

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some related theories taken from books and other studies, references or sources. In the following section the writer would like to discuss the following subjects, namely, definition of pronunciation, irregular verbs, function of irregular verbs, and position of irregular verbs.

#### **2.1 Theory**

##### **2.1.1 Pronunciation**

###### **2.1.1.1 Definition of Pronunciation**

Pronunciation is an essential part of speaking (oral communication). It involves correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). A necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately (Boyer, et al. 1994).

Moreover, based on Christine Dalton and Barbara Seidlhofer in pronunciation book, they state that pronunciation in general term as the production of significant sound in two senses. The first sense is talk about pronunciation as the production and reception of sound speech. Then the second is talk about pronunciation with references to acts of speaking ( Dalton, et al. 1994: 3). In the simple word, we can define pronunciation as a part of speaking skill that

related with how to make correct sounds in order to achieve meaning in context of use.

### 1. Pronunciation Goals

The goal of English pronunciation should be more realistically focus on clear and comprehensible pronunciation (Brown, 1994: 284). At the beginning levels, the teachers want the learners to beat the difficulty which pronunciation detracts from their ability to communicate. At the advanced levels, pronunciation goals can focus on elements that enhance communication; intonation features that go beyond basic pattern, voice quality, phonetic distinctions between registers, and refinements are far more important in the overall stream of clear communication than rolling the English or getting a vowel to imitate perfectly a native speaker.

Pronunciation is probably one of the hardest in English to learn it, because learning pronunciation takes a lot of time and effort to improve understanding how to pronounce correctly. In speaking English the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Speaking clear involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation it can make misunderstanding in meaning.

### 2. The Difficulties of Pronunciation

Jones.(1972: 3) finds out few difficulties regarding in pronunciation. Students have to make foreign sounds with their own organ of speech. Moreover,

it is also difficult that students must learn to use the sound in proper places with accurate usage of pitch, stress and length. To overcome the problem, the necessity of 'ear-training' i.e. if the learners ear is good by nature, learning pronunciation can be successful:

*"The possession of a good ear involves (1) ability to discriminate between sounds, (2) ability to remember the acoustic qualities of foreign sounds, and (3) ability to recognize foreign sounds with ease and certainty"*

Non native speakers, who want to achieve fluency and accuracy in speaking, should concentrate on some techniques related to speech mechanism and that will help them to pronounce the sound of English.

In learning English pronunciation there might be some aspects that make the learner of foreign language make an error. The effect is not only because English is not their native language but also because of some factors.

### 3. Factors that Affect Pronunciation Learning

Research has contributed some important data on factors that can influence the learning and teaching of pronunciation skills (Florez, 1998: 2).

- a) Age. The debate over the impact of age on language acquisition and specifically pronunciation is varied. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation.
- b) Amount and type of prior pronunciation instruction. Prior experiences with pronunciation instruction may influence learners' success with current efforts. Learners at higher language proficiency levels may have developed

habitual, systematic pronunciation errors that must be identified and addressed.

- c) Aptitude. Individual capacity for learning languages has been debated. Some researchers believe that all learners have the same capacity to learn a second language because they have learned a first language.
- d) Learner attitude and motivation. Nonlinguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development.
- e) Native language. Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents (Florez, 1998: 2). It is possible that students cannot learn English well. Students might be difficult to pronounce English words because it is different from their native language.

#### 4. Teaching Pronunciation

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer

(2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ seventh language and environment.

## 1. The Materials in Pronunciation Teaching

### a. English Vowels

According to Jones, vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise. Jones (1958:15) in his book “The Pronunciation of English” classifies the vowels into 5 based on the position of the tongue:

- 1) Front vowels, in the production of which the ‘front’ of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.
- 2) Back vowels, in the production of which the ‘back’ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.

- 3) Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.
- 4) Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
- 5) Open vowels, when the tongue is held as low as possible as in /a:/ in /fa: ðə / father.

b. English consonants

According to Yoshida (1958: 29) consonants can be described in terms:

1. The place of articulation

a) Labiodentals

Sound which is articulated by the tip tongue against the upper teeth; e.g. /f/

b) Dental

Sounds articulated by the tip tongue against the upper teeth. e.g. : / ð /.

c) Alveolar

Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge; e.g. normal English /t/

d) Palatals

Namely sounds articulated by the back of the tongue against the hard palate; e.g. /j /.

e) Velars

Namely sounds articulated by the back of the tongue against the soft palate; e.g. /k/.

## f) Glottal

Namely sounds articulated in the glottis; e.g. /h/.

## 2. Manner of articulation

## a) Plosive

A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/.

## b) Affricative

A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /t/ and /d/.

## c) Fricative

When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/.

## d) Nasal

A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/.

## e) Lateral

A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/.

## f) Approximant

Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/.

### c. English Diphthongs

Diphthongs are sounds, which involve a change in quality during is their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters. The first showing the starting point and the second indication the direction of the movement. There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, centering diphthongs.

#### a) Raising or Closing Diphthongs.

The position of the tongue when the second vowel is pronounced higher than the first one. For example:

/ai/, like in time /taim/, fine /fain/

/ei/, like in make /meik/, take /teik/

/i/, like in boy /boi/

/au/, like in now /nau/, how /hau/

/əu/, like in no /nəu/, go /gəu/

#### b) Falling Diphthongs.

The position of the tongue when utters the second vowel is lower than the first one. For example:

/i ə/, like in fear /fiə(r)/, hear /hiə(r)/

/ə/, like in pure /pjə(r)/

#### c) Centering Diphthongs

The position of the tongue when utters the second vowel is at the id central.

For example:

/ə/, like in fore /fə(r) /, more /mə(r)/

/ɛə /, like in there /ðɛə /

#### d) Supra-segmental phonemes

Supra-segmental phonemes are classified into seven classes; they are:

- Stress. Stress is the pressure of breath with which sounds are produced.
- Intonation. Intonation is the changes in the music of the voice while producing speech.
- Pause. Pause is the silent between parts of an utterance.
- Juncture. Juncture is a very short time of pause. It is the space in speech between sounds or words.
- Rhythm. Rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same.
- Pitch. Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word. For example, in Chinese there are four levels of sounds that can differentiate meaning.
- Length. Length is the long or short a phoneme should be pronounced.

### 3. Stress

According to Jones (1958:57), the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed.

It is in fact generally sufficient to distinguish two degrees only-stressed and unstressed. Stress syllables are marked when necessary by 'placed immediately

before them, thus father, *'f:ə*, arrive, *ə'raiv*, opportunity, *pə'tju:niti*, what shall we do? *'(h)wtəlwi:'du*.

The same words and sentences are not always stressed in the same way. Variations are sometimes necessary for making the meaning clear, and they are eventually needed due to rhythmical considerations. Thus the word *injudicious* when simply taken to mean “foolish” would have stress on the third: *'diəs*yllable, thus he was very *injudicious*, *hi:wəz'veriindu:'diəs*, but when used in contrast with *judicious*, the chief stress would be on the first syllable, the stress on the third being only secondary, e.g. that was very *judicious*, *twəz'veridu:'diəs*, and the answer is I should call it *injudicious*, *'aiədk:litveri'indu:diəs*. Untrained speakers often fail to bring out contrast of this kind properly. In *'(h)wtəlwi:'du:*, *'(h)wt'lwɪ:'du:*, *'(h)wtəl'wi:du:*, the variations of stress actually modify the meaning of the words.

The word *unknown*, noun shows clearly how rhythm may affect stress. Compare an *unknown land*, *ən'noun'lnd* with *quite unknown*, *'kwaitn'noun*. When isolated the word would generally be pronounced, the two syllables having equal stress. The rhythmical principle underlying these changes is a tendency to avoid consecutive stressed syllables when possible.

#### 4. Intonation

Jones (1958:59) states in speaking, the pitch of the voice, i.e. the pith of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation (or inflection). Intonation is thus quite independent of stress, with which it is sometimes confused by beginners.

Fluctuations in pitch either involve a rising pitch or a falling pitch. Intonation is found in every language and even in tonal languages, but the realization and function are seemingly different. It is used in non-tonal languages to add attitudes to words (attitudinal function) and to differentiate between wh-questions, yes-no questions, declarative statements, commands, requests, etc. Generally speaking, the following intonations are distinguished:

- Rising Intonation means the pitch of the voice rises over time [↗]
- Falling Intonation means that the pitch falls with time [↘]
- Dipping Intonation falls and then rises [↘↗]
- Peaking Intonation rises and then falls [↗↘]

## 5. Principles in Pronunciation

Teaching according to Penny, principles in teaching pronunciation are:

### a) Having a suitable curriculum

When teachers teach something, they start to help students acquire some primary concepts on which they can build more complex understanding. For example, when teachers teach science, they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

### b) Being the student centre teachers have to know how to make students understand information given. For example, for teachers who cannot pronounce some English sounds need to have more knowledge about

pronunciation. Additionally, the teachers can give more explanations to students. At that time, students learn through teachers experience how to pronounce English sounds.

- c) Helping learners become self-reliant many students have wrong perceptions about what is involved in learning pronunciation – or in learning a language in general. Teachers have to tell the students that pronunciation is a sub skill that involves remembering and practicing. Sometimes, different students' accent makes they lack of confident in learning pronunciation. They feel embarrass to pronounce English word, but they can learn from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.
- d) Giving opportunities to practice. In fact, pronunciation is a sub skill of speaking skill. Teachers' role is giving training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embarrassed. In this case, teachers have to make students more feel confident in practicing pronunciation. A good method in teaching pronunciation is to use several repetitions saying together in the chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging; students love this kind of work.

### 2.1.2 Definition of Irregular Verbs

The following are the definitions of verbs and irregular verbs.

1. Verbs is one of the parts of the speech; a lexical word which has four inflections (base form), (-s), (-ed), (-ing) and which combined two forms verb phrases (Francis, 1996 : 596)
2. Brown (1984:64) describes irregular verbs as the verbs that do not form the past and the past participle according to the standard rules. Let us see the use of the verb “*growing*” in the following sentences:

*Infinitive* : *The leaves begin to **grow** early in the rains.*

*Present participle* : *Many leaves are **growing** today.*

*Past* : *The leaves **grew** when the rains arrived.*

*Past participle* : *All the leaves have **grown**.*

2. W. H. Allen (1971: 14) describes irregular verbs as follows; strong (or irregular verbs) show past time by varying a vowel within the present form of the verb.

Example : <i>present</i>	<i>past</i>	<i>past participle</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>
<i>drink</i>	<i>drank</i>	<i>drunk</i>
<i>know</i>	<i>knew</i>	<i>known</i>

#### 2.1.2.1 Function of Irregular Verbs

The irregular verbs function as the grammatical center for the predication of the subject. It maybe the strongest predicating word in the central core of the sentence.

Example : *I forgot Mr. Eman's address.*

### 2.1.2.2 Position of Irregular Verbs

In the statement, the irregular verbs are used after the subject or an object of complement. The irregular verb appears after the subject of the sentence.

Example : *She sang a song last night.*

### 2.1.2.3 Form of Irregular Verbs

Shepherd et al. (1984: 52) describe that the irregular verb consists of seven groups depending on sound rather than spelling.

For example, the verb buy/bought is in group two, because it ends in a –t sound, and the vowel sounds are sound change form/to. The two factors which determine the phonetic group are : (1) the final consonant sound and (2) the vowel sound before the final consonant(s) in the simple past.

The negative and interrogative forms of irregular verbs are found in same way with regular verbs.

**Group 1.** The past simple form has a final –t or –d sound and the vowel sound before the final consonant does not change.

<i>Base form</i>	<i>Simple past</i>
<i>burn</i>	<i>burnt/burned</i>
<i>learn</i>	<i>learnt/learned</i>
<i>build</i>	<i>built</i>
<i>smell</i>	<i>smelt/smelled</i>

**Group 2.** The past simple form has a final – t or –d sound, and there is a change in the vowel sound before it.

<i>Base form</i>	<i>Simple past</i>
<i>fall</i>	<i>fell</i>

<i>leave</i>	<i>left</i>
<i>bring</i>	<i>brought</i>
<i>teach</i>	<i>taught</i>
<i>sell</i>	<i>sold</i>
<i>tell</i>	<i>told</i>
<i>say</i>	<i>said</i>
<i>lose</i>	<i>lost</i>
<i>take</i>	<i>took</i>

**Group 3.** The past simple form is the same as the base form of the verb.

**Base forms simple past**

<i>cost</i>	<i>cost</i>
<i>put</i>	<i>put</i>

**Group 4.** The past simple form has the final consonant sound as the base form, but the vowel before the final consonant change.

<b>Base form</b>	<b>Simple past</b>
<i>meet</i>	<i>met</i>
<i>find</i>	<i>found</i>
<i>get</i>	<i>got</i>

**Group 5.** As for group 4 (the differences between the group appears in the past participle ).

<b>Base form</b>	<b>Simple past</b>
<i>break</i>	<i>broke</i>
<i>speak</i>	<i>spoke</i>
<i>grow</i>	<i>grew</i>
<i>drive</i>	<i>drove</i>
<i>write</i>	<i>wrote</i>
<i>bite</i>	<i>bit</i>
<i>take</i>	<i>took</i>

*wear*                                      *wore*

**Group 6.** As for group 4 (the differences between the groups appear in the past participle).

**Base form**                                      **simple past**

*drink*    *drank*

*ring*    *rang*

*begin*    *began*

**Group 7.** Irregular.

**Base form**                                      **Simple past**

*do*    *did*

*go*    *went*

For the simple past in irregular verb, two things are important: first, the final consonant (which either remains the same or changes to -t or -d sound), and second, the vowel sound before it (which either remains the same or changes).

Groups of irregular verbs	Final Consonant sound		
	Vowel sound Change	-t or -d	Does not change
Group 1	Burn	Burn (burned )	
Group 2	Cost		
Group 3	Deal	Dealt	Cost
Group 4	Hold		Held
Group 5	Break		Broke
Group 6	Drink		Drank
Group 7	(Highly irregular these verb only)		
The final consonant sound does not change or the vowel in the vowel sound.			

### 2.1.3 Simple Past Tense

#### 2.1.3.1 Definition of Simple Past Tense

Simple past tense is to refer to an action or an event in the past, often specified by a date or another time adverbial (Shepherd et al, 1985). To say that something was true in the past or to indicate that an activity or situation began and ended at a particular time in the past (Azar, 1999).

Thomson and Martinet (1980) state that the simple past tense is the tense normally used for the relation of the past events.

#### 2.1.3.2 Function of Simple Past Tense

Swan (1980: 467 -469) in his book entitled “ Practical English Usage” says that there are some functions of simple past tense:

1. The simple past is the one most often used to talk about the past. It can refer to short, finished action and events to longer action and situations and repeated happenings.

Example :

*He walked to the bar and ordered a vodka and tonic.*

*I live in Flores until I was seventeen.*

*When I was a child, I always went to seaside in August.*

2. It can be often used instead of the past perfect if the earlier action was a short one. Compare:

*When I had washed a cat, it run off into the bushes in disgust.*

*When I put the cat out, it run off into the bushes in disgust.*

3. Usually used when we are talking about people’s immediate reactions.

Example :

*When she saw the mouse she screamed.*

*I got a real shock when I open the box.*

Etherton (1966: 357- 359) state some functions of simple past, they are:

1. To describe a completed past action, when the time mentioned is known by the speaker and listener.

Example : *She went to school at seven o'clock.*

2. To describe habitual past action.

Example: *She always walked home.*

3. In place of present after "it is time".

Exempl : *It is time you went home.*

4. After wish and if only when an imaginary or unreal situation is mentioned.

Example : *I wish owned that land.*

*If only I owned all that property.*

Azar (1993: 24) in her book entitled "Understanding and Using English Grammar" states some functions of simple past tense, namely:

1. To indicate an activity or situation began and ended at a particular time in the past.

Example :

*I walked to school yesterday.*

*He lived in Kupang for ten years, but now he is living in Flores.*

*I bought a new car three days ago.*

2. If a sentence contains “when” and has the simple past in both clauses, the action in the “when” clauses happen first.

Example:

*I stood under a tree when it began to rain.*

*When she heard a strange voice, she got up to investigate.*

*When I dropped my cup, the coffee-spilled on my lap.*

Quirk et al. (1972: 86) state about the functions of simple past tense are:

1. To denote definite past time, i.e what took place at a given period before the present moment. It is found with adverbs refer to past time.

Example: *I spoke to him last week*

2. Indirect speech, past tense in the reporting verb tends to make the verb of the subordinate clause past.

Example:

***Present tense:*** *Do you want to see me now?*

***Past tense:*** *Did you want to see me now?*

***Present tense:*** *I wonder if you could help me.*

***Present tense:*** *I wondered if you could help me.*

Thomson and Martinet (1980; 47-150) state about the function of simple past namely:

1. The simple past is used for an action completed in the past at a define time.

Example:

*I met him yesterday.*

*The train was ten minutes late.*

*I bought this car in Surabaya.*

2. The simple past is used for an action whose time is not given.

Example:

*She lived in Solor for a long time.*

*Dian worked in that bank for four years.*

3. It is used for a past habit.

Example:

*He always carried an umbrella.      They never drank wine*

Leech and Svartvick ( 1975: 65-67) state that the functions of past tense are:

1. when the past happening is related to definite time in the past, which we may call "then".

Example :

*He was in prison for ten years ( now he is out)*

- 2 . It refers to a definite time in the past which may be identified by:

A past time adverbial in the same sentence

Example : *Heyden was born in 1732*

- 3 . The previous language context.

Example: " *Jack has been engaged, it took us completely by surprise.* ( here the past tense "took" is used because the event has already been identified in the first clause).

### **2.1.3.3 The Form of Simple Past Tense**

Based on the three kinds of sentence, i.e. positive, negative, and interrogative.

1. Positive sentence

S+ V-2 (past simple) + .....

Verb-2 for the irregular verbs is –ed/d ending, while the irregular forms have \*-specific forms that should be memorized by the learners.

E.g :*I walked to school yesterday.*

*I slept soundly last night.*

## 2. Negative sentence

S+DID (don`t) + V -1+.....

E.g: *They didn`t walk to school yesterday.*

*They didn`t sleep soundly last night.*

## 3. Interrogative sentences

DID + S + V-1 + .....

E.g. *Did you walk to school yesterday?*

*Did you sleep soundly last night?*

## 2.1.3 Present Perfect Simple

### 2.1.3.1 The Form of Present Perfect Simple

The form of the perfect simple tense also comprises three kinds based on the three kinds of sentences i.e, positive, negative, interrogative.

#### 1. Positive Sentence

S + HAVE / HAS + V-3 (past participle)...

Verb-3 of the regular verb is –ed/d ending, while the irregular verbs have their specific forms that should be memorized by the learners.

E.g :*He has gone to Canada three times*

*We have watched that film many times.*

## 2. Negative sentence

S + HAVE / HAS + NOT + V-3 + .....

E.g :*They have not gone to campus.*

*He hasn`t watched that film many times.*

## 3. Interrogative sentence

HAVE / HAS + S + V-3 +.....

E.g :*Has he gone to the bank?*

*Have you watched that film?*

**2.1.3.2 The Use of the Present Perfect Simple**

In general, it talks about an activity or event that began in the past and has just finished before this time. It has a connection with the present time in that it gives result to the present.

The writer also attaches a number of irregular verbs as proposed by Hornby. (1994) and the phonetic transcription as well.

Infinitive (V-1)	Past Simple (V-2)	Past Participle (V-3)
awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊk(ə)n/
be	was,were /wə/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /bi:t(ə)n/
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/
begin /bɪ'gɪn/	began /bɪ'gʌn/	begun /bɪ'gʌn/
bend /bɛnd/	bent /bɛnt/	bent /bɛnt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/
blow /bləʊ/	blew/blu:/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
broadcast /'brɔ:dka:st/	broadcast /'brɔ:dka:st/	broadcast /'brɔ:dka:st/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊz(ə)n
come /kʌm/	came /keɪm/	come /kʌm/

cut /kʌt/	cut /kʌt/	cut /kʌt/
cost /kɒst/	cost /kɒst/	cost /kɒst/
dig /dɪg/	dug /dʌg/	dug /dʌg/
dive /dʌɪv/	dove /dəʊv/	dived/dʌɪv:/
do/du:/	did /dɪd/	done /dʌn/
draw/drɔ:/	drew/dru:/	drawn /drɔ:n/
dream /dri:m/	dreamed /drɛmt, dri:mt/	dreamed/drɛmt,dri:mt/
drink /drɪŋk/	drank /drʌŋk/	drunk /drʌŋk/
drive /drʌɪv/	drove /drəʊv/	driven /ˈdrɪv(ə)n/
eat /i:t/	ate /ɛt, eɪt/	eaten /ˈi:t(ə)n/
feed /fi:d/	fed /fɛd/	fed /fɛd/
feel /fi:l/	felt /fɛlt/	felt /fɛlt/
fight /fʌɪt/	fought /fɔ:t/	fought /fɔ:t/
fly /flʌɪ/	flew/flu:/	flown /fləʊn/
forget /fə'gɒt/	forgot /fə'gɒt/	forgotten /fə'gɒt(ə)n/
forgive /fə'grɪv/	forgave /fə'geɪv/	forgiven /fə'grɪv(ə)n/

## 2.2 Review of Previous Related Studies

Learning to pronounce words correctly and fluently is an important language skill.

That is why there were many studies conducted with the purpose of revealing the students' mastery in pronunciation. In addition, these studies were done by English Department students of Semarang State University. One of many studies about pronunciation was about students' errors in pronouncing English voiced stops in words final position. This study was conducted by Muis (2008); his object study was the tenth grade students of SMA Al Asror Patemon Gunung Pati Semarang. He found out that the students had problems in pronouncing English voiced stops. He analyzed the students' mastery in pronunciation using Tinambunan's criterion.

The other research was conducted by Febriani (2007), on the eleventh graders of language class of SMA Kesatrian 1 Semarang in the academic year of 2006/2007. It was about an analysis of students' pronunciation of weak forms of function words. Based on the research, most of those students in SMA Kesatrian were not able to pronounce them properly (26.96%). She also uses Tinambunan's criterion of mastery level.

the next research was done by Kusumaningrum (2008). It was about students' ability in pronouncing weak forms of English words at the sixth semester students of English Department of Semarang State University in the academic year of 2007/2008. She used Gronlund Criterion-Referenced Grading (1981: 527) to interpret students' mastery. Based on Gronlund's criterion, the students' mastery in pronouncing weak forms of English function words was unsatisfactory because this was 20.97% or the lowest grade in the criterion

### **2.3 Research Model**

In this part the writer wants to provide the research model as the summary of theories explained before in order to help the writer understand more about the substance of this study. The research model of this study can be put in the following diagram.

This study deals with sub skills especially pronunciation. In pronouncing the words there are rules to be considered like stress, and structure. Since this study only focused in pronouncing the irregular verbs.

