

The Effect of Using Tongue Twisters Technique on Students' Pronunciation at The Tenth Grade Of SMKN 1 Koto Besar in Academic Years 2022/2023

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan teknik tongue twister pada kelas sepuluh SMKN 1 Koto Besar. Ada beberapa masalah dalam penelitian ini. Pertama, mereka memiliki kemampuan berbicara yang masih rendah, dan mereka membutuhkan teknik untuk meningkatkan keterampilan berbicara siswa. Kedua, mereka telah kehilangan kepercayaan diri dalam berlatih berbicara, seperti akurasi pengucapan siswa. Ketiga, mereka menganggap bahasa Inggris sebagai subjek yang sulit. Terakhir, kebanyakan dari mereka kesulitan belajar mengucapkan. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan teknik tongue twister. Populasi penelitian ini adalah 23 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan probability sampling. Sampel penelitian ini X AKP 1 terdiri dari 23 siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan menggunakan pre-experimental design, one group pretest-posttest. Hasil setelah perlakuan, pengucapan mereka diperoleh siswa melalui pre-test adalah 37,0 dan post-test adalah 55,8, dengan nilai t-test lebih tinggi dari nilai t-tabel ($8,397 > 593$). Ini berarti bahwa ada perbedaan yang signifikan antara sebelum dan sesudah diberikan perlakuan. Ini menunjukkan bahwa hipotesis alternatif (H_a) diterima dan nol (H_0) ditolak. Disimpulkan bahwa pengajaran Teknik Twister dalam kegiatan bahasa Inggris dapat meningkatkan pengucapan siswa.

Kata Kunci: Pronunciation, Tongue Twister, Fricatives Consonant.

Abstract

The aimed of this research was to determine to effect of using tongue twister technique at tenth grade of SMKN 1 Koto Besar. There were some problems in this research. First, they have speaking ability is remains low, and they need a technique to improve the students' speaking skill. Second, they had lose confidence in practicing speaking, such as students pronunciation accuracy. Third, they had regard English as a tough subject . Last, most of them difficulty getting learning to pronounce. The purpose of this research was to determine the effectiveness of using tongue twister technique. The population of this research were 23 students. The sampling technique in this research used probability sampling. The sample of this research X AKP 1 consist 23 students. The method used in this study is quantitative method using pre-experimental design, one group pretest-posttest. The result after treatment, their pronunciation obtained by students' through pre-test was 37.0 and post-test was 55.8, with the t-test value is higher that t-table value ($8.397 > 593$). It means that there was significant difference between before and after giving the treatment. It indicated that the alternative hypothesis (H_a) was accepted and the null (H_0) was rejected. It was concluded that the teaching of Tongue Twister Technique in English activity can improve the students' pronunciation.

Keywords: Pronunciation, Tongue Twister, Fricatives Consonant.

INTRODUCTION

Language is a tool for communication that has an important function in communicating how one intends to others. People use language to share and receive information, messages, ideas, and emotions (Collin, 2019). English is an important language to be used. English is used as global language among all people with different first language. This is why English become one of languages that should to be learned in every school or in institution. English itself has basic skills which must be known by English learner. They are speaking skill, listening skill, reading skill, and writing skill.

The four skills of English are important, because each skill is related to the other skills. Somehow, people are called as a master of language if they dominate those the four skills especially in speaking skill. Therefore, English is foreign language in Indonesia that is important as a provision for the ability to communicate skills, especially in the field of education. Speaking is related to pronunciation, because who someone speaking English should attention to the proper pronunciation. It is important to allocate regular time or attention to pronunciation skills in EFL classroom. English as a Foreign Language refers to the teaching and learning of English in an environment where English is not the primary language or mother tongue of the community. Therefore there is a reason why EFL is the focus of students' language sphere, because 1) English is becoming important in access to international academic knowledge and resources. Many of the best scientific publications, textbooks, and learning materials are available in English. Therefore, students who master English can gain greater access to these materials, 2) Learning English involves developing listening, speaking, reading, and writing skills, all of which contribute to better communication skills, 3) Can help students improve their learning ability in general. The process of learning English involves problem solving, critical thinking skills, as well as an understanding of grammar and language structure, which can be applied to learning in other fields.

More importantly, pronunciation classes should be an integral part of the curriculum in institutions that train language teachers (Atli & Bergil, 2012). Therefore, it can be concluded that English pronunciation is very important and all students should pay more attention to it as early possible.

In this case the writer focus on speaking skill. Speaking is an important skill in language. It is the first macro skill that has to be mastered by people, people are always speaking in communicating. English it self has pronunciation instruction, where among them have a certain pronunciation techniques. English pronunciation is a key component. If the pronunciation is poor, some persons risk misinterpretation when communicating. Additionally, it might be one of the elements that cause the conversation to break down. In practice, most Indonesian students still have poor pronouncing skills.

Students regard pronunciation to be the most difficult topic since the sounds of words differ from their written form. They are confused and struggling to pronounce some English terms, particularly those that are unfamiliar to them. However, in speaking English, we frequently have problems pronouncing the English word. Pronunciation is vital method of communication, especially for those in senior high school. Nowadays, there are a lot technique that can be used in learning process, the technique that the teacher can be used should be understandable and fun to the students, one of them is tongue twister. It is technique in learning pronunciation is very important to increase the student's pronunciation ability.

The writer found several factors that influence the pronunciation ability. The first problem is the speaking ability of students remains low, and they need a technique to improve the students' speaking skill. If they pronounce the words incorrectly when speaking in English, they will create a misunderstanding with the listeners, enabling the purpose of communication to be ignored. Limited ability to speak English, on the other hand, may reduce students' self-confidence, inhibiting social interaction and seriously impacting students' English speaking skills.

Furthermore, students lose confidence, are shy when practicing speaking, and are afraid

to make mistakes when speaking English. The writer discovered some issues that students had when speaking, such as student pronunciation accuracy. This issue is caused by the students' psychology and a lack of teachers' originality in teaching speaking, particularly pronouncing English, to tenth grade students at SMKN 1 Koto Besar in Academic Year 2022/2023. To help students to convey their thoughts in pronunciation, teachers must apply a variety of teaching methods. It is essential to use the tongue twister technique in studying pronunciation to improve the student's pronunciation abilities.

The third issue is most students in Indonesia regard English as a tough subject, which frustrates them. According to observations at SMKN 1 Koto Besar, the majority of students are Javanese, Minang, and Sundanese, specifically in vocational high school. To interact with others in the class, students usually use Bahasa as their mother tongue.

The fourth problem is difficult to pronounce. Pronouncing Bahasa Indonesia differently from English. In addition, pronunciation is less focused in the classroom during the teaching learning process. The students finds some difficulties when learning to pronounce. For example, they identify the words that has same sound but different meaning like "give" and "gift". It is also usual for students to struggle with correctly identifying and imitating sounds. For example, the student may pronounce "thank you" as /tang/ or /sang/, but the right pronunciation is. The writer also find the low score of speaking performance of students when the writer was practical teaching at SMN 1 Koto Besar;

Table 1 Scoring Speaking

NO.	Name of Class	Score of Speaking
1	Nursing Assistant 1	57,4
2	Nursing Assistant 2	66,3
3	Laboratory Testing Assistant	70,6
4	Chemical Industry	54,2
Value Average		62,13

Based on the statement and table of students' score above, that the students basic competence of speaking in class was only 62,13. It is poor, because the passing grade of English subject of tenth grade in SMKN 1 Koto Besar was 75. Therefore, the writer in this research is interesting to be conduct student' pronunciation ability because the writer want to know the effect of tongue twister on students' pronunciation. So, the student will be studying how to employ clearer way in the English language so that future students may speak English correctly and fluently. The writer will be conduct this research in SMKN 1 Koto Besar because some of students in the school are less pronunciation, when they read English paragraph or say some words. Then the writer interest to analyze and focus on students' pronunciation ability in the academic. Thus, the writer conduct this research entitled ***"The Effect of Using Tongue Twisters Technique on Students' Pronunciation at The Tenth Grade of SMKN 1 Koto Besar in Academic year 2022/2023"***.

METHOD

The research design use by the writer in this research is experimental research design of quantitative. Afifah (2017) stated that "Experimental design is the experiment which can be defined as : a test under controlled conditions what is made to demonstrate a know or truth or examine the validity of the hypothesis." Pre-experimental design is design that includes one group or class given pre and posttest (Sugiyono: 2014). The place in this research is SMK Negeri 1 Koto Besar. It is located in Jl. Koto Tuo, Kelurahan Koto Ranah, Kecamatan Koto Besar, Kabupaten Dharmasraya. The time of the research was conducted in the second

semester 2022/2023 years. The data collection has been started on May 2023. The population of his research was taken at the tenth grade in SMK Negeri 1 Koto Besar, Dharmasraya in academic year 2022/2023. Based on writer's observation, there are four classes of tenth grade but the class that writer took for research is X AKP 1 students of SMKN 1 Koto Besar Dharmasraya. The class consist of 23 students. To analyze the effect of using tongue twister in students' pronunciation ability at tenth grade of SMKN 1 Koto Besar, the writer decide to use some kinds of techniques to obtain the data. In this research, three activities will performed, which were pre-test, treatment, and post-test.

FINDINGS

The pre-test has been done to measure the basic competence of the students' pronunciation toward recount text consisted fricative consonant sounds. And the post-test was conducted to assess the students pronunciation achievement following treatments with the tongue twister technique. Firstly, the writer tabulated the students' raw score and second determined the quality of student' score into the rate percentage and score classification as follows:

Table 2 The Classification and Rate Percentage of Students' Pretest and Posttest

Score	Classification	Pre-test Score		Post-test Score	
		F	%	F	%
96-100	Excellent	0	0%	0	0%
86-95	Very Good	0	0%	0	0%
76-85	Good	0	0%	2	9%
66-75	Fairly Good	0	0%	3	13%
56-65	Fairly	2	9%	6	26%
36-55	Poor	8	35%	12	52%
0-35	Very Poor	13	57%	0	0%
Total		23	100%	23	100%

The table above showed that the score of the students' pronunciation of English pronunciation in recount text was only 9% fairly. While after giving treatment were 9% good, 13% fairly good, 26% fairly, 52% poor, which meant that most of students were improvement in their pronunciation. After calculating the result of students' pre-test and post-test, the mean score and standard deviation were presented in the following table:

Test	Mean Score	Standard Deviation
Pre-test	37.0	11.65
Post-test	55.8	12.11

As indicated in the table above, the students' mean pretest score was 37.0, which was only rated as low and was not enough to result in a passing grade. Besides the standard deviation was 11.65. the table above also presented that the students' mean score pf posttest was 55.8 who categorized as enough in a passing grade. Besides the standard deviation was 12.11.

Significant Testing

Analysing the t-test is used to find out the significant difference of the students" pre-test and post-test. In order to know the level significance 5% (0.05), degree of freedom $df = N - 1$ (df is $N - 1 = 23 - 1 = 22$), it was found that t-table value is 593 the result of the calculation as follows:

Table 2 Distribution the Value of t-test and t-table

t-test	t-table
8.397	593

The data on the table above, showed about the value of t-test is higher than the value of t-table. It indicated that there was a significant difference between the result of the students' pronunciation achievement in English pronunciation after treatment.

It is reasonable to conclude that there was a substantial difference in the results of the students' achievement in English pronunciation before and after they got instruction using the tongue twister technique. This also meant that the null hypothesis (H_0) of no significant difference in students' English pronunciation before and after using the Tongue Twister Technique was rejected, while the alternative hypothesis (H_a) of significant difference in students' English pronunciation before and after using the Tongue Twister Technique was accepted.

The Improvement of Students' Achievement in English Pronunciation

Based on the result of the students' pronunciation test, the score of the students' pre-test showed that out of them classified into score of students' pre-test showed that 1(9%) out of them into fairly score, 8 (35%) out of them classified into poor score, and 13 (57%) out of them classified into very poor score, none of them classified excellent, very good, good score. In a result, students were still unfamiliar with English words.

While the score of students' post-test, it showed that 2 (9%) out of them classified into good score, 3 (13%) out of them into fairly good score, 6 (26%) out of them classified into fairly score, and 12 (52%) out of them into poor score. It include that most of student improve their English pronunciation.

Furthermore, the results of the data analysis using the pronunciation test indicated that the mean pre-test score was 37.0 and post-test was 55.8, while the started deviation of pretest was 11.65, and post-test was 12.11.

The Significant Different of T-test and T-table

Through the result of pre-test and posttest, the result of t-test value of level of significant $5\%=0.05$, degree of freedom (df) = 22 indicated that t-table value was 593, and t-test value was 8.397. therefore, it concluded that statistically hypothesis of H_0 was rejected. It means that using Tongue Twister Technique in teaching pronunciation can improve the students' English pronunciation specifically in fricatives consonant sounds.

DISCUSSION

In the following paragraphs, the findings would be completely presented on how students' achievement improved in English pronunciation after being taught using the Tongue Twister Technique. This section includes with the interpretation of the findings.

The pre-test was conducted on June 2023. The topic was taken from the material based on syllabus at the school that was Recount Text. The writer ask the students to read the recount text. Most of them found text difficulties to read the narrative text. Most of them gave wrong pronunciation on the text especially for /f/, /v/, /θ/, /ð/, /z/, /ʃ/, and /ʒ/ sound, it showed that their English pronunciation which had been appeared in pre-test, the writer conducted treatment in two meetings. In this meeting the writer explain about recount text and its generic structure, linguistic features, kind of recount text, example and introduce the fricatives consonant sounds (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/).

The first meeting was on June 2023. It was first day for treatment. The writer conducted the first treatment by teaching by teaching tongue twister technique. Firstly, the writer explain about Tongue Twister and steps of Tongue Twister, also example of sentence of Tongue Twister. The writer showed the students about sentence of Tongue Twister in the example. The writer also ask the students to focus on sentence of Tongue Twister and ask the students

to practice read the sentence. Most of students feel difficult but always to try.

The second meeting was on June 2023. In this meeting has same procedure with the third meeting. The writer ask the students to read recount text and the students have to improve their English pronunciation, especially for the words that contain Fricative Consonant sound. Then the writer ask the students to read Tongue Twister sentences and with the step that had been explained before. The students have to read the Tongue Twister sentences faster and with the correct pronunciation. In this meeting, the students already familiar with its procedure so that they can read better.

The last meeting was on June 2023. This meeting was for giving the post-test after treatment. Based on the row score in appendix, all of the students gave right pronunciation on the recount text that contain Fricative Consonant sounds using Tongue Twister technique. It means most of the students showed their improvement in their achievement.

The results of this study showed there was a significant difference in students' English pronunciation before and after treatment by using the Tongue Twister technique, which was beneficial for high school students learning English as a foreign language because it could improve their English pronunciation. It additionally contributed by the students participation in the process. From the discussion above, it can concluded that the tenth grade of SMKN 1 Koto Besar have good skills in English Pronunciation after using the tongue twister technique.

CONCLUSION

After the experimental research about effect of students' pronunciation using tongue twister technique in vocational high school and based on research findings in the previous chapter, the researcher concluded that teaching material about Tongue Twister is effective to improve the students' English pronunciation, it was proved by the mean score of students' achievement before and after giving treatment is 37.0 and become 55.8. There was significant difference of students' English pronunciation before and after using tongue twister technique. It could be proven by the value of t-test (8.397) was higher than t-table (593).

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