THE ANALYSIS OF EFL LEARNERS' INTONATION IN STUDENTS' STORYTELLING

A THESIS

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ABSTRACT

Tika Dwi Purnami. 14121310364. The Analysis of EFL Learners' Intonation in Students' Storytelling.

This research deals with analyzing the intonation patterns (tonality, tonicity, and tone) and the interpersonal meaning used by students as EFL learners. In the area of suprasegmental aspect, it is possible to teach intonation to the students. However, study intonation in class considered a something difficult to teach, the teacher chooses to focus on another aspects than intonation especially in speaking class.

In conducting this research, the researcher had two objectives to achieve. First, this study tried to analyze the intonation pattern of students' storytelling by analyzing tonality or unit of information, tonicity or focus of information, and tone or status of information. Second, it also tried to find out the interpersonal meaning constructed by the students' storytelling.

This research takes a qualitative method in analyzing data where the data is taken from students' recording as a main data source to be analyzed in this research. 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 and markedness of tonality (unmarked and marked). Then, the researcher analyzed the tonicity system that consists of marked and unmarked tonicity. Further, the researcher analyzed the tone system based on Speech Analyzer system that will be connected to the interpersonal meaning.

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 50 clauses that found in the text. Those clauses divided into two kinds, independent and dependent clause. In this research, the researcher found 23 clauses or 46% of independent clause and 27 clauses or 54%. There are 177 tone units from three respondents. Unmarked or neutral tonality is the domination with 82% percentage and there are 18% marked tonality. Then, in tonicity, respondents put 76% neutral tonicity and 24% marked tonicity. The common patterns of tones or the status of information are categorized into four types namely rise (R) (27%), fall (F) (13%), rise-fall (RF) (48%), fall-rise (FR) (12%). Then, the error intonation is analyzed from the intonation pattern. The different uses of rise tone, fall tone, rise-fall tone, and fall-rise tone can convey different meaning.

Key words: Tonality, Tonicity, Tone

RATIFICATION

This thesis which entitled **"The Analysis of EFL Learners' Intonation in Students' Storytelling"** written by Tika Dwi Purnami, student number 14121310364 has been examined on January 30th 2017. It has been accepted by the broad of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Departrnent at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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vi

TABLE OF CONTENT

CHAPTER II THE PATTERNS OF INTONATION IN STUDENTS' STORYTELLING

CHAPTER III INTONATION ERROR OF EFL LEARNERS IN THEIR STORYTELLING

CHAPTER IV CONSLUSION

CHAPTER I

INTRODUCTION

1.1.Research Background

Study about English has been taught when the children were in Elementary school even Nursery school. But sometime teacher does not focus on pronunciation of its word, but more focus on meaning. Though study about pronunciation is important because it brings a meaning if the speaker pronounces a word with a good pronunciation.

Phonology is an important aspect in speaking language. There are two kinds of phonological aspects, segmental and supra segmental aspect. Segmental consists of vowel and consonant, and supra segmental consists of intonation, pitch, length, rhythm, and loudness (Chun, 2002: p. 4).

Through research in intonation area, there are some phenomenon that appears on intonation of English Foreign Language learners. First, EFL learners' have their problematic prosodic features in the pattern of intonation (tonality, tonicity, and tone). Second, EFL learners' have their problematic in the pronunciation. Third, EFL learners' have their problematic in the word stress (primary stress and secondary stress). Fourth, EFL Learners' have problematic in the punctuation when they speak English. Fifth, EFL Learners' has been neglected intonation in the process of teaching language.

The speakers propose to be attentive to intonation because intonation brings the meaning of the speakers. "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). Furthermore, "Changing the intonation of an utterance can easily change the meaning of that utterance" (Tench, 2011: p. 130). The study of intonation has become a part of language teaching to EFL learners. Intonation is assumed as something difficult to teach and learn. According to Anthony (2000, p. 269), "intonation has traditionally been regarded as a problem". However, intonation is something that very difficult because intonation carries meaning.

There are three basic system of intonation; those are tonality, tonicity, and tone. The tonality, tonicity, and tone describe in this research. According to Tench

(2000), "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 the three basic system, the meaning is hard to catch by the listeners.

EFL learners is chosen in this study because they have different intonation between their first language, second language and foreign language. When they did a storytelling, it is possible if they do not use their foreign language intonation, because intonation is something difficult. "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. English teacher thought teaching intonation is difficult because intonation is like abstract thing. Further, the researcher found some kinds of difficulties faced by EFL learners: 1) EFL learners could not know how to pronounce some words, for instances, upon, arouse, enough, satisfy, packed, taste, butchering, earth, toward, and unknown, 2) EFL learners avoided punctuation. The researcher found some EFL learners did not care about punctuation. When they met punctuation, for example comma, they did not stop for a while. 3) Some of EFL learners were shy to express their emotions. Some EFL learners were shy in expressing their emotions so it made a storytelling looked flat. 4) Most of EFL learners were not fluent in English reading. The researcher thought most of EFL learners were not fluent in English reading. They looked unusual with English reading. Then, they were afraid when they made mistakes.

This research focuses in the area of phonology. The area of Phonology is worth conducted. There are many researchers who touched the phonology as their research. The researchers that engaged in this area 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). Hence, this study augmented the findings in the area of phonology, especially in the intonation aspect. It is because this study tries to reveal the patterns of intonation that students used in their storytelling through the recording of narrative text.

From some phenomenon above would identify in this research. This study focuses on the phenomenon about the problem of EFL learners in the patterns of intonation that students use in their storytelling.

1.2. Focus of Study

This study focuses on intonation of EFL learner students' storytelling. The researcher tries to connect the study of intonation with teaching English as a Foreign Language. The researcher concerns to know the intonation area that has to be thought in Speaking and also in Phonology as a major aspect. This research tries to find out the intonation pattern that used by the students in their storytelling.

This study analyzes the intonation pattern. It means that this study cannot be separated with tonality, tonicity and tone. Those three basic system of intonation are the main point that must be analyzed. According to Tench (2011: 134) argues tonality is the division of spoken discourse into discrete units of intonation, each of which carries one piece of information. Tonality represents the way the speaker perceives all the information and then organizes it into units of intonation (Tench, 2011: 134). On the other hand, tonicity is the location of the most prominent syllable in an intonation unit. Tonicity identifies the focus of each piece of information (Tench, 2011: 149). After the researcher analyzes the tonality and tonicity, the last part is tone. According to Tench (2011: 158), tone is the level and movement of pitch within an intonation unit.

1.3. Research Question

Based on the explanation above, this study focused on analyzing the intonation pattern in students' storytelling. Based on the reason above, the researcher tries to close attention to:

1) What pattern of intonation that used in students' storytelling?
2) How do error intonation of EFL learners in their storytelling?

1.4.Aims of Research

Based on the questions mentioned above, the aims of this research are:

1) To know the intonation patterns that used in the students' storytelling.

2) To identify the error intonation of EFL learners in the students' storytelling.

1.5.Significance of Research

There are two kinds of significance of this research; theoretically and practically. Theoretically, it is very beneficial for teacher and researcher. This study encourages English teacher to know how to analyze the intonation pattern by using Speech Analyzer software. Besides, the teacher can use it as a learning media to ease the students' awareness about the importance of intonation in storytelling. Besides, this study is very beneficial for researcher. It adds the researcher's knowledge about the importance attitudinal intonation and 3T that serve as a key of intonation and also it can be a reference for the next researcher.

Practically, this study should be useful for students. The students are expected to be able to improve their understanding about intonation and to be able to increase their awareness about interpersonal meaning in the form of storytelling. Besides, this study is hoped to be useful for students to product the correct pronunciation and also to understand the information that carried by the spoken language.

1.6.Previous Study

This research is inspired by some previous researchers. There are three studies that strictly related to this present study; they are Siti Faahirah (2014), Shalchian, Sadigheh Vahdany, Fereidoon Arjmandi, Masoomeh (2014), and Mical William Park (2011).

The first research is conducted by Siti Faahirah (2014). The title of the research is "The intonation of Questions in Brunei". The research aimed to investigate the intonation of speakers of English in Brunei when asking questions, and in particular it investigates whether they are influenced by the intonation of Malay. The results present that there are different preferences for each type of questions in the English and Malay. In the English, the leaders and the followers prefer asking yes-no questions. In the Malay, the leaders have a preference for single word questions while the followers seem to prefer asking WH questions. In English, WH questions show a high preference for falling intonation while yes-no questions show a high

percentage for rising intonation. Single word questions are strongly associated with rising intonation.

The second research is conducted by Shalchian, Sadigheh Vahdany, Fereidoon Arjmandi, Masoomeh (2014). The title of the research is "The effect of using reading aloud on improving Iranian EFL learners' pronunciation of word stress". The research aimed to investigate the improvement of Iranian EFL students' English pronunciation of first stressed two syllable words by reading-aloud after listening to a native speaker model. To achieve this purpose 60 EFL subjects were selected from among 120 EFL learners based on their performance on placement test of OPT and they were randomly assigned into two groups of control and experimental, 30 participants in each. The data were analyzed with the use of basic of basic statistics: mean, standard deviation, independent and paired test. The result shows that reading aloud help students to improve their pronunciation especially the pronunciation of first stressed two syllable words.

The third research is conducted by Mical William Park (2011). The title of the research is "Teaching intonation patterns through reading aloud". The research aimed to investigate East Asian learners of English studying in the US acquired more accurate intonation patterns after receiving five weeks of tutoring focusing on four basic intonation pattern and using oral reading as the primary practice technique. The result shows that the learners significantly improved their intonational accuracy (based on the judgments of three native speakers who listened to single-sentence recordings from questionnaires, exit interviews, and pre- and post- test) and that they were generally amenable to the teaching technique.

Related to those researches, the researcher focuses only on the intonation pattern used in students' storytelling and identifies error intonation of students in their storytelling. This aspect that the researcher does not find in the previous studies. The researcher feels that it is a must to investigate the intonation pattern that used in students' storytelling and also identifies error intonation in students' storytelling because it could support students improving their speaking skills, especially English pronunciation.

1.7. Frame of Thought

In this part, the researcher presents the frame of thought. It deals with clause, intonation (consists of intonation pattern and intonation system), storytelling, error intonation, and speech analyzer software, which are considered to be a valid basis and expected to strengthen the research findings and data analysis.

1.7.1. Clause

In grammar, a clause is the smallest grammatical unit that can express a complete proposition. Warriner (1982: 93) defines the clauses in English as a group of words which grammatically contain of the subject and predicate. A typical clause consists of a subject and a predicate. It is supporting by Bossone (1981: 38) as cited in Abadi (2011: 39) says a clause is a group of words that contains of a subject and predicate.

A clause can be divided into two kinds, those are independent and dependent clause. Kriptrayoch and Sojisirikul (2005: 1) as cited in Abadi (2011: 2) describe independent clause has one subject and verb combination and expresses a complete thought. It can be a sentence by itself. Independent clause is a group of words which grammatically not only contain both subject and predicate but also can stand alone without any following complement. For example, *He walks into the disco*.

Then, dependent clause is defined as clause which embedded independent clause in complex sentence (Koutsoudas, 1966: 269). In other words, existing of dependent clause in complex sentence is just to support independent clause in complex sentence. For example, *….because it has excellent art museum….*

In Halliday (2004:58), there are three lines of meaning in the clause:

1) The Theme functions in the structure of the **clause as a message**. A clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for 'grounding' what he is going on to say.

2) The Subject functions in the structure of the **clause as exchange**. A clause has meaning as an exchange, a transaction between speaker and listener; the Subject is the warranty of the exchange. It is the element the speaker makes responsible for the validity of what he is saying.

3) The Actor functions in the structure of the **clause as representation**. A clause has meaning as a representation of some process in ongoing human experience; the Actor is the active participant in that process. It is the element the speaker portrays as the one that does the deed.

1.7.2. Intonation

Spoken discourse not only uses rhythm, but intonation too. According to Tench (2011: 130), "intonation is the linguistic use of *pitch* in discourse". It is linguistic, in the sense that it carries meaning, changing the intonation of an utterance can easily change the meaning of that utterance. Parker (2002: 22) argues, intonation is the overall pattern of sound that is associated with message or part of that message. Intonation is related to stress but has a direct bearing on meaning too. Then, according to Chun (2002: 3), intonation is a term often used interchangeably with several other terms, in particular prosody and suprasegmentals. Intonation is often referred to in everyday language as *speech melody* or *sentence melody*, terms that focus on pitch variation and modulations (Chun, 2002: 3).

1.7.2.1. Intonation Patterns

Though the precise meanings of intonation patterns may be elusive, it nevertheless appears that they are of a kind which is more relevant for the broader discourse functions of sentences than for their proportional content. Patterns are therefore often described in terms of the 'attitudes' of 'emotions' of the speaker rather than grammatical functions or categories (Fox, 2000: 270).

According to Parker (2002: 71), there are four most important intonation patterns, those are:
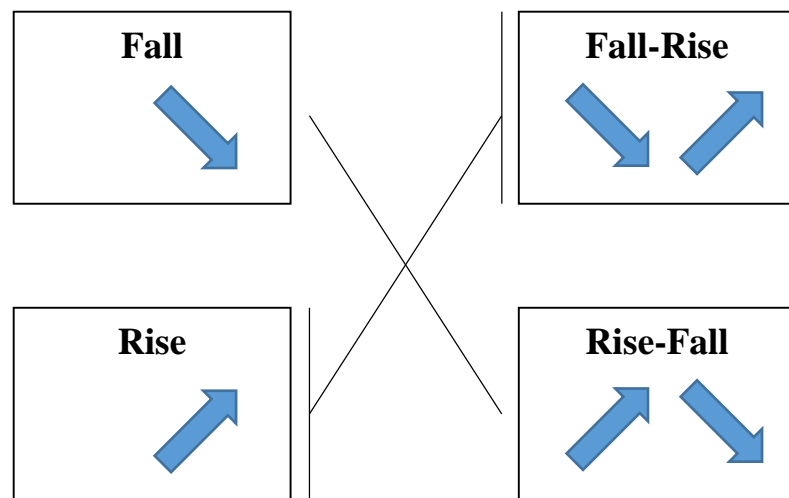
In linguistics, intonation is variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction (Bolinger, 1951 as cited in Park, 2011: 1).

Intonation is the main aspect in pronouncing a word. It is because intonation has a meaning. Traditionally, tones are linked with particular attitudes or emotions. Finch (2003: 173) says that there are some expression that commonly used by the speakers, those are:

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

1.7.2.2. Intonation Systems

According to Tench (2011: 131), says that there are three basic system that operate in English intonation; choices in all three system are made every time we say something. Those are tonality, tonicity and tone.

1.7.2.2.1. Tonality

The first system in intonation is started by tonality because most of our spoken discourse is no longer than a single piece of information. Tench (2011: 134) states that tonality is the division of spoken discourse into discrete units of information, each of which carries one piece of information. Tonality refers to the division of speech into intonation/tone groups. Each tone group contains a single unit of information and represents the speaker's perception and management of the whole message.

As Paul Tench summarized that the major contribution in triple systems which is expressing information structure, those are tonality, tonicity, and tone. Halliday (1967: 30) categorizes three primary systems of intonation:

1) Tonality is the division of the continuous speech signal into meaningful chunks known as tone units.
2) Tonicity is the division of a tone unit into New and optional Given elements through the placement of the tonic syllable.
3) Tone is the major pitch movement within the tone unit. The tonic syllable is the locus or the point of departure for the tone movement, which may be falling, rising or a compound of falling and rising movement. Here, the researcher provides a structure of tone unit is as follows. The tonic syllable is obligatory but all other parts are optional.

   a) Tonic syllable : 'carries' the tone

b) Head : all stressed syllable up to (but not including) tonic syllable

c) Pre-head : any unstressed syllables before the head

d) Tail : any unstressed syllables that follow the tonic.

The researcher also provided examples of tone unit in order to make the explanation clearer, those are:

1) \those |

2) | 'give me \those |

3) | in a 'little 'less than an \hour |

4) | and then 'I said my \father was here |

Some examples of tone units are given above. In the first example, the tone unit/nucleus is a single syllable 'those'. This is the tonic syllable and in this case has been given a falling intonation donated by \. In the second example, the tonic syllable is preceded by a head 'give me'. 'Give' is stressed so it is the start of the head. The, in the third example, the tonic is 'hour', the head is 'little less than an' and the pre-head is 'in a'. Note, the pre-head does not contain any stressed syllables. In example four, the tonic 'father' is followed by a tail 'was here'.

1.7.2.2.2. Tonicity

Halliday (1967: 30) argues that tonicity is the division of a tone unit into New and optional Given elements through the placement of the tonic syllable. Thus, according to Tench (2011: 149), tonality represents the speaker's division of the total message into separate piece of information; on the other hand, tonicity identifies the focus of each piece of information. Tonicity is the location of the most prominent syllable in an intonation unit.

Tonicity divided into two parts, those are neutral and marked tonicity. Neutral tonicity refers to the phenomenon that the tonic syllable occurs within the final lexical item in its intonation unit (Tench, 2011: 150). In short, neutral tonicity has tonic in the end of

the clause and heard so ordinary. Besides, marked tonicity refers to those cases where the tonic occurs within a lexical items that is not final (Tench, 2011: 150). Marked tonicity is the clause that the tonic can found anywhere.

Here, the example of neutral and marked tonicity:

/and the bear being very CLUMSY/ ⟶ Neutral tonicity

/and the bear being VERY clumsy/
/and the bear BEING very clumsy/
/and the BEAR being very clumsy/ } Marked tonicity
/and THE bear being very clumsy/
/AND the bear being very clumsy/

1.7.2.2.3. Tone

Tone refers to the mood or feeling the speaker creates. Sometimes the tone is set by the occasion. Tone provides the speaker with choices about the status of each piece of information (Tench, 1996:80). A tone is a certain pattern, not an arbitrary one because it is meaningful in discourse. By means of tone, speakers signal whether to refer, proclaim, agree, disagree, question or hesitate, or indicate completion and continuation of turn-taking in speech.

1.7.3. Storytelling

Storytelling is the social and cultural activity of sharing stories, often with improvisation, theatrics, or embellishment. Storytelling also called by narrative. In this research, the researcher used telling story out loud as kind of storytelling. This is story relayed through spoken words, from a speaker or teller to an audience of listeners. Some classic examples of it include fables, such as "The tortoise and the Hare" and "Goldilock and the Three Bears". Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view. The term story telling is used in narrow sense to refer specifically to oral storytelling and also in a looser sense to refer to technique used in other media to unfold or disclose the narrative of a story.

1.7.4. Error Intonation

There is much that can go wrong in intonation. An error in intonation may appear when learners have the wrong number of intonation units in their responses or when they place the tonic on wrong syllable. Even when they identify the right tonic syllable but without the right tone on it, they still make an error. Then, learners of English may use an intonation form for the wrong function. However, the errors with tone is the commonest. The problems with tone probably the most regularly occur. Learners usually have difficulties in producing tones that do not exist in intonation system of their first language, or they let their voice go up instead of down, and down instead of up.

Tone is the major pitch movement within the tone unit or it can be said that the overall behavior of pitch is tone. Dorothy (2002: 19) summarized tone into:

Table 1. Summary of Tone

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.

The tunes are described as follows:

Low Fall : The voice falls during the word from a medium to a very low pitch.

High Fall : the voice falls during the word from a high to avery low pitch.

Rise-Fall : The voice first rises from a fairly low to a high pitch, and then quickly   falls to a very law pitch.

Low Rise : The voice rises during the word from a low to a medium pitch or a little above.

High Rise : The voice rises during the word from a medium to a high pitch.

Fall-Rise : The voice first falls from a fairly high to a rather low pitch, and then, still within the word, raises to a medium pitch.

1.7.5. Speech Analyzer Software

The sophisticated of technology helps humans in everything, including research. Speech analyzer is a computer program for acoustic analysis of speech sounds. Intonation patterns can be traced by using the ability of speech atnalyzer to extract graphs of formats. In this research, the researcher uses speech analyzer software to analyze the intonation pattern. This statement agreed by Chun (2002: 119) that the computer software can be used to provide the clear visualization of intonational patterns. It is very useful for researcher who wants to analyze the intonation pattern because the researcher cannot analyze it manually. But firstly, the format of recording must be converted into WAV format. Here, the example of speech analyzer picture.
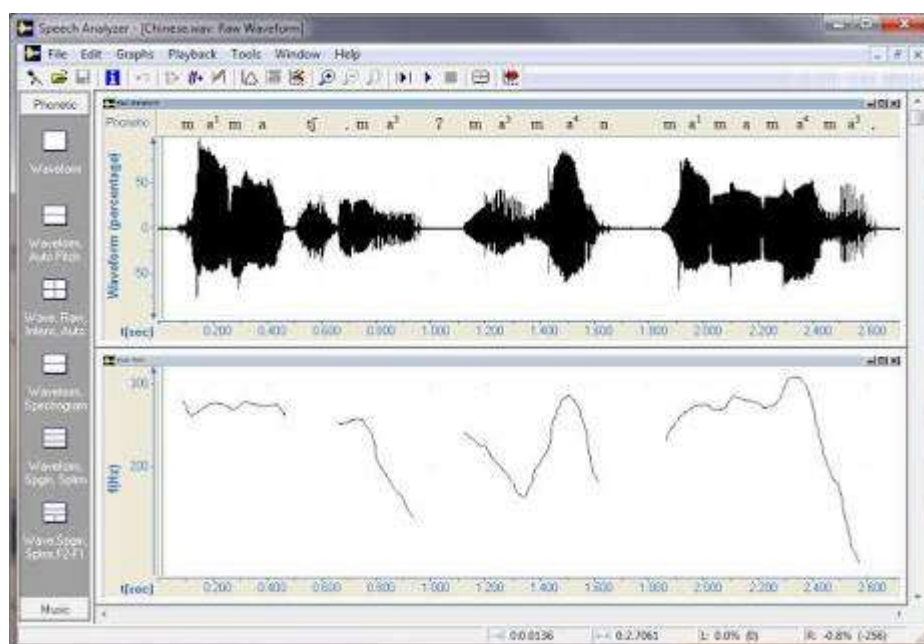
It can be downloaded freely in the website http://www-01.sil.org/computing/sa/sa_download.htm. The researcher used the newest version of speech analyzer software, it is 3.1 version. The website also provide the clear explanation about how to use the software. Speech Analyzer is a computer program for 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.

1.8. Research Method

This part deals with research method. It describes about the source of the data and research design that used in this research.

1.8.1. Source of Data

This research investigated the recording of students in their storytelling. The researcher took the data from students of SMAN 1 Maja Kab. Majalengka XII

social class. The data is taken on Friday, 12 August 2016. The students did the storytelling entitle "A Bear and a Rabbit". This text took from English course book *Look Ahead An English Course for Senior High School Students Year XII* (page 19). In taking the data, the researcher got the sample randomly. In order to the researcher gets the data accurately, the English teacher helped her by doing consultation about English skill of students especially in speaking. The sample that analyzed is three students. The researcher identified the patterns of intonation that students used in their storytelling and after that the researcher identified the error intonation the students' storytelling.

1.8.2. Research Design

Based on the issue is raised in this research, the researcher decided to use qualitative method because this research used documentation as a technique for collecting the data. This is supporting by Dawson (2009: 14) says the qualitative research explores attitude, behavior and experiences through such method as interview or focus group. The qualitative research was chosen in this study because: a) The data presents in words or utterance from students' storytelling; b) Result of this research is described through words or utterances from students' storytelling; c) The purpose of this research is to get deep understanding of intonation patterns and interpersonal meaning. It is supported by a statement that comes from Ary, et. al (2010: 29), the goal of qualitative research is holistic representation and depth of understanding, not a numeric analysis of data. From the statement above, the researcher believes that the qualitative research is appropriate method for this study.

The qualitative research that the researcher uses is content analysis. According to Fraenkel and Wallen (1911: 472), content analysis is a technique that enables researchers to study human behavior in an indirect way. From the statement above, the researcher believes that content analysis is really appropriate with this study. It is supported by Fraenkel and Wallen (1911: 483) argue that there are five advantages: 1) A researcher can "observe" without being observed, since the contents being analyzed are not influenced by the researcher's presence; 2) It is extremely useful as a means of analyzing interview and observational data; 3) the researcher can delve into records and documents

to get some feel for the social life of an earlier time; 4) The logistics of content analysis are often relatively simple and economical-with regard to both time and resources-as compared to other research methods; 5) Content analysis permits replication of a study by other researchers. Contrary, it has some disadvantages are: 1) Limited to recorded information, although the researcher may, of course, arrange the recordings, as in the use of open-ended questionnaires or projective techniques; 2) Establishing validity. Assuming that different analyst can achieve acceptable agreement in categorizing, the question remains as to the true meaning of the categories themselves. Although content analysis has some disadvantages, the researcher believes that content analysis is the appropriate for this study.

1.9. Research System

This part consists of steps of the research and techniques of collecting the data. The techniques of collecting data that used by the researcher is observation and documentation.

1.9.1. Step of the Research

This research has some steps in conducting the research. The researcher adapted the theory from Fraenkel, Wallen, and Hyun (2011: 429-431), those are:

1) Identification of the phenomenon to be studied

   This study began from identifying the particular phenomenon of intonation that has been forgotten in speaking skill. Intonation influences a speaking skill. Thus, the analysis of intonation needs to conducted in order to EFL learners can improve their speaking skill.

2) Choosing the appropriate text and respondents

   After the researcher has found the phenomenon, the researcher tried to choose the appropriate text and respondents. The text and respondents should be in line with this study. The researcher asked to the English teacher about it. Then, the English teacher have her some advices, especially about respondents.

3) Teaching the good pronunciation

The researcher found many EFL learners did not know how to pronunce some words. Then, the researcher gave examples in order to they could produce good pronunciation.

4) Collecting the data

Collecting the data means recording the storytelling of EFL learners that have chosen. The researcher called one by one of EFL learners to record their voice in storytelling form.

5) Cut the recording into clauses

The recording cut into two kinds of clause, those are independent and dependent clause

6) Insert the recording to Speech Analyzer software

The last step is inserting the recording to speech analyzer software. Then, the intonation pattern appeared. After that, the researcher copied it to Microsoft word.

Those are the steps that the researcher took in this study. The researcher could take the benefit from those steps so that it helped the researcher did this study orderly.

1.9.2. Techniques and Instruments of Collecting Data

In qualitative research, one characteristic that must be paid attention is the methods in collecting and analyzing data. In this research, the researcher is the main instrument. It is supported by Bogdan and Biklen in Fraenkel (2010: 426) state that the natural setting is the direct source of data, and the researcher is the key instrument in qualitative research. Furthermore, Ary, et. al (2010: 424) says that the human investigator or the researcher in qualitative study is the main instrument for gathering and analyzing the data.

In the process of collecting data, the researcher used two instruments, those are:

1) Observation Field Notes

The most common method of recording the data during observation is observation field notes. Observation field notes is used to give a brief explanation during observation. According to Ary, et. al (2010: 435), Note

may supplement information from other sources, including documentation and interview, or they may comprise the main research data.

Additionally, the field notes present the data that analyzed to provide an understanding of the research setting and the behavior within the setting. It is clear that the successful outcome of the study relies on detailed, accurate, and extensive field notes that contain what the researcher has seen and heard. Ary et.al (2010: 435) explain there are two components of field notes: 1) 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); 2) Reflective part, which includes the observer's personal feeling or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculation about data analysis. Field notes may include photograph, audio and video recorder.

2) Documentation

Besides observation field notes, the researcher did documentation. According to Mason, (2002: p.103), the analysis of documentary sources is a major method of social research, and one which many qualitative researchers see a meaningful and appropriate in the context of their research strategy". The kinds of documentation provided are photos, text and recording. To prove the research, data are needed and to identify the fact and phenomenon, it is completed by formulation and concern in problem solving through content analysis. Those technique fit to the research design as qualitatif research (Mason, 2002: 103).

1.10. Data Analysis

After collecting the data, the researcher analyzed the data itself. In qualitative study, analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important (Ary, et. al., 2010: 481). Here, the researcher must organized what he or she has seen, heard and read and try to make sense of it in order to create explanations, develop theories or pose new question. There are some steps in analyzing data, the researcher adopted from Ary et. al. (2010: 481), those are:

1) Familiarizing and Organizing

The first steps in analyzing qualitative data involves familiarizing and organizing in order to data can be easily retrieved. Here, the researcher should be familiar with the data through listening repeatedly the audio recording. Preferably, transcriptions should be made of all data, including video recordings and handwritten field notes. As transcriptions are made, notes that provide nonverbal information (e.g., gesture and laughter) that can give added meaning (Ary, et. al., 2010: 481). Analysis without transcripts is possible but not recommended (Ary, et. al., 2010: 481).

2) Coding and Reducing

After familiarizing and organizing with the data, the researcher began the coding and reducing process. According to Ary, et. al. (2010: 483), coding and reducing are the core of qualitative analysis and includes the identification of categories and themes and their refinement. Coding of items is done in order to begin to recognize differences and similarities in the data (Ary, et. al., 2010: 484). The researcher took coding from the transcripts that has made. Codes can represent information you expected to find, information you did not expend to find, and interesting or unusual information (Ary, et. al., 2010: 484). Here, the researcher provides coding/symbols that adapted from Tench (2011: 133):

| : intonation unit boundary

Under<u>lining</u>   : tonic syllable

\   : falling tone

/   : rising tone

\\/   : falling-rising tone

/\\   : rising-falling tone

(xx)   : indecipherable

3) Interpreting and representing

The last step is interpreting and representing. According to Ary, et. al. (2010: 490), interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations, and representation involves how the data are presented. Here, the researcher tries

to interpret and represent the sense from the researcher's sights. Here, the examples of interpreting and representing data of this research:

That's /**good** idea	/**However**
whispered **the** bear	You're very \\/**kind**

21

1.11. Research Timeline

Time is allocated to the researcher to make a plan so that the research would be done on time. The research conducated about four months.

No.	Activity	August				September				October				November			
		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																▓

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