

A THESIS
**THE STUDENTS' INTONATION ABILITY ON ENGLISH
PRONOUNCIATION IN READING PASSAGES AT
EIGHT GRADE OF SMP 1 MAIWA**



By

KHARISMA
Reg Num. 16.1300.067

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

A THESIS
**THE STUDENTS' INTONATION ABILITY ON ENGLISH
PRONOUNCIATION IN READING PASSAGES AT
EIGHT GRADE OF SMP 1 MAIWA**



By

KHARISMA
Reg Num. 16.1300.067

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

**THE STUDENTS' INTONATION ABILITY ON ENGLISH
PRONOUNCIATION IN READING PASSAGES
AT EIGHT GRADE OF SMP 1 MAIWA**

Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

**KHARISMA
Reg Num. 16.1300.067**

to

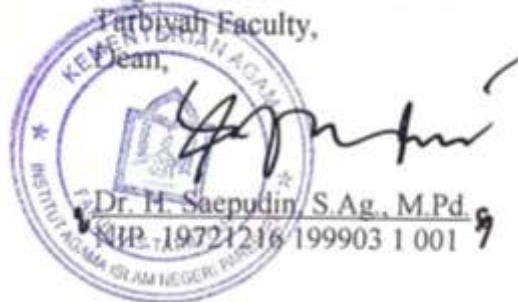
**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Kharisma
The Title of Skripsi : The Students' Intonation Ability on English
Pronunciation in Reading Passages at Eight
Grade of SMP 1 Maiwa
Student Reg. Number : 16.1300.067
Faculty : Tarbiyah
Study Program : English Program
By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate
Num: 307.23/In.39.5/PP.00.9/08/2020
Approved by Examiner Commissions
Consultant : Dr. Abdul Haris Sunubi, SS.,M.Pd
NIP : 19750308 200604 1 001
Pembimbing Pendamping : Mujahidah, M.Pd
NIP : 19790412 200801 2 020

Cognizant of:
Tarbiyah Faculty,
Dean,



Two handwritten signatures in black ink are shown on the right side of the page. The top signature is above a dotted line, and the bottom signature is below another dotted line.

THESIS
THE STUDENTS' INTONATION ABILITY ON ENGLISH
PRONOUNCIATION IN READING PASSAGES AT
EIGHT GRADE OF SMP 1 MAIWA

Submitted by:

KHARISMA

Reg. Num. 16.1300.067

Had been examined on January, 28th, 2021 and had been declared that fulfilled the requirements

Approved by

Consultant Commissions

Consultant : Dr. Abdul Haris Sunubi, SS., M.Pd

NIP : 19750308 200604 1 001

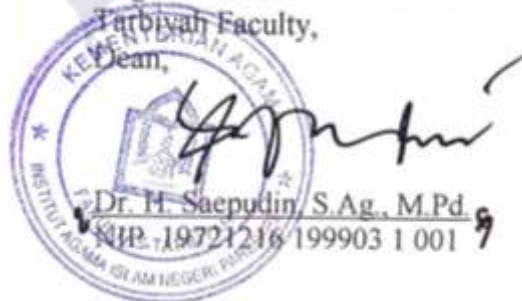
Co- Consultant : Mujahidah, M.Pd.

NIP : 19790412 200801 2 020



Cognizant of:

Tarbiyah Faculty,
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Students' Intonation Ability On English
Pronunciation In Reading Passages At Eight
Grade Of SMP 1 Maiwa

Name of the Student : Kharisma

Student Reg. Number : 16.1300.067

Faculty : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
No. 1377 Tahun 2020

Date of Graduation : September 08th 2021

Approved by Examiner Commissions

Dr. Abdul Haris Sunubi, SS.,M.Pd. (Chairman)

Mujahidah, M.Pd. (Secretary)

Drs. Ismail Latif, M.M. (Member)

Dr. Magdahalena Tjalla, M.Hum (Member)

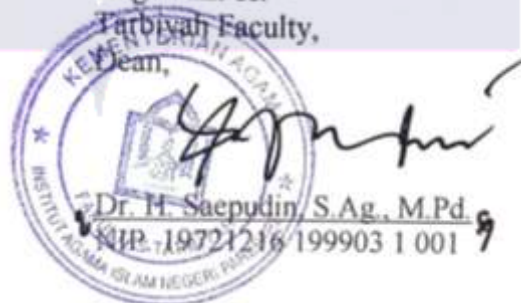
(.....)

(.....)

(.....)

(.....)

Cognizant of:
Tarbiyah Faculty,
Dean,



ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express her grateful to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so she can finish this thesis. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that whitout their support and help, she could not be able to finish this “Thesis”. This opportunity, the writer would like to express very especial thanks to her beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Dr. Abdul Haris Sunubi, SS.,M.Pd. as the first consultant and Mujahidah, M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

Another side, the writer would also deliver special thanks to:

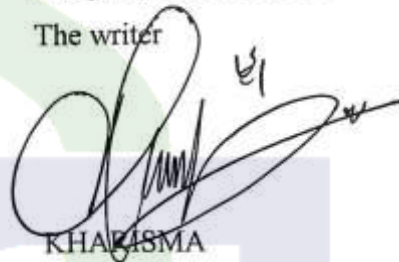
1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. H. Saepudin, S.Ag, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Mujahidah, M.Pd. as the Chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during her study in IAIN Parepare.
5. The writer wants to give her sincerest gratitude to her beloved parents. Her lovely mother Sari, her lovely father Hasan, P and also to her sisters and her brother for the supporting and praying for the writer's education until the Degree of Strata-I (S1)
6. The writer want to give her thanks to BTS, SEVENTEEN, TXT who make the writer feel better when make the research with their music.
7. The writer wants to give her thanks to MOARMY, and CARAT Family who always give their prayers and support for finishing this research.
8. The writer wants to give her thanks to Juwita Violanita Putri, and Fefiyanti Halid because always accompanied her start from the first semester until now and always give their support and courage as well as their helping for finishing this research.
9. The writer wants to give her thanks to LT Squad because always give their support and courage as well as their helping for finishing this research.
10. All people who have given their help in writing the "Skripsi" that the writer could not mention it one by one.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, March 8th 2021

The writer



KHARISMA

REG NUM. 16.1300.067



DECLARATION OF THE RESEARCH AUTHENTICITY

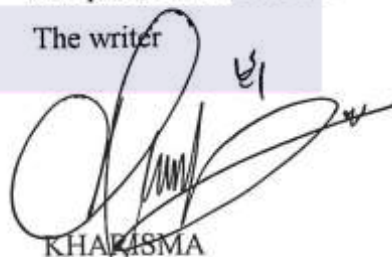
The writer who signed the declaration bellow:

Name : Kharisma
NIM : 16.1300.067
Birthday date and place : Maroangin, 13 November 1997
Study program : English
Faculty : Tarbiyah Faculty
Skripsi Title : The Students' Intonation Ability on English
Pronunciation in Reading Passages at Eight Grade of
SMP 1 Maiwa.

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, March 8th 2021

The writer



KHARISMA
REG NUM. 16.1300.067

ABSTRACT

Kharisma. *The Students' Intonation Ability on English Pronunciation in Reading Passages at Eight Grade of SMP 1 Maiwa* (Supervised by Abdul Haris Sunubi and Mujahidah)

English intonation is the most common type of intonation in English. Falling intonation is pattern of intonation by decreasing. The rhythm of the voice or make lower of the part sentence than the others. It is used in statements (declarative sentence), special questions, commands, exclamatory sentence. The purpose of this research is the students' intonation ability on daily conversation. The result of this study are really beneficial for lecturers and students because they will get proper information about students ability.

The sample of this study was 21 students' used total sampling. The researcher conducted the research by quantitative design. The data collecting technique by pronunciation test which spreading text to the respondents, the research conducted in 45 days including of data analysis.

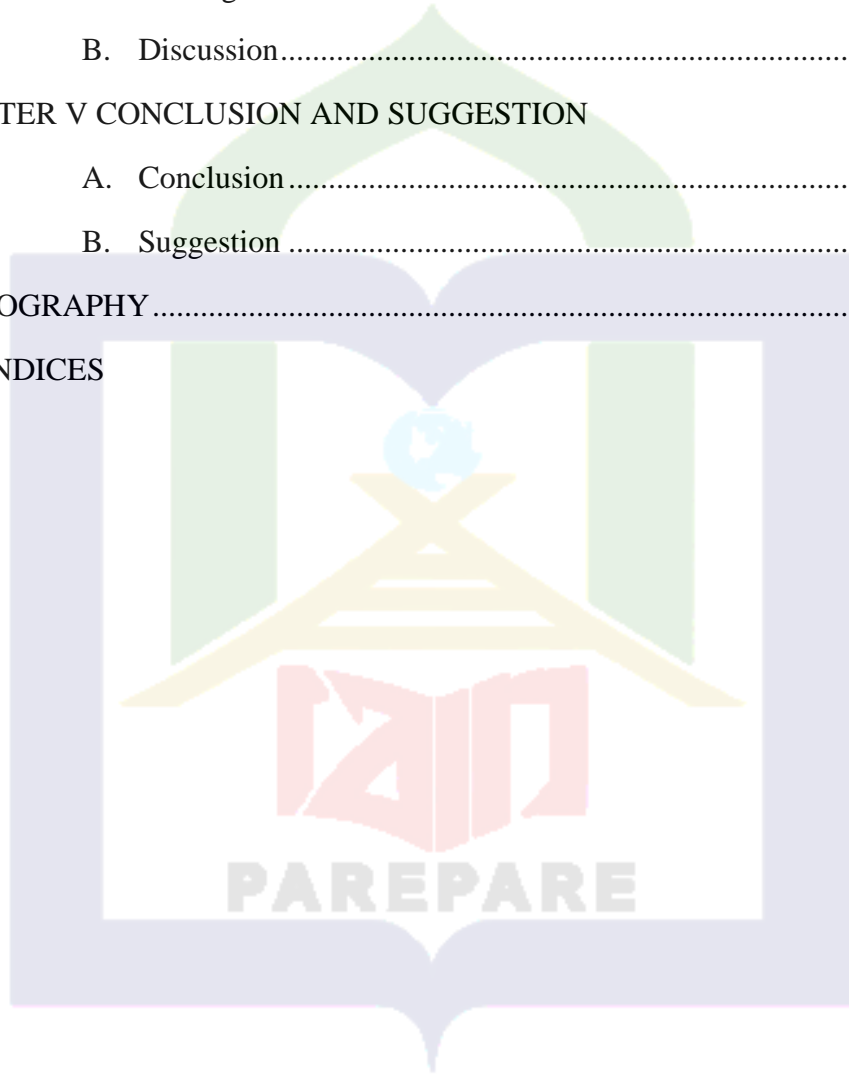
The data was analyzed by used descriptive quantitative and The result of the data findings showed students ability in pronouncing falling intonation can be categorized as good quality which score of Average = 71.00 another term showed the students in low performing toward rising intonation in reading performing, rising intonation should be put in the end of several mark of the text, and had bad pronouncing in rising pronunciation on intonation.

Keyword: The students' ability, intonation, Reading Passages text.

LIST OF CONTENTS

COVER	ii
SUBMISSION PAGE	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
ACKNOWLEDGEMENT	v
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	viii
ABSTRACT	ix
LIST OF CONTENT	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Question	5
C. The Objective of the Research	5
D. Significance of the research	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Research Findings	7
B. Some Pertinent Ideas	7
C. Conceptual Framework	21
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Research Design	23
B. Location and Time of the research	24
C. Population and Sample	24

D. Instrument of the Research	25
E. Procedure of Data Analysis	25
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	28
B. Discussion.....	36
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	39
B. Suggestion	40
BIBLIOGRAPHY.....	41
APPENDICES	

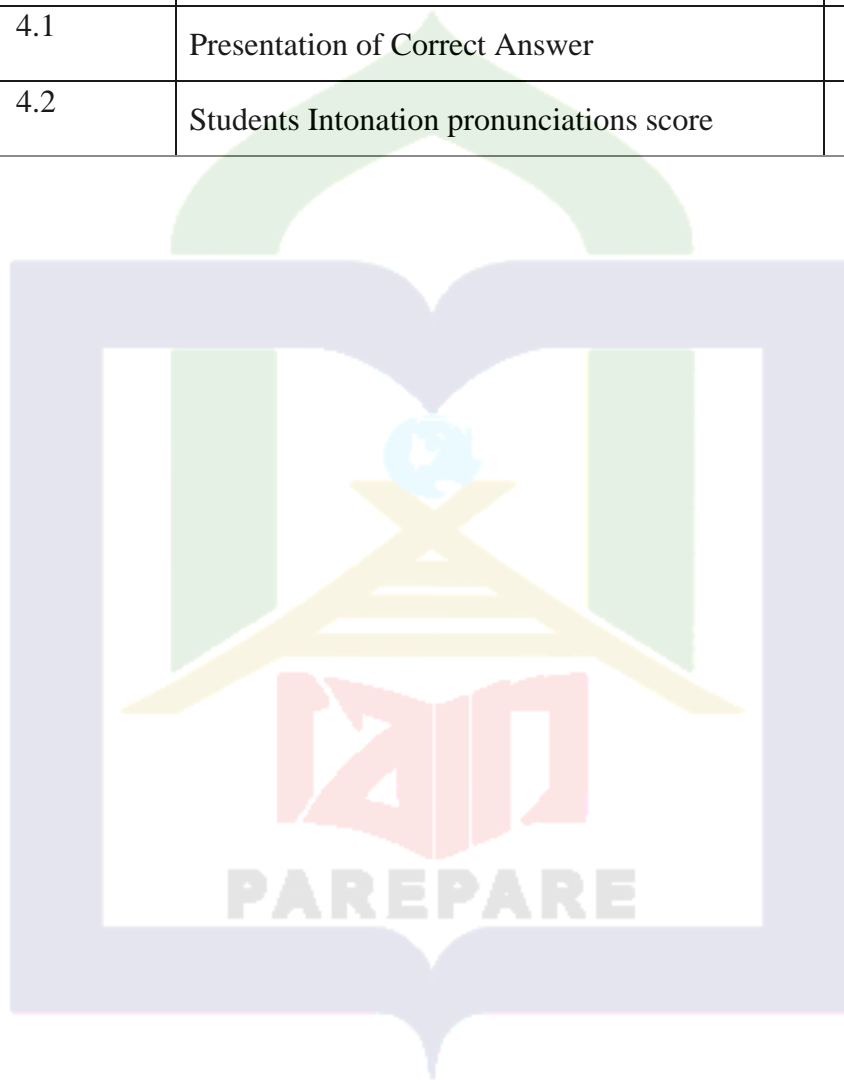


LIST OF TABLES

Table Number	Name of Tables	Pages
2.1	English Vowel Sound Chart	14
3.1	The Participant of Eight Grade of SMPN 1 Maiwa	22
3.2	Score and Criteria Accuracy (Pronunciation)	34
4.1	Students pronunciation Intonation score	35
4.2	Accumulation of Students Intonation Score	36
4.3	Accumulation of Students Intonation Score	37

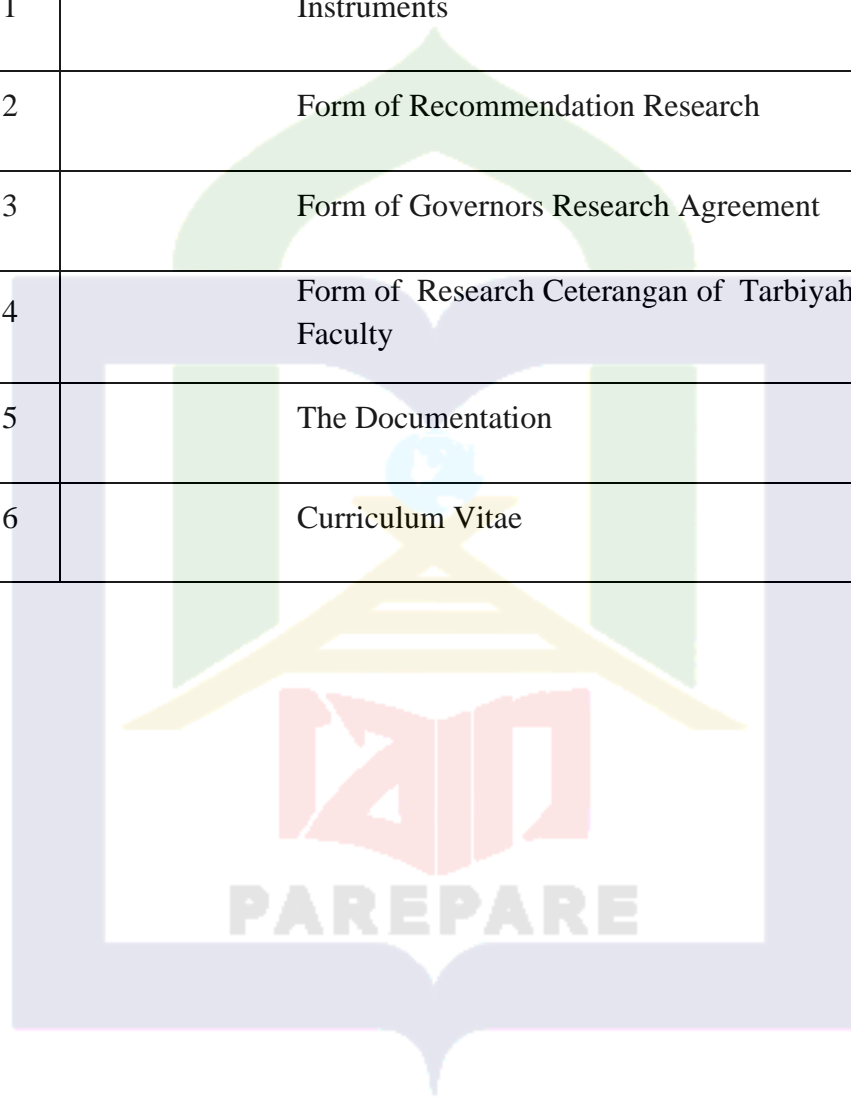
LIST OF FIGURES

Figure's Number	Name of Figures	Pages
2.3	Conceptual Framework	16
4.1	Presentation of Correct Answer	36
4.2	Students Intonation pronunciations score	37



LIST OF APPENDICES

No.	The Title of Appendices
1	Instruments
2	Form of Recommendation Research
3	Form of Governors Research Agreement
4	Form of Research Ceterangan of Tarbiyah Faculty
5	The Documentation
6	Curriculum Vitae



CHAPTER I INTRODUCTION

A. Background

Language is a part of human and communication facility that has been existed, since people need to express themselves to communicate each other. Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.¹

Learning a second or foreign language includes developing communicative competence in the basic skills; listening, speaking, reading, and writing of the language. Listening and speaking being independent on each other are different from writing and reading since the former are used in face to face and direct communication, whereas the later are used in indirect communication. Hence, pronunciation appears to be unavoidable in case of listening and speaking as a reception and production of information heavy depend on intelligible pronunciation.² In this connection, pronunciation hardly receives sufficient importance teaching as well as learning English at the primary, secondary and senior high levels.

English, pronunciation is very important. Because, having a good pronunciation is very important in communicating. Otherwise, other people will feel confused about what we are talking. Especially if misunderstanding arise due to spelling mistakes. English has a different pronunciations, there are also words that have almost the same writing but with a different pronunciations.

¹University of Oxford, *Oxford Learners Pocket Dictionary fourth edition*, (New York: Oxford University Press, 2011).

²Maniruzzaman, M, *Basic English Language Skills*.(Dhaka : Friends' Book Corner, 2002)

Pennington & Richards point out that pronunciation is largely identified with the articulation of individual sounds and to a lesser extent, the stress and intonation partners of the target language. This reflects in the classrooms as sounds are emphasized but speech in native-like accent is not given much importance. Another reason for this could also be the fact that the variety and numbers of dialect found is vast to such an extent that is partially impossible to work on the entire accent in a classroom. Thus, the sounds of a language are very important in classrooms and are the area of problems relating to spoken skills. There is a need to identify the problems related to pronunciation.³

There are many aspects that must be mastered by students for English pronunciation; they are sound, stress, intonation, timing and articulations as well. All these aspects have an important role to have good English; mostly students only speak and produce the word incorrect pronouncing.

Pronunciation plays very important in English skill, students might be able to pronounce an English word but they still have many lack of producing the word, the students must have good pronunciations skill, it seem with the quality of the students SMP 1 Maiwa, from the short conversation with the students, it heard that several word pronouncing wrong, it can be assumed that the quality of the speaking skill in that school still low refers to pronouncing aspect. The researcher assumes that, the intonation mastery of the students at SMP 1 Maiwa still in low mastery, while that assumption supported with verbal interaction perform, the researcher can describe

³Pennington, *Pronunciatio Revisited*. TESOL Quarterly, 20(2), 1986), p.32

about the students performing in their intonation aspect when speak daily conversation, it sound some wrong pronouncing.

The researcher is interesting to identify the student's pronunciations skill because, this skill simply gives an effect to the students' English skill, in the next level of school, and they will be able to pronouncing correct while having pronouncing course.

Specifically, this research will focus on English intonation, students on their daily speaking, lack of intonation can impact a lot of misunderstanding meaning, intonation is one aspect of language elements that has important role in speaking English because it is really needed in speaking English, students who wants to understand the opponent speaker orally could not be able to achieve his desire if they don't have a good intonation. The listeners may not be able to catch the point of communication.

It shows that, the students pronunciation perform at SMP 1 Maiwa still low refers to the intonation, the students mostly pronoun it flat, they don't even put any stress of their statement, it also identify that, the students can't recognize the different intonation toward different kind of sentences as follow the intonation stressed.

Based on the explanation above, the researcher proposed the research by the title pronunciations skill of the students at eight grade of SMP 1 Maiwa which focusing on intonation aspect.

B. Research Questions

Based on the background above, the researcher formulates the research question as follow: How is the students' ability in pronouncing the intonation at eight grades of SMP 1 Maiwa?

C. Objective of the Research

The objective of the study is to gain information about: To know the students' intonation pronunciation skill at eight grade of SMP 1 Maiwa.

D. Significance of the Research

It is expected that the results of the research will provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

First, by understanding the result of this study, the teacher can give solution toward the students' pronunciation when the students facing the problems with their dialect. So the teacher also can be careful in selecting the teaching technique and media in their English teaching.

2. Students

Second, it can motivate students to study English especially in pronouncing the words correctly. They will get the main information about their ability pronouncing the words so they can improve it better than before, they will be confident to speak in English. At least, they can learn more about English easily.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Findings

Jusmiati on her research with the title “The Pronunciation Error Analysis Made by The Second Year Students of MTS Kalimbua”, in this study, the students faced pronunciation are difficult to differentiate which one of the sounds or phonemes should be changed, omit or have changed when they pronounce the word. They usually read or pronounce the English words or phonemes in the same way they pronounce Indonesia phonemes or words, even though many sound in English do not exist in Bahasa Indonesia.¹

Halimah in her research "The Influence of Mastering Tajwid Toward English Pronunciation to the Students at the Secod Year of M.A pos-pon Ar-Rahman DDI Galla-Raya kab. Pangkep" found that there was an influence of mastering tajwid toward English pronunciation in pronouncing voiceless fricatives sounds to the student at the second year of M.A pon-pes Ar-Rahman DDI Galla-Raya kab. Pangkep in the amount of 0,75%.²

Asnur in Nurlia has reported that the students of SMK Negeri 3 have some difficulties to pronounce English phonemes which cannot be found in Indonesian.

¹Jumiati, "The Pronunciatio Error Analysis Made by The Second Year Students of MTS Kalimbua" (Skripsi Sarjana ; Tarbiyah Departement: Parepare, 2009), h.33.

²Halimah, "The inflence of masterig tajwid toward elish pronunciation to the student at the second year of M.A pon-pes Ar-Rahma Ddi Galla-Raya kab. Pangkep" (unpublish skripsi: STAIN Parepare, 2009), p.38.

These difficulties are caused because the influence of mother tongue and the lack of practice to pronounce the sound in verbal communication.³

Based on the previous research findings above, the researcher can conclude that all of the researchers had research the same object, pronunciation is the way to of saying a word. Even pronunciation is very difficult to learn if the students have a big fossilization. Because the students still trusted to their mother tongue. The research will research at the eight year of SMPN 1 Maiwa.

B. Some Patient Ideas

1. The Concept of Pronunciation

a) Definition of Pronunciation

Pronunciation is the way in which language or particular word or sound is spoken and pronouncing is the act or manner of pronouncing articulates utterance.⁴ Judi said that pronunciation is the act or manner of pronouncing word and utterance of speech. It can also be said that it is the way of speaking a word, especially a way that is accept or generally understood. Pronunciation refers to production sound of the words that we used in language to communicate with the other.⁵

³Nurlia. *Pronunciation Skill of The Course Students (A study at international english course parepare)* Skripsi Sarjana: Jurusan Tarbiyah Parepare.

⁴*Oxford Learner's Pocked Dictionary, fourth edition* (Oxford University Press 2008), p.352

⁵Judy B,Gilbert, *Teaching Pronunciation Using The Prosody Pyramid* (Newyork:Cambridge University Press),p.10

According to the George, pronunciation is the utterance of the word of a language, It indicates articulation and accent.⁶ But according to Wikipedia pronunciation is the way in which a word or language is spoken. This may refer to generally agreed upon sequences of sound used in speaking a given word of language in specific dialect “correct pronunciation” in other word pronunciation is the way a particular individual speaks a word or language.

b) The part of Pronunciation

There are three parts of pronunciation such as: sound, stress and intonation.

1) Sound

Speech is incredible complex activity. It involves coordinate effort of all the participating part of the vocal tract. One of the basic exercises in voice control is breath control, which involves certain muscles involved in air expulsion, the first step in producing sounds. Air proceeds from the lungs trough the torches to the larynx, commonly called the voice box, which houses the vocal cords. If the cord are slightly quality to the air stream, which continuous into the pharynx, where basic voice quality is established.

In the narrow sense, a vibration wave causing a disturbance in the pressure and density of the air and having a frequency within the range of 2 to 20,000 oscillations per second that are detectable by the organ of hearing.

⁶George S, Hillard, *The Fourth Reader: For The Use of Schools with An Introduction on Reading And the Training of The Vocal Organs* (Boston”Brewer and Tileston, 1863),p.21

In the other sense, general term for the smallest acoustic or participator element of spoken language that can be perceived.⁷

c) Vowel

Vowel is voiced continues sound involving no interruption in the flow of air through the oral cavity. Different vowel sound result from changing the shape of the mouth: each vowel is associated with different configuration of the tongue and lips.⁸ Every vowel sound represents a syllable in a word. Syllables are either emphasized or “stressed” or weak and “unstressed”. There are 17 different vowel sounds in English. They all have “voice” which occurs as the vocal cord vibrate, the tongue doesn’t touch other parts of the mouth, teeth or lips, and vowel sound differ by the distance between the lips, the shape of the lips, and the length of time the sound is held.⁹

Table 2.1 English Vowel Sound Chart

	Dictionary Symbol	Phonetic Alphabet	Example word with main spelling	Example word with alternative spelling
Short a	a	æ	Hat	
Long a	ā	ei	Hate	Rain, say,

⁷Hadumud Bussmann, *Dictionary of language and linguistic* (London and new york:Routledge, 1996), p.1094-1095

⁸L. Ben Crane, Edward Yeager, *An introduction to linguistics* (Boston: Little, Brown and company,1981), p.64

⁹Jean Yates, *Pronounce It Perfectly in english*, p.2

				steak,they
Short e	e	ɛ	Pet	Bread, said
Long e	é	I:	Pete	Meet, meat, chief, he
Short i	i	I	Kit	Myth
Long i	īō	ai	Kite	Lied, wild, night, fly
Short o	o	a	Hop	Fraud, law, talk
Long o	ō	ou	Hope	Toe, boat, most, grow
Short u	u	u	Cut	Touch, some, about
Long u	ū	IU:	Cute	Cue, pupil, few
Short oo	oo	Ū	Book	Would, bush
Long oo	ōō	U:	Boot	New, blue, suit
oy	oy	oi	Boy	Boil
ow	ow	ɑ	Cow	Out, drought
ir	ir	I	Bird	Turn, work, syrup

d) Consonant

The consonant may be grouped according to how the sound are produced, the sound within these groups can be further classified according to the place of the articulation, that is, the position of the lips or tongue as the sound are made. English then has six group of consonant sound, as follows:

- 1) Stops is the entirely closing of the flow of air some point in the mouth, stops, or plosive are formed.
- 2) Fricatives is forcing air through a narrow opening in the oral cavity, a process that creates audible turbulence in the air stream, fricative are made.
- 3) Affricates are a special group of sound that are formed by combining a stop and a fricative.
- 4) Nasal are made with the lips and tongue in the same respective position as they are for [p,t,k]
- 5) Liquid is the consonant are called liquids. Both sounds are normally voiced.
- 6) Glide is formed with the back of tongue high and the lips in a rounded position, as much as they in making the sound.¹²

Table 2.2 English Consonant Sounds Chart

Dictionary Symbol	Phonetic Alphabet	Example Word	Dictionary Symbol	Phonetic Alphabet	Example Word
Stops (Sound you can't hold)			Nasals		
p	p	pink	m	M	man
b	b	boby	n	N	nice
t	t	tall	ng	N	king
d	d	dog	Other		
ch	tʃ	chair	h	H	happy
j	dʒ	jump,giant	l	L	love
k	k	car,kite	r	R	run
g	g	girl	y	J	yellow

¹²L. Ben Crane, Edward Yeager, *An introduction to linguistics*, p 59-64.

Fricative (sound you can hold)			w	W	water
f	f	fun, phone			
v	v	van			
th	ə	thanks			
dh or th	ð	these			
s	s	sun			
z	z	zoo			
sh	ʃ	shine			

e) Stress

Stress or accent is relative emphasis or prominence given to certain syllable in a word, or to a certain word in a phrase or sentence. This emphasis is typically caused by such properties as increased loudness and vowel length, full articulation of the word, and changes in pitch.¹⁰

Stress refers to degree of force and loudness. It indicates the importance of a syllable (a part of a word), and the importance of certain words in phrase and sentences.¹¹

Word stress means stressing the important word in a sentence, saying them with more force than others words, and holding them at a higher pitch. Word stress is very important. It gives meaning to the words you say.¹² Each syllable in a word has a degree of emphasis called stress. There are three

¹⁰[https://en.wikipedia.org/wiki/stress_\(Linguistics\)](https://en.wikipedia.org/wiki/stress_(Linguistics)) (accessed on 29 august 2020)

¹¹Gertrude F. Orion, *Pronunciation America English:sound, stress, and intonation* (Boston:Heinle & Heinle Publisher, 1988),p.19.

¹²Nurlia, *pronunciation skill of the course students (A study at international English course parepare)* (Skripsi Sarjana: Jurusan Tarbiyah Parepare, 2019), p.23

stress level, primary stress, secondary stress, and unstressed. Primary stress is each word of two or more syllable has one syllable that is longer are represented in extra bold letters. Say the extra bold letter little and longer than the other one.¹³

Word with two vowel sounds has two syllables. One syllable has primary stress. Say it a little louder and longer than the other. Pronunciation the vowel with important. Another explanation about primary stress is the heaviest stress or force given to one syllable in a spoken word or to one word in an utterance; the strongest of the four phonemic degrees of stress.

Secondary stress, some two syllable words have primary stress on the first syllable and secondary stress on the second syllable. Say the first syllable strongly. Emphasize the second syllable a little less. Sentence stress, In the same way sentence have parts which are strong (sentence stressed) and parts which are weak (unstressed and sometime reduced words). Sentence stressed are the strongest part in the rhythm of the sentence. The speaker gives more strength to certain parts to help the listener get the sense (or the meaning) of the sentence.

2. The Concept of English Intonation

A. Definition of Intonation

Intonation is variation in spoken pitch when used, not for distinguishing words as Semmes (a concept known as tone), but, rather, for a range of other function such as indicating the attitudes and emotion of the

¹³Jean Yates, *pronounce It Perfectly in english*, p.141.

speaker, signaling the difference between statement and question, and between different types of question, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction.¹⁴

According to oxford dictionary, intonation is about how we say things, rather than what we say, without intonation, it is impossible to understand the expressions and thoughts that go with word. Intonation is rise and fall of the voice in speaking.¹⁵ But Jean Yates stated intonation is the “musical score” of a language. Each “tune” has a special meaning. By using tones, the speaker gives meaning and expression to the word he says. The tones may be low or high; they may be rising or falling.¹⁶

According to Gertrude, intonation refers to the various tones of the voice. By using different tones, the speaker gives meaning and expression to the word he says. The tones may be low or high.¹⁷

Based on several statements about intonation. The researcher conducted intonation creates the melody, when the people speak, our voice rise and fall like notes and musical scale. Intonation also expresses feeling; happiness, curiosity, surprise, and etc.

¹⁴[https://en.wikipedia.org/wiki/intonation_\(linguistics\)](https://en.wikipedia.org/wiki/intonation_(linguistics)) (accessed on 26th august 2020)

¹⁵*Oxford Learner's pocket dictionary, fourth edition* (Oxford University Press, 2008), p.234

¹⁶Jean Yates, *pronounce It Perfectly in english*, p.176

¹⁷Gertrude F. Orion, *Pronunciation America English:sound*, PRINTED IN u.s.a 1978, p. 19

B. The Function of English Intonation

The function of English intonation can be divided into several categories

1) Attitudinal function (for expressing emotions and attitudes) example:

a fall from a high pitch on the 'more' syllable of 'good morning' suggests more excitement than fall from a low pitch.

2. Grammatical function (to identify grammatical structure) example: it is claimed that English a falling pitch movement is associated with statements, but a rising pitch turns a statement into a yes-no question, as in He's going home? This use of intonation is more typical of American English than of British.

3. Focusing (to show what information in the utterance is new and what is already known). Example: in English I saw a man in the garden answer "whom did you see?" "Or "what happened?", while I saw a man in the garden answer "Did you hear a man in the garden?"

4. Discourse function (to show how clauses and sentences go together in spoken discourse) example; subordinate clause often have lower pitch, faster tempo and narrower pitch range than their main clause, as the case of the materials in parentheses' in "The red Planet (as it's known) is fourth from the sun"

5. Psychological function (to organize speech into units that are easy to perceive, memorize and performance). Example: the utterance "you can have

it in red blue green yellow or black is more difficult to understand and remember than the same utterance divided into tone units as in “You can have it in red|blue|green|yellow|black”.¹⁸

C. The Pattern of English Intonation

English has two basic pattern intonations: Falling and rising intonation. With rising intonation, the pitch of your voice goes up. With falling intonation, it goes down.

1) Falling Intonation

English intonation is the most common type of intonation in English. Falling intonation is pattern of intonation by decreasing. The rhythm of the voice or make lower of the part sentence than the others. It is used in statements (declarative sentence), special questions, commands, exclamatory sentence, in the first part of disjunctive question and in the last part of alternative question.

For question:

- Statement :

-we live in Moscow.

-I don't want to CALL him.

-They left for London YESterday.

¹⁸Ben Crane, Edward Yeager, *An introduction to linguistics*, (Boston: Little, Brown and company, 1981) p 59-64.

-Where do you LIVE?

-When do you CALL her?

-How much IS it?

-Who wants to GO there?

- Commands:

-Sit DOWN

-Close your books and LISTEN

-Open the DOOR, please

-Turn left at the POST office

- Exclamatory sentences:

-Hei LO! Good MORNING!

-How NICE of you!

2) Rising Intonation

In rising intonation the speaker pitch rises and stays high at the end of a sentence. The rising pitch at the end of sentence indicates that the speaker is waiting for reply. Using rising information when you ask yes/no question require “yes” or “no” for an answer.

For examples yes or no answer:

-Are you SCARED?

-Is this YOURS?

-Have you read this BOOK?

-Are you ready to START?

The rise and fall of pitch throughout is called its intonation contour, English has a number of intonation patters which add conventionalized meaning to the utterance: question, statement, surprise, disbelief, sarcasm, teasing. An important feature of English intonation is the use of an international accent to mark the focus of a sentence. Normally this focus accent goes on the last major word of the sentence. But it can come earlier in order to emphasize one of the earlier words or contrast it with something else.¹⁹

3. Concept of Conversation

A. Definition of Conversation

Conversation is interactive communication between two or more people. The development of conversational skills and etiquette is an important part of socialization. Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interaction.

Conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably). Face-to-face conversation is universal—engaged in by all human cultures, and providing an interactive context in which children learn their native languages.

¹⁹Roach, Peter. *English phonetic*, (Grewill:Cambridge,1987)

Conversation may also be mediated, such as when electronic technology is used for speech or text. This entry takes an interdisciplinary approach to defining conversation and its key characteristics.

Conversation is not simply a sequence of messages expressed as speaking turns, produced by speakers, and received and decoded by addressees. Conversations are structured into adjacency pairs, with first and second parts produced by different speakers as in this example:

Juliet: Art thou not Romeo, and a Montague?

Romeo: Neither, fair maid, if either thee dislike.

(Shakespeare's *Romeo and Juliet*, Act 2, Scene 2)

By itself, Juliet's utterance does not yet count as a question; she cannot be sure that man lurking beneath her balcony has heard and understood her until she has the evidence from his response. And Romeo's answer ends up transforming what might have been left to stand as a yes/no question to something highly relevant to their situation, implicating both its interpersonal and familial risks. Utterances in conversation (whether spoken, typed, or produced manually using sign language) are contingent upon one another, such that interpretation depends very much on context.

Real conversation is spontaneous rather than scripted in advance; it is shaped by the coordinated behavior of speakers and addressees. For these reasons, it differs considerably from edited texts. Utterances unfold over

time; they are both planned and interpreted incrementally. Consider this excerpt from a telephone conversation between two British acquaintances.²⁰

B. Kind of Conversation

There are several classifications of conversation that can facilitate a person's English speaking skills while making it easier to master all components of speaking skills, as follows:

1) Structural Conversation

Grammar specifications are referred to as structures. Examples of structures include the past tense, noun plurals, the comparison of adjectives, and others. The use of English, both in everyday speech and in writing, must be appropriate in any way because it relates to time: past, present and future. In addition, the use of English structures is related to the use of nouns, pronouns, articles, and various forms of adjectives, verbs, and adverbs. So, this type of conversation puts grammar first.

2) Functional Conversation

Functional conversation is a conversation lesson that is intended to shape a person's ability to function language according to its place and existence. In daily conversation (daily conversation) is often faced with something objective. For this conversation it is used during formal conversations.

²⁰ Goodwin C. *Conversational organization: Interaction between speakers and hearers*. (New York: Academic Press.1997)

3) Situational Conversation

Situational conversation is a conversation lesson that is intended to form the ability of students to recognize special functions in communication based on informal situations.²¹

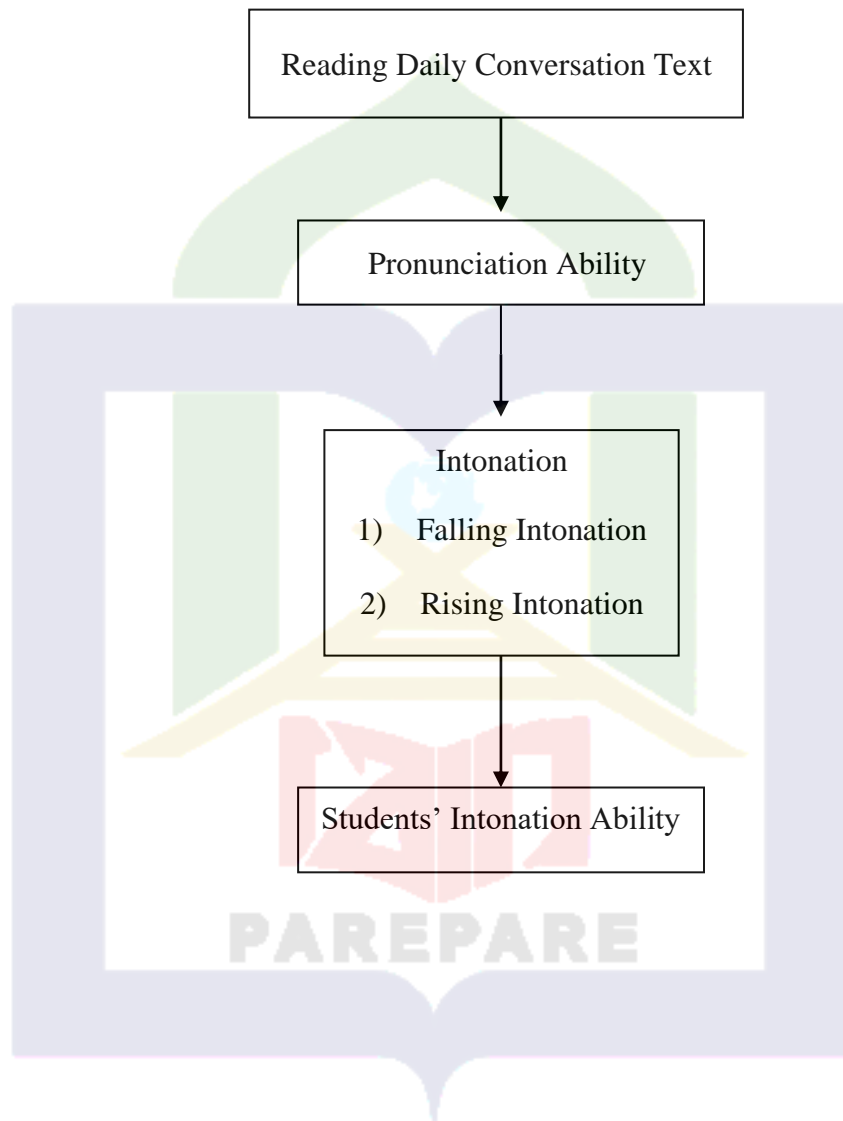
According to theory above, the researcher will research about the students performing in functional conversation which is focuses on daily conversation, it can be used as media for the research because this conversation is very proper to be used in the scope of students junior school.



²¹Svartvik, J. & Quirk, R. *A corpus of English conversation*. (Lund, Sweden: Gleerup.1980)

2.4 Conceptual Framework

The conceptual framework of this research is designed as follow:



CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

This research used quantitative design; it applied to answer the research questions about the students' intonation ability on daily conversation at SMPN 1 Maiwa. Quantitative research is procedures collecting number, graphic, diagram which descriptions of the phenomena under study. ¹This research followed the quantitative approach for analyzing the test in identifying the students' ability.

B. Location and Time of the Research

The location of this research at SMPN 1 Maiwa. It is located on Jln. Jendral Sudirman No. 47 Handayani and the researcher used 45 days for this research. The location is determined by considering the location of the place is the researcher's domicile empirically making it easier to obtain the data required in this study.

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMPN 1 Maiwa. The number of research population as show below:

Table 3.1 The Participant of Eight Grade of SMPN 1 Maiwa

No.	Class	Male	Female	Total
1.	VIII.1	16	12	21
2.	VIII.2	19	10	25
Number of Students				46

¹Scout W, Vanderstoer and Deirdre Djohnston. *Research Methods for Everyday Life, Blending Qualitative and Quantitative*. (Jossey-Bass: San Fransisco, 2009), P.7

2. Sample

Based on the table above, as the representative of the participants number that has been taken by using certain technique.² The sample for the research were class VIII.1; the researcher used total sampling. The total of the participants were 21 Students.

D. Research Instrument

The researcher used pronunciation test as the instrument, to know the students' ability in English pronunciation which intonation. The researcher gave the conversation and they need to read the conversation by their skill, in supporting the data, the researcher used also audio recorder as a tool to record the sample's voice.

The researcher consider in conducting this test because, the criteria of quantitative data must be consist of test, in order to know the students intonation ability, oh how the researcher must be careful to identify the students reading performing later, this instruments is adopting instrument, the researcher adopts the instrument to be get a valid result, meanwhile, this instruments already being validity to be instrument and has fulfill to be used in this research based on the tittle of the research.

E. Procedure of Collecting Data

The researcher used pronunciations test, the first thing in this collecting data prepared conversation text and recorder. The researcher looked for 21 students, and giving the text by sending on Whatsapp and ask to the student to record their performance in reading the conversation.

²Margono, *Metodologi Penelitian Pendidikan Komponen MKDK* (Cet. VII; Jakarta: RinekaCipta, 2009), P.121

F. Technique of Data Analysis

The data used analyzed by using qualitative analysis. Scoring Classification, to evaluate the students' pronunciation, the researcher use the category can be seen in the table below:

Table 3.2 Score and Criteria Accuracy (Pronunciation)

Classification	Score	Criteria
Very Good	8,6 – 10	Intonation pronouncing is slightly influenced by mother a few minor grammatical and lexical errors but many utterances are correct
Good	7,1 – 8,5	Intonation pronouncing is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two mayor errors cause confusing
Average	5,6 – 70	Intonation pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication
Poor	4,1 – 55	Many grammatical and lexical errors
Very Poor	<40	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skill and areas practiced in the course. ³

³ Heaton, J.B, *Writing English Language Test* (New york:longman, 1989), p.100

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students' ability in pronouncing the intonation, the researcher conducted the test which related to the aspect of the falling and rising intonation.

According to the theory, this research used quantitative approach for pronunciation test

1. Students' Ability in Pronouncing Intonation

Table 4.1 Students pronunciation Intonation score

Class	40-50		51-70		71-80	
	f	%	f	%	f	%
VIII 1	3	14%	8	38%	10	47%

The table above explained about the quality of Students' Ability in Pronouncing Intonation which showed that, students which get interval score of 40-50 were 3 students and interval 51-70 were 8 students and interval 71-80 were 10 students.

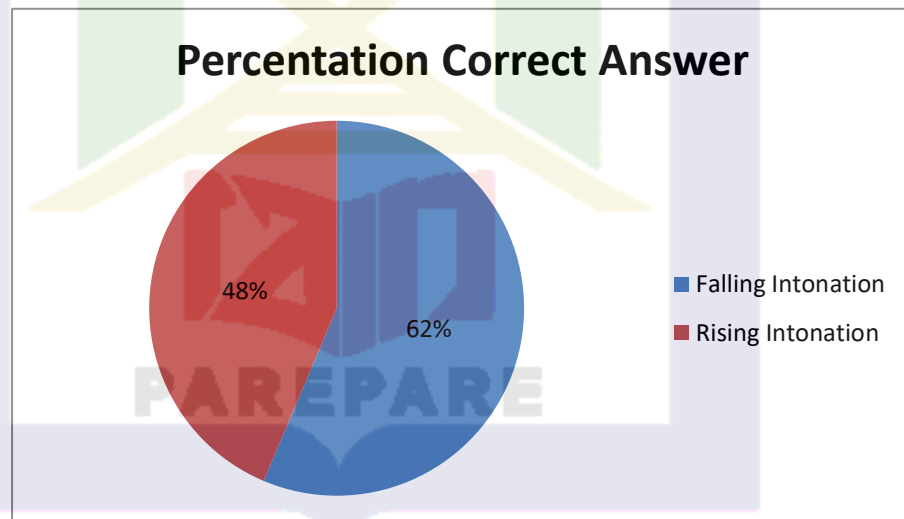
The result above was the accumulation of the score, which identified that, dominant students get an interval 71 to 80 score, it should be present that, more than half of the students showed average score which presentation of 47% from 21 students of VIII 1 class at SMPN 1 Maiwa.

Table 4.2 Accumulation of Students Intonation Score

No	Types of Intonation	Presentation of Correct Answer
1	Falling Intonation	62%
2	Rising Intonation	48%

The table above was the explanation of each result of students answered based on the aspect of the test, there were only 2 aspects which identified 62% of Falling Intonation, and 48% for rising intonation, 1 indicator showed low than half (50%) which answered correct result of their test result. The Researcher showed the diagram for clearly explanation of each aspect in intonation.

Figure 4.1 Presentation of Correct Answer



The figure above explained about the correct answered of the students falling and rising intonation among the answered of intonation, the

students get presentation of 62% of rising intonation and 48% of falling intonation.

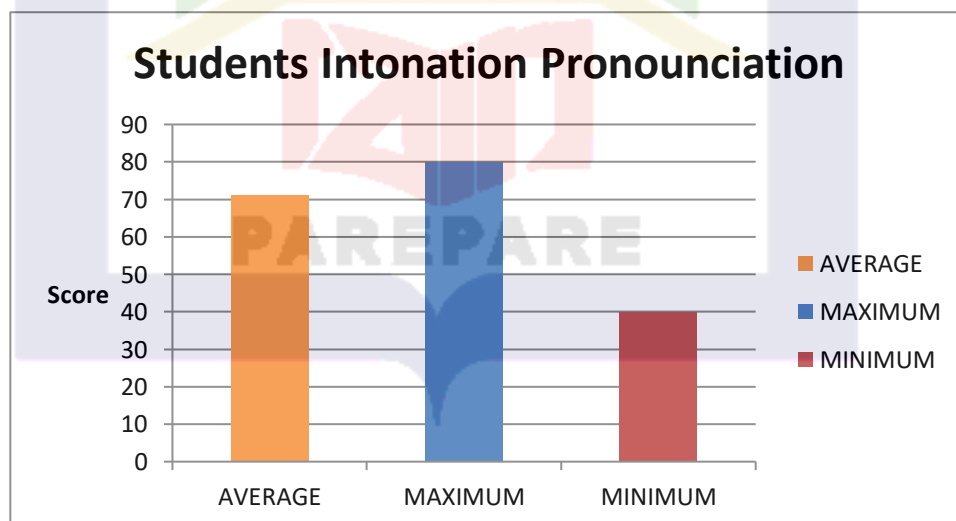
Table 4.3 Accumulation of Students Intonation Score

No	Class	Mean	Max	Min	SD
1	VIII 1	71.00	80.00	40.00	3,15

The students' intonation can be seen on table above which the average of the students was 71.00 and the maximum score was 80.00 and minimum score was 40.00. For more validity of the accumulation score, the researcher conduct standard deviation which score 3, 15.

The researcher showed the specific description of students' intonation score which conducted from the test as instrument of the research. It showed below the diagram below:

Figure 4.2 Students Intonation pronunciations score



The diagram above was the explanation of the students intonation pronunciations as we know that, diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on research.²² This diagram supported the result of the research for representative showed, it can be seen from the diagram that, the quality of the eight grade of SMP 1 Maiwa showed average 71.00 which maximum score was 80.00 and minimum score was 40.00. Based on the curriculum applied in his school, this score can be categorized as Average Score (Good).

This research identifies the aspect of intonation which regarding of rising intonation and falling intonation which showed the result below:

The score above was the accumulation from all the aspect of the intonation that Mention on chapter II. The aspect referred to rising intonation and falling intonation. It indicated that students get score toward their ability in pronouncing intonation, from all the aspect which referred to the intonation, researcher may conclude that students were not be able to read the test based on correct intonation which asked to the students in this research.

The result above, were the data which conducted in SMPN 1 Maiwa as the research sample. The test was sending by Whatsapp and analyzing the data by descriptive analysis, this data analysis categorized as valid data and available to be result of research.

²²Umoquit, Burchet, *Systematic Review of The Use Diagram From Research*, (Cambridge:BioCentre,2011)

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of the respondents to find out the description of students quality. These sections were going to find out the answer of the research question mentioned in first chapter, which asked about the students' intonation pronunciation on daily conversation text.

1. Students' Ability in Pronouncing Intonation

Pronunciation refers to production sound of the words that we used in language to communicate with the other, English has two basic pattern intonations: Falling and rising intonation. With rising intonation, the pitch of your voice goes up. With falling intonation, it goes down.

a) Falling Intonation

English intonation is the most common type of intonation in English. Falling intonation is pattern of intonation by decreasing. The rhythm of the voice or make lower of the part sentence than the others. It is used in statements (declarative sentence), special questions, commands, exclamatory sentence, in the first part of disjunctive question and in the last part of alternative question.²³

This kind of intonation should be very carefully be taught at class, the students must be able to differentiate the intonation toward their reading text, the falling intonation probably showed great score, it can be seen from

²³Maniruzzaman, M, *Basic English Language Skills*. Dhaka : Friends' Book corner. .2002.

the recorder, which mostly students are able to put falling intonation in the end of the word or sentences in conversation text.

The researcher found several difficulties on students in their reading performing, the pronunciation has very high relation toward students pronunciation performing, caused of reading and pronouncing were both of students problem on it.

The students should be taught carefully and constantly in falling intonation, most of the students are able to pronouncing falling intonation but on the researcher perception, the students did not understand when the falling intonation should be pronounced, it showed because the students just read the text naturally without any consideration of pronunciation aspect namely falling and rising intonation.

Students without thinking about the intonation, sometimes native speaker are listening for clear signal that you are ready for us to take over the conversation, if listener does not hear the voice clearly, it could produce wrong sound.

There will be always people who interrupt when it quite wrong pronouncing finished, by that, students possible cant reduce the voice into proper sound but polite people will wait for a clear clue that it's okay for the natural learner to started speaking.

The nature of the sound always produce many different instruction of the proper intonation, several expert stated that, the use of high tone can be produce by many speaker in Indonesian.²⁴

Students couldn't differentiate between the word which falling intonation and rising intonation, the students just read even in any different mark on text, in sums, students read the text depend on their experiences in reading English text.

The result of the data findings showed students ability in pronouncing falling intonation can be categorized as good quality, it result 62% of correct answer, which means that, students ability in pronouncing falling intonation in good performing, at least, students need more attention in comprehending the falling intonation, students should prepared their selves more in understanding the word with pronounce falling tune.

b) Rising Intonation

Rising intonation the speaker pitch rises and stays high at the end of a sentence. The rising pitch at the end of sentence indicates that the speaker is waiting for reply.²⁵ Using rising information when you ask yes/no question require "yes" or "no" for an answer already identified also from the students performing.

The rise and fall of pitch throughout is called its intonation contour, English has a number of intonation patter which add conventionalize

²⁴Judy B,Gilbert. *Teaching pronunciation using the prosody pyramid* .newyork:cambridge university press

²⁵Maniruzzaman, M,.. *Basic English Language Skills*. Dhaka : Friends' Book corner, 2002

meaning to the utterance: question, statement, surprise, disbelief, sarcasm, teasing.²⁶ An important feature of English intonation is the use of an international accent to mark the focus of a sentence. Normally this focus accent goes on the last major word of the sentence. But it can come earlier in order emphasize one of the earlier words or contrast it with something else.

The findings above showed several fact on students ability in falling intonation after read all the text of conversation on the instrument spread, the students' had much problem on rising intonation, mostly students pronouncing wrong in certain word which should be rising intonation, it showed clearly in wrong pronouncing after conducting the data.

The students showed in low performing toward rising intonation in reading performing, rising intonation should be put in the end of several mark of the text; the end of the simple question should be very rising.

More than half of the students' had bad pronouncing in rising pronunciation on intonation, it is very bad in their quality, in researcher assumption, the students had very difficult to reading perfect refers to the rising intonation, because it influenced of their mother tongue which mostly in falling intonation.

²⁶Jumiati.. *The Pronunciatio Error Analysis Made by The Second Year Students of MTS Kalimbua*" Skripsi Sarjana ; Tarbiyah Departement: Parepare. 2019

Summary, the result of the findings above showed the quality of the rising intonation were in categorizing low quality showed from the result of the data which referred to the rising intonation. The students correct answer in presentation of 48%, which showed low performing, students mostly cannot differentiate the word which falling and rising, the number of 48% is the correct answered which students pronouncing when reading the pronunciation test.

This result of the research supported by several theory which also regarding for pronunciation term that mention the rise and fall of pitch throughout is called an intonation contour, Indonesian students has a number of intonation patter low which add conventionalize meaning to the utterance like in question, statement, surprise, disbelief, sarcasm, teasing.¹⁹

¹⁹Roach, peter. *Teaching English Phonetic for Non-Foreigner* (grewill:Cambridg,1987)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. Students' Ability in Pronouncing Intonation

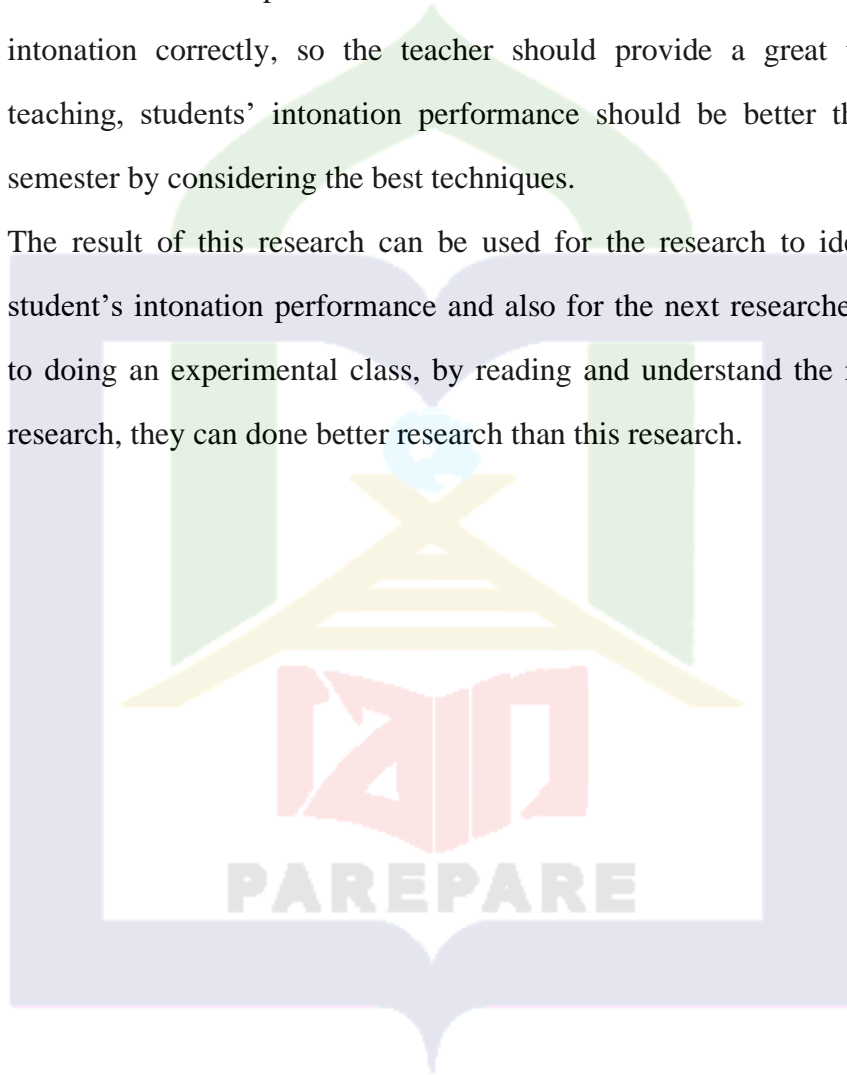
English intonation is the most common type of intonation in English. Falling intonation is pattern of intonation by decreasing. The rhythm of the voice or make lower of the part sentence than the others. The conclusion of the research that students 'ability in pronouncing intonation in daily conversation text can be classified as average score.

The result of the data findings showed students ability in pronouncing falling intonation can be categorized as good quality and the students didn't understand when the falling intonation should be pronounced, it showed because the students just read the text naturally without any consideration of pronunciation another term showed the students in low performing toward rising intonation in reading performing, rising intonation should be put in the end of several mark of the text; the end of the simple question should be very rising. More than half of the students' had bad pronouncing in rising pronunciation on intonation, it is very bad in their quality, in researcher assumption, the students had very difficult to reading perfect refers to the rising intonation, because it influenced of their mother tongue which mostly in falling intonation.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The Teacher is a person who can influence the students in pronouncing intonation correctly, so the teacher should provide a great technique in teaching, students' intonation performance should be better than previous semester by considering the best techniques.
2. The result of this research can be used for the research to identifying the student's intonation performance and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.



BIBLIOGRAPHY

- Author.2009. *Oxford Learner's pocked dictionary, fourth edition*.Oxford University Press.
- Author. 2020. [https://en.wikipedia.org/wiki/intonation_\(linguistics\)](https://en.wikipedia.org/wiki/intonation_(linguistics))
- Author. 2020. [https://en.wikipedia.org/wiki/stress_\(Linguistics\)](https://en.wikipedia.org/wiki/stress_(Linguistics))
- George S, Hillard. 1987. *the fourth reader:for the use of schools with an introduction on reading and the training of the vocal organs* .Boston”Brewer and tileston.
- Gertrude F. Orion. 1978. *Pronunciation America English:sound*, PRINTED IN u.s.a
- Halimah. 2009. *The inflnce of masterig tajwid toward elish pronunciation to the student at the second year of M.A pon-pes Ar-Rahma Ddi Galla-Raya kab. Pangkep*" unpublsh skripsi: STAIN Parepare.
- Heaton. J.B.1989. *writing English language test*. New york:longman.
- Hadumud Bussmann. 1996. *Dictionary of languange and linguistic*.London and new york:Routledge.
- Jean Yates, *pronounce It Perfectly in English*.
- Jumiati.2019. *The Pronunciatio Error Analysis Made by The Second Year Students of MTS Kalimbua*" Skripsi Sarjana ; Tarbiyah Departement: Parepare.
- Judy B,Gilbert. 2008. *teaching pronunciation using the prosody pyramid* . newyork:cambridge university press.
- L. Ben Crane. Edward Yeager. 1981. *An introduction to linguistics* (Boston: Little, brown and company.
- Maniruzzaman, M.,2002. *Basic English Language Skills*. Dhaka : Friends' Book corner.
- Margono.2019. *MetodologiPenelitianPendidikanKomponen MKDK* (Cet. VII; jakarta: rinekacipta.
- Nurlia. 2019. *pronunciation skill of the course students (A study at international english course parepare)* Skripsi Sarjana: Jurusan Tarbiyah Parepare.
- Pennington.1982. *Pronunciatio Revisited*. TESOL Qarterly,

Roach, peter. 1987. *English phonetic*. grewill:Cambridg.

Scout W, Vanderstoer and Deirdre Djohston. 2009. *Research Methods for Everyday Life, Blending Qualitative and Quantitative*.(Jossey-Bass: San Fransisco.

Saepudin. et all. 2013. *Pedoman Penulisan Karya Ilmiah (Makalah dan skripsi)* parepare: STAIN.

University of Oxford. 2011. *Oxford Learners Pocket Dictionary fourth edition*, New York: Oxford University Press.





APPENDICES

Appendix 1 : Instrument

1) Pronunciation Test

Sinta : Hello Rio, How do you do?

io : I am fine, thank you. Why you are looking sad?

Sinta : Actually, I am worrying about my examination, anyway.
what about your preparation for the examination?

Rio : Well, I'm going on well my studies. I am also worried about my exam.

inta : Really! But tell me about your preparation in different subjects.

Rio : You know I am weak in English. That's why; I am taking special care in English.

Sinta : Do you have any revision in other subject?

Rio : Yes, I am having detailed revision in other subject.

inta : Are you taking help from any special books?

Rio : Yes, but I study text books very carefully.

Sinta : That's awesome! I hope next examination; we can study and prepare the examination well.

Rio : Sure! We can study together and we can share

Students Answer: Respondent 1

Sinta : *Hello Rio, How do you do?*

Rio : I am fine, *teng* you. Why you are *luki* sad?

Sinta : *Aktualli*, I am worrying *about my examination*, anyway, what *about your preparation for the examination?*

Rio : Well, I'm going on well *my studies*. I am also *worried about my exam*.

Sinta : *Really!* But tell me about *your preparation in different subjek*.

Rio : You know I am weak in English. *That's why*; I am taking *special care in English*.

Sinta : Do you have any *revision in other subjek?*

Rio : Yes, I am having *detailed revision in other subjek*.

Sinta : Are you taking help from any special books?

Rio : Yes, but I study text books *very carefully*.

Sinta : *That's awesome!* I hope next *examination*; we can study and prepare the *examination well*.

Rio : Sure! We can study together and we can share

Students Answer: Respondent 2

Sinta : *Hello Rio, How do you do?*

Rio : I am fine, *tengkiu*. Why you are *loking* sad?

Sinta : *Ekcualli*, I am worrying *about my examination, anywai*, what *about* your *preparation for the examination?*

Rio : Well, I'm going on well *my studies*. I am also *worried about my exam*.

Sinta : *Really!* But tell me about *yur preparation in dipprnt subjek*.

Rio : You know I am weak in English. *That's wi*; I am taking *spesial* care in *English*.

Sinta : Do you have any *revision in other subjek?*

Rio : Yes, I am having *detailed revision* in other *subjek*.

Sinta : Are you taking help from any special books?

Rio : Yes, but I study text books *pery carefully*.

Sinta : *That's ausam!* I hope next *eksamination*; we can study and prepare the *examination well*.

Rio : Sure! We can study together and we can share

Students Answer: Respondent 3

Sinta : Hello Rio, How do you do?

Rio : I am fine, *tengk* you. Why you are looking sad?

Sinta : *Aktualli*, I am *worrying about my examination*, anyway, what *about* your *preparation* for the *examination*?

Rio : Well, I'm going on well *my studies*. I am also worried *about* my exam.

Sinta : *Really!* But tell me *about yur preparation* in *dipprent subjek*.

Rio : You know I am *weak* in English. *That's wi*; I am *taking spesial* care in *English*.

Sinta : Do you have any *revision* in *other subjek*?

Rio : Yes, *I am having ditailed revision* in *other subjek*.

Sinta : Are you taking help from any special books?

Rio : Yes, but I study text books very *carefully*.

Sinta : *That's ausem!* I hope next *eksamination*; we can *study* and prepare the *examination well*.

Rio : Sure! We can study together and we can share

Students Answer: Respondent 4

Sinta : *Hello Rio, How do you do?*

Rio : I am fine, *teng* you. Why you are *luki* sad?

Sinta : *Aktualli*, I am worrying *about my examination*, anyway, what *about your preparation for the examination?*

Rio : Well, I'm going on well *my studies*. I am also *worried about my exam*.

Sinta : *Really!* But tell me about *your preparation in different subjek*.

Rio : You know I am weak in English. *That's why*; I am taking *special care* in English.

Sinta : Do you have any *revision in other subjek?*

Rio : Yes, I am having *detailed revision* in other *subjek*.

Sinta : Are you taking help from any special books?

Rio : Yes, but I study text books *very carefully*.

Sinta : *That's awesome!* I hope next *examination*; we can study and prepare the *examination well*.

Rio : Sure! We can study together and we can share

Students Answer: Respondent 5

Sinta : *Hello Rio, Ho du yo do?*

Rio : I am fine, *thang* you. *Wa you are loking sad?*

Sinta : *Aktualli, I am worrying about my examination, anyway, what about your preparation for the examination?*

Rio : Well, I'm going on well *my studies*. I am also worried *about my esam*.

Sinta : *Rally! But tell me about yur preparation in dipprnt subjek.*

Rio : *You know I am weak in English. That's why; I am taking special care in English.*

Sinta : Do you have any revision in other subject?

Rio : Yes, I am having *detailed revision* in other subject.

Sinta : Are you taking help from any special books?

Rio : Yes, but I study text books *very carifull*.

Sinta : *That's ausem!* I hope next *examination*; we can study and prepare the *examination well*.

Rio : Sure! We can study together and we can share

The Students Score on Pronunciation

No	Nama Mahasiswa :	Total score
1	A. Mutmainnah	60.00
2	A. Sarah Nurfiqriah	62.00
3	Alfiani Hudzaifah	70.00
4	Amaliah Farah Dini	75.00
5	Andi Khaerunnisa	60.00
6	Andi Nailah Auliah	70.00
7	Annisa Ramadhani	60.00
8	Awaliah Ramadhani	78.00
9	Fathona Aqilla	70.00
10	Fatimah Miftahul	80.00
11	Mar'atul Hijrah	40.00
12	Nur Afdhilah	71.00
13	Nur Cahyani Syam	65.00
14	Nurul Mukhlisa	78.00
15	Putri Nurfadillah.M	72.00
16	Raodah Fatimah Az	40.00
17	Rezky Hidayni Firman	50.00
18	Rheva Lina Sunap	60.00
19	Salsa Bila	60.00
20	Syifa Nabila Herman	74.00
21	Syifa Zhafirah Fatiha	70.00
	AVERAGE	71.00
	MAXIMUM	80.00
	MINIMUM	40.00

Appendix 2: Documentation



**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1377 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBIYAH**
- Menimbang** :
- a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
 - b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Stupdi;
 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** :
- a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
 - b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.
- MEMUTUSKAN**
- Menetapkan** :
- a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
 - b. Menunjuk saudara;
 1. Dr. Abd. Haris Sunubi, M.Pd.
 2. Mujahidah, M.Pd.
 Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	: Kharisma
NIM	: 16.1300.067
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Students' Intonation Ability on English Pronunciation In Reading Passages at Eight Grade of SMP 1 Maiwa
 - c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
 - d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
 - e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 25 Agustus 2020

Dekan,



H. Saepudin



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Ar-Ranai Bakti No. 08 Sitawang Parepare 91132 ☎ (0421) 21307 Faks 24404
PO Box 909 Parepare 91100, website: www.iaiparepare.ac.id, email: mail@iaiparepare.ac.id

Nomor : B.490/In.39.5.1/PP.00.9/02/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kab. Enrekang
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Enrekang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Kharisma
Tempat/Tgl. Lahir : Enrekang, 13 November 1997
NIM : 16.1300.067
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Maroangin, Jl. Pahlawan No 2, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul :

"The Students' Intonation Ability On English Pronunciation In Daily Conversation At Eight Grade Of SMP 1 Maiwa"

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 15 Februari 2021

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/fax (0420)-21079
ENREKANG

Enrekang, 26 Februari 2021

Nomor : 81/DPMPTSP/IP/II/2021
 Lampiran : -
 Perihal : Izin Penelitian

Kepada
 Yth. Kepala SMPN 1 Maiwa
 Di-
 Kec. Maiwa

Berdasarkan surat dari Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor: B.490/In.39.5.1/PP.00.9/02/2021 tanggal 15 Februari 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : Kharisma
 Tempat Tanggal Lahir : Maroangin, 13 November 1997
 Instansi/Pekerjaan : Mahasiswa
 Alamat : Jl. Pahlawan Desa Botto Mallangga Kec. Maiwa

Bermaksud akan mengadakan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi dengan judul: "The Students' Intonation Ability On English Pronunciation In Daily Conversation At Eight Grade Of SMP 1 Maiwa ".

Dilaksanakan mulai, Tanggal 26 Februari 2021 s/d 26 Maret 2021

Pengikut/Anggota : -

Pada Prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan.
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) berkas fotocopy hasil Skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.


Demikian untuk mendapat perhatian

A.n. BUPATI ENREKANG
 PIt. Kepala DPM PTSP Kab. Enrekang


SYAMSUDDIN, S.Pt, M.Si
 Pangkat : Pembina Tk. I
 Nip : 19710115 200003 1 007

Tembusan Yth :

1. Bupati Enrekang (Sebagai Laporan)
2. Kepala BAKESBANG POL Kab. Enrekang
3. Kepala DISDIKBUD Kab. Enrekang
4. Camat Maiwa
5. IAIN Parepare
6. Yang Bersangkutan (Kharisma)
7. Pertinggal



**PEMERINTAH KABUPATEN ENREKANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 MAIWA**

AKREDITAS : B NSS : 201191620303 NPSN : 40305800
Jl. Jend. Sudirman No. 47 Maroangin Kode Pos 91761

SURAT KETERANGAN MENELITI
NO. 301/045/SMP.1.MW/VI/2021

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 1 Maiwa, Kab. Enrekang menerangkan bahwa :


N a m a	: K HARISMA
NIM	: 16.1300.067
Jurusan/Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah
Institut	: IAIN Parepare

Benar telah melakukan penelitian dalam rangka penyelesaian pendidikan Program Sarjana IAIN Parepare pada SMP Negeri 1 Maiwa selama 1 bulan, dari Tgl. 26 Februari s/d 26 Maret 2021 dengan judul Skripsi :

"The Students' Intonation Ability On English Pronunciation In Daily Conversation At Eight Grade Of SMP 1 Maiwa".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 10 Juni 2021


Alimus Muhammad Nur, S.Pd., M.Pd.
NIP. 19710606 199512 1 002



CURRICULUM VITAE

Kharisma, the writer was born on November 13th 1997 in Enrekang of South Sulawesi. She is the fifth child from six children in her family, her father's name is Hasan. P, and her mother's name is Sari. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2005 - 2010 at SDN 4 Maroangin, and then she continue her study in SMPN 1 Maiwa and finish on 2013, then continued her study in SMA 4 Enrekang and graduated on 2016. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "The Students Intonation Ability on English Pronunciation in Reading Passages at Eight Grade of SMP 1 Maiwa"