogyakarta in pronouncing English words ranging from two to six syllables with diverse stress patterns, highlighting the importance of addressing these linguistic complexities in language learning programs.

This research employed a qualitative design and content analysis, conducted with tenth-grade students at SMK Negeri 4 Yogyakarta. The researcher used purposive sampling to select a sample of 24 students. Data were collected through a word stress pronunciation test. The test instrument included a syntactic classification of 25 words, covering various parts of speech such as verbs, nouns, adjectives, prepositions, and adverbs. The data were analyzed using PRAAT software, which facilitated a precise analysis of stress patterns in recorded utterances through detailed acoustic measurements. This process involved comparing students' pronunciation with recordings of native speakers to ensure accurate stress placement. Results were cross-checked using phonetic transcriptions from the Cambridge Dictionary, providing a comprehensive evaluation of students' ability in English word stress according to native speaker norms and phonetic transcription standards.

The research findings revealed a mean accuracy rate of 28% (39% for two-syllable, 53% for three-syllable, 16% for four-syllable, 19% for five-syllable, 12% for six-syllable words), classifying students within the "fair" ability level according to Tinambunan's criteria. Within this ability range, students demonstrated intermediate accuracy, with occasional errors or inconsistencies, indicating a foundational grasp of stress patterns. The researcher further identified linguistic factors such as segmental features, suprasegmental features, vowel and consonant reduction, phonological rules, and second language (L2) interference that significantly influence word stress pronunciation. These findings contribute to a comprehensive understanding of linguistic factors influencing pronunciation difficulties among language learners, establishing a foundational framework for future research initiatives and the development of targeted pedagogical strategies in pronunciation instruction.

Keywords: Accuracy, word stress, linguistic factors, qualitative research, pronunciation ability.