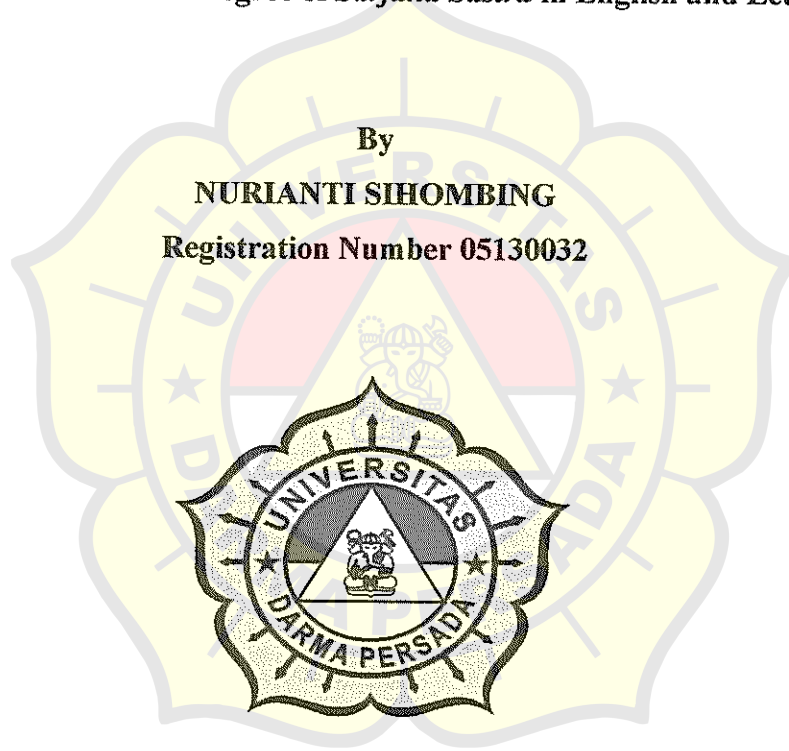


THE USE OF WORD STRESSES
IN THE SAME WRITTEN FORMS OF VERB AND NOUN PAIRS
DONE BY DARMA PERSADA ACTIVE ENGLISH STUDENTS
THE GENERATION OF 2005

**A project Submitted to the Faculty of Letters in Part-Fulfillment of the
Requirement for the Degree of *Sarjana Sastra* in English and Letters**

By
NURIANTI SIHOMBING
Registration Number 05130032



STRATA ONE ENGLISH PROGRAMME
FACULTY OF LETTERS
ENGLISH DEPARTMENT
DARMA PERSADA UNIVERSITY
2009

The project entitled

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Examined and Accepted by the Committee of Examination, Faculty of Letters,

on February 25th, 2009.


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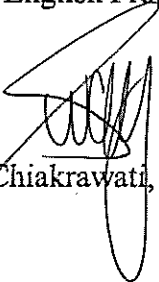

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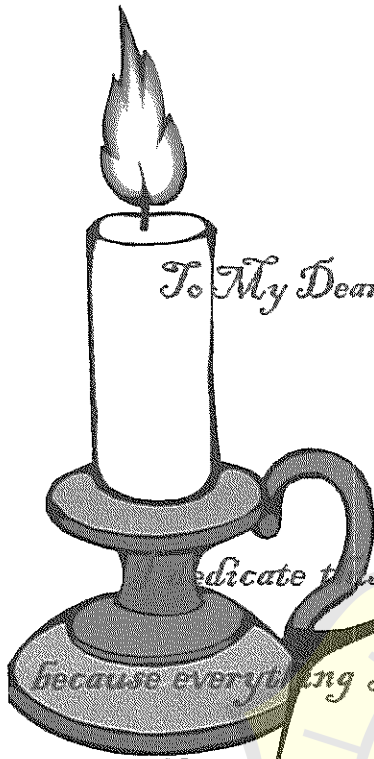
**THE USE OF WORD STRESSES
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THE GENERATION OF 2005**

Is a scientific research that I conduct under the guidance of Dra. Irna Nirwani Djajdiningrat, M.Hum and Fridolini, M.Hum. Since the project is truly original, not a half or complete plagiarism of someone else's, the contents have fully become my responsibility.

With all sincerity, I made this statement in Jakarta, on February 25th, 2009.

NURIANTI SIHOMBING

A large, semi-transparent watermark of the Darma Persada University logo is centered on the page. The logo is a yellow shield with a red and white triangle in the center, flanked by two stars. The text 'UNIVERSITAS DARMA PERSADA' is written around the perimeter of the shield.



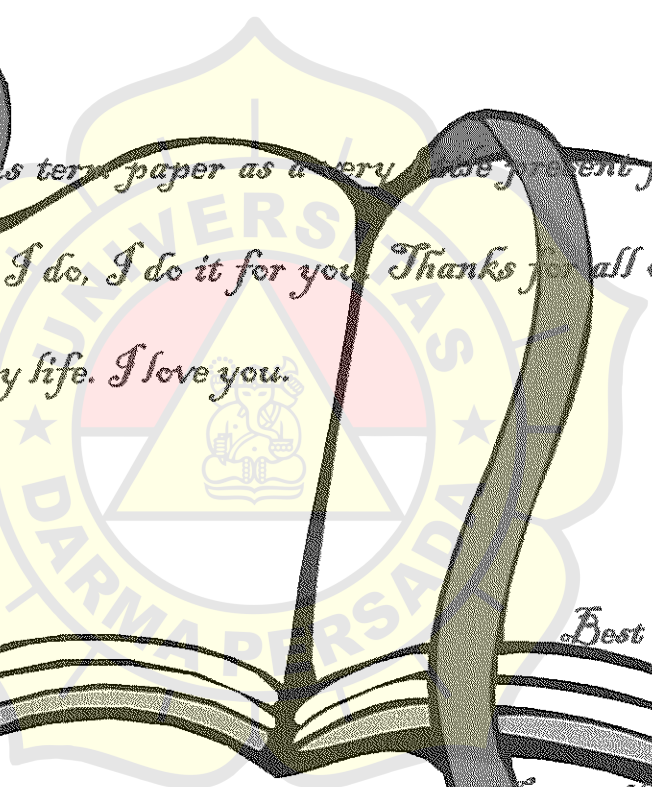
To My Dearest and Beloved Dad, Mom, and My Only

One Brother;

*I dedicate this term paper as a very nice present for you
because everything I do, I do it for you. Thanks for all of your
great affection in my life. I love you.*

Best Regards

Durianti Dhin...

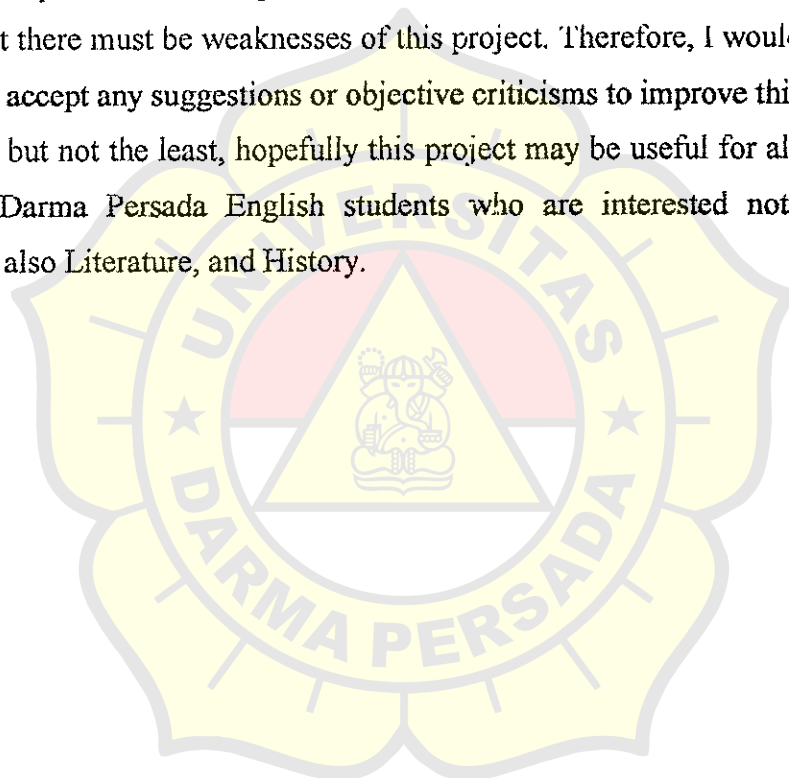


PREFACE

This project, entitled *The Use of Word Stresscs in the Same Written Forms of Verb and Noun pairs Done by Darma Persada Active English Students the Generation of 2005* is a part-fulfilment of requirements for the degree of *Sarjana Sastra* in English and Letters.

Nobody is perfect, including I am, but I will strive to reach it. That's why I fully realize that there must be weaknesses of this project. Therefore, I would be very open-minded to accept any suggestions or objective criticisms to improve this project.

The last but not the least, hopefully this project may be useful for all readers, especially for Darma Persada English students who are interested not only in Linguistics, but also Literature, and History.



ACKNOWLEDGEMENT

Praise to the Almighty God, for His blessings and mercies upon me I am able to begin and finish this project. This is a great gift for me. Thanks God.

My most sincere gratitude goes to the Committee of Supervisors: Dra. Irna Nirwani Djajdiningrat, M. Hum as Supervisor I, whose patience, wise advice, encouraging comments, referential books have inspired me to find ideas needed in this project. Ms. Fridolini, M. Hum as Supervisor II, whose wise advice, patience, and carefulness in correcting the style of my writing.

My special thanks also go to the Head of English Programme, Swanly Chiakrawati, SS, S.Psi, MA who have permitted me to spread out the copies of my questionnaire to the English students, the generation of 2005 as my respondents in Darma Persada University.

I must admit to owe thanks to all of lecturers and my academy counselor lecturer, Dra. Kurnia Idawati, MSI in English Department who had lectured valuable subjects for seven semesters (three and a half years). I will always keep all of your goodness in the bottom of my heart.

My special thanks also go to a native speaker, Ms. Laurent whose voice I have recorded and her opinion and suggestion about the correct way in uttering stressed and unstressed syllables that I used as a data needed in this research.

I am most indebted to my only one brother and my old sisters who always be on my side in any condition.

My special thanks also go to all of my lovely friends for your willingness to be as my respondents that absolutely needed in this research. For my fellow sufferers in Linguistics; Yuki, Nunik (Nunoy), Rowland, Ali, Ervin, Hani, Sri, and Putri. My close friends; Rotince, Pingkan, Yunita Katrin (Shela), Wuri, and Syarifah. My

friendly friends; Ephie, Nova, Nana, Adi, Tia, Sulis, and Dita who is still in illness (I pray for your recovery), thanks for our togetherness for this long time.

It would be impossible to mention all of them whose contributions had encouraged me in conducting this research. However, they would expectedly be born in mind for good.



ABSTRACT

THE USE OF WORD STRESSES

IN THE SAME WRITTEN FORMS OF VERB AND NOUN PAIRS DONE BY DARMA PERSADA ACTIVE ENGLISH STUDENTS

THE GENERATION OF 2005

This project is about the use of word stresses in utterances done by Darma Persada active English students, the generation of 2005. I assume that (word) stresses are not applied in utterances because the lack of knowledge. In order to prove that assumption, I conduct this research. This project consists of 5 chapters.

In chapter One, I discuss the sequence of this research, such as; background, identification of problem, assumption, formulation of the problem, and the objectives.

In chapter Two, I discuss theories, concepts, and ideas related to this research, conceptual framework, and methodology of this research in details.

In chapter Three, I analyze the respondents' sounds from the recorded data and the respondents' answers for the questions in the questionnaire as the proof of my assumption.

In chapter Four, I state findings and discussion of this research. This chapter is related to my assumption in chapter One and supporting theories, concepts, and ideas in chapter Two. The findings prove to what I have assumed. That's why my assumption is true that word stress is not applied because the lack of knowledge.

In chapter Five, I stated the conclusion which is as an abstraction of result of this research, and suggestions to this project.

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ENCLOSURES

- COPY OF DARMA PERSADA ACTIVE ENGLISH STUDENTS LIST, THE GENERATION OF 2005
- APPROVAL LETTERS OF ELICITING DATA
- CURRICULUM VITAE

CHAPTER 1

INTRODUCTION

1.1 Background

Stress refers to the use of melody and rise or fall of the voice when speaking. Languages use rising or falling pitches differently and has their own distinctive melody and intonation patterns, including English; but on the other hand there are languages in which stress plays no part in word-differentiation such as; Japanese and French. They pronounce each syllable with equal emphasis. Stress is used constantly in languages for giving emphasis to particular words in a sentence, indicating contrast, reflecting emotional states of the speaker or suggesting other implications which can not conveniently be expressed by means of words at all. English is a well known language in which stress is used. Various pairs of English words are distinguished by the position of stress.

Every speech-sound has duration (length), stress, and voice-pitch (tone), but in this research I necessary focus on the use of stress.

Stress is something important that must be applied or used when one's speaking in order not to break the taste of the language that he's uttering to. It is not an optional extra that you can add to the English language if you want. It is part of the English to communicate rapidly and accurately, even in difficult condition. For example, you do not hear a word clearly, you can still understand the word because of the position of stress. Moreover, from the right utterances that are produced, the hearers can understand whether the speaker is telling a statement in conversation as

well, this is the function of stress in a sentence, but I am here only concerned with the other function of stress, namely, as an essential feature of the pronunciation of words and as a mean of distinguishing one word from another. In English, there are a number of words which are similar in the written form, but they have different meanings and parts of speech. In this case, of course they are different in the uses of word stresses.

The degree of force with which a speaker pronounces a sound or a syllable is called its stress. This force is conceived chiefly as a pressure from the chest wall affecting the air-stream (Daniel Jones, 1986:141).

Stress is varied from syllable to syllable. Syllables which are pronounced more forcibly than neighbouring syllables are generally said to be stressed, or more accurately strongly stressed or pronounced with strong stress. Syllables which are pronounced without much force are commonly called as unstressed syllables. It is more accurate to say that they are weakly stressed or pronounced with weak stress, since they must have some degree of stress.

Daniel Jones in his book, titled *The Phoneme: Its Nature and Use* says that indeed, in his experience, many foreigners fail to perceive English stress correctly. This applies more particularly to those whose mother tongue is a stressless language such as Japanese or Hindi. That's why I choose the above title as my topic in this research actually because I want to prove whether English students in Darma Persada University apply word stress in their utterances correctly or not, because word stress

is not distinctive in *bahasa* as their mother tongue. It makes word stress is not functional in *bahasa*.

Although one's English grammar maybe perfect, one will still have a noticeable foreign accent until he/she masters stress as one of patterns in English, because as the ones who take English as his study in the University, it is a must and much better if we master and apply stress in our utterances in our daily English in order we can keep the taste of the language.

1.2 Identification of Problem

Based on the background stated above, the main problem of this research is about the use of the word stress in utterances by English Department Students the generation of 2005 in Darma Persada University. I assume that English students utter the similar words in written forms, but different in parts of speech and meanings in the same way, on the other words, they fail in applying word stresses as word-distinguishers.

1.3 Limitation of Problem

According to the identification of problem explained above, I focus or restrict this research only for stress in **nouns** and **verbs** which are similar in the written forms but different in parts of speech and meanings. I also limit my population whose utterances I am going to record into the tape recorder. I take English Department students by the generation of 2005.

1.4 Assumption

I assume that the respondents fail in applying word stresses as word distinguishers in their utterances.

1.5 Formulation of the Problem

According to the limitation of the problem stated above, I formulate the problems of this research as follows:

- 1.5.1 How do they utter the stressed syllables?
- 1.5.2 How do they utter the unstressed syllables?
- 1.5.3 Is it true that the respondents fail in applying word stresses in their utterances.

1.6 The Objectives

According to the formulation of the problem stated above, I analyze the use of word stresses in respondents' utterances to prove my assumption stated above. The followings are my analysis steps:

- 1.6.1 To analyze the stressed syllables.
- 1.6.2 To analyze the unstressed syllables.
- 1.6.3 To analyze what makes respondents fail in applying word stresses in their utterances.