WEAK FORM IN THREE SONGS LYRICS OF WHITNEY HOUSTON PHONOLOGICALLY

A Paper

Submitted to the school of Foreign Language –JIA as a Partial Fulfillment of Requirements for the Degree of Undergraduate Program in English Department

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BEKASI

2016

WEAK FORM DALAM 3 LIRIK LAGU WHITNEY HOUSTON,

SECARA FONOLOGI

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui bunyi suku kata (syllable) yang tidak ditekan pada saat pengucapan satu kata, dengan menganalisis Weak Form yang mengandung bunyi unstressed dari lirik lagu Whitney Houston. Penelitian ini juga digunankan untuk menolong banyak orang dalam memahami bentuk lemah dari suatu kata, terutama bagi para pemula bahasa inggris. Implementasi dari penelitian ini dilakukan dari bulan Maret hingga Juni 2016. Jenis penelitian ini adalah kualitatif deskriptif, instrument yang digunakan dalam penelitian ini umumnya adalah penulisan sendiri didukung dengan berbagai macam referensi yang diperoleh dari buku mengenai Weak Form, Syllable ,Stress, dan beberapa buku fonologi lainnya. Di dalam penelitian ini penulis menggunakan teori Peter Roach, Alan Crutten, dan Mehmed Yavas Mengenai Weak Form dan penjabarannya. Hasil penelitian ini menunjukkan bahwa ada banyak kata yang mengandung bentuk lemah secara fonologi pada saat pengucapan kata tersebut. Dan penulis menemukan 44 Weak form dalam 3 lirik lagu Whitney Houston.

Kata Kunci: Bentuk lemah, Suku kata,Penekanan (intonasi).

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ABSTRACT

This research is aimed to know the sound of the syllables (syllable) which is not on tap at the time of the pronunciation of the word, by analyzing Weak Form containing unstressed sounds of Whitney Houston song. The study also used to help people in understanding the weak form of a word, especially for the beginner of English language. Implementation of this research was conducted from March to June 2016. The research is a qualitative descriptive, instrument used in this study generally is the writing itself is supported by a wide range of references obtained from books on Weak Form, Syllable, Stress, and some phonology books more. In this study the author uses the theory of *Peter Roach, Alan Cruttenden, and Mehmed yavas* Regarding Weak Form and elaboration. The results of this study indicate that there are a lot of words that contains a weakened form phonologically when pronouncing the word. And the authors found 35 Weak form in 3 Whitney Houston songs lyrics.

Key Words: Weak form, Syllable, Stress

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MOTTO AND DEDICATION

MOTTO:

"THEREFORE ALL THINGS WHATSOEVER YE WOULD THAT MEN SHOULD DO TO YOU, DO YE EVEN SO TO THEM: FOR THIS IS THE LAW AND THE PROPHETS"(MATTHEW 7:12)

"LIFE TO LOVE, LOVE TO LIFE, BEECAUSE WITH LOVE YOU CAN GET EVERYTHING IN YOUR LIVE"(Anonimous)

DEDICATION:

This paper is dedicated to my beloved mother and father, my brother.

ACKNOWLEDGEMENTS

First of all, the writer would like to thank to Jesus Christ for all blessing and loving. It is impossible for the writer to finish this paper.

This paper writing is to fulfill one of the requirements for taking undergraduate program (S1) of English department of school of foreign languages JIA.in this paper, the writer analyses "Weak Form in Three Song Lyrics of Whitney Houston"

During the research, the writer uncounted a lot of hardship and difficulties both finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express her thankfulness to all the following people who have advised and supported data and information to finish this paper, especially to:

1. Drs. H. Sudjianto, M.Hum., the chairman of The School of Foreign Language STBA – JIA Bekasi.
2. Elsan Arvian,SS. M.Hum., as the first advisor for his guidance, helpful correction, time, and kindness so that this paper is completed.
3. Rani, SS., MPd., as the second advisor for advice, suggestion and giving motivation.
4. Imron Hadi,SS. M.Hum., as the writer"s academic supervisor for his guidance and motivation from the first semester to the last semester.
5. All the lecturers and staffs of STBA-JIA for their guidance during the study and support during her study.
6. My beloved parents and my brother for giving support and prayers.
7. All friends at STBA JIA Bekasiespecially for Evening Class for our togetherness, support, laugh and prayer.
8. Everyone who helps the writer in writing this paper.
1. Finally, the writer hopes this paper will be useful especially for herself and generallly for the readers.

Bekasi, July 2016

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Linguistics is the scientific study of language, linguistic can lead people to understand how words have a lot of meaning, variety, and use. If people talk about linguistics, it is the same as they talk about language, a communicative system which can connect a society to another society. Language is important tool for communication People cannot do their activities without using language not only is that language an important component of identify and culture for many groups but also maintaining their distinct identify and culture is usually important to a minority group or member's self-esteem and this will affect the degree of success achieved in the society.

Kreidler (1998:3) said "Linguistics is concerned with identifying the meaningful elements of specific languages". It means that each word which is used has complex meanings if the word is described by the modulation of speaker voice and the processes that the hearers or the readers join it with the word that already exist. The ability of human being to talk it is the one of the use of language. Because language is also a media for people to deliver their idea and feeling. It is difficult for people to live without language. People communicative with others directly or indirectly in the spoken and written

form. So language is an important thing of communication in life and it can't be separated.

There are many language use in international communication that one of them is English. English is a world language and an international language, it is formally learn in many countries in the world there are two factors that cause the present day world status of English. First, historically it is because of the expansion of Britis colonial power, which peaked towards the end of 19th century. And for external economic reason, it is because of the emergence of the United states as the leading economic power of the 20th century. The USA's domination economic position acts as a magnet for international business and trade.

Indonesian people learn English to communicate in two forms, in spoken and written form, Indonesian assumes that languages is foreign language, and learn it for the second language. So, the Indonesian feels difficult to accept it. If someonewants to learn English very well, she shouldknow four skills. They are listening, speaking, reading and writing. Today we are aware of spoken languages that have became extinct mainly because the people that culture, were incorporated or annihilated by others. We also know that all modern languages have its origin in similar older versions of somewhat different vocabulary, grammar and pronunciation e.g. old English, old German, Orthodox Greek, and Latin who now is not used as a spoken language anymore but has richly contributed to so many languages and for that matter culture.

Language is a sign system of sound used by human being in purpose of communicating to each other. Though it is true that every normal human being is able to use language, it is miss leading to compare this with his ability to eat run and walk. All these abilities are passed on to us by Genetic transmission: we receive them by way of the gens that we inherit from our parents. In the case of language, however, it is only the ability to talk and understand that we inherit genetically. The particular Language that we speak are passed on to us not by genetic transmission but by cultural transmission. That is to say, a language is something that we learn and are taught, not something that we know by instinct. Man's ability to use language far surpasses that of any other living being.

When talking about study of the linguistic meaning of morphemes,words, phrase and sentences, it is certainly talking about semantics. But when talking about speech organization,or learn about phoneme, the formation of sound, stress,etc. of Course it is only available in phonology. Which is basically learnt in the formal college. Phonology is the study of the sound systems in language; studies, being what they are, aim to provide us with methods of analysis which in this case means of spoken utterances which provide us with a deeper insight into how each language works.

Phonology is simply known as a study of how sounds interact in various languages.This is aimed to present information to the context of a general theory about speech sounds and how they are used in language .As Yule (2010:42) stated that phonology is concerned with the abstract set of sounds

in language which allows us to distinguish meaning in the actual physical sounds we say and hear. It can be assumed the phonology can permit speakers to produce sounds which meaningful utterances to be accepted the listeners well. According to David Odden (2005:2-4) Phonology is one of the core fields that composes the discipline of linguistics, which is defined as the scientific study of language structure.

Phonology is a sub-discipline of science in the science of language or linguistics who talked about the sounds of language. Specifically talking about the pure phonological function, behavior and organization of sounds as linguistic elements. The sound of language is the sound produced by human vocal organs. Phonological task as one of the sub-disciplines of language or linguistic are assessing the nature of the symbol of the presence of sound or giving of the symbol formal core of language, connect the noise with the symbol of form that determines its place in relation to other aspects of overall description.

Phonology has broad sciences such as the understanding of phonemes, allophone,manner of articulation,place of articulation, classification of voice and voiceless consonants and classification of phonemes as vowels and consonants. One of part of features of pronunciation is phonemes. Each word differs from the other words in both form and meaning. Phoneme could be called as the sub-division of phonology. Phonological divided into phonetics and phonemics, phonetics is a science that deals with the sound of human

language. It is normally divided into three sub-branches, namely, acoustic phonetic, auditory Phonetic, and articulatory phonetics.

There are only a dozen or so features needed to describe every speech sound in every human language. All the language in the world sound so different from language to language. As Fromkin and rodman (1998:253) said phonology is the study of how speech sounds from patterns. Phonology tell us what sounds are in a language, how they do and can combine into words, and explains why certain phonetic features are important to identifying a word.

Therefore, when the language are not phonologically identical this can lead a serious problem in speaking and make understanding for listeners, it has been approved by experts certainly, the English learners certain possible to get some benefit things in the life and also written in the phonology books. This is not only limited to certain subject but also for another science.Phonology considers some specific aspects of sound structure that would be part of a phonological analysis such as the sounds of a language, rules for combining sounds, and variations in pronunciation.

As the writer takes the phonology for the research, it means that already comprehended the weak forms. If in the syllables discussed the difference between strong and weak syllables in English, we can have now moved on from looking at syllables to looking at words, and we will consider certain well-known English words that can be pronounced in two different ways; these are called strong form and weak form, but in this paper the writer focus on weak form.

It is possible to use only strong forms in speaking,and some foreigners do this. Usually they can still be understood by other speakers of English, so why the writer takes this topic, there are two main reasons: first, most native speakers of English find an " all-strong form" pronunciation unnatural and foreign-sounding, something that most learners would wish to avoid. Second, and more importantly, speakers who are not familiar with the use of weak forms are likely to have difficulty understanding speakers who do use weak forms; since practically all native speakers of American English use them, learners of the language need to learn about these weak forms to help them to understand what they hear.

These function words are words such as auxiliary verbs, prepositions, conjunctions,etc. all of which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced and their weak forms. It is important to remember that there are certain contexts where only the strong forms is acceptable, and others where the weak form is the normal pronunciation .The simple reasons why the writer takes this topic are; first, how important learning phonology concerned about study of how to produce sounds that is also related to oral speaking ability as a symbol for English students in the university. It has been proved by the phenomenon of the writer in his collect.

In fact, there is a little amount of researches discussing about phonology is also a part of linguistics sciences which must be learnt by formal students in the university. Concerning about those phenomenon,the writer finally

decides to do the research about phonology as an expectation in order to be useful for the learners. It can be described when there is no one who interests and does the similar research anymore, an image of the English linguistics students in the formal college will probably fade, except as English learners only.

B. The Scope of the Problem

The scope of the problem in this paper is observed and focused on the findings of weak form which consist of stressed and unstressed to know how the words are weak or weak form in meaning phonologically and scientifically.Those weak form are taken from the Song Lyrics by Whitney Houston.

This study decided to use the theory of Peter Roach in English phonetics and phonology for this analysis, because Peter Roach explaining about Weak Form more complex than the other author and understandable with a number of examples in it that, really help to complete this study.

C. The Question of the Study

Base on the background above, the study of the Stress to find the Weak form phonologically is formulated as following questions:

1. How often does the Weak form occur in Whitney Houston's Song Lyrics

2. What are the most words which can be analyzed in the Song Lyrics

D. The Objective of the Research.

The objectives of the research in this paper are aimed at:

1. To find the Weak Form of words in the song Lyric by Whitney Houston

2. To see the most common words can be analyzed in the song Lyrics

E. The Significance of the Research

The outcome of this research is expected to give valuable contributiontheoretically on comprehension of figurative language terns as Weak form in linguistics works. The result of the research expected to be useful. That is why the writer attempts the significance of the research as follows. For the writer:

The writer will have well understanding and comprehension about how the word can pronunciation with unstressed role. Because,some people cannot explain how the words sounds can have unstressed.

Therefore, the writer expected that the research can give much advantage for him and it can develop the writer's skill and knowledge himself. For the readers: The writer hopes that the readers will get much advantage from this paper, such as unstressed of the words and its meaning through this comprehension, the writer believes that it will be useful in understanding some linguistics work.

F. The Systematic of the Paper

The systematic of the paper means to present the paper in well-edited composition. This paper is divided into five chapters. Those are:

CHAPTER I, INTRODUCTION**:** this chapter explains about the background of the research, the objective of the research, the significance of the research, and the systematic of the paper.

CHAPTER II, THEORETICAL DESCRIPTION: This chapter consists of some theories taken from many references to support the research such as Weak form analysis of distinctive units to find the weak form phonologically.

CHAPTER III, METHODOLOGY OF THE RESEARCH: This chapter explains about subject of the research, method of the research, instrument of the research technique of data analysis, and procedure of the research

CHAPTER IV, RESEARCH FINDINGS AND DISCUSSION: This chapter gives explanation about the data description, the data analysis, the data interpretation, and the discussion trough the research

CHAPTER V, CONCLUSION AND SUGGESTION: This chapter gives the summary from all chapters and some suggestion related to the result of the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Phonology

Communities using set of sounds for language including phoneme forming a word, from words to phrases, into clauses from and arrive at sentences that have meaning and can understand. Phonemes are defined with reference to two principal criteria: a. phonetic similar and b. Distribution (subject to the overriding criterion, which finds its application in all theories of phonology, of functional contrast: see below).

As we saw in the previous section, phonetic similarity is a matter of more or less, and is multidimensional. it follows that particular speed sound may be similar to second speech –whilst sound on one or more dimension , differing from it and being similar to third speech-sound on one more other dimension. Crystal (1997:365) defined that it is a branch of linguistics studying the sound of language. Out of the very wide range of sounds the human vocal app.

According Katamba, phonology is a branch of linguistic that examines how sound is used systematically in different languages to form words and speech (Katamba, 1989: 1). That are reflected by the three major branches of phonetics: (a) Acoustic phonetics: the study of the physical properties of speech sounds using laboratory instruments; (b) Auditory phonetics: the study of speech perception; (c) Articulator phonetics: the study of speech production.

Related to statement above, languages have different accents. They are pronounced with different way by people who have different geographical places. For example in using English, there are Britain countries that also use English language, but not most of them have accents. As Roach (1998:4) explained that talking about accents in English, the foreigner should be careful about difference between England and Britain; there are many different accents in England, but the range becomes very much wider if the accents of Scotland, Wales and Northern Ireland (Scotland and Wales are included in Britain and with Northern Ireland from the United Kingdom) are taken into account. The sounds are organized into a system of contras, which are analyzed in terms of phonemes, distinctive features or other such phonological units, according to the theory used.

The aim of phonological is to demonstrate the patterns of distinctive sound found in language, and to as general statements as possible about the nature of sound systems in the languages of the world. The student of phonology is known as a Phonologies the tern has also been applied to the study of analogous contrasitivity in sign languages In linguistic theories, phonology is seen in of two main ways; (a) as a level of linguistic organization, contrasted with the levels of phonetics, grammar (the phonological component), contrasted with various other components (e.g. syntactic/semantic in early generative grammar; covert in the minimalist programmer).

Whiten phonology, two branches of study are usually recognized: segmental and supra segmental. Phonology is the study of the organization and structure of the sound of language. Like most areas of grammar, it deals both with universal and language-specific principles. all spoken human language make all (or virtually all) their words with combination of consonant and vowels, and language groups those sounds into units called syllable, and generally, groups syllable into larger groups called feet. these constitute universal aspect of phonology , although the reader will notice hedges even within these statements, phonology deals with what languages do with those sound-how they select certain sounds, how those sound are fitted into their environments and how they are constructed into larger and larger units, such as syllables, feet, words and so on.

Phonetic relationship that related and contrast words and other linguistic units the student of phonology is known as Phonologies. Yule (2010:42) defined "Phonology is essentially the description of the system and pattern of speech sounds in a language". It is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language. Because of this theoretical status, phonology is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds. Phonology is about the underlying design, the blueprint of each sound type, which serves is as the consonant basis of all the variations in different physical articulation of that sound type in different contexts.

B. Phonetics

In most fields of study, language is thought of principally in terms of the written word, for it is in this form that we usually make permanent records of important ideas. Relatively little attention is spared for something as fleeting and unremarkable as spoken conversation. In linguistics, however speech, rather than writing, is regarded as more central to human language, for several reasons. First, humans have probably used spoken languages for 100,000 years, perhaps longer. While phonology investigates the mental system for representing and processing speech sounds within particular languages, phonetics deals with measurable, physical properties of speech sounds themselves, i.e. precisely how the mouth produces certain sounds, and the characteristics of the resulting sound waves.

The understanding of phonological patterns cannot be done without the raw material, phonetics. In order to be able to come up with reliable phonological descriptions, we need to have accurate phonetic data. Thus, students and professionals who deal with the patterns of spoken language in various groups of speakers (linguists, speech therapists, and language teachers) need a basic knowledge of phonetics. Phonetics is the study of the sounds of human language, can be approached from three different perspectives. (Mehmet yavas 2011:2) Articulators phonetics deals with the physiological mechanisms of speech production. Acoustic phonetics studies the physical properties of sound waves in the message. Auditory phonetics is concerned with the perception of speech by the hearer.

The exclusion of auditory phonetics is basically due to the practical concerns of the primary readership as well as the little information available about the workings of the brain and speech perception. Phonetics, on the other hand, is about the concrete, instrumentally measurable physical properties and production of these cognitive speech sounds. (David Odden 2005:4) that being the case, we must ask a very basic question about phonetics. To know about study of "sound" in language, what are sounds and how does one represent the sound of language.

C. SYLLABLE

The segments of a language are the consonants and vowels. The supra segmental, Comprise several linguistically important phenomena which are not segmental, such as length, stress, pitch, and intonation. The term supra segmental derives from the fact that these elements often extend over a string of segments. Supra segmental are often defined in terms of syllables.

The syllable is a phonological unit of organization containing one or more Segments (Henry Rogers 2000:256) Syllables are found in all languages; that is, all languages organize sounds in terms of syllables. They are usually easy to count. Almost everyone will agree that the words *book, table, carnation, particular, lackadaisical,* and *compatibility* have one to six syllables, respectively.

In English a syllable consists of a phoneme or a sequence of phonemes. If the syllable receives word stress it can be associated with meaning and

form what is usually called a word. The syllable is like the sound, seems to be intuitively familiar but on closer inspection turns out to be a very vague notion (Edmund Gussmann 2002:66) The familiarity is largely due to the fact that the term is part of colloquial speech and is often used in discussions where language and language-related issues appear. A case in point are the conventions of breaking words at the end of a line; these are orthographic devices of different sorts and involve the ban, for example in English or German, of breaking certain letter combinations which denote a single sound: *mother* cannot be divided as *mot-her or German *Ba¨ che*'stream, pl.' as *B..ac-.he..   The requirement imposed by such conventions in a variety of languages is that the constituent parts of a broken word should form individual syllables,

1. Number of Syllables

It is generally agreed that speakers of English do not have a great deal of difficulty in identifying the number of syllables in most words. Even in uncommonly used vocabulary such as consumptiveness, docility, divinatory, and cosmographical, decisions are rather quick and unanimous; four syllables in the first two words, and five syllables in the last two. There are, of course, some words where there are disagreements. They belong, however, to certain limited groups. Some of these are due to dialectal differences. For example, the word military has four syllable in American English, while it has three syllables, in British

English. Another group of words that may have different numbers of syllables can result

Generally, all relate to sonorant consonants. In some of these, the number of Syllables will vary depending on whether the nasal consonant is syllabic or not.

D. STRESS

Stress is supra segmental feature of language that is. It occurs simultaneously with segments, a stressed syllable is more prominent than other syllables. Some languages have short and long vowels which do not differ in terms of quality. Some language have pitch prominence, only In English length and loudness and pitch movement are all important indications of stress in a word with two or more syllables. The marking of stress generally encompasses the distinction. Between primary stress, notated with an acute accent [´], and secondary stress, marked with a grave accent [`]; alternatively, raised and lowered ticks[_, _] may be placed before the initial consonants of a stressed syllable. The first syllable of the English word *telegraphic* has a secondary stress and the third syllable has the primary stress: thus the word could be transcribed either as [tɛˋləgr_´fɪk] or as [_tɛlə_gr_fɪk].

It is notoriously difficult to give any simple definition of the acoustics or articulation of stress, and indeed the phonetic realization of stress seems to vary considerably across languages, being expressed in terms of amplitude,

pitch, duration, vowel quality, as well as a host of other properties. Typically, though, stressed syllables have higher pitch and greater duration and amplitude. Notice that when we speak of length here in relation to English we are not talking about the length which distinguishes pairs of vowel phonemes. Any English vowel becomes slightly longer when it receives primary stress. (Rogers 2000: 94) defined stress is a complex auditory impression which the listener perceives as making one syllable more prominent than its neighbor.

A number of different things, either individually or in combination-greater loudness, higher pitch, greater length-contribute to the perception of stress. A tressed syllable in English often has all three these characteristics. In other languages in our transcriptions of English, we will generally mark only three levels of Stress: Primary, econdary, unstressed tertiary stress will occasionally be marked when it is relevant. In rapid speech, syllables with tertiary, and sometimes even secondary, stress are often reduced to unstressed. In extremely slow or careful speech, syllables normally unstressed may acquire tertiary or even Secondary Stress, Generally, every phonetic phrase contains one and only one primary stress.

According to Yavas (2011: 21) Stress can be defined as syllable prominence. The prominence of a stressed syllable over an unstressed one may be due to a number of factors. These may include (a) loudness (stressed syllables are louder than unstressed syllables), (b) duration (stressed syllables are longer than unstressed syllables) and (c) pitch stressed syllables are produced with higher pitch than unstressed). Languages and dialects

(varieties) vary in which of these features are decisive in separating stressed syllable from the unstressed ones

Katamba (198 :53) explained stress is an elusive concept. All stressed (or accented) syllables in a word are more salient than their unstressed counterparts but the phonetic manifestation of stress varies. The prominence of stressed syllables is due to an admixture of raised pitch, greater length and increased intensity of the signal, which is perceived as loudness. In addition, in some languages, e.g. English, stressed vowels retain their full vowel quality while unstressed vowels are reduced to some muffed vowel sound like schwa.

E. Weak form

English words that can be pronounced in two different ways; these are called strong forms and weak forms. As we have seen, each word, in the most common use of the term, has a potential word- stress. Function words often have both a weak and strong form. They usually appear in their weak form when unstressed. But if they are stressed, they necessarily appear in the strong form. grammatical words are words that help us construct the sentence but they don't mean anything: articles, prepositions, conjunctions, auxiliary verbs, etc. these words have no stress, and so they are weakened.(Roach 1998:102) that weakened form is called "weak form" as opposed to a "strong form", which is the full form of the word pronounced with stress.

The strong form only happens when we pronounce the words alone, or when we emphasize them. Weak forms are very often pronounced with a schwa, and so are very weak and sometimes a bit difficult to hear properly. Weak forms are usually distinguished by a change in vowel quality from a border position on the vowel quadrilateral to a central position. The vowel in a weak form is usually the schwa (ə). Weak forms are pronounced more quickly and at lower volume in comparison to the stressed syllables. They are also not central to changes in intonation. Sometimes weak forms are easy to spot, because we use contractions in the spelling to show it:

I am French (strong form), I'm French (weak form)

But usually there is no change of spelling, only the pronunciation is different:

But strong form: /bʌt/ weak form: /bət/

Tell him to go (strong forms /hɪm/ /tu:/ weak form: /teləmtəgəʊ/

As you can see, the grammatical words "him" and "to" are unstressed and have a weak form when pronounced inside a sentence.

Another example, the word 'that' can be pronounced /ðæt/ (strong form) or /ðət/ (weak form) the sentence ' I like that' is pronounced /aɪlaɪkðæt/ (strong form)the sentence 'I hope that she will' is pronounced / aɪhəʊpðət ʃI wɪl / (weak form). there are roughly forty such words in English.

Students who are learning English usually use only strong forms, and their sound is very unnatural. English speakers use weak forms all the time,

every single sentence is full of them, and students find it difficult to understand because they are not used to them, and very often they don't even know they exist.

Table 2.1 The Current List of Weak Form base on Peter Roach and

Alan Cruttenden.

Words	Part of speech	Before consonants	Before vowel
The	Det	ðə	ði
For	Prep	fə	fər
Your	pron (det)	jə	jər
Her	Pron (det)	ə	ər
To	Prep	tə	Tu
There	Adv	də	ðər
Do	Aux, verb	də	du
Are	Aux, verb	ə	ər
Were	Aux,verb	wə	wər

Table 2.2 The Cummon List of Weak Form base on Peter Roach and

Alan Cruttenden.

Word	Part of speech	Weak form
And	Conj	ən,n
But	Conj	bət
That	Conj,det	ðət
Than	Conj	ðən
His	Pro	ɪz
She	Pro	ʃi
He	Pro	hi
We	Pro	wi
You	Pro	Ju
Him	Pro	ɪm
Her	Pro	ə
Them	Pro	ðem
Us	Pro	əs
Be	aux, verb	bi
Been	aux, verb	bɪn
Is	aux, verb	z, s

Had	aux, verb	həd, əd
Have	aux, verb	həv, əv
Has	aux,verb	həz, əz
Did	aux,verb	dəd
Do	aux,verb	dʊ, də
Does	aux,verb	dəz
Can	aux,verb	kən
Could	Aux	kəd, kd,
May	Aux	mɪ,mə
Must	Aux	məst,mst
Will	Aux	wəl, əl
Should	Aux	ʃəd,ʃd,
Would	Aux	wəd,əd
At	Prep	ət
By	Prep	bɪ,bə
In	Prep	ən
Of	Prep	əv, ə
On	Prep	ən
From	Prep	frəm
Up	adv, prep	əp
With	Prep	wəð
Nor	Conj	nər
Or	Conj	ər
So	adv, conj	sə
As	adv, conj,prep	əz
If	Conj	əf
Till	conj, prep	təl
What	Rel	wət
When	Rel	wən
Who	Rel	u, ʊ
Whose	Rel	hʊm
It	Pron	ət,t
Me	Pron	mi,
My	pron, det	mɪ,mə
One	Pron	wən
Any	Det	ənɪ
No	Det	nə
Some	Det	səm
Such	Det	səʧ
This	det,pron	ðəs
Sure	Adj	ʃʊr
Just	Adv	dʒəst
Not	Adv	nət
Come	Verb	kəm

Get	Verb	gət
Go	Verb	gʊ,gə
Said	Verb	səd
Says	Verb	səz
Sit	Verb	sət
Thank	Verb	(ŋ), k
Sir	Noun	sər
Time	Noun	təm
At	Prep	ət

1. The Rules of Strong and Weak forms Occurrence

Function words, which carry rather grammatical than lexical meaning, are often pronounced differently when cited separately and when used in a sentence. In the letter case their vowel can lose its length and quality and a sound can even be omitted. As (Gimson 2008:266) Weak forms are very frequent in the English language. Notes, words such as a, and, as, be, but, her, of, shall, them, we and some others have over 90% weak form occurrence. There are, nonetheless, certain circumstances in which the fully pronounced, strong form of a function word should be maintained. The following list of situations where the strong form is usually used was compiled from works of Roach, Gimson,

2. A Function Word at the end of a Clause

When a function word occurs at the end of a clause, it is in most cases likely to be heard in its strong form. Auxiliary verbs as well as short prepositions such as at, for, from, of, to, although commonly

reduced in the middle of a clause, normally retain their full pronunciation in a clause-final position.

We have /əv/ been very busy. **X** *Have you done it? – Yes, I have /hæv/.*

Wells claims that when function words are syntactically stranded from the element which they are related to, they will be pronounced strongly despite being unstressed:

He islooked at /ət/ my sister. **X** *The girl he looked at /æt/ was my sister.*

The preposition to has a special position among other short prepositions as it is rarely heard in its strong form /tuː/ and mostly occurs in its reduced form /tu/, even when it comes at the end of a clause: Who were you talking to /tu/? It should be said that the preposition to can have two possible weak forms, /tu/ and /tə/, but native speakers perceive the latter pronunciation as unnatural in the final-sentence position (Roach 1998:106).

Similarly, pronouns can be seen as a partial exception to the above mentioned rule as they "are the only weak forms which can end sentences" (Gimson 2008: 268). In the sentence I've heard him the weak form /ɪm/ sounds perfectly acceptable to a native speaker's ear. Roach would probably disagree with the word only in Gimson's statement, he adds that there can also be heard in its weak form /ðə/ at the end of a sentence

3. A Function Word Contrasted With Another Word

In the sentence I got the present for him, not from him the speaker's goal is to contrast the two possible situations – buying the present for somebody and obtaining the present from somebody – and thus avoid or clarify a potential misunderstanding. Therefore, both prepositions will be stressed and will receive their full pronunciation, in spite of their mid-sentence position: */aɪ ˈɡɒtðə ˈprezənt ˈfɔːrɪmnɒt ˈfrɒmɪm* /Another situation where function words are usually pronounced strongly due to the contrast is the case of a co-ordinated use of prepositions (Roach 1998:103):He flies to and from Prague every week. */hi ˈflaɪz ˈtuː ən ˈfrɒm ˈprɑːɡ ˈevri ˈwiːk/*

4. Emphasis

When a person desires to emphasize a certain piece of information, he or she stresses the particular word using a louder voice, higher pitch and clearly pronounced vowels, this tendency naturally includes function words which must be pronounced strongly. When a puzzled wife, whose husband has just told her he does not love her any more, desperately replies But you must love me!, she probably pronounces the word must strongly /mʌst/ instead of using the weak form /məs/ as a consequence of the emphasis given to the modal verb

5. A Function Word Being Quoted

When a function word is being cited or quoted, it usually occurs in its strong form: unfortunately, most of you lost some points because of writing 'and' instead of 'or'. in the given sentence, and and or will be heard as /ænd/ and /ɔː/ although they otherwise frequently occur in their weak form /ənd/ and /ə/. This rule applies to all cases where a function word is quoted and thus loses its usual grammatical function. In the example above, and and or do not serve as coordinating conjunctions but rather refer to a lexical/grammatical mistake.

Wells also mentions a situation when a preposition occurs in the middle of a clause between a weak syllable and a pronoun. Even when such preposition is neither accented nor quoted, it tends to be pronounced in its strong form in order to contribute to regular rhythmical patterns: I'm looking at you. */aɪm ˈlʊkɪŋætju/   X Look at me. /ˈlʊkət mi/*

6. Words Whose Weak/Strong Form Occurrence is Determined by Grammar

There is a small group of function words in English whose strong and weak form occurrence does not follow the above listed rules: some, there, that, who. In the case of these words, it is their particular grammatical function that governs the distribution of the strong and weak

pronunciation. The individual words will be now introduced and followed by a brief commentary.

a. SOME

As Roach and Gimson state, some can have the following different meanings:

1) some before a countable noun meaning an unknown individual – strong form /sʌm/

Some /sʌm/ drunkard must have broken the window.

Some /sʌm/ student has probably crawled in and turned on the lights.

2) some before an uncountable noun meaning an unspecified amount of andbefore a countable noun in plural meaning an unspecified number of – weak form /səm/

I'd like some /səm/ water, please.

We've seen an elephant and even some /səm/ dolphins.

3) some as a pronoun

Gimson reduces the rules concerning the word some by stating that some "doesnot occur in a weak form when used as a pronoun". Although this statement might appear slightly simplified, its core information is valid.

Would you like some coffee? – Yes, I'd love some /sʌm/.

Some /sʌm/ might say that you were cheating.

4) some expressing anger or a positive experience

Some will be pronounced fully /sʌm/ when the speaker wants to express his or her anger, discontent or disappointment as well as when talking about a strongly positive experience.

*I met some /səm/ nice people. **X** Some /sʌm/ people just won't shut up.*

*Let's have some /səm/ lunch, shall we? **X** Well, I must admit that was some /sʌm/ lunch!*

b. THERE

1) there as a demonstrative adverb

Roach claims that when there has a demonstrative function, its pronunciation is never reduced to the weak form. The only correct pronunciation is /ðeə/ or /ðeər/ before vowels.

Look! There /ðeər/ it is!

Don't worry, we'll go there /ðeə/ tonight.

2) there in existential sentences

`Native speakers have a strong tendency to pronounce there in existential sentences in its weak form /ðə/ or /ðər/ before vowels.

There /ðər/ are some twenty people in the dining hall.

There /ðə/ must be someone who can help us.

3) there as an exclamation

There is sometimes used as an exclamation expressing the speaker's satisfaction. In such case there is pronounced strongly

/ðeə/. The pronunciation /ðeər/ is not so frequent as there is usually a short pause between there and the following word.

There /ðeə/! He managed to fix it at last.

c. WHO

Some authors, for instance Roach and, do not list the word who among the most frequent weak forms in English. Others Gimson, do mention the weak forms /uː/, /hu/, /u/ but do not provide any closer details of their use. Wells describes the weak forms of who as occasional and says that they "are used, if at all, only for the relative (not the interrogative)" function of the word.

It is obvious that the weak forms of who are used with greater variability than those of some, there and that, and they depend to a larger extent on the speaker's preference as well as the pace of the utterance. The weak form is, nevertheless, never used in an interrogative meaning.

Who /huː/ is he talking to?

That's the girl who /huː/ gave me freedom.

That's the girl who /uː/ gave me freedom. (Gimson 1991:268)

d. THAT

There are certain differences concerning the depth to which the weak/strong form usage of the word that as well as some of the words mentioned earlier is analyzed. While Roach only mentions the weak form of that used in a relative clause, Swan states instead that

the weak form should be used when that occurs as a conjunction. Gimson, on the one hand, covers both previous possibilities but on the other hand does not list all situations in which the strong form of that must be used.

The following classification supplements the already mentioned That as a demonstrative adjective and as a demonstrative pronoun

In both cases that will only occur in its strong form /ðæt/.

Can you see that /ðæt/ building?

That /ðæt/ Paul you are talking about seems to be a nice guy.

Have you seen that /ðæt/?!

Dear, you don't have to do that /ðæt/.

1) That As an adverb

When that is an adverb it will also be pronounced strongly /ðæt/.

Come on, is it really that /ðæt/ bad?

He couldn't have done it, he is not that /ðæt/ crazy.

2) that as a conjunction

When that functions as a subordinating conjunction and serves as a syndetic link between two clauses, it is most likely to receive the reduced, weak form /ðət/.

He finally understood that /ðət/ there was no perfect girl in the world.

I've always believed that /ðət/ there must be life on another planet.

3) That as a relative pronoun

When that introduces a nominal or adnominal relative clause, it will be pronounced weakly /ðət/.

Is it the same car /ðət/ that you crashed last year?

The things that /ðət/ you like are never those you have.

The structural word that, has two possible pronunciation forms, /ðæt/ and /ðət/.These forms are distributed according to the grammatical function of the word. When pronounced strongly, that contains the low-front vowel /æ/ which undergoes the process of vowel reduction when the weak form is produced. While the rules of weak forms usage may be applied to most function words, in the case of the word that students are also confronted with a more demanding task of assessing its grammatical role.

7. The Function of Weak Forms

It is possible to use only strong forms in speaking, and some foreigners do this. Usually they can still be understood by other speakers of English, so why is it important to learn how weak forms are used? There are two main reasons: first, most native speakers of English find an "all-strong form" pronunciation unnatural and foreign- sounding, something that most learners would wish to avoid. Second, and more

importantly, speakers who are not familiar with the use of weak forms are likely to have difficulty understanding speakers who do use weak forms; since practically all native speakers of British use them, learners of the language need to learn about these weak forms to help them to understand what they hear.

While there are areas of the English language where one may talk about the redundancy of some features, whether it is the relics of older grammatical structures or multiple synonymy, it is hardly ever the case when dealing with pronunciation. Most phonetic phenomena have a pragmatic background and a specific function, and this also applies to weak forms. Kelly notes that instead of labelling the English language as stress-timed, it might be more accurate to place it on an axis "with tendencies to stress-timing at one end and syllable-timing at the other.

A language like English has more of a tendency than some other languages to reduce vowel length and quality in unstressed syllables so tends to the stress-timing end of the continuum" (Kelly 71). It is only logical that in order to achieve or at least approach the regularity of stress occurrence, the unstressed syllables need to be squeezed in between the stressed beats. As a result of this compression their vowels often undergo both quality and length reduction. The function of weak forms can therefore be understood as enabling regular stress patterns and highlighting the prominence of lexical words by the speaker, which may possibly lead to easier deciphering of the core information by the listener.

F. **Song**

Song is a rhythmic sound variety, singing a variety of behavior, way, vaunt. In a human life, people usually hear, listen and sing a song, song is a composition for voice or voices, performed by singing or alongside musical instruments. A song may be for a solo singer, a duet, trio, or larger ensemble involving more voices, song with more than one voice to a part are considered choral works.as they can be classified into many different and random categories.

As Webster, Merriam dictionary said song is a short piece of music with words that are sung the act of singing, (www.merriam-webster.com/dictionary/song).Based on Stephen Rampur in http://www.buzzle.com/articles/types-of-songs.html song is a very important element in music, but is also one of the most prominent elements in the lives will come across several different categories of songs that have a unique mood and touch. As a result of the uniqueness, song cannot be differentiated on the basis of any specific factors. The main reason songs cannot be marked only in one class is because of the differences existing in the type of music, lyrics, and its purpose. Song broadly divided into many different forms, depending on the criteria used. The song also has some types.

They are can be mentioned as follow:

1. Classsical Songs

As the name suggests classical songs are those in which traditional music has a main role.

1. Pop Songs

Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically for the youth culture. The composition of pop songs concentrates more on music technology and recording instead of live performances. Rhythm and effects are two important elements in pop song.

3. Rock Song

Rock song are most popular among teenangers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboards as some of the main instruments. When the instruments are played in sync, they sound energetic along with the vocals.

4. Metal Song.

Metal songs are a bit more hard-sounding than rock songs. These songs have high pitches and screaming vocals, heavy guitar leads and solid drum work. In a majority of metal songs, power chords and riffs are used. They may consist of random lyrics, as the primary focus is on the music.

5.   Country Songs

Country Songs are suitable for easy listening. They mainly consist of clean Lyrics with music pieces using classical guitars and other traditional instruments. Occasionally, solos of instruments like banjo, mandolin, fiddle, and harmonica can also be heard in these songs.

6.   Hip-Hop Songs

In Hip-hop or rap song, the singer recites lyrics in an off-beat manner but with the continuity of the rhythm. These songs Primarily include solid rhythmic beats and synth, with a focus on the way lyrics are sung. Hip-hop songs have become popular not only USA, but all over the world.

CHAPTER III

METHODOLOGY RESEARCH

A. Time and Place of the Research

This research was accomplished for four month. During this term, the writer has researched and got various kinds of books as references needed for the paper. The activities are collecting references, accumulating data and conforming it to the theory. The references are mostly obtained by searching books of linguistics in several libraries. Besides, the references from internet were also used in accomplishing the paper. And this becomes the setting of place where this research is arranged. The time was taken for four months which started from March to June 2016 in Bekasi.

B. Subject of the Research

The data of this research are from three west song by Whitney Houston. They are: *the Greatest love of all, I look to you*, and *Tri it on my own.* Whitney Houston was an American singer and actress whose first four albums, released between 1985 and 1992, amassed global sales in excess of 86 million copies. Her smash single from the bodyguard, a cover of dolly parton's 974 "Greatest love of all," proved to be Houston's biggest hit ever, spending a record-breaking fourteen weeks atop the U.S. chart.

Whitney Houston was born on August9, 1963, in Newark, New Jersey, Whitney Houston released her debut album at age 22 and scored three

number one singles, Whitney (1987) delivered four more number ones and earned Houston her first Grammy. With her marriage to singer Bobby Brown in 1992, Houston's career got off track. She made a comeback with 2009's I look to you. (http://www,biography.com/people/whitney-houston-93448818.)

C. Method of the Research

The method in this study is a qualitative descriptive research for analyzing the Weak Form in the three song of Whitney Houston. As Creswell (2009:4) stated, "Qualitative method is a mean for exploring and understanding individuals or groups that scribe of a social or human problem".

D. Instrument of the Research

The writer focus on qualitative research and instrument of this study is the writer himself, it is mean that the writer as an instrument should be more active search for any materials or necessary supporting data in this research as an instrument. The writer found a variety of data in the form of the three song lyrics by Whitney Houston. Beside that the Writer also collect references such as books and eBooks, the three song lyrics of Whitney Houston will be used as the data source and the subject of research. The writer will take the three song lyrics containing Weak form. Reference books used as the source of the basic theory helps to analyze the data.

E. Technique of the Data Analysis

The descriptive analysis techniques are used by the writer in this study. These techniques are suitable to be used in library study because it gives a clear comprehension for the reader.

1. Descriptive Analysis

2. Qualitative analysis

The writer simply uses some techniques of the data to be analyzed. First, finding out the data by visiting libraries is one of some techniques to obtain the reference of book about phonological knowledge to make credible arguments into theories, especially in chapter II. Second, analyzing the data which are obtained from the object, then classifying into unstressed sound and then classifying into Weak form. Third, the writer will certainly make inference of the research as a result and suggestions to the writer herself, readers and college.

F. Procedure of the Research

Here are the details of procedures of study:

1. **Preparation**

   a. Formulating and limiting the problem

   b. Explaining the purposes of the research

   c. Discussing with the counselors

2. **Implementation**

   a. Listen the Three song of Whitney Houston

b. Searching for the references

c. Collecting the data

d. Processing and analyzing the data

3. Finishing

a. Composing the analyzed data

Before reported the result to be finished, the writer needs to composing the data analysis and after giving mark, gathering the classification of Phonetics, make the table to show the good result.

b. Discussing with the counselors

Discussing with the first and second counselor has been done every timewhether the difficult and did not understand about the procedure and material in this research.

c. Revising the result

During the analysis, the important role for the writer is counselors give some corrections and criticize my mistakes in this paper in hope to minimize some errors and make the writing better.

d. Concluding the result

The final phase to make the readers understand the main focus easily is by arranging the conclusions from all chapters. The writer gives the conclusion of the data she has analyzed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Data Description

The Problem of the research will be answered in this chapter. This chapter presents the analysis of the research findings and discussion. The data are taken from the Song lyrics of Whitney Houston. The song lyrics which will be analyzed consists of unstressed pronunciation which written in those Weak Form in the Three Song Lyrics. Finding data in the Song Lyrics of Whitney Houston are analyzed according to some steps: In the beginning step, choosing three Song Lyrics to analyze. Second step, searching for the Weak Form which consists of unstressed pronunciation, Collecting and marking those data, the last step Analyzing and explaining those data hierarchically. Those data are presented below.

B. Data Analysis

In the data of the research, they are analyzed from the Song Lyrics of Whitney Houston which contains those weak form which have unstressed pronunciation. The Description is listed in the song lyrics that contains those Weak form which own those Unstressed pronunciation to make the interpretation of data analysis easily.

1. **The analysis of The Greatest Love of All**

Datum1: I believ**e the** children **are** our future. (L1)

No	Phrase	Symbols	Weak form
1	The children	/ðə ˈʧɪldrən/	ðə
2	Are our	/ər aʊə/	ər

"**The**…" which I found in this L1 of the first song consists weak form. "The…"Pronounce as weak form before consonant because the word "**The…**" comes before consonant (c) directly, so that we are must to pronounce those words (**the**) in Weak Form before consonant in this sentence. "**Are**…" which can be pronounce as weak form before vowel because the word "**Are.**.." comes before vowel (o)directly, so that we are must to pronounce those words (**Are…**) in weak form before vowel

Datum 2: Teach **them** well **and** let them lead the way (L2)

NO	Phrase	Symbols	Weak form
1	them well	/ðem wel/	/ðem/
2	and let	/ənd lɛt/	/ənd/

"**Them**…" which I found in this L2 of the first song consist weak form."**Them**…" pronounce as weak form in all weak contexts.The word "**Them**" in this sentence comes before consonant (w). "**And**…" can be pronounce as weak form in all weak context except after t,d,,s, z (n). The word "**And**…" in this sentence comes before consonant (l).

Datum3: Show them all the beauty they possess inside (L3)

No	Phrase	Symbol	Weak form
1	They posses	/ðəɪ pɒsi/	/ðəɪ/

"**They**…" which I found in L3 of the first song consist weak form. "**They**…" can be pronounced as weak form inall weak context. The word "**They**…" in this context comes before consonant (p).

Datum4: Give them **a** sense **of** pride **to** make **it** easier (L4)

No	Phrase	Symbols	Weak form
1	a sense	/ ə sens/	/ə/
2	of pride	/əv praɪd/	/əv/
3	to make	tə meɪk/ /	/tə/
4	it easier	/ət 'i:zɪ/	/ət/

"**A**…" which I found in L4 of the first song consists weak form. The word "**A**…" can be pronounced as all weak context. And in this sentence the word "**A**…comes before consonant (s). "**Of**…"which I found in L4 of the first song consists weak form. "**Of**…" can be pronunciation as all weak context. Except in final position.the word ("**Of**…") in this sentence comes before consonant (P). "**To**…" can be pronounce as weak form before consonants, because the word "**To**…" comes before consonant (m). "**It**…" can be pronounced as weak form in all weak context. The word "**IT**…" comes before vowel (e).

Datum 5: Let the children's laughter remind **us** how we used to be(L5)

No	Phrase	Symbols	Weak form
1	Remind us	/rɪ'maɪnd əs/	/əs/

   "**us**…" which I found in this L 5 of the first song consists weak form. " **us**…" can be pronunciation asall weak context.The word "**us**…" in this context directy comes before consonant (h).

Datum6: Everybody's searching **for** a hero (L6)

No	Phrase	Symbols	Weak form
1	for a	/fər ə/	/fər/

   "**For**…" which I found in L6 in this first song consist weak form. The word "**For**…" can be pronounce as weak form before vowel, because the word "**For**…" in this sentence comes before vowel (a).

Datum 7: People need somebody to look up to (L7)

No	Phrase	Symbol	Weak form
1	up to	/əp tə/	/əp/

   "**Up**…" which I found in this L7 of the first song consists weak form. "**Up**…" can be pronunciation as weak form in all weak context. The word "**Up...**" in this context comes before consonant (t).

Datum 8: I never found everybody who fulfilled my needs (L8)

No	Phrase	Symbol	Weak form
1	Who fulfilled	/ˈu fʊlˈfɪld/	/u/

"**Who**…" which I found in this L 8 of the first song consists weak form."**who**…" can be pronounce as weak form in all weak context. The word "**Who**…" in this sentence comes before consonant (f)

Datum 9: a lonely place to be and so I learned to depend on me (L9)

No	Phrase	Symbol	Weak form
1	So I	/sə i/	/sə/
2	on me	/ən mi/	/ən/

"**So**…" which I found in L9 as the first song can be pronounced in weak form. The word "**So**…"pronounce as all weak context. And in this context the word "**So**…" comes before vowel (i). "**On**…" can be pronounce as all weak context. And in this sentence the word "**On**…" comes before consonant (m).

Datum 10: Never to walk in everybody shadows (L11)

No	Phrase	Symbol	Weak form
1	In everybody	/ən ˈɛvrɪbɒdi	/ən/

"**In**…" which I found in L11 as the first song consist weak form. The word "**In**…" can be pronounce as all weak context, and in this sentence "**In**…" comes before vowel (e).

Datum 11: At least I lived as I believed no matter what they take from me (L13)

No	Phrase	Symbol	Weak form
1	no matter	/nə mætə/	/nə/
2	What they	/'wət ðəɪ/	/wət/
3	as I	/ əz i/	/əz/

"**No**…" which I found in L13 as the first song consist weak form. The word "**No**…" can be pronounce in all weak context. And this sentence "**No**…" comes before consonant (m). "**What**…" can be pronounce in all weak context. And in this sentence the word "**What**…" comes before consonant (t). "**As**…" can be pronounce in all weak context. And in this sentence the word "**As**…" comes before vowel (i)

Datum 12: Because the greatest love of all is happening to me (L15)

No	Phrase	Symbol	Weak form
1	is happening	əs hapənɪŋ	/əs/

"**Is**…" which I found in this L15 as the first song consist the weak form. The word "**Is**…" pronounce in all weak context. And in this sentence the word "**Is**…" comes before consonant (h).

Table 4.1 Weak form Findings base on The Greatest Love of all

No	Types of Weak form	Total	Place
1	Weak form before consonant	2	L1, L6
2	Weak form before vowel	2	L1, L6
3	All Weak context	16	L2(2), L3, L4(3), L5, L7, L8, L9(2),L11, L13 (3) L15
	Total	20	20

2. **The Analysis of The I Look To You**

Datum 1: As I lay me down heaven hear me no (L1)

No	Phrase	Symbol	Weak form
1	Me down	/mi daʊn/	/ mi /

"**Me**…" which I found in L1 as the second song consist weak form. The word "**Me**…" pronounce in all weak form. And in this sentence "**Me**…" comes before consonant (d).

Datum 2: winter storm have come and darkened my sun (L3)

No	Phrase	Symbol	Weak form
1	Have come	/həv kəm/	/həv/

"**Have**…" which I found in L3 as the second song consist weak form. The word "**Have**…" pronounce in all weak context, and in this sentence "**Have**…" comes before consonant (c).

Datum 3: After all that I've been through whoon earth can I turn to (L4)

No	Phrase	Symbol	Weak form
1	I turn	/ɪ tən/	//
2	Been through	/ bɪn θruː/	/bɪn/
3	Can I	/kən ɪ /	/kən/

"**I**…" which I found in L4 as the second song consist weak form .the word "**I**…" pronounce in all weak context. And in this sentence "**I**…" comes bofore consonant (t).

"**Been**…" pronounce in all weak context, and in this sentence comes before consonant (t).

"**Can**…" pronounce in all weak cntext. And in this sentence the word "**Can**…" comes before vowel (i).

Datum 4: After all my strength is gone in you I can be strong (L6)

No	Phrase	Symbol	Weak form
1	My strength	/məɪ strɛŋθ/	/məɪ/
2	Be strong	/ bi strɒŋ/	/bi/

"**My**…" which I found in L6 as the second song consist the weak form.the word "**My**…" pronounce in all weak context, and in this sentence the word "**My**…" comes before consonant (S).

"**Be**…" pronounce in all weak context, and in this sentence the word "**Be**…" comes before consonant (s).

Datum 5: I look to you, I look to you (L7)

No	Phrase	Symbol	Weak form
1	You I	/ju ɪ /	/ju/

"**You**…" which I found in L7 as the second song consist weak form, the word "**You**…" pronounce in all weak context. And in this sentence "**You**…" comes before vowel (i).

Datum 6: And when melodies are gone in you I hear a song (L8)

No	Phrase	Symbol	Weak form
1	When melodies	/wən mɛlədi/	/wən/

"**When**…" which I found in L8 as the second song consist weak form, the word "**When**…" pronounce in all weak context. And in this sentence "**When**…" comes before consonant (m).

Datum 7: about to lose my breath there is no fighting left (L10)

No	Phrase	Symbol	Weak form
1	There is	/ðər əs/	[ðər/

"**There**…" which I found in L10 as the second song consist weak form, the word "**There**…" pronounce in all weak context, and in this context "**There**…" comes before vowel (i).

Datum 8: led to my regret and I don't know if I'm go and make it (L13)

No	Phrase	Symbol	Weak form
1	If I'm	/əf im/	/əf/
2	Go and	/gə ənd./	/gə/

"**If**…" which I found in L13 as the second song consist weak form. The word "**If**…" pronounce in all weak form. And in this sentence the word "**If**…" comes before vowel (i).

"**Go**…" pronounce in all weak context, and in this sentence the word "**Go**…" comes before vowel a.

Datum 9: nothing to do but lift my head (L14)

No	Phrase	Symbol	Weak form
1	But lift	/bət lɪft/	/bət/

"**But**…" which I found in L14 consist weak form. The word "**But**…" can be pronounce in all weak context, and in this sentence "**But**…" comes before consonant (l),

Datum 10: my levees are broken my walls are **come** down on me (L15)

No	Phrase	Symbol	Weak form
1	Come down	/kəm daʊn/	/kəm/

"**Come**…'' which I found in L15 consist weak form, the word "**Come**…" pronounce in all weak context. And in this sentence "**Come**…" comes before consonant (d).

Table 4.2 Weak form Findings base on *of The I Look To You*

No	Types of Weak form	Total	Place
1	Weak form before Consonant		-
2	Weak form before vowel	2	L7. L10
3	All weak context	11	L1, L3, L4(3), L6(2), L13(2), L14, L15
	Total	13	13

3. **The Analysis of "Tri It on My Own"**

Datum 1: I'm not the foolish girl **you** used to know (L1)

No	Phrase	Symbol	Weak form
1	You used	/ jə ju:zd/	/jə/

"**You**…" which I found in L1 thrid song consist weak form. The word "**You**…" pronounce in all weak context. and in this sentence. "**You**…" comesbefore vowel (u).

Datum 2: and I **should** know (5)

No	Phrase	Symbol	Weak form
1	Should know	/ʃəd nəʊ/	/ʃəd/

"**Should**…" which I found in L5 as the thrd song consist weak form, the word "**Should**.." pronounce in all weak context except in final position, and in this sentence "**Should**…" comes before consonant (k).

Datum 3: and I am not afraid to try it on my own (L8)

No	Phrase	Symbol	Weak form
Am	Am not	/əm nət/	/əm/

"**Am**…" which I found in L8 consist weak form, the word "**Am**…"

pronounce in all weak context. And in this sentence "**Am**…" comes

before vowel (i).

Datum4: I don't care if I'm right or wrong (L9)

No	Phrase	Symbol	Weak form
1	or wrong	/ ər rɒŋ/	/ər/

 "**Or**…" which I found in L9 consist weak form, the word "**Or**…"

pronounce in all weak context. And in this sentence "**Or**…" comes

before consonant "w…"

Datum 5: Time for me to do it on my own (L12)

No	Phrase	Symbol	Weak form
1	Time for	/təm fər/	/təm/

"**Time**…" which I found in L12 as the thrd song consist weak form. The

word "**Time**…" pronounce in all weak context. And in this sentence

"**Time**…" comes before consonant (f).

Datum 6: it's over now (L14)

No	Phrase	Symbol	Weak form
1	It's over	/əts ˈoʊvər/	/əts/

"Its…" which I found in L14 as the thrd song consist weak form. The word "Its…" pronounce in all weak context. And in this sentence "Its…" comes before vowel (o).

Datum 7: Ican not go back living through your eyes (L15)

No	Phrase	Symbol	Weak form
1	Go back	/gə bak/	/gə/
2	Not go	/nət gə/	/nət/
3	Your eyes	/ru jər/	jər/

"**Go**…" which I found in third song consist weak form, the word "**Go**…" can be pronounce in all weak context, and in this sentence "**Go**…" comes before consonant (b).

"**Not**…" can be pronounce in all weak context. And in this sentence "**Not**…" comes before consonant (g).

"**Your**…" can be pronounce as weak form before vowel. And in this sentence the word "**Your**…" comes before vowel (e).

Datum 8: Too many line and if you don't know by now (L16)

No	Phrase	Symbol	Weak form
1	Too many	/tu' menɪ/	/tu/

 "**Too**…" which I found in L16.consist weak form. The word "**Too**…" can be pronounce as all weak context. And in this sentence "**Too**…" comes before consonant (m).

Datum 9: I can't go back to being someone else anymore not(L17)

No	Phrase	Symbol	Weak form
1	Anymore not	/ənɪmɔːr nət/	/ənɪ/

"**Anymore**…" which I found in L17 as the third song consist weak form. The word "**Anymore**…" can be pronounced in all weak context. And in this sentence "**Anymore**…" comes before consonant (n).

Datum 10: can't stop me now, I have just begun (L27)

No	Phrase	Symbol	Weak form
1	Have just	/həv dəst/	/dəst/

"**Just**…" which I found in L27 as the third song consist weak form. The word "**Just**…" can be pronounced in all weak context. And in this sentence "**Just**…" comes before consonant (j).

Table 4.3 Weak form findings Base on *Tri It on My Own*

No	Types of linking words	Total	Places
1	Weak form before Consonant	-	
2	Weak form Before Vowel	1	L1
3	All Weak Context	11	L5, L8, L9, L12, L14, L15(3), L16, L17, L27.
Total		12	12

C. Data Interpretation

In finding of the research, it showed the result forms of weak form in three song lyrics of Whitney Houston. In the case frequency and percentage of the forms of song technique in words are describe. The purpose is to make easier in deserting the frequency and the percentage of it. The description of the linking technique in words in the following combination table

Table 4.4 Combination of the three song lyrics which consists of

Weak form

No	Type of Weak form	Total	
1	Weak form before consonant	2	L1,L4
2	Weak form before vowel	4	L1,L6,L7,L10
3	All weak context	38	1. L2 (2), L3, L4 (3), L5,L7,L8,L9 (2),L11,L13 (3), L15. 2. L1, L3, L4 (3), L6 (2), L13 (2), L14, L15. 3. L5, L8, L9, L12. L14, L15 (3), L16, L17, L27
	Total	44	44

D. Disscussion

From table above, the writer discussed of combination of the three song of Whitney Houston which consist of weak form. Base on the table *The Greatest Love All, I Look To You, Tri It on My Own,* I found from first song

11 weak form in all weak context, 11 in the second song, and 16 in the third song.

On the table in the first column of second song and in the first column of the third song, there is not weak form before consonant. But in the first column of first song can 1 weak form before consonants.

In the second column of the first and the second song can 2 weak form before vowel in each column, but in the second column of third song only 1 weak form before vowel. As we know most of the songs are not perfect, especially song of Whitney Houston, while on the track, many associated with this type of weak form, much less attention although it also has an important role in linguistics as well as in linking word.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and discussing data usage of Weak form as a topic in previous chapter, it has been concluded in some conclusions.

In this chapter, the writer finally makes conclusion based on references contained in provious chapters that Weak form occurs in Schwa sounds, Preposition, auxiliary verbs, conjunction, some of verb, det. And the writer conclude there is 3 types of weak form which can pronunciation as follows:

1. Weak form before consonant

2. Weak form before vowel

3. Weak form in all weak context

The writer also consider that the weak form being discussed is absolute from the phonologist, so there is no weak form made by the writer herself in this research besides encouraging readers to analyze and classify weak form.

Base on analyzing of the three song, the sum of weak form is forty fife which every number has different weak form although have same the types of weak form. The weak form is mostly dominated by all weak context with thirty eight of number while weak form all weak context.

B. Suggestion

Related to finding and discussion in previous chapter, there some points that need to be paid attention. In analyzing Weak form of compression such in phonology, it needed to understand the word which pronounced with unstressed e.g. such preposition, aux, and conjunction. In this last subchapter , the writer will give suggestion based on his experience during writing this research .

1. For the student

Phonology is not certainly learnt by people who are taking informal course of English. So, it will be normal if they keep thinking that this not an importance of learning English itself. In this case, the writer encourages students who are taking education of English to learn about phonology which should be a must as well as learning other linguistic. Because, what writer experienced is same with students who are also learning about to be understood at the beginning. Gradually the writer could finally what this subject learnt about. The writer assumes that everything will difficult if there is no effort to do, well as every lesson which never tried to be learnt .so the writer expects the student to be interested in learning in phonology . More ever, they can make same phonological paper such the writer did.

2. **For the college**

   During writing this research, the writer had to do routine activity by visiting difference universities to find references. It is caused by lack of reference books which is had by library in the college especially the references are related to writer research.

   In order to make students easier in doing their research, the writer suggest college to provide more books of phonology in this case. The lack of reference of books may be problem why the students have less interest in learning phonology, because the result which is got from study in the class cannot be easy understood by students without brushing up from themselves at home by using those books.

   The writer assures that the quality of collage is supported by facilities, and the library is one of them. By completing those material the college means to enhance the quality of collage itself. While for students doing the research, they must not waste their time to find references by visiting other universities.

3. **For the lecture**

   Several things in learning phonology are how to learn articulatory organ. This the writer considers that comprehending those materials is not only spoken by the lecture , but also need additional facility such as sound resulted by using in-focus laptop or even statue showing parts of sound production .

During learning phonology in class the writer did not feel what she expect like above. The sufficient materials given by lecture were not easy enough to be understood even it was only an obstacle instead, so the writer assumes that this case is also a problem besides phonology itself is difficult enough to be learnt.

The writer suggests that what she wants can be implemented by lecture later, the facilities mentioned will be the way to make students easier how sounds produced, and where they lie on. I it has been realized, the study activity of phonology can probably run.

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BIOGRAPHY

The writer was born in GarogaJulu on March 16 th1992, her mother is Nesma Hasibuan and her father is Pipin Lubis. She has two brothers and one sister, they are Kaleb Firdaus Lubis, Bilmon Jhon Amon Lubis, and Martina Ulinaro Lubis. She graduated from SD negri 173216 Garogajulu Elementary school in 2004, SMP Negri Garoga high school in 2006, and SMA Negri Garoga senior high school in 2010.She entered STBA JIA in 2012 taking English literature major. During studying in STBA JIA, She worked in PT.Katolek Indonesia Trading Company as a engineering production from 2013-2014, but she was resign and work again in PT. Unilever Indonesia as a sales marketing until present.