**THE ABILITY IN USING ENGLISH INTONATION OF SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013**

by

Purniasih

english department of teacher training and educational sciences faculty of muhammadiyah university of purworejo. purni.asih23@gmail.com

**Abstract**

The purpose of this research is to describe the ability in using English intonation of the second semester students. This research is a descriptive quantitative research. The researcher uses pronunciation test in the form of sentences using falling and rising intonation in getting the data. The researcher gets the data by recording students’ pronunciation and note taking of their pronunciation. The result of this study shows that the level of the students’ ability in using English intonation is 71.8 belongs to good category. The most dominant error is in deciding proper intonation in certain sentence. From the finding the writer knows that few students have difficulties in choosing whether they use falling intonation or rising intonation, especially in determining exclamations, emotional statements and order that make them choose the intonation wrongly. The result, it shows that the ability in using English intonations belongs to good category.

(Keywords:ability, intonation and pronunciation)

1. Introduction

English is spoken all over the world. Nowadays, mastering English is required in view of the fact that is an international language. On the other hand, learning language is really important to do. Even the people master mother tongue and national language, they need to learn foreign language. It is used as a means of international communication such as in daily life and international affairs among countries. Since childhood Indonesian students have been speaking his mother tongue, it will be difficult for them to change the habit of moving his speech organs in such a way as to produce the foreign sounds and the foreign intonation. Ability in learning and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. Without having the quality of a given sound and intonation before, one cannot be expected to pronounce it with correct intonation. Indonesian students have difficulties in using correct intonation. Without using proper intonation, we cannot get clear messages about their attitude from the ways things are said. The learners think that intonation is unimportant part of language, especially English. However, this part is underestimated by learners sometimes, it causes the listener cannot catch what the speaker messages and feel. It can cause misunderstanding between speaker and listener. This phenomenon happens in the environment where the researcher’s lives. So the researcher chooses this topic to be researched.

1. Method

In this research the researcher uses a descriptive quantitative method. It is mentioned as a descriptive since this study aims to describe the obtained data in the field. The researcher conducts her study in Muhammadiyah University of Purworejo that is located on Jl. K.H.A. Dahlani No. 3 Purworejo. This research was carried out on April 9th unti 15th April 2013. The object of this study is the second semester students of English Department of Muhammadiyh University of Purworejo in the academic year 2012/2013**.** The focus of this research is the students’ ability in using English intonation. The instrument for collecting data, the researher usespronunciation test in the form of sentences using falling and rising intonation in getting the data. The researcher gets the data by recording students’ pronunciation and note taking of their pronunciation. After collecting the data, the researcher analyzed the data based on these steps:

1. Preparation

Here, the researcher checks the students’ answer.

1. The tabulation of the data

In this step, the researcher gave a score to the students’ answer

1. The application of the data

This step shows the way to analyze the data using the appropriate formulas and rules that add with the research based on the research inquiry and or the design.

1. Finding and Discussion

After collecting and analyzing the data, the researcher found that the mean score was 71.8. It can be categorized as good. From the data, the researcher concluded that the highest score (H) was 85, the lowest score (L) was 50, the average score (M) was 71.8. The mode (Mo) was 75, the median was 72.5 and the range (R) was 35. The standard deviation (SD) was 8.559 and the variance was 73.265. The students’ ability is classified as follows:

**Table 1**

**The category of students’ ability**

|  |  |  |  |
| --- | --- | --- | --- |
| Interval | Categories | Frequency | Percentage |
| 80 – 100 | Excellent | 12 | 24% |
| 66 – 79 | Good | 22 | 44% |
| 56 – 65 | Sufficient | 13 | 26% |
| 40 – 55 | Fairly-sufficient | 3 | 6% |
| 0 – 39 | Fail | 0 | 0% |

From the table above, it could be seen that there were 24 % of students who got excellent score, 44% of students got good score, 26% got sufficient score, 6 % got fairly-sufficient score and no one got fail score.

Based on the mean score the second semester students’ ability in using English intonation is 71.8 belongs to good category.

1. Conclusion

Based on the research finding the writer finds out the result that the level of the students’ ability in using English intonation is 71.8 belongs to good category. From the finding the writer knows that the few students have difficulties in choosing whether they use falling intonation or rising intonation, especially in determining exclamations, emotional statements and order. That make they choose the intonation wrongly.

1. References

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Hamer, Jeremy. 1998. *How to Teach English*. Cambridge: Longman.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching.* Cambridge: Longman.

Hornby, A,S. 1995. *Oxford Advanced Learner’s Dictionary of Current English.* New York: Oxford University Press.

Kelly, Gerald. 2000. *How to Teach Pronunciation*. England: Pearso.

Nasir, Mohamad. 2009. *Metode Penelitian*. Bandung: Ghalia Indonesia.

Nunan, David. 1992. *Research Methods in Language Teaching.* Cambridge: Cambrige University Press

Ramelan, 1994. *English Phonetics*. Semarang: cv. IKIP Semarang Press.

Ricahrds, C Jack and Renandya, A Willy. 2002. *Methodology in Language Teaching*: Cambridge University Press.

Sugiyono. 2010. *Metode Penelitian Kualitatif dan Kuantitatif dan R & D*. Bandung: Alfabeta.

Suhayani. 2006. *Students’ Ability In Constructing Passive Sentences On The Second Year Students Of Sma Muhammadiyah Masbagik In The School Year 2005/2006*. Unpliblished: STKIP HAMZANWADI of Selong.

ecmd.nju.edu.cn/UploadFile/22/10987/phonetics-23.doc, retrieved on May 10 at 9 p.m.

http://quizlet.com/1069781/rising-and-falling-intonation-flashcards/, retrieved on March 18 at 8 a.m.

http://www.slideshare.net/shtyfurak/intonation-and-its-functions, retrieved on May 13 2013 at 7 p.m

http://www.ugr.es/~ftsaez/fonetica/intonation.pdf, retrieved on May 25 2013 at 10 a.m

http://cardiff.ac.uk/encap/contactsandpeople/academic/tench/pdf/speak\_out\_paul\_tallking.pdf, retrieved on May 29 2013 at 1 p.m

http://www.ling.cam.ac.uk/francis/FN\_inton\_prepub.pdfv, retrieved on June 2 2013 at 4 p.m

http://www2.arnes.si/~nhirci/articles/intonat.htm, retrieved on June 5 2013 at 11 a.m