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# **EFL LEARNERS' INTONATIONAL PATTERN IN THE STORYTELLING: A CASE STUDY AT SMA NEGERI 1 RAJAGALUH**

**A THESIS**

**Submitted to the English Language Teaching Department of Tarbiyah and Teacher  
Training Faculty of 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

*Risa Meilani. 14121310349. EFL Learners' Intonational Pattern in the Students' Storytelling: A Case Study at SMA Negeri 1 Rajagaluh.*

This research was intended to know tonality, tonicity, and tone (3T) used by students as EFL learners, to know the common patterns of 3T in EFL learners' storytelling and to know what tonality tells about unit of information (tonality), focus of information (tonicity) and status of information (tone).

This research aims to find out what pattern of intonation that students use in their storytelling. Also to identify how interpersonal meaning constructed by pattern of intonation in the students' storytelling. There are some steps to analyze the data. The researcher analyzed the clause construction that consists of dependent and independent clause. Then, analyzed the tonality system that consists of tone group, markedness of tonality (neutral and marked). Then, the researcher analyzed the tonicity system that consists of markedness of tonicity (neutral and marked). Further, the researcher analyzed the tone system based on "Speech Analyzer Software" that connected to the three primary system of intonation. Then, the researcher analyzed interpersonal meaning that constructed by pattern of intonation in students' storytelling based on "Speech Analyzer Software".

Design of the research is discourse analysis in phonological perspective which takes a place in EFL learners' recording in the form of storytelling. The data is taken from EFL students' recording of the narrative as the main data of this research. There are some steps to analyze the data. The data is collected by observation and documentation. This research use a qualitative method in analyzing the data. The analysis process is design together with the data sampling collection which based on : (1). The common pattern of tonality, tonicity, and tone by Tench (2011) (2). Interpersonal meaning constructed by pattern of intonation in the students' storytelling by Tench (2011).

The result of this analysis shows that there are different EFL learners' division of message between systematic functional grammar level and intonation level. There are 32 clauses that found on the text. 23 clauses or 72% are categorized into the independent clause, and then 9 clauses or 28% are categorized into dependent clauses. There are 121 tone units from three respondents. Neutral tonality is the domination with 77% values and there are 23% marked tonality. Then, for tonicity, respondents put 31% neutral tonicity and 69% marked tonicity. The common patterns of tones or the status of information are categorized into four types namely rise (R) (18%), fall (F) (16%), rise-fall (RF) (48%), and fall-rise (FR) (18%). When the intonation patterns are already known, interpersonal meaning can be analyzed.



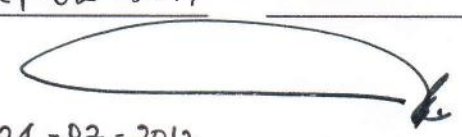
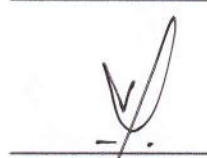
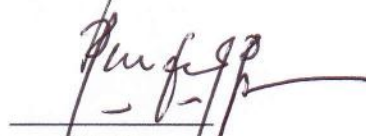
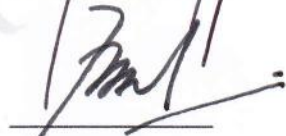
**Key words:** Tonality, Tonicity, Tone, Interpersonal Meaning.



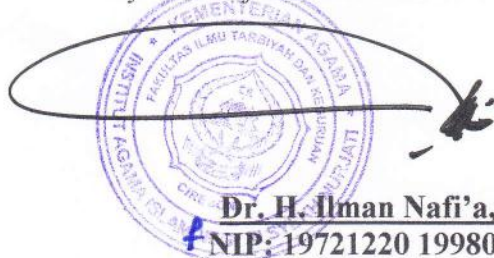
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## RATIFICATION

This thesis which is entitled in **“EFL Learners’ Intonational Pattern in the Storytelling: A Case Study at SMA Negeri 1 Rajagaluh** written by Risa Meilani, student number 14121310349 has been examined on January 30<sup>th</sup> 2017. It has been accepted by broad of examiners. It has been recognized as one of the 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

Phonology is an important aspect of English pronunciation. Phonology is the study of sounds in languages. There are two kinds of phonological aspect, they are segmental and suprasegmental. Segmental consists of vowel and consonant. Whereas, suprasegmental consists of intonation, pitch, length, rhythm, and loudness (Chun, 2002: p. 4).

This research focuses on the suprasegmental aspect. Suprasegmental is also known as prosodic features. Prosodic features are features that appear when we put sounds together in connected speech. “It is as important to teach learners prosodic features as successful communication depends as much on intonation, stress and rhythm as on the correct pronunciation of sounds. “Prosodic features are associated with larger segments; they are features of intonation and rhythm (Halliday, 2004: p. 11)”. The three features that are most consistently used for linguistic analysis and description of prosody are *pitch*, *length*, and *loudness* (Chun, 2002, p. 4). Besides, other dimension of prosody are stress, accent, prominence and rhythm (Chun, 2002: p.7).

Intonation is the major aspect that concluded in the term of phonology, precisely in supra segmental area. Intonation occurs in everyday language. The speakers cannot manage to talk without intonation. “Intonation is the overall pattern of sound that is associated with a given message or part of that message. Intonation is related to stress but has a direct bearing on meaning too” (Parker, 2002: p. 22). Intonation carries meaning. “Changing the intonation of an utterance can easily change the meaning of that utterance” (Tench, 2011: p. 130). When the people conversation or just talk, they will produce a different intonation.

Intonation has been neglected in the process of language teaching to EFL learners. Intonation has been long forgotten. According to Anthony



(2000) “intonation has traditionally been regarded as a problem” (2000, p. 269)”. The problem that faced in the classroom of EFL is the study intonation is often perceived as a difficult thing to teach. A casual browse through recently in print EFL teaching materials is likely to show that in many of them intonation is either entirely missing or dealt with in a quite haphazard way (Thompson, 1995:235). The teacher rarely notices to the study and the use of intonation.

There are three basic systems of intonation; tonality, tonicity, and tone. Surely tonality, tonicity, and tone described in this research. 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. We always use all three systems together, although we can vary them in order to create different meaning (Tench, 2011 p. 131). According to Tench (2011), “tonality is the division of spoken of discourse into discrete units of intonation, each of which carries one piece of information; 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 piece of information; tone is the level and movement of pitch within an intonation unit” (Tench, 2011 p. 134, 149, 158)”. Without intonation, the pronunciation would be monotonous.

The main reason why EFL Learners’ were chosen is because student’s intonation will be different in L1 and L2. In L2, when the students’ storytelling they can use intonation. Every students can produce different meaning in their intonation. “Intonation is crucial for learners of English as a Foreign Language (EFL), especially for those whose native language does not have a similar intonation system as English. It is widely known that “English is an intonation language” (Roach, 1991 as cited Tuan, 2012, p.1)”. Sometimes, teacher or students has neglected intonation in their pronunciation. Especially when they speak English.

There have been some previous researches in the area of phonology. The first researcher engaged in the area of segmental phonology such Demirci



(2011), Soskhuty (2013), Kainada (2009). The second research gets in touch with suprasegmental phonology; those are Pan (2012), Chen (2013), Tuan (2012), Weda (2012), Yanli (2008), Nursery Rhyme Harper (2011), Rodero (2010), Udi Samanhudi and Ari Arifin D. (2010), Onsuwan (2012) and Jamin (2003).

This present study augment the findings in the area of suprasegmental, especially in the students' recording. It is because this study tries to reveal the patterns of intonation that students use in their storytelling. Here, the data taken from students of Senior High School in SMAN 1 Rajagaluh. The researcher taken three respondents in the X-Social 1 class. Students memorized the narrative text entitled "The Fly and The Bull" in the form of storytelling and the researcher recorded it.

## 1.2. Focus of Study

This present study focuses on the intonation of students' recording in the form of storytelling. The researcher investigate the English as Foreign Language learners' (EFL Learners) intonational patterns in the students' storytelling at SMA Negeri 1 Rajagaluh. This study tries to reveal the pattern of intonation in the students' storytelling and how interpersonal meaning constructed by pattern of intonation in the students' storytelling. Besides, this research focuses on using recording and narrative text entitled "The Fly and The Bull" story.

Analyzing the intonation pattern means analyze the three basic systems of it; tonality, tonicity, and tone. According to Tench (2011), "tonality is the division of spoken of discourse into discrete units of intonation, each of which carries one piece of information; 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 piece of information; tone is the level and movement of pitch within an intonation unit" (Tench, 2011 p. 134, 149, 158)". Those aims are hopefully useful for





further insights of EFL learners in producing the correct English pronunciation.

### 1.3. Research Questions

Based on the research background above the researcher found some problem that revealed in the research questions below:

- 1) What patterns of intonation do students use in their storytelling?
- 2) How do interpersonal meaning constructed by pattern of intonation in the students' storytelling?

### 1.4. Aims of Research

This research has two main purposes, those are:

- 1) To explore the patterns of intonation that students use in their monologue
- 2) To identify how interpersonal meaning constructed by pattern of intonation in the students' storytelling.

### 1.5. Significance of Research

The significant of the research can be viewed from two different sides, they are theoretically and practically. Theoretically, this research is to enrich knowledge about intonational pattern for EFL learners' and contribute to develop language skill in intonation area for EFL learners. It is very beneficial for teacher and researcher. This research supports the English teacher and EFL learners to know how to analyze the patterns of intonation using Speech Analyzer software. This research also very beneficial for researcher. It can add the researchers' knowledge about 3T (tonality, tonicity, and tone) as a key of intonation. Besides, it can be a reference for the next researcher. Then, when the researcher gets the result of this study, it must be implemented in teaching process.

Practically, this study is to explore the pattern of intonation that students' use in their monologue. The patterns here are tonality, tonicity and tone. The study should be useful for students. Besides, the students are expected being motivated in increasing their awareness and being motivated in increasing their understanding of tonality, tonicity and tone that may play role in their storytelling. Then, this study give a new knowledge for students



### 1.6.2 The Nature of Intonation

Intonation is an important aspect of articulation and pronunciation in speech, especially English. People cannot manage to talk without intonation. “Intonation is a term often used interchangeably with several other terms, in particular prosody and suprasegmentals. Intonation is used often referred to in everyday language as speech or sentence melody, terms that focus on pitch variations and modulations” (Chun, 2002: 3). “Intonation is the overall pattern of sound that is associated with a given message or part of that message. Intonation is related to stress but has a direct bearing on meaning too” (Parker, 2002: p. 22). Intonation carries meaning and changing the intonation of an utterance can easily change the meaning of that utterance (Tench, 2011: 130).

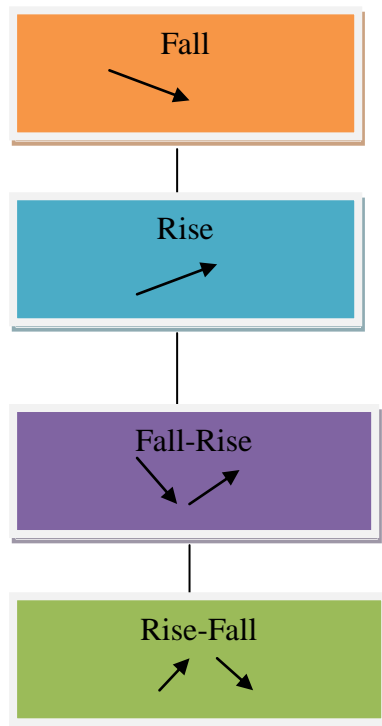
Spoken discourse not only uses rhythm as a resource, but intonation too. Tonality, tonicity, and tone are the basic systems that operate in English intonation; choices in all three systems are made every time we say something. We always use all three systems together, although we can vary them in order to create different meanings (Tench, 2011: 131).

#### 1.6.2.1. Intonation Patterns

Intonation pattern is a unit of speech melody in a language or dialect that contributes to the total meaning of an utterance. If we are given a text in writing, there will always be various possible ways of intoning it, each with a somewhat different meaning; but generally one or a small number of these possible intonation patterns will stand out as more natural and more likely, (Halliday, 2004: 14). Intonation imperfections can make errors in communication. For that we need to understand the intonation at the time of communicating. Every sentence of intonation patterns depending on the purpose intended by the speaker.



According Parker (2002: 71), there are four important intonation patterns are falling intonation, rising intonation, the fall-rise, and rise-fall. The fourth pattern will certainly give a different meaning.



#### 1. Falling Tones

Sign the positive or firm behavior.

/that's ~~MINE~~/

/he's a ~~FOOL~~/

#### 2. Falling – Rising Tones

sign the anxious and hesitant behavior.

/he ~~COULD~~/

/I'm not ~~SURE~~/

#### 3. Rising Tones

Use for questioning

/~~COFFEE~~/

#### 4. Rising – Falling Tones

Sign the impatient and sharp behaviour.

/it's up to ~~YOU~~/

/how ~~NICE~~



### 1.6.2.2 Systems of Intonation

According to Tench (2011: 131), there are three basic system of intonation, those are tonality, tonicity, and tone.

#### 1.6.2.2.1 Tonality

Tonality is the division of spoken discourse into discrete units of intonation, each of which carries one piece of information (Tench, 2011: 134). Tonality divided into two parts, those are neutral tonality and marked tonality. Neutral tonality is a single unit of intonation representing a single piece of information worded as a single clause (Tench, 2011: 134). Whereas, when a clause and an intonation unit do 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). There are, however, some regular cases of marked tonality. 'Marked' distribution of information. The most obvious regular case of marked tonality is where the speaker adds to the main message some information about the circumstances of a situations (Tench, 2011: 140).

The tonic segment is usually divided into two: the tonic syllables itself, and the remaining syllables, often called the tail. The pretonic segment is also usually divided into two: the segment that contains the first stressed syllables, this segments is often called the head; any unstressed syllables preceding the head are oft called pre-head (Tench, 2011: 132).

Tonality is tone unit. Tone unit is identified through phrase, a clause, or non-complex sentence. In writing, tone unit is normally signaled commas, full stops, dashes. Tone unit or tonality is utterance or statement that:

- 1) Make the production of words and sentences arranged better and more beautiful.
- 2) Make the listener easy to interpret every single utterance from the speaker, because the speaker smartly separates the sentence into chunks.





### *The Structures of Tone Unit:*



From the structure of tone unit above, there will arise some variations of it. For examples

1. Nucleus /'NO/
2. Nucleus + Tail /'NO thank you/
3. Head + Nucleus /'NOT at 'ALL/
4. Head + Nucleus + Tail /'Thank 'You very much/
5. Pre-head + Head + Nucleus + Tail /I a'ppear to be mis'TAKEN this time/
6. Pre-head + Head + Nucleus /I 'can't thank you e'NOUGH/
7. Pre-head Nucleus + Tail /I 'THINK so/
8. Pre-head +Nucleus /I ob'JECT/

From eight examples above, we can recognize the meaning of the tone units' structure.

1. **Pre-head** : consist of every syllable in the beginning of sentence until meet up the syllable that firstly had a stress
2. **Head** : begin from the syllable that firstly had a stress until the next syllable that also has a stress
3. **Nucleus** : placed between *Head* and *Tail*. There is always a nucleus in every sentences, although not followed by *pre-head*, *head* and *tail*.
4. **Tail** : consist of every syllable between tonic syllable/ nucleus and the end of the tone unit.

The structure of tone unit will make the speaker easier to speak. The important thing from tonality is it



can minimize the ambiguities of audience in receiving the spoken message from the written message.

#### 1.6.2.2.2 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 separate piece of information; tonicity, on the other hand, identifies the focus of each piece of information (Tench, 2011: 149).

Tonicity divided into two parts, those are marked tonicity and neutral tonicity. Marked tonicity is the clause that the tonic can found anywhere. Neutral tonicity has tonic in the end of the clause and will heard so ordinary. Neutral tonicity refers to the phenomeon that the tonic syllable will occur within the final lexical items in its intonation unit. Marked tonicity refers to those cases where the tonic occurs within a lexical items that is not final (Tench, 2011: 150).

e.g :

can you break an apple in TWO	→ <i>neutral tonicity</i>
can you break an APPLE in two	} <i>marked tonicity</i>
can you BREAK an apple in two	
can YOU break an apple in two	

#### 1.6.2.2.3 Tone

Tone is status of information. 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) (Tench, 2011: 158).

e.g.

|this is the \END| ➔ *falling tone*

|can you help /ME?| ➔ *rising tone*

|I \MIGHT do it today| ➔ *fall-rise tone*

|she is my /\TEACHER| ➔ *rise-fall tone*

### 1.6.3 Interpersonal Meaning

Interpersonal meaning expresses the feeling of the speakers and the reaction of the addressee. Interpersonal meaning has the close relation to the speaker's interaction in a conversation or in the speech. Halliday (1994: 29) argues that we enact our personal and social relationship with the other people around us when we inform or ask a question, give an order or make an offer, and express our appraisal of an attitude towards whoever we are addressing and what we are talking about. Thus, people always talk with their interpersonal meaning to interact with other people.

In the discourse phonology, interpersonal meaning can be drawn from the tone choice. Interpersonal meaning in phonology is one of the functions of tone (Tench, 2013: 158). It means that the interpersonal meaning can be seen from the intonational choices of the speaker when they speak.

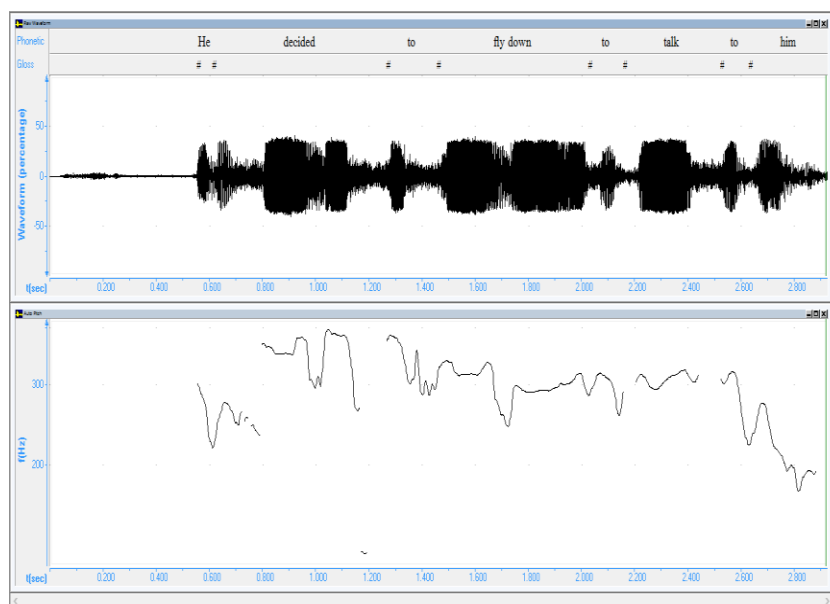
### 1.6.4 Speech Analyzer Software

This research involves the speech analyzer software to help the researcher to analyze the intonation patterns that use in the students' monologue. Chun (2002:119) agreed that the computer software can be used to provide the clear visualization of intonational patterns. Before analyzing the



intonation patterns with speech analyzer, the researcher has to convert the form of the recording into WAV format.

Speech analyzer can freely download from the following website: [http://www-01.sil.org/computing/sa/sa\\_download.htm](http://www-01.sil.org/computing/sa/sa_download.htm).



The researcher uses the version 3.1 of speech analyzer that is the newest version of speech analyzer. There are some minimum system requirements before installing this software (*see SIL website for further information*). The website also provide the clear explanation about how to use the software. Speech Analyzer is a computer program for acoustic analysis of speech sounds. Speech Analyzer can help 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 transcriptions in an interlinear format.
- 3) Perform ethnomusicological analysis of music recordings.
- 4) Use slowed playback, repeat loops, and overlays to assist with perception and mimicry of sounds for language learning.





### 1.6.5 The Nature of Narrative

Narrative text is the text to entertain the reader. Narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem (Sudarwati and Grace, 2007; p. 62).

#### Generic Structure of Narrative Text:

- a) Orientation: sets the scene and introduces the participants
- b) Complication: a crisis arises
- c) Resolution: the crises is resolved, for better or for worse
- d) Re-orientation: optional

### 1.7 Previous Studies

Intonation was researched by many researches in the past decades. There are four studies closely related to the current study; they are Tuan (2012), Pan (2012), Yanli (2008), and Chen (2013). The previous study focus on intonation area.

Tuan (2012) talks about further glimpse at intonation teaching. Tuan found that intonation has been neglected in the process of teaching pronunciation to EFL Learners at Ho Chi Minh City University for Natural Resources and Environment (HCMUNRE), Vietnam. From the result of the questionnaires it can be seen that the majority of the students (78.5%) and the teachers (83.3%) recognized the magnitude of intonation in communication. On the other hand, also from the results of the questionnaires up to 85.7% of the students at HCMUNRE and 83% of the teachers admitted that intonation has not been taught regularly due to the reasons that follow. Firstly, the teachers usually spend most of their time on teaching compulsory lessons in the syllabus so there is no time to teach intonation. Secondly, they have no motivation to learn and teach intonation because it is not included in final exam. Finally, according to teachers'



opinion at HCMUNRE, there are not many interesting activities to teach intonation in class.

In other research, Pan (2012) talks about comparative study on English and Chinese intonation at Zhenjiang Watercraft college of PLA, China. He concluded that intonation, being the essential element and external form of a language, serves the human beings primarily as a medium of communication. He made a 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. His article attempts to realize the significance and apply the study to foreign or second language learning and teaching.

Yanli (2008) talks about the effectiveness of interactive instruction on the intonation learning of Chinese college learners. the different effects of two form focused instructional techniques on the EFL learners learning of English intonation The study will investigate the intonation instruction reset EFL learners interlanguage phonology consist of improving their intonation. The result are presented based on the data gather from the participants. The results are discussed in the following order, native speaker's data collected, pre-test data of the EFL college learners, and comparison of the data collected. The responses to the final questionnaires on the effectiveness of intonation instruction revealed that the learner perceived a general improvement in their intonation performance after the training.

Chen (2013) talks about empirical study on the acquisition of English rising tone by Chinese EFL learners' at Zhengzhou University of Light Industry, China. He found that the acquisition of English rising tone is of great significance for Chinese learners, but many problems do exist, such as improper placement of nucleus stress, failure to control the contour of pitch of nucleus, replacement of rising tone by falling one, epenthesis of extra central vowel after the consonant with which the nucleus or tail ends. From the result it can be found that the acquisition of sentence stress and intonation is much more difficult than that of words and the acquisition of



rising tone is largely influenced by such factors as lack of intonation knowledge, poor acquisition of stress, differences between English and Chinese tone patterns, etc.

In the previous studies tended to focuses on the intonation area. First, Tuan (2012) talks about intonation has been neglected in the process of teaching pronunciation to EFL students at Ho Chi Minh City University for Natural Resources and Environment (HCMUNRE, Vietnam). Second, Pan (2012) talks about the comparative study on English and Chinese intonation at Zhenjiang Watercraft college of PLA, China. Third, Yanli (2008) talks about the effectiveness of interactive instruction on the intonation learning of Chinese college learners. Fourth, Chen (2013) talks about empirical study on the acquisition of English rising tone by Chinese EFL learners' at Zhengzhou University of Light Industry, China. However, these studies have failed to recognize the relation between intonation (tonality, tonicity, and tone) with the students' storytelling to know the pattern of students' intonation.

The present researches identify EFL learners' intonational pattern in the storytelling. So, the present researches find out the pattern of intonation that students use in their storytelling and how interpersonal meaning constructed by pattern of intonation in the students' monologue. Here, the data taken from students of Senior High School in the SMAN 1 Rajagaluh. The researcher taken three respondents in the X-Social 1 class. Students memorize the narrative text entitled "The Fly and The Bull" in form of storytelling and the researcher recorded it.

## 1.8. Research Methodology

### 1.8.1. Research Objective

The objective of this research is to knows the students in SMA Negeri 1 Rajagaluh. Besides, this research focuses on using recording and storytelling using narrative text entitled "The Fly and The Bull". Participants of the study are contributing one classes of EFL learners'. The sample take three students. So, there



are three respondents of EFL learners that investigated. The researcher explore the patterns of intonation that students' use in their storytelling and identify how interpersonal meaning constructed by pattern of intonation in the students' storytelling.

### 1.8.2. Place and Time of Research

This research take place in SMA Negeri 1 Rajagaluh to identify the patterns of intonation in the students' storytelling, especially for EFL lerners'. The researcher chosen SMA Negeri 1 Rajagaluh as the research area was because there are some reasons:

- 1) The English teachers at SMA Negeri 1 Rajagaluh have good quality. Besides, the students of SMA Negeri 1 Rajagaluh have different English skill: good, middle and low.
- 2) The researcher is undergraduated from SMA Negeri 1 Rajagaluh, it will make this research easier to investigated and minimize the budget because the researcher's house close to that school. "Budgets usually include such items as salaries, materials, equipment costs, administrative and other assistance, expenses (such as travel and postage), and overhead" (Fraenkel et. al, 2012: 624).

The researcher would spend four months to identify students' storytelling as following in the table.

No.	Activity	July				August				September				October			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Preparation																
2.	Identification of the phenomenon, the participant and title																
3.	Data collection and searched the																





	theoretical foundation																
4.	Data analysis																
5.	Describing data analysis and Conclusions																
6.	Thesis examination																
7.	Thesis revision																

### 1.8.3. Research Method

This research uses qualitative method. The researcher uses qualitative method because the researcher uses observation, and documentation as the technique of collecting data. According to Dawson (2007) qualitative research explores attitudes, behavior and experiences through such methods as interviews or focus groups. It attempts to get an in depth opinion from participants (Dawson, 2007: 14-15).

Bogdan and Biklen (1982) as cited in Fraenkel et. al (2009: 422-423) the characteristic of qualitative research are:

- 1) The natural setting is the direct source of data, and researcher is the key instrument in qualitative research.
- 2) Qualitative data are collected is in the form of words of pictures rather than number.
- 3) Qualitative researchers are concerned with process as well as product.
- 4) Qualitative researchers tend to analyze their data inductively.
- 5) How people make sense out of their lives is a major concern to qualitative researchers.



#### 1.8.4. Source of Data

The data is collected by identify the pattern of intonation in the students' monologue and how interpersonal meaning constructed by pattern of intonation in the students' storytelling. This research focuses on using recording and students' storytelling by using narrative text entitled "The Fly and The Bull". The researcher taken three respondents in the X-Social 1 class at SMA Negeri 1 Rajagaluh.

#### 1.8.5. Technique of Collecting Data

This research uses descriptive qualitative research. Descriptive qualitative (survey) research is research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables (Ary, et al., 2010: 640). The researcher uses two kinds of technique for collecting the data, those are observation and documentation.

##### 1.8.5.1. Observation

The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors (Ary, et al., 2010: 431). Moreover, Ary et al (2010: 432) claims that quantitative observations often use checklists and behavior observation tools developed prior to the observation to record or document observed behaviors.

##### 1.8.5.2. Observational checklist

According to Ary, et al., (2010: 217), checklist presents a list of the behaviors that are to be observed. The observer then checks whether each behavior is present or absent. A checklist differs from a scale in that the responses do not represent points on a continuum but, rather, nominal categories. For example, a researcher studying disruptive



behavior would prepare a list of disruptive behaviors that might occur in a classroom. An observer would then check items such as “Passes notes to other students” or “Makes disturbing noises” each time the behavior occurs. The behaviors in a checklist should be operationally defined and readily observable.

#### 1.8.5.3. Observational field notes

The most common method of recording the data collected during observation is field notes. The researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes. Notes may supplement information from other sources, including documents and interviews, or they may comprise the main research data (Ary, et al., 2010: 435).

In addition, the researcher’s field notes present the data that will later be analyzed to provide an understanding of the research setting and the behavior of people within that setting. It can be said that the successful outcome of the study relies on detailed, accurate, and extensive field note that contain what the researcher has seen and heard. They have two components (Ary, et al., 2010: 435):

- a) Descriptive part, which includes a complete description of the setting, the people and their reactions and interpersonal relationships, and accounts of events (who, when, and what was done).
- b) Reflective part, which includes the observer’s personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis. Field notes may include photographs and audio and video recordings.



#### 1.8.5.4. Documentation

The technique of this research is documentation because the researcher will collect the recording of students' monologue that have collected. According to Mason (2002) "the analysis of documentary sources is a major method of social research, and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy" (Mason, 2002: 103). The data is collected by identify the patterns of intonation that students' use in their monologue through the recording. Researcher as the source for collecting data of documentation and researchers also are collecting data from observation.

#### 1.8.6. Research Instrument

The instrument of qualitative research is the researcher itself. According to Ary, et. al (2010: 421) "The primary instrument used for data collection in qualitative research is the researcher him or herself". The researcher as the source for collecting data through documentation and observation. As the source of the research, the researcher should comprehend the data for giving more information. Besides documentation and observation, the researcher did a computer-informed analysis by using Speech Analyzer 3.1 version.

#### 1.8.7. Steps of Research

This research uses qualitative method. There are some technique of collecting data. There are basic steps adopted by the researcher who uses qualitative research (Fraenkel et. al, 2009: 425-427).

- a) *Identification of the phenomenon to be studied.* The researcher will identify the phenomenon (identify the patterns





of intonation that students' use in their storytelling). This problem appears when students' storytelling through recording. The researcher asked the students of Senior High School at SMA 1 Rajagaluh to record their storytelling.

- b) *Defining the participants.* This step is purposed to classify what kind of participant which is appropriate with the phenomenon. In this study, three students of Senior High School at SMA Negeri 1 Rajagaluh are chosen to be studied.
- c) *Data collection.* The researcher use content analysis approach. Then, the researcher uses documentation as the technique of collecting data.
- d) *Data analysis.* Analyzing the data in a qualitative study essentially engages analyzing, synthesizing, and reducing the information the researcher obtains from various sources (e.g., observations, interviews, documents) into a coherent description of what he or she has observed or otherwise discovered.
- e) *Interpretations and conclusion.* Interpretations are made continuously throughout the course of a study. Qualitative researchers tend to formulate their interpretations as they go along. As a result, one gets the researcher's conclusions in a qualitative study more or less integrated with other steps in the research process.

#### 1.8.8 Data Analysis

The researcher uses content analysis approach. The technique for collecting data were observation and documentation. Data analysis in qualitative research will be collected by making recording and uses narrative text entitled "The Fly and the Bull" as the media to explore the patterns of intonation in the students' storytelling and to identify how interpersonal meaning constructed by pattern of intonation in the



students' storytelling. The researcher adopted as Lodico et. al (2010: 180) say how to analyze the data. The step are:

- a) *Prepare and organize the data.* The researcher will prepare and organize the data collected from observation and documentation through recording. Recorded data from documentation will be fully transcriptions. The data through recording will be organized to get sense of what are in the data.
- b) *Review and explore the data.* The researcher listens and reviews the recording to get understanding from all data collected whether enough to be investigated.
- c) *Code data into categories.* Then, the researcher will do coding of the data into several categories to make easier in the analyze the data based on students' storytelling. In this research, the researcher provides the code that adapted from Tench (2011:133) as follows:
  - a. | : Intonation unit boundary
  - b. Underlining : Tonic syllable
  - c. \ : Falling tone
  - d. / : Rising tone
  - e. ∨ : Falling-rising tone
  - f. ∧ : Rising-falling tone
- g. *Construct thick descriptions of people, places and activities.* The researcher will construct the description of people, places, and activities. The people are EFL learners'. The place in SMAN 1 Rajagaluh. The activities are students' storytelling through recording.
- h. *Report and interpret data.* The researcher will interpret the data findings as a conclusion in the end of this qualitative research.



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