

CHAPTER I

INTRODUCTION

1.1 Background

Language is the important element in our live. Meyer (2002, p. 1) states “language as one of many different systems of communication, a system that is unique to human beings and different from, for instance, the systems of communication that animals employ. Language exists in three modes: speech, writing, and signs (which are used by people who are deaf). Although all languages (with the exception of sign languages) exist in spoken form, only some have written forms. Pateda (1989, p. 5) states that Language is a symbol of sounds used by social group to cooperate, communicate and identify one’s identity. Carrol (in Oka and Suparno, p. 1994) state that Language is the system of sounds and the sequence of vocal sounds which is structured and used in interpersonal communication of group of people is completely in using for expressing something in around us,

Based on the statements above, we can conclude that language is a system of oral sound which is arbitrary and used by group of people (society) as the way of communication or interaction. We can see and feel how important the language is in our live, and the language itself will not revise, but it will develop according to the development period.

You may have heard or used English homonym, homophone and homograph. English homonym, homophone and homograph are linguistic branch which are popular taught in university especially for student in English department. We can find many things related to English homonym, homophone and homograph in many situations when we were learning about the language.

According to Verhaar (2006, p. 395), and Pateda (1989, p. 98), homonym is the relation between two words or more which have the same form but different meaning. Verhaar add explains that homonym consists of homophone and homograph. Homonym not only focuses on the same form of word, but if the words have the same sound, it is called homophone. Whereas homograph is the pair or more of words which have the same spelling, but have different pronunciation.

Oka and Suparno (1994, p. 247) state that homonym can be divided into three types, first is “homophone and homograph”, second is homophone and the last is homograph. Homophone and homograph are the words which have similar pronunciation and spelling but the meaning are different, the homophone is the words which have the same pronunciation, different spelling and different meaning, and homograph is words which have the same spelling but different pronunciation and different meaning.

Based on the statement above, it can be concluded that the relationship of homonym, homophone and homograph are the semantic branch talked about the meaning of words whereas each category are mutual equip. Homophone and homograph are the parts of homonym and homonym as the complete part which have the characteristic of homophone (similar pronunciation) and homograph (similar spelling).

In this study, researcher takes the issue about students' ability in using and identifying English homonym and homograph in sentences. The reason of choosing this issue is because it relate to language learning especially English, however there are so many English department students have problems with this issue. Based on my preliminary data, there are many students admitted that they are confused and forget about English homonym, homophone and homograph especially in using and identifying in sentences. Although English homonym homophone and homograph are something which have been learned and the materials are easy to find, there are so many students in English department cannot use and identify the English homonym and homograph itself, especially the use of English homophone and homograph in the sentence. It is proved by some interviews which researcher did to English department students. Some of them are still confused about the term and theory of English homophone and homograph, and some of them still confuse about the differences between English homonym, homophone and homograph with other theory which have similarity to

them. It is caused by there are some materials have similar characteristic with these materials, for example polysemy, where polysemy has similar characteristic with homonym.

Based on the statement above, it can conclude that the level understanding of English department students who state that they learned English homophone and homograph are not similar between one to another. For that reason, by this study researcher tries to see and analyze the English department students' ability in using and identifying English homophone and homograph in sentences.

1.2 Research Question

The research question is: How is the students' ability in using and identifying the English Homophone and English homograph in sentence?

1.3 Objective of study

The study aims at finding out whether the students can use and identify the English homophone and homograph in sentences. The purpose in doing this study is to give the description about English department students' ability in using and identifying English homonym and homograph. Besides the students' ability in using and identifying, researcher also intend to find out their ability in understanding the meaning of sentences which contain the English homonym and homograph itself. The reasons why the researcher is interested about this particular issue, is due to the fact that English homonym and homograph have

been learned by English department students especially in sixth semester. Even though the general materials about this are easy to find in many resources, but there are many English department students who say that they are still confused and find it difficult in identifying meaning of sentences which contain the English homonym and homograph.

1.4 Significance of study

This study give many benefits, such as: benefit for the participants, for English department and the last is benefit for me as the researcher.

The participants of this study are English Department students who have learned about English homophone and homograph. The benefit offered by this study is that the students refresh their knowledge and ability which is related to this materials based on the explanation and the test which given to them as the participants. Besides that, this study also gives the description about students' ability in using and identifying the English homophone and homograph in the sentences and the meaning of each sentence which contain the English homophone and homograph.

The benefit also for English department especially for the lecturers who teach the students about the materials. These are expected to have description or image about English departments students' ability in using and identifying English homophone and homograph. It is expected that give information to English department about the success level of teaching of this material to the students and

English department informed about the level of students understanding about the teaching of these materials.

The last is benefit for the researcher. Researcher who is really want to do this study know about a linguistic phenomena is around him, whereas English homophone and homograph are the things easy to find in around us and in our daily life as the English department student, so this study also refreshes researcher's knowledge about English homophone and homograph. Besides that, by doing this study, it can expand the knowledge about theories are related to English homophone and homograph as topic of study. So, the knowledge is not developing only about English homophone and homograph, but also in other theories and materials.

1.5 Scope and Delimitation of study

As the explanation before that this study is discusses about homophone and homograph in the sentence, of course homophone and homograph are related to the words or phrases, so the researcher is focusing this study to the words or phrase, particularly the verb, noun, pronoun and adjective. Researcher chooses verb, noun, pronoun and adjective because based on many examples of English homophone and homographs in the sentences that researcher has read that there are many verbs, nouns, pronouns and adjectives used in there. The reason of choosing the verb, noun, pronoun and adjective is because many of these words have homophone and homograph.