CHAPTER I

INTRODUCTION

This chapter present an introduction containing background of the study, research problem,research objective, assumption of study, hypothesis, significance of the study,scope and limitation, and definition of key terms. The explanation all of the cases as follow :

A. Background of study

Basically, this education plays an important role in human life, because without education the knowledge transformation process is difficult to realize. Education is a right and an obligation received by an individual. With education, individuals can develop their potential, character, and life stages in the future. Talking about the world of education certainly cannot be separated from learning.

According to Thursan Hakim explains that learning is a process of changing the human person where the change is manifested by quality behavioral characteristics, including increasing attitudes, policies, and different thinking power. As a result of practice and experience from the surrounding environment, if there is a change, a person is considered to have learned something. This activity is carried out in the learning process, namely learning.

Currently, learning English is increasingly advancing language skills. In the 2013 curriculum, English learning is presented based on text, by placing English as a vehicle for expressing feelings and thoughts (reasoning). The ability to speak to every human being is an absolute necessity because language is a communication consisting of speakers and listeners, which can be done orally or in writing.

Language skills in the school curriculum cover four aspects, namely: listening skills, speaking skills, reading skills, and writing skills. The four skills are learned in an integrated

manner and are related to one another. Of the four skills taken, namely speaking skills as a discussion. Speaking skill is one of the skills that has an important role in everyday life.

In addition to the four aspect above, there are four more skills to be mastered. There are called micro skills. Micro skills consist of grammar, vocabulary, and spelling pronunciation. In speaking students must give attention how the way we speak the word. The way to speak the word is called pronunciation.

Pronunciation is the way to speak English words, and pronunciation is very important. In fact, a lot of students pronunciation are still low because the students difficult to pronounce the words that the sounds are usually different from their written form, especially unfamiliar words.

If we do mispronounce to speak English, the listener confused and felt difficult about what we are talking about. However the students feel difficult to have good pronounciation because English is not their mother tongue, so the students must have extra part to speak English and read good pronounciation.

According to Alemi, tongue twister is a strategy that aims to consolidate the English sounds that students have learned by creating a game-like atmosphere for practice.[1]. Meanwhile, tongue twisters are a series of words that are difficult to read a good pronounce. Even native English speakers find the tongue twisters on this page featured to be good pronounced.

The importance of solving these problems, students and teachers can achieve a learning goal. Teachers or educators can explain and students can understand what has been explained, with the help of tongue twisters it makes it easier for teachers during the learning

[1]Alemi, M. (2016). Audio Lingual Method. New York: Beth Press. Taken from https://www.researchgate.ne

process and can also help students to remember, how to speak english word correctly during the learning process. Teaching and learning process.

Actually, in teaching and learning process of English, the teacher should have many strategies and method to transfer the knowledge to make the students feel enjoy and easy to understand about many subjects in English. As teacher is not only the one source of the study but the role and function in teaching learning process is very important. As educators have come to realize the importance of strategies, many published materials now include ideas on strategy use and this is an important component in teaching and learning.

The tongue twister is used in accordance with the learning material, so it has many benefit, including helping the success of the teaching and learning process of an educator. In addition to learning success, it can also encourage students to learn more enthusiastically in pronunciation. So that it can help students to get information and can develop student understanding.

Regarding that issue, there are some researchers that have been conducted by some researchers. In 2014 by Yolanda L. Turumi, Jamiluddin,Salehuddin under the title "*Using Tongu Twister to Improve the Pronunciation of grade VIII Students*" this study discussed about how to prove that using tongue twisters can improve students pronunciatiation of sound / Ɵ /, and sound /ð/ of Grade VIII student's of SMP Negeri 04 Palu. This reseach uses quasi experimental research design. And the result of this study using tongue twister can improve the pronunciation of grade VIII student's of SMPN 04 Palu.

Another similar research in 2016 is done by Miftahur Rahman the title is *"The Use of Tongue Twister Technique to improve EFL students pronunciation"* the purpose of this research to describe the implementation of tongue twister technique in improving EFL

student's pronunciation. this research was classroom action research done through to cycles. And the result of this research is expected to be information and new reference technique for teaching English pronunciation.

To make this research different from these previous studies, this research focuses on tongue twister game on teaching pronunciation of /ŋ /, /ʒ/, /ʃ/, /ð/,/θ/ sound.

Furthermore, researcher uses quasi experimental design. Quantitative research uses objective measurement to gather numeric data are used to answer questions or test determined hyphothesis. The researcher will conduct quasi experimental design. This subject of the research is the student of the eighth grade junior high school.

Based on this background, the researcher wants to conduct research on "The Effect of Tongue Twister Game Toward Students' Pronunciation of the Eighth Grade at SMP Negeri 01 Galis Pamekasan"

B. Research Problem

Based on the background above, the problem can be formulated, namely,

1. Is there any effect of using tongue twister game toward students' pronunciation of the Eighth grade at SMP Negeri 01 Galis Pamekasan?

2. How is significance effect of tongue twister game on teaching pronunciation of the Eighth grade at SMP Negeri 01Galis Pamekasan ?

C. Research Objective

Research objectives are stateme

nts of intent used in quantitative research to state what the researcher intends to achieve in the research. Research objective must deal with research problem. From the research problem above, the researcher formulates two objective, are :

1. To investigate the effect of using tongue twister toward students' pronunciation of the Eighth grade at SMP Negeri 01 Galis Pamekasan.

2. To measure how a significance effect is tongue twister game toward students' pronunciation of the Eighth grade at SMP Negeri 01 Galis Pamekasan.

D. Assumptions of Study

Assumptions can be said as basic assumptions, namely something that is believed by researchers that must be clearly formulated. In research, such assumptions need to be clearly formulated before moving on to collect data. According to Suharsimi Arikunto, passing on assumptions is important with the following objectives:

1. So that there is a solid foundation for the problem being researched

2. To emphasize the variable that is the center of attention

3. In order to determine and formulate hypothesis.[2]

The assumptions that the researcher formulates is the effect of tongue twister game toward students' pronunciation of the Eighth grade at SMP Negeri 01 Galis Pamekasan.

E. Hypothesis

A hypothesis is a temporary assumption in quantitative research where the researcher makes predictions or guesses about the outcome of the relationship between the attributes or characteristics to be verified with the data by the researcher. [3] There are two types of hypotheses, namely: Null hypothesis (Ho) is a statement that states there is no difference, no relationship, and no change in the general population. Alernative hypothesis (Ha) showing relationships, changes and differences.The hypothesis of this research is as follows:

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[2] Suharsimi Arikunto, Research Procedures A Practical Approach (Jakarta: Rineka Cipta 2002), 58.
[3] John W Cresswell, Educational Research (Baston:Pearson Education, 2012),111

1. Null Hyphothesis (Ho) : There is no effect of using tongue twister game toward students' pronunciation of the Eighth grade at SMP Negeri 01 Galis Pamekasan.

2. Alternative Hypothesis (Ha): There is effect of using tongue twister game toward students' pronunciation of the Eighth grade at SMP Negeri 01 Galis Pamekasan.

From the two hypothesis above, the researcher uses alternative hypothesis (Ha) because there is effect of using tongue twister game toward students' pronunciation of the Eighth grade at SMP Negeri 01 Galis Pamekasan.

G. Significance of Study

Through this research, the researcher hopes that this scientific work will bring benefits both theoretically and practically. The uses of research in this thesis are as follows:

1. Theoretical benefits

   a. It is hoped that the results of this study can be used as a reference in determining school policies.

   b. Contribution of innovation and encouragement to learning to develop pronunciation by using tongue twister game as part of pronunciation activities.

2. Practical benefits

   a. For educators, this research can provide convenience in carrying out the learning process or material for consideration in determining the game you want to use for pronunciation, so as increase the sense of responsibility of educators towards the quality of educators.

   b. For students, the presence of tongue twisters can facilitate students' understanding of learning to pronounce English.

c. For schools, it can improve the quality of English learning outcomes which have a good impact on education.

d. For researchers, it can add insight and inspiration for researchers to determine what games are suitable for learning English.

H. Scope and Limitation

Scope is of the study means the specific areas that the particular researcher wants to cover in his/her study[4]. In this study the researcher has a scope on the effect of tongue twister game toward students' pronunciation at SMP Negeri 01 Galis Pamekasan.

Limitation is fact or condition that limits something. This study will be limited Eighth grade at SMP Negeri 01 Galis Pamekasan

I. Definition of Key Terms

1. Tongue twisters is a similar words but different meaning and difficult to say

2. Teaching provides a lot of information to the maximum and also provides space for students to understand and understand what they learn

3. Pronunciation is an understanding between speaker and listener by using different intonations and proper vocabulary pronunciation.

J. Previous Study

The researcher found many results in previous researchers that almost similar with researcher's problem. The 1st previous study is from Agnes Cahya Lestari under the title *The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy.* In this

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[4] *Pedoman PenulisPedoman Penulisan Karya Tulis Ilmiah* (Pamekasan: STAIN Pamekasan Press, 2011), 19.

study, Agnes Cahya Lestari discussed the effectiveness of tongue twisters in increasing fluency and accuracy in speaking English.[5] The results of this study explain that tongue twister technique is effective to improve students fluency and accuracy in speaking English. The researcher uses the experimental method that focus on pre – experimental research design.

The 2nd previous study is from Asilfa under the title *The Effect of Tongue Twister Technique on Students' pronunciation Ability.*In this study, Asilfa discusses the effect of the Tongue Twister technique on students'.[6] The results of this study explain that the use of the tongue twister technique has an affected on improving pronunciation skills. The researcher uses a quantitative approach with a quasi-experimental research.

The 3rd previous study is from Yusta Fraesti under the title *The effectiveness of tongue twister technique in teaching pronunciation at SMAN 1 Nawangan Pacitan.* In this study Yusta Fraesti discussed significant difference between the students who are taught using tongue twister. The result from Yusta Fraesti showed that there a was significant difference between the students' pronunciation achievement that were taught using tongue twister technique and students who were not taught using tongue twister technique. The researcher use quantitative approach and used a quasi experimental design.[7]

The similarities are both of these previous studies and researcher's study are using tongue twister on students pronunciation and the subject of research on teaching pronunciation

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[5] Agnes Cahya Lestari,' The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy' (Thesis, UIN Sunan Ampel Surabaya, 2019).

[6] Asilfa,' The Effect Of Tongue Twister Technique On Student's Pronunciation Ability'(Thesis UIN Sultan Thaha Saifuddin, 2019)

[7] Yura Fraesti,' The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 01 Nawangan Pacitan'(Thesis IAIN Ponorogo,2020).

and the diffference between these previous studies and this study are the technique. The researcher used tongue twister game, and these previous studies used tongue twister technique. The researcher implements Tongue Twister game on teaching pronunciation. Based on the explanation above there are two research that conducted by quasi experimental, same as method with researcher and one out of three studies used the difference object with this research that is tongue twister technique to improve fluency and accuracy.