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CONTENT

Foreword iii

Content iv

CINDERELLA STORY OF LISTENING: An Analysis of the Use of Listening in Teaching English at a High School in Kendari
Abdul Halim and Derlian Yohan 1

LANGUAGE ANXIETY OF ORAL ENGLISH SKILLS ACCOUNTED FOR BY STUDENTS AT URBAN AND SUBURBAN SECONDARY SCHOOLS
Agung Ginanjar Anjaniputra, Sophia Fithri Al-Munawwarah, Rafita Tioria Sianipar 5

THE INTERFERENCE OF INDONESIAN LANGUAGE'S *ENGLISHIZATION* IN VOCABULARY ACQUISITION OF ENGLISH
Ahmad Yulianto and Bambang Purwanto..... 10

CRITICAL DISCOURSE TO ANALYZE THE TENDENCIES OF JAKARTA POST'S ARTICLES IN ANGELINA SONDAKH'S CASE
Ardhi Nugraha Wahid..... 15

DESIGNING INTENSIVE ENGLISH PROGRAM IN PREPARING TO BE WORLD CLASS UNIVERSITY
Asis Wahyudi..... 20

ENHANCING EFL STUDENTS ORAL PRESENTATION SKILL THROUGH METACOGNITIVE STRATEGY TRAINING
Christina I. T. Panggabean..... 25

STRATEGIES OF EXPRESSING APOLOGIES BY ENGLISH DEPARTMENT STUDENTS OF SUNAN GUNUNG DJATI STATE ISLAMIC UNIVERSITY
Cipto Wardoyo..... 30

STYLISTICS FEATURES ON TELEVISION ADVERTISEMENT ABOUT MEN TREATMENT
Cita Mustika, Dien Novita, and Ria Nirwana..... 35

ACCOUNTING FOR L2 LEARNERS' ERRORS IN WORD STRESS PLACEMENT
Clara Herlina Karjo..... 40

THE ANALYSIS OF FLOUTING MAXIM IN MATA NAJWA'S TALKSHOW 'GENGSI MEREBUT KURSI'
Devian Try Gustary and Meirina Dikramdhanie..... 45

DEVELOPING STUDENTS' SELF CONFIDENCE IN THE SPOKEN ENGLISH CLASSROOM BY DELIVERING PRESENTATION
Dewi Surani..... 50

THE USE OF WEBSITE *WWW.SASTRADIGITAL.COM* AS A MEDIUM OF LEARNING LITERATURE AND EXPLORING RELIGIOUS VALUES FOR ENGLISH DEPARTMENT STUDENTS, SUNAN GUNUNG DJATI STATE ISLAMIC UNIVERSITY, BANDUNG
Dian Nurrachman..... 53

HEDGING DEVICES USED IN ENGLISH DEPARTMENT STUDENT'S *SKRIPSI* OF UNJ
Dian Shafwati and Desi Nurul Anggraini..... 58

MENTOR TEACHERS' SITUATIONAL LEADERSHIP STYLES IN MENTORING STUDENT TEACHERS AT ONE HIGH SCHOOL IN CIREBON
Diana Rahmawati Rozak..... 62

TAG QUESTIONS IN SPOKEN AND WRITTEN CORPORA
Dianita 67

DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH ORAL PRESENTATIONS IN ESP CLASSROOM
Dini Hadiani..... 71

UNIVERSITY STUDENTS' PERCEPTION ON EFFECTIVE LECTURERS: A Survey at One of Universities in Bandung
Edwan Ali Firdaus 78

THE IMPLEMENTATION OF DIALOGUE JOURNAL IN AN EFL YOUNG LEARNER CLASSROOM (A Case Study in an English Course in Bandung)
Elis Homsini Maolida and Riska Maharlika Nuraini 83

USING K-W-L STRATEGY IN READING INSTRUCTION TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY
Eman Supratman 88

THE USE OF "WHO AM I" GAME IN IMPROVING STUDENTS' SPEAKING ABILITY (An Experimental Study at One of English Courses in Kuningan, West Java)
Endang Darsih 93

KATA SERAPAN DALAM BAHAN AJAR BAHASA JERMAN *STUDIO D*
Endang K. Trijanto 98

FROM *KTSP* TO 2013 CURRICULUM: TEACHER'S PERCEPTIONS AND IMPLEMENTATION
Eva Fitriani Syarifah and Putri Rahayu Ningsih 102

THE PHENOMENON OF LINGUISTIC GLOCALIZATION AS AN EFFORT OF SUNDANESE RESISTANCE: A STUDY OF THE BRAND NAME OF BANDUNG TYPICAL FOOD PRODUCTS
Evi Azizah Vebriyanti 107

THE USE OF CROSSWORD PUZZLES AMONG MALAYSIAN UNDERGRADUATE STUDENTS IN STIMULATING DISCUSSION
Farhana Shukor 111

IMPLEMENTING ENGLISH THEMATIC-INTEGRATED LEARNING FOR CHILDREN (YOUNG LEARNERS)
Farid Noor Romadlon..... 116

PERILAKU TUTUR MASYARAKAT TAFAGA SEBAGAI REFLEKSI MULTILINGUALISME DAN IDENTITAS ETNIK (Kajian Sosiolinguistik di Kota Ternate)
Farida Maricar 120

THE STUDENTS' GRAMMATICAL KNOWLEDGE AND THEIR ACCURACY IN SPEAKING ENGLISH (A Correlative Study at the 1st Semester Student of English Education Department)
Fauzi Miftakh..... 122

PORTRAYING THE LEARNING STYLES TOWARD INDONESIAN LANGUAGE ACQUISITION OF THE FOREIGN INDONESIAN LANGUAGE LEARNERS IN YOGYAKARTA STATE UNIVERSITY
Febriana Lestari 127

DESIGNING INTERCULTURAL TASKS FOR CULTIVATING EFL LEARNERS' INTERCULTURAL UNDERSTANDING
Fenty Lidya Siregar 132

PARTIKEL *TÉH* DAN *MAH* DALAM BAHASA SUNDA
Fourus Huznatul Abqoriyyah 137

LITERARY REPRESENTATION OF NATIONALISM: An Exploration of the Multiracial Community in Lloyd Fernando's *Scorpion Orchid*
Hanani Ahmad Zubir, Norhafizah Abdul Halil, Norhaslinda Hassan, and Maizatul Akmal Mokhzan 142

CONTRASTIVE ANALYSIS BETWEEN INDONESIAN AND ENGLISH DECLARATIVE SENTENCES
Hanif N. Adiantika, Herlinda Putri, Putri Rahayu N. 145

ENHANCING THE STUDENTS' AUTONOMOUS LANGUAGE LEARNINGTHROUGH PORTFOLIO
Hendar 150

DEVELOPING ENGLISH MATERIAL FOR THE STUDENTS OF HINDUISM EDUCATION DEPARTMENT OF INSTITUT HINDU DHARMA NEGERI (IHDN) DENPASAR
I Gusti Ngurah Agung Wijaya Mahardika 155

STUDENTS' PARATONE IN NEWS DISCOURSE
Ika Lusi Kristanti, Dian Anik Cahyani, and Aang Fatihul Islam 160

REPRESENTASI SEPAK BOLA DALAM MICE CARTOON EDISI KOMENTATOR SEPAK BOLA: ANALISIS MULTIMODALITAS TERHADAP KOMIK KARTUN
Ike Ayuwandari 164

TEACHING LISTENING COMPREHENSION USING DICTOGLOSS TECHNIQUE TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 32 PALEMBANG
Lenny Marzulina and Yuniasari 169

SEKIMAN 'PERIBAHASA BAHASA LAMPUNG' BERUNSUR BINATANG
Lina Septianasari 174

VISUAL HUMORS IN ENGLISH SPEAKING CLASS (A Classroom Action Research of Second Grade Students of a State Junior High School in Banten)
Lisa Khaerunnisa 178

SOLIDARITY IN JAVANESE
Majid Wajdi 180

INTEGRASI KARAKTER KUAT KE DALAM KURIKULUM BERBASIS KOMPETENSI MERUJUK KKNI: Perwujudan Program "Revolusi Mental" dalam Pembangunan Kemandirian Bangsa
Mashadi Said 186

SCAFFOLDING IN TEACHING READING OF NARRATIVE TEXT BY USING ONE STAYS THE REST STRAY (OSRS) TECHNIQUE A Case Study in One of Junior High Schools in Banten
Mayang Sari Nirmala Dewi 191

REFORMING THE ASSESSMENT CRITERIA OF SPEAKING SKILL IN TEFL: The Implications of World English(es)
Miftahul Huda and Aliyatul Himmah 196

TEACHER'S PERCEPTION ON 2013 CURRICULUM IN ENGLISH LANGUAGE TEACHING
Mutiara Stepani and Jeane Dwi Apriany 201

ETHNOCENTRISM IN UNDERSTANDING LITERATURE FROM OTHER CULTURE
Muzakki Afifuddin 206

STUDENTS' PARATONE IN NEWS DISCOURSE

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Abstract

Speaker produces paratones in communication (giving information to other). The phenomenon encourages the writers to conduct this study on paratone in news discourse. This study emphasizes on how paratones in news discourse produced by students. This study employs descriptive qualitative research. The data of this study is spoken monologue. The data are obtained through recording the subjects while they are reading. The subjects use a microphone and laptop in recording process through adobe audition 1.5. In term, students read the texts and their speech production is analysed through pitch tracks and spectrograms using speech analyzer. Based on the findings, students produce some paratone patterns in both deductive and inductive paragraphs, mainly: a) major – major paratone pattern, b) major – minor paratone pattern, c) minor – major paratone pattern, and d) minor – minor paratone pattern. Next, the use of paratone patterns in both deductive and inductive paragraphs are: a) to tell information, b) to indicate a topic-shift, c) to emphasize on the sentence that is considered the important one. Then, there are two factors that influence students to produce certain paratone patterns, mainly: students' first language and, knowledge.

Key words: *Paratone, Spoken Discourse, Pattern, Pitch.*

1. INTRODUCTION

Paratone is defined as the phenomenon when speakers raise their pitch range at the beginning of topic and decline it at the end. The phenomenon is happened when speaker wants to leave one topic to the next topic. (Alonso, 2002) points out that in discourse terms, the paratone verbalizes a topic, and is particularly easy to identify in the planned speech which characterizes lessons, lectures and other expository genres. It is usually found in analyzing news discourse.

The phenomenon encourages the writers to conduct this study on paratone in news discourse. This study emphasizes on how the paratone in news discourse produced by students. Having identified topic-shift, we can find out students' paratone. Besides, the writers are eager to find the paratone patterns are produced by students, the use of paratone patterns produced by students, and the factors that influence students to produce certain paratone patterns. In this case, the researcher employs Hirst and Cristo's theory (1998) about paratone in analyzing data. The analysis leads to a deeper understanding of the paratone in news discourse produced by students.

2. METHOD

This study employs descriptive qualitative research. The data of this study is spoken monologue. The data is obtained through recording the subjects while they are reading. The subjects use a microphone and laptop in recording process through adobe audition 1.5. They are reading VOA texts. The texts are delivered by Alex Villarreal in VOA special English technology report and Lapidus. In term, students read paragraphs and their speech production are analysed through pitch tracks and spectrograms using speech analyzer. Analyzing students' voice, the writers use speech analyzer to investigate how the paratone patterns in spoken discourse produced by students.

3. DISCUSSION

3.1. Discussion about Paratone Patterns Produced by Students

In news discourse, speakers deliver their speech in some paratone patterns. This research finds out four paratone patterns produced by students in both deductive and inductive paragraphs, espeially: major – major paratone pattern, major – minor paratone pattern, minor – major paratone pattern, minor – minor paratone pattern.

Based on the findings that students usually produce the different paratone patterns in speech. They produce major – major paratone pattern, minor – major paratone pattern, and minor – minor paratone pattern. There are only some students who produce major – minor paratone patterns as pointed out by Hirst and Cristo,1998. The paratone patterns are started by major paratones and ended by minor paratones. Most students do not produce major – minor paratone pattern in each paragraph. Actually, the each paragraph should be read by using major – minor paratone pattern. But, students produce other paratone patterns. Besides students, VOA also produces different paratone pattern. VOA's paratone pattern is major – major paratone pattern. VOA and students should produce major – minor paratone patterns in indicating topic-shift. Since

major – minor paratone is as an rule and method in speech, includes reading aloud. There are only some students who produce the good speech or obey the rules or principle of speech. It can be concluded that the theory is different enough toward the fact. This research finds out four paratone patterns produced by students. But, there is only one paratone pattern as proposed by (Hirst and Cristo,1998) that become rule in speech or reading aloud teoritically.

This research also finds out two kind of paratones as proposed by (Hirst and Cristo,1998), especially: major paratone and minor paratone. Major paratone is marked by extra high pitch, high pitch, or mid pitch. On the other hand, minor paratone is signed by low pitch or extra low pitch. Both major and minor paratones produced by high, mid, and low proficiency levels students. There are many major paratones produced by students in all paragraphs. The most major paratones are found in the second paragraph of the first text. The paratones are lied on the words "Howard Lichtman" and "the need for travel" in the second paragraph of the first text. Besides in deductive paragraphs, major paratones are also found in inductive paragraph. Major paratones are produced by students, since their vocal cords often vibrate faster.

Although students generally use many major paratones, they also use minor paratones in both deductive and inductive paragraphs particularly. In sum, students also produce minor paratones in all paragraphs. Minor paratones are also found in both deductive and inductive paragraphs. The most minor paratones are found in the first paragraph of the second text. The paratones are lied on the words "Miles Copeland" and "America" in the first paragraph of the second text. In brief, it can be concluded that students use many major paratones than minor paratones in both deductive and inductive pharagraphs. In general, students use many major paratones than minor paratones in deductive and inductive paragraphs. There are 123 major paratones and 107 minor paratones. The number of major paratones produced by students is higher than the number of minor paratones in both deductive and inductive paragraphs. Major paratones are produced by students, since their vocal cords often vibrate faster. That's why, minor paratones are seldom produced by students. It depends on the vibration of vocal cords. If speakers vibrate their vocal cords faster, it is going to be produced the extra high, high and mid pitches (major paratone). On the contrary, if speakers vibrate their vocal cords slowly, it is going to be produced the low and extra low pitches (minor paratone). Based on the findings, most female students produce extra high pitch, high pitch and mid pitch and most male students produce low and mid pitches in their paratone production. It happened that most female students tend to talk active. Their vocal cords tend to vibrate faster. So, the phenomenon cause them tend to produce extra high pitch, high pitch and mid pitch (major paratones). This is in line with (Halim,1974), that female individuals tend to exhibit larger intervals than male individuals. In sum, paratone production based on the gender of speaker. The male speaker tends to produce minor paratone and the female speaker tends to produce major paratone.

On the other hand, the use of pitches (extra high, high, mid, low, and extra low pitches) don't have influence toward the meaning of word. The rising or falling pitch doesn't distinguish the meaning. If speakers utter something (for example: /systems/) by using extra high, high, mid, low, or extra low pitch, the meaning of word "systems" will be same.

3.2. Discussion about the Use of Paratone Patterns Produced by Students

Students deliver their speech in some paratone patterns. Based on the findings this research finds out the use of paratone patterns produced by students in both deductive and inductive paragraphs.

a. To Tell information

Based on the findings of this research, students (in high proficiency level) tend to use major – major paratone patterns in both deductive and inductive paragraphs. But, the pattern is often used by most high and mid proficiency level students. They use the pattern in all paragraphs. In term, the students want to tell information. Besides, students use minor - minor paratone patterns in deductive and inductive paragraphs. They also use them to tell information. But, the patterns are used by low proficiency level students. They use the pattern in all paragraphs.

The phenomenon is caused by the intend of speakers. In their mind, the paragraph is exposition paragraph who consists of declarative sentences. So, they want to tell or inform the listeners by using major – major paratone pattern or minor – minor paratone pattern.

b. To Indicate a Topic-shift

Besides telling information, paratone pattern is also used to indicate a topic-shift. Actually, students tend to use major – minor paratone pattern to indicate a topic-shift. Major – minor paratone pattern is used by students in both deductive and inductive paragraphs. The pattern

is started by major paratone and ended by minor paratone. The phenomenon happened when students want to leave one topic to the next topic. In term, the paratone verbalizes a topic and is particularly easy to identify in the planned speech which characterizes news item paragraphs. Actually, the paratone patterns are used by mid proficiency level students.

c. To emphasize on the sentence that is considered the important one

In fact, some students tend to use minor – major paratone patterns for emphasizing on the sentence that is considered the important one or to mark special emphasis. Minor – major paratone patterns are also found in both deductive and inductive paragraphs. The pattern is initialled by minor paratones and ended by major paratone. In their mind, the last sentence of the paragraph is the main sentence. So, they use the paratone pattern. Actually, low proficiency levels students use minor – major paratone patterns in both deductive and inductive paragraphs.

Based on the findings that students produce four paratone patterns in speech. They produce major – major paratone pattern., major – minor paratone pattern, minor – major paratone pattern, and minor – minor paratone pattern. There are only some students who use major – minor paratone patterns to indicate a topic-shift. Topic shift is viewed as the transition phase between two segments in topics. It adopted by students to break a moment. Actually in reading paragraphs (deductive or inductive paragraphs), students tend to read one topic. Then, they shift and read it into a new topic. In this case, major – minor paratone pattern is needed to signal topic shift. The paratone patterns are initialled by major paratones and ended by minor paratones. But, most students use the other paratone patterns to the other aim, mainly: to emphasize on the sentence that is considered the important one or to mark special emphasis, to tell information. VOA also uses major – major paratone pattern to tell information. In sum, paratone pattern production depends on the aim of speaker. It is showed by the appearance of some paratone patterns produced by speaker. Speaker uses certain paratone pattern to show the certain aim of speaker in speech.

3.3. Discussion about the Factors Influencing Production of Certain Paratone Patterns by Students

In this study, there are four kinds of paratone patterns, such as: major – major paratone pattern, major – minor paratone pattern, minor – major paratone pattern, and minor – minor paratone pattern. In fact, there are some students who tend to use the first paratone pattern, the second paratone pattern, the third paratone pattern, even the fourth paratone pattern. Based on the findings, there are two factors that influence students to produce certain paratone patterns, mainly: students' first language and knowledge. In paratone patterns production, students' first language and knowledge influence students to produce certain paratone patterns. Their first language plays significant role toward paratone patterns production as viewed by (Brown,2000) He views that learning second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. It's meant that the first language has a great effect toward second language acquisition. In fact, students tend to use the intonation of the first language to produce the intonation of second language (English). Because of the effect of their first language, students' intonation in telling information (declaration) tend to be flat. In brief, their first language influence paratone patterns production. Next, their knowledge (especially prior knowledge) are also influence their paratone patterns. Knowledge as one of factors that influence students to produce certain paratone patterns plays crucial role in learning English as second language. It is in with (Lou, et al.2005) who view that knowledge is just a stepping stone to being able to use the language. Based on the findings, students' knowledge about English intonation is low. In their mind, phonology especially intonation is the difficult one. Besides, considering intonation they also consider the pronounciation. In fact, there are only some students who learn and know appropriate intonation in English well. On the other hand, there are many students who judge that reading aloud is difficult. Students have diffferent opinions about reading aloud. There are some students who judge that reading aloud is easy and difficult. Some students propose that reading aloud is difficult. In their mind, not only reading aloud but also they must have good pronunciation. They must know pronunciation and intonation well. They judge themselves that their pronunciation is bad, so they don't have confidence in reading aloud. Broadly speaking, students usually have diffferent ways in reading aloud. There are some students who notice the way of good reading and some students who don't notice the way of good reading. there are some students who notice the way of good reading. Actually there are many students who realize that

reading is difficult. That's why, they notice the way of good reading. Whereas, there are some students who don't notice the way of good reading. So they never notice the way of good reading.

4. CONCLUSION

a. Paratone Patterns Produced Used by Students

There are some variations of paratone patterns produced by students and VOA in both deductive and inductive paragraphs. They are: major – major paratone pattern, major – minor paratone pattern, minor – major paratone pattern, minor – minor paratone pattern.

b. The Use of Paratone Patterns Produced by Students.

Using paratones patterns in both deductive and inductive paragraphs, students produce some paratone patterns for certain aims: 1) the use of major – major paratone pattern and minor – minor paratone pattern are to tell information, 2) the use of major – minor paratone pattern is to indicate a topic-shift, and 3) the use of minor – major paratone pattern is to emphasize on the sentence that is considered the important one.

c. The Factors Influencing Production of Certain Paratone Patterns by Students

There are two factors influencing production of certain paratone pattern. The factors can be seen from meaning and phonology. They are: students' first language and knowledge. In paratone patterns production. Their first language plays significant role toward paratone patterns production. Because of their first language, students' intonation in telling information (declaration) tend to be flat. Besides, their knowledge are also influnce their paratone patterns. In fact, their knowledge about English intonation is low. In their mind, phonology especially intonation is the difficult one.

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