CHAPTER II
REVIEW OF RELATED LITERATIRE

A. Theoretical Description
1. Teaching English
a. Definition of Teaching English

Teaching is an activity that can't be separated from the learning process. According to Douglas Brown, teaching is the process of guiding and facilitating learning, enabling the learner to learn, and establishing learning conditions. It means that teaching is one of the ways to determine the philosophy of education, our teaching style, approach, methods, and classroom techniques.[1]

The primary goal of teaching English is to help students develop their habits and abilities in speaking, writing, listening, and reading. If we don't understand how these habits and skills are formed psychologically and the impact of previously acquired skills, we can't expect to effectively teach them to our students.

Teaching English as foreign language for Indonesian students is not easy task. We need to take into consideration the concept of language acquisition and language learning before designing the instruction for them.[2] Ronald Anderson classifies media into ten typed, such as audio, print, audio print, proyeksi visual silent, audio visual projection silent, visual motion, audio visual motion, physical object, human and environment and the last one is computer.[3] The use of all of those media is to deliver material to students in their class. In this research, the researcher wants to use visual as his learning media in the teaching learning process.

b. Advantages and Disadvantage of Teaching English

According to Goodwyn, that Everyone agree that the English subject is important and described as the most important subject among all school subjects, principally became it is language skills (reading, writing, speaking, and

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[1] Douglas Brown. *Principle of Language Teaching and Learning* (San Fransisco State University: Longmman, 2000), 19

[2] An Fauzi Rozani Syafei, *Teaching English to Young Leaners.* (Jakarta: KENCANA, 2016)

[3] Ronald Anderson H. *Selecting and Developing Media for Instruction*. Wescosin: american Society for training and Development. 1976

listening) are needed to greater or lesser degree in every other school subject, and for adult life.[4] The global world uses English as the main language in many aspects, like communication, trade, and education. Therefore, people realize that they need to learn English as their foreign language. To deal with this, people need English teachers since the existence of English teachers will facilitate the learning process.

What are the advantages and disadvantages of having a child who learns a foreign language early learn English? The following are some advantages of teaching English to a young child who is learning a foreign language. The first is related to his intellectual development. Children who learn foreign languages at an early age have advantages both in terms of language and non-language. They typically exhibit greater mental flexibility, are particularly adept at conceptualizing the surrounding natural phenomena, and possess a wider range of mental capacities. This means that by acquiring a foreign language at an early age, children gain a better understanding of the wider world and improve their conceptual thinking skills when interpreting their environment through language. In other words, early stimulation at the age of child development through language learning will benefit the development of reasoning. In addition, children will also benefit more from an awareness of the language system as a social phenomenon. He will be able to comprehend his mother tongue better. This advantage dispels concerns that teaching children foreign languages will interfere with their capacity to understand their mother tongue. Finally, young learners of a foreign language have an advantage in terms of cultural comprehension. His exposure to a wider range of cultures will be advantageous since it will enable him to cultivate a spirit of tolerance for people from varied backgrounds.[5]

Disadvantages of teaching English to a young child who has already learned a foreign language. The first issue is

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[4] Chrysthania Yan Prasetya, *The Positive Impacts of Being Part-Time English Teachers Toward ELESP Students' Motivation to Learn English,* (A Sarjana Pendidikan Thesis SANATA DHARMA University, Yogayakarta 2017), p. 14-15

[5] Arini Milla Chanifa, et al. Benefit of Teaching Foreign Language for Early Chilhood, *Atlantis Press,* Advances in Social Science, Education and Humanities Research, Vol 501, Malang, 2020, p. 113 file:///C:/Users/hp/Downloads/125947589.pdf

sustainability, particularly when children are transitioning from playgroup or kindergarten to elementary school or from elementary school to junior high school. This aspect of sustainability can be related to learning materials as well as to the impact of using the material presentation strategy. The mapping of learning materials seems to be done carefully so that unnecessary repetitions can be avoided. The proper strategy balance for the material's presentation must also be considered at many levels. The enthusiasm and motivation of pupils to learn at the next level may decline if these requirements are not met. The fact that the curriculum's material will expand presents another difficulty because it will imply that students' learning demands and teachers' workloads, particularly for classroom teachers, will both rise. If young children are to be exposed to foreign languages, it should be conveyed that English lessons are merely a supplement to key topics or that additional reasons, such as career needs, should be kept to a minimum. [6] In addition, In the educational system, having competent teachers is crucial since they improve the standard of learning. Since instructors' effectiveness greatly affects students' outcomes, teachers also play a critical part in their students' academic success.

2. Teaching Pronunciation

Teaching is the process of imparting knowledge to students. The instructor typically imparts knowledge, a message, and a skill to the students during the teaching and learning process. Teaching also entails being sensitive to the needs, feelings, and experiences of others in order to help students acquire specific concepts.[7]

Teaching pronunciation is extremely important for a young learner in Indonesia because it teaches English students how to correctly pronounce the language. Furthermore, there are some teacher roles in teaching English pronunciation.

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[6] Arini Milla Chanifa, et al. Benefit of Teaching Foreign Language for Early Chilhood, p. 113

[7] Sukiani, *Improving Students' Pronunciation Ability Through Tongue Twisters Method at the Second grade students of MTS Al-Hamidiyah NW Sidemen In Academic Year 2019-2020,* (Skripsi: Faculty of Education and Teaching Training State Islamic University of Mataram), p. 18.

a. The teacher's role in teaching pronunciation such as the following:

1) Helping the students hear

The teacher should help the students in communicating their expertise. Because each language has different categories for pronouncing sounds, the teacher describes the types of sounds in this section.

2) Help the students make sounds

The teacher must make sure the students can recognize the new sound. if the students can comprehend the new sound. If students are unable to mimic the new sound, the teacher can provide instructions to assist students in producing the new sound.

3) Providing feedback

Throughout the learning process, the teacher should pay close attention to the students' ability and performance.

4) Devising activity

This is the teacher's most crucial responsibility while teaching English pronunciation since they must take into account a range of variables to make sure the teaching and learning process proceeds smoothly, including which activities are beneficial in teaching pronunciation.

b. The students' role in learning English pronunciation

The students do not need to do many activities during the teaching and learning process. However, the students only need to focus on the material and respond to what the teacher has explained.[8]

3. The Implementation of Tongue Twister method to Improve Explossive Consonant Pronunciation

The implementation is the planned and intentional execution of activities aimed at transforming evidence and ideas into policies and practices that work for people in the real world. It seeks to realize the plan; both the 'how' and also 'what'. In the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the

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[8] Sukiani, *Improving Students' Pronunciation Ability Through Tongue Twisters Method at the Second grade students of MTS Al-Hamidiyah NW Sidemen In Academic Year 2019-2020,* p. 19.

adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.[9]

According to Mackahova, Tongue Twister is phrases or sentences are difficult to pronounce because they contain the similar sounds.[10] Even though most of it is difficult to say because it should be pronounced quickly repeated, some tongue twister still have amusement values such as "Kantai can tie a tie. If Kantai can tie a tie, why can't I tie a tie like Kantai can tie a tie." Beside amusing, tongue twister indeed useful for an English leaner, as Bailey states, consolidating students' English sounds that have been learned, by creating games such as an atmosphere for practice is the goal of this activity. That is way tongue twister being enjoyed by kids and adults as a popular game. [11] Some which aim to be able to repeat as much and as quickly as possible without any mispronunciation. The tongue twister is a good strategy for practicing pronunciation or speech on sounds that have similarities. In using the tongue twister, it is used in a sentence that contains words of Phonetic sound equations that cause the reader to often inflict the error of pronunciation (slip of the tongue) when read with speed.

Explosive is thought to have been discovered in the seventh century by the Chinese and the first known explosive was black powder (also known as gunpowder) which is a mixture of charcoal, sulfur and potassium nitrate. The Chinese used it as an explosive, propellant and also for fi reworks. Subsequently, with the development of nitrocellulose (NC) and nitroglycerine (NG) in Europe, a new class of explosives viz. low explosives came into existence. As this new class of explosives burn slowly in a controlled manner giving out a large volume of hot gases which can propel a projectile, these low explosives were termed as propellants. The discovery of high explosives such as picric acid, trinitrotoluene (TNT), pentaerythritol tetranitrate (PETN), cyclotrimethylene trinitramine (research department explosive RDX), cyclotetramethylene tetranitramine (high melting explosive HMX) etc. which are more powerful but relatively insensitive to various stimuli (heat, impact, friction and spark),

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[9] David H. Petters, et al, *Implementation Research in Health A Practical Guide,* 2013, World Health Organiation, Geneva, Switerland P. 13

[10] Mackahova E, *Teaching English Pronunciation to Secondary School Students With Focus on "th" Consonant,* Brno: Masaryk University BRNO, 2012

[11] Rahmadini Putri Fahruli, *The Effect of Tongue Twisters on Students' Pronunciation*, (UIN JAKARTA,2020). P. 10

advocated their use as explosive fi llings for bombs, shells and warheads etc. Similarly, by following the principle of gunpowder and in order to meet the requirements of military for special effects (illumination, delay, smoke, sound and incendiary etc.), formulations based on fuels, oxidizers, binders along with additives were developed and classifi ed as pyrotechnics. An explosive is a substance which, when suitably triggered, releases a large amount of heat and pressure by way of a very rapid self - sustaining exothermic decomposition reaction. The temperature generated is in the range of 3000 – 5000 ° C and the gases produced expand 12 000 – 15 000 times than the original volume. The entire phenomenon takes place in a few microseconds, accompanied by a shock and loud noise.[12]

Consonant are noises produced with a lot of mouth tightness, squashing the air flowing up from the lungs. A consonant is spoken sound produced with some restriction of the air stream. In English pronunciation, consonants are incorporated in segmental phonemes.[13]

Pronunciation is the way to say a word. Another definition explained that pronunciation is the process of producing the sound of speech, including articulation, stress, and intonation, with a focus on correctness or acceptability. For example:

a. " They are arguing about the pronunciation of "*forte*" again.
b. His pronunciation retains charming traces of his early years in Ireland.

A continuation of the definition of pronunciation is that it is an accepted standard of the sound and stress patterns of a syllable, word, phrase and so on.

c. He said the pronunciation of "Curl" is [kurl] /kɜ:l/ **NOT** /koil/ or /kɔɪl/

The more familiar with the way words of English pronounced, the more fluent someone would be.

In order to be familiar with English words and how they are pronounced, below is the description of sounds of English. [14]

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[12] Jai Prakash Agrawal, *High Energy Mterials Propellants, Explosives and Pyrotechnics*, (United Kingdom: WILEY-VCH, 2010), p. 2

[13] Misti'ah, *The Implementation of The Tongue Twister Technique for Students' Pronunciation of English Consonant Sounds at SMP Muhammadiyah 06 DAU,* (Maulana Malik Ibrahim State Islamic University , Malang 2022)

[14] Roswita M. Aboe, *Pronunciation Practice*, (Yogyakarta: deepublish, 2018), p. 1

The pronunciation of English can at least be claimed to be easily comprehensible throughout the English-speaking world, although some of the most notable variations that are frequently heard in different locales and to variations in speaking styles by particular speakers are brought attention to. The term "received pronunciation" could be used to describe the "widely accepted pronunciation" stated here (abbreviation RP). Although this is not a particularly good term, it is unlikely that a better one will be discovered.[15]

a. Steps of the Implementation of Tongue Twister in Pronunciation Learning

The application of tongue twister can be flexible, we can use it at the beginning before learning or for ice breaking when the students' concentration is not conducive to learning.

The steps which can do it for teaching pronunciation using tongue twister, there are:

1) First, the teacher gives an example of sentences consisting of several words that are similar but have different meanings. Then, the teacher pronounces the sentence slowly and clearly articulates. Students imitate simultaneously and several times at a slow pace.

2) Second, the teacher gives examples of pronunciation at a moderate speed, the students imitate again. Sometimes there are some students difficulty with their tongue in their pronunciation, so they make mistakes in pronouncing.

3) Third, the teacher gives examples with fast pronunciation, and needs to be repeated so that students can clearly hear the intonation as well.

4) Fourth, for the last step, students can be divided into several groups to take turns saying. In addition, it can be used for collaboration, which group has the correct pronunciation and needs correction.[16]

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[15] Daniel Jones, *The Pronunciation of English*, (United Kingdom: Cambridge, 1909), p. 4

[16] Misti'ah, *The Implementation of The Tongue Twister Technique for Students' Pronunciation of English Consonant Sounds at SMP Muhammadiyah 06 DAU,* (Maulana Malik Ibrahim State Islamic University , Malang 2022)

b. **Media Instruction for Teaching English**

The use of media in the classroom can motivate students to take more responsibility for and control over their learning, participate in syllabus preparation together, and adopt longer-term perspectives on it.[17] As everyone is aware of the benefits that media may provide, teachers in the classroom must think carefully about the media they will use to engage their students in the teaching-learning process. Instructional media are an aid that is able to help teachers in their teaching activities. During the school day, teachers can use instructional media to help students grasp the essence of the material being taught.

1) **Definition of Media**

According to Akrim, media comes from the word "Medium" which is come from Latin "Medius" and means "Mediator". Whereas according to KBBI, media can be interpreted as such tools or means of communication as newspaper, magazines, radio, television, movies, posters, and banners; mediator; a conduit. It can also be interpreted as a means of fabricating across sources and recipients that create social connections in two ways, the first media that uses technology to cut time and space and allow unrelated individuals to interact. Second, the media that is used as a communication tool is used to capture communicative built relationship until ideas or ideas are presented.[18]

Media in education always consists of two components: equipment or hardware and messages or software. Thus, it is critical that you understand that the media used in teaching requires equipment to present messages, but it is the messages or learning information that they bring that is important. Software has information or teaching materials of its own to be delivered to the student, while hardware is the means or equipment used to present the message or the teaching material. In the early days of education, the media was simply a tool used by the teacher to teach the lesson. The

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[17] Masterman. *The importance of Media in Teaching*. (London: Oliver and Boy Ltd.1999)

[18] Mustofa Abi Hamid et al. *Media Pembelajaran.* (Jakarta:Yayasan Kita Menulis. 2020). P. 15-16

equipment that was initially used were "visual aids," which were equipment that could provide visual experiences to students, such as to encourage learning motivations, clarify and understand abstract concepts, and enhance the luster or retention of learning. Then, with the advent of technology, particularly audio technology, in the 20th century, visual audio aids were created that mainly used concert experiences to avoid verbalism. Edger Dale provided a classification from the most concerted to the most abstract in an effort to harness the media as a tool.[19]

The use of learning media has an impact on the success of learning done by teachers. Students become more energetic and enthusiastic about learning as their comprehension improves, allowing them to better teach materials and skills through media, particularly technology-based technology that automatically follows along.[20] All of those media are used to deliver material to students in the class. In this research, the researcher hopes to use teacher-produced manual audio as one of his teaching and learning tools.

2) Function of Media

According to Azhar Arsyad in Yaumi's quotation there four functions of media use in learning, which is: (1) Improved of educator skills (2) Fill to the demands of a new paradigm (3) Fill the needs of students (4) Improved of learning quality. In addition, the urgency of the use of the learning media can also be seen from its effect on the attitudes, knowledge, and skills of the students, its influence on teaching ability, and its influence in creating a particular condition of learning.

a) Improvement of Educator Skills

A media role in education can become an object and an instrument. Media as an object means the learning media can be used as a learning source. In this regard, education can be learned as a scientific discipline using various information contained in the

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[19] Cepi Riyana. *Media Pembelajaran.* (Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama RI. 2009). P. 10-11

[20] Mustofa Abi Hamid et al. *Media Pembelajaran.* (Jakarta:Yayasan Kita Menulis. 2020). P. 15

media and learning sources. Meanwhile, the media as an instrument is a tool that educators can use to establish communication with students, associates, and experts in education.

Thus, educators not only need to be able to use media tools but also need to know and recognize how to use the learning medium critically, creatively, and positively. The importance of increasing educators' ability to capitalize on learning mediums has also been underscored by a copy of the National Minister of Education's 2007 No. 16 regulation about Competence Standards and Teacher Qualifications.[21]

b) **Demands Fulfillment of a New Paradigm**

The new paradigm of education has encouraged educators to become designers, facilitators, motivators, and learning managers. To perform that duty, teachers must not be the most dominant person in the learning process. This is because as fast as the educators are presenting the lesson materials, it will be futile when the students, too, will quickly forget the material. Thus, a new paradigm of education requires educators to give students the most significant opportunity to actively experience and force their learning activities.

Student-centered learning, also known as student-centered exercises, should be supported by the media and learning strategies that suit students' needs. For example, problem-based learning methods should be supported with valid and measurable problem materials, and project-based learning should be supported by the media students need to study, create, and assess the assigned project.[22]

c) **Fulfillment of Students' Needs**

Students' necessary consist of psychological and biological needs. From the psychological aspect, Piaget has divided the development stages of human

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[21] Hamdan Husein Batubara, *Media Pembeljaran Digital*, (Bandung: PT Remaja Rosdakarya), Juli 2021

[22] Hamdan Husein Batubara, *Media Pembeljaran Digital*, (Bandung: PT Remaja Rosdakarya), Juli 2021

16

intelligence/ cognitive intelligence into four stages, which is:

1) Motor sensory (0-2 years) is the stage where the child's intelligence/cognitive appears in response to sensory sensors.

2) Preoperational (2-7 years) is the stage where the child's intelligence/cognitive appears in the form of intuition (conscience) and has not thought rationally.

3) Concrete operation (7-11 years) is the stage where the child's intelligence/cognitive has been able to think logically and rationally about concrete events and events

4) According Jamaris, Formal operation (12 years to adulthood) are the stage where the children's intelligence/cognitive skills have been able to think abstractly, propose hypothesis, and predict things.[23]

According to Piaget's theory, it can be understood that the learning media is needed to stimulate the human mind and emotions, especially when he is under 12 years old. In addition, learning media can be used to meet the needs of interest, type of intelligence, and preferences for student learning. According to Arsyad, in this context, media can be used to simplify complex material, clarify abstract materials' (sematic), describe something that is unreachable (manipulative), increase imagination power, and increase students' attention.

Furthermore, the use of learning media from a biological perspective can be useful to train students' psychomotor skills so that they are more skilled in carrying out various types of learning activities.[24]

d) **Improvement of Learning Quality**

Several studies have shown that the use of learning media affects the quality of learning. One of the rational reasons why the use of learning media

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[23] Martin Jamaris, *Perkembangan dan Pengembangan Anak Usia Taman Kanak-Kanak*, (Program Pendidikan Usia Dini PPS Universitas Negeri Jakarta, 2003)

[24] Hamdan Husein Batubara, *Media Pembeljaran Digital*, (Bandung: PT Remaja Rosdakarya), Juli 2021

17

affects the quality of learning is because learning media can be used to activate various types of students' senses in the learning process.

Direct experiences in learning activities can be designed with the assistance of real objects, while experiences through pictures can be carried out with the assistance of visual or audio-visual media, and abstract experiences can be designed with the assistance of symbolic visual media, such as textbooks, symbols, and a model that represents a concept. Based on some of these theories, it can be understood that the use of learning media can affect the quality of learning. Therefore, teachers can improve the quality of their students' learning by developing learning media that are suitable for the conditions under which they will be carried out.

The importance of implementing good learning has also supported the implementation of Surah An-Nahl (16) verse 125.

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِه وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ ١٢٥

"Attack (humans) to the way of your God with wisdom and good teaching, and argue with them in a good way indeed your God is, He who knows more about who strayed from his ways and he who knows more about who gets the guidance."[25]

The verse explains that an invitation to the path of Allah SWT. should be done in a wise way, based on the right knowledge a good learning model and rebut in a good way.

In addition, the Government Regulation of the Republic of Indonesia No. 19 of 2009 concerning National Education Standards also requires every education unit to have adequate educational media. Meanwhile, the Regulation of the Minister of

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[25] Aljamil, *Al-Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris*, (Cipta Bagus Segara: Bekasi, Jawa Barat, 2012)

Education and Culture of the Republic of Indonesia No. 22 of 2016 concerning Standards for Primary and Secondary Education has encouraged educators to use learning media.[26]

B. Theoretical Framework

As mentioned above, most students find it challenging to learn pronunciation. Many students lack interest because of this, and learning the pronunciation is still challenging. Many students consequently lack faith in their capacity to communicate in English. Due to a factual issue, the use of media in the teaching and learning process cannot be separated from interest because of this, and learning the pronunciation is still challenging. Many students consequently lack faith in their capacity to communicate in English. Due to a factual issue, the use of media in the teaching and learning process cannot be separated. There is little doubt that the use of media as a tool for acquisition has made learning easier. The teaching and learning process may be supported by technical media to a reasonable extent. Manual audio from a teacher is the technical medium employed in this research.

In addition, some theories related to that issue were used in this research. It has been shown that tongue twisters can help with their fluency and pronunciation been shown that tongue twisters can help with their fluency and pronunciation. The only method that can aid them in speaking and language improvement is the tongue twister. The researcher wants to implement a strategy that could improve students' understanding of English pronunciation using manual teacher audio.

In order to improve teaching and learning, the researcher set out to use an engaging medium, namely manual audio from the teacher. She then developed and implemented various strategies to improve the level of students' interest in learning the English pronunciation of MTs Tarbiyatus Shibyan Margomulyo Juwana Pati using manual audio from the teacher.

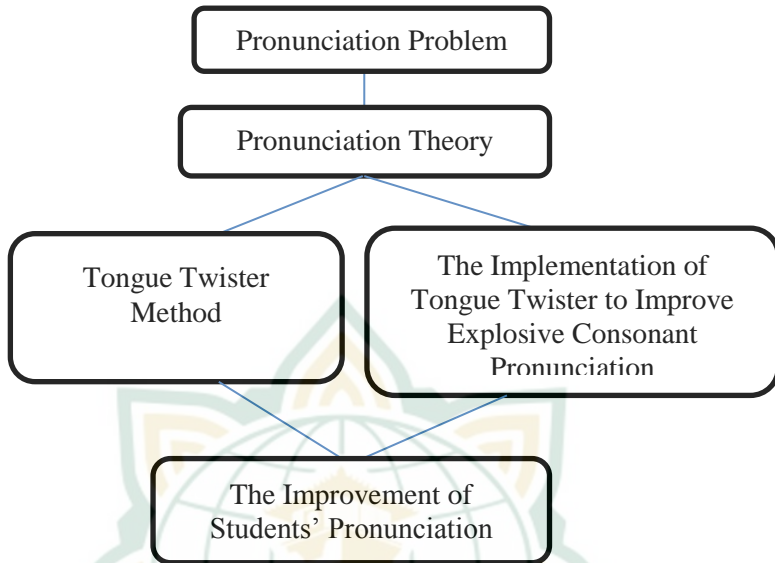[26] Hamdan Husein Batubara, *Media Pembeljaran Digital*, (Bandung: PT Remaja Rosdakarya), Juli 2021

Figure 2.1 Theoretical Framework of the Research

C. Previous Research

This study needs some previous studies as a consideration theory. The previous studies that can be used as a considerations theory is taken by Yollanda L, at al entitled "Using Tongue Twister To Improve The Pronunciation Of Grade VIII Students". This previous study used quasi-experimental design. This study was conducted that Tongue Twister can improve students' pronunciation. Tongue Twister is difficult to practice for students, but if they can practice well the students can speak almost like a native speaker of English. Tongue Twister is great and fun way to help the students to try to learning English, it is also unique to be spoken. It can to improve students motivation in learning pronunciation and tongue twister can allows them to strengthen their speech.[27]

The second research was conducted by Awalia Azis, et al, the research entitled "The Use Of Tongue Twister Technique To Improve Students' Pronunciation". This previous study used pre-experimental (one group pre-test post-test) research design. This study was conducted that novelty of the research to improve students'

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[27] Yollanda L, et al. "Using Tongue Twister to Improve the Pronunciation of Grade VIII Students", *e-Journal of English Language Teaching Society (ELTS)* Vol.4 No.2 2016 – ISSN 2331-1841, hal 2

pronunciation by using tongue twister technique that more focused on similar consonant by considering in its pronunciation. There are three place of articulation in pronunciation, they are dental, fricative and palato-alveolar. They were sounds voiced dental fricative /ð/ and voiced alveolar plosive /d/, voiceless dental fricative /□/ and voiceless alveolar plosive /t/ and sound voiceless palate alveolar fricative /ʃ/ and voiceless alveolar fricative /s/. Dental consonant occur when you block/constrict airflow by placing your slimy tongue against your upper teeth. In the manner of articulation, the researcher only focuses on plosive and fricative.[28]

The third research conducted by Asilfa entitled "The Effect Of Tongue Twister Technique On Students' Pronunciation Ability". This previous study used experimental research design. This study stated that to use tongue twister as a technique to teach students' pronunciation skills. This technique is taken because it is found more interesting for teaching students' pronunciation. Pronunciation skills is good way of speaker's pronunciation influences the listener to understand the words. therefore, having a good pronunciation can makes a people getting point of communication easily. Unfortunately, some words have a similar sounds that makes us get misunderstanding in pronouncing those words whereas mispronouncing may lead of one's intended meaning in a communication. To avoid, get a mistaken of pronouncing words, we have to learn more about the components of pronunciation like as phonetic symbol.[29]

The fourth research conducted by Kumar carried out a study entitled "Students' Classroom Participation For Improved Learning In An English Language Skills Course: An action Research Report. The researcher used quantitative and qualitative research. The research result showed that student-student and teacher students interaction is very important for students' engagement in the classroom and reinforces learning. This study also showed that target questioning is a very effective way to get the students' responses. The difference between the two studies lies in the focus of the research,

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[28] Awalia Azis, et al. "The Use of Tongue Twister Technique to Improve Students' Pronunciation" Exposure: *Junal Pendidikan Bahasa Inggris*, Vol.10 No.(1) may 202- ISSN 2252-7818 E-ISSN 2502-3543, hal 148 (https://journal.unismuh.ac.id/index.php/exposure)
[29] Asilfa, "The Effect of Tongue Twister Technique on Students' Pronunciation Ability", 2019, State Islamic University of Sulthan Thaha Saifuddin Jambi, hal 3 (http://repository.uinjambi.ac.id/2549/1/TE151545%20-%20ASILFA%20NIM%20%Kerly%20Bucket.pdf)

where the research conducted by Kumar used quantitative and qualitative research and the researcher of this research used qualitative research.[30]

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[30] Kumar, R. *Students' Classroom Participation for Improved Learning in an English Language Skills Course: An Action Research Report. Center for Excellence in Learning and Teaching,* University of the South Pacific, 2007, Retrieved in 19th of February, 2021 from: http://www.crie.org