**STUDENT PERCEPTIONS UTILIZING TONGUE TWISTERS TECHNIQUE TO ENHANCE PRONOUNCIATION IN READING SKILL**

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**Abstrak:**

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan teknik Tongue Twister dalam meningkatkan pengucapan pada keterampilan membaca. Penelitian ini menggunakan metode kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari siswa kelas VII di SMPN 01 Konang, yang dipilih secara acak. Temuan penelitian menunjukkan bahwa mayoritas siswa memiliki persepsi positif terhadap penggunaan teknik Tongue Twister. Mereka merasa teknik ini membantu mereka dalam melatih pengucapan dan membuat proses pembelajaran lebih menarik. Selain itu, siswa juga melaporkan adanya peningkatan dalam kepercayaan diri saat berbicara dalam bahasa Inggris setelah menggunakan teknik ini. Namun, beberapa siswa mengalami kesulitan dalam mengikuti latihan Tongue Twister karena ketidaklancaran dalam pengucapan kata-kata sulit. Secara keseluruhan, penelitian ini mengindikasikan bahwa teknik Tongue Twister dapat menjadi metode yang efektif dalam mengembangkan keterampilan pengucapan siswa dalam membaca bahasa Inggris, dan dapat dipertimbangkan sebagai bagian dari kurikulum pembelajaran bahasa Inggris di sekolah.

**Kata Kunci**: Tongue Twister, pengucapan, keterampilan membaca, persepsi siswa.

***Abstract:***

*This study aims to explore students' perceptions of the use of Tongue Twister technique in improving pronunciation in reading skills. This study used qualitative methods with data collection through observation, interviews, and documentation. The research subjects consisted of seventh grade students at SMPN 01 Konang, who were randomly selected. The findings showed that the majority of students had a positive perception of the use of Tongue Twister technique. They felt that this technique helped them in practicing pronunciation and made the learning process more interesting. In addition, students also reported an increase in confidence when speaking in English after using this technique. . However, some students had difficulty in following the Tongue Twister exercise due to the lack of fluency in pronunciation of difficult words. Overall, this study indicates that the Tongue Twister technique can be an effective method in developing students' pronunciation skills in reading English, and can be considered as part of the English learning curriculum in schools.*

***Keywords:*** *Tongue Twister, pronunciation, reading skills, student perception.*

**INTRODUCTION**

Reading is the ability to read, which assesses the information we get visually from the written text that people read. Another important reading component for students is acquiring current material to aid their English proficiency. Discovering new terminology in English that people don't often encounter is one obvious example. However, students' lack of enthusiasm in reading to become proficient readers is the real problem Amin & Wahyudin, (2022). Effective reading skills enable students to acquire information, access knowledge and participate in deeper discussions and reflections.

Pronunciation is an important part of learning English. According to Rohman, (2019) if someone makes a mistake in pronouncing a word in a sentence, then this can interfere with communication, and can even be a factor in the failure of a conversation. Pronunciation is the sound of spoken language. Pronunciation has an important role in reading skills because it directly affects the ability to understand and convey meaning from written text. Pronunciation in the development of reading skills can significantly improve overall reading proficiency, encourage clearer communication and deeper engagement with diverse texts.

Learning reading skills is not an easy thing for students. In fact, many students still have difficulty in pronunciation when reading. Because students lack tongue practice, as we know that pronunciation in English between writing and pronunciation is often different. With a learning situation like this the teacher must find a solution in order to foster the habit of reading as something fun, then the learning atmosphere must be created through language game activities. One of them is the tongue twister technique

Currently, there are many strategies that can be used in the learning process, of course, the techniques that must be used by teachers must be easy to understand and fun like tongue twister. According to Juniarti et al. (2020), the informal term for groups of words that are difficult to pronounce correctly is tongue twister which is one type of verbal game. The application of tongue twisters can provide benefits in pronunciation development to help students improve intonation as well as making language learning more fun and interactive. It is an effective way to engage students in pronunciation practice and improve students' reading skills.

The problem that often occurs in students when reading is pronunciation, students have difficulty in pronouncing vocal or consonant sounds correctly can affect comprehension and reading fluency. Lack of understanding of intonation and word stress in a sentence can make pronunciation sound unnatural and affect context understanding. Some students also have difficulty putting sounds in sequence, especially when reading long sentences. With this in mind, it is important to provide practice that focuses on pronunciation, and repeated practice can also help improve pronunciation in reaing skills.

Therefore, the researcher is interested in analyzing the perceptions among the students towards the use of Tongue Twister technique to improve English pronunciation with the title "Student Perceptions Utilizing Tongue Twisters Technique To Enhance Pronunciation In Reading Skill".

**RESEARCH METHOD**

Researcher in this research chose qualitative research as a research design to convey findings. According to Sugiyono (2018) who states that qualitative research is used to explore a problem and develop a detailed understanding of a phenomenon. Qualitative research design because this research involves phenomena that occur in the field compared to numerical data. Qualitative research is a research design that helps researchers to find out the real phenomena that have occurred. Qualitative research was chosen because the purpose of this research qualitative research was chosen because the purpose of this study was to find out students' perceptions and responses to the use of tongue twisters technique in teaching pronunciation in reading skills.

 Qualitative research is generally a narrative report and a very detailed and clear description. This is why the researcher decided to use descriptive analysis as the design of this study. Because the purpose of descriptive analysis is to describe a situation or phenomenon as it is, not to manipulate or give certain treatment to the object of research.

The researcher used three instruments in this study, namely field notes observation, in-depth interviews, and documentation.

1. Observation

 Observation is done to observe places, subjects, and activities. It involves the students' performance and the techniques used by the teacher in teaching pronunciation in English reading skills.

1. Interview

 The second instrument is the interview. The researcher used semi-structured interviews as one of the categories of more in-depth interviews.

1. Documentation

 The last instrument is documentation. Documentation to take pictures of data and videos needed by researcher.

**RESULT AND DISCUSSION**

In this section, the researcher would describe the research findings which gotten from the result of the research. The necessary data was gathered from three sources: observation, interview, and documentation. This data was organized using a coding sheet to facilitate understanding and discussion. The detailed data is presented below:

In this case, when making observations to find out the implementation of students using tongue twisters as a learning technique in pronunciation when reading. Tongue twisters are one of the effective methods to improve pronunciation. This technique involves practicing saying phrases or sentences that are difficult to pronounce quickly and correctly. This observation was conducted in class 7A at SMPN 01 Konang to see how the tongue twister technique can enhance students' pronunciation when reading.

When observing classroom learning activities using the tongue twisters technique, the first thing the teacher does is prepare a list of tongue twisters that match the students' ability level. For example: “She sells seashells by the seashore” or “Peter Piper picked a peck of pickled peppers.” Tongue twisters are chosen based on sounds and words that are often a challenge for students.

Next, the teacher asks the students to practice pronunciation. The practice session starts with saying the tongue twisters together slowly, then getting faster. Until the pronunciation of the tongue twister is heard correctly. Students are asked to focus on the clarity of each word and pay attention to proper intonation.

Students were asked to say the tongue twister individually in turn in front of the class. This helped to increase their confidence. So that the teacher is able to correct students' pronunciation errors one by one. After all students came forward and had spoken the tongue twisters in front of the class the teacher gave direct feedback on pronunciation and intonation.

After several practice meetings using the tongue twisters technique, many students showed significant improvement in their pronunciation. They are more able to pronounce words correctly and fluently. It can be seen from the observation that students who previously had difficulty with certain words showed improved clarity in speaking.

By using the tongue twisters technique students' confidence in reading aloud increased. They are more courageous to speak in front of the class and enjoy reading more. So that students feel more comfortable and confident in their abilities.

The results of observation implementation of tongue twister technique in English learning is proven to be effective in enhancing students' pronunciation in reading skill. This method not only helps to improve the technical aspects of pronunciation, but also increases students' confidence and engagement in the learning process.

Based on the results of interviews with four students of class 7A SMPN 01 Konang, this interview was conducted to get an overview of students' perceptions of the use of tongue twister techniques in improving their mastery of pronunciation, especially in reading skills. The tongue twister technique was chosen because it is considered effective in practicing articulation and fluency in English. And the Result of interview is:

R : What do you feel when the teacher uses tongue twisters as a learning technique in class?

I (1) : After practicing tongue twisters, I can feel the difference in my pronunciation when saying difficult words. I used to be wrong a lot, but now it's better.

I (2) : I feel excited because it’s fun way to learn and practice pronunciation

I (3) : I feel a bit nerves at first, but it really helps me improve my pronunciation

I (4) : I feel more engaged and interested in the lesson because it’s a different and enjoyable method.

From the results of the interview above, students felt that there was an improvement in pronunciation in English, especially when pronouncing difficult words and making their tongues fumble. The use of this technique is not only able to improve pronunciation, this technique can also increase students' confidence, here is the interview.

R : Do you feel confident using this technique?

I (1) : Yes, I feel confident using this technique because it makes learning pronunciation enjoyable and less stressful.

I (2) : I'm becoming more confident with practice, as the tongue twisters help me improve my pronunciation and fluency

I (3) : When I first tried it, I was nervous and shy. But after some practice, I felt more comfortable and brave to try again. So I became more courageous in reading aloud in front of the class. Usually I am afraid of being wrong, but this exercise helped me be more confident.

I (4) : Sometimes I feel a bit unsure, but overall, this technique is boosting my confidence in speaking.

This means that students' confidence increases by using the tongue twisters technique. So that students are no longer embarrassed when told to read English text in front of the class. But when learning using this technique, of course, there are also difficulties that hinder them from learning, this was conveyed by students during the interview.

R : What makes it difficult for you to use the tongue twisters technique?

I (1) : The tongue twisters are challenging because some of the words are hard to pronounce quickly.

I (2) : At the beginning, I found it very difficult to pronounce the words in the tongue twisters. Because there are some tongue twisters that are still difficult for me. But I see this as a challenge that makes me want to keep learning and learning so that I can master it.

I (3) : I find it difficult to keep up the speed without making mistakes, which can be frustrating.

I (4) : It’s tough to maintain the correct pronunciation while trying to say the phrases fast.

From the results of the interview above, of course, this technique is also a challenge for students. Especially introverted students who cannot make their voices loud. But with continued practice this makes this challenge their self-evaluation. Thus, this technique can be useful. As conveyed by students during interviews:

R : he last question What do you think are the benefits of using this technique?

I (1) : Using tongue twisters helps improve my pronunciation and speaking fluency.

I (2) : It makes learning more fun and engaging, which helps me stay motivated.

I (3) : This technique helps me become more confident in speaking and reduces my fear of making mistakes.

I (4) : I feel that my pronunciation is clearer when reading the text. I can pronounce the words better and faster. It really helps me in understanding the text.

From the interview results, it can be concluded that most students have a positive perception of the use of tongue twister technique in learning pronunciation in reading skills. They perceived improvement in pronunciation, confidence, and the usefulness of this technique in learning activities. Although some students experienced initial difficulties, they saw the exercise as a challenge that helped them enhance.

Pronunciation is an important part of learning English. According to Nabilla et al (2023) Pronunciation is the way a person pronounces words or sounds in their language. Learning English pronunciation is often a challenge for students, especially for those whose native language has a different phonetic structure. The tongue twister technique, or the practice of pronouncing phonetically difficult phrases or sentences quickly and correctly, has been implemented as a method to help improve students' pronunciation skills. In this study, pronunciation has the meaning of how students pronounce or pronounce a vocabulary in English, and in this study it is specific to students' reading ability. This study aims to understand students' perceptions of this technique tongue twister and how it affects their reading ability.

Most students reported significant improvement in their pronunciation skills. They felt more able to pronounce complex words more precisely. Student A stated that the tongue twister exercise helped correct the pronunciation mistakes they often made before. Student B also revealed that they became more focused on the sound details in each word. Repeated practice with tongue twister seems to help students improve articulation and recognize pronunciation errors independently. Tongue twister requires students to pay attention to each sound in the word, which helps them understand English phonetics better.

Some students feel more confident to speak and read aloud in front of the class after regularly doing tongue twister exercises. Students became more courageous to read in front of the class because they felt their pronunciation had improved. This increase in confidence is important because confidence is key in speaking and reading skills. When students feel confident in their pronunciation, they are more likely to actively participate in classroom activities and improve their overall language skills.

While many students found the tongue twister exercise useful, some of them also expressed the difficulties they faced. At first, pronouncing the sentences in tongue twister was very difficult. However, with consistent practice, they felt they were able to overcome the challenge. This initial challenge shows that tongue twister practice takes time and perseverance. Students who make it through the initial stages of difficulty tend to experience more significant improvements in their pronunciation. This emphasizes the importance of consistency and perseverance in practice.

The tongue twister exercise also had a positive impact on students' reading ability. They found it easier and faster to read the text after practicing tongue twisters. They also felt their pronunciation was clearer and intonation was better. Good reading skills require clear pronunciation and strong phonetic understanding. Tongue twister practice helps students in this aspect by strengthening their phonetic skills, which in turn improves reading fluency.

It can be concluded that students have a positive perception of the use of tongue twister technique in their pronunciation acquisition and reading ability. Although some students faced initial challenges, the perceived benefits were significant, including improved pronunciation, confidence and engagement in learning. The technique is not only effective in improving technical pronunciation skills but also makes the learning process more fun and engaging for students. In addition, teacher support and guidance are essential in helping students overcome initial challenges and maximize the benefits of this exercise.

**CONCLUSION**

Based on the research conducted on students' perceptions of the use of tongue twister technique for pronunciation acquisition, several conclusions can be drawn. First, most students felt that tongue twister technique is a fun and effective method in improving their pronunciation skills. Students feel more challenged and motivated to learn because this approach is different from conventional learning methods.

Secondly, the use of tongue twister technique significantly helped students in improving their pronunciation and fluency. Practice with tongue twisters makes students more aware of their pronunciation mistakes and encourages them to practice more in order to pronounce words correctly and quickly.

Third, although some students initially found it difficult and lacked confidence with this technique, they admitted that with constant practice, their confidence increased. The difficulties experienced were mainly related to the speed and complexity of the words in tongue twister, but this provided a positive challenge that improved their pronunciation skills.

Finally, students' general perception towards the use of the tongue twister technique was very positive. They appreciated the variety in teaching methods and felt that the technique was not only effective in improving pronunciation but also fun and motivated them to continue learning. Therefore, it can be concluded that the tongue twister technique is a useful and effective learning tool in pronunciation acquisition for students.

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