



**A DESCRIPTIVE STUDY OF INTONATION ERRORS
IN READING ENGLISH SENTENCES ALOUD
OF THE SECOND YEAR STUDENTS OF SMP NEGERI 4 JEMBER
IN THE 2005/2006 ACADEMIC YEAR**

THESIS

Presented to Fulfill One of the Requirements to Obtain the S-1 Degree
at the English Education Program of the Language and Arts Department
of the Faculty of Teacher Training and Education, Jember University

5

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2006**

MOTTO

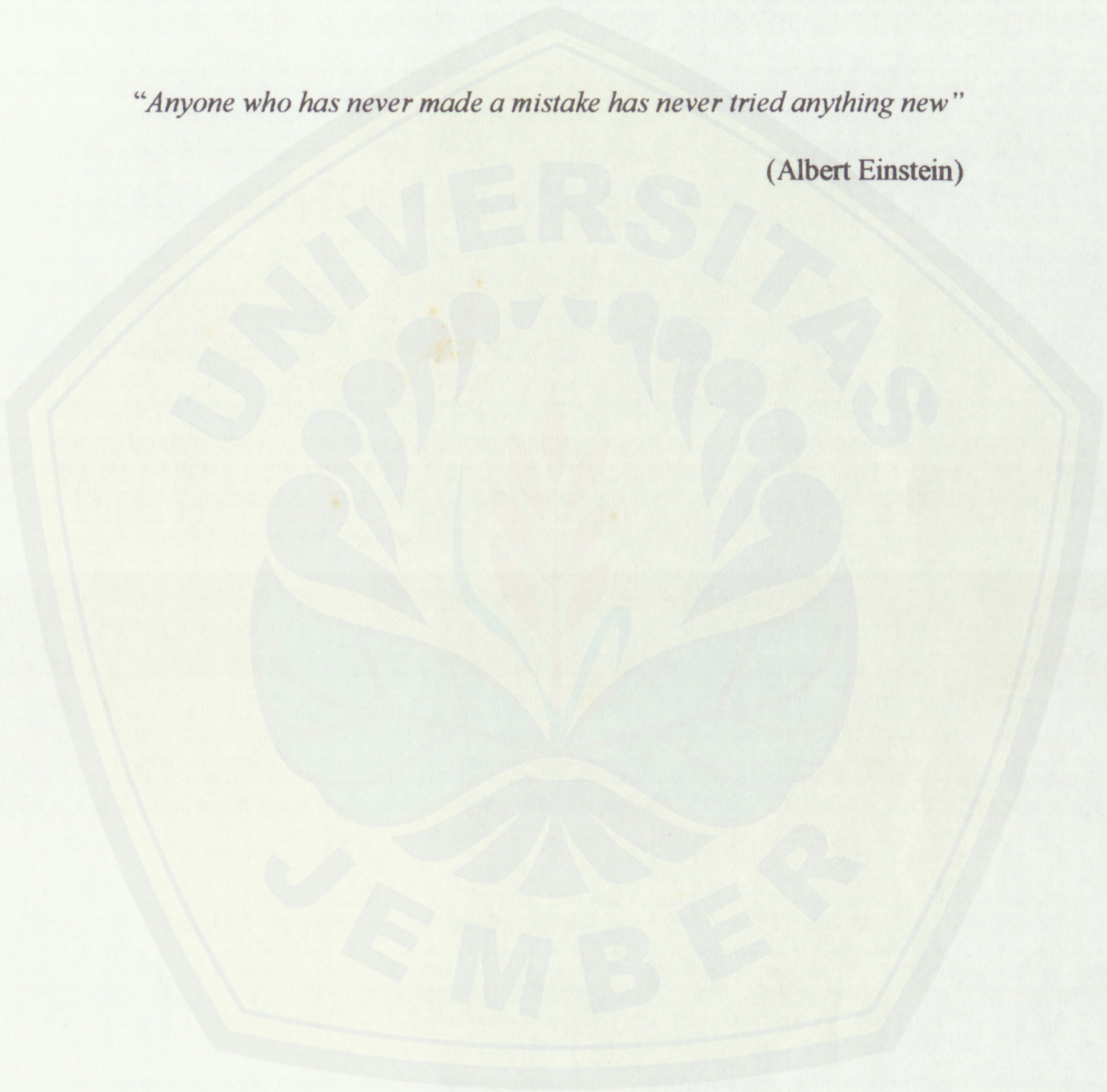
Jyotir yacchanti saviteva bāhū

‘Mereka, bagaikan sinar matahari, menyebarkan terang (pengetahuan)’

(Rgveda VII. 79. 2)

“Anyone who has never made a mistake has never tried anything new”

(Albert Einstein)



DEDICATION

This thesis is honorably dedicated to:

1. *My beloved mother, Sufartini Lingga (late)*

Thanks for the love you cover me in and sacrifices you had made for my success,

2. *My beloved father and mother*

Thanks for praying and supporting me in everything,

3. *My beloved sisters*

Who give me love, care and kindness you put into everything that you do for me,

4. *My friends, especially '01 generation*

Thank you for your energy and friendship. I'm so lucky to have all of you and special thanks to *Ikhwan Susanto* for understanding and remaining such a true friend.

CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY OF INTONATION ERRORS IN READING ENGLISH SENTENCES ALOUD OF THE SECOND YEAR STUDENTS OF SMP NEGERI 4 JEMBER IN THE 2005/2006 ACADEMIC YEAR

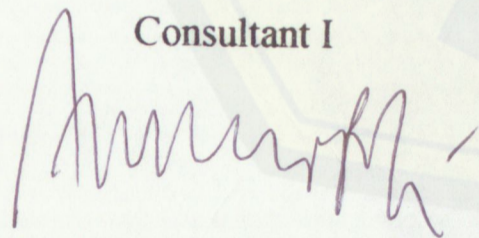
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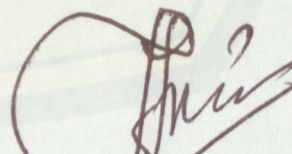
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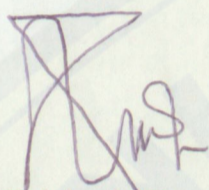
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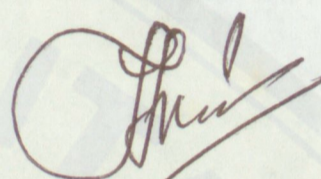
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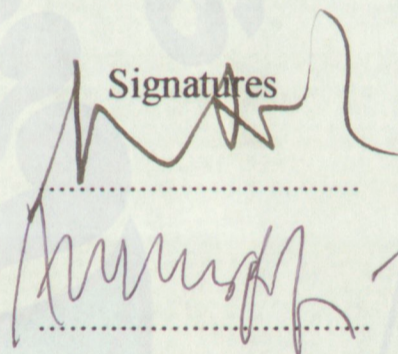


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I accept the responsibility for any weaknesses which may remain. Any criticism from those who really want to have the thesis better improved would be wisely considered.

Jember, May 2006

The Writer

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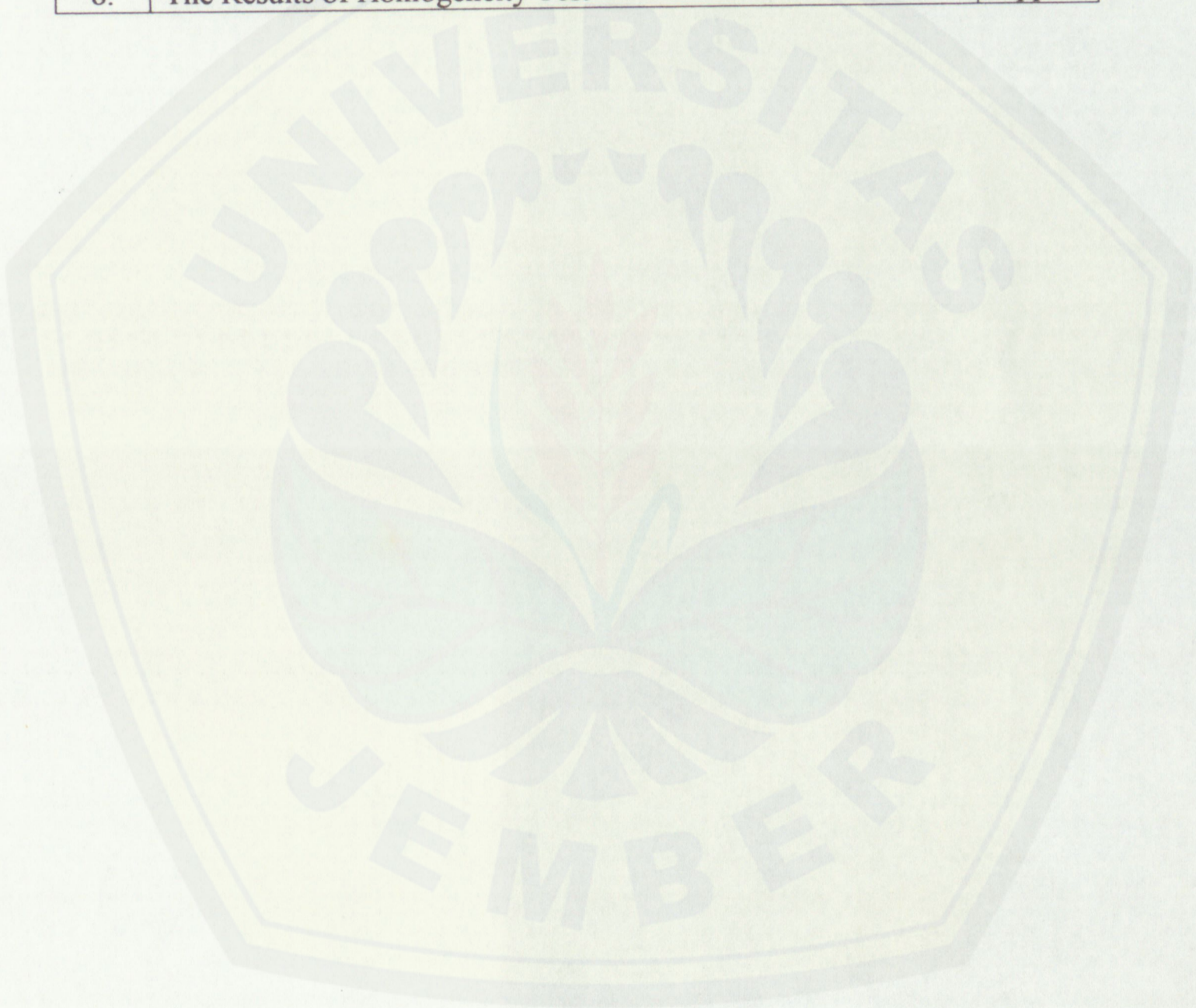
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ABSTRACT

Ni Nyoman Ina Rosatiana. 2006. **A Descriptive Study of Intonation Errors in Reading English Sentences Aloud of the Second Year Students of SMP Negeri 4 Jember in the 2005/2006 Academic Year.**

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1). Drs. Annur Rofiq, MA MSc.
2). Dra. Siti Sundari, MA

Keywords : Intonation Error, Reading English Sentences Aloud

This research was meant to describe the intonation errors in reading English sentences aloud of the second year students of SMP Negeri 4 Jember in the 2005/ 2006 academic year. The total number of the population was 240 students, 24 students or 10% as the samples were taken by proportional random sampling by lottery. The main data were obtained from intonation test, while the supporting data were obtained from interview and documentation. The collected main data were analyzed by using the percentage formula. Then, they were described qualitatively based on the classification of the error grade. From the 24 data resources, there were 282 intonation deviations or errors. From the main data obtained, it could be concluded that the students made falling tune errors containing 144 errors or 51.07% in the *high* category, while rising tune errors containing 138 errors or 48.93% in the *fair* category. Specifically, the falling tune errors made by the respondents were on: 1) statements contain 40 errors or 27.78% categorized as *fair*, 2) WH questions contain 47 errors or 32.64%, categorized as *fair*, 3) commands contain 39 errors or 27.08%, categorized as *fair* and 4) the last alternative in alternative questions contain 18 errors or 12.5 %, categorized as *low*. While the rising tune errors made by the respondents were on: 1) the preceding alternative in alternative questions contain 31 errors or 22.45% categorized as *low*, 2) yes/no questions contain 48 errors or 34.79, categorized as *fair*, 3) the first part of sentences contain 42 errors or 30.44%, categorized as *fair* and 4) two or more non-final groups contain 17 errors or 12.32%, categorized as *low*. The findings are hopefully useful for the SMP English teachers to reduce or eliminate intonation errors produced by the students so that they will be able to produce more accurate stress and intonation in reading the sentences both in reading texts and dialogs. Besides, future researchers can help students to improve their stress and intonation accuracy by conducting a classroom action research by paying attention to the biggest errors the students made.

I. INTRODUCTION

This chapter presents the discussion of some aspects of the study being studied. They are background of the study, the operational definition of the terms, the objectives, and the significances of the study.

1.1 Background of the Study

Language is the most important means of communication and has a crucial function in our life. It emphasizes the function of language learning in spoken and written forms that expect mutual understanding between speakers/writers and hearers/readers. According to Brown (1980), one needs a mastery of various elements to be able to express one's thoughts, intention, wishes and information. In a social environment, people should have a language skill to be able to communicate their needs and their ideas to others. Language is the main key of the successful communication and interaction.

As one of the four language skills, reading is an important skill. English Language (EFL) can be used as a pronunciation practice. Pronunciation practice may be defined as reading with correct intonation, reading with accuracy and at an appropriate speed with attention to punctuation (National Reading Panel, 2001). Intonation is one of the areas that can be improved through reading involving reading aloud as an oral performance. The proposed criteria levels of oral performance cover accuracy, range, flexibility, and size. This research dealt only with intonation. As stated by Haycraft (1978:55), intonation is probably the most neglected of English language teaching. Foreign teachers, therefore, do not teach it methodically. Whereas, English teachers sometimes do not pay attention about it. For this reason, Gabrielatos (2002) offers that reading aloud can be used to raise an awareness of pronunciation.



and intonation. It provides the stress and intonation practice that can be used for making meaning. In conclusion, intonation is an important aspect of successful reading since it provides the bridge to comprehension.

According to National Reading Panel Team (2000), fluent readers are the readers who are able to read the text accurately, rapidly and efficiently, with appropriate expression and intonation. It is also stated that for teaching purposes, repeated reading and guided oral reading are two main instructional approaches to teaching fluency effectively. It means that reading aloud as a pronunciation practice demands the reader's fluency. This research focuses on successful reading aloud dealing with pronunciation practice especially intonation.

Lewis and Hill (1985:26) point out that for teaching purposes, there are three particular ways of how the language can be seen. These involve vocabulary and structures (*what* is said); pronunciation, stress and intonation (*how* it is said) and function (*why* it is said). Harbord (2002) underlies an emphasis on reading aloud as a step to oral proficiency where the system intonation and stress work together to contribute making the readers understand. They use intonation to show how they perceive and send the messages in order to be clearly intelligible with others.

Teaching English intonation is necessary to be taught to foreign learners. Kenworthy (1987:19) states that intonation is important for intelligibility because it is used to express intentions. Listeners can get certain information from the pitch of the voice and speakers/readers send information using pitch variation. A speaker/ a reader can show that he or she is asking for information, confirmation or seeking agreement through his/ her intonation. Intonation error or the use of inappropriate intonation pattern may result in judgments about the attitudes, character, and ways of behaving of a particular speaker / reader.

There are two basic patterns of English intonation that are falling tune and rising tune. Haycraft (1971: 10) states that the sentence has a falling tune if the last tone glides down. On the other hand, the sentence has a rising tune if the last tone glides up. These tunes occur only on a stressed syllable that reflects the mood and intention of the speakers in their utterances.

Regarding the preliminary study conducted through an interview with the English teacher in SMP 4 Jember, it could be reported that the teaching of intonation is conducted integrated with other language skills, especially reading and speaking. It was given by applying reading the text aloud and reading the dialogue aloud. As stated in the 2004 English curriculum, the students are given an opportunity to read the text aloud with the correct stress and intonation. This research dealt with reading the sentences aloud. This activity can be used successfully to test oral proficiency because reading the sentences aloud may be the beginning of awareness raising activities to improve stress and intonation (Anonymous, 2002). Besides, the research in the field of phonology, especially intonation has not been conducted by the students of the English Education Program.

Based on the phenomena above, the research entitled **A Descriptive Study of Intonation Errors in Reading English Sentences Aloud of the Second Year Students of SMP Negeri 4 Jember in the 2005/2006 Academic Year** was conducted.

1.2 The Problems of the Research

The research problem is an essential thing to be solved or answered through research activities (McMillan, 1992:25). In conducting a research, a researcher has to define and discover not only the problem area, but also the specific problem within the chosen area. In this research, the problems are classified into two, namely general and specific problems.

a. General Problems

In general, the problems are:

1. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make falling tune errors in reading English sentences aloud?
2. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make rising tune errors in reading English sentences aloud?

b. Specific Problems

Based on the general problems, the specific problems are formulated as follows:

1. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make falling tune errors in reading statements?
2. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make falling tune errors in reading WH questions?
3. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make falling tune errors in reading commands?
4. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make falling tune errors in reading the last alternative in alternative questions?
5. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make rising tune errors in reading the preceding alternative in alternative questions?
6. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make rising tune errors in reading yes/no questions?
7. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make rising tune errors in reading the first part of sentences?
8. to what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make rising tune errors in reading two or more non-final groups?

1.3 The Operational Definition of the Terms

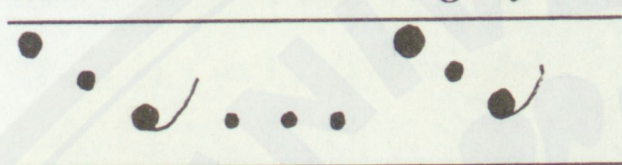
The terms that need to be defined operationally are Intonation Errors, Reading Aloud and English Sentences.

1.3.1 Intonation Errors

Intonation errors are the misuses between low pitch and high pitch on the particular English sentences that happen either in the stressed and unstressed syllables which affect the intonation pattern, sentence type or function. The errors cover falling tune errors and rising tune errors. Falling tune refers to the voice pitch of the last stressed syllable in a sentence that is moving down. While rising tune refers to the voice pitch of the last stressed syllable in a sentence that is moving up. For example:

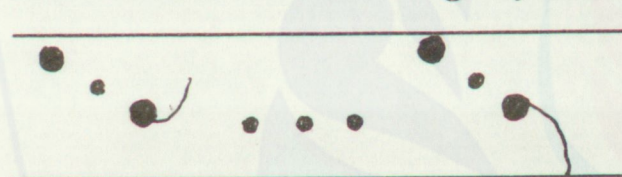
- a. Falling tune errors in the last alternative in alternative question

Shall we drive or shall we go by train?



instead of

Shall we drive or shall we go by train?



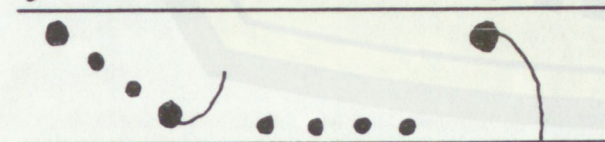
- b. The rising tune errors in first part of sentence

If it succeeds, I shall make a fortune.



instead of

If it succeeds, I shall make a fortune.



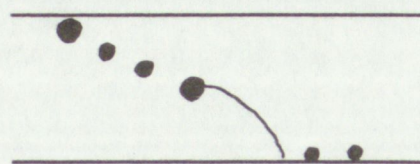
Intonation errors also mean the misplacement of stress or stress error that is applied to certain syllables in sentences which affects the intonation pattern. For example:

a. The falling tune errors in WH question

Who were you talking to?

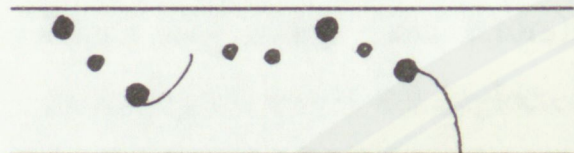
instead of

Who were you talking to?



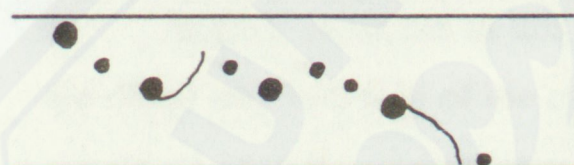
b. The rising tune errors in the preceding alternative in alternative question

Do you like tea or coffee or cocoa?



instead of

Do you like tea or coffee or cocoa?



1.3.2 Reading

In this research, reading means reading the English sentences aloud once in a voice loud enough to be heard and to be recorded by the researcher.

1.3.3 English Sentences

In this research, English sentences based on the purpose are declarative sentences (statements), interrogative sentences (questions) and imperative sentences (commands). Meanwhile, English sentences based on the form or structure are simple sentences and complex sentences. The English sentences were taken from English 900 Book Two by English Language Services, Inc. They were selected because they contain the type of sentences and sub-themes and themes that have been learnt by the students i.e. they confirm with the curriculum.

1.4 Limitation of the Study

There are two limitations of this study. They are intonation errors and English sentences. Each of them is explained below.

1.4.1 Intonation Errors

Although intonation errors are dependent on the stress errors, this research does not discuss the stress error itself but only the intonation errors (falling tune errors and rising tune errors) as the result of the stress errors. Besides, phonological errors are neglected under one condition that they do not influence the number of syllables in sentences.

1.4.2 English Sentences

English sentences in this research have neutral meaning (normal form) so the mood and intention of the readers are not truly concerned. English sentences consist of 14 items. The items are made based on the use of tunes and the English curriculum. Based on the form or structure of sentences, the sentences are 1) simple sentences which consist of two statements; two WH questions; two commands; two alternative questions; two yes/no questions; and two sentences contains two/more non final groups and 2) two complex sentences which consist of two sentences that contain an independent clause and one subordinate clause.

1.5 Objectives of the Study

Based on the problems of the research, there are two objectives of this study. They are general objectives and specific objectives. Each of them is explained below.

1.5.1 The General Objectives

The general objectives of this study are:

1. to describe the falling tune errors made by the second year students of SMP 4 Jember in the 2005/2006 academic year in reading English sentences aloud

2. to describe the rising tune errors made by the second year students of SMP 4 Jember in the 2005/2006 academic year in reading English sentences aloud.

1.5.2 The Specific Objectives

Related to the specific problems, the specific objectives are as follows:

1. to describe the falling tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading statements;
2. to describe the falling tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading WH questions;
3. to describe the falling tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading commands;
4. to describe the falling tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading the last alternative in alternative questions;
5. to describe the rising tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading the preceding alternative in alternative questions;
6. to describe the rising tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading yes/no questions;
7. to describe the rising tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading the first part of sentences;
8. to describe the rising tune errors made by second year students of SMP 4 Jember in the 2005/2006 academic year in reading two or more non-final groups.

1.6 The Significance of the Study

The research results are to give contribution to English teachers, English students and other researchers.

1. English Teachers

The results of this study are hoped to give input to English teachers in order to give more attention to the students' intonation errors in reading English sentences. Therefore, they can train the students the different tunes as indivisible 'wholes' – the meaning of the tune is discussed and its production is practiced in drills and exercises. Hopefully, it will make the students aware of committing intonation errors, so they will learn much more about intonation and practice progressively in reading the English sentences.

2. The Other Researchers

The results of this study can be used as information if other researchers want to conduct a further research on this matter by a) using the same design in situational context like reading paragraph or dialogue taken from authentic materials such as news, story, brochures, recipe, poem, etc, b) using a different design, such as a classroom action research for improving the students' ability in using intonation in reading English sentences by the teaching of intonation.

II. THE REVIEW OF RELATED LITERATURE

This chapter highlights the discussion of some literature related to the variables of the research. They are the basic concept of error, mistakes and errors, intonation, intonation error, reading, English sentences and error analysis and its significances.

2.1 The Basic Concept of Error

Tarigan and Tarigan (1988:140) state that most students have committed errors during the process of learning. Teachers also cannot avoid making errors even the experienced ones. Although they have tried so hard to keep themselves away from errors, errors always come out in the process of learning. In other words, making errors is something common and natural.

In terms of error, Dulay et al. (1982:139) define that errors are deviations from selected norms of language performance regardless of what causes the deviations. Meanwhile, Corder (1981:19-24) is much interested in identifying errors rather than defining it. Errors are divided into 1) systematic errors or competence errors that are caused by lack of knowledge to construct the rule of the language system consistently, and 2) nonsystematic errors or performance errors that are caused by memory lapses, physical states, such as tiredness, fatigue; or psychological condition, such as strong emotion.

2.2 Mistakes and Errors

Mistakes and errors are linguistically quite different. However, people might think that mistake is error and vice versa. Those two terms negatively affect the students' performance in using the target language. Both of them refer to the incorrect use of language so distinguishing the concepts of mistakes and errors is quite necessary in order to avoid readers' misunderstanding.

A mistake refers to deviation that is caused by the failure to utilize a known system correctly (Brown, 2000:217). Similarly, Dulay (1982: 139) notes that mistakes deal with the problem of performance that are not systematically

made. The deviations might result from the lapses such as slip of the tongue, physical condition such as tiredness and physical condition like strong emotion.

On the other hand, errors happen because of lack of knowledge about the rules of language that are systematically made. Dulay et al. (1982:139) define errors as any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. This is supported by Brown (2000:217) that errors reveal a portion of the learner's competence in the target language.

Table 1 below is Tarigan and Tarigan's idea about the differences between mistakes and errors.

Table 1. The Comparison between Mistakes and Errors

No.	Point of View	Mistakes	Errors
1.	Resources	performance	competence
2.	Characteristic	non-systematic	systematic
3.	Linguistic system	has been mastered	not yet mastered
4.	Result	deviation	deviation
5.	Reduction	student self-correction	assisted by language teachers through drilling and remedial teaching
6.	Duration	temporary	rather long

(Tarigan and Tarigan, 1988:76)

Based on the table above, errors are systematic and are deviations about the competence of the learners. Error results from the learners who have not mastered the linguistic system yet. In case of improvement and duration, error consumes more time than mistake does and a learner needs a partner (language teacher) to assist him in improving the language ability. Moreover, error needs remedial while mistake does not.

Furthermore, Haycraft (1971:9) says that intonation depends on stress, changes in the stress pattern at once affect the intonation pattern, changes in the tune occur only on a stressed syllable. She also affirms that intonation must be taught with stress since the wrong stress may confuse or alter the meaning of a sentence, while the wrong intonation will convey the wrong mood or attitude.

The meaning of the utterances conveyed by the speaker determines the use of stress in sentence (Gordon and Wong, 1961:45). The differences in stress even in the same sentences are possible to make different result in intonation patterns.

From the above opinions, it can be assumed that intonation and stress should really be considered as a whole for they are connected elements in pronunciation. Sentence stress and intonation work together to help speakers send the precise message they want to send. Variations of intonation in speech reflect the mood and intention of the speaker.

2.3.2 Intonation Pattern

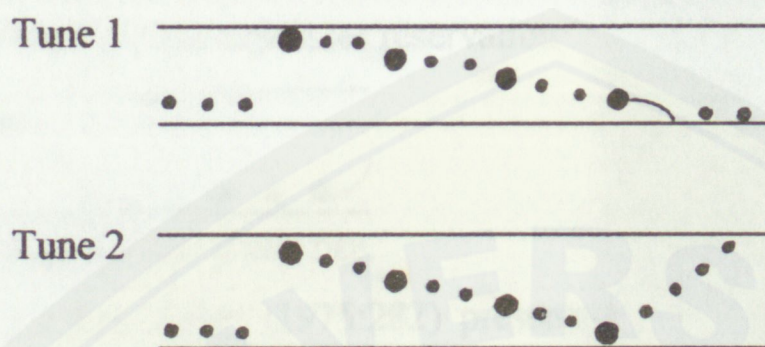
Jones (1995:149) defines 'patterns' or 'tunes' or 'contours' as the variation of intonation produced by the changing of pitch (rising and falling). Gordon and Wong (1961:45) state that it seems difficult to lay specific rules for the intonation patterns of English. Nevertheless, there are certain intonation patterns in common usage.

In ordinary speech the pitch of the voice is continually changing. When the pitch of the voice rises, it is called a *rising intonation*; when it falls it is called *falling intonation*; when it remains on one note for an appreciable time, it is called *level intonation* (Jones, 1975: 275).

Jones (1995:150) clarifies that a good way of representing intonation for practical teaching purposes is a system of dots. Thus, this research much dealt with those symbols. Dots represent approximately level pitches while rising or falling lines represent syllables in which a rising and falling pitch is clearly perceptible. These marks were put on a stave two lines, the upper and lower lines representing the upper and lower limits of the voice. This was conveniently done

by indicating the strongly stressed syllables by large dots and they were small when the syllables were weakly stressed.

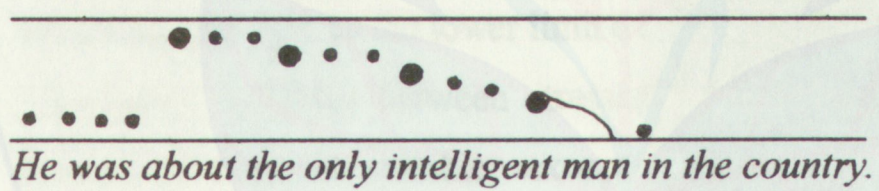
Jones (1975:279) also distinguishes the tunes into two; they are generally known as 'Tune 1 or falling intonation' and 'Tune 2 or rising intonation'. Their particular features are shown by the following graphical illustrations:



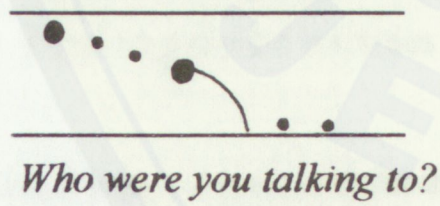
2.3.2.1 Tune 1 (normal form)

Falling intonation generally denotes finality. It is accordingly used in complete statements, questions containing a specific interrogative word, commands, the last alternative in alternative questions and the non-final groups expresses reservation. The following are examples:

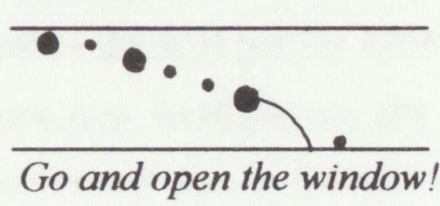
(1) statement



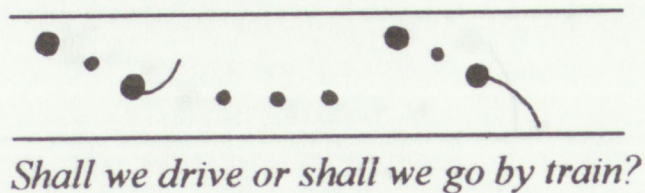
(2) question containing a special interrogative word



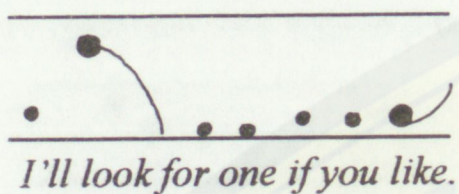
(3) command



(4) the last alternative in alternative question



(5) non-final groups expresses reservation



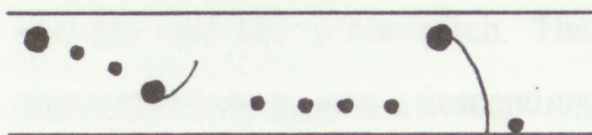
Further, Jones (1975:282) presents the characteristics of features of an unmodified Tune 1 as follows:

1. Initial unstressed syllables are rather low, and when there are two or more, they are all said on about the same pitch.
2. The stressed syllables form a descending sequence of notes, the first being on a rather high level pitch and the last have a falling intonation
3. When there is more than one stressed syllable, the fall of the last stressed syllable generally begins at a pitch near to that of the initial unstressed syllables, and falls to the lower limit of the voice range.
4. Unstressed syllables between stressed syllables have the same pitch as the preceding stressed syllable, except in the case of unstressed syllables immediately preceding the last of the stressed syllables. The last unstressed syllable is somewhat lower than the preceding stressed syllable.
5. Final unstressed syllables are said with low level pitch.

2.3.2.2 Tune 2 (normal form)

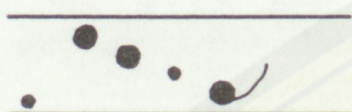
Rising intonation is generally employed in sense groups (the smaller sequences as the division of sentences which pauses may be made) which are not final or the first part of sentence, the statement that implies a continuation, two or more non final groups, the preceding alternatives in alternative questions, and questions requiring the answer 'yes' or 'no'. The following are examples:

(1) first part of sentence



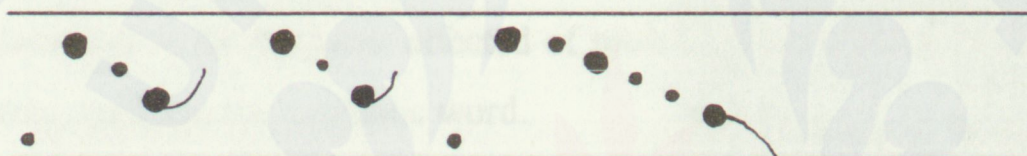
If it succeeds, I shall make a fortune.

(2) statement that implies a continuation



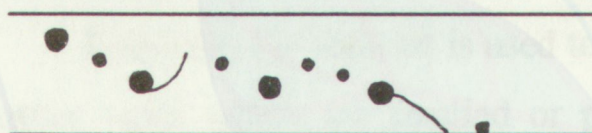
It won't take me long. (So you may expect to see me back soon)

(3) two or more non-final groups



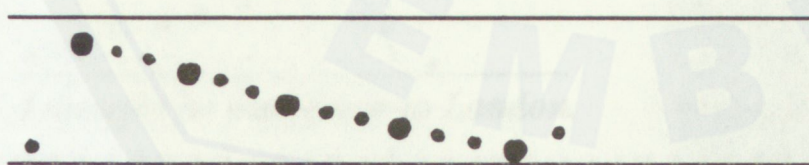
He took his hat, ran downstairs, and hurried out into the street.

(4) the preceding alternatives in alternative question



Do you like tea or coffee or cocoa?

(5) question requiring the answer 'yes' or 'no'



But was he the only intelligent man in the country?

There are four characteristics of tune 2 reported by Jones (1975:285). They are as follows:

1. Initial unstressed syllables are rather low, as in the case of Tune 1.

2. When there is more than one stressed syllable, the first has rather a high pitch and the last has a low pitch. The intervening syllables (both stressed and unstressed) are said on a descending sequence of notes.
3. Unstressed syllables following the last stressed syllable are said on an ascending sequence of notes. When there are no such unstressed syllables, this rising intonation is put on to the last stressed syllable.
4. The pitch of the last stressed syllable (or its initial pitch if it has a rise) is generally lower than that of the initial unstressed syllables.

2.3.3 Emphasis

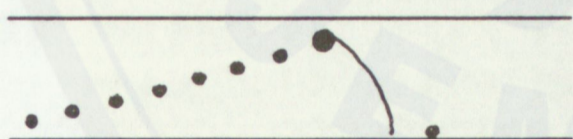
Jones (1975:297) states that in giving an emphasis to a particular word in a sentence, that word has to be said with greater prominence than usual. Intonation is believed to be the most affected of prominence which is combined with extra strong stress on the emphatic word.

There are two kinds of emphasis proposed by Jones (1975:298) which may be termed emphasis for contrast and emphasis for intensity. Those are as follows:

2.3.3.1 Emphasis for Contrast

Emphasis for contrast is used to show 1) the contrast between a word with another word which are implied or previously expressed or 2) a word which introduces a new and unexpected idea.

- **Modification of Tune 1 (the emphatic rise-fall; implies surprise)**

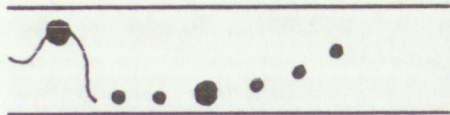


*I thought he was going to **London**.*

(The other speaker having just said that his friend was going to Edinburgh.)

- **Modification of Tune 2 (the emphatic fall-rise; the continuation is implied)**

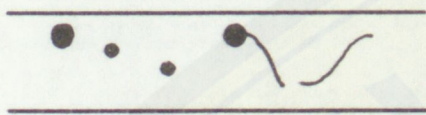
(1) no stress preceding the emphatic word



John doesn't care about it.

(implying 'though other people may')

(2) with one or more stress preceding the emphatic word



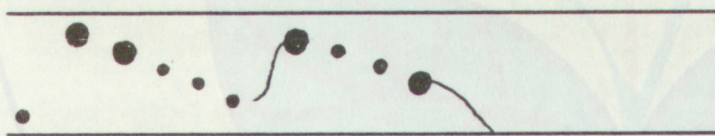
That's not what I meant.

(implying 'though it may be what you intended')

2.3.3.2 Emphasis for Intensity

Emphasis for intensity is used to express a high degree of quality which a word expresses, for example the words insertion such as *very*, *extremely*, and *a great deal of*.

- **Modification of Tune 1 (rise-fall)**



*The whole thing was a **tremendous** success.*

2.3.4 The Functions of Intonation

The functions of intonation proposed by Kenworthy (1987:88-89) are to show how a speaker aware of the particular message in particular situation. They are as follows:

1. Foregrounding

This means that intonation is used to put certain words in the foreground. Basically, the speaker uses two ways to give words stress. Firstly, by making a word much higher in pitch than others and secondly, by using varying pitch, rising or falling sharply or 'wavering' in pitch to make a word stand out.

2. Backgrounding

Low pitch is used to put things in the background and to treat something as old or shared information.

3. Intonation is used to signal ends and beginnings.

For example, when a speaker is listing things, it is easy to tell when the last item has been reached because the voice pitch usually drops. It is vital in conversations. If you start speaking when your conversational partner's voice is still 'up', then this will be counted as an interruption.

4. Intonation is used to show whether the situation is basically 'open' or 'closed'.

It may be unresolved, or incomplete, or 'open for negotiation' or 'confirmation', in which case a high or rising pitch is usually used. 'Closed' situations are usually indicated by falling pitch, hence the use of falling pitch for answers to questions, strongly affirmative statements, and some types of comments.

5. Intonation is used to show involvement

If the listener says 'yes...yes...ah...' with very low pitch, this may indicate anything from utter boredom to moderate contentedness ('I'm happy to listen to you'). Noises made on quite high or even high rising pitch usually show more involvement.

6. Intonation is used to show expectation

For example tag questions 'He doesn't know, does he?' with a falling pitch on the tag, this shows we *expect* the answer to be: 'No, he doesn't', that is confirmation or agreement. Generally, strong expectations are shown by low falling pitch, lack of any expectations are shown by high or rising pitch.

7. Intonation is used that one speaker respects or cares about the other. This can be shown in two ways:

- a. Through the use of very conventional politeness pattern. A classic example is the pattern English people use when accosting someone, or as a prelude to a request ('Excuse me').
- b. Through the use of 'mitigation' pitch patterns. Mitigation is an attempt to soften the blow. The verbal equivalent is the frequent use of: 'Yes, but...'

by English people in discussions or arguments. The intonation used is often a fall, and then a rise.

8. Intonation is used to show relationship between the parts of a speaker's message. Here is an example"

(The speaker is describing a recent argument)

'It was just silly, really embarrassing-a total mess.'

'Just silly' gives one point of information and will be said with falling intonation. 'Really embarrassing' gives another point so falling intonation is used again. But 'a total mess' may be said on a much lower pitch, because it is viewed by the speaker as a kind of summary. So, the graphical illustration of the statement is as follows:

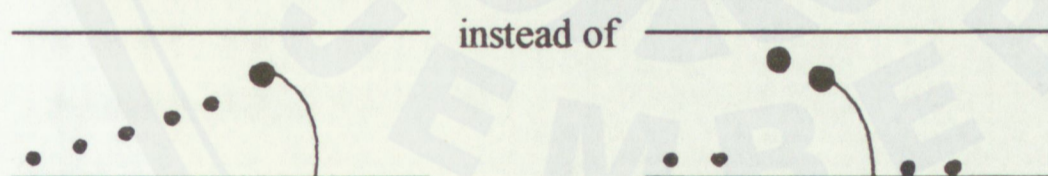


It was just silly, really embarrassing-a total mess.

2.4 Intonation Error

Intonation error is the deviant of intonation pattern which is against the linguistic rule. The deviations are shown in these following examples reported by Jones (1975:319):

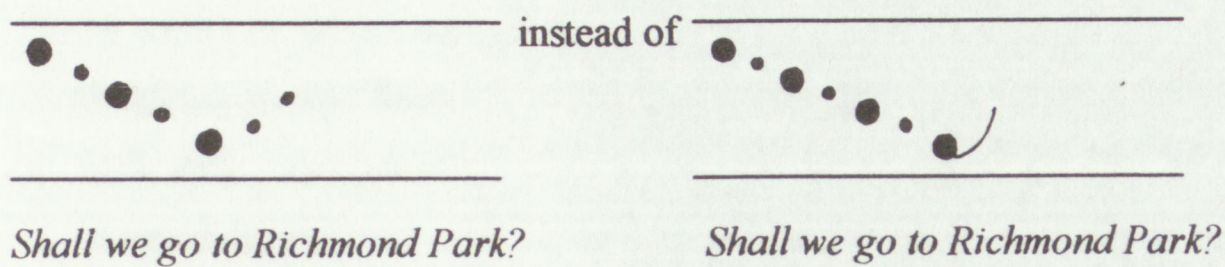
1. The incorrect forms of intonation used by French people give the effect of emphasis to the final unstressed syllables.



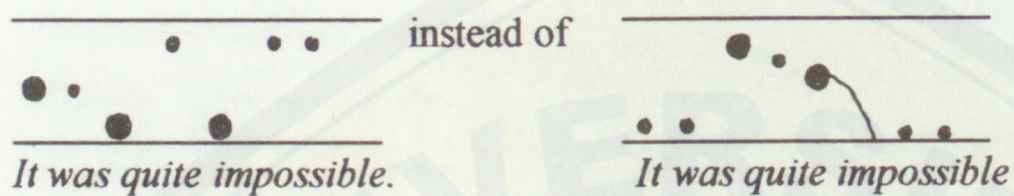
I've got two tennis balls.

I've got two tennis balls.

2. Germans are liable to make intonation errors attributed to incorrect stress or stress error.



3. Norwegians substitute very high pitch in the low pitch of the final unstressed syllables. They find Tune 1 difficult like the following example:



From examples above, it can be concluded that most foreign learners have great difficulty to produce the correct intonation. It may be in the form of substituting the tune used in a particular syllable of sentences or it may result from the incorrect stress applied in certain syllables. Haycraft (1971:77) states that certain stress and intonation patterns must be firmly established in the students' mind. Therefore, those errors concern with the relation between stress and intonation.

If the sentence stress is pronounced correctly, the intonation must be right. Haycraft (1971:9-10) describes that stress decides the correct comprehension of utterance. Although the individual sounds and grammatical structure are acceptable, the utterance will not be easily understood if the speaker stresses the words in the wrong syllables. In particular utterances, the speaker may stress on the words which she/he considers important to convey the meaning by using intonation (Allen, 1954:1). For this reason, stress error will lead to the intonation error.

2.5 Reading

The National Reading Panel and the Reading First Law (2002) define reading as:

1. the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;

2. the ability to decode unfamiliar words;
3. the ability to read fluently;
4. sufficient background information and vocabulary to foster reading comprehension;
5. the development of appropriate active strategies to construct meaning from print; and
6. the development and maintenance of a motivation to read.

This research focused much on the third definition, which is the ability to read fluently. It means that the students must be able to read with accuracy and proper expression since fluent readers read in phrases and apply intonation appropriately. For this reason, reading aloud becomes an aid to assess students' intonation.

Buehl (1997) states the advantages of reading aloud include:

1. students practice their oral fluency with material that may be better understood if they hear it as well as read it.
2. students are involved in relatively non-threatening and supportive oral reading experiences.
3. read-alouds involve interaction between students and a dialogue about what is being learned.
4. a wide range of content materials, both fiction and non-fiction, are appropriate for classroom read-alouds.

Reading aloud gives an opportunity for the students to practice their oral reading fluency. Trelease (1989 in Buehl, 1997) suggests the teacher to read aloud or to read with expression, so that through the teacher's intonation, pauses, and phrasing, students can "hear" the meaning of the sentences in the passage or dialogue. Besides, through reading aloud, teacher can exaggerate intonation styles and to get the students to copy him/her. In conclusion, reading aloud can be used to do quick remedial work and to work on intonation in an English way.

2.6 English Sentences

According to Hornby (1995:375), sentence means (1) group of words that express a statement, a question, etc; (2) punishment given by a law court. In this research, sentences are a group of words that express a statement, a question, etc.

A sentence may be classified into some classifications. Meade et al (1961: 234) classify a sentence into two; they are (a) according to its purpose and (b) according to its form or structure.

According to the purpose of the writer, sentences may make a statement, ask a question, give a command, or express strong or sudden feeling. For example:

1. Declarative sentence (a statement)

Example: We shall go.

2. Interrogative sentence (a question)

Example: Have they gone?

3. Imperative sentence (a command)

Example: Take that book to the library!

4. Exclamatory sentence (an exclamation)

Example: How cold it is!

Sentences may also be classified, according to their form or structure, as simple, compound, complex, or compound-complex.

1. Simple Sentence

A simple sentence has one subject and one predicate, either or both of which may be compound. A simple sentence expresses a complete thought.

Example:

1. Margaret worked during her vacation.

subject verb

(One subject and one predicate)

2. Margaret and Philip worked during their vacation.

subject subject verb

(Compound subject and one predicate)

3. Margaret worked and played during her vacation.

subject verb verb

(One subject and compound predicate)

4. Margaret and Philip worked and played during their vacation.
subject subject verb verb

(Compound subject and compound predicate)

2. Compound Sentence

A compound sentence consists of two or more independent clauses closely related in thought and joined by a coordinate conjunction or separated by a semicolon. The coordinate conjunctions commonly used are *and*, *but*, *for*, *or*, and *nor*, which are usually preceded by a comma.

Example:

1. We heard the noise in the car, *but* we couldn't find the rattle.
2. John plays the saxophone, *and* Betty plays the violin.

3. Complex Sentence

A complex sentence is one that contains an independent clause and one or more subordinate clauses. There are three kinds of subordinate clauses; they are *adjective*, *adverb*, and *noun*.

a. The Adjective Clause

An adjective clause is a clause which modifies a noun or pronoun; that is, it does the work of an adjective by describing or limiting a noun or pronoun.

Example: The price *which he paid for the ticket* was too much. (*Which he paid for the ticket* is an adjective clause that limits the noun price.)

b. The Adverb Clause

An adverb clause works as an adverb; it may modify a verb, an adverb, or an adjective in the independent clause.

Example: If father decides to buy a new car, we shall drive north this summer (*If father decides to buy a new car* is an adverb clause modifying the verb *shall drive* in the independent clause.)

c. The Noun Clause

A noun clause is a clause that is used as a noun.

Example: *What your answer states* is right. (*What your answer states* is a noun clause used as the subject of *is*. The writer might have used as a single noun as the subject of *is*, for example: Your *answer* is right.)

4. Compound-Complex Sentence

Hirsch et al. (2002) defines a compound-complex sentence as a sentence that contains at least two independent clauses and at least one dependent clause. For example: *Queen Elizabeth I was called a redhead* (independent clause), *but no one knew her hair color for sure* (independent clause) *because she always wore a wig* (dependent clause). *Because she always wore a wig* is a dependent clause starting with the subordinating conjunction *because*. Similarly, Silvester (1999) states that a compound-complex sentence is a sentence composed of two or more independent clauses (simple sentences) and at least one dependent clause (joined to one of the independent clauses by a subordinating conjunction). Example that could be reported from McIlvain (2003) is:

Compound: This must be distinctly understood, or **nothing wonderful can come of the story.**

Complex: Nothing wonderful can come of the story **I am going to relate.**

Compound- complex: This must be distinctly understood, or *nothing wonderful can come of the story* **I am going to relate.**

This research only used three kinds of sentences based on the purpose of the writer as described above, they were: (1) declarative sentence (a statement), (2) interrogative sentence (a question), and (3) imperative sentence (a command). Besides, the English sentences presented based on their form or structure were (1) simple sentences and (2) complex sentences. They were chosen because they were common applied in texts (based on the 2004 English curriculum) and based on the use of the tunes that were investigated in this research. Moreover, the students had learnt those materials from the first grade of Junior High School, and even they were considered as the English speaking materials and reading materials that were taught in the second year of Junior High School.

2.7 Error Analysis and Its Significances

According to Brown (2000:218), error analysis is the study of the learner's errors that can be observed, analyzed, and classified. In other words, the students' errors are measurable.

In terms of the significances of error analysis, Corder (1981:10-11) has proved that there are three advantages of knowing the learners' errors. First, teachers will know the learner's progress that has been achieved concerning the goal of the teaching and learning process. Second, the researchers can get the input of how the second or foreign language is learned and acquired and what strategies or procedures they use in teaching and learning activities. Third, knowing the errors provides the opportunity for the learners to improve their capability in mastering the target language.

It can be concluded that studying learners' errors will be useful for teachers and learners themselves. Hopefully, by studying the learners' errors the teachers are expected to be able to select an appropriate teaching materials and methods in order to help the learners to get the feedback concerning with the improvement of the target language mastery in teaching learning process.

In this research, error analysis is valuable for (1) the teachers to judge the effectiveness of certain methods in language teaching, and (2) the learners to get feedback and improve their mastery of the target language they learn.

III. RESEARCH METHODOLOGY

This chapter presents the research methods that were used in this study. They covered research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

Research design is a plan for conducting a research. Based on the research objective that is to describe the falling and rising tone errors made by the second year students in the 2005/2006 academic year in reading English sentences, this research design was a descriptive study. As a descriptive study, this research was not intended to prove a hypothesis, but to describe the students' intonation errors in reading English sentences. Arikunto (1996: 291) states that the characteristics of a descriptive research are: 1) it does not need the experimental group that undergoes a treatment and the control group, 2) it does not need to prove a hypothesis, but it describes what is being seen, faced, observed and known, and 3) the researcher works objectively and systematically to describe the variables of the study.

The procedures of the present research design were as follows:

1. Determining the research area by purposive method
2. Analyzing the pre-test (English formative test) to know the homogeneity of the population
3. Determining the respondents of the research by using proportional random sampling by lottery
4. Constructing the research instrument in the form of intonation test
5. Conducting the try- out test to the non-research respondents
6. Analyzing the results of the try-out test (time allotted and instruction of the instrument)
7. Administering the intonation test by reading aloud
8. Transcribing the results of the intonation test
9. Collecting the primary data in the form of the students' intonation errors

10. Classifying the data based on the types of intonation errors in sentences
11. Analyzing the collected primary data quantitatively in the percentage.
12. Analyzing the results of data analysis descriptively.
13. Collecting the supporting data through interview and documentation.
14. Concluding the results of the research to answer the research problems.

3.2 Area Determination Method

In this research, the area or location of the research was determined by applying purposive method. According to Arikunto (1996:117), purposive method was employed by the researcher to decide the research area because of a certain purpose or reason. In this research, SMP Negeri 4 Jember was chosen as the research area. This school was chosen based on the consideration that the researcher was one of the university students who joined teaching practice (PPL) at that school, so the researcher was not doubt in getting the data of the research as the condition and the situation of the research area had been known well. Besides, although reading skill is taught regularly to the students of that school, the English teacher, however, has never conducted a research to find out the students' intonation errors in reading the sentences aloud. Moreover, the researcher has been given permission to conduct the research in this school.

3.3 Respondent Determination Method

A respondent is a person who responses or answers the questions either in oral form or written form given by the researcher (Arikunto, 1996:122). This means that the respondent provides data to the researcher. In this research, the respondents were the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year. The population of the research was the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year consisting of 240 students. They were divided into 5 parallel classes (II A to II E). Arikunto (1998:120) states that the whole population can be taken as respondents if they are less than 100 persons. However, if the respondents are more than 100 persons, it is allowed to take 10% or more of the population as the respondents. Regarding

the data collection method, proportional random sampling by lottery was applied in this research by taking 10% of the respondents. There were 24 students from 5 parallel classes (II A to II E) who became the respondents of this research. Before taking the respondents, the homogeneity test of population was done. Then, the results of the students' English formative test were analyzed by using ANOVA formula proposed by Butler (1995:130) to know the homogeneity of the population.

3.4 Data Collection Methods

Fraenkel and Wallen (2000:15) state that data collection methods are systematic standard procedures to get the data needed or collected by applying appropriate methods. The data of this research consisted of primary data and supporting data. The primary data dealt with the students' intonation errors in reading the English sentences aloud given by the examiner. Then, the supporting data were collected through interview and documentation. The methods applied in this research are discussed in the following parts.

3.4.1 Test

In this research, test was administered to collect the main data, dealing with the students' intonation errors in reading the English sentences aloud given by the examiner. Arikunto (1998:139) defines test as a set of questions, exercises or the means of equipment to measure skill, knowledge, intelligent, ability or talent of individual or groups. It means test is a kind of instrument to gain information about the students' ability or competence in a particular skill.

Regarding the purpose of test administration, test can be classified into four kinds, namely proficiency test, achievement test, diagnostic test and placement test (Hughes, 1989:9-14). Proficiency test is a test designed to measure people's ability in a language regardless of any training they may have in that language. In contrast to proficiency test, achievement test is directly related to language courses to establish the success of students in achieving the objectives. Diagnostic test is used to identify students' strength and weaknesses, while

placement test is intended to provide information which will help to place the students at the stage of teaching program most appropriate to their abilities. Based on this idea, diagnostic test was administered in this research. It is also supported by Djiwandono (1996:18) that diagnostic test results the errors that show learning difficulties to ascertain what further teaching is necessary. In this research, diagnostic test was done to find the useful data about the students' intonation errors in reading English sentences.

Dealing with the person who constructs the test, test can be categorized into two kinds, namely standardized test and teacher-made test (Djiwandono, 1996: 22-23). Standardized test is a test that is constructed by an institution and its validity and reliability have been evaluated. While teacher-made test is constructed by a teacher with certain procedures. In this research, a teacher-made test was administered because the test of intonation through reading aloud was constructed by the researcher.

In relation to the administration of a teacher-made test, validity and reliability should be considered as important things. Fraenkel and Wallen (2000:129) clarify that test will be valid if the test measures what it is supposed to measure. Further, McMillan (1992:100) defines validity as the appropriateness, meaningfulness, and usefulness of the specific inferences made from the test. It can be concluded that test is considered valid if it is constructed based on the indicators to be measured and its content has representative samples of the language skill or component taught in the class. According to Hughes (1989:22), a test is said to be valid if its content has representative samples of the language skills or structure and so on with which it is meant to be concerned. Based on the ideas above, this test was considered valid since its content was constructed with particular topics and problems based on the research indicators and the 2004 English curriculum used.

A valid test must be reliable because it gives consistent results (Fraenkel and Wallen, 2000:128). In this case, McMillan (1992:104) explains that reliability refers to a consistency of scores or the extent to which measures are free from error. According to Hughes (1989:29) test is reliable if it has the same result when

it is given at other time. He (1989:42) also clarifies that a valid test must be reliable. However, a reliable test may not be valid at all. In conclusion, reliability deals with the consistency of the test results. Based on the statements above, this test was considered reliable since it is valid based on its content.

Dealing with the test format, test can be classified into three, namely subjective test (essay), completion test, and multiple choice test (Djiwandono, 1996:26-27). In this research, objective test was administered to get the data of the students' intonation errors by asking the students to read the English sentences aloud one by one. The test consisted of 14 sentences that represent the different uses of falling and rising tunes in sentences. The sentences were taken from English 900 Book Two. They were selected based on the type of sentences and themes/ sub-themes given to the second year students. Besides, that book provides the intonation pattern in each sentence. In this research, the time was allotted approximately one minute to read the sentences aloud for each student. In administering the test, tape recorder was used to record the students' voices, and then the results of the recorded materials were transcribed to get the data of their intonation errors.

In this research, the try out test was administered to the second year students (II A to II E) of SMP 4 Jember in the 2005/2006 academic year by taking 10% of the non- research respondents using proportional random sampling by lottery. Arikunto (1998:212) said that try out test will be useful for managerial and substantial purposes. It is necessary to know the depth of understanding of respondents to answer the problems, to provide the experience for the researcher in collecting data, to identify the problems faced by the researcher and to know how long the test should be administered. In this research, the try out test was done to know the depth of understanding of the respondents about the instruction of the test and to know how long the test should be administered.

3.4.2 Interview

Interview is a form of data collection method in which the questions are asked orally. Arikunto (1998:231) states that there are two kinds of interview

guide that are unstructured interview and structured interview. She also suggests semi-structured interview is mostly used by researchers. In this research, semi-structured interview was used in which a list of interview questions were prepared in advance and the questions were developed to get the information needed. In this interview type, the questions were open-ended but they were still specific in intent and allow the individual's responses. The researcher also allowed for probing, giving follow up and clarification. In this research, the interview was conducted with the second year English teacher to get the information about the teaching of reading and intonation, including the kinds of media and the reference (s) used, the problem (s) faced by the students and the way to overcome the problems. The interview guide is enclosed in Appendix 2.

3.4.3 Documentation

Arikunto (1996:206) explains that documentation method is a data collection method conducted by investigating documentary resources (written materials) such as transcripts, books, newspapers, magazines, meeting results, etc. This research used documents to get the supporting data about the objectives of teaching reading for the second year students and the names of the respondents. The documentation guide is enclosed in Appendix 3.

3.5 Data Analysis Method

The data of the research were the students' intonation errors in reading the English sentences aloud. These data were analyzed quantitatively in the percentage. Then, they were classified descriptively based on the classification of intonation errors.

Tarigan and Tarigan (1988:70) have an opinion that error analysis needs some procedures. They are collecting error data, identifying and classifying error data, classifying error data, and explaining or evaluating the error data. Based on their idea, this research used the procedures suggested by Tarigan and Tarigan for analyzing the intonation errors in reading English sentences, namely: collecting error data, identifying and classifying error data, and explaining or evaluating the

error data. The following parts will discuss the data analysis used in this research respectively.

3.5.1 Collecting Error Data

This research dealt with oral data in reading English sentences given by the examiner. Their oral responses were recorded, transcribed and analyzed through the symbol of dots (Jones, 1995:150) to collect and determine their intonation errors.

3.5.2 Identifying and Classifying Error Data

After the error data were collected, they were identified to simplify the classification by giving certain codes as follows:

A1: is used to give coding on falling tune errors in statements

A2: is used to give coding on falling tune errors in WH questions

A3: is used to give coding on falling tune errors in commands

A4: is used to give coding on falling tune errors in the last alternative in alternative questions

B1: is used to give coding on rising tune errors in the first alternative in alternative questions

B2: is used to give coding on rising tune errors in yes/no questions

B3: is used to give coding on rising tune errors in the first part of sentence

B4: is used to give coding on rising tune errors in two or more non-final groups

3.5.3 Evaluating Error Data

To find the frequency of the errors made by the students, the statistical analysis using the percentage formula suggested by Ali was applied. The formula was:

$$E = \frac{n}{N} \times 100\%$$

(Ali, 1993:186)

IV. RESEARCH RESULTS AND DISCUSSION

This chapter is devoted to present the research results and analysis of the data collected in this study. To answer the research problems stated in Chapter I, the research results will be reported based on the procedures stated in the sub Chapter of data analysis method.

4.1 The Results of the Homogeneity Test

Homogeneity test was applied to measure the homogeneity of the population. The scores of homogeneity test were gained through analyzing of the students' English formative test by using ANOVA formula. The ANOVA analysis is presented in Appendix 7. The result of ANOVA was consulted to the F- table with the level of significance 5% in order to prove whether the computation result was significant or not. Based on the result of computation, the value of F computation was 1.74 and the value of F- table with the significance level of 5% was 2.41 (Appendix 10). Having been compared, the value of F computation was lower than that of the F- table ($1.74 < 2.41$). So, it could be said that the result of homogeneity test was non significant. In other words, there were no significant differences on the means of the groups of the population so the population was homogeneous.

4.2 The Results of the Try-out Test

The try-out test was intended to know whether the instruction of the intonation test was understandable or not and the time allotted for doing the test was enough or not. The try-out was conducted on September 21st, 2005 and was given to 24 students of the second year of SMP 4 Jember in the 2005/2006 academic year who were not taken as the research respondents. Those students were selected by using proportional random sampling by lottery. The results of the try-out test showed that the students understood the instruction stated. Related to the time allotted, it showed that the students could finish reading in

approximately one minute. The time allotted previously provided by the researcher was 2-3 minutes. From the explanation above, it could be said that it was not necessary to revise the instruction of the test, but the time allotted was revised into 1 minute.

4.3 The Results and Analysis of the Primary Data

The intonation test was conducted at SMP Negeri 4 Jember for two days, on September 22nd and 23rd, 2005. It was given to the respondents at the first break in the language laboratory. The results of students' intonation pattern were recorded and transcribed to get the error data and to make the researcher easy to read and cross check the errors. The detailed results of the error data are enclosed in Appendix 8. From the 24 data resources or respondents, it could be reported that there were 282 intonation errors made by the students. Then, it was found out that those errors could be classified and analyzed based on the type or category of the error to answer the research problems stated in Chapter I. The detailed information about the intonation errors of five respondents taken as samples could be read in Appendix 8.

The results of data analysis of the test results are presented in Table 3, 4 and 5 and Diagram 1,2 and 3.

Table 3. The Frequency of Students' Falling Tune Errors

No.	Class of Error	Number of the Students	Error	Frequency	(%)
1.	Statements	1,2,4,5,6,7,8,9,10, 12,13,14,16,17,18 19,21,23,24	Sent. no. 1	19	
		1,2,3,4,5,6,7,8,9, 10,12,13,14,16,17 18,19,21,22,23, 24	Sent. no. 2	21	

Subtotal				40	27.78
2.	WH Questions	1,2,3,4,5,6,7,8,9, 10,11,12,13,14,15 16,17,18,19,20, 21,22,23,24	Sent. no. 3	24	
		1,2,3,4,5,6,7,8,9, 10,11,12,13,14,16 17,18,19,20,21, 22,23,24	Sent. no. 4	23	
Subtotal				47	32.64
3.	Commands	1,2,3,5,6,8,11,15, 16,17,18,19,20,21 22,23,24	Sent. no. 5	17	
		1,2,3,4,6,7,8,9,11, 12,13,14,15,16, 17,18,19,20,21,22 23,24	Sent. no.6	22	
Subtotal				39	27.08
4.	The Last Alternative in Alternative Questions	1,3,9,11,12,17,18, 19,20,21,22,23,24	Sent. no. 7	13	
		1,5,21,22,23	Sent. no. 8	5	
Subtotal				18	12.5
Total				144	100

From Table 3 above, it was known that the students made falling tune errors in the types of (1) statements (27.78%), (2) WH questions (32.64%), (3) commands (27.08%), and (4) the last alternative in alternative questions (12.5%). Those errors were caused by some kinds of sources of errors that covered (1)

misuses between low pitch and high pitch in stressed or unstressed syllables and (2) stress errors in certain syllable in sentences. The falling tune errors that the students made the most derived from reading WH questions (32.64%).

Diagram 1

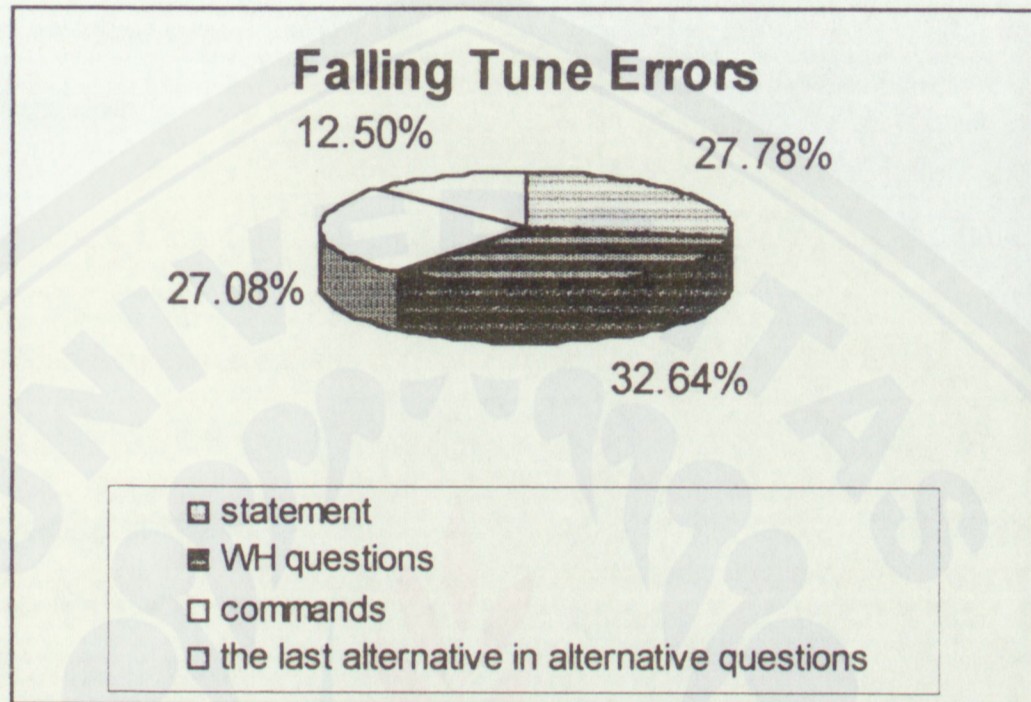


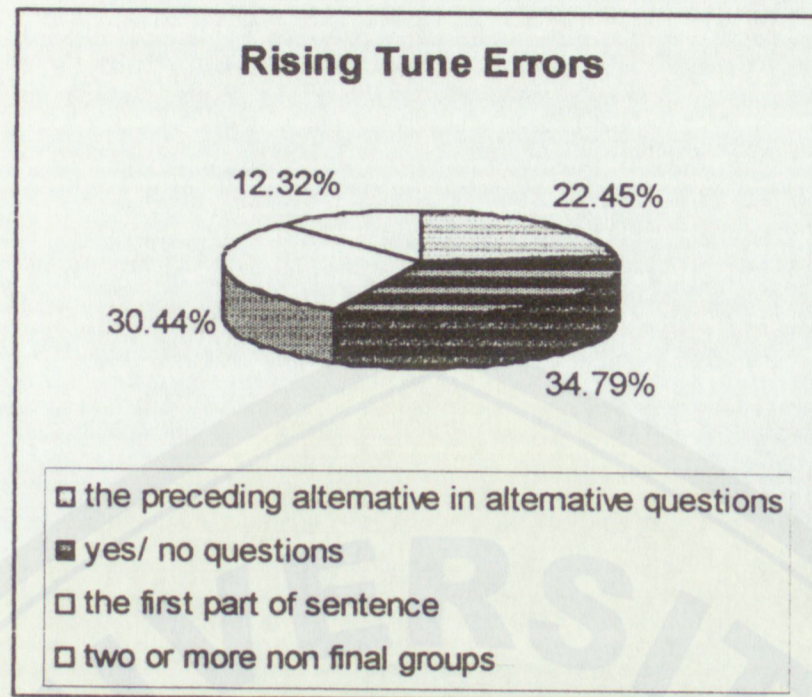
Table 4. The Frequency of Students' Rising Tune Errors

No.	Class of Errors	Number of the Students	Error	Frequency	(%)
1.	The Preceding Alternative in Alternative Questions	1,2,3,6,10,12,13, 17,19,22,23,24	Sent. no. 7	12	
		1,3,4,5,6,10,11,12, 14,15,16,17,18, 19,20,21,22,23,24	Sent. no. 8	19	
Subtotal				31	22.45
2.	Yes/ no Questions	1-24	Sent. no. 9	24	
		1-24	Sent. no. 10	24	

Subtotal				48	34.79
3.	The First Part of Sentence	1-24 1,2,3,4,6,7,8,9,10, 11,12,13,14,15, 19,20,21,23	Sent. no. 11 Sent. no. 12	24 18	
Subtotal				42	30.44
4.	Two or more non-final groups	1,2,3,5,6,11,14,15 ,17,18,19,21,22, 23,24 3,4	Sent. no. 13 Sent. no. 14	15 2	
Subtotal				17	12.32
Total				138	100

By looking at Table 4 above, it was known that the students made rising tune errors in the types of (1) the preceding alternative in alternative questions (22.45%), (2) yes/no questions (34.79%), (3) the first part of sentence (30.44%), and (4) two or more non-final groups (12.32%). Those errors were caused by some kinds of sources of errors that covered (1) misuses between low pitch and high pitch in stressed or unstressed syllables and (2) stress errors in certain syllable in sentences. The rising tune errors that the students made the most derived from reading yes/ no questions (34.79 %).

Diagram 2



The results of the classification of intonation errors made by the students in reading English sentences can be summarized in the following table.

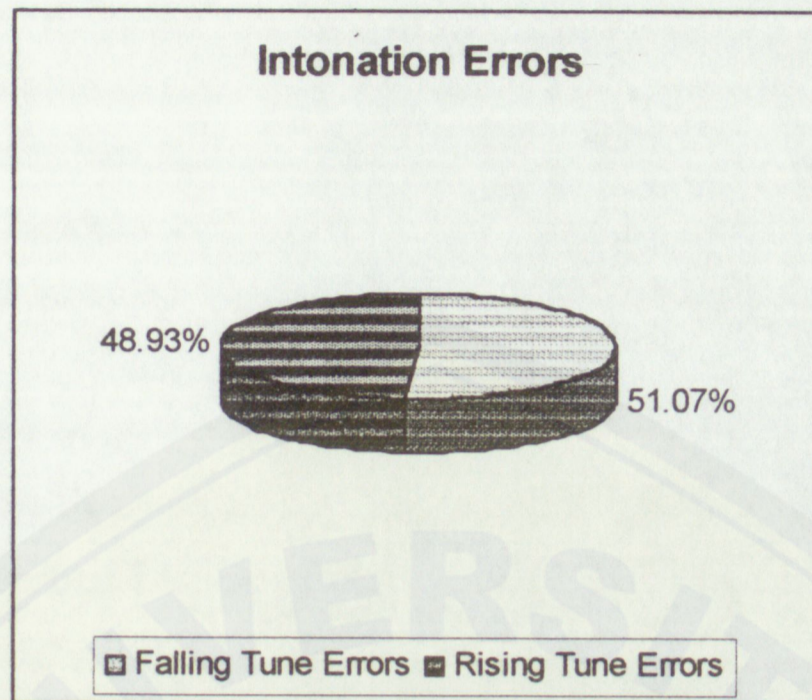
Table 5. The Percentage of the Students' Intonation Errors

No.	Class of Errors	Number of Errors	(%)	Category
1.	Falling Tune Errors	144	51.07	High
2.	Rising Tune Errors	138	48.93	Fair
	Total	282	100	

From Table 5 above, it was known that the percentage of falling tune errors made by the students in reading English sentences was higher (51.07) than the percentage of rising tune errors made by the students in reading English sentences (48.93).

Having been consulted with the grade of errors adapted from Mardiyati, in Ambarwati (2000:17), it could be interpreted that (1) the falling tune errors that the students made in reading English sentences was categorized as "high" and (2) the rising tune errors that the students made in reading English sentences was categorized as "fair".

Diagram 3



4.4 The Results of the Supporting Data

4.4.1 The Result of Interview

Interview was used to get the supporting data about the curriculum used in teaching English, the time allotted, the way how the English teacher teaches the reading skill including the media and the book(s) used as well as the themes or sub-themes taught. Besides, the problem found and the way to overcome the problem in teaching reading and intonation were also asked to the teacher.

From the result of interview with the English teacher, it could be reported that the 2004 curriculum was used in teaching English. The time allotted for English subject given to the second year students was 2 x 80 minutes (2 meetings in a week) in which the stress and intonation were taught integratedly with the reading skill or speaking skill based on the theme or sub-theme taught. The themes or sub-themes having been given to the second year students so far were (1) Flora and Fauna: the use of Simple Present Tense, the expressions of obligation, possibility, and suggestion etc; (2) Friendship: offering/accepting something, pen pals, etc; (3) Travel: asking the price, exclamation, adjective clause, etc. The media used by the teacher were usually pictures and real objects. The books used as the reference were Student Book English for Junior High

School by Depdiknas, LKS Kompetensi Bahasa Inggris untuk SMP/MTs and Handbook Bahasa Inggris untuk SMP/Mts by Gilang Asry Devianty.

The English teacher in teaching reading for stress and intonation practice used reading the text aloud as the technique. The steps of teaching stress and intonation by reading aloud are as follows:

1. The teacher asked the students to read the text silently
2. Then, the teacher gave the model by reading the whole text aloud
3. The particular students were asked to read the text back to the class at once
4. When the students made some errors, the teacher asked him/ her to stop read
5. The teacher asked the students to match their voice to his voice
6. Once the students know how to correct his/ her worst faults, he/ she read it back to the class.

The problem usually faced by the English teacher in teaching reading aloud was that inability of the students to read with expressions; that is they did not use their appropriate tone, the students did not pause at meaningful breaks within sentences or paragraphs and phonological errors often happened as well. As a result, the English teacher asked the students to match their voice to his voice when reading the sentences aloud, to read a short passage and then have the students immediately read it back to the teacher. The English teacher also asked the students to practice reading a passage or dialogue with a certain emotion, such as sadness or excitement, to emphasize expression and intonation.

4.4.2 The Result of Documentation

Documentation was used to get the supporting data about: (1) the objectives of teaching reading for the second year students of Junior High School based on the 2004 English curriculum were as follows:

- a. students are capable of identifying main ideas in the text
- b. students are capable of reading the text aloud using correct stress and intonation to help text comprehension.

(2) the population of the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year was 5 classes including the total number of students in

each class as well as the English teacher for the second year students of junior high school. The names of the respondents are enclosed in Appendix 9. The number of the second year students in each class and the respondents taken can be seen in Table 6 below.

Table 6. Data Gathered by Documentation Method

No.	Classes	The Number of the Students	Respondent Taken
1.	II A	48	5
2.	II B	48	5
3.	II C	48	5
4.	II D	48	5
5.	II E	48	4
Total Number		240	24

Source: SMP 4 Jember

4.5 Discussion

Based on the results of data analysis, it was found that the falling tune errors were a little bit higher than the rising tune ones. This referred to the way how the students made intonation faults caused by the stress error or the inability of using falling or rising tune in the sentences. It could be informed that the frequency of falling tune errors made by the respondents were 144 deviations or 51.07% and the rising tune errors found were 138 deviations or 48.93%. These results show that the students' falling tune errors belonged to the *high* category since the percentage was between 51% - 75% and rising tune errors belonged to *fair* category because the percentage was between 26% - 50%.

In particular, the highest number of the students' falling tune errors occurred in WH questions in sentences number 3 and 4. From the data analyzed, it was found that the percentage of the students' intonation errors in reading WH questions was 32.64%. This means that the students had a weakness and made a deviation of falling tune in WH questions. In addition, the rising tune errors were

mostly done by the students in the yes/no questions in sentences number 9 and 10. It was found that the students' intonation errors in reading yes/no questions were 48 deviations or 34.79%. It means that the students also failed in using rising tune in the yes/no questions. In other words, the students still made a great number of errors in the use of falling and rising tune errors in reading WH questions and yes/no questions although their teacher had taught to read aloud such questions which were mostly found in dialogues.

Moreover, this research also found the students' average percentage of intonation errors. From the data analyzed, it was found that the students' average percentage in making intonation errors was 50%. This means that their intonation errors were included in *fair* category (see Table 2, page 32) because the average percentage was between 26% - 50%. This result might be caused by the interference of the students' native language that is bahasa Indonesia. The students tend to use rising intonation for sentences that uses falling intonation such as WH questions and in alternative questions. Moreover, that result might be caused by the teaching of reading for stress and intonation. As stated before, intonation was frequently taught in reading and speaking activities, such as reading the sentences or the text aloud. Consequently, the English teacher should pay much attention on the stress and intonation when reading sentences and made the corrections when the students made intonation errors. This is in line with what Dulay, et al. (1982:138) explain that making errors is an inevitable part of the language learning process since the learners cannot learn a language without first systematically making errors.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the findings and suggestions for the English teachers and future researchers.

5.1 Conclusions

From the results of the data analysis as presented in Chapter IV, the following conclusions are drawn.

a) General Conclusions

The percentage of each type of intonation errors in reading English sentences aloud made by the second year students of SMP 4 Jember in the 2005/2006 academic year were as follows:

- a. the percentage of the students' falling tune errors in reading English sentences aloud was 51.07% (144 errors). It was categorized as *high*.
- b. the percentage of the students' rising tune errors in reading English sentences aloud was 48.93% (138 errors). It was categorized as *fair*.

b) Specific Conclusions

The percentage of the falling and rising tune errors in reading English sentences made by the second year students of SMP 4 Jember in the 2005/2006 academic year were as follows:

- a. the percentage of the students' falling tune errors in reading statements was 27.78% (40 errors). It was categorized as *fair*.
- b. the percentage of the students' falling tune errors in reading WH questions was 32.64% (47 errors). It was categorized as *fair*.
- c. the percentage of the students' falling tune errors in reading commands was 27.08% (39 errors). It was categorized as *fair*.
- d. the percentage of the students' falling tune errors in reading the last alternative in alternative questions was 12.5% (18 errors). It was categorized as *low*.

- e. the percentage of the students' rising tune errors in reading the preceding alternative in alternative questions was 22.45% (31 errors). It was categorized as *low*.
- f. the percentage of the students' rising tune errors in reading yes/no questions was 34.79 % (48 errors). It was categorized as *fair*.
- g. the percentage of the students' rising tune errors in reading the first part of sentences was 30.44 % (42 errors). It was categorized as *fair*.
- h. the percentage of the students' rising tune errors in reading two or more non-final groups was 12.32 % (17 errors). It was categorized as *low*.

5.2 Suggestions

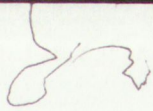
This research findings and discussion have provided information as a basis for proposing the suggestions addressed to the following persons.

5.2.1 The English Teachers

The results of the students' intonation errors in reading English sentences are useful for the English teachers, especially on paying their attention to the students' weaknesses by regarding or understanding the biggest errors. The English teachers are expected to be able to increase the students' reading performance, especially on the fluency in using the correct stress and intonation of the target language.

5.2.2 Future Researchers

The results of this research are useful for other researchers as information or a reference to conduct a further research dealing with similar problems by a) using the same design in situational context like reading paragraph or dialogue taken from authentic materials such as news, story, brochures, recipe, poem, etc, b) using a different design such as a classroom action research for improving the students' ability in using intonation in reading English sentences aloud by the teaching of intonation.



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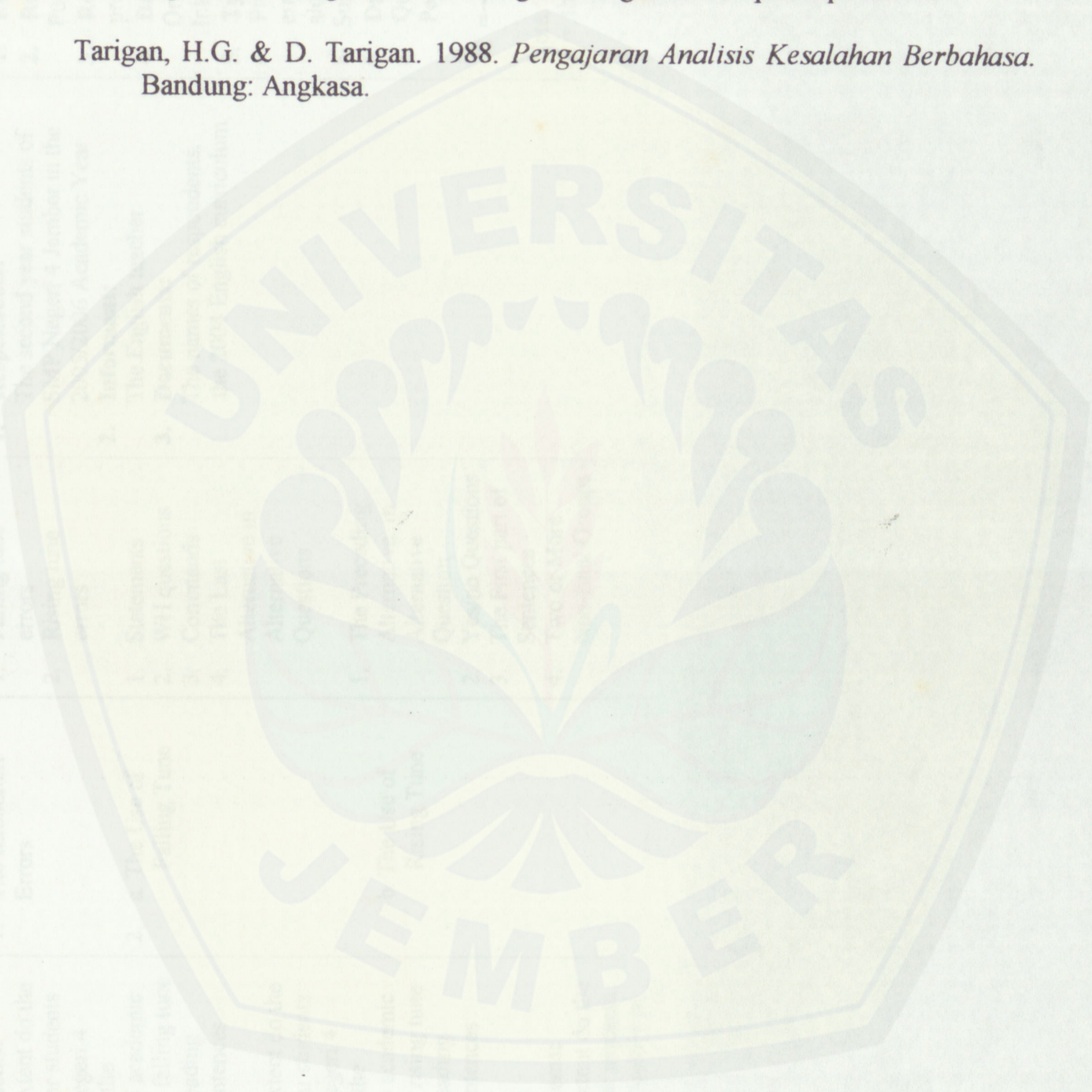
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RESEARCH MATRIX

TITLE	THE PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of Intonation Errors in Reading English Sentences Amongst of the Second Year Students of SMP Negeri 4 Jember in the 2015/2016 Academic Year	<p>General Problems:</p> <ol style="list-style-type: none"> To what extent do the second year students of SMP Negeri 4 Jember in the 2015/2016 academic year make falling intonation errors in reading English sentences? To what extent do the second year students of SMP Negeri 4 Jember in the 2015/2016 academic year make rising intonation errors in reading English sentences? <p>Specific Problems:</p> <ol style="list-style-type: none"> To what extent do the second year students of SMP Negeri 4 Jember in the 2015/2016 academic year make falling intonation errors in reading English sentences? 	<ol style="list-style-type: none"> The Intonation Errors 	<ol style="list-style-type: none"> Falling intonation errors Rising intonation errors Comments The List of Alternative Questions The List of Alternative Sentences The List of Alternative Two of More Sentences 	<ol style="list-style-type: none"> Respondents The List of Alternative Questions Documents The names of respondents The List of Alternative Questions The List of Alternative Sentences The List of Alternative Two of More Sentences 	<ol style="list-style-type: none"> Research Design: Descriptive Research Research Area: Population: SMP Negeri 4 Jember Sample: The List of Alternative Questions Instrument: The List of Alternative Questions Data Collection: The List of Alternative Questions Data Analysis: The List of Alternative Questions



RESEARCH MATRIX

TITLE	THE PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of Intonation Errors in Reading English Sentences Aloud of the Second Year Students of SMP Negeri 4 Jember in the 2005/2006 Academic Year	<p>General Problems:</p> <ol style="list-style-type: none"> To what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make falling tune errors in reading English sentences aloud? To what extent do the second year students of SMP Negeri 4 Jember in the 2005/2006 academic year make rising tune errors in reading English sentences aloud? <p>Specific Problems:</p> <ol style="list-style-type: none"> To what extent do the second year students of SMP 4 Jember in the 2005/2006 academic year make falling tune errors in reading statements? To what extent do the second year students of SMP 4 Jember in the 2005/2006 academic year make falling tune errors in reading WH questions? To what extent do the second year students 	<ol style="list-style-type: none"> The Intonation Errors <ol style="list-style-type: none"> The Use of Falling Tune The Use of Rising Tune 	<ol style="list-style-type: none"> Falling tune errors Rising tune errors Statements WH questions Commands The Last Alternative in Alternative Questions The Preceding Alternative in Alternative Question Yes/no Questions The First part of Sentences Two or More Non-final Groups 	<ol style="list-style-type: none"> Respondents: The second year students of SMP Negeri 4 Jember in the 2005/2006 Academic Year Informant: The English teacher Documents: The names of respondents, the 2004 English curriculum 	<ol style="list-style-type: none"> Research Design: Descriptive Research Research Area: Purposive: SMP Negeri 4 Jember Respondent Determination Method: proportional random sampling by lottery Data Collection Methods: Oral test: primary data Interview, documentation: supporting data Type of data: <ol style="list-style-type: none"> Primary data: the students' intonation errors in reading the English sentences aloud Supporting data: interview, documentation Data Analysis Method: <ol style="list-style-type: none"> Quantitative Percentage Formula $E = \frac{n}{N} \times 100\%$ <p>Note: E = the percentage of intonation errors made by the students in each indicator n = the number of intonation errors made by the students in each indicator N = the total number of intonation errors made by the students of all indicators (Ali, 1993:186)</p> <ol style="list-style-type: none"> The results of the quantitative data are described qualitatively based on the students' classification errors adapted from Mardiaty, in Ambarwati (2000:17)

	<p>of SMP 4 Jember in the 2005/2006 academic year make falling tune errors in reading commands?</p> <p>4. To what extent do the second year students of SMP 4 Jember in the 2005/2006 academic year make falling tune errors in reading the last alternative in alternative questions?</p> <p>5. To what extent do the second year students of SMP 4 Jember in the 2005/2006 academic year make rising tune errors in reading the preceding alternative in alternative questions?</p> <p>6. To what extent do the second year students of SMP 4 Jember in the 2005/2006 academic year make rising tune errors in reading yes/no questions?</p> <p>7. To what extent do the second year students of SMP 4 Jember in the 2005/2006 academic year make rising tune errors in reading the first part of sentences?</p> <p>8. To what extent do the second year students</p>			
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Appendix 2

Supporting Data Instrument

I. Interview Guide

No	Questions	Resources
1.	What curriculum do you use in teaching English?	The second year English teacher
2.	How many times do you teach English to the students in a week?	
3.	How do you teach stress and intonation to the students?	
4.	What topics have you taught to the students in teaching English?	
5.	What problems do you find in teaching reading aloud?	

Appendix 3

II. Documentation Guide

No	The Supporting Data Taken	Resources
1.	The objectives of teaching reading	Documents
2.	The names of the respondents	



Appendix 4

INTONATION TEST

Level : Second Year
Date : September 2005
Time : one minute

Instructions:

1. Say your name first.
2. Read these sentences once clearly with the correct intonation.
3. Do not say the number of the sentences.

1. I want a cup of coffee.
2. I usually go to bed at about midnight.
3. What did you ask him?
4. Where did you go yesterday?
5. Please, give me a piece of pie!
6. Guess how old I am!
7. Which one would you like, this one or that one?
8. Is Mr. Taylor tall or short?
9. Wouldn't you like some coffee?
10. Did you see Mr. Jones yesterday?
11. After I get dressed, I have breakfast.
12. When I saw Mr. Jones, he was talking with John Smith.
13. I have juice, cereal, toast, and coffee for breakfast.
14. He speaks, reads, and writes four languages.

(Taken from English 900 Book Two by English Language Services, Inc.)

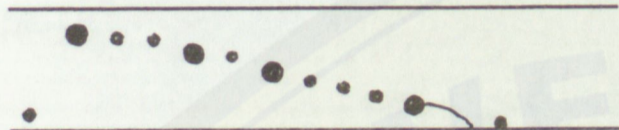
Appendix 5

ANSWER KEY

1. I want a cup of coffee.



2. I usually go to bed at about midnight.



3. What did you ask him?



4. Where did you go yesterday?



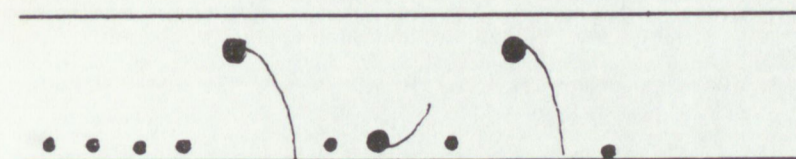
5. Please, give me a piece of pie!



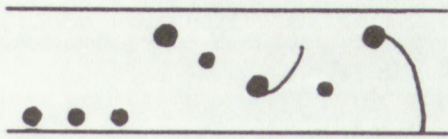
6. Guess how old I am!



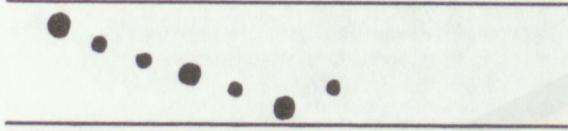
7. Which one would you like, *this one* or *that one*?



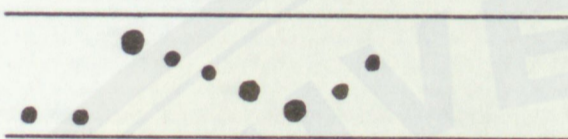
8. Is Mr. Taylor tall or short?



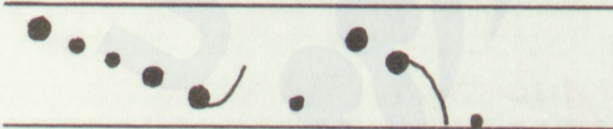
9. Wouldn't you like some coffee?



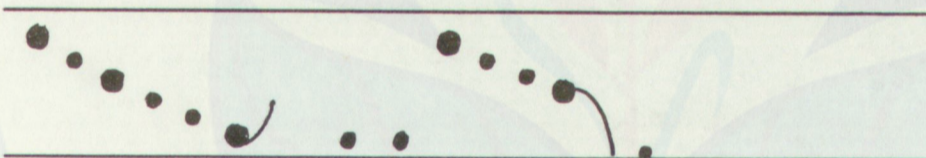
10. Did you see Mr. Jones yesterday?



11. After I get dressed, I have breakfast.



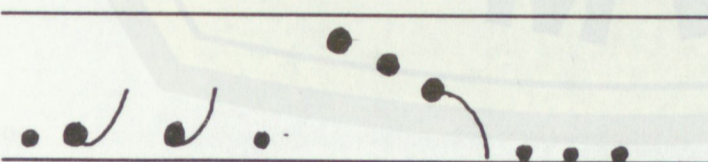
12. When I saw Mr. Jones, he was talking with John Smith.



13. I have juice, cereal, toast, and coffee for breakfast.




14. He speaks, reads and writes four languages.




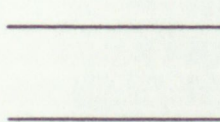
Notes:

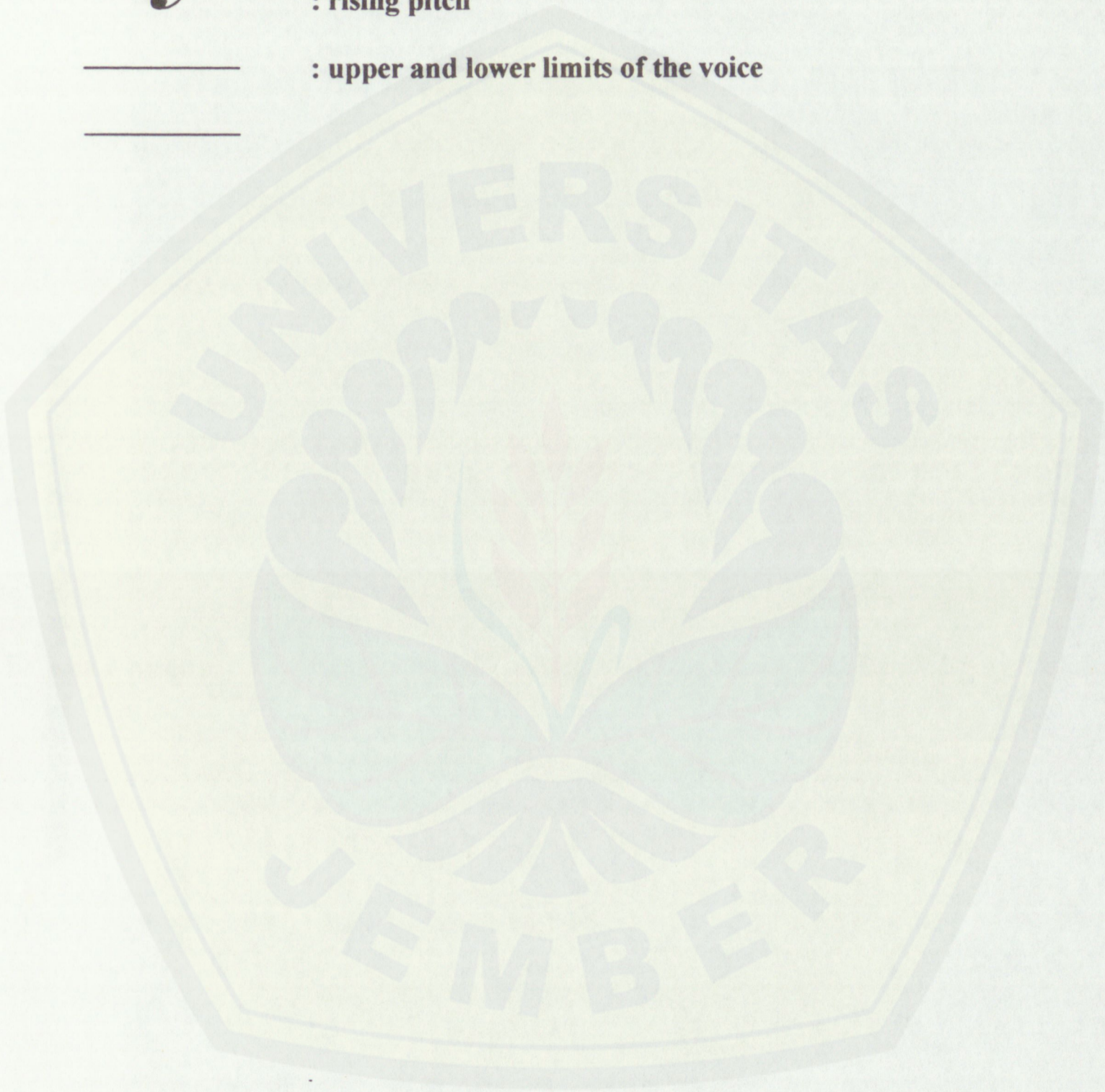
small dots (•) : unstressed syllables

large dots (●) : stressed syllables

 : **falling pitch**

 : **rising pitch**

 : **upper and lower limits of the voice**



Appendix 7

Table 8. The Results of Homogeneity Test .

NO.	II A		II B		II C		II D		II E	
	X ₁	X ₁ ²	X ₂	X ₂ ²	X ₃	X ₃ ²	X ₄	X ₄ ²	X ₅	X ₅ ²
1.	75	5625	54	2916	80	6400	70	4900	70	4900
2.	76	5776	60	3600	70	4900	70	4900	72	5184
3.	75	5625	75	5625	65	4225	70	4900	66.5	4422.25
4.	67	4489	59	3481	85	7225	56	3136	67.5	4556.25
5.	69	4761	67	4489	65	4225	70	4900	66	4356
6.	75	5625	67.5	4556.25	80	6400	75	5625	65	4225
7.	81	6561	80.5	6480.25	65	4225	75	5625	65.5	4290.25
8.	70	4900	65	4225	50	2500	80	6400	71	5041
9.	82.5	6806.25	70	4900	85	7225	85	7225	75.5	5700.25
10.	73	5329	70	4900	50	2500	65	4225	62	3844
11.	74.5	5550.25	74	5476	60	3600	77	5929	49	2401
12.	70	4900	56	3136	70	4900	70	4900	65	4225
13.	73	5329	81.5	6642.25	85	7225	70	4900	68.5	4692.25
14.	75	5625	61.5	3782.25	65	4225	75	5625	71	5041
15.	80	6400	79	6241	75	5625	80	6400	68	4624
16.	58	3364	56.5	3192.25	45	2025	46	2116	71	5041
17.	80	6400	67.5	4556.25	70	4900	80	6400	65	4225
18.	70	4900	64	4096	75	5625	75	5625	70.5	4970.25
19.	85	7225	80.5	6480.25	55	3025	60	3600	74.5	5550.25
20.	75	5625	57	3249	45	2025	70	4900	53.5	2862.5
21.	72	5184	56.5	3192.25	70	4900	60	3600	65	4225
22.	60	3600	53	2809	45	2025	55	3025	70	4900
23.	65	4225	61.5	3782.25	80	6400	70	4900	68.5	4692.25
24.	62	3844	60.5	3660.25	70	4900	75	5625	67	4489
25.	45	2025	24.5	600.25	80	6400	70	4900	70	4900
26.	62	3844	65	4225	70	4900	70	4900	69	4761
27.	58	3364	60	3600	70	4900	65	4225	73.5	5402.25
28.	70	4900	75	5625	75	5625	65	4225	77	5929
29.	49	2401	45	2025	70	4900	70	4900	56	3136
30.	68	4624	70	4900	65	4225	65	4225	65	4225
31.	70	4900	67.5	4556.25	70	4900	70	4900	68.5	4692.25
32.	76.5	5852.25	74.5	5550.25	70	4900	75	5625	72	5184
33.	67.5	4556.25	65	4225	60	3600	56	3136	66.5	4422.25
34.	65	4225	62.5	3906.25	80	6400	68.5	4692.25	75	5625
35.	65	4225	67.5	4556.25	65	4225	65	4225	68.5	4692.25
36.	80	6400	80.5	6480.25	85	7225	70	4900	70.5	4970.25
37.	50	2500	50	2500	65	4225	60	3600	86.5	7482.25
38.	55	3025	53	2809	30	900	50	2500	65	4225
39.	70	4900	52	2704	70	4900	72	5184	73.5	5402.25

40.	67.5	4556.25	73	5329	50	2500	70	4900	74	6476
41.	65	4225	56.5	3192.25	60	3600	65	4225	74	5476
42.	60	3600	60	3600	65	4225	65	4225	64.5	4160.25
43.	81	6561	80.5	6480.25	80	6400	80	6400	72	5184
44.	69	4761	59	3481	65	4225	60	3600	83	6889
45.	75	5625	83.5	6972.25	70	4900	76	5776	70.5	4970.25
46.	70	4900	75	5625	80	6400	73	5329	71	5041
47.	75	5625	77	5929	50	2500	72	5184	68	4624
48.	70	4900	66.5	4422.25	70	4900	73	5329	75	5625
Σ	3326.5	235163.25	3120	208761	3220	223100	3304.5	230486.25	3316	230951.5
M	69.30		65		67.08		68.84		69.08	

$$\begin{aligned}
 1. SST &= \sum x_n^2 - \frac{(\sum x_n)^2}{N} \\
 &= 1127462 - \frac{(16287)^2}{240} \\
 &= 22185.462
 \end{aligned}$$

$$\begin{aligned}
 2. SSB &= \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_3)^2}{n_3} + \frac{(\sum x_4)^2}{n_4} + \frac{(\sum x_5)^2}{n_5} + \frac{(\sum x_n)^2}{N} \\
 &= \frac{11065602.25}{48} + \frac{9734400}{48} + \frac{10368400}{48} + \frac{10919720.25}{48} + \frac{10995856}{48} - 1105276.538 \\
 SST &= 639.6741
 \end{aligned}$$

$$\begin{aligned}
 3. SSW &= SST - SSB \\
 &= 22185.462 - 639.6741 \\
 &= 21545.7879
 \end{aligned}$$

$$\begin{aligned}
 4. a. Dfb &= K - 1 \\
 &= 4
 \end{aligned}$$

$$\begin{aligned}
 b. Dfw &= N - K \\
 &= 235
 \end{aligned}$$

$$5. MSB = \frac{SSB}{Dfb}$$

$$= \frac{639.6741}{4}$$

$$= 159.92$$

$$MSW = \frac{SSW}{Dfw}$$

$$= \frac{21545.7879}{235}$$

$$= 91.68$$

$$6. f_0 = \frac{MSB}{MSW}$$

$$= \frac{159.92}{91.68}$$

$$= 1.74$$

f_0 (Dfb),(Dfw) at the 5 % significant level.

$$F_0(4), (235) = 2.41$$

$$F_0 < f \text{ table}, 1.74 < 2.41$$

Where:

SST : Sum of Squares Total Group

SSB : Sum of Squares Between Group

SSW : Sum of Squares Within Group

Dft : Total Degree of Freedom

Dfb : Total Degree of Freedom Between group

Dfw : Total Degree of Freedom Within group

MSB : Mean Squares Between Group

MSW : Mean Squares Within Group

Appendix 8

The Transcripts of the Students' Answer

I. Name : Nurcahyaningsih

Class/No. : IIC/ 32

1. I want a cup of coffee. (A1)

I want a cup of coffee.

2. I usually go to bed at about midnight. (A1)

I usually go to bed at about midnight.

3. What did you ask him? (A2)

What did you ask him?

4. Where did you go yesterday? (A2)

Where did you go yesterday?

5. Please, give me a piece of pie! (A3)

Please, give me a piece of pie!

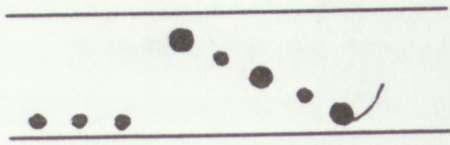
6. Guess how old I am! (A3)

Guess how old I am!

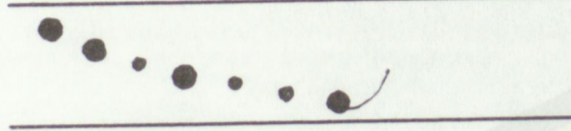
7. Which one would you like, *this one* or *that one*? (A4), (B1)

Which one would you like, *this one* or *that one*?

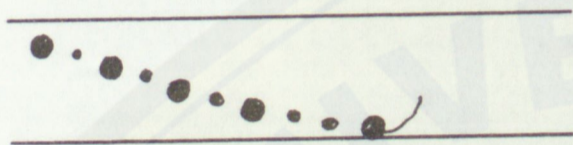
8. Is Mr. Taylor tall or short? (A4), (B1)



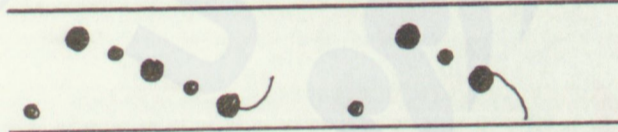
9. Wouldn't you like some coffee? (B2)



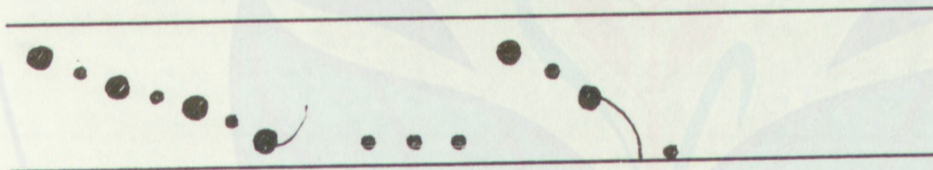
10. Did you see Mr. Jones yesterday? (B2)



11. After I get dressed, I have breakfast. (B3)



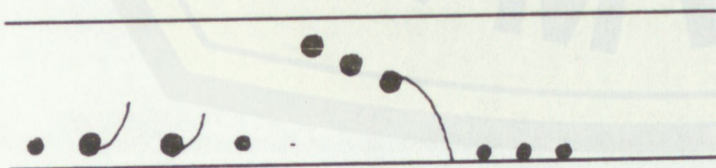
12. When I saw Mr. Jones, he was talking with John Smith. (B3)



13. I have juice, cereal, toast, and coffee for breakfast. (B4)



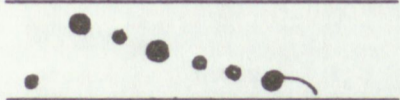
14. He speaks, reads and writes four languages. (B4)



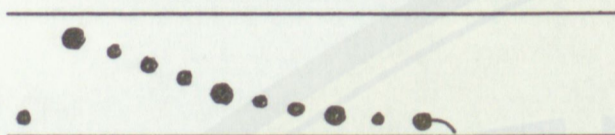
II. Name : Stefanus Nugroho R.

Class/ No. : IIC/ 44

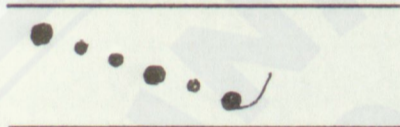
1. I want a cup of coffee. (A1)



2. I usually go to bed at about midnight. (A1)



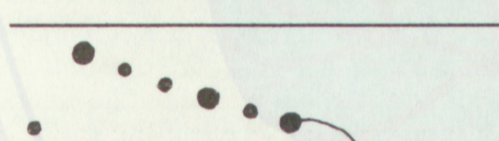
3. What did you ask him? (A2)



4. Where did you go yesterday? (A2)



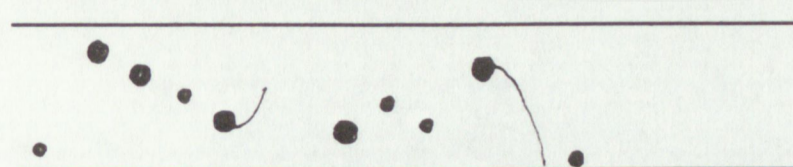
5. Please, give me a piece of pie! (A3)



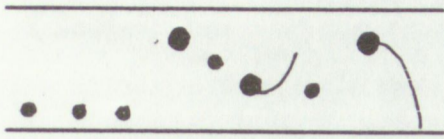
6. Guess how old I am! (A3)



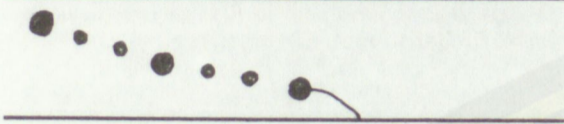
7. Which one would you like, *this one* or *that one*? (B1)



8. Is Mr. Taylor tall or short?



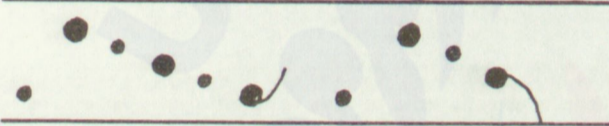
9. Wouldn't you like some coffee? (B2)



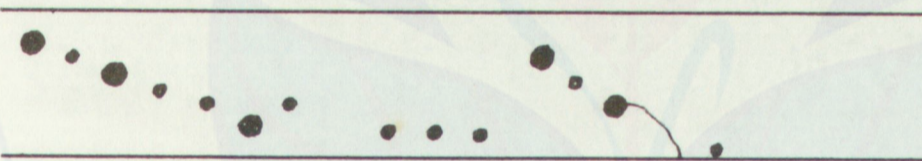
10. Did you see Mr. Jones yesterday? (B2)



11. After I get dressed, I have breakfast. (B3)



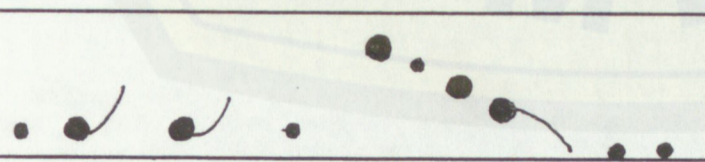
12. When I saw Mr. Jones, he was talking with John Smith. (B3)



13. I have juice, cereal, toast, and coffee for breakfast. (B4)



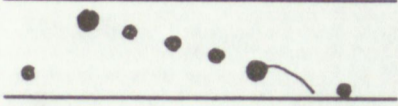
14. He speaks, reads and writes four languages.



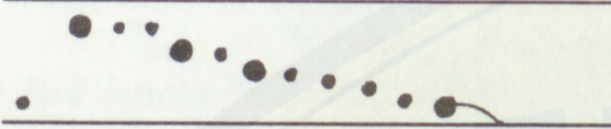
III. Name : Hella Sukmo Nugroho

Class/ No. : IIC/ 19

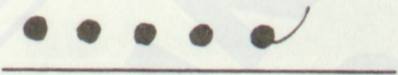
1. I want a cup of coffee.



2. I usually go to bed at about midnight. (A1)



3. What did you ask him? (A2)



4. Where did you go yesterday? (A2)



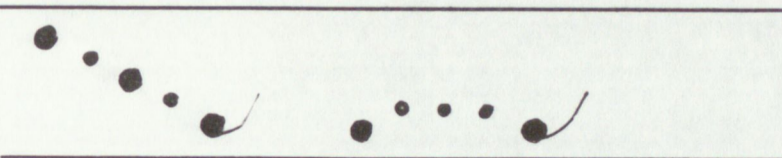
5. Please, give me a piece of pie! (A3)



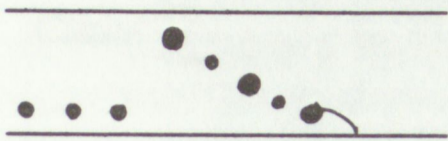
6. Guess how old I am! (A3)



7. Which one would you like, *this one* or *that one*? (A4), (B1)



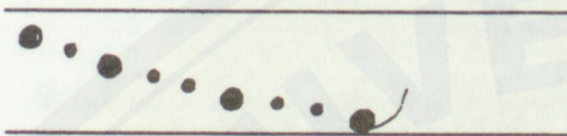
8. Is Mr. Taylor tall or short? (B1)



9. Wouldn't you like some coffee? (B2)



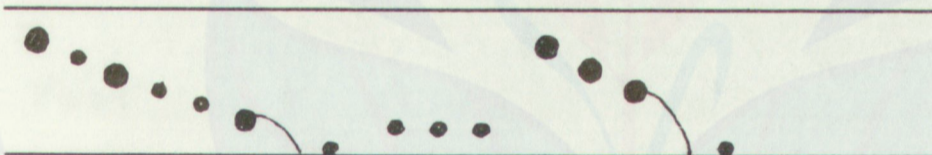
10. Did you see Mr. Jones yesterday? (B2)



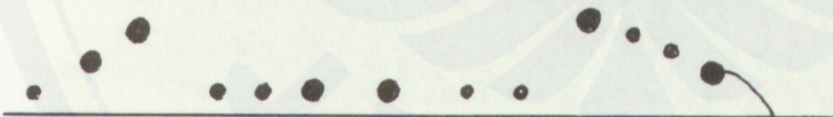
11. *After I get dressed, I have breakfast.* (B3)



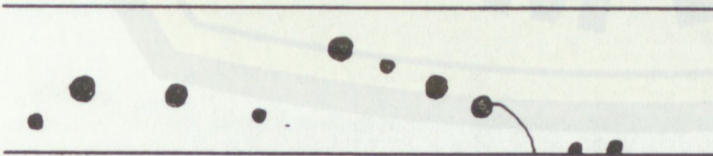
12. *When I saw Mr. Jones, he was talking with John Smith.* (B3)



13. *I have juice, cereal, toast, and coffee for breakfast.* (B4)



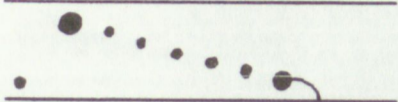
14. *He speaks, reads and writes four languages.* (B4)



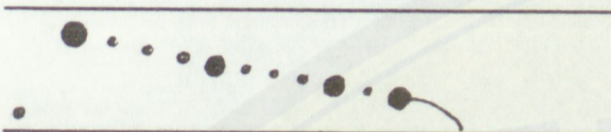
IV. Name : Yusqi Ahmad Gozali

Class/ No. : IIC/ 48

1. I want a cup of coffee. (A1)



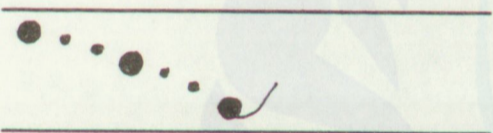
2. I usually go to bed at about midnight. (A1)



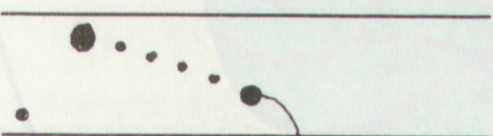
3. What did you ask him? (A2)



4. Where did you go yesterday? (A2)



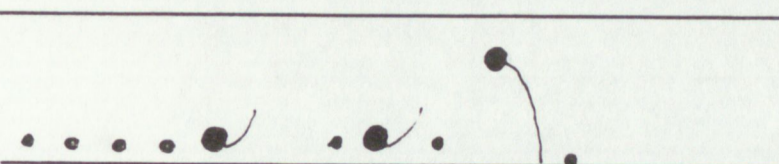
5. Please, give me a piece of pie!



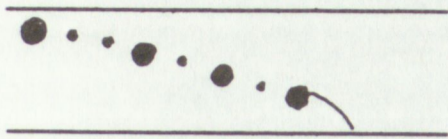
6. Guess how old I am! (A3)



7. Which one would you like, *this one* or *that one*?



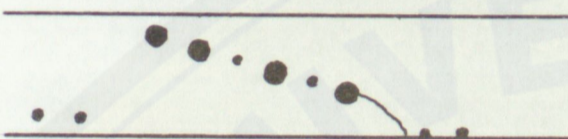
8. Is Mr. Taylor tall or short? (B1)



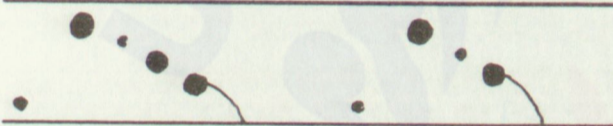
9. Wouldn't you like some coffee? (B2)



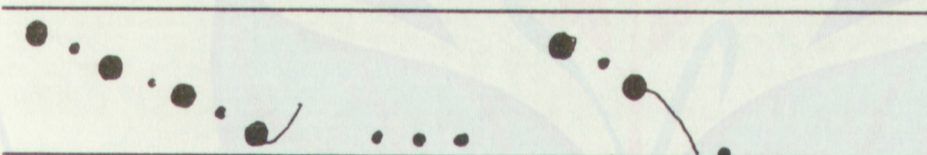
10. Did you see Mr. Jones yesterday? (B2)



11. After I get dressed, I have breakfast. (B3)



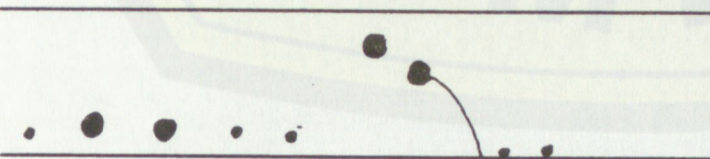
12. When I saw Mr. Jones, he was talking with John Smith. (B3)



13. I have juice, cereal, toast, and coffee for breakfast.



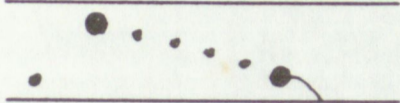
14. He speaks, reads and writes four languages. (B4)



V. Name : Rendi Arif Wijaya

Class/ No. : IIC/ 36

1. I want a cup of coffee. (A1)



2. I usually go to bed at about midnight. (A1)



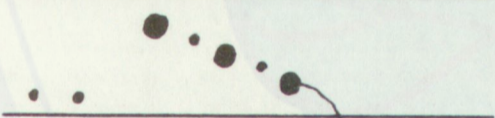
3. What did you ask him? (A2)



4. Where did you go yesterday? (A2)



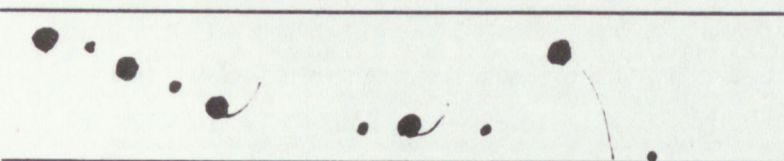
5. Please, give me a piece of pie! (A3)



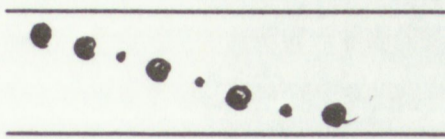
6. Guess how old I am!



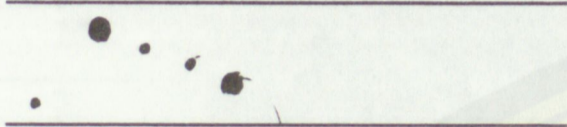
7. Which one would you like, *this one* or *that one*?



8. Is Mr. Taylor tall or short? (A4), (B1)



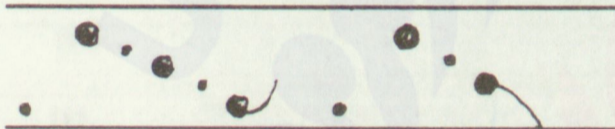
9. Wouldn't you like some coffee? (B2)



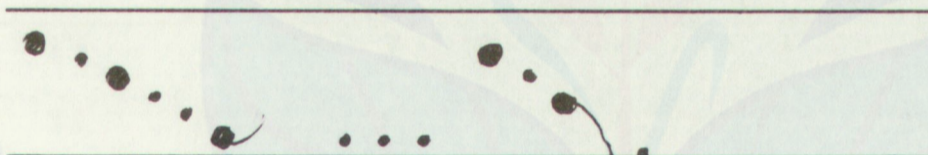
10. Did you see Mr. Jones yesterday? (B2)



11. *After I get dressed, I have breakfast.* (B3)



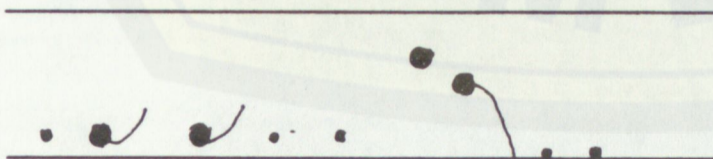
12. *When I saw Mr. Jones, he was talking with John Smith.*



13. *I have juice, cereal, toast, and coffee for breakfast.* (B4)



14. *He speaks, reads and writes four languages.*



Appendix 9

Names of Respondents
(based on the order of the recorded voice)

NUMBER	NAMES	CLASS
1.	Nurchayaningsih	II C
2.	Stefanus Nugroho R	II C
3.	Hella Sukmo Nugroho	II C
4.	Yusqi Ahmad Gozali	II C
5.	Rendi Arif Wijaya	II C
6.	Aditya Dikara R	II A
7.	Kevin Genjar Sandy N	II A
8.	Okik Dwi Winarno	II A
9.	Sabrina Cholifandari	II A
10.	Diah Yulianingsih	II A
11.	Winda Sulistiningsih	II B
12.	Nevietha Ratna P	II B
13.	Eka Septiah	II B
14.	Galih Aryawiranata T	II B
15.	Adi Surya	II B
16.	Hendrix Firmanda	II D
17.	Retno Puspitasari	II D
18.	Anang Irawan	II D
19.	Yogi DW Suryanto	II D
20.	Nanang Bahruddin Rasyid	II D
21.	Imam Nur Buana	II E
22.	Jakfar Sadiq	II E
23.	Friska Kusuma W	II E
24.	Tanake Kumalasari	II E

Appendix 10

TABEL F
 Nilai F dengan taraf Signifikansi 5% (deretan atas) dan
 1% (deretan bawah)

J.b. untuk KR Pembagi	J.S. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03
	6,90	4,32	3,73	3,51	3,20	2,99	2,82	2,69
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60
400	3,85	3,02	2,62	2,39	2,23	2,11	2,03	1,96
	6,70	4,66	3,33	3,36	3,06	2,85	2,69	2,55
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,53
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51

(bersambung)



DEPARTEMEN PENDIDIKAN NASIONAL
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162
Telp./Fax (0331) 334988 Jember 68121

Nomor **2633**/J25.1.5/PL5/2005

Jember, 7 September 2005

Lampiran : Proposal

Perihal : **Ijin Penelitian**

Kepada : Yth. Sdr. Kepala SMP Negeri 4 Jember
di
Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini:

Nama : Ni Nyoman Ina Rosatiana

NIM : 010210401225

Jurusan/ Program: Pendidikan Bahasa dan Seni/ Pendidikan Bahasa Inggris
Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga Saudara dengan judul:

A Descriptive Study of Intonation Errors in Reading English Sentences of the Second Year Students of SMP Negeri 4 Jember in the 2005/2006 Academic Year.

Sehubungan dengan hal tersebut, kami mohon kerja sama Saudara agar memberikan ijin dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas kerjasama Saudara, kami ucapkan terima kasih.

a.n Dekan

Pembantu Dekan I,



Twiek Eko Bindarti, MPd.

NIP. 131 475 844

**SURAT - KETERANGAN**

Nomor :243 / 421.3 / 436.318 / 2005

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Jember, menerangkan dengan Sebenarnya bahwa :

N a m a : N I N Y O M A N I N A R O S A T I A N A

N I M : 010210401225

Fakultas / Jurusan : FKIP UNEJ / BAHASA INGGRIS

Telah melaksanakan penelitian di SMP Negeri 4 Jember, dari tanggal 22 - 09 - 2005 s/s 23 - 09 - 2005 dengan judul :

“ A DESCRIPTIVE STUDY OF INTONATION ERRORS IN READING ENGLISH SENTENCES OF THE SECOND YEAR STUDENTS OF SMP NEGERI 4 JEMBER IN THE 2005 / 2006 ACADEMIC YEAR “

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Jember, 30 Nopember 2005



Drs. KARMIN, MSI

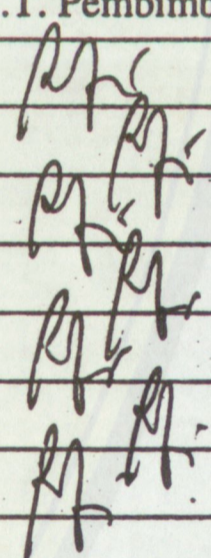
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DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

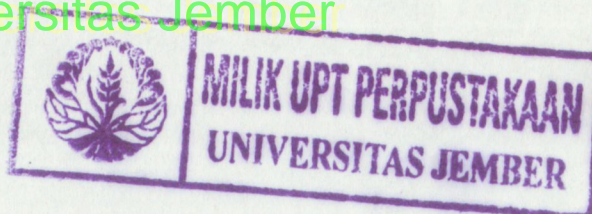
Nama : NI. NYOMAN. INA. ROSATIANA.....
 NIM/Angkatan : 010210401225/2001.....
 Jurusan/Prog. Studi : PBS/PENDIDIKAN BAHASA INGGRIS.....
 Judul Skripsi : A DESCRIPTIVE STUDY OF INTONATION ERRORS.....
 IN READING ENGLISH SENTENCES ALOUD OF THE...
 SECOND YEAR STUDENTS OF SMP NEGERI 4 JEMBER
 IN THE 2005/2006 ACADEMIC YEAR.....
 Pembimbing I : Drs. ANNUR ROFIQ, MA MSc.....
 Pembimbing II : Dra. SITI SUNDARI, MA.....

KEGIATAN KONSULTASI

No.	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	25-02-2005	MATRIKS PENELITIAN	
2	24-03-2005	REVISI BAB I	
3	24-05-2005	REVISI BAB II	
4	05-07-2005	REVISI BAB III	
5	05-09-2005	REVISI BAB I, II, III	
6	02-01-2006	REVISI BAB IV DAN V	
7	08-02-2006	REVISI BAB IV, V DAN ABSTRAK	
8			
9			
10			
11			
12			
13			
14			
15			

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



DEPARTEMEN PENDIDIKAN NASIONAL
 UNIVERSITAS JEMBER
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : NI NYOMAN INA ROSATIANA.....
 NIM/Angkatan : 010210401225/2001.....
 Jurusan/Prog. Studi : PBS/PENDIDIKAN BAHASA INGGRIS.....
 Judul Skripsi : A DESCRIPTIVE STUDY OF INTONATION ERRORS.....
 IN READING ENGLISH SENTENCES ALOUD OF THE
 SECOND YEAR STUDENTS OF SMP NEGERI 4 JEMBER
 IN THE 2005/2006 ACADEMIC YEAR.....
 Pembimbing I : Drs. ANNUR ROFIQ, MA MSc.....
 Pembimbing II : Dra. SLTI SUNDARI, MA.....

KEGIATAN KONSULTASI

No.	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	28-02-2005	MATRIKS PENELITIAN	
2	07-07-2005	BAB I, II, III	
3	04-08-2005	BAB I, II, III	
4	03-09-2005	REVISI BAB I, II, III	
5	18-03-2006	REVISI BAB I, II, III, IV DAN V	
6	20-04-2006	BAB I, II, III, IV, V DAN ABSTRAK	
7			
8			
9			
10			
11			
12			
13			
14			
15			

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi