CHAPTER I

INTRODUCTION

A. **Background of the Study**

Language is very important for human being in the world, to get everything that they need and don't know. This author the human being in the world have to understand language well, not only first language (mother tongue) and second language (Indonesian) but also foreign language be should studied by human especially in facing globalization era.

English is one of the international languages, it has important role in this world. It can be seen from many aspects, such as in business, academic, tourist and people of the world who use English as a tool of communication. Jeremy Harmer says "English will remain dominant among world languages. However, there is no doubt that it is and will remain a vital linguistic tool for many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities for many years to come."[1]

Learning English can not be separated from the four skills in English, those are listening, speaking, reading and writing which help them to develop themselves in science and technology. So that, they can interact and communicate with other people easy, they can convey the information without any problem although with foreign language. Listening and speaking are basic language. The speaking

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge : Longman, 2001), p. 2.

to must need pronunciation is communicated the other people are good and true.

Pronoun is a word which may replace a noun or noun phrase (e.g. English *it*, *them*, *she*). see also personal pronouns, possessive, demonstrative, interrogative

pronoun, reflexive pronoun, indefinite pronoun, relative clause[2]. Beside pronoun adjectives are formed in pronouncing.

Pronouncing is a dictionary particularly for second language learners which presents information on the pronunciation of words, rather than their meanings. Beside pronouncing below are understanding pronunciation.[3] Pronunciation is the way a certain sound or sounds are produced. Unlike articulation. which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, e.g.:

You haven't pronounced this word correctly.

and often relates the spoken word to its written form,

e.g.: *In the word knife, the k is not pronounced.[4]*

The pronunciation can not be separated from speaking. Everyone can speak English but it is not easy to recite premises properly. For example that between the British and the Americans, in terms of pronunciation everyone knows that British more difficult to recite from the united states. Hance the pronunciation of

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[2]Jack Richards.at.al.*dictionary of language teaching & applied linguistic, (*great Britain: person   education limited,2010).p.468-469.

[3] Richards.at.al.*dictionary of language teaching & applied linguistic, (*great Britain: person   education limited,2010).p.469.

[4] Richards.at.al.*dictionary of language teaching & applied linguistic, (*great Britain: person   education limited,2010).p.469.

the English language is very important in order to facilitate good communication between one another.

Teaching speaking is one of the main goals of teaching English at the secondary stage in Egypt (Directives for General Secondary School Teachers, 2005-2006). The learning objectives of the first secondary year, in terms of speaking skills, as determined by the Ministry of Education directives and the students' syllabus (Gomm, 1999, Hello series), are as follows:

1. Initiating exchanges and responding appropriately.
2. Expressing a range of functions to satisfy social and future needs. (giving opinions, greeting, showing anger…etc.).
3. Presenting and seeking full autobiographical details.
4. Telling events in temporal sequence.
5. Giving short presentations on familiar topics.
6. Expressing ideas on everyday topics.
7. Forming a range of questions.
8. Asking for and giving information about everyday life situations (giving directions, describing a process, describing people and so on).[5]

However, in spite of the importance of the speaking skill at the secondary stage, students suffer weaknesses in their speaking performance. This can be attributed, in the light of the researcher's experience, to the prevailing traditional methods of teaching speaking. Students most of the time are rarely required to say more

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[5]Aida Abd El Maksoud Zaher, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*,(Ain Shams University,2006)p20

than a few words in response to some 'display' questions raised by the teacher. Moreover, the methods adopted rarely offer students a clear explanation or instruction of what constitutes speaking and how native speakers actually speak. Thus, the speaking skill remains a far-fetched goal or an ambiguous entity that is assumed to be hard to reach by students like other skills.

Speaking also, is not given enough time or attention while teaching English to first year secondary stage students. This may be due to the evaluation system adopted that focuses only on reading and writing while neglecting listening and speaking skills.[6]

Based on writer's observation, second grade students of MA Masarratul Mutaalimin Banten in Serang cannot Pronunciation English well, especially in dialogue English. It is because they have less Pronunciation to dialogue between one and the other person in teaching learning process while in the class.

Based on the description above, the writer interests to conducts the research with the title "THE STUDENTS' DIFFICULTIES IN PRONOUNCING WORDS ON DIALOGUE" (A case study at Second Grade of MA. Masarratul Mutaalimin Banten in Serang) .Hopefully this strategy can give a positive impact on students' behavior and motivation in studying English as well as in developing their Pronunciation on dialogue.

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[6]El Maksoud Zaher, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*,(Ain Shams University,2006), p21

B. The Identification of Problem

Based on the description above, there are some problems that can be identified as follow:

1. Students' difficulties on pronunciation to dialogue the other person.
2. Students' is less in their in pronunciation.
3. Less interest teaching makes students bored in learning English.
4. Students unable to pronunciation in stressing on dialogue well.

C. The Limitation of The Problem

Based on the identification of the problem above, the writer should limit the problem. Focuses on The Students' Difficulties in Pronouncing Words on Dialogue.

D. Statements of the Problems

According to the statement above, that writer gets the problems as follows:

1. How is the students' ability in Pronouncing words on dialogue at the second grade MA Masarratul Mutaalimin Banten in Serang?
2. Why are the students' difficulties in pronouncing words on dialogue MA Masarratul Mutaalimin Banten in Serang?

E. The Purpose of Research

According to the statement, the writer get the aim of this study as follows:

1. To know the students' ability in pronouncing on dialogue at the second grade MA Masarratul Mutaalimin Banten in Serang.

2. To know the cause of students' difficulties in pronouncing words on dialogue at the second grade MA Masarratul Mutaalimin Banten in Serang.

F. The Previous Study

The writer refers to several previous researches in academic research. The previous research comes from thesis and journals. In this term, the writer mentions two previous researches that releted to this research. The first an analysis from Qurrotul aeni resulted that, An Analysis of the students' Error in Pronunciation. The researcher of the paper concerns to make researches in Analysis students' error in pronunciation using minimal pair technique. In her research, she use a case study and chooses listening skill. The diversity of this research and her research is on the learning skill. Her research chooses listening skill but this research chooses speaking skill by using pair work technique. She found that research concern about the same skill; pronunciation, but the researcher focuses on pronunciation word ending which learn in second grade of senior high school. The different between her research and the writer are that her research focused. she use an analysis of the students' error and then she chooses listening skills

and by using pair work technique. Researchers used the difficulties in students' stress.

The second an analysis from Ida resulted that, the Influence of Dialogue Technique on Students' Pronunciation (An Experimental Research at SMA Negeri 2 Pandeglang). The researcher of that paper concernes to make research in influencing students' pronunciation by using dialogue technique. Her research of dialogue technique effected in influencing the students speaking skill especially in pronunciation. The different between her research and the writer are that her research focused she use the influence in dialogue technique on students' pronunciation and she use an experimental research. Researchers used a technique pronunciation of stress in the dialogues and the use of case studies.

G. The Organization of Writing

This paper is systematically devided into five chapters as follow:

The firs chapters discusses about introduction which consist, background of the study, the identification of problem, the limitation of problem, statement of the problem, the purpose of research, the previous study, and the organization of writing.

The second chapter discusses about theoretical framework, talks about general concept of words stress which is devided into three clams namely: the definition of pronouncing, Technique pronunciation, definition stress, definition words on dialogue.

The third chapter is the research methodology which consist of: the method of research, place and time of the research,

research method, population and sample, technique of data collecting, the technique of data analyzing.

The fourth chapter the result of the study which consists of description of data and the analysis of data.

The last chapter is closing which consist of conclusion and suggestion.

CHAPTER II
THEORETICAL FRAMEWORK

A. Pronouncing

1. The Definition of Pronouncing

Everyone born with the normal capacity to learn acquire the ability to listen and speak long before the ability to read and to write. Moreover, when the English alphabet was first devised its letters were based on a considerable of the nature of the sound in old English. The origins of the written language lie in the spoken language, not the other way round. It is therefore one of life's ironies that traditionally in present day education we do not learn about spoken language until well after learned the basic properties of the written language. As a result, it is inevitable that see think of speech using the frame of reference which belongs to writing. According to even use some of the same terms, and it can comes as something of a shock to realize that these terms do not always have the same meaning. Pronunciation is a feature of speech as the majority of learners use written texts in their studies.[7] According to Cristiane's book that pronunciation is never an end in itself but a man to negotiate meaning in discourse.[8]

According to define pronunciation in general terms as the production of significant sound in two senses. First, sound is

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[7] Martine Hawings, *Pronunciation Practice Activities*, (England Cambridge Handbooks).p.22

[8] Cristian Daltone, *Language Teaching Pronunciation* (New York: Oxford University Press, 1994).p.165

significant because it is used as of a code of a particular language. In this sense can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts speaking. Pronunciation is the act to result of producing the sounds of speech, including articulation, stress and intonation, often with references to some standard of correctness or acceptability

A good example of the speech-writing different is the way to re-think the idea that there are five vowels when we begin to discuss speech. Study pronunciation is very important when try speaking English. English have different between writing and know to read it, so we must know how to pronounce it. Usually in English dictionary be found instruction how to read it, beside that we can study pronounce with pronunciation dictionary.

In the past, pronunciation instruction usually focused on the articulation of consonant and vowels and the discrimination of minimal pairs. In recents years the focus has shifted to include a broader emphasis on segmental features, such as stress and intonation. However many teaching material still do not piece of the whole communicative competence puzzle. As seidhofer states, pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific socio cultural and interpersonal contexts[9]

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[9] Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*, (America Heinle Thomson Lerning, 2001).p.117

Back to Cristine pronunciation come from pronounce that we have definition "make the sound of a word or letter pronunciation way in which a language or a particular word or sound is spoken. And in other side pronunciation which refer was defined as "the way a certain sound or are produce unlike articulation, to the actual production of speech sounds in the mouth pronunciation stress more the way sounds are perceived by the hearer".[10]

The study of speech sound is called phonology. Phonology is describable as the study of the regular, meaningful patterning of vocalization in language. Phonology includes two levels or aspect of analysis and description. On first level, the phonology of a language. In this way, we are talking a segmental perspective. The segmental features or segments of a language are its consonant and vowels and component sounds which these are made. The second level of phonology are hierarchically related that prosodic, or tran segmental aspect.

Pronunciation often causes students difficulties, include mother tongue interference, learner's age, motivation and phonetic ability, as well as limited exposure, as causing problems that more specific items such as chunking, breath groups, redundancy and reduced forms as well as stress and intonation patterns can also cause problems. In addition, teachers have to decide what particular pronunciation to teach, American, Australian, or British, for instance

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[10] Jack C Richard et al, *Longman Dictionary Of Language Teaching And Applied Linguistics*, (New York: 1992),p.296

2. Types Pronouncing

a. "Good" Speech

Good speech is the speech that easy for most people to understand what the speakers say.

b. "Bad" Speech

Bad speech is the speech when the speakers speak and other people or listeners, can not be understand what the speakers say.[11]

According to lia jones :

"Variation (types) of English pronunciation could come both term of phonetic and phonology. Phonetically, two varieties of English pronunciation could have the same phonemes but sometimes realized differently. Phonological differences include segmental and supra segmental ones"[12]

Based on the explanation above, the pronunciation of English has some types and it has different opinions. Pronunciation can be good when the speakers speak clearly and can understand by listeners. While the bad speech is when the speakers don't speak well and listener don't understand what the speakers say. Pronunciation also has another types, they are phonetics and phonology. An example of phonetic type is the phonetic of *"sh"* has different symbol, in BBC (British) the symbol is /ʃ / but GA (American) the symbol is /ʒ /. While an example of phonology is

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[11] Daniel Jones, *The Pronunciation of English*, London : Cambridge University Press, 1956,P.4.)

[12] Lia Jones, *Two Tyeps of Pronunciation of English Language,* 2012,P.1

the "Car" has different phoneme, in BBC produce /ka:/ but in GA produces / ka:r /.

From the theories above, the writer interest to choose the Britain pronunciation as a reference for the research. It use to find out the student' pronunciation of "Good" of "Bad" pronunciation.

3. **Pronunciation of Regular**

   Past Tense Verbs

There are three different pronunciations of the letters "ed" at the end of a word. The pronunciation depends on the sound before the "ed" ending. Look at the chart below for help.[13]

"d"	"t"	"id"
(Does not add syllable)	(Does not add syllable)	(Add a syllable)
B	Ch	T
G	F	D
L	K	
M	P	
N	S	
R	Sh	
Th (hard)	Th (soft)	
V	X	
Z		
Vowel sound		

[13] Lauren Osowsski, *Pronunciation Practice, Games, activities, curriculum suggestion, and Word list to improve pronunciation* (adult learning center,2012).p.65

4. 5 Tips for Better English Pronunciation

1) Stress the final consonant sound. Don't "drop" the end of the word. By focusing on the final consonant sound, you ensure proper pronunciation.

2) Over-exaggerate sounds during pronunciation practice. If you stress the target sound when practicing at home or in class, your mouth will learn to produce the sound more naturally during normal speech.

3) Don't speak too slowly or too quickly. There is no need to try to speak as fast as you possibly can. It is better to be understood than to speak as quickly as a native speaker.

4) Open your mouth. No sound can properly be formed if you don't open your mouth to let the sound out. Don't mumble.

5) Don't expect to completely lose your accent. Every speaker has a slightly different accent. Although it is nearly impossible to erase your accent, you can work to make yourself easily understood.[14]

B. Teaching Pronunciation

1. Pronunciation Issue

English pronunciation is the theory that infrequently learned by students in Indonesia. English teachers usually teach their student only vocabulary, practice functional dialogue, productive skill for the listening and reading skill. Students are not

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[14] Lauren Osowsski, *pronunciation practice, games, activities, curriculum suggestion, and word list to improve pronunciation* (adult learning center,2012)p.61

usual with the theory of pronunciation. Jeremy Harmer has stated that:

"some of these same teacher make little attempt to teach pronunciation in any overt way and only give attention to it in perharps they feel they have to much to do already and pronunciation teaching will only make things worse".[15]

Teachers give claim that there is no formal syllabus and specific teaching of pronunciation. So, teachers rarely teach an English pronunciation and it make students lack of English pronunciation.

The fact that some students are able to acquire reasonable pronunciation without overt pronunciation teaching should not blind us to benefits of a focus on pronunciation in our lesson. Pronunciation teaching not only make students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed – all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

For all these people, being made aware of pronunciation issue will be of immense benefit not only to their own production, but also to their own understanding of spoken English.[16] It means that teacher have to give more attention for teaching English

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[15] Jaremy harmer, *The practice of English language teaching, (*Malaysia : Longman,2001).p.183

[16] Harmer, *loc.cit*

pronunciation to students, because it can give more contribution to improve students speaking skill. It is not only for the students of university but also for student of junior and senior high school of Indonesia.

2. Problem of Pronunciation

Teaching pronunciation is not easy to practice. Teacher has to given an understanding how to produce the sound correctly. Jeremy has stated that pronunciation has two particular problem accur in much pronunciation teaching and learning:

a) *What students can hear :*

Every the students has different achievement of learning, especially in learning English pronunciation. Some students are different for hearing English pronunciation clearly. It is because the different language between the first language and English as a second language. Students' listening can make the problem of learning English on pronunciation, because different sound that they heard can give different mean different understanding.

b) *The intonation problem*:

Many teachers are difficult to teach pronunciation because of the problem of intonation. Intonation on can give problem of teaching pronunciation because some students are usually difficult to hear 'tunes' and they can not identify the different pattern of raising and falling tones. But teachers have to try to make it easy of teaching learning proses.[17]

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[17] Ibid.,p.184-185

Based on an explaination above, teaching pronunciation is how teacher teaches students about produced the sound of English. It is not easy, so teacher have to give more understanding to students in teaching and learning process.

3. Teaching Pronunciation

For teaching pronunciation lesson, teachers have to know an effectives way that have to do. Gerald Kelly has stated that for teaching pronunciation teachers can teach by using:

a) *The Diagram or Picture:* to show students how sounds are produced. Like use picture of speech organs.

b) *'Learner Friendly'* Explanation: to describe students how to make the sounds. For example: Teacher could show students how to produces /θ/ by denionstrating and describing as follow: *"put the front of you tongue against the back of your top teeth, breath out and don't use your voice".*[18]

According to Jeremy Harmer, teacher also need to draw students attention to include individual sounds that difficult like word, phrase/sentence, stress and intonation. Teachers also need help students to how connected speech for fluency and correspondence between sound and spelling. An example for teaching pronunciation are:

a) Working with sounds: for asking students to focus on one particular sound. For example, teachers may use the diagram of the month to help students where the sounds are made. In order to students can hear the small different between the sounds.

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[18] Kelly.p.54

b) Working with stress: teacher mark the stress of the words. For example, teachers draw attention to the vowel /ə/ in the word /fətogrəfə/ (photographer).[19]

Based on the explanations that teaching pronunciation has some ways, teachers can diagram or picture to give students understanding how the sounds are produce visually and teachers can give explanation or description using audio or sounds. So, the writer will use the movie media, because using movie students can learn both visual and audio for teaching pronunciation.

C. Stressing

1. Definition Stressing

Stress patterns are really important. In English, we listen both for how many syllables there are and the pattern of stressed and unstressed syllables in order to decipher what a person is saying. If there is something that is not quite right about a learner's syllable stress pattern in a word or across a series of words in connected speech, we might find them difficult to understand and might even hear something completely different to what they are trying to say.[20]

2. Word Stress

Correct word stress pattern are essential for the learner's production and perception of English. If a non-native speaker produces a word with the wrong stress pattern, an English listener

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[19] Harmer, op.cit.,p.187-191
[20]Lynda Yates at.al. *Give it a go: teaching pronunciation to adult*, (Australian government: dapertement of immigration and citizenship,2009).p.25

may have great difficulty in understanding the word. Even if most of the individual voice has spoken well. Listen, if learners of English are expecting a word has a certain stress pattern. They many not recognize it when a native speaker says it. In other words. What they hear doesn't match what they have in their mental dictionary. [21]

Word stress is the term used to describe the accent or emphasis given to a particular syllable of a word, and it is a more or less invariable attribute of that word when spoken in isolation. Words of more than one syllable contain both stressed and unstressed syllables. Learners' dictionaries indicate the stressed syllable(s) for every multi-syllable word as if it were being spoken in isolation. The stress symbol used by most dictionaries is /'/ just before the affected syllable, eg/spə'sIfIk/.The location of this stress is as much a part of the pronunciation of a word as are the phonemes themselves. Sounds and stress both contribute to the acoustic identity of a word, so both need to be studied at the same time. The following discovery activities provide insight into the different aspects of stress.[22]

We may need to work on word stress in words of two or more syllables. I ask them to listen to the word once, and then to listen to it again internally in their 'mind's ear' while counting how many syllables the word contains, and which one is stressed. We may use the Cuisenaire rods to indicate the syllables, and to work

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[21] Joanne kenworth, *teaching English pronunciation,* (longman, London new York, 1987).p.28

[22] Andrian underhill, *Sound Foundation Learning and Teaching Pronunciation,* (macmillan education, 1994). p.51

On stressing and unstressing different syllables, savouring the difference, learning to make the difference at will, and noting which version matches the target sound. White rods represent unstressed syllables, red rods represent stressed syllables. This helps to develop a more conscious control over the articulation of stress. Then the pointer is offered to anyone who would like to come to verify the pronunciation and stress of the word on the chart. Turns are taken until it is correct. Then I may give another word, and the learners also offer words to work on.[23]

3. Sentence stress

In spoken English there are various ways in which a speaker gives the listener information about the relative importance of different parts of the message. One way of doing this is to put stress on the words which carry the most information. This is usually called main sentence stress. In this section we will discuss some ways of introducing learners to the use of stress placement in the clause or sentence. As listeners, it is essential that they are able to spot points in their messages, in deciding how it relates to what has just been said and predicting what the speaker is possibly leading up to.

We have said the stress placement in utterance is linked to relative importance. The introduction of sentence stress will be more effective if the teacher can select a context which forces learners to grapple with this notion of 'importance'. After all, this is an abstract concept which can be quite elusive and difficult to

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[23] Andrian underhill, *Sound Foundation Learning and Teaching Pronunciation,* (macmillan education, 1994). p.109

define. Of course, one could simply say, 'when you speak, give more emphasis to the most important words'. Relying on concepts of 'emphasis' and 'importance' that the learner have developed already through the use of their native language, 'this sounds quite straightforward', but how should they go about choosing what is most important? Every word seems important to someone who is struggling to put together a message in a new language. Indeed, the concern 'not to leave anything out' often leads to overstressing: unfluent speakers who are pausing a lot and searching for almost every word, often end up stressing every word. We need activities which make learner think about the relative importance of a message.[24]

4. Level stress

When working on words of three, four or more syllables, the teacher and the learners may notice that the two-way distinction between stress and unstress seems to be breaking down. Itmay seem that three ('primary' and 'secondary') but three ('primary', 'secondary' and 'tertiary). For example, if you say the word 'magnification' it may seem that instead of

   o o o O o
mag ni fi ca tion

The strongest stress is one '-ca-', there is slightly weaker one on 'mag-' and three weak stresses on '-in-', '-fi-', and '-tion', thus:

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[24] Joanne kenworth, *teaching English pronunciation,* (longman, London new York, 1987).p.30

o . . O .
Mag ni fi ca tion

But it is only when the word is said in *isolation* that we seem to hear three levels of stress. When said as part of a sentence, such as: 'The magnification has been increased', we tend to hear only two levels of stress (stress on 'ca-' and unstress on the other four syllable). In fact, if you say this sentence with the 'o . . O .' pattern on 'magnification' it sounds as if you are correcting someone who has just said something like: 'The clarification has been increased.'

There are groups of English words which seem to have three levels of stress. For example, 'regular' has the pattern 'Ooo' but 'regulate' seems to have a 'secondary stress' on the last syllable:

O . o
reg u late

the same applies to the following pairs of word:

O . o	O o o
Eriticize	ertical
Optimize	optimal
Multiply	multiple
Circulate	circular
Minimaize	minimal

There is a full vowel in the last syllable of each of the words, where as the words in the second column have a week or 'reduced' vowel in the last syllable. We seem to hear a secondary stress in

the words in the first column *because* of the presence of a full vowel. The same thing happens with 'explanation' and 'explanatory'. If you say 'explanation' with a full vowel /e/ as in 'bed' in the first syllable, you will probably hear the stress pattern as:

o . O .

ex pla na tion

with secondary strees on 'ex-' and tertiary stress on '-pla-' and '-tion'. But if you say 'explanation' with the reduced vowel 'schwa' in the first syllable.

O o O o

ex plan a tion

So, in summary, three levels of stress can sometimes be heard in long English words, but this seems to happen only when: (1) the word is said in isolation; (2) the word is in a position in a sentence where it is very strongly stressed; or (3) full vowels are used.

To deal with these three situation a three-levels system can be used and an appropriate notation for marking the levels, such as the one we have used above. But it is advisable to wait for the students themselves to notice the possibility of a three-level system, rather than introducing it to them. There is no point in overloading them and risking feelings of confusion and frustration. Indeed, a two - levels distinction is perfectly adequate and the

phonetic avidence does seem to indicate the syllable is simply stressed or unstressed.[25]

5. Intonation

According to Dd.O. Connor every language has melody in it; no language is spoken on the same musical note all the time. The voice goes up and down and the different notes of the voice combine to make tunes. In some languages the tune mainly belongs to the *word*, being part of its shape, and it the tune of the word is wrong its shape is spoiled. The chinese languages are like this and so are many others in south-east asia, africa and america. In these languages the same sounds said with different tunes may make quite different words: in mandarin chinese **mɑ** : said with a level tune means *mother* but **mɑ :** with a rising tune means *horse,* an important difference ! in many other languages, of which english is one, the tune belongs not to the word but to the word group. If you say the english word No with different tunes it is still the same word. But nevertheless tune plays an important part in english. We can say a word group definitely or we can say it hesitantly, we can say it angrily or kindly, we can say it with interest or without interest, and these differences are largely made by the tunes we use : the words do not change their mean-ing but the tune we use adds something to the words, and what it adds is the speaker's feeling at the moment; this way of using tune is called *intonation*

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[25] Joanne kenworth, *teaching English pronunciation,* (longman, London new York, 1987).p.61-62

English intonation is *English*: it is not the same as the intonation of any other language. Some people imagine that intonation is the same for all languages, but this is not true. You must learn the *shapes* of the English tunes, and these may be quite different from the normal tunes of your own language; and you must learn the *meaning* of the English tunes too, because they are important. For example, *thank you* may be said in two ways: in the first the voice starts high and ends low, and this shows real gratitude; in the second the voice starts low ends high, and this shows a rather casual acknowledgement of something not very important.[26]

While according to Charles w kraider intonasi the hearer, however, perceives the shifts more than the basic line. What most listeners would consider a 'rising intonation' seems to be higher at the end than at the beginning of the utterance. In reality, the final pitch may not be as high as the initial one; it is the upward shift from the line of declination that gives the impression of a high ending. For example, the way a listener perceives the question *Are you go*ing? (a single tone unit) can be represented as on the left below. On the right below is a way of showing what the actual physical facts are more likely to be.


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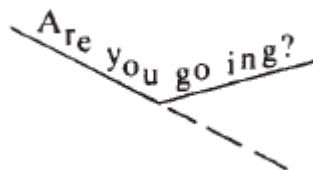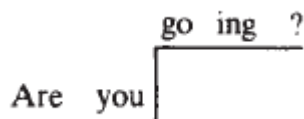
[26] J.D.O Connor, *Batter English Pronunciation*(Cambridge,Newyork:1980).p.108-109

'Pitch' refers to the relative frequency of vibration of the vocal cords: 'higSh pitch' is rapid vibration, 'low pitch' is slow vibration; 'rising' and 'falling' indicate increasing and decreasing speed, respectively. Frequency of vibration depends partly on the force with which air comes up from the lungs and partly on the tension of the vocal cords (due to the positioning of the arytenoids cartilages). Since heavy pressure of air and rapid vibration of the vocal cords often go together, loud stress and high pitch often coincide in English utterances, but not always. If an utterance consists of a single syllable – for instance, *Yes* or *No* or *Good*– all the change of pitch takes place in the voiced elements of that syllable, and especially in the vowel.

If an utterance, or one tone unit of an utterance, consists of several syllables, the change of pitch may coincide with just one of the syllables
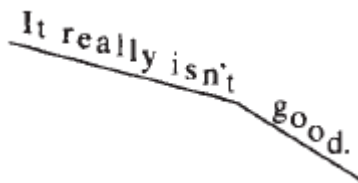
Or it may be spread over a sequence of syllables so that part of the change, up or down, occurs with each stressed syllable in the sequence.
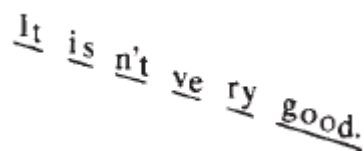
The intonation can be shown with letters or numbers interspersed in the line of print. Thus, the utterance *I'm lgoing lhome* might appear in one of these forms:

I'm lgoing .

2 I'm *l*going 3 *l***home**

m I'm *l*going h *l***home** [27]

D. The Words on Dialogue

1. The Definition words on dialogue

Dictionaries define dialogue in three main ways:

1) The lines used by characters in drama or fiction.

2) sA conversation between two or more people

3) A process of negotiation through speech.

All of these definitions are relevant to the approach to dialogue taken here. There are activities which focus on asking learners to understand, analyze, reproduce, reconstruct, memorize, rehearse, perform, create and communicate lines of dialogue.[28] There are also activities which encourage learners to engage in natural conversation and to negotiate their intended meanings. However, dialogue activity may be defined.

1) Dialogue my be *pre-scripted* (as in the case of many course book dialogues for example, or of play scripts etc.) or may be *unscripted* (as in the case of improvised dialogues and chat etc.)

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[27]Charles W. Kraindler, *The Pronunciation of English* (Blackwell publishing, Hongkong: 2004), p.163-165

[28] Nick Bilbrough *Dialogue Activities 'Exploring Spoken Introction in the Language Class* (Cambridge University Perss, 2007), p.2.

2) It may be *real* (as in naturally occurring talk) or *simulated* (ass in case of film scripts ets. Or of classroom dialogues, written to display some particular language point).

3) It may be course book-authored, teacher-authored, students-authored or other-authored.

In addition, according to Oxford dictionary fourth edition defines a dialogue as a conversations in a book, play or film; formal discussion between two groups or countries.[29]

2. A brief history of dialogue in language learning
Dialogues as a moddel for reallife interaction

Towards the end of the sixteenth century, an influx of refugees into Britain meant that there was a sudden need for english teachers and teaching materials which could help to equip these people with the ability to communicate effectively in english. One successful teacher and writer of this time was jacques Beellot, whose book *Familiar Dialogue,* published in 1586, consisted almost entirely of dialogues of everrydaay converrsations, together with a franch translation and a pronunciation guide. It is clear, from the following example, that Bellot wrote the dialogues to include examples of situational language that his students would need in their day-to-day lives.

The Poulterer : what doe you buye?
Ralf : Showe me a coupell of good, and fatte Rabettes
The Poulterer : here be them, that be very good and fat

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[29] Oxford dictionary, op., cit. p. 123

Ralf   : they be very stale

The Poulterer : Truly, they be very new

Ralf   : How sell you them? How much?

The Poulterer : Ten pence the couple

Ralf   : it is to much, you are to, deare. They be not worth so much. They be worth but a grote

The Poulterer : they be not mine for that price. They coast me more.

Interestingly, the idea of providing learners with short dialogues as models for real-life interaction was also adopted almost four centuries later by A.S. Hornby and others, as the backbone of *the situational approach*. Though the language used is significantly closer to the varieties of English used in Britain today, the content of the dialogue is similarly tied to the time at which it was written.

Asking for change

A: Excuse me, but could I trouble you for some change?

B: Let me see. Do you want coppers or silver?

A: I want to make a truck call.

B: you'd better have silver, then.[30]

3. Example Words on dialogue

Example Dialogue :

Dialogue is usually spoken interaction between student-student or student-teacher or student-other or the record of that interaction in the classroom.

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[30] Nick Bilbrough *Dialogue Activities 'Exploring Spoken Introction in the Language Class* (Cambridge University Perss, 2007), p.3

Mia : Hello Sanity, how are you?

Sanity : Hello Mia, I am fine. Where have you been?

Mia : I have been **searching** for a job. Hmm

Sanity : Did you **find** what were you looking for?

Mia : Not yet, it's so hard to find a job **this** day. Hey sanity, do you have **any advice** for me?

Sanity : What kind of advice?

Mia : How to get a job.

Sanity : You have to find a job that **match with** your skill. Don't **push** yourself **too** hard.

Mia : Okay, let's forget about the job. What **about** your boyfriend? I **heard** that you are going to marry him.

Sanity : That's right, my wedding **ceremony** will be **held** in June.

Mia : Oh.. **Congratulation**, make sure you will send me your wedding **invitation**.

Sanity : Of **course** I will, you are my best friend.

Mia : Okay. By the way, are you hungry?

Sanity : Yes, it's been 4 hours since my last meal.

Mia : I heard that there is a new food **court nearby**, why don't we go there?

Sanity : That's a good **idea**, lets go!

Mia : Okay lets go![31]

Note: Each student must pair up with a friend for a dialogue that has been given by the researcher. Students who have been in pairs must read with stress words that have been given by researcher with a word mark bold by the author.

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[31]http://www.ilmubahasainggris.com/contoh-dialog-percakapan-bahasa-inggris-2-orang-dengan-artinya-jelas-dan-mudah/

CHAPTER III
METHODOLOGY OF RESEARCH

A. Place and Time of The Research

This research take in Senior High School (MA Masarratul Mutaalimin Banten in Serang) which located in Serang. The reason of research choose this school is the only public school in the region Serang good. Morevore, because the school is still weak in communicated in learning English language, especially pronunciation words on dialogue in stressing well.

B. Population and Sample

Population the total number of the second class in MA Masarratul Mutaalimin Banten which amounted to 2 classes. From class A and B, and each class numbered 30 people, and overall population numbered 60 people.in this Research using case study. Sample from many population, the researcher took just 2 class. This class A, and the class A is 30 student.

C. Technique of Data Collection

In this research, the researcher uses an oral tests, the testing technique collect the data from the data student's composition. The test consists the dialogue text for the test-one and test-two.

For the test-one, the researcher divides the students into a pair work and gives them a dialogue text as a media. Two students come forward in front of the class to read loudly and repeat the lines (the first reader reads the lines and write down what they

pronounce about the word endings on it to analyze them. Where as for the test - two, the researcher gives them a test-two to pronounce the stress words. It will be given after giving the material clearly to the students. The other of the technique of data collecting, the researcher conducted:

1) Observation

Before doing the research, the researcher makes the observation at the school to make avalid information and also observed the population of the school and the students. By observation, the researcher will getting more information about the teaching English of pronouncing words on dialogue.

This is directive observation[32]

An observation of teacher's Skill on teaching

Name of teacher   :

Education   :

The aspect that observed	The values of observation			
	4	3	2	1
1.Material and resources				
2.teaching skills and strategies				
3.clasroom communication				
4.clasroom management				
5.students' active				

Observer,

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[32]Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT. Remaja Rosdakarya,1995),p.77

2) Interview

Interview is the elicitation of data by one person from other through person to-person. Interview is one of the technique to collect the data[33]

The teacher will make an interview for the English teacher and the students in MA Masarratul Mutaalimin Banten. The purpose of this technique is to know the teaching strategies and the characteristics of students.

3) Test

Test is some question which is used to measure competed, knowledge, intelligence, and ability of talent which is have by individual or group.[34] In this research, the researcher will give them a test-one and test-two, the aim is to khow the skill of among students in English learning especially in pronouncing words on dialogue.

In this research, the writer use a test as a instrument, that is the way to create questions for students in the from sentences and tables that used the test. The writer use reading aloud as a test. After getting

D. Technique of Data Analysis

In this research the writer analyze the data after the data collect with use descriptive analysis technique as follow:

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[33]David Nunan, *Research Method in language Lerning* (USA: Cambridge University press,1992),p.231

[34] Suharismi, Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta, PT. Rineka Cipta, 2010),p.193

Description the data, the writer describe the result of students' pronounce analyzing using reading aloud. Then, analyze the data with use descriptive analysis technique (percentage) with percentage from the frequency of information and divided with number of causes.

To analyze the data, the researcher will apply the following tachniques:

1) Observation

The result of observation of data analyzing depend on a directive of observation particularly in recording of the result of observation. The result of observation then analyzed by conducting an analysis and interpretation.

2) From the result of interview, the researcher can describe the students' answer. The result of interview will be related to the result of test. By using interview, the researcher will be known why thy the students have difficulties in pronouncing words on dialogue

3) Test

There are two techniques to analyze the data:

1. Collecting test score. After giving test to the students, they are expected to understand what they have done in a sheet. This activity will introduce them in pronouncing words on dialogue. The score result will be counted from their mistakes in pronouncing words on dialogue.

2. Computing the percentage of students. To find mean score, the researcher use this formula[35]: the mistake

    P = $\underline{F}$ X 100%

        N

Note : P = Percentage

        F = Frequency

        N = number of cases

E. The Instrument of Research

Research instrument is the tools of facilities used by researcher in collecting the data, hope the result of research is more accurate, complete, and systematic, so the process is easier.

In collecting data to support the research, the writer will give the test to students. The test is a dialogue using the word stressing with the title of looking for a job. Then the students come to the front of the class to have a dialogue with their friends. By this test the writer will analyze and know students' ability in writing recount text.

The test is:

1. Dialogue using the word stressing.
2. The amount of stressing words in the dialog is 30 stressing.

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[35] Anas Sudijono, *Pengantar Statistik Pendidikan* (PT.Raja Grafindo Persada,1997),p.40

F. The Technique of Data Analysis

Table 2.1

The Criteria of Assessing Pronunciation

Student:	Date:	Topic	
Level	**Score**	**Criteria**	**Comments**
Pronunciation	**5**	Easy to understand and has native speaker accents	
	4		
	3	Easy to understand though with a certain accent	
	2	There is a pronunciation problem that keeps the listener in full concentration and sometimes misunderstandings.	
	1	Difficult to understand because there are pronunciation problems, often asked to repeat.	
		Pronunciation problems are so serious that they can not be understood	
Grammar	**5**	There is no or no grammatical error	
	4	Sometimes it makes grammatical errors but does not affect meaning	
	3	Often makes grammatical mistakes that affect meaning	
	2	Many grammatical errors that hamper meaning and are rearranging sentences	
	1	Grammatical errors are so severe that they are hard to understand	

Vocabulary	**5**	Using vocabulary and expressions like native speakers	
	4	Sometimes using inappropriate	
	3	vocabulary	
		Often using inappropriate vocabulary	
	2	conversations to be limited due to vocabulary limitations	
	1	Using vocabulary erroneously and limited vocabulary so difficult to understand	
		Vocabulary is so limited that conversations are impossible.	
Fluency	**5**	Current as native speakers	
	4	Smoothness seems a bit annoyed by language problems	
	3	Smoothness is somewhat disturbed by language problems	
	2	Often hesitated and stopped because of language limitations	
	1	Talk falter and stop so the conversation is not possible	
Comprehens ion	**5**	Understand all without difficulty.	
	4	Understand almost everything, though there is repetition in certain parts	
	3	Understanding most of what is said when talking is slowed somewhat despite	
	2	repetition	

	1	It's hard to keep up with what's being said Can't understand even simple conversation.	
Total Score		**Reader** **Comments**	

Note: The scoring system uses an assessment criterion that has some of the things including pronunciation, grammar, vocabulary, fluency, comprehension. Each assessment has several criteria from the less good to the very good.