

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This research uses some theories which support the data analysis and research finding.

2.1.1 Definition of Intonation

Roach (2000: 150) defines “intonation as the pitch of voice”. Only in very unusual situation do we speak with fixed, unvarying pitch and we speak normally the pitch of our voice is constantly changing. In short, the most important tasks in analyzing intonation is to listen to the speaker’s pitch and recognize what is doing.

In studying, intonation is study how the pitch rises and falls and it is able to detect high pitch from a low pitch. Some people are difficult to relate what they hear in someone's voice to scale ranging from low to high. The students most also do not understand how to apply intonation. Because they are not thought well about intonation. It makes them difficult in using English intonation.

Wennerstrom (2001: 285-286) referred to intonation as the melody created by the voice while producing a speech, giving the opportunity to the speaker to choose their pitch according to what he/she wants to express in his/her utterance. Wennerstrom (2001 : 288) divided intonation into four categories pitch accents, pitch boundaries, key and paratones Pitch accents refer to the different kinds of tones that will be used by the speaker in other words, it is the stress of the pronounced word Pitch boundaries, on the other hand, refer to the lengthening of

the ending of the word or utterance, also identified as rising or falling intonation. Key indicates the attitude of the speaker towards a previous utterance. High key indicates contrast response while mid key indicates neutral, and low key refers to not having new information for uttering a response. Finally, paratone represent the narrowness or wideness of the pitch range.

According to Dale and Poms (2005) Intonations plays crucial role in English. It is part of the language system. Intonation can convey grammatical meaning as well as the speaker's attitude. It will "tell" whether a person is making a statement or asking a question; it would also indicate if the person is confident, doubtful, shy, annoyed, or impatient). It means that the appropriate use of intonation is necessary to convey message of the speaker correctly. Without realizing the use of intonation, listeners may get confused to what the speaker's intention. Intonation also helps language learners to get over serious intelligibility problems. We will produce a high intonation if we talk in a rising tune, (According to Schiffrrin (2001), Intonation is defined as being an aspect of language that we are usually only aware of at a subconscious level. We have also seen how intonation is used in different languages, and that it is therefore an important area of study for language learners. According to Nordquist (2019) Practicing intonation well help students not only communicative more effectively, it will also help them understand situations better.

According to Antony (2000) "intonation, has traditionally been regarded as a problem". However, intonation is something that very difficult because intonation carries meaning. According to Sucio (2016), also said intonation is all

about how we say a word and express them, rather than what we say. Then, she also added that speech without intonation is like a machine or robot.

Tone refers to the emotion and attitude one puts behind their words. In contrast, intonation refers to the fluctuation of one's voice as they speak. Tone is how you feel and the feeling you put in your words. Intonation is how you use your voice to direct your sentence's flow to convey a message.

Intonation is used with different languages, have a therefore intonation is very important for people who learn languages because every speaker has different intonation when they speak, with the use of the right intonation there will also be good communication between the speaker and the listener. By studying intonation, we can learn the rise and fall of a tone of voice. And with the use of the right intonation can convey a meaning used with different languages. Based on the explanation intonation is the emphasis on a word that can change the tune of our speech from high to low, rise and fall.

2.1.2 Variation of Intonation

Devito (1979:275) classifies English intonation into three categories, they are: 1) rising intonation (/), 2) falling intonation (\), and 3) level intonation (-). The detail explanation of those three categories of intonation can be seen below.

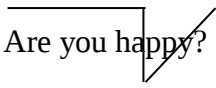
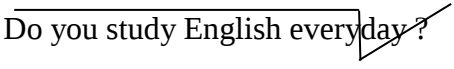
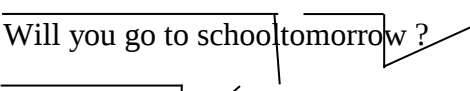
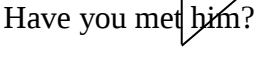
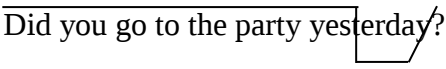
1. Rising Intonation

Rising intonation is essentially the opposite of falling intonation (in case that was unclear!) and is when the voice rises or gets higher in pitch

towards the end of a sentence. Rising intonation is most common in questions that can be answered with a "yes" or "no."

a. Yes – No Questions

For example:

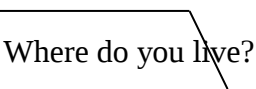
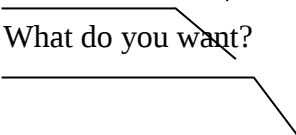
1. Are you happy? 
2. Do you study English everyday? 
3. Will you go to school tomorrow? 
4. Have you met him? 
5. Did you go to the party yesterday? 

2. Falling Intonation

Falling intonation is when the voice falls or lowers in pitch (gets deeper) towards the end of a sentence. This type of intonation is one of the most common and usually happens at the end of statements. Falling intonation can also occur at the end of some kinds of questions, such as those beginning with "who", "what", "where", "why", and "when." Falling intonation is normally used in:

1. W – H Questions

For example :

- a. Where do you live? 
- b. What do you want? 

- c. Which do you like best?
- d. Why do you complain?
- e. How far is your destination?

a. Positive statement

For example :

- a. We are going to the movies tonight.
- b. She will celebrate her seventeenth birthday next week.
- c. Tom has lived in London for five years.
- d. Their plane is arriving at nine in the morning.
- e. The church was more crowded than usual.

2. Negative statement

For example :

- a) We are not going to the movies tonight.
- b) She will not celebrate her seventeenth birthday next week.
- c) Tom has not lived in London for five years.
- d) Their plane is not arriving at nine in the morning
- e) The church was not more crowded than usual.

3. Level of Intonation

Level intonation is a series of word phrases or clauses in a sentence.

This tone is certainly used in English, but in a rather restricted context: it almost always conveys (on single-syllable utterances) a feeling of saying something routine, uninteresting or boring. A teacher calling the names of

pupils from a register will often do so using level tone on each name, and the pupils are likely to respond with "yes" (in level intonation) when their name is called. For example :

1. Yes

2. No

3 Ok

2.1.3 Wave of Intonation

Allen (1954:90) provided that wave intonation consists of Falling Rising Intonation and Rising-Falling Intonation.

a. Falling - Rising Intonation

The Falling-Rising Intonation is used a lot in English and has some rather special functions. It is to describe limited agreement or responses with reservations.

Example :

1. I don't want to be late (... so please excuse me hurrying away so soon)

2. She never drinks tea (... so it's useless to offer her any)

3. Well, I don't agree (... though I do understand your point of view)

4. I don't believe it's true (... in spite of all the rumors)

5. I only had three (... and you knew that wasn't enough)

b. Rising-Falling Intonation

This is used to convey rather strong feelings of approval, disapproval or surprise. It is not usually considered to be an important tone for foreign learners to acquire, although it is still useful practice to learn to distinguish it from other tones.

Example :

1. We walked home because we missed the train.
2. Afterwards, we went home.
3. If I put it up there, it will fall off.

2.1.4 Combined Intonation

Benson (1984:59) also formulates combined intonation which usually occurs on the two or more clauses. The use of combined intonation are as follows: sentences beginning with subordinate clause have rising intonation and followed by falling intonation for the main clause.

Example:

- a. When he came, I asked him to wait.
- b. After the game, we had some tea.
- c. Just as the train was starting, he jumped in.
- d. Do you like tea or coffee or cocoa?
- e. If you like, I'll send the car for you.

Example of enumeration things :

1. There were apples and pears and plums.

1. One, two, three, four, five.

Example of compound sentence:

1. I'd just bought a new pair of gloves and was walking out of the shop

2. I sent him away but he came back again.

1. Intonation of Imperative

According to Karepouwan (2013), stated that imperative is use to give command, warning, advise, instruction, and request.

Example :

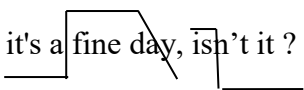
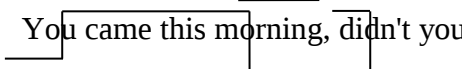
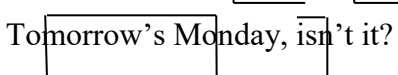
- | | | |
|----------------------|--------|--------------------|
| 1. Bring me a chair! | become | Bring me a chair . |
| 2. Wait a moment! | become | Wait a moment. |
| 3. Let's try again! | become | Let's try again. |
| 4. Don't cry! | become | Don't cry. |
| 5. Shut the door! | become | Shut the door. |

2. Intonation of Question Tag

Tag question can be said with a rising tone or a falling tone.

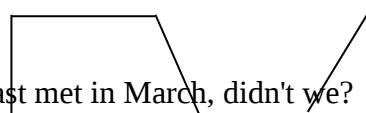
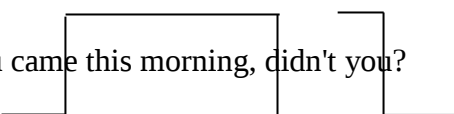
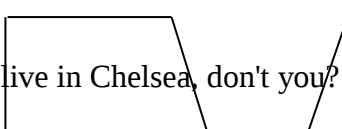
1. Remark and tag both on falling intonation

This is used when the speaker feels reasonably sure that his remark is correct and the tag merely to invite the listener to agree with him.

1.  it's a fine day, isn't it ?
2.  You came this morning, didn't you?
3.  Tomorrow's Monday, isn't it?

2. Remark on falling intonation and tag on rising intonation

If the tag is spoken on the rising intonation, we understand that the speaker is less certain of his remark, it is presented more as a true question. The speaker suggests "I believe that is so, but please correct me if I am wrong." By using this rising tag, he is asking the listener's opinion and would not be very surprised if he were contradicted.

- a.  We last met in March, didn't we?
- b.  You came this morning, didn't you?
- c.  You live in Chelsea, don't you?

3. Remark on rising intonation and tag on falling intonation

The remark itself is made more tentative by using rising intonation, but falling intonation of the tag shows that the speaker is pretty confident that his listener will not contradict.

- a. You didn't come in the morning, did you?
- b. You won't mind, will you?
- c. You ll bring it back, won't you?

4. Remark and tag both on rising intonation

The rising tag makes the tentative remark even more uncertain, the speaker seeks the listener's assurance that his remark is correct. It is almost a real question

- a. This one isn't yours, is it?
- b. It's not too late, is it?
- c. You'd like to speak to him, wouldn't you?

3. Intonation of Parentheses

Expressions of a parenthetical nature have no particular intonation of their own. They divide the intonation that the main sentence would have if the parentheses were not there. Thus a parenthesis occurring at the end of a sequence requiring Falling Intonation is said on low level pitch (Ehninger, et al, 1982: 316).

Example:

- a. "Attack with a sharpen steel" King Arthur ordered".

b. "I can't help it," he said impatiently

c. "Will you marry me?" Susan asked

2.1.5 Function of Intonation

There are some function of intonation Roach (2000-183-184) function of intonation can be divided into 4 functions :

- 1) Attitudinal Function Intonation enables us to express emotions and attitudes as we speak, and this adds a special kind of meaning to spoken language. The notion of expressing an emotion or attitudes is itself a more complex one than is generally realized. Our pronunciation of different ways for example, if the sentence was I want to buy a new car and you were to say it in the following ways "pleading", "angry", "sad", "happy", "proud", it is certain that at least some of your performances will be different from some others.
- 2) Accentual Function Intonation helps to produce the effect of prominence on syllables that need to be perceived as stressed, and in particular the placing of tonic stress on a particular syllable marks out the word to which it belongs as the most important in the tone-unit.

Example :

1. I have plans to leave (I am planning to leave)

2. I have plans to leave (I have some plans/drawings/diagrams that I have to Leave).

3). Grammatical Function

The listener is better able to recognize the grammar and syntactic structure of what is being said by using the information contained in the intonation. It is usual to illustrate the grammatical function by inventing sentences which when written are ambiguous, and whose ambiguity can only be removed by using differences of intonation.

Example:

1. Those who sold quickly, made a, profit.
(Meaning A profit was made by those who sold quickly).
2. Those who -sold, quickly made a profit.
3. (Meaning A profit was quickly made by those who sold).

The difference caused by the placement of the tone unit boundary is seen to be equivalent to giving two different paraphrases of the sentences.

4). Discourse Function

Looking at the act of speaking in a broader way, we can see that intonation can signal to the listener what is to be taken as "new" information and what is already "given", can suggest when the speaker is indicating some sort of contrast or link with material in another tone unit and, in conversation, can convey to the listener what kind of response is expected.

Example :

Rony : Have you got any free time this morning?

Tere : I might have later on if that meeting's off.

Rony : They were about putting it later.

Tere : You can't be sure.

Each sentence could be studied in isolation and be analyzed in terms of grammatical construction, lexical content and so on. But it is obvious that the sentence forms part of some larger act of conversational interaction between two speakers, the sentences contain several references that presuppose shared knowledge (eg "that meeting" implies that both speakers know which meeting is being spoken about), and in some cases the meaning of a sentence can only be correctly interpreted in the light of knowledge of what has preceded it in the conversation (eg. "You can't be sure").

If we consider how intonation may be studied in relation to discourse, we can identify two main areas. One of them is the use of intonation to focus the listener's attention on aspects of the message that are more important, and the other is concerned with the regulation of conversational behavior.

2.1.6 Stress

According to Roach (2009:23) in speaking English, incorrect stress placement is a major cause of intelligibility problems for foreign learners (for example Indonesians), and therefore stress placement becomes a subject that needs to be treated very seriously. The error of stress placement can be, for example, to say "send this letter to my address. So it will be like this "send this letter to my address" but the students put the stress on the phoneme /e/ that becomes address. In this case, the words address and address are different in meaning. The first address

is a noun and the second address is verb. So if the students put the second address to the sentence above, the sentence then will be incoherent in meaning. On the other hand, if the students make the above mistakes, it is included that they make stress error.

2.1.7 Speaking

2.1.7.1 Definition of Speaking

According to Bailey (2005), speaking is a productive oral skill. It consists of producing systematic verbal to convey meaning. According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice out side of the classroom. It will be influenced our speaking skill. Speaking in linguistics term has various definition. In Hornby speaking means saying something to express ideas and opinions.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Fulcher (2003) defines “speaking as the verbal language to communicate with others. Brown (2001:267) states that when someone can speak a language it means that she can carry on a conversation reasonably competently. According to Brown (2001), speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information.

According to Kushartanti (2005:32) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion. Richards and Renandya (2002:204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Brown (2007:237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it that you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information and language 'on the spot'. (Nunan, 2000:39). Speaking is very important in our life because without speaking we cannot know what the other talk and speaking also is the way that we use to interaction with the other people.

Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

According to Ladouse (1991:21) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently Furthermore, (1990:8) said that “Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari- hari”. It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the writer concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us So, in this process we can call it is an interaction between two sides. When someone speak to other person, there will be a relationship. The relationship itself is communication Further more, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation" It means that the main objective of speaking is for communication In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Stem (in Risnadedi, 2001: 56-57) said watch a small child's speech development. First he listens, then he speaks, understanding always produces speaking Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking Thus the learning of speaking can not be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001:56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

2.1.7.2 Technique of Teaching Speaking

Harmer in Tarigan, 1990-13) writes that when teaching speaking or producing skill, we can apply three major stage, those are :

1. Introducing new language
2. Practice

3. Communicative activities.

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking :

- 1 The use of Information gap by using pictures
2. The use of photographs
3. The use of song
4. The use of mysterious thing
5. The use of Educational drama

Teaching speaking skills in English as a foreign language needs good treatmentsto give good results for the learners (Setiawan et al., 2019). On the contrary, the teachers do not have good treatment inteaching speaking, which will influence the bad result in the speaking performance of the learners. In this case, teachers will always be challenged to create a good treatmentin teaching speaking. Creativity is vital in creating good treatment because creativethinking and ideas are required when the teachers can solve a problem or event from a newperspective outside of the usual (Felek & Gül, n.d. cited in Setiawan, Munir, &Suhartono, 2019).

a. Previous of the Study

Based on the title of this research, the researcher must find the related studies concerned with the title. The previous studies related of the titles are:

- a. Christian Neni Purba, David Togi Hutahean, Herman, and Hilman Pardede (2020) conducted the research as “An Analysis of Student’ Difficulties In using English Intonation At Grade Eight of SMP Negeri 2 PematangSiantar”. This research is designed to descriptive qualitative research. The result of this research was there are threedifficulties of students in using English intonation, namely: (1). Difficulty in using level tone, (2). Difficulty in using rising intonation (3). Difficulty in using falling intonation. This research finding recommends both teacher and students to take responsibility in overcoming those difficulties.
- b. Fuji Lestari (2022) conducted the research as “An Analysis of students’Intonation Ablity of Third Semester At English Language Education Study Prigram of FKIP UIR” This research used qualitative research and the instrument was the test that given and provided by the researcher also documentation for supporting this research. The test consists of 25 sentences, and the students should read and mention it one by one correctly. The results of this research indicated that students’ ability and understanding to use rising intonation is fairly good, the ability to use falling intonation is excellent, the ability to use rise-fall intonation if fairly good, but the ability to use fall-rise intonation is poor.
- c. Desinta Ika (2022) conducted the research as ”An Analysisof Intonation Patternin the Pre Service English Teacher’s Talk”The researcher used qualitative method. The results showed that two kinds of intonation patterns occurred in pre-service English teachers, falling and rising. The

speakers' dominant error was final rising in WH-question sentence type. The errors were caused by the physical impediment, inability in manipulating the pitch voice, and inability to keep the level tone stable.

- d. Doris Yolanda Saragih (2019) conducted the reseach as "The Students' Difficulties In Using English Intonation At Bussiness Indonesia Murni Sadar Polytechnic". The research design is qualitative research. The subjects of this study are the students of Business Indonesia Murni Sadar Polytechnic, and the object is the student's intonation. The technique of collecting data follows audio method or what is called recorded voice data. The data is analyzed by drawing the terminal contour of students' intonation..This research discovers that there are four difficulties of students in using English intonation, namely: (1). difficulty in using correct juncture, (2). difficulty in using rising intonation for the first clause and falling intonation for the second clause in a compound sentence, (3). difficulty in using falling intonation for w-h question and rising intonation for yes-no question, and (4). difficulty in determining pitch and stress of a syllable. This research finding recommends both teacher and students to take responsibility in overcoming those difficulties.
- e. Nila Fadhilah Sari, Hadriana, Erni (2017)conducted the reseach as “ An Analysis Of Students' Intonation Ability In Reading English Short Story Text”.This study aims to find the problem faced by students' to analyze students' intonation ability in reading short story text. This research uses qualitative methods and record as the instrument. The result of the

research shows that students of English study program of Riau University have good intonation ability in reading story text because many word are correctly read. This research focused on analyze students' intonation ability in reading English short story text.

- f. Shunizia Sheikh, Maimoona Abdul Aziz (2022) conducted the reseach as“Acoustic Variation In Intonation Patterns- A Comparison Of Received Pronunciation With English Dialect Spoken In Faisalabad”. The data has been analyzed by audio evidence extracted from Wave surfer. The results show that the intonation patterns of the participants are not similar to RP however, the students speak more plainly than in RP. In most cases, the intonation patterns are found very different in long statements in the Faisalabad dialect. The findings of this study are significant in that they reveal the accent of English speakers in Faisalabad.
- g. Reskia, Saiful, Sujariati (2021) conducted the reseach as “English Intonation in Reading Aloud Produced By Students Of Education Departement at UNISMUH Makassar”. The design that used in this research is descriptive qualitative research. .The result showed that the English intonation used by students when reading aloud a text was very different and varied and the intonation they used was not only rising and falling intonation but also rising falling intonation in some word.
- h. Desinta Ika (2022)conducted the reseach as “An Analysis of Intonation Pattern in The Pre Service English Teacher’s Talks” This research used three instruments to gain the data: documentation, observation and

interview. Then, the collected data were analyzed using Roach, Wells Haycraft theories and PRAAT software analysis. The results showed that two kinds of intonation patterns occurred in pre-service English teachers, falling and rising. The speakers' dominant error was final rising in WH-question sentence type. The errors were caused by the physical impediment, inability in manipulating the pitch voice, and inability to keep the level tone stable. In addition, it was also due to the pre-service English teachers L1 mother tongue. This study gave information of pre-service English teachers' ability, obstacle, and the causes of errors in producing intonation tone. It can be a reference for pre-service English teachers to look for pre-service teachers' ability in mastering pronunciation especially intonation.

- i. Nopita Sari (2022) conducted the research as "An Analysis Of Students' Problem In Speaking English Daily Language Program At Roudlatul Qur'an Metro" the researcher used qualitative research, especially the purposive sampling technique. The population of this research was the ninth grade of SMP TMI Roudlatul Qur'an Metro. The result revealed that the students had problem in speaking English, the in conversation activity as one of the daily language programs. The problems included: the students felt worried about making mistakes, such as getting criticism from their friends, they did not know what they would say, the students often use Indonesian to express themselves. The last, the students faced the speaking problems uneven participation because there were more

active and had good English. Besides that, there were causes of students' problems in speaking English; Vocabulary, grammar and pronunciation.

- j. Vini Gusviyani, Naf'an Tarihoran (2022) conducted the reseach as "The Factors of Students' Difficulties in Speaking English Faced by non-English Department Students". This research was conducted with qualitative research, with using survey method. This research used google form as questionnaire to gain the data. The result of this research showed that there were many factors that students have in English speaking difficulties. They are factor anxiety does not master the vocabulary has value 59% agreed, then factor shy of being an intention has value 57% agreed, then factor lack of confident has value 54% agreed, factor lack of self motivation has value 54% agreed, factor of environmental effect has value 54% agreed, factor there is no preparation has value 53% agreed, then factor fear of wrong pronouncing has value 52% agreed, factor of fear of use the wrong words has value 49% agreed, factor affective of students has value 48% agreed, and the last factor anxiety of being bullied has value 44% agreed. It means students have some factors in speaking problem that should be take more attention.

Based on the previous studies above, the researcher concludes that the similarities between the research that the researcher conducting and previous studies are in the same approach, namely intonation variation in speaking English. The difference from this researchs are the location and strategies in conducting research so that the results will also different.

2.3 The Conceptual Framework

This study is focused on the student's to analyzed intonation variation in speaking English, in intonation have difficulties variation intonation, they are rising Intonation, level intonation, and falling intonation, the researcher uses oral test and for observing , recording and give the dialogue for students and read it . Speaking is the productive skill. It could not be separated from listening. When we speak meaningful use of correctly communication, we can find speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds and speaking also is an interactive proces of constructing meaning that involves producing and receiving and processing information. Then would conducted through the following the students oral test. In intonation variation The students eighth grade of SMP HKBP Pardamean Medan used by steps listening to do conversation to Identificate the difficulties the conversation intonation variation in speaking English Analyzing the wrong sentences based on kinds difficulties the conversation intonation variation in speaking English, to find out the variation of intonation used by the students' in speaking English.

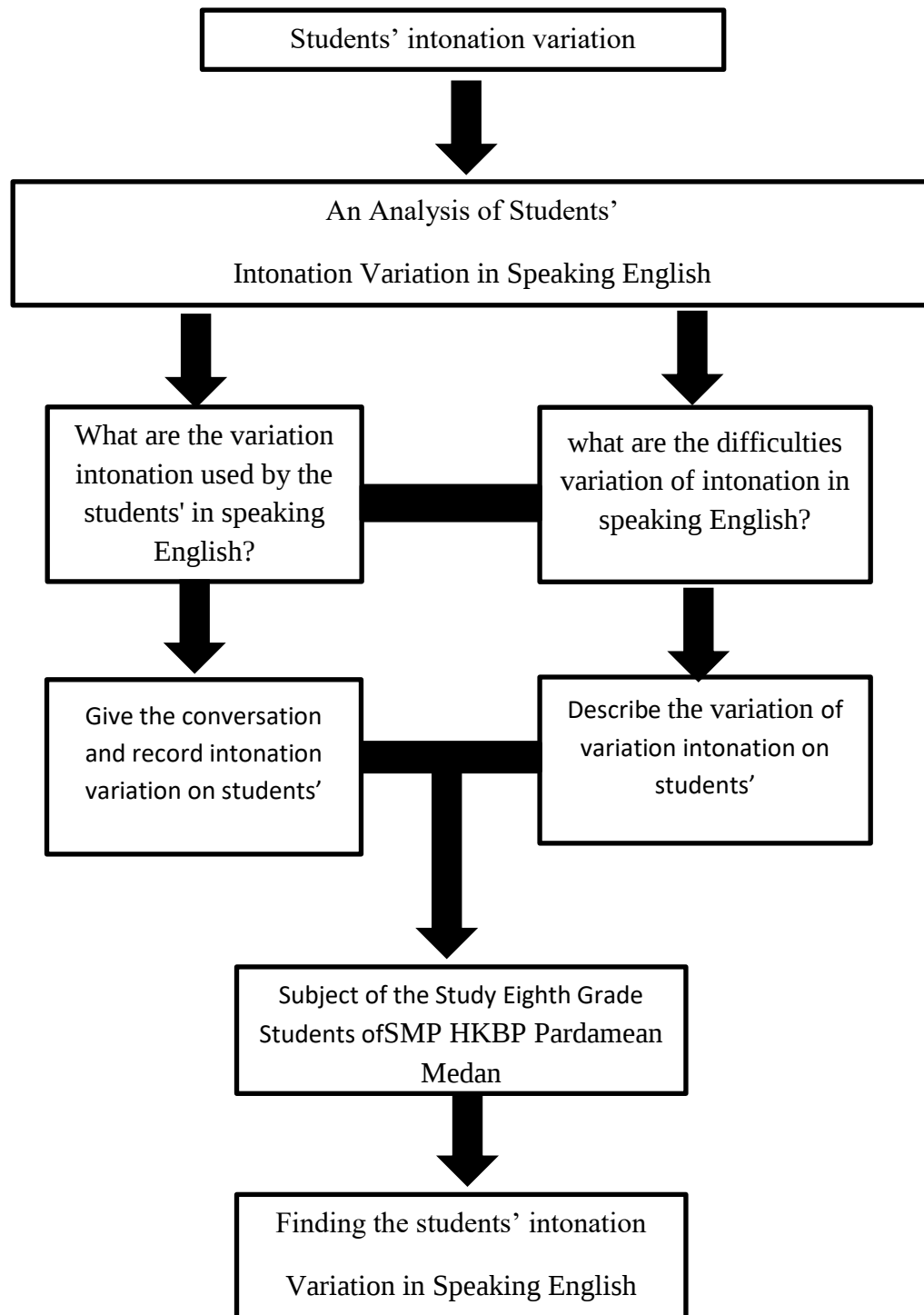


Figure 1. (Analysis Students' Intonation Variation in Speaking English At SMP HKBP PARDAMEAN MEDAN)