

**A CONTRASTIVE ANALYSIS ON ENGLISH SUPRASEGMENTAL
FEATURES PRODUCED BY THE ENGLISH DEPARTMENT STUDENTS
OF UIN MALANG**

THESIS

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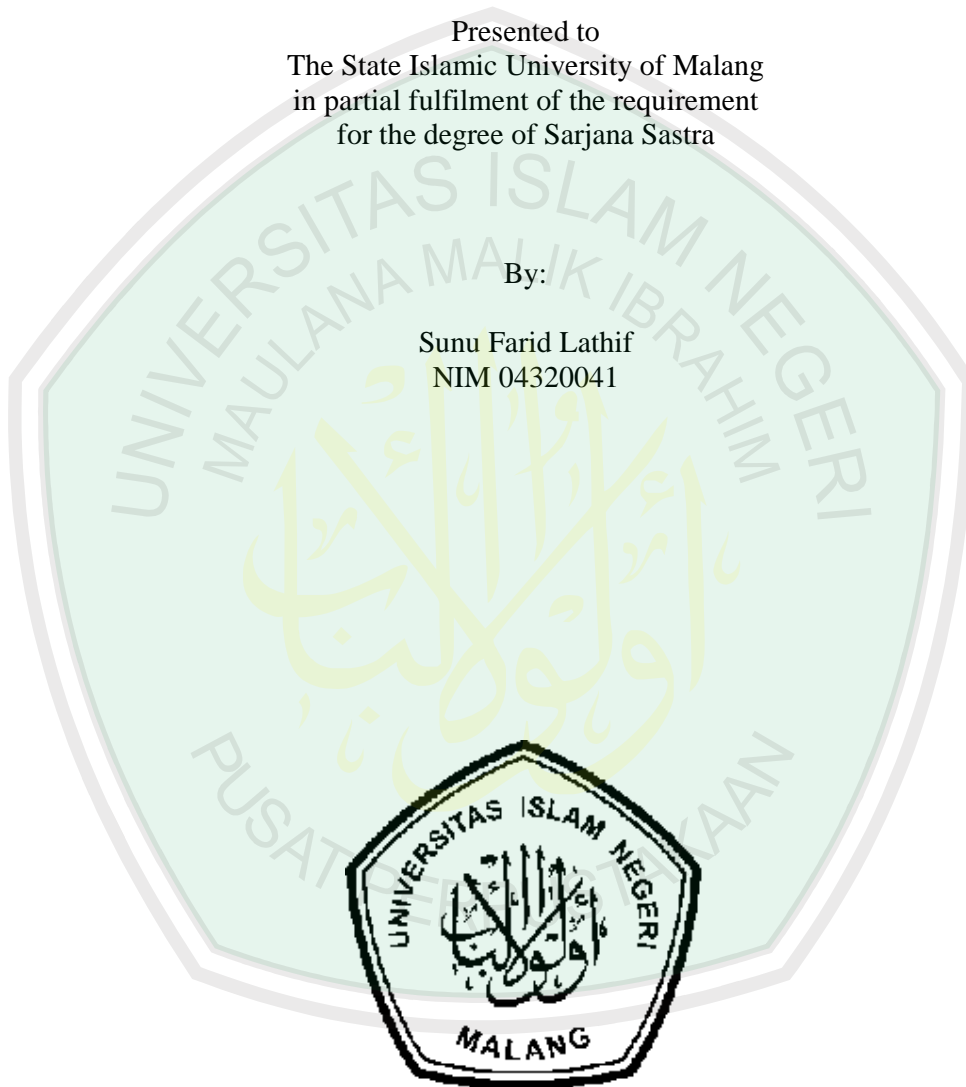
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By:

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Malang, 25th of June 2008

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APPROVAL SHEET

This is to certify that the sarjana thesis on the title *A Study on
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MOTTO

BE OPTIMIST
(sishimaru)



DEDICATION

This Thesis Is Dedicated To:

*My beloved mother and father who always give me everything,
I am proud of both of you. I love you*

*Me, Sunu Farid Lathif, I am lucky to be born as you.
You are you*

*My beloved brothers and sisters, all of you are parts of my life.
I'll raise it up*

My advisor, Rina Sari, M.Pd,

My friends of PKLI Pusat Bahasa Surabaya,

Chelsea FC,

I'll be in Stamford Bridge soon to watch you defeat all your enemies

You...

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I thank to Allah SWT. for His blessing and mercy until I can accomplish my thesis entitled *A Study on Suprasegmental Features Produced by the English Department Students of UIN Malang* as the requirement for the degree of *Sarjana Sastra*. Solawat and Salam are delivered to the prophet, Muhammad saw. who has guided his followers to the right way.

First of all, my gratitude goes to the Rector of the State Islamic University of Malang, Prof. Dr. H. Imam Suprayogo, the Dean of Humanities and Culture Faculty, Drs. H. Dimjati Ahmadin, M.Pd and the Head of English Letters and Language Department, Dra. Hj. Syafiyah, MA, who has permitted me conducting this thesis. My sincere gratitude goes to my advisor, Rina Sari, M.Pd, who has patiently and conscientiously guided and helped me to accomplish this thesis.

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The Researcher

ABSTRACT

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Key words: Suprasegmental Features, Intonation, Stress.

Language is made of sound. Study of sound is called as phonology. In phonology, there is a term named as suprasegmental features that is used in pronouncing English words. In relation to pronunciation, suprasegmental plays an important role to make the hearer understands what the speaker says. Every person in the world pronounces English words with their suprasegmental features. Thus, it is possible for us, as English students, to produce different suprasegmental features although in the same word or sentence. The suprasegmental features appears different in characteristic. Therefore, it is very interesting to investigate and analyze the difference of the characteristic of English students' suprasegmental features and English native's suprasegmental features. The research problems are formulated as follows: (1) What are the characteristics of suprasegmental features produced by the fourth year students of English Letters and Language Department of UIN Malang? and (2) What are the main differences between the characteristics of suprasegmental features produced by the English Department students of and the suprasegmental features produced by English native speakers? Meanwhile, the objectives of this research are: (1) to investigate the characteristic of suprasegmental features produced the fourth year students of English Letters and Language Department of UIN Malang and (2) to find out the main differences between the characteristic of suprasegmental features produced by the fourth year students of English Letters and language Department of UIN Malang and those produced by the English native speaker.

To answer the problems, the researcher uses gold Wave Editor to measure stress amplitude that is introduced by JWM Verhaar and intonation contour that is introduced by Laurel J Brinton. The researcher, then, focuses on intonation and stress characteristic of English students and native speakers. Methodologically, the researcher exerts descriptive qualitative study as his research design. The data were collected by recording and analyzed the result by using Gold Wave editor to find each characteristic.

From all nine analyzed sentences, the findings show that the English students pronounced some words faster and junctures between a word and the coming word more frequently than the English native speaker. The differences of stressing of their utterances are in the way they pronounce and give junctures. When a word is pronounced faster and read with no pause or juncture, the amount of energy of the sound is lower. It means the amplitude is also low. The lower amplitude of a sound indicates that the word is stressed with weak stress.

The difference of the intonation contour of their utterances is caused by the weak and strong stress of some words. The English native speaker pronounces

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.

The researcher suggests that the future researcher conduct similar topic of the study but with different aspects of suprasegmental such as pitch, accent, rhythm, and tempo with more complete data and discussion and also with different subject of the research.

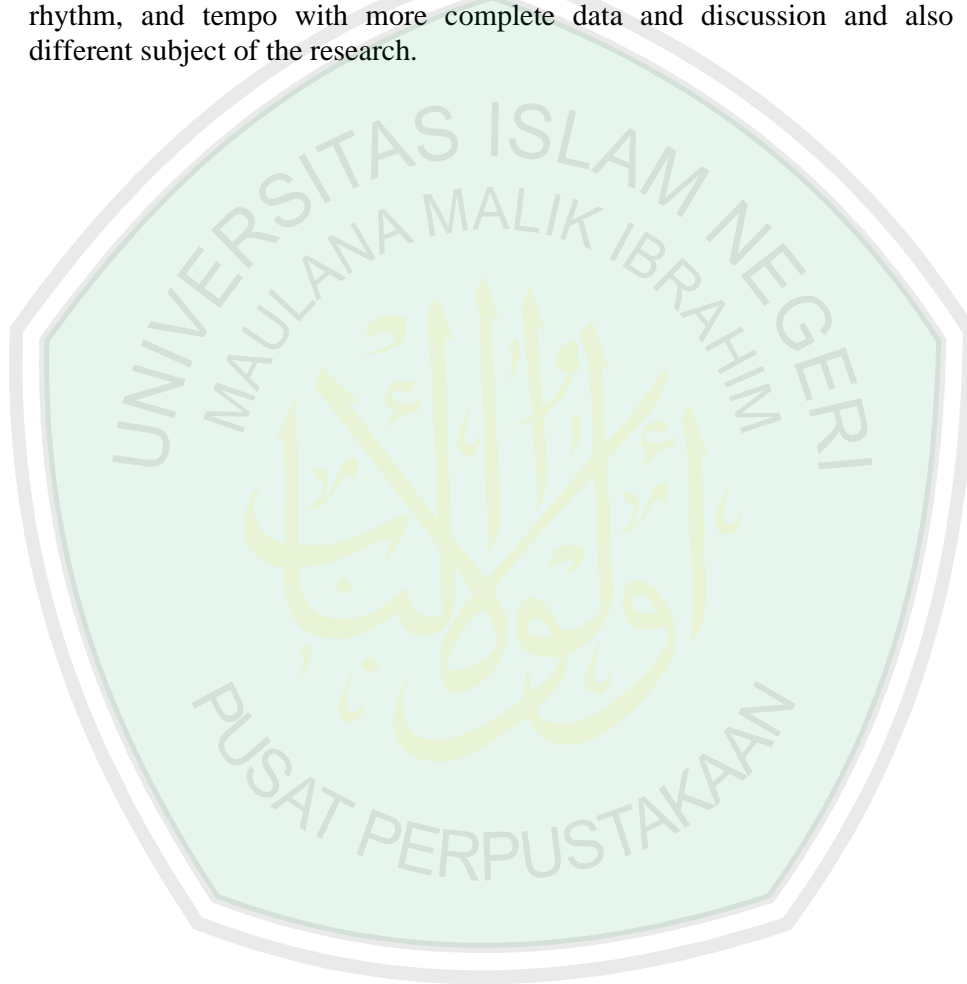


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CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

In human life, people cannot avoid using language as a tool to communicate with others. We, as human being, always use language to share in social community. In communication, we use language to convey messages from the speaker to the hearer. Language itself is made of sounds, and the study of sounds we call it as phonology. In phonology, we study about kinds of sounds and how the sounds are related to the words, the words to the sentences and the sentences to each other (Boey, 1975: 32).

Phonology is the study of sounds and speech patterns in language (Boey, 1975: 32). The root '*phone*' in phonology relates to sounds and originates from the Greek word *phonema* which means sound. Phonology seeks to discern the sounds made in all human languages. The identification of universal and non-universal qualities of sounds is a crucial component in phonology as all languages use syllables and forms of vowels and consonants. This study of sounds has a significant effect because sounds in language determine the meaning of the related

language. If the sound does not address, there will be a misunderstanding between the speaker and the hearer.

Phonology is essentially the description of the systems and patterns of speech sounds in a language. It means that when we say that the 't' sounds in the pronunciation of *satin* and *eight* are the same, we are actually saying that in the phonology of English they would be represented in the same way (Yule, 1985: 45).

Every person in the world at least has and speaks one mother language. When a native speaks another language, it is potential to produce different sounds that result different pronunciation. This fact may cause misunderstanding for the hearer if the speaker is non native speaker and the sounds he or she produces does not address the true one. It is caused by the difference in intonation, stress, pitch, or juncture. That is why study of sounds in language is very important because it has a big role in language production.

Indonesian students, as foreign language learners, have great problems in pronouncing English words, so sometimes they produce English words by their own characteristic. This evidence is logic because they are used to speaking in Indonesian language as mother language. Most Indonesian students face difference in English utterances because they get English by learning while they face no difference in Indonesian language because they get it by acquiring. However, this problem is not an absolute problem because some Indonesian words have similar pronunciation to English words. This ability can help

Indonesian students to minimize difference in pronouncing English words that causes misunderstanding for the hearer sometimes.

Cech (1983: 36) states that suprasegmental features can be defined as features of speech which are extend over several segments. These suprasegmental features includes stress, pitch, intonation, and accent. These suprasegmental features will be the focus on this research. The researcher considers that suprasegmental features concern with production of sounds. Suprasegmental features includes pitch, stress, intonation, and accent. But here, the researcher will only focus on two suprasegmental features, which are intonation and stress. English learner may produce 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). What Fromkin stated is suitable for the student of English as a foreign language. If the students’ mother tongue is Indonesian, they will have speech as a native because Bahasa Indonesia is their mother tongue. But, it will be different when they speak English because English is not their mother language. Therefore, when they speak English, they will speak as a foreigner not as native and when they speak as foreigner they will produce different suprasegmental features from the native produces.

This research is conducted toward the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang, which have been studying English in university level for 8 semesters and one native speaker. Theoretically, the English students have good skills in English

because they have passed various English courses. From this phenomenon, we can consider that the fourth year students of English Letters and Language Department have good ability in pronouncing English words. On the other hand, this evidence is not a guarantee that the student can speak English as well as native speaker done especially in stress and intonation. They may produce English speech in different features including intonation, stress, and even accent although they speak in the same sentence.

Here, the researcher is interested in researching the speech produced by the fourth year students of English Letter and Language Department of Humanities and Culture Faculty of UIN Malang because it is important to find out the characteristic of their speech. After researching this object, the researcher tries to measure how far their ability in pronouncing English sounds. By measuring their ability in pronouncing English words, the researcher will find their characteristic in pronouncing English sound. In doing so, the teachers can give more attention to the students' speech to minimize misunderstanding for the hearer because of these differences.

By knowing the stress, intonation, and pitch of the speaker, we can recognize what their mother tongue is. As Liddicoat in Davies said that the core of language is sound (Davies, 2004: 27). This is the main reason why this research is conducted by the researcher.

According to Sudarmanto (2007: 4), there are only 3% studies about phonology conducted in UIN Malang. From this evidence, the researcher tries to find a new phenomenon that is seldom to be investigated by students of UIN

Malang. By conducting this research, the researcher wants to give a contribution to the field of study.

Meanwhile, the study on phonological also conducted by Sudarmanto (2007); the student of English Letters and Language department in the State Islamic University of Malang. The subject of his research is the students of English Letters and Language Department. He took the corpus randomly from the first year students to the fourth year students. The differences between this research and those conducted by Sudarmanto are first, that the subject of this research is only the fourth year students while the subject of Sudarmanto's research is the students from the first year to the fourth year. Theoretically, the English ability between the subject in this research and Sudarmanto's research must be different. It is caused by the subject in sudarmanto's research was the student from the first semester up to the eight semester who has various degrees of ability in English. And the subjects of this research are the students from the eight semester only who have better ability from the consideration of length of the period of the study.

Second, this research is study about contrastive study while sudarmanto's research is comparative study. The difference between them is that contrastive study is the study that investigates the difference between two things that makes contrast. While comparative study is the study that investigates both similarities and differences between two things (Parera, 1986:25). The researcher conducts this research in contrastive study because he wants to recognize each characteristic of non-native and native pronunciation. In Sudarmanto's research,

he argues that when we speak English. It means that we speak a strange language; when other persons speak English, we will hear strange sound too. There are many misunderstanding happen in a communication just because of difference in pronouncing words. In order to be familiar with that sound and also to avoid misunderstanding, we have to know how to pronounce stress and intonation, and how to produce words from the related language. In speaking English, we have to know how to pronounce words, stress, and intonation so that the listeners will not face misunderstanding just because of difference in pronunciation.

1.2 Research Problems

From the explanation above, the researcher formulates the following questions:

1. What are the characteristics of suprasegmental features produced by the fourth year students of English Letters and Language Department of UIN Malang?
2. What are the main differences between the characteristics of suprasegmentals features produced by the fourth year students of English Letters and Language Department of UIN Malang and the English native speaker?

1.3 Objectives of the Study

In this research, the researcher formulates the objectives of the study as follows:

1. To investigate the characteristic of suprasegmental features produced by the fourth year students of English Letters and Language Department of UIN Malang.
2. To find out the main differences between the characteristics of suprasegmental features produced by the fourth year students of English Letters and Language Department of UIN Malang and those produced by the English native speaker.

1.4 Significance of the Study

The phonological study is a pure linguistics study. Theoretically, the significance of this study is to enrich cross-cultural knowledge of speech variety in English. By knowing the way our partner speaking, such as accent, intonation and stress, we can recognize their cultural background and also their mother language. And the last significance of this study is to develop the variant of the study of suprasegmental features.

Practically, after conducting this research, it is expected that the researcher can give a description about first, characteristics of pronunciation of English students, especially the characteristics of pronunciation of the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang. Second, this description will be used to give an understanding

phenomenon for all speakers, both native and non native, about the difference of pronunciation for non-native English speaker when they produce a speech in English.

1.5 Scope and Limitation

In this research, the researcher only focuses on intonation and stress. The subject of this research is the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang. These students are those who have been studying English in the university for almost four years. Their ability in English absolutely varies in some degrees. But, it has been stated above; they have theoretic skills in English language they got from a long-term period education in this university. Consequently, there must be students that have good speaking skills, so they can produce a better pronunciation in English speech. Besides that, there are also some students who have average English skills that result them in average ability of speaking. But, generally they have a better skill in English than other students. Then the researcher studies their pronunciation to recognize their speech's characteristics in pronouncing English. From this, the researcher knows their characteristic of speech in case of suprasegmental features.

The English involved in this research is American English and the native speaker is an American, his name is Jessy. The researcher uses American English because it is easy to find out American native speaker and also American English has unique accent. The researcher uses one native speaker because it will be

different if the researcher uses more than one native that can result different characteristic between the native. That is why the researcher only involves one native speaker.

1.6 Definition of the Key Terms

- a. Suprasegmental features are those articulator features which consist of over more than one segments, includes: intonation, stress, pitch, and accent.
- b. English Department students are the students of English Letters and Language Department who are in the fourth year or in the eight semester of UIN Malang whose mother tongue is not English.
- c. Gold Wave Editor is software program which is used to analyze the data in term of sound.
- d. Manual Plotter is a software program which is used to remove the result from Gold Wave Editor analysis to Microsoft word, so the researcher can present the result analysis to make easier in presentation the findings in data analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about some theories of suprasegmental and also all parts of suprasegmental features. Although the focus of this research is in intonation and stress only, the researcher also gives explanation of all features in suprasegmental as a glance of knowledge. In explaining the theories, the researcher also gives his own conclusion and statements which theory he uses in this research. This is intended to make readers know not only one theory but also some theories related to the research.

2.1 Suprasegmental

Brinton (2007: 57) defines that suprasegmental features are those articulatory features which are superimposed over more than one segment (such as vowel or consonant); they include stress and intonation.

Individual sounds are considered to be discrete segments; however some of the sound properties of language extend more than one segment (Liddicoat in Davies, 2004: 30). These are known as suprasegmental and it includes stress, pitch, intonation, and tone.

Suprasegmental features, on the other hand, roughly refer to “how you say what you say”. It studies about the way you pronounce words in English. When we speak in another language, we will produce a different suprasegmental features, such as stress, pitch, intonation, and syllable. A syllable is an important

structural unit in phonology, with a word being organised in syllables. The suprasegmental features have a big role in understanding words because it is connected to the sounds of the word. If we know the suprasegmental features of the words, we will gain a correct pronunciation of the words. Mispronunciation in a word brings misunderstanding in meaning.

From all theories and explanation above, the researcher concludes that suprasegmental features is the features we have when we produce a speech. These features are not only one feature but also four features. They are intonation, stress, pitch, and accent. We always have these features when we produce the speech and every person tends to have different features when he or she does this.

2.1.1 Stress

Widdowson (1996: 43) states that when a word has more than one syllable, one of them will be pronounced with more prominence than the others. This brings us to another speech sound phenomenon that is stress. Every word spoken in isolation has at least one stressed syllable. In articulator terms, stress involves a rise in air pressure; an increase in the activity of the respiratory muscles forces more air out of lungs during the articulation of a particular syllable. In English, for example, the nouns 'person', 'witness', and 'wedding' will always be stressed on the first syllable, and the verb 'inspire', 'provoke', and 'decide' will always be stressed on the second.

There may also be an increase in the activity of larynx, resulting in higher pitch. In acoustic terms, the stressed syllable is perceived as longer, louder, and of

higher pitch. The term stress is sometimes used interchangeably with accent, but accent should not be confused here with the others. For example:

Integral	InTEGral
COMMunal	coMMUNal
FORmidable	forMIDable
CONtroversy	controversy

Table 2.1 stress in syllable

Pronunciation in the first column may generally be considered conservative, while on the right side is increasing. The change may reflect a preference for a pattern in which the major stress is surrounded by unstressed syllables, rather than an initial stress followed by two or three unstressed syllables. It is probably safe to say that most younger speakers of English would regard 'FORmidable' as an awkward pronunciation. These examples are not necessarily unstable within the speech of an individual although some speakers, knowing the alternatives, may be hesitant about their pronunciation and know that English phonology is not a single system, uniform across all groups and regions (Clark, Yallop and Fletcher, 2007: 352).

It seems to be a general tendency in English to mark the difference between nouns and verbs: nouns are stressed in the first syllable, while verbs are stressed in the second. Sometimes the change of stress marks the class different between words which are semantically similar, as in 'REcord' as noun, and

‘reCORD’ as verb, or ‘OBject’ as noun, and ‘obJECT’ as verb (Widdowson, 1996: 44).

These diversities of stress bring diversities in meaning of words. Stress in a word has a big role in speech understanding. Boey (1975: 33) states 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 *_mphasi*, *_mphasiz*, and *_mpha* have greater prominence than other syllables. These underlined syllables are stressed and the less prominent ones are unstressed. The English unstressed syllables are often reduced where the unstressed vowel is pronounced as (ə).

Verhaar (1992: 30-31) explains 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 itself usually has primary stress, such as ‘*man*, *call*, *cut*, *will*, *eat*, *rough*, *glass*’ and so on. Crystal (1987: 172) describes that the word which has two syllables usually has primary at the first syllable and secondary stress at the second syllable, such as ‘*baby*, *desert*, *going*, *rebel*, *able*’, and so on. However, complex word is stressed at the first syllable for primary stress and the second syllable is for secondary stress such as *mealtime*, *someone*, *footprint* and so on. The complex words sometimes have only primary stress at both first and second syllables, such as ‘*dead-tired*, *half-way*, *hand-knit*’ and so on.

Clark, Yallop, and Fletcher (2007: 353) recognize degrees of word stress in particular primary and secondary stress. Thus, the word 'universe' can be said to have primary stress on the first syllable, no stress on the second syllable, and stress in the final syllable.

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), *emphathic* (æ) and *emphasize* (ə). Sometimes we also have strong and weak stress of the same words, for example; the 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 is shown as the 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 > aɪæm > aɪəm > aim. The reduction of stress usually happens in 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.

Jones (1972: 248) explains that most English words of two syllables have one strongly stressed syllable and one weak one. The strong stress is on the first syllable in some words and on the second in others. For instance, in the nouns *increase* and *insult*, the first syllable is strong ('ɪnkri:s, 'ɪnsAlt). But in the verbs *increase* and *insult*, the first syllable is weak and the second is strong (ɪn'kri:s, ɪn'sAlt). Jones also states that in English words of three or more syllables there is always one strong syllable and occasionally two.

Based on theories above, the researcher can conclude that stress is the emphasizing in a syllable in a word that has function to give the specific meaning, such as whether the word is noun or verb for instance. Stress itself is divided into three degrees. They are primary stress, secondary stress and unstressed. This conclusion is mainly based on the theory of Verhaar that divides stress into three degrees. This theory will be used by the researcher to analyze the data in data analysis.

2.1.2 Intonation

When we speak, we may produce high or low speech. These high and low speeches are called as intonation. When someone in anger situation, he or she tends to use high intonation in his or her speech. In polite situation, people tend to have speech in low intonation. Actually, what is intonation itself based on the theory of linguist? In the following paragraphs, the researcher displays some theories from some linguists.

Intonation may be defined as the variations which take place in the pitch of the voice in connected speech, that is the variations in the pitch of the musical note produced by the vibration of the vocal cords (Jones, 1972: 275).

Wardhaugh (1977: 244) defines intonation as the pattern of rising or falling pitches with which a sentence is pronounced. In addition, Boey (1975:35) also defines 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.

Jones (1972: 275) also defines that in ordinary speech the pitch of the voice is continually changing. When the pitch of the voice rises, we have *a rising intonation*; when it falls we have *a falling intonation*; when it remains on one note for an appreciable time, we have *level intonation*.

It is impossible for us to understand the expressions and thoughts of the speaker we speak without intonation. 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. 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. For example the way to say: *It's raining*. If it is said again using the same words, the meaning will be different. It can mean *What a surprise!*, or *How annoying!*, or *That's great!*.

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.

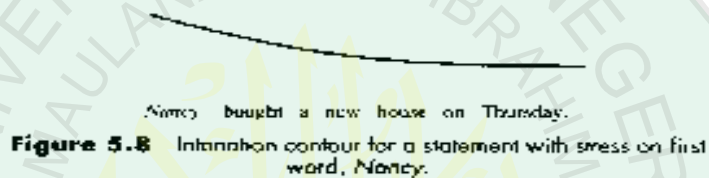
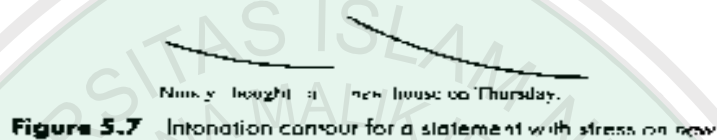
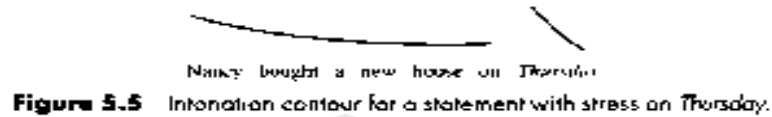


Figure 2.1 Intonation contour graph

Roach (1987: 143-149) classifies the function of intonation in the syntagmatic functions into three functions. The classification and the example are explained as follow.

1. The accentual function of intonation

The term accentual is derived from 'accent', a word used by some writers to refer to what in this research is called 'stress'. That intonation has accentual function implies that the placement of stress is something that is determined by intonation.

2. The grammatical function of intonation

Grammatical function of intonation is used to invent sentences which are written ambiguously, and whose ambiguity can only be removed by using different of intonation. This following example can give more explanation about this function, 'Those who sold quickly made a profit'. This can be said in at least two different ways:

- a) |'Those who'sold ,quickly|. made a ,profit|
- b) |'Those who sold|.quickly, made a , profit|

The difference is caused by the placement of the tone-unit boundary which is seen to be equivalent to give two different pharaprases of the sentences, as in:

- a) A profit was made by those who sold quickly.
- b) A profit was quickly made by those who sold.

Another component of intonation that can be said to have grammatical significance is the choice of tone on the tonic syllable. One example that is very familiar is the use of a rising tone with questions. Many languages have possibility of changing a statement into a question simply by changing the tone from falling to rising. This is, in fact, not used very much by itself in the variety of English where questions are usually grammatical marked.

3. The discourse function of intonation

If linguistic analysis is thought as in sentence structure, it can be called as grammar unit. But here, there is also discourse study in function of intonation. This function attempts to look at the larger contexts in which the sentence occurs.

If intonation is studied in relation to discourse, it will have two main areas: one of them is the use of intonation to focus the listener's attention on aspects of that message that are most important, and the other is concerned with regulation of conversational behavior.

In the case of 'attention focusing', the most obvious use has been described is the placing of tonic stress on the appropriate syllable of one particular word in tone-unit. In many cases, it is easy to demonstrate that the stress is placed on the word that is in some sense the most important, as in:

|she 'went to Scotland|

The second area of intonational discourse function is the regulation of conversational behaviour. Intonation is also important in the conversational interaction of two or more speakers, such as between doctor and patient, teacher and pupil or between the various speakers in court cases. In such material, it is easy to identify what each speaker is actually *doing* in speaking, for example, questioning, challenging, advising, encouraging, disapproving, etc.

According to all of the explanation above, the researcher concludes that intonation is a meaningful suprasegmental feature of speech. It refers to patterns of pitch variation in a sentence. In addition, intonation affects the meaning of the sentence as a whole by indicating different sentence types, such as statements or questions. It is also represented in a gross fashion in writing by the use of punctuation marks such as, question mark(?), comma(,), semicolon (;), exclamation mark (!) and full stop (.).

2.1.3 Pitch

Wardough (1977: 249) states that pitch is 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 we say /tʃu/ with a falling and rising pitch it means 'lord'. A beginner of Chinese may, therefore, wrongly says "I praise the pig" when he means "I praise the lord". Pitch, therefore is phonemic in Chinese because it can distinguish between pairs of words. Boey (1975: 33) suggests that the difference of pitch may result in the difference of meaning at the word level.

Ladefoged (1975: 224) suggests that the pitch of the voice is determined by several factors. The most important is the tension of the vocal cords. If the vocal cords are stretched, the pitch of the sound will go up. Altering the tension of the vocal cords is the normal way of producing most of the pitch variations that occur in speech. In addition, an increase in the flow of air out of the lungs will also cause an increase in pitch, so that stressed sounds will usually have a higher pitch.

2.1.4 Accent

Crystal (1987: 172) explains that accent refers to the characteristic of speech that conveys information about the speaker's dialect, which may reveal in what country the speakers 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.

Phonological or phonetic distinction is often considered as different accents. A person in England is said to have a cockney accent, a Yorkshire accent, a Lancashire accent, and so on.

The term accent is also used to refer to the speech of someone who speaks a language non-natively; for example, a Spanish speaking English is described as having a Spanish 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.

2.2 Previous Studies

There are two researchers that have conducted research in the phonological field. The first researcher is Ladd (Sudarmanto, 2007:20). He is professor of Linguistics from University of Edinburgh. His research was 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). The result showed that in fast-speed speaking people tend to produce high level intonation rather than in low- speed speaking.

The second researcher is Sudarmanto (2007). He is undergraduate student of UIN Malang. His research is a comparative study between suprasegmental study produced by English learner and those produced by NST TOEFL. His

research focuses on intonation and stress. His research was conducted towards student of English Department starting from the first semester until the eighth semester. The result showed that some students of English Department have similarities and differences with the native in NST TOEFL.

In line with the previous researchers, the researcher here also intends to get knowledge about stress and intonation. The focus of this research is intonation and stress of the speech produced by English learners in Indonesia, especially the 4th year students of English letter and language of humanities and culture faculty of UIN Malang.

The similarity of the study that is conducted between the researcher and the previous researchers are both investigate the sound. 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 now the researcher observes English. Finally, the aim of conducting the research is to get more knowledge about phonological aspect.

Besides the similarity, there is also the difference between this research and the previous researcher. The difference is that the previous researcher conducted research in comparative study, but here the researcher conducts the research in contrastive study. According to Parera (1987: 25) comparative study is aimed to find out similarities and differences of speech while contrastive study is aimed to find out the difference of the two different things. Here, the researcher intends to finds out the difference between the characteristic of suprasegmental

features produced by the fourth English students of UIN Malang and those produced by native speaker.



CHAPTER III

RESEARCH METHOD

This chapter discusses about the research design, research instrument, data sources, data collection, and data analysis.

3.1 Research Design

The research design used in this research is descriptive contrastive. As Parera (1986:25) states that descriptive contrastive is to find the description of differences from two things. Here, the researcher describes about suprasegmental features on the speech produced by the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang and from the English native speaker who lives in Malang. Contrastive study tries to find the differences between the object that is researched. In this contrastive study, the researcher tries to find out the characteristics of suprasegmental features produced by both of the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang and the English native speaker. As result of this descriptive contrastive, the researcher will describe a contrastive study of suprasegmental features both produced by 4th year students of English Letters and Language of Humanities and Culture Faculty of UIN Malang and those produced by the native speaker in Malang.

3.2 Research Instrument

This research studies about sounds. The key instrument is the researcher himself. The researcher investigated and collected the speech from the English student and native speaker. The other instrument of this research is a tape recorder. Tape recorder was used to record sounds produced by the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang and a native speaker who lives in Malang.

Then the researcher used wave editor. Here, the researcher used Gold Wave Editor to analyze the sound produced by the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang.

The subjects of this research are the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang and a native speaker who lives in Malang.

3.3 Data Sources

The researcher takes the data in the form of speeches of English students as foreign language learners and an English native speaker who lives in Malang. The forms of data are in recording of speech produced by the English student and the native speaker. In taking the data, the researcher uses corpus. Corpus is a body of data from which patterns, systems, or generalization can be discovered by induction (Samarin in Rosidi, 2008: 45). After calculating the number of the fourth year students of English Letters and Language Department of Humanities

and Culture Faculty of UIN Malang, the researcher chose 9 students of the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang.

In choosing the students, the researcher used GPA as the consideration. This is caused by GPA is the measurement of the English ability of the students. Here, the researcher chose the students who had low, average and high GPA. The researcher then, classified the degrees of GPA as in the followings: the low GPA is < 3.00 , the average GPA is between 3.00 up to 3.5, the high GPA is > 3.5 up to 4.00. In each degree, the researcher took 3 students as corpus. The amount of the students as corpus is three students for each degree because the researcher considered that they fulfilled the variation of the data and also it was difficult for the researcher to find out the students who had < 3.00 GPA. This consideration was used because the validity of this research will be low when the researcher only chooses students who have high GPA students. After recording their speeches, the researcher compared among three groups each other and then compared with a native speaker who lives in Malang, his name is Jessy. Jessy is an American. The researcher chosen him because the English subject used in this research is American English. This comparison is to find out the difference of suprasegmental features characteristic produced by the English Department students and the native speaker.

3.4 Data Collection

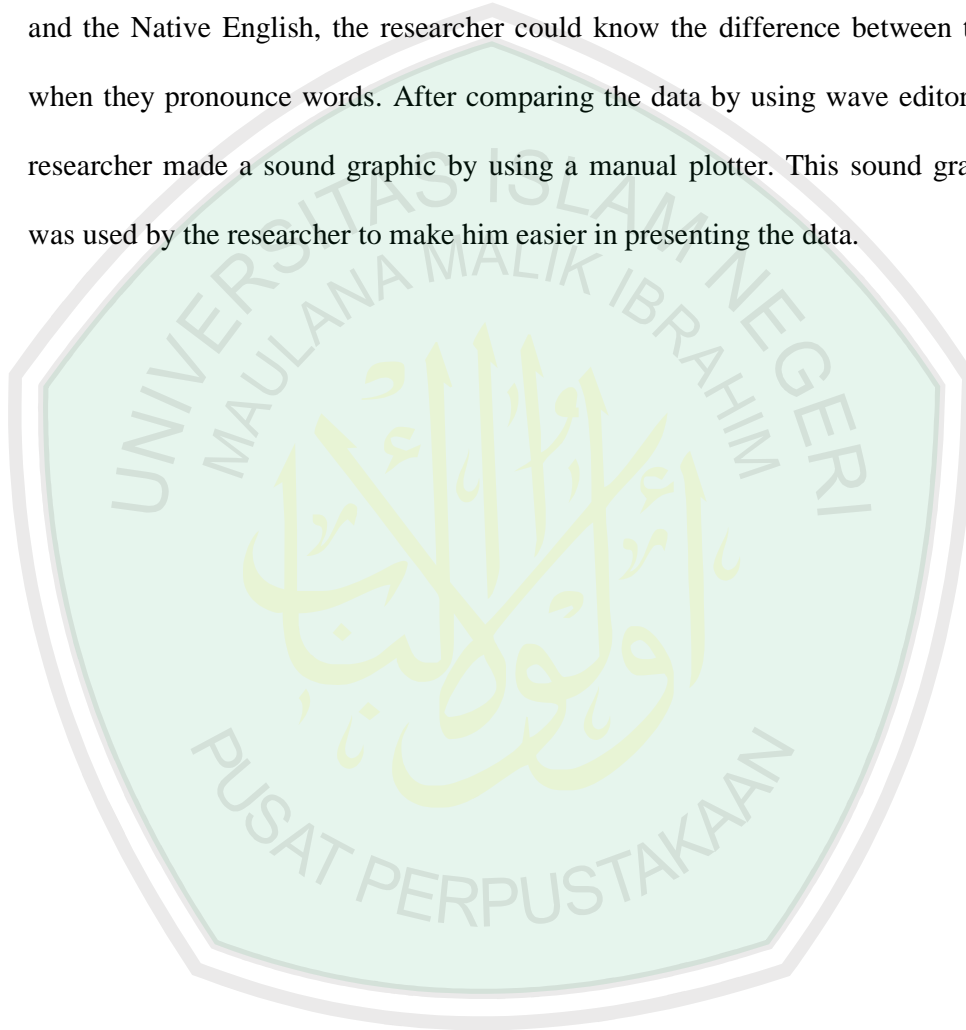
In this research, the researcher did some steps to collect the data as follows: firstly, the researcher recorded the native speaker's voice when he read the 9 sentences that selected from listening section in TOEFL test written by Baron (1997). Then the researcher took corpus from the fourth year students of English Letters and Language Department of Humanities and Culture Faculty of UIN Malang consisting of 9 students. The researcher asked each student to read one sentence, and then the researcher recorded his or her voice. Finally, the researcher compared their speech in terms of suprasegmental features produced by the English students and the English native speaker.

3.5 Data Analysis

The researcher analyzes the data by the following steps. First, the researcher organized the data that had been collected from recording of sounds by inserting all the recording result into computer. Second, he used Gold Wave Editor to find out characteristics of suprasegmental features in speech produced by both the fourth English students and compared to those produced by a native English speaker. The results of analysis using Gold Wave are in the form of numbers that show the higher and lower of intonation, stress frequencies. The amplitude of primary stress is $>1.0\text{dB}$, while for the secondary stress is 0.4dB up to 0.9dB and for unstressed is $< 0.3\text{dB}$ (Verhaar, 1992; 30-31). Because the Gold wave editor never reaches 1.0dB , the researcher calculates the amplitude as follows: $<0.6\text{dB}$ is for primary stress, 0.4dB up to 0.5dB is for secondary stress

and $>0,3\text{dB}$ is for unstressed. The last instrument is manual plotter used to make a sound graphics in order to make the researcher easier when he presents the data.

By knowing the findings from the comparison between the English student and the Native English, the researcher could know the difference between them when they pronounce words. After comparing the data by using wave editor, the researcher made a sound graphic by using a manual plotter. This sound graphic was used by the researcher to make him easier in presenting the data.



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses about findings and discussion from all the data he gets in this research. In every discussion the researcher gives a summary to make the reader easy to understand this research.

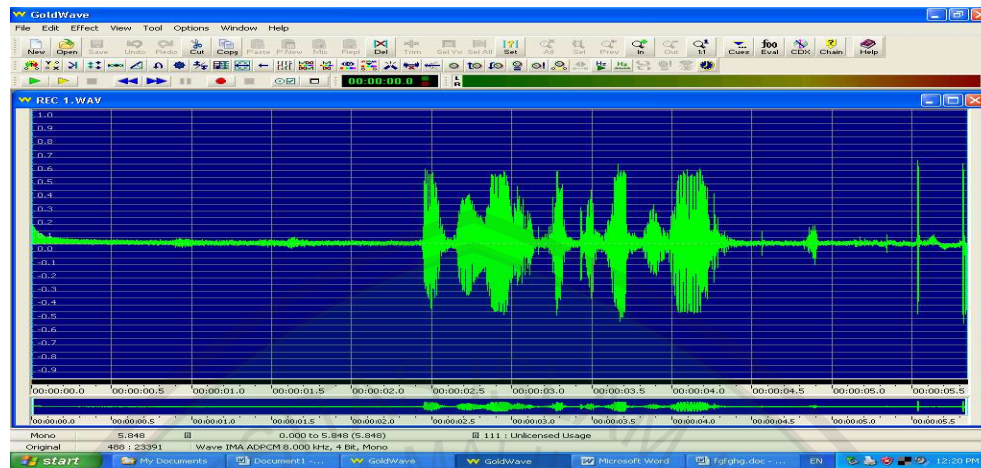
Findings and Discussions

After gathering the data in the form of sound recording from selected English students and native speakers, the researcher compares the data to find out the differences of stress and intonation between the students and the native speaker. There are 9 sentences which are analyzed in this research. The sequence of the degree is the first three students are the students who have high GPA, the second three ones are the students who have average GPA and the last three ones are the students who have low GPA. The 9 sentences are the following:

Sentence 1:

I do wish I could help you more.

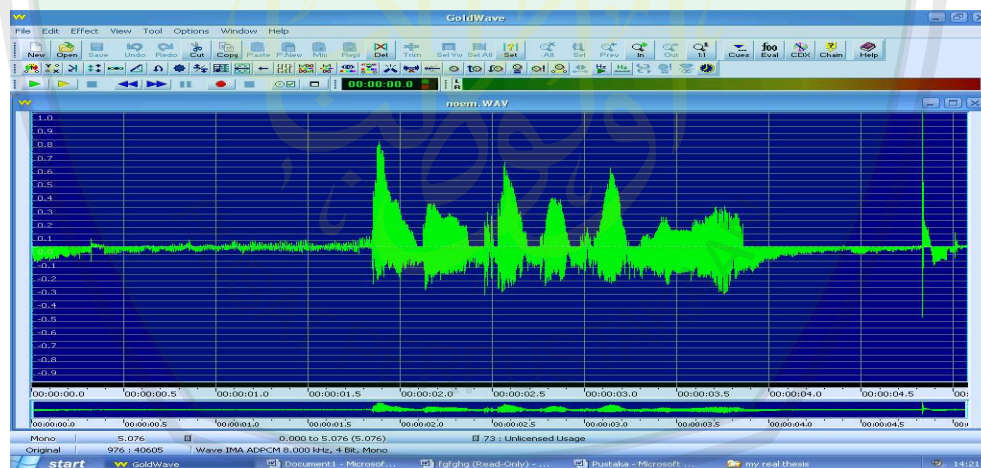
The sound graphics below are the representation of the higher and lower stress and intonation of speech which are produced by English native speaker and one of the English students, students 1. Both of the native speaker and the English student uttered the same sentence: *I do wish I could help you more.*



I dó wish I could hèlp youí móre

0,6 0,4 0,6 0,6 0,4 0,6 0,3 0,6 dB

Figure 4.1 The result of Gold Wave Editor analysis of the native speaker utterances



I dó wish I could hèlp youí móre

0,8 0,3 0,3 0,7 0,4 0,6 0,2 0,3dB

Figure 4.2 The result of Gold Wave Editor analysis of the English student 1

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,8-0,3-0,3-0,7-0,4-0,6-0,2-0,3dB

The English native : 0,6-0,4-0,6-0,6-0,4-0,6-0,3-0,6 dB

In two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

• Stress

From the above figures, it can be seen that there are some differences of stressing word that make different characteristic of stress in pronunciation. The first difference is in the word *do*. The native speaker stressed the word *do* with secondary stress and the amplitude is 0,4dB, while the English student stressed it with unstressed and the amplitude is 0, 3dB. The difference happens because the native speaker considered this word as accompanying verb of the main verb that is *wish* so he did not stress it with strong stress, while the English student stressed it with unstressed because the word *do* placed after the subject which has the strong stress, so it should be in weak or unstressed. The second difference is in the word *wish*. The native speaker uttered this word in strong stress and the amplitude is 0,6dB, while the English student didn't stress it. The difference happens because native usually stresses the verb with strong stress, so he stressed "I" and the amplitude is 0,6dB.

The last difference is in the word *more*. The native speaker stressed the word *more* with strong stress and the amplitude is 0,6db while the English student stressed it in unstressed and the amplitude is 0,3dB. This difference happens because the native speaker uttered the word *more* separately with the preceding word, so he stressed it with strong stress, while the English student uttered the word *more* in one word with the preceding words, so he did not stress it in strong stress.

From the three differences above, the researcher sums up the findings in the following table:

	Primary stress	Secondary stress	Unstressed
Student	3	1	4
Native	5	2	1

Table 1. Comparison of stress amount

• Intonation

The sentence of *I do wish I could help you more* is a conditional sentence. To analyze the intonation of the sentence, the sentence should be divided into two parts. The first part is *I do wish*. The native speaker pronounced *I do wish* with falling rising intonation. It is proven when the native stressed the word *I* with strong stress and the amplitude is 0,6dB. Next, the intonation is fallen in the word *do* with weak stress and the amplitude is 0,4dB. Afterwards, the intonation is rising in the word *wish* with strong stress and the amplitude is 0,6dB. This intonation contour represents skepticism. This expression is true based on the

context of the sentence because it is a conditional sentence which has no fact in reality. At the graph of the student, the student pronounced *I do wish* with short rising. The student stressed *I* with strong stress and the amplitude is 0,8dB, then it was fallen down in the word *do* with unstressed and the amplitude is 0,3dB and goes in sequences in word *wish* with unstressed also and the amplitude is 0,3dB. Short rising expresses a signal of attentiveness and this is not appropriate to the context of the sentence because it expresses a conditional situation.

The second part is *I could help you more*. In this part the native speaker pronounced it with falling-rising intonation. It can be seen from the word *I* which is pronounced with strong stress and the amplitude is 0,6dB. Then it falls in *could* with secondary stress and the amplitude is 0,4dB. Then it rises again in word *help* with strong stress and the amplitude is 0,6dB. The native stress word *you* with unstressed and the amplitude is 0,3dB and then rises again in the word *more* with strong stress and the amplitude is 0,6dB. This intonation contour expresses skepticism and it is true because this sentence is a conditional sentence which has no reality. The English student pronounced *I could help you more* with falling-rising intonation too. But there are some differences in the height of stress. The word *I* was pronounced in strong stress which the amplitude is 0,7dB, then falls in *could* with secondary stress which the amplitude is 0,4dB. The intonation rises again in the word *help* with strong stress which amplitude is 0,6dB and falls again in the word *you* with unstressed which the amplitude is 0,3dB. Finally, the student pronounces the word *more* slightly up with unstressed which the amplitude is

0,3dB. In this intonation contour, it expresses skepticism also and this is appropriate to the context of the sentence because it is a conditional sentence.

In conclusion, the researcher sums the findings as follows:

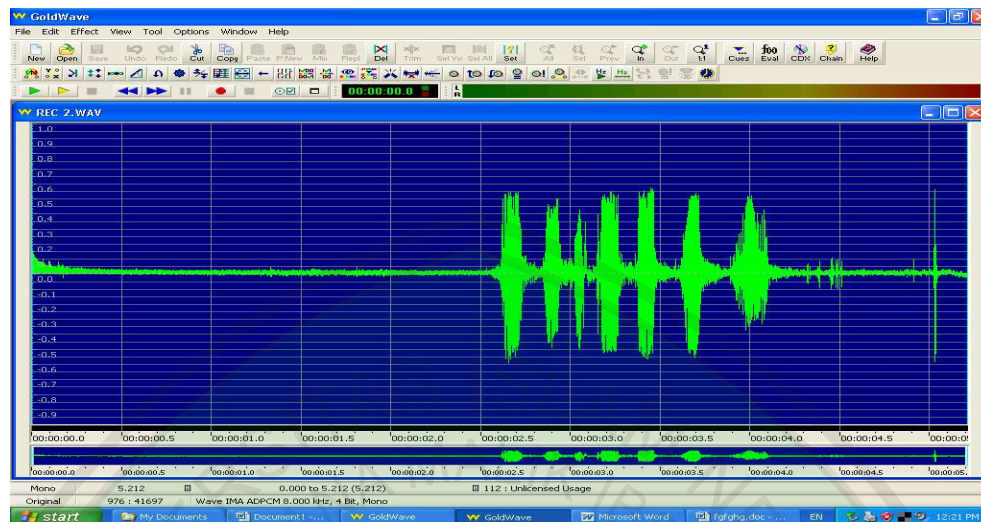
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student				1	1			
Native					2			

Table 2. Comparison of intonation contour

Sentence 2:

How difficult that test was!

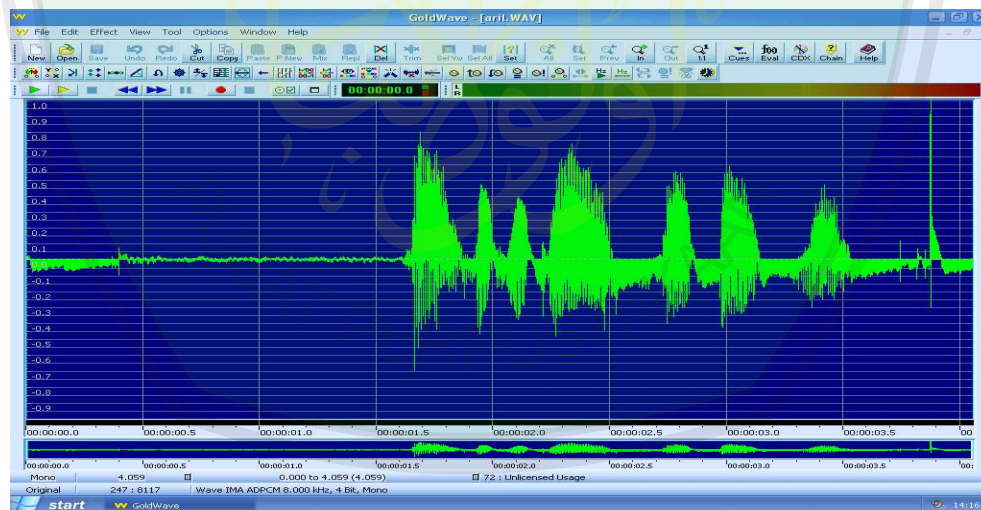
The sound graphics bellow are the representation of the higher and lower stress and intonation of speech that is produced by the English native speaker and English student that is represented by Student 2. Both the native and the English student utter the same sentence: *how difficult that test was.*



Hòw difficùlt thàt tést wàs

0,6 0,5 0,4 0,6 0,6 0,6 0,5dB

Figure 4.3 The result of Gold Wave Editor analysis of the native speaker utterances



Hòw difficùlt thàt tést wàs

0,8 0,5 0,4 0,7 0,6 0,6 0,5dB

Figure 4.4 The result of Gold Wave Editor analysis of the English student 2

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,8-0,5-0,4-0,7-0,6-0,6-0,5dB

The English native : 0,6-0,5-0,4-0,6-0,6-0,6-0,5dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

Even though the speeches produced by both of the English student and the native speaker are just the same, there are some slightly differences in word stressing which were produced by them when they uttered sentence *how difficult that test was*. The first difference is in stressing the word *how*. Both of them stressed the word *how* with strong stress, but the difference is in the height of amplitude. The native speaker stressed the word *how* and the amplitude is 0,6dB, while the English student stressed it and the amplitude is 0,8dB. The last difference is in stressing the syllable *cult* in *difficult*. Both of the native speaker and the English student stressed the syllable *cult* with strong stress. But the difference is in height of amplitude. The native speaker stressed syllable *cut* and the amplitude is 0,6dB, while the English student stressed it slightly up and the amplitude 0,7dB. In the word *difficult*, native speaker and the English student uttered it with the same stress. Both of them uttered it with two first syllables in

secondary stress and the last syllable with strong stress. This is because the word consisting of more than one syllable should be stressed with strong stress in one syllable and the rest syllable with another syllable. This fact shows that the English student has very close characteristic in pronouncing English words with the English native speaker.

In short, the researcher displays the finding as in the following table:

	Primary stress	Secondary stress	Unstressed
Student	4	3	-
Native	4	3	-

Table 3. Comparison of stress amount

- **Intonation**

How difficult that test was is an exclamatory sentence. As shown in the graphic above it can be distinguished the intonation contour between the utterances which were produced by the native speaker and the English student. The intonation contour of the analyzed sentence which was produced by the English native speaker is falling-rising and long falling. The falling-rising intonation represents phrase *how difficult* which the amplitude series is from 0,6dB in the word *how* then falls to 0,5dB in the first syllable of the word *difficult* and falls in the second syllable which the amplitude is 0,4dB than rises in the last syllable and the amplitude is 0,6dB. This falling-rising intonation contour is used to express skepticism. This function is appropriate with the context of the sentence that is the speaker is surprised with the difficulty of a test.

The second intonation contour is long falling. This intonation contour represents phrase *that test was*. This intonation is started from the word *that* and the amplitude is 0,6dB then flat to 0,6dB too in the word *test* and finally falls in the word *was* and the amplitude is 0,5dB. This intonation contour expresses finality, conclusion, affirmation, agreement. This function is appropriate to the context of sentence because it is about finality of skepticism of a test.

In the English student's graph, it can be seen that the English student has the same intonation contour too. In the first phrase *how difficult*, the English student uttered it in the falling-rising intonation contour. It is started from the word *how* and the amplitude is 0,8dB then falls in the first syllable of the word *difficult* and the amplitude is 0,5dB, and falls in the second syllable and the amplitude is 0,4dB. Finally the intonation rises in the last syllable which the amplitude is 0,7dB. This intonation contour expresses skepticism like the researcher discussed above. It is appropriate to the context of the sentence because it is also about a surprise.

In the second phrase, *that test was*, the English student has the same intonation contour too with the native speaker. The intonation contour is long falling. It is started from the word *that* which the amplitude is 0,6dB and flat to the word *test* which the amplitude is 0,6dB too and finally falls in the word *was* which the amplitude is 0,5dB. The function of this intonation contour is to express the finality and it is appropriate to the context of the sentence.

From the discussion above, it can be recognized that between the native speaker and the English student have the same characteristic in both intonation

and stress. To make easier in understanding the findings, the researcher formulates them in the following table:

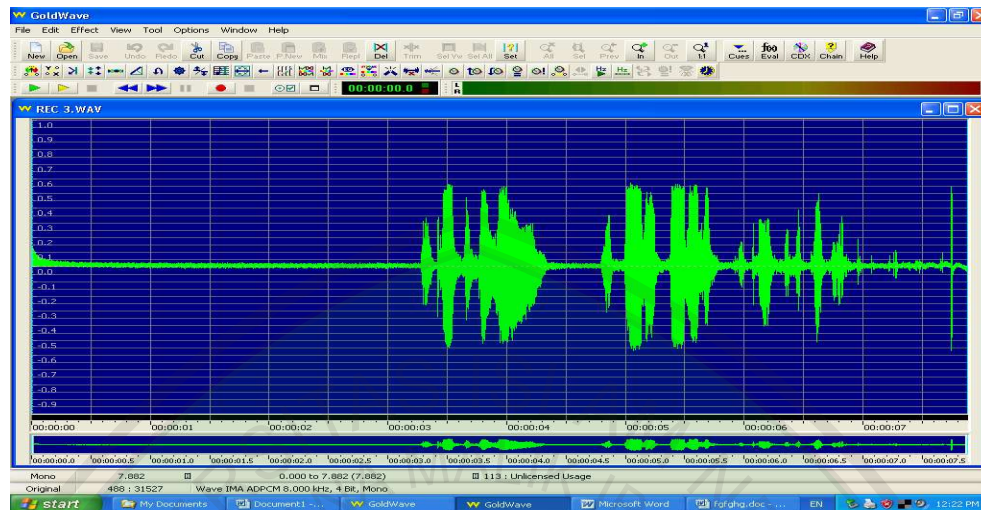
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student	1				1			
Native	1				1			

Table 4. Comparison of intonation contour

Sentence 3:

Because of the rain, we thought it better to cancel picnic.

The sound graphics bellow are the representation of the higher and lower stress and intonation of speeches which are produced by the English native speaker and the English student that is represented by student 3. Both the native and the English student uttered the same sentence: *because of the rain, we thought it better to cancel the picnic.*



Bècàùse of thé ràin,wè thòught ìt bèttér tò cancél thé pìcnìc

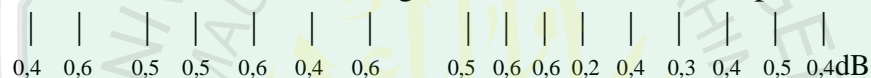
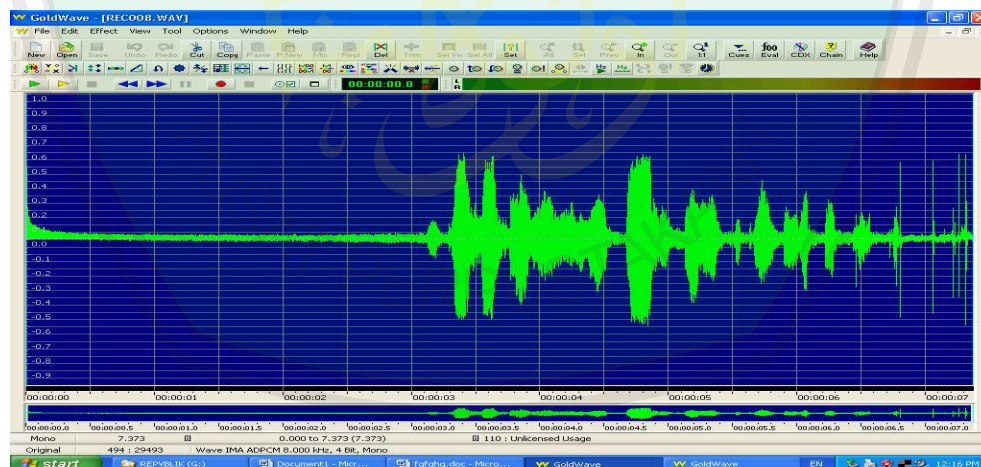


Figure 4.5 The result of Gold Wave Editor analysis of the native speaker utterances



Because of the rain, we thought it better to cancel the picnic

Bècàùse of thé ràin,wè thòught ìt bèttér tò cancél thé pìcnìc

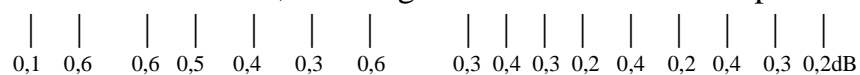


Figure 4.6 The result of Gold Wave Editor analysis of the English student 3

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,1-0,6-0,6-0,5-0,4-0,3-0,6-0,3-0,4-0,3-0,2-0,4-0,2-0,4-0,3-0,2dB

The English native : 0,4- 0,6- 0,5- 0,5-0,6- 0,4- 0,6-0,5-0,6-0,6-0,2- 0,4- 0,3-0,4-0,5- 0,4dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

The stressing of sentence *because of the rain, we thought it better to cancel the picnic* that was uttered by the native speaker and the English student was strongly different. The first difference is in the first syllable of the word *because*. The native speaker stressed it in secondary stress and the amplitude is 0,4dB while the English student unstressed it and the amplitude is 0,1dB. The second difference is in the word *of*. The native speaker stressed it with weak stress and the amplitude is 0,5dB, while the English student stressed it in strong stress and the amplitude is 0,6dB. This difference is caused by the way how both of the native speaker and the English student pronounced the word *of* and the previous word, in this case is word *because*. The native speaker pronounced the word *because* and *of* into one word or conversed them into a phrase or idiom / bɪ'kɒzəv/, he only had to stress the word *because* with strong stress and the word

of with weak stress or unstressed. But the English student pronounced the word *because* and the word *of* separately / bɪ' + kɒz + əv /, so the English student had to stress the words *because* and *of* with strong stress.

The next difference is in the word *rain*. The native speaker stressed this word with strong stress and the amplitude is 0,6dB, while the English student stressed it in the secondary stress and the amplitude is 0,4dB. The difference happens because usually native speaker stresses the subject with strong stress or weak stress. Then in the word *we*, the native speaker stressed it with secondary stress and the amplitude is 0,4dB, while the English student stressed it with unstressed and the amplitude is 0,3dB. Both the native speaker and the English student stressed it not with the strong stress because they uttered it in a phrase with the coming word, so they stressed with strong stress in the next word: *thought*.

The next difference is in uttering the word *it*. Native speaker stressed it with secondary stress and the amplitude is 0,5dB, while the English student stressed it with unstressed and the amplitude is 0,3dB. Then in the word *better*, the native speaker stressed it in the strong stress both in the first and the second syllable and the amplitude is 0,6dB, while the English student stressed it with secondary stress in the first syllable and the amplitude is 0,4dB and unstressed it in the second syllable and the amplitude is 0,3dB.

The last different is in the word *picnic*. The native speaker stressed the first syllable and the second syllable with secondary stress and the amplitude is 0,5dB for the first syllable and 0,4dB for the second one.

From the finding above, it can be concluded that the native speaker has stronger stress than the English student. To sum up, the researcher formulates it in the following table:

	Primary Stress	Secondary Stress	Unstressed
Student	3	5	8
Native	5	9	2

Table 5. Comparison of stress amount

- **Intonation**

The sentence of *because of the rain, we thought it better to cancel the picnic* is a cause and effect or informative sentence. To analyze the intonation of the sentence, the sentence should be divided into two parts. The first part is *because of the rain*. *Because of the rain* is lack of finality which the intonation should be long raising. The series of amplitude of *because of the rain* that was produced by the native speaker is 0,4-0,6-0,5-0,5-0,6. These series represent long rising. The rising is from the amplitude of the word *of* that is 0,5dB, then it rises to the amplitude of the word *rain*, that is 0,6dB. The rest part is *we thought it better to cancel the picnic*. This part is the finality or the conclusion. The intonation for conclusion or finality is long falling. The series of amplitude of *we thought it better to cancel the picnic* are 0,4-0,6-0,5-0,6-0,6-0,2-0,4-0,3-0,4-0,5-0,4. The series represent long falling. For the student, the series of amplitude of *because of the rain* 0,1-0,6-0,6-0,5-0,4. This series represents long falling. The falling is from the amplitude of word *cause*: 0,6dB then falls to the amplitude of the word *rain*: 0,4dB. The rest part is *we thought it better to cancel the picnic*. This part is

the finality or the conclusion. The intonation for conclusion or finality is long falling. The series of amplitude of *we thought it better to cancel the picnic* are 0,3-0,6-0,3-0,4-0,3-0,2-0,4-0,2-0,4-0,3-0,2dB. These series represent long falling. The falling is from the amplitude of word *thought*: 0,6dB then fall into the amplitude the word *picnic*: 0,3-0,2dB.

From the previous analysis, the researcher concludes overall in the following table:

	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student	2							
Native	1			1				

Table 6. Comparison of intonation contour

From three sentences that were read by the three English students above, the researcher concludes overall in the following table that can be considered as the characteristic of the high GPA students pronunciation:

Stress

	Primary Stress	Secondary Stress	Unstressed
Student	10	9	12
Native	14	14	3

Table 7. Comparison of stress amount

Intonation

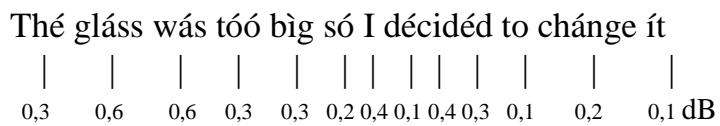
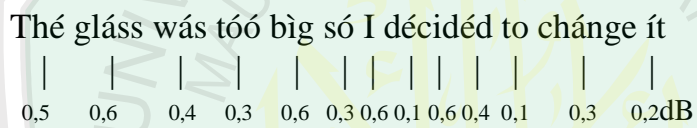
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student	3			1	2			
Native	2			1	3			

Table 8. Comparison of intonation contour

Sentence 4:

The glass was too big so I decided to change it.

The sound graphics bellow are the representation of the higher and lower stress and intonation of speeches which are produced by English native speaker and English student represented by student 4. Both the native and the English student uttered the same sentence: *the glass was too big so I decided to change it.*



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Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,5-0,6-0,4-0,3-0,6-0,3-0,6-0,1-0,6-0,4-0,1-0,3-0,2dB

The English native : 0,3-0,6-0,6-0,3-0,3-0,2-0,4-0,1-0,4-0,3-0,1-0,2-0,1 dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

The glass was too big so I decided to change it is a cause effect sentence, which the main information to be informed in this sentence is word *glass* as the noun and word *big* as the adjective. The English native speaker gave strong stress or primary stress in the word *glass* and *big*. The native speaker wanted to emphasize the information that the glass was too big and he decided to change it. The native speaker stressed the word *I*, *I*, and *more* with strong stress or primary stress that is showed by the height of the amplitude: 0, 6 dB.

The first difference of stressing between speech that is produced by English native speaker and English learner is in the word *the*, native speaker stressed it with secondary stress and the amplitude is 0,5dB, while the English student unstressed it and the amplitude is 0, 3 dB. The difference is caused by how the native gave secondary stress for the article which stands in the beginning of the sentence. Then in the word *was*, the native speaker stressed it with secondary stress and the amplitude is 0, 4dB while the English student stressed it

with strong stress and the amplitude is 0, 6dB. The difference happens because the “to be” which comes after subject should be stressed in secondary stress, so the native stressed it in the secondary stress.

Afterwards, in the word *big*, the native speaker stressed it with primary stress and the amplitude is 0, 6dB, while the English student unstressed it and the amplitude is 0, 3dB. The difference happens since the native wanted to give emphasize in the word *big* because there is preceding word *too* that means something great. The last difference is when they stressed *I*. The native speaker stressed *I* with strong stress and the amplitude is 0, 6dB, while the student stressed it with secondary stress and the amplitude is 0, 4dB. This difference is caused by how both of the native speaker and the English student pronounced the word *I* and the previous word in this case is the word *so*. The native speaker pronounced the word *so* and *I* separately, as the result, the native speaker had to stress word *I* with strong stress. But the student pronounced the word *so* and *I* into one word, so the student stressed the word *I* with secondary stress.

The next speech is the syllable *ci* in *decided*. The native speaker stressed the syllable *ci* with strong stress and the amplitude 0,6dB, while the student stressed the word with secondary stress and the amplitude is 0,4dB.

In conclusion, the researcher formulates the findings as in the following table:

	Primary stress	Secondary stress	Unstressed
Student	2	2	9
Native	4	3	6

Table 9. Comparison of stress amount

- **Intonation**

The glass was too big so I decided to change it is a cause and effect sentence. There are some differences intonation of speeches which were produced by the native speaker and the student. As the previous, this sentence should be divided into two parts. The first part is *the glass was too big*. For the native, this sentence has intonation contour as short rising. It can be seen in the graph that the word *too* is unstressed and the amplitude is 0, 3dB then directly raises to strong stress in the word *big* and the amplitude is 0,6. This intonation contour expresses some degree of reservation of function as a signal of attentiveness. The student pronounced it in short falling intonation contour. It can be checked in the graph. It shows that the student pronounced *too* in strong stress and the amplitude is 0, 6dB then the student pronounced *big* in unstressed and the amplitude is 0, 3dB. This intonation contour expresses an attenuated or qualified conclusion.

In the second part, *so I decided to change it* expresses conclusion, so the intonation contour is long falling. The native pronounced the syllable *ci* in *decided* with strong stress and the amplitude is 0, 6dB then fell in the following syllable in sequences: 0,4-0,1-0,3-0,2 while the student pronounced *so I decided to change it* in intonation contour is in long falling also. On the other hand, the student did not

start the syllable *ci* in *decided* by strong stress, but she starts it by secondary stress and the amplitude is 0, 4dB then it falls to sequences in 0,3-0,2-0,1dB. The function of long falling intonation contour is to express finality, conclusion, affirmation, and agreement.

To sum up, the researcher concludes the finding in the following table:

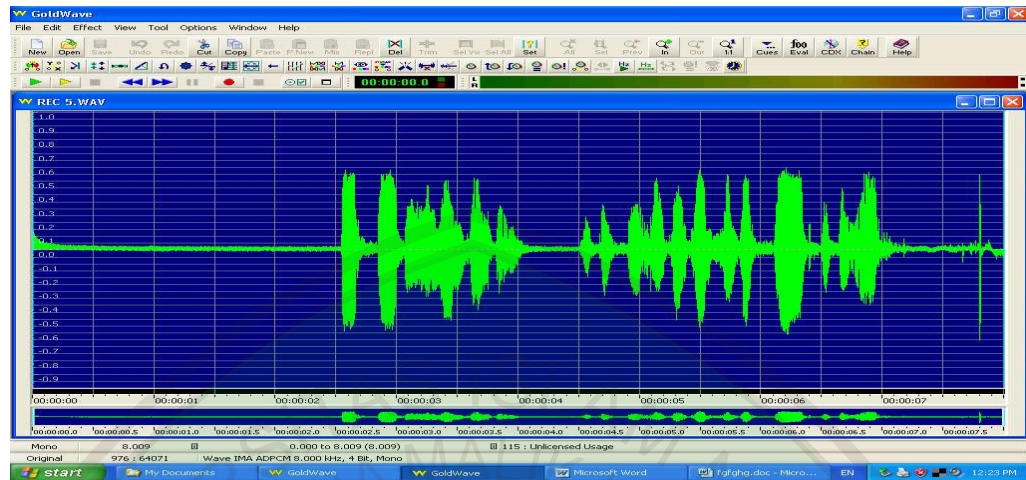
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student	1	1						
Native	1			1				

Table 10. Comparison of intonation contour

Sentence 5:

Outside the UN building, you can see over one hundred flags of the world.

The sound graphics bellow are the representation of the higher and lower stress and intonation of speeches which are produced by the English native speaker and the student that is represented student 5. Both of the native and the student uttered the same sentence: *Outside the UN building, you can see over one hundred flags of the world.*



Òutsíde thè UN bùíldíng, yóu cán sée óvér óne hùndréd flágs óf thè wórlđ

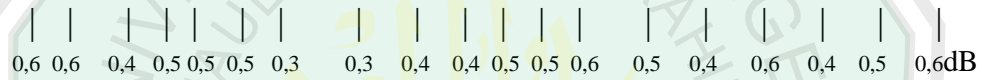
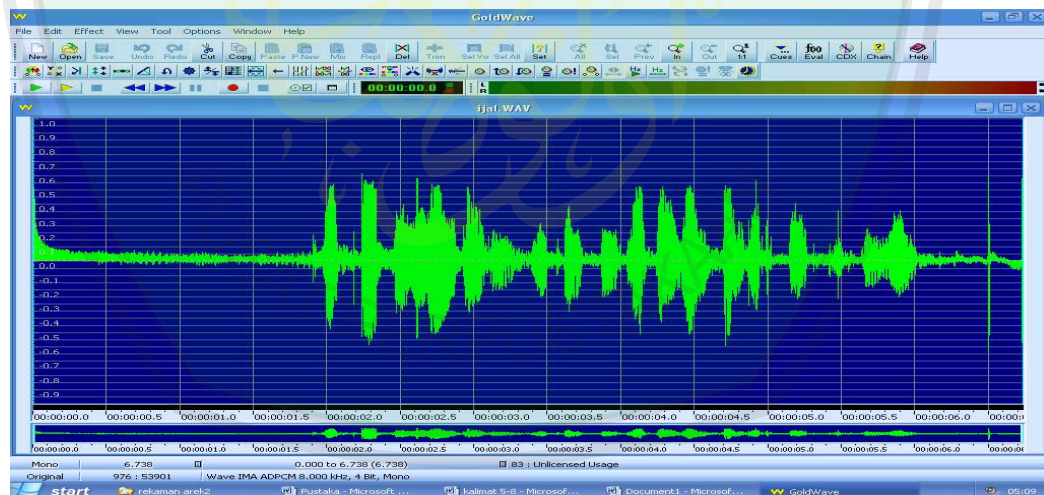


Figure 10. The result of Gold Wave Editor analysis of the native speaker utterances



Òutsíde thè UN bùíldíng, yóu cán sée óvér óne hùndréd flágs óf thè wórlđ

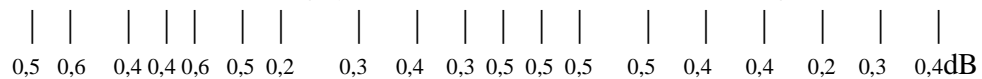


Figure 11. The result of Gold Wave Editor analysis of native speaker 5

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,6-0,6-0,4-0,5-0,5-0,5-0,3-0,3-0,4-0,4-0,5-0,5-0,6-0,5-0,4-0,6-0,4-0,5-0,6dB

The English native : 0,5-0,6-0,4-0,4-0,6-0,5-0,2-0,3-0,4-0,3-0,5-0,5-0,5-0,5-0,4-0,4-0,2-0,3-0,4dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

As shown in the graphics above, it can be known that there are some different stressing between the native speaker and the English student utterances when they uttered: *Outside the UN building, you can see over one hundred flags of the world.* The differences of stressing between the native speaker and the English student utterance are; the first is the word *out* in *outside*. The native speaker stressed the word *out* with strong stress and the amplitude is 0,6dB, while the English student stressed it with secondary stress and the amplitude is 0,5dB. The difference is caused by that native speaker pronounced word *outside* separately, so there must be two strong stresses. However, in the English student's graph, the student pronounced the word *outside* in one word, so there must be one strong stress and the other is secondary stress. The second difference is in the

word *UN*. The native speaker pronounced the word *UN* with two secondary stresses. The first letter *U* was pronounced in amplitude 0,5dB and the letter *N* was also pronounced with amplitude 0,5dB. The student pronounced the word *UN* with secondary stress and strong stress. It can be seen from the amplitude of the letter *U* is 0,4dB and the letter *N* is 0,6dB. The difference that is made by the native speaker and the student is in the choice of stress degrees. The native speaker pronounced with secondary stress, while the student used secondary stress in the first letter and strong stress in the second syllable. Commonly a concrete noun consisting 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.

The third difference is in uttering the word *flag*. The native speaker pronounced the word *flag* with strong stress and the amplitude is 0,6dB, while the student pronounced it with secondary stress and the amplitude is 0,4dB. The difference is caused by that native stressed noun with a single syllable and strong stress, while the student stressed it with secondary stress. Usually a single syllable noun should be stressed in strong stress.

The last difference is in uttering the word *world*. This word is also stressed differently by the native speaker and the student. The native speaker stressed the word *world* with strong stress 0,6dB and the student stressed with secondary stress and the amplitude is 0,4dB. The difference is caused by the different choice of stress in the previous word; native speaker stressed the word *flag* with strong stress and the amplitude is 0,6dB, while the English student stressed the word *flag* with secondary stress and the amplitude is 0,4dB.

To simplify the result of this finding, the researcher makes the following table as the summary:

	Primary stress	Secondary stress	Unstressed
Native	5	12	2
Student	2	12	5

Table 11. Comparison of stress amount

- **Intonation**

Outside the UN building, you can see over one hundred flags of the world is an informative sentence. As shown in the graphic above, it can be distinguished the intonation contour between the utterance that is produced by the native speaker and the student. The intonation contour of the analyzed sentence that is produced by English native speaker is long-falling, long rising, falling-rising and long rising. The long-falling intonation represents phrase *outside the UN building* and the amplitude series is from 0,6dB in the word *outside* then it falls to 0,4dB in the word *the* and rises again in the sequences amplitude 0,5-0,5-0,5 in the words *UN buil* and finally falls in the syllable *ding* with unstressed and the amplitude is 0,3dB. The next intonation contour is long rising. The rising intonation is when the native speaker started to utter the word *you* which the amplitude is 0,3dB rise to the word *can see* with the amplitude 0,4-0,4dB and then rises in the word *one* and the amplitude is 0,6dB. The falling-rising then started from the word *one* with the amplitude is 0,6dB and falls in the first syllable of the word *hundred* and falls again in the second syllable with the amplitude is 0,4dB. Finally, the rising intonation happened in the word *flags* and the amplitude is

0,6dB. The last intonation is long rising started from the word *of* and the amplitude is 0,4dB. Then it rises in the word *the* and the amplitude is 0,5dB and it stops at the last word *world* and amplitude is 0,6dB.

In contrast, the intonation of the student's utterance is different from the native speaker's utterance. The series of the amplitude are 0,5-0,6-0,4-0,4-0,6-0,5-0,2 dB and they reflect that the intonation contour of *outside the UN building* is short rising, long rising and short falling. The short rising intonation is in phrase *outside*. The amplitude series for this phrase is 0,5dB in the first syllable and 0,6dB in the second syllable of word *outside*. Then, long rising intonation starts from the article *the* and the amplitude is 0,4dB and flat to the letter *U* and the amplitude is 0,4dB also. Then it rises in the letter *N* and the amplitude is 0,6dB. Afterwards, intonation contour produced by the student when he uttered the word *building* is short falling. This intonation starts the amplitude 0,5dB in the first syllable and then falls in the second syllable in the word *building*.

Furthermore, the second part is the clause *you can see over one hundred flags of the world*. The flat intonation amplitude is in the following series: 0,3-0,4-0,3-0,5-0,5-0,5-0,5-0,4-0,4-0,2-0,3-0,4dB. The series of amplitude above represent intonation contour of rising-falling, flat, and falling-rising. The rising-falling intonation is started in the word *you* with the amplitude is 0,3dB then rises in the word *can* with the amplitude is 0,4dB and falls in the word *see* with the amplitude is 0,3dB. The flat intonation is in the word *over* both in the first syllable or second syllable stressed with amplitude 0,5dB then the word *one* with the same amplitude 0,5dB. The falling-rising is in the phrase *hundred flags of the world*.

The word *hundred* in the first syllable is pronounced in 0,5dB then falls in the second syllable and the word *flags* with the amplitude is 0,4dB. The amplitude falls again in the preposition *of* with the amplitude is 0,2dB and rises in the article *the* with the amplitude is 0,3dB and finally rises in the word *world* with the amplitude is 0,4dB.

If we compare the intonation contour between native speaker and the English student utterance it can be known the differences. 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 *outside the UN building* is different. The native speaker's intonation contour for phrase *outside the UN building* is falling-rising but the student's intonation contour for the same phrase is short rising, long rising and short falling. The difference is caused by that native speaker pronounced in long rising intonation because long falling intonation is used in affirmative sentence. Then, in the second part, native speaker pronounced *you can see over one hundred flags of the world* with long rising, falling-rising and long rising, while the student's intonation contour is rising-falling, flat, and falling-rising. The difference is because the native speaker pronounced it as lack of finality in the phrase *you can see* then as skepticism in the phrase *one hundred flags* and the last as lack of finality in the phrase *of the world*.

To make easier in understanding the finding and discussions, the researcher sums the result of analysis in the following table:

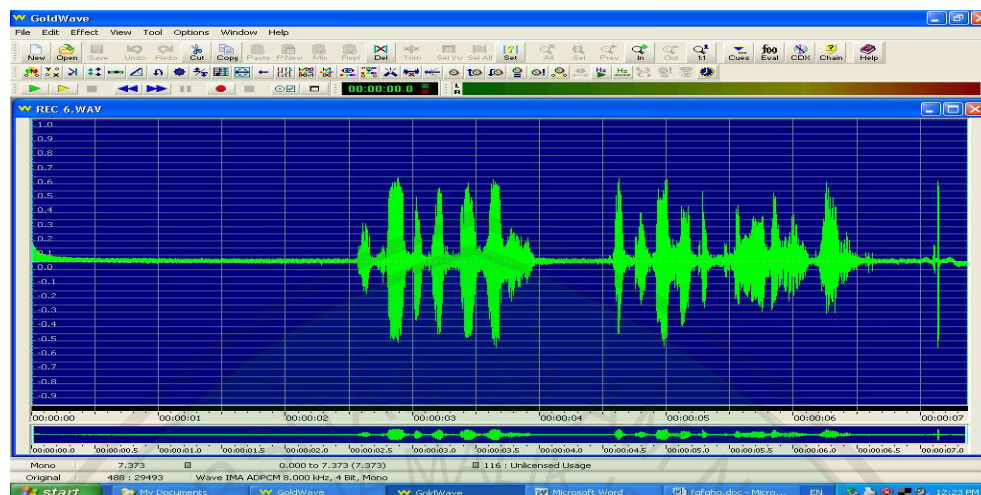
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student		1	1	1	1	1		
Native	1		2		1			

Table 12. Comparison of intonation contour

Sentence 6:

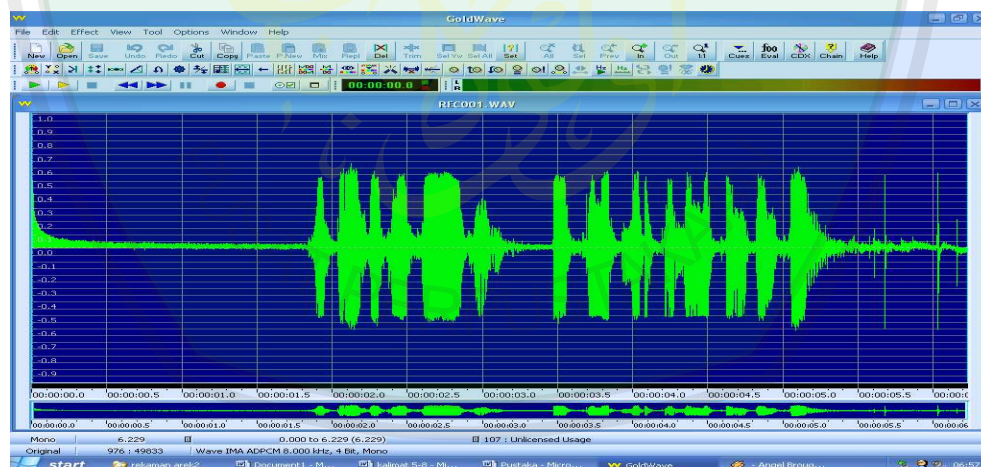
The traffic was so heavy; I could not make it to the meeting on time.

The sound graphics bellow are the representation of the higher and lower stress and intonation of speeches which are produced by the English native speaker and the English student represented by student 6. Both of the native and the English student uttered the same sentence: *The traffic was so heavy; I could not make it to the meeting on time.*



Thè tràffíc wàs só hèavy; I cóuld nót màke ít tó thè meèting ón tíme
 | | | | | | | | | | | | | | | | | |
 0,3 0,6 0,5 0,5 0,6 0,6 0,3 0,6 0,4 0,6 0,4 0,5 0,1 0,5 0,6 0,4 0,6 0,2dB

Figure 12. The result of Gold Wave Editor analysis of the native speaker utterances



Thè tràffíc wàs só hèavy; I cóuld nót màke ít tó thè meèting ón tíme
 | | | | | | | | | | | | | | | | | |
 0,5 0,6 0,6 0,6 0,6 0,6 0,4 0,6 0,5 0,6 0,6 0,5 0,5 0,6 0,6 0,5 0,5 0,6dB

Figure 13. The result of Gold Wave Editor analysis of the student 6

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,5-0,6-0,6-0,6-0,6-0,6-0,4-0,6-0,5-0,6-0,6-0,5-0,5-0,6-0,6-0,5-0,5-0,6dB

The English native : 0,3-0,6-0,5-0,5-0,6-0,6-0,3-0,6-0,4-0,6-0,4-0,5-0,1-0,5-0,6-0,4-0,6-0,2dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

There are some differences between word stressing which are produced by the native speaker and the student. The differences of words stressing between the native speaker and the student is in the article *the*. the native speaker stressed the article *the* with unstressed and the amplitude is 0,3dB, while the English student stressed it with secondary stress and the amplitude is 0,5dB. The next difference is in the second syllable of the word *traffic*. The native speaker stressed it with secondary stress and the amplitude is 0,5dB, but the student stressed it with strong stress and the amplitude is 0,6dB. *Traffic* is a concrete noun and it consists of two syllables. Based on the rule, concrete noun must be stressed in the first syllable with strong stress and the rest with weak stress. In this case, the native speaker stressed both of the two syllables with strong stress and secondary stress, while the English student stressed both of the syllables with strong stresses. It

seems that there is no difference between the native speaker's stressing and the student's stressing but the height of the amplitude in the graphics shows that there is a difference stress although only 0,1dB.

The third is the word *was*. The native speaker stressed the word *was* with secondary stress and the amplitude is 0,5dB, while the student stressed it with strong stress and the amplitude is 0,6dB. As the word *traffic*, the word *was* is very slightly different when it is uttered by both of the native speaker and the student; the different is only 0,1dB. The fourth difference is in the second syllable of the word *heavy*. The native speaker stressed the second syllable with unstressed which the amplitude is 0,3dB, while the student stressed it with secondary stress which the amplitude is 0,4dB. When a word consists of two or more syllables, there must be one strong stress and the other is weak stress or unstressed like in the word *heavy*, the first syllable is stressed with strong stress and the second syllable is weak stress or unstressed.

The other difference is in the word *make*. The native speaker stressed the word *make* with secondary stress, while the student stressed it with strong stress. A verb that consists of one syllable should be in strong stress but if there is preceding addition like *not*, the stress will be in secondary. Therefore, the native speaker stressed it with secondary stress. The next is the preposition *to*. The native speaker unstressed preposition *to* and the amplitude is 0,1dB, while the student stressed it with secondary stress and the amplitude is 0,5dB.

The next difference is in the article *the*. *The* is a function word that basically should be stressed with weak stress. The native speaker stressed article

the with secondary stress because he pronounced the word separately with the previous word. Meanwhile, the student stressed the article *the* with strong stress. Then the last difference is in the phrase *on time*. The native speaker stressed the word *on* with strong stress and the amplitude is 0,6dB, while the student stressed the word *on* with secondary stress. The native speaker stressed the word *time* with unstressed and the amplitude is 0,2dB, while the English student stressed word *time* with strong stress and the amplitude is 0,6dB. The difference happens because the native speaker uttered *on time* in one word, so he stressed *on* with strong stress and the rest is with unstressed. Meanwhile, the student uttered *on time* separately, so he stressed *on* as preposition which should be in secondary stress and then stressed *time* as abstract noun with single syllable with strong stress.

To sum up in this discussion, the researcher makes table as the following:

	Primary stress	Secondary stress	Unstressed
Student	11	7	-
Native	7	7	4

Table 13. Comparison of stress amount

- **Intonation**

The researcher has stated above in the stress part that *the traffic was so heavy; I could not make it to the meeting* is a cause and effect or informative sentence. To analyze the intonation of the sentence, the sentence should be

divided into two parts. The first part is *the traffic was so heavy*. *The traffic was so heavy* is lack of finality which the intonation should be long rising. The series of amplitude of *the traffic was so heavy* which are produced by the native speaker are 0,3-0,6-0,5-0,5-0,6-0,6-0,3dB. These series represent long rising. The rising is from the second syllable amplitude of word *traffic*: 0,5dB, then flat to the word *was* with the amplitude is the same: 0,5dB. Then it rises to the word *so* with the amplitude is 0,6dB and in the first syllable of the word *heavy* with the amplitude is 0,6dB too. This intonation contour is relevant to the context of the sentence because as the researcher stated above, this part is an informative sentence, so it must have lack of finality which is represented by long rising intonation.

The second part is *I could not make it to the meeting on time*. This part is the finality or the conclusion. The intonation for conclusion or finality is long falling. The series of amplitude from *I could not make it to the meeting on time* is 0,6-0,4-0,6-0,4-0,5-0,1-0,5-0,6-0,4-0,6-0,2dB. But, this sentence should be seen in two intonation contours. The first is in the phrase *I could not make it*. *I could not make it* has intonation falling-rising. It can be seen in the amplitude series of the word *I* which has strong stress and then falls in the word *could* with secondary stress and rises again in the word *not* with strong stress and falls again for the rest. Then in the phrase *to the meeting on time*, the native speaker uttered it in long falling. The falling is from the first syllable amplitude of the word *meeting*: 0,6dB then fall into the second syllable amplitude in the word *meeting* and the phrase *on time*: 0,4-0,6-0,2dB.

From the graphics above, it can be seen that the student has different intonation in uttering *the traffic was so heavy; I could not make it to the meeting on time*. The intonation contour for this sentence is long flat and long falling. Now the researcher discusses from the first part, *the traffic was so heavy*. *The traffic was so heavy* has long flat intonation contour in student's utterance. It can be seen in the words *traffic was so* and the first syllable of *heavy* which has the amplitude series: 0,6dB. It is different from the native intonation contour which has long rising intonation. The difference is because the English student did not utter it in the informative sentence but in affirmative sentence which had no cause effect to the words after *the traffic was so heavy*, while this sentence is a cause effect sentence that can influence the other parts.

The second different is in the second part: *I could not make it to the meeting on time*. The intonation contour of this sentence is divided into two parts also. The first part is *I could not make it* which has intonation contour falling-rising. This is proven in the word *I* which has strong stress and falls in the word *could* which has secondary stress then rises in 0,6dB in the words *make it*. Then, in the second part is *to the meeting on time* which represents falling-rising intonation. This intonation started from the first syllable of the word *meeting* which the amplitude is 0,6dB then falls in the second syllable which the amplitude is 0,5dB. The next is preposition *on* which has the same amplitude that is 0,5dB and finally rises in the last word *time* which the amplitude is 0,6dB. It is different from the intonation contour of native speaker which the intonation of the last part

is long raising. The difference happens because the native speaker uttered it to express lack of finality, while the English student did not do it.

To simplify this discussion, the researcher sums up in the following table:

	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student			1		1		1	
Native	1		1		1			

Table 14. Comparison of intonation contour

From three sentences that were read by the three English students above, the researcher concludes overall in the following table that can be considered as the characteristic of the high GPA students pronunciation:

Stress

	Primary Stress	Secondary Stress	Unstressed
Student	18	21	11
Native	13	22	15

Table 15. Comparison of stress amount

Intonation

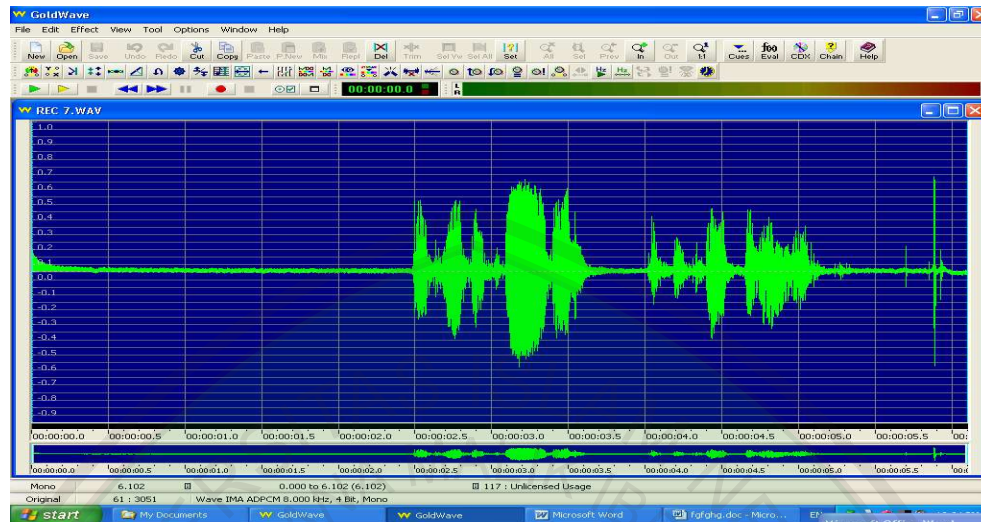
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student	1	2	2	1	2	1	1	
Native	3		3	1	2			

Table 16. Comparison of intonation contour

Sentence 7:

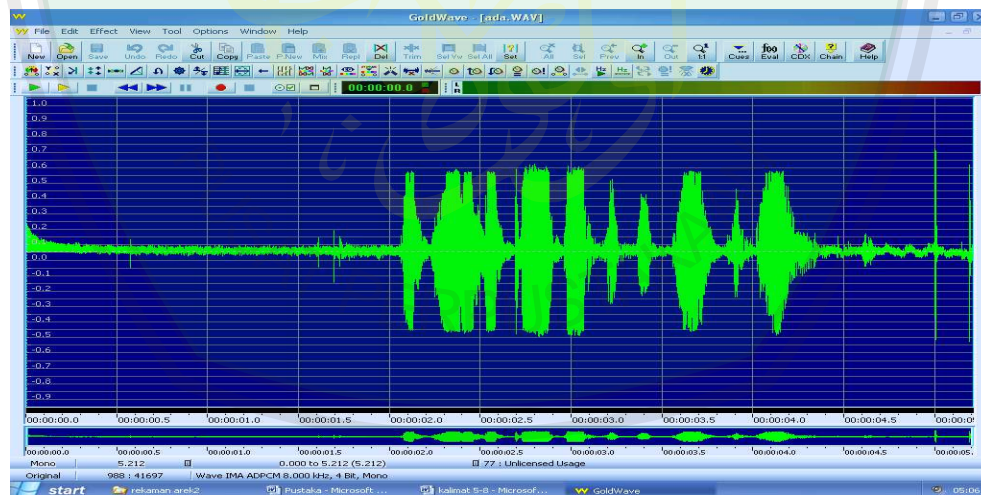
It will be quieter if we close the window.

The sound graphics bellow are the representation of the higher and lower stress and intonation of speech which are produced by the English native speaker and English student represented by Student 7. Both of the native and the English student uttered the same sentence: *it will be quieter if we close the window.*



It will bè quiètèr ìf wè clòse thè wíndòw
 | | | | | | | | | |
 0,5 0,5 0,4 0,1 0,6 0,5 0,4 0,3 0,4 0,5 0,4 0,3dB

Figure 14. The result of Gold Wave Editor analysis of the native speaker utterances



It wind bè quiètèr ìf wè clòse thè wíndòw
 | | | | | | | | | |
 0,6 0,6 0,6 0,6 0,6 0,6 0,4 0,6 0,6 0,3 0,5dB

Figure 15. The result of Gold Wave Editor analysis of English student 7

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,6-0,6-0,6-0,6-0,6-0,3-0,4-0,6-0,6-0,3-0,5dB

The English native : 0,5-0,5-0,4-0,1-0,6-0,5-0,4-0,3-0,4-0,5-0,4-0,3dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

From the series of amplitude above, it can be seen that there are some differences of words stressing between the native speaker and the English student when they uttered the same sentence. The first difference is in the word *it*. The native speaker stressed the word *it* with secondary stress and the amplitude is 0,5dB, while the English student stressed the word *it* with strong stress and the amplitude is 0,6dB. The different stressing of the word *it* is caused by the difference of timing between the native speaker and the English student when they pronounced it. The native speaker pronounced the word *it* in high speed and he did not pause between the word *it* and the coming word. Therefore, the native speaker pronounced it slightly and did not give strong stress. Meanwhile, the English student pronounced it more slowly and paused between the words *it* and *will*, consequently the English student had to stress the word *it* and *will* with strong stress. They also have difference in pronouncing the word *will*. The native speaker stressed the word *will* with weak stress and the amplitude is 0,5dB, while

the English student stressed *will* with strong stress and the amplitude is 0,6dB. As the researcher explained above, this difference of stressing is as the consequences of the difference of timing and pausing between the words.

The next difference is in the word *be*. The native speaker stressed the word *be* with secondary stress and the amplitude is 0,4dB, while the student stressed it with strong stress and the amplitude is 0,6dB. Then, the difference is in the word *quieter*. The native speaker stressed the word *quieter* with strong stress in the first syllable and the amplitude is 0,6dB and weak stress in the second syllable with the amplitude is 0,5dB. Meanwhile, the English student stressed this word with strong stress and the amplitude is 0,6dB. The difference happens because the native speaker pronounced the word *quieter* as in the rule that if there are more than one syllable in a word, one should be in strong stress and the other should be in the weak stress or unstressed while the English student did not consider this when he pronounced the word.

The next difference is in the word *we*. The native speaker stressed the word *we* in unstressed and the amplitude is 0,3dB, while the English student stressed it in the weak stress and the amplitude is 0,4dB. Although the difference is 0,1dB, it can make the different stress of degree which results a reason why the native stressed it in unstressed and the English student stressed it in weak stress. This difference is because native speaker pronounced *we* in a single word so he stressed it in unstressed while the English student combined it with the coming word. The other difference is in the word *close*. Native speaker stressed the *close* in weak stress and the amplitude is 0,4dB while the English student stressed it in

the strong stress and the amplitude is 0,6dB. The difference is caused by the native speaker did not combine the preceding word *we* with the word *close*, while the English student combined *we* and *close* in one word, so there must be one strong stress in the word produced by the English student.

The next word is *the*. The native speaker stressed the article *the* in weak stress and the amplitude is 0,4dB, while the English student stressed it in strong stress and the amplitude is 0,6db. The difference in this word is caused by how both of the native speaker and the English student pronounced the article *the* and the word after '*the*'. The native speaker pronounced the article *the* in one word with the word *window* that result in lower stress of the word *window*, while the English student stressed the article *the* as a standing-alone word, so he stressed it in strong stress. The last difference is in the word *window*. The difference between the native speaker and the English student is that the native speaker stressed the word *window* with secondary stress in the first syllable with the amplitude is 0,4dB and stressed the second syllable with unstressed and the amplitude is 0,3dB. It is contrast to the English student's pronunciation which stressed the word *window* in the first stress with unstressed and the amplitude is 0,3dB, while the second syllable is in strong stress and the amplitude is 0,5dB. Commonly, a noun which consists of more than one syllable should be one syllable in a strong stress and the other is in a lower stress. In this case, there is no strong stress but both of the native speaker and the English student stressed it in one syllable stronger than the other. The native speaker stressed with secondary stress in the

first syllable and lower stress in the second one while the English student stressed it with lower stress in the first syllable and secondary stress in the second one.

To make it simple, the researcher sums up the findings above in the following table:

	Primary stress	Secondary stress	Unstressed
Student	7	3	1
Native	1	8	3

Table 17. Comparison of stress amount

- **Intonation**

It will be quieter if we close the window is a conditional sentence. As shown in the graphic above the intonation contour is distinguished between the utterance that is produced by the native speaker and the English student. The intonation contour of the analyzed sentence that is produced by English native speaker is long falling and falling-rising. The long falling intonation represents phrase *it will be quieter* which the amplitude series is from 0,5dB in the word *will* then falls to 0,4dB in the word *be*. Then, it falls to 0,1dB in the first syllable of the word *quieter* and rises in the second syllable of the word *quieter* with the amplitude is 0,6dB. Finally, it falls to 0,5dB in the last syllable of the word *quieter* and the amplitude is 0,5dB. As the researcher discussed in the theoretical concept that long falling is used to explain an affirmation in the sentence. In this case, the native speaker pronounced this phrase with long falling intonation contour because he wanted to give an affirmation about the conditional situation.

Then the second phrase is *if we close the door*. The native speaker uttered this phrase with falling-rising. The falling intonation is when the native speaker uttered the word *if* which the amplitude is 0,4dB. It falls to the word *we* and the amplitude is 0,3dB. Then it rises to 0,4dB in the word *close* and rises again in the article *the* which the amplitude is 5dB. The falling intonation is started from the first syllable of the word *window* with the amplitude is 0,4dB. Finally, it falls in the last syllable of the word *window* and the amplitude is 0,3dB. This intonation contour explained above is falling-rising. Falling-rising is intonation contour which is used to express skepticism. This phrase is expressing skepticism because the speaker is not sure whether the window will be closed or not.

In the English student's intonation contour, it was found that the student's intonation contour is long flat, falling-rising and falling-rising. In the first phrase, the English student uttered *it will be quieter* with long flat. This long flat is started from the word *it* to the last syllable of the word *quieter* which the amplitude series are: 0,6dB. Then the second part is *if we close the door*. The English student uttered it with the falling-rising and falling-rising intonation contour. It starts from the word *if* with the amplitude is 0,5dB and then falls in the word *we* and the amplitude is 0,4dB. Then the intonation contour rises in the word *close* and the amplitude is 0,6dB. After that, the second rising-falling intonation contour starts from the article *the* and the amplitude is 0,6dB then falls in the first syllable of the word *window* with the amplitude is 0,3dB. Finally, it rises in the last syllable and the amplitude is 0,5dB. The reason of this falling-rising

intonation contour is just the same with previous reason stated above. Falling-rising intonation contour is used in the sentence to express skepticism. This phrase is expressing skepticism because the speaker is not sure whether the window will be closed or not.

If the intonation contour between the native speaker and the English student utterance are compared, the differences will be known. The differences are in the intonation contour of phrase *it will be quieter*. The native speaker uttered it in the long falling intonation contour, while the English student uttered it in the long flat intonation contour. In the second part, they uttered in the same intonation contour; falling-rising. But the different is native speaker uttered it in one falling-rising, while the English student uttered it in two falling-rising intonation contour.

From the discussions above, the researcher formulates summary in the following table:

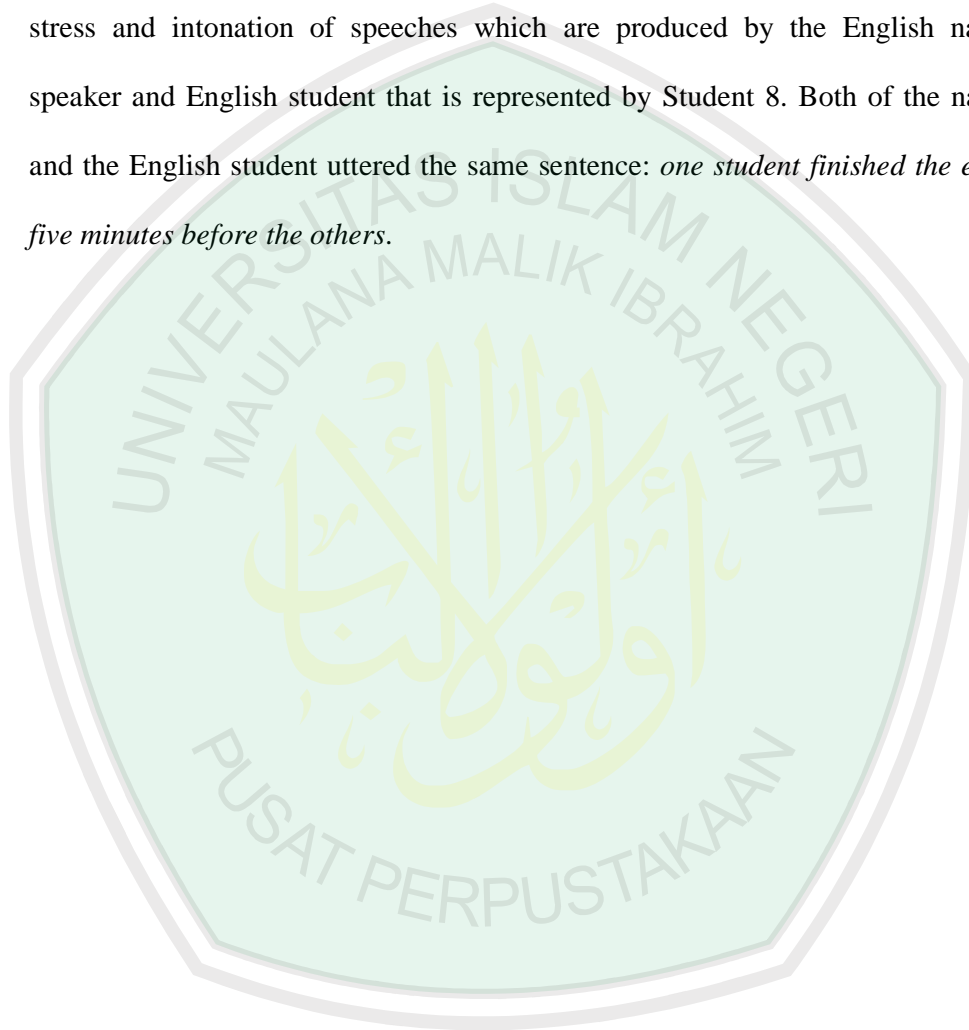
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student					2		1	
Native	1				1			

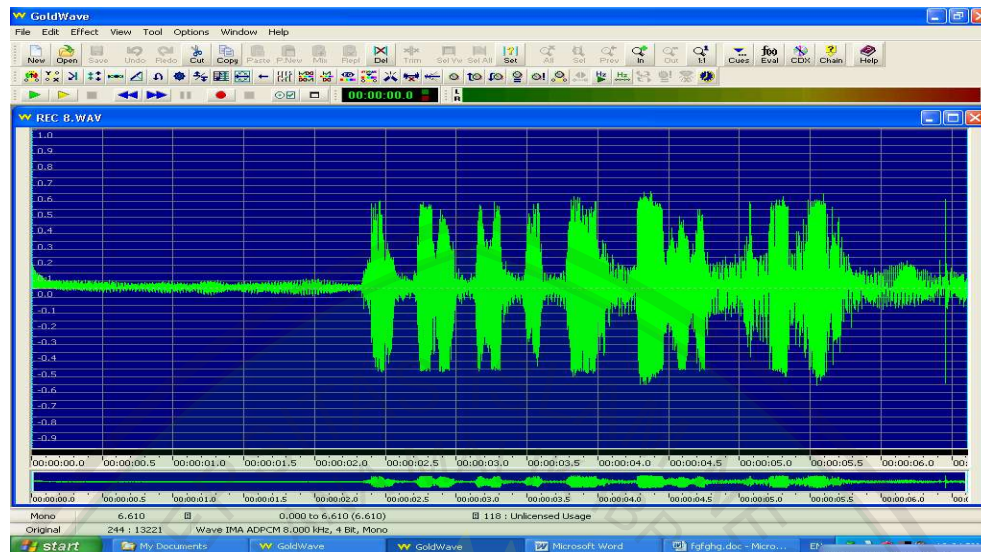
Table 18. Comparison of intonation contour

Sentence 8:

One student finished the exam five minutes before the others.

The sound graphics bellow are the representation of the higher and lower stress and intonation of speeches which are produced by the English native speaker and English student that is represented by Student 8. Both of the native and the English student uttered the same sentence: *one student finished the exam five minutes before the others.*





Òne stúdènt finished thè èxam fíve mínútes befòre thè óthèr

0,6 0,6 0,5 0,5 0,6 0,6 0,1 0,6 0,6 0,5 0,5 0,6 0,6 0,4 0,6 0,4dB

Figure 16. The result of Gold Wave Editor analysis of the native speaker utterances



Òne stúdènt finished thè èxam fíve mínútes befòre thè óthèr

0,6 0,6 0,6 0,5 0,5 0,5 0,6 0,6 0,6 0,3 0,3 0,4 0,6 0,4 0,6 0,5dB

Figure 17. The result of Gold Wave Editor analysis of the English student 8

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,6-0,6-0,6-0,5-0,5-0,5-0,6-0,6-0,6-0,3-0,3-0,4-0,6-0,4-0,6-0,5dB

The English native : 0,6-0,6-0,5-0,5-0,6-0,6-0,1-0,6-0,6-0,5-0,5-0,6-0,6-0,4-0,6-0,4dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

There are several differences of words stressing between the native speaker and the English student utterance when they uttered the same words. The graphic above is a representation of those differences. The first difference is in the second syllable of the word *student*. The native speaker uttered the word *student* in secondary stress and the amplitude is 0,5dB, while the English student uttered it in the strong stress. The difference is caused by how they pronounced the word *student* in an appropriate pronunciation. Actually, a noun which consists of more than one syllable should be stressed in strong stress in one syllable and stressed in another stress for the rest syllable. The native speaker stressed the first syllable of the word *student* with strong stress, so he stressed the second syllable with

secondary stress. It is different from the English student, he stressed the first syllable of the word *student* with strong stress and the second syllable with strong stress too. The second difference is in the word *finished*. The native speaker stressed the first syllable with secondary stress and strong stress in the second syllable, while the English student stressed it in the secondary stress in both the first syllable and the second syllable. Based on the theory, a verb which consists of more than one syllable should be stressed in strong stress in one syllable and another stress in the rest syllable. The native speaker stress the first syllable with secondary stress, so he stressed the second syllable with strong stress. It is contrast with the English student who stressed all of the syllables with secondary stress.

The third difference is in the article *the*. The native speaker stressed the article *the* with strong stress and the amplitude is 0,6dB, while the English student stressed it with secondary stress and the amplitude is 0,5dB. The difference is caused by that native speaker uttered the article *the* as a standing-alone word, so he stressed in the strong stress, while the English student uttered the article *the* in one word to the coming word, so he stressed it in the secondary syllable. The next difference is in the word *exam*. The native speaker uttered it with unstressed in the first syllable and strong stress in the second syllable, while the English student uttered it with strong stress both in the first syllable and the second syllable. This difference happens because the stress placement in a noun. Based on the theory, a noun which consists of more than one word should be stressed in one strong stress in one syllable and another stress in the rest syllable. The native stressed the first

syllable with unstressed because he stressed the second one with strong syllable. It is different from the English student who stressed both in the first syllable or the second syllable with strong syllable.

The next difference is in the word *minutes*. The native speaker stressed it in the secondary syllable both in the first syllable and the second syllable with the amplitude is 0,5dB. Meanwhile, the English student uttered the word *minutes* with unstressed both in the first syllable and the second syllable. This word actually should be stressed in one strong stress and another stress in another syllable because the word *minutes* consists of more than one syllable.

The next difference is in the word *before*. The native speaker uttered the word *before* in strong stress both in the first syllable and the second syllable, while the English student uttered it in secondary stress in the first syllable and strong stress in the second syllable. The difference is just because the placement of stress. As stated above, a word which consists of more than one word should be stressed with strong stress in one syllable and another stress in the others. The native speaker uttered it in strong stress, while the English student stressed it in secondary stress in the first syllable and strong stress in the second syllable.

The last difference is in the word *other*. There is slightly difference in this word. Both of the native speaker and the English student uttered it with strong stress in the first syllable and secondary stress in the second syllable. The difference is only in the second syllable where the native speaker uttered it and the amplitude is 0,5dB, while the English student uttered it and the amplitude is

0,4dB. The difference is only in the height of the amplitude. They uttered it in the same way because they have the same reason like the previous reason.

To simplify the discussions above, the researcher sums up the findings in the following table:

	Primary stress	Secondary stress	Unstressed
Student	8	6	2
Native	9	6	1

Table 19. Comparison of stress amount

- **Intonation**

From the amplitude series above, it can be seen that there are some differences of stressing that influence the intonation contour of a sentence. From those height of amplitude, it can be known whether the intonation is falling or rising. The intonation contour of utterance that is produced by the native speaker and the English student is also different. The intonation contour of utterance that is produced by the native speaker is falling-rising, long falling, and long falling. The first intonation contour is falling-rising that represents phrase *one student finished* which the amplitude is 0,6dB in the word *one*. Afterwards, in the first syllable of the word *student* and the second syllable which the amplitude falls to 0,5dB and to the first syllable in the word *finished* which the amplitude is 0,5dB. finally, it rises again in the second syllable which the amplitude is 0,6dB. The second intonation is long falling intonation contour. This intonation contour represents phrase *the exam five minutes*. The long falling intonation is started from

the article *the* and the amplitude is 0,6dB then it falls in the first syllable of the word *exam* and the amplitude is 0,1dB then rises to the second syllable and the amplitude is 0,6dB and also in the word *five* with the same amplitude. Then it falls in the word *minutes* with the twin amplitude is 0,5dB. Next, the last intonation contour is long falling too. It represents the phrase *before the other*. This intonation contour is started from the word *before* which the amplitude is 0,6 both in the first syllable and the second one. Then, it falls in the article *the* which the amplitude is 0,4dB. Next, it raises in the first syllable in the first syllable of the word *others*. Finally, it falls in the second syllable which the amplitude is 0,4dB. This long falling intonation contour, as the researcher explained before, represents an expression of conclusion or an affirmation. This intonation contour is true based on the fact of the sentence because it is an affirmative sentence about the condition of an exam.

In the English student intonation contour, it can be seen that he has intonation contour in falling-rising, long falling and falling-rising. The intonation contour of falling-rising is started from the phrase *one student* which each syllable has the same amplitude: 0,6dB. Then it falls in the phrase *finished the* which has the same amplitude: 0,5dB. It rises again in the word *exam* which the amplitude is 0,6dB. This intonation contour expresses skepticism although in the context of the text it expresses an affirmative sentence. The second intonation contour is long falling. This intonation contour represents the phrase *five minutes* which the amplitude series is 0,6dB in the word *five* and falls in the word *minutes* both in the first and second syllable which the amplitude is 0,3dB. The last intonation contour

is falling-rising. This intonation contour represents phrase *before the others*. The falling intonation is started from the first syllable in the word before which the amplitude is 0,6dB. Then it falls in the article *the* which the amplitude is 0,4dB. The intonation contour of falling rising in the student graph is not appropriate actually because it should be in long falling intonation because it represents an affirmative sentence.

From the discussions above, the characteristics of intonation from each speaker can be compared. The native speaker's intonation contours are falling-rising, long falling, and long falling, while the English student intonation contours are falling-rising, long falling and falling-rising.

To simplify this discussion, the researcher formulates the characteristics both of the native and the student in the following table:

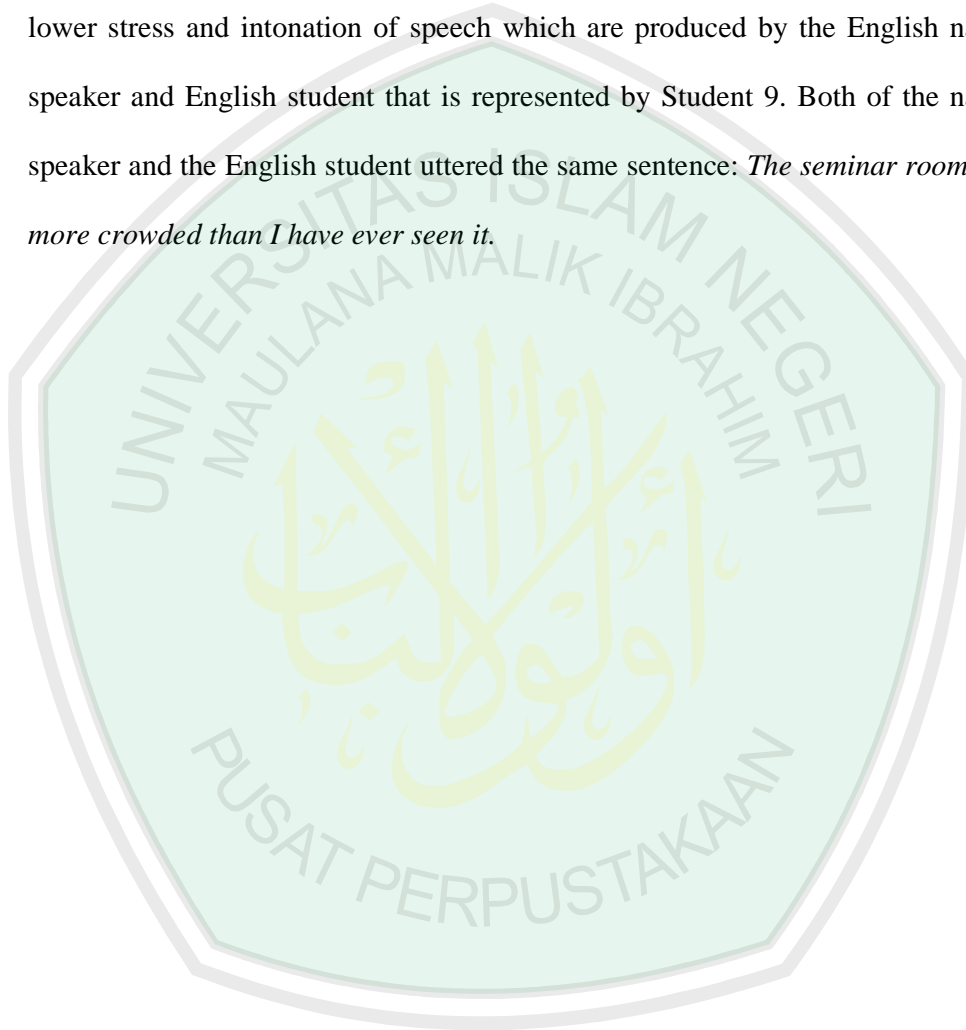
	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student	1				2			
Native	2				1			

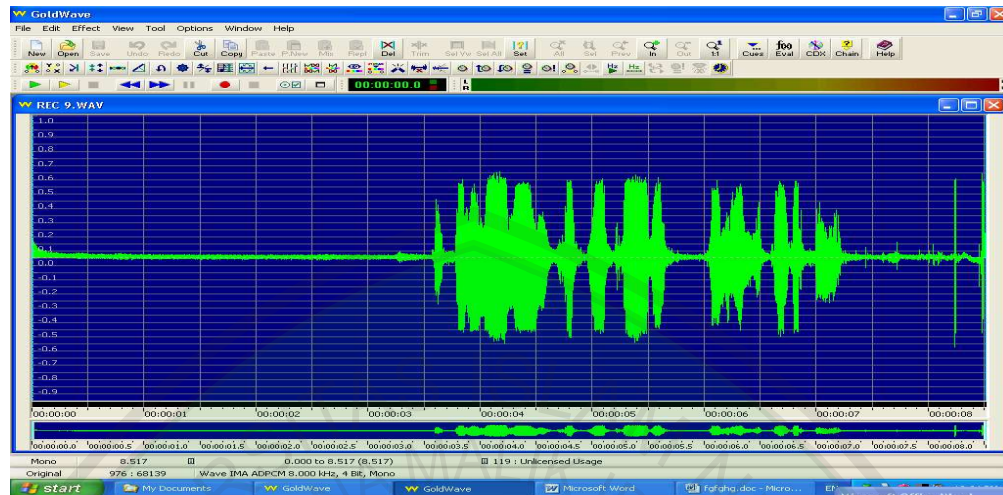
Table 20. Comparison of intonation contour

Seminar 9:

The seminar room was more crowded than I have ever seen it.

The sound graphics bellow are the representation of the higher and lower stress and intonation of speech which are produced by the English native speaker and English student that is represented by Student 9. Both of the native speaker and the English student uttered the same sentence: *The seminar room was more crowded than I have ever seen it.*





Thè sèminár roóm wás móre crówdéd thán I háve èvèr sèèn it

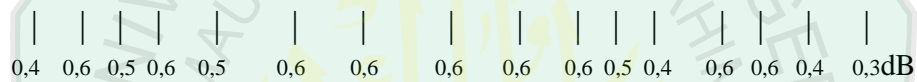
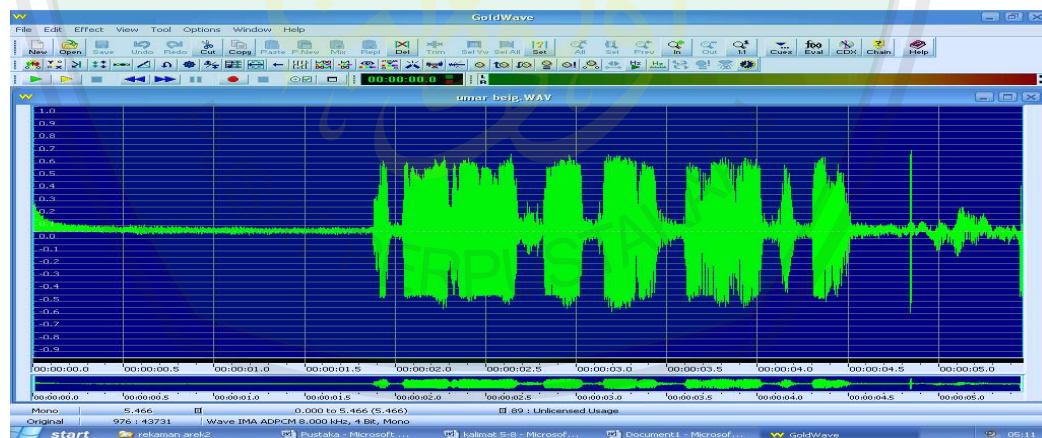


Figure 18. The result of Gold Wave Editor analysis of the native speaker utterances



Thè sèminár roóm wás móre crówdéd thán I háve èvèr sèèn it

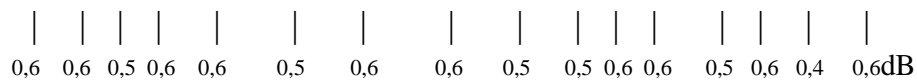


Figure 19. The result of Gold Wave Editor analysis of native speaker 9

Finding

From two figures above, the researcher could find the amplitude of intonation and stress as the following series:

The English student: 0,6-0,6-0,5-0,6-0,6-0,5-0,6-0,6-0,5-0,5-0,6-0,6-0,5-0,6-0,4-0,6dB

The English native : 0,4-0,6-0,5-0,6-0,5-0,6-0,6-0,6-0,6-0,5-0,4-0,6-0,6-0,4-0,3dB

From two figures above, there are some differences in intonation and stress produced by the English student and native speaker.

Discussion

- **Stress**

From the series of amplitude above, it can be seen that there are some differences of words stressing between the native speaker and the English student when they uttered the same sentence. The first difference is in the article *the*. The native speaker stressed the article *the* with secondary stress which the amplitude is 0,4dB, while the English student stressed the article *the* with strong stress and the amplitude is 0,6dB. The different stressing of article *the* is caused by the difference of timing between the native speaker and the English student when they pronounced it. The native speaker pronounced the article *the* in high speed and he did not pause between the article *the* and the coming word. It makes the native speaker pronounced it slightly and did not give strong stress. Meanwhile, the English student pronounced it more slowly and pauses between words *the* and *seminar*, consequently the English student must stress word *the* and *seminar* with

strong stress. They also have difference in pronouncing word *room*. The native speaker stressed the word *room* with weak stress and the amplitude is 0,5dB, while the English student stressed the word *room* with strong stress and the amplitude is 0,6dB.

The third difference is in the word *was*. The native speaker stressed the word *was* with strong stress and the amplitude is 0,6dB. Meanwhile, the English student stressed it with secondary stress and the amplitude is 0,5dB. The difference happens because the native speaker uttered the word *was* as a standing-alone word, so it must be stressed in strong stress, while the English student uttered the word *was* in one word to the coming word, so he stressed it in the secondary stress because he stressed with the strong stress in the coming word. Then, the next difference is in the word *crowded*. The native speaker stressed the word *crowded* with strong stress both in the first syllable and the amplitude is 0,6dB while the English student stressed this word with strong stress in the first syllable in the first stress and secondary stress in the second syllable. The difference happens because the verb which has more than one syllable should be stressed in one strong syllable while the rest one is in the secondary stress or unstressed.

The next difference is in the word *than I*. The native speaker uttered this phrase with strong stress in the word *than* and the amplitude is 0,6dB and secondary stress in the word *I* and the amplitude is 0,5dB, while the English student uttered the word *than* in secondary stress with the amplitude is 0,5dB and the subject *I* with strong stress and the amplitude is 0,6dB. The difference of stress

in this phrase is the different in placement of stress. Both of the native speaker and the English student uttered phrase *than I* in one word, so they stressed one syllable with strong stress and another stress in the rest one. The difference is that the native stressed it in the first syllable with secondary stress and the second syllable with strong syllable while the English student is in contrast.

The next difference is in the word *have*. The native speaker stressed this word in secondary stress and the amplitude is 0,4dB, while the English student stressed it with strong stress and the amplitude is 0,6dB. The difference is because the native uttered the word *have* in high speed and in one to the coming word, while the English student uttered the word *have* as a standing-alone word, so he stressed it with strong stress. The next difference is in the first syllable of the word *ever*. The native speaker stressed the first syllable with strong stress and the amplitude is 0,6dB, while the English student stressed it with secondary stress. The last difference is in the last word *it*. The native speaker stressed this word with unstressed and the amplitude is 0,3db, while the English student stressed it with strong stress and the amplitude is 0,6dB.

The researcher sums the discussions in the following table:

	Primary stress	Secondary stress	Unstressed
Student	10	6	-
Native	9	6	1

Table 21. Comparison of stress amount

- **Intonation**

After analyzing the diagram above, it can be seen that there are some differences of stressing that influence the intonation contour of a sentence. The intonation contour of utterance that is produced by the native speaker and the English student is also different. The intonation contour of utterance that is produced by the native speaker is rising-falling, long flat, and rising-falling. The first intonation contour is rising-falling. This intonation contour represents phrase *the seminar room* which the amplitude is 0,4dB in the article *the*. Next, it rises to the first syllable of the word *seminar* which the amplitude is 0,6dB and falls to the second syllable which the amplitude is 0,5dB. Then, it rises again in the last syllable of the word *seminar* which the amplitude is 0,6dB and falls in the word *room* which the amplitude is 0,5dB. Rising-falling intonation contour represents finality with certainty and this is appropriate with the context because it is used to express a certainty about the seminar room condition.

The second intonation contour is long flat that represents phrase *more crowded than* which the series of amplitude is 0,6dB in the every syllable of the three words above. The last intonation contour is rising-falling in the phrase *I have ever seen it*. The series of amplitude is 0,5dB in the word *I* then falls to 0,4dB in the word *have* and the word *ever* which the amplitude is 0,6dB for each syllable. Then it falls to 0,4dB in the word *seen* and finally it falls in the last word *it* which the amplitude is 0,3dB. This intonation contour expresses a certainty of situation in a seminar because the function of rising-falling intonation contour is to express finality with a certainty.

In the English student graphic, it can be seen that the intonation contours produced by him are falling-rising, rising-falling, and falling-rising. The intonation contour of falling-rising is started from the article *the* and the first syllable of the word *seminar* which the amplitude is 0,6dB then falls in the second syllable which the amplitude is 0,5dB and it rises again in the last syllable of the word *seminar* and the word *room* which the amplitude is 0,6dB. This intonation contour actually has a function to express skepticism while this context does not express skepticism. The second intonation contour is rising-falling. This intonation contour represents phrase *was more crowded than*. It is started from the word *was* which the amplitude is 0,5dB. Then, it rises to the word *more* which the amplitude is 0,6dB and in the first syllable of the word *crowded* which the amplitude is 0,6dB. Next, it falls in the second syllable which the amplitude is 0,5dB and in the word *than* which has the same amplitude: 0,5dB. This intonation contour expresses finality with certainty. It means that the context is about something which is true based on the fact.

The last intonation contour is falling-rising. This intonation contour represents sentence *I have ever seen it*. In the word *I have* the amplitude series is 0,6dB then it falls in the first syllable of the word “ever” which the amplitude is 0,5dB and it rises in the second syllable which the amplitude is 0,6dB. It falls again in the word *seen* which the amplitude is 0,4dB and rises in the final word *it* which the amplitude is 0,6dB. This intonation contour also has function to express while the context of the sentence is about a certainty conclusion.

From the discussions above, it can be categorized the characteristic between the native speaker and the English student intonation contour. The native speaker has rising-falling, long flat and rising-falling intonation contour, while the English student has falling-rising, rising-falling, and falling-rising intonation contour.

To make this discussion easier to understand, the researcher sums up the findings in the following table:

	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student					2	1		
Native						2	1	

Table 22. Comparison of intonation contour

From three sentences that were read by the three English students above, the researcher concludes overall in the following table that can be considered as the characteristic of the high GPA students pronunciation:

Stress

	Primary Stress	Secondary Stress	Unstressed
Student	25	15	3
Native	19	20	5

Table 23. Comparison of stress amount

Intonation

	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student	1				6	1	1	
Native	3				2	2	1	

Table 24. Comparison of intonation contour

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher concludes the findings and discussions in the preceding chapter in the following conclusion and suggestions.

5.1 Conclusion

From the analysis of intonation and stress between suprasegmental features which are produced by the English student and the English native speaker, it can be found some differences. From these differences, the researcher recognizes the characteristics between suprasegmental features produced by the English students of UIN Malang and from the English native speaker. The differences of stressing of their utterances are in the way how they pronounce their speech.

The difference also happens between the three degrees of student. Based on the comparison of the speech, the researcher concludes by using percentage that students with high GPA stressed primary stress 33%, secondary stress 32%, and unstressed 35%. The students with average GPA stressed primary stress 36%, secondary stress 42%, and unstressed 22%. The students with low GPA stressed primary stress 54%, secondary stress 38%, and unstressed 8%.

From those categories, it can be concluded that the students with high GPA used unstressed mostly, the students with average GPA used secondary stress mostly and the students with low GPA used primary stress mostly.

This difference is presented in the following table:

	Primary Stress	Secondary Stress	Unstressed
Student with high GPA	10	9	12
Student with average GPA	18	21	11
Student with low GPA	25	15	3

Table 25. Comparison of stress amount among three degrees of student

The intonation contour among three degrees of students has differences. The students with high GPA had most long falling intonation contour because the sentences they read were expressing finality of conclusion. The students with average GPA had no most in one intonation contour because the sentences they read were expressing combination of questioning and finality. The students with low GPA had most in falling-rising because the sentences they read were expressing querulousness and skepticism. So, the difference of intonation contour is based on the difference of context of the sentences.

The difference above is presented in the following table:

	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long Flat	Short flat
Student with high GPA	3			1	2			
Student with average GPA	1	2	2	1	2	1	1	
Student with low GPA	1				6	1	1	

Table 26. Comparison of intonation contour between three degrees of students

For native speaker, it can be concluded that the native speaker tended to pronounce some words with weak stress rather than with strong stress or unstressed. The difference happens because the English students pronounced the words slower and clearer and they also pauses within two words more frequently than the English native speaker. When a word is pronounced slower, the sound will contain a large amount of energy. In addition, the English students paused within two words when they pronounced it, in other word, the energy that they needed to pronounce the coming word is higher. When the energy that is needed to pronounce a word is larger, it indicates that the word is stressed with strong stress.

In contrast, the native speaker pronounced the English words faster than between a word and the coming word and more frequently than the English student. 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.

Commonly, the intonation contour of the English native speakers and English learners' utterance are the same. The difference of the intonation contour of their utterances is because of the weak and strong stress of some words. The English native speaker pronounced some words and junctures within two words more frequently, so the intonation contours of their utterances are more long falling than rising. On the other hand, English learners pronounce the words slower and gave pause within two words, consequently the amplitude of the words

were higher that results the rising intonation contour more than long falling intonation contour.

The researcher makes graphs to reflect each characteristic between suprasegmental features produced by the English student and those produced by n the English native speaker as follows:

- **Stress**

	Primary stress	Secondary stress	Unstressed
Student	50	45	38
Native	49	56	20

Table 27. Comparison of overall stress amount

- **Intonation**

	Long falling	Short falling	Long rising	Short rising	Falling- rising	Rising- falling	Long flat	Short flat
Student	5	2	2	1	10	2	1	
Native	8		3	2	7	2	1	

Table 28. Comparison of overall intonation contour

5.2 Suggestions

The researcher eagerly suggests that the future researchers conduct similar topic of the study but with different aspects of suprasegmental, such as pitch, accent, rhythm, and tempo with more complete data and discussion and also with

the different subject of the research. The researcher considers that suprasegmental features is very important in speaking, especially when speaking foreign language. By conducting research in the suprasegmental features in speech, we can at least know the difference between our pronunciation and the native speaker's pronunciation, so we can avoid misunderstanding when we speak with native speaker because different stress may different meaning.

From the analysis in the chapter five, the researcher suggests to the English students to pronounce English words as good as possible because the main aspect that influence pronunciation is intonation and stress.

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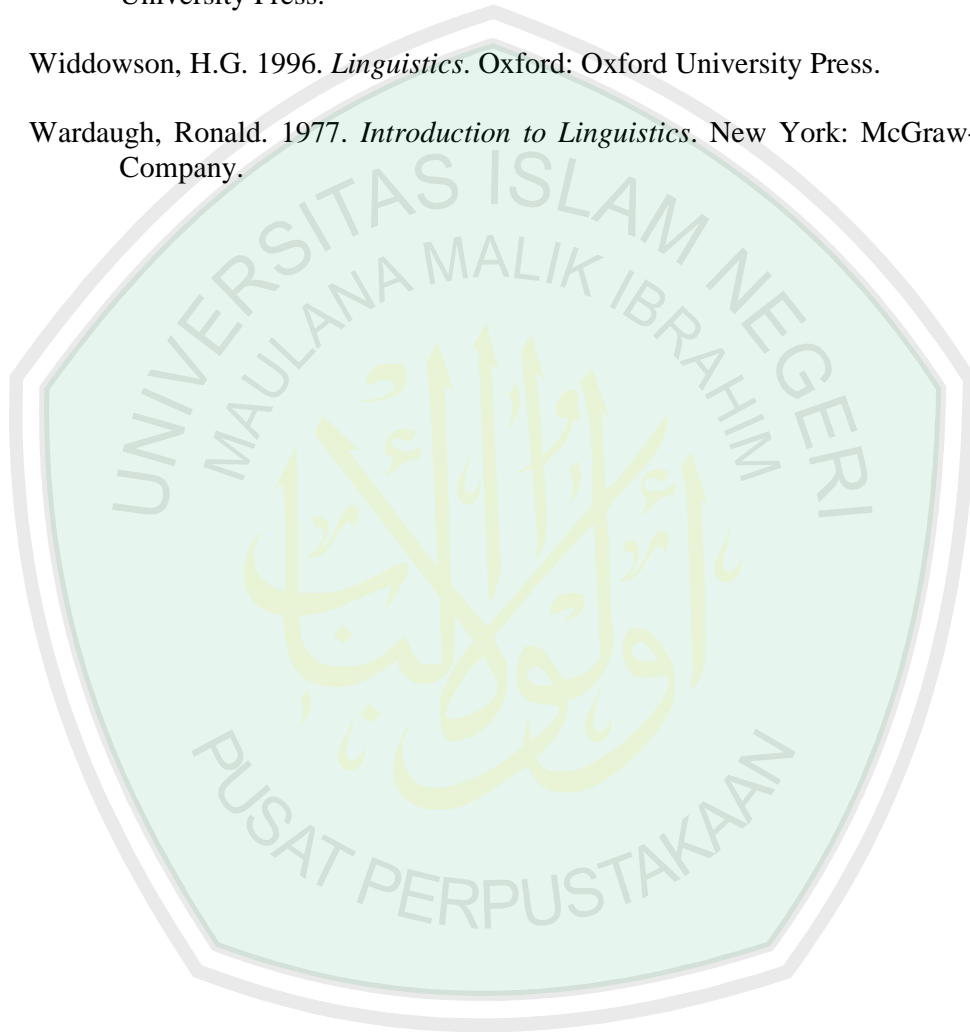
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