

## CHAPTER I

### INTRODUCTION

#### **A. Background of The Study**

English is an international language. It is impossible for people from different countries to communicate without an international language. The Purpose of communication one of express or to tell our thought, voice, feeling, and idea. We need to interact with others by communication.

One important element or aspect in English ability was Pronunciation. This focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicates that there is a threshold level of pronunciation for nonnative speakers of English.<sup>1</sup> Most of English teachers tried to build up the students' pronunciation by using various teaching strategies.

The researcher found that there were still many students who had some problems in learning English in MTsN 1 Kota Serang-Banten. One of the problems was the students lack of pronunciation because teachers just gave listening using laptop media to students and to memorize the pronunciation, which made the students did not interest and felt bored in learning process. This method did not give the students a chance to practice the pronunciation in the

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<sup>1</sup> Marianne Celce, et all, "Teaching Pronunciation", (New York, Cambridge University, 2006), p 7

real life. The teacher needed an approach to practice their pronunciation and new method to make it could stay longer in students mind.

In learning English students are encouraged to be able to pronounce words more easily, so that anyone who hears them can understand more easily. Most of junior high school students like something new and fun, even in learning processes including learning English. They expect English class to be fun, and this is teacher's duty to make English class fun and entertaining. Many language students consider pronunciation ability to be a measure of language. The ability to communicate with other people, more than the ability to read, write, or understand spoken language.

David Nunan, (1999, 105) suggests that the best time for students to learn a language in order to become as native-like in their pronunciation as possible is before the onset of puberty. This is because the mother tongue has less influence on pronunciation at this stage. When it comes to vocabulary and grammar, a student's first language is less apparent than in pronunciation. By learning the pronunciation since the early age the students can produce the English words accurately.<sup>2</sup>

So, the researcher will choose suitable method in teaching pronunciation to develop students' pronunciation so that students could be interested in learning

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<sup>2</sup> Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN", *English Studies Journal*, Vol. 12, No. 1,(January-June, 2019). p2

pronunciation. One of method to develop students' pronunciation was playing game and one kind of game is Spelling Bee Game

Sebba (2011) defined Spelling Bee as a competition which requires the contestant to spell words. Spelling Bee as an alternative activity in classroom. Besides, it is a good alternative game to practice students spelling skill.<sup>3</sup>

Most students get bored faster in learning, especially learning English. Teaching must be able to overcome so that students are easier and more interesting when studying. Using spelling bee games students will likely be more enthusiastic about learning by playing.

By studying the case above, the researcher wants to apply game to teaching pronunciation. By spelling bee games the students can be more active in participating in the classroom activities.

The researcher hopes students do not only develop their pronunciation but also they are able to practice either in reading, speaking or understanding the meaning of words. So, the researcher is interested a research entitled "Using Spelling Bee Games in Pronunciation at Eighth Grade students of MTsN 1 Kota SERANG".

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<sup>3</sup> Anisa Rohmawati, "Spelling Bee In Teaching Vocabulary", jurnal of English and Education 2015, p2

## B. Statement of The Problem

The researcher has decided that the research statement of the problems are as follows:

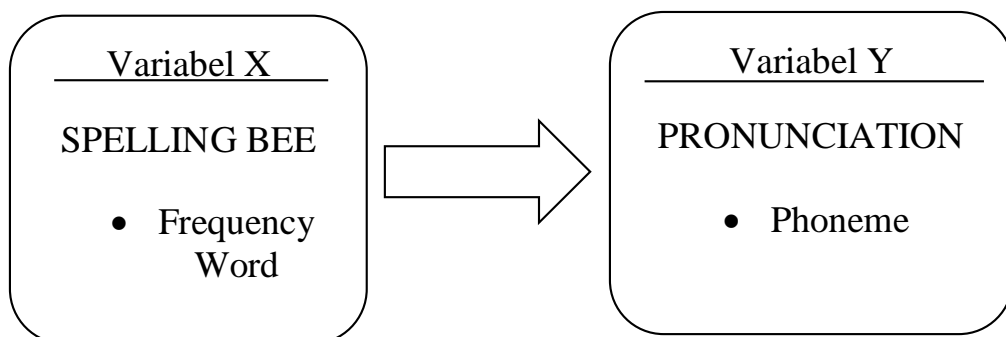
1. How is the students' pronunciation of MTsN 1 Kota SERANG?
2. How is the spelling bee game applied in teaching pronunciation?
3. How is the affective of spelling bee game in teaching pronunciation?

## C. Objectives of The Study

In line the problem statement above, the specific objective of the study are:

1. To know the students' pronunciation of MTsN 1 Kota SERANG.
2. To know the spelling bee applied in teaching pronunciation.
3. To know the affective of spelling bee game in teaching pronunciation.

## D. CONCEPTUAL FRAMEWORK



## E. Previous Study

Before conducting the research, the researcher had looked for some researcher relate to this research.

The first research is a thesis entitled “The Use of Spelling bee games to Improve Students Understanding of Simple Past Tense” by Devia Nikita Choriana (Walisongo State Islamic University Semarang, 2016). The participant of this study was 26 students in class A. In the first cycle the students enthusiastic was 56% while in the second cycle was 80%. It means that spelling bee games could improve students enthusiastic significantly. The result of this study showed that used spelling bee games could improve students understanding of simple past tense. This was proved by students comprehension test that improved in every cycle. In the first cycle, the average of students score was 68.12. In the second cycle, the students got 79.09. The result of this research showed that the used of spelling bee games could improve students understanding of simple past tense.<sup>4</sup>

The similarity between this research and previous research is about using spelling bee games in teaching learning process. And the differences between this research and this previous study is using film as a media to improve students understanding on simple past tense and this research is using game as a technique in teaching pronunciation.

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<sup>4</sup> Choriana, Devina Nikita. 2016. The Use Of Spelling Bee Game to Improve Students Understanding of Simple Past Tense. Skripsi. Semarang: Tarbiyah and Teacher Training Faculty, Walisongo State Islamic University.

The Second research is a thesis entitled “Using Movie to Increase Students’ Pronunciation” by Nawal Aufa (Ar-raniry State Islamic University Darussalam of Banda Aceh, 2017). Her study was conducted by using quantitative technique in processing data and getting the result. Her study uses test as the instrument (pre-test and post-test). Based on her study that movie was implement to increase students pronunciation as indicated by a statistically score post-test experimental group is higher than the mean score of post-test control ( $80 > 60$ ).<sup>5</sup>

The similarity between this research and this previous research is about using experimental research. The differences between this research and this previous research is using movie to increase students pronunciation and this research is using spelling bee games in teaching pronunciation.

The Third research from Ratna Juwita Ningsih (2013), “The Use of Spelling Bee game to Improve Students Vocabulary Mastery of The 8th Grade Students”. The result of research seeked to investigate the effectiveness of the use of Spelling Bee game in improving students’ vocabulary mastery and to discover students’ responses toward the use of this game in their English class.<sup>6</sup>

The similarity between this research and this previous research is about using spelling bee game in the research. The differences between this research and this previous research in variable Y is "writing ability" and this research is using "teaching pronunciation".

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<sup>5</sup> Aufa, Nawal. 2017. Using Movie to Increase Students’ Pronunciation. Thesis. Banda Aceh: Ar-raniry State Islamic University Darassalam.

<sup>6</sup> Juwita N, Ratna. 2013. The Use of Spelling Bee Game to Improve Students’ Vocabulary Mastery. Skripsi. Bandung: Fakultas Pendidikan Bahasa dan Seni.

## **F. Significance of The Study**

### 1. Researcher

The researcher hopes to use reference methods for the future. This can add insight to the author. That means researchers can use this research paper to become a source of learning later and gain knowledge for it.

### 2. For the teachers

The researcher hopes that using games in teaching learning process will become variation for the teacher on the way they teach English.

### 3. For the students

With these technique the researcher expects that the student can study easier and also it can improve their interest in studying English.

### 4. Indirectly, the result of this study is expected to enable to develop pronunciation of eighth grade of the junior high school.