

**THE INFLUENCE OF “*SPELLING BEE*” TECHNIQUE
TOWARD STUDENTS’ PRONUNCIATION AT 7TH GRADE
OF MTs NU 01 MAMBAUL HIKMAH TEGALWANGI
IN THE ACADEMIC YEAR 2018/2019**



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THESIS

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CHAPTER I INTRODUCTION

A. Background of The Research

Today's global environment requires good communication skills in English which is the Lingua Franca and this requirement has increased the rate of English teaching and learning in all parts of the world. While the English learning and teaching facilities are increasing, the pursuit of high quality of teaching and the materials has also increased. Since the learners feel urgent need of accuracy and fluency in English communication, it created demand for the proper method of English teaching and learning. Along with English teaching variation method during the history of language teaching; the place of pronunciation has differed dramatically. For instance, Grammar Translation method where there is no attention for pronunciation. When in Direct Method started and the students listen and repeat the teacher's models, while in Audio Lingual Method, pronunciation is emphasized clearly. Pronunciation has been taught explicitly with care and the manner of articulation of sounds and the supra-segmental features.

There are many things that English teachers need to fit into their limited class time grammar and vocabulary, speaking, listening, reading and writing skills. Pronunciation often gets pushed to the bottom of the list. Many teachers say there is not enough time to teach pronunciation. Students often think it is not important after all, it would not be tested on their final exam but, if students need or want to speak English understandably, pronunciation is important. The days when learners only needed reading and writing skills in English are passed. Many students will need to speak and understand English in real life to communicate with both native speakers of English and speakers of other languages. Even if their grammar and vocabulary are strong, if their pronunciation is not easy to understand, their communication would fail. We owe it to our students to give them the tools they will need to be able to communicate successfully in English.

Almost English teachers get students to study grammar and vocabulary, practice some functional dialogues and take part in productive skills activities. One of the general objectives for foreign language teaching and learning is to teach the learners to be mastered in oral or written communication in the target language. In Indonesia, many students have a lot of problems when they deal with the pronunciation. Most of the learners have problems when they learn oral skill. Many of English foreign learners have difficulties in pronunciation teaching process because of some factors. Kenworthy (1987: 4) mentioned several factors that influence students' pronunciation as follows: the native language, age, amount of exposure, phonetic ability attitude, identity, and motivation.

The cultural background of the learners also plays a crucial role in acquiring native-like pronunciation. The foreign learners can easily utilize the language they learn inappropriately under the effect of their mother tongue just because the first language is the inseparable part of their culture. Aktug (2015: 4) on his thesis found that although the participants have started their second language before puberty, they currently possess the same problems especially in pronunciation which is part of the productive skill. Consequently, the second language acquisition also influence on their accent as native mainly when the learners have been adult. That is why it is difficult to teach pronunciation because the foreign learners are varied and they are all influenced by their own mother tongue.

It similarly occurs in students of MTs NU 01 Mambaul Hikmah Tegalwangi. Accordingly, almost of students at seventh-grade in MTs NU 01 Mambaul Hikmah Tegalwangi have difficulties in pronouncing English for instance:

1. Students did not know how to pronounce the English alphabet well. English teacher of MTs NU 01 Mambaul Hikmah Tegalwangi has given the lesson in the first meeting about "The Introduction of Alphabet in English". When the researcher asked students to mention about alphabet clearly, Indonesia language as their mother tongue still influenced by many students there.

2. The students still focused on how to read the word by text not how to read the word by the way their to pronounce that word, because they lacked vocabulary and they have a mindset that English was so difficult thus they only depended on their primary knowledge about English.
3. The students felt afraid to make a mistake when they studied English. In the other hand, curriculum 2013 of English lessons, students have to focus on speaking skills than grammar or writing. Especially when the teacher asked students to come forward in front of the class or just practiced conversation or speech. Students felt shy, anxiety and unmotivated.
4. The last factor was the teacher did not teach pronunciation in the teaching and learning process. The teaching method and technique of the teacher was so monotonous. It became students' bored when they learned English. Every meeting just learned by textbook, there were not improvised by using another technique, method or media in teaching and learning English process, while it needed an appropriate technique in teaching pronunciation.

In the other hand, the teachers have to be creative to create and improve teaching techniques, methods or instructional media thus students will be more interesting to learn English especially pronunciation.

Based on Kelly (2000: 14), he argued that the teaching method for pronunciation in Britain was Received Pronunciation (RP). There are many different accents within the variety known as British English and most of these give some clue as to the regional origins of the speaker. The accent was first described as "Received Pronunciation" by dialectologist A. J. Ellis in 1869. As a teacher the method one uses in the classroom will usually be close to the language one uses outside the classroom. While Roach (2009: 5) argued that the BBC is one of the methods in teaching pronunciation. BBC pronunciation is used in recent editions of the Cambridge English Pronouncing Dictionary. The BBC has an excellent pronunciation research unit to advice broadcasters on the pronunciation of difficult words or names, but most people are not aware that it has no power to make broadcasters use particular pronunciation; BBC broadcasters only use it on a voluntary basis.

The role of English teachers also has to master and know about English teaching technique, especially in teaching pronunciation. Kelly (2000: 15) mentioned several techniques in teaching pronunciation as follow:

1. Drilling

The teacher's main role in drilling is that of providing a model of the word, phrase, or structure for the students to copy. Drilling simply involves the teacher saying a word structure and getting the class to repeat it.

2. Minimal pairs and related activities

Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sound which has been causing difficulties for students.

3. Taping students' English

Taping learners' spoken English from time to time can pay dividends. Tapes can be made while students are engaged in language practice activities and used for all manner of language difficulties but especially those concerned with pronunciation.

4. Listening activities

Listening also included one of English skill which is focused on the sound of the speaker said. Listening exercises in the coursebook are often designed to sound as realistic as possible, with the participants talking at a normal speed and using natural language.

5. Pronunciation and spelling activities

It made sense to tie pronunciation work closely in with spelling work, in order to investigate the different ways in which sounds can be represented. The innovative technologies in teaching pronunciation with spelling is using "Spelling Bee" as a teaching technique.

One of the techniques that were appropriate in teaching pronunciation was the "Spelling Bee" technique since this purpose of this technique was in line with two of the language components of English vocabulary and pronunciation. It can help students to know the structure of the word and how to pronounce each word accurately and fluently. "Spelling Bee" technique also could engage students' motivation because the way to teach was so attractive and joyful.

In addition, it did not need more fees to make instructional or supporting media. “*Spelling Bee*” was the simple way to teach pronunciation without spending a lot of money and time as a result of why “*Spelling Bee*” technique used to teach pronunciation.

B. Operational Definition

This research would focus on the influence of “*Spelling Bee*” technique and students’ pronunciation. To avoid the concept of the research widely so the researcher would explain about research variable as follow:

1. Spelling Bee

According to Macmillan (2012: 3), he stated that Spelling Bee is a competition in which children, usually elementary school students are asked to spell words in front of the audiences. The idea of the “*Spelling Bee*” comes from the United State where they have been extremely popular for a number of years and now are held in school all over the world.

2. Teaching Technique

Based on Isman (2012: 209), he argued that the manner in which technical detail is treated or basic physical movements are used. Technique signifies manner, ways, capabilities involved in implementing systematic technical knowledge, while teaching technique according to Yaumi (2013: 206), she argued that one of the ways to implement a method in teaching and learning process as a result, a teaching technique has a characteristic as applicative way in learning process, but Fachrulloz (2016: 20) claimed that technique is what teachers do when teaching and learning process happen or teachers steps in reaching the goal of learning. All activities happen in the class are technique, because there is a dynamical process which engaging many variables subsequently has related to the art of teaching.

3. Pronunciation

Amep (2002: 1) explained that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segment), aspects of beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (supra-segmental

aspects) and how the voice is projected (voice quality). Whereas Nunan (2003: 112) stated that pronunciation as a sound we make while speaking. As the speaker of a language, we need to be able to understand each other with relative ease. The pronunciation patterns native speakers' use reflects those commonly accepted by the particular speech community. It is important to remember that the way a person speaks is a sign of their origin. Every language in the world has different varieties and different accents. In some languages, there are even different styles of pronunciation for men and women. The way we speak is really a part of identity.

C. Problem Statement

How is the influence of using the “*Spelling Bee*” technique toward students' pronunciation?

D. Objectives and Significances of The Research

1. Objectives of The Research

Referring to the problems above, the objectives of the research mentioned below:

- a. To identify the influence of the “*Spelling Bee*” technique toward students' pronunciation.
- b. To know whether the “*Spelling Bee*” technique is effective on students' pronunciation.
- c. To describe the students' pronunciation using the “*Spelling Bee*” technique at seventh-grade of MTs NU 01 Mambaul Hikmah Tegalwangi.

2. Significances of The Research

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

a. Theoretical significances

The researcher extremely hoped that readers could receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support the influence of using “*Spelling Bee*” technique in the teaching and learning process especially teaching pronunciation.

b. Practical significances

The practical significances of the research could be useful for the students itself, the teacher, the researcher, other researcher, and also for the school, as follow:

1) For students

The result of this research is expected not only to increase students' motivation in learning English but also to increase their speaking proficiency by using "*Spelling Bee*" technique.

2) For the teacher

This research is hoped to be one of some alternatives in teaching pronunciation through implementing the "*Spelling Bee*" technique.

3) For the researcher

The researcher could get more knowledge and developed our ability to teach English subject well. The researcher also could know how to conduct research, particularly experimental research.

4) For other researcher

It is hoped that this research could be one of the references.

5) For the school

The researcher could help the school to solve some problems in the school related to the use of technique in teaching pronunciation exclusively in developing students' pronunciation.

E. Structure of The Research

In this part, the researcher explained the structure of the research as follows:

Chapter I explained the introduction which contains the background of the research, operational definition, problem statement, objectives of the research, significances of the research and structure of the research.

Chapter II contained a literature review that includes a theoretical framework, literature review both "*Spelling Bee*" theory and pronunciation, previous research and also the hypothesis.

Chapter III told the research method which contains type of research, time and location of the research, population, and sample of the research, variables, indicators, techniques of collecting data and techniques of analysis data.

Chapter IV discussed finding of the research which were consist of two sub-chapter those were: research findings of two variables both “*Spelling Bee*” technique and Pronunciation then the last was analysis of data or result of analysis.

Chapter V divided into two parts as follows: the conclusion and advice.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the data in the previous chapter, the conclusion could be drawn that “*Spelling Bee*” technique was effective in teaching pronunciation at the seventh-grade students of MTs NU 01 Mambual Hikmah Tegalwangi in the academic year of 2018/2019. It can be seen from the result of the mean score of post-test experimental class was higher than the mean of post-test control class ($71.81 > 23.31$). In addition, the result of the t-test was higher than t-table was ($27.12 > 1.688$). It can be concluded that the use of “*Spelling Bee*” technique was effective to increase students’ pronunciation. As a result, the hypothesis (H_a) was accepted.

The use of “*Spelling Bee*” technique was effective toward students’ pronunciation. This was surely improved the students’ pronunciation. In the used of “*Spelling Bee*” technique, there were many advantages as follows:

1. The students could spell and pronounce the words well.
2. The students easier to understand the words that given.
3. The teaching-learning process more interesting and attractive.
4. The students felt enjoy and fun consequently they were not bored in learning process.
5. Teacher could apply this technique without spend a lot of fees and time.
6. The “*Spelling Bee*” technique could apply in almost all materials in English subject.

Analysis of the mean score gap in post-test between experimental class and control class ensured if the technique used was effective. The mean score of the experimental class was (71.81) and (23.31) for control class. It meant the gap of the students’ score of the experimental class and control class was (48.5).

From the result of the research between post-test experimental class and control class, the students' pronunciation of experimental class was getting higher than control class. It meant that the treatment of using "*Spelling Bee*" technique to the experimental class was successful. It was proved by the t-test score (27.125) was higher than t-table (1.688) as the result H_a was accepted that there was a significant influence of using "*Spelling Bee*" technique toward students' pronunciation at seventh-grade of MTs NU 01 Mambaul Hikmah Tegalwangi in the academic year 2018/2019 and the H_0 was rejected.

B. Suggestion

The researcher hopes that this thesis could be useful for the teacher, the students, and the other researchers. Here, the researcher wanted to give some suggestions:

1. For the teacher
 - a. The teacher should be creative in using methods, techniques, or media on the teaching-learning process.
 - b. The teacher should be flexible and understand student's needs, as a result the teaching-learning process could be fun, enjoyable and interesting.
 - c. The teacher could apply "*Spelling Bee*" as alternative techniques on teaching not only could be used to teach pronunciation but also all topics because it could apply in several materials in English subject.
2. For students
 - a. The students should be active in the teaching-learning process.
 - b. The students should participate in all activities done on the teaching-learning process.

3. For other researchers

It is recommended to be able to conduct research using the factors that influence learning English in a similar topic. Hopefully, with more researchers, the result would be more useful to improve the English learning process.

4. For the school

The researcher could help the school to solve some problems in that school related to the use of technique in teaching pronunciation especially in developing students' pronunciation.



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