FOSTERING STUDENTS' PRONUNCIATION BY USING WHISPERING TONGUE TWISTER

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Abstract

This study was designed based on the results of observations of the pronunciation skills of eighth grade students at SMPN 1 Parepare, South Sulawesi. Many average students' pronunciation skills are categorized as low, making it difficult to speak English. The researcherss provide solutions by teaching pronunciation using the whispering tongue twister method to students with the concept of playing while learning. Therefore, the purpose of this study is to find out whether the use of the whispering Tongue Twister method can help students' pronunciation. The researcherss used the pre-experimental method with a group pretest and post-test design. The population of this study included all VIII grade students at SMPN 1 Parepare, with a sample size of 32 students in class VIII.4 as the experimental class. The sample selection used the purposive sampling technique and data collection using pretest and post-tests with the text read. The treatment was done in four meetings with two aspects of assessment, namely accuracy and fluency. In analyzing the data, researcherss used SPSS 29. The results of the data analysis show an improvement in student pronunciation. This is evidenced by the average score on the initial test of students, which is 33.84 and the average score on the final test of students, which is 45.84. After analyzing the data, the result of the probability is 0.001 and the significance value is 0.05. This indicates that H_0 was rejected and H_1 was rejected. It can be concluded that the use of the Whispering Tongue Twister method can foster students' pronunciation at SMPN 1 Parepare in the 2023/2024 school year.

Keywords: Accuracy, Fluency, Improvement, Pronunciation, Tongue Twister

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Nivedana: Journal of Communication and Language
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12

Abstrak

Penelitian ini dirancang berdasarkan hasil observasi terhadap kemampuan pelafalan siswa kelas VIII di SMPN 1 Parepare, Sulawesi Selatan. Rata-rata kemampuan pelafalan siswa banyak yang dikategorikan rendah, sehingga menyulitkan mereka dalam berbicara bahasa Inggris. Peneliti memberikan solusi dengan mengajarkan pelafalan menggunakan metode whispering tongue twister kepada siswa dengan konsep bermain sambil belajar. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan metode whispering tongue twister dapat membantu pelafalan siswa. Penelitian ini menggunakan metode pre-eksperimental dengan desain pretest dan post-test kelompok. Populasi penelitian ini meliputi seluruh siswa kelas VIII di SMPN 1 Parepare, dengan jumlah sampel sebanyak 32 siswa di kelas VIII.4 sebagai kelas eksperimen. Pemilihan sampel menggunakan teknik purposive sampling dan pengumpulan data menggunakan pretest dan post-test dengan teks yang dibaca. Perlakuan dilakukan dalam empat kali pertemuan dengan dua aspek penilaian, yaitu ketepatan dan kelancaran. Dalam menganalisis data, peneliti menggunakan SPSS 29. Hasil analisis data menunjukkan adanya peningkatan pelafalan siswa. Hal ini dibuktikan dengan nilai rata-rata pada tes awal siswa, yaitu 33,84 dan nilai rata-rata pada tes akhir siswa, yaitu 45,84. Setelah dilakukan analisis data, diperoleh hasil probabilitas sebesar 0,001 dan nilai signifikansi sebesar 0,05. Hal ini menunjukkan bahwa H0 ditolak dan H1 diterima. Dapat disimpulkan bahwa penggunaan metode Whispering Tongue Twister dapat menumbuhkan pelafalan siswa di SMPN 1 Parepare tahun ajaran 2023/2024.

Kata kunci: Ketepatan, Kelancaran, Peningkatan, Pelafalan, Bisik Berbisik, Tongue Twister .com

INTRODUCTION

One of the fundamental skills that has a significant impact on language development in English language acquisition is pronunciation. The wrong pronunciation can lead to the wrong meaning of the word (Yanuar, 2022). Without a solid grasp of pronunciation, it is difficult to speak English. That is one of the key elements of oral communication and also one of the first impressions of the interlocutor when starting a conversation. When speaking in English, the skill to use a good vocabulary is not the only thing that comes to mind. However, correct pronunciation is also an important aspect to pay attention to.

English pronunciation is crucial because even variations in the way a word is said or sounded might cause it to signify something entirely different from what it means. According to (Maiza, 2020), the system of vowels and consonants in English has a wide variety of sounds, making pronunciation difficult and confusing. It explains why it's so challenging for non-native

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

13

English speakers to deal with English pronunciation. Mispronunciations can be misleading; we must be able to pronounce English correctly to be understood by others and be able to recognize and understand their pronunciation. Bad English pronunciation will make it easy for people to misunderstand the speaker, and vice versa.

The students do not realize that they make some pronunciation errors when speaking or reading aloud in English. This usually happens because not all teachers pay much attention to their students' pronunciation (Hutabarat & Siantar, 2023). Moreover, with boring activities, it will make this skill scarier because the other problem is that the entire teacher of English original comes from Indonesia and is not a native speaker (Sinta & Saftari, 2021). Additionally, teachers do not have enough time to teach pronunciation, which makes many students think that pronunciation is not important. Therefore, pronunciation is often ruled out.

Students of different languages tend to make different sounds. Therefore, students have to practice a lot. In addition, teachers must also be able to use appropriate methods or media for learning pronunciation, such as the use of Tongue Twister. By employing Tongue Twister, students learn pronunciation in a more exciting and relaxed atmosphere. Fluency in pronunciation is strongly associated with their speaking and listening skills, as they are certainly basic to active communication (Febriani & Sya, 2022). Learning pronunciation by using Tongue Twister makes the student feel joyful, less anxious, and confident during the learning process. Most of the students are highly motivated to become active in learning English pronunciation by using Tongue Twister (Amar et al., 2019).

Based on pre-observations that have been made at SMPN 1 Parepare, especially in English subjects' grade VII.4, the problem of English pronunciation is very concerning. Most students do not pronounce words with the correct sound at all, even basic vocabulary. They only pronounce words based on the writing they read. Students generally struggle with pronunciation because their tongues are rigid, making it challenging to produce clear sounds. Students feel lethargic about learning more about English and pronunciation as a result of their lack of enthusiasm for learning English-related courses. This occurs when students have a negative view of the teacher's teaching strategy.

Nowadays, the use of online-based teaching media has become widely used in teaching pronunciation. Online resources and exercises for pronunciation are also widely available.

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

14

Online-based teaching media hs revolutionized pronunciation training, offering a variety of resources such as videos, interactive exercises, and pronunciatio. These tools often include features like voice recognition, allowing students to practice and receive immediate feedback. This condition is very conducive for both teachers and students, so that they can look for more, more varied, and more interesting learning resources (Rinaepi et al., 2022). However, based on observations made by the researchers, there are still many students who do not have smartphones, and the absence of Wi- Fi facilities at school makes it difficult for students to access the internet.

Moreover, with the implementation of the Merdeka Curriculum, students' class hours are extended to three times for each subject. That means that students' boredom levels will be higher while studying, so it takes an ice-breaking session to restore their enthusiasm for learning, and this is where the whispering Tongue Twister method comes in as one of the solutions to the problem. The whispering Tongue Twister method presents the game as a challenge to the flexibility of the tongue in saying every word that is almost the same quickly. Therefore, using the whispering Tongue Twister method can motivate students to be more enthusiastic about learning pronunciation.

Departing from some of the reasons for the importance of learning pronunciation that have been explained above and the relation to the problems that occur in schools, where the lack of student pronunciation skills is something that needs to be addressed, coupled with the extension of time due to changes in the education curriculum at school, this causes the emergence of boredom in students when carrying out learning. This triggered the researchers to use the whispering Tongue Twister method to foster students' pronunciation because it can be an icebreaker for students during a day of lessons. The whispering Tongue Twister method presents a game while learning pronunciation in the form of whispering Tongue Twister words in chains that can provide a positive atmosphere for students. For some reason, the researchers chose whispering Tongue Twister as a method to foster student pronunciation in the eighth grade of SMP Negeri 1 Parepare.

Tongue Twister is one of the educational games that aims to build pronunciation, especially in English. This method allows students to learn while playing because it provides a fun atmosphere while studying. Producing each word that sounds almost the same quickly will

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

15

certainly be difficult to do, so the flexibility of the tongue is very necessary. To obtain an example of a Tongue Twister, researcherss use Tongue Twister, the pronunciation app. This application provides many examples of Tongue Twister with different difficulty levels as a medium for teaching pronunciation. In addition, there is a Tongue Twister pronunciation sound feature that can be played repeatedly; it will be used by researcherss to measure students' pronunciation skills following the study's focus on fluency and accuracy.

Several previous studies show that Tongue Twister has an influence on fostering students' pronunciation. Azis et al (2021) investigated the use of the Tongue Twister technique in improving students' pronunciation. The study did not focus on improving the correct pronunciation of all English vowels and consonants, but only on six sounds. The results showed that the use of the Tongue Twister technique was effective in improving students' pronunciation. Tongue twisters can be a fun and engaging wat to enhance pronunciation skills. They challenge studnets to focus on their articulation and rhythm. In conclusion, based on the results of the study, the Tongue Twister technique is highly suggested and recommended to be used in teaching pronunciation.

Kuningan et al (2021) examine the effect of the ELSA Speak app on students' English pronunciation. English Language Speech Assistant stands for ELSA. Students' pronunciation skills can be improved by using this app to train them to sound like native speakers and foreigners. This study utilized a pre- experimental research design and quantitative methodology. A pretest and a final test were used to collect the data. The findings of the study showed that the post- test scores were greater than the pretest scores. This shows how the use of the ELSA Speak program helped the students' English pronunciation skills. Thoriq (2021) examines the use of Eminem's rap music in this study. The focus of this research was to understand how to connect sounds in songs. Information was collected through questionnaires and observation of the teaching and learning process when the material was applied. The data came from Google Forms and transcripts. The study results showed that students' enthusiasm increased, and students' post-test scores using the media increased significantly.

Shafwati (2022) conducted a study to determine whether the use of pronunciation applications has a significant effect on students' pronunciation skills by using a group pretest. The research subjects were undergraduate students of the English Education Study Program at

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id
16

FKIP, University of Lampung. One class consisted of 31 students who took the pronunciation course. Based on the data analysis, the researchers concluded that there was no significant difference in the students' pronunciation skills before and after being taught using the pronunciation app.

Kusumawati et al (2023) analyzed the use of Tongue Twister in improving students' speaking skills. The formulation of the problem in this study is based on the problems faced by MA Muhammadiyah Parboiling students, especially those who have difficulty speaking. The results showed that the use of the Tongue Twister was useful in improving students' speaking skills. This is seen from the Alternative Hypothesis, or Ha, accepted, which shows that Tongue Twister has a considerable impact on students' speaking skill. Also, Idami et al (2022) analyze the implementation of Tongue Twister teaching and learning processes as a technique to improve students' pronunciation. Teachers can choose the right teaching technique to increase students' interest in learning English. Tongue Twister become one of the alternative pronunciation teaching techniques to transfer knowledge to students. The results showed that the use of a Tongue Twister increased students' interest in learning and improved their' pronunciation.

Nirwana et al (2020) explained that the application of the Tongue Twister strategy affects students' pronunciation and vocabulary addition. The results revealed that students who use Tongue Twister can speak English more accurately and fluently because they have more flexible tongues. Several factors affect students' speaking outcomes when using Tongue Twister strategies in teaching oral tests. The first one, Tongue Twister, is not only categorized as an enjoyable game but also has other contributions, such as motivating and stimulating students to be more active in receiving material from the teacher. The results also show that the Tongue Twister strategy can arouse students' interest and motivation; in other words, the use of this strategy can help students speak English with fluency, accuracy of pronunciation, and a good oral test.

Based on the related research findings above, there are variations in objects, techniques, objectives, and results. Some researcherss focus on applying pronunciation with a narrow concentration on a few sounds, while others study the use of technology-based media like apps and music to train pronunciation. On the other hand, researcherss use the Tongue Twister technique to pick up vocabulary and speaking skills. According to several previous studies, it is rare to find research objects in junior high schools, but most research is carried out on campus and

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

17

in senior high schools. Therefore, researcherss will be using the whispering Tongue Twister method to foster student pronunciation.

METHOD

This research used pre-experimental research with one group pretest and post-test design. There was only one group contained in this pre-experimental research design. This design is conducted by giving a pretest, followed by a treatment, and then a post-test. The theoretical basis of this design is a pattern of an educational research (Gay, 2012). It aims to find out whether there was a significant effect of the Tongue Twister method on fostering students' pronunciation.

The population of this research was the student of class VIII SMP Negeri 1 Parepare for the 2023-2024 academic year are 307 students in totals. The researchers was used purposive sampling to choose one class that as sample of this research. The researchers chooses the Class VIII4 as sample of the research where the total of sample is 32 students.

The instrument of this research was an oral test consisting of pretest and post-test. The pretest aims to know the accuracy and the fluency of the students' pronunciation. Therefore, the post-test aims to know the students' improvement after giving treatment using Tongue Twister in teaching Pronunciation.

Before giving treatment, the researchers gave a pretest to the sample. The aim of the pretest is intended to know the students' skill in pronouncing English before giving the treatment. In this test, the researchers instructs the students to read the short story text with the title *SMP Merdeka's School Parade* and the researchers instructed each student to record themselves while reading the text to measure their skill in pronunciation skills especially Accuracy and Fluency.

In providing treatment, researcherss provide material and activities to the students through the Tongue Twister technique to foster pronunciation skills, which carried out for four meetings. The procedure of the treatment as follow; the researcherss was explained what is the Tongue Twister and gave some examples, the researchers formed 4 groups consisting of 8 students each group in the class, to start the challenge, the researchers showed Tongue Twister words from the *Tongue Twisters-the pronunciation app* to each group representative. Each class representative who gets a Tongue Twister whisper from the researchers, whisper the word heard in chains until the last group member. The last member of the group pronounces the word out loud. The

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

18

researchers corrects the students' pronunciation by repeating the Tongue Twister that has been given to each group followed by all students. the researchers gave each student the opportunity to repeat the Tongue Twister to make it more fluent and flexible. Data was collected through a pronunciation test which was analysed using quantitative analysis. The steps to be taken in the quantitative analysis are analysing the students' pronunciation skill used the following fluency and accuracy criteria.

RESEARCH FINDING AND DISCUSSION

Research Finding

The findings of this study show the results of the implementation of the Tongue Twister method in class VIII.4 SMPN 1 Parepare by collecting data from the pretest and post test results that had been given to students. It aims to determine the significance of the improvement of students' skill after the treatment used whispering Tongue Twister method, and the results of the data analysis.

Table 1. Scoring Classification of Pretest

No	Classification	Score	Pre-test F	Pre-test %
1	Very Good	85-100	0	0%
2	Good	75-84	0	0%
3	Fair	60-74	0	0%
4	Poor	40-59	11	34%
5	Very Poor	0-39	21	66%
Total			32	100%

Based on the table above, there are many students who got the minimum score classification. Thus, it proves that the students' pronunciation skill is lack. Most students got a very poor classification from the pretest results. The table above shows that there are five levels of score classification from a total of 32 students

namely very good, good, fair, poor, and very poor. Students who had been categorized as poor (34%) and very poor (64%). This shows that the students' pre- test results are still low.

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id
19

Table 2. Scoring Classification of Post-test

No	Classification	Score	Post-test F	Post-test %
1	Very Good	85-100	0	0%
2	Good	75-84	1	3%
3	Fair	60-74	3	9%
4	Poor	40-59	19	59%
5	Very Poor	0-39	9	28%
Total			32	100%

The table above shows the results of the classification of students' post-test scores which can be concluded that there was an increase in students' pronunciation skill from the results of treatment using the Tongue Twister method. It can be proven by the appearance of the table above that there is one student who categorized as good score classification (3%), fair (9%), poor (59%), and very poor (28%).

The results of the statistical analysis of students' pretest and post-test are presented in the table below:

Table 3. Statistic Analysis

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	33.84	32	11.136	1.969
	postest	45.84	32	12.407	2.193

Table above shows that the mean score of pretests (33.84) is higher than the mean score of post-tests (33.84). It means that the score of students was improving after the treatment. Thus, it can be concluded that giving treatment using the whispering Tongue Twister method had a significant effect on fostering students' pronunciation skill.

Based on pronunciation rubric in chapter II, there are two categories that has been check namely fluency and accuracy. From the result of the data analysis, the researchers wants to know the students' score from both pronunciation categories.

Table 4. Fluency and Accuracy Score

	Fluency	Accuracy
Pre-test	44.27	29.69
Post-test	47.4	38.02

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

20

The table above presents the average pretest and post-test scores of fluency and accuracy obtained by students before and after treatment. From the table it can be seen that there was a higher increase in accuracy compared to fluency after being given treatment using whispering Tongue Twister method. To see more clearly the difference in fluency and accuracy scores obtained by students, it is presented in the form of the following chart.

Figure 1. Fluency and Accuracy Score
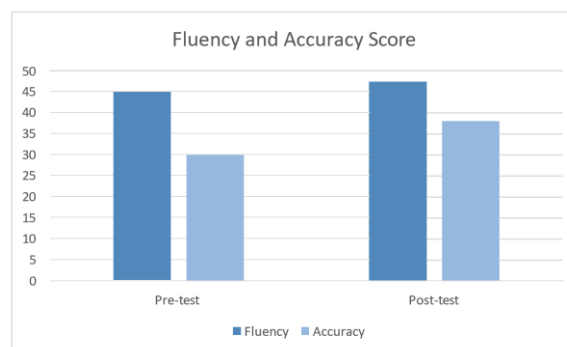
From the tables and charts presented above, it can be concluded that the use of the whispering Tongue Twister method at SMPN 1 Parepare can foster students' pronunciation skills, especially in accuracy.

Discussion

This study examines whether the implementation of the whispering Tongue Twister method can foster students' pronunciation skills. In this section, the researchers discusses the research findings related to the problem statement. The research objectives are also related to the purpose of this study, which is to find out whether the use of Tongue Twister can foster students' pronunciation. The researchers collected data by using pretest, post-test, and experimental teaching as instruments to answer the problem statement. Based on the results found after analyzing a series of data points, the following section discusses the findings of this study and answers the problem statement.

The researchers had analyzed students' pretest and post-test scores by highlighting two aspects of assessment, namely, accuracy and fluency. The results of this study proved that there was an increase in fluency and accuracy scores obtained by students after treatment using the Tongue Twister method. This is in line with research conducted by (Nirwana et al, 2020) who assumed that, the speaking accuracy and fluency of the students who performed the Tongue Twister technique had significantly improved. The Tongue Twister method can help students improve their pronunciation and also help the students' tongues be more flexible to speak English accurately and fluently.

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

21

Based on the results of statistical analysis regarding fostering students' pronunciation skills at SMPN 1 Parepare, it was found that the value of students' pronunciation skills before doing treatment using the whispering Tongue Twister method is still categorized as low. This assumption is supported by the results of the pretest scores, which show that more students scored very poorly. From the pretest results, which were still categorized as low, the researchers gave treatment by using the whispering Tongue Twister method in teaching pronunciation for four meetings. After being given treatment, the researchers then conducted a post-test to find out the difference in students' skills after being given treatment and obtained the mean value of the pretest, which was 33.84 while the post-test was 45.84. This means that the post-test value is greater than the pretest value, and based on the results of the hypothesis test, a significance value of 0.001 was obtained, which means it was smaller than the value of $\alpha = 0.005$, causing the null hypothesis to be rejected and the alternative hypothesis to be accepted.

Based on that description regarding the students' pronunciation, it can be concluded that there was a significant effect of using the Tongue Twister method to foster the students' pronunciation in class VIII.4 students at SMPN 1 Parepare, the results of this study are also in line with (Bayu & Mustafa ,2020). They mentioned that using Tongue Twister can be applied to teaching pronunciation and makes students interested in following the learning process, which can improve students' pronunciation. Meanwhile, (Haz et al., 2022) also mentioned that there was an improvement in students' pronunciation after the implementation of the Tongue Twister method. Additionally, (Azis et al., 2021) concluded that the use of the Tongue Twister Technique was effective in improving students' pronunciation.

Based on the results of the analysis of pronunciation, the researchers found that there was an improvement in accuracy in the pronunciation skill of students in SMPN 1 Parepare, which was in line with the results of the theoretical study described by Bailey (1994) in chapter II, which says that the whispering Tongue Twister method is very interactive and challenging because students have to memorize Tongue Twister sentences and whisper them to their group members so that the results of students' whispers will vary depending on the listening skills and language competence of the students. The theory is in line with the results of this study, where the improvement in accuracy skills is influenced by the whispering Tongue Twister method, which requires students to memorize sentences, say them repeatedly to make sure they are correct, and then whisper them to other group members.

The whispering Tongue Twister method is also how each group competes to say the Tongue Twister correctly so as to get appreciation from other groups. Therefore, each student is very careful when pronouncing the Tongue Twister to ensure that each word is pronounced with the right

Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

22

pronunciation. This triggered an improvement in students' pronunciation accuracy. While in fluency, the improvement is low due to the level of flexibility of the tongue when pronounce Tongue Twister. This is due to each word being almost the same and pronounced quickly as well. From some of the enlightenments above, the researchers concludes that the whispering Tongue Twister method can foster students' pronunciation, specifically accuracy and fluency.

CLOSING

This research was conducted to prove the students' pronunciation development by using the whispering Tongue Twister method at SMPN 1 Parepare. After conducting an experiment to test students' pronunciation skills, the researchers analyzed the results of the experiment and then considered the findings. The researchers has analyzed and determined that teaching pronunciation using the Tongue Twister method is quite appropriate. The whispering Tongue Twister method has a significant effect on the pronunciation skill of eighth grade students at SMPN 1 Parepare. This has been proven from the average scores of pre- tests and post-test where the pretest result is 33.84 while the post-test is 45.84 which means there is a difference before   and after the experiment. In brief, the use of the whispering Tongue Twister method can foster students' pronunciation.

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Nivedana: Journal of Communication and Language
Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 6, Number 1, January – March 2025 / nivedana@radenwijaya.ac.id

23

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24