CHAPTER I

INTRODUCTION

The researcher presented the research context, research focus, research objective, significance of study, definition of key term, and previous study. This is so important to explain the reasons for the research and to explain the focus to be studied in the research process.

A. Research Context

Nowadays, there are strategies that can be used in learning process, the teacher can utilize various kinds of technique. Various technique that can increase student interest in learning such as using tongue twister technique. Many technique can develop English language skill. The teacher already use tongue twister technique to learn English in the class. The student more fun in the teaching learning.[1] Tongue twister is an informal term for a word group that is hard to pronounce properly. It in us a form of verbal play. Tongue twister can help in student in better understanding, memorizing vocabulary while saying the words as possible. Tongue twister can also help the students encourage their self confident in speaking English because it will have the students speak fluently and clearly.

Tongue twister sentence consist of similar sound of words but them often different in meaning. Moreover, some tongue twisters are humorous and giving amusement values. This technique is needed because student will be drilled how to pronounce English word correctly by using some similar and interesting phrases or sentence. Through tongue twister, students are hoped to feel easy in

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[1] Yusta Faesti, *"The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan"* ,(Skripsi:2020), 3.

imitating and remembering the English phonemes. Those are the reasons of the researcher choosing this topic.[2]

Tongue twister is a fun activity in any language classroom. Practicing tongue twister allows people who are learning English to strengthen their speech skills. The faster a person can say the tongue twister without slipping up, the stronger their language skills become.[3] Tongue twister is word or phrase that is difficult to say".[4] Even though tongue twister is difficult to say, it will be fun to use tongue twister as a teaching to improve pronunciation and make the tongue become stronger. This technique will make learner's enjoy their process of producing word.[5] Tongue twister are words, phrase, or sentences that are difficult to say because of a varying combination of similar sound. They can be very challenging as well as motivating and fun to learn. People want to repeat tongue twister. This makes them ideal for reinforcing newly acquired articulation skill, increasing means length of utterance, and improving self-monitoring skills.[6]

By using tongue twister and its is going to be used as a learning technique in which students would fell enjoy while saying the words. Many tongue twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, then the same sequences of sounds with some sounds

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[2] Nur Trisina Juniarti," *Using Tongue Twister Teaching to Improve Student's Pronuncation Ability at The First Grade Of SMK Negeri 2 Parepare"*, (Skripsi:2019)
[3] Dewi Lutviani & Indra Astutik, *"Using Tongue Twister to improve Students Pronunciation Universitas Muhammadiyah Jember".* Journal of English Language and Teaching, Volume 02.No.2(November, 2017):110, https:doi.org/10.3528/ellite.v2i2.1511
[4] *Oxford Learner's Pocket Dictionary*, fourt (Oxford University Press, 2008), 468
[5] Nurhasanah, Yetty Zainal, "Tongue Twister as a Teaching to Help Student solve their difficulties in pronouncing/s/,ʃ// at Junior High Scholl", *Journal of English Language Teaching*, Vol.7.No.4 (Desember 2018): 656, https://doi.org/10.24038/jelt.v7i4.101317.
[6] Yusta Faesti, *"The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan"*,(Skripsi:2020), 3

exchanged for example "she sell sea shells on the seashore". This kind of technique can be affective for students because the students can practice and enjoy the pronunciation of the English words.[7]

The researcher is also interested of the teacher who is using a tongue twister technique as her classroom routine as fun learning such as game or ice breaking just training a student's concentration before the lesson begins. In that tongue twister is able to make students to improve pronunciation and fluency. And here is one of the example of tongue twister :[8]

"fresh fried fish"

"She sells seashells by the seashore"

"A big black bug bit a big black bear"

"Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't Fuzzy, was he?"

The example above are some parts of the tongue twister that use by sixth grade at SDN Padelegan 1. This tongue twister is made fun learning such us game and ice breaking at the beginning of the learning as to train the student's concentration before the study begins, by reading the tongue twister together is three levels: slow, medium, fast. But the game or ice breaking about tongue twister is not just as fun but, as a method to improve pronunciation and fluency. Using tongue twister can be an appropriate way to help student's in speaking skill in English.

Here, the researcher is interested in research this use of technique, because it is is so unique. As usual, tongue twister was used for high-grade English

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[7] Ibid

[8] Lailatul Badriyah, Master English Course Teacher, interview (10 April 2022).

lessons, but at SDN Padelegan 1 of this which is still a young learners, using the tongue twister as a fun learning. besides that, the researcher want to know what are the advantages and disadvantages of using tongue twister as fun learning at classroom. so those cases, make the researcher is keen on researching this title called *The Use of Tongue Twister as Fun Learning in Sixth Grade at SDN Padelegan 1.*

B. Research Focus

According to Creswell research problem is a general educational issue, concern, or controversy addressed in research that narrow the topic.[9]

From the explanation above, there are some problems that are :

1. How is the use of tongue twister as fun learning in sixth grade at SDN Padelegan 1?

2. What are the advantages of using tongue twister as fun learning at classroom?

3. What are the disadvantages of using tongue twister as fun learning at classroom?

C. Research Objective

A purpose of research announces the purpose, scope, and direction of the paper. It tells the reader what to expect in a paper and what are the specific focus will be. It is formulated by statement.[10]from the research problem above, the researcher decides the purposes of this research as the following:

1. To describe the use of tongue twister as fun learning in sixth grade at SDN Padelegan 1.

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[9] John W. Creswell, *Educational Research* (united state: person Education, 2012), 59

[10] Akademik*, Pedoman Kepenulisan Karya Ilmiah* (Pamekasan; IAIN Madura, Pamekasan Press,2020) , 18

2. To know what the advantages of using tongue twister as fun learning at classroom.

3. To know What are the disadvantages of using tongue twister as fun learning at classroom.

D. Significance Of Study

The result of this research is fully expected to give some theoretical and practical knowledge for the following parties:

1. Theoretically

This research provides beneficial and referential contributions in giving general knowledge of the way to using tongue twister at classroom.

2. Practically

a. The teacher

The study can become reference for teacher in improving teacher creativity so that the teacher can explore the students ability and interesting in study

b. The student

The study is able to motivate the students in learning English

c. The Researcher

This study can increase the researchers knowledge especially about teaching method.

E. Definition of key term

The definition of key terms are stated bellow in order to make everything clear and avoid any interpretation.[11] In this study, here are some definitions of key term:

a. Tongue twister

Tongue twister is word or phrase that is difficult to say". Even though tongue twister is difficult to say, it will be fun to use tongue twister as a teaching to improve pronunciation and make the tongue become stronger. This technique will make learner's enjoy their process of producing word.[12]

b. Fun Learning

Fun learning is one of the learning ways in which teachers can create a warm and pleasant atmosphere in learning.[13]

F. Previous Study

Previous study become so important both of the research and the reader, because it will guide the researcher to seek to the similarities and differences of the research from previous study.

One of some previous studies from this research is "Improving Fifth Graders Pronunciation of "TH" by Using Tongue Twisters" written by Tri Iryani.[14] Her research is telling about to find out the effect of tongue twister in helping fifth graders improve their pronunciation of /ð/ and /θ/. Based on the

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[11] Creswell, Educational Reseach,259

[12] Yusta Faesti, *"The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan"* ,(Skripsi:2020), 3

[13] Irfan Fauzan Attamimi dkk, "*Meningkatkan Minat Belajar dengan Metode Fun Learning pada Masa Pandemi Covid-19 di Desa Kumbang"*, Vol.1, NoXXXVI (November 2021), 86

[14] Tri Yani, "Improving Fifth Graders Pronunciation of "TH" by Using Tongue Twisters", (Thesis:2015)

observation, I found that one of students' problems in learning English was pronunciation and one of useful methods in teaching pronunciation is by providing oral exercises. The participants of the research were 23 fifth graders of SDN Mojoagung 01 Trangkil-Pati in the academic year of 2014/2015. The method for collecting data in this research was mixed-method using both quantitative and qualitative data. The instruments used in this research were test (students' oral performance), field note, and questionnaire. The research design was adopting Kemmis and Taggart design (1988). This research contained two cycles. The cycles covered seven meetings; in which each meeting lasted for 2x35 minutes. The activities done in this research were pre-test, treatments (1 and 2), quizzes (1 and 2), post-test, and followed by filling questionnaire. From the data calculation and analysis, the mean score for pre-test was 35.87 meanwhile the post-test was 56.96. Thus, the students' pronunciation was improved by 21.09 points (58.80%). The quizzes mean score were 47.61 for quiz 1 and 55 for quiz 2. Furthermore, students' attitude and participation were also assessed. The attitude and participation were gradually improved. Based on the result, it can be concluded that Tongue Twisters were well accepted by students and significantly improved their pronunciation of /ð/ and /θ/. Thus, I suggest applying tongue twisters in English teaching learning, especially as an oral exercise in pronunciation.

The second of some previous studies from this research is "The Application of Tongue Twister to Improve Students Pronunciation" written by

Rahmad Purnama.[15] Her research is telling about to find out the effect of tongue twister technique in learning pronunciation and to find out whether students are interested in learning pronunciation by using to tongue twister technique. The subject of this research was the students of the second grade of MTsN1 Aceh Besar in the academic year of 2017/2018 consisting of 50 student. This research used quasi-experimental research with pre-test, post test and questionnaire design. The research used two instruments. There were tests including pre-test, post-test is higher than pre-test(72>52) and (61>55). It indicates that there is a significant difference in score between the two mean. It can be concluded that the students get improvement in learning pronunciation through tongue twister. The result of the questionnaire proved that most of the students were interested in using tongue twister (95%) in learning pronunciation.

The third was conducted by Nur Triana Juniarti with research title "*Using Tongue Twister Technique to Improve Student's Pronunciation Ability at First Grade of SMK Negeri 2 Parepare*".[16] Her research is telling about on to get empirical data of the differences between student's score of pronunciation test who were not taught by using tongue twister technique. The population of this research consist of 69 students and the sample of the research X Listrik A as the experimental class consist of 35 students. The research method used in this research was a quantitative method using quasi-experimental design (nonequivalent control group). The data was collected through pretest and

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[15] Rahmad Purnama, "*The Application of Tongue Twister to Iprove Students Pronunciation*", (Thesis:2019)

[16] Nur Trisina Juniarti," *Using Tongue Twister Teaching to Improve Student's Pronunciation Ability at The First Grade Of SMK Negeri 2 Parepare"*, (Skripsi:2019)

posttest. It aimed to know whether the tongue twister technique in teaching pronunciation can improve student pronunciation ability. Based on the calculation, the result of the data analysis by using t-test showed the value of t-test (to) was higher than t-table (tt), to > tt = 3.0 > 1.667, in significant degree of 0.05 (5%). As the statistical hypotheses show, if t-test (to) > t-table (tt) in significant degree of 0.05 (5%), it means that the tongue twister technique (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, tongue twister technique is able to use in teaching pronunciation.

The fourth was conducted by Sinta Angraeni with research title "*Tongue twister technique in EFL learning in improving student's speaking skills*".[17] The objective of this research was to find out these of Tongue Twisters to improve students speaking skill. This research was conducted on the second semester of academic year of 2017/2018 at SMK 9 Muhammadiyah Jakarta, West Jakarta by involving 27 students as a sample. This research uses quantitative method with quasi-experiment and purposive sampling by using pre test scores and post test score to collecting the data. The data were analyzed by using t-test one group. The result showed that there was a significant difference from pre-test score to post test score. The total score in pre-test was 1680 with the mean 62.22 while total sore in post-test was 2110 with the mean 78.14. The results showed that Tongue Twisters Technique effective to improve students speaking skills especially to XI grade students of senior high school.

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[17] Sinta Angraeni," *Tongue Twister Technique in EFL Learning in Improving Students Speaking Skills*", (Thesis: 2018).

Also from thesis under the title " The Use of Tongue Twister To Improve Students Pronunciation" Written by Awalia Aziz, Dkk.[18] The objective of this research was to find out whether the use of tongue twister technique can improve students' pronunciation especially in pronouncing sound /ð/, /d/, /θ/, /t/, /ʃ/, and /s/ or not.The method of this research was pre-experimental with pre-test and post-test as an instrument of the research. The population of the research was the eleventh grade of SMP 2 Sungguminasa that consisted of 63 students. The number of samples was 33 students. The data collection consisted of pre-test, treatment and post-test. Forms of pre-test and post-test were oral test that contained 18 words that related with the focus sounds.The findings of the research showed that the students' mean score of pre-test before treatment was 63.09%. While after treatment, the mean score of post-test was 86.81%. Therefore, the significant between pre-test and post-test was 37.59%. In order that, the researcher assumed that using tongue twister technique could improve students' pronunciation correctly especially in pronouncing sound /ð/, /d/, /θ/, /t/, /ʃ/, and /s/.

The similarities of those research are the same concern about the tongue twister. Meanwhile, the difference of the research from previous studies with researcher would do researchers is that previous studies would do research on the tongue twister strategy in the classroom using quantitative research, while researcher conducted research on the tongue twister strategy in the classroom using qualitative research. A second difference from previous studies them used tongue twister to improve students pronunciation, while the researcher

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[18]Awalia Aziz "*The Use Of Tongue Twister Technique To Improve Students Pronunciation*",(Jurnal Pendidikan Bahasa Inggris :2020),V.10

would used tongue twister us fun learning and the difference between the previous studies and the researcher is the mind object, which is the sole purpose of the research of the previous studies and researcher is not the same.