

## The Influence of Word Stress on EFL Learners' ToT State

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### ABSTRACT

Tip of the Tongue (ToT) is a condition that hinders the production of fluency in speech. This study aims to identify stress patterns and factors that influence the emergence of ToT states. This research used a quantitative approach with the basis of ToT analysis theory from Brown and McNeill. For collecting data, it used an experimental design with EFL students in Kampung Inggris Pare as the objects by involving total 15 participants aged from 18th to 21st years old or late teens. The results show that the language features appearing from the experiment including words (65%), first syllables (24%), last syllables (3%), and letters (6%). The first syllable shows 21% occurrences more than that of the last syllable. There is no identification of stress in the completion of ToT in terms of the appearance of the dominating first syllable. It means that stress does not affect the completion of the ToT, but the frequency of syllables. The other factors that affect ToT in EFL include the mental processes of EFL learners, the sound imitations towards direct communication, and the teacher's role in teaching pronunciation.

**Key words:** EFL speakers, Tip of the Tongue, word stress

### INTRODUCTION

Indonesian language learners have to master other languages, specifically English, as a challenge for either entering professional work or further education to colleges or universities. They need English to prepare their career prospects in the future, meet the qualification requirement in English, submit the scholarship, etc. As the next generation, Indonesian language learners must be given competences in speaking English to adapt effectively to the next two decades (Shobikah 2017).

Every year, a lot of learners from all the corners of the archipelago come to Kampung Inggris Pare, located in Kediri, East Java, the biggest language education center in Indonesia (Akbar, Malihah, and Andari 2023), to master English as a foreign language. In other words, English is not a second language because Indonesian language cannot be separated from the local languages (mother tongue) and national languages (second languages). It means each individual is bilingual or even multilingual. Code-mixing, code-switching, code-crossing, and any other interferences may have customary abnormalities during the language acquisition (Nurfitriani et al. 2023). However, during the process of receiving a foreign language, this deviation becomes a significant obstacle, especially if blocking appears.

In a multilingual society, focusing on the use of language is not always easy to apply. The interaction of EFL in this context spreads as the use of English in the classroom, whereas in the daily life of society, there is little/no opportunity to use the target language (Cahyaningrum 2017). The narrow space to find the practical laboratory, finally restricts their frequency in producing speech. Besides the effort of the mastership of English as a foreign language, they need to control and make a line between the other concept of the first and second languages they commonly used. Error in speech production can occur in every language speaker.

Sometimes speakers make a mistake in lexical because failed to recall the word target. The obstacle is usually experienced by the speakers when trying to express one word but experiencing temporary problems so that the word has failed to remember (Pangesti & Prihatini 2020). This obstacle is known as Tip of the Tongue phenomenon. Gollan and Silverberg in press (Chomsky 2006) even presented a variety of explanations for the higher rate of ToTs in the bilingual participants.

Tip of the Tongue, forward abbreviated as ToT, is a phenomenon of the performance of language and the human mind. According to Chomsky (2006), human language is syntactic in that an utterance is a performance with an internal organization, with structure and coherence. In producing speech, ToT is an obstacle that is impossible to avoid deliberately. Tip-of-the-tongue or ToT states are typically defined as feelings of imminent recall for known, but temporarily inaccessible target words (Rousseau and Kashur 2021). Schacter (1999) categorizes it into blocking form through his book *The Seven Sins of Memory*. He emphasized that when a person is in the ToT state, he cannot produce words or even names but still has a strong subjective belief that the item is available in his memory (Schacter 1999). That person might sometimes provide partial phonological or semantic information about the item in a question (Brown & McNeill 1966). This part is called the feeling of knowing. Brown and McNeill (1966) instruct if a person is unable to think of the word in question but feels sure that he knows it and almost remembers it, then that condition is ToT. It is relevant to clarify that the affective certainty called feeling-of-knowing corresponds to a substantial dimension within the learning processes (Fossa et al. 2022). If necessary, they will spontaneously mention words that resemble. In spontaneous discourse (on-line processing) word access is fast, automatic, and unconscious (Zock and Biemann 2020).

The research of ToT phenomenon in bilingual or multilingual societies is not a new one because it is a universal experience across language and culture (Schwartz 2002). Al Jebouri (2021) believes speaking through language production is a universal process for all human beings. Thus, it is the same as Tip of the Tongue as a speech production phenomenon in production models and theories. Twenty advanced EFL participants with Arabic language backgrounds were invited to take a speech error test. The result shows several factors related to word relations, cognitive abilities and age of the speakers, and memory. There is no problem with the ToT expression in its phenomenology, but the participants cannot distinguish between word-forms and sub-lexical. It is focused on the existing model of cognitive processing, Node Structure Theory (NST) so that the discussion is indeed about elements in the brain, not at the production level, which makes linguistic features as a result of production not so visible. Nonetheless, this research forms the basic foundation for research on the stages of language production in the first step in the human mind.

The following researchers analyzed the method to build a phonological connection to the target language in the ToT states by utilizing cue syllables. Headen, Venuto, and James (2022) discussed the first syllables with high frequency. The results show a person can remember the name and faces of new people by identifying the first high syllables. Therefore, the phonological frequency influences memory support for the NST (Node Structure Theory) and TDH (Transmission Deficit Hypothesis) interactive activation model of language and memory processes. Another study conducted by Rahman, Kushartanti, and Anjarningsih (2017) also shows the use of syllables in general but in Indonesian speakers. It notes the use of syllables appears more to trigger a memory of the target words. The unique fact in phonological activation lies in the last syllable,

so it is different from previous research. For English speakers, cue mentions on the first syllable, while for Indonesian speakers on the last syllable. Then, what about EFL students who are native speakers of Indonesian and regional languages but are learning English? Whether there will be overlapping uses regarding stressing between the two becomes increasingly interesting to study.

Those previous studies became a prominent basis for the implementation of this research. The researcher has made observations about learning English in Kampung Inggris, Pare for approximately one year. In line with Brown and McNeill's theory, researchers have proven the emergence of this phenomenon during the learning process in class. Therefore, this research is so important to study so that tutors know why these symptoms appear in students and what methods can use to overcome them. That was the reason behind the use of stressing in taking target words and semantic priming tests as instruments. This study aims to identify stress patterns in ToT situations. Does the stress on local and national languages affect the absorption of foreign languages? As we know, Indonesian affiliates with regional languages that cause Indonesian people to master two or more languages. On the other side, Indonesian-regional and English are quite distantly related. Indonesian and other regional languages in Indonesia is Austronesian family, while the English language is Anglo-Frisian, a subgroup of West Germanic languages. The ToT state certainly can be experienced by everyone. However, the analysis of multilingual people is always interesting to dissect.

The underlying ToT theory believes not all of the types of forgetfulness experienced by a person can classify as a ToT phenomenon because there are conditions that must be met. The language speaker feels that he knows well what is being forgotten or even clearly knows the number of syllables, where the location of the words can be related, definition, opposites, and so on. This part is known as The Feeling of knowing. Brown and McNeill (1966) instructed study participants, "If you are unable to think the word but feel sure that you know it and that it is on the verge of coming back to you then you are in a ToT state". Neuroscientists explain this condition as successfulness of semantic recall to the brain but a failure in accessing the phonological items. Speakers believe they can guess the words but cannot pronounce them.

Recalling the target words is called retrieval sometimes starts with the first letter, the stress on the syllable, and the number of syllables. The intended target word can be the mother tongue, which means this phenomenon can not only occur in bilinguals. However, Indonesian people are born bilingual because of the process of acquiring a regional language as their mother tongue and Indonesian as their national language. Using both of these languages can carry out this ToT phenomenon it is even possible experiencing tongue twister. Therefore, the process of learning a foreign language done deliberately often requires more effort. Especially nowadays, language mastery is extraordinarily crucial to face the challenges of the ever-evolving times.

At first, kind of this language phenomenon researches considered hard to implement in experimental form in the laboratory. However in-depth development, Brown and McNeill managed to do all of their collection data in a single group setting well (Schwartz 2002). They also distinguish between semantic access and access phonologically in the ToT state. Semantic access relates to the word association with information that leads to the target word. Semantic Priming is one example of a technique that can apply in this access. Priming in the context of psychology is a technique where the introduction of a stimulus affects how a person responds to the next stimulus (Kendra 2021). Semantic priming has been

widely used across a number of tasks and settings (Grimmer et al. 2022).

Mention the first syllable or sounds similar to the target word included in phonological access. The distinction is that semantic access relates to all forms of detailed information about the word, but phonology does not. Does the mention of the first word have to be chosen by the speaker? Or does the existence of the same social background cause speakers to understand specific stress on the word? This question has not been addressed yet in Brown and McNeill's research. Even Brown and McNeill (in Schwartz 2002) are also interested in related types of words. If priming about syllables can be used as a compromise to complete the ToT, then priming syllables can be a signal that triggers lexical activation in the brain. Although speakers cannot retrieve the complete phonological form of the target word, they are often able to retrieve the first phoneme or letter, the first syllable and number of syllables, other letters or phonemes, and also the stress pattern of the target word (Brown dan McNeill 1966). In the English research, Hofferberth-Sauer and Abrams (2014) show that encountering phonologically-related cues during a ToT state, specifically, words containing the first syllable can help to resolve the ToT state.

Indonesian language, that is popularly called Bahasa, lacks lexical stress, for example, Bahasa that spoken in the capital city of Jakarta. This standard depends on the logical consideration that the use of Bahasa in every region cannot separate from the ethnolect of each regional language, which influences it as a substratum language. Hulst, Goedemans, and Zanten (2010) emphasize that even from the viewpoint of stress typology, this will inevitably mean a major impoverishment, particularly as Indonesian is a non-stress language. However, Bahasa accentuates the head in sentences. Thus, many random possibilities will be obtained in the data when an Indonesian speaker experiences ToT. The Indonesian language itself is affected by regional language stress. That is because regional languages have stronger stress than Indonesian, although not as strong as that of English, such as Madurese, Sasak, Bataknese language, and so on.

This research expects to contribute to the field of psycholinguistics and language learning. Certainly, psycholinguistics is very helpful for teachers to understand the constraints faced by students. Likewise, foreign language students expect to be able to distinguish the concept of stress in the language mastered and the one being studied to minimize distractions and errors in the proper use of syllables. In ToT symptoms, students can also easily find solutions to the quick solution to retrieve forgotten word items. It will avoid speech errors while speaking productions.

## RESEARCH METHOD

ToT is a linguistic phenomenon that can happen to anyone and can be explained through the phoneme relations of each language. This study uses a quantitative approach to reveal the words in retrieve and their production results. In collecting data, the researcher used experimental observations to 15 EFL students of Kampung Inggris Pare aged from 18 to 21 years old. They are undergraduate students who have an English background from previous formal education and receive course guidance in Nowadays English. They study languages outside of the lecture hours provided by the campus.

Because of the reason that everyone can experience this phenomenon, researchers applied random sampling. However, Lee, and Choi (2016) stated that the process of producing phonological information and aspects of the occurrence and resolution of the Tip of the Tongue phenomenon could be affected by age. Therefore, the researcher conducted to control and conditioned the selected objects. The data obtained is in a phonological form which is further categorized

to get the required syllables. Thus, several steps need concerning the experimental procedure applied. This method is a modification of the analysis method of White and Abrams (2002).

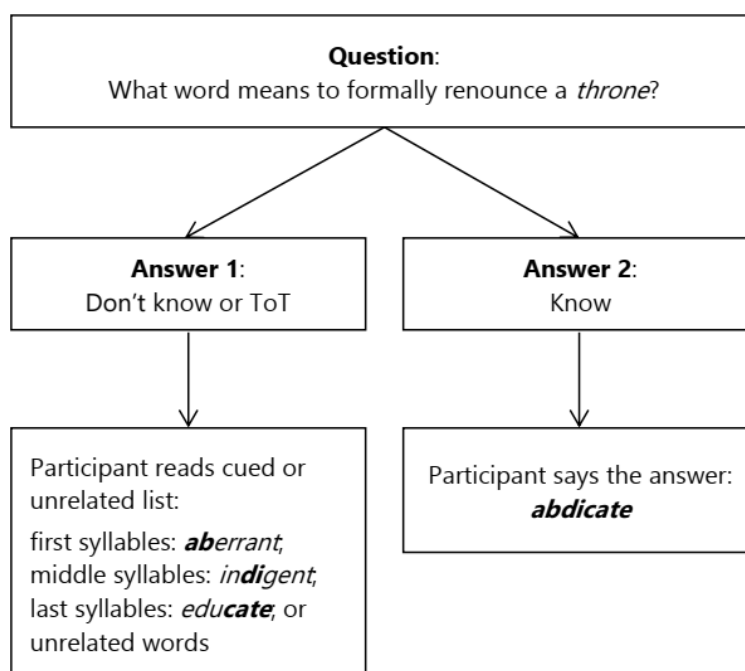


Figure 1: Experimental Design

Each participant got ten definitions of the word items to answer within a set time and applied the same. Students had 25 seconds to read the definition and 25 seconds to answer the target word, so it took 50 seconds for one target word. The total time needed to complete the test was about 1 hour 23 minutes 18 seconds. This timing is based on previous research conducted by Hofferberth & Abrams that gave 25 seconds per session (2014). Participants were asked to provide answers in three forms of response according to the chart, including: (1) correctly answering the word item in question if they knew the answer; (2) answering do not know if they had completely forgotten; and (3) giving an answer close to the item if they were in a state of ToT. The transcription data were done with the help of the toPonetics application in the form of the latest version of the International Phonetics Alphabets (IPA) 2020. The English used is American accent which was adapted in the teaching method by the tutor.

In the following, the item word instrument used was sourced from the English language teaching module book of the related institute. The list of words is chosen through the selection, according to the category of the possibility of causing ToT symptoms. The criteria include words that appear with low frequency because they are susceptible to ToT (Schwartz 2002). Low frequency means rarely used by learners. In this article, the tutor becomes a validator for the selected word stimulus because the tutor has better information on which vocabulary students infrequently interact with, even though they have already learned it. They do not know what kind of word is being asked. So, the test was carried out only once without a pre-test for a comparison test. The ten targeted words, along with their phonetic symbols, are: *border* ['bɔrdə], *separate* ['sɛprət], *curious* ['kjʊəriəs], *overtake* ['oʊvər, tɛk], *gloomy* ['glumi], *eternal* [ɪ 'tɜrnəl], *extraneous* [ɛk 'streɪniəs],

*asleep* [ə'sli:p], *turn* [tɜ:n], and *round* [raʊnd].

**FINDINGS** The participants might consciously realize that they have memorized each word before the test. These memorizing activities are not liable to get successful in retrieving the word items. From the experimental process, the researcher collected a total of 150 nodes that are classified in Table 1. The table shows that more than half of the participants were succeeding in mentioning the target words appropriately. The amount of 102 nodes are not included the stagnant condition and do not have any problems in speech production. Thus, 68% of the data collected was assumed valid by the mentions of appropriate answers. Besides, as many as 19 nodes also appeared because the participants did not remember the word targets. Finally, 12,7% of data is residual and excluded in the following discussion. Both the data of 'know' and 'do not know' were not calculated because they are not suitable to the ToT indicators.

*Table 1: Results of Experimental Observation*

<b>Participants</b>	<b>Know</b>	<b>Do not know</b>	<b>ToT</b>
1	7	1	2
2	7	2	1
3	9	0	1
4	9	1	0
5	9	1	0
6	9	1	0
7	8	1	1
8	2	1	7
9	2	4	4
10	9	0	1
11	6	4	0
12	7	0	3
13	7	1	2
14	7	0	3
15	4	2	4
Subtotal	102	19	29
Percentage	(68%)	(12.7%)	(19.3%)
<b>Total</b>			<b>150</b>

In addition, the remaining amount was attended as the case of study. The non-fluency was followed by several minutes of silence because if they had more time, the participants probably solved the ToT state. The problem was the duration to achieve the word targets could not be predicted and distinguished from each other. To add more, there was no possibility whether they would mention the correct answer or come into failure. The experimental observation set the time to control the balanced research, so the test was forced to stop when the time was over. The speech production indicated various features of languages, such as words, syllables, and letters.

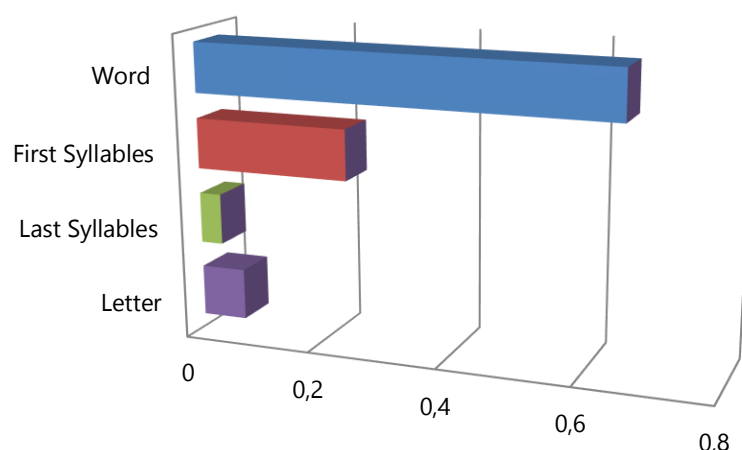


Figure 2: Feature Language on ToT State.

Figure 2 shows the types of language features produced by students during the ToT state. As much as 19.3% case of ToT was detected with 0.65 word mentions, 0.24 first syllables, and 0.03 last syllables, and 0.06 letters (regardless of initial or final initials). The emergence of these four crucial features cannot be separated from the success factor of sound access, although it is not as a whole. The lexical access to the micro sound is found in the phoneme of the appearance of letters, then increases to syllables which are the tiniest complete sound units, and the last words in the form of perfect sound arrangements. These features are related to each other especially in provision that the syllable plays an urgent role in the successful recovery of the target word. The fascinating thing from the results of the final processing of these numbers is there is a significant difference between the first and last syllable (around 0.21), even though they are both at the same level.

**Similar Sounds of Syllables Triggering Word Production**

A specific technique can be applied to analyze speech production during the ToT state. The result will show the distinction between each other according to the individual memory ability. Spontaneously, words are the most features mentioned while trying to keep the target item in mind. Broadly speaking words lead to the item in similar sounds or onomatopoeia. The target item that generates the most retrieved failures than produces an inaccurate sound is the word *gloomy* [ˈglumi]. It is mentioned in some likely similar sounds [ˈglunei], [ˈgludi], [ˈglouli], [udi], and [ˈgloumi]. According to Saifullah (2018), every language has different onomatopoeia. The sound imitation that is not fully known would be difficult to understand or predict precisely and accurately.

- border* [ˈbɔrdər] → [ˈbounər] [ˈbourdər]
- separate* [ˈsɛprət] → [ˈsɛləbreɪt] → [ɔʊvərteɪk]
- curious* [ˈkjʊriəs] → [ˈkɔrəs] [ˈtʃɪriəs] [ˈkɪrəs]
- gloomy* [ˈglumi] → [ˈglunei] [ˈgludi] [ˈglouli] [udi] [ˈgloumi]
- eternal* [ɪˈtɜrnəl] → [ˈɛkstræks] [ɪkˈstɜrnəl] [tɜrnəl]
- extraneous* [ɛkˈstreɪniəs] → [ɛkˈsəraʊəs] [ˈɛkstəraʊnd] [ˈɛkstɜrnəs]

The node [ˈglunei] does not indicate any other word in English neither [ˈgludi] and [udi]. They are present artificially as a result of trying to recall items, whereas [ˈglouli] and [ˈgloumi] are close to other words like *glowing* [ˈglouɪŋ] or *gloomy* [ˈglumi]. [ˈglouɪŋ] is more often found and used in daily English practice. There is a friction between *gloomy* and *glowing*, so that the proximity of these two sounds

creates a new node. Even though the words that appear are not quite right, the first syllable [ˈglu] indicates a feeling of knowing that has the potential to trigger the success of retrieving said item.

Other nodes, such as *border* [ˈbɔrdər] is found with a phonetic form that is close to [ˈbounər] and [ˈbourdər]. The word *separate* [ˈsɛprət] is close to the word *celebrate* [ˈsɛləbreɪt] because its closeness produces a much different meaning even though the relationship is similar in terms of sound. Participant also mentioned *overtake* [ˈoʊvərteɪk] while guessing, but this word completely wrong and does not have a relation with the word item. The word *curious* [ˈkjʊriəs] is referred to as [ˈkɔrəs], [ˈtʃɪriəs], and [ˈkɪrəs]. The other datum, *eternal* [ɪˈtɜrnəl] varies quite a bit into [ˈɛkstræks], [ɪkˈstɜrnəl], and [tɜrnəl], whereas *extraneous* [ɛkˈstreɪniəs] has two identical words [ˈɛkstəraʊnd] and [ˈɛksɪrəs].

Because the participants are native speakers of local and Indonesian languages, not all the similar words mentioned have meanings or can be counted as words. Participants kept trying spontaneously to produce sounds as closely as possible until recalling the word item. Meanwhile, if the instrument used was a mastered language such as the Indonesian or regional language, the participants would mention the words they believe existing although the results were not necessarily correct. Language knowledge is also crucial in solving ToT cases. The results also show that of the words they could produce, at least only one or two syllables were correct. It is because the words have similar sounds and they mentioned the words by remembering the stresses.

#### Cue Syllables Similar to the Target Word

Commonly syllables are divided into three types, namely first, middle, and last syllables. There is a reason why an English speaker in the ToT states will mention the first syllable. That is because English has many of the same first syllable frequencies in several words. The language rules mastered by speakers will affect ToT states. It also happens to language students. Even though Indonesian does not have thick stress like English. The process of learning pronunciation provides knowledge that the language being studied has different rules that must be followed. In line with this, the first syllable appears many in the following data.

<i>separate</i> [ˈsɛprət]	→	[glæm]
<i>curious</i> [ˈkjʊriəs]	→	[kaʊn]
<i>overtake</i> [ˈoʊvərteɪk]	→	[tɜrn]
<i>gloomy</i> [ˈglumi]	→	[blum] [glums]
<i>asleep</i> [əˈslip]	→	[slip]
<i>turn</i> [tɜrn]	→	[æt] [teɪk]

The word *gloomy* [ˈglumi] begins with a vowel sound [u], and all the results show the same, although they differ in the accompanying consonant. The first syllable forms include [blum] and [glums]. Unfortunately, the word is not used often in speech production, so the participant cannot continue after the first syllable. The other nodes such as [glæm], [ˈkaʊn], [tɜrn], [æt], and [teɪk] do not represent word items. Researchers did not find the form of the middle syllable, but there was one last syllable. The mention of this last syllable has two phonemes, [slip]. That can occur because the word item consists of at least two syllables. In Indonesian, ToT states tend to produce the last syllable. For this statement, we need more in-depth research needs to do. The differences between these language families can provide a more scientific explanation through the theory of dispersion.



### The Role of Letters to Provoke Syllables or Words

A letter is the simplest form mentioned by participants. Even so, the letters have the potential to retrieve target items. In the ToT state, the letter *s* appeared as an indicator of the feeling of knowing about the item in question. The *s* appeared to represent in the word *separate* ['sɛprət]. There is another letter *s* whose position is not at the initial, but as the final letter of the item, such in *curious* ['kjʊriəs]. Letters are the smallest component of the item-picking process in ToT states. Therefore, letters have a weak character because they are unable to represent sounds that can be given meanings.

The letter is a script mark in writing that is a member of the alphabet that displays the sounds of languages. As a part of word formation, the letter is a guide in remembering the word with the intended initials. In the mention, it is rare to find single letters but more commonly found side by side with another into morphemes or syllables. Therefore, in the case of this letter, it does not appear much either. However, it should be understood, that letters have an important role in retrieving a syllable that can become a word.

From the three language features found, we can see that all rely on sound access produced during the ToT states. Thus, people who forget tend to mention letters, syllables, or words. It means that the emergence is serial or gradual initiating from the micro sound form, namely the phoneme in the form of a letter. However, these phonemes cannot be interpreted because they have not formed enough sounds and need to assemble again with other phonemes to make syllables. In phonemic studies, the phonemes make up syllables that can be studied in language because they can distinguish meanings. The last stage is the word that becomes the most complex and independent form of language production. It can form a syntax which has a certain meaning. Through this analysis, It is comprehensible that these language features have characteristics where letters as a foundation that can compose the basis of sound through symbols, syllables help in differentiating pronunciation and sound, and words as independent elements play a crucial role in constructing language as a whole.

### DISCUSSION

#### Stress Production on ToT State

#### The Importance of Stressing in Producing English

Stressing is a procedure that not all languages own. However, this feature is crucial in English because it can affect meaning. One of them is the differences in pronunciation of the word *bitch* [bɪtʃ] and *beach* [bi:tʃ]. If not shown in IPA form, the two are less distinguishable, especially for non-native speakers. The sentences they pronounced might cause misunderstandings which are a little bit risky. In this case, the EFL students in Kampung Inggris Pare seem to have succeeded in understanding the concept of stress. Of the total ten words used as the research instruments, participants could answer more than half or precisely reaching 68%. It can be concluded that participants who managed to answer correctly also knew the exact position of stress in the target word.

Some words produced in the ToT state also refer to the first syllable that occupies the stressing position. It can be seen in the words *border* ['bɔ:də], *separate* ['sɛprət], *curious* ['kjʊriəs], *overtake* ['oʊvər,tɛɪk], *gloomy* ['glumi], *eternal* [ɪ'tɜ:nəl], *extraneous* [ɛk'streɪniəs], and *asleep* [ə'sli:p]. A total of eight instruments of the target items have pressure and five of them are at the initials. The word's result forms are correct average in the first syllable regardless of many mistakes in the following syllables. The pronunciation of the first syllable is accurate in average as well. It shows that there is no influence of Indonesian on the language being studied. Because from the beginning, the results show that the cue on the first syllable occurs the most consistently.

**border** ['bɔrdər] → ['bounər]  
**separate** ['sɛprət] → ['sɛlə,brɛt] [s...]  
**curious** ['kjʊəriəs] → ['kɔəriəs] ['tʃɪəriəs] ['kɪəriəs] ['caʊn]  
**gloomy** ['glumi] → ['glunei] ['gludi] ['glouli] [blum] [glums]

This result is also in line with the research conducted by Headen, Venuto, dan James (2022) regarding the role of first syllables, especially the high-first syllable which has the biggest role in recalling target words during ToT states. In language learning, some words have stresses on certain syllables, which function to differentiate the meanings. It indicates that the syllables in a word always seem to have stressing on them, whereas in Indonesian, it is not the case. In addition, the syllable cues theory states that each syllable can be a core syllable that can use to complete ToT states. The occurrence of the first syllable in their research is also determined by the level of occurrence or frequency, not based on language stress. The contradiction also supports the results of research regarding the absence of friction between stressing and cues words during ToT. The relationship between language stress and syllable cues in ToT states has not been studied much. This is also what makes Brown and McNeill (in Schwartz 2002) also interested in related word types. It should also be remembered that research cues syllable in ToT states can vary greatly depending on other factors that are also present in individuals who experience ToT.

Generally, word stresses tend to be ignored and are not considered a serious problem for Indonesian EFL. Most teachers only focus on lexical and grammatical aspects of English (Widagsa, Wiyanah and Wahyuni 2019). But in Kampung Inggris Pare, the stresses are not ignored. Therefore, students are not able to differentiate stressing only, but also able to build English word and sentence construction by following the rules. EFL students in Kampung Inggris Pare can use this opportunity to overcome the ToT they are experiencing. As can be seen from the collected data, most of them succeeded in remembering the correct words, which led to smooth language production and recalling items in complete forms. Although this research shows that the stress on the language production does not affect English during ToT, it needs deeper research to explain the causes of this occurrence since it is likely due to cultural factors or ingrained language concepts. This possibility also needs confirmation empirically because ToT symptoms can occur universally.

***Stressing Not  
 Affecting the  
 English  
 Acquisition  
 During the ToT  
 State***

The importance of stress on the English language is not ignored by the tutors so that no interference from the language mastered. The fact that support the empirical data in this study is because Bahasa Indonesia and other regional languages in Indonesia belong to the low-stress frequency languages, or they can even be categorized as having no stress and it is different from English. In other words, Indonesian fails to show word-level stress (Athanasopoulou, Vogel, & Pincus 2021). Interestingly, English was not influenced by Bahasa or the regional languages in this case. The urgent factors to note by the researcher are that they had memorized and practiced the vocabulary before. It also needs to remember that most of the participants had studied English for more than five months. They have also understood the concept of the correct pronunciation of vocabulary items. The data obtained may change if the research has completely used new vocabulary as an instrument.

Through this research as well, the types of tenses produced during the ToT state showed the existence of many differences in stress in Indonesian, regional, and English languages. English learners will find it easier to remember vocabulary by emphasizing the beginning of the syllable compared to the order of

emphasizing the second syllable and so on. Emphasis or Stressing also determines the success of completing the ToT, especially in English which has a lot of stresses. It is found that the appearance of the first frequency plays a role in ToT resolution and not the stress in this EFL case.

This study draws a clear line as to why the research of Rahman et al. (2017) is acceptable to native speakers of Indonesian and why it does not apply equally to foreign speakers of English. This research has many fascinating potentials to study the examination that there are not many ToT studies in Indonesia. Aside from that, ToT studies in the field of linguistics are also not as popular as the same research in psychology. This article can be the forerunner of other language phenomenon studies that often receive less attention from the field of linguistics itself.

**Another Factors  
Contributing the  
Emergence of  
ToT State**

*Mental  
Process  
Experienced  
by EFL  
Learners*

The ToT state cannot diverge from the occurrence of mental processes. When students experience problems in fully remembering the objects they want to mention, they will seek to activate the entire systems, including the semantic and lexical system. Unfortunately, students do not understand that they have failed to access the lexical system in their brains. Therefore, in the recalling process, students tend to mention similar phoneme sounds. Spontaneously, students even randomly produce vocabulary with similar sounds to certain syllables. They realize that the answer is wrong, but in their efforts, they try to keep pronouncing the words. As a result, the field of meaning produced is sometimes similar in meaning terms or the same specialization. Semantic similarity denotes the degree of relatedness between two words, for instance, words that share more semantic features under the same taxonomy, such as *horse* (has legs; is an animal) and *sheep* (has legs; is an animal), are more semantically similar than words that share fewer features, for example, *horse* and *shark* (does not have legs; is an animal) (Lin et al. 2022). Besides the semantic field, the emergence of synonyms, antonyms, homophones, and so on also can trigger the emergence of vocabulary items.

Why do the ELF learners keep retrieving even though they know the answer given is wrong? Because the effort they put into it proves their irritation and annoyance. They have a 'feeling of knowing' about the item to respond. However, because of the blocking of ToT, they always face failures. The feeling of knowing in EFL students is crucial to determine whether this symptom belongs to ToT or ordinary forgetfulness. Compared to the factor of brain damage, the forgetfulness they experience is more directed at the habit-building process to form closeness with English. ToT appears because of a lack of interaction and direct practice of producing English. In other words, students are not familiar with the vocabulary in question. Of course, they need a lot of practice to be successful at spontaneous mentioning and avoiding the ToT state the next time.

At the lexical access, recalling the target word stored in memory requires node activation and it is in line with the NST and TDH theories. If the node is poor the target word will be difficult to access. It means that the less frequently the word is used or stored for too long, the weaker the access to network will be. This study also confirms the truth of previous research conducted by Al Jebouri (2021). Nevertheless, this research proved it based on the language features produced and not through a cognitive analysis of the brain. In addition, this stage is important because every individual must experience this mental process. After all, ToT occurs in every individual who has connections and perceptions.

***Sounds  
Imitation  
Helping the  
Students  
Acquisitions***

Learning English in Kampung Inggris Pare is more oriented towards direct communication forms in everyday life. Therefore, students also consciously know the EFL they need more directed toward speaking or public speaking skills. Sound is the most urgent feature and the easiest part to imitate. Imitating sounds is the top factor that causes students to tend to remember the stress points on each syllable. So that while they are in a state of ToT, they will try to focus on the sound that closely matches the target item. They do not understand the correct letters or the proper writing process for the item in question. Even though it can be an interesting study, orthographic problems go through different processes from ToT symptoms. Therefore, orthographic failures are distinguished.

English has many similar prefix syllables judging from the frequency detected (Farrell & Abrams 2011). Therefore, priming in English tends to be applied to assist the completion process of ToT State (Dewi dan Salikin 2022). Because students have understood the differences in concepts and the use of different languages between Indonesian, local languages, and foreign languages, they also have basic knowledge about recalling words in English. They are no longer in a state of hesitation to call out the target word but are in a ToT state because they know the meaning of the word.

***The Teacher's  
Role in Teaching  
Pronunciation***

Besides the student, the teacher or tutor also plays a significant role in learning. Even though the tutor is not the only source of learning in the classroom, the teacher is the central actor who provides a model directly. So, the concept of the tutor's demonstration in class in demonstrating pronunciation is very much in line with the sound imitation concept. Even though the accent production is still thick in Indonesian English, the difference in American accent pronunciation is still clearly visible. The tutor can provide a lasting understanding of stress so that students can apply it in speaking in use. Almost all of the tutors in Kampung Inggris Pare are Indonesian. But their experience and flight hours are not a joke. Teaching English formally and non-formal require different techniques and treatments. Compared to school teachers, tutors in Kampung Inggris pare are both teachers and practitioners.

Learning and teaching techniques in the Kampung Inggris Pare environment also prioritize learning by doing. The rote system in students may be the beginning of the process of vocabulary entry into memory. These activities are not enough to fossilize words in memory if they never use. Someone will be regarded as capable of speaking English if they can produce the language. Therefore, the most appropriate path that can choose is practicing in everyday life. The opportunity to use the vocabulary that has entered the brain is very urgent and belongs to the Kampung Inggris Pare. In addition to individual mental processes, having friends and places to practice are other factors that help build students' mentality and memory strength.

**CONCLUSION**

The tip of the Tongue occurs to anyone and can be explained by the rules of the respective language. From the xperimental observations constructed on EFL students in Kampung English Pare, it is found that the ToT situation occurs by following the principle of learning the target language. Unlike Indonesian or any other regional languages in Indonesia, the mention of words, syllables, or letters refers to stressing English. Thus, besides the crucial principle of distinction between languages, there is an existence of stress that is also crucial in taking word items. Knowing the information about the condition of ToT can provide a solution to its completion.

In addition, the new solutions can give rise to new methods to contribute to the linguistic studies, such as psycholinguistics and language teaching.

Psycholinguists can gain a deeper understanding of how humans perceive, produce, and process language. Meanwhile, language teachers can design more effective language teaching methods, identify and overcome language disorders, and increase students understanding of language.

This research needs to be developed further because EFL learners with different learning durations may show different results of data. It is hoped that this research can become a reference and lead to similar ToT studies in the future. It would be nice if the research related to word pressures in ToT states is carried out directly on regional languages in Indonesia, especially those that appear naturally as pure phenomena in society.

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