CHAPTER I

INTRODUCTION

In this part, the writer introduces six main part of the study. First, research background. Second, research question. Third, research purposes. Fourth, research significance, limitation of the study. And, terminology.

A. Research Background

English is a language used by many people in some countries, either as a first language or a second language. This is because English is an international language. English is also the key that opens the door to scientific and technical knowledge, which is needed for economic development and political development in many countries in the world, so English is needed. In learning English, there are four language skills that must be learned, one of which is speaking skills. In speaking skills, there is a small aspect that is very important and affects the fluency of communication, that is pronunciation. This research will focus on the pronunciation learning process.

In Indonesia, English is taught as a foreign language. English has also been taught at every level of educational institutions. Therefore, students are required to be able to master several aspects of skills that exist in English. There are several kinds of pronunciation that must be taught to students in school, one of which is producing sounds that will be produced clearly and precisely. Learning pronunciation helps students in mastering intonation and emphasis on words, as well as clarity in pronunciation, and accuracy in pronouncing words so that students will better understand how words sound

and of course students will also be helped in remembering the vocabulary they have by remembering the sounds that are pronounced.

Pronunciation is the way a person produces the sounds of the words they speak and the words they produce. Good pronunciation greatly affects the quality of communication between the speaker and the listener. In addition, good pronunciation is also needed to avoid misunderstandings. In pronunciation there are several aspects that must be learned, namely clarity, fluency, accuracy, intonation and stress. These five aspects will be the focal point in this study, because as a foreign language, English is considered difficult to pronounce because there are differences between symbols and sounds.

Furthermore, at SMK Negeri 1 Kelam Permai, especially in the eleventh grade of accounting, the pronunciation aspect is required in students' speaking activities and is contained in the syllabus used and pronunciation will be the assessment of most students' speaking activities in class, this is found in KD 4.6 which requires student involvement in learning pronunciation, and students are required to do more speaking activities. Students' involvement in learning pronunciation can be seen when they do speaking activities in class, namely they will repeat the word when they realize that the word they say is wrong or mistaken. This is related to the implementation of the curriculum in schools also has a role to provide opportunities to be more active to the students themselves, in the learning process and curriculum that supports active students directly in learning in the

classroom. One of the supporting curricula is the K13 curriculum. Therefore, the writer decided to improve their pronunciation because pronunciation is one of the important skills in English to build speaking activities that lead to communication.

To obtain preliminary information in this study, the writer conducted a pre-observation on March 13, 2023. Based on the pre-observation conducted by the writer in class XI Akuntansi A of SMK Negeri 1 Kelam Permai, the writer found several cases, consisting of the first, the less of student participation in English learning. Second, students' lack of ability in pronunciation, they are able to remember a lot of vocabulary, but they cannot pronounce pronunciation well due to lack of practice in mastering pronunciation. Such as errors in the clarity of the sounds they produce, especially in sentences that have similar sounds, for example the words "Hear" and "Here", which they will read and produce the same sound. Not a few of them make mistakes in the emphasis and intonation of the sounds they produce. This makes the writer interested in conducting research on the pronunciation of students at SMK Negeri 1 Kelam Permai and will focus on eleventh grade Akuntansi A.

Based on the problems that have been found by the writer during the pre-observation, the writer focuses on improving the pronunciation of eleventh grade akuntansi A students. In this case, the writer chooses the vocational high school level and writer also chooses the aspect in pronunciation, that is supra segmental pronunciation to be taught to students

so that it is easier to understand the sounds to be pronounced and can use them properly. Then, the writer will be teach eleventh grade students about asking and giving opinions. In addition, this material is also very useful for students because they will learn about the material is about asking and giving opinions in English that they often encounter in their daily activities, as well as learn it orally and in writing.

Based on the problems above, in this study the write used tongue twister in the classroom learning process to increase students' participation in learning English, as well as to improve students' pronunciation skills in the teaching process so that students know more word sounds and there were also help students increase their vocabulary than before.

Tongue twister is a series of words that have similar pronunciation. Tongue twister is a technique created specifically to help overcome pronounce word problems in students or language learners, where this technique will also provide an exciting atmosphere in the classroom so that students have more interest and participation in learning English. In addition, tongue twister also helps in adding students' vocabulary mastery.

Tongue twister is also an effective technique and an easy and challenging way for students to learn and gain new vocabulary and how to pronounce some of the sounds of the words they will say at a faster speed so that the class becomes more relaxed and exciting, that is one of the triggers for students to more easily remember the sounds they will say. Students was feel less satisfied because they are challenged with the level of speed of

pronunciation taught. In addition, tongue twister also has a great impact on students' pronunciation mastery and also helps them in remembering English vocabulary from words they have already spoken. Tongue twister is also designed to engage students in speaking activities by recalling the tongue twister sentences they have already said.

Based on the explanation above, in this study the writer used tongue twister to improve students' pronunciation and apply it to class XI Akuntansi A students at SMK Negeri 1 Kelam Permai and in the learning that the writer was through text reading activities to see students' abilities or as a test was be conducted. Then the material to be taught is asking and giving opinions based on existing lesson plans and syllabus materials. Therefore, the writer raised the research "The Use of Tongue Twister Technique to Improve The Pronunciation of Grade Eleventh Students In SMKN 1 Kelam Permai" as the title of this thesis proposal which be conducted in Kenukut village, Kelam Permai district, Sintang regency.

B. Research Questions

Based on the research background above, the research questions are formulated as follows :

1. How is the process of teaching pronunciation by using Tongue Twister?

2. How is the students' improvement in pronunciation by using Tongue Twister?

C. Research Purposes

Based on the research questions above, the research purposes are formulated as follows :

1. To describe the process of teaching pronunciation by using Tongue Twister.

2. To find out the improvement of students' pronunciation by using Tongue Twister.

D. Research Significance

The writer was hope that after finishes this research, there are some benefits which useful both for teacher, teacher in the future, student, and other writer in the future. Then the benefits in which the writer mentions as follows:

1. The Teacher

This research can help the teacher for improve students in learning the pronunciation as an easily using tongue twister and this technique being one of best the technique to help teacher make their students interesting with English learning.

2. The Future Teacher

This research can help in the future and the future teacher can be a references to help the students ability for especially in learning pronunciation and lerarning English well.

3. The Student

   This research can help students to improve their ability in learning pronunciation, and students can be this media as a new strategy in increasing their knowledge and motivation in English learning well.

4. The Other Writer

   This research can be a references when interesting with tongue twister and firstly in improving student pronunciation.

5. For STKIP Persada Khatulistiwa

   The results of this study are expected to be used to add references as material for more in-depth research in the future. The results of this study are also expected to be one of the reading materials that are quite useful both to enrich the reference in writing a thesis and to add insight into the teaching and learning process in English classes.

6. For SMK Negeri 1 Kelam Permai

   The results of this study can be used as a consideration in schools to improve teacher performance in improving students' abilities in English lessons, especially in the pronunciation section and as an effort to help improve the quality of teaching management in schools.

E. Limitation of The Research

   The writer was analyzed the problems found and solve them by applying the tongue twister technique during the teaching and learning process, as mentioned in the research background and research questions above. The limitation of this study is focused on improving students'

pronunciation that were learn using the tongue twister technique and focus on supra-segmental features. The object for this study, which were take place at SMK Negeri 1 Kelam Permai, are eleventh grade students.

F. Terminology

In order to avoid the readers' misunderstanding in reading this thesis, the writer provides some terminologies as follows: :

1. Pronunciation

In this study, pronunciation is one of aspect in speaking skill that have big effect to build a communication as well, and pronunciation is a way to pronouncing the word or sentences.

2. Tongue Twister

In this study, tongue twister is a technique invented in language learning. Tongue twisters are a series of English words or sentences that are difficult to pronounce correctly and are often used by English teachers to improve their students' skills. The teachers was say the sentences slowly and then the students was imitate them. Not only once, but the pronunciation of the sentences in this technique is done repeatedly and the longer it will get faster.

3. Teaching pronunciation

In this study, teaching pronunciation is teach about aspects that influence meaning of the sentences through segmentel and suprasegmental. It is importants to teach for studsents EFL, because

pronunciation is a basic sub in speaking skill. It is means, good pronunciation can not give misunderstanding in a communication.