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**A DISCOURSE PHONOLOGY PERSPECTIVE OF EFL TEACHER'S  
TALK: A CASE STUDY AT ENGLISH FIRST COURSE  
(QUALITATIVE RESEARCH)**

**A THESIS**

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher  
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon  
In Partial Fulfillment of The Requirements of Undergraduate Degree**



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## ABSTRACT

### **Liana Nurbakti (14121320241) “A DISCOURSE PHONOLOGY PERSPECTIVE OF EL TEACHER’S TALK: A CASE STUDY AT ENGLISH FIRST COURSE (QUALITATIVE RESEARCH)”**

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This research explores the intonation pattern and the illocutionary function of teacher’s talk. The aims of this research is investigate the intonation pattern of teachers talk in the classroom and investigate the illocuttionary function served by teacher in the classroom.

This study is qualitative method, exactly discourse analysis qualitative. Lodico, et.al (2010: 142) shapes that qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This study also analyzes the words meaning and focus on recoded dialogue and the form is text.

The result of this research is the teacher used informal conversation with students in the classroom. It used by the teacher to give the freedom for students in give opinion, share what’s in their mind. Teacher also used rise tone more than others. It means that the teacher guided the students in learning process. It is also used by the teacher to easier the students to understand the lesson itself.

In the whole of learning process, the teacher more produced rise (final) to deliver asking function of her talk. Although the investigation was about directive function, but in the process of learning the function that most produce by teacher was asking. It was because in the context of situation of the learning process itself the students more quite. They were say nothing if the teacher not ask them. Ask here means guidance for the students. So, the teacher more ask to the students to guide the students in learning process itself.

**Keywords:** *Intonation, Illocutionary, Directive Function*





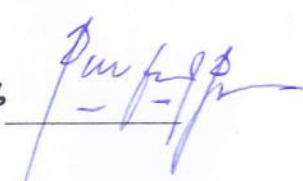



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## RATIFICATION

The thesis which is entitled “A DISCOURSE PHONOLOGY PERSPECTIVE OF EFL TEACHER’S TALK: A CASE STUDY AT ENGLISH FIRST COURSE (QUALITATIVE RESEARCH)” written by **LIANA NURBAKTI**, registration number is **14121320241** has been examined on 11 August 2016. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Departement, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon.

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## CHAPTER I INTRODUCTION

### 1.1 The Background of Research Problem

Speaking is the crucial thing in language learning. Speaking can support another skill in language learning. Speaking also can increase student's skill in another aspect of linguistic knowledge. Hughes (2011: 6) believes that when the spoken language is the focus of classroom activity there are often other aims which the teacher might have, for instance to develop productive skills such as rhythm, intonation or vowel-to-vowel linking. Those show that speaking is the crucial thing in language learning.

Every word spoken will produce intonation. And every intonation that is formed will cause its own meaning. According to Carr (1993: 239) every contours of intonation have different meaning of information. Finch (2003: 173) gives examples: falling tones have meaning positive or assertive attitude; falling-rising have meaning doubtful, uncertain attitude; rising have meaning enquiring, diffident attitude; rising-falling have meaning impatient, sarcastic. That's all proves that without intonation, it's impossible to understand the expressions and thoughts that go with word.

Intonation is important thing in our talk, consist in learning process because intonation of teacher's talk can affect students' learning enthusiasm. According to Aarts and McMahon (2006: 433) intonation can be used by a speaker to convey an attitude such as friendliness, enthusiasm, or hostility. High intonation can lead students to concentrate and focus on learning. Conversely, a low intonation can make students not focus and ignore the learning process. Aarts and McMahon (2006: 433) supposes that listener can make inferences about speaker's state, including excitement, depression and tiredness.

In communicating, whether in the school or not, sometimes the speaker indirectly tells what she or he means. Consequently, the listener has authority

to interpret the speaker's utterance based on the context or based the intonation that speaker use. This leads us to pragmatics. Pragmatics is how to the speaker conveys message and the listener interpreted what the speaker means (Yule, 1996). The point of view expressed that the speaker has intended meaning when she or he utters something and the interlocutor has to interpret it.

People use utterance in communication with the implied meanings. The meanings can be guessed from the context. Without the context, people will have difficulty in interpreting what are being said. In communication, people do not only say but also force the hearer to do something. That is why people have to interpret the meaning of utterance so what is expected from that communication may be achieved.

Context is very important because context is needed to help the hearer to understand the speaker's intention. Leech (1983: 13) states that context is "any background knowledge assumed to be shared by S (Speaker) and H (Hearer) which contributes to H's interpretation of what S means by given an utterance". It means that to be able to understand what the speaker says, the hearer must have the same background knowledge with the speakers in the context. Without context, the hearer will find difficulty in interpreting the meaning of the speaker's utterance. When there is no context, the communication between the speaker and hearer will fail. The hearer may be confused or misunderstand speaker's intention. In real life, utterances that contain speech act can be found around for example in the classroom.

In the classroom, teacher uses utterances to deliver the knowledge to the students. Teacher uses utterances not only to deliver the knowledge, but he or she also uses utterances to communicate with student. It is important for students to know what the meaning or message from the teacher's utterances, in order students not confuse and understand the teacher's intention. So, to decrease the confuse and misunderstanding of students, this research will analyze the teacher's talk intention in the classroom.



Previous study of intonation area no less than 8 studies, including pattern of intonation (Yohanes Suyanto, Subanar, Agus Harjoko, Sri Hartati (2014); Ravij Rao (2011); Mohammad Nur Fikri (2013); Evi Alfiatu Rohman (2014)), comparative study of intonation (Pan (2012); Miriam P. Germani (2011)), pattern of tonality (Matt Varnel (2013)) and teaching intonation (Dariusz Bukowski (2011)). After researcher read all of studies more depth, there are no one describe about tonality and tonicity in pattern of intonation and no one describe function of teacher's intonation. Issue about discourse function in function of intonation has not received much attention in study intonation area. So that, besides analyze how the teacher uses the intonation in the classroom, this study will analyze what functions of teacher's intonation in the classroom.

Many phenomenons have finding which related with this study. First, native language can influence English intonation. Second, misunderstanding between teachers and students caused by intonation. Third, some teachers cannot put the right time using the high or low intonation. Fourth, students do not care about teachers using high or low intonation. From all phenomenons, the most essential phenomenon is misunderstanding between teachers and students caused by intonation.

From the phenomenon above, aims of this study is to investigate how the teacher uses the intonation in the classroom and what functions of teacher's intonation in the classroom. From this study, will be seen what caused the misunderstanding between teachers and students.

## 1.2 Focus of the Research

The essential phenomenon in intonation area in this study is misunderstanding between teachers and students. Without intonation, it is impossible to understand the expressions and thoughts that go with word. People have to be careful using the intonation, because sometime intonation can lead to misunderstanding. This argument also expressed by Gussenhoven (2004: i) that "intonation in part appears to be universally understood, while





another times it is language-specific and can lead to misunderstandings”. Kennedy (2003: 63) also states that the use of rising or falling levels of pitch (known as tone) is very important for expressing meaning. Thus show that people have to be careful using the intonation.

Misunderstanding between teachers and students is a usual thing. But, when it happen in the classroom and it caused by intonation, it will change the meaning of information. For example, when teachers using the high intonation, students get meaning that the teacher was angry, obviously the teacher use high intonation in order to motivate the students. In opposition, when teachers using the low intonation, students get meaning that the teacher was lazy to teaching. From the phenomenon above, this study will investigate how the teacher uses the intonation in the classroom and what functions of teacher’s intonation in the classroom.

To investigate the phenomenon above, this study will focus on tonality, tonicity and tone in pattern of intonation. The intonation that will investigate here are fall, rise, rise-fall and fall rise. Besides that, this study also will investigate the function of intonation teacher’s talk. The function is focus on illocutionary function of intonation.

### 1.3 Research Questions

Based on the phenomenon, this research will be formulated the problem as follows:

1. How is the pattern of intonation of teacher’s talk in the classroom?
2. How does the illocutionary function serve?

### 1.4 Aim of the Research

In this study, researcher formulated aims of this study as follows:

1. To investigate how the pattern of intonation of teacher’s talk in the classroom.
2. To investigate how the illocutionary function serve.



## 1.5 Significance of the Research

Theoretically, this study is to be supposed to understanding the problem of linguistics, exactly intonation. Besides that, also to enrich the reader's knowledge about intonation and illocutionary function of intonation. From this study, teachers can know how the formation of intonation which can affect enthusiasm for student learning. Furthermore, teachers can apply what they have known in the present study to the students, so that would make students enthusiastic in learning.

Practically, this study make students can understand and distinguish the meaning of the words teachers say through intonation. Besides that also writer hopes this research may help the students of English Department to learn and understand about intonation and illocutionary function of intonation. From this study teachers and students knows the intonation use in the classroom and the functions of it, so that noting misunderstanding between teachers and students in the classroom caused by intonation again. Moreover, this study may help the students of English Department who interested to conduct the research about illocutionary acts.

## 1.6 Theoretical Foundation

### A. The Nature of Intonation

According to Chun (2002: 3), intonation is often referred to in everyday language as *speech melody* or *sentence melody*, terms that focus on pitch variations and modulations. It become interesting to be an object of research, because people commonly unconscious of the intonation that they use when they speak. However, it has own meaning in every intonation.

People usually make more talking, however they just want to talk “thank you” or “I love you”. If people want to say that word, they usually make the reason first, then thinking the consequence of it. Each piece of information is conveyed by a *unit of intonation*; these units of intonation – called, by others, *tone units*, *tone groups*, *intonation contours* or *intonation phrases* (Tench, 2011: 131).



Every word spoken will produce intonation and it is formed will cause its own meaning. Carr (1993: 239) states that every contours of intonation have different meaning of information. Finch (2003: 173) gives examples the most common intonation are linked with particular attitude or emotion as follows:

- |   |   |
|---|---|
| - Falling tones: positive or assertive attitude | - Rising: enquiring, diffident attitude |
| /that's MINE/                                   | /COFFee/                                |
| /he's a FOOL/                                   | - rising-falling: impatient, sarcastic  |
| - falling-rising: doubtful, uncertain attitude  | /It's up to YOU/                        |
| /he COULD/                                      | /how NICE/                              |
| /I'm not SURE/                                  |   |

While Tench (2011: 158) divided the basic system is a choice between fall (\\), rise (/) and fall-rise (V). Same as Finch, Tench also states the function of basic system of intonation seen by final or non-final intonation. Tench (2011: 163) states that We can now add the functions of the fall-rise in final and non-final positions to the system network for information status:

- |                                |                          |
|--------------------------------|--------------------------|
| 1. Fall (\\)                   | : Major information      |
| 2. Rise (/) Final              | : Minor Information      |
| 3. Rise (/) Non – final        | : Incomplete information |
| 4. Fall – Rise (V) Final       | : Implied information    |
| 5. Fall – Rise (V) Non – Final | : Highlighted theme      |

From the examples above, it show that every word or sentence people say have own meaning and own function. The meaning and the function depend on intonation of the word itself.

The use of teacher's intonation will be investigated by tonality, tonicity and tone. Halliday (1967:30) categorizes three primary systems of intonation:

1. Tonality is the division of the continuous speech signal into meaningful chunks known as tone units.



2. Tonicity is the division of a tone unit into New and optional Given elements through the placement of the tonic syllable.
3. Tone is the major pitch movement within the tone unit. The tonic syllable is the locus or the point of departure for the tone movement, which may be falling, rising or a compound of falling and rising movement.

Tench (2011: 134) states that tonality is the division of spoken discourse into discrete units of intonation, each of which carries one piece of information. There are some point will be analyze in tonality part as Tench's theory, those are clause construction, intonation unit or unit of information and markedness tonality.

A clause will be show the situation or what is happening in the classroom. So, it's important to nalyze the clause of teacher's talk in order to know what is the situation or what is happening in the classroom. As Tench (2011: 134) says that a clause is deigned to convey reference to a situation or happening. From the clause itself, we can know the pieces of information of teacher's talk.

An intonation unit, in essence, is the phonological means of representing pieces of information in spoken discourse (Tench, 2001: 134). After analyze the clause, next we analyze the unit of intonation or unit of information. There are some indicator that indicate utterance be a unit of information namely pause, movement of pitch, unstressed syllable (Tench, 2011: 135-136). So, we can know how many unit of information in one clause by analyze the pause, movement pitch and unstressed syllable of teacher's talk.

In a clause, there are not fixed one unit of information. Perhaps there are more than one unit of information. It will be the next analyze about markedness tonality. There are two point that will be find in markedness tonality, namely marked and unmarked. Tench (2011: 137) argues that marked tonality is chosen when the speaker decides to present more than one piece of information within a single clause. While unmarked tonality is chosen when the speaker decides to present one piece of information within a



single clause. It conclude that we can analyze the markedness tonality from the unit of information in a clause.

After tonality, there is tonicity that will be analyze in teacher's talk. Tench (2011: 149) states that Tonicity is the location of the most prominent syllable in an intonation unit. Tonicity discusses about the prominent word or syllable in the intonation unit. It divided to neutral tonicity and marked tonicity. Neutral tonicity refers to the phenomenon that the tonic syllable will occur within the final lexical item in its intonation unit (Tench, 2011: 150). marked tonicity – the tonic syllable either within a non-final lexical item (Tench, 2011: 153).

The third investigation in this chapter is Tone. Tone discusses the status of a pieces information. According to Tench (2011: 158), tone is the level and movement of pitch within an intonation unit. Tone can establish the status of the sentence. Finch (2003) also gives examples about the exact number of tones in speech, these are:

- Fall\
- Rise/
- Fall-rise\
- Rise-Fall\

While according to Tench (2011: 158) the basic system is a choice between fall (\), rise (/) and fall-rise (V). From the three basic system intonation itself, there are divided become final and non final. So, there are five basic tone: fall (\), rise (/) final, rise (/) non-final, fall-rise (V) final and fall-rise (V) non-final. This research will use Tench's theory.

To accurate the data, this research used *Speech Analyzer* application. This application can see the picth movement, so it makes this research easier to be analyze. If pitch movement seen, automatically we know the tonic syllable in utterance and know what the status of utterance itself.

Before the data analyze with *Speech Analyzer* application, the recording have been changed to WAV format and cut every clause first. Then, researcher analyze every clause in *Speech Analyzer* application. Researcher got the application from DVD and not download at internet.



## B. The Nature of Illocutionary Function of Intonation

The *Longman Dictionary of Language Teaching and Applied* describes discourse as a general term for language that has been produced as the result of an act of communication (Richard et al. 1992: 111) in Paltridge (2000: 3). Suherdi (2004: 1) describes that discourse has been defined and used in various ways. First, discourse has been defined as a communicative routines interaction. Second, discourse has been used to refer to different types of language used in different sorts of social situations.

Paltridge (2000: 3) believes that discourse analysis can help us explain the relationship between what we say and what we mean, and understand, in a particular context. Discourse analysis can also give us the tools to look at larger units of texts such as patterns of vocabulary and textual organisation that are typical of particular uses of language.

From all the statements above, can conclude that discourse analysis is the analysis of language in use (Brown and Yule, 1983). Discourse analysis also consider the relationship between language and the context in which it is used and are concerned with the description and analysis of both spoken and written interaction (McCarthy, 1991) in Paltridge (2000: 4).

Pragmatics is especially interested in the relationship between language and context (Paltridge, 2000: 5). Paltridge believes that pragmatics consist of the relationship between language and context. So, pragmatics is the study about how people interpret the language depend on background knowledge, depend on the situation, and how speakers use the language and the listener responded it.

Besides analyze how teacher use the intonation in the classroom, this research also will analyze the functions of teacher's intonation. It is important for students to know what the meaning or message from the teacher's utterances, in order students not confuse and understand the teacher's intention. As Harmer (2010: 37) states that teachers need to be aware of three things. Firstly, they should consider the kind of language that students are likely to understand. Secondly, they need to think about what they wish to say



to the students and how best to do it. Thirdly, they need to consider the manner in which they will speak. So, to decrease the confuse and misunderstanding of students, this research will analyze the teacher's talk intention in the classroom.

Chun (2002: 50) divided meaning and function into four basic categories, as follows: grammatical, attitudinal, discourse, and sociolinguistic. Aarts and McMahon (2006: 440-447) also divided the function and forms of English intonation as follows: Grammatical structure, information structure, discourse function, attitude and the speaker state and discourse regulation. Bu, this research will use Tench's theory.

This study will focus on discourse function. Chun (2002: 57) grouped discourse functions of intonation into the following subcategories: information structure marking, illocutionary/speech act, textual/discourse and interactive/discourse. Chun (2002: 57) states that information structure generally refers to the division of a message or utterance into chunks and the organization of the sechunks in terms of *given* and *new* information. *Given* or *theme* is information obtained and delivered from the old information (characteristic are fixed). *New* or *rheme* is information which cannot be predictable. For example:

I want a new bag.

I = Given or theme information

New bag = New or rheme information

The function of intonation also there is illocutionary. Chun (2002: 61) state that there is a close relationship between the forms of an intonation pattern, in particular whether its end-point rises or falls, and the illocutionary force of an utterance, whether it functions as a statement, question, or command. So, the illocutionary is the category of sentence, it is statement, question or command. For example:

“It's hot in here,”

the intonation used helps to express

whether the speaker is making a simple



statement, is grumbling or complaining, or is making an indirect request that someone open a window.

(Chun, 2002: 61)

The next discourse function of intonation is textual/ discourse function. Halliday (2004: 3) states that text divided into two, there are spoken and written. According to (Chun, 2002:62),called textual/discourse function of intonation is to mark various types of boundaries within a discourse.

The last discourse function of intonation is interactive function. Chun (2002: 63) state that this function related more to the conversational structure of the discourse, particularly the so-called turn-taking functions, and the speaker’s and hearer’s roles or perspectives in controlling the interactive structure. He also divided this function into subcategories following:

1. to continue with an established topic
2. to start a new topic
3. to constrain a hearer to reply
4. to discourage a hearer from replying, and additionally
5. to express a speaker’s expectations about the hearer’s reply
6. to show cooperation and/or compliance with the discourse partner
7. to facilitate repair in cases of breakdowns or misunderstandings.

This research focus on illocutionary function of intonation. This investigation use combination theory between Chun (2002) and Tench (2011).The approachment about illocutionary itself use Chun’s theory. Chun (2002: 60) states that Searle established a taxonomy of speech acts and grouped them into five major classes: representatives, directives, commissives, expressive and declaratives.

Speech acts	Examples
Representatives	Asserting, describing, complaining,





	concluding
Directives	Requesting, commanding, asking, entreating
Commissives	Promising, threatening, pledging
Expressive	Congratulating, welcoming, thanking, apologizing
declaratives	Resigning, firing someone, appointing someone, declaring

This investigation only investigate directive in illocutionary itself. As Tench (2011: 169) says that communicative function that involve influencing someone's action are sometimes called directives or instances of 'sussion'. There are also some examples of directive function according to Tench, such as request, command, plea, prohibition, etc. Tench (2011: 170) also give some rules of directive function itself :

like requests, pleas, coaxing, suggestions, invitations, offers, appeals and warnings – if they are to be genuine – allow the addressee to decide; they could refuse a request, but not a command; they could go along with a plea, but they would have no choice with a prohibition; they could resist any coaxing, but not a demand; advice, recommendations and threats come with authority, but suggestions, invitations, appeals and warnings allow the addressee to make the final decision to act or not. Promises come with moral commitment; offers give the addressee options. Authority, or dominance, is signalled with the fall; deference to the addressee's right to decide is signalled with a rise, (Tench, 2011: 170).



## 1.7 Previous Research

This study is not only one study about intonation, there are many previous study of intonation which told in research background session. From eight previous research, there are three previous research which relevant with this research. First, Rao (2011) analyzes Spanish language instructors by phonetic, phonological tendencies, pitch, words, phrases, utterances. The main objective of Rao's study is to introduce some phonetic and phonological tendencies observed in didactic speech, rather than provide an extremely rigorous statistical analysis of the data.

Second previous study is Pan (2012), he describes a contrastive study of English and Chinese intonation. The contrastive study is seen from two aspects: structure and function. The differences and similarities between English and Chinese intonation can clarify some misunderstandings in both English and Chinese intonation teaching.

Third research that relevant with this research is Evi (2014). She analyzes how the students in speech contest use the tonality in their speech. To analyze it, she investigates the common pattern of tonality by see the clause and pre-head, head, nucleus and tail. Besides that, Evi also analyze how the tonality tells about the tonicity and tone.

Next review is on a research by Akram (2008) who analyzing the expressive speech act between those using Urdu language and English. The research focuses on the intentions of the speakers and their utterances (illocutionary, locutionary and perlocutionary aspects of speech acts). He analyzes the expressive act by using Searle's (1975) and Austin's (1962) theories. The reseach uses quistionnaires to gather data of speech act used in some collages. The result of analysis show that expressive is more often used in English rather than in Urdu. Such difference is caused by the factor of situational between the speakers.

Next review is on a research by Fahey (2005) which investigates a cross-cultural comparison of the speech act of apologising in Irish and Chilean soap operas. The data are transcribrd into an electronic corpus for



qualitative and quantitative analysis. The aim is to determine the choice of the preferred strategies for apologising in both sets of data which are affected by cultural context. As a result, intercultural communication became relevant to speech act with the consideration of cultural values and pragmatic differences that could affect the choice of strategies for conveying particular speech act.

The last review is on a research by Natri et al. (2007). They were analysis five types of the illocutionary act in away messegges of the instant messaging express informational and entertainment communicative goal. The data are classified to the types of illocutionary as Searle proposed (1969), and they are then related to perlucotinary aspects. Natri et al. Use participant's method in their research. They took part directly in the field to get the data. The results show that the messages are constructed primarily wit asrtives, followed by expressives and commissives, but rarely with directives. This confirms that away messages tend to reflect both informational and entertainment goals.

The six previous studies above are almost similar with this study, both of them analyze in intonation area. But, they are also have differences with this study. Rao does not describe function of teacher's intonation. While Pan's study just comparison the structure and the function of intonation, he does not doing action study. Evi's research just analyzes the tonality, tonicity and tone. She does not analyze the function of intonation. The illocutiionary that describes by Akram, Fahey, Natri et al. Just analyze the illocutionary acts, not about illocutionary funtion. Issue about illocutionary function of intonation has not received much attention in research intonation area. So that, besides analyze how the teacher uses the intonation in the classroom by tonality, tonicity and tone, this research also will analyze what illocutionary functions of teacher's intonation in the classroom.



## 1.8 The Methodology of Research

### a. Setting

This study will execute at one of Local Language Schools in Cirebon. The main reason why this study chooses that place is because in that local language school, the teacher is originally native speaker. So, this research will be accurate to analyze the pattern of intonation of native herself. Besides that, with analyze the originally native speaker, it will touch the discourse function of intonation itself.

### b. Source of data

This study will involve the teacher one of Local Language Schools. The teacher is essential thing in this study, because the teacher's talk will be investigate in this study. As Lodico, et. al (2010: 163) states that select participants who are best able to provide the information essential for the study. From all teachers in English First Course, researcher will choose one of them, there is the originally native speaker. But, the teacher cannot talk alone, so that the students of local language school also involve in this study. The students are one class. There are 8 students in the classroom that involve in the learning process.

### c. The Method of Research

This study is qualitative method, exactly discourse analysis qualitative. Lodico, et.al (2010: 142) shapes that qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This study also focus on the social phenomena, there is misunderstanding between teacher and students. Ary (2010: 475) states that discourse analysis study linguistic units to examine the relationship between words and their meanings and discourse analysis focus on verbal interaction and dialogue, and data collection strategies focus on recoded dialogue—text based, audio, or video recorded. This study also analyzes the words meaning and focus on recoded dialogue and the form is text.



Lodico, et. al (2010: 143) states that three of seven characteristics qualitative research are: first, participants are usually selected through nonrandom methods based on whether the individuals have information vital to the questions being asked; second, data collection techniques involve methods such as observation and interviews that bring the researcher into close contact with the participants; three, the study reports data in a narrative (using words rather than numbers) form.

The three characteristics above are met in this study. This study selected the participant through nonrandom method, but the participant selected based on her background and the participant is the crucial information to answer the research question.

In collecting the data, researcher applies non-participant observational method (Sudaryanto, 1993: 14), in which the researcher did not involve in the conversation. Then, researcher applies the note taking technique to write the transcription. In this study there are using words form than numbers form. The words form is primary data and the numbers form just secondary data.

#### **d. Technique of Collecting Data**

The technique of collecting data in this study was observation and document analysis. In observation, researcher my self came in to the classroom and recorded the learning process which focus on teacher's talk. The recorded was from the begining learning process until the end of learning process.

After researcher got the recorded of teacher's talk, researcher did the second of collecting data that was document analysis. Researcher was transcribed what teacher says (teacher's talk) into text form. After researcher myself transcribed it, then researcher analyzed the tonality, tonicity, tone and illocutionary function of the text.

#### **e. The Instrument of Research**

The instrument of this research was researcher myself. Researcher collected the data by herself and analyzed it by herself also. In



conducting the research, researcher applies the step as proposed by Sudaryanto (1988: 57). The steps are collecting the data, analyzing the data and presenting the result of analysis.

The data in this research are taken from teacher's talk in the classroom. The teacher is Miss Diva. She is native from Phillipine. The data are the utterances which contain illocutionary act uttered by Miss Diva.

In collecting the data, researcher applies non-participant observational method (Sudaryanto, 1993: 14), in which the researcher did not involve in the conversation. Then, researcher applies the note taking technique to write the transcription.

### 1.9 The Technique of Data analysis

According to Lodico, et. al (2010: 160-165), steps in designing qualitative research are:

1. Identify a research topic or focus
2. Conduct a review of literature
3. Define the role of researcher
4. Manage entry into the field and maintain good field relations
5. Write qualitative sub questions
6. Select participants
7. Collect the data
8. Analyze and interpret the data
9. Disseminate results

This study follows the steps in designing qualitative research according to Lodico states above. First step, this study identifies the focus of study. Focus of study here is taken from the essential phenomena in intonation area, there is misunderstanding between teachers and students caused by intonation. From that phenomenon, this study will investigate how the teacher uses the intonation in the classroom and what functions of teacher's



intonation in the classroom. So that, nothing misunderstanding between teachers and students in the classroom caused by intonation.

Second step is conducting a review of literature. In this step, researcher looking for the data which related with this research. The data is form of journals and books. After the data found, researcher understand and learn depth in the area was selected.

Third step is define the role of researcher. The role of researcher here is complete observer. Researcher is not entirely be a participant, researcher here is complete as observer. As Lodico, et. al (2010: 115) says that you might observe from the back of a classroom, but you are not a member of the group and do not participate in the group's activities. Here also the researcher not member of the group activities. So, the role of researcher here is completely as researcher and instrument.

Fourth step is manage entry into the field and maintain good field relations. This study will execute at one of local language schools in Cirebon. The main reason why this study choose that place is because in that local language school, the teacher is originally native speaker. So, this research will be accurate to analyze the pattern of intonation of native herself. Besides that, with analyze the originally native speaker, it will touch the discourse funtion of intonation itself.

Fifth step is write qualitative sub questions. The sub questions are based on the research questions. As Lodico, et. al (2010: 163) states that sub questions is based on topics or research questions. The research questions and sub question in this study are:

1. How does the teacher use the intonation in the classroom?
  - a. How does the pattern of teacher's intonation in the classroom?
2. What functions do such intonation serve?
  - b. How do the discourse function such intonation serve?

Sixth step is select participants. This study selects the teacher at one of local language school as participant. Lodico, et. al (2010: 163) states that select participants who are best able to provide the information essential for



the study. Obviously, the teacher is essential thing in this study. The teacher's talk can answer the research questions and sub questions.

Seventh step is collect the data. This study use observational protocol in technique and instrument of collecting data. The reason why use observational protocol is this study will record teacher's talk. In observational protocol, there is recording sheet. Lodico, et. al (2010: 116) states that a well - designed observational protocol includes a set of questions and a recording sheet.

Eight step is Analyze and Interpret the Data. In this study, will be analyze how the teacher use the intonation in the classroom and what function do such intonation serve. That is all will be analyze by investigating the tonality, tonicity, tone, information structure marking, illocutionary/speech act, textual/discourse and interactive/discourse.

The last step is disseminate result. After the data clear analyze, the finding or the result will be publish in social media, exactly blog with address [lianaurbakti.blogspot.com](http://lianaurbakti.blogspot.com). In order most people know that researcher ever do the research. Furthermore, researcher hopes this study can give benefit from another people and this study will be continued by another people.

After the data transcribe, it will be analyze how the teacher use the intonation in the classroom and what function do such intonation serve. That is all will be analyze by investigating the tonality, tonicity, tone, information structure marking, illocutionary/speech act, textual/discourse and interactive/discourse. According to Lodico, et. al (2010: 180-192), steps of analyze the data is divided into 6 steps as follows:

1. Prepare and organize the data
2. Review and explore the data
3. Code data into categories
4. Construct thick descriptions of people, places, and activities
5. Build themes and test hypotheses
6. Report and interpret data





The teacher's intonation or the data is will get from recording of teacher's talk in the classroom. The data will explore during the recording transcribe into written text. To easier understanding the data, this study use coding as follows:

<b>Coding the learning process:</b> OS = Opening Session DLS = During Lesson Session	<b>Coding of tone:</b> / = rise \ = fall √ = fall-rise
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### 1.10 Research Timeline

This study will be planning in timeline as follows:

Activity	Mar	Aprl	Mei	June	July	Aug
Research plan						
Identify a topic						
Conduct a literature						
Define role of observer						
Manage the field						
Write sub questions						
Select participants						
Collect the data						
Analyze the data						
Disseminate Results						





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