

A THESIS

**THE ABILITY OF STUDENTS' USING INTONATION IN
ENGLISH AT THE FOURTH SEMESTER STUDENT IN
ENGLISH DEPARTMENT IAIN PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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Parepare, 10 August 2022

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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

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ABSTRACT

Basmala. *The ability of students' in using intonation in English at the fourth semester student in English department in IAIN parepare. Supervised by Abd. Haris Sunubi, and Kalsum.*

The purpose of this research was to describe the ability of student of students in using intonation in English at the fourth semester in English department IAIN Parepare. This research used descriptive quantitative method with the population of this research is English student at IAIN parepare. The sample technique used random sampling, took 20 students as a sample of 68 student.

The difference between this research with several previous research who have similar is the way to find the data, where this research using two kind of test to find out all of result that is multiple choice and voice recording. According to the data analysis done during this research, found that the students ability in using English intonation at the fourth semester in English department IAIN parepare was categorized into fair level.

The researcher found that most of the student have a mistaken on the falling intonation, student using high tone in the final of the sentence where that the student should be using high tone on the initial sentences it's because of every day habits that the most of student using high tone when they speak to the other people.

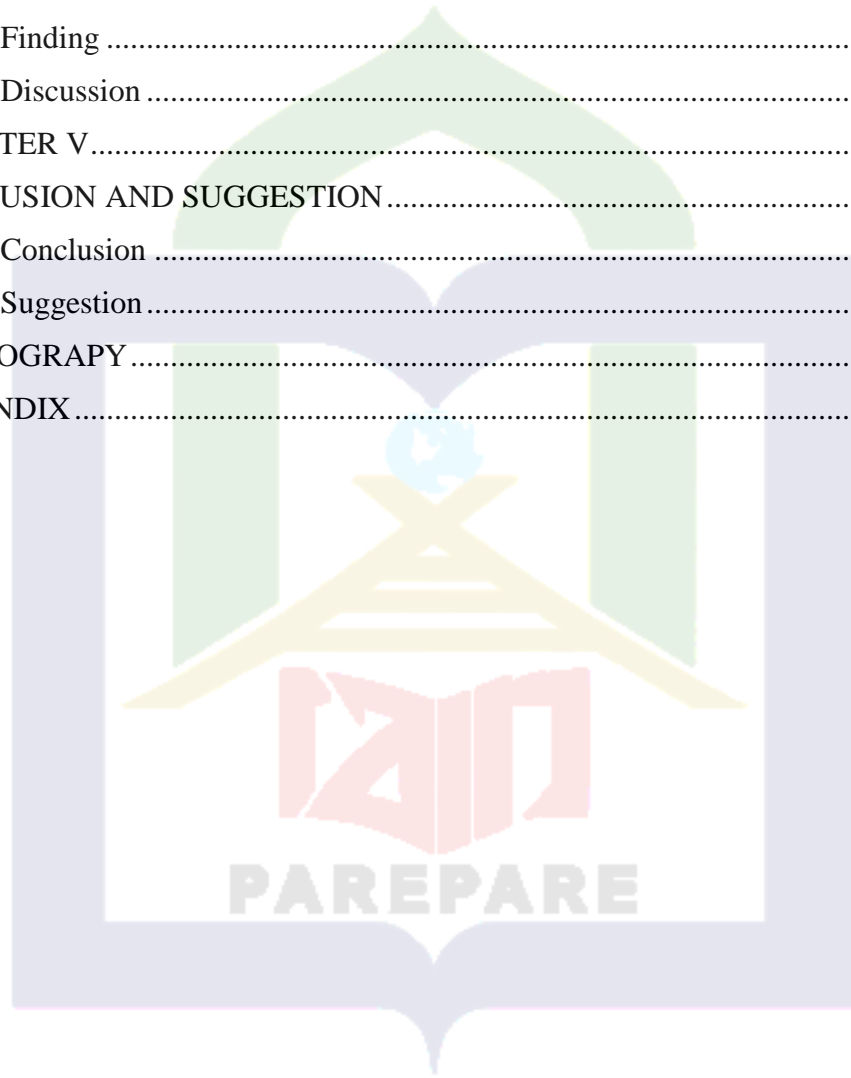
Keywords : *pronunciation, Intonation, descriptive, Student ability, fair level, English department*

LIST OF CONTENTS

Table of Contents

COVER	ii
PAGE OF TITLE	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ENDORSEMENT OF EXAMINER COMMISSIONS	iv
ACKNOWLEDGMENT	v
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	vii
ABSTRACT	viii
LIST OF CONTENTS	ix
LIST OF TABLE	x
LIST OF APPENDIX	xi
CHAPTER I	1
INTRODUCTION	1
A. Background of Research	1
B. Problem Statement	3
C. Objective of The Research	4
D. Significant of The Research	4
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Theoretical Description	8
C. Kinds of intonation	14
D. Conceptual Frame work	18
CHAPTER III	19
RESEARCH METHODOLOGY	19
A. Research Method	19
B. Location and Duration of the Research	19
C. Population and Sample	20

D. Instrument of the research.....	20
E. Procedure of Data Collection.....	21
F. Technique of Data Analysis.....	21
CHAPTER IV	23
FINDING AND DISCUSSION	23
A. Finding	23
B. Discussion	49
CHAPTER V.....	54
CONCLUSION AND SUGGESTION.....	54
A. Conclusion	54
B. Suggestion.....	54
BIBLIOGRAPY.....	I
APPENDIX.....	III



LIST OF TABLE

Number of Table	Title of table	Pages
Table 4.1	Result of The Respondent Multiple Choice Test	21
Table 4.2	Student's Mistake in Multiple Choice	32
Table 4.3	Table Distribution Frequency of Students' Score of intonation Test	34
Table 4.4	The Result of the Respondents' Voice Recording	35
Table 4.5	Students' Mistake in Voice Recording	44
Table 4.6	Table Distribution Frequency of students' Score of intonation Test	46

LIST OF APPENDICES

Number of Appendix	The title of Appendices
1	Instrument of the Research
2	Research Allowance
3	Documentation



CHAPTER I

INTRODUCTION

A. Background of Research

Pronunciation is the way people to pronounce a word, sentences or language when they are speaking. There is many aspects must be learned, like vowel sound, consonant sound, stress patterns and others.

Because they are too busy to studying vowel sound, consonant sound, stress patterns and others, sometimes the use of intonation is considered trival and sometimes forgotten.in fact intonationis also important in English, because the use of intonation is considered trival and sometimes forgotten.

In fact intonation is also important in English, because the use of in appropriate intonation cannot convey the speaker's message so that it can cause misunderstanding between the speakers andthe listener. Without intonation we produce sound lika a robots, we need to raise or lower lower the voice in certains parts. Using the wrong intonation can change the meaning of a sentente or even sound very stranger to the other person.

It is very important to learn and practice pronunciation. In the Oxford dictionary it has been explain that the pronunciation is the way in wich word, language and sound is pronounced.

Then the scoup of teaching pronunciation consist of three main topics of discussion namely sound, rhythm, and intonation¹ A language learner must master and be able to identify and define the sounds of a language by writing them down using phonetic symbols, because in English this symbols is used differently depending on the accent. The second is rhythm, rhythm is how we use a combination of unstressed and stress words in a sentences. The rhythm of

¹ Universitas Bina and Sarana Informatika, "Improving Students' Pronunciation Skill Using Elsa Speak Application" 5 (2022): <http://ejournal.budiutomomalang.ac.id/index.php/journey>.

English speech is depends or determined on the unit of the word, tone or group of words containing one stressed syllable. Then the third is intonation.

Intonation is a part of pronunciation, according to Getrude F. Orion, intonation refers to the various tones of the voice. The speakers gives meaning and expression to the word he says by using different tones. The tones may be high or low². With intonation we can express a great number of different meanings, including emotion and attitudes. The word stress is a reference to intonation which helps the readers to show and get an idea of what they are reading or saying to the others. Readers with troubled intonation will have difficulty understanding the text.

It is very important to master intonation in English, learning intonation makes our English sound natural and keeps listeners focused in the morning of the sentencas we say. In linguistics, intonation is a variation of the tone used to distinguish word. Intonation can be used for various things such as showing the attitude and emotions of the speaker, as a sign to distinguish between statements and questions, emphasizing on certain things. The main components of intonation are pitch, rhythm, tempo, tone of voice, phrases and logical stress. Every conversation consists of alternating stressed and unstressed syllables where we can raise or lower our voice, speak fast or slow or stop at a certain point. Sometimes in some situations, the intonation becomes monotonous or even less comfortable to listen to. One thing to avoid is the intonation that often goes up and down on each word and ends the sentence with a rising intonation. Some linguists argue that it is better to speak with a monotonous intonation than to have a bad intonation.

Most of the students have difficulty in using the right intonation. Since childhood, the students have been accustomed to using their mother tongue, they

² 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)," 2019.

will have difficulty changing the habits of their speech organs to produce foreign sounds and intonations.

To have the ability in produce English, students must be able to learn and recognize the acoustic quality of foreign choirs. It is often found that students do not realize how important intonation is and underestimate it so that they pronounce words or sentences not with the right intonation, many students are confused whether they will speak with a rising intonation or with a down intonation.

. The researcher found a case were when the students in IAIN Parepare speak to their friend or read something, they don't using intonation, and they just speak and read with flat tone. The function of intonation is to convey feelings or message, if we say some sentences with difference way it's have difference meaning. For Example if some people say "okay" with high tone its mean that people is fully agreed but if that people say "okay" with low tone its mean the people is less agreed.

The students in IAIN Parepare, especially in English department at the fourth semester have to take a pronunciation class and have to learn about intonation. Therefore, the researcher raised the title "The Ability of Student in using intonation in English at the fourth semester in English department IAIN Parepare" to find out how far, like how students introduce or use intonation when speaking in English.

B. Problem Statement

Base on the background above, the researcher formulates the research question because the researcher want to know, How are the students ability in using intonation in English at the fourth semester in English department IAIN Parepare ?

C. Objective of The Research

Riferring the problem statement above, the objective of the research is To know how the ability of students in using intonation in English at the fourth semester in English department IAIN Parepare

D. Significant of The Research

1. Implication

The researcher hoped that the results of this study will give some positive contribute to the readers, teaching and learning process like English pronunciation, this research will help to make the readers better to pronounce word or sentences in speaking especially in using intonation in English.

2. Application

By doing this research, the researcher hopes that this research can contribute to readers such as students, lecturers and future researchers.

a. Student

Researchers hope that the results of this research can improve the students speaking ability, their ability in pronunciation, especially in the intonation section and after the student read this research, they will be more enthusiastic or diligent to hone their skill in so they will be more confident to speak.

b. Lecturer

The researcher hopes that the results of this study can be used as significant input or reference by lecturers so that they can be used as input, improving teaching methods and techniques as well as pronunciation skills, especially in terms of intonation so that it can make it easier for them when teaching.

c. The next researcher

The results of this study can also be used by other researchers as a reference in conducting similar research or conducting further research. It hope that this research can help further researchers so that it can facilitate further researchers in conducting research.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter describes a description of the findings of previous researchers, some relevant ideas, and describes several aspects related to research such as pronunciation and intonation.

A. Previous Related Research Findings

There are several previous research findings that are related to or related to this research, the findings of previous studies related to this research are described below:

The first research was carried out by Purnasih, with the research title "The Ability in Using English Intonation of Second Semester Students of English department in Muhammadiyah University of Purworejo in the Academic Year of 2012/2013" from the results of his research based on research findings and discussions, the results of students at the time of doing the pronunciation test, especially in sentences that increased, the writer found that the level of students' proficiency in using English intonation was 71.8, including a good category. From the findings, the writer knows that some students have difficulty in choosing whether they will use falling intonation or rising intonation, especially in preconceived notions that determine exclamation, emotional statement and order. Which makes them happy to choose one intonation³

The second is a thesis or research conducted by Nila Fhadila Sari, Hadriana, and Erni with the research title "An Analysis of students' Intonation Ability in Reading English Short Story Text". They found that based on the results of data analysis, it could be concluded that the English study program of

³ Purnasih, "The Ability in Using English Intonation of Second Semester Students OF English Departement in Muhammadiyah University Approval Sheet The Ability in Using English Intonation of Second Semester Students Of English Departement in MUhammadiyah University," 2013.

FKIP University of Riau students had good intonation skills in reading short story texts because many words were read correctly. Their good performance is due to their natural understanding of the word. It can also be interpreted that the pronunciation of words is good and interested in learning English.⁴

Third, the previous research conducted by Hifni Mariana Pade Siregar with the research title "The Student Intonation of the Second Grade English Education Department IAIN Padangsimpuan" from the results of the study it was found that the increase in students' intonation abilities from the second semester of English education at IAIN Padangsimpuan can be seen from test results. This can be seen from the students' scores. The results of this study are 56.5 low score categories. Therefore, it can be concluded that the improvement of students' abilities is still low and requires further improvement.

Besides she found that the students find it difficult to improve intonation and the students are difficult to pronounce the text and are dominantly wrong when pronouncing the main text, the students are difficult in pronunciation, especially intonation, the students have difficulty in pronouncing words in English, and the students have difficulty in speaking English because they say that English is a foreign language. Their tongues are stiff.⁵

Then a study was also conducted by Christina Neni Purba, et al. With the research title "An Analysis of Students' Difficulties in Using English Intonation at Grade Eight of SMP Negeri 2 Pematangsiantar". After analyzing the data the researchers found difficulties in using English intonation at SMP Negeri 2 Pematangsiantar Silit to use the correct point, difficulties in using rising intonation for the first clause and down intonation for the second clause in

⁴ Universitas Riau, "An Analysis of Students' Intonation Ability in Reading English Short Story Text," n.d., 1–10.

⁵ Hifni Marina Pade Siregar, "Intonation Of Students In Reading Text," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 5, no. 1 (2019): 139–48, <https://doi.org/10.24952/tazkir.v5i1.1911>.

compound sentences, difficulties in using fall intonation for W-H question and rising intonation for Yes-No question, and the last is the difficulty to determine the pitch and stress of the syllables. After analyzing the data, the researchers tried to draw out the factors that made it difficult for students to use intonation. Some factors are shyness and doubt.⁶

Based on the previous research above, they both discuss about intonation. In this study the author will discuss or conduct the same research, namely both researching intonation, but here the research that will be carried out by the author is to analyze how students introduce or use intonation. Then the difference between this research with previous research is lies in the instrument and the technique to Analysis the data.

B. Theoretical Description

To do this research, we need several theories to explain some concepts or terms that exist in the research.

1. Pronunciation

a. Definition of pronunciation

Harmer stated that pronunciation is the way we make sound of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean⁷. So it can be conclude that people use intonation to express their feelings and the purpose of why they speak. But what's happening is, people are having a hard time to using the correct intonation.

⁶ Christian Neni Purba and Herman, "An Analysis of Students' Difficulties in Using English Intonation At Grade Eight of Smp Negeri 2 Pematangsiantar," *Wiralodra English Journal* 4, no. 1 (2020): 50–64, <https://doi.org/10.31943/wej.v4i1.76>.

⁷ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: logman, 2001).

According to Oxford learner dictionary pronunciation is way in which language or a particular word or sound is spoken. So we can say that pronunciation is a way how we saying or produce a word.

And then Dalton and Seidholfer write their idea about pronouncitaion in general terms, as follows:

Pronunciation is the production of significant sounds in two senses. First, sound is a significant because it is used as part of a code of a particular language. Therefore, we can talk about distincitive sound of English, French, Thai, and other language. In this sense, we can talk about pronunciation as as the production and reception of sound of speech. Secound, sound is significant because it is used to achieve meaning in context of use. Here code to combines with other factors to make comunication possible. In this sense,we can talk about pronunciation with with reference to acts of speaking.⁸

According to syahril pronunciation as :

- a) The act manner of pronouncing words with reference to the pronunciation of sound, the plancing of stress,intonation etc.
 - b) The manner of utering a discourseof oration.
- b. Element of pronunciation

According to Ramelan, he say that the elements of English pronunciation are divides into two parts namely segmental and supra segmental features⁹.

Segmental features include vowels, diphthongs, and consonant. Vowel is a sound that produce with a free passage¹⁰, a vowel with a special feature is called diphthong and consonant are sound which are not vowels like p, b, t, d, k, g, f, v,

⁸ Nunung Setiyo Rini, "Improving the Students' Mastery in Pronouncing" 5, no. 1 (2016): 1–8.

⁹ Ramelan, *English Phonetics* (Semarang: UPT UNNES Press, 2003).

¹⁰ Bertil Malmberg, *Phonetics* (New York: Dover Publication, 1993).

s, z, ʃ, ʒ, ʧ, dʒ, θ, ð, m, n, ŋ, h, i, r, w, and j¹¹. Then segmental features, it can be studied in isolation and refer to sound unit arrange in a sequential order. That means every utterance maybe segmented onto a linear sequence of segmental features.¹²

2. Intonation

a. Definition of intonation

Intonation is the rise and fall of pitches when we produce sentences in a natural situation. It is probably the most important element in language. The same sentences may mean different things depending on the intonation we use.

Intonation refers to the use of the rise and fall and melody of the voice when speaking. Each language use rising and fall pitches differently and has its own distinctive melody and intonation patterns. In fact, babies usually always recognize and use the intonation of their native language before they learn how to make a sound actually when they speech sounds and words.¹³

Paulette describe, intonation is refers to the use of melody and the rise and fall of the voice when a people speaking. Its means intonation refers to the way of the voice when falls or rises as we speak with utterance. (Paulette 2005)

Intonation according to Oxford dictionary is the rise fall meaning of the voice in speaking, especially as this effect the English, some questions

¹¹ Kelly Gerald, *How to Teach Pronunciation* (England: longman, 2000).

¹² Ramelan, *English Phonetics*.

¹³ Lilian Poms and Paulette Dale, *Englis Pronunciation Made Simple* (longman, 2005).

have a rising intonation.¹⁴ So based on that definition above, it can be concluded that intonation is where the rise and fall of the tone of voice.

And then according to Haycraft, intonation is the tune of a sentence, comparable with the rise and fall of the tune in a piece of music¹⁵. Intonation is the movement of the voice, between low and high pitch. There are two basic tunes in English, the first is ultimately falling and the second is ultimately rising

b. Function of Intonation

Intonation an important thing for communication, Harmer explain how intonation can help communication.

1) Intonation is use to convey emotion, involvement, and empathy

If we use an exaggerated intonation tune in a question like *What's going on?*, starting at quite a high pitch and using large pitch leaps, it shows that we are really surprised or frightened. But if we say the same question at a low pitch with fairly flat intonation tune it suggests that we are not very concerned at the answer we will get. Intonation is used to convey our feelings and attitudes. A few generalizations can be made here: the falling intonation is said to be more often associated with completeness and definiteness; the rising intonation is more often associated with incompleteness and uncertainty or questioning; the falling-rising intonation is said to be associated with the feeling of hesitation, contrast, reservation or doubt¹⁶.

¹⁴ Ivana Ivancic and Ivo Fabijanic, "Structural Development of Oxford Advanced Learners' Dictionary," no. April (2017), <https://doi.org/10.17265/2159-5836/2017.05.012>.

¹⁵ B. Haycraft, *The Teaching of Pronunciation*. (London: Longman Group, 1971).

¹⁶ Harmer, *The Practice of English Language Teaching*.

- 2) Intonation is a way of modifying the strength or intention of what we are saying.

We can perform different functions by choosing different form of language. But we can also make the same forms perform different functions. The word *well* can express agreement, acceptance, doubt, or disagreement.

- 3) We can use intonation to show how certain we are about what we are saying and to indicate what response we expect.¹⁷

According to Roach, the function of intonation can be divided into:

1) Attitudinal function

Intonation allows us to express emotions and attitudes when we speak, and this add a special kind of meaning to spoken language. Definition of express Emotions or attitudes themselves are more complex than is commonly realized. We pronunciation in a different way for example, if the sentence is 'I want to buy a new one' car' and you have to say it this way: "beg", "angry", "sad", "happy", "proud", it is certain that at least some of your performances will be different from some others.

2) Accentual Functions

Intonation helps produce an effect on the necessary syllables considered as stress, and in particular placing stress on certain syllables, including the most important word in a particular unit of tone.¹⁸

Example:

a). *I have plans to go (I'm planning to go).*

b). *I have a plan to go (I have some plans/drawings/diagrams that I need to do leave).*¹⁹.

¹⁷ Harmer.

¹⁸ Peter Roach, "Cambridge_p_roach_english_phonetics_and_phonology_" n.d.

3) Grammar Function

Listeners are better able to recognize grammatical and syntactic structures than what is said using the information contained in the intonation. Usually used to illustrate grammatical functions by creating sentences that when written is ambiguous, and the ambiguity can only be removed by using intonation difference.

Example:

a. `Those who `sell fast make a profit.

(Meaning: Profits are earned by those who sell quickly)

b. `Those who sell quickly make a profit.

(Meaning: Quick profit earned by those who sell).

The difference caused by the placement of the tone unit boundaries is shown in is equivalent to providing two different paraphrases of sentences.

4) Discourse Function

When we looking at the act of speaking in a broader way, we can find that intonation can give signal to the listener as a new information and what was given, the listener can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in a conversation, can convey to the listener what kind of response is expected²⁰, example:

¹⁹ Purba and Herman, "An Analysis of Students' Difficulties in Using English Intonation At Grade Eight of Smp Negeri 2 Pematangsiantar."

²⁰ Harmer, *The Practice of English Language Teaching*.

A: Have you got any free times in this morning?

B: I might have later in of that meeting's off.

A: They were talking about putting in later.

B: You can't be sure

C. Kinds of intonation

1. Rising intonation

a. Definition of rising intonation

Rising intonations are generally employed in sense groups which are not maximal, i.e. when a continuation of some sort is expressed or implied. The simple rise is exemplified in the first two clauses.

According to Clifford H. Prator, JR. Betty Wallace Robimett, in English rising intonation is usually used at the end of questions which does not begin with a question word (that is, a question which can be answered only with yes or no)²¹ such as yes or No question. For example

Are you ready?

Will you read it for me?

Then according to Morton J. Gordon, "rising intonation is an increase in pitch quickly and suddenly, accompanied by a sharp decrease in volume"²². So, based on the definition above we can conclude that rising intonation is a condition where the tone increases suddenly and then becomes low.

On the other hand there are some special arrangements of an intonation that usually can be used. Such as:

²¹ Siregar, "Intonation Of Students In Reading Text."

²² Ibid.

1) Tag question

Such as will he/she, aren't you. This shows clearly about important difference between rising and falling intonation. "If tag question are spoken by using ascending and descending pattern"²³

You're busy, /aren't you?

All sentences must be explained as statements of fact, and indicates that the speaker believes that the listener will agree with his statement when the tag is pronounced using ascending pattern.

You're hungry, aren't you?

The sentence is a genuine question, which means the speaker not sure if the listener is busy or not, and then the listener asked to confirm or reject the idea, to answer yes or no. then notice that intonation of the part of that sentence that precedes the tag is not affected by the last addition; although, in the example above, You busy is not final, it has the same intonation like that given if it comes at the end of the sentence.

2) Direct address

The rising intonation use for names and titles addressed directly to the person to whom one is speaking or words substituted for names. These may come at elsewhere or at the end of the sentences, and do not affect the intonation of the rest of the sentence. For example:²⁴

My friend I'm happy to see you

How are you feeling, Mister Bambang?

²³ ibid

²⁴ ibid.

b. The use of rising intonation

At the end of a sentences, there are two most common types of intonation, namely rising-falling and rising. Rising-falling intonation is used for statement, commands, and WH-question. In English, the use of rising intonation is normally at the end of question which do not begin with an interrogative word²⁵.(the questions which may be answered merely by yes or no).

Yes-No question are easy to identify grammatically we can find out by looking at the beginning of the question like the following word:

1) Will, would, shall, should, can, could, may, might and must

Shall I 'answer the telephone?

Can you help me?

Will you keep it long?

2) Have, has, had

Has he written to you?

Have they finished?

3) Am, is, are, was, were

Is she here?

Were they studying?

4) Do, does, did

Does he like it?

Did they see it?

²⁵ ibid

Normally the voice goes up to a high note on the last sentence stress, just as in the rising-falling pattern.

2. Falling Intonation

1) Definition of falling intonation

In generally falling intonation suggests that the sentence has ended. Falling intonation is use for giving and asking information, falling intonation sound is more categorical, confident, and convincing than rising intonation.

Falling intonation is normally used in:

1) W-H Questions

For example:

1. What do you want?
2. Where do you live?
3. Which do you like best?
4. Why do you complain?
5. How far is your home?

2) Positive statement

For example:

1. We are going to the café tonight.
2. We are going to the market this morning.
3. She will celebrate her birthday next week.
4. Max has lived in Indonesia for five years.
5. Their car is arriving at nine in the morning.

3) Negative statement

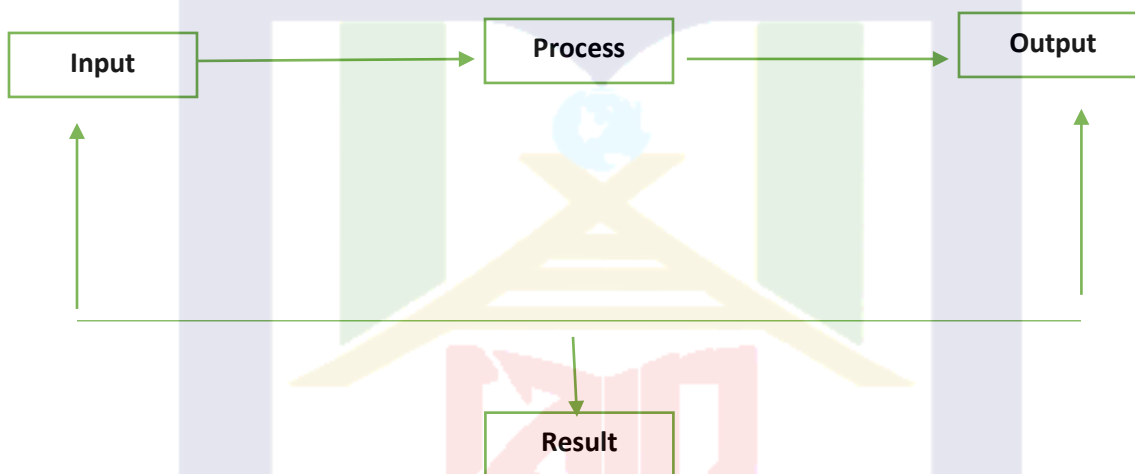
For example:

1. We are not going to the café tonight

2. We are not going to the market this morning.
3. She will not celebrate her birthday next week.
4. Max has not lived in Indonesia for five years.
5. Their car is not arriving at nine in the morning.

D. Conceptual Frame work

The conceptual framework of this designed as follow:



The conceptual framework means that the researcher will analysis the students ability in using English intonation at IAIN Parepare by using test (intonation test), the researcher identification and the researcher check the answer to know how the student intonation ability or the student level. When the student basic intonation ability as the input, the process id identification of the student intonation level, the output is the student intonation ability and the result is the level of student ability.

CHAPTER III

RESEARCH METHODOLOGY

In this part consists of the guideline to reach the objectives of this research. It provides the reader with some information such as information about research design, research location and duration, research subjects, research instruments, data collection and analysis as well.

A. Research Method

In this research, the researcher used descriptive quantitative research. Descriptive quantitative research is use to describe or summarizing various phenomena situations, conditions, or various research variables according to events as they are that can be photographed, interviewed, observed and other things that can be disclosed. Arikunto explained that the quantitative descriptive method is a method that aims to create a description or description of a situation objectively by using numbers, starting from data collection, data interpretation and display and results.

B. Location and Duration of the Research

1. Location of the Research

The location of the researcher will take place at IAIN Parepare. This research will focus on the students' from English department at IAIN Parepare in academic year 2021/2022. The location of IAIN Parepare is in Jl.Amal Bhakti No.8, Bukit Harapan, kec.Soreang, Kota Parepare, Sulawesi Selatan.

2. Duration of the Researcher

To collect and analyze the data, the researcher will use qualitative research. The researcher will analyze how the students introducing intonation in English and researcher will interview the students' from English department as sample of this research to get the deeply information about the data. Therefore, maybe the

researcher will be done around one month because it needs several time to collect and analyze the data.

C. Population and Sample

The subject of this research were students majoring in English who studied at IAIN Parepare. In this study, the researcher will take English students as the research population, because in this study is only focused on English students who have mastered the pronunciation course.

a. Population

The population of this research is English student at IAIN Parepare. The researcher have taken population from Education faculty especially in English program from students' at the fourth semester. The student at the fourth semester are 68 students'.

b. Sample

The sample is part of the number and characteristics possessed by the population. If the researcher cannot study everything in the population because of the population is large and due to several factors, the researcher can take sample from the population and must be representative. The researcher took samples by using random sampling. The researcher took 20 students as sample of 68 students.

D. Instrument of the research

To do a research we need data, there are some ways to collecting the data and when we collect the data we needs an instrument, so the researcher will using test and interview as the way to collecting data. The researcher gets the data by giving test to student's and check the students' answer to know how the student ability about intonation.

a. Test

Test is a series of assessments, question or the other tools which in used to measure of ability, intelligence of knowledge, skill owned by individual or

group. In general, the test functions as a measuring tool, where the test is used to measure the level of development or progress that has been achieved after the learning process and also as a measure of the success of teaching programs.

E. Procedure of Data Collection

To make the research, the researcher looked for the student in the fourth semester of English Department in IAIN Parepare in the academic year 2021/2022. When researching and collecting the data, the researcher only choose the students from the fourth semester who had got pronunciation class.

In this research, the researcher make some steps using procedures, the first the researcher give the student test, the student do the test by following the rules and then the researcher check the student answer one by one to get the conclusion.

F. Technique of Data Analysis

The researcher using formula as follow in finding the percentage of the students score in Intonation. The researcher was scoring the students' answer by using formula:

$$score = \frac{\text{student correct answer}}{\text{the maximum score}} \times 100$$

Classifying the students' score which falls into seven classification:

Table 3. 1 Category Level of Students' Intonation

Score	Category
86 – 100	Very Good
71- 85	Good
56 – 70	Fair
41 – 55	Poor
< 40	Very Poor

Then after collecting the data from the test, the researcher calculated the percentage of the students' score by using this following formula:

$$P = \frac{F}{N} \times 100\%$$

Notation:

P = percentage

F= frequency

N= the total number of students

CHAPTER IV

FINDING AND DISCUSSION

This part, the researcher describe about the students' ability in using intonation in English at the fourth semester of English Department at IAIN Parepare. To find out the answer of problem statement, the researcher administered the student answered from the test which has been given before on via WhatsApp and the student answer that by using voice note.

A. Finding

As stated that the researcher collecting data through an Intonation test, this test was given to 20 respondents. The test consisted of ten question (multiple choice) and the student answer it by using voice note. All of the twenty respondents of fourth semester of English department have studied about intonation. So therefore this not be difficult to the respondent.

4. 1 Result of The Respondent Multiple Choice Test

Respondent	Number of the Question										Score
	Rising Intonation					Falling Intonation					
	1	2	3	4	5	6	7	8	9	10	
R1	x	1	x	1	1	1	1	x	1	1	70
R2	x	x	1	x	1	1	1	1	1	x	60
R3	1	1	x	x	1	x	1	1	1	x	60

R4	x	1	1	1	1	1	1	x	x	x	60
R5	x	1	1	1	x	1	1	x	1	x	60
R6	x	1	1	1	1	x	x	x	1	1	60
R7	x	1	1	1	x	x	x	x	1	1	50
R8	x	1	x	x	x	x	1	x	x	1	30
R9	1	1	1	x	1	x	1	1	1	1	80
R10	x	x	1	1	1	1	x	x	1	1	60
R11	1	1	1	x	1	1	x	1	1	x	70
R12	x	1	x	1	x	1	1	1	1	x	60
R13	x	x	1	1	1	1	1	1	1	x	70
R14	1	1	1	1	x	1	x	x	x	1	60
R15	x	x	1	x	1	1	1	1	1	1	70
R16	x	x	x	x	1	1	x	x	x	1	30
R17	1	1	x	1	1	1	x	1	x	x	60
R18	1	x	x	x	1	x	1	1	x	x	40
R19	x	1	x	1	1	1	x	x	x	1	50
R20	1	1	1	1	x	x	1	x	1	1	70
Total											1.170

The respondent or student has been answer the test and the result has been presented in the shape of a table like the above, for more details it will be explained in the description bellow:

4.1.1 The First respondent

After the researcher checked the answer, the first respondent answered seven questions correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The first respondent can answer three questions about rising intonation and four questions about falling intonation correctly. The wrong answered is number one, three and eight. On the number one and three the respondent should be use high tone on the final position and on number eight the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.2 The Second Respondent

After the researcher checked the answer, the second respondent answered six questions correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The second respondent can answer two questions about rising intonation and four questions about falling intonation correctly. The wrong answered is number one, two, four and ten. On the number one, two and four the respondent should be use high tone on the final position and on number ten the respondent should be use high tone on the initial position. Wrong answered tend to be on the rising intonation, , this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.3. The third Respondent

After the researcher checked the answer, the third respondent answered seven questions correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The third respondent can answer three questions about rising intonation and four questions about falling intonation correctly. The wrong answered is number three, four and ten. On the number three and four the respondent should be use high tone on the final position and on number ten the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.4. The fourth respondent

After the researcher checked the answer, the fourth respondent answered 6 questions correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The fourth respondent can answer four questions about rising intonation and two questions about falling intonation correctly. The wrong answered is number one, eight, nine and ten. On the number one the respondent should be use high tone on the final position and on number eight, nine, and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.1.5. The Fifth Respondent

After the researcher checked the answer, the Fifth respondent answered questions six correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The Fifth respondent can answer three questions about rising intonation and three questions about falling intonation correctly. The wrong answered is number one, five, eight and ten. On the number one and five the respondent should be use high tone on the final position and on number eight and ten the respondent should use high tone on the initial position.

4.1.6. The Sixth Respondent

After the researcher checked the answer, the sixth respondent answered questions six correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The sixth respondent can answer four questions about rising intonation and two questions about falling intonation correctly. The wrong answered is number one, six, seven and eight. On the number one the respondent should be use high tone on the final position and on numbers six, seven and eight the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.1.7. The Seventh Respondent

After the researcher checked the answer, the seventh respondent answered questions five correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The seventh respondent can answer three questions about rising intonation and two questions

about falling intonation correctly. The wrong answered is number one, five, six, seven and eight. On the number one and five the respondent should be use high tone on the final position and on number six, seven and eight the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.1.8 The Eight Respondent

After the researcher checked the answer, the eight respondent answered three questions correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The eight respondent can answer one questions about rising intonation and two questions about falling intonation correctly. The wrong answered is number one, three, four, five, six, eight and nine. On the number three, four and five the respondent should be use high tone on the final position and on number six, eight and nine the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.9 The Ninth Respondent

After the researcher checked the answer, the ninth respondent answered eight questions correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The ninth respondent can answer four questions about rising intonation and four questions about falling intonation correctly. The wrong answered is number four and six. On the number four the respondent should be use high tone on the final position and on number six the respondent should use high tone on the initial position. Wrong

answered is only two, its mean the respondent could tell the difference between rising intonation and falling intonation.

4.1.10. The Tenth Respondent

After the researcher checked the answer, the tenth respondent answered questions six correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The tenth respondent can answer three questions about rising intonation and three questions about falling intonation correctly. The wrong answered is number one, two, seven and eight. On the number one and two the respondent should be use high tone on the final position and on number seven and eight the respondent should use high tone on the initial position. Wrong answered is two on rising intonation and two on falling intonation, this respondent using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position and opposite.

4.1.11. The Eleventh Respondent

After the researcher checked the answer, the eleventh respondent answered questions six correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The eleventh respondent can answer three questions about rising intonation and three questions about falling intonation correctly. The wrong answered is number four, seven and ten. On the number four the respondent should be use high tone on the final position and on number seven and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.1.12. The Twelfth Respondent

After the researcher checked the answer, the twelfth respondent answered questions six correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The twelfth respondent can answer two questions about rising intonation and four questions about falling intonation correctly. The wrong answered is number one, three, five, and ten. On the number one, three, and five the respondent should be use high tone on the final position and on number ten the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.13. The Thirteenth Respondent

After the researcher checked the answer, the thirteenth respondent answered questions seven correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The thirteenth respondent can answer three questions about rising intonation and four questions about falling intonation correctly. The wrong answered is number one, two, and ten. On the number one and two the respondent should be use high tone on the final position and on number ten the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.14. The Fourteenth Respondent

After the researcher checked the answer, the fourteenth respondent answered questions six correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The fourteenth respondent can answer four questions about rising intonation and two questions about falling intonation correctly. The wrong answered is number five, seven, eight, and nine. On the number five the respondent should be use high tone on the final position and on number seven, eight, and nine the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.1.15. The fifteenth Respondent

After the researcher checked the answer, the fifteenth respondent answered questions seven correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The fifteenth respondent can answer three questions about rising intonation and three questions about falling intonation correctly. The wrong answered is number one, two, and four. On the number one, two and four the respondent should be use high tone on the final position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.16. The sixteenth Respondent

After the researcher checked the answer, the sixteenth respondent answered questions three correctly out of ten questions. Where the ten questions consist of five

questions about rising intonation and five about falling intonation. The sixteenth respondent can answer one questions about rising intonation and two questions about falling intonation correctly. The wrong answered is number one, two, three, four, seven, eight, and nine. On the number one, two, three, and four the respondent should be use high tone on the final position and on number seven, eight and nine the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.1.17. The Seventeenth Respondent

After the researcher checked the answer, the seventeenth respondent answered questions six correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The seventeenth respondent can answer four questions about rising intonation and two questions about falling intonation correctly. The wrong answered is number three, seven, nine and ten. On the number three the respondent should be use high tone on the final position and on number seven, nine and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.1.18. The Eighteenth Respondent

After the researcher checked the answer, the eighteenth respondent answered questions four correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The fifteenth respondent can answer two questions about rising intonation and two questions about falling intonation correctly. The wrong answered is number two, three, four, six, nine

and ten. On the number two, three, and four the respondent should be use high tone on the final position and on number six, nine and ten the respondent should use high tone on the initial position. Wrong answered is three on rising intonation and three on falling intonation, this respondent using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position and opposite.

4.1.19. The Nineteenth Respondent

After the researcher checked the answer, the respondent answered questions five correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The respondent can answer three questions about rising intonation and three questions about falling intonation correctly. The wrong answered is number one, three, six, eight and nine. On the number one and three the respondent should be use high tone on the final position and on number six, eight and nine the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.1.20. The twentieth Respondent

After the researcher checked the answer, the respondent answered questions seven correctly out of ten questions. Where the ten questions consist of five questions about rising intonation and five about falling intonation. The respondent can answer four questions about rising intonation and three questions about falling intonation correctly. The wrong answered is number five, six, and eight. On the number five the respondent should be use high tone on the final position and on number six, and eight the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final

position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4. 2 Student's Mistake in Multiple Choice

Respondent	Rising Intonation		Falling Intonation	
	Initial	Final	Initial	Final
R1	✓	✓	✓	✓
R2		✓		✓
R3		✓		✓
R4	✓		✓	✓
R5	✓		✓	✓
R6		✓		✓
R7	✓	✓	✓	✓
R8	✓	✓	✓	✓
R9		✓	✓	
R10	✓	✓	✓	✓
R11		✓	✓	✓
R12	✓	✓		✓
R13	✓	✓		✓
R14		✓	✓	✓

R15	✓	✓		
R16	✓	✓	✓	✓
R17		✓	✓	✓
R18		✓	✓	✓
R19	✓	✓	✓	✓
R20		✓	✓	✓

Based on the table we find that from 20 students' there are 11 students' have mistaken on rising intonation at initial position and 10 students have mistaken or cant using intonation in final position. On falling intonation there are 14 student have mistaken in falling intonation at initial position and 10 final position. From the result we can say that the students' know more about rising into nation in initial position than rising intonation in final position. Then in falling intonation, the student know more falling intonation in initial position than falling intonation in final position.

4. 3 Table Distribution Frequency of Students' Score of intonation Test

NO	CLASIFICACION	SCORE	FREQUENCY
1	Very Good	86 - 100	-
2	Good	71- 85	1
3	Fair	56 – 70	14
4	Poor	41 – 55	2
5	Very Poor	< 40	3
Total			20

The description in the table above indicates that none of the students in fourth grade in IAIN Parepare got a Very Good. There is 1 student gain good category. There are 14 students gain Fair category. There are 2 students gain Poor category and there are 3 students gain Very Poor category. The mean score of Students' Intonation Test is 58, 5.

4. 4 The Result of the Respondents' Voice Recording

Respondent	Number of the Question										Score
	Rising Intonation					Falling Intonation					
	1	2	3	4	5	6	7	8	9	10	
R1	x	1	1	1	x	1	1	x	1	x	60
R2	1	x	1	x	1	1	1	1	1	1	80
R3	1	1	1	x	x	x	1	1	x	x	50
R4	1	1	x	x	1	1	1	1	1	x	70
R5	1	x	1	1	1	1	1	x	1	x	70
R6	x	1	x	1	1	1	x	1	1	1	70
R7	x	1	1	1	1	1	x	x	1	1	70
R8	x	1	1	1	1	x	1	1	1	1	80
R9	1	x	1	1	1	x	x	1	x	1	60
R10	1	x	1	1	1	x	x	1	1	1	70
R11	1	1	1	x	1	1	x	1	1	x	70
R12	x	1	x	1	x	1	1	1	1	x	60
R13	x	x	1	1	1	1	1	1	1	x	70
R14	1	1	1	1	x	1	x	x	x	1	60
R15	1	x	1	x	1	1	1	1	1	1	80

R16	1	1	x	x	1	1	x	1	x	1	60
R17	1	1	x	1	1	1	x	1	x	x	60
R18	1	x	1	1	1	x	1	1	x	x	60
R19	1	1	x	1	1	1	x	x	x	1	50
R20	1	1	x	1	1	x	1	x	1	1	70
Total											1.190

The respondent or student has been answer the test and the result has been presented in the shape of a table like the above, for more details it will be explained in the description bellow:

4.2.1. The First Respondent

At the time this respondent speak is using high note and after the researcher check the voice recording, the respondent get score six because the respondent can using right intonation in three question or sentences about rising intonation and three question or sentences about Falling intonation out of ten question or sentences. The wrong intonation is number one, five, eight and ten. On the number one and five the respondent should be use high tone on the final position and on number eight and ten the respondent should use high tone on the initial position. Wrong answered is two on rising intonation and two on falling intonation, this respondent using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position and opposite.

4.2.2. The Second Respondent

At the time this respondent speak is using high tone but after the researcher check the voice recording, the respondent get score eight because the respondent can using right intonation in three question or sentences about rising intonation and five question or sentences about Falling intonation out of ten question or sentences. The wrong answered is number two and four. On the number two, and four the respondent should be use high tone on the final position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.2.3. The Third respondent

At the time this respondent speak is using high note and after the researcher the voice recording, the respondent get score five because the respondent can using or answer three question or sentences about rising intonation and two question or sentences about Falling intonation out of ten question. Its mean this respondent less able to use good intonation. The wrong answered is number four, five, six, nine and ten. On the number four and five the respondent should be use high tone on the final position and on number six, nine and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.4. The Fourth Respondent

This respondent can controls the tone of his voice as he speak and after the researcher the voice recording, the respondent get score seven because the respondent can using or answer three question or sentences about rising intonation and four question about Falling intonation correctly out of ten question. The wrong answered

is number two, four and ten. On the number two, and four the respondent should be use high tone on the final position and on number ten the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.2.5. The Fifth Respondent

At the time this respondent speak is using high note and after the researcher the voice recording, the respondent get score seven because the respondent can answer four question about rising intonation and three question about Falling intonation correctly out of ten question. The wrong answered is number two, eight and ten. On the number two the respondent should be use high tone on the final position and on number eight and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.6. The Sixth Respondent

At the time this respondent speak is using flat tone and after the researcher check the voice recording, the respondent get score seven because the respondent can answer three question about rising intonation and four question about Falling intonation correctly out of ten question. The wrong answered is number one, two and seven. On the number one and two the respondent should be use high tone on the final position and on number seven the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the

respondent should use high tone in the final position and low tone in the initial position.

4.2.7. The seventh Respondent

At the time this researcher speak is using high tone and after the researcher check the voice recording, the respondent get score seven because the respondent can answer four question or sentences about rising intonation and three about Falling intonation correctly out of ten question. The wrong answered is number one, seven and eight. On the number one the respondent should be use high tone on the final position and on number seven and eight the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.8. The Eight Respondent

This respondent have good intonation and after the researcher check the voice recording, the respondent get score eight because the respondent can answer four question about rising intonation and four question about Falling intonation correctly out of ten question. Its mean this respondent understand how to using right intonation. The wrong answered is number one and six. On the number one the respondent should be use high tone on the final position and on number six the respondent should use high tone on the initial position. Wrong answered is only two, its mean the respondent could tell the difference between rising intonation and falling intonation.

4.2.9. The Ninth Respondent

After the researcher the voice recording, the respondent get score six because the respondent can answer four question about rising intonation and two question

about Falling intonation correctly out of ten question. The wrong answered is number two, six, seven and nine. On the number two the respondent should be use high tone on the final position and on number six, seven and nine the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.10. The Tenth Respondent

After the researcher the voice recording, the respondent get score seven because the respondent can answer four question about rising intonation and three question about Falling intonation correctly out of ten question. The wrong answered is number two, six, and seven. On the number two the respondent should be use high tone on the final position and on number six and seven the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.11. The Eleventh Respondent

At the time speak this respondent using high note and after the researcher the voice recording, the respondent get score seven because the respondent can answer four question about rising intonation and three question about Falling intonation correctly out of ten question. The wrong answered is number four, seven and ten. On the number four the respondent should be use high tone on the final position and on number seven and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position

where the respondent should use high tone on initials position and using low tone on final position.

4.2.12. The Twelfth Respondent

At the time this respondent speak is using flat tone and after the researcher check the voice recording, the respondent get score six because the respondent can answer two question about rising intonation and four question about Falling intonation correctly out of ten question The wrong answered is number one, two, five and ten. On the number one, two, and five the respondent should be use high tone on the final position and on number ten the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.2.13. The Thirteenth Respondent

After the researcher the voice recording, the respondent get score seven because the respondent can answer three question about rising intonation and four question about Falling intonation correctly out of ten question. The wrong answered is number one, two and ten. On the number one and two the respondent should be use high tone on the final position and on number ten the respondent should use high tone on the initial position. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.2.14. The Fourteenth Respondent

At the time this respondent speak is using high note and after the researcher the voice recording, the respondent get score six because the respondent can answer

four question about rising intonation and two question about Falling intonation correctly out of ten question. The wrong answered is number five, seven, eight, and nine. On the number five the respondent should be use high tone on the final position and on number seven, eight and nine the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.15. The fifteenth Respondent

At the time this respondent speak is using high tone and after the researcher the voice recording, the respondent get score eight because the respondent can answer three question about rising intonation and five question about Falling intonation correctly out of ten question. The wrong answered is number two and four. On the number two and four the respondent should be use high tone on the final. Wrong answered tend to be on rising intonation, this respondent more often using high tone on initials position and using low tone on final position where the respondent should use high tone in the final position and low tone in the initial position.

4.2.16. The Sixteenth Respondent

At the time this respondent speak is using flat tone and after the researcher check the voice recording, the respondent get score six because the respondent can answer three question about rising intonation and three question about Falling intonation correctly out of ten question. The wrong answered is number three, four, seven and nine. On the number three and four the respondent should be use high tone on the final position and on number six and nine the respondent should use high tone on the initial position. Wrong answered is two on rising intonation and two on falling intonation, this respondent using high tone on initials position and using low tone on

final position where the respondent should use high tone in the final position and low tone in the initial position and opposite.

4.2.17. The Seventeenth Respondent

At the time this respondent speak is using flat tone and after the researcher check the voice recording, the respondent get score six because the respondent can answer four question about rising intonation and two question about Falling intonation correctly out of ten question. The wrong answered is number three, six, nine and ten. On the number three the respondent should be use high tone on the final position and on number six, nine and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.18. The Eighteenth Respondent

At the time this respondent speak is using flat tone and after the researcher check the voice recording, the respondent get score six because the respondent can answer four question about rising intonation and two question about Falling intonation correctly out of ten question. The wrong answered is number two, six, nine and ten. On the number two the respondent should be use high tone on the final position and on number six, nine and ten the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.19. The Nineteenth Respondent

After the researcher the voice recording, the respondent get score six because the respondent can answer or using four question or sentences about rising intonation and two question about Falling intonation correctly out of ten question. The wrong answered is one, three, seven, eight and nine. On the number one and three the respondent should be use high tone on the final position and on number seven, eight, and nine the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4.2.20. The Twentieth Respondent

After the researcher the voice recording, the respondent get score seven because the respondent can answer four question about rising intonation and three question about Falling intonation correctly out of ten question. The wrong answered is number three, six and eight. On the number three the respondent should be use high tone on the final position and on number six, and eight the respondent should use high tone on the initial position. Wrong answered tend to be on falling intonation, this respondent more often using high tone in the final position and low tone in the initial position where the respondent should use high tone on initials position and using low tone on final position.

4. 5 Students' Mistake in Voice Recording

Respondent	Rising Intonation		Falling Intonation	
	Initial	Final	Initial	Final
R1	✓	✓		✓

R2		✓		
R3		✓	✓	✓
R4		✓		✓
R5		✓		✓
R6	✓	✓	✓	
R7	✓		✓	✓
R8	✓		✓	
R9		✓	✓	
R10		✓		✓
R11		✓		✓
R12	✓	✓		✓
R13	✓	✓		✓
R14		✓	✓	✓
R15		✓		
R16		✓	✓	✓
R17		✓	✓	✓
R18		✓	✓	✓
R19	✓	✓	✓	✓
R20		✓		✓

Based on the table we find that from 20 students' there are 7 students' have mistaken on rising intonation at initial position and 18 students have mistaken or cant using intonation in final position. On falling intonation there are 10 student have mistaken in falling intonation at initial position and 15 final position. From the result we can say that the students' know more about rising intonation in initial position than rising intonation in final position. Then in falling intonation, the student know more falling intonation in initial position than falling intonation in final position.

4. 6 Table Distribution Frequency of students' Score of intonation Test

NO	CLASIFICACION	SCORE	FREQUENCY
1	Very Good	86 – 100	-
2	Good	71- 85	3
3	Fair	56 – 70	15
4	Poor	41 – 55	2
5	Very Poor	< 40	-
Total			20

The description in the table above indicates that none of the students in fourth grade in IAIN Parepare got an Very Good. There is 3 student gain good category. There are 15 students gain Fair category. There are 2 students gain Poor. category and none students gain Very Poor category. The mean score of Students' Intonation Test is 59, 5.

B. Discussion

Based on the analysis of this study, the researcher finally get the result. Research data has been obtained through this research can be analyzed and discussed in depth in accordance with the formulation of the problem and research objectives to be accomplished by researcher. In this section we discuss the results with the analysis of the data obtained and the exposure of the finding research. The data from this research are results of the questionnaire and students' test.

This research had done of fourth semester students' of English Education Department with carried out 68 students as population and only took 20 students as the sample of the research. The purpose of this research were to identify the students' ability in using Intonation. When we speak, we refers to the way the voice goes up and down its called intonation. it is a fundamental or important part of the way people express their own thought and it enables to understand those of others. It is an aspect of language. People perceive intonation, understand it and use it without having to learn and examine the intricacies of everything we say or hear this was stated by Kelly²⁶

While O'Connor say that every language have tone or melody in it, no language have or is spoken on the same musical note all the time. The voice goes in the difference note, its goes up and down then the combination of that voice make tunes. The tone do not change the meaning of word but adds something to the word like the speakers feelings at the moment. We can say a word or speak with confidence, doubt, happy, angry and others depending on feelings. The feelings can be conveyed well if we use correct intonation, it's very important to have good intonation and from several research that the researcher do it show that some university have a good intonation. The difference between this research with several

²⁶ . Kelly, G. How to Teach Pronunciation. Longman, England. . 2000

previous research who have similar is the way to find the data, where this research using two instrument to find out all of the result, That is multiple choice and voice recording.

1. The result of intonation test (multiple choice)

The researcher has been doing a test. The test is consist of five question about rising intonation and five question about falling intonation. After the researcher checked all of the answered there are six student whose have dominant mistake on rising intonation, nine student whose have mistaken on falling intonation and there are five student have same score at both intonation. From 20 students' there are 11 students' have mistaken on rising intonation at initial position and 10 students have mistaken or cant using intonation in final position. On falling intonation there are 14 student have mistaken in falling intonation at initial position and 10 final position. From the result we can say that the students' know more about rising into nation in initial position than rising intonation in final position. Then in falling intonation, the student know more falling intonation in initial position than falling intonation in final position.

The result of intonation test (multiple choice) is get score 58,5 it was categorized into **fair** level. When indicates that none of the students in fourth grade in IAIN Parepare got a Very Good. There is 1 student gain good category. There are 14 students gain Fair category. There are 2 students gain Poor category and there are 3 students gain Very Poor category.

2. The result of voice recording

The researcher has been doing a test. The test is have same question with the multiple choice, but this test is answered by using voice note or voice recording. After the researcher checked all of the voice recording there are six student whose have dominant mistake on rising intonation, eleven student whose have mistaken

on falling intonation and there are three student have same score at both intonation. From 20 students' there are 7 students' have mistaken on rising intonation at initial position and 18 students have mistaken or cant using intonation in final position. On falling intonation there are 10 student have mistaken in falling intonation at initial position and 15 final position. From the result we can say that the students' know more about rising intonation in initial position than rising intonation in final position. Then in falling intonation, the student know more falling intonation in initial position than falling intonation in final position.

Then the result of voice recording is get score 59, 5 it was categorized into **fair** level. When indicates that none of the students in fourth grade in IAIN Parepare got an Very Good. There is 3 student gain good category. There are 15 students gain Fair category. There are 2 students gain Poor category and none students gain Very Poor category.

3. The student ability in using intonation

The researcher get the result of both tests that the student intonation ability it was in fair level categories. . Its mean that the student need more to learn and practice their English ability especially in part of intonation. On the multiple choice test there are six student whose have dominant mistake on rising intonation, nine student whose have mistaken on falling intonation and there are five student have same score at both intonation and on the result of voice recording there are six student whose have dominant mistake on rising intonation, eleven student whose have mistaken on falling intonation and there are three student have same score at both intonation.

Most of the student have a mistaken on the falling intonation, student using high tone in the final of the sentence where that the student should be using high tone on the initial sentences. It's the same with that student who have mistaken on the rising intonation, student using high tone in the initial of the sentences where that the

student should be using high tone on the final of the sentences. From the multiple choice test, the most student mistaken is on falling intonation at initial position. The student know more about falling intonation at the final position than falling intonation at initial position. Then on rising intonation the most mistaken is on rising intonation at initial position, its mean the student know more about rising intonation at final position. While on the voice recording test the most mistaken on rising intonation is at initial position, its mean the student know about rising intonation at final position than rising intonation in initial position. Then on falling Intonation the most mistake is on falling intonation at final position

Then according to Gimson, the two factors that influence the students' pronunciation the first is mother tongue and the second is habit. The influence of mother tongue to the student pronunciation is in daily communication, they use mother language as a first language rather than target language. Then the second the influence of habit, these mistakes happen because everyday habits. Most of the student are from the Buginese clan. This clan accustomed to using high note when they speak, so this habit is so hard to break and that student also some time use high note during speaking English without pay attention to the right intonation. English intonation is English, it's different with other intonation it's not the same as intonation of any language. Some people think that the intonation for all language is same, but that is not true²⁷. Because of this assumption that causes many students to pay less attention to their intonation when using English and choose to use the intonation they use in daily life.

Then the purpose of why we have to know the student ability in using intonation in English is to help teacher, lecture or the students to knowing which part in intonation need more practice. Beside that have an a bad intonation can interfere with communication or make a bad communication and according to V.V. Yardi, in a conversation there a free

²⁷ . O'Connor, J.D. Better English Pronunciation. Cambridge University Press, Cambridge.

exchange of thoughts and feelings. Normally, a conversations take a place between person who share social setting or context, example student in classroom, neighbors or passengers in a bus or train, etc. ²⁸Good conversation occurs when the message is conveyed properly, therefore a good understanding of what we are going to convey is needed and must use good intonation so that the other person is not confused or understands the message and feelings to convey. For example, a person who want express gratitude, the person thanks using high tone from the beginning to the end of the sentence so that the other person think that person is not really thanking him.

In learning phonology and phonetic especially intonation, there are some difficulties that faced by students, the student have difficulties to understand the rising intonation, especially rising intonation on final position they have much mistake on that. The students felt difficulties to pronounce that.

Muhibbin Syah said that difficulties in learning can be pronounced by two factors, they are: the first, internal factor or from the child itself involve physiology factors (healthy) and psychological factor (IQ).²⁹ The second, external factor or from the outside the child involve social factor and non-social factors, social factors such as the child's parents relationship and tools of learning and learning condition as non-social factors¹. Both factors influenced the students' difficulties in their pronouncing. The student think that they faced the difficulties because of their worse mind set opinion. They believe pronouncing intonation is a difficult thing. Beside that they have low motivation and low enthusiasm in pronouncing intonation. They also not understood yet the explanation given by the lecturer. By carrying out this research it is hope that students will be more motivated to improve their skill in using intonation, so that they are more enthusiastic about learning intonation.

²⁸ Yardi.V.V. (English Conversation for Indian Students. Longman: Orient Longman Private Ltd

²⁹ Muhibbin Syah, Psikologi Belajar (Jakarta:Raja Grafindo Persada,2008),

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on what has been discussed, presented and analyzed in the previous chapters, the researcher conclude that the Ability of Student in using intonation in English at the fourth semester students of English department IAIN Parepare is on the “Fair” level. Based on the researcher analysis, the researcher conclude that the student is students' ability to use intonation is at a fair level. Where after the test, the average student gets a score of 60-70. The researcher conducted a test using multiple choice and answered using a voice recorder, therefore the researcher got two assessments in one test. From the test the researcher concluded that students could use intonation quite well.

Most of the student have a mistaken on the falling intonation, student using high tone in the final of the sentence where that the student should be using high tone on the initial sentences it's because of every day habits that the most of student using high tone when they speak to the other people. From the result we can say that the students' know more about rising into nation in initial position than rising intonation in final position. Then in falling intonation, the student know more falling intonation in initial position than falling intonation in final position.

B. Suggestion

Because the level of the students' ability in using intonation is fair level, it is suggested for:

1. Student

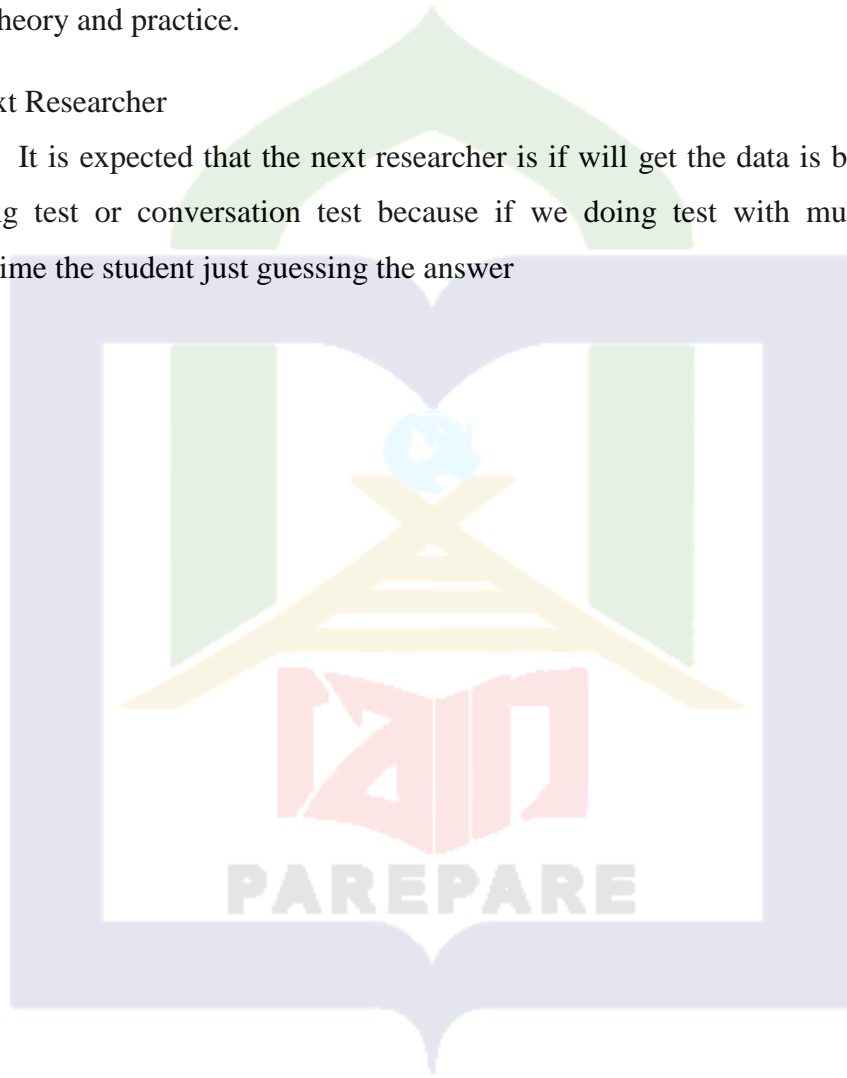
To always practice their Intonation to increase their ability in using intonation in English and more active to find out the material or explanation.

2. Lecture

As an educator lecturer should be able to improve the students learning interest and create innovation so that student can understand the use of intonation is both theory and practice.

3. Next Researcher

It is expected that the next researcher is if will get the data is better if using reading test or conversation test because if we doing test with multiple choice sometime the student just guessing the answer



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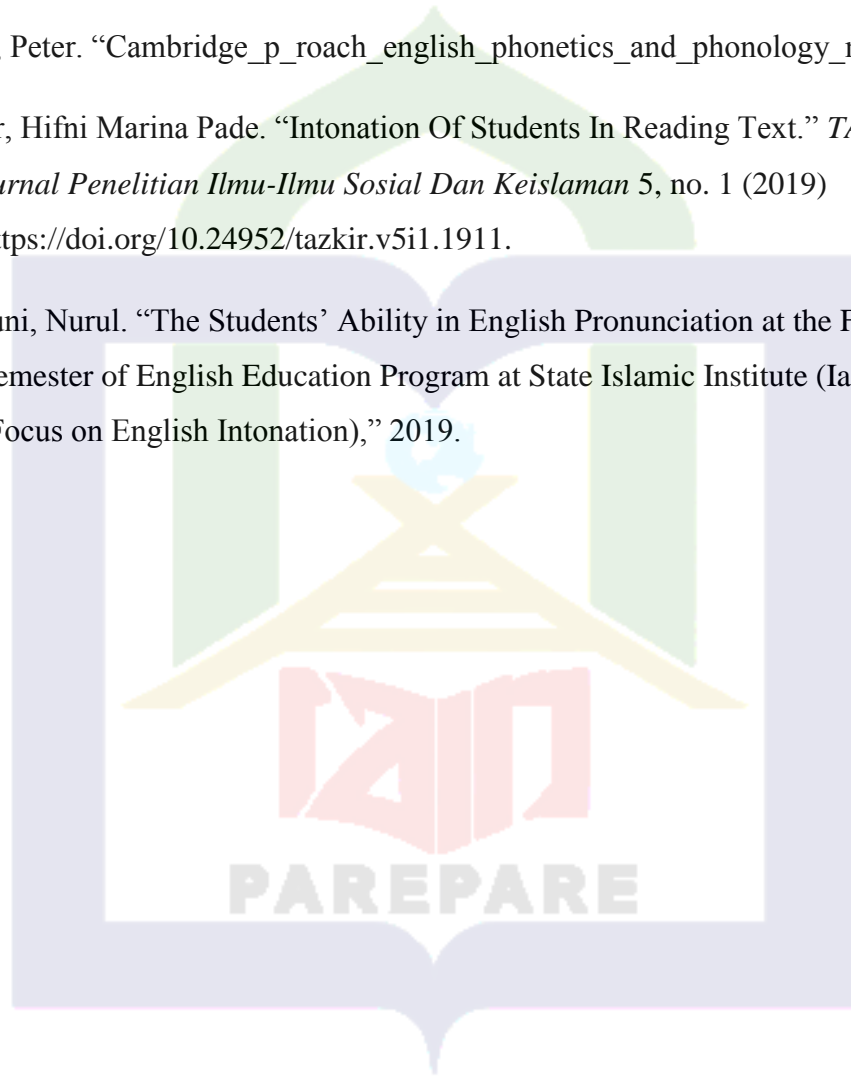
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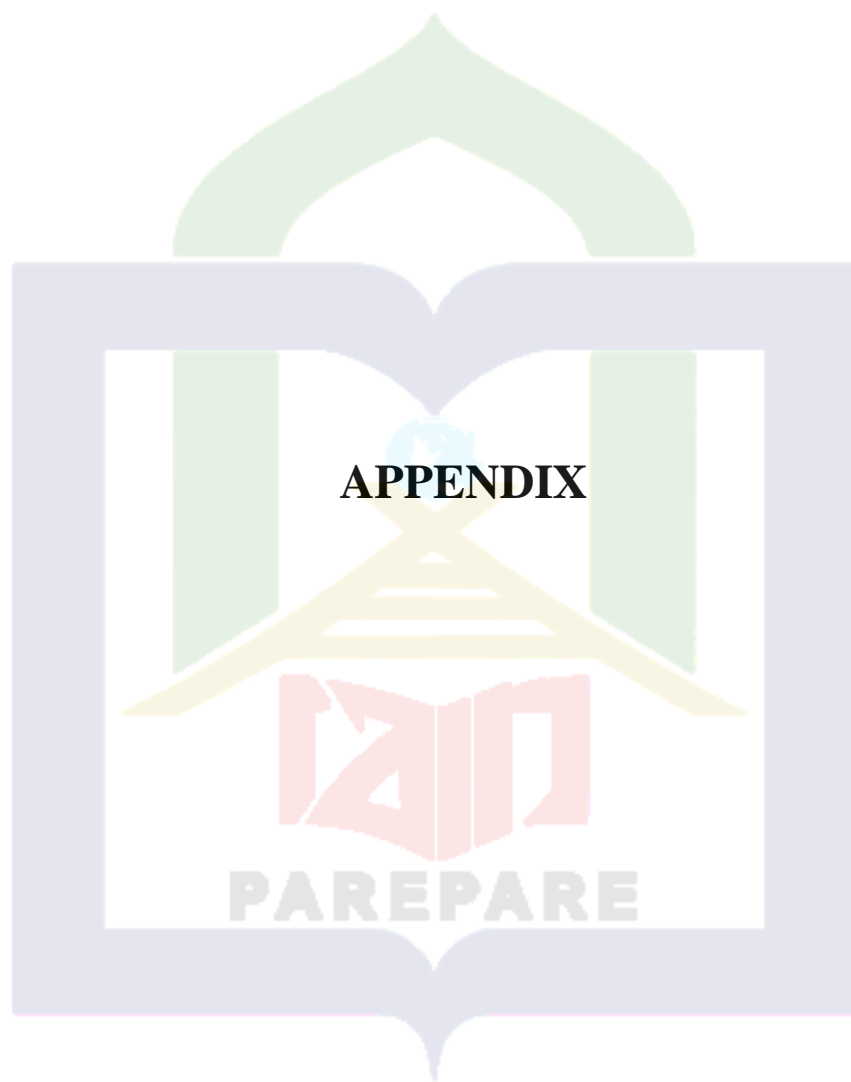
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Siregar, Hifni Marina Pade. “Intonation Of Students In Reading Text.” *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 5, no. 1 (2019)
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APPENDIX 1: INSTRUMENT

NAMA MAHASISWA : BASMALA
NIM : 17.1300.092
FAKULTAS/PRODI : TARBIYAH/ TADRIS BAHASA INGGRIS
JUDUL : THE ABILITY OF STUDENTS' INTRODUCING
INTONATION IN ENGLISH AT IAIN PAREPARE



INSTRUMENT OF RESEARCH

A. Instrument of The Research

Then here's the instrument that the researcher will use.

1. Test

Choose one of the answer that you think is the correct intonation, using recorder to record your voice when you read your choice !

1. My friend I'm happy to see you

a. My friend I'm happy to see you

b. My friend I'm happy to see you

2. Can you help me?

a. Can you help me?

b. Can you help me?

3. Were they studying?

a. Were they studying?

b. Were they studying?

4. Did they see it?

a. Did they see it?

b. Did they see it?

5. How far is your home

a. How far is your home?

b. How far is your home?

6. Why do you complain?

a. Why do you complain?

b. Why do you complain?

7. We are going to the cafe tonight

a. We are going to the cafe tonight

- b. We are going to the cafe tonight
- 8. Baco has lived in Indonesia for five years
 - a. Baco has lived in Indonesia for five years
 - b. Baco has lived in Indonesia for five years
- 9. We are not going to the market this morning
 - a. We are going to the market this morning
 - b. We are going to the market this morning
- 10. Their car not arriving at nine in the morning
 - a. Their car not arriving at nine in the morning
 - b. Their car not arriving at nine in the morning

Then the scoring classification, in scoring the intonation test the researcher uses one category as follows:

Score	Classification
9-10	Very good
7-8	Good

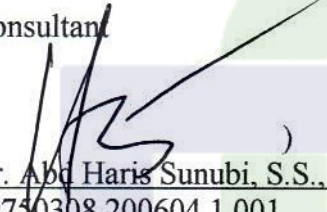
5-6	Average
0-4	Poor

Parepare, 22th April 2022

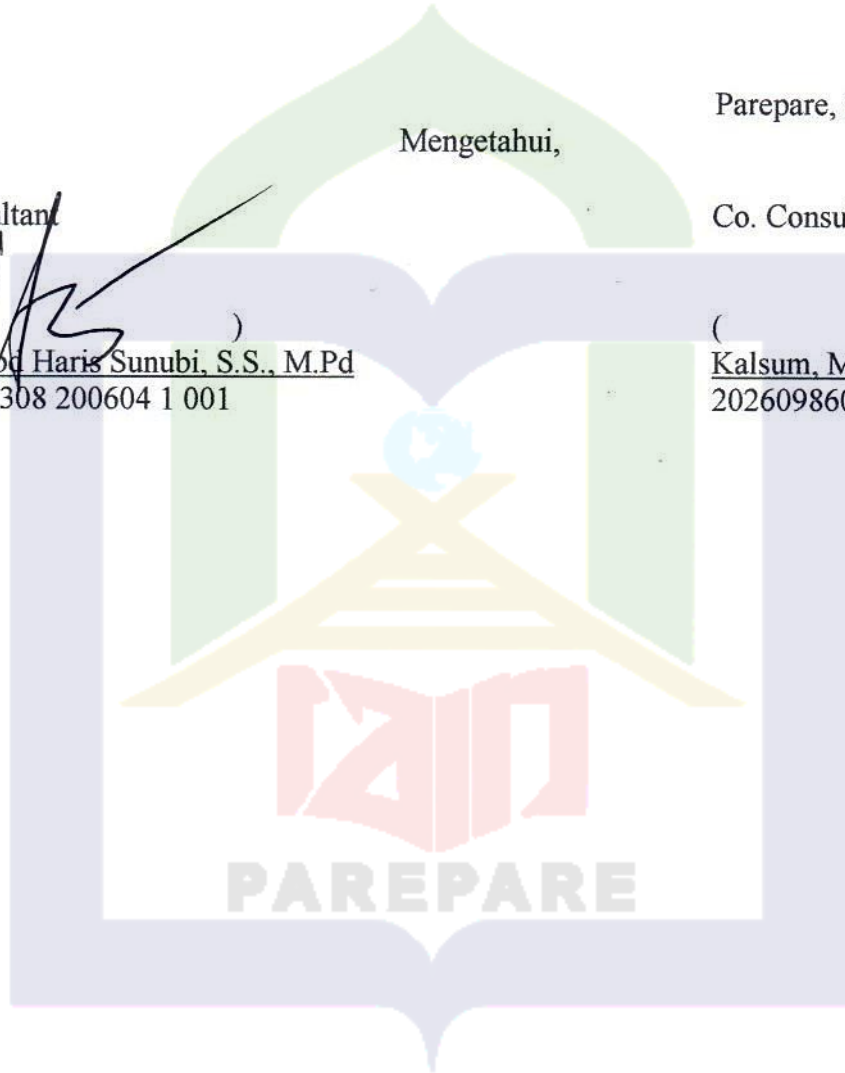
Mengetahui,

Consultant


Co. Consultant

(

)
Dr. Abd Haris Sunubi, S.S., M.Pd
 19750308 200604 1 001

(
)
Kalsum, M. Pd.
 2026098601



APPENDIX 2 : RESEARCH ALLOWANCE


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : Jl. Amal Bakti No. 08 Soroang Parepare 91132 ☎ 0421) 21307 Fax:24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2366/In.39.5.1/PP.00.9/07/2022
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-
 Kota Parepare


Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Basmala
 Tempat/Tgl. Lahir : Parepare, 12 Juni 2000
 NIM : 17.1300.092
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
 Semester : X (Sepuluh)
 Alamat : Desa Salipolo, Kec. Cempa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **“The Ability Of Students’ Using Intonation In English At The Fourth Semester Student In English Department IAIN Parepare”**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 07 Juli 2022
 Waki Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000483

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 484/IP/DPM-PTSP/7/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA : **BASMALA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **SALIPOLO PINRANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ABILITY OF STUDENTS USING INTONATION IN ENGLISH AT THE FOURTH SEMESTER STUDENT IN ENGLISH DEPARTMENT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **08 Juli 2022 s.d 08 Agustus 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **11 Juli 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina (IV/a)**

NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



KETENTUAN PEMEGANG IZIN PENELITIAN

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati Ketentuan Peraturan Perundang -undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasil penelitian kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dalam bentuk Softcopy (PDF) yang dikirim melalui email : litbangbappedaparepare@gmail.com.
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Lembar Kedua Izin Penelitian

PAREPARE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.4676/In.39.5.1/PP.00.9/11/2022

Yang bertanda tangan di bawah ini,

Nama : Bahtiar, M.A
NIP : 19720505 199803 1 004
Pangkat/Golongan : Pembina / IV a
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,
Kelembagaan dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Basmala
NIM : 17.1300.092
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Salipolo, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juli 2022 sampai dengan bulan Agustus 2022, dengan judul penelitian "The Ability Of Students Using Intonation In English At The Fourth Semester Student In English Departement IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 29 November 2022

Wakil Dekan I,

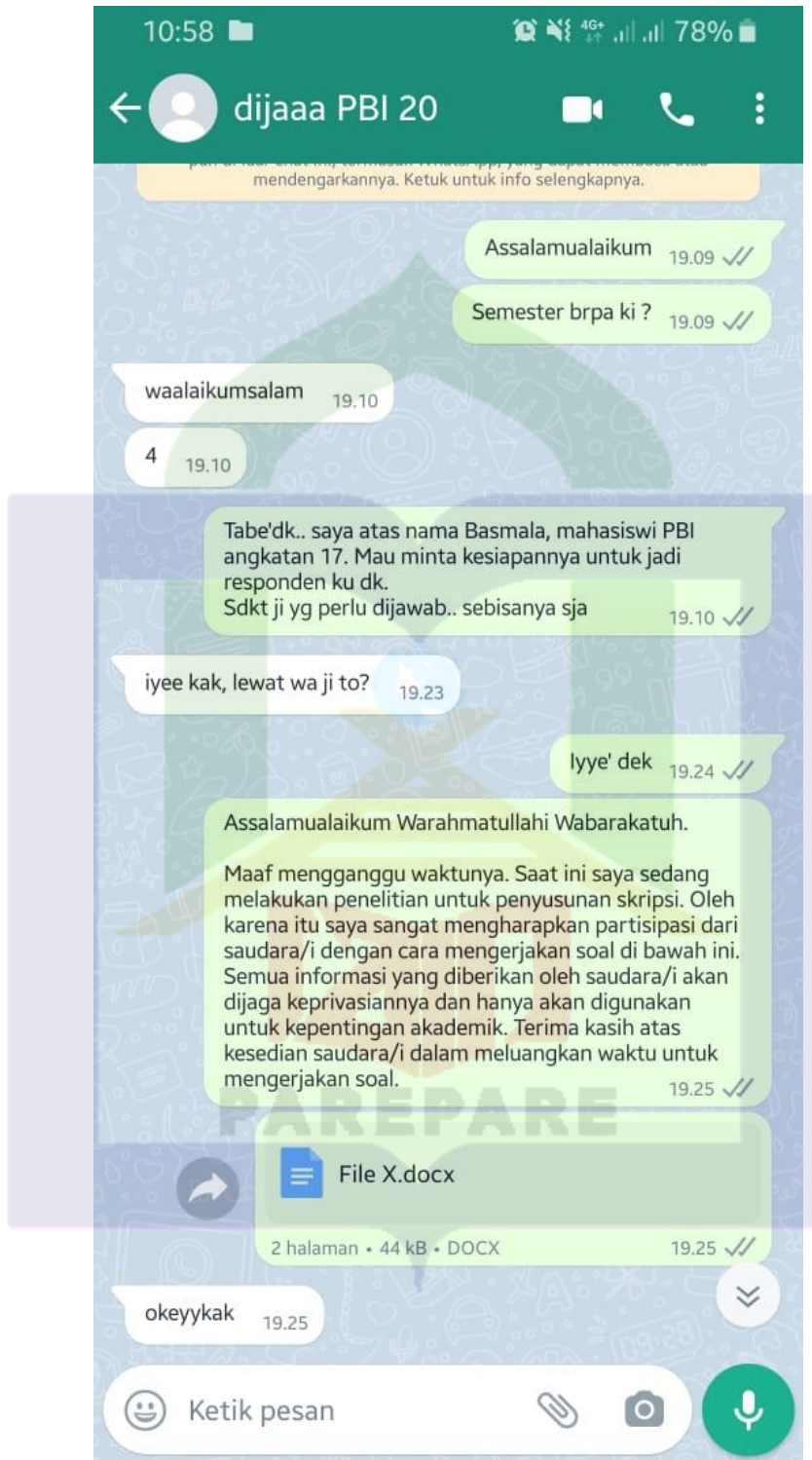


Bahtiar

APPENDIX 3 : DOCUMENTATION















CURRICULUM VITAE



Basmala, the author was born in on 12th June 2000 Parepare. She is the fourth child in her family. She has two sisters and one brother. Her fathers' name is H.Muhammad Suyuti and her mothers' name is Hj. Syamsiah. She began her study on 2005 at SDN 221 Salipolo, kec. Cempa. In year 2011 she continued her study at SMPN 2 Lacina, PINRANG and graduated in 2014. In the same year, she continued her study at SMAN 3 POLEWALI and graduated in 2017.

After graduated she decided to continued study at State Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah faculty and focused on English Education Program. She complete her skripsi on 2023 with the tittle "The Ability of Student in Introducing Intonation in English at the Fourth Semester Student in English Department IAIN Parepare"