



**THE STUDENTS' INTONATION OF THE SECOND GRADE  
ENGLISH EDUCATION DEPARTMENT  
IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan as  
a Partial Fulfillment of the Requirement for Graduate Degree of  
Islamic Educational Scholar (S.Pd.I.) in English*

**Written By:**

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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



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## LETTER OF AGREEMENT

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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **HIFNI MARINA PADE SIREGAR**, entitled "*The Students' Intonation of the Second Grade English Education Department IAIN Padangsidimpuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.  
Thank you.

Wassalamu'alaikum Wr. Wb.

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**LEGALIZATION**

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**Year** : 2015

### **ABSTRACT**

The research was taken based on fact that most of students of the Second Grade English Education Department IAIN Padangsidimpuan pronounce English rising intonation incorrectly. Many students still have difficulties in pronouncing the words. The researcher wanted to analyze students' intonation ability by reading a paragraph. The objectives of the research were to describe students' intonation ability of the Second Grade of English Education Department IAIN Padangsidimpuan by reading a paragraph, to find the difficulties students' intonation of the Second Grade English Education Department IAIN Padangsidimpuan by reading a paragraph, to explain the reason of lecturer and students to know the reason of the difficulties by students in pronouncing rising intonation by reading a paragraph.

The research used Descriptive Qualitative Method. The data taken from test, the techniques for collecting data with the test as follow, The test was given to 15 students who become informant of the research. The informant was tested by reading a paragraph. Then their pronunciation in reading was recorded. The test is recorded in order to prove their ability in pronunciation, especially for rising intonation. The recorder is used to record the test, so that the researcher can analysis the data based on recorder. Beside the test, the researcher took the data from interview.

The result was found that students' rising intonation by reading a paragraph of the Second Grade English Education Department IAIN Padangsidimpuan was still low score 56.5. The students difficult in rising intonation and the students difficult in intonated the text and dominantly wrong when intonated the text, the students difficult in study pronunciation especially intonation, the students difficulties in pronouncing the English word, the students difficult in speaking English because the said that the English is foreign language. Their tongue was stiff. After analyzing the data. It was concluded that students' rising intonation by reading a paragraph students of the Second Grade English Education Department IAIN Padangsidimpuan was still low.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### **In the name of Allah, the Beneficent and the Merciful**

Firstly, the writer would like to convey my grateful to Allah SWT. The mighty and merciful who has given me the health, time and change for finishing this thesis “Students Intonation of the Second Grade Students English Education Department IAIN Padangsidempuan.”Secondary, blessing and peace be upon to prophet Muhammad SAW who has brought human being from the dark era to the bright era.

In finishing this thesis, the writer found a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore, in this opportunity the writer would like to express my gratitude to the following people:

1. Mrs. Eka Sustri Harida, M.Pd., as my Advisor and Mr. Hamka, M.Hum., as my co advisor who had given researcher suggestions, ideas, criticism, and guidance in writing this Thesis.
2. Mr. Dr. H. Ibrahim Siregar, M.CL, as the Rector of State Institute for Islamic Studies (IAIN) Padangsidempuan.
3. Mrs. Hj. Zulhimma, S.Ag., M. Pd, as the Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.
4. Special thanks are also due to Mrs. Rayendriani Fahmei Lubis, M.Ag, as the Leader of English Education Department.

5. All lecturers and staffs in English Education Department who had give their valuable, advice, and cooperative.
6. Mr. Yusri Fahmi, S.Ag., M.Hum, as the Chief of IAIN Padangsidempuan Library and his staff for their cooperative and permission to use many books of the library.
7. Mrs. Sokhira Linda Vinde, M.Pd, and Mrs. Resdilla Peratiwi, S.PdI, as my beloved Advisor Academic who gladly supported and counseled me till finishing this thesis.
8. My beloved father (Alm. H. Abdul Hakim Siregar) and my beloved mother (Hj. Masron, A,Ma) , My beloved brother (dr. Hadi Thahir Siregar) and my beloved sister (Qoomariah Noor Siregar Am.keb) and all of my families have given support, motivation, and raise my encouragement for don't be desperate and also helped in many things until this thesis finish.
9. My beloved friends (Saddam Husein Harahap, S.Kom., Asmarani Devi Harahap, Ira Ferdiani Piliang, Indah Purnama Sari Siregar, Sabroh Laila Siagian, Elya Kasyum Lubis, Cici Hafsyah, Ismi Ruqayyah Asral , Yanti Rohani Harahap, Rita Juliana Ritonga and Alm. Nur Halimah). Thank you for I really appreciate it, thank you for an of these advise who have given support and helping a lot. In this research.
10. My love are to Dormitory (my hostel), especially to my roommate (Khoirun Nisa Nasution, Nirmala Aini Lubis and Siti Khodijah Lubis).
11. All my friends in IAIN PADANGSIDIMPUAN, good luck for you.
12. All the people who have helped me to finish my study that I can't mention one by one.

Finally I would like to express my excellent grateful to my parent, brothers and sister who have given the supports to me, both of the moral and material supports, never

ending encouragements and understanding given during my Academic Years at the English section of Institute for Islamic Studies ( IAIN ) Padangsidimpuan.

This thesis is still so far from being perfect based on the weakness of me. Therefore, I expect the constructive criticism and suggestions from the readers in order to improve this thesis.

May Allah, The Almighty bless them all, Amin

Padangsidimpuan, July 09<sup>th</sup> 2015  
Researcher,

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Language has an important position in the life; it is a tool for human being to interest and to communicate in every country or nation. Language is a system of communication by sound, through the organ of speech and hearing among human being of certain group of communication using vocal symbol possessing arbitrary conventional meanings. Through language, human can communicate one with another to express idea, feeling, thoughts and desires.

Thus, language is an important device and very beneficial meaning for human being to communicate with other people. By using language, people can talk and understand each other. Language is an important thing in our life. We need language to shape our thoughts, feelings, desires, and our needs. One region has different languages with other. Such as Mandarin, English, Arabic, etc. that is true based on The Qur'an surah Ar-rum: 22, Allah says:<sup>1</sup>

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ  
وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

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<sup>1</sup>Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

It means: "And among His Signs are the creation of the heavens and the earth, and the variation of your language and colors. Verily, in these are indeed signs for men of sound knowledge.

Based on the above verse, it can be concluded that all kind of languages do not come accidently to this world. However, Allah SWT has given it to the human with many languages; it is one sign of His powerful. Among of languages, there are some languages that the most important one. It is called as international language.

In Indonesia, English is acknowledged as a foreign language. It became an obligation subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn language skill. Such as writing, speaking, reading and listening skills, which include by language component, such as pronunciation

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Having good pronunciation skills is an important part of every ESL (English Second Language) students' ability to communicate in English. Abbas Pourhossein Gilakjani said that by good pronunciation, a speaker is intelligible despite other errors, but with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas.<sup>2</sup>

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<sup>2</sup>Abbas Pourhossein Gilakjani, *English Language Department* (Iran: Islamic Azad University, 2011), p.2.

So, the speakers have to have good pronunciation, so that their speeches will be understandable to the listeners. There are many pronunciation categories that must be learnt by students. For example, phonetics, vowels, syllable, stress and intonation.

Intonation is the melody of language. Intonation is very important grammatically in distinguishing one type of sentence from another; and it is also important in signaling the attitude of the speaker in what he is saying. English Intonation is English; it is not the same as the intonation of any other language. Some people imagine that the intonation is the same for all languages, but this is not true.

Every language has melody in it; no language is spoken on the same musical not all the time. The voice goes up and down and the different pitches of the voice combine to make tunes, they are rising and falling intonation. Rising and falling intonation patterns are important part of Indonesian English. These intonation patterns do for your speech what punctuation does for your writing. They indicate pauses, stops, and questions and also communicate emotions. Varied intonation tells your listener whether you are finished talking or not, if you are asking a question, and whether you are excited, angry, surprised or confused. Not using these rising patterns can confuse the listener and can also leave your speech sounding monotone. Another common music of these patterns is the current trend toward “up speak,” which is ending each sentence with a

rising intonation. This makes the speaker sound insecure and makes their statements sound like questions.

Therefore, it is undeniably that intonation learning is necessary for everybody in variety of purposes and needs. However, intonation skill is problematic at the most of students in the aspect of ability or motivation.

In Second Grade of English Education Department IAIN Padangsidimpuan, especially for TBI-1, the lecturer who taught them said that 50 % of students still have difficulties in pronouncing the words. They were still shy to pronounce the words in English well. They were afraid their friends will laugh them when they pronounce the words.<sup>3</sup>

In addition, they could not spell the word perfectly, because they prefer to listen to the lecturer speaking English rather than practicing their pronunciation directly. Moreover, the researcher interviewed some students who say that learning how to pronounce the words exactly about falling and rising intonation was most difficult one in learning English

Based on the explanation above and problems exist of second grade English Education Department IAIN Padangsidimpuan about students' falling and rising intonation, the researcher is interested in conducting the research entitled **Students' Intonation of the Second Grade English Education Department IAIN Padangsidimpuan.**

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<sup>3</sup> Hamka as Pronunciation lecturer in class TBI-1, *Private Interview* (FTIK Padangsidimpuan: januari 22<sup>nd</sup>, 2015 at 10.30 a.m).

## **B. The Focus of the Problem**

Based on the background of the problem above, there were many problems included in intonation learning, such as students could not spell the word perfectly, and there is score in pronounce the words is very poor. Then, the researcher focuses on the problems about intonation, especially for rising intonation. The researcher only focused the problem about the students' rising intonation in sentences at Second Grade of English Education Department IAIN Padangsidempuan.

## **C. The Definition of the Key Terms**

To avoid the vagueness and misunderstanding between the researcher and reader, the terminologies as follows:

### 1. Student

According to Hornby, "Students is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject".<sup>4</sup> Students' is a children or adult that work for demand science.

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<sup>4</sup>A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 441.

## 2. Rising

According to Hornby, “rising is the pitch of the voice rises over time [↗]”.<sup>5</sup> Then according to Christine Gunlogson, rising is Non-falling from the nuclear pitch accent to the terminus and ending at a point higher than the level of the nuclear accent.<sup>6</sup>

## 3. Intonation

According to Hornby, “intonation is the rise and fall of the voice in speaking”.<sup>7</sup> Intonation is the tune of what we say.<sup>8</sup> More especially, it is the combination of musical tunes (pitch) on which we pronounce the syllables that make up our speech. So based on the explanation above intonation is the rising and falling of your voice as you speak.

This research means to study the real situation of Students’ Rising Intonation at Second Grade of English Education Department IAIN Padangsidimpuan.

## D. Formulation of the Problem

Based on the above background and focus of the problem, the researcher formulated the problems of the research as follow:

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<sup>5</sup> Hornby., *Op.Cit.*,p.1015.

<sup>6</sup> Christine Gunlogson., *Rising And Falling Declaratives As Questions In English*, (California, 2001) p 13.

<sup>7</sup> Hornby ., *Op.Cit.* p.626.

<sup>8</sup> Drs. Anas Syaifei, *English Pronunciation: Theory and Practice*, (Jakarta, 1988) p.28-29.

1. How are the Students' Rising Intonation of Second Grade of English Education Department IAIN padangsidimpuan?
2. What are the Students' difficulties in pronouncing Rising Intonation of the Second Grade of English Education Department IAIN padangsidimpuan?
3. What are the Students' Reason Rising Intonation of the Second Grade of English Education Department IAIN padangsidimpuan?

#### **E. Objectives of the Research**

Based on above formulations of the problem, the researcher determined the objective writing of the research as follows:

1. To Describe Students' Rising Intonation of the Second Grade of English Education Department IAIN padangsidimpuan
2. To find the students' difficulties in pronouncing Rising Intonation of the Second Grade English Education Department IAIN Padangsidimpuan.
3. To know the reason of students in pronouncing rising intonation of the Second Grade English Department IAIN padangsidimpuan.

#### **F. The Significances of the Research**

The result of the research were expected to be useful for the teacher to improve their teaching of rising intonation. It is also expected to be useful for the students in increasing their pronounce the words exactly. The significance has two major benefits as follows:

1. Theoretically

- a. This research can be referable to the next researchers for studying the other subjects in the field of language teaching.
- b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning falling and rising intonation.

2. Practically

- a. As an input for the guiding English lecturer.
- b. As an input for the English lecturer in teaching and learning process especially in learning rising intonation.

## **G. Outline of the Thesis**

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

1. Chapter one consist about introduction, they are: First, background of the problem. Second, focus of the problem. Third, definition of key term; definition of key terms included definitions about the title of research. Fourth, the formulation of the problems. Fifth, the objectives of the research.
2. Chapter two it consist theoretical description, which explained about the definition of intonation, function of intonation and definition of falling and rising intonation.

3. Chapter three discussed about the methodology of the research consist of;  
First, approach and kinds of research. The research had been conducted by descriptive analysis with qualitative method. Second, location and time of research was hold of the Second Grade of English Education Department IAIN Padangsidimpuan. Third, source of data was taken from sample of research from TBI-1 of the Second Grade of English Education Department IAIN padangsidimpuan. Fourth, technique data collection involved three techniques included; test, interview and observation. Fifth, the Technique of the Data Trustworthiness to make this research more valid. Sixth, technique analysis data. This data was analyzed with qualitative process.
4. Chapter four included four parts. First, findings; findings consist of general findings and specific findings, general findings consist of stand history, situation of equipments and facilities, situation of lecturer and students at Second Grade of English Education Department IAIN Padangsidimpuan. Specific findings consist of the description of the analysis on Students' Rising Intonation at Second Grade of English Education Department IAIN Padangsidimpuan, the difficulties Students' Intonation at Second Grade of English Education Department IAIN Padangsidimpuan, the explanation the efforts that will be done by lecturer and students to overcome the error found by students in pronouncing rising intonation at Second Grade of English Education Department IAIN Padangsidimpuan, discussion, which analyzed

result of research with theoretical review. Third, the threats of the research, which talking about the threats that researcher find in the process of research.

5. Chapter five involved: conclusion about the research and suggestion for all.

## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

In conducting research, theories are needed to explain some concepts or terms apply in research concerned. The terms are:

##### 1. Intonation

###### a. Definition of Intonation

Intonation according to Oxford dictionary is the rise fall meaning of the voice in speaking, especially as this effect the English, some questions have a rising intonation.<sup>1</sup> So based on the definition above, it will be concluded that intonation is the rise and fall meaning that place in the pitch of the voice in connected in speaking.

Intonation is completely satisfactory, but any attempt at a definition must recognize that the pitch of the voice plays the most important part. Only in vey unusual situations do we speak with fixed, unvarying pitch, and when people speak normally the pitch of our voice is constantly intonation is to listen to the speaker's pitch and recognize what is the doing; this is not an cays thing to do, and it seems to be quite different skill from that acquired in studying segmental phonetics.<sup>2</sup> So based on the definition above, it will be concluded that intonation is the pitch of the

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<sup>1</sup> As.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 1103.

<sup>2</sup> Peter Roach, *English Phonetics and Phonology* (Cambridge University Press, 2011), p. 150.

voice. Then, when people speak normally the pitch of our voice constantly changes intonation.

Anas Syafei said that intonation is the tune of what we say. More specifically, it is the combination of musical tones (pitch) on which we pronounce the syllables that make up their speech. Intonation is very important grammatical in distinguishing one type of sentence from another, and it is also important in signaling the attitude of the speaker in what he is saying.<sup>3</sup> So based on the definition above, the researcher concludes that the intonation is the combination of musical tones (pitch). Then, people pronounced and make up their speech good.

A.C. Gimson said that intonation is extensive. When people speak, their intonation often touches notes both higher and lower than they can sing. The range is often wider in the pronunciation of English.<sup>4</sup>

So, based on definition above, the researcher concludes that the intonation is rising and falling of the pitch of our voice as we speak.

#### b. Function of intonation

One of the main characteristics of intonation as a grammatical phenomenon is that it express contrast at different level of meaning intonation can categorically indicates, presuppositions, truth condition, and scope relation. Given these somewhat arbitrary categories, certain

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<sup>3</sup> Drs. Anas Syafei, *English Pronunciation: Theory and Practice* (Jakarta, 1988), p. 28

<sup>4</sup> A. C. Gimson, *Professor of Phonetics* ( University Collage London, 1980), p. 149.

phenomena may belong to more than one category and overlapping of one or the other categories is possible.

Function of intonation in English intonation has four important linguistic functions:

- a) Focusing function: by which the speaker focuses on the most significant information by means of the location of the nucleus. As stated above, the nucleus is typically at the end intonation group. Shift to an earlier syllable is often used to highlight some information elsewhere in the utterance. This can easily be demonstrated (nucleus shown underlined in bold).<sup>5</sup>
- b) Attitudinal functional: is what allows speakers constantly to superimpose an attitude on top of the bare semantic content of what is being said. This is one most important function of intonation and why any written texts must be deficient in least one respect to the spoken words.
- c) Grammatical function: which permits speakers to distinguish certain syntactic relationships, e.g. phrase and clause boundaries, question versus statement. One occasional example of the grammatical function of intonation in English is where a grammatical statement is converted a question compare.
- d) Discourses function: which covers such diverse matters as the organization of conversation between two or more speakers (e. g. signals for turn – taking), the indication of speaker/ listener relationship (e.g. in relation to power and authority) and the indication of new versus old information. In this context, we can broadly allocate the nuclear tones to two categories on the basis of whether they are (terminally) falling or rising.

Because of these importance goals of intonation for students lecturer should the ways, strategies, and method to teach mastering

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<sup>5</sup> Beverly Collins and Inger. M. Mess, *Practical Phonetic and Phonology* (New York, library, 1998), p. 139-141

intonation well. Those aspects absolutely influence the students' ability in learning mastering intonation. Especially for rising and falling intonation. There also intonation situation that teacher or lecturer can bring it to the class to create language environment. The goals of those situation are to stimulate them to be familiar to many variants of English language, especially native spoken language. Those situation are:<sup>6</sup>

- 1) Interview
- 2) Instruction
- 3) Conversation
- 4) Pronunciation
- 5) Intonation

Those are the situation that lecturer are able to create in learning intonation class, with those situations, students are expected to be stimulated in their competence mastering intonation in speaking.

The intonation are easier to describe than the pronunciation since are it is possible to feel where articulation obstructed is taking place in the mouth. In this case, place of articulation refers to where in the vocal tract the construction is made using the tongue or other parts of the mount.

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<sup>6</sup> *Ibid.*, p.142-143

## 2. Kinds of intonation

### a. Rising intonation

#### 1) Definition of rising intonation

The rising intonations are generally employed in sense groups which are not final, i.e. when a continuation of some sort is expressed or implied. The simple rise is exemplified in the first two clauses.

According to Clifford H. Prator, JR. Betty Wallace Robimett, in English rising intonation is normally used at the end of question which do not begin with an interrogative word (that is to say, question which may be answered merely by yes or no).<sup>7</sup> For example:

Are you re'ady?

Will you re'ad it for me?

According to Morton J. Gordon, rising intonation is the pitch rises rapidly and suddenly, accompanied by a sharp decrease in volume.<sup>8</sup> So based on the definition above, rising intonation is the pitch rise in volume.

On the other hand, there are some special construction of whose intonation we can normally be certain.<sup>9</sup>

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<sup>7</sup> Clifford H. Prator, JR. Betty Wallace Robimett, *Manual of American English Pronunciation* (University of California, Los Angeles, 1957), p.54.

<sup>8</sup> Morton j. Gordon, *A Manual for Speech Improvement*, (University of Hawaii, 1961), p.45.

<sup>9</sup> Clifford H. Prator, JR. Betty Wallace Robimett, *Manual of American English Pronunciation* , *Op.Cit*, p.58

- a) Tag question, such as aren't you, will he. These show clearly the essential difference between rising-falling and rising intonation. If the tag question is pronounced with the *rising-falling* pattern.

You're hungry, /aren't you?

The whole sentence is to be interpreted as a *statement of fact*, and indicates that the speaker is confident that the hearer will agree with him. When the tag is pronounced with the *rising* pattern.

You're hungry, aren't you?

The sentence is *genuine question*, which means that the speaker is not sure whether or not the hearer is hungry, and that the latter is asked to confirm or deny the idea, to answer yes, no. note that the intonation of the part of the sentence which precedes the tag is not affected by the addition of the latter; though, in the example above, you're hungry is no final, it has the same intonation that it would be given if it came at the end of the sentence.

- b) Direct address, rising intonation use for names (or words substituted for names) and titles addressed directly to the person to whom one is speaking. These may come at the end of the sentence or elsewhere, and do not affect the intonation of the rest of the sentence.<sup>10</sup>

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<sup>10</sup> *Ibid.*, p. 60

My fri'end, I'm glad to see you

How are you feeling, Mister Robert?

## 2) The use of rising intonation

At the end of a sentence, two types of intonation are most common: rising falling and rising. In the preceding lesson we studied rising-falling intonation and learned that it is used for statements, commands, and WH-questions.<sup>11</sup> So, rising intonation has two type is rising falling and rising.

In English, rising intonation is normally used at the end of questions which do not begin with an interrogative word (that is to say, questions which may be answered merely by yes or no).

These yes-no questions are easy to identify grammatically because they begin with words such as the following:<sup>12</sup>

a) will, would, shall, should, can, could, may, might, and must

Shall I 'answer the te'lephone?

Can you 'help me?

Will you 'keep it lo'ng?

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<sup>11</sup> *Ibid.*, p. 54.

<sup>12</sup> *Ibid.*, p, 61

b) Have, has, had

Has he wr'itten to you?

Have they 'finished?

c) Am, is, are, was, were

Is he 'here?

Were they studying?

d) Do, does, did

Does he 'like it?

Did they see it?

The voice normally goes up to a high note on the last sentence stress, just as in the rising-falling pattern. The difference between the two lies in the fact that, in the rising intonation, the syllables which follow the rise are pronounced on the high note too.

b. Falling intonation

1) Definition of falling intonation

Falling intonations generally denote finality. They are accordingly used in commands, of complete statements not implying any continuation known to the speaker, of questions containing a specific interrogative word, and of the last alternative in alternative questions.<sup>13</sup>

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<sup>13</sup> Daniel Jones, *The Pronunciation of English*, (Cambridge University Press 1956), p.152.

Falling intonation is tune consist of a fall in the voice from a fairly high pitch to very low.<sup>14</sup> Falling intonation is used for asking and giving information in normal, quiet, unemphatic style. At the same time, falling intonation conveys certain emotions, such as completion, finality, confidence. Falling intonation sounds more categorical, confident, and convincing than rising intonation. Compare the use of the falling tone and the rising tone in the second part of tag questions.<sup>15</sup>

a) Tag question

- You \live here, /don't you? (The speaker thinks you live here but isn't sure and asks for confirmation).
- You \live here, \don't you? (The speaker is sure and expects the answer "yes".)
- Nice \weather, /isn't it? (The speaker thinks that the weather is nice but asks for your opinion and confirmation.)
- Nice \weather, \isn't it? (The speaker is sure the weather is nice and expects the answer "yes".)

Note that the falling tone is generally used in the first part of tag questions (disjunctive questions). Despite the fact that tag questions are asked to get confirmation and agreement, the answer may be affirmative or negative.

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<sup>14</sup> J. D. O' Connor, *Better English Pronunciation*, (University of London, 1967), p.141.

<sup>15</sup> Daniel Jones, *An Outline of English Phonetics*, (New York: Cambridge university press, 1975), p.275.

## b) High fall

High fall may be used for extra emphasis in informal situations to express lively interest and friendliness, for example, in greetings and exclamations. High fall starts higher than the standard fall, and the stressed syllable on which it takes place is pronounced more loudly and has stronger stress. High fall is common in everyday speech, but language learners should use it with caution and not too often because this tone is very expressive and emphatic.<sup>16</sup> For example:

- Oh **\hi!** i'm very nice to \see you!
- Oh, come**\on!** it's very \hard!
- He bought a /pencil? **\wow!**

## 2) Change standard pattern

Change of standard patterns of falling intonation also has meaning. It is very important to understand what this change might signal. A few examples are given below.

A statement with falling intonation gives information, while a statement with rising intonation may become a surprised question or may imply a request to repeat. For example:

- He bought a new \car. (A statement giving information.)

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<sup>16</sup> *Ibid.*, p. 279.

- He bought a new /car? (A surprised question.)

A special question with falling intonation asks for information, while a special question with rising intonation usually signals more interest on the part of the speaker. For example:

- What is your \favorite color? (A question asking for information.)
- What is your /favorite color? (A more interested question.)

General question with rising intonation asks for information and expects "yes" or "no" for an answer, while a general question with falling intonation usually signals the speaker's confidence in getting an affirmative answer.<sup>17</sup> For example:

- Do you have a /motorcycle? (A question asking for information.)
- Do you have a \motorcycle? (The answer "yes" is expected.)

A request in the form of a general question with rising intonation is normal and polite, while a request with falling intonation sounds like a command and may be impolite.<sup>18</sup> For example:

- Could you give me a /hand phone, please? (Polite request.)
- Could you give me a \hand phone, please? (Sounds like a command; the answer "yes" is expected.)

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<sup>17</sup> *Ibid.*, p.282.

<sup>18</sup> *Ibid.*, p. 283.

Language learners should understand what the change of standard patterns may signal, but it is advisable to use standard patterns of falling intonation in your own speech.

## **B. Review of Related Findings**

This research did not begin from zero point, because Rini from State Collage for Islamic Studies has done research in 2008 with the title: The Influence of mother tongue to Students' Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan , the result of her research said that there is effect of mother tongue toward Students' Pronunciation.<sup>19</sup>

Then, the other researcher is Lumoggon Hasibuan from University of North Sumatera has done the research in 2002 with the title: "Analisis Kontrastif Bunyi Konsonan Dan Vokal Bahasa Batak Angkola Dan Bahasa Inggris".The conclusion of that research indicate that most of the consonant and vowel sound of Batak Angkola Language and English in initial and medial positions or in medial and final position.<sup>20</sup>

The last researcher is Resdilla Pratiwi from the State Institute Of Islamic Studies Padangsidimpuan has done the research in 2014 with tittle: " An Analysis of Students' Vowels Ability in Singing Maherzain Song "I Believe" at

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<sup>19</sup> Rini Erminawati, The Influence of Mother Tongue to Students' Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan, (*Unpublished Script*) (Padangsidimpuan STAIN, 2012)

<sup>20</sup> Lumoggon Hasibuan, Analisis Kontrastif Bunyi Konsonan dan Vokal Bahasa Batak Angkola dan Bahasa Inggris, (*Unpublished Script*) (Medan USU, 2002)

the Eighth Grade in MTs. S NU Batahan”. The conclusion of that research that the students still weak in practicing the vowel in daily life, students still weak to pronoun the new sentence with variation vowel.<sup>21</sup>

So, from all of researchers, the researcher wants to complete the researcher above. Whereas, the researcher wants to analyze Students’ Intonation of the Second Grade English Education Department IAIN Padangsidempuan.

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<sup>21</sup> Resdilla pratiwi, An Analysis of Students’ Vowels Ability in Singing Maherzain Song “I Believe” at the Eighth Grade in MTs. S NU Batahan, (*Unpublished Script*) (Padangsidempuan IAIN, 2014)

## CHAPTER III

### THE RESEARCH METODOLOGY

#### A. The Location and Time of the Research

1. Location of the research

This research had conducted at second grade English Department IAIN Padangsidempuan.

2. Time of the research

This research was conducted on December 2014 until 09 July 2015 .

#### B. Research Design

Based on analysis of data, the research used the qualitative research. According Gay and Eurasian Qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.<sup>1</sup>

Additionally, Lexy J Moleong stated “Qualitative research is the research that’s means to understand the phenomenon about what is the subject research undergone by using natural method”.<sup>2</sup> It means that Qualitative research is the research which understanding the phenomenon based on the collection data and analysis of non numerical data.

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<sup>1</sup>L R. Gay & Peter Airasian. *Educational Research: Companies for Analysis and Application* , (USA: Prentice Hall, Incorporate. 2000), p.9.

<sup>2</sup> Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2009), p. 126.

Based on the method, the research used descriptive method. Sumadi Suryabrata stated that: “Penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan (deskriptif) mengenai situasi-situasi atau kejadian-kejadian.”<sup>3</sup> It means descriptive research is the research has a sense that perception (descriptive) about situations or events. Saifuddin Azwar, stated that: “Penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk dipahami dan disimpulkan”.<sup>4</sup> It means descriptive research means to analyze and give the fact with systematically, so more easier to be known and concluded.

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. This method was used to describe the Students’ Rising Intonation of the Second Grade English Department IAIN Padangsidimpuan.

### C. Research Informant

There were some sources that needed it in the research they are:

1. Primary sources of data are students’ of the Second Grade English Education Department IAIN Padangsidimpuan, they are 86 students. They are divided into three classes. The informant of the research was selected from TBI-1. They consist of 31 students. This research was done by using purposive

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<sup>3</sup>Sumadi Suryabrata, *Metode Penelitian*, (Jakarta: Raja Grafindo Persada, 1983), p. 76.

<sup>4</sup>Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

sampling; purposive sampling is a technique of taking sources of data with a certain judgment.<sup>5</sup>

2. Secondary data, the research was collected the information from the English lecturer of the Second Grade Students' English Education Department IAIN Padangsidimpuan.

#### **D. The Instrument of Collecting the Data**

The instrument of collecting data would be used in this research are :

1. Test

Brown defines "test as a method of measuring a person's ability; knowledge or performance in a given domain".<sup>6</sup> In this research the test that was used is pronunciation test especially for rising intonation. The test was given to 15 students who become informant of the research. The informant was tested in reading a paragraph. Then their pronunciation in reading was recorded. The test was recorded in order to prove their ability in pronunciation, especially for rising intonation. The tape recorder was used to record the test for the students, so that the researcher can analysis the data based on tape recorder.

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<sup>5</sup> Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2009), p. 300.

<sup>6</sup>H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

## 2. Interview

According Hornby interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study”.<sup>7</sup> Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.<sup>8</sup> So, the researcher used interview, because interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview was used to find the reason at difficulties in intonation.

### E. The Techniques of the Data Analysis

After collecting the data, the researcher analyses the data. The researcher took the steps of the data analysis as follows:<sup>9</sup>

1. Recording the students paragraph in pronouncing rising intonation of Second Grade English Education department IAIN Padangsidempuan.
2. Transcribing students recording paragraph in pronouncing rising intonation.
3. Describing students’ rising intonation of second grade English Education Department IAIN Padangsidempuan.
4. Finding the students’ difficulties in pronouncing rising intonation.
5. Explaining the students’ difficulties in pronouncing rising intonation.

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<sup>7</sup>AS. Hornby, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 788.

<sup>8</sup> L. R. Gay & Peter Airasian., *Educational Research: Companies for Analysis and Application.*, *Op.Cit*, p.219.

<sup>9</sup>Lexy J Moleong., *Metode Penelitian Kualitatif.*, *Op.Cit*, p. 247.

## **F. The Techniques of Checking Trustworthiness**

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research was not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies one of them was triangulate.<sup>10</sup>

Triangulate was a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon.<sup>11</sup>

Triangulate by using different data sources to confirmed one another, as when interview, and recollections of other participants produced that had same description of an event, or when a participant responds similarly to a personal question that was asked on three different occasions.

The researcher just took triangulate to check the trustworthiness data with compared the results of test and interview lecturer and interview students to increase the credibility and validity of the results.

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<sup>10</sup>*Ibid.*, p. 225.

<sup>11</sup>Sudarwan Danim, *Menjadi Peneliti Kualitatif* (Bandung: Pustaka Setia, 2002), p.136.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. General Findings

This research was conducted at Institute Agama Islam Negeri (IAIN) Padangsidempuan on Jl. Imam Bonjol Km 4,5 Sihitang Padangsidempuan Selatan Kotamadya Padangsidempuan North Sumatera Utara.<sup>1</sup> The research was done at Second Grade of English Education Department in the phonetic and phonology subject that was guided by Mr. Hamka, M.Hum. In this case this research focused about intonation, especially rising intonation that was applied in that subject.<sup>2</sup>

Intonation is the melody of language. Intonation is very important grammatically in distinguishing one type of sentence from another; and it is also important in signaling the attitude of the speaker in what he is saying. So intonation is the tune what we say.

The phonetic and phonology subject was followed by three classes and the researcher choose one class for researching that was students in TBI-1 and it consisted 31 people but for the sample, the researcher was chosen 15 students. The researcher decided all of them as the source of data because in order to make it accurate and based on test and interview, there were some students who felt difficult in rising intonation

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<sup>1</sup> Tim penyusun, *buku panduan mahasiswa baru*, (padangsidempuan IAIN, 2014), P.1

<sup>2</sup> The Result of Observation as Pronunciation Lecturer in Class TBI-1, *Private Interview* (FTIK IAIN Padangsidempuan, January 22<sup>nd</sup>, 2015 at 11.00 a.m).

## B. Specific Finding

### 1. Describing Students' Rising Intonation at Second Grade of English Education Department IAINPadangsidimpuan.

The researcher took 15 students as a subject to be analyzed. The Researcher gave a chance or time for students to learn the test. The test is true reading paragraph. The researcher took 15 students for appropriating another students from second grade English Education Department. It was done, based on the objective which to analyze falling and rising intonation of students. So that, 15 students could be appropriate this research, and make it more accurate. They were divided based on the Highest, middle, and lowest ranking. They were as the following:

Table 1: Students data

No	Name	Class rank		
		The Highest Ranking	The Middle Ranking	The lowest Ranking
1	SARIANA SIREGAR			✓
2	SITI KODIJAH LUBIS		✓	
3	NIRMALA AINI LUBIS		✓	
4	ROMAITO HASIBUAN			✓
5	RAHMI FUADI		✓	
6	NU ANNISAKH	✓		
7	ISMAIL ZUHRI	✓		

8	AHMAD ALDI SARJANI		✓	
9	NILMA SARI	✓		
10	NUR AZIZAH		✓	
11	DIAN ADELA		✓	
12	SABRINA HULU	✓		
13	PUJI RAHAYU	✓		
14	HAJJAH BAROKAH		✓	
15	FITRI KHOIRUNNISA	✓		

Looking from the data above, the students divided into 6 the highest, 7 the middle and 2 the lowest ranking. They were analyzed by giving test to reading a paragraph. Then, researcher collected their record to analyze their falling and rising intonation

Based on result of the test, the researcher found that students' rising ability in reading a paragraph were really different. The following description would show every details of their competence. See appendices IV.

Table 2: The Result of Students' Intonation Ability

No	Name	Good Rising Intonation	Wrong Rising Intonation	Total Qualificati on per subjects	Total
		38			
1	SARIANA SIREGAR	34	4	78	848/15 =56,5
2	SITI KODIJAH LUBIS	31	3	73	
3	NIRMALA AINI LUBIS	32	8	63	
4	ROMAITO HASIBUAN	25	6	50	
5	RAHMI FUADI	31	10	55	
6	NU ANNISAKH	25	11	28	
7	ISMAIL ZUHRI	31	9	57	
8	AHD ALDI SARJANI	34	11	60	
9	NILMA SARI	31	8	60	
10	NUR AZIZAH	29	7	57	
11	DIAN ADELA	31	9	57	
12	SABRINA HULU	26	7	50	
13	PUJI RAHAYU	23	5	47	
14	HAJJAH BAROKAH	25	7	47	
15	FITRI KHOIRUNNISA	27	7	52	

Based on the data above, It could be concluded that the result of the analysis of students' rising intonation ability was 56.5.

So the test result that was given to the students, to determine the students' rising intonation can be seen on the criteria below:

Table 3: Criteria score interpretation

Score	Predicate	Criteria
40-49	E	Very low
50-59	D	Low
60-69	C	Enough
70-79	B	Good
80-100	A	Very Good <sup>3</sup>

Based on the calculating score the students' rising intonation ability in reading a paragraph of the second grade English Education Department was 56,5. So, it can be categorized that the students' rising intonation ability in reading a paragraph of the second Grade English Education Department was still low Score.

## **2. The Difficulties of Students' Rising Intonation of the Second Grade English Education Department IAIN Padangsidimpuan**

As mentioned before, the describing students' rising ability in reading a paragraph was still enough score. It happened, because of there were some difficulties of students in pronouncing those rising intonation.

Based on the result of test to second grade students at English Education Departemant IAIN Padangsidimpuan. There were some difficulties that

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<sup>3</sup> Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung:Alfabeta,2005), p.89.

usually faced by students in learning intonation. So on those, the students' rising intonation ability are:

a. Sarianas' Rising Intonation

Based on the result of the test, it was found that Sariana got 30 good pronunciation, 30 in good volume, 30 in good speed, good rising intonation 34 and wrong rising in rising. It means that in rising, Sariana had 34 score from 38 scores. So sariana difficult in rising intonation. Therefore, based on the result of students data in the table sariana got 78 scores. It can be categorized that the Sarianas' rising intonation ability in pronouncing rising intonation was still good score.

b. Siti Khodijahs' Rising Intonation

Based on the result of the test, it was found that Siti Khodijah got 15 mid good pronunciation, 0 in bad volume, 0 in mid speed, good rising intonation 31 and 3 in wrong rising in rising. It means that in rising, Siti Khodijah had 31 score from 38 scores. So Siti Khodijah difficult in rising intonation. Therefore, based on the result of students data in the table siti khodijah got 73 scores. It can be categorized that the Siti Khodijah rising intonation ability in pronouncing rising intonation was still good score.

c. Nirmala Aini lubis' Rising Intonation

Based on the result of the test, it was found that Nirmala aini lubis got 15 in mid good pronunciation, 15 in mid good volume, 0 in bad speed, 32 in good rising intonation and 8 in wrong rising in rising. It means that

in rising, Nirmala aini lubis had 32 score from 38 scores. So Nirmala aini lubis difficult in rising intonation. Therefore, based on the result of students data in the table Nirmala aini lubis got 63 scores. It can be categorized that the Nirmala aini lubis rising intonation ability in pronouncing rising intonation was still enough score.

d. Romaito Hasibuans' Rising Intonation

Based on the result of the test, it was found that Romaito Hasibuan got 0 in bad pronunciation, 0 in bad volume, 0 in bad speed, 25 in good rising intonation and 6 in wrong rising in rising. It means that in rising, Romaito Hasibuan had 25 score from 38 scores. So Romaito Hasibuan difficult in rising intonation. Therefore, based on the result of students data in the table Romaito Hasibuan got 50 scores. It can be categorized that the Romaito Hasibuan rising intonation ability in pronouncing rising intonation was still low score.

e. Rahmi Fuadis' Rising Intonation

Based on the result of the test, it was found that Rahmi Fuadi got 0 in bad pronunciation, 30 in good volume, 0 in bad speed, 31 in good rising intonation and 10 in wrong rising in rising. It means that in rising, Rahmi Fuadi had 31 score from 38 scores. So Rahmi Fuadi difficult in rising intonation. Therefore, based on the result of students data in the table Rahmi Fuadi got 55 scores. It can be categorized that the Rahmi Fuadi

rising intonation ability in pronouncing rising intonation was still low score.

f. Nur Anisakhs' Transcribes Rising Intonation

Based on the result of the test, it was found that Nur Anisakh got 0 in bad pronunciation, 30 bad volume, 0 in bad speed, 25 in good rising intonation and 11 in wrong rising in rising. It means that in rising, Nur Anisakh had 25 score from 38 scores. So Nur Anisakh difficult in rising intonation. Therefore, based on the result of students data in the table Nur Anisakh got 28 scores. It can be categorized that the Nur Anisakh rising intonation ability in pronouncing rising intonation was still very low score.

g. Ismail Zuhris' Rising Intonation

Based on the result of the test, it was found that Ismail Zuhri got 0 in bad pronunciation, 30 bad volume, 0 in bad speed, 31 in good rising intonation and 9 in wrong rising in rising. It means that in rising, Ismail Zuhri had 31 score from 38 scores. So Ismail Zuhri difficult in rising intonation. Therefore, based on the result of students data in the table Ismail Zuhri 57 scores. It can be categorized that the Ismail Zuhri rising intonation ability in pronouncing rising intonation was still low score.

h. Ahmad Aldi Sarjanis' Rising Intonation

Based on the result of the test, it was found that Ahmad Aldi Sarjani got 0 in bad pronunciation, 30 in good volume, 0 in bad speed, 34 in good rising intonation and 11 in wrong rising in rising. It means that in rising,

Ahmad Aldi Sarjani had 34 score from 38 scores. So Ahmad Aldi Sarjani difficult in rising intonation. Therefore, based on the result of students data in the table Ahmad Aldi Sarjani got 60 scores. It can be categorized that the Ahmad Aldi Sarjani rising intonation ability in pronouncing rising intonation was still enough score.

i. Nilma Saris' Rising Intonation

Based on the result of the test, it was found that Nilma Sari got 30 in good pronunciation, 30 in good volume, 0 in bad speed, 31 in good rising intonation and 23 in wrong rising in rising. It means that in rising, Nilma Sari had 31 score from 38 scores. So Nilma Sari difficult in rising intonation. Therefore, based on the result of students data in the table Nilma Sari got 60 scores. It can be categorized that the Nilma Sari rising intonation ability in pronouncing rising intonation was still enough score.

j. Nur Azizahs' Rising Intonation

Based on the result of the test, it was found that Nur Azizah got 15 in mid good pronunciation, 30 in good volume, 0 in bad speed, 29 in good rising intonation and 7 in wrong rising in rising. It means that in rising, Nur Azizah had 57 score from 38 scores. So Nur Azizah difficult in rising intonation. Therefore, based on the result of students data in the table Nur Azizah got 63 scores. It can be categorized that the Nur Azizah rising intonation ability in pronouncing rising intonation was still enough score.

k. Dian Adelas' Rising Intonation

Based on the result of the test, it was found that Dian Adela got 0 in bad pronunciation, 30 in good volume, 0 in bad speed, 31 in good rising intonation and 9 in wrong rising in rising. It means that in rising, Dian Adela had 31 score from 38 scores. So Dian Adela difficult in rising intonation. Therefore, based on the result of students data in the table Dian Adela got 57 scores. It can be categorized that the Dian Adela rising intonation ability in pronouncing rising intonation was still low score.

l. Sabrina Hulus' Rising Intonation

Based on the result of the test, it was found that Sabrina Hulu got 0 in bad pronunciation, 30 in good volume, 30 in good speed, 26 in good rising intonation and 7 in wrong rising in rising. It means that in rising, Sabrina Hulu had 26 score from 38 scores. So Sabrina Hulu difficult in rising intonation. Therefore, based on the result of students data in the table Sabrina Hulu got 50 scores. It can be categorized that the Sabrina Hulu rising intonation ability in pronouncing rising intonation was still low score.

m. Puji Rahayus' Rising Intonation

Based on the result of the test, it was found that Puji Rahayu got 0 in bad good pronunciation, 30 in good volume, 15 in mid good speed, 23 in good rising intonation and 5 in wrong rising in rising. It means that in rising, Puji Rahayu had 23 score from 38 scores. So Puji Rahayu difficult

in rising intonation. Therefore, based on the result of students data in the table Puji Rahayu got 47 scores. It can be categorized that the Puji Rahayu rising intonation ability in pronouncing rising intonation was still very low score.

n. Hajjah Barokahs' Rising Intonation

Based on the result of the test, it was found that Hajjah Barokah got 0 in bad pronunciation, 30 in good volume, 0 in mid good speed, 25 in good rising intonation and 7 in wrong rising in rising. It means that in rising, Hajjah Barokah had 25 score from 38 scores. So Hajjah Barokah difficult in rising intonation. Therefore, based on the result of students data in the table Hajjah Barokah got 47 scores. It can be categorized that the Hajjah Barokah rising intonation ability in pronouncing rising intonation was still very low

m. Fitri Khoirunnisas' Rising Intonation

Based on the result of the test, it was found that Fitri Khoirunnisa got 30 in good pronunciation, 30 in good volume, 30 in good speed, 27 in good rising intonation and 7 in wrong rising in rising. It means that in rising, Fitri Khoirunnisa had 25 score from 38 scores. So Fitri Khoirunnisa difficult in rising intonation. Therefore, based on the result of students data in the table Fitri Khoirunnisa got 57 scores. It can be categorized that the Fitri Khoirunnisa rising intonation ability in pronouncing rising intonation was still low score.

After describing the data, it was gotten that the value of the mean score of the students' rising ability of the Second Grade Students English Education Department IAIN Padangsidempuan divided 15 was 56,5 and it can be categorized into low category. To know the description about classification of the students' rising ability at Second Grade Students English Education Department IAIN Padangsidempuan is drawn on the following table.

Table 4: The Classification of the students rising Ability

No.	Classification	Predicate	Criteria	Total of Student
1	40-49	E	Very Low	3
2	50-59	D	Low	7
3	60-69	C	Enough	3
4	70-79	B	Good	2
5	80-100	A	Very Good	0
	Total			15

According to the classificationn above, it can be seen that:

- 1) There was three of the students got E predicate that can be categorized in to very low category. It means that three of the students can be classified to the very low category
- 2) There were 7 students got D predicate that can be categorized in to low category. It means that seventh of the students can be classified to the low category.
- 3) There were three students got the C predicate that can be categorized in to enough category. It means that three of the students can be classified to the enough category.

- 4) There were 2 of the students got B predicate that can be categorized in to good category. It means that 2 of the students can be classified to the good category.
- 5) No one of the student that can be classification or categorized in to very good category.

**3. The reason by lecturer and students in pronouncing rising intonation by reading a paragraph of the Second Grade English Education Department IAIN Padangsidempuan.**

Based on the result of test and interview to second grade students at English education department. There were some difficulties that usually faced by students in learning intonation. To anticipate the difficulties of the students in pronouncing rising by reading a paragraph lecturer and students pronounced next efforts. As the following:

- a. Based on the result of interview to students, there were students' difficulties in rising intonation
  - 1) Difficulties in rising intonation

Based on the result interview between the researcher with the students Ahmad Aldi Sarjani said, the difficult in reading a paragraph was about intoning the text or the words with good rising intonation. He did not know the different between the fall and rise intonation.<sup>4</sup>

Nirmala aini said, her difficulty in rising intonation was about

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<sup>4</sup>Ahmad Aldi Sarjani, Students of Second Grade English Education Department IAIN Padangsidempuan, *privat interview*, may 27<sup>th</sup>, 2015 at 10.00 a.m).

pronounced the word perfectly.<sup>5</sup> Nilma sari said, she difficulties in pronouncing the English word. They felt difficult in speaking English because she said that the English is foreign language. Their tongue was stiff.<sup>6</sup>

So, the researcher can conclude that students' difficulties in reading a paragraph with good rising intonation.

2) Difficulties in pronouncing the text and dominantly wrong when intoned the text

Based on the result interview between the researcher with the students the big difficulty in reading a paragraph how pronounced the words with good rising intonation. They can not read perfectly with rising intonation because mother tongue. So, they needed long time to study it. They can not read perfectly with rising intonation and he did not like phonetic and Phonology subject. They cannot intone the words with good rising intonation because they can not use peak English well. They difficulties in pronouncing the difficult word or the unfamiliar word that caused their pronunciation were wrong. They

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<sup>5</sup>Nirmala Aini Lubis, Students of Second Grade English Education Department IAIN Padangdimpuan, *privat interview*, may 27<sup>th</sup>, 2015 at 10.15 a.m).

<sup>6</sup> Nilma Sari, Students of Second Grade English Education Department IAIN Padangdimpuan, *privat interview*, may 27<sup>th</sup>, 2015 at 10.00 a.m).

were difficult in pronouncing the words that never used it and they just could pronounce the familiar words.<sup>7</sup>

So, the researcher can concludes that students' difficulties in intonated the text or words with good rising intonation because the mother tongue. They can not pronounced the good rising intonation because they tongue was stiff.

### 3) Difficulties in study pronunciation especially intonation.

Based on the result interview between the researcher with the students that they have a problem in pronunciation particularly in intonation, because their tongue was still a bit stiff due to lack of knowledge about the intonation, which is the between high and low words.

they were very difficult to intoning few words, as many words are almost the same pronunciation. They have problem when study phonetic and phonology especially for intonation. Because they are not like study phonetic and phonology. That is so difficult for us.<sup>8</sup>

So, the researcher can concludes that students' difficulties in pronunciation especially rising intonation because the are not like

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<sup>7</sup>Nur Azizah, Students of Second Grade English Education Department IAIN Padangdimpuan,*privat interview*, may 27<sup>th</sup>, 2015 at 10.58 a.m).

<sup>8</sup> Puji Rahayu Students of Second Grade English Education Department IAIN Padangdimpuan,*privat interview*, may 27<sup>th</sup>, 2015 at 11.00 a.m).

study phonetic and phonology. They said that is so difficult for them.

Because the family background knowledge and mother tongue.

- b. Based on the result of interview to Phonetic And Phonology Lecturer, Hamka Harahap, M.Hum said that:

There were many students still unable to use English, it can be seen where students can not speak English well especially in rising intonation. The students' difficulty in intonation the text or words because most of students not seriously and they still silent when they study phonetic and phonology. So when I give the text to them , then read the text with well. They cannot read the text with rising intonation. So they always dominantly wrong intonated the text.<sup>9</sup>

Further, He said:

In addition, if the students are not able to understand how to make a good pronunciation especially to intoning the rising intonation. Next, the Phonetic And Phonology Lecturer said that I always give the solution to my students when they difficult or not able to understand to intoning the rising intonation. They must be study by heart. Then They must seriously to learn pronunciation especially intonation. They can study with sing a song minimally one song for a weak without open the text. it can help they

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<sup>9</sup>HamkaHarahap, M.Hum. as English Lecturer in Class T/PBI<sup>1</sup>.*Private Interview*(English Education Departement IAIN Padangsidempuan: June 23<sup>th</sup>, 2015 at 10.00a.m).

to improve their pronunciation especially intonation. It can be easy to pronouncing or intoning the words in English<sup>10</sup>

So, based on result of interview with the phonetic and phonology lecturer, it can be concluded that the students had poor knowledge about intonation, they cannot intoning the text with good rising intonation. Then they not seriously when study it.

### **C. Discussion**

The result of this research which the title “Students Rising Intonation Of Second Grade English Education Department IAIN Padangsidempuan”, can be categorized into low category. It can be known from the calculating score (56.5). Based on gave the test to the students and recorded it, almost all of the students got low score, it can be seen from the students’ score. Further, based on interview to students, there are some difficulties that faced by students in pronounced rising intonation, such as: the students difficult in rising intonation. Students also faced difficulties or dominantly wrong intoning the words when intonating the text, based on interview to Phonetic and Phonology Lecturer, the writer has found the same answer. The students faced difficulties in intoning rising intonation, because they still shy and not seriously to learn intonation .

In learning Phonetic and Phonology especially intonation, there were some difficulties that faced by students, the students difficult to understand the

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<sup>10</sup>*Ibid.*

rising intonation, and they not understand the different high and low intonation. The students felt difficulties to pronounced high and low intonation.

Muhibbin Syah said that learning difficulties can be capronounced by 2(two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.<sup>11</sup>

However, the internal factor and external factor influenced the students' difficulties in their pronouncing. First, they faced the difficulties because of their worse mind set or opinion. They believe that pronouncing intonation is difficult subject. Then, they have low enthusiasm and motivation in pronouncing intonation. Lastly, they have not understood yet the explanation given by the lecturer.

To anticipate the learning difficulties, the Phonetic and Phonology lecturer reason were the Phonetic and Phonology lecturer often repeat explain the lesson and give more examples which example about rising intonation. Before the Phonetic and Phonology lecturer gave the new lesson, first the Phonetic and Phonology lecturer gave chance or time students to something left or not clears about the lesson. The Phonetic and Phonology lecturer invite the students to learn by heart about rising intonation. The last, the Phonetic and Phonology lecturer

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<sup>11</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

gave task for students. The Phonetic and Phonology lecturer said that they can study with sing a song minimally one song for a week without open the book . it can help they to improve their pronunciation especially intonation.

#### **D. Threats of the Research**

In this research, the researcher believed that there were many threats of the writer. It started from the titled until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

In doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. Also the students did not do the test seriously. So, the writer took the seats answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English lecturer.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

After getting research and giving test for 15 students, the researcher concludes that the Students' Rising Intonation of the Second Grade English Education Department IAIN Padangsidimpuan. The researcher can conclude as follow:

1. The students' rising intonation ability of the Second Grade English Education Department IAIN Padangsidimpuan could be known from the result of the test. It can be seen from the value by the students. The result of this research was 56.5 category low score. So, therefore it could be concluded that students' rising ability was still low score and it needed further improvement
2. The difficulties that were faced by the students in rising intonation of the Second Grade English Education Department IAIN Padangsidimpuan were:
  - a. The students difficult in rising intonation and the students difficult in intonated the text and dominantly wrong when pronounced the text
  - b. The students difficult in study pronunciation especially intonation
  - c. The students difficulties in pronouncing the English word
  - d. The students difficult in speaking English because the said that the English is foreign language. Their tongue was stiff.

The students can not read perfectly with rising intonation because mother tongue.

3. The reason of students' difficulties in rising intonation of the Second Grade English Education Department IAIN Padangsidempuan still dominantly wrong and not exact to intoning the text. Last, they did not have motivation.

## **B. The Suggestions**

Based on the conclusions above, researcher gave some suggestions as follow:

1. To the students of the Second Grade English Education Department IAIN Padangsidempuan must more active in rising intonation such as doing so many pronunciation practice, more learn about English pronunciation especially the intonation. As the English student must be able to speak and pronounced the words fluently.
2. To all the students' they have to increase their abilities in pronunciation especially in rising intonation be study by hurt. And students can increase their intonation by drilling their intonation ability by listening English song, or cassette with native speaker. So it can help them to improve their pronunciation, especially the intonation and mastery in pronunciation.
3. To the students at second grade of English education department IAIN Padangsidempuan must study hard and must be serious when studying pronunciation especially intonation. So they can master pronunciation well.

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## **APPENDIX I**

### **RESEARCH TEST**

#### **RISING INTONATION TEST**

Test direction:

1. Pronounce as like reading carefully
2. Read the text with a good rising intonation

The room was large and furniture was placed in the middle. As I was walking into another room, where she was lying, I saw a host of flowers by the window. The flowers reminded me of the park where we usually sat. Once we went there. She kissed me and said, "Darling, are you worried?", and after a pause of hesitation continued, "There is nothing to worry." She smiled and I said, "Let me pick a red rose for you". Now there is no more smile on the stiff lips and the flower is gone. It is just a memory and I will never see her again.

## APPENDIX II

### ORIGINAL AND TRANSCRIBES OF THE PARAGRAPH

The room was large and furniture was placed in the middle. As I was walking into another room, where she was lying, I saw a host of flowers by the window. The flowers reminded me of the park where we usually sat.

Once we went there. She kissed me and said, "Darling, are you worried?", and after a pause of hesitation continued, "There is nothing to worry." She smiled and I said, "Let me pick a red rose for you".

NUR AZIZAH

Total True Rising = 38

\_\_\_\_\_ ☆  
The room was large and furniture was placed in the middle. As I was  
\_\_\_\_\_ ☆ \_\_\_\_\_ ☆  
walking into another room, where she was lying, I saw a host of flowers by the  
\_\_\_\_\_ ☆  
window. The flowers reminded me of the park where we usually sat. Once we  
\_\_\_\_\_ ☆  
went there. She kissed me and said, "Darling, are you worried?". And after a  
\_\_\_\_\_ ☆  
pause of hesitation continued, "There is nothing to worry." She smiled and I said,  
\_\_\_\_\_ ☆ ☆  
"Let me pick a red rose for you".

A. Mid Good Pronunciation = 15

Good Volume = 30

Bad Speed = 0

45

B. Rising Intonation

Good rising = 29

Wrong = 7

22/ 38 x 100

Total Rising 57 + 45 = 102/ 2

Total Score 51

Signature

Hamka Harahap, M.Hum

DIAN ADELA

Total True Rising = 38

The room was large and furniture was placed in the middle. As I was walking into another room, where she was lying, I saw a host of flowers by the window. The flowers reminded me of the park where we usually sat. Once we went there. She kissed me and said, "Darling, are you worried?". And after a pause of hesitation continued, "There is nothing to worry." She smiled and I said, "Let me pick a red rose for you".

A. Bad Pronunciation = 0  
Good Volume = 30  
Bad Speed = 0

30

B. Rising Intonation

Good rising = 31  
Wrong = 9

$22/38 \times 100$

Total Rising  $57 + 30 = 87/2$

Total Score 43, 5

Signature

Hamka Harahap, M.Hum

SABRINA HULU

Total True Rising = 38

The room was large and furniture was placed in the middle. As I was walking into another room, where she was lying, I saw a host of flowers by the window. The flowers reminded me of the park where we usually sat. Once we went there. She kissed me and said, "Darling, are you worried?". And after a pause of hesitation continued, "There is nothing to worry." She smiled and I said, "Let me pick a red rose for you".

C. Bad Pronunciation = 0  
Good Volume = 30  
Good Speed = 30

60

D. Rising Intonation

Good rising = 26  
Wrong = 7

$19/38 \times 100$

Total Rising =  $50 + 60 = 110/2$

Total Score = 55

Signature

Hamka Harahap, M.Hum

FUJI RAHAYU

Total True Rising = 38

The room was large and furniture was placed in the middle. As I was walking into another room, where she was lying, I saw a host of flowers by the window. The flowers reminded me of the park where we usually sat. Once we went there. She kissed me and said, "Darling, are you worried?". And after a pause of hesitation continued, "There is nothing to worry." She smiled and I said, "Let me pick a red rose for you".

E. Bad Pronunciation = 0  
 Good Volume = 30  
 Mid Good Speed = 15  
 45

F. Rising Intonation

Good rising = 23  
 Wrong = 5  
 18/ 38 x 100

Total Rising 47 + 45 = 92/ 2

Total Score 46

Signature

Hamka Harahap, M.Hum

HAJJAH BAROKAH

Total True Rising = 38

The room was large and furniture was placed in the middle. As I was walking into another room, where she was lying, I saw a host of flowers by the window. The flowers reminded me of the park where we usually sat. Once we went there. She kissed me and said, "Darling, are you worried?". And after a pause of hesitation continued, "There is nothing to worry." She smiled and I said, "Let me pick a red rose for you".

G. Bad Pronunciation = 0  
 Good Volume = 30  
 Mid Good Speed = 15  
 45

H. Rising Intonation

Good rising = 25  
 Wrong = 7  
 18/ 38 x 100

Total Rising 47 + 45 = 92/ 2

Total Score 46

Signature

Hamka Harahap, M.Hum

FITRI KHAIRUNNISA

Total True Rising =38

The room was large and furniture was placed in the middle. As I was walking into another room, where she was lying, I saw a host of flowers by the window. The flowers reminded me of the park where we usually sat. Once we went there. She kissed me and said, "Darling, are you worried?". And after a pause of hesitation continued, "There is nothing to worry." She smiled and I said, "Let me pick a red rose for you".

I. Good Pronunciation = 30  
Good Volume = 30  
Good Speed = 30  
90

J. Rising Intonation

Good rising = 27  
Wrong = 7  
20/ 38 x 100

Total Rising 52 + 90 = 142/ 2

Total Score 71

Signature

Hamka Harahap, M.Hum

## APPENDIX IV

### The Result of Students' Intonation Ability

No	Name	Good Rising Intonation	Wrong Rising Intonation	Total Qualification per subjects	Total
		38			
1	SARIANA SIREGAR	34	4	78	848/15 =56.5
2	SITI KODIJAH LUBIS	31	3	73	
3	NIRMALA AINI LUBIS	32	8	63	
4	ROMAITO HASIBUAN	25	6	50	
5	RAHMI FUADI	31	10	55	
6	NU ANNISAKH	25	11	28	
7	ISMAIL ZUHRI	31	9	57	
8	AHD ALDI SARJANI	34	11	60	
9	NILMA SARI	31	8	60	
10	NUR AZIZAH	29	7	57	
11	DIAN ADELA	31	9	57	
12	SABRINA HULU	26	7	50	
13	PUJI RAHAYU	23	5	47	
14	HAJJAH BAROKAH	25	7	47	
15	FITRI KHOIRUNNISA	27	7	52	

## APPENDIX V

### (Interview in English)

#### A. Interview with students of the Second Grade English Education Department Padangsidempuan

*Interview to the students:*

No	List of Interview	The Students Answered		Signature
		The Middle Ranking	The Lowest Ranking	
1	Why are you dominantly wrong in intoning the text?	<p>AAL, NAL, NS and RH Admitted that their very difficult to intoning the words in the text when they reading a book or speaking English with the falling and rising intonation well because the different culture and language.</p> <p>AAL, NAL, NS and SB admitted that they very difficult to intoning a word</p>		

		<p>in a text when reading a book and speak English due to discuss cultural differences and different grammar.</p> <p>PR and IZ say that they are still lacking in understanding / knowledge to intoning a text when reading and speaking English.</p> <p>FK and DA admitted because sometimes they feel nervous when read in front of people and I also do not understand the rules of intonation that how to different between high and low.</p>		
			RF, RH admitted that because of	

	<p>Why are you still dominantly wrong in intoning the text?</p>		<p>the influence of the mother tongue. Then, because it is not accustomed to pronounce English and difficult to intoning the text when true reading pagargraph. NAZ and NAK that they were very difficult to pronounce words in English, including for intonating these words and in reading a text.</p>	
2	<p>Do you have problem when study of pronounciacion, especially intonation?</p>	<p>AAL, IZ, and PR admitted that they have a problem in pronunciation particularly in intonation, because their tongue was still a bit stiff due to lack of knowledge about the intonation, which is the between high and low words.</p>	<p>RF, NAZ admitted that they have problem when study phonetic and phonology especially for intonation. That is so difficult for us.</p>	

		<p>FK, DA, NS, SB and PR admitted they were very difficult to intoning few words, as many words are almost the same pronunciation.</p>		
3	<p>Why pronunciation frequently unintelligible? What is the problem?</p>	<p>AL, IZ, AAS, and NS admitted that their difficulties in pronouncing the English word. They felt difficult in speaking English because the said that the English is foreign language. Their tongue was stiff.</p> <p>A, SH, PR and FK admitted that their difficulties in pronouncing the English words because they less trained their</p>	<p>RH, RF, NA and NAZ admitted that their difficulties in pronouncing the difficult word or the unfamiliar word that caused their pronunciation were wrong. They said that they were difficult in pronouncing the words that never used it and they just could pronounce the familiar words.</p>	

		speaking English and they seldom read English book so that they felt difficult in pronouncing word.		
4	What is the solution that your lecturer give to solve your problem in intoning the text?	AAL, PR, FK and NAL admitted they say when lecturers solution to solve any problems in the learning process is supposed to be a lecturer intonation slowly and gradually in teaching iintonasi. Especially when taught how mengintonasikan a word in a text and and when meBaca a paragraph. So it seems clear and can be immediately put into practice what is right and what is wrong or what is low and what is high, which should be emphasized and		

		which should not be emphasized.		
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### Daftar Interview

(Interview dalam bentuk bahasa Indonesia)

*Tanyakan kepada siswa:*

No	List of Interview	The Students Answered		Signature
		The Middle Ranking	The Lowest Ranking	
1	Mengapa kamu dominan salah dalam mengintonasikan sebuah teks? Apa masalah anda?	AAL, NAL, NS and SB mengakui bahwa mereka sangat susah mengintonasikan sebuah kata-kata didalam sebuah teks ketika membaca buku		

		<p>dan berbicara bahasa inggris disebabkan perbedaan budaya dan tata bahasa yang berbeda.</p> <p>PR and IZ mengakui bahwa mereka masih kurang dalam pemahaman / pengetahuan tentang mengintonasikan sebuah teks ketika membaca dan berbicara bahasa inggris.</p> <p>FK and DA mengakui karena kadang mereka merasa nervous saat membaca didepan orang dan saya juga kurang faham aturan intonasinya yaitu bagaimana cara membedakan mana intonasi yang tinggi dan</p>		
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		yang rendah.		
	Mengapa kamu masih saja dominan salah dalam mengintonasikan sebuah teks? Apa masalah anda?		<p>RF and RH mereka mengakui karena pengaruh dari mother tongue. Kemudian karena tidak terbiasa dalam mengucapkan bahasa inggris dan sehingga ketika mengintonasikan sebuah teks sangat susah untuk diucapkan.</p> <p>NAZ and NAK mereka mengakui bahwa mereka sangat susah untuk mengucapkan kata-kata dalam bahasa inggris termasuk untuk mengintonasikan kata-kata tersebut dan dalam membaca sebuah teks.</p>	

2	Apakah kamu mempunyai masalah ketika belajar pronunciation, khususnya belajar tentang intonasi?	<p>AAL, IZ, and PR mereka mengakui karena mereka mempunyai sedikit masalah dalam pronounciataion khususnya dalam intonasi, karena lidah mereka masih sedikit kaku disebabkan kurangnya pengetahuan tentang intonasi, yaitu mana kata-kata yang tinggi dan mana kata-kata yang rendah</p> <p>FK, DA, NS, SB and PR mengakui bahwa mereka sangat sulit untuk mengintonasikan beberapa kata, karena banyak pengucapan kata yang hampir sama tetapi beda pengucapkn dan perbedaan</p>	RF , NAZ mereka mengakui bahwa ketika mereka belajar intonasi mereka sangat sulit untuk menentukan mana kata yg harus ditekankan dan mana kata yang tidak harus ditekankan dalam suatu kata tersebut.	

		gaya bahasa.		
	Mengapa intonasi anda terbata-bata dan terputus-putus ketika kamu membaca sebuah teks sehingga kalimatnya tidak lengkap? Apa masalah anda?		<p>RH dan RF mengakui bahwa mereka sulit dalam berbicara lancar dan perlahan-lahan karena mereka harus berpikir untuk mencari dan mengucapkan kata-kata atau kalimat.</p> <p>NA mengaku dirinya sulit dalam berbicara bahasa Inggris dengan lancar. Ucapan-ucapan mereka ragu-ragu dan jerkly karena mereka memiliki kalimat disjoined dan dibatasi panjang.</p> <p>NAZ mengakui bahwa pidatonya itu kadang-kadang ragu-ragu karena mereka</p>	

			mungkin berpikir dalam pengelompokan kata-kata.	
3	Mengapa pengucapan anda sering tidak jelas ketika mengintonasikan atau membaca sebuah teks?	<p>AL, IZ, AAS, dan NS mengakui bahwa mereka sangat kesulitan dalam mengucapkan kata bahasa Inggris. Mereka merasa sulit dalam berbahasa Inggris atau membaca teks karena mengatakan bahwa bahasa Inggris adalah bahasa asing. Lidah mereka kaku untuk mengucapkannya.</p> <p>DA, SH, dan PR mengakui bahwa kesulitan dalam mengucapkan kata-kata bahasa Inggris karena mereka kurang terlatih mereka berbicara bahasa Inggris dan mereka jarang membaca buku bahasa</p>	RH, RF, NA dan NAZ mengakui bahwa kesulitan dalam mengucapkan kata yang sulit atau kata asing yang menyebabkan pengucapan mereka salah. Mereka mengatakan bahwa mereka sulit dalam mengucapkan kata-kata yang tidak pernah digunakan oleh mereka dan mereka hanya bisa mengucapkan kata-kata yang sering diucapkan atau yang terkenal.	

		<p>Inggris sehingga mereka merasa sulit dalam mengucapkan kata.</p> <p>K mengakui karena dipengaruhi mother tongue sehingga saya jadi terbiasa ikut dengan logat sehari-hari yang saya gunakan.</p>		
4	<p>Apa solusi anda ketika dosen anda memecahkan masalah anda dalam mengintonasikan sebuah teks? Berikan alasannya!</p>	<p>AAL, PR, FK and NAL mereka mengatakan solusinya ketika dosen memecahkan apa masalah dalam proses belajar mengajar intonation adalah seharusnya dosen dengan pelan-pelan dan perlahan-lahan dalam mengajarkan iintonasi. Khususnya ketika mengajarkan cara bagaimana mengintonasikan</p>	<p>RF , NAZ, RH and NS mereka mengatakan bahwa ketika mereka belajar intonasi mereka sangat sulit untuk menentukan mana kata yg harus ditekankan dan mana kata yang tidak harus ditekankan dalam suatu kata tersebut. Solusi mereka adalah ketika dosen memecahkan masalah dalam pengucapan bahasa inggris khususnya dalam mengintonasikan sebuah</p>	

		<p>sebuah kata-kata didalam sebuah teks dan dan ketika meBaca sebuah paragraph. Sehingga Nampak jelas dan dapat langsung dipraktekkan mana yg benar dan mana yang salah atau mana yang rendah dan mana yang tinggi, mana yang harus ditekankan dan mana yang tidak harus ditekankan.</p>	<p>teks atau membaca sebuah paragraf adalah harus langsung dipraktekkan dan harus diberti tahu kepada mahasiswa/I mana yang harus ditinggikan dan mana yang harus direndahkan sehingga tidak terjadi kesalahan yang fatal.</p>	
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**B. Interview with the pronunciation lecturer**

*Ask to the lecturer:*

No	List of interview	The lecturer answer
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	<p>Why are the students dominantly still wrong in intoning the text? What is the problem?</p> <p>Mengapa siswa masih dominan salah dalam mengintonasikan sebuah teks? Apa masalahnya?</p>	<p>because they not seriously and they still silent when they study phonetic and phonology. So when I give the text to them , then read the text with well. They cannot read the text with rising and falling intonation. So they always dominantly intoning the text well.</p>
2	<p>Do the students have problem when they study phonetic and phonology especially intonation?</p> <p>Apakah siswa mempunyai masalah ketika proses belajar phonetic and phonology khususnya belajar intonasi?</p>	<p>the problem or the difficulties that often I see at my students when they study phonetic and phonology especially about pronunciation, they are so difficult to pronounce the word especially for rise fall intonation. They cannot learn by heart. They are not mastery in pronunciation. Because the background knowledge and because the mother tongue. So they have problem when study it.</p>
3	<p>Why are the students pronunciation frequently unintelligible when intoning the text? What is their problem when the students intoning the text?</p> <p>Mengapa pengucapan siswa sering tidak jelas ketika mengintonasikan atau membaca sebuah teks? Apa masalah mereka ketika mengintonasikan teks tersebut?</p>	<p>Because most of students have little motivation to practice the way to pronounce the word in daily life. So the students students still weak to Pronoun rising intonation. I always give them quiz and every quiz for every meeting. And directly give the score for them. But they have not good unintelligible. They can understanding abstractly because the background knowledge.</p>

4	<p>What the solution that you give to your students when they still difficult in learning phonetic and phonology, especially intonation?</p> <p>Solusi apa yang bapak berikan ketika siswa mengalami kesulitan dalam proses belajar phonetic and phonology, khususnya intonasi?</p>	<p>he solution that I give to my students when they difficult in learning phonetic and phonology is they must be study by heart. Then They must seriously to learn pronunciation especially intonation. They can study with sing a song minimally one song for a weak . it can help they to improve their pronunciation especially intonation.</p>
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## **CURRICULUM VITAE**

### **A. Identity**

Name : HIFNI MARINA PADE SIREGAR  
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Utara

### **B. Parents**

1. Father's Name : Alm, H. Abdul Hakim Siregar
2. Mother's Name : Hj. Masron Am.a

### **C. Educational Background**

1. Graduated from Elementary School in SD Negeri 112318 Sipare-pare Tengah 2005
2. Graduated From Islamic Junior High School in MTsS Islamiyah Belongkut 2008
3. Graduated from Islamic Senior High School in MAS Al-washliyah Merbau 2011
4. Be University Student in State Institute of Islamic Studies (IAIN) Padangsidempuan Since 2011-2015