Students' Perceptions on The Use of Tongue Twisters in Learning Pronunciation

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Abstract

This study aims to investigate and describe students' perceptions of the use of the Tongue Twister technique in learning pronunciation in the eighth grade of SMP Negeri 24 Banjarmasin. The subject of this research is 29 students of VIII B. The method of this study is a descriptive qualitative study. The data were collected by using questionnaire and interview. The researcher analyzed the data by organizing, categorizing, and interpreting the data. The result of this study showed that students perceived that Tongue Twisters are useful for their learning pronunciation to help the students to pronounce the sounds easily. Students feel enjoyment and confidence in learning pronunciation using Tongue Twisters. Furthermore, students perceived that Tongue Twisters could increase their motivation in learning pronunciation. However, some students perceived that Tongue Twisters do not help them to pronounce the words. They perceived that Tongue Twisters make them feel stressed, thus it cannot increase their motivation in learning pronunciation. They also perceived Tongue Twisters are annoying because the classroom condition becomes noisy which makes them less concentrated. In conclusion, students' perceptions of the use of Tongue Twisters in learning English pronunciation are positive even though, in some aspects, they still perceived negatively.

Keywords: *tongue twister, learning, pronunciation, eighth grade, perceptions.*

INTRODUCTION

Language is used for communicating and interacting purposes with other human beings. Human languages have characteristics. One of these is that it is language systematic in nature. A language is basically spoken. The spoken type of language is closely related to the pronunciation system (Ramadan, Fatchul Mu'in, and Dini Noor Arini, 2019). Pronunciation is an essential thing in helping students to be able to speak in English because it is one of the English language components which have a necessary function in communication. According to Mulatsih (2015:295), pronunciation is speech sounds production for communication. It is the most challenging area of English since there are differences between the symbol and its sounds. Pronunciation is the way people say a word or how a language is usually spoken. It is the act or result of producing the sounds of speech, including stress, intonation, rhythm, and often regarding some standard of correctness or acceptability articulation (Schaetzel and Ling Low, 2009:1). Unfortunately, it is common knowledge that a large number of teachers ignore pronunciation in language learning; thus, many learners also ignore it. According to Szynalski and Wójcik (2006:1), almost all learners of English claim that they do not need

to study pronunciation. Many of them are convinced that it is simply a waste of time. However, Levis (2015:3) argues that teachers throughout the world recognize the importance of pronunciation; they have repeatedly reported feeling inadequate in addressing this area of language teaching. Surveys of student need consistently show that our learners feel the need for pronunciation work in the classroom (Crofton-Martin, 2015:10).

Thus some sort of teaching and learning pronunciation in the classroom is essential. In this relation, Fatchul Mu'in and Sirajuddin Kamal argue that the importance of pronunciation is based on the fact that " a language is basically spoken" (2006). Also, referring to the statement of Levis (2015:3) and Crofton-Martin teaching pronunciation is needed because of the consideration of learners' pronunciation needs and how these inhibit successful communication is a useful basis on which to assess. In this era, the teachers are expected to be creative in the way of teaching pronunciation using methods, techniques, or media to help students to learn English pronunciation in the classroom. Sandra Indriani et al. argue that it is necessary to create a classroom interaction in such a way to enhance the development of speaking skills (2019). Besides, students should be aware of their pronunciation errors and then practice more in their learning English pronunciation using techniques that they enjoy using to make their English pronunciation better (2015:10). Pronunciation becomes key to achieve the received talks in the English language (Ellya Arrumaisa et al., 2019). Improper pronunciation may result in phonological interference.[1]

There are several techniques in teaching pronunciation (Fatchul Mu'in, 2018); one of them is teaching pronunciation through Tongue Twisters. A tongue twister is a sentence or phrase that is proposed to be hard to state, particularly when rehashed rapidly and regularly (Stuckey, 2009:1). The teachers need the phonetic and phonemic knowledge for the sake of teaching pronunciation (Nanik Mariani and Fatchul Mu'in, 2007).

Therefore, Tongue Twister is perceived as a potentially ideal pronunciation exercise for learning pronunciation, as they offer repetition of a sound or a group of sounds, along with the stress, rhythm, and intonation of natural speech (Proši –Santovac, 2009:160). Tongue twisters have also been used in scientific research as part of the effort to prove reading silently still requires speech articulation as if the words were being read aloud. Several researchers have researched Tongue Twisters in teaching pronunciation to improve students' learning pronunciation. Based on the research conducted by Sitoresmi (2016: 598), tongue twisters are helpful drills to enhance motivation, class condition, and pronunciation ability. Furthermore, the study of the use of tongue twister conducted by Fatchul Mu'in et al. (2017:365) that tongue twisters is viewed as advantageous by the students as they saw that rehearsing tongue twisters developed upbeat learning and it helped them to enhance their pronunciation, familiarity, and motivation in learning English pronunciation. Soviatu Zahra, Fatchul Mu'in, and Nasrullah also argue that "In learning a foreign language, affective consideration such as self-esteem cannot be denied. Self-esteem has been found to play a significant role in the student's speaking ability

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[1] Fatchul Mu'in. 2017. Phonemic Interference of Local Language in Spoken English by Students of English Department of Lambung Mangkurat University. Journal of Language Teaching and Research , 8 (1). ISSN 1798-4769

(2019). This is supported by Rustam Effendi &Fatchul Mu'in, argueing that there are two factors that influence learning and teaching of language: linguistic and non-linguistic problems.[2] The verbal ability must be supported by proper pronunciation.

Additionally, Lindawati and Paath (2013:42) found that the students give good responses toward the use of Tongue Twisters in their class because Tongue twisters could help the students to practice to pronounce English words correctly and tongue twisters as media to teach pronunciation was very useful and could make their anxiety reduced in class. Based on the result of the preliminary study in SMP Negeri 24 Banjarmasin, the researcher interviewed the English teacher; the teacher stated that pronunciation is one of the most important things related to English learning process since in the language feature on the syllabus Curriculum 2013 there are some aspects; grammar, vocabulary, and pronunciation. Therefore, teachers need to convince their students that having better pronunciation because it will give them benefits in learning English. The teacher also added that she taught pronunciation together with teaching speaking skills. Pronunciation is one of the assessments for speaking skills written in the lesson plan. Pronunciation was taught in the while-activity or warm-up activity where the teacher invited students to do repetition.

After interviewing the teacher, the researcher observed a teaching-learning process in the English classroom. During the researcher's observation, it was found that the teacher used the Tongue Twisters in the classroom to teach pronunciation. Tongue Twisters were created by the teacher related to the topic of today's lesson such as the topic about adjective comparison degree and simple present tense. The teacher asked the students to do listen and repeat to make students able to pronounce the words correctly. During the observation, the researcher found that the students enjoyed learning pronunciation using Tongue Twisters. They participated well in the classroom during the pronunciation teaching-learning processes by using Tongue Twister.

In light of some research above, it very well may be seen that hypothetically, the use of Tongue Twister in learning pronunciation is a successful way. In any case, based on the preliminary study, it can be questioned that what the students' perceptions of Tongue Twisters as the technique used by the teacher in the teaching and learning process are? Do students show signs of positive or negative attitudes due to the use of Tongue Twister as the technique? What are students' perceptions of Tongue Twister in learning pronunciation?. Therefore, as highlighted by researchers such as Harmer (2007:24) and Brown (2009:58), it is important for teachers to gain a deeper insight into their learners' beliefs and needs. It is clearly beneficial for teachers to better understand their students' previous learning, motivation, and objectives as well as attitudes towards and perceptions of language and language learning, to inform classroom practice. Different aspects can bring up different perceptions about the lesson they received, the material that is given by the teacher and the teaching technique used by the teacher in delivering the lesson (Sulaiman, 2017:93). In terms of psychological aspects, different perception of students is an interesting thing, because everyone has different perceptions of the same object that been caused by many background factors. Perception is important because a person and

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[2] Rustam Effendi & Fatchul Mu'in. 2018. Non-linguistics Problems in Teaching of Indonesia Language. in https://www.shs-conferences.org › shsconf › pdf › shsconf_ichss2018_03002

other behaviors are not the same on the same object. According to Dalyono (2015:227), perception is the ability of an individual to observe or recognize the stimulation of something so that it impresses into understanding, knowledge, attitude, and presumption. Furthermore, there is evidence to suggest that learners' own perceptions may affect their success in language learning acquisition (Cenoz and Garcia Lecumberri, 1999:5, as cited in Brown, 2009). Since perceptions and learning are related to each other. It can be seen from the aspects of both perceptions and learning. The aspects of perceptions are aspects of cognitive, aspects of affection, and aspect of psychomotor (Waginto, 2010: 200) it is in line with Suprijono (2009:13) that stated learning has three main domains; cognitive domain, affective domain, and psychomotor domain.

Furthermore, the use of Tongue Twisters in learning pronunciation can give positive and negative perceptions among the students. Some students might give positive perceptions and other students might give negative perceptions. According to Prošic-Santovac (2009:167), some students perceived that Tongue Twister is a decent way, helpful, fascinating and alluring in learning pronunciation. While other students perceived that Tongue Twisters are certainly not something worth being thankful for, futile, not intriguing and less appealing. Based on the different perceptions among the students, the researcher wants to analyze their perception related to the aspects of perception. It is needed because the researcher needs to know students' feelings and students' response to the technique that the teacher uses. As mentioned before that perception is one aspect of psychological background that can have different results. Based on the statement, the researcher intends to conduct a study that focuses on students' perceptions of the use of the Tongue Twister technique in learning English pronunciation.

THEORICAL BACKGROUND

Perception is an individuals' ability to observe something, and then they interpret it into understanding, attitude, and knowledge. There are two kinds of perceptions, positive perception and negative perception (Irwanto, 2002: 37). Positive perception is the point at which somebody positively sees something or the world, for the most part, according to Irwanto (2002: 38) somebody with positive perception will bring numerous positive things

to come on their life and they generally feel cheerful and make the most of their life. While negative perception is an antagonistic perspective of a person towards something or the world that they see. Somebody with negative perception more often than not observes the world in a negative way (Irwanto, 2002: 38). Ferreira (2008:225) states that students' learning performance is positively impacted by the positive perceptions that students bring to the subject and also negative perceptions have a negative impact on students' learning performance. According to Walgito (2010: 200), perception contains three components that create behavior structure; they are cognitive, affective and conative.[3]

In the world of teaching and learning, students' perceptions are very crucial because teachers, lecturers, and instructors need to take students' preferences into

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[3] See also Fatchul Mu'in, Yusuf Al-Arief, Rizky Amelia, and Raisa Fadilla. 2018. 'Investigating Teacher Professional Development: English Teachers' Learning Activities as Learners' in *The Asian EFL Journal December 2018, Volume 20, Issue 12.2, pp 333 – 369.*

consideration before they come up with teaching materials and lessons. Apart from that, teachers also need to consider students' prior knowledge even though it can be a challenge to the teachers. This process is the same when teachers are setting question papers. Students have different perceptions when their teachers use different approaches and methods in classes (Sulaiman, 2017:93).

Learning pronunciation is very much a "must" for any English language learner because the ability to pronounce each word correctly is a basic and essential skill to avoid misunderstanding between the speaker and the hearer in oral communication (Jahan, 2011:37). Based on the statements above, pronunciation is the way people produce the sounds of a language that the speakers use to make meaning in acceptable aspects either suprasegmental and segmental. There are several factors that can affect learning pronunciation, the factors that should be considered: native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good pronunciation, and criteria for good pronunciation (adapted from Kenwothy 1987:4-8 as cited in Brown 2001:284-285). According to Herman (2016:4), some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors. According to Bilash (2011), there are some considerations of proper pronunciation; consistency means that the pronunciation should become smooth and natural, intelligibility means that the pronunciation should be understandable to the listeners, and communicative efficiency means that the pronunciation should help convey the meaning intended by the speaker. In learning pronunciation, learners' role is important. According to Kenwothy (2002:3) the fact that ultimately success in pronunciation will depend on how much effort the learner puts into it. A major theme of part one will be the importance of the learners' willingness to take responsibility for his or her own learning. The teacher may be highly skilled at noticing mispronunciations and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal. In another term, the awareness from the students itself is important, so the learners need to check their pronunciation aspect after they produce the word from their tongue or they must consul to their teacher or dictionary.

The teacher might use several strategies in order to make students learn better pronunciation. Fatchul Mu'in, et al. (2018) listed the techniques are being used to teach and can be used to learn pronunciation; they are Tongue Twisters, repetition, drilling, taboo games, and phonological awareness.

According to Stuckey (2009:1), tongue twisters are words, phrases, or sentences containing alliteration that are difficult to say because of a varying combination of similar sounds. They can be very challenging as well as motivating and fun to learn because many tongue twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, and then the same sequences of sounds with some sounds exchanged (Rohman 2016:25).In addition, Tongue twister is enjoyable. Tongue twisters can help the students to use the intonation better and better (Samir, 2017:20). Besides that, it can make the English lessons very enjoyable by taking the attention of the students at once. A tongue twister is fun (Samir, 2017:20). Using tongue twister is a fun way to teach pronunciation. It's particularly a good technique to teach sounds and increase the

students' speaking ability. The students should not focus on speed while practicing Tongue Twisters. If the students say tongue twister at a reasonable speed, they can learn the correct sound and the pronunciation correctly (Samir, 2017:20). According to Cintron (2011), Tongue Twisters are hard to say because the repetition of the same phonetic sound creates issues with pronunciation and clarity of words.

Native English speakers find great fun in learning tongue twisters because many people turn them into games to see how many people can say them three times, fast. Tongue Twisters are a cost-effective tool for teachers to help improve pronunciation. Dea R. Ananda et al argue that improper pronunciation can be improved through direct oral feedback.[4]

RESEARCH METHODOLOGY

a. Research Design

This study employed the qualitative method with a descriptive research design. Since this study is purposed to give an understanding of the instance of students' perceptions of the Tongue Twister technique in learning pronunciation. The descriptive research design was chosen based on the research objective which is to investigate students' perceptions of the Tongue Twister technique in learning pronunciation.

b. Participant

The participant of the research is all of the eighth-grade students at SMP Negeri 24 Banjarmasin. In almost qualitative research, the sample is chosen using a purposive sampling technique (Fraenkel, 2012:430). The class chosen in this research was the class which has been taught using Tongue Twister to learn their English pronunciation. At that point, the chosen class was VIII B consisted of 29 students.

c. Instrument

An instrument played an important role in research in the sense that the reliability of the instruments influence the reliability of data obtained. The problem was identified by using two elements; questionnaire and interview.

d. Data Collection

The questionnaire is distributed to 29 students in the classroom. The students had to answer 26 questions related to their perceptions toward the use of tongue twister in learning English pronunciation. The questionnaire was conducted on May 8th, 2018. The interview technique was held at the end of the research after answering the questionnaire

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[4] Dea R. Ananda, E.R Febriyanti, M. Yamin, F. Mu'in.2017. "Students' Preferences toward Oral Corrective Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016"- *Theory and Practice in Language Studies 7 (3), 176-186.*

and after the questionnaire was analyzed. The interview was conducted, to 14 students. The researcher interviewed a number of students who have different answers to the questionnaire. The researcher interviewed 7 students who answered yes, 3 students who answered so-so and 4 students who answered no. During the interview, the researcher did not interrupt the correspondences' explanation, but the researcher asked questions related to the students' answers whenever it's necessary to clarify or to get further information. The interview was recorded and transcribed. It was conducted on May 15th, 2018.

e. Data Analysis

According to Ary, Jacobs, and Sorensen (2010:481) data analysis is the most complex and mysterious phase of qualitative research, but we believe they can be described in three stages; organizing and familiarizing, coding and reducing, and interpreting and representing.

1. Organizing and Familiarizing.

The first stage in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. The researcher organized the data from the questionnaire by counting the frequency of students' answers to each question. Then, for an interview, the researcher made the transcription of the interview from the recordings. The researcher did not change words or phrases to make them grammatically correct because it may inadvertently change the sense or meaning of what was said.

2. Coding and Reducing

After familiarizing with the data and organizing them for easy retrieval, the researcher began the coding and reducing process. This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. The collected data then was selected and arranged. In this case, the data collected by the researcher was quantitative data that changed into qualitative data for taking the conclusion. The data that are obtained from questionnaires are changed into percentages by using the formula (Sugiyono, 2017) below:

$$\frac{F}{N} \times 100\% = A\ \%$$

F: frequency of answers

N: Number of the sample which is observed

A: percentage of students' answer to each question.

After the data from the questionnaire are changed into percentages the researcher put them into three categories based on the aspect of perceptions. The researcher also categorized the data from an interview based on their answer on the transcription.

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations to (Ary, Jacobs, and Sorensen, 2010:490). The researcher interpreted data with the provisions of the scale decided as follows:

Table

Content Percentage Scale

No	Percentage	Interpretation
1.	60%-100%	Very Positive
2.	50%-59%	Positive
3.	31%-49%	Negative
4.	1%-30%	Very Negative

After interpreting the data, the researcher represented the data. How the researcher represents the findings is also influenced by the qualitative approach taken and by the types of data analyzed. Representation involves how the data are presented to (Ary, Jacobs, and Sorensen, 2010:491). The researcher represented the findings from the questionnaire using a stacked bar chart and a detail explanation. Then, the findings from the interview were represented in a short description.

RESULT AND DISCUSSION

The Students' Perceptions on the Cognitive Aspect of the Use of Tongue Twisters

4.1.1 Result from Questionnaire

In the cognitive aspect, the questions are focused on students' perceptions toward the usefulness of Tongue Twister technique in learning English pronunciation. Below are the chart data from 13 statements and the detail explanation from the charts.

Figure 1

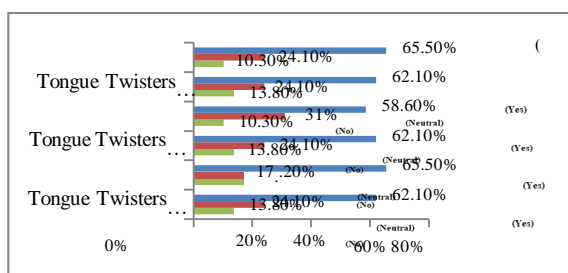The Result of Students' Perceptions toward the Usefulness of Tongue Twisters

Figure 4.1 describes students' perceptions toward the usefulness of Tongue Twisters in learning pronunciation. It shows that almost all of the students (62.10 percent) perceive that Tongue Twisters are beneficial in learning pronunciation, meanwhile least of students

(24.10 percent) perceive that Tongue Twisters are not really helpful in their learning pronunciation, and the rest of students (13.80 percent) perceive that Tongue Twisters are not beneficial in learning pronunciation. Furthermore, almost all of the students (65.50 percent) agree that Tongue Twisters help them to learn pronunciation, while the least of students (17.20 percent) argued that Tongue Twisters do not really or barely help them to learn pronunciation. In addition, indicates that most of the students (62.10 percent) state that Tongue Twisters are needed in English classrooms, though the least of students (24.1 percent) state that Tongue Twisters are not really needed in the English classroom. Meanwhile, the least of the students (13.4 percent) state that Tongue Twisters are not needed in the English still classroom.

In fact based on figure 1, it indicates that more than half of students (58.60 percent) perceive that Tongue Twisters have an important role in their learning pronunciation, while almost half of students (31 percent) perceive that Tongue Twisters do not really have an important role in their learning pronunciation, and the rest of them (13.80 percent) perceive that Tongue Twisters do not have an important role in their learning pronunciation. Further, the data shows that that almost all of the students (62.10 percent) perceive that Tongue Twisters have some effects on their pronunciation, nonetheless least of students (24.10 percent) perceive that Tongue Twisters do not really have some effects on their pronunciation, as well as least of students (13.80 percent) perceive that Tongue Twisters do not have effects on their pronunciation. Furthermore, almost all of the students (65.50 percent) state that Tongue Twisters influence their pronunciation, while least of students (24.10 percent) state that Tongue Twisters do not really indicated their pronunciation, as well as least of students (10.30 percent) states that Tongue Twisters never affect their pronunciation.

Figure.2

The Usefulness of Tongue Twisters on Students' Pronunciation
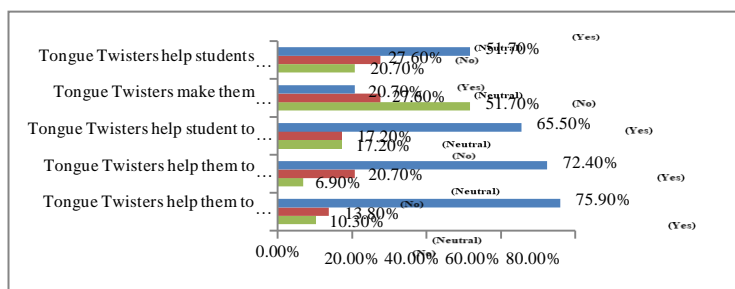

Figure 2 still describes students' perceptions toward the usefulness of Tongue Twisters in learning pronunciation. It indicates that almost all of students (75.90 percent)
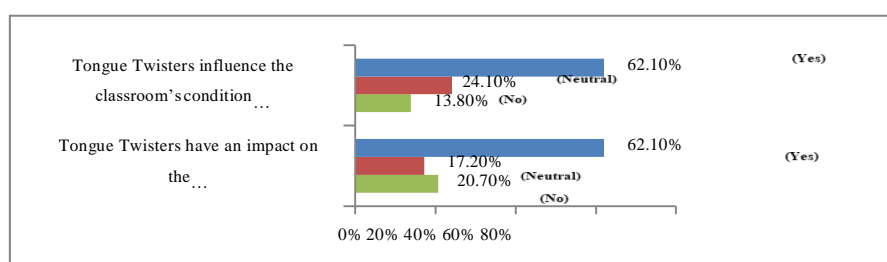
perceive that Tongue Twisters help them to pronounce the words which students have not known before, only least of students (10.30 percent) perceive that Tongue Twisters do not help them to pronounce the words which students have not known before, as well as least of students (13.80 percent) perceive that Tongue Twisters do not really help them to pronounce the words which students have not known before. Further, almost all of students (72.40 percent) state that Tongue Twisters help them to correct their pronunciation error, however

least of students (20.70 percent) argue that Tongue Twisters do not really help them to alter their pronunciation error, and yet least of students (6.90 percent) say that Tongue Twisters do not help them to change their pronunciation error. Moreover, almost all students (65.50 percent) perceive that Tongue Twisters help them to pronounce the difficult words, although the least of students (17.20 percent) perceive that Tongue Twister does not help them to pronounce the difficult words.

According to figure 4.2, it shows that least of students (20.70 percent) perceive that Tongue Twisters make them challenging to memorize the words, other than that other least of students (27.60 percent) perceive that Tongue Twisters do not really make them difficult to memorize the words, whereas almost all of the students (51.70 percent) perceive that Tongue Twisters do not make them difficult to memorize the words. Furthermore, almost all of students (51.70 percent) perceive that Tongue Twisters help them to memorize the words, while least of students (27.60 percent) perceive that Tongue Twisters barely help them to memorize the words, as well as other least of students (20.70 percent) perceive that Tongue Twisters do not help them to memorize the words.

Figure.3

Students' Perceptions toward the Effect of Tongue Twisters

According to Figure 3 almost all of students (62.10 percent) perceive that Tongue Twisters have an impact on their classroom's condition and atmosphere, even though least of students (20.70 percent) perceive that Tongue Twisters do not have an impact on their classroom's condition and atmosphere, and other least of students (17.20 percent) perceive that Tongue Twisters do not really have an impact on their classroom's condition and atmosphere. Furthermore, it indicates that almost all of the students (62.10 percent) perceive that Tongue Twisters influence their classroom's condition and atmosphere. However, least of students (20.70 percent) understand that Tongue Twisters do not influence their classroom's situation and atmosphere, and the other least of students

(17.20 percent) recognize that Tongue Twisters do not really affect their classroom's location and atmosphere.

Result from Interview

Half of the students stated that Tongue Twisters are needed to be used in teaching-learning English pronunciation because it makes them easier practice how to pronounce the words in English (students 2), it also helps us to practice pronunciation in English and shows which words or sounds that are difficult for us (students 6). Furthermore, Tongue Twisters are needed to be used in teaching-learning English pronunciation because it makes them aware of their pronunciation errors (student 11), and it helps them to fix their pronunciation (students 5). However, some students argue that Tongue Twisters are not needed to be used in teaching-learning English pronunciation because they think it is difficult to understand and to catch the pronunciation of the words because the words on Tongue Twisters are difficult. During the teaching-learning English pronunciation, they cannot detect the words of Tongue Twisters too well.

Least of students perceive Tongue Twister is not useful for them in learning English pronunciation. On the other hand, half of the students recognize Tongue Twister is useful for them in learning English pronunciation because it helps them to know the pronunciation in English and helps them to pronounce the words in English easily. The impacts they feel after learning pronunciation using Tongue Twisters are their pronunciation become better because they know how to pronounce it, they quickly remember the words and the pronunciation of the words itself, and they can practice their pronunciation in a fun way.

Some students have positive perceptions about the conditions and atmosphere of learning in the classroom that is affected by the use of Tongue Twister. They stated that the classroom becomes interesting and enjoyable. They can pronounce the words easily when they use Tongue Twisters without being afraid of making mistakes because whenever they pronounce the sentences in Tongue Twisters they laugh all together.

However, other students have negative perceptions about the conditions and atmosphere of learning in the classroom that is affected by the use of Tongue Twister. They stated that the classroom becomes noisy during the process of teaching-learning English pronunciation because when the teacher reads the tongue twister text in front of the class, the students make a loud noise by laughing or they ask about what the teacher read in the same time because of confusion with what they heard (student 14), inconsequently it makes them less concentrated, and they do not really understand the words, thus they feel Tongue Twisters are boring.

The Students' Perceptions on the Affective Aspect of the Use of Tongue Twisters

In the affective aspects, the questions are focused on perceptions toward students' feelings on the use of tongue twister in students' learning pronunciation. Below are the chart data from 6 statements and the detail explanation from the charts.

Figure 4

Students' Perceptions toward their feelings on the Use of Tongue Twisters
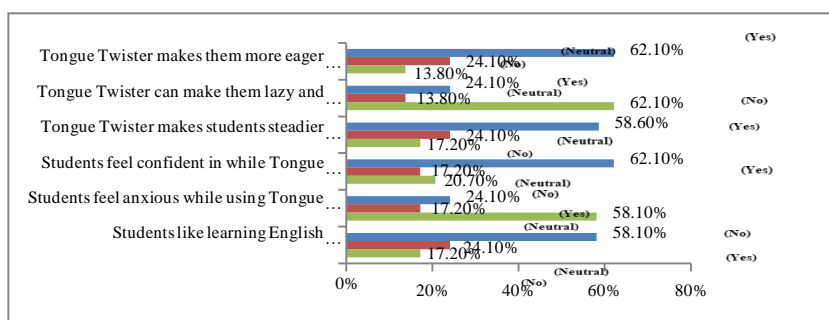

Figure 4 describes the perception of students' feelings in the use of Tongue Twisters in their learning pronunciation. It indicates that more than half of students (58.6 percent) stated that they like and enjoy learning English by using Tongue Twister, while the least of students (24.1 percent) feel normal, they do not really like it or enjoying it. Additionally, the least of students (17.2 percent) do not like and enjoy learning English by using Tongue Twisters.

Furthermore, it indicates that the least of students (24.1 percent) feel anxious using Tongue Twisters when they learn pronunciation, and the other least of students (17.2 percent) do not really feel anxious using Tongue Twisters when they learn pronunciation. Nevertheless, more than half of students (58.1 percent) do not feel anxious using Tongue Twisters when they learn pronunciation. Moreover, according to figure 4.4, it shows that almost all of the students (62.1 percent) stated that they feel confident when using Tongue Twister in pronunciation learning. However, the least of students (17.2 percent) feel so-so when using Tongue Twister in pronunciation learning, as well as the other least of students (20.7 percent), said that they do not feel confident when using Tongue Twister in pronunciation learning.

According to figure 4, it shows that more than half of students (58.6 percent) stated that they become steadier in learning pronunciation utilizing Tongue Twister since it makes it simple to articulate words, while least of students (24.1 percent) stated that they do not become steadier in learning pronunciation utilizing Tongue Twister. Another least of students (17.20 percent) reported that they do not become steadier in learning pronunciation using Tongue Twister even though it makes it simple to articulate words. Moreover, it indicates that almost all of the students (62.1 percent) stated that Tongue Twister makes them more eager about learning pronunciation. However, the least of students (24.1 percent) said that Tongue Twister makes them not eager about learning pronunciation. Another least of students (13.8 percent) reported that Tongue Twister does not make them more enthusiastic about learning pronunciation.

Further, it shows that the least of students (24.1 percent) state that Tongue Twister makes them lazy and bored in learning pronunciation. Additionally, the other least of students (13.8 percent) state that Tongue Twister makes them feel nothing in learning pronunciation. On the other hand, almost all of the students (62.1 percent) state that Tongue Twister never makes them lazy and bored in learning pronunciation.

Result from Interview

Most of the students perceive that they like learning English pronunciation through Tongue Twister because the use of Tongue Twister could create an exciting and challenging learning process because Tongue Twister is challenging to pronounce, but it makes them want to practice more. However, a small portion of students stated that they do not like learning English pronunciation through Tongue Twister because the words in Tongue Twister is challenging to understand and confusing. They also noted that the use of Tongue Twister is tiresome because during the process of teaching-learning English pronunciation in the classroom teacher asks them to repeat the problematic words of Tongue Twister. Moreover, they feel lazy in learning pronunciation using Tongue Twister because they feel shy and worried about mispronouncing the words of a Tongue twister.

The Students' Perceptions on the Psychomotor Aspect of the Use of Tongue Twisters Result from Questionnaire

In the aspect of psychomotor, the questions are about students' perceptions toward motivation on the use of tongue twister in students' learning pronunciation. Below are the chart data from 2 statements and the detail explanation from the charts.

Figure 5

Students' Perceptions toward the Effect of Tongue Twisters on their Learning Motivation
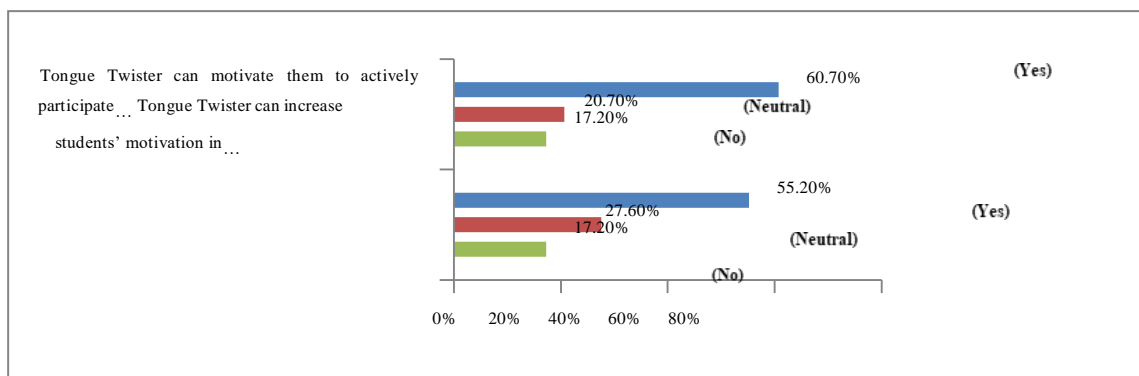

Figure 4.5 indicates that more than half of students (55.2 percent) state that Tongue Twisters can increase students' motivation in learning better English pronunciation. However, the least of students (24.1 percent) perceive that Tongue Twisters can increase students' motivation in learning better English pronunciation. Also, the least students (17.2 percent) stated that they are not motivated to learn better English pronunciation.

Furthermore, according to figure 4.5, it indicates that almost all of the students (60.70 percent) said that Tongue Twister motivates them to participate in the learning activities and teaching pronunciation process, while least of students (20.7 percent) stated that they do not really drive in the process of learning and teaching pronunciation using

Tongue Twister. A very least of students (17.2 percent) indicated that Tongue Twister does not motivate them to participate in the learning process and teach pronunciation actively.

Result from Interview

Most of the students perceived that Tongue Twister increases their motivation in learning English pronunciation. They stated that they are highly motivated to correct their pronunciation and to practice their pronunciation using Tongue Twister inside and outside the classroom. They participate actively in the class while teacher teach pronunciation using Tongue Twisters, such as ask the teacher about the words that are written on Tongue Twisters text, they want to read Tongue Twisters aloud in the front of the class when the teacher asks them to read it because they state that they want to practice more and more to get a better pronunciation. Nevertheless, some students are less motivated to learn pronunciation using Tongue Twister since the words are confusing. Besides, the least of students perceived that Tongue Twister does not increase their motivation in learning English pronunciation.

DISCUSSION

The research has discussed the findings from the instruments. Moreover, there are some aspects of perceptions, according to Walgito (2010: 200). The aspects are divided into three: an aspect of cognitive, aspect of affective, and aspect of psychomotor. These aspects are discussed generally in this part.

Almost all of the students have positive perceptions of the aspect of cognitive, even though the least of students have negative attitudes. Aspects of cognition include segments of learning, views, and expectations for mindsets or gaining knowledge, and past encounters and additionally all things acquired from the after-effects of the psyche of the individual doing the perception (Walgito, 2010:200), this in the line of the data that almost all of the students stated that Tongue twister is really useful for them in learning English pronunciation, and learning pronunciation strategy using Tongue Twisters causes them in understanding English learning pronunciation. Additionally, Tongue Twister plays an essential role in learning pronunciation in English since Tongue Twister helps most of the students in articulating difficult words and sounds, and Tongue Twister helps them to pronounce the words that have not been known before. Tongue Twister helps them in correcting pronunciation errors in English.

Moreover, Tongue twister helps them to be aware of their pronunciation, and they get to know the correct pronunciation of the words. Students' answers from the interview can support it. They stated that Tongue Twister made their pronunciation better because when they pronounce the words or sentences in Tongue Twisters, they tried hard to sound more like English. It is supported by the statement of Bilash (2011) who stated that the learner of pronunciation should achieve intelligibility, which means that the speaker produces sound patterns that are recognizable as English. Moreover, it helps them to remember the words and how to pronounce it. The data is in line with the statement of Wells-Smith Partners (2012) that several advantages of tongue twister are helping students gain

awareness of their pronunciation problem, assisting students in focussing on and tackling the problems which lead to quick improvement, assisting students in remembering some words.

On the other hand, the least of students stated that they did not find that Tongue Twister helps them in their learning since the sentences of Tongue Twister are challenging to pronounce and to understand. It is in line with the disadvantage of Tongue Twister, according to Well-Smith Partners (2002), that said the words in Tongue Twister are challenging to be noted by the students. This is also under the statement by Stuckey (2009:1), who stated that Tongue Twisters are words, phrases, or sentences containing alliteration that are difficult to say because of a varying combination of similar sounds. Thus, it is normal that students find it difficult to say words or sentences in Tongue Twister. However, Fatchul Mu'in (2017:375) stated that the students quickly learn difficult sounds using Tongue Twister. It is in line with the data from interviews students perceive that Tongue Twister helps them to learn difficult words and sounds in a more accessible and fun way. Referring to the meeting, the use of Tongue Twister has an impact on their English pronunciation by making their pronunciation better because when they pronounce the words, it becomes easy to be understood by the listeners such as teacher and their friends. This statement is related to the consideration of proper pronunciation (Bilash, 2011) that stated the pronunciation should be understandable to the listeners.

Based on findings, almost all of the students perceive that Tongue Twisters helps them to pronounce the words and influence their pronunciation, but only half of the students understand that Tongue Twisters are needed in the English classroom. It can be assumed that even though Tongue Twisters help the students to learn pronunciation, Tongue Twisters are not really needed in the English classroom. Moreover, almost all students perceive that Tongue Twisters help them to correct their pronunciation error and to pronounce the words they have not known before. On the contrary, students perceive that Tongue Twisters cannot help them to pronounce the difficult words because Tongue Twisters' words itself are challenging to pronounce according to Robert (2016) tongue twister as a sequence of words that tends to be difficult to pronounce quickly and correctly.

Furthermore, based on the findings, the use of Tongue Twister affects the condition and atmosphere of learning in the classroom because the Tongue Twister brings on the fun in the classroom. However, some students perceived that it does not affect their classroom condition and atmosphere in the right way because the students are too loud, so it makes them less concentrate. Inconsequently, it can be concluded that Tongue Twister makes the classroom fun, but it also makes the students less concentrated; thus they do not really

understand the words. It makes them feel Tongue Twisters are boring. This is in line with one of the disadvantages of Tongue Twister which is Tongue Twister can be annoying in the classroom (Wells-Smith Partners, 2012).

Additionally, Tongue Twister influences their English pronunciation since Tongue Twister does not make it difficult for them to memorize new vocabulary and pronunciation. The data is in line with the statement of Wells-Smith Partners (2012) that

Tongue Twister helps students to remember some words and helps students to build new muscle memory. Thus, it is in line with the theory of learning that said the cognitive domain in education is the knowledge that includes consciousness (Bloom, as cited in Suprijono, 2009:13).

In the aspect of affective, Walgito (2010:200) stated that the element of affection involves a component of feelings and emotional states of an individual against a particular object and everything that concerns the evaluation of both harmful and psychological factors based on a person. In line with the statement above, the data showed that they feel enjoyed while they are using Tongue Twisters, and they become steadier in learning pronunciation utilizing Tongue Twister since it makes them easy and fun to articulate words. The data are in line with the statement of Fatchul Mu'in (2017:375) that learning pronunciation using tongue-twisters made students felt much fun and enjoyment.

Based on the finding, students like learning pronunciation using Tongue Twisters because the use of Tongue Twister could create an interesting and challenging learning process. Students perceive that Tongue Twisters make them eager and steadier while learning pronunciation because Tongue Twisters are difficult to pronounce but it makes them want to practice more. This is in line with the statement of Turumi (2016:2) that it makes tongue twister challenging and interesting because Tongue Twisters allow the students to strengthen their speech and it is hard to pronounce tongue twister sentences because of the similar pattern of sounds in its words.

Students also feel more confident and less worried about utilizing Tongue Twister in learning English pronunciation process. Meanwhile, the least of students do not feel the same way, based on the interview because they feel stressed since they do not really understand the words or do not hear it clearly, and they would feel shy if they made some mistakes in pronouncing the words in the classroom. However, the students should know that it is tolerable to make some mistakes because, according to Well-Smith Partner (2002), Tongue Twisters are allowing students to practice the language without fear of making a mistake since everyone makes mistakes with tongue twisters, including teachers.

In the aspect of psychomotor, that involves individual motivation, attitudes, behavior or activities following their perceptions of a particular object or situation (Walgito, 2010:200). The data from findings show that Tongue Twisters motivate them to participate actively in the classroom; it is relevance with the statement of Brooks (2011) that stated it has another contribution like motivate and stimulate the learners to be more active in receiving the materials from the teachers. The data from interview that the students stated that they are motivated to learn pronunciation outside the classroom with their friends and they also find the Tongue Twister on the internet, it makes them steadier, this statement related to the report of Bloom as cited in Suprijono (2009:13) that psychomotor aspects involved productive ability which means that students actively productively participate in the classroom and also outside the classroom.

Referring to the findings from the interview, they are highly motivated to learn English pronunciation outside the classroom using Tongue Twisters; it can also increase their motivation in a pronunciation class. This data is relevant to the statement of Cheng (1998, as cited in Samir 2017:20) that Tongue Twisters can increase student motivation in

a pronunciation class and motivation is a highly significant factor in pronunciation. However, students perceive that Tongue Twisters decrease their motivation in learning English pronunciation because they think Tongue Twisters are tedious and very difficult to pronounce. Based on the interview, they stated that Tongue Twisters are boring because the teacher asked them repeated the sentences so many times; this is in the line with the disadvantage of Tongue Twister, according to Wells-Smith Partners (2012) that Tongue Twister can be annoying in a classroom.

Those statements from findings show that almost all of the students give positive perceptions of Tongue Twister in learning English pronunciation, while the least of students give negative perceptions. The positive perception can be related to students' perception of their learning performance. Students are increasingly motivated to learn pronunciation through Tongue Twister; they actively participate in the teaching and learning process using Tongue Twister in the classroom. They perceive that Tongue Twisters helps them to remember the words and pronounce it in an easy and fun way; therefore, they become more confident and less anxious in pronouncing the words in the form of sentences in Tongue Twister at the classroom. The data indicate that positive perceptions will make them have excellent learning performance and vice versa. This is supported by the statement from Ferreira (2008:225) that students' learning performance is positively impacted by the positive perceptions that students bring to the subject and also negative perceptions harm students' learning performance.

Furthermore, connecting with the findings above, there are some similarities results with the previous studies. The students perceive that Students feel enjoyment, happy, more eager, and confident in learning pronunciation using Tongue Twisters (Lindawati and Paath, 2013:42). Sitoresmi (2016) also stated that the Tongue Twisters are useful drills to improve motivation, class condition, and pronunciation skills of the students. The statement is relevant to the findings on this research that Tongue Twisters can increase their motivation in learning pronunciation. However, the results showed that the students perceive that the class condition becomes noisy so that it is different from the students' responses to the research of Sitoresmi (2016).

CONCLUSION

Students' perceptions of the use of Tongue Twisters in learning English pronunciation are positive, even though in some aspects they perceive negatively. Students perceive that Tongue Twisters help them to learn English pronunciation, such as correcting their pronunciation, being aware of their pronunciation error, and also helping them to memorize the words and how to articulate it, and Tongue Twister also brings on the fun in the classroom. Additionally, the students perceive that they like learning pronunciation by using Tongue Twister. It makes them 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. However, they still find it difficult to pronounce the word or sentences, and it makes them less concentrated due to the classroom condition which is not conducive. It becomes noisy. Moreover, the least of students still feel anxious because they are still afraid of making mistakes. There are still some students that perceive that Tongue Twisters do not motivate them enough to learn

English pronunciation. Therefore, as suggested by Dini Noor Arini (2016), pronunciation practice class is needed in order that the students really pronounce English.

SUGGESTION

From the findings, the researcher suggests some important points as follows:

For teacher

Based on the findings, it is suggested that teachers can create a more conducive classroom situation while they are teaching pronunciation using Tongue Twisters. When the students can enjoy the classroom situation, they will be easy to master the instruction and material from the teacher.

For students

Based on the findings, Tongue Twisters are highly recommended for students to help them to pronounce the English words correctly and help them to be better speakers.

For further research

Due to the limited time in this research, it will be better to for new researchers to have more preparations and participants to gain enriched data if one day there is research on a similar topic. It is also important to note that this study was based on students' perceptions only. In the future, research should also be focused on the teachers' perceptions, since teachers interact with learners regularly and their input is also crucial. Based on findings, it emerges that there is a need for more research of this kind to be carried out on students' perceptions of the use of Tongue Twisters in learning pronunciation and how their perceptions would positively or otherwise affect their learning outcomes.

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