CHAPTER 1
INTRODUCTION

A. Research Background

Tongue twisters are sentences or phrases that are difficult to say but easy to memorize because they include many similar sounds. Alliteration and consonant changes must be read quickly because they are tiny. Tongue twisters are a fun language class activity. Because tongue twisters are a fun way to practice pronunciation in English. Students can use this tongue twister method to study English and improve their speaking and pronunciation skills. Goldrick and Blumstein argue that repetition and specific sounds, words, or phrases with a focus on pronunciation, speed, stress, intonation, and speech are characteristics of tongue twisters.

Tongue twisters are quite helpful for learning English, especially in improving pronunciation skills. Improving students' pronunciation is beneficial not only for practicing and pronouncing words, but also for memory development.[1] The Indonesian curriculum does not mention pronunciation as a part of the English lesson that must be taught to students. However, pronunciation has become an important topic. Students must be fluent in English.[2] Harmer said that "The teaching of pronunciation can improve the students' speaking immeasurably, and that is also aware of the different sounds and sound features." It is critical for students to understand the benefits of pronunciation place. Interpreting tongue twister sentences which often consists of similar words can also add new vocabulary.[3] It is a good for us to know the example of tongue twisters. "*She sells sea shells by the seashore, and the*

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[1] Dewi Lutfiani, "Using Tongue Twister to Improve Students' Pronunciation," *ELLITE: Journal of English Language, Literature, and Teaching* 2, no. 2 (2017): p 111 - 112.

[2] Andi Muhammad Bayu et al, "Fostering Students' Pronunciation of /ð/ and /θ/ Sounds by Utilising Tongue Twister," *Elsya : Journal of English Language Studies* 1, no. 3 (2020): p 88.

[3] Rizki Dwi Cahyani et al, "*The Effect of Using Tongue Twister to Improve Students Pronunciation Mastery,*" Journal Serunai Bahasa Inggris 12, no. 2 (2020): p 109.

shells she sells by the seashore are sea shells for sure'', or *"Twelve twins twirled twelve twigs".*

In this research, the researcher used Tongue twisters as a method to improve students' pronunciation ability, especially in pure vowels and diphthongs. Pure vowel is sound produced when the vocal organs remain in a certain position for a long time. Pure vowel is found, for instance, in the words *'he', 'who', 'far'.* Etc. Meanwhile, a diphthong is a vowel sound that is created by exhalation and has the function of sliding from one vowel position to another. The vowel sounds in the following words are diphthongs because they are formed with one exhalation and include a purposeful gliding movement from one vowel to another: "no, maybe, high, son." and others.[4]

The researcher draws on two previous research studies. The first research was conducted by Nur Khasanah et al. The writer explains that Tongue Twister technology allows students to practice sentences over and over and determine the proper pronunciation of each word. Tongue twisters can be used as a learning technique to improve students' pronunciation skills. The writer also says that if the teacher uses this fun technique. Students will enjoy the class because they will be challenged to repeat the difficult words until they can pronounce them correctly.[5]

The second study was conducted by Lailatul Maulida. According to Maulida, the use of tongue twisters as a warm-up exercise made students more accustomed to pronouncing tongue twisters and more proficient at pronouncing the target sound. In addition, students seem more confident in speaking. Students become more active and interested in participating in the teaching and learning process. However, there are some students who still have difficulty pronouncing the correct words.[6]

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[4] Ramelan, *English Phonetics*, (semarang: UPT UNNES PRESS, 2003), p 59.

[5] Nurhasanah Nurhasanah and Yetty Zainil, "Tongue Twister as a Technique to Help Students Solve Their Difficulties in Pronouncing /s/, /ʃ/ at Junior High School," *Journal of English Language Teaching* 7, no. 4 (2018).

[6] lailatul Maulida, "The Implementation of Tongue Twister to Improve The Students Ability to Pronounce Fricative Consonants and Long Vowels,"

Based on the researcher's preliminary observation at MTs Annur Daren Nalumsari Jepara, the researcher also found that the students had difficulty pronouncing words and identifying vowel sounds. So, the researcher decided to conduct research entitled "The Use of "Tongue Twister" Method to Improve Students' Ability in Pronouncing Pure Vowels and Diphthongs (Study Case at MTs Annur Daren Nalumsari Jepara)".[7]

B. Research Focus

The researcher thinks that there are still many students who have difficulty pronouncing words in English properly and correctly, both consonants and vowels. However, the focus of this study was solely on how to improve vowel pronunciation, particularly pure vowels and diphthongs. The researcher is interested in describing how a teacher uses the tongue twister method to improve students' pronunciation of pure vowels and diphthongs.

C. Research Questions

1. How is the use of tongue twister method to improve students' ability in pronouncing pure vowels and diphthongs?
2. What are the difficulties in using the tongue twister method to pronounce pure vowels and diphthongs, and how can the teacher overcome them?
3. How is the effectiveness of tongue twister method to improve students' ability in pronouncing pure vowels and diphthongs?

D. Research Objectives

1. To describe the use of tongue twister method to improve students' ability in pronouncing pure vowels and diphthongs.
2. To describe the difficulties in using the tongue twister method and the way the teacher overcomes them.

JETLI (Journal of English Teaching and Learning Issues) 01 nomor 0 (2018): 119.

[7] Preliminary observation at MTs Annur Daren Nalumsri Jepara on December 15, 2021.

   3. To describe the effectiveness of tongue twister method to improve students' ability in pronouncing pure vowels and diphthongs.

E. Research Significances

The following are some of the theoretical and practical contributions that this research is expected to make:

1. Theoretical significance

This study is expected to be informative, provide insight, and expand knowledge on how to implement the tongue twister method to improve students' pronunciation of pure vowels and diphthongs.

2. Practical significance

The results of this study are expected to be beneficial in the following ways:

   a. For students

This research is supposed to help students improve their ability to pronounce sounds well, especially in pure vowels and diphthongs.

   b. For teacher

This research contributes to English teachers' finding out whether the Tongue Twisters method can be used to improve students' pronunciation skills, especially pure vowels and diphthongs.

   c. For schools

Schools can increase learning quality in order to develop higher-quality students.

F. The Organisation of Thesis

This thesis includes an introduction, five chapters, and appendices.

Initial *or* **Introduction**: The initial part of this thesis consists of a title page, approval sheet, declaration, abstract in English and Indonesian translation, motto, dedication, acknowledgements, preface, and table of contents.

Chapter I: The first chapter is an introduction. This chapter includes the research background, research focus, research questions, research objectives, research significance, and thesis organization.

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Chapter II: The second chapter is a review of related literature. This chapter includes the theoretical description, the theoretical framework, and an overview of previous research.

Chapter III: The third chapter is about research methodology. This chapter includes the research method, research setting, research participants, instruments and data collection techniques, research data validity, and data analysis techniques**.**

Chapter IV: The fourth chapter is devoted to research findings and discussion. This chapter includes the research results and discussion.

Chapter V: The last chapter is Conclusions and recommendations. This chapter includes the conclusions and recommendation.

Appendices: Appendices are supporting documents for this thesis, which contain letters of research permission, interview transcripts, image documentation, school letters of completion of research, and a curriculum vitae.