

THE USE OF TONGUE TWISTER TECHNIQUE TO IMPROVE STUDENT'S PRONUNCIATION AT SMA NEGERI 4 KOTA TERNATE

Rini Heart¹⁾, Anwar Ismail²⁾, Indry Widyasti Anwar³⁾

^{1,2,3)} English Language Education Study Program of Khairun University, Indonesia.

Email: rhinyherat747@gmail.com

ABSTRACT

The research aims to examine the effect of tongue twisters on students' pronunciation. The method used in this research is quantitative and the research design used is quasi-experimental. The sample in this study was tenth-grade students at SMA Negeri 4 Ternate City for the 2022/2023 academic year. They are from classes X2 and X5, class X2 is the experimental class and X5 is the control class. Each group consists of 10 students. The experimental group was taught using the tongue twister technique while the control group was taught using recount text. The method of data collection was done by using a test that is pretest and posttest. As for data analysis, the authors used the ELSA and SPSS applications version 25 to find out the results of the pretest and posttest. Based on calculations, the average pre-test score of the experimental class was 80 while the average post-test score of the control class was 64. The study's results explained that the use of the tongue twister technique affected students' pronunciation abilities. This can be seen from the results of the independent samples test where students who were taught the tongue twister technique (experimental group) scored 0.000 where the hypothesis was that if the test result was lower than 0.05 then H_a was accepted and H_o was rejected. The test results show that the alternative hypothesis is accepted because the test value is 0.000 which is smaller than the significant value of 0.05. Based on the test results, it can be concluded that this technique can affect students' pronunciation. This shows that the use of tongue twisters is effective to be taught to students to improve students' pronunciation skills.

Keywords: *tongue twister technique, students' pronunciation*

INTRODUCTION

In Indonesia, English is studied as a foreign language. It is used both in writing and oral communication, and to be able to speak fluently becomes one of the goals of English learners as fluency will affect success in communication. In speaking English, one important element is pronunciation. Pronunciation is defined as the sound production we use to make meaning (Yates, 2002). Moreover, pronunciation is one of the important factors that must be learned in acquiring English language skills. People are considered capable of acquiring a second language if they can pronounce the target language correctly like native speakers. However, acquiring good pronunciation is a teacher's and student's goal. Therefore, the teacher spends time considering appropriate ways of teaching pronunciation and developing students' skills.

The error in English pronunciation is caused by the different ways of articulating a language because of the difference between the speakers mother tongue of the first language of the speaker. That is the problem faced by students in pronunciation. Mastering a foreign language is something extraordinary for students in the learning process. So, the means to improve pronunciation are very important. One of them is teaching pronunciation by using tongue twisters (Pardede, 2010). According to Sitoresmi (2016:1), tongue twisters which consist of a combination of sounds that are hard for the mouth and tongue to manage especially for non-native learners are meaningful tools to improve pronunciation. When teaching pronunciation, the teacher needs to find a good technique so

that the class does not get bored because students have difficulty pronouncing the words. Teachers can pay attention to stress, intonation, and speech relations (Harmer, 2007, p. 253). There are many techniques for improving students' pronunciation skills, such as minimal pairs, predicates, and cross-languages. One way to teach pronunciation in a fun way is to use the tongue twister technique. This technique gives different sounds to words and keeps students interested in improving pronunciation.

Based on this explanation, this study proposes the use of the Tongue Twister Technique to Improving Students' Pronunciation. Based on the background above, the researcher will conduct research by the Title *the Use of Tongue Twister Technique to Improving Students' Pronunciation at SMA Negeri 4 Kota Ternate*.

A. Definition of Pronunciation

According to Gilakjani (2011), Pronunciation is seen as a sub-skill in speaking. In general, if we want to change the way students pronounce words, we need to change the way they think about the sound components of those words. This applies not only to sounds, but also to broader elements of speech, such as syllables, accent patterns, and rhythms. Moreover, Pronunciation is very important in communication because it can affect the meaning of a sentence. The listener may also experience problems during communication if the speaker makes a speech error. If learners make mistakes in speaking areas but they have good pronunciation, they will be understood. But learners with perfect grammar will not be understood if their pronunciation is difficult to understand (Laurea, 2004). Pronunciation is part of the sound. So in it, there are several linguistic studies related to sound. Several branches of linguistics discuss sound, namely:

1. Phonology

Phonology is part of the branch of linguistics that studies good pronunciation and may produce them. Phonology is also an important part of the sound in language pronunciation. According to Chomsky and Halle (1968), phonology as a linguistic subsystem, separate from other grammatical components, changes the order of the underlying phonemes according to rules and produces as output the phonetic form spoken by the speaker.

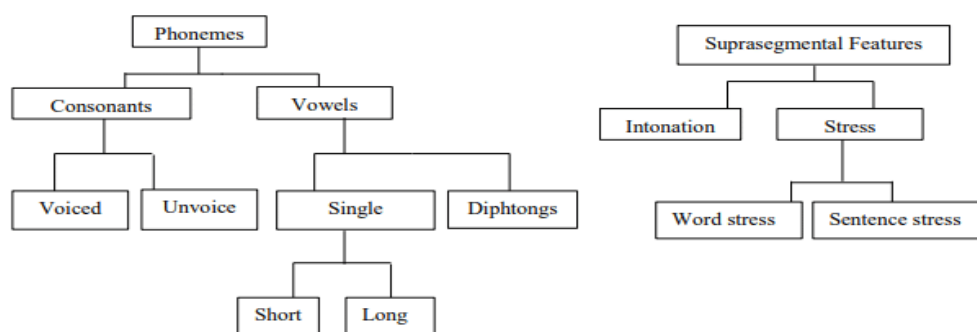
2. Homophones

Homophones are words that sound the same but have two or more different meanings (Biedermann, and Lyndsey, 2008:684). Aligned with Parera (2004:81) states that homophones are two or more utterances that are the same pronunciation, but different writing and meaning. So, we can conclude homophones as a form of two or more expressions that have the same sound, but different spelling and meanings. Expressions that have the same sound, but different writing and meaning.

Based on the definition above, it can be concluded pronunciation is very important in speaking skills and it cannot be denied. Pronunciation is the way people pronounce words that shows how fluent they are in speaking a foreign language. The better the pronunciation, the closer to becoming more like a native speaker.

B. Pronunciation Elements

The diagram below shows key pronunciation features based on Gerald Kelly (Kelly, 2000)



Gambar 1. key pronunciation features

The sound of the language is divided into vowels and consonants. When the vocal cords vibrate the sound is voiced, but consonants may be either voice or voiceless. In addition, all vowels and consonants can be held for a shorter or longer period, depending on which sound precedes or follows the sound. This emphasis is usually caused by traits such as increased vocal loudness and length, full vocal articulation, and pitch changes.

C. Definition of Tongue Twister

According to Bear (2014) in Lutfiani, (2017), Tongue twisters are short sentences that are easy to remember but difficult to pronounce, especially quickly, because of alliteration or slight variations of the consonant sound. The tongue twister is very useful in pronunciation when focuses on a specific sound associated with the sound.

According to Machackova (2012), 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". Gonzales (2009: 3) states that tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation. However, the problem of pronouncing sounds correctly can be solved by using some tongue twister exercises. Students realized more confidence in their speech when they were exposed to tongue twisters. Therefore, tongue twisters are used as a tool not only for learning the accurate pronunciation of some words but also for realizing and noticing their improvement (Dorynei, 2010).

Based on the definition above, it can be concluded tongue twisters are a technique for providing oral practice in showing how to pronounce difficult words. Therefore, the author assumes that the tongue Twitter technique is important to use. Students are expected to know what a tongue twister is and how to apply it in Pronunciation Practice.

D. Tongue Twisters Types

Several sorts of tongue twisters could be used for English learners:

1. Sentences Type:

Below is an example of a tongue-twister type of story:

She sells seashells by the seashore
How can a clam cram in a clean cream can?
I scream you scream, we all scream for ice cream
I saw Susie sitting in a shoeshine shop

2. Repetitive:

Below is an example of a tongue-twister type of story:

Sheena leads, Sheila needs
World Wide Web
Eleven benevolent elephant
Babbling bumbling band of baboons
Thirty-six thick silk threads
Crash quiche course

3. Story:

Below is an example of a tongue-twister type of story:

Betty Butter bought some butter
But she said the butter's bitter
If I put it in my batter, it will make my batter bitter
But a bit of better butter will make my batter better
So 'twas better Betty Butter bought a bit of better butter

These types of tongue twisters show that they have different levels of difficulty, so the teacher must choose the right tongue twister for students based on their age or ability.

E. Teaching Pronunciation Using Tongue Twister

According to Maulida (2018), the application of tongue twisters as a teaching technique can improve students' pronunciation. In addition, tongue twisters can also improve students' vocabulary at the same time. Class conditions become more interesting and fun. However, applying tongue twisters can be time-consuming and students need to adapt to the longer technique as often as possible. Therefore, English teachers should choose well the appropriate activities to teach pronunciation using tongue twisters. Moreover, Putri (2018) states that there are several benefits of using tongue twisters. First, the use of the tongue twister technique can improve students' pronunciation. Second, the use of the tongue twister technique can make students read simple sentences using word stress. Third, the use of the tongue twister technique can make students read simple sentences using intonation. Fourth, the tongue twister technique can increase students' interest in learning pronunciation.

This is shown when the teacher introduces tongue twister sentences to students, they immediately practice pronouncing the sentence themselves. Students also raise their hands when the teacher asks them to say a sentence. Fifth, the tongue twister technique can improve students' ability to reduce the feeling of hesitation in pronouncing words in English. Besides, using tongue twisters requires more time and energy for both students and teachers.

RESEARCH METHOD

The quantitative approach was used in this research. This research was conducted by using experimental research. According to Arikunto (2010), experimental research is the way to look for the relation between cause and effect between two variables. In other words, experimental research is a study to know the cause and effect of a certain subject. Here, this research has two variables; they are tongue twisters and students' pronunciation. This research is to know whether there is a significant effect between tongue twisters and students' pronunciation or not.

A. Sample of Research

The sample is a specific component of a study that comes from the population. Data were obtained from the population sample. Mcmillan (1996:86 in Turumi (2016) states, "a sample is a group of subjects whose data are collected". The sample is taken from the population in the tenth

grade of SMA Negeri 4 Kota Ternate for the academic year 2022/2023. The research used experimental research to take two classes for tenth-grade students. The sample of the data was taken from X2 and X5 classes. The total numbers of students are 20.

B. The Technique of Collecting Data

The researcher instructed the students to read the tongue twister text and for class control, the researcher gives instructed them to read recount text in the textbook and the researcher records their voice, after that the researcher listed it to measure their ability in pronunciation skills before they received the treatment. Students listen to the teacher and then students are allowed to repeat the sentences spoken by the teacher. In the next step, students' get a tongue twister text which contains tongue twister sentences that they have learned and practiced on their own. After that, the students were asked to read the tongue twister several times with the teacher.

At this time, the students did not get the correction because the lecturer only noted the problem areas on the copy of the text. Next, students are asked to repeat all of the tongue twisters slowly and then more quickly. The students then work in pairs taking turns practicing tongue twisters as quickly as possible without mistakes. Students received post-test after getting treatment.

The post-test is the same as the pre-test, where students read aloud the recount text and tongue-twister sentences prepared by the researcher, and the researcher records their voices. In this study, the post-test is the final test to determine whether tongue twisters have a significant effect and result on students' English pronunciation.

C. The Technique of Data Analysis

Statistical data analysis techniques are employed by the researcher in her research. This method is employed to see the score between students in pronunciation ability before and after treatment. Students' scores on pronunciation before and after being taught the locution technique needed as data.

1. Normality Test

A normality test is used to determine whether a data set was well-modeled by normal distribution or not, or to compute how likely the random variable is to be normally distributed. The calculation of the normality test using SPSS Program.

The hypothesis formulas are:

H_0 = the data have a normal distribution

H_a = the data do not have a normal distribution

While the criteria for acceptance or rejection of the hypothesis were:

H_0 is accepted if $\text{Sig (P-value)} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig (P-value)} \leq \alpha = 0.05$

2. Homogeneity test

The hypothesis for the homogeneity test is:

H_0 = the variance of the data is homogeneous

H_a = the variance of the data is not homogeneous

The test criteria:

H_0 is accepted if $\text{Sig} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} \leq \alpha = 0.05$

3. Hypothesis of Statistic

The hypothesis of the research was:

Ha: There is an effect of the tongue twister technique on pronunciation ability.

Ho: There is no effect of the tongue twister technique on pronunciation ability.

Where the criteria of the hypothesis are:

H0 is accepted if $Sig \geq \alpha = 0.05$

Ha is accepted if $Sig \leq \alpha = 0.05$

4. Pronunciation Checker

The ELSA application is used to check whether the pronunciation spoken by students in the test is correct or not. The application is called English Learning Speech Assistant (ELSA) and was designed by Vu Van in 2015 and is based in San Francisco, United States. This application utilizes Artificial Intelligence (AI) and speech recognition to help improve and perfect English pronunciation. The usefulness of this application helps learners speak English more fluently because it focuses on pronunciation.

Score	Mark
Score 96 – 100	Excellent
Score 86 - 95	Very good
Score 76 - 85	Good
Score 66 - 75	Fairly good
Score 56 - 65	Fairly
Score 36 - 55	Poor
Score 0 – 35	Very poor

(Saefuddin, Notodiputro, et.al 2009)

DISCUSSIONS

To get the findings of the research, the researcher used a pronunciation test instrument to collect data. Data were collected from the pre-test and post-test of students in two classes; experimental class and control class, where X2 is the experimental class and X5 is the control class. As explained in chapter III, the experimental class was taught pronunciation skills using the tongue twister technique and the control class was not.

After students in both classes did the pre-test and post-test respectively to get the data, the data was scored using the pronunciation checker and SPSS version 25. The researcher also checked using the scoring rubric of pronunciation test (sound, stress, intonation) of the students to find out whether evaporation they are appropriate or not.

1. The description of Data

a. The Data of experimental Class

In this research, the experimental class was the first group (10 students) in the tenth grade of SMA Negeri 4 Kota Ternate who were taught using tongue twister text. Before the students received the treatment, the researcher arranged a pretest using the tongue twister text. The pretest is used to measure students' pronunciation before being given treatment. Meanwhile, after the students received the treatment, a post-test was conducted. The tables follow:

Table 1. Data of Pre-Test X2

No	Student	Sound	Stress	Intonation	Score
----	---------	-------	--------	------------	-------

1	ABD	2	2	1	55
2	AS	2	1	1	50
3	IH	2	2	1	60
4	DL	2	1	2	55
5	MF	2	1	2	55
6	CA	2	1	1	50
7	IH	1	1	1	35
8	FI	3	1	1	60
9	IR	3	1	1	55
10	NA	3	1	2	65
Total score		540			
Mean score		54			

Table 2. Data of Post-Test X2

No	Student	Sound	Stress	Intonation	Score
1	ABD	4	4	4	95
2	AS	3	3	4	80
3	IH	3	3	2	75
4	DL	4	2	3	85
5	MF	3	2	3	75
6	CA	3	3	4	85
7	IH	4	2	3	65
8	FI	4	3	3	90
9	IR	4	2	3	80
10	NA	3	2	4	70
Total score		800			
Mean score		80			

Based on the data above, the total pre-test of experimental students had a score of 540 and the mean value of the pre-test was 54. The lowest score in the pre-test was 35, and the highest was 65. This means that there are still many students who have the lowest ability in pronunciation. Meanwhile, the total post-test score was 800, and the average score was 80. 65 was the lowest post-test score and 95 was the highest. It can be concluded that there are differences in the pre-test and post-test scores of the experimental class.

b. The data of Control Class

Data were collected from pretest scores and posttest scores from the students. The control class was the tenth grade of SMA Negeri 4 Kota Ternate, the group (10 other students) in the tenth grade who did not receive treatment using tongue twister text.

Table 3. Data of Pre-Test X5

No	Student	Sound	Stress	Intonation	Score
1	FJ	2	2	1	55
2	AP	2	2	1	55
3	AL	3	2	2	65
4	AI	4	1	2	65
5	SR	2	2	1	55
6	AS	2	2	1	50
7	AG	3	2	1	55
8	FH	3	2	2	60

9	VI	3	1	2	55
10	SW	1	1	1	35
Total score		550			
Mean score		55			

Table 4. Data of Post-Test X5

No	Student	Sound	Stress	Intonation	Score
1	FJ	3	1	1	60
2	AP	2	1	1	55
3	AL	3	2	1	65
4	AI	4	1	2	75
5	SR	3	2	1	65
6	AS	2	2	1	60
7	AG	3	2	1	65
8	FH	3	1	2	65
9	VI	3	2	2	70
10	SW	3	1	1	60
Total score		640			
Mean score		64			

The data shows the score of 10 students in the tenth grade the second group, the total pre-test score was 550 and the average pre-test score was 55. The lowest pre-test score was 35 and the highest score was 65. Meanwhile, the post-test total score was 640 and the post-test mean score was 64, the lowest post-test score was 55, and the highest post-test score was 75.

Based on the data, this illustrates the difference between the experimental and control group scores of the students. The score of the experimental group who was taught the tongue twister text was higher than the control group who read the recount text. One can see the improvement in the experimental and control classes in the table.

2. Analysis Data

a. The Hypothesis Test

Table 9. The T-test Result of Post-test Scores

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	1.889	.186	4.707	18	.000	16.000	3.399	8.858	23.142
Equal variances assumed									
Equal variances not assumed			4.707	15.055	.000	16.000	3.399	8.757	23.243

The post-test mean score of the experimental group was 80.00 while the control class was 64.00. The result of the t-test in table 9 shows that the Sig (2-tailed) 0.000. Then the Sig (2-tailed) 0.000 is compared to the $\alpha \leq 0.05$ to know whether the tongue twister technique gives a significant effect on students' pronunciation. Based on the result above, the value of independent samples test Sig. (2-tailed) was 0.000 value of the post-test score was lower than α , $0.000 < 0.050$. It means there was a significant effect of tongue twister technique on students' pronunciation.

The result of independent Samples Test is determined by significant value. This value later is used to determine which hypothesis is accepted. H_0 is accepted if significant value is higher than 0.05. On the contrary, H_0 is rejected if significant value is lower than 0.05. Based on the result above, the value of independent samples test Sig. (2-tailed) was $0.000 \leq 0.05$ it means that H_a is accepted.

The pre-test results data describe the experimental class, data taken from 10 students. The pre-test scores were taken before the students received the tongue twister technique treatment, where the mean score was 54. However, after the students received the tongue twister technique treatment and carried out the post-test in table 2, the mean score increased to 80. Meanwhile the table 3 depicts the score of the control class. The pre-test mean score was 55, and the post-test mean score was 64. From these data it can be concluded that students with experimental controls scored lower than control class students in the pre-test, it shows that there are still many students who have poor pronunciation skills. Where as in the post-test, the experimental group scored higher than the control class, so it can be concluded that the application of the tongue twister technique refers to an increase in students' abilities in pronunciation so that their pronunciation becomes very good.

According to Machackova (2012), 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 and learn English better. It can make the students' pronunciation skill stronger. The faster to students' can read the tongue twister without slipping up, the stronger their language skill become. From the treatment that has been given to students, the researcher can conclude that each item of tongue twisters is taught based on its type, starting from the type of sentence, the type of repetitive, and also the type of story. The researcher found that students had difficulty pronouncing tongue twisters in the story type. The story type tongue twisters had words that were difficult to pronounce because the sentences were long because the tongue twisters were in story form. That's what makes it difficult for students to pronounce the tongue twister so researchers need to focus on teaching it. With these improvements to strengthen the data in knowing whether tongue twisters effect on students' pronunciation ability or not, the researcher decided to use the t-test on SPSS version 25. To clarify the data by using an independent sample test to determine the post-test of the two groups (experimental and control group). To determine the pre-test and post-test in the experimental group, the researchers used a paired sample test. The independent sample test result is 0.000 as shown in table 9. Because $0.000 < 0.05$, H_a is accepted and H_0 is rejected, meaning that the tongue twister technique affects the pronunciation skills of class X students of SMA Negeri 4 Kota Ternate. Even after looking at the average scores of the two post-tests in the experimental and control groups, it can be concluded that the experimental group is higher than the control group because of the use of the tongue twister technique. The mean scores of the pre-test and post-test showed a significant difference, the post-test improved very well after being taught using the tongue twister technique. While doing the treatment, students were

found to be very funny and enjoyable in terms of uttering tongue twisters. The class atmosphere is very comfortable and students don't feel bored at all. All students were very enthusiastic about tongue twisters and they looked very happy during the class.

The results above show that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that the tongue twister technique effects on students' pronunciation. The findings of this study indicate that there is a positive influence on the pronunciation skills of students who are taught by applying the tongue twister technique at SMA Negeri 4 Kota Ternate.

CONCLUSION

Based on the result of the research, the researcher concludes that the students' scores are higher when they are taught by using the tongue twister technique for learning pronunciation. It can be seen from the mean score of the post-test experimental group was 80. That score is better than the control group which only got 64 for the post-test mean score. Then, there is a significant effect of applying tongue twister technique on students' pronunciation because the data value of both the independent samples test and paired samples test was 0.000 which is lower than 0.05 which means that H_a is accepted and H_0 is rejected.

SUGGESTIONS

1. For the teacher, the researcher suggests using tongue twisters as the technique for teaching pronunciation because by implementing this technique, the students' will feel more enjoyable and comfortable while studying. Moreover, the tongue twister technique is good for developing students' pronunciation.
2. For the students, research suggests training yourself with the tongue twister technique to get better pronunciation and keep trying, and don't be scared of making mistakes while pronouncing every word or sentence.
3. The result of this study is used as consideration for the next researcher in conducting research that correlates with this technique. English Teachers can use the Tongue Twister technique in the teaching and learning process because Tongue Twister is suitable to apply. After all, this technique is one of the techniques that can make students more interested and also make a teacher more creative to give the material to students.

REFERENCES

- Arikunto, S.2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta. PT Rineka Cipta.
- Chomsky, N. and Halle, M. (1968). *The Sound Pattern of English*. New York: Harper and Row.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press.
- Gilakjani, A. P. 2011. A Study of Factors Affecting EFL Learners' English Pronunciation Learning and Strategies for Instruction. *International Journal of Humanities and Social Science*, 2 (3), 119.
- Gonzales, Natalia Iglesias. (2009). *Learning English with Tongue Twister*. Lulu Press Inc.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Harlow: Pearson Longman.
- Kelly, G. (2000). *How to Teach Pronunciation*. Edinburgh: Pearson Education Limited.

- Lutfiani, D. (2017). Using Tongue Twister to Improve Students' Pronunciation. *ELITE: Journal of English Language, Literature, and Teaching*, 2(2), 110–115. <https://doi.org/10.32528/ellite.v2i2.1511>
- Laurea, T. d. (2004). A Study on Teaching English Pronunciation in Primary Schools in Italy. Venezia: Universita Ca' Foscari
- Machackova, B.E. (2010). *Teaching English Pronunciation to Secondary School Students with Focus on "the" Consonants*. A Diploma Thesis of Department of English Language and Literature. Masaryk University Bino: Unpublished.
- Parera, J.D. 2004. *Teori Semantik*. Jakarta: Erlangga.
- Sitoresmi, U. (2016). *Tongue twisters in pronunciation class*. ICTTE FKIP UNS 2015
- Yates, Lynda. (2002). *Pronunciation in the English Language Teaching Curriculum*. Iowa: Iowa State University.