CHAPTER I
INTRODUCTION

This chapter elaborates background of study, research questions, research purposes, research scope, conceptual framework, and previous study.

A. Background of the Study

Communication and interaction with other people are accomplished through the use of language. There are traits to human language. One of them is that it has a methodical nature as a language. The pronunciation pattern of this spoken language is very similar. As one of the aspects of English that has the essential features for communication, pronunciation is crucial to helping students speak the language. (Mu'in, Amrina, & Amelia, Tongue Twister, Students' Pronunciation Ability, and Learning Style, 2017)

Pronunciation is the way people say a word or how a language is usually spoken. It is the act or result of producing the sounds of speech, including stress, intonation, rhythm, and often regarding some standard of correctness or acceptability articulation (Schaetzel & Low, 2009).

Unfortunately, it is common knowledge that a large number of teachers ignore pronunciation in language learning; thus, many learners also ignore it. According to Szynalski (2006) almost all learners of English claim that they do not need to study pronunciation. Many of them are convinced that it is simply a waste of time. However, Levis (2015) argues that teachers throughout the world recognize the importance of pronunciation; they have repeatedly reported feeling inadequate in addressing this area of language teaching. Surveys of student need consistently show that our learners feel the need for pronunciation work in the classroom (Crofton-Martin, 2015). Mulatsih (2015) defined pronunciation as the generation of speech sounds for communication. Since the sign and its sounds are different, it is the most difficult part in English. The way a word is typically spoken or a language is spoken is called pronunciation.

Based on observations in the school at SMP Labschool UPI Cibiru, Bandung, Indonesia, during PPL in Pandemic COVID-19, some students have shown problems and less confidence in English speaking.

They still frequently mispronounce words or sentences in English, which causes them to be afraid to speak it aloud. The teacher need to expected to be innovative in their use of methods, tactics, or media to teach English pronunciation to their students. Fatchul Mu'in (2018), there are a number of methods for teaching pronunciation, one of them is to use tongue twisters. A phrase or phrase that is supposed to be difficult to say, especially when repeated quickly and frequently, is called a tongue twister.

Tongue twisters have been employed in scientific study to demonstrate that silent reading necessitates the articulation of speech as if the text were read aloud. Several studies have also investigated the use of tongue twisters in pronunciation instruction to increase students' pronunciation learning (Amar & Mu'in, 2019). According to Fatchul (2017), students perceive tongue twister classes as advantageous since they see that tongue twister practice creates optimistic learning and helps them improve their pronunciation, as well as their familiarity with and drive for studying English pronunciation.

Furthermore, Paath (2013) discovered that students responded positively to the use of tongue twisters in their classes because tongue twisters can help students practice correctly pronouncing English words, and tongue twisters as a method of teaching pronunciation are very helpful and can alleviate their anxiety in class. The researcher interviewed the English teacher at SMP Negeri 24 Banjarmasin based on the findings of a preliminary investigation. The teachers noted that pronunciation is one of the most significant components of the process of learning English because the 2013 curriculum includes multiple aspects: grammar, vocabulary, and pronunciation. However, using tongue twisters to learn pronunciation can generate both positive and bad opinions among students. Some students may provide favorable feedback, while others may provide negative feedback. Perception refers to a person's capacity to perceive something and then translate it into comprehension, a mental state, or knowledge.

Santovac (2009) claims that some students regard the Tongue Twister as a worthwhile, useful, amusing, and alluring method for learning pronunciation. Some students claim that tongue twisters are completely unnecessary and unpleasant. Based on that statement, this research focuses on students' perceptions towards the use of Tongue Twisters for the teaching of English pronunciation in Junior High School in Bandung. The students' feelings and response to the methods used by the teacher is necessary to explore because it helps EFL teachers improve the students' mastery of English pronunciation.

B. Research Questions

In this study, the research questions are formulated as follows:

1. Is the Tongue Twisters technique effective for the student's pronunciation skills?
2. How do EFL teachers use the Tongue Twisters for the teaching of English pronunciation skills?
3. What are the students' perceptions towards the use of Tongue Twisters for the teaching of English pronunciation?

C. Research Purposes

Referring to research questions above, the research purposes are formulated as follows:

1. To explore the effectiveness of the Tongue Twisters technique on student pronunciation skills.
2. To describe the use of Tongue Twisters for the teaching of English pronunciation skills.
3. To investigate the students' perception towards the use of Tongue Twisters for the teaching of English pronunciation.

D. Research Significances

This study focused on students' perception towards the use of Tongue Twisters for the teaching of English pronunciation in extrakulikuler English Club at SMP Labschool UPI Cibiru.

E. Conceptual Framework

1. Teaching Pronunciation

Teachers are expected to be creative in how they teach pronunciation at this time, according to Prosic (2009), using methods, techniques, or media to help students memorize English articulation in the classroom. There are several techniques for teaching pronunciation, one of which is educating pronunciation through Tongue Twisters. Aykol (2013) asserted, Pronunciation has been one of the most neglected aspects of foreign language learning, and it has been difficult for language learners to achieve understandable pronunciation. Accurate pronunciation is especially important for prospective English teachers who will be teaching English as a foreign or second language, as it supports both overall communicative skills and the pursuit of a perfect model for their students.

According to Putri (2018), pronunciation is an aspect of speaking that students should be concerned about because humans can communicate effectively if each of them understands what the other is saying. The teacher wishes to discover a genuine way to teach in the classroom. Furthermore, there are some critical aspects that students must recognize in order to improve their pronunciation skills. There are sound combinations, sound linkages, rhythm, intonation, and phrase stress.

2. Tongue Twisters

A group of words that are challenging to pronounce correctly is referred to informally as a tongue twister. Tongue twisters, a type of verbal prank, are based on a similar but different sequence of phonemes and are challenging to speak accurately and rapidly (Nordquist, 2018).

Tongue twisters are an entertaining approach to teach pronunciation. This method is very effective for teaching voices and enhancing students' public speaking abilities. Even when practicing Tongue Twisters, the students shouldn't be conscious of the speed. Students can efficiently check for the correct sound and pronunciation by speaking tongue twisters at an acceptable tempo (Samir & Nurjasmini, 2017).

Cintron (2011), Tongue Twisters, on the other hand, is challenging to speak because to the recurrence of the same phonetic sounds, which causes issues with word pronunciation and readability. Additionally, Samir (2017) claimed that tongue twisters are enjoyable. It's entertaining to teach pronunciation with tongue twisters. This approach works well for educating students about voices and enhancing their speaking skills. The speed should no longer be a concern for students, not even when performing Tongue Twisters. Students can efficiently check for the right sound and pronunciation by speaking tongue twisters at an acceptable pace. As a result of the same phonetic sounds being repeated, tongue twisters have pronunciation and readability challenges.

3. **Perception**

Barry (1998) discovered that perception is a series of procedures that we use to recognize, regulate, and create stimuli in our environment. According to Sobur (2011), perception is not a fixed entity but rather something that can shift. The psychological processes of the stimuli system in the human senses influence the first change. If a stimulus does not change, the adaptations and habits that develop affect the stimulus response as it becomes weaker and weaker.

Habituation affects the psychology of the receptor that becomes less sensitive after getting a lot of stimuli. Attention will be lessened via adaptation if the stimulus is repeated. Regularly occurring stimuli are easier to adopt than irregularly occurring stimuli. The second change is a mental transformation. The formation and modification of attitudes is one example of how perception psychology changes. A reaction is attitude. The development of attitudes and their modification are frequently seen as conscious or learning processes in psychology (cognition). The learning process was centered on the existence of external stimuli (stimuli), whereas cognition is the person's main motivation.

F. Hypothesis

The thermonology of hypothesis consists of two words, namely hypo, which means less or weak, and thesa, which means theory presented as evidence. So a hypothesis is a statement that is still weak in truth and still needs to be proven in reality. According to Narbuko (2005), a hypothesis is a temporary answer to a research problem whose truth remains to be tested empirically.

A hypothesis, according to Sugiyono (2011), is a temporary solution to the formulation of the problem, where the formulation of the research topic is given in the form of a question phrase.

Using the Tongue Twister technique, the hypothesis test is performed to determine how well students pronounce words. The t-test is used for parametric statistical testing if the data are regularly distributed. The students' pronunciation before utilizing the Tongue Twister technique is the X variable, while the pronunciation of the students after using the Tongue Twister approach is the Y variable.

The procedures for determining significance are as follows:

Ho: There is no significant improvement in students' pronunciation after being practiced Tongue Twister technique.

Ha: There is a significant improvement in students'pronunciation after being practiced Tongue Twister technique.

G. Previous Studies

1. Studi from Purnama, R. (2019). *The Application of Tongue Twister to Improve Students' Pronunciation.* Banda Aceh: repository.ar-raniry.ac.id.

    Purnama (2019) focused his research on improving students' English pronunciation. As a facilitator and model in coaching, the instructor must be able to use various strategies or coaching strategies to improve college students' speaking capacity. It demonstrates that there is a significant difference in scoring between the two meanings. Scholars benefit from Tongue Twisters' development in learning pronunciation. The questionnaire results revealed that the majority of students (95 percent) were interested in using Tongue Twisters to learn pronunciation.

    The problems faced in previous studies are the same as those faced by researcher regarding which methods are suitable and can be used to improve student pronunciation skills. The number of methods used to improve pronunciation makes teachers have to be creative to suit students' abilities.

    This research is a reference that makes Tongue Twister a method that can be used for research to be carried out, where this method is very suitable and simple, which may be in accordance with the needs of the object to be studied.

2. Study from Korolkova, Y. V., Slabukho, O. A., Vydrina, Zheleznyyakova, A. N., & Zhang, L. (2015). Effective Techniques for Working with the Tongue Twister in the Elementary Level of Training Russian as a Foreign Language. *Procedia Social and Behavioral Sciences*, 102-106.

    Korolkova (2015) discovered that tongue twisters are an effective tool for developing phonetic skills at the elementary level of teaching Russian to foreigners. During daily phonetic exercises, use only one tongue twister. Structured work that consists of a variety of tasks is also essential. It describes the task of learning grammar with tongue twisters. These methods are advantageous because they promote the development of a diverse set of skills, add variety and dynamism to the learning process, and help to reduce fatigue.

    Previous research with researcher has found the effectiveness of the Tongue Twister method and the object under study, namely foreign languages, while the

difference studied is the level of detail of students and the research methods used. In this previous study, the benefits of Tongue Twister were focused more on grammar and others that were useful for work or working, while researcher only focused on the benefits of Tongue Twister for students' pronunciation skills.

3. Study from Maharani, S. (2017). *The Effectiveness of AudioVisual Aids in the Teaching of Pronunciation.* Yogyakarta: Scribd.

More studies came from Suci Maharani (2017) explored the usefulness of audiovisual aids in the teaching of pronunciation in his work titled "The Effectiveness of AudioVisual Aids in the Teaching of Pronunciation." The researcher were able to successfully teach pronunciation using audiovisual assistance after analyzing the data. Students can learn more successfully when audiovisual aids are used. This can help students improve their pronunciation. This is quantitative research. The researcher discovered that using audiovisual aids had a favorable influence on students' pronunciation based on the findings of the pre-test and post-test.

The equation with previous researcher is the research method used in finding the effectiveness of a technique to improve pronunciation skills. Previously, researcher used audiovisual aids, whereas researcher used tongue translator. The research design also used quantitative research, but researcher also used qualitative research to determine students' perceptions of the techniques used to improve pronunciation skills.

4. Study from Putri, Y. A. (2018). *Improving Students' Pronunciation by Using Tongue Twister Technique.* Pontianak: Tanjungpura University.

Yara Amanda Putri (2018) studied tongue twisters as well. The issue that students face is a lack of confidence as well as an inability to pronounce English words correctly. Furthermore, Tongue Twister phrases can help students enhance their ability to apply accurate word pressure, intonation, and eliminate pauses and doubts when attempting to pronounce English words.

His research found that employing the Tongue Twister approach increased student pronunciation in each cycle. The average score for students in cycle I was 67%, 77.5% in cycle II, and 89% in cycle III. From the studies above, the

researcher can learn that tongue twister techniques can improve students' pronunciation, which is very important; it's just that there are many problems that can arise in its implementation, and the level of courage of students who lack in speaking English in almost every previous researcher has always existed. The methods and techniques used in applying tongue twisters and treatments in their implementation differ from previous studies; previous studies only used observations without interviews, which is a disadvantage where interviews will be very important in order to increase data accuracy or data reinforcement in using tongue twister techniques to improve pronunciation.

5. Study from Lestari. (2019). *The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy.* Surabaya: UIN Sunan Ampel.

According to Lestari (2019), the Tongue Twister technique can help with fluency and accuracy of speech. Furthermore, the Tongue Twister technique is used to inspire and enhance students' speaking fluency and accuracy. It implies that students can use a tongue twister to learn how to pronounce difficult terminology and enhance their pronunciation.

Based on the reasons provided above, the researcher determined that a tongue twister is a phrase composed of combination sounds that are difficult to manage with the mouth and tongue, particularly for non-native speakers. Tongue Twister is an interactive, difficult, and engaging tool for kids. One advantage of the Tongue Twister technique is that it helps enhance students' pronunciation. The commonalities between past study and my research are focused on the same thing. It focuses on Tongue Twister strategies to enhance pronunciation, and the distinction between earlier study and my research is in the improved English pronunciation and students' impressions of Tongue Twister. Furthermore, my study enhanced just the English pronunciation of fricative connoisseur sounds, whereas earlier studies improved long vowels, EFL, fluency, accuracy, and all English sounds.