CHAPTER I
INTRODUCTION

A. Background of Study

In learning language especially English, the students must be able to master 4 skills such as reading, writing, speaking and listening. But, in learning English students also have to study and master grammar, vocabulary and pronunciation to support students in mastering the four previous aspects. Which all skills are interrelated and important. So, it is important to practice all of them. One of them is that students must have good pronunciation. Because, one of goals learning English is the students to masters both oral and written communication in English. And the objective of teaching pronunciation for the students is not only to master particular sounds but the elements and how to pronounce the words. The activities in teaching pronunciation make students aware in different sounds so the students can catch the point what the speaker say and some words in the text.

Pronunciation is consistently essential to convey express the meaning fluently and accurately in communication.[1] Pronunciation is the way in which a language and a particular word or sound is spoken. Pronunciation is the act or way of pronouncing words. A graphical representation of utterances, ways of saying words, particularly accepted or commonly

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[1] Gilakjani, *"English Pronunciation Instruction: A Literature Review", International Journal of Research in English Education*, Vol. 1 No. 1, 2016, p.1

understood ways and ways of saying words using phonetic symbols.[2] Understandable pronunciation is one of the basic requirement of students' competence. The teacher should teach pronunciation in class along with speaking, reading and listening to make the student' skill better because good pronunciation will give the students opportunities to communicate naturally to the listener with understandable pronunciation.

Students often have problems pronunciation when speaking, listening and reading in English words. There are factors by internal and external factors. Internal factors come from the students such as interest, motivation and intelligence and the external factors is come from outside the students such as environmental conditions, learning materials, and also teachers ability to manage the learning process in an English class. And pronunciation is one of important aspects in English and one of components in oral communication. From the explanation above it can be conclude that pronunciation is important for the students.

Many of the students get difficulties to speak English properly especially how to pronounce words correctly. This situation same in SMPN 1 Cipeucang the writers has been interview the English teacher and found that students still have a lack of pronunciation skill and the students get difficulties when speak English because the students do not know the way to

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[2] Celce-Murcia, M., Brinton, D., & Goodwin, J. Teaching Pronunciation: *A Reference for Teachers of English to Speakers of Other Languages,* (Cambridge: Cambridge University Press, 1996), p.6

pronounce the words especially unfamiliarity words. It is also because the students used their mother language that mainly different form English pronunciation. The other factors of the students in this school still have a lack of pronunciation the learning method used by the teacher is very monotonous and uninteresting so that students are not interested, get bored during class, and not motivated to learn pronunciation well. The students also afraid to mistake in pronunciation while they read and it also makes the students do not understand what they read. Other factor are the teachers use the monotonous method, the teachers center in teaching learning process it is make students get bored in learning.

From the problem above the writers define the students in SMPN 1 Cipeucang difficulties in reading comprehension. The teachers must be used the variative technique in teaching pronunciation. There are many techniques in order to improve the students' pronunciation skill, one of the ways to improve students' pronunciation skill is with game and one of game it is the spelling bee because this spelling bee make the students enjoy and interest in learning. And make the students know how to pronounce the word correctly and understand what they speak. From the explanation the writer used this technique to improve students' pronunciation. Spelling bee are used in this study as a coaching method for the students' pronunciation.

B. Identification of problem

The students felt difficult to learn English especially in pronunciation.

1. The media that is used by the teacher is not interesting and teacher should apply more interesting teaching techniques like game.
2. Students difficult to pronounce words correctly.
3. Students are passive while learning pronunciation.

C. Statement of the Problem

Based on the problem in the background above, the writer formulates the problem of this research is How is the effect of spelling bee game toward students' pronunciation on narrative text at eighth grade of SMPN 1 Cipeucang?

D. Objectives of the Study

Based on the previous statement of the problem, the objectives of this study can be described as to investigate the effect of spelling bee game toward students' pronunciation on narrative text.

E. Limitation of study

The writer limit the problem in applying spelling bee game in teaching narrative text. This research was conducted at SMPN 1 Cipeucang with classes VIII A and B as samples. Moreover, in teaching narrative text we need strategy which is more effective in order to learn English. So, the writer

using spelling bee game to developing students' pronunciation in narrative text.

F. Significant of the study

Theoretically, this study has significance especially in pronunciation in other way because this study use game "spelling bee" for the method. In other word this study used different method to improve students' pronunciation skill.

Practically this study expected to provide benefits and good contributions for teachers in teaching material to increase interest in pronunciation to students who have problems with pronunciation. Also, for students this research is expected to be a lesson to face difficulties in learning pronunciation, especially for us at Spelling bee in narrative text learning and can improve pronunciation skills.

G. Previous of Study

Before writing this study, the writer has been reviewed some previous studies.

1. *The Use of Three Phases Technique to Improve Students' Participation and Reading Comprehension in Narrative Text,* Semarang State University 2013. The author of the study is Ana Setianingsih who examined the usefulness of the Three Phases technique to improve student participation and reading comprehension in narrative texts. The result of this study showed that three phases technique can improve students' participation and

reading comprehension in narrative text. This technique can lead the students be more active and enthusiastic while learning process. Students also easily understand the content of the text and giving their argument about narrative text by using this technique.

2. *The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text,* Linguists: Journal of Linguistics and Language Teaching, Vol. 6, No. 1, July 2020. This research made by Bobby Pramiit Singh Dhillon, Heman, Syafryadin. This research addresses the impact of using skimming technique in teaching reading comprehension on narrative text. The author used quantitative research as a research design. There are three steps for collected the data pre-test, treatment and post-test. The findings of this research was conclude the effect of using skimming method can increase the students' skill in reading of narrative text. It can be seen from the score from the test of students in post-test. This method can increase the students' ability in reading of narrative text.

3. Teaching Narrative Text in Improving Writing to the Tenth Grade Students' of SMA NEGERI 1 PETARUKAN, PEMALANG. The author of this research is Intan Karolina is conducted a study in which she found the students' achievement in writing narrative

text. the sample of this study is tenth grade students of SMA NEGERI 1 PETARUKAN, PEMALANG in academic 2005/2006. She took pre-test and post-test, interview for collecting the data. And the result is there are the improvement teaching and learning activity using narrative text. It can be seen the achievement in writing was improved and better. According to the interview with the students the writer found the students feels happy and enjoy during the learning by using the narrative text.

4. Dealing With Students Pronunciation: The "Spelling Bee" Effect. Journal of English Teaching Adi Buana, Vol.5 No.02, October 2020. The aim of this research is to investigate the effect of spelling bee technique towards students' pronunciation. The author used experimental method. The instrument of the research used test in pre-test and post-test. The results of this research showed that there are was significant achievement in experimental class after get the treatment and the score of post-test in experimental class higher than control class. And it can be concluded that spelling bee game can improve students' pronunciation.

The similarities of this research and the previous research is all off the research used narrative text as the topic and variable for the research. The different between this research and the previous research is the media for the

teaching. In this research the writer uses Spelling Bee Game as a media for teaching narrative text. This research was conducted in different places with different conditions, so this is a new discovery that will develop the spelling bee method in English language teaching especially in teaching narrative text. The novelty of my research from the previous study is most of the studies using narrative text. And to this research the writer used the interesting method it is game and some studies focus only on students' university and senior high school.

H. Research Organization

This paper is divided into five chapters, each of which contains some points that explain the chapter.

Chapter I Introduction contains the background of the study, statement of the problem, the objective of the study, the significance of the study, the limitation of the study, the previous study, and the research organization.

Chapter II is the Theoretical Framework; this chapter includes theorists from experts who have conducted the research related to this research.

Chapter III Research Methodology, contains a research method, time and place, participant and sample, data collection technique, and technical data analysis.

Chapter IV Research Findings to explain the description of data, analysis data and hypothesis testing.

Chapter V Conclusions and Suggestion.