

THE INFLUENCE OF TAEQ LANGUAGE TO ENGLISH ON STRESS PATTERNS PRODUCED BY TAEQ SPEAKERS AT ENGLISH DEPARTMENT OF COKROAMINOTO UNIVERSITY PALOPO

(Pengaruh Bahasa Taeq terhadap Bahasa Inggris dalam Pola Stres Diproduksi oleh Penutur Bahasa Taeq pada Jurusan Bahasa Inggris Universitas Cokroaminoto Palopo)

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Abstrak

Penelitian ini ditujukan mengetahui pengaruh bahasa Taeq terhadap bahasa Inggris dalam pola penekanan kata yang diproduksi oleh penutur bahasa Taeq pada jurusan bahasa Inggris. Pengumpulan data dilakukan dengan memberikan kuisioner terhadap mahasiswa bahasa Inggris. Kuisioner tersebut terdiri atas daftar kata-kata dalam bahasa Inggris yang terdiri atas kata benda dan kata kerja. Semua partisipan diminta untuk mengucapkan daftar kosa kata tersebut dan direkam sesuai dengan petunjuk yang telah diberikan kepada mereka. Setelah itu, data dianalisis dengan mengidentifikasi pola stress yang diucapkan oleh partisipan tersebut. Hasil penelitian menunjukkan bahwa penutur bahasa Taeq mengucapkan kosakata bahasa Inggris dengan cara yang berbeda. Mereka terkadang mengucapkan kata-kata yang bersilabel dua dan tiga tidak tepat. Seharusnya pola stres terjadi pada silabel pertama tetapi mereka menyebutnya pada silabel kedua, begitu pun pada silabel berikutnya. Hal itu disebabkan karena pengaruh bahasa pertama (L1) yakni bahasa Taeq yang memiliki tekanan atau dialek yang berbeda dengan bahasa Inggris. Penutur bahasa Taeq terkadang salah dalam mengeja ketika mereka mengucapkan kata-kata dalam bahasa Inggris.

Kata kunci: *pola stres, bahasa Inggris, dan bahasa Taeq.*

Abstract

This research is aimed to know the influence of Taeq to English on the stress pattern produced by Taeq speakers at English department. The data is collected by distributing questionnaires to English students. The questionnaires contain vocabulary lists consisting of verb and noun words. All participants are requested to pronounce those words in accordance with the instructions given to them. Their voices are recorded. Then, data are analyzed to identify the stress patterns pronounced by participants. The results show that Taeq speakers pronounce the English words on different stress patterns. They sometimes pronounce it incorrectly, in particular two and three syllable. Actually, the stress patterns occur on the first syllable but they pronounce it on the second syllable. It also occurs in two syllable. It happens because they are influenced by their native language (L1), Taeq that has different accent with English. Additionally, they also misspell when they pronounce the English words.

Keywords: stress pattern, English, and Taeq

1. Introduction

This research focuses on the stress patterns in English produced by Tæq speakers at English department. The stress pattern is related with the syllabic structure. In this case, the stress patterns focus on the two and three syllables of English words. However, firstly, the writer will give some information related with the research and then give the results of the research. As the writer known that there were many researches who has done by the linguists in the world. One of the linguists is Rensch in Hopper (1978), telling about Ballistic and controlled syllables in Otomanguen languages. In his research, he explained about some languages that have different syllabic patterns of those languages. The similar research was done by Saib in Hopper (1978). He investigated about the segment organization and the syllable in Tamazight Berber. In his writing, there are two phenomena in this language, those are (1) Tamazight does provide support for the inclusion of the syllable as a unit in phonological theory, and (2) the sequencing of the word final syllables is not in accordance with a reportedly universal (the strength increases from nucleus towards the end of the coda). The same thing had been done by Blumstein in Hopper (1978), she described about the segment structure and the syllable in Aphasia as well as the research that had been investigated by Lehiste in Hopper (1978) who wrote about syllable constitute structural units in Estonian. This research was presented by morphophonemics, quantity system, and the metric structure of Estonian folk songs that speaks for the reality of syllables as well as for the higher-level units of disyllabic sequences and words. Related to those theories concluded that most of studies are described by syllables from different languages in the world.

As the writer told previously, talking about the stress patterns is related to syllables. It was conducted by Visser (1997), he investigated the syllable in Frisian language. The other research of stress patterns was shown by Dijkstra (1982) and Kager & Visch (1983) in Hults (1984), they claim if stress is located on one

of the final two syllables stress goes to the heavier of these two, but they also claim that stress goes to the penultimate syllable if both syllables are equally heavy. The same view was proposed by Prince (1983) who speculated on the existence of stress systems in which syllables with low vowels count as heavier than syllables with non-low vowels.

Those theories are the basic references of this research, specifically, the stress patterns in English. Furthermore this research will describe the stress patterns particularly English words that produce by Tæq speakers at English department. In this case however, the first language (L1) of Tæq speakers is Tæq, while Indonesian and English are their second language (L2). The writer assumes that this acquisition may give the influence of each other. On the other hand, based on the previous observation upon Tæq speakers at English department, they tend to use their stress patterns when pronounce English words. That's why the writer is going to reveal this phenomenon in order to know the actual situation occurring in this case, particularly on stress patterns.

Tæq language, the object of this research, has many interesting features. Tæq language belongs to the group of Austronesian languages. The genetic affiliation of this language is Malayo Polynesian (Wikipedia). Tæq language is located in East Indonesia, particularly in Luwu regency, South Sulawesi. Actually, Indonesia has a national language namely Bahasa Indonesia. Bahasa Indonesia is a language that people use for communicating in Indonesia. Bahasa Indonesia is the second language (L2) in Indonesia because it is part of the curriculum taught in all levels of schools in Indonesia. As national language, Bahasa Indonesia is obligatory for people to learn besides their local languages. However, the local language is used by Indonesian people in their daily communication. More than 700 local languages spread over the whole of the archipelago; they have different accents and forms. In South Sulawesi particularly, there are four languages that are well-known by people. Those languages are Bugis, Makassar, Mandar, and Toraja.

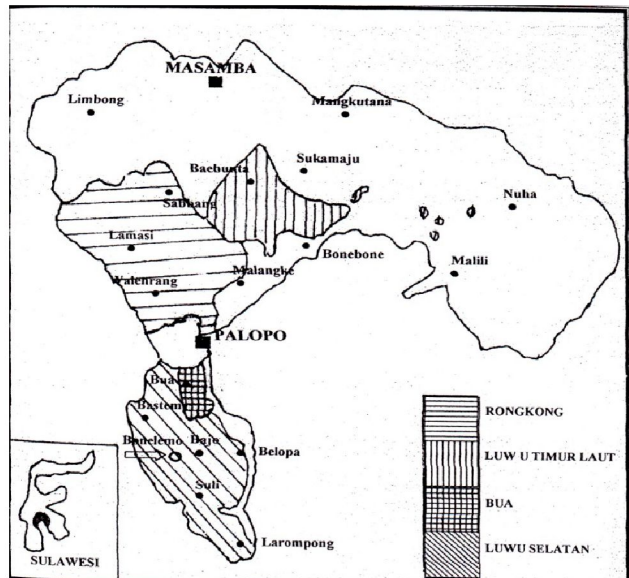
Specifically, Bahasa Indonesia is the school language at all levels of education, i.e. Elementary School, Junior High School, and Senior High School. As the writer said above if Bahasa Indonesia is mainly learned as the second language in the area where Taeq is spoken, as well as Bugis language which is taught in the local curriculum applied in the most formal schools in that sub-district. So, not only can they learn Bahasa Indonesia or English language but also they can learn the Bugis language at their schools. It means that students in this area are multilingual. Rather remarkably, Taeq language has never been taught at the school in this regency. This is a unique phenomenon.

Actually, many people think that Taeq language is a variety of Bugis language but the writer as a native speaker of Taeq does not agree, because this language is totally different, both with respect to lexical and grammatical features. Taeq language itself has much similarity with Toraja, particularly at the lexical level. The similarity can be seen at 92% at the lexical level among dialects (Rongkong, Northeast Luwu, South Luwu, Bua, Toala', Palili') and 80% at the lexical level with Toraja sa'dan (Ethnologies, languages of the world). 65% of the vocabulary of Taeq language is taken from Malay. (Language centre, Jakarta, Indonesia). However, in general Taeq language is totally different from other languages in South Sulawesi. Furthermore, those languages have their own ways of speaking.

There are about 250,000 speakers of Taeq (1992 SIL). Taeq language is spoken at Luwu regency. Luwu is divided into three regencies and one city. Those regencies are named South Luwu (Belopa), North Luwu (Masamba), East Luwu (Malili), and Palopo city. Taeq language is spoken by people living in those areas in daily conversations. Taeq language is the first language (L1) for them.

This research was done in Luwu regency. The data were collected in Palopo city, (see the map below).

This map is taken from Ian W. Vail (without



- The capital of city (Belopa is capital of Luwu regency, Masamba is the capital of North Luwu regency)
- The capital sub-district
- The location of the research

year) in Ibrahim. A. G (dissertation, 1997). This map is also based on the explanation of Grimes 2001 of *Ethnologies: Language of the world*.

Taeq language is known as a language that has complicated morphology system. This can be illustrated with four basic clause types in Taeq, intransitive clauses, passive clauses, inherently transitive and nasal transitive, and zero transitive clauses (Ibrahim, 2007). Taeq has many interesting features. In this research, however, the writer will describe the stress patterns of English words produced by Taeq speakers at English department. The research question will be focused in two main problems following; How do the speakers of Taeq language produces stress pattern of English words? And Does Taeq language influence English on stress patterns produced by Taeq speakers at English department? If so, what is the reason?

The first question is addressed to know the way of Taeq speakers at English department produce the stress patterns of English words. Otherwise, the

second question is addressed to know that whether Taeq influences to English particularly on stress patterns produced by Taeq speakers of English department or not. Those questions are the main problems in this research. The result of this research eventually is people can know the stress patterns of Taeq language as part of Austronesian language.

2. The Theoretical Framework

2. 1. English Stress Patterns

According to the Fudge (1984), stress means essentially that one phonological element is singled out within another, longer, phonological elements. In other words, sentence-stress involves the picking out of one word or phrase within a sentence; this word or phrase is usually given special emphasis of some kind in pronunciation. He further explained that word stress essentially picks out one syllable within a word; in English, the syllable singled out in a given word is nearly always the same one, irrespective of the context, for instance; the word **arrived** is always **arRived**, never **Arrived**. Sometimes the syllable is picked out from a stretch which is longer than a single word: in **the postman hasn't arrived**, the word **the** normally has not stress of its own at all, and it would make sense to say that the syllable **post** is picked out of the longer stretch **the postman** rather than out of just the single word **postman** (1984:1).

Fudge (1984: 19) gave the border of syllables. He said that syllables in general were consisted of: (1) a vowel portion means the peak of syllable. In other words, the peak is occupied not by a vowel but by some consonant (most commonly this is a nasal (**m**, **n**, etc) or a liquid (**l**, **r**, etc). For instance, the word **sudden**, the **e** is not normally pronounced, and the **n** becomes the peak of the second syllable, this is from a purely phonetic point of view. However, based on the phonological purpose, the syllable of this word (sudden) is contained a vowel as /su.den/, or perhaps /sud.den/. (2) A string of consonant occurring after the peak or we call it as the *onset* of the syllable. In English this string may contain as many as three members (as for instance **str-** in the word **string** itself), and as few

a zero members (as in words like **up, ice**). (3) A string of consonant occurring after the peak, we call it as the *coda* of the syllable. In English this string may contain one, two, three, or occasionally, four members, for instance, the word **sixths**. A syllable with an empty coda is called an *open syllable*, Visser (1997: 124) gave definition of coda is there is no sonority fall at all, so the preferred syllable is open. While a syllable with at least one consonant in the coda is called a *closed syllable*. The similarity view was conducted by Hulst (1984: 202), he mentioned of closed syllables as ending in a consonant. Thus, from this explanation concluded that the stress pattern of a word is the way all the syllables are stressed in it. It can be main and secondary stress or unstressed sounds.

Another theory of the stress pattern as explained by Bloomfield (1993: 90), that stress as the activity of speaking one of (the) syllable (in a word) is louder than the other or others. The same view is described by Hyman (1977: 5) mentions that many languages have stress-placement rules which refer to the distinction between long and shorts vowels. Chomsky and Halle in Fudge (1984: 11) have the same opinion about the stress pattern of English. They said, there are two types of stress that can fall in English. Those two are (1) the segmental make-up of the word, i.e. whether particular vowels are long or short, and whether consonants occur singly or in sequences of more than one. Further, they differentiate the weak and strong clusters. The weak clusters are short vowel followed by at most one consonant, whereas, the strong clusters are short vowel followed by two or more consonants, or long vowel followed by any number of consonants. (2), the internal structure of the word, i.e. whether the word can be divided into smaller parts, and what relations hold between the various parts. However, in this research the writer only focuses on the first type because my main case in this research will reveal about stress patterns of English words that have two and three syllables.

2.2. Taeq Language Stress Patterns

Actually, there is no research that has been investigated concerning with the stress pattern of Taeq language. However, the research of the stress pattern of languages in Sulawesi had been done by Zanten, Stoel, and Remijnsen (2010). They said that most of the Austronesian languages developed from earlier penultimate stress. He further said that specifically on the island of Sulawesi, penultimate stress is the prevailing pattern (2010: 94) This research can be used as a parameter to measure the stress patterns of Taeq language. Moreover, in this case, the stress pattern of Taeq language generally falls on the penultimate syllable of a word, but the stress moves on to a long vowel when it occurs, for instance, the word **Jonga** (deer), **Lalan** (road), **tEallo** (today), **IOlang** (walk), **bULawang** (gold), **mawArang** (thirsty), **karAtasa** (research), and **kamawAtaKan** (power). As seen those words above, the stress is made up from the long vowel and the stress falls penultimate syllable whether the word that has two, three, and four syllables. It also occurs at the level of the word that has affixes. The stress falls on the penultimate syllable like the word **kamawAtaKan** (power). Those examples can be concluded that the rule of stress patterns of Taeq language are determined by the stress falls on penultimate syllable of the word itself.

The similarity between English and Taeq language can be seen at the level of the stress pattern of those languages. In other words, English has a rule of stress pattern on the first and second syllables as well as in Taeq language. As seen the above examples of Taeq, it can be concluded that the stress pattern occurs on the first and second syllables. This pattern also occurs in English language, for instance; the words **dEcide**, **aRcade**, **dElete**, **compUter**, **roMANtic**, and **fanTAStic**. However, the difference between those two languages is Taeq language falls on the penultimate syllable. Otherwise, English can't fall on the penultimate syllable. In other words, syllables can't occur word-finally if they are stressed (a stressed word-final vowel has to be long).

For instance; **com.'pe.ti.tive** [kÝm'petitiv], the [.pe.] is not a possible word-final stressed syllable but this happens in certain case in English. Otherwise, in Taeq, it works at stress word-final. Such as, **kamawa'taKan** (power), the [.ta.] is a word-final stressed syllable. However, this only happens to the word that has with affix.

Furthermore, even though those languages have similarity particularly on the stress pattern but sometimes people pronounce it in wrong stress, in this case Taeq speakers at English department (based on the last observation of the writer) tend to do errors at the level of stress patterns when they are pronouncing English words, for instance, the word **majesty** as known that the stress pattern of this word is located on first syllable **mAjesty** but sometimes they pronounce it **majEsty**, the stress occurs on the second syllable. So, from this phenomenon, the writer would like to describe the way of Taeq speakers at English department produces the stress patterns of English words. Then, does it influences to English? If so what is the reason. Further, the writer supposes that there is like a transfer of stress patterns when Taeq speakers at English department pronounce the English words because they have own stress patterns when they use their native language.

3. Methods

3.1 Participants

The collecting data was done for English students at Cokroaminoto University or STIKIP Palopo, Luwu, South Sulawesi, Indonesia. The number of participants is 6 people. They consist of female and male (see appendix). The participants in this research are Taeq speakers who do research at English department. They are 19-20 years old and live at different areas in Luwu. Further, they are in the fourth semester recently. The proficiency of participants is considered on their ability of knowing Taeq whether in speaking or writing. It means that, they use Taeq in their daily activity because Taeq as their first language (L1). Moreover, they also know Indonesia and English language. Indonesian and

English language become their second language (L2) because those two languages are taught in the level of schools in this region (junior high school until senior high school). Those two languages are obligatory subjects in their school.

Further, the reason to choose fourth semester students is they have already studied about phonology subject, started in the first semester through in fourth semester, It means that they have studied during two years about phonetics and phonology particularly the stress pattern in English. Not only they had studied at the university but they also had studied it when they were still researching at the school.

3.2 Materials

The material contains lists of English words

particularly in content words. Those content words are nouns and verbs. The writer chooses the content words (nouns and verbs) because those two content words sometimes have different stress patterns, for instance, the word, **recOrd** as a verb, the stress pattern occurs on the second syllable. Otherwise, **rEcord** as a

noun, the stress pattern occurs on the first syllable. That's why the writer just uses the two content words (nouns and verbs) as the material object in this research because the above reasons. Additionally, the writer realizes that using all the content words, it makes a little hard to do analysis because the amount of the materials is too much.

Furthermore, the number of each content words is 5 words, thus the total number of words (nouns and verbs) are 10 words. All words contain two and three syllables (see appendix). The next procedure is 6 participants in a classroom are requested to pronounce those words concerning the instructions given to them. The instruction contains the guidance of the procedures during recording, i.e., there is no repetition of recording, no joking, no laughing, and no kidding when they are pronouncing

those words. It is done in order to look the naturalness when they are pronouncing those words. Then, when they are pronouncing those words it is recorded by using a tape recorder. Finally, doing the analysis of stress patterns of English words which are produced by them and listening carefully of recording, then, identifying the stress patterns in it.

4. The Results and Discussion

4.1 The Results

The results of this research are presented by considering the stress patterns on the two syllables and

Table 1
Stress patterns on the two syllables pronounced by
Taeq speakers

fall on 1 st syllable	stress on the 1 st (correct)	stress on the 2 nd (incorrect)
FRIghten	6 people	0 people
DEcide	1 people	5 people
Delete	3 people	3 people
fall on 2 nd syllable	stress on the 1 st (correct)	stress on the 2 nd (incorrect)
ArCAde	5 people	1 people
Include	5 people	1 people

three syllables. It is illustrated by the following tables;

As seen, the above table, the stress patterns at the level on the two syllables occur into two stress patterns. Those are on the first and second syllables. Interestingly, there is only 1 word that is produced on the right stress patterns, that is **frighten**. It means that all people realize the word **frighten** on the first syllable. Then, 2 words have stressed patterns on the second syllables and those two words are pronounced on the first syllable, specifically, the word **arcade**, only 1 person who pronounces it on the second syllable, while the rests of them pronounce it on the first syllable. It is same at the word **include**. Otherwise, the word **decide** is pronounced by 5 people on the second syllable and the rest pronounces it on the first syllable. Last, the word **delete** has the same portion of stress patterns.

Table 2
Stress patterns on three syllables pronounced by Taeq speakers

fall on 1 st syllable	stress on the 1 st (correct)	stress on the 2 nd (incorrect)
Majesty	2 people	4 people
Hamburger	4 people	2 people
GRAdient	2 people	4 people
JUStify	3 people	3 people
fall on 2 nd syllable	stress on the 1 st (correct)	stress on the 2 nd (incorrect)
CompUter	4 people	2 people

The table 2 shows that the stress patterns at the level on three syllables are divided into two ways that are on the second syllables and first syllable. There are 4 words are stressed on the first syllable and the only 1 word is stressed on the second syllables. However, the way of Taeq speakers pronounce those words are different on the stress pattern. It depends on the stress of words itself. It can be seen on the table, for instance; the word **majesty**, 4 participants pronounce it on the second syllable and the rests pronounce it on the first syllable as well as the word **gradient**. Otherwise, 4 participants pronounce the words **hamburger** and **computer** on the first syllable and 2 participants pronounce it on the second syllables. Then the word **justify** pronounces at the same portion of stress patterns.

4.2 Discussion

Generally, based on the above tables concluded that most of participants are doing the error on the second syllable whether in the two or three syllables of English words (see the table 1 and table 2). Further, related to the first question, how do the speakers of Taeq language produce the stress pattern of English words? This question can be directly answered by seeing the results of this research. Generally, Taeq speakers of English department have a different rule or different stress patterns when they pronounce the English words. In the other hand, they sometimes produce the stress patterns of English

who are not appropriate with English rule. In other words, most of them pronounce those words are not relevant with the stress patterns of English, particularly in the word that has two syllables. The participants sometimes produce in wrong stress patterns.

As seen, on the table above, the word **arcade** specifically, only one person

pronounces this word on the second syllable, 5 of them produce it on the first syllable. It also happens at the word **include**. It means that, most participants are not realizing the way they pronounce this word in the right stress pattern. Otherwise, the participants also tend to do error in pronouncing the stress patterns of English words at the level of first syllable, specifically at the word **decide**, only 1 person realizes this word in the right stress pattern, others do not realize it. However, all Taeq speakers realize the word **frighten** on the first syllable, from this case, actually Taeq speakers at English department realize the way they produce the English words based on the rule of English but it happens in certain word only.

Furthermore, the way they pronounce the English words at the level of three syllables is not really different from the way they pronounce at the level of two syllables. The stress patterns also occur on the first syllable and on the second syllable but they pronounce those words in different stress patterns. It depends on the word itself. Specifically, on the level of three syllables, only 1 word that pronounces on the stress pattern of the level of the second syllables that is **computer**, the rests of words are pronounced by them on the first syllable. It means that most of them are pronouncing the right stress pattern in the first syllable. From this view, it can be summarized that Taeq speakers of English department can pronounce the English stress patterns on the level of three syllables. It means that they pronounce it in

the right way. However, some of them do not realize the English stress patterns, particularly, on the level of two syllables. It means that they can not produce it in the right way.

Related to the second question, does Taeq language influence to English on stress patterns produced by Taeq speakers at English department? The writer would say that it is true. Taeq speakers of English department influence on stress patterns when they produce the English words, but it happens in certain case only. As seen, the results of this research, it is found that most of them pronounce the stress patterns are not appropriate with English rule, specifically on the second syllable of the word that has two syllables. It means that the way of Taeq speakers at English department pronounce the English words do not realize with the rule of English stress patterns.

Regarding to the previous assumption if there is like transfer of pattern when they pronounce English words. The assumption is true. This is an interesting phenomenon the writer thinks, because Taeq speakers of English department are affecting to English when they are pronouncing the English words specifically on the stress pattern. However, it does not mean that the way of Taeq speaker pronounces the English words are really different from native speakers of English because not at all (Taeq speakers) are pronouncing the English words in wrong stress. The writer opinions, it is normal for people who are not the native speakers of the language because most languages have different stress patterns. In this case, this is a way of Taeq speakers pronounce the English words based on their stress patterns.

Based on the above arguments, there is a new question that has been arisen in the writer's mind. Are they realizing of their ways when they pronounce the English words? This question needs to be answered in order to get the real phenomenon that happened in this case, however to be solving this problem it needs another data that supporting this case. This is the authority of the writer itself to do research later on.

5. Conclusion

Based on the above results and discussion found that there are two ways of Taeq speakers at English department produce the stress pattern of English. Those are on the first and second syllables towards two or three syllables of English words. In general, they pronounce the English words on different stress patterns, however they do that in certain case, for instance, the stress pattern occurs on the first syllable actually but they sometimes pronounce it on the second syllables, vice versa. It means that they do not follow the rule of English stress patterns because they are influenced by their native language (L1). However, it should note that is a way of them in pronouncing the English words based on their accents. In addition, the writer also found that not only did they pronounce the different stress patterns but they also did in wrong spelling when they pronounce the English words.

Finally, even though, Taeq speakers at English department influence of English particularly on stress patterns but it does not mean that they do not have capability in speaking of English at all. It is only caused by the way they pronounce the English words by using their stress patterns. Moreover, in this case, the writer realizes if there is still many weaknesses of this research because the limited of data. Thus, on this occasion, the writer suggests to do another research from different case will result a new phenomenon.

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