

The Effectiveness of Using Tongue Twister Technique to Teach Pronunciation to EFL Students

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Abstract

This objectives of this research were to find out the effectiveness of using Tongue Twisters to teach EFL's Students pronunciation and to find out the students response in learning pronunciation using Tongue Twister technique. The researchers conducted an experimental quantitative research. The population of the study was the Eleventh Grade Students of SMKN 1 Mojoanyar, Mojokerto. The researchers choose the sample by using cluster sampling; there were two classes from the total number of sample. In the first class and second class, there were 32 students. The data were collected through Pre Test and Post Test both of the class and questionnaire just for the experimental class. The result of the calculation statistical hypothesis test that showed t_{value} was higher than t_{table} ($4,63 > 1,68$) and the significance level $\alpha = 0,05$. It could be concluded that there was significant difference in the achievement between the students who were taught using tongue twister in experimental class and students were taught using conventional method in controlled class, The result of the questionnaire of students response by total percentage concluded that the maximum average of students choose strongly agree in the learning pronunciation by using tongue twister, the questionnaire of students response have a positive response from the students, so that tongue twister is one of effective method to teach English pronunciation.

Keywords: *Pronunciation, Tongue Twister, EFL Students*

Introduction

Pronunciation is fundamental thing in speaking. Pronunciation becomes one of important parts to be taught to the learners besides grammar and vocabulary. Pronunciation has been a crucial thing to talk about. It is important for learners who want to speak English properly and correctly. The researchers have been trying to find the most effective way how to teach pronunciation to their students Macháčková, (2012). As foreign learners of English, EFL's (English as a foreign language) students have been facing problems in learning process. The problems are on the lexis, grammar, and of course the vital one, pronunciation. Pronunciation problems are caused by many factors. One of the factors is the non-existence of particular English sounds in their mother tongue. For Indonesian, pronouncing words in Bahasa Indonesia is easier than saying words in English. It is because the sounds in Bahasa Indonesia exist in their daily life and their tongue has already trained with sounds in their mother tongue since they were babies, and the letter and phonetic are different, its make pronunciation of English more difficult than Bahasa Indonesia (Rammelan,1994). Based on pre observation in SMKN 1 Mojoanyar at eleventh grade, when students read or speak some English words, they often get difficulties in pronouncing or understanding the correct sound. The result showed that their problem is vocabulary building, lack of proficiency and less motivation. Not just pre observation by the researchers, but reinforced by English subject teacher who teach in the classroom that the success rate of English in SMKN 1 Mojoanyar still low, ranging from the theory of writing tested through daily test or speaking which is also still not quite good. The researcher considered that caused by various things such as the different sensitivity of ear, the matter of making foreign sounds, the distribution of the sounds, and fluency.

It is happen because most of EFL students do not understand how to spell and to differ between the phonetic alphabet. Moreover, they rarely communicate using English in daily life. They had already learned the first language in their surrounding and it has different pattern with there in foreign language. According to Ramelan, (1994), when a student wants to learn a foreign language, in this case English, they have to learn to speak it. He must try to speak in the way the native

speakers speak the language. This can be achieved by closely imitating and mimicking them until their pronunciation is satisfactory and acceptable to them. It means that to master English, especially pronunciation, students need to do more practices. A teacher should be able to demonstrate an example of right pronunciation or to provide an appropriate teaching technique in order to gain students interest in improving their English pronunciation.

After conducted the pre-observation, the researchers find a strategy that can be used to solve the problem. That is using tongue twister. The researchers considered that as the effective way because it is fun activity and meaningful, in other side, this strategy can be extended with many variations that can reach other skill that not only speaking skill. Tongue twister indirectly make the students learn more how to pronounce the word and distinguish the word that seemed similar to them. According to Well-Smith et all, (2012) Tongue twisters have been used by teachers in several countries in which English is second language for the citizen. This method is also popular as it is fun and interesting not only for young but also adult learners. Even though some people think that using Tongue Twister requires a lot of patience and repetition and even can be time-consuming and impractical in the classroom, 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. To make pronunciation more effective, efficient, and interesting to learn, the teacher applied tongue twisters in the teaching and learning process. They were asked to memorize and drilled by the teacher. Some modifications were made by the teacher due to the students and classroom condition (Lindawati, 2013). The researcher's interested in conducted the research to find out how powerful the tongue twister technique are effective to teach their pronunciation and EFL's student's responses as the way to overcome the problem that experience by the students where the researcher made the observation before.

Research Methodology

The researchers conducted the research by using quantitative approach which the researcher measured the students' pronunciation and students' response through the statistical count. Also, it is necessary to make descriptions to explain the quantitative data with the interpreting statements. Quantitative approach used for analyzing the statistic data that is students' pre-test and post-test score. From that score, the researchers could analyze whether tongue twister technique are effective for students' pronunciation and besides the researcher applied formula to count the result of students' response from the questionnaire.

The researchers used quasi experimental research. Quasi Experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect (Creswell, John W, 2012). Quasi Experiments are always done with the intent to see a treatment (Suharsimi Arikunto,1998). The researchers used two classes, the experimental and control class. Experimental class is a class given a treatment by using the tongue twister technique but in control class the researcher employed conventional method.

The population of this study was Eleventh Grade SMKN in Mojokerto. It is divided into five classes (A, B, C, D, E classes), and there is also differentiation of level. Based on the interview to English teacher, class A and class B are the class who has the most intelligence students than the other class. Therefore a researcher choose sample by researching two classes that have good intelligence. The researchers choose B class as an experimental class and A class as a control class. This sample of this study using cluster sampling. Because the researchers want to choose the sample by the students that have a good intelligence, It means that students selection of at Eleventh grade SMKN in Mojokerto by knowing the level and considering well. This technique based on the explanation of the examination score by the teacher. To collect the data, the researcher applying pre test and post-test were given to both control and experimental group. The scores from the pre-test used to know the ability from both groups before conducting the treatment. On the other hand, the scores from post-test were used to measure whether the used of tongue twister technique influence the achievement of experimental group or not. Futhermore, the researcher also employed questionare.

Results

These findings and discussion are describe about the Effectiveness of Tongue Twister in Teaching Pronunciation and Students' response toward the use of Tongue Twister in Teaching Pronunciation. Before explain about the findings data and discussion, the researchers want to explain about the procedure of the treatment between experimental group and control group

Tabel 1.1 The procedure of the treatment between experimental group and control group.

Experimental Class	Control Class
<p>First meeting</p> <ol style="list-style-type: none"> 1. The researchers handed out the pre test to all of students and read aloud one by one 	<p>First meeting</p> <ol style="list-style-type: none"> 1. The researchers handed out the pre test to all of students and read aloud one by one
<p>Second meeting</p> <ol style="list-style-type: none"> 1. The researchers gave the material to students with a paper about the example of tongue twister and the process learning also make a student's English book, it just for explore the difficult of word to pronounce. 2. The researchers explained what the tongue twister is about 3. The researchers gave the example how to pronounce the correct sound and the students followed the sound. 	<p>Second Meeting</p> <ol style="list-style-type: none"> 1. The researcher continued of the material in students' English book. The researchers chose on of all of student to read of the text in a book. 2. The researchers review the speaking of the student if there are not correct sound
<p>Third meeting</p> <ol style="list-style-type: none"> 1. The researchers give a material to students with a paper about the example of tongue twister and the process learning also make a student's English book, it just for explore the difficult of word to pronounce. 2. The researcher explained what the tongue twister is about 3. The researchers gave a example how to pronounce the correct sound and the students followed the sound. 	<p>Third Meeting</p> <ol style="list-style-type: none"> 1. The researchers continued of the material in students' English book. The researchers choose on of all of student to read of the text in a book. 2. The researchers review the speaking of the student if there are not correct sound 3. The researchers gave a exercise in a students English book.
<p>Fourth Meeting</p> <ol style="list-style-type: none"> 1. The researchers handed out the post test to all of students and read aloud one by one 2. After give a post test the researchers give a questionnaire to students 	<p>Fourth Meeting</p> <ol style="list-style-type: none"> 1. The researchers handed out the post test to all of students and read aloud one by one

1. The Effectiveness of Tongue Twister in Teaching Pronunciation

To know the result of pre and post test of student, researcher make table student, the experimental class test results are tabulated and calculated in the following table.

Table 1.2 Score of Experimental Students (Pre Test and Post Test)

Students	Pre Test (X1)	Post Test (X2)
1	86	100
2	77	73
3	82	78
4	73	77
5	78	97
6	83	98
7	85	97
8	91	100
9	84	99
10	84	100
11	76	70
12	79	98
13	88	94
14	86	91
15	92	96
16	75	95
17	94	100
18	82	95
19	84	100
20	76	75
21	74	68
22	73	73
23	81	90
24	85	92
25	83	95
26	80	94
27	75	69
28	81	86
29	75	96
30	85	100
31	81	91
32	67	76
Total Score	2595	2863
Mean Score (X)	81	89,4
Max	94	100
Min	67	68

The Table 1.2 above showed the results of the students' pretest score and post-test score at experiment class. The data showed at pre-test the maximum score is 94 and the minimum score was 67. One student who got the maximum and one student who got the minimum score at pre-test in experimental class. The data showed at post-test the maximum score is 100 and the minimum score was 68. Six students got the maximum and one student got the minimum score in post-test at experimental class.

a) The Frequency Distribution (Pre Test and Post Test Experimental Class)

The test were presented in frequency distribution of experimental class Pre Test and Post Test, the table consist of sample of data, maximum score, minimum score, mean, variance and standard deviation from table bellow:

Table 1.3 frequency distribution of Experimental class (Pre Test and Post Test)

Data	Pre Test	Post Test
Sample	32	32
Score Min	67	68
Score max	94	100
Mean	81	89,4
Variance	35,562	118,875
Standard Deviation	5,963	10,9

From the data above, the number of class on Pre test experimental is 6 classes, and length interval class is 5, and, the number of class on Post test experimental is 6 classes, and length interval class is 6.

b) Score of Controlled class (Pre Test and Post Test)

To know the result of pre and Post test of student, researcher make table student, the experimental class test results are tabulated and calculated in the following table:

Table 1.4 Score of Controlled Students (Pre Test and Post Test)

Students	Pre Test (Y1)	Post Test (Y2)
1	82	77
2	80	100

3	87	71
4	88	98
5	78	78
6	72	73
7	76	74
8	79	72
9	74	73
10	82	95
11	78	70
12	75	71
13	74	69
14	70	70
15	77	69
16	73	73
17	80	68
18	76	95
19	83	86
20	82	84
21	74	74
22	83	70
23	78	78
24	80	79
25	73	73
26	80	74
27	72	69
28	79	78
29	81	82
30	82	70
31	75	71
32	83	97
Total Score	2506	2481
Mean Score	78,3	77,5
Max	88	100
Min	70	68

The table 1.4 above showed the results of the students pretest score and post-test score at controlled class. The data showed at pre-test the maximum score is 88 and the minimum score was 70. One student who got the maximum score and one student who got the minimum score at pre-test in controlled class. The data showed at post-test the maximum score is 100 and the minimum score was 68. One student who got the maximum and one student who got the minimum score at post-test in controlled class.

c) The Frequency Distribution (Pre Test and Post Test Controlled Class)

The test were presented in frequency distribution of experimental class Pre Test and Post Test, the table consist of sample of data, maximum score, minimum score, mean, variance and standard deviation from table bellow:

Table 1.5 frequency distribution of Controlled class (Pre Test and Post Test)

Data	Pre Test	Post Test
Sample	32	32
Score Min	70	68
Score max	88	100
Mean	78,3	77,5
Variance	19,727	91,7
Standard Deviation	4,44	9,57

From the data above, the number of class on Pre test controlled class is 7 classes, and length interval class is 3, and the number of class on Post test controlled class is 6 classes, and length interval class is 6.

d) Analysis of Data

1. Normality Test

The researchers tested normality test after they got score of students in pre test and post test by using formula.

Based *Chi Square* from sample (n) 32 with significance level $\alpha = (0,05)$.

- a. If the value (p) < significance ($\alpha = (0,05)$). It means that the sample from the population, H_0 was accepted and H_a was rejected (normal distribution)
- b. If the value (p) > significance ($\alpha = (0,05)$). It means that the sample from the population, H_0 was rejected and H_a was accepted (not normal distribution)

From the calculating of the normality test in Pre test of experimental class was normal distribution. Because the result of the calculated is value (p) < significance ($\alpha = (0,05)$) ; $(-7,07 < 7.815)$. And in calculating of the normality test in Post test of experimental class was normal distribution. Because the result of the calculated is value (p) < significance ($\alpha = (0,05)$) ; $(-70,29 < 7.815)$. And in

calculating of the normality test in Pre test of controlled class was normal distribution. Because the result of the calculated is value $(p) < \text{significance } (\alpha = (0,05)) ; (-64 < 9,488)$. Therefore calculating of the normality test in Post test of controlled class was normal distribution. Because the result of the calculated is value $(p) < \text{significance } (\alpha = (0,05)) ; (-31,5 < 7,815)$. And the last result that the normality test of Pre test and Post test of experimental class and controlled class was normal distribution.

e) Homogeneity of Pre Test and Post Test

The researcher tested homogeneity test after she got score of test in experimental and controlled class (Pre test and Post Test) by using formula. And the criteria of testing homogeneity test:

1. Sample of total $(n) 32$
2. If the value $(p) > \text{significant } (\alpha = 0,05)$, H_0 is accepted and H_a is rejected, it means that sample has homogenous variant which means, the students had the same characters on students speaking comprehension ,moreover the data was valid.
3. If the value $(p) < \text{significant } (\alpha = 0,05)$, H_0 is rejected and H_a is accepted, it means that sample not have homogenous variant which means, the students had the same characters on students speaking comprehension, moreover the data was valid.

Based on the calculating of homogeneity of Pre test of experimental class and controlled class was 1,8. If the value $(p) > \text{significant } (\alpha = 0,05)$; $1,8 > 0,05$, H_0 is accepted and H_a is rejected, it means that sample has homogenous. And Based on the calculating of homogeneity of Post test of experimental class and controlled class was 1,2 . If the value $(p) > \text{significant } (\alpha = 0,05)$; $1,2 > 0,05$, H_0 is accepted and H_a is rejected, it means that sample has homogenous.

f) Result of T-Test

1. Based on calculating above, the result of T-test experimental and controlled class is 4,63

2. Determining the t-test significance level $\alpha = 0,05$ by calculating the *degree of freedom*

$$Df = (N_1 + N_2) - 2 \\ = (32 + 32) - 2 = 62$$

The *degree of freedom (df)* = 62

The researcher uses the close df from 60.

At significance 0.05 = 1,671

3. The result was comparing t-Count (4,63) and t-table (1,671). We know that $t_{\text{count}} > t_{\text{table}}$; 4,63 > 1,671 or H_0 is rejected and H_a is accepted. It means t-count is higher than t-table
4. Statistical Hypothesis Test

Table 1.6 The result of experimental and controlled class (Post test)

Statistic	Experimental	Controlled
Mean	89,4	77,5
Variance	118,875	91,7
S gab	10,26	
T- value	4,63	
T- table	1,671	

5. Hypotesis of test

After calculating the data, researcher tested her hypotesis based on statistical hypotesis test states

- a) If $t_{\text{value}} \leq t_{\text{table}}$, it means that H_0 is accepted *and* H_a is rejected.
- b) If $t_{\text{value}} > t_{\text{table}}$, it means that H_0 is rejected *and* H_a is accepted

And the result of the researcher calculating, gained the t_{value} was 4,63 while t_{table} was 1,671. Moreover, it conclude that t_{value} (4,63) > t_{table} (1,671) or H_0 is rejected *and* H_a is accepted. Therefore, there was a significant effect of using tongue twister on students' pronunciation.

2. STUDENTS RESPONSE

The result of students responses are presented below through tables, the table show the average numbers after converting the response into percentage

Table 4.7 Result of students' response questionnaire

No	Statement	SA	A	DS	S
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					D
1	1 st Statement	68,75%	31,25 %	-	-
2	2 nd Statement	87,5%	12,5%	-	-
3	3 rd Statement	68,75%	31,25 %	-	-
4	4 th Statement	62,5%	37,5%	-	-
5	5 th Statement	65,6%	31,25 %	3,1%	-
6	6 th Statement	65,6%	31,25 %	3,1%	-
7	7 th Statement	68,75%	31,25 %	-	-
8	8 th Statement	68,75%	28,1%	3,1%	-
9	9 th Statement	62,5%	31,25 %	6,25%	-
10	10 th Statement	65,6%	28,1%	6,25%	-
Total Average		68,43%	29,37 %	4,36%	0%

Discussions

1. The Effectiveness of Tongue Twister in Teaching Pronunciation

From the findings above, the result of students pre test and post test are mean score pre test experimental class was 81 it change in post test after give a treatment was 89,4, the mean score pre test of controlled class was 78,3 it change in a post test was 77,5. Its mean score in experimental class was 8,4, but in controlled class the score is taking down was 0,8. Both of class from pre test and post test using t-test with significant 0,05 showed that got a normality and homogeneity data which the value $(p) < \text{significant } (\alpha = 0,05)$. The gained of hypotesis of using t test with significant 0,05 showed that $t_{\text{value}} (4,63) > t_{\text{table}} (1,671)$. It was there is a effect using tongue twister as a treatment in the experimental class is effective on students pronunciation, there is effect, after applying Tongue Twister technique is effective on students pronunciation. Before the researchers gave a treatment of using tongue twister technique on students' pronunciation, it is hard for students to learn about the pronounce of word, the students have been feel bored with the conventional method when they learn about the pronunciation of English words. Tongue twister technique is a treatment in the experimental class that gives a chance to students to enjoy and fun with the cheerful environment like learning English pronunciation with a game. But when

the researchers gave a learning process on students' pronunciation using tongue twister technique they are enjoyed, the students have been fun, more interesting and the teacher should be creating a cheerful environment of the class. The result of the post test showed that there was significant different between experimental and controlled class, the experimental class the student got higher score than controlled class because the experimental class was given treatment using tongue twister technique but in controlled class was given a conventional method. From the description above mean score of post test in experimental which given treatment tongue twister technique had higher score compare with controlled was using conventional method while pronunciation process, there was a significance effect on students pronunciation using tongue twister technique. From the results of the conclusions which state the effectiveness of the tongue twister technique above.

2. Students' response toward the use of Tongue Twister in Teaching Pronunciation

Result from the total percentage of the questionnaire above in table 4.4, the maximum average of students response is a strongly agree 68,4% students, the second 29,37% students choose agreed , and the disagree is 4,36%, and there is no percent students choose the strongly disagree, from the result of students responses' questionnaire above tongue twister is a method that can be accepted by students and this is should be one of method that can be applied in teaching learning of students pronunciation. It can be proved in the most results selected by students in the student response questionnaire which shows is they agree that tongue twister can eliminate bored in the learning process, make students feel happy, it can help students to learn the pronunciation of words and according to them the method more interesting when learning English pronunciation using tongue twister technique rather than using conventional methods.

From the results of the discussion above, it can be explained that the tongue twister method is one of the good methods and can be applied in the English pronunciation learning process. The results of the students scores, the tongue twister method was successfully applied to the English pronunciation learning it

can be seen from the questionnaire of students' responses in this research, the students mostly gave positive responses to the tongue twister method that had been applied to them, one of that according to them the tongue twister method was considered to be more fun than learning English pronunciation with conventional methods, and then the technique can eliminate bored during learning process, that it can be make the student feel happy and satisfied and this technique make the students excited to learn about the how to pronounce the English word correctly.

Conclusion

Firstly, based on the analysis of data and hypothesis testing, the Students at eleventh grade of SMKN 1 Mojoanyar, Mojokerto before and after using tongue twister technique at English learning pronunciation have significant differences. It can be seen from the result of pre-test computation, it indicates that the average of pre-test score in experimental class is 81,0 and in controlled class is 78,3. After the researchers gave a treatments in experimental class that teaching English pronunciation using tongue twister technique is effective than conventional method. It can be seen from the result of computation in post-test. It indicates that the average score of experimental group mean is 89,4 it is higher than the controlled group mean which is 77,5 The data above show that there is significant difference between the experimental class and controlled class. And then, the result of the statistical hypothesis on significance level $\alpha=0,05$ that showed t_{value} was higher than t_{table} ($4,63 > 1,671$), thus the H_0 (Null hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Its mean that tongue twister technique is effective on English students' pronunciation.

Secondly, on the results of the students' response, the average student states a positive response. It can be seen from the results of their answers to the questionnaire filled by students stating that the average student chooses an answer strongly agreeing with the tongue twister technique in pronunciation learning can make students not feel bored when learning takes place, then also can make students feel happy and excited to learn about how to pronounce English

sentences correctly, and most importantly average students agree that this technique is more interesting than just conventional methods.

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