

CHAPTER I

INTRODUCTION

A. Background Of The Study

Language is the tool of communication which very important role to express an intention to other people. Language also is used by people to express and receive some information, message, idea, emotions. There are many kinds of languages used by people such English, Spanish, Arabic Indonesian, etc. It depends on where the people live.

One of those kinds of languages is English. In many countries English has a particular role as the language of communication between people who are speakers of the different indigenous languages.¹ Nowadays, English is very important not only in communication activities but also in science and modern technology. English is very popular language all over the world including indonesia. English is the first foreign language taught at every school in indonesia. The Indonesian goverment chooses english as the first foreign language to be taught in school from elementary school to university students, hence that they realize how important english in their life that they can use to communicate with other people in the world.

English consists of four basic skills that student must master, they are listening, speaking, reading, and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components namely vocabulary, structure and

¹ Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman, 1987), p.3.

pronunciation (in speech) or spelling (in writing) which supports students mastering well. But in speaking English we often find the difficulty in pronouncing the English word. Pronunciation is an important form of communication especially for those who study at the junior high school. However most student have the difficulty in pronouncing English language, as one of the important pronunciation in english skill. The discussion about pronunciation also consider important, especially for student in EFL environment. Furthermore the advantage of knowing the pronunciation place is important, Jeremy Harmer said that “Pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably.”²

Most student in indonesia consider English as a difficult subject which makes them frustated. Especially in junior high school, based on observation in MTS Al-Fath cilegon; the first majority of students are javanese and their mother language is javanese. The students most often use javanese as mother language to communication with other in the class. The second, the difficulty in composing the word or sentences, understanding grammar and how to use them, and how to pronounce the word correctly. The last, the students are unconfident, feel shy in practicing speaking, and being afraid in making mistakes in speaking English. And also the writer found some problem that students faced in speaking are accuracy in pronunciation of student are still low. This difficulty is caused by psychology factor of the students and lack of teachers’ creativity in teaching speaking especially in

² Jeremy Harmer, *The Practice of Teaching Language 3rd Ed.*, (New York: Longman, 1980), p.183.

pronunciation English subject at the second grade of MTS Al-fath cilegon.

From this reality, the teachers must be creative to increase the students' achievement to make success in learning. In order to enable students to express their idea in pronunciation, teacher must be creating varieties method in teaching. Many technique and methods had been conduct by the teacher; one of the alternatives in teaching pronunciation is using tongue twister.

Using tongue twisters strategy in learning pronunciation is very important to increase the students pronunciation ability. So, that student will be the learners can use the role of pronunciation accuracy in English language so for the future students can speak English accuracy and fluency.

Considering the previous description, the writer conducted a research under the title *The Effectiveness of Tongue Twisters Technique Toward Student's Pronunciation Skills At The Second Grade of MTS Al-Fath Cilegon*.

B. The Statement of The Problem

Based on the background of study above, the writer identified some problem this research as follow:

- 1) How is students' pronunciation ability at second grade of MTs Al-fath Cilegon?
- 2) How is tongue twisters technique applied in students' pronunciation?
- 3) How is the effectiveness of tongue twisters technique toward student's pronunciation skills?

C. Objective of The Study

From the previous discussion in the background of the problem, the writer formulated the objectives of the research as follows:

- 1) To know how is students' pronunciation ability at MTs Al-fath Cilegon.
- 2) To know how is tongue twisters technique applied in students' pronunciation
- 3) To know how is the effectiveness of tongue twisters technique toward student's pronunciation skills.

D. The Previous Study

The same previous work was done by Tri Iryani (2015) who conducted a research entitled "Improving Fifth Grades' Pronunciation By Using Tongue Twister". The writer describes using tongue twister technique in Students' pronunciation in Language Learning. Based on the research result, it can be concluded that Tongue Twisters were well accepted by students and significantly improved their pronunciation of /ð/ and /θ/. Thus, I suggest applying tongue twisters in English teaching learning, especially as an oral exercise in pronunciation. The difference between her research and this research that on the different research technique. Her research uses an action research, in this research uses quantitative technique.

E. Assumption And Hypothesis

In a simple way hypothesis is defined as temporary conclusion, that it must be tested and verified. Based on the objective of the research above the writer creates hypothesis as follows:

- 1) H_0 : means that there is no significant effect of using tongue twisters technique on student's pronunciation skill.
- 2) H_a : means that there is significant effect of using tongue twisters technique on student's pronunciation skill.

F. Organization Of Writing

The result of the study is reported in a research paper outlined. This paper is systematically divided into three chapters. The following is short description about what each chapter contains.

Chapter I provides an introduction to the study. it contains of the background of the study, Statements Of The Problems, Objective Of The Study, Assumption And Hypothesis And Clarification Of The Terms.

Chapter II presents the Theoretical Framework, it contains of the theoretical framework it consists of the Theory of Definition of Pronunciation, the important of Pronunciation, Factor that Effect Pronunciation Learning, Aspect of Pronunciation, Definition of Tongue Twisters, The Reason Of Using Tongue Twisters, tongue twisters as pronunciation exercise.

Chapter III is about Research Method, Place And Time Of The Research, Population And Sample, Research Instrument, The Technique of Collecting Data, And The Technique of Analyzing Data.

Chapter IV result and data discussion it consists description of the data, the analysis of the data, and interpretation of the data.

Chapter V conclusion and suggestion consists of conclusion and suggestion.