PATTERN OF PHONOLOGY IN CHILDREN'S NURSERY RHYME

A THESIS

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ABSTRACT

Anggi Miladi Shulhiyyah 14121320232. PATTERN OF PHONOLOGY IN CHILDREN'S NURSERY RHYME

The study of phonological pattern is a crucial system in pronunciation English language, especially for young EFL Learners. Phonological patterns in each language will have differences. It creates various intonation related to meaning inside. This present study are interested to conduct the research of intonation pattern and meaning is created in five children's nursery rhymes, are: *Humpty Dumpty, Hey Diddle Diddle, Jack and Jill, One Two Three Four and Five I Caught a Fish Alive, and Finger Family*.

Nursery rhyme has been widely used as a media of language learning. Especialy, in English language learning of young EFL learners. Children who are familiar with a variety of nursery rhymes when they are between the age of three and six years old have increased literacy abilities in the three years that follow. Besides that, a nursery rhyme appear to help children; learn the intonations patterns of a language, learn new words and concepts, understand the basic of learning to read and write, gain appreciation of poetry. Thus, young children's nursery rhyme knowledge is a powerful predictor of their growing skills in phonological awareness.

This research also takes a qualitative method in analyzing data where the data is taken from you-tube. 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 markedness (neutral and marked) of tonicity. Further, the researcher analyzed the tone system based on Speech Analyzer that will be connected to the interpersonal meaning based on three primary system of intonation.

The result of this analysis shows that In five nursery rhymes there are total 76 clauses. In tonality, 76 clauses chunked into 113 tone unit. There are 50 marked tonality and 26 neutral tonality. In five nursery rhymes the researcher found 71 marked tonicity and 42 neutral tonicity. There are four types of tone that found in the show; fall, rise, fall-rise, and rise-fall. The biggest percentage goes with rise-fall tone that placed 39 tone unit or 34, 5% from all tone units. Rise tone has percentage 32%. Then, falling tone presents 22%. The lowest tone is fall-rise tone, that is only has 11, 5% from 100% tone. The researcher had seen the interpersonal meaning from pattern of intonation choices that uses by the singer in five nursery rhymes. It can be clearly concluded that the intonation patterns interrelated with the three primary system of intonation.

Key words: Nursery Rhyme, Tonality, Tonicity, Tone, Interpesonal Meaning

RATIFICATION

This thesis entitle **"PATTERN OF PHONOLOGY IN CHILDREN'S NURSERY RHYME"** written by Anggi Miladi Shulhiyyah, studen number 14121320232 has been examined on 8 August 2016. It has been accepted by the board of 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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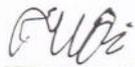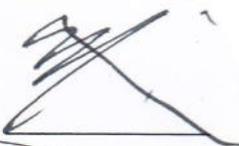
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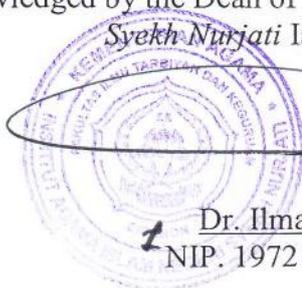
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TABLE OF CONTENT

CHAPTER I INTRODUCTION

CHAPTER II THE PATTERN OF INTONATION IN CHILDREN'S NURSERY RHYMES

CHAPTER III THE CONSTRUCTION OF INTERPERSONAL MEANINGS BY THE PATTERN OF THE INTONATION IN CHILDREN'S NURSERY RHYME

CHAPTER VI CONCLUSION

BIBLIOGRAPHY

APPENDICES

CHAPTER I

INTRODUCTION

1.1. Research Background

The study of phonological pattern is a crucial system in pronunciation English language, especially for young EFL Learners. Phonological patterns in each language will have differences. The characteristic of phonological pattern as well as for analyzing the activity of the vocal system of articulation, (Halliday, 2004: 22). It creates various intonation related to meaning inside.

Intonation and meaning is like two sides of coin. They cannot be separated from one another. When we conversation or just talk, of course, we will produce a different intonation. English intonation consist of three basic systems, there are tonality, tonicity and tone. Three systems are always used together to create different meanings, (Tench, 2011:131). Thus, whatever we say even one word, we will create meaning. Tonality and tonicity is the tone group that carries the meaning; Textual meaning and interpersonal meaning. The organization of speech into a sequence of tone groups carries textual meaning, the choice among the difference tone carries interpersonal meaning via the grammatical system of key, (Halliday, 2004:15).

This study is focus on the phonology area. There are two aspects in the study of phonology, articulation and prosody. Articulation is smaller segment (vowels and consonants). Prosody is larger segments (intonation and rhytm), (Halliday, 2004:11). The gateway between the two aspects is the syllable.

There are many researchers who touched the phonology as their research. The first researcher engaged in the area of segmental phonology such Demirci (2011), Diez (2001), Soskhuty (2013), Kainada (2009). The second research gets in touch with suprasegmental phonology; those are prosodic feature Qi Pan (2012), Chen (2013), Tuan (2012). Weda (2012), nursery rhyme Harper (2011), Wulandari (2008), and Dunts, Meter, Hamby (2011).

Additional research which investigated the suprasegmental area, of the overall studies that focus on suprasegmental area, exactly intonation, this present study are interested to conduct the research of intonation pattern and meaning is created in some children's nursery rhyme. Nursery rhyme has been widely used as a media of language learning. Especialy, in English language learning of young EFL learners.

Children who are familiar with a variety of nursery rhymes when they are between the age of three and six years old have increased literacy abilities in the three years that follow, (Meclean, Bryant, and Brandley, 1987). Besides that, a nursery rhyme appear to help children; learn the intonations patterns of a language, learn new words and concepts, understand the basic of learning to read and write, gain appreciation of poetry, (Danielson, 2006:7). Thus, young children's nursery rhyme knowledge is a powerful predictor of their growing skills in phonological awareness.

The previous studies have indicated the influence of the nursery rhyme explicit instruction in phonological awareness and the development of children's skills phonemic in the nursery rhyme to remember, rhyme identification and awareness of sound began to be assessed, (Harper, 2011). In addition, Wulandari (2008) found that the nursery rhyme can improve reading skill and the children enjoy study reading with used a nursery rhyme.

1.2. Focus of Study

This study focus on to identify of intonation in each nursery rhymes. The researcher tries to connect the study of intonation with teaching English as foreign language (TEFL) young learners. This research aims to find out the intonation pattern that used in the five of nursery rhymes included *Humpty Dumpty, Hey Diddle Diddle, Jack and Jill, One two three four and five Once I caught a fish alive and Finger Family* and then after found the intonation patterns, it can be find out the types of meaning contained in these nursery rhyme.

Analyzing the intonation pattern means analyze the three basic system of it; tonality, tonicity, and tone. Tonality is the division of spoken discourse

into discrete units of intonation, each of which carries one piece of information (Tench, 2011:134). Analyze the tonality means the researcher can easily interpret the every single speech that the characters in the show use with chunks. Tonality represents the speaker's division of the total message into separate pieces of information; tonicity, on the other hand, identifies the focus of each piece of information (Tench, 2011:149). Analyze the tonicity help the researcher to know whether the information that the characters in the show say is new information or not. After tonality and tonicity have analyzed, the researcher also aims to analyze the tone. Tone provides the speaker with choices about the status of each piece of information (Tench, 1996:80). Those aims are hopefully useful for further insights of young EFL learners in producing the correct English pronunciation.

1.3. Research Question

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

1. How are the patterns of intonation in children's nursery rhyme?
2. How are the interpersonal meanings constructed by the pattern of the intonation in children's nursery rhyme?

1.4. Aims of The Research

From the research questions above, the researcher has some aims to be achieved:

1. To explore the patterns of intonation in children's nursery rhyme.
2. To explore the interpersonal meanings constructed by the pattern of the intonation in children's nursery rhyme.

1.5. Significance of The Research

There are two kinds of significance if this research; theoretically and practically.

Theoretically, the result of the study has to provide some clear exploration in the term of intonation. Furthermore, this research will go

through teaching English as foreign language. Besides, this research is very beneficial for researcher and even for teacher. This research supports the English teacher and young EFL learners to know how to analyze the patterns of intonation using Speech Analyzer software. Beside that, from the intonation patterns that are revealed by the speech analyzer software encourages the English teacher and EFL learners to realize about interpersonal meaning. The teacher also can use the speech analyzer software as the learning media to ease the student's awareness about intonation patterns and its interpersonal meaning. This research also can be a reference for the next study. Then, when the researcher gets the result of this study, it must be implemented in teaching process. Thus, this study is very beneficial for researcher; it adds the researcher's knowledge how attitudinal intonation and 3T (Tonality, Tonicity, and Tone) that serve as a key of intonation and also it can be a reference for the next researcher.

Practically, this research is hoped to be useful for further insights young EFL learners to produce the correct pronunciation and also to understand the information that carried by the nursery rhyme.

1.6. Previous Study

Nursery rhyme has been used as a research material. Of the few researchers who use the nursery rhyme, have differences context. There are three studies closely related to the current study; there are Harper (2011), and Wulandari (2008).

First, Harper (2011), have investigated of the relationship between knowledge of nursery rhymes and phonemic skill development in 20 three-year old pre-K children existing Euro-American nursery rhyme knowledge and phonological awareness literacy. The researcher use ten of nursery rhymes, there are, *Humpty Dumpty, Twinkle Twinkle Little Star, Itsy Bitsy Spider, Jack and Jill, Hey Diddle Diddle, Hickory Dickory Dock, Mary Had a Little Lamb, Baa-Baa Black Sheep, Little Boy Blue, and Little Miss Muffet.* The researcher found the influence of the nursery rhyme explicit instruction in phonological awareness and the development of children's skills phonemic

in the nursery rhyme to remember, rhyme identification and awareness of sound began to be assessed.

Second, Wulandari (2008), this study is observation to children name's Leila. The researcher uses some nursery rhyme to learning reading comprehension. The observation carried out in six meetings. The researcher uses the book of nursery rhyme and the video of nursery rhyme. From the book, Leila can read the lyric of each nursery rhyme and from the video, Leila can watch the nursery rhyme and fell enjoy. The researcher they are '*One Two Three Four Five, One, Two Buckle my Shoe, Hey Diddle-diddle, Little Bo-Pepp, Pease Porridge, Sing a Song of Sixpence, Five Little Ducks, Three Little Kittens, Jack and Jill, Girls and Boy Come out to Play, Hush Little Baby, and All The Pretty Little Hourse*. Leila read and listened those nursery rhymes. Leila could recognize that the two nursery rhymes were about numbers and could tell the meanings of one to twenty. The researcher had showed an improvement in Leila's vocabulary and reading comprehension. Leila also had showed a great interest in learning reading by using nursery rhyme.

Third, Dunts, Meter, Hamby (2011) have findings provide a relationship between young children's nursery rhyme abilities and their phonological and print-related skills, including emergent reading. In the search strategy use nursery rhyme measure, there are knowledge, experience, and awareness. The study involved children aged six years; there were 5299 preschoolers as participants. After doing some observations, researchers found an association between nursery rhyme with literacy outcomes. Where, with use nursery rhyme in children can improve their literacy level. Not only that, but their phonological system also becomes good.

In contrast, the present study concern to the intonation of nursery rhymes. The researcher argues that to reach the better pronunciation also the intonation of children speaking cannot separate to the analysis of the intonation pattern of the nursery rhyme first as the media. It must be stressed that a good speaking of children become increasingly unreliable when there are no research that analyzed the pattern of intonation of the media first. In

addition to the introduction of vocabulary, children also can develop their literacy skills.

1.7. Frame of Thought

This research is related to the frame of thought which is concerned about:

1.7.1. Clause

The clause is the central processing unit in the lexicogrammar — in the specific sense that it is in the clause that meanings of different kinds are mapped into an integrated grammatical structure (Halliday, 2004:10). The perspective moves away from structure to consideration of grammar as system, enabling us to show the grammar as a meaning-making resource and to describe grammatical categories by reference to what they mean.

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. Phonological Pattern

When we discuss about phonological pattern, sure it will be related with the development of sound pattern. Every sound produced will certainly create different pattern. According Chomsky and Halle, (1968) as cited Kula, et all, (2011:36), in Sound Pattern English (SPE), features are defined in articulator terms. It seems that, the sound pattern will influence of the articulation. Where *sound* refers to the auditory effect of articulations made by the vocal apparatus during speech, and *patterns*, to abstract structures that correlate to mind.

According Halliday (2004: 11), phonology into two regions of articulation or smaller segment, which consist of vowels and consonants and prosody or larger segments, which consist of features of intonation and rhythm.

1.7.3. Intonation

Intonation is changing the tone sequence in a string of speech is in a language. Intonation itself included into the system of suprasegmental. According to Chun (2002: 3), "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 peach melody or sentence melody, terms that focus on pitch variations and modulations.

In everyday language, intonation is often referred to as speech melody or sentence melody, terms that focus on pitch variations and modulations, (Chun 2002:3). Intonation is about how we say things, rather than what we say. Without intonation, it is impossible to understand the expressions and thoughts that go with words. Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation. Intonation may be defined as "speech melody consisting of different tones" (Dalton & Seidlhofer, 1994). When we speak we go up or down on certain stressed syllables.

In written language, punctuation has a very important role because it can distinguish the meaning of a clause which consists of the same word. For example, if a clause is followed by a full stop (.) will declare statement, whereas if the clause with the same word is followed by a question mark (?) will declare a question. For example*: He can go. He can go?* In the spoken language there is no punctuation. Therefore, the pronunciation of words and sentences are very important. There is also the use of accents that must be considered, because the meaning of the sentence will contain different information.

1.7.3.1. Intonation Pattern

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 makes 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 in intonation patterns are falling intonation, rising intonation, the fall-rise, and rise-fall. The fourth pattern will certainly give a different meaning.

1. **Falling intonation**

   It is often using when the end of the sentence.

   /this is the END. /

2. **Rising intonation**

   It is often using when the speaker use yes/no questions.

/can you help ME? /

3. **The fall-rise**

It is using when the speaker show him hesitant expression.

/I MIGHT do it today/

4. **Rise-fall**

Sign the empatient and sharp the behavior

/he is my TEACHER/

The pattern of change in the tone of dividing a speech (sentences) in units that are grammatically meaningful. Each pattern was declared separate syntactic information. Part of the sentence where the enactment of a specific pattern of change of tone called tone unit. In each group there is one syllable tone sounding stand that leads to changes in tone, syllable that is getting accents. A syllable that gets tone accents in the group cannot be predicted because it depends what is considered most important by the speaker. In general designations will not receive the accent; the accent is usually given on the subject (topic). Intonation patterns can also experience *topicalitation*, namely preferential part of the sentence which contrasted with his statement.

1.7.3.2. System of Intonation

According to Tench (2011: 131), intonation has three primary system, that tonality, tonicity, and tone.

1.7.3.2.1. Tonality

Tonality is the 'segmentation' of spoken discourse into discrete units of intonation, (Tench, 2011: 134). Tonality is the division of the continuous speech signal into meaningful chunks known as tone units. The function

to represents the speaker's division of the total message into separate units of information.

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:

a) Make the production of words and sentences arranged better and more beautiful

b) Make the listener easy to interpret every single utterance from the speaker, because the speaker smartly separates the sentence into chunks.

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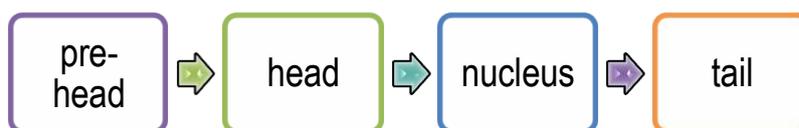
From the structure of tone unit above, there will arise some variations of it. For examples

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 sentence, 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.

1.7.3.2.2. Tonicity

Tonicity is the location of the syllable within each unit of intonation. Tonicity tells you what the focus of the information is, whereas tonality tells you what the pieces of information are, (Tench, 2011: 149).

Tonicity divided into two parts, those are marked tonicity and unmarked tonicity. Marked tonicity is the clause that the tonic can found anywhere. Unmarked tonicity has tonic in the end of the clause and will heard so ordinary.

e.g :

|can you break an apple in TWO| → *unmarked tonicity*

|can you break an APPLE in two|
|can you BREAK an apple in two| *marked tonicity*
|can YOU break an apple in two|

Tonicity can identify weather the information that given is new or no. It is related to theme-rheme system in textual meaning that placed in metafunction. Every words that has a stress of has the tonicity is a rheme, because the word that has nucleus is the focus of information and it is obtain as a new information or rheme.

1.7.3.2.3. Tone

The third system is tone. Tone is the major pitch movement within the tone unit, (Tench, 2011: 158). 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.

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*

Tone can represent the speaker's handling of the relationship between unit (major, minor, dependent) and between a unit (as a message) and an addressee in the sense of stating, questing, commanding, etc.

1.7.4. Interpersonal Meaning

Interpersonal meaning expresses the feeling and attitude of the speaker (Gerot & Wignell, 1994: 13). 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.

1.7.5. Speech Analyzer Software

This research involves the speech analyzer software to help the researcher to analyze the intonation patterns that use in the nursery rhymes. 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 movie video into WAV format.

Speech analyzer can freely download from the following website: http://www-01.sil.org/computing/sa/sa_download.htm.
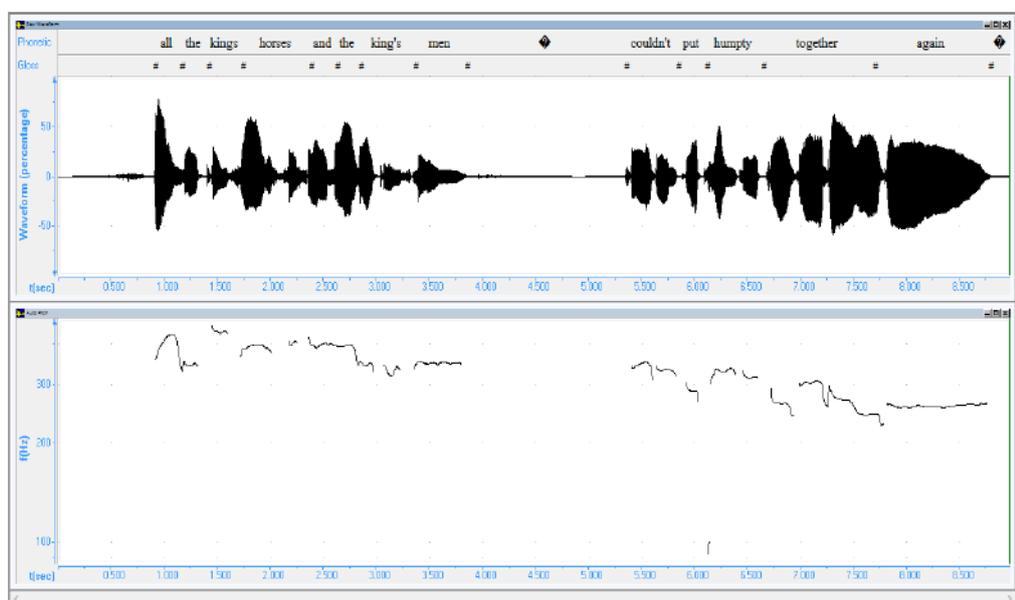
The researcher uses the version 3.1 of speech analyzer that is the newest version of speech analyzer. There are some minimum system requirements

before installing this software *(see SIL website for further information).* The website also provides 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 <u>fundamental frequency</u>, <u>spectrographic</u>, and <u>spectral</u> analysis, and duration measurements.
2. Add phonemic, orthographic, tone, and gloss transcriptions to phonetic <u>transcriptions</u> in an interlinear format.
3. Perform <u>ethnomusicological analysis</u> of music recordings.
4. Use slowed <u>playback</u>, repeat loops, and <u>overlays</u> to assist with perception and mimicry of sounds for language learning.

The researcher has stated in the background of the research that this research will focus on the suprasegmental aspect. From described above, the researcher will investigate the patterns of intonation and the interpersonal meaning that constructs in that five children's nursery rhymes.

1.8. Research Methodology

1.8.1. Source of Data

The source of data is movie video of five nursery rhymes as the primary data source. This data is taken on Friday, 6 February 2015 at 07.00 P.M from youtube with the different link. The first nursery rhyme with the title *Humpty Dumpty* that from https://www.youtube.com/watch?v=h1fiPIhGXYA and it has 01:05 long. Second nursery rhyme entitles *Hey Diddle Diddle* that from https://www.youtube.com/watch?v=G_y5EFK16eQ and it has 01: 10 long. Third nursery rhyme entitle *One two three four and five Once I caught a fish alive* that from https://www.youtube.com/watch?v= 9ir_l7qTiZ4 and has 02: 31 durations. Fourth nursery rhymes with the title *Finger Family* the data taken from https://www.youtube.com/watch?v=YJyNoFkud6g and has 01: 06 durations. The last nursery rhyme entitle *Jack and Jill,* the data taken from https://www.youtube.com/watch?v=DVht3d5gN-s and it has 01: 02 long.

Besides, this study has secondary data sources which are taken from the other references such as books, journals, and the other references which are relevant to this research.

1.8.2. Research Design

To answer the two research questions, the researcher will use qualitative research. The qualitative research that investigate the quality of relationships, activities, situations, or materials (Fraenkel, et. al. 2012: 426). The qualitative research that the researcher will use the content analysis approach. According to Ary et. al. (2010: 29) the material of content analysis are public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.

The researcher uses the content analysis approach because the researcher wills analysis of five music video (MV) of children's nursery rhyme. Content analysis is a research method applied to written or visual materials to analyze characteristics of the material, (Ary, et. all 2012: 638). Music Video is a visual material, so that the researcher chooses the content analysis approach.

1.9. Research System

1.9.1. Step of the Research

In this research, there are five steps in conducting the research. The researcher will adopt the theory of Cresswell (2012: 57) in doing step of the research, those are:

1. Identifying a phenomenon

   This research begins from identifying the phenomenon of the intonation that has forgotten in the speaking. The intonation is very important in speaking.

2. Reviewing the literature

   The researcher need to provide some literature to see what previous research has seen. The literature review help the researcher know the position of the current research. The researcher reviewed some books, articles, and journals from several sources. So, the researcher can found the gap and conduct this research.

3. Specifying a purpose and research question

   After reviewing the literature has done, the researcher will have some research question. Then, the researcher revealed the research question that can be a guide in this research. From the research question that has revealed, the researcher can easily decide the aims of this research.

4. Collecting analyzing data

   Collecting the data is the important step of this research. Without data, the researcher will analyze nothing. The data is taken from movie video five of nursery rhymes. Then, the researcher starts to transcribe the video. The data is useful for analysis, reporting, and evaluating research.

5. Reporting and evaluating research

   After all step has passed well. The researcher has to make report and evaluation. Report and evaluation will make the research conclude perfectly. It is also can give the researcher feedback about the missing part of the research.

1.9.2. The Instruments of Collecting Data

One of the characteristic of qualitative research is the researcher as a main instrument. In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data, (Ary et

al., 2011: 424). The instrument of the research is researcher herself, because the discussion in this study is content analysis. Then, Speech Analyzer 3.1 version also will be used to be an instrument of this method because through Speech Analyzer 3.1 version the data will be analyzed. It will make easy the researcher to do this study.

1.10. Data Analysis

Data analysis in qualitative research is often done when the researcher has collected the data. The experienced qualitative researcher begins data analysis immediately after finishing the first interview or observation, and continues to analyze the data as long as he or she is working on the research, stopping briefly to write reports and papers, (Maxwell 2005: 95).

There are three stages for analyzing the data according to Ary, et al., (2010: 481):

1. Organizing and Familiarizing

    The researcher should become familiar with the data. Here the researcher should reading and rereading transcripts or lyric of the five children's nursery rhymes. The researcher also should viewing and reviewing that five of video music. It seems that, the researcher should intimate the data, (Ary, et. al., 2010:481). Furthermore, the major task of organizing the large body of information begins after familiarization and starts with creating a complete list of data sources.

2. Coding and Reducing

    The second stage of data analysis is coding and reduction. That is about developing concepts from the raw data. Wiersma (2000: 203) cited in Ary, et al., (2010: 483) suggests that coding is analogous to getting ready for a rummage sale. Meanwhile, reducing is the process of selecting relevant information being observed from the transcript that the researcher have made.

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. (xx)   : Indecipherable

3. Interpreting and Representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations, Ary, et. al. (2010: 490). So that, when the researcher has finished organizing the data and familiar with the data and reads the transcripts and also has finished giving the code, the researcher will interpret and represent the data that has taken, the researcher will try to bringing the sense from the researcher's sights then will answer the research questions of this research.

Here is the example of interpreting and representing the data of this research:

|/**Huh?** | /**What? |** The **ama/zing** what? | And who are /**you?**|

The examples above indicate that there are four intonation units with rise and rise-fall intonation

1.11. Research Timeline

This study requires four months to collecting data. Here is the research timeline:

No.	Activity	March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Preparing and writing research proposal	■	■	■	■												
2.	Revision of research proposal					■											
3.	Collecting data						■	■									
4.	Analyzing data									■	■	■	■				
5.	Sorting data													■	■		
6.	Making data conclusion														■	■	■

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