



**THE STUDENTS' INTONATION ABILITY IN  
SPEAKING AT GRADE X SMA NEGERI 8  
PADANGSIDIMPUAN**

**A THESIS**

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

**Written By:**

**INDAH MAYASARI HARAHAHAP**

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**ENGLISH EDUCATION DEPARTEMENT**

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

**2015**



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**A THESIS**

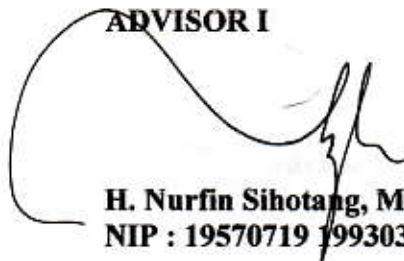
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Term : Thesis Padangsidimpuan, 22<sup>nd</sup> April 2015  
a.n. Indah Mayasari Harahap

Appendix : 7 (seventh) Exemplars To:

Dean Tarbiyah and Teacher  
Training Faculty  
In-  
Padangsidimpuan

*Assalamu'alaikum Wr.Wb.*

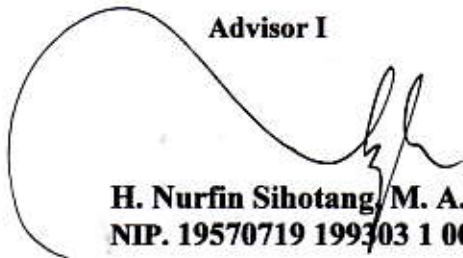
After Reading, studying, and giving advices for necessary revises on thesis belongs to INDAH MAYASARI HARAHAHAP, entitle "**The Students' Intonation Ability In Speaking At Grade X Sma Negeri 8 Padangsidimpuan**". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational (S.Pd.I), In English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

There fore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

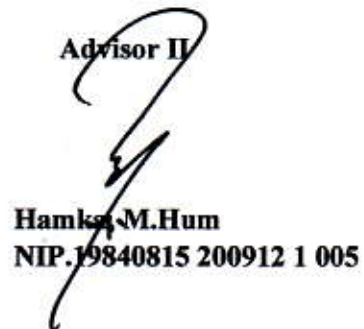
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IN SPEAKING AT GRADE X SMA NEGERI  
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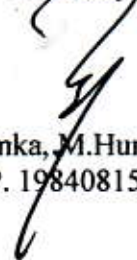
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**LEGALIZATION**

**The Thesis with Title : THE STUDENTS' INTONATION ABILITY IN  
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The thesis has been accepted as a partial fulfillment of requirement for degree of  
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GRADE X SMA NEGERI 8 PADANGSIDIMPUAN

### **ABSTRACT**

Had the researcher wanted to analyze students' intonation ability in speaking. The objectives of the research were describe the students' intonation ability of SMA Negeri 8 Padangsidimpuan in speaking, to find the difficulties students' intonation ability of SMA Negeri 8 Padangsidimpuan in speaking, to explain the planning efforts of teacher and students to overcome to error found by students in pronouncing intonation in speaking.

The research used Descriptive Qualitative Method. The data was taken from test, the techniques for collecting data with the test as follow, researcher gave chance or time for students to learn the texts sentence, and they were recorded. Beside the test, the researcher took the data from interview and observation.

The result was found that students' intonation in speaking, The students' difficulties in pronouncing intonation in speaking was students still low 33,32% to declarative, They were often using interrogative “?” clearly to changed declarative. The effort that would be done by teacher and students to overcome the error found by students is teacher always make drill and practice more and more, the teacher asked the students to Practice those intonation in daily life and memorize, The students effort to study with read and pronounced the word in books or dictionary. After analyzing the data. It was concluded that students, intonation ability in speaking at Grade X SMA Negeri 8 Padangsidimpuan.

## ACKNOWLEDGEMENT

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

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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.

Padangsidempuan, 22 April 2015

Researcher,



INDAH MAYASARI HARAHAP

Reg. No: 10 340 0085

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problems

Language is very necessary for human being. Thus, language learning is very important to human being. All sciences depend upon it and also all education in human life is conducted through it. Based on the Qur'an suroh An-naba: 38, Allah says:

يَوْمَ يَقُومُ الرُّوحُ وَالْمَلَائِكَةُ صَفًّا لَا يَتَكَلَّمُونَ إِلَّا مَنْ أُذِنَ لَهُ الرَّحْمَنُ وَقَالَ صَوَابًا ﴿٣٨﴾

The meaning of the verse is:

Day when soul and all angel stand up march- line nothing that speak to speak except who have been given permit by god which generous the most, and saying real correct words.<sup>1</sup>

From the ayat above according from Ibnu Jarir Ath- Thabari which is telling Soul in this sentence is angel Jibril my self, what is mentioning also Ruhul Qudus and Ruhul amen. Be said he that previous then followed referred is angel which is a lot of; altogether march- line express to bow to Allah; "Nothing that speak to speak, except who mever permitted to it by which cheap the most, Or Jibril Angel and soul which is a lot of even also keep quiet all.

---

<sup>1</sup> Syaikh Abdul malik Bin Abdul Karim Amrullah, *Tafsir Al- azhar*, ( JI. Citarum 29 Surabaya, 1983), p. 21.



It is necessary to do human social activities. Language functions as message to somebody. There are many language exist in the world. That is true based on The Qur'an suroh Ar-rum: 22, Allah says:

وَمِنْ آيَاتِهِمْ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ

لِّلْعَالَمِينَ ﴿٢٢﴾

The meaning of the verse is:

Means: “And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge”.<sup>2</sup>

So, that miss communication is possible made by everyone. To prevent this matter, human decides to make world unitary language, such as in Indonesia, the unitary language in Indonesian. There are many world unitary languages or international language, for example Arabian, France Germany and others. English is one language which often used in the world. It has been thought as compulsory subject, it means that very subject, and it means that very student has the English in their school.

---

<sup>2</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.

Nowadays, English language has become the popular language which is learned by most people in many areas of the world. English is an international language. It is the world's most widely used language by society for communication and international contact.

Intonation is the rise fall meaning of the voice in speaking. As this effect the English, some questions have a rising intonation. Intonation is the, pitch of the voice with which a voice sound is pronounced is called its intonation.

Intonation is used to know how the sound is come out from the month so that produces English well. and Some by using procedures intonation they are: Bilabial - Both lips, Interdentally - Tip of tongue between teeth, labiodentals- Upper teeth touch the lower up, alveolar- Tip of tongue touches hard plate, Palatal- Front of tongue touches between hard plate and soft, Velar- Back or tongue touchier soft plate and Glottal- Stopped vocal fold.

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

Speaking is one of informant skills in language learning beside listening, writing and reading. Speaking the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if

dialoging by two or more people. In speaking there are process of communication between Speaker and Listener. There are many pronunciation categories that must be learnt by students. For example, phonetics, vowel, syllable, stress and intonation. But, the important some significance of intonation learning for the life.

Those problems also faced at the students' of SMA Negeri 8 Padangsidimpuan, the student's do not understand about intonation because it's difficult for their speaking. When learning process direction. The student's lazy to us speaking with their friends in class because their less in vocabulary. The student afraid ordered by teacher to practice their speaking into the intonation to be better and the student's do not confident to practice their intonation in speaking learning process in class. This phenomenon that is found from Elva Juliyanti English teacher of second class SMA Negeri 8 Padangsidimpuan. Therefore, from explanation above researcher conducts the title of research **"The Students' Intonation Ability in Speaking at Grade X SMA Negeri 8 Padangsidimpuan"**.

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

The researcher was limiting the problems on students' intonation ability in speaking, students' intonation difficulties in speaking ability at grade X SMA Negeri 8 Padangsidimpuan.

### C. The Definition of the Key Terms

To avoid the vagueness and miss understanding between the researcher and reader, the trilogies as follows:

#### 1. Students

Students' is a children or adult that work for demand science. Hornby stated that "The student is a person who is studying at school or college".<sup>3</sup> So, the student is a person who learns on the grade of junior high school on the formal education in situation. The student in this research is a person who studies at grade X SMA Negeri 8 Padangsidempuan.

#### 2. Intonation

Intonation according to oxford dictionary is the rise fall meaning of the voice in speaking, as this effect the English, some questions has a rising intonation. According to Daniel Jones said" Intonation is the, pitch of the voice with which a voice sound is pronounced is called its intonation. In connected speech the voice- pitch is continually rising and falling. These variations produce intonation which may be described as tunes or 'patterns' or contours. Intonation is high and low of sounds from someone. From the explanation above the intonation is the rise fall meaning of the voice in speaking, esp as this effect the English, some questions have a rising intonation. Intonation is the, pitch of the voice with which a voice sound is pronounced is called its intonation.

---

<sup>3</sup>AS. Homby, *Oxford Advenced Learner's Dictionary*(New York: Oxfoxd University Press,1995), p. 1187

### 3. Ability

Ability is as long as word able that the meaning can do something. Homby stated that “Ability is the mental or physical capacity, power or skill required to do something”.<sup>4</sup> While based on the western New World Collage Dictionary, “ability is the power to do something physical or mental”.<sup>5</sup> From the definitions above, it can be concluded that ability is the power or the skill required to do something physical or mental. The ability in this research means the power of the students’ of SMA Negeri 8 Padangsidempuan Intonation ability in Speaking.

### 4. Speaking

Speaking is the ability to express mind or feeling by presenting a certain topic or set of topics, so the students can learn about something new and than teach new topic to their classmates, so everyone learns and speaks. According to the Webster New College Dictionary, speaking is the act or art of the person who speaks that which is spoken, utterance, discourse.<sup>6</sup> Speaking is defined as to talk or converse to somebody about something.

---

<sup>4</sup>AS. Homby, *Ibid.*, p.2.

<sup>5</sup>Victory Neufelat & David B. Guralmik, *Webstern New World College Dictionary*(USA: MacMillan, 1995), p. 2.

<sup>6</sup> David Nunan, *Practical English Language Teaching* (New York: Mc. Grown- Hill Companies Inc, 2003) p. 48



#### **D. The Formulation of the Problem**

Based on the above background of the problem the formulation of the problems of this research are:

1. What is students' intonation ability in speaking at grade X SMA Negeri 8 Padangsidempuan?
2. What are students' intonation difficulties in speaking ability at grade X in SMA Negeri 8 Padangsimpuan?
3. What are the efforts done by English teachers to overcome students' intonation problems in speaking ability at grade X SMA Negeri 8 Padangsidempuan?

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

Based on the focus of the problems, the researcher determines that the purposes of the research can be stated as follows:

1. To know the students' intonation ability in speaking at grade X SMA Negeri 8 Padangsidempuan.
2. To know the students' intonation difficulties in speaking ability at grade X SMA Negeri 8 Padangsidempuan.
3. To know efforts done to overcome students' intonation the problems in speaking ability at grade X SMA Negeri 8 Padangsidempuan.

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

Research significances are large in contributions depending on what ever and who ever a result of language students' the research being useful in term of education and significances of this research are as the following:

1. Headmaster, to develop and encourage English teachers to teach English best.
2. The English teacher of SMA Negeri 8 Padangsidimpun, to know her or his students' intonation ability and problems at grade X SMA Negeri 8 Padangsidimpun.
3. Other researchers, to conduct further same topic or technique research

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Intonation Ability

##### 1. Intonation

###### a) Defenition of Intonation

Intonation is not only central to conveying meaning in spoken English but is also important in conveying the attitude of the speaker towards what is being said. A simple word such as ‘ oh ‘ spoken with different intonation contours can express meanings which range from complicity to shock and disbelief, from surprise to disappointment, from ‘ I didn’t know that’ to frustration. Students must grasp the functions of intonation in conveying attitude and be able to recognize the difference between different intonation contours.<sup>1</sup>

Mitra Ahmad Soltani stated that “ Intonation is translated as “sentence music” (Samareh, 1984,220).<sup>2</sup> When speaking, people generally raise and lower the pitch of their voices and form pitch patterns. They also give some syllables a greater degree of loudness and change their speech rhythm. This phenomena are called intonation. Intonation does not happen at random but has definite patterns which can be analyzed according to their structure and functions.

---

<sup>1</sup>Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation* (Oxford University Press), P. 192.

<sup>2</sup>Mitra Ahmad Soltani, *Contrastive Analysis of English Persian Intonation* (Azad University- Tehran School of Medicine 2007), p. 8

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 very unusual situations do we speak with fixed, unvarying pitch, and when 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 easy thing to do, and it seems to be a quite different skill from that acquired in studying segmental phonetics.<sup>3</sup>

Anas Syafei says 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 our speech. Intonation is 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>4</sup> Everyday most of indonesian people listen intonation to many different things in many different ways, whether it is our pronunciation with another people, or listen to the news from the television and listen to the music from radio, CD and Cassette. They seem aotomatically understand those many paople said because they speak with their own language, that make them easy to identfy and understand what they are listening for. But how if that is spoken with foreign intonation like Panyabungan language, they must have ability to listen that spoken language.

---

<sup>3</sup>Peter Roach, *English Phonetics and Phonology*(Cambridge University Course 2000),p. 150.

<sup>4</sup>Anas Syafei, *English Pronunciation Theory and Practice*,(Dispen, Jakarta, 1988), p. 28.

Based on opinion A. C. Gimson says intonation is extensive. When people speak, their intonation often touches notes both higher and lower than they can reading sentence. The range is often wider in the pronunciation of English.<sup>5</sup>

Linguistics have further classified pronunciation and intonation according to the various categories. One of most common and basic system is to classify pronunciation by where in the intonation tract they are made (Definition of Intonation, Function of intonation), how they are made (Form and Analysis of Intonation), how they are tense (Indicator of Intonation).<sup>6</sup>

So, It is very important to make the point that we are not interested in all aspects of a speaker's pitch; the only things that should interest us are those which carry some linguistic information.

#### **b) Function of intonation**

One of the main characteristics of intonation as a grammatical phenomenon is that it expresses contrasts at different levels of meaning. Intonation can categorically indicate, among other things, speech acts, phrasing, discourse structure, implicates, presuppositions, truth conditions, and scope relations. Given these somewhat arbitrary categories, certain phenomena may belong to more than one category and overlapping of one or the other categories is possible.

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<sup>5</sup>A. C.Gimson, *Professor of Phonetics* (University College London), p. 149.

<sup>6</sup>Hamka, *English Phonetics and Phonology As Introduction*, (Padangsidimpuan STAIN, 2011), p. 57



The material presented in the following sections forms the basis with which the range of different theories is illustrated. In particular, it will be shown that different theories take different people understand intonation.<sup>7</sup>

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

- 1) 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>8</sup>
- 2) 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 at least one respect to the spoken words.
- 3) 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.
- 4) Discourse 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' teachers should the ways, strategies, and method to teach intonation ability in speaking well. Those aspects absolutely influence the students' intonation ability learning in speaking.

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<sup>7</sup>Klaus von Helsingr. *Intonation and Information Structure* (University of Konstanz, June 1999), p. 20.

<sup>8</sup>Beverly Collins and Inger. M. Mess, *Practical Phonetics And Phonology*, p. 139- 141

There are also intonation situations that teachers or lecturers can bring to the class to create a language environment. The goals of those situations are to stimulate them to be familiar with many variants of the English language, especially native spoken language. Those situations are:

- 1) Interview.
- 2) Instructions.
- 3) Conversation.
- 4) Pronunciation.
- 5) Speaking.
- 6) Watching television.
- 7) Radio news.

Those are the situations that teachers are able to create in a learning intonation class, with those situations, students are expected to be stimulated in their competence in intonation ability in speaking.

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

The numbers along the vocal tract refer to the various places where constriction for different intonations take place. We call each of these locations places of articulation. Common places of articulation for types of intonation are: falling intonation is normally used, rising intonation is commonly used, they can be detailed from our left side by following elaboration.

### c) Form and Analysis of Intonation

The form analysis of intonation has now been described in some detail, and we will move on to look more closely at its functions. Perhaps the best way to start is to ask ourselves what would be lost if we were to speak without intonation: you should try to imagine speech in which every syllable was said on the same level pitch, with no pauses and no changes in speed or loudness.

Darlington & Barry Groom, there are five types of intonation that can influence the difficulty of intonation. They are.<sup>9</sup>

#### 1. Informative Intonation

Informative Intonation is where your aim is to concentrate on the message being given. This may be the content of a lesson, direction, and instructions.

#### 2. Appreciative Intonation

Appreciative Intonation is where the listener gains pleasure/ satisfaction from pronunciation to certain of type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers. These are personal preferences and may have been shaped through our experiences and expectation.

#### 3. Critical Intonation

Critical Intonation is where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker. This is the

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<sup>9</sup>Chris Darlington & Barry Groom, *A team Approach to Behavior Management* (New York, Paul Chapman Publishing, 2004), 42-43

type of intonation that we may adopt when faced with an offer or sales pitch that requires a decision from us.

#### 4. Discriminative Intonation

Discriminative Intonation is where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause. Some people are extremely sensitive in this way, while others are less able to pick up these subtle cues. Where the listener may recognize and pinpoint their own child's cry in a noisy playground. This ability may be affected by hearing impairment.

#### 5. Empathic Intonation

Empathic Intonation is where the listener tends to listen rather than talk. Their non-verbal behavior indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient. The remaining exercise and paired activities are designed to demonstrate the advantages of empathic intonation and to highlight a range of obstructions that may prevent us from being effective listeners.

John A Kline adds the learner about from Analysis of intonation, there are four kinds, the four moves through the first three steps receiving, attending, and understanding in sequence. Responding and or remembering may or may not follow. They are:<sup>10</sup>

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<sup>10</sup>John A Kline. *Listening Effectively*( Alabama: Air University Press, 1996), p. 15

### 1. Receiving

This is an easy step of analysis intonation. Receiving means that getting message from the sender to the receivers. To complete the Analysis of the receiving messages, actually senders have to use some effective techniques to organize and support their message. The subject should be interesting to receiver.

### 2. Attending

When receivers have gotten the message, they must to the message if the Analysis is to continue. Human intonation is often ineffective or does not occur for similarly reason. Receiving occurs, but attending does not. At any given time, numerous messages compete for our attention. So we will hard to attend the message at the time the stimulation may be external, such as words spoken by a lecturer or printed on paper, or events occurring around us.

### 3. Understanding

This step someone has said, "Communication begins with understanding. "How true! A message may have been sent and received, and the receiver may have attended to the message yet, there has been no effective communication. Effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective.

### 4. Responding

The form Analysis may end with understanding, since effective communication and effective intonation may be defined as the accurate

sharing or understanding of meaning. But a response may be needed or at least helpful to complete the communication.

#### 5. Remembering

Memorization of facts is not the key to good intonation. Yet memory is often a necessary and integral part of the form analysis intonation.

#### **d) Indicators of Intonation**

Many of previous discussions have been concerned with the description of phonemes and also pointed out that the subject of phonology includes not the aspects (which is usually called segmental phonology) but also several others. Two last discussions, syllable and stress we have studied. Clearly, syllable and stress have linguistic importance and are therefore aspects of phonology of English must be described, but they are not usually regarded as something that are related individual segmental phonemes; normally, syllable and stress are said to be applied, and are therefore parts of supra segmental phonology.

The wave of sounds (Rising and Falling) in expressions with reference to the speech acts and speech function (in Semantics and pragmatics). To analyze the expressions and the meaning. Rising and falling Intonation can change meaning.<sup>11</sup>

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<sup>11</sup>Hamka, *An Introduction to Linguistics (Habdbook)* Padangsidimpuan, 2011, p. 11

The way in analysis is only by showing rising intonation. There are three kinds of speech acts in most languages, they are:

### 1. Declarative

The point in declarative usually is process, verbs (in traditional grammar). The function of declarative as the next figure is to state information. You may practice as many as declaratives. Let see the examples!

- a. I went there where you lived
- b. I shall go there
- c. I don't go there

### 2. Interrogative

In The point of pitch in the expression of declarative is the started by **Wh** question or **finite** then ended by question mark (?) as the rising intonation.

- a. Did you go there?
- b. When did you go there?
- c. Can you speak French?
- d. Did they go to New Orleans?

### 3. Imperative

- a. Go there!
- b. Let me go there!
- c. Let it goes there!

Question tags can also be pronounced with a falling intonation which indicates that the speaker is confident that the listener will agree with the



statement. When it is pronounced with a rising intonation, it means that the speaker is not sure the statement he makes is correct or not, and he ask to confirm or deny the- idea.

Another or type or intonation is what is called sustained intonation. The sustained intonation is often used at the end of a though group which is followed by another closely related to it in meaning. It uses a high pitch, which drops to the normal level., and this level is sustained at the end of the first idea group.<sup>12</sup>

## **2. Speaking**

### **a. Definition of Speaking**

As had stated in the above definition of key terms, speaking is the productive aural/ oral. It consists of producing systematic verbal utterances to convey meaning. While the expert like Theodore humbler said “languages is essentially speech, and speech is basically communication by sounds.<sup>13</sup> And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; primary an euro muscular and not an intellectual process. It consists of competence in sending and receiving massages.

Ahmad Moehajir said “Speaking is should be thought as it used in real life, where people use it for communications to express, feelings, ideas and emanations. Speaking also serves as the natural means of communications

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<sup>12</sup> Anas Syafei, *Op. Cit*, p. 32.

<sup>13</sup> A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

between members of community both for expression of thought and as from of social behavior. <sup>14</sup>The speakers say words to the listener not only to express what he needs whether information service. Most people might speed of their everyday life in communicating with others.

#### b. **Types of Speaking**

Much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course, especially in teaching speaking performance. Douglas Brown stated monologues and dialogue . There are two types. They are.<sup>15</sup>

##### 1) Monologue

In monologues, when one speaker uses spoken language for any length of time, in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption the stream of go on whether or not the hearer comprehends.

##### 2) Dialogues

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote relationship ( interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

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<sup>14</sup> Ahmad Moehajir, *The Correlation Between Grade XI Stedents' Listening Skill and Speaking Skill (Stain: Padangsidempuan,2012), p.14.*

<sup>15</sup> Douglas Brown *Teaching by Principles, an Interactive Approach to Language Pedagogy*( USA: London,1994), p.251.

### c) Speaking Difficulties

Bear in mind that characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. Here is what makes speaking difficult they are.<sup>16</sup>

#### a. Clustering.

In teaching Mastering Intonation, teachers need to help students to pick out manageable cluster of words, because sometimes students will err in the other direction in trying to attend to every word in an utterance.

#### b. Redundancy.

Spoken language, unlike most written language, has a good deal of redundancy. Sometimes redundancy can make students confused with the spoken language, but they can learn to take advantage from it such as to help them in processing meaning by offering more time and extra information.

#### c. Reduced Forms

Spoken language also has many reduced forms. Reduction can be phonological, morphological, syntactic and pragmatic. Those reductions pose significant difficulties, especially for class room learners who many have initially been exposed to the full forms of language.

#### d. Performance Variable.

Learners have to train themselves to intonation for meaning in the midst of distracting performance variable.

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<sup>16</sup>H. Douglas Brown. *Op, Cit*, p. 256

e. Colloquial Language.

Language learners sometimes find surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversation. Colloquialisms appear in both monologues and dialogues.

f. Rate of Delivery.

Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed, and time delivered with a few pauses. Listener can stop and go back to listen what has spoken by speaker.

g. Stress, Rhythm, and Intonation

Those of language features really affected to process of intonation. Because stress, rhythms, and intonations will make students confuse when they hear spoken language.

h. Interactions.

Learning to intonation something also learning to respond and continue a chain of intonation and responding. So that when students listen, they should take more attention about that spoken language.

**d). Indicators of Speaking**

According to Arthur Higher, to know indicators about student in speaking skill, Students must comprehend about it, as follows.<sup>17</sup>

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<sup>17</sup> Arthur Hughes, *Indicators of Speaking Skill*, (Harvard, England, 2001), p.66.

## 1. Accent

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.<sup>18</sup>

The Accent can be identified looks like this:

- a. Pronunciations frequently unintelligible.
- b. Frequent roses errors and a very heavy accent make understanding difficult, require frequent repetition.
- c. Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked foreign accent and occasional mispronunciation with do not interfere with understanding.
- e. No conspicuous mispronunciation, but would not be taken for a native speaker.
- f. Native pronunciation, with no trace of foreign accent.

## 2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology), and word meanings (semantics).<sup>19</sup>

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<sup>18</sup> Victoria Neufeltd, *Op. Cit*, p.7.

<sup>19</sup> *Ibid.*, p.286.

Grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate phrases.
- b. Constant errors showing of very few major patterns and frequent preventing communication.
- c. Frequent errors showing some major patters uncontrolled and causing occasional irritation and misunderstand.
- d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e. Few errors, with no pattern of failure.

### 3. Vocabulary

Vocabulary is and interrelated group of nonverbal system, symbols, signs, gesture, etc.<sup>20</sup>

Vocabulary can be identified looks like this:

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common fissional and social topics.
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

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<sup>20</sup> *Ibid.*,p.1494

- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

#### 4. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, etc<sup>21</sup>

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentence.
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- e) Speech is effortless and smooth, but perceptibly non- native in speed and evenness

#### 5. Comprehension

Comprehension is the capacity for understanding ideas, fact, etc.<sup>22</sup> A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

- a) Understands too little for the simplest types of conversation.

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<sup>21</sup> *Ibid.*, p.55

<sup>22</sup> Victoria Neufeltd, *Op.Cit*,P.286.



- b) Understand only show, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and reposing.
- d) Understand quite well normal educated speech directed to him her, but requires occasional repetition and reposing.
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

## **B. Review of Related Finding**

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, The result of her research said that there is effect of mother tongue toward Students' Pronunciation.<sup>23</sup> Then the other researcher is Lumoggon Hasibuan from University of North Sumatera has done The research in 2002 with the title: "Analisis Kontratif Bunyi konsonan dan vokal Bahasa Batak Angkola Dan Bahasa Inggris". The conclusion of that Research indicate that most of the consonant and intonation sound Batak Angkola Language and English in initial and medial position or in medial and final position.<sup>24</sup>

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<sup>23</sup> Rini Erminawati, The Influence of Mother Tongue to Students' Pronunciation( *Unpublished Script* )Padangsidimpuan STAIN, 2012).

<sup>24</sup> Lumoggon Hasibuan, Analisi Kontrastif Bunyi Konsonan dan Vikal Bahasa Angkola dan Bahasa Inggris,( *Unpublished Script* ) (Medan USU, 2002).

So, if the researches above explained the researcher wanted to complete the researcher above. Whereas, the researcher wanted to analyze Students' Intonation in Speaking at Grade X SMA Negeri 8 Padangsidempuan.

## CHAPTER III

### RESEARCH METHODOLOGY

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

The research conducted at Grade X SMA Negeri 8 Padangsidempuan in academic in 2014/2015 Academic Year, which the complete address is on Desa Perkebunan Pulau Bauk Kecamatan Padangsidempuan Tenggara, Pemerintahan Kota Padangsidempuan.

The research has been done from February 2015 to Maret 2015, and the data have been taken after the research later comes up from the Academic Office of IAIN Padangsidempuan.

#### B. The Design of Research

Based on analysis of data, this research would conduct with qualitative approach. "Pendekatan Kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang di alami oleh subjek penelitian dengan memanfaatkan metode ilmiah."<sup>1</sup> (Qualitative research that means to understand the phenomena about what is the subject research undergone by using natural method).

While according to Addul Azis thatBurhan Bungin In Analysis Data Penelitian Kualitatif, "Pendekatan Kualitatif adalah salah satu pendekatan utama yang pada dasarnya adalah sebuah label atau nama yang bersifat umum

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<sup>1</sup> Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), p.126.

saja dari sebuah rumpun besar metodologi penelitian”.<sup>2</sup> (Qualitative research is one of the main approaches that basically is a label or the name of generally from a research methodology).

Based on the method, this research used descriptive.”Metode deskriptif adalah penelitian yang menggambarkan objek yang sesuai apa adanya”.<sup>3</sup> (Descriptive method is a research want to describe object). This method used to describe the students’ intonation ability in speaking at grade X SMA Negeri 8 Padangsidempuan.

Based on the place, this research was field rsearch.<sup>4</sup> This research was done in SMA Negeri 8 Padangsidempuan.

### C. The Sources of Data

The sources of data in this research were divided into two parts, they are:

a. Primary sources of data.

Primary sources of data was the grade X students of SMA Negeri 8 Padangsidempuan, they are 90 students. They are divided into three classes. They are class X -1 consists of 30 students, class X -2 consist 30 students, class X -3 consist 30 students. This research was done by using purposive sampling; purposive sampling is a technique of taking sources of data with

A certain judgment.<sup>5</sup> This technique usually done because has a judgment such as limitation on the power, time, and expense.<sup>6</sup> Added by S. Nasution

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<sup>2</sup> Burhan Bungin, *Analisis Data Penelitian Kualitatif*, (Jakarta: PT. Raja Grafindo Persada, 2007), p.19.

<sup>3</sup> Sukardi, *Metode Penelitian Pendidikan Kompetensinya dan Prakteknya*, (Jakarta : Bumi Aksara, 2003), p. 157.

<sup>4</sup> Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekata4n Praktek*, (Jakarta: Rineka Cipta, 2002), p. 8-9.

said” Purposive sampling is done with take people are choosing by the researcher follow specific characteristic have been had bay this sample”.<sup>7</sup> Actually, the researchers take one class that is X to do the research, because it will be representative to take the result of the research. So, there were 10 students who answer the test.

b. Secondary data

Secondary source of data was information from Mr. Mangsur Nasution, S.Pd as the Headmaster and English teacher of SMA Negeri 8 Padangsidempuan.

#### **D. The Technique of Data Collection**

Jhon W. Creswell says that there are steps in collecting data in qualitative research include: setting the boundaries of study, collecting information though unstructured (or semi structured), observations and interview, document and visual materials.<sup>8</sup>

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

<sup>6</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta : Rineka Cipta, 2009), p. 149.

<sup>7</sup> S. Nasution, *Metode Research* ( Penelitian Ilmiah), (Jakarta: PT. Bumi Aksara, 2003), p. 98.

<sup>8</sup> Jhon W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga publications, Inc, 2002), P. 185.

To get accurate data, researcher will collect data by doing those activities

a. Test

Brown defines “test as a method of measuring a person’s ability; knowledge or performance in a given domain”.<sup>9</sup> The researcher used the techniques for collecting data with the test as follow: The researcher gave a test to ten students to read sentences then the researcher collected their record to analyzed their intonation.

b. 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>10</sup> Here, the researcher used interview to know the reason of students difficulties and teachers’ effort to improve the students’ intonation ability.

c. Observation

Observation is a technique of collecting data which is used an observation to the object of research. Observvation can be done direcly or indirecly. The research will be done direcly observation; namely to observe the object directly without mediator. This observation will use to know the situation SMA Negeri 8 Padangsidimpuan include location, facilities and subject of research as supporting to increasing students’

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<sup>9</sup>H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), *Op. cit.*, p. 3.

<sup>10</sup>AS. Hornby, *Oxford Advenced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 788.

ability in mastering intonation. The observation would be done by two parts:

1. Starting Observation

Starting Observation will use to know the description before test

2. Final Observation

Final Observation will use to compare the test and observation students' intonation ability.

### **E. The Techniques of Data Analysis**

The research took the steps of the data analysis as follow:<sup>11</sup>

1. Describing students' intonation ability in speaking at grade X SMA Negeri 8 Padangsidempuan.
2. Finding the students' difficulties in pronouncing intonation in speaking and explaining the teacher and students' effort to overcome the efforts found by students' in pronouncing intonation in speaking at grade X SMA Negeri 8 Padangsidempuan.
3. Take conclusion, it is done to conclude the discussion solidly and briefly.

### **F. The Technique of the Data 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

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<sup>11</sup> Lexy J Moleong. *Op.cit.*, p.247



the data, and to improve the validity of the data collected, Gay suggested several strategies one of them was triangulate.<sup>12</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>13</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 teacher and interview students to increase the credibility and validity of the results.

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<sup>12</sup>*Ibid.*, p. 225.

<sup>13</sup>Sudarwan Danim, *Menjadi Peneliti Kualitatif* (Bandung: Pustaka Setia, 2002), p.136.

## CHAPTER IV

### RESULT OF RESEARCH

#### A. Findings

This research was conducted in SMA Negeri 8 Padangsisimpuan which located at Perkebunan Pijorkoling street Km. 8,5 Padangsisimpuan. SMA Negeri 8 Padangsidimpuan is one of the senior high school in Padangsidimpuan. This school was built in 2004/2005 academic year. Before the building was finished the activities of teaching and learning was done in SMP Negeri 8 Padangsidimpuan.

SMA Negeri 8 Padangsidimpuan had been headed by four principles, the first was Juta Lubis S.Pd, the second was Drs. Hasbullah Sani Nasutiaon, the third was Drs. Nazim Batubara, M.Pd and now the principle of SMA Negeri 8 was Mangsur Nasution S.Pd.

#### **1. The Description of the Students' Intonation Ability in Speaking at Grade X SMA Negeri 8 Padangsidimpuan.**

The researcher took 10 students as a subject to be analyzed. The researcher gave a change or time for students to learn the read us on time minutes 35. Whereas, in learning 15 sentence to know about the read and minutes 35 more to sentence the read. After the research, the researcher recorded their sound. The researcher 10 students for appropriating another students' from grade X SMA Negeri 8 Padangsidimpuan. It was done, based on the objective which to analyze intonation sound of students. So that, 10 students could be appropriate this research, and make it more accurate. They were

divided based on the highest, middle, and lowest score. They were as the following:

**Table I: Students Data**

No.	Name	Class X		
		The Highest Score	The Middle Score	The Lowest Score
1	Siti Patimah	√		
2	Indah Purna Putri	√		
3	Nur Intan	√		
4	Nur Jannah		√	
5	Nur Laila		√	
6	Putri Romaito		√	
7	Sri Wahyuni			√
8	Annisa Murni			√
9	Irma Suryani			√
10	Dini Tiara			√

Looking from the data above, the students divided into 3 highest, 3 the middle and 4 lowest score. They were analyzed by giving test to read sentences. Then, researcher collected their record to analyze their intonation.

Based on the result of the test, the researcher found that students' intonation ability in reading sentences were really different. The following description would show every details of their competence.

Based on those, the students' intonation ability divided on three kinds of intonation: "declarative, interrogative and imperative. They are:

## 1. Declarative.

Declarative was consists of two kinds, they were higher sound and lower sound. Based on the table above, the researcher analyzed, as the following;

### 1) Higher Sound.

In read sentences, the intonation was 9, Fatimah pronounced 10 times, Indah pronounced 10, Nur Intan pronounced 30, Nur Jannah pronounced 15, Nur Laila pronounced 30, Putri Romaito pronounced 20, Sri Wahyuni pronounced 20, Annisa Murni pronounced 25, Irma Suryani pronounced 30, Dini Tiara pronounced 35. So, the percentage of students who pronounced intonation was 38.20%. It can be categorized that the students' intonation ability in pronouncing intonation was still low.

### 2) Lower Sound.

In read sentences, the intonation was 12, Annisa pronounced 12 times, Indah pronounced 5, Nur Intan pronounced 10, Nur Jannah pronounced 3, Nur Laila pronounced 5, Mhd. Sahjani pronounced 11, Doni pronounced 7, Danu Pangestu pronounced 12, Panangian pronounced 14, Ilham Taufik pronounced 15. So, the percentage of students who pronounced intonation was 15.95%. It can be categorized that the students' intonation ability in pronouncing intonation was very low

## 2. Interrogative

Interrogative was consists of two kinds, they were question mark, higher sound and lower sound. Based on the table above, the researcher analyzed, as the following;

1) Higher Sound.

In read sentences, the intonation was 5, Annisa pronounced 5 times, Indah pronounced 5, Nur Intan pronounced 5, Nur Jannah pronounced 6, Nur Laila pronounced 6, Mhd. Sahjani pronounced 6, Doni pronounced 7, Danu Pangestu pronounced 8, Panangian pronounced 10, Ilham Taufik pronounced 10. So, the percentage of students who pronounced intonation was 11.54%. It can be categorized that the students' intonation ability in pronouncing intonation was very low.

2) Lower Sound.

In read sentences, the intonation was 10, Annisa pronounced 10 times, Indah pronounced 8, Nur Intan pronounced 8, Nur Jannah pronounced 11, Nur Laila pronounced 10, Mhd. Sahjani pronounced 8, Doni pronounced 12, Danu Pangestu pronounced 13, Panangian pronounced 15, Ilham Taufik pronounced 13. So, the percentage of students who pronounced intonation was 18.33%. It can be categorized that the students' intonation ability in pronouncing intonation was very low.

3) Imperative

Imperative was consists of two kinds, they were exclamation mark, higher sound and lower sound. Based on the table above, the researcher analyzed, as the following.

1) Higher Sound.

In read sentences, the intonation was 8, Annisa pronounced 8 times, Indah pronounced 8, Nur Intan pronounced 9, Nur Jannah pronounced 10, Nur Laila pronounced 7, Mhd. Sahjani pronounced 6, Doni pronounced 5, Danu Pangestu pronounced 5, Panangian pronounced 5, Ilham Taufik pronounced 5. So, the percentage of students who pronounced intonation was 11.54%. It can be categorized that the students' intonation ability in pronouncing intonation was very low.

2) Lower Sound.

In read sentences, the intonation was 5, Annisa pronounced 2 times, Indah pronounced 3, Nur Intan pronounced 4, Nur Jannah pronounced 2, Nur Laila pronounced 3, Mhd. Sahjani pronounced 3, Doni pronounced 2, Danu Pangestu pronounced 4, Panangian pronounced 2, Ilham Taufik pronounced 1. So, the percentage of students who pronounced intonation was 4.41%. It can be categorized that the students' intonation ability in pronouncing intonation was very low.

Based on the data above, It could be concluded that the result of the analysis of students' Declarative ability was 54.15%, students' Interrogative ability was 29.87% and students' Imperative ability was 15.95%.

To get the presentation of students' intonation ability in speaking totality. Researcher applied formula to find the mean score. Based on Riduan, the formula is:

$$M = \frac{\sum X_1}{N}$$

$$\begin{aligned}
 M &= \frac{\text{Declarative} + \text{Interrogative} + \text{Imperative}}{3} \\
 &= \frac{54.15\% + 29.87\% + 15.95\%}{3} \\
 &= 33.32\%
 \end{aligned}$$

Based on the test result that was given to the students, to determine the students' intonation ability in speaking at grade X SMA Negeri 8 Padangsidempuan can be seen on the criteria below:

Table II: Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very Good <sup>2</sup>

Based on the calculating score the students' intonation ability in speaking in SMA Negeri 8 Padangsidempuan was 33.32%. So, it can be categorized that the students' intonation ability in speaking in SMA Negeri 8 Padangsidempuan still low score.

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<sup>1</sup>Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung:Alfabeta,2005), p.89.

<sup>2</sup>*Loc. cit.*

## 2. The students' difficulties in pronouncing intonation in speaking at grade X SMA Negeri 8 Padangsidempuan.

As mentioned before, the describing students' intonation ability in speaking was still low score. It happened, because of there were some difficulties of students in pronouncing those intonation.

Based on the result of test and interview to grade X<sup>3</sup> students at SMA Negeri 8 Padangsidempuan. There were some difficulties that usually faced by students in learning intonation. They were:

a. The students still low to declarative . Based on the result of the test they often changed declarative become Higher Sound. For example at the second verse in the read sentences "and you see no hope inside" if it were transcrib I went there where you lived. For other example, see appendix I Those statement also was corroborated by their English teacher. She said:

"Kesulitan yang sering saya lihat pada anak didik saya ketika pembelajaran bahasa inggris khususnya tentang membaca kalimat, mereka sangat sulit untuk membaca kalimat yang ada Declarative higher sound, contohnya, kata 'went' yang dibaca "went...."<sup>3</sup> (the difficulties that often I see at my students when they study English especially about pronunciation, they are so difficult to read the sentence).

Not only that, the researc also taken from interview with students. One of the students stated:

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<sup>3</sup> Elva Julianty as English Teacher, *Interview* (SMA Negeri 8 Padangsidempuan: January 16<sup>th</sup> 2015 at 11.00 a.m).



“Saya sering sulit membaca kalimat yang menggunakan declarative lower sound bahkan saya sering disuruh mengulang Kalimat tersebut setiap pelajaran bahasa Inggris di kelas”.<sup>4</sup> (I often difficult to pronounce the word by using declarative lived, I often ordered to repeat the words every English lesson).

So, Based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that the students still weak to Pronoun declarative higher sound and lower sound.

b. They often using interrogative “?” clearly to changed declarative

(Did you go there ?).

Based on the result of the test they often using interrogative “?” clearly to changed declarative higher sound For example at the first verse in the higher sound “ did go” if it were transcribed it become ( Did go) the students pronoun the lower sound became [you there ], the interrogative at the word “ searching” [there] changed [there?], They were more showed interrogative “?” than changed became declarative.

Those statements also were corroborated by their English teacher. She stated: “Dalam membaca kalimat mereka juga sangat sering tidak memperjelas interrogative “?” ketika membacanya, misalnya ketika saya menyuruh mereka membaca kalimat “did you go there?” kebanyakan

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<sup>4</sup>Patimah, The Student in Class X<sup>3</sup>, *Interview*, (SMA Negeri 8 Padangsidimpuan: January 16<sup>th</sup> 2015 at 11.00 a.m)

tidak memperjelas interrogative “?” saat membacanya”.<sup>5</sup> (In reading they often read interrogative “?” clearly, for example when I ordered them to pronounce the sentence “there?” most all of them pronounce “?” clearly).

Not only that, the research also taken from interview with students. One of the students stated:

“Yang paling susah dalam membaca bahasa Inggris itu adalah ketika saya disuruh membaca kalimat yang menggunakan interrogative “?”, tetapi ketika membaca saya tidak mengerti tentang interrogative, itu membuat saya sangat sulit dalam berbahasa Inggris”.<sup>6</sup> (the most difficult in pronounce English is the word that using interrogative “?”, but we can use the interrogative “?” clearly, it make me difficult in speaking English).

So, Based on confirmed the result of the test and the result of the interview with the teacher and students, it could be concluded that they often use interrogative “?” clearly to changed interrogative higher sound and lower sound.

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<sup>5</sup> Elva Julianty as English Teacher, *Interview* (SMA Negeri 8 Padangsidimpuan: January 16<sup>th</sup> 2015 at 11.00 a.m).

<sup>6</sup> Indah. The Student in Class X<sup>3</sup> *Interview* (SMA Negeri 8 Padangsidimpuan: January 16<sup>th</sup>, 2015 at 11.00 a.m).

**3. The effort that will be done by teacher and students to overcome the error found by students in pronouncing intonation in speaking at grade X SMA Negeri 8 Padangsidimpuan.**

To anticipate the difficulties of the students in pronouncing intonation in speaking teacher and students pronounced next efforts. As the following:

a. Teacher's effort to overcome the error found by students in pronouncing intonation in speaking at grade X<sup>3</sup> SMA Negeri 8 Padangsidimpuan.

Based on the result of interview with English Teacher to overcome the difficulties in pronouncing intonation the teacher always make drill and practice more and more. Then the teacher always repeated the lesson and gave more examples about the intonation (Declarative, interrogative, and imperative). The teacher hoped that way can anticipate students' difficulties in Pronouncing the intonation.

Then, the teacher asked the students to Practice those intonation in daily life and memorize it. Before the teacher gave the lesson the teacher always asked some students to pronounce the intonation and asked them to make some examples and practice them.<sup>7</sup>

b. Students' effort to overcome the error found by students in pronouncing intonation in speaking at grade X<sup>3</sup> SMA Negeri 8 Padangsidimpuan.

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<sup>7</sup>Elva Julianty, as English Teacher in Class , *Interview*(SMA Negeri 8 Padangsidimpuan: January 16<sup>th</sup>, 2015 at 11.00 a.m).

Based on the result of interview with students to overcome the error found by students in pronouncing intonation in speaking at grade X SMA Negeri 8 Padangsidempuan. The students effort to study with read and pronounced the word in books or dictionary. The students also effort for practicing intonation in another read sentence and more like to repeated the sentence when they done activities.<sup>8</sup>

## **B. Discussion**

Most of students' at Grade X SMA Negeri 8 Padangsidempuan was students who like reading the sentence. They often read some English popular sentence in their class, exactly when they studied about English Lesson, their teacher often connect their intonation lesson with some sentence to make they were accustomed pronouncing the intonation and the students could more read recorded intonation.

Based on those the researcher made test about students' intonation ability to knew how far The ability of students in pronouncing intonation when their read sentence.

After analyzing the data, it was gotten that the students' ability in pronouncing intonation can be categorized low score. It can be known from the calculating score that the students' ability in pronouncing intonation at grade X SMA Negeri 8 Padangsidempuan was 33, 32%. Based on the given

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<sup>8</sup> Nurjannah, Intan, dkk. The Students in Class X<sup>3</sup>, (SMA Negeri 8 Padangsidempuan: January 16<sup>th</sup>, 2015 at 11.00 a.m).

test to ten students, almost all of intonation got very low scores, it can be seen from table students score.

In pronouncing the intonation , there were some difficulties that faced by students, they were: First. the students still weak to Declarative ( Higher Sound) and ( Lower Sound).]. They often change become Interrogati ( Higher Sound) and ( Lower Sound) Second, they often using clearly to change Imperative ( Higher Sound) and ( Lower Sound) Third, they difficult to pronoun the word that consist of intonation. For example, the word *Through*.It is supported by Muhibbin Syah that the 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>9</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 teacher.

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<sup>9</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

Based on the result of observation, interview and test done by the researcher about the students' intonation ability in speaking at SMA Negeri 8 Padangsidimpuan. The writer can conclude as follow:

1. The students' ability in students' intonation ability in speaking at SMA Negeri 8 Padangsidimpuan was still low (33.32%).

2. The difficulties that faced by students in learning intonation ability in speaking

a. The students' were still low in pronunciation.

b. The students' were still low in speaking.

c. The students' were still low in knowing intonation.

d. The students' were still low in make intonation in speaking.

3. The efforts by English teacher to overcome the students difficulties in learning intonation were

a. The teacher always gave the students drill and practices more and more intonation in speaking, pronunciation, and read the sentence.

b. The teacher always repeated the lesson and gave more examples about the intonation, (Declarative, Interrogative, and Imperative),

- c. The teacher asked the students to practice those intonation in daily life and read sentence its, the teacher always asked some students to pronounce the intonation and asked them to make some example and practice them.

## **B. The Suggestions**

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

1. To principle of SMA Negeri 8 Padangsidempuan always to motivate the English teacher to increase his ability in teaching English.
2. To the English teacher to motivate the students to improve their abilities especially in pronouncing intonation , and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. And then the teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, than that the students are also more easily understand and remember.
3. To the readers especially English learners more improve their knowledge in learning intonation.



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## APPENDIX II

### A. Interview To Head Master

1. What is the background of SMA Negeri 8 Padangsidempuan?
2. How Many Headmaster though in SMA Negeri 8 Padangsidempuan?
3. How percentage of attendance of English teacher in SMA Negeri 8 Padangsidempuan?
4. Is the development of SMA Negeri 8 Padangsidempuan?
5. What has been done by the headmaster to increase the students' ability in learning English?

### B. Interview with students at grade X SMA Negeri 8 Padangsidempuan

- a. Do you like English?
- b. Do you ever English course before?
- c. Do you like learning English exactly about intonation?
- d. How is the way to teach intonation in your school, and what do you think about those way, is it good or not?
- e. Do you like to pronounce English exactly about intonation in your daily life?

### B. Interview with the English teacher

1. What is method that you use in teaching intonation in SMA Negeri 8 Padangsidempuan?
2. How is the students' result in learning intonation?
3. What is the students' difficulties that often gotten by student in learningintonation?
4. How is your way to motivate your students so that they can increase their intonation ability?
5. What is the indicator that you use to establish students ability in speaking?

### **APPENDIX III**

1. The Location of the school of SMA Negeri 8 Padangsidempuan.
2. The Learning Process of English in the SMA Negeri 8 Paadangsidempuan.
3. The State and Condition of the Students at the learning process of English
4. The State and Condition of the teacher at the learning process of English
5. The state of the tool and infrastructure of SMA Negeri 8 Padangsidempuan as supporting learning process
6. To observe the method of teacher's teaching
7. To observe the ability at the learning proses.

### APPENDICES III

Transcribe of the Fatimah Sentences

Intonation: Declarative, Interrogative and Imperative.

1. I went there where you lived.
2. I shall go there.
3. I don't go there.
4. We when swimming.
5. When we go to the beach.
6. Did you go there ?
7. When did you go there?
8. Can you speak French?
9. Did they go to new orients?
10. Why did you leave me ?

11. Go there!

12. Let me go there!

13. Let it goes there!

14. You say it easy !

15. But you won't try it!

### APPENDICES III

Transcribe of the Doni Sentences

Intonation: Declarative, Interrogative and Imperative.

1. I went there where you lived.

2. I shall go there.

3. I don't go there.

4. We when swimming.

5. When we go to the beach.

6. Did you go there ?

7. When did you go there?

8. Can you speak French?

9. Did they go to new orients?

10. Why did you leave me ?

11. Go there!

12. Let me go there!

13. Let it goes there!

14. You say it easy !

15. But you won't try it!



### APPENDICES III

Transcribe of the Sahjani Sentences

Intonation: Declarative, Interrogative and Imperative.

1. I went there where you lived.
2. I shall go there.
3. I don't go there.
4. We when swimming.
5. When we go to the beach.
6. Did you go there ?
7. When did you go there?
8. Can you speak French?
9. Did they go to new orients?
10. Why did you leave me ?

11. Go there!

12. Let me go there!

13. Let it goes there!

14. You say it easy!

15. But you won't try it!

### APPENDICES III

Transcribe of the Ilham Sentences

Intonation: Declarative, Interrogative and Imperative.

1. I went there where you lived.
2. I shall go there.
3. I don't go there.
4. We when swimming.
5. When we go to the beach.
6. Did you go there ?
7. When did you go there?
8. Can you speak French?
9. Did they go to new orients?
10. Why did you leave me ?

11. Go there!

12. Let me go there!

13. Let it goes there!

14. You say it easy !

15. But you won't try it!

**APPENDIX : IV**  
**The Result of Students' Intonation Ability**

No	Name	Indicator of Intonation						Total	Percentage
		Declarative		Interrogative		Imperative			
		Higher Sound	Lower Sound	Higher Sound	Lower Sound	Higher Sound	Lower Sound		
1.	Fatimah	10	12	5	10	8	2	47	7, 97%
2.	Indah	10	5	5	8	8	3	39	6, 62%
3.	Intan	30	10	5	8	9	4	66	11, 20%
4.	Jannah	15	3	6	11	10	2	47	7, 97%
5.	Laila	30	5	6	10	7	3	61	10, 35%
6.	Putri	20	11	6	8	6	3	54	9, 16%
.7.	Sri Wahyuni	20	7	7	12	5	2	53	8, 99%
8.	Annisa	25	12	8	13	5	4	67	11, 37%
9.	Irma Suryani	30	14	10	15	5	2	76	12, 90%
10.	Dini	35	15	10	13	5	1	79	13,41%
<b>Total</b>		225	94	68	108	68	26	589	= 100%
<b>Percentage</b>		38,20%	15, 95%	11, 54%	18, 33%	11, 54%	4, 41%		100%

## **CURRICULUM VITAE**

Name : INDAH MAYASARI HARAHAP  
Nim : 10 340 0085  
Sex : Female  
Address : Manunggang Jae  
Religion : Moslem  
Place/Data of Birt : Manunggang Jae, September, 11<sup>th</sup> 1990  
Father's Names : Bayo Angin Harahap  
Mother's Names : Romsani

### **Education Background**

1. Elementary school at SD Negeri 200506 Manunggang Jae 1998-2004.
2. Junior high school at MTs.S Syekh Ahmad Daud 2004-2007.
3. Senior high school at MAS Syekh Ahmad Daud 2007-2010.
4. Be University Student in IAIN Padangsidimpuan.