THE EFFECT OF TONGUE TWISTER TOWARD STUDENTS' PRONUNCIATION ABILITY

Fenti Dwi Luviana, Sukirno, Willy Anugrah Gumilang
STKIP PGRI TULUNGAGUNG
STKIP PGRI TRENGGALEK
Email: feluviana@gmail.com, sukirno_69@yahoo.com, osmondwilliam@gmail.com
Jl. Mayor Sujadi Timur 7 KP. 66221 Tulungagung
Jl. Supriyadi 22 KP. 66319 Trenggalek

Abstrak: Memiliki pelafalan yang tepat dan lancar saat berbicara Bahasa Inggris adalah tujuan dari dilakukannya penelitian ini. Kurangnya kesadaran tentang betapa pentingnya mengajarkan pelafalan kata selama proses belajar mengajar membuat peneliti terdorong untuk melakukan penelitian dengan menerapkan salah satu teknik yang dinilai dapat meningkatkan kemampuan siswa dalam melafalkan kata, yaitu tongue twister. Teknik ini dipilih karena juga menyenangkan dan menarik. Penelitian ini dilakukan dengan desain pre-eksperimental yang terdiri dari tiga tahap yang dilakukan pada siswa SMP Global Karangan selaku subjek dari penelitian ini. Pada tahap pertama, peneliti menilai kemampuan pelafalan kata pada siswa melalui pre-test. Tahap kedua, peneliti melakukan treatment pada siswa dimana siswa akan mendapatkan pengetahuan tentang tongue twister. Tahap ketiga, siswa diberikan post-test untuk dinilai kembali kemampuan pelafalan katanya dan akan di bandingkan dengan hasil pre-test untuk diketahui tingkat perbedaan sebelum dan sesudah mendapatkan treatment. Setelah mendapatkan hasil, peneliti melanjutkan ke tahap analisis yang dilakukan secara kuantitatif dengan menggunakan SPSS. Hasil analisis yang dilakukan menunjukan bahwa adanya efek dari tongue twister terhadap kemampuan pelafalan siswa.

Kata Kunci: *tongue twister*, pelafalan kata, desain pre-eksperimental

Abstract: Having a fluent and a correct pronunciation when people are speaking English is the aim of designing this research. The lack of the awareness about how the importance of teaching pronunciation during the teaching-learning process makes the researcher encourages to do the research by applying one technique that is considered to improve students' pronunciation ability, namely tongue twisters. This technique is also chosen because it is fun and interesting. This research was carried out with a pre-experimental design that consisted of three stages applied to students of SMP Global Karangan as the subject of this research. The first stage, the researcher assessed the ability of students to pronounce the words through a pre-test. The second stage, the researcher treated the students where students got the knowledge about tongue twister. The third stage, students were given a post-test to reassess the pronunciation ability and were compared with the results of the pre-test before to find out the level of difference before and after getting treatment. After getting the results, the researcher proceeded to the analysis stage which was carried out the quantitative method which was using SPSS. The results of the analysis showed that there was an effect of tongue twister toward students' pronunciation ability.

Keyword: tongue twister, pronunciation, pre-experimental design.

INTRODUCTION

As the essential part of human being, communication has been a need for everyone who wants to share the ideas, feelings, and information in daily life. It cannot be denied that communication across borders is avoidable, and language is being the mean of communication. Wardhaugh (2006:1) stated that people get a communication by using language. Many people learn English as the wide language used to face the globalization era that insists on us to be capable of getting a communication with other people from another country. One of the most important elements in learning English is having a good pronunciation. Burns and Claire (2003:5) stated that the way produces the sound of the words called pronunciation. Meanwhile, Basuki (2016:42) stated that pronunciation mastery is how good the speaker's pronunciation influences the listener to understand the words. Therefore, having a good pronunciation makes people getting the point of communication easily. Unfortunately, several words have the similar sound that makes us get the mistake in pronouncing those words whereas mispronunciation may lead of one's intended meaning in a communication. To avoid mispronouncing words, we should learn more about the component of pronunciation such as phonetic symbol. The phonetic symbol shows the way to pronounce a word in English correctly (Kenworthy, 1998). By mastering phonetic symbol people may have a correct pronunciation and have a correct pronunciation people can decrease the misunderstanding of communication. Thus, people should learn about the consonant that consists of 24 letters for voiced and voiceless, 20 letters for monophthong and diphthong, stress, intonation, and linking. Here the further explanation with the example:

Table 1. **Voiced and Voiceless Sound**

Sounds	Words	Pronunciation
p	paper	/peɪ.pə(r)/
b	baby	/beɪ.bi/
t	time	/taɪm/
d	day	/deɪ/
k	kill	/kɪl/
g	gorilla	/gəˈrɪl.ə/
ʧ	catch	/ kætʃ/
dʒ	juice	/ dʒuːs/
f	female	/ˈfiːmeɪl/
v	vein	/veɪn/
ɵ	something	/ˈsʌm.θɪŋ/
ð	than	/ðæn/
s	song	/sɒŋ/
z	zero	/zɪə.rəʊ/
ʃ	pressure	/ˈpreʃ.ə(r)/
ʒ	measure	/ ˈmeʒ.ə(r)/
h	hair	/heə(r)/
m	summer	/ˈsʌm.ə(r)/
Sounds	Words	Pronunciation
n	napkin	/ˈnæp.kɪn/

ŋ	King	/kɪŋ/
l	late	/leɪt/
r	wrinkled	/ˈrɪŋ.kl̩d/
j	yellow	/ˈjel.əʊ/
w	war	/wɔːr/

Table 2. **Monophthong and Diphthong Vowels**

Vowel	Words	Pronunciation
iː	fee	/fiː/
i	many	/ˈmen.i/
ɪ	fix	/fɪks/
ʊ	home	/həʊm /
uː	food	/fuːd/
u	usual	/ˈjuː.ʒu.əl/
e	ten	/ten/
ə	eternal	/ɪˈtɜː.nəl/
ɜː	fur	/fɜː(r)/
ɔː	draw	/drɔː/
æ	fat	/fæt/
ʌ	sun	/sʌn/
ɑː	father	/ˈfɑːðə(r)/
ɒ	got	/gɒt/
ɪə	fear	/fɪə(r)/
ʊə	cruel	/krʊəl/
eə	air	/eə(r)/
eɪ	say	/seɪ/
ɔɪ	toy	/tɔɪ/
aɪ	shy	/ʃaɪ/
əʊ	go	/gəʊ/
aʊ	cow	/kaʊ/

Whereas, stress is a syllable on every word that is pronounced louder than the other (Kelly, 2000:66). In line with Basuki (2018:59) stated that one of the syllables which are pronounced stronger is called by stress. Stress indicates the means of every word which are said. The syllable indicated after the apostrophe is the stressed syllable. Each stressed syllable, in a word isolation, has a change of a pitch and the vowel sound in that syllable is elongate such as in a word understand/ˌʌn.də'stænd/. Many learners get wrong in stressing words, even the dictionary has shown the phonetic and the stress. Here the stress symbol:

/'. . . / or /ˈ . . ./ means strong or primary stress, example any/ˈen.i/.

/'. . ./ or /´. . ./ means secondary stress, example depend/dɪ´pend/.

When there is no any stressed syllable, it means that the word is read weakly such as beard/bɪəd/.

Besides stress, intonation makes a communication running successfully. By having a correct intonation, it decreases the misunderstanding in interpreting a meaning between the speaker and the listener. Kelly (2000:86) said that intonation is fluctuating voice in pitch when they are speaking. Here the illustration:

It was interesting.

Was it interesting?
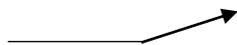
It was interesting

The first illustration shows an information given by the speaker. The second part tells that it is a question from the speaker. The third tells that the speaker feels enthusiastic about something.

Not only stress and intonation, but link-up also takes an important part in speaking. A transition from an ending of consonant sound which is followed by a beginning of vowel sound is called by linking word (Kenworthy, 1988:82). It is one of the tricks so people look more fluent when they speak English. Link-up has some rules, they are:

1. When a vowel meets a vowel, a transition sound resembles:

   /w/, such as in the phrases "Do it!"

   /y/, such as in the phrases "We are leaving now."

2. British usually links up /r/ when it meets with a vowel, such as in the phrases "This car has been parked here for a day".

Not only transition, but deleting some of the sounds also usually happened, such as:

3. /h/ in the phrases "Tell *h*im!".

4. /t/ in the phrases "She mus*t* be the shame." And /d/ in the phrases "What a goo*d* boy!". Those are never pronounced very clearly when they followed by /p/ or /b/.

5. /n/ is pronounced more like /b/ or /p/ such as in the phrase "The price is eleve*n* pounds.", and it looks like / ŋ/ before /k/ such as in the phrase "I*n* case".

6. /s/ is pronounced more like /ʃ/ before /j/ or /ʃ/, such as in the phrase "Thi*s* shop".

7. /l/ usually is erased such as in the phrase "A*l*ready".

8. The unstressed /ə/ is often lost such as in the phrase "Interest"

From the explanation above, it can be estimated that link-up can help English learners in both listening and speaking.

Although pronunciation is an important thing in communication, many people still put aside the pronunciation itself. What they are focusing on is still about the structure or other skills because they think learning pronunciation is a difficult thing to do. There is a

technique that is believed to make people easier to learn and to be capable of improving their pronunciation's ability, namely tongue twister. Not only improving the pronunciation's ability, but tongue twister is also a fun and an interesting technique to teach in the class. A sequence of words that has a similar sound to pronounce called tongue twister (Mahackova, 2014:41). *She sells the seashells on the seashore,* it is one of the examples of tongue twister which is focused on the sound of /ʃ/ and /s/. In addition, tongue twister is being one of the choices to be a pronunciation exercise speaking like Well-Smith Partners (2012) in Akyus's journal (2010) said that drilling enjoyably is the aim of the tongue twister. In consequence, the students will not feel bored when they are learning pronunciation using this type of technique. However, teaching tongue twister is very challenging because the students should repeat some sentences which are heard like having similar sounds, but in fact, it is different. The students must pronounce it along with the stress, rhythm, and intonation of natural speech thus they can have a fluent and natural pronunciation. it is possible to be done in once, but it must be done in periodic times. It is usually started from the easiest one to the most difficult one appropriate with the students' improving ability.

Even though tongue twister is not a strange thing in pronunciation, teaching tongue twister inappropriately causes a nonoptimal of pronunciation teaching-learning process. Riyadi (2016:2) states that tongue twister can be presented to the students through the whispering game and video modeling. In line with Korolkova at al (2015:1) says that tongue twister can be implemented by listening and repeating after the teacher, or listening and reading the words one by one. Shaping up the technique to the students' ability and students' condition is the most appropriate way to determine the technique used in tongue twister teaching-learning. By having the right technique used both the teacher and the students hope that they will get the maximum result of learning pronunciation through tongue twister. Related with that statement, the researcher wants to know the significant effect of tongue twister toward students' pronunciation ability at SMP Global Karangan in the 2017/2018 academic year.

By formulating the problem above, the researcher has two hypotheses to this research. First, there is a significant effect of tongue twister toward students; pronunciation ability and the second there is no any significant effect of tongue twister toward students' pronunciation ability. To prove the hypotheses, the researcher does the research which is expected to have some advantages for some people. For the English teacher, it is expected to suggest the English teacher applying a motivation and fun teaching technique in teaching English, especially in teaching pronunciation. For the

students, it is expected to be valuable for the students to get more motivation in learning English pronunciation, so they can practice it every day in a fun way. For the further researchers, by doing this research, the researcher gets some experiences and some knowledge, and it is expected to be useful as a reference for conducting further study in the future. For the school, it gives the contribution to the Junior High School, especially SMP Global Karangan that it can use Tongue Twister Technique as a new motivation and fun technique in teaching pronunciation to their students.

RESEARCH METHOD

To do this research the researcher chooses the pre-experimental design as the way to know the effect of tongue twister toward the students' pronunciation ability. This research design is a design which is chosen without a particular plan of assignment to the subject of the group to control the external variables (Ary et al, 2010:302). Pre-experimental is chosen because the researcher provides no control of external variables. During the research, the researcher just takes one intact class to be given a treatment. There are three steps involving this research. Those are administering a pretest, applying the treatment, and administering (Ary et al, 2010:303). To explain further, here the illustration of the research design:

Table 1. **One Group Pretest-Posttest Design**
(Adopted from Ary et al, 2010:304)

Pretest	Independent	Posttest
Y_1	X	Y_2

Based on the illustration above, this research has a procedure used in one group pretest-posttest. Y_1 represents the dependent variable who will get the pretest. The pretest given to the students means to measure the students' pronunciation ability before the researcher gives any treatment. X referred to as the treatment. In this section, the students will face some meetings to get the treatment which is related to tongue twister. Y_2 represents the dependent variable after getting the treatment. In this section, the students will get the posttest which means to measure the students' ability in speaking after getting the treatment. Here the following steps will be done in order to solve the problem and achieve the objective of the research:

- Making a planning for doing the pretest. The researcher makes pretest consisted of some sentences which score the ability of the students especially in three aspects such as stress, rhythm, and intonation.

- Doing the treatment. In this section, the researcher delivers some knowledge related to tongue twister which is applied to some sentences so the students can practice it immediately after getting the knowledge.

- Doing the posttest. The researcher makes a posttest which is similar to the pretest before in order to score them fairly.

It will never run well even we make an incredible planning if the researcher gets wrong in deciding the subject. This research takes SMP Global as the subject with the students of seventh grade as the sample. To choose the sample the researcher uses cluster sampling because it is done toward a small group in one settled place.

In addition, choosing the correct method of collecting data is needed to determine the validity and reliability of the research. In order to know the validity of this data the research takes a product-moment according to Pearson in Arikunto's book (2010:213) state that:

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where:

r_{xy} = the correlation coefficient of the score item test

N = total subject

X = score item

Y = score total

Meanwhile, to check the reliability the researcher chooses *Alpa Cronbach* as the pattern below:

$$r_i = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

Where:

r_i = reliability instrument

k = total question

$\sum \sigma_b^2$ = variant item

σ_t^2 = variant total

Reliability is a consistency of measuring the research (Arikunto, 2010:221). Not only Validity but also Reliability are supported by SPSS.

After determining the planning and the method, the next step to do the research is choosing the instrument of collecting the data. Here the researcher chooses reading aloud as the instrument of the pronunciation test. It is chosen because it is appropriate to test mastery of sound. To make it clearer, here the rubric to score the result of students' ability in pronunciation test as modified from Kenworthy's opinion (1998):

Table 2. **Pronunciation Rubric**

Sound	5	Speech has quiet appropriate sound
	4	Occasionally speech makes errors but it can still understand
	3	Speech makes frequently mistake sound and it make a little bit misunderstanding meaning
	2	Speech makes a lot of errors so it makes a difficult comprehension in a conversation
	1	Speech makes many mistake sound and the listener cannot understand it
Stress	5	Speech consists of almost appropriate stress
	4	Speech consists hardly incorrect stress
	3	Speech consists of some inappropriate stress
	2	Speech consists of mostly inappropriate stress
	1	Speech consists of very poor stress
Rhythm	5	Speech has fluent and appropriate rhythm
	4	Speech has a few fluent and appropriate rhythm but it is not disturbing a conversation
	3	Speech has some inappropriate rhythm so it makes a little bit misunderstanding
	2	Speech has many inappropriate rhythms and it is difficult to understand
	1	Speech has very poor rhythm
Intonation	5	Speech has quite an appropriate intonation
	4	Speech has slightly inappropriate intonation
	3	Speech has rather strongly inappropriate intonation
	2	Speech has many inappropriate intonations
	1	Speech has no any appropriate intonation so it makes misunderstanding during a conversation

After getting all the scores, the researcher does the analysis data using a quantitative technique. It is done to find the significant effect of tongue twister toward students' pronunciation ability. There are some formulas and the researcher has chosen the T-test as formulated below:

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t 	= t ratio

$\overline{D}$ 	= average difference

ΣD^2 	= different scores squared, then summed

$(\Sigma D)^2$ 	= difference scores summed then squared

N   = number of pair

In this T-test, the researcher also uses SPSS to support the calculating.

FINDINGS AND DISCUSSION

Findings

In this part, the researcher would like to explain what the researcher found after the research had done.

Table 3. **The Tabulation of Pretest and Posttest**

No.	Name	Pretest (X1)	Posttest (X2)
1.	ATNF	28	52
2.	AR	24	44
3.	AF	28	47
4.	AW	37	56
5.	AQA	26	53
6.	AMI	37	56
7.	DGP	25	47
8.	HWA	28	49
9.	IZA	0	0
10.	IDP	24	42
11.	KS	31	41
12.	MAF	0	0
13.	MAB	21	36
14.	MRK	26	38
15.	QA	25	35
16.	RDD	26	39
17.	RDNI	26	41
18.	RDA	27	43
19.	RP	30	39
20.	SAF	26	35
21.	SPR	27	46
22.	T	30	37
23.	W	32	42
24.	ZQ	0	0
	Total Score	584	918

The researcher used the test as the instrument to collect the data which consisted of five numbers for each pretest and posttest. The data scoring above was taken by using the rating scale as the measurement of the data research with four aspects and five score classifications. The students read the test loudly while the researcher took the score by looking at the scoring criteria on the rating scale. The scoring was done for each number of the test, so the students got twenty as the highest score for each number and got one hundred as the total score if they did the pretest and the posttest perfectly.

After finishing both the pretest and the posttest scoring, the researcher did the validity and the reliability test to each pretest and posttest in order to make the meaningful and appropriate interpretation.

Table 4. **Pretest Validity**

	Mean	Std. Deviation	N
scoresoal1	5,42	2,358	24
scoresoal2	4,50	1,842	24
scoresoal3	5,63	2,481	24
scoresoal4	4,50	1,888	24
scoresoal5	4,29	1,829	24
totalscore	24,33	10,098	24

Table 5**. The Posttest Validity**

	Mean	Std. Deviation	N
soal1	7,63	3,334	24
soal2	7,29	3,141	24
soal3	7,50	3,203	24
soal4	7,79	3,283	24
soal5	8,04	3,381	24
totalsoal	38,25	15,993	24

There are twenty-four students who participated in the pre-test held on the 23rd of April, 2018. Having twenty-four students, the R-Table score was 0,404. If the R-Table was higher than the R-Scoring meant that the data was not valid, but if the R-Table was lower than R-Scoring meant that the data was valid. Meanwhile, the R-Table and the R-Scoring were 0,404 < 0,987 for both pretest and posttest. Thus, the researcher could take the conclusion that the data was valid.

Table 6. **Reliability Test**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,980	,985	5

Table 7. **The Posttest Reliability**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,989	,989	5

The pretest and posttest were conducted of five number items. For scoring whether or not there was reliability on the instrument the researcher compared the result

of the counting with the R-Table. 0,468 was the R-Table, and it had 0.989 on the reliability statistic. Therefore, the researcher could take the conclusion that the reliability is valid because the reliability statistic was higher than the R-Table.

To check whether or not the hypothesis made was significant the researcher did the hypothesis test, and it had calculated as follows:

Table 8. **Hypothesis Test**

		N	Correlation	Sig.
Pair 1	pretest & posttest	24	,935	,000

Based on the calculating of the t-test, the sign was 0,00 and it did not exceed with the r-table level 95% (0.95). Therefore, the proposed hypothesis that stated "There is a significant effect of tongue twister toward students' pronunciation ability at SMP Global Karangan in the 2017/2018 academic year" was accepted.

Table 9. **Paired Samples Test**

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest-posttest	-13,917	7,460	1,523	-17,067	-10,767	-9,140	23	,000

The researcher took t-test to measure the significance of the test. The obtained t-value should be consulted to with the critical value in the t-table. It meant to check whether or not the pretest and posttest were statistically significant. Whereas for the pretest and the posttest cycles the 95% (0,95) product moment level of significance. Looking at the table, the mean of the data got 13,917 got from 584 as the total pretest and 918 as the total posttest from twenty-four students. The standard deviation of this t-test was 7,460. -10,767 at Confidence Interval showed the number of increasing confidence on the 95% of the confidence interval of the difference. The t-table showed 0,404 as the critical value with 23 was on the df and the t above was -9,140 so the t was higher than t-table. It meant that the t was accepted on the 95% significant. The

significant two-tailed showed 0,000 stating that there was a difference between a student's ability before getting the treatment and after getting the treatment.

Finishing all the steps of the research, the researcher has lighted the finding that doing the pretest and the posttest in order to finish the research on twenty-four students at SMP Global Karangan has already done. Not only that, but the researcher has also done the data analysis which has presented such as the data result of the pretest and the posttest. The validity and the reliability have got the result and it says valid. The researcher draws two hypotheses of this research. First, there is a significant effect of tongue twister toward students' pronunciation ability and the second is there is no any significant effect of tongue twister toward students' pronunciation ability. And the hypothesis test says there is a significant effect of tongue twister toward students' pronunciation ability. The test instrument used is also valid because it shows the gain score of the pretest and the posttest. It indicates that the treatment to the students is working.

CONCLUSIONS AND SUGGESTIONS

The main objective of doing this research was to know whether there was or not the significant effect of tongue twister towards students' pronunciation ability. Based on the objective above the researcher decided to make the research related on it.

Lacking the consciousness of pronunciation's ability was one of the cases that grips the researcher's attention to take this research. Not only that, pronunciation teaching-learning was just taken by a few schools whereas English was the international language used over the world. The researcher used tongue twister as the technique for the students to have a good pronunciation.

Therefore, the researcher had finished the research using the experimental design. As it reported in the previous chapter, it showed that the score was getting higher. It could be stated that the students' pronunciation ability increased positively after they had got the treatment and it also could be seen from the t which was higher than the r-table. Regarding both results, it could be concluded that the adjective proposed was accepted.

Getting the finding of the research, the research is lowly suggested the English Teacher be aware to choose the right and the interesting technique. Combining the right and the interesting technique can make the students getting the maximum knowledge from the lesson when the teacher teaches. For the students, so they get a new technique of learning especially tongue twister can make the students enjoys to learn. It is suggested to the students to practice tongue twister as often as possible makes the

students' pronunciation more fluent. For the further researcher, it is suggested to conduct similar research using tongue twister to increase the pronunciation's ability. The further researcher may develop the variables or a new learning technique. And for the school, the researcher hopes that the school develops a variety teaching technique so that the students are fun and interested in the learning process. Learning pronunciation through tongue twister will make the students feeling it is challenging and fun, and unconsciousness they are also learning.

REFERENCES

Akyuz, Manolya. (2016). *Adapting Coursebook with Tongue Twisters in Foreign Language Classes of 4th Grades in Turkish Primary Schools in Order to Improve the Speaking Skills of Students.* http://www.inciss.com/wp-content/uploads/2018/01/zpMANOLYA-AKY%C3%9CZ.pdf

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: RinekaCipta.

Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: RinekaCipta.

Arjomad, Mehrnaz., MA. (2015). *The Effect of Listening to Music on the Pronunciation of Lower Intermediate Iranian EFL Learners.* http://www.ijern.com/journal/2015/March-2015/09.pdf

Ary, Donald., Jacobs, Lucy Cheser., Sorensen, Chris., & Razavieh, Asghar. (2010). *Introduction to Research in Education.* Eighth Edition. USA: Wadsworth Cengage Learning. https://www.amazon.com/Introduction-Research-Education-Donald-Ary

Basuki, Yudi. (2016). The Use of Peer-Assessment of Reading Aloud To Improve The English Department Students' motivation on Pronunciation Class of STKIP PGRI Trenggalek. Jurnal Pendidikan Dewantara. Vol 2 No. 1 (2016), (Online: http://journal.stkippgritrenggalek.ac.id/index.php/kid/article/view/52)

Basuki, Yudi. (2018). The Use of Drilling Method in Teaching Phonetic Transcription and Word Stress of Pronunciation Class. Jurnal LinguA-LiterA. Vol 1 No. 1 (2018), (Online: http://journal.stkippgritrenggalek.ac.id/index.php/kid/article/view/115/67)

Burns, A. & Claire, S. (2003). *Clearly Speaking.* Sydney: AMEP Research Centre Macquarie University.

Creswell, J.W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed). UK: Pearson Education.

Gilakjani, A. P. (2011). *A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms.* Journal of Studies in Education. http://www.macrothink.org/journal/index.php/jse/article/view/924

Hamann, Cornelia. & Schmitz, Carmen., (2005). *Phonetic and Phonology.* University of Oldenburg https://www.scribd.com/document/367377748/Testovani-Ve-Vyuce-Cizich-Jazyku-b

Kelly, Gerald. (2000). *Teach Pronunciation.* UK: Bluestone Press, Charlbury, Oxfordshire. https://kupdf.com/download/gerald-kelly-how-to-teach-pronunciation-book-org_58cabf51dc0d607a3a339028_pdf

Kenworthy, Joanne. (1998). *Teaching English Pronunciation.* British: British Library Cataloguing. https://www.amazon.com/Teaching-Pronunciation-Handbooks-Language-Teachers/dp/0582746213

Korolkova, Yana V., Slabukho, Olesia A., Vydrina, Vera V., Zheleznyakova Anna N., & Zhang, Liyan (2015). *Effective Technique for Working with the Tongue Twister in the Elementary Level of Training Russian as a Foreign Language.* https://ac.els-cdn.com/S1877042815059364/1-s2.0-S1877042815059364-main.pdf?

Laszlo, Szilagyi. (2014). *Put English Phonetics into Practice. http://genius-ja.uz.ua/sites/default/files/csatolmanyok/magyar-a-nyertesek-dokumentumai-725/book-englishphonetics.pdf*

Machackova, B. E. (2012). *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonants*. A Diploma Thesis of Department of English Language and Literature Masaryk University Brno: Unpublish.

Putra et al. (2013). *An Analysis of the Process of Teaching Pronunciation through Song.* http://jurnal.fkip.unila.ac.id/index.php/123/article/view/8243

Sitoresmi, Ulupi. (2016). *Tongue Twister in Pronunciation Class.* E-Journal FKIP – UNS. http://www.jurnal.fkip.uns.ac.id/index.php/ictte/article/view/7673

Turumi, Yolllanda L., Jamiliddin, Salehuddin. (2014). *Using Tongue Twister to Improve the Pronunciation of Grade VIII Students.* E-journal of English Language Teaching Society (ELTS) Vol. 4 No. 2 2016 – ISSN 2331-1481. http://download.portalgaruda.org/article.php?article

Wardhaugh, Ronald. (2006). *An Introduction to Sociolinguistics.* UK: UK Copyright, Designs, and Patents Act 1988. https://www.amazon.com/Introduction-Sociolinguistics-Ronald-Wardhaugh/dp/1405186682