EXPLORING ACCENTUAL FUNCTION IN THE SPEECH OF PRESIDENT SUSILO BAMBANG YUDHOYONO IN THE 21st APEC ECONOMIC LEADERS MEETING 2013: DISCOURSE - PHONOLOGY PERSPECTIVE

A THESIS

Submitted to the English Language Education Department of Faculty Education and Teacher Training the State Institute for Islamic Studies *Syekh Nurjati* Cirebon in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education Department

By:
NINA LISTIAWATI
Reg. Number :14111310156

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

THE STATE INSTITUTE FOR ISLAMIC STUDIES

***SYEKH NURJATI* CIREBON**

2015 M/1436 H

ABSTRACT

Nina Listiawati. 14111310156. Exploring Accentual Function in the Speech of President Susilo Bambang Yudhoyono in the 21st APEC Economic Leaders Meeting 2013: Discourse – Phonology Perspective

This research was conducted within the spirit of discourse –phonology which concern with the study of the relationship between the language and the context that is used in spoken discourse. This study was investigated the three primary system of intonation (T3) used by speaker. Those are what tonality tells about unit of information (tonality), focus of information (tonicity) and status of information (tone) then how accentual function of intonation constructed by speaker.

This study was designed in discourse analyses in phonological persfective which is taken from one of president in Indonesia Susilo Bambang Yudhoyono under the title "Points for Press Conference President Susilo Bambang Yudhoyono at the end in the 21st APEC Economic Leaders Meeting 2013". The data of the research is taken from selecting a single speech of spoken discourse. The data collected by video recording then converted into audio form of WAV then segmented using PRAAT software analysis. The analysis of data by using contextual method. The process of analysis is constructed based on : (1). The division theory of information unit in the systematic functional grammar level (SFG) (2). The common pattern of tonality, tonicity and tone by Dorothy M chun and MAK Halliday, (3). The accentual function of intonation as found in the speech based on phonology perspective and textual metafunction.

The result of this analysis shows that there are different speaker's division of message using systematic functional grammar level. There are four units of data as found in the system of tonality. There are 63 units of information. 31 units of information or (49%) as dependent and 32 units of information or (51%) as independent. The tone unit which constructed by the speaker also 63 clauses, the markedness of tonality which consists of umarked tonality (32%) and marked (68%) that is constructed by the speaker. Then, 32 units as finite or (51%) and 31 units of information as non finite or (49%). In the types of clauses the speaker put (21%) for noun clause, (73%) for adjective clause, and adverbial clause is (6%). There are three common patterns of tonicity and two kinds of markedness of tonicity where speaker focus of given-new (G-N), given-new-given (GNG), and new-given (NG) as found in the speech. The speaker put (22%) for G-N information, (59%) in G-N-G and (19%) in N-G. The common patterns of markedness of tonicity which is produced by the speaker are unmarked tonicity 10 clauses (16%) and marked tonicity 53 clauses or (84%).The common patterns are: (29%) as Major Information , (11%) as Minor Information, (26%) as Incomplete Information, (25%) as Highlighting of Theme and (9%) as Implied information. Then, the common types of tones that constructed by speaker categorized into 5 types are Fall (F) that got (17%) or 9 units of information, Rise (R) that got (9%) or 5 units of information, Rise-Fall (RF) is (29%) or 16 units of information, 15 units of information for Fall-Rise (FR) or (10%), and Level is 10 units of information or (18%). Accentual function tells how the focus of information or the most prominent on the stressed syllable. The ways to analyze the accentual function of intonation is seen from the primary stress, the context of textual metafunction where the speaker put 55 stresses in the clause of the speech. Then, the types of multiple theme that includes three elements are experiential theme (43%), interpersonal theme (17%) and textual theme (40%). Then, marked and unmarked theme. Marked theme for about (79%) and unmarked theme (21%). All of the result shows how speaker perceives the message into more than one unit of information in each clause and

perceives to put the focus information in the place that the word or syllable is important and interrelated to accentual function of intonation.

Key words: Tonality, Tonicity, Tone, Accentual function of Intonation

RATIFICATION

This thesis which is entitled in **EXPLORING ACCENTUAL FUNCTION IN THE SPEECH OF PRESIDENT SUSILO BAMBANG YUDHOYONO IN THE 21st APEC ECONOMIC LEADERS MEETING 2013:DISCOURSE-PHONOLOGY PERSPECTIVE** written by Nina Listiawati with the student number 14111310156 has been examined on 28th May 2015. It has been accepted by broad of examiners. It has been recognized as one of the requirements for the degree of Islamic Scholar in English Language Education at Faculty of Education and Teacher Training the State Institute for Islamic Studies *Syekh Nurjati* Cirebon.

	Date	Signature
The Head of English Education Department Lala Bumela, M.Pd NIP. 19821231 201101 1 011	5th June 2015	
The Secretary of English Education Department Wakhid Nashruddin, M.Pd NIP. 19810308 201101 1 003	5th June 2015	
Examiner 1 Wakhid Nashruddin, M.Pd NIP. 19810308 201101 1 003	5th June 2015	
Examiner 2 Mustopa, M.Ag NIP. 19660815 200501 1 003	5th June 2015	
Supervisor 1 Dr. Hj. Huriyah Shaleh, M. Pd NIP. 19610112 198903 2 005	5th June 2015	
Supervisor 2 Lala Bumela, M.Pd NIP. 19821231 201101 1 011	5th June 2015	

Acknowledged by the Dean of Faculty of Education and Teacher Training
The State Institute for Islamic Studies *Syekh Nurjati* Cirebon

Dr. Ilman Nafi'a, M. Ag
NIP. 19721220 199803 1 004

TABLE OF CONTENT

CHAPTER I INTRODUCTION

REFERENCES
APPENDICES

of information and the state of convergence and divergence of the participants. (p.11)

Intonation is very important for communication, as it helps the addressee interpret the message. Peter Roach (1983:202) identifies function of intonation to explain how intonation can help communication, some of which are:

1. Attitudinal function of intonation enable us to express emotions and attitudes as we speak.
2. Accentual function of intonation helps to produce the effect of prominence on stressed syllables.
3. Grammatical function of intonation helps to recognise the grammar and syntactic structure of the utterance.
4. Discourse function of intonation conveys the given-new information or provides information for turn-taking.

In the other hand, M. Chun (2002, 51-66) says that there are four functions of intonation those are: grammatical functions, attitudinal functions, discourse functions, and sociolinguistic functions. Importantly, pitch level, pitch movement and prominence are all relative values. Cauldwell and Allen (1997: 6) observe that "one speaker's 'mid' pitch would be another speaker's 'low' pitch" and values vary from speaker to speaker and with the context of the situation. This relativity is important in distinguishing intonation from melody or music, to which it is often compared.

Another important component is the phenomenon called prominence, which is the tendency for speakers to makes some syllables more noticeable than others. This is accomplished by pronouncing them louder and longer, by assigning them a different pitch, or by articulating the phonemes more distinctly (Roach, 1991: 86). Prominence is also sometimes referred to as emphasis, focus, main stress, nucleus or tonic accent.

This study was inspired by Peter Roach (1991: 124-125) states all stressed syllable have one characteristic in common, that is prominence. Stressed syllables are recognised as stress because the stress itself more prominent than unstressed syllable. At least four factors that makes a syllable prominent, some of which are :

1. Loudness can be defined if one syllable is made more louder than the others and it will be heard as stressed.

2. The length of syllables has an important part to play in prominence. If one of the syllables is made longer than the others, there is a quite strong tendency for that syllable to be heard as stressed.

3. Pitch in speech is closely related to the frequency of vibrationof the vocal folds and to the musical notion of low and high pitch. If one syllable is said with a pitch that is more noticeably different from the other, that will have a strong tendency to produce the effect of prominence.

4. Quality can be define if a syllable will tend to be prominent if it contains in vowel that is different in quality from neighbouring vowel.

In the same way, Dorothy (2002:179) identifies three factors involved in sentence stress or accent. Some of which are : (1) Fundamental frequency (pitch), (2) Duration (length) and (3) intensity (loudness).

1.2 The Formulation of the Problem

From the background of the problem above, this study will identification of the problem. It is needed to give clarification about the problem that will be investigated. Here are the identifications of the problem refers to the background of the problem above are:

1. The Field of the Researh

   The field of the research is Phonology. The discussion of this study will focus on tonality, tonicity, tone and accentual function of intonation.

2. The Kinds of the Problem

   a. How is system of tonality produced by the speaker?

   b. How to sign the tonality in monologue?

   c. How is sytem of tone produced by the speaker?

   d. How accentual function of intonation constructed by the speaker?

   e. How is system of tonicity produced by the speaker?

   f. What are the types of clauses?

g. What is informational function that used by speaker?

h. Why do speaker use the certain tonality?

i. How is the common pattern of tonicity as found in the speech?

j. What we can take from unif of information, focus of information , the status of information and the extended of accentual function of intonation?

3. The Main of the Problem

The main problem of this research is how tonality produced by the speaker, how tonicity is produced by the speaker and how is tone produced by the speaker and to what extent do such system construct the accentual function of intonation.

1.3 The Limitation of the Problem

In this phenomena, the researcher has decided to limit topic of the research will only talking about "Exploring Accentual Function in the Speech of President Susilo Bambang Yudhoyono in the 21st APEC Economic Leaders Meeting 2013: Discouse-Phonology Perspective ". This research focus on the monologue in the speech of President Susilo Bambang Yudhoyono, then analyze tonality, tonicity, tone and accentual function of intonation.

In other hand, this study limit the respondent of this research for president Susilo Bambang Yudhoyon. Then, this study will try to find the data from one of the president in Indonesia who has delivered the monologue in form of speech when the position of intonation is important in tranfering information and will limit the problem that will be investigated based on what the researcher mentioned in the questions of the research.

1.4 The Questions of the Research

Based on the explanation above, this study will focused in how tonality, tonicity and tone produced by the speaker and how is system of accentual function of intonation construct by the speaker in the speech of president Susilo Bambang Yudhoyono in the 21st APEC economic leaders meeting 2013: Discourse-Phonology Perspective.

Based on the reason above, the writer tries to close attention to:

1. How is tonality produced by the speaker?
2. How is tonicity produced by the speaker?
3. How is tone produced by the speaker?
4. To what extent do such system construct the accentual function of intonation?

1.5 The Aims of the Research

Based on the question above, the writer would arrange the aims of the research as follows :

1. To find out tonality that produced by the speaker.
2. To find out tonicity that produced by the speaker.
3. To find out tone that produced by the speaker.
4. To find out the extent of accentual function of intonation.

1.6 The Significance of the Research

There are three usefulness of the research, some of which are as follows :

1. For the students

The contribution for students is the students are expected to be able to improve their understanding in accentual function of intonation and be able to increase their awareness of textual meaning in the form of speech. Besides, this study will give a new knowledge for the students how to analyze the accentual function of intonation through textual meaning and what we can learn from the function of intonation itself. In addition, this study also have contribution for the student that can affect comprehension the students in speaking skill and listening skill. The contribution in speaking skill is students can use appropriate intonation based on the meaning they want to deliver to the listener while in listening skill can improve students awareness of the meaning that speaker say. Because intonation, voice and pronunciation very pressured when the students speak to get the meaning from their utterances.

5

2. For the teacher

This contribution is not only beneficial for the students but also for teachers. This study encourages English teacher to know how to analyze the accentual function of intonation through textual meaning in form of speech. So the teacher can use it as media in increasing students' awareness about the importance of accentual function in form of speech. And the important thing that if the researcher gets the result of this study, it must be implemented in teaching process.

3. For the researcher

This study is very beneficial for the researcher. It can be added the researchers' knowledge about the importance of accentual function of intonation through textual meaning in form of speech. Beside that, it can be a reference for the next future researcher.

1.7 Theoretical Foundation

There are many theories that support this study. Some of which are intonation, accentual function of intonation, tonality, tonicity, tone, and textual meaning. It will be discussed in this section.

1.7.1 Intonation

Every people are used intonation in an utterance. But sometimes the people do not using intonation carefully, even though the people use intonation in the utterance faster. Whereas if the people using good intonation it will make the utterance easily to understand and hear nicely to the listener. Beside that, when the people speak without intonation it will be very flat and the people voice will be hear strange. So, intonation is an important part in the speech to make a good communication between the speaker and the listener. As like Dorothy, (2002:3) states that intonation is often referred to in everyday language as speech melody or sentence melody, that focus on pitch variations.

Therefore, intonation is a speech melody that construct by the speaker in an utterence. David Brazil (1978, 1980, 1985) in Barbara (1988:5) states which

6

views of intonation primarily as feature of discourse and the developing interaction between speakers. Means that the course of intonation is demonstrated as an aspect of spoken language which is used systematically and which fundamentally affects the meaning of utterances and functions in conversation. In addition, Halliday (1991:70) identifies the systematic melodic variation in language is intonation, the melodic line is an intonation contour or more shortly intonation contour and the snatch is called tone group.

1.7.2 Accentual Function of Intonation

There are many kinds function of intonation. As like M. Chun (2002:66-70) divided five functions of intonation which includes sociolinguistic functions, grammatical functions, attitudinal function, illocutionary functions and textual/discourse functions. In other hand, Roach (1991:202) divided four functions of intonation, those are attitudinal functions, accentual function, grammatical function and discourse function. From the statement above, the researcher will only focus on accentual function of intonation. This study was inspired by Roach (1991:211) defines when the intonation has accentual function its implied the placement of stress is something that is determined by intonation. It can be said that accentual function of intonation has related to the stress. As a matter of fact, Roach (1991) :

> Word stress was presented as something quite independent of intonation and subsenquently it was said that intonation is carried enterily by the stressed syllable of a tone unit. It has been implied that the placing of stress is independent of and prior to the choice of intonation. One particular aspect of stress could be regarded as part of intonation: this is the placement of the tonic stress within the tone unit. The placement of tonic stress was a function that is accentual function of intonation (p.157)

From the statement above, it can be said that accentual function of intonation is the focus of information that want to delivered by the speaker. There are two different ways or characteristics of stress syllable. Those are one being to consider what the speaker does in producing stress syllable and the second point is the other being to consider what characteristics of sound make a syllable seem to a listener to be stressed (Roach, 1991:124). All stressed syllable have one characteristic in common, that is prominence. Besides that, stressed syllables are

recognized as stressed because they are more prominent than unstressed syllable. Roach (1991:125) states prominence are produced by four main factors :

1. Loudness   : If one syllable is made louder than the others, it will be heard as stressed.
2. Length   : If one of the syllable is made longer than the others, there is quite a strong tendency for that syllable to be heard as stressed.
3. Pitch   : If all syllables are said with low pitch except for one said with high pitch, then the high pitched syllable will be heard as stressed and the others as unstressed.
4. Quality   : A syllable will tend to be prominent if it contains a vowel that is different in quality from neighbouring vowel.

In addition, M. Chun (2002:148) states that stress is the linguistic means of marking syllables or words as prominence or perceptually silent in relation to others no matter how prominence is achieved. It is because the prominence of information has relation with stress. There are three factors involved in sentence stress or accent which includes fundamental frequency or pitch, duration (length) and intensity (loudness).

All stressed syllable have one characteristic in common, that is prominence (Roach. 1991: 124). These more prominent syllables are stressed and stress is a culminative property, signalled by a number of subsidiary phonetic factors, which work together to pick out a stressed syllable from the unstressed ones which surround it. Mc Machon (2002) stated :

> There are three important factors which combine to signal stress. First, the vowels of stressed syllables are produced with higher fundamental frequency; that is, the vocal folds vibrate more quickly, and this is heard as higher pitch. Secondly, the duration of stressed syllables is greater, and they are perceived as longer. Thirdly, stressed syllables are produced with greater intensity, and are thus heard as louder than adjacent unstressed syllables. (p.118)

Halliday (1994:115) divided the typical element of theme are textual, interpersonal and experiental theme. Here are the components of a multiple theme:

8

No.	Metafunction	Component of theme
1.	Textual	Continuative, structural (conjunction or WH-relative), conjunctive (adjunct)
2.	Interpersonal	Vocative, modal (adjunct), finite (operator), WH-interrogative
3.	Experiental	Topical (participants, circumstance, process)

Marked theme can be said a theme when the first part of the transitivity system is not a subject or the theme in a clause which the function of clause is not a subject, it can be as verb, adverb and etc (Martin, 1997:24). In other hand, Halliday (1994:195) states that unmarked theme is a subject and marked them is not a subject. The usual form of marked theme is an adverbial group, e.g today, suddenly or prepositional phrase as like at night, in the corner. Here are examples of theme in clause. The theme-rheme boundary shown by #.

	Function	Class	Clause example
Unmarked theme	Subject	Nominal group : pronoun as head	I # had a little nut-tree. She # went to the baker's. There # were three Jovial Welshmen
	Subject	Nominal group : common/proper noun as head	A wise old owl # lived in an oak. Mary # had a little lamb. London bridge # is fallen down.
	Subject	Nominalization	What I want # is a proper cup of coffee.
	Adjunct	Adverbial group :	Merrily # we roll

9

		Prepositional phrase	along On Saturday night # I lost my wife
Marked theme	Complement	Nominal group : Nominalization	A bag pudding # the King did make what they could not eat that night # the Queen next morning fried

To identify the unit of information (tonality), focus of information (tonicity) and status of information(tone) used PRAAT software. This is a freeware program for the analysis and reconstruction of acoustic speech signals. Before analyzing the sentences with PRAAT, the record has been converted into WAV format. It is also supported by M.Chun (2002:119, cf.Chun, 1998) defines :

> computers and computer software can be used : (1) to provide learners with visualizations of their intonational patterns and with specific feedback to help them perceive the meaningful contrst between L1 and l2 so that they can improve their speech production; (2) to provide learners with authentic and extensive speech and cultural input and in turn tohone learners' perceftual abilities; (3) to facilitate, to record, and analyze interaction between and among speakers; (4) to build tools for research purposes, e.g., data collection tools to record student performance, progress, and steps toward self-correction.

The software can be downloaded from the following website: http://www.fon.hum.uva.nl/praat/. Van Liechout (V.4.2.1,October 7, 2003)

10
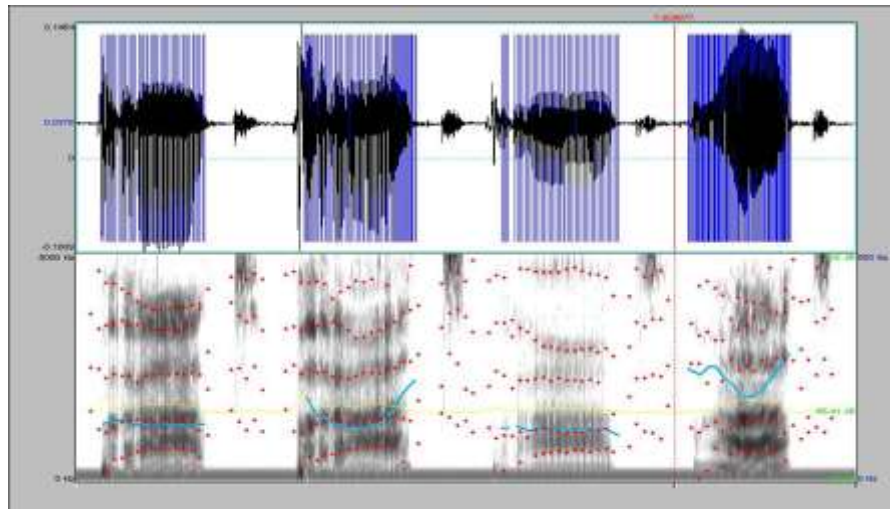
PRAAT is a very flexible tool to do speech analysis. It offers a wide range of standard and non-standard procedures, including spectrographic analysis, articulatory synthesis, and neural networks. The show analyses consist of blue line shows pitch frequency, yellow line shows intencity .

1.7.3 Textual Metafunction

Halliday's SFL (Systemic Functional Linguistic) (Halliday;1994 Halliday & Matthiesen 2004) emphasizing on semiotics, the code of language and how the utterences and texts specify all the meaning potentials, studies the functional and situational organization of langauge in the social context (Halliday, 1985:11). According to Systemic Functional Linguistic (SFL), language has three metafunction of ideational, interpersonal and textual. The ideational function expressing the experiential and the logical content of the text explains our experience of the outer world in the environment; the textual function is language-oriented and deals with cohesive and coherent text production by organizing and structuring the linguistic information in the clause; and interpersonal function deals with the social and power relations among language users, it relates participant's situational rules to the discourse produced (Halliday, 1981:328).

The textual metafunction is defined Halliday (1978: 112-113) as follows :

The textual component represents the speaker's text-forming potential; it is that which makes langauge relevant. This is the component which provides the texture; that which makes the difference between language that is

11

suspended in vacue and language that is operational in a context of situation. It expresses the realtion of the language to its environment, including both the verbal environment – what has been said or written before and the non-verbal, situational environment. Hence the textual component has an enabling function with respect to the other two; it is only in combination with textual meanings that ideational and interpersonal meanings are actualized.

Grammatically, the textual metafunction has relation with thematic structure which includes theme and rheme. Thematic structure is concerned with theme and rheme or the old or new information structure or topic and comment where any component in a clause like subject, predicator, complement or circumstantial adjunct can be topicalized and be placed in thematic position or the beginning of the clause which is more significant than other location in a sentence. Muir (1972: 98) states that the thematic element in a clause is the first element which results from choice. While according to Halliday (1981:330) theme includes the message in a text, indicating the identity of text relations, topic comes first and after that comment appears to expand, justify and provide additional information to preceding information.

1.7.4 Tonality

Paul Tench (2011:143) states that tonality is the division of spoken discourse into discrete units of intonation and each of which carries one piece of information. It can be concluded that tonality is chuncking of speech into intonational phrases or tone unit. In tonality we can signal the monologue into the meaningful chunk, and from that signal we can find the focus of information. The function of tonic is to form the focus of information: to express what the speaker decides to make the main point or burden of the message, Halliday (1970:40). Besides, tonality is related to the number of tone groups in an utterance and each such tone group is seen as one "move" in a speech act (Halliday, 1967:30).

1.7.5 Tonicity

Paul Tench (2011:158)   states that like tonality, tonicity or focus of information also is a system. It means that the place of focus of information can be any place and give speaker option of how to organize the unit as 'new' or 'given' information.

Halliday (1994:298) there is unmarked pattern with has the new at the end : (G)-N and (I) information. . . . . is presented as recoverable (Given) or not recoverable (New) to the listener. What is treated as recoverable may be so because it has been mentioned before ; but that is not possibility. It may be something that is in the situation, like or you ; or in the air so to speak ; or something that is not around at all but that the speaker wants to present as given for rhetorical purposes. The meaning is : this is not news. Likewise, what is treated as non-recoverable may be something that has not been mentioned, but it may be something unexpected, whether previously mentioned or not. Tonicity has a function to make the main point of the message that the information is new or not. As like Halliday (1970:40) "the function of the tonic is to form the focus of information to express what the speaker decides to make the main point or burden of the message."

1.7.6 Tone

Paul Tench (2011:167) defines tone is the level and movement of pitch within an intonation unit. Tone handles two basic system which includes primary tone and secondary tone. Primary tone refers to the system of contrasting movement of pitch within the tonic segment while secondary tone refers to variations to the basic primary system and also to levels and movements in the pre-tonic segment. In addition, the primary tone system function have two dimensions. Those are the speaker organisation of their information that the speaker wants to deliver to listener and the speaker role in interpersonal communication (example : sating something, asking a question, telling someone to do something, greeting and etc).

13

The domains of tunes also called tones is sense group consisting of a word or closely group of words that express a thought of the speaker. No matter how long or short every sense group has a tunes pattern., which starts from the stressed syllable of the last prominent word and extends over the remainder of the sense group.

M.Chun (2002:25) divides intonation characteristic into several types, the two main one 'colorless' contour and those contour which do reflect the speaker's attitude or feeling and the speaker's expects the hearer to perceive. Dorothy (2002:19) summarized tones into:

Tone	Tonic movement	Terminal pitch tendency	The use
1	Falling	Low	Polarity (truth value or validity) is known, stated or yes/no questions.
2	Rising	High	Imply that the polarity is unknown and information is desired
	Falling Rising	High	
3	Rising	Mid	Imply uncertainty and that the assertion is conditional or something else.
4	(Rising)-Falling-Rising	Mid	Mean that something is known, but there is some doubt or reservation.
5	(Falling)-Rising-Falling)	Low	Note doubt in order to dismiss it.

The tunes are described as follows:

Low Fall   : The voice falls during the word from a medium to a very low pitch.

High Fall   : the voice falls during the word from a high to avery low pitch.

14

Rise-Fall   : The voice first rises from a fairly low to a high pitch, and then quickly falls to a very law pitch.

Low Rise   : The voice rises during the word from a low to a medium pitch or a little above.

High Rise   : The voice rises during the word from a medium to a high pitch.

Fall-Rise   : The voice first falls from a fairly high to a rather low pitch, and then, still within the word, raises to a medium pitch.

In addition, McCarthy (1991: 115) states that the prominent syllable in an utterance are the carries of any significant variation in pitch that the speaker might use. Then, at recognizable points in the utterance, the pitch level may rise, fall or be carefully kept level. McCharty (1991) also defines that:

Phonologists disagree as to the number of discrete types of significant falling, rising and level tones that are used in English; some distinguish between as many as eight, others work with four or five. For our practical purposes five will be a useful number to consider. Some of which are:

Tone	Tonic movement	Mark
1	Fall	\
2	Rise-fall	/\
3	Fall-rise	\/
4	Rise	/
5	Level	→

1.7.7 The Nature of Discourse

Halliday (1978:96) argues that discourse is a multidimensional process and text as its product not only embodies the same kind of polyphonic structuring as found in grammar, in the structure of the clause as messages, exchanges and representation, but also since it is functioning at a higher level of the code as the realization of semiotic orders 'above' language. May contain in itself all the inconsistencies, contradictions and conflicts that can exist within and between

15

such high order semiotic system. It can be concluded that discourse analysis is concerned with lexico-grammatical analysis of the language in the social, physical, cognitive, cultural interpersonal and situational context.

In other hand, Brian Paltridge (2006:1) identifies that discourse analysis is an approach to the analysis of language that looks at patterns of language across texts as well as the social and cultural contexts in which the text occurs. So, here discourse analysis discussing the relationship between language and social context, culture specific ways of speaking and writing, ways of organizing texts in particular social and cultural situations.

In addition, Dorothy (2002:77) summarize the discourse intonation in one of the function of intonation. The first is Attitudinal that has sign as affective, attitudinal meaning speaker's perspective, attitude toward partner, and/or situation on toward content of preposition that express attitude, emotion etc. Then discourse relates with informational structure that is speaker's perspective based one presupposition about hearer and about heare's sentence-level knowledge. There are two emphasis those are: (1). Provide sentence level focus, emphasis; given vs. new information and (2). Mark sentence boundaries. The last in textual discourse relates with Speaker's perspective based on presuppotions about hearer's discourse-level knowledge: (1).Provide coherence between prepositions, (2). Mark shared knowledge of discouse (old), information), (3). Mark discourse-level prominence, focus, and new information (4). Mark boundaries in a discourse, (5) Indicate expectation about heare's reply.

Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. Discourse analysis study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalised forms of talk. British discourse analysis was greatly influenced by M. A. K. Halliday's functional approach to language (e.g. Halliday 1973), which in turn has connexions with the Prague School of linguists. Halliday's framework emphasises the social functions of language and the thematic and informational structure of speech and writing.

1.8 The Previous Studies

To support this research, the researcher has reviewed other research that related to this research.

Wenkai Chen (2013) studies the teaching English rising tone faced on Chinese EFL Learners. This research conducted the acquisition of English intonation by Chinese EFL learners. The main problems existing in acquiring English rising tone are improper placement of nucleus stress, failure to control the contour of pitch of nucleus, replacement of rising tone by falling one, epenthesis of extra central vowel after the consonant with which the nucleus or tail ends. The acquisition of rising tone influenced by lack of intonation knowledge, poor acquisition of stress, differences between English and Chinese tone patterns, etc. One key solution is to imbue the learners with knowledge of intonation by utilizing modern phonological technologies to make possible the multimodal phonological acquisition of intonation so as to increase the learners' ability of perceiving and producing rising tone.

Rajiv Rao (2011) tries to conduct work on intonation. It has not focused extensively on second language acquisition in general. Within this context, little to no research has addressed how language instructors use rhythm and melody to facilitate the oral comprehension of language learners. The main results reveal that the these language instructors indeed employ intonational strategies such as pitch range expansion, early peak alignment, increased time and extent of pitch rises, less pitch reduction, and stress addition. In this case, phonetic cues are produced to create special emphasis on words that are of particular interest to students when answering oral comprehension questions on a written exam. The concluding remarks hope to spark future perceptual studies that will help us gain a more complete picture of how didactic speech benefits learners with low levels of proficiency.

Girand Cynthia (2006) try to investigation of the intonational form and function of multiply accented phrases in conversational English. It is an attempt to understand why intonational phrases often have more than one or two internationally prominent elements. It is related to other studies of structure and meaning of intonational contours, rhythmic structure of intonation. The nuclear

accent and the full intonational phrase contour have been the foci of many previous studies of English intonation; this study examines the placement of prenuclear accents, the internationally prominent elements that precede the nuclear accent.

The position of this research is not to follow up those findings, but to put itself in another position. Wenkai Chen (2013) seems only talk about the teaching English rising tone and acquisition of English intonation. It does not discuss about function of intonation itself. Rajiv Rao(2011) reports a study of how language instructors use rhythm and melody to facilitate the oral comprehension of language learners, but not talking about intonation and its function. Girand Cynthia (2006) is talking about the intonation form and function of multiply accented phrases in conversational Englis. The previous studies probably do not directly discuss about intonation especially function of intonation itself.

1.9 The Methodology of the Research

In this section, the researcher would arrange methodology of the research in this study. Some of which are as follows :

1.9.1 The Objective of Research

The purpose of this research are to know tonality that is used by the speaker, tonicity that is used by the speaker, tone that is used by the speaker and the extended of accentual function of intonation from the tittle " Exploring Accentual Function in the Speech of President Susilo Bambang Yudhoyono in the 21st APEC Economic Leaders Meeting 2013: Discourse-Phonology Perspective.

1.9.2 The Time of the Research

This research starting from January until the end of april. This research need for about five weeks to finish this research. One week for finding phenomena that will investigate and appropriate title that will be description in the background of the problem. In the second week for finding and collecting theoritical foundation that will be present in this research. Then, in third and fourth week for collecting the data with the instrument and technique that will be used in this research. And the last is for analyzing the data got from the speaker and some refence books. The time as below:

No.	Activity	December	January	February	March	April	May	June
1.	Writing Research Proposal and Consultation	▓						
2.	Proposal Seminar and Research Instrument		▓					
3.	Conducting Research sample, validity, and reliability of data		▓					
4.	Collecting of Data			▓				
5.	Data Analysis				▓			
6.	Finishing thesis writing					▓		
7.	Thesis Examination						▓	
8.	Thesis Revision							▓

19

1.9.3 The Source of Data

In this research, the researcher adopted from the Donal Ary et al, (2010:486) which states that the research should be based on primary and secondary resources. The source and type of data as follows :

a. Primary Source

Primary sources which is taken in this study is speech script from one of the President in Indonesia Susilo Bambang Yudhoyono. Susilo Bambang Yudhoyono had delivered the speech in front of Asia Pasific Leaders in the 21st APEC Economic Leaders Meeting 2013 that spent five minutes fifty one second. The speech was held in Bali 8th october 2013 around 13.45-14.05 o'clock. The speech entitled "Resilient Asia Pasific, Engine of Global Growth."

b. Secondary Source

As secondary resource, the researcher taken from some linguistic books, journals, articles in ensyclopedias and reviews of some researches. The secondary source here can make the data more accesible to determine what others have already reported about particular research topic in this study.

1.9.4 The Method of the Research

The method of this research is qualitative research. Donal Ary, et,al (p. 453-454) essential qualitative studies by some researcher, provide rich descriptive accounts targeted to understanding a phenomenon, a process,or a particular point of view from the perspective of its involved. The central aim of these studies is to conceiving the world or the experience of another. Beside that there are some major characteristics of qualitative research are: Concern from context and meaning, Natural setting, human instrument, descriptive data, emergent design and inductive analysis.

Besides, this study also use a content analysis as one of types of qualitative research. Fraenkl (2009: 472) says that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communication. Fraenkl and Wallen (2009: 483) state that content analysis itself has some advantages as follows: 1) the researcher can "observe" without being observed. It is unobtrusive. 2) it is extremely useful as a means of analyzing interview and observational data. 3) the researcher can delve into records and documents to get some feel for the social life of an earlier time. It means that he is not limited by time and space to the study of present events, and so on. Contrary, it has disadvantages as follows: 1) it is limited to recorded information, although the researcher may, of course, arrange the recordings, as in the use of open-ended questionnaires or projective techniques in establishing validity. 2) it is assuming that different analysis can achieve acceptable agreement in categorizing, the question remains as to the true meaning of the categories themselves.

1.9.5 The Techniques of Collecting Data

In this research, the technique of collecting data by using video. Social interactional studies can develop along side the use of film or video recording. As like Goldman and McDermott (2009:110) states that the use of video in social research become foundational to this theoritical approach and vice versa.

Some steps that involved in this research are:

a. Selecting a research setting

In this step, the researcher must be found an appropriate site to conducting her research. And it must be enough to the objective and must be accesable. So, the researcher will not get difficult when doing the investigation.

b. Gaining acces

Gaining acces here means that the researcher must guarantee for research. If in a public do not need to negotiate but should make those potentially involved aware and figure out ways to interact with people around.

21

c. Presenting oneself

Presenting oneself can be define as to complete observer, complete participant, participant as observer and observer as participant.

d. Gathering Information

In the process gathering information the researcher must be realize limitations, because there is no one perfect. Actually still have far from perfect. The researcher use recording device to take information deeply in form of tape recorder, notebook, video and etc.

e. Analyzing Data and Formulating the Theory

In the last step, the researcher analyzing data, classifying data, add some theories of some scientiest book to support her investigation and representing data.

1.9.6 The Instrument of Collecting Data

The instrument of this research is researcher herself. Because the discussion in this research is qualitative research. And qualitative research need explanation from the researcher herself with supporting some reference books, journals and etc. Then, PRATT system also will be used to be an instrument of this method because through PRATT system the data will be analyzed. And it will make easy the researcher to do this study.

1.9.7 The Technique of Analysis Data

There are some steps that conducted in this research, the researcher taken this steps from the theory of Donal Ary et al, (2010:481-490). Those are:

1. Familiarizing and Organizing

Here, in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Then, the researcher must be familiar with the data through reading and rereading notes and transcripts, viewing and reviewing video tapes and so on.The researcher must be immersed in the data. Such as Field notes, audiotapes, videotapes, observer comments, and other data must be put into a form ready for analysis by the researcher.

2. Coding and Reducing

Coding is the core of qualitative analysis and includes the identification of categories. The codes describe general categories that can be used to organize the

22

information contained in the data itself. Also, with the codes the reader can be understood easily. The code that will be used in this study, as follow:

1. \\   : Falling
2. /   : Rising
3. \\/   : Falling-rising
4. /\\   : Rising-falling
5. / / : Tone unit boundary
6. −   : Level tone

The names of codes above are used in this study to make data easily to read. In this study, the data will be investigated through PRATT system. Then, PRATT itself will show how the accentual function of intonation occurs in Susilo Bambang Yudhoyono's speech.

3. Interpreting and Representing

After the researcher gathering information from video and some sources, the results obtained from the speaker will analyzed with the help of grounded theory. The data from video of the speaker will be collected and analyze how are tonality, tonicity and tone used by speaker then accentual function of intonation used by speaker. After analyzing the data, the researcher checking the result in descriptive interpretation and conclusion of "Exploring Accentual Function in the Speech of President Susilo Bambang Yudhoyono in the 21st APEC Economic Leaders Meeting 2013: Discourse-Phonology Perspective".

CHAPTER VI

CONCLUSION

A. Conclusion

This study was conducted within the spirit of discourse phonology which concern with the study of relationship between the language and the context that is used in spoken discourse. This study shows the result under the title **"Exploring Accentual Function in the Speech of President Susilo Bambang Yudhoyono in the 21st APEC Economic Leaders Meeting 2013 : Discourse – Phonology Perspective"** in form of speech. The discussion of this study was explore accentual funcion of intonation and three primary system of intonation (3T) that consists of Tonality (unit of information), Tonicity (focus of information) and Tone (status of information) that produced by the speaker. The three elements (3T) is a part of intonation that is very crucial in social communication. Sometimes, it is hard for the people to comprehend the function of those elements especially as a lerner it is uneasy to learn. Further, each person do not know how the meanings are recognized in spoken discourse. So, from this research summarized the speaker result in form of speech, those are:

1. Tonality system are divided into four units of data. The first unit of data is clause construction as found in the speech of Susilo bambang Yudhoyono. As the beginning of this study shows the result of speaker's clauses in grammar level. Those are 31 dependent clause or 49% and 32 independent clause or 51%. All clauses possibility for the speaker to be pronounced as more than one single unit of information. And the second point is there are 63 units of information for whole of paragraph as found in the speech and markedness that consists of two categories, some of which are one single of information (unmarked tonality) and more than one single unit of information (marked tonality). There are 28 marked tonality or 68% and 13 unmarked tonality or 32%.

200

This means that the speaker tend to use marked than unmarked tonality. And the third is finiteness as found in the speech that consists of finite and non finite. There are 32 finite or 51 % and 31 non finite or 49%. And the last is types of clauses which includes adjective clause, noun clause and adverbial clause. There are 24 adjective clauses or 73%, 7 noun clauses or 21% and 2 adverbial clauses or 6%.

2. The common pattern of tonicity that used by speaker is producing monologue in form of speech from 63 units of information.The common pattern of tonicity that produced by the speaker are Given-New Given in 37 units of information or 59%, Given-New 14 units of information or 22% and New-Given in 12 units of information or 19%.

3. The common patterns in status of information and types of tone as found in the speech, those are: 16 units as major information or 29%, 6 units as minor information or 11%, 14 units as incomplete information or 26%, 14 units as highlighted theme or 25% and 5 units as implied information or 9%. For the common types of tone, there are 9 units as fall or 17%, 16 units as rise-fall or 29%, 5 units as rise or 9%, 15 units as fall-rise or 27% and 10 units as level or 18%.

4. The last shows the result of accentual function that produced by the speaker. Those discussion are divided into three units of data. The first is accentual function of intonation as viewed from the primary stress. The result of this study shows in PRAAT analyzing that present how accentual function of intonation are recognized in the spoken discourse. Beside that, the primary stress is marked by any words that given a stressed syllables and those are recognized as stressed because they are more prominent than unstressed syllable. And the second is accentual function of intonation as viewed from the context of textual metafunction that consists of experiental theme, interpersonal theme and textual theme. There are 31 units as experiental theme or 43%, 12 units as interpersonal theme or 17% and 29 units as textual theme or 49%. This means that whole of paragraph was dominated by experiental theme than textual theme or interpersonal theme. The last is accentual

201

function of intonation as viewed from the marked theme and marked theme. The clause consist of 22 marked theme or 79% and 21% or 6 units unmarked theme. This means that the speaker tend to use marked theme than unmarked theme.

B. Suggestion

1. For the Students

The result of this study suggest the student to notice their intonation when the students speak. Without intonation, it is impossible to understand the expressions and thoughts that go with words. The researcher hoped that this study can improve student's awareness in using appropriate intonation and realize that intonation is crucial for communication. Further, this study emphasized the students understanding about tonality, tonicity, tone and accentual function of intonation.

2. For the Teachers

The result of this study suggest the teacher to improve students awareness of intonation through teaching intonation in the classroom. In the learning process of teaching intonation can be done in the speaking skill and listening skill. In the speaking skill the teacher role as a model for the students to imitate some words with different intonation and explain to the students that each intonation has different meaning. While in the listening skill the teacher can give an example of a sentence that uttered with different intonation and explain to the students the meaning of each sentence that consist of different intonation. Further, this study also can be taught in the learning phonology. The researcher hoped that this study also can beneficial for the English teacher to give the deep understanding to the students about the importance of tonality, tonicity, tone and accentual function of intonation that has related to the textual meaning in spoken discourse.

3. For the Researcher

The result of this researh hoped that will be used as an inspiration for the next future research in the areas of Phonology especially in suprasegmental aspect, but the researcher realized that this analysis has been not perpect. The

focus in the research is only one of the function of intonation that is accentual function. Whereas, there are many function of intonation which includes attitudinal function, grammatical function and discourse function. But the researcher only focus discussing accentual function of intonation in form of speech.

So, for the future researchers are hoped to be more focus on analysis of accentual function of intonation not only in form of speech but also in daily conversation or even the use of intonation software analysis in teaching intonation. The best section in this research is the use of PRAAT software analysis, that will be present and more recognized how the meaning are recognized in spoken discourse, how is happened fall and high pitch is more measurable.

BIBLIOGRAPHY

Ary, Donald., Jacobs, L. C., Sorenson, C&Razavieh, A. 2010. *Introduction to Research Education 8th ed.* USA: Wadsworth.

Bardford, Barbara. 1988. *Intonation in Context*. Cambridge University Press

C.E. Eckersley & J.M. Eckersley. 1960. *A Comprehensive English Grammar*. Longman House, Burnt Mill

Cauldwell, R. and M. Allen. 1997. *Phonology*.Birmingham, The Centre for English Language Studies, The University of Birmingham.

Charty, Michael. Mc.1991. *Discourse Analysis for language Teachers.* Cambridge University Press

Chen, Wenkai. 2013. *An Empirical Study on the Acquisition of English Rising Tone by Chinese EFL Learners.* Journal: Published by Canadian Center of Science and Education, 6 (6).

Chun, Dorothy. M. 2002. *Discourse Intonation in L2*. Philadelphia: John Benjamins Publishing Company

Fraenkel, R Jack & Wallen, E Norman. 2009. *How to Design and Evaluate Research in Eduction 7th edition.* New York: McGraw-Hill

Frank, Marcella. 1972. *Modern Englsih : A Practical Reference Guide*. New Jersey. Regent/Prentice Hall

Goldman, S. & McDermot, R. 2009. Staying the course with video analysis, in Goldman, R., Pea, , Barron and Derry video Research in the Learning sciences Routledge: New York: 101-114

Halliday, M.A.K. 1967. *Intonation and Grammar on British Englsih*, The Hague: Mouton

Halliday, M.A.K, & Martin, J.R. 1981. Reading in Systematic Linguistic: Trafalgar Square Publishing

Halliday, M.A.K. 1985. *Spoken and Written Language*. Oxford University Press

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar 2nd ed. Foreign Language Teaching and Research Press*

Halliday, M.A.K, & Matthiessen, C. 2004. *An Introduction to Functional grammar 3rd ed.* London : Edward Arnold

Halliday, M.A.K. & Webster, J.J. 2009. Language and Linguistics. London : Continuum

Irina, Nikolaeva. 2007. *Finiteness: Theoritical and Empirical Foundations*. Oxford : Oxford University Press

Lieshout. P.V. 2003. *Praat Short Tutorial.* University of Toronto. V.4.2.1 October 2003 (PRAAT 4.1.x) http://www.fon.hum.4ua.n/praat/

Mc.Mahon,April.2002.An *Introduction to English Phonology*.   Edinburg:Edinburg University press Ltd.

Paltridge, Brian. 2006. *Discourse Analysis.* New York: Continuum

Rao, Rajiv. 2011. *Teaching Intonation*. Journal: Academy Publisher, 2 (3): 493-507.

Roach. P. 1983. *English Phonetics and Phonology: A Practical Course 2nd ed.* Cambridge University Press

Roach, P. 1991. *English Phonetics and Phonology*: A Practical Course. Cambridge: Cambridge University Press.

Smith, A.Brady. 2011. *Rivewed of Intonation In The Grammar of English* (

M.A.K, Halliday & William S. Greaves 2008). New York: Linguistics And The Human Sciences, Equinox Publishing.

Tench, Paul. 2011. *Transcribing the Sound of English. New York*. Cambridge University Press

Yang, James,. H. 2012. *An Accent-Plus Lesson for an English Phonetics Class*. Jurnal of Language Teaching and Research, 3 (6): 1194-1201.