

# Enhancing Students' Pronunciation of English Consonant Sounds by Using Tongue Twister Technique at SMP Muhammadiyah Limbung- Gowa

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**ABSTRACT :** *The objective of this research is to find out the use of Tongue Twister Technique in enhancing students' pronunciation on English consonant sounds of voiceless labiodental fricative [f, v,] and voiceless dental fricatives [θ, ð] at the Seventh-grade Students of SMP Muhammadiyah Limbung and to know students' enthusiasm in learning pronunciation by using the Tongue Twister Technique. The research is Quantitative by Classroom Action Research. The sample is class 7.4 choose by lottery. At Diagnostic test students get 56,94 and at Labiodental Fricative 0% score. At cycle 1, labiodental fricative [f, v,] and voiceless dental fricatives at [θ, ð]./θ/ and /ð/ mean score improved to (76,11%). In the second cycle, students mean score is (94.4%). Students' enthusiastic is 88,9%. It means that there is an enhancing consonant Student Pronunciation at Seventh-grade Students of SMP Muhammadiyah Limbung to use Tongue Twister Technique in teaching pronunciation.*

**KEYWORDS** -Tongue Twister, Consonant Pronunciation, Dental Fricative, Labiodental Fricative, Classroom Action Research

## I. Introduction

In Indonesia, EFL learners are still facing some problems in learning pronunciation. One of the problems is the non-existence of particular English sounds in their mother tongue. According to Moeliono and Dardjowidjodjo (1993) released by the Indonesian ministry of education and culture and cited in Yosta&Puslit (2008) that there are some consonant sounds such as dental fricatives [ð/ and/θ/] are not found in Indonesian, so it is not surprising that students with those two linguistic backgrounds will likely have difficulty in pronouncing them. On the other hand, the same problem is also faced in pronunciation of [f] and [v]. However, quite a lot of Indonesian EFL students still experience difficulty in pronouncing English words, resulting in misunderstanding of meaning. Some research had been conducted on pronunciation variations made by either Indonesian EFL students or other ESL students. Hakim, (2012) found that Javanese students tend to put more stress using the sounds [d] and [ ð] when speaking English due to the influence of their Javanese accents. (Anam, 2018) studied variations on fricative and affricate sounds produced by Indonesian and Thai students. His research found out that Indonesian students produced [p] and [g] for [f]; while Thai students produced [ph] for the same sound. For [v], it would be [f] for the Indonesians and [w] for the Thais. In addition, the sound [θ] would be changed into either [th] or deleted [Ø] by the Indonesian students.

One way that can be used to overcome this problem is by doing tongue flexibility exercises or better known as the tongue twister technique. According to Sitoresmi (2015), One of the interesting ways to teach pronunciation

is by tongue twister. It is very useful to practice pronunciation, especially for the sounds that does not exist in the students' mother tongue. This method is also popular as it is fun and interesting not only for young but also adult learners. Sitoresmi added that Tongue Twisters are helpful to learn many minimal pairs, despite the difficulty especially for foreign language. Practicing "Father, mother, sister, brother, hand in hand with one another, for example, can help students distinguish phonemes / ð/ and / θ /. Some examples of tongue twisters can also be found in other languages. Indonesian is familiar with a tongue twister "kakaktuakakakkakekkukenalkakaktuakakakkakekmu". ". This drills us to produce sound [k]. In addition, the advantages of using tongue twister in the class can improve students' motivation, class condition and pronunciation and warming up activity. it is an interesting to have research in order to find whether Tongue Twister Technique can improve Students' pronunciation skill to pronounce English consonant sounds or not.

### **1.1. Problem**

The researcher found more of the lack systematic of sound system produce by the students of SMP Muhammadiyah Limbung especially on voiceless labiodental fricative [f] and [v] and voiceless dental fricative /θ/ and /ð/. Based on the problems mentioned in the background of study, the researcher formulated the problems into research questions as does Tongue Twister Technique improve students' English consonant pronunciation at SMP Muhammadiyah Limbung?

### **1.2. Objective of the Study**

The aim of the research was to find out students' improving English consonant pronunciation at the Seventh-grade Students of SMP Muhammadiyah Limbung by using Tongue Twister Technique

### **1.3. The results of the study**

The research was expected to provided purposed benefits (1) Theoretically, the result of the research, Tongue Twister Technique was very useful for the students to improve their words that are difficult to pronounce quickly and correctly will help train the muscles in your mouth and tongue. By practicing often, students have become clearer in pronounce words or consonants sound (2) Practically, the result of the study was useful for teachers of English subject. Teachers can find a new way to developing English teaching method specially for or consonants sound. It also will be very useful for researcher as a provision or experience if become a teacher in the future.

### **1.4. The Scope of the study**

The study focused on students' pronunciation problem on English consonant sounds and more specific for voiceless labiodental fricative at [ f, v,] and voiceless dental fricatives at [ θ, ð], they were presented in text by using Tongue Twister technique. The study was conducted in SMP Muhammadiyah Limbung in the Seventh-Grade Students.

## **II. Concept of Variables**

### **2.1. Concept of Pronunciation**

According to Sitoresmi (2016), pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of the 'speech melody', or intonation. Also, the way we sound is influenced greatly by factors such as voice quality, speech rate and overall loudness. Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

## 2.2. Concept of Consonant

Sucihati (2022) defined consonant in terms of both phonetics and phonology. Phonetically is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction is produce. Humans employ speech organs in producing consonants that the term articulation is used to most to address consonant production(Rustipa, 2024)

### 2.2.1. The Consonant Voiceless Dental Fricative [θ] and [ð]

They are among the problem-causing consonants for Turkish learners of English, for they are not coded in modern standard Turkish (Demirezen, 2008). The voiceless [θ] sound can be heard clearly in such words like thick /θɪk/, ethnic /ɛθnɪk/ and sheath /ʃiθ/. The voiced [ð] sound can be heard in such words like thus /ðʌs/, within /wɪðɪn/ and lathe /leɪð/. Both [θ] and [ð] are highly frequent sounds in English language. Therefore, they require a special attention if the aim is to properly teach these sounds at the micro level and English at the macro level. The main reason of difficulty of these phonemes lies under the fact that these sounds [θ] and [ð] do not exist in the sound system of Turkish. In addition, there are three deviations made by the students in articulating /ð/. They were the replacement of /ð/ with /d/, the substitution of /ð/ with /t/, and the switching of /ð/ to /θ/. Some of these deviations could be found in the three positions.

### 2.2.2. Voiceless Labio Dental Fricative [f and v]

Demirezen added that fricative consonants as well as words and sentences based on vowel classification as samples. The experiments made it clear that both students and teachers Considered that Some synthetic voices have the same quality as human voices. It means that Consonant fricative and words and sentences based on the form of vocal classification as a benchmark sample. Fricative consonants are occurred when two vocal organs come close enough together for movement of air to be heard between them. It means that the fricative consonant will occur when two vocal organs are so close that air movement can be heard between them.

## 2.3. The Concept of Tongue Twister

According to Hahn (2015), Tongue Twister is a technique to introduce the concept of alliteration and help those trying to learn English better understand the language. By practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills. Gheni (2018) states that "using tongue twisters is a common EFL teaching technique because it helps students to learn correct pronunciation of English words to correctly use vowels and consonants and to become familiar with common English words". Besides that, Gonzales (2009:3) cited by (Lutfiani, 2017) states tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation. Practicing tongue twisters can make students reduce the risk of pronunciation errors, this is because students are already able to practice English speaking using the tongue twister technique in English speaking. Tongue twister is a fun activity in any language classroom. Learning speaking skills using tongue twister can increase the ability of the students. The students who can faster in practice tongue twister without mistaken in English pronunciation also be faster in improving the quality of their English speaking.

### 2.3.1. The Advantages and Disadvantages of Tongue Twister

Sitoresmi (2016) found that Tongue Twisters are one of types of spoken wordplay that are fun to recite and are a great tool to aid children's language development some advantages of Tongue Twister are:

- a) Tongue Twisters are not only a linguistic fun and game but serve a practical purpose for language and speech development. For example, tongue twisters may be used by foreign students of English to improve their accent and speech pathologists. They often use them as a tool to help those with speech difficulties.
- b) Tongue Twisters concentrate on accurate production and help students to improve their pronunciation skills. The objective of the tongue twisters is to help the students to realize how important accurate pronunciation through an enjoyable activity.

c) Tongue Twisters allow students to practice the language without fear of making a mistake. Tongue twisters are not only suitable for young learners but also adult learners. While improve the pronunciation skills, students also can improve their vocabulary. It is because the repetition of sound coupled with rhyme, rhythm and nonsense makes these lessons in pronunciation an amusing time for everyone.

#### 2.3.2. disadvantages and Disadvantages of Tongue Twister

- a) Tongue Twister becomes boring when it is implemented in the classroom and it has a different pronunciations problem.
- b) The implementation of tongue twister requires a lot of patience and repetition from teacher.
- c) It takes much time to practice in the classroom. Fourth, sometimes the students are lack of awareness about meaning more focus on how to articulate the words properly.

Students can be more focus on the words pronunciation but ignores the context.

### III. Research Method

The researcher implemented Quantitative Research by using Kurt Levin' Classroom Action Research. Quantitative Research is the numerical data of quantitative that is important to support the data. Quantitative design is needed to extend, elaborate, or explain the primary data The research conducted in two cycles; each cycle consists of two meetings. According to Kurt Lewin (2008) basic component to design Class Action Research, there are four. They are; planning, acting, observing and reflecting. The cycles depend on the problems in class that need to solve. Appropriate with type of research that have chosen; action research, then this research use model of research from Kemmis and Taggart (1988:14), they are spiral form first cycle to next cycle. Every cycle cover of planning, action, observation and reflection. Before enter to first cycle, did preface action that is identification of problems that is conducted from preliminary study. The observation can be doing one, two or more cycles. It is considered with the result of reflection from each cycle. From the reflection also researcher can conclusion the next stage of observation.

#### 3.1. Research Instruments

In this research, there are two instruments, the first is tests namely diagnostic test, test cycle 1 and test cycle 2, each cycle consists of four phases within 2 meetings. Those are planning, acting, observing, and reflecting. In this test the researcher diagnoses to know the ability of students to pronounce consonant voiceless labiodental fricative [f], [v] and voiceless dental fricative /θ/ and /ð/. In cycle 1 researcher gave a pronunciation test for the students. The test consists of 3 tests, namely Diagnostic test, cycle one test and cycle 2 test. The diagnostic test is used to measure students' initial ability to pronunciation. Test cycle 1 and 2 consist of 20 words of [f], [v] and /θ/ and /ð/ sounds. Researcher checked students' voice one by one as the result of students' tests in every cycle.

#### 3.2. Technique Collecting Data

To collect the data, the researcher used pronunciation test of voiceless dental fricative sound and /θ/ and /ð/ sound and voiceless labiodental fricative sound [f] and [v]. There were 10 words in every test, so that researcher used test score guidance as follows:

- a. If students pronounce the words correctly, they got score 10.
- b. 0 score for student who pronounced word incorrectly and doesn't pronounce the word at all

#### 3.3. Technique of Data Analyzing

The quantitative data was taken from the result during conducted research in fourth meetings. The test was given three times; diagnostic-test and cycle 1 test cycle II test. After giving test research continued by giving questionnaires. After it was done, the researcher was scoring the test by using SPSS. Research found out the percentage average by using SPSS application by using Distribution Frequency to calculated the score for each cycle. Researcher got the scoring mean score of improvement average and improving percentage of classical completeness.

**IV. RESEARCH FINDINGS AND DISCUSSION**

4.1 Findings (Improvement English Consonant Pronunciation by Tongue Twister)

Before the researcher conducted classroom action research, the researcher gave a diagnostic test that was conducted on Wednesday, May 01st 2024 with 36 Seventh Grade students of SMP Muhammadiyah Limbung. Diagnostic tests have been carried out to measure students' initial abilities in the area of pronunciation, especially consonant sound voiceless labiodental fricative at [ f, v,] and voiceless dental fricatives at [ θ, ð]. The results of this test have shown very worrying results and are still very far from the KKM value that students should achieve.

4.1.1 Dental Fricative [ θ, ð]

The overall improvement that occurred from before the researcher used the tongue twister technique until the researcher carried out 2 cycles can be seen in the table and graph below.

**Table 1 Mean Score**

		Diagnostic Test	Test Cycle 1	Test Cycle 2
N	Valid	36	36	36
	Missing	0	0	0
Mean		56,9444	76,1111	84,0278

From the graph above it can be seen that there is an increase in students' pronunciation after learning using the tongue twister technique. It can be seen that in the diagnostic test, namely before students were given this technique, students were only able to achieve a score below the KKM score with an average score of 56.944, whereas after students were given teaching using this technique, there was an increase from the average score of 56.944 to 76.11 and this shows that there was an increase in the average value of 19.166 percent. From this table, the total data is consistent from the three tests. because 36 data are valid and 0 data are missing.

3.3.1. Labiodental Fricative voiceless {f} and {v}

The results of research on voiceless labiodental fricatives, which have the same stages as voiceless dental fricatives, can be seen from the following data processing results:

**Table 2 Mean Score**

		Diagnostic Test	Test Cycle 1	Test Cycle 2
N	Valid	36	36	36
	Missing	0	0	0
Mean		51.11	75.83	84.72

Based on the output of the diagnostic test table above, it is known that the number of students who got a score of 40 was 9 people or 25%. The number of students who got a score of 50 was 16 people or 44.4%. The number of students who got a score of 60 was 9 people or 25%. And the number of students who got a score of 70 was 2 people or 5.6%. Based on the output of the Test Cycle 1 table above, it is known that the number of students who got a score of 60 was 3 people or 8.3%. The number of students who got a score of 70 was 11 people or 30.6%. The number of students who got a score of 80 was 20 people or 55.6%. And the number of students who got a score of 90 was 2 people or 5.6%. (Because all the data is valid, the Valid Percent column has the same value as the Percent column. Meanwhile, in the Cumulative Percent section, it can be seen that 8.3% of students who got a score of 60, 30.6% of students who got a score of 70, etc. are cumulative score from the sum of the

many students who scored 60, 70, 80, and 90). Based on the output of the Test Cycle 2 table above, it is known that the number of students who got a score of 70 was 1 person or 2.8%. The number of students who got a score of 80 was 17 people or 47.2%. And the number of students who got a score of 90 was 18 people or 50%. (Because all the data is valid, the Valid Percent column has the same value as the Percent column. Meanwhile, in the Cumulative Percent section, it can be seen that 2.8% of students who got a score of 70, 50% of students who got a score of 80, and 100% of students who got a score of 90 is 100% the cumulative score of the sum of the many students who got scores of 70, 80, and 90).

## V. Conclusion

After conducting classroom action research on seventh grade students at SMP Muhammadiyah Limbung using the tongue twister technique, the researchers concluded that improvement of English Consonant Labiodental dan Dental Fricative Voiceless Pronunciation by Using Tongue Twister Technique. There is an increase in the quality pronunciation of consonant voiceless labiodental fricative at [ f, v,] and voiceless dental fricatives at [ θ, ð]. Tongue Twisters Technique could improve students' pronunciation because it allowed students to practice the language without fear of making a mistake. While improve the pronunciation skills, students also can improve their vocabulary. By practicing Tongue Twisters make students who are learning English to strengthen their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills.

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