



Tongue Twister Technique: The Effectiveness In Pronouncing /S/ and /ʃ/ Sounds

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Abstract The aims of this research is to examine whether the Tongue Twister Technique significantly effect in pronouncing /s/ and /ʃ/ sounds. This research used experimental method. The population was the students at the XI grade of SMAN 4 Padangsidimpuan. The data were collected by giving the pre-test and post-test with the oral test as the instrument. It found the mean score of experimental class after learning using tongue twister technique (74.35) was higher than the mean score of experimental class before learning using tongue twister technique (38.06). After calculating the t-test, researcher found that t_{count} (4.928) > t_{table} (2.00). The hypothesis was accepted. There is significant effect of Tongue Twister Technique in Pronouncing /s/ and /ʃ/ sounds.

Keywords: Pronouncing /s/ and /ʃ/; Tongue Twister Technique; Vowel; Learning Pronunciation; Consonant.

Abstrak Penelitian ini bertujuan untuk mengetahui apakah Tongue Twister Technique berpengaruh secara signifikan terhadap pelafalan bunyi /s/ dan /ʃ/. Menggunakan metode eksperimen. Populasi penelitian ini adalah siswa kelas XI SMAN 4 Padangsidimpuan. Pengumpulan data dengan memberikan pre-test dan post-test dengan menggunakan tes lisan sebagai instrumennya. Ditemukan bahwa nilai rata-rata kelas eksperimen setelah pembelajaran menggunakan teknik tongue twister (74,35) lebih tinggi daripada nilai rata-rata kelas eksperimen sebelum pembelajaran menggunakan teknik tongue twister (38,06). Peneliti menemukan bahwa t_{hitung} (4,928) > t_{tabel} (2,00). Hipotesis diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari Teknik Tongue Twister dalam melafalkan bunyi /s/ dan /ʃ/.

Kata Kunci: Pengucapan /s/ dan /ʃ/; Teknik Tongue Twister; Huruf Vocal; Pembelajaran Pengucapan; Huruf Konsonan.

INTRODUCTION

Pronunciation is a productive skill because the speaker should think and use correct pronunciation when speaking. If we pronounce words incorrectly when we speak, it will be difficult for the listener to understand what we are saying. Aziz et al said, "Pronunciation is one of the important parts of speaking" (Azis et al., 2021). Pronunciation is one of the essential skills in accurately realizing spoken English (Royani, 2023) and (Hamka, 2018) added that. In other words, pronunciation is the production of a sound system that does not interfere with communication between speaker and listener.

Moreover, pronunciation is the basis for speech messaging by projecting various aspects of social and contextual meaning, articulating words, and their combination in grammatical and discourse units (Pennington & Rogerson-Revell, 2019). Mastering accurate pronunciation of English words can be considered one of the most challenging parts of learning English. Since the sounds of English words are often different from its spelling, many students are difficult to pronounce them. Moreover, they do not have certain English sounds in their mother tongue. Thus, students must learn to pronounce English words well, to get better in communication. This can be reached by imitating carefully until the speech is appropriate and satisfactory.

Additionally, Pronunciation is the field that study how people make words in a particular language in a clear way (Putri& Rahman, 2021). Pronunciation is an important factor that needs to be considered because learning a new language requires us to be able to pronounce it correctly with good grammar rules (Yusriati & Hasibuan, 2019). So that, pronunciation is essential for making communication easy to understand. The various sounds in English are called phonemes. Although there are subtle differences in how people articulate sounds, we can still describe quite precisely how each sound is made. Given their meaning, words that use only one sound can change their meaning. This is the principle that results in the number of phonemes present in a language

Based on the preliminary interview with one of English Teachers and students at SMAN 4 Padangsidempuan said that the ability to pronounce English words of SMAN 4 Padangsidempuan students is low. Firstly, from English teacher view, students have not been able to pronounce words with the right sound. When students are asked to read or speak, there are still many errors in sound. Even some of them still pronounce English words with the same pronunciation as its spelling. Secondly, based on student view, pronouncing words in English is difficult, because the way to pronounce words are different from the spelling. She added that the way the teacher teaches is also very

monotonous, because it only repeats the words several times, and students are asked to follow it.

In details, researcher tried to give some words in English for student to read. There are still many problems that exist when students pronounce these words. Especially when they are given words that have the sound /s/ and /ʃ/, they cannot distinguish them. They pronounce both with the sound /s/. In addition, they also read the diphthong sound and vocal sound the same as the Indonesian spelling.

Furthermore, in teaching pronunciation, there are many techniques that can be used to improve students' ability in pronouncing English sound such as minimal pairs, learning with songs, reading aloud, role play and tongue twister. Bailey and Savage stated that Tongue Twister is a technique designed to reinforce the English sound that students have learned by creating fun practice (Bailey & Savage, 1994). Mu'thi and Indah add that Tongue twisters are a difficult group of words because they consist of words that are similar but differ in articulation (Mu'thi & Indah, 2021). Therefore, to make students more interested in learning pronunciation, we need different and interesting techniques. That is why, researcher is interested in using the tongue twister technique.

In studying pronunciation, Tongue twister is useful as technique to apply in the class. The faster a student can do tongue twisters correctly, the better their pronunciation skill will be. Machackova said that learning English pronunciation using tongue twister exercises is fun (Machackova, 2012). Lutfiani and astutik added It can improve students' memory skills and improve their pronunciation and articulation of words (Astutik, 2017). The term tongue twister consists of several sound that are similar but used in different context. This technique utilizes both cognitive and motor aspects of language learning, as students have to pay attention to the sounds and syllable structures of the tongue twister while coordinating their articulation. The repetition involved in tongue twister also improves memory and strengthens the connection between sounds and their corresponding phonemes. Tongue twisters are also interesting and entertaining. It is expected that students use tongue twister to imitate and remember English phonemes easily. Hence, the researcher chooses this technique.

The use of tongue twister technique in learning pronunciation Allows students to practice the skill of language without fear of making mistakes because everyone makes mistakes (Mu'in et al., 2017). For someone who is speaking to a listener, using tongue twisters to improve their phonemic awareness will help them develop better pronunciation and articulation of words. This has been studied by several researchers, such as (Haz et al.,

2022), (Sukiani, 2020), (Lestari, 2019), (Angraeni, 2018), (Agustina, 2019) who have proven that this tongue twister technique can improve pronunciation. Thus, this method can be a useful complement to any curriculum for learning English because it offers an enjoyable and engaging approach to help students strengthen and advance their pronunciation skills.

In language, the various sounds are called phonemes. A phoneme is the smallest unit of language used to represent a sound in a word. The phoneme consists of two categories; vowel sounds and consonant sounds (Starkey-Perret, 2008). In this research, researcher focuses in Fricatives consonants. Fricative consonants are the characteristic of air escaping through a narrow slit and makes a hissing sound (Roach, 2009). There are nine letters of fricative consonants. This research only focuses on /s/ and /ʃ/ sounds. The sound of /s/ and /ʃ/ are strong friction and voiceless sounds (O'Connor, 1980). These sounds have their own organ positions. Tongue twister teaching materials are taken from websites such as British Council, Southern British English, American English Pronunciation Podcast, because AI can help and provide support based on theory and practice in language learning (Royani & Sihombing, 2023). From the explanation above, the researcher chose the sounds /s/ and /ʃ/ to study because these two sounds have an important role in forming words and sentences in English.

METHOD

The research design that in this study is quantitative research with quasi-experimental design. According to Creswell, quasi-experiment is an experimental design that is conducted without randomization but involves the placement of participants into groups (Creswell, 2009). The design of the quasi-experimental approach used is pretest-posttest design that have two classes, experimental class and control class. The experimental class is the class that taught by using tongue twister technique and control class is the class that taught with conventional technique. The population of this research is all students at grade XI of SMAN 4 Padangsidimpuan. It consists of 290 students. To select the sample, the researcher used cluster random sampling. The sample that taken by randomly were XI MIA-1 and XI MIA-4. The students of XI MIA-1 that consist of 31 students is namely experimental class and the students of XI MIA-4 that consist of 31 students is namely control class. Therefore, the total sample of this research is 62 students. According to Brown, test are tools for assessing a person's ability in a particular field (Brown, 2006). The instrument of this research was Oral Test. The students, both the experimental and control groups given the test twice. The test was pre-test and post-test.

The test consists of 20 words to pronounce for pre-test, and 20 words to pronounce for post-test.

RESULT AND DISCUSSION

1. Pre-test score of Experimental Class

As the experimental class, class XI MIA-1 was selected. The students given 20 list of words that have /s/ and /ʃ/ sounds. The researcher recorded the sound of students saying /s/ and /ʃ/ sounds. After completion, the researcher analyzed the accuracy of the spoken sound and gave a score. The researcher calculated the overall score. Then, the researcher assessed or calculated the data by using a formula based on statistical formulas to describe student scores. The researcher obtained the mean, median, mode, range, minimum, maximum, variance, and standard deviation. This can be seen in the table below.

Table 1

Statistics of Pre-Test Experimental Class

NO.	PRE-TEST EXPERIMENT	STATISTICS
1	Mean	38.06
2	Median	35
3	Mode	30
4	Std. Deviation	21.474
5	Variance	461.129
6	Range	70
7	Minimum	10
8	Maximum	80
9	Sum	1180

The total score of the experimental class pre-test was 1180 out of 3100 or 38.06%, mean was 38.06, median was 35, mode was 30, range was 70, minimum score was 10 and maximum score was 80. The score of the pre-test can also be seen in the table below.

Table 2

Students' Pre-test Score in Experimental Class

SCORE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
10	3	9.7	9.7
15	2	6.5	16.1
20	4	12.9	29.0
25	2	6.5	35.5
30	4	12.9	48.4

35	3	9.7	58.1
40	2	6.5	64.5
45	3	9.7	74.2
55	2	6.5	80.6
65	2	6.5	87.1
70	1	3.2	90.3
80	3	9.7	100.0
TOTAL	31	100.0	

From the table above, there are 3 students who got a score of 10, 2 students got a score of 15, 4 students got a score of 20, 3 students got a score of 25, 5 students got a score of 30, 2 students got a score of 35, 2 students got a score of 40, 3 students got a score of 45, 2 students got a score of 55, 2 students got a score of 65, a student got a score of 70, and 3 students got a score of 80. The score could be applied into histogram as follow:

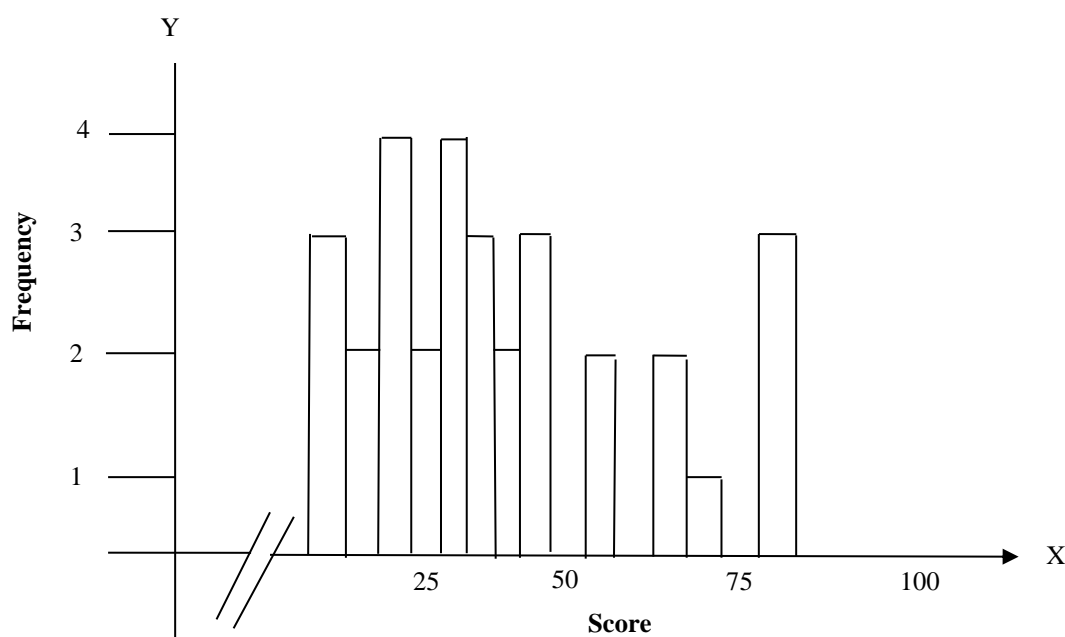


Figure 1: The Pre-Test Score of Experimental Class

2. Post-test score of Experimental Class

After the pre-test, the experimental class was given treatment with the Tongue Twister Technique. Then, students were given a post-test. Post-test consisted 20 words with /s/ and /ʃ/ sounds to pronounce. After that, the researcher recorded the sound of students saying /s/ and /ʃ/. After completion, the researcher analyzed the accuracy of the sound spoken and gave a score. The researcher obtained the mean,

median, mode, range, minimum, maximum, variance, and standard deviation. The statistical of post-test experimental class can be presented in the following table.

Table 3
Statistics of the Post-Test Experimental Class

NO.	POST-TEST EXPERIMENT	STATISTICS
1	Mean	74.35
2	Median	75
3	Mode	70
4	Std. Deviation	13.400
5	Variance	179.570
6	Range	50
7	Minimum	50
8	Maximum	100
9	Sum	2305

From the table above, the total score of the experimental class post-test was 2305 out of 3100 or 74.35%, mean was 74.35, median was 75, mode was 70, range was 50, minimum score was 50 and maximum score was 100. The percentage of the scores can also be seen in the table below.

Table 4
Students' Posttest Score in Experimental Class

SCORE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
30	2	6.5	6.5
35	3	9.7	16.1
40	1	3.2	19.4
45	3	9.7	29.0
50	4	12.9	41.9
55	3	9.7	51.6
60	2	6.5	58.1
65	4	12.9	71.0
70	4	12.9	83.9
75	3	9.7	93.5
80	2	6.5	100.0
TOTAL	31	100.0	

From the table above, there are 2 students who got a score of 50, a student got a score of 55, 2 students got a score of 60, 4 students got a score of 65, 6 students got a score of 70, 4 students got a score of 75, 6 students got a score of 80, a student got a score of 85, a student got a score of 90, a student got a score of 95, and 3 students got a score of 100. The scores could be applied into histogram as follow:

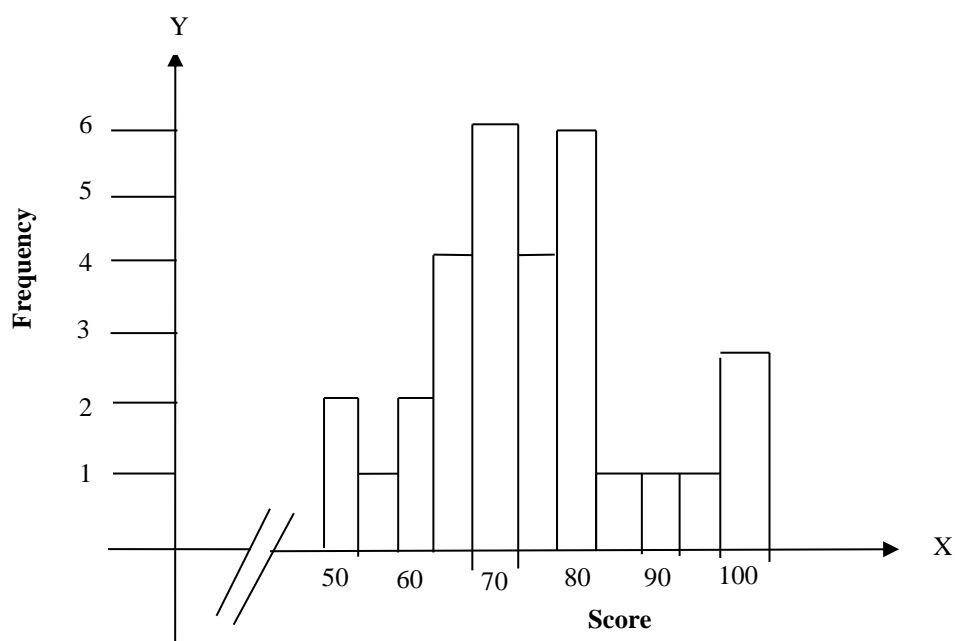


Figure 2 : The Post-Test Score of Experimental Class

The test results conducted before and after the tongue twister technique to pronounce the sound /s/ and /ʃ/ have a significant difference. To see the difference, the researcher presented the score of pre-test and post-test in the table below.

Table 4

Data Comparison for Pre-Test and Post-Test in Experimental Class

NO.	DESCRIPTION	PRE-TEST	POST-TEST
1	Mean	38.06	74.35
2	Median	35	75
3	Mode	30	70
4	Std. Deviation	21.474	13.400
5	Variance	461.129	179.570
6	Range	70	50
7	Minimum	10	50
8	Maximum	80	100
9	Sum	1180	2305

From the table above we can see that the pre-test and post-test are very different. In the pre-test mean score was 38.06 or 38.06%, but in the post-test, it was 74.35 or 74.35%. The minimum score (lowest score) in the pre-test was 10 and the post-test was 50. Furthermore, the maximum score (highest score) in the pre-test was 80 while in the post-test the highest score was 100. So, the score increased about 36.29%.

The result of this research is described as follows:

- a. After conducting the research, the researcher found that the mean score of experimental class students before (pre-test) being given the action of the tongue twister technique was 38.06 out of 100 or 38.06%. It can be concluded that the mean score of experimental class before using tongue twister technique was still low.
- b. Students mean score post-test was 74.35 out of 100 or 74.35%. There was an increase in the mean score of students, from 38.06 to 74.35, the increase was 36.29%. Hence, the mean score of experimental class after using tongue twister technique higher than the mean score of experimental class before using tongue twister technique.
- c. After calculating the t-test with a significance level of 0.05, researcher found that $t_{\text{count}} > t_{\text{table}}$ ($4.928 > 2.00$). It means that the hypothesis alternative (H_a) is accepted, and hypothesis null (H_0) is rejected. This means that "There is a significant effect of tongue twister technique in pronouncing /s/ and /ʃ/sounds".

From the explanation above, students' pronunciation in pronouncing the /s/ and /ʃ/ sounds before using the tongue twister technique was still low. Then increased after learning using the tongue twister technique. Hence, there was a significant effect on the use of tongue twister technique. That is way, the theory in this research has been answered.

Based on the results of the data analysis in this research which has been described previously, the researcher proves the theory of Bailey and Savage who said that Tongue Twister is a technique designed to strengthen the English sounds that students have learned through practice (Bailey & Savage, 1994). This is proven by the mean score of students increasing as much as 36.29% after being given tongue twister treatment. Therefore, Tongue Twister Technique is very useful technique in learning the pronunciation of /s/ and /ʃ/ sounds.

After getting the result, researcher compares the result with previous research. First, research enhanced by Sari, et al. Based on the results of their research from the data calculation and analysis, the mean score for the pre-test in experimental class was 3.98 while in this research the mean score of pre-test in experimental class was 38.06. the post-test was 7.85 while in this research the mean score of post - test in experimental class was 74.35. Thus, from their calculation, students' pronunciation improved by 3.87 points or 32.71%, while in this research improved 36.29% (Sari et al., 2022).

Second, Tongue Twister Technique has been designed with the same design by Haz, et al. It can be seen from the test results, where the mean score post-test score was higher than the pre-test (60>55), and (75>65). There is difference in the score obtained by this research (74.35>38.06) (Haz et al., 2022). Besides, there are differences in the focus of the research and also the instruments given, so that the scores are different.

From the research results mentioned earlier, all have the same results that is evident that students who were taught with the Tongue Twister Technique get better result than students taught with conventional technique. Moreover, the researcher found that all related findings support this study. Additionally, after conducting research and obtaining research results, this thesis has novelty from previous research. This research focuses on /s/ and /ʃ/ sounds only, so the result of the research more accurate. Then, researcher found that Tongue Twister not only effect on junior high school but also senior high school.

From the explanation above, it can be concluded that the use of Tongue Twister Technique is very appropriate to improve students' pronunciation in pronouncing /s/ and /ʃ/ sound and the theory from Bailey and Savage has been proven. In summary, it was found that there was a significant effect of using Tongue Twister Technique in pronouncing /s/ and /ʃ/ sounds.

CONCLUSION

After implementing this research, it can be seen that the results of students' pronunciation learning scores before using the technique were very much different from the results obtained after students were given the treatment of tongue twister technique. The pre-test results are almost double the post-test. The students' pronunciation in pronouncing /s/ and /ʃ/ sounds before learning by using Tongue Twister Technique was 38.06. It can be concluded that the mean score of experimental class before using tongue twister technique was still low. The students' pronunciation in pronouncing /s/ and /ʃ/ sounds after learning by using Tongue Twister Technique was 74.35. It means that the mean score of experimental class before using tongue twister technique was high. From the t-test calculation with the significant level of 0.05, researcher found that $t_{\text{count}} > t_{\text{table}}$ (4.928>2.00). Therefore, it can be concluded that there was a significant effect of using Tongue Twister Technique in pronouncing /s/ and /ʃ/ sounds.

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