CHAPTER I
INTRODUCTION

A. Background of the Study

Education is a human need. Education always changes, as do development and improvements according to development in all areas of life. Education is critical for the continuation and welfare of one's life, as well as the welfare of a nation. Education has a pivotal role in an effort to increase human resources in a better way. It is expected to be able to form learners who can develop their attitude, skills, and intellectual intelligence to become skilled, intelligent, and noble beings.

Language is an extremely important aspect of a person's role as a member of society. Language is used by one person to communicate with and interact with others. Without language, it is impossible for a person to communicate with others around them. Humans are social, which means that they cannot stay alone without the presence of others around them. So, language skills are very needed for all people, and the development from now on will ensure that one can communicate and interact well in society.

The English language is the international language, so it is important to study it in today's times of globalization. Mastering English was a necessity for Indonesian people, for knowing English would make it easier for us to communicate and obtain information. Therefore, it has been introduced to children since they were in elementary school. Elementary school English is taught from grades I until VI; for junior high school English, it is taught from grades VII until IX; and for senior high school English, it is taught from grades X until XII. In school, students learn about the English language, but the majority of them are still unable to implement it maximally. As English is not their mother tongue, they find it challenging to pronounce words. The pronunciation of English terms differs from that of Indonesian. In reality, less emphasis is placed on pronunciation during the teaching and learning process in the classroom.[1]

In the English language, we must learn and understand the four skills of language: reading, writing, listening, and speaking.

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[1] Awalia Azis, et al. The Use of Tongue Twister Technique to Improve Students' Pronunciation Exposure: *Junal Pendidikan Bahasa Inggris*, Vol.10 No.(1) may 202- ISSN 2252-7818 E-ISSN 2502-3543, hal 148 (https://journal.unismuh.ac.id/index.php/exposure)

These four aspects of language skills are closely related to one another and play a major role in the language development process. Furthermore, pronunciation is important when speaking. Pronunciation is one of the ways in which language is spoken, especially when speaking fluently. In this age of globalization, everyone who could speak English could communicate with anyone and everywhere. They could communicate not only orally, but also with lettering, and one of them could read. So, the students should be given reading skills and pronunciation skills that are taught in English in junior high school.

Good pronunciation is necessary for efficient communication because it allows both native and non-native speakers to understand what is being said. A conversation's quality can be influenced by pronunciation. While there are differences between the way words are written and how they sound in English, there are also differences in Indonesian. For example, "trash" students pronounce /tras/ while the correct pronunciation is /træʃ/, /throw/ is pronounced /tro/ while the correct pronunciation is /☐rəʊ/, /plants/ is pronounced /plan/ while the correct pronunciation is /plɑːnt/.[2] The Indonesian language lacks interdental sounds. The children have trouble mimicking the sounds. Even though pronunciation is not stated clearly in curriculum of Indonesian, but in English subject student must to dominate four skills one of them is speaking.

The researcher chose this school as the object because the researcher discovered some issues with English learning and teaching there. One of them, the students at this school, still had difficulty saying (pronouncing) English words.[3] It is a basic language skill that people have learned before speaking, reading, writing, and listening skills. Based on the researcher's interview, there are many obstacles to teaching English. Starting with the students' enthusiasm, the majority of them have little interest in learning English at this school because they believe the language is difficult and complicated. Here are some aspects that make learning the English language a difficult activity, such as the limitation of vocabularies, the difficulty of expressing ideas orally, the limitation of one's ability to speak English, and the weakness of pronunciation. As a result, the experience of learning to read and reading activities in schools and

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[2] Oxford, *Leaner's Pocket Dictionary,* Oxford University Press, New York, Fourth Edition,2008

[3] MA, The Interview with English teacher at MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder. August, 19th 2022

families can have a significant impact on shaping their pronunciation fluency and English learning skills. So the teacher is more concerned about how the students are passionate about learning English.

Tongue Twister is a phrase that can be used as a spoken word game since it is intended to be challenging to pronounce correctly. Also, they can be practiced as exercises to enhance fluency and pronunciation. So, "tongue twister," which means "tongue snatchers," is a set of words that have a similar way of pronunciation. It is difficult to do when the students practice it, but if the students can do it well, they can speak almost like native speakers of English. Tongue Twister is also a unique way to speak and a fun activity for them.[4] So, the advantages of this method are that it improves the students' motivation to learn pronunciation. Tongue Twister is designed to help students feel comfortable imitating and remembering English phonemes.

In addition, foreign language skills are considered something new for the learners, especially English. It is one of those language skills that is relatively difficult to acquire because the process of speaking requires three basic components: pronunciation, vocabulary, and grammar. The three components are interlocked and support the process of verbal communication. Among the three components, pronunciation is often not really the main focus of learning English, because pronunciation in English is not regarded as difficult as pronunciation in Indonesian. However, English language learners, whether beginners or experts, frequently perceive it as a few syllables in English. The errors in that pronunciation can be fatal because the incorrect pronunciation can cause a change in meaning, which will ensue a misunderstanding between the speaker and the listener. But sometimes, too, this does not lead to any change in meaning but will have an effect on the English image of Indonesian people.[5]

According to preliminary research and the researcher's interview with Mr. Mujib Abdillah, one of the English teachers at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, the teachers in this school use a variety of methods in English teaching, including mixing languages (English and Indonesian), explaining material and having conversations with students in class beside it, and using an

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[4] Yollanda L, et al. Using Tongue Twister to Improve the Pronunciation of Grade VIII Students, *e-Journal of English Language Teaching Society (ELTS)* Vol.4 No.2 2016 – ISSN 2331-1841, hal 2

[5] Lailatul Maulida, et al. *The Implementation of Tongue Twister to Improve the Students' Ability to Pronounce Fricative Consonant and Long Words* 2015. Perputakaan.uns.ac.id, hal 2 (http://dx.doi.org/10.2104/jetli.v1i1.4514)

English dictionary on her cellphone for pronunciation. The English dictionary on her cellphone has pronunciation; the teacher usually plays it, so she knows how to pronounce it. Moreover, the way to teach pronunciation needs to be effective so that the learning process gets the maximum result. One of the most effective methods to teach pronunciation is the tongue-twister technique, which is fun and challenging. The Tongue Twister technique was chosen by the researcher because it is a challenging and enjoyable technique that is taught to students so that they are not bored while learning it.[6]

Thus, the researcher is interested in doing research related to the pronunciation of a language that cannot be separated from the language itself. Moreover, difficulties with pronunciation have been mentioned, and luckily, there are many approaches to teaching and learning it. One of them is an enjoyable method, namely Tongue Twister, which is chosen as the method in this research. As Mackahova stated, tongue twisters are phrases or sentences with similar sounds, which make them difficult to pronounce.[7] Since Tongue Twister might provide a solution to the problem faced by teachers and students in the pronunciation teaching and learning process, the researcher was interested in exploring the implementation of Tongue Twister to improve the pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati.

B. Research Focus

The research focuses on the use of tongue twisters to deal with students' pronunciation, especially with explosive words like p, b, g, t, d, and k. The research was conducted at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati, with the main focus on the eighth graders at MTs Tarbiyatus Shibyan. The researcher chose MTs Tarbiyatus Shibyan Margomulyo Pati as the research setting because the researcher has found a problem that has been studied, namely students' pronunciation, and many students think that English is the most difficult subject, therefore the attraction for fewer students to learn English.

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[6] MA, The Interview with English teacher at MTs Tarbiyatus Shibyan Margomulyo Juwana, Sound Recorder. Auguts 19th 2022

[7] Mackahova, E. *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonant.* 2012. Brno:Masaryk University BRNO

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C. Problem of the Study

Based on background above, so the identification of this research as follows:

1. How is the implementation of Tongue Twister to improve explosive consonant pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati?
2. What are the problems of students in the implementation of tongue twister to improve explosive consonant pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati?

D. Objective of the Study

Based on the problem of the study below, the objectives of the study are listed below:

1. To describe the implementation of Tongue Twister to improve explosive consonant pronunciation of eighth graders at MTs Tarbiyatush Shibyan Margomulyo Juwana Pati .
2. To analyze the problem of students in the implementation of tongue twister to improve explosive consonant pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati.

E. Significance of the Study

This study is expected to be a reference and benefit to all parties, as follows:

1. Theoretical benefit

   The result of this research is expected can to be reference for the next research so that can to be a reference to knowledge about tongue twister technique to improve pronunciation of eight graders at MTs Tarbiyatus Shibyan Margomulyo Juwana.

2. Practical benefit

   The result of this research is expected can give additional information to further increase students interest of eight graders at MTs Tarbiyatus Shibyan.

3. Pedagogic benefit

   This research will contribute in educational fields and can be use for the next researchers in pronunciation ability.

F. Organization of the Study

In general, the writing of this research have 5 chapters. Every chapter have a sub-chapter that will provide a detailed description,

systematic and sustained for understanding. Organization of this study as follows:

CHAPTER I INTRODUCTION

This chapter explain about some elements they are, background of study, research focus, problem of study, objective of study, significance of study, and organization of study.

CHAPTER II LITERATURE REVIEW

This chapter explain about the theoretical description, theoretical framework, and review of previous research.

CHAPTER III RESEARCH METHODOLGY

This chapter describe about the research methodology. It contains of the research method, research setting, research participant / subject, source of data, instrument and data collection technique, research data validity, and technique data analysis.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter present the research findings and discussion. It contains the research results and discussion.

CHAPTER V CONCLUSION AND RECOMMENDATION

This chapter explain about conclusion and recommendation.

END PART

In the end there are bibliography, documentation, and biography.