THE USE OF TONGUE TWISTERS
TO LEARN ENGLISH PRONUNCIATION

A THESIS

**Submitted in Partial Fulfillment of the Requirements for
the Degree of *Sarjana Pendidikan* in English Education**

By

RIA ARISKA

2521020

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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2025

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c.q. Ketua Program Studi TBIG
di
PEKALONGAN

Assalamu'alaikum Wr.Wb.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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ACKNOWLEDGEMENT

Praise to be presence of Almighty Allah SWT; thanks to His grace and blessing, I can finish my thesis and get a lot support from people who have been involved in this research and writing of this thesis. I would like to express my sincere thanks to all parties involved.

1. First, I would like to express my deepest gratitude to my family, especially for my parents, Mr. Ismawan and Mrs. Kuswiyah who always give me support, motivation, prayers and advice while I was writing this thesis. I would also like to thank my only sister, Siska Fadhila, M.Pd., who always helps, directs and accompanies me during the process of writing this thesis.

2. Second, I would like to express my gratitude to my supervisor, Mrs. Riskiana, M.Pd. Thank you for your guidance from the beginning to the end of writing this thesis.

3. Third, I would like to express my gratitude to all the lecturers who have taught me and given me a lot of knowledge while studying in English Education Department.

4. Fourth, I would like to express my gratitude to all my friends. Thank you for fighting together, supporting each other and helping each other. I also express my gratitude to all parties involved in writing this thesis that I cannot mention one by one.

5. Last but not least, I would like to express my deepest gratitude to myself. Thank you for fighting this far and never giving up. Thank you for being able to go

through all the challenges from the first semester until finally being able to complete this thesis.

MOTTO

"If you can't fly then run, if you can't run then walk, if you can't walk then crawl,

*but whatever you do have to keep moving forward"*

(Martin Luther King Jr.)

ABSTRAK

Pronunciation merupakan salah satu aspek yang penting dalam sebuah bahasa. Salah satu cara yang bisa dilakukan agar bisa memiliki kemampuan pengucapan seperti native speaker adalah dengan sering latihan menggunakan teknik yang tepat. Tongue twisters merupakan salah satu teknik yang bisa digunakan untuk latihan pronunciation. Penelitian ini bertujuan untuk mengetahui strategi yang digunakan siswa dalam belajar pronunciation menggunakan tongue twisters serta manfaat dan tantangan yang mereka hadapi selama belajar. Partisipan dalam penelitian ini adalah 5 siswa yang tergabung dalam sebuah English club di sebuah SMA di Pekalongan. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Hasil dari penelitian ini menunjukkan bahwa siswa menggunakan berbagai strategi dalam menggunakan tongue twisters untuk belajar pronunciation, diantaranya Memori, Cognitive, Compensation, Metacognitive, Affective, dan Social. Dengan menerapkan strategi-strategi tersebut, para siswa merasakan manfaat dari penggunaan tongue twisters diantaranya yaitu meningkatnya pronunciation skill, melatih focus dan konsentrasi selama belajar, dan meningkatkan rasa percaya diri untuk mengucapkan kata-kata berbahasa inggris dan berbicara dalam bahasa inggris. Namun, para siswa juga menghadapi kesulitan tersendiri dalam belajar pronunciation menggunakan tongue twisers, diantaranya yaitu sulitnya mengucapkan kata-kata yang hampir samma dan berulang secara cepat serta sulitnya mengucapkan kata-kata asing.

Kata kunci: Pembelajaran Pronunciation, Tongue Twisters, Strategi
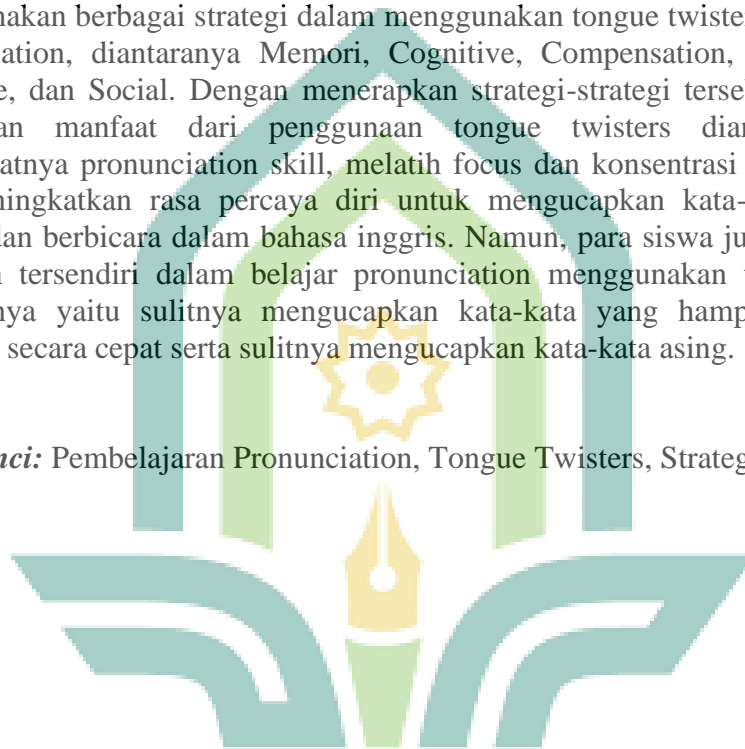
ABSTRACT

Pronunciation is one of the important aspects of a language. One way to have pronunciation skills like a native speaker is a practice using the right techniques. Tongue twisters are one of the techniques that can be used for pronunciation practice. This study aims to determine the strategies used by students in learning pronunciation using tongue twisters and the benefits and challenges they face while learning. Participants in this study were 5 students who were members of an English club at a high school in Pekalongan. This study used a qualitative method with a case study approach. The results of this study indicate that students use various strategies in using tongue twisters to learn pronunciation, including Memory, Cognitive, Compensation, Metacognitive, Affective, and Social. By implementing these strategies, students feel the benefits of using tongue twisters including increasing pronunciation skills, training focus and concentration while learning, and increasing self-confidence to pronounce English words and speak English. However, students also face their own difficulties in learning pronunciation using tongue twisters, including the difficulty of pronouncing almost the same words repeatedly and the difficulty of pronouncing foreign words.

Keywords: Pronunciation Learning, Tongue Twisters, Strategies
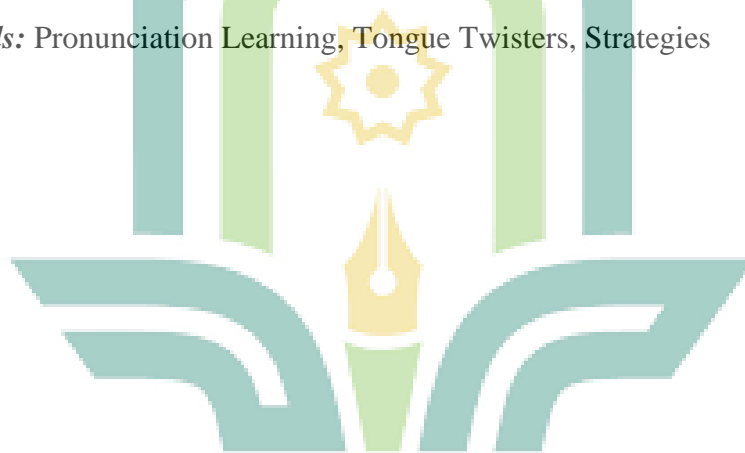
PREFACE

Praise and gratitude are always given to Allah SWT, who has given health, grace and guidance, so the author is still given the opportunity to complete this thesis entitled **The Use of Tongue Twisters to Learn English Pronunciation**, as one of the requirements to obtain a bachelor's degree. Although far from perfect, the author is proud to have reached this opportunity, which finally this thesis can be completed on time. This thesis can be completed because of the help from various parties. Therefore, I would like to express my gratitude and dedicate this thesis to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., Chancellor of UIN K.H. Abdurrahman Wahid Pekalongan.

2. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag., Dean of the Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan.

3. Mr. Ahmad Burhanuddin, M.A., the head of English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.

4. My kindest supervisor, Mrs. Riskiana, M.Pd., who has given suggestion, correction, guidance and time to me in writing this thesis.

5. All lecturers and staff of English Education Department, who has provided a lot of knowledge during my studies in English Education Department.

6. My beloved parents and my only sister who always gave prayers, support and motivation while I was writing this thesis.

7. My dearest friends who have fought together and have always been there in my every journey since the beginning of college until now.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a basic communication tool in everyday life. Language is used by humans to communicate and socialize with each other. Language is a system of conventional and arbitrary written, spoken, or gestural symbols that allow members of society to interact with each other in a clear and understandable way (Brown, 2004). On the other hand, there are many categories of languages used for communication. Languages used by people from different nations, tribes, and cultures will differ from each other.

One of the languages used for international communication is English. Considering the importance of English for international communication, English should be learned by students as early as possible. Students in Indonesia are expected to master six main English skills, namely speaking, listening, reading, writing, viewing, and presenting. One of the most important aspects of speaking is pronunciation. According to Seidlhofer (2001), pronunciation is very important in our social and personal lives because pronunciation shows our identity and how we relate to a community.

Clear and accurate pronunciation can facilitate effective communication and increase students' self-confidence. However, achieving native-like pronunciation can be challenging for students. This requires mastery of various phonetic elements and the ability to produce sounds that may not exist in their mother tongue. When we encounter a foreign language, our natural tendency

is to hear it based on the sounds of our own language (Al Zayed, 2017). This means that the more differences in sounds between the two languages, the more difficult it is for students to pronounce it.

Students should be encouraged to practice their pronunciation skills as fluently and accurately as possible (Tsunemoto & McDonough, 2020; Bøhn & Hansen, 2017; Buss, 2016). Practicing students' pronunciation skills can be done by improving their pronunciation learning with the right techniques. Among the various techniques used to improve pronunciation, tongue twisters have become a technique used by teachers to practice pronunciation in pronunciation classes. Tongue twisters are phrases or sentences consisting of several words that are pronounced almost the same. Gonzales (2009) stated that tongue twisters are used to repeat them as much as possible, as quickly as possible, without mispronouncing them. Tongue twisters offer a fun yet challenging way to practice the nuances of English phonetics, including consonant clusters, vowel sounds, and intonation patterns.

Tongue twisters are one of the interesting techniques to make students feel happy and make students practice speaking English more unconsciously (Yuniar et.al., 2021). The use of tongue twisters in pronunciation practice is based on the principles of repetition and muscle memory. Practicing difficult sound combinations repeatedly helps students develop articulation control and can improve pronunciation accuracy. Therefore, tongue twisters are used by English Club teachers in an Islamic Senior High School in Pekalongan for pronunciation practice. English club is a class that focuses on strengthening

students' English skills. The teaching techniques and methods are also interesting and vary depending on the skills being taught. In teaching pronunciation, tongue twisters are one of the techniques used.

Tongue twisters can help students improve their pronunciation (Gonzales, 2009). However, the principle of tongue twisters consists of repeated difficult sound combinations, this will cause difficulties for students. Therefore, students will have their own strategies for learning pronunciation using tongue twisters.

Many previous studies have investigated English pronunciation practice using tongue twisters, but studies investigating students' strategies or ways in learning English pronunciation using tongue twisters are still very limited. Therefore, this study will focus on students' strategies in learning English pronunciation using tongue twisters. By conducting this study, the aim is to enrich knowledge and also to add empirical data.

1.2 Research Questions

This research discusses several problems, the provide research question to explore:

1. What are students' strategies in learning English pronunciation using tongue twisters?

2. What are the benefits and challenges in learning English pronunciation using tongue twisters?

1.3 Operational Definition

To avoid misunderstanding the terms in this research, the researcher provides some definitions related to the research as follows:

1. Tongue Twisters are sentences or phrases made up of multiple words that sound very similar. According to Gonzales (2009), the purpose of tongue twisters is to repeat a phrase as many times as possible without making any mistakes in pronunciation.

2. English pronunciation is the way a person pronounces words in English involves knowledge and skills in sound production, articulation, stress and appropriate intonation. Pronunciation is the act of producing speech sounds, including articulation, stress, and intonation which often refer to certain standards of correctness or acceptability (Aboe, 2018).

1.4 Aims of the Research

1. To explore students' strategies in learning English pronunciation using tongue twisters.

2. To find out the benefits and challenges in learning English pronunciation using tongue twisters.

1.5 Significances of the Research

The significances of the study will be useful for:

1. Theoretical : This study will contribute to Oxford's (1990) theory of pronunciation learning strategies and support theories related to pronunciation learning.

2. Empirical : This study will provide empirical information on how students learn to pronounce words correctly in English.

3. Practical : This study presents the information for the readers about students' strategies in learning English pronunciation using tongue twister.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the data findings and discussion in chapter IV, the researcher concluded that students who are members of an English club at a high school in Pekalongan use various strategies in using tongue twisters to learn pronunciation. The researcher found various pronunciation learning strategies based on Oxford theory, namely Memory (students remember examples of pronunciation of words from teachers or videos), Cognitive (students pay attention to the teacher, including paying attention to mouth movements), Compensation (students check the pronunciation of a word in the dictionary), Metacognitive (students try to practice themselves), Affective (convincing and daring to practice in public), Social (asking and asking for feedback from friends). Of the various strategies, memory, cognitive, and metacognitive strategies are the strategies most often used by students in learning pronunciation using tongue twisters. While the affective strategy is the strategy least used by students.

By implementing these strategies, students feel the benefits of using tongue twisters to learn pronunciation. Some of the benefits are increasing pronunciation skills, training focus and concentration while studying, and increasing self-confidence to pronounce English words and speak English. In addition, students also face their own difficulties in learning pronunciation using tongue twisters. These difficulties include the difficulty of pronouncing

words that are almost the same and repeated quickly. In addition, the difficulty in pronouncing foreign words also causes its own obstacles for students in using tongue twisters to learn pronunciation. This is due to the difference in sound systems between English and Indonesian.

5.2 Recommendation

Researchers provide several recommendations for readers and future researchers, including the following:

1. This research uses old theories; future research is expected to use new theories.

2. This research only uses qualitative methods, but it can also be studied using quantitative methods or mix methods. Future research is expected to use quantitative or mix methods.

3. This study only involved five participants. Therefore, future research is expected to involve more participants.

4. This research only focuses on two studies, therefore further research can be developed into other studies.

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