AN ANALYSIS OF CONNECTED SPEECH IN A SONG ENTITLED "COUNT ON ME" BY BRUNO MARS: A Content Analysis on Textbook of Curriculum 2013 for Junior High School

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Abstract

Connected speech was not taught in school for EFL learners especially in Indonesia, yet the material provided in the curriculum 2013 such as an English song need to understand about connected speech. It was one of difficult thing for EFL learner in any level of school to learn English sound of the song correctly as well as the singer does. Therefore, this study aimed to describe connected speech in an English song based on the textbook in curriculum 2013. And it contributed for the teacher in order to help the students to understand the correct English sound. The data of the study were obtained by the textbook of curriculum 2013 related on a song lyric entitled "count on me". In collecting the data, this study applied a contents analysis. The contents method includes listening a song, and transcribing technique was used in order to collect the data from the song based on the script. The collected data were analyzed and presented using the descriptive and qualitative method. The data analysis used three techniques; reducing data, displaying data, and conclusing. The result of the study demonstrated three types of connected speech in which those are assimilation, elision, and linking words. Thus, occurrence leads to each type occurred nineteen percentages for assimilation in whole textbook of curriculum 2013 for Junior High school, seven percentages for elision, and seventy four percentage for linking. From the result, it was recommended for the English teachers to choose others songs that contain eight types of connected speech.

***Keywords**: Connected Speech, English Song, Text Book of Curriculum 2013*

INTRODUCTION

Speech is explained by accumulating words meaningfully in every language which declare fully experience in creating specialized sound.[1] Universally, English is normally utilized as an exercise of the course book in which it exhibits a melody. It is ordered by a constant musical flow of sound with regular associations between focused and syllables are unstressed and changing sound is at word boundaries. But

[1] Akram, M., & Quraish, Ahmad.H. "The Role of Features of Connected Speech in Teaching English Pronunciation." *International Journal of English and Education,* (2014) 3:(3), p.230 http://ijee.org/yahoo_site_admin/assets/docs/23.18203834

certain sounds are very important, as we pass on they merge into one, some words and syllables becoming a more pressing factor while others may become less. Stopping occurs when one mind is closed and various beginnings. Using connected speech embodies the beauty in a song to be listened by the listener or song lovers. A singer does improvisation through words linking or connected speech. English recognizes several ways of connected speech such as weak and strong form, assimilation, elision, liason, linking, intrusive, and juncture.[2] Each category has own function to link or reduce the words.

The difficult to non local speaker in interfacing speech of English language has been for quite some time noted in discernment and creation the same. Cruttenden and Malgorzata, saw that the subsequent language is regularly educated on the key of words in seclusion and urges EFL students to perceive themselves with assimilatory inclinations and frail types of the words.[3,4] Another problem that causes related speaking difficulties is the lack of information from language educator. In fact, the highlights of connected speech are not shown any degree of school in Indonesia, and this is the motivation behind why understudies face such countless troubles in the space of articulating English.[5,6] In Indonesia, it seems connected speech hard to be learned and a teacher ignored it in English learning and just typically high level students who has progress and could deliver great connected speech.. Even the English song has been a lesson in a curriculum 2013 for EFL learner in Indonesia. Every learner should be able to imitate sound of the song. Therefore, to fulfill the standard of a lesson, the teacher should master connected speech so that what they listen is same with what they pronounce. On the off chance that this load of highlights of connected speech assumes a particularly huge part in English language, they ought to likewise be educated from the start of students'

[2] Ibid. p.231
[3] Cruttenden, *A. Gimson's Pronunciation of English. 7h edition*, (London: Hodder, 2008), p.201
[4] Malgorzata, K.. Effects of two Teaching Method of Connected Speech a Polish EFL. *Research in Language*, (2016)14 (4): 390 https://doi.org/10.1515/rela-2016-0024
[5] Akram, M., & Quraish, Ahmad.H. Loc.cit.
[6] Masahiro, K.. Teaching Connected Speech and High School English Education in Japan. **無断転載禁止**, (2012) 47 (2):174

learning interaction. The importance of it in learning process cannot be separated by the student that is experienced English lesson of curriculum 2013.

The present study purposed to contribute and to understand how native speakers of English procure chosen cycles of connected speech. Specifically, it resolves the issue of elocution instructional method in procurement of connected speech in an English song. To look for the point, a course zeroing in on highlights of English connected speech was conceived. It expected that the instructor encounters this highlights of connected speech in a melody of a text book of educational plan 2013 and different objective was to upgrade students' useful abilities in such in listening area. In accordance for certain investigations demonstrates connected speech educating was significant to assist the students' with listening the song and enjoys a benefit to mimic it quicker.

LITERATURE REVIEW

Definition of connected speech

Connected speech is as sandhi variation that is reduced forms very systematic and it is exceptionally systematic comprised of different trademark highlights of connected speech which contribute its importance. And, the area of connected speech has been explored and done to educate toward various efficient way of English foreign learning activities. The combination of articulatory is wondered wherein there are not words articulated in segregation even in the same way. Certainly, connected speech measures is in general be more pervasive for fast utterance rules or casual utterance style.[7,8] Certainly, connected speech processes leads to be more prevalent in fast utterance and in low utterance rules or everyday utterance style.[9]

[7] Celce-Murcia, M., Brinton, D. M. & Goodwin J. M.. *Teaching Pronunciation*: A Reference for Teachers of English to Speakers of Other Languages, (The USA: Cambridge University Press 2010), p.163.
[8] Masahiro, K, Op.cit. p.186.
[9] Ingram, J.C.L.. Connected speech processes in Australian English. *Australian Journal of Linguistics,* (2016) 9 (1): 21. http://dx.doi.org/10.1080/07268608908599410

Features of Connected Speech

A recent result of the study investigated the ninth types of connected speech phenomena belonged to weak and strong form, reduction, elision, assimilation, intrusion, juncture, linking, contraction, and liaison.[10,11,12,13] This present result explained the theories based on data finding that there were three types of connected speech namely assimilation, elision, and linking.

Assimilation Phase

Assimilation is measure where one phoneme is change to an alternative phoneme or alternative allophones due to close effect of phonemes, making an adjustment of the place of articulation or in voicing. Assimilation makes vital piece of our expression. A notable instance is that of/t, d, n/sounds, which, when they are followed by a consonant which doesn't have alveolar place of articulation, adopt in general receive the place of verbalization of the accompanying consonant. In this manner/t/toward the finish of the foot changes to/p/when followed by/b/as in the word 'foot ball', giving the articulation/fup bɔ:l/. A comparative case is the articulation of/s/to an after/ʃ/or/j/, bringing about the way to express 'this boat' as/ðɪʃ ʃɪp/and 'this year' as/ðɪʃ jɪə/. There are three kinds of assimilation in English: reformist, backward (expectant), and merges. Assimilation process is alluded to as shared pronounciation in exploratory phonetics with an emphasis on articulatory clarification of causing assimilation occurs..

Elision Phase

Elision alludes to the exclusion of at least one sounds (vowels, consonants or whole syllables) within words or at word boundaries to enhance articulation that would be available in the reference type of a word or expression under particular conditions sounds vanish. There are numerous situations where sounds which are delivered in words articulated all alone, or in sluggish, cautious discourse, are not

[10] Ibid.
[11] Brown, & K. Kondo. Loc.cit.
[12] Nolan, F. J. and Kerswill, P.E. 1990.'The description ofconnected speech processes.'In S. Ramsaran (ed.), Studies in the Pronunciation of English: ACommemorative Volume in Honour of A. C. Gimson.London: Routledge, 31(4):294. DOI: https://doi.org/10.1017/S0266078415000358
[13] Akram., & Quraish, Ahmad.H. Loc.cit.

found in various style of discourse. This specific wonder is known as elision. Regardless in a word expressed in separation of sound it is available to connect speech that it did not appear.

Linking Words

Every language has syllables, and the arrangement of consonant vowels is the least complex and most inclusive syllable design, which by all accounts is found in all dialects. In vowel connected to vowel, a juncture [j] glide or [w] skim is regularly embedded when a word or syllable is closed in a tense vowel or diphthong and the next word or syllable begins with a vowel. , A juncture [j] glides embedded when a vowel follows [iː], It usually happens in English speech that the consonant of the last word is connected to the main vowel sound of the accompanying word. So, if we think of the sentence "This is an old egg", in the related speech it becomes a symbolic [ðiː.zə.rəʊl.deg̊z]. [14,15]

RESEARCH METHOD

To analyze and present this study implied descriptive qualitative method. In collecting the data, the contents analysis was applied. The contents methods included to listening, and transcribing technique was used to collect data from the English song based on the script. In accordance with Donald, content analysis studies about analyzing and interpreting recorded material to know about human behavior. The material might be openly available reports, course readings, letters, films, tapes, journals, subjects, reports, or different records.[16] Content analysis generally starts with an inquiry that the essayist accepts can best be replied by contemplating documents. The data were taken directly from the textbook in curriculum 2013 dealing with song lyric "count on me" based on standard of

[14] Petra, Bc. E.. "*Aspects of Connected Speech in English: Assessing Students' Progress after Pronunciation Training.* Master's Diploma Thesis: Department of Englis hand American Studies, 2014), p.4.
[15] Giegerich, Heinz J. "English phonology: An introduction" (Cambridge: University Press, 1992), p.280.
[16] Donald, A. et al. "*Introduction to Research in Education Eighth Edition".* (United States:Wadsworth, Cengage Learning, 2010), p.24.

curriculum 2013 in Junior High School. To analyze the data, the writer used three techniques namely, data reduction, data display, and drawing conclusion.

FINDING

To classify the types and realization of connected speech in a song "Count on Me" based on the textbook of curriculum 2013. Previous study was found ninth types of connected speech those are weak and strong form, reduction, elision, assimilation, intrusion, juncture, linking, contraction, and liaison.[17,18,19,20] Thus, the result of present study was found connected speech in three types namely assimilation phase, elision phase, and linking words.

From data finding, there were three types and realization of connected speech would be discussed in this study namely assimilation result, elision result, and linking.

Assimilation Result

The results of assimilation describe how sounds adapt to one another when they meet, as a rule across word boundaries. This cycle found in dialects which cause speech sounds to be changed in a manner which makes them more like their adjoining sounds. It was found that one types of assimilation, that was progressive assimilation. The data found in the song 'count on me by Bruno Mars' was consisted were contraction assimilation was happened 7 times while contraction assimilation was 1 time. See on the table 1 and 2.

Table 1: Contraction of Assimilation

Contraction	Conditioning sound		Assimilated sound
that's	ð æ t + s ending	→	ð æ t + s ending
Love's	l ʌ v + s ending	→	l ʌ v + s ending
Here's	h ɪə r + s ending	→	h ɪə r + z ending

[17] Brown, & K. Kondo. Loc.cit.
[18] Nolan, F. J. and Kerswill, P.E. Loc.cit.
[19] Akram., & Quraish, Ahmad.H. Loc.cit.
[20] Rotimi, O. Oladipupo. Loc.cit.

future's	f juː.tʃə r + s ending	→	f juː.tʃə r + z ending
we're	wiː + r	→	wiː + r ending
guide you	gaɪd + tʃu	→	gaɪd + tʃu
Beside you	bɪˈsaɪd + tʃu	→	bɪˈsaɪd + tʃu
Remind you	rɪˈmaɪnd + tʃu	→	rɪˈmaɪnd + tʃu

Table 2: Plural Form of Assimilation

Plural	Conditioning sound		Assimilated sound
Friends	frend +s	→	frend +z

Point the table. 1 was the result of contraction assimilation that the writer found four words have sound with the ending [s]. Two of them were pronounced in voiceless sound /s/, and two of them were pronounced in voiced sound /z/. The difference changes occurred on four types of words in which assimilated sound supposed normal even previous study by Akram & Quraish and Masahiro did not focus on the alteration.[21,22]

Point the table. 2, it was plural form of assimilation. Plural form occurred in voiced which dealt with sound assimilated to the sound /z/ as Voiced is sounded in voiced sound /z/ when the preceding consonant voiced, and devoiced or voiceless when preceded by a voiceless consonant.

Extract 1 show that the changes of sound in two words or phrase termed as contraction assimilation. In this point, the alteration mostly occurred on contraction form as in table 1.

Extract 1. Data Analysis

Song lyric	: '*Cause* **that's** what friends are supposed to do, oh yeah
Contraction	: that's
Assimilated sound	: /ðæts/

[21] Akram., & Quraish, Ahmad.H. Loc.cit.
[22] Masahiro, K..Loc.cit.

Based on the one example of contraction assimilation show, the words “that” and “is” were modified to be “that’s”. Those are sounded in different way by modifying sound based on preceded sound, that if final sound is voiceless, the preceding sound was pronounced ‘/s/’ as in the case. This commonly occurred in the form of progressive assimilation when it was pronounced fast as in a song.

Extract 2 shows the changes of sound in plural form. It occurred when singular changes to plural by adding a letter ‘s’ after it in the case of a friend as singular become friends in plural but the changes of sound ‘s’ to /z/ occurred because the word friend included to voiced, see in extract 2.

Extract 2

Song lyric	: '*Cause* that's what **friends** are supposed to do, oh yeah
Contraction	: **friend<u>s</u>**
Assimilated sound	: /frendz/

As Petra explained that a firmly related point is reformist assimilation of voice with the suffix "s" for plural noun. Then [It] would be articulated as /s/ if the previous consonant is voiceless and as /z/ if the previous consonant is voiced.[23]

Elision Result

The second type of connected speech is elision. Elision alludes to the exclusion of at least one sounds (a vowel, a consonant or an entire syllable) inside a word or at a word limit to amplify articulatory straightforwardness syllables that would be available in the reference type of a word or expression. There were one category of elision found in the song of textbook of curriculum 2013; those were a consonant elision. It occurred 3 times in the song of the following in table 3.

Table 3: Elision of Consonant

Elision of consonant	Normal Speed
middle	Omitted [d] Middle → /ˌmɪd.l/
count	Omitted [t] Count → / kaʊn/
know	Omitted [k] → /noʊ/

[23] Petra, Bc. E..Loc.cit.

Point table.3 indicates to elision of consonant which is omission of phoneme [t], [t], and [k]. Each phoneme appeared 1 times in the song.

Elision of consonants

Elision of consonant occurred 9 times in the song of 'count on me' by Bruno Mars of the textbook of curriculum 2013. There were found some syllabic consonant omitted such as /d/, /k/, and /t/ .etc, see extract 2.

Extract 2 shows the omission of phoneme [k] in the word 'know' sounded /noʊ/. It occurred when a velar [k] in homorganic consonant [n].

Extract 2: Data Analysis

Song lyric	: And I *know* when I need it I can count on you like four three two
Words	: know
omitted sound	: /noʊ/

Syllable consonants occur under the following conditions: 1) when alveolus [t] or [d] is followed by a homorganic consonant [n]; 2) when [p] or [b] bilabial is followed by a homorganic consonant [m]; 3) when velar [k] or [g] is followed by homorganic [ŋ]; 4) when the fricative [f] or [v] is followed by [n]; 5) when a consonant is followed by a parallel [l]; 6) when [t] is followed by [r]. Syllables closed with nasal ([m, n,]) have a nasal dispatch and syllables with a horizontal [l] have a sidelong delivery.

Linking words

The last point, linking words is a cycle association of conclusive sound (vowel or consonant) of one word or syllable with the underlying sound of the following word or syllable. In different words, certain sounds are remembered for the articulation, for the most part between syllables, to ease between segmental changes and to stay away from cacophonies or disarray. In this field investigation, the kinds of connected speech would have been examined. There are two kinds of connectors found, especially consonants to vowels and vowels to vowels. Consonants connected to

vowels occur 29 times while vowel connected to vowel was occurred 3 times as the following table 4.

Table 4: Linking Consonant to Vowel (CV)

Words	→	Linking	Words	→	Linking
stuck in	→	/stʌ**k ɪ**n/	And I	→	/ ən**d aɪ**/
middle of	→	/ˌmɪd.**l.ə**v/	when I	→	/we**n aɪ**/
lost in	→	/lɒs**t ɪ**n /	need it	→	/ni:**d ɪ**t/
dark and	→	/dɑ:**k ə**n/	friends are	→	/frend**z ɑ**:r/
Find out	→	/faɪn**d aʊ**t/	*tossin'* and	→	/tɑ:sɪ**n ə**n/
made of	→	/meɪ**d ɒ**v/	*turnin'* and	→	/ˈtɜ:.nɪ**n ə**n/
count on	→	/kaʊ**nt ɒ**n/	fall asleep	→	/fɑ:**l ə**ˈsli:p/
friends in	→	/frend**z ɪ**n/	existing and	→	/ɪgˈzɪs.tɪ**n ə**n/
And if	→	/ ən**d ɪ**f/	for us	→	/fɔ:**r ʌ**s/
Make it	→	/meɪ**k ɪ**t/	will I	→	/wɪ**l aɪ**/
cares of	→	/ker**z ɒ**v /	day after	→	/deɪ jæf.tə˞/
Fear of	→	/fɪ**r ɒ**v /	*cause* I	→	/kɑ:**z aɪ**/
grove up	→	/groʊ**v ʌ**p/	that it is	→	/ðæ**t ɪ t ɪ**z/
fell in	→	/fe**l ɪ**n /	There are	→	/ðe**r ɑ**:r/
place in	→	/pleɪ**s ɪ**n /		→	

Table 5: LinkingVowel to Vowel (VV) [ʲ] and [ʷ]

Words	→	Linking
we are	→	/wi: ʲ**ɑ**:r /
you and	→	/jʊʷ**ə**n/
Now I	→	/naʊʷ**aɪ** /

Point table 4 indicate to final letter sounded in consonant either in voiced or voiceless, 3 time occurred in consonant phonem [k], 4 times was for phoneme [l], 1 time was for phoneme [t], 4 times was for phoneme [d], 5 times was for phoneme

[n], 4 times was for phoneme [z], 3 times was phoneme [r], 1 time was for phoneme [v], and 1 time was for phoneme [s]. Those consonant preceded single vowel and diphthongs.

Point table 5 show to connected word in vowel to vowel which was occurred in phoneme [ʲ] and [ʷ], phoneme [ʲ] was preceded by [iː] and occurred 1 time in the song. Meanwhile, phoneme [ʷ] was preceded by [ʊ] and occurred 2 times.

Consonant to vowel

It is a tremendous difficulty finding word boundary situations without information on consonants to link vowels and syllables to repeat. At least two words linked together in connected speech may seem like one word. For example, they may hear 'Center' when they are asked to hear 'I will ask him'. They may hear 'Might love' and can't help but think about what kind of helper word will be the point where they are actually asked if they are inclined to 'say love'.

Extract 2 shows that linking consonant to vowel occurred in the word consonant in phoneme [d] meet with phoneme vowel [**aʊ**]. When both met together, it should be pronounced by linking to be /faɪn**d aʊ**t/.

Extract 2: Data Analysis

Song lyric : Find out what **we're** made of
Words : find out
sound linking: /faɪn**d aʊ**t/

Based on the Masahiro says that two words like ‘find’ and ‘out’ linked together become / faɪn**d aʊ**t/ in speech, it sound like one word. Linking occurs where the last consonant connects to the next vowel sound, and the initial consonant goes before a certain vowel sound.[24]

Vowel to vowel

These two wonders are a characteristic method of connecting two words where the first ends in a vowel and the second begins with a vowel.

[24] Masahiro, K..Loc.cit.

When a word ends in /I:/, or a diphthong ends in /I/, speakers regularly display /j/ to make it easier to change to a vowel sound after and when a word ends in /u:/ , or a diphthong is done with /ʊ/, speakers often display /w/ to facilitate progress to vowel sounds after.[25]

Extract 2 shows that the phenomenon occurred in vowel [e] meet with vowel [a], it meant that the word we ends in /e/ speaker adds the sound with /j/.

Extract 2: (Data Analysis)

Song lyric : When we are called to help our friends in need
Words : we are
Sound linking : //wi: ʲ**ɑ**:r/

As clarified by Masahiro, in vowel-to-vowel linking, a junctural [j] float or [w] skim is regularly embedded when a word or syllable is closed in a tense vowel or diphthong and the next word or syllable begins with a vowel.

Frequency Occurrences of Connected speech

The previous section has discussed the three types of connected speech used in a song "count on me" by Bruno Mars in textbook of curriculum 2013. Furthermore, in order to shed some light on the use of connected speech, this section aims to identify the types and realization of connected speech in a song that are found in the textbook of curriculum 2013. For additional subtleties of the events of connected speech, the level of each kinds of connected speech can be found in after table presents the investigation of the examination and it likewise features the recurrence table. 1.

Table 6: Frequency occurrences of connected speech

No	Types of connected speech	The number of connected speech	Frequency	Percentage
1	Assimilation	8	8	19%
2	Elision	3	3	7%

[25] Kelly, G. "How to teach pronunciation" (Edinburgh: Pearson Education Limited, 2000), p.7.

3	Linking	32	32	74%
Total Occurrences		**47**	**47**	**100%**

Table 6 shows that the three types of connected speech have different frequency of occurrence, i.e. assimilation occurred eight times (19%) of the total connected speech types occurrence, elision occurred three times (7%) of total all connected speech types occurrence, and linking occurred thirty two times (74%). In this respect, the type of connected speech with the most frequent occurrences was linking.

DISCUSSION

From all analysis of the connected speech types and realization, it can be discussed that the three types of connected speech have different frequency of occurrence, i.e. *assimilation* occurred eight times (19%), it was mostly occurred in one type of assimilation namely progressive assimilation consisted of seven times for contraction of assimilation and one time for plural assimilation. Contraction assimilation and plural assimilation is the alteration of sound one word or more caused by preceded words either in voiced or voiceless. While, second type of connected speech was found that was elision. The frequency of occurrence was three times (7%) that belonged to elision of consonant, there were three kinds of phoneme found those are phoneme [t], [k], and [d]. elision of consonant is the omission of phoneme in a word or phrase caused by preceded consonant either in double consonant or cluster consonant. Besides, there were two types of connected speech found in linking namely consonant linked to vowel and vowel linked to vowel. Consonant to vowel occurred twenty nine times in phoneme [k], [d], [t]…etc. and vowel to vowel was happened three times in two phoneme [i:] [ʊ] that was sounded a juncture [ˈ] and glide [ʷ]. Yet, the writer was found new thing in one of type of connected speech that was in assimilation of contraction that the changes of sound was limited to phoneme [s] to [z] in the word "that's" in form of voiceless sound as in Masahiro but voiced or voiceless sound when meet with phoneme [r], it can be sounded [r] in the word "we're".

Furthermore, that result shows that the finding was three types of connected speech; it was less than ninth types of connected speech as proposed on recent study. It can argue that English teachers in teaching song in Junior High School should fulfill all features of connected speech. Therefore, the English teacher should recommend other songs in the curriculum 2013 of textbook which have connected speech features so that various of English song can be mastered quickly especially the way of pronouncing the words.

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