AN ANALYSIS OF STUDENTS' INTONATION ABILITY OF THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Universitas Islam Riau

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FACULTY OF TEACHER TRAINING AND EDUCATION
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THESIS APPROVAL

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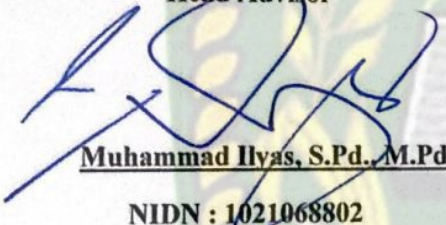NIDN : 100506820

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THESIS

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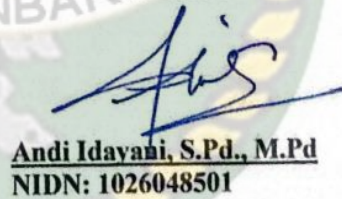Monday, August 29th 2022
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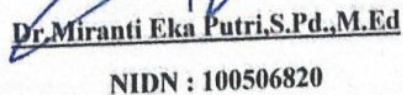
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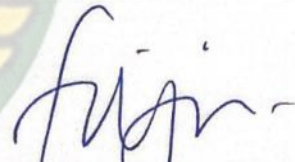
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	March, 14 2022	Consulting The Research Title	ACC Research Title	
2.	March, 17 2022	Consulting Chapter I	Revised Chapter I (Background of The Problem)	
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8.	July, 25 2022	Checking All Chapter	Approved To Join Thesis Examination	

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In the name of Allah Subhanahu wa Ta 'alaa the most gracious and merciful. First of all, the researcher would like to say Alhamdulillahhirabil'alamiin and say grateful to 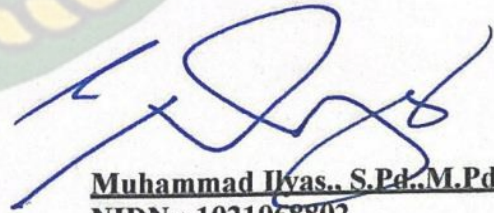Allah for blessing, strength and health given so that the researcher could finish the thesis entitled **"An Analysis of Students' Intonation Ability of Third Semester at English Language Education Study Program of FKIP UIR".** This thesis is intended to fulfill one of the requirements for the award of Bachelor Degree in English Language Education, Faculty of Teacher Training and Education Universitas Islam Riau.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. The researcher realizes that the support and encouragement of people have been important in the preparation and completion of this thesis

However, the researcher would like to express deepest gratitude and thanks to all people for the support, guidance, advise, and encouragement that helped the researcher in completing this thesis. It is an appropriate moment for the researcher to extend her deepest gratitude for:

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ABSTRACT

Fuji Lestari, 2022. *An Analysis of Students' Intonation Ability of Third Semester at English Language Education Study Program of FKIP UIR.*

Keywords: Intonation, Conversation

This research aimed to know and investigates the students' intonation ability of third semester at English Language Education Study Program of FKIP UIR. This research was conducted at English Study Program of FKIP UIR, and the sample was 28 students of the third semester.

This research used qualitative research and the instrument was the test that given and provided by the researcher also documentation for supporting this research. The test consists of 25 sentences, and the students should read and mention it one by one correctly.

The results of this research indicated that students' ability and understanding to use rising intonation is fairly good, the ability to use falling intonation is excellent, the ability to use rise-fall intonation if fairly good, but the ability to use fall-rise intonation is poor. Some students still have difficulty to understand and use fall-rise intonation, so the researcher hope the students can improve their intonation ability getting better every time.

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CHAPTER I
INTRODUC1TION

1.1 Background of the Problem

Conversation is an activity when we are talking with second or more people and conversation is one of the components in speaking skills. When we have a conversation, we can discuss various things such us important topics, very important and even unimportant topics. Intonation has an important role in communication and intonation also has several different variations. According to Celce and Murcia (2001), one of speaking activity was conversation which is the most fundamental form of oral communication. But only a few of them have either the opportunity or confidence in unplanned conversation with native speakers. According to Dorothy (2002), states that intonation is often referred to in everyday language as speech melody or sentence melody, that focus on pitch variation.

Intonation is the emphasis on a word that we are said. Intonation also has an important role when we are talking, if we talk with each other but the intonation is not clear and inappropriate then the meaning of what we said will be different. If we talk with a low pitch intonation it is a statement, but it we talk with a high pitch intonation at the end it must be a question. The use of inappropriate intonation when we talk is also feared that it will cause the other person to misunderstand, although it looks normal but the intonation when we are talking becomes important especially for reporters, radio announcers. According to Kridalaksana (2009), intonation is a pattern of changes tone produced by the

speaker when pronouncing the utterance or its parts. According to KBBI (2002), intonation is a song sentence or high and low tone.

According to Harmer (2007), in using language, the most important thing to be paid more attention is the using of the pronunciation and the intonation. Pronunciation and intonation are interconnected one to other and they play main role in speaking skill,especially in communication. In line with this statement Herman(2016), stated that pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean. This means that human uses the intonation to express the feeling and purpose of the speaking. But the reality, humans are difficult to use the correct intonation,especially for beginner or learners of English as foreign language, and they found it hard to be implemented in the communication.

According to Sanusi (2013), in intonation that needs to be considered is the rise and fall of the voice correctly, exactly in terms of the meaning of the sentence and not monotonous so that it become boring. In line with this statement Harmer (2007). If a speaker speaks English with a flat intonation, this may sounds boring and uninteresting. Using wrong intonation can therefore give offence. For these reasons, it is essential to practice.

Intonation is the emphasis with a high or low pitch when we are speaking. pronunciation and intonation are related. It is very important for us to learn how to pronounce and emphasize correct intonation. if wehave aconversation,

pronunciation and intonation become very important. Because if it is not appropriate then the meaning of the words that we said is not conveyed correctly.

Based on the researcher observation that is phenomenon happened in English language education study program of FKIP UIR Pekanbaru, some students at the third semester have problems in using the correct intonation. Such as not being able to distinguish the use of rise and fall intonation used whentalking to friends or other people, there is inappropriate intonation. For some students setting the right intonation when talk is a bit difficult even though the intonation shows a meaning, if emphasizing a word is less and inappropriate the meaning can be different.

To these problems faced by students in pronouncing intonation that is not appropriate, even thought the use of inappropriate intonation when speaking can make different meaning. And this study aims to know how far the students' ability in the third semester to use intonation in English. So, the researcher interested and want to conduct a study entitled**"An Analysis of Students' Intonation Ability of Third Semester at English Language Education Study Program of FKIP UIR".**

1.2 Identification of the Problem

Based on the background, the problem identified some students when talking to friends or other people had inappropriate intonation. The explanation in the background shows that some students at third semester have difficulty in using the correct intonation such us:

First, students' have difficulty to understand what is falling intonation and how tu use falling intonation when speaking.

Second, students' have difficulty to understand what is rising intonation and how tu use rising intonation when speaking.

Third, students' have difficulty to understand what is fall and rise intonation and how tu use fall and rise intonation when speaking.

Fourth, students' have difficulty to use the right intonation such us the words that should be spoken with falling intonation but are instead spoken with rising intonation. So, that the meaning of the word is not conveyed correctly.

1.3 Focus of the Problem

Based on the identification of the problem, this research focuses in analyzing the use of appropriate intonation. The researcher wants to know how is sudents' intonation ability especially students difficulty using rising intonation, falling intonation and rise and fall intonation and then fall and rise intonation.

1.4 Research Question

Based on the focus of the problem, the formulation of the problem could beformulated as the question below:

1. How is the students'intonation ability of the third semester at English language education program of FKIP UIR?

1.5 Objective of the Research

Based on the research question,this research aim to know the students' intonation abilityof thethird semester at English language education program of FKIP UIR.

1.6 Significance of the Research

Hopefully this research can be useful for:

1.6.1 Students

This research can help the students to improve their intonation when speaking, so that the meaning can be conveyed. Students can also learn how to emphasize a word correctly.

1.6.2 Other Researchers

This research can be used as a reference and comparison for other researchers. Provide some information to be further developed for better and more accurate research results.

1.6.3 Lecturers

The result of this research hopefully can be useful for the lecturers, can help develop teaching materials and can help lecturers in the teaching and learning process.

1.7 Definition of Key Term

There are several terms will be used in this research to make the reader get clear with the explanation and avoid misunderstanding.

1.1 Intonation: is the emphasis of a word, so the meaning can be conveyed. If it is low pitched it is a statement. But if it is high pitched at the end it is a question.According to Kelly (2000), intonation refers to the why voice goes up and down in pitch when we are speaking.

1.2 Conversation: is talk or communication between two or more people such as exchanging ideas, exchanging opinions. According to Richards (1983) in

Richard and Renandya (2002), conversations 'begin with greetings andprogress through various ordered moves: the speaker's and hearer's roles are ascertained, topics are introduced, rights to talk are assumed, new topics are raised, and at the appropriate time, the conversation is terminated in a suitable manner'.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter present a review of literature and explanation of related materials. Some theories are conducted from other experts, researcher wants to explain about the definition, types and the function of intonation.

2.1.1 Definition of Intonation

Intonation means emphasis, what is meant by emphasis is when we talk with someone we have to use emphasis on words correctly. Sometimes without realizing it when we talk, our tune of voice can be change. If we want to analyze about intonation then we have to payattention while listening to the tune of the speaker.Emphasize on intonationcan make the tune of voice change because a change in tune only occurs in words that emphasized intonation. According to Paulette (2005), described that intonation refers to the used of melody and the rise and fall of the voice when speaking. It means intonation refers to the way the voice rises and falls as we speak within an utterance. In line with this Sabbadini (2006), summarized that there are kinds of intonation rules for a particular type of sentence.

According to Dale and Poms (2005), Intonation plays crucial role in English. It is part of the language system. Intonation can convey grammatical meaning as well as the speaker"s attitude. It will "tell" whether a person is making a statement or asking a question; it will also indicate if the person is confident,

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doubtful, shy, annoyed, or impatient). It means that theappropriate use of intonation is necessary to convey message of the speaker correctly. Without realizing the use of intonation, listeners may get confused to what the speaker's intention. Intonation also helps language learners to get over serious intelligibility problems. We will produce a high intonation if we talk in a rising tune, but we will produce a low intonation if we talk in lower tune. Based on the explanation intonation is the emphasis on a word that can change the tune of our speech from high to low, rise and fall.

According to Roach (2000), defines "intonation as the pitch of the voice". Only in very unusual situations do we speak with fixed, unvarying pitch and we speak normally the pitch of our voice is constantly changing.In short, the most important tasks in analyzing intonation is to listen to the speaker's pitch and recognize what it is doing. In line with this statement Kelly (2001),stated that intonation refers to the use of melody and the rise and fall of the voice when speaking.has a simillar statement, she describes the term of intonation as the way the voice goes up and down in pitch when we are speaking. In line with this statement Lindsay (2000), stated that on the other hands, as we know that incorrect intonation can result in misunderstanding, speaking losing interest or even taking offence.

According to Schiffrin (2001), Intonation is defined as being an aspect of language that we are usually only aware of at a subconscious level. We have also seen how intonation is used in different languages, and that it is therefore an important area of study for language learners. In line with this statement Wells

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(2006), points out that intonation is the melody of speech. Studying intonation, we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning. According to Nordquist (2019), Practicing intonation will help students not only communicate more effectively, it will also help them understand situations better.

According to Anthony (2000),"intonation has traditionally been regarded as a problem". However, intonation is something that very difficult because intonation carries meaning.

According to Crystal (2003), Intonation, which is a term in suprasegmental phonology, is then one of the suprasegmental phonemes. It refers to the distinctive use of pitch or melody. In line with this statement Betti and Al-Jubouri (2015), state that intonation is the name given to the rising and falling of the voice as we speak or to the levels of pitch in a sentence". Intonation refers to variation in pitch or pitch contours. Pitch refers to the frequency of vibration of the vocal cords.

According to Suciu (2016), also said that intonation is all about how we say the words and express them, rather than what we say. Then, she also added that speech without intonation is like a machine or robot.

Sometimes intonation is used with different languages, therefore intonation is very important for people who learn languages. Because every speaker have different intonation when they are speak, with the use of the right intonation there will also be good communication between the speaker and the listener. By studying intonation, we can learn the rise and fall of a tone of voice. And with the use of the right intonation can convey a meaning.

2.1.2 The Types of Intonation

Intonation is divided into four categories. According to Gimson (2001) in Prace (2010), which are as follows: : 1). Rising Intonation, 2). Falling Intonation, 3). Rise and Fall Intonation, 4). Fall and Rise Intonation. There are fourth categories in intonation:

1. Rising Intonation

   What is meant by rising intonation is the tune that is produced when talking gets rise and higher and is usually used in questions with a yes or no answer. According to Sabbadini (2006), summarized that rising intonation is used for Yes/No question.

2. Falling Intonation

   What is meant by falling intonation is the tune that is produced when talking gets fall time to time and is usually to express a statements. According to Sabbadini (2006), Falling intonation is used for Wh-questions (i.e. questions that begin with interrogative words such as who, what, where, when, how, why...) require falling intonation.

3. Rise and Fall Intonation

   What is meant by rise and fall intonation is when our voice drops from high to low and then rises a little. According to Chun (2002), Not doubt in order to dismiss it.The voice firstrises from a fairly low to a high pitch, and then quickly falls to a very low pitch.

4. Fall and Rise Intonation

What is meant by fall and rise intonation is when our voice drops from the low tune and then rises. According to Wells (2006), also said that a speaker uses the fall-rise when he or she make a statement but at the same time implies something more.

2.1.3 Intonation of Imperative

According to Condoravdi & Lauer (2012), discuss two options for how imperatives give rise to preferential commitments. On the option that we adopt here, imperatives have a minimal denotation that corresponds to their content and they are associated with the convention of use in, According to Portner's (2015),analysis is an example of the first approach. Maintaining the core idea behind his earlier analysis in Portner (2007), he claims that part of the conventional effect of imperatives is to propose an interlocutor's (speaker's or addressee's) commitment to the content of the imperative as a priority.

Imperative in intonation is usually said in a rising and high tone because it is also used to give a command, express our desire.According to Karepouwan (2013), stated that imperative sentence is used to give command, warning, advise, instruction, and request. In line with this Amelia (2012), stated that it is often asserted that imperatives do not have subjects or, if they do, the options are very limited (Potsdam, 2003). So, it can be defined that a sentence is possible without subject in imperative. It is common in imperative.

According to Oikonomou's (2016), account is an example of the second approach. She follows Kaufmann (2012) in taking the denotation of imperatives

toinvolve a modal operator with existential force. While Kaufmann (2012), generally takes this possibility reading to be strengthened to a necessity reading in the majority of imperative uses, Oikonomou (2016), brings intonation into the picture and has it play a role in deriving the strengthened reading.

2.1.4 Function of Intonation

According to Roach (2000), function of intonation can be devided into:

1). Attitudinal Function

Intonation enables us to express emotions and attitudes as we speak, and this adds a special kind of meaning to spoien language. The notion of expressing an emotions or attitudes is it self a more complex one than is generally realized. According to Lier (1995), however, intonation can create differences in meaning that go further beyond attitudinal information. The sentence I didn´t get the job because of my husband. can be understood from two points of view depending on intonation.

1 The sentence I didn´t get the job because of my husband. pronounced with the falling intonation means that the speaker did not get the job because her husband messed things up.

2 The same sentence I didn´t get the job because of my husband. pronounced with the rising intonation at the end of the utterance means that the speaker did get the job but her husband could not claim any credit for the achievement.

According to Roach (2000), intonation possesses a number of functions which are mainly attitudinal, grammatical and accentual as well

as discourse functions. In line with this Wells (2006), theattitudinal function the most obvious role of intonation is to express our attitudes and emotions – to show shock or surprise, pleasure or anger, interest or boredom, seriousness or sarcasm, and many others. We do this by tone.

2). Accentual Function

Intonation helps to produce the effect of prominence on syllables that need to be preceived as stressed, and in particular the placingoftonic stress on a particular syllable marks out the word to which it belongs as the most important in the tone unit. According to Wells (2006), the focusing also called accentual function, intonation helps to show what information in an utterance is new and what is already known. We use it to bring some parts of the message into focus, and leave other parts out of focus; to emphasize or highlight some parts and not others. We do this by tonicity and by the placement of other accents. This is one of the most important functions of English intonation, and perhaps the function most readily taught in the EFL classroom. In line with this Betti and Al-Jubouri (2015), state that when it is said that intonation has accentual function, it implies that the placement of stress is somewhat determined by intonation

3). Grammatical Function

The listener is better able to recognize the grammar and syntactic structure of what is being said by using the information contained in the intonation. It is usual to illustrate the grammatical functionby inventing

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sentences which when written are ambiguous, and whose ambiguity can only be removed by using differences of intonation. According to Taylor (1993), Intonation and it's key grammatical characteristics are crucial in the development of language skills necessary for the student to become proficient in its use. Since the aim oflanguage education is to give students the fundamental tools for using the language in a proficient manner, a goal like this cannot be achieved if intonation components are taken out of the equation. In line with this Wells (2006), the grammatical function of intonation helps identify grammatical structures in speech, rather as punctuation does in writing. We use intonation to mark the beginning and end of grammatical units such as clause and sentence (the demarcative function). We do this by tonality.

According to Betty (2020), The grammatical function is performed by tone boundaries. It is used in those sentences which when written are ambiguous, and whose ambiguities can only be removed by using differences of intonation.

4). Discourse Function

Looking at the act of speaking in a broader way, we can see that intonation can signal to the listener what is to be taken as "new" information and what is "already" given, can suggest when the speaker is indicating some sort of contrast or link with material in another tone unit and in conversation, can convey to the listener what kind of response is expected. According to Jesenska (2001), this function may be also named

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discourse function because this one looks at the act of speaking in a broader way in a sence that intonation can signal the listener what is to be taken as new information and what is already given; it may indicate a contrast, convey to the listener what kind of response is expected and so forth.

So, from the functions described we can express our emotions and feelings as well as our attitude when speaking. Helps emphasize the tone of a word that needs to be emphasized, can help the words and sentences spoken are not ambiguous.

2.1.5 Intonation of Question Tag

Question Tag is short question at the end of the sentence that can be used to ask for information or ask approval. According to Eckert and Ginet (2003), tag question is a phrase added at the end of a sentence. The phrase contains an inverted auxiliary from determinasi by the auxiliary in the main clause, and a pronoun that agrees with the subject of the main clause. According to Sabbadini (2006), Rising intonation is used the speaker is not very sure about the information and wants to check. In such cases, question tags serve to ask for information with no specific expectation or certainty about theanswer.

According to T.S Kon (1991), Tag Questions is a grammar type that is familiar to people. People often use, read and see it in daily life even though they do not realize it. A question tag is we put question–tag at the end statement to turn them into question. The function of tag question in English is to show that the speaker is not sure about his or her statements. There are many kinds of question

tag such as negative and positive tags. Negative tags are use with positive statement and positive tags with negative statement. In line with this Swan (1996), stated that question tags are small question that often come at the sentences in speech, and sometimes in informal writing.

According to Murphy (1994), stated that question tags are small question that often come at the sentences in speech, and sometimes in informal writing, in line with this statementKarmidin (2005), says that question tag is a question which is placed after imperative sentence. The sentences have a relation each of them.

According to Lakoff (2004), tag question is one of the features often found in women's speech, she also conclude that women who employ tag question in their speech are expressing doubt or uncertainty. In line with thisAnsel (2000),a question tag is a question added at the end of sentence.

According to Celce-Murcia (1996), offers ESL instructors a common description of "tag questions eliciting agreement" using a description of a rising-falling contour and a sequence of 3 pitch levels in the following example:

We really ought to visit him, shouldn't we?

2------------------3—1-----3----1-----

According to Wren and Martin (2013), states that question tag it is a common practice in conversation to make a statement and ask for confirm as, "It's very hot, isn't it?" The later part (isn't it?) is called a question tag.

Question tag is a question that is at the end of a sentence, question tags are also commonly used to confirm information through questions. This question tag

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is initially preceded by a statement and then a short question is added at the end. Ifthe statement uses a positive verb, then the question tag uses a negative verb such as:

1. The music is very loud, isn't ? (positive statement, negative tag).

2. You like apples, don't you? (positive statement, negative tag).

3. Danira doesn't speak English, does she? (negative statement, positive tag).

4. You aren't a teacher, are you? (negative statement, positive tag)

2.1.6 Definition of Conversation

According to CambridgeAdvance Learner's Dictionary (2008), Conversation is talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information are exchanged. In line with this statement Richard and Schmidt (2002), Dialogue in language teaching is a model conversation, used to practice speaking and to provide examples of language usage. Dialogues are often specially written to practice language items contain simplified grammar and vocabulary, and so may be rather different from real-life conversation.

According to Chafe (1986), in Richards and Renandya (2002), A conversation requires the speaker to 'face temporal constraints and the social pressures of face-to-face interaction.

Djago Tarigan (1995), Speaking is the skill of conveying messages through spoken language. The link between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in the original form, but in another form, namely the sound of language. In line with

this statement Celce and Murcia (2001), One of speaking activity was conversation which is the most fundamental form of oral communication. But only a few of them have either the opportunity or confidence in unplanned conversation with native speakers.

According to Thornbury and Slade (2006), Concersation is generally in an informal form, an interactive conversation between two or more people that occurs in real time and spontaneously, has a wide interpersonal function and those who engage in symmetrical.

According to Fairclough (2001), states "conversation is systematically structured, and that there is evidence of the orientation of participants to these structures in the way in which they design their own conversational turns and react to those of others.

In our daily lives, of course we have talked to other people, both those we know and those we don't know. when we talk we can express our feelings, discuss many things, ideas and so on it is called conversation. While having a conversation we usually use language that is light and easy to understand.

2.1.7 Types of Conversation

According to David W. Angel (2016), there are four types of conversation:

1). Debate is a competitive, two-way conversation. The goal is to win an argument or convince someone, such as the other participant or third-party observers. According to Kamdhi (1995), Debate is a discussion or opinion on a subject in which each participant gives reasons to be able to defend his opinion. In line with this quoted from the book Learning Debate (2020) by

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Muhammad Zein Iqbal and Herly Dayanti, debate is a communication process carried out orally expressed in language to defend ideas or opinions.

2). Dialogue is a cooperative, two-way conversation. The goal is for participants to exchange information and build relationships with one another. According to Ur (1996), states " Dialogue is a good way to get learners to practice saying target language utterances without hesitation an within a wide variety of context".

3). Discourse is a cooperative, one-way conversation. The goal to deliver information from the speaker/writer to the listeners/readers. In line with this statement Sumarlam, et al (2009), concluded from several opinions that discourse is the most complete unit of language expressed orally such as speeches, lectures, sermons and dialogues.

4). Diatribe is a competitive, one-way conversation. The goal is to express emotions, browbeat those that disagree with you, and/or inspires those that share the same perspective.

2.2 Relevance Studies

The first previous research was done by Christian Neni Purba, David Togi Hutahean, Herman, and Hilman Pardede from the English Education of HKBP Nomensen University. The title of this research is " An Analysis Of Students' Difficulties In Using English Intonation At Grade Eight Of SMP Negeri 2 Pematangsiantar ". This study aims to find the problems faced by students in the use of intonation in English especially in speaking a dialogue, which consist of positive statement, negative statement w-h question and yes-no question. This

research uses qualitative methods and record as the instrument. The result of the research shows that some students are supposed to know their difficulties in using English intonation. This research focused on describe the students' difficulties in using English intonation.

The second research was done by Winda Winarti, Ikhsanudin, and Eni Rosnija from the English Education of Tanjungpura University in Pontianak. The titel of this research is " Teaching Falling and Rising English Intonation Using Jazz Chants ". This study aims to find the problem faced by students' difficulty in pronouncing a word with the right intonation, students are asked to pronounce a word that means happy but students are expressing it with a flat intonation. This research uses experimental methods and record as the instrument. The result of the research shows that teaching falling and rising English intonation had useful for students to differentiate kind of sentence and the meaning of sentence. Thisresearch focused on describe teaching fall and rise english intonation by using jazzchants.

The third research was done by Nila Fadhilah Sari, Hadriana, Erni from the English Education of Riau University. The title of this research is " An Analysis Of Students' Intonation Ability In Reading English Short Story Text".This study aims to find the problem faced by students' to analyze students' intonation ability in reading short story text. This research uses qualitative methods and record as the instrument. The result of the research shows that students of English study program of Riau University have good intonation ability in reading story text

because many word are correctly read. This research focused on analyze students'

intonation ability in reading English short story text.

Based on the studies, the researcher focused on analyze students' intonation.

The researcher want to knowstudents' intonation ability of the third semester at

English Language Education Study Program of FKIP UIR.

2.3 Conceptual Framework

Conceptual Framework is a framework of thinking that can be applied as a

reference in research and to be implemented. Strong conceptual framework will

be easy to be implement and remember. The conceptual framework is very

important because it will be useful in directing and providing an overview related

to what will be researched. According Zina O'Leary (2004), in The Essential

Guide to Doing Research states that the conceptual framework is an integral part

of what must be researched and research findings. According to Swarjana (2012),

conceptual framework is to guide and synthesize or direct research, as well as a

guide for analysis and an intervention.

Concerning the problem under study, this research deals with the category

of problems that affect the pronunciation of intonation that is not in accordance

with intonation indicators in English.

To make it clear the indicators can be shown in the figure below:

Figure 2.1 Conceptual Framework

```
            ┌─────────────────────────────────┐
            │ Indicators of intonation in English │
            └─────────────────────────────────┘

   ┌──────────────┐       ┌──────────────┐
   │   Rising     │       │  Rise - Fall │
   │  Intonation  │       │  Intonation  │
   └──────────────┘       └──────────────┘

        ┌──────────────┐       ┌──────────────┐
        │   Falling    │       │  Fall – Rise │
        │  Intonation  │       │  Intonation  │
        └──────────────┘       └──────────────┘
```
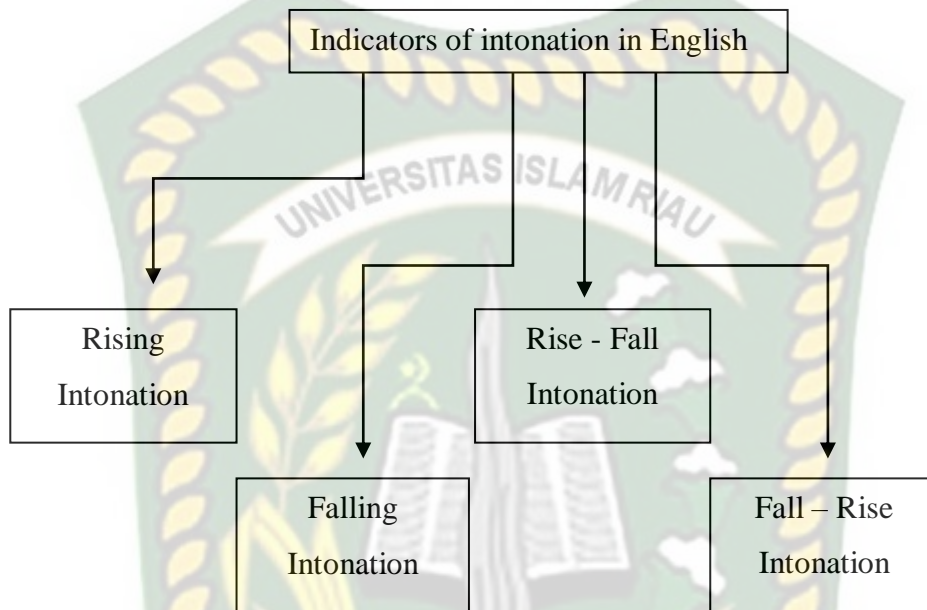
The Figure 2.1 conceptual framework shows that:

The first is rising intonation, this category about the problems faced by students difficulties in using high intonation. Sometimes when they speak, words or sentences that should be said in a high tone but instead are spoken in a low and even flat tone.

The second category is falling intonation, this category about the problems faced by students difficulties in using fall / low intonation when speaking.

The third category is rise and fall intonation, this category about the problems faced by students difficulties in using rise and fall intonation. In rise and

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fall intonation, there is a combination of rising and falling a notes in a spoken word. In this case, the pitch will go up in one part of the sentence and then down in another.

The fourth category is fall and rise intonation, this category about the problems faced by students difficulties in using fall and rise intonation. In fall and rise intonation, there is a combination of falling and rising a notes in a spoken word.

2.4 Assumption

The assumption of this study is to know students intonation ability of third semester at English Language Education of FKIP UIR. The researcher assumes that what students face is difficulty in understanding and using intonation indicators in English correctly. such as the use of rising intonation, falling intonation, rise and fall intonation and then fall and rise intonation.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by using descriptive based on qualitative research, describing the ability of the third semester students' intonation ability especially in rising intonation, falling intonation, rise and fall intonation and then fall and rise intonation. According to Creswell (2012), states research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing.

The researcher were use a descriptive method to describe what procedures and methods used in this research. The qualitative research design used in this research, because it was intended to know about how is students' intonation ability.

3.2 Source of Data

3.2.1 Location and Time of the Research

This research was conducted at English Language Education of FKIP UIR that located on Jl.Kaharuddin Nasution Km. 11 Simpng Tiga, Bukit Raya, Marpoyan Damai, Pekanbaru. The study began in June 2022 until July 2022.

3.2.2 Population and Sample

The population in this research was the third semester students of English Language Education of FKIP UIR Academic 2021/2022. According to Margono (2004), the population is the entire data that is the center of attention of a

researcher within a predetermined scope and time. Population is related to data, if a human provides data, then the size or number of the population will be the same as the number of humans. The information about the population can be show in the table below:

Table 3.1 The Population and Sample

No	Class	Total
1.	3A	35
2.	3B	30
Number of Total Population		65

According to Mujis (2004), population is the group that the researchers want to generalize finding to. It means that, population is the totally of a person or group that it able to help the researcher generalize of finding. The population and sample of this research was the third semester students of English Language Education of FKIP UIR.

According to Wirnano (2013), when the populationis less than 100, the sample use is 50%. But when the population is more than 100 the sample is 15%. So, the researcher took 50% of all students with a total of twenty eight students as sample.

3.2.3 Research Instrument

The researcher used the test, record and documentation as the instrument for this research. According to Arikunto (2008), test it means of collecting information, but when compared to other tool this test is more formally because it is full restrictions. According to Sugiyono (2018), documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. The researcher give a text with 25 sentences of rising intonation, falling intonation, rise and fall intonation and then fall and rise intonation. The instruction of the test:

1).The researcher contact the head of third semester in English Language Education study program of FKIP UIR.

2).The researcher tell to the third semester, the researcher would take the data through the test.

3).Thetest is the form of mentioning several sentences that provided by the researcher.

According to Fraenkel andWallen (2006), instruments is to collect information of some sort-measures of abilities, attitudes, beliefs, reactions, and so forth that will enable him or her to draw some conclusions about the sample of individuals being studied. In this research to strengthen the data, the researcher use documentation as an additional instrument to make the data more concrete.

3.3 Data Collection Technique

To make this research get a better result, the researcher instruct the students to mention the sentences that will be provided by the researcher and then the students record it by her smartphone for documentation to collect the data. According to Yusuf (2014), success in data collection is largely determined by the ability to appreciate the social situation that is the focus of research. Researchers can conduct interviews with the subjects studied, observe social situations that occur in the real context. In line with this statement Yin (2014), Data collection techniques include interviews, observations (direct and participant), questionnaires, and relevant documents. The following some steps applied in this research:

1. The researcher contact the head of the third semester in English Language Education of FKIP UIR to give instructions to other students.

2. The researcher introduce herself and convey the purpose of doing the test.

3. The researcher ask and instruct students to read the sentences slowly and clearly.

4. The students read all of the sentences, they also record with their smartphone.

5. After students finish recording, they collect voice recorder to the researcher.

3.4 Data Analysis Technique

According to Sugiyono (2010), what is meant by data analysis techniques is the process of searching for data, systematically compiling data obtained from

interviews, field notes, and documentation, by organizing data into categories, breaking down into units, perform a synthesis, arrange into a pattern to choose which ones are important and which will be studied, and make conclusions so that they are easily understood by themselves and others. According to Moleong (2017), Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language, at a special context that is natural by utilizing various natural methods.

This research was conducted in a qualitative, qualitative research is research that emphasizes quality not quantity. The researcher used the test to analyzed students' intonation ability at the third semester. The data analysis technique steps are:

1. The students record their sound when they mention the sentences, and collect voice recorder to the researcher.

2. The researcher asked raters to check students voice recorder.

3. And then the researcher analyzed the results by using the following formula:

Degree of mastery = (Number of correct answers) X 10
$$\frac{}{\text{(Number of items)}}$$

4. After the researcher find the individual score, it will be continue by finding the average value of all students. According to Gay et. al, (2009)

The researcher used the following formula to find out the students'
average test score:

$$\overline{X} = \frac{X\sum}{N}$$

Where:

$\overline{X}$= Mean Score

$\sum X$= Total Score

N= Number of Students

5. And then the researcher classify the students score, According to IRMA
   HN (2015), there are seven classifications, namely:

   A. 9,6 to 10 is classified as excellent.

   B. 8,6 to 9,5 is classified as very good.

   C. 7,6 to 8,5 is classified as good.

   D. 6,6 to 7,5 is classified as fairly good.

   E. 5,6 to 6,5 is classified as fair.

   F. 3,6 to 5,5 is classified as poor.

   G. 0,0 to 3,6 is classified as very poor.

6. The researcher calculated the precentages of the students score. According
   Sudjana in Jaya (2007), the following formula:
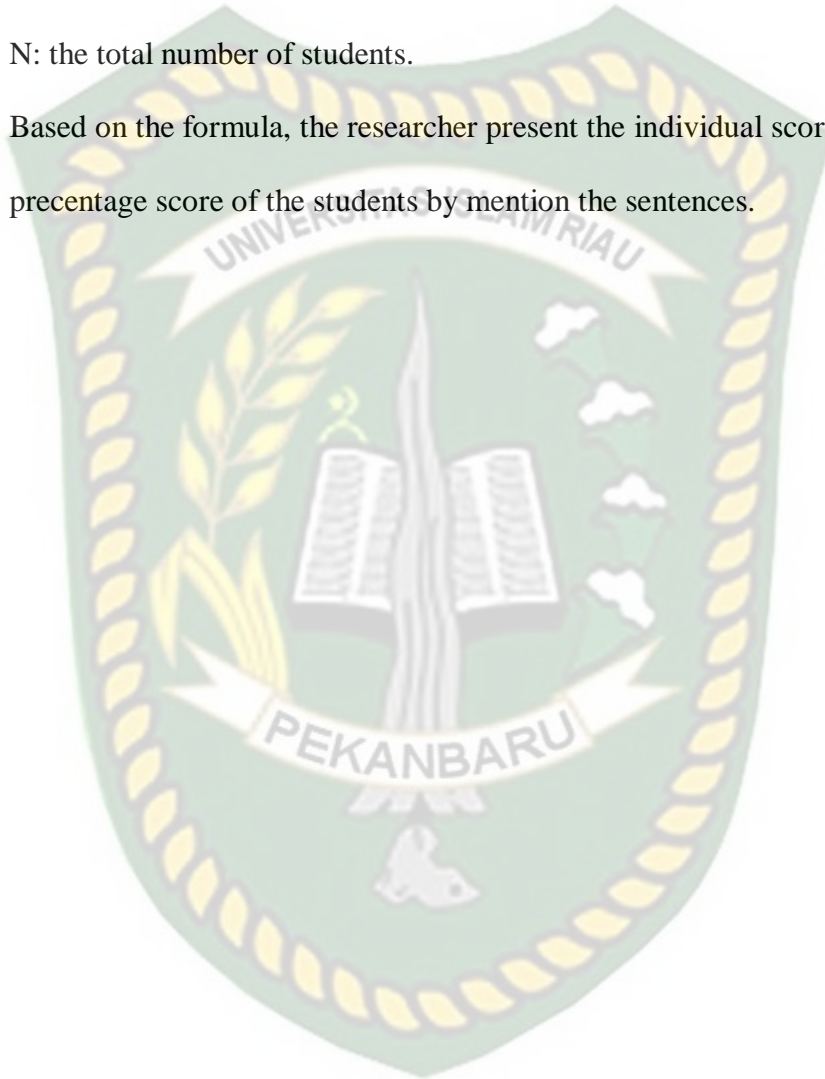
   $$P = \frac{F \times 100}{N}$$

Notation:

P: rate precentage.

F: frequency of the current answer.

N: the total number of students.

Based on the formula, the researcher present the individual scoreand

precentage score of the students by mention the sentences.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Research Findings and Discussion

In this chapter, the researcher describe the research finding and discussion. The data has collected by the researcher through an a test, record and documentation. The test that given to the students was 25 item of sentences, and the indicators of the test were rising intonation, falling intonation, rise-fall intonation and then fall-rise intonation.

4.1 Data Description

The students should read the 25 item of sentences with the clear and right intonation, and then their voices should be recorded by their smartphone. The researcher calculated the scores from the students correct answer after giving the test and categorized it. The scores and categorized of each indicators can be seen below:

4.1.1 Rising Intonation

On rising intonation indicator there are five students are categorized as excellent with an estimated scores of 9,6 to 10 poin, three students are categorized as very good with an estimated scores of 8,6 to 9,5 poin, eight students are categorized as good with an estimated scores of 7,6 to 8,5 poin, nine students are categorized as fairly good with an estimated scores of 6,6 to 7,5 poin, two students are categorized as fair with an estimated scores of 5,6 to 6,5 poin, and then one student is categorized as poor with an estimated scores of 3,6 to 5,5 poin.

4.1.2 Falling Intonation

On falling intonation indicator there are nineteen student are categorized as excellent with an estimated score of 9,6 to 10 poin, seven students are categorized as very good with an estimated scores of 8,6 to 9,5 poin and then two students are categorized as good with an estimated scores of 7,6 to 8,5 poin.

4.1.3 Rise-Fall Intonation

On rise-fall intonation there are three students are categorized as excellent with an estimated score of 9,6 to 10 poin, one student is categorized as very good with an estimated scores of 8,6 to 9,5 poin, five students are categorized as good with an estimated scores of 7,6 to 8,5 poin, eight students are categorized as fairly good with an estimated scores of 6,6 to 7,5 poin, three students are categorized as fair with an estimated scores 5,6 to 6,5 poin, five students are categorized as poor with an estimated scores of 3,6 to 5,5 poin, and then three students are categorized as very poor with an estimated scores of 0,0 to 3,6 poin.

4.1.4 Fall-Rise Intonation

On fall-rise intonation there are eight students are categorized as fairly good with an estimated scores of 6,6 to 7,5 poin, fourteen students are categorized as poor with an estimated scores of 3,6 to 5,5 poin, and then one student is categorized as very poor with an estimated scores of 0,0 to 3,6 poin.

4.2 Data Analysis

In data analysis shows the rate percentage of students on rising intonation, falling intonation, rise-fall intonation and then fall-rise intonation. The rate percentage of each indicators can be seen below:

4.2.1 Rising Intonation

On rising intonation indicator there are five students categorized as excellent with a percentage of 17,85%, three students categorized as very good with a percentage of 10,71%, eight students categorized as good with a percentage of 28,57%, nine students categorized as fairly good with a percentage of 32,14%, two students categorized as fair with a percentage of 7,14%, one student categorized as poor with a percentage of 3,57% and then no students are categorized as very poor with a total percentage of 99,98%.

4.2.2 Falling Intonation

On falling intonation indicator there are nineteen students categorized as excellent with a percentage of 67,85%, seven students categorized as very good with a percentage of 25%, two students categorized as good with a percentage of 7,14% and then no students are categorized as fairly good, fair, poor or very poor with a total percentage of 99,99%.

4.2.3 Rise-Fall Intonation

On rise-fall intonation there are three students categorized as excellent with a percentage of 10,71%, one student categorized as very good with a percentage of 3,57%, five students categorized as good with a percentage of 17,85%, eight students categorized as fairly good with a percentage of 28,57%, three students categorized as fair with a percentage of 10,71%, five students categorized as poor with a percentage of 17,58% and then three students categorized as very poor with a percentage of 10,71% and the total percentage is 99,7%.

4.2.4 Fall-Rise Intonation

On fall-rise intonation there are five students categorized as good with a percentage of 17,85%, eight students categorized as fairly good with a percentage of 28,57%, fourteen students categorized as poor with a percentage of 50%, one student categorized as very poor with a total percentage of 3,57% and no students categorized as excellent, very good and fair with a total percentage of 99,99%.

4.3 Recapitulation

The recapitulation can be shown in the table below:

Table 4.1 Recapitulation

No.	Indicators	Categorized
1.	Rising Intonation	Fairly Good
2.	Falling Intonation	Excellent
3.	Rise-Fall Intonation	Fairly Good
4.	Fall-Rise Intonation	Poor

The table 4.1 recapitulation shows that rising intonation indicator categorized as fairly good with the number of percentages 32,14%, falling intonation indicators

categorized as excellentwith the number of percentages 67,85%, rise-fall intonation indicators categorized as fairly good with the number of percentages 28,57% and the last fall-rise intonation indicators categorized as poor with the number of percentages 50%.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher present the conclusion and suggestion regarding to research findings and discussion.

5.1 Conclusion

The conclusion is that the third semester students at English Language Education study program of FKIP UIR have fairly good understanding in rising intonation, rise-fall intonation. Have excellent understanding in falling intonation but have poor understanding in fall-rise intonation. Can be seen from what is shown in the data analysis and recapitulation.

Some students have difficulty to understand and to use fall-rise intonation, the use of incorrect intonation can make the meaning of the sentence be different, therefore we need to use intonation according to intonation indicators in English correctly. When we use fall-rise intonation the pitch should falls and then rises, such us to using fall-rise intonation to ask for information and to invite someone for something. But some students when they use fall-rise intonation, the pitch is falls at the end of the sentence.

5.2 Suggestion

Based on the conclusion, there are some suggestions for further research, the suggestions are:

1. Lecturer can use this research as a referenceand focus on students problem in using fall rise intonation

2. Students can improve the ability to use correct intonation by finding examples and practicing according to intonation indicators, especially in fall-rise intonation.

3. Further researchers can use this research as a reference for similar research with the same title.

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