EXPLORING INTONATION IN SOME SELECTED AUDIO COURSE BOOK FOR ADVANCED LEARNERS

A THESIS

Submitted to the English Language and Teaching Department Tarbiyah and Teacher Training Faculty *SyekhNurjati* State Islamic Institute Cirebon In Partial Fulfillment of the Requirements of Undergraduate Degree

By:
DEWI PATAH ANDI PUTRI
Reg. Number: 14121310279

ENGLISH LANGUAGE TEACHING DEPARTMENT
***TARBIYAH* AND TEACHER TRAINING FACULTY**
***SYEKH NURJATI* STATE ISLAMIC INSTITUTE CIREBON**
2016

ABSTRACT

DewiPatah Andi Putri : Exploring Intonation in Some Selected Audio Course book for Advanced Learners.

This research aims to find out how do the speakers use intonation patterns in the Conversations. Then, to explore how do such function construct meaning in the conversations by the speaker. This research takes a qualitative method in analyzing data where the data is taken from audio's TOEFL Post Test *Longman Introductory Course for the Toefl Test* as main data source to be analyzed in this research. The data collected by audio in the form of WAV then segmented using Speech Analyzer software analysis. There are some steps to analyze the data. First, the researcher analyzed the clause construction that consists of independent and dependent clause. Then, analyzed the tonality system that consists of tone group, markedness of tonality (marked and unmarked). Then, the researcher analyzed the tonicity system that consists of markedness of tonicity (marked and neutral tonicity). Besides, the researcher analyzed the tone system based on Speech Analyzer that will be connected to the construct meaning of intonation.

The result of this analysis there are 199 clauses where those clauses will be followed b tone group or tone unit. Then, the speaker categorizes the tone group here depends on his/her message where the speaker can decide how many tone group will be put in this clauses; one clause can get one or two of tone unit. In the other hand tone unit has two important aspects are unmarked tonality and marked tonality as found in the conversation that the speaker put 95 (48 %) clauses that serves as unmarked tonality and 104 (52 %) clauses as serves marked tonality as found in the conversation. In the other hand, the speaker put 295 stressed syllables that consists of two stresses are neutral tonicity and marked tonicity. 250 (85 %) stress syllables for marked tonicity and 45 (15 %) stress syllables for neutral tonicity. Here means that the speaker dominated to choose marked stressed than neutral or it can be call by unmarked stress. Then, tone is construction by the speaker where the tone here means having decided the tonicity. Here, the speaker put types of tones that consist of fall, rise, fall-rise, and rise-fall. Essentially, the speaker gave the biggest percentage for fall tones that gets 155 clauses or for about 39 % as found in the conversation. Then, the second one is rise that gets 93 clauses or for about 32 %, the third one is fall-rise that gets 26 clauses or for about 9 %, for rise fall here get 21 % or for about 61 clauses as found in the conversation. Analyzing intonation is not only about good pronunciation, but also the way of speaker expressing and convoy a meaning.

The meaning from intonation choices shows that the speaker be likely used fall tone to convey a message. It means that the speaker tells something to the listeners. In the fall tone that pronounced by the speaker conveys certain emotion, such as completion and confidence. The speaker, by choosing a falling tone, also indicates to the addressee that is all he has to say to the comment on, agree or disagree with. In every conversation the speaker used some rise tone to ask and from greeting when they used before conversation begins. It means that the speakers are friendly to talk to the second speaker or the listeners.

Key words: Tonality, Tonicity, Tone, Meaning Construction of intonation.

RATIFICATION

The thesis which is entitled "**EXPLORING INTONATION IN SOME SELECTED AUDIO COURSE BOOK FOR ADVANCED LEARNERS**" written by **DEWI PATAH ANDI PUTRI**, registration number is **14121310279** has been examines on August, 2016. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Departement, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cierbon.

	Date	Signature
The Head Of English Language Teaching Departement <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	09 - 08 - 2016	
The Secretary Of English Language Teaching Departement <u>Sumadi, SS, M. Hum.</u> NIP. 19701005 200003 1 002	09 - 08 - 2016	
Examiner 1 <u>Dr. Ilman Nafi'a, M.Ag</u> NIP. 19721220 199803 1 004	09 - 08 - 2016	
Examiner 2 <u>Dr. Tedi Rohadi, M.Pd, SE, Dipl TEFL</u> NIP. 19680309 200801 1 017	15 - 08 - 2016	
Supervisor 1 <u>Dr. Hj. Huriyah Saleh, M.Pd</u> NIP. 19610112 198903 2 005	10 - 08 - 2016	
Supervisor 2 <u>Farouk Imam Arrasyid, M.Pd.I., M.Pd</u> NIP. 19830420 200901 1 009	10 - 08 - 2016	

Ackwowledge by the Dean of Tarbiyah and Teaching Training Faculty
Syekh Nurjati State Islamic Institute Cirebon

<u>Dr. Ilman Nafi'a, M.Ag</u>
NIP. 19721220 199803 1 004

vi

TABLE OF CONTENT

CHAPTER I INTRODUCTION

CHAPTER 1
INTRODUCTION

1.1 Background of the Problem

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). In speaking there are words phrases and sentences, in words phrases and sentences there are grammar and vocabulary. To express what they want to say in a way that other can understand, they have to be able to vocalize this using pronunciation and intonation. Intonation is the important aspect in language. Furthermore, cited from (Chun, Dorothy M 2002: xiv) "Intonation is thus an important aspect of language that seems to be easily, if not automatically, acquired by children in both L1 and L2". Moreover spoken language also has close connection with intonation. As stated by Parker (2002: 22) Intonation becomes significant part in spoken language because it is the primary aspects of delivery the meaning from spoken language. Then, the suprasegmental unit according to whichof the spoken language can be made has been conceived to be dependent mainly ontone, or intonation and has been termed 'tone group', 'intonation group', 'tone unit','intonation(al) phrase', 'intonation unit'. In sum, between spoken language and intonation have relationship, because intonation is part of spoken language and every spoken language related to the meaning that produced by speaker (Beckman & Pierrehumbert 1986).

Intonation is vital in the interpretation of human speech. Every intonation that comes out from the speaker has a thousand meaning for the hearer, and the meaning itself related with the function of intonation: discourse, attitudinal, grammatical and sociolinguistic (Chun:2002). Besides that, during the conversation between speaker and hearers have expectations about possible goals or outcomes for the interaction, about what information is and how it's likely to be signalled.

This study investigated the intonational pattern in the conversation that produce by the speakers then analyze how the speakers use intonation and

how they construct meaning in the conversation through audio's TOEFL Post Test. This study principally adopt from theoretical linguistics, which has highlight the importance of intonation is in its ability of giving different meanings for the same utterance (Halliday: 1970). The main reason why intonation chosen as a topic is cited from (Dorothy M Chun 2002) "intonation that have emerged in the 1980s and 1990s reflect the current view that tintonation provides some measure of redundancy to linguistically coded messages but also supplies additional cues to express the full meaning that speakers wish to communicate". Begin from the problem of intonation, many researchers who investigated intonation in difference ways and types think that intonation is very importance in spoken language but it always neglected by the speakers.

There have been some concerns in the area of research intonation. The first area in the previous research who investigated intonation concern is about function of tone choice (Fuyuko Kato (2000), Miria&Lucía I. Rivas (2011), Qi Pan (2012)), the second is focusing on intonation on tonality, tonacity and tone to construct meaning (Beaken (2009), Wenkai (2013), Mennen (2006)), the third area focus on intonation on tonality, tonacity and tone to construct meaning third Celik (2001), Beaken (2009), Ortega & Liebraria (2014)), the last is focusing on intonational pattern in speech (Erin (2007), Velis (2004), Hischbeg (2006)).

In some, more specifically the position of the current research will investigate the intonational pattern in course book. There are many researchers study about intonation area. The researcher will explore intonation that have not many researchers study. The research focuses around of intonation pattern, and the function of intonation itself. The intonation itself focuses of tone, tonality and tonicity. In the context of this study the researcher will use audio's Toefl post test that taken from audio Toefl Post Test *Longman Introductory course for the Toefl Test.*

The speaker's intonation in audio's Toefl post test will be an object of this research. The book that will use in this research is *Longman Introductory Course for the TOEFL Test.* 2004: Longman. Furthermore, the Longman is the

oldest commercial publisher in the English language, and TOEFL Post Test *Longman Introductory Course for the TOEFL Test* contains a variety of materials which together provide a comprehensive preparation program. Actually this book has three skills (listening, structure and reading). It has 316 pages. The researchers will take listening skill on TOEFL Post Test, because it is include three parts in the listening comprehension section of TOEFL test.

1.2. Research Formulation

1.2.1. Identification of Problem

Based on the researcher's experience in the phonological classes at the third semesters, the researcher got the theory of intonation, that intonation very important to be applied in many kinds of speaking. The researcher also got information about how intonation occurs in the conversation that can show intonational pattern that can deliver some meaning. Indeed intonation is part of spoken language that forgotten by speaker, so that it can show the bad effect for the listener. As the result of the problem, first, the researcher's friends had known about the theory of intonation, but when they did conversation in the class, they did not use good intonation and most of them produce different intonation. Second, their pronunciations also are non-standard, so that it can influence the stressing word that related to intonation. Third, they felt confused used intonation in the conversation, they usually forgotten intonation when they speak. Fourth, they seldom use verbal virus like many pauses (a').

So, from the factual problem that found the researcher at the time, the researcher interest to analyze the first, and the third problems, because it shows the crucial thing that interest to be observed.

1.2.2. The field of the research

The field of this research is intonation where it has three primary systems that can show meaning from the speaker. Furthermore, this study will investigate the intonational pattern that used by speakers,

exactly through audio of Toefl Post Test. The researcher wants to know how intonation applied in the conversation then how intonation pattern that used by speakers construct meaning.

1.2.3. The main problem

The main reason that researcher takes this problem because applying intonational pattern is really important in the conversation. As the matter of fact, intonation are neglected by the speaker. Indeed, from the intonation pattern will know how important the message that deliver by the speaker. Furthermore, this study has many beneficial for many people for doing communication each other. In sum, this study focused on analyzing intonational pattern in the conversation. Based on the reason above, the researcher tries to focused on 1) analysing intonation pattern that used in each sample of conversation, 2) analysing three primary systems of intonation that can show meaning in the conversation.

1.3. Limitation of Research

In this phenomena the researcher has decided to limit this study only in the exploring of intonational pattern in each sample of conversation of audio Tofl Post Test "*Longman Introductory Course for the TOEFL Test*". In sum, this study will investigate how the listeners construct meaning in the conversation, exactly in the audio of TOEFL Post Test. Ann Wenestrom (1994:399) sees the importance of intonation as being "not just a nice flourish to enhance a non-native accent, but a complex system of signalling of relationship in discourse". The words a speaker uses may be ambiguous, either because of limitations of transmission or due to the fact that some discourse information may be found only in the intonation. Research on intonation and teaching of intonation has been increasing in recent years in the fields of TESOL and Applied Linguistic in EFL Learners.

1.4. The questions of research

The key to clear pronunciation is used stress and intonation and of course that message that is sent orally.Intonation provides some measure of redundancy to linguistically coded message, applying and studying intonation in the conversation seems to be faced the dilemma, because they never touch about intonation in their course, especially in speaking course. In sum, this research will be formulated by following research questions:

1. How are intonation patterns used in each sample conversation of audio's TOEFL Post Test "*Longman Introductory Course for the Toefl Test*"?
2. How do such functions construct meaning in the conversation?

1.5. The aims of the research

Based on the question above, the writer would arrange the aims of the research as follows:

1. To explore how do the speakers use intonation pattern in the conversation
2. To explore how do such function construct meaning in the conversation

This research aims for developing the listeners to show the meaning in the conversation, in order to that the listeners can use the intonational pattern appropriately. O'Connor and Arnold(1998:108) said that "In intonation of Colloquial English or Cook in Active Intonation and Using Intonation that provide exercises where speech functions such as polite requests or confirmation questions dictate the intonation patterns which listeners should expect or speakers should employ". In the other hands to suggest exercises for practicing intonation in different discourse types or genres and with different functions. So, this study are going to examine about intonation since it is very important to indicate how the speaker feels about what they are

saying, or how they personally feels at that moment. Even if the speakers pronounce each word clearly, if their intonation patterns are non-standard, the meaning will probably not be clear. More specifically, this study is going to talk about how do the narrators use intonation in their conversation. This object study will focus on the speakers conversation in the audio's Toefl Post Test.

1.6. The usefulness of the research

Theoretically, the result of this research can be used as reference for further researchers who will conduct the research in the same theme. They can increase the science of intonation and how to use intonation in their speaking appropriately. This research will be guide for the researchers in intonation area. This research also contributes the new knowledge in Intonation area.

Practically, this study will show the positive effect for the teacher of speaking course, learners and the researchers. They will get information about intonation pattern, types of intonation function, and the function of intonation itself. They will successful understanding to construct meaning in the conversation of audio's TOEFL Post Test. Therefore, the usefulness for the researcher is, the researcher will know about theory of intonation and tries to apply in their everyday conversation.

1.7. Theoretical Foundation

There are many researchers who investigated intonation in the conversation or monologue. From this phenomenon, the researcher will investigates intonation of audio's TOEFL Post Test. So, in this study the researcher will focuses on the intonational pattern in the speakers' conversation and how they construct meaning in the conversation. Here, the researcher will indicate some point in the researcher investigates.

1.7.1. The Nature of Intonation

According to Chun (2002:3) Intonation is a term often used interchangeably with several other terms in particular prosody and suprasegmentals. Intonation is often referred to in everyday language as speech melody or sentence melody, terms that focus on pitch variation and modulations.

Intonation is very important for communication, as it helps the addresseeinterpret the message. Such as:

1) Intonation enables us to express emotions and attitudes as we speak:theattitudinal function of intonation.
2) Intonation helps to produce the effect of prominence on stressedsyllables: the accentual function of intonation.
3) Intonation helps to recognise the grammar and syntactic structure of theutterance: the grammatical function of intonation.
4) Intonation conveys the given-new information, or provides information forturn-taking: the discourse function of intonation.

1.7.2. Primary System Of Intonation

Primary system of intonation is part of the important things in intonation. Tonality, tonicity and tone are the basic systems that operate in Englishintonation. Without realize, three systems of intonation always use when people speak, in orderto create different meanings (Tench: 1996).

1) Tonality.

Tonality is the division of spoken discourse into discrete units of intonation,each of which carries one piece of information. Th is function can easily bedemonstrated by listening to one sentence spoken with diff erent tonality:

They're coming on \Monday

They're \coming | on \Monday

The first rendering presents just one piece of information, whereas in thesecond, the speaker fi rst tells one thing ('they're

coming') and then adds asecond piece of information (i.e. *when* they are coming). There is thus a contrastin tonality, and that contrast signals a diff erent distribution of information.Tonality thus represents the way the speaker perceives all the informationand then organizes it into units of intonation.As often as not, tonality boundaries coincide with clause boundaries; andthere is good reason for this. A clause is designed to convey reference to asituation or happening, with a verb indicating the activity or state of aff airs,and nouns (and nominal groups) representing the participants; adverbs andprepositional phrases represent reference to any circumstances; conjunctionsrepresent links between the situations or happenings. When this congruenceis actually realized in spoken language, people speak of **neutral tonality**: a singleunit of intonation representing a single piece of information worded as a singleclause.

2) Tonicity

Tonicity is the location of the most prominent syllable in an intonation unit.Tonality represents the speaker's division of the total message into separatepieces of information; tonicity, on the other hand, identifies the focus of eachpiece of information. According to Halliday (1970: 40) function of Tonicity is*'the function of the tonic is to form the focusof information to express what the speakerdecides to make the main point or burden ofthe message.'*This function can easily be demonstrated by one sentence spoken with different tonicity:

|| can you break an apple in TWO ||

|| can you break an APple in two ||

|| can you BREAK an apple in two ||

|| can YOU break an apple in two ||

|| CAN you break an apple in two ||

) Unmarked and Marked Tonicity

Tonic on final lexical item (unmarked)

Tone Unit

Tonic anywhere else (marked)
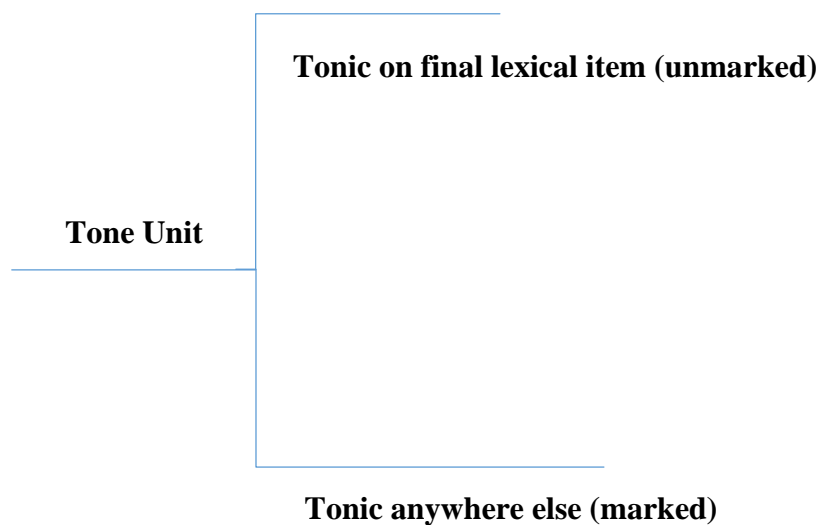
Predictable counter examples:

In the literature a class of 'sentences' knownas event or eventive sentences has beenidentified where it is claimed that the finallexical item is not **usually** tonic.

- || that CHIMney's falling down ||
- ||the MILKman called ||
- || the TRAIN crashed ||
- || the DOG escaped ||

3) Tone

Tone is the level and movement of pitch within an intonation unit. *Primary*tone refers to the system of contrasting movements of pitch within the tonicsegment (i.e. tonic syllable and tail); the basic system is a choice between fall (\),rise (/) and fall-rise (V). *Secondary* tone refers to variations to the basic primarysystem and also to levels and movements in the pretonic segment (i.e. pre-headand head).The primary tone system functions in two dimensions: the speaker's organizationof their information, and the speaker's role in interpersonal communication(whether the speaker is, for example, stating something, asking a

question,telling someone to do something, greeting, wishing a happy birthday, etc.).

1.7.3. Intonational Pattern.

A tone is a certainpattern, not an arbitrary one, because it is meaningful in discourse. According to Cruttenden (1986:58) Pointing to extensive variations in the taxonomy of English tones, rightly notes that 'This is an area where almost every analyst varies in his judgement of what constitutes a 'major difference of meaning' and hence in the number of nuclear tones which are set up.' Crystal (1969) and Ladefoged (1982) identify four basic tones (fall, rise-fall, rise, and fall-rise) while O'Connor and Arnold (1973) distinguish only two (rise and fall). Brazil et al (1980) and Roach (1983) endorse five tones (fall, rise, rise-fall, fall-rise, and level), whereas Cruttenden (1986) recognizes seven tones (high-fall, low-fall, high-rise, low-rise, fail-rise, rise-fall, and mid-level). In sum, there are three simple possibilities for intonation: level, fall and rise. As O'cornor (1998) that English intonation adds the meaning of an utterance in two ways:

⌡ It shows the relationship of words within and between sentences

⌡ It tells something about the feeling of the speaker.

1) Fall (A Falling Tone)

A falling tone is by far the most common used tone of all. It signals a sense of finality, completion, belief in the content of the utterance, and so on. A speaker, by choosing a falling tone, also indicates to the addressee that that is all he has to say, and offers a chance (turn-taking) to the addressee to comment on, agree or disagree with, or add to his utterance. However, it is up to the addressee to do either of these. This tone does in no way solicit a response from the addressee. Nonetheless, it would be polite for the addressee to at least acknowledge in some manner or form that he is part of the discourse.

⌡ I'll re<u>port</u> you to the <u>HEAD</u>master

A falling tone may be used in referring expressions as well.

⌡ I've <u>spoken</u> with the <u>CLEA</u>ner.

Questions that begin with wh-questions are generally pronounced with a falling tone:

⌡ <u>Where</u> is the <u>PEN</u>cil?

Imperative statements have a falling tone.

⌡ <u>Take</u> a <u>SEAT</u>.

Requests or orders have a falling tone too.

⌡ <u>Call</u> him <u>IN</u>.

Exclamations:

⌡ Watch<u>OUT!</u>

Yes/No questions and tag questions seeking or expecting confirmation can be uttered with a falling tone. And the response to it may be lengthened. Consider the following example:

⌡ You <u>like</u> it, <u>DON'T</u> you? <u>YEES.</u>

In Yes/No question structure, if the speaker uses a falling tone, we assume that he already knows the answer, or at least he is sure that he knows, and the purpose of asking the question, as far as the speaker is concerned, is to put the answer on record. In the following exchange, the speaker is sure to get a 'Yes' answer from the addressee:

⌡ <u>Have</u> you <u>MET</u> him? <u>YES.</u>

2) Low Rise (A Rising Tone)

This tone is used in genuine 'Yes/No' questions where the speaker is sure that he does not know the answer, and that the addressee knows the answer. Such Yes/No questions are uttered with a rising tone. For instance, consider the following question uttered with a rising tone, the answer of which could be either of the three options:

⌡ <u>Isn't</u> he <u>NICE</u>

Compare the above example with the following example, which is uttered with a falling tone, and which can only have one appropriate answer in the context:

⌡ Isn't he NICE

⌡ YES.

Other examples which are uttered with a rising tone are:

⌡ Do you take CREAM in your coffee?

3) High Rise (A Rising Tone)

If the tonic stress is uttered with extra pitch height, as in the following intonation units, we may think that the speaker is asking for a repetition or clarification, or indicating disbelief.

⌡ Taking up WHAT? (clarification)

⌡ She PASSED? (disbelief)

4) Fall Rise (followed by Fall)

While the three tones explicated so far can be used in independent, single intonation units, the fourth tone, fail-rise, appears to be generally used in what may be called 'dependent' intonation units such as those involving sentential adverbs, subordinate clauses, compound sentences, and so on. Fall-rise signals dependency, continuity, and non-finality (Cruttenden, 1986:102). It generally occurs in sentence non-final intonation units. Consider the following in which the former of the intonation units are uttered with a fall-rise tone (the slash indicates a pause):

⌡ Private enterPRISE / is always EFficient.

⌡ Usually / he comes on SUNday.

One of the most frequent complex clause types in English is one that has dependent (adverbial or subordinate) clause followed by an independent (main) clause. When such a clause has two intonation units, the first, non-final, normally has a fall-rise while the second, final, has falling tone. Therefore, the tone observed in non-final intonation units can

be said to have a 'dependency' tone, which is fall-rise: the explication of tone patterns as well as some of the examples in this section are largely based on Cruttenden (1986). Consider the following:

⌡ When I passed my REAdingtest / I was VEryhappy.

⌡ If you SEE him / give my MESsage.

When the order of complex clause is reversed, we may still observe the pattern fall-rise and fall respectively, as in:

⌡ The moon revolves around the EARTH / as we ALLknow.

⌡ Private enterprise is always EFficient / whereas public ownership means INefficient.

All in all, final intonation units have a falling tone while non-final ones have fall-rise. Consider further complex clauses:

⌡ He joined the ARmy / and spent all his time in ALdershot.

⌡ My sister who is a NURSE / has ONEchild.

This completes the four major tones selected for the framework. As is the case in this section, some of these tones can be used in combination when a syntactic unit (sentence) has more than one intonation unit. This section has reviewed the (fall-rise + fall) and (fall + fall-rise) patterns. In the following two sections, two patterns, namely (fall-rise + low rise) and (fall + fall), are examined respectively.

5) Fall-rise + Low Rise

Typically this tone pattern involves a dependent clause followed by a Yes/No question.

⌡ If I HELPED you / would you tryaGAIN?

⌡ Despite its DRAWbacks / do you favor it or NOT?

6) Fall + Fall

A fall tone can be followed by another fall tone when the speaker expects or demands agreement as in tag questions.

⌡ It's a bit TOO good to be true / ISN'T it?

Reinforcing adverbials can also have a fall when place utterance finally as an expression of after-thought.

1.7.4. Course Book

According to Alan Cunningsworth 1995 Course books can promote learning by contributing to student motivation. An interesting course books, lively and well presented, whit variety of topic and activity can be a powerful factor in strengthening the motivation of the learners, and often of teachers too. Helping students to realize how much progress they have made and encouraging them to review their achievement will also add to motivation and enhance learning. Course book help the learner to learn in a number of ways. They select the items to be learned (grammar, function, skills, etc), break them down into manageable units and sequence them in a way which is designed to lead the familiar to the unfamiliar and from easier to more difficult items in terms of "learn ability".

Course book also embody certain learning style and strategies, which can influence how individual students go about their own learning. The approach taken by course books towards learning strategies may not be explicit but certain learning style and strategies will be promoted in the book, explicitly or implicitly, and it is important to identify what they are and how they are put forward.

1.8. Literature Review

Intonation is the interested of research area. Intonation and pragmatic are two fields related to the domain of utterance. It causes there are researchers that concern in this area.

There are many research related with intonation that has identified by many researchers in the previous research. The first researcher is Miria&Lucía I. Rivas (2011) analyses Discourse Intonation and Systemic

Functional Phonology. Rivas study focus of the various aspects of language and context that set out to compare David Brazil, Malcolm Coulthard and Catherine Johns's. She observed the theoretical similarities between the two approaches in order to see how they may supplement one another. Then, analyse the conversation taken from a film following both theoretical approaches. The results show that the two approaches explain the meanings conveyed with reference to different meaning-making resources.

Brazil et al. explain the meanings at risk in the interaction according to the phonological systems they describe (prominence, tone, key and termination). Speakers make meaning through decisions on the basis of the step by step development of the interaction, making simultaneous choices as regards lexico grammar, prosody, paralinguistic ways of expression, interpersonal relationships, discourse and pragmatic meanings, and so on. As EFL teacher-trainers, our main concern is to find ways to guide our students. Finally, the analysis of interpersonal meanings vary in both approaches. Halliday and Greaves take into account the existence of neutral intonation choices for every lexico-grammatical category and assign additional meanings to variations from these unmarked versions. Brazil et al. associate interpersonal meanings with choices in tone, keyand termination, i.e. pitch movement and pitch level, without making reference to lexico-grammatical patterns.

The second researcher is Fuyuko Kato (2000) analyses Discourse Approach to Turn-Taking from the Perspective of Tone Choice Between Speakers. Fuyuko's study focuses of the function of tone choice. The tone description is based on Brazil's account of the intonation system, which supposes that tone reflects the context of interaction and the role-relationship between participants. A movie film is chosen as material because it allows constant reference to the context, film from a particular genre and a particular series is chosen: a film from the series of Columbo™. The analysis proposed further discussion regarding the use of a rising tone in turn-taking. A rising tone implies the speaker's dominant

role in conversation. Depending on situation, a rising tone is preferred to a fall-rise tone in an English context. However, in a Japanese context, it is supposed, especially in the organizational structure which is based on seniority, that showing dominance to older people is usually avoided because face protection is highly valued.

The third researcher is Qi Pan (2012) analyses The Comparative Study on English and Chinese Intonation. Qi Pan's study focuses of a contrastive study of English and Chinese intonation from two aspects: structure and function. The differences and similarities between English and Chinese intonation can clarify some misunderstandings in both English and Chinese intonation teaching. The study itself use compared English and Chinese's typical tone contour language. As for the contrastive study of English and Chinese intonation, the study started in 1933 when Yuan-Ren Chao published his article "a Preliminary Study of English Intonation (with American Variants) and its Chinese Equivalent".

The result of the study are a successful comparison of Chinese and English intonation is obviously of great significance in both theoretical and practical areas. In the process of comparing, some "vague" features of intonation in one language are clarified with the reference to some "prominent" features in another language. The contrastive analysis of the intonation system in English and Chinese from two aspects: the structure and function. After the comparison, the similarities and differences between the intonation systems of the two languages are easy to recognize.

There are many researchers study about intonation area. The researcher will explore intonation that have not many researchers study. Subsequently, this study will investigate focuses around of intonation pattern, and the function of intonation itself in the conversation. In the context of this study the researcher will use the audio's TOEFL Post Test.

1.9. The Methodology of the Research

1.9.1. The Objectives of the research

The objective on this research are to find out tonality, tonicity and tone as the primary system of intonation that constructed by the narrators.

The main point of this objective is to find out the extend of intonational patterns that used by the speakers.

1.9.2. The Time of the Research

The research timeline is important for the researcher, because it can helps the researcher to finish study quickly and based on the timeline schedule of this research. It is exactly 16 weeks for finishing this research. The first week of April is using for preparation, then the second and the third weeks for identification the phenomena. The fourth weeks is using for identification of the participant. Then in the first month of May it uses for collecting the data and searching the theoretical foundation. Then the second, third and fourth weeks until June it uses for analysing the data from audio's Toefl Post of *Longman Introductory Course for the TOEFL test*. Then the first and second weeks of July is using for describing data analysis and the third week is using for making conclusion. Then the last week of July is using for making some review of the research. After finishing this research, the researcher will join the final examination and thesis revision. Furthermore, this research will take conversation from audio's of TOEFL Post test, because from this conversation can answer the phenomena that using intonation pattern is very important to apply in the conversation. Indeed, it is not only can apply in the conversation on audio, but also it can apply in everyday communication to deliver the important meaning from the speaker.

18

Here the time schedule of the research:

No	ACTIVITY	APR				MEY				JUN				JUL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Writing Research Proposal and consultation	■	■														
2.	Proposal Seminar and Research Instrument						■										
3.	Conducting Research sample, validity, and reliability of data							■									
4.	Collecting of data							■									
5.	Data Analysis							■	■	■	■	■					
6.	Finishing thesis writing													■	■	■	

1.9.3. The Method of the Research

In this section, the study taken qualitative method which use qualitative research non-interactive. The qualitative research non-interactive (non-interactive inquiry) also called analytical research, conduct assessments based on the analysis of documents. The reason is because the researcher used speaker's intonation to describe how intonation developed in conversation and how the listeners' construct meaning in that conversation. As the name implies this study did not collect data interactively through interaction with human data sources.

Rather, researchers collect, identify, analyze, and organize the intonation of audio's TOEFL Post Test.

It is supported by a statement that comes from Fraenkl, Wallen, and Hyun (2011: 7) say that qualitative data involve words. So, from the statement above the researcher believes that qualitative research is really appropriate method in the research design. This study also uses a content analysis as one of types of qualitative research. According to Fraenkl (1911: 472) says that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communication. From Fraenkl's statement the researcher interests to use a content analysis in this study because only content analysis that very appropriate with this study.

1.9.4. The Source of the Research

This study taken from audio's TOEFL Post Test of *Longman Introductory Course for the TOEFL Test.* 2004: Longman. Furthermore, the Longman is the oldest commercial publisher in the English language, and TOEFL Post Test *Longman Introductory Course for the TOEFL Test* contains a variety of materials which together provide a comprehensive preparation program. Actually this book has three skills (listening, structure and reading). It has 316 pages. The researchers will take listening skill on TOEFL Post Test, because it is include three parts in the listening comprehension section of TOEFL test.

Furthermore, the researcher has secondary sources which are taken from many kinds of books, journals, and the other references that can help the researcher finish this study.

1.9.5. The Instrument of the Research

The instrument of descriptive qualitative research is the researcher herself. The instrument and the important role of this study is the researcher herself, because this study will analysis the data by using own word and connecting with the related supporting theory directly by the

researcher. According to Lodico et al (2006:106) called it self-developed instruments where the instruments are created by the researcher for a specific setting or group of participants in collecting data, it will be conducted by the researcher. Furthermore, the Speech Analyzer system is useful for the researcher, because it can help the researcher easier analyze the data. From Speech Analyzer system, the researcher can know how is the intonation pattern that used by the narrators or speakers.

1.9.6. The Technique of Collecting Data

This research has some techniques of collecting data that adopted from Fraenkl, and so on. There are some steps that adopted from Fraenkl, Wallen, and Hyun, (2011: 429-431), they are:

a) *Identification of the phenomenon to be studied.*
b) *Identification of the participants in the study.*
c) *Data collection.*
d) *Data analysis.*
e) *Interpretations and conclusions*

According to the theory from the expert above, the researcher uses fives steps in conducting the research. The first is identification of the phenomenon step, the researcher was found the phenomena come from student's when the researcher follow learning process in phonology class. Indeed, intonation is the difficult area for listeners, so that the researcher interest to investigate intonation especially intonational pattern in audio's TOEFL Post Test.

Furthermore, the researcher decides for collecting data. Including observation, prepare file note to write some information, and using tape recorder. For observation, the researcher will presented recording sheet in appendix then give a conclusion for the observation. Finally, the researcher will give interpretations and conclusions based on those findings.

1.9.7. The technique of Analyzing Data

The data analysis in this study adopted from DonalAry et al, (2010:481-490. There are some steps that conducted in this research, those are:

1. Familiarizing and Organizing

In step of Familiarizing and organizing data, the researcher must be familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes and so on. The researcher must be immersed in the data. Such as Field notes, audiotapes, videotapes, observer comments, and other data must be put into a form ready for analysis by the researcher.

2. Coding and Reducing

Coding is the core of qualitative analysis and includes the identification of categories. The codes describe general categories that can be used to organize the information contained in the data itself.

3. Interpreting and Representing

In the last step are Interpreting and Representing data of this study. This study will be done after the researcher gathering all of information from some sources.

Here, according to Grady (2010, x) says that there are some codes about transcription codes. Then, the researcher interested in that codes. So, that will be used in this study, as follow:

1. \ : Falling
2. / : Rising
3. \/ : Falling-Rising
4. /\ : Rising-Falling

Those name codes are used in this study to data easy to read. In this study, the data will be investigated through Speech Analyzer system. Then, Speech Analyzer itself will show how the intonation pattern occurs in TOEFL Post Test's conversations. This research not only analyzed

speaker's intonation but also the questions part because to find out the patterns of narrators intonation. This TOEFL Post Test has three part, they are short conversations, longer conversations, and talks each followed by questions, to find out the patterns of intonation and the meaning from intonation choices. The researcher used the same way to analyzed that is break up the clause into independent and dependent clause then analyzed the data in Speech Analyzer system to investigate the primary system of intonation that is: tonality, tonicity, and tone. It will be divided into five steps are:

1. Deciding some clauses that include dependent clause and independent clause
2. Deciding the tonality of intonation.
3. Deciding the tone unit.
4. Deciding the tonicity of intonation.
5. Deciding the tone of intonation.

For example:

// I'm sure you all enjoyed // that trip along the Grand Canyon and the Colorado River.

BIBLIOGRAPHY

Ary, D, et. al. 2010. *Introduction to Research in Education* (8[th]ed). Canada: Wadsworth.

Beaken, Mike. *Journal: Intonation: knowledge, view point, and engangement*. Sheffield University.

Brazil, D. 1997. *The Communicative Value of Intonation*. Cambridge: Cambridge University Press. www1. Cs. Columbia. edu/ -julia/papers/9brown83. Pdf.

Chen, Wenkai. 2013. *An Empirical Study on The Acquisition of English Rising Tone by Chinese EFL Learners.*

Cheng, W, Greaves, and Warren. 2008. *A Corpus-Driven Study of Discourse Intonation- the Hong Kog Corpus of Spoken English (Prosodic)*. Amsterdam: Benjamins.

Couper-Kuhlen, E. 2004. *Prosody in Conversation- Studies in Interactional Sociolinguistics 12*. Cambridge: Meulbourne.

Creswell John. 2012. *Educational Research* (Forth edition). University of Nebraska Lincoln

Cunningsworth, Alan. 1995. *Choosing Yours Course Book. Macmillan.* Thailand

Dorothy M. Chun. 2002. *Discourse Intonation in L2,* (Philadelphia: John Benjamins).

Fraenkl, Wallen, and Hyun. 2011. *How to Design and Evaluate Research in Education* (8[th]ed). San Francisco: McGraw-Hill.

Germani Miria & Lucía I. Rivas. 2011. Journal: *Discourse Intonation and Systemic Functional Phonology.*

Grady, Gerald. 2010. *A Grammar of Spoken English Discourse- the Intonation of Increments*. New York : Continuum.

Hadfield, Jill & Charles Hadfield.2008. *Introduction to Teaching English.* Oxford: University Press.

Halliday.M.A. (1970) A course in Spoken English: Intonation Oxford University Press.

Halliday.M.A. K. 1994. *An Introduction to Functional Grammar* (2[th]ed). London: Horder Arnold

Halliday.M.A. K. and Matthiessen. 2004. *An Introduction to Functional Grammar* (3th ed). London: Horder Arnold

Halliday.M.A. K. and Matthiessen. 2004. *An Introduction to Functional Grammar* (3th ed). London: Horder Arnold

Kato Fuyuko. 2000. Journal: *Discourse Intonation and Systemic Functional Phonology*

Lieberman, P. 1986. The acquisition of intonation by infants: Physiology and neural control. In C. Johns-Lewis (Ed.), *Intonation in discourse* (pp. 239-257). London: Croom Helm.

Lodico, M., Spaulding, D., & Voegtle, K. (2006). *Methods in educational research: From theory to practice*. San Francisco: Jossey-Bass.

Mennen Ineke. 2006. Journal: *intonation: An overview forLanguage Teachers.*

O'Connor. J. D., and Arnold. G.D. 1973. *Intonation of Colloquial English A Practical Handbook* (2nd ed). London: Longman.

Pan Qi. 2012. Journal: *The Comparative Study on English and Chinese Intonation*.

Parker, Ray, and Tim Graham. 2002. *An Introduction to the Phonology of English for Teachers of ESOL*.

Philips, Deborah. 2004. *Longman Introductory Course for the TOEFL Test*. Longman

Tench, Paul. 2011. *Transcribing the Sound of English*. Cambridge: Cambridge University Press.

Williman Nicholas. 2001. *Your Research Project*. Sage Publication