

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF
ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR
ISLAMIC STUDIES OF METRO**

By:

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TARBIYAH AND TEACHING LEARNING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

**AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF
ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR
ISLAMIC STUDIES OF METRO**

**Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
in English Education Department**

By :

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**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO
1443 H / 2021 M**



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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamualaikum Wr. Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO. Written by: Putri Nindi Pratiwi, Student Number 1701070194, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, Desember 07 2021 at 08:00 – 10:00

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AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

ABSTRACT

By: Putri Nindi Pratiwi

The purposes of this study were to analyze the intonation in English pronunciation, to investigate the most dominant type of intonation in English pronunciation, and to analyze the students' difficulties in using intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro. The researcher analyzed this phenomenon based on the consideration of students' problems in pronunciation investigated in the pre-survey process. Therefore, it is hoped that this research is useful in describing the phenomenon of intonation in students' pronunciation.

This research method is a qualitative research in the form of a case study conducted at IAIN Metro. The main source of this research is English education students semester one which consists of eight conversation done English education students. The researcher used observation and documentation in collecting data.

The result of this research is that the use of intonation in English pronunciation is dominated by inappropriate use (61%). The second research result proved that the most dominant type of intonation in English pronunciation is rising-falling intonation (41%). The third research result proved that the students difficulties in using intonation in English pronunciation are Difficulty of Falling Tone (16%), Mix-using intonation (41%), Lack of Falling-Rising Tone (39%), and Lack of Rhythm (4%).

Keywords: Intonation, English pronunciation, qualitative research.

ANALISIS INTONASI DALAM PELAFALAN BAHASA INGGRIS PADA MAHASISWA JURUSAN BAHASA INGGRIS INSTITUT AGAMA ISLAM NEGERI METRO

ABSTRAK

Oleh: Putri Nindi Pratiwi

Tujuan dari penelitian ini adalah untuk menganalisis pengucapan intonasi, untuk mengetahui tipe dominan dalam pengucapan intonasi, dan untuk menganalisis kesulitan siswa dalam pengucapan intonasi pada mahasiswa Bahasa Inggris yang paling sulit di Institut Agama Islam Negeri Metro. Peneliti menganalisis fenomena ini berdasarkan pertimbangan masalah siswa dalam pengucapan yang diselidiki dalam proses pra-survei. Oleh karena itu, diharapkan penelitian ini bermanfaat dalam mendeskripsikan fenomena intonasi dalam pengucapan siswa.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilakukan di IAIN Metro. Sumber utama penelitian ini adalah mahasiswa pendidikan bahasa Inggris semester satu yang terdiri dari delapan percakapan yang dilakukan mahasiswa pendidikan bahasa Inggris. Peneliti menggunakan observasi dan dokumentasi dalam mengumpulkan data.

Hasil dari penelitian ini adalah penggunaan intonasi dalam pengucapan bahasa Inggris didominasi oleh penggunaan yang tidak tepat (61%). Hasil penelitian kedua membuktikan bahwa jenis intonasi yang paling dominan dalam pengucapan bahasa Inggris adalah intonasi naik-turun (41%). Hasil penelitian ketiga membuktikan bahwa kesulitan siswa dalam menggunakan intonasi dalam pengucapan bahasa Inggris adalah kesulitan nada rendah (16%), intonasi campuran (41%), kurangnya nada naik-turun (39%), dan kurangnya irama (4%).

Kata Kunci: Intonasi, pengucapan Bahasa Inggris, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, 20 December 2021

The writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 Desember 2021

Yang membuat pernyataan



Putri Nindi Pratiwi
1701070194

MOTTOS

اللَّهُ الصَّمَدُ ج

Allah tempat meminta segala sesuatu

QS. Al-Ikhlās : 2

*Women are obliged to receive education, not because of a title and
award that they seek, but a certainty that
a smart child is born from the womb of an intelligent mother.*

#putrinp

DEDICATION PAGE

This undergraduate thesis specially dedicated to:

1. My parents, Mr Andri Sagita Putra and Mrs. Nanik Haryani. The ones who teach me about anything and everything.
2. My sister and brother, Audy Fitri Pratiwi and Satria Alana Pratama. All my best friend; Welandi Martalia, Wahyu Sri, Nika Kurnia and Sri Purwani. Thanks always support me!
3. My almamater of State Institute Islamic of Metro.

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Praise always be upon Allah the king of human kind who has created human as the best creatures among his creation and also all mankind in all over the world without any exception. Bestow and murus always deliver to our precious prophet Muhammad SAW who has brought humankind from darkness into brightness era. Peace is upon him, who always being an inspiration and role model for all people especially for moslem.

These research proposals entitle “An Analysis of Intonation in English Pronunciation of English Department Students At State Institute for Islamic Studies of Metro”.

Fur more, the writer would like to express the gratitude to the sponsor Syahreni Siregar, M.Hum. a who have sincerely guided writer to accomplish the research proposal. Finally, the writer realizes that this research proposal is far from perfect. The writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English be it in school or college.

Metro, 20 Octth 2021

The Writer



Putri Nindi Pratiwi
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CHAPTER I

INTRODUCTION

A. Background of The Study

Pronunciation is a speaker's way of pronouncing the sound of a language. Pronunciation can be interpreted as a word pronunciation system. Each syllable is pronounced based on the sound unit. A word can be pronounced differently by speakers. Their background, ethnic residence, and education are also major factors in a speaker's pronunciation.

Pronunciation is a link between a speaker and other speakers. Without clear pronunciation, the message conveyed by a speaker can be lost or cannot be sent. Having good pronunciation is very important for communication. A speaker can form good speaking skill with good pronunciation. Moreover, a speaker's confidence is increased if the speaker is smart in pronunciation.

Having good pronunciation makes a speaker stand out from the competition in looking for work. The achievement of meaning will be maximized in the context if we are fluent in pronunciation. Good pronunciation also helps a speaker identify and understand the sounds other speakers make. Minimizing misunderstanding in the speaking process with native speakers is also a priority in mastering good pronunciation.

However, the pronunciation is a very complex thing to master. There are many problems in the process of pronouncing English pronunciation. Having bad listening sensitivity for every speaker causes many mistakes that make a speaker difficult to listen a native speaker when speaking. Problems arise when learning how to make foreign sounds with a speaker's own speech organs.

Speakers are difficult to know and to remember which sound is right to say in a word or sentence. A speaker is also not able to answer in what context the sound is pronounced, while the sounds are related to one another. Lack of the ability to apply the entire sequence easily and quickly becomes a problem for a speaker. It is very important for speakers to learn pronunciation and understand about difficult sounds in English so that a speaker can correct these mistakes.

In connection with this problem, the writer had conducted a pre-survey on March 1st, 2021 at State Islamic of Metro. In the pre-survey process, the writer had observed eight conversation records English education students. In the pre-survey process, the writer found the intonation phenomenon in English conversation.


Table 1 Criteria of Intonation In English Pronunciation

No	Criteria	Frequency	Percentage
1	High	1 Student	14 %
2	Fair	2 Students	33 %
3	Low	3 Students	50 %
Total		6 Guides	100 %

Based on the data from the pre-survey above, it is known that the high percentage with the intonation phenomenon belongs to the low category. This shows that the quality of the intonation of the English education students is low. One example of the phenomenon of intonation spoken by a English education students is:

“How are you?”

The pronunciation of the sentence shows a problem with intonation because the intonation in that sentence should be pronounced in the

“How are you?”


In connection with the results of the pre-survey above, the writer would like to analyze more deeply the English department student intonation in English conversation documents. Intonation is treated as the use of phonological tone for non-lexical purposes, or to put it positively for the expression of phrasal structure and discourse meaning¹. Intonation in reality is a matter of tone variation, it is important to note that the functions given by intonation such as the expression of attitudes and emotions, or tugging at aspects of grammatical structures are almost always between joint variations in other prosodic features.

Quality intonation is the result of cooperation between the tone, duration, stress, and stops accompanying a speech from the beginning to the last stop. A form of high and low tone contained in a sentence provides control over the various forms of words contained in a sentence.

¹ Carlos Gussenhoven, *The Phonology of Tone and Intonation* (Cambridge: Cambridge University Press, 2004), 12.

Therefore, the process of intonation in speech is complex, especially for foreign language learners.

There are many functions to an intonation. Intonation serves to express emotions and each speaker's attitude. By the right intonation, speakers can identify grammatical structures, show information contained in new and known speech, and show how clauses and sentences go together in spoken discourse is also a function of intonation. Intonation also has a psychological function which is used to build pronunciation into units that are easy to carry out, to memorize, and to do.

Based on all the description above, the writer would like to conduct a qualitative research in the type of case study. In this case, the writer aims to explore deeply the intonation of the English conversation in State Institute for Islamic Studies of Metro. During the Covid pandemic, the writer will conduct this qualitative research by collecting important research data from the lecturers and the students through online social media by requesting archives of voice documents of conversations English department students. Therefore, the writer constructs a research proposal entitled "An Analysis of Intonation in English Pronunciation of English Department Students at State Institute for Islamic Studies of Metro."

B. Research Questions

The writer decides the research questions, as follows:

1. How is the Intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro?

2. What is the most dominant type of Intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro?
3. What student's difficulties in using intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro?

C. Objectives and Benefits of the Study

1. Objectives of The Study

Based on the research question, the writer determines the research objectives, including of the following:

- a. To analyze the intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro.
- b. To investigate the most dominant type of English Department Students at State Institute for Islamic Studies of Metro.
- c. To analyze the student's difficulties in using intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro.

2. Benefits of The Study

This research is expected to provide benefits for the writer, for the English department students, for the lecturers of State Institute for Islamic Studies of Metro, and for the other researchers

a. For The English Department Students

By this research, it is hope that English department students will get accurate information related to their intonation in the

process of speaking English. By looking at their abilities, they can measure well the quality of their pronunciation, especially in the intonation of each word, sentence, or sentence they say. If their quality is good then they will be able to maintain and to improve even better. If their intonation quality is still weak, they will try to improve it.

b. For The Lecturers Of State Institute For Islamic Studies Of Metro

This research is also useful for lecturers of State Institute for Islamic Studies of Metro as a material for consideration related to English department students in pronouncing English expressions, especially those related to English intonation. If most of the English department students have a problem, the human research development will follow up by improving the quality of the English department students, however, the English department students do not get difficulties; the human resource development can maintain and improve it even better.

c. For The Other Researchers

This research can be used as a reference for other researchers who will conduct the research on the same topic, namely intonation analysis. This research is useful for the other researchers because this research does provide not only theoretical information but also information related to the application and the practical aspects related to qualitative technical matters of research intonation.

D. Prior Research

This research will be conducted by considering several prior researches.

The first research was previously conducted by Roni Nursyamsu and Lukluk Argita Munif with the title of research a Study of English Intonation in Indonesian EFL learners. The research method is a qualitative research method. The purposes of this research are to determine intonation patterns that occur in students, and to determine the kinds of information structures that occur in students. While the results of his research are there are 5 kinds of intonation patterns used by the speaker: fall, rise (final), rise (non-final), fall-rise (final), fall-rise (non-final); there are 158 clauses with 25 independent clauses and 133 dependent clauses from the respondent's performance; there are three systems of information structure: tonality, tonicity, and tone; in the tonality system, HTS-T with a percentage of 18% is the pattern most widely used by respondents; given-new given (G-N-G) with a percentage of 36% is the most widely used in its performance based on the tonicity system; incomplete information (non-final rise) is the most dominant intonation pattern used by respondents with a percentage of 33%.

This research and previous study have similarities and differences. The similarities are in the research topic and research method. This is because the research method is intonation in pronunciation. Another similarity is in the research method because the second research method is qualitative. The differences between these two studies are in the objectives

of the study and the results of the study. The purpose of this study is different because this research is not only on the proportion of intonation in pronunciation but also aims to examine the difficulties of intonation.

The second research was previously conducted by Christian Nena Purba, David Toga Hutahaeon, Herman, Hilman Pardede with the title Analysis of Students' Difficulties Using English intonation in the Eighth Grade Junior High School 2 Pematangsiantar. The research method is a qualitative research method. The research objective is to determine the difficulty of students in using English intonation. While the research results are the intonation contours of the students. This study found three students' difficulties in using English intonation, namely: (1). Difficulty in using level tones, (2). Difficulty in using intonation increases, (3). Difficulty in using fall intonation. The results of this study recommend that both teachers and students take responsibility for overcoming these difficulties.

This study and the second previous study have similarities and differences. The similarities are in the research topic and research method. This is because the second research topic is intonation in pronunciation. Another similarity exists in the research method because the second research method is qualitative. The difference between these two studies lies in the objectives and results of the study. The purpose of this study is different because this study not only focuses on the proportion of intonation in pronunciation but also the difficulty in using English intonation.

The third research was previously conducted by Kamariah Yunus, and Yasmeen Almadani in the title of The Importance of Intonation in The Performance of Different Speech acts. The research method is a qualitative research method. The research objective was to play the role of intonation in the performance of different speech acts. Meanwhile, the research result is a complete explanation and illustration of the role intonation in speech act theory.

This research and the third previous study have similarities and differences. The similarities are in the research topic and research method. This is because the second research topic is intonation in pronunciation. Another similarity is in the research method because the second research method is qualitative. The differences between these two studies are in the objectives and results of the study. The purpose of this study is different because this research focuses not only on the proportion of intonation in pronunciation but also on intonation of roles in speech act theory.

CHAPTER II

LITERATURE REVIEW

A. Concept of Pronunciation

1. The Nature of Pronunciation

Pronunciation is affected negatively by an imbalance, and if one is pronouncing a second language, confidence and relaxation levels may be particularly low because of the tension it evokes. Speaking a second language may lead to a feeling of detachment between you, the speaker, the language you are.² When mastering a second language, we can mark pronunciation as the main art because it's just about clear word expression. It was the early art of mastering a second language.

Pronunciation is important for both speaking and listening, and this course will also help you with your listening.³ Pronunciation in English is very important, especially for non-native speakers. Because sometimes incorrect pronunciation can hinder communication.

Pronunciation is a much more important and pervasive feature of communication than is generally recognized.⁴ Pronunciation should not be ignored when learning English. Pronounce mistakes should be avoided to improve your overall pronunciation skills.

² Dick Smakman, *Clear English Pronunciation: A Practical Guide* (New York: Routledge Taylor and Francis Group, 2020), 25.

³ Jonathan Marks, *English Pronunciation in Use: Elementary* (Cambridge: Cambridge University Press, 2007), 6.

⁴ Martha C. Pennington, and Pamela Rogerson-Revell, *English Pronunciation Teaching and Research* (London: Library of Congress, 2019), 1.

Pronunciation is an action or result of producing speech, including articulation, control, and intonation, referring to some standard of truth or acceptance. Pronunciation is the part of speaking. In learning how to pronounce in English, listening skills are also needed or our ability to hear vocabulary. Pronunciation in English is very important, especially for non-native speakers. Because sometimes if the pronunciation is wrong it can hinder communication.

2. The Aspects of pronunciation

Aspects of pronunciation includes off, as follow:

a. Word Stress

Word stress is a moderately important feature of pronunciation, yet the teacher questionnaire reveals it as the one that teachers on the course believe is the most important.

b. Intonation

Intonation is a vital aspect of prosody that native speakers acquire and use, and may also be important for foreign learners.

c. Sentence Stress

Sentence stress is also mentioned as an important element, but not word stress or weak forms.

d. Single Consonant Sounds

Consonant phonemes are also of importance, and initial consonants are viewed as more important than final ones as errors involving initial consonants are more likely to interfere with decoding for the listener.

e. Single Vowel Sounds

Vowel length can be an important indicator of whether the following consonant is voiced; it is viewed as important for intelligibility.

f. Weak Forms

The choice of strong or weak form will obviously play a role in determining what kind of focus and prominence pronunciation is afforded. A focus on form, as well as function, could provide more opportunities for instruction to take place.

g. Rhythm

Suprasegmentally features also encompass rhythm and associated aspects of connected speech. When examining the rhythm of English, it is necessary to address the syllable-timed/stress-timed debate.⁵

3. Problems in Pronunciation

The main problem of English pronunciation is to build a new set of boxes corresponding to the sounds of English, and to break down the arrangement of boxes which the habits of our native language have so strongly built up. We do this by establishing new ways of hearing, new ways of using our speech organs, new speech habits.⁶

⁵ John Hodgetts, *Pronunciation Instruction in English for Academic Purpose* (Switzerland: Springer Nature Switzerland, 2020), 169.

⁶ J. D. O'Connor, *Better English Pronunciation* (Cambridge: Cambridge University Press, 1998), 3.

B. Concept of Intonation

1. The Nature of Intonation

Intonation is indeed a half-tamed savage, but will draw a sharp dividing line between the tamed half and the untamed half.⁷ Intonation entered into English, namely Germanic language which was first spoken in English in the early middle Ages. In intonation there are dynamic stress, high notes, and tempo stress.

Intonation is an expressive device of language. Pitch accent expresses the prominence of a concept.⁸ Pronounce the sentence using the tone that is not as usual. Pressure nada is about the high low of a word.

Intonation is the way of saying something may depend on gesture, facial expression and voice quality, but usually the most significant factor.⁹ Intonation is also the level of a tone in a sentence that provides control in certain words in a sentence. In an intonation we must understand which words need to experience word control.

Intonation is the level of a tone in a sentence that emphasizes certain words in a sentence. In intonation there are three types of pressure, namely dynamic pressure, high pitch pressure, and tempo pressure. In each stress we must pronounce it precisely. High and low, the length of time a word is spoken must also be set in an intonation.

⁷ Carlos Gussenhoven, *The Phonology of Tone and Intonation* (Cambridge: Cambridge University Press, 2004), 49.

⁸ Nicole Dehe, *Particle Verbs in English: Syntax, information structure and intonation* (Amsterdam: John Benjamins Publishing Company, 2002), 134.

⁹ Adrian Underhill, *Sound Foundations: Learning and teaching pronunciation* (Macmillan: Macmillan Publishers Limited, 2005), 74.

2. The Function Of Intonations

- a. The attitudinal 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.
- b. The grammatical function. 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 demarcate function). We do this by tonality. We also use intonation to distinguish clause types, such as question vs. statement, and to disambiguate various grammatically ambiguous structures (the syntactic function). We do this mainly by tone.
- c. The focusing (also called accentual or informational) 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.
- d. The discourse (or cohesive) function. Intonation signals how sequences of clauses and sentences go together in spoken discourse, to contrast or to cohere. It functions like the division of written text into sentences and paragraphs. It enables us to signal whether or not we have come to the end of the point we are

making; whether we want to keep talking or are ready to give another speaker a turn.

- e. The psychological function. Intonation helps us organize speech into units that are easy to perceive, memorize and perform. We can all repeat an arbitrary string of three, four or five numbers, but not a string of ten- we need tonality. Unless we split them into two units of five. This is why we need tonality.
- f. The indexical function. Just as with other pronunciation features, intonation may act as a marker of personal or social identity. What makes mothers sound like mothers, lovers sound like lovers, lawyers sound like lawyers, clergymen sound like clergymen, newsreaders sound like newsreaders, officials sound like officials¹⁰.

3. The Types Of Intonation

a. Falling Intonation

Falling intonation is characterized by a clear fall of the pitch after the stressed syllable of the last content word towards the end of the sentence. In other words, the pitch will have to fall after the stressed syllable of the last content word. Falling intonation is used in many situations.

b. Rising Intonation

Rising intonation is characterized by a clear rise of the pitch after the stressed syllable of the last content word of the sentence onwards. In other words, the pitch will have to rise after the

¹⁰ J. C. Wells, *English Intonation* (Cambridge: Cambridge University Press, 2006), 11.

stressed syllable of the last content word. Rising intonation is used in yes-no questions, repeated questions, question statements, and tag questions.

c. Rising-Falling Intonation

Rising-falling intonation is characterized by a combination of a rise followed by a fall. In this case, the pitch will go up on one part of the sentence and then fall down on another part. Rising-falling intonation is often used in two-part statements, intro-phrases, and listings.

d. Falling-Rising Intonation

Falling-rising intonation is characterized by a combination of a fall followed by a rise. This intonation pattern is the reverse of the rising-falling pattern. Falling-rising intonation is often used for soothing and politeness.

e. Take-Off Intonation

Take-off intonation is characterized by a take-off pattern after the most important contrastive stress of the sentence. In other words, the speaker begins with a regular or level tone and then gradually raises the pitch (similar to the way airplanes run along the runway before take-off). The point at which the pitch comes to a full rising pattern depends on the speaker's choice. This is normally the point the speaker finds most important. Take-off intonation is often used in statements with negatively-charged emotions.

f. Level Intonation

Level intonation is characterized by no or very little pitch modulation throughout a sentence. In rising or falling intonation patterns (or their combinations), the pitch would move from one level to another (i.e., a higher or lower level). In level intonation, however, the modulations of pitch are not remarkable enough to move across different pitch levels. That is, the pitch will stay within the same level throughout the statement. Level intonation has a very strict usage.¹¹

4. The Difficulties Of Intonation

a. Difficulty of Falling Tone

The students are not familiar with the rises and falls in English intonation and use falling tone frequently in cross-cultural communication, no matter it is a general question or special question. This will give the listener a impolite and unfriendly impression, and it can even make they feel aggressive and lead to misunderstanding. For example, you intend to show your friendliness by saying “How are you?”, but mistakenly used a falling tone. It will reversely give the listener a feeling that you are indifferent and lack of concern. This will have negative effects on a successful cross-cultural communication.

¹¹ Parviz Birjandi, and Mohammad Ali Salmani-Nodoushan, *An Introduction To Phonetics* (Iran: Zabankadeh Publications, 2005), 118.

b. Mix-Using of Intonation

English intonation is conventional, which can not be used casually. Most students have insufficient knowledge of the intonation patterns and their pragmatic functions. So when they say “good afternoon”, they probably don’t realize that a rising tone means polite and routine, a falling tone means seriously greeting, a fallingrising tone indicates the speaker’s happy mood and a rising-falling implies arrogance. Intonation patterns should be carefully chosen and should not be used casually in cross-cultural communication.

c. Lack of Falling-Rising Tone

Falling-rising tone has a function of implication and reservation, which is very important in a successful cross cultural communication. For example, “Mary doesn’t tell anybody the story.” In falling-rising tone implies that Mary has told the story to someone. Although falling rising tone is very important in English intonation.

d. Lack of Rhythm

Generally speaking, content words should have a strong form. And function words should have a weak form and should be read as shortly as you can make them. While speaking English, most students in stress every word they speak and ignore the beautiful rhythm of English. Thus, they make very unnatural English and difficult for others to understand.¹²

¹² HUO Shuying, and LUO Quan. “*Difficulty of English Intonation for Chinese Students in Cross-Cultural Communication*”. Vol.13 No.1 2017. Hal 49-50.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher will consider the intonation in pronunciation. Researcher will decide to use qualitative research to analyze the intonation in the pronunciation of English education students at State Institute Islamic of Metro

Qualitative research is the mounds of data, often composed of hundreds and thousands of pages, produced from having gone in to organizations to learn about them.¹³ Qualitative methods include ethnography, grounded theory, discourse analysis, and interpretative phenomenological analysis.

Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data. General approaches include basic theory, ethnography, action research, phenomenological research, and narrative research. They have some things in common, but emphasize different goals and perspectives. In qualitative research, it is important to reflect on your approach and thoroughly describe the choices you make in collecting and analyzing data.

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a case study that it can be used to describe phenomena and summarize. The aim of using

¹³ Karen Golden-Biddle, and Karem D.Locke, *Composing Qualitative Research* (Canada: United States of America, 2007), 47.

Survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is a kind of research that has goal to development of a set of related but distinct categories within a phenomenon that discriminate across the phenomenon.¹⁴ In line with the explanation above, the purpose of this research to know of difficulties the English department students in applying intonation in their English pronunciation at State Institute for Islamic Studies of Metro.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary sources are original phenomena on which the research is based. It is testimony or direct evidence about a topic under consideration. Primary sources present information in its original form, not interpreted or summarized or evaluated by other authors. The main source of this research is 8 English department students voice recordings conversation that will relate to the intonation.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific argument or to persuade the reader to accept a certain point of

¹⁴ Lisa M. Given, *Qualitative Research methods* (America: SAGE Publications, 2008), 900.

view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

In the data collection process, the researcher collected the English Department Students voice recordings to analyze and identify the intonation in pronunciation. In this study, researcher used two data collection techniques. There are observations, and documentation.

1. Observation

Observation is complicated, of course, as a range of philosophers, historians and sociologists of science have shown.¹⁵ In living beings, observation employs the senses. In science, observation can also involve the perception and recording of data via the use of scientific instruments.

In this research, the writer will observe 8 English department students voice recordings conversation that will relate to the intonation in State Institute for Islamic Studies of Metro on the year of 2021, particularly in the part of background of study.

Researchers will look for voice recordings that exist in speaking subject. Researcher will analyze the difficulty of intonation in pronunciation. When researcher have found difficulties from intonation to pronunciation. Then the researcher will take the voice recording. After that the researcher will analyze the voice recording.

¹⁵ Uwe Flick, *Qualitative data Collection* (London: SAGE Publications Ltd, 2018), 183.

2. Documentation

Qualitative research is approaching the world(s) ‘out there’ (instead of doing studies in specialized research settings such as laboratories).¹⁶ In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher will get the data form the document result of English department student’s voice recordings that will relate to the intonation in State Institute for Islamic Studies of Metro in the year of 2021, particularly in the part of background of study.

D. Data Analysis Technique.

An important part of a research study is analyzing the data, because the results are the conclusions of all studies. Data analysis involves breaking down existing complex factors into simple parts and putting the parts together in a new arrangement for interpretive purposes. In qualitative research, data analysis includes two aspects, namely the aspect of text analysis and involves developing descriptions and themes.

¹⁶ Ibid, 5.

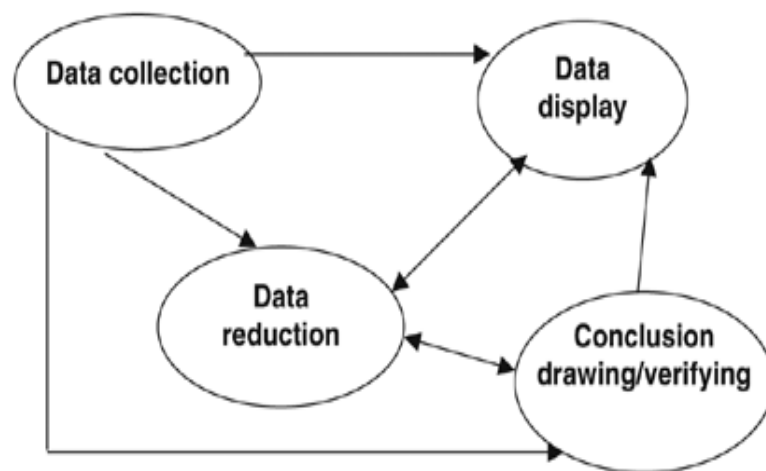


Figure 1. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:¹⁷

1. Data collection is the stage when the researcher collects all the data used to complete the research. The author will collect data in the form of recording conversation documents. Document data will be collected through voice documentation, to check for difficulties. Meanwhile, the data were obtained from English Department Students.
2. Researcher will reduce the data obtained by summarizing and selecting certain things. After the researcher collects the data, the researcher will sort out certain things based on the results of the recording conversation. Therefore, not all recording conversation results will be presented. In this case the writer will concentrate on intonation and difficulty and its causes.
3. To display data, researchers usually use graphs, pictures, diagram, or tables. Views must be able to describe the contents of all data. After the

¹⁷ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis* (America: SAGE Publications, 2014), 33.

researcher has sorted out which one is important to answer the research objectives, the researcher will display the research data in the form of words which are supported by the use of tables and diagram to obtain research results.

4. Finally, the researcher will verify his research by making conclusions from the data findings. So that it will prove that this research has achieved its research objectives or not.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; making the meaning flaw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the researcher use six steps of research approach, as follows:¹⁸

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

¹⁸John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*(New York: Pearson Education, 2002), 7.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Result

1. Description of Research Location

a. The History of IAIN Metro

IAIN Metro is State Islamic Institute Metro campus, which previously IAIN Metro was named STAIN Jurai Siwo Metro. STAIN stands for State Islamic High School. Changes in the status of the STAIN Jurai Siwo Metro campus to IAIN Metro in 2017. This is evidenced by the letter of approval based on the decision of Presidents No. 71 on 1 August 2016. This is also expected to be an improvement for the IAIN Metro campus itself.

Looking at its history, this campus was established under its previous name, STAIN Jurai Siwo on April 23-25, 1997 based on the letter of the President of the Republic of Indonesia No. 11 of 1997. On the other hand, the establishment of IAIN Metro is also inseparable from IAIN Raden Intan Lampung which has now changed to UIN Raden INTAN Lampung. At that time, IAIN Raden INTAN was the result of the efforts of religious leaders and community leaders who were members of the Lampung Islamic Welfare Foundation (YKIL), which planned to build two new faculties, namely the Tarbiyah and Sharia faculties. YKIL was founded by RD. Muhammad Sayyid in 1961.

Three years later, on October 13, 1964, based on the Decree of the Minister of Religion Number 86/1964, the status of the YKIL Tarbiyah Faculty was changed from a private foundation to a public foundation. However, it does not stand alone but is a branch of the Tarbiyah Faculty of IAIN Raden Fatah Palembang. After that, the people of Metro asked for the opening of the Tarbiyah Faculty and the Sharia Faculty in Metro City.

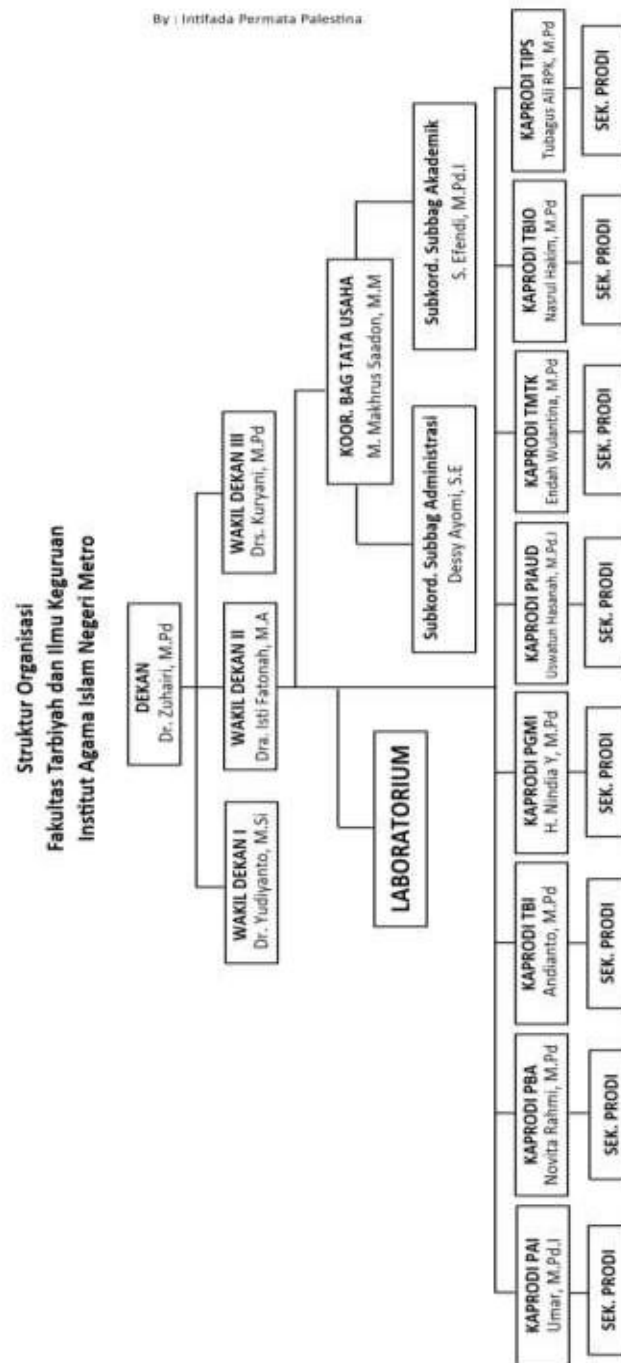
After the change in the status of the private foundation to the state and the opening of IAIN Raden INTAN Lampung, the Islamic Guidance Circular Letter No. E.III.OT/OO/AZ/1804/1996, dated August 23, 1996 regarding the Institutional Arrangement of IAIN Faculties outside the parent to become a State Islamic Religious College (STAIN). In line with the change, the name of STAIN Metro became STAIN Jurai Siwo Metro, considering that Metro City is in Central Lampung which has "Nine Balancing Clans". The campus is located on Jl. Ki Hajar Dewantara Street 15 A, Metro Timur, now has a second campus located at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung.

Currently, IAIN Metro has 4 faculties which are divided into two campuses. Campus 1 is the main campus which has a Rectorate Building, Postgraduate Building, and two faculties, namely: Faculty of Tarbiyah, Faculty of Adab and Da'wah (FUAD). The Faculty of Tarbiyah has 8 majors, namely; (1) Islamic Education Department (PAI), Arabic Language Education

(PBA), English Education Department (PBI), Elementary School Education Department (PGMI), Childhood Education Department (PIAUD), Mathematics Education Department (TMTK), Biology Education Department (TBIO), and Social Education Department (TIPS). Da'wah and Communication Department has 4 programs; Language and Arabic Literature (BSA), Communication and Islamic Broadcasting (KPI), and Islamic Extension Guidance (BPI).

Campus two is a wide campus with two other faculties; namely the Faculty of Sharia. Faculty of Sharia has 3 majors; Islamic Law (US), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI). And the Faculty of Islamic Economics and Business (FEBI). This faculty has 5 majors; D-III Syariah Banking (D-III PBS), Syariah Economy (ESY), S-1 Syariah Banking (S-1 PBS), Islamic Accountant (AKS), and Pilgrimage Management (MHU). Not only that, the two IAIN Metro campuses have also recently operated the Al-Hikmah Library. That is a brief history of the campus which is famous for its slogan "socio-eco-techno-preneurship".

b. Organization Structure of FTIK IAIN Metro



This figure 2 from Organization Structure FTIK IAIN Metro

c. The Facilities of IAIN Metro

At the IAIN Metro campus, facilities are also provided. The facilities owned by IAIN Metro are aimed at supporting the learning process and prioritizing learning comfort. These facilities include:

- 1) Multimedia-based classroom laboratory equipped with Television and Pendrive, which makes it easier for teachers to deliver learning materials.
- 2) Micro Teaching Laboratory
- 3) Language Laboratory
- 4) Computer Laboratory
- 5) Mini Bank Laboratory
- 6) Pseudo Judgment
- 7) Falaq Science Laboratory
- 8) Gazebo
- 9) Mosque
- 10) Canteen
- 11) Library
- 12) Free hotspot area

e. Table 2 The Population of Students in IAIN Metro

Department	Program	Students
Tarbiyah Department	Islamic Eduaction Department	1161
	Arabic Education Department	211
	English Education Department	722
	Islamic Elementary School Eduaction Department	518
	Islamic Childhood Education Education	216
	Mathematic Eduaction Department	245
	Biology Education Department	233
	Social Science Department	226
Total		3.572
Department	Program	Students
Syariah Department	Islamic Law	365
	Islamic Economy Law	471
	Islamic Constitutional Law	148
Total		984
Department	Program	Students
Da'wah and Communi- cation Department	Language and Arabic Literature	78
	Communication and Islami Broadcasting	378
	Islamic Extension Guidance	123
Total		579
Department	Program	Students
Islamic Economy Bussiness Department	D-III Syariah Banking	9
	Syariah Economy	1146
	S-1 Syariah Banking	865
	Islamic Accountant	328
	Pilgrimage Management	137
Total		2.485
Total Students of IAIN Metro		7.620

This data from Sistem Akademik (Sismik) IAIN Metro

on access June 21th, 2021.

f. The Profile of English Education Department IAIN Metro

English Education Department is a department with Starata-1 which was established in 2007. This department is an old department at IAIN Metro. Previously the English Education Department had a D-III status in 2002. Education in the English Department (PBI) aims to produce graduates who are knowledgeable, skilled, and qualified in teaching English and/or carrying out non-educational tasks, such as secretarial and banking to fulfill the world of work, both at the domestic and foreign levels.

- 1) Vision: Making English study programs highly qualified in educational insight and knowledge of English language and literature based on faith and *ihsan* as well as moral and ethical values of social and state life.
- 2) Mission: Creating an English language education program that is not only of high quality but also beneficial for the Indonesian people to meet the needs of the real world of work, both in the field of education and in non-educational fields at the national and international levels.
- 3) GOAL: The aim is to produce graduates who are knowledgeable, skilled, and qualified in teaching English and/or carrying out non-educational tasks, such as secretarial

and banking in order to fulfill the world of work both at the domestic and foreign levels.

2. Description of The Research Result

Description of Research Result refers to the research objectives including of *to analyze the intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro; to investigate the most dominant type of English Department Students at State Institute for Islamic Studies of Metro; and to analyze the student's difficulties in using intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro.*

a. The Intonation In English Pronunciation

In collecting the data of the first research objective, the researcher used the techniques of observation. Therefore, the instrument is observation sheet.

The data result of observation sheet related to the intonation in English pronunciation is provided in Appendix 8.

The data analysis is illustrated in the following table:

Table 3 The Intonation Data

No	Types of intonation	The intonation	
		The appropriate use	The inappropriate use
1	Falling	6	1
2	Rising	2	1

3	Falling-rising	4	10
4	Rising-falling	12	24
5	Take-off	1	2
6	Level	6	11
Total		31	49


The explanation of data in the table above is provided, as follows:

1) The appropriate use of intonation in English pronunciation


The use of appropriate intonation in English Department Students conversation at State Institute for Islamic Studies of Metro is indicated by the frequency of occurrence of 31 out of a total of 80 strands, in other words, there is 39% use of appropriate intonation in students' conversation. The use of appropriate intonation is shown in the following data.

a) MA and YA data

In MA and YA data, it is found that the use of the right intonation with the rising type in the statement

"how are you?"


This statement is correct because MA uses rising intonation correctly. Therefore, it is classified as a proper use. In addition, there is also an appropriate use of the falling-rising intonation with the statement

"im fine thank you, and you?"


The statement is correct because YA uses down and up appropriate intonation.

- b) In FA and SO data, it was found the use of appropriate intonation with falling-rising type in the statement

“fine thanks, and you”.



The statement is correct because the FA uses the right down and up intonation. Therefore, it is classified as a proper use.

In addition to the FA and SO data, there is also an appropriate use of the intonation of the falling type with the statement

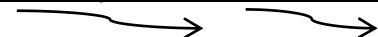
“yeah”



This is correct because SO uses the right down intonation.

- c) In DP and PM data, it was found the use of appropriate intonation with falling-rising type in the statement

“what do you mean, I work here”.



The statement is correct because the PM uses the right down and up intonation. Therefore, it is classified as a proper use. In addition to the DP and PM data, there is also an appropriate use of the intonation of the falling-rising type with the statement

“I thought you were on holiday”



This is correct because DP uses the right down and up intonation.

- d) In DM and NK data, it was found the use of appropriate intonation with falling-rising type in the statement

“nice to meet you”.



The statement is correct because the DM uses the right down and up intonation. Therefore, it is classified as a proper use. In addition to the DM and NK data, there is also an appropriate use of the intonation of the falling-rising type with the statement

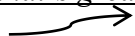
“nice to meet you too”



This is correct because NK uses the right down and up intonation.

- e) In the RU and RC data, it is found the use of appropriate intonation with the take-off type in the statement

“that’s great”.



The statement is correct because RU uses flat intonation and then rises appropriately. Therefore, it is classified as a proper use. In addition, in the RU and RC data, there is also an appropriate use of the intonation of the rising-falling type with the statement

“goodbye”



The statement is correct because RU uses the right down intonation.


Based on the results of observation on students' speaking activities, it is known that there are 31 appropriate intonations from 80 students in the form of 6 falling, 2 rising, 4 falling-rising, 12 rising-falling, 1 take-off, and 6 levels of intonation.

2) The Inappropriate Use Of Intonation In English Pronunciation

The use of inappropriate intonation in English Department Students conversation at State Institute for Islamic Studies of Metro is indicated by the frequency of occurrence of 49 out of a total of 80 strands. In the other words, there are 61% use of appropriate intonation in students' conversation. The use of inappropriate intonation is shown in the following data.


- a) In AR and ND data, it was found that the use of inappropriate intonation with the level type in the statement

"how are you feeling today?"



The statement is not correct because AR uses down intonation incorrectly. The proper usage should be


"how are you feeling today?"



In the intonation type of rising-falling.

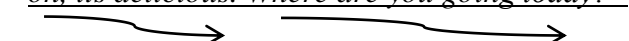
- b) In MA and YA data, it was found that the use of inappropriate intonation with the falling-rising type in the statement

"oh, its delicious. Where are you going today?"



The statement is not correct because the MA uses the intonation down and up incorrectly. The proper usage should be

"oh, its delicious. Where are you going today?"



In the intonation type of level type.

- c) In FA and SO data, it was found that the use of inappropriate intonation with the falling type in the statement



“Morning”


The statement is not correct because FA uses down intonation incorrectly. The proper usage should be


“Morning”


In the intonation type of rising type.

- d) In DP and PM data, it was found that the use of inappropriate intonation with the level type in the statement


“what are you doing here?”



The statement is not correct because DP uses down intonation incorrectly. The proper usage should be


“what are you doing here?”


In the intonation type of rising-falling.

- e) In DM and NK data, it was found that the use of inappropriate intonation with the falling type in the statement

“That’s great”


The statement is not correct because DM uses down intonation incorrectly. The proper usage should be

“That’s great”


In the intonation type of take-off.

Based on the results of observation on students' speaking activities, it is known that there are 49 inappropriate intonations from 80 students in the form of 1 falling, 1 rising, 10 falling-rising, 24 rising-falling, 2 take-off, and 11 levels of intonation.

b. The Most Dominant Type Of Intonation In English Department Students At State Institute For Islamic Studies Of Metro.

In collecting the data of the second research objective, the researcher used the techniques of observation. Therefore, the instrument is observation sheet.

The data result of observation sheet related to the most dominant type of intonation in English pronunciation is provided in Appendix 9.

The data analysis is illustrated in the following table:

Table 4 The most dominant tyoe of intonation data

No	The types of intonation	Frequency	Percentage
1	Falling	15	19%
2	Rising	3	4%
3	Falling-siring	8	10%
4	Rising-falling	33	41%
5	Take-off	2	2%
6	Level	19	24%
Total		80	100%

The explanation of data in the table above is provided, as follows:

1) TR and AM data.

In the TR and AM data, there are 4 types of intonation. including 5 falling, 1 falling-rising, 2 rising-falling, and 1 level. In this data there is no rising intonation and take-off intonation. One of the intonation type is shown in the following statement

Hallo



The type of intonation above is falling. However, The intonation pronounced in correctly because AM pronounces the intonation up and down incorrectly. The error should be corrected in the following statement

Hallo


The type should be falling-rising.

2) PA and WD data.


In the PA and WD data, there are 3 types of intonation. Including 2 falling, 1 rising, and 3 rising-falling. In this data there is no falling-rising, take-off, and level. One of the intonation type is shown in the following statement

Hmmm,, oke


The type of intonation above is rising. However the intonation pronounced in correctly because WD pronounces

the intonation down incorrectly. The error should be corrected in the following statement


Hmmm., oke


The type should be falling.

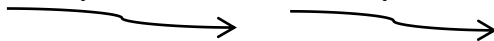
3) RU and RC data.

In the RU and RC data, there are 1 falling-rising, 8 rising-falling, 1 take-off and 9 levels. In this data there is no falling and rising. One of the intonation type is shown in the following statement

Hallo, my name is riza. What is your name?


The type of intonation above is falling-rising. However, the intonation pronounced in correctly because RU pronounces the intonation up and down incorrectly. The error should be corrected in the following statement

Hallo, my name is riza. What is your name?


The type of intonation above is rising-falling.

4) DP and PM data.

In the DP and PM data, there are 4 rising-falling. In this data there is no falling, rising, falling-rising, take-off, and level. One of the intonation type is shown in the following statement

What are you doing here?



The type of intonation above is take-off. However, the intonation pronounced in correctly because DP pronounces the intonation up and down incorrectly. The error should be corrected in the following statement

What are you doing here?

The type of intonation above is rising-falling.

5) DM and NK data.

In the DM and NK data, there are 4 falling, 2 falling-rising, 8 rising-falling, 1 take-off, and 6 levels. In this data there is no rising. One of the intonation type is shown in the following statement

Hi, I'm Novia

The type of intonation above is rising-falling. However, the intonation pronounced in correctly because NK pronounces the intonation up and down incorrectly. The error should be corrected in the following statement

Hi, I'm Novia

The type of intonation above is falling-rising.

From all the descriptions above, it can be seen that there are 80 uses of intonation. there is 15 falling intonation, 3 rising intonation, 8 falling-rising intonation, 33 rising-falling intonation, 2 take-offs, and 19 levels of intonation. Therefore, it can be

concluded that the most dominant type of intonation in English pronunciation is the rising-falling type.

c. The Difficulties Of Intonation

In collecting the data of the third research objective, the researcher used the techniques of observation. Therefore, the instrument is observation sheet.

The data result of observation sheet related to the students difficulties in using intonation in English pronunciation is provided in Appendix 11.

The data analysis is illustrated in the following table:

Table 5 The Difficulties of Intonation

No	Types of intonation	Frequency	Percentage
1	Difficulty of falling tone	8	16%
2	Mix-using of intonation	20	41%
3	Lack of falling-rising tone	19	39%
4	Lack of rhythm	2	4%
Total		49	100%


The explanation of data in the table above is provided, as follows:

1) TR and AM data.

In the TR and AM data, consist of 1 Difficulty of Falling Tone, and 2 Mix-using of Intonation. One of the students'

difficulties in using intonation is shown in the following statement

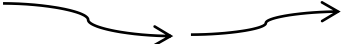
I want invite you to join in my game, but you look so busy



2) PA and WD data.

In the PA and WD data, consist of 2 Mix-using of intonation, and 1 Lack of Rhythm falling-rising. One of the students difficulties in using intonation is shown in the following statement


I have to work on my thesis.



3) RU and RC data.

In the RU and RC data, consist of 9 Mix-using of Intonation, 9and 6 Lack of Falling-Rising. One of the students difficulties in using intonation is shown in the following statement

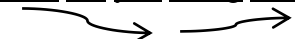
Hallo, my name is riza. What is your name?



4) DP and PM data.

In the DP and PM data, consist 2 Mix-using of intonation. One of the students difficulties in using intonation is shown in the following statement

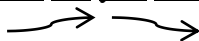
What are you doing here?



5) DM and NK data.

In the DM and NK data, consist of 3 Difficulty of Falling Tone, 4 Mix-using of Intonation, and 6 Lack of Falling-Rising Tone. One of the students difficulties in using intonation is shown in the following statement

What are you from?



From all the descriptions above, it can be seen that there are 8 Difficulty of Falling Tone, 20 Mix-using of Intonation, 19 Lack of Falling-Rising Tone, and 2 Lack of Rhythm. Therefore, it can be concluded that the students' difficulties in using intonation is Mix-using of Intonation.

B. Discussion

1. The Intonation In English Pronunciation

The students' difficulties in using the correct intonation in English pronunciation were analyzed based on instrument documentation and observation. The first analysis of students' difficulties in using the correct intonation in students' English pronunciation was done by observing the video recordings and voice notes given by other students.

This was adopted from the theory taken from Parviz Birjandi, and Mohammad Ali Salmani-Nodoushan about several types obtained by other English students in the intonation in English pronunciation.

- a. Falling intonation is characterized by a clear fall of the pitch after the stressed syllable of the last content word towards the end of the sentence.
- b. Rising intonation is characterized by a clear rise of the pitch after the stressed syllable of the last content word of the sentence onwards.
- c. Falling-rising intonation is characterized by a combination of a fall followed by a rise.
- d. Rising-falling intonation is characterized by a combination of a rise followed by a fall.
- e. Take-off intonation is characterized by a take-off pattern after the most important contrastive stress of the sentence.
- f. Level intonation is characterized by no or very little pitch modulation throughout a sentence.¹⁹

In analyzing intonation difficulties in English pronunciation, researcher analyzed the accuracy and inappropriate in each type. The results of the analysis related to intonation on students' English pronunciation are shown in the following table:

Table 6 Appropriate and inappropriate of intonation data

No	The intonation	Frequency	Percentage
1	The appropriate use	31	39%
2	The inappropriate use	49	61%
Total		80	100%

¹⁹ Parviz Birjandi, and Mohammad Ali Salmani-Nodoushan, *An Introduction To Phonetics* (Iran: Zabankadeh Publications, 2005), 118.

Based on the observations of video recordings and voice notes given by other students, it is known that the intonation in English pronunciation is dominated by inappropriate use. This is because there are 49 uses of inappropriate intonation types (61%).

2. The Most Dominant Type Of Intonation In English Pronunciation

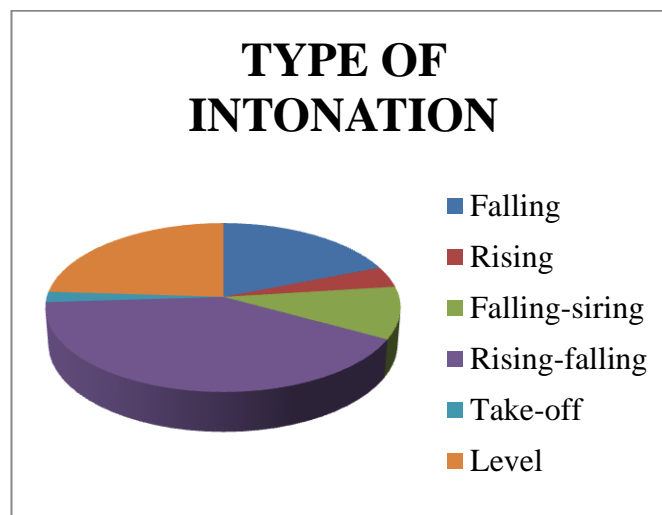
In analyzing the most dominant type of intonation in English pronunciation, the researcher observed video and sound recording instruments by observing the sound recording given by English Department Students at State Institute for Islamic Studies of Metro. This was adopted from the theory taken from Parviz Birjandi, and Mohammad Ali Salmani-Nodoushan about several types obtained by other English students in the intonation in English pronunciation.

- a. Falling intonation
- b. Rising intonation
- c. Falling-rising intonation
- d. Rising-falling intonation
- e. Take-off intonation
- f. Level intonation²⁰

²⁰ Parviz Birjandi, and Mohammad Ali Salmani-Nodoushan, *An Introduction To Phonetics* (Iran: Zabankadeh Publications, 2005), 118.

The results of the study indicate the use of each type of intonation are shown in the following diagram:

Figure 4 Type of intonation



Based on the results of observations on student intonation recordings, it can be analyzed that the most dominant type of intonation in English pronunciation is rising-falling intonation. This is because the percentage of using the rising-falling type is 41%.

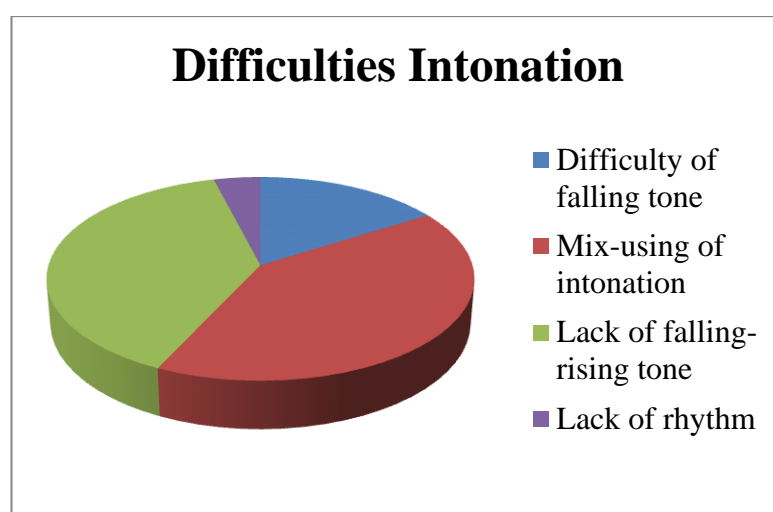
3. The Students Difficulties In Using Intonation In English Pronunciation

In analyzing the students' difficulties in using intonation in English Pronunciation, the researcher observed video and sound recording by observing the sound recordings given by English Department Students at State Institute for Islamic Studies of Metro. This was adopted from the theory taken from HUO Shuying, and LUO Quan about Difficulty of English Intonation for Chinese Students in Cross-Cultural Communication.

- a. Difficulty of Falling Tone
- b. Mix-Using of Intonation
- c. Lack of Falling-Rising Tone
- d. Lack of Rhythm.²¹

The results of the study indicate the students difficulties in using intonation is shown in the following diagram:

Figure 5 Difficulties of intonation



Based on the results of observations on student intonation recordings, it can be analyzed that the students' difficulties in using intonation in English pronunciation is Mix-using of intonation. This is because the percentage of Mix-using of intonation is 41%.

²¹ HUO Shuying, and LUO Quan. "Difficulty of English Intonation for Chinese Students in Cross-Cultural Communication". Vol.13 No.1 2017. Hal 49-50.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study contains an explanation of the results of the study including of the intonation in English pronunciation, the most dominant type of intonation in English pronunciation, and the students' difficulties of intonation in English pronunciation of Department Students at State Institute for Islamic Studies of Metro.

The first research result proved that the intonation in English pronunciation is dominated by inappropriate use of intonation. This is because there are 49 uses of inappropriate intonation types (61%).

The second research result proved that the most dominant type of intonation in English pronunciation is rising-falling intonation. This is because the percentage of using the rising-falling type is (41%).

In addition, the third research result proved that the students difficulties in using intonation in English pronunciation are Difficulty of Falling Tone (16%), Mix-using intonation (41%), Lack of Falling-Rising Tone (39%), and Lack of Rhythm (4%).

B. Suggestion

The researcher provides some suggestion for the students, lecturer, and other researchers, as follows: the first, it is suggested that students pay more attention to pronunciation in the process of speaking English, especially students' intonation so that the quality of speaking becomes

good. The second, it is suggested that English teachers to help students further improve the quality of speaking English and motivate them to practice speaking more often. Finally, it is suggested for other researchers to continue this research in more depth by conducting further research in the form of solutions to improve pronunciation intonation.

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APPENDICES

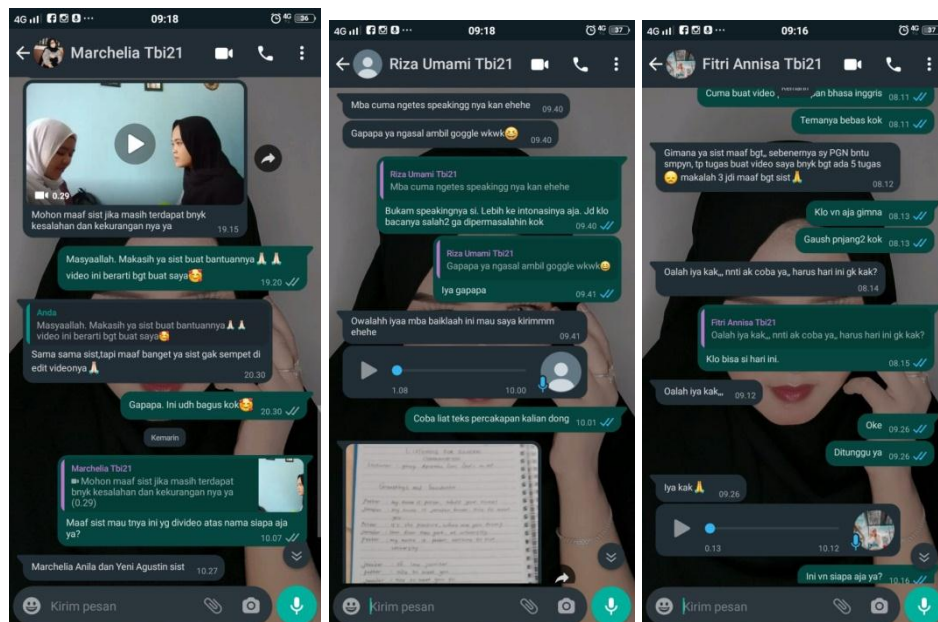
INSTRUMENT OF COLLECTING DATA

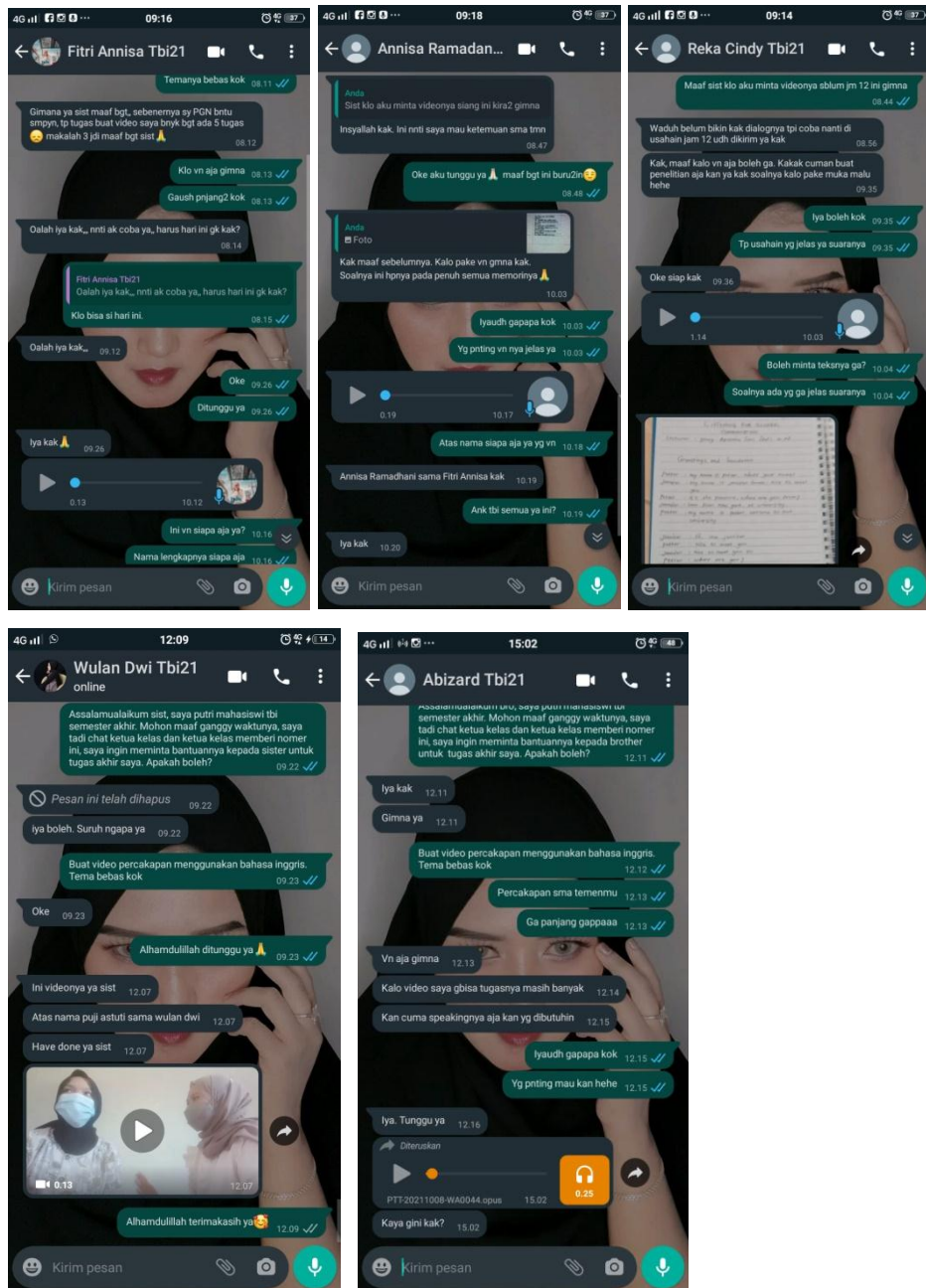
Blueprint Of Documentation Sheet

1. Documentation Sheet

No	Aspect	Available	Unavailable
1	Profile of IAIN Metro	√	
2	The building condition and Institute facilities in IAIN Metro	√	
3	The quantity of students at IAIN Metro	√	
4	Organization structure of IAIN Metro	√	
5	Location sketch	√	
6	Students' conversation record	√	

2. Students conversation record photo





Conversation Marchellia Anila and Yeni Agustin**Conversation Puji Astuti and Wulan Dwi**

3. Blueprint Of Observation Sheet

No	Aspect	SUB-Aspect	Reference
1	The intonation in English pronunciation	Falling intonation is characterized by a clear fall of the pitch after the stressed syllable of the last content word towards the end of the sentence.	Birjandi, Parviz and Mohammad Ali Salmani-Nodoushan. An Introduction To Phonetics. Iran: Zabankadeh Publications, 2005.
		Rising intonation is characterized by a clear rise of the pitch after the stressed syllable of the last content word of the sentence onwards.	
		Rising-falling intonation is characterized by a combination of a rise followed by a fall.	
		Falling-rising intonation is characterized by a combination of a fall followed by a rise.	
		Take-off intonation is characterized by a take-off pattern after the most important contrastive stress of the sentence.	
		Level intonation is characterized by no or very little pitch modulation throughout a sentence.	
2	type of intonation in English pronunciation	Falling Intonation	Birjandi, Parviz and Mohammad Ali Salmani-Nodoushan. <i>An</i>
		Rising Intonation	
		Rising-Falling Intonation	

		Falling-Rising Intonation	<i>Introduction To Phonetics.</i> Iran: Zabankadeh Publications, 2005.
		Take-Off Intonation	
		Level Intonation	
3	Students difficulties in using intonation in English pronunciation	Difficulty of falling tone	HUO Shuying, and LUO Quan. “ <i>Difficulty of English Intonation for Chinese Students in Cross-Cultural Communication</i> ”. 2017.
		Mix-using of intonation	
		Lack of falling-rising tone	
		Lack of rhythm	

Observation Sheet

4. The Intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro

NO	Data	The Scripts of utterance	Ideal intonation	Type of intonation	The appropriate use of Intonation in English pronunciation	The inappropriate use of Intonation in English pronunciation
1	Dialog between TR and AM	TR : <u>Hav</u>	TR : <u>Hav</u>	Falling	√	
		AM : <u>Hello</u>	AM : <u>Hello</u>	Falling-rising		√
		TR : <u>What are you doing?</u>	TR : <u>What are you doing?</u>	Rising-falling	√	
		AM : <u>I want go to my grandma house. What are you doing in here?</u>	AM : <u>I want go to my grandma house. What are you doing in here?</u>	Falling-rising		√

		TR : I want invite you to join in my game, but you look so busy	TR : I want invite you to join in my game, but you look so busy	Level		√
		AM : ya, im busy. Im so sorry but we can play tomorrow	AM : ya, im busy. Im so sorry but we can play tomorrow	Rising-falling	√	
		TR : Oke no Problem	TR : Oke no Problem	Falling	√	
		AM : see you	AM : see you	Falling	√	
		TR : see you	TR : see you	Falling	√	
2	Dialog between PA and WD	PA : Hey, how are you?	PA : Hey, how are you?	Rising	√	
		WD : hey im fine, how about you?	WD : hey im fine, how about you?	Level	√	
		PA : im fine thanks	PA : im fine thanks	Falling	√	
		WD : what have you got planned for this evening?	WD : what have you got planned for this evening?	Rising-falling		√
		PA : I have to work on my thesis	PA : I have to work on my thesis	Rising-falling		√
		WD : hmm.. Oke	WD : hmm.. Oke	Falling		√
3	Dialog between AR And ND	AR : how are you feeling today?	AR : how are you feeling today?	Rising-falling		√
		ND : I think my colds gone	ND : I think my colds gone	Falling-rising		√
		AR : that's good, im pleased to hear it	AR : that's good, im pleased to hear it	Rising-falling		√
		ND : how are you feeling?	ND : how are you feeling?	Level	√	
		AR : im fine, mine was just a runny nose	AR : im fine, mine was just a runny nose	Rising-falling	√	
		ND : shall we go far a walk today then	ND : shall we go far a walk today then	Falling-rising		√
		AR : that would be lovely	AR : that would be lovely	Rising-falling	√	
4	Dialog between MA And YA	MA : Good morning yeni	MA : Good morning yeni	Rising-falling		√
		Y : Good morning marcel	Y : Good morning marcel	Rising-falling		√
		MA : how are you?	MA : how are you?	Rising	√	
		Y : im fine thank you, and you?	Y : im fine thank you, and you?	Falling-rising	√	
		M: im fine thank you, btw, what do you have for breakfast?	M: im fine thank you, btw, what do you have for breakfast?	Falling-rising		√
		YA : yes, I have breakfast with bread	YA : yes, I have breakfast with bread	Level		√
		M : oh, its delicious, where are you going today?	M : oh, its delicious, where are you going today?	Falling-rising		√
		Y : im going to campus, oke, nice too meet you marcel	Y : im going to campus, oke, nice too meet you marcel	Rising-falling		√

		M : oke, nice too meet you too veni	M : oke, nice too meet you too veni	Rising-falling	✓	
5	Dialog between FA And SO	FA : Morning	FA : Morning	Rising		✓
		SO : Hi, how are you?	SO : Hi, how are you?	Level	✓	
		FA : fine thanks, and you?	FA : fine thanks, and you?	Falling-rising	✓	
		S : bit of a hangover to be honest	S : bit of a hangover to be honest	Falling-rising		✓
		F : were you out last night	F : were you out last night	Take-off		✓
		SO : yeah	SO : yeah	Falling	✓	
6	Dialog between DP And PM	A : what are you doing here?	A : what are you doing here?	Rising-falling		✓
		B : what do you mean, I work here.	B : what do you mean, I work here.	Rising-falling	✓	
		A : I thought you were on holiday	A : I thought you were on holiday	Rising-falling	✓	
		B : no, im going away next week	B : no, im going away next week	Rising-falling		✓
7	Dialog between DM And NK	N : hi, im novia	N : hi, im novia	Falling-rising		✓
		D : nice to meet you	D : nice to meet you	Rising-falling	✓	
		N : nice to meet you too	N : nice to meet you too	Rising-falling	✓	
		D : where are you from?	D : where are you from?	Falling-rising		✓
		N : im from Gunung sugih. how about you?	N : im from Gunung sugih. how about you?	Falling-rising	✓	
		D : im from bangun rejo	D : im from bangun rejo	Falling-rising	✓	
		N : have you been study in here for that time?	N : have you been study in here for that time?	Rising-falling		✓
		D : yes, this is my third years. I have got one more years ago	D : yes, this is my third years. I have got one more years ago	Rising-falling		✓
		N : what are you studying?	N : what are you studying?	Level		✓
		D : im studying Spanish leadership, I want to be languast. how about you?	D : im studying Spanish leadership, I want to be languast. how about you?	Level	✓	
		N : soundis well, I want to be school teacher	N : soundis well, I want to be school teacher	Rising-falling		✓
		D : that's great	D : that's great	Take-off		✓
		N : I have always want to study opride, so I can to paris	N : I have always want to study opride, so I can to paris	Rising-falling		✓
		D : nice, I love it here. im actually palnning to live here, even after my graduate	D : nice, I love it here. im actually palnning to live here, even after my graduate	Level	✓	

8		N : perfect, you are already from Europe, so its should be that difficult for you	N : perfect, you are already from Europe, so its should be that difficult for you	Rising-falling		✓
		D : yeah, I would just need to convince my parents. what about you?	D : yeah, I would just need to convince my parents. what about you?	Level		✓
		N : im love paris, but im just here for school. I would need to go bacj once I have graduate arving	N : im love paris, but im just here for school. I would need to go bacj once I have graduate arving	Rising-falling		✓
		D : I see, well, good luck to you. I have to go class now	D : I see, well, good luck to you. I have to go class now	Rising-falling		✓
		N : nice to meet you, good bye	N : nice to meet you, good bye	Level	✓	
		D : goodbye	D : goodbye	Rising-falling		✓
	Dialog between RU And RC	RU : hallo, my name is riza. whats your name?	RU : hallo, my name is riza. whats your name?	Rising-falling		✓
		RC : hi, my name is reka. nice to meet you	RC : hi, my name is reka. nice to meet you	Level		✓
		RU : nice to meet you too where are you from?	RU : nice to meet you too where are you from?	Level		✓
		RC : im from bangun rejo. how about you?	RC : im from bangun rejo. how about you?	Falling-rising		✓
		U : im from Pugung harjo	U : im from Pugung harjo	Rising-falling	✓	
		C : have you been study in here for that tine?	C : have you been study in here for that tine?	Rising-falling		✓
		U : yes, this is my third years. I have got one more years ago	U : yes, this is my third years. I have got one more years ago	Rising-falling		✓
		C : what are you studying?	C : what are you studying?	Level		✓
		U : im studying Spanish leadership, I want to be languast. how about you?	U : im studying Spanish leadership, I want to be languast. how about you?	Level		✓
		C : soundis well, I want to be school teacher	C : soundis well, I want to be school teacher	Rising-falling		✓
		U : that's great	U : that's great	Take-off	✓	
		C : I have always want to studv opride, so I can to paris	C : I have always want to studv opride, so I can to paris	Rising-falling	✓	
		U : nice, I love it here. im actually palnning to live here, even after my graduate	U : nice, I love it here. im actually palnning to live here, even after my graduate	Level		✓
		C : perfect, you are already from Europe, so its should be that difficult for you	C : perfect, you are already from Europe, so its should be that difficult for you	Rising-falling		✓
		U : yeah, I would just need to convince my parents.	U : yeah, I would just need to convince my parents.	Level		✓

		<u>what about you?</u>	<u>what about you?</u>			
		<u>C : im love paris, but im just here for school. I would need to go bacj once I have graduate arying</u>	<u>C : im love paris, but im just here for school. I would need to go bacj once I have graduate arying</u>	Rising-falling		√
		<u>U : I see, well, good luck to you. I have to go class now</u>	<u>U : I see, well, good luck to you. I have to go class now</u>	Rising-falling		√
		<u>C : nice to meet you, good bye</u>	<u>C : nice to meet you, good bye</u>	Level		√
		<u>RU : goodbye</u>	<u>RU : goodbye</u>	Rising-falling	√	
Total					31	49

Observation Sheet

5. The Most dominant Type of Intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro

N O	Data	The scripts of utternaces	Falling Intona tion	Rising Intona tion	Falling Rising Intona tion	Rising Falling Intona tion	Take off Intona tion	Level Intona tion
1	Dialog between TR and AM	<u>TR : Hav</u>	√					
		<u>AM : Hello</u>	√					
		<u>TR : What are you doing?</u>				√		
		<u>AM : I want go to my grandma house. What are you doing in here?</u>			√			
		<u>TR : I want invite you to join in my game, but you look so busy</u>						√
		<u>AM : ya, im busy. Im so sorry but we can play tomorrow</u>				√		
		<u>TR : Oke no Problem</u>	√					

		AM : <u>see you</u>	√					
		TR : <u>see you</u>	√					
2	Dialog between PA and WD	PA : <u>Hey, how are you?</u>		√				
		WD : <u>hey im fine, how about you?</u>				√		
		PA : <u>im fine thanks</u>	√					
		WD : <u>what have you got planned for this evening?</u>				√		
		PA : <u>I have to work on my thesis</u>				√		
		WD : <u>hmm.. Oke</u>	√					
3	Dialog between AR And ND	AR : <u>how are you feeling today?</u>						√
		ND : <u>I think my colds gone</u>				√		
		AR : <u>that's good, im pleased to hear it</u>				√		
		ND : <u>how are you feeling?</u>						√
		AR : <u>im fine, mine was just a runny nose</u>				√		
		ND : <u>shall we go far a walk today then</u>				√		
		AR : <u>that would be lovely</u>				√		
4	Dialog between MA And YA	MA : <u>Good morning yeni</u>	√					
		Y : <u>Good morning marcel</u>	√					
		MA : <u>how are you?</u>		√				
		Y : <u>im fine thank you, and you?</u>				√		
		M: <u>im fine thank you. btw, what do you have for breakfast?</u>				√		
		YA : <u>yes, I have breakfast with bread</u>				√		
		M : <u>oh, its delicious. where are you going today?</u>				√		
		Y : <u>im going to campus. oke, nice too meet you marcel</u>						√

		M : oke, nice too meet you too veni				√		
5	Dialog between FA And SO	FA : Morning	√					
		SO : Hi, how are you?		√				
		FA : fine thanks, and you?			√			
		S : bit of a hangover to be honest			√			
		F : were you out last night				√		
		SO : yeah	√					
6	Dialog between DP And PM	A : what are you doing here?				√		
		B : what do you mean, I work here.				√		
		A : I thought you were on holiday				√		
		B : no, im going away next week				√		
7	Dialog between DM And NK	N : hi, im novia	√					
		D : nice to meet you				√		
		N : nice to meet you too				√		
		D : where are you from?	√					
		N : im from Gunung sugih. how about you?			√			
		D : im from bangun rejo			√			
		N : have you been study in here for that time?						√
		D : yes, this is my third years. I have got one more years ago						√
		N : what are you studying?				√		
		D : im studvng Spanish leadership, I want to be languast. how about you?						√
		N : soundis well, I want to be school teacher						√
		D : that's great	√					

8	Dialog between RU And RC	N : I have always want to study opride, so I can to paris				√		
		D : nice, I love it here. im actually palnning to live here, even after my graduate	√					
		N : perfect, you are already from Europe, so its should be that difficult for you				√		
		D : yeah, I would just need to convince my parents. what about you?						√
		N : im love paris, but im just here for school. I would need to go bacj once I have graduate arving				√		
		D : I see, well, good luck to you. I have to go class now						√
		N : nice to meet you, good bye				√		
		D : goodbye				√		
		RU : hallo, my name is riza. whats your name?			√			
		RC : hi, my name is reka. nice to meet you						√
		RU : nice to meet you too where are you from?						√
		RC : im from bangun rejo. how about you?						√
		U : im from Pugung harjo				√		
		C : have you been study in here for that time?						√
		U : yes, this is my third years. I have got one more years ago				√		
		C : what are you studving?				√		
		U : im studving Spanish leadership, I want to be languast. how about you?						√
		C : soundis well, I want to be school teacher						√
		U : that's great					√	

	C : I have always want to study opride, so I can to paris				√		
	U : nice, I love it here. im actually palnning to live here, even after my graduate						√
	C : perfect, you are already from Europe, so its should be that difficult for you						√
	U : yeah, I would just need to convince my parents. what about you?						√
	C : im love paris, but im just here for school. I would need to go bacj once I have graduate arving				√		
	U : I see, well, good luck to you. I have to go class now				√		
	C : nice to meet you, good bye				√		
	RU : goodbve				√		
Total		15	3	8	33	2	19

Observation Sheet

6. The students difficulties in using intonation in English pronunciation of English Department Students at State Institute for Islamic Studies of Metro

NO	Data	The scripts of utternaces	Difficulty of Falling Tone	Mix-using of Intonation	Lack of Falling-Rising Tone	Lack of Rhythm
1	Dialog between TR and AM	AM : Hello	√			
		AM : I want go to my grandma house. What are you doing in here?		√		
		TR : I want invite you to join in my game, but you look so busy		√		

2	Dialog between PA and WD	WD : <u>what have you got planned for this evening?</u>		√		
		PA : <u>I have to work on my thesis</u>		√		
		WD : <u>hmm.. Oke</u>				√
3	Dialog between AR And ND	AR : <u>how are you feeling today?</u>		√		
		ND : <u>I think my colds gone</u>			√	
		AR : <u>that's good, im pleased to hear it</u>			√	
		ND : <u>shall we go far a walk today then</u>			√	
4	Dialog between MA And YA	MA : <u>Good morning yeni</u>	√			
		Y : <u>Good morning marcel</u>	√			
		M: <u>im fine thank you, btw, what do you have for breakfast?</u>			√	
		YA : <u>yes, I have breakfast with bread</u>			√	
		M : <u>oh, its delicious, where are you going today?</u>			√	
		Y : <u>im going to campus. oke, nice too meet you marcel</u>	√			
5	Dialog between FA And SO	FA : <u>Morning</u>	√			
		S : <u>bit of a hangover to be honest</u>			√	
		F : <u>were you out last night</u>				√
6	Dialog between DP And PM	A : <u>what are you doing here?</u>		√		
		B : <u>no, im going away next week</u>		√		
7	Dialog between DM	N : <u>hi, im novia</u>	√			
		D : <u>where are you from?</u>	√			
		N : <u>have you been study in here for that time?</u>		√		

	And NK	D : <u>yes, this is my third</u> <u>years. I have got one more</u> <u>years ago</u>		√		
		N : <u>what are you studying?</u>			√	
		N : <u>soundis well, I want to</u> <u>be school teacher</u>			√	
		D : <u>that's great</u>	√			
		N : <u>I have always want to</u> <u>studv opride, so I can to</u> <u>paris</u>			√	
		N : <u>perfect, you are</u> <u>already from Europe, so</u> <u>its should be that difficult</u> <u>for you</u>			√	
		D : <u>veah, I would just need</u> <u>to convence my parents.</u> <u>what about you?</u>		√		
		N : <u>im love paris, but im</u> <u>just here for school. I</u> <u>would need to go bac once</u> <u>I have graduate arving</u>			√	
		D : <u>I see, well, good luck to</u> <u>you. I have to go class now</u>		√		
		D : <u>goodbye</u>			√	
8	Dialog between RU And RC	RU : <u>hallo, my name is</u> <u>riza, whats your name?</u>			√	
		RC : <u>hi, my name is reka.</u> <u>nice to meet you</u>		√		
		RU : <u>nice to meet you too</u> <u>where are you from?</u>		√		
		RC : <u>im from bangun rejo.</u> <u>how about you?</u>		√		
		C : <u>have you been study in</u> <u>here for that time?</u>		√		
		U : <u>yes, this is my third</u> <u>years. I have got one more</u> <u>years ago</u>			√	
		C : <u>what are you studying?</u>			√	
		U : <u>im studying Spanish</u> <u>leadership, I want to be</u> <u>languast. how about you?</u>		√		
		C : <u>soundis well, I want to</u> <u>be school teacher</u>		√		
		U : <u>nice, I love it here, im</u> <u>actually painning to live</u> <u>here, even after my</u> <u>graduate</u>		√		
		C : <u>perfect, you are</u> <u>already from Europe. so</u>		√		

		its should be that difficult for you				
		U : yeah, I would just need to convince my parents. what about you?		√		
		C : im love paris, but im just here for school. I would need to go bacj once I have graduate arving			√	
		U : I see, well, good luck to you. I have to go class now			√	
		C : nice to meet you, good bye			√	
TOTAL			8	20	19	2

7. Intonation data

No	The intonation	Frequency	Percentage
1	The appropriate use	31	39%
2	The inappropriate use	49	61%
Total		80	100%

8. The intonation data

No	Types of intonation	The intonation	
		The appropriate use	The inappropriate use
1	Falling	6	1
2	Rising	2	1
3	Falling-rising	4	10
4	Rising-falling	12	24
5	Take-off	1	2
6	Level	6	11
Total		31	49

9. The most dominant type of intonation

No	Types of intonation	Frequency	Percentage
1	Falling	15	19%
2	Rising	3	4%
3	Falling-rising	8	10%
4	Rising-falling	33	41%
5	Take-off	2	2%
6	Level	19	24%
Total		80	100%

10. The most dominant type

No	Data	Type of intonation						Total
		falling	rising	Falling-rising	Rising-falling	Take-off	level	
1	TR and AM	5		1	3		1	9
2	PA and WD	2	1		3			6
3	AR and ND				5		2	7
4	MA and YA	2	1	2	3		1	9
5	FA and SO	2	1	2		1		6
6	DP and PM				4			4
7	DM and NK	4		2	8		6	20
8	RU and RC			1	8	1	9	19
Total		15	3	8	33	2	19	80

11. The difficulties of intonation

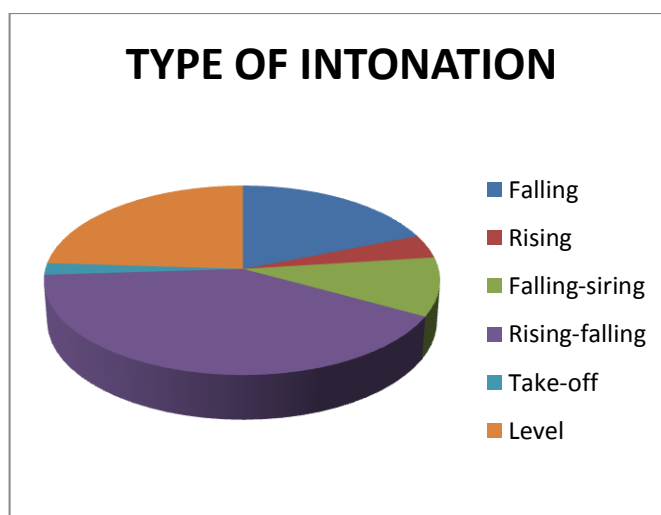
No	Types of intonation	Frequency	Percentage
1	Difficulty of falling tone	8	16%
2	Mix-using of intonation	20	41%

3	Lack of falling-rising tone	19	39%
4	Lack of rhythm	2	4%
Total		49	100%

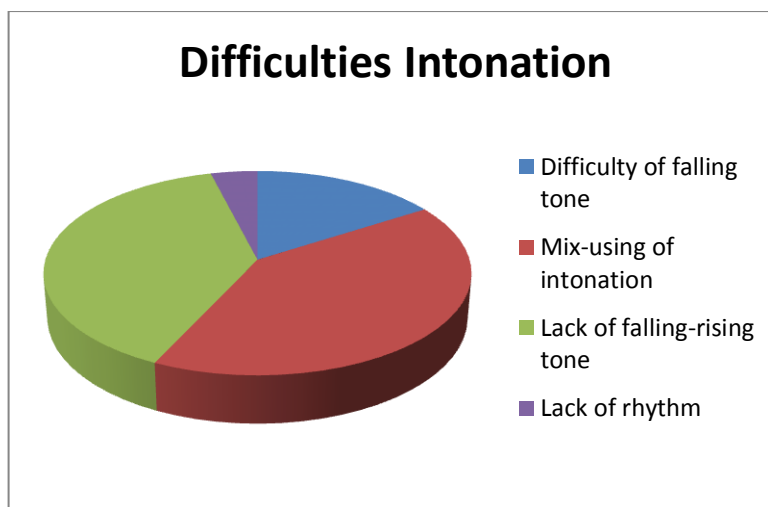
12. The students difficulties

n o	Data	Difficulty of Falling Tone	Mix-using of Intonation	Lack of Falling-Rising Tone	Lack of Rhythm	Total
1	TR and AM	1	2			3
2	PA and WD		2		1	3
3	AR and ND		1	3		4
4	MA and YA	3		3		6
5	FA and SO	1		1	1	3
6	DP and PM		2			2
7	DM and NK	3	4	6		13
8	RU and RC		9	6		15
Total		8	20	19	2	49

13. Diagram type of intonation



14. Diagram type of students difficulties



15. Syllabus

COURSE OUTLINE

Week	Basic Competency	Indicators	Useful expressions	Resources
1	Class orientation	-	-	Speaking I syllabus
2	Greeting, introducing oneself and others	1. greet others 2. respond to others' greeting 3. introduce oneself 4. introduce others 5. end a conversation 6. take leave	<ul style="list-style-type: none"> • How's life? • How are you? • How do you do? • I'm ... • I'm afraid I've to leave. • See you. 	Tillit and Bruder. 1999. Speaking Naturally. Cambridge University Press. Hadfield, Jill. 2000. Classroom dynamics. Oxford university press. (1.3., 1.4.)
3	Asking for and giving actual information	1. initiate a small talk 2. asking questions 3. answering questions	What a nice weather. Wh-questions Do you...?	Speaking elementary (Intonation)
4	Expressing likes/dislikes / pleasure / displeasure	1. express likes/dislikes ask someone's likes/dislikes talk about hobbies and	I like.../dislike... I love ... How do you like...?	MacMillan-Survival English-1989

		habits		
5	Telling good / bad news	<ol style="list-style-type: none"> 1. Telling bad/good news 2. Expressing pleasure/displeasure 3. Expressing surprise 4. Congratulating someone 	That's great! Oh, no. Congratulations.	https://www.youtube.com/watch?v=16mchFN8sMk
6	Stating enquiring whether know a person, thing or fact	<ol style="list-style-type: none"> 1. asking whether one knows or doesn't know 2. stating whether one knows or doesn't know 	Do you know...? Do you happen to know...? Do you know whether...? Do you know...	https://www.youtube.com/watch?v=uM2FVI4exiU
7	Stating enquiring whether person, thing or fact	<ol style="list-style-type: none"> 1. ask whether 2. tell whether 	Do you remember...? Sure. How can I forget it? I'm sorry. I forget. It doesn't ring a bell (any bells).	
8		Mid Term Test (Role Play)		
9	Expressing do something	<ol style="list-style-type: none"> 1. state one's ability to do something 2. ask one's ability 	Can you...? Are you good at ...? I'm good at ...	https://www.youtube.com/watch?v=b3EFH85SSgQ
10	Expressing wants/desires	<ol style="list-style-type: none"> 1. express one's wants 2. ask one's wants 	I want to ... Do you want to ...? I feel like ...	
11	Expressing	<ol style="list-style-type: none"> 1. express happiness / unhappiness 2. enquire happiness / unhappiness 3. giving compliments 	I'm happy to ... I'm pleased. I'm disappointed to... I'm disappointed at/about...	https://www.youtube.com/watch?v=gBj55cGr7eM
12	Expressing gratitude	<ol style="list-style-type: none"> 1. Expressing gratitude 2. Reacting to an expression of gratitude 	Thank for helping. Not at all. Don't mention it.	
13	Making	<ol style="list-style-type: none"> 1. making an apology 2. accepting an apology 3. Expressing sympathy 	I apologize. I'm terribly	

			sorry. It's alright.	
14	Telephoning	1. make a phone call 2. ask caller to wait 3. offer someone to leave message	May I speak to... Hold on, please. Do you want to leave a message?	
15	Dealing communication problems	1. ask someone to spell names 2. ask for a repetition 3. ask for clarification	How do you spell that? Can you repeat, please? Do you mean...?	

Metro, 28 Agustus
2020
Dosen Pengampu,

**Ning Setio Wati,
M.Pd**

Mata Kuliah : Speaking for General Communication

Kode MK : BING.18.1.05

Bobot MK : 2 SKS

Prodi : Tadris Bahasa Inggris

Semester : I (Satu)

Kelas : A, B, C, and D

Dosen : Ning Setio Wati, M.Pd

I. Description

This subject aims to develop speaking skills using various topics and activities based on basic communication competence that has to be mastered. The topics include both formal and informal situation in daily basis. The activities are mostly speaking practice. Assessment is conducted through attendance class, class performance, mid-term test and final term test.

II. Subject Competency

Students are able to perform daily conversation in formal and informal situation based on various topics and activities in basic communication competence.

III. Reference

- Hadfield, Jill. 2000. Classroom dynamics. Oxford university press.
Tillit, B and Bruder, M.N. (1999). Speaking Naturally.
Cambridge: Cambridge University Press.
Wall, A P (1998). Say it naturally – level 1. Boston: Heinle & Heinle.

IV. Assessment

- | | |
|-----------------------------|-----|
| 1. Class weekly performance | 20% |
| 2. Mid-term test | 30% |
| 3. Final term test | 30% |
| 4. Participation | 20% |

07/10/21 09.12

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3959/In.28/D.1/TL.01/10/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **PUTRI NINDI PRATIWI**
NPM : 1701070194
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PENDIDIKAN BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 06 Oktober 2021

Mengetahui,
Pejabat Setempat

Andianto M. Pd.
NIP. 1987102 201503 1 009

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

5/9/2021

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-3546/In.28.1/J/TL.00/09/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: PUTRI NINDI PRATIWI
NPM	: 1701070194
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 September 2021
Ketua Jurusan,



Andianto M.Pd

12/17/2020

Untitled Document



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1881/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KETUA HPI (HIMPUNAN PRAMUWISATA INDONESIA)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

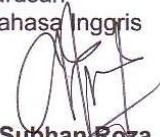
Nama	: PUTRI NINDI PRATIWI
NPM	: 1701070194
Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF THE TOURISM GUIDE IN KRUI PESISIR BARAT

untuk melakukan *pra-survey* di HPI (HIMPUNAN PRAMUWISATA INDONESIA).

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Desember 2020
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014



**DEWAN PIMPINAN CABANG
HIMPUNAN PRAMUWISATA INDONESIA
KABUPATEN PESISIR BARAT**

Gang Pancing Pekon Kampung Jawa Kec. Pesisir Tengah

SURAT KETERANGAN IZIN RISET

Nomor : 05/HPI/12/2020

Berdasarkan Surat Nomor : B-1881/In.28.1/J/TL.00/12/2020 tanggal 17 Desember 2020 tentang Permohonan izin Pra-Survey di HPI (Himpunan Pramuwisata Indonesia) Krui Pesisir Barat, dengan ini memberikan izin kepada:

Nama : **PUTRI NINDI PRATIWI**
 NPM : 1701070194
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris (TBI)
 Institut : IAIN Metro

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF THE TOURISM GUIDES IN KRUI PESISIR BARAT" di HPI Krui Pesisir Barat.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Krui, 01 March 2021

Ketua DPC Himpunan Pramuwisata Indonesia



Yosi Sandewan, S.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1083/In.28/S/U.1/OT.01/11/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Putri Nindi Pratiwi
NPM : 1701070194
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070194

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Nopember 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002 *fe.*



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Putri Nindi Pratiwi
NPM : 1701070194
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

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Metro, 09 November 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

07/10/21 09.12

IZIN RESEARCH



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Nomor : B-3958/In.28/D.1/TL.00/10/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KAPRODI PENDIDIKAN BAHASA
INGGRIS IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3959/In.28/D.1/TL.01/10/2021, tanggal 06 Oktober 2021 atas nama saudara:

Nama : **PUTRI NINDI PRATIWI**
NPM : 1701070194
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PENDIDIKAN BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Oktober 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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Nomor: B-4416/In.28.1/J/TL.00/11/2021

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Yang betanda tangan di bawah ini:

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NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Putri Nindi Pratiwi
NPM : 1701070194
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF INTONATION IN ENGLISH PRONUNCIATION OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 5 November 2021
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



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Nama : Putri Nindi Pratiwi

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070194

Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, 26 April 2021		Revisi problem formulation	
2	Senin, 3 Mei 2021		Revisi background of Study	
3	Senin, 10 Mei 2021		Enrich my teori	
4	Senin, 24 Mei 2021		ACC	

Mengetahui,
Ketua Jurusan TBI

ANDJANTO, M.Pd.

NIP. 198711022015031004

Dosen Pembimbing I,

SYAHRENI SIREGAR, M.Hum

NIP. 197608142009122004



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Nama : Putri Nindi Pratiwi

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070194

Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
5	Senin, 12 Juli 2021		Lampirkan silabus atau RPP Mata Kuliah Pronunciation	
6	Senin, 4 Oktober 2021		ACC APD	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd.

NIP. 198711022015031004

Dosen Pembimbing I,

SYAHRENI SIREGAR, M.Hum

NIP. 197608142009122004



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Nama : Putri Nindi Pratiwi
 NPM : 1701070194

Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
7	Senin, 18 Oktober 2021		<ul style="list-style-type: none"> - Lengkapi dg abstract - Data di bab 4 harus detail - Check grammar - Pastikan kesimpulan sdh menjawab problem formula - Appendix diperkecil 	
8	Senin, 25 Oktober 2021		<ul style="list-style-type: none"> - Perbaiki research question - Sesuaikan dg judul 	
9	Senin, 1 November 2021		<ul style="list-style-type: none"> - Teori dan contoh di bab 1 letakkan di bab 2 - Research question tmh 1 	
10	Senin, 8 November 2021		ACC Sidang Munasqosah.	

Mengetahui,
 Ketua Jurusan TBI

ANDIANTO, M.Pd.
 NIP. 198711022015031004

Dosen Pembimbing I,

SYAHRENI SIREGAR, M.Hum
 NIP. 197608142009122004

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CURRICULUM VITAE

The name of writer is Putri Nindi Pratiwi. the writer born in June 27th, 1999 at Metro. She is first daughter of couple Andri Sagita Putra and Nanik Haryani. She have one younger sister and one younger brother, they name are Audy Fitri Pratiwi and Satria Alana Pratama. In 2011, she graduate from elementary school number 2 metro, in 2014 she graduate from junior hight school kartikatama metro, and in 2017 she graduate from senior high school number 4 metro. Finally she continue her education in IAIN Metro.