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EXPLORING INTONATION IN SOME SELECTED AUDIO OF LISTENING COURSE BOOO FOR INTERMADIATE

A THESIS

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



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ABSTRACT

Fitria Dewi (14121310293) Exploring Intonation in some Selected of Listening Course Book for Intermediate

This research aims to find out how the intonational pattern use in audio of listening course book through three primary system of intonations, those are tonality (unit of information), tonicity (focus of information) and tone (status of information). This research investigate intonational patterns are used in each sample of conversation in audio book and meaning construction used by the speakers in each conversation.

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 “TOEIC 5th Edition listening course book” as a main data source to be analyzed by the researcher. Study of document becomes the only of technique of this research. This research also takes a qualitative method. The data is 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 data, precisely 66%. Moreover, the common pattern of markedness of tonality is unmarked tonality that has the larger sector than marked tonality which is around more than a half of clauses from 100 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 more than a half. 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. It is about over a quarter.

The meaning from intonation choices shows that the speakers mostly used rise intonation to convey a message to the listener. Usually rise intonation is used to command or asking something to someone. But in this research finding the researcher found mostly rise tone used for wh-question and imperative from the speaker. 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.

Keywords: Intonation, Tonality, Tonicity, Tone, Marked, Unmarked, Stressing.

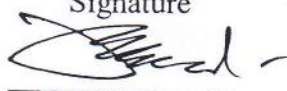



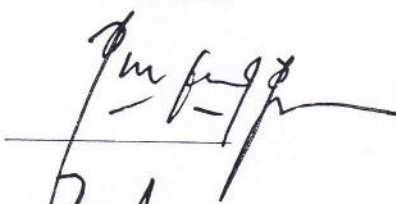



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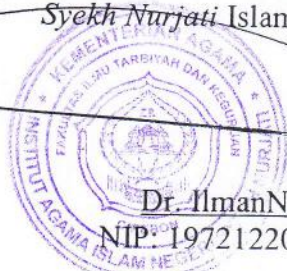
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RATIFICATION

This thesis which entitled **“EXPLORING INTONATION IN SOME SELECTED AUDIO OF LISTENING COURSE BOOK FOR INTERMEDIATE”** written by Fitria Dewi, registered numbers 14121310293 has been examined on the February 16th 2017. 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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CHAPTER I

INTRODUCTION

1.1 Research Background

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). To express the meaning of the words they say in order to be understood by others, they should pronounce them using clear pronunciation and intonation. It makes the meaning each word delivered clearer. To deliver the aims and objectives clearly, we must use the correct intonation in the discussion of phonology in the area suprasegmental.

“Phonology has two related meanings. Originally it meant the study of the sound system of a particular language and it continues to retain this meaning. It has, however, gained an additional meaning by extension and is now frequently used to mean that sound system itself”. Phonology is divided becomes 2 area, such as segmental area and suprasegmental area. “Suprasegmental is an adjective used to describe the analysis of stretches of speech sounds larger than phonemes. It is thus an umbrella adjective frequently used to describe studies of such features as stress, intonation and rhythm” (Parker, 2002: 215-218).

Furthermore suprasegmental area has many features such as stress, intonation and rhythm. Those areas will be discussed in this research exactly in intonation. “Intonation is a term often used interchangeably with several other terms, in particular *prosody* and *suprasegmental*. Intonation is often referred to in everyday language as *speech melody* or *sentence melody*, terms that focus on pitch variations and modulations” (Dorothy, 2002:3). Moreover, according to Tench (2011) Intonation is a complete unit of the spoken language, because have or bring a meaning, the meaning of which can be understood by the listener.

This research helps EFL learners to realize that they develop an intonational pattern on their dialogue. Intonation is crucial in the speaking on intonation area. However, in this research, the researcher explores intonation that has not many researchers explored. The research focuses around of intonation pattern, types of intonation function, and the function of intonation itself. The intonation itself focuses on tone, tonality and tonicity. In the context of this study, the researcher uses the audio's course book for advanced learners. The researcher analyzes how the intonation



used in each sample of conversation in audio book, especially at 5th Edition TOIEC book.

This research aims to explore the intonation in listening course book that find intonational patterns used in each sample of conversation, then types of function do it plays in the conversation. Furthermore, this research includes three systems are tonality, tonicity and tone. Those are the basic systems that operate in English intonation; choices in all three systems are made every time when we say something. All of them are part of suprasegmental in phonology.

The speaker's intonation on listening course book is an object of this research. The book that uses for this research is "TOIEC 5th Edition" by Barron's Lougheed and published in Hauppauge, New York. The researcher chooses this book because in this book researcher finds the phenomenon about the intonation used the narrators which need to be specified. This book contains some conversations commonly use in daily activity, so it will make easier for listeners.

1.2 Focus of the Research

This research aims is to investigate how the pattern of intonation used by speaker in listening course book for intermediate, also the type of intonation that play in those book itself. This study centers around of intonation pattern, types of intonation function, and the function of intonation itself. There are many parts of suprasegmental area particularly in intonation, but in this study the researcher will only discuss about the intonation itself. The researcher focuses on tonality, tonicity and tone. This study does not explore the intonation of conversation in daily real live, either only of speaker's audio speaking course book for intermediate learners.

The researcher focus in tonality, tonicity and tone because 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 are part of suprasegmental in phonology. Intonation is very crucial in speaking because intonation carries meaning and changing the intonation of an utterance can easily change the meaning of the utterance. Therefore, intonation affect the meaning of utterance. According to Tench (2011), Intonation is a complete unit of the spoken language, because have or bring a meaning, the meaning of which can be understood by the listener.

1.3 Research Question



The following research questions are:

- 1) What are intonational patterns used in each sample of each conversation in audio of “*TOIEC 5th* Edition” book?
- 2) How do such intonational patterns construct meaning in the conversations in audio of “*TOIEC 5th* Edition” book?

1.4 Aims of the Research

This research aimed to investigate:

- 1) To find out intonational patterns are used in each sample of conversation in audio of “*TOIEC 5th* Edition” book.
- 2) To identify intonational patterns construct meaning in the conversations in audio of “*TOIEC 5th* Edition” book

1.5 Significant of the Research

Theoretically, the result of this study can be used as reference for further researchers who conduct the research in the same area. This research also contributes to improve our knowledge about intonation because it carries meaning of our utterance.

Practically, this research contributes the learning process. In the process of learning, we usually used native-speaker especially in audio book when we do the listening section, therefore by exploring this thesis, student can know more about intonational patterns used in each sample of conversation.

1.6 Previous of the Research

This research provides some previous studies to avoid the repetition studies and to know the position of this research. As far as researcher investigation did in the same focus area, there found some of the same study. Some studies in the area of intonation have been conducted. The article of Mehmet Celik (2001) proposes that a framework for the teaching of the intonation of English to non-native speakers of English. It proposes that a framework of English 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.

Each intonation unit has a type of tonic stress: (unmarked) utterance-final tonic stress, or emphatic, or contrastive, or new information stress, the last of which is more



frequently used in utterances given to wh-questions. Further, intonation units have typically one of these tones; fall, low-rise, high-rise, and fall-rise. Tones are assigned to intonation units in relation to the type of voice movement on the tonic syllable. Finally, all intonation units have to be spoken in one of the three pitch levels (keys): high, mid, and low.

Mike Beaken (2009) has been arguing on his article about intonation: knowledge, viewpoint and engagement. The Discourse Intonation tradition initiated by Brazil, it is recognized that rises and falls indicate the way knowledge is distributed between speaker and listener. 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.

Marta Ortega-Llebaria & Laura Colantoni (2014) explained the research in L2 English Intonation-Relations between Form-Meaning Associations, Access to Meaning, and L1. This research talks about the evidence that has higher levels of processing, such as learning the form-meaning associations specific to the second language (L2), are a source of difficulty in acquiring L2 speech, no study has addressed how these levels interact in shaping L2 perception and production of intonation. This journal focuses on hypothesis of whether access to contextual meaning increases the chances of first language (L1) influence on L2 intonation.

To test this hypothesis, we compared the perception and production of sentential English focus by 27 advanced English language learners ($n = 13$ L1 Mandarin speakers; $n = 14$ L1 Spanish speakers) and 13 controls, through a series of tasks that promoted different levels of access to meaning. Results showed that L1 transfer was especially clear in Spanish speakers. Not only did they consistently differ from controls in their perception of focalized verbs and subjects, showing their L1 bias to perceive focus at the end of a sentence, but they were also the only group of speakers that inserted pauses after the focalized word, which showed strong L1 effects. Moreover, these L1 transfer effects were more obvious in contextualized tasks, which indicated that facilitating access to meaning by adding context increased L1 transfer effects on the perception and especially on the production of focus intonation.

The previous studies have shown the importance of intonation in Speaking Course audio book. Students must know how intonation used in each sample of conversation because intonation can change a meaning. In this research, researcher only focuses in tonality, tonicity and tone.



1.7 Theoretical Foundation

This research focuses on the intonational pattern of speaker's listening course book for intermediate because it helps the intermediate learners to construct the meaning from intonational pattern. As explained by Tench (2011, p131) those aspects are tonality, tonicity and tone.

1.7.1 Intonation

According to Tench (2011), Intonation is a complete unit of the spoken language, because have or bring a meaning, the meaning of which can be understood by the listener. Intonation can affect a meaning intonation is determined by the speaker. Tonality, tonicity and tone are the basic systems that operate English intonation; choices in all three systems are made every time we say something. All of them are part of suprasegmental in phonology.

1.7.1.1 Tonality.

According to Tench (2011), Tonality is the division of spoken discourse into discrete units of intonation, each of which carries one piece of information. And Tench (2011) also argues that we need to know tonality first before investigate the tonicity in 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. Tonality divides into two parts, those are neutral and marked tonality. Neutral tonality is a single piece of information worded as a single clause (Tench, 2011:134). Whereas, where a clause and an intonation unit does not have common boundaries, the tonality is 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 (Tench, 2011:137). Moreover, marked tonality as Tench (2011 p.140) argues that the most obvious regular case of marked tonality is where the speaker adds to the main message some information about the circumstances of a situation. Neutral as Tench (2011 p.140) says when an intonation information unit matches a single clause, tonality is said to be neutral or unmarked. So the researcher divided markedness of tonality adopt by Tench's theory.



It is clear that if we will know the intonational pattern, we should do systematically such as Tench's arguing. 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 rendering presents just one piece of information, whereas in the second, 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.

1.7.1.2 Tonicity

Tonicity is the focus of information from the pieces of information that separated in the tonality (Tench, 2011 p.149). Tonicity is the location of the most prominent syllable in an intonation unit. Tonicity is divided into two parts; Those are marked and neutral tonicity. Marked tonicity is the clause that the tonic can be found anywhere. Moreover, neutral tonicity has tonic in the end of the clause and will be heard so ordinary. Neutral tonicity refers to the phenomenon that the tonic syllable will occur within the final lexical item in its intonation unit. Marked tonicity refers to those cases where the tonic occurs within a lexical item that is not final (Tench, 2011:150). Tonality represents the speaker's division of the total message into separate pieces of information; on the other hand, tonicity identifies the focus of each piece of information. This function can be demonstrated easily by listening to one sentence spoken with different tonicity:

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

The first rendering focuses on *Monday*, whereas the second focuses on them *coming*. The second one only makes 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.



1.7.1.3 Tone

Tench (2011 p.158) also explains that the primary tone refers to the system of contrasting movements of pitch within the tonic segment (i.e. tonic syllable and tail). 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 for 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)

Intonation is concerned with movement of pitch, rather than any sense of emphasizing. There are four tones in speech: Fall (final), Rise (unfinished), Fall Rise (uncertain), Rise Fall (suggestive) (Finch, 2003). An intonation divided construction into four specific sections. There are the nucleus, the head, the pre-head, and the tail. (Parker, 2002)

- 1) Falling: Final = This is the \ end.
- 2) Rising: Unfinished = Can you /help me?
- 3) Falling-Rising = Uncertain
I might / to do it \ today
- 4) Rising-Falling: Suggestive
That's \ my / teacher

Intonation is very crucial in the discourse because it can change someone's understanding. Intonation is a complete unit of the spoken language because have or bring a meaning, the meaning of which can be understood by the listener (Tench, 2011).

1.7.2 Intonational Pattern

Intonation patterns are used to contribute the meaning of which convey by speaker. There are four common intonation patterns, those are falling intonation, rising intonation, the fall-rise intonation, and rise-fall intonation (Parker, 2002:71).



- 1) Falling Intonation → low fall often signal boredom or lack of interest, though they are, too, a feature some item of phatic communion (Parker, 2002:72).
- 2) Rising Intonation → with the regard to giving sequences, show the something else is coming up (Parker, 2002:73).
- 3) The fall-rises → fall-rise can also signal mild amusement, puzzlement or surprise.
- 4) The rise-fall → rise-fall often used to show sarcasm, irony, or indignation, and can be employed for comic effect, mostly to signal some kind of innuendo (Parker, 2002:74).

Intonation is a complete unit of the spoken language, because have or bring a meaning, the meaning of which can be understood by the listener (Tench, 2011). The researcher used the basic types commonly used in conversation, those are fall, rise, fall-rise and rise-fall. As Tench (2011 p.158) argues that the basic system of tone is a choice between fall (\\), rise (/), rise-fall (^) and fall-rise (\\).

1.7.3 Construct Meaning

To see the meaning of conversation, it can be seen from the intonation used by the in conversation. As 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. 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. Intonation is a complete unit of the spoken language, because have or bring a meaning, the meaning of which can be understood by the listener (Tench, 2011).

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.

1.7.4 Listening Course Book

Listening course book is book that is used by learners as the script of listening section. Course book can involve major strategic decision, such as when choosing the main course for a five year teaching programmed. In reality, there are



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too many courses available for them all to try out and in most cases piloting, valuable though it is, will be restricted for purely practical reasons to using a small range of material for a relatively short length of time. Nonetheless, information and option gained from this kind of trial use can be of great value and new courses should always be try out before wholesale adoption, wherever possible. Decisions to use particularly to use particular course which are made in one year can help implication for purchasing an using more advanced level of the same course in subsequent years. One student has embarked on a particular route to learning using a range of integrated course material, it can be very difficult to change direction later within the same programmed.

1.7.4.1 Selecting Course Books

Selecting course books, it is absolutely crucial to be confident that course material selected are the best and most appropriate available. One ways towards this goal is to try out or pilot new material before adopting it.

Another approach is to seek the options practicing teachers both within and outside your own institution. This is particularly variable when other have already had some experience of using in the material of question. Learners's view of usefulness of course books are also worth canvassing. They may not be as articulate in the language of ELT as their teacher, but very often they know which books they like and which they didn't like.

Where there is opportunity to talk to people who have actually use the material and where piloting feasible, as, for example when setting up a completely new teaching programmed, then a detailed analysis of the material is the best way of becoming familiar with it. Indeed the same procedure is also invaluable in supplementing information and option that havebeen obtained from others.

This detailed analysis is at the core of evaluation process and if the carries out as a comprehensively as possible will throw up a good deal of information about the course material under scrutiny. It is possible to analyze several similar courses within a relatively short period of time and to compare the result. Supplemented by experience gained from tryout parts of thee materials and view obtained from any colleagues and student who



have used it, the result of detailed analysis provides the basis of successful evaluation and selection.

- 1) Analysis
- 2) Interpretation
- 3) Evaluation
- 4) Selection

1.7.4.2 Using course book

In practice given the widely differing circumstance prevailing in the words of english language teaching the roles course book in the learning/teaching process can very considerable, reflecting the nature of the partnership between the teacher and the coursebook. This is arguably an acceptable strategy for coping with shortage experienced qualified staff, and much of the responsibility for the quality of the teaching provided is assumed by the course book.

1.7.4.2.1 Disadvantages of this approach

Disadvantages of this approach included the following:

- 1) A possible lack of variety in teaching procedures
- 2) A reduced range of response to individuals students need and problems
- 3) A possible lack of spontaneity
- 4) A sharply reduced level of creativity

Heavy dependence on course books is far from ideal as it reduces the importances of the individual contribution that good teacher make at all levels in the learning process. It can stifle innovation and it several limits flexibility. There are circumstances, however, where it is the best available option and is therefore justifiably adopted.

1.7.4.2.2 The advantages of this approach

A more balance relationship between teacher and course book hold where teacher are able to select material from a range of alterative courses, or where there is one basic course book supported by a variety of supplementary materials. In this situation, the main course book which will often have been chosen by the teachers themselves, serves as a useful framework for language content and



sequencing but is used selectively, and is supplemented by others material whenever this is thought to be desirable.

This kind approach has many advantages, those are:

- 1) That is the common framework provided by the course book
- 2) Less experienced teacher can use the course book as heavily as they need to
- 3) There is scope for replacing weaker parts of the standard course book with other book or using own material
- 4) There is scope for teachers to develop as they become less dependent on the book and gain in confidence to experiment with alternative material
- 5) More variety in classroom activity and teaching technique is possible
- 6) A more flexible response to individual students need is possible

At the others extremes, we may find schools where the syllabus is not appropriate with course book and where teachers, working with the overall syllabus, construct their own lesson and sequences of lessons from a large array of published, in house and individually produced material. Some people may find such freedom and responsibility frightening, whilst others may revel in it. The scope for creativity, flexibility, and originality in such circumstances is limited only by teachers ability, energy and time, but it may be stressed that such an approach, if potentially very rewarding, can be demanding and time consuming for those involved.

1.7.4.2.3. Factors influencing

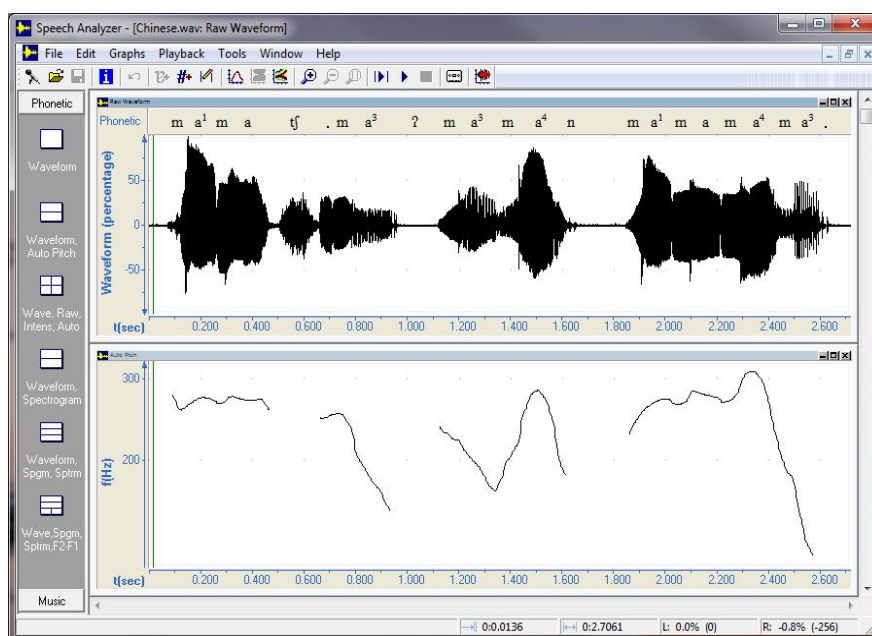
The factor that influence the degree of dependence or autonomy in using course books are:

- 1) Type of educational system/environment
- 2) Syllabus/materials constraints imposed by education authorities
- 3) Cultures and expectations of learners
- 4) Nature and amount of training of teachers
- 5) Teachers experience and confidence
- 6) Teachers command of english (if no-native speakers)
- 7) Availability of alternative course books and resources for materials productions

1.7.5 Software



In this research, the researcher uses the speech analyzer software to help the researcher analyzed the intonation in each conversation. According to Chun (2002: 129), technology can be integrated into intonation instruction as a research tool. Before the researcher analyzing the intonation patterns with speech analyzer software, the researcher has to convert the form of the conversation into WAV format using format factory software. Then, after the format is being WAV, the conversation is cut with the windows movie maker. After that, researcher analyzed intonation patterns with speech analyzer software.



Speech Analyzer is a computer program for acoustic analysis of speech sounds. It has many benefits for analyzing the discourse. Speech Analyzer can help us to do the following tasks:

- 1) Perform fundamental frequency, spectrographic, and spectral analysis and duration measurements.
- 2) Add phonemic, orthographic, tone, and gloss transcriptions to phonetic transcription in an interliner format
- 3) Perform ethnomusicological analysis of music recording
- 4) Use slowed playback, repeat loops, and overlays to assist with perception and mimicry of sounds for language learning

1.8 Research Methodology



This part discusses the methodology of this research. The researcher explains the source of data and research system. Here bellow the explanation.

1.8.1 Source of Data

This research takes place intonation of some selected listening course book for intermediate. The researcher used the “TOEIC 5th Edition” book in the research. The “TOIEC 5th Edition” by Barron’s Lougheed is published in Hauppauge, New York. The researcher chooses this book because in this book researcher finds the phenomenon about the intonation used the narrators which need to be specifiyed. This book contains some conversations commonly daily life conversation so that will make it easier for listeners. Besides that, the researcher chooses this book because in this book researcher finds the phenomenon about the intonation used the narrators which need to be specified. This book also is as the main book for knowing our understanding in English.

According to Dorothy (2002), Intonation is thus on important aspect of language that seems to be easily, if not automatically, acquired by children in both L1 and L2. Moreover, as observation and experience amply demonstrate, it is easy for adult to maintain and retain in the L1, yet difficult, if not impossible, for adult to learn in an L2.

1.8.2 Research Design

This study takes qualitative method which uses qualitative research. Qualitative research focuses on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process (Ary, et al., 2010: 426-427).

There are many characteristics of qualitative research, such as Natural setting, Researcher as key instrument, Multiple sources of data, Inductive data analysis, Participants’ meanings, Emergent design, Theoretical lens, Interpretive, Holistic account. The researcher uses researcher as key instrument, because the writer collects data through document from magazine. The writer analyzes data itself according to himself, but he is helped by books resources. Creswell (2009:175) states that “Researcher as key instrument. Qualitative research collects the data themselves through examining documents, observing behavior, or interviewing participants. They may use protocol, an instrument for collecting data but the researchers are the ones



who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers”.

Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications. It is just what its name implies: the analysis of the usually, but not certainly, written contents of a communication. Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures in fact, the contents of virtually any type of communication can be analyzed. A person's or group's conscious and unconscious beliefs, attitudes, values, and ideas often are revealed in their communications (Fraenkel and Wallen, 2009:472).

1.9 Research System

This part discusses the research system of this research. The researcher explains the step of this research, techniques and instruments of collecting data, and the data analysis. Here bellow the explanations:

1.9.1 Steps of the Research

There are eight step of the research use in the researcher. Adapted in Lodico (2011: 265) those steps are:

- 1) Identifying research topic or focus.
- 2) Conducting review literature.
- 3) Defining the role of the researcher. The researcher involved to the data.
- 4) Managing entry to the field and maintaining good field relation.
- 5) Writing foreshadowed question.
- 6) Collecting data.
- 7) Analyzing data.
- 8) Interpreting and disseminating result.

1.9.2 Techniques and Instruments of Collecting Data

The instrument of descriptive qualitative research is the researcher herself. As Lodico et al (2006:106) called that it self-developed instruments where the instruments are created by the researcher for a specific setting or group of participants in collecting data, it conducted by the researcher. The researcher chooses the documentation as the instrument of collecting data because in the research will investigate about the intonation in speaking course book.



The researcher adapted what Creswell (2012: 223) says “A valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researcher understand central phenomena in qualitative studies”.

Many variations in the types of documents, there are many procedures for collecting them. Here are several useful guidelines for collecting documents in qualitative research:

- 1) Identify the types of documents that can provide useful information to answer your qualitative research questions.
- 2) Consider both public (e.g., school board minutes) and private documents (e.g., personal diaries) as sources of information for your research.
- 3) Once the documents are located, seek permission to use them from the appropriate individuals in charge of the materials.
- 4) If you ask participants to keep a journal, provide specific instructions about the procedure. These guidelines might include what topics and format to use, the length of journal entries, and the importance of writing their thoughts legibly.
- 5) Once you have permission to use documents, examine them for accuracy, completeness, and usefulness in answering the research questions in your study.
- 6) Record information from the documents. This process can take several forms, including taking notes about the documents or, if possible, optically scanning them so a text (or word) file is created for each document. You can easily scan newspaper stories (e.g., on speeches by presidential candidates) to form a qualitative text database.

1.9.3 Data Analysis

Data analysis is done after data collected has done. The researcher adapted what Lodico et.al (2006:301) say in the way how to analyze the data. The steps conducted as follows:



- 1) The researcher prepared and organizes the data collected from text documents. While data document organizes to get sense of what are in the data.
- 2) The researcher reads and reviews initially to get understanding from all data collected whether enough to be investigated.
- 3) The researcher constructs the description of people, places, and activities then write it detailed descriptions to enrich the description. All data will be collected to build synthesizes then review the data to examine synthesizes.
- 4) The researcher interpret the report the data findings as a conclusion in the end of this qualitative research.

1.9.4 Research Timeline

The author starts this research on August 2015. The author focuses to do this research. The following is detail research timeline.

Table 1.1 Research Timeline

No.	ACTIVITY	MONTHS						
		AUG	SEPT	OCT	NOV	DEC	JAN	FEB
1.	Writing Research Proposal and consultation							
2.	Proposal Seminar and Research Instrument							
3.	Collecting of data							
4.	Data Analysis							



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5.	Finishing thesis writing							
6.	Thesis examination							
7.	Thesis revision							



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