

The Impact of Tongue Twister Technique on the Students Pronunciation

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ABSTRACT

The aim of this study is to investigate the potential impact of the Tongue Twister Technique on the pronunciation skills of eighth H pupils at SMPN 2 Kota Sorong. The research employed a pre-experimental research design in relation to the purpose. The sample for this study comprised 26 eighth H students from SMPN 2 Kota Sorong. The researcher employed a reading exam for both the pretest and posttest in data collection. The researcher utilized the SPSS 20 software to examine and calculate the data. Upon doing an analysis of the paired sample T-test results, it was determined that the Alternative hypothesis, which posits that the Tongue Twister technique has an impact on the pronunciation of eighth H pupils at SMPN 2 Kota Sorong, is supported, whereas the Null hypothesis is denied. Furthermore, the obtained P-value (0.001) is greater than the critical P-value (0.05). This indicates a statistically significant difference in the students' pronunciation scores between the pretest and posttest. The impact of the Tongue Twister technique on pupils' pronunciation can be inferred.

Key words: Tongue Twister; Students Pronunciation

INTRODUCTION

Pronunciation refers to the way a word is spoken, particularly in a manner that is widely acknowledged or commonly comprehended (Darcy, 2018). Our manner of speech also communicates a certain aspect of our identity to those in our vicinity. Individuals who possess proficient English pronunciation are more inclined to be comprehended, even if they commit mistakes in other domains. Indeed, pronunciation holds paramount significance in the realm of spoken English. According to Gilakjani & Sabouri, (2016), speakers with poor pronunciation will be incomprehensible to listeners. He said that it plays a crucial role in the process of acquiring a foreign language, since it has a direct impact on learners' ability to communicate effectively and their overall performance.

In Indonesia, English pronunciation errors arise due to variations in articulation styles resulting from differences in the native language or first language of the speakers (Sayogie & Adbaka, 2022). The issue of pronunciation is encountered by both English teachers and students alike. Most Indonesian learners lack the ability to distinguish between substantially identical sounds in English. In addition, it is worth noting that there exist variations in consonant or vocal pronunciation between the English and Indonesian languages, which are not present in the Indonesian language.

According to the interview conducted with the English instructor at SMPN 2 Kota Sorong, a significant number of students, particularly those in the seventh grade, encounter difficulties in accurately pronouncing certain words. The students' activity in reading or pronouncing words can be used to identify it. For instance, when the teacher instructed them to read the word "teacher," they would read it using Bahasa and focus on the pronunciation of the words. One primary aspect is their lack of English education at the elementary school level, which causes them to feel surprised and uncomfortable when asked to read or pronounce words in English. Another contributing element is the individuals' familiarity with reading the term in Bahasa, which leads them to adopt a similar approach when prompted to pronounce the word in English.

To address the issue, the researcher aimed to employ a pedagogical approach known as the Tongue Twister technique for the purpose of pronunciation instruction. Macháčková (2012) defines tongue twisters as phrases or sentences that are challenging to speak due to the presence of comparable sounds, yet they offer students entertaining exercises for practicing pronunciation. Tongue twister is an effective and enjoyable method to enhance pupils' English language learning. It can enhance the kids' spoken communication abilities. The proficiency of a student's language skills is directly proportional to their ability to read the tongue twister with ease and without error. The tongue twister also serves as a cognitive tool for enhancing pronunciation skills. The intervention experienced by pupils during the recitation of tongue twisters primarily affects the brain, which is responsible for regulating oral functions, rather than the oral cavity.

LITERATURE REVIEW

Previous Related Study

Lutfiani and Astutik (2019) conducted a study titled "Using Tongue Twister to Enhance Students' Pronunciation at SMA Muhammadiyah 3 Jember." The results of this study indicate that the utilization of tongue twisters can be beneficial for students in enhancing their pronunciation skills through frequent practice of articulating words or phrases. Repetition is also a deliberate effort to commit the word or phrase to memory, with the aim of enhancing speaking fluency. The proportion of students who achieved the desired score shown an increase from 65.71% in the first cycle to 77.14% in the second cycle. Tongue twisters also enhanced pupils' active engagement. The repetition of tongue twister exercises has been observed to result in increased distance. The increase in students' active participation from 51.42% in cycle 1 to 77.13% in cycle 2 was evident. In conclusion, the implementation of tongue twisters has the potential to enhance students' pronunciation scores and foster their active engagement in the teaching and learning process.

In a study conducted by Yollanda (2019), the focus was on the utilization of tongue twisters as a means to enhance the pronunciation skills of seventh-grade students at SMP Negeri 4 Palu. According to the task's outcome, the researcher observed an improvement in the students' pronunciation. It was demonstrated by examining the T count of 3.85, which exceeded the tea table value of 2.06. The students' mean score has significantly improved, increasing from 3.6 in the pre-test to 19.2 in the post-test. Furthermore, this assertion is corroborated by prior research. The researcher has reached the conclusion that the utilization of tongue twisters can enhance the pronunciation of "th" sounds among eighth-grade students at SMP Negeri 4 Palu. The researcher recommends that teachers employ a teaching and learning approach that not only focuses on students' textbook tasks, but also emphasizes their pronunciation. The utilization of tongue twisters represents a viable approach for instructing pronunciation, particularly in relation to interdental sounds. However, the utilization of this technology requires a significant amount of time. Additionally, it is imperative for pupils to engage in pronunciation training and practice through the utilization of tongue twisters. It is enjoyable and captivating. They must possess self-assurance in order to articulate their pronunciations. Furthermore, the utilization of tongue twisters is among the several methods employed in the instruction of pronunciation. This technique can be employed by other researchers for their respective researches.

Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed open sequences of sounds used in speaking in each word or language in a specific dialect (correct pronunciation), or simply the way particular individual speaks a word or language (Lestari, 2019). A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the duration of the cultural exposure of their childhood the location of their current residence, speech or voice disorders, their ethnic groups, their social class, or their education. According to burns and Claire in Iryani (2015) define pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener.

Pronunciation plays a crucial role in language learning and communication, encompassing various components such as sound, stress, and intonation. Understanding these components is essential for achieving clear and effective oral communication skills in a second language. This literature review explores key studies and findings related to sound, stress, and intonation in pronunciation.

The production of accurate sounds is fundamental to achieving intelligible pronunciation in a second language. Research by Derwing and Munro (2015) emphasizes the importance of sound discrimination and production accuracy in pronunciation training. Studies have shown that explicit instruction and focused practice on individual sounds can lead to improved pronunciation skills (Levis, 2005). Furthermore, technology-enhanced tools, such as speech recognition

software, have been utilized to provide learners with feedback on sound production, facilitating self-correction and improvement (Neri, Cucchiarini, & Strik, 2002).

Stress patterns in words and sentences contribute significantly to the rhythm and intelligibility of spoken language. Research by Cutler (2005) highlights the role of stress placement in facilitating word recognition and comprehension. Studies have shown that learners who are able to accurately place stress on syllables and words demonstrate enhanced fluency and communicative effectiveness (Abercrombie, 1967). Pronunciation instruction focusing on stress patterns and prominence has been found to benefit learners in achieving natural and native-like speech rhythms (Celce-Murcia, Brinton, & Goodwin, 2010).

Intonation refers to the rise and fall of pitch patterns in speech, conveying meaning, attitude, and emotion. Research by Brazil (1997) emphasizes the significance of intonation in signaling information structure and discourse functions. Studies have shown that learners who are proficient in using appropriate intonation patterns exhibit improved communicative competence and pragmatic awareness (Roach, 2009). Pronunciation instruction that incorporates intonation practice and awareness of pitch contours has been found to enhance learners' ability to convey meaning effectively and engage in natural conversational interactions (Pennington, 2018).

Tongue Twister

Tongue twisters are linguistic exercises that consist of sequences of words or phrases that are challenging to articulate quickly and accurately due to their repetitive sounds, alliteration, or phonetic complexity. These playful and engaging language tools are commonly used in language teaching to improve pronunciation, fluency, and articulation skills. Research by Crystal (2010) defines tongue twisters as phonetic sequences that test the speaker's ability to accurately produce and differentiate specific sounds in rapid succession. Tongue twisters serve as effective tools for practicing speech sounds, rhythm, and intonation, making them valuable resources for pronunciation instruction in language learning contexts.

Teaching tongue twisters in pronunciation instruction typically involves a structured approach aimed at developing learners' articulatory skills, phonetic awareness, and fluency. The teaching steps for incorporating tongue twisters in language classes often begin with introducing simple and gradually more challenging twisters to students (Murphy, 2012). Educators may focus on specific phonemes, consonant clusters, or vowel sounds targeted in the tongue twisters to help learners improve their articulation and sound discrimination abilities. Practice sessions involve repeated recitation of the tongue twisters at varying speeds to enhance fluency, rhythm, and accuracy in pronunciation (Underhill, 2005). By engaging students in interactive and repetitive practice with tongue twisters, educators can create a dynamic and engaging learning environment that promotes effective pronunciation skills development.

Furthermore, tongue twisters can be integrated into communicative activities and speaking tasks to reinforce pronunciation skills in authentic contexts. Research by Brown (2014) highlights the benefits of using tongue twisters as warm-up exercises or icebreakers to energize language classes and encourage active participation. Incorporating tongue twisters in pair or group activities allows learners to practice pronunciation collaboratively, receive peer feedback, and build confidence in their speaking abilities. By incorporating tongue twisters into various language learning activities, educators can enhance students' pronunciation proficiency, promote oral fluency, and foster a positive and engaging learning experience in the language classroom.

METHOD

Design and Samples

The researcher employed a pre-experimental design in this study. The pre-experimental design is a research methodology employed prior to the actual experiment, with the purpose of assessing the impact of the researcher's intervention on the experiment. Preliminary experiments constituted the most basic iteration of study design. A pre-experiment involves the observation of either a single group or numerous groups following a treatment that is hypothesized to induce a change. The pre-experimental design encompasses two distinct forms, namely the pre-test and post-test. The pre-test was administered by the researcher to assess the pupils' pronunciation abilities. The treatment was administered by the pupils through the utilization of a tongue twister. The pupils completed the post-test. A post-test was employed by the researcher to assess the impact of the tongue twister technique on the students' pronunciation skills. The sample of this research is eight H class of SMPN 2 Kota Sorong which consists of 26 students.

Instrument and Procedure

The researcher used a text about self-introduction to read as an instrument in this research which has been tested in pretest and posttest. The students read the text one by one, and the researcher recorded the way of the students read the text. The students' pronunciation have been taken from the text. The topic of test was same in pretest and posttest, but the text was different. To collect data on the impact of the Tongue Twister Technique on students' pronunciation using a pre-experimental research design, the technique involves administering a pretest and posttest using a text about self-introduction as the instrument. The pretest assesses students' initial pronunciation skills by having them read the text aloud, while the posttest evaluates the effectiveness of the Tongue Twister Technique intervention on pronunciation improvement. Students will engage in practice sessions with selected tongue twisters targeting specific phonemes, consonant clusters, or vowel sounds. The data collection process includes recording students' performances during pretest and posttest readings, analyzing pronunciation accuracy, fluency, and articulation, and

comparing results to measure the impact of the Tongue Twister Technique on students' pronunciation proficiency in a controlled pre-experimental research setting.

Data Analysis

To analyze the impact of the Tongue Twister Technique on students' pronunciation using a pre-experimental research design and paired sample t-test in SPSS, the researcher will conduct statistical analysis comparing the pretest and posttest scores of students' readings of a text about self-introduction. The paired sample t-test in SPSS will allow the researcher to determine if there is a significant difference in pronunciation performance before and after the intervention with the Tongue Twister Technique. By inputting the pretest and posttest data into SPSS, running the paired sample t-test, and examining the resulting p-value, the researcher can assess the effectiveness of the intervention in improving students' pronunciation skills and draw conclusions about the impact of the Tongue Twister Technique on pronunciation proficiency in a controlled pre-experimental research setting.

RESULT AND DISUSSION

Table 1. The Students Score in Pretest and Posttest

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	0	0	0	0
2	Good	70-89	0	0	9	35
3	Fair	50-69	11	42	17	65
4	Poor	30-49	15	58	0	0
5	Very Poor	10-29	0	0	0	0
Total			26	100	26	100

Table 4.1 shows the rate percentage student pronunciation of pretest and posttest. In pretest there are 15 (50%) students get very poor score, and there is 11 (42%) students get fair score. It indicates that in half of students in this class have poor ability in pronunciation at pretest. On the other side, there are 17 (65%) students get fair score and there are 9 (50%) students get good score at posttest. It can be stated, after given treatment by the researcher occurs increased of the students' score than previously.

Table 2. Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	46.92	26	10.147	1.990
	Posttest	65.88	26	6.695	1.313

The table 2 show that the mean score of students in pre-test is 46.92 with standard deviation is 10.147. While, in post-test is 65.88 with standard deviation 6.695. It indicated that the mean score of the students in post-test is higher than pretest.

Table 3. Paired Sample T-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	- 18.962	8.454	1.658	- 22.376	- 15.547	- 11.436	25	.000

The data analysis above used to know whether there is significant different score between pretest and posttest or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pretest and posttest because the P-Value (0.001 than smaller P-value (0.05). It means that the students' pronunciation score between pretest and posttest is significantly different. It shows that the Alternative hypothesis, which is said that Tongue Twister technique affect the students' pronunciation at the seventh grade SMPN 2 Kota Sorong is accepted. It is because there is a significant different score on the students pretest and posttest statistically. In other word, Tongue Twister technique affect the students' pronunciation.

There are some factors that influenced the result of the students pronunciation based on the researcher observation at the classroom. First, when the researcher give treatment, the students interest in learning English especially when they practiced to pronoun the sentence using Tongue Twister. Some of them even after the class still said the tongue twister. The implementation of teaching pronunciation through Tongue twister could make students more active in teaching and learning process since the students became more interested when they pronounce the sentence from slow to fast way. It is in line with Putri (2018), Tongue twister trains the student's tongue to move fast or slow and it can make the students pronounce well. It can be

said that the tongue twister can help the student to improve their fluency in speaking.

Second, the students' enthusiasm in learning English is increased. The modification of Tongue Twister techniques' step which is started with guessing picture make the students enthusiastic in learning. They feel like it's the new technique in learning, so they put different atmosphere in learning compared with the common method that teacher always does in the classroom. Besides, it is continued with practice the tongue twister sentence from slow to fast speed. It makes them more active and enthusiastic in learning. Basically, the students prefer to practice rather than learn the theory or concept.

One factor that make this technique become not too improve the students pronunciation become good classification is some of the students easy to forget the pronunciation of word. Therefore, it makes them go back to pronounce the word based on their written. The reason for this is the lack of students' ability in English. Some of them never learnt English before at Elementary School. Another factor is the teaching technique or method that the teacher used in teaching emphasized in theory rather than practice. Thus, the students are lack of practicing their speaking or pronunciation.

CONCLUSION

Based on the findings and discussion above, it can describe the effect of Tongue Twister technique on the students pronunciation, by some following particular as follows;

1. First, the result of paired sample T-test, it is classified into quite effect. So, it can be concluded the alternative hypothesis which state that Tongue Twister effect the students' pronunciation is accepted.
2. Second, Tongue Twister technique have a positive impact on the learning process. The students are active and enthusiastic in learning English especially pronunciation.
3. The last, using Tongue Twister technique in teaching pronunciation also can improve students' fluency in speaking.

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