SUPRASEGMENTAL FEATURES ON HILLARY CLINTON'S ADDRESS
OF THE FINAL PRESIDENTIAL CANDIDATE DEBATE

SKRIPSI

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By

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ABSTRACT

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This research deals with the analysis of Hillary Clinton's Address of the Final Presidential Candidate Debate. The objectives of the study were (1) to find out the levels of word stress used by Hillary Clinton in the debate. (2) to find out the function of word stress used by Hillary Clinton in the debate. The source of this research is final presidential candidate debate video on youtube and the script of Hillary Clinton from internet. Decriptive qualitative was applied to analyze Suprasegmental Features on Hillary Clinton's Address of the Final Presidential Candidate Debate that was focused on stress. There were four levels of word stress found on Hillary Clinton's Address of the Final Presidential Candidate Debate, they were Primary Stress, Secondary Stress, Tertiary Stress, and Weak Stress. Then, the function of word stress found on Hillary Clinton's Address in the debate were as a Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction, Article, Negation, Quantifier, and Auxiliary Verb.

Keywords: suprasegmental features, stress, hillary clinton's address, final presidential candidate debate.

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This research entitle "Suprasegmental Features on Hillary Clinton's Address of the Final Presidential Candidate Debate", the aim of this writing is requirement to obtain the degree of Sarjana Pendidikan from English Education Program in the Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. In writing this research, the researcher faced a lot of difficulties and problems that without much helping from the following people, it was impossible for her to complete this research. Firstly for her one and only mom Nilmanur who have given her love, advice, support, motivation, attention, material, suggesstion, and prayers before during and after her study at UMSU. May Allah bless her. And her best father ever (ALM) Drs. Sya'ari Musmar Marpaung, May Allah give the best place for him, Aamiin.

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Wassalamu'alaikum Wr.Wb

Medan, April 2017

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Pronounciation is the way a word or a language is spoken, or the manner in which someone utters a word. According to Cook (1996:103) Pronounciation is a set habits of producing sounds. The habit of producing sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Pronounciation is also related to study of Phonetic. Radhley L. Varshney (1977 : 34) said that Phonetic is the scientific study of the production, transmission and reception of the speech sound. In phonetics, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases.

Suprasegmentals are units which govern more than one sound in an utterance. Ladefoged (2006) explains that suprasegmental features are aspects of speech that involve more than single consonants or vowels. Clark Yallop and Fletcher (2007) inform that suprasegmentals can be refered as prosodic features or nonsegmental features. They cannot occur by themselves but they extend over the segments in words, phrases, and sentences. Stress is one of the suprasegmental (or prosodic) features of speech, which extend over morethan one sound segment. They include variations in pitch, loudness, tempoand rhythm, out of which pitch and loudness play the most significant role inthe stress system of English.

According to Trask (1996:336), Stress is a certain type of prominence, which in some languages, is present upon certain syllables. Native speakers and phoneticians usually find it easy to determine which syllables bear stress, and even to distinguish varying degrees of stress, but the phonetic characterization of stress is exceedingly difficult, stress is variously associated with greater loudness, higher pitch and greater duration, any of which may be more important in a given case, and sometimes also with vowel quality. In fact, sometimes native speaker is not correct in stress placement. For example in debate, A debate is a form of public discourse; it is a formal direct oral contest or competition in argumentation between two or more people on a defined proposition at a specific time. In their argument, sometimes speakers placed wrong stress that was not same with dictionary and speakers speak so fast, so that difficult for audience to catch word correctly.

Based on this case above, the researcher conducted the research about Suprasegmental Features on Hillary Clinton's Address of the Final Presidential Candidate Debate that wasfocused on Stress in order to some people know about the levels and the function of word stress, so that be easy for them to catch word correctly.

B. The Identification of the Problems

The problems of this study wereidentified as follows

1. Some people do not know about the levels of stress.

2. Some people feel difficult to establish a distinction in meaning.

C. The Scope and Limitation

In order to make this research manageable, the scope of this research isSuprasegmetal features. It was focused on stress.

D. The Formulation of the Problems

The formulation of the problem were formulated as the following.

1. What levels of wordstressare used by Hillary Clinton inthe debate?

2. How does the function ofword stressare used by Hillary Clintonin the debate?

E. The Objectives of the Study

The objectives of this study were

1. To find out the levels ofwordstressused by Hillary Clinton in the debate.

2. To find out the function of word stress used by Hillary Clinton in the debate.

F. TheSignificance of the Study

The findings of this research were expected to be useful and relevant

Theoretically

The finding of this study were expected to enrich proficiency of the readers' knowledge about suprasegmental features especially stress.

Practically

The findings of this study were expected to be useful for

1. The Reader, improving their ability in pronouncing the English by using Suprasegmental Features especially Stress.

2. The English Teacher, introducing Suprasegmental Features and give them more information about Stress.

3. The other researcher, adding informations about Suprasegmental Features especially Stress.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents a review of related literature and explanation of the related materials. There are many theories in this study will be discussed as follows.

1. The Description of Suprasegmental Features

Suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone. Ladefoged (2006) explains that suprasegmental features are aspects of speech that involve more than single consonants or vowels.Clark Yallop and Fletcher(2007) inform that suprasegmentals can be refered as prosodic features or nonsegmental features.Fromkin, Rodman, and Hyams (2007) indicate that prosodic or suprasegmental features are over and above the segmental value since the word "supra" means above or beyond. They cannot occur by themselves but they extend over the segments in words, phrases, and sentences.Suprasegmentalalso called Prosodic Feature. In phonetics, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels, these features are not limited to single sounds but often extend over syllables, words, or phrases.

1.1. Stress

Ladefoged (2006) states that stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables. When a syllable or a word is pronounced with more force than other syllables or words, we can say that it is stressed. At the same time, the listeners can hear that stressed syllable in a word louder, stronger, and slightly higher than the rest or the unstressed one. In general, at least one syllable is stressed in a word. For longer words, there is often more than one stressed syllable.

Stress is generally defined as the degree of prominence a syllable has. If a word has more than one syllable, one of the syllables stands out from the rest. For example, in the word table/ 'teible/, the first syllable /tei/ is more prominent than the second syllable /bl/. Similarly in the word committee/ k'miti/ the second syllable/ mi/ is more prominent than the others. Taking another example, in the word recommend /rek'mend/ the third syllable/ mend/ is more prominent than the others. The syllable which is more prominent than the others is said to receive the accent. The relative prominence of a syllable is generally due to stress, that is grater breath force, but very often stress and pitch change work together to make a syllable more prominent. Every good dictionary indicates the location of word accent, it is necessary to refer to the dictionary to find out the accentual pattern. Most indian speakers of English put stress on wrong syllables. Consequently their pronounciation becomes very much unintelligible to the native speaker of English.The syllable on which there is a pitch change, is said to have the primary or tonic accent. Any other prominent syllable is said to have secondary accent.

Some linguists identify three levels of stress, others four. This happens with American linguists by and large. When four levels of stress are identified they are usually classified as follows:

1) Primary Stress

The principal or strongest degree of stress in a word or phrase, indicated by an acute accent on top of a vowel letter in spelling and the phonetic symbol/ ‘/before the first segment of a syllable in transcription.

e.g. *supraseg__men__tal*

2) Secondary Stress

The weaker of two degrees of stress in the pronounciation of a word, indicated by a grave accent on top of a vowel letter in spelling and the phonetic symbol / , / before the first segment of a syllable in transcription. A secondary stress, weaker than the primary stress but stronger than that of the unstressed syllables. It is optional,basically it only appears in longer English words under very specific circumstances (see below in more detail). For example, the first syllable of the word *suprasegmental* and the second syllable of *syllabification* are secondary stressed.

e.g. *__su__prasegmental*

sy__lla__bification

3) Tertiary Stress

This is assigned to less prominent syllables or words. It is unindicated in spelling and transcription by any special phonetic symbol. A tertiary stressed syllable is one that has a full vowel but bears no stress mark.

e.g. *supra<u>seg</u>mental*

4) Weak stress

Involving a non prominent syllable containing no pitch change. In all the weak or unstressed forms, normally have the short closed vowels /i/ or /u/ and the schwa. This sound is difficult to hear exactly and it is always unstressed. Unstressed syllables, defined by the absence of any prominence, becoming then the background against the prominent stressed syllables appear.

e.g. *su<u>pra</u>segmen<u>tal</u>*

The most common weak-form words are: Pronoun, Preposition, Conjunction, Determiner (Article), Auxiliary verbs.

Most British linguists and phoneticians, however, speak of two word accents, primary accent and secondary accent. Primary accent is marked with a vertical bar above and in front of the syllable to which it refers, secondary accent with a bar below and in front of the syllable.

For example, in the following disyllabic words, the first syllable receives the primary accent:

'table	'doctor	'writer	'mother
'apple	'dentist	'author	'father

In the following disyllabic words, the primary accent is on the second syllable:

a'bout	all'ot	ca'nal
a'llow	es'tate	ga'rage

In the following trisyllabic words, both primary and secondary accents have been marked:

'edu,cate	'recti,fy	under'stand
'cal,culate	'recog,nise	decom'pose

The accentual pattern of English word is fixed. That is, the primary accent is always on a particular syllable for a given word. That is why it is shown in every dictionary.

Below some of most important rules in stress:

1. Most English words are stressed on the first syllable.

   e.g. 'teacher   'mister   'pretty   'little

2. Not all words are stressed in this way. Many two syllables words, for example stressed on the second syllable.

   e.g. a'bout   a'mong   af'raid   e'nough

3. Stress on compound nouns usually falls on the first part. Compound is one expression made up of two nouns. But meaning of the whole is different merely adding the two parts. For eample, 'girl' and 'friend' make up 'girlfriend'. The compound noun sometimes be written as two words, as in 'post office'.

4. The stress compound nouns is different from ordinary adjective noun. Both adjective and noun are usually stressed.

Compound Noun	Adjective+Noun
Classroom	big room
Flashlight	red light

Tennis shoes   new shoes

5. Stress on many two syllables verbs falls on the last syllable.

    e.g.   be'lieve   for'get   ad'mit

            ac'cuse   be'come   be'gin

            ex'plain   re'ceive   ad'vance

            re'gard   de'cide   con'clude

6. Some nouns and verbs are distingished only by stress. the nouns receive stress on the first part. The verbs on the last part.

    e.g.

Noun	Verb
'increase	in'crease
'permit	per'mit
'progress	prog'ress
'suspect	sus'pect
'contrast	con'trast
'import	im'port
'conflict	con'flict
'insult	in'sult

7. Modals and others auxiliary verbs are usually stressed when they appear with not.

    e.g.   I don't like it   We have'nt finished

            They are'nt going   Sam can't go out

            He says he had'nt done it   We must'nt believe it

            Gopi won't accept me   He does'nt study English

We won't have time   You should'nt eat quickly

8. The endings -ed, -en, and –ing are not normally stressed like:

speaking   broken   reported

assisted   avoiding   spoken

9. Some of words that change from noun to verb by a change of stress also undergo a change in vowel. When stress leaves a syllable the vowel is reduced to [Ə] like:

Noun	Verb
rebel	rebel
conflict	conflict
convert	convert
progress	progress
protest	protest
record	record

10. Non-stressed words are considered "Function Words" such as:

- Determiners e.g. the, a, some, a few, etc.

- Auiliary verbs e.g. are, am, can, were, etc.

- Prepositions e.g. before, next to, opposite, etc.

- Conjunctions e.g. but, while, as, etc.

- Pronouns e.g. they, she, us, etc.

When you are speaking English, the words you stress can change the underlying meaning a sentence.

Let's take a look at the following sentence:

I don't think ge should get the job

This simple sentence can have many levels of meaning based on the word you stress. Consider the meaning of the following sentences with the stressed word in bold. Read each sentence aloud and give a strong stress to the word in bold:

I don't think he should get the job

Meaning: Somebody else thinks he should get the job.

I **don't** think he should get the job

Meaning: It's not true that I think he should get the job.

I don't **think** he should get the job

Meaning: That's not really what I mean or I'm not sure he get that job.

I don't think **he** should get the job

Meaning: Somebody else should get that job.

I don't think he **should** get the job

Meaning: In my opinion it's wrong that he's going to get that job.

I don't think he should **get** the job

Meaning: He should have to earn (be worthy of, work hard for) that job.

I don't think he should get **the** job

Meaning: He should get another job.

I don't think he should get the **job**

Meaning: Maybe he should get something else instead.

1.1.1. Stress Shift

Words with the same stem do not keep the primary stress on the same syllable. Stress-shift is quite normal in derivatives.

e.g.   a'cademy   a,ca'demic   a,cade'mician

       'photograph   pho'tographer   photo'graphic

       'indi'vidual,   individu'ality   'indi,vidua'listic

       'in'ferior   in,feri'ority

       'politics   poli'tical   poli'tician

1.1.2. Historical Reasons

The reasons for complexity in word accent in English like in history. The English language is drawn from two main sources, Germanic and Romance. In the first, words normally had accent at the beginning; in the second on the contrary, the last syllable was usually the most prominent, and it is the interaction of these two principles that has produced the accentual patterns of modern English.

1.1.3. Accent in Compound Words

By compound words we mean words which are made up of two words. Normally the two words are written as one word, with or without a hyphen. Most compound words have the primary accent on the first element. For example,

'apple'tree	'daybreak	'goldsmith
'anything	'earthquake	'pickpocket
'bookbinding	'flute-player	'schoolmaster
'back-bone	'hairbrush	'tea-party
'churchyard	'midnight	'thunderstorm

There are a few compound words which have the accent on the second element. They are mostly compounds with-ever and –self. A few examples are cited below:

When'ever   how'ever   your'self   her'self   them'selves.

Sometimes both elements are accented, but the tonic accent is placed on the second elements. In the following examples the tonic accent is shown by an oblique bar pointing downwards and the pre-tonic accent by a vertical bar.

'after\noon	'old-\fashioned	'long-\lived
'red\hot	'bad\tempered	'middle\aged
'good-\looking	'absent-\minded	'second-\hand

In connected speech one of the two accents is dropped to suit the rhythm of the sentences, e.g. waste-paper-basket.

1.1.4. Stress Change According to Function

There are a number of words of two syllables in which the accentual pattern depends on wether the word is used as a noun, an adjectives, or a verb. The accent on the first syllable if the word is a noun or adjectives and the second if it is a verb.

For example.

Noun/Adjective	Verb
'conduct	con'duct
'contract	con'tract
'digest	di'gest
'import	im'port
'increase	in'crease
'object	ob'ject
'perfect	per'fect
'present	pre'sent
'process	pro'cess
'produce	pro'duce
'progress	pro'gress
'project	pro'ject
'protest	pro'test
'record	re'cord
'subject	sub'ject

1.1.5. Accent and Rhythm in Connected Speech

In the sentence, I have a good book, there are five words. The second, fourth and fifth are stressed, whereas the first and third are unstressed. As a general rule we can say that we stress those words in connected speech that are important for meaning. They are generally content words—nouns, demonstrative and interrogative pronouns, principal verbs, adjectives, and adverbs. Structural words—articles, personal relative pronouns, auxiliary verbs, prepositions and conjunctions,—are normally not stressed. Consider the following sentences:

1. Mohan has/just re'turned from a 'trip abroad.

2. It's me.

In the above sentences some syllables/words are stressed, others are not. It is because of the characteristic rhythm of the English language. The stressed syllables which occur at regular intervals are pronounced carefully and the unstressed ones are crowded together between the stressed syllables. It is this regularity of occurrence of the stressed syllables that gives English its charecteristic rhythm. If this feature is neglected, that is, if the unstressed syllables are given more time than is due to them, the characteristic rhythm of English is lost and this results in the speech sounding in English.

2. Argument

In logic and philosophy, Argumentis a series of statements typically used to persuade someone of something or to present reasons for accepting a conclusion. The general form of an argument in a natural language is that of

premises (typically in the form of propositions, statements or sentences) in support of a claim: the conclusion. The structure of some arguments can also be set out in a formal language, and formally defined "arguments" can be made independently of natural language arguments, as in math, logic, and computer science.

In a typical deductive argument, the premises *guarantee* the truth of the conclusion, while in an inductive argument, they are thought to provide reasons supporting the conclusion's *probable* truth. The standards for evaluating non-deductive arguments may rest on different or additional criteria than truth, for example, the persuasiveness of so-called "indispensability claims" in transcendental arguments, the quality of hypotheses in retroduction, or even the disclosure of new possibilities for thinking and acting.

The standards and criteria used in evaluating arguments and their forms of reasoning are studied in logic. Ways of formulating arguments effectively are studied in rhetoric (see also: argumentation theory). An argument in a formal language shows the logical form of the symbolically represented or natural language arguments obtained by its interpretations.

3. The Definition of Debate

A debate is a form of public discourse; it is a formal direct oral contest or competition in argumentation between two or more people on a defined proposition at a specific time. According to the Oxford English Dictionary, debate is "a formal discussion on a particular matter in a public meeting or legislative

assembly, in which opposing arguments are put forward and which usually ends with a vote." (The Oxford English Dictionary, 3rd Edition, Edited by J. Simpson and E. Weiner. Clarendon Press, 2010).

A debate, therefore, is a formal, disciplined, and rule-governed contest/competition that is conducted within a set framework. A debate may comprise single participants or teams that include several students. In a typical debate, two teams are presented with a proposition that they will debate, with each team given a set period of time to prepare their arguments. Debates are performed in a structured setting that gives all participants a chance to present and defend their arguments.

In other words, the two debating sides are given a proposition to debate. The Affirmative side of the proposition – also called the Proposition – advocates, supports, and upholds the resolution. The Negative side of the proposition – also called the Opposition – opposes and refutes the resolution; as such, they deny the stance of the Affirmative. Stated differently, the Proposition is the team that attempts to secure the acceptance of a proposition. The Opposition is the team that attempts to secure the rejection of a proposition. It is vital that the proposition should take a definite stance on an issue.

Basic debate styles vary widely in terms of their format, time limits for speeches, the order of speeches, and how arguments are presented. In addition, debating formats vary from one institution or organization to another and debating rules will differ from one competition to another. Despite these differences,

debates also have many features in common. Overall, debates are very common in social, political, religious, and educational environments.

Although the topics addressed in a debate can be virtually anything, most debates tackle controversial issues that appeal to the audience. Certain debates also allow for audience participation where attendees can pose questions to the debaters.

4. Final Presidential Candidate Debate

The third debate took place on Wednesday, October 19, at 6:00 PM PDT at Nevada's UNLV campus between Hillary Clinton and Donald Trump.The format mirrored that of the first debate: 90 minutes divided into six topical segments of approximately 15 minutes each. The moderator began each segment with a question and gave each candidate two minutes, followed by facilitated discussion between the two candidates, with each receiving approximately equal time. Questions were at the sole discretion of the moderator. Each candidate was stationed at a podium. Audience participation was confined to applause at the beginning and end of the debate.The debate was moderated by Chris Wallace of Fox News Channel's *Fox News Sunday*.The topics, announced in advance of the debate, were: debt and entitlements, immigration, economy, Supreme Court, foreign hot spots, and fitness to be president.

5. Hillary Clinton

Hillary Clinton was born on October 26, 1947, in Chicago, Illinois, going on to earn her law degree from Yale University. She married fellow law school graduate Bill Clinton in 1975. She later served as first lady from 1993 to 2001, and then as a U.S. senator from 2001 to 2009.

In early 2007, Clinton announced her plans to run for the presidency. During the 2008 Democratic primaries, she conceded the nomination when it became apparent that Barack Obama held a majority of the delegate vote. After winning the national election, Obama appointed Clinton secretary of state. She was sworn in as part of his cabinet in January 2009 and served until 2013.

In the spring of 2015, she announced her plans to run again for the U.S. presidency. In 2016, she became the first woman in U.S. history to become the presidential nominee of a major political party. After a polarizing campaign against GOP candidate Donald Trump, Clinton was defeated in the general election that November.

B. Conceptual Framework

Pronounciation is also related to study of Phonetic. Stress is one of thesuprasegmental or prosodicfeatures of speech, which extend over more than one sound segment.The type of this research is descriptive qualitative because this research aim to analyze the levels and the function of word stress found on Hillary Clinton's Address of the Final Presidential Candidate Debate.

Firstly, the researcher collected the data from internet.The researcher chose 3 selected page on the script of Hillary Clinton. There were 14 pages of that address text. After collecting the data, the researcher listened the process of final presidential candidate debate that was focused on Hillary clinton's Address. Thirdly, the researcher underlining every word stress found on the script ofHillary Clinton' Address in the debate.

After underlining, the researcher divided in every levels of word stress wrote in a column, the column contains of the name of selected words and the levels of word stress on Hillary Clinton's Address. The last, after classified the levels of word stress on Hillary Clinton's Address, the researcher analyzed the function of word stress used by Hillary Clinton in the debate.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

Descriptive qualitative design was used in conducting this research. The descriptive qualitative design did not intend to find a new theory but to find the evidence to prove the theory. Moleong (2010:6) states that qualitative research is the research used to understand the phenomenon of what experienced is by the subject for example behaviours, perception, motivations, action, and others, holistically, and by means of the description in the form of words and language a special natural context and by utilizing a variety of natural method.

So, the researcher used qualitative design in order to all the data as natural as possible. This research was attempted to analyze Suprasegmental Features especially Stress on Hillary Clinton's Address ofthe Final Presidential Candidate Debate.

B. Source of Data

The data was taken from Hillary Clinton's Address of the Final Presidential Candidate Debate Video on youtube and the script from internet. The researcher chose three selected page: page 1, 6, and 12 of her address text. There were 14 pages of that address text.

C. Technique for CollectingData

The data were collected in some steps as the following.

1. Watching and Listening the process of debate.

2. Paying full attention to listen Hillary Clinton's address.

3. Reading the script of Hillary Clinton.

4. Underlining the word stress on Hillary Clinton's Address.

D. Technique of Data Analysis

In analyzing the data, the researcher used the proposed by Miles and Huberman (2014) said that qualitative data analysis consist of three procedures. The procedures of data were analyzed based on the following steps:

1. Data Reduction

Data reduction is used in analyzing the data by sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that are considered important. In conducting this research, the researcher will select the data from hillary clinton's address of the final presidential candidate debate to find out the types of stress and the function of word stress that are used by hillary clinton in debate.

2. Data Display

Data display is the process to simplify the data in form of sentences, narative, or table. In displaying data, the researcher describes data by finding of the word stress on hillary clinton's address into table. And the researcher will describe the function of word stress on hillary clinton's address.

3. Drawing and verifying conclusion

The last step in analyzing the data is drawing the conclusion and verification. It is used to conclude all of data, so that it will become clearly. The conclusion can be able to answer the formulation of the problem that formulated from the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research was taken fromHillary Clinton's Address of the Final Presidential Candidate Debate with the script contained 14 pages, the researcher chose three selected page: page 1, 6, and 12 to find out the levels and the function of word stress used by Hillary Clinton in the debate.

B. Data Analysis

After collecting the data from internet, then this research was analyzed into the levels and the function of word stress. The data analysis can be seen on the table below:

Table 4.1
Table of Data Analysis

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Much	'much				Quant
Thanks	'thanks				V
Hosting	'hos	,ting			V
Talk	'talk				V
About	'bout			a	Prep
Supreme Court	'court	,sup	reme		N
Raises	'rai	,ses			V
Central	'cen	,tral			N
Issue	'is	,sue			N
Election	'lec		e	ion	N
Kind	'kind				Adj
Country	'coun	,try			N

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Going	'ing			go	V
Be	'be				Aux. V
Kind	'kind				Adj
Opportunities	'tu	,op	ties	por/ni	N
Provide	'vide	,pro			V
Citizens	'zens		ty	ci	N
Rights	'rights				N
Americans	'me	,cans	ri	a	N
Have	'have				V
I	'I				P
Feel	'feel				V
Strongly	'strong	,ly			Adv
Supreme Court	'court	,sup	reme		N
Needs	'needs				V
Stand	'stand				V
Side	'side				Adv
American	'me	,can	ri	a	Adv
People	'peo			ple	N
Not	'not				Neg
Side	'side				Adv
Powerful	'wer	,po	ful		Adj
Corporations	'ra	,cor	po	tion	N
Wealthy	'weal		thy		Adj
Me	'me				P
Means	'means				V
Need	'need				V
Supreme Court	'court	,sup	reme		N
Stand up	'stand	,up			V
Behalf	'half	,be			N
Women	'men			wo	N
Rights	'rights				Adj
Behalf	'half	,be			N
Rights	'rights				N
Community	'mu	,com	ty	ni	N
Stand up	'stand	,up			V
No	'no				N
United	'ni			u/ted	N
Undermined	'mined	,un		der	V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Election	'lec			e/tion	N
System	'sys	,tem			N
Country	'coun	,try			N
Because	'cause	,be			Conj
Way	'way				N
Permits	'mits	,per			V
Dark	'dark				Adj
Unaccountable	'coun	,un		ac/table	Adj
Money	'mo	,ney			N
Comein	'in	,come			V
Electoral	'lec			e/toral	Adj
Have	'have				V
Disagreements	'ree	,ments	dis	ag	N
Opponent	'po	,nent		op	N
About	'bout			a	Prep
Issues	'sues			is	N
Others	'thers			o	N
Before	'fore			be	Adv
Supreme Court	'court	,sup	reme		N
I	'I				P
Feel	'feel				V
Point	'po	,int			N
Country	'coun	,try			N
History	'his		ry	to	N
Important	'por	,im		tant	Adj
Not	'not				Neg
Reverse	'verse			re	V
Equality	'a		ty	e/qu/li	N
Not	'not				Neg
Reverse	'verse			re	V
Stand up	'stand	,up			V
Against	'gainst			a	Prep
United	'ni			u/ted	N
Stand up	'stand	,up			V
Rights	'stand	,up			N
People	'pe			ple	N
Workplace	'work	,place			Adv
Stand up	'stand	,up			V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Basically	'ba	,si		cally	Adv
Say	'say				V
Supreme Court	'court	,sup	reme		N
Represent	'rep	,sent	re		V
All	'all				P
That	'that				Art
How	'how				Adv
I	'I				P
Court	'court				N
Kind	'kind				N
People	'peo			ple	N
Would be	'would	,be			Aux. V
Looking	'loo	,king			V
Nominate	'no	,nate		mi	V
Court	'court				N
Would be	'would	,be			Aux. V
Great	'great				Adj
Tradition	'di	,tion		tra	N
Standing	'stan	,ding			V
Powerful	'po	,wer	ful		N
Standing	'stan	,ding			V
Behalf	'half	,be			N
Rights	'rights				N
Americans	'me	,cans	ri	a	N
Look	'look				V
Forward	'for	,ward			Adv
Having	'ha	,ving			V
Opportunity	'tu	,op		por/nity	N
Hope	'hope				V
Senate	'se	,nate			N
Its	'its				P
Job	'job				N
And	'and				Conj
Confirm	'firm	,con			V
Nominee	'no	,nee		mi	N
Sent	'sent				V
That	'that				Art
Way	'way				N

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Constitution	'tu	,cons	ti	tion	N
Fundamentally	'men	,fun		da/tally	Adv
Should	'should				Aux. V
Operate	'rate		o	pe	V
President	'pre		si	dent	N
Nominates	'no	,nates		mi	V
Senate	'se	,nate			N
Advises	'vi	,ses	ad		V
Consents	'sents	,con			V
Not	'not				Neg
Go	'go				V
Forward	'for	,ward			Adv
Process	'pro	,cess			N
First	'first				Adv
Support	'port			sup	V
Second	'se	,cond			N
Amandment	'mend	,ment		a	N
Lived	'lived				V
Years	'years				N
Represented	'sen	,rep	re	ted	V
Upstate	'state	,up			Adv
New York	'york	,new			N
Understand	'stand			under	V
Respect	'pect	,res			V
Tradition	'di	,tion		tra	N
Gun	'gun				N
Goes	'goes				Verb
Back	'back				Adv
Founding	'foun	,ding			N
Country	'coun	,try			N
Also	'al		so		Adv
Believe	'lieve			be	V
Can be	'can	,be			Aux. V
Must be	'must	,be			Aux. V
Reasonable	'rea	,so		nable	Adj
Regulation	'la	,re		gu/tion	N
Because	'cause			be	Conj
Amandment	'mend	,ment		a	N

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Doesn't	'does			n't	Aux. V
Mean	'mean				V
Want	'want				V
People	'peo			ple	N
Shouldn't	'should			n't	Aux. V
Have	'have				V
Guns	'guns				N
Threaten	'threa			ten	V
Kill	'kill				V
Family	'fa			mily	N
I	'I				P
Class	'class				N
Thrives	'thrives				N
America	'me			a/rica	N
Thrives	'thrives				N
My	'my				P
Plan	'plan				N
Based	'based				V
Growing	'gro	,wing			V
Economy	'co		my	e/no	N
Giving	'gi	,ving			V
Middle	'mid			dle	N
Class	'class				N
Families	'fa			milies	N
Opportunities	'tu	,por	ties	op/ni	N
Want	'want				V
Biggest					Adj
Jobs	'big	,gest			N
Program	'gram	,pro			N
Jobs	'jobs				N
Infrastructure	'struc	,in		fra/ture	N
Advanced	'van	,ad ,		ced	Adj
Manufacturing	'fac	,ma	tu	turing	N
Think	'think				V
Compete	'pete			com	V
High	'high				Adj
Wage	'wage				N
Countries	'coun	'tries			N

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Believe	'lieve			be	V
Should	'should				Aux. V
Jobs	'jobs				N
Clean	'clean				V
Energy	'e	,ner	gy		N
Not	'not				Neg
Fight	'fight				V
Change	'change				N
Problem	'pro	,blem			N
Create	'create				V
Opportunities	'tu	,por	ties	op/ni	N
Businesses	'busi		ses	nes	N
Want	'want				V
More	'more				Quant
Small	'small				Adj
Business	'busi	,ness			N
Want	'want				V
National	'na			tional	N
Wage	'wage				N
Because	'cause			be	Conj
People	'peo			ple	N
Who	'who				P
Poverty	'po	,ver	ty		N
Not	'not				Neg
Who	'who				P
Work	'work				V
Full-time	'time	,full			Adv
Not	'not				Neg
Poverty	'po	,ver	ty		N
Want	'want				V
Make	'make				V
Work	'work				V
Do	'do				V
Feel	'feel				V
Strongly	'strong	,ly			Adv
Education	'ca	,de	e	tion	N
Starts	'starts				V
Preschool	'pre	,school			N

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Goes	'goes				V
College	'col	,lege			N
Education	'ca	,du	e	tion	N
High	'high				N
School	'school				N
Community	'mu		ty	Com/ni	N
Colleges	'col		ges	le	N
Real	'real				Adj
Prepare	'pare			pre	V
Young	'young				Adj
People	'peo			ple	N
Jobs	'jobs				N
Future	'fu			ture	Adv
Want	'want				V
Make	'make				V
College	'col			lege	N
Debt	'debt				N
Free	'free				Adj
Families	'fa			milies	N
Less	'less				Quant
Not	'not				Neg
Bill	'bill				N
Public	'pub			lic	N
College	'col			lege	N
University	'ver		ty	uni/si	N
Plan	'plan				N
Worked	'worked				V
On	'on				Prep
Sanders	'san	,ders			N
Enacted	'nac		e	ted	V
Work	'work				V
Hard	'hard				Adj
Make	'make				V
Sure	'sure				Adj
Is	'is				Aux. V
Because	'cause			be	Conj
Are	'are				Aux. V
Going	'go			ing	V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Go	'go				V
Money	'mo	,ney			N
Is	'is				Aux. V
Most	'most				P
Gains	'gains				N
Last	'last				Adv
Years	'years				Adv
Great	'great				Adj
Gone	'gone				V
Top	'top				N
Going	'go			ing	V
Have	'have				V
Wealthy	'weal		thy		Adj
Going	'go			ing	V
Have	'have				V
Corporations	'ra	,cor	po	tions	N
Make	'make				V
Contribution	'bu	,con	tri	tion	N
Now	'now				Adv
Country	'coun	,try			N
That	'that				Art
Is	'is				Aux. V
Plan	'plan				N
Analyzed	'mazed			a	V
Experts	'ex	,perts			N
Said	'said				V
Could	'could				Aux. V
Jobs	'jobs				N
Contrast	'con	,trast			N
Donald	'do	,nald			N
Plan	'plan				N
Analyzed	'ly	,a		na/zed	V
Conclude	'clude			con	V
Might	'might				Aux. V
Lose	'lose				V
Why	'why				Adv
Because	'cause			be	Conj
Whole	'whole				Adj

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Plan	'plan				N
Biggest	'big	,gest			Adj
Tax	'tax				N
Breaks	'breaks				V
Ever	'e			ver	Adv
Wealthy	'weal		thy		N
Corporations	'ra	,cor	po	tions	N
Adding	'ad	,ding			V
Debt	'debt				N
Pausing	'pau	,sing			V
Kind	'kind				N
Dislocation	'ca	,dis	lo	tion	N
Before	'fore			be	Adv
Truly	'tru		ly		Adv
Will be	'will	,be			Aux. V
Down	'down				Adv
Economics	'no	,mics	e	co	N
Steroids	'ste			roids	N
Plan	'plan				N
Have	'have				Verb
Actually	'ac			tually	Adv
Produce	'duce	,pro			V
Apportunities	'tu	,op	ties	por/ni	N
Plan	'plan				N
Has	'has				Aux. V
Cost	'cost				V
Jobs	'jobs				N
Possibly	'pos	,sib	ly		Adv
Lead	'lead				V
Recession	'ces	,re		sion	N
Fact	'fact				Adv
Is	'is				Aux. V
Going	'go			ing	V
Advocate	'ad	,cate	vo		V
Largest	'lar	,gest			Adj
Tax	'tax				N
Cuts	'cuts				N
Seen	'seen				V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Three	'three				Adv
Times	'time				Adv
Than	'than				Prep
Tax	'tax				N
Cuts	'cuts				N
Administration	'tra	,nis	mi	ad/tion	N
I	'I				P
Said	'said				V
Repeatedly	'ted	'peat	ly	re	Adv
Campaign	'cam	,paign			N
I	'I				P
Will not	'will	,not			Aux. V
Taxes	'tax			es	N
Making	'ma	,king			V
Also	'al			so	Adv
Not	'not				Neg
Add	'add				V
Penny	'pen		ny		N
Debt	'debt				N
Have	'have				Aux. V
Costed	'costed				V
Do	'do				V
He	'he				P
Will	'will				Aux. V
Through	'through				Prep
Massive	'mas	,sive			Adj
Tax	'tax				N
Cuts	'cuts				N
Trillion	'tril			lion	Adv
Debt	'debt				N
Mentioned	'men	,tio		ned	V
Debt	'debt				N
Know	'know				V
Get	'get				V
Control	'con	,trol			N
Debt	'debt				N
Need	'need				V
Go	'go				V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
After	'af			ter	Adv
Leadership	'lea	,der	ship		N
Need	'need				V
Get	'get				V
Fighters	'figh			ters	N
Thousand	'thou			sand	Adv
Fighters	'figh			ters	N
Mosul	'mo			sul	N
Digging	'dig	,ging			V
Underground	'ground			under	N
Prepared	'pared			pre	V
Defend	'fend			de	N
Going	'go			ing	V
Tough	'tough				Adj
Fighting	'figh			ting	N
Take	'take				V
Back	'back				Adv
Mosul	'muo			sul	N
Move	'move				V
On	'on				Prep
Syria	'sy			ria	N
Take	'take				V
Back	'back				Adv
Raqqa	'raq			qa	N
This	'this				P
What	'what				Adv
Have	'have				Aux. V
Do	'do				V
Amazed	'mazed			a	V
Government	'go	,ment		vern	N
Allies	'lies			al	N
Launched	'launched				V
Attack	'tack			at	N
Mosul	'mo			sul	N
Help	'help				V
Election	'lec	,tion		e	N
First	'first				Adv
Think	'think				V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Fly	'fly				N
Zone	'zone				N
Save	'save				V
Lives	'lives				N
Hasten	'has			ten	V
Conflict	'con			flict	N
Well	'well				Adv
Aware	'ware			a	Adj
Really	'real		ly		Adv
Concerns	'cerns			con	V
Expressed	'pressed			Ex	V
President	'pre	,dent		si	N
General	'ge			neral	N
Would not	'would	,not			Aux. V
Done	'done				V
Just	'just				Adv
First	'first				Adv
Day	'day				Adv
Take	'take				V
Negotiation	'a	,ne	ti	go/tion	N
Take	'take				V
Making	'ma	,king			N
Clear	'clear				Adj
Russians	'rus			sians	N
Syrians	'syr			ians	N
Purpose	'pur	,pose			N
Here	'here				Adv
Provide	'vide			pro	V
Safe	'safe				N
Zones	'zones				N
On	'on				Prep
Ground	'ground				N
Millions	'mil			lions	Adv
People	'peo			ple	N
Leave	'leave				V
Syria	'sy			ria	N
And	'and				Conj
Millions	'mil			lions	Adv

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
People	'peo			ple	N
Inside	'side			in	Prep
Syria	'sy			ria	N
Dislocated	'ca	,dis	lo	ted	V
I	'I				P
Think	'think				V
Could	'could				Aux. V
Strike	'strike				V
Deal	'deal				N
Make	'make				V
Very	'very				Adv
Clear	'clear				Adj
Russians	'rus			sians	N
Syrians	'syr			ians	N
Something	'some	,thing			P
Believe	'lieve			be	V
Best	'best				Adj
Interests	'rests	,in		te	N
People	'peo			ple	N
Ground	'ground				N
Syria	'sy			ria	N
Help	'help				V
Against	'gainst			a	Prep
Want	'want				V
Respond	'pond			res	V
Donald	'do	,nald			N
Said	'said				V
About	'bout			a	Prep
Refugees	're			fugees	N
Made	'made				V
Claims	'claims				N
Repeatedly	'ted	,pe	ly	re	Adv
Not	'not				Neg
Going	'go			ing	V
Anyone	'a	,one		ny	P
Country	'coun	,try			N
Not	'not				Neg
Vetted	'vetted				V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Not	'not				Neg
Have	'have				V
Confidence	'con	,dence		fi	N
Not	'not				Neg
Slam	'slam				V
Door	'door				N
Women	'wo	,men			N
Children	'chil	,dren			N
Picture	'pic			ture	N
Little	'lit			tle	Adj
Boy	'boy				N
Aleppo	'lep		po	a	N
Blood	'blood				N
Coming	'co	,ming			V
Face	'face				N
Sat	'sat				V
Ambulance	'am	,lance	bu		N
Haunting	'haun	,ting			V
Are	'are				Aux. V
Going	'go			ing	V
Very	'very				Adv
Careful	'care	,ful			Adj
Through	'through				Prep
Vetting	'vet	,ting			V
Does not	'does	,not			Aux. V
Solve	'solve				V
Internal	'ter	,in		nal	N
Challenges	'chal			lenges	N
Need	'need				N
Stop	'stop				V
Radicalization	'za	,tion		radicali	N
Work	'work				V
American	'me	,can	ri	a	N
Muslim	'mus	,lim			N
Communities	'mu	,com		nities	N
Front	'front				N
Lines	'lines				N
Identify	'den	,fy	ti	i	V

WORD	LEVELS OF STRESS				FUNCTION
	Primary Stress	Secondary Stress	Tertiary Stress	Weak Stress	
Prevent	'vent			pre	V
Attacks	'tacks			at	N
Fact	'fact				Adv
Killer	'kil	,ler			N
Dozens	'do	,zens			N
People	'peo			ple	N
Nightclub	'night	,club			N
Orlando	'lan		or	do	N
Pulse	'pulse				N
Nightclub	'night	,club			N
Born	'born				V
Queens	'queens				N
Same	'same				Adv
Place	'place				N
Donald	'do	,nald			N
Born	'born				V
Lets	'lets				V
Clear	'clear				Adj
About	'bout			a	Prep
Threat	'threat				N
How	'how				Adv
Best	'best				Adj
Going	'go			ing	V
Meet	'meet				V
Yes	'yes				N
Threat	'threat				N
Emanates	,nates		e	ma	V
Over	'o	,ver			Prep
Syria	'sy			ria	N
Iraq	'raq		i		N
Fighting	'figh			ting	V
Defeat	'feat			de	V
Some	'some				P
Is	'is				Aux. V
Game	'game				N
Much	'much				Quant
Smarter	'smar			ter	Adj

Note:
N   : Noun
P   : Pronoun
V   : Verb
Adv   : Adverb
Quant :Quantifier
Prep   : Preposition
Conj   : Conjunction
Art   : Article
Adj   : Adjective
Neg   : Negation
Aux. V: Auxiliary Verb

Based on the table above, there were 600 words stress used by Hillary Clinton in the Final Presidential Candidate Debate.

C. Research Finding and Discussion

After analyzing the levels and the function of word stress used by Hillary Clinton in the final presidential candidate debate , the finding can be reported as followed:

1. There were four levels of word stress found on Hillary Clinton's Address inthe debate, they were: Primary stress, Secondary stress, Tertiary stress, and Weak stress.

2. The function of word stress found on Hillary Clinton's Address in the debate were: As a Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction, Article, Negation, Quantifier, and Auxiliary Verb.

In general, Non stressed words are considered function words such as: pronouns, conjunctions, prepositions, determiners, and auxiliary verbs. The researcher found there were some words of pronoun are stressed used by Hillary Clinton in the debate such as: *I,He, Me, Its, My, Who, All, Most,Some.* There were

some words of conjunction are stressed used by Hillary Clinton in the debate such as: *because, and.*There were some words of preposition are stressed used by Hillary Clinton in the debate such as: *about, against, on, than, through, inside, over.*There was one determiner *"that"* are stressed used by Hillary Clinton in the debate. There were some words of auxiliary verb are stressed used by Hillary Clinton in the debate such as: *is, are, be, could, would, should, can, must, might, will, has, have.*

Stress on compound nouns usually falls on the first part. But the researcher found on the word of compound noun "Supreme Court" stress falls on the second part as primary stress and the first part as secondary stress.

Modals and others auxiliary verbs are usually stressed when they appear with not. The researcher found there were some words of auxiliary verb are stressed when they appear with not such as: *doesn't, shouldn't, will not, would not, does not.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis, there were some conclusions that can be described as follows

1. There were four levels of word stress found on Hillary Clinton's Address of the Final Presidential Candidate Debate, they were : Primary Stress, Secondary Stress, Tertiary Stress, and Weak Stress.

2. The funtion of word stress found on Hillary Clinton's Address of the Final Presidential Candidate Debate were:as a Noun, as a Pronoun, as a Verb, as an Adverb, as an Adjective, as a Preposition, as a Conjunction, as an Article, as a Negation, as a Quantifier, as an Auxiliary Verb.

B. Suggestions

In relation to the conclusions, suggesstions were staged as the following:

1. It is advised that the researcher have to increase the knowledge about Suprasegmental Features especially Stress on Hillary Clinton's Address of the Final Presidential Candidate Debate.

2. It is expected for another researcher to explore Suprasegmental Features especially Stress on Hillary Clinton's Address of the Final Presidential Candidate Debate.

3. The writer hope this thesis could be a reference for students who study about Suprasegmental Features especially Stress.

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APPENDIX

Hillary Clinton's Address Text

Thank you very much, Chris, and thanks to UNLV for hosting us. When we talk about the Supreme Court it really raises the central issue in this election, namely, what kind of country are we going to be? What kind of opportunities will we provide for our citizens?

What kind of rights will Americans have? And I feel strongly that the Supreme Court needs to stand on the side of the American people, not on the side of the powerful corporations and the wealthy.

For me, that means that we need Supreme Court that will stand up on behalf of women's rights, on behalf of the rights of the LGBT community, that will stand up and say no to *Citizens United*, a decision that has undermined the election system in our country because of the way it permits dark, unaccountable money to come in to our electoral system.

I have major disagreements with my opponent about these issues and others that will be before the Supreme Court, but I feel that at this point in our country's history, it is important that we not reverse marriage equality, that we not reverse *Roe v. Wade*, that we stand up against *Citizens United*, we stand up for the rights of people in the workplace, that we stand up and basically say the Supreme Court should represent all of us. That's how I see the court, and the kind of people that I would be looking to nominate to the court would be in the great tradition of standing up to the powerful, standing up on behalf of our rights as Americans, and I look forward to having that opportunity.

I would hope that the Senate would do its job and confirm the nominee that President Obama has sent to them. That's the way the Constitution fundamentally should operate. The president nominates and then the Senate advises and consents or not.

But they go forward with the process. Well, first of all, I support the Second Amendment. I lived in Arkansas for 18 wonderful years. I represented upstate New York. I understand and respect the tradition of gun ownership. It goes back to the founding of our country. But I also believe that there can be and must be reasonable regulation. Because I support the Second Amendment doesn't mean that I want people who shouldn't have guns to be able to threaten you, kill you or members of your family.

I think when the middle class thrives, America thrives. And so my plan is based on growing the economy, giving middle class families many more opportunities.

I want us to have the biggest jobs program since World War II, jobs and infrastructure and advanced manufacturing. I think we can compete with high wage countries, and I believe we should. New jobs and clean energy not only to fight climate change, which is a serious problem, but to create new opportunities and new businesses I want us to do more to help small business.

I want to raise a national minimum wage because people who live in poverty, should not who work full-time should not still be in poverty. I want to make sure that women get equal pay for the work we do. I feel strongly that we have to have an education system that starts with preschool and goes through college. That's why I want more technical education in high schools and community colleges, real apprenticeships to prepare young people for the jobs of the future. I want to make college debt free and for families making less than $125,000, you will not get a division bill from a public college or university if the plan that I worked on with Bernie Sanders is enacted.

And we're going to work hard to make sure that it is. Because we are going to go where the money is. Most of the gains in the last years since the great recession have gone to the very top. So we are going to have the wealthy pay their fair share.

We are going to have corporations make a contribution greater than they are now to our country. That it is a plan that has been analyzed by independent experts which said that it could produce 10 million new jobs. By contrast, Donald's plan has been analyzed to conclude it might lose jobs. Why? Because his whole plan is to give the biggest tax breaks ever to the wealthy and to corporations adding $20 trillion to our debt and pausing the kind of dislocation that we have seen before because it truly will be trickle-down economics on steroids.

So the plan I have I think will actually produce greater opportunities. The plan he has will cost us jobs and possibly lead to another great recession.

Fact is, he's going to advocate for the largest tax cuts we've ever seen.Three times more than the tax cuts under the Bush administration. I have said repeatedly throughout this campaign, I will not raise taxes on anyone making $250,000 or less. I also will not add a penny to the debt. I have costed out what I'm going to do. He will, through his massive tax cuts, add $20 trillion to the debt. He mentioned the debt. We know how to get control of the debt.

We need to go after the leadership, but we need to get rid of them, get rid of their fighters, their estimated several thousand fighters in Mosul.

They've been digging underground. They've been prepared to defend. It's going to be tough fighting. But I think we can take back Mosul and move on into Syria and take back Raqqa.

This is what we have to do. I'm just amazed that he seems to think that the Iraqi government and our allies and everybody else launched the attack on Mosul to help me in this election.

First of all, I think a no-fly zone could save lives and could hasten the end of the conflict. I'm well aware of the really legitimate concerns you have expressed from both the president and the general.

This would not be done just on the first day. This would take a lot of negotiation, and it would also take making it clear to the Russians and the Syrians that our purpose here was to provide safe zones on the ground.

We've had millions of people leave Syria. And those millions of people inside Syria who have been dislocated. So I think we could strike a deal and make a it very clear to the Russians and the Syrians that this was something that we believe was in the best interests of the people on the ground in Syria.

It would help was our fight against ISIS. But I want to respond to what Donald said about refugees. He has made these claims repeatedly. I am not going to let anyone into this country who is not vetted, who we do not have confidence in.

But I'm not going to slam the door on women and children. That picture of that little 4-year-old boy in Aleppo with the blood coming down his face while he sat in an ambulance is haunting.

And so we are going to do very careful, thorough vetting that does not solve our internal challenges with ISIS and our need to stop radicalization, to work with American Muslim communities who are on the front lines to identify and prevent attacks.

In fact, the killer of the dozens of people at the nightclub in Orlando, the Pulse nightclub was born in Queens, the same place Donald was born. So let's be clear about what the threat is and how we are best going to be able to meet it. And yes, some of that threat emanates from over in Syria and Iraq, and we've got to keep fighting. And I will defeat ISIS. And some of it is we have to up our game and be much smarter here at home.