CHAPTER I

INTRODUCTION

A. Problem Background

Speaking is so essential in acquiring and using a language. Speaking as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes. Indeed, wherever people intend to learn or to understand a spoken language, they use the language by speaking.

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 strategy in teaching, One of the alternatives in teaching pronunciation is using Tongue Twister.

Tongue twisters are phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice. Tongue twister is a great and fun way to help the students to try to learn English better. It can make the students' speech skills stronger. The faster a student can read the tongue twister without slipping up, the stronger his/her language skills become. Tongue twister also stimulates the brain into developing

pronunciation skill. The treatment which students go through when they recite tongue twister is not on the oral cavity, but on the brain which generally controls a person's oral functions.

Table 1.1

Pre Liminary Study Data Speaking Score of Students at MA Muhammadiyah Purbolinggo

NO	Category	Score	Students Frequency	Percentage
1	High	80-100	6	15%
2	Average	65-79	20	50%
3	Low	60-64	14	35%
Total			40	100%

Sources : The teacher of MA Muhammadiyah Purbolinggo

Based on pre liminary study data in eleventh grade of MA Muhammadiyah Purbolinggo, it can be seen that there are 6 students who get 80-100 score who belong to high category and got the percentage of 15 %, then there are 20 students who get 65-79 score in average category and got the percentage of 50% and the last there are 14 students who get 60-64 score in low category and with the percentage 35%. After looking at the pre survey data, it can be concluded that there are still many students who are in the middle and lower categories in speaking skills. There are many problems that occur to students that put them in the middle and lower categories in speaking skills, such as the students have difficulty pronouncing some words whose pronunciation is almost the same in speaking ability and low motivation and interest in practicing speaking English.

Based on the above conditions, the researcher will try to overcome the problem. As we already know that tongue twisters is a fun activity in any language classroom. Practicing tongue twisters helps English learners strengthen their speaking skills. The faster a person can say the tongue twisters without slipping, the stronger their language skills become. With the use of tongue twisters as a learning strategy then students would feel enjoy saying the words. By using the tongue twisters

strategy, students are expected to absorb the lessons well. Therefore, this study aims to solve speaking skill of eleventh grade students at MA Muhammadiyah Purbolinggo.

Based on the explanation above, the researcher will use tongue twisters strategy as a strategy that can help to solve students' problem in speaking. Related to the background above, the researcher will take the title The Effevtiveness of Tongue Twister Startegy Toward Students' Speaking Ability at MA Muhammadiyah Purbolinggo.

B. Problem Identification

1. Students have difficulty in pronouncing some words which pronunciation is almost the same in speaking ability
2. Low motivation and interest in practicing speaking English.

C. Problem Limitation

To limit the research, it is necessary to focus on the problems discussed in the research that is the effectiveness of tongue twisters strategy toward students' speaking ability at MA Muhammadiyah Purbolinggo.

D. Problem Formulation

Based on the research's limitation the formulation of research is :

a. Is there any effectiveness of tongue twister strategy toward students' speaking ability at MA Muhammadiyah Purbolinggo ?
b. Is there any significant difference in students' speaking ability before and after taught using tongue twister strategy at MA Muhammadiyah Purbolinggo ?

E. Research Objective

a. To find out the effectiveness of tongue twister strategy in teaching students' speaking ability at MA Muhammadiyah Purbolinggo
b. To find out the significant differences of students' speaking ability before and after taught using tongue twister strategy at MA Muhammadiyah Purbolinggo ?

F. Research Scope

The scope of this research is following :

a. The research design of the research is quasi-experimental design

b. The subject of the research is the students in the eleventh grade of MA Muhammadiyah Purbolinggo

c. The object of the research is speaking

d. The place of the research is in MA Muhammadiyah Purbolinggo

G. Research Benefit

a. For the students

Using a tongue twister strategy can make students feel easier in learning English, especially in improving their speaking skills

b. For the English teacher

The research provide some information for the English teacher like with using tongue twister strategy can be one of the best solutions to teaching English especially in speaking skills so that the learning process is not boring and varied.

c. For future research

The research also hopes that this research can inspire other researcher who are also interested in this topic. Hopefully, this research can stimulate other researcher to develop more and conduct further research related to this topic. It is also hoped that future researchers are able to develop more about the use Tongue Twister strategy to teach speaking.