

CHAPTER I

INTRODUCTION

A. Research Context

English Entering the era of globalization, English is very important. In this case the role of English is needed both in mastering communication technology and in interacting directly. As a means of global communication, English must be actively mastered both orally and in writing.¹ Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of latter. Teaching is scientific process, and its major components re content, communication and feedback.²

Pronouns a closed lexical class of words that may stand in for a noun phrase or refer to some noun previously mentioned or assumed in the discourse.³For communication in English we must good at pronunciation. Pronunciation refers to how the production of sound is used to make meaning in speaking. In another word, pronunciation means how a word is spoken in particular way. It involves consonants and vowels of a language (segments), aspects of speech, such as stress and sound of a language.

In learning pronunciation there are many technique, one of them is tongue twister. Tongue twister is the famous technique which is used to teach and learn pronunciation.⁴Tongue twister are pharases or sentences that have

¹Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong Asean Community," *Jurnal Profesi Pendidik* 3 (n.d.): 103.

² Isola Raja Gopalan, "Concept Of Teaching", *Shanlax International Journal Of Education*,"(n,d. 2019).5-6.

³Stefanie jannedy, Robert poletto, and Tracey L. Weldon, *Language File*, Sixth Edition (Columbus: Ohio university, 1994), 463.

⁴Saiful kohher, "The Effectiveness Of Tongue Twister Technique Toward Students' Pronunciation Ability At The Second Semester Of English Education Department 2019/2020 Academic Year in IAIN Madura" (Pamekasan, IAIN Madura, 2020), 1.

similar sounds which make it difficult to pronounce.⁵ Tongue twister is an alternative way of teaching pronunciation optimally to avoid conventional and boring way. In this study, the students given an English tongue twister by the teacher. This English tongue twister will make the student's fun while teaching and learning process.⁶ Tongue twisters are phrases or sentences that are difficult to articulate without hesitation. Linse who explains that tongue twisters are a fun way to teach pronunciation in small children's classrooms.⁷ According to me Tongue twisters are collections of words or phrases that are difficult to pronounce correctly. They are also a great tool for language learners to use to practice their English pronunciation. These fun phrases can be difficult even for native speakers, with confusing alliteration and similar combinations of words. Practicing these challenging sentences out loud will help you understand various sounds and pronounce them correctly.

Cook defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.⁸ SMA plus miftahul ulum toronan bara' leke larangan badung teachers at this school from using the tongue twister technique. In teaching of eleventh class, this technique the English teacher applies it once a week.

⁵Rahmadini Putri Fahrul, "The Effect Of Tongue Twister On Students Pronunciation" (Jakarta, Syarif Hidayatullah State Islamic University Jakarta, 2020), 10.

⁶Triastuti Nurhandayani, "The Effect Of Using Tongue Twister On Students' Pronunciation Of SMP Negeri 1 Tempurejo," *Universitas Muhammadiyah Jember*, n.d., 2.

⁷Rini Lindawati Paath and TH. Kumala Rini Paath, "The Implementation Tongue Twister For Teaching Of Pronunciation To The Fourth Graders," *S1- English Education, Language and Art Faculty, Surabaya State University* 01 (2013): 38.

⁸Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *Lahijan Branch, Islamic Azad University, Lahijan, Iran* 1 (2016): 2.

basically half of the students' in the class have good basic pronunciation, for that reason the teacher uses tongue twisters in the song. Therefore, the researcher wants to know the results of the tongue twister technique in the pronunciation of eleventh class.

Through interview from English teachers, teachers at this school use the tongue twister technique to teach students pronunciation in an interesting and unique way that is by combining words in almost the same book and making it a tongue twister. In this school in the eleventh grade there are approximately 15 students with some good pronunciation and some bad ones pronunciation one of the statements from this eleventh grade student admitted that the tongue twister technique is very interesting and surprising and I'm so interested in researching the use of tongue twister in this school.⁹

This study focuses on teachers who use the tongue twister technique, the reason is because the teacher is the main source in the knowledge transfer process in teaching and learning activities, especially in applying this tongue twister technique.

Based on descriptive above, the researcher interested with the title "*The Use Of Tongue Twister Technique In Teaching Pronunciation to the students of Eleventh Grade SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan*".

⁹ Mrs kamariyah, interview, 27 november 2021.

B. Research Focus

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.¹⁰Based on research context as described above, this research is focused on the formulation of the problem as follow:

1. How does the teacher use tongue twister In teaching Pronunciation of Eleventh Grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan pamekasan?
2. What are the inhibiting factors for teacher in using tongue twister technique in pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan?
3. What are the supporting factors for teacher in using tongue twister technique in pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan?

C. Research Objective

John W. Creswell state in his book that a purpose is the major intent or objective of the study used to address the problem.¹¹Research objectives are usually short statements to indicate the purpose of a study. Based on the research problem above, researcher have the following objectives to be achieved:

1. To know How does the teacher use tongue twister In Learning Pronunciation of Eleventh Grade At SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan pamekasan

¹⁰John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 59.

¹¹Creswell, 60.

2. To know the inhibiting factors for teacher in using tongue twister technique in pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan
3. To know the inhibiting factors for teacher in using tongue twister technique in pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan

D. Significant of Study

Research significance refers to the contribution of research results to the improvement of related practices (practical contributions) and / or the development of related theories (theoretical contributions).¹²

The results of this study are expected to provide some beneficial contributions as follows:

1. For student

Student can learn and know the use of tongue twister technique in pronunciation class.

2. For english teacher

Teacher can that this method can be effective and can be used in pronunciation class.

3. For the researcher

Researcher can use this research as reference to develop new research more detail and better.

¹²Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction Second Edition*, second edition (Malang: Universitas Negeri Malang, 2015), 168.

E. Definition of Key Term

1. Pronunciation

Pronunciation is the production of a sound system with good communication from speaker or listener. Pronunciations are an important part of the English language because pronunciation is the sound produced by the spoken sound.

2. Tongue Twister Technique

Tongue-twisters are sentences or phrases that are very difficult to pronounce correctly, especially when trying to pronounce them quickly.

Tongue twister is the famous technique which is used to teach and learn pronunciation. Tongue twister is part to teach pronunciation.

F. Previous Research Study

The 1st previous study is from Irawanti under the title *the use of tongue twister technique to improve student's english pronunciation*. In this study, Irawanti discussed the improvement of the student's English pronunciation that focused on fricative consonant by teaching tongue twister technique pronunciation.¹³ The result of the research where the mean score of English pronunciation obtained by the student's through pre test was 40.4 and post test was 74.2, with the t-test value is higher than t-table value (15.33 > 2.093). The researcher used pre-experimental research design with one group pre test and post-test design.

The 2nd previous study is from Miftahur Rahman under the title *The Use of Tongue Twister Technique to Improve EFL Student's Pronunciation* (

¹³Irawanti, "The Use Of Tongue Twister Technique To Improve Student's English Pronunciation" (Makassar, Muhammadiyah University of Makassar, 2020).

A Classroom action research at the tenth grade of SMA unggulan nurul islami semarang in the academic year of 2015/2016). Miftahur rohman discussed the implementation of tongue twister technique in improving EFL students pronunciation. The result of this study showed that there was improvement of students pronunciation after being taught by using tongue twister technique. The researcher uses a classroom action research done through two cycles.¹⁴

The similarities first of these previous studies researcher's study are using tongue twister on students' pronunciation and the different between this previous studies and this study the subject are the improve and the subject of the research in learning pronunciation.

The similarities second of these previous studies and researcher's study are using tongue twister on students' pronunciation and the different between this previous studies and this study the subject are the improve and the subject of the research in learning pronunciation. The researcher implements tongue twister in learning pronunciation. Based on the explanation above the reasearcher used different methods the first methods used quantitative pre experimental.

¹⁴Miftahur Rohman, "The Use Of TongueTwister Technique To Improve Efl Students' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2015/2016)" (semarang, Walisongo State Islamic University Semarang, 2016).

