



## Students' Accuracy In English Speaking Skill Through Word Stress In Fifth-Grade Students At Sds 117 Islam Intergrated Adnani

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### Abstrak

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This study aims to analyze the effect of word stress mastery on the English speaking accuracy of fifth-grade students at SDs 117 Islam Terpadu Adnani. With a descriptive qualitative approach and based on Chomsky's Competence and Performance theory, this study involved 25 students selected through a total sampling technique. Data were collected through observation, interviews, and documentation. The results of the study indicate that students' understanding of word stress is not fully in line with their pronunciation abilities. The main difficulties include the lack of exposure to accurate pronunciation models and the complexity of word stress rules. This study concludes that word stress mastery has a significant effect on students' English speaking accuracy.

### Kata kunci:

*Word Stress, Speaking accuracy, english speaking*

### Introduction / مقدمة

English as a global language, plays a vital role in various aspects of life, particularly in education. Good English language skills, particularly speaking skills, provide students with an advantage in competing in an increasingly connected era of globalization. Therefore, English instruction at the elementary school level is increasingly considered important and crucial. Adnani Elementary School recognizes the importance of early English mastery to equip its students for future success. (Chomsky, n.d.)

Initial observations in the school environment revealed challenges faced by students regarding pronunciation accuracy, particularly in the application of word stress. Word stress, as a fundamental component of English phonology, significantly impacts the clarity and comprehension of spoken communication. Correct stressing of syllables within a word not only

contributes to correct articulation but can also alter the intended meaning and differentiate similar-sounding words, thus preventing potential misunderstandings.

This study, which investigated students' accuracy in pronouncing word stress, is based on Noam Chomsky's Theory of Competence and Performance (1965), first presented in his influential work, *Aspects of the Theory of Syntax*. Chomsky's theory distinguishes between an individual's intrinsic understanding of the fundamental principles governing language—their competence—and their observable application of these principles in authentic communicative contexts, referred to as performance. In the context of this study, competence relates to students' implicit knowledge of English word stress patterns, while performance reflects their ability to accurately produce these patterns in spoken English.

Therefore, this study was designed to conduct a comprehensive examination of the accuracy demonstrated by second-grade students at Adnani Elementary School in their English speaking skills, with a particular focus on their understanding and practical application of word stress principles. The findings of this study are expected to yield valuable insights for educators and curriculum developers, informing the design and implementation of more effective and targeted learning strategies aimed at improving students' overall speaking abilities, with a particular emphasis on accurate pronunciation.

Ultimately, it is hoped that a better understanding and application of word stress will empower Adnani Elementary School students to improve their accuracy and clarity in spoken English. This, in turn, will enable them to communicate more effectively, confidently, and successfully in a variety of academic, professional, and social settings, thus preparing them to become proficient and articulate participants in the global community.

## Method/ منهجية البحث

### 1. Research Methodology

This study uses a descriptive qualitative design to examine students' accuracy in speaking English, specifically through word stress. This method was chosen to describe the existing conditions related to students' speaking abilities. The theory used is Noam Chomsky's theory of language on competence and performance, which will help understand how students' knowledge of word stress rules affects their speaking abilities.

### 2. Location & Time

The research location is SDs 117 Islam Integrated Adnani in Mandailing Natal. Data collection will be conducted on Saturday mornings for several weeks, by selecting 5th grade students as participants using a purposive sampling technique. The selection of this location and time aims to obtain relevant data without disrupting teaching and learning activities.

### 3. Research Subject

The research subjects are 25 5th grade students of SDs 117 Islam Integrated Adnani, consisting of 12 male students and 13 female students, who come from the Ar Razzaaq class. The subject selection criteria include English speaking ability, understanding of word stress, and recommendations and assessments from teachers.

### 4. Source of Data

The main data source in this study is the 5th grade students of SDs 117 Islam Integrated Adnani. The sampling technique used was total sampling, with all 25 fifth-grade students selected as the research sample. This was done to obtain a comprehensive picture of students' speaking abilities related to word emphasis.

**Results / نتائج البحث**

Overall, this study reveals significant variations in word stress pronunciation accuracy among fifth-grade students at SDs 117 Islam Integrated Adnani. While most students demonstrate good ability in pronouncing word stress in familiar and simply structured vocabulary, accuracy levels significantly decline with less familiar or more complexly structured words like "Between," "Triangle," "Because," and "Together." These difficulties are influenced by differences in stress patterns between Indonesian and English, as well as limited exposure to accurate pronunciation models. Therefore, special attention should be given to teaching word stress, particularly for less familiar vocabulary, with learning strategies that include systematic pronunciation practice, constructive feedback, and exposure to pronunciation models from native English speakers.

No.	Word Choices	Pronunciation	Accurate	Inacurate	Unclear
1.	Color	/'kʌlə/	24 students	1 student	-
2.	Table	/'teɪbəl/	25 students	-	-
3.	Bottle	/'bɒtəl/	25 students	-	-
4.	Travel	/'trævəl/	25 students	-	-
5.	Window	/'wɪndəʊ/	25 students	-	-
6.	Picture	/'pɪktʃər/	23 students	2 students	-
7.	Teacher	/'ti:tʃər/	24 students	1 student	-
8.	Surprise	/sər'praɪz/	22 students	3 students	-
9.	Answer	/'ænsər/	24 students	1 student	-
10.	Between	/bɪ'twi:n/	17 students	8 students	-
11.	Family	/'fæməli/	23 students	2 students	-
12.	Triangle	/'traɪæŋɡəl/	14 students	11 students	-
13.	Around	/ə'raʊnd/	22 students	2 students	1 student
14.	Because	/bɪ'kɒz/	10 students	14 students	1 student
15.	Adventure	/əd'ventʃər/	21 students	4 students	-
16.	Garden	/'gɑ:rdən/	25 students	-	-
17.	Pencil	/'pensəl/	25 students	-	-
18.	Together	/tə'geðər/	15 students	9 students	1 student
19.	Circle	/'sɜ:rkəl/	24 students	1 student	-
20.	Oval	/'oʊvəl/	24 students	1 student	-

**Discussion / مناقشتها**

This study emphasizes the critical role of word stress in the speaking accuracy of fifth-grade students. Accuracy varies due to differing stress patterns between Indonesian and English, highlighting the complexity of mastering English phonology. While familiarity aids pronunciation, challenges with specific words necessitate targeted instruction addressing intricate syllable structures and less common vocabulary. Aligned with Chomsky's theory, competence in word stress rules doesn't guarantee performance, influenced by linguistic background, teaching, and motivation. Effective teaching includes authentic examples, practice, and feedback, while student engagement significantly impacts success.

Curriculum and teacher training should prioritize explicit word stress instruction, addressing specific learner difficulties. Engaging learning environments are crucial. By focusing on these areas, educators can improve students' English phonology foundation, enhancing communication effectiveness and confidence. In essence, targeted instruction and engaging environments are key to helping students master word stress and improve speaking accuracy.

## Kesimpulan/الخلاصة

After the researcher conducted research and processed data from the analysis table of English Word Stress pronunciation difficulties of 5th Grade Students of SDs 117 Islam Integrated Adnani, the following conclusions can be drawn:

1. Overall Accuracy  
Most students showed good ability in pronouncing word stress on familiar vocabulary and had a simple structure. However, the accuracy level decreased significantly on less familiar vocabulary or vocabulary with a more complex syllable structure.
2. Vocabulary with High Accuracy  
Vocabulary such as "Table", "Bottle", "Travel", "Window", "Garden", and "Pencil" were pronounced accurately by all or almost all students (25 students), indicating good mastery of these words.
3. Vocabulary with Medium Accuracy  
Some vocabulary words such as "Color", "Picture", "Teacher", "Answer", "Family", "Surprise", "Around", "Adventure", "Circle", and "Oval" were pronounced accurately by the majority of students (21-24 students), although a small number of students made errors.
4. Vocabulary with Low Accuracy  
Vocabulary words such as "Between", "Triangle", "Because", and "Together" showed lower levels of accuracy, with a significant number of students making pronunciation errors (4-11 students). In particular, the word "Because" was only pronounced correctly by 10 students.
5. Error Type  
Word stress pronunciation errors generally involve incorrect placement of stress on an unstressed syllable. Some students also showed difficulty in distinguishing between long and short vowels, as well as inaccurate pronunciation of consonants. The presence of "Unclear" responses for the words "Around", "Because" and "Together" indicates that some students' pronunciation was so unclear that it was difficult to assess.

Overall, this study highlights the importance of paying special attention to word stress pronunciation in teaching English to 5th grade students, especially for vocabulary that is less familiar or has a complex structure. An effective learning strategy should include systematic pronunciation practice, providing constructive feedback, and exposure to accurate pronunciation models from native English speakers.

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