

## CHAPTER II

### LITERATURE REVIEW

#### A. Nature of Pronunciation

##### 1. The Definition of Pronunciation

Pronunciation is the most important way to acquire speaking skills. Comprehensible pronunciation is one of the basic requirements for student competence and at the same time one of the most important characteristics of language teaching. Keeping your pronunciation right can help you master English faster and become more fluent. If you often do English pronunciation correctly, you can increase your confidence and communication skills (Botley, 2017).

In learning pronunciation, researcher will be introduced to so many elements to understand, the first is Vol. Vol is a vocal sound, not vocal words for example is “a, i, u, e, o, aɪ (My), ɔɪ (Boy). The second one is consonant voice with the voiced consonants (**b** – **mob** /mɒb/) and unvoiced consonants (**p** – **mop** /mɒp/). Next is pop sounds (lap /læp/). The last is the final sound. By knowing the final sound, researchers know when a word is read long or short, and when the word is popped, because the sound explosion occurs at the end of a word.

In brief, pronunciation is important skills to learn. There are so many words with the same pronunciation in English, and that is what the researcher will examine, namely regarding games that use many difference words but almost have the same pronunciation.

Pronunciation is the most necessary skill in English. Pronunciation forces you to listen to the speaker more carefully, focusing on how you make the right sound when you speak. By hearing how natural sentences sound, you are more likely to make up your own. Moreover, the more you listen to these lines, the easier it will be for you to understand and get used to them. Because of that, pronunciation can help you learn English easily.

## **2. Type of Pronunciation**

It is important to distinguish between vowels and consonants before researchers delve deeper into English vowels. Distinguish between vowels and consonants before researchers delve deeper into English vowels. A consonant sound is produced when air is obstructed in one or more locations, either completely or partially produced when air is obstructed in one or more locations, either completely or partially. Vowels appear when air passes through the glottis. This is also caused by changes in air flow due to differences in the shape of the mouth due to differences in the position of the tongue and lips. The position of the tongue and lips changes the airflow depending on the shape of the mouth.

### **a. Vowel Sounds**

The first refers to the tongue or upper opening of the mouth. In this case, the meaning is "Closed" and "Open". The tone of speech also refers to high, medium, and low. Note that "close" and "high" are synonyms, as are "open" and "low" when it comes to tongue tone.

The second refers to the position of the tongue, or the general area of the mouth where vowels are formed. "Front, middle, and back" are the terms used. The position of the tongue affects the vowels in pronunciation

9. Front vowels can be produced by pushing the mouth forward. There is an aftertaste when pulled all the way into the mouth, and becomes central when dragged a little.

The third thing is the shape of your lips. It is classified as "spread". Vowel formation also depends on the shape of the lips. What is meant by "round" is that the researcher has round lips when taking notes. "Not rounded" or "widened" means the lips are relaxed, and this may include spreading them slightly.

#### b. Consonants Sounds

In English, phonemes can be divided into consonants. When consonants are pronounced, the flow of air from the lungs through the vocal tract is disrupted or obstructed. There are three important categories to know about English consonants:

Table 1. English Consonants

<p>1. Voiced and voiceless sounds</p>	<p><b>a)</b> Voiced sounds (with vibration) :/b, d, dʒ, g, j, l, m, n, r , v, ʁ , y, z, ʒ,ŋ/</p> <p><b>b)</b> Voiceless sounds (without vibration): /f, p, t, tʃ, k, θ, s, ʃ/</p>
<p>2. Place of articulation</p>	<p><b>a)</b> Bilabial: Participates in the production of sounds in the upper and lower lips.</p> <p><b>b)</b> Labiodental: lower lip and upper front teeth are affected.</p> <p><b>c)</b> Dental: Refers to the tip of the tongue opposite the upper teeth.</p> <p><b>d)</b> Alveolar: surrounded by the tip or blade of the tongue and the alveolar ridge.</p> <p><b>d)</b> Palato-alveolar: surrounded by the blade and the back of the alveolar ridge.</p> <p><b>f)</b> Tobacco: hits the front and narrow tongue hard.</p> <p><b>d)</b> Velaris: reaches the back part of the tongue to the soft side.</p> <p><b>h)</b> Glottic: involvement with open vocal cords</p>

c. The Important of Pronunciation from Precious Study

In my opinion, pronunciation is important because it is needed in communication, knowing what native speakers say during the listening section. Many similar letters differ in pronunciation.

## **B. Tongue Twister**

### **1. Definition of Tongue Twister**

"By considering these circumstances, tongue twisters were chosen to increase students' motivation, pronunciation and self-confidence" (Sitoresmi, 2016: 590). In addition, tongue twisters are a popular game that can be enjoyed by both children and adults. This activity aims to reinforce the English sounds that students have learned by making the game function like an environmental exercise.

Researcher recommend including tongue twisters that emphasize minimal sound differences that cause problems (e.g. pronunciation of /f/ and /v/, /s/ and /š/, /f/ and /θ/). Tongue twisters are "words or phrases that are difficult to pronounce" (Oxford: 2008). Tongue twisters may rely on similar but different phonemes, unknown loanword structures, or other features of the language. Many tongue twisters use a combination of alliteration and rhyme. You have a set of two or three sounds, then you swap some sounds within the same set of sounds. Example: "She sells shells on the sea. I think the shells he sells are seashells." EFL teachers usually use this game to improve their students' pronunciation. This game is very effective for students to learn, practice and have fun in pronunciation of English words.

Of course, these sentences will be very difficult to pronounce correctly the first time you try them. However, if you keep practicing with these tongue

twisters, your English pronunciation will definitely become clearer than before. Another benefit of learning tongue twisters is learning the position of the mouth in pronouncing sounds, identifying the location of pronunciation weaknesses, training the muscles around the mouth, as a warm-up when speaking English for a long duration, such as speech, to train focus on the articulation of sounds. Besides that, tongue twister sentences are very interesting because they consist of many similar sounds but usually have different spellings and meanings.

## 2. Types of Tongue Twisters game

### a. The Sentence.

- *Can you can a can as a canner can can a can?*
- *Six sick hicks nick six slick bricks with picks and sticks.*
- *A big black bug a big black dog on his big black nose!*

### b. Phrase or a sentence / clause short.

- *Sheena leads, Sheila needs*
- *World Wide Web*
- *Babbling bumbling band of baboons*

### c. The long form could be a chronological narrative

- *Peter Piper picked a peck of pickled peppers.*

*A peck of pickled peppers Peter Piper picked.*

*If Peter Piper picked a peck of pickled peppers,*

*Where's the peck of pickled peppers Peter Piper picked?*

d. Model of poetry.

*Luke luck likes lakes.*

*Luke's duck likes lakes.*

*Luke luck licks lakes.*

*Luck's dusk licks lakes.*

*Duck takes in lakes Luke Luck likes.*

*Luke Luck takes licks in lakes duck likes.*

### **C. Teaching Pronunciation using Tongue Twister**

This research focuses on improving students' pronunciation using tongue twisters. This game provides opportunities for learners can practice using a variety of real-life spoken language experiences in the classroom. This learning is effective if students are confident and cooperative. The use of tongue twisters is a quick, fun, and effective vocal warm-up for singers to improve their pronunciation and technique.

1. The first step, researchers must look for material from tongue twister games through videos.
2. Then in the middle of the lesson, when the students were starting to get sleepy or bored, the researchers started to build the children's enthusiasm for learning and started introducing the tongue twister game.
3. After being introduced, the researcher played 1 example of a tongue twister video and practiced it together.

4. And the last, after reading together, the researcher treated students to read them one by one, and so on for 4 meetings.

The researcher also carried out the same teaching in control class, but did not include the tongue twister game.

#### **D. Previous Study**

Many researchers have tried to study it there are many topics related to teaching and learning techniques classroom. The following is some research that is in line with the researcher's research study:

1. Qurnia (2008), mentioned in her research with the title *The Use of Songs to Improve Students' Achievement in Pronunciation (An Action Research with the 11th Graders of MANU Limpung-Batang in the Academic Year of 2008/2009)* from Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN) Semarang, 2008. The aim of this research is to describe application of songs as a medium to improve students' abilities pronunciation and to determine the improvement of students' abilities pronunciation after being taught using songs. This research is carried out in three cycles. The results of each pronunciation test cycle shows that treatment is successful because the students' average scores increased significantly.

There are differences and similarities between her research and the researchers' research. The difference lies in the teaching technique. She used songs as a medium, while researchers used tongue twisters

as a technique to improve EFL students' pronunciation. The similarity between his research and the researcher's research is to improve pronunciation and is also carried out in classroom action research.

2. Rohman, (2016), mentioned in his research in the title *The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2015/2016)* from English Education Department Of Education And Teacher Training Faculty Walisongo State Islamic University Semarang, 2016. Objectives of the Research In line with the research questions, this research has purposes to describe the implementation of Tongue Twister technique in improving EFL students' pronunciation. The results of each pronunciation test shows that treatment is successful because the students' average scores increased significantly.

There are similarities and difference between his research and the researchers' research. The similarities is used tongue twisters as a treatment technique to improve EFL students' pronunciation. The difference between his research and the researcher's research is the test, the test of his research is 3 test, with 1 preliminary test and 2 cycle test after the treatment and the researcher test is 2 test, preliminary test and post-test.

3. Putri et al. (2018) mentioned in the research *Improving Students' Pronunciation By Using Tongue Twister Technique*. This study

prefer to observe the improve of student with the same game with researcher but this kind is difference with researcher, because, this research is find out about effectiveness of tongue twister game in the class. They stated the use of tongue twister technique can improve students in pronunciation. It is shown by the students mean score. The mean score improved in every cycle.

