

CHAPTER I

INTRODUCTION

This chapter comprises six parts. They are background, statement of problem, objective of the study, significance of the study, scope and limitation, and definition of term.

1.1 Background of the Study

Language is a system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995:6620). Through language human beings can share their ideas, emotions, and information both in spoken and written forms. It also serves the human needs in their every day communication in any situation.

Hall (1968:158) defines language as the institution where humans communicate and interact with each other by means of habitually points oral auditory arbitrary symbols. Some important points from this definition are : (1) language is a human institution, (2) language is means of communication, (3) language is a habit, (4) language is arbitrary and language is oral, listen and spoken. By knowing the definition of language above, it is clear that language is a means of communication used to share the idea, emotion, and information for each other.

Since 1977, Indonesian government has adopted English as one of the foreign languages to be taught that school. In junior and senior high schools, English is taught as a compulsory subject. In academics and universities it is

treated as an elective subject and a basic course of the departments other than the English department. Even now, English is taught in some elementary schools.

In order to master language is not an easy thing. There are many elements of the language namely sub skills and skills. The language sub skill consists of grammar, vocabulary, and pronunciation and language skills cover speaking, listening reading and writing. Inordertobe able to understand or understood by students in English. One should master the language skills and language sub-skills mentioned above.

One part of grammar is irregular verbs, which in teaching and learning process not get enough attention either in listening, speaking, reading, writing or structure. Based on the writer experience when she taught at SMPK Sta. Familia, the students still made mistakes in pronouncing irregular verbs. For example : become (became),bite/bite (baite), bleed/bled (bli:d)etc.

Based on the explanation above, the writer wants to conduct the study under the title:**Abilityin Pronouncing Irregular Verbs of the Eighth Grade Students of SMPK Sta. FamiliaKupang in the School Year 2018/2019.**

1.2 Statement of the Problem

The statement of the problems of this study is formulated in form of questions that should be answered in the data analysis and discussion. They are presented below:

1. What is the ability level of the eighth grade students of SMPK Sta. Familia Kupang in the school year 2018/2019 in pronouncing irregular verbs?

2. Are the students of SMPK Sta. Familia able to pronounce the irregular verbs?
3. What are the difficulties faced by the eighth grade students of SMPK Sta. Familia Kupang in the school year 2018/2019 in pronouncing irregular verbs?

1.3 Objectives of the Study

Going in the line with the problem statement the objectives of the study are formulated in the following statements:

1. To know the ability level of the eighth grade students of SMPK Sta. Familia Kupang in pronouncing the irregular verbs.
2. To find out whether the students of SMPK Sta. Familia are able to pronounce the irregular verbs?
3. To know the difficulties faced by the eighth grade students of SMPK Sta. Familia in pronouncing the irregular verbs.

1.4 Significance of the Study

This study is important not only for the students and the writer, but also for the English teacher at the researched school and the English educational department.

1. For the English teacher of the researcher
To inform the English teacher at the researched school about the students' level of ability in pronouncing irregular verbs.

2. For the students of the researched school

This study is expected to inform the students about the ability level of the eighth grade students of SMPK St. Familia in pronouncing irregular verb. They might also be motivated to study structure in general and irregular verbs in particular.

3. For the Writer

Through this study, the writer can study and know more about how to pronounce the words. And this study is useful for her to improve her own knowledge particularly the pronunciation of the irregular verbs.

4. For English Education Study Program.

The result of this study can give information about the ability of the students of junior school on English to the English Education Department of UNWIRA as one of the institutions preparing the teachers of English.

1.5 Scope and Limitation

This study is about pronunciation, but the writer limits her discussion on the ability in pronouncing irregular verbs of the eighth grade students of SMPK Sta. Familia Kupang in the school year 2018/2019. The pronunciation is based on the Oxford dictionary written by

1.6 Definition of Terms

The following are some definitions of terms that might help the readers to understand the study as a whole.

1. Ability

It is a potential or power to do something physically or mentally (Hornby,1987:2).In this case ability means the students potential in pronouncingthe irregular verb.

2. Verb

Verb is a lexical word which has four inflections (base form), (-s), (-d), and (ing-1) thus, combine two forms verb phrase (Francis, 1958).

Examples:

- a. *I always cook ricein the morning (base form).*
- b. *She cooks rice for lunch (-s).*
- c. *This morning my mother cooked rice (-ed).*
- d. *Ani is cooking rice in the kitchen (-ing I).*

3. Irregular Verbs

Irregular verbs are verbs that do not form the past and the past participle according to regular rules (Brown, 1984).

Example:

- a. *I got a pen yesterday.*
- b. *She has never riddena horse.*

4. Pronunciation

Pronunciation is the way in which a language or a particular word or sound is spoken or the manner in which someone utters a word (Oxford Dictionary).

For example: became /be'keim/,feed/fi:d/ ,food /fu:d/.

In this study, the writer focuses on how the eighth grade students of SMPK Sta. Familia pronounced the irregular verbs.