

# THE EFFECT OF USING TONGUE TWISTERS ON STUDENTS' PRONUNCIATION OF SMP NEGERI 1 TEMPUREJO

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## Abstract

This study aims to know about the use of using tongue twisters on students' pronunciation at seventh grade students. This is an experimental research conducted in SMP Negeri 1 Tempurejo. The subject of the study are 50 students, which is 25 for control group and 25 for experimental group. The data were collected from pronunciation test and analyzed by using spss21. The result of students' pronunciation was not effective in the use of tongue twisters, the score was as follows; mean score of post-test of experimental group got 6.69, the control group got 6.68. The mean of pre-test of experimental group got 4.88 and control 4.72 with the significant different 0.070. This leads to the conclusion that the students' pronunciation was not effective due to the three reasons; first, the students were not active, need extra attention. They already pass their final examination so that they think it is not important. Second, class situation was so noise. Third, the time between control and experimental group did not take too long space, so they did not have curiosity in the learning process.

**Keywords:** Students' Pronunciation, Tongue Twisters

Pronunciation is undeniable important in a communication. Pronunciation is defined as production of sounds that we use to make meaning (Yates, 2002). Consistent attention to pronunciation in regular lessons helps to reinforce the message that pronunciation is very important (Yates & Zielinski 2009).

(Pourhosein, 2012) recognized that learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect (p.95). Being in line with the statement, It is believed that as a sub-skill in speaking, good pronunciation

is essential and contributes to the listener's understanding. (Fraser, 2000).

Pronunciation does not offer the word "simple" in good communication, but should be intelligible. Intelligible pronunciation is a need and then becomes the aim of this study in improving student's pronunciation. Pardede (2010) states that mastering a foreign language pronunciation is not something impossible as far as the students and the teacher participate together in the total learning process. One of motivating ways to teach pronunciation is by using tongue twisters. Karker (2000) defines tongue twister as a text that features or a combination of sounds that are extremely difficult for the mouth and, of course, tongue to control.

The problems in SMP Negeri 1 Tempurejo the students mostly wrong in pronouncing word. For example, the word "even" and "event" are pronounced similarly. The students cannot distinguish which one is the correct one. This

means that, when they meet a native speaker or listening class if they don't know the right one they will make mistakes to interpret. Hence, they need a technique to solve the problems such as tongue twister. Some example of tongue twister which makes the students get fluent in pronouncing a word are '*She sells sea shells on the sea shore*'.

The last but not least, it is believed that tongue twister will be best applied to solve the student's pronunciation problem in class. This way is suitable for students because tongue twister is fun and challenging.

Tongue twister is an alternative way of teaching pronunciation optimally to avoid conventional and boring way. In this study, the students given an English tongue twister by the teacher. This English tongue twister will make the student's fun while teaching and learning process.

The implementation of the tongue twister in the experimental group will be started with the introduction of the English

demonstration of how to pronounce them in words by the teacher. The students listen to the teacher and they will be given a chance to repeat the vowels solely and in words. At the next step, the students got the texts of tongue twisters. Before they practice the tongue twisters, they listen to the tongue twister video and listen to their teacher modeling the tongue twisters. Afterwards, the students ask to read the tongue twisters aloud several times along with the lecturer. At this moment, the students are not get any correction since the lecturer only note problem areas on the copy of the text. After the problem areas can identify, the activity will be continue by demonstrating line by line of the tongue twister. The tongue twisters to pair practice will be repeated for the next vowels with different tongue twisters. The whole treatment is conducted for 2 meetings.

The students' pronunciation in SMP Negeri 1 Tempurejo considered as a school which is still not qualified enough. The

significance of this study focused more on the different effect of practice rather than the theory development. This study is practically to know that tongue twisters can effect student's pronunciation.

## **Method**

Kind of research in this study is an experimental research. According to Arikunto (2010:9), experimental research is the way to look for the relation cause and effect between two variables. In other words, experimental research is a study to know cause and effect to 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 of tongue twisters and students pronunciation or not.

The research design is randomized pretest-posttest control group design. It involves two groups, experimental group and control group. Both of the group are given the same pre-test and posttest.

In experimental group we teach the students pronunciation by using tongue twisters while in the control group we teach students pronunciation by reading aloud. Posttest are given to both group (experimental and control group) to find out the mean different.

**Table 3.1 Research design (Randomized control group pre-test and post-test)**

Group	Pre-Test	Independent Variable	Post-Test
(R) E	Y1	X	Y2
(R) C	Y1	-	Y2

(Ary,2006:307)

Notes :

E : The symbol of experimental group

C : the symbol of control group

X : treatment by teaching tongue twisters

Y1 : Pre-test

Y2 : Post-test

They are many kinds of data collecting method. They are questioner, interview, observation rating scale, and documentation (arikunto, 2006:159). In this research is use test method to get data.

They are two kinds of the test, they are subjective and objective test. In this research is uses subjective test because this type of test is appropriate to measure the students' pronunciation and this kind of test can measure subjective.

In this research is use the same pre-test and post-test for control group and experimental group.

There are three steps of activities in this research:

1. The researcher gives pre-test before the teaching learning process begins in order to know how far the students master the English pronunciation.
2. The students are given treatment by using tongue

twisters in experimental group.

3. Then, in the end they will get post-test to know the effect of tongue twisters on students' pronunciation.
- 4.

### Result and Discussion

This research was characterized by using two groups. One group of subjects (Group A) acted as experimental group which received the treatment (using tongue twister) in English learning process, while the other group (Group B) acted as control group which did not receive treatment in English learning process.

The ability of the students before they get treatment was known by analyzing the mean score of pre-test. It was known that both the experimental and control group had no significant differences in the speaking ability. After they got the treatment, there was no significant different mean score also.

**Table.4.1.3 Descriptive analysis of student's pronunciation based on pre-test and post-test of control and experimental group**

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Pretest	25	4.72	1.208	.242
Experimental Pretest	25	4.88	1.013	.203
Control Posttest	25	6.68	.748	.150
Experimental Posttest	25	6.92	.572	.114

It was found that the value of t-test was 0.070. Means that using tongue twisters technique in teaching pronunciation has no significant different on the seventh grade students' pronunciation at SMP Negeri 1 Tempurejo in the 2017-2018 academic year.

From the pre-test score it was known that control and experimental group is not far different, because the score of control group is 4.72 and

experimental is 4.88. It is because of the students in SMP Negeri 1 Tempurejo their pronunciation almost same even they were randomized by the researcher. But after treatment which used tongue twisters technique on experimental group, the final result had better score in English pronunciation. In this research the score of control and experimental group is not too far. That is why the result of this thesis has no significant different on students' pronunciation by using tongue twisters. The reasons are, first, all students there were not active, they need extra attention while doing the test, and they lack of independence. Even the teacher has already gave them motivation they cannot handled easily. That is because the student there have already pass their final examination. They think this test is not important, so that they ease the material from the researcher easily. Second reasons, the class situation was so noise, all student were out of the class to play and disturb other class

because they don't have any subject to do or the class was free. The researcher has already remind them to keep silent, but it doesn't work. The impact was the class cannot concentrate to follow the English learning.

In line with the theory of (Dorman, Aldridge, & Fraser, 2006) Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive. A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Bucholz & Sheffler, 2009). Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009).

Other reasons, the time between control and experimental group did not take too long space to

implement, some students of control group does not have curiosity to learn because they have known what the researcher do in other group or class. They assume that the learning will be the same. While learning, only a few student feel exited. That is why the researcher cannot deny that the two group have the same pronunciation after given treatment of tongue twister and not. The researcher also collaborate with English teacher in the school, even the score quite near but, the researcher has done the treatment well then got a good score by using tongue twisters even there is no significant different. The statement by Sitoresmi (2016) implemented tongue twisters in the pronunciation class and the result was tongue twisters were useful to improve motivation, class condition, and pronunciation ability it was not successful in this research because of some reasons above.

## **Conclusion**

Based on the result of the data analysis, the discussion and the hypothesis verification above, it can be concluded that the use of tongue twisters technique has no significant effect to help the pronunciation of the seventh grade students at SMP Negeri 1 Tempurejo in the 2017-2018 academic year. The factors are all students there were not active, they need extra attention while doing the test, and they lack of independence. The class situation was so noise, all student were out of the class to play and disturb other class because they don't have any subject to do or the class was free. The time between control and experimental group did not take too long space to implement, some students of control group does not have curiosity to learn because they have known what the researcher do in other group or class. They assume that the learning will be the same.

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