

**THE STUDENTS' ABILITY IN USING ENGLISH INTONATION
AT THE FOURTH SEMESTER STUDENTS OF ENGLISH
EDUCATION DEPARTMENT LANCANG KUNING
UNIVERSITY IN ACADEMIC YEAR 2013-2014**

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ABSTRACT: The phenomenon found from this research was the students did not know how to pronounce appropriate intonation in speaking context because they did not realize the function of intonation that different intonation have different meaning. The purpose of the research was found out the students' ability In Using English Intonation at the Fourth Semester Students of English Education Department Lancang Kuning University in Academic Year 2013-2014. Type of the research was cross-sectional survey design aiming to be an evaluation program. The sample of this research consisted of 27 students. The instrument used in this research was test. In collecting data, the researcher tested them dealt with sentences or expression of simple patterns of English intonation namely falling and rising intonation. The data gained was analyzed by using descriptive statistics. Moreover, the finding of the research showed that total of students' score was 2110, the mean score was 78, mode of the students' score was 70, median of students' score was 75, variance of the students' score was 57.33 and standard deviation of the students' score was 7.57. The range score from lowest score 70 to highest score 95 was 25 points. After analyzing the data, the variety of data was categorized into homogenous and the range of score was categorized into low score or could be said that the mean score was representative. Then mean score of students was categorized into **good level** based on grade course of phonology, score 70-79 was categorized into **good level** or got **score B**. Inbrief, the students' ability in using English intonation (simple patterns of English intonation) was categorized into "**Good level**". Therefore, the findings of this research would be useful for the Phonology's lecturer as evaluated in teaching program.

Key Words: *Ability, Phonology, English Intonation*

ABSTRAK: Fenomena yang ditemukan dari penelitian ini adalah mahasiswa tidak mengetahui cara pengucapan intonasi yang tepat dalam konteks berbicara (percakapan) karena mereka tidak menyadari fungsi dari intonasi itu sendiri bahwa beda intonasi berbeda pula maknanya. Tujuan dari penelitian ini adalah untuk mengetahui sejauhmana kemampuan mahasiswa dalam menggunakan intonasi bahasa Inggris pada mahasiswa semester empat di Departemen Pendidikan Bahasa Inggris tahunajaran 2013-2014. Jenis penelitian ini adalah *cross sectional* survei desain dengan tujuan utamanya adalah untuk program evaluasi. Sample penelitian ini adalah 27 mahasiswa. Instrumen yang digunakan dalam penelitian ini adalah tes. Dalam mengumpulkan data, penelitian memberikan tes berupa kalimat-kalimat atau ekspresi tentang bentuk intonasi sederhana dalam bahasa Inggris yang terdiri dari intonasi rendah (turun) dan intonasi tinggi (naik). Data yang diperoleh telah dianalisa menggunakan statistik deskriptif. Selanjutnya, peneliti mengidentifikasikan bahwa jumlah keseluruhan nilai adalah 2110, nilai rata-rata adalah 78, nilai modus adalah 70, nilai median adalah 75, nilai varian adalah 57.33 dan nilai standar deviasi adalah 7.57. Selisih nilai range dari nilai terendah yaitu 70 ke nilai tertinggi 95 adalah 25 point. Setelah data dianalisa, variasi data dikategorikan homogen dan selisih nilainya rendah atau dapat dikatakan bahwa nilai rata-rata

(*mean*) merupakan wakil yang representatif. Nilai *mean* mahasiswa dikategorikan pada **level baik**. Merujuk pada rubrik nilai phonology yang mana nilai 70-79 dikategorikan pada **level baik** atau mendapat **nilai B**. Kesimpulannya, kemampuan mahasiswa dalam menggunakan intonasi bahasa Inggris (bentuk sederhana intonasi bahasa Inggris) dikategorikan pada “**level baik**”. Oleh karena itu, penemuan dari penelitian ini sangat berguna bagi dosen Phonology untuk melakukan evaluasi dalam program pembelajaran.

Kata kunci: Kemampuan, Phonology, Intonasi Bahasa Inggris

INTRODUCTION

Phonology is an important aspect of English Language. It is the study of sound patterns to create meaning that focuses on how patterns in both speech and non-verbal communication create meaning, and how such patterns are interpreted. It is, then, students are required to be able to master all aspects of phonology especially intonation to have meaningful message.

In regard to Phonology syllabus, the aim of phonology course is to provide students with the knowledge of segmentals and suprasegmentals, the knowledge sounds; organ of speech and variation of sounds as well as the differences of sounds uttered by American and British. At the end this course, the students are able to produce and pronounce sounds correctly, differentiate types of vowels and consonants, use intonation and stress correctly, identify meaning beyond a particular sentence stress and intonation, and write phonemic transcriptions.

Considering the importance of phonology, the researcher did interview with Phonology lecturer on May 30th, 2014 and several students of fourth semester. The researcher gathered information about the phenomena in learning intonation. The lecturer said that some students did not realize the function of intonation because different intonation have different meaning and then they ignoring that. Some students claimed that intonation is easy to learn, but sometimes they did not know how to pronounce appropriate intonation in speaking contexts.

Referring to the explanation above, the researcher was interested in conducting the research entitled “**The Students’ Ability in Using English Intonation at the Fourth Semester Students of English Education Department Lancang Kuning University in Academic Year 2013-2014**”.

REVIEW OF RELATED LITERATURE

1. Intonation Overview

The discussion of this section was about the overview of intonation that was taken from the experts. Firstly, according to Kelly (2000:86) intonation refers to the why the voice goes up and down in pitch when we were speaking. Intonation serve to determine the meaning of utterances. Furthermore (Roach, 2009) described that intonation was important, if the word “right” was said with the pitch of the voice rising, it was likely to be heard as a question or as an invitation to a speaker to continue, while falling pitch were more likely to be heard as confirmation or agreement. Moreover, Paulette. et. al. (2005:105) describes intonation refers to the used of melody and the rise and fall of the voice when speaking. It means intonation refers to the way the voice rises and falls as we speak within an utterance. In term English intonation that makes English sound really English. In the other word, we should be sound like native speaker when we make conversation or when we speak with other people. Intonation also makes speech meaningful depend on the context of conversation.

Because English was foreign language, this was where the non native speaker start running into difficulty. Even

the speaker pronounces each word clearly, if the intonation patterns were non-standard, the meaning would probably not be clear. Also, in terms of comprehension, the speaker would lose a great deal of information if the audiences were listening for the actual words used. It was supported by O'Connor (1980:108) English intonation is English; it is not the same as the intonation of any other language. Some people imagine that intonation is the same for all languages, but this is not true. It becomes clear that English intonation was restricted to English. It was not the same as any of other's language intonation. Therefore, it was wrongly to believe that intonation was the same in all languages. It saw difficult when we did not know the rules of intonation patters used in English. So, It was very important to make the point that we were not interested in all aspects of a speaker's pitch, the only thing that should interest us were those which carry some linguistic information. And make sure that we have known about intonation patterns clearly. Utterances or expressions conveys very specific information, such as how to get somewhere or what someone was doing. It can be also used beyond the exact meaning of the utterances or expression to indicate how the speaker feels about what he was said, or how he personally feels at that moment.

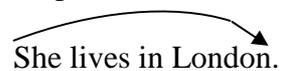
Before going to intonation patterns, The researcher was introduce the key componen of intonation. It was based on several key components: pitch, sentence stress and rhythm. Pitch was the degree of height of our voice in speech. Normal speaking pitch was at midlevel. Intonation was formed by certain pitch changes, characteristic of a given language. Thus sentence stress made the utterance understandable to the listener by making the important words in the sentence stressed, clear and higher in pitch and by shortening and obscuring the unstressed words. Sentence stress provides rhythm in connected speech.

2. Intonation Patterns

Kelly (2000:88-89) states that utterance are made up of syllables and the syllables where the main pitch movement in the utterance occur is called Tonic Syllables. The syllables that establish a pitch that stays consonants up to the tonic syllables are called onset syllables. Thus, in the following examples "Lives" is the onset syllable, which is conventionally shown in capitals. "Lon" is the tonic syllable, which is conventionally shown in capitals and underlined.

Example: She LIVES in LONdon.

We can also represent the intonation pettern in:



She lives in London.

In the above example there is only one tonic syllable and we can say that the utterance is therefore composed one tone unit. Kelly (2000:88-89) describes that an utterance consisting of one tone unit is shown like this:

//she LIVES in LONdon//

An utterance with two tonic syllables and therefore two tone units can be shown as:

//She's LIVED in LONdon //SINCE she was TWENty//

A key feature of intonation was that we, as speakers, can use it to indicate to our listeners what we think was new information in a conversation and what was old, or alrely shared, information. In short, Tonic Syllable was the last stressed syllable in the tone unit as shown in LON and TWEN. On the other word it was the first important information from the phrase or utterance. Thus Tone unit was as much as we found the tonic syllable in utterences. In addition Onset syllable was the secondly important information, as show in LIVED and SINCE. From the examples above, it can indicate, was the utterance of speaker give new or old information. Listeners will be known the

clues from the speakers used melody and emphasized the words.

3. Types of Intonation

Kelly (2000:89) also states that connections between intonation patterns and particular types of grammar structure will help in giving students guidance in making appropriate choices with regard to intonation:

1. Information Question With who, what where etc. Falling Intonation (if being asked for the first time)
Examples: 1. What's your name?
2. What's the time?
3. Where do you live?
2. Questions expecting a yes/no answer: Rising.
Examples: 1. Is it the blue one?
2. Have you got a pen?
3. Statements: Falling
Examples : 1. He lives in the house on the corner.
2. It's over there
4. Imperative: Falling
Examples: 1. Sit down.
2. Put it on the table.
5. Question Tags expecting confirmation: Falling.
Examples: He's very tall, isn't he?
6. Question Tags showing less certainty: Rising.
Examples: 1. You are French, aren't you?
2. Your train leaves at six, doesn't it?
7. List of Items: Rising, rising and finally falling.
Examples : You need a pen, a pencil, and some paper.

4. Function of Intonation

According to Paulette. et. al. (2005:105) Intonation in English can convey grammatical meaning as well as the speaker's attitude. It will "tell" whether a person is making a statement or asking a question. It will also indicate if the person is confident, doubtful, shy, annoyed, or impatient correct use of intonation is

necessary to convey your message correctly and to make you sound like a native English speaker. Based on the explanation above, function of intonation as grammatical is to build the good sentences based on elements such as subject, verb, punctuation to make it clearly. Then attitude as a sign or clue when the speaker uttered the phrases or sentences, to support great senses of them. We should know his attitude depends on how the way he uttered the sentences whether using normal pitch or low pitch and using gestures (such as eye context). In addition, Kelly (2000:86) argues that as well as helping to determine meaning, intonation gives us clues the attitude of the speaker or how he feels about what he is saying. For example, as to whether someone is interested, bored, being kind, being honest or lying and so on. Intonation also helps us to indicate what is shared knowledge between the speaker and the listener and what is new information. It means the function of intonation can knowledgeable us condition of the speaker whether she is shy, sad, nervous, surprised and etc. Even though in some utterances or expressions, it can have different meanings depending on the mood of the speaker when they speak. Then it will be determined whether the utterances have new information or not.

RESEARCH METHODOLOGY

Method used in this research was the survey design as quantitative research. Creswell (2005:355) defines that survey design were procedures in quantitative research which investigated administering a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviours or characteristics of a population. The purpose of the survey design was as a program evaluation in this research. Furthermore, to Cohen et. al. (1985) in Nunan, The purpose of a survey was generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time.

There were two kinds of survey design namely at one point in time (a cross-sectional study) and over time (a longitudinal study). However, the researcher would conducted at one point in time (a cross-sectional study). He states that cross-sectional designs consist of particularly type that matches to this research was related to program evaluation. Program evaluation was a survey that provides useful information to decision makers. Dealing with the education needed that regard an evaluation program to enhance the condition and situation by making decision from the information got from the survey. Therefore survey research design strongly correlates with the education field. In this case, using Simple Patterns of English Intonation at fourth semester students of English Education Department Lancang Kuning University was became the phenomena in this research.

Population and Sample

1. Population

The targeted populations of this research were the five classes of the fourth semester students of English Education Department Lancang Kuning University Academic Year 2013-2014. They were Class IVA consists of 21 students, class IVB consists of 25 students, class IVC consists of 24 students, class IVD consists of 15 students and class IVE consists of 22 students. So, the total of the population were 107 students.

2. Sample

In this research, the population was homogen, so, the researcher would used simple random sampling. According to Creswell (2005:147), in simple random sampling the researcher select the participants (or unit, such as a school) for the sample that any individual has an equal probability of being selected from the population. Arikunto (2006:134) suggested if the population considerably big, the

researcher may take 10-15% or 20-25% of the population to be the sample of the research. Because the population were 107 students, The researcher would be select participants about 25% or about 27 students as the sample. Therefore, the way to take the sample, resarcher would made lottery for all of population and then took the lotteries about 27 participants as sample.

Instrumentations of the Research

The instrument in this research would be used test. The test would used subejective test or oral test. It was in the essay form because measures an individual's current proficiency in given areas of knowledge or skill.

Technique of Analyzing the Data

In analyzing the data, the researcher used descriptive statistic (Creswell, 2005:182).

FINDINGS AND DISCUSSION

Findings

Before the test has given, the researcher has confirmed to the Phonology's lecturer checked and analyzed the instrument whether it was appropriate or not. After that, the researcher conducted the test to the students at the fourth semester students of English Education Department Lancang Kuning University. The test was 20 items of sentences (expression). The indicators of test were fall and rise intonation.

The students would readed the sentences with right intonation. Then their voices would be recorded by the researcher. After giving the test, the researcher calculated the scores of the students from individual's correct answers. Each student's answers would be given score 5 points. So, if the students can pronounce correctly all the expression, they would get 100 points.

Then The calculation based on the tables above showed that the total of the students' scores in identifying correct

answers was 2110, mean score of the students was 78, mode of the students' scores was 70, median of the students' scores was 75, variance of the students' scores was 57.33, and the standard deviation was 7.57. The scores range from the low of 70 to a high of 95, so the range between a highest score of the students to the lowest score of the students was 25 points. Regarding grade course of phonology if the score was 49 bellow categorized into "fail", score 50-59 categorized into "bad", score 60-69 categorized into "Fair", score 70-79 categorized into "good", and score 80-100 categorized into "very good". Then the average mean score was 78. The result was categorized into good level. After that, the researcher made recapitulation of the data that scored by rater. Twelve students were categorized into Very Good level, and fifteen students were categorized into Good level. Because the most students score was categorized into good level, so the students' ability in using simple patterns of English intonation was categorized into **good** level.

Discussion

This research had done of the fourth semester students' of English Education Department Lancang Kuning University in Academic Year 2013-2014 with carried out five classes as population and only took 27 students as the sample of the research. The purposes of this research were to identify the students' ability in using Simple Patterns of English intonation. According the data analysis done during this research, the researcher found that the students' ability in using simple pattern of English intonation was categorized into **good** level.

Based on the persentation and analysis data above, some discussions should be elaborated in this discussion. The first, mean of the students' scores was 78. Mode of the students' scores were 70. Median of the students' scores was 75. It

meant that the middle score was much closed with the mean score. It could be said that the mean score was representative.

Then, Variance of the students' scores was 57.33 and standard deviation was 7.57. In the other words, if the standard deviation score were low, it meant that the kind of the data was categorized into homgeneous. But, if the standard deviation score were low, the kind or the variety of the data were categorized into homogeneous. As stated by Sudijono (2012:170), *jika deviasi rata-rata atau deviasi standar makin besar, maka semakin besarliah variasi datanya atau heterogen. Sebaliknya apabila semakin kecil deviasi rat-rata atau standar deviasinya maka data yang diteliti itu tergolong kedalam jenis data homogen.* The researcher concluded that variety of data was categorized into homogeneous because the standard deviation of the students' score was categorized into low. The range scores from the low of 70 to a high of 95, so the range between a highest score of the students to the lowest score of the students was 25 points. The range score had a function to decide whether the mean score was representative or not. Support by Hartono (2006:54), *semakin kecil rangenya, maka meannya merupakan wakil yang representatif. Sebaliknya semakin besar rangenya, maka meanya semakin kurang representatif.* So, The range score was 25 points, It was categorized into low score and could be said that the mean score was representative.

Regarding grade course of phonology if the score was 49 bellow categorized into "fail", score 50-59 categorized into "bad", score 60-69 categorized into "fair", score 70-79 categorized into "good", and score 80-100 categorized into "very good", the average means score was 78. It showed that the students' ability in using Simple Patterns of English intonation was categorized into "**good**" level. It meant that, who has fail

level, he or she got score E, who has bad level, he or she got score D, who has Fair level, he or she got score C, who has Good level, he or she got score B and who has bad level, he or she got score A.

Thus recapitulation of the table 4.2 have seen above, that identify of the students' ability in using Simple Patterns of English intonation was categorized into "good" level. It showed that twelve students were on **very good** level, fifteen students were on **good** level. There were two students got score 95, two students got score 90, three students got score 85, five students got score 80, seven students got score 75 and eight students got score 70.

Moreover, referring to the aims of survey design research, the findings of this research have purpose to give information or input for the students at the fourth semester of English Education Department Lancang Kuning University in academic year 2013-2014 in using simple patterns of English intonation and as evaluation program in teaching. The finding of this research could be hoped to evaluate the students' achievement in using simple patterns of English intonation. Based on the finding of this research, it can be seen that the mean score of the students' ability in using simple patterns of English intonation was 78. In other words, the students' ability in using simple patterns of English intonation was categorized into **good** level.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the data analysis explaine in previous chapter namely findings and discussion, the researcher conclude that there are 27 students of the fourth semester students' of English Education Department Lancang Kuning University in Academic Year 2013-2014 who participate in this research. From 27 students, it can be seen that the total of the students' scores in using simple patterns of English intonation is 2110. The average of mean score of the students' ability in using

simple patterns of English intonation is 78, mode of the students' scores are 70, median of the students' scores is 75, variance of the students' score is 57.33, and the standard deviation is 7.57. The range score is 70 to a high of 95. The students' ability in using simple patterns of English intonation is categorized into "good level".

Suggestion

After doing the research on the students' ability in in using simple patterns of English intonation at the fourth semester students of English Education Department Lancang Kuning University in Academic Year 2013-2014, the researcher would like to give suggestions as follows:

1. The students should learn more so that it can make them understand in identifying Simple Patterns of English Intonation.
2. It is also hope that all findings, discussion, conclusions and suggestion of this research will give a valuable input to both lecturer and fourth semester students of English Education Department Lancang Kuning University in Academic Year 2013-2014 as input and evalate for teaching program.
3. It is better for the next researchers to cover constraints in this research to further study.

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