

CHAPTER V

CONCLUSION

5.1 Conclusion

The result of the current work found out that the pre-service English language teachers still made errors in applying the intonation in their talk particularly in teaching performance. Moreover, the error tone that they made mostly became a “flat” tone. Some of the sentence types were pronounced in monotonous melody without the use of correct intonation contour as yes/no question and comprehension check uttered in a final rising tone, and interjection both falling or rising. The errors were caused by the physical impediment of the speaker such as nervousness, doubt, inability to manipulate the pitch voice, inability to keep the level tone stably, and the effect of L1 mother tongue. Even so, the pre-service English teachers showed that they were aware of the errors made and some of them tried to correct it by themselves. As had seen, this work gives information of the pre-service teachers’ talk ability in using intonation, the obstacle and the causes of errors in producing intonation tone which later on, this finding can be a reference for educators and pre-service English teachers to look for techniques or even materials development to improve pre-service teachers’ ability in mastering pronunciation especially intonation.