CHAPTER II

LITERATURE REVIEW

Detailed literature review of the current investigation is provided in this part. A theoretical framework, related of study, and hypothesis.

2.1 Theoretical Framework

The theoretical framework in this study attempted to provide a straightforward definition. When applying the research ideas, it's critical to make clear a few concepts related to the study. The language needs to be clarified in order to gain a particular perspective on implementation in the field. The following terms are used in this study:

2.2 The Concept of Pronunciation

2.2.1 Definition of Pronunciation

Because it can change the meaning of utterances, pronunciation is a crucial component of learning how to communicate. It is also crucial in English speaking activities. Because it's crucial to ensure that one pronounces all words accurately when speaking English, pronunciation is one of the secondary skills that should be mastered. One of the things that might derail a conversation is someone mispronouncing a few words in a sentence, which can interfere with communication. These statement are supported by Al-Qur'an. In Surah An-Nisa verse 9 Allah SWT states that people must speak with good speech :

وَلْيَخْشَ ٱلَّذِينَ لَوْ تَرَكُواْ مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَٰفًا خَافُواْ عَلَيْهِمْ فَلْيَتَّقُواْ ٱللَّهَ وَلْيَقُولُواْ قَوْلًا سَدِيدًا

"And let those fear (in their behavior toward orphans) who if they left behind them weak offspring would be afraid for them. So let them mind their duty to Allah, and speak justly". (Al-Qur'an, 4-9)

This verse is also supported by the hadits narrated by Bukhari and Muslim from Abu Hurairah that Rosullullah Shallallahu 'alaihi wa sallam says:

مَنْ اَنَكَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ اْلآخِرِ فَلِيَقُلْ خَيْرًا وْأَ تِلْيَصْمُ

The meaning : "whoever believes in Allah and the last day, then let speak justly or shut up". (Al-Bukhari No.6018 and Muslim No.47)

One of the components of speaking ability is pronunciation. Students frequently experience difficulties with pronunciation, particularly those from Indonesia because English is not their native tongue. Pronunciation is the process of producing a word's correct utterance in accordance with how it is typically used and spoken in a language or dialect. According to (Claire, 2003) defines that "The phonology of a language, or the meaningful perception and production of such sounds and how they affect the listener, is referred to as pronunciation."

According to Kelly in (Purwanto, 2019) two general methods for teaching pronunciation have been created in the field of teaching modern languages: an intuitive-imitative method and an analytic-linguistic method. Only the first strategy was utilized up to the late nineteenth century, occasionally being complemented by the teacher's or textbook author's impressionistic and frequently phonetically incorrect) views on sounds based on spelling. It also assumes the availability of phonograph records, tape recorders, language labs, and more recently, audio- and videocassettes and compact discs. An intuitive-imitative approach relies on the learner's capacity to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information. A phonetic alphabet, articulatory descriptions and charts of the vocal apparatus, contrastive information, and other aids are used in an analytic-linguistic approach to support phonic-based listening, imitation, and production. It draws the learner's attention to and directly informs them of the target language's sounds and rhythms. The intuitive-imitative technique,

which was often preserved as the practice phase used in conjunction with the phonetic information, was established to support rather than to replace the intuitive-imitative approach. In contrast to earlier times when pronunciation was disregarded in language teaching and learning, Communicative Approach (1998') views teaching pronunciation as a fundamental part. To provide an example, this method's main objective is to emphasize the value of communication in language teaching and learning, including pronunciation.

2.2.2   Elements of Pronunciation

The elements of pronunciation according to (Ramelan, 2003) are divided into two features namely segmental features and supra-segmental features. Vowels, consonants, and diphthongs are only a few examples of the sound units or phonemes that can be separated into segments, or simply segments. Features that follow the phoneme, such as intonation, pitch, length, stress, and other characteristics that convey certain emotions, are referred to as supra-segmental features, or simply supra-segmental. The diagram that follows illustrates it.

Figure 2.1
Elements of Pronunciation
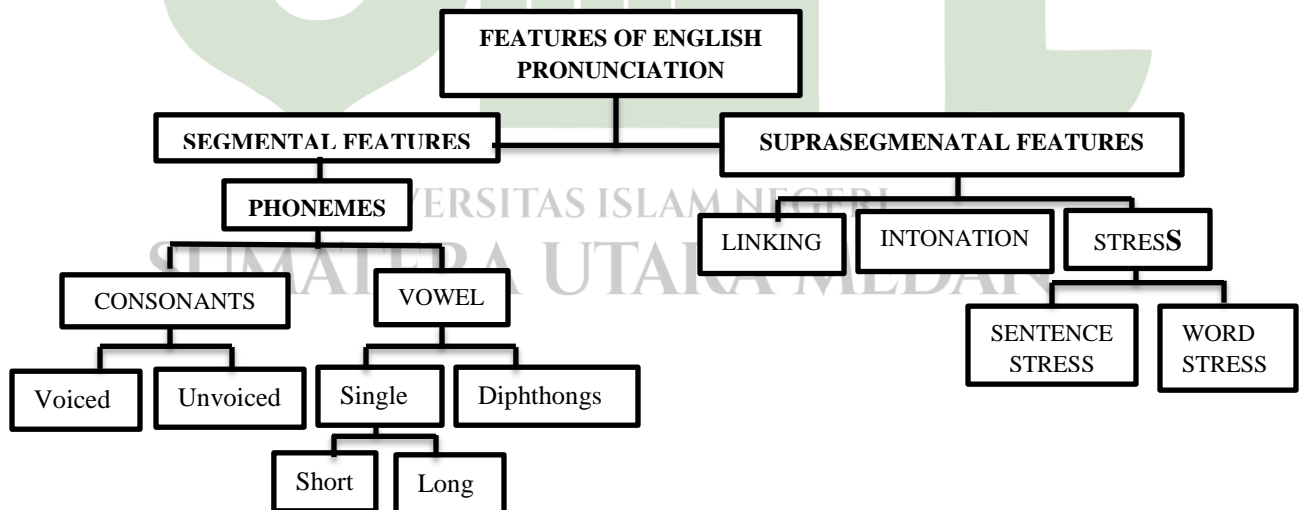
The segmental feature consists of consonant and vowel, and for the supra-segmental feature consists of stress, intonation, and linking.

1. Segmental Features

   Vowels, diphthongs, and consonants make up English's three segmental components. (Asilfa, The Effect of Tongue Twister Technique On Students' Pronunciation Ability, 2019) Here are the explanations:

a. Vowels

   Vowels are sounds that are produced in the center of a syllable without any interference from the air (Skandera and Burleigh, 2005). Vowels of English are classified into two kinds, those are long vowels and short vowels. Long vowels consist of /iː/, /ɜː/, /aː/, /uː/, /ɔː/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/, /ɔ/.

b. Diphthongs

   Diphthongs are a type of vowel sequence that consists of two sounds. Diphthongs a Greek word that means "double sound." (P.Burleigh, 2005). There are two types of diphthong in English, first, centering diphthongs and second, closing diphthongs.

   a) Centering diphthongs consist of /eə/, /ɪə/,and /ʊə/ voices.

   b) Closing diphthongs consist of /eɪ/, /ɑɪ/, /ɔɪ/,/ɑʊ/,and /əʊ/ voices.

c. Consonants

   (P.Burleigh, 2005) Also noticed that vowels are produced with little resistance from the airstream, but consonants are the opposite of vowels. In English, sounds also include consonants., those are p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j. According to the position of consonants, it can be divided into: a) Voiced consonants: / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ / b) Voiceless consonants: /f, p, t, ʧ, k, θ, s, ʃ/

Consonants have two distinguishing characteristics: the location and style of articulation.

a. Place of Articulation

It has been suggested that there may be thirteen points of articulation in all languages, however only a few of these points are utilized in English.

a) Bilabial

The lower lip and upper lip approach or touch each other. Sounds produced are /p/, /b/, /m/.

b) Labiodental

Lower lip touches upper teeth. /f/ and /v/ are sounds that produced in this articulation place.

c) Dental

Tip of tongue approaches or touches the upper teeth and the air goes out of mouth. This place produces sounds /ð/ and /θ/.

d) Alveolar

Tongue tip touches alveolar ridge or bony ridge behind the upper teeth. /t/, /d/, /s/, /z/, /n/, and /l/ are the sounds produced.

e) Postalveolar

Tip of tongue touches or approaches the rear of the alveolar ridge. /r/ as in Red is sounds produced.

f) Retroflex

The rear of the tongue is curved in the mouth. Usually, terms like worse, hard, etc. cause this. This retroflex stood for [ɻ].

g) Palatoalveolar

Tip of tongue touches the alveolar ridge and together with blade of tongue raise toward hard palate. Sound produced are /dʒ/ as in jacket, /ʒ/ as in measure, /ʧ/ as in cheek, and /ʃ/ as in she.

h) Palatal

The body of tongue touches or comes near to hard palate. Sound produced in English is only /j/ as in yes.

i) Velar

The body of the tongue touches soft palate. /k/ as in key, /g/ as in green, /ŋ/ as in England are sounds produced in this place.

j) Uvular

The uvula is touched by the back of the tongue. English does not generate any noises.

k) Pharyngeal

The pharynx was drawn back by the tongue's root. In English, this point of articulation does not exist.

l) Epiglottal

This sound happens when there is the movement in epiglottis. No sounds also found in English.

m) Glottal

When larynx opens and the air passes through the vocal cord. /h/ as in hat and /t/ as in better are sounds produced.

b. Manner of Articulation

Articulation style associated with how sounds are pronounced. There are a total of nine different ways to articulate.

a) Plosives/ Stops

Plosives are noises made when the speaker pauses, gathers and holds the air, and then releases it through the mouth. Example words of these are /p/, /t/, /k/, /b/, /d/, and /g/.

b) Affricates

Affricates actually function similarly to plosives in that they prevent air from leaving the vocal chords before releasing it through the mouth. But occasionally a hissing sound might be heard as the air is

released. /ʒ/ and /ʧ/ are sounds that produced in this manner of articulation.

c) Nasals

It is comparable to affricates and plosives as well. However, there is a difference since when air is released, it goes through the nose rather than the mouth. The words of this manner of articulation are /m/, /n/, and /ŋ/.

d) Rolls or Trills

When two articulators vibrate against one another, rolls occur. There are no rolls in any English accent, however some dialects pronounce words with rolls.

e) Flaps or Taps

Flaps created when one articulator flaps against another. Flaps don't exist in English either.

f) Fricatives

Sound produced by pushing air out of the mouth through a small opening. Utilizing the tongue, teeth, and lips, this sound is released. /ð/, /θ/, /f/, /v/, /s/, /z/, /ʒ/, /ʃ/, and /h/are sounds made by fricatives.

g) Lateral Fricatives

This sound is produced when the sides of an organ speech that has partially closed allow air to escape. English does not contain any sounds.

h) Laterals

The air that passes is not as thin when lateral fricatives are created, despite the fact that laterals are produced in the same way. /l/ is sound for this lateral.

i) Approximants

When the distance between the organ speech and fricatives is greater than it is in fricatives, approximate speech is made. The sounds produced are /r/, /j/, and /w/.

2. Supra-segmental Features

According (Low, 2016) supra-segmental features consist of three parts:

a. Word stress

Word stress refers to the emphasis placed on words, specifically on a syllable that stands out from the rest of the word. Sometimes more than one syllable in a word is stressed.

b. Intonation

Intonation is the consistent tone in a word that benefits syllables while changing the meaning of a spoken word.

c. Linking

Consonants that do not phonemically exist are added through linking. Usually, the starting sound of the next word comes after the final sound of the previous word.

2.2.3 Teaching Pronunciation

Nearly all English language instructors encourage their students to learn grammar and vocabulary, practice functional dialogues, engage in activities that develop their useful skills, and improve their reading and listening skills. However, some of these same teachers just mention pronunciation in passing and make little overt attempts to teach it. They might be anxious about dealing with intonation and sounds; perhaps they believe they already have too much on their plate and that pronunciation instruction will simply make matters worse (Harmer, 2003). The professors want students to be able to pass through the pronunciation skill that comes from their communication capacity when learning English, especially at the initial stages.

Because pronunciation is a component of speaking, teaching pronunciation is similar to teaching speaking, so at Qur'an Surah Ar-Rahman verse 1-4 explain that:

الرَّحْمٰنُ .عَلَّمَ الْقُرْآنَ .خَلَقَ الْإِنْسَانَ .عَلَّمَهُ الْبَيَانَ

Which means : 1) God, must gracious. 2) Who has taught the Al-Qur'an. 3) He create human. 4) Teach them how to speak (Al-Qur'an, 55:1-4)

1) **Problems**

Two particular problem occur in much pronunciation teaching and learning:

- **What students can hear:** Some students have a lot of trouble hearing the pronunciation characteristics that we want them to imitate. Many times, speakers of other first languages struggle with distinct sounds, particularly when there aren't the same two sounds in their language, as there aren't for Spanish speakers with /b/ and /v/. It will be nearly impossible for them to create the two distinct English phonemes if they are unable to discriminate between them.

- **The intonation problem:** The most challenging aspect of pronunciation for many teachers is tone. It can be quite challenging for some of us (and many of our students) to hear "tunes" or to distinguish between the many patterns of rising and failing tones. It would be folly to try to instruct children in such circumstances.

2) **When to teach pronunciation**

Teachers must choose when to incorporate pronunciation instruction into lesson plans, just like they do with any other part of language, such as grammar and vocabulary. (Harmer, 2003) there are a number of alternatives to choose from:

- **Whole lessons:** Pronunciation courses may be scheduled at different times during the week by some schools and teachers, who may commit

an entire lesson sequence to the subject. Making pronunciation the major topic of a class does not require that all of the lesson time be devoted to practicing your pronunciation. In order to improve their listening comprehension before moving on to the pronunciation portion of the sequence, students may occasionally listen to a longer tape. Before working on word stress, word sounds, and spelling, students may occasionally practice vocabulary-related skills.

- **Discrete slots:** Some teachers incorporate quick, discrete pronunciation practice into class plans. They practice all the various phonemes throughout the course of several weeks, either alone or in contrastive pairs. They occasionally alternate between two or more sounds.

- **Integrated phases:** Many teachers make pronunciation problems a focal point of class discussion. whenever kids see a tape. One of the things we may do, for instance, is call their attention to the tape's pronunciation qualities. If necessary, we can then have the students focus on certain sounds that are particularly noticeable or have them emulate intonation patterns when answering questions.

- **Opportunistic teaching:** There are good reasons why we might want to stop what we are doing and spend a minute or two on some pronunciation issue that has arisen during an activity, just as teachers may veer from their original plan when lesson realities make this inevitable and teach vocabulary or grammar opportunistically because it has "come up."

Many teachers approach pronunciation in a combination of the ways mentioned above, even though a full pronunciation lesson may be an unaffordable luxury for classes under the strain of the syllabus and the timeline.

3) Goals in Teaching pronunciation

There are four practical goals in pronunciation teaching, according to (Cipolle, 2012) they are:

a) Functional intelligibility

Speaking English without an accent is a sign of intelligence, according to this definition. Since pupils are able to pronounce words clearly without accents, striving for native-speaker correctness would only set our students up for failure. Therefore, it is acceptable for English learners to maintain their accent when speaking.

b) Functional communicability

The learner will do well in the specific communicative circumstance that he or she encounters. We will be able to help them develop many "functional communication skills" if we know how to employ pressure, pitch gestures, and delays to further communication.

c) Increased self-confidence

Students ought to have the courage to speak and understand themselves.

d) Speech monitoring abilities

By instructing students to pay attention to what they say to themselves and others, we assist students in making better use of the feedback they receive. This statement is closely related to the historical Bukhori hadith about hypocrites (Triyono, 2012):

آيَةُ الْمُنَافِقِ ثَلَاثٌ إِذَا حَدَّثَ كَذَبَ وَإِذَا وَعَدَ أَخْلَفَ وَإِذَ ا اؤْتُمِنَ خَانَ

"From Abu Hurairah RA, that Rasulullah SAW said, "There are three signs of a hypocrite. (1) When speaking he is lying (2) When he promises he renies (3) When given the mandate he is betraying"

In another hadith,

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَرْبَعٌ مَنْ كُنَّ فِيهِ كَانَ مُنَافِقًا خَالِصًا وَمَنْ كَانَتْ فِيهِ

خَلَّةٌ مِنْهُنَّ كَانَتْ فِيهِ خَلَّةٌ مِنْ نِفَاقٍ حَتَّى يَدَعَهَا إِذَا حَدَّثَ كَذَبَ وَإِذَا عَاهَدَ غَدَرَ وَإِذَا وَعَدَ أَخْلَفَ وَإِذَا خَاصَمَ فَجَرَ

غَيْرَ أَنَّ فِي حَدِيثِ سُفْيَانَ وَإِنْ كَانَتْ فِيهِ خَصْلَةٌ مِنْهُنَّ كَانَتْ فِيهِ خَصْلَةٌ مِنْ النِّفَاقِ

"From Abdullah bin Amr RA, he said, "Rasulullah SAW said, 'Whoever is implanted in him four things, then he is truly a true hypocrite, and whoever has one of the four things in him, then he is implanted in him a hypocrisy so that he leave him, (that is) (1) When speaking he is lying (2) When he makes a deal he betrays (3) When he promises he denies (4) When arguing he is not honest. ' one of these four things then there is in him one of the characteristics of hypocrisy".

Hadith explanation:

Liars are traits inherent in hypocrites, Allah SWT says:

إِذَا جَاءَكَ الْمُنَافِقُونَ قَالُوا نَشْهَدُ إِنَّكَ لَرَسُولُ اللهِ ۗ وَاللهُ يَعْلَمُ إِنَّكَ لَرَسُولُهُ ۗ وَاللهُ يَشْهَدُ إِنَّ الْمُنَافِقِينَ لَكَاذِبُونَ

"When the hypocrites come to you, they say, "We acknowledge that you are truly Allah's Apostle." And Allah knows that you are indeed His Messenger; and Allah knows that the hypocrites are indeed liars".(Al-Qur'an,63:1)

2.3. The Concept of Tongue Twister

2.3.1 Definition of Tongue Twister

There are many experts who define tongue twisters, and the following are a handful of their definitions. Tongue twister, according to (Sitoresmi, 2016), is a sentence or text that enables a sound aggregation that is difficult for the mouth and, of course, tongue to control. (Awalia Azis, 2021) It was clarified that a tongue twister is a row that contains both the recurrence of

the same sound and different consonant sounds; this is challenging to pronounce. Twisting the tongue is an oral exercise that is consistently practiced to train the tongue to make specific sounds. The term "tongue twister" describes twisting the tongue while making a few similar sounds that can be repeated frequently and occasionally swiftly. Tongue twisters are frequently used in classes as an active activity and as a pronunciation exercise for students learning second and foreign languages. "In order to assist persons with particular articulation disorders like lisps, phoneticians and speech therapists often utilize tongue twisters. (the condition in which sounds /s/ or /z/ are replaced with /ð/)"

A tongue twister, on the other hand, is defined as "a statement or term that is designed to be difficult to utter, primarily when repeated quickly and frequently" by the Cambridge Advanced Learners Dictionary. Typically, it is composed of words with similar sounds. The words are continuously spoken and are indexed in a phrase. As a result, the author can claim that a tongue twister is a phrase or statement that quickly and cleverly repeats similar sounds. Given that the majority of the students involved in this research are beginning pronunciation learners and that tongue twisters are regarded as the standard method of teaching English pronunciation, it is still fair for the researcher to use this approach. They do not receive pronunciation instruction prior to beginning college, so they must become more knowledgeable about the sound system and sound production, as well as diligently practice it. Nagai in (Aulia, 2020) stressed that EFL instructors might increase the effectiveness of oral practice to have a predictable and inescapable impact on students. Students should practice tongue twisters to develop their understanding of good English pronunciation because they lack background information in this area.

2.3.2 The Types of Tongue Twister

There are two types of tongue twisters, which are as follows:

1) Sentence types

   A sentence is made up of several similar-sounding sentences that belong to different sentence kinds. For instance, (*The fat cat sat on the man's black hat, my mother's brother is my uncle, and the teacher's chair was covered in chalk*).

2) Story types

   A narrative is a collection of words with the same sound and phrase repetition that can be broken down into short and long stories. Suppose the following scenario: (*There brothers go together to get dinner with their mother and father in uncle house, the eat vegetable after that they go to a theater in there they meet with couple sister*) (Purnama, 2019)

2.3.3 The Implementation of Tongue Twister Game

A technique for teaching and learning pronunciation has been suggested by a number of academics. Teaching and learning pronunciation to adult students and ESL students are two different things. For ESL students in particular, teachers must teach the letter sound, letter formation, and how to identify the sounds in a sentence. When teaching tongue twister, the teacher can concentrate the class on one task since the pupils will be fascinated by the method because it is new to them. Danijela states that a tongue twister is a likely ideal pronunciation practice since it contains a consistent repetition and the personal effort, rhythm, and intonation of real speech. Many tongue twisters use rhyme and alliteration. They first have two or three identical sound sequences with a couple of noises switched around, like "she sells sea shells on the beach." This kind of teaching method may be advantageous for students since it allows them to practice and enjoy the pronunciation of

English words. Meanwhile, the researcher may concentrate on the sounds /æ/, /iː/, /tʃ/, and /ʃ/ for this study.

The researcher also employed the tongue twister method to teach. Teachers need to be conscious of a few things. In the first phase, the teacher divided the pupils into a few groups, and in the second, she distributed the photographs that went with the tongue-twister sentences. Once the students have correctly identified the pictures, the teacher then presents the tongue-twister lines. The teacher then explains the phoneme that the pupils need to be familiar with in order to finish the syllabus after the tongue twister sentences. The teacher next uses tongue twister sentences to illustrate how to recite the tongue twister lines with proper intonation and phrase strain. In addition to demonstrating accurate intonation when reciting tongue twister words in a video, the teacher also goes over the eight rules for identifying phrase stress in the explanation of phrase strain. To help pupils pronounce words more fluently, the teacher and students repeat the phrases and practice phrase chains after discussing phrase stress and intonation. In order to make sure that they are comfortable with their pronunciation of the English word, the teacher also tells the students to come back to the front. The instructor then asks the students to participate in an exercise on word strain and intonation to help them understand how to do it correctly. To evaluate the students' ability to speak words correctly, the teacher also gives them a pronunciation exam and a tongue twister exercise. The researcher concluded that tongue twister training necessitates a lot of repetitive repetition after going through the tongue twister implementation methods.

When a teacher teaches language, particularly pronunciation, (Hidayat, 2012) believes that repetition is an effective tactic since it helps students remember how to pronounce the sounds correctly and identify their mistakes by simply repeating the procedure. Children may receive instructions from the teacher to exercise both at home and in the classroom. Through repeated

practice, students may become proficient at pronouncing tongue-twister sentences. Additionally, the teacher demonstrates proper intonation and how to pronounce the tongue-twister sentence while emphasizing key words. This method enables the sounds to stop being flat and start having a tone and being interesting to listen to.

To further increase the pupils' interest in recognizing and learning about the topic, the teacher must add something novel to the class. As mentioned by Peter Norton in (Claire, 2003) e-book, the instructor can provide a brief dialogue to allow pupils to practice their word strain when teaching pronunciation. It implies that the youngsters can comprehend how to enunciate anything properly utilizing a precise and fun method.

An example of the application of tongue twisters at SMA N 1 Ujung Padang students is as follows:

1) Students will be given a sentence that contains words that are similar in writing and also in pronunciation, such as: "Betty bought butter but the butter was bitter, So Betty bought better butter to make the bitter butter better".

2) Students must pronounce the sentence slowly three times.

3) The pupil must begin saying the line three times with a little higher speed level if they can pronounce it correctly and fluently.

4) The students should then attempt to pronounce the sentence more quickly if they have been able to do so accurately and fluently with the speed that has been raised.

5) The kids can now speak the sentence rapidly and accurately. The kids can then test it with different sentences after that.

6) Finally, they can speak or pronounce every word, even every letter, fluently. So, their pronunciation is getting better by using the tongue twister technique.

Tongue twisters (Misti'ah, 2020) were used in a variety of methods during the class, including a whispering game, video modeling, a warm-up activity, chain reading, and drilling.

a. Whispering Game

During the first pronunciation class meeting, this activity was conducted. This was done to provide a more stimulating and difficult introduction to tongue twisters for students who had never heard of them. The students are required to organize themselves into groups of six. The group then took turns muttering tongue twisters to one another one by one. Two groups were given a whispering tongue twister by the lecturer to finish. The winning team was the one that properly and quickly recited the tongue twister. "She sells sea shells on the beach," one of the tongue twisters murmured.

Regrettably, the final outcome fell short of expectations. It shouldn't be said appropriately by any group. "*Father, mother, brother, and my hand in hand collectively with each other*," was one of the results of the tongue twister stated by one of the groups. Students couldn't tell the difference between the noises /ð/ and /θ/ sounds. At the end of the game, the teacher instructed the groups to write their tongue twisters on the board. Then, using a whispering game, point out their errors and have them repeat the tongue twister three to five times. Students must improve not just their listening abilities but also their pronunciation. Nooteboom, who was cited by Pardede, claimed that speech perception affects speech production and that dialogue discourse is a crucial component of listening. In an environment that is more enjoyable and easygoing, students study pronunciation. Many players from each group must cooperate well in order to win the game.

Additionally, since each participant must speak and whisper the tongue twister accurately and fast, competition may motivate them more. Each student has an equal opportunity to actively participate in the game. However, because each group spends a varied amount of time playing this game, it takes a long time to finish it. Those who haven't been allocated a game yet could get restless waiting. The 24 students in the pronunciation course said they still enjoyed whispering tongue twisters in spite of this.

b. Video Modeling

During the second assembly, video modeling was employed in the pronunciation class. As some teachers of English to adult learners lack experience in teaching pronunciation, it is crucial to employ tongue twister videos available on YouTube. These movies expose viewers to the pronunciation of native speakers, which is helpful to them. While executing tongue twisters from movies, students had the chance to listen to native speakers and watch how they move their mouth and tongue. As a result, they not only learned the proper segmental but also supra-segmental components. The pupils also learned how to use technology, particularly YouTube videos, as a useful tool for language learning.

c. Warming Up

The tongue twisters that students prepare and use before a lecture are known as warming-up tongue twisters. Students at the second meeting were instructed to look up a tongue twister on the internet and choose one that was acceptable for the course plan after participating in the whispering game and video modeling. The teaching-learning process here has attracted the learners' enthusiastic participation. They decided on a tongue twister to start with that needed to be discussed with the professor. Then, after consulting a dictionary or the lecturer if

they were having trouble, they discovered how to say it for themselves. Students took turns leading the other students in pronunciation from the third week till the end of the semester and choosing the tongue twister for pronunciation class. Here, tongue twisters were used as a warm-up exercise. It successfully exercised the students' mouth, tongue, and mouth muscles.

At the beginning of pronunciation class, many students were afraid and hesitant to practice pronouncing words, as was previously said. They paid no attention at all to pronunciation. After taking part in peer group learning, students were more driven to finish the course. As a result, the classroom's atmosphere was enhanced. The students really enjoyed honing their pronunciation. The decision to employ this exercise was made in light of the current shift in the teaching-learning paradigm from teacher-centered learning to student-centered learning.

d. Chain Reading

Since chain reading can involve every student in the classroom and they appreciate outstanding group work cooperation, it is a tremendously communicative practice. The teacher divides the class into groups and instructs each group to stand up and form a few lines in front of the whiteboard to begin the activity. Each group member must then read a tongue-twister phrase one at a time. The team that finishes the reading the quickest is the winner. The instructor and students then have a discussion about the finished product.

e. Drilling

Drills have been utilized for a long time in foreign language classrooms. It focuses on practicing structural styles orally. Drilling can also take on several forms, such as transformation drill, substitution drill, and repetition drill. However, this study will only

use one of the numerous drilling techniques. The repetition drill is being used for a few different purposes:

1. The teacher thought that using the repetition exercise to teach English pronunciation would be very helpful since the students would be able to mimic what their teacher stated while using a good English phonetic alphabet sound.

2. The instructor may repeat the phonetics, correct any mistakes made by students, and advise them to learn from their mistakes before moving on to the next stage. Additionally, the teacher assigns homework to the students that involves studying the phonetic alphabets.

3. The teacher intensively practices hearing and speaking specific words or phrases with the children.

4. Teachers can help pupils learn difficult sounds or emulate intonation that is different from their original tongues.

2.3.4 Advantages and Disadvantages Tongue Twister Game

There are benefits and drawbacks to using tongue twisters to teach pronunciation to senior high school pupils. There are a few benefits and drawbacks, including:

1) Advantages

a. Tongue twister increases their enthusiasm as a result of many tasks completed during the course, such as playing whispering games and viewing films.

b. The kids comprehend in a more fun and welcoming setting. They were able to fully participate in the teachers' inquiries and suggestions. They were amused by the tongue twisters' humorous noises as well. This increased the class's energy.

c. Their pronounciation is getting better. Because they had models from native speakers before the session began and watched YouTube

videos devoted to tongue twisters, they were able to cut down on mistakes.

2) Disadvantages

They admitted that they still had trouble pronouncing some tongue twisters quickly. It was never easy for them to modify their mouth and tongue properly because throughout their earlier research, they did not receive enough exposure to pronunciation. The children received additional instruction in vocabulary and grammar development. They did not practice grammar or reading aloud, besides when they were in reading class. They answered the questions on their worksheet and translated the texts. For children and teachers to use tongue twisters, more time and resources are also required. The chance for children to practice tongue twisters should be equitable for all. They frequently have to speak things quickly three times, which takes more time. Students should also be tolerant with one another while they practice tongue twisters. Each child may experience pronunciation difficulties in a unique way. Therefore, the teacher needs to put more effort into observing the issues and determining the best answers.

Both supra-segmentals and segmentals must be stressed while teaching pronunciation, and lessons should be pertinent to enhancing students' communicative abilities. Due to time constraints and the students' health, the pronunciation session held here unfortunately continued to concentrate more on segmentals and enhanced student encouragement and understanding. Supra-segmentals received instruction as well, though they remained constrained.(BTR, 2020)

2.4 Related of Study

The first preceding research performed by (Fahruli, 2020). "The Effect of Tongue Twister on Students' Pronunciations" is the title of her study. She conducted her study using a quasi-experimental design. The purpose of the study was to determine how tongue twisters affected the students' pronounciation skills. 28 eighth-grade students from SMP Islam Al Fikri Bekasi are used as the sample in the study. Cluster sampling is used by the researcher to select the sample since it is targeted at a small group in a single established location. In this study, tongue twisters were used as the treatment and one group received pre- and post-testing. On the pre-test following the reading of the paragraph, the researcher employed the experimental and control groups to read aloud the brief paragraph that had multiple tongue-twister words.

The next previous study entitled "Improving Students' Pronunciation Ability Through Tongue Twister Method at the Second Grade Students of MTS Al-Hamidiyah NW Sidemen in Academic Year 2019/2020" by (Sukiani, 2020). This study used the classroom action research (CAR) method in an effort to examine the pronunciation of learning utilizing the tongue-twister technique. The investigation was carried out at MTS Al-Hamidiyah NW Sidemen, using the first semester as a sample. The following instruments were utilized by the researcher to gather data for this study: documentation and observation. The researcher will discuss the study's findings. The second grade pupils of MTs AlHamidiyah NW Sidemen participated in this research using classroom action research as the research approach throughout the 2019–2020 academic year. Also included in this investigation were cycles one and two. Additionally, each cycle of this research.

The third research was conducted by (Rahman Hakim, 2019) in Journal of English Teaching Strategy, which entitled "Teaching Student Pronunciation Skill through Tongue Twister Exercise". This study, which was qualitative in nature, attempted to qualitatively describe the circumstances that students

encountered both before and after engaging in tongue twister activities. This study comprised a case study that was conducted with students in the Early Childhood Education Study Program of the Faculty of Teacher Training and Education at Universitas Sultan Ageng Tirtayasa as they learned the subject of English Language Education for Early Childhood. Researchers develop a learning strategy that can address the issues that the majority of students encounter when learning English, particularly the challenges they encounter when pronouncing words. The following educational exercises were set up by the researchers using resources from the British Council website.

The fourth research done by (Prasetyawan Aji Sugiharto, 2022) from journal of teaching and education, entitled by "Teaching English Pronunciation Using Tongue Twister". This study employed the quantitative research methodology, followed by a one-group pretest-posttest pre-experimental design. Pre- and post-tests are used by the researcher to gather data. To ensure that the students understood the contents being tested, the researcher provided the guidance as clearly as possible. The researcher used one class to examine whether or not the usage of tongue twisters can help first-semester English Education study program STKIP Muhammdiyah Batang students pronounce words more clearly. The significance level was employed by the researcher to reduce the research's erroneous conclusion. The researcher chose a 5% level of significance for this study. This indicates that 95% of the conclusion was erroneous. In testing hypothesis, the researcher commonly faced with the null hypothesis. By using the null hypothesis, the hypothesis statement will be easier to be proved.

The fifth research is about "The Role of Tongue Twister to Improve the Students' Speaking Skill" by (Yuni Yuniar, 2021) in Jurnal Pendidikan Bahasa in October 2021. This research about the role of tongue twister to improve students' in speaking skill of English. To address the issues of the pupils, this study was carried out as a classroom action research project. The four stages of the study paradigm that the researcher used are planning, acting, observing, and

reflecting. Additionally, this investigation is conducted at SMAN 3 Cikampek in Karawang City. Thirty kids in the tenth grade are the participants in this study. The lesson plans, resources, and table of scores that are required for the learning and teaching activity have all been developed by the researcher and the teacher. Using the tongue twister approach is highly helpful to help the students enhance their speaking ability by practicing repeatedly in pronouncing the words or phrases, according to the research on how to solve the students' problems with English speaking. The students will memorize the word or phrase through repetition in order to increase their speaking fluency. The kids' final score exceeded their goal, which is an improvement. In Cycle 1, the target percentage was 65.71%, while in Cycle 2, it was 77.14%. The active participation of the kids can be increased by using tongue twisters.

The last research done by (Awalia Azis, 2021), entitled "The Use of Tongue Twister Technique to Improve Students' Pronunciation", in Journal Pendidikan Bahasa Inggris. The method of this study was pre-experimental (one group pre-test post-test) research design. For this study, the researcher employed an oral test. Pre-test and post-test oral tests were utilized to evaluate the pupils' pronounciation. Pre-test and post-test data collection methods were employed. There were six meetings held during this research. It included one pre-test meeting, three treatment meetings, one meeting for reinforcement, and one final post-test meeting. In the classroom, each meeting lasted 70 minutes. The study's findings support the Tongue Twister Technique's efficacy in helping pupils with their pronunciation. It was demonstrated by the fact that the mean post-test score (86.81) was greater than the pre-test mean score (63.09). This proves that using the Tongue Twister Technique while learning helped the pupils' pronunciation. The Tongue Twister Technique had a significant impact on the pupils' pronunciation both before and after. It was demonstrated by the statistical analysis's degree of freedom (df= N-1, 33-1= 32), which showed that the t-test value for pronunciation was 12.1, which was higher than the t-table value of

2.042 (12.1 > 2.042) at the significant level of 0.05. The study's hypothesis was that teaching children tongue twisters would improve their ability to pronounce words effectively. In conclusion, tongue twisters are highly encouraged and recommended based on the findings of prior studies and this study, but teachers must put in a lot of work to incorporate them into their pronunciation instruction.

2.5 Hypothesis

Hypothesis is a temporary answer toward some problems that occur in the research. The researcher proposes the hypothesis as follows:

H_a: There is significant of using tongue twister game for teaching pronunciation ability.

H_o: There is no significant of using tongue twister game for teaching pronunciation ability.