THESIS

A COMPARATIVE STUDY BETWEEN SUPRASEGMENTAL FEATURES OF THE SPEECH PRODUCED BY THE STUDENTS OF ENGLISH LANGUAGE AND LETTERS DEPARTMENT OF UIN MALANG AND THOSE PRODUCED BY THE SPEAKERS IN NST TOEFL

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2007

DEDICATION

This thesis is proudly dedicated to my dearest mom (Ibu Warni) thank you for your endless love, sacrifices, prayer and advices. You are the best forevermore ‘‘I love you mom’’

My beloved father (Suseno), you are my idol. You always make me proud and confidence till I can finish my study smoothly.

My beloved brother, sister, and my beloved aunt (Ibu Sikas)

My beloved niece (Anita)

The last is for my beloved (Piyo) that always standing beside me

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and most merciful who created the world for giving me this blessing, that I can finish conducting my research. Shalawat and salam be upon Muhammad SAW who brought peaceful in the world.

The researcher spent great deal of his time finishing this thesis, but this research would not be complete without some contributions and supports from many people. Thus, my deepest gratitude is expressed is expressed to the advisor Drs. H. Dimjati Ahmadin, M. Pd for his invaluable guidance as well as his construction and his suggestion.

In addition, the researcher also wants to express his sincerely thanks to; the rector of The State Islamic University of Malang; Prof. Dr. H. Imam Suprayogo who gives me chance to studying this university. Special thank to Bapak Sakban Rosidi M.Si, Bu Nurhayati, that gave the great idea about the topic of this research, also for all of the teacher that transferred invaluable knowledge to me, since when I was in the first semester up to the end.

For all of my family; I do proud of them, for their sacrifices and financial helping that I can finish my study smoothly. For my entire friends that always accompany me and always be a good friend and thanks for your advices, critics and suggestion.

Finally, for my sweet heart, that always gives me spirit, advice, support and love.

Researcher

Sudarmanto

Motto

Genius is 1% inspiration and 99% hard work. Luck is something that happens when chance meets the readiness.

(Thomas A. Edison)

LEGITIMATION SHEET

This is to certify that the Sarjana thesis of SUDARMANTO entitled "**A Comparative Study Between Suprasegmental Features of The Speech Produced by The Students of English Language and Letters Department of UIN Malang and Those Produced by The Speakers in NST TOEFL"** Has been approved by the board of examiners as the requirements for the degree of Sarjana Humaniora (S.Hum) in English Language and Letters Department.

Malang, 29 June 2007
Board of examiner

Drs. Nur Salam, M.Pd (Main examiner) : _____

Rohmani Nur Indah, M.Pd (Chair) : _____

Drs. H. Dimjati Ahmadin , M.Pd (Advisor) : _____

Acknowledged by
The Dean of the Faculty of
Humanities and Culture

Drs. H. Dimjati Ahmadin, M.Pd
NIP. 150035072

ABSTRACT

Sudarmanto. *A Comparative Study Between Suprasegmental Features of The Speech Produced by The Students of English Language and Letters Department of UIN Malang and Those Produced by The Speakers in NST TOEFL.* Malang: English Letters and Language Department, the Faculty of Humanities and Culture of the State Islamic University. 2007

Advisor : Drs. H. Dimjati Ahmadin, M.Pd

Most languages around the world are transmitted through sound and one of the most obvious differences between languages is that they sound different. The difference of the sound system can be in term of pronunciation; stress, intonation, and pitch. As the sound system of language, stress, intonation, and pitch are covered by the term that is called as suprasegmental. Suprasegmental means above the segment. In some languages such stress differences can distinguish one word from another. Stress performs a function to help us to divide the continuous flow of speech into separate words. In addition, intonation is also can be used to indicate different type of utterance, such as statements and questions. Intonation is said to indicate the attitudes and emotions of the speaker, so that a sentence like "I think it's time to go now" can be expressed in happy way, sad way, angry way, and so on.

As the comparative study, the formulation of the research question is; what are the differences and similarities between suprasegmental features produced by English native speakers and by English learners?

Study on suprasegmental features is closely related to human speech sound that is uttered naturally. That's why the design of this research is field research which the method that is used is descriptive comparative. The descriptive comparative study tries to find the similarities and differences between the object that is researched.

Considering that the design of this research is field research, so the data of this research are taken from the English learner utterance in form of sound. The English learner speech sound is as the object that is compared, while as the standard of comparison is English native speaker utterance that is taken from NST TOEFL.

There are two kinds of instrument that is used in analyzing data in this research. First is recorder. Recorder is used to get the data from the English learner speech sound. And the second is acoustic wave. In this case the researcher uses Gold Wave as the instrument to analyze the data in form of speech sounds. The input of the data in the gold wave is in the form of speech sound and the output is in form of graphic which consist of numbers that show the higher and the lower of amplitude of the speech sound.

The result of this research is in form of similarities and differences of intonation and stress between English native speaker utterance and English learner utterance. The differences of intonation and stress between English native speaker and English learner are larger than the similarities, it because the way how both English native speakers and English learners pronounce the words is different, English native speakers utter the words or sentences with juncture more frequently than English learners, and English native speakers also pronounce the words or sentences faster than English learners. In addition, the mother tongue of English learners is also considered as the aspect that influences the difference of the intonation and the stress.

The researcher suggests that the future researchers conduct similar theme of study on suprasegmental features which are not covered in this research, such as; pitch, accent, rhythm, and tempo with more complete data and discussion

APPENDIXES

Biography of students that become object of the study

1. Ririn Setyowati

Date of birth	: 8 December 1985	
Place of birth	: Samarinda	
English short course	: Mahesa institute	: 1, 5 months
	: Able and Final short course	: 1 month
	: SIC short course	: 1 month

2. Irfakillah

Date of birth	: 8 April 1983	
Place of birth	: Jombang	
English short course	: BEC	: 6 months

3. Ani Murtafi' Amna

Date of birth	: 11 November 1985	
Place of birth	: Malang	
English short course	: English course	: 6 months

4. Nanda Aristya Surya Permana

Date of birth	: 3 February 1985	
Place of birth	: Malang	
English short course	: MEC (Modern English Course)	: 6 months

: Surya Bahasa : 3 months

5. Rohmad Hidayat

Date of birth :12 january 1984

Place of birth :Jombang

English short course :BEC : 6 months

6. Mukti Peny Indrawati

Date of birth : 19 april 1985

Place of birth : probolinggo

English short course : Institute pembangunan : 6 months

7. Ahmad Mohammad

Date of birth : 24 march 1984

Place of birth : Lamongan

English short course : IRMA English course : 1,5 months

: SEC : 2 months

8. Moch In'am Rahmani

Date of birth : 24 June 1985

Place of birth : Surabaya

English short course : Mahesa instate : 1 month

: Able and Final short course : 1 month

Gold Wave

Gold wave is a kind of acoustic wave that is used to analyze some audible sounds which is as the result of variations in air pressure that produce vibration. In vibration, the pressure in a particular pace for example, inside the ear, becomes alternatively higher and lower. This is usually described in term of wave motion. Using diagram that suggest up and down movement, though sound waves do not really move up and down like waves in the sea.

Gold Wave is a professional digital audio editor. It is used to play, edit, mix, and analyze audio, or apply special effects, such as fade, equalizer, echo, reverse, time warp, noise reduction, pop/click filter. New files can be recorded from cassettes, albums, radio, or digitally copied from audio CDs. Real-time visuals are displayed during playback and recording. It also supports MP3, OGG, WAV, WMA and many more formats, over 10 years of development.

Gold Wave includes a complete set of audio processing features such as; an intuitive and customizable user interface makes editing easy, an independent control window provides direct access to audio devices. It contains controls for playback, rewind & fast forward, recording, volume, balance, and speed.

Real-time visuals display the sound during playback and recording, a multiple document interface (MDI) allows several files to be opened at one time, simplifying file-to-file editing, Huge files are edited efficiently using an advanced virtual editing system, with configurable hard disk or RAM based storage, Sounds are displayed graphically as a waveform and the level of detail can be changed by zooming in or out.

The waveform can be reshaped directly with the mouse when zoomed in, Many audio effects, such as Dynamics, Echo, Flanger, Mechanize, Reverse, Pan, and Time Warp, enhance, distort, or alter sounds in various ways, Sophisticated filters such as the Noise Reduction, and Pop/Click, filters help restore and remaster audio, The Batch Processing command converts a group of sound files to a different format and type and applies any number of effects, The CD Reader tool digitally copies audio from a CD to a file on your system, An Expression Evaluator generates everything from simple tones to complex filters.

Expressions for telephone dial tones, waves, and effects are included, for maximum extensibility, several plug-in interfaces are supported for file formats, visuals, and effects. Sound files come in a variety of forms. Usually, the form or *type* of sound can be determined from its filename extension, such as `.wav` or `.mp3`. Gold Wave supports all the sound types listed in the Supported File Types table, and more depending on what file format plug-ins are installed. Each file type can have several sub-formats or *attributes*. The `.wav` type for example, can hold audio encoded or compressed in dozens of different ways, including PCM, ADPCM, companded, or MPEG1 Layer 3. Normally, Gold Wave detects and automatically opens all the supported file types. However, there are several cases where Gold Wave may not be able to open a file:

1. The file does not contain any header information and there is no file association the file type is recognized, but the file structure is invalid or corrupt.
2. The file uses a new compression method or format that Gold Wave does not recognize.
3. The file type is not supported by Gold Wave or any plug-ins.

If any of these conditions occur, Gold Wave displays the File Format window (shown below) so that you can specify the type and attributes manually. Gold wave lists all the file format plug-ins that supports reading raw audio data. If you are working with PCM or uncompressed binary data (like CD audio), select the Raw type. If you are working with Telephony files, select the Dialogic type. Other types may be listed depending on what plug-ins you have installed. The graph window initially contains a single line with two endpoints, shown as large dots. By clicking the left mouse button anywhere inside this window, you can add new points to bend the line into a variety of zigzag shapes. To move a point, click on it and drag it to a new location. To remove a point, click the right mouse button over the point. Note that endpoints cannot be removed. Points can be added, moved, and removed by using these controls. Use the `Point` box to select the current point. Change the X and Y values to move the point. Use the `add point` button to insert a new point between the current point and the next point. Use the `remove point` button to remove the current point, except if it is an endpoint.

Some dynamic effects, such as *Doppler*, *Pan*, and *Shape Volume* start *previewing* audio based on the current point's time value. If the X value of the current point is 1:00, for example, then preview playback starts at that time rather than at the beginning of the selection. This lets you preview the point's settings without playing the entire selection.

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses about background of study, research problems, objective of the study, and significance of the study, scope and limitation, and definition of key term.

1.1 Background of Study

The primary data of language is sound. Sound is produced by human speech organ to convey message from the speaker to the hearer. The study of human speech sound is called as phonology, and the study of the meaningful units of sound and their arrangement into longer utterances are called as grammar Ramelan (1988:3). People speak a language as a means of communication with other member of society. Language is also called as a tool to express the ideas and wishes. Without language, it is hard for people to cooperate and get along with one another.

There are around 5000 up to 6000 languages around the world. From these numbers of languages of course there are also many ways to produce them. People speak their first language well but it will different if they learn other languages. In speaking other language or known as second language most of people get difficulties in imitating the way pronouncing, stressing, and the intonation. It is because of their organ of speech has set to produce their first language. Mostly people get their second language by learning while first language by acquiring. In learning foreign language, people will meet all kinds of learning language

problems. The common difficultly is in learning of the new sound system. The system of sound can be pronunciation, stressing, intonation, pitch, accent, and relative height.

The degree of difficulties in learning foreign language is also determined by the differences between the mother language and the target language. Greater similarities between the languages become easier to learn the target language. Indonesian student will find many difficulties in learning English, because the degree of similarities between Bahasa and English is very low. The similarities element between native and target language will make the learner easier to produce the sound, for example, Indonesian sound of /m/ in word *Mata is* much like the sound of /m/ in English in word *mother*. The similarities of the sound of /m/ make Indonesian student easily use this native sound to produce the same sound in target language. This process called as transferring one's native sound into the native language.

In this research, the researcher will focus on suprasegmental features. Because suprasegmental features concern with the production of the sound. The learner cannot overlook suprasegmental features because they are usually different in different language. Learner may be produced the foreign sound correctly, but if the suprasegmental features of the mother tongue transferred to the foreign language the native speaker will stamp their speech as "foreign." (Fromkin, 1997: 216). The phenomena of English Learner in Indonesia can be the simple example of what Fromkin said. Mostly, English learners in Indonesia speak English in their mother tongue or we can say *medok*. If the learner's mother tongue is *Maduresee*,

they will speak English as when they speak *Maduresee* including the stress, intonation, pitch, and even accent. So do the learners that their mother tongue is *Javaneese, Batakneese, Sundaneese, and Bugineese* and so on. Generally, English is extreme in using stress in speaking than other languages. They reduce unstressed vowel systematically, and will not control their tongue when producing unstressed vowel. Instead, the tongue body will reach whatever point is convenient in getting from the preceding consonant to the following consonant. The average position reached is mid-central schwa. Failing to reduce unstressed vowels is one of the major contributors to an accent in non-native speakers of English.

In many languages, the changing of which syllable is stressed can change the meaning of a word.

This research is very important to be conducted due to mostly of foreign language learners, especially English learner cannot stress the syllable where it should be, so the speech they produced sometimes makes an ambiguous meaning, so this research aimed at minimizing misunderstanding. In addition this research also useful for cross culture understanding. By knowing the stress, intonation, and pitch of the speaker we can recognize what is their mother tongue. As Liddicoat in Davies (2004:27) said that the core of language is sound. This statement is the main reason of this research. Survey of research topics that were conducted shows preference to make important written language research and leave spoken language research.

The data of the table below is taken from the student thesis topics of English Language and Letters Department of the Faculty of Humanities and Culture of UIN Malang 2005/2006.

Field of study	Number	Percentage
Phonology	2	2,8%
Discourse analysis	34	47,6%
Psycholinguistics	10	14%
Sociolinguistics	14	19,6%
Semantics	22	30,8%
TEFL (education)	7	9,8%
Other (literature)	51	71,4%

From the table we may conclude that there is an unbalanced within linguistics research, especially in this University. This research is conducted to fill the discrepancy within language research, which the main data of language is sound.

This research is not the first, because M. Mukhlas the student of UIN Malang, Kholifani Utami and Aris Sasongko the student of State University of Malang have conducted the same research. They were conducting research focus on mispronunciation that produced by the foreign language learner, which includes as part of phonological study. Beside those students, the study on phonological also conducted by Muhammad; post graduated student of English Linguistics department in Sanata Dharma University. He argues that, when we speak English means we speak a strange language; when other person speaks English we will hear strange sound too. In order we be familiar with that sound, we have to know how to pronounce, stress, intonation, and to produce it.

1.2 Research Problems

1. What are the similarities between suprasegmental features produced by the students of English Language and Letters Department of UIN Malang and those produced by the speaker in NST TOEFL?
2. What are the differences between suprasegmental features produced by the students of English Language and Letters Department of UIN Malang and those produced by the speaker in NST TOEFL?

1.3 Significance of the Study

The phonological study is a pure linguistics study. The result of this study is hoped give contribution to; first, to enrich cross culture understanding. By knowing the way our partner speaking saying something such as the way to stress, intonation, pitch and also accent, we can understand their culture background and their mother tongue. Secondly is to minimize misunderstanding between native speaker and foreign language learners. Then to understand imperfection in using language, that different sound has different meaning thought it has the same phonetics transcription Finally is to develop not only right English teaching for foreign language learner but also for native speaker to understand the difficulties that faced by foreign language learner.

1.4 Scope and Limitation

In this research, the researcher will focus only on the suprasegmental features, which has big role in mutual understanding in speaking. In analyzing and investigating the data, the researcher combines the theory that is formulated by Lim Kiat Boey and the intonation contour pattern that is formulated by Laurel J Briton. The objects of this study are first; the students of English Language and Letter Department of Humanities and Culture faculty of the State Islamic University of Malang, that have ever joined speaking class in English short course. The reason of choosing the students that have ever joined speaking class in short course is, the researcher believes that those who ever joined speaking class have a better speaking skill. Then the second object is English native speaker's speech that is taken from NST TOEFL.

1.5 Definition of the Key Term

- Suprasegmental features: are those articulator features which are superimposed over more than one segments
- Foreign language learner: the student of English language and letters department of UIN Malang whose their mother tongue is not English.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Suprasegmental

Liddicoat in Davies (2004; 30) stated that individual sounds are considered to be discrete segments; however some of the sound properties of language extend more than one segment. These are known as suprasegmental and it includes stress, pitch, intonation, and tone. Stress, tone, and pitch are assigned to syllable or even longer combinations of sounds rather than individual sounds. Same as liddicoat, Roach (2001; 113) also defined suprasegmental features as features of speech (such as pitch) which are usually a property of stretches of speech longer than the individual segments.

2.2 Stress

Boey (1975: 33) stated that stress refers to the prominence of a particular syllable in a word, usually the result of a difference in the loudness, pitch, and the duration for example the underlined syllable of English word *dev<u>è</u>lop, l<u>à</u>nguage*, and *ab<u>ò</u><u>u</u>t* have greater prominence than other syllables. These underlined syllables are stressed and the less prominent ones are unstressed. In English unstressed syllable are often reduced, as in about, where the unstressed vowel is pronounced as (ə). Longer word may have secondary stress, a syllable with more prominence than a stress syllable, but less prominence than a stress syllable as in underlined syllables of *<u>cón</u>troversial, <u>mís</u>demeanor*. Fromkin (1997: 216)

explained that the secondary stress marked by (ˊ) before the syllable. Secondary stress (medium stress -- not the loudest one, but not unstressed either) is indicated with a lowered vertical line at the beginning of the syllable. For example is the difference between *delegate* as a verb and as a noun is a good illustration of the difference between secondary stress and absence of stress; /dɛləˈget/ and /dɛləget/

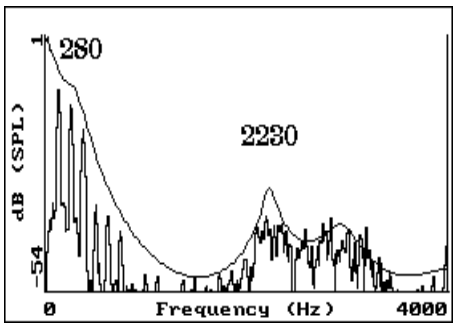
Verhaar (1992: 30-31) explained that the term stress is used to indicate what we call amplitude. Amplitude is the large of the air vibration. English has three kinds of stresses such as primary stress, secondary stress and unstressed or weak stress. It is difficult to decide where we stress the syllable. Monosyllable word and stand by it self usually has primary stress. Such as man, call, cut, will, eat, rough, glass and so on. Crystal (1987: 172) described that the word which has two syllables usually has primary at first syllable and secondary stress at second syllable such as baby, desert, going, rebel, able, and so on. However, complex word is stressed at first syllable for primary stress and second syllable for secondary stress such as mealtime, someone, footprint and so on. And sometimes the complex words have only primary stress at both first and second syllable such as dead-tired, half-way, hand-knit and so on.

Beside word and phrase, sentence also has stress such as 1) *this is his bóok*. Stress at word "book" here aimed at giving information. 2) *This is hér house.* The stress at word "her" shows that the sentence inform that the house is hers, not mine, and not yours.

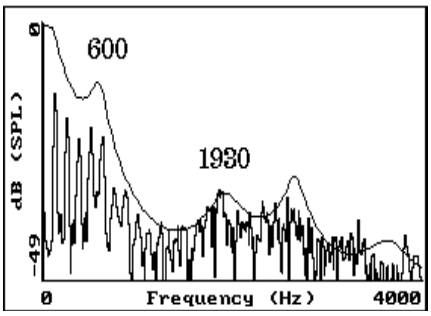
A common mistake is to transcribe full vowels for English unstressed syllables. If you transcribe *banana* as [bæˈnænæ], you are claiming that all three

vowels are identical (except in loudness). Even in the slowest and most careful pronunciations, this isn't true. What symbol should be used instead? The short, sort of accurate, answer is: all unstressed syllables in English have the *schwa* [ə]. The exceptions are that final unstressed syllables can sometimes have full vowels (e.g., *potat**o***) and [i] can often be unstressed even in the middle of words (e.g., *rad**i**ate*). Unstressed vowels in English are quite variable. The same speaker will pronounce the vowel [ʌ] in the second syllable of *enough* much the same way every time, but the schwa in the first syllable can be pronounced very differently on different occasions, sometimes even resembling full vowels like [ɪ], [ɛ], or [ʌ]. Beside unstressed vowel, there are also.

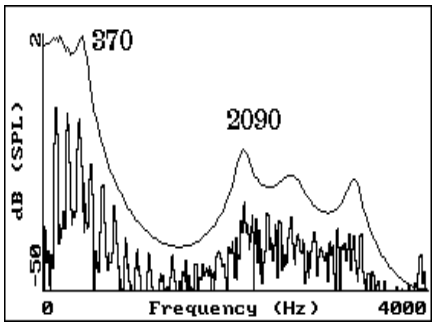
Stressed or unstressed vowel is also influenced by tongue body height and tongue body frontness or backness. The purposes of distinguishing vowels from each other, is because we are more interested in the frequency response curves (indicating the preferred resonating frequencies of the vocal tract) rather than in the raw spectrum of the wave. Each of the preferred resonating frequencies of the vocal tract (each bump in the frequency response curve) is known as a *formant.* By changing the vocal tract away from a perfect tube, you can change the frequencies that it prefers to vibrate at. That is, by moving around your tongue body and your lips, you can change the position of the formants. Here are figures shows a computer-generated spectrum and response curve for a particular utterance by an English adult male. The following graphic of formant is taken from (http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/notes.htm)


280
2230
dB (SPL)
1
-54
0
Frequency (Hz)
4000

i


600
1930
dB (SPL)
0
-49
0
Frequency (Hz)
4000

ɛ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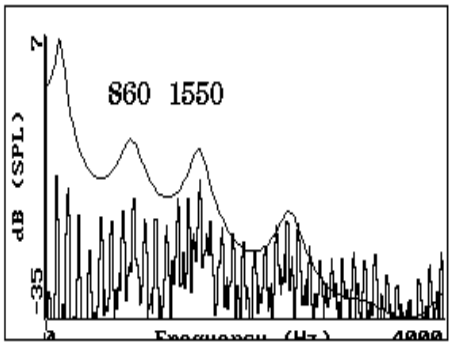
2090
dB (SPL)
2
-50
0
Frequency (Hz)
4000

ɪ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1550
dB (SPL)
7
-35
Frequency (Hz)
4000

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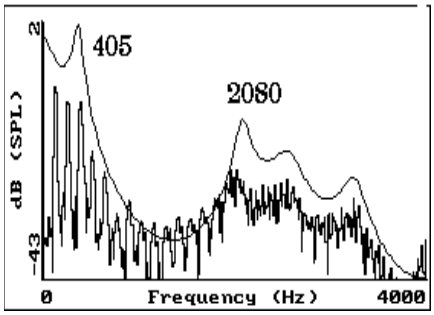
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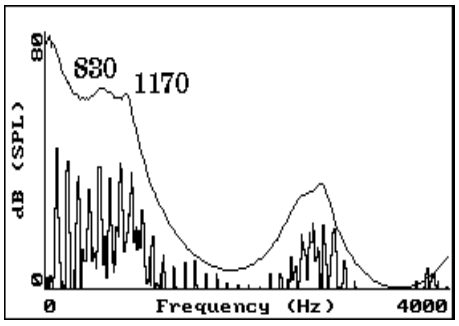
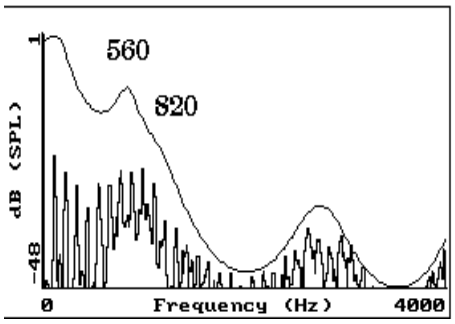
dB (SPL)
2
-43
0
Frequency (Hz)
4000

e


830
1170
dB (SPL)
80
0
0
Frequency (Hz)
4000

ɑ



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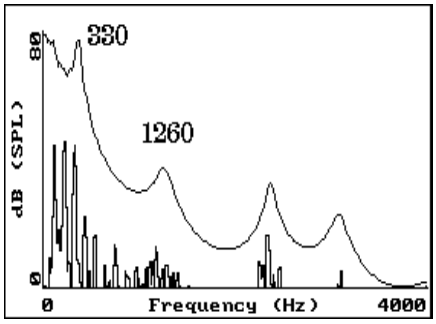

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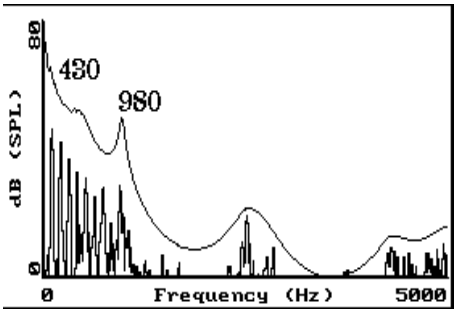

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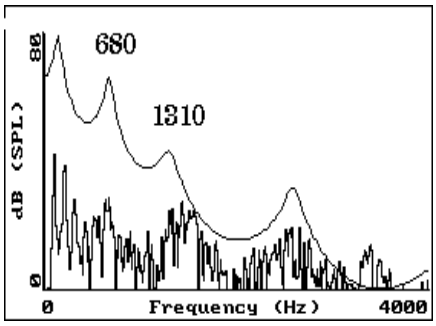
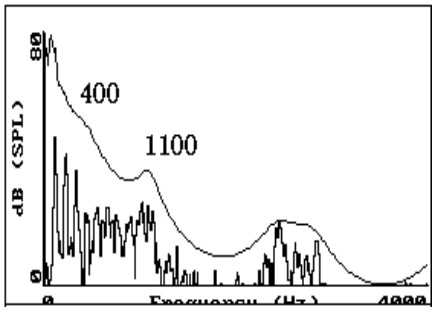


ʌ



ʊ

Commonly a vowel that has high amplitude has a big chance when they arranges in the sentence, they will stressed with strong stress. While the vowels that have low amplitude stressed with weak stress when they are arranged in a sentence.

Brinton (1984: 58-61) classified the placement of stress in the word and phrase based on the part of speech, phrase or idiom, contrastive emphasize, and discourse. The classification and the example are explained as follow.

2.2.1 Stress in Different Part of Speech

Stress distinguish different part of speech, as in the corresponding nouns (with initial stress)

Noun	verb
Próduce	Produce
Áddress	Addréss
Import	impórt

There are also derivationally-related pairs that show the same stress pattern. *Concéive* (V) and *cóncept* (N), *procéed* (V) and *prócess* (N), *preténd* (V) and *prétense* (N). but there are also many exception; *respéct* and *rewárd* both are noun and verb.

2.2.2 Stress in Idiom

Stress distinguishes a word from phrase (idiom), as in the corresponding sets bellow

Word (conversion)	Phrase (V+ particle)
Wálkout	To wálk óut
Púshover	To púsh óver

Rípoff	To ríp óff
Cáve-in	To cávé in

Usually word only has one stress but phrases have more than one stress that can be primary and secondary, secondary and secondary, or primary and primary.

2.2.3 Stress in Derivational Word

Stress pattern in derivationally related words distinguish parts of speech. For example; díplomat (N, concrete) diplómacy (N, abstract) and diplomátic (A), phótograph (N, concrete) photógraphy (N, abstract) photogríphic (A). from these example, it is clear that different part of speech will different place of the stress. The different placement of stress is as the effect of affixes. The place of stress for concrete noun is in the first syllable, for the abstract noun is in the second syllable while for adjective is in the third syllable.

2.2.4 Stress Related to Full Vowel

Stress is not unrelated to full vowels; unstressed vowels may or may not be reduced to (ə) while stressed vowel generally full such as explain (eɪ) and explanation (ə), emph<u>á</u>tic (ǽ)and émph<u>a</u>size (ə). Sometimes we also have strong and weak stress of the same words for example; word *and*, for strong stress it will be (ænd), for the weak stress it will be (ənd, ən, n) the example of weak stress of word and shown as this following sentence; *I have got to make dinner and make*

clean up. In addition, there are also weak and strong form of sequences for example; I am >I'm > aiǽm > aiəm > aim. The reduction of stress usually happen to the article a, an, the, and to, when they occur before the word beginning with a consonant. This reduction of vowel sounds not due to "sloppiness" or "laziness" but it is completely natural.

2.2.5 Stress Used to Contrastive Emphasize

Stress for contrastive emphasize often indicates in writing by italics or underlining such as; *I want the réd one not the blue one, he cán but he won't finish his work.* The second example shows that we usually don't stress verbs but must stress an accompanying accompany stress.

2.2.6 Stress in Discourse

In discourse analysis stress used to signal new as opposed to old given information. For example, in a discussion of what food is wanted by the addressee for dinner, the speaker might use any of the questions below:

Do yóu want any pizza for dinner?

Do you want nay pízza for dinner?

Do you want any pizza for dínner?

The old information – the topic- concerns having pizza for dinner, then the first sentence might be used to question especially whether the addressee wants it. If the topic concerns the addressee's wants for dinner, then the second sentence might be used to question which meal pizza should be served at ("dinner" rather

than “lunch”). The third sentence –in which the last noun in the clause receives the greatest prominence-, is also the most neutral version of this question, where no particular item is being unduly stressed.

There are some amounts of dialectical variation in the placement of stress, for example, the following words receive different stress placement in British an North American English. There is a fairly general rule in British English that secondary stress is omitted on –oryl, -ary and as consequence, the panultimate syllable is lost in word ending in [-(ə)ri] as in *secretary, laboratory, obligatory, military, and dictionary.*

2.3 Intonation

Not all rises and falls in pitch that occur in the course of an English phrase can be attributed to stress. The same set of segments and word stresses can occur with a number of pitch patterns. Wardhaugh (1977: 244) defined intonation as the pattern of rising or falling pitches with which a sentence is pronounced. In addition Boey, (1975:35) also defined intonation as a meaningful suprasegmental feature of speech. Intonation refers to patterns of pitch variation in a sentence. It does not refer to the discrete pitches of different vowels, to pitch accent, nor to physiologically determined variations in pitch due to the size and shape of a person’s vocal apparatus for example, the differences in pitch between men’s and women’s voices..

Lane (2005: 216) suggested that intonation is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words. Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation. It has the following features: It's divided into phrases, also known as *'tone-units'*. The pitch moves up and down, within a *'pitch range'*. Everybody has their own pitch range. Languages, too, differ in pitch range. Roach in Widdowson (2001: 25) stated that English has particularly wide pitch-range. In each tone unit, the pitch movement (a rise or fall in tone, or a combination of the two) takes place on the most important syllable known as the *'tonic-syllable'*. The tonic-syllable is usually a high-content word, near the end of the unit. These patterns of pitch variation are essential to a phrase's meaning. Changing the intonation can completely change the meaning. Example: Say: *'It's raining'*. Now say it again using the same words, but giving it different meaning. You could say it to mean 'What a surprise!', or 'How annoying!', or 'That's great!'. There are many possibilities.

English has a number of intonation patterns which add conventionalized meanings to the utterance: question, statement, surprise, disbelief, sarcasm, teasing. An important feature of English intonation is the use of an intonational accent (and extra stress) to mark the *focus* of a sentence. Normally this focus accent goes on the last major word of the sentence, but it can come earlier in order to emphasize one of the earlier words or to contrast it with something else.

The pitch patterns of intonation are similar to tunes distributed over sentence in an organized and systematic way.

As Brinton (1984:62) stated that intonation is represented in a gross fashion in writing by punctuation marks:?.,!;-,. Intonation patterns may also indicate the attitude or relation of the speaker and the hearer as well as various contextual features. Therefore, though intonation is a phonological feature, its meaning lies within the province of syntax and pragmatics. An intonation pattern differs quite substantially among different dialect of English, for example between British and American and American and Canadian English. In studying intonation, it has been the practice to recognize either different level of pitch (generally four levels) or different intonational contours, described as falling or rising. Using the later approach, we identify a number of different pitch patterns, which convey different meaning.

- Long falling: expresses finality, conclusion, affirmation, agreement.
- Short falling: expresses an attenuated or qualified conclusion
- Long rising: expresses questioning or lack of finality
- Short rising: expresses some degree of reservation of function as a signal of attentiveness
- Rising-falling: expresses finality with added emotion (e.g. emphasis, enthusiasm, certainty, annoyance)

- Falling-rising: expresses querulousness, skepticism, and reservation.

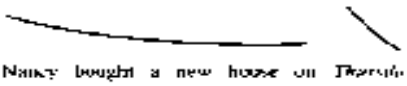


Figure 5.5 Intonation contour for a statement with stress on *Thursday*.

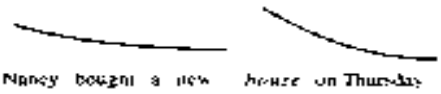


Figure 5.6 Intonation contour for a statement with stress on *house*.

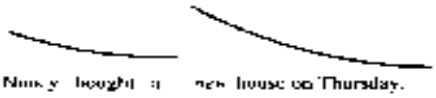


Figure 5.7 Intonation contour for a statement with stress on *new*

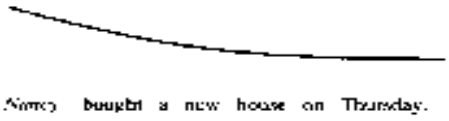


Figure 5.8 Intonation contour for a statement with stress on first word, *Nancy*.

Of course, we normally speak in sequences longer than an individual word. In analyzing intonation patterns we need to divide longer sequences of discourse into tone groups. Tone group are not necessarily syntactic, but corresponds to units of information. A single tone pattern continues over a particular tone group. There may be more than one tone group per sentence. The number of tone group may vary depending on style: in more formal, deliberate, or pompous style, there are a greater number of tone groups than in more colloquial styles.

2.4 Pitch

Boey (1975: 33) suggested that the difference of pitch may result in difference of meaning at the word level. Wardaugh (1977: 249) defined pitch as

the frequencies used in the production of speech. In the tone language like Thai and Chinese, the highest and/or direction (up-down contrast level) of pitch can distinguish words. If we say /tʃu/ with a high level pitch it means “pig” but if you say /tʃu/ with a falling and rising pitch it means” lord”. A beginner of Chinese may therefore wrongly say “I praise the pig” when he means “I praise the lord”. Pitch there fore phonemic in Chinese, because it can distinguish between pairs of words.

2.4 Accent

Roach (2001; 107) defined accent as a variety of language which is distinguished fro others exclusively in term of pronunciation**.** Phonological or phonetic distinction often referred to as different accents. A person in England is said to have a cockney accent, a Yorkshire accent, a Lancashire accent, and so on. As suggested by Crystal (1987: 172) that accent refers to the characteristic of speech that convey information about the speaker’s dialect, which may reveal in what country the speaker grew up or to which sociolinguistics group the speaker belongs. People in Australia often refer to someone as having a British accent or an American accent; in Britain and America they refer to an Australian accent.

The term accent is also used to refer to the speech of someone who speaks a language non-natively; for example a French person speaking English is described as having a French accent. In this sense, accent refers to the phonological differences or interferences from a different language spoken elsewhere. Unlike the regional dialectal accent such foreign accent does not

reflect differences in the language of the community where the language was acquired.

2.5 Previous Studies

There are several researchers that have conducted research in the phonological field. Those researchers are first; D.R. Ladd, the Professor of Linguistics from University of Edinburgh. He started conducting his research in July, 1995 and finished in June, 1997. His research is funded by the UK Economic and Social Research Council (ESRC) through grant no.R000-23-5614 to Edinburgh University. His research is conducted to get knowledge about intonation-the ups and downs of the voice in speech-is increasing rapidly. Researcher paying attention more to the *targets* (peaks and valleys) rather than *pitch* (rises and falls). Today there is a practical motivation; successful speech synthesis uses *target- based* models to create natural-sounding intonation. His *target theory* is now being applied to numerous languages deals with Modern Greek. By studying the temporal alignment of targets (known to be a significant phonetics variable), he hopes to distinguish primary (relative fixed) targets from secondary (more variable) ones. He also hopes to establish a distinction between primary and secondary accents (combination of targets). The empirical research will consist of production experiments (acoustic measurements of carefully selected spoken utterances), followed up by perceptual experiments (where Greek speakers judge utterances with experimentally modified intonation). His project also aims to produce a full description of Greek intonation that can be used in

speech synthesis. This goal is relevant to the increased interest in multi-language speech technology within Europe.

Second is Dr. Astrid Schepman, from the division of psychology, University of Abertay Dundee. She conducted her research in 1998 and finished in 2000. Her project builds on a previous ESRC project, on Modern Greek, which discovered that pitch targets align precisely with specific points in a word, and that pitch movements are squeezed or stretched depending on phonetic context. She argues that most of previous researcher assumed that pitch movements have constant slope or duration. This finding appears to apply to English and Dutch (the two languages for which most is known about intonation) and focus for research.

The third is Dr Robin Lickley, the Department of Speech & Language Sciences, Queen Margaret College, Edinburgh. His research is conducted in 2000 up to 2001. This research is the follow up of Dr Astrid Schepman. His research is to find the clear answers to long-standing questions, such as how the pitch falls during the last accented syllable of a statement. Detailed answers to such question are crucial for authentic-sounding synthetic intonation, as well as for theoretical research on the abstract structure underlying speech. The project will consist of the project will consist of production experiments (acoustic measurements of carefully selected spoken utterances); followed up by perceptual experiments (where speakers judge utterances with experimentally modified intonation).

Like the previous researchers, the researcher here also intends to get knowledge about stress and intonation. From their study on the Modern Greek the

previous researchers formulate the *target theory* that now it being applied in numerous languages, while the focus of this research is pitch (rises and falls) of the speech produced by English learners in Indonesia, especially the English learners in English Language and Letter Department of Humanities and Culture of The State Islamic University of Malang. The similarities of the study that is conducted between the researcher and the previous researchers are both investigate the sound system. Then the language that is observed is not the researcher own language but, it is foreign language; in this case the previous researchers observe Modern Greek and the researcher observe English. Finally the aim of conducting the research is to get more knowledge about phonological aspect. Beside some similarities there are also some differences between the research that is conducted by the previous researchers and the researcher. The first is the method that is used is completely different. The previous researcher conducted their research through empirical research that consist of production experiment then followed up by perceptual experiments. In contrast the method that is used by the researcher here is descriptive comparative, which the researcher tries to find the similarities and the differences of the speech that is produced by English native speaker and by English learner. The second is the finding of the previous researchers is in form of theory that can be applied in other language but the finding of the researcher study is just in form of commonly stressing of English native speaker in order we can distinguish English native speaker and English non native speaker.

. CHAPTER III

RESEARCH METHOD

This chapter discusses of the research design, research instrument, data sources, data collection, and the last is data analysis.

3.1 Research Design

This research is designed as field research because the object of this research is students' speech and English native speaker speech. The method that will be used is descriptive comparative because the researcher will compare between the suprasegmental features of speech produced by student and native speaker. Comparative study tries to find the differences and similarities between the object that is researched. Muller, Ranger, and Simon in Alkin (1992: 199) emphasized that the conventional documentary sources can generate hypothesis and point to putative regularities that can be investigated in comparative perspective. They also added that history can, in fact, provide the raw material of comparative research. As the method used comparative descriptive, so the researcher will describe the similarities and differences of suprasegmental features in both student and English native speaker speech

3.2 Research Instrument

The instrument that will be helpful for this research is a recorder. Recorder will be used to collect the data in form of sound from both student speech and

English native speaker speech. The other instrument is wave editor, in this study researcher uses Gold Wave Program to analyze the sound that produced by student and English native speaker. The result of analysis using Gold Wave will be in form of number that shows the higher and lower of intonation, stress frequencies. The amplitude of primary stress is > 1.0dB, while for the secondary stress is 0,4dB up to 0,9dB and for unstressed is < 0.3dB. The last instrument is manual plotter that used to make a sound graphics in order to make the researcher easier when he presents the data

3.3 Data Sources

This is a descriptive comparative field research and the researcher takes the data in the form of sound from English learners and English native spekers. In taking the data, the researcher chose 10% of students of English Language and Letters Department that have ever joined speaking class in English short course before taking English Letters and Language Department. From survey that is conducted by the researcher, he finds 82 students from 126 students in English Language and Letter Department that have ever joined speaking class in English short course. After calculating those numbers the researcher finds the 10% of 82 students is 8 students. To choose those 8 students, the researcher makes lottery that that is written the name of those 82 students. Then the researcher compares it with the speech that is produced by native speaker that is recorded from NST TOEFL. The data also taken from document, archives, magazine, scientific journal, books, photo, even video that can describe the event (Arikunto, 2002:122)

3.4 Data Collection

In collecting the data, the researcher combines two techniques those are; observation and recording. Observation is conducted to know the phenomena that will be investigated and to decide kinds of research design that will be applied. Byrman in Sylverman (1993:31) gives the steps observation as follow; observe the events, describe the event in detail, contextualize the data, seeing the social life that include in the series of the event, finally, design the flexible research to understand the phenomena through research subject view.

Due to the object of this research is language especially sound, so the researcher choose recording as one of way in collecting the data. The researcher will record the sample speech then compare it with the native speaker speech to find the similarities and differences of suprasegmental features.

3.5 Data Analysis

The data of this study are analyzed in the following steps such as organizing the data that had collected in form of speech sound. Then the researcher analyzes the data using wave editor to find the similarities and differences of suprasegmental features of speech that is produced by English learner and English native speaker. After analyzing the data, the researcher uses manual plotter to make a sound graphics as a presentation data. Then the researcher describes the similarities and differences of the suprasegmental features of speech produced by English learners and English native speaker.

CHAPTER IV

DISCUSSION

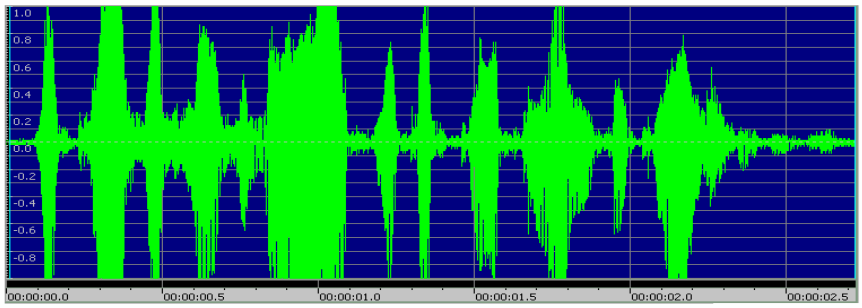
4.1 Data Presentation and Discussion

After gathering the data in form of sound recording from selected English learners and native speakers, the researcher compares the data to find out the similarities and differences of stress and intonation.

4.1.1 Because of his wealth he could take long vacation

The sound graphics below are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Mukty Penny. Both of the native speaker and English learner utter the same sentence; Because of his wealth he could take long vacation.

Native speaker

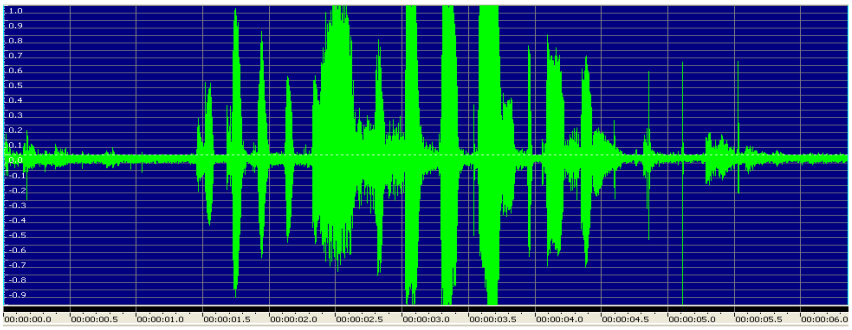


Because of his wealth he could take long vacation

Bécáuse óf hìs wèálth, hè coúld tàke lóng vàcátiòn

0,9 1,0 1,0 0,8 1,0 0,7 1,0 0,7 1,0 0,5 0,7 0,4 dB

English learner (Mukti Penny)



Because of his wealth he could take long vacation

Bècáuse òf hìs wéalth hè cóuld táke lóng vàcàtìon

0,5	1,0	0,8	0,6	1,0	0,7	1,0	1,0	1,0	0,7	0,7	0,6	dB

- **Stress**

Because of his wealth he could take long vacation is a cause and effect sentence, which the main information that want to be informed in this sentence is word *wealth* as the cause and word *long* as the effect. By giving strong stress or primary stress in the word *wealth* and *long* the speaker want to emphasize the information about; someone (he) who has much money and as the effect is the duration of vacation. Both of native speaker and English learner stress word *wealth* and *long* with strong stress or primary stress that is showed by the height of the amplitude;1,0 dB. Beside stress word *wealth* and *long* with strong stress, both native speaker and English learner also stress word *could* with strong stress, it because usually verb doesn't stressed but we must stress an accompanying accompany stress.

The differences of stressing between speech that is produced by English native speaker and English learner is in the word *of*, native speaker stresses it with strong stress which the amplitude is 1,0dB, while the English learner stress it with weak stress which the amplitude is 0,8 dB. The difference of stress in word *of* that produced by native speaker and English learner is; the native speaker stresses word *of* with strong stress which the amplitude is 1,0dB while English learner stresses word *of* with weak stress which the amplitude is 0,8dB. This difference is caused by how both of native speaker and English learner pronounce word *of* and the previous word in this case is word *because.* Native speaker pronounces word *because* and *of* separately /bI'+ kɒz + əv/, as the result the native speaker has to stress both word *because* and *of* with strong stress. But English learner pronounce the word *because* and word *of* into one word or converse them into a phrase or idiom /bI'kɒzəv/, so English learner only has to stress the word *because* with strong stress and word *of* with weak stress or unstressed.

Then the word *take*, Native speaker stresses the word *take* with weak stress with amplitude 0,7dB while the learner stress the word with strong stress which the amplitude is 1,0dB. Native speaker usually doesn't stress verb but they stress an accompanying accompany stress in this case word *could.*

- **Intonation**

As discussed in the stress part that *because of his wealth he could take long vacation* is a cause and effect or informative sentence. To analyze the intonation of the sentence we have to divide the sentence into two parts. The first part is

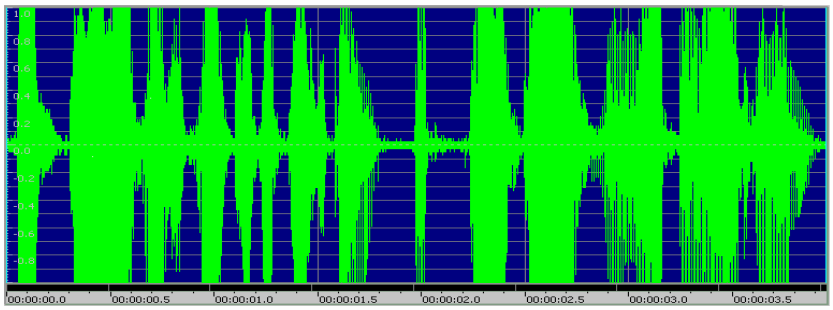
because of his wealth. Because of his wealth is lack of finality which the intonation should be long raising. The series of amplitude of *because of his wealth* that is produced by native speaker is 0,9-1,0-1,0-0,8-1,0 . This series represents long rising. The rising is from the amplitude of word *of;* 0,8dB then raise to the amplitude of the word *wealth*; 1,0dB. The rest part is *he could take long vacation*. This part is the finality or the conclusion. The intonation for conclusion or finality is long falling. And the series of amplitude from *he could take long vacation* is 0,7-1,0-0,7-1,0-0,5-0,7- 0,4. This series represents long falling. The falling is from the amplitude of word *long;* 1,0dB then fall into the amplitude the word *vacation*; 0,5-0,7-0,4dB. As showed in the graphics above, we know that the intonation of *because of his wealth he could take long vacation* that is produced by English learner is same as that is produced by native speaker; long rising then long falling. The difference only for the height of the amplitude, the rising of phrase *his wealth* that is produced by native speaker is from 0,8dB to 1,0dB while that is produced by English learner is from 0,6dB to 1,0dB. Then the falling of phrase *long vacation* that is produced by native speaker is from 1,0dB to 0,5-0,7-0,4dB while that is produced by English learner is from 1,0dB to 0,7-0,7-0,6dB.

4.1.2 Fifteen of us went to the disco but four girls were not allowed in.

The sound graphics bellow are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Irfakillah. Both

of the native and English learner utter the same sentence; Fifteen of us went to the disco but four girls were not allowed in

Native speaker

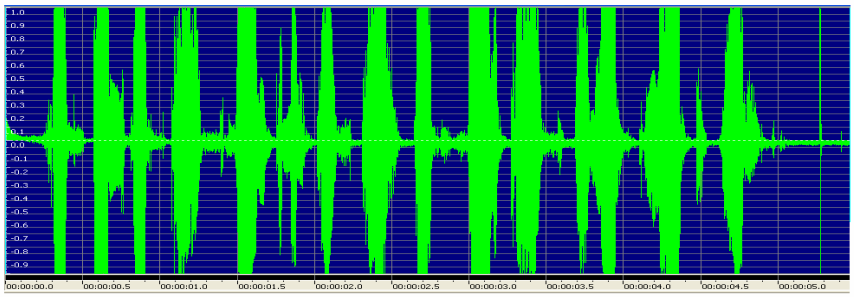


Fifteen of us went to the disco but four girls were not allowed in

Fífteèn òf ús wént tó thé díscò bùt foúr gírls wère nòt àllówed ìn

1,0	0,9		0,3	1,0	1,0	0,8	1,0	1,0	0,6	0,6	1,0		1,0	0,7	1,0	0,9	1,0	0,8 dB

English learner (Irfakillah)



Fifteen of us went to the disco but four girls were not allowed in

Fíftéen óf ús wént tò thé díscó bút fóur gírls wére nót àllowéd ín

1,0	1,0	1,0	1,0	1,0	0,8	1,0	1,0	1,0	1,0	1,0	1,0	1,0	1,0	0,6	1,0	1,0 dB		

- **Stress**

There are some similarities of word stressing that is produced by native speaker and by English learner when they utter sentence *fifteen of us went to the disco but four girls were not allowed in*. Both native speaker and English learner stress word *fifteen* in the first syllable with strong stress that is showed by the height of the amplitude 1,0dB, but it different in the second syllable. Native speaker stresses the second syllable with weak stress that the amplitude is 0,8dB on the other hand the English learner stresses second syllable with strong stress with amplitude 1,0dB.

The difference is because native speaker junctures the second syllable from word *fifteen* with the coming word in this case is word *of*. When the speaker junctures two syllables or words, the speaker just needs to give strong stress to the first syllable or second word, while the rest only weak stress or unstressed. The result of the juncture between *fifteen* and *of* will be /fIf'ti:nəv/ and it is showed by the series of amplitude; 1,0-0,9-0,3dB. In contrast English learner pronounces *fifteen of* per-syllable /fIf + ti:n + ɒv/, so English learner stresses every syllable with strong stress that is showed by the amplitude series as 1,0-1,0-1,0dB. The other similarities is both native speaker and English learner stress word *us, went, the disco, four, and girls* with strong stress and word *to* with weak stress. The difference is found in the word *but* and *were.* Native speaker stress word *but* with weak stress which the amplitude is 0,6dB while English learner stress it with strong stress, which the amplitude is 1,0dB. Other differences stressing is in word

were. Native speaker stresses *were* with weak stress which the amplitude is 0,7dB while English learner stress *were* with strong stress which the amplitude is 1,0dB.

The differences of stressing for *but* is closely related to the intonation of the previous words. The previous word of word *but* is word *disco*. Native speaker pronounces word *disco* with falling intonation so when native speaker pronounce word but, the stress is influenced by the falling intonation of *disco.* However, English learner pronounces word *disco* in high intonation, so when English learner pronounce the next word in this case *but,* the stress also will be influenced by the height of intonation of word *disco.*

Phrase *allowed in* is also stressed differently by native speaker and English learner. Native speaker stresses word *allowed* with weak stress 0,9dB for first syllable and strong stress 1,0dB for second syllable. And English learner also stresses first syllable with weak stress but the amplitude is lower; 0,6dB and the third syllable with strong stress 1,0dB. For word *in* the end of the sentence, native speaker and English learner stress in different way. Native speaker stresses word *in* with weak stress which the amplitude is 0,8dB and English learner stresses word *in* with strong stress which the amplitude is 1,0dB. The difference is caused by the different placement of stress in the previous word; native speaker stresses *allowed* in the first and second syllable but English learner stresses *allowed* in the first and the third syllable. As the result of different placement of stress, the stress for word *in* is also different. When native speaker stresses *allowed* in the second syllable with strong stress and third syllable unstressed, native speaker will juncture the coming word /ə'laʊdIn/. The result, word *in* will be stressed with

weak stress 0,8dB. However, English learner unstressed second syllable and strong stress 1,0dB for third syllable, of course English learner pronounce *allowed* and *in* separately /ə'+laʊ+ed+In/. The result is word *in* is stressed with strong stress 1,0dB.

- **Intonation**

Fifteen of us went to the disco but four girls were not allowed in is a contrastive or opposition sentence. The intonation of speech that is produced by native speaker and by English learner is definitely different. As the type of the sentence it will be two contrast sentences. The first sentence is affirmative sentence and the second is opposition sentence.

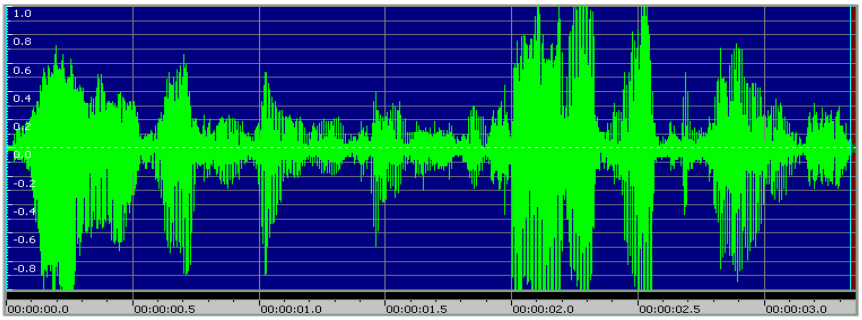
Native speaker utters first sentence as we can see in the graphic that the intonation is long falling, it is indicated by the series of amplitude in the end of the sentence is from 1,0dB to 0,6dB. And the intonation for the second sentence is short falling that is also indicated by the series of amplitude of the end of the sentence from 1,0dB to 0,8dB. But English learner utters the first sentence flatly; not rising and not falling, that we can see from the graphic that the amplitude in the end of the sentence from 1,0dB to 1,0dB. And then the intonation for second sentence is also flat, that is showed by the graphic. The series of the amplitude in the end of the sentence is from 1,0dB to 1,0dB the difference of the amplitude is caused by the way how native speaker and English learner pronounce the words. Native speaker pronounces one word to the coming word flow and smoothly. It makes the pitch or tune is falling and rising based on the type of the sentence; in

this case affirmative and contrastive. On the other hand English learner pronounces form one word to the next word separately, so the stress is always strong stress. It results high intonation.

4.1.3 Marry wasn't hungry so she decided not to join us

The sound graphics bellow are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Muhammad In'am Rahmani. Both of the native and English learner utter the same sentence; marry wasn't hungry so she decided not to join us.

Native speaker



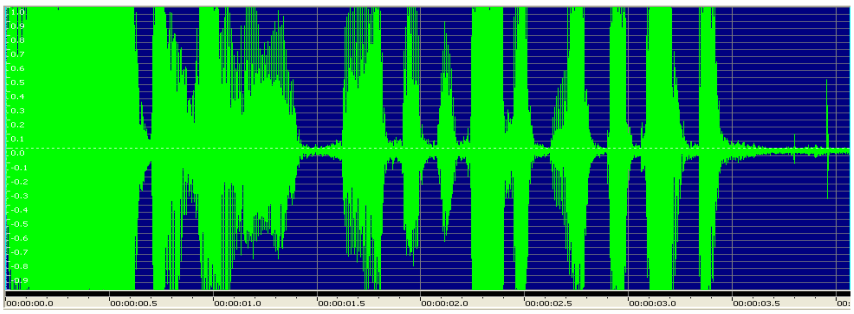
Marry wasn't hungry so she decided not to join us

+

Màrry wàsn't hùngry sò shè dècìdèd nòt tò jòìn ùs

0,7 0,4 0,5 0,5 0,1 0,2 0,2 0,3 0,8 0,7 0,9 0,2 0,5 0,2 dB

English learner (Moh In'am Rahmani)



Marry wasn't hungry so she decided not to join us

Márrý wásń't húngry sò shè dècídéd nót tó jóin ús

| | | | | | | | | | | | | | | | |

1,0 1,0 1,0 1,0 1,0 0,6 0,6 0,9 0,5 1,0 1,0 1,0 1,0 1,0 1,0 dB

- **Stress**

The stressing of sentence *marry wasn't hungry so she decided not to join us* that is uttered between native speaker and English learner is strongly different. Native speaker utters every word in the sentence *marry wasn't hungry so she decided not to join us* with in weak stress. We can see in the graphic above; none of word which the amplitude is 1,0dB. But English learner stresses mostly all the words with strong stress. The first word in the sentence; marry, is stressed with strong stress in both first and second syllable. Commonly, one word only gets one strong stress; it can be in the first syllable or in the second syllable, while the rest is with weak stress or unstressed. Weak or strong stress for a word in the sentence is influenced by the previous word. It can be proved by the word *hungry* and *so* in the sentence. We can see from the English learner graphic that the amplitude of

the second syllable of word *hungry* is 0,6dB, as the result the amplitude of word *so* is also 0,6dB

The amplitude for phrase *not to join us* that produced by native speaker is as follow; 0,9-0,2-0,5-0,2dB. And the amplitude for the same phrase that is produced by English learner is 1,0-1,0-1,0-1,0dB . The difference of height of the amplitude of speech that is produced by native speaker and by English learner is caused by the different of the way how to pronounce and the accent of both speakers. Native speaker pronounces phrase *not to join us* without pause but English learner pronounce it separately. Then, native speaker's accent is match with the tune of the sentence. But English learner uses his own original accent (Javanese accent), so it doesn't match with the tune of the sentence which is should be in British accent.

- **Intonation**

Marry wasn't hungry so she decided not to join us is a resulting sentence which the transition expression is word *so*. Like the previous sentence this sentence is also divided into two parts. The first part is *marry wasn't hungry* as the affirmative sentence and *so she decided not to join us* is as the result of the first sentence. Native speaker utters first sentence as we can see in the graphic above, which the intonation is long falling. It is indicated by the series of amplitude from word *hungry.* The amplitude of first syllable of *hungry* is 0,5dB and the amplitude of the second syllable is 0,1dB. And second sentence with short

falling. It is proved by the series of amplitude in the phrase *join us* which the amplitude is fall from 0,5dB to 0,2dB.

On the other hand, English learner utters *marry wasn't hungry so she decided not to join us* with short falling intonation in the affirmative sentence and flat intonation for result sentence. As showed in the graphic that the amplitude of utterance that is produced by English learner is from 1,0dB to 0,6dB for word *hungry* in the end of the first sentence, and 1,0dB to 1,0dB for phrase *to join* us in the end of second sentence.

These differences between intonation produced by native speaker and by English learner for the same sentence are caused by the way how both native speaker and English learner pronounce the words. The intonation of the first sentence, both native speaker and English learner utter the sentence with falling intonation, but the difference is the height of the amplitude. The amplitude of native speaker's utterance in the end of the first sentence is 0,5dB to 0,1dB, while the amplitude of English learner's utterance is form 1,0dB to 0,6dB. In contrast, the intonation for second sentence; native speaker and English learner pronounce it in the different way, so its intonation is different. The intonation for native speaker's utterance is falling that showed by the amplitude of the phase *join us* is 0,5dB to 0,2dB. But the intonation of English learner's intonation is flat; 1,0dB to 1,0dB.

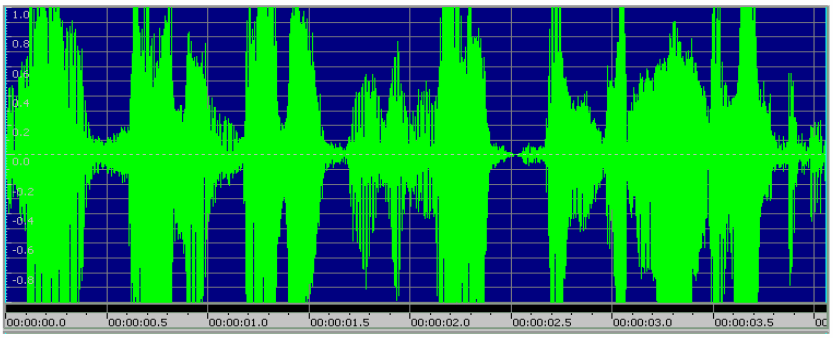
Native speaker pronounce *not to join us* without pause within the phrase. If we write the phonetics transcription it will be /nɒtʊdʒɒInəs/. When native speaker pronounces the phrase without pause will be there a shift of vowel, like in the join

us. Vowel /ʌ/ in the word us will shift in to /ə/. These shift of vowel will change the shape of the mouth from rounded to unrounded when the native speaker pronounce the word. This changing from rounded to unrounded that makes the falling intonation. On the other hand English learner pronounces *not to join us* separately. Its phonetic transcription is /nɒt + tʊ + dʒɔIn + ʌs/. Because it is pronounced separately, word *us* got strong stress which the height of the amplitude is 1,0dB. As the result, there isn't falling or rising intonation because the heights of the amplitude of word *us* is same as the amplitude of the previous word.

4.1.4 My father's brother and his wife visited me in the hospital

The sound graphics bellow are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Annie Murtafi' Amna. Both of the native and English learner utter the same sentence; My father's brother and his wife visited me in the hospital

Native speaker

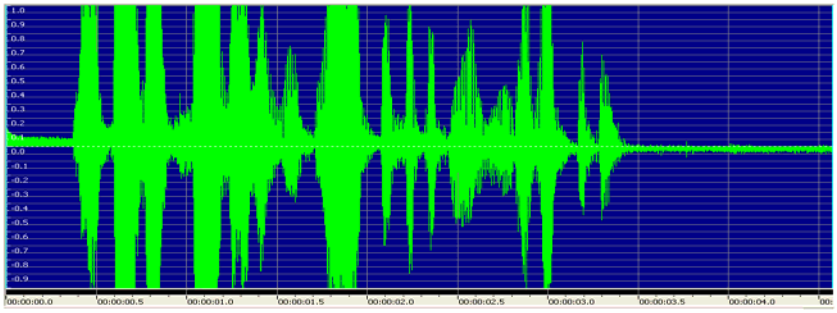


My father’s brother and his wife visited me in the hospital

Mý fáthèr’s bróthèr ànd hìs wífè vísitéd mè ín thè hóspìtàl

1,0 1,0 0,7 1,0 0,9 0,4 0,6 1,0 0,8 1,0 1,0 0,9 1,0 0,9 1,0 0,5 0,2 dB

English learner (Annie Murtafi’ Amna)



My father’s brother and his wife visited me in the hospital

Mý fáthér’s bróthér ànd hìs wífe vìsítèd mè ìn thé hóspìtàl

1,0 1,0 1,0 1,0 1,0 0,9 0,5 1,0 0,8 0,9 1,0 0,6 0,8 0,5 1,0 1,0 0,4 0,3 dB

- **Stress**

There are some differences of word stressing of *my father's brother and his wife visited me in the hospital* between native speaker and English learner. The first difference is in the second syllable of *father*. Native speaker stress the second syllable of *father* with weak stress which the amplitude is 0,7dB while English learner stresses it with strong stress which the amplitude is 1,0dB. This difference is because native speaker reduce the stress of the second syllable of word *father,* to stress the next word in this case word *brother*. Emphasize of phrase *my father's brother* is not *father* him self but his brother or uncle. The next difference is in the word *visited*. Native speaker stresses *visited* in the first syllable and in the third syllable both of syllable are with strong stress, and unstressed the second syllable. But English learner stresses word *visited* in the first syllable with weak stress 0,9dB, second syllable with strong stress 1,0dB and the third syllable with weak stress which the amplitude is 0,6dB. Beside difference there are also some similarities. The first similarity is both native speaker and English learner stresses my father with strong stress in the word my and the first syllable of father. Next is first syllable of brother, first syllable of wife, first syllable of hospital are stressed with strong stress.

- **Intonation**

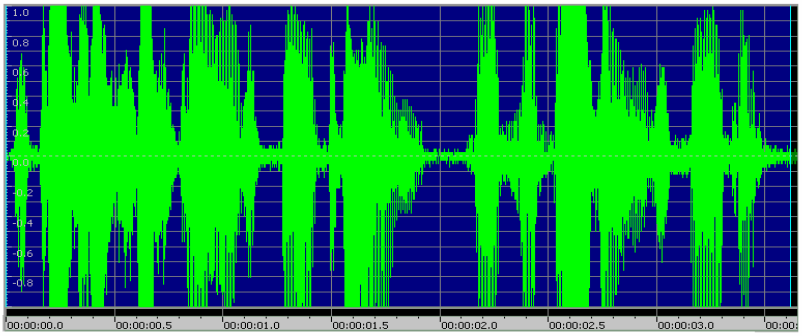
My father's brother and his wife visited me in the hospital is an affirmative sentence. There are some differences intonation of speech that is produced by native speaker and English learner. Again, that intonation is closely

related to the stress of words within sentence. However if we stress with strong stress in the end of sentence automatically the intonation contour of the sentence will raise. There are so many possibilities of meaning of certain sentence or phrase if we change the intonation. It can be what a surprise, how annoying, that's great, and many others. The sentence *my father's brother and his wife visited me in the hospital* also has many possibilities of meaning that depends on the intonation of utterance of the speaker. There is a bit differences between the intonation of the native speaker's utterance and English learner's utterance. Both of the native speaker and English learner utter the sentence in rising-falling and rising-falling intonation. The differences only in the height of the amplitude when the intonation rising and falling. For the subject of the sentence is rising falling, the difference amplitude between native speaker and English learner; rising from 0,7dBfor native speaker and 1,0dB for English learner in the second syllable of *father* to 1,0dB for native speaker and 1,0dB for English learner in the first syllable of *brother,* then falling from 1,0dB for native speaker and 1,0dB for English learner in the first syllable of *wife* to 0,6dB for native speaker and 0,8dB for English learner a in the second syllable of *wife*. For the predicate is also rising falling; rising from 0,6dB for native speaker and 0,6dB for English learner in the third syllable of *visited* to 0,8dB for native speaker and 0,8dB for English learner in the word *me*, then falling; from 1,0dB for native speaker and 1,0dB for English learner in the first syllable of *hospital* to 0,2dB for native speaker and 0,3dB for English learner in the third syllable of *hospital.* Both of them want to emphasize word *brother,* because the one who is visited him is the speaker uncle.

4.1.5 The teacher's sister is fourteen but her brother is thirty

The sound graphics bellow are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Ahmad Mohammad. Both of the native and English learner utter the same sentence; the teacher's sister is fourteen but her brother is thirty.

Native speaker

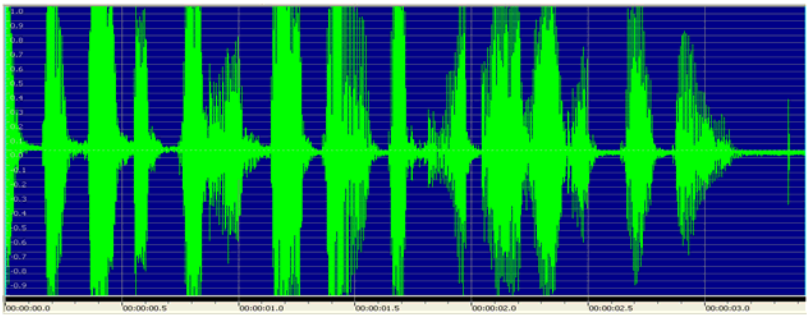


The teacher's sister is fourteen, but her brother is thirty

Thè téachér's sístèr ìs fòurtèen, bùt hèr bróthèr ìs thìrty

0,6 1,0 1,0 1,0 0,7 0,6 0,7 0,9 0,9 0,7 1,0 0,9 0,6 0,7 0,8dB

English learner (Ahmad Mohammad)



The teacher's sister is fourteen but her brother is thirty

Thé tèachér's sìstér ìs fóurtéen bút hèr bróthér ìs thìrty

1,0 0,9 1,0 0,8 1,0 0,5 1,0 1,0 1,0 0,8 0,8 1,0 0,5 0,5 0,4 dB

- **Stress**

As showed in the graphics above we know that there are some similarities and differences stressing between native speaker and English learner utterances, when they utter; *the teacher's sister is fourteen but her brother is thirty*. The similarities are both native speaker and English learner stress the second syllable of word *teacher* with strong stress. Word *teacher* is a concrete noun and also a content word that commonly have to be stressed in one of the syllables. The word *teacher* in this sentence is stressed with strong stress in the second syllable because the speaker wants to emphasize the possessive ('s) in the end of the word. Other similarities to *be (is), her* and *thirty*, all of these words are stressed by both native speaker and English learner with weak stress but the height the amplitude is vary.

The differences of stressing between native speaker and English learner utterance are; first is the article. Native speaker stresses the article with weak stress which the amplitude is 0,6dB, while English learner stress the article with strong stress which the amplitude is 1,0dB. In this case native speaker is correct because basically determiner or article which is categorized as function word is stressed with weak stress or even unstressed. Second is words *sister*. Here the difference that is made by native speaker and English learner is in the placement of the stress. Native speaker stresses word *sister* with strong stress 1,0dB in the first syllable and weak stress 0,7dB in the second syllable, while English learner stresses it with weak stress 0,8dB in the first syllable and strong stress 1,0dB in the second syllable. Commonly a concrete noun that consists of two syllables is stressed with strong stress in its first syllable and in the second syllable if the noun consists of three or more syllables. Third is word *fourteen*. Native speaker stresses *fourteen* with weak stress in both first and second syllable. But the amplitude is different; the first syllable is 0,7dB and the second syllable is 0,9dB. This difference of amplitude is because *fourteen* is a conversion which the stress is only in one of the syllables. On the other hand, English learner stresses *fourteen* with strong stress both in the first syllable and in the second syllable which the amplitude is 1,0dB.strong stress in the first and second syllable is correct if the word *fourteen* is uttered separately as two words four and teen. But the fact is *fourteen* is a conversion. Other is but. As the function word, *but* should be stressed with weak stress. The fact is English learner here stresses *but* with strong stress. The last is word *brother*. As the previous case (sister), both native speaker

and English learner stress word *brother* in different way. Native speaker stresses *brother* with strong stress in the first syllable 1,0dB and weak stress in the second syllable 0,9dB but English learner stresses word *brother* with weak stress 0,8dB in the first syllable and strong stress 1,0dB in the second syllable. The explanation for this difference is same as the explanation for word *sister,* that basically concrete noun which consists two syllables should be stressed its first syllable with strong stress while the rest is with weak stress or even unstressed.

- **Intonation**

The teacher's sister is fourteen but her brother is thirty is a contrastive sentence that is showed by the transition expression *but*. Both native speaker and English learner utter this sentence in different intonation. As showed in the graphic above, native speaker utters the first sentence or the affirmative sentence with rising, falling, rising intonation that can be seen in the following series of its amplitude; the first rising is from the article to the first syllable of word *teacher* which the amplitude is raising from 0,6dB to 1,0dB. Then the falling is from the first syllable of word *sister* to its second syllable then to be (is) which the amplitude is from 1,0dB to 0,7dB then 0,6dB. The next rising is from the first syllable of *fourteen* to its second syllable which the amplitude is from 0,7dB to 0,9dB. The first sentence emphasizes the age of teacher's sister, not the age of the teacher herself. It can be seen from the amplitude of the second syllable of word *teacher* which is stressed with strong stress. It is aimed to emphasize the possessive ('s) that refer to the sister.

The second sentence is rising then falling. The rising is from word *her* which the amplitude is 0,7dB to the first syllable of word *Brother* which the amplitude is 1,0dB. The native speaker utters *her brother* in rising intonation is aimed at emphasizing word *brother.* The next is falling. The falling intonation is started from 1,0dB in the first syllable of word *brother* to the 0,9dB in the second syllable of word *Brother* then to 0,6dB in the to be (is) continue to 0,7dB in the first syllable of word *thirty* and finally 0,8dB in the second syllable of the same word. These amplitude series represent long falling and short rising intonation of native speaker utterance. The long falling intonation is because *brother* is stressed with strong stress in the first syllable so the second syllable must be stressed in weak stress. Then to be (is) must be stressed in weak stress, because it is function word. From to be (is), the series of the amplitude is short rising from 0,7dB to the 0,8dB in the second syllable of word *thirty*, because the speaker want to emphasize word *thirty* in order the listeners are able to distinguish it with word *fourteen* in the first sentence (distinguish between -ty and -teen).

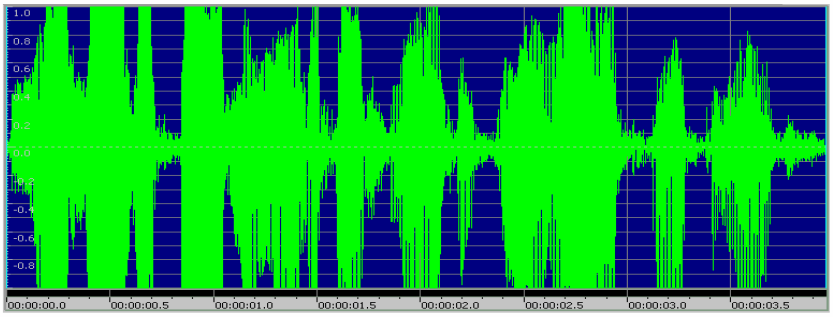
The intonation of English learner's utterance is different from native speaker's utterance. The series of following amplitude; 1,0-0,9-1,0- 0,8-1,0- 0,5-1,0-1,0 dB reflects that the intonation contour of *the teacher sister is fourteen* is falling-rising, rising and rising-flat. The falling-rising intonation is in phrase *the teacher.* The amplitude series for this phrase is 1,0dB in the article *(the)* then falling to 0,9dB in the first syllable and rising to 1,0dB in the second syllable of word *teacher*. Next is raising intonation that is showed by the following series of amplitude, 0,8dB in the first syllable and rise to 1,0dB in the second syllable of

word *sister*. The last is rising-flat. As we can see in the graphics that the amplitude of phrase *is fourteen* is as follow; 0,5dB in the to be (is) then rising to 1,0dB in the both first and second syllable of word *fourteen.* The next is the intonation contour of but her brother is thirty, which the amplitude series is 1,0-0,8-0,8-1,0-0,5-0,5-0,4 dB is falling-rising and long falling. The falling-rising intonation is in phrase but her brother. The amplitude series for this phrase is 1,0dB in the word but, falling to 0,8dB in the word her and 0,8dB in the first syllable and rising to1,0dB in the second syllable of word brother. Then the long falling intonation contour is in the phrase is thirty. The amplitude series for this phrase is 0,5dB in the to be (is), 0,5dB in the first syllable of word thirty then fall to 0,4dB in its second syllable. The differences of intonation contour between native speaker's utterance and English learner' utterance is caused by, how native speaker and English learner stress the word. The height of the amplitude of stress influences the pitch range that can change the intonation contour.

4.1.6 My brother thought he knew the best way but he arrived after us

The sound graphics bellow are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Rohmat Hidayat. Both of the native and English learner utter the same sentence; My brother thought he knew the best way but he arrived after us

Native speaker

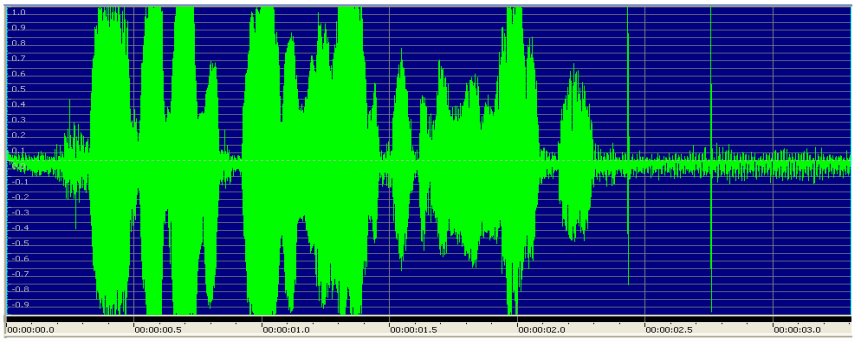


My brother thought he knew the best way but he arrived after us

Mý bróthér thóught hè knèw thé bést wày bùt hè àrrívèd àftèr ùs

1,0	1,0	1,0	1,0	0,8	0,9	1,0	1,0	0,9	0,5	0,6	0,9	1,0	0,9	0,7	0,5	0,7	dB	

English learner (Rohmat Hidayat)



My brother thought he knew the best way but he arrived after us

My bróthèr thóught hè knéw thè bést wày bùt hè àrríved áftér ùs

0,9	1,0	0,9	1,0	0,9	1,0	0,7	1,0	0,4	0,9	0,6	0,3	1,0	1,0	1,0	0,9	dB		

- **Stress**

There are some similarities and differences between words stressing that is produced by native speaker and by English learner. The similarities of stressing is in the; first syllable of word *brother* in strong stress which the amplitude is 1,0dB, the word *thought* with strong stress which the amplitude is 1,0dB, word *he* with weak stress which the amplitude is 0,8dB for native speaker and 0,9dB for English learner, the word *best* with strong stress which the amplitude 1,0dB, the word *way* with weak stress which the amplitude is 0,9dB for native speaker and 0,4dB for English learner, the word *but* with weak stress which the amplitude is 0,5dB for native speaker and 0,9dB for English learner, the second syllable of word *arrived* with strong stress which the amplitude is 1,0dB, and the last is word *us* with weak stress which the amplitude is 0,7dB for native speaker and 0,9dB for English learner.

The differences of words stressing between native speaker and English learner is in word *my.* Native speaker stress word *my* with strong stresses which the amplitude is 1,0dB, while English learner stresses it with weak stress which the amplitude is 0,9dB. The next difference is in the second syllable of word *brother*. Native speaker stresses it with strong stress which the amplitude is 1,0dB but English learner stresses it with weak stress which the amplitude is 0,9dB. *Brother* is a concrete noun and consists of two syllables. As the rule that, concrete noun must be stressed in the first syllable with strong stress and the rest with weak stress. In this case native speaker stress both of two syllables with strong stress. when we hear the sound with our ear we will think that there is no difference

between native speaker stressing and English learner stressing but as the height of the amplitude that is showed in the graphics we can see that there is a difference stress although only 0,1dB. The third is word *knew.* Native speaker stresses word *knew* with weak stress which the amplitude is 0,9dB and English learner stresses it with strong stress which the amplitude is 1,0dB. Like word *brother,* word *knew* is very slightly different when it is uttered by both native speaker and English learner; the different is only 0,1dB. The fourth difference is in the article *(the).* Native speaker stresses the article *(the)* with strong stress which the amplitude is 1,0dB while English learner stresses it with weak stress which the amplitude is 0,7dB. Article (*the*) is a function word that basically should be stressed with weak stress. Native speaker stresses article (*the*) with strong stress because he pronounce the word separately with the previous word. The last difference is in the word *after*. Native speaker stresses word *after* with weak stress which the amplitude is 0,7dB in the first syllable and 0,5dB in the second syllable. While English learner stresses word *after* with strong stress in the first and second syllable with amplitude 1,0dB. Native speaker stress *after* with weak stress in both of first and second syllable, because he junctures word *after* with the coming word (*us*), here is the phonetic transcription of phrase *after us* /æftərəs/. But English learner pronounce phrase *after us* separately /æftə(r) +ʌs/.

- **Intonation**

My brother thought he knew the best way but he arrived after us is a contrastive sentence which the transition expression is but. Like the previous

analysis, the contrastive sentence is divided in to two sentences in order make the analysis easier. The first sentence is the sentence before the transition expression; *my brother thought he knew the best way*. The intonation contour of native speaker for the first sentence is flat, falling, long rising and falling. The flat intonation is when native speaker utters phrase *my brother thought*. The amplitude series for phrase *my brother thought* is 1,0dB in all syllables so there is no tones that can make the intonation become falling or rising. Next is falling intonation. This falling intonation is performed by native speaker when he utters phrase *thought he*. The amplitude series for thought he is from 1,0dB to 0,9dB. The third is long rising intonation in the phrase *he knew the best*. The intonation contour here is rising from word he that the amplitude is 0,8dB to 0,9dB in the word *knew* and finally 1,0dB in the article and word *best.* The last is falling that is started from word *best* which the amplitude is 1,0dB to 0,9dB in the word *way.* Even though the falling is only slight but it makes a different tone. *But* here is unlike the other transition expression. As usual, transition expression has a rising intonation although only very slightly. However *but* here have falling intonation because the speaker utters it in high speed. The series of amplitude for *but* and the previous word (way) is 0,9dB to 0,5dB. The second sentence is *he arrived after us*. Native speaker utters *he arrived after us* in long rising and long falling intonation. The long rising intonation is showed by the series of amplitude that is begun from 0,6dB in the word *he* then 0,9dB in first syllable of word *arrived* and finally 1,0dB in the second syllable in the same word.

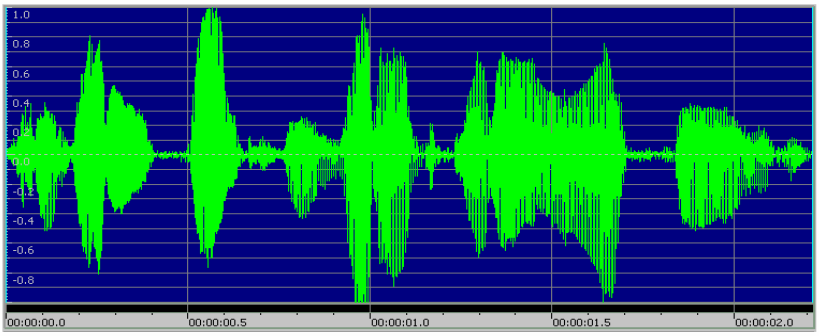
On the other hand, the intonation contour that is performed by English learner is different from native speaker. The intonation contour for the first sentence that is uttered by English learner is rising-falling, rising-falling, rising-falling, and rising-falling. The first rising-falling is in the phrase *my brother*. The amplitude series for this phrase is 0,9dB in the word *my* then rise to 1,0dB in the first syllable of word *brother* then falling again to 0,9dB in the second syllable of the same word. The second rising–falling is in the second syllable of word *brother* which the amplitude is 0,9dB then rise to 1,0dB in the word *thought* and finally fall to 0,9dB in the word *he*. Next rising-falling is started from word he which the amplitude is 0,9db then rise to 1,0dB in the word *knew* and then fall to 0,7dB in the article. The last rising-falling is in the article *(the)* which the amplitude is 0,7dB the rise to 1,0dB in the word *best* and then fall to 0,4dB in the word *way*. The intonation contour of word *but* in native speaker' utterance is falling, while the intonation contour of English learner's utterance is rising. Here word *but* has higher amplitude than *but* in native speaker's utterance. The intonation contour for *but* is rising that is started from the previous word *(way).* The amplitude of the word *way* is 0,4dB then rise to 0,9dB in the word *but*. The intonation contour of second sentence from English learner's utterance is falling-rising, flat-falling. The falling intonation is not from the strong stress or high amplitude but the falling is from weak stress which the amplitude of word *he* is 0,6dB then fall to the lower amplitude in the first syllable of word *arrived* which the amplitude is 0,3dB. Then the rising is from 0,3dB in the first syllable to 1,0dB in the second syllable of word *arrived.* Then flat-falling, the flat intonation is started from the second

syllable of word *arrived* then continue to word *after* which both of its syllable are in high amplitude, which the amplitude is 1,0dB so there is no tones that can make the intonation fall or rise. The falling intonation is from the second syllable of word *after* which the amplitude is 1,0dB to the last word in the sentence that is word *us* which the amplitude is 0,9dB. Although the falling is only very slightly; 0,1dB but it is also makes the intonation change. When we hear the phrase *after us* from both native speaker and English learner utterance, we cannot distinguish it, but with the wave editor we can find the different of the height of amplitude even thought only very slightly. From the description above we can see the difference between native speaker and English learner intonation contour when they utter the same sentence. Native speaker's intonation contour is flat, falling, long rising, falling, long rising and long falling in contrast English learner's intonation contour is rising-falling, rising-falling, rising-falling, and rising-falling, falling-rising, and flat-falling.

4.1.7 She didn't think he wanted anymore food

The sound graphics bellow are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Ririn Setyowati. Both of the native and English learner utter the same sentence; She didn't think he wanted anymore food

Native speaker

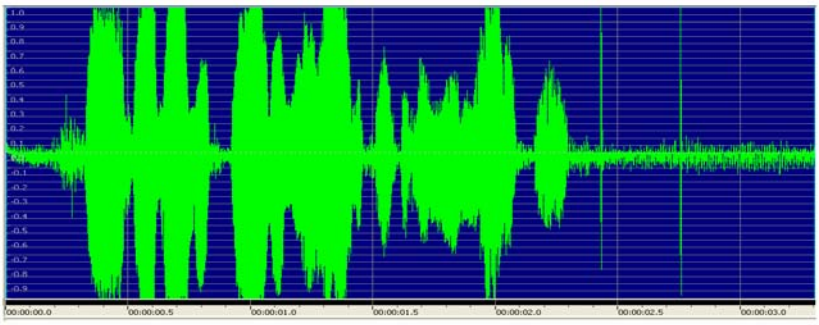


She didn’t think he wanted anymore food

Shè dìdn’t thínk hè wàntèd ànýmòrè foòd

0,3	0,8	1,0	0,2	0,9	0,7	0,2	0,6	0,7	0,3 dB

English learner (Ririn Setyowati)



She didn’t think he wanted anymore food

Shé dídn’t thínk hè wántèd ànymóre fòod

1,0	1,0	1,0	0,8	1,0	0,6	0,6	0,6	1,0	0,5	dB

- **Stress**

From the series of amplitude above we can see that there some similarities and differences of words stressing between native speaker and English learner when they utter the same sentence. The similarity is in the word *think,* both native speaker and English learner stress word *think* with strong stress which the amplitude is 1,0dB. The second is in the word *he*, native speaker and English learner stress word *he* with weak stress but the height of the amplitude is different. The amplitude of word *he* that is uttered by native speaker is 0,2dB and the amplitude English learner utterance is 0,8dB. The third is the second syllable of word *wanted*. Both speaker stress second syllable of word *wanted* with weak stress which the amplitude is 0,7dB for native speaker utterance and 0,6dB for English learner utterance. Next are the first and the second syllable of word *anymore*. Both speaker stress the first syllable and the second syllable of word *anymore* with weak stress which the amplitude of native speaker utterance is 0,2dB for first syllable and 0,6dB for the second syllable, and the amplitude of English learner utterance is both first syllable and second syllable are 0,6dB. The last is word *food.* Both native speaker and English learner stress word *food* with weak stress which the amplitude is 0,3dB for native speaker utterance and 0,5dB for English learner utterance.

Beside similarities there are also some differences of words stressing that is produced by native speaker and English learner. The first difference is in the word *she*. Native speaker stresses word *she* with weak stress which the amplitude is 0,3dB while English learner stresses the word *she* with strong stress which the

amplitude is 1,0dB. The different stressing of word *she* is caused by the difference of timing between native speaker and English learner when they pronounce it. Native speaker pronounces word *sh*e in high speed and he doesn't pause between word *she* and the coming word. It makes native speaker pronounces it lightly and doesn't giving strong stress. While English learner pronounces it more slowly and pauses between word *she* and *didn't*, consequently English learner must stress word *she* and *didn't* with strong stress. They also different in pronouncing word *didn't*. Native speaker stresses *didn't* with weak stress which the amplitude is 0,8dB while English learner stresses didn't with strong stress which the amplitude is 1,0dB. This different of stressing is as consequences of the different of timing and pausing between the words. The next difference is in the first syllable of word *wanted*. Native speaker stresses first syllable of word *wanted* with weak stress which the amplitude is 0,9dB, while English learner stresses it with strong stress which the amplitude is 1,0dB. The last difference is in the third syllable of word *anymore* native speaker stresses the third syllable with weak stress which the amplitude is 0,7dB, in contrast English learner stresses it with strong stress which the amplitude is 1,0dB.

- **Intonation**

She didn't think he wanted anymore food is an informative sentence. As showed in the graphic above we can distinguish the intonation contour between the utterance that is produced by native speaker and by English learner. The intonation contour of the analyzed sentence that is produced by English native

speaker is long rising, rising-falling, and rising- falling. The long rising intonation represents phrase she didn't think which the amplitude series is from 0,5dB in the word *she* then rise to 0,8dB in the word *didn't* and finally to 1,0dB in the word *think.* Then the rising-falling, the rising intonation is when native speaker utters word *he* which the amplitude is 0,2dB rise to the first syllable of word *wanted* which the amplitude is 0,9dB then fall to 0,7dB in the second syllable of word *wanted*. The rising intonation from he to first syllable of word *wanted* is because *he wanted* is information, so the strong stress or high amplitude must be in the first syllable of word *wanted.* If it is yes/no question or question tag the strong stress should be in the second syllable of word *wanted*. The last rising falling is in the phrase *anymore food*. The amplitude series for phrase *anymore food* is 0,2dB in the first syllable then rise to 0,6dB in the second syllable and the final rising is in the third syllable of word *anymore* which the amplitude is 0,7dB. the rising intonation actually not too significant because the highest amplitude in the last syllable of word *anymore* is only 0,7dB, if we hear the utterance with our ear we won't know whether the intonation rise or not. But with wave editor we can see and know the rising though only 0,1dB. Then from 0,7dB in the last syllable of word *anymore* it getting fall to 0,3dB in the word *food*.

In contrast, the intonation contour that is produced by English learner when he uttered the same sentence is flat, rising-falling, and rising–falling. The flat intonation contour is in the phrase *she didn't think* which the series of amplitude is 1,0dB in all of the word within the phrase. The rising-falling is in the phrase *he wanted,* which the amplitude series is 0,8dB in the word *he* then rise to

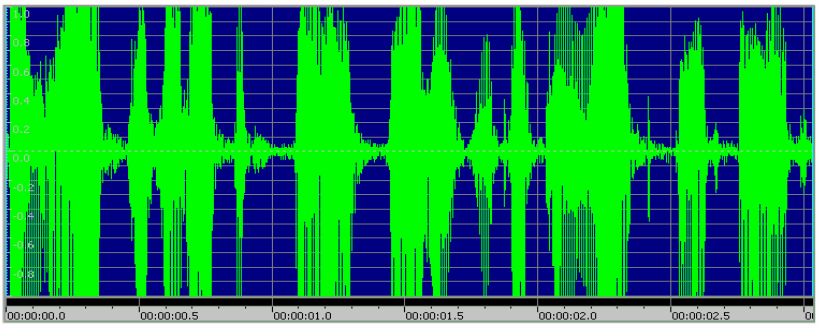
1,0dB in the first syllable of word wanted then fall to 0,6dB in the second syllable of the same word. The last rising-falling is in the phrase *anymore food*, Which the series of amplitude for this phrase is 0,6dB in the first and second syllable of word *anymore* then rise to 1,0dB in the last syllable of the same word and finally fall to 0,5dB in the word *food*.

If we compare the intonation contour between native speaker and English learner utterance we will know the similarities and differences. The similarity of intonation contour between native speaker and English learner when they utter sentence *she didn't think he wanted anymore food* is; the intonation contour for phrase he wanted and phrase anymore food are same (rising-falling). The differences are in the height of the amplitude that determines the pitch and tones that make the intonation contour rising or falling. Then the intonation contour for phrase *she didn't think* is different. Native speaker's intonation contour for phrase *she didn't think* is long rising but English learner's intonation contour for the same phrase is flat.

4.1.8 I have to get up at five thirty to get to work at eight

The sound graphics bellow are representation of the higher and lower stress and intonation of speech that is produced by English native speaker that is taken from NST TOEFL and English learner that is represented by Nanda Aristya. Both of the native and English learner utter the same sentence; I have to get up at five thirty to get t work at eight.

Native speaker



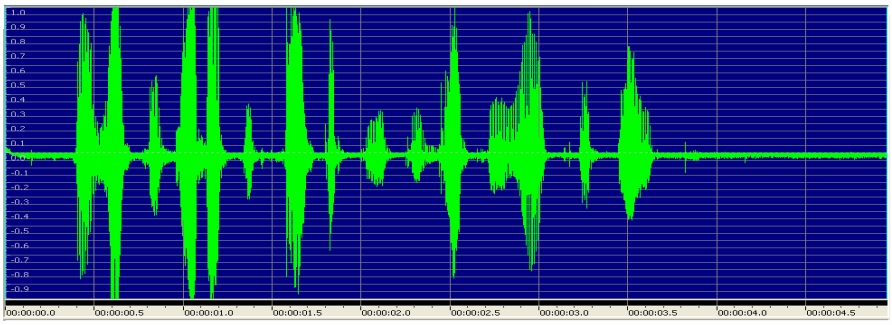
I have to get up at five thirty to get to work at eight

Í háve tò gét úp àt fívè thírty tò gét tò wórk àt èight

| | | | | | | | | | | | | | | | | | |

1,0 1,0 0,9 1,0 1,0 0,8 1,0 1,0 0,9 0,3 1,0 0,6 1,0 0,7 0,7 dB

English learner (Nanda Aristya S.P)



I have to get up at five thirty to get to work at eight

I háve tò gét úp àt five thìrty tò gèt tò wòrk àt èight

| | | | | | | | | | | | | | | | | | |

0,7 1,0 0,5 1,0 1,0 0,3 0,9 0,8 0,3 0,9 0,8 0,2 0,5 0,9 0,7 dB

- **Stress**

There are several similarities and differences of words stressing between native speaker and English learner utterance when they utter the same words. The graphic above is a representation of those differences and similarities. Both native speaker and English learner stress words*; to, at*, second syllable of word *thirty*, and *eight* with weak stress, but the height of the amplitude is vary. And they also stress phrase *get up* with strong stress in both of first and second syllable. Beside similarities there are also some differences. The first difference is in the subject of the sentence *(I).* Native speaker stress the subject with strong stress which the amplitude is 1,0dB, but English learner stresses it with weak stress which the amplitude is 0,7dB. The next difference is in the word *five*. Native speaker stresses word *five* with strong stress which the amplitude is 1,0dB and English learner stresses word *five* with weak stress which the amplitude is 0,9dB. *Five* is an abstract noun that should be stressed with strong stress. Then, native speaker stresses the first syllable of word *thirty* with strong stress which the amplitude is 1,0dB, but English learner stresses the first syllable of word *thirty* with weak stress which the amplitude is 0,8dB. *Thirty* is an abstract noun that consists of two syllables. Basically an abstract noun that consists of two syllables should be stressed in one of the syllables. The next difference is in word *get* and word *work* Native speaker stresses word *get* and word *work* with strong stress which the amplitude is 1,0dB while English learner stresses word *get* and word *work* with weak stress which the amplitude for word *get* is 0,8dB and the amplitude for word *work* is 0,5B. The difference is because native speaker pronounces the words with

pause and the speed is slower while English learner stress words *get* and *work* without pause and in high speed.

- **Intonation**

From the amplitude series above, we can see that there are some differences of stressing that influence the intonation contour of a sentence. From those height of amplitude we know whether the intonation falling or rising. The intonation contour of utterance that is produced by native speaker and by English learner is also different. The intonation contour of utterance that is produced by native speaker is flat-falling, rising-flat, rising-falling, rising, rising-falling. the first intonation contour is flat-falling that represents phrase *I have to* which the amplitude is 1,0dB in the subject *(I)* then to word *have* which the amplitude is also 1,0dB then fall to word *to* which the amplitude is 0,9dB. The second intonation contour is rising flat that represents phrase *to get up* which the series of amplitude of *to get up* is 0,9dB in the word *to* then rise to 1,0dB in the first and second syllable of phrase *get up*. The next intonation contour is rising-falling in the phrase *at five thirty*. Which the series of amplitude is 0,8dB in the word *at* then rise to 1,0 in the word *five* and the first syllable of word *thirty* then fall to 0,9dB in the second syllable of word *thirty.* The third intonation contour is rising from word *to* which the amplitude is 0,3dB to word *get* which the amplitude is 1,0dB. The last intonation contour is rising-falling which represents phrase *to work at eight.* The series of amplitude for this phrase is .0,6dB in the word *to* then rise to 1,0dB in the word *work* and finally fall to 0,7dB in the both words *at* and *eight*.

In contrast, the intonation contours of English leaner utterance when he utters the same sentence are; rising-falling, rising–falling, rising-long falling, long falling-long rising, and falling. the first intonation contour is rising falling that represents phrase *I have to* which the series of the amplitude is 0,7dB in the subject *(I)* then rise to 1,0dB in the word *have* and falling to 0,5dB in the word *to*. The second intonation contour is also rising-falling in the phrase *to get up at*, which the series of the amplitude is 0,5dB in the word *to* then raise to 1,0dB in the first and second syllable of *get up* then falling to 0,3dB in the word *at*. The next intonation contour is rising-long falling. This intonation contour represents phrase *at five thirty*. The series of amplitude for this phrase is 0,3dB in the word *at* then rise to 0,9dB in the word *five* then fall to 0,8dB in the first syllable of word *thirty* then again, fall to 0,3dB in the second syllable of the same word. The fourth intonation contour is long falling-long rising. The series of amplitude that represent this intonation contour is 0,9dB in the word *to* then fall to 0,8dB in the word *get* then stay falling to 0,2dB in the word *to*. Then continue to raise intonation contour in the word *work* which the amplitude is 0,5dB and again rise to 0,9dB in the word *at*, and finally falling from 0,9dB in the word *at* to 0,9B in the word *eight.*

CHAPTER V

CONCLUSION AND SUGGESTIONS

Based on the data presentation and discussion in the preceding chapter the following conclusion and suggestions are formulated

5.1 Conclusion

The analysis of intonation and stress between speeches that are produced by English native speakers and English learners result some similarities and differences. The common similarities of English native speakers' utterances and English learners' utterances are in the stressing. Both English native speaker and English learners stress function word; determiners, auxiliary verb, preposition, and conjunction with weak stress, while they stress the content words; nouns, verbs, adjectives, and adverbs with strong stress. Then the differences of stressing of their utterances are in the way of their pronunciations and junctures. From eight comparisons of speech, English native speaker pronounces some words faster and junctures between a word and the coming word more frequently than English native speaker. When a word is pronounced faster and is read with no pause or juncture, the amount of energy of the sound is lower, means the amplitude is also low. The lower amplitude of a sound indicates that the word is stressed with weak stress. In contrast, English learner pronounces the words slower and clearer and they also pauses within two words more frequently than English native speaker. When a word is pronounced slower, the sound will contain a large amount of energy. In addition, English learners pause within two words when they

pronounce it, in other word, the energy that they need to pronounce the coming word is higher. When the energy that is needed to pronounce a word is larger indicates that the word is stressed with strong stress.

Generally the intonation contour of English native speakers and English learners' utterance are same. The similarities of the intonation contour of English native speaker and English learner can be seen in their emphasizing of each sentence. The difference of the intonation contour of their utterances is because of the weak and strong stress of some words. English native speakers pronounce some words and junctures within two words more frequently, so the intonation contour of their utterances are more long falling than rising. On the other hand, English learners pronounce the words slower and give pause within two words, consequently the amplitude of the words are higher that results the rising intonation contour more than long falling intonation contour.

5.2 Suggestions

The researcher suggests that the future researchers conduct similar theme of study but with different aspects of suprasegmental such as; pitch, accent, rhythm, and tempo with more complete data and discussion. Suprasegmental features is very important to be considered in the speaking especially when speak foreign language. By conducting research in the suprasegmental features in speech, we can at least minimize misunderstanding when we speak with native speaker, because different stress may different meaning.

Based on the analysis in the chapter five, the researcher suggests to the English learners to perform their pronunciations as good as possible. Because the main aspect that influence the differences and similarities of intonation and stress is pronunciation. When the word or sentence pronounces how it should be of course the stress and intonation will be arranged well. As the result English is uttered as English not as maduresee, javanesee or others. The other aspect is juncture and tempo. English is not English learner mother tongue, so English learner utters the words or sentences slower and separately than English native speaker. When the word is pronounced separately and slower, the energy that is needed to produce the word is larger so the amplitude of the sound is also higher, but when the word uttered with juncture, the energy that is needed is lower so the amplitude is also lower.

When English learners' pronunciation, juncture, and the speed of pronouncing are correct, there won't be misunderstanding between the speakers and the hearers whatever their mother tongue because they perform their English as it should be.

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No	Tanggal	Materi	Ttd
1	19/02/2007	Pengajuan judul	1.
2	01/03/2007	Pengajuan proposal	2.
3	05/03/2007	Revisi proposal	3.
4	11/04/2007	Seminar proposal	4.
5	16/04/2007	Pengajuan bab 1,2,3	5.
6	19/04/2007	Revisi bab 1,2,3	6.
7	05/05/2007	Pengajuan bab 4 dan 5	7.
8	30/05/2007	Revisi bab 4 dan 5	8.
9	04/06/2007	Acc bab 1,2,3,4,dan5	9.

Malang, 4 June 2007
Dekan Fakultas Humaniora dan Budaya

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APPROVAL SHEET

This is to certify that Sarjana thesis of SUDARMANTO entitled" A Comparative Study between Suprasegmental Features of The Speech Produced by The Students of English Language and Letters Department of UIN Malang and Those Produced by The Speakers in NST TOEFL" has been approved by the advisor for further approval by the board of examiners as the requirements for the degree of Sarjana Humaniora (S.Hum) in English Letters and Language Department.

Malang, 04 June 2007
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