



An Analysis Student's Intonation in Reading English Newspaper

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ABSTRAK

Pembelajaran intonasi diperlukan bagi setiap orang dalam berbagai tujuan dan kebutuhan. Siswa masih kesulitan dalam mengucapkan kata-kata dengan intonasi yang benar. Mereka masih malu untuk mengucapkan kata-kata dalam bahasa Inggris dengan baik. Mereka takut teman-temannya akan menertawakan mereka saat mengucapkan kata-kata tersebut. Penelitian ini berasal dari penelitian yang bertujuan untuk menganalisis kemampuan intonasi siswa dalam membaca sebuah paragraf dan untuk mengetahui kesulitan intonasi siswa. Subyek penelitian ini adalah kelas tiga jurusan pendidikan bahasa Inggris dengan membaca sebuah paragraf di koran. Penelitian ini menggunakan metode deskriptif kualitatif. Metode pengumpulan data diambil dari tes dan dicatat. Hasilnya ditemukan bahwa peningkatan intonasi siswa saat membaca paragraf di kelas tiga jurusan pendidikan bahasa Inggris masih mendapat skor rendah yaitu 56,5. Siswa kesulitan dalam menaikkan intonasi dan sebagian besar salah dalam melantunkan teks. Disimpulkan bahwa peningkatan intonasi siswa saat membaca paragraf oleh siswa Kelas III Jurusan Pendidikan Bahasa Inggris masih rendah.

ABSTRACT

Intonation learning is necessary for everybody in variety of purposes and needs. Students still have difficulties in pronouncing the words with right intonation. They were still shy to pronounce the words in English well. They were afraid their friends will laugh them when they pronounce the words. This research come from the research with the aim is to analyze students' intonation ability by reading a paragraph and to find the difficulties students' intonation. The subject of this study is third grade English education department by reading a paragraph in newspaper. This study uses a descriptive qualitative method. The data collection method was taken from test and it was recorded. The result was found that students' rising intonation by reading a paragraph of the third grade English education department was still low score 56.5. The students got difficult in rising intonation and the dominantly wrong when intoned the text. It is concluded that students' rising intonation by reading a paragraph students of the Third Grade English Education Department was still low.

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1. INTRODUCTION

Language has an important position in the life it is a tool for human being to interest and to communicate in every country or nation. Language is a system of communication by sound, through the organ of speech and hearing among human being of certain group of communication (Anesa, 2019; Bayyurt, 2016; Chuntala, 2019). Students will learn language skill, such as: writing, speaking, reading and listening skills, which include by language component, such as pronunciation (Rao, 2019; Tanjung, 2018). Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly (Fitriah & Muna, 2019; Karunia et al., 2019; Sundari, 2018). Having good pronunciation skills is an important part of every ESL (English Second Language) students' ability to communicate in English. There are many pronunciation categories that must be learnt by students. For example, phonetics, vowels, syllable, stress and intonation (Berninger & Fayol, 2008; Mounika & Thamarana, 2018).

Therefore, it is undeniably that intonation learning is necessary for everybody in variety of purposes and needs. However, intonation skill is problematic at the most of students in the aspect of ability or motivation (Madzlan & Mahmud, 2018; Purwanti et al., 2022). In this research will discuss about analysis intonation in reading newspaper. Intonation is completely satisfactory, but any attempt at a definition must recognize that the pitch of the voice plays the most important part. Only in very unusual situations do we speak with fixed, unvarying pitch, and when people speak normally the pitch of our voice is constantly intonation is to listen to the speaker's pitch and recognize what is the doing; this is not an easy thing to do, and it seems to be quite different skill from that acquired in studying segmental phonetics (Dwi & Satria, 2023; Sundari, 2018). So based on the definition above, it will be concluded that intonation is the pitch of the voice. Then, when people speak normally the pitch of our voice constantly changes intonation (Dung, 2021; Mounika & Thamarana, 2018).

Intonation is the tune of what we say. More specifically, it is the combination of musical tones (pitch) on which we pronounce the syllables that make up their speech (Faruq et al., 2021; Hidayat et al., 2019). Intonation is very important grammatical indistinguishing one type of sentence from another, and it is also important in signaling the attitude of the speaker in what he is saying (Mounika & Thamarana, 2018; Xie et al., 2019; Zulkarnain & Fitriani, 2018). So based on the definition above, the researcher concludes that the intonation is the combination of musical tones (pitch). Then, people pronounced and make up their speech good. So, based on definition above, the researcher concludes that the intonation is rising and falling of the pitch of our voice as we speak.

There are two kinds of intonation, rising and falling intonation. Rising intonation, the voice normally goes up to a high note on the last sentence stress, just as in the rising-falling pattern (Ouafeu, 2006; Purwanti et al., 2022). The difference between the two lies in the fact that, in the rising intonation, the syllables which follow the rise are pronounced on the high note too. Falling intonations generally denote finality. They are accordingly used in commands, of complete statements not implying any continuation known to the speaker, of questions containing a specific interrogative word, and of the last alternative in alternative questions (Madzlan & Mahmud, 2018; Purwanti et al., 2022). Falling intonation is tune consist of a fall in the voice from a fairly high pitch to very low. Falling intonation is used for asking and giving information in normal, quiet, unemphatic style. At the same time, falling intonation conveys certain emotions, such as completion, finality, confidence. Falling intonation sounds more categorical, confident, and convincing than rising intonation (Moats, 2019; Sharma, 2021). These two intonation will use by the learners or speakers when they are speak or reading in order to make the language sound well.

Newspapers are a useful tool in the ELT classroom for improving reading skills and enhancing students' knowledge of current affairs. There is a danger of putting students off reading newspapers if articles are used in the same way as course books, with tedious comprehension activities (Leu et al., 2014; Vasquez et al., 2019). If used in a more inspiring way, newspapers can help students to develop not only reading skills but also writing, grammar, vocabulary and speaking skills (Farías & Véliz, 2019; Kimberly & Bouchikhi, 2016). Encourage students to read newspapers outside the classroom, explaining that ongoing reading can help them to articulate/discuss ideas more fluently, as well as read and understand a whole variety of texts.

Based on research in Third Grade of English Education Department UIN Sumatera Utara, especially for TBI-3, the lecturer who taught them said that 50% of students still have difficulties in pronouncing the words with right intonation. They were still shy to pronounce the words in English well. They were afraid their friends will laugh them when they pronounce the words.

Based on the background above, the writer focuses on problem formulation including how is the percentage of students who are able to pronouncing rising intonation in reading newspaper. The purpose of the study is to analyze students' difficulties in pronouncing rising intonation in reading newspaper. By doing the research, the writer expected some significance that might be useful. First, theoretically, the analysis of this research is expected to look at the weakness and the strength of the third semester students of the Islamic University of North Sumatera.

2. METHOD

This research had conducted at third grade English Department UIN Sumatera Utara. The research used the qualitative research in which the researcher tried to understand the phenomenon based on the collection data and analysis of non-numerical data (Verdinelli & Scagnoli, 2013). The instrument of collecting data would be used in this research are: Test and Interview. After collecting the data, the researcher analyzed the data by using Recording paragraphs of students from newspapers in pronouncing rising intonation, third semester student English Education department UIN Sumatera Utara, transcribing students recording paragraph in pronouncing rising intonation, and finding the students difficulties in pronouncing rising intonation.

3. RESULT AND DISCUSSION

Result

Describing Students 'Rising Intonation

The Researchers took 15 students as subjects for analyzed. The Researchers provide opportunities or time for students to study the test. The test is to actually read the newspaper. The researcher took 15 students to appropriate other students from The Third Grade of English Education Department. This is done based on the aim of analyzing the rising and falling intonation of students. So that, 15 students can fit this research, and make it more accurate. They are divided by highest, middle, and lowest rank. Judging from the data above, students are divided into 6 highest rank, 7 middle rank and 2 lowest ranking. They were analyzed by giving a newspaper reading test. Then, the researcher collected their notes to analyze their rising and falling intonations.

Based on the test results, the researchers found that the increase in students' ability to read newspapers was very different. The following description will show every detail of their competence. See appendix IV. Based on the data above, it can be concluded that the result of the analysis of the students' rising intonation ability is 56.5. Based on the results of the calculation of the score of increasing the intonation ability of students in reading paragraphs in the third grade of the English Education Department, it is 56.5. So, it can be categorized that the increase in students' intonation skills in reading paragraphs of the Third Grade English Education is still relatively low.

The Difficulties of Students' Rising Intonation

As mentioned before, the describing students' rising ability in reading a newspaper was still enough score. It happened, because of there were some difficulties of students in pronouncing those rising intonation. Based on result of test to third grade students at English Education Department UIN Sumatera Utara. There were some difficulties that usually faced by students in learning intonation. After describing the data, it was gotten that the value of the mean score of the students' rising ability of the Third Grade Students English Education Department UIN Sumatera Utara divided 15 was 56.5 and it can be categorized into low category.

According to the classification above, it can be seen that there was three of the students got E predicate that can be categorized in to very low category. It means that three of the students can be classified to the very low category. There were 7 students got D predicate that can be categorized into low category. It means that seventh of the students can be classified to the low category. There were three students got C predicate that can be categorized into enough category. It means that three of the students can be classified to the enough category. There were 2 of the students got B predicate that can be categorized into good category. It means that 2 of the students can be classified to the good category. No one of the student can be classification or categorized in to very good category

Discussion

The result of this research which the title "Students Rising Intonation of Third Semester Students English Education Department UIN Sumatera Utara" can be categorized into low category. It can be known from the calculating score (56.5). Based on gave the test to the students and recorded it, almost all of the students got low score, it can be seen from the students' score. Further, based on interview to students, there are some difficulties that faced by students in pronounced rising intonation, such as: the students difficult in rising intonation. Students also faced difficulties or dominantly wrong intoning the words when intoning the text, based on interview to Phonetic and Phonology Lecturer, the writer has found the same answer (Hulme & Snowling, 2016; Kennedy et al., 2008; Sundari, 2018). The students faced difficulties in intoning rising intonation, because they still shy and not seriously to learn intonation.

In learning Phonetic and Phonology especially intonation, there were some difficulties that faced by students, the students difficult to understand the rising intonation, and they not understand the different high and low intonation the students felt difficult to pronounced high and low intonation (Madzlan & Mahmud, 2018; Purwanti et al., 2022). Previous study said that learning difficulties can be pronounced by 2 (two) factors, they were: the first, internal factor (factors from the child itself) involve; physiology factors such as healthy; and psychological factors such as IQ (Intelligence Question) (Prihatini, 2020; Tridinanti, 2018). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and nonsocial factor such as the tools of learning, and learning condition.

However, the internal factor and external factor influenced the students' difficulties in their pronouncing. First, they faced the difficulties because of their worse mind set or opinion (Jawas, 2019; Wong et al., 2013). They believe that pronouncing intonation is difficult subject. Then, they have low enthusiasm and motivation in pronouncing intonation. Lastly, they have not understood yet the explanation given by the lecturer. There are also many difficulties of the students, not only in pronunciation, but also in reading; the students got difficulties in understanding and in pronouncing the English text. Moreover, there are some factors make the students as the condition, one of them is motivation; while when having high motivation will give good effect to the students' learning (Barton et al., 2022; Ikhrom et al., 2018). As a result, there are many aspects influenced by factors external and internal in learning.

To anticipate learning difficulties, the reason for the lecturers of phonetics and phonology is that the lecturers of phonetics and phonology often repeat the lesson and give more examples, for example about rising intonation. Before the phonetic and phonology lecturer gave the new lesson, first the phonetic and phonology lecturer gave chance or time students to something left or not clear about the lesson (Novianti et al., 2019; Sakti, 2020). The Phonetic and phonology lecturer invite the students to learn by heart about rising intonation. The last, the phonetic and phonology lecturer gave task for students. The phonetic and phonology lecturer said that they can study with sing a song minimally one song for a week without open the book. It can help them to improve their pronunciation especially intonation.

The implications of this research can provide valuable insights for English teachers in designing more effective teaching strategies regarding intonation in reading news in English. This can help students to improve their ability to understand and communicate messages more effectively. The results of this research can be used as a basis for developing learning materials that are more appropriate to students' needs, including special exercises designed to improve their intonation skills in reading news in English.

A possible limitation of this study is the limited sample size, which may not have included sufficient variation in students' linguistic and cultural backgrounds. This may limit the generalizability of the findings of this study. The limitations of this research may also lie in the lack of observation of the context of news reading, as well as the intonation variations that can arise in different contexts.

4. CONCLUSION

After getting research and giving test for 15 students, the researcher concludes that the Students' Rising Intonation of the Third Grade English Education Department UIN Sumatera Utara was 56.5 in low category. So, therefore it could be concluded that students' rising ability was still low score and it needed further improvement. Further, the difficulties that were faced by the students in rising intonation of the Third Grade English Education Department UIN Sumatera Utara were in rising intonation and the students difficult in intonated the text and dominantly wrong when pronounced the text, the students got difficult in study pronunciation especially intonation, the students got difficulties in pronouncing the English word.

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