

TEACHING STUDENTS' FRICATIVE PRONUNCIATION THROUGH TONGUE TWISTER TECHNIQUE

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Abstract

This research was aimed at finding out whether or not tongue twister technique has significant effects in teaching fricative pronunciation of year-8 students of SMP Kartika XVII-01 Sungai Raya. The population of this research is the Year-8 students of SMP Kartika XVII-01 Sungai Raya in academic year 2018/2019. The sample of this research consists of 20 students which are chosen by using cluster random sampling. This research is pre-experimental research with pretest, posttest and two times of treatments. The finding of this research showed that mean score of the students' pre-test is 50 while the post-test is 58. The t_{ratio} is higher than the $t_{critical}$ ($5.33 > 2.093$). The result of the effect size (ES) is 1.17. It showed that null hypothesis "tongue twister technique does not affect students' fricative pronunciation" is rejected and the alternative hypothesis "tongue twister affects students' fricative pronunciation" is accepted. It proves that tongue twister technique has significant effect in teaching students' fricative pronunciation, especially sound [ʃ]. Therefore, based on the students' achievement, the writer recommends English teachers to apply tongue twister technique as a part of their pronunciation teaching.

Keywords: Pronunciation, Fricative, Tongue Twister Technique.

INTRODUCTION

English is taught to students for the sake of everyday communication and not for a mere classroom assignment. The actual goal of learning English at school based on the curriculum is that Indonesian students are expected to be able to communicate in a way proper and acceptable. In order to communicate properly and acceptably, students deal with aspects supportive for their effective communication. One of the intended aspects is pronunciation. Students can be more or less understandable with their English by how they pronounce words when they are communicating. In fact, one-word mispronunciation can even cause confusion and misunderstanding in communication (Gilakjani, 2016). Hence pronunciation plays an important role in effective communication and therefore needs to be considered in teaching and learning.

Learning English allows students to deal with how sounds are articulated. Sounds articulations deal quite much with phonetic. Indonesian students may find it very different and complex when it comes to English phonetics since English has different system of sound articulation that is absent in students' mother tongue or first language Indonesian. Some may be common to them but it may need to be taught way harder with a special treatment or technique. The students' classroom activity must be at least integrated with a sort of pronunciation practice related to how certain phonemes are articulated. Otherwise the students will not understand the right word pronunciation and thus they lack of it.

The writer in his pre-observation noticed that the students pronounced certain words differently. For instance, when it came to fricative sounds especially /ʃ/ sound in words

“she”, “cushion” and “fish”. Take the word “she”, students tended to pronounce it as [si:] like in “sea” or see”, instead of the right [ʃi:]. The fact is that students focused even more on the letters they see in the words as they do with Indonesian. When the teacher taught them the right, they still were not able to pronounce it properly and kept using their own way easier to them. Thus, they failed to pronounce phoneme /ʃ/ in that word.

In consideration to such reason, the writer made up his mind to experiment. The writer taught /ʃ/ sound which is called post-alveolar fricative or a voiceless with words such as she, cushion, wish using a unique pronunciation technique. This technique allows students to focus on sound articulation and it can also give the students different atmospheres of learning while working on articulating sounds. The intended technique is tongue twister technique.

Tongue Twisters are basically the combination of words created in order to trick ones’ tongue when pronouncing them. According to Carmen (2010), tongue twister is a combination of words that is hard to pronounce by even English natives. What makes tongue twister tricky to pronounce is that it consists of similar consonantal sounds which allows students to produce errors. In case of pronunciation of /ʃ/ sound in this research, words were arranged in such a way in tongue twister. Words with /ʃ/ sound were combined with other words containing similar consonantal sounds. Like in “She sells seashells in the seashore”, it is the combination of /ʃi:/ with /si:/ and /sel/ with /fel/. Students can find them tricky to pronounce since there are two similar consonantal sounds. Such similarity was expected to work on in teaching /ʃ/ sound.

In implementing tongue twister as a technique of teaching pronunciation of /ʃ/ sound, the writer used pronunciation drill. The reason is that the writer expects to have access to how individuals articulate /ʃ/ sound. Moreover, drilling can give the writer bigger chance to ascertain how well students pronouncing the tongue twister being drilled

in the classroom pronunciation activity (Kelly, 2000, p. 16).

In this research, the year-8 students of SMP Kartika XVII-I Sungai Raya were chosen as the participants. The reason is that firstly the writer believes in pronunciation is supposed to be taught in early classes. If the students are well-trained earlier, their tongue can get used to producing /ʃ/ sound the right way. Moreover, Carmen (2010) emphasizes that in learning English, any form of activities in the first lesson at school should deal with pronunciation. Secondly the writer assumes that the year-8 students are meeting the requirements to be enrolled in teaching pronunciation of sound /ʃ/ because they may have been familiar with pronunciation activity when they were year-7. Therefore, the writer took those students as the participants.

Some writers already conducted a study on related topics. Turumi & Yolanda (2016) on “Using tongue twister to improve pronunciation of year-8 students”, they found that tongue twister helped students accustom their mouth to certain English sounds which are strange and not routinely pronounced in Indonesian. Furthermore, Rohman (2016) on “The use of Tongue Twister Technique to Improve EFL Pronunciation of Year-10 students”, he found that the students really enjoyed the learning process through involvement of unique sentences and phrases done in group activity. However, those writers used Tongue twister technique for teaching pronunciation in general with no specification, and one of them used different methodology which is classroom action research. Compared to this research, the writer used pre-experimental study with pronunciation of /ʃ/ sound as the focus.

METHOD

The writer used pre-experimental research with one group pre-test and post-test design. There was only one group involved in this pre-experimental research design. This design was conducted by giving a pre-test followed by a treatment and then a post-test (Creswell, 2009). To find out whether there is

any significant influence of tongue twister technique towards students' pronunciation of sound /ʃ/, the writer compared the result of the pre-test and post-test. According to Creswell (2009, p.160), the formula of one-group pre-test-post-test design is as follows:

Table 1. One Group Pre-Test And Post-Test Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

The population of this research is year-8 students of SMP Kartika XVII-01 Sungai Raya. Population itself is defined as the largest participants or groups of the sample being chosen (Cohen, Manion & Morrison, 2007). In this grade, the students have been divided into two classes which are class A and class B. class A consists of 18 students while class B consists of 17 students. Since there were only several of the students accessible, meaning the writer could not access the complete data of the students, the writer therefore only took 20 of them. Thus, 20 students became the research sample.

The study, including the pretest, the treatment as well as the posttest was conducted in SMP Kartika XVII-01 Sungai Raya which is located in Jalan Adisucipto, Sungai Raya-Kubu Raya, West Kalimantan. The study was conducted on November 14th to November 24th 2018. The pretest was conducted on November 14th. The first treatment was conducted on November 17th. The second treatment was conducted on November 21st. The posttest was conducted on November 24th.

In collecting the data, the writer used performance assessment. According to Blerkom (2007), performance assessment is an alternative assessment technique used when it is inappropriate to do assessing through paper-based or pencil tests. The performance assessment in this case was in form of reading aloud monologue text. The students were doing sort of pronunciation test through reading aloud the texts. The students read spontaneously in front of the writer 3

simple texts with 4 to 5 sentences each. Each text has 5 words with sound /ʃ/.

The writer consistently puts 5 words in each text for the writer expects to test the students' articulation of sound /ʃ/ by their consistency. The students were tested by how consistent they are in pronouncing sound /ʃ/ in slightly different cases. The consideration to use term "consistency" is based on five rating scales category in pronunciation rubric used by Rui Ma (2015) in his research over speaking test ratings cited from Educational Testing System. The following table is the specification:

Table 2. Five-Rating Scales Criteria of Pronunciation

Category	Consonants Pronunciation
1	Pronounces consonants correctly all the time.
2	Pronounces consonants correctly most of the time.
3	Makes inconsistent consonant errors.
4	Pronounces some consonants incorrectly consistently.
5	Consonant errors are frequent.

The writer recorded the students' pronunciation using sound recorder and scored the achievement with a scoring note. The purpose of using sound recorder is to get valid result of the test. Moreover, sound recorder enables the writer to recheck the result for the sake of data analysis. The writer also used a scoring note to help the writer score the students' pronunciation. The scoring note is in form of a table consists the names of the students being tested. The scoring note could ease the writer in managing the test result before it is actually transferred to the table of pretest and posttest for further analysis.

Prior to implementing the pretest, the writer firstly tried out the test to find out the quality of test being used. The purpose of the try-out was that the writer expected to maintain the validity, the reliability, as well as the level of difficulty of the test. For the

validity, the writer provided a specification table to know the content validity of the test items. According to Heaton (1988), validity is the extent to which it measures what it is supposed to measure. For the reliability, reliability refers to the consistency of a test score. That is how consistent test scores results are from one measurement to the other. According to Cohen, Manion and Morrison (2007), reliability in quantitative research is essentially similar in meaning to dependability, consistency and replicability over time, over instruments and over groups of participants. In case of this study, the writer conducted the try-out test and analyzed the result using SPSS. The writer obtained, based on the results of Cronbach's Alpha in the table of reliability analysis, obtained 0.384 which is qualified as average. For the level of difficulty, among 15 test items, 5 items are considered difficult, 5 items are moderate and 5 items are considered easy.

The writer lastly analyzed the score through t-test and effect size formula. The writer used t-test to answer the research question number one "Does tongue twister technique affect significantly in teaching fricative pronunciation?". In calculating t-test, the writer used formulas proposed by Siregar (2015) as to find out the correlation of pretest and posttest, mean scores before and after the treatment, variance before and after the treatment and standard deviation of pretest and posttest. The writer then calculated the correlation of pre-test and post-test. After that, the writer used effect size formula to answer the research question number two "if tongue twister technique affects students' fricative pronunciation, how big is the effect size?". According to Cohen, Mannion and Morrison (2007), the formula of the effect size is as follows:

Table 3. Classification of Effect Size

Effect Size	Qualification
0- 0.20	Weak Effect
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate Effect
>1.00	Strong Effect

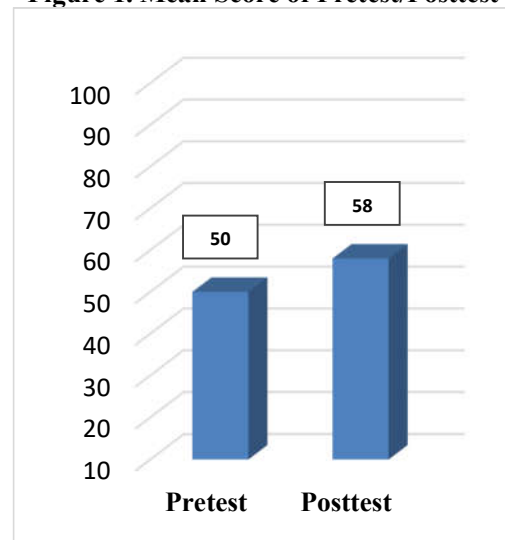
RESULTS AND DISCUSSION

Results

The pretest was given before tongue twister technique as to find out the students' prior ability in pronouncing sound /f/. For the pretest, based on the analysis through the assistance table, the writer obtained the total score 1,000 ($\sum X_i=1,000$), divided by 20 students and made 50. Thus 50 is the mean score of the pretest. The variance of the pretest was 52 while the standard deviation was 7.27. The correlation coefficient was the 51,006 ($\sum=51,006$).

The posttest was given after the technique of tongue twister implemented in the classroom. Based on the analysis, obtained the total score of the students 1,160 ($\sum Y_i = 1,160$). The total made up 58 as the mean score of the posttest. The variance was 156.32 while the standard deviation was 12.50. It made up the correlation coefficient 68,970.

Figure 1. Mean Score of Pretest/Posttest



The figure 1 above describes the students' mean score of pretest and posttest. The mean score of the pretest was 50, with the highest score 67 and the lowest 40. The mean score of the posttest was 58. The highest score in the posttest was 80 while the lowest was 40. The students in this case, was having improvement for about 8 points

(interval). Then, after analyzing all the above data, the writer computed the t-test.

The writer used t-test to answer the research question number one. T-test was used to analyze the difference of pre-test and post-test in students' fricative pronunciation. It was conducted to find out whether or not tongue twister technique affects students' fricative pronunciation. The computation of data started from calculating the correlation of pretest and posttest, mean scores before and after the treatment, variance before and after the treatment and standard deviation of pretest and posttest. Then, it came to the analysis of t-test.

It is mentioned earlier on by the writer about the mean score, the variance, and the standard deviation of the pretest and posttest. The writer also obtained the coefficient correlation (r) 0.500. Then, the writer computed t-test through t-test formula. Therefore, the writer obtained t-test -5.33.

The result showed that the t_{ratio} (t-test) was -5.33. The writer determined the value of t_{critical} , where the significance level (α) = 0.05 because of two – tailed test, the value of $\alpha/2 = 0.05/2 = 0.025$ and the degree of freedom: $df = n-1$, $df = 20 - 1 = 19$. Then the t_{critical} value is $t_{(\alpha,df)} = t_{(0.025,19)} = 2.093$. The result of the calculation indicates that the t_{ratio} is higher than the t_{critical} ($5.33 > 2.093$).

The writer calculated the effect size (ES) as to answer research question "if tongue twister affects students' fricative pronunciation, how big is the effect size?". Based on the computed data, the writer obtained 1.17. Based on the effect size criteria by Cohen, Manion and Morrison, 1.17 is categorized as strong effect ($ES > 1.00$). The effect size is 1.17 by which shows that tongue twister technique is effective in teaching the students' pronunciation of /f/.

Discussion

The finding of the study showed that tongue twister technique has significant effect towards pronunciation of sound /f/ of the year-8 students. Based on the data analysis, the mean score of pretest was 50 and mean score of posttest was 58. In this

case, the students' score has shown a sign of different achievement between the pretest and posttest. That means there are increases on students score after implementing tongue twister technique as the treatment.

For the t-test, the writer calculated the data and obtained t_{ratio} is and t_{critical} . The alternative hypothesis is accepted because the t_{ratio} is higher than t_{critical} ($5.33 > 2.093$) and the result of the effect size is 1.17 (strong effect) which indicates that the use of tongue twister technique is effective to teach the students' pronunciation of fricative especially sound /f/.

Earlier moment, when implementing tongue twister in the classroom, the students sort of were confused and doubtful about what to do with the tongue twister itself and some never even heard one. Even when the writer gave them Indonesian examples, prior to any demonstration at the front, confusion still seemed to be running in their head. Thus, the writer had to really demonstrate the tongue twister word by word to make them understand the pronunciation. Right then, the writer demonstrated how to do tongue twister drill and positioned the students.

The tongue twister drill, as it was done by the students, the writer could see that the students were enthusiastic to do the activity. Once tongue twister was given to them, for the first recitation, they were not able to pronounce it completely correct. The writer told them to do it slowly for the beginning and said they might recite it in fast once they it in complete. However then most of them seemed to be uncontrolled in terms of the repetition they made. That means the student wanted to keep reciting it until they were capable. Therefore, while doing tongue twister drilling activity, the writer himself tried to control all the students so that all of them had the same opportunity to recite tongue twisters that is three times each tongue twister.

In relation to the result of the pretest and posttest, it can be judged that there are changes upon the students' achievement. As mentioned earlier, mean score of the students' pretest was 50 and posttest was 58.

The quality increased about 8 (eight) points (interval). In the pretest, among 15 items in the three monologs, there were about 6 to 9 words the students did not really understand to pronounce. Words with sound /ʃ/ in medial; vacation, sunshine and in the final; fish, wish, wash, trash seemed to be continuously incorrectly pronounced by the students. Words such as “show”, “special” and “station” are slightly easier for them to pronounce since they are more commonly-used ones. However, the rest of words seemed to be really difficult for them to pronounce.

Reflecting to previous writers, it is fair to say that some of them found similar in terms of the students’ attitude towards tongue twister. On “Using tongue twister to improve pronunciation of year-8 students”, Turumi & Yolanda (2016) noticed that in the first place the students really had no idea of the essence of the tongue twister being performed yet they laughed once they got to listen to the teacher’s demonstration. The students could get it after the teacher explained what tongue twister really is and got them pronounced based on the instruction of the teacher. In connection to this research, the writer can be said similar as the students really questioned a lot during the introduction of it to them. The writer tried in such a way as not only to get them know, yet also to get them familiar and used to pronouncing words that is probably similar consonantly or the like. Therefore, in implementing the tongue twister, the writer really paid best attention to the words having similar sounds so that the tongue twister could maintain the essence of “tongue slip” in any form of it.

Another writer could be said on the track in terms of how the students behave in learning pronunciation with tongue twister. Rohman (2016) on “The use of Tongue Twister Technique to Improve EFL Pronunciation of Year-10 students”, it was noticeable to him that the combination of different sounds really made the students laugh and enjoy the learning. Moreover, when it was done groupie, the activity of reciting tongue twister seemed to be more

enjoyable and the students kept asking for more chance. As a reflection to this research, the students of year-8, they were also eager in doing the recitation when they were grouped in a line. Besides making them happy over unique sound combination, tongue twister when applied in drilling activity, it could let the students competed each other in doing the recitation. They got some kind of sense of victory once they pronounced the sounds correctly. Therefore, the writer himself felt sort of confident in teaching using tongue twister technique.

Shortly, since it was only two times treatment, it was considered not sufficiently strong to completely increase students’ pronunciation of /ʃ/ since pronunciation deals quite much with adjustment in mouth and tongue (speech organs). Although in this research implementation, the students recited certain amount of tongue twisters, it was not easy for them to get used to pronouncing sound /ʃ/ properly. Continuous repetition in classroom activity is needed for them to master pronunciation of /ʃ/ in complete.

CONCLUSION AND SUGGESTION

Conclusion

The result of t-test is -5.33 (5.33) with the value of $\alpha/2 = 0.05/2 = 0.025$, the degree of freedom: $df = 20 - 1 = 19$, and $t_{critical} = 2.093$. t_{ratio} is higher than $t_{critical}$ ($-2.093 > -5.33$). Meaning, there was a significant difference between students’ pretest and posttest. The writer concludes that tongue twister technique affects students’ fricative pronunciation. That means null hypothesis (H_0) is rejected while the alternative (H_a) is accepted. The effect size results 1.17. It is categorized as strong effect. Therefore tongue twister technique has strong effects towards the students’ pronunciation. In short, tongue twister technique is considered effective in teaching pronunciation of fricative – sound /ʃ/.

Suggestion

Based on the result as well as the discussion, the writer offers the following suggestions; (a) since tongue twister

technique focuses on sound articulation, it is reckoned to English teachers focusing on pronunciation to make it a part of their pronunciation teaching techniques. Combination of consonantal sounds in short phrases or sentences in tongue twister could help students accustom their mouth to pronouncing fricative particularly sound /ʃ/, (b) to those conducting a study or intending to improve students' pronunciation of fricatives – sound /ʃ/ using tongue twister technique, they are reckoned to design their own tongue twister based on what kind of sounds they focus on. Listing minimal pairs could be helpful to them in designing the tongue twister as tongue itself deals quite much with sounds that are consonantly similar. Therefore, those writers must deepen their knowledge of the sounds such as what fricatives actually mean and what relates to them phonetically specific, (c) both English teachers and writers are suggested to be more creative and be more open to other kind of activities as probably to combine with tongue twister technique. Drilling, reading activity, drama could make tongue twister more enjoyable as well as more effective to students in learning pronunciation.

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