

CHAPTER I INTRODUCTION

1.1 Research Background

In speaking English, has knowledgeable awareness of intonation is an important matter. It is due to the intonation took one of the main parts of the oral component in pronunciation that carries the speaker's expression, thought, and attitude to the receiver (Alsmadi, Yunus, & Almadani, 2020). In the other case, it related to the goal of oral communication which is intelligibility that aids listener to recognize speaker's words, phrases, and utterances clearly. It means through the help of intonation, the hearer can grasp the kind of speakers' intended meaning such as pleasure, angry, surprise, and sad by realizing the speaker's tone utterance in spoken contexts. Intonation also becomes one of the oral communication aspects that assists listener to identify the speaker's sociolinguistic characteristics such as age, gender, and status through signal information (Al-awad & Ahmed, 2019).

However, even intonation takes a great part in conveying the speaker's meaning to the listener in verbal communication. To study and comprehend intonation briefly is not an easy matter, rather it is complicated nature to review than understandable (Jeong, 2018). Particularly for non-native English like Foreign Language learner which has difficulties on applying correct intonation in speaking English (Purba & Herman, 2020). One of the problem is caused by the existence of intonation nature such as the movement of voice pitch (falling-rising), level intonation and voice range in the speakers' speech (Haycraft, 1971). For example, the words, "That's a cat" can be conveyed into several tones to indicate various meanings. It can be indicated as disbelief or confirmation statement when the speaker uses falling-rising tone (Fasold & Jeff, 2014). Yet, it would lead misunderstanding between the speaker and the hearer when the intonation does not pronounce evidently.

Therefore, based on the cases reviewed, the researcher was interested to investigate the intonation area, particularly the form of intonation pattern; with pre-service English teachers as the participant. The motive behind this research was the researcher's concern of the weak performance possibility of pre-service language English teachers

in producing the proper intonation as the result of the researchers' experience in observing the pre-service English teachers verbal production in their microteaching class at one of the Yogyakarta universities with English teaching and training department. The other case of this research is due to the pre-service English teacher as the part of non-native English speaker hold a huge impact on the teaching-learning process and is expected to have a good speaking skill which includes intonation, and approximate standard native English degree as the reference in the class (Arikan & Yilmaz, 2019).

Furthermore, it is an urgent case for pre-service English teachers to have an excellent intonation ability. Since it is also one of the inputs of language learning and the case to support the learner learning success through the teacher and student communication language used in the classroom. Moreover, communicating using an excellent intonation linked with the gentle ascent, accuracy of correct grammar, voice quality, and word choice would be noticed more than communicating using fewer pronunciation elements (Lane, 2010). On the other word, by having a good oral communication and the other abilities of teaching learning in the class. Pre-service English teacher would attract more attention of the students, than having less ability competence on the teaching learning process in classroom.

1.2 Research Questions

This study is intended to investigate questions as follow:

1. What errors of intonation pattern occurred in the pre-service English teachers' talk?
2. What are the causes of error of intonation pattern arising in the pre-service English teachers' talk?

1.3 Research Objectives

This study focused at completing the purpose as follow:

1. To identify the intonation pattern errors that arises in pre-service English teachers' talk.

2. To describe the reason of inappropriateness intonation pattern occurred in pre-service English teachers' talk.

1.4 Scope of The Research

This research focused on discussing intonation pattern of pre-service English teacher's talk which at some time in the future may bring problematic issue to the candidate of the English Foreign Language teacher in Indonesia. The finding of the research would be carried out to know about the error intonation pattern that happened in pre-service English teachers talk. The investigation was undertaken in one of the private universities in Yogyakarta. The participants of this study is the eight semester students of English Teaching and Training Department majoring in English language study program who have passed microteaching class and fluency practice class.

1.5 Research Benefits

This study is expected to be beneficial for:

1. Pre-service English teachers

The researcher hopes that the study could assist the pre-service English teachers, be more aware of the appropriate intonation production and able to improving the pre-service English teachers' intonation ability to prevent misleading in teaching English.

2. Lecturers

This paper hopefully aids the lecturers on extending the teaching guideline on choosing materials, techniques, and method in teaching intonation to the pre-service English teachers.

3. Researcher

This study becomes a grip for researcher to improve the researcher's intonation oral communication skills as one of the candidate English teacher in the future.

4. Other Researcher

It can be a reference of the other researchers' research. In which, the researchers do the same research in intonation pattern field.

1.6 Definition of Key Terms

In order to clarify the key term used in this paper, the definitions are put forward:

1. **Error Analysis** is used to determine the occurrence, cause and consequence of the unsuccessful in producing language (Wells, 2013:1). In similarity, the process used to identify the inappropriateness, mistake or wrong used on any language learning production like spoken.
2. **Intonation** is the melody of the language which consist of tone and pitch use to convey meaning (Ralph & Jeff, 2013:29). In other words, it is the combination of the sound language elements of pitch and tone which result a lot of information.
3. **Pre-service English teachers** are prospective English teachers who have passed microteaching classes and fluency practice class or it can be called as the candidate of English language teacher in the future.
4. **Teacher talk** defines as one of the teacher ways in communicating with the students in the classroom such as teacher uses language to present materials, ask questions, and respond the student contribution (Cullen, 1998). It means teachers talk is the way teacher uses language in the classroom to transfer knowledge, information, and direction toward students by talking, doing speech or uttering words.