

## AN ANALYSIS OF WORD STRESS IN THE NEWS READING VIDEOS OF PUBLIC RELATIONS STUDENTS

Maria Ulfah <sup>a)</sup>, Sari Rejeki <sup>a\*)</sup>, Henny Suharyati <sup>a)</sup>  
Universitas Pakuan, Bogor, Indonesia  
Email correspondence: [naira.tasya@gmail.com](mailto:naira.tasya@gmail.com)

**Article history: accepted : January 05,2022 revised: February 05,2022 approved: March 04,2022**

### ABSTRACT

This study aims to analyze word stress and factors that cause the differences in pronunciation in the news reading videos of students majoring in Public Relations. Using the descriptive method, this study focuses on how students pronounce words stress by comparing the pronunciation with Standard American English (SAE). Through the transcription of the news reading, it is found that there are 30 words containing word stress. Working with 10 selected informants, results reveal that the students can pronounce 16 words with the correct stress. 11 words are pronounced in different syllables and 1 word is pronounced without stress. The rest of the data indicates diverse answers by the informants but still highlights the mispronunciation. The factors that cause difficulties in the pronunciation of word stress in English are the interferences of the mother tongue, the inconsistency of some sounds in English, the differences in phonological rules between English and Indonesian, and lastly, the lack of exposure to English as a medium for communication.

**Keywords:** pronunciation; word stress; syllables.

### I. BACKGROUND

There are several theoretical models to explain the spread of English, but Kachru's three concentric circle model is perhaps the most influential. In this model, the spread of English is classified and grouped into three different categories. These three categories are the inner circle, outer circle, and expanding circle (Kachru, 1992:356). The English variety in each circle has its characteristics.

As a result of these variants, it is undeniable that there will be quite striking differences in terms of spelling, grammar, vocabulary, and pronunciation. The existence of variants of English and the differences they bring (especially British and American) in fact, do not

make people favor any of them. People who learn and teach English, especially in Indonesia, do not feel the need to question the variant they use when using English. Many who learn and use English even unconsciously combine the existing variants of English.

Stress can be defined from two different angles: the speaker and the listener. From the speaker's point of view, stress is produced by the activity of greater muscle effort. The effort can be measured objectively with a tool called electromyography. From the listener's point of view, stressed words are always louder than unstressed words (Dardjowidjojo, 2009:161). For example, the word **Texas** (/ˈtek.səs/) is stressed

in the first syllable, thus the syllable /'tek/ should be pronounced with more emphasis than the syllable /səs/.

The pronunciation of stress in words can also be used to classify verbs and nouns. The words *import* and *present* are nouns if the stress is in the first syllable. It then changes into a verb if the stress is emphasized in the second syllable.

Why is word stress so important to learn? Simply speaking, it will improve the quality of pronunciation. Having good pronunciation,

specifically word stress will also help interlocutors understand better. Even so, the pronunciation of word stress in English has its challenges, especially for non-native speakers.

In this study, three news reading videos of students majoring in Public Relations are chosen. From the transcription, words with stress are identified. The videos of students are then analyzed to see how the words are pronounced. The next step is to compare the pronunciation with Standard American English (SAE).

## II. RESEARCH AND METHODS

This research adopts the descriptive qualitative method. Data collection and data analysis technique includes the following steps:

1. Analyzing the news reading transcriptions. Students were provided 3 transcripts to read and choose from for their news reading video.
2. Analyzing the video. This stage involves collecting data in the students' videos focusing on 30 words containing stress.
3. Analyzing words that are pronounced with stress. The next step is to analyze the students' word stress pronunciation in their news reading videos.
4. The next stage is clipping the video of the target words.
5. Words containing stress pronounced by the students were analyzed by 10 informants.
6. The results from the informants were then compared to the Standard American English (SAE) pronunciation.
7. The last step is then to put the results on a table to be analyzed.

## III. RESULTS AND DISCUSSION

Table 1 shows 30 words that are pronounced with stress. As stated above, the words are taken from 3 transcriptions of the news reading videos. There are words with two, three, four, and five syllables.

Table 1. List of Words pronounced with stress in the News Reading Transcription and Student's Pronunciation of Word Stress Compared to Standard American English (SAE)

List of Words pronounced with stress in the News Reading Transcription	The Students' Pronunciation	Standard American English (SAE) Pronunciation
Texas	/'tek.səs/	/'tek.səs/
Japan	/dʒɑ: 'pen/	/dʒə 'pæn/
Printer	/prɪn.t̩ə/	/'prɪn.t̩ə/
Researcher	/rɪ.sər'tʃɪs/	/rɪ'sɜ: .tʃə/
Project	/'prɔ: .dʒekt/	/'pra: .dʒekt/
Technology	/tek'nɔ: .lə: .gi/	/tek'nɑ: .lə.dʒi/
University	/ju: .ni'vɜ: .si.t̩i/	/.ju: .nə'vɜ: .sə.t̩i/
Materials	/me'tər.i.əls/	/mə'tɪr.i.əls/
Technicians	/tek.nɪ'ki.əns/	/tek'nɪʃ.əns/
Investor	/ɪn.ves'tɔ: r/	/ɪn'ves.t̩ə/

Freezing	/fri:'ziŋ/	/'fri:.ziŋ/	Negative	/'neg.ʌ.tɪv/	/'neg.ə.tɪv/
Presented	/pres'ən/	/prɪ'zen.tɪd/	Conference	/'kɑ:n.fə'əns/	/'kɑ:n.fə.əns/
Interventional	/ɪn.tə'ven.ʃən.əl /	/,ɪn.tə'ven.ʃən.əl /	Revenue	/riv.e'ju:/	/'rev.ə.nu:/
Radiology	/'rʌ.di.ɔ:.lə'dʒi/	/,reɪ.di'ɑ:.lə'dʒi/	Millennial	/mɪ'len.i.als/	/mə'len.i.əl/
Patients	/'pe.ʃənts/	/'peɪ.ʃənts/	Expanding	/eks'pend.ɪŋ/	/ɪk'spænd.ɪŋ/
Posterior	/'pɔ:s.te.ri.ɔ:r/	/pɑ:'stɪr.i.ə/	Hometown	/'hɑ:m.taʊn/	/'hoʊm.taʊn/
Stomach	/'stɔ:m.ʌtʃ/	/'stʌm.ək/	Seattle	/ʃe'dəl/	/si'æt.əl/
Appetites	/æp.ə'taɪd/	/'æp.ə.taɪt/	Upscale	/ʌp'se.kəl/	/'ʌp.skeɪl/
Treatment	/'tri:t.mənt/	/'tri:t.mənt/	Executive	/ek'se.ku:tɪv/	/ɪg'zek.jə.tɪv/
Reported	/rɪ.pɔ:r'tɪd/	/rɪ'pɔ:r.tɪd/	Outlining	/eɪt'leɪn.ɪŋ/	/'aʊt.laɪn.ɪŋ /

The above table indicates that:

1. 16 words are pronounced similar to the SAE, which means the pronunciation of the word stress is correct. The words are *Japan*, *patients*, *stomach*, *treatment*, *negative*, *millennial*, *hometown*, *project*, *technology*, *university*, *materials*, *presented*, *interventional*, *expanding*, *executive* and *Seattle*. The three-word syllables such as *presented*, *executive*, and *Seattle* are challenging to pronounce, nevertheless, the stress was correctly pronounced.

2. Students had difficulties in pronouncing the stress in words such as *researcher*, *investor*, *freezing*, *posterior*, *appetites*, *reported*, *revenue*,

*upscale*, *outlining*, and *technicians*. The stress in the words is pronounced in different syllables. Although the words are pronounced incorrectly, they do not change in meaning.

3. The word *printer* which according to SAE should be stressed on the first syllable was pronounced without stress at all.

4. With the word *Texas*, 40% of informants concluded that the stress was emphasized on the first syllable, while the other 40% choose the option; none. None indicates that the words are not pronounced with stress. The same applies to the word *radiology* and *conference*. 40% of the informants emphasized the pronunciation in the first syllable, while the other 40% chooses the fifth syllable.

#### IV. CONCLUSION

Stress can be defined from two different perspectives. From the speaker, stress is produced by

the activity of greater muscle effort. From the listener's point of view, words that have stress always sound and are emphasized louder in pronunciation.

From the analysis of the news reading videos, we can conclude that 50% of the words with stress are pronounced accordingly. The students find the other 50% of the words challenging to pronounce.

The factors that contribute to these problems are differences in the sound system (phonetic system) and phonological rules between the students' mother tongue and the English language, the inconsistency of some sounds in English, and lastly student's lack of exposure to the English language.

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