

CHAPTER I

INTRODUCTION

A. Background of the Study

English today is the mother tongue of almost 400 million people and the second language of many other missing all over the world. In this world, many languages are used as communication tools, one of them is English. English becomes an international language. There are four things that students need to do with new language; be exposed it, understand its meaning, understand its form, and practiced it. English language has a central role in the intellectual, social, and emotional development of students and is key to success in learning all field of study. The pronunciation, according to Joan C. Mora and Maya Levkina, is a skill that can be improved the precision of the pronunciation to obtain higher levels of understanding, which, moreover, can be accompanied by a substantial reduction in accent.¹ Based on researcher own, the communicative languages one of them is English, and mostly used by people to communicate.

¹ Joan C. Mora and Mayya Levkina, "Task-Based Pronunciation Teaching and Research: Key Issues and Future Directions," *Studies in Second Language Acquisition* 39, no. 2 (2017): 381–399.

In English, there are four skills that must be considered in the effort to master English competence. These various skills are related to one another, such as listening, reading, writing, and speaking. When a person hears someone speaking, the person pay attention to the speaker sounds like almost automatically. Based on what they hear, they make some tentative and possibly subconscious judgements about the speaker's personality, attitudes, home region and native/ non- native. Various methods are used in teaching speaking such as role play and others. In addition to the four aspects above, there are four more skills to be mastered, called 'micro-skills'.

When teaching pronunciation, teacher should find a good technique so that the class will not get bored due to students' difficulties in pronouncing words. Teacher might pay attention to word stress, intonation, and the connected speech. There are a lot of activities in order to improve students' pronunciation ability, such as minimal pairs, pair dictation and tongue twister. One way to teach pronunciation in a fun way is by using tongue twister technique. This technique provides particular different sound of words and draws students' motivation for fluent pronunciation.

Pronunciation is one of the crucial factors that should be learned in order to acquire English language.² People are considered to be able acquiring second language if they can pronounce the target language correctly just like the native speakers. According to Burns and Claire that pronunciation is about sound producing of the language that has effect on someone who listens to it³ Acquiring pronunciation ability can succeed if native speaker or someone whose English is fluent understand the meaning of the conversation. It means if someone has better pronunciation then the conversation will go well. Pronunciation is related to producing the word properly utterance of a word as it is being used generally and as the way a word or a language is usually spoken.

Furthermore, the understanding of the pronunciation is one of the most important aspects of English and listening capacity. People who only communicate the skills of vocabulary, obviously, this is not enough to understand others. Many English words have few differences in spelling, intonation, stress or pronouncing in general. Harmer said that "the teaching of the pronunciation not only causes students to be aware of different sounds and sound characteristics (and what they mean), but they can also improve their speech.

² G.A Pourhossein, "English Pronunciation Instruction: A Literature Review," International Journal of Research in English Education, Vol 1, No. 1 (2016): 1–6.

³ Anne Burns and Stephanie Claire, "Clearly Speaking," National Centre for English Language Teaching and Research Macquarie University: Sydney NSW 2109 (2003): 1–65.

Skills of vocabulary, obviously, this is not enough to understand others. Many English words have few differences in spelling, intonation, stress or pronouncing in general. Harmer said that "the teaching of the pronunciation not only causes students to be aware of different sounds and sound characteristics but they can also improve their speech."⁴

Based on the another research about this problem these students do not lack the knowledge or skills but rather they are put at a disadvantage because they do not have the language to express themselves well, including having poor pronunciation.⁵

Based on MAN 2 Kota Tangerang, a lot of students lack to pronounce. They just speak what they see, not what they listen. The lack of motivation and confidence to pronounce. This is one of a famous school in Kota Tangerang. That's why, it is appropriate to implement this method. To use the tongue twister technique to improve students' pronunciation. The researcher is expected that tongue twister can make the students play an active role in the class not only as listeners but also as speakers who carry out two-way communication.

⁴ Robert J. Yinger, "Learning the Language of Practice," Curriculum Inquiry Vol. 17, no. 3 (1987): 293–318.

⁵ Priscilla Shak, Chang Siew Lee, and Jeannet Stephen, "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students," International Journal of language Education and Applied Linguistic, Vol 04 (2016): 25–35,

Considering the difficulties faced by the eleventh grade in English Pronunciation, motivation has an important role in the learning process. Students that are extremely motivated to study English will almost always success. It is educating itself. Based on the research, when people are inspired by their goals, they are more likely to succeed. They are virtually always successful when it comes to their own desires and demand.

Therefore, the researcher tries to do research to see if using certain techniques can effect theirs' pronunciation. One of the techniques that can be used is tongue twister. According to Carmen, tongue twisters are a series of words that are difficult to pronounce quickly and precisely. Using tongue twisters in pronunciation learning has many advantages. Others create awareness of students that they have problems with pronunciation, helping students be more focused on every fast word transfer, helping students create memory new, improve listening, and grow self-confidence.⁶ Therefore, the researcher chooses this technique to effect students' pronunciation mastery in class.

The researcher is expected that conversation can make the students play an active role in the class not only as listeners but also as speakers who carry out two-way communication and cooperative. The

⁶ Castillo Conde, Diana Amparito y otros *Micro-curricular planning based on tongue twisters as a pronunciation strategy*. Quito: Ediciem. (2017). 105 p.

researcher assumes that tongue twister can be a strategy to effect students' pronunciation mastery, so the researcher intended to conduct a research with title **“The Effectiveness of Using Tongue Twister Technique to Improve Students’ Pronunciation Mastery in English Learning”**.

B. Identification of the Problem

According to an interview with students, the researcher gets some information about the problems of students' pronunciation mastery as follows:

1. The students do not trust the pronunciation of speaking.
2. Lack of motivation and confidence in the learning pronunciation.
3. Teachers rarely give students practice to improve their skills to talk to pronunciation.
4. The use of the teacher's teacher is not varied.

C. The Limitation of the Research

From the identification of the problems above, the researcher will limit the problem as follow:

1. The researcher focuses on the effectiveness of using tongue twister learning media in pronunciation mastery.

2. The subject of study is the students of eleven grade at MAN 2 Kota Tangerang.
3. The study will implement experimental research on pronunciation mastery.

D. Statement of the Problem

The researcher identifies the issue in this research based on background of the study:

How the effect of using tongue twister to improve students' pronunciation mastery in English Learning?

E. The Aim of the Study

There is objective of this study that is: to know the effectiveness tongue twister can improve students' pronunciation during the English learning of MAN 2 Kota Tangerang.

F. Assumption and Hypothesis

1. Assumption

The researcher assumes there are significance differences between the result of teaching pronunciation using tongue twister and without using tongue twister.

2. Hypothesis

In this research, the researcher searches the effect of using tongue twister in pronunciation mastery and has two hypotheses to submit, those are:

- a. The Null Hypothesis (H) There is no significant effect of tongue twister in improving pronunciation.
- b. The Alternative Hypothesis (Ha) There is a significant effect of conversation in improving pronunciation.

G. The Significance of the Study

The researcher hopes for this research gives some significant effect as follows:

1. Theoretically

The findings of this research will give new knowledge about the effectiveness of using tongue twister to improve pronunciation mastery in English learning.

2. Practically

- For students

The students' this study can help students to improve their pronunciation mastery. This research requires students to be open-minded and to take advantage of the technology. When this learning method, the

students enjoy being brave to speak publicly and are excited to learn and improve their pronunciation mastery.

- For teachers

The research's significance to English teachers is to contribute to creating a new media to teach. To develop teacher ability in teaching and learning English. A teacher is creative, innovative, and cheerful, enabling students to try this learning media.

- For school

The benefits of this research for schools include increased student accomplishment, the development of learning skills, and the stimulation of students' interest in speaking.

H. Previous Study

In this research, the researcher uses two previous studies as considerations in doing this research. Those previous studies are:

The first research was conducted by Miftahur Rahman (2016) which entitled "*The Use of Tongue Twister Technique to Improve EFL Student's Pronunciation at The Tenth Grade of SMA Unggulan Nurul Islami Semarang*"⁷. The objective of this research intended to describe the implementation of tongue twister technique in improving EFL

students' pronunciation. The study used classroom action research and it used observation, interview and test. The result of the study showed that there was tongue twister technique can improve EFL students' pronunciation ability.

The similarities, both of the research use tongue twister method in improving students' pronunciation ability and it uses classroom action research as research design. The difference that is the material, the previous study focus in some of these phonetic alphabets which are /aʊ/, /ə/, /æ/, /i:/, /ɪ:/, /θ/, in words such as /Mouth/, /Another/, /Sat/, /Eat/, /Start/, and /Thin/ and this research presenting some of phonetics alphabet such as, /æ/, /ʌ/, /ʃ/, /dʒ/, /ð/, /ʃ/, /l/, /ʊ/, /ɔ:/, /aɪ/, /ɪ/, as *Hat*, /Cup/, /Chin/, /June/, /Than/, /She/, /Any/, /Put/, /Brought/, /Five/ and /Sing/.

The third research, Tri Iryani (2015) entitled "*Improving Fifth Graders' Pronunciation of "TH" by Using Tongue Twisters at Fifth Grade of SDN Mojoagung 01, Trangki-Pati*"⁸. The aimed of this research is to find out how effective the tongue twister in improving students' pronunciation. The study used classroom action research, also it used quantitative and qualitative. The result of each test was increasing one another and the instrument show that the tongue twisters are good method to improve students' pronunciation ability.

The similarities, both of the research explain how effective of tongue twisters in improving students' pronunciation ability and another similarity is both of the research use classroom action research as research design. The difference, the previous research focus on "TH" voiced in improving students' pronunciation while this research focus on several voiced to improve students' pronunciation ability.

I. The Hypothesis of The Research

In this research, the researcher searches the effect of using Tongue twister technique to improve students' pronunciation mastery and has two hypotheses to submit, those are:

1. The Null Hypothesis (H_0) There is no significant effect of Tongue twister technique on pronunciation mastery.
2. The Alternative Hypothesis (H_a) There is a significant effect of Tongue twister technique on pronunciation mastery.

J. Clarification of the Term

It is important for the researcher to make clear the terms used in this paper as these followings:

1. Tongue Twister

Tongue Twister is a great way to practice and improve pronunciation and fluency. It can offer sentence or series of

words that is hard to say correctly is called a tongue twister in English. a fun way to work on one or two sounds at a time to get the pronunciation just right. Start by saying the tongue twister slowly, then try to speed up. Once you can say a tongue twister through, try to say it twice or three times in a row for a bigger challenge.

2. Pronunciation Mastery

Pronunciation Mastery is chosen as an object to be improved in this research. Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

K. Organization of Writing

There are five chapters in this paper:

The researcher describes Background of the Study, Statements of the Problem, The Objective of the Research, The Assumption and Hypothesis, Clarification of the Term, and Organization of Writing in Chapter I, Introduction.

The researcher explains The Definition of Pronunciation, The Importance of Pronunciation, The Indicators of Pronunciation, The

Definition of Tongue Twister, The Types of Tongue Twister, Technique to Teach Tongue Twister, Advantages of Tongue Twister, Disadvantages of Tongue Twister, and Using Tongue Twister to Improve Students' Pronunciation Mastery in English Learning. in Chapter II, Theoretical Foundation.

The researcher describes Research Method, Place and Time of Research, Population and Sample, Instrument, Data Collection and Data Analyzing, and The Scoring System IN Chapter III, Method of The Research.

The researcher discusses Data Description, the process of experimental score, the process of control class, Comparison of post-test experimental and control class, Hypothesis testing and Interpretation Data in chapter IV, Result and Discussion.

The researcher concludes the results of discussion before in Conclusion and write Suggestion in Chapter V, Conclusion and Suggestion.