

CHAPTER I

INTRODUCTION

1.1 Background

In English learning, one of the essential aspects that need to be considered is pronunciation, because it will directly affect students' ability in communication. Jenkins (in Karlina et al, 2020) defines pronunciation as one of the important elements in developing speaking skills and ensuring successful communication for English speakers. This is appropriate with Srakaew (2021) who emphasis the essential of pronunciation in effective communication, as it helps to avoid misunderstanding and negative impression. Based on those statements, it can be concluded that pronunciation is an essential aspect in speaking, and clear pronunciation is necessary to build the effectiveness in communication.

However, as non-native speakers, speaking English might not be easy for Indonesian students since most of them still have difficulty in mastering pronunciation. Silalahi (2016) states, that students' native language will affects the way they pronounce English words. In Indonesia, English is a foreign language, so it is reasonable if the students are still unfamiliar with the phonetic differences between English and their mother tongue. Aulia (2018) in her research found that most of the students have problem related to the interference of mother tongue. The teachers' role is very important in this matter. As Sugiharto *et al* (2022) suggest that English teacher must be able to apply interesting ways to teach pronunciation.

According to Nasirudin (2019), the students in senior high school level should be able to pronounce English words correctly because they have studied English for a long time. Even though English is not their first language, senior high school students must at least be able to pronounce basic English words or introduce themselves in English. As a beginner, their pronunciation doesn't have to be like native English speakers, as long as it is enough to be understood. As stated by Gilakjani (2016), good pronunciation does not mean it has to be the same as a native speaker, but good pronunciation should make the speaker feel

more confident and able to pronounce correctly so that other speakers can understand it.

According to the preliminary observation at SMA Negeri 6 Palopo, the researcher found that most students still face difficulty to speaking English due to pronunciation problem. Most students tend to show rejection when they have to speak or read a dialogue in front of the class. They also have difficulty in answering when the teacher asked question in English. If they make wrong pronunciation, they often choose to silent or lower their voice instead of asking the teacher about the right pronunciation. Beside the mother tongue interference, the researcher also found that the weak pronunciation caused by low motivation and lack of practice in the classroom. This is mainly because the English teacher at school always underestimates the importance of pronunciation.

Related to the problems above, the researcher assumed that students' difficulty in pronunciation can be overcoming by finding an interesting way to support and facilitate students' pronunciation practice. Thus, the researcher introduces a solution by utilizing tongue twisters. Charman (in Sugiharto *et al*, 2022) define a tongue twister as a series of words which are challenging to say quickly and accurately. In addition, Putri (2018) states that tongue twister can be one of the challenging and interactive activities for the students in learning pronunciation. However, despite its popularity, the use of tongue twister in pronunciation practice is still not widely known, especially in formal learning environments.

Therefore, this research entitled "The Effect of Using Tongue Twister Technique Towards Students' Pronunciation" aims to explore the effect of tongue twister on students' pronunciation. The findings are expected to provide valuable insights for teachers and educational practitioners in enhancing students' speaking skills.

1.2 Problem Statement

In this research, the researcher formulates the problems as follows:

1. Does the use of tongue twister technique have a significant effect on students' pronunciation?

2. How does the students' responses toward the use of tongue twister technique in learning pronunciation?

1.3 Objective of The Research

In relation to the problem statement, this research has two objectives:

1. To find out whether the use of tongue twister technique have significant effect on students' pronunciation.
2. To find out the students' perception toward the use of tongue twister technique in learning pronunciation.

1.4 Significance of the Research

1. For Students

This research can help students to improve their pronunciation skills through an enjoyable and interactive method.

2. For Teachers

The findings are expected to provide the valuable information for teachers about the effectiveness of tongue twister as the technique to improve students' pronunciation.

3. For Further Research

This research can serve as a reference for further research in innovative methods in teaching English pronunciation, contributing to the development of effective learning techniques.

1.5 Scopes of the Research

This research examines the use of tongue twisters to improve English pronunciation among tenth grade students at SMA Negeri 6 Palopo. It only focuses to improve pronunciation on selected vowel and consonant sounds.

1.6 Operational Definition

To get generally understand the title, this research will explain the variable as follows:

1. Tongue Twister: The sentences that are made to be difficult to pronounce quickly and frequently.
2. Pronunciation: The way of saing or pronouncing words in English.

CHAPTER II LITERATURE REVIEW

2.1 Some Pertinent Ideas

1. Pronunciation

A. Definition of Pronunciation

Pronunciation is about the sound of the words. As stated by Yates (in Gilakjani, 2016), who defined pronunciation as the sound production of English words used to convey meaning. Similarly, Suhil & Romadoni (2024) states that pronunciation is the process of producing sounds to express meaning in spoken language and convey information among the speakers and listener. Furthermore, Vong *et al* (2024) defined pronunciation as how the words are pronounced, it is consisting of the formation of word's sound (articulation), the sound's emphasis (stress), and the way sound rises or falls (intonation). Those statements are in line with Rahmania and Mandasari (2021), who argues that pronunciation is the act of producing sounds to form a meaningful word.

Nabilla *et al* (2023), express that pronunciation is how the speakers pronouncing the words to ensure their speech is clear and understandable to others. Pronunciation plays an important role in effective communication as it directly impacts how well the message is conveyed and received. With accurate pronunciation, people can minimize misunderstanding in communication, because the listener can easily understand what the speakers saying. Furthermore, Luthfiani and Astutik (2017) argues that pronunciation is the way we pronounce a word that is acceptable and generally understood. While Gilakjani (2016) explains that pronunciation can be said acceptable when the audience can understand the meaning of what the speaker is saying.

From those definition above, the researcher conclude that English pronunciation refers to the system of sound producing in spoken communication. Briefly, pronunciation is the way we pronounce each word that is understandable. It must enable the listener to understand what the speaker is convey. Upa *et al* (2021) describes that the communication will not work effectively if the speakers are unable to correctly pronounce the words. Overall, it can be said that the intelligibility in communication is very influenced by pronunciation. Thus,

mastering English pronunciation is essential for ensuring the effectiveness in communication, and building the speakers' confidence and credibility.

B. The Importance of Pronunciation

According to Suhil and Romadoni (2024), one of the essential elements to build a communication is pronunciation. When we speak English, the first thing that people will notice is our pronunciation. Listyani *et al* (2024) state that poor pronunciation can leave a negative impression and may also cause misunderstanding. This is appropriate with Yudar *et al* (2020) who express that pronunciation plays a crucial role in speaking because it determines how effectively someone conveys their message.

Furthermore, the most important aspect in English is speaking skill. According to Tambunsaribu and Simatupang (2021), in speaking English, students' must learn and mastering pronunciation rather than grammar structure. An accurate pronunciation not only enhances the clarity of the message but also reflects the speakers' proficiency and seriousness in learning English. Therefore, understandable pronunciation is a basic requirement for student competencies in language learning.

Sabang *et al* (2023) explains when the students can pronounce a word correctly, even if they have grammar mistakes, it should be more acceptable than if the students have a correct grammar, but they often pronounce the words incorrectly. This is also expressed by Gilakjani (2016), even though we have grammatical mistakes, native speakers will understand what we say, as long as we have accurate pronunciation. Narulita and Sulistiya (2019) also explain the importance of pronunciation for students, mastering pronunciation will help students to speak English more fluently, more confidence and also complete their communicative competence.

All the statements above have already emphasized how important is the pronunciation to be mastery, to minimize mispronunciation and misunderstanding. Clear and accurate pronunciation can ensure the efficiency in communication, fostering confidence level of the speakers' and create a positive impression on the listener. If students can overcome their difficulties in pronunciation, it will make it easier for them in learning English.

However, in teaching and learning pronunciation, one thing that should be remind that a good pronunciation does not have to be axactly the same as native speakers, as long as it is clear and easy to understand. Gilakjani (2016) also argues that native-like pronunciation is not the ideal goal for some students. Especially for indonesian students, it will be difficult to gain a native-like pronunciation because they are still influenced by their mother tongue.

C. Students' Problem in Pronunciation

Although pronunciation is an important component in learning second language, many students still have difficulties on it. Suhil and Romadoni (2024) found that one of the crucial issues that often faced by students when they speak English is pronunciation problem. In addition, Lasi (2020) considered pronunciation as one of the difficult skills to be mastery because the process of producing or pronouncing words is very intricate.

The primary source that can causes students' difficulty in English pronunciation is the differences between English and their mother tongue. According to Zhang and Yin (in Maiza, 2020), certain sounds that students do not encounter in their first language are often difficult to pronounce, so they tend to replace it with similar sounds from their mother tongue. Moreover, Ahmad (2019) mentioned in his research that the differences in language systems between Bahasa and English is one of the reasons that causes pronunciation problem. In Indonesia, English is a foreign language, and it has a lot of words that sounds different from Indonesian language. Furthermore, Haz *et al* (2022) argues that pronunciation is considered difficult for students since the spoken form in English are often very different from the written form. Moreover, many words have similar spellings but different meanings, like “two”, “too”, and “to”. In the other hand, some words that are written similarly but have different pronunciations such as “*though*” and “*thought*”.

Another problem in improving pronunciation is the lack of opportunities to practice directly and consistently. The only opportunity where students use English is during English lessons in the classroom. Unfortunately, the teachers at school mostly underestimate pronunciation when teaching English. Gilakjani and Sabouri (2016) states that one of the factors of pronunciation problems is because

many English teachers only focus on grammar and vocabulary but does not give enough attention to pronunciation. When the students make mistakes in pronunciation, teachers tend to ignore them. As a result, the students become less motivated and consider pronunciation not that important to learn.

D. Pronunciation Elements

Pronunciation has two main features, suprasegmental and segmental features. According to Maulida (2018), the process of pronouncing words or producing sounds in English involves the combination of both suprasegmental which consists of stress and intonation, and segmental features which consists of vowel and consonant. Additionally, Upa *et al* (2021) explains that suprasegmental feature reflects the manner of words or sentences, whereas segmental features refer to sound units which occur sequentially.

1. Suprasegmental Feature

a) Stress

According to Underhill (in Lasi, 2020), word stress refers to the emphasis given on a certain syllable in a words. For example, in the word “record”, the stress is on the first syllable. Hancock (1995) suggest that even the very similar words can have different stress patterns, resulling the different pronunciations. For example, the words “PREsent” (noun) and “pre-SENT” (verb).

b) Intonation

Lasi (2020) defines intonation as the rise and fall of pitch in our voice when we speak. Hancock (1995) explains the used of intonation to convey the meaning, for example, using intonation in “Really?” to make it sounds surprised or annoyance.

2. Segmental Feature

a) Vowel

Fromkin *et al* (in Ambalegin, 2018) defines vowel as the sounds created with minimal constriction of the airflow as it passes through the oral cavity. In English, vowels are devided into; long vowels, short vowels, and diphtong or combination of two vowel sounds pronounced within a single syllable.

Long Vowel	/i:/ (see), /ɑ:/ (car), /u:/ (blue), /ɔ:/ (door), /ɜ:/ (bird)
Short Vowel	/ɪ/ (sit), /æ/ (cat), /ʌ/ (cup), /ɒ/ (dog), /ʊ/ (put)
Diphtong	/aɪ/ (high), /eɪ/ (say), /ɔɪ/ (boy), /aʊ/ (now), /ɪə/ (beer)

b) Consonant

Ambalegin (2018) states that consonants are sounds produced with significant constriction in the mouth. Consonants vowel in English divided into voiced and voiceless sounds. Yule (in Ambalegin, 2018) mentioned that voiced sounds occur when the vocal folds come together, and the air from the lungs pushes them apart repeatedly as it flows through, causing vibrations, meanwhile voiceless sounds are produced when the vocal folds are held apart, allowing the air to pass through freely without vibrations.

Voiced	/b/ (bat), /d/ (dog), /g/ (go), /v/ (voice), /z/ (zebra), /ʒ/ (measure), /dʒ/ (jump), /m/ (man), /ð/ (that)
Voiceless	/p/ (pat), /t/ (top), /k/ (cat), /f/ (fan), /s/ (sun), /ʃ/ (shine), /tʃ/ (chocolate), /h/ (hat), /θ/ (three)

2. Tongue Twister

A. Definition of Tongue Twister

Carmen (in Sugiharto, 2022), define a tongue twister as a sequence of words that are difficult to pronounce rapidly and accurately. Similarly, Salainti and Neman (2024) stated that tongue twister is a sentence or phrase purposely created to be difficult to pronounce. The challenging part of tongue twisters are lies on the repetition of similar sounds, especially consonants, that must be pronounce quickly with clear articulation. As stated by Purnama (2019), the purpose of tongue twister is to help language learners emphasize the proper articulations,

since the tongue twisting activity is performed orally and repeatedly. This activity will help the learners to train their tongue with sounds that are difficult to pronounce.

Putri (2018) argues that tongue twisters can be an interesting way for teaching pronunciation since it allows students to practice in enjoyable atmosphere. Although they are difficult to pronounce, Nabila *et al* (2023) stated that tongue twisters are very interesting as they consist of similar sounds which often contains distinction of the meaning and the written forms. Moreover, when students recite the tongue twisters, their focus is not only in the oral cavity but also in their brain, which controls oral function.

In conclusion, tongue twisters are more than funny expressions or phrases, they are useful tools for language acquisition, particularly pronunciation ability. This technique gives students an opportunity to improve their articulation in an entertaining and interesting way, even though they might seem difficult because of the repeated similar sounds. The repetition on the same consonant sounds allows students to train their tongue which are unfamiliar with English words.

B. Types of Tongue Twister

According to Purnama (2019), in general, there are two kinds of tongue twisters that can be utilized to teach pronunciation in the classroom.

1. Sentence types

This is a type of tongue twister that is suitable for practicing specific words or sounds because it consists of a group of words with the repetition of particular sounds. For example:

- a. She shares shiny shells
- b. That other brother would rather bother their mother
- c. Zebra zooms in zigzag zones

2. Story types

This is a type of tongue twister in a longer form, this is more suitable for practicing pronunciation as well as reading fluency because it consists of the sequence repeated words, contain the same sound, and can be either short or long. For example:

“Silly Sammy swiftly slid down the slippery slope. Suddenly, seven slippery snakes silently slithering, sending Sammy Scrambling. Still smiling, Sammy said, “Slippery slides sure are super!”.

C. The advantage and Disadvantage of Tongue Twister Technique

Sitoresmi (2016) states that the use of tongue twisters in teaching pronunciation have both advantages and disadvantages, as can be seen below:

1. Advantages

- a. Tongue twister can boost students’ motivation in learning pronunciation, especially when the teachers integrate tongue twisters with enjoyable activities.
- b. Encourage the students to become more confident since they are actively involved in the learning process.
- c. Improve students’ awareness of the importance of correct pronunciation.
- d. Students feel more excited and relaxed during the learning process.
- e. Routine drills using tongue twister help to train students speech muscles and certainly improve their pronunciation.

2. Disadvantages

- a. Most students are still not familiar with tongue twisters.
- b. Students still difficult to pronounce tongue twisters correctly and repeatedly.
- c. Students still difficult to control their mouth and tongue movements appropriately.
- d. Using tongue twister need more time and energy, both of the teacher and students.

D. The Application of Tongue Twister

Acquiring good pronunciation is one of the primary goals for both students and teachers in learning English. Therefore, the teacher must select appropriate and effective techniques to teach pronunciation, ensuring that students can improve their speaking skills in an engaging and supportive environment. By implementing the right teaching methods, teachers can help students develop their confidence in speaking and encourage them to practice consistently. As Kholisoh

and Farida (2018) states, that finding an effective way to teach pronunciation is essential to ensure that the learning process meets its intended goals.

According to Skinner (in Wiranda and Nirmawan, 2023), language is learned through environmental factors, specifically imitation, repeated practice and reinforcement. In the context of learning pronunciation, tongue twister can be an appropriate technique. Sitoresmi (2016) argues, tongue twisters can be a motivating and interesting tool to enhance students' pronunciation skills. The repetitive and challenging nature of tongue twisters encourages students to practice articulation, intonation, and stress patterns in a fun and enjoyable way.

Furthermore, research by Luthfiani and Astutik (2017) indicates that using tongue twisters allows students to practice pronunciation more freely without the fear of making mistakes. This method helps to reduce anxiety and build students' confidence in speaking English. Since tongue twisters often consist of words with similar sounds but different spellings and meanings, they provide an excellent opportunity for students to recognize and differentiate phonetic patterns. Bayu and Mustafa (2019) also emphasize that tongue twisters are highly engaging because they contain numerous similar sounds that challenge learners to improve their pronunciation skills. For example, classic tongue twisters such as “She sells seashells by the seashore” help students develop better articulation and fluency.

In addition to improving pronunciation, tongue twisters serve as an effective vocal warm-up exercise. They encourage students to focus on clear articulation, rhythm, and fluency, which are essential components of spoken English. By incorporating tongue twisters into pronunciation practice, teachers can create a dynamic and interactive learning experience that not only enhances students' pronunciation but also boosts their overall speaking confidence.

2.2 Previous Studies

There are many researchers have conducted the topic related to various method in teaching and learning English, especially in pronunciation. Here are some previous studies in line with this research:

1. Salanti and Neman (2024), in their research entitled "*The efficacy of Tongue Twisters in Enhancing Students' Pronunciation*". The aims of this research

were to explore more detail about the students' perception of using tongue twister as a method in pronunciation learning. This research used a quantitative method with a closed-ended questionnaire as the instrument to gather data. There were 30 students at Klabat University involved as the sample. The results indicated that most of students expressed interest on using tongue twister as the learning method.

2. Yusnilita and Afifah (2021), in their research entitled "*Tongue Twister as an Ice Breaker in Boosting Students' Speaking Ability*". Conducted experimental research using quasi-experimental design. This research was carried out with the tenth-grade students of MAN 1 OKU, consisting of two classes as the sample, with a total of 72 students. The findings showed the significant improvement in the pre-test and post-test scores of both the control and experimental classes. This indicates that Tongue Twister was effective to boost students' speaking skill.
3. Nabilla, Budiman, and Lestari (2023) "*Improving English Pronunciation Skills Using Tongue Twister Technique Through Twistify Application in Junior High School,*" focused on eight-grade students at SMP Negeri 1 Tayu. This research involved 34 students as the sample and used pre-exprimental with one group pre-test and post-test design. The aim of their research was to investigate the result of students' pronunciation skills before and after using tongue twister technique through the twistify application. The findings indicated an improvement in the students' pre-test and post-test scores after given the treatment using the tongue twister technique via the twistify application.
4. Asrul and Husda (2022), in their research entitled "*Enhancing Pronunciation Skills through Phonetic Method*". The aim of their research was to addressing current issue of improving pronunciation skills through the phonetic method. They used classrom action research as the research design, conducting two cycles following in initial pre-cycle. Data was collected through oral tests, interviews with. The findings of this research showed that th students and the teacher, and field notes. The results revealed that the first cycle did not significantly improve students' pronunciation, as only 16 out of 24 students

achieved good or sufficient score on the test. Some students remained confused by the pronunciation instruction and scored below 60. Therefore, a second cycle was necessary to achieve the research objectives. In the second cycle, 19 students showed improvement in their pronunciation skills.

5. Utami and Morganna (2022), in their research entitled "*Improving Students' Pronunciation Competence by Using Shadowing Technique*". This research aimed at helping students overcome their challenges with English pronunciation. The researcher utilized classroom action research, which was conducted in two cycles. The sample consisted of 25 ninth-grade students of SMPN 1 Curup Timur in Bengkulu. Data collection involved the use of observations and test as instruments, with the data analyzed through both qualitative and quantitative methods. The results showed that the shadowing technique was effective in improving students' pronunciation. In the first cycle, the technique effectively enhanced aspects of English such as phonemes, sound combinations, and sound linkage. Furthermore, in the second cycle, it further improved four additional aspects: allophones, stress, rhythm and pitch, and intonation.
6. Rahmania and Mandasari (2021), in their research entitled "*Students Perception Towards The Use of JOOX Application to Improve Students' Pronunciation*," utilized descriptive qualitative method which aims to explore students' perception of using JOOX application to enhance their pronunciation skills. The research was conducted at Universitas Teknokrat Indonesia, involving 20 students of English Education batch 17 as the participants. After collecting and tabulating data, the researchers found that the majority of students (74%) agreed that JOOX application helped them improve their pronunciation.

The similarity between this research and those previous studies that all of them focus on the methods or techniques to improve students' pronunciation. Besides that, there are also some differences between this research and that research above. The first until the third researcher conducted research about using Tongue Twister in teaching Pronunciation. The first research specifically explores the students' perception about tongue twister. The second researcher also utilized

tongue twister, but they focused on using them as an icebreaker to boost students speaking skills. The third research used tongue twister through the twistify application to teach pronunciation at the junior high school level.

On the other hand, the fourth research conducted research about Enhancing Pronunciation Skills through Phonetic Method, while the fifth researcher conducted using shadowing technique. The sixth research examined students' perception of using JOOX application to Improve their pronunciation skill. Meanwhile, this research utilized tongue twister as the technique to improve students' pronunciation that more focus on vowel and consonant sounds.

2.3 Conceptual Framework

The conceptual framework of this research outlines the relationship between each variable. It illustrates how the researcher teaching pronunciation by applying the tongue twister techniques as a treatment to improve students' pronunciation. This framework provides the foundation for understanding the flow of this research.

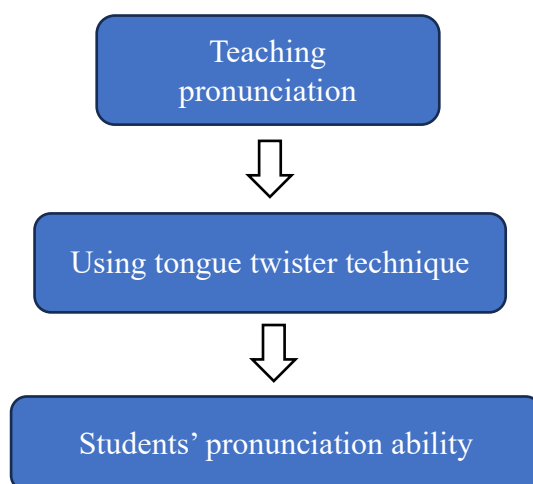


Figure 1. Conceptual Framework

The process begins with the activity of teaching pronunciation. To support this, the researcher applied tongue twister technique in teaching and learning process. This technique was expected to help students improve their ability to pronounce certain words with specific sounds in English correctly. It is expected that students' pronunciation will improve by using tongue twister consistently. Thus, the framework illustrates a sequential procedure that begins with teaching

pronunciation, applying tongue twister technique, and ends with students' pronunciation ability after the technique applied.

2.4 Hypothesis

The Hypothesis of this research can be formulated as follows:

H₀ (Null hypothesis) : There is no significant effect of using tongue twister technique towards students' pronunciation.

H_a (Alternative hypothesis) : There is a significant effect of using tongue twister technique towards students' pronunciation.

If the calculation result of the value (p) is lower than ($\alpha = 0.05$), the null hypothesis (H₀) is rejected, and alternative hypothesis (H_a) is accepted. Meanwhile, if the calculation result of the value (p) is greater than (α), the null hypothesis (H₀) is accepted and the alternative hypothesis is rejected.