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The Implementation Of Tongue Twister Technique For Students' Pronunciation Of English Consonant Sounds At SMA Zainul Hasan 1 Genggong

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Abstract

This study intends to determine how the tongue twister technique is used to teach pronunciation at SMA Zainul Hasan 1 Genggong, as well as what benefits and drawbacks can be found from using it to improve students' pronunciation abilities. With a case study research design, the researcher in this instance used a qualitative descriptive analysis method. Two research tools, namely observation and interviews, were employed to gather data. For the academic year 2022–2023, the class X pupils at SMA Zainul Hasan 1 Genggong served as the research object. The study's findings indicate that while using the tongue twister approach to teach pronunciation, teachers employ two types of techniques: first, requiring students to watch a video that the teacher has created and pronounce each tongue-twister that is shown in the video and second requiring students to recite and imitate examples of several sentences of tongue-twisters that the teacher has written in blackboard. Meanwhile, using the tongue twister approach offers benefits like: it improves pupils' fluency while reciting a sentence, is entertaining, demanding,

and doesn't get old easily. The tongue twister technique has some drawbacks, such as the need for patience from the teacher when employing it, and the length of time it takes to apply.

Keywords: *pronunciation technique, English consonant sounds, tongue twister.*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana teknik tongue twister digunakan untuk mengajar pelafalan di SMA Zainul Hasan 1 Genggong, serta keuntungan dan kerugian apa yang dapat ditemukan dari penggunaannya untuk meningkatkan kemampuan pelafalan siswa. Dengan desain penelitian studi kasus, peneliti dalam hal ini menggunakan metode analisis deskriptif kualitatif. Dua alat penelitian, yaitu observasi dan wawancara, digunakan untuk mengumpulkan data. Untuk tahun pelajaran 2022–2023, siswa kelas X SMA Zainul Hasan 1 Genggong dijadikan objek penelitian. Temuan penelitian menunjukkan bahwa saat menggunakan pendekatan pelintiran lidah untuk mengajarkan pelafalan, guru menggunakan dua jenis teknik: pertama, meminta siswa untuk menonton video yang telah dibuat oleh guru dan melafalkan setiap pelintir lidah yang ditampilkan dalam video dan kedua meminta siswa melafalkan dan menirukan contoh beberapa kalimat pelintir lidah yang telah ditulis guru di papan tulis. Sementara itu, penggunaan pendekatan twister lidah menawarkan manfaat seperti: meningkatkan kefasihan siswa saat melafalkan kalimat, menghibur, menuntut, dan tidak mudah tua. Teknik tongue twister ini memiliki beberapa kekurangan, seperti perlunya kesabaran dari guru saat mengaplikasikannya, dan lamanya waktu yang dibutuhkan untuk mengaplikasikannya.

Kata kunci: *teknik pengucapan, bunyi konsonan bahasa Inggris, tongue twister.*

INTRODUCTION

English continues to be the most commonly spoken language internationally. Currently, one country that is aware of the need to speak English well to participate in international interaction and development is Indonesia. College level courses are now taught in English thanks to the Indonesian government. Specifically speaking, listening, speaking, reading, and writing are the four language aptitudes that are included in English explicitly when it is included in English explicitly in terms of teaching. Meanwhile, the linguistic components that support the four abilities include vocabulary and pronunciation, grammar and pronunciation. The first of the four linguistic abilities is speaking. because even though we lack grammar, we, can still use it to communicate with each other. Pronunciation is one

of the most important aspects of speaking. How to pronounce a word depends a lot on how it is usually used or perceived. The people around us can learn a lot about us from the street from the way we communicate. Even if they make mistakes in other areas, people who study English pronunciation will understand more. Without a doubt, the most important aspect of speaking English is pronunciation. Therefore, consistent with Apprianoto & Haerazi (2019), the way of speech is greatly influenced by pronunciation, which is a vital component of speaking.

Learning pronunciation is still challenging for EFL students in Indonesia. One of the issues is that they do not incorporate their unique mother language sounds into their daily lives. Because of sound, production is a component of human behavior, and Indonesian lacks consonant sounds such as sound language, / (voiceless dental fricative) and / (voiced dental fricative). Therefore, Indonesians can enjoy some pronunciation challenges with these sounds. In a similar situation, students at SMA Zainul Hasan 1 Genggong master the language but lack speaking skills. Even though students have excellent speech abilities, they still make some incorrect pronoun sounds, Learning pronunciation is still challenging for EFL students in Indonesia. One of the issues is that they do not incorporate their unique mother language sounds into their daily lives.

Based on the problem in the above sentence, the researcher was able to pinpoint the difficulty students had pronouncing English, particularly consonant sounds, as a result of specific English sounds not existing in their native tongues. A tongue twister is a challenging phrase or word that needs to be quickly uttered. Often, this is done by making an analogy or using a similar collection of sounds. Tongue twisters, according to Tarumi (2016), are expressions or words that are challenging to say because of similar sounds yet offer pupils entertaining activities during pronunciation exercises. Tongue twisters are a unique and fun method of teaching English that help improve language skills. Students' ability to communicate can be improved with it. Mental practice of tongue twisters also helps pronunciation. After performing tongue twisters, students are given treatment that places the mind above the oral cavity, which is responsible for most of the functions of the mouth. The tongue twister method was chosen by researchers because it helps students maintain

interest in their studies by being very entertaining and interesting. By using tongue twisters, this study aims to improve students' pronunciation.

According to Tarumi (2016), Although tongue twisters are challenging to perform, with practice, students can speak English almost as fluently as native speakers. Tongue twisters are also a lot of fun because they are unusual for people who are not used to pronouncing them. This can increase the student's desire to master the correct pronunciation. They can strengthen their speech by using tongue twisters. Tongue Twister will be used in this lesson to assist in improving the learner's pronunciation.

According to Tarumi (2016), Although tongue twisters are challenging to learn, with enough practice, pupils may speak English fairly naturally. They find tongue twisters amusing since they are entertaining and the term is unusual. It might enhance kids' motivation to learn how to pronounce words correctly. They can practice public speaking by using tongue twisters.

Involving students in the learning process can increase their enthusiasm and confidence, help them build new muscle memory, improve their listening, break up the monotony of the classroom, and allow them to practice the language without worrying about making mistakes, claims Adriati (2019). The tongue twister technique, according to Lestari (2019), can increase speaking accuracy and fluency. In addition, the technique of tongue twisters is used to encourage and improve students' speaking fluency and accuracy. Tongue twisters are used in various ways. That is, by using tongue twisters, students can master pronunciation and can easily pronounce difficult vocabulary using tongue twisters. During lectures, tongue twisters are employed in a variety of methods, including warm-up exercises, video modeling, and whispering games.

According to Fatchul (2017), It provided an amazing learning opportunity and improved student performance when tongue twisters were used to study the impact of tongue twister technique on pronunciation ability of students in different learning patterns at the university of Lambung Mangkurat Banjarmasin. Playing tongue twisters, according to the students, boosted their pronunciation, fluency, and motivation to learn proper English pronunciation. It also made learning engaging and fun. Based on these claims, it would be interesting to do research to see if the tongue twister method may help children pronounce

English consonant sounds more accurately. Dewi (2017) stated in the study titled "Using Tongue Twister to Improve Students' Pronunciation" that students might improve their pronunciation by using tongue twisters to practice pronouncing words or phrases frequently.

So, the study's main focus is on using tongue twisters to address students' pronunciation issues. The goal of this study is to understand the tongue twister technique's implementation methods as well as its advantages and disadvantages at SMA Zainul Hasan 1 Genggong.

RESEARCH METHOD

This type of research is a case study research and approach with a qualitative descriptive method. This descriptive study was conducted by collecting data by means of observation, interviews, and documenting findings, not forgetting data by means of literature review. This research covers various things such as strategies, application of techniques, as well as various advantages and disadvantages of the techniques used. The population of this study is a group of students who are observed when they live their daily lives speaking English and using the tongue twister method to learn pronunciation. To get the results the author wants about the effectiveness of children attending school, a data collection approach using a random sample technique is used. The object of this research is the researcher makes direct observations to better understand. By observing the speech patterns of each student or the pronunciation of each phrase, the researcher can better understand how tongue twisters motivate students to practice their pronunciation of English consonant sounds. Therefore, this study includes primary and secondary data. Interview data and object observation are considered as primary data. In addition, this research also updates secondary data obtained from studies on literacy that support it. The process of occurrence in qualitative research depends heavily on the complexity of the problems to be answered and the sharpness of the traceability of researchers in making comparisons during the data collection process.

RESULT AND DISCUSSION

This research to provide light on how instructors and students interact in an atmosphere where English is being developed, as well as the specifics of how well they are able to control the tongue twister technique in an English-speaking setting. As was originally stated in the context of this study is how the built environment program enhances communication abilities in English. Thus, through interviews with teachers and students, the study's findings describe a number of characteristics of English communication in the Built Environment.

Among others are, a) English artificial environment strategy. b) Using the tongue twister method in pronunciation lessons. c) The tongue-twister technique's advantages. d) The drawbacks of the tongue-twister.

A. interview with the teacher

1. English Strategy

For students to socialize and communicate in English, senior high schools use the tongue twister technique in direct tutoring. This method is more effective and active than simply directing students to dull material in class, and it can quickly alter the speaking environment. Mr. Wahid made the following claims in light of the interview:

"Since I want to try to make the classroom setting interesting so that students don't become bored easily, I prefer the tongue twister approach over other methods for teaching students to speak or enunciate. The tongue twister technique is quite entertaining to me., and the phrases rhyme like songs, therefore I am confident that using this method will readily pique kids' interest in actively studying speaking or pronunciation."

Based on the clarification of the interview above, , the teacher's approach at SMA Zainul Hasan 1 Genggong is already sound. Mr. Wahid picked the tongue twister method of teaching pupils speaking or pronunciation because she wanted to change things up in the classroom, get the students involved, and make them think that speaking or pronunciation was enjoyable.

The key to mastering tongue twister sentences is repetition. This repetition strengthens and opens the muscles involved in speaking. This exercise will lead to clearer pronunciation, clearer speech patterns, and help refine some of the most difficult sounds to pronounce. With tongue twister sentences that often sound funny and unique, they will help you learn pronunciation English becomes more enjoyable.

2. implementation of the tongue twister technique

Applying the tongue twister technique can make it easier to memorize words, improve intonation, and improve fluency in speaking English. Therefore, at the high school level, it is highly emphasized to be fluent in pronunciation. The teacher applying tongue twister technique in pronunciation or speaking class is described below:

"I introduce and explain what a tongue twister is before using or practicing the technique to hone my pupils' speaking and pronunciation abilities. I then observe their reactions. I'll give samples of simple to more complex language if you reply favorably. Once they are proficient at reciting tongue twisters, ask them to read it correctly and practice it. When students can accurately practice three tongue twister instances, I may say that the method has succeeded in helping pupils become more fluent speakers or better at pronouncing words."(Mr. Wahid).

Based on the theory of Machackova (2012), there are various ways that teachers might use the tongue twister approach to improve pronunciation, as the researcher will discuss below.

For the tongue twister, the first technique divides the class into five or more groups. The teacher shows the class a video of tongue twisters before assigning students to groups. If any of the students have previously seen the movie, the teacher splits the class into groups. The teacher gives a tongue-twister statement to each group and asks them to discuss it. After repeating the word in groups until their tongues have grown accustomed to it, the students will next perform their tongue twister in front of the class.

The second option involves putting the tongue twister strategy into action by having students hear presentations while creating numerous English tongue twisters on the board or on paper. Do it three more times after that. Ask them to read the tongue twisters to you aloud. then go to the following action.

With the exception of the fact that the first strategy employs video as a medium and the second approach uses a whiteboard, the tongue twister technique is applied in essentially the same way in these two techniques. However, the method of education used with students is essentially the same and has essentially the same result, which is to improve each student's pronunciation. Additionally, according to Machackova (2012), tongue twisters can be utilized to improve student motivation, classroom climate, and word pronunciation.

3. The strengths of the tongue twister technique

It's crucial to learn how to use the tongue technique since it allows us to distinguish between English words with similar sounds. Practice and improvement of pronunciation and fluency can be achieved by using tongue twisters. Alliteration, or the repetition of a single sound, is another technique that can help you improve your accent. Based on the interview, Mr. Wahid stated the following :

"I found the tongue twister method to be really helpful in honing my pupils' public speaking and pronunciation abilities. When used during speaking or pronunciation lessons, the tongue twister technique helps students become more fluent in their pronunciation, allows them to position their mouth or tongue correctly when pronouncing a word or sentence, can help identify their weak points or pronunciation deficiencies, trains their focus each time they recite something, and makes them feel happy and less likely to get bored with learning English".

According to the explanation of the interview above, it is clear that the tongue twister technique has many benefits, including improving students' pronunciation, sharpening their focus on what is being said, and teaching them how to position their tongue or mouth when speaking properly and correctly.

One benefit of using the tongue twister approach to help kids with their pronunciation is that it makes them appreciate the value of pronouncing words correctly through enjoyable activities. According to Wells (2012) Children can practice their language abilities with tongue twisters without being concerned about making a mistake because everyone makes mistakes when using them, including teachers. Additionally, tongue twisters give students a chance to practice their linguistic abilities without being concerned about making a mistake. Both young and adult learners should use tongue twisters. Students can improve both their vocabulary and pronunciation.

4. the weaknesses of tongue twister technique

Although there are many advantages to learning English using the tongue twister technique there are also disadvantages as said by Mr. Wahid:

"The tongue twister technique has a lot of advantages, but it also has a lot of disadvantages, like taking more time or needing to be taught to students repeatedly because not all students can understand it right away with just one explanation or one example, making the tongue or mouth of new students using this technique feel like they are still complicated, and forcing students to only concentrate on the sound or sound of pronunciation without paying attention to other factors".

Based on the interview above, it is clear that the tongue twister technique has a number of drawbacks, including the fact that it makes the tongue or mouth feel clumsy, demands a lot of time to apply to the kids, and encourages them to focus exclusively on the sound of the pronunciation and disregard how it is written.

According to Nur Trisna Juniarti (2009), the tongue twister method of testing speaking or pronunciation ability is ineffective because not all pupils would get a chance to speak because of time restrictions. Ulupi Sitoresmi (2016), said the lecturers require more time and effort when helping students practice tongue twisters. Word pronunciation can be difficult for different learners in different ways. Because of this, the lecturer will have to work harder to analyze the issues and find the best answer.

B. Interview with the students

1. English Strategy

According to the students at this school, the strategy should depend on the skills of each student, where is the ability, then we can conceptualize a good and correct strategy. At this school English learners begin to apply the tongue twister technique to hone their skills in fluency and fluency in speaking. Therefore, the reason teachers use different and more interesting methods so as to increase students' enthusiasm in learning English. Based on the interview, Riska stated as follows:

"Actually the strategy depends on skill, because English has been learned since we were in elementary school. But, get to know and understand more broadly about English lessons according to the method used by the teacher". And the other students said:

"As I had anticipated, learning English turned out to be simple, sis. Mr. Wahid would certainly prefer to learn English from scratch if studying it constantly followed a process like that."(Vera).

From the interview above, it is evident that the teaching strategies employed by English teachers have a significant impact on student learning, particularly when it comes to speaking or reciting in class. They must keep students engaged in the learning process until they are able to capture their interest and enthusiasm for learning English and teach speaking or pronunciation skills in a simple and enjoyable way so as to prevent them from becoming quickly disinterested in the process.

2. implementation of the tongue twister technique

For English learners, tongue twisters are a fun way to practice one or two sounds to pronounce them correctly. Application of tongue twisters to improve children's sentence building and listening skills in English. Based on the interview, Firda stated as follows:

"I absolutely enjoy using the tongue twister method to learn pronunciation or speaking, sis. I'm new to this strategy, but I really enjoy it since I believe it's simpler to use

and more likely to stick in our brains. It turns out that learning English is not as difficult as I had anticipated, sis. If learning English always followed a similar approach, Mr. Wahid would undoubtedly prefer to start at the beginning."

So, it can be said that practically all students like learning English using the tongue twister method since, in their opinion, it is distinctive, entertaining, and facilitates the development of speaking and pronouncing abilities.

According to Nirwana (2020), using a tongue twister might encourage and urge pupils to be more involved in requesting materials from the teacher. Depending on the treatment, the tongue twisters technique may spark kids' drive and attention. Students will therefore have no issue understanding the subject matter. If pupils are proficient in using it, They may be able to speak English more clearly and fluidly as a result, performing better on oral exams.

3. The strengths of the tongue twister technique

Students who were questioned and given extensive answers noted that the tongue twister technique of learning English offers various advantages for them, especially in terms of enhancing their speaking and pronunciation abilities as follows:

"I believe that if we frequently study or practice speaking or pronunciation utilizing the tongue twister technique, we may make it simpler to speak or utter a word or sentences. Because, in my opinion, using these tactics makes it easier for us to recall every word or sentence that we say or write." (Ifa).

Slightly deviating from the previous explanation, one of the students argued that:

" When we learn to speak or repeat English sentences utilizing the tongue twister method, we may do it rapidly and our pronunciation of the words or sentences improves since they rhyme. might rhyme similarly" (Rina).

The various responses gleaned from various interviewees can be used to draw the conclusion that learning English, particularly for speaking or pronunciation issues, has many

benefits, including making it easier for students to understand each sentence or word spoken and making it easier for students to understand one another. As they gain fluency and accuracy in their pronunciation of each word and sentence, they can use this method to speak or pronounce each sentence more quickly and accurately, which makes the uttered word or statement that is easier for the brain to recall.

4. the weaknesses of tongue twister technique

Based on the students' statements that learning English using the tongue twister technique is not always fun, sometimes it is also boring and makes it difficult for students. The tongue twister technique has some drawbacks, as one student pointed out. She said:

"Perhaps the weakness of learning to speak or use the tongue twister technique is that Mr. Wahid should be more patient in teaching us, because to be able to use those techniques we have to be taught and rehearsed over and over again. Additionally, learning to speak or pronounce using the tongue twister technique might occasionally catch us off guard and cause us to simply pay attention to the sound of the sentence rather than how to write it accurately and appropriately" (Shinta).

So, It can be inferred from the types of responses above that learning to speak or The tongue twister technique has a number of other negatives as well, such as the need for teachers to have more patience because it takes time to teach this technique frequently. It also makes students less focused on how to write appropriately spoken sentences, and occasionally it causes students to just pay attention to how words or sentences are pronounced without paying attention to or comprehending its underlying message.

CONCLUSION

The built environment has been used to improve communication. This leads to the conclusion that SMA Zainul Hasan 1 Genggong has used the tongue twister technique successfully. According to Machackova's (2012) hypothesis, the teacher can use the tongue twister approach in pronunciation in a variety of ways, such as by dividing the class into five or more groups and assigning each group a different set of tongue twisters. *The first*, Before

breaking the class up into various groups, the teacher shows a tongue twister film. If the students have already seen the movie, the teacher divides them into various groups. The teacher gives tongue-twister statements to each group and then invites discussion. The pupils would then perform their tongue twisters in front of the class after repeating the word "tongue twister" in groups until their tongues were accustomed to it. The second method involves putting the tongue twister technique into practice by doing things like explaining it to the kids or writing some English tongue twisters on the board or a piece of paper. Move on to the next step after having them read the tongue twisters aloud. Up to three additional times should be done.

Applying the tongue twister approach to help kids with their pronunciation has both benefits and drawbacks. The benefit is that it can increase students' vocabulary, make pronunciation lessons more enjoyable, Through engaging activities, teachers may encourage and energize students to actively participate in learning from their lessons and can make sure they understand the importance of pronouncing everything correctly. While the drawbacks include that it is repetitive when used in class and has a number of pronunciation concerns, it also has other drawbacks in that it demands a lot of repetition and patience from the teacher, and it takes a long time to practice in class, and sometimes causes students to lose sight of the meaning of the words in favor of concentrating only on how to pronounce them.

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