

THE EFFECTIVENESS OF USING TONGUE TWISTERS IN TEACHING ENGLISH PRONUNCIATION

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Abstract

The purpose of this research is to investigate the effectiveness of using “Tongue twisters Method” on the eleventh-grade students’ pronunciation comprehension achievement at Islamic Senior High School Mukhtar Syafa’at Blokagung Banyuwangi in East Java Indonesia. The design study of this research is Quasi-experimental that uses “XIA” as the experimental class and “XIB” as the control class. The experimental class got treatment by “Tongue Twisters” method and the control class taught by using group discussion method. the treatment was held three times and included a pre-test it was sufficient, plus one meeting to posttest. by using answer the questions and speaking test, the data was collected on this resaerch. The data obtained were analyzed by using the independent t-test formula. Result of data analysis showed that there is a significant effect of using the tongue twisters method on the eleventh-grade students’ pronunciation comprehension achievement in Islamic Senior High School Unggulan Mukhtar Syafa’at Blokagung Banyuwangi in East Java.

Keywords: Pronunciation comprehension, Tongue twisters method

INTRODUCTION

Pronunciation is very important to understand the English language. Pronunciation in the English language is a part of building English communication perfectly. Gilakjani (2012), also argues pronunciation is a part that did not separate in the English language learning, because directly affect the student’s communication competence as them perform. Minus of pronunciation skill able to drop student’s self-confidence, confine the social interaction, and show up negative effect that can change the speaker estimation credibility and skill.

There are various kinds of English learning, so the methods and strategies in approaching students must be good to achieve simple and effective learning objectives. Therefore, the media in learning becomes important to support students to be more enthusiastic in learning. The teacher will be closer and more noticed by students if the teacher can provide fun material for students.

Moreover, the pre-test that the researcher had given the students showed that the students had difficulty on pronunciation, even though the students had already received pronunciation related learning several times. The Student problems can be described as follows:

- a. The students still find it difficult to distinguish how to pronounce in English. They often used the pronunciation of Indonesian in English words or sentences. For example, something [θɪŋ] is pronounced [ti: ŋ], this problem occurs because students often read "I" as [i:]. In addition, students do not easily to sound /æ/, /ei/, /ʊ/, /ɪ/ sounds. For example, students read bag [bæg] to become [bek], continue [k ntɪnju:] becomes [k ntɪnju:], cookies [kʊki: z] as [ku: kis], this [ðɪz] is read [ði: s].
- b. The falling intonation still as the big problem for students.
- c. English suppression systems still difficult to follow by the students.

The problems above make it difficult for the student's majority to even make mistakes in pronouncing English with good accuracy. Problems as serious as this can be fatal and hurt understanding English comprehension. Indeed, as a non-native English speaker, perfection is an impossibility. However, this is important to become a master.

Realizing this problem, the students need to focus on one speaking component. The researcher underlines that pronunciation is important to pay attention to in-depth. This is difficult because Indonesian people are not native English speakers. But, Pardede (2010), argues that the pronunciation of a foreign language is not a thing impossible to dominated, during the students and teacher together participation in the total learning process. In this case, pronunciation is chosen as one phenomenon in English. Pronunciation refers to how we produce the sounds that we use to make meaning when we speak. A miner to motivate pronunciation learning is to use the tongue twister method.

Yates (2014), states that The importance of pronunciation is based on the importance of the practice of pronouncing the English sounds, cadences, and the English rhythms. The reason is students who have a lot of English vocabulary or master structures will find it difficult to understand for other people if they do not master the pronunciation. Students who excel in pronunciation when speaking are easier to understand even though they are not superior in other skills, for those who are not superior in pronunciation it is still difficult to understand even though they are good at other skills, and even for those who use various ways to understand the breadth of vocabulary and their structure. Even worse, they feel they can't speak English if they can't speak with correct and precise pronunciation.

In the development of the curriculum, currently, the government places great emphasis on English lessons in communicating targets. Students asked to be active

and creative in communicating in English, which is their main goal. In this case, students must be able to communicate with proper pronunciation and easy to understand. Even though it is impossible to make students who speak English seem like native speaker of English, at least students continue to strive to achieve perfection to the point that they cross the line in understanding and practicing their pronunciation when communicating.

To improve students' abilities and understanding, speaking practice is very important, how to give opinions, and how to read word for word correctly and goodly; based on this, students' persistence and enthusiasm are important points so that they understand the material faster.

In this case, the researcher chose one method of English language learning, namely is the tongue twister. The tongue twister method is words, phrases, or sentences that are not easy to pronounce. The reason is the similarity of spelling or types of words that are not much different in their arrangement, this is what makes students feel motivated to master it and often laugh because their tongues are twisted, by mistake in his mistake.

The previous study was conducted by Sitoresmi (2016), this research showed that tongue twister very beneficial to improving student's motivation, class condition, and student's pronunciation. The research which used qualitative method with the object 24 students, the result is showed two conclusions those are tongue twister method is very beneficial to improving student's motivation, class condition, and student's pronunciation. But, the implementation of this method has disadvantages because this method needed students concentration and quickness in the speaking, so the some student's difficult fell to equilibrate the frequencies the other friends, beside that this method needed time is not short.

The second previous study conducted by Lutviani and Astutik (2017), showed the student's percentage score result is increased. This research used classroom action research method. On this research showed that, the percentages of student's score on the first cycle is enhance on the second cycle on the pronunciation comprehension . Besides of pronunciation student's enhancement score of students, the score enhancement also on the student's activeness to tongue twister drill.

Finally, this research goals that is to investigate the effectiveness of using Tongue Twisters Method on the eleventh grade's students' pronunciation comprehension achievement by quantitative method was conducted.

DEFINITION OF KEY TERMS

Pronunciation

Pronunciation is a problem in itself for someone learning English or some other language. Students often experience errors in communicating foreign languages due

to a lack of understanding of the pronunciation of the language. Not only native speakers must learn pronunciation, but people who use a language as a second language are also important to master it. If the pronunciation is wrong, then the understanding of the word will also experience errors, even the greatest risk is communication that is big error.

Cook (1996), explained, Pronunciation is a sound-producing device that is performed continuously. " by practicing repeatedly and correcting when there is a mistake, pronunciation will be better in each repetition. Study about pronunciation in L2 can be interpreted as creating habitual updates and suppressing habits in L1 ".

Tongue Twisters Method

Some experts defined the meaning of tongue twister. These are some definitions of tongue twister. Carmen (2010 as cited in Iryani (2015, p. 12)), argued that tongue twisters are words that are not easy to get out of the mouth smoothly and precisely. Like the opinion above, Rohman (2016), has an opinion that says tongue twister can be said as a word, a phrase, or a combination of the two which should be used as a habit to pronounce it, it is full of same sound repetition and consonant repetition." Activities on the spoken tongue twister are also trained for a long time so that the pronunciation can change according to the desired pronunciation.

Tongue twister method is the operation when the tongue is twisted with some similar sound is trained and continuously trained so that it becomes the right habit and in a fast tempo.

Furthermore, the tongue twisters method is a combination of words or others that are made to be pronounced and cause difficulty when repeated at a fast tempo and a little complicated. This method asks students to say a sentence or the like that is slightly different in the narrative. It becomes a challenge to master it so that it is accustomed to sentences that have sounds that are not much different. Thus, the expression methodology is an activity once similar sounds words are spoken repeatedly and properly above all speed. Expression itself consists of attention-grabbing words and sounds that contain similar sounds and words however totally different meaning. These are many tongue twisters texts employed in this research.

METHOD

RESEARCH DESIGN

On this research used quasi-experiment method. According to Gribbons and Herman (1996), said that, many educational systems in assessment use a quasi-experimental design. It is meant to analyze the effectiveness of the use of method on studying pronunciation comprehension achievement. This research applied the post-test in measuring the result after treatment. Meanwhile, before the treatment, the

researcher gave a pre-test to the students regarding the sentence pronunciation criteria.

In general, the tactics to behavior the studies are explained as follow: Choosing the experimental class and control class, analyzing the students' pre-test scores, building units that might be used in the research, giving a treatment to the experimental class through the tongue twisters method while The control group through group discussion, giving the post-test a look at to each of them, reading the collected facts via way of means of the use of SPSS program, and creating a conclusion.

SUBJECT

The subject of this research was the eleventh-grade students of Islamic high School Unggulan Mukhtar Syafa'at Blokagung Banyuwangi in East Java Indonesia in the 2019/2020 academic year. The researcher took XIA and XIB, in which the students of the experimental class consist of 25 and the control class are 29 students. The subject was chosen by the researcher based on the English teacher's permission.

TREATMENT

The treatment on this research are defined as follow:

The experimental class received a treatment from the research by using tongue twisters method. The teaching learning process in this class was conducted on 3 meetings, added one meeting for post-test.

In the first meeting, the students got pre-test from the researcher before got the treatment. It was continued by introduction about the tongue twisters would be done. In the first meeting, the students were not familiar with the tongue twisters because it was the first time for them to do and they had not got the explanation about it. Therefore the researcher needed longer time to explain about teaching pronunciation by using tongue twister method and reviews consonant, vowel, diphthong, phonetic symbols.

In the second meeting, the students understood better about the material. The researcher asked each student to pronounce the phonetic symbols given on the paper and to read the tongue twisters loud and fast. The student did it very enthusiastic, so the lesson runs effectively. In the end meeting, the researcher corrected the mistakes focused on the vowel, diphthong, and phonetic symbols.

In the third meeting, the students got second treatment and focused on the stress material. The researcher found the fluency of their pronunciation was different from the first meeting. They were very fast to pronounce the tongue twisters, and they could be different the similar sound. Continued in the next meeting is the students got the post-test prepared by the researcher.

Besides that, the researcher teaches the control group (XIB) is without treatment but teaches by using Group Discussion method. The students made the little groups and discussed about how to pronounce the sentences and the data was collected by using speaking practice.

RESULTS AND DISCUSSION

RESULT

The Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before giving tongue twisters method in experimental class	78.80	25	8.573	1.715
	After giving tongue twisters method in experimental class	83.48	25	7.545	1.509

The table above explained the statistical sample of pairs which include an explanation of the results of students' pre-test abilities and their post-test results. The table displays the data, mean, deviation of standard, and mean error of standard.

The tongue twister method that was applied to each student produced a lot of data either before or after its application = 25, average (mean) before giving tongue twisters = 78.80 and average (mean) after giving tongue twisters method = 83.48. Standard deviation before giving tongue twisters method = 8.573, and after giving the method of tongue twisters method = 7.454.

After comparing the mean number of students in the high mastery of English pronunciation before giving tongue twisters method = 78.80 and after giving tongue twisters method = 83.48, It can be concluded that a significant increase in significance is significant in the application of the tongue twister method in the teaching English pronunciation.

The Paired Samples Test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before giving tongue twisters method in experimental class	-4.680	10.189	2.038	-8.886	-.474	-2.297	24	.031

The table above was showing the contents of the results of the T-test analysis of 2 sample pairs, are the value of T and significance. So, from these data hypothesis testing can be set in two ways, these are:

- a. With compare the table of T values:
 1. H_a is refused, If the value $> t_{table}$.
 2. H_o is received, If the value $< t_{table}$.

With referring to the degree, the t-table value can be seen of the freedom (dk), which amount is $N-1$ ($25-1=24$), so $t_{table} =$. The t value is -2,297, this is taken from the results of the t-test analysis of 2 sample pairs, The following are the results obtained if the t count is correct, it becomes 2.297.

In this research, there is indeed an effect on the level of pronunciation teaching using the tongue twister method because H_a is accepted as evidenced by the t-table value which is smaller than the t value ($2.297 >$).

- b. The level of significance (t-value) being compared:
 1. If significance < 0.05 , H_a is refused.
 2. If significance > 0.05 , H_a is received

The results of this study show a significance of $0.31 > 0.05$, which means that H_a is accepted and H_o is rejected. Thus, the stated of hypothesis there was different of the rate of teaching students English pronunciation between before and after giving tongue twisters method is different.

The ensuing results indicate that the tongue twisters approach has a sizable impact on the eleventh-grade students' pronunciation comprehension. This is proof of this method that the experimental class who's taught through the usage of the tongue twisters approach acquire appreciably higher rankings than the control class who're taught through the usage of group discussion.

SUMMARY AND DISCUSSION

The Summary of Finding

Based on the research finding in the present study, it is found that the statistic computation from the posttest support the hypothesis, and the students who are

taught by using tongue twister have better score on their pronunciation skill. This finding means that H_a (alternative hypothesis) is accepted.

Discussion

After the researcher got information from student learning outcomes during treatment, it was followed by giving a test. This test has 20 questions consisting of 10 essay questions and the rest are practical questions. The next stage is the researcher analyzes the results of the student test using SPSS. The result is the use of the tongue twisters method has a significant impact on the eleventh grade students' English word pronunciation in Islamic Senior High School Unggulan Mukhtar Syafa'at Blokagung Banyuwangi in East Java. It can be seen from the significance level (2-tailed) which is not more than 0.05 with 95% confidence level juxtaposed with 0.031. This is evidence of the significance of the t-test that was analyzed. This is related to the post-test scores of the students who received treatment related to English pronunciation material by using tongue twisters got better score compared the control class.

From many meeting on the experimental class, that is true the tongue twister is difficult enough to implementation. This is compatible with Carmen (2010 as cited in Iryani (2015, p.12)), has an opinion that the tongue twisters method is a wording that cannot be easily expressed by the mouth in a hurry. But, based on the use of tongue twisters method in the experimental class, the students felt funny and motivated.

At the first time, they were still confused about the procedures of tongue twister. However, the researcher explained to the students about the procedures until they understood. As stated by Sitoresmi (2016) that tongue twister very beneficial to improving student's motivation, class condition, and student's pronunciation.

In addition, based on the researcher's observation to the control group which was taught pronunciation without using any method, it indicated that only smart students could understand the material well. Those who could not understand the material just kept silent. Different with the experimental class, the student's more active to speak, they able to increase differentiating English pronunciation, using falling intonation, and following English stress patterns. It is in line with Lutviana & Astutik (2017), they resulted a research which tongue twister method can improve student's pronunciation.

In conclusion, Tongue Twisters technique was a good technique in developing the students' pronunciation. Concerning the result of the research, they proved that the use of Tongue Twisters technique gave a significant effect in Islamic Senior High School Unggulan Mukhtar Syafa'at Blokagung Banyuwangi in East Java in academic year 2019/2020.

CONCLUSION

Based on the result of tongue twister test is given after treatment in experimental class, it was found that there was a significant effect of teaching pronunciation by using tongue twisters method in the Eleventh grade of Islamic Senior High School Unggulan Mukhtar Syafa'at Blokagung in east Java in academic year 2019/2020 .

Based on the result of data analysis and hypothesis, it can be concluded that tongue twisters as an effort to increase the pronunciation. It can be answer about their difficulties as in background of this research said and it can help motivate and support students in learning English.

Based on the analysis of t –test two samples paired. it can be concluded that there was difference rate of the teaching English pronunciation before and after giving tongue twisters method. It means there was significant improvement. And teaching English pronunciation by tongue twisters was very effective as an effort to improve students' speaking ability.

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