CHAPTER I
INTRODUCTION

This chapter explains the components that underlie the research consist of background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background

Pronunciation is an important part of speaking because it is one of the components of the English language that serves a functional purpose in communication, pronunciation is an important component of teaching students to speak English It is defined as the production of sounds that is used to convey meaning (Yates, 2002). Mulatsih (2015:295) defines pronunciation as the production of speech sounds for the purpose of communication. Because of the differences between the symbol and its sounds, Pronunciation is a difficult area of English. Pronunciation refers to how people say a word or speak a language.

Limited observation at SMP 44 Asyifa Cikalong wetan shows that students finds pronunciation is challenging to learn, because students are not accustomed to say and speak in English. Some of students are still lack of interest in learning Pronunciation. Furthermore, the technique used in learning pronunciation becomes a focus of the problem. According to Ramelan (2003), in order to learn a foreign language, in this case, English, students must first learn to speak it. Students must try to speak as native speakers do. It means that students must practice more in order to master English, particularly pronunciation. To pique students' interest in improving their English pronunciation, a teacher should be able to demonstrate correct pronunciation or provide an appropriate teaching technique.

According to the above theory, the researcher intends to use a tongue twister, which is an interesting and entertaining technique. A tongue twister is an activity that aims to consolidate students' knowledge of English sounds by creating a game-like environment for practice (Bailey, et al. 1994). Tongue twister sentences are composed of words that sound similar but have different meanings. Furthermore, some tongue twisters are humorous and entertaining. Students will be

taught how to pronounce English words correctly by using similar and interesting phrases or sentences, so this technique is required. The tongue twister is designed to make students feel more at ease imitating and remembering English phonemes. These are the motivations behind the researcher's selection of this topic.

There are some researches related to this research. First, a research conducted by Fenti, Sukirno and Willy (2018) that revealed that tongue twisters had an effect on students' ability to pronounce words correctly. Second, research by Ulupi (2015) analyzed Tongue twister in pronunciation class. The result shows that tongue twisters are effective practices for improving motivation, classroom behavior, and pronunciation skills in second semester English Department Faculty of Teacher Training and Education Slamet Riyadi University students. Third, research by Siti, Rini, and Wiwik (2020) analyzed The Effectiveness of Using Tongue Twister Technique to Teach Pronunciation to EFL Students. The result shows one of the effective methods for teaching English pronunciation is tongue twister. The previous researches focus on the effect of Tongue Twister in learning pronunciation. However, this research is different from previous research. The researcher interested in conducting a research about students' perception of the use of tongue twister in learning pronunciation.

This study aim at Indonesian EFL students' mastery of Pronunciation by the use of tongue twister. This study is useful to know students' perception of the use of tongue twister in learning pronunciation. This study focuses on English pronunciation of students at eight-grade students at SMP Asyifa 44 Cikalong Wetan.

B. Research Question

From the description above, this research is intended to answer these three following questions:

1. How are the students' perceptions of the use of tongue twister in learning pronunciation?

2. What are the students'challenges of the use of tongue twister in learning pronunciation?

C. Research Purpose

From the research questions above, this study is aimed at obtaining these three following purposes:

1. To find out the students' perceptions of the use of tongue twister in learning pronunciation.
2. To find out the students' challenges of the use of tongue twister in learning pronunciation.

D. Research Significances

This research is expected to become a source of information about the use of tongue twister in learning pronunciation. Theoretically, this research can be beneficial for teachers and students to know whether this technique is effective in learning pronunciation. Practically, this research gives significance to :

1. Students

This result of the research is expected to help students know how effective tongue twister in learning pronunciation.

2. Teacher

This result of the research is expected to to help teaacher know how effective tongue twister in learning pronunciation

E. Conceptual Framework

Dewi (2015) defines Pronunciation is one of the English components that considered as the devise to develop the students' oral communication ability. However, related to the condition and situation right now, there are some students who still unable to pronounce the English word correctly. This is because English has a distinct set of sounds but Indonesian does not. Pronunciation is key, and learners should start paying attention to it as soon as possible. It should also be taught in all foreign language classes through a range of activities.

To enable students to learn better pronunciation, the teacher can employ a variety of techniques. Tongue Twisters, repetition, drilling, taboo games, and phonological knowledge are among the methods used to teach and practice pronunciation (Mu'in, et al. 2017). According to Stuckey (2009), Tongue twisters are alliterative words, phrases, or sentences that are difficult to pronounce because of a varying combination of similar sounds. Many tongue twisters use a combination of alliteration and rhyme, making them both difficult and inspiring to learn. They have two or three sound sequences, followed by the same sound sequences and other sounds turned around (Rohman 2016). Tongue twister is also a fun game to play. Tongue twisters can assist students in becoming more proficient in their use of intonation (Samir, 2017). Furthermore, it has the potential to make English lessons more enjoyable by capturing the students' attention at the outset. A tongue twister is entertaining (Samir, 2017). Using a tongue twister to teach pronunciation is a fun way to do. It's an especially effective method for teaching sounds and improving students' speaking abilities. When practicing Tongue Twisters, students should not concentrate on tempo. Students can learn the correct sound and pronunciation if they say tongue twister at a fair pace (Samir, 2017). Tongue Twisters are difficult to tell, Cintron (2011) stated that the repetition of the same phonetic sound causes problems with pronunciation and word clarity. Tongue twisters are especially entertaining for native English speakers because they can be turned into games to see how many people can say them three times fast. Tongue Twisters are a low-cost way for teachers to help students improve their pronunciation.

F. Previous Study

There are several previous researches were related to this research :

First, research is conducted by Fenti, Sukirno and Willy (2018) This study used a three-stage pre-experimental design using students from SMP Global Karangan as the study's subjects. In the first stage, the researcher used a pre-test to check the pupils' ability to pronounce the words. The researcher then treated the pupils in the second stage, during which the students learned about tongue twister.

In the third stage, students were given a post-test to reassess their ability to pronounce words, and the findings were compared to the results of the pre-test to see how much of a change there was before and after treatment. The aim of this research is to ensure that students speak English with fluency and accuracy. Because of the lack of understanding of the importance of teaching pronunciation during the teaching and learning process, researchers are motivated to conduct study using one of the strategies that are thought to be able to improve students' pronunciation skills, namely tongue twisters. The study revealed that tongue twisters have a significant effect on students' ability to pronounce words correctly because researchers have found by conducting pretest and posttest to complete research on twenty-four students at SMP Global Karangan. The researchers has two hypotheses in this study. First, there is a significant effect of tongue twister on students' pronunciation ability and secondly, there is no significant effect of tongue twister on students' pronunciation ability. The hypothesis test shows that tongue twister have a considerable impact on pupils' pronunciation ability. The test instrument is also reliable because it demonstrates the acquisition of pre- and post-test scores. This demonstrates that the treatment of students is effective.

Second, research by Ulupi (2015) analyzed tongue twister in pronunciation class. The purpose of this study is to examine what if tongue twisters are used in learning pronunciation. Pronunciation is one of the most critical aspects of successful English communication. Learners with poor pronunciation abilities may find it difficult to communicate. The sound system in Indonesian is different from that in English. As a result, a teaching tool is required to encourage pupils to improve their pronunciation. Tongue twister, which are a set of sounds that are difficult for the mouth and tongue to control, are a useful tool for improving pronunciation, especially for non-native speakers. The tongue twister was used in the second semester of the English Department, Faculty of Teacher Training and Education, Slamet Riyadi University's pronunciation class. The students said they'd never tried tongue twisters before. The exercises are both practical and interesting to them. The classes are engaging and energetic. However, some people still have trouble with tongue twisters, especially when they are fast and take a long time.

Tongue twister is a good practice for second semester students at Slamet Riyadi University's Teacher Training and Education Faculty to increase motivation, classroom circumstances, and pronunciation skills. The conclusion is that tongue twisters are effective practices for improving motivation, classroom behavior, and pronunciation skills in second semester English Department Faculty of Teacher Training and Education Slamet Riyadi University students. This study also shows that Tongue twisters can be used in a variety of activities, including whispering games, video modeling, and warm-up exercises. However, tongue twisters have drawbacks in terms of speed and time consumption.

Third, research by Siti, Rini, and Wiwik (2020) The purpose of this study was to investigate the effectiveness of using tongue twister to teach pronunciation of EFL students and to find out student responses in learning using the tongue twister technique. Researchers conducted experimental quantitative research. The population in this study were Class XI students of SMKN 1 Mojoanyar Mojokerto. Researchers selected samples using cluster sampling; There are two classes of sample size. In grade one and grade two, there are 32 students. Data was collected through Pre-Test and Post-Test, both classes and questionnaires, only for the experimental class. The results of the calculation of the hypothesis show that the value of tcount is greater than ttable (4.63>1.68) and the significance level = 0.05. It can be said that there is a significant difference in learning achievement between students who learn to use tongue twisters in the experimental class and students who are taught using conventional methods in the control class. The results of student responses as a whole concluded that on average students chose to strongly agree in learning using tongue twisters, student response questionnaires received positive responses from students, tongue twisters are one of the effective methods for teaching English pronunciation. However, this research is different from previous research. The researcher interested in conducting a research about students' perception of the use of tongue twister in learning pronunciation.