

## How to Perform Word Stress on English Words

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### ABSTRACT

Word stress as a suprasegmental feature, supports the correct articulation of English pronunciation. This qualitative research revealed the position of stress in English words. This research captured the pattern of English word stress. There are several phonologists discussing the word stress such as Chomsky, Hale, and Giegerich. The data taken were from the Oxford English Dictionary and spoken language by native speakers of English through observing, reading, listening, and noting. The way to analyze the data applied the referential analysis. The result of this research is the pattern of the English word stress articulation. From this research, it is known that the number of syllables determines the position of the stress. The ultimate stress occurs in two-syllable words. The penultimate and antepenultimate syllables occur in the words which have more than two syllables. The stress in the first syllable occurs in one-syllable, two-syllable, three-syllable, and four-syllable words. Stress does not fall on the affixes. However, the stress falls on the preposition for phrasal verbs. There is variation of stress position on the compound nouns and noun phrases due to their formation. Knowing stress' position while pronouncing English helps distinguish the meaning literally.

**Keywords:** antepenultimate, penultimate, syllable, ultimate, word stress

**Submitted:**  
12 June 2023

**Accepted:**  
26 July 2023

**Published:**  
30 July 2023

### 1. INTRODUCTION

Stress is one of the elements needed to be learned. By looking at the English dictionary, the English learners can identify the stress. Stress occurs when a syllable is given an additional force of energy (Roach, 2012). The stress is shown in every word and phrases by putting the symbol of an acute accent (') in syllable sound. The syllable sound appears when the word is pronounced. To identify the syllable sound is simple by identifying the vowel sound. one vowel sound represents one syllable sound. The vowel sound is monophthongal, diphthongal, and triphthongal sound. Thus, before the learners learn how to stress the English words, they must know what syllable is.

A syllable is a unit of speech that consists of one or more phonemes and is made up of a vowel or vowel-like sound that may be preceded or followed by consonants (Kreidler, 2004). One syllable implements only one vowel sound. To identify it, the syllable is made of phonemes. 'book' /bʊk/ has three phonemes; consonant /b/, vowel /ʊ/, and consonant /k/ as it is a one-syllable-sound word. 'cut' /kʌt/ has one syllable, meanwhile 'about' /ə.baʊt/ has two syllables; [ə] and [baʊt]. 'elephant' /e.lɪ.fənt/ has three syllables; [e], [lɪ], and [fənt], and 'banana' /bə.nɑ:.nə/ has three syllables; [bə], [nɑ:], and [nə]. By knowing the syllable, the stress in words can be identified. The stress will be applied in one syllable for every single English word.

Syllable is identified by onset, nucleus, and coda (Kreidler, 2004). 'big' /bɪg/ has onset [b], nucleus [ɪ], and coda [t]. The main part of syllable is nucleus in which some English syllables do not have onset either coda such as the only a nucleus word 'I' /aɪ/, nucleus followed by the code 'aisle' /aɪl/, and no

coda 'go' /gəʊ/ (Hancock, 2003; Carr, 2013). Syllable with coda is a closed syllable, and syllable with no coda is an open syllable.

In English, syllables consist of one or more consonants followed by a vowel sound, although there are some exceptions. A syllable must contain a vowel or vowel-like sound, including diphthongs and triphthong (Yule, 2017). The most common type of syllable also has a consonant (C) before the vowel (V) and is represented as CV as in 'you', 'she', 'we', or 'go'. The other types are CVC as in 'book', 'well', or 'can', CCV as in 'bring', 'star', or 'blue', CVCC as in 'think', 'link', or 'wild', CVCCC as in 'sixth', and CCVC as in 'prove', 'swish', or 'black'. Finally, the function words such as prepositions, articles, and pronouns, as well as in suffixes and prefixes are known as weak syllables with no force and pitch.

Pronouncing English words is not easy. However, there are some rules to pronounce English words without seeing the dictionary such as double <o> sounded as [u:], <-ture> sounded as [tʃ], and <sh> sounded as [ʃ] (Ambalegin, 2021a; Ambalegin, 2021b). These rules are not shown in the textbook and neither is the English word stress. There is no specific information about English word stress in the textbook. Some Saudi students who learned English ignored the rule of word stress placement, and the curriculum did not provide the information about correct stress placement (Abker, 2019). The English learners do not always check the dictionary to know the stress. The principal rules must be known to avoid some mistakes to stress the English words. If the English learners do not master these rules, then they will experience the incorrect stress placement.

A word stress is produced by pushing more air out of the lungs in one syllable relative to others. Then the stressed syllable thus has greater respiratory energy than neighbouring unstressed syllables. It may also have an increase in laryngeal activity (Ladefoged, 2006). The word stress is a syllable characteristic that is controlled by a set of rules, and it is applicable to the fundamental representations of words in a language (Chomsky & Halle, 1991). Additionally, the word stress as a rhythmic accent or emphasis is placed on one or more syllables in a word or phrase and it is not just a matter of volume or loudness, but also involves changes in pitch, duration, and quality of the sound (Chomsky & Halle, 1991; Giegerich, 2003).

Phonetically, word stress or lexical stress is the degree of emphasis given in a syllable, sound or in a speech. English has variable or flexible stress. This means that stress patterns can help distinguish the meanings of two words or phrases which appear at the same time. 'anyone' ['e.nɪ.wʌn] and 'any one' [e.nɪ.'wʌn] will have the same numbers of syllable and sound when pronouncing but they have different position of stress. The stress position is able to recognize the difference between two meanings.

There are some of the same spelling words for different stress position to show different content word such as a noun 'record' ['re.cɔ:d] and a verb 'record' [ri.'cɔ:d] or a noun 'present' ['pre.zənt] and a verb 'present' [pri.'zənt]. They do not only show a different stress position but also different vowel sound. Thus, if the speaker does not stress the words, the different vowel sound between [e] and [ɪ] which are pronounced correctly, will distinguish different content words. However, the word 'realize' ['ri:ə.laɪz] and the noun phrase 'real eyes' [riəl.'aɪz] have the same sound, so to differentiate between one word and two words is to stress while pronouncing.

English word stress occurs in content words such as noun, verb, adjective, and adverb but not for the function words. The stress symbol will be shown as an acute accent (') in front of the syllable in dictionary such as in the one-syllable word 'book' ['bʊk], two-syllable words 'water' ['wɔ: .tə] and 'forgive' [fɔr'gɪv], three-syllable words 'parallel' ['pæ.rə.lel] and 'athletic' [æθ.'le.tɪk], four-syllable words 'negotiate' [nɪ'gəʊ.ji.ert] and 'television' [te.lɪ.'vi:zən], and five-syllable words 'productivity'

[prɒ.dʌk. 'tɪ.və.ti] and 'coordination' [kəʊ.ɔ: 'r.dɪ. 'neɪ.ʃən]. The syllable has the vowel, then the readers stress the vowel in the stressed syllable. The acute accent guides the readers to stress the word.

Not all languages use stress to mark word prosody. Some use tone such as Chinese and Thai, some use pitch accents such as Japanese and Swedish, and some have no identifiable word prosody such as Korean and French. The languages with word stress, some have fixed stress such as Polish and Hungarian, in which the same syllable is stressed in all words. For example, Hungarian words have the main stress on the initial syllable and Polish words on the penultimate syllable. Other languages have variable or free word stress, which means that stress occurs initially for some words, finally for others, and on the penultimate or antepenultimate syllable for yet others. Besides English, other free stress languages include Dutch, German, Spanish, Italian, and Russian (Ghosh & Levis, 2021).

Krisdianata & Bram (2022) mentioned that Bahasa Indonesia does not have word stress to differ the meaning. Laksman (in Yana, 2017) said that the stress pattern of Bahasa Indonesia is not significantly emphasized in oral communication. Zanten & Goedemans (2009) also stated that Bahasa Indonesia lacks word-based stress. From the experience of the researchers, the EFL did not apply English word stress while speaking English because they were not familiar with it as their first language, Bahasa Indonesia, does not have the word stress. It is because Bahasa Indonesia is a syllable-timed language (Zanten & Heuven, 1998). The syllable-timed language is the time taken to go from one syllable to the next, whether stressed or unstressed, is always the same (Dash, 2013). And English is a stress-timed language (Crystal, 2003). The stress-timed language is the time taken to speak a sentence that depends on the number of stressed syllables but not on the total number of syllables (Dash, 2013).

The different stress patterns in one language have an impact on how speakers stress other languages (Ladefoged & Disner, 2012). In line with Ulfah et al. (2022)'s research finding, the difficulty in stressing the English words is because of the interference of the mother tongue, Madurese. Nawaz et al. (2020) revealed that the Pakistani EFL learners faced difficulty in stressing the English words because the Urdu and English have wide discrepancy. Liu (2017) identified that the Chinese EFL learners have difficulties in assigning English word stress. And Lee et al. (2019) found out that L1 (Korean) might influence the processing of an L2 (English) lexical stress. Basically, those studies showed the influence of L1 toward English word stress because English phonemic stress is different from other languages (Sahoo, 2020; Syarifah et al., 2020).

The influence of L1 toward L2 happens to the native speakers of English while pronouncing some Indonesian words. They stressed the word 'satu' and pronounced it as /sʌ.'tʰu:/. They stressed the second syllable ['tʰu:]. In Bahasa Indonesia, 'satu' is pronounced as /sʌ.tu/ with no stress. The syllables [sʌ] and [tu] are pronounced without forceful expulsion of air. Moreover, The English alveolar [tʰ] and the Indonesian alveolar [t] are different in the way to aspirate. Bahasa Indonesia does not have aspirated [tʰ]. ([www.youtube.com/watch?v=H45mRMJsJT4&t=103s](https://www.youtube.com/watch?v=H45mRMJsJT4&t=103s)).

Furthermore, some articles identified the errors of EFL learners stressing the English words. Basically, it is normal when they do not know how to apply it. It is because the EFL learners' first language is different from English in term of pronunciation. Puspandari & Basthomi (2022) investigated the incorrect production of English word stress by the Madurese high school students. Widagsa et al. (2019) concluded that the learners could not consider the importance of stress words while speaking English. Weda (2018) found that the university students faced difficulty to stress the English words. Yana (2017) identified that the Indonesian students of Coventry University, United Kingdom ignored the stress pattern in English. Lasut (2015) mentioned that the university students could not pronounce English unnaturally because of the improper placement of English stress. The

error was caused by the participants' first language influence and the improper English pronunciation practice.

The studies above mostly discussed the error analysis. They mentioned the improper stress position produced by the EFL learners when pronouncing English words. The English learners may face difficulty when stressing the English words due to some factor such as the L1 interference and the unknown patterns of English word stress. The EFL learners might stress correctly the English words when they understand the pattern or rules to stress the English words. English as a weight-sensitive language, the complexity of the rhyme portion of the syllables determines where the stress goes (Heuven, 2019). To solve this problem, this study revealed the pattern or rules of English stress word placement. This study aims to show the English learners how to stress the English words with patterns or rules of English word stress. By placing stress on the right syllables, the English learners can convey meaning more clearly and create a more natural-sounding flow of speech.

## 2. METHOD

This research method was designed qualitatively because the data, the way to analyze, and the research result were shown non-numerically, descriptively, and narratively (Merriam & Tisdell, 2016; Taylor et al., 2016; Creswell & Poth, 2018; Litosseliti, 2018). The data were the English content or lexical words taken from the Oxford English Dictionary and the speeches of natives to find out the syllable and the stress of phrases. All the content words were taken based upon the requirement such as the number of syllables, affixes attach, and compound.

Observation is the important way to get the data. This research took the data by reading and noting the words. Then, Oxford English Dictionary became the reference of data collection and some data in term of phrases were taken from listening and noted them. Next, the written data were scripted phonetically. A few words represented one data, example three to five words of one-syllable nouns, three to five words of one-syllable adjectives, et cetera. Some words became a data to prove the same pattern or the same position of the stress from the same characteristics of the words.

The way to analyze the data used referential identity method because the dictionary was the source of reference to identify the data (Sudaryanto, 2015). This method focuses on analyze and identifies the relationship between language and the specific entity of the language that is being referred to (Frey et al., 2000). The technique to analyze the data was the referential competence in dividing because the process of analyzing the data was started by dividing the words into different parts of content or lexical words. The data finally were divided into the numbers of syllable respectively.

The selected English content words or the data were identified carefully to determine the stress placement. The different position of the stress was the main point of the analysis and was described deeply the 'how' and 'why'. The 'how' and 'why' were the discussion of this research. Every finding of each English content word discussion was displayed as the conclusion.

## 3. RESULT AND DISCUSSION

The analysis in discussion used the content or lexical words which have more than one syllable. The one-syllable English content words do not have the variation position of the stress placement such as a noun 'book' ['bʊk], a verb 'go' ['gəʊ], and an adjective 'wild' ['waɪld]. While pronouncing the one-syllable English content words, the number of syllables can be identified. Thus, the data are the words or the phrases which have more than one syllable. However, there are some data did not follow the rules of the discussion and it shows that English is as an inconsistent language

### 3.1 The Rules of English Stress

The research analysis yielded some rules to know how to stress the English words. The rules found simply tell the way to stress the English words. The EFL learners can apply the rules when pronouncing the English words. The stress occurs to the English words or phrases with some characteristics as shown in the table below.

Table 1. The Rules of English Stress

No.	The Words' Types	The Rules
1	Two-syllable Words	<ul style="list-style-type: none"> <li>a. The ultimate stress occurs in two-syllable words</li> <li>b. The two-syllable words in which one of the syllables is an affix and the other is the head, the stress falls on the head</li> <li>c. The stress falls on the first syllable or penultimate stress for two-syllable nouns</li> <li>d. The stress falls on the second syllable or ultimate stress for two-syllable verbs with prefix-like words. Meanwhile, the stress falls on the first syllable for the two-syllable verbs with no prefix-like words</li> </ul>
2	Suffixed Content Words	<ul style="list-style-type: none"> <li>a. The words with suffix -tion have penultimate stress</li> <li>b. The stress falls on the first syllable for the two-syllable and three-syllable adjectives with the suffix -ful. Meanwhile, there are some adjectives which have the penultimate stress</li> <li>c. The words with suffix -ous have penultimate stress. But the stress falls on the antepenultimate syllable if the adjectives are ended by C+[əs]</li> <li>d. The stress falls on the penultima syllable for the nouns with the suffix -tion/sion and the adjectives with the suffix -ic</li> <li>e. The stress falls on the antepenultimate syllable for adjectives with the suffix -al. And the penultimate stress occurs in these adjectives. Interestingly, the adjectives with -[men.təl] end, the stress fall on the ['men] syllable</li> <li>f. The stress falls on the penultimate syllable for the adjectives with suffix -nt</li> <li>g. The stress falls on the antepenultimate syllable for the nouns with suffix -cy. And some four-syllable nouns have the stress in the first syllable</li> <li>h. The stress falls on the antepenultimate syllable for the nouns with suffix -phy, -ty, and -gy and the verbs with suffix -ate</li> <li>i. The stress falls on the first syllable and penultimate syllable for the verbs with suffix -ize</li> <li>j. The stress falls on the penultimate and antepenultimate syllable for the adjectives with suffix -ous and the nouns with suffix -ance</li> </ul>
3	Phrasal Verbs	<ul style="list-style-type: none"> <li>a. The stress on the phrasal verbs falls on the preposition</li> <li>b. The stress falls on the first preposition after the verb, but the stress falls on the second or last preposition 'to' if the phrasal verb has preposition 'to' in the last</li> </ul>
4	Compound Nouns	<ul style="list-style-type: none"> <li>a. The stress position on compound nouns is varied depending on how the compound nouns formed.</li> <li>b. The one-word compound nouns which have two, three, or four syllables, have the first syllable stress.</li> <li>c. The compound nouns with two or more separated words have the first syllable stress for two-syllable compound nouns, and have first syllable stress on each content word for more-than-two-syllable compound nouns.</li> </ul>
5	Noun phrase	<ul style="list-style-type: none"> <li>a. The stress falls on the first syllable for two-syllable noun phrases.</li> <li>b. The noun phrases which have more than one syllable for either adjective or noun or for each adjective and noun, the stress falls on first syllable of each word.</li> </ul>

No.	The Words' Types	The Rules
		c. If there is an article, the article is stressed instead of the first syllable of the adjective

### 3.2 The Analysis of English Content or Lexical Words

The data in this discussion is served in phonetic transcription but not in written-word form. The aim is to show the syllables where the stress is felt on because in English the spelling and the syllable are different. To know the stress is to know the syllable. All the data were matched to the words in the Oxford English Dictionary.

The syllables were identified by pronouncing the words. To pronounce the words was done carefully as English pronunciation is different from its spelling. From the correct pronunciation, the sound was converted into phonetic transcription. Phonetic transcription shown as the data is the easiest way to detect the number of syllables. Based on the data taken, it was identified where the stress falls on.

The position of the stress is mentioned by showing some certain words proposed by Jones (2006). This rule is to count the number of syllables from the last syllable.

- The ultimate stress is in the last position of the stress such as [fə.'gɪv].
- The penultimate stress is in the second from the last syllable such as [kɒs.ɔr.də.'neɪ.ʃən].
- The antepenultimate stress is in the third from the last syllable such as [aɪ.diə.'lɒ.dʒɪ.kəl].
- The preantepenultimate stress is in the fourth from the last syllable such as ['re.zɪ.den.si].

#### 3.2.1 The First Syllable Stress

The two-syllable nouns and the two-syllable adjectives have the stress in the first syllable. The stress is shown in the phonetic transcription below.

[ 'kæm.pəs]	campus	[ 'ləʊ.kəl]	local
[ 'meɪ.kə]	maker	[ 'rɔɪ.jəl]	royal
[ 'pɪk.tʃə]	picture	[ 'bɪ.zɪ]	busy
[ 'peɪ.pə]	paper	[ 'fɔː.məl]	formal
[ 'græ.mə]	grammar	[ 'ɒ.nɪst]	honest

However, there are adjectives made from affix. The two-syllable adjective with affix has the stress on the head. The affix is either placed in the initial or final position as the head is either placed in the initial or final position. Thus, the stress placement falls on the head such as the head in the first syllable and the head in the second syllable

[ 'dʒɔɪ.fəl]	joyful	[ ʌn'kli:n]	unclean
[ 'feɪ.məs]	famous	[ ə.'laɪk]	alike

#### 3.2.2. The Second Syllable Stress

The two-syllable verbs have stress position in the second syllable. The stress is shown in the phonetic transcription below.

[ pɪ.'feɪ]	prefer	[ mɪs.'li:d]	mislead
[ rɪ.'pi:t]	repeat	[ pə.'fɔːm]	performance
[ ə.'laʊ]	allow	[ in.'dʒɔɪ]	enjoy
[ kə.'lekt]	collect	[ prə.'naʊns]	pronounce



[fəˈr.ɡɪv] forgive                      [dɪ.ˈli:t] delete

By looking at the form of the phonetic transcription, the data above are the verbs which have heads such as [ɡɪv] for [fəˈr.ɡɪv], [li:d] for [mɪs.ˈli:d], or [fɔ:m] for [pə.ˈfɔ:m]. On the other words, these verbs use the prefix-like words such as pre-, re-, a-, for-, mis-, en-, de, or pro-. It makes the stress falls on the head in the second syllable.

Unlike the verbs    [ˈstʌ.di] study                      [ˈəʊ.pən] open  
                               [ˈbɒ.rəʊ] borrow                      [ˈfɒ.ləʊ] follow  
                               [ˈlɪ.sən] listen                      [ˈbe.ri] bury,

the stress falls on the first syllable as these verbs do not have prefix-like words. Thus, the position of the stress to the two-syllable verbs are based on the form of the verbs.

### 3.2.3. The Suffixed Word Stress

Suffixes in the words are able to form new content words. Here, the suffixes form the nouns, the verbs, and the adjective. The suffixes are -tion, -cy, -phy, -ty, -ance, and -gy to form nouns, -ic, -ful, -al, -nt, and -ous to form adjectives, and -ize and -ate to form verbs. The stress never occurs in affix, but it influences the position of the stress. The stress is shown in the phonetic transcription below.

[ˈæk.ʃən] action                      [ˈvɪ.ʒən] vision  
 [kri.ˈeɪ.ʃən] creation                      [prə.ˈvɪ.ʒən] provision  
 [eks.pɛk.ˈteɪ.ʃən] expectation                      [kən.ˈveɪ.ʒən] conversion  
 [dɪs.ˈtɪŋk.ʃən] distinction                      [te.lɪ.ˈvɪ.ʒən] television  
 [kəʊ.ɔr.də.ˈneɪ.ʃən] coordination                      [kən.ˈklu:ʒən] conclusion

The above words are the words with suffixes -tion and -sion. The words with suffix -tion and -sion form nouns. These suffixes attach the words with different number of syllables. The position of the stress is always before the sound /ʃən/ or /ʒən/ as the last syllable. In other words, the position of the stress is penultimate stress.

[ˈstæ.tɪk] static                      [lɪŋ.ˈɡwɪs.tɪk] linguistic  
 [ə.ˈθle.tɪk] athletic                      [ɪn.θju.zi.ˈæs.tɪk] enthusiastic

The above words are the words with suffixes ic. The words with suffix -ic form adjectives. This suffix attaches the words with different number of syllables. The position of the stress is always before the sound /tɪk/ as the last syllable. In other words, the position of the stress is penultimate stress.

[ˈdʒɔɪ.fəl] joyful                      [ˈwʌn.də.fəl] wonderful  
 [ˈpaʊə.fəl] powerful                      [ˈpɪ.tɪ.fəl] pitiful  
 [ˈbju:tɪ.fəl] beautiful                      [ˈpɛ:.pəs.fəl] purposeful  
 [ˈmi:nɪŋ.fəl] meaningful                      [ˈkʌ.lə.fəl] colourful

The above words are the words with suffix -ful. The words with suffix -ful form adjectives. The position of the stress for the two-syllable and three-syllable adjectives with suffix -ful falls on the first syllable.

[sək.ˈses.fəl] successful                      [rɪs.ˈpekt.fəl] respectful  
 [dɪ.ˈlɑ:t.fəl] delightful                      [fə.ˈɡet.fəl] forgetful

However, there are some adjectives above with suffix -ful in which the stress falls on the second syllable or penultimate stress.

[ˈkruː.ʃ.ʒəl]	crucial	[æɡ.rɪ.ˈkʌl.tʃə.rəl]	agricultural
[ˈpə.ten.ʃəl]	potential	[e.dʒu.ˈkeɪ.ʃəl]	educational
[ˈspi.ri.tʃuəl]	spiritual	[aɪ.diə.ˈlɒ.dʒɪ.kəl]	ideological
[pə.ˈlɪ.tɪ.kəl]	political	[tek.nə.ˈlɒ.dʒɪ.kəl]	technological
[dʒɪə.ˈɡræ.fɪ.kəl]	geographical	[ɒ.pə.ˈreɪ.ʃəl]	operational
[θiə.ˈre.tɪ.kəl]	theoretical	[ɪn.tə.ˈnʌ.ʃəl]	International

The above words are the words with suffix -al. The words with suffix -al form adjectives. The position of the stress for the words with suffix -al falls on the third syllable from the ultimate syllables before or before penultimate syllable or antepenultimate stress.

[ɪn.vai.rən.ˈmen.təl]	environmental	[mɒ.nju.ˈmen.təl]	monumental
[ɪks.pe.rɪ.ˈmen.təl]	experimental	[dʒʌdʒ.ˈmen.təl]	judgmental

However, there are some adjectives with different position of stress. The adjectives with sound - /men.təl/ end has the penultimate stress, the stress falls on the /men/ syllable before the ultimate syllable.

two-syllable words	[ˈsek.ʃuəl]	sexual
	[ˈruə.rəl]	rural
three-syllable words	[aɪ.ˈdiː.əl]	ideal
	[faɪ.ˈnæn.ʃəl]	financial
four-syllable words	[ɑː.tɪ.ˈfɪ.ʃəl]	artificial
	[juː.nɪ.ˈvɜː.səl]	universal

Additionally, the words with suffix -al above have the stress also before the last syllable or penultimate stress.

[ˈdɪ.frənt]	different	[ə.ˈbʌn.dənt]	abundant
[ˈbrɪ.lɪənt]	brilliant	[(ɪn)dɪ.ˈpen.dənt]	(in)dependent
[ɪm.ˈpɔː.tənt]	important	[diː.kən.ˈdʒes.tənt]	decongestant

The above are the words with suffix -nt. The words with suffix -nt forms adjectives. The position of the stress for the words with suffix -nt falls on the second syllable from the last syllable or penultimate stress. However, there are adjectives with suffix -nt have the antepenultimate stress as shown below.

[sig.ˈnɪ.fɪ.kənt]	significant	[prɪ.ˈdɒ.mɪ.nənt]	predominant
[dɪˈmɒ.krə.si]	democracy	[i.ˈmeː.dʒən.si]	emergency
[ˈpreg.nən.si]	pregnancy	[æk.ˈjə.rə.si]	accuracy
[ˈkʌ.rən.si]	currency	[di.ˈpləʊ.mə.si]	diplomacy
[bæŋ.krəpt.si]	bankruptcy	[rɪ.ˈdʌn.dən.si]	redundancy

The above words are the words with suffix -cy. The words with suffix -cy forms nouns. The position of the stress for the words with suffix -cy falls before penultimate syllable or antepenultimate stress.

However, the four-syllable nouns with suffix -cy below have the stress position in the first syllable of the four-syllable word or in the fourth syllable from the ultimate syllable. It is known as preantepenultimate stress.



[ˈre.zɪ.den.si]	residency	[ˈmæ.dʒɪs.trə.si]	magistracy
[ˈkæn.dɪ.də.si]	candidacy	[ˈse.lɪ.bə.si]	celibacy

[sɪ.nə.mə.ˈtɒ.grə.fi]	cinematography	[dɪ.ˈmɒ.grə.fi]	demography
[dʒɪ.ˈdʒɒ.grə.fi]	geography	[kɒ.ri.ˈdʒɒ.grə.fi]	choreography

The above words are the words with suffix –phy. The words with suffix -phy form nouns. The position of the stress for the words with suffix -phy falls before penultimate syllable or antepenultimate stress.

[prɒ.dʌk.ˈtɪ.və.ti]	productivity	[kri.jeɪ.ˈtɪ.və.ti]	creativity
[æk.ˈtɪ.və.ti]	activity	[daɪ.ˈveɪ.sə.ti]	diversity

The above words are the words with suffix –ty. The words with suffix -ty forms nouns. The position of the stress for the words with suffix -ty falls before penultimate syllable or antepenultimate stress.

[əˈnæ.lə.dʒi]	analogy	[sek.ˈsɒ.lə.dʒi]	sexology
[baɪˈdʒɒ.lə.dʒi]	biology	[fə.ˈnɒ.lə.dʒi]	phonology

The above words are the words with suffix –gy. The words with suffix -gy form nouns. The position of the stress for the words with suffix -ty falls before penultimate syllable or antepenultimate stress.

[ˈæk.jə.rət]	accurate	[nɪˈgəʊ.ʃi.eɪt]	negotiate
[ˈɪn.tɪ.greɪt]	integrate	[ɪˈlɪ.mɪ.neɪt]	eliminate
[ˈre.gju.leɪt]	regulate	[ɪ.ˈnɪ.ʃi.eɪt]	initiate

The above words are the words with suffix –ate. The words with suffix -ate forms verbs. The position of the stress for the words with suffix -ate falls before penultimate syllable or antepenultimate stress.

[ˈæ.nə.laɪz]	analyze	[ˈdʒen.rə.laɪz]	generalize
[ˈri:.ə.laɪz]	realize	[ˈkæ.tə.gə.raɪz]	categorize
[ˈɔ:.gə.naɪz]	organize	[ˈkri.mɪ.nə.laɪz]	criminalize
[ˈme.mə.raɪz]	memorize	[ˈdɪ.dʒɪ.tə.laɪz]	digitalize

The above words are the words with suffix –ize. The words with suffix -ize forms verbs. The position of the stress for the words with suffix -ize falls on the first syllable. However, there are the four-syllable verbs with suffix -ize which their stress falls on the antepenultimate syllable as shown below.

[kæm.ˈpju:.tə.raɪz]	computerize	[kən.ˈsep.tʃuə.laɪz]	conceptualize
[ɪ.ˈkɒ.nə.maɪz]	economize	[dɪ.ˈmɒ.krə.taɪz]	democratize

[dɪ.ˈlɪ.ʃəs]	delicious	[æm.ˈbɪ.gjʊəs]	ambiguous
[mə.ˈlɪ.ʃəs]	malicious	[se.rʊ.ˈmæʊ.niəs]	ceremonious
[ɪ.ˈnɔ:.məs]	enormous	[kən.tem.pə.ˈreɪ.niəs]	contemporaneous
[ɔ:.ˈspɪ.ʃəs]	auspicious	[mɪ.sə.ˈleɪ.niəs]	miscellaneous

The above words are the words with suffix –ous. The words with suffix -ous form adjectives. The position of the stress for the words with suffix -ous falls on penultimate.

However, the adjectives below which have the final syllable [rəs] have the stress before penultimate syllable or antepenultimate stress.

[ˈglæ.mə.rəs]	glamorous	[kə.ˈnɪ.fə.rəs]	coniferous
[ˈdʒe.nə.rəs]	generous	[ɪn.ˈde.kə.rəs]	indecorous
[ˈdeɪn.dʒe.rəs]	dangerous	[rɪ.ˈdɪ.kjə.ləs]	ridiculous
[ɪn.ˈʃʊə.rəns]	insurance	[ə.ˈpiə.rəns]	appearance
[ɪm.ˈpɔː.təns]	importance	[dɪ.ˈpen.dəns]	dependence
[pə.ˈfɔː.məns]	performance	[ˈdɪ.frəns]	difference

The above words are the words with suffix –ance. The words with suffix -ance form nouns. The position of the stress for the words with suffix -ance falls on penultimate syllable. However, there are nouns with suffix -ance below in which the stress falls before penultimate syllable or antepenultimate stress.

[sɪɡ.ˈnɪ.fɪ.kəns]	significance	[ˈeɪ.lə.ɡəns]	elegance
[ɪn.ˈteɪ.lɪ.dʒəns]	intelligence	[ˈmeɪn.tə.nəns]	maintenance

### 3.2.4. The Stress on Compound Nouns

Compound noun is a noun which is constructed by two words. The words combined become one-word or two-word compound noun. The one-word compound nouns which have two, three, or four syllables, normally the first noun will be stressed. And it is important to be careful when stressing the compound noun. If it is stressed incorrectly, the meaning will be different.

[ˈklaːs.ru:m]	classroom	[ˈθʌn.də.stro:m]	thunderstorm
[ˈteks.bʊk]	textbook	[ˈbɑːs.kɪt.bɔ:l]	basketball
[ˈheə.kʌt]	haircut	[ˈmɔʊ.tə.ˈsaɪ.kl̩]	motorcycle
[ˈbæk.wɒʃ]	backwash	[ˈkɑː.pɪt.bæ.gəʃ]	carpetbagger
[ˈhʌ.ni.mu:n]	honeymoon	[ˈkaʊn.tə.me.ʒəʃ]	countermeasure

However, there are two-word compound nouns with spaces and with-hyphen compound nouns. The stress falls on the first syllable if the compound noun has only two syllables. Meanwhile, the stress falls on the first syllable for each content word if there are two separated content words. And the compound nouns which have more than two words and one of them is not content word then the stress falls on the content words.

[ˈsɪks.pæks]	six-packs	[ˈli.vɪŋ.ˈru:m]	living room
[ˈaɪs.kju:b]	ice cube	[ˈme.ri.ˈgəʊ.raʊnd]	merry-go-round
[ˈwɔːm.ʌp]	warm-up	[ˈleɪ.di.ɪn.ˈweɪ.tɪŋ]	lady-in-waiting
[ˈsʌn.ɪn.ˈlɔː]	son-in-law	[ˈdraɪ.ˈkli:nɪŋ]	dry-cleaning
[ˈdʒæk.ɪn.ðə.ˈbɒks]	Jack-in-the-box	[ˈten.jɪə.ˈəʊld]	ten-year-old

### 3.2.5 The Stress on Noun Phrases

Noun phrase is a noun followed by an adjective. They are two or more separated words. The noun phrase which has one-syllable adjective and one-syllable noun, will be stressed in the first syllable of the first word.

[ˈnaɪs.mæn]	nice man	[ˈswi:t.ɡɜ:l]	sweet girl
[ˈbɪɡ.həʊs]	big house	[ˈtru:lʌv]	true love

However, the noun phrases which have more than one syllable for the adjective or noun, or the noun phrases are added an article, the position of the stress is on the first syllable of the adjective or the article and the first syllable of the noun.

[ˈhæ̃n.sə̃m.ˈbrʌ.ðe:]	handsome brother	[ˈə.fɑːst.ˈcɑː]	a fast car
[ˈlɪ.t̪l.ˈkɪd]	little kid	[ˈə.bjuː.tɪ.f̩l.ˈflaʊə]	a beautiful girl

### 3.2.6 The Stress on Phrasal Verbs

Phrasal verb has more than one word. Usually, the verb is followed by a preposition or more than one preposition. One verb can stand with different preposition. The different preposition determines the different meaning of the verbs such as 'look at', 'look in', 'look out', 'look forward', 'look after', etcetera. Due the important role of the preposition, the stress of the phrasal verbs falls on the preposition

[pʊt.ˈʌp]	put up	[get.ˈɒn]	get on
[kʌm.ˈbæk]	come back	[lʊk.ˈaʊt]	look out

Additionally, the stress falls on the first preposition if the verb has two prepositions. The first preposition gives the meaning to the verb meanwhile the second preposition shows the position.

[ki:p.ˈʌp.wɪð]	keep up with	[breɪk.ˈaʊt.ɪn]	break out in
[kʌt.ˈdaʊn.ɒn]	cut down on	[meɪk.ˈʌp.fɔː]	make up for

However, there are some two-proposition phrasal verbs in which last preposition is 'to', the stress falls on the preposition 'to'.

[lʊk.fɔː.wəd.ˈtuː]	look forward to	[get.ə.raʊnd.ˈtuː]	get around to
[æd.ʌp.ˈtuː]	add up to	[lʊk.ʌp.ˈtuː]	look up to

## 4. CONCLUSION

Good pronunciation is important for an effective communication at any languages, and English is no exception. English pronunciation can be challenging with its complex sound system and different stress, patterns, intonation, and rhythm. However, the proper performance of stress, patterns, intonation, and rhythm while pronouncing the English words supports for conveying the meaningful information to the listeners. Word stress which is part of pronunciation is categorized as a suprasegmental feature. English word stress is like English pronunciation that is inconsistent. There is no any certain rule for stressing the English words. Nevertheless, this study may be necessary for the English learners to stress the English words correctly.

The English word stress occurs to the content or lexical words and does not occur to the function words. This research used the words of nouns, verbs, adjectives, adverbs, and phrases which have more than one syllable to identify the stress' position. There is no ultimate stress for more than two syllables English words. The stress appears on the penultimate or antepenultimate syllables for more than two syllables English words. The more than two syllables' words mostly are processed by the adding the affixes; prefixes and suffixes. As the affixes' position is in the first and the last syllable, it shows that the stress falls on penultimate and antepenultimate syllable. For the phrasal verb, the stress falls on the preposition because the preposition determines the meaning.

Knowing the English word stress is not only as a theory. Moreover, the English learners must listen to the English natives speaking English and must practice the stress regularly. So, the students are used to articulating the stress with the correct position. This research may give the contribution to the EFL learners globally the rules of English word stressing. The rules how to stress the English would be the references to the EFL learners to learn English word stress.

Specifically, the rules of English word stress are not shown in detail but there are some ways to learn it. Nowadays in the digital era, the information can be easily found on the internet, and the EFL learners can search and learn the English stress on it. Thus, the English teachers should actively find, share the information, and teach the EFL learners how to pronounce English words correctly. Finally, the researchers who are interested in conducting the phonological research may reveal more information about stress words.

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