1. INTRODUCTION
1.1 Background
As a foreign language in Indonesia, English presents great difficulties with regard to its pronunciation. The pronunciation of English poses problems of a different kind from those which we face when we learn our first language (mother tongue). In the latter case, we are exposed to the sound of the language throughout every day; yet, it is five to six years before our performance begins to approximate adult standards of competence. During this time, the sound system of our own language assumes an increasing dominance, so that eventually we tend to hear all speech sounds in terms of our own system. Hence when we embark upon the acquisition of the pronunciation of a second language, the first requirement is to overcome the pronunciation prejudices which have become installed in us and the older we are when we new to us, it is therefore essential that we should perceive the differences between the sounds in the new language, and between the new sounds and those of our own languages with which we have become so familiar (Gimson, 1987: 1).

Based on the above aspects, the writer then chooses the specific item of stress because the Indonesian university students tend to stress words randomly. As interlanguage speakers of English, they are understandably influenced by Indonesian stress patterns.

1.2 Problem Statement
1) Which English words undergo stress shifts in the written test by Indonesian university students?
2) What word stress patterns might contribute to language learners?
3) What stress patterns can reduce the stress shifts?

1.3 Objective of the Study
1) To describe English word stress shifts in written test made by Indonesian university students.
2) To provide word stress patterns that might contribute to Indonesian language learners.
3) To provide a description of stress patterns that can reduce the stress shifts.

2. REVIEW OF RELATED LITERATURE
2.1 Interlanguage
The term ‘interlanguage’ was introduced by Selinker in 1969 and elaborated in 1972 in an influential paper bearing that title, to refer to a separate linguistic system whose existence we are compelled to hypothesize, based upon the observed output which results from the (second language) learner's attempted production of a target language norm. This linguistic system we will call ‘interlanguage’ (Corder, 1982:87).

2. 2 Stress
Stress has linguistic importance and is therefore an aspect of the phonology of English that must be described, but it is not usually regarded as something related to individual segmental phonemes; normally, stress is said to be something that is applied (or is a property of) syllables,
and is therefore part of the suprasegmental phonology of English. Stress is called a suprasegmental phonemes because it can only occur with the segmental phonemes. In some words, more than one vowel may be stressed, but if so, one of these stressed vowels receive greater stress than the others. The most highly stressed vowel is indicated by a (´) over the vowel (this is the vowel receiving the accent, or primary stress, or main stress), the other stressed vowels are indicated by marking (´) over the vowels (these vowels receive secondary stress) (Fromkin, 1987: 89).

Examples:

- revolution
- systematic
- phonetic
- introductory

A spectrogram of the word systematic, American accent
(Speaker: Barbara Friberg, November 9, 1997)

3. RESEARCH METHOD
The population of this study is English stress words which undergo shifts in written test of Indonesian university students. The sample of the population is all the shifts in English word stress made by Indonesian university students in written tests.
The data used in this study are taken from the students of English Language and Literature, Faculty of Letters, UIN Alauddin Makassar and English Department, Faculty of Letters, Makassar Islamic University (UIM). Thirty respondents participated in this study, who learn English as a foreign language. The second group is the secondary informant. The subject is a native speaker of English (Who speak with an American accent). Other comparison data are taken from Webster's New World Dictionary.
The data were collected by using a written test. The data from written test were transcribed to enable the researcher to identify the stress shifts found in the testee on the written test. Stress shifts are identified, noted, calculated, and analyzed.
4. FINDINGS AND DISCUSSION
Of the total 33 polysyllabic words in the test (reading a word-list), there are 659 English stress shifts made by informants. The highest frequency were the word *impossibility* with 28 shifts followed by meteorological and intelligibility with 27 stress shifts for each word respectively. The distribution of errors is 103 for 2SW, 89 for 3SW, 116 for 4SW, 125 for 5SW, 145 for 6SW, and 78 for 7SW. This shows that the most frequent errors occur with 6SW and 5SW. Some informants have problems in identifying the stress for verbs, nouns, and polysyllabic words. They sometimes stress the Noun and Verb exactly the same. Some informants have problems in identifying primary stress for 3SW, 4SW, 5SW, 6SW, and 7SW because the words have suffixes, and they have difficulty in putting primary stress on the right syllable. Thus, these findings provide evidence that Indonesian university students had some difficulties in identifying stress.

5. CONCLUSION
Based on the results of the data analysis as mentioned on findings and discussion, it can be concluded that:
1. The familiarity with the term in English is a more significant factor than the influence from one’s native language.
2. Indonesian university students also had difficulties in identifying the stress for 3 to 7 syllable words (SW), because they have already learned a specific stress pattern for the individual words, and they often mistress words with suffixes because they tend to retain the stress for the stem which had been learned earlier, for example: the word “*circulate*” which stressed on the first syllable and the word “*circulation*” which stressed on the third syllable.
3. The kinds of stress shifts which most frequently occurred in English utterances made by Indonesian university students were 6SW with 145 shifts, followed by 5SW with 125 shifts.