

ABSTRACT

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There are some specialized or adapted methods to teach mentally retarded students . One of methods for the special teachers to teach and obtain mentally retarded students' full attention is by using loud voices and clear pronunciations, especially when providing instruction and explaining the lesson. Another way is by using teaching tools, such as plastic fruits, alphabets fruits, and many other tools. The right methods are important to provide the effective teaching processes towards the students. This study is focused on finding the use of the intonation types with their meanings through the teacher's speech during teaching processes at Alpha Kumara Wardhana II Special School Level C (SLB / C AKW II) Surabaya. In order to find it, a fifth grade teacher was chosen because of the use of bilingual languages, which are Indonesian and Javanese language that created the several of intonation types during each utterance. By the use of the bilingual language, the several types of intonation can be easily identified through the four subjects, such as Bahasa Indonesia, science, social, and mathematics. The data were obtained from the interaction of the teacher during teaching processes in class, by using recording tools such as audio-video recorder then converted into WAV files which will then be transcribed orthographically. In analyzing the data of each WAV file used *praat* software and *adobe audition* software. In addition, the process of identification, classification, and counting the frequency were included. The result shows that the application of certain intonation patterns such as rise and fall are more presented than the fall-rise type. However, the most dominantly types of intonation that occurred are rise intonation. By using those certain intonation, the meanings of each intonation pattern in teacher's speech are more understandable for the students. As the result, the input processes are obtained effectively.

Keywords: *Special Education, Mentally Retarded Students, Intonation, Intonation Types.*

CHAPTER I

INTRODUCTION