

CHAPTER I

INTRODUCTION

Chapter I consists of background of the study, the problem of the study, the objectives of the study, the significance of the study, scope and limitation and definition of key terms.

1.1 Background of the Study

In Indonesia English is the first foreign language and it is learnt by the students and should be mastered by all the students in order to fulfill the standard content of curriculum requirements. Teaching English has developed dramatically in the recent years because of globalization impact so everyone should understand English as International language.

Teaching English must focus to the skills of English such as listening, speaking, reading and writing. To make the students have interest in studying English, the students must be prepared by sufficient words with their literal meaning then the students will have self-confidence to improve their English skills. Richard (2005: 5) says that vocabulary is core component of listening, speaking, reading and writing. Vocabulary is very important to be learnt by the students who want to master a language. Vocabulary is one of the language skill elements that have an important role for learners in learning English. It shows that to make students have many vocabularies should be done in such interesting process, so the students feel comfortable to learn and apply those to four English skills.

Moreover, the writer supposes that the English teacher should find appropriate approach, method and strategy to make students get easy to understand and apply words in communication. When the words introduced to the students can be created, to be fun as a joke to make students be comfortable and have interest to know or memorize the literal meaning and intention meaning of the words in a sentence. Chabeli (2008: 51) identifies a helping attitude, openness, willingness and an empathetic disposition on the part of the teacher as one of crucial factors, which help to establish a classroom atmosphere conducive in learning. The identification makes the writer believes that a teacher must be a creative person who can conduct such kind of effective way to teach English. If the teacher makes a comfortable classroom atmosphere, the students will be able to study happily.

In the other hand, the students who are interested in jokes or humor will make them have good willingness to be more active and creative in studying English even memorize words and construct such kind of interesting sentences in their daily life communication.

In addition, Deneire (1995: 285) observes that humor has been shown to have a positive effect on the learning environment, to initiate, maintain, and enhance learner interest, and to facilitate retention. It can be discussed by the writer that humor as an effective way for the teacher to catch students' attention and as a suitable way in teaching learning process. Besides that, Wanzer (2002: 119) also points towards the significance of humor beside that as an important

means for the teacher to gain liking with his or her students. Therefore, humor is important resource to increase students' motivation to study English.

By having, the result of humor discussing as an effective way to teach English, the writer would like to figure out English puns as a kind of joke or humor where it can be used by the students. Puns are a special form of humor based on double meanings. Puns are sometimes nicknamed "the lowest form of humor" (Pollack 2011 et al). Every language has its own puns and word play, including languages that do not use alphabetic writing systems. Moreover, the most obvious benefit of understanding jokes is that it can help students feel more comfortable in their new language. A shared moment of humor lowers the affective filter, that invisible barrier that makes learners feel awkward and uncomfortable. A low affective filter is one of the cornerstones of successfully learning a new language (Krashen 1982 et al).

SMK Kencana Sakti is one of Vocational High School in Kupang city that applies five school days, therefore the students have to study start from 07.15 am to 15.00 pm. Based on the writer's experience when doing teaching practice there, the students who get some subjects in the afternoon have less attention and focus in studying. This situation makes the writer thinks about some effective ways to be applied in order to overcome the boring situation of the class. Therefore, the writer considers the advantages of using English puns. In case that puns can be used to teach English, to make brainstorming or icebreaking. If the students are able to use English puns well, they can enjoy English class happily. In fact the writer realizes that puns must be understandable well so that can influence the

students to enjoy the class. Based on that case, the writer is interested in doing a research under the title **"A Study on the Ability of the Tenth Grade Students of SMK Kencana Sakti Kupang in Using English Puns in the School Year 2018/2019"**.

1.2 The Problem of the Study

Based on the background of the study, the writer formulates some research problems as follows:

1. Are the tenth grade students of SMK Kencana Sakti Kupang able to use English puns?
2. What is the ability level of the tenth grade students of SMK Kencana Sakti Kupang in using English puns?

1.3 The Objectives of the Study

To answer the problem statements, the writer states some objectives as follow:

1. To know whether the tenth grade students of SMK Kencana Sakti Kupang are able to use English puns.
2. To know ability level of tenth grade students of SMK Kencana Sakti Kupang in using English puns.

1.4 The Significance of the Study

The results of this study are expected to give both theoretical and practical benefits as follows:

1. Teachers

Practically the results of the research remind English teachers to teach and use English puns in teaching learning process in order to motivate students to learn English.

2. Students

The students would know their ability in using English puns and improve it in learning English happily.

3. Other Researchers

The results of this research would give additional information and interest to other researchers to do more research based on the advantages of using English puns.

1.5 Scope and Limitation

The writer focused and limited this study on the ability and level ability of the tenth grade students of SMK Kencana Sakti Kupang in using English puns.

1.6 Definition of Key Terms

Avoiding some incorrect interpretation of the title of this research, the writer would like to define some key terms as follow:

a. Study

It is a reaserch in which the researcher needs only to collect and analyze the data subsequently and be able to draw a conclusion without generalizing (Hadi 1983: 3).

b. Ability

It is as a latent trait inferred from consistencies in patterns of individual differences across tasks. Ability is also sometimes defined in terms of performance on a particular task or class of tasks (Carroll, 1993: 3).

c. English Puns

They are special form of humor based on double meanings. Puns are sometimes nicknamed “the lowest form of humor” in fact, the language knowledge needed to understand a pun (Pollack et al, 2011).

d. SMK Kencana Sakti

It is one of Private Vocational High Schools in Kupang City.