

CHAPTER I INTRODUCTION

This chapter discusses some aspects dealing with the topic of the research. The background of the research, the problem of the research, the purpose of the research, the operational definition of some terms, the significance of the research, and the scope of the research.

1.1 Background

Pronunciation is the most important skill of spoken English. If speakers have very bad pronunciation, their speech will not be understandable to the listeners (Gilakjani, 2011). Gilakjani, (2012) also states that pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities.

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 very important and learners should pay a very close attention to pronunciation as early as possible and it should be taught in all foreign language classes through a variety of activities.

In learning foreign language especially English, it must be understood that English sound system is different from Indonesian. There are some sounds of English language which are not found in Indonesia language, such as /sh/ sound and /th/ sound.

In English, many words have the same pronunciation but are written differently and have different meanings. For example “to, two, too” which all have transcription /tu/. Sometimes, words which are written similarly, but have different pronunciation like thought and though. Students are indicated with the International Phonetic Alphabet and followed by example and exercises.

In learning English, the ability to express words, phrase, and sentences as well as, right pronunciation as the native speaker at English pronunciation is the main point. It is very important because in English, error pronunciation will cause the meaning of the word. As a consequence, the information will not accepted clearly.

Based on the explanation above, the teachers must be creative to increase the students' achievement to make success in learning. Teacher must be creating varieties of methods in teaching; one of the alternatives in teaching pronunciation is using Tongue Twister.

Gonzalez, (2009:3) states that tongue twister often used to practice pronunciation. Gonzales, (2009:4) also states that tongue twister is a fun activity in any language classroom. Practicing tongue twisters 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.

Tongue twister is a phrase or sentence that is difficult to say because it contains many similar sounds. Tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation (Gonzales, 2009:3). Tongue twisters are also useful in understanding how we process a language.

Using Tongue Twister will be helpful to improve students' pronunciation, not only practicing words and pronunciation but also developing memory skill as well. For someone who speaks to an audience, working with tongue twisters to build on his/her phonemic awareness helps to develop better articulation and pronunciation of words.

Based on the information from the English teacher at SMA Muhammadiyah 3 Jember at the eleventh grade students that the students' achievement in speaking/pronunciation was still low where the mean score of the students' speaking achievement was 6.0, while the standard speaking in curriculum is 8.0. In this study, the researcher wants to solve this problem until the students have a good pronunciation and achieve the standard score. Therefore, through this mechanism the researcher would improve the students' speaking, especially pronunciation achievement until achieve score 75% as target of speaking. Based on the condition of the students in speaking, the researcher would like to solve the problems by using Tongue Twister to improve students' pronunciation.

Using Tongue Twister will be helpful the students to speak up, help develop a skill which experts call phonemic awareness or the ability to identify and manipulate sounds (called phonemes) in words that are spoken and to help them in learning in a fun way.

1.2 Problem of the Research

Based on the statement above, the problems of the research are:

1. How can tongue twister improve the XI grade students' pronunciation at SMA Muhammadiyah 3 Jember in 2015/2016 academic year?
2. How can tongue twister improve the XI grade students' active participation at SMA Muhammadiyah 3 Jember in 2015/2016 academic year?

1.3 Purpose of the Research

The purposes of this tongue twister are:

1. To know whether tongue twister can improve the eleventh students' pronunciation at SMA Muhammadiyah 3 Jember in 2015/2016 academic year.
2. To know whether tongue twister can improve the eleventh students' active participation at SMA Muhammadiyah 3 Jember in 2015/2016 academic year.

1.4 Significant of the Research

The result of the research expected to be very useful reference for many people learning process, such as:

1. For the teacher, this research expected to give information of teaching approach in the class and to encourage their teaching, especially for teaching speaking.
2. For the students, this research is expected to improve the students' achievement in pronunciation and make them get interested to speak English.
3. For the researcher, this research is expected to give information or contribution to other researchers who want to conduct research especially in classroom action.

1.5 Operational Definition

There are two terms that needed to be defined operationally in order to provide clear illustration about the variable.

1. Tongue Twister

Tongue twister is a phrase or sentence that contains alliteration and rhyme to read fast. In this research, tongue twister is a game that have many similar sound and difficult to say and can make students get interested in reading and learning pronunciation.

2. Pronunciation

Pronunciation is one of the English components to develop oral communication. In this research, pronunciation is the way how to pronounce words with appropriate intonation and stress.

3. Participation

Participation is students' activeness during teaching and learning process.

1.6 Scope of the Research

This research is limited to the use of tongue twister to improve the students' pronunciation and active participation in teaching and learning process. This research will be conducted to eleventh grade of SMA Muhammadiyah 3 Jember in the 2015/2016 academic year to improve students' pronunciation.