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EXPLORING INTONATION IN SOME SELECTED AUDIO OF LISTENING COURSE BOOK FOR BEGINNERS

A THESIS

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



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2016



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RATIFICATION

This thesis which entitled **“EXPLORING INTONATION IN SOME SELECTED AUDIO OF LISTENING COURSE BOOK FOR BEGINNERS”** written by Fatimah, registered numbers 14121310291 has been examined on July 28th 2016. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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ABSTRACT

Fatimah (14121310291) Exploring Intonation in Some Selected Audio of Listening Course Book for Beginners

This research aims to find out how the intonational pattern and meaning construction used by the speakers in each conversation that taken from audio of listening course book through three primary system of intonation, those are tonality (unit of information), tonicity (focus of information) and tone (status of information). In this research, the researcher used “speech analyzer” software that will be connected to intonational pattern. Design of the research is discourse analyses in phonological perspective which is taken from selected audio of conversations in “Interchange Intro 3rd Edition listening course book” as a main data source to be analyzed by the researcher. Study of document becomes the technique of this research. This research also takes a qualitative method. The data collected by audio in the form of WAV then segmented using “Speech Analyzer” software analysis. The analyses process is constructed based on the common pattern of tonality, tonicity and tone by Dorothy M chun and Paul Tench.

The result shows that the common pattern of clause that is used by each speaker in each conversation is independent clause that has the largest sector, precisely 90%. Further, the common pattern of markedness of tonality is unmarked tonality that has the larger sector than marked tonality which is around three quarter of clauses from 165 clauses. It is clear that the speakers’ tonality boundaries coincide with clause boundaries. The finding results of common pattern of tonicity as found in each of conversation shows that marked tonicity has the larger sector than neutral tonicity that has nearly a third. It means that the speaker put information unit in non-final lexical items. Then, the pattern of intonation that used by the speakers are rise-fall which include of the common pattern of tone system, it is over a half of rise-fall or 53%. Further, the amount of rise is roughly a quarter or 21% and also roughly a quarter for fall tone. The last is fall-rise tone, the amount is 5%.

The meaning from intonation choices shows that the speakers mostly used rise-fall to convey a message to the listener. Usually rise-fall is used to command someone. But in this research finding the researcher found mostly rise-fall tone used for wh- question and statement from the speaker. Further, the speaker used fall or rise-fall in each conversation for a question even if the question usually takes rise tone. It means that the speakers do, in fact, know the basic proposition of the message, but there is a gap that affects full knowledge. In every conversation, every speaker impressed that they are friendly and enthuses to talk to the listener or the second speaker. It can be seen from greeting that they used before conversation begins and the some rise tone to ask the listener. It is clear that all of the results show each speaker conveyed information clearly.

Key words: Intonation, Some selected audio, Listening course, Beginners.



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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Listening and speaking are crucial aspect for people. To convey and receive message that contain of information, speaker and listener should do some process in order to convey and interpret the meaning well. As Brown (2001 p.249) argues that the listener processes “the raw speech” and keep an “image” (phrase, clauses, cohesive markers, intonation and stress patterns) and the listener determines the type of speech; conversation or speech, further interpret the message from the speaker. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Jill Hadfield and Charles Hadfield in introduction to teaching English (2008 p.105) explained that learners need to be able to interact with other people and this involves a wide of wide range skills. First, they need to think of something to say in the second language and feel confident to try to express it. Furthermore, he explains that they have to put words phrases and sentences together using grammar and vocabulary to express what they want to say in a way that other can understand and they have to be able to vocalize this by using pronunciation and intonation in a way that is clear enough for other to understand. So intonation is one of important thing in speaking. As Chun (2002) explained that intonation is thus an important aspect of language that seems to be easily, if not automatically, acquired by children in both L1 and L2.

Intonation is the melody and soul of speech, and plays an important role in oral communication (Mennen 2006). Intonation is major aspect of suprasegmental phonology (Ray parker 2002 p. 17) and it is influence to speaking beside grammar, vocabulary and pronunciation. As Elizabeth Couper cited in Pierrehumbert and Hirschberg (1990) that recently the intonation-as-grammar approach has addressed the meaning of intonational contours in the interpretation of discourse. Intonation not only as a grammar nor intonation not only conveys linguistic information, but also plays a key role in regulating discourse and it is an important indicator of speaker identity, reflecting factors such as physical state,



age, gender, psychological state and sociolinguistic membership (Mennen 2006). Also Chun (2000) argued that intonation is vital in the interpretation of human speech. There are a thousand meaning from every intonation that will catch by hearer and the meaning itself related with the function of intonation: discourse, attitudinal, grammatical and sociolinguistic.

This study principally adopt from theoretical linguistics, which has highlight the importance of intonation exactly in three primary systems of intonation. Without realize, three systems of intonation always use when people speak, in order to create different meanings (Tench: 1996). Those three primary systems are tonality, tonicity and tone. The main reason why this topic is chosen because according to Chun (2002) Intonation is thus an important aspect of language that seems to be easily, if not automatically, acquired by children in both L1 and L2.

This study will help beginner learners to construct meaning through the pattern of intonation from the speakers' book to construct meaning. Thus, according to Chun (2002) the framework is proposed of intonation should include four major intonational features: intonation units, stress, tones, and pitch range. Consequently, the phenomena of intonation in English should have a piece of utterance, intonation unit, as its basis to study all kinds of voice movements and features.

There are many researchers concerns in the area of intonation in phonology. First, the intonation to construct meaning ((Rivas (2011), Fuyuko (2000), Qi Pan (2012)). Second, Type of Function intonation in speakers' book (Celik (2001), Beaken (2009), Liebaria & Colantoni (2014)). Third, Discourse Intonation and Systemic Functional Phonology ((Halliday and Greaves (2008), Coulthard and Johns (1990), Brazil (1980)). Fourth, intonational pattern in speech ((veliz (2004), hisberg(2005), Erin Marie (2007)).

This research get information about phonology exactly in intonation area from researches who explored intonation area. This study interests to explore intonation. It is topic is chosen because not only according to Chun (2002) Intonation is thus an important aspect of language but aslo according to Qi Pan (2012) that Intonation has long been considered as an important linguist



phenomenon in verbal communication, where it commonly serves the function of enabling words to convey the intended meaning.

The speakers' intonation in some selected listening course book for beginner will be an object of this research. The book that contain conversation audio will use in this research is from "Interchange intro 3rd Edition" by Jack C. Richard, Kate Cory – Wright and Sergio Piano and it is published by Cambridge university. This research use that book because according to SENSE ranking of academic publishers, Cambridge university press is the first Refereed book publications published by the world top of publishers and also Cambridge University Press has also embraced the digital movement with University Publishing Online (see <http://universitypublishingonline.org/>) (Alesia Zuccala et. al 2000). Also interchange is book that is produced by the government for national elementary school. Either this research use book for beginner because at an early stage of acquiring English will clearly progress at very different rates according to their educational background and the effectiveness of the support they receive. So if beginner learners learn grammar they also should learn intonation. It is because intonation as a grammar.

1.2 Research Formulation

1.2.1 Identification of Problem

When people speaking English, they should apply the right intonation so that the meaning will convey well and the hearer will understand what the speaker means. In this case people willy-nilly should learn and practice it in the conversation. It is because learn intonation is not easy exactly for EFL. Intonation has also been shown that child learners of a second language have little difficulty in acquiring native-like pronunciation and intonation in the L2 (Felix, 1978). For example in Indonesia as EFL there are English teachers who teach incorrect pronunciation and or intonation to their students. If the teachers teach incorrect pronunciation and intonation in beginner learners it will be dangerous, because incorrect word and intonation which is taught by the teacher for their students will be fossilized until adult because beginner learners are foundation to mastering



English, so the foundation should be right and strong and also it can make the students miss understanding about what the teacher says it is because the teacher cannot use intonation well so the students cannot interpret the meaning as well..

1.2.2 The field of the research

Intonation will be the field of this research where it has three primary systems. Those primary systems are tonality, tonicity and tone. It can show how the speakers construct meaning from their speech. Furthermore, this research will investigate the intonational pattern that use by speakers in audio book. Also meaning construction that used by the speaker.

1.2.3 The main problem

The researcher takes this problem because as explained in the background above that intonation is an important one to build communication well between speaker and hearer. From the intonation, the hearer will know what the message that conveys by the speaker. So, intonation cannot be neglected by the speaker. Furthermore, this study has many beneficial for many people for doing communication each other. Also this study focused on analyzing intonational pattern in the conversation taken from audio of “interchange Intro 3rd edition”. Based on the reason above, the researcher tries to focused on 1) analysing intonation pattern that constructed by the speakers in the conversations, 2) analysing meaning that constructed by the speakers in the conversation.

1.3 Limitation of Research

In this research, the researcher has decided to limit this study to explore only two aspects. Those are how intonational pattern and meaning construction that used by the speaker in each conversation. This research only explores 20 parts of conversation from 9 units on audio that taken from listening course book for beginner exactly in “interchange Intro 3rd Edition”. All of the units are talk about daily activities such as greeting, asking about place of work and asking about feeling and so on. Parker (2002: 22) argues that intonation becomes significant part in spoken language because it is the primary aspects of delivery the meaning from spoken language. The best speaker is the speaker who use the right intonation to convey what



the speaker's meaning sense in his/her message for hearer so that the hearer will not get the ambiguous meaning sense from what the speaker conveys. In sum, intonational pattern should be learnt by beginner so that the intonation error will not be fossilized since beginner until advanced learners. It has also been shown that child learners of a second language have little difficulty in acquiring native-like pronunciation and intonation in the L2 (Felix, 1978).

1.4 The Questions of Research

Intonation is a conversation key for people in oral communication. In the other hand people can use intonation to make clear what the message that they convey to another people as hearer. To be good speaker people should understand the intonation exactly pattern and meaning construction. Intonation is learnt for beginners while their teacher or their parents who should use good intonation in instruction or conversation in daily activity to her/his students or children so that beginners can imitate the right intonation from adult people. So the errors of intonation will not be followed by beginner or will not be fossilizing until adult because since in the early age adult introduced intonation while his/her utterance. Furthermore, this research will be formulated by following research questions:

1. How are Intonational patterns used in each sample of each conversation in audio of "interchange Intro 3rd Edition" book?
2. How do such intonational patterns construct meaning in the conversations in audio of "interchange Intro 3rd Edition" book?

1.5 The Objectives of the Research

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

1. To reveal how intonational patterns are used in each sample of conversation in audio of "interchange Intro 3rd Edition" book.
3. To find out how intonational patterns construct meaning in the conversations in audio of "interchange Intro 3rd Edition" book?

1.6 The usefulness of the research

Theoretically, the result of this research could be used as reference for further researchers who will conduct the research in the same theme. This research will be



guide for the researchers in intonation area. This research also contributes in other researches but have similar area.

Practically, it will help beginner learners to construct meaning and either the teacher will easy to teach beginner learners from the intonational pattern and meaning construction that is known. This research will show the intonational pattern that contains in audio of listening course book for beginner exactly in “Interchange Intro 3rd Edition” so it will help both teacher and beginner learners to use right intonation in their daily activity and decrease the ambiguous meaning because of they learnt intonation and practice it

1.7 Theoretical Foundation

1.7.1 The Nature of Intonation

Intonation is important to make clear communication. The communication aim is to convey meaning from the speaker to the hearer without ambiguous meaning. It is because intonation conveys meanings that apply to phrase or utterance as a whole (Ladd 2008 p.6). According to Tench (2011) tonality, tonicity and tone are the basic systems that operate in English intonation; choices in all three systems are made every time we say something. All of them are part of suprasegmental in phonology. This research will investigate the intonational patterns and meaning construction in audio of listening course book while analysis the tonality first, then tonicity and the last is the tone as Tench said that we need to know the tonality of the discourse before we can investigate the tonicity of each unit of intonation; and we need to know the tonicity of the unit before we can safely identify the tone that has been chosen.

1.7.2 Primary System of Intonation

There are three basic system of intonation. It is called by primary system. Primary system of intonation is part of the important things in intonation. Tonality, tonicity and tone are the basic systems that operate in English intonation. Without realize, three systems of intonation always use when people speak, in order to create different meanings (Tench: 1996).

1) Tonality



In tonality we can signal the monologue into the meaningful chunk, and from that signal we can find the focus of information. The function of tonic is to form the focus of information: to express what the speaker decides to make the main pointer burden of the message, Halliday (1970:40). From the definition, the researcher concludes that analyzing tonality comes from clause first. It means that we have to decide the clause then, we decide the tone group of tonality that related to meaning. The clauses in this chapter will be broken up into two clauses are independent clause and dependent clause. Azzar (1999: 239) says that an independent clause or it can be called by a main clause is a complete sentence. It contains the main subject and verb of sentence. In other hand, Azzar also says that dependent clause or it can be called by subordinate clause is not a complete sentence. Besides, those clauses will be broken up to some divisions.

According to Tench (2011) tonality is the division of spoken discourse into discrete units of intonation, each of which carries one piece of information. This function can easily be demonstrated by listening to one sentence spoken with different tonality:

- i they're coming on \Monday
- ii they're \coming | on \Monday

The first (i) rendering presents just one piece of information, whereas in the second (ii), the speaker first tells one thing ('they're coming') and then adds a second piece of information (i.e. *when they are coming*). There is thus a contrast in tonality, and that contrast signals a different distribution of information. Tonality thus represents the way the speaker perceives all the information and then organizes it into units of intonation.

Tonality thus represents the way the speaker perceives all the information and then organizes it into units of intonation. As often as not, tonality boundaries coincide with clause boundaries; and there is good reason for this. A clause is designed to convey reference to a situation or happening, with a verb indicating the activity or state of



aff-airs, and nouns (and nominal groups) representing the participants; adverbs and prepositional phrases represent reference to any circumstances; conjunctions represent links between the situations or happenings. When this congruence is actually realized in spoken language, people speak of neutral tonality: a single unit of intonation representing a single piece of information worded as a single clause.

In tonality, there are neutral and marked. Marked tonality is chosen when the speaker decides to present more than one piece of information within a single clause, as in that case. Occasionally, the reverse can happen when a speaker words a single unit of information/intonation as two clauses, for example

1. Knew his dad had some ammunition | from the war 5

The first unit contains the mental process *knew* and its complement, an embedded clause. It is potentially a ‘candidate’ for neutral tonality, but the clause has not yet been finished. The second unit has only a prepositional phrase – less than a clause; it provides additional information, thus there is one main clause, but two units of information/intonation – marked tonality.

2) Tonicity

Halliday (1967:30) summarizes that tonicity is the division of a tone unit into New and optional Given elements through the placement of the tonic syllable. Tonicity refers to the placement of accents, that is, the assignment and realization of the most prominent word in a tone group, indicating the focus of information. Tonicity marks the focal point of each such unit of activity: every move has one (major), or one major and one minor, concentration point, shown by the location of the tonic syllable, the start of the tonic. In tonicity will appear ‘new’ or ‘given’ information as Halliday (1990:55) states “given” means known or at least knowable to the listener at this point in the discourse, ‘New’ means unknown or non-recoverable.

Tonicity is the location of the most prominent syllable in an intonation unit. Tonality represents the speaker’s division of the total



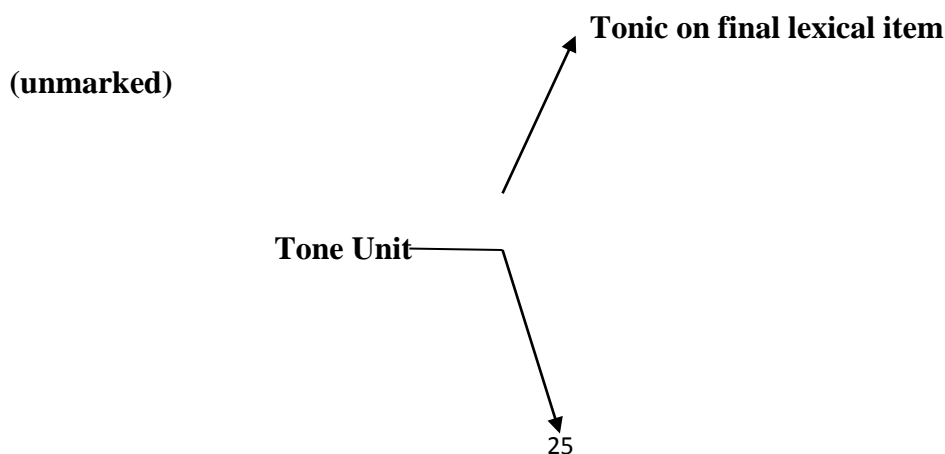
message into separate pieces of information; tonicity, on the other hand, identifies the focus of each piece of information. This function can easily be demonstrated by listening to one sentence spoken with different tonicity (e.g. *First*, They're coming on \Monday. *Second*, They're \coming on Monday|)

The first rendering focuses on *Monday*, whereas the second focuses on them *coming*. The second one can only make sense if some mention of the people's movements on monday has already been mentioned or is already known, and now some contrast or correction is intended, e.g. they are not *leaving* on Monday! Tonicity tells you what the focus of the information is, whereas tonality tells you what the pieces of information are.

According to Halliday (1970: 40) function of Tonicity is '*the function of the tonic is to form the focus of information to express what the speaker decides to make the main point or burden of the 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 anywhere else (marked)

In the literature a class of ‘sentences’ known as event or eventive sentences has been identified where it is claimed that the final lexical item is not usually tonic. Predictable counter examples:

|| that CHIMney’s falling down ||

||the MILKman called ||

|| the TRAIN crashed ||

|| the DOG escaped ||

3) Tone

A tone is a certain pattern, not an arbitrary one, because it is meaningful in discourse. Pointing to extensive variations in the taxonomy of English tones, Cruttenden (1986:58). 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 tonic segment (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 primary system and also to levels and movements in the pretonic segment (i.e. pre-head and head). The primary tone system functions in two dimensions: the speaker’s organization of 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 (Tench 2011: p.158).

1.7.3 Intonational Pattern

According to Halliday (2004) at the phonological level there are just five of tone: falling, rising, ‘level’, falling – rising and rising – falling. These are realized in the form of a characteristic pitch movement located



on one particular foot within the tone group, the tonic foot, (The ‘level’ is actually realized as a low with a slight rise.) Chun (2002:25) divides intonation characteristic into several types, the two main one ‘colorless’ contour. As a matter of fact, Chun (2002:19) summarized tones into:

Tone	Tonic movement	Terminal pitch tendency	The use
1	Falling	Low	Polarity (truth value pr validity) is known, stated or yes/no questions.
2	Rising	High	Imply that the polarity is unknown and information is desired
	Falling Rising	High	
3	Rising	Mid	Imply uncertainty and that the assertion is conditional or something else.
4	(Rising)-Falling-Rising	Mid	Mean that something is known, but there is some doubt or reservation.
5	(Falling)-Rising-Falling)	Low	Note doubt in order to dismiss it.

In the other hand, Tench (2011 p.158) explains that the basic system of tone is a choice between fall (∩), rise (/), rise-fall (∧) and fall-rise (V). In this research the researcher uses theory from Tench’s theory. In sum, in Tench’s theory rise tone only rise tone, but in Chun (2002) rise divided into two those are mid rise and high rise.

1.7.4 Meaning Construction

To explore the meaning of conversation, it can be seen from the result of intonation choices that used by the speaker in conversation. Tench (2011 p.158) argues that the primary tone system functions in two



dimensions are the speaker's organization of their information, and the speaker's role in interpersonal communication. From Tench's argumentation the researcher conclude that there are big relations between intonation and meaning, because the speaker conveys a message that has a thousand meaning with intonation whether the speaker is, for example, stating something, asking a question, telling someone to do something, greeting, wishing a happy birthday, etc. As Halliday (1970 p.21) states that intonation is not only a matter of making oneself understood or having a good pronunciation, but is a way of expressing different meaning. So, every single unit of intonation that produced by the speaker is the speaker's way for expressing and convey a meaning. Thus, Tench (2011 p.171) explained that communicative functions for social interaction differentiate between dominance and deference. Dominance in social interaction is the expression of the speaker's own feelings and is signalled by a fall; deference is a consideration of the addressee's feelings and is signalled by a rise.

1.7.5 Course Book

Course book is one of important thing as a material to support teaching and learning process in the school as formal education, specifically and also for nonformal education, generally. Learners expect textbook to make learning easier and enjoyable (Cuning 1995 p.1) In this situation the teachers should choose the best course book to support their teaching also the students is guided by the teacher because the learning process will be more directed. We need to be able to make informed and appropriate choices when selecting course books and supporting material (Cunning 1995 p.1).

According to Cunningsworth (1995 p.11) there are many factors that influencing the degree dependence or autonomy in using coursebook include these are:

- a. Type of educational system/environment
- b. Syllabus/materials constrains imposed by educational authorities



- c. Culture and expectation of learners
- d. Natures and amount of training for teachers
- e. Teacher experience and confidence
- f. Teachers' command of English (if non- native speaker)
- g. Availablility of alternative coursebook and resaurces for material production.

These are factors which is influncing the degree dependence or autonomy in using coursebook. Usually teacher will not choose book far from these factors. It is because to select the course book, teacher should take a not of many factors such as environment, culture of learners, expectation of learners, syllabus and so on, so that choosing course book will suitable for learners.

Course book can contribute to achieving the aim of learner-centered language teaching to bring learners to apoint where they reach a degree of autonomy and are able to use the language themselves in real situation outside classroom. This progression from dependence on the teacher and on the course book toward growing confidence and independence is often difficult but it is crucial to the individual success of learners and to the success of teaching programmes. Course book can contribute achieving this aim by incoporaty authentic materials, creating realistic situation and encouraging leraners to participate in active which help develop, communicative and strategy (Cunningworth 1995 p.16).

Course book help the learners to learn in a number of ways (Cunningworth 1995 p.16) They select the items to be clean such as; grammar, function, skill and so on, break them down into managable units and sequence them in a way which is designed to lead from the familiar to the unfamiliar and from easier to more difficult items in terms of learnability and from few would disagree that some sort of principle selection and ordering, even if based on intuitive criteria, is necessary.

According to Cunningworth (1995) there are guidelines choosing course book these are:

- a) Course book should corespond to lernes' need



- b) Course book should reflect the uses (present or future) which learners will make of the language. Select course book which will help to equip students to use language effectively for their own purposes.
- c) Course book should take account of students' need as learners and should facilitate their learning process without dogmatically imposing a rigid 'method'
- d) Course book should have a clear role as a support for learning. Like teacher, they mediate between the target language and learners.

Those are the guidelines to choose the suitable course book for teaching. Take a note is needed in many things especially for learners because the teacher should know all of factor above so that she/she can select the best course book to learners' needed so that the teaching and learning process will be better.

A both of the material (intonation and course book) are important in this research. It is because this research will explore the intonation in the course book which is audio on it. So the researcher should know deeply about the are that the researcher want to explore. As explained above that intonation included tonality, tonacity and tone (Tench 2011) and also the theory from Cunningsworth (1995) about course book.

1.8 Literature Review

There are so many researchers explored in intonation field. Such as Mike Beaken (2009) has been arguing on his jurnal *Intonation: knowledge, viewpoint and engagement* that those three discourse functions of intonation are identified, and related to the components of the eight nuclear tones recognised by Ladd. As in the discourse intonation tradition initiated by Brazil it is recognized that rises and falls indicate the way knowledge is distributed between speaker and listener. He explain more that to this insight is added the recognition that speaker and listener also express differences or convergences of viewpoint in intonation. This function is indicated by the added fall that makes rise into fall-rise, and low fall into high fall. The third function of indicating a speaker's engagement with either the listener or the topic is signalled by an added rise. Phonetically this makes fall into rise-fall, rise into high rise, and fall-rise into rise-fall-rise. Nuclear tones with the added rise are contrasted



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with the level nuclear tone, which is neutral in respect of knowledge, viewpoint or engagement. And the onset of the tone group, showing that tones that can appear at the nuclear position, can also appear with similar discourse functions at the onset or pre-nuclear position.

Ineke Mennen (2006) has been arguing on his article phonetic and phonological influences in non-native intonation: an overview for language teachers that his research focus on intonation in L2 learning. And his article present a summary of commonly occurring problems in non-native intonation, as well as provide a reanalysis of some past and current research findings in terms of a framework of intonational analysis that separates phonological representation from phonetic implementation. In section 2 his research describes possible influences in non-native intonation, it explains the importance of making a distinction between intonational influence at a phonological and at a phonetic level, and it briefly summarises the model of intonation used in his paper. In section 3, his explore some intonational properties would be described which are likely to be affected in L2 speech production. For examples that the researcher is given of previous and current research with particular attention to phonological and phonetic influences in L2 intonation. Section 4 discussed the implications of the reanalyses and new results for teaching and research.

Wenkai Chen (2013) has been arguing on his article which is focuss on An Empirical Study on the Acquisition of English Rising Tone by Chinese EFL Learners that the relationship between the acquisition of English rising tone and the acquisition of stress, with the purpose of finding problems, analyzing factors involved and exploring effective ways of acquiring the rising tone so as to improve the learners' general ability of using intonation. The acquisition of rising tone is influenced by lack of intonation knowledge, poor acquisition of stress, differences between English and Chinese tone patterns, etc. According to him one key solution is to imbue the learners with knowledge of intonation by utilizing modern phonological technologies to make possible the multimodal phonological acquisition of intonation so as to improve the learners' ability of perceiving and producing rising tone.

Fereshteh Moradi & Mohsen Shahroki (2014) have been arguing on their article that listening to music have effect on Irian children's segmental and suprasegmental



pronunciation. They found that children usually feel bored when study about pronunciation and their research focus on how the music can improve Irian children's pronunciation segmental and suprasegmental pronunciation. They divided a total of 30 female elementary students with the age between 9 to 12 years old in to two part. That is, control group and experimental group. The selected material for both groups was Song Time book.

The researchers explored on how the intonational of life speakers, the effect of music in intonation, rising tone and the acquisition of stress, but this research will explore on the intonational pattern of speaker's speaking course book for beginner learners while reveal the tonality, tonacity ant tone in the some selected slistening course book for beginner learners. It will help the beginner learners to understand the intonational pattern. It makes this research difference with other researchers and it will be completing each other.

1.9 The Methodology of the Research

This part will discuss the methodology of this research. Such as the researcher's explanation of time organizing of the research, method of the research, the source of data, instrument of the research, technique of collecting data and the last technique of analyzing data. Here bellow the explanation.

1.9.1 The Time of the Research

In this research, the research timeline is needed for the researcher. It is needed because it can help the researcher to finish study quickly and based on the timeline schedule of this research. It is exactly 12 weeks for finishing this research. The first week on April is used for writing research proposal, then the second and the third weeks for identification of phenomena. The fourth weeks is using for identification of the object of the research. 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, it uses for analysing the data from audio in some selected listening course book for beginner learners exactly "Interchange Intro 3rd Edition". Then the first and second weeks of June is using for describing data analysis and the third week is using for making conclusion. Then the last week of June is using for making some review of the research. After



finishing this research, the researcher will join the final examination and thesis revision in the next month, July.

1.9.2 The Method of the Research

This research will use qualitative method that analysis the content of audio on book which is explore the Intonational pattern on speaker's audio in course book for beginner learners. It uses the qualitative research non-interactive (non-interactive inquiry) also called analytical research, conduct assessments based on the analysis of documents. As the name implies this study did not collect data interactively through interaction with human data sources because this research will use speaker' audio of listening course book. The qualitative research is more subjective than quantitative research. In this research the way to collect data is using observation and analysis technique in "interchange Intro 3rd Edition teacher's resource book" which is will be an object of this research. Qualitative methods are central to research conducted in education, nursing, sociology, anthropology, information studies, and other disciplines in the humanities, social sciences, and health sciences (Given 2008).

1.9.3 The Data of the Research

The data of this research is audio of 20 parts conversation that is taken from "interchange Intro 3rd Edition teacher's resource book" by Jack C. Richard, Kate Cory – Wright and Sergio Piano and it is published by Cambridge University Press. It has 78 pages and it has 16 units and 23 audio of conversation. But the researcher will explore only 20 parts of conversations. Each units include different material such as listening, grammar, and vocabullary.

1.9.4 The Instrument of the Research

In this research, the researcher as instrument of the research, because in qualitative research will not use someone else instrument as in quantitative research and gather closed-ended information; such as Creswell argues that researcher will instead collect data with a few open-ended questions that we design (Creswell, 2012 p.224). It is also because the instrument of descriptive qualitative research is the researcher itself. As



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.

1.9.5 The Step of the Research

This research will use typical stages that adopt from Ary, et al (2010 p.32), these are:

1. Selecting a problem
2. Reviewing the literature on the problem
3. Designing the research
4. Collecting the data
5. Analysing the data
6. Interpreting the findings and starting conclusion
7. Reporting results

Based on the theory from the expert above, the researcher uses seven steps in conducting the research, those are: selecting a problem, reviewing the literature on the problem, designing the research, collecting the data, analysing the data, interpreting the findings and starting conclusion and reporting results. The first is selecting a problem, the researcher was found the phenomena or problem comes from the difficulty of EFL learners to apply intonational pattern in their conversation. When the researcher follow learning process in phonology class. Indeed, intonation is the difficult area for both teacher and student, so that the researcher interest to investigate intonation especially intonational pattern in audio of listening course book so that the researcher can learn from the intonational pattern on it. The second is reviewing the literature on the problem. The researcher looks for other researcher who have investigate in the intonation field. The third is the researcher designing the research. The researcher decided qualitative as a method of the research. The fourth, the researcher is collecting the data. The researcher selects the data that will be analyzed. Furthermore, the selected data will be analyzed by the researcher. The sixth, researcher interpreting the findings and starting conclusion and the



last the researcher will be reporting the results that are known by researcher.

1.9.6 Data Analysis

This study will use five steps of data analysis based on Hoonard and Hoonard (2008: 186), those steps are:

- 1) The gathering of data and the analysis of the data are iterative process.

In this step, the researcher will read the transcript in “interchnage 3rd edition” book and listen carefully and chose randomly. After the researcher has been chosen audio then, the researcher listen the audio carefully for several times. During listening sound of audio, researcher will analyze the intonational pattern.

- 2) Memoing

Both during and after analyze the data, researcher engage in memoing. In memoing step, the researcher will choose the sound that want to be analyzed then write down in the paper and analyze the intonational pattern on it. Then, researcher also uses the tool to measure the intonation of audio book. Subsequently, the researcher takes a note the data that will be use in this study.

- 3) Coding

Coding process makes the researcher to code the selected data that has written in memoing process. The code list including in what conversation the audio is analyzed. The process of coding is aimed to make the researcher and also the reader easier in writing to find the data.

There are 20 conversation that will be analyzed by the. Here some data which had collected by researcher:

Unit 1

1st Conversation

Ana : How are you?

Toshi : I'm Fine thanks. You are in my English class, right?

Ana : No, I'm with Mr. Carr. Your teacher is Ms. Rivera.

Toshi : Rivera? How do you spell that?



4) Re-check the data that has been memoing

After coding all the data that will be analyzed, the researcher need to review or re-check the data which has collected.

5) Developing concept or relating to already existing concept

The last step is the researcher developing the data. The data that has been collected by memoing and coding will be analyzing and describing by researcher through using Tench’s theory of intonational pattern. Some examples which has been collected, such as:

Example of conversation:

A: are you eating your lunch? It’s only a quarter after eleven.

B: **yes, I know. But i am really hungry this morning.**

(Taken from interchange 3rd edition teacher’s resource book teacher’s unit 5)

After the researcher followed the first step until teh last step (coding) the researcher will analyze perclause in the conversation that consist in 20 part of conversation that is chosen by the researcher randomly. the researcher will analyze the tonality, tonacity and tone that play in these every clause so that the resarcher will know the intonational pattern, the meaning construction also in intonation.

1.10 Research Timeline

This research needs four months to be investigated since writing research proposal until thesis revision. Here is brief timelines:

No	ACTIVITY	April				MAY				JUNE				JULY			
		1	2	3	5	1	2	3	4	1	2	3	4	1	2	3	4
1.	Writing Research Proposal and consultation																



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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																		
7.	Thesis examination																		
8.	Thesis revision																		



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