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EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

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	I Nyoman Udayana	INCHOATIVE VERBS IN INDOONESIAN			
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THE KNOWLEDGE OF PROSODY IN HELPING STUDENTS RESPONSE UTTERANCES APPROPRIATELY

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Abstract

In spoken discourse, besides the use of vocal and gestural signs, prosody is an important part to consider since without appropriate prosody- Intonation and accent and the meaningful elements of speech apart from the words that are uttered (Kreidler, 1998), the speaker may fail to deliver the meanings and the listeners may fail to catch the message. Then, it results in misunderstanding. This study is conducted to find out whether the knowledge of prosody helps students to communicate appropriately. The participants of this study are 20 students who joined semantics and 20 students who did not take semantics. They were asked to give appropriate respond to contrast the 20 utterance which have emphases. The utterances are recorded and transcribed. Triangulation was done by another person to get the accuracy of the data. The result shows that there are more students (85%) who have knowledge of prosody able to respond the utterances appropriately. This proves that teaching prosody is essential to make the students realize the function of prosody.

Key words: *Prosody, utterances*

Introduction

When people learn a language, one of the goals is to be able to communicate orally. In order to be able to gain it, they have to learn not only the grammar and memorize vocabularies but also prosody. This will help them not only to talk but also to understand spoken discourse. Prosody is an important part to consider since without appropriate prosody- Intonation and accent and the meaningful elements of speech apart from the words that are uttered (Kreidler, 1998), the speaker may fail to deliver the meanings and the listeners may fail to catch the message. Then, it results in misunderstanding.

Prosody is essential in communication as it can help listeners understand what the speakers want to say. For example, intonation, the element of prosody, can indicate whether it is a statement or a question. This study is conducted to find out whether the knowledge of prosody helps students to communicate appropriately.

Prosody

Prosody or paralinguistics refers to variations in pitch, loudness, tempo and rhythm (Crystal, 1997). According to Dowhower (1991) and Schreiber (1991) as cited by Daly (2009) there are three main prosodic features: intonation, stress and timing. Intonation refers to the pattern of pitch changes that occurs in speaking or oral reading (Crystal, 1997). Intonation helps the listener to understand the meaning, for example with rising-falling intonation, the listeners will understand that it is a statement while with a rising intonation, the listeners will know that it is a question. These will make them give different response. For example: "You understand it". With different intonation these three words will be responded differently. People will answer with "yes" or "no" if it is uttered with rising intonation as it is a yes no question although the structure of the sentence is a positive sentence as it comprises of subject, verb and object and there is no auxiliary. Intonation can also, for instance, help to regulate turn-taking in conversation, since there are intonational mechanisms speakers can use to (Nolan, 2006). Whereas stress is the intensity with which a word or syllable is spoken. When a syllable is more strongly stressed, it will be pronounced louder, longer in duration (Celce-Murcia et al., 1996, as cited in Daly (2009).

According to Nolan (2006) English is a language that has sharp difference between prosodically prominent events and those lacking prosodic prominence. Intonation is used to carry a

variety of different kinds of information. It signals grammatical structure, though not in a one-to-one way. Intonation is used to carry a variety of different kinds of information. It signals grammatical structure, though not in a one-to-one way; while the end of a complete intonation pattern will normally coincide with the end of a grammatical structure such as a sentence or clause, even quite major grammatical boundaries may lack intonational marking, particularly if the speech is fast. Intonation can reflect the information structure of an utterance, highlighting constituents of importance. Intonation can indicate discourse function; for instance most people are aware that saying 'This is the Leeds train' with one intonation constitutes a statement, but, with another, a question. Intonation can be used by a speaker to convey an attitude such as friendliness, enthusiasm, or hostility; and listeners can use intonation-related phenomena in the voice to make inferences about a speaker's state, including excitement, depression, and tiredness. Another prosody feature is timing. It relates to pauses. Prosodic readers use pauses appropriately within and between sentences.

The Importance of Prosody

Prosody is essential to be applied by speakers to express what they want in their spoken discourse. The following example is taken from Kreidler (1998, p.29):

1. A: Has the Winston Street Bus come yet?
B: Sorry. I didn't understand. What did you say?
(the stress is on *what* as B wants to get information repeated)
2. C: I'm afraid Fred didn't like the remark I made.
D: Oh? What did you say?
(the stress is on *say* as D want to know the remark C made)
3. E: Some of my partners said they wouldn't accept these terms.
F: And you? What did you say?
(the stress is on *You* as F wants to know E's opinion)
4. G: You're misquoting me. I didn't say anything like that.
H: Oh? What did you say?
(the stress is on *did* as H wants to know what G has said so that he is misquoting)

The way to say the statement *What did you say?* is given in four different context above and the stress is put in different way so that it gives different meaning. Different intonation used in different context is important in responding the utterances.

Besides that, prosody is important in reading aloud. According to Miler and Schwannenflugel (2006) as cited by Daly (2009) intonation, a prosody feature is directly related to comprehension. Their study found that children whose reading exhibited the same intonation patterns as skilled adult readers had greater comprehension, while children with inappropriate intonation contours scored lower on comprehension test. Thus, prosody is important in reading comprehension. The way a reader reads show his or her understanding. It also helps listeners understand what is read for them.

Methodology

In order to know whether the knowledge of prosody helps students to communicate appropriately, the writer compared two different groups. The first group consists of 20 students who joined semantics class. One of the lessons is about prosody. It is assumed that this group has enough knowledge on prosody. The other group consists of 20 students who did not join semantics class. They were asked to read the sentences given and give appropriate responds to contrast the 20 utterance which have different emphases. The utterances are recorded and transcribed. Triangulation was done by another person to get the accuracy of the data.

Findings

The following table shows the result of the study.

No	Utterance	Semantics group		Non semantics group	
		total	%	total	%
1	Alex phoned Edna <i>last Sunday</i> .	18	90%	10	50%
2	Alex phoned <i>Edna</i> last Sunday.	18	90%	8	40%
3	Alex <i>phoned</i> Edna last Sunday.	18	90%	7	35%
4	<i>Alex</i> phoned Edna last Sunday.	20	100%	7	35%
5	<i>My</i> niece Monica is an architect.	16	80%	6	30%
6	My <i>niece</i> Monica is an architect.	17	85%	8	40%
7	My niece <i>Monica</i> is an architect.	17	85%	8	40%
8	My niece Monica is <i>an architect</i> .	16	80%	9	45%
9	Jane said Peter stole her <i>money</i> .	16	80%	6	30%
10	Jane said Peter <i>stole</i> her money.	15	75%	5	25%
11	Jane said <i>Peter</i> stole her money.	16	80%	6	30%
12	<i>Jane</i> said Peter stole her money.	16	80%	7	35%
13	Mary visited her <i>auntie</i> .	17	85%	7	35%
14	Mary visited <i>her</i> auntie.	18	90%	8	40%
15	Mary <i>visited</i> her auntie.	19	95%	7	35%
16	<i>Mary</i> visited her auntie.	17	85%	5	25%
17	Anne substituted me <i>to teach</i> .	15	75%	5	25%
18	Anne substituted <i>me</i> to teach.	16	80%	5	25%
19	Anne <i>substituted</i> me to teach.	17	85%	6	30%
20	<i>Anne</i> substituted me to teach.	16	80%	6	30%
	Average		85%		34%

The result shows that there are more students (85%) who have knowledge of prosody able to respond appropriately. The members of semantics group can give respond to show contrast. There are more than 75% of the students of semantics group can give appropriate responses to the sentences that they have to utter, while in non semantics group, more than half of them make mistakes in pronouncing the utterance given and they also give wrong response. For example, one of them pronounced "Alex phoned Edna last Sunday" four times without any differences on the intonation and word stress, and he gave wrong responses to contrast.

A: Alex phoned Edna last Sunday (without any emphasis). But he not phoned last Sunday.

A: Alex phoned Edna last Sunday (without any emphasis). But he did not phone last Sunday.

A: Alex phoned Edna last Sunday (without any emphasis). But Edna phoned Alex

A: Alex phoned Edna last Sunday (without any emphasis). But Alex did not.

This proves that student A from non semantics group does not know about prosody. It seems that she did not realize the importance of prosody in delivering message. She looked confused because she did not realize the importance of using correct intonation in communicating with other people. Therefore, she just tried to give respond differently although it was not appropriate as she was asked to do. Thus, teaching prosody is essential to make the students realize the function of prosody.

Conclusion

Prosody has not become a hot issue on teaching and it is not discussed widely although some studies on prosody and interpretation done by Erikson (2010) and also some other writers like Daly (2009) show that prosody is essential in comprehending a text or a speech. It guides listeners and readers to interpret using context. The implication of this study is that knowledge of Prosody can help students response utterances appropriately.

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