

USING TONGUE TWISTER TECHNIQUE TO IMPROVE STUDENTS' PRONUNCIATION ABILITY

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Abstract

This study was aimed to see the Improving Pronunciation Ability at the first-grade students of SMK Negeri 2 Parepare. The objective of this research is to get the empirical data of the differences between students' scores on pronunciation tests who were taught by using tongue twister technique and the students who were not taught by using tongue twister technique. The population of this research consists of 69 students and the sample of the research X Listrik A as the experimental class consists of 35 students. The research method used in this research was a quantitative method using a quasi-experimental design (nonequivalent control group). The data was collected through pretest and posttest. It aimed to know whether the tongue twister technique in teaching pronunciation can improve students' pronunciation ability. Based on the calculation, the result of the data analysis by using t-test showed the value of t-test (t_o) was higher than t-table (t_t), $t_o > t_t = 3.0 > 1.667$, insignificant degree of 0.05 (5%). As the statistical hypotheses show, if $t_{test} (t_o) > t_{table} (t_t)$ insignificant degree of 0.05 (5%), it means that the tongue twister technique (H_a) is accepted and the Null Hypothesis (H_o) is rejected. In conclusion, tongue twister technique is able use in teaching pronunciation.

Keywords: *Improving Pronunciation Ability, Tongue Twister Technique.*

Introduction

Pronunciation is the basis of speaking skill, the talk there will be a message to be conveyed. The message will be delivered clearly if the people use language correctly. According to Burns and Claire defines that 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 is the production of the sounds of a language, in this case English, and how they impact on the listeners and Speaker. There are many speaking problems that faced by the

students in the classroom such as they cannot freely to explore their idea, nothing to say, the low of participation and lack of vocabularies. Sometimes the listener misunderstanding when the speaker are talking if the speaker's pronunciation is not good. The other reason that makes the students difficult to speak English is they are not feeling confidence with their self. Furthermore, it can be one of the factors which can lead to the conversation breakdown. The fact, most of students' pronunciation ability is still low. They consider pronunciation as the difficult subject since the sounds of words are usually different from their written form. They feel confuse and difficult to pronounce some English words, especially the unfamiliar one.

Nowadays, there are a lot of strategies that can be used in learning process, the technique that the teacher used should be understandable and fun to the students, one of them is tongue twister. Tongue twister is an informal term for a word group that's hard to pronounce properly. It is a form of verbal play. According to Karin M. Cintron that tongue twister is a technique to introduce the concept of alliteration and help those trying to learn English better understand the language. By practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills. Tongue twister can help the students in better understanding, memorizing vocabulary while saying the words as fast as possible. Tongue twister can also help the students encourage their self-confident in speaking English because it will help the students speak fluently and clearly.

The researcher hopes that by using this strategy, the students will be more confident to practice their speaking English. Tongue Twisters have some advantages. Those advantages such as; helping students gain awareness of their pronunciation problems, helping students focus on and tackle the problems which lead to quick improvement, helping students build a new muscle memory, improving their listening, relieving the monotony of the lesson, and allowing students to practice the language without fear of making mistakes. The example of the problem is students often memorize vocabulary or sentences traditionally, no fun rhythms, of course it's

difficult and may be boring for some students but through tongue twister hopefully it can fresh their way in memorizing as a fun method. Therefore, writer compiles a main idea which contains a smart solution, collaborate some abilities such as memorizing and speaking, to develop their ability with saying words fast and correctly, Tongue Twister. By this idea, students and teachers are hoped to be able to learn and develop English with various methods and a fun way.

Tongue twister sentence consists of some similar sounds of words but them often different in meaning. Moreover, some tongue twisters are humorous and giving amusement values. This technique is needed because students will be drilled how to pronounce English words correctly by using some similar and interesting phrases or sentences. Through tongue twister, students are hoped to feel easy in imitating and remembering the English phonemes. Those are the reasons of the researcher choosing this topic, the researcher found that the students in there still low in speaking English, the main reason is because they are not feeling confident as they speak, they feel shy when they want to speak, they sometimes stammer and think other students will laugh at them so that they cannot think anything to say when they are speaking in English, most of them felt nervous and did not have self-confidence to speak out in front of their friends.

The study focuses on the improvement of the students using tongue twisters, how it gives the learners the opportunity to practice by improving a range of real life spoken language in the class room, it is an extremely effective technique if the students are confident and cooperative. The use of tongue twisters as a fast, fun and effective vocal warm up challenges vocalists to improve pronunciation and technique in speaking skills.

Text Tongue Twister

1. The type of tongue twister sentence.

Can you can a can as a canner can can a can?
Six sick hicks nick six slick bricks with picks and sticks.
Six sleek swans swam swiftly southwards.
A big black bug a big black dog on his big black nose!

2. Model of repetitive tongue twisters. These models typically consist of a few words into a phrase or a sentence / clause short.

Sheena leads, Sheila needs

World Wide Web

Babbling bumbling band of baboons

3. Then, below are some other examples of tongue twisters. The long form could be a chronological narrative:

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

where's the peck of pickled peppers Peter Piper picked?

How much wood could Woods' woodchuck,

if Chuck Woods' woodchuck could and would chuck wood?

If Chuck Woods' woodchuck could and would chuck wood,

how much wood could and would Chuck Woods' woodchuck chuck?

Chuck Woods' woodchuck would chuck, he would,

as much as he could, and chuck as much wood as any woodchuck would,

if a woodchuck could and would chuck wood.

4. Model of poetry. These poems using variety of words deliberately diction contains many words that look interesting and challenging readers who love tongue twisters.

Luke luck likes lakes.

Luke's duck likes lakes.

Luke luck licks lakes.

Luck's dusk licks lakes.

Duck takes in lakes Luke Luck likes.

Luke Luck takes licks in lakes duck likes.

Method

In this study, the writer used quasi-experimental design. In this design, a popular approach to quasi-experiments, the experimental group A and control group B are selected without random assignment. Both groups took a pretest and posttest. Only the experimental group receives the treatment by using tongue twister method, but the control group did not. This research applied including the pretest and posttest.

After the treatment, the writer a gave the pretest which was exactly the same as the posttest.

The location of this research was in Senior High School SMK Negeri 2 Parepare by focusing at first grade students. Population of this research is the first grade students of Senior High School SMK Negeri 2 Parepare academic year 2018/2019. The sample of the data taken from X Listrik A and X Listrik B class, the researcher choose the class because based on the results of consultations and surveys of researchers in the class that the pronunciation of students was still lacking and needed continuous training. The researcher used pronunciation test as instrument to assess students' ability in pronunciation. Short story text was applied in pre-test and post-test.

Table 1. The total of the First grade Students of SMK Negeri 2 Parepare

No	Class	Sex		Total
		Male	Female	
1	X Listrik A	26	9	35
2	X Listrik B	27	7	34
Total Number				69

The procedure of collecting data In pre-test, writer instructed the students to read short story text and the researcher listed it to measure their ability in pronunciation skill by Accuracy and Fluency. Post-test to know students' pronunciation ability gave treatment, after doing the treatment, the researcher gave a post-test to the students in the last meeting. The purpose is to know how far the students' improvement in pronunciation through tongue twister technique. In this section the researcher gave students' text short story for read that.

Result

Table 2. students' classification score in pretest

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	0
		3.51- 3.83	
2	Good	3.18- 3.50	16
		2.85- 3.17	
		2.51- 2.84	
3	Enough	2.18- 2.50	18
		1.85- 2.17	
		1.51-1.84	
4	Poor	1.18-1.50	2
		1.00- 1.17	

The data in the table above shows that in Pretest there were none students got excellent score, sixteen students got good score, eighteen students got enough score, and two students got poor.

Table 3. Students' Classification Score in Posttest

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	17
		3.51- 3.83	
2	Good	3.18- 3.50	18
		2.85- 3.17	
		2.51- 2.84	
3	Enough	2.18- 2.50	0
		1.85- 2.17	
		1.51-1.84	
4	Poor	1.18-1.50	0
		1.00- 1.17	

The data in the table above shows that in Posttest there were seventeen students got excellent score, eighteen students got good score, none students got enough score, and none of students got poor.

Table 4. The Last Result Scores

Mean Score	2.4	3.3
Max Score	3.6	4
Min Score	1.3	2

After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 67 in significant degrees of 0.05 (5%), the t-table (tt) is 1.667. Based on data analysis, if t-table (t_0) is higher than t_t ($3.0 > 1.667$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that it is effective to use tongue twister technique in teaching pronunciation skill at the first grade students of SMK Negeri 2 Parepare.

Conclusions

Pronunciation skill is a subskill of speaking skill, this micro skill is an important skill to be mastered because it determines the clarity of a speech to make the utterance is easily understood, it can be stated that the pronunciation skill has an important role in communication that the practice should be provided in the lesson of the classroom. Therefore, the pronunciation is important to be mastered and learned because it is a crucial part of communication to build and understanding between the speaker and the listener. As the conclusion, pronunciation skill is the essential and necessary ability of a human being to apply the knowledge of the sound system of a language in pronouncing the words or sentences that build the connection between speaking and listening skills.

Based on the conclusion above, For English Students' In learning English, especially in pronunciation the students should be more motivated. The researcher found that the students' still confused and difficult to pronounce some English words, especially the unfamiliar one. To mastery in pronunciation skills, the students should understand what aspects are included in pronunciation, what the difficulty of the word and practice it. The last, it is suggested for the students to apply an effective technique to help them in speaking.

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