THE IMPLEMENTATION OF TONGUE TWISTERS IN PRONUNCIATION LEARNING AT SMK NEGERI 1 BANDUNG

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ABSTRACT

Tongue twister is one method of learning pronunciation that students find interesting and fun. Tongue twisters are phrases that are hard to say quickly, usually because they sound similar yet different. This research aims to find out how the implementation of tongue twister in learning pronunciation at SMKN 1 Bandung, especially in the extracurricular English Club. researchers in this case used a qualitative descriptive analysis method. three research tools, namely observation and teacher interviews and student questionnaire sheets, were used to collect data. 1 teacher as well as 8 student of the English Club of SMKN 1 Bandung in the academic year 2024/2025 were used as research participants. Findings show that using tongue twisters-combined with repetition, gradual speed increase, and rhythmic patterns-helps students articulate words more clearly, gain confidence, and enjoy the learning process. The teacher's integration of music and student creativity also played a role in enhancing engagement.

Keywords: Implementation; Tongue Twisters; Pronunciation.

INTRODUCTION

In daily life, communication helps both socially and individually and is a fundamental human need(Gusparia et al., 2021). Effective communication focuses significantly on language, and mastering pronunciation is essential to language development. Along with intonation and emphasis, pronunciation is a fundamental component of language proficiency and a key component of fluency, which affects how well a speaker is understood (Oktina, 2017). According to Fifi & Yanti, (2023), precise pronunciation improves understanding, allows for meaningful interaction, and improves communication abilities in general.

Despite its importance, a lot of students, particularly non-native speakers, struggle with English pronunciation because of poor phonological awareness and linguistic interference from their mother language (Gusparia et al., 2021). There are several hard-to-pronounce phonemes in English, with similar sounds that vary slightly. According to Nirwana et al., (2020), learners may find it challenging to correctly and confidently express themselves due to miscommunications or misconceptions caused by poor pronunciation. The significance of interesting and efficient pronunciation training is underscored by the fact that mispronounced words can skew meaning and impair communication.

Using tongue twisters, phrases that are difficult to pronounce because they repeat similar sounds is a fun and promising way to help students improve their pronunciation. By making students focus on accurate pronunciation and rapid repetition, tongue twisters help them become more fluent and clear speakers (Gusparia et al., 2021). They enhance students' focus, rhythm, and speaking speed, while also helping them pronounce words correctly (Salanti & Neman, 2024). Tongue twisters eliminate the boredom of traditional exercises and students' fear of making mistakes by making pronunciation practice fun and engaging.

In addition, tongue twisters reveal how the human brain interprets sound patterns, which has cognitive-linguistic advantages. They enhance listening skills, build muscle memory through repetition, help students identify their pronunciation issues, and allow them to experiment with language without fear (Juniarti et al., 2020;Nirwana et al., 2020) . These characteristics make tongue twisters an effective teaching tool for encouraging language and emotional development in the classroom.

Tongue twisters are a practical way to teach pronunciation. They are especially useful for training articulation muscles and increasing students' awareness of phonetic differences. They are often used in exercises to help students focus on difficult sounds, improve their articulation, and overcome their hesitation when speaking. Tongue twisters use rhyme, rhythm, and alliteration to help develop phonetic awareness and support mastery of similar yet distinct phonemes.

There are several types of tongue twisters that are often used in language learning. Sentence types include short phrases such as "She sells seashells by the seashore" that focus on specific sound patterns. Repetitive types emphasize phoneme repetition, such as "Thirty-six thick silk threads," which improves phonetic consistency. Meanwhile, story-based types involve longer and more complex tongue twisters that combine phonetic and semantic challenges, ideal for advanced learners.

In classroom learning practices, tongue twisters can be implemented through various activities. Whispering games help improve listening and speaking accuracy as students pass on sentences in whispers. Chain reading encourages group collaboration while maintaining correct pronunciation. Dictogloss activities involve listening, reconstructing, and analyzing sentences, which promote language comprehension and awareness. Drilling, especially dictation exercises, help students internalize correct pronunciation patterns through consistent oral practice (Stewart, 2014).

The purpose of this study is to investigate the implementating of tongue twisters in the context of English language learning outside the curriculum. This study focuses on how the English Club at SMK Negeri 1 Bandung implementing tongue twisters into pronunciation learning to help students improve their oral language skills.

To identify teachers' teaching methods and evaluate students' responses, this study aims to characterize and analyze the implementation of tongue twisters in pronunciation learning. The problem-solving approach is based on an analysis of actual teaching methods, student and teacher responses, and an assessment of how effective these methods are in improving pronunciation.

Previous studies (Aziz et al., 2021;Ni et al., 2024;Nabung & Anung, 2024) indicate that the systematic use of tongue twisters can significantly improve students' pronunciation, particularly in identifying difficult consonants and understanding rhythm and stress. The significance of this research is further supported by these findings.

Yayasan Amanah Nur Aman

RESEARCH METHODS

This study employs a descriptive qualitative research design. Its purpose is to analyze and describe the implementation of tongue twisters for pronunciation learning at SMK Negeri 1 Bandung in the academic year 2024/2025. This design was chosen to gain an in-depth understanding of how tongue twisters are implemented in real classrooms and their effect on students' pronunciation skills. Data was Collected through observation, teacher interview, and students online questionnaire using google form.

Setting and Subject

The participant of this research are students in extracurricular " English Club" at SMK Negeri 1 Bandung in academic year 2024/2025. Which is located in Bandung, Campur Darat Tulungagung. The time of this research in May 2025.

Data Analysis Method

The data was analyzed using Milles and Huberman (2014) interactive model, which consists of three components:
1. Data Reduction – selecting, simplifying, and organizing raw data obtained from observations, questionnaires, and interviews.
2. Data Display – presenting data in the form of descriptive narratives without reducing its content.
3. Compliling the Research Repot – interpreting data to obtain meaningful findings related to the implementation of tongue twisters in pronunciation learning.

Triangulation techniques are used in this study to ensure the data is actual. Triangulation is a method that enhances the credibility and validity of a study. This research uses methodological triangulation, which is an appropriate strategy for this study, based on the type of triangulation to check data. To analyze the implementation of tongue twisters in pronunciation learning, information will be collect through interviews and a questionnaire.

RESULTS AND DISCUSSION

The implementation of tongue twisters for pronunciation learning, particularly in the English Club extracurricular program, is carried out through a structured and interactive approach. Classroom observations reveal that learning sessions start with greetings and a clear explanation of the learning objectives, which usually relate to thematic vocabulary, such as environmental terms. Teachers introduce tongue twisters that incorporate this vocabulary and focus on sound articulation and pronunciation clarity.

During main learning activities, teachers use techniques such as repetition, gradual speed increases, and rhythmic patterns supported by music or rhythm. Students appear highly engaged and enjoy the learning experience, especially during individual or group pronunciation exercises. One notable strategy is the teacher's use of rhythm or music to make the exercises rhythmic and memorable. This method reflects an auditory and kinesthetic learning approach that encourages speech fluency.

"In the English club we used tongue twisters we have some topic for the example environment their we will study about some vocabularies, so to make students able to pronounce some vocabularies we open the meeting and we use tongue twisters"

Based on the teacher's interview, tongue twisters are integrated with specific topics, such as the environment, to improve students' vocabulary and pronunciation. For example, when discussing the environment, the class begins with an introduction to related vocabulary. This helps students pronounce these tongue twisters correctly and fluently.

"When we teach tongue twisters we have to make it slowly by word by word then they will be better and better"

According to teacher, When implement tongue twisters to learn pronunciation, teachers emphasize the importance of gradual practice by breaking sentences down word by word. This method allows students to become more familiar with the pronunciation of each word, gradually improving their overall fluency and accuracy.

"When we learn with tongue twisters is not just how to make them in pronunciation but it also make the learning become fun, moreover when we use some song like we make a beat in tongue twisters so the students will more have fun and they will enthusiast"

The teacher explained that by incorporating music elements such as rhythm into tongue twisters, students became more enthusiastic and engaged in the learning process. This creative

approach made pronunciation learning fun and interactive, so that students became more interested and confident.

> *"We use tongue twisters word by word how to ruin on the word well then after that we combine and arrange all the words then they try to read them aloud all the word in the arrange in a good arranging and after that we use song so that the can pronounce sentence with a beat of a song."*

The teacher used tongue twisters as a pronunciation strategy to help students master difficult words. The activity involved breaking down the words, arranging them into sentences, and reading them aloud. The teacher also integrated songs to make the activity more enjoyable and memorable, improving articulation, intonation, and rhythm, making pronunciation learning more effective and engaging.

The teacher introduced tongue twisters to students during English Club activities to help them learn to pronounce words correctly. The method began with vocabulary introduction and continued with pronunciation practice. The teacher used a step-by-step approach, breaking down sentences word by word to master difficult pronunciations. To increase engagement and make learning fun, rhythm and music were incorporated, allowing students to pronounce the tongue twisters in sync with the beat.

The creative method of using tongue twisters for pronunciation learning enhances students' articulation, fluency, and intonation, making it interactive and engaging. This method stimulates interest and provides a fun, practical way to practice pronunciation in a contextual setting. It effectively supports topic-based instruction and combines accuracy with fun, encouraging active student engagement, aligning with the purpose of tongue twisters.

> *"Teachers usually teach tongue twisters in class by introducing the phrase, pronouncing it clearly, then asking students to practice pronouncing it at a gradual speed, and finally encouraging students to create their own tongue twisters."*

According to students questionnaire response "**JPAW**", explained that the teacher usually begins by introducing and clearly pronouncing a tongue twister. Next, students repeat the tongue twister at a gradual speed while the teacher helps them. As students become more confident, the teacher encourages them to create their own tongue twisters. This process improves pronunciation and fosters creativity and active engagement in learning. It also reinforces the structured, student-centered strategies observed in English Club activities.

> *"Teacher usually use the repetition and practice method to teach tongue twisters. They will read the tongue twisters, then ask the students to repeat it slowly and clearly, then gradually increase the speed. Sometimes, teacher also create games or competitions to make learning more fun and interactive"*

"**NSAS**" suggests that learning pronunciation through tongue twisters involves repetition and gradual practice. Teachers read tongue twisters out loud, then ask students to repeat them at faster speeds. Games or competitions can be introduced to create an interactive learning environment. This method in line with the teacher's strategy, starting slowly, emphasizing word-by-word pronunciation, and incorporating interesting activities, strengthens the effectiveness of tongue twisters in improving students' pronunciation skills.

> *"Ask students to read slowly, then moderate speed, and finally at a fast speed, repeating several times."*

"**NSAS**" stated, they were guided to read the tongue twisters slowly at first, then at a moderate speed, and finally at a fast speed through repeated practice. This progressive repetition strategy helped them understand the correct pronunciation and improve their fluency.

> *"Teacher usually start by showing example of pronunciation, then students are asked to repeat them in turns"*

According to "**PF**", as part of the implementation process, teachers typically begin by demonstrating the correct pronunciation of the tongue twister. This implementing phase serves as a guide for students, who then repeat the pronunciation in turn. Through this method, students have the opportunity to listen, observe, and imitate accurate pronunciation before practicing independently.

> *"Introduce tongue twisters and then ask students to read them aloud, gradually increasing the speed"*

"**HR**" perspective, the process of learning pronunciation through tongue twisters begins when the teacher clearly introduces a tongue twister and then guides the students to read it out loud.

Students start reading slowly and gradually increase their speed. This method helps students become familiar with the pronunciation of each word before progressing to fluency. It also boosts their confidence and engagement in practicing challenging sounds.

Researchers discussed the findings of a study involving the Implementation of tongue twisters in pronunciation learning. The study involved 8 students and 1 teacher from an English club, where tongue twisters were used in vocabulary lessons as an opening activity to help students pronounce difficult words. The teacher combined words to form tongue twisters, which were then read aloud in the correct order. Tongue twisters were also practiced in rhythm with songs to aid pronunciation. The teacher explained that tongue twisters help with word articulation and pronunciation of challenging vocabulary. The researchers highlighted that tongue twisters are effective in improving pronunciation accuracy by creating challenging word sequences. Teachers incorporating variations in speaking speed, from slow to fast, found this approach aligns with the "gradual repetition" method preferred by students as an effective technique for learning pronunciation.

By incorporating warm greetings, clear learning objectives, and engaging icebreaker games into the activity, teachers found that learning became enjoyable and students were motivated. The use of tongue twisters helps students enhance articulation and pronounce words with similar sounds accurately. Students reported breaking down complex tongue twisters into smaller parts and gradually increasing their pace as successful strategies. Incorporating music and games into the learning process further heightened students' enjoyment and focus.

In the learning process, teachers not only impart knowledge, but also exemplify good and wise behavior so that they can serve as role models for their students, thereby helping their students' affective aspects develop for the better (Ananda Aditya Sari Harahap et al., 2023). As educators, teachers must have basic competencies in the field of education in order to create lively and enjoyable learning interactions, which will ultimately improve the quality of learning (Ananda Aditya Sari Harahap et al., 2023).

In these approach, students learn by listening, repeating, and identifying the rhythm and intonation of words. According to Purnama, (2019), tongue twisters also useful for practicing pronunciation by using alliteration (repetition of sound) and rhyme. They also believe that repeating and practicing often improves pronunciation. Prounciation is vital in English-speaking exercises. It can influence the importance of discourse.

The text discusses the challenges faced by students in pronouncing tongue twisters and highlights strategies teachers use to overcome these challenges. It emphasizes the importance of gradual practice, imitation, repetition techniques, and improving vocabulary comprehension before engaging in tongue twister practice. The benefits of using tongue twisters in language teaching, particularly for improving pronunciation skills, are also highlighted. The tongue twister method is a testament to the potential of interactive, learner-centered approaches in fostering language proficiency, particularly in enhancing pronunciation skills (Nabung & Anung, 2024).

Students' feedback suggests that integrating visual aids, technology, competitions, and group exercises can enhance engagement and learning effectiveness in pronunciation teaching. Research indicates that the Tongue Twister Technique is effective in improving students' pronunciation, and teachers are advised to utilize it with appropriate activities. Aziz et al., (2021) state that Using the Tongue Twister Technique is an effective way to improve students' pronunciation. Overall, utilizing creative and innovative teaching methods like the Tongue Twister Technique can enhance students' learning outcomes and motivation in language learning.

CONCLUSIONS

A structured language lesson where teachers use tongue twisters to improve pronunciation skills. The process includes greeting students, introducing tongue twisters, practicing pronunciation through guided repetition with music, and allowing students to create their own tongue twisters. The closing activity involves reflecting on challenges and progress. While the study demonstrates the effectiveness of this approach, it acknowledges limitations such as a short study period and recommends expanding research with more participants, diverse environments, and different methods to further explore the benefits of using tongue twisters for pronunciation learning.

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Yayasan Amanah Nur Aman