CHAPTER I

INTRODUCTION

The research begins with this chapter, which serves as the introduction. In this chapter, the researcher provides further explanation on a number of topics, including the Research Background, the Problem Statement, the Objective of the Research, the Significance of the Research, and Clarification of Key Terms.

A. Background of Research

Phonology is a subfield of linguistics that focuses on studying the methodical structure of sounds found in different languages and dialects. The term can also refer to the sound system of a specific language. All humans may speak their mother tongue fluently beginning at the age of two or younger unless certain conditions are met; hence, phonology is present not only in specific languages but in all languages on the globe, according to each unique languages' characters. Previously, phonology was only concerned with studying phonemes in spoken languages; thus, this knowledge is closely related to our activities, chiefly speaking to interact with others.

Regarding interaction, we are frequently faced with situations in which we must interact with foreigners, primarily using the universal language, English. Furthermore, we can directly interact with the language without dealing with foreigners in person, such as when we watch English movies, video tutorials, or vlogs from native English speakers or foreigners who speak English. This activity is vital for English language learners who want to improve their English skills.

English learners must hone their English skills, mainly speaking and listening. Compared to reading and writing, these two skills are more widely used as an indicator of English fluency. To train this skill, we can learn from how a baby learns to speak as they listen to their mother tongue more than

they speak. Therefore, listening to other people speak English regularly improves our listening skills, as does the amount of input on our hearing and thought.

In addition to reading, listening can be used as a learning method to enrich knowledge, especially for those not too fond of reading. Regardless of the subject being studied, we can look for a material explanation from audio or videos on the internet via learning sites, television shows, news, social media, learning applications, and many more. People frequently access YouTube, the most well-known video-sharing website, to find explanatory videos about school subjects and speeches (seminars).

Listening to a speech on any topic, as long as it is delivered in English, is advantageous for English learners to increase the input of new vocabularies and expressions. Listening to a speech helps to develop both listening and speaking skills. The two abilities enable us to communicate with strangers directly. The factor made the researcher choose a speech to be analyzed.

But it should be noted that there are some essential things for the students to practice the two English skills. Both skills are not be effectively trained if the students do not know how to understand English as a *stress-timed language*. This term means that stress in a spoken sentence occurs at regular intervals, and the length it takes to say something depends on the number of stressed syllables rather than the number of syllables itself (Yavas, 2008).

One single sentence can contain both stressed and unstressed words when written in English. In order to maintain the natural rhythm of the language, the stressed words are uttered more forcefully and longer than the unstressed syllables, which are said more swiftly. Other languages, such as Bahasa Indonesia, do not time their stresses in the same way that English does, therefore the stress is distributed more evenly across each word and syllable in those languages. The words come too quickly, they always panic when they do not comprehend every word, or they swallow some of the

words, which are all common causes for having difficulties hearing in English. The investigator believes that when discussing this topic, English language students are referring, among other things, to the stressed-timed feature of the language.

It's important for speakers to get the timing of their stresses right. Students of English have to be made aware of the fact that the style in which they say anything might change the meaning of what they are saying. Take a look at the sentence below and see how the emphasis has been moved about. You can clearly see how the meaning is improved.

I wanted **you** to **pass me** a **box** of **brown books**. (content words only)

I wanted you to pass me a box of brown books (I, not somebody else)

I wanted **you** to pass me a box of brown books. (you, not other people)

I wanted you to pass me a box of **brown** books. (brown, not white)

I wanted you to pass me a box of brown **books**. (books, not other stuffs)

From the above example, it can be seen the changes in the emphasis on certain words that the researcher marks by giving bold and underlining stressed words accompanied by the meaning changing of the sentences. First, stress is placed on content words; a basic rule is that the emphasis on sentences is only on content words (adjectives, nouns, verbs, and adverbs), and there is no particular meaning. Second, the stress took place in the word "I" to make it clear that I am the person who asked you to do the stuff. Third, the researcher stresses the word 'you', which changes the meaning of the sentence to be more focused on the object of the sentence 'you', not other people. Fourth, stress on "brown" emphasizes the color instead of other colors. And five, stress on "books", of course, we can easily understand if the meaning is focused on the specific type of goods. Likewise, communication more effective by paying attention to this factor. Because of this, students of English need to be aware of stress time in order to help them overcome the challenges that are caused by stress time when listening to English.

As stated earlier, studying English can be much easier by listening to other people give a speech. Giving a speech is an activity of speaking in public, expressing someone's opinion, or providing an overview of something. Someone who gives a speech is called a speaker, and the people who listen are called the audience. Generally, a speech discusses essential economic, social, environmental, education, health issues, and many more. On the other hand, a speech is also delivered by important people, the credible ones, such as the president, state officials, heads of companies or institutions, etc.

This research focused on using supra-segmental elements, which only focused on the use of stress, tone, intonation, and accent ('). Prosodic features are another name for supra-segmental components. Speech elements such as stress, pitch, or word points that accompany or are added above consonants and vowels are not confined to a single sound in phonetics, but frequently comprise a syllable, word, or phrase.

Research on supra-segmental elements is often found in studies of languages with accents or can be called tone languages or, as M. Conlen (2016) mentions it, stress-timed languages, such as Chinese, Arabic, and Spanish. Because in these languages, one word can have two to four different uses of stress, producing different meanings that make studying enjoyable. The emphasis accent is frequently employed in Spanish to differentiate between otherwise identical words: término means "term," termno means "I terminate," and terminó means "he terminated." The tone is a separate supra-segmental in Mandarin Chinese: shih spoken on a high, level note signifies "to lose," on a small rising note indicates "ten," on a falling note means "city, market," and on a falling–rising note means "history." However, the writer used the supra-segmental elements to analyze the particular stress used in the speech, which definite the whole meaning of a sentence.

Some words in a phrase or intonation group are more essential than others. It is greatly determined by the event or environment. Sentence

emphasis emphasizes the words that give the greatest information in a speech. Thus, sentence stress is a specific emphasis given to one or more words in a sentence based on their relative importance.

The basic objective of emphasis in a sentence is to draw attention to the communicative core of the phrase, which is the point at which new information is presented. Variations in pitch, power, duration, and quality all contribute to the realization of the prominence. The syllables of the phrases that are highlighted by the stress of the sentence are uttered with the possibility of changes in pitch, more power, larger length of vowels, and their overall quality; the stressed words are pronounced more clearly. The final emphasized word, which is given the nuclear tone, is the component in a phrase that draws the most attention.

When they come before the stressed words, the adjacent unstressed words are referred to as proclitics, and when they come after the stressed words, they are referred to as enclitics. The distribution of stresses within a phrase is determined by the mantic value of the words and is intimately tied to the structure of the sentence in terms of both its lexical and grammatical components.

There are a few distinct styles of putting emphasis on certain words or phrases inside a sentence. These styles include regular (or syntactical) sentence stress, logical sentence stress, and emphatic sentence stress. The first type of emphasis, known as normal stress, is placed on the parts of speech known as content words. These are the words that provide the listener the essential information. For example, "**We** have **plenty** of **time**." The primary function of stress in normal sentences is to organize words phonetically into sentences or intonation groups.

The second one is putting emphasis on logical sentences. The location of the communicative center's nucleus is determined by the placement of the stress in the final sentence of the sentence. We are able to adjust the location of the core of the communicative center by rearranging the prominences in the order in which they appear, for example, Nelly **spoke** to him the day

before yesterday. The phrases provided express a variety of ideas that are distinct from one another logically. The meaning of the sentence is altered with each different placement of the stress.

The third type is a statement that is stressed with emphasis. The majority of human utterances communicate not only the thoughts of the speaker but also his sentiments and attitudes toward reality as well as the subject matter of the statement. Both conventional and logical tensions have the potential to be either understated or emphasized. The use of stress to emphasize something makes the expression more laborious. It's possible that it will bolster the stressed word, making it stand out even more. The nuclear syllable's High Fall or its Rise-Fall are the primary locations where the effect of stress presents itself. The use of stress to emphasize something is an effective form of expression. It is the utmost degree to which words in a phrase stand out in terms of their logical and emotional significance.

The words that make up the content—nouns, verbs, adjectives, and adverbs—are emphasized, while the structural and functional words—articles, prepositions, auxiliary verbs, conjunctions, and so on—are not. The words that make up the content receive the emphasis. Words that serve a structural or functional purpose but are not stressed in a phrase are typically pronounced using less forceful variants of the language. As a result, it is possible for structural or functional words to have weak forms of pronunciation in addition to full or strong forms of pronunciation. When they are strained, they will have full forms of pronunciation, but when they are not stressed, they will have weak forms of pronunciation.

The fact that different languages have a variety of different accents is something that is common knowledge among people. People frequently mix up the meanings of the words "accent" and "dialect." A dialect is a type of language that differs from others not just in pronunciation but also in aspects such as vocabulary, syntax, and word order. The word "accent" is frequently used interchangeably with "dialect." This research is not intended to be read by anyone with the goal of improving their American

pronunciation. The researcher focuses on the accent that is used to mark stressed words (', /, or ●) or the words that are given emphasis by the speaker in this research. This accent is referred to as the accentuation. At some point, we are able to single out the one who is under the most strain from the others with relative ease.

Accentual meaning, which can rise since a particular word is given accent (stress) (`), is the meaning that emerges, which is determined based on the placement of the accent in a sentence or accentuation. Accentuation is largely determined by the meaning the utterance intends to convey. The researcher applied the accentuation to some particular words that have stronger stress than the following words in sentences to find out the essence of the sentence.

This topic is interesting to be discussed because in listening to other people talk, we can easily understand the message to be conveyed based on the placement of stress, by the speaker, in the words he says. But many people are confused about what the speaker is saying, even though to understand verbal speech, we don't need to listen carefully to every word, just which words are spoken to make us understand and enter into the context discussed.

Because Bahasa Indonesia is a language that does not recognize the idea of stress, it is difficult for the majority of people in Indonesia to decide which words in a sentence should have an emphasis placed on them. Therefore, it is necessary that this research be carried out (not stress-timed language). This research can facilitate the process of absorbing information from other people by paying attention to where the emphasis is on the word so that we understand the context of the conversation. Understanding the context of the conversation is very important to capture the message conveyed by the speaker so that there is not missed information or misunderstanding.

According to the above explanation, the researcher investigated the connotations associated with the use of accents in a speech. The speech

entitled "Building the New Social Contract" the author chose because it met the criteria that have been mentioned. The speaker who delivered the speech was Jim Kim, the person with the capacity as the current president of the World Bank Group. He is also included in the list of 50 influential people in the world based on Forbes magazine, America.

Several instruments are needed in this study. To refer to the applicable phonetic principles, the writer used Collin's dictionary and Cambridge dictionary, accessed online on the official website: www.collinsdictionary.com/ and https://dictionary.cambridge.org/. And to measure the use of prosodic accurately, the writer also used a software named Praat. According to https://swphonetics.com/, The Department of Phonetics at the University of Amsterdam is the home of Paul Boersma and David Weenink, who are responsible for the creation of the Praat speech analysis and synthesis program as well as its ongoing development. This software is also commonly used in phonology studies by many researchers worldwide as a prosodic measurement instrument.

Three researchers have conducted sentence stress studies at least. e. Baroni et al. (2000) have written a paper entitled "Articulation of Word and Sentence Stress." Word stress and sentence stress are the topics that are covered in the report on the articulation of speech prosody. The researchers looked at word stress in iterant renditions of minimum pairs that differed in the placement of primary stress (for example, DIScharge and disCHARGE), with the contrastive stress difference being expressed as changes in the location of the nuclear pitch accent. At the same time, the stress of sentences is analyzed using sets of minimal sentences that differ from one another in terms of the existence or position of the nuclear pitch accent (e.g., so **Tommy** gave Debby a song from Timmy).

Baroni and his team analyzed the articulation from three talkers that read these materials while movements of the jaw and tongue (using the *Carstens Articulograph*) or of 20 reflective infrared markers on the face (using the Qualys Motion Capture system) were recorded. The system's

articulation appeared as syllables with and without contrastive pitch accents. The syllables are compared along several articulatory dimensions, including jaw displacement and duration of movement, jaw peak opening and closing velocities, jaw peak acceleration, whole head displacement, and eyebrow displacement. These comparisons allow us to determine whether the talkers articulate the focused syllables/words differently. The three talkers were selected to differ in their overall visual speech intelligibility, as rated by expert deaf speech readers, and therefore interspeaker differences in articulation are expected.

Giegerich H. J. (2008), in contrast to Baroni et al., aimed to investigate the association between the stress placed on English sentences and the metrical structure of the words themselves. The findings of the research included prominence links within syntactic phrases and lexical compounds. In the phonological literature of English, he found that certain assumptions that are almost always made about sentence stress are as follows: first, that the distinction between compound stress and phrasal stress leads to a phonological contrast such that in a compound noun like *black board*, the left-hand constituent is the stronger one; however, in a phrase like *black board*, for example, the right-hand constituent is the stronger one. He found this out by conducting research. Second, that this prominent distinction consists of a further contouring of the primary stresses of the basic words involved. This is done so that word stress serves as input for sentence stress differentiation, such as in the case of *Gérman tèacher* versus *Gèrman téacher*. Also often noted is a class of exceptions to this second premise, which is referred to as the thirteen-men cases. These are situations in which the principal stress of a word when it is spoken by itself, thirtéen, is moved in specific contexts for reasons related to rhythm.

A review and comparison of generative accounts and applied linguistic accounts, or pragmatic and functional accounts, by Kent Lee (2013) was undertaken. The disadvantages of each approach were demonstrated, as were the inability to account for certain interactions and

instances of stress placement. As a result of the connections between prosodic structure, stress and syntax as well as information structure, stress assignment on the most prominent information, sentence stress is explained. There are some non-canonical stress kinds that aren't handled so well by typical generative methodologies that can be explained by constraints and constraint interactions. To better understand English sentence stress, an optimality framework can describe this interplay between multiple linguistic domains.

B. Statement of Problem

In this research, the researcher focused on the accentual meaning based on the use of sentence stress. The following set of problem questions used to formulate the problem.

1. How are the uses of sentence stress in Jim Kim's speech?
2. What meanings correspond to the use of sentence stress in Jim Kim's speech?

C. Objective of Research

The goals of this research, with reference to the formulation of the problem that was presented before, are as follows:

1. To identify the uses of sentence stress in Jim Kim's speech
2. To find the accentual meaning based on the uses of prominence in Jim Kim's speech

D. Significances of Research

It is anticipated that both academics and practitioners will benefit from the findings of this study. The following are some of the implications that come from this study:

1. On a scholarly level, it is anticipated that this research can lead to a better knowledge of phonology, primarily in the supra-segmental parts, focusing on sentence stress and enriching previous research findings.

2. For students, this research serves as a practical guide to help them improve their hearing and speaking skills in phonology, especially when it comes to delivering and interpreting acceptable messages. In addition, the outcomes of this study are expected to be useful to other researchers who wish to do a study on sentence stress with a different scope than this one.

E.   Clarification of Key Terms

To avoid unnecessary misunderstanding, some terms are classified as follows:

Supra-segmental Elements	: Vocal effects extend to more than one sound segment in speech, such as tone, stress, or juncture pattern.(Roach, 1988)
Stress	: The degree of force given to certain syllables in a word or specific words in a phrase or a sentence. (Jones, 1978)
Pitch and intonation	: Intonation can be called the melody of a sentence; it is the voice-height or pitch. (Roach, 1988)
Accent	: Linguistically, an accent is a mark written or printed over a letter to show you how to pronounce it (www.dictionary.cambridge.org/). According to (Gimson A. C., 1980) distinctive pitch relating to verse is based on the number of stresses in a line rather than on the number of syllables.
Sentence stress	: The manner of giving appropriate degrees of stress to words in sentences is called sentence stress. Sometimes special stressing(s) are needed to clarify the

meaning or give emphasis to intensity or contrast. (Jones, 1978)

Accentual meaning : The focused meaning derived by the accented/stressed word in a sentence, and previous linguists call it focused meaning. (Betti & Ulaiwi, 2018)