

CHAPTER I

INTRODUCTION

A. Background of The Study

Pronunciation is one of the most important skills in EFL classes. Because mispronunciation can change the meaning of a word, knowing how to articulate and state a sound or phrase in English is critical. Researchers, teachers, and students learning English as a second language or as a foreign language are focusing more on pronunciation, as well as other abilities like spelling, vocabulary, grammar, and other fundamental skills. Pronunciation is instruction essential in EFL/ESL classes.¹ One of the most important requirements for language proficiency is that learners understand how to pronounce the language. One of the most important requirements for language proficiency is that the pronunciation be understood by the language students. In order to increase their efficiency when teaching pronunciation, EFL/ESL instructors are thought to need to be prepared with a variety of subjects and materials.

Pronunciation is the process of speaking a language or sound. Good pronunciation is required to make the speaker talk more fluently and easily understood.

¹ Abbas Gilakjani, Seyedeh Ahmadi, and Mohammad Ahmadi, 'Why Is Pronunciation So Difficult to Learn?', *English Language Teaching*, 4.3 (2011), 74–83 <<https://doi.org/10.5539/elt.v4n3p74>>.

Students are expected to be able to pronounce text or language with proper pronunciation in the context of the language. Non-native pupils, on the other hand, typically have difficulties pronouncing English because it is not their first or second language. To overcome the major challenge of second language pronunciation, they must get adjusted to shifting the conceptual patterns of their first language that they have had since childhood.² Many students improve their pronunciation skills by using phonetic transcription found in dictionaries, yet this method is ineffective since pupils do not know how to interpret the phonetic transcription.

One of the characteristics of speaking ability is pronunciation. Students, particularly those from Indonesia, face difficulties with pronunciation because English is not their first language. Pronunciation is concerned with appropriately producing a word's utterance as it is often used and as a word or language is typically spoken.³ Understanding how to speak the language is one of the most significant requirements for language proficiency. One of the most crucial conditions for language proficiency is that language students can understand the pronunciation. EFL/ESL instructors are regarded to need to be equipped with a variety of

² Gilakjani, Ahmadi, and Ahmadi.

³ suci Maharani, 'The Effectiveness of Audio-Visual Aids', February, 2017, 96–102.

subjects and resources in order to maximize their efficiency when teaching pronunciation.⁴

Base on the study conducted by the researcher in tenth grade students as MAN 2 Kota Serang, the problem that students faced was their lack of attention to the lesson, which affected their pronunciation, as they had difficulty pronouncing English words and were still confused to read with a good pronunciation. After learning about the students' difficulties with pronunciation, the researcher should assist them in resolving their issues. Using an effective strategy in teaching and studying English is one way to assist students. There are numerous approaches and techniques for efficiently teaching English. In the tiktok application, tongue twisters is one of the alternate ways that can be used. As a result, it is predicted that by employing this strategy, students will be able to pay greater attention to the lesson and will not become bored as readily.

In any language classroom, a tongue twister is a group of words that are difficult to say correctly and fast. The tongue twisters on this page are challenging to say fast even for native English speakers. Tongue twisters are difficult to pronounce words, phrases, or sentences due to a shifting arrangement of similar sounds. Students can be difficult as well as stimulating and enjoyable to master. People like to hear tongue twisters again and again. Tongue twister is a pleasant activity in the

⁴ Agnes Cahya Lestari, "The Effectiveness of Tongue Twister Technique to Fluency and Accuracy" 2019.

teaching learning. People studying English can improve their speech abilities by practicing tongue twisters. The stronger a person's linguistic skills are, the faster they can say the tongue twister without stumbling.⁵ As a result, they're great for reinforcing newly learned articulation skills, raising mean utterance length, and enhancing self-monitoring abilities.

TikTok is one of the applications or platforms that individuals over the age of 13 can use. Users can make videos that are between one and three minutes long on the platform. As a result, the user's ability to view the video is not overburdened. Users can like, comment on, and share the videos of other users. Users of this site can also utilize the duet and stitch functions to react to the videos of other users. The duet is a unique feature on TikTok. A duet is a video response that allows viewers to respond to a video post with their own video.⁶ As a result, the intensity of tiktok usage can be defined as a frequency/duration that entails concentration and enthusiasm when using the tiktok application.

Tongue Twisters is used as a learning strategy in which students will enjoy pronouncing the words while utilizing the tiktok program. Alliteration and rhyme are used in many tongue twisters. They have two

⁵ Dewi Lutfiani, 'Using Tongue Twister to Improve Students' Pronunciation', *ELLITE: Journal of English Language, Literature, and Teaching*, 2.2 (2017), 110–15 <<https://doi.org/10.32528/ellite.v2i2.1511>>.

⁶ Juan Carlos Medina Serrano, Orestis Papakyriakopoulos, and Simon Hegelich, 'Dancing to the Partisan Beat: A First Analysis of Political Communication on TikTok', *WebSci 2020 - Proceedings of the 12th ACM Conference on Web Science*, 2020, 157–66 <<https://doi.org/10.1145/3394231.3397916>>.

or three sound sequences, then the identical sound sequences with certain sounds swapped, such as "Tim bit a piece of kitty's cookie." This type of strategy can be beneficial to kids since it allows them to practice and enjoy pronouncing English words.⁷

It is predicted that student will benefit from the tongue twister technique used in the tiktok application. As a result, the purpose of this study is to address the problem of pronunciation among MAN 2 Kota Serang students in tenth grade.

Based on the foregoing, the researcher employs the tongue twister approach in the tiktok application as a strategy that can aid in the resolution of students' pronunciation issues. In light of the foregoing, the title of this researcher is "The Use of Tongue Twister Technique in TikTok Application to Improve Students' English Pronunciation (A Quasi Experimental Research at The Tenth Grade of MAN 2 Kota Serang)".

B. Identification of The Problem

1. The students' lack of attention to lessons that affect their pronunciation, as they have difficulty saying English words.
2. The students are still confused to read with good pronunciation.

⁷ Y. A Putri, 'Improving Students' Pronunciation by Using Tongue Twister Technique', *Journal Pendidikan Dan Pembelajaran Khatulistiwa*, 7.11 (2018), 1–9
<<http://jurnal.untan.ac.id/index.php/jdpdp/article/view/29732/75676579231>>.

C. Statement of the Problem

Based on the background of the study above the statement of the problem is: Is tongue twister technique in TikTok application effective to improve students' English pronunciation at MAN 2 Kota Serang?

D. Limitation of Problem

Based on the context of the problem and the identification of the a for mentioned issues, a problem restriction is required in this study so that the evaluation of problems may be more focused and directed, as well as to avoid the breadth of research that will be conducted. This study only looked at students' English pronunciation as measured using the tongue twister technique in the tiktok application.

E. The Aims of the Study

The objective of the study is to know whether the tongue twister technique in TikTok application effective to improve students' English pronunciation at The Tenth grade of MAN 2 Kota Serang.

F. Significance of The Research

1. For researchers, this study is a medium to deepen and learn the science of tongue twister technique in TikTok application. Researchers can learn primarily in analysing the influence of Tongue Twister on learning pronunciation English ability.

2. For students, it is expected to add insight and be used as a reference, especially MAN 2 Kota Serang students who participated in this research.
3. For teachers, it is expected to implement Tongue Twister technique in TikTok application regarding English pronunciation.

G. Organization of The Paper

The organization of the paper are as follows:

CHAPTER I: INTRODUCTION

In the first chapter, the section contains background of the research, identification of the problems, statement of the problems, significance of the research, problem of restriction, previous of the study and organization of paper.

CHAPTER II: THEORETICAL FRAMEWORK

In the second chapter, the section contains theoretical studies that will discuss the exposure of theories, relationships between variables and hypotheses related to the research that will be done, namely explaining pronunciation, tongue twister, and tiktok application.

CHAPTER III: RESEARCH METHOD

In the third chapter, the research methods section will explain about the research methodology used based on the main problem point to achieve the desired results and goals. In this chapter researchers will elaborate on the

place and time of research, research methods, data collection instrument, data collection techniques, data analysis techniques, population and sample.

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

In the fourth chapter, the discussion section of research results that will explain the findings of the research that has been done and the results of analysis of data processing that has been done include research location, data description, data analysis, discussion and interpretation.

CHAPTER V: CONCLUSION AND SUGGESTION

In the fifth chapter, the results and recommendations this section covers the findings of study based on the analysis of data that was processed and discussed in the preceding section, as well as recommendations for future research.

