

CHAPTER V

CONCLUTION AND SUGGESTION

5.1 Conclusion

Based on the result of this research, this reseach conclusion is the reseachers provide that **Analysis Students' Intonation Variation in Speaking English at Eight Grade SMP HKBP Pardamean Medan**. The difficult Variation of intonation this research rising, falling and level intonation in the dialogue by the VIII grade students of SMP HKBP Pardamean Medan. The most dominant difficult in this research was found in Rising and Falling intonation usage with 11 or 45% Students. Students cannot pronounce voice intonation well and correcly, they also don't undestand what they are saying from the dialog sentences I gave them.

The reseacher found out the difficulties, namely:

- a. Difficult in using rising and falling intonation for the first clause and falling intonation for the second clause in a compound sentence.
- b. Difficult in using falling intonation for W-H question and rising intonation for Yes-No question
- c. Difficult in determining pitch and stersss of a syllable.

5.2 Suggestion

Based on the conclusions above, the researched suggest the following to be consideration:

1. The teacher should be able to detect a falling intonation from rising intonation in his own voice as well as in a student's. the intonation pattern can be demonstrated by movement of the arm or by drawing the intonation on the blackboard. The teacher should speak and read at a normal speed so that the students will not get used to a pace different to that which they hear outside the classroom. When speaking or reading, it is important to the teacher to read or speak with more expression so making the intonation pattern deliberately more audible. Moreover, it is easier for a foreign student to copy an excited intonation.
2. The students' should repeat the teacher's intonation pattern in close imitation. They must understand when rising, falling and level intonation is used. Besides that, students must be able to detect where the changing pitch of voice is placed. Besides learning English intonation from their teacher, students also can imitate the native speakers' intonation by watching television programs (films, news, interview, etc) that use English as its language or by listening to the English radio program.
3. For Other Research

There are many unsolved problems. This research can be used as a reading resource before other researcher conduct action research related to the intonation variation in speaking English.