

CHAPTER I

INTRODUCTION

This chapter presents seven topics related to the introduction, namely research background, research problems, research objectives, research hypotheses, research significance, research scope and limitations, and definitions of key terms.

A. Background of the research

In today's era, English has become commonplace that we encounter in everyday life. The digital era 4.0 guides us on how much English is needed today. In our country, English as a foreign language has been taught since elementary school and continues until the last secondary school level. In addition, English can also be learned self-taught through the proliferation of digital applications that we encounter every day. However, with all these conveniences, English still cannot be mastered to its full potential.

English as a language consists of written and spoken language, both of which serve to convey ideas to communicate. In oral communication or speaking, the focus is also to confirm the idea only, in a guess of use of English for communication, the communication will be able to be understood by the listener if the speaker can speak or deliver idea correctly in term of not only structure, choice of words but also the ability to pronounce English words correctly. In communication, practically the meaning can be understood if the speaker made mistake in grammar, and also the listener can also understand the speaker's attention if the speaker uses monotone or not various vocabulary.

However, when the speaker pronounces English words incorrectly the result will be a misunderstanding that's why in case of pronunciation is very important. It must be pronounced in a group or a standard. This is also what underlies researchers interested in making pronunciation as research, that errors in, for example, vocabulary and grammar can be detected and can be corrected immediately, but errors in pronunciation make misunderstanding, so in this case, pronunciation is very important in English, especially speaking.

Pronunciation is how we produce the sound of words. Pronunciation is an important aspect of language especially in speaking fluently. (Burn and Claire,

2003:5) state “Pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener”. Pronunciation is an important speaking skill. Pronunciation is an important aspect of language, especially fluency. It is not just about fluency, but with correct pronunciation, the interlocutor will easily understand the words we speak. To say that someone is good at English can be observed from his or her ability to speak orally English. To speak orally English can be evaluated that he or she is good at pronunciation.

In English, many difficulties are found due to a lack of knowledge of pronunciation. Often learners are confused about how to distinguished sounds in a word, for example, the sound of the T in the word “Tomato” and T in the word “Future” is different. For this reason, the accuracy of pronunciation is very important in learning a language, especially English. Talking about pronunciation, we talk about some products that relate to pronunciation fluency.

Based on (Kelly. G, 2000:17), The study of Pronunciation is divided into two areas, namely Phonetics and Phonology. Phonetics refers to the study of speech sound. Phonetic learning areas include the study of the manner of articulation, place of articulation, and also phonetic symbols. Pronunciation cannot be obtained from articulation, proper articulation makes pronunciation clearer and there are no misunderstandings in the meaning of words. Articulation is very important in learning pronunciation. The manner of articulation is the way the airstream is affected as it flows from the lungs and out the nose and mouth. According to (Ashby and Maidment, 2005:52), The basic distinction between consonants is known as the manner of articulation.

Manner of articulation can be said to be one of the main points in pronunciation learning. Because in the learning aspect of the manner of articulation, there is a sound classification based on the movement of the articulator in the form of teeth, tongue, and other parts of the articulator that form sound according to the law of phonetics (Zabir Ahmad: 2020). The sound that is formed due to the right articulator produces clear articulation so that based on this pronunciation also becomes clearer. Therefore, the manner of

articulation is very necessary for learning English. It can be used as an indication the learners are good at English in terms of pronunciation.

Talking about teaching, of course, besides the material, we also need proper teaching techniques. In this study, researchers will use the Tongue Twister technique. Tongue twister technique, namely, the pronunciation of several words with a similar sound but with different meanings that are pronounced starting from slowly then getting faster, or it could be repeating the pronunciation of words that are done from slow to fast (Saulsberry's Rodney: 2015).

In this study, the researcher wanted to know about the effectiveness of tongue twister technique on students' pronunciation ability.

This research is supported by several previous research entitled "Using Tongue Twister to Improve the Pronunciation of Grade VIII Students" by Yollanda L., in the academic year 2014/2015 at SMP Negri 4 Palu, "*The Application Of Tongue Twister Technique To Improve Student's Pronunciation*" by Rahmad Purnama in 2019, also "*Improving Students' Pronunciation Through Tongue Twister Technique*" by Ida Agustina in the same year and the newest research "*The Effectiveness Of Tongue Twister Technique In Teaching Pronunciation At SMAN 1 Nawangan Pacitan*" by Yusta Fraesti in 2020. However, in this study, the researcher added a manner of articulation as learning material. The research is about learning the manner of articulation using the tongue twister technique focuses on students in senior high school. It is hoped that by starting this lesson it can become a habit that fosters the ability to be able to speak English with proper pronunciation articulation.

Based on the previous studies above the present research is also intended to prove whether the Tongue twister technique is also effectively used to improve students' pronunciation ability under the title "**ENHANCING STUDENTS' PRONUNCIATION BY USING TONGUE TWISTER TECHNIQUE AT MA AT THOHIRIYSH NGANTRU**"

B. Research Problem

Based on the background of the research, the main purpose of this research is to find out the effectiveness of using Tongue twister technique towards students' pronunciation at the second grade of MA At Thohiriyah Ngantru. The research problem is formulated as follow:

Is there any significant difference score in pronunciation of the students' taught by using Tongue twister technique and those taught by using a conventional method?

C. Objective Research

From the research problem, the research of objectives are formulated as follows :

To find out whether the tongue twister technique is effective in improving students' pronunciation of the students' taught by using Tongue twister technique and those taught by using a conventional method.

D. Research Hypothesis

The hypothesis is not the final answer of the study. It is an alternative answer that needs to be verified. The hypothesis the researcher has to conduct the research first empirically. Hypothesis in this research are:

1. Null Hypothesis (H_0): There is no significant difference in scores of the students' pronunciation that taught by using Tongue twister technique and those taught by using conventional method of the second grade at MA At Thohiriyah Ngantru.
2. Alternative Hypothesis (H_a): There is significant difference in scores of the students' pronunciation that taught by using Tongue twister technique and those taught by using conventional method of the second grade at MA At Thohiriyah Ngantru.

E. Significance of research

Researchers hope this research can contribute to learning English in the future. In addition, the researcher hopes that this research can contribute to :

1. The Students

Provides information to students about material and fun techniques to improve pronunciation in speaking daily interaction.

2. The Teacher

Can be used as an alternative way of teaching English to improve pronunciation in a more fun and interesting way.

3. The Researcher

The researcher hopes that this research can be a reference to another research that has the same theme with another perspective.

F. Scope and limitation of the research

This study was directed to determine the improvement in pronunciation ability by teaching manner of articulation using the tongue twister technique. This research was conducted at MA At Tohiriyah, Ngantru, Tulungagung Regency. This research is taught about how to produce sound in English or called manner of articulation that emphasizes three types of sound, namely the Stop sound, the fricative sound, and the Affricate sound. The manner of articulation here is used as learning material, to introduce students to one part of the pronunciation. In this study, researchers used a tongue twister as a practice technique of the manner of articulation material to improve students' pronunciation ability. This research employed a quasi-experimental research design with two groups post-test. One class was an experimental class and another one was a non-experimental class.

G. Definition of key terms

1. Student's ability

Ability refers to a student's expertise in doing something in the learning process. Students' abilities can be improved by using certain techniques in the learning process so students are more experts or master.

2. Pronunciation

Pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact the listener (Burn and Claire, 2003:5)

3. Manner of articulation

Manner of articulation is the interaction of articulators or speech organs namely, the tongue and lips, or the palate. The sound was produced with the help of the movement of these articulators (Zabir Ahmad: 2020)

4. Tongue twister technique

A tongue twister is a group of words that are designed for practicing pronunciation and to gain fluency in whatever you are about (Saulsberry's Rodney: 2015)