

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a foreign language that is taught in Indonesia as well as a subject that is required at higher institutions such as elementary and secondary schools, with the goal of ensuring that all generations can speak, write, and understand English fluently (Daulay, 2021). Students in junior high school in the seventh grade are expected to achieve language abilities such vocabulary, grammar, and pronunciation, as specified in the basic competency in curriculum 2013. Students should avoid mispronouncing and misunderstanding a number of terms when speaking words. There are still many students at school who cannot pronounce the word in English correctly because they do not have the willingness to learn pronunciation it self. The students should be able to learn pronunciation in order to achieve this goal since, according to Murcia, teaching pronunciation to students is intended to help them learn specific sounds, pronunciation patterns, and word parts. Stress, intonation, and rhythm are all important components of pronunciation in addition to phonetic symbols and rules, and they all interact with one another. Then, exercises for teaching pronunciation make students aware of various sounds and enable them to understand what the speaker or they are speaking, and they should address all pronunciation-related concerns (Celce-Murcia, M., Brinton, D., & Goodwin, 1996, p.6).

It would be pointless to teach English if students could not speak, read, and listen to English fluently due to their bad pronunciation. The majority of students are still guessing to pronounce the word when they speak English and it still happened in a school based on the writers' interview with an English teacher where the author would do this reseacrh. In this case pronunciation is constantly needed by the students in order to represent the meaning accurately and fluently in their communication and to accomplish successful communication. One of the fundamental elements of learners' ability is clear pronunciation (Gilakjani, 2016, p.1).

Because good pronunciation will enable students to communicate easily with the listener and use understandable pronunciation, the teacher should teach pronunciation in class together with speaking, reading, and listening to help students improve their skills. And it is suggested to the teachers to teach pronunciation with an interesting learning strategy so that the students are not feeling bored while learning process. It can be concluded that Junior High School students need to become more proficient in cross-cultural communication and gain a better understanding of how language and technology interact. In order to improve their ability to communicate and understand new information and technologies, junior high school pupils must learn English. These days, several professions call for workers who are fluent in both written and spoken English. Due to this chance, students must become fluent in English.

When speaking, reading, or listening to English words, Indonesian students who are learning the language frequently experience pronunciation issues. Both internal and external causes may be to blame. While external factors, such as the environment's situation and condition, learning materials, and the teacher's proficiency in managing the English teaching learning process, come from sources outside of the learners, internal factors, such as motivation, interest, abilities, and intelligence, come from within the learners themselves. Hearing, native language, and age of learners are just a few of the variables that determine how well EFL students learn to pronounce words, according to Kenworthy (Kenworthy, 1987, p.4).

According to the author's experience, most students find it difficult to speak English since they have a large vocabulary and are unsure of how to pronounce it. For instance, In English "Umbrella" pronounced /ʌm'brelə/ but some of students pronounce it /umbrella/ the same as the written word. The main reason why his pronunciation differs from English pronunciation is because they spoke it in their own tongue. Thus, pronunciation instruction is crucial.

Teachers should know a few particular techniques for motivating their students to master pronunciation when teaching it. To finally be able to integrate themselves into English, the teachers must find a fun and useful teaching method.

Gerald states that to make junior high school students more enthusiastic and motivated to enhance their pronunciation, pronunciation skills need to be taught through interactive and communicative activities (Gerald Kelly, 2000, p.15).

Hence, throughout the teaching and learning process, the majority of students desire to speak English with good pronunciation. They want access to additional media so they can practice their English pronunciation outside of books. To achieve the teaching and learning objectives, media is a crucial teaching aid. The significance of media is also discussed in the Qur'an, namely in Q.S. Thoha: 25–28.

رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاخْلُكْ عُقْدَةً مِنْ لِسَانِي يَفْقَهُوا
قَوْلِي

The meaning: [*Musa, (Moses)*] said: “O my Lord! Open for me my chest. And ease my task for me. And loose the knot from my tongue. They understand my speech (Muhammad Taqiuddin, n.d. p. 416).

These Qur'anic verses describe the Prophet Muhammad. □ and all speakers who affirm that Allah is one are announcing سبحانه وتعالى are told about the need of the concept that, despite the situation, one should maintain faith in Allah سبحانه وتعالى even briefly from the prophet Moses' life. Moses was actually concerned that he wouldn't succeed because of the complexity of the task, but he taken refuge in the unlimited grace of his Lord. Allah سبحانه وتعالى in the verses that followed, reminded him of how he came to be in the position he was in at the time, and he was granted his requests for the expansion of his breast, mental clarity, task easement, removal of the obstruction from his voice, and help from a minister from his family.

Based on this passage, we can conclude that pronunciation matters because it frequently leads to misunderstandings in communication. As a result, learning proper pronunciation is important if we want others to comprehend what we say. Devi Mulatsih defined pronunciation as the method in which words or languages are typically spoken at the time they are produced. 3 Moreover, the following is

said in the Holy Quran verse on Surah Ar-Rum 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلافُ اَلْسِنَتِكُمْ وَالْوَالِنِكُمْ اِنَّ فِى ذٰلِكَ
لَاٰتٍ لِّلْعٰمِلِيْنَ

“And of His signs are the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge”.

From the above explanations, it can be concluded that pronunciation is one of the essential elements of oral communication when we communicate to one another. Pronunciation is one component of speaking ability in the English language. However, studying or teaching pronunciation involves more than just the way we pronounce words; it also includes learning about intonation, speaking in the dialect of the target language, and other factors. This verse therefore has influence on the pronunciation study.

The researcher found a hadith from HR Thabrani that says:

تَعَلَّمُوا الْعِلْمَ وَ تَعَلَّمُوا لِلْعِلْمِ السَّكِينَةَ وَالْوَقَارَ وَتَوَاضَعُوا لِمَنْ تَعَلَّمُونَ مِنْهُ
(رواه الطبراني)

“Learn knowledges for peace and tranquility and be humble to those you learn from (HR Thabrani)”.

It indicates that being polite and having the ability to bow to others as a reflection of knowledgeable people means learning everything there is to know. Because science teaches people how to become highly moral humans as well as how to master knowledge.

In the learning process, EFL learners faced specific difficulties in teaching and learning English, such as lack of motivation, getting bored, failing to comprehend or catching the meaning, etc. The instructor has difficulties with these problems, and it goes without saying that the teacher must also find solutions. For EFL learners to understand and enjoy the learning process, teachers should employ the right strategy and technique. Games are a common way to teach language to EFL students because they are enjoyable and

motivating.(Sholihatul Hamidah Daulay, Muhammad Dalimunthe, 2021)

Playing games is one of the media used to improve students' pronunciation. According Ellis and Brewster games can be a great way to practice pronunciation, vocabulary, grammar, and the four language skills in addition to being enjoyable and motivating. The teacher can indirectly add a pleasant and relaxing element to vocabulary practice by playing games, which is thought to be quite helpful. The goal of employing games in the classroom is to make the subject matter more engaging, pleasant, and challenging, particularly when introducing and pronouncing certain terms (Ellis and Brewster, 2002, p.172).

Spelling bee games are one type of activity. According to Uranga in Rahayu, there are certain benefits to using a spelling bee. It can help students with their vocabulary, comprehension of the text they are given, and spelling skills. Students can also use it to strengthen their focus and memorization skills. One entertaining activity to teach English pronunciation is the spelling bee. Children or students learn how to spell the words as well as how to remember them through this game (Rahayu Sekarini, 2012).

Additionally, children not only improve their spelling skills but also expand their vocabulary and gain practice pronouncing and comprehending words. The National Spelling Bee states that the competition's goal is to assist children in developing consistent English usage that will benefit them throughout their life as well as better spelling, expanding their vocabulary, learning concepts, and improving their spelling.

Therefore, the researcher is interested in conducting research on **“THE EFFECTIVENESS OF SPELLING BEE GAME TO IMPROVE THE STUDENTS’ PRONUNCIATION AT SEVENTH GRADE OF SMP ISLAM TERPADU NURUL’ILMI MEDAN”**.

1.2 Identification of the Research

There are several issues with the students' pronunciation, including the following:

1. The motivation of students to master pronunciation is low.

2. The majority of students are still guessing to pronounce the new words.
3. The media that teachers utilize is out-of-date and boring for students.

1.3 Limitation of the Research

Based on the identification of the problem above, the research focuses on using spelling bee game to improve the students' pronunciation. This research taken at seventh grade students of SMP Islam Terpadu Nurul 'Ilmi Medan.

1.4 Formulation of the Research

Based on the limitation of the problem above, the problem was formulated as follows:

1. Is using spelling bee game effective to improve the students' pronunciation at seventh grade of SMP Islam Terpadu Nurul 'Ilmi Medan?

1.5 Objective of the Research

In line with the research questions, this research has purposes as follows:

1. To find out the effectiveness of spelling bee game to improve the students' pronunciation at seventh grade students of SMP Islam Terpadu Nurul 'Ilmi Medan.

1.6 Significances of the Research

This research expected to provide significant contribution both theoretically and practically.

1.6.1 Theoretical Significance

The researcher sincerely hopes that readers will gain a lot of understanding about this research after conducting this study. The goal of this study was to contribute and offer actual data that would demonstrate the value of spelling bee games in the teaching and learning process, particularly for pronunciation instruction.

1.6.2 Practical Significances

The three practical significances of this study for pronunciation teaching and learning were for:

1. The students.

After doing this research, the researcher had big expectations for all of the students' ability to pronounce the words correctly and increased interest in learning pronunciation.

2. The English teachers.

Also, the researcher believed that this research will provide teachers with a new approach to teaching pronunciation to students, helping them perform better academically overall.

3. The other researchers.

The findings of this study can add to our understanding of how successful learning tools, like the spelling bee game, can be used to achieve learning objectives. We hope that this study will serve as one of the references in this area.