Teaching English Pronunciation Using Songs and Tongue Twister

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Abstrak

Penelitian ini bertujuan untuk membandingkan dua metode pengajaran pelafalan Bahasa Inggris yang berbeda dengan menggunakan lagu dan pembelit lidah (*tongue twister*). Metode studi kepustakaan digunakan dalam penelitian ini digunakan untuk mengumpulkan informasi untuk penelitian ini. Sebagai hasil dari penelitian. Menunjukan bahwa dengan menggunakan laguuntuk pelafalan Bahasa Inggris dapat membantu siswa untuk dapat meniru pengucapan penutur asli sekaligus meningkatkan minat dan keterlibatan siswa dalam belajar Bahasa Inggris, menghasilkan lingkungan belajar yang baik. Menggunakan lagu dapat menjadi cara yang santai dan menyenangkan dalam belajar Bahasa Inggris. Siswa juga dapat menjadi lebih ekspresif ketikaberlatih berbicara Bahasa Inggris dan belajar mengucapkan pelafalan dalam Bahasa Inggris. Selain menggunakan lagu, ada juga cara menarik untuk mengajar dan belajar pengucapan Bahasa Inggris, yaitu dengan pembelit lidah (*tongue twister*). *Tongue twister* ini dikenal sebagai permainan yang paling menantang dalam Bahasa lisan, terutama dalam Bahasa Inggris. Penggunaan tongue twister dalam pengajaran pelafalan Bahasa Inggris, dapat menjadi kegiatan pembelajaran yang menyenangkan di dalam kelas, karena siswa akan merasa tertantang untuk berbicara secepat mungkin, dam dengan pelafalan yang sejelas mungkin.

Kata kunci: lagu, pengajaran pelafalan, *tongue twister*

Abstract

The study aimed to compare two distinct methods of teaching English pronunciation using songs and tongue twister. The library study method was used in this study to gather the information for this research. As the result of the research, it was showing that using songs to teach English pronunciation can help students mimic the native speakers' pronunciation while also increasing students' interest and engagement in learning English, resulting in a good learning environment. Using songs can be a relaxing and fun way to learn English. Students can also be more expressive when practicing speaking English and learning English pronunciation. Besides using songs, there is also another engaging way to teach and learn English pronunciation, which is by using tongue twister. Tongue twister known as the most challenging game in speaking languages, especially in English. Using tongue twister in teaching English pronunciation, can be a fun learning activities in the classroom because students are challenged to speak as fast as possible, and with a clear pronunciation as possible.

Keywords: *Songs, Teaching pronunciation, Tongue twister*

Introduction

In teaching a foreign language there are so many skills that can be improved to master the foreign language itself. There are four essential learning skills that should be improved in learning and teaching a foreign language, especially English language. And

those four academic skills are writing, reading, listening, and speaking. By improving each of those four academic skills, the teacher should come up with some interactive and innovative ways of teaching English. There are so many types of fun teaching and learning techniques that can improve language skills and components. This study discussed and compared more about two types of teaching techniques to improve students' pronunciation, namely songs and tongue twister. Despite finding it challenging to master, pronunciation is seen by both teachers and students as a crucial component of oral language that must be learned and practiced (Moedjito, 2016).

Using songs as the media in teaching English, especially in teaching and learning English pronunciation, can be challenging, and engaging. In fact, most people like to listen songs since it might help to improve their imagination, positive vibes and moods and learning new languages. In teaching and learning English pronunciation, students can imitating the way native's speaker pronouncing the English words by listening to English songs (Nasirudin, 2019). It is also well recognized that songs may help students express themselves in social situations, therefore students may be motivated to learn more by listening to English music. Learning English by songs also creates a non-threatening environment for the students, who are nervous to speak in English class (Şevik, 2011).

Besides that, using a tongue twister as the technique to teach and learning English pronunciation can also be challenging and engaging, since the mother tongue of ESL students in Indonesia might make it hard to pronounce words in English tongue twister like the native speaker. According to Idami et al. (2022)in improving students' learning interest, teachers might adopt an attractive and effective teaching strategy by including tongue twister into the lesson plan, which can be used as an alternate method in teaching pronunciation.

The purpose of this study was to compare the benefits of using songs and tongue twisters in teaching English pronunciation. The research method used in this study is a library research methodology. The library research method is the type of research approach that enables the researcher to use the library as the main source for gathering the information or data needed for the research (George, 2021). The data in this study was analyzed using Miles and Huberman qualitative data analyzing method which including three steps namely data reduction, data display, and conclusion drawing. The study shows that both of the instruments namely songs and tongue twister has their advantages and disadvantages when the teacher implementing one of each the instruments or both to teach English language pronunciation. Thus, both of songs and tongue twister could brings a positive and fun teaching and learning activities, yet also difficult and challenging for the students to get used and to practice the new and entertaining way of learning the English pronunciation. Both instruments can also help the students to learn about new vocabularies.

By using songs, students can learn about some new cultural differences based on the lyrics of the English songs that the teacher use in teaching, whether a pop English song, or nursery English songs.

By using tongue twister, students can be challenged to learn about the word stress, and practicing to strengthen their tongue skills in speaking more fluently like the native speakers.

Method

This study used a library research method. To gather information on the benefits of using songs and tongue twister in teaching English pronunciation. Library research is a type of systematic inquiry the sets, tools, norms, and methodology (George, 2021). The data acquired in his study were mostly secondary and came in form of books, journal articles, and other relevant sources that were researched and analyzed qualitatively.

Findings and Discussion

Using Songs to teach English Pronunciation

One of the innovative and fun teaching techniques is using a song. A song itself is a group of arrangements that consist of rhythm, harmony, and expressions. Fransischa & Syafei (2016) state that songs are a crucial part in language development for the young learners studying a second language. According to Shen (2009) combining songs in teaching a language has big possibilities in gaining attention from students. Using songs as an effective and innovative method in teaching English pronunciation, is one of the simplest and enjoyable ways to capture the students' interest, help them focus and enjoy learning pronunciation in English class. Using songs as one of the fun learning activities in class is also challenging because somehow students might find it to relax to learn. Rizkiani (2022) stated that music has melody and rhythm, which provide attractive environments for students, and music motivate learners to feel more interested and involved in learning English. So, in teaching English pronunciation, using songs can have advantages. By introducing English songs in the classroom, teachers may engage their students more and encourage them to learn English (Jessica et al., 2015).

The use of song as an instrument is another powerful tool the teachers may use to make the students enjoy study English (Hadi, 2019). Siregar (2018) agreed that songs serve as a teaching and learning tool, since they not only assist the teacher in teaching English, but also give the students a fun approach to advance their academic objectives. Therefore, songs in English language can be positively create a fun and enjoyable learning activities and atmosphere which also may increasing and gain the students interest in learning English pronunciation.

The advantages of using English songs can be motivating, and can make students feel more relaxed, and can create a comfortable and positive classroom atmosphere. Asmaradhani et al., (2019) state some advantages of using songs to teach English pronunciation, which can create a good learning environment, stimulate learning activities, raise students' attention, straighten memory, relieve tension or stressor, enhancing imagination, and increasing inspiration and motivation. Supeno (2008) agreed that in teaching- learning through songs may be a highly engaging experience since songs can offer an ideal learning environment for both the teachers and the students. Teopilus (2009) adding that using songs to teach can help to establish a soothing environment, reduce anxiety, and lessen reluctance. The highly important benefit of implementing English songs in teaching is that they are enjoyable (Millington, 2011)

Besides that, by using a song as an innovative teaching technique. Some students might easily be bored to learn by song if the songs are mostly overheard or too familiar. They may also difficulty hearing how the song was played clearly. Students beyond puberty are likely affected by anxiety when learning foreign language. As what Shen (2009) have stated, teacher should understand their students' interest in learning, keep them motivated is one of important things to apply which could help the students to enjoy the fun activities while learning English pronunciation with songs, and be careful to not let the teenager learners to using a rudeness in speaking English while learning by songs, because there are lots of pop songs which are using a slang languages and a rude language.

Moreover, Siregar (2018) stating that music lyric and songs not only helps to enhance and reinforce vocabulary, understanding, listening, speaking, and writing skills, yet also help to increase learning grammar with auditory skills and rhythmic patterns that stimulate brain activity and inspire imagination.

By implementing songs in teaching English pronunciation can also teach the students of English expression, new vocabularies, some cultural differences, and increasing their mood and imagination. By increasing the mod of the students, it can be positively forcing the students to enjoy the learning activities and their learning process or progress of learning how to pronounce English language as how the native speaker does.

Tongue Twister to Teach English Pronunciation

According to Lutfiani & Indri (2017) tongue twister is a statement or phrase that is challenging to pronounce because it has several identical sounds. Putri (2018) adding that the tongue twister approach taught students how to use tone and word stress when reading basic descriptive phrases. By implementing a tongue twister in improving students' pronunciation skills in learning English. A tongue twister is a fun game to learn about pronunciation and how fast the speakers can speak as clearly as possible. According to Prošić-Santovac (2009) tongue twister are a vestige of oral tradition, and they have been applied for a variety purposes throughout history, ranging from merely didactic to more bizarre. There are some sentences of tongue twisters, such as:

1. "Peter Piper picked a peck of pickled pepper.

A peck of pickled pepper Peter Piper picked.

If Peter Piper picked a peck of pickled pepper,

Where's the peck of pickled pepper Peter Piper picked?"

2. "The big black bug bit the big black bear, but the

big black bear bit the big black bug back!"

Those example of tongue twisters' sentences are known anonymous, which children have known one of them in nursery activities, as a games of speaking in fluently and with fast rhythm.

According to Juniarti et al., (2020) the use of tongue twister as quick, enjoyable, and efficient vocal warm up encourages students to improve their pronunciation and speaking style in English. Tongue twister is a novel approach to teaching pronunciation that avoids the traditional and tedious methods (Nurhandayani, 2009). Sitoresmi (2016) believed that togue twisters are an entertainment way to teach pronunciation. students may find it tough and enjoyable, which helps them learn more and more to talk like a native speaker and communicate as quickly as possible. Shavladze (2022) agreed that the students considered teaching English pronunciation using tongue twister method as an attractive

and amusing. Tongue twister can be an alternate method for the students to practice English pronunciation (Aulia, 2020). Tongue twisters has plenty similar sounds yet has several form and meanings in written language, and some of tongue twisters' sentences are humorous, and hard to speak or read with which makes it fun to try (Rohman, 2016). Putri (2018) adding that using tongue twisters can teach student's ability in word stress in pronouncing an English Words.

The students might not be able to follow the rule of a tongue twister of how faster and clearly, they could speak. According to the study of Lutfiani & Indri (2017) showing that using a tongue twister in teaching English in class using a cycle have showed them some disadvantages of a lack from a passive students that they have problems in pronouncing, because it still new for the passive students, and they also found that not a 100% students are willing to participated in the game, half of them might prefer to just watch their friends having fun. In this case, as a teacher we should come up with some fun classroom atmosphere to make every student to be more active and challenge them to have fun learning together with tongue twister. Even though tongue twister is hard to utter, it is entertaining to use tongue twister as a way to enhance pronunciation and strengthen the tongue (Nurhasanah & Zainil, 2018).

Therefore, using tongue twister as the technique to teach English pronunciation might be challenging, for the example if the teacher uses the tongue twister technique to teach English pronunciation as the game to gain students interest in learning and their curiosity to try some new technique and games. And we might see that students are eager to be engage in the game of English tongue twister. Nurhandayani (2009) agrees that tongue twister is an alternate method of teaching pronunciation that is more effective than the traditional and monotonous method.

Preparation

The study using the qualitative data analysis method to interpret the information that gathered using the library research method.

The qualitative data analysis method used in this study using the miles & Huberman (1994)

The analysis methods are including:

Data reduction

This process including the selecting, focusing, abstracting, simplifying, and transforming the information gathered for the research. In this part, the researcher selecting the topic to be researched and focusing on gathering the information using library method of research approach.

Data Display

In this term of process of qualitative data analysis method along with the process of data reduction, this process is used to assembly and interpreting the data gathered in the process of data reduction. In this research, the research interpreting the data gathered using the library research approach to comparing two different types of instruments used in teaching English pronunciation namely songs and tongue twister.

Conclusion drawing

Generally, in this process the data gathered in the research were supported by validity using Gregory formulation.

Conclusion and suggestions

In terms of conclusion, there are so many ways of innovative and fun teaching techniques to improve the learners' learning skills. To improving a pronunciation skill for example, there are some teaching techniques which are also innovative and fun to try in teaching an English pronunciation in Language class. Two of many various ways of teaching techniques are by using songs and tongue twister games which are challenging and can get the students attention to learn and participating more in the class and also can help student to feel more motivated in learning English pronunciation. A song can help students to feel more relax and getting more serious while having a fun way of learning English pronunciation. But for some reason, using a song as one of teaching technique might give some challenge for a teacher while they teach a teenager that going through puberty phase, they can become more reckless, and emotional while listen for some kind of song that can give them some feeling of lost, sad or anger towards something. Next is about using tongue twister as an innovative teaching technique. A tongue twister is mostly known as a game of speaking or read some sentence quickly a fluently with a good pronunciation. Tongue twister is a game that can be challenging for those who wants to improve their fluency in speaking English. But using a tongue twister can also have a weakness as a teaching technique, because teacher might find some students that are still passive in showing their skill of pronunciation while trying to enjoy the game, and some of the students might also just want to watch other enjoying the game. From those two types of the teaching techniques of improving English pronunciation, by using song and tongue twister game the writer would prefer a tongue twister technique, since it can become a fun and challenging teaching methods, and it is quite rare that teachers using tongue twister as one of the fun teaching techniques to teach pronunciation in English. And with tongue twister also may be fun and daring challenge for students to learn how to speak as fast and as clear as possible and how they learn to pronounce words in a correct way like native speakers.

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