

**THE EFFECTIVENESS OF USING TONGUE TWISTERS
IN TEACHING ENGLISH PRONUNCIATION**

THESIS

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THESIS
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ABSTRACT

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Key words: pronunciation comprehension, tongue twister technique

Pronunciation comprehension is one of the most important aspects of English speaking and listening skill. The people who communicate only with vocabulary skill, of course, this is not enough to giving understanding for others. Many words of English have little differences in the spelling, intonation, stress, or pronunciation generally.

Tongue Twister is one of the learning and teaching strategies for giving, and grasping information with good preparation through activating prior knowledge in pronunciation skill activity. The aim of the tongue twister technique is to motivate students' comprehension of pronunciation by activating prior knowledge.

The purpose of this research is to investigate the effectiveness of using the tongue twister technique on the eleventh grade students' pronunciation comprehension achievement. This research is classical-experimental research which employs XI A as the experimental group and XI B as the control group. The researcher conducted this research in five meetings, four meetings as teaching in class, and post-test. The data were collected by using answering the question and practical pronunciation comprehension test.

There are some suggestions for the English teacher, and the future researchers. The English teacher can apply this technique in pronunciation class because the students are able to achieve better score by using tongue twister technique. In addition, it is suggested that the result of this research can be used as reference or information to conduct a further research on the use of tongue twister technique through individual project.

ABSTRACT

Hidayatullah,R. 2020. 2020. *Efektivitas Penggunaan Tongue Twister Dalam Mengajar Pelafalan Bahasa Inggris*. Thesis, Fakultas Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing: (1) Dr. Mirjam Anugerahwati, MA.

Keywords: pemahaman pengucapan, teknik tongue twister

Pemahaman pengucapan adalah salah satu aspek terpenting dari keterampilan berbicara dan mendengarkan bahasa Inggris. Orang-orang yang berkomunikasi hanya dengan skill vocabulary, tentunya tidak cukup memberikan pemahaman kepada orang lain. Banyak kata dalam bahasa Inggris memiliki sedikit perbedaan dalam ejaan, intonasi, tekanan, atau pengucapan secara umum.

Tongue Twister merupakan salah satu strategi belajar-mengajar untuk memberikan, dan menangkap informasi dengan persiapan yang baik melalui pengaktifan pengetahuan awal dalam kegiatan keterampilan pengucapan. Tujuan dari teknik tongue twister adalah untuk memotivasi pemahaman pengucapan siswa dengan mengaktifkan pengetahuan sebelumnya.

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan teknik tongue twister terhadap pencapaian pemahaman pengucapan siswa kelas sebelas. Penelitian ini merupakan penelitian kuasi eksperimental yang menggunakan XI A sebagai kelompok eksperimen dan XI B sebagai kelompok kontrol. Peneliti melakukan penelitian ini dalam lima pertemuan, empat pertemuan sebagai pengajaran di kelas, dan post-test. Pengumpulan data dilakukan dengan cara menjawab soal dan tes pemahaman pengucapan praktis.

Ada beberapa saran untuk guru bahasa Inggris, dan peneliti selanjutnya. Guru bahasa Inggris dapat menerapkan teknik ini di kelas pelafalan karena siswa dapat mencapai nilai yang lebih baik dengan menggunakan teknik tongue twister. Selain itu, disarankan agar hasil penelitian ini dapat digunakan sebagai referensi atau informasi untuk melakukan penelitian lebih lanjut tentang penggunaan teknik tongue twister melalui proyek individu.

CHAPTER 1

INTRODUCTION

This chapter discusses the background of the research, research problem, objective of the research, hypothesis, assumption, scope, and limitation, the significance of the research, and operational definition of key terms.

Background of the Research

Look at the developing science and technology, language has an essential rule for human life; by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfill their daily needs. English has been the most important language in international communication. The people worldwide speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subjects studied at school.

Supported by the development of technology, transportation, and tourism sector in countries mostly, the people of a country, of course, would like to visit the other country although just moments and English in the language position is the first number, so mastering this language is very important to people communication.

English today is the native language of nearly 400 million people and the second language of many others scattered worldwide. A language so widespread is bound to be different in different places. We are all aware that the Scots and the Australians, Londoners and New Yorkers, Irish, New Zealanders, South Africans, Jamaicans, Welsh, Canadians, and Indonesia do not sound the same when they speak. How can anyone describe the pronunciation of so many different people? The diversity is real and must be treated in an account of how English is pronounced, but the commonality is greater. There is much more to be said about what is common to all speakers of English than there is regarding what is different. Furthermore, although to describe pronunciation requires us to tell what people do with their voices, we will be, in a sense, more concerned with the language they possess in common.

Looked at the problem above, pronunciation is very important to understand the English language. Pronunciation in the English language is a part of building English communication perfectly. Gilakjani (2012), also argues pronunciation is a part that did not separate in the English language learning, because directly affect the student's communication competence as them perform. Minus of pronunciation skill able to drop student's self-confidence, confine the social interaction, and show up negative effect that can change the speaker estimation credibility and skill.

Because the material of English subject is very varied, so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make the students be

more motivated to study. The teacher who is able to present the material easily will be the students' idol.

Moreover, based on the result of the pre-test and the result of observation during the teaching learning process in the classroom, the students get some difficulties in pronunciation, Whereas, the students got pronunciation learning from the teacher several times. They are as follows:

- a. They get difficulties in differentiating English pronunciation from Indonesian pronunciation. For example, they pronounce thing [θɪŋ] as [ti:ŋ] because they are accustomed to pronouncing alphabet "i" as [i:]. They are also getting some difficulties in pronouncing some particular sounds such as /æ/, /ɪ/, /ʊ/, /ɪ/. For example they pronounce bag [bæg] as [bek], continue [k ntɪnju:] as [k ntɪnju:], cookies [kʊki:z] as [ku:kis], this [ðɪz] as [ði:s].
- b. They have difficulties in using falling intonation.
- c. They have difficulties in following English stress patterns.

This difference makes most students unable to pronounce English correctly. Bad pronunciation can be a serious problem if it negatively affects understanding. Pronunciation does not need to aim for native-speaker perfection. There is nothing wrong with sounding foreign, but it is important to be intelligible.

Realizing this problem, the students need to focus on one speaking component. The researcher concludes that pronunciation needs to get more attention. This is difficult because Indonesian people are not native English

speakers. But, Pardede (2010), argues that the pronunciation of a foreign language is not a thing impossible to dominated, during the students and teacher together participation in the total learning process. In this case, pronunciation is chosen as one phenomenon in English. Pronunciation refers to how we produce the sounds that we use to make meaning when we speak. A miner to motivate pronunciation learning is to use the tongue twister method.

Yates (2014), states that pronunciation is important because it does not matter how good a learner's vocabulary or grammar is if no one can understand them when they speak and be understood, a learner needs a practical mastery of the sounds, rhythms, and cadences of English and how they fit together in connected speech. Learners with good pronunciation will be understood even if they make errors in other areas, while those with unintelligible pronunciation will remain unintelligible, even if they have expressed themselves using an extensive vocabulary and perfect grammar. What is more, people are likely to assume that they don't know much English, and – worse – that they are incompetent or even stupid.

The most prominent teaching method today is Communicative Language Teaching. It emphasizes that the main purpose of language teaching is to help students learn to communicate. To do this, they need intelligible pronunciation. The goal of teaching pronunciation to learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal

is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.

Speaking is important for them to practice their capability and their understanding, how to send an idea, and how to spell word well; Therefore, Students have to learn in this case the students' motivation and interest are very needed to make the process of their understanding more easily.

In this case, the researcher used tongue twisters as a method in teaching-learning processes. Tongue twisters are words, phrases, or sentences that are difficult to say because of a varying combination of similar sounds. They can be very challenging as well as motivating and fun to learn.

The previous study was conducted by Sitoresmi (2016), this research showed that tongue twister very beneficial to improving student's motivation, class condition, and student's pronunciation. The research which used qualitative method with the object 24 students, the result is showed two conclusions those are tongue twister method is very beneficial to improving student's motivation, class condition, and student's pronunciation. But, the implementation of this method has disadvantages because this method needed students concentration and quickness in the speaking, so the some student's difficult fell to equilibrate the frequencies the other friends, beside that this method needed time is not short.

The second previous study conducted by Lutviani and Astutik (2017), showed the student's percentage score result is increased. This research used classroom action research method. On this research showed that, the percentages

of student's score on the first cycle is enhance on the second cycle on the pronunciation comprehension . Besides of pronunciation student's enhancement score of students, the score enhancement also on the student's activeness to tongue twister drill.

By considering the background above, the research entitled "The Effectiveness of Using Tongue Twisters in the Teaching English Pronunciation on the Eleventh Grade at MA Unggulan Mukhtar Syafa'at Blokagung - Banyuwangi in the 2019/2020 academic year" used quantitative research method was conducted. The differences of this research from researches above are the researcher who uses the experimental approach need to grasp the extent of the variations within the immeasurable students who get treatment compared to students from the control class in detail. Besides, differences in the age of the analysis objects and geographic background provide the research worker a challenge to see the success of this method.

The Research problem

Based on the research background of the study, the research problem is formulated as follows "Do students who are taught pronunciation using tongue twisters learn more than those who are taught pronunciation without media?"

Assumption of the research

There is a difference in the result of learning pronunciation between student who are taught using tongue twisters method and those who are taught pronunciation without tongue twisters method.

Hypothesis of the research

The research is the students who are taught pronunciation using tongue twisters learn more than those who are taught pronunciation without media.

Objective of the Research

Based on the research problem, the objective of the study was to investigate the effectiveness of using Tongue Twisters in Teaching English Pronunciation on the Eleventh Grade at MA Unggulan Mukhtar Syafa'at Blokagung - Banyuwangi in academic year 2019/2020.

Significance of the Study

The research result is expected to be useful for the following people: the English teacher, the students, and the other researchers.

a. For the English Teacher

The result of the research is expected to give an input to the English teacher to apply Tongue Twisters in teaching Speaking skill that can help and motivate the students in learning speaking and increase their pronunciation.

b. For the Students

The result of the research is expected to give the students' learning experience by using Tongue Twisters technique to motivate them in learning Speaking so that they can increase their English pronunciation.

c. For the Other Researchers

The result of the research is expected to be useful for other researchers as a reference to conduct a further research dealing with the teaching of reading by applying Teams Tongue Twisters in different research design, such as a classroom action research for improving the students' pronunciation by using Tongue Twisters.

Scope and Limitation of the Research

The researcher scopes her research about the word "Teaching Pronunciation by using tongue twisters method" at eleventh grad of MA Unggulan Mukhtar Syafa'at Blokagung - Banyuwangi in Academic year 2019/2010. The limitations that are experienced by the researcher are about matter of time given to the researcher is tough too short to get perfect, lack of experts who can be met by the researcher and lack of references of book gotten to support this research.

Definition of Key Terms

To clarify and to avoid misunderstanding of the terms and content of the study, it is necessary to define the key terms bellow:

a. Pronunciation

For some people who already know, thought pronunciation is not that important in English. Speaking and vocabulary are more important in learning English. But those who understand it are different. From now on, throw away this mindset, because pronunciation is very important in speaking English, especially for speakers who are not native speakers.

Pronunciation is a technique used to pronounce words or sentences correctly. Pronounce the words or sentences must be correct. Because, if our pronunciation has poor or incorrect accuracy, the person being spoken to will not understand what is being said. And we must always remember, English is a language that has different writing and pronunciation. Therefore, to pronounce vocabulary correctly according to the native speaker, the pronunciation technique cannot be underestimated.

In pronunciation, four elements must be mastered when learning it. The first is the Vowel or phoneme. The second is Consonants which are divided into two types, are unvoiced Consonants and Voice Consonants. The third element is pop sounds. The fourth is the Final Sound of words.

b. Tongue Twister

The tongue twister method is actually familiar in Indonesia. Since ancient times, tongue twisters have been practiced by people and even children as a joke. Tongue twisters are often used to challenge friends to show who is the best at pronouncing them. Many of them mispronounce words or sentences so that they sound out of place because of the speed of the pronunciation. Such sentences or

words are called tongue twisters.

The Tongue twister is a game where you can pronounce well-structured words, phrases, or sentences that have similar sounds that make them difficult to pronounce quickly and correctly. Apart from being fun, tongue twisters are a great tool for practicing pronunciation in English learning. Tongue twisters can be a fun method to practice and improve the pronunciation of English words or sentences.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions. The suggestions are given to the English teacher, the students, and the further researcher.

Conclusion

Based on the result of tongue twister test is given after treatment in experimental class, it was found that there was a significant effect of teaching pronunciation by using tongue twisters method in the Eleventh grade of MA Unggulan Mukhtar Syafa'at Blokagung in academic year 2019/2020 .

Based on the result of data analysis and hypothesis, it can be concluded that tongue twisters as an effort to increase the pronunciation. It can be answer about their difficulties as in background of this research said and it can help motivate and support students in learning English.

Based on the analysis of t –test two samples paired. it can be concluded that there was difference rate of the teaching English pronunciation before and after giving tongue twisters method. It means there was significant improvement. And teaching English pronunciation by tongue twisters was very effective as an effort to improve students' speaking ability.

Suggestion

Considering the result of this experimental research which showed that there was a significant effect of teaching English pronunciation by using tongue twisters and whose teaching without method, some suggestions are given to the English teacher, the students, and the further researchers.

a. The English Teacher

It suggested to the all of English teacher to apply Tongue Twisters method in the teaching English pronunciation since can help and motivated the students in learning speaking.

b. The Students

To the all of students are suggested to practice their English a lot and to increase their speaking skill.

c. The Further Researcher

The further researcher are suggested to use the result of this experimental research as a reference to conduct a further research dealing with the teaching of English pronunciation by using Tongue Twisters method to improve their speaking skill.

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