

IMPROVING THE ELEVENTH GRADE STUDENTS' PRONUNCIATION AND ACTIVE PARTICIPATION BY USING TONGUE TWISTER AT SMA MUHAMMADIYAH 3 JEMBER IN THE 2015/2016 ACADEMIC YEAR

Dewi Lutfiani

*University of Muhammadiyah Jember, Indonesia
lutfianidewi27@yahoo.com
2016*

Abstract

Pronunciation is an essential component of language in oral communication and the basic ability of speaking English as well as other languages. The correct pronunciation of English is to help the students to convey the message or information clearly. Dealing with the condition of learning English language, there must be some ways and solution to improve the students' pronunciation. In this case, the researcher used tongue twister to improve students' pronunciation.

In this research, the problem is "How can the use of tongue twister improve the eleventh grade students' pronunciation and active participation at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year?". The action hypothesis of the research is tongue twister can improve the eleventh grade students' pronunciation and active participation of SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

Classroom action research with the cycle model was applied in this research. The action research was carried out to improve the eleventh grade students' pronunciation and active pronunciation by using tongue twister at SMA Muhammadiyah 3 Jember. This classroom action research was done with sequence of steps, namely planning of the action, implementing of the action, observing and reflecting of the action.

In the implementation of cycle 1, the biography topic were given and the students practice pronunciation in pair. Based on the result of the pronunciation test in cycle 1, it showed that there are only 65.71% of students who got score 75 and the percentage of active students was 51.42%. It means that practice pronunciation in pair is not success yet and it continued to the next cycle. In cycle 2, the researcher gave different topic from cycle 1 and the students practice pronunciation individually. There are 77.14% of students who got score 75 and the percentage of active students was 77.13%. Based on the result of pronunciation test in cycle 2, the target percentage of the research that was 75% of the students who got 75 and students active participation has been achieved.

The result of this research showed that tongue twister can improve students' pronunciation and active pronunciation. So, it can be concluded that using tongue twister can improve the eleventh grade students' pronunciation and active participation at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year.

Keywords: pronunciation, tongue twister

1. Introduction and Theoretical Background

Pronunciation is the most important skill of spoken English. If speakers have very bad pronunciation, their speech will not be understandable to the listeners (Gilakjani, 2011). Gilakjani, (2012) also states that pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities.

Pronunciation is one of the English components that considered as the devise to develop the students' oral communication ability. However, related to the condition and situation right now, there are some students who still unable to pronounce the English word correctly. This is because English has a distinct set of sounds but Indonesian does not. Pronunciation is very important and learners should pay a very close attention to pronunciation as early as possible and it should be taught in all foreign language classes through a variety of activities.

In learning foreign language especially English, it must be understood that English sound system is different from Indonesian. There are some sounds of English language which are not found in Indonesia language, such as /sh/ sound and /th/ sound.

In English, many words have the same pronunciation but are written differently and have different meanings. For example "to, two, too" which all have transcription /tu/. Sometimes, words which are written similarly, but have different pronunciation like thought and though. Students are indicated with the International Phonetic Alphabet and followed by example and exercises.

In learning English, the ability to express words, phrase, and sentences as well as, right pronunciation as the native speaker at English pronunciation is the main point. It is very important because in English, error pronunciation will cause the meaning of the word. As a consequence, the information will not accepted clearly.

Based on the explanation above, the teachers must be creative to increase the students' achievement to make success in learning. Teacher must be creating varieties of methods in teaching; one of the alternatives in teaching pronunciation is using Tongue Twister.

Gonzalez, (2009:3) states that tongue twister often used to practice pronunciation. Gonzales, (2009:4) also states that tongue twister is a fun activity in any language classroom. Practicing tongue twisters allows people who are learning English to strengthen their speech skills. The faster a person can say the tongue twister without slipping up, the stronger their language skills become.

Tongue twister is a phrase or sentence that is difficult to say because it contains many similar sounds. Tongue twister are used to repeat it as many times as possible, as quickly as possible, without mispronunciation (Gonzales, 2009:3). Tongue twisters are also useful in understanding how we process a language.

Using Tongue Twister will be helpful to improve students' pronunciation, not only practicing words and pronunciation but also developing memory skill as well. For someone who speaks to an audience, working with tongue twisters to

build on his/her phonemic awareness helps to develop better articulation and pronunciation of words.

Based on the information from the English teacher at SMA Muhammadiyah 3 Jember at the eleventh grade students that the students' achievement in speaking/pronunciation was still low where the mean score of the students' speaking achievement was 6.0, while the standard speaking in curriculum is 8.0. In this study, the researcher wants to solve this problem until the students have a good pronunciation and achieve the standard score. Therefore, through this mechanism the researcher would improve the students' speaking, especially pronunciation achievement until achieve score 75% as target of in speaking. Based on the condition of the students in speaking, the researcher would like to solve the problems by using Tongue Twister to improve students' pronunciation.

1.1 Pronunciation

Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners with good English pronunciation are more likely to be understood even if they make errors in other areas. Gilakjani (2012) defines pronunciation is an integral aspect of communicative competence that can impact the desire to use the language as well as the quantity and quality of input received and output produced. Gilakjani (2012) also defined that pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities.

According to Hayati (2008), Pronunciation no doubt is one of the most significant and inevitable parts of teaching English in particular and any other languages in general. Whereas Prommak (2010) states pronunciation is an integrated part of language learning. It consists of segmental (e.g., consonant and vowels) and suprasegmental (e.g., stress, intonation, rhythm, rate, and volume) elements. Clearly, mastering these elements supports the communicative process. In other words, learners desire to gain communicative competence are to learn and understand pronunciation.

1.2 Tongue Twister

Gonzalez, (2009:3) states that tongue twister often used to practice pronunciation. Gonzales, (2009:4) also states that tongue twister is a fun activity in any language classroom. Practicing tongue twisters allows people who are learning English to strengthen their speech skills. The faster a person can say the tongue twister without slipping up, the stronger their language skills become.

According Beare (2014) Tongue twisters are short, memorable lines that are difficult to pronounce, especially rapidly, because of alliteration or a slight variation of consonant sounds. Tongue twisters are especially useful in pronunciation when focusing on a specific, related phonemes, or sounds.

Goldrick and Blumstein (2008:7) assumed that the tongue twister paradigm induces phonological planning errors, in addition NCDC (2008:7) Tongue twisters are characterized by repetition of certain sounds and words or phrases with emphasis on pronunciation, stress, intonation, speed and speech. They are also intended to help the learners identify the difference between similar and confusing letter sounds.

1.3 The Procedures of Tongue Twister

Ruth and Steve (1991: 326) states the tongue twister activities start from ask children to repeat a variety of tongue twisters, encourage children to increase their speed or to make up some original verses. Examples - “Sally sells seashells by the seashore” or “Bubby baby buggy bumpers” or “Busy Barry Bear barely bakes berries” or “Peter Pepper picked a peck of pickled peppers”. In addition, the researcher will develop the procedure of twister.

1. Give a variety of tongue twisters.
2. Ask the students to read the tongue twister.
3. Ask the students to repeat a variety of tongue twister.
4. Ask the students to increase their speed or to make up some original verses.
5. Ask the students to practicing tongue twister in pair.
6. Ask the students to read the tongue twister.

2. The Implementation of Education Songs

2.1 Subject of the Study

The subjects of the research are taken from the eleventh grade students of SMA Muhammadiyah 3 Jember in 2015/2016 academic year. The researcher chooses students of XI IPA 4 because they have problem in pronunciation. There are thirty five students in the class.

2.2 Area of the Research

This research will be conducted at SMA Muhammdiyah 3 Jember. Some reason are considered in choosing this school as the area of the research. First, based on the English teacher information, the students of SMA Muhammadiyah 3 especially in XI IPA 4 had problems in pronunciation. Second, the school principal gave permission to the researcher to conduct this classroom action research at the school.

2.3 Data collection and analysis

2.3.1 Pronunciation Test

Test is used as the primary research instrument in this research. Test is a set of question or exercise used to measure skill, knowledge, intelligence, and aptitude of an individual or group (Arikunto 2006: 127). Test is used to measure the students' pronunciation achievement by reading a text. McMillan (1992: 114) states a test is an instrument that present to each subject a standard set of questions that require the completion of a cognitive task. Hughes (1996: 9) also states there are four types of test, namely: proficiency test, diagnostic test, achievement test,

and placement test. In this action research, achievement test is used to know how successful the individual students have achieved the goal of the teaching learning process of pronunciation.

Achievement test is used in this research in order to know how successful the individual students have achieved the goal of the teaching learning process in achieving the subject. In this research, typical performance test is given in each cycle after the actions given. The test item are construct based on indicator and all words occurred in the test are taken from the compulsory book used by students. In this research, the test is reading aloud. The students are asked to read paragraph. The students pronounce the words individually. The students' pronunciations are recorded. Then, the result of pronunciation is evaluated based on indicators.

2.3.2 Observation Checklist

Observation that is done in this research is to measure the students' active participation in teaching and learning process. The researcher use checklist paper as the instrument in the observation. The requirement of the students' active to be involved in the teaching and learning process is 75%. Doing pronunciation practice, asking question, answering and reading tongue twister or text are the indicators of active students. Meanwhile, never doing pronunciation practice, asking question, answering and reading tongue twister or text are the indicators of passive students. The students are considered as the active students when they fulfill at least four indicators. The instrument used in this method is checklist paper.

3. Results and Discussion

3.1 The Result of The Research

The result of the pronunciation test in the Cycle 1 showed that the mean score of the students' pronunc was 51.09 and the percentage of students who scored was 65.71%, and the students' active participation in teaching learning process was 51.42%. It means that the target score, the requirement of students scoring and the requirement of active student in observation process in Cycle 1 of this research had not been achieved. From the data above, it can be concluded that Cycle 1 was not successful.

In Cycle 2, the class was more conducive as the students have practiced more and they became more familiar with tongue twister.

Therefore, the researcher investigated the cause of this matter. In the first cycle, a lot of students were passive because tongue twister was a new method for them, they tend to only watch the laptop while in the process of learning and process. This technique made them fun and enjoyable in teaching learning process. Also, at the same time, it provided a lot of opportunities for the students to enrich their pronunciation.

The students' pronunciation in Cycle 2 was better than in Cycle 1. Tongue twister as the way of improving students' pronunciation can be applied in teaching pronunciation because it can improve the students' pronunciation and it can help the students to practice their pronunciation. It means that tongue twister is able to improve the students' pronunciation. In this research, tongue twister tries to build in student's mastery to improve their pronunciation.

From the discussion above it can be concluded that teaching pronunciation by using tongue twister is worth being applied in improving the students' pronunciation.

4. Conclusions

Based on the research finding, the writer gives the conclusion as follows: The use of tongue twister can improve the eleventh grade students' pronunciation at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year and the use of tongue twister can improve the eleventh grade students' active participation at SMA Muhammadiyah 3 Jember in the 2015/2016 academic.

REFERENCES

- Ali, H. Mohammad. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arikuno, Suharsimi. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Beare, Kenneth. 2014. *Intonation and Stress in English*, (Online), (http://esl.about.com/od/speakingenglish/a/a_stressinto.htm?utm_term=understanding%20english%20pronunciation%20concept&utm_content=p1-main1title&utm_medium=semunp&utm_source=msn_s&utm_campaign=ocode35479&ad=dirN&an=msn_s&am=broad&q=understanding%20english%20pronunciation%20concept&o=35479&qsrc=1&l=sem&askid), accessed March 17 2016).
- Beare, Kenneth. 2014. *Tongue Twister*, (Online), (http://esl.about.com/od/englishlistening/a/twister_master.htm), accessed March 17 2016).
- Beare, Kenneth. 2014. *Understanding english pronunciation Concept*, (Online), (<http://esl.about.com/od/pronunciationtechniques/fl/Understanding-English-Pronunciation-Concepts.htm>), accessed March 17 2016).
- Bennett, R., & Bennett, S. T. (1991). *365 TV free activities you can do with your child*. Holbrook, MA: Bob Adams.
- Brown, Douglas. 2004. *Language Assessment*. New York: Pearson Education.
- Chun, Dorothy M. 2002. *Discourse Intonation in L2 From Theory and Research To Practice*. Amsterdam: John Benjamins Publishing Company.
- Elliot, John. 1991. *Action Research for educational change*. Philadepia: Open University Press.
- Ellis. 2006. *Master Pronunciation 3*. USA: English Language Learning and Instruction System, Inc.
- 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.

- Gilakjani, A. P. 2012. A study on the situation of pronunciation instruction in ESL/EFL classrooms. *Journal of Studies in Education*, 1(1): E4.
- Gilakjani, A. P. 2012. Goals of English Pronunciation Instruction. *International Journal of Language Teaching and Research*, 1 (1), 4.
- Goldrick. M and Blumstein S. E. 2008 *Cascading Activation From Phonological Planning to Articulatory Processes: Evidence from Tongue Twisters*. Department of Cognitive and Linguistic Science Brown University & Department of Linguistics Northwestern University.
- Gonzales, Natalia Iglesias. 2009. *Learning english with tongue twister*. Lulu Press Inc.
- Hanafi, dkk. 2015. *Pedoman Penulisan Skripsi*. Jember: Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Jember.
- Hayati, A. M. (2010). Note on teaching English pronunciation to EFL learners: A case of Iranian high school students. www.ccsenet.org/elt English Language Teaching Vol. 3, No. 4; December. Published by Canadian Center of Science and Education 121.
- Hughes, Arthur. 1996. *Testing For Language Teacher*. Cambridge University Press.
- Nunan, David & Lines, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill ESL/ELT.
- McMillan, James H. 1992. *Educational Research: Fundamentals For The Consumer*. New York. Harper Collins Publisher.
- National Curriculum Development Centre (NCDC). 2008. *Ministry Of Education and Sports*. Uganda: National Curriculum Development Centre.
- Nordquist, Richard. 2015. *Stress (Speech)*, (Online), (http://grammar.about.com/od/rs/g/Stress.htm?utm_term=what%20is%20stress%20definition&utm_content=p1main5title&utm_medium=sem&utm_source=msn_s&utm_campaign=adid-a26a775c-03f6-4a31-95c0f1203d831fb70ab_msb_ocode28802&ad=semD&an=msn_s&am=brand&q=what%20is%20stress%20definition&o=28802&qsrc=999&l=sem&askid=a26a775c-03f6-4a31-95c0-f1203d831fb7-0-ab_msb, accessed March 17 2016).
- Nordquist, Richard. 2016. *Intonation (Speech)*, (Online), (<http://grammar.about.com/od/il/g/intonationterm.htm>, accessed March 17 2016).
- Prommak, Supanan. 2010. Thai University Students' Perspectives on English

Pronunciation Awareness: Is It Ignored or Awakened?. Thailand: Thaksin University.

Purwanto, M. Ngalim. 2000. *Prinsip- Prinsip dan Teknik Evaluasi Pengajaran*. Bandung: CV Remaja Karya.

Wright, Betteridge and Buckby. 2006. *Games for Language Learning*. New York: Cambridge University Press.