CHAPTER I

INTRODUCTION

A. Background of the Study

Languange is an important thing for communication. To explain the language, people have to understand how to produce language correctly. It means that people have to know some knowledge about language. One of them is pronunciation. Pronunciation is one of the important aspects in English, especially in oral comunication. Pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener.[1]

Even though English has been familiar in Indonesia, but not every students can listen the English languages well. The researcher sometime found that some students problem in English class. In the second grade of SMPN 4 Cirinten, students learn English but most of them still cannot use the language maximally. It is difficult for them to say some words in English because of their mother tongue. They get difficulities to distinguish between sounds F, V, P, and get difficulities pronouncing or understanding the correct sounds, for example /very/ they say /fery/ or /pery/. Pronouncing Bahasa Indonesia is different from pronouncing English words. In fact, a teacher during the teaching learning process in the class, pronunciation is not emphasized and monotoun methods.

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[1] Anne Burns & Stephanie Claire, *Clearly Speaking*, (Sydney: AMEP Research Centre Macquarie University, 2003), p.5.

In which case the teacher needs to find an approach or method of instruction or that is appropriate and acceptable to student. Traditionally, conventional methods in the teaching of English as a foreign language, such as plain explaining and drilling, are unappealing and can be very monotonous to the students. When learning is too monotonous student will not be interested in the lesson. In the learning pronunciaton English process, the teacher should give the stimulus to the students. Because if the students accept the stimulus they are will be try to pronuncing English language, and one of main ways to achieve this goal is by means use of Tongue Twisters Technique.

Tongue twisters are phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice.[2] Tongue twister is a great and fun way to help the students to try to learn English better. It can make the students' speech skills stronger. The faster a student can read the tongue twister without slipping up, the stronger his/her language skills become. Tongue twister also stimulates thse brain into developing pronunciation skill. The treatment which students go through when they recite tongue twister is not on the oral cavity, but on the brain which generally controls a person's oral functions It is hard to pronounce tongue twister sentences because of the similar pattern of sounds in its words. It makes tongue twister challenging and interesting. It is fun how we have to pronounce the similar

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[2] Eva Machackova, *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonants*, (A Thesis of Department of English Language And Literature Masaryk University Brno: Unpublish, 2012), p.41.

pattern words quickly. Here is the example of tongue twister: *peter piper picked a peck of pickled papers.*[3]

Based on the explanation above, so the researcher choose research by the title **"Improving The Students Pronunciation Through Tongue Twisters Technique",** the researcher use the classroom action research at the second grade of SMP Negeri 4 Cirinten. The researcher hope this research will be useful especially for the researher and generally for readers that are interested in the field of the research.

B. Statement of the problem

Considering that main problem is large enough to be researched, the researcher will explain in order to get easier to be formulated the formulation of the research is about How is the improvement of students pronunciation after using tongue twister technique ?

C. Objective of the research

To identify whether Tongue Twister Technique improve students' pronunciation.

D. Limitation of The Problem

This research is concentrated on analyzing the improvement of using tongue twister technique toward students' pronunciation at the second grade of SMPN 4 Cirinten.

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[3] Tom McArthur, *Living Word : Language, Lexicography and the knowledge Revolution*, (London: University of Exeter Press, 1998), 20.

The limitation of the research is the using of F V P sounds in the dialoge of invitation. The researcher use the limitation in order to improve students' pronunciation ability.

E. Significance of The Research

The result of this research give some positive contributions to the English learning context and may be beneficial for researcher, teacher, students and school.

1. For further researcher

   By doing this research, the researcher gets some experiences and knowledge about the research and it is useful in the future.

2. For English Teacher

   This reasearch is expected to be valuable for English teachers to enrich their method in teaching pronunciation.

3. For students

   It is expected to be valuable for the student to get more motivation in learning English pronunciation and they can practice in a fun way.

4. For school

   It gives contribution to the Junior High school, especially SMP Negeri 4 Cirinten that they can use tongue twister technique as a new technique in teaching pronunciation to their students.

F. Organization of Writing

This research the researcher organize this paper consist of five chapter there are:

Chapter   **I**   **:** is introduction which consists of the background of the problem, statement of the problem, objective of the research, significance of the research and organization of writing.

Chapter   **2**   **:** is theoritical framework which contsist of the pronunciation and tongue twister.

Chapter   **3**   **:** is methodology of research whisch consist of the the objective of research, the method of research, research site, participant, technique of data collection and the technique of data analyzing.

Chapter   **4**   **:** is description of the data and analysis.

Chapter   **5**   **:** is conclusions and suggestions.