IMPROVING STUDENTS' PRONUNCIATION THROUGH TONGUE TWISTER TECHNIQUE AT THE ELEVENTH GRADE OF SMA NEGERI 1 KALITIDU

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Abstract

Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown. In fact, there are many Indonesian students who find difficulties in comprehending English pronunciation because the words they have heard or spoken are often different with their written form.

To cope those problems, the writer uses Tongue Twister as a technique to improve students' pronunciation skill. By using this technique, it hopefully can make the students more enthusiastic and easier to master pronunciation of English. This research was classroom action research done through two cycles. The participants of this research were the eleventh grade students of SMA Negeri 1 Kalitidu Bojonegoro in the academic year of 2021/2022.

The data were obtained by interviewing the english teacher, interviewing the students, observation, test, and documentation. The result of the study showed that there was improvement of students' pronunciation after being taught by using Tongue Twister technique. This was proven by the students' score that improved in every cycle, In the pre-cycle, the students' average score was 57,85 and in the last cycle, there is cycle 2 students got 77,57. Based on the observation checklist result showed that students gave their positive responses by becoming more enthusiastic and actively.

Key words: Pronunciation, Tongue Twister Technique

Abstrak

Pelafalan benar-benar penting dalam aktivitas berbicara bahasa Inggris karena dapat sangat mempengaruhi makna ucapan. Jika seseorang melakukan kesalahan dalam melafalkan beberapa kata dalam sebuah kalimat, hal itu dapat mengganggu komunikasi, bahkan dapat menjadi salah satu faktor yang dapat menyebabkan terputusnya percakapan. Kenyataannya, banyak siswa Indonesia yang mengalami kesulitan dalam memahami pengucapan bahasa Inggris karena kata-kata yang mereka dengar atau ucapkan seringkali berbeda dengan bentuk tulisannya.

Untuk mengatasi masalah tersebut, penulis menggunakan Tongue Twister sebagai teknik untuk meningkatkan kemampuan pengucapan siswa. Dengan menggunakan teknik ini diharapkan dapat membuat siswa lebih antusias dan lebih mudah menguasai pengucapan bahasa Inggris. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan melalui dua siklus. Partisipan dalam penelitian ini adalah siswa kelas XI SMA Negeri 1 Kalitidu Bojonegoro Tahun Pelajaran 2021/2022.

Data diperoleh dengan wawancara guru bahasa Inggris, wawancara siswa, observasi, tes, dan dokumentasi. Hasil penelitian menunjukkan bahwa ada peningkatan pengucapan siswa setelah diajar dengan menggunakan teknik Tongue Twister. Hal ini dibuktikan dengan nilai siswa yang meningkat pada setiap siklusnya, pada pra siklus nilai rata-rata siswa adalah 57,85 dan

pada siklus terakhir terdapat siklus 2 siswa memperoleh nilai 77,57. Berdasarkan hasil observasi checklist menunjukkan bahwa siswa memberikan respon positif dengan menjadi lebih antusias dan aktif.

Kata kunci: Pelafalan, Teknik Pembelit Lidah

INTRODUCTION

Language is a very important means of communication in daily human life. People interact and socialize with each other by using it. They can express their idea, persuade others, or promise something. Language is one of important tools to communicate in every human life and many people interact and socialize with each other using it and they can express their ideas, wishes, desires and feelings. Elizabeth states that language is a tool of communication, information and many people always using it when they are speaking. Furthermore, in our daily life, the most common way to communicate is through speaking and speech. So, those are the general ways that people can express their idea and feelings freely. Pronounciation is one of the elements of speaking skill. Because in Indonesia English is not their mother tongue, it is the some problem. Meanwhile, as Anne Burns said that in spoken communication, it is important to have a clear pronunciation because someone is more likely to communicate effectively when they have good pronunciation and intonation even if they produce mistakes in vocabulary and grammar (Burns & Claire, 2003). Similarly, as Yates explains, if learners make mistakes in speaking areas but they have good pronunciation, they will be understood. But learners with perfect grammar will not be understood if their pronunciation is difficult to understand (Laurea, 2004). From those theories, it can be pointed out that pronunciation plays in effective communication since it has an important role in spoken communication. Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. They are not just for kids, but are also used by actors, politicians, and public speakers who want to sound clear when speaking. So, after finding and reading some previous studies the writer decided to use tongue twister as a technique to teach students pronunciation ability. Especially the writer wants to find whether this technique will help the students to get higher level in English if they are taught by using this technique or not. The writer decided to do the research at SMA Negeri 1 Kalitidu, because after observing in that school the writer found that students are lack in pronouncing words in English. The writer using CAR (Classroom action research) in this research. According to Kemmis and Mc Taggart (1998) state that "action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice".

RESEARCH METHOD

In this research, the writer use a Classroom Action research to know the real data got from the respondent. According to Harmer (England: Longman, 2003). , action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures. Kerlinger (1986) defines research design as the plan and structure of investigation so conceived as to obtain answer to research question. Reseach design used in this study is Classroom Action Research (CAR). As explained in Mertler's (2009) action research is teacher as researcher in the classroom, action research is viewed as a cyclical process. That is to say, whereas action research has a clear beginning, it does not have clearly defined endpoint. Ordinarily, teacher-researchers design and implement a project, collect and analyze data in order to monitor and evaluate the project's

effectiveness, and then make revision and improvements to the project for future implementation.

In this study the writer took the location at SMA Negeri 1 Kalitidu, Bojonegoro Regency in academc year 2021/2022. Location This research is easily accessible by motorized vehicle, near the highway and is one of the vocational schools in the district Kalitidu This location was chosen as the research site with the following considerations:

1. Because the school is at the base of the meeting between the suburbs Having a pretty good performance is considered necessary to know how students' relational thinking skills in class XI.

2. There has never been any research conducted at this school related to improving the Pronunciation Through Tongue Twister Technique.

A research subject is an individual that participates in research. Information (or 'data') is collected from or about the individual to help answer the question under study. Sometimes research subjects are referred to as human subjects, research participants or study volunteers. The participant of this research is the students of XI grades in SMA Negeri 1 Kalitidu. The writer select the XI-MIPA 1 class in the 2021-2022 academic years as the subjects of the study. Classroom action research is the procedure of the classroom activities.The steps of this research were arranged in some phases, those were: pre cycle, cycle I, cycle 2 until the students get the raise. There were four activities that should be done in one cycle. Its steps in this kind of research were using some cycles and it was implemented to improve students' spirit to solve their problems. The four components consisted of planning, acting, observing, and reflecting. Kemmis and Mc.Taggart in Wiriatmadja (2006) describes the model or the procedure of classroom action research into four steps They are; (1) planning, (2) acting, (3) observing, and (4) reflecting. The relations among them is called a cycle.

As research design above, the writer used classroom action research that was completed by using qualitative and quantitative data. In the technique of data analysis, the researcher obtained qualitative data through observation. When the teaching learning process was finished, the writer used observation checklist as the material of observation. The result of observation was analyzed such as below:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

This study completed by quantitative data too through oral test. The researcher was needed extra attention while checking students' voice in order to get a valid data. He checked students' voice one by one from voice recorder as the result of students' tests in every cycle. Researcher has done treatments using tongue twister sentence and collect the result of tests by using Mean formula. The standard minimum score (KKM) of English lesson for Eleventh grade of SMA Negeri 1 Kalitidu is 73. So that the writer tried to get the class percentage which pass the standard minimum score (KKM) The formula was as follow:

$$x : \frac{f}{n}$$

Note: x = The Mean.

f = The Sum Of score.

n = The Total of Student's.

The teacher said the students scores below KKM (KriteriaKetuntasan Minimal), students scores between 50 to 65 while the KKM (KriteriaKetuntasan Minimal) is 73. The writer hope to use this technique students may get a value above the average.

RESULTS AND DISCUSSION

The research entitled "Improving Students' Pronunciation Through Tongue Twister Technique of The Eleventh Grades Students at SMA Negeri 1 Kalitidu" This has been implemented in April 2022. The

writer conducted observation, documentation, and test were conducted in April. When the observation were made at 1 April - 20 May 2022.

a. The finding of Pre Cycle

Before cycle 1, this action is carried out to determine the initial condition of students. Pre cycle was done Friday, 1 April 2022. There were 33 Students. In this first stage, it was used conventional way in teaching pronunciation this was done to know students' basic score of pronunciation without using Tongue Twister Technique. In this step, writer prepared the necessary things related to the tongue twister teaching method. There are lesson plan, make an observation sheet and interview sheet to take note during teaching students in the class and reseacher prepare the tongue twister that will be latter.

Total Score	10

The score of the observation as follow:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$
$$= \frac{10}{25} \times 100\%$$
$$= 40\%$$

b. The Finding of Cycle 1

The cycle 1 was done on Friday, 8 April 2022 and 15 April 2000. There were 32 student's were coming in the class and 1 student absent on 8 April 2022, and no one student absent on 15 April 2022. In this cycle the teaching and learning process was begun. The writer asked them to be quiet and not to make any noises in the class and prepared the tongue twister teks, and then the writer told them that they had to listen the pronouncial correct. The writer teaching was started by explaining the materials. Sometimes the writer asked students the meaning of certain words and asked one of them to write on the whiteboard. When the writer explained, students were asked to listen carefully what writer said. For the next action, she asks students any word examples from song lyrics and asked students to imitate or to repeat after the

writer the way in pronouncing the words In the planning step, the writer prepared the teaching learning design, such as arranging lesson plan based on the teaching material and preparing necessary media. The writer prepared the example of tongue twister sentences, the observation checklist, and attendance list in order to know students' activeness in joining treatment that will be conducted by the writer.

Total Score	17

The score of the observation as follow:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$
$$= \frac{17}{25} \times 100\%$$
$$= 68\%$$

c. The Finding of Cycle 2

Cycle 2 was conducted on two meeting, it was conducted on Friday 6, 13, 20 May 2022. The steps were are In the planning phase, the writer revised the lesson plan based on the evaluation at the cycle one. The writer prepared a new tongue twister activity. Tongue twister whisper was chosen because it was considered as the interesting and cooperative pronunciation activity, some media were also be prepared well before teaching learning process.

Total Score	21

The score of the observation as follow:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$
$$= \frac{21}{25} \times 100\%$$
$$= 84\%$$

No.	Students' Code	Pre-cycle	Cycle 1	Cycle 2
	Total score	1910	2230	2560
	Mean	57,87	67,57	77,57

After implementing the tongue twister technique, the writer got the data from preliminary research up to the second cycle. The result ot the writer showed that there was a significant improvement in students' pronunciation. It could be seen from the students' score of every test and students' participation during teaching learning process. it can be seen that students' average score from pre-cycle up to cycle 2 were increased significantly. It means that tongue twister technique was effective to improve students' pronunciation and this classroom action research was successful.

In Pre-cycle, the average of students' was only 57,87. While the precentage of students who master pronunciation only 2 students. It means that students' pronunciation were still low, because most of them could not reach the standard minimum score (KKM). In the cycle 1, the average score result was 67,57. There were students of the whole students in the class who able to reach KKM (73). In the cycle 2, the average of students' score was increased significantly, that was 77,57. Finally, it can be concluded that a teacher need some alternative techniques or methods in order to create a supportive environment in teaching learning process. Students will be more motivated and easy to comprehend the material if the teacher invite them to the pleasant or joyful learning atmosphere. Then, tongue twister technique can be proven as the effective technique to improve students' pronunciation skill since there was significant improvement of students score from pre-cycle to the last cycle, it mean cycle 2. According to Rohman, Miftahur (2016) The use of tongue twister technique to improve EFL students' pronunciation. Based on Yara, A. (2018). Improving Students' Pronounciation by Using Tongue Twister Technique It is shown by the students mean score in every cycle. Tongue twister are effective for improving students' active participation because Tongue Twisters require students to practice a lot. As stated by Gonzales (2009) Tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation. The idea indicates that to be good and fluent in reading and saying the tongue twisters, students need to say the tongue twisters again and again. It is not an instant step that ends in one trial. By trying again and again, it means that students become more active during the teaching learning process.

CONCLUSION

Based on the results of CAR (Classroom Action Research) which has been carried out in two cycles. After the writer finished this research, she is able to draw a conclusion as the result of the research at the Eleventh grade of SMA Negeri 1 Kalitidu, Bojonegoro in the academic year of 2021/2022, then it can be analyzed the following conclusions, Throught tongue twister technique it is proven to improving students pronunciation skill, It can be seen on the data of the results students increased. That is from the pre-cycle was 57,87 while the cycle 2 becomes 77,57 which means very good. During the implementation of tongue twister technique in teaching pronunciation, students gave their better attention and participation. They became more ac active in the teaching and learning process because tongue twister are unique.

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