CHAPTER ONE

INTRODUCTION

1.1 Background of Research

In order to master a foreign language for instance English, there are four major skills that a person must acquire, they are speaking, listening, reading and writing. Listening and reading are regarded as same category that is receptive skills, while speaking and writing is the productive ones (Laoubi, 2010: 3). In addition, Guo and Wills (2006 in Yildirim and Yildirim 2016: 2097), listening is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values. Based on the explanation, the writer assumes that listening is important not only as part of education, but also for achieving information.

Further, the writer believes that most people think that when someone being able to write and speak in English means that he/she knows the language well. Unfortunately, lack of listening comprehension also makes the communication ineffective. Thus, the writer considers that listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. In addition, Anderson and Lynch (2013) stated that listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed together.

However, just like mastering any other skills, there are some common obstacles when learners want to improve their listening skill. Ur (2007 in Yildirim and

Yildirim, 2016: 2101) stated that some of the main difficulties that the learners encounter while listening are: "hearing sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and aural environmental clues. Based on the explanation, the writer assumes that learning listening skill for mastering language also has some obstacles such as problem in understanding the intonation, stress, accents and others. Yet, Yildirim and Yildirim (2016: 2101) mentioned that the main problem encountered by English learner is there are some strange and unfamiliar sounds in English that are not exist in learners first language (mother tongue).

In that case, the writer also correlates the study of strong of weak forms in English pronunciation as one of the obstacles that faced by the English learners in the perspective of listening skill. According to Roach (2009), strong and weak forms is related to the two way of pronunciation of English words. Basically, strong and weak forms are clearly differentiated by the supra-segmental features, such as stress and intonations. Accordingly, the study of weak and strong forms always correlated to phonology and phonetics. However, the writer believes that the study can be applied to improve listening skill and recognizing the words in learning English. As it is stated by Underhill in Kocáková (2006), mastering the production of strong and weak forms helps learners to improve their listening skill and improve their confidence in speech to be more rhythmical and closer to the native speaker.

Therefore, in this research, the writer is interested in observing the kinds of words pattern that commonly hardly noticed by students of Universitas Teknokrat Indonesia by applying the study of weak and strong forms. This research later on

hopefully can help students who learn English to improve their listening skill and also improve their comprehension in recognizing words both in weak or strong forms.

1.2 Research Question

Based on the background of research, the writer formulates research questions into:

1. What are the parts of speech in weak and strong forms that cannot be identified by English Literature students of Universitas Teknokrat Indonesia?

1.3 Research Objectives

Regarding to the research question, the objectives of this research are

1. To describe kind part of speech in weak and strong forms that cannot be identified by English Literature students of Universitas Teknokrat Indonesia.

1.4 Uses of Research

1.4.1 Theoretical Use

The writer hopes that this research can be used as one of the references for the next researchers who conduct the similar topic that is about strong and weak forms related to listening comprehension by using Roach theory.

1.4.2 Practical Use

Practically, this research contributes to the readers in giving information about the correlation of strong and weak forms in English word patterns to listening skill.

Hopefully the readers further will understand more about the difference of strong and weak forms.

1.5 Scope of Research

In this research, the writer only focuses in analyzing the English word patterns that cannot be identified by students of Universitas Teknokrat Indonesia that related to weak and strong forms by using Roach theory. The writer also limiting the object of research in this analysis into the students who have taken phonology and listening classes.