CHAPTER I
INTRODUCTION

This chapter deals with background of the research, the problem of the research, the purpose of the research, the limitation of this research, the significance of the research, and the definitions of key terms.

A. Background of The Study

Speaking skills are a crucial component of language learning, especially in English as a Foreign Language (EFL) contexts (Gan, 2012). Speaking is one of the four language skills that students should be able to master when studying a foreign language. (Woodrow, 2006)

Nowadays, English is an international language that is very important in all aspects, daily life, work, and of course education. English has brought great advantages as a key priority for progress in different areas such as science, technology, finance, and business in order to facilitating international communication. There are four language skills that have to be mastered by the students (Richards, 2008). The four language skills are reading, listening, speaking, and writing. Furthermore, those skills are related to each other and cannot be independent; therefore, students need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language. Speaking is one of the activities carried out by the students. Moreover, speaking is a productive skills in English.

According to Ladouse (in Nunan, 1991:23) Speaking is a way of message in saying ideas, knowledge and feeling to other people . It is the most important method in which the narrator can state himself with a language. According to Harmer (2007) the capacity to talk clearly and spontaneously while utilizing their expertise and information. It must have the capacity to help with speech management. It takes place under actual circumstances with some planning time. Fluency is therefore necessary to accomplish the conversation's goal. Richards (2008:19) said that the essence of communication is about gathering people, discussing ideas, accomplishing tasks, or eliminating various aspects of the world. This suggests that if pupils can speak clearly and eloquently, it will be simpler for them to convey and develop their ideas. Speaking English also makes it easier for pupils to get current knowledge in the fields of science, technology, and health.

The ability to speak English is a very important skill for students in the current era of globalization. In the context of education in Indonesia, the ability to speak English is often an indicator of a student's success in mastering the language (Oakhill, 2014). However, many students experience difficulties in developing their speaking skills (Babayiğit, 2020). This is caused by various factors, such as lack of speaking practice, low student motivation, and less effective teaching methods (Al-Khresheh, 2020). According to Littlewood (1981) One way to conceptualize speaking ability is as a combination of structural and functional language abilities. Speaking is a key component of language acquisition since it requires the

speaker or learner to develop their desires, convey their thoughts, and act out their attitudes through speech. Speaking is one of the most difficult aspects for students to master (Pollard 2008). Shen and Chiu (2019) The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English Speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English (Shadiev, 2020). Many of students cannot speak clearly when they talk with foreigner, because they don't know how to express what to say and how to say that. For it, they get a miss communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend the use of expressions and the elements in speaking. Afshar & Asakereh (2016) explain that the major problems faced by the students in speaking English could be divided into affective-related problems, socially-related problems, and linguistically-related problems.

In learning to use speaking techniques, students are expected to be able to master this skill. Communication is the main function of Language. Nurhayati (2008) state that lack of curriculum emphasis on speaking skills such, teachers 'limited English proficiency, class conditions do not favour oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills finally the supporting environment does not provide in conducting communication. (Hartshorne, 2018)

The main problem the lack of students' speaking skill they were still lack fluency in pronouncing words and sentences in English. Students' ability to speak is still minimal, which can be seen from how they read and speak. (Alyan, 2013). One method that can be used to overcome this problem is to use tongue twisters or repetitive word games. Lutfiani & Indri (2017) state tongue twister is a statement or phrase that is challenging to pronounce because it has several identical sounds. This method is believed to be able to help students overcome difficulties in speaking (Changwong, 2018).

In this research, researcher use tongue twisters as a way to learn to speak this time. According to Savage (1994) a tongue twisters is a technique that is aimed to consolidate the English sounds students have learned by creating a game like atmosphere for practice. A tongue twister is a series of words or longer piece, like a poem, constructed to be difficult to pronounce properly (Revathy, 2016). Tongue twisters are used to create humor by challenging students to repeat the tongue twister very fast and listening to the funny results. Tongue twisters are also useful in understanding how we process the pronounce of language (Revathy, 2016). It can be defined that there are certain sound sequences that are difficult to alternate because of the changing positions in the mouth andor the aural feedback of sound similarities.

The tongue twister method was chosen for this study as a potential solution to improve students' speaking abilities. This method involves repeated practice with challenging phrases designed to improve

pronunciation, articulation, and fluency in speaking (Savage M. B., 1994). Tongue twisters require students to concentrate on sounds and word patterns, which can significantly aid in overcoming pronunciation difficulties in spoken English. By incorporating tongue twisters into speaking practice, students are expected to improve their speaking skill abilities.

Bailey and Savage (1994) Tongue twister sentence consists of some similar sounds of words but they are often different in meaning. Moreover, some tongue twisters are humorous and giving amusement values. This technique is needed because students will be drilled on how to pronounce English words correctly by using some similar and interesting phrases or sentences. Through tongue twister, students are hoped to feel easy in imitating and remembering the English words. Those are the reasons for the researcher choosing this topic.

The researcher also took some relevant studies that have been done by other researcher. In the previous studies most of the researcher and experts only focused on certain things. For the example as follows. The studies by Lelyana Chandra, Urai Salam, Eni Rosnija, Wardah Wardah (2022) entitled " Improving Student's Speaking Ability Through Role Play To Teach The Tenth-Grade Students", The objective of this research was to improve the Tenth Grade students speaking ability of SMA Negri 3 Pontianak in the academic year 2021/2022 with the use of Role Play technique. The result of this research showed that use of Role Playing technique, it found that the speaking abilty of the student had singnificant improved, it helped the student to be more braver and confident to speak in English. The fluency

and the elements of Role Play itself also helped them to enrich their speaking in English.

Meanwhile Dody Firmansyah , Else Elvisca Valatansa Vegian (2019) in their research entitled " Improving The Students' Speaking Skill Through Debate Technique " the researcher wanted to find out whether or not debate technique can improve the students' speaking skill and to analyze the classroom situation when debate technique is implemented in speaking class. It can be concluded that debate technique can improve students' speaking interest and debate technique can improve speaking classroom into a better situation.

Based on this background, this research aims to improve speaking ability through tongue twisters method in improving the speaking abilities of eight grade students at SMPN 1 Srengat Blitar. It is hoped that the results of this research can contribute to the development of more effective and enjoyable English teaching methods, so as to improve students' speaking skills.

B. Formulation of the Research Problem

Based on the background of the research, the research problem of this research is formulated as, " How can tongue twister method improve speaking in the second grade at SMPN 1 Srengat Bitar?"

C. The Purpose of the Study

Based on the research problem, the purpose of this study was formulated as, "To improve student's speaking ability through tongue twisters method"

D. Significance of the Study

The results of this study are expected to provide useful information and suggestion for :

1. To the English Teachers, we hope that the results of this research can provide a useful contribution in helping English teacher find alternative solutions in teaching speaking.

2. To the students, the results of this research will help and create opportunities for students to solve the problem of mastering speaking skills.

3. To the researcher, this research adds to the knowledge and experience of researcher in teaching speaking.

E. Definition of Key Terms

1. Speaking Skills

    Speaking ability refers to the capacity to effectively communicate verbally in a given language. It involves a combination of skills, including the correct use of vocabulary, grammar, pronunciation, fluency, and the ability to structure sentences and ideas logically.

2. Improving

    Enhancing or making better. In this context, refers to the process of making something better or enhancing its quality, condition, or performance over time. In the context of education and skills development, improving involves systematic efforts to enhance students' abilities, knowledge, or competencies.

3. Tongue Twister

   Sequence of words or phrases that are designed to be difficult to articulate properly. They often involve a combination of similar sounds or repeating consonants and are used as a tool to improve pronunciation, speech clarity, and fluency.

F. Limitation of the Study

   The problem that discussed is limited only using tongue twisters method to improve the student's ability in the second grade at SMPN 1 Srengat Academic Year 2024/2025. This research was only conducted in one school (SMPN 1 Srengat Blitar), the results may not be generalizable to a wider population. Students at other schools or other areas may have different backgrounds and needs.