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Improving Word Pronunciation Using The Tongue Twister Technique In Seventh Grade Student Of MTS Walisongo

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abstract- *This article manages further developing understudies' articulation utilizing the Tongue Twister technique. Pronunciation is vital in English talking exercises since it can extraordinarily influence the importance of discourse. Truth be told, there are numerous Indonesian understudies who experience issues understanding English articulation on the grounds that the word they hear or say are frequently unique in relation to their composed structure. The researcher uses Tongue Twister to help students improve their pronunciation in order to solve this issue. By utilizing this procedure, it is normal to make understudies more enthusiastic and simpler to dominate English articulation. The study is a two-cycle classroom action research project. Students in the seventh grade at MTs Walisongo Sugihwaras during the 2023–2024 school year participated in this study. Interviews with English teachers, interviews with students, observations, tests, and documentation provided the data. The consequences of the review showed that an expansion in students' pronunciation after was being shown utilizing the tongue twister procedure. This is proven by the understudies' scores which expanded in each cycle, in the pre-cycle the typical understudy score was 57,85 and in the las cycle, specifically cycle 2, the normal understudy score was 77,57. It very well may be reason that Tongue twister can work on understudies' articulation.*
Keyword : Pronunciation, Tongue Twister Technique

abstrak- Artikel ini membahas tentang peningkatan kemampuan pronunciation siswa dengan menggunakan teknik Tongue Twister. Pronunciation sangat penting dalam berkomunikasi Bahasa Inggris karena dapat berpengaruh pada makna dan ucapan. Faktanya, kebanyakan siswa mengalami kesulitan saat mengucapkan kata dalam bahasa inggris. Karena kata kata yang mereka dengar atau ucapkan seringkali berbeda jauh dengan tulisan. Untuk mengatasi masalah tersebut, peneliti menggunakan Tongue Twister sebagai teknik untuk mempelajari pengucapan siswa. Dengan menggunakan teknik tongue twister peneliti berharap bisa membuat siswa bersemangat dan mudah mengucapkan pengucapan bahasa inggris. Peneliti menggunakan penelitian tindakan kelas (PTK) yang dilakukan dengan dua siklus, siklus pertama dan siklus kedua. Partisipan dalam penelitian ini adalah siswa kelas VII MTs Walisongo Sugihwaras tahun ajaran 2023/2024. Perolehan data didapatkan melalui wawancara dengan guru bahasa inggris, wawancara dengan siswa, obervasi, tes dan dokumentasi. Hasil penelitian ini menunjukkan terdapat peningkatan perngucapan siswa lebih bagus dan mengalami peningkatan setelah dijarkan menggunakan teknik tongue twister pada setiap siklusnya. Hal ini dibuktikan dengan nilai siswa yang mengalami peningkatan pada setiap siklusnya, pada pra siklus nilai rata-rata siswa sebesar 57,85 dan pada siklus terakhir yaitu

siklus 2 nilai rata-rata siswa sebesar 77,57. Dapat disimpulkan bahwa Tongue Twister dapat meningkatkan pelafalan siswa.

Kata Kunci – Pengucapan, Teknik Tongue Twister

INTRODUCTION

Language is a vital specialized device in regular human existence. People associate and associate with one another by utilizing it and they can communicate their thoughts, wants, trust, and sentiments. Elocution is one of the components of talking expertise. Since in Indonesia, English isn't their primary language, it is the same issue. In the mean time, as Anne Consumes expressed that in spoken correspondence, it is vital to have an unmistakable elocution since somebody is bound to impart really when they have great elocution and pitch regardless of whether they produce botches in jargon and syntax (Consumes and Claire, 2003).

Additionally, as Yates makes sense of, on the off chance that students commit error in talking regions yet they have great articulation, they will be perceived. Be that as it may, students with amazing punctuation won't be perceived assuming their pronunciation is challenging to figure out (Laurea, 2004). From those speculations, it very well may be called attention to that elocution plays in successful correspondence since it plays a significant part in spoken correspondence. That's what Additionally, Tahir says, when an unknown dialect student can talk it, he/she is considered as somebody who prevailed in that unknown dialect he/she learn (Tahir, 2015). Elocution is something simple to learn assuming you practice frequently, when we frequently utilize English in a roundabout way that hones our pronunciation.

Moreover, Kayi said that talking is a significant piece of learning and showing a subsequent language (Kayi, 2006). It tends to be closed from these focuses that talking should be dominated well to impart. Then again, as called attention to by Prananingrum and Kwary, on the grounds that English and Indonesian have different sound disseminations, Indonesian language students face hardships in delivering English sounds (Donal, 2016).

Tongue Twister are a staggering technique for practicing and further foster rhetoric and commonality. Tongue twister can in like manner help with additional creating accent by using comparative sounding word use, which is the emphasis of one sound. Thus, in the wake of finding and perusing a few examinations, the specialist chose to involve tongue twister as a method to show understudies' elocution abilities. The specialist for the most part wanted to find out whether this method would assist understudies with accomplishing a more elevated level in English in the event that they were shown utilizing this strategy or not. The analyst chose to lead the exploration at MTs Walisongo Sugihwaras, on the grounds that subsequent to directing perceptions at the school, the specialist observed that understudies were deficient in pronouncing words in English. The scientist utilized Vehicle (Homeroom

Activity Research) in this review. As indicated by Kemmis and Mc Taggart 1998), " Activity research is an activity done to explore self-reflection and work on one's instructing by assessing one's own training".

Literature Review

1. Pronunciation

Derwin and Murno (2005) contend that in typical correspondence, is exceptionally useful when we have great articulation, particularly clarity of the language (Donal 2016). Articulation is essential in correspondence since it could influence the significance of the expression. Indeed, even the audience can bring into miscommunication assuming the speaker makes error. As per Doudi, elocution is "how a specific sound or sounds are created, not normal for verbalization, which alludes to the genuine creation of discourse sound in the mouth, elocution focuses more how sounds are seen by the listener" (2016). Of the above speculations, that elocution can be called attention to as the approach to talking the word to give the discourse or correspondence can be perceived.

2. Importance of pronunciation

Anne Consumes said that understudies who have great elocution and pitch, likely can impart really despite the fact that they truly do deliver minor jargon and syntax errors. That is the reason, clear elocution is significant in spoken correspondence. (Consumes and Claire, 2003).

3. Tongue Twister

As indicated by Mchackoya (2012), tongue twister are expressions or sentences which are hard to articulate on the grounds that comparable sounds happen yet furnish the understudies with agreeable exercises at elocution practice. Tongue twister is an extraordinary and fun method for assisting the understudies with attempting to learn English better. It can give the understudies' discourse abilities more grounded. The quicker an understudies can peruse the tongue twister without goofing, the more grounded his/her language abilities become. Tongue twister additionally invigorate the mind into creating articulation ability.

RESEARCH METHOD

In this review, the scientist utilized Vehicle. As indicated by (Cameron-Jone, 1983) activity research will be research led by scientist fully intent on working on the expert act of analyst and understanding it better. There are four phases in each cycle, specifically: (1) activity arranging, (2) activity execution, (3) study hall perception and (4) activity reflection (Kemmis and McTaggart, 1988). This examination was led at MTs Walisongo Sugihwaras class VII in the 2023/2024 scholarly year.

Planning

In the arranging stage, the scientist arranged research instruments, planned a learning plan, chose tongue twister verses, set achievement standards and made an exploration plan.

Implementing

In this stage, the scientist a the go about as an educator activity, while the homeroom English instructor plays a job as a the spectator activity execution.

Cycle 1

In this cycle the educating and it was started to learn process. The analyst requested that they be peaceful and not to make any commotions in the class and arranged the tongue twister text, and afterward the essayist let them know that they needed to listen the articulation right.

A. Meeting 1

The specialist arranged the case of tongue twister sentences, the perception agenda, and participation list to realize understudies' liveliness in joining treatment that will be directed by the scientist.

B. Meeting 2

Prior to beginning the educating and growing experience in the subsequent gathering, the specialist analyzed that practically all understudies utilized mental techniques during the articulation class. In this subsequent gathering, understudies were acquainted with utilizing the high level Tongue Twister Strategy. The analyst gave a few instances of tongue twisters, he read the material on the board and was trailed by the understudies. After the specialist wrapped up perusing the tongue twister sentence, understudies were approached to compose what they had heard. This was finished two by two. Understudies appeared to be exceptionally energetic and more tested on the grounds that they found numerous extraordinary words that were rehashed. From that point forward, the specialist requested that understudies compose their responses on the board. Toward the finish of the example, the creator gave an appraisal with an oral test.

Cycle 2

A. Meeting 1

In this gathering, the understudies were introduced involving tongue twister procedure in learning elocution. The scientist read some tongue twister on the telephone by whatsapp bunch and followed by the understudies. Then the reseacher request that understudies practice the tongue twister sentence before the class. They utilized tongue twister sentences at this gathering were:

Pad kid poured curd pulled cod.

A happy hippo hopped and hiccupped.

Twelve twins twirled twelve twigs.

A snake sneaks to seek a snack.

The big bug bit the little beetle.

Rubber baby buggy bumpers

Observing

In this review, perception of articulation was led to get information and decide how well the execution of the Tongue Twister strategy can accomplish the examination targets. At this stage, the specialist gathered information connected with the execution of the activity utilizing a few instruments. The observer's observation sheet serves as the first. The second is field notes made by the instructor. The two instruments are utilized to get information connected with understudy cooperation. The third is the consequences of the articulation test taken by understudies toward the finish of each cycle, this plans to get information on understudy elocution. The fourth is the result of a questionnaire that students were given at the end of the study to find out how they felt about using the Tongue Twister technique.

Reflection

At this stage, the analyst thinks about the information from the activity by leading reflection exercises on the execution of the cycle got through perception and use of the Tongue Twister method in the educating and growing experience. The outcomes acquired are contrasted and the achievement standards that have been planned. The success requirements have been met. The researcher moves on to the next cycle of the study if they have not been met.

RESULT AND DISCUSSION

The aftereffect of the exploration showed that there was improvement from Cycle I to Cycle II in the understudies' support in presentation, conversation and practice. In the understudies' accomplishment Cycle I was 67,57. the typical score of the Cycle II was 77,57.

Table 1. Test Results in Cycle I

N O	Explanation	Score
1	The highest score	85
2	The lowest score	45
	The Average score	67,57

Table 2. Test Results in Cycle 2

No	Explanation	Score
1	The highest score	90
2	The lowest score	55
	The average score	77,57

The use of the Tongue Twister technique resulted in a significant increase in teacher and student activities during cycle II, as indicated by the findings regarding student learning outcomes.

Discussion

This study intends to work on understudies' articulation through the Tongue Twister strategy. Through two cycles, the educational experience was done and worked out positively for grade VII understudies of MTs Walisongo Sugihwaras. In view of the scores acquired, in cycle II the objective score was accomplished. It is accepted that the objective score accomplished by understudies is impacted by the manner in which the educator gives all around organized directions, so the accomplishment of understudies' articulation will prompt useful abilities, for example, composing, and speaking (Lubis et al., 2018). Moreover, this likewise prompts understudies' undeniable level reasoning since understudies have numerous chances to go past center abilities, and it will be more helpful whenever incorporated with online entertainment (Hasibuan et al., 2020; Lubis, 2021). This is also supported by Risnawaty's research (2020), which reveals that one of the main factors influencing English learners' achievement is interactive teaching materials. The researcher will therefore not proceed to cycle III. It has been demonstrated that employing this strategy can enhance students' pronunciation.

CONCLUSION

There are a few ends drawn in view of the information above:

An effective strategy for improving students' pronunciation, particularly those in the seventh grade who are taught by MTs Walisongo Sugihwaras, is to use clear, straightforward English pronunciation. This should be visible from the understudies' scores on the tests that expanded from the three tests given in the starter review, Cycle I, and Cycle II. 2. Second, it was discovered from the revised teaching strategy in Cycle II that the Tongue Twister method would be more effective at addressing students' pronunciation issues. 3. Third, Tongue Twister can be a decent specialized decision in building an energetic homeroom climate to stimulate understudies' cooperation in educating and learning exercises. This is on the grounds that, from the perception agenda, it is demonstrated the way that understudies can effectively take part in educating and learning exercises did utilizing Tongue Twister. 4. Fourth, understudies' dynamic support in learning shows their inspiration which will actually want to assemble their energy in learning. As a result, the study's findings demonstrate that the tongue twister method can be an effective method for teaching and learning students' pronunciation. They said that using tongue twister as a teaching method is very interesting because the material is fun and easy to follow.

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