

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Speaking

Speaking is fundamental to human communication. Every person needs to share the information to the others, and not only gives the information but also get the information from the other person, it is communication. Through speaking, everybody could communicate with others, to share their idea, argument and also opinion. Besides speaking, communication can be done in written, but both of written and spoken, can be used to convey meaning clearly. In addition, Chaney in Kayi (2006:5) said that speaking is a process like take and give the information that people do in a communication, it can be use verbal or nonverbal symbols in every context. Verbal symbol is involve producing or uttering words through talking. While non- verbal symbols involve gesture, facial expression, eye contact, and body language. All of these aspects influence in the speaking process.

2.1.2 The Concept of Intonation

Intonation is the final vocal feature you will learn about. Then, intonation patterns involve pitch and are responsible for the melody of the language. It means that intonation is the way how to produce a sound by the speaker. In different cases speaker will use different intonation too. And this also supported by Cruttenden (1986:7) statement, he said that intonation indicates someone's feeling in speaking, in order to show their condition at the time. If the speaker use

high intonation, probably speaker is getting mad or feel scare. While, if the speaker use low intonation, probably speaker is getting sad or unhappy. Then, intonation may convey several types of meaning. In grammatical meaning intonation is used to route the semantic contents of particular morpho-syntactic constituents to semantic categories of information status.

In the same vein, Suciu (2016:75) also said that intonation is all about how we say the words and express them, rather than what we say. It means that intonation is the way to say some words in different ways. Then, she also added that speech without intonation is like a machine or a robot. Foreign language students should mastering the correct intonation patterns of English is a must for an efficient communication whether with native or non-native speaker. Furthermore, O'Connor (1980:108) stated that, words do not change their meaning, but the tone we use adds something to the words, and what it adds is the speaker's feeling at that moment; this way of using tunes is called as intonation. Then, according to Farias (2013:1064) the awarness of English intonation will empower students to avoid miscommunication, because the proper intonation helps communicate the message more accurately. It can be said that the usage of the wrong intonation can caused misunderstanding, meanwhile, the correct usage of intonation is useful in communication.

2.1.3 Kind of Intonation patterns

As we know, intonation can express anger, surprise, hesitation, confusion, sarcasm, interest or lack thereof. It is very important to learn and use correct intonation so that, spoken English is more dynamic and more interesting to listen

too. According to Gimson (2001) in Prace (2010:13) has divided intonation patterns into four groups, which are as follows:

2.1.3.1 Falling Intonation

Falling intonation is when the speaker lower the voice at the end of a sentence. This kind of intonation, usually happen in the question and statement, for example, “My name is Stephany” and “What is your name?”. Not all questions can use falling intonation, only WH Questions which can be used. It can be said that, almost all questions and statements are using falling intonation. Besides that, falling intonation also showing politeness, because when we speak using falling intonation, the listener is going to feel comfortable enjoying the conversation.

To mark it, I will use this symbol [∨] and will place it before the tonic syllable. This tone pattern in speech marks matter-of-fact statements, whquestions; it displays an assertive character (the speaker’s opinions, intentions, wishes etc. are expressed firmly and confidently through the falling tone), and it implies finality.

2.1.3.2 Rising Intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in *yes-no* questions. The expression of rising intonation are like; “Excuse me?” and “Really?”. And then, here are some questions pairs with rising and falling intonation;

- Do you know that woman? How do you know that woman?
- Do you go to school here? Why do you go to school here?

- Did you buy a new laptop? What kind of laptop did you buy?
- Do you work? Where do you work?

This intonation is marked with this symbol [/], again put in front of the tonic syllable. Speakers use it for Yes/No questions, to indicate unfinished and continuative utterances, showing overtones of politeness, encouragement, pleading.

2.1.3.3 The fall-rise tone/ falling-rising nucleus

A fall-rise expresses non-finality, the speaker's tentativeness about what he says. In the same vein Wells (2006: 30) also said that a speaker uses the fall-rise when he or she makes a statement but at the same time implies something more. This is called implicational fall-rise. For its tentativeness, a fall-rise is used for polite corrections. This symbol [v] will be used to mark the fall-rise tone.

2.1.3.4 The rise-fall tone/ rising reinforcement of a fall.

An infrequent intonation pattern with a limited usage; the speaker using a risefall may be impressed, he may approve of something that has been said or done etc.

2.1.4 The Function of Intonation

As discussed before that without intonation, people cannot express their opinions or arguments as well. It happened because when people speak in flat intonation, the other people will not know the feeling or the main purpose of the speaker. So, intonation is needed by all people to give express their thought. about some functions of intonation, there are six functions that have been attributed to English intonation, such; attitudinal function, grammatical function,

focusing (accentual) function, discourse, psychological function, indexical function.

According to Kirkova (2014), there are six functions of Intonation such; a) *Attitudinal function*; it expresses the speaker's attitudes and emotions to the topic or as a response to the listener's statement. b) *Grammatical function*; it identifies grammatical structures in speech (similar to punctuation in writing). c) *Focusing (accentual) function*; it distinguishes between old and new information in an utterance. It also directs the listener's attention to the salient points of the message. d) *Discourse (cohesive) function*; it signals the way sequences of utterances are contrasted and cohered in a spoken discourse. e) *Psychological function*; it helps to organise speech into units that are easy to perceive, process and understand. f) *Indexical function*; personal characteristic intonation, then intonation may act as a marker of personal or social identity.

According to Chun (2002:50), the preceding accounts of the functions of intonation illustrate the diversity of opinions as to what the main functions are and how these functions should be classified. In other words, the function of intonation is to give a signal to the listener about what the speaker says. Meanwhile, Kirkova (2014) said that there are some functions of intonation such:

- 1) Intonation enables us to express emotions and attitudes as we speak: the attitudinal function of intonation. It means, to show the politeness and also clarify the meaning of words. Then, it helps to produce the effect of prominence on stressed syllables: the accentual function of intonation. In

another words, intonation can be used to give signal to the loistener from the speaker. it adds additional meaning to the semantics of the statement.

- 2) Next, it helps to recognise the grammar and syntactic structure of the utterance: the grammatical function of intonation. Grammar cannot separated with any others English aspects includ speaking, so, in grammar, intonation also need. In this part,the function is devided tobe two parts; Demarcative function the use of tonality to mark the beginning or end of utterances. And the second one is syntactic function in which “tone” to distinguish between clause types or disambiguate grammatically ambiguous sentences,

e.g:

(1) These are ready

These are ready

(2) My daughter who lives in Oxford | is a doctor

My daughter | who lives in Oxford | is a doctor

- 3) After that, it conveys the given-new information, or provides information for turn-taking: the discourse function of intonation. As a discourse marker, intonation used by the speaker in a turn or when turn-taking happen between them. So, there are three simple possibilities for intonation: level, fall and rise.

It signals the way sequences of utterances are contrasted and/or cohered in a spoken discourse (resembles the division of written text into sentences and paragraphs).

- 4) Another function is accentual function. It distinguishes between old and new information in an utterance. It directs the listener's attention to the salient points of the message. It is done by tonicity. The exact speaker's meaning is achieved by appropriate nucleus placement and choice of tone. This often appear in the conversation also in a speech done by the speaker.
- 5) And then, psychological function helps us to organize speech into units that are easy to perceive, process and understand. It is done by tonality or the speaker divide the continuous speech signal into smaller logical sense units.
- 6) And the last is indexical function. It is showed a personal characteristic intonation. Then, intonation may act as a marker of personal or social identity.

In the other way, Chun (2002:50) grouped the function of intonation into four broad categories; grammatical, attitudinal, discourse, and sociolinguistic. He also stated that in most accounts, intonation is found to be multi-functional, though different theories emphasize different aspects or functions. It means in another expert point of views, there must be different aspect of intonation.

Figure 2.1.4.1 The function of Intonation adapted from Vaissière (2004:2)

Syntactic	Segmentation of continuous speech into syntactic units of different size: Prosodic words, syntagma, propositions, utterances, paragraphs.
Informational	Segmentation of continuous speech into informational units: theme/rheme, given/new, focus/parenthesis
Interactive	Regulation of the speaker-listener interaction: Attraction of

	attention and arousal, turn taking/holding, topic end/continuation
Modal	Communicative intent Assertion/question/order, etc
Attitudinal	Attitudes of the speaker toward what he says: Doubt, disbelieve, etc. Attitudes of the speaker toward the listener: Politeness, irony, etc.
Emotional	Speaker's arousal Joy, anger, etc.
Others	Characteristics of the speaker: identity, sex, age, physiological state, regional varieties, stylistic variations, sociocultural background, etc. Prosodic continuity, intelligibility, lexical access, memory and recall.

The other expert such Soltani (2007:8) said that, when speaking, people generally raise and lower the pitch of their voices and form pitch patterns. And then, speaker also give some syllables a greater degree of loudness and change their speech rhythm.

Figure 2.1.4.2. Aspects of speech contributing to intonation in its broad sense adopted from Baumann and Grace (2007:2)

Perception	Articulation	Acoustics
pitch perceived scale: high – low	quasi-periodic vibrations of vocal folds	fundamental frequency (F0) measure: Hertz (Hz)
loudness perceived	articulatory effort,	intensity measure: decibel

scale: loud – soft	subglottal air pressure	(db)
length perceived scale: long – short	duration and phasing of speech gestures	duration of segments measure: millisecond (ms)
vowel quality perceived scale: full – reduced	vocal tract configuration, articulatory precision	spectral quality measure: formant values in Hz

2.1.5 The Elements of English Intonation

According to Kirkova (2014) there are some elements in English intonation, they are: *Nucleus/Tonic Syllable, Tail, Head, and pre-head.*

2.1.5.1 Nucleus

The stressed syllable of the last accented word which carries the most important information for the listener. Tone is applied on the nucleus (hence tonic syllable) from this syllable on there is a noticeable pitch movement over several syllables, i.e. the nucleus tone begins the type of tone used is chosen by the speaker to convey his/her attitude in English. The nucleus is usually placed towards the end of the IP (Intonation Phrase) especially if new information is introduced. When the speaker makes a deliberate decision in the speaking process to focus on certain information mentioned earlier, that is usually shared information known to both speakers. Nucleus/ Tonic syllable can be divided into two aspects; First, Basic tone choices: Fall, rise, fall-rise. And the second is More subtle tone choices (tunes): high fall, low fall, high rise, low rise, rise-fall, fall-rise, and mid level.

2.1.3.5 Tail

The tail may contain other stressed syllables but never an accented syllable. It is also give a stregh accent in the word. Tail usually appear when the speaker wants to give the explanation in detail. Tail is some syllables following the tonic syllable up to the end of the tone-unit.

2.1.3.6 Head

Head is a group of syllables consisting of an ONSET (the first and only accented syllable) and other unstressed and stressed syllables (if any) before the nucleus in an IP. The onset is accented because there is a pitch change making the syllable stand out. The types of head are: high head, low head, falling head, and rising head.

2.1.3.7 Pre-Head

The unstressed syllables before the onset, or before the nucleus if there isn't a head. Before the head, there may be a pre-head, which includes all the unstressed syllables in a tone unit preceding the first stressed syllables. The types of pre-head are: low pre-head, and high pre-head.

2.2 Relevance Study

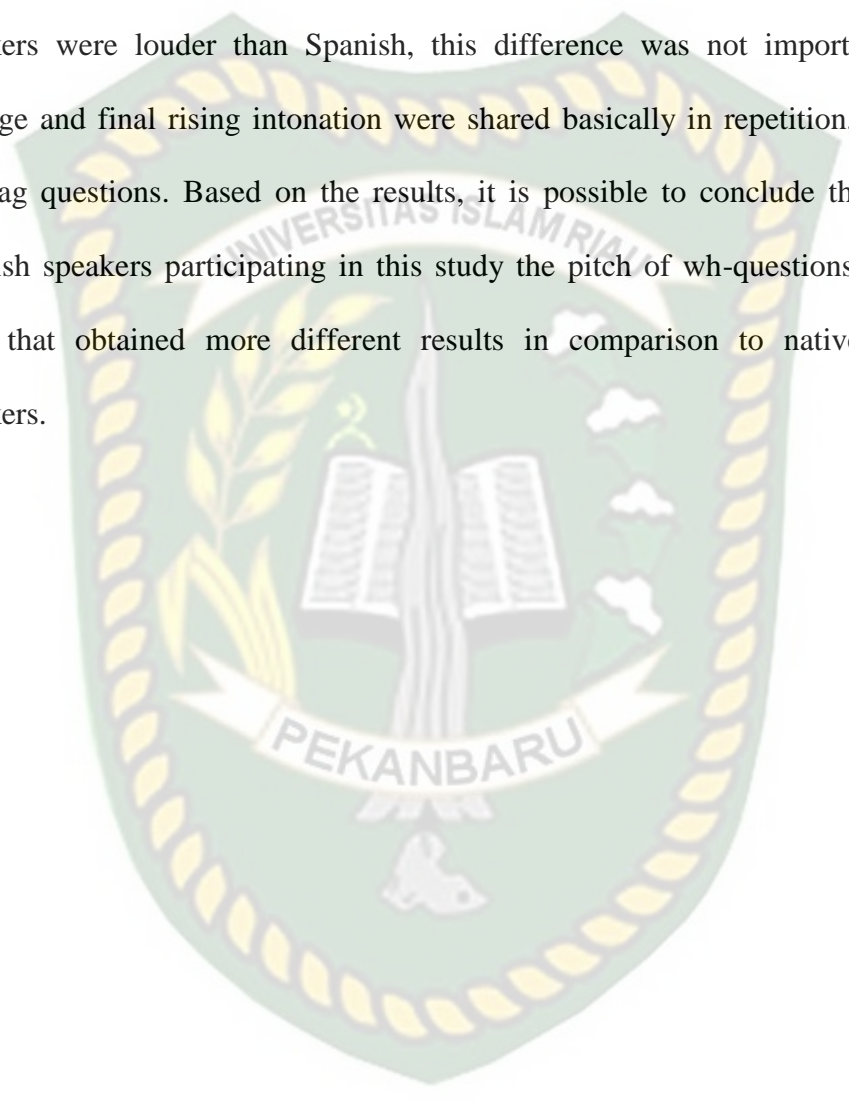
There are some relevant studies related to spoken grammar that had been conducted by the previous researchers. The first, research that had been conducted by Eva Estebas (2013) entitled "*The Learning of English Intonation by Spanish in A Speaker Distance Education Environment*" in this research, the

researcher has got percentages of expected English intonation patterns produced by Spanish students trained with BS and TL-ToBI. The percentages consist of whole tune, nuclear configuration, and pre-nuclear accent. Then the results of the analysis is the researcher has got BS (48%) and ToBI (65%) for whole tune, for nuclear configuration the researcher has got BS (64%) and ToBI (83%) and for pre-nuclear accent the researcher has got BS (60%) and ToBI (63%). The result show that the students instructed with TL_ToBI produce more native-like intonation patterns.

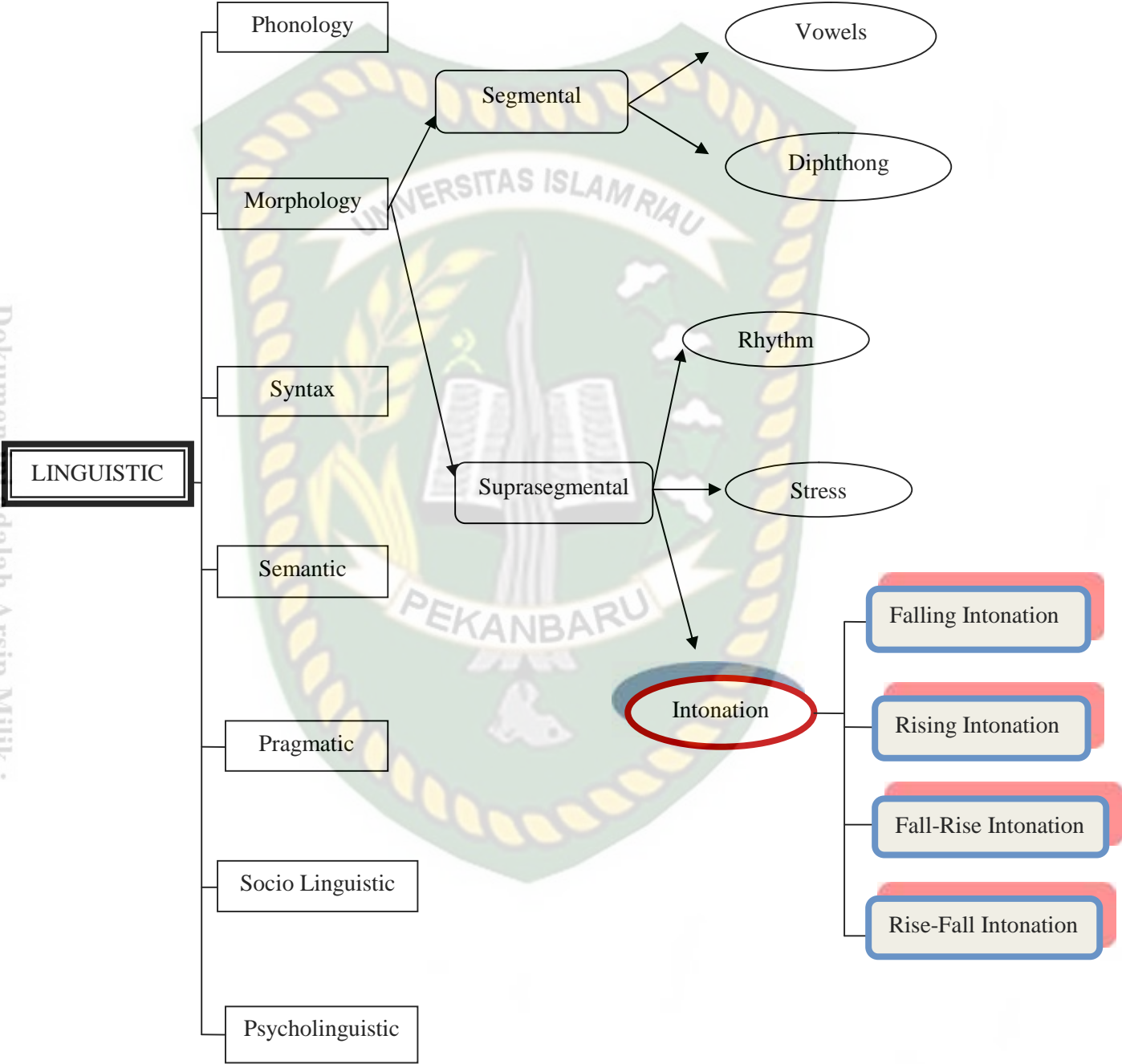
The other researcher like Jhon Levis and Lucy Pickering (2004) entitled *“Teaching intonation in discourse using speech visualization technology”* they have got that software is now capable of presenting longer stretches of speech, and systematic meanings of discourse pitch movement have been described in ways that are more transparent for the learners. Mostly importantly, our increased understanding of the form and function of intonation in discourse gives teachers the knowledge they need to help their students use intonation for real communication, making it increasingly possible that learners will understand and learn to use intonation for their real communicative needs.

In additional, the researcher takes a journal from Maria Gabriela Valenzuela Farias, 2013. She is from Universidad Catolica de la Santisima Concepcion (UCSC) Concepcion – Chile. The title of her journal is *“A Comparative Analysis of Intonation Between Spanish and English Speakers in Tag Questions, Wh-Questions, Inverted Questions, and Repetition Questions”* the researcher has got the results have shown significant differences, as well as

similarities between the two languages. Individual differences were always taken into account, and the collected data has given an idea of the possible problems that Spanish speakers face when they learn English as a second language. English speakers were louder than Spanish, this difference was not important. Pitch average and final rising intonation were shared basically in repetition, inverted, and tag questions. Based on the results, it is possible to conclude that for the Spanish speakers participating in this study the pitch of wh-questions were the ones that obtained more different results in comparison to native English speakers.



2.3 Conceptual Framework



Note : Researcher takes the first subfield to be subject of this research that is intonation.

Linguistic is the scientific study about language. The branch of linguistic divided into micro linguistic and macro linguistic. In micro linguistic, there are 7 parts, one of them is phonology. In phonology divided into 2 types, segmental and supra segmental. In the supra segmental there are 3 parts, they are rhythm, stress, and intonation. The researcher focuses into intonation. There are falling intonation, rising intonation, fall-rise intonation, rise-fall intonation.



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