

**SKRIPSI**

**THE STUDENTS' ABILITY IN ENGLISH PRONUNCIATION  
AT THE FIFTH SEMESTER OF ENGLISH EDUCATION  
PROGRAM AT STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE (FOCUS ON ENGLISH INTONATION)**



By

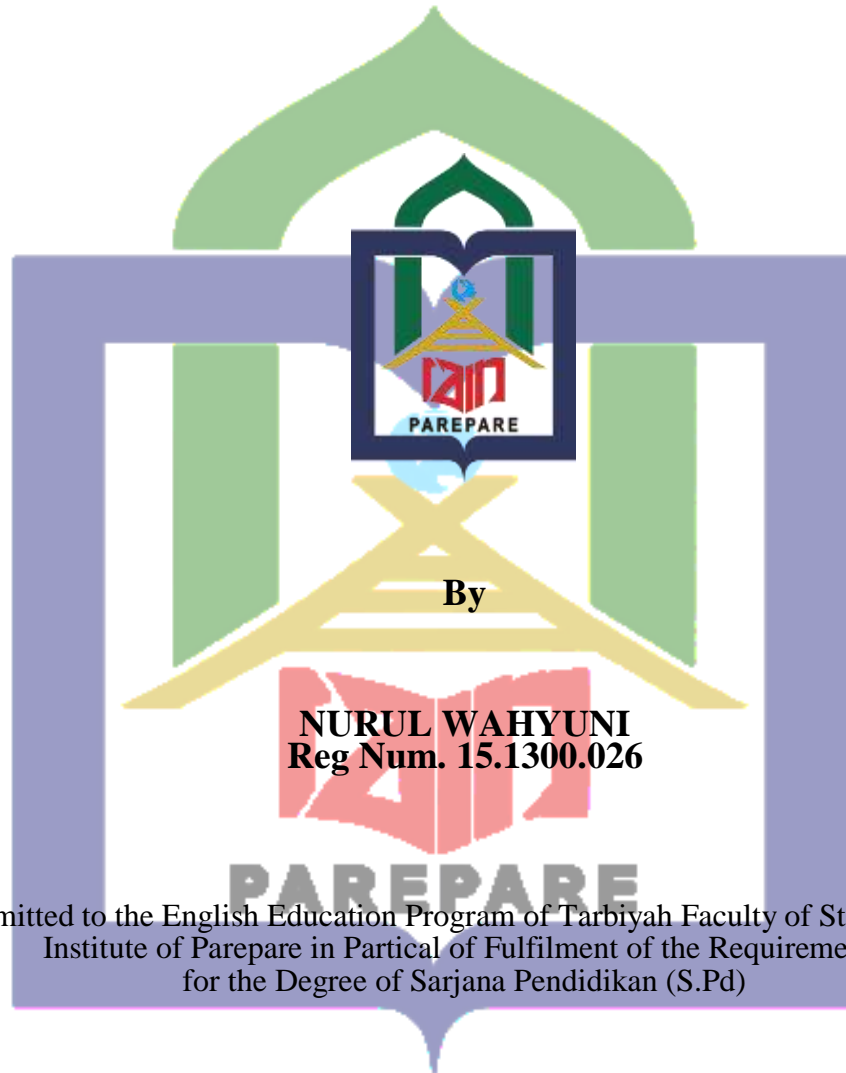
**NURUL WAHYUNI**  
**Reg Num. 15.1300.026**

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

**2019**

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**NURUL WAHYUNI  
Reg Num. 15.1300.026**

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)

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Sarjana Pendidikan (S.Pd)**



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

**2019**

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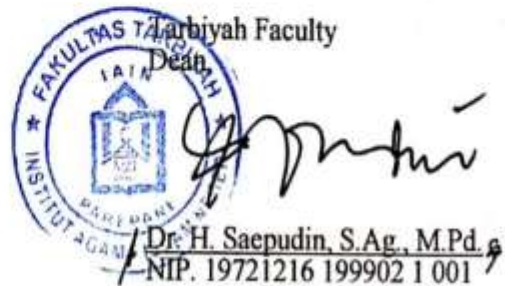
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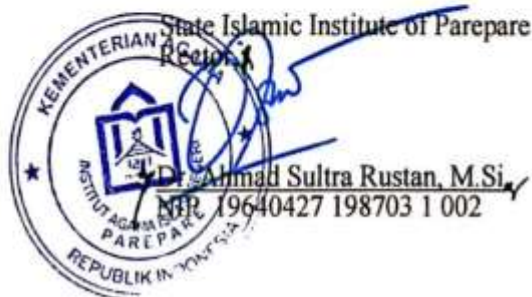
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Parepare, 11<sup>th</sup> December 2019

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## DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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the Fifth Semester of English Education Program at  
State Islamic Institute (IAIN) Parepare (Focus On  
English Intonation)

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 11<sup>th</sup> December 2019

The Writer,



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## ABSTRACT

**Nurul Wahyuni.** *The Students' Ability in English Pronunciation at the Fifth Semester of English Education Program at State Islamic Institute (IAIN) Parepare (Focus on English Intonation (Supervised by Abd. Haris Sunubi and Ismail Latief)*

The Objective of the research are Expected to describe the students' ability of the fifth semester of English education program of State Islamic Institute (IAIN) Parepare Focus on English intonation. The instrument is Pronunciation test. The Pronunciation test consist of four different conversations that is used to find out the students' ability in English Pronunciation (Focus on English Intonation).

The Location of this research was taken in State Islamic Institute (IAIN) Parepare. This Research was designed by using qualitative descriptive method. The population of this research is all of the students' in the fifth semester of English program in academic year 2017 / 2018 and there are 139 students. And The Sample of the population 20 students'.

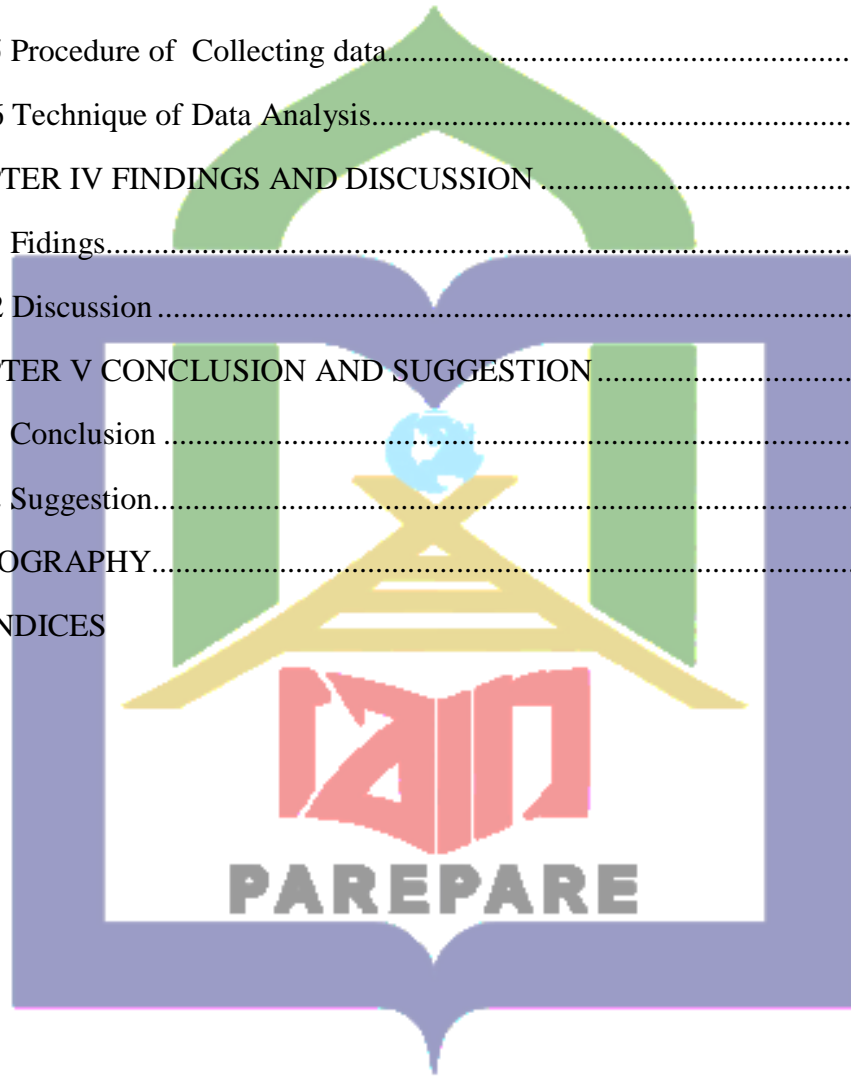
The Result of the Research showed that the Ability of the students' in English Pronunciation (Focus on English Intonation) that The student's still need pay attention in applied English intonation. Because intonation is really important in our communication. There are Twenty respondents who from the fifth semester of English program. There are have studied about pronunciation subject but some of the students had different such as high quality and low quality in English pronunciation especially in English intonation.

**Keywords:** *Students' Ability, Pronunciation and English Intonation*

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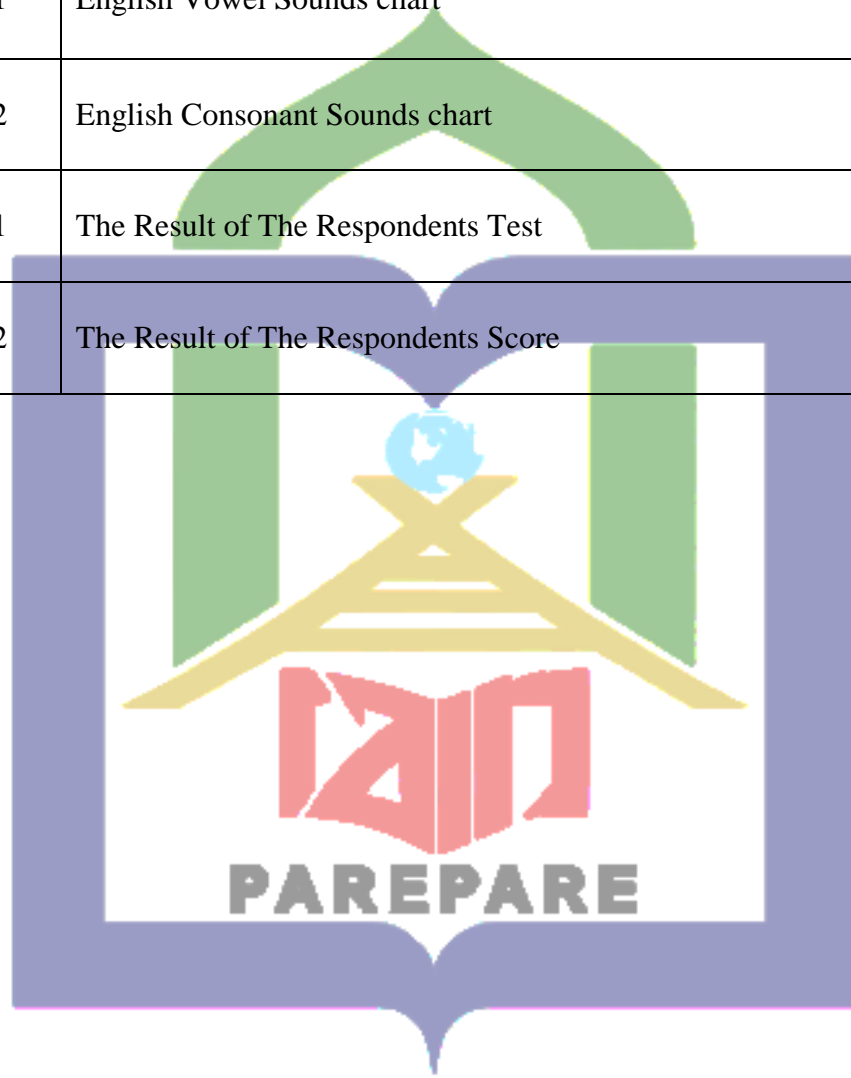
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

English as a global language has an important role to the people. Therefore, without knowledge of English language, people cannot understand or produce their feelings, ideas or wishes to other people. Mastering English needs a lot of time and becomes the first problem for Indonesian students in the sound system of English language. They said that English is very difficult to be pronounce, because some of the English sounds are different from the Indonesia sounds. There are several components in English: Pronunciation, Vocabulary, Speaking, Writing, Reading. But the researcher will attend in pronunciation.

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed upon sequences of sounds used in speaking. Pronunciation is one of important element to learn by language learners, or in this case is English learners. They must have well understood with the rules of how to get good pronunciation in using language that they had been learned.<sup>1</sup> Pronunciation is one of important element learn by the language learners. They must have well understood with the rules of how to get good pronunciation in using language that they had been learned.

Learning pronunciation is very important in oral communication if the speaker's pronunciation is not good thus, the listener cannot understand what the speaker says. By having good pronunciation, grammar and vocabulary, the speaker

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<sup>1</sup>Wikipedia, the free encyclopedia 2019, (online) [http:// en.m.wikipedia.org/ wiki/ pronunciation](http://en.m.wikipedia.org/wiki/pronunciation), Assessed on March 26<sup>th</sup> 2019.

can speak fluently and accurately, thus interlocutor can understand easily. Good pronunciation may make the communication easier and more successful. That is the reason why pronunciation is the most important aspect in acquiring English as foreign language especially learning pronunciation because it is a core of language. If we want to have good pronunciation.

Every language has a system of sounds, stress, and intonation that gives rhythm and melody all its own. You may be able to pronounce each sound of a language correctly, but you must also use correct stress and intonation patterns. Stress refers to the degree of force or loudness. It indicates the importance of a syllable (a part of word), and the importance of words in phrases and sentences.

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 (pitch), they may be rising or falling. Speaking can be compare to singing. Stress provides the rhythm, and intonation provides the melody. Stress and intonation are made up of more than just two things. They are a combination of many parts. When you are speaking, these parts cannot be separated. But in order to understand them better, you will study them separately. It is important, however, to remember that these parts all go together. In normal conversation one cannot really exist without the other.<sup>2</sup>

Intonation is one aspect of language elements that has important role in speaking English because it is really needed in speaking English. One who wants to get his message orally could not be able to achieve his desire if did not have a good intonation. The listeners may not understand what speaker say if the sound or

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<sup>2</sup>Gertrude F. Orion, *Pronouncing American English: Sound, Stress, and Intonation* (Boston: Heinle&Heinle Publishers, 1988), p. 19.

utterances are not understood. In learning English, there are many aspects that must be mastered by the English learners. They are sound, stress, intonation, timing, and articulation as well. All of these aspects have an important role to have good English speaking. Most English learners sometimes ignore about those components so they will make many mistakes in speaking English. Besides that, the more languages used by the learners, the more mistakes they do.

The researcher did the research in IAIN Parepare. First, the researcher studied in IAIN Parepare, it can make the researcher to get sample easily. Second, this campus also improves the students' English skill very well. That is proved that this campus is really aware about the importance about English. So the researcher is really interested to do the research because the researcher will feel comfortable to do research where provides good situation and supporting place. So this research will be running well. The other reason why the researcher takes fifth semester of English program as sample because they have learned English for fourth semesters and the researcher wants to see their skill in pronunciation focus on English intonation after studying English for fourth semester.

The last reason, because sometimes the students are not attention in their English intonation, thus it makes the listener confused what the speakers say. Intonation is really important in English especially English pronunciation because the listener can understand what the speaker mean. And sometimes intonation is influenced by the students' mother tongue or accent.

Based on the explanation above, the researcher is interested to conduct a research about *"The students' Ability In English Pronunciation At The Fifth Semester"*

*Of English Program At State Islamic Institute (IAIN) Parepare (focus on English intonation)“*

### **1.1 Problem Statement**

Based on the background of the study stated above. The research problem is:  
**“ How are the students’ ability in English Pronunciation at the fifth semester of English program at state Islamic institute (IAIN) Parepare (focus on English intonation)? “**

### **1.2 Objectives of the research**

Based on the problem statement of the research above, the objective of this research is the researcher to figure out and to know whether the students’ ability in English Pronunciation at the fifth semester of English program at state Islamic institute (IAIN) Parepare , the research will be focus on English Intonation.

### **1.3 The Significance of Research**

It is expected that the result of the research will provide useful contribution for:

#### **1.3.1 For teachers / lecturers**

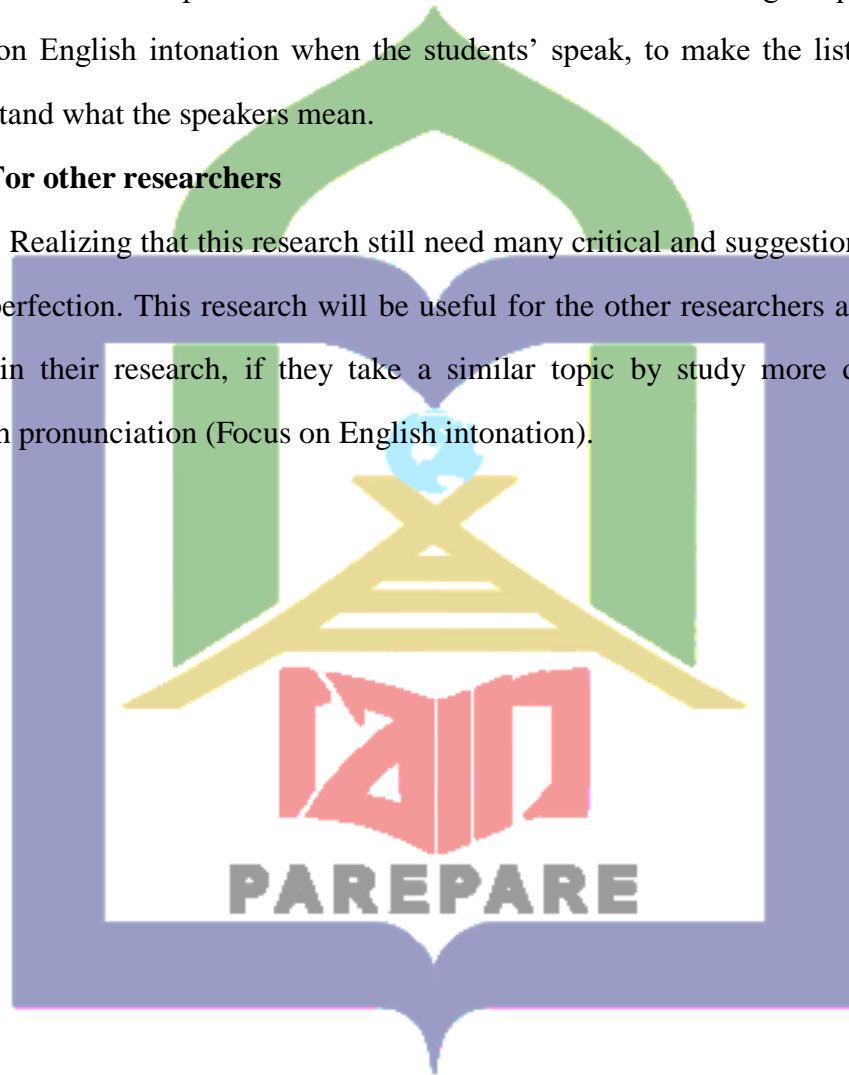
First, it is expected for English teacher as a contribution in teaching process in the future especially pronunciation subject. Second, it is expected as a guidance for the teacher to know about the student’s ability in English pronunciation Especially in English intonation, so the teachers can formulate some methods or strategies in teaching English pronunciation especially for English sounds.

### **1.3.2 For the Students**

Besides to the teachers, this research is expected to give many contributions to the students in order the students can maximile their ability in English pronunciation. This reseach can help the students' to more attention in their English pronunciation focus on English intonation when the students' speak, to make the listener easy to understand what the speakers mean.

### **1.3.3 For other researchers**

Realizing that this research still need many critical and suggestion and it is far from perfection. This research will be useful for the other researchers as a reference to begin their research, if they take a similar topic by study more deeply about English pronunciation (Focus on English intonation).



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Related Research Finding

There are some researchers who have conducted research namely :

Andi Ardiansyah stated in his research *“Teaching intonation to improve pronunciation skill of the second year students of MA DDI As-salman SIDRAP Through Drama“* that the factors affecting the difficulty of intonation are native language, the age factors, motivation to concern for good pronunciation<sup>1</sup>.

Muhammad Saleh stated in his research *“The influence of buginese sidrap dialect towards the students’ ability in using English intonation at the fourth semester of English program at STAIN Parepare”*. That most of sidrap students still use their dialect in speaking. Thus, it influences their English intonation whether in expressing statement, questions, and objections. It was found that even though the English learners have studied English for many years, it cannot guarantee that they can speak English with correct intonation without missing their mother tongue dialect. In this case is sidrap dialect<sup>2</sup>

Widyaningsih stated in her research *“Improving the students’ pronunciation ability of the second grade students of SMP Negeri 2 Parepare through Audio-Lingual method”*. The way in teaching pronunciation through audio lingual method

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<sup>1</sup>Andi Ardiansyah, *“Teaching intonation to improve pronunciation skill of the second year students of MA DDI As-salman SIDRAP Through Drama “*, Unpublished skripsi : Parepare Tarbiyah faculty STAIN 2012.

<sup>2</sup>Muhammad saleh, *“ The influence of buginese sidrap dialect towards the students’ ability in using English intonation at the fourth semester of English program at STAIN Parepare”*, Unpublished skripsi : Parepare Tarbiyah faculty STAIN 2014.

can improve the students' pronunciation ability. It can be seen from the way in asking the students to repeat the word together and asking students to repeat one by one while researcher give time to students for practicing by themselves and researcher come closer to control.<sup>3</sup>

Nur Asia stated in her research "*The factors affecting the students' difficulty to use English intonation in speaking (Daily Conversation) of Ma'had Jami'ah Students at STAIN Parepare*". STAIN Parepare had figured out that there are many factoring affecting the students' difficulty to use English intonation. One of them is local dialect and their mother tongue.<sup>4</sup>

## **2.2 Some Pertinent Ideas**

### **2.2.1 The Concept of Pronunciation**

#### **2.2.1.1 Definition of pronunciation**

Pronunciation is the way in which language or particular word or sound is spoken and pronunciation is the act or manner of pronouncing articulate utterance<sup>5</sup>. Judy said that Pronunciation is the act or manner of pronouncing words utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is

<sup>3</sup>Widyaningsih," *Improving the Students' Pronunciation Ability of the Second Grade Students of SMP Negeri 2 Parepare Through Audio-Lingual Method*", Unpublished skripsi: Parepare Tarbiyah Faculty STAIN 2017.

<sup>4</sup>Nur Asia," *The Factors Affecting the Students' Difficulty to Use English Intonation in Speaking (Daily Conversation) of Ma'had Jami'ah Students at STAIN Parepare*", Unpublished skripsi: Parepare, Tarbiyah Faculty STAIN 2012.

<sup>5</sup>*Oxford Learner's Pocket Dictionary*, Fourth Edition (Oxford University Press 2008), p. 352.



accept or generally understood. Pronunciation refers to production sound of the words that we used in language to communicate with the others.<sup>6</sup>

According to George, Pronunciation is the utterance of the words of a language. It includes articulation and accent.<sup>7</sup> But according to Wikipedia Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect "correct pronunciation" in other word pronunciation is the way a particular individual speaks a word or language<sup>8</sup> pronunciation as the production of English sounds.

Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language<sup>9</sup>

Base on several definition about pronunciation, the researcher can conclude that pronunciation is the way a word or language is spoken or the utterance of the words. It include articulation and accent.

### **2.2.1.2 The Goal of Pronunciation**

According to Hismanoglu pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. Although

<sup>6</sup>Judy B. Gilbert, *Teaching Pronunciation Using the Prosody Pyramid* (Newyork: Cambridge University Press), p. 01.

<sup>7</sup>George S. Hillard, *the Fourth Reader: For the Use of Schools with an Introductory on Reading and the Training of the Vocal Organs* (Boston: Brewer and Tileston, 1863), p. 21.

<sup>8</sup>Wikipedia,2019,(online)<https://en.m.wikipedia.org/wiki/Pronunciation> (accessed May 2th 2019)

<sup>9</sup>Pourhosein Gilakjani,*The Significance of Pronunciation in English Language Teaching* Jounal of Studies in Education, [www.ijreeonline.com](http://www.ijreeonline.com) (accessed 13<sup>th</sup> june 2019)

the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. The problems of pronunciation instruction have been demonstrated by some researchers. According to Morley intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively.<sup>10</sup>

The goal of perfect Pronunciation is not to take your personality out of your speech. Indeed, mannerisms that give hints of your origin are charming in English. The goal is rather to speak so that people listen what you say, NOT how you say it. Thus can make the people to be understood the first time you say something. And to be confident and proud the way you speak.<sup>11</sup>

Based on the several point above. The goal of pronunciation is acceptable in English communication. Thus, to be acceptable in English the speakers' have to avoid misconception. The native-like accent pronunciation is not primary objective of leaning pronunciation but proper pronunciation is necessary part to be able communicate effectively.

### **2.2.1.3 The Part Of Pronunciation**

There are three parts of pronunciation such as : Sounds, Stress and Intonation.

#### **2.2.1.3.1 Sound**

Speech is incredibly complex activity. It involves coordinated efforts of all the participating part of the vocal tract. One of the basic exercises in voice control is

<sup>10</sup>James on Pourhosein Gilakjani, "English Pronunciation Instruction: Review Literature", International Journal of Research in English Education, ijreeonline.com (accessed 13<sup>th</sup> june 2019)

<sup>11</sup>Jean Yates, *Pronounce It Perfectly in English* (United States of America: Barron's Educational Series, 1995) p. v.

breath control, which involves training certain muscles involved in air expulsion, the first step in producing sounds. Air proceeds from lungs through the trachea to the larynx, commonly called the voice box, which houses the vocal cords. If the cords are slightly tensed, the passage of air sets the vocal cords vibrating, which gives a basic sound quality to the air stream, which continues 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 20 to 20,000 oscillations per second that are detectable by the organs of hearing. In the broader sense, general term for the smallest acoustic or articulator element of spoken language that can be perceived.<sup>12</sup>

#### 2.2.1.3.2 Vowel

Vowels are voiced continuous sounds involving no interruption in the flow of air through the oral cavity. Different vowel sounds result from changing the shape of the mouth: each vowel is associated with a different configuration of the tongue and lips.<sup>13</sup> Every vowel sound represents a syllable in a word. Syllables are either emphasized and “stressed” or weak and “unstressed”. There are 17 different vowel sounds in English. They all have “voice” which occurs as the vocal cords vibrate, the tongue does not touch other parts of the mouth, teeth or lips, and the vowel sounds differ by the distance between the lips, the shape of the lips, and the length of time the sound is held<sup>14</sup>

<sup>12</sup>Hadumod Bussmann, *Dictionary of Language and Linguistics* (London and New York: Routledge, 1996), p. 1094-1095.

<sup>13</sup>L. Ben Crane, Edward Yeager, and Randal L. Whitman, *An Introduction to Linguistics* (Boston: Little, Brown and Company, 1981), p. 64.

<sup>14</sup>Jean Yates, *Pronounce It Perfectly in English*, p. 2.

Table 2.1 English Vowel Sounds Chart

	Dictionary Symbol	Phonetic Alphabet	Example word with main spelling	Example word (s) With alternative spelling
Short a	a	æ	hat	
Long a	ā	ei	hate	rain, say, steak, they
Short e	e	ε	pet	bread, said
Long e	ē	i:	pete	Meet, meat, chief, he
Short i	i	I	kit	myth
Long i	ī	ai	kite	Lied, wild, night, fly
Short o	o	ɑ	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	au	cow	Out, drought
ir	ir	ɪ	bird	Turn, work, syrup

### 2.2.1.3.3 Consonant

The consonant may be grouped according to how the sounds are produced. The sounds within these groups can be further classified according to the place of articulation, that is, the position of the lips or tongue as the sounds are made. English

then has six groups of consonant sounds, as follows: Stops (by entirely closing of the flow of air at some point in the mouth, stops, or plosives are formed).

Fricatives (by forcing air through a narrow opening in the oral cavity, a process that creates audible turbulence in the air stream, fricatives are made.), Affricates (the affricates are a special group of sounds that are formed by combining a stop and a fricative.) Nasals (In English, the three nasals, [m, n, ŋ], are made with the lips and tongue in the same respective position as they are for [p, t, k]: however, air pressure does not build up as it does in the stops).

Liquids (The consonants [l] and [r], as heard in *lift* and *roar*, are called liquids. Both sounds are normally voiced. An [l] sound is formed by touching the tip of the tongue to the alveolar ridge and allowing air to escape to each side. The [r] sound in English is formed by curling the tip of the tongue up behind the alveolar ridge and flipping it forward and upward without actually touching the alveolar ridge.), and Glides (the last two consonants are the glides [w] and [y]. A [w] is formed with the back of the tongue arched high and the lips in a rounded position, much as they are in making the sound “oo”. The [y] glide, much like the [w], is formed with the tongue and lips in the same position as they are when making the sound “ee”).<sup>15</sup> Consonant sounds are determined by the position of the tongue, lips, and teeth, the way air is released, and the use of, or absence of voice.

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<sup>15</sup>L. Ben Crane, Edward Yeager, and Randal L. Whitman, *An Introduction to Linguistics*, p. 59-64.

Table 2.2 English Consonant Sounds Chart.

Dictionary Symbol	Phonetic Alphabet	Example Word	Dictionary Symbol	Phonetic Alphabet	Example Word
Stops (Sounds you cannot hold)			Nasals		
p	p	pink	m	m	man
b	b	boy	n	n	nice
t	t	tall	ŋ	ŋ	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
Fricatives ( sounds you can hold )			w	w	water
f	f	Fun, phone			
v	v	van			
th	θ	thanks			
dh or th	ð	these			
s	s	sun			
z	z	zoo			
sh	ʃ	shine			
zh	ʒ	measure			

#### 2.2.1.3.4 Stress

In linguistics, and particularly phonology, **stress** or **accent** is relative emphasis or prominence given to a 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 vowel, and changes in pitch.<sup>16</sup> Stress refers to the degree of force and loudness. It indicates the importance of a syllable (a part of a word), and the importance of certain words in phrases and sentences.<sup>17</sup>

##### *Word stress*

Word stress means stressing the important words in a sentence, saying them with more force than other words, and holding them at a higher pitch. Word stress is very important. It gives meaning to the words you say.<sup>18</sup> Each syllable in a word has a degree of emphasis called stress. There are three stress levels, primary stress (**I**), secondary stress (**I**), and unstressed (-). Primary stress (**I**) Each word of two or more syllables has one syllable that is longer and louder than the others. It has primary stress. In the example that follows, these syllables are represented in extra bold letters. Say the extra bold letter little louder and longer than the other one.<sup>19</sup>

##### *Primary stress*

A word with two vowel sounds has two syllables. One syllable has primary stress. Say it a little louder and longer than the other. Pronounce the vowel with

<sup>16</sup> [https://en.wikipedia.org/wiki/Stress\\_\(linguistics\)](https://en.wikipedia.org/wiki/Stress_(linguistics)) (accessed on 06<sup>th</sup> July 2019)

<sup>17</sup> Gertrude F. Orion, *Pronouncing American English: Sound, Stress, and Intonation* (Boston: Heinle&Heinle Publishers, 1988), p. 19.

<sup>18</sup> Nurlia, *Pronunciation Skill of The Course Students (A Study at International English course Parepare)* (skripsi sarjana; jurusan Tarbiyah: Parepare, 2012), p. 23.

<sup>19</sup> Jean Yates, *Pronounce It Perfectly in English*, p. 141.



importance. Another definition 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 (**I**) on the first syllable and secondary stress (*I*) on the second syllable. Say the first syllable strongly. Emphasize the second syllable a little less. *Sentence stress*, In the same way sentences have parts which are strong (sentence stresses) and parts which are weak (unstressed and sometime reduced words). Sentence stressed are the strong parts 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.<sup>20</sup>

#### **2.2.1.4 Teaching Pronunciation**

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup” the inaccurate

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<sup>20</sup>Syaiful, “*Improving Pronunciation Ability of the Third Year Students’ of MAS DDI Kanang Through Recorded Dialogue*” (Skripsi Sarjana; Jurusan Tarbiyah: Parepare, 2009), p. 6.

production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students' seventh language and environment.

### 2.2.1.5 The Importance of Pronunciation

According to Harmer on Abbas Pourhosein Gilakjani "*English Pronunciation Instruction: Review Literature*" stated that a lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important. Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners.<sup>21</sup>

According to Harmer on journal James pourhosein gilakjani the importance of pronunciation the lack of high quality, suitable teaching and learning materials, and the lack of time to practice pronunciation are the major reasons that because teachers not to pay enough attention to English pronunciation. Teachers think that they have too much to do and pronunciation instruction just wastes their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction<sup>22</sup>.

<sup>21</sup>James on Pourhosein Gilakjani, "English Pronunciation Instruction: Review Literature", International Journal of Research in English Education, ijreeonline.com (accessed 13<sup>th</sup> june 2019)

<sup>22</sup>James on Pourhosein Gilakjani, "English Pronunciation Instruction: Review Literature", International Journal of Research in English Education, ijreeonline.com (accessed 13<sup>th</sup> june 2019)

According to Kenworthy on journal James pourhosein gilakjani , there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some students who know the value of good pronunciation.<sup>23</sup>

If students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly. Therefore, words should be learnt regarding to their pronunciation. Otherwise, this may damage learners' overall success

## **2.2.2 The Concept of English intonation**

### **2.2.2.1 Definition of intonation**

In linguistics, intonation is variation in spoken pitch when used, not for distinguishing words as sememes (a concept known as tone), but, rather, for a range of other functions such as indicating the attitudes and emotions of the speaker, signalling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction<sup>24</sup>.

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 words. Intonation is rise and fall of the voice in speaking.<sup>25</sup> But Jean Yates stated Intonation is the “musical score” of a language. Each “tune” has a special meaning. By using different tones, the speaker gives meaning and

<sup>23</sup>James on Pourhosein Gilakjani, “English Pronunciation Instruction: Review Literature”, International Journal of Research in English Education, ijreeonline.com (accessed 13<sup>th</sup> june 2019)

<sup>24</sup>[https://en.wikipedia.org/wiki/Intonation\\_\(linguistics\)](https://en.wikipedia.org/wiki/Intonation_(linguistics)) (accessed on 26<sup>th</sup> june 2019)

<sup>25</sup>*Oxford Learner's Pocket Dictionary*, Fourth Edition (Oxford University Press, 2008), p. 234.

expression to the words he says. The tones may be low or high (pitch); they may be rising or falling.<sup>26</sup>

According to Getrude F. Orion, 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 (pitch).<sup>27</sup> Based on several statement about intonation, the researcher conducte Intonation creates the melody, when the people speak, our voices rise and fall likes notes and musical scale. Intonation also expresses feelings ; happiness, curiosity, surprise, and etc.

#### **2.2.2.2 The important of English intonation**

As we know that when we talk with other people and we are not using intonation,our voices are flat and monotone. There is little interest generated in the audience. As a listener, the voice is bland to listen to. We may even fall asleep. Even if the speaker has great content, there is little desire to listen or to get passionate about the speaker's message.

Without intonation, We cannot understand the speaker's feelings and the speaker's attitudes. Are they really happy or are they very angry? Is there something exciting happening or perhaps a surprise of some sort? Is the person confident in what they think or say, or are they unsure of what they are thinking or saying?

<sup>26</sup>Jean Yates, *Pronounce It Perfectly in English*, p. 176.

<sup>27</sup>Getrude F. Orion, *Pronouncing American English*, Printed in U.S.A 1987, p. 19.

### 2.2.2.3 The function of English Intonation

The function of English intonation can be divided into six 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 a fall from a low pitch.
2. Grammatical function (to identify grammatical structure) example: it is claimed that in 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* answers "Whom did you see?" or "What happened?", while *I saw a man in the garden* answers "Did you hear a man in the garden?"
4. Discourse function (to show how clauses and sentences go together in spoken discourse) Example: subordinate clauses often have lower pitch, faster tempo and narrower pitch range than their main clause, as in the case of the material 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 perform). 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 | or black"

6. Indexical function (to act as a marker of personal or social identity). Example: group membership can be indicated by the use of intonation patterns adopted specifically by that group, such as street vendors or preachers. The so-called high rising terminal, where a statement ends with a high rising pitch movement, is said to be typical of younger speakers of English, and possibly to be more widely found among young female speakers.<sup>28</sup>

#### 2.2.2.4 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.

##### 2.2.2.4.1 Falling Intonation

Falling 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 sentences), special questions, commands, exclamatory sentences, in the first part of disjunctive questions and in the last part of alternative questions

For Example :

- Statement :
  - We live in Moscow.
  - I don't want to \CALL him.
  - They left for London \YESterday.
  
- Special Questions :

<sup>28</sup>[https://en.wikipedia.org/wiki/Intonation\\_\(linguistics\)](https://en.wikipedia.org/wiki/Intonation_(linguistics)) (accessed on 26<sup>th</sup> june 2019)

- Where do you LIVE ?
- When did 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 :
  - He\LO! Good MORNING !
  - How NICE of you !

#### 2.2.2.4.2 Rising Intonation

In rising intonation the speaker's 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 intonation when you ask yes/no questions require "yes" or "no" for an answer.<sup>29</sup>

For example yes or no answer :

- Are you SCARED ?
- Is this YOURS?
- Have you read this BOOK ?
- Are you ready to START ?

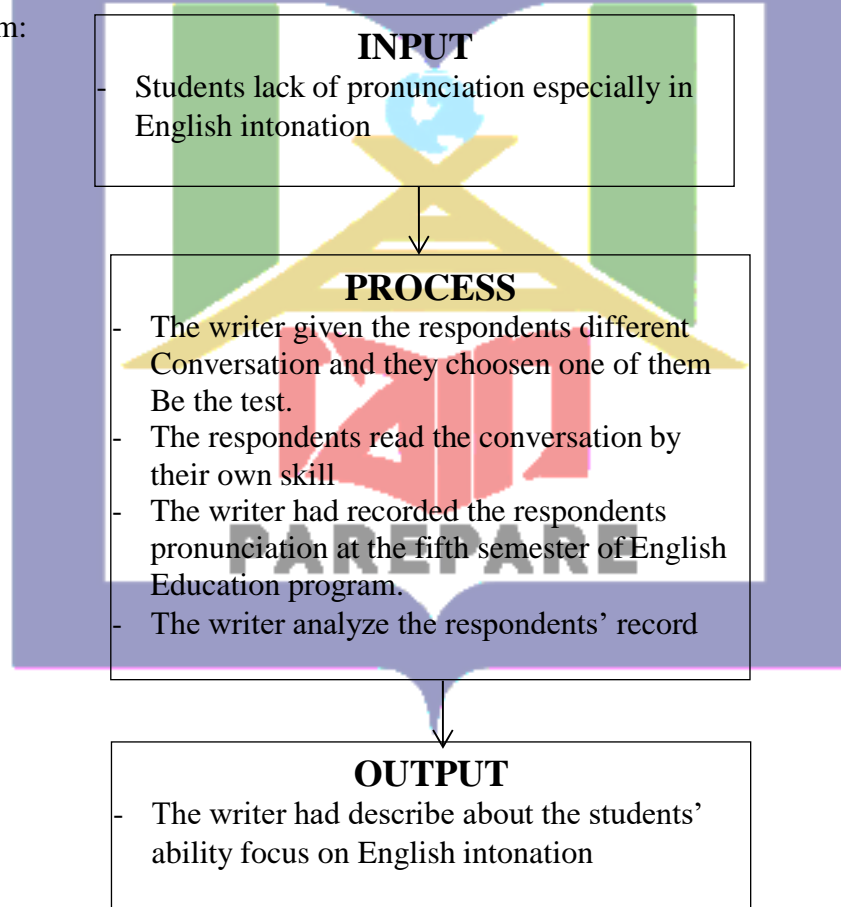
<sup>29</sup>Muhammad saleh ( "*the Influence of Buginese Sidrap Dialect Towards the STUDENT'S Ability in Using English Intonation at the Fourth Semester of English Program at STAIN Parepare*"), skripsi sarjana : Parepare Tarbiyah Faculty STAIN 2014), p. 23.



The rise and fall of pitch throughout is called its intonation contour, English has a number of intonation pattern which add conventionalize meanings to the utterance : question, statement, surprise, disbelief, sarcasm, teasing. An important feature of English intonation is the use of an intonational 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.

### 2.3 Conceptual Framework

The conceptual framework of this research will be presented by the following diagram:



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

In this research, this research we were use descriptive method. To know the students' ability in English pronunciation at the fifth semester of English program at IAIN Parepare (focus on English intonation). The variable of this research only one variable is the students' ability in English pronunciation (focus on English intonation)

#### 3.2 Place And Time Of Research

The location of the research took place at of State Islamic Institute (IAIN) Parepare. The researcher have conduted the research more than one month for collecting data. The location is determine by considering that the location of place is the researcher's domicile empirically making it easier to obtain the data required in this study.

#### 3.3 Population and Sample

##### 3.3.1 Population

Population is the totally of objects or individuals that have certain characteristic, clear and complete studied The researcher have taken population from Education faculty especially in English program. Thus, the population of this research have taken from students' at the fifth semester of English program. The students' at the fifth semester are 139 students.

##### 3.3.2 Sample

The sample is part of the number and characteristic possessed by the population when large populations and researchers may not learn all that there is in the

population due to several factors, the researchers can use the sample drawn from the population, and the samples taken must be right representative. The researchers have taken 20 students as samples from 139 students. The researcher takes the sample by using random sampling.

### **3.4 Instrument of the Research**

In this research, the researcher would use a pronunciation test as the instrument, to know the students' ability in English pronunciation (Focus on English intonation). The researcher would make 4 different conversations and they are free to choose one of them and the students are free to read one of the conversations by their skill. To support this research, the researcher would use a tape recorder as a tool to record the sample's voice.

### **3.5 Procedure of Collecting Data**

The first thing in the procedure of collecting data, the researcher has prepared four different conversations, text, and recorder. The researcher has looked for twenty samples of English programs at the fifth semester. After getting the samples, the researchers have done the test. To see the students' ability in English pronunciation (Focus on English intonation), they were read a conversation text as the test to know the students' ability in English pronunciation (Focus on English intonation). The researcher has given the instruction before beginning to give the instrument. Then, do the recording process.

### **3.6 Technique of data analysis**

The data was collected through a pronunciation test that was analyzed by using qualitative analysis. Scoring Classification, to evaluate the students' pronunciation

though tongue twister. In scoring the pronunciation text, the research use one categorie. 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	Pronunciation is slightly influenced by mother a few minor grammatical and lexical errors but many utterances are correct.
Good	7,1 - 8,5	Pronunciation 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	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 skills and areas practiced in the course. <sup>1</sup>

<sup>1</sup>Heaton, J. B, *Writing English Language Test* (New York: Longman, 1989), p. 100.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this part of this research, the writer describe about the students' ability in English pronunciation at the fifth semester of English program at state Islamic institute (IAIN) Parepare is presented and discussed based on made by the student and has recorded. To find out the answer of problem statement on the first part, the researcher administered pronunciation test is conversation test and recorded.

#### 4.1. Findings of test

As stated that the data were collected through a pronunciation test by 20 respondents. The test consisted of four differents conversation and the respondent was read by their own. The writer was descriptive the respondent's ability by the writer own. All of the twenty respondents of fifth semester of English program have studied about pronunciation. Therefore, this not be difficult to the respondents.

Table 4.1 The Result of The Respondents Test

Number	Respondents	Falling intonation	Rising Intonation	Totally
1	KM	15	10	27
2	SNRL	17	7	24
3	RRD	22	16	38
4	MB	19	19	38
5	AA	19	9	28
6	NAR	16	11	27
7	RR	23	15	38
8	AR	22	2	24
9	AY	24	4	28

10	SRAI	19	5	26
11	NPG	17	7	34
12	SL	17	10	27
13	NAZ	17	10	27
14	CLD	20	7	27
15	HRK	17	10	27
16	MA	17	10	27
17	NDM	15	12	27
18	NDP	15	12	27
19	MF	26	12	38
20	HY	20	8	28

#### 4.1.1 The First Respondent

The first respondent choose conversation text I , in conversation text I there are 27 sentences and 15 sentences for falling intonation, 12 sentences for rising intonation. The writer was given the first respondent, and the writer finding 10 sentences in rising intonation, sentences in flat intonation and 12 sentences in falling intonation. Example of the respondent falling intonation “ I’m going on well my studies “, and The example of The Respondent Rising Intonation” Hello brian, “ See the appendix for full Example.

#### 4.1.2 The second Respondent

The second respondent choose conversation text II, there are 24 sentences in conversation text II. There are 12 falling intonation and 12 for rising intonation. When, the writer has given the second respondent pronunciation test and heard the record. The writer has found no flat intonation, 17 falling intonation and 7 for rising

intonation. There are a few word incorrect in pronounce. Example of the respondent falling intonation “how are you ?”, and The example of The Respondent Rising Intonation” Hello Dave, “ See the appendix for full Example.

#### **4.1.3 The Third Respondent**

Conversation text III was chosen by the third respondent. 38 sentences in conversation text III, There are 17 sentences for falling intonation, 11 sentences rising intonation. The writer was found after give pronunciation test for the third respondent. 22 sentences for falling intonation and 16 sentences for rising intonation without flat intonation. She has good pronunciation and her mother tongue was slightly influence in her pronunciation. Example of the respondent falling intonation “What’s that all about ?” , and The example of The Respondent Rising Intonation ” Adventure camp ? ,“ See the appendix for full Example.

#### **4.1.4 The Fourth Respondent**

The fourth respondent also was chosen conversation text III as his test. The writer has found after given Pronunciation test for the fourth respondent 19 sentences for falling intonation and 19 sentences for rising intonation. The fourth respondent was enjoyed his test, and his mother tongue was not influenced his Pronunciation. He was Pronunciation in English without incorrect word. Example of the respondent falling intonation “what about you ?”, and The example of The Respondent Rising Intonation” Where are you going ?,” See the appendix for full Example.

#### **4.1.5 The Fifth Respondent**

The fifth respondent has chosen conversation text I, in conversation text I has 27 sentences, 15 sentences falling intonation and 12 sentences for rising intonation. The writer has found 19 sentences for falling intonation and 8 sentences for rising



intonation in the fifth respondent record. The respondent was little stiff when test, she was not expression. Example of the respondent falling intonation “, thank you?”, and The example of The Respondent Rising Intonation” Why you are looking sad?,” See the appendix for full Example.

#### **4.1.6 The Sixth Respondent**

The next respondent was the sixth respondent, the respondent also chosen conversation text I be the test. The sixth respondent had seems different result about the test. After the writer analyze the record , the writer had founded 16 sentences for falling intonation and 11 sentences for rising intonation. The sixth respondent was still stiff in daily conversation. Example of the respondent falling intonation “,I’m going on well my studies.”, and The example of The Respondent Rising Intonation ” Are you taking help from any special books? See the appendix for full Example.

#### **4.1.7 The Seventh Respondent**

The seventh respondent was chosen conversation text III , in conversation text there are 38 sentences, 22 sentences for falling intonation and 16 sentences for rising intonation. The writer had founded on the respondent record. 22 sentences for falling intonation, 15 sentences for rising intonation. Therefore, almost 90% the respondent had correct intonation sentences with the rules. Example of the respondent falling intonation “My parents have booked me a week at camp bell’s adventure camp.”, and The example of The Respondent Rising Intonation ”You’re lucky! “ See the appendix for full Example.

#### **4.1.8 The Eighth Respondent**

The eight respondent had chosen conversation text II, there are 24 sentences such as 12 sentences for falling intonation and 12 sentences for rising intonation. The

writer had test the respondent, the writer had founded 22 sentences for falling and 2 sentences for rising in English intonation. Based on the eight respondent record only one or two incorrect words cause confusing. Example of the respondent falling intonation “I am a little worried about pollution.”, and The example of The Respondent Rising Intonation ”Absolutely ! “ See the appendix for full Example.

#### **4.1.9 The Ninth Respondent**

The next respondent was the ninth respondent , the ninth respondent had chosen conversation text IV as the test. In conversation text IV there are 28 sentences, 17 sentences for falling intonation and 11 sentences for rising intonation. The writer had listen the respondent’s record and founded there are 24 sentences for falling intonation and 4 sentences for rising intonation. Example of the respondent falling intonation “Our environment is in a great danger. and The example of The Respondent Rising Intonation ”Absolutely ! “ See the appendix for full Example.

#### **4.1.10 The Tenth Respondent**

The tenth respondent had chosen conversation text II, there are 24 sentences in conversation text II such as 12 sentences for falling intonation and 12 sentences for rising intonation. The writer had given test for the tenth respondent. Based on the tenth respondent’s record, the writer had founded 19 sentences for falling intonation and 5 sentences for rising intonation. Example of the respondent falling intonation “Pollution is terrible !” and The example of The Respondent Rising Intonation ”Absolutely ! “ See the appendix for full Example.

#### **4.1.11 The Eleventh Respondent**

The eleventh respondent also choose conversation text II be the test. In conversation text II there are 24 sentences with 12 sentences for falling intonation and

12 sentences for rising intonation. Based on the eleventh respondent's record. The writer had founded 17 sentences for falling and 7 sentences for rising intonation. The eleventh respondent also had a few problems with the pronounce of the words. Example of the respondent falling intonation "I think some plants and animals are likely to become extinct" and The example of The Respondent Rising Intonation "I know, " See the appendix for full Example.

#### **4.1.12 The Twelfth Respondent**

The twelfth respondent also had chosen conversation text I like a few respondent as the test. As we know in the conversation text I there are 27 sentences, 15 sentences for falling intonation, 12 sentences for rising intonation. The writer had listened the respondent's record and had founded 17 sentences for falling intonation and 10 sentences for rising intonation. Example of the respondent falling intonation "I am worried about my final examination." and The example of The Respondent Rising Intonation " Are you taking help from any special books?" See the appendix for full Example.

#### **4.1.13 The Thirteenth Respondent**

The next respondent was the thirteenth respondent also had chosen conversation text I as the test. As we know conversation text I had 27 sentences, 15 sentences for falling intonation and 12 sentences for rising intonation. The writer had listened the thirteenth respondent's record and had founded 17 sentence for falling intonation and 10 sentences for rising intonation. Example of the respondent falling intonation "I'm going on well my studies." and The example of The Respondent Rising Intonation " Yes," See the appendix for full Example.

#### 4.1.14 The Fourteenth Respondent

The next respondent was the fourth respondent, the respondent had chosen conversation text I as the test like a few respondent. Conversation text I there are 12 sentences for rising intonation and 15 sentences for falling, all of 27 sentences in conversation text I. Based on the respondent's record the writer had founded 20 sentences for falling intonation and 7 sentences for rising intonation. Example of the respondent falling intonation "I am taking special care in English." and The example of The Respondent Rising Intonation " Yes," See the appendix for full Example.

#### 4.1.15 The fifteenth Respondent

Conversation text I was the test who chosen by the fifteenth respondent, the writer had given the test for the fifteenth respondent. Based on the respondent's record the writer had founded 10 sentences for rising intonation and 17 sentences for falling intonation, totally there are 27 sentences in conversation text I. Example of the respondent falling intonation "I am also worried about my exam." and The example of The Respondent Rising Intonation " Yes," See the appendix for full Example.

#### 4.1.16 The sixteenth Respondent

The next respondent was the sixteenth respondent and also had chosen conversation text I as test. Such as a few respondents who chosen conversation text I, we know there are 27 sentences, 15 sentences for falling intonation and 12 sentences for rising intonation. Based on the respondent's record the writer also founded 17 sentences for falling intonation and 10 sentences for rising intonation. Example of the respondent falling intonation, "I am having detailed revision in other subjects. and The example of The Respondent Rising Intonation " Well," See the appendix for full Example.

#### 4.1.17 The Seventeenth Respondent

The seventh respondent also had chosen conversation text I. In conversation text I There are 27 sentences, 15 sentences for falling intonation and 12 sentences for rising intonation. Based on the seventh respondent's record the writer had founded 15 sentences for falling intonation and 12 sentences for rising intonation totally 27 sentences. Example of the respondent falling intonation, "I'm going on well my studies" and The example of The Respondent Rising Intonation "Well," See the appendix for full Example.

#### 4.1.18 The Eighteenth Respondent

The eighteenth respondent as the next respondent. The eighteenth respondent also had chosen conversation text I same with the other respondents. In conversation text I there are 15 sentences for falling intonation and 12 sentences for rising intonation totally 27 sentences in conversation text I. Based on the eighteenth respondent's record, the writer had founded 12 sentences for rising intonation and 15 sentences for falling intonation. Example of the respondent falling intonation, "we can study and prepare for examination well." and The example of The Respondent Rising Intonation "Yes," See the appendix for full Example.

#### 4.1.19 The Nineteenth Respondent

The nineteenth respondent had chosen conversation text III as test. There are 38 sentences in conversation text III, 22 sentences for falling intonation and 16 sentences for rising intonation. The writer had listened the respondent's record and had founded 26 sentences for falling intonation and 12 sentences for rising intonation.

Example of the respondent falling intonation, “I have never been to an adventure camp.” and The example of The Respondent Rising Intonation ” You’re lucky ! “ See the appendix for full Example.

#### **4.1.20 The Twentieth Respondent**

The Next respondent was the twentieth respondent had chosen conversation text IV as test. There are 28 sentences in conversation text IV, 17 sentences for falling intonation and 11 sentences for rising intonation. The writer had listened the respondent’s record and had founded 20 sentences for falling intonation and 8 sentences for rising intonation. Example of the respondent falling intonation, “The impact of environmental pollution is serious.” and The example of The Respondent Rising Intonation ” Absolutely ! “ See the appendix for full Example.

#### **4.2. Discussion Of Test**

The result of the data analysis obtained through the test which intended to describe respondents’ ability in English pronunciation (Focus on English intonation). The test answered by twenty respondents who the fifth semester of English program of IAIN Parepare

##### **4.2.1 The First Respondent**

The first respondent had studied about pronunciation. Therefore, she little understood about pronunciation. When, the writer has given pronunciation test for the first respondent, her pronunciation is good. But sometimes she was not pay attention in part of pronunciation is English intonation. The rule of English intonation, Example: When statements, in the end of the statement we need to falling the intonation. In her record, she was not falling her intonation in the end of the statement. The first respondent had good when she pronounce in English. Therefore,

the writer has given score for the first respondent 7,1 (GOOD) because the first respondent had a few grammatical and lexical errors but only one or two mayor errors cause confusing. And she not really had problem in her English intonation, she need to practice and practice her English intonation in daily conversation.

#### 4.2.2 The Second Respondent

The next respondent was chose conversation text II be her test and the writer has record. The writer was found a few problem such as the intonation is not correct and sometimes the respondent pronounce incorrect word such as : Imbalances she said *imbelens*, Causes she said *kause*, Water she said *Wader*, Environment she said *Envirunment*. Some words are incorrect in pronounce, she need to practice pronounce the difficult word. Her mother tongue little influence in her English pronounce. But we still understood what she said. The writer has given score for the second respondent 7,1 (GOOD) Because her Pronunciation is still moderately influence by mother tongue, in phonological errors was not serious, on grammatical and lexical errors has a few problem but only two or three words causes confused. she need practice and practice in her English Pronunciation especially in English intonation.

#### 4.2.3 The Third Respondent

The third respondent has a good Pronunciation. A few intonation in correct sentences. While the writer record and test the third respondent she never pronounce incorrect word. And she was enjoy her test, on difficult word. she can pronounce it well by her own. But she was stiff while the writer record. Therefore, her voice like a robot, but that's enough good. The writer has given score 8,7 (Very good) for the third respondent because her mother tongue was slightly her Pronunciation and she need practice and practice her intonation in daily conversation.



#### 4.2.4 The Fourth Respondent

The next respondent was the fourth respondent. He had studied about pronunciation subject. He thought pronunciation was a difficult subject when we were not serious. Therefore, he has a very good in pronunciation, he has a very good ability when pronounce in English. He has a good intonation and was really expression. The writer was impression when give his test and record. He was absolutely not found problem in his test, the writer has given 9,5 score for him (Very good) Because as long as the writer test him, his mother tongue was not influence his pronunciation, and in English intonation almost 70% correct sentences.

#### 4.2.5 The Fifth Respondent

The fifth respondent as the next respondent. The fifth respondent had chosen conversation text I as test. she also had studied about pronunciation subject , she taught we need serious to learn pronunciation. Therefore, she had a good pronunciation. The researcher not really founded serious problem in the fifth respondent, but the fifth respondent need pay attention when applied intonation. Such as in special question in intonation rule, we need falling our intonation but the respondent had rising her intonation. Another, when our sentences not finished, we need rising our the intonation based on the rule of English intonation. But the respondent not. Therefore, the respondent need pay attention when applied English intonation based on the rule. The researcher had given score 7,2 with classified Good based on the respondent's ability.

#### 4.2.6 The sixth Respondent

The sixth respondent has chosen the conversation text I as the test. The writer had founded a few problem in English intonation such as, in Special question we



need to falling our intonation in the of the sentences. But the sixth respondent has rising the intonation in the of the sentences. This was not exact in rule of English intonation. Another example. “That’s why, I am taking special care in English “ we need to rising the intonation if our sentences not finished. But the respondent not do it. Therefore that’s not exact with the rule. The writer had given score 7,1 (GOOD) because the sixth respondent not really founded the big problem in English intonation, and the mother tongue still moderately in the respondent pronunciation.

#### **4.2.7 The Seventh Respondent**

The next respondent was the seventh respondent, and the respondent had chosen conversation text III as the test. The writer had listen record by the respondent, the respondent had a good pronunciation, dialect, without incorrect sentences and words. Almost 90% the respondent had correct intonation sentences. The writer had given score for the respondent 9 (Very Good) based on the respondent’s ability in English pronunciation. The respondent’s mother tongue was slight influenced in English pronunciation and in English intonation.

#### **4.2.8 The Eighth Respondent**

The writer had given the test for the eight respondent and the eight respondent had chosen conversation text II. The writer had listed the record and a few in English intonation was incorrect such as before the end of the sentences we need to rising the intonation but the respondent not do it. In the rule of English intonation, we was applied rising intonation when the sentences not finished. But the eight respondent had good pronunciation and the writer had given score 7,5 (GOOD) because his mother tongue was slightly influence and his intonation was good and need practice and practice.

#### 4.2.9 The Ninth Respondent

The writer had given the test for the ninth respondent. The writer had listened the record. The ninth respondent had a nice pronunciation in English. Only one or two incorrect word because difficult word such *Terrible* the respondent said *Teribel* by the respondent own. And the respondent really had little expression in daily conversation. Therefore the conversation was heard flat. We need to make our conversation life with our expression and intonation. The respondent need to practice and practice apply the English intonation in daily conversation. The writer had given score 7,1 (GOOD) Because the lexical and grammatical errors only one or two words, and the respondent's need to more and more practice in English intonation by the rule.

#### 4.2.10 The Tenth Respondent

The next respondent was the tenth respondent, the respondent had a few problem such as in test. The respondent really fast in the test and was not enjoyed the test. The tenth respondent also was not pay attention in the English intonation, the respondent was not understood with the rule of English intonation. English intonation was really important in English especially in the daily conversation. It had make our conversation was life and not flat. It had make the speaker interested with our conversation. Therefore, intonation in English was really important. The writer had given the score based on the respondent ability 70 (AVERAGE ).

#### 4.2.11 The Eleventh Respondent

The eleventh respondent need to practice in English pronunciation, there are a few incorrect words and not exact the intonation. Based on the rule of English intonation on the statement, the end of the statement we need to falling our intonation

but the intonation of the respondent was rising. It was not the same with the rule. And the eleventh respondent had a few incorrect pronounce of the word such as, *aware* the respondent said *answer*, *rising* the respondent said *rizing*. The respondent need to more practice to pronounce the word and was applied a correct intonation with the rule of English intonation. The writer had given the score for the respondent based on the respondent ability 7,1 (GOOD) because the respondent's mother tongue was slight in pronunciation.

#### 4.2.12 The Twelfth Respondent

The twelfth respondent almost apply English intonation in correct sentences, the writer had founded 17 sentences for falling intonation but only 14 sentences with correct intonation , and 3 sentences without correct intonation. For rising intonation from 10 sentences only 5 sentences with correct intonation and 5 sentences without correct intonation. Therefore, the twelfth respondent almost apply correct intonation with the rules. But as we know from the writer analyze there are 15 for falling and 12 for rising. That was not same but it was not be big problem because only had little different between the writer analyze and the respondent's test. The respondent need pay attention with his pronunciation, because had a few problem when pronounce the word. The respondent need practice and practice his pronunciation and learn about it deeply. The writer had given score for the respondent 7,5 with classified GOOD it the same with the respondent's ability and the mother tongue slight influenced the pronunciation.

#### 4.2.13 The Thirteenth Respondent

The thirteenth respondent had nice pronunciation, but in English intonation. The respondent was not really give attention such as: as we know in the rule of

English intonation, when special question. We need to falling our intonation in the end of the sentences. But the respondent was not, therefore that was not the same with rule of English intonation. The other problem, when the sentences not finished we need to rising our intonation. If we pay attention and was applied our English intonation with the rule, it was make the speaker interested to talk with us. And the speaker can understood about our felt and our conversation was not be flat. Therefore, we really need to pay attention with our intonation and also do not forget to pronounce English well. The writer had given the score to the respondent 7,1 with classified GOOD based on the respondent's ability.

#### **4.2.14 The Fourteenth Respondent**

Based on the fourteenth respondent record, the writer had founded a few incorrect pronounce English word. During the test the respondent was not enjoyed the test. Therefore, the respondent was make a few mistake such as : *On* the respondent said (one), *Preparation* (prepasasion). Then the respondent make a serious mistake pronounce English word that would be make the speaker misunderstand such as : *Taking* the respondent said (thinking) , *Awesome* the respondent said (examination). That was a serious problem because reality and the respondent said really different, therefore can make the speaker misunderstand. The respondent's mother tongue still moderately influenced her pronunciation. The writer had given score based on the fourth respondent's ability 6,5 with classified Average , because a few word in English with bad pronounce and the respondent also need to practice the pronunciation and practice to applied intonation in conversation to make the speaker interested. Based on, 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 (pitch).<sup>1</sup>

#### **4.2.15 The Fifteenth Respondent**

Based on the fifteenth respondent's record, the respondent had applied intonation in conversation. but the respondent need to know the rule of English intonation , because a few intonation proper in correct sentences such as : the sentences not finished we need to rising our intonation in the of the sentences. But the respondent not rising the intonation. Therefore, it was not appropriate with the rule of English intonation. The writer had given score 7,1 with classified GOOD because pronounce English word only one or two cause confused and need more practice.

#### **4.2.16 The Sixteenth Respondent**

The next respondent was the sixteenth respondent and had chosen conversation text I. based on the respondent's record, the writer founded and listened. The respondent almost was applied English intonation in correct sentences but in respondent pronunciation, the respondent must always practice such as how to pronounce correct English word and was not quickened to talk. It was make the speaker difficult to understand. The respondent's ability, the writer had given score 68 with classified Average because the respondent's pronunciation also seriously influenced by mother tongue.

#### **4.2.17 The Seventeenth Respondent**

The seventeenth respondent had a few problems based on the record. First, the respondent was quickened when the respondent talk. Because when we was quickened when talk, it was make the speaker confused. Second, the respondent's

<sup>1</sup>Getrude F. Orion, *Pronouncing American English* (Printed in U.S.A;1987), p.19.

intonation. The respondent need pay attention in English intonation rule such as when special question, we must falling our intonation in the end of the question. Other, when the sentences was not finished, we must to rising our intonation. That was the rule in English intonation. We need to pay attention especially in the rule of English intonation, in order that make the speaker interested talk with us. 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 words. Intonation is rise and fall of the voice in speaking.<sup>2</sup> Based on the respondent's ability, the writer had given score 68 with classified Average.

#### **4.2.18 The Eighteenth Respondent**

The writer had given the eighteenth respondent test and the writer had listened the recorded, the eighteenth respondent was not founded problem based on the record. In English intonation, the respondent was applied intonation better than the other respondent. But the respondent need pay attention with the rule of English intonation such as: when the sentences was not finished, we need to rising our intonation to tell the listener if our conversation was not finished. The writer had given score for the eighteenth respondent 9,6 with classified Very Good because the pronunciation was slight influenced by mother tongue but that was very good.

#### **4.2.19 The Nineteenth Respondent**

The next respondent was the nineteenth respondent. The respondent was not founded a serious mistake during a test, the writer only founded one or two incorrect English intonation. Therefore the respondent need pay attention with the rule of

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<sup>2</sup>*Oxford Learner's Pocket Dictionary*, Fourth Edition (London; Oxford University Press, 2008), p. 234.

English intonation and more practice to pronounce in English. The writer had given score 7,5 with classified Good , based on the nineteenth respondent ability.

#### **4.2.20 The Twentieth Respondent**

The Researcher had given test for The twentieth Respondent and chosen conversation text IV. The researcher not really founded a serious problem with the twentieth respondent, the researcher only attention when the respondent applied intonation and the respondent need pay attention when applied intonation. Based on the rule of English intonation such as in special question we need falling our intonation. Based on the respondent ability, the researcher had given score 7,5 with classified GOOD, the respondent only pay attention in English intonation based on the rule.

Based on the description about the student's ability in English pronunciation above. The student's still need pay attention in applied English intonation. Because intonation is really important in our communication. There are Twenty respondents who from the fifth semester of English program. There are have studied about pronunciation subject but some of the students had different such as high quality and low quality in English pronunciation especially in English intonation. There are some students who have high quality or high score in Pronunciation because they always practice their pronunciation and applied their intonation well but some of the students who have low quality or low score. They were need more practice their pronunciation and practice to applied their English intonation well.

According to Jean Yates Intonation is the “musical score” of a language. Each “tune” has a special meaning. By using different tones, the speaker gives meaning and expression to the words he says. The tones may be low or high (pitch); they may



be rising or falling.<sup>3</sup> Therefore, intonation is really important. It can make the listener can understand what we say. Based on 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 words. Intonation is rise and fall of the voice in speaking.<sup>4</sup>

Table 4.2 The Result of The Respondents Score

Number	Respondent	Score	Classification
1	KM	7,1	Good
2	SNRL	7,1	Good
3	RRD	8,7	Very Good
4	MB	9,5	Very Good
5	AA	7,2	Good
6	NAR	7,1	Good
7	RR	9	Very Good
8	AR	7,5	Good
9	AY	7,1	Good
10	SRAI	7,0	Average
11	NPG	7,1	Good
12	SL	7,5	Good
13	NAZ	7,1	Good
14	CLD	6,5	Average

<sup>3</sup>Jean Yates, *Pronounce It Perfectly in English*, p. 176.

<sup>4</sup>*Oxford Learner's Pocket Dictionary*, fourth edition (London; Oxford University Press, 2008), p. 234.



15	HRK	7,1	Good
16	MA	6,8	Average
17	NDM	6,8	Average
18	NDP	9,6	Very Good
19	MF	7,6	Good
20	HY	7,5	Good



## CHAPTER V

### CONCLUSSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research findings and discussions. The suggestion was based on the researcher findings and discussions. The suggestion was based on the conclusion.

#### 5.1 Conclusion

As stated at the result of the data analysis and the result of discussion in the previous chapter, the researcher would like to put conclusion as follow. The fifth semester learners of English program of State islamic institute (IAIN) Parepare had better ability in English Pronunciation Especially in English intonation. There are twenty respondents, many respondent had got score 7 until 9 with classified Good and Very Good. The respondents just need more practice their English pronunciation and applied intonation in daily conversation. Because English intonation required to applied in our English to make our listener interested to talked with us.

#### 5.2 Suggestion

Finding out that the respondents had better ability in English Pronunciation Especially in English intonation but The researcher still would like offer some suggestion which might be useful and helpful the respondents, lecturers and another side.

1. The lecturers should give more motivaton, attention, guidance to respondents in learn the way to applied English intonation with the rule and pronounce English well.

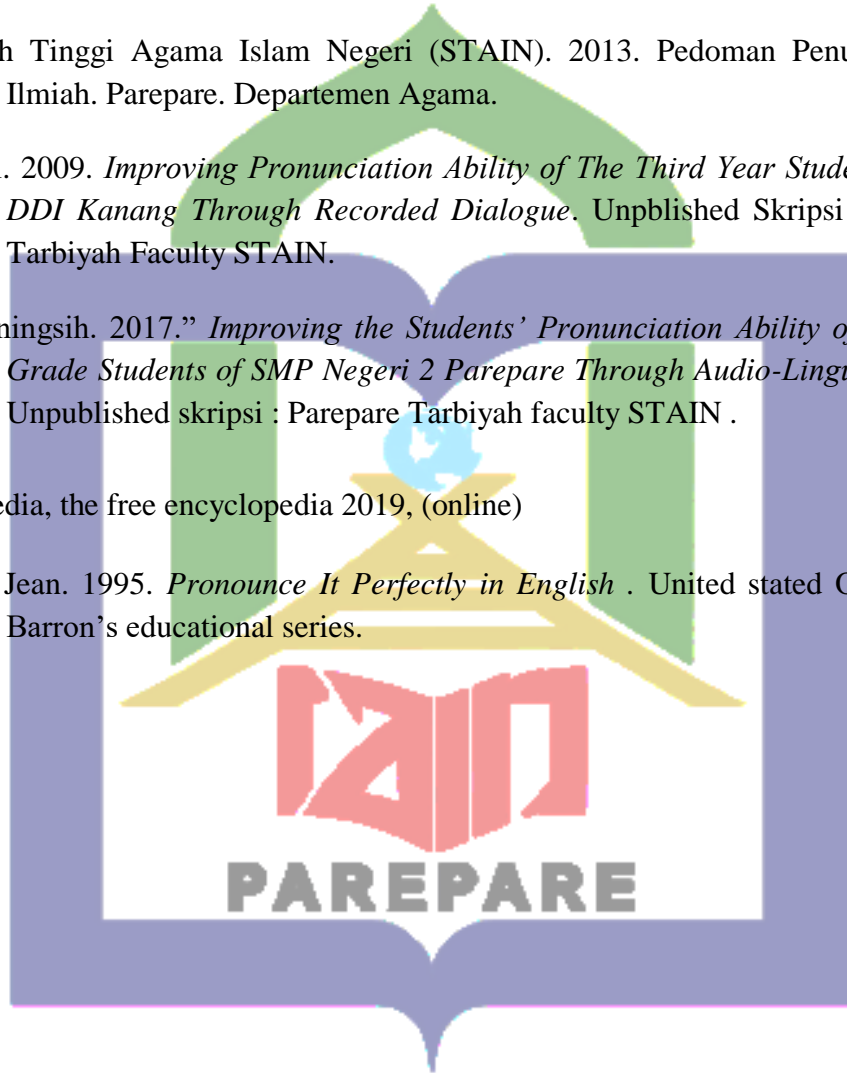
2. The respondents should learn pronunciation and learn applied intonation with the rule and need more to practice relating to pronunciation
3. The respondents should always be diligent to try their pronunciation with daily conversation
4. The library should prepare more English books, especially the books that discuss about English intonation that can facilitate the respondents to learn pronunciation.



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Appendix 1 . Pronunciation Test

**Conversation text I**

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really ! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

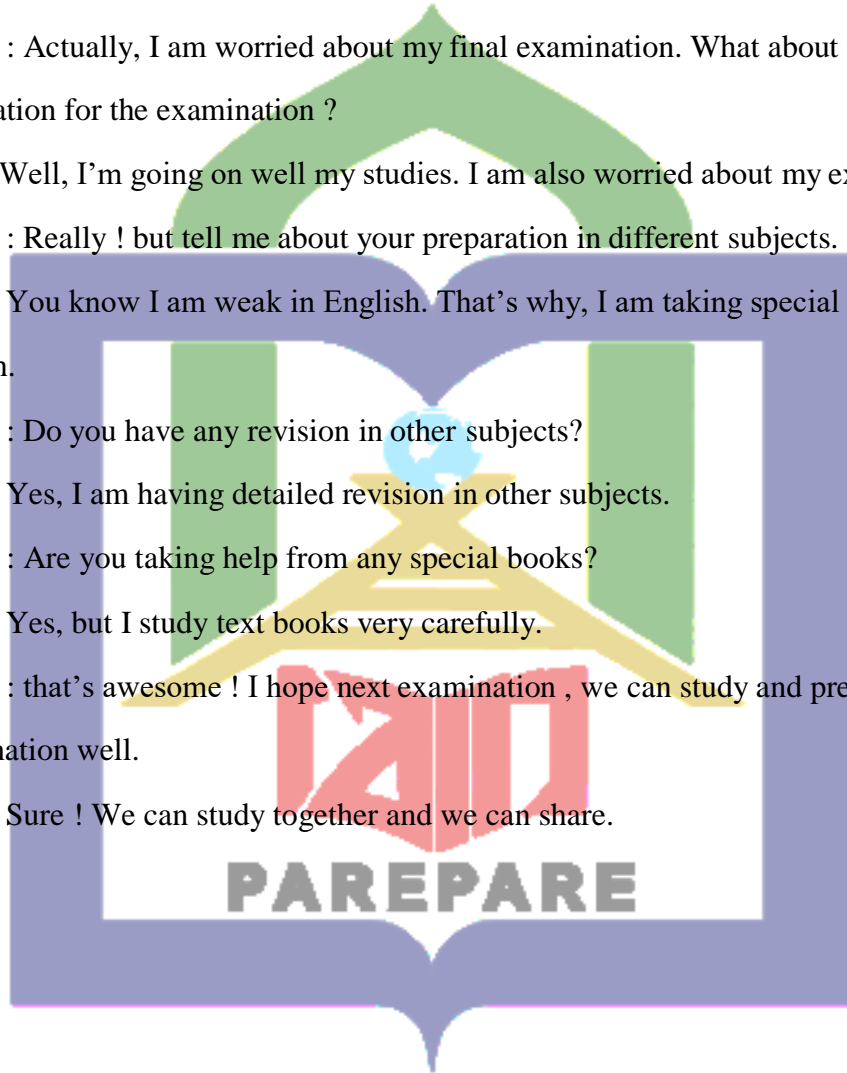
Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome ! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.



**Conversation text II**

Stella : Hi Dave , how are you ? oh, Why do you look so worried?

Dave : Yeah, I am a little worried about pollution.

Stella : I know, Earth is suffering. Pollution is terrible !

Dave : Not only is environmental pollution dangerous for earth, but dangerous for us , too !

Stella : What do you think is going to happen next ?

Dave : Pollution is a serious problem. It causes imbalances in different ecosystems.

Stella : Absolutely ! Besides, problems around climate change are made worse by environment pollution.

Dave : I think some plants and animals are likely to become extinct. Extinction will futher upset the balance !

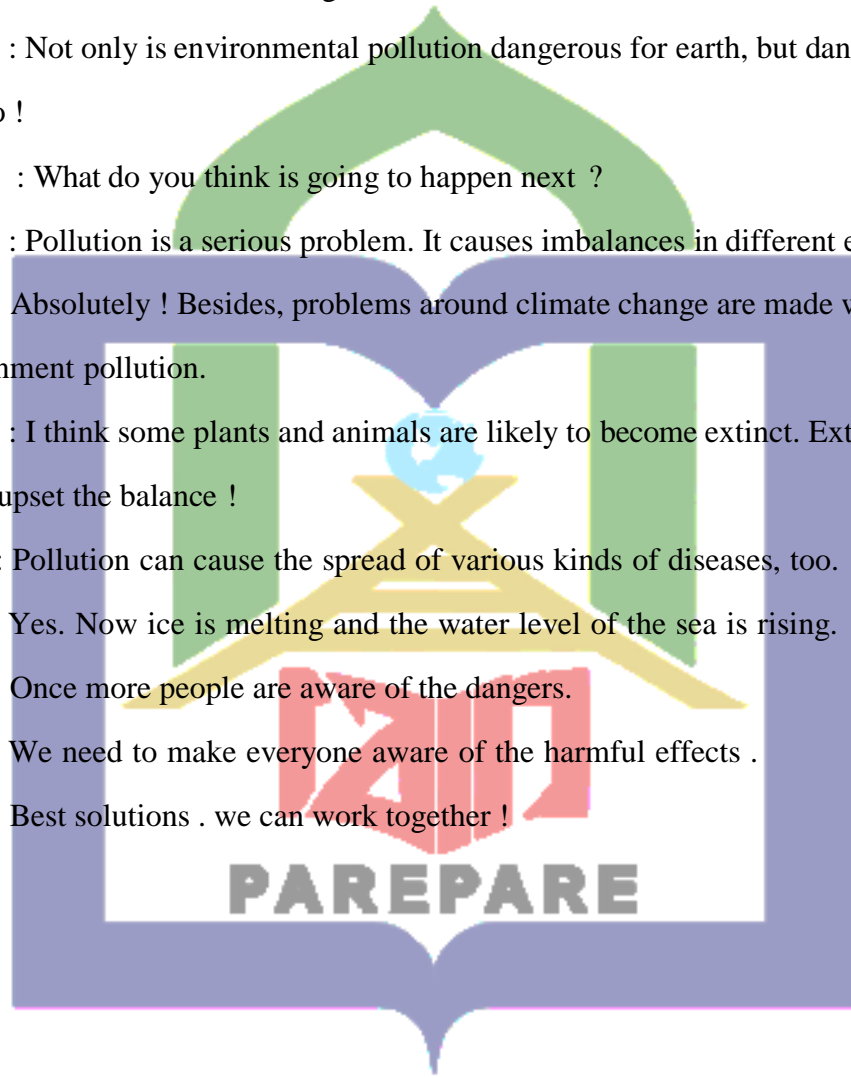
Stella : Pollution can cause the spread of various kinds of diseases, too.

Dave : Yes. Now ice is melting and the water level of the sea is rising.

Stella : Once more people are aware of the dangers.

Dave : We need to make everyone aware of the harmful effects .

Stella : Best solutions . we can work together !





### Conversation Text III

Sally : Hai Sam. How are you ?

Sam : I'm fine , what about you ?

Sally : Thankyou. Have you planned your summer holiday, yet ?

Sam : Of course, I'm Leaving next Monday

Sally : Where are you going ?

Sam : My parents have booked me a week at campbell's adventure camp.

Sally : Adventure camp ? What's that all about ?

Sam : It's teen camp in redwood national park.

Sally : Wow ! You're lucky ! I have never been to an adventure camp.

Sam : Well. Do you fancy coming with me ? If you come. You will learn how  
How to put up tents, build fires, make tree houses and survive in the forest !

Sally : Thanks but I'm afraid I can't

Sam : Why not ? Have you already made other plans?

Sally : No, I have not. I just do not think my parents will let me .

Sam : Well. If i talk to them , maybe they will let you.

Sally : Really ? Thanks sam ! You are true friend. You know what they say. A  
friend need is a friend indeed.

### Conversation text IV

Diana : Hello Derek, how are you? Why do you look so worried?

Derek : You are right. I am somewhat worried about environment pollution.

Diana : Oh, yes ! Our environment is in a great danger. It is being polluted severely.

Derek : The problem Of environment pollution has become a major threat for the human beings as well as the animals.

Diana : Exactly ! But what are you thinking about its impact ?

Derek : The impact of environmental pollution is serious. It gives rise to ecological imbalance and brings about natural disasters.

Diana : Absolutely ! besides, the increase of world temperature is the result of environment pollution . what is your ideas about it ?

Derek : I agree with you. Besides, I think the plants and animals are likely to be extinct on account of increasing temperature.

Diana : Besides, the ice is melting and the water level of the sea is rising because of environmental pollution.

Derek : Yes, of course. Besides, due to environmental pollution we are suffering from various kinds of diseases.

Diana : The people from all walks of life should come forward to stop polluting the environment. They should be made aware of its harmful affect.

## Appendix 2. The Key Answer of The Instrument Test

### Conversation text I

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 15 sentences
- Rising Sentences = 12 sentences

### Conversation text II

Stella : Hi Dave ,how are you ? oh, Why do you look so worried?

Dave : Yeah ,I am a little worried about pollution.

Stella : I know , Earth is suffering. Pollution is terrible !

Dave : Not only is environmental pollution dangerous for earth, but dangerous for us , too !

Stella : What do you think is going to happen next ?

Dave : Pollution is a serious problem. It causes imbalances in different ecosystems.

Stella : Absolutely ! Besides, problems around climate change are made worse by environment pollution.

Dave : I think some plants and animals are likely to become extinct. Extinction will further upset the balance !

Stella : Pollution can cause the spread of various kinds of diseases, too.

Dave : Yes. Now ice is melting and the water level of the sea is rising.

Stella : Once more people are aware of the dangers.

Dave : We need to make everyone aware of the harmful effects .

Stella : Best solutions. we can work together !

In conversation text II : 24 sentences

- Falling intonation = 12 sentences
- Rising Sentences = 12 sentences

### Conversation Text III

Sally : Hai Sam. How are you ?

Sam : I'm fine, what about you ?

Sally : Thankyou. Have you planned your summer holiday, yet ?

Sam : Of course, I'm Leaving next Monday.

Sally : Where are you going ?

Sam : My parents have booked me a week at campbell's adventure camp.

Sally : Adventure camp? What's that all about ?

Sam : It's teen camp in redwood national park.

Sally : Wow ! You're lucky ! I have never been to an adventure camp.

Sam : Well. Do you fancy coming with me ? If you come. You will learn  
How to put up tents, build fires, make tree houses and survive in the forest !

Sally : Thanks but I'm afraid I can't

Sam : Why not ? Have you already made other plans?

Sally : No, I have not. I just do not think my parents will let me .

Sam : Well. If i talk to them , maybe they will let you.

Sally : Really ? Thanks sam ! You are true friend. You know what they say. A friend need is a  
friend indeed.

In conversation text III : 38 sentences

- Falling intonation = 22 sentences
- Rising Sentences = 16 sentences

### Conversation text IV

Diana : Hello Derek, how are you? Why do you look so worried?

Derek : You are right. I am somewhat worried about environment pollution.

Diana : Oh, yes ! Our environment is in a great danger. It is being polluted severely.

Derek : The problem Of environment pollution has become a major threat for the human beings as well as the animals.

Diana : Exactly ! But what are you thinking about its impact ?

Derek : The impact of environmental pollution is serious. It gives rise to ecological imbalance and brings about natural disasters.

Diana : Absolutely ! besides, the increase of world temperature is the result of environment pollution . what is your ideas about it ?

Derek : I agree with you. Besides, I think the plants and animals are likely to be extinct on account of increasing temperature.

Diana : Besides, the ice is melting and the water level of the sea is rising because of environmental pollution.

Derek : Yes, of course. Besides, due to environmental pollution we are suffering from various kinds of diseases.

Diana : The people from all walks of life should come forward to stop polluting the environment. They should be made aware of its harmful affect.

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### Appendix 3. The Result Of The Respondents Test

#### The First Respondent (KM)

##### Conversation text I

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really ! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome ! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 15 sentences
- Rising Sentences = 12 sentences

## The Second Respondent (SNRL)

### Conversation text II

Stella : Hi Dave , how are you ? oh, Why do you look so worried?

Dave : Yeah, I am a little worried about pollution.

Stella : I know, Earth is suffering. Pollution is terrible !

Dave : Not only is environmental pollution dangerous for earth, but dangerous for us , too-!

Stella : What do you think is going to happen next ?

Dave : Pollution is a serious problem. It causes imbalances in different ecosystems.

Stella : Absolutely ! Besides, problems around climate change are made worse by environment pollution.

Dave : I think some plants and animals are likely to become extinct. Extinction will further upset the balance !

Stella : Pollution can cause the spread of various kinds of diseases, too.

Dave : Yes. Now ice is melting and the water level of the sea is rising.

Stella : Once more people are aware of the dangers.

Dave : We need to make everyone aware of the harmful effects .

Stella : Best solutions. we can work together !

In conversation text III : 24 sentences

- Falling intonation = 17 sentences
- Rising Sentences = 7 sentences



## The Third Respondent (RRD)

### Conversation Text III

Sally : Hai Sam. How are you ?

Sam : I'm fine, what about you ?

Sally : Thankyou. Have you planned your summer holiday, yet ?

Sam : Of course, I'm Leaving next Monday.

Sally : Where are you going ?

Sam : My parents have booked me a week at campbell's adventure camp.

Sally : Adventure camp? What's that all about ?

Sam : It's teen camp in redwood national park.

Sally : Wow ! You're lucky ! I have never been to an adventure camp.

Sam : Well. Do you fancy coming with me ? If you come. You will learn  
How to put up tents, build fires, make tree houses and survive in the forest !

Sally : Thanks but I'm afraid I can't

Sam : Why not ? Have you already made other plans?

Sally : No, I have not. I just do not think my parents will let me .

Sam : Well. If i talk to them , maybe they will let you.

Sally : Really ? Thanks sam ! You are true friend. You know what they say. A friend need is a  
friend indeed.

In conversation text III : 38 sentences

- Falling intonation = 22 sentences
- Rising Sentences = 16 sentences

## The Fourth Respondent (MB)

### Conversation Text III

Sally : Hai Sam. How are you ?

Sam : I'm fine, what about you ?

Sally : Thankyou. Have you planned your summer holiday, yet ?

Sam : Of course, I'm Leaving next Monday.

Sally : Where are you going ?

Sam : My parents have booked me a week at campbell's adventure camp.

Sally : Adventure camp? What's that all about ?

Sam : It's teen camp in redwood national park.

Sally : Wow ! You're lucky ! I have never been to an adventure camp.

Sam : Well. Do you fancy coming with me ? If you come. You will learn  
How to put up tents, build fires, make tree houses and survive in the forest !

Sally : Thanks but I'm afraid I can't

Sam : Why not ? Have you already made other plans?

Sally : No, I have not. I just do not think my parents will let me .

Sam : Well. If i talk to them , maybe they will let you.

Sally : Really ? Thanks sam ! You are true friend. You know what they say. A friend need is a  
friend indeed.

In conversation text III : 38 sentences

- Falling intonation = 19 sentences
- Rising Sentences = 19 sentences

## The Fifth Respondent (AA)

### Conversation text I

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome ! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 19 sentences
- Rising Sentences = 8 sentences

## The Sixth Respondent (NAR)

### Conversation text I

Clara : Hello brian, How do you dɒ?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 16 sentences
- Rising Sentences = 11 sentences

## The Seventh Respondent (RR)

### Conversation Text III

Sally : Hai Sam. How are you ?

Sam : I'm fine , what about you ?

Sally : Thankyou. Have you planned your summer holiday, yet ?

Sam : Of course, I'm Leaving next Monday.

Sally : Where are you going ?

Sam : My parents have booked me a week at campbell's adventure camp.

Sally : Adventure camp? What's that all about ?

Sam : It's teen camp in redwood national park.

Sally : Wow ! You're lucky ! I have never been to an adventure camp.

Sam : Well. Do you fancy coming with me ? If you come. You will learn  
How to put up tents, build fires, make tree houses and survive in the forest !

Sally : Thanks but I'm afraid I can't

Sam : Why not ? Have you already made other plans?

Sally : No, I have not. I just do not think my parents will let me .

Sam : Well. If i talk to them , maybe they will let you.

Sally : Really ? Thanks sam ! You are true friend. You know what they say. A friend need is a friend indeed.

In conversation text III : 38 sentences

- Falling intonation = 23 sentences
- Rising Sentences = 15 sentences

## The Eight Respondent (AR)

### Conversation text II

Stella : Hi Dave , how are you ? oh, Why do you look so worried?

Dave : Yeah, I am a little worried about pollution.

Stella : I know, Earth is suffering. Pollution is terrible !

Dave : Not only is environmental pollution dangerous for earth, but dangerous for us , too !

Stella : What do you think is going to happen next ?

Dave : Pollution is a serious problem. It causes imbalances in different ecosystems.

Stella : Absolutely ! Besides, problems around climate change are made worse by environment pollution.

Dave : I think some plants and animals are likely to become extinct. Extinction will further upset the balance !

Stella : Pollution can cause the spread of various kinds of diseases, too.

Dave : Yes. Now ice is melting and the water level of the sea is rising.

Stella : Once more people are aware of the dangers.

Dave : We need to make everyone aware of the harmful effects .

Stella : Best solutions. we can work together !

In conversation text II : 24 sentences

- Falling intonation = 22 sentences
- Rising Sentences = 2 sentences

## The Ninth Respondent (AY)

### Conversation text IV

Diana : Hello Derek, how are you? Why do you look so worried?

Derek : You are right. I am somewhat worried about environment pollution.

Diana : Oh, yes ! Our environment is in a great danger. It is being polluted severely.

Derek : The problem Of environment pollution has become a major threat for the human beings as well as the animals.

Diana : Exactly ! But what are you thinking about its impact ?

Derek : The impact of environmental pollution is serious. It gives rise to ecological imbalance and brings about natural disasters.

Diana : Absolutely ! besides, the increase of world temperature is the result of environment pollution . what is your ideas about it ?

Derek : I agree with you. Besides, I think the plants and animals are likely to be extinct on account of increasing temperature.

Diana : Besides, the ice is melting and the water level of the sea is rising because of environmental pollution.

Derek : Yes, of course. Besides, due to environmental pollution we are suffering from various kinds of diseases.

Diana : The people from all walks of life should come forward to stop polluting the environment. They should be made aware of its harmful affect.

In Conversation Text IV : 28 Sentences

- Falling Intonation : 24 Sentences
- Rising Intonation : 4 Sentences

## The Tenth Respondent (SRAI)

### Conversation text II

Stella : Hi Dave , how are you ? oh, Why do you look so worried?

Dave : Yeah, I am a little worried about pollution.

Stella : I know, Earth is suffering. Pollution is terrible !

Dave : Not only is environmental pollution dangerous for earth, but dangerous for us , too !

Stella : What do you think is going to happen next ?

Dave : Pollution is a serious problem. It causes imbalances in different ecosystems.

Stella : Absolutely ! Besides, problems around climate change are made worse by environment pollution.

Dave : I think some plants and animals are likely to become extinct. Extinction will further upset the balance !

Stella : Pollution can cause the spread of various kinds of diseases, too.

Dave : Yes. Now ice is melting and the water level of the sea is rising.

Stella : Once more people are aware of the dangers.

Dave : We need to make everyone aware of the harmful effects .

Stella : Best solutions. we can work together !

In conversation text II : 24 sentences

- Falling intonation = 19 sentences
- Rising Sentences = 5 sentences



## The Eleventh Respondent (NPG)

### Conversation text II

Stella : Hi Dave , how are you ? oh, Why do you look so worried?

Dave : Yeah, I am a little worried about pollution.

Stella : I know, Earth is suffering. Pollution is terrible !

Dave : Not only is environmental pollution dangerous for earth, but dangerous for us , too !

Stella : What do you think is going to happen next ?

Dave : Pollution is a serious problem. It causes imbalances in different ecosystems.

Stella : Absolutely ! Besides, problems around climate change are made worse by environment pollution.

Dave : I think some plants and animals are likely to become extinct. Extinction will further upset the balance !

Stella : Pollution can cause the spread of various kinds of diseases, too.

Dave : Yes. Now ice is melting and the water level of the sea is rising.

Stella : Once more people are aware of the dangers.

Dave : We need to make everyone aware of the harmful effects .

Stella : Best solutions. we can work together !

In conversation text II : 24 sentences

- Falling intonation = 17 sentences
- Rising Sentences = 7 sentences

## The Twelfth Respondent (SL)

### Conversation text I

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome ! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 17 sentences
- Rising Sentences = 10 sentences

## The Thirteenth Respondent (NAZ)

### Conversation text I

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination-?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 17 sentences
- Rising Sentences = 10 sentences

## The Fourteenth Respondent (CLD)

### Conversation text I

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome ! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 20 sentences
- Rising Sentences = 7 sentences

## The Fifteenth Respondent (HRK)

### Conversation text I

Clara : Hello brian; How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome ! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 17 sentences
- Rising Sentences = 10 sentences

## The Sixteenth Respondent (MA)

### Conversation text I

Clara : Hello brian; How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 17 sentences
- Rising Sentences = 10 sentences

## The Seventeenth Respondent (NDM)

### Conversation text I

Clara : Hello brian; How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome ! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 15 sentences
- Rising Sentences = 12 sentences

## The Eighteenth Respondent (NDP)

### Conversation text I

Clara : Hello brian, How do you do?

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

Clara : Actually, I am worried about my final examination. What about your preparation for the examination ?

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

Clara : Really! but tell me about your preparation in different subjects.

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

Clara : Do you have any revision in other subjects?

Brian : Yes, I am having detailed revision in other subjects.

Clara : Are you taking help from any special books?

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

Clara : that's awesome! I hope next examination , we can study and prepare for examination well.

Brian : Sure ! We can study together and we can share.

In conversation text I : 27 sentences

- Falling intonation = 15 sentences
- Rising Sentences = 12 sentences



## The Nineteenth Respondent (MF)

### Conversation Text III

Sally : Hai Sam. How are you ?

Sam : I'm fine, what about you ?

Sally : Thankyou. Have you planned your summer holiday, yet ?

Sam : Of course, I'm Leaving next Monday.

Sally : Where are you going ?

Sam : My parents have booked me a week at campbell's adventure camp.

Sally : Adventure camp? What's that all about ?

Sam : It's teen camp in redwood national park.

Sally : Wow ! You're lucky ! I have never been to an adventure camp.

Sam : Well. Do you fancy coming with me ? If you come. You will learn  
How to put up tents, build fires, make tree houses and survive in the forest !

Sally : Thanks but I'm afraid I can't

Sam : Why not ? Have you already made other plans?

Sally : No, I have not. I just do not think my parents will let me .

Sam : Well. If i talk to them , maybe they will let you.

Sally : Really ? Thanks sam ! You are true friend. You know what they say. A friend need is a  
friend indeed.

In conversation text III : 38 sentences

- Falling intonation = 26 sentences
- Rising Sentences = 12 sentences

## The Twentieth Respondent (HY)

### Conversation text IV

Diana : Hello Derek, how are you? Why do you look so worried?

Derek : You are right. I am somewhat worried about environment pollution.

Diana : Oh, yes ! Our environment is in a great danger. It is being polluted severely.

Derek : The problem Of environment pollution has become a major threat for the human beings as well as the animals.

Diana : Exactly ! But what are you thinking about its impact ?

Derek : The impact of environmental pollution is serious. It gives rise to ecological imbalance and brings about natural disasters.

Diana : Absolutely ! besides, the increase of world temperature is the result of environment pollution . what is your ideas about it ?

Derek : I agree with you. Besides, I think the plants and animals are likely to be extinct on account of increasing temperature.

Diana : Besides, the ice is melting and the water level of the sea is rising because of environmental pollution.

Derek : Yes, of course. Besides, due to environmental pollution we are suffering from various kinds of diseases.

Diana : The people from all walks of life should come forward to stop polluting the environment. They should be made aware of its harmful affect.

In Conversation Text IV : 28 Sentences

- Falling Intonation : 20 Sentences
- Rising Intonation : 8 Sentences

## CURRICULUM VITAE



**NURUL WAHYUNI.** The writer was born in Parepare, June 8<sup>th</sup> 1998. She is the last child from four childrens in the family, she has two brothers and one sister. From the couple, H. Muhammad Amin and Hj. Waris Sugihartini.

She began her study in Elementary School at SDN 22 Parepare and graduated on 2009. In the same year, she continued her studying in junior high school.

She studied at SMP Negeri 1 Parepare and finished her Junior High School on 2012. After that, she continued her studying in high school, she studied at SMK Negeri 3 Parepare and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare and now it was changed become State Islamic Institute (IAIN) Parepare. On 2019, she completed her skripsi under the title “The students’ ability in English pronunciation at the fifth semester of English Education Program at State Islamic Institute (IAIN) Parepare (Focus on English Intonation).