

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions

1. Tongue Twister Method

a. The Definitions of Tongue Twister Method

Tongue twisters are words or phrases that sound extremely similar. Tongue twisters are a fun method that can make students feel good and allow students to practice speaking English more subconsciously. The tongue twister method of learning English encourages students to focus more on an activity because it improves their English speaking skills. If students are not used to practicing it, they will find it difficult to pronounce it at a fast tempo. In addition to the several definitions of tongue twisters that have been mentioned above, some experts also argue about the definition of tongue twisters.

Bearé stated that tongue twisters are short words that are easy to remember but difficult to pronounce, especially words that move quickly because of repeated sounds or lack of various consonants. According to Gonzales, a tongue twister is used to repeat something as many times as possible, as quickly as possible, and without making any mistakes. Practicing tongue twisters reduces the risk of mispronunciation because students can already practice speaking English using tongue twisters.¹ According to Goldrick and Blumstein, the tongue twister paradigm is a speech-planning error. Tongue twisters help students identify the difference between similar sounds and unfamiliar sounds. While Ruth and Steve state that tongue twister exercises start with asking students to repeat various kinds of tongue twisters, the teacher encourages students to increase their speed or say some original sentences. Teachers can use tongue twisters to rehearse sentences in fun ways, such as by practicing one or two sounds to pronounce them

¹ Yuni, *yuniar* et al, "The Role of Tongue Twister to Improve Student's Speaking Skill," *Interaction: Journal Pendidikan Bahasa* 8 no 2 (2021): p 337.

correctly. Students recite tongue twisters slowly and then try faster. This activity can be repeated after students become fluent in English so that they are more fluent in English pronunciation.² Smith and his partner argue that tongue twisters are one of the options for a pronunciation exercise. Beside, in Akyus's journal, *the Journal of English Language Teaching, Learning, and Literature*, he said that drilling enjoyably is the aim of the tongue twister.³

So, tongue twisters are an interesting method for students to improve their pronunciation skills as well as help them carry out daily English conversations fluently like native speakers. Tongue twisters involve the repetition of identical words and sounds. Students who are not familiar with this method will have difficulty pronouncing it quickly. Students who practice this method regularly will improve their ability to improve English pronunciation. Students will become more fluent in their pronunciation as they practice consistently.

b. An Example of Tongue Twister Method

The example below is an example of a tongue twister while using the correct spelling and reading. This can be used when the teacher applies it in class.

1) *Can you can a can as a canner can a can?*

There is a self-complete set of words that are difficult to pronounce together, especially quickly, due to alliteration or slight variations in vowels (pure vowels). It is a six-time repetition of "/ kæn /" but with a different meaning.

2) *A big black bug bit a big black dog on his big black nose!*

The correct pronunciation is *"/big blæk bʌg bit ə big blæk dɒg ɒn"*

² Yuni, *yuniar* et al, "The Role of Tongue Twister to Improve Student's Speaking Skill," *Interaction: Journal Pendidikan Bahasa* 8 no 2 (2021): p 338.

³ Luviana, *fenti dwi* at al "The Effect of Tongue Twister Toward Students' Pronunciation Ability," *Lingua - LiterA JOURNAL OF ENGLISH LANGUAGE TEACHING LEARNING AND LITERATURE* 1, no. 2 (2018): p 17.

hɪz bɪɡ blæk nəʊz!/".

- 3) *Six sleek swans swam swiftly southwards*
The correct pronunciation is *"/sɪks sli:k swɒnz swæm 'swɪftli 'səʊθwədz/"*.
- 4) *Sheena leads, Sheila needs*
In a bunch of words, there is one symbol of pure vowels, namely /i:/, which when spoken needs to put a little long emphasis on the letters. We can pronounce it like this: *"/Sheena li:dz, 'ʃi:lə ni:dz/"*.
- 5) *When you write copy you have the right to copyright the copy you write. You can write good and copyright but copyright doesn't mean copy good – it might not be right good copy, right?*
There are a lot of vowels contained in the tongue twister. If they are spoken, it will sound like this: *"/wɛn ju: raɪt 'kɒpi ju: hæv ðə raɪt tu: 'kɒpi raɪt ðə 'kɒpi ju: raɪt. ju: kæn raɪt ɡʊd ænd' kɒpi raɪt bʌt 'kɒpi raɪt dɒnz't mi:n 'kɒpi ɡʊd– it maɪ nɒt bi: raɪt ɡʊd 'kɒpi, raɪt ?/"*.
- 6) *Eleven benevolent elephants*
there is an equivalent sound in vowel /ɛ/. we can pronounce that tongue twister like: *"/ɪ'levn bɪ'nevələnt 'ɛlɪfənts/"*.
- 7) *World Wide Web*
The pronunciation of that tongue twister is *"/wɜ:ld waɪd web/"*.⁴

c. Different Types of Tongue Twister Method

Pronouncing tongue twisters is difficult for beginners. It takes a lot of practice for the tongue to get used to the speed of reading tongue twisters. Based on the level of difficulty, tongue twisters are divided into three levels. The first is the sentence level, the second is the repetitive level, and the last is the story level.

1) Sentence Level

A sentence level, often known as an easy tongue twister, is a tongue twister that means a sentence. This tongue twister has a low difficulty level. because

⁴ Agnes Cahaya Lestari, *"The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy"*, Thesis 2019, p 11-12.

it only contains one sentence. Example: *Can you can a can as a canner can can a can?*

2) Repetitive Level

Repetitive level is a tongue twister that sounds like repeating the same word in English, but it has a different meaning when translated into Indonesian. This type of tongue twister is also called a medium tongue twister. This indicates that it is more difficult to pronounce than the sentence level. Example: *Babbling bumbling band of baboons*, or *The chic Sikh's sixty-sixth sheep is sick*, and *A loyal warrior will rarely worry why we rule*.

3) Story

Story level is a type of tongue twister in which the sentence contains a story. This tongue twister has the longest sentence among the three others. Therefore, it can also be called a hard tongue twister. Example: *Should Thom Wright decide to write, then Wright might write right rite, which Wright has a right to copyright. Copying that rite would copy Wright's right rite, and thus violate copyright, so Wright would have the legal right to right the wrong. Right?*⁵

d. The Implementation Tongue Twister Method in Class

In implementing the tongue twister method in class, there are several activities that can support the use of the method. It will make the learning process more interesting and ensure that students do not feel bored in class. Some of those activities are Dictogloss, chain reading, and whisper tongue twister.

1) Dictogloss

Dictogloss is the practice of writing and listening to dictations, which includes several stages of preparation, dictation, reconstruction, analysis, and correction. In the first step, the teacher dictates and the students only listen. They don't write anything.

⁵ M Sabri and Loly Novita, "An Analysis on The Second Semester Students' Ability in Pronouncing Tongue Twister at The English Education Department of Sikip Insan" *Inovish Journal* 6, no. 1 (2021): p 56.

Then, students discuss the answers in groups and write the answers in their books.

2) Chain Reading

Chain reading is a communicative technique that involves good cooperation from all students in a class. The teacher starts the activity by grouping the students and asking them to stand in a line facing each other. The students are assigned to one of several groups. The tongue twister's words must be read one by one by each group member. The group that finishes first is declared the winner.

3) Whisper Tongue Twister

The Whisper tongue twister is an interactive way of testing because the students should memorize twisted sentences and whisper them to the next member of their group. The first step is that the teacher explains and introduces sounds to the students. Then, the students will imitate and write the twisted sentences on the whiteboard. The teacher asks students to guess the words that they hear with various sounds. The teacher reads randomly selected words and asks students to identify the words that come out of the teacher's mouth and tongue movements.

The teacher asks students to practice pronouncing sounds. The teacher divides the class into several groups and asks each group to sit or stand in one place. The teacher will give short twister sentences to students, and each student will learn together with their group. After the teacher takes the piece of paper containing the twister sentence, each student will repeat the tongue twister to the next person in line. In this way, messages are passed from one student to the next. The last student that hears a tongue twister in each group will write down the final result of the sentence they heard. The group that has the correct answer and finishes in the shortest time will win the

game.⁶ This activity can train students to remember tongue twister sentences and pronounce the sentences alternately with their classmates. This will be fun and make the class atmosphere not boring.

e. Advantages and Disadvantages of Tongue Twister Method

The tongue twister method has several advantages. Besides, the tongue twister is useful for improving students' pronunciation skills. Students can also improve their accents through this method. Tongue Twisters focus on accurate production and help students improve their pronunciation skills. The purpose of tongue twisters is to teach students the importance of good pronunciation through fun exercises. Tongue twisters allow students to practice their language without worrying about making mistakes. This method can be taught not only to young students but also to adults. In addition, the use of tongue twisters can improve the consistency and vocal sound of students.

Besides the tongue twister method having various advantages, this method also has several disadvantages. First, when using tongue twisters in class, students inevitably have different pronunciation problems. It can make them pessimistic and bored. Second, the application of tongue twisters requires a lot of patience and repetition from the teacher and takes a lot of time. Third, students focus more on the pronunciation of sentences and ignore the context. That's because the tongue twister sentence is composed of several words that have almost the same spelling and sound. Finally, sometimes students do not understand the meaning and focus more on how to pronounce the words correctly.⁷

So, each method has its own advantages and disadvantages. It depends on the teacher and students in

⁶ Agnes Cahaya Lestari, *"The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy"*, Thesis 2019, p 13-14.

⁷ Lois Marta, *"Melatih Pelafalan Silabel /Tsu/ Dengan Tongue Twisters Universitas Pendidikan Indonesia | Repository.Upi.Edu | Perpustakaan.Upi.Edu"* (2016) p 65-66.

dealing with it. The tongue twister method is a communicative and interesting way for students to practice pronunciation, but on the other hand, this method is a bit time-consuming and the teacher must focus on controlling the classroom situation to keep it conducive. However, the teacher definitely keeps the situation calm and makes sure that each student can pronounce the tongue twister sentence well.

2. Pronunciation

a. The Definitions of Pronunciation

Pronunciation is one of the important things in a language, including English, when someone mispronounces a sentence in English. It will change the meaning of the sentence. The interlocutor may misunderstand the meaning or interpret the meaning of the sentence.⁸ When it comes to learning pronunciation, the term "pronunciation" has more than one definition. Pronunciation is one component in English, especially in improving speaking skills. Pronunciation is useful for making someone understand what a native speaker is saying.⁹ Here are some experts who define pronunciation.

Rebecca defines that pronunciation includes articulation, formation, vowels, intonation, and stress. According to Yates, pronunciation refers to the production of sound. It is very important to understand and communicate with each other. Pronunciation is related to consonants, individual vowels, sound sequences, stresses, and interrelated intonations that affect a correct pronunciation. Lamerin mentions that the two parts of the pronunciation element are feature segmentation and hypersegmentation. Sound (phonemes)

⁸ M Sabri and Loly Novita, "An Analysis on The Second Semester Students' Ability in Pronouncing Tongue Twister at The English Education Department of Stkip Insan", *Inovish Journal* 6, no 1 (2021) p 54.

⁹ Ahmad Suhaili, Asep Kurniawan, "The Use of Pronunciation Bingo Game To Improve Students' Pronunciation," *Journal of English Language Teaching and Literature (JELTL)* 2, no. 2 (2019): p 171.

are segmental features, while stress, duration, and intonation are suprasegmental features.¹⁰

In addition, according to Szpyra-Kozłowska, pronunciation refers to the articulation aspect of sound as well as phonetics or acoustic phonetics. It analyzes the quality of sound waves and describes them in as much detail as possible so that these waves can be perceived by listeners. On the other hand, Roach views pronunciation in a similar way, stating that pronunciation is the act of producing the sounds of a language.¹¹

Based on the above definitions, the writer concludes that pronunciation is the production of sounds related to the linguistic, phonetic, and emphasis aspects of a word. Speakers must pronounce sentences clearly to reduce misunderstandings in interpreting an English sentence, because good pronunciation will be easier to understand and accept.

b. Teaching Pronunciation in English

Pronunciation is an important thing that should be taught to everyone. Both teachers and students should be aware of this.¹² Isabelle Darcy says in her journal that difficulties in teaching pronunciation fall into three main categories.

- 1) Time: it refers to the level of institutional attention.
- 2) Method: it refers to the uncertainty of the considerations and teaching methods.
- 3) focus: it is refers to the focus of teaching Pronunciation.¹³

Teaching materials are considered to play an important role in developing and improving the quality of pronunciation learning. Levis and Sonsaat proposed that the design of pronunciation teaching materials

¹⁰ Sabri and Novita, "An Analysis on The Second Semester Students' Ability in Pronouncing Tongue Twister at The English Education Department of Stkip Insan.", *Inovish Journal* 6, no 1 (2021) p 54.

¹¹ Magdalena Szyszka, "Pronunciation Learning Strategies and Language Anxiety : In Search of an Interplay", (Springer : 2017), p. 5 .

¹² Isabelle Darcy, "Powerful and Effective Pronunciation Instruction: How Can We Achieve It?," *The CATESOL Journal* 30, no. 1 (2018): p 16.

¹³ Isabelle Darcy, "Powerful and Effectivep 14.

should adhere to three main principles: clarity, integration with other language skills, and the ability to provide appropriate and functional incentives for teachers. Due to the document's emphasis on clarity, it should promote meaningful communication between native speakers and non-native speakers.¹⁴ So, it can help students improve their pronunciation and achieve their goals.

c. Pure Vowel

In pronunciation, it is very important to understand vowels. Vowels are sounds that result from air flowing in and out of the mouth freely. For example, [a:], [i:], [u:], [o:], etc.¹⁵ Kessler and Treiman claim that consistency of vowel pronunciation will increase significantly when the coda syllable is taken into account.¹⁶ Based on the presence or absence of a deliberate gliding motion to produce sound, vowels are divided into two kinds of vowel sounds, namely "pure vowels" and "diphthongs".¹⁷ A pure vowel is a single vowel sound. This vowel is often called a monophthong because it only produces one sound, while a diphthong is a word consisting of two vowels.¹⁸ In English, there are twelve pure vowels: /i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/ and /ɒ/. Below is a more detailed explanation of pure vowels, including the examples.

1) /i:/

In pronouncing /i:/ the anterior tongue rises almost to a close position. The position of the lips is not

¹⁴ Andri Purwanto, "Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices," *Scope: Journal of English Language Teaching* 3, no. 2 (2019): p 84-85.

¹⁵ Yuli Nursyam et al., "Improving Students' Pronunciation of Monophthong Sound in Reading Narrative Text By Using Choral Reading Technique At the Eighth Grade Students of Mts Alkhairat Alindau," *Datokarama English Education Journal* 2, no. 1 (2021): p 72.

¹⁶ Laura M. Steacy et al., "Development and Prediction of Context-Dependent Vowel Pronunciation in Elementary Readers," *Scientific Studies of Reading* 23, no. 1 (2019): p 2, Routledge Taylor & Francis.

¹⁷ Ramelan, *English phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 59.

¹⁸ Nursyam et al, "Improving Students'.....p 72.

rounded and wide, neutral with the jaws slightly separated from each other. organ of speech, which can be felt by placing the fingertips on the muscles under the jaw. For the examples of word: *Eat, me, these, need, keep, be, deep, jeep, sheep, beep*. And here are some examples of sentences:

He sees the key beneath he valise.

The priest ceases preaching under the tree.

Three people received antique beads.

The police seized the thief in the field. She leads me into a deep ravine.

2) /ɪ/

/ɪ/ is an unrounded half-close-close vowel. The /ɪ/ symbol is pronounced by lifting the front of the tongue. The elevation is slightly drawn so that it doesn't look right from the front vowel but goes between the front vowel and the center vowel. The tongue is raised slightly above the upper point. The tongue is clearly lower than the /i:/ symbol as well as the jaw is slightly wider than the /i:/ symbol. while the lips are wide. For the examples of word: *If, Think, wink, link, rink, sink, with, this, six, big*. And here are an examples of sentences:

His ship is filled with tins of milk.

Bill hit him with a thick stick.

His rich sister lives in this city.

Bring the cabbage and lettuce to the kitchen.

It's a pity that he drinks the lemonade.

*In winter pretty women stay indoors.*¹⁹

3) /ʊ/

In pronouncing /ʊ/the back of the tongue is raised and the mouth is half closed. while the lips are close together and the jaws are slightly apart from each other. Examples of words are: *could, look, and should*. While the examples of sentences are:

The cook put the book on the bulwark.

The butcher pulled the bull into the bush.

¹⁹ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 61-63.

*The good woman stood with one foot in the pulpit.
The bully has some soot on his woolen coat.
You should have the world, by hook or by crook.*²⁰

4) /u:/

In pronouncing /u:/, the back of the tongue lifts and raises the tongue to its closest position. The lips are tightly rounded with a slight protrusion, while the jaw is slightly apart. The tongue position is higher when pronouncing /u:/ than /ʊ/ and allows open syllables to appear. For the examples of word: *fool, pool, food, luke, shoot*. And here an examples of sentences:

*They lose their shoes near the canoe.
Can you prove that the crew broke the rules rudely?
The Jew blew the flute in June.
Can you prove that the crew broke the rules rudely?
The fool chooses to drink fruit juice.
Is it true that one can chew food with one tooth?*²¹

5) /e/

/e/ is an unrounded half-close, half-open front vowel. The front of the tongue is raised and the tongue is raised between the half-open and half-closed positions when pronouncing /e/. Lips are normal, and the jaw is slightly open and wide. For the examples of word: *Ben, hell, leg, said, bed, very, well, when, get*. And here an examples of sentences:

*Ben gets ten pencils from his pen friend.
Many gentlemen went together to settle here.
I intend to present a better bed.
My friend sent letters to Betty yesterday.
Eleanor said she'll let me lend a penny.
Seven guests were present to welcome them.
Herons never rest before getting to their nest.*²²

6) /ə/

²⁰ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 73.

²¹ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 74.

²² Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 64-65.

There are two ways to pronounce /ə/. First, when pronouncing /ə/, the middle vowel is half-open so that it produces an unrounded and half-closed sound. Second, pronounce /ə/ in a half-mouth way that is not rounded. In general, the center of the tongue is raised above the jaw and the mouth is half open when pronouncing /ə/. lip position as usual or neutral and a moderately open jaw position. Examples of the words are *breakfast, forward, and statement*. While the following are some examples of sentence:

The doctor has breakfast at seven o'clock.

The color of this cupboard is more brown than that one.

Foreigners must register themselves immediately.

Several eagles fly over the ocean.

*A handsome man suddenly appears on the pavement.*²³

7) /ɜ:/

The way to pronounce /ɜ:/ is to raise the center of the tongue to the point where the mouth is half closed and half open. The lip position is normal and the jaws are slightly apart from each other. Some examples of sentences from sounds /ɜ:/ are:

Early birds catch worms.

The girl works as a nurse in New Jersey.

The earl hadn't heard about her

Colonel Earnest turned to his servant.

*The third serpent stirred among the ferns.*²⁴

8) /ɔ:/

In pronouncing /ɔ:/, the back of the tongue is raised until the jaw is almost half-open. /ɔ/, the space between open and closed lip rounding. The jaws are quite wide apart from each other. Some examples of words are *down, cord, pork, and cought*. While, some examples of sentences from sound /ɔ:/ are:

²³ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 78-79.

²⁴ Ramelan, *English phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 77.

*We all thought he had fought in the war.
Paul saw the ball in the hall.
Laura bought a small piece of cork for her daughter.
Almost all of the four lords brought a sword.
Mr. Bald feels awkward talking before the audience.*²⁵

9) /æ/

In pronouncing /æ/, the front of the tongue is raised and slightly raised to the middle. Jaw position should be as wide open as the lip position. Some examples of sentences from sound /æ/ are:

The man had a hat in his hand.

The black cat is running after the rat.

Harry sat on the mat in the cabin.

The actor was carrying a handbag.

*The bad man was banished.*²⁶

10) /ʌ/

/ʌ/ is a Centro Back vowel that has an Unrounded Half Open pronunciation. In producing /ʌ/ some parts of the tongue such as the front, back and middle of the tongue are lifted with the jaws wide apart. then the neutral lip position. an example is as follows.

I learned Dutch just for fun.

A dozen people were punished by the government.

My uncle's children are my cousins.

I wonder if the shovel is on top or in front of the hut.

*None of his young and brave sons are worried about trouble.*²⁷

11) /ɑ:/

/ɑ:/ is a back vowel. In pronouncing /ɑ:/ the back of the tongue is raised slightly so that the jaw is wide open. Then the lips are stretched or not fully rounded, but the position is normal. Some examples of sounds /ɑ:/ in sentences:

They laugh at the guards in the garden.

²⁵ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 71.

²⁶ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS, 2003), p 66.

²⁷ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS), p 75-76.

*It is rather dark in the park.
The clerk asked after my aunt.
Father can't lose his glasses in the castle.*²⁸

12) /ɔ/

When pronouncing /ɔ/, the mouth is almost fully open but the back of the tongue is slightly raised. So the tongue is very low in the mouth. The jaws are also wide apart, and the lips are slightly rounded but not dominant. Some examples of sounds /ɔ/ in sentences:

*John shot the dog on the spot.
Bob lost his watch outside the office.
The pot on the log is not hot.
The lost donkey is being searched for on the street.
They wanted to cross the swamp before the feast.*²⁹

The monophthongs or pure vowels are the opposite of diphthongs, which have an altered sound. It will have the same syllables and pauses as two vowels.³⁰

d. Diphthongs

A diphthong is a combination of two vowels that causes the tongue, lips, and jaw to move from one pure vowel to the next. In English, the initial sound of each vowel is longer and louder than the second sound, but that is not the case in other languages.³¹ According to Joseph, a diphthong is a gliding from one vowel position to another, and the entire gliding acts like one long vowel.³² There are eight phonetic symbol in diphthongs. Including : “/eɪ/, /aɪ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/, /aʊ/, /əʊ/”. The following is a more detailed explanation of diphthong sounds, including the examples.

²⁸ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS), p 67-68

²⁹ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS) p 69-70.

³⁰ <https://www.englishbix.com/monophthongs-pure-vowels-examples/>. Englishbix 2021.

³¹ Nursyam et al., “Improving Students’ Pronunciation of Monophthong Sound in Reading Narrative Text By Using Choral Reading Technique At the Eighth Grade Students of MTs Alkhairat Alindau.” p 73.

³² Ungu, Niken kencana, “Improving Pronunciation.....” p 252.

1) /eɪ/

When we pronounce the diphthong /eɪ/, it produces the vowel /e/. Then, the tongue moves in the direction of the vowel /ɪ/. The tongue is slightly raised and the mouth is half closed. The lips spread and gradually close. For the example, *Pain* /peɪn/. While the examples of sentences are below,

Let's make hay while James is away.

They may stay away from the lake.

The famous patriot came home safely that day.

May they fail in the raid near the bay.

Wait patiently, and don't make haste.

As a saint, Jane has faith in angels.

*That gay lady has laid the table.*³³

2) /aɪ/

When we pronounce /aɪ/, the front of the tongue is slightly raised to produce a sound between /æ/ and /a:/. Then, the tongue moves to a closer position as if to produce a vowel sound /aɪ/. For the example, *Fine* /faɪn/. While the examples of sentences are below,

It is time to try it for the second time.

The kite is flying high in the sky.

My wife likes ice cream.

The white lion likes to fight with its rival.

*buy a fine bicycle to ride it on.*³⁴

3) /ɔɪ/

The back of the tongue is raised until it is heard producing the sounds /ɔ/ and /ɔ:/. The tongue is then thrust forward and raised until the sound /ɪ/. Then a sound /ɔɪ/ is created. In fact, the sound /ɔɪ/ is not actually achieved. It will sound something like /œ/. For the example, *toy* /tɔɪ/. While the examples of sentences are below,

The boy has no choice in this cloister.

You have spoiled and destroyed the embroidery.

³³ Ramelan, English Phonetics, (Semarang: UPT UNNES PRESS), p 84-85.

³⁴ Ramelan, English Phonetics, (Semarang: UPT UNNES PRESS), p 87-88.

*The coy girl heard no voice and no noise.*³⁵

4) /ɪə/

When pronouncing diphthong /ɪə/, The tongue first produces the vowel /ɪ/, then moves towards the central vowel /ə/. Both lip positions are neutral during pronouncing this vowel. For the example, *fear, here, shear, fear, mer, dear, tears, beard.*

5) /eə/

The initial position of the tongue is open and begins to produce the sound /e/. This sound has almost the same pronunciation as /æ/ but it is slightly higher. The tongue then moves away from the central vowel /ə/. For the example, *hair, pair, fair, bare, rare.*

6) /ʊə/

When pronouncing the diphthong /ʊə/, the initial position of the tongue producing the English vowel /ʊ/ then shifts towards the central vowel /ə/. For the example, *sure, pure, cruel, cure.*³⁶

7) /aʊ/

When pronouncing /aʊ/, the middle of the tongue is slightly raised to form the sound /a/. The tongue then moves towards /aʊ/. For the example, *Brown /braʊn/. While the examples of sentences are below, Allow her to walk around the mountain.*

The coward is pouting at his mount in anger.

We have had no showers during this drought now.

*Count how many flowers during this drought.*³⁷

8) /əʊ/

When we pronounce /əʊ/, the lips are slightly rounded and will become more rounded as the tongue moves to a more central position. the part of the tongue between the back and the middle is raised to a half-open position until the tongue moves closer to

³⁵ Ramelan, English Phonetics, (Semarang: UPT UNNES PRESS), p 90-91.

³⁶ Ramelan, English Phonetics, (Semarang: UPT UNNES PRESS) p 95-97.

³⁷ Ramelan, English Phonetics, (Semarang: UPT UNNES PRESS) p 89-90.

the mouth, making the sound /ə/. then followed the sound /ʊ/. For the example, *Phone /fəʊn/*. While the examples of sentences are bellow,

We do know the goal of the program.

No one can show me the bone of the toe.

Don't go over there on a pony.

*The bold soldier noticed his foe in the grove.*³⁸

e. **Glide in diphthong**

Diphthongs are vowel sounds produced by moving sounds from one vowel to another. The sound produced as the speech apparatus moves from one place to another for a particular sound is referred to as "gliding". At the beginning and end of the glide, the tongue placement changes slightly. Diphthongs are generally written phonetically with two vowel sound symbols with a fixed tongue position, such as /ɪə/, /eə/, /ʊə/. It describes the articulation movement in the production of diphthongs. Diphthongs always refer to the two vowels or two elements that make up the beginning and end of the portamento. Incidentally, the audible transition sound is considered normal because it occurs automatically when the tongue moves from the first vowel position to the second vowel position.³⁹

3. **Effectiveness**

According to kurniawan in his book “ *Transformasi Pelayanan Publik,*” effectiveness is the ability to carry out tasks, functions, activities, or missions of an organization without any pressure during its implementation. Effectiveness is the key to the success of research. So researchers are required to know how to find the right problem to study and concentrate resources and efforts on it. By having the ability to manage problems in a balanced

³⁸ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS) p 86-87.

³⁹ Ramelan, *English Phonetics*, (Semarang: UPT UNNES PRESS) p 61.

manner, the researcher's performance will be achieved within the allotted time.⁴⁰

Effectiveness is a multidimensional concept, which means that effectiveness has different definitions depending on the basic knowledge one has, even though the ultimate goal of effectiveness is the attainment of goals. The word "effective" is often confused with the word "efficient," even though the meaning is different. Something that is done efficiently is not necessarily effective. An activity is said to be effective if it can be completed at the right time and achieves the desired goals.

Effective research is research that is useful and has clear goals, as well as writing through the use of appropriate procedures and provisions in research.⁴¹ The effectiveness referred to in this study is a process to find out how the phenomenon occurs, that the tongue twister method used by English teacher at MTs Annur Daren can make students' pronunciation learning more effective, especially in pronouncing vowels. So, the researcher only describes things that exist in the field, which are described in words or sentences separated by category to draw the right conclusions.

B. Conceptual Framework

As explained in the literature review, English pronunciation includes several important things, such as producing the appearance of sounds, pronouncing letters and syllables, pronouncing paragraphs, and rhythmic stress, which is often called intonation. Sometimes students have difficulty pronouncing words or sentences fluently. To improve pronunciation, students need a method that can improve their learning experience so they don't feel bored and can be interested in learning pronunciation.

In this study, the researcher wants to implement an action that can improve the quality of students' pronunciation. To conduct the research, the researcher conducted several

⁴⁰ Sumiyati, "Efektifitas Perumusan Masalah dalam Penelitian Kualitatif", *Jurnal Al-Syahsiyah dan Tarbiyah STAI Mempawah AL-ASTAR* 5, no. 1 (2017): p 52.

⁴¹ Sumiyati, "Efektifitas Perumusan Masalah..... p 52-53.

observation steps. In the observation, the researcher noted several problems related to learning pronunciation in the field. Students learning English have difficulty with foreign sounds, sound distribution, certain sound characteristics, fluency, and the relationship between conventional pronunciation and spelling. Therefore, they must overcome this problem by understanding phonological theory in depth so that they can practice pronunciation correctly. After finding the problem during the observation, the researcher gives instructions on how to fix it. Then the researcher will use the tongue twister method to improve students' pronunciation of pure vowels and diphthongs (case study at MTs Annur Daren Nalumsari Jepara).

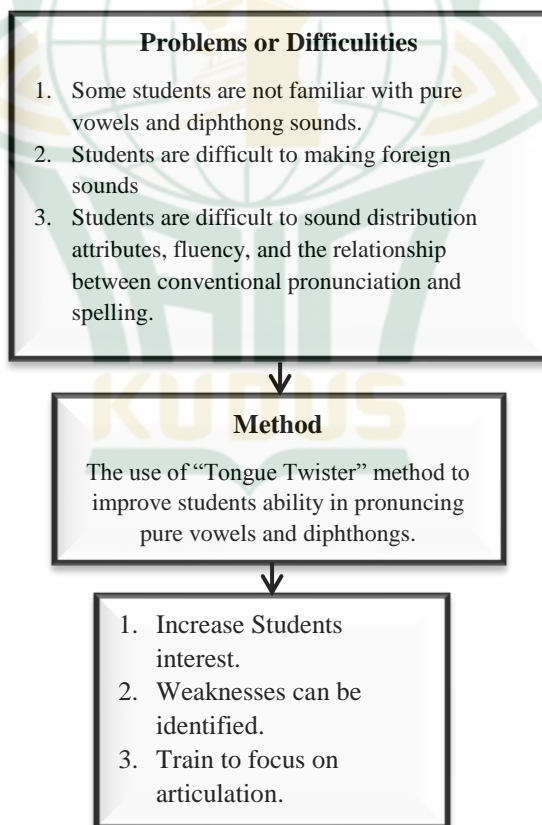


Figure 1 : Conceptual Framework of This Study

C. Previous Research

The researcher describes several previous studies related to these studies as a “conideration theory”. The first research was The Influence of Tongue Twister Technique Towards Students’ Pronunciation Mastery at Elevent Grade of SMp N 2 Bandar Lampung⁴², written by Serni Oktina. This previous study used quasi-experimental design. Based on the data, it can be observed that some students have weaknesses or difficulties in pronouncing words, especially in consonant sounds. Meanwhile, the techniques used in teaching and learning do not attract the attention of students. The author implies that a tongue twister can help train one’s tongue.⁴³

The second research was conducted by Ahmad Rosidi, the Research Entitled “Improving The Eleventh Grade Students’ Pronunciation and Active Participation By Using Tongue Twister at SMa Negeri Pakusari Jember”⁴⁴. The writer divides the pronunciation test into two cycles based on the research findings. During the first period, the results obtained were not satisfactory. Students' active participation in the teaching and learning process was 51.42 %, according to the findings. The results obtained in the first cycle were not good because students were not familiar with the tongue twister method. According to the author, the second cycle saw an improvement in students' pronunciation. The researcher believes that utilizing tongue twisters to teach pronunciation is a good idea in order to improve students' pronunciation.⁴⁵

The third research is by Sukiani, entitled “Improving Students Pronunciation Ability through Tongue Twister Method at The Second Grade Students of MTs Al-Hamidiyah

⁴² Serni oktina, “*The Influence of Tongue Twister Technique towards Students Ponunciation Mastery at The Elevent Grade of SMA N 2 Bandar Lampung*”, 2021.

⁴³ Serni oktina, “*The Influence of Tongue Twister Technique towards Students Pronunciation Mastery at The Elevent Grade of SMA N 2 Bandar Lampung*”, 2021.

⁴⁴ Ahmad Rosidi, “*Improving The Elevent Grade Students’ Tongue Twister at SMA Negeri Pakusari Jember*” PESAT jurnal pendidikan, sosial dan agama 6, no. 6 (2021).

⁴⁵ Ahmad Rosidi, “*Improving The Eleventh Grade Students ’ Tongue Twister at SMA Negeri Pakusari Jember*” PESAT jurnal pendidikan, sosial dan agama 6, no. 6 (2021).

NW SIDEMEN”⁴⁶. This is a classroom action research project that includes observation, documentation, an interview, and a test. The study's findings revealed that the twister method might increase students' pronunciation talents as well as their participation in the teaching-learning process.⁴⁷



⁴⁶ Sukiani, “*Improving Students Pronunciation Ability through Tongue Twister Method at The Second Grade of Mts Al Hamidiyah*”, 2020.

⁴⁷ Sukiani, “*Improving Students Pronunciation Ability through Tongue Twister Method at The Second Grade of Mts Al Hamidiyah*”, 2020.